

FOCUS 2

SECOND EDITION

A2+/B1

TEACHER'S BOOK

PATRICIA REILLY / ANNA GRODZICKA / AREK TKACZ

PEARSON ENGLISH PORTAL (PEP)

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Contents

Introduction **T4**

Podstawa programowa i matura w *Focus Second Edition* **T6**

Focus 2 Unit walkthrough **T8**

Focus 2 Component overview **T12**

Using videos in the classroom **T14**

Assessment for Learning and GSE **T15**

Mediation in *Focus Second Edition* **T16**

How to teach with projects **T17**

Focus 2 Student's Book with answer key

- Contents **2**
- Unit 1 **4**
- Unit 2 **18**
- Unit 3 **32**
- Unit 4 **46**
- Unit 5 **60**
- Unit 6 **74**
- Unit 7 **88**
- Unit 8 **102**
- Reference and Practice **116**

Focus 2 Workbook with answer key **145**

Culture notes **222**

Student's Book audioscript **227**

Videoscript **246**

Photocopiable resources **250**

Introduction

DEAR TEACHER,

We are writing to you to introduce the new edition of *Focus*, our five-level course for upper secondary students. As writers, it is always a privilege to be invited to 'have another go' and we are grateful to our publisher Pearson for giving us this opportunity. At the same time, we are particularly wary of introducing change for change's sake. 'If it ain't broke, don't fix it' is a maxim we set great store by. In our own classrooms, we are still using ideas and teaching techniques that we learnt early on in our careers. Why? Because they still work.

Consequently, the changes you will find in this new edition have been influenced by three important factors:

1) Your feedback, which we are happy to say has been overwhelmingly positive and extremely helpful in identifying areas to focus on.

2) Changing circumstances, where we have responded to the continuing evolvement of the Matura exam – for instance: a renewed focus on Use of English tasks – as well as important new Ministry requirements concerning student book recycling.

3) New opportunities, in particular the strategic partnership between our publisher Pearson and the BBC. This has enabled us to include some delightful BBC clips in each unit, adding an exciting new dimension to the course.

All that said, we still believe that writing language learning materials is not an exact science. A 'one size fits all' set of materials just doesn't exist. It can't. There are too many variables:

- The students – number, age, personality, attitude, life and learning experience, home support, class dynamic …
- The school – syllabus, timetable, policies, Ministry reforms, classroom environment, equipment …

And most importantly, you:

- The teacher – your experience, your training, your beliefs, your motivation …

So we accept that everybody's teaching context is unique and the perfect English course is an unattainable dream. However, our own experience in the classroom has taught us to value three things above all when using teaching and learning materials: reliability, flexibility and credibility.

Reliability

Quite simply, we want the materials to work. We don't want the course to let you down in the classroom. So we continue with our clean design, clear, easy-to-understand instructions and a wide variety of engaging topics, texts and tasks that have been combined in a logical way that will make sense to you and to your students. We are pragmatic. We've made it clear when a lesson starts and when a lesson ends. We don't want to give you any nasty surprises. We don't want to overcomplicate things. The less time you spend setting activities up, the more time your students spend practising the language. And maximizing language practice time is key – particularly for the core skills. Students learn by doing. They learn reading by reading more; listening by listening more; writing by writing more; and speaking by speaking more. Let's give them more time to 'do'.

Needless to say, the course covers all the necessary language work appropriate for the level and follows Ministry guidelines and the Common European Framework of Reference (CEFR). We hope you will appreciate the stimulating and memorable way in which each carefully selected grammar structure and vocabulary item is presented. But we are well aware that presenting language is not even half the story. We have designed these materials so that they systematically recycle the language that has been presented. 'Use it or lose it' is our motto. You will discover that this course, with all its supporting print-based and digital materials, provides your students with the repeated exposure and practice they require. Reliability = trust. We are confident you will be able to trust *Focus Second Edition*.

Flexibility

One of the things we learnt early on in our careers is that you teach the students, not the lesson plan. There is no point in slavishly following a prescribed 'teaching path' through a set of materials if the students are not with you. Your ability to react to emerging classroom situations and adapt your lesson accordingly is a vital teaching skill. So while a course might provide you with a reliable framework that you feel comfortable with, you will always need options, you will always need variety, you will always need alternative ways of presenting and practising language. We strongly believe that a rigid unit structure does NOT have to be a teaching straitjacket. The lessons themselves are brimful of different ideas, task types and interesting information. Then the supplementary material we have developed, both print-based and digital, offers you almost limitless flexibility. You can give extra multiple choice grammar exercises, do a communicative A/B information-gap activity or watch a specially selected BBC clip. Flexibility = choice. We think you will appreciate the range of choice in *Focus Second Edition*.

Credibility

So, while we are sure that a reliable and flexible course will help you, it's this third characteristic that really counts. You have to believe in the materials. You have to understand and assess the broad educational and methodological principles that underpin our materials and decide: are the ideas and the approach credible? Do they reflect your own views of how languages are learned? We'd like to take this opportunity to summarise our thinking on this and explain what lies at the heart of *Focus Second Edition*. We can do this by grouping our thoughts under three words beginning with 'M': Motivation, Memory and Meaning.

Motivation

The American linguist and philosopher Noam Chomsky once said that almost everything in the education process was about getting the students' interest in what they're being taught. This is our starting point: students learn best when they are interested in the material. It's as simple as that. We may not have got it right every time for your particular teaching context, but our overriding concern has been to select topics, texts and tasks that engage students both emotionally and intellectually. You need to organise the learning around things your students can relate to – things that are part of their life experience or things that they aspire to. An engaged learner is a more successful learner. We think course materials can play a big part in this key area of engagement.

Memory

'Learning is remembering', or so the adage goes. With the pressure all teachers are under to cover the syllabus, complete the course and finish the book, we worry that not enough time is spent on recycling. Too much presentation, not enough practice. Systematic recycling of new language is a core feature of *Focus Second Edition*. There is a particular emphasis on vocabulary. The linguist David Wilkins noted back in the 1970s that while we can convey very little without grammar, we can convey nothing without vocabulary. Words are the basic building blocks of any language, but how many times do you need to see a new word before you truly acquire it? Ten? Twenty? Thirty times? It's definitely more than once! In the new *Focus on words* sections, students using *Focus Second Edition* will devote valuable time to new vocabulary, as well as learning a variety of ways of recording it.

Meaning

As the linguist and academic Rod Ellis reminds us, motivation in second language learning is derived from getting meanings across successfully. We are strongly opposed to mechanistic practice and drills where form dominates and meaning is irrelevant. If you ask your students to choose the correct quantifier in the question: *How much/ many petrol is there in the car?* I'm sure most of them will correctly choose *much*. But they might also legitimately wonder whose car we are talking about. And then think, 'But I don't have a car. I've never bought petrol in my life. I can't even drive …' Why not ask them to choose the correct quantifier in this question: *How much/many water do you drink?* Then, when they have chosen the correct quantifier, they can at least ask their partner the question. Information is exchanged; students practise their speaking; the exercise is meaning*ful*, not meaning*less*. This is one tiny example of an approach to learning that we passionately believe in. Don't practice language for the sake of it. Language exists to make meanings, and our learning materials should reflect this.

These are some of the more important ideas that we hold dear. Over the years, they have influenced our teaching and our writing. Credibility = belief. We want you to believe in *Focus Second Edition*.

So, now it's over to you. We'd like to take this opportunity to wish you and your students every success.

Our warmest regards,

Sue and Vaughan



Podstawa programowa i matura w *Focus Second Edition*

KALENDARIUM ZMIAN W SYSTEMIE EDUKACJI – SZKOŁY PONADPODSTAWOWE

IX 2019
- Rozpoczęcie kształcenia w 4-letnim liceum, 5-letnim technikum i branżowej szkole I stopnia na podbudowie ośmioletniej szkoły podstawowej
- Rozpoczęcie realizacji nowej podstawy programowej w szkołach ponadpodstawowych na trzecim etapie edukacyjnym

IX 2020
- Rozpoczęcie kształcenia w branżowej szkole II stopnia na podbudowie gimnazjum i branżowej szkoły I stopnia
- Start oddziałów wstępnych w liceach (ewentualnie technikach) w zakresie kształcenia dwujęzycznego

2021 – Przewidywany termin publikacji nowego *Informatora o egzaminie maturalnym z języka angielskiego od roku szkolnego 2022/2023*

V 2023 – Egzamin maturalny na wyższym poziomie

STARA I NOWA PODSTAWA PROGRAMOWA

Kurs *Focus Second Edition* jest przeznaczony do pracy zarówno z uczniami szkół ponadgimnazjalnych zgodnie z wariantami podstawy programowej IV.1P, IV.1R, IV.0 oraz IV.2, jak również z uczniami liceum ogólnokształcącego i technikum zgodnie z wariantami podstawy programowej III.1.P, III.1.R, III.2, III.2.0 oraz III.DJ (rozporządzenie Ministra Edukacji Narodowej z 30 stycznia 2018 r.).

MATURA Z JĘZYKA OBCEGO DO ROKU 2022

Egzamin maturalny składa się z części pisemnej i ustnej. Obecnie w części pisemnej zadania maturalne na poziomie podstawowym odpowiadają poziomowi B1, a zadania na poziomie rozszerzonym – poziomowi B2/B2+ według skali *Europejskiego systemu opisu kształcenia językowego* (*ESOKJ*). Do egzaminu pisemnego można podejść:
- jako do przedmiotu obowiązkowego na poziomie podstawowym (zgodnie z wymogami podstawy programowej w zakresie IV.1P) oraz
- jako do przedmiotu dodatkowego na poziomie rozszerzonym (zgodnie z wymogami podstawy programowej w zakresie IV.1R).

Egzamin pisemny trwa:
- 120 minut na poziomie podstawowym,
- 150 minut na poziomie rozszerzonym.

Egzamin ustny nie ma określonego poziomu i jest zdawany jako przedmiot obowiązkowy lub dodatkowy. Ta część egzaminu maturalnego trwa około 15 minut. Dokładne informacje dotyczące formy i charakteru zadań oraz sprawdzanych struktur gramatycznych, a także szczegółowe kryteria oceniania można znaleźć w *Informatorze o egzaminie maturalnym z języka angielskiego od roku szkolnego 2014/2015* wydanym przez Centralną Komisję Egzaminacyjną.

KURS *FOCUS SECOND EDITION* I PRZYGOTOWANIE DO EGZAMINU MATURALNEGO

Kurs ***Focus Second Edition*** gwarantuje rzetelne przygotowanie do egzaminu maturalnego:
- na poziomie **1** (A2/A2+ wg *ESOKJ*) zaznajamia z formułą maturalną, umiejętnościami egzaminacyjnymi i kryteriami oceny, praktycznie przygotowując do egzaminu na poziomie podstawowym;
- na poziomie **2** (A2+/B1 wg *ESOKJ*) podsumowuje i ugruntowuje wiedzę oraz umiejętności potrzebne do zdania egzaminu dojrzałości z języka angielskiego na poziomie podstawowym, jednocześnie wprowadzając niektóre założenia poziomu rozszerzonego;
- na poziomie **3** (B1/B1+ wg *ESOKJ*) zawiera ćwiczenia z obu poziomów egzaminu maturalnego – podstawowego i rozszerzonego – przygotowując uczniów do rozwiązywania wszystkich typów zadań;
- na poziomie **4** (B2/B2+ wg *ESOKJ*) skupia się na umiejętnościach potrzebnych, aby zdać egzamin na poziomie rozszerzonym, wprowadzając jednocześnie niektóre założenia poziomu dwujęzycznego;
- na poziomie **5** (B2+/C1 wg ESOKJ) ćwiczy umiejętności niezbędne do zdania egzaminu na poziomie rozszerzonym oraz dwujęzycznym.

Focus Second Edition na wszystkich pięciu poziomach kładzie nacisk na umiejętności produktywne, czyli mówienie i pisanie, w formie wymaganej na egzaminie maturalnym. Uczy środków językowych w przemyślany sposób, przykładając wielką wagę do ich różnorodności i poprawności zgodnie z obowiązującymi kryteriami oceny. Ponadto kurs kładzie większy nacisk na zadania otwarte. Szczegółowe informacje na temat przygotowania do matury z języka angielskiego w poszczególnych komponentach poziomu **2** kursu *Focus Second Edition* znajdują się w tabeli obok.

Warto zwrócić także uwagę na unikatowy charakter książki nauczyciela (***Focus Second Edition* Teacher's Book**), która została zaprojektowana w taki sposób, by ułatwić przygotowanie do lekcji i usprawnić pracę w klasie, ale przede wszystkim skutecznie przygotować uczniów do egzaminu maturalnego.
- Strony głównej części książki nauczyciela mają taką samą numerację jak strony książki ucznia.
- Na stronach książki ucznia naniesiono rozwiązania zadań.
- Książka nauczyciela zawiera pomniejszone strony zeszytu ćwiczeń wraz z naniesionymi rozwiązaniami zadań.
- Na końcu książki nauczyciela znajduje się sekcja **Culture notes**, w której uwzględniono elementy wiedzy o krajach anglojęzycznych obowiązujące na egzaminie maturalnym.
- Nauczyciel ma też do dyspozycji dodatkowe **materiały do kopiowania**. Wśród nich znajdzie między innymi ćwiczenia sprawdzające znajomość środków językowych w formacie zadań maturalnych, jak również ćwiczenia przygotowujące ucznia do wykonania zadań maturalnych w zakresie mówienia i pisania.

	Matura do roku 2022		Focus 2 A2+/B1 Second Edition		
	Poziom podstawowy	**Poziom rozszerzony**	**Student's Book**	**Workbook with Online Practice**	**Testing Programme**
Rozumienie ze słuchu	**Zadania zamknięte:** wybór wielokrotny, dobieranie, prawda/fałsz	**Zadania zamknięte:** wybór wielokrotny, dobieranie, prawda/fałsz	✓ zadania maturalne LISTENING FOCUS oraz zadania oznaczone „ptaszkiem" w lekcjach nr 3 ✓ sekcje powtórzeniowe FOCUS REVIEW na końcu rozdziałów ze wskazówkami egzaminacyjnymi	✓ dodatkowe zadania sprawdzające rozumienie ze słuchu dostępne online	✓ osiem sprawdzianów MiniMatura (wersja A i B) ✓ jeden przykładowy zestaw maturalny
Rozumienie tekstów pisanych	**Zadania zamknięte:** wybór wielokrotny, dobieranie, prawda/fałsz	**Zadania zamknięte:** wybór wielokrotny, dobieranie, prawda/fałsz	✓ zadania maturalne READING FOCUS oraz zadania oznaczone „ptaszkiem" w lekcjach nr 4 ✓ sekcje powtórzeniowe FOCUS REVIEW na końcu rozdziałów ze wskazówkami egzaminacyjnymi	✓ zadania maturalne w każdej lekcji nr 4 ✓ dodatkowe zadania sprawdzające rozumienie tekstów pisanych dostępne online	
Znajomość środków językowych	**Zadania zamknięte:** wybór wielokrotny, dobieranie	**Zadania zamknięte:** wybór wielokrotny, dobieranie **Zadania otwarte:** zadanie z luką, parafraza zdań, słowotwórstwo, tłumaczenie fragmentów zdań na język obcy, układanie fragmentów zdań z podanych elementów leksykalnych	✓ przydatne zagadnienia w ramkach LANGUAGE FOCUS, zadania maturalne w każdej lekcji nr 6 oraz w sekcji REFERENCE AND PRACTICE ✓ słownictwo w każdej lekcji nr 1 ✓ listy wyrażeń przyimkowych i czasowników frazowych oraz tabele słowotwórstwa, zaimków, liczebników i czasowników nieregularnych na końcu podręcznika ✓ gramatyka w każdej lekcji nr 2 i 5 oraz w sekcji REFERENCE AND PRACTICE ✓ sekcje powtórzeniowe FOCUS REVIEW ze wskazówkami egzaminacyjnymi na końcu rozdziałów	✓ zadania maturalne w każdej lekcji nr 6 ✓ słownictwo w każdej lekcji nr 1 z ramkami SHOW WHAT YOU'VE LEARNT ✓ słownictwo w tekstach nagrań w każdej lekcji nr 3 ✓ gramatyka w każdej lekcji nr 2 i 5 z ramkami sprawdzającymi SHOW WHAT YOU'VE LEARNT ✓ ramki REMEMBER THIS ✓ sekcje powtórzeniowe Self-check na końcu rozdziałów, sekcja GRAMMAR: Train and Try Again oraz dodatkowe zadania online (gramatyka i środki językowe)	✓ osiem krótkich testów ze środków językowych (wersja A i B) ✓ osiem krótkich testów ze słownictwa (wersja A i B) ✓ szesnaście krótkich testów z gramatyki (wersja A i B) ✓ osiem sprawdzianów MiniMatura (wersja A i B) ✓ jeden przykładowy zestaw maturalny
Wypowiedź pisemna	Jeden tekst użytkowy (np. list w formie tradycyjnej lub elektronicznej, wiadomość umieszczona na blogu lub forum internetowym) Długość tekstu: 80–130 słów	Jeden tekst argumentacyjny, wybierany z dwóch tematów (np. list formalny, rozprawka, artykuł publicystyczny) Długość tekstu: 200–250 słów	✓ przydatne zwroty w ramkach WRITING FOCUS oraz pisemne zadanie maturalne w każdej lekcji nr 7 ✓ sekcje powtórzeniowe FOCUS REVIEW ze wskazówkami egzaminacyjnymi na końcu rozdziałów	✓ Bank zwrotów do wypowiedzi pisemnej ✓ przydatne zwroty w ćwiczeniach, pisemne zadania maturalne oraz ramki sprawdzające SHOW THAT YOU'VE CHECKED w każdej lekcji nr 7	✓ osiem sprawdzianów MiniMatura (wersja A i B) ✓ kryteria oceniania do wszystkich pisemnych zadań maturalnych ✓ jeden przykładowy zestaw maturalny
Wypowiedź ustna	• Rozmowa wstępna • Rozmowa z odgrywaniem roli • Opis ilustracji i odpowiedzi na trzy pytania • Wypowiedź na podstawie materiału stymulującego i odpowiedzi na dwa pytania		✓ ćwiczenia i przydatne zwroty w ramkach SPEAKING FOCUS w każdej lekcji nr 8 ✓ sekcje powtórzeniowe FOCUS REVIEW ze wskazówkami egzaminacyjnymi na końcu rozdziałów	✓ BANK ZWROTÓW DO WYPOWIEDZI USTNEJ w każdej lekcji nr 8 ✓ ćwiczenia w każdej lekcji nr 8	✓ osiem zestawów do ustnego egzaminu maturalnego (każdy w wersji dla zdającego i egzaminującego) wraz z kryteriami oceniania
Zakres tematyczny	Zasób środków językowych w zakresie piętnastu tematów: „Człowiek", „Dom", „Szkoła", „Praca", „Życie rodzinne i towarzyskie", „Żywienie", „Zakupy i usługi", „Podróżowanie i turystyka", „Kultura", „Sport", „Zdrowie", „Nauka i technika", „Świat przyrody", „Państwo i społeczeństwo", „Elementy wiedzy o krajach anglojęzycznych"		✓ listy słownictwa Word list z wymową i tłumaczeniem na końcu rozdziałów ✓ sekcje powtórzeniowe FOCUS REVIEW na końcu rozdziałów	✓ Słownictwo maturalne z tłumaczeniem ✓ Słownictwo maturalne: zadania ✓ dodatkowe zadania sprawdzające rozumienie tekstów pisanych dostępne online	✓ osiem krótkich testów ze słownictwa (wersja A i B) ✓ osiem sprawdzianów MiniMatura (wersja A i B) ✓ osiem zestawów do ustnego egzaminu maturalnego (każdy w wersji dla zdającego i egzaminującego) wraz z kryteriami oceniania ✓ jeden przykładowy zestaw maturalny

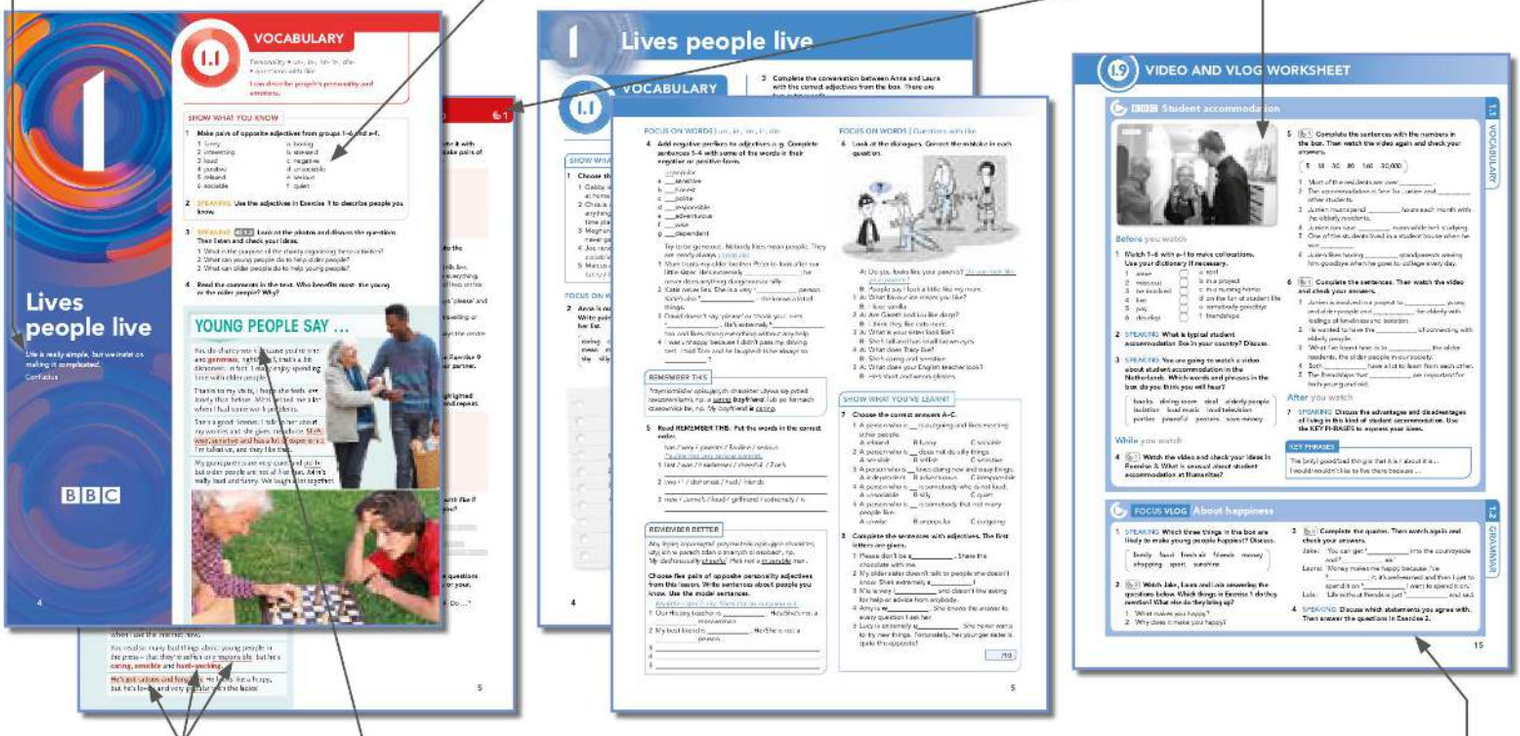
Focus 2 Unit walkthrough

VOCABULARY LESSONS

Inspiring quotations

SHOW WHAT YOU KNOW revising vocabulary students should already know, thus enabling all the students in the class to start on the same level

A corresponding vocabulary lesson and a video worksheet with extra exercises related to the BBC and Focus Vlog video in the Workbook



Highlighted target vocabulary items

Contextualised vocabulary presentation (listening or reading tasks)

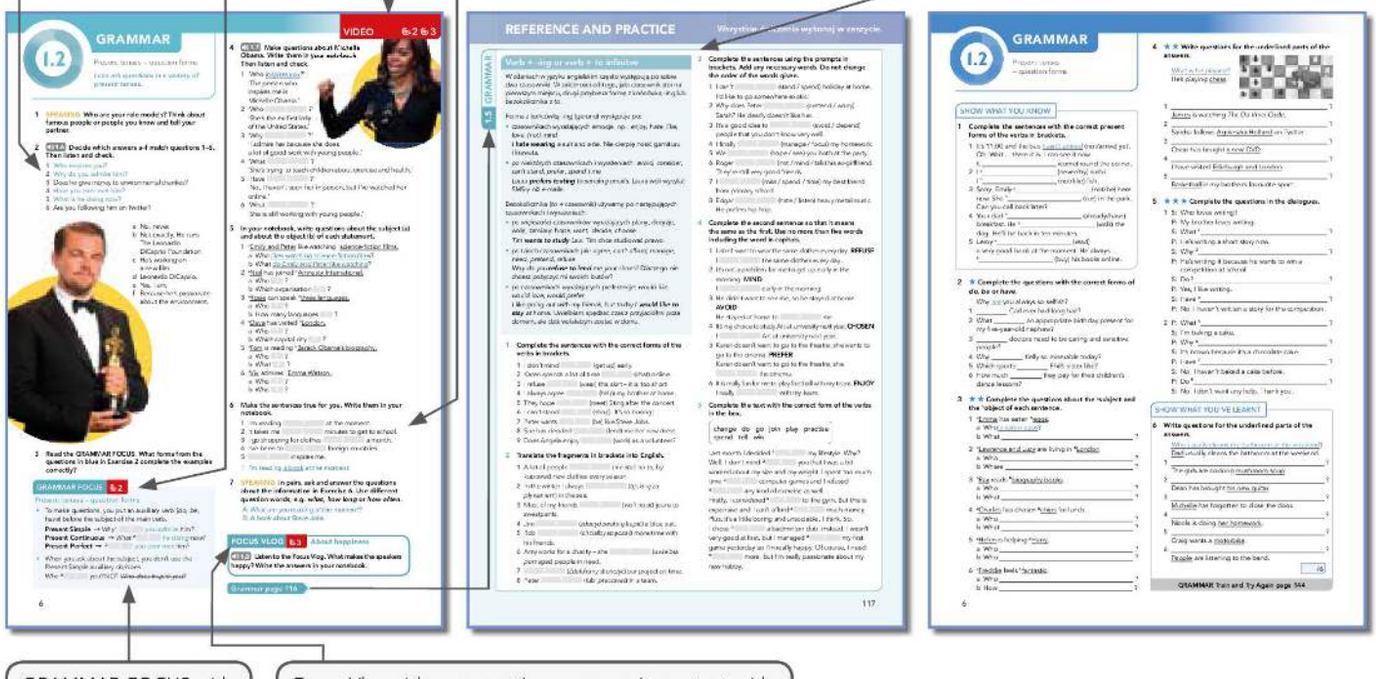
GRAMMAR LESSONS (2 per unit)

Highlighted structures given in context

Grammar animation videos reinforcing students' learning and understanding of the grammar structures

Personalised grammar activities

Grammar rules in Polish with extra practice at the back of the book



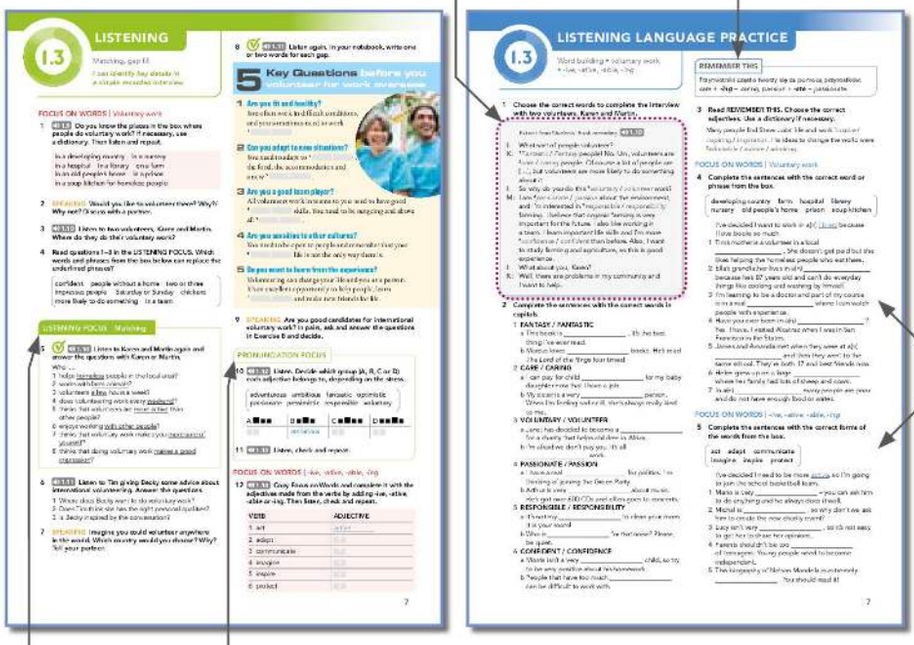
GRAMMAR FOCUS with rules and structures

Focus Vlog videos presenting grammar in context, with a corresponding video worksheet in the Workbook

LISTENING LESSONS

Audioscripts from the lesson used in the Workbook to practise vocabulary

REMEMBER THIS boxes drawing attention to tricky language



More practice of the vocabulary sets from the lesson in the Student's Book

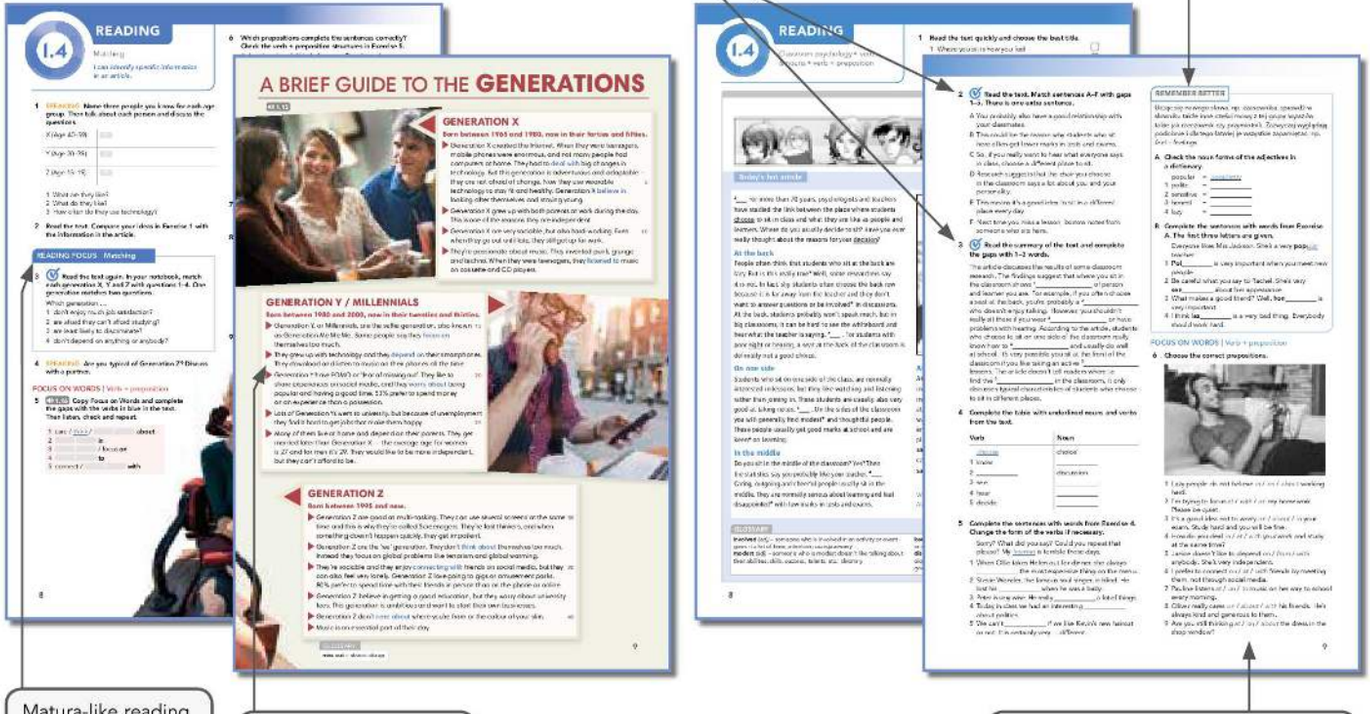
Matura-like listening tasks in LISTENING FOCUS

PRONUNCIATION FOCUS activities turning students' attention to different sounds and helping them improve their pronunciation

READING LESSONS

Matura-like reading tasks

REMEMBER BETTER boxes with tips on learning, remembering and enriching new language



Matura-like reading tasks in READING FOCUS

A variety of texts appealing to teenagers

More practice of the vocabulary sets from the lesson in the Student's Book

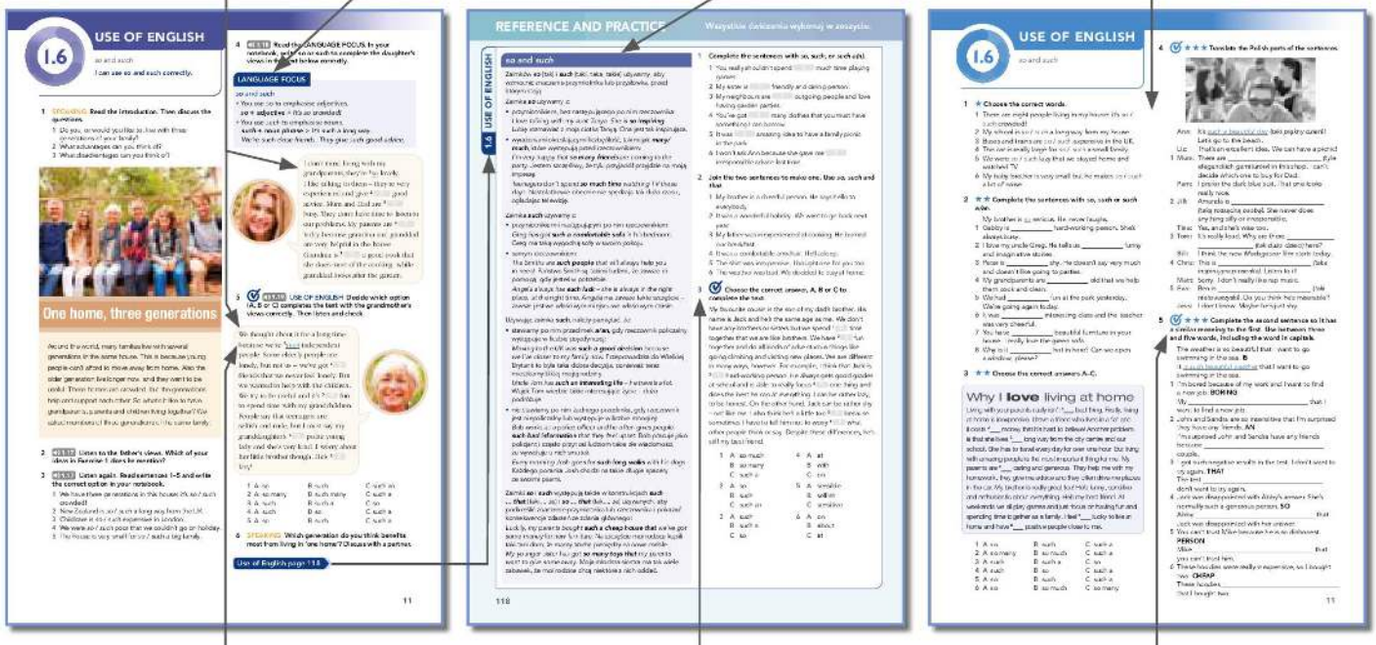
USE OF ENGLISH LESSONS

Target structure practice in context

LANGUAGE FOCUS with usage rules and structures

Use of English rules in Polish with extra practice at the back of the book

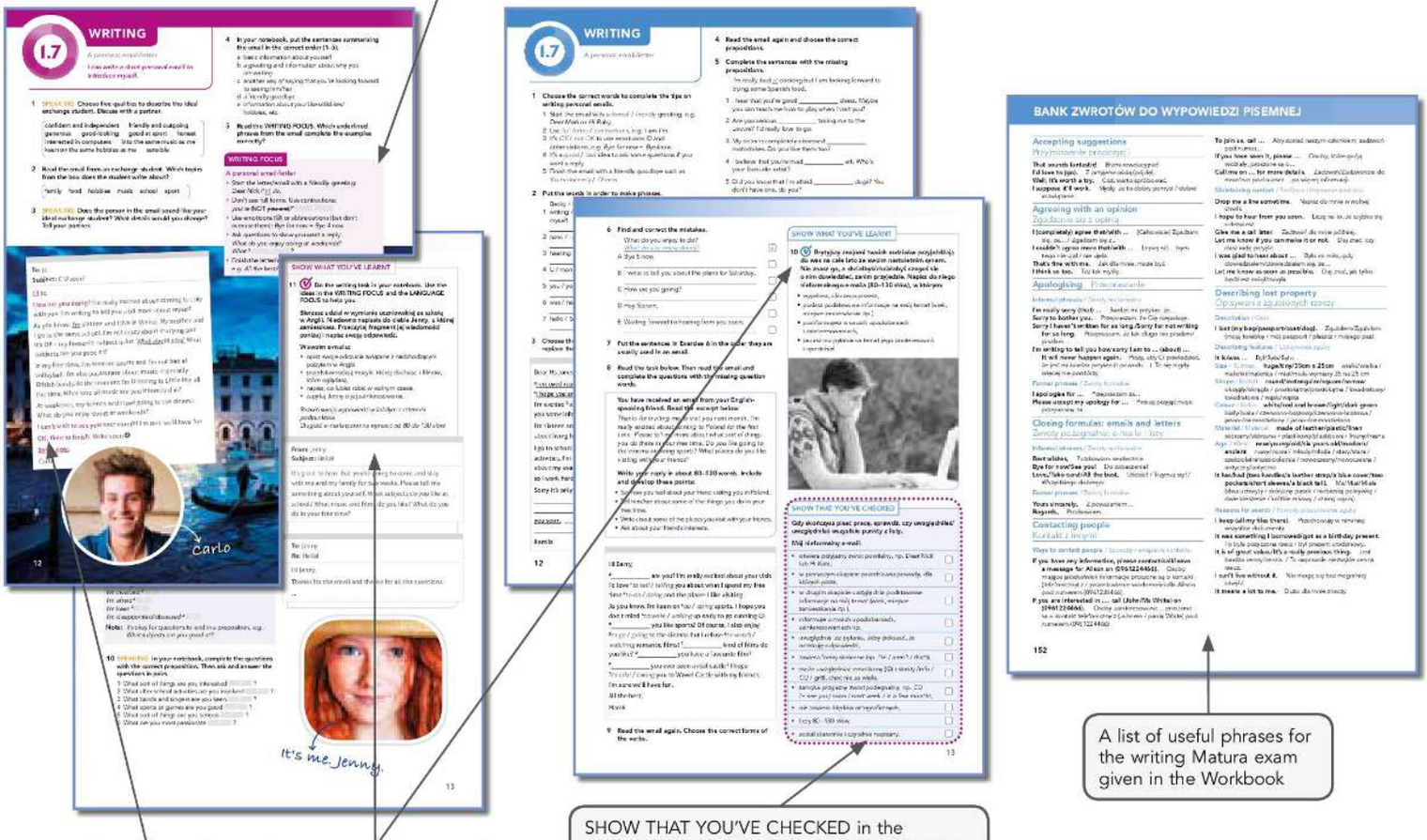
Extra practice in the Workbook



Matura-like tasks

WRITING LESSONS

Useful phrases in WRITING FOCUS



Model texts

Matura-like writing tasks

SHOW THAT YOU'VE CHECKED in the Workbook helping students to avoid potential errors in the writing part of the Matura exam

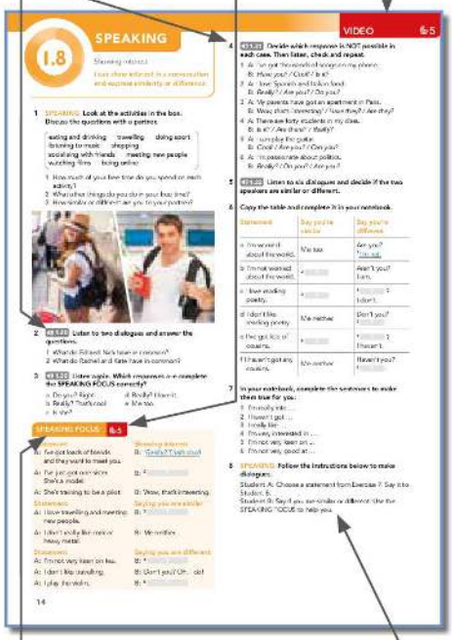
A list of useful phrases for the writing Matura exam given in the Workbook

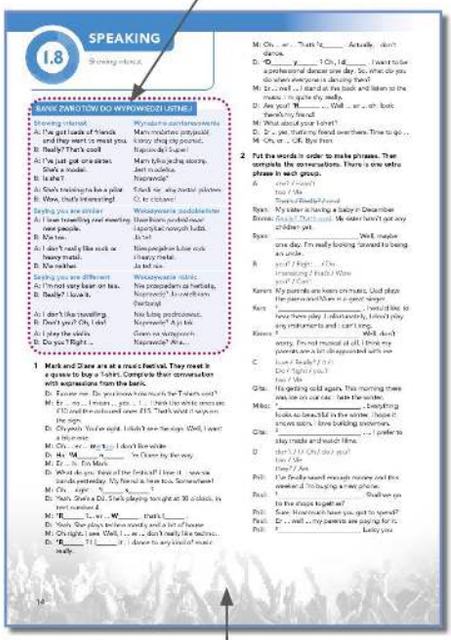
SPEAKING LESSONS

Useful phrases given in context

Interactive speaking videos presenting language in real-life situations, helping students improve their reception and speaking fluency

A list of useful phrases from the unit in the Workbook, enabling students to easily prepare for the speaking part of the Matura exam





Useful phrases in SPEAKING FOCUS

Interesting pairwork speaking activities designed to practise functional language from the lesson

Extra practice in the Workbook

WORD LISTS

Downloadable students' MP3 recordings specially designed to practise vocabulary

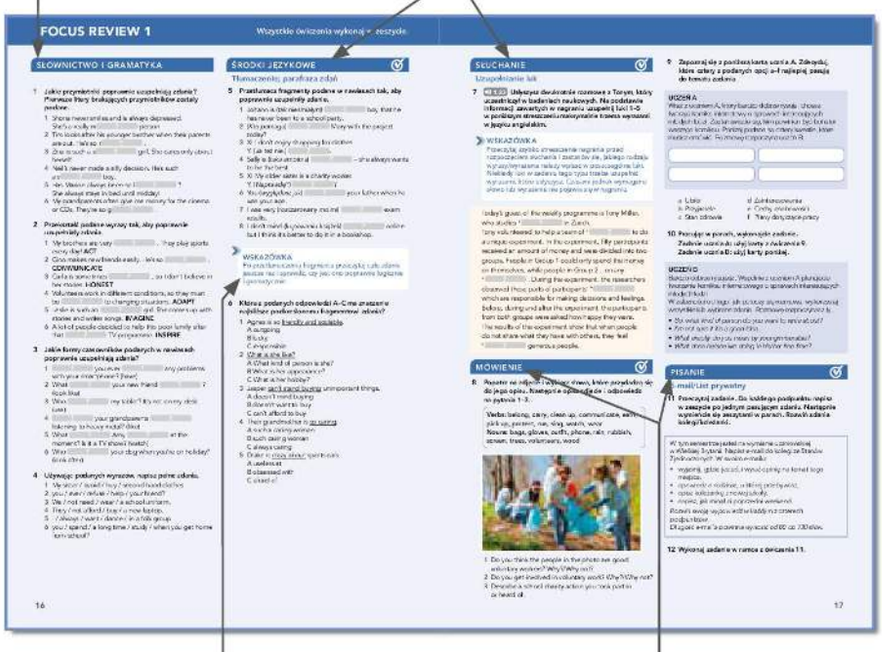


Glossary of vocabulary items from the unit with pronunciation and translation

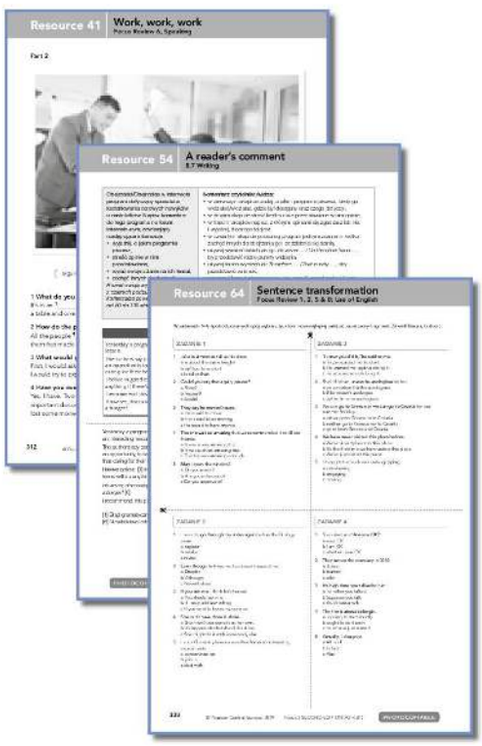
FOCUS REVIEW

Revision of vocabulary and grammar from the unit

Typical Use of English, Reading and/or Listening Matura tasks



Photocopiable Use of English, Writing and Speaking activities in the Teacher's Book preparing students to do Matura tasks



Useful Matura tips in Polish

Typical Speaking and Writing Matura tasks

Focus 2 Component overview

STUDENT'S BOOK with access to Pearson English Portal (and class audio in MP3)

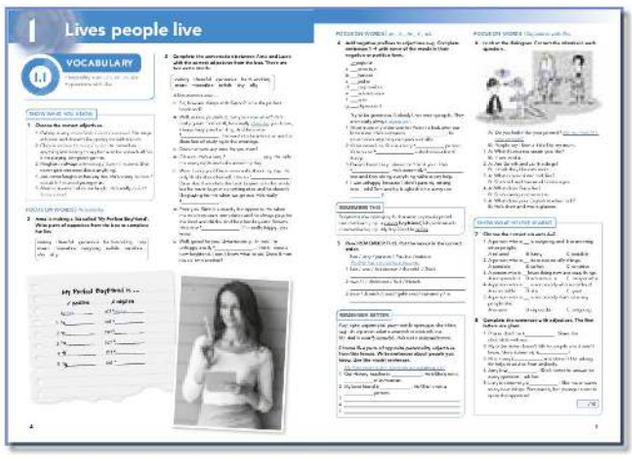
Student's Book

- 8 topic-based units divided into 8 main teaching lessons: Vocabulary, Grammar (2 lessons), Listening, Reading, Use of English, Writing and Speaking
- Video (BBC videos, Focus Vlogs, Grammar animations, Interactive speaking videos) in every unit – see references in the Teacher's Book at the top of the page and next to the exercises
- Focus Reviews after every unit: Vocabulary and Grammar practice; Use of English and skills in Matura exam format
- Wordlist at the end of each unit
- Clear lesson objectives ('I can…') taken from the Global Scale of English (GSE)
- Grammar Reference and Practice: detailed explanations of all the grammar and Use of English topics covered in the units
- Lists of dependent prepositions, phrasal verbs, suffixes and prefixes (word building), pronouns & numerals as well as irregular verbs



WORKBOOK with access to ONLINE PRACTICE

- Mirrors the Student's Book's unit structure and pagination
- Speaking Bank with phrases for the oral part of the Matura exam in the Speaking lessons
- Self-check after each unit with Vocabulary, Grammar and Use of English exercises
- BBC and Focus Vlog video worksheets
- Wordlist for Matura exam with practice exercises
- Grammar Review with explanation of grammar points from Focus 1 and extra practice activities
- Grammar: Train and Try Again – additional grammar activities
- Writing Bank with phrases for the written part of the Matura exams
- REMEMBER THIS boxes drawing attention to tricky language
- REMEMBER BETTER boxes with tips on remembering new language



Online Practice (powered by MyEnglishLab)

Online Practice is a collection of extra digital activities available to students in either self-study mode or assigned by the teacher. The access codes to these materials are provided in every Workbook together with an instruction how to register.

Extra digital activities include:

- Vocabulary and Grammar Checkpoints which give students further practice of the core content in every unit of the Student's Book and Workbook and help them prepare for tests,
- Use of English, Reading and Listening activities which provide extra skills practice.

Online Practice also includes all **Student's Book audio and video**.

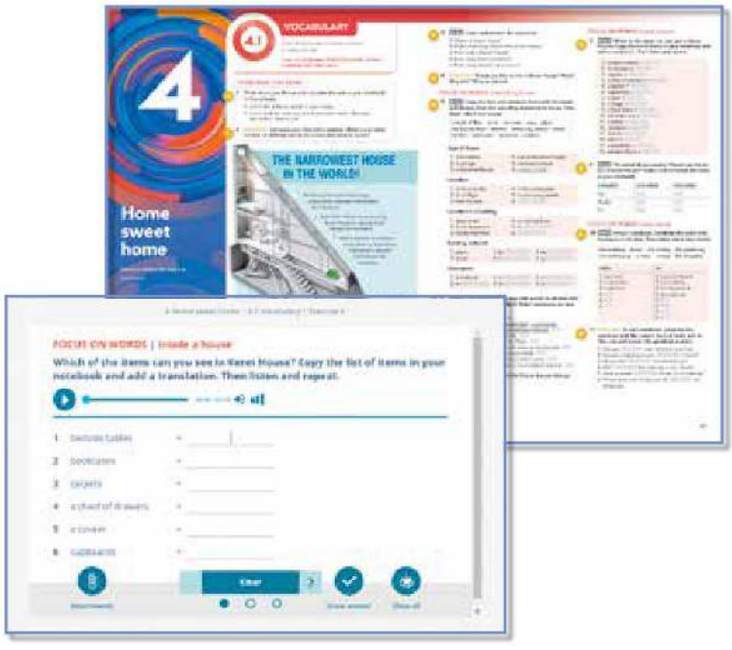


TEACHER'S BOOK with DVD, Class CDs and access to PEARSON ENGLISH PORTAL

Teacher's Book

- Unit-by-unit Student's Book pages with overprinted answer key, accompanied by useful ideas and references to additional resources
- Teacher's Book pagination mirrors Student's Book pagination
- Reduced Workbook pages with overprinted answer key
- Culture notes
- Audioscripts and videoscripts
- 68 photocopiable resources with instructions and key

Pearson English Portal



Presentation Tool

- Front-of-class teacher's tool with interactive version of Student's Book and Workbook activities with integrated audio and video
- Easy navigation via either book page or lesson flow

Resources

- Photocopiable resources with instructions and key
- Audio and video with scripts
- Culture notes

Testing Programme

The Testing Programme is more than just a collection of tests. It offers a coherent system of evaluation and grading which covers a wide range of test types delivered **in PDF and editable formats**.

The Testing Programme includes:

- Matura speaking tests for the students and examiners accompanied by detailed assessment criteria;
- A & B Vocabulary quizzes for each vocabulary lesson;
- A & B Grammar quizzes for each grammar lesson;
- A & B Use of English quizzes for each Use of English lesson;
- A & B unit MiniMatura tests (checking vocabulary, grammar, Use of English, reading, listening and writing) accompanied by detailed assessment criteria for the writing tasks for each unit;
- four Cumulative tests (units 1–2, 1–4, 1–6, 1–8);
- sample Matura test;
- Placement test;
- End-of-year test;
- answer keys and audioscripts.

Online Practice (powered by MyEnglishLab)

- Teacher's view of Online Practice
- **Extra digital activities**: Vocabulary and Grammar Checkpoints and Use of English, Reading and Listening activities
- All Student's Book audio and video
- Automatic marking and instant feedback
- Two optional ways of using:
  1 creating a course for your students which enables assigning tasks, monitoring students' activity and performance in an online gradebook;
  2 students' mode.

Using videos in the classroom

There are four types of videos in *Focus Second Edition*:

1 BBC VIDEOS



These are short (2–3 minutes) video clips produced by the BBC. As an extension of the topics covered in all vocabulary lessons, the authentic, natural-language BBC videos give students an opportunity to hone their reception skills while further enhancing their vocabulary. Each video is accompanied by a Video worksheet for students to practice comprehension and use the extra vocabulary. For the Video worksheets, go to lesson 9 in each unit in the Workbook. Students also are prompted to discuss the topics covered in the videos and relate them to their own experiences, improving their critical thinking skills.

You can use the BBC video at the end of the Vocabulary lesson or at the end of the Unit. Alternatively, you can use the video at the very beginning of the unit as an introduction to the unit topic.

No. of videos: 8 (1 per unit)

2 FOCUS VLOGS (VOX POPS)



These short clips have been given the form of a vlog. Filmed on the streets of London, they feature real people answering questions that touch upon their lives and opinions, while following the topics and themes covered in the lesson they appear in. They present the target grammar structures in a real context in small, easy-to-manage chunks for the students to model their own speech on, helping them improve their productive accuracy. The vlogs feature unscripted, authentic, spontaneous speech of speakers of English from the UK as well as from other countries and as such, they expose students to real language they can encounter in their lives. Each vlog is accompanied by a Vlog worksheet in the Workbook.

You can use the vlogs at the end of the Grammar lesson that they appear in.

No. of videos: 8 (1 per unit)

3 GRAMMAR ANIMATIONS



Each of these videos features two parts: an animated cartoon presenting the grammar structure in context and a teacher's explanation with the purpose of reinforcing students' understanding and learning of the structure. You can use all or only part of the video to help your students learn grammar in an engaging and attractive way.

Not being part of the lesson, these videos can be used independently as an introduction to the Grammar lesson, as its summary or even mid-lesson as an extra resource to facilitate students' learning.

No. of videos: 17

4 INTERACTIVE SPEAKING VIDEOS



The function of these short videos is to present the key Speaking lesson language provided in the SPEAKING FOCUS box by showing it used in real-life situations. They enable students to not only learn, but acquire language by offering them visual clues such as location, body language and facial expressions, which help to improve students' communication skills in terms of both reception and speaking fluency. Each video has an A and B version for the students to role-play available on Pearson English Portal only.

Use the interactive speaking videos at the end of the Speaking lessons.

No. of videos: 27

Assessment for Learning and GSE

ASSESSMENT FOR LEARNING

Focus Second Edition includes elements of Assessment for Learning methodology. The aim is to enhance learning by supporting students in understanding what they know and what they need to do next, making them active in their own learning. At the same time, using Assessment for Learning helps teachers to understand where their students are in their learning and make decisions about how to help students improve.

When we talk about Assessment for Learning, we're really talking about assessing students formatively, watching and listening to our students to see how far they understand and using this to help decide what we need to do next. This can be during any activity in class or using a test from the Testing Programme.

In *Focus Second Edition*, a handful of Assessment for Learning techniques and activities have been integrated into each unit to give students an awareness of what and how they are learning and give you, the teacher, lots of opportunities to assess how each student is doing.

Each unit starts with the unit objectives, to help students understand the goals. There is a thought-provoking quote linked to the topic of the unit to get students thinking about the theme as a whole, as well as help them remember any topic vocabulary that they already know. The SHOW WHAT YOU KNOW section at the start of the unit reinforces this and helps all students start from a confident beginning.

Throughout the unit, you can use class activities and/or the quizzes in the Testing Programme to check students' learning and deal with any misunderstandings or areas of weakness during the cycle of learning. Consider using the quizzes and other tests in alternative ways: have students work on them together or mark each other's papers. Ask them to highlight areas for revision or further work. Rather than marking papers right or wrong, indicate how many answers are wrong and ask students to work together to find the errors, using their classmates' feedback, the Internet, or reference books to help make the corrections.

The Workbook units finish with a Self-check – a review of the grammar and vocabulary from the unit.

The Global Scale of English

The Global Scale of English is a standardized, granular scale from 10 to 90, which measures English language proficiency. Unlike other benchmarks that describe attainment in broad bands, it identifies what a learner can do at each point on the scale across speaking, listening, reading, and writing skills. For instance, a person who has a speaking ability of 47 'can describe their dreams, hopes, and ambitions.'

The scale is designed to motivate learners by demonstrating incremental, step-by-step progress in their language ability. Teachers can use their knowledge of their students' Global Scale of English level to choose materials that are precisely matched to ability and learning goals.

The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Visit www.english.com/gse to learn more about the Global Scale of English.

Mediation in *Focus Second Edition*

In 2017, the Council of Europe released the **CEFR Companion Volume with New Descriptors** – a set of new *Can Do statements* to complement the original 2001 publication. A key focus for this new set of descriptors is **Mediation**.

When most people think of Mediation, they either think about disputes (resolving conflict between two parties) or, in the context of language, they think of translation and interpreting. Both are true, but the term is used more broadly to cover spoken and written language functions in which the learner is conveying and interpreting meaning. Mediation descriptors may be new to the CEFR, but mediation itself is not new – within the same language (*intralingual*) or from one language to another (*interlingual*). It combines reception, production and interaction and is a common part of everyday language use – making communication possible between people who, for whatever reason, are unable to communicate successfully with each other: they may speak different languages and require a translation, they may not have the same subject knowledge information and need an explanation or simplification, they may not be of the same opinion and need someone to identify common ground. Mediation can also involve written texts – with the reader summarising, paraphrasing or interpreting the information for a different audience.

How is Mediation organised in the CEFR?
The scales (categories) for mediation are presented in three groups, reflecting the way in which mediation tends to occur.

1 **Mediating a text** consists of passing on to another person (in speech or writing) the content of a text which is, for various reasons, inaccessible to them. It includes:
- relaying specific information (e.g. listening to or reading something and then passing the information on to a third party). This may not be an explicit activity at the lower levels of the course, but this skill is practiced whenever learners are asked to listen for information or scan the text and then tell the teacher/classmate what they have understood;
- explaining data (e.g. in graphs, diagrams, charts);
- processing text (e.g. summarising a text or set of texts, making a technical text understandable to a non-specialist, passing on key information from an announcement or set of instructions);
- translating a written text;
- note-taking (lectures, seminars, meetings);
- expressing a personal response to creative texts (including literature) (e.g. explaining why you like a story/film, interpreting a character's reactions, describing how a creative text makes you feel);
- analysis and criticism of creative texts (including literature) (e.g. critically evaluating the success of a creative text, comparing different approaches to a subject in different creative texts, explaining the techniques used by the author to create emotions, atmospheres).

2 **Mediating concepts** involves facilitating access to knowledge and concepts for others. It includes:
- collaborating in a group (e.g. asking for other people's opinions, inviting others into the discussion, saying why you agree or disagree with an opinion, asking questions to keep the discussion going, highlighting the main issues that need to be discussed);
- leading group work (e.g. allocating turns in a discussion, keeping the discussion on topic, asking questions to clarify meaning, asking others to explain their reasoning behind an opinion, encouraging others to elaborate on what they have said).

3 **Mediating communication** facilitates understanding and successful communication between users who may have individual, sociocultural, sociolinguistic or intellectual differences. It includes:
- facilitating pluricultural space (e.g. supporting inter-cultural exchanges, understanding cultural differences, demonstrating an understanding of different perspectives);
- acting as intermediary in informal situations (with friends and colleagues);
- facilitating communication in delicate situations and disagreements.

Where is Mediation in *Focus Second Edition*?

Plenty of Mediation activities can be found in *Focus Second Edition* – both for mediating the texts intralingually and interlingually. Look out for all open reading and listening comprehension tasks, translation and transformation tasks, gapped summaries, rewriting texts in a different register (formal/informal), picture description, speculating or drawing conclusions.
There are also numerous tasks which cater for mediating concepts and communication – look out for communicative pairwork or groupwork tasks, projects or problem-solving activities.

Source: *Common European Framework of Reference for Languages, Learning, Teaching, Assessment, CEFR Companion Volume with New Descriptors*

How to teach with projects

THE BENEFITS OF TEACHING WITH PROJECTS

The benefits

Projects help students to work together to produce a presentation, a poster, etc. in English. They usually require students to do research and present the information in a creative way. Projects in the English language classroom provide several benefits:

1 **Authentic use of language**
Students work on a task which requires them to use English authentically. Projects also often develop all four skills: reading, writing, listening and speaking.

2 **Development of personal skills**
Projects often require learners to collaborate, enabling them to develop skills such as the ability to cooperate, solve problems and communicate.

3 **Development of autonomy**
As project work involves students making decisions about how to achieve their learning objective, they are able to develop learner autonomy with support and guidance from their teacher.

4 **Development of critical thinking skills**
Students can develop information literacy and media literacy when doing research online, determining what information is useful, biased, false, etc. They can also develop critical thinking skills when analysing that information, evaluating it and deciding how to use it.

5 **Development of creativity**
Many projects require learners to be creative in some way. Creativity, along with collaboration, communication and critical thinking skills are considered to be key skills for 21st century learning.

6 **Increased motivation**
Project work adds variety to lessons and gives students an opportunity to use English in contexts close to their lives. Students' motivation increases when they make their own decisions regarding what exactly their project will focus on and then have a chance to present it to others.

It is important to note that while project work provides many development opportunities, students are likely to need support in exploiting those opportunities, such as advice from their teacher on how to work independently or feedback on their communication skills.

HOW TO EXTEND *FOCUS* PROJECTS

The teacher's notes to each Vocabulary lesson include a topic for a project. We encourage teachers to acquaint their students with the project at the beginning of the unit so that they can work on it over a longer period of time. Here is one of the topics from *Focus 2 Second Edition*:

> Work in groups. Do some research to find out about unusual scientific work or a place to do science experiments. Prepare a presentation about it and then present it to your class.

To expand the project, students' work on it could be divided into a few stages:

1 **In class:** After the first lesson of the unit, students are given the topic of the project.
Homework: Each student researches unusual scientific work or a place to do experiments.

2 **In class:** Students share their research with their groups and then select one piece of work or place they are most interested in.
Homework: Students go away and do more research on the scientific work or place to do experiments they have selected. They take notes. They plan a presentation about it.

4 **In class:** Groups work together and give each other oral feedback and suggestions on their plans.
Homework: Then they prepare their presentations.

5 **In class:** Students present their work to the class. Then they vote on their favourite unusual scientific work or place to do experiments and discuss why.

	VOCABULARY	GRAMMAR	LISTENING	READING
1 Lives people live	**pp. 4–5 Focus on Words:** Personality; *un-, in-, im-, ir-, dis-*; questions with *like* **Reading:** Charity **p. 15** Word list 6 1	**p. 6** Present tenses – question forms; subject and object questions; *wh-* questions 6 2 6 3	**p. 7** Volunteering **Focus on Words:** Voluntary work; *-ive, -ative, -able, -ing* **Listening Focus:** Matching; gap fill **Pronunciation Focus:** Word stress – personality adjectives	**pp. 8–9** A brief guide to the generations **Reading Focus:** Matching **Focus on Words:** Verb + preposition
2 Science and technology	**pp. 18–19 Focus on Words:** Phones and computers; word building; collocations **Listening:** Famous scientists **p. 29** Word list 6 6	**p. 20** Past Continuous and Past Simple 6 7 6 8	**p. 21** Becoming a scientist **Focus on Words:** Science and scientists; collocations **Listening Focus:** Matching **Pronunciation Focus:** Word stress – scientists	**pp. 22–23** Science at the South Pole **Reading Focus:** Multiple choice **Focus on Words:** Nouns and verbs; the temperature
3 The arts	**pp. 32–33 Focus on Words:** TV programmes; adjectives; elements of a film/TV drama **Reading:** One episode is never enough **p. 43** Word list 6 11	**p. 34** Comparative and superlative adjectives 6 12	**p. 35** A street artist **Focus on Words:** Art **Listening Focus:** Multiple choice **Pronunciation Focus:** Word stress – countries and nationalities	**pp. 36–37** Superheroes **Focus on Words:** Books; cinema; phrasal verbs **Reading Focus:** Matching
4 Home sweet home	**pp. 46–47 Focus on Words:** Describing houses; inside a house; *make* and *do* **Listening:** The narrowest house in the world **p. 57** Word list 6 15	**p. 48** Present Perfect with *for* and *since* 6 16 6 17	**p. 49** Teenagers' rooms **Focus on Words:** Phrasal verbs **Listening Focus:** Matching; gap fill **Pronunciation Focus:** Long vowel sounds	**pp. 50–51** People who don't live in traditional houses **Focus on Words:** Landscape features; describing places; collocations **Reading Focus:** Gapped text
5 Time to learn	**pp. 60–61 Focus on Words:** Education; phrasal verbs; collocations **Reading:** School systems around the world **p. 71** Word list 6 20	**p. 62** First Conditional 6 21	**p. 63** Dealing with stress **Focus on Words:** *get* **Listening Focus:** Answering questions **Pronunciation Focus:** Large numbers	**pp. 64–65** Different, not less **Focus on Words:** Nouns and verbs; *of* and *for* **Reading Focus:** Matching
6 Just the job	**pp. 74–75 Focus on Words:** Collocations; describing jobs; phrasal verbs **Listening:** The worst jobs **p. 85** Word list 6 25	**p. 76** Second Conditional 6 26 6 27	**p. 77** Becoming an airline pilot **Focus on Words:** Collocations; jobs **Listening Focus:** Gap fill **Pronunciation Focus:** Stress in job names	**pp. 78–79** Personality types and careers **Focus on Words:** Compound nouns; word families **Reading Focus:** Gapped text
7 Consumer society	**pp. 88–89 Focus on Words:** Shops and services; clothes and appearance; collocations **Reading:** The truth about shopping **p. 99** Word list 6 30	**p. 90** The Passive 6 31	**p. 91** Buying presents **Focus on Words:** Word families **Listening Focus:** True/False **Pronunciation Focus:** Silent letters	**pp. 92–93** The brains behind Amazon.com **Focus on Words:** Shopping **Reading Focus:** Multiple choice
8 Well-being	**pp. 102–103 Focus on Words:** Body parts; symptoms; health; phrasal verbs **Reading:** Apps to keep you fit **p. 113** Word list 6 36	**p. 104** Past Perfect 6 37 6 38	**p. 105** Central Park **Focus on Words:** Places to do sport **Listening Focus:** Multiple choice **Pronunciation Focus:** Diphthongs	**pp. 106–107** The tower that sucks in smog and spits out clean air **Focus on Words:** Pollution; word families **Reading Focus:** Answering questions

pp. 116–139 Grammar and Use of English Reference and practice

p. 140 Prepositions p. 141 Phrasal verbs p. 142 Word building p. 143 Pronouns & numerals p. 144 Irregular verbs

GRAMMAR	USE OF ENGLISH	WRITING	SPEAKING	FOCUS REVIEW
p. 10 Verb + *-ing* or verb + *to* infinitive 4	**p. 11** *so* and *such* Multiple choice cloze	**pp. 12–13** **Writing Focus:** A personal email/letter **Language Focus:** Adjective + preposition	**p. 14** Showing interest 5	**pp. 16–17** Słownictwo i Gramatyka Środki językowe Słuchanie Mówienie Pisanie
p. 24 *used to* 9	**p. 25** Linkers and time expressions Multiple choice cloze	**pp. 26–27** **Writing Focus:** An informal email/letter **Language Focus:** Imperatives	**p. 28** Telling a story 10	**pp. 30–31** Słownictwo i Gramatyka Środki językowe Słuchanie Mówienie Pisanie
p. 38 Present Perfect with *just*, *already*, *(not) yet* and Past Simple 13 14	**p. 39** *too* and *not enough* Sentence transformation	**pp. 40–41** **Writing Focus:** An informal email/letter **Language Focus:** Informal linkers and exclamations	**p. 42** Describing a photo	**pp. 44–45** Słownictwo i Gramatyka Środki językowe Słuchanie Mówienie Pisanie
p. 52 Future forms: Present Continuous, *be going to* and *will* 18	**p. 53** Adverbs Sentence transformation	**pp. 54–55** **Writing Focus:** A blog entry **Focus on Words:** Sightseeing **Language Focus:** Punctuation – commas	**p. 56** Making suggestions 19	**pp. 58–59** Słownictwo i Gramatyka Środki językowe Słuchanie Mówienie Pisanie
p. 66 Defining relative clauses 22 23	**p. 67** Future time and conditional clauses Translation	**pp. 68–69** **Writing Focus:** An enquiry **Language Focus:** Indirect questions	**p. 70** Giving an opinion; agreeing and disagreeing 24	**pp. 72–73** Słownictwo i Gramatyka Środki językowe Słuchanie Mówienie Pisanie
p. 80 Modal verbs for obligation and permission 28	**p. 81** Adjectives ending in *-ed* and *-ing* Multiple choice cloze	**pp. 82–83** **Writing Focus:** A job application **Language Focus:** Formal language in a job application letter	**p. 84** Asking for and giving advice 29	**pp. 86–87** Słownictwo i Gramatyka Środki językowe Słuchanie Mówienie Pisanie
p. 94 Quantifiers 32 33	**p. 95** Indefinite pronouns: *someone*, *anything*, *nowhere*, *everybody*, *none*, etc. Sentence transformation	**pp. 96–97** **Writing Focus:** A formal written complaint **Language Focus:** Formal language	**p. 98** Shopping for clothes; making complaints 34 35	**pp. 100–101** Słownictwo i Gramatyka Środki językowe Słuchanie Mówienie Pisanie
p. 108 Reported Speech 39	**p. 109** Phrasal verbs Gapped sentences	**pp. 110–111** **Writing Focus:** A reader's comment **Language Focus:** Structures with *make*	**p. 112** Describing symptoms to a doctor; formulating diagnosis and treatment 40 41	**pp. 114–115** Słownictwo i Gramatyka Środki językowe Słuchanie Mówienie Pisanie

1 Lives people live

Life is really simple, but we insist on making it complicated.

Confucius

VIDEO



BBC
Student accommodation 1
Lesson 1.1



GRAMMAR ANIMATION
Lesson 1.2 2
Lesson 1.5 4



FOCUS VLOG
About happiness 3
Lesson 1.2



INTERACTIVE SPEAKING VIDEO
Lesson 1.8 5

Exercise 3

1 It connects young people with old people.
2 The young can help older people with technology/ practical jobs.
3 The old can help the young with advice/ by listening.

1.1 VOCABULARY

Personality • *un-, in-, im- ir-, dis-* • questions with *like*

I can describe people's personality and emotions.

SHOW WHAT YOU KNOW

1 Make pairs of opposite adjectives from groups 1–6 and a–f.

1 funny e	a boring
2 interesting a	b stressed
3 loud f	c negative
4 positive c	d unsociable
5 relaxed b	e serious
6 sociable d	f quiet

2 SPEAKING Use the adjectives in Exercise 1 to describe people you know.

3 SPEAKING 1.2 Look at the photos and discuss the questions. Then listen and check your ideas.

1 What is the purpose of the charity organising these activities?
2 What can young people do to help older people?
3 What can older people do to help young people?

4 Read the comments in the text. Who benefits most: the young or the older people? Why?

YOUNG PEOPLE SAY ...



You do charity work because you're kind and **generous**, right? Well, that's a bit dishonest. In fact, I really enjoy spending time with older people.

Thanks to my visits, I hope she feels less lonely than before. Mitzi helped me a lot when I had some work problems.

She's a good listener. I talk to her about my worries and she gives me advice. She's wise, sensitive and has a lot of experience. I'm talkative, and they like that.

My grandparents are very quiet and polite, but older people are not all like that. John's really loud and funny. We laugh a lot together.



REFERENCES

Audioscript **p. 227**
Videoscript **p. 246**
Using videos in the classroom **p. T14**
How to teach with projects **p. T17**

EXTRA ACTIVITIES

- BBC video. Video worksheet 1.1 in the WB, p. 15.
- Photocopiable resource 1 *What are they like?* (10 min.) pp. 252, 267
- Photocopiable resource 2 Test yourselves (10 min.) pp. 252, 268
- Extra digital activities: Vocabulary Checkpoint
- Students write more gap fill sentences like the ones in ex. 9 for the Focus on Words vocabulary. They exchange and complete sentences.

4

FOCUS ON WORDS | Personality

5 1.3 **In your notebook, write pairs of adjectives in red in the text and their antonyms. Then listen, check and repeat.**

1	caring	≠ selfish	4	hard-working	≠ lazy
2	cheerful	≠ miserable	5	outgoing	≠ shy
3	generous	≠ mean	6	sensible	≠ silly

6 Replace the phrases in brackets with the adjectives in Exercise 5. Write them in your notebook.

1 Charity workers are caring (not selfish). They are kind and helpful.
2 Teenagers are miserable (not cheerful). They are always in a bad mood.
3 Young professionals are hard-working (not lazy). They want to be successful.
4 Many billionaires are generous (not mean). They give lots of money to charities.
5 Most children are shy (not outgoing). They're not confident with strangers.
6 Young people are often silly (not sensible). They make stupid decisions.

7 SPEAKING **Are the statements in Exercise 6 true? Discuss with a partner.**



OLDER PEOPLE SAY ...

He's adventurous – he travels to exciting places. I love hearing about his adventures.

I can look after myself – I like to be independent but I look forward to the weekly visits.

She's **outgoing** and always **cheerful** – she makes me feel young again.

I like being with young people. I am more confident when I use the Internet now.

You read so many bad things about young people in the press – that they're selfish or irresponsible, but he's **caring**, **sensible** and **hard-working**.

He's got tattoos and long hair. He looks like a hippy, but he's lovely and very popular with the ladies!

FOCUS ON WORDS | *un-, in-, im- ir-, dis-*

8 1.4 **Copy Focus on Words and complete it with the underlined adjectives in the text to make pairs of antonyms. Then listen, check and repeat.**

1	adventurous	≠	unadventurous
2	dependent	≠	independent
3	honest	≠	dishonest
4	polite	≠	impolite
5	popular	≠	unpopular
6	responsible	≠	irresponsible
7	sensitive	≠	insensitive
8	wise	≠	unwise

9 Which adjectives from Exercise 8 complete the sentences correctly?

1 Gary is an honest guy. He never tells lies.
2 Emma is very wise. She knows everything.
3 Paul's only eighteen, but he has a job and lives on his own. He's very independent.
4 Dan is very polite. He always says 'please' and 'thank you'.
5 Lucy is unadventurous. She doesn't like travelling or trying new experiences.
6 Martha is very popular. She is always the centre of attention.

10 SPEAKING **Change three of the names in Exercise 9 to describe your classmates. Then tell your partner.**

FOCUS ON WORDS | Questions with *like*

11 1.5 **Answer the questions with the highlighted sentences in the text. Then listen, check and repeat.**

***be* + *like* > personality**
What is she like?
1 She's wise, sensitive and has a lot of experience. (adjective)
***look* + *like* > appearance**
What does he look like?
2 He's got tattoos and long hair. (noun phrase)
***like* as a verb**
What do you like?
3 I like being with young people. (noun phrase)

12 In your notebook, rewrite the sentences with *like* if necessary. Which sentences are true for you?

1 I look my dad. I look like my dad.
2 My neighbours are kind and friendly.
3 My mum looks her mum.
4 My parents always look cheerful.
5 My grandmother looks Queen Elizabeth.
6 I chocolate.

13 SPEAKING **In your notebook, write these questions for the sentences in Exercise 12 with *you* or *your*. Then ask your partner.**

1 Do ...? 2 What ...? 3 Does ...? 4 Do ...?
5 Does ...? 6 Do ...?

1 Do you look like your dad?
2 What are your neighbours like?
3 Does your mum look like her mum?
4 Do your parents always look cheerful?
5 Does your grandmother look like Queen Elizabeth?
6 Do you like chocolate?

Exercise 12
1 I look like my dad.
2 –
3 My mum looks like her mum.
4 –
5 My grandmother looks like Queen Elizabeth.
6 I like chocolate.

WORKBOOK
pp. 4–5, including *Show What You've Learnt*

NEXT CLASS
- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 1.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 6.

PROJECT
- Work in groups. Do you agree with the description of Generation Z on p. 9? Prepare arguments to defend your opinion and have a discussion in class.

VIDEO ▶2 ▶3

1.2 GRAMMAR

Present tenses – question forms

I can ask questions in a variety of present tenses.

1 SPEAKING **Who are your role models? Think about famous people or people you know and tell your partner.**

2 1.6 **Decide which answers a–f match questions 1–6. Then listen and check.**

1 Who inspires you? d
2 Why do you admire him? f
3 Does he give money to environmental charities? b
4 Have you ever met him? a
5 What is he doing now? c
6 Are you following him on Twitter? e



a No, never.
b Not exactly. He runs The Leonardo DiCaprio Foundation.
c He's working on a new film.
d Leonardo DiCaprio.
e Yes, I am.
f Because he's passionate about the environment.

3 **Read the GRAMMAR FOCUS. What forms from the questions in blue in Exercise 2 complete the examples correctly?**

GRAMMAR FOCUS ▶2

Present tenses – question forms

- To make questions, you put an auxiliary verb (*do*, *be*, *have*) before the subject of the main verb.

Present Simple → *Why* [1] ___do___ *you admire him?*
Present Continuous → *What* [2] ___is___ *he doing now?*
Present Perfect → [3] ___Have___ *you ever met him?*

- When you ask about the subject, you don't use the Present Simple auxiliary *do/does*.

Who [4] ___inspires___ *you?* NOT ~~*Who does inspire you?*~~

4 1.7 **Make questions about Michelle Obama. Write them in your notebook. Then listen and check.**



1 'Who *inspires you*?'
'The person who inspires me is Michelle Obama.'
2 'Who ___is she___ ?'
'She's the ex-first lady of the United States.'
3 'Why *do you admire her* ?'
'I admire her because she does a lot of good work with young people.'
4 'What *is she trying to do* ?'
'She's trying to teach children about exercise and health.'
5 'Have *you ever seen her in person* ?'
'No, I haven't seen her in person, but I've watched her online.'
6 'What *is she doing now* ?'
'She is still working with young people.'

5 **In your notebook, write questions about the subject (a) and about the object (b) of each statement.**

1 [a]Emily and Peter like watching [b]science-fiction films.
a Who *likes watching science-fiction films*?
b What *do Emily and Peter like watching*?
2 [a]Neil has joined [b]Amnesty International.
a Who has joined Amnesty International?
b Which organisation has Neil joined?
3 [a]Rosie can speak [b]three languages.
a Who can speak three languages?
b How many languages can Rosie speak?
4 [a]Dave has visited [b]London.
a Who has visited London?
b Which capital city has Dave visited?
5 [a]Tom is reading [b]Barack Obama's biography.
a Who is reading Barack Obama's biography?
b What is Tom reading?
6 [a]Viv admires [b]Emma Watson.
a Who admires Emma Watson?
b Who does Viv admire?

6 **Make the sentences true for you. Write them in your notebook.**

1 I'm reading _____ at the moment.
2 It takes me _____ minutes to get to school.
3 I go shopping for clothes _____ a month.
4 I've been to _____ foreign countries.
5 _____ inspires me.

1 I'm reading a book at the moment.

7 SPEAKING **In pairs, ask and answer the questions about the information in Exercise 6. Use different question words, e.g. *what*, *how long* or *how often*.**

A: What are you reading at the moment?
B: A book about Steve Jobs.

FOCUS VLOG ▶3 About happiness

1.8 **Listen to the Focus Vlog. What makes the speakers happy? Write the answers in your notebook.**

Grammar page 116

Exercise 7

1 What are you reading at the moment?
2 How long does it take you to get to school?
3 How often do you go shopping for clothes?
4 How many foreign countries have you been to?
5 Who inspires you?

Focus Vlog

sport, money, friends

REFERENCES

Culture notes **p. 222**
Audioscript **p. 227**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Focus Vlog. Video worksheet 1.2 in the WB, p. 15
- Photocopiable resource 3 *Ask me!* (15 min.) pp. 252, 269
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 6, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 1.2, Grammar.

6

1.3 LISTENING

Matching, gap fill

I can identify key details in a simple recorded interview.

FOCUS ON WORDS | Voluntary work

1 1.9 **Do you know the places in the box where people do voluntary work? If necessary, use a dictionary. Then listen and repeat.**

in a developing country in a nursery
in a hospital in a library on a farm
in an old people's home in a prison
in a soup kitchen for homeless people

2 SPEAKING **Would you like to volunteer there? Why?/ Why not? Discuss with a partner.**

3 1.10 **Listen to two volunteers, Karen and Martin. Where do they do their voluntary work?**

Karen – soup kitchen
Martin – on a farm

4 **Read questions 1–8 in the LISTENING FOCUS. Which words and phrases from the box below can replace the underlined phrases?**

confident 7 people without a home 1 two or three 3
impresses people 8 Saturday or Sunday 4 chickens 2
more likely to do something 5 in a team 6

LISTENING FOCUS Matching

5 1.10 **Listen to Karen and Martin again and answer the questions with *Karen* or *Martin*.**

Who …
1 helps homeless people in the local area? Karen
2 works with farm animals? Martin
3 volunteers a few hours a week? Karen
4 does volunteering work every weekend? Martin
5 thinks that volunteers are more active than other people? Karen
6 enjoys working with other people? Martin
7 thinks that voluntary work makes you more sure of yourself? Martin
8 thinks that doing voluntary work makes a good impression? Karen

6 1.11 **Listen to Tim giving Becky some advice about international volunteering. Answer the questions.**

1 Where does Becky want to do voluntary work? In Africa
2 Does Tim think she has the right personal qualities? Yes
3 Is Becky inspired by the conversation? Yes

7 SPEAKING **Imagine you could volunteer anywhere in the world. Which country would you choose? Why? Tell your partner.**

8 1.11 **Listen again. In your notebook, write one or two words for each gap.**

5 Key Questions before you volunteer for work overseas



1 Are you fit and healthy?
You often work in difficult conditions, and you sometimes need to work [1] long hours .

2 Can you adapt to new situations?
You need to adapt to [2] the weather , the food, the accommodation and a new [3] culture .

3 Are you a good team player?
All volunteers work in teams so you need to have good [4] communication skills. You need to be outgoing and above all [5] responsible .

4 Are you sensitive to other cultures?
You need to be open to people and remember that your [6] way of life is not the only way there is.

5 Do you want to learn from the experience?
Volunteering can change your life and you as a person. It's an excellent opportunity to help people, learn [7] new skills and make new friends for life.

9 SPEAKING **Are you good candidates for international voluntary work? In pairs, ask and answer the questions in Exercise 8 and decide.**

PRONUNCIATION FOCUS

10 1.12 **Listen. Decide which group (A, B, C or D) each adjective belongs to, depending on the stress.**

adventurous ambitious fantastic optimistic
passionate pessimistic responsible voluntary

A ■■■	B ■■■	C ■■■■	D ■■■■
passionate, voluntary	ambitious, fantastic	adventurous, responsible	optimistic, pessimistic

11 1.13 **Listen, check and repeat.**

FOCUS ON WORDS | *-ive, -ative, -able, -ing*

12 1.14 **Copy Focus on Words and complete it with the adjectives made from the verbs by adding *-ive, -ative, -able* or *-ing*. Then listen, check and repeat.**

VERB	ADJECTIVE
1 act	active
2 adapt	adaptable
3 communicate	communicative
4 imagine	imaginative
5 inspire	inspiring
6 protect	protective

REFERENCES
Audioscript **pp. 227–228**

EXTRA ACTIVITIES
Students add any words from pp. 4–5 that they can to the 4 groups in the PRONUNCIATION FOCUS.

WORKBOOK
p. 7

NEXT CLASS
Ask students to write 2–3 sentences to answer the question: *What are teenagers in your country like?*

1.4 READING

Matching

I can identify specific information in an article.

1 SPEAKING **Name three people you know for each age group. Then talk about each person and discuss the questions.**

X (Age 40–59)	
Y (Age 20–39)	
Z (Age 15–19)	

1 What are they like?
2 What do they like?
3 How often do they use technology?

2 **Read the text. Compare your ideas in Exercise 1 with the information in the article.**

READING FOCUS Matching

3 **Read the text again. In your notebook, match each generation X, Y and Z with questions 1–4. One generation matches two questions.**

Which generation …

1 don't enjoy much job satisfaction?
– Y (they find it hard to get jobs that make them happy)
2 are afraid they can't afford studying?
– Z (they worry about university fees)
3 are least likely to discriminate?
– Z (they don't care about where you are from or the colour of your skin)
4 don't depend on anything or anybody?
– X (they are independent)

4 SPEAKING **Are you typical of Generation Z? Discuss with a partner.**

FOCUS ON WORDS | Verb + preposition

5 1.16 **Copy Focus on Words and complete the gaps with the verbs in blue in the text. Then listen, check and repeat.**

1 care / *think* / ___worry___ **about**
2 ___believe___ **in**
3 ___depend___ / focus **on**
4 ___listen___ **to**
5 connect / ___deal___ **with**

6 **Which prepositions complete the sentences correctly? Check the verb + preposition structures in Exercise 5.**

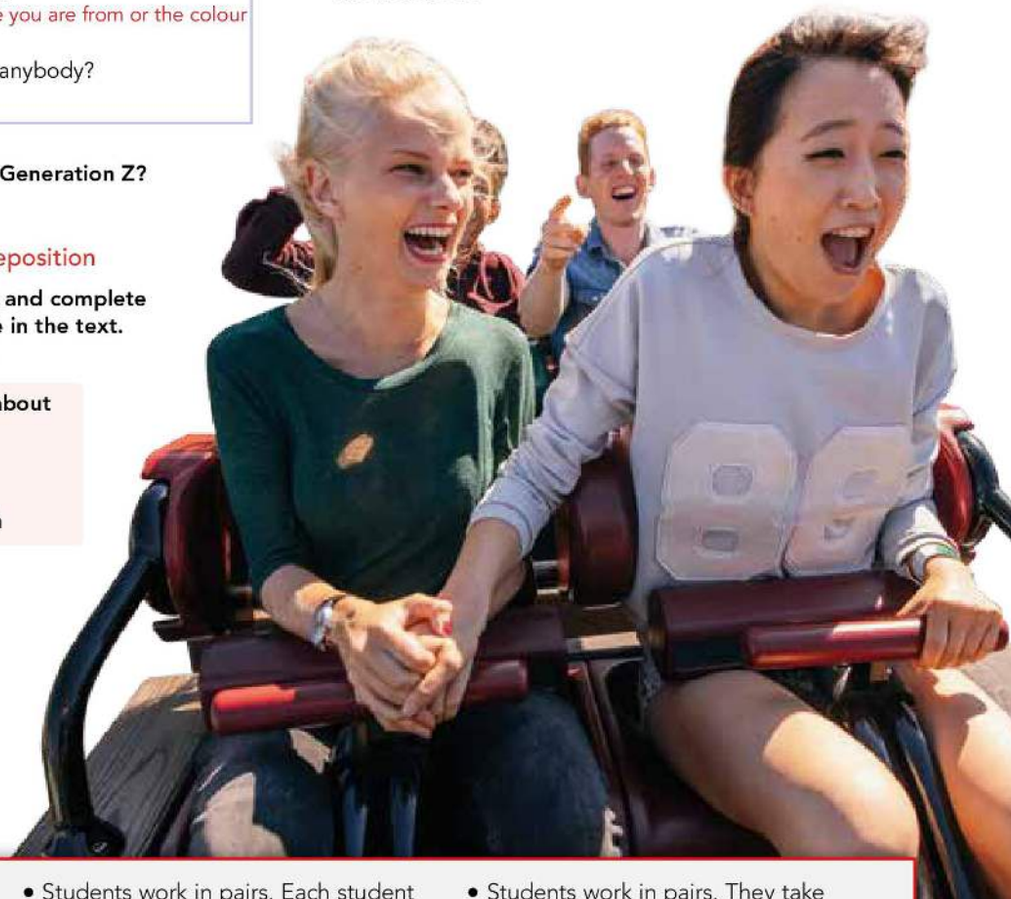
1 Amy is a cheerful kind of person. She always focuses ___on___ positive things.
2 Billy believes ___in___ working hard and playing hard.
3 Carol never looks at a map. She depends ___on___ her phone for directions.
4 David thinks ___about___ his health too much. He always thinks he's ill.
5 Emily has younger brothers and sisters. She has to deal ___with___ a lot of noise at home.
6 Fred doesn't care ___about___ the environment. He never recycles anything.
7 Gabrielle worries ___about___ her grandparents because they're old.
8 Helen prefers to connect ___with___ her friends face to face.
9 George always sings along when he listens ___to___ music. It's so annoying!

7 SPEAKING **Change the names in Exercise 6 to make some true sentences about people you know. Tell your partner about them.**

8 **In your notebook, complete the questions with the correct preposition.**

1 At the moment, what sort of music are you listening ___to___ ?
2 At school, which subject is hardest to focus ___on___ ?
3 What is the worst situation you have ever had to deal ___with___ ?
4 In your family, who's the person you can most depend ___on___ ?
5 Which global problems do you most worry ___about___ ?
6 Before you fall asleep, what do you think ___about___ ?

9 SPEAKING **In pairs, ask and answer the questions in Exercise 8.**



EXTRA ACTIVITIES

• Students share the sentences that they prepared for this class about teenagers in their country and compare their ideas to the ideas in the text.

• Students work in pairs. Each student chooses three verbs with prepositions from the lesson they find most difficult to remember and write sentences for their partner to complete.

• Students work in pairs. They take turns to say a verb with a preposition from the text for their partner to translate into Polish. Then they take turns saying these verbs in Polish for their partner to translate into English.

A BRIEF GUIDE TO THE GENERATIONS

1.15



GENERATION X

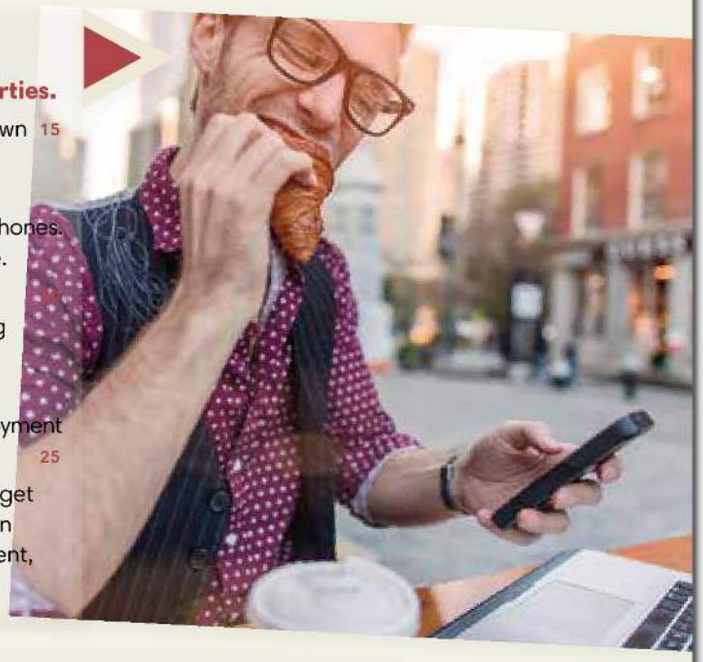
Born between 1965 and 1980, now in their forties and fifties.

- Generation X created the Internet. When they were teenagers, mobile phones were enormous, and not many people had computers at home. They had to deal with big changes in technology. But this generation is adventurous and adaptable – they are not afraid of change. Now they use wearable technology to stay fit and healthy. Generation X believe in looking after themselves and staying young.
- Generation X grew up with both parents at work during the day. This is one of the reasons they are independent.
- Generation X are very sociable, but also hard-working. Even when they go out until late, they still get up for work.
- They're passionate about music. They invented punk, grunge and techno. When they were teenagers, they listened to music on cassette and CD players.

GENERATION Y / MILLENNIALS

Born between 1980 and 2000, now in their twenties and thirties.

- Generation Y, or Millennials, are the selfie generation, also known as Generation Me Me Me. Some people say they focus on themselves too much.
- They grew up with technology and they depend on their smartphones. They download and listen to music on their phones all the time.
- Generation Y have FOMO or 'fear of missing out'. They like to share experiences on social media, and they worry about being popular and having a good time. 53% prefer to spend money on an experience than a possession.
- Lots of Generation Ys went to university, but because of unemployment they find it hard to get jobs that make them happy.
- Many of them live at home and depend on their parents. They get married later than Generation X — the average age for women is 27 and for men it's 29. They would like to be more independent, but they can't afford to be.



GENERATION Z

Born between 1995 and now.

- Generation Z are good at multi-tasking. They can use several screens at the same time and this is why they're called Screenagers. They're fast thinkers, and when something doesn't happen quickly, they get impatient.
- Generation Z are the 'we' generation. They don't think about themselves too much. Instead they focus on global problems like terrorism and global warming.
- They're sociable and they enjoy connecting with friends on social media, but they can also feel very lonely. Generation Z love going to gigs or amusement parks. 80% prefer to spend time with their friends in person than on the phone or online.
- Generation Z believe in getting a good education, but they worry about university fees. This generation is ambitious and want to start their own businesses.
- Generation Z don't care about where you're from or the colour of your skin.
- Music is an essential part of their day.



GLOSSARY

miss out – stracić okazję

WORKBOOK
pp. 8–9

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 10.

VIDEO 4

1.5 GRAMMAR

Verb + *-ing* or verb + *to* infinitive

I can use verbs taking to + infinitive and -ing forms.

WHAT IS YOUR ATTITUDE TO CLOTHES?



1 (SPEND)

A I spend a lot of money on clothes.
B I can't afford [1] *to spend* much money on clothes.
C I prefer [2] spending my money on going out.

2 (GO)

A I enjoy [3] going shopping for clothes.
B I don't mind [4] going shopping for clothes.
C I refuse [5] to go shopping for clothes.

3 (BUY)

A I love [6] buying new clothes every season.
B I only buy clothes when I need them.
C I avoid [7] buying new clothes for as long as possible.



4 (WEAR)

A I refuse [8] to wear sweatpants.
B I love [9] wearing sweatpants at home for comfort.
C I wear sweatpants all the time.

5 (GET)

A I hope [10] to get a job where I can wear all my favourite clothes.
B I want [11] to get a job where I can wear practical, comfortable clothes.
C I'd like [12] to get a job where I can wear a uniform or a suit.



6 (THINK)

A In the morning, I spend a lot of time [13] thinking about my clothes.
B In the morning, I don't spend much time [14] thinking about my clothes.
C I wear the same clothes every day.

WHAT DOES IT MEAN?

Mainly As **I LOVE THEM**

You enjoy [15] thinking (think) about clothes (perhaps a bit too much), and the way you look is important for your personal identity.

Mainly Bs **I NEED THEM**

You don't mind [16] thinking (think) about clothes, but they are not your priority. You prefer casual clothes because you need [17] to be (be) comfortable.

Mainly Cs **I HATE THEM**

You hate [18] thinking (think) about clothes! You choose [19] to spend (spend) your time and money on other things. But don't forget, clothes can be fun.

1 SPEAKING **Which words from the box match which clothes 1–6 in the pictures? Which of the clothes do you have? Tell your partner.**

hoodie 1 jacket 2 suit 5 sweatpants 3 tie 4 uniform 6

2 **Which sentence best describes your opinion about clothes?**

1 I want to look good at all times.
2 I enjoy wearing comfortable things.
3 I'm not interested in clothes.

3 **Read the GRAMMAR FOCUS. What verb patterns in blue in Exercise 2 complete the examples correctly?**

GRAMMAR FOCUS 4

Verb + *-ing* or verb + *to* infinitive

- After some verbs and verb phrases you usually use the ***to*** **infinitive.**

  Examples: *agree, can't afford, choose, decide, hope, manage, need, pretend, refuse, want, 'd like, 'd prefer*

  I want [1] to look *good at all times.*

- After some verbs and verb phrases you usually use the ***-ing*** **form of a verb.**

  Examples: *avoid, can't stand, consider, don't mind, enjoy, hate, like, love, miss, prefer, spend time*

  I enjoy [2] wearing *comfortable things.*

4 **In your notebook, write the correct forms of the verbs in brackets in the questionnaire.**

5 SPEAKING **Do the questionnaire. What is your attitude to clothes? Tell your partner.**

6 **Which form, *to wear* or *wearing*, completes the sentences correctly? Which sentences are true for you?**

1 I can't stand *wearing* formal clothes like suits.
2 I don't mind wearing second-hand clothes.
3 I refuse to wear skinny jeans. They're too uncomfortable.
4 I hate wearing heavy winter coats.
5 I can't afford to wear designer clothes. They're too expensive.
6 I avoid wearing anything yellow or pink.

7 **In your notebook, complete the sentences with information about yourself. Write five true sentences and one false.**

1 I love …
2 I need …
3 I've decided …
4 I spend a lot of time …
5 I sometimes pretend …
6 I hope …

8 SPEAKING **Read your sentences in Exercise 7 to your partner for him/her to guess which sentence is false.**

Grammar page 117

REFERENCES

Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 4 Test yourselves (10 min.) pp. 252, 270
- Extra digital activities: Grammar Checkpoint
- Students complete sentences about themselves using the same sentence beginnings as in ex. 6 (*I can't stand … I don't mind … I refuse …*, etc.). Feedback with the class, checking the verbs forms.

WORKBOOK

p. 10, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 1.5, Grammar.

10

1.6 USE OF ENGLISH

so and *such*

I can use so and such correctly.

1 SPEAKING **Read the introduction. Then discuss the questions.**

1 Do you, or would you like to, live with three generations of your family?
2 What advantages can you think of?
3 What disadvantages can you think of?



One home, three generations

Around the world, many families live with several generations in the same house. This is because young people can't afford to move away from home. Also the older generation live longer now, and they want to be useful. These homes are crowded, but the generations help and support each other. So what's it like to have grandparents, parents and children living together? We asked members of three generations of the same family.

2 1.17 **Listen to the father's views. Which of your ideas in Exercise 1 does he mention?**

3 1.17 **Listen again. Read sentences 1–5 and write the correct option in your notebook.**

1 We have three generations in this house: it's (so) / *such* crowded!
2 New Zealand is *so* / (such) a long way from the UK.
3 Childcare is (so) / *such* expensive in London.
4 We were (so) / *such* poor that we couldn't go on holiday.
5 The house is very small for *so* / (such) a big family.

4 1.18 **Read the LANGUAGE FOCUS. In your notebook, write *so* or *such* to complete the daughter's views in the text below correctly. Listen and check.**

LANGUAGE FOCUS

so* and *such

- You use *so* to emphasise adjectives.
  ***so* + adjective** > *It's so crowded!*
- You use *such* to emphasise nouns.
  ***such* + noun phrase** > *It's such a long way.*
  We're such close friends. They give such good advice.



I don't mind living with my grandparents, they're [1] so lovely. I like talking to them – they're very experienced and give [2] such good advice. Mum and Dad are [3] so busy. They don't have time to listen to our problems. My parents are [4] so lucky because grandma and granddad are very helpful in the house. Grandma is [5] such a good cook that she does most of the cooking, while granddad looks after the garden.

5 1.19 USE OF ENGLISH **Decide which option (A, B or C) completes the text with the grandmother's views correctly. Then listen and check.**

We thought about it for a long time because we're [1] ___ independent people. Some elderly people are lonely, but not us – we've got [2] ___ friends that we never feel lonely. But we wanted to help with the children. We try to be useful and it's [3] ___ fun to spend time with my grandchildren. People say that teenagers are selfish and rude, but I must say my granddaughter's [4] ___ polite young lady and she's very kind. I worry about her little brother though. He's [5] ___ lazy!



1	A so	(B) such	C such an
2	(A) so many	B such many	C such a
3	(A) such	B such a	C so
4	A such	B so	(C) such a
5	(A) so	B such	C such a

6 SPEAKING **Which generation do you think benefits most from living in 'one home'? Discuss with a partner.**

Use of English page 118

REFERENCES
Audioscript **p. 228**

EXTRA ACTIVITIES
Students write five sentences about their city/country or themselves using *so* and *such*, then compare with a partner, e.g. *I live so close to school that I can get there by foot in two minutes.*

NEXT CLASS
- Ask students to find examples of emoticons and what they mean, e.g. :) (= happy) or :((= sad).
- Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 1.6, Use of English.

1.7 WRITING

A personal email/letter

I can write a short personal email to introduce myself.

1 SPEAKING **Choose five qualities to describe the ideal exchange student. Discuss with a partner.**

confident and independent | friendly and outgoing | generous | good-looking | good at sport | honest | interested in computers | into the same music as me | keen on the same hobbies as me | sensible

2 **Read the email from an exchange student. Which topics from the box does the student write about?**

family ✓ food | hobbies ✓ music ✓ school ✓ sport ✓

3 SPEAKING **Does the person in the email sound like your ideal exchange student? What details would you change? Tell your partner.**

4 **In your notebook, put the sentences summarising the email in the correct order (1–5).**

a basic information about yourself 2
b a greeting and information about why you are writing 1
c another way of saying that you're looking forward to seeing him/her 4
d a friendly goodbye 5
e information about your likes/dislikes/ hobbies, etc. 3

5 **Read the WRITING FOCUS. Which underlined phrases from the email complete the examples correctly?**

WRITING FOCUS

A personal email/letter

- Start the letter/email with a friendly greeting: *Dear Nick,*/[1] Hi *Jo,*
- Don't use full forms. Use contractions: *you're* (NOT ~~*you are*~~)/[2] I'm
- Use emoticons (☺) or abbreviations (but don't overuse them): *Bye for now = Bye 4 now.*
- Ask questions to show you want a reply: *What do you enjoy doing at weekends?* *What* [3] about you ?
- Finish the letter/email with a friendly goodbye, e.g. *All the best*/[4] Bye 4 now .

To: Jo
Subject: C U soon!

Hi Jo,

How are you doing? I'm really excited about coming to stay with you. I'm writing to tell you a bit more about myself.

As you know, I'm sixteen and I live in Venice. My brother and I go to the same school. I'm not crazy about studying but it's OK – my favourite subject is Art. What about you? What subjects are you good at?

In my free time, I'm keen on sports and I'm not bad at volleyball. I'm also passionate about music, especially British bands. At the moment I'm listening to Little Mix all the time. What kind of music are you interested in?

At weekends, my friends and I love going to the cinema. What do you enjoy doing at weekends?

I can't wait to see you next month! I'm sure we'll have fun.

OK, time to finish. Write soon ☺

Bye 4 now.

Carlo



Carlo

EXTRA ACTIVITIES

- Photocopiable resource 5 A personal email (15 min.) pp. 252–253, 271
- Students role-play a conversation between Jo and Carlo, using the information in the email. They ask and answer, e.g. Jo: *How old are you?* Carlo: *I'm sixteen.*

WORKBOOK

pp. 12–13, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to read ex. 1 on p. 14 and make notes to discuss in class.

6 **Are these phrases usually used in the first paragraph or in the last paragraph?**

1 How are you? F
2 I'd better stop now. L
3 Looking forward to hearing from you/seeing you. L
4 Give my love to .../Say hello to ... L
5 It was good to hear from you. F
6 Cheers, L
7 Dear ... F
8 I'm writing to tell you about .../say sorry about .../thank you for ... F
9 C U (see you) soon/next week/in a few months. L

7 **Which phrases from Exercise 6 can replace the phrases in purple in the email?**

8 SPEAKING **Which of these statements illustrate good (G) or not good (NG) exchange students? Why? Discuss with a partner.**

1 I'm obsessed with hiphop.
2 I'm mad about shopping. I spend lots of money on clothes.
3 I watch a lot of DVDs, especially horror films.
4 I'm serious about politics.
5 I love acting – I'm involved in a local theatre club.
6 I'm afraid of animals, especially dogs.
7 I'm ambitious – I'm always disappointed with low marks at school.
8 I'm useless at sport and I'm very unfit.

9 **Read the LANGUAGE FOCUS. What prepositions complete the examples correctly? Use the examples in the email in Exercise 2 and in Exercise 8.**

LANGUAGE FOCUS

Adjective + preposition

Use an adjective + preposition to give information about yourself.

I'm crazy/excited/mad/passionate/serious/worried [1] about
I'm bad/good/useless [2] at
I'm involved [3] in
I'm afraid [4] of
I'm keen [5] on
I'm disappointed/obsessed [6] with

Note: It's okay for questions to end in a preposition, e.g. *What subjects are you good at?*

10 SPEAKING **In your notebook, complete the questions with the correct preposition. Then ask and answer the questions in pairs.**

1 What sort of things are you interested in ?
2 What after-school activities are you involved in ?
3 What bands and singers are you keen on ?
4 What sports or games are you good at ?
5 What sort of things are you serious about ?
6 What are you most passionate about ?

SHOW WHAT YOU'VE LEARNT

11 **Do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Bierzesz udział w wymianie uczniowskiej ze szkołą w Anglii. Niedawno napisała do ciebie Jenny, u której zamieszkasz. Przeczytaj fragment jej wiadomości poniżej i napisz swoją odpowiedź.

W swoim e-mailu:

- opisz swoje odczucia związane z nadchodzącym pobytem w Anglii,
- przedstaw rodzaj muzyki, której słuchasz, i filmów, które oglądasz,
- napisz, co lubisz robić w wolnym czasie,
- zapytaj Jenny o jej zainteresowania.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość e-maila powinna wynosić od 80 do 130 słów.

From: Jenny
Subject: Hello!

It's great to hear that you're going to come and stay with me and my family for two weeks. Please tell me something about yourself. What subjects do you like at school? What music and films do you like? What do you do in your free time?

To: Jenny
Re: Hello!

Hi Jenny,

Thanks for the email and thanks for all the questions.

...

Exercise 7

Hi ... = Dear ...;

How are you doing? = How are you?;

I can't wait to see you. = Looking forward to seeing you.;

OK, time to finish. = I'd better stop now.;

Bye for now. = Cheers.



It's me. Jenny.

13

1.8 SPEAKING

Showing interest

I can show interest in a conversation and express similarity or difference.

1 SPEAKING Look at the activities in the box. Discuss the questions with a partner.

eating and drinking travelling doing sport
listening to music shopping
socialising with friends meeting new people
watching films being online

1 How much of your free time do you spend on each activity?
2 What other things do you do in your free time?
3 How similar or different are you to your partner?



Exercise 5
1 different
2 similar
3 similar
4 different
5 similar
6 different

2 1.20 Listen to two dialogues and answer the questions.

1 What do Ed and Nick have in common?
2 What do Rachel and Kate have in common?

3 1.20 Listen again. Which responses a–e complete the SPEAKING FOCUS correctly?

a Do you? Right … 5
b Really? That's cool!
c Is she? 2
d Really? I love it. 4
e Me too. 3

Exercise 2
1 a lot: travelling, meeting new people, types of music, they both have a sister
2 almost nothing

SPEAKING FOCUS 5

Statement	Showing interest
A: I've got loads of friends and they want to meet you.	B: [1] *Really? That's cool!*
A: I've just got one sister. She's a model.	B: [2] Is she?
A: She's training to be a pilot.	B: Wow, that's interesting.
Statement	**Saying you are similar**
A: I love travelling and meeting new people.	B: [3] Me too.
A: I don't really like rock or heavy metal.	B: Me neither.
Statement	**Saying you are different**
A: I'm not very keen on tea.	B: [4] Really? I love it.
A: I don't like travelling.	B: Don't you? Oh, I do!
A: I play the violin.	B: [5] Do you? Right …

4 1.21 Decide which response is NOT possible in each case. Then listen, check and repeat.

1 A: I've got thousands of songs on my phone.
B: *Have you? / Cool! / Is it?*
2 A: I love Spanish and Italian food.
B: *Really? / Are you? / Do you?*
3 A: My parents have got an apartment in Paris.
B: *Wow, that's interesting! / Have they? / Are they?*
4 A: There are forty students in my class.
B: *Is it? / Are there? / Really?*
5 A: I can play the guitar.
B: *Cool! / Are you? / Can you?*
6 A: I'm passionate about politics.
B: *Really? / Do you? / Are you?*

5 1.22 Listen to six dialogues and decide if the two speakers are similar or different.

6 Copy the table and complete it in your notebook.

Statement	Say you're similar	Say you're different
a I'm worried about the world.	Me too.	Are you? [1] *I'm not.*
b I'm not worried about the world.	[2] Me neither.	Aren't you? I am.
c I love reading poetry.	[3] Me too.	[4] Do you?/Really ? I don't.
d I don't like reading poetry.	Me neither.	Don't you? [5] I do .
e I've got lots of cousins.	[6] Me too.	[7] Have you ? I haven't.
f I haven't got any cousins.	Me neither.	Haven't you? [8] I have .

7 In your notebook, complete the sentences to make them true for you.

1 I'm really into …
2 I haven't got …
3 I really like …
4 I'm very interested in …
5 I'm not very keen on …
6 I'm not very good at …

8 SPEAKING Follow the instructions below to make dialogues.

Student A: Choose a statement from Exercise 7. Say it to Student B.
Student B: Say if you are similar or different. Use the SPEAKING FOCUS to help you.

REFERENCES

Audioscript **pp. 228–229**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Interactive speaking video
- Copy the audioscript of the dialogues from ex. 2 and take out Ed and Rachel's parts. Students try to complete the dialogues. Then they listen again.

WORKBOOK

p. 14

NEXT CLASS

Ask students to study the Word list on p. 15.

1.1 Vocabulary 4.1

adventurous /əd'ventʃərəs/ żądny przygód
bad mood /ˌbæd 'muːd/ zły nastrój
be popular with /ˌbi 'pɒpjələ wɪð/ cieszyć się powodzeniem u
be successful /ˌbi sək'sesfəl/ odnosić sukcesy
be the centre of attention /ˌbi ðə ˌsentə əv ə'tenʃən/ być w centrum uwagi
caring /'keərɪŋ/ troskliwy
charity /'tʃærəti/ organizacja charytatywna
cheerful /'tʃɪəfəl/ radosny
confident /'kɒnfədənt/ pewny siebie
dependent /dɪ'pendənt/ zależny
dishonest /dɪs'ɒnəst/ nieuczciwy
experience /ɪk'spɪəriəns/ doświadczenie
friendly /'frendli/ przyjazny, życzliwy
generous /'dʒenərəs/ hojny, wspaniałomyślny
hard-working /ˌhɑːd 'wɜːkɪŋ/ pracowity
honest /'ɒnəst/ szczery, uczciwy
impolite /ˌɪmpə'laɪt/ nieuprzejmy
independent /ˌɪndə'pendənt/ niezależny
insensitive /ɪn'sensətɪv/ niewrażliwy
irresponsible /ˌɪrɪ'spɒnsəbəl/ nieodpowiedzialny
kind /kaɪnd/ dobry, życzliwy
lazy /'leɪzi/ leniwy
lonely /'ləʊnli/ samotny
look after /ˌlʊk 'ɑːftə/ opiekować się
look cheerful/tired /ˌlʊk 'tʃɪəfəl/'taɪəd/ wyglądać radośnie / na zmęczonego
look forward to /ˌlʊk 'fɔːwəd tə/ oczekiwać z niecierpliwością
mean /miːn/ skąpy
miserable /'mɪzərəbəl/ ponury, nieszczęśliwy
outgoing /ˌaʊt'gəʊɪŋ/ otwarty, towarzyski
polite /pə'laɪt/ uprzejmy
popular /'pɒpjələ/ popularny, lubiany
responsible /rɪ'spɒnsəbəl/ odpowiedzialny
selfish /'selfɪʃ/ egoistyczny
sensible /'sensəbəl/ rozsądny
sensitive /'sensətɪv/ wrażliwy
serious /'sɪəriəs/ poważny
shy /ʃaɪ/ nieśmiały
silly /'sɪli/ głupi, niemądry
sociable /'səʊʃəbəl/ towarzyski
stupid /'stjuːpəd/ głupi
talkative /'tɔːkətɪv/ rozmowny, gadatliwy
tattoo /tə'tuː/ tatuaż
tell lies /ˌtel 'laɪz/ kłamać
unadventurous /ˌʌnəd'ventʃərəs/ nielubiący przygód
unpopular /ʌn'pɒpjələ/ niecieszący się sympatią
unwise /ˌʌn'waɪz/ nierozsądny
wise /waɪz/ mądry, rozsądny

1.2 Grammar 4.2

admire /əd'maɪə/ podziwiać
be passionate about sth /ˌbi 'pæʃənət əˌbaʊt ˌsʌmθɪŋ/ pasjonować się czymś
follow sb on Twitter /ˌfɒləʊ ˌsʌmbɒdi ɒn 'twɪtə/ śledzić kogoś na Twitterze
foreign country /ˌfɒrən 'kʌntri/ obce państwo
in person /ˌɪn 'pɜːsən/ osobiście
inspire /ɪn'spaɪə/ inspirować
it takes sb a minute/an hour to do sth /ɪt ˌteɪks ˌsʌmbɒdi ə ˌmɪnət/ən aʊə tə 'duː ˌsʌmθɪŋ/ zrobienie czegoś zajmuje komuś minutę/godzinę
role model /'rəʊl ˌmɒdl/ wzór do naśladowania
run a foundation /ˌrʌn ə faʊn'deɪʃən/ prowadzić fundację
work on /'wɜːk ɒn/ pracować nad

1.3 Listening 4.3

accommodation /əˌkɒmə'deɪʃən/ zakwaterowanie
act /ækt/ działać
active /'æktɪv/ aktywny
adapt to /ə'dæpt tə/ przystosować się do
adaptable /ə'dæptəbəl/ potrafiący się dostosować
ambitious /æm'bɪʃəs/ ambitny
communicate /kə'mjuːnɪkeɪt/ porozumiewać się
communicative /kə'mjuːnɪkətɪv/ komunikatywny
developing country /dɪˌveləpɪŋ 'kʌntri/ kraj rozwijający się
difficult conditions /ˌdɪfɪkəlt kən'dɪʃənz/ trudne warunki
fantastic /fæn'tæstɪk/ fantastyczny, niesamowity
farm /fɑːm/ gospodarstwo rolne
fit /fɪt/ sprawny
healthy /'helθi/ zdrowy
homeless /'həʊmləs/ bezdomny
hospital /'hɒspɪtl/ szpital
imaginative /ɪ'mædʒɪnətɪv/ pomysłowy
imagine /ɪ'mædʒɪn/ wyobrażać sobie
impress /ɪm'pres/ robić wrażenie na
inspired by /ɪn'spaɪəd baɪ/ zainspirowany przez
inspiring /ɪn'spaɪərɪŋ/ inspirujący
library /'laɪbrəri/ biblioteka
make a good impression /ˌmeɪk ə gʊd ɪm'preʃən/ zrobić dobre wrażenie
nursery /'nɜːsəri/ żłobek
old people's home /ˌəʊld 'piːpəlz həʊm/ dom starców
opportunity /ˌɒpə'tjuːnəti/ okazja
personal quality /ˌpɜːsənəl 'kwɒləti/ cecha osobowa
pessimistic /ˌpesə'mɪstɪk/ pesymistyczny
prison /'prɪzən/ więzienie
protect /prə'tekt/ chronić
protective /prə'tektɪv/ opiekuńczy
soup kitchen for homeless people /'suːp ˌkɪtʃən fə ˌhəʊmləs ˌpiːpəl/ stołówka dla bezdomnych
sure of yourself /'ʃɔːr əv jəˌself/ pewny siebie
team player /'tiːm ˌpleɪə/ osoba umiejąca pracować w zespole
voluntary work /'vɒləntəri wɜːk/ wolontariat
volunteer /ˌvɒlən'tɪə/ wolontariusz

1.4 Reading 4.4

average age /'ævərɪdʒ eɪdʒ/ średni wiek, przeciętny wiek
be afraid of /ˌbi ə'freɪd əv/ bać się
believe in /bə'liːv ɪn/ wierzyć w
belong to /bɪ'lɒŋ tə/ należeć do
can't afford /ˌkɑːnt ə'fɔːd/ nie móc pozwolić sobie na
care about /'keər əˌbaʊt/ przejmować się
connect with /kə'nekt wɪð/ utrzymywać kontakt z
deal with /'diːl wɪð/ poradzić sobie z
depend on /dɪ'pend ɒn/ polegać na, być zależnym od
enormous /ɪ'nɔːməs/ ogromny
focus on /'fəʊkəs ɒn/ skupić się na
generation /ˌdʒenə'reɪʃən/ pokolenie
get married /ˌget 'mærɪd/ ożenić się, wyjść za mąż
get up /ˌget 'ʌp/ wstawać
gig /gɪg/ koncert, występ
go out /ˌgəʊ 'aʊt/ wychodzić
good at /'gʊd ət/ dobry w
grow up /ˌgrəʊ 'ʌp/ dorastać
impatient /ɪm'peɪʃənt/ niecierpliwy
listen to /'lɪsən tə/ słuchać
miss out /ˌmɪs 'aʊt/ stracić okazję
share /ʃeə/ dzielić się
spend money on /ˌspend 'mʌni ɒn/ wydawać pieniądze na
spend time /ˌspend 'taɪm/ spędzać czas
think about /'θɪŋk ə'baʊt/ myśleć o
unemployment /ˌʌnɪm'plɔɪmənt/ bezrobocie
worry about /ˌwʌri ə'baʊt/ martwić się

1.5 Grammar 4.5

avoid /ə'vɔɪd/ unikać
can't stand /ˌkɑːnt 'stænd/ nie znosić
casual clothes /ˌkæʒuəl 'kləʊðz/ ubranie codzienne, swobodne ubranie
consider /kən'sɪdə/ rozważać
decide /dɪ'saɪd/ zdecydować (się)
don't mind /ˌdəʊnt 'maɪnd/ nie mieć nic przeciwko
enjoy /ɪn'dʒɔɪ/ czerpać przyjemność z
get a job /ˌget ə 'dʒɒb/ znaleźć pracę
hate /heɪt/ nienawidzić
hoodie /'hʊdi/ bluza z kapturem
identity /aɪ'dentəti/ tożsamość
jacket /'dʒækət/ kurtka, marynarka
look good /ˌlʊk 'gʊd/ dobrze wyglądać
prefer /prɪ'fɜː/ woleć
pretend /prɪ'tend/ udawać
priority /praɪ'ɒrɪti/ priorytet
refuse /rɪ'fjuːz/ odmówić
second-hand clothes /ˌsekənd,hænd 'kləʊðz/ używane ubrania
skinny jeans /ˌskɪni 'dʒiːnz/ dżinsy rurki
suit /suːt/ garnitur
sweatpants /'swetpænts/ spodnie dresowe
tie /taɪ/ krawat
uniform /'juːnəfɔːm/ mundur
winter coat /ˌwɪntə 'kəʊt/ kurtka zimowa

1.6 Use of English 4.6

be lucky /ˌbi 'lʌki/ mieć szczęście
busy /'bɪzi/ zajęty
cook (n) /kʊk/ kucharz
crowded /'kraʊdɪd/ zatłoczony, ciasny
elderly /'eldəli/ starszy
experienced /ɪk'spɪəriənst/ doświadczony
poor /pʊə/ biedny, ubogi
rude /ruːd/ niegrzeczny
useful /'juːsfəl/ przydatny, użyteczny

1.7 Writing 4.7

bad at /'bæd ət/ słaby w
be crazy about /ˌbi 'kreɪzi əˌbaʊt/ szaleć za
be into/keen on /ˌbe 'ɪntə /'kiːn ɒn/ lubić
be involved in /ˌbi ɪn'vɒlvd ɪn/ brać udział w
be mad about /ˌbi 'mæd əˌbaʊt/ szaleć za
be obsessed with /ˌbi əb'sest wɪð/ mieć obsesję na punkcie
be serious about /ˌbi 'sɪəriəs əˌbaʊt/ poważnie podchodzić do
can't wait /kɑːnt weɪt/ nie móc się doczekać
disappointed with /ˌdɪsə'pɔɪntəd wɪð/ rozczarowany
excited about /ɪk'saɪtəd əˌbaʊt/ podekscytowany, przejęty
interested in /'ɪntrəstəd ɪn/ zainteresowany
unfit /ʌn'fɪt/ w słabej kondycji
useless at /'juːsləs ət/ beznadziejny, do niczego

1.8 Speaking 4.8

do sport /ˌduː 'spɔːt/ uprawiać sport
have sth in common /ˌhæv ˌsʌmθɪŋ ɪn 'kɒmən/ mieć coś wspólnego
play the violin/guitar /ˌpleɪ ðə ˌvaɪə'lɪn/ gɪ'tɑː/ grać na skrzypcach/gitarze
socialise with /'səʊʃəlaɪz wɪð/ utrzymywać stosunki towarzyskie z

WORD LIST ACTIVITIES

• Students work in pairs. They write words for their partner with missing letters and say the category for each word, e.g. *personality: o_ t _ _ _ n _* (outgoing), *feelings and emotions: d _ s _ _ p _ _ _ t _ d w _ _ h* (disappointed with), *clothes: h _ _ d _ _* (hoodie), etc. Their partner tries to complete the words.

• Divide students into teams. Call out a word for the first team. They have to explain the meaning and then translate.

FOCUS REVIEW 1

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Jakie przymiotniki poprawnie uzupełniają zdania? Pierwsze litery brakujących przymiotników zostały podane.

1 Shona never smiles and is always depressed. She's a really miserable person.
2 Tim looks after his younger brother when their parents are out. He's so responsible .
3 Zina is such a selfish girl. She cares only about herself.
4 Neil's never made a silly decision. He's such a sensible boy.
5 Has Marion always been so lazy ? She always stays in bed until midday!
6 My grandparents often give me money for the cinema or CDs. They're so generous .

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 My brothers are very active . They play sports every day! **ACT**
2 Gino makes new friends easily. He's so communicative . **COMMUNICATE**
3 Carla is sometimes dishonest , so I don't believe in her stories. **HONEST**
4 Volunteers work in different conditions, so they must be adaptable to changing situations. **ADAPT**
5 Leslie is such an imaginative girl. She comes up with stories and writes songs. **IMAGINE**
6 A lot of people decided to help this poor family after that inspiring TV programme. **INSPIRE**

3 Jakie formy czasowników podanych w nawiasach poprawnie uzupełniają zdania?

1 Have you ever had any problems with your smartphone? (have)
2 What does your new friend look like ? (look like)
3 Who has used my tablet? It's not on my desk. (use)
4 Do your grandparents like listening to heavy metal? (like)
5 What is Amy watching at the moment? Is it a TV show? (watch)
6 Who looks after your dog when you're on holiday? (look after)

4 Używając podanych wyrazów, napisz pełne zdania.

1 My sister / avoid / buy / second-hand clothes.
2 you / ever / refuse / help / your friend?
3 We / not need / wear / a school uniform.
4 They / not afford / buy / a new laptop.
5 I / always / want / dance / in a folk group.
6 you / spend / a long time / study / when you get home from school?

1 My sister avoids buying second-hand clothes.
2 Have you ever refused to help your friend?
3 We don't need to wear a school uniform.
4 They can't afford to buy a new laptop.
5 I have always wanted to dance in a folk group.
6 Do you spend a long time studying when you get home from school?

ŚRODKI JĘZYKOWE

Tłumaczenie; parafraza zdań

5 Przetłumacz fragmenty podane w nawiasach tak, aby poprawnie uzupełniły zdanie.

1 Johann is (*tak nieśmiałym*) such a shy boy that he has never been to a school party.
2 (*Kto pomaga*) Who is helping Mary with the project today?
3 X: I don't enjoy shopping for clothes.
Y: (*Ja też nie.*) Me neither .
4 Sally is (*taka ambitna*) so ambitious – she always wants to be the best.
5 X: My older sister is a charity worker.
Y: (*Naprawdę?*) Really/Is she ?
6 You (*wyglądasz jak*) look like your father when he was your age.
7 I was very (*rozczarowany moimi*) disappointed with my exam results.
8 I don't mind (*kupowaniu książek*) buying books online but I think it's better to do it in a bookshop.

WSKAZÓWKA
Po przetłumaczeniu fragmentu przeczytaj całe zdanie jeszcze raz i sprawdź, czy jest ono poprawne logicznie i gramatycznie.

6 Która z podanych odpowiedzi A–C ma znaczenie najbliższe podkreślonemu fragmentowi zdania?

1 Agnes is so friendly and sociable.
(A) outgoing
B lucky
C responsible
2 What is she like?
(A) What kind of person is she?
B What is her appearance?
C What is her hobby?
3 Jasper can't stand buying unimportant things.
A doesn't mind buying
(B) doesn't want to buy
C can't afford to buy
4 Their grandmother is so caring.
(A) such a caring woman
B such caring woman
C always caring
5 Drake is crazy about sports cars.
A useless at
(B) obsessed with
C afraid of

EXTRA ACTIVITIES

- Photocopiable resources 63–64
Sentence transformation (15 min.)
pp. 265, 337–338
- Photocopiable resources 65–66
Translation (15 min.) pp. 265–266,
339–340

16

SŁUCHANIE

Uzupełnianie luk

7 1.23 **Usłyszysz dwukrotnie rozmowę z Tonym, który uczestniczył w badaniach naukowych. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w poniższym streszczeniu maksymalnie trzema wyrazami w języku angielskim.**

WSKAZÓWKA
Przeczytaj szybko streszczenie nagrania przed rozpoczęciem słuchania i zastanów się, jakiego rodzaju wyrazy/wyrażenia należy wpisać w poszczególne luki. Niekiedy luki w zadaniu tego typu trzeba uzupełnić wyrazami, które usłyszysz. Czasami jednak wymagane słowo lub wyrażenie nie pojawia się w nagraniu.

Today's guest of the weekly programme is Tony Miller, who studies [1] _____ in Zurich.
Tony volunteered to help a team of [2] _____ to do a unique experiment. In the experiment, fifty participants received an amount of money and were divided into two groups. People in Group 1 could only spend the money on themselves, while people in Group 2 – on any [3] _____ . During the experiment, the researchers observed those parts of participants' [4] _____ which are responsible for making decisions and feelings. Before, during and after the experiment, the participants from both groups were asked how happy they were. The results of the experiment show that when people do not share what they have with others, they feel [5] _____ generous people.

MÓWIENIE

8 Popatrz na zdjęcie i wybierz słowa, które przydadzą się do jego opisu. Następnie opisz zdjęcie i odpowiedz na pytania 1–3.

Verbs: belong, carry, clean up, communicate, earn, pick up, protect, run, sing, watch, wear
Nouns: bags, gloves, outfit, phone, rain, rubbish, screen, trees, volunteers, wood



1 Do you think the people in the photo are good voluntary workers? Why?/Why not?
2 Do you get involved in voluntary work? Why?/Why not?
3 Describe a school charity action you took part in or heard of.

9 Zapoznaj się z poniższą kartą ucznia A. Zdecyduj, które cztery z podanych opcji a–f najlepiej pasują do tematu zadania.

UCZEŃ A
Wraz z uczniem A, który bardzo dobrze rysuje, chcesz tworzyć komiks internetowy o sprawach interesujących młodych ludzi. Zastanawiacie się, kim powinien być bohater waszego komiksu. Poniżej podane są cztery kwestie, które musisz omówić. Rozmowę rozpoczyna uczeń B.

a Ubiór
b Przyjaciele
c Stan zdrowia
d Zainteresowania
e Cechy osobowości
f Plany dotyczące pracy

10 Pracując w parach, wykonajcie zadanie.
Zadanie ucznia A: użyj karty z ćwiczenia 9.
Zadanie ucznia B: użyj karty poniżej.

UCZEŃ B
Bardzo dobrze rysujesz. Wspólnie z uczniem A planujecie tworzenie komiksu internetowego o sprawach interesujących młodych ludzi.
W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczynasz ty.

- *So, what kind of person do you want to write about?*
- *I'm not sure if it's a good idea.*
- *What exactly do you mean by young/miserable?*
- *What does he/she like doing in his/her free time?*

PISANIE

E-mail/List prywatny

11 Przeczytaj zadanie. Do każdego podpunktu napisz w zeszycie po jednym pasującym zdaniu. Następnie wymieńcie się zeszytami w parach. Rozwiń zdania kolegi/koleżanki.

W tym semestrze jesteś na wymianie uczniowskiej w Wielkiej Brytanii. Napisz e-mail do kolegi ze Stanów Zjednoczonych. W swoim e-mailu:

- wyjaśnij, gdzie jesteś, i wyraź opinię na temat tego miejsca,
- opowiedz o rodzinie, u której przebywasz,
- opisz koleżankę z nowej szkoły,
- napisz, jak minął ci poprzedni weekend.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość e-maila powinna wynosić od 80 do 130 słów.

12 Wykonaj zadanie w ramce z ćwiczenia 11.

Exercise 7
1 Psychology
2 university researchers
3 person they chose/person they wanted/person they knew
4 brains
5 less happy than

Exercise 8
Verbs: clean up, pick up, carry, wear, belong, protect
Nouns: wood, trees, rubbish, outfit, bags, gloves, volunteers
The photo shows a few young volunteers in the wood. They are carrying plastic bags and picking up rubbish, that's why they are wearing rubber gloves. They are also wearing blue outfits, probably because they belong to a voluntary group. They are protecting the environment. This could be one of the 'Clean up the world' activities. In the background there are a few trees and bushes but there aren't many leaves yet so it is early spring. It's sunny and warm. The people look serious but I think they're enjoying the job.

REFERENCES
Audioscript **p. 229**
MiniMatura writing assessment criteria
Matura speaking test assessment criteria

EXTRA ACTIVITIES
- Photocopiable resource 6 *A fictional character* (speaking; 5 min.) pp. 253, 272
- Photocopiable resource 7 Sentence translation (15 min.) pp. 253, 273
- Extra digital activities: Listening and Use of English

NEXT CLASS
- Ask students to do Self-check 1.10, WB pp. 16–17, as homework.
- Ask students to prepare for Unit 1 MiniMatura and Matura speaking test 1: Testing Programme, Unit 1.

17

Exercise 3

PART 2

1 astronomy and mathematics
2 physics, mathematics and astronomy
3 biology
4 physics and chemistry
5 computer science

BONUS Maria Skłodowska-Curie

PART 3

1 F Einstein did not fail Mathematics at school. He was good at Maths.
2 T An earthquake can make the Earth turn faster and therefore make a day a little shorter.
3 F The two sides of the brain always work together.

BONUS 100%! Your whole brain is active at all times.

2 Science and technology

Necessity is the mother of invention.
A proverb

VIDEO



BBC
Urban legends 6
Lesson 2.1



GRAMMAR ANIMATION
Lesson 2.2 7
Lesson 2.5 9



FOCUS VLOG
About technology 8
Lesson 2.2



INTERACTIVE SPEAKING VIDEO
Lesson 2.8 10

2.1 VOCABULARY

Online • phones and computers • word building • collocations

I can use language related to science, technology and inventions.

SHOW WHAT YOU KNOW

1 Choose the correct verb. In your notebook, complete the sentences to make them true for you.

1 The first thing I do when I *visit* / *go* online is …
2 The person I'd like to *watch* / *follow* on Twitter is …
3 The website I *visit* / *go in* most is …
4 The last music I *downloaded* / *followed* was …
5 The last comment I *posted* / *sent* on social media was …
6 The last time I *updated* / *revised* my social media profile was …

2 SPEAKING Compare your sentences with a partner. How much time do you typically spend online each day?

3 1.24 Do the Science and Technology Quiz. Write your answers in the notebook. Then listen and check.

SCIENCE AND TECHNOLOGY QUIZ

1 Decide which dates match these digital 'firsts'.

1977 1984 1990 1993 1994

1 The first **web browser** 1993
2 The first **search engine** 1990
3 The first **laser printer** 1977
4 The first **desktop computer** with **keyboard** and mouse 1984
5 The first smartphone 1994

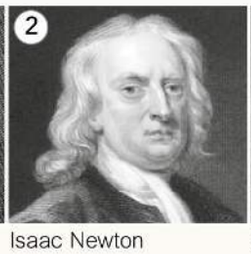
BONUS QUESTION: Which company made the first computer with a mouse? Apple Macintosh

2 Which sciences were these great scientists mostly involved in?

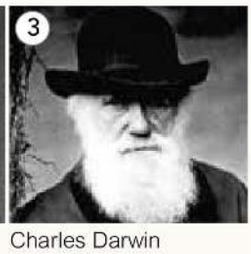
astronomy, biology, chemistry, computer science, mathematics, physics



Nicolaus Copernicus _____



Isaac Newton _____



Charles Darwin _____



Maria Skłodowska-Curie _____



Alan Turing _____

BONUS QUESTION: Which scientist won two Nobel Prizes?

REFERENCES

Culture notes **p. 222**
Audioscript **p. 230**
Videoscript **p. 246**
Using videos in the classroom **p. T14**
How to teach with projects **p. T17**

EXTRA ACTIVITIES

- BBC video. Video worksheet 2.1 in the WB, p. 29.
- Photocopiable resource 8 *Crazy calculator* (20 min.) pp. 253, 274–275
- Photocopiable resource 9 Test yourselves (10 min.) pp. 253, 276
- Extra digital activities: Vocabulary Checkpoint
- After completing Focus on Words: Phones and computers, students underline the main stress in words of more than one syllable: broadband, desktop, computer, keyboard, laptop,

18

4 1.25 **In your notebook, write the names of the scientists in the quiz to complete sentences 1–5 correctly. Then listen to Part 2 again and check your answers.**

1 Maria Skłodowska-Curie did experiments with radioactive materials and discovered polonium and radium.
2 Isaac Newton did research into gravity, light and many areas of physics, maths and astronomy.
3 Alan Turing invented the idea of a 'Universal Machine' or a computer in 1936.
4 Nicolaus Copernicus developed the theory that the Earth moves around the Sun.
5 Charles Darwin observed nature. He took notes and measurements and collected specimens from around the world.

FOCUS ON WORDS | Phones and computers

5 1.26 **Copy Focus on Words and complete it with the compound nouns in red in the quiz. Then listen, check and repeat.**

1 broadband
2 desktop computer
3 keyboard
4 laptop
5 laser printer
6 password
7 search engine
8 text message
9 username
10 web browser

6 **In your notebook, complete the questions with compound nouns from Exercise 5.**

1 How many text messages do you usually send in a day?
2 Do you always use the same username and password online?
3 Have you got a desktop computer or a laptop?
4 Which is the most popular search engine in your country?
5 Which web browser do you normally use?
6 Have you got a reliable broadband connection with fast download speeds?
7 Do you like typing on a smartphone or do you prefer to use a keyboard ?

7 SPEAKING **In pairs, ask and answer the questions in Exercise 6.**

3 **Are statements 1–3 true or false?**

1 Albert Einstein failed Mathematics at school.
2 An earthquake can shorten the length of a day.
3 Some people are left-brained, others are right-brained.



BONUS QUESTION: What percentage of our brain do we normally use?

FOCUS ON WORDS | Word building

8 1.27 **Copy the table and complete it with the science subjects in the quiz. Then listen, check and repeat.**

NOUN – SUBJECT	NOUN – PERSON
1 astronomy	astronomer
2 biology	biologist
3 chemistry	chemist
4 computer science	computer scientist
5 mathematics	mathematician
6 physics	physicist

9 SPEAKING **Discuss the questions.**

1 Would you like to be a scientist? Why?/Why not?
2 Which science subject do you find easiest/most difficult to understand?
3 Which science subject do you think will be most useful to you in the future? Why?

FOCUS ON WORDS | Collocations

10 1.28 **In your notebook, complete the phrases with the infinitive form of the underlined verbs in Exercise 4. Then listen, check and repeat.**

1 collect *specimens* of plants or animals
2 develop *a theory*
3 discover *something* that no one knew about before
4 do *an experiment* to learn what happens
5 do *research* into a subject
6 invent *something* that did not exist before
7 observe or watch carefully
8 take *measurements* of the size of something
9 take *notes* so you can remember information

11 **In your notebook, complete the sentences with the correct verb in an appropriate form.**

1 Tim has *invented* a new program. It will change how people manage databases.
2 Rowena observes the sky at night. She hopes to discover a new planet.
3 Lucie collects wild plants to develop new drugs.
4 Fred is doing research into laser technology for his doctorate.
5 Lena does experiments on plastics to measure how strong they are.
6 George looks at big numbers and takes notes. He produces formulas to solve problems.

12 SPEAKING **Name each person in Exercise 11 with a scientist word in Exercise 8. Discuss which science is the most/least important to society.**

1 *Tim = a computer scientist*
2 Rowena = an astronomer
3 Lucie = a biologist
4 Fred = a physicist
5 Lena = a chemist
6 George = a mathematician

laser, printer, password, engine, message, username, browser.

WORKBOOK

pp. 18–19, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 2.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 20.

PROJECT

- Work in groups. Do some research to find out about unusual scientific work or place to do science experiments. Prepare a presentation about it and then present it to your class.

2.2 GRAMMAR

Past Continuous and Past Simple

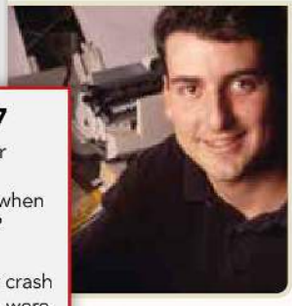
I can use the Past Simple and Past Continuous to describe past events.

Exercise 2
Joe Jacobson was a researcher.
Because he finished his book and wanted another one to read.

1 SPEAKING Read what people say about e-books and printed books. Which comments do you agree with? Think of more advantages and disadvantages. Discuss with a partner.

1. When I go on holiday, I don't have to pack heavy books.
2. I like the feel of a real book in my hands.
3. I work with computer screens all day – I don't want to read books on a screen too.
4. Books are so expensive. E-books are cheaper.

2 Read about E ink. Who was Joe Jacobson and why did he have a 'Eureka' moment?



In 1997 Joe Jacobson was working as a researcher for the Massachusetts Institute of Technology (MIT). One summer, he went on holiday to the coast. He was lying on a beach when he finished his book. Unfortunately, he didn't have another one with him. At that moment, he imagined an electronic book that he could download any time he wanted and read in direct sunlight. It was a 'Eureka' moment. His vision became E ink technology and helped develop the e-readers that we have today.

Exercise 7
1 Were your parents studying when they met?
2 Did your computer crash when you were doing your homework last night?
3 Were you watching a film when your mum got home yesterday?
4 Was it raining when you woke up this morning?
5 Did you burn yourself when you were making breakfast?
6 Did a friend text you when you were walking to school?

3 Read the GRAMMAR FOCUS. Which past forms in blue in Exercise 2 complete the examples correctly?

GRAMMAR FOCUS 7

Past Continuous and Past Simple

- You use the **Past Continuous** to talk about longer actions in progress at a time in the past.
  In 1997 Joe Jacobson [1] ___was working___ *as a researcher for MIT.*
- You often use the **Past Continuous** with the **Past Simple** – usually when a short action (Past Simple) interrupted a longer action (Past Continuous).
  He [2] ___was lying___ *on a beach when he* [3] ___finished___ *his book.*

Past Continuous: *was/were* + *-ing* form

+	*I was working etc.*
–	*She wasn't working etc.*
?	*Were you working? etc.*

Focus Vlog
Internet, phone, speakers

4 In your notebook, complete the beginnings of two stories with the Past Simple or the Past Continuous form of the verbs in brackets.



It was a terrible stormy night six months after my father's death. My mother [1] *was sitting* (sit) alone by the fire, waiting for her baby to arrive. She [2] ___was feeling___ (feel) sad and ill. Suddenly she [3] ___heard___ (hear) a noise outside. 'There's someone at the door, Peggotty,' my mother [4] ___called___ (call). 'Who is it?' Peggotty was her servant and her only real friend. 'I'll go and see,' Peggotty [5] ___replied___ (reply). She [6] ___went___ (go) and [7] ___opened___ (open) the door.



As the carriage moved quickly along the rough dry road, Jonathan Harker [8] ___was looking out___ (look out) at the changing view. Behind him was a land of small, green hills and colourful fields of fruit trees. Now he [9] ___was driving___ (drive) into the Transylvanian mountains through a thick forest. It [10] ___was getting___ (get) dark, and the other people in the carriage [11] ___were___ (be) quiet and afraid. A woman opposite him [12] ___reached___ (reach) towards him and [13] ___put___ (put) something in his hand. It [14] ___was___ (be) a small, silver cross. 'Wear it around your neck,' she said. 'You'll be safe.'

5 SPEAKING Which story would you like to continue reading and why? Tell your partner.

6 In your notebook, complete each sentence with one Past Simple and one Past Continuous verb form. Which sentences are true for you?

1. My parents *were studying* (study) when they *met* (met).
2. My computer ___crashed___ (crash) when I ___was doing___ (do) my homework last night.
3. I ___was watching___ (watch) a film when my mum ___got___ (get) home yesterday.
4. It ___was raining___ (rain) when I ___woke up___ (wake up) this morning.
5. I ___burned___ (burn) myself when I ___was making___ (make) breakfast.
6. A friend ___texted___ (text) me when I ___was walking___ (walk) to school.

7 SPEAKING In your notebook, write questions for the sentences in Exercise 6. Change pronouns where necessary. Then ask your partner as in the example.

A: Were your parents studying when they met?
B: No, they weren't.

FOCUS VLOG 8 About technology

1.29 Listen to the Focus Vlog. What devices/systems didn't work properly? Write the answers in your notebook.

Grammar page 119

REFERENCES

Culture notes **p. 222**
Audioscript **p. 230**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Focus Vlog. Video worksheet 2.2

WORKBOOK

p. 20, including *Show What You've Learnt* in the WB, p. 29.

- Photocopiable resource 10 Test yourselves (10 min.) pp. 253–254, 277
- Extra digital activities: Grammar Checkpoint

NEXT CLASS

- Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 2.2, Grammar.
- Ask students to make a list of school subjects.

20

2.3 LISTENING

Matching

I can identify key details in a simple recorded narrative about scientists.













FOCUS ON WORDS | Science and scientists

1 1.30 **Decide which photos A–F illustrate the words in the box. Then listen, check and repeat.**

linguistics C geology B marine biology E archaeology A psychology F conservation D

2 SPEAKING 1.31 **Which job descriptions 1–6 define the jobs below? Listen and check. Do you know anybody who does one of these jobs? Tell your partner.**

A linguist A geologist A marine biologist
A psychologist An archaeologist A conservationist

1 A linguist studies and often speaks a lot of languages.
2 A conservationist studies ways of protecting the environment.
3 A geologist studies rocks and the history of the earth.
4 A psychologist studies how people behave and how their minds work.
5 An archaeologist studies people who lived thousands of years ago.
6 A marine biologist studies, observes and protects oceans.

3 1.32 **Listen to five speakers talking about why they became scientists. Which job in Exercise 2 does each person do?**

LISTENING FOCUS Matching

4 1.32 **Listen again. In your notebook, match speakers 1–5 with statements A–F. There is one extra statement.**

Speaker 1: B Speaker 3: A Speaker 5: C
Speaker 2: F Speaker 4: D

A I'd like to find out how early childhood affects behaviour.
B I'm keen on researching how machines can talk to one another.
C I'm passionate about preserving life under the sea.
D I became interested in my field after an educational visit.
E I want to study the evolution of our planet.
F I'm focussed on developing alternative forms of sustainable energy.

FOCUS ON WORDS | Collocations

5 1.33 **In your notebook, complete the collocations with the words in the box. Then listen, check and repeat.**

data the environment evidence hours a research paper

1 analyse data / evidence
2 collect data / evidence
3 protect the environment
4 publish a research paper / data
5 spend hours

6 **In your notebook, complete the statements about the speakers with the words and phrases in Exercise 5.**

1 The marine biologist wants to collect data/evidence about global warming.
2 The linguist has published a research paper on robot communication.
3 The psychologist loves doing research and analysing data .
4 The archaeologist spent hours in the Egyptian room in the Louvre.
5 The conservationist is doing research into climate change to help protect the environment .

7 SPEAKING **How common is it to study the same subjects as your parents? Think about your friends and family. What will you do? Discuss with a partner.**

PRONUNCIATION FOCUS

8 1.34 **Copy the table and complete it. Then listen, check and repeat. Mark the stress.**

Subject	Job
1 archaeology	archaeologist
2 analysis	analyst
3 conservation	conservationist
4 geology	geologist
5 linguistics	linguist
6 psychology	psychologist

9 SPEAKING **Practise the words in Exercise 8 as in the example. Pay attention to the stress.**

A: What does an archaeologist do? B: Archaeology.

Exercise 3
Speaker 1: A linguist
Speaker 2: A conservationist
Speaker 3: A psychologist
Speaker 4: An archaeologist
Speaker 5: A marine biologist

REFERENCES
Audioscript **pp. 230–231**

EXTRA ACTIVITIES
Students write the jobs in order 1–6 of preference for themselves (1 = best, 6 = least favourite.) They compare in pairs, justifying their choices and trying to use the new vocabulary.

WORKBOOK
p. 21

NEXT CLASS
Ask students to find out three facts about Antarctic exploration.

2.4 READING

Multiple choice

I can scan an interview to locate specific information.

1 SPEAKING **Look at the photos of Antarctica. Discuss the questions.**

1 What do you think it's like working there?
2 What kind of jobs do you think people do?

2 **Look at comments from people interested in working in Antarctica. Which of them are suitable in your opinion?**

1 'I don't mind working long hours.' ✓
2 'I don't like the dark. ' ✗
3 'I need my own space.' ✗
4 'I'm very fit and healthy.' ✓
5 'I expect to earn lots of money.' ✗
6 'I want to save the planet.' ✓

3 1.35 **Listen to a talk about working in Antarctica. Check your ideas in Exercises 1 and 2.**

4 SPEAKING **Would you like to work in Antarctica? Why?/Why not? Discuss with a partner.**

5 **Read an interview with a research scientist and answer the questions.**

1 What is the population of Antarctica?
2 What did Jane Roberts do in her free time in Antarctica?
3 What did she miss most when she was there?

Exercise 5
1 1,000–4,000
2 She read lots of books and played games.
3 colours

READING FOCUS Multiple choice

6 **Read the text again. For questions 1–5, choose the correct answer, A, B, C or D.**

1 The South Pole Station is named after
A the first person to reach the South Pole.
B the first person who died after reaching the South Pole.
C the five people who died after reaching the South Pole.
(D) the first two explorers to reach the South Pole.

2 People who work in Antarctica
A are residents of Antarctica.
B live in small towns.
(C) stay for a period of time in research stations.
D return to their country in winter.

3 Jane discovered that
A she likes working in a laboratory.
B millions of years ago dinosaurs lived on ice.
(C) the Antarctic wasn't always cold.
D research is like doing a jigsaw.

4 The temperature at the South Pole
A is –80 degrees all year round.
B is usually above zero in summer.
(C) never rises above zero.
D is too cold to go outside.

5 In the interview, Jane
(A) describes her experience of working in Antarctica.
B encourages tourists to visit Antarctica.
C explains how researchers apply for jobs in Antarctica.
D presents her research into the weather in Antarctica.

FOCUS ON WORDS | Nouns and verbs

7 1.37 **Decide which words in blue in the text match the definitions below. Then listen, check and repeat.**

1 several sheets of material on top of one another = *layers*
2 the skeleton = ___remains___
3 a place where planes can land = ___airstrip___
4 organise and manage = ___run___
5 a place to eat, usually in a school or factory = ___canteen___
6 a picture cut into small pieces that you put together = ___jigsaw___
7 arrived (at a place) = ___reached___

8 SPEAKING **In your notebook, complete the questions with the correct form of the words in Exercise 7. Then ask and answer the questions in pairs.**

1 How long does it take you to ___reach___ home after school?
2 Do you usually have lunch in the school ___canteen___ ?
3 Have you ever completed a 1,000-piece ___jigsaw___ ?
4 Would you like to ___run___ your own business one day?
5 How many ___layers___ of clothing do you wear when you go outside in winter?
6 Do any museums in your city have dinosaur ___remains___ ?

FOCUS ON WORDS | The temperature

9 1.38 **In your notebook, write the adjectives in order from coldest to hottest. Then listen, check and repeat.**

cold 2 freezing 1 hot 5 warm 4 boiling 6 chilly 3

10 1.39 **Listen to the words and phrases in the box and repeat them. Then complete the sentences in your notebook.**

above/below zero average temperature
(0°) degrees centigrade (Celsius) plus/minus 10°C
The temperature rises/falls to (+40°/–80°) degrees.

The interior of Antarctica is the coldest place on Earth. The hottest month at the South Pole is January with an average temperature of minus 25 [1] ___degrees___ centigrade. This is the summer in Antarctica. In fact, the temperature in Antarctica has never risen [2] ___above___ zero. The warmest temperature ever recorded at the South Pole (on December 25, 2011) was [3] ___minus___ 12.3 degrees [4] ___centigrade/Celsius___ . In winter, temperatures [5] ___fall___ to 80 degrees centigrade [6] ___below___ zero. The coldest month is September.

11 SPEAKING **Tell your partner about the last time you experienced an extreme temperature, hot or cold. Use the questions to prepare.**

1 When did you experience an extreme temperature?
2 Where were you and what were you doing at the time?
3 What was the temperature? How long did it last?
4 How did you manage and what did you do?
5 Do you like extreme temperatures? Why?/Why not?

REFERENCES

Culture notes **p. 222**
Audioscript **p. 231**

EXTRA ACTIVITIES

Students write true/false sentences about the text, e.g. *Not many people apply for a job in Antarctica.* (F) *Roald Amundsen was the first person to get to the South Pole.* (T) They exchange their sentences with a partner and decide whether the sentences are true or false.

WORKBOOK

pp. 22–23

22

Science at the South Pole





1.36

Jane Roberts is a marine biologist. She worked for two years in Antarctica. Here, she answers your questions.

Is there really a pole at the South Pole?

Yes, there is. It's in front of the Amundsen-Scott South Pole Station. In 1911 a Norwegian explorer called Roald Amundsen was the first person to get there, followed by a British man, Robert Falcon Scott, thirty-four days later. Unfortunately, Scott and his team of five all died on the return journey. When the first explorers reached the South Pole there was nothing there. Now, several hundred people work at the Station. There's an airstrip for small planes, a canteen, hot showers, a post office, a tourist shop, a basketball court and a movie theatre.

Who does Antarctica belong to?

Antarctica doesn't belong to any nation. There's no permanent population, but there are bases that look like small towns. Thirty different countries run about seventy research stations in Antarctica. People stay there between three and eighteen months. Most people work only in the summer months, but some stay all year round. The population is around 4,000 in summer and 1,000 in winter.

Why did you want to work in Antarctica?

I was studying in London and I read about an exciting research project in Antarctica. I applied for the job, but thousands of other people also applied. I was lucky!

What exactly were you doing there?

I was doing research into marine life. I collected specimens of ice and examined them in the laboratory. There are layers of ice thousands of years old! We found the remains of a dinosaur. It was in millions of pieces and we had to put all the pieces together like a jigsaw. Our research showed us that millions of years ago the Antarctic was much warmer.

What did you wear in Antarctica?

It's extremely cold all year round. When I was doing experiments outside, I wore three pairs of socks and often five layers of clothing. Winter temperatures fall to −80°C and even summer temperatures are below zero at the South Pole. For several months, there's no sunlight at all. Sometimes it's too cold to go outside.

What did you do in your free time?

When it was snowing, we read lots of books and played games. There isn't much to do in Antarctica, but I enjoy reading and I made some good friends there too.

Did you miss home?

No, but I missed colours – it's very white in Antarctica! But I was working all day and it was really interesting work.







NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 24.

2.5 GRAMMAR

used to

I can use used to to refer to past habits and routines.





1 SPEAKING **Look at the photos. In what way are these things different today? Discuss with a partner.**

fashion friends music relationships school technology travel

2 1.40 **Listen to a dialogue between Chris and his granddad. Are the sentences true or false?**

1 He used to phone people from the phone in the sitting room. T
2 He used to message people. F
3 He didn't use to live near his friends. F
4 His mum didn't use to like the loud music in his bedroom. T
5 His parents bought him a camera for his sixteenth birthday. T
6 He used to have five or six good friends. T

3 **Read the GRAMMAR FOCUS. Which past forms in blue in Exercise 2 complete the examples correctly?**

GRAMMAR FOCUS 9

used to

- You use ***used to* + verb** to talk about past states that are no longer true.
  He [1] ___used to___ *have five or six good friends.*
- You use ***used to* + verb** to talk about regular past actions that don't happen anymore.
  He [2] ___used to___ *phone people from the phone in the sitting room.*
- You don't use ***used to* + verb** to talk about a past action that only happened once. You use the **Past Simple**.
  His parents [3] ___bought___ *him a camera for his sixteenth birthday.* (NOT ~~*used to buy*~~)

***used to* + verb**

+	*I used to work …*
–	*He didn't use to work …*
?	*Did they use to work …? Yes, they did./No they didn't.*

4 **In your notebook, complete the sentences with the correct form of the verbs in brackets. Use *used to* + verb and the Present Simple.**

1 People *used to read* (read) maps but now they *use* (use) GPS.
2 People didn't use to use (not/use) their cars much but now they ___drive___ (drive) everywhere.
3 People ___update___ (update) their online profiles now, but they ___used to write___ (write) letters.
4 Children ___play___ (play) inside now but in the past they ___used to play___ (play) outside.
5 Teachers used to suggest (suggest) books but now they ___give out___ (give out) website addresses.
6 Families ___used to watch___ (watch) the TV together but now they ___watch___ (watch) it individually.
7 Students ___use___ (use) Google now, but they used to look up (look up) things in encyclopedias.
8 Parents didn't use to worry (not/worry) so much but now they ___give___ (give) children less freedom.

5 SPEAKING **Discuss the statements in Exercise 4 with a partner. Do you think they are all true?**

6 **Replace the Past Simple with *used to* + verb if possible. Which sentences are true for you?**

When I was at primary school, …
1 my parents took me to school every day.
2 I didn't go online much.
3 I went on a school trip to the Science Museum.
4 I didn't like school dinners.
5 my parents bought me my first mobile phone.
6 I wanted to be an astronaut.

7 SPEAKING **In your notebook, write questions for the sentences in Exercise 6. Then ask and answer as in the example.**

A: Did your parents use to take you to school?
B: Yes, they did.

Grammar page 120

Exercise 6

When I was at primary school, …

1 my parents used to take me to school every day.
2 I didn't use to go online much.
3 not possible
4 I didn't use to like school dinners.
5 not possible
6 I used to want to be an astronaut.

Exercise 7

1 Did your parent use to take you to school?
2 Did you use to go online much?
3 Did you go on a school trip to the Science Museum?
4 Did you use to like school dinners?
5 Did your parents buy you your first mobile phone?
6 Did you use to want to be an astronaut?

REFERENCES

Culture notes **pp. 222–223**
Audioscript **p. 231**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 11 *When you were a child …* (15 min.) pp. 254, 278
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 24, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 2.5, Grammar.
- Ask students to think about a biographical film they have seen. Who was it about? Students make short notes to talk about the film.

2.6 USE OF ENGLISH

Linkers and time expressions

I can use a range of common linking words and time expressions.

1 1.41 SPEAKING **Look at the photo. What do you think the film is about? Discuss with a partner. Use the ideas in the box. Then listen and check.**

civil rights for black women ✓ computers ✓ mathematicians ✓ American space projects ✓ robots ✗

2 1.41 **Listen again and choose the correct option.**

1 The three women worked for NASA as *mathematicians* / *astronauts* during the 1950s and 60s.
2 While they were working for NASA, they earned *more* / *less* than their white colleagues.
3 Segregation between blacks and whites continued until the *mid-* / *late* 1960s.
4 When the film came out, Katherine Johnson – now *78* / *98* years old – met the actress who played her.
5 As soon as Johnson arrived at the *2016* / *2017* Oscars ceremony, everyone stood up and cheered.

3 **Read the LANGUAGE FOCUS. Which words in blue in Exercise 2 complete the information correctly?**

LANGUAGE FOCUS

Linkers and time expressions

- You use conjunctions ***when/while*** to link things that happen at the same time. [conjunction + subject + verb]
  [1] *While they were working for NASA, they earned less than their white colleagues.*
- You use conjunctions *after/*[2] ___as soon as___ */before/when* to link things that happen in an order. [conjunction + subject + verb]
  [3] ___When___ *the film came out, Johnson met the actress who played her.*
- You use prepositions *during/for/until (till)/by* as follows:
  during + **noun phrase** to say **when** something happens –
  [4] ___during___ *the 1950s and 60s*
  until (till) + **noun phrase** to talk about **a state** that continues up to a point in time –
  Segregation continued [5] ___until___ *the mid-1960s.*
  by + **noun phrase** to talk about **an action** that happens at or before a point in time –
  Segregation stopped by the late 1960s.

4 **Choose the correct option. Then change the information to make the sentences true for you.**

1 I haven't been to the cinema *for* / *during* several weeks.
2 I saw Hidden Figures *during* / *while* I was on holiday.
3 I learnt a lot about American Civil Rights *during* / *while* the film.
4 I didn't know that segregation in the US continued *until* / *by* 1964.
5 I ate some popcorn *when* / *after* I was watching the film.
6 *As soon as* / *While* the film finished, I went home.



5 1.42 USE OF ENGLISH **Read the text. For each gap 1–8, choose the correct answer, A, B or C. Then listen and check.**



KATHERINE JOHNSON

[1] ___ Katherine Johnson was a child, she was a maths genius. [2] ___ she was only 14, she went to university to study maths. [3] ___ she was studying at university, her Maths professor told her she should become a research mathematician. [4] ___ she graduated from university she became a teacher. [5] ___ the 1940s she got married and had children. She didn't become a research mathematician [6] ___ she was 35. She got a job as a 'computer' with NASA. Katherine was different from other 'computers' – [7] ___ she was at NASA, she asked a lot of questions. [8] ___ Katherine Johnson started work at NASA, only men went to important meetings. She changed that!

1	A When	B Before	C During
2	A While	B When	C Until
3	A During	B While	C After
4	A Before	B While	C As soon as
5	A Till	B During	C While
6	A until	B by	C during
7	A during	B while	C after
8	A Before	B During	C As soon as

6 **In your notebook, complete the sentences. Write five true sentences and one false.**

1 While I was going home yesterday, I …
2 As soon as I got home, I …
3 During the evening I …
4 I didn't go to bed until …
5 I was fast asleep by …

7 SPEAKING **Read your sentences in Exercise 6 to your partner for him/her to guess which sentence is false.**

Use of English page 121

REFERENCES

Culture notes **p. 223**
Audioscript **pp. 231–232**

EXTRA ACTIVITIES

- Students do another version of ex. 6: They write five sentence endings e.g. …, *I went straight to bed.* They exchange them with a partner and complete them to write true sentences using appropriate linkers in ex. 3.
- Ask students to tell the class about a biographical film using the notes they have prepared.

WORKBOOK

p. 25

NEXT CLASS

Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 2.6, Use of English.

2.7 WRITING

An informal email/letter

I can write a simple informal email with news and opinions.



Exercise 2

1 To tell him about the Copernicus Science Centre.

2 The Discovery Park

1 SPEAKING **In your notebooks, list the top three tourist attractions in your city or neighbourhood. Compare your answers with other people in the class.**

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

1 Why did Alice write to Adam?

2 What did Adam like best in the Copernicus Science Centre?

To: Adam
Subject: You must see this!

Hi Adam,

I've just come back from a visit to the Copernicus Science Centre – it's really cool! You MUST go! You'll love it. I like the Planetarium best. **Make sure you visit the Robot Room.** It's great fun. It's open every day except Monday from 9 a.m. **Arrive early** because it's always crowded. **Don't go by bus – take the underground** because there's a station near the centre. **Wear comfortable shoes** because it's a very big place. **Don't take sandwiches** – there's a good canteen, but **take a bottle of water.**

Have fun.

See you,

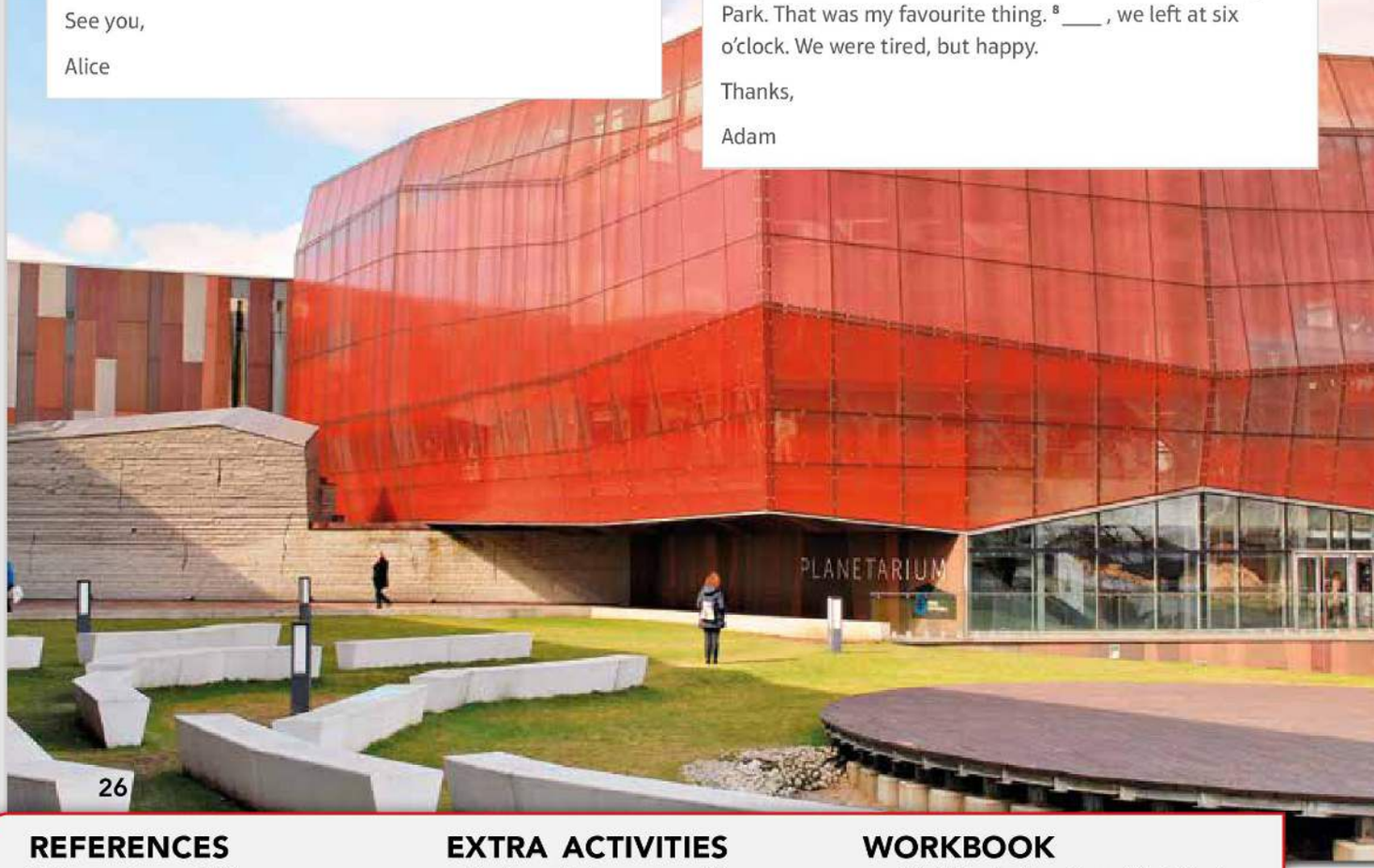
Alice

To: Alice
Subject: Re. You must see this!

Just a quick message to say a big THANK YOU for suggesting the Copernicus Science Centre. It was a perfect day. [1] ___ we went to the Gallery and did some interactive experiments – we really enjoyed that. [2] ___ we went to the Robotic Theatre. That was amazing – the actors are robots! It was brilliant and we stayed there for ages, but [3] ___ it finished and we went to the canteen for lunch. [4] ___, we went to the Planetarium. We stayed there for at least two hours. [5] ___ we watched a film about the history of space – wow, I learnt so much. [6] ___ we watched another film about black holes – that was scary. [7] ___ we were tired, so we relaxed in the Discovery Park. That was my favourite thing. [8] ___, we left at six o'clock. We were tired, but happy.

Thanks,

Adam



REFERENCES

Culture notes **p. 223**

EXTRA ACTIVITIES

- Photocopiable resource 12 An informal email (15 min.) pp. 254, 279
- Students work in groups and make notes for the email in ex. 7. They write the email either as a group or individually.

WORKBOOK

pp. 26–27, including *Show What You've Learnt* and *Show That You've Checked*

3 **Which linker, A, B or C, completes each gap in Adam's email correctly?**

1	(A) First	B Then	C Afterwards
2	A In the end	B First	(C) Then
3	A after that	(B) eventually	C first
4	A First	(B) Afterwards	C Finally
5	A Finally	B In the end	(C) First
6	(A) Then	B First	C Eventually
7	A Finally	(B) After that	C First
8	(A) Finally	B Later	C Then

4 **Read the WRITING FOCUS. Which underlined phrases in Adam's email to Alice in Exercise 2 complete the examples correctly?**

WRITING FOCUS

An informal email/letter

- Start the email with a short phrase. You don't have to write complete sentences:
  Sorry this is a short email./Great to hear from you./ Just a quick [1] ___message___ .
- Use dashes (–) to add comments or more information:
  We did some interactive experiments – [2] we really enjoyed that *. We watched a film about black holes –* [3] that was scary .
- Use linkers:
  Beginning: *First*
  Middle: *Then/Later/After that/Afterwards*
  End: *Finally/In the end/Eventually*

5 **In your notebook, put the events in the correct order and add linkers to describe Adam and his friend's day.**

a They went for lunch. 3
b They watched some films. 4
c They saw some robots. 2
d They relaxed in the Discovery Park. 5
e They left at six o'clock. 6
f They did some experiments. 1

First they did some experiments. Then …

6 **Read the LANGUAGE FOCUS. In your notebook, complete the examples with the imperatives in purple in Alice's email to Adam.**

LANGUAGE FOCUS

Imperatives

Use imperatives to give advice.

The queues are long. [1] *Arrive early* .
There's a station near the centre. [2] Don't go by bus ./
[3] Take the underground .
The robots are great. [4] Make sure you visit the Robot Room .
There's a great café. [5] Don't take sandwiches .
You have to walk a lot. [6] Wear comfortable shoes .
You might get thirsty. [7] Take a bottle of water .
It's a very interesting place. [8] ___Have fun___ .

7 **In your notebook, complete the sentences with appropriate advice.**

1 The concert starts exactly at 8. Don't … /Be …
2 The theatre's difficult to find. Make sure …
3 We're going to a party afterwards. Wear …
4 There's no food there. Eat …
5 It's hot in the theatre. Don't wear …
6 We need to get a taxi home. Bring …

SHOW WHAT YOU'VE LEARNT

8 **Do the writing task in your notebook. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Niedawno napisała do ciebie twoja koleżanka Sophie. Przeczytaj fragment jej wiadomości poniżej i napisz swoją odpowiedź.

W swoim e-mailu:

- opisz ostatnio odwiedzone przez ciebie miejsce,
- napisz, co można tam robić,
- przekaż Sophie wskazówki dotyczące nakazów i zakazów obowiązujących w tym miejscu,
- napisz, co najbardziej ci się spodobało i dlaczego.

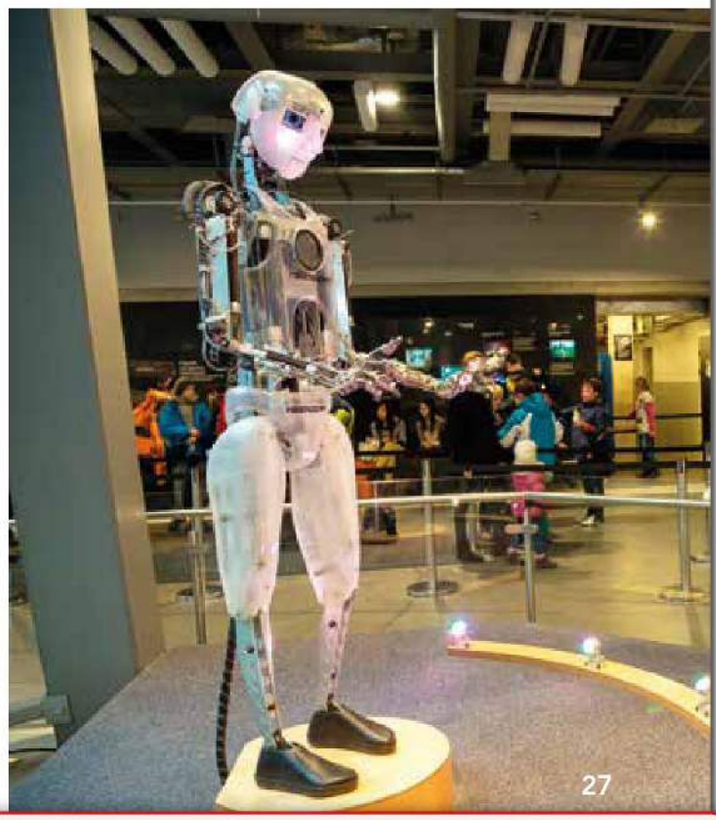
Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość e-maila powinna wynosić od 80 do 130 słów.

From: Sophie

Have you been to an interesting museum or gallery recently – or maybe an exhibition? I'm looking for somewhere to take my cousin. She's staying with us for a week. Tell me where you went and what it was like. Thanks!

To: Sophie

Hi Sophie,
Thanks for the email.
…



NEXT CLASS

Ask students to prepare notes about an adventure film that they have seen. What happened? What happened in the end? Students make short notes to talk about the film.

2.8 SPEAKING

Telling a story

I can tell a story and show interest in someone's story.

1 SPEAKING Look at the photo of Tom. Then ask and answer the questions in pairs.

1 Where was Tom? In Australia
2 What was he doing? He was climbing a mountain.
3 What was the problem? It became foggy and he got lost.

2 1.43 Read and listen to the story. Compare your ideas in Exercise 1.



Lisa: Hi Tom. How was your holiday in Australia?
Tom: It was really good, thanks … except for the day I nearly died. ❶
Lisa: What happened?
Tom: I was doing some climbing. At first the sun was shining and I was enjoying myself. ❷ But all of a sudden the weather changed. It became really foggy and I couldn't see the path. ❸
Lisa: Oh dear, that sounds frightening.
Tom: I was pretty worried. I continued for a while, but finally I realised I was lost.
Lisa: What did you do?
Tom: Fortunately, I had my phone with me so I called my father – 9,000 miles away in England! He called the Australian police and told them where I was. Then they called me. Unfortunately, my battery went dead after five seconds. It was dark and cold. I sat under a rock, put on my torch and waited. ❹
Lisa: Oh no, what a nightmare!
Tom: Eventually, they found me. I was so relieved. I used to go climbing on my own all the time, but I'll never do it again. ❺

3 There are often five stages in a story. Which stage 1–5 in Tom's story matches which heading a–e below?

a background 2
b final comment 5
c introduction 1
d problem 3
e main events 4

4 Read the SPEAKING FOCUS. Which underlined phrases in the story in Exercise 2 complete the examples correctly?

SPEAKING FOCUS 10

Telling a story

Use the right tenses

- Past Continuous for the 'background':
  The sun [1] was shining and I was enjoying myself.
- Past Simple for the 'problem' and the 'main events':
  The weather changed. I couldn't see the path.

Use linkers

- Beginning: To start with/At [2] first
- Middle: Suddenly/All of a [3] sudden /Luckily/ Fortunately/[4] Unfortunately
- End: In the end/Finally/[5] Eventually

Say how you felt

I was excited/frightened/surprised/shocked/worried, etc.

Make a 'final comment'

It was the best/worst day of my life!
I'll never forget the look on his face!
I'll never [6] do it again .

Listening to a story

Neutral response

Really?/Oh dear./Oh no.

Strong response

That sounds amazing/funny/[7] frightening .
What a great story/[8]a nightmare !

Respond with questions

What happened? What did you do?

5 Follow the instructions to prepare your story.

1 Choose a topic from the box or one of your own ideas.

a dangerous situation a mistake
some good or bad news some good or bad luck
a nice surprise something that happened on holiday
a problem with technology

2 Think about what you are going to say and make notes in your notebook under the headings for the five stages of a story in Exercise 3.

6 SPEAKING Follow the instructions below to practise telling your stories. Then act out your dialogue to the class.

Student A: Use your notes in Exercise 5 to tell the story.
Student B: Use the SPEAKING FOCUS to respond to what Student A says.

REFERENCES

Audioscript **p. 232**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Interactive speaking video
- Students work in pairs. One is Tom (from the dialogue in ex. 2), the other is a journalist who interviews Tom.
- Students tell their stories of the adventure films using the notes they prepared at home.

WORKBOOK

p. 28

NEXT CLASS

Ask students to study the Word list on p. 29.

28

2.1 Vocabulary 4.9

astronomer /əˈstrɒnəmə/ astronom
astronomy /əˈstrɒnəmi/ astronomia
biologist /baɪˈɒlədʒɪst/ biolog
biology /baɪˈɒlədʒi/ biologia
broadband /ˈbrɔːdbænd/ szerokopasmowe łącze internetowe
chemist /ˈkemɪst/ chemik
chemistry /ˈkemɪstri/ chemia
collect specimens /kəˌlekt ˈspesəmənz/ zbierać próbki/okazy
computer science /kəmˈpjuːtə ˌsaɪəns/ informatyka
computer scientist /kəmˌpjuːtə ˈsaɪəntɪst/ informatyk
desktop computer /ˌdesktɒp kəmˈpjuːtə/ komputer stacjonarny
develop a theory /dɪˌveləp ə ˈθɪəri/ opracować teorię
digital /ˈdɪdʒətl/ cyfrowy
discover /dɪsˈkʌvə/ odkryć
do an experiment /ˌduː ən ɪkˈsperɪmənt/ przeprowadzać eksperyment
do research /ˌduː rɪˈsɜːtʃ/ prowadzić badania
download music /ˌdaʊnˌləʊd ˈmjuːzɪk/ ściągać muzykę
gravity /ˈgrævəti/ grawitacja
invent /ɪnˈvent/ wynaleźć
keyboard /ˈkiːbɔːd/ klawiatura
laptop /ˈlæptɒp/ laptop
laser printer /ˈleɪzə ˌprɪntə/ drukarka laserowa
mathematician /ˌmæθəməˈtɪʃən/ matematyk
mathematics /ˌmæθəˈmætɪks/ matematyka
mouse /maʊs/ mysz
observe /əbˈzɜːv/ obserwować
password /ˈpɑːswɜːd/ hasło
physicist /ˈfɪzəsəst/ fizyk
physics /ˈfɪzɪks/ fizyka
planet /ˈplænət/ planeta
science /ˈsaɪəns/ nauki ścisłe
scientist /ˈsaɪəntəst/ naukowiec
screen /skriːn/ ekran
search engine /ˈsɜːtʃ ˌendʒən/ wyszukiwarka
smartphone /ˈsmɑːtfəʊn/ smartfon
take measurements /ˌteɪk ˈmeʒəmənts/ zmierzyć, dokonać pomiarów
take notes /ˌteɪk ˈnəʊts/ robić notatki
text message /ˈtekst ˌmesɪdʒ/ wiadomość tekstowa
update your profile /ʌpˌdeɪt jɔː ˈprəʊfaɪl/ aktualizować swój profil
username /ˈjuːzəneɪm/ nazwa użytkownika
visit a website /ˌvɪzət ə ˈwebsaɪt/ odwiedzić stronę internetową
web browser /ˈweb ˌbraʊzə/ przeglądarka internetowa

2.2 Grammar 4.10

arrive /əˈraɪv/ przybywać, pojawiać się
burn yourself /ˈbɜːn jəˌself/ oparzyć się
carriage /ˈkærɪdʒ/ powóz
coast /kəʊst/ wybrzeże
crash /kræʃ/ zawiesić się
direct sunlight /daɪˈrekt ˈsʌnlaɪt/ bezpośrednie światło słoneczne
e-book /ˈiː bʊk/ e-book
E ink /ˈiː ɪŋk/ atrament elektroniczny
electronic /ˌelɪkˈtrɒnɪk/ elektroniczny
e-reader /ˈiː ˌriːdə/ czytnik e-booków
get dark /ˌget ˈdɑːk/ ściemniać się
get home /ˌget ˈhəʊm/ wrócić do domu
hill /hɪl/ pagórek, wzniesienie
imagine /ɪˈmædʒɪn/ wyobrazić sobie
reach towards /ˌriːtʃ təˈwɔːdz/ sięgać w kierunku
reply /rɪˈplaɪ/ odpowiadać
researcher /riˈsɜːtʃə/ badacz
rough /rʌf/ wyboisty, nierówny
servant /ˈsɜːvənt/ służący
silver cross /ˌsɪlvə ˈkrɒs/ srebrny krzyżyk
text sb /ˈtekst ˌsʌmbɒdi/ napisać do kogoś SMS
thick forest /ˌθɪk ˈfɒrəst/ gęsty las
vision /ˈvɪʒən/ wizja
wake up /ˌweɪk ˈʌp/ obudzić się

2.3 Listening 4.11

affect /əˈfekt/ wpływać na, mieć wpływ na
analyse data/evidence /ˌænəlaɪz ˈdeɪtə/ ˈevədəns/ analizować dane/dowody
analysis /əˈnæləsəs/ analiza
ancestor /ˈænsəstə/ przodek
archaeologist /ˌɑːkiˈɒlədʒɪst/ archeolog
archaeology /ˌɑːkiˈɒlədʒi/ archeologia
collect data/evidence /kəˌlekt ˈdeɪtə / ˈevədəns/ gromadzić dane/dowody
conservation /ˌkɒnsəˈveɪʃən/ ochrona przyrody
conservationist /ˌkɒnsəˈveɪʃənɪst/ działacz ruchu na rzecz ochrony przyrody
environment /ɪnˈvaɪrənmənt/ środowisko
evolution /ˌiːvəˈluːʃən/ ewolucja
exploration /ˌekspləˈreɪʃən/ badanie, odkrywanie
explore /ɪkˈsplɔː/ badać, eksplorować
find a solution /ˌfaɪnd ə səˈluːʃən/ znaleźć rozwiązanie
geologist /dʒiˈɒlədʒɪst/ geolog
geology /dʒiˈɒlədʒi/ geologia
global warming /ˌgləʊbəl ˈwɔːmɪŋ/ globalne ocieplenie
linguist /ˈlɪŋgwɪst/ językoznawca
linguistics /lɪŋˈgwɪstɪks/ językoznawstwo
marine biologist /məˌriːn baɪˈɒlədʒəst/ biolog morski
marine biology /məˌriːn baɪˈɒlədʒi/ biologia morska
protect the environment /prəˌtekt ði ɪnˈvaɪrənmənt/ chronić środowisko naturalne
protection /prəˈtekʃən/ ochrona
psychologist /saɪˈkɒlədʒɪst/ psycholog
psychology /saɪˈkɒlədʒi/ psychologia
publish a research paper/evidence /ˌpʌblɪʃ ə rɪˈsɜːtʃ ˌpeɪpə/ˈevədəns/ opublikować artykuł naukowy / dowody
solution /səˈluːʃən/ rozwiązanie
solve /sɒlv/ rozwiązać
spend hours /ˌspend ˈaʊəz/ robić coś godzinami
technology /tekˈnɒlədʒi/ technika, technologia

2.4 Reading 4.12

above zero /əˌbʌv ˈzɪərəʊ/ powyżej zera
airstrip /ˈeəstrɪp/ lądowisko
average temperature /ˌævərɪdʒ ˈtemprətʃə/ średnia temperatura
below zero /bɪˌləʊ ˈzɪərəʊ/ poniżej zera
boiling /ˈbɔɪlɪŋ/ upalny, skwarny
canteen /kænˈtiːn/ stołówka
chilly /ˈtʃɪli/ chłodny
cold /kəʊld/ zimny
degree centigrade /dɪˌgriː ˈsentəgreɪd/ stopień Celsjusza
fall /fɔːl/ spadać, obniżać się
freezing /ˈfriːzɪŋ/ lodowaty
hot /hɒt/ gorący
jigsaw /ˈdʒɪgsɔː/ puzzle
layer /ˈleɪə/ warstwa
own (adj) /əʊn/ własny
permanent /ˈpɜːmənənt/ stały
plus/minus 25 degrees /ˈplʌs/ˈmaɪnəs ˈtwenti ˈfaɪv di ˈgriːz/ plus/minus 25 stopni
reach home/the South Pole /ˌriːtʃ ˈhəʊm/ ðə saʊθ ˈpəʊl/ dotrzeć do domu / na Biegun Południowy
recorded /rɪ ˈkɔːdɪd/ odnotowany, zarejestrowany
remains /rɪˈmeɪnz/ szczątki
return to /rɪˈtɜːn tə/ wracać do
rise /raɪz/ wzrastać, podnosić się
run a business/research station /ˌrʌn ə ˈbɪznəs/rɪˈsɜːtʃ ˈsteɪʃən/ prowadzić firmę / stację badawczą
save /seɪv/ ocalić
the dark /ðə dɑːk/ ciemność
warm /wɔːm/ ciepły

2.5 Grammar 4.13

astronaut /ˈæstrənɔːt/ astronauta
camera /ˈkæmərə/ aparat fotograficzny, kamera
give out /ˌgɪv ˈaʊt/ rozdawać
GPS /ˌdʒiː piː ˈes/ system nawigacji satelitarnej GPS
inside /ɪnˈsaɪd/ w środku, wewnątrz
look up /ˌlʊk ˈʌp/ odszukać, sprawdzić
mobile phone /ˌməʊbaɪl ˈfəʊn/ telefon komórkowy
outside /aʊtˈsaɪd/ na zewnątrz

2.6 Use of English 4.14

cheer /tʃɪə/ wiwatować
civil rights /ˌsɪvəl ˈraɪts/ prawa obywatelskie
fast asleep /ˌfɑːst əˈsliːp/ śpiący głębokim snem
graduate from /ˈgrædʒuət frəm/ ukończyć (np. szkołę, studia)
space /speɪs/ kosmos
stand up /ˌstænd ˈʌp/ wstawać

2.7 Writing 4.15

black hole /ˌblæk ˈhəʊl/ czarna dziura
discovery /dɪsˈkʌvəri/ odkrycie
except (for) /ɪkˈsept fə/ oprócz
interactive experiment /ˌɪntərˌæktɪv ɪkˈsperəmənt/ eksperyment interaktywny
make sure /ˌmeɪk ˈʃɔː/ upewnić się
take the underground /ˌteɪk ði ˈʌndəgraʊnd/ pojechać metrem
thirsty /ˈθɜːsti/ spragniony

2.8 Speaking 4.16

all of a sudden /ˌɔːl əv ə ˈsʌdn/ nagle, niespodziewanie
frightened /ˈfraɪtnd/ przerażony, wystraszony
go dead /ˌgəʊ ˈded/ rozładować się, paść
nightmare /ˈnaɪtmeə/ koszmar
put on /ˌpʊt ˈɒn/ włączyć
shocked /ʃɒkt/ wstrząśnięty
surprised /səˈpraɪzd/ zaskoczony
torch /tɔːtʃ/ latarka

WORD LIST ACTIVITIES

• Students study the list for a few minutes, then close their books. Play *Snowman* with words from the list. One student draws a dash for each letter of the word and then a part of the snowman for each wrong guess. Students get a point when they guess the word before the snowman is complete. They lose a point when they guess wrong and the last part of the snowman is complete. Only the student drawing the snowman can check the spelling in their book. They take turns.

• Students study the list for a few minutes and then work in teams. Call out a word in Polish and ask them to give you the English word. The first team to answer correctly gets a point. Now call out a word in English and ask students to give you a translation. Continue for five minutes calling out words in both languages. The team with the most points wins.

29

FOCUS REVIEW 2

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Jakie formy podanych w ramce czasowników poprawnie uzupełniają zdania? Jeden czasownik nie pasuje do żadnego z nich.

collect develop discover do invent observe take

1 Edwin Hubble, an American astronomer, observed galaxies through a telescope.
2 Last month the scientists collected specimens of some sea spiders from Antarctica.
3 Make sure you take notes when we are at the museum.
4 Do you know who invented the electric guitar?
5 This month two teams of archaeology students are doing research in South Africa.
6 Linguists and psychologists are cooperating to develop a new theory of language learning.

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 Mr Marco works as a physicist at the University of Alaska. **PHYSICS**
2 We all tried to find the best solution(s) to the problem. **SOLVE**
3 I want to study chemistry at university. **CHEMIST**
4 A conservationist is someone who works to protect plants and animals. **CONSERVE**
5 Take measurements of your desk before you buy a new computer screen. **MEASURE**
6 The cost of space exploration is very high. **EXPLORE**

3 Używając podanych wyrazów, napisz pełne zdania.

1 My computer / crash / while / I / download / a song.
2 Tom / lose / his smartphone / when / he / run / in the park.
3 The first international Internet chat / take place / in February 1989.
4 It / be / so hot yesterday. The temperature / rise / to 38 degrees C.
5 What / you / do / this time last year?
6 I / wait / for the photos from Sandra / last night/ but / she / not / send / me any.

4 Która z podanych form czasowników jest poprawna?

1 Broadband Internet *didn't use to be* / *weren't* so popular in the 1980s.
2 Did your grandparents *use to buy* / *buy* a black and white television in the 1960s?
3 We *did* / *used to do* a lot of exercises last weekend.
4 My brother *used to spend* / *was spending* a few hours a day online.
5 Last winter the temperature *used to fall* / *fell* to minus 28 degrees C.
6 *Did they use to use* / *Did they use* GPS when they were climbing in the Alps?

Exercise 3

1 My computer crashed while I was downloading a song.
2 Tom lost his smartphone when he was running in the park.
3 The first international Internet chat took place in February 1989.
4 It was so hot yesterday. The temperature rose to 38 degrees C.
5 What were you doing this time last year?
6 I was waiting for the photos from Sandra last night but she didn't send me any.

ŚRODKI JĘZYKOWE

Parafraza zdań; pary zdań

5 Która z podanych opcji A–C ma znaczenie najbliższe podkreślonemu fragmentowi zdania?

1 NASA is running a project on using 3D printers to make food in space.
A is analysing
B is organising
C is planning
2 When Anton was a student, he applied for his first job.
A studied
B was studying
C used to study
3 Lack of water is a permanent problem in this country.
A a problem that is always there
B a problem that is sometimes there
C a new problem
4 X: When I was a child, I was in a serious car accident and I spent a month in hospital.
Y: What a nightmare!
A What a great story!
B That sounds frightening!
C Really? That's cool!
5 My sister got lost in the forest, but, luckily, she managed to phone for help.
A suddenly
B eventually
C fortunately
6 We analysed the data while we were talking online.
A before the online talk
B after the online talk
C during the online talk

6 Która z podanych opcji A–C poprawnie uzupełnia luki w obydwu zdaniach każdej pary?

WSKAZÓWKA
Poszczególne opcje A–C mogą pasować do pojedynczych zdań w parze, ale tylko jeden wyraz uzupełnia oba zdania jednocześnie.

1 She ___ for her bag and took out the phone.
We ___ home late in the afternoon.
A asked B arrived C reached
2 They haven't published their research ___ yet.
How much ___ do we need to print the documents?
A paper B report C ink
3 The radio has warned of ___ temperatures today.
Cook the pasta in ___ water for about 10 minutes.
A freezing B boiling C high
4 I can't believe you've bought a desktop ___ !
To be a ___ scientist you have to be good at maths.
A rocket B computer C space
5 As ___ as they discovered the cave, they started exploring it.
They reached the top too ___ and spent hours waiting for the sunrise.
A soon B early C fast

EXTRA ACTIVITIES

- Photocopiable resources 59–60
Gapped sentences (12 min.)
pp. 264–265, 333–334
- Photocopiable resources 63–64
Sentence transformation (15 min.)
pp. 265, 337–338

30

CZYTANIE

Wybór wielokrotny

7 Przeczytaj trzy teksty związane z nauką i techniką. Która z podanych opcji A–C jest poprawna?

Underwater forest

Several years ago, scuba diver Chas Broughton discovered an underwater forest of massive ancient cypress trees. Located twenty kilometres from the coast of Alabama, in the Gulf of Mexico, it is home for thousands of sea animals. Chas told a local journalist about the discovery, but they kept it secret until 2004, when Hurricane Ivan uncovered some of the trees. Then scientists started exploring the area. They have suggested that the forest is more than 50,000 years old. In the past, the ocean level in the area was 125 metres lower than today, but when it rose, the water swallowed the trees up. The forest is so unique that conservationists are now working to make it a marine protected area.

1 The scientists
A found out about the discovery from a local journalist.
B started visiting the area after the 2004 hurricane.
C are trying to protect the forest.

Your ideas in 3-D

Are you interested in 3-D printing but don't want to buy another expensive gadget?

Then this offer is for you! Our 3-D printing service will help you produce a figure from your favourite video game, parts for a robot you are building in your basement, beautiful jewellery or decorations for your home. Just choose a design from our catalogue or create your own, decide what material, size and colour you want and send your project to us.

We will print the object and send it to you in no time!

For more information visit our website at:
www.weprint3d.ic

2 The advertisement is addressed to people who
A want to buy a 3-D printer.
B are professional designers.
C want to use 3-D printing technology.

Last week I took part in an unusual survey. A psychologist invited forty-four families and asked us different questions about eating habits now and in the past. She wanted to find out why fathers give children less healthy food than mothers. Strange, isn't it? But it's true in my family.
When my mum isn't at home for dinner, Dad orders a pizza. Mum doesn't accept unhealthy food because she feels responsible for what we eat. Dad cares more about my education or hobbies. According to the survey, in most families the situation was and is similar. Teenagers observe their parents and learn how to behave in the future. My parents used to observe their parents and now I am observing them. This is how people learn some gender norms.

3 The survey the writer took part in shows that
A mothers and fathers look after families in different ways.
B fathers don't care about families as much as mothers.
C teenagers would like to change eating habits in their families.

MÓWIENIE

8 Jakie wyrazy uzupełniają poniższe pytania? Pierwsza litera każdego wyrazu została podana. Następnie w parach, odpowiedzcie na te pytania.

1 **W**hat _____ do you use the Internet for?
2 Do you use **s**ocial _____ media? Why?/Why not?
3 What **i**nvention(s) _____ do you find the most useful? Why?
4 What were you doing **y**esterday _____ at 8 p.m.?



9 Pracując w parach, zapiszcie w zeszytach pięć wyrazów, które można wykorzystać do opisania tego zdjęcia.

10 Wyobraź sobie, że jesteś jedną z osób na zdjęciu powyżej. Odpowiedz na pytania.

1 When was it?
2 What was the weather like?
3 Who were you with?
4 What were you doing? What happened?
5 How did you feel about it in the end?

11 Wykonaj zadanie.

Tell me about a day when you got lost somewhere.

PISANIE

E-mail/List prywatny

12 Przeczytaj zadanie. Spośród podanych opcji a–c wybierz tę, która najlepiej pasuje do zadania.

Twój kolega z Wielkiej Brytanii zamierza przyjechać do Polski ze swoją dziewczyną i poprosił cię o wskazówki dotyczące wyjazdu. Napisz e-mail z odpowiedzią. W swoim e-mailu:

- zaproponuj koledze miejsce, które powinni odwiedzić, i uzasadnij swój wybór,
- opisz krótko, co wydarzyło się w czasie twojego pobytu w tym miejscu,
- odradź mu odwiedzenie innego miejsca i uzasadnij swoją opinię,
- _____

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

a opisz swoje ulubione miejsce z dzieciństwa.
b zasugeruj, co kolega powinien przywieźć ze sobą, i napisz dlaczego.
c opisz, co zwykle zabierasz na wakacje.

13 Wykonaj zadanie w ramce z ćwiczenia 12.

REFERENCES

MiniMatura writing assessment criteria
Matura speaking test assessment criteria

EXTRA ACTIVITIES

- Photocopiable resource 13 *A new sport* (speaking; 13 min.) pp. 254, 280
- Photocopiable resource 14 Sentence translation (15 min.) pp. 254–255, 281
- Extra digital activities: Reading and Use of English

NEXT CLASS

- Ask students to do Self-check 2.10, WB pp. 30–31, as homework.
- Ask students to prepare for Unit 2 MiniMatura and Matura speaking test 2: Testing Programme, Unit 2.
- Ask students to prepare for Cumulative test 1: Testing Programme, Unit 2.

3

The arts

Beauty is in the eyes of the beholder.
A proverb

Exercise 1
Read: blogs on my laptop, fashion magazines, e-books
Watch: the telly, horror movies, YouTube clips
Listen to: Internet radio stations, my favourite rock album, music on my mobile

VIDEO


BBC
The Musketeers 11
Lesson 3.1


GRAMMAR ANIMATION
Lesson 2.2 12
Lesson 2.5 13


INTERACTIVE SPEAKING VIDEO
London attractions 14
Lesson 3.5

3.1 VOCABULARY

Watching habits • TV programmes • adjectives • elements of a film/TV drama

I can use language related to films, film-making and TV.

SHOW WHAT YOU KNOW

1 **In your notebook, put the words and phrases in the box under an appropriate verb.**

the telly Internet radio stations my favourite rock album
~~blogs on my laptop~~ fashion magazines horror movies
music on my mobile e-books YouTube clips

Read	Watch	Listen to
blogs on my laptop		

2 SPEAKING **Think of three more words and phrases for each verb. Which of them do you do? Tell your partner.**

I read blogs on my laptop.

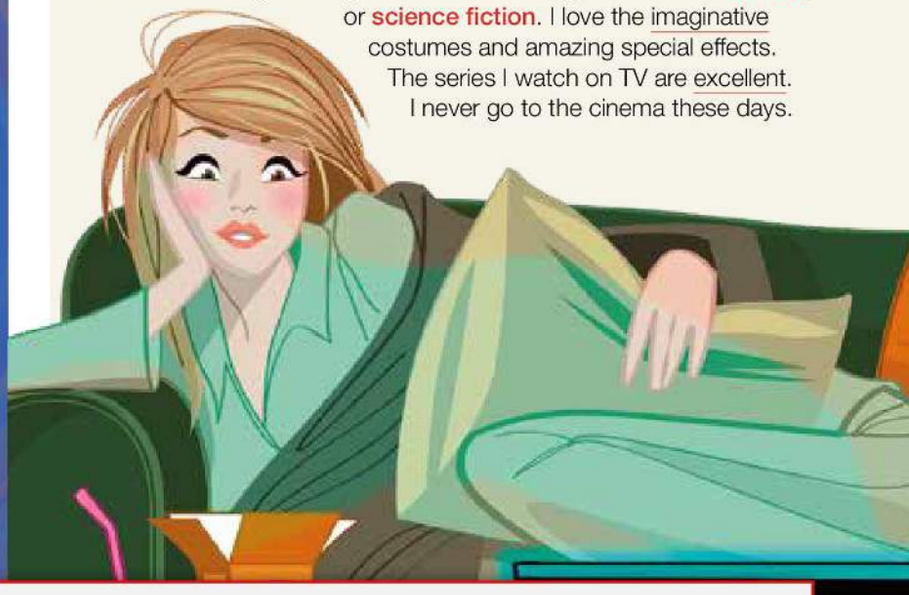
One episode is never enough

I have an embarrassing confession to make – I am a TV binge watcher! Of course I don't mean traditional TV programmes – **documentaries**, **chat shows**, **reality TV** and the old **soap operas** my grandmother likes to watch. They're boring. No – I mean the on-demand TV series that are so engaging and addictive.

When I was a teenager, before on-demand TV, I was a bookworm. I used to sit down with a gripping novel, and read chapter after chapter, sometimes a whole book in a day. Now, I'm twenty-seven and I do the same with TV.

TV audiences are becoming more difficult to please, so TV channels are producing better dramas more quickly. The best drama series have complex plots and fascinating characters. I just have to watch the next episode.

My greatest weakness? I really like dramas that are funny and moving with brilliant acting. But my absolute favourite type of series is **fantasy** or **science fiction**. I love the imaginative costumes and amazing special effects. The series I watch on TV are excellent. I never go to the cinema these days.



REFERENCES
Audioscript **p. 232**
Videoscript **pp. 246–247**
Using videos in the classroom **p. T14**
How to teach with projects **p. T17**

EXTRA ACTIVITIES
- BBC video. Video worksheet 3.1 in the WB, p. 43.
- Photocopiable resource 15 *Quiz show* (15 min.) pp. 255, 282
- Extra digital activities: Vocabulary Checkpoint
- Students write clues about their favourite TV show. They include information about the type of the show, the main idea, the main characters or the participants and presenters. The rest of the class guess the title.

3 SPEAKING **In your notebook, complete the sentences to make them true for you. Then discuss your TV habits with a partner.**

1 I usually watch TV *with my family / on my own / …*
2 I watch most TV programmes *live / on demand / …*
3 I usually watch TV programmes on *my phone / the TV / …*
4 Each day I watch TV for around *fifteen minutes / one hour /…*
5 I also watch other things such as *YouTube clips / music videos / …*
6 My favourite TV programme at the moment is _____ .

4 **Read the text on page 32. What is a 'TV binge watcher'?**

A TV binge watcher is someone who watches many episodes of an on-demand TV show in one sitting.

5 SPEAKING **Discuss the questions.**

1 Are you a TV binge watcher?
2 What's the longest single time you've ever spent watching TV?

FOCUS ON WORDS | TV programmes

6 1.44 **In your notebook, complete the lists below with the words in red from the text. Then listen, check and repeat.**

Factual

1 cooking programmes
2 documentaries
3 news bulletins
4 travel shows
5 weather forecasts

Light entertainment

1 animation
2 chat shows
3 comedy
4 game shows
5 reality TV
6 sitcoms
7 talent shows

Drama

1 crime dramas
2 fantasy
3 horrors
4 musicals
5 period dramas
6 romantic comedies
7 science fiction
8 soap operas
9 thrillers

7 SPEAKING **Think of an example of each type of TV programme in Exercise 6. Which programmes do you never/rarely/sometimes/often/binge watch? Tell your partner.**

FOCUS ON WORDS | Adjectives

8 1.45 **In your notebook, complete the list with the underlined adjectives in the text. Then listen, check and repeat.**

1 addictive
2 complex
3 disappointing
4 embarrassing
5 entertaining
6 engaging
7 excellent
8 fascinating
9 gripping
10 imaginative
11 inspiring
12 moving

9 **Which adjectives in Exercise 8 are positive? Which of them are negative? (Some can be both, depending on the context.)**



GLOSSARY

audiences – widzowie
bookworm – mól książkowy
confession – wyznanie, spowiedź
novel – powieść
weakness – słabość

FOCUS ON WORDS | Elements of a film/TV drama

10 1.46 **Decide which words in the box match the definitions 1–9. Then listen, check and repeat.**

acting characters costume ending plot script setting soundtrack special effects

1 the written words of a drama = script
2 the place where or time when a drama takes place = setting
3 the way a drama ends = ending
4 the music that is played during a drama = soundtrack
5 the events in the story of a drama = plot
6 artificially created images or sound in a drama = special effects
7 the main people in a drama = characters
8 what actors do in a drama = acting
9 clothes an actor wears = costume

REMEMBER THIS

British	American
film	movie
go to the cinema	go to the movies

11 1.47 **Listen to Lucy talking about her favourite TV series and write her answers in your notebook. Then listen again and check.**

1 What is your favourite TV series?
Humans
2 How or where do you watch it?
on the laptop/phone
3 How many episodes have you watched?
eight
4 What kind of series is it?
science-fiction drama
5 What is the setting?
a city in Britain
6 What is the plot or main storyline?
Some robots bought to help around the house become a danger to humans.
7 What do you like most about it?
the characters

12 SPEAKING **Discuss your favourite TV series using the questions in Exercise 11.**

Exercise 9

Positive: entertaining, engaging, excellent, fascinating, gripping, imaginative, inspiring, moving

Negative: addictive, disappointing, embarrassing

Both: complex

WORKBOOK

pp. 32–33, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 3.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 34.

PROJECT

Work in pairs. Do some research about your favourite artist. Prepare a presentation about his or her work and then present it to your class.

3.2 GRAMMAR

Comparative and superlative adjectives

I can use all forms of comparative and superlative adjectives to make comparisons.

1 1.48 **In your notebook, do the Quick Culture Quiz. Then listen and check.**



True or False?

1. Shakespeare's play *Romeo and Juliet* isn't **as long as** *Hamlet*. T
2. Singer Mariah Carey has a **better** vocal range **than** Christina Aguilera. T
3. **The biggest** music festival in the world is the Glastonbury Festival in the UK. F
4. **The best-selling** album of all time is *Thriller* by Michael Jackson. T
5. The Palace Museum in Beijing is **a bit busier than** the Musée du Louvre in Paris. F
6. The *Harry Potter* films were **far more expensive** to make **than** *Pirates of the Caribbean*. F

2 **Read GRAMMAR FOCUS. Which comparative and superlative adjectives in blue in Exercise 1 complete the examples correctly?**

GRAMMAR FOCUS 12

Comparative and superlative adjectives

	Comparative	Superlative
Short adjectives		
long	longer (than)	**the** longest
big	bigger (than)	[1] the biggest
busy	[2] busier (than)	**the** busiest
Long adjectives		
expensive	[3] more expensive expensive (than)	**the most** expensive
Irregular adjectives		
good	[4] better (than)	**the best**
bad	**worse** (than)	**the worst**
far	**further** (than)	**the furthest**

- You use ***(just) as* + adjective + *as*** to say things are equal and you use ***not as* + adjective + *as*** to make negative comparisons.
  Romeo and Juliet isn't [5] as *long as Hamlet.*
  = Hamlet is longer than Romeo and Juliet.
- You use ***a bit*** or ***much/far*** to modify comparisons.

3 **Copy the table and complete it with the comparative and superlative forms of the adjectives in the box.**

bad far fat funny high lucky popular simple talented thin

SPELLING RULE	COMPARATIVE ADJECTIVES	SUPERLATIVE ADJECTIVES
Add *-er / -r*	*higher* simpler	the highest the simplest
Double letter + *-er*	fatter thinner	the fattest the thinnest
Delete *-y*, add *-ier*	funnier luckier	the funniest the luckiest
more + adjective	more popular more talented	the most popular the most talented
Irregular	worse further	the worst the furthest

4 SPEAKING **In your notebook, complete the questions with the comparative or superlative forms of the adjectives in brackets. Then discuss the questions with a partner.**

1 What is *the worst* (bad) song you've ever heard?
2 What band is ___greater___ (great) than the Beatles?
3 What is ___the thickest___ (thick) book you've ever read?
4 Where is ___the nearest___ (near) theatre to your house?
5 Is it ___better___ (good) to watch a concert live or on telly?
6 Where is *the most exciting* (exciting) nightlife in your city?
7 Who is ___funnier___ (funny) – your mother or your father?

5 SPEAKING **In your notebook, complete the statements with *as*, *more*, *the* or *than*. Then discuss the statements with a partner.**

1 Music downloads are a bit cheaper *than* CDs.
2 Jazz is not as popular ___as___ rock.
3 American pop music is ___the___ best in the world.
4 Live music is far ___more___ exciting than recorded music.
5 Lady Gaga is just ___as___ talented as Adele.
6 Male actors usually have much more interesting roles ___than___ female actors.
7 The violin is ___the___ most difficult instrument to play.
8 Who is ___the___ most talented musician among your friends?

6 SPEAKING **In your notebook, write sentences comparing things now with the same things five years ago. Use the prompts. Then compare your sentences with a partner.**

cinema tickets pop music mobile phones sharing videos	is are	a bit much just as not as	cheap/ expensive good/bad big/small easy/difficult	than as	five years ago

Cinema tickets are a bit more expensive than five years ago.

Grammar page 122

REFERENCES

Culture notes **p. 223**
Audioscript **p. 232**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 16 *A brag battle* (15 min.) pp. 255, 283–284
- Photocopiable resource 17 Test yourselves (10 min.) pp. 255, 285
- Extra digital activities: Grammar Checkpoint
- Students write five more sentences comparing things five years ago with the same things now.

WORKBOOK

p. 34, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 3.2, Grammar.

34

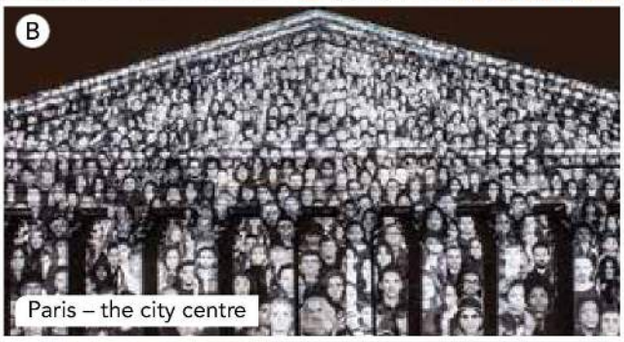
3.3 LISTENING

Multiple choice

I can understand the key points about a radio programme on a familiar topic.


A

Brazil – the 'favelas' (slums)


B

Paris – the city centre


C

New York – a wall in Manhattan

FOCUS ON WORDS | Art

1 1.49 **In your notebook, complete the lists below with the words in the box. Then listen, check and repeat.**

abstract gallery landscapes museum photographer portraits sculpture

Type of artist

1 painter 2 photographer 3 sculptor

Type of art

1 black and white photographs 2 classic oil paintings
3 landscapes 4 modern abstract paintings
5 portraits 6 sculpture 7 street art

Where to see it

1 at a museum 2 in an art gallery
3 in public places 4 pasted on walls and buildings

2 SPEAKING **Discuss the questions. Use the words and phrases in Exercise 1.**

1 What kind of art do you like/not like?
2 When was the last time you saw some art?
3 Where did you go and what did you see?

3 SPEAKING **Look at three works of art A–C by French street artist JR. Which words in Exercise 1 can you use to describe his work?**

4 1.50 **Listen to a radio programme about JR and check your ideas in Exercise 3. In which order do you hear about the photos (A–C)?** C, A, B

LISTENING FOCUS Multiple choice

5 1.50 **Listen to the radio programme again. For questions 1–6, choose the correct answer, A, B or C.**

1 Katy West
A is a guest artist of the week.
B is an artist in her studio.
C works for a photography magazine.

2 Because most of his work is illegal, JR
A doesn't want people to know his name.
B doesn't want people to see his face.
C rarely uses his full name.

3 JR prefers to have exhibitions in
A the Pompidou Centre in Paris.
B public places.
C art galleries and museums.

4 In Brazil he took photographs of women because
A they have beautiful eyes.
B the rest of the world wants to hear their story.
C they don't have a chance to tell their story.

5 He pastes portraits of
A famous people on buildings.
B unusual people in ordinary places.
C ordinary people in surprising places.

6 Which statement describes JR and his work?
A He is interested in people and their identity.
B He wants to have exhibitions everywhere.
C He only likes taking photographs of women.

6 SPEAKING **Discuss the questions.**

1 What photos or pictures do you see every day?
2 What kind of pictures are they and what/who are the subjects?

PRONUNCIATION FOCUS

7 1.51 **Copy the table and complete it. Then listen, check and repeat. Mark the stressed syllable for each word. In which cases does the word stress change syllable?**

Country	Nationality	Country	Nationality
1 Brazil	Brazilian	4 Mexico	Mexican
2 Italy	Italian	5 Hungary	Hungarian
3 Egypt	Egyptian	6 Poland	Polish

REFERENCES
Culture notes **p. 223**
Audioscript **pp. 232–233**

WORKBOOK
p. 35

NEXT CLASS
Ask students to make a list of the types of books they like and do not like to read. They can use it for the discussion in ex. 2 on p. 36.

3.4 READING

Matching

I can understand the main points in simple descriptive text on a familiar topic.

FOCUS ON WORDS | Books

1 1.52 **In your notebook, translate the types of books. Then listen and repeat.**

1 autobiography = autobiografia
2 biography = biografia
3 classic novel = powieść klasyczna
4 comic book = komiks
5 crime novel = powieść kryminalna
6 fairy tale = bajka
7 fantasy novel = powieść fantasy
8 historical fiction = beletrystyka historyczna
9 horror fiction = powieść grozy
10 poem = wiersz(e), poezja
11 science fiction = fantastyka naukowa
12 short story = opowiadanie
13 thriller = dreszczowiec

2 SPEAKING **Discuss your taste in books. Use the phrases below and the words in Exercise 1.**

- I love … • I'm into … • I quite like …
- I'm not into … • I can't stand …

3 SPEAKING **Read the list of comic book and film superheroes and their special superpowers. Discuss the questions.**

1 Which superheroes have you read about/seen in films?
2 Which superpower would you most like to have?

SUPERHEROES AND THEIR SUPERPOWERS



Hulk

Captain America never gets tired.

Batman is super intelligent.

Hulk is super strong.

X-men can mutate (change shape), control the weather or read minds.

Wonder Woman can fly and is super fast.

Spiderman can shoot spider webs from his wrists.

Iron Man is super strong, can fly and become invisible.

Superman is super strong, can fly and has X-ray vision.

4 **Read the article about superhero films on page 37 and choose the best title.**

1 It's a hard life being a superhero
2 Why we love superheroes
3 The psychology of a superhero fan

READING FOCUS Matching

5 **Read the article again. In your notebook, match questions 1–6 with paragraphs A–E that answer the questions. There is one extra question.**

1 How do we know that superhero movies are popular? B
2 Why are superhero movies and westerns different?
3 Why are superhero movies so popular? C
4 Which superheroes had problems before becoming stronger? E
5 What are typical storylines for superhero movies? A
6 Which superheroes show that they are weak? D



6 SPEAKING **Discuss questions A–E in Exercise 5.**

FOCUS ON WORDS | Cinema

7 1.54 **Decide which words in blue in the article match the definitions below. Then listen, check and repeat.**

1 all the most popular or famous film stars, musicians, etc. = A-list
2 a book or film that is very good or successful = blockbuster
3 the place in a theatre, cinema, etc. where tickets are sold = box office
4 images made using computer programs = computer-generated images
5 a particular type of art, writing, music, etc. = genre
6 an advertisement for a new film or television show = trailer

8 **In your notebook, complete the sentences with the correct form of the words in Exercise 7.**

1 One of my favourite film genres is romantic comedy.
2 I don't like Hollywood blockbusters . I prefer small-budget films.
3 I think the best A-list actor is Leonardo di Caprio.
4 I don't think amazing special effects with computer-generated images are as important as good acting.
5 I don't watch film trailers because they show all the best scenes.
6 The last film I saw wasn't very successful at the box office , but I thought it was good.

9 SPEAKING **Change the sentences in Exercise 8 to make them true for you. Then compare your sentences with a partner.**

FOCUS ON WORDS | Phrasal verbs

10 1.55 **In your notebook, complete the gaps with the base form of the underlined phrasal verbs in the article. Then listen, check and repeat.**

1 accept (some work) = take on
2 appear (in cinemas) = come out
3 let sb have sth that was yours = give up
4 protect = stand up for
5 spend time doing sth = dedicate yourself to
6 understand = relate to
7 deal successfully (with a difficult situation) = cope with

EXTRA ACTIVITIES

- Photocopiable resource 18 Test yourselves (10 min.) pp. 255, 286
- Students write true/false sentences about the text, e.g. *Superheroes have different human experiences than regular people.*
- Students write five more sentences using the vocabulary in ex. 7, e.g. *I like watching film trailers because you can learn if the film is interesting.*

WORKBOOK

pp. 36–37

NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 38.

36



1.53

A

One of the most popular cinema genres of the twenty-first century so far is the superhero movie. Some people say that superhero movies are the new westerns. Both genres have similar themes: the good guys fighting the bad guys, protecting the innocent and giving up their life for the good of others.

B

When a new superhero movie comes out, it dominates the box office for weeks. The trailer for *Captain America: Civil War* was one of the most downloaded trailers ever and A-list actors are keen to take on superhero roles.

Many superhero films have had Oscar nominations, and fan events like Comic-Con* keep fans excited about the latest blockbusters.

C

First of all, there's the adventure, the action and the costumes, the great soundtracks, the special effects and computer-generated images. They're fun and entertaining, and we love the escapism. But is that enough?

You have to look deeper to find out why people love them. Superheroes have feelings. They cope with human experiences that we can relate to. In other words, they are not so different from regular people. Psychologist Mary Tavost has written books about the psychology of superheroes, and she thinks that they inspire their fans because their goals in life are similar to human goals.

They want peace, justice and love, just as we do. The lives of superheroes reflect real life as we know it.

D

Batman dedicates himself to fighting crime after somebody murders his parents in front of him. In real life, people who experience a trauma often decide to help others. But he also shows a very human side because love is his motivation. In *The Dark Knight*, his love for Rachel makes him weak. As a result, he often makes bad decisions. When Hulk is angry, he causes terrible destruction. He finds it difficult to control his angry feelings, and then he feels guilty when he loses control. This is easy to understand – extreme anger is a very human emotion.

E

Superheroes cope with problems and find meaning in loss and trauma. When they discover their powers, they use them for a good purpose. X-Men are 'mutants' – people reject them because they are different and 'weird' – but they use their powers to stand up for the innocent. They inspire us to accept ourselves and be proud of who we are. Before Spiderman had superpowers, his classmates bullied him at school. Later, he uses his abilities to protect people who can't protect themselves. These superheroes may be larger than life, but we have no problems identifying with their human side.

*Comic-Con – a conference for comic book and film character fans

GLOSSARY

bully – znęcać się nad
escapism – ucieczka do krainy marzeń
reject – odrzucić

37

3.5 GRAMMAR

Present Perfect with *just, already, (not) yet* and Past Simple

I can use the Present Perfect with just and already.

1 SPEAKING **What are your musical tastes? Write your favourites in your notebook. Then compare with a partner.**

- Favourite band
- Favourite female singer
- Favourite male singer

2 **Read about The BRIT School in London. What do Leona Lewis, Adele and Jessie J all have in common?**

They all went to the same school.

A SCHOOL FOR STARS

The BRIT School opened in 1991. Over the years, it has produced many successful graduates. Leona Lewis, Adele and Jessie J are three former students – they have sold millions of albums between them. In 2006, Leona Lewis won *The X Factor* and she has already sold more than ten million albums worldwide. Adele has had No 1 hits in the British and American charts including the single *Hello* from her album *25*, the best-selling album of 2015. Singer and songwriter Jessie J has already won numerous music awards and she's written songs for other international artists such as Miley Cyrus.

Another term has just ended at the Brit School. Have they produced new stars? Probably! We haven't heard of them yet, but we will!

3 **Read the GRAMMAR FOCUS. Which verb phrases in blue in Exercise 2 complete the examples correctly? Find five more Present Perfect sentences in the text.**

GRAMMAR FOCUS 13

Present Perfect with ***just, already, (not) yet*** and Past Simple

- You use the **Present Perfect** to talk about finished actions in time 'up-to-now'. You never say exactly 'when' they happened.

  Time expressions: *ever, never, since then, just, already* (usually affirmative), *(not) yet* (usually negative or questions)

  just = has happened very recently

  Another term [1] ___has___ ***just*** ___ended___ *at the Brit School.*

  (not) yet = hasn't happened but probably will happen

  We [2] ___haven't heard___ *of them yet.*

  already = has happened earlier than expected

  She [3] ___has___ ***already*** ___won___ *numerous music awards.*

- You use the **Past Simple** to talk about finished actions in past time. You usually say 'when' they happened.

  In 2006, Leona Lewis [4] ___won___ The X Factor.

Exercise 6

I've already seen a live band.
I haven't seen a live band yet.
I've already visited a big art gallery.
I haven't visited a big art gallery yet.
I've already listened to a Beethoven symphony.
I haven't listened to a Beethoven symphony yet.
I've already acted in a play.
I haven't acted in a play yet.
I've already read a classic novel.
I haven't read a classic novel yet.
I've already written a poem/ short story.
I haven't written a poem/short story yet.

Focus Vlog

the Lion King musical,
the Harry Potter exhibition,
carnival,
a musical

4 **Copy the sentences in your notebook. Choose the correct time expressions and write them in the correct place in the sentences. Which sentences are true for you?**

1 I lent my iPod to my sister but she hasn't given it back yet. (*yet* / *just*)
2 I've just updated my Facebook profile with some new photos. (*just* / *yet*)
3 I want to learn the guitar but I haven't found a teacher yet. (*already* / *yet*)
4 I got my favourite band's new album recently and I've already learnt all the words. (*already* / *yet*)
5 I've just finished a really good book. (*already* / *just*)

5 **In your notebook, write the Present Perfect or the Past Simple forms of the verbs in brackets that complete the text correctly.**

Adele Laurie Blue Adkins [1] *grew up* (grow up) in London with her mum and [2] ___began___ (begin) singing when she was four. She [3] *graduated* (graduate) from the BRIT School in 2006. Adele [4] *has already earned* (already/earn) millions of pounds, but according to her friends, she [5] *hasn't changed* (not/change). She's still the same girl they [6] ___knew___ (know) before she was famous. She [7] ___wrote___ (write) her first two albums about two relationships that ended badly. But now she is in a happy relationship – and she's still writing good songs. Adele says, 'I don't know what's going to happen if my music career goes wrong, I [8] *haven't had* (not/have) a proper job yet!'



6 **Read *6 Cultural Things to Do*. In your notebook, write one sentence with *already* and one with *yet* for each of them. Which sentences are true for you?**

6 Cultural Things to Do Before You Are 18

- see a live band
- visit a big art gallery
- listen to a Beethoven symphony
- act in a play
- read a classic novel
- write a poem or a short story

I've already seen a live band.
I haven't seen a live band yet.

7 SPEAKING **Ask your partner about *6 Cultural Things to Do*. If the answer is 'yes', ask three more questions beginning with *who, where* and *what*.**

A: Have you seen a live band yet? *B: Yes, I have.*
A: Who did you see?

FOCUS VLOG 14 London attractions

2.1 **Listen to the Focus Vlog. What attractions do the speakers mention? Write the answers in your notebook.**

Grammar page 123

REFERENCES

Culture notes **p. 223**
Audioscript **p. 233**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Focus Vlog. Video worksheet 3.5 in the WB, p. 43.
- Extra digital activities: Grammar Checkpoint
- Students choose one of the two texts and write questions with the Present Perfect, e.g. *How many albums has Leona Lewis sold? Has Adele had a number one hit in America?*

WORKBOOK

p. 38, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 3.5, Grammar.

3.6 USE OF ENGLISH

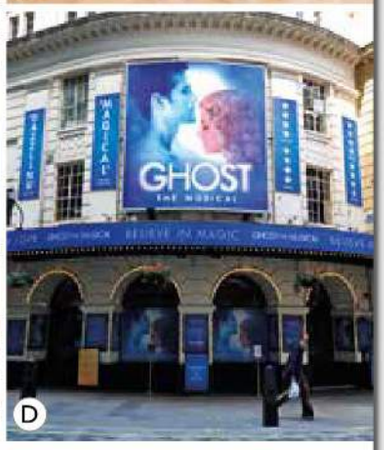
too and *not enough*

***I can express sufficiency and insufficiency with* enough *and* too.**









1 2.2 **Listen to four conversations between people who have just been to the places in the photos. Decide which photos A–D match conversations 1–4.** 1C, 2D, 3B, 4A

2 2.2 **Listen again and choose the correct option.**

1 I think I fell asleep. It was *too* / *enough* long for me.
2 Her voice wasn't *loud enough* / *enough loud*.
3 There were far *too many* / *too much* people in there.
4 The room was *very crowded* / *too crowded* to see it properly.
5 She didn't sing *enough* / *too much* hits.

3 Read the LANGUAGE FOCUS. In your notebook, complete sentences 1–7 by putting the word in capitals in the correct place in the sentence.

LANGUAGE FOCUS

too not enough

You use *too* and *not enough* to show there is a problem with something.

- ***too* + adjective/adverb** or ***not* + adjective/adverb + *enough*:**
  *The music was **too quiet**.*
  *They did**n't** play **loudly enough**.*
- ***too much/many* + noun** or ***not enough* + noun**:
  *There were **too many people**.*
  *There was**n't enough** space.*

Note: You also use *not too* and *enough* to say that something is possible.
*This song is **not too hard** to learn.*
*This song is **easy enough** to learn.*

1 There are too many talent shows on TV these days. **TOO**
2 The dialogue is never loud enough when you watch a film on the TV. **ENOUGH**
3 People spend too much time watching on-demand TV series. **TOO**
4 The plots in modern thrillers are often too complex to follow. **TOO**
5 Actors in crime dramas don't usually speak clearly enough. **ENOUGH**
6 Period dramas are too slow and boring for young people to watch. **TOO**
7 There isn't enough comedy on TV any more. **ENOUGH**

4 SPEAKING **Do you agree or disagree with the statements in Exercise 3? Discuss with a partner.**

5 In your notebook, complete the sentences with *too* or *not enough* and the adjectives in brackets. Are any of the sentences true for you?

1 I'm not old enough to watch X-rated films. You have to be eighteen. (old)
2 I don't go to the cinema much: tickets are too expensive . (expensive)
3 I'm too shy to perform on the stage. (shy)
4 I'm too young to remember music from the 1990s! (young)
5 I'm not talented enough to learn a musical instrument. (talented)
6 I don't download films. My Internet connection is not fast enough (fast).

6 USE OF ENGLISH **In your notebook, complete the second sentence so that it means the same as the first.**

1 Our music teacher speaks too softly. I can't hear her. **ENOUGH**
Our music teacher doesn't speak loudly enough . I can't hear her.
2 There are too many Arts students compared to Science students. **NOT**
There aren't enough Science students compared to Arts students.
3 I don't have enough free time to take on a role in the school play. **BUSY**
I'm too busy to take on a role in the school play.
4 The old school hall wasn't big enough to put on concerts. **TOO**
The old school hall was too small to put on concerts.

Use of English page 124

REFERENCES

Audioscript **p. 233**

EXTRA ACTIVITIES

Students rewrite the sentences from ex. 5 using *too* … or *not* … *enough*, and an appropriate adjective, e.g. 1 *I'm not old enough to watch X-rated films.* → *I'm too young to watch X-rated films.*

WORKBOOK

p. 39

NEXT CLASS

- Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 3.6, Use of English.
- Ask students to prepare short notes about the best and the worst birthday present to give a teenager.

3.7 WRITING

An informal email/letter

I can write a simple personal email expressing thanks, sympathy and invitation.

1 SPEAKING **What is the best or worst birthday present to give a teenage boy or girl? Discuss with a partner.**

2 **Read Dora's email to her aunt and uncle and answer the questions.**

1 What did she thank them for?
2 What did she tell them about?
3 What was she sorry about?
4 What did she invite them to?

3 **Read the WRITING FOCUS. Which phrases in purple in the email in Exercise 2 complete the examples correctly?**

WRITING FOCUS

An informal email/letter

- Starting an email
  How are things with you?/[1] *I hope you're both well.*
- Thanking somebody
  It was very kind of you to send me .../[2] ___Thanks___ *very much for .../ Thanks again for ...*
- Giving recent news
  I must tell you about .../[3] ___I've just___ *come back from ...*
- Expressing sympathy
  It's a shame .../[4] ___I'm sorry___ *to hear that ...*
- Inviting somebody
  I hope you can make it./[5] ___Would you___ *like to come?/ It would be lovely to see you.*
- Closing an email
  I must be going now./[6] ___That's all___ *for now./ Look forward to seeing you./*[7] ___Hope___ *to see you ...*

Exercise 2

1 Birthday money
2 A school trip to London
3 That Aunty Susan failed her driving test
4 A Sunday lunch



Dear Aunty Susan and Uncle Tom,

I hope you're both well. Thanks very much for the money for my birthday. I've bought some new paints and brushes. Actually, I think my painting is improving and I'm still hoping to go to art school one day.

I've just come back from my school trip to London. I had a great time. We did some sightseeing and saw a fantastic photography exhibition at the Portrait Gallery. We also went to the theatre and saw a play called *War Horse*. I have to say, it's the best play I've ever seen.

I'm sorry to hear that you've failed your driving test again Aunty Susan. You must be very disappointed. Do you think you'll take it again?

By the way, we're having a family lunch on Sunday. **Would you like to come?** It would be lovely to see you.

Well, **that's all for now**. Thanks again for the present – it was very kind of you.

Hope to see you on Sunday,

Love,

Dora x

PS I almost forgot!
Mum and Dad send love.



EXTRA ACTIVITIES

- Photocopiable resource 19
An informal email (15 min.) pp. 255–256, 287
- Students write an email replying to Alex's email. They: thank Alex for his present, say what they have done since he left, invite him to come again next summer and express sympathy that he had to wait so long for his plane.

WORKBOOK

pp. 40–41, including *Show What You've Learnt* and *Show That You've Checked*

4 **Which word from the WRITING FOCUS completes each gap in Alex's email to his cousin Ron correctly?**

To: Ron

Dear Ron,

How are [1] *things* with you? It was very [2] kind of you to invite me to stay with you in Scotland. I had a fantastic time and really enjoyed meeting your friends.

I [3] must tell you about my journey home. The weather was terrible and it was nearly midnight when my flight left! I started talking to a nice girl from my city and we are going to meet for coffee.

It's a [4] shame you can't come to visit me next month. Perhaps you can come in the summer instead.

It's my eighteenth birthday in August and I'm having a big party. I hope you can [5] make it.

I must be [6] going now. Homework is waiting.

Look forward to [7] seeing you in the summer I hope.

Bye 4 now.

Alex

5 **Imagine you are writing to your friend. Which responses a–d are appropriate to situations 1–4?**

1 You're going out to celebrate your birthday. c
2 Your friend lost her pet. a
3 Your brother has announced he is getting married. d
4 Your friend lent you some DVDs. b

a Express sympathy
b Thank your friend
c Invite your friend
d Give news

6 **In your notebook, write an appropriate sentence for each of the situations in Exercise 5. Use the WRITING FOCUS to help you.**

7 **Read the LANGUAGE FOCUS. Find a second example to each definition from the underlined linkers and exclamations in the email in Exercise 2.**

LANGUAGE FOCUS

Informal linkers and exclamations

You use:

- *I must admit* or [1] *I have to say* when something is better or not as good as you expected.
- *Anyway* or [2] Well to show that you are near the end of your email.
- *In fact* or [3] Actually to show that the next piece of information is true.
- *I nearly forgot!* or [4] I almost forgot to add something at the end that you forgot to say before.
- *Incidentally* or [5] By the way when you want to add a new topic.

8 **Read the email and choose the correct option.**

Hi,

How are you? Thanks for your message. I'm glad you enjoyed *The X-Files*. I finally watched the latest *Star Wars* film. [1] *I have to say* / *Well*, it was the most boring film I've ever seen. [2] *I nearly forgot* / *Actually*, that's not true – *Batman V Superman* was worse.

[3] *By the way* / *In fact*, my cousin's having a fancy-dress party next month. The theme is superheroes. Do you want to come?

[4] *Incidentally* / *Anyway*, I must get on with my school work.

Speak soon!

Sam

PS [5] *I must admit* / *I almost forgot* – would you like to come and watch the match on Saturday night? I'll get some pizzas.

SHOW WHAT YOU'VE LEARNT

9 **Do the writing task in your notebook. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Kolega poznany w szkole językowej w Londynie wysłał ci e-mail z odnośnikami do stron internetowych z interesującą muzyką. Jednocześnie poinformował cię, że nie zdał końcowego egzaminu z języka angielskiego.

W swoim e-mailu:

- podziękuj za interesujące linki i napisz, która muzyka najbardziej ci się spodobała,
- napisz, co u ciebie słychać,
- wyraź współczucie z powodu wyniku egzaminu i zapewnij kolegę, że następnym razem na pewno zda,
- zaproś go do siebie i opisz, jak wspólnie spędzicie czas.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość e-maila powinna wynosić od 80 do 130 słów.

Dear Sam,

How are things with you? It was very kind of you to send me those music website links.

…

41

3.8 SPEAKING

Describing a photo

I can give an extended description of people, places and experiences.

1 SPEAKING Look at the photos and discuss the questions.

1 Who are the people?
2 Where are they?
3 What are they doing?







2 Copy the sentences 1–3 and complete them in as many ways as possible with the adjectives in the box. Some adjectives can be used more than once.

bored crowded empty excited famous shy friendly frightened happy irritated miserable nervous noisy proud quiet tired young

1 (describing people) He or she is …
2 (describing feelings) He or she is feeling …
3 (describing places) It is …

3 2.3 Listen to a description and decide which photo it describes. Explain your decision.

C – it describes the street artist.

4 2.3 Decide which words and phrases from the SPEAKING FOCUS complete the description correctly. Then listen again and check.

[1] *In this photo I can see* a street artist drawing a portrait on the pavement. [2] In the background there are some people watching him. They're wearing shorts and T-shirts, so [3] I think it's summer. The street is quite crowded, so perhaps this is a tourist area. The street artist has got dark hair and he's wearing jeans and a bright green T-shirt. [4] He looks quite young. [5] Next to him is a picture and he's copying it. [6] In my opinion he's a very good artist. [7] I imagine he's going to collect money from the people who are watching him. [8] Personally, I'd give him some money because I think he's done a good job.

SPEAKING FOCUS

Beginning a description
In this photo, I can see …/there is …/there are …
This photo shows …

Saying where (place)
There are … so I think they're in a street/in an art gallery/at a concert, etc.

Saying where (in the photo)
in the background/in the middle/in the foreground/on the left/on the right/in front of/behind/next to

Speculating
He/She looks shy/bored/tired, etc. She's probably …
Perhaps/Maybe/I imagine/I'm sure he's very proud.

Giving your opinion
I think … I don't think … Personally, … In my opinion, …

5 SPEAKING Discuss the questions about Photo C with a partner.

1 Who do you think the man sitting on the right is?
2 Describe a time when you saw a street artist.
3 Do you give money to street artists or other street performers? Why?/Why not?

6 SPEAKING Work in pairs. Student A: describe Photo A. Student B: describe Photo B.

7 2.4 Listen to model descriptions of Photos A and B. Then do Exercise 6 again.

8 SPEAKING Follow the instructions below to talk about Photos A and B. Use the SPEAKING FOCUS to help you.

Student A: Ask Student B the following questions:
- What kind of music do you enjoy listening to and who is your favourite band or singer?
- Describe a time when you saw live music.

Student B: Ask Student A the following questions:
- What kind of art do you like and why?
- Describe a time when you visited a gallery or museum.

Exercise 1

A A crowd of young people. At a pop concert/festival listening/dancing to a band.

B Three adults and three kids. In an art gallery. Adults looking at the painting and kids looking at their screens.

C People in the street. A street artist. Looking at a drawing on the street.

Exercise 2

1 He or she is … famous, friendly, shy, young, bored, excited, frightened, happy, irritated, miserable, nervous, proud, tired , noisy, quiet.

2 He or she is feeling … bored, excited, frightened, happy, irritated, miserable, nervous, proud.

3 It is … crowded, empty, famous, noisy, quiet.

REFERENCES

Audioscript **p. 233**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Students imagine they are one of the people in the photos. They describe what was happening at the moment the photo was taken.

WORKBOOK

p. 42

NEXT CLASS

Ask students to study the Word list on p. 43.

3.1 Vocabulary 4.17

acting /'æktɪŋ/ gra aktorska
addictive /ə'dɪktɪv/ uzależniający
animation /ˌænə'meɪʃən/ animacja, kreskówka
audiences /'ɔːdiənsɪz/ widzowie
binge watcher /'bɪndʒ ˌwɒtʃə/ osoba nałogowo oglądająca filmy lub seriale
bookworm /'bʊkwɜːm/ mól książkowy
chapter /'tʃæptə/ rozdział
character /'kærəktə/ bohater
chat show /'tʃæt ˌʃəʊ/ talk show, program dyskusyjny
clip /klɪp/ filmik
comedy /'kɒmədi/ komedia
complex /'kɒmpleks/ złożony, skomplikowany
confession /kən'feʃən/ wyznanie
cooking programme /'kʊkɪŋ ˌprəʊgræm/ program kulinarny
costume /'kɒstjʊm/ kostium
(crime/TV) drama /'kraɪm/,tiː 'viː ˌdrɑːmə/ serial (kryminalny/telewizyjny)
disappointing /ˌdɪsə'pɔɪntɪŋ/ niezadowalający, rozczarowujący
documentary /ˌdɒkjə'mentəri/ film dokumentalny
drama series /'drɑːmə ˌsɪəriːz/ serial obyczajowy
embarrassing /ɪm'bærəsɪŋ/ wprawiający w zakłopotanie
ending /'endɪŋ/ zakończenie
engaging /ɪn'geɪdʒɪŋ/ zajmujący
entertaining /ˌentə'teɪnɪŋ/ zabawny
episode /'epəsəʊd/ odcinek
excellent /'eksələnt/ znakomity
factual /'fæktʃuəl/ oparty na faktach
fantasy /'fæntəsi/ fantastyka
fascinating /'fæsɪneɪtɪŋ/ fascynujący
game show /'geɪm ˌʃəʊ/ teleturniej
gripping /'grɪpɪŋ/ pasjonujący
horror /'hɒrə/ horror
imaginative /ɪ'mædʒɪnətɪv/ pomysłowy, oryginalny
inspiring /ɪn'spaɪərɪŋ/ porywający
light entertainment /ˌlaɪt ˌentə'teɪnmənt/ lekka rozrywka
live /laɪv/ na żywo
movie /'muːvi/ film
moving /'muːvɪŋ/ poruszający, wzruszający
musical /'mjuːzɪkəl/ musical
news bulletin /'njuːz ˌbʊlətən/ skrót wiadomości
novel /'nɒvəl/ powieść
on-demand TV /ɒn dɪˌmɑːnd ˌtiː 'viː/ telewizja na żądanie / na życzenie
period drama /'pɪəriəd ˌdrɑːmə/ dramat historyczny
plot /plɒt/ fabuła
reality TV /riˌæləti ˌtiː'viː/ reality TV
romantic comedy /rəʊˌmæntɪk 'kɒmədi/ komedia romantyczna
science fiction /ˌsaɪəns 'fɪkʃən/ fantastyka naukowa
script /skrɪpt/ scenariusz
setting /'setɪŋ/ sceneria
sitcom /'sɪtkɒm/ serial komediowy z udziałem publiczności
soap (opera) /ˌsəʊp 'ɒpərə/ telenowela
soundtrack /'saʊndtræk/ ścieżka dźwiękowa
special effects /ˌspeʃəl ə'fekts/ efekty specjalne
talent show /'tælənt ˌʃəʊ/ program rozrywkowy, w którym uczestnicy prezentują swoje umiejętności
telly /'teli/ telewizja
thriller /'θrɪlə/ dreszczowiec
travel show /'trævəl ʃəʊ/ program podróżniczy
TV series /ˌtiː'viː ˌsɪəriːz/ serial telewizyjny
weakness /'wiːknɪs/ słabość
weather forecast /'weðə ˌfɔːkɑːst/ prognoza pogody

3.2 Grammar 4.18

best-selling /ˌbest'selɪŋ/ bijący rekordy popularności
busy /'bɪzi/ zatłoczony
play /pleɪ/ sztuka
record /rɪ'kɔːd/ nagrywać
vocal range /ˌvəʊkəl 'reɪndʒ/ skala głosu

3.3 Listening 4.19

art gallery /'ɑːt ˌgæləri/ galeria sztuki
at a museum /ət ə mjuː'ziəm/ w muzeum
black and white /ˌblæk ənd 'waɪt/ czarno-biały
classic oil painting /ˌklæsɪk 'ɔɪl ˌpeɪntɪŋ/ klasyczne malarstwo olejne
colour /'kʌlə/ kolorowy
editor /'edɪtə/ redaktor
exhibition /ˌeksə'bɪʃən/ wystawa
landscape /'lændskeɪp/ pejzaż
modern abstract painting /ˌmɒdn 'æbstrækt ˌpeɪntɪŋ/ nowoczesne malarstwo abstrakcyjne
ordinary /'ɔːdənəri/ zwykły
painter /'peɪntə/ malarz
paste on walls/buildings /ˌpeɪst ɒn 'wɔːlz/ 'bɪldɪŋz/ przyklejać do ścian/budynków
photo/photograph /'fəʊtəʊ/'fəʊtəgrɑːf/ zdjęcie
photographer /fə'tɒgrəfə/ fotograf
photography /fə'tɒgrəfi/ fotografia, fotografika
portrait /'pɔːtrət/ portret
public place /ˌpʌblɪk 'pleɪs/ miejsce publiczne
sculptor /'skʌlptə/ rzeźbiarz
sculpture /'skʌlptʃə/ rzeźba
slum /slʌm/ uboga dzielnica, slumsy
street art /'striːt ˌɑːt/ sztuka uliczna

3.4 Reading 4.20

A-list actors /'eɪ lɪst ˌæktəz/ najlepiej opłacani aktorzy
anger /'æŋgə/ gniew, złość
autobiography /ˌɔːtəbaɪ'ɒgrəfi/ autobiografia
biography /baɪ'ɒgrəfi/ biografia
blockbuster /'blɒkˌbʌstə/ przebój (książka lub film)
box office /'bɒks ˌɒfəs/ kasa kinowa/ teatralna
bully /'bʊli/ znęcać się
cause /kɔːz/ powodować
classic novel /ˌklæsɪk 'nɒvəl/ powieść klasyczna
come out /ˌkʌm 'aʊt/ wychodzić, pojawiać się na ekranach kin
comic book /'kɒmɪk ˌbʊk/ komiks
computer-generated images /kəmˌpjuːtə ˌdʒenəreɪtɪd 'ɪmɪdʒɪz/ obrazy wytworzone komputerowo
cope with /'kəʊp wɪð/ radzić sobie
crime novel /'kraɪm ˌnɒvəl/ powieść kryminalna
dedicate yourself to sth /'dedəkeɪt jɔːˌself tə 'sʌmθɪŋ/ poświęcać się czemuś
destruction /dɪ'strʌkʃən/ zniszczenie
escapism /ɪ'skeɪpɪzəm/ eskapizm
fairy tale /'feəri teɪl/ bajka
fantasy novel /ˌfæntəsi 'nɒvəl/ powieść fantasy
find out /ˌfaɪnd 'aʊt/ dowiedzieć się
genre /'ʒɒnrə/ gatunek (np. literacki)
give something up /ˌgɪv ˌsʌmθɪŋ 'ʌp/ zrezygnować z czegoś
have X-ray vision /ˌhæv 'eks reɪ ˌvɪʒən/ mieć rentgen w oczach
historical fiction /hɪˌstɒrɪkəl 'fɪkʃən/ beletrystyka historyczna
horror fiction /'hɒrə ˌfɪkʃən/ powieść grozy
innocent /'ɪnəsənt/ niewinny
invisible /ɪn'vɪzɪbəl/ niewidzialny
loss /lɒs/ strata
poem /'pəʊɪm/ wiersz
purpose /'pɜːpəs/ cel
reject /rɪ'dʒekt/ odrzucić
relate to /rɪ'leɪt ˌtə/ utożsamiać się z
scene /siːn/ scena (fragment utworu)
science fiction /ˌsaɪəns 'fɪkʃən/ science fiction (książka)
short story /ˌʃɔːt 'stɔːri/ opowiadanie
stand up for /ˌstænd 'ʌp fə/ ująć się za
take on (a role) /ˌteɪk ˌɒn ə 'rəʊl/ przyjąć (rolę)
thriller /'θrɪlə/ dreszczowiec (książka)
trailer /'treɪlə/ zwiastun
weird /wɪəd/ dziwaczny

3.5 Grammar 4.21

music award /'mjuːzɪk əˌwɔːd/ nagroda muzyczna
proper /'prɒpə/ prawdziwy
the charts /ðə 'tʃɑːts/ lista przebojów

3.6 Use of English 4.22

gig /gɪg/ występ, koncert
perform /pə'fɔːm/ występować
put on (a play) /ˌpʊt ɒn ə 'pleɪ/ wystawiać (sztukę)
softly /'sɒftli/ cicho, delikatnie
stage /steɪdʒ/ scena (miejsce występu)
X-rated /'eks ˌreɪtəd/ tylko dla dorosłych

3.7 Writing 4.23

actually /'æktʃuəli/ właściwie
anyway /'eniweɪ/ a tak w ogóle, a poza tym
brush /brʌʃ/ pędzel
by the way /ˌbaɪ ðə 'weɪ/ a tak przy okazji
disappointed /ˌdɪsə'pɔɪntɪd/ rozczarowany
fail your driving test /ˌfeɪl jə 'draɪvɪŋ test/ oblać egzamin na prawo jazdy
fancy-dress party /ˌfænsi 'dres ˌpɑːti/ bal przebierańców
Hope to see you /ˌhəʊp tə 'siː jə/ Mam nadzieję, że się zobaczymy
I have to say / In fact /ˌaɪ ˌhæv tə 'seɪ / ˌɪn 'fækt/ Muszę przyznać / Rzeczywiście, faktycznie
I'm sorry to hear (that) /aɪm 'sɒri tə hɪə ðæt/ Przykro mi słyszeć, że
improve /ɪm'pruːv/ doskonalić
incidentally /ˌɪnsɪ'dentəli/ nawiasem mówiąc
paint /peɪnt/ farba
sympathy /'sɪmpəθi/ współczucie

3.8 Speaking 4.24

in the background /ˌɪn ðə 'bækgraʊnd/ w tle
in the foreground /ˌɪn ðə 'fɔːgraʊnd/ na pierwszym planie
look bored/tired /ˌlʊk 'bɔːd/'taɪəd/ wyglądać na znudzonego/zmęczonego
pavement /'peɪvmənt/ chodnik

WORD LIST ACTIVITIES

- Students study the word list for two minutes and then close the books. Divide the class into teams. Call out a category, e.g. *art, types of books and films, music, TV and the media*, etc. The teams write down as many words as they can for that category. The team with the most words writes them on the board and gets one point for each correct answer. Other teams add other words they have. Check spelling and pronunciation. Continue with more categories. At the end of the game, the team with the most points wins.
- Students work in pairs. Student A says a word, Student B spells it and gives the translation. Then Student B says a word for A to spell and translate. Pairs continue for five minutes. Feedback with the class about any problems.

FOCUS REVIEW 3

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Które wyrażenie nie pasuje do pozostałych w danej grupie?

1 documentary, opera, thriller, game show
2 biography, fantasy novel, landscape, fairy tale
3 plot, gallery, museum, painting
4 band, sitcom, symphony, soundtrack
5 songwriter, photographer, sculptor, character
6 entertaining, fascinating, embarrassing, imaginative

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 My favourite ___artist___ is Claude Monet. **ART**
2 Tom Holland played in the ___musical___ Billy Elliot when he was 11. **MUSIC**
3 Don't take flash photographs of ___paintings___ in the gallery. **PAINT**
4 A ___historical___ drama is a film about true events and people from the past. **HISTORY**
5 What's the most ___moving___ film you've ever watched? **MOVE**
6 Almost every actor would like to get an Oscar for ___acting___ . **ACT**

3 Wykorzystaj podane wyrazy i przekształć zdania, zachowując ich sens. W każdą lukę możesz wstawić maksymalnie pięć wyrazów.

1 Both TV binge watching and playing computer games are addictive. **AS**
TV binge watching is as addictive as playing computer games.
2 My father paid €30 for the ticket but I paid only €5. **MUCH**
My father paid much more than me for the ticket.
3 I've never seen a film with such amazing special effects. **MOST**
The film had the most amazing special effects I've ever seen.
4 The plot in a comedy is not as gripping as the plot in a thriller. **THAN**
The plot in a thriller is more gripping than the plot in a comedy.
5 I think painting a landscape is easier than painting a portrait. **DIFFICULT**
I think painting a portrait is more difficult than painting a landscape.
6 We spent a long time in the museum but only ten minutes in the souvenir shop. **FAR**
We spent (a) far longer (time) in the museum than in the souvenir shop.

4 Napisz pełne zdania, używając podanych wyrazów oraz *yet*, *already* lub *just*.

1 the new Star Wars episode / not come out
2 Evelyn / see / the exhibition at the Tate Modern
3 Lottie / call / you
4 Howard / take on / the role / in the new sitcom?
5 Jeff / finish / download / the soundtrack
6 We / not buy / the tickets for the concert in Edinburgh

Exercise 4

1 The new Star Wars episode has not come out yet.
2 Evelyn has just/already seen the exhibition at the Tate Modern.
3 Lottie has just called you.
4 Has Howard taken on the role in the new sitcom yet?
5 Jeff has just/already finished downloading the soundtrack.
6 We have not bought the tickets for the concert in Edinburgh yet.

ŚRODKI JĘZYKOWE

Tłumaczenie; wybór wielokrotny

5 Przeczytaj poniższe minidialogi, a następnie przetłumacz fragmenty podane w nawiasach tak, aby poprawnie je uzupełniały.

1 X: Would you like to go to the cinema with me?
Y: No, not really. I (*już widziałem*) 've already seen this film.
2 X: What a disappointing film!
Y: Yes, the plot was (*zbyt skomplikowany*) too complex/complicated .
3 X: What do you think about this portrait?
Y: The girl looks OK, but (*tło*) the background is too dark.
4 X: Adele's new song is so inspiring.
Y: Yes, I think it's even (*lepsza niż*) better than her previous hits.
5 X: Why do the boys in the photo look so miserable?
Y: Because the exhibition (*nie jest wystarczająco ciekawa*) isn't interesting enough for them.
6 X: What's (*najgorszy*) the worst soundtrack you've ever heard?
Y: Probably *The Dark Knight*.
7 X: I love One Direction – the winners of *The X Factor* in 2010.
Y: They (*nie wygrali*) didn't win , I think they came third.

6 Przeczytaj tekst. Które z podanych opcji A–C poprawnie go uzupełniają?

WSKAZÓWKA
Przeczytaj cały tekst i spróbuj samodzielnie uzupełnić luki bez patrzenia na podane opcje. Następnie sprawdź, czy znajdują się wśród nich twoje pomysły. Jeśli tak – prawdopodobnie są to poprawne odpowiedzi.

HAVE YOU BEEN TO BRATISLAVA?

If visiting art galleries is [1] ___ for you, in Bratislava, the capital city of Slovakia, you can see attractive art when you walk round the Old Town. Full-sized bronze [2] ___ of people show up suddenly at street corners or on benches. They [3] ___ one of the main tourist attractions in the city. One of the [4] ___ popular is the statue of Ignac Lamar, a cheerful old man wearing elegant clothes and holding a hat in his hand. The legend says that Lamar was [5] ___ poor to visit restaurants or coffee shops, but he always greeted people in the street and kissed ladies' hands. It's an [6] ___ idea to take a photo with the statue and have a great souvenir of your visit to Bratislava.

1	(A) too expensive	B not expensive enough	C more expensive
2	A sculptors	(B) sculptures	C portraits
3	(A) have become	B became	C used to become
4	A enough	B more	(C) most
5	A than	(B) too	C enough
6	(A) excellent	B addictive	C imaginative

EXTRA ACTIVITIES

- Photocopiable resources 57–58
Multiple choice cloze (texts) (20 min.)
pp. 264, 331–332
- Photocopiable resources 65–66
Translation (15 min.) pp. 265–266, 339–340

44

CZYTANIE

Dobieranie

7 Które z podanych nagłówków A–F poprawnie uzupełniają tekst? Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

WSKAZÓWKA
Pamiętaj – do każdego fragmentu tekstu należy dopasować zdanie, które go **podsumowuje**, a nie tylko odnosi się do zawartej w nim informacji szczegółowej.

A Dealing with clients
B A modest artist in the background
C Art is not for sale
D Two definitions
E A photographer's perspective
F A famous person in the foreground

1 D

Are photographers artists or only craftsmen? What is the difference? A craftsman creates useful objects by hand and then sells them. An artist creates things just to express emotions, entertain or tell a story. But is it really so simple?

2 F

Let's take Annie Leibovitz, for example, who is now the most famous portrait photographer in the world. She has photographed well-known actors, singers, Olympic champions and designers. Her photographs always tell an emotional story and are true pieces of art. But she also earns money on them.

3 B

The backgrounds for her portraits are created by another person, Sarah Oliphant. Her works include huge landscapes, abstract paintings or small objects. She says she is a craftsperson, not an artist, because everything she makes is useful to other people and they pay her for it. But people can see her work as art too.

4 E

So what is the answer? I am a photographer and I know that people who work in the photography business are almost always craftsmen. They produce images for money on their clients' orders. But sometimes they use their talent, tools and skills to create something personal. And then they become artists.

What do you think?

MÓWIENIE

8 Popatrz na zdjęcie i wybierz wyrazy, które najlepiej przydadzą się do jego opisu. Następnie opisz zdjęcie.

ambitious ballet room dancer easy mirror music professional purple singer stretch teenage girl theatre trainers



9 Odpowiedz na pytania dotyczące zdjęcia z ćwiczenia 8. Które z nich bezpośrednio go dotyczy?

1 Is the activity easy for the girl to do? Why?/Why not?
2 What artistic skills would you most like to learn? Why?
3 Tell us about an artistic competition you watched or took part in.

PISANIE

E-mail/List prywatny

10 Przeczytaj zadanie. Które zdania a–d pasują do jego części 1–4?

a I must tell you that our theatre group has just returned from the festival in Athens.
b It's a shame that your photos didn't receive any awards in the competition.
c It would be lovely to see you then.
d It was very kind of you to send me some links.

Należysz do amatorskiej grupy teatralnej w swoim mieście. Właśnie wróciliście z festiwalu teatralnego w Grecji. Po powrocie piszesz list do znajomej z Anglii, która interesuje się fotografią. W liście:

1 podziękuj za informacje dotyczące wydarzeń artystycznych w Londynie i wyjaśnij, do czego ci się one przydały/przydadzą, d
2 zrelacjonuj wydarzenie, które miało miejsce w czasie twojego pobytu w Grecji, a
3 wyraź współczucie z powodu rozczarowującego wyniku konkursu fotograficznego, w którym znajoma brała udział, oraz nadzieję, że jej zdjęcia zostaną jeszcze docenione, b
4 zaproś koleżankę do wzięcia udziału w podobnym konkursie w Polsce. c

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość listu powinna wynosić od 80 do 130 słów.

11 Wykonaj zadanie w ramce z ćwiczenia 10.

REFERENCES

MiniMatura writing assessment criteria
Matura speaking test assessment criteria

EXTRA ACTIVITIES

- Photocopiable resource 20 *Teen talents* (speaking; 15 min.) pp. 256, 288–289
- Photocopiable resource 21 Sentence translation (15 min.) pp. 256, 290
- Extra digital activities: Reading and Use of English

NEXT CLASS

- Ask students to do Self-check 3.10, WB pp. 44–45, as homework.
- Ask students to prepare for Unit 3 MiniMatura and Matura speaking test 3: Testing Programme, Unit 3.

4

Home sweet home

Home is where the heart is.
A proverb

Exercise 1

Living room: sofa, armchair, television, coffee table, rug, display cabinet

Kitchen: cooker, fridge, washing machine, cupboard, kettle, dishwasher

Bathroom: toilet, bath, shower, towel, medicine cabinet, soap

Bedroom: bed, wardrobe, bookshelf, curtains, bed linen, blanket

Dining room: dining table, dining chairs, plates, cutlery, trolley, jug

VIDEO



BBC
Cave houses 15
Lesson 4.1



GRAMMAR ANIMATION
Lesson 4.2 16
Lesson 4.5 18



FOCUS VLOG
Where people live 17
Lesson 4.5



INTERACTIVE SPEAKING VIDEO
Lesson 4.8 19

4.1 VOCABULARY

Describing houses • inside a house • *make* and *do*

I can use language related to rooms, homes, buildings and their parts.

SHOW WHAT YOU KNOW

1 Think about your house and complete the task in your notebook in five minutes.

- List all the different rooms in your house.
- List at least six items you can find in each room – furniture, decoration, objects, etc.

2 SPEAKING Compare your lists with a partner. What is your total number of different words for rooms and items in rooms?

THE NARROWEST HOUSE IN THE WORLD!



1 Rendering of the Keret House design, a cross-section, copyright Polish Modern Art Foundation;

2 Etgar Keret in Keret House, photo by Bartek Warzecha, copyright Polish Modern Art Foundation;

3 Keret House seen from Żelazna Street, photo by Tycjan Gniew Podskarbiński, copyright Polish Modern Art Foundation.

REFERENCES

Culture notes **p. 224**
Audioscript **p. 234**
Videoscript **p. 247**
Using videos in the classroom **p. T14**
How to teach with projects **p. T17**

EXTRA ACTIVITIES

- BBC video. Video worksheet 4.1 in the WB, p. 57.
- Photocopiable resource 22 *Ms Do and Mr Make* (10 min.) pp. 256, 291
- Photocopiable resource 23 Test yourselves (10 min.) pp. 256–257, 292
- Extra digital activities: Vocabulary Checkpoint
- Students write four sentences about a typical day or weekend using the collocations with home from ex. 6 in the WB, p. 47.

46

3 2.5 **Listen and answer the questions.**

1 Where is Keret House? Warsaw in Poland
2 What does Etgar Keret think of the house? That it's small but complete.
3 How wide is Keret House? 92–152 cm
4 How many floors are there? two
5 How many people can live in it? only one

4 SPEAKING **Would you like to live in Keret House? Why?/ Why not? Tell your partner.**

FOCUS ON WORDS | Describing houses

5 2.6 **Copy the lists and complete them with the words and phrases from the recording about Keret House. Then listen, check and repeat.**

~~a block of flats~~ brick concrete cosy glass
the ground floor historic in the city centre metal
modern open-plan spacious upstairs

Type of house

1 a bungalow
2 a cottage
3 a detached house
4 a semi-detached house
5 a terraced house
6 *a block of flats*

Location

1 in the suburbs
2 in a village
3 near the sea
4 in the countryside
5 on a housing estate
6 in the city centre

Location in a building

1 downstairs
2 in the basement
3 on the first floor
4 on the top floor
5 on on the ground floor
6 upstairs

Building materials

1 stone
2 wood
3 brick
4 concrete
5 metal
6 glass

Description

1 traditional
2 modern
3 spacious
4 open-plan
5 cosy
6 historic

6 **Replace the underlined phrases with words or phrases with a similar meaning in Exercise 5. Which sentences are true for you?**

I know someone who lives in a …

1 detached house with only one floor. *a bungalow*
2 house which is joined to a neighbour's house. a semi-detached house
3 house on the edge of the city. in the suburbs
4 small, traditional house in a village. a cottage
5 modern house in an area with other similar houses. on a housing estate
6 flat that is very warm and comfortable. cosy
7 large flat that is without many interior walls. open-plan
8 flat at the top of a building in the middle of the city. on the top floor; in the city centre

7 SPEAKING **Describe one of the flats or houses that you know to your partner.**

FOCUS ON WORDS | Inside a house

8 2.7 **Which of the items can you see in Keret House? Copy the list of items in your notebook and add a translation. Then listen and repeat.**

1 bedside tables = stoliki nocne
2 bookcases = regały na książki
3 carpets = dywany
4 a chest of drawers = komoda
5 a cooker = kuchenka
6 cupboards = szafki
7 a desk = biurko
8 a fridge = lodówka
9 a front door = drzwi frontowe
10 a kitchen sink = zlew kuchenny
11 a ladder = drabina
12 radiators = grzejniki
13 shelves = półki
14 stairs = schody
15 a wardrobe = szafa
16 wooden floors = drewniane podłogi

9 2.8 **We asked three people: 'Would you like to live in Keret House?' Listen and complete the table in your notebook.**

ANSWER	SPEAKER	REASONS
Yes		
Maybe		
No		

Exercise 9

Yes
Speaker 2
family make too much noise, possible to get away and have a peaceful life

Maybe
Speaker 3
yes for one or two nights, but space too small, prefers the country

No
Speaker 1
not practical, no space, only two people fit in the kitchen, no dishwasher

FOCUS ON WORDS | *make* and *do*

10 2.9 **In your notebook, complete the table with the nouns in the box. Then listen, check and repeat.**

~~the washing~~ dinner the ironing the gardening
the washing-up a mess a noise the shopping

make	*do*
1 your bed	1 your homework
2 a complaint	2 the cooking
3 a decision	3 the housework
4 dinner	4 *the washing*
5 a mess	5 the ironing
6 a noise	6 the gardening
	7 the washing-up
	8 the shopping

11 SPEAKING **In your notebook, complete the questions with the correct form of *make* and *do*. Then ask and answer the questions in pairs.**

1 Did you make your bed this morning?
2 Do your neighbours ever make a noise?
3 Do you like doing the washing-up?
4 Who does the cooking in your house?
5 Have you ever made dinner for somebody?
6 Where does your family usually do the shopping?

WORKBOOK

pp. 46–47, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 4.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 48.

PROJECT

Do some research to find an interesting place to visit on holiday. Why is it worth seeing? What is special about it? Then create a presentation or poster about it and present it to your class.

4.2 GRAMMAR

Present Perfect with *for* and *since*

I can use the Present Perfect with for and since to talk about duration.

1 SPEAKING **Look at the places below. Where have you slept? What was the most unusual place? Tell your partner.**

- in my bed
- on a couch
- on a train
- on a floor
- in a hotel
- other

2 SPEAKING **Read US TODAY. What is couchsurfing? Is couchsurfing popular in your country? Would you like to do it? Why?/Why not? Discuss with a partner.**

Couchsurfing is a worldwide travel network.

US TODAY



We asked CS employee, Dan, about the world's largest travel community.

What is it?
A worldwide travel network connecting travellers with people who offer free accommodation.

Who is it for?
People who don't want to stay in hotels but want to meet local people and experience new cultures.

How much does it cost?
Nothing! It's free.

How long have you worked for CS?
I've been here since it started in 2004. I've worked with people from all over the world for more than ten years. Together we want to create a global community.

3 **Read the GRAMMAR FOCUS. Which Present Perfect forms in blue in Exercise 2 complete the examples correctly?**

GRAMMAR FOCUS 16

Present Perfect with *for* and *since*

You use the **Present Perfect** to talk about unfinished situations that started in the past and continue in time 'up to now'.

- You use ***How long*** to ask about the length of time 'up to now'.
  How long [1] ___have___ *you* ___worked___ *for CS?*
- You use ***since*** when the answer is a point in time: e.g. *since 1998, since last week, since I was born.*
  I [2] ___'ve been___ *here since it started in 2004.*
- You use ***for*** when the answer is a period of time: e.g. *for six hours, for a few days, for a long time.*
  I [3] ___'ve worked___ *with people from all over the world for more than ten years.*

4 2.10 **In your notebook, write *for* or *since* and the Present Perfect form of the verbs in brackets. Then listen and check.**



Couchsurfer

I [1] *'ve been* (be) a member [2] ***for*** / ***since*** three years now. [3] ***For*** / ***Since*** I became a member, I [4] *'ve stayed* (stay) in thirty-two countries in different types of accommodation. I [5] *'ve slept* (sleep) in a luxury studio apartment in Manhattan, on a houseboat in Amsterdam and in a basement flat in London – all for free!

Host



I [6] *'ve been* (be) a couchsurfing host [7] ***for*** / ***since*** two years now and I [8] *'ve already met* (already/meet) more than thirty people. At the moment, Miki is visiting from Tokyo. I [9] *'ve only known* (only/know) her [10] ***for*** / ***since*** a week, but I'm sure we'll remain friends. Miki is happy too – she [11] *'s studied* (study) English [12] ***for*** / ***since*** ten years, but she [13] *'s never had* (never/have) the chance to speak with a native speaker before. She [14] *has been* (be) here [15] ***for*** / ***since*** nearly a week, but she [16] *hasn't felt* (not feel) homesick because she says I make her feel at home.

5 **In your notebook, write the second sentence so that it has a similar meaning to the first.**

1 My dad was born in our house.
My dad *has lived* (live) in our house *since* he was born.
2 My dad gave my mum this watch when she was forty.
My mum *has had* (have) this watch *since* she was forty.
3 I met my best friend two years ago.
I *'ve known* (know) my best friend *for* two years.
4 I bought these trainers last Christmas.
I *haven't bought* (not buy) any new trainers *since* last Christmas.
5 I joined this English class three months ago.
I *'ve been* (be) in this English class *for* three months.
6 I had breakfast at 7 a.m.
I *haven't eaten* (not eat) anything *since* 7 a.m.

6 **In your notebook, write true sentences from the prompts. Use the Present Perfect and *since* and *for*.**

1 I/know/(name of your neighbour) … I've known …
2 I/live in/(name of your neighbourhood) … I've lived in …
3 I/like/(name of your favourite band) … I've liked …
4 I/have/(make of your phone) … I've had …
5 I/be interested in/(name of a subject) … I've been interested in …
6 My dad/have/(type of your dad's car) … My dad's had …

7 SPEAKING **Use the sentences in Exercise 6 to make dialogues. Then ask and answer as in the example.**

A: Who is your neighbour? B: Barry.
A: How long have you known him? B: For five years.

FOCUS VLOG 17 Where people live

2.11 **Listen to the Focus Vlog. What types of accommodation do the speakers mention? Write the answers in your notebook.**

Focus Vlog
terraced house, four-bedroom flat, medium-sized house, one room with a small kitchen

Grammar page 125

REFERENCES

Culture notes **p. 224**
Audioscript **p. 234**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Focus Vlog. Video worksheet 4.2 in the WB, p. 57.
- Photocopiable resource 24 Test yourselves (10 min.) pp. 257, 293
- Extra digital activities: Grammar Checkpoint
- Students write five more sentences about themselves with the Present Perfect + *for/since*.

WORKBOOK

p. 48, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 4.2, Grammar.
- Ask students to prepare to discuss the photo on p. 49.

48

4.3 LISTENING

Matching, gap fill

I can identify key details in a simple narrative about teenagers' rooms.



1 SPEAKING **Look at the photo. How different or similar is the bedroom to your own? Discuss with a partner. Think about:**

1 **the size:** bigger/smaller, more/less spacious, the same
2 **the decoration:** more/less modern, colour of walls/curtains/carpet, posters, etc.
3 **the furniture:** bookcase, bed, wardrobe, desk, etc.
4 **other details:** more/less tidy, clothes, musical instruments, computer, etc.

2 2.12 **Listen to five teenagers describing their rooms. Are statements 1–5 true or false?**

1 Speaker 1 lives in a quiet house. F
2 Speaker 2 isn't like her sister. T
3 Speaker 3 doesn't like music. F
4 Speaker 4 is often out. T
5 Speaker 5 never invites her friends round. F

LISTENING FOCUS Matching

3 2.12 **Listen to the teenagers again. In your notebook, match speakers 1–5 with statements A–F. There is one extra statement.**

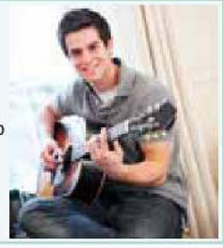
Speaker 1: B Speaker 3: A Speaker 5: C
Speaker 2: F Speaker 4: E

A uses his/her room as a creative space.
B likes to escape to his/her room to get some peace.
C uses his/her room as a place to socialise.
D likes having an untidy room.
E is rarely in his/her room.
F shares his/her room with someone.

4 SPEAKING **Which teenager's situation is most similar to your own? Discuss with a partner.**

5 2.13 **Listen to two teenagers talking about their most treasured possessions. In your notebook, complete the information.**

DAFYDD



1 a laptop: has had it for two weeks, a birthday present.
2 a guitar: has had it for five years, it used to belong to his father.
3 a Welsh flag: he feels proud of being Welsh.



KAREN

1 a collection of toy animals: keeps them on top of her wardrobe, has had them since she was a baby.
2 a bedside lamp: a gift from her father, brought from Africa.
3 a collection of shells: they remind her of all the holidays she has had since she was five.

6 2.13 **In your notebook, choose the correct preposition and try to complete the sentences from memory. Then listen again and check.**

1 Dafydd's laptop is *on* / *next to* his desk.
2 His guitar is *on* / *in* the corner *above* / *next to* the bookcase.
3 His Welsh flag is *onto* / *on* the wall *onto* / *above* his bed.
4 Karen's collection of animals is *on top of* / *above* the wardrobe.
5 Karen's bedside lamp is *on* / *in* her bedside table.
6 Her collection of shells is *in* / *on* the bottom shelf of her bookshelves, which are *opposite* / *in front of* her bed.

7 SPEAKING **What are your own most treasured properties? Where is everything in your room? Tell your partner.**

PRONUNCIATION FOCUS

8 2.14 **Listen and repeat the words with long vowel sounds. Then put them in an appropriate column in the table in your notebook.**

art calm floor free meet new room sea
start surf third true wall warm work

/iː/	/uː/	/ɔː/	/ɜː/	/ɑː/
free, meet, sea	new, room, true	floor, wall, warm	surf, third, work	art calm, start

9 2.15 **Listen, check and repeat.**

FOCUS ON WORDS | Phrasal verbs

10 2.16 **In your notebook, complete the phrasal verbs with *away*, *in*, *out* or *round*. Then listen, check and repeat.**

1 visit sb in their house = come round
2 move away from sth = get away from sth
3 stop sb entering a place = keep sb out
4 allow sb to enter = let sb in
5 stay at home, not go out = stay in

REFERENCES

Audioscript **pp. 234–235**

EXTRA ACTIVITIES

Students work in pairs, one is Dafydd and the other is Karen. They interview each other about their collections using information from the listening texts.

WORKBOOK

p. 49

NEXT CLASS

Ask students to make short notes about unusual houses or places to live that they have read or heard about. Use their ideas to lead into the Reading text on pp. 50–51.

4.4 READING

Gapped text

I can understand the main points in a simple descriptive text on a familiar topic.

1 SPEAKING **Look at the photos. What are the advantages and disadvantages of living in each place? Could you live there? Discuss with a partner.**

FOCUS ON WORDS | Landscape features

2 2.17 **Which words in the box can you see in the photos? Use your dictionary if necessary. Then listen and repeat.**

a cave ✓ a crater ✓ an island ✓ a rainforest ✓
rocks ✓ ruins ✓ stilts ✓ a treehouse ✓
a turquoise ocean ✓ a volcano ✓

3 **Read the text and answer the questions.**

1 Why do the Korowai Tribe build their houses in trees?
2 Why do people in Coober Pedy prefer living underground?
3 Why do people on Aogashima want to live in a volcano?
4 Why do the Bajau people feel uncomfortable on land?
5 Why have most people recently moved from Petra to a nearby village?

Exercise 3

1 Because there are dangers on the ground.
2 Because it's very hot outside.
3 Because there are no traffic jams and there are great activities.
4 Because they live most of the time on the sea.
5 Because the government wanted to protect Petra.

READING FOCUS Gapped text

4 **Read the text again. Which sentences A–F complete gaps 1–5 in the text? There is one extra sentence.**

A Alternatively, you can take a helicopter and it only takes two hours.
B It looks like most people live very healthy lives.
C In fact, income from tourism is helping to keep their traditions alive.
D It has to be strong because sometimes a family of twelve people live there.
E However, if you look closer, you can see chimneys on the surface of the dry landscape.
F Also, they start hunting when they're just eight years old.

People who don't live in traditional houses

2.18



1 Living in trees

The Korowai Tribe of Papua New Guinea are strong and good at climbing. They have to be! They live in treehouses, sometimes forty-five metres above the ground. The dense rainforest is **hot and humid**; there are insects and dangerous animals. Treehouses protect the tribe from these dangers on the ground. They use material from the forest to build the houses. They cut off the top of a tree and build the floor first. [1] D They use a ladder to get up and down. Imagine the **breathtaking views** from one of these treehouses!

EXTRA ACTIVITIES

- Students write questions about the texts, e.g. *How many people live in Coober Pedy? How many people live on Aogashima? Which country is Petra located in?* Collect the questions and then divide students into teams. Give them a few minutes to look at the texts again, then use the questions for a class quiz.
- Students write sentences using the key vocabulary in the lesson.

WORKBOOK

pp. 50–51

NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 52.

50

2 Living underground



In the desert of Southeast Australia, 500 miles away from the nearest city, is a **mining town** called Coober Pedy. On the sandy surface, there isn't much to see. [2] E Almost all of the 3,500 residents live underground and work in the opal mines. To escape from scorching temperatures, they have created an impressive underground world where you'll find everything from a bookstore to a church, and even a hotel.

3 Living in a volcano



Aogashima is a Japanese island in the Philippine Sea. Over 230 years ago, a volcanic eruption killed half of its population. Now about 200 people live in the old volcanic crater. They try not to worry too much about another eruption. They love living on the island – there are no **traffic jams** or crowds of people. Fishing, hiking, camping and swimming are popular activities. Aogashima's natural hot springs and lush vegetation **attract** a lot of **visitors**, but the island is not so easy to reach. You can take a fourteen-hour boat trip from Tokyo. [3] A

4 Living on the sea



The Bajau /ˈbɑːdʒaʊ/ people of Borneo in Southeast Asia, also called sea gypsies, live on boats or houses on stilts in the turquoise Pacific Ocean. When they go on land, they feel 'landsick'. Bajau children don't go to school on land. But from an early age they learn to swim and dive. [4] F The best Bajau divers can dive 20 metres to the bottom of the ocean to search for fish. Young Bajau children spend so much time in the ocean that their eyes develop excellent underwater vision.

5 Living in caves



The ancient city of Petra is a popular tourist destination. It is located in the rose-coloured mountains of south-western Jordan and was once a busy **trading centre**. Then, its residents abandoned the city and for thousands of years only the Bedouin, a nomadic tribe, lived in caves among the spectacular historic ruins. However, the government has recently decided to move them to a nearby village to protect Petra. But the Bedouins' way of life has not changed much. [5] C Some of them work in Petra, selling souvenirs or transporting tourists on horses, camels and donkeys around the **historic monuments**.

5 Which function a–c do 'clues' 1–3 indicate?

1 *she, he, it, her, him, one, this, that, here, there* c
2 *But, However, Alternatively, Instead* b
3 *Also, In addition, For example, In fact* a

a they introduce additional information
b they introduce contrasting information
c they refer back to something in the text

6 Find examples of 'clues' in sentences A–F in Exercise 4. Do they 'add', 'contrast' or 'refer'?

Exercise 6
A Alternatively – contrast
B –
C In fact – add
D It – refer
E However – contrast
F Also – add

FOCUS ON WORDS | Describing places

7 2.19 In your notebook, complete the phrases with the words in blue in the text. Then listen, check and repeat.

1 attract ___visitors___
2 breathtaking ___views___
3 historic ___monuments___
4 hot and ___humid___
5 mining ___town___
6 trading ___centre___
7 traffic ___jams___

8 In your notebook, complete the questions with the words in Exercise 7.

1 Are there any ___historic___ monuments in your city?
2 Is your city a busy ___trading___ centre?
3 Which parts of your country ___attract___ a lot of visitors?
4 Where can you see breathtaking ___views___ ?
5 Does it ever get hot and ___humid___ in your country?
6 Are there any ___mining___ towns in your country?
7 Where in your city are the worst ___traffic___ jams?

9 SPEAKING In pairs, ask and answer the questions in Exercise 8.

FOCUS ON WORDS | Collocations

10 2.20 In your notebook, complete the collocations with the underlined words in the text. Then listen, check and repeat. Write an example sentence for each collocation.

1 ___ancient___ city
2 ___volcanic___ crater
3 ___dense___ rainforest
4 ___hot___ springs
5 ___scorching___ temperatures
6 ___nomadic___ tribe
7 ___lush___ vegetation

51

4.5 GRAMMAR

Future forms: Present Continuous, *be going to* and *will*

I can talk about the future using the Present Continuous, going to and will.

1 SPEAKING **What makes a good house party? In your notebook, add your own ideas to the ones below and put them in order of importance. Then compare your ideas with a partner.**

decoration food and drink furniture
lighting music people theme

2 2.21 **Read and listen to the dialogue. Then answer the questions.**

1 Why is Tony having a party?
2 Where and when is he having it?
3 How is Luisa going to help?

Tony: I'm having a birthday party on the 25th. Can you come?
Luisa: That's next Saturday, right? Yes, that sounds great. Are you having it at home?
Tony: No, our apartment isn't big enough. I'm using my aunt and uncle's house. They're really nice – they say it's fine.
Luisa: That's kind of them – do they know how many friends you've got?
Tony: Not yet. I'm going to tell them later. We'll probably use the basement. It's huge.
Luisa: A basement? Are you going to decorate it?
Tony: I suppose so. I'm not very good at that sort of thing.
Luisa: Don't worry, I'll help you. What are you doing later?
Tony: I'm going to text everybody with the invitation now, but after that I'm free.

Exercise 2
1 Tony is having a party because it's his birthday.
2 He's having it next Saturday at his aunt and uncle's house.
3 Luisa is going to help with the decoration.

3 **Read the GRAMMAR FOCUS. Which future forms in blue in Exercise 2 complete the examples correctly? Find more examples of each future form in the text.**

GRAMMAR FOCUS 18

Future forms: Present Continuous, ***be going to*** and ***will***

- You use the **Present Continuous** for future arrangements. You often mention a time, a date or a place.
  I [1] *'m having a birthday party on the 25th.*
- You use ***be going to*** for future intentions. You have already decided to do something and you tell people about it.
  I [2] *'m going to tell them later.*
- You use ***will*** for spontaneous decisions. You often use expressions like: *I think I'll …, I'll probably … , Don't worry, I'll … Don't worry, I* [3] *'ll help you.*

4 2.22 **Decide which future form is the most appropriate in each case. Then listen and check.**

Tony: Two of my friends [1] *are helping / will help* me prepare the room on Saturday afternoon. We [2] *'re going to hang / 'll hang* sheets on the walls and the ceiling. Then we [3] *'re going to put / 're putting* coloured lights everywhere. We [4] *'ll have / 're having* a band and a DJ from eight to midnight. I've already booked them.
Aunt: Okay, I think I [5] *'ll warn / 'm going to warn* the neighbours!
Tony: We've decided to have a fancy dress theme – everybody [6] *will come / is coming* as their favourite film character.
Uncle: Oh good, I think I [7] *'ll come / 'm going to come* as Captain Jack Sparrow!
Aunt: No, we [8] *'ll go out / 're going out* to the theatre, remember? I told you yesterday.
Uncle: I know, I was joking. Now, what are you [9] *eating / going to eat*?
Tony: That's all arranged. Mum [10] *will make / is making* some pizzas.
Aunt: And what about the cleaning the next day?
Tony: Oh, erm … Don't worry, I [11] *'ll do / 'm doing* that with my friend Luisa. She won't mind!

5 **In your notebook, complete the email with appropriate future forms in gaps 1–6 and your own ideas in gaps a–c.**

Hi Amy,

You know I [1] 'm moving (move) house next week. Well, I've decided that I [2] 'm going to have (have) a house-warming party in the new house. The theme is Superheroes, so I [3] 'm going to dress up (dress up) as [a] _____. You know my mum's a fantastic cook so she [4] 's making (make) [b] _____. I think everybody [5] 'll like (like) that. I'm not sure about the music. I think I [6] 'll get (get) a DJ and ask him to play lots of [c] _____.

6 SPEAKING **You are responsible for organising an end-of-term party for your school year. Discuss with a partner. Follow the instructions.**

1 Make some decisions about location, food and drink, music, decoration, theme, etc.
2 Write an email to the class to explain your ideas. Use all three future forms.

As a class, decide whose party ideas are best.

Grammar page 126



REFERENCES

Audioscript **p. 235**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 25 *Party checklist* (15 min.) pp. 257, 294
- Extra digital activities: Grammar Checkpoint
- Prepare six sentences with *will* and *going to* – four correct and two with mistakes. Write them on the board. Students discuss the sentences and correct the mistakes.

WORKBOOK

p. 52, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 4.5, Grammar.

4.6 USE OF ENGLISH

Adverbs

I can form adverbs and qualify them with **really/quite/very.**





1 SPEAKING **Look at the photos. What are the advantages and disadvantages of each place? Where would you like to spend the weekend? Discuss with a partner.**

2 2.23 **Listen to Robbie trying to decide which place to go to. How many of your ideas in Exercise 1 does he mention? What does he decide to do and why?** He decides to go to his grandparents' farm in the country because he wants to get to know a local girl better.

3 2.23 **Listen again and choose the correct option.**

1 She doesn't speak *French very well* / *very well French*.
2 I speak *more well* / *better* than she does.
3 I stay up *late* / *lately*.
4 That sounds *extreme* / *extremely* boring.
5 Everybody goes to bed *really early* / *real early*.
6 Time goes *unbelievably slowly* / *unbelievably slow* in the country.

4 Read the LANGUAGE FOCUS. In your notebook, form appropriate adverbs from the adjectives in bold in sentences 1–6 below. Then put the words in the correct order to make sentences.

LANGUAGE FOCUS

Adverbs

- You use adverbs to modify verbs, adjectives and other adverbs.
- You form adverbs by adding *-ly, -y, -ily* to adjectives:
  *slow => slow**ly**, unbelievable => unbelievab**ly**, lucky => luck**ily**.*

Note: Some adverbs and adjectives have the same spelling:
hard, fast, late, early.
He is a fast runner./He runs fast.

- You never put an adverb between a verb and its object.

VERB OBJECT
*He speaks English **well**.* NOT ~~*He speaks well English.*~~

- Use adverbs of degree to modify adjectives and adverbs.

WEAKER		STRONGER
a little/a bit/slightly	*quite/rather/pretty*	*really/extremely/completely*
*She's **a little shy**.*	*My French is **pretty bad**.*	*Everybody goes to bed **really early**.*

- You form comparative adverbs with *more*:
  *Alice speaks **more clearly** than John.*

Note: Some comparative adverbs are irregular:
well => better, badly => worse, hard => harder.

1 go to bed / I / at the weekend / **real late**
2 eat / I / quite **healthy**
3 I / my money / **wise** / spend
4 **extreme easy** / new words / learn / I
5 **pretty fast** / drives / My father / his car
6 understand / My parents / I do / English / than / **good**

5 In your notebook, write the sentences in Exercise 4 so they are true for you.

6 USE OF ENGLISH **In your notebook, complete the second sentence with option A, B or C so that it has a similar meaning to the first.**

1 My house is not very far from the school.
My house is ___ near the school.
A very (B) quite
C completely

2 My cousin really hates meeting people.
My cousin is ___ shy.
(A) extremely B a little
C slightly

3 I don't get up early during the holidays.
I get up ___ during the holidays.
(A) late B lately
C more late

4 I don't sing as well as my best friend.
My best friend sings ___ than me.
A well B good
(C) better

5 I have to make more effort in English.
I have to work ___ in English.
A hardly B more harder
(C) harder

7 SPEAKING **In your notebook, write the sentences so they are true for you. Then compare your sentences with a partner.**

1 The countryside near my house is … [adverb] + [adjective]
The countryside near my house is extremely beautiful.
2 The streets in my neighbourhood are … [adverb] + [adjective]
3 The capital city is … [adverb] + [adjective]
4 My school is … [adverb] + [adjective]
5 I usually get to school … [comparative adverb] … my schoolmates
6 I speak English … [adverb] + [adverb]

Use of English page 127

Exercise 4

1 I go to bed really late at the weekend.
2 I eat quite healthily.
3 I spend my money wisely.
4 I learn new words extremely easily.
5 My father drives his car pretty fast.
6 My parents understand English better than I do.

REFERENCES

Audioscript **pp. 235–236**

EXTRA ACTIVITIES

Students look at the completed sentences in ex. 6. Have them discuss in pairs whether sentences 1, 3 and 4 are true for them. If they are not, they should correct the statements to make them true (e.g. *I get up rather early during the holidays*). Then ask students to write three true sentences about their partner using adverbs.

WORKBOOK

p. 53

NEXT CLASS

- Ask students to think about what kind of information they would include in a travel blog.
- Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 4.6, Use of English.

53

4.7 WRITING

A blog entry

I can write a description of a recent trip.

1 **In your notebooks, list as many British cities as you can think of in sixty seconds.**

2 **Read a blog about Bath. Which topics does the blogger mention?**

a Art and culture
b Food and drink
c Entertainment and nightlife
d General information
e Shopping
f Tourist highlights

3 SPEAKING **Would you like to visit Bath? Why?/ Why not? Discuss with a partner.**



13 January

Last weekend, I visited my cousin in Bath, Somerset, in the southwest of England. Bath is a popular tourist destination and is famous for its **historic sites**. Today's blog entry is about my visit.

I met my cousin on Saturday morning and we walked around the city. Bath is a lovely place. The centre is small, so most people tend to visit it on foot. It was very busy, but we saw some really beautiful architecture. For visitors, a walk along the river is **a must**.

We stopped for lunch in a traditional tearoom. One of the **local specialities** is the Sally Lunn Bun. It was delicious! After lunch, we went shopping. Bath has a wide **selection** of shops. According to fashion magazines, Bath is 'Britain's best fashion secret'. I bought a cool T-shirt, some sunglasses and a hat.

In the evening, we went to the Roman Baths. It is the most popular **attraction** in the city. If you're tired after a long day, I would definitely recommend relaxing in the thermal waters of Bath Spa. I thought it was wonderful!

Comments (8)



REFERENCES

Culture notes **p. 224**

EXTRA ACTIVITIES

- Photocopiable resource 26 A blog entry (15 min.) pp. 257, 295
- Briefly discuss blogs with the class. Ask: *Why do people write blogs? How often do you think they write them? Have you read any blogs? Why did you like them or not like them? What makes a blog interesting?* Listen to students' ideas about what kind of information you could include in a travel blog.

WORKBOOK

pp. 54–55, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask the students to look at the attractions in ex. 1 on p. 56 to prepare to discuss them.

FOCUS ON WORDS | Sightseeing

4 2.24 **In your notebook, write the words and phrases in purple in the blog which match the definitions below. Then listen, check and repeat.**

1 an interesting thing to see or do = attraction
2 choice or range = selection
3 food that you can only find here = local specialities
4 places that were important in the past = historic sites
5 something you should definitely see or do = a must

5 Read the WRITING FOCUS. Which of the underlined words in the blog in Exercise 2 complete the WRITING FOCUS correctly?

WRITING FOCUS

A blog entry

- Say when and/or why you visited
  Last week/weekend/month, etc. I went to .../I visited my cousin/friend/aunt in ...
- Introduce the place
  ... is a small/large city in ...
  ... is a popular tourist destination.
  ... is famous for its ...
- Give impressions or opinions
  It is a busy/interesting/[1] lovely *place.*
  Most people seem to/[2] tend *to ...*
  According to ...
  I thought it was great/[3] wonderful */a bit boring.*
  It (the food) was [4] delicious !
- Make recommendations
  I would (definitely) [5] recommend *(doing something).*
  For visitors, ... is a must.

6 SPEAKING **In your notebook, complete these sentences to describe your own town or region. Then compare your answers with a partner.**

1 _____ is famous for _____ .
2 For visitors, _____ is a must.
3 _____ is probably the most popular attraction.
4 One of the local specialities is _____ .
5 I would recommend _____ .

7 Read the LANGUAGE FOCUS. Find examples of comma use in the blog.

LANGUAGE FOCUS

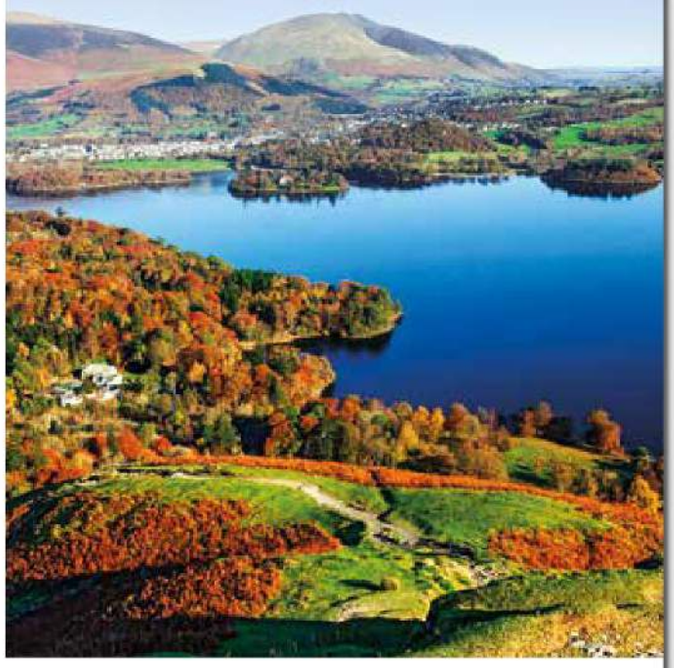
Punctuation – commas

- Put a comma between the names of cities and states or countries – [1] *Bath, Somerset*
- Use commas to separate three or more nouns in a list – [2] a cool T-shirt, some sunglasses and a hat
- Use commas to separate clauses in a sentence when they are joined by *but* or *so* –
  [3] The centre is small, so most people .../It was very busy, but ...
- Use a comma to separate an '*if* clause' from the main clause when the '*if* clause' is the first one in a sentence –
  [4] If you're tired after a long day, I would ...
- Use a comma after time expressions at the beginning of a sentence –
  [5] Last weekend, I visited .../In the evening, we went ...

8 Read the text about the Lake District and decide where commas should be added.

The Lake District

The Lake District, Cumbria is the UK's most popular national park. Every year, 15 million people visit the area. The landscape is wonderful – there are lakes, mountains, beaches and breathtaking views. The Lake District is the wettest place in England, but the dramatic skies are part of the attraction. Lake Windermere is eleven miles long and is a must for all visitors. If you enjoy walking, hiking, climbing or water sports, the Lake District is an ideal place for a holiday.



SHOW WHAT YOU'VE LEARNT

9 Do the writing task in your notebook. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Napisz notatkę na blog, w której opiszesz swoje wrażenia z pobytu w miejscu często odwiedzanym przez turystów. W swojej notatce:

- przedstaw odwiedzone miejsce i napisz, kiedy odbyła się ta wycieczka,
- na podstawie swoich doświadczeń opisz, co można tam robić,
- opisz swoje wrażenia i wyraź swoją opinię na temat miejsca,
- przekaż swoje rady czytelnikom.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość notatki powinna wynosić od 80 do 130 słów.

A few months ago, I visited ...

55

4.8 SPEAKING

Making suggestions

I can make suggestions and respond to them politely.

1 SPEAKING **Imagine you are visiting London. Which of these activities would you like to do and why? Discuss with a partner.**

SIX OF THE BEST THINGS TO DO IN LONDON



London by speedboat
- 7 days a week, all year
- Suitable for all ages!
- £35 for 50 minutes

Shopping
- Oxford Street shops: 8.30 a.m.–9 p.m., Sun 11.30 a.m.–6 p.m.
- Camden Market: Clothes, music, souvenirs. 10 a.m.–6 p.m. daily





The London Eye
Get the best view of London.
- 10 a.m.–9 p.m. every day
- Adult: £19, 15 and under: £10

The London Dungeon
Prepare to be scared!
- Tours from £20
- 10 a.m.–4 p.m. on Mon, Tue, Wed, Fri
  10 a.m.–5 p.m. on Sun, 10 a.m.–6 p.m. on Sat, 11 a.m.–4 p.m. on Thur



Shakespeare's Globe Theatre
- Experience *Romeo and Juliet* in Shakespeare's own theatre!
- Tickets: £20–£45
- Standing tickets from £5 only

Madame Tussauds
Come and see the Royal Family!
- 9 a.m.–6 p.m. daily
- Adult: £30 – save 50% when you book online



2 2.25 **Listen to Marcus and Ann. What do they decide to do? Which activities do they reject and why?**

3 2.25 **Listen again. Which of these expressions do you hear?**

SPEAKING FOCUS 19

Making suggestions
Do you fancy (going) …? ✓
Let's (go) … ✓
How about (going) …? ✓
We could (go)… ✓
(I think) we should (go) … ✓
What about (going) …?
Why don't we (go) …? ✓

Agreeing with suggestions
(That's a) good/great idea! ✓
(That) sounds good/great! ✓
Why not!

Disagreeing with suggestions
(I'm sorry) I'm not keen on …
I don't really like … ✓
I'd rather (go) … ✓
I'm not sure about that. ✓
Let's (go) … instead. ✓

4 2.26 **Decide which word from the SPEAKING FOCUS completes each expression in the dialogue correctly. Then listen and check.**

A: Do you fancy [1] ___going___ to the cinema tonight?
B: That's a good [2] ___idea___ ! What do you want to see?
A: The new film with Jennifer Aniston.
B: Oh no, I'm not [3] ___keen___ on romantic comedy. I'd [4] ___rather___ see an action film.
A: Okay, let's see the new James Bond [5] ___instead___ .
B: Great. How [6] ___about___ having a burger before we go?
A: Why [7] ___not___ ! We [8] ___could___ try that new burger bar in town.

5 SPEAKING **You are planning a day out in Edinburgh. Look at the tourist information. Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.**

A: Suggest an activity for the morning.
B: Agree and suggest something for the afternoon.
A: Disagree and suggest something different for the afternoon.
B: Disagree and suggest something else for the afternoon.
A: Agree and suggest something for the evening.
B: Agree.

National Museum of Scotland
10 a.m.–5 p.m.
Botanic Gardens
10 a.m.–6 p.m.
Climb a hill to get great views of the city
2 hours to climb up
Visit Edinburgh Castle
9.30 a.m.–5 p.m.
Comedy at 'Comedy Club'
8.30 p.m.–midnight
Ghost tour 'Dark secrets of old Edinburgh'
3 p.m.
Learn to do Scottish dancing
7 p.m.–midnight
Eat seafood in waterfront restaurants
7 p.m.–midnight



6 SPEAKING **Practise your dialogue. Then act it out to the class.**

Exercise 2
Decided to go to: Madame Tussauds; London Eye; Camden Market; Globe Theatre.
Reject: London Dungeon – too scary; Speedboat – too expensive; Oxford Street – not as much fun as Camden Market.

REFERENCES
Culture notes **p. 224**
Audioscript **p. 236**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES
- Interactive speaking video
- In pairs, students suggest things to do at the weekend and their partner agrees or disagrees. They make a list of things they have agreed to do.

WORKBOOK
p. 56

NEXT CLASS
Ask students to study the Word list on p. 57.

56

4.1 Vocabulary 4.25

basement /'beɪsmənt/ piwnica
bedside table /,bedsaɪd 'teɪbəl/ stolik nocny
block of flats /,blɒk əv 'flæts/ blok mieszkalny
bookcase /'bʊk-keɪs/ regał na książki
brick /brɪk/ cegła
bungalow /'bʌŋgələʊ/ dom parterowy
carpet /'kɑ:pət/ dywan
chest of drawers /,tʃest əv 'drɔ:z/ komoda
comfortable /'kʌmftəbəl/ wygodny
concrete /'kɒŋkri:t/ beton
cooker /'kʊkə/ kuchenka
cosy /'kəʊzi/ przytulny
cottage /'kɒtɪdʒ/ domek wiejski
cupboard /'kʌbəd/ szafka
desk /desk/ biurko
detached house /dɪ,tætʃt 'haʊs/ dom wolnostojący
do the cooking /,du: ðə 'kʊkɪŋ/ gotować
do the gardening /,du: ðə 'gɑ:dnɪŋ/ pracować w ogrodzie
do the housework /,du ðə 'haʊswɜ:k/ wykonywać prace domowe
do the ironing /,du: ði 'aɪənɪŋ/ prasować
do the shopping /,du: ðə 'ʃɒpɪŋ/ robić zakupy
do the washing /,du: ðə 'wɒʃɪŋ/ prać
do the washing-up /,du: ðə ,wɒʃɪŋ 'ʌp/ zmywać
do your homework /,du: jɔ: 'həʊmwɜ:k/ odrabiać zadanie domowe
downstairs /,daʊn'steəz/ na dole
fridge /frɪdʒ/ lodówka
front door /,frʌnt 'dɔ:/ drzwi frontowe
glass /glɑ:s/ szkło
in a village /,ɪn ə 'vɪlɪdʒ/ w wiosce
in the city centre /,ɪn ðə ,sɪti 'sentə/ w centrum miasta
in the countryside /,ɪn ðə 'kʌntrisaɪd/ na wsi
in the suburbs /,ɪn ðə 'sʌbɜ:bz/ na przedmieściach
interior wall /ɪn,tɪəriə 'wɔ:l/ ścianka działowa
kitchen sink /,kɪtʃən 'sɪŋk/ zlew kuchenny
ladder /'lædə/ drabina
make a complaint /,meɪk ə kəm'pleɪnt/ złożyć zażalenie
make a decision /,meɪk ə dɪ'sɪʒən/ podjąć decyzję
make a mess /,meɪk ə 'mes/ zrobić bałagan
make a noise /,meɪk ə 'nɔɪz/ hałasować
make dinner /,meɪk 'dɪnə/ ugotować obiad
make your bed /,meɪk jɔ: 'bed/ pościelić łóżko
metal /'metl/ metal
modern /'mɒdn/ nowoczesny
narrow /'nærəʊ/ wąski
natural light /,nætʃərəl 'laɪt/ naturalne światło
near the sea /,nɪə ðə 'si:/ blisko morza
neighbour /'neɪbə/ sąsiad
on a housing estate /,ɒn ə 'haʊzɪŋ ɪ,steɪt/ na osiedlu
on the edge of the city /,ɒn ði 'edʒ əv ðə 'sɪti/ na obrzeżach miasta
on the first floor /ɒn ðə ,fɜ:st 'flɔ:/ na pierwszym piętrze
on the ground floor /ɒn ðə ,graʊnd 'flɔ:/ na parterze
on the second floor /ɒn ðə ,sekənd 'flɔ:/ na drugim piętrze
on the top floor /ɒn ðə ,tɒp 'flɔ:/ na najwyższym piętrze
open-plan /,əʊpən 'plæn/ bez ścianek działowych
radiator /'reɪdieɪtə/ kaloryfer
semi-detached house /,semidɪ,tætʃt 'haʊs/ dom bliźniaczy, bliźniak
shelf /ʃelf/ półka
spacious /'speɪʃəs/ przestronny
stairs /steəz/ schody
stone /stəʊn/ kamień
terraced house /,terəst 'haʊs/ dom szeregowy
traditional /trə'dɪʃənəl/ tradycyjny
upstairs /,ʌp'steəz/ na piętrze
wardrobe /'wɔ:drəʊb/ szafa na ubrania
wide /waɪd/ szeroki
wood /wʊd/ drewno
wooden floor /,wʊdn 'flɔ:/ drewniana podłoga

4.2 Grammar 4.26

accommodation /ə,kɒmə'deɪʃən/ zakwaterowanie
community /kə'mju:nəti/ społeczność
couch /kaʊtʃ/ kanapa
feel at home /,fi:l ət 'həʊm/ czuć się jak w domu
feel homesick /,fi:l 'həʊm,sɪk/ tęsknić za domem
free /fri:/ darmowy, bezpłatny
host /həʊst/ gospodarz
houseboat /'haʊsbəʊt/ łódź mieszkalna
luxury /'lʌkʃəri/ luksusowy
member /'membə/ przedstawiciel, członek
neighbourhood /'neɪbəhʊd/ okolica
studio apartment /'stju:diəʊ ə,pɑ:tmənt/ kawalerka

4.3 Listening 4.27

come round /,kʌm 'raʊnd/ przyjść w odwiedziny
get away from /,get ə,weɪ 'frəm/ uciec od
keep sb out /,ki:p ,sʌmbədi 'aʊt/ nie wpuszczać kogoś
lamp /læmp/ lampa
let sb in /,let ,sʌmbədi 'ɪn/ wpuścić kogoś do środka
shell /ʃel/ muszla
souvenir /,su:və'nɪə/ pamiątka
stay in /,steɪ 'ɪn/ zostać w domu

4.4 Reading 4.28

abandon /ə'bændən/ porzucać
ancient /'eɪnʃənt/ starożytny
attract /ə'trækt/ przyciągać
breathtaking view /,breθteɪkɪŋ 'vju:/ widok zapierający dech w piersiach
busy /'bɪzi/ ruchliwy, zatłoczony
camel /'kæməl/ wielbłąd
cave /keɪv/ jaskinia
crater /'kreɪtə/ krater
dense /dens/ gęsty
desert /'dezət/ pustynia
develop underwater vision /dɪ'veləp ,ʌndə'wɔ:tə 'vɪʒən/ wykształcić umiejętność widzenia pod wodą
dry /draɪ/ suchy
electricity /ɪ,lek'trɪsəti/ energia elektryczna
historic monument /hɪ,stɒrɪk 'mɒnjəmənt/ zabytek
hot springs /,hɒt 'sprɪŋz/ gorące źródła
humid /'hju:mɪd/ wilgotny
impressive /ɪm'presɪv/ robiący wrażenie
island /'aɪlənd/ wyspa
landscape /'lændskeɪp/ krajobraz
lush /lʌʃ/ bujny
mining /'maɪnɪŋ/ górniczy
mountain /'maʊntən/ góra
move (house) /,mu:v ('haʊs)/ przeprowadzić się
nomadic tribe /nəʊ,mædɪk 'traɪb/ plemię koczownicze
population /,pɒpjə'leɪʃən/ liczba ludności
rainforest /'reɪnfɒrəst/ las deszczowy
rock /rɒk/ skała
ruins /'ru:ənz/ ruiny
scorching /'skɔ:tʃɪŋ/ skwarny
stilt /stɪlt/ pal
tourist destination /'tʊərəst destə,neɪʃən/ cel wycieczek turystycznych
trading centre /'treɪdɪŋ ,sentə/ centrum handlu
traffic jam /'træfɪk ,dʒæm/ korek uliczny
treehouse /'tri: haʊs/ dom na drzewie
turquoise ocean /,tɜ:kwɔɪz 'əʊʃən/ turkusowy ocean
vegetation /,vedʒɪ'teɪʃən/ roślinność
volcanic /vɒl'kænɪk/ wulkaniczny
volcano /vɒl'keɪnəʊ/ wulkan

4.5 Grammar 4.29

ceiling /'si:lɪŋ/ sufit
house-warming party /'haʊswɔ:mɪŋ ,pɑ:ti/ parapetówka
sheet /ʃi:t/ prześcieradło
warn /wɔ:n/ ostrzegać
dress up as /,dres 'ʌp əz/ przebierać się za

4.6 Use of English 4.30

a little/a bit/slightly /ə 'lɪtl/ə 'bɪt/'slaɪtli/ trochę, odrobinę, nieco
badly /'bædli/ źle
completely /kəm'pli:tli/ zupełnie
extremely /ɪk'stri:mli/ niezmiernie
luckily /'lʌkɪli/ na szczęście
quite/rather/pretty /kwaɪt/'rɑ:ðə/'prɪti/ całkiem, dość
really /'rɪəli/ naprawdę
stay up /,steɪ 'ʌp/ nie kłaść się spać
unbelievably /,ʌnbə'li:vəbli/ niewiarygodnie
well /wel/ dobrze

4.7 Writing 4.31

a must /ə 'mʌst/ rzecz obowiązkowa, konieczność
according to /ə'kɔ:dɪŋ tə/ według
architecture /'ɑ:kətektʃə/ architektura
attraction /ə'trækʃən/ atrakcja
be famous for /bi 'feɪməs fə/ być znanym z
delicious /dɪ'lɪʃəs/ pyszny, wyśmienity
entertainment /,entə'teɪnmənt/ rozrywka
historic site /hɪ,stɒrɪk 'saɪt/ zabytek, historyczne miejsce
local speciality /,ləʊkəl ,speʃi'ælәti/ miejscowa specjalność
lovely /'lʌvli/ uroczy, cudowny, śliczny
nightlife /'naɪtlaɪf/ życie nocne
on foot /,ɒn 'fʊt/ pieszo
recommend /,rekə'mend/ polecać
selection of /sə'lekʃən əv/ asortyment, wybór
tend to /'tend tə/ mieć w zwyczaju
tourist highlight /,tʊərəst 'haɪlaɪt/ główna atrakcja turystyczna
wonderful /'wʌndəfəl/ cudowny

4.8 Speaking 4.32

adult /'ædʌlt/ dorosły
castle /'kɑ:səl/ zamek
daily /'deɪli/ codziennie, dziennie
hill /hɪl/ wzgórze
river /'rɪvə/ rzeka
royal family /,rɔɪəl 'fæməli/ rodzina królewska
suitable /'su:təbəl/ odpowiedni
waterfront restaurant /,wɔ:təfrʌnt 'restərɒnt/ restauracja nadbrzeżna (z widokiem na wodę)

WORD LIST ACTIVITIES

• Divide students into teams and play *True or False?* Ask teams in turn true/false questions about the vocabulary on the Word List, e.g. *A basement is at the top of a house. True or false?* (F) *You can use the word 'cosy' to describe a house. True or false?* (T) *The translation for the word 'carpet' is … – true or false? You use the verb 'do' with the phrase 'a complaint'. True or false?* (F), etc. The team with the most points wins. Students can also play in groups once they understand the game.

• Students work in pairs. They write anagrams for their partner, e.g. *WUNBGAOL* (bungalow), *ASNTEMEB* (basement), *OGHINUS SATEET* (housing estate). They can tell their partner the word category to help them.

FOCUS REVIEW 4

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Które z podanych wyrazów poprawnie uzupełniają zdania? Dwa wyrazy nie pasują do żadnego zdania.

bungalow centre cupboard drawers suburbs temperatures vegetation

1 There is a new housing estate in the ___suburbs___ of the city. You can get there by bus.
2 Last month my family moved to a modern ___bungalow___ with a large garden.
3 This chest of ___drawers___ is too small for my clothes. I need a big wardrobe.
4 Singapore is an important trading ___centre___ in Asia. That's why the port there is so big.
5 Many popular tourist destinations have scorching ___temperatures___ in summer.

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 The Eiffel Tower is probably the most popular tourist ___attraction___ in Paris. **ATTRACT**
2 This is a ___traditional___ costume worn by young men on special occasions. **TRADITION**
3 My room in the new house is much more ___spacious___ than in the old flat. **SPACE**
4 The room was cosy with ___wooden___ stairs leading up to the next floor. **WOOD**
5 Our neighbours play loud music nearly every night. We've made several ___complaints___ . **COMPLAIN**

3 Wykorzystaj podane wyrazy i przekształć zdania, zachowując ich sens.

1 They moved to Venice in 2016. **LIVED**
They ___have lived in Venice since___ 2016.
2 Liz started working for a coachsurfing service two years ago. **WORKED**
Liz ___has worked___ for a couchsurfing service for two years.
3 They last saw Paul in January. **SINCE**
They ___haven't seen Paul since___ January.
4 When did you first meet Karen? **KNOWN**
How long ___have you known___ Karen?
5 I stopped travelling abroad three years ago. **FOR**
I ___haven't travelled/been abroad for___ three years.

4 Jakie formy czasowników podanych w nawiasach poprawnie uzupełniają zdania?

1 Are you moving house on Saturday? I ___'ll help___ you if you like. (help)
2 I'm sorry I can't come. I ___'m starting___ a language course this evening. (start)
3 We ___'re going to meet___ on Friday night, but we still don't know where exactly. (meet)
4 Hi, Jack! It's Sue. What time ___are___ you ___coming___ tomorrow? (come)
5 'Was that the doorbell?' 'Yes, I ___'ll answer___ it!' (answer)
6 I ___'ll___ probably ___stay___ in tonight. I feel so tired. (stay)

ŚRODKI JĘZYKOWE

Wybór wielokrotny; pary zdań

5 Przeczytaj poniższe minidialogi. Która z podanych opcji A–C poprawnie uzupełnia wypowiedź?

WSKAZÓWKA
Zastanów się, jakie słowa, struktury lub funkcje językowe są testowane w każdym z dialogów. Sprawdź, czy wybrana przez ciebie opcja pasuje do luki pod względem poprawności językowej i czy najlepiej uzupełnia zdanie pod względem znaczenia.

1 X: What are your neighbours like?
Y: We haven't got any close neighbours. We live in a ___ house in the countryside.
A terraced (B) detached C semi-detached
2 X: Do you fancy going to the cinema?
Y: I'm not sure about that. ___ go swimming.
A How about (B) Let's C I would recommend
3 X: How long have you lived here?
Y: Not very long. ___ .
(A) For a few weeks. B Since I was born.
C A few weeks ago.
4 X: Is Tamara going to the party?
Y: No, she isn't ___ dancing and is a bit shy.
A rather B like (C) keen on
5 X: Has your uncle seen your new house?
Y: I don't think so. ___ .
A I'll keep him out. B I won't let him in.
(C) He's coming round tomorrow.
6 X: Do most people you know tend to eat ___ ?
Y: Yes, they try to avoid fast food.
A healthy (B) healthily C unhealthily

6 Która z podanych opcji A–C poprawnie uzupełnia luki w obydwu zdaniach każdej pary?

1 I'll ___ dinner. What would you like?
Can you tidy your room, please, and ___ your bed?
A do (B) make C prepare
2 What ancient ___ would you like to visit?
Do you fancy walking around in the ___ centre?
(A) city B monument C trading
3 There are a lot of places to ___ the shopping in my town.
It's best to ___ the washing-up right after the meal.
(A) do B go C make
4 I'd ___ take a taxi to the suburbs.
Put on a coat – it's ___ cold outside.
A quite B like (C) rather
5 We were ___ surprised when we heard the news.
There was ___ table next to the sofa.
(A) a little B slightly C so
6 The shops aren't ___ on Sunday afternoons.
We used to live in a/an ___-plan flat.
A working B closed (C) open

EXTRA ACTIVITIES

- Photocopiable resources 59–60
Gapped sentences (12 min.)
pp. 264–265, 333–334
- Photocopiable resources 61–62
Multiple choice cloze (dialogues)
(12 min.) pp. 265, 335–336

58

SŁUCHANIE

Dobieranie

7 2.27 **Usłyszysz dwukrotnie cztery wypowiedzi dotyczące życia na obrzeżach dużego miasta. Dopasuj zdania A–E do wypowiedzi 1–4. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

WSKAZÓWKA
Zdania mogą przekazywać wnioski wynikające z informacji zawartych w wypowiedzi, opisywać intencję autora lub określać kontekst wypowiedzi.

The speaker:
A feels a member of the community in the suburbs.
B has changed his/her opinion about living in the suburbs. 2
C isn't sure if he/she will do his future job in the suburbs. 1
D addresses people who don't want to live in the city centre. 4
E presents people's opinions about living in the suburbs. 3

MÓWIENIE

8 Opisz zdjęcie i odpowiedz na dotyczące go pytania.



1 What are the girls going to do next, in your opinion?
2 How do you help with the housework in your home?
3 Tell us about a situation when you or someone you know had to clean the flat after a party.

9 Pracując w parach, wykonajcie zadanie.

UCZEŃ A
Chcesz wziąć udział w wakacyjnym kursie języka angielskiego w Wielkiej Brytanii. Rozmawiasz z pracownikiem szkoły językowej na temat zakwaterowania u angielskiej rodziny. Poniżej podane są cztery kwestie, które musisz omówić. Rozmowę rozpoczynasz ty.

Lokalizacja	Cena
Niezbędne wyposażenie	Obowiązki domowe

UCZEŃ B
Jesteś pracownikiem szkoły językowej w Wielkiej Brytanii, w której w czasie wakacji ma się uczyć uczeń A. Rozmowa dotyczy zakwaterowania u angielskiej rodziny. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczyna uczeń A.

- *Our school is in the centre and the prices there are high.*
- *You will have access to the Internet but students can't download music or films.*
- *This will depend on the type of room. Of course, a single room will be more expensive.*
- *You will have to clean your room every week or pay £20 extra.*

PISANIE

Wpis na blogu

10 Przeczytaj zadanie. Zdecyduj, w jakiej kolejności zdania a–d powinny pojawić się w opisie na blogu.

Twoja klasa była ostatnio na wycieczce. Podziel się na blogu swoimi wrażeniami z tego wyjazdu. We wpisie:
- wyjaśnij, jakie miasto w Polsce odwiedziliście i kiedy odbyła się wycieczka,
- wyraź i uzasadnij swoją opinię na temat odwiedzonego miasta,
- napisz, co szczególnie polecasz innym osobom odwiedzającym to miasto,
- opisz problem, który nieoczekiwanie wystąpił, i sposób jego rozwiązania.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość wpisu powinna wynosić od 80 do 130 słów.

a Toruń is not a very big city but it's a lovely place. 2
b Unfortunately, we missed our train back to Warsaw. 4
c I would recommend visiting the planetarium. 3
d Last month we went on a class trip to Toruń. 1

11 Wykonaj zadanie w ramce z ćwiczenia 10.

REFERENCES
Audioscript **p. 236**
MiniMatura writing assessment criteria
Matura speaking test assessment criteria

EXTRA ACTIVITIES
- Photocopiable resource 27 *Accommodation* (speaking; 15 min.) pp. 257–258, 296–297
- Photocopiable resource 28 Sentence translation (15 min.) pp. 258, 298
- Extra digital activities: Listening and Use of English

NEXT CLASS
- Ask students to do Self-check 4.10, WB pp. 58–59, as homework.
- Ask students to prepare for Unit 4 MiniMatura and Matura speaking test 4: Testing Programme, Unit 4.
- Ask students to prepare for Cumulative test 2: Testing Programme, Unit 4.

59

5

Time to learn

Tell me and I forget, teach me and I remember, involve me and I learn.
Benjamin Franklin

Some copies of Student's Books may contain an incorrect reference to page 150.

VIDEO


BBC
South Korean schools
20
Lesson 5.1


GRAMMAR ANIMATION
Lesson 5.2 21
Lesson 5.5 22


FOCUS VLOG
About education 23
Lesson 5.5


INTERACTIVE SPEAKING VIDEO
Lesson 5.8 24

5.1 VOCABULARY

Places in school • education • phrasal verbs • collocations

I can use language related to school life and equipment.

SHOW WHAT YOU KNOW

1 SPEAKING **Look at the words and discuss your favourite/least favourite place in school. Where do you spend most time?**

canteen/cafeteria classroom corridor gym library playground reception school hall school office science lab sports field staff room

2 **Read three descriptions of different school systems. Which text describes a school in Brazil, Finland and Japan? For the answers, go to page 142.** 1 – In Finland, 2 – In Brazil, 3 – In Japan

1 Our school is quite informal – we can call our teachers by their first names. We don't move up to secondary school when we're 11 because we attend the same comprehensive school from 7 to 16. All our classes are mixed ability. The curriculum includes academic subjects but also Art, Music and PE, with only about 30 minutes of homework every day. We're lucky – we don't have to pay tuition fees to do a degree at university.



2



School is compulsory between the ages of 6 and 14. Our school terms are from February to June and August to December. We break up in December for our summer holiday. I set off for school very early because my lessons start at 7 a.m. and finish at 12. My school's open all day to cope with the high numbers of students. There are three sessions, from 7 to 12, 12 to 5 and 5 to 10 o'clock in the evening. In the afternoon I do after-school activities like football or music. When I finish high school, I'll take an entrance exam to get into university.

3 English is my favourite subject, but I can't keep up with all the homework! We have to learn lists of vocabulary by heart. At elementary school, the timetable includes earthquake practice. If there's an earthquake when children are outside, they have to line up in the playground. At the end of the day, we have to clean our classroom. Most of my classmates will go to university. In my country, 50% of the population are university graduates.



REFERENCES

Audioscript **pp. 236–237**
Videoscript **p. 247**
Using videos in the classroom **p. T14**
How to work with projects **p. T17**

EXTRA ACTIVITIES

- BBC video. Video worksheet 5.1 in the WB, p. 71.
- Photocopiable resource 29 *Mind your step!* (15 min.) pp. 258, 299
- Photocopiable resource 30 Test yourselves (10 min.) pp. 258, 300
- Extra digital activities: Vocabulary Checkpoint
- Students choose five new words from this lesson that they want to remember and write sentences about their lives.

3 **Compare the descriptions with your own school system. Find a piece of information for each line in the table. Make notes in your notebook.**

This is true for me/my school	
This isn't true for me/my school	
I like this	
I don't like this	
This is interesting, strange or unusual	

4 2.28 **Listen to a UK school head teacher. What did she change in her school and why?**

5 2.28 **Listen again. Which three problems were the result of sleepiness?**

1 Students dropped subjects.
2 Students thought that teachers set too much homework.
3 Students didn't hand in their homework on time.
4 Students skipped lessons. ✓
5 Students couldn't pay attention in class. ✓
6 Students made lots of mistakes. ✓

6 SPEAKING **In your notebook, prepare a timetable for 'perfect school day'. Compare it with your classmates. Who has the best day?**

FOCUS ON WORDS | Education

7 2.29 **In your notebook, complete the list with the words or phrases in red in the text. Add a translation. Then listen, check and repeat.**

1 academic subjects = przedmioty akademickie
2 after-school activities = zajęcia pozalekcyjne
3 classmate = kolega z klasy
4 compulsory = obowiązkowy
5 curriculum = program nauczania
6 learn by heart = uczyć się na pamięć
7 mixed ability = klasa dla uczniów o różnym poziomie zaawansowania
8 term = semestr
9 timetable = plan lekcji
10 university graduate = absolwent wyższej uczelni

8 **In your notebook, complete the sentences with words or phrases in Exercise 7. Which sentences are true for you?**

In my school …
1 it's compulsory to wear a school uniform.
2 the school year starts in September and is divided into three terms .
3 students at the same level learn together. There are no mixed ability classes.
4 we focus on academic subjects . Personally, I prefer subjects like drama and PE.
5 our English teacher gives us long lists of vocabulary to learn by heart .
6 the history curriculum only covers the twentieth century.
7 the timetable includes a break in the morning and a long break for lunch.
8 I get on really well with all my classmates .

FOCUS ON WORDS | Phrasal verbs

9 2.30 **In your notebook, write the base form of the underlined phrasal verbs in the text and in Exercise 5 to match the definitions. Then listen, check and repeat.**

1 stop working at the end of term = break up
2 manage a difficult situation = cope with
3 get a place (at university) = get into
4 give a piece of work to a teacher = hand in
5 learn at the same speed as other students = keep up with
6 stand in a line = line up
7 change to the next level, year or school = move up

10 **In your notebook, complete the sentences with the correct particle and your own ideas. Then compare your sentences with a partner.**

1 We break up for summer on [*date*] _____ .
2 The last piece of homework I handed in was [*subject*] _____ .
3 It's hard to keep up with all the homework in [*subject*] _____ .
4 Next year I'll move up to [*year/school*] _____ .
5 If you want to get into university, you have to pass [*name/type of exam*] _____ .
6 The thing I find most difficult to cope with at school is [*your idea*] _____ .

FOCUS ON WORDS | Collocations

11 2.31 **In your notebook, complete the collocations with the base form of the highlighted words in the text and in Exercise 5. Then listen, check and repeat.**

1 pay attention
2 do /get/have **a degree**
3 take /pass/fail/revise for **an exam**
4 pay tuition fees
5 set /do/hand in/mark **homework**
6 skip /miss **lessons**
7 make /learn from **mistakes**
8 attend /go to/start/finish/leave **school**
9 drop /take **a subject**

12 SPEAKING **In your notebook, complete the statements with the correct verb. Sometimes more than one answer is possible. Do you agree with the statements? Why?/Why not? Tell your partner.**

1 Parents should pay a fine if their children skip/miss lessons.
2 It's impossible to pay attention in class straight after lunch.
3 You shouldn't have to pay university tuition fees. All education should be free.
4 English teachers don't set enough homework. We want more!
5 You have to go to university and do/get a degree if you want a good job.
6 Students should be able to drop a subject if they are not interested in it.

Exercise 4
The head teacher changed the timetable to start later to fit in with teenagers' body clocks to help them get enough sleep.

WORKBOOK
pp. 60–61, including *Show What You've Learnt*

NEXT CLASS
- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 5.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 62.

PROJECT
Work in groups. Think of a team sport. Create a presentation about it to explain the rules, where it is played and what you need to play it. Then present it to your class.

5.2 GRAMMAR

First Conditional

I can use the First Conditional to predict possible results of actions or situations.

1 SPEAKING **Read UK TODAY. What is a gap year? Do you think it's a good thing to do? Do young people in Poland tend to take a gap year? Why?/Why not? Discuss with a partner.**

UK TODAY

Did you know that about 10 percent of students in the UK do a gap year between leaving school and going to university?

What do they do?
• travel abroad • go backpacking • do voluntary work

Where do they go?
• Africa • Southeast Asia
• Australia and New Zealand • South America

How much does it cost?
Usually about £4,000.

Exercise 2
Dad is against, mum is in favour.

2 2.32 **Look at the photo of Ricky's parents and read the sentences. Who do you think is in favour of Ricky doing a gap year and who is against? Listen and check.**

3 **Read the GRAMMAR FOCUS. Which First Conditional forms in blue in Exercise 2 complete the examples correctly?**

GRAMMAR FOCUS 21

First Conditional

- You use the **First Conditional** to predict the future result of an action.

action	→	future result
***if* + Present Simple**		***will/won't* + verb**

If he [1] ___goes___ *to South America next year,*
he [2] ___'ll go___ *to university the year after.*
If he ***doesn't go*** *to university, he* ***won't get*** *a decent job.*

- You can put the *if* clause after the main clause.
He'll ***waste*** *a year* ***if*** *he* ***goes*** *travelling.*

4 2.32 **In your notebook, match the halves of sentences from the conversation. Then listen again and check.**

1 If Ricky doesn't go to university this year, b
2 He'll get a lot out of it e
3 He'll do bungee jumps and get a tattoo a
4 If he goes away on his own, c
5 If he doesn't do anything on his own, d

a if he does a gap year.
b he'll never go.
c he'll get into trouble.
d he'll never be independent.
e if he goes to South America.

VIDEO 21



5 2.33 **What other reasons might Ricky have for going to South America? Listen and check your ideas.**
to learn languages, to see a girl

6 2.33 **In your notebook, complete the sentences with the correct form of verbs in brackets. Then listen again and check.**

1 He thinks if I ___go___ (go) travelling, I ___won't go___ (not go) to university when I come back.
2 If I ___tell___ (tell) them the truth, they definitely ___won't let___ (not let) me go.
3 You ___won't learn___ (not learn) any Spanish if you ___visit___ (visit) her!
4 If my dad ___doesn't agree___ (not agree), I ___won't be able___ (not able) to go.
5 If your mum ___thinks___ (think) it's a good idea, she ___'ll convince___ (convince) your dad.

7 SPEAKING **Work in groups of three. Look at the prompts and practise the conversation as in the example.**

A (student's wish)	B (positive parent)	C (negative parent)
1 live abroad	new culture	miss friends
2 join a band	have a lot of fun	not do schoolwork
3 part-time job	earn money	get up early

A: I want to live abroad.
B: Great! If you live abroad, you'll learn about a new culture.
C: Oh dear. If you live abroad, you'll miss all your friends.

Grammar page 128

REFERENCES

Culture notes **p. 224**
Audioscript **p. 237**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 31

An optimistic scenario (10 min.)
pp. 258, 301
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 62, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 5.2, Grammar.
- Ask students to write two tips for studying for exams. Use their ideas to discuss the tips in ex. 1 on p. 63.

5.3 LISTENING

Answering questions

I can understand the main points of a narrative conversation about a familiar topic.

1 SPEAKING **Read the tips for dealing with exam stress. Which tips do you usually follow? Can you add any more tips? Discuss with a partner.**

Get rid of exam stress

- ✓ Create a revision schedule – and follow it! ✓
- ✓ Don't get exhausted – get plenty of sleep.
- ✓ Study in a group from time to time. ✓
- ✓ Be positive – imagine yourself passing the exam. ✓
- ✓ Take regular breaks – do things you enjoy. ✓
- ✓ Remember, it's only an exam. You won't die if you fail!

2 2.34 **Listen to Grace and Tom talking about exams. Which tips in Exercise 1 does Grace mention?**

3 **Read questions 1–6 in the LISTENING FOCUS. In your notebook, match the underlined words and phrases with the words and phrases in the box.**

alone	___	blame Grace	___
enjoy yourself	___	marks	___
nervous	___	take it easy	___

LISTENING FOCUS Answering questions

4 2.34 **Listen to the conversation again and answer the questions.**

1 What sort of grades does Tom get in school?
2 Why does Grace want Tom to relax?
3 What does Grace think about studying on your own?
4 How does Grace deal with being stressed about exams?
5 Why is Tom not keen to go out and have a good time before the exams?
6 Why will Tom say it's Grace's fault if he fails his exams?

5 **Do you have to take an entrance exam to get into university in your country? Read the information about British universities. Is the missing word a noun or a number?**

How to get a place at University in Britain



1 Apply for a place at university when you're in your last year of secondary school: Year 13 . number
2 You can apply to five universities. number
3 To get into university, you have to get good grades in three or four A levels. noun
4 To get into Oxford or Cambridge University, you have to take an entrance exam . noun
5 Last year 600,000 students applied for 400,000 university places. number
6 You have to pay university tuition fees up to £ 9,000 a year. number

Notes:
A levels = Advanced level exams.
Students usually do A levels at eighteen.

6 2.35 **Listen. In your notebook, write the words which complete the information sheet in Exercise 5.**

7 **In groups, write an information sheet which explains how to get a place at university in Poland.**

PRONUNCIATION FOCUS

8 2.36 **Listen and decide which number you hear. Then listen again and repeat.**

1 (15.1)	50.1	4 (18.18)	80.18
2 (170)	117	5 14,440	(40,414)
3 13,990	(30,919)	6 660,000	(616,000)

9 **In your notebook, write six similar numbers. Take it in turns to dictate them to your partner. Check your answers.**

FOCUS ON WORDS | *get*

10 2.37 **In your notebook, put the collocations and phrasal verbs with *get* under the correct heading. Then listen, check and repeat.**

~~get exhausted~~ get good grades get ill get a job
get into trouble get nervous get rid of sth

***get* + adjective or past participle = become**
1 *get exhausted* 2 get ill 3 get nervous
***get* + noun = buy, obtain or receive**
4 get good grades 5 get a job
phrases and phrasal verbs with *get*
6 get into trouble 7 get rid of sth

Exercise 3

alone – on your own
enjoy yourself – have a good time
nervous – stressed
blame Grace – say it's Grace's fault
marks – grades
take it easy – relax

Exercise 4

1 Good ones.
2 Because otherwise she thinks he'll get ill.
3 She thinks it's a bad idea.
4 She tries to be positive and imagine herself knowing all the answers.
5 Because he always feels stressed out before exams and wants to use every minute to revise.
6 Because she is making him do things he is not sure about, such as going out tonight.

REFERENCES
Culture notes **p. 224**
Audioscript **pp. 237–238**

EXTRA ACTIVITIES
Students listen to the conversation between Tom and Grace again and then role-play it.

WORKBOOK
p. 63

NEXT CLASS
Ask students to make short notes about Michael Phelps, Dr Temple Grandin, Keira Knightley and Richard Branson.

Exercise 2
3 Words not in the text are 'food' and 'money'.

5.4 READING

Matching

I can scan a short text to locate specific information.

1 SPEAKING **Look at the photos and the title of the article. Discuss the questions.**

1 What do you know about the people? What are they famous for?
2 What do you think the text is about?
3 Which of the words and phrases in the box do you expect to see in the text?

ability animals autism dyslexia food hard work help learning disorders money strong successful support

2 **Read the text and check your ideas in Exercise 1.**

READING FOCUS Matching

3 **Read the text again. In your notebook, match questions 1–6 with the people described in the text. Write MP, TG, KK or RB.**

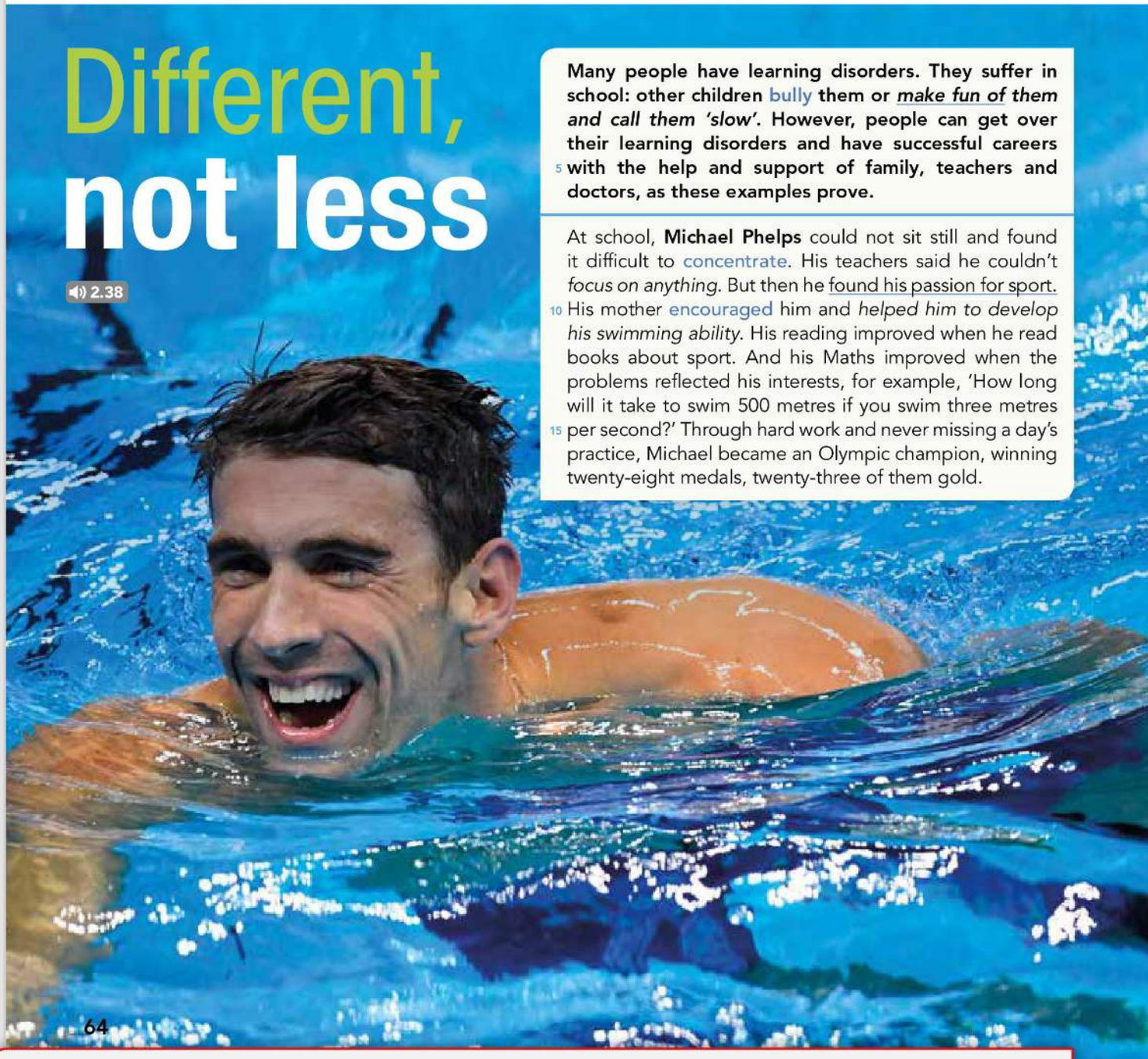
1 Which person's teacher changed his/her life in a positive way? TG
2 Who is able to concentrate on his/her strengths because of his/her learning disorder? RB
3 Who became better at something when learning about his/her favourite subject? MP
4 Who changed in a positive way thanks to getting over his/her learning difficulties? KK
5 Who did something to help others understand a learning disorder? TG
6 Which person got over his/her difficulties to have a job of his/her dreams? KK

Different, not less

2.38

Many people have learning disorders. They suffer in school: other children bully them or *make fun of them and call them 'slow'*. However, people can get over their learning disorders and have successful careers with the help and support of family, teachers and doctors, as these examples prove.

At school, **Michael Phelps** could not sit still and found it difficult to concentrate. His teachers said he couldn't *focus on anything*. But then he found his passion for sport. His mother encouraged him and *helped him to develop his swimming ability*. His reading improved when he read books about sport. And his Maths improved when the problems reflected his interests, for example, 'How long will it take to swim 500 metres if you swim three metres per second?' Through hard work and never missing a day's practice, Michael became an Olympic champion, winning twenty-eight medals, twenty-three of them gold.



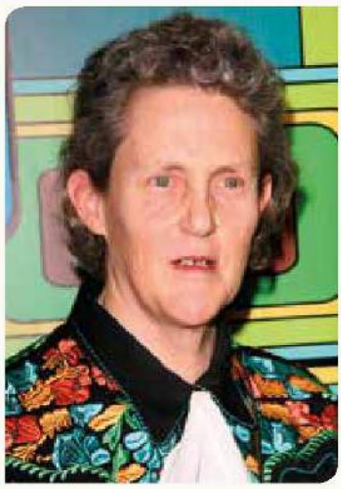
64

REFERENCES

Culture notes **p. 225**

EXTRA ACTIVITIES

- Ask students to answer question 1 in ex. 1 using the notes they have prepared.
- Students write true and false sentences about the people in the Reading text. They exchange the sentences with a partner who decides whether the sentences are true or false and corrects the false ones.
- Students do a role-play in pairs. Student A is an interviewer on a TV chat show, Student B chooses one of the people in the reading text. Student A interviews Student B about his or her learning disorders.



In the world of autism, **Dr Temple Grandin** is an important voice. Autistic herself, she is an expert on how to teach people with autism, and she *has written six books about the condition.* She describes herself as a visual thinker and says that *her mind is like Google Images.* School was difficult for her because she didn't think in the same way as other children. But one summer, she worked on a farm and discovered that she 'understood animals'. At school, her Science teacher became her mentor. With *his help and support*, Grandin became interested in animal science. She later became a professor of animal science at Colorado State University.

Keira Knightley found out she had dyslexia at the age of six and she remembers other children calling her stupid. She believes that her *problems with reading and writing* made her strong. Knightley struggled with reading and writing, but she dreamt of being an actress, so she had to read scripts. She had to *work harder than other children* to improve her literacy, but she finished school with top grades.





Richard Branson is one of the most successful entrepreneurs in the world. He says that because of his dyslexia, he has learnt to keep things simple, ignore difficulties and focus on what he is good at. However, he grew up at a time when dyslexia was misunderstood – his teachers *made the mistake of thinking* that he was lazy or 'not very clever'. His head teacher at secondary school told him: 'I predict that you will either go to prison or become a millionaire.' He was right.

So don't worry if you are different – you never know where your differences could lead you.

FOCUS ON WORDS | Nouns and verbs

4 2.39 **Look at the words in blue in the text and note how the phrases in italics can help you understand their meaning. In your notebook, match the words with the definitions. Then listen, check and repeat.**

1 try to hurt or frighten someone who is weaker = *bully*
2 a very experienced person who helps a less experienced person = mentor
3 think very carefully about something you are doing = concentrate
4 someone who has special knowledge of a subject = expert
5 to give someone the confidence to do something = encourage
6 try very hard to achieve something that is difficult = struggle with
7 not liked by other people in a way that is unfair = misunderstood
8 someone who imagines words as pictures = a visual thinker

5 **In your notebook, fill the gaps with a word in Exercise 4. Then complete the sentences in your own words.**

1 I find it difficult to concentrate when …
2 The best way of dealing with someone who bullies you is …
3 The school subject I struggle with most is …
4 A good way to encourage students to work harder is …
5 A person I know who I'd like as a mentor is …
6 I'd like to become an expert on …

6 SPEAKING **Compare your sentences in Exercise 5 with a partner. How similar or different are you?**

FOCUS ON WORDS | *of* and *for*

7 2.40 **In your notebook, complete the phrases with *of* or *for*. Use the underlined words in the text. Then listen, check and repeat.**

1 make fun *of* sb
2 be/become a professor of sth
3 have/find a passion for sth
4 dream of sth
5 make the mistake of doing sth

WORKBOOK
pp. 64–65

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 66.

5.5 GRAMMAR

Defining relative clauses

I can use who/that/which in basic defining relative clauses.

1 SPEAKING **Read an extract from The British Students' Manifesto. How is this school similar or different to your school? Discuss with a partner.**

> The school that we'd like is: A school which is for everybody, with boys and girls who come from all backgrounds and abilities, a place where we don't compete against each other, but just do our best.

2 **Read the GRAMMAR FOCUS. Which relative pronouns in blue in Exercise 1 complete the rules correctly?**

GRAMMAR FOCUS 22

Defining relative clauses

- You use [1] who or *that* for people.
- You use [2] which or *that* for things.
- You use [3] where to refer to a place.

The relative pronoun usually comes immediately after the person, thing or place it refers to. You can leave out ***that***, ***which*** or ***who*** when it comes before a noun or a pronoun.

3 **Read *The British Students' Manifesto*. Find the nouns that relative pronouns 1–10 refer to. Write the correct relative pronoun in your notebook.**

4 **Which relative pronouns complete these definitions of words from the *Manifesto* correctly?**

1 An *uncluttered* classroom is a classroom which/that is tidy with no unnecessary things in it.
2 A *beanbag* is a large cushion which/that forms a comfortable shape when you sit on it.
3 A person that/who scrapes their knees may get small cuts.
4 Chill out is an informal expression that/which means 'to relax'.
5 *Blinds* are like curtains which/that you use to keep out the light.
6 A *swipe card* is a plastic card that/which works like a key and lets you in or out.
7 A *rigid* timetable is a timetable that/which you can't change.
8 A *relevant* school is a school where lessons are directly connected with real life.

5 **In which sentences in Exercise 4 can the relative pronoun be left out?** 5 and 7

6 SPEAKING **Work in groups. Prepare a manifesto about your ideas for a perfect school. Think about:**

1 classrooms and study areas,
2 gardens and sports grounds,
3 equipment and technology,
4 school uniforms,
5 canteen.

7 SPEAKING **Present your manifesto to the rest of the class.**

FOCUS VLOG 23 **About education**

2.41 **Listen to the Focus Vlog. How do the speakers describe a perfect student? Write the answers in your notebook.**

Focus Vlog
a perfect student: wants to learn and puts a lot of effort in; isn't afraid to spend lots of long hours in a library; is happy, enjoys reading, learning and being with lots of people; has the right amount of balance between work and play, dedicates enough time to study in the week

Grammar page 129

The British Students' Manifesto
We, the school pupils of Britain, have a voice.



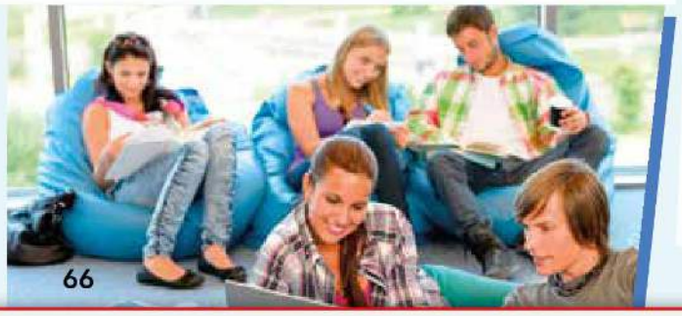
This is what we say.

The school that we'd like is:

A beautiful school [1] *where* / *that* the classrooms are uncluttered and the walls are brightly coloured.

A comfortable school with sofas and beanbags, cushions on the floors, tables [2] *who* / *that* don't scrape our knees, and quiet rooms [3] *where* / *which* we can chill out.

A light school with huge windows [4] *that* / *where* let the sunshine in, but blinds [5] *who* / *which* keep out the sun when we want to watch something on a screen.



A safe school with swipe cards for the school gate, anti-bully alarms, first aid classes, and someone [6] *where* / *that* we can talk to about our problems.

A flexible school without rigid timetables or exams, without compulsory homework, [7] *where* / *who* we can follow our own interests and spend more time on the subjects [8] *who* / *which* we enjoy.

A relevant school [9] *who* / *where* we learn through experience, experiments and exploration, with field trips to historic sites and other places of interest.

A school that is for everybody with students [10] *which* / *who* come from all backgrounds and abilities, a place where we don't compete against each other, but just do our best.

The British Students' Manifesto was the result of a nationwide survey of over 15,000 students in England and Wales.

REFERENCES
Culture notes **p. 225**
Audioscript **p. 238**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES
- Grammar animation
- Focus Vlog. Video worksheet 5.5 in the WB, p. 71.
- Photocopiable resource 32 Test yourselves (10 min.) pp. 258, 302
- Extra digital activities: Grammar Checkpoint

WORKBOOK
p. 66, including *Show What You've Learnt*

NEXT CLASS
Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 5.5, Grammar.

5.6 USE OF ENGLISH

Future time and conditional clauses

I can use conjunctions in the Present Simple with future reference.

1 SPEAKING **Look at the list of team sports. Discuss the questions.**

1 Which of these sports do you play/have you played?
2 What other sports do you play/have you played?
3 How much time a week do you spend doing sport?

TOP 6 TEAM SPORTS IN UK SCHOOLS

Football
Rugby
Cricket
Netball
Hockey
Basketball



2 2.42 **Listen to Isabel and Monica discussing their hockey team and answer the questions.**

1 How much of her free time does Isabel spend playing hockey? All her free time three times a week and every weekend.
2 How does she feel about it? She's bored with it.
3 What does she agree to do? To talk to the team and Miss Temple before she decides to resign.

3 SPEAKING **Do you know anyone who spends all their free time training for something? Tell your partner.**

4 2.42 **In your notebook, complete the sentences from the conversation with the correct form of the verbs in brackets. Then listen again and check.**

1 If you ___leave___ (leave) the team, we ___won't win___ (not win) our next match.
2 I ___won't have___ (not have) time to do anything else unless I ___give up___ (give up) hockey.
3 As soon as I ___get___ (get) home tonight, I ___'ll change___ (change) into my hockey kit.
4 I ___'ll call___ (call) her when I ___have___ (have) a minute.
5 Before I ___decide___ (decide), I ___'ll discuss___ (discuss) it with the rest of the team.

5 **Read the LANGUAGE FOCUS. Which is the most appropriate conjunction in sentences 1–5 below?**

LANGUAGE FOCUS

Future time and conditional clauses

- When you are talking about the future, you use the present tense after the conjunctions ***if***, ***when***, ***as soon as***, ***unless*** (=if not), ***before*** and ***after***.
  After *you get your own place, you'll need money to live.*
  You won't pass your exams ***unless*** *you do some work.*
- The clause with the conjunction can come before or after the main clause. When it comes before, you need a comma to separate the two clauses.

1 (When) / *If* school finishes today, I'll probably go straight home.
2 (As soon as) / *Unless* I get home, I'll change into my football kit.
3 I won't get into the school team *if* / (unless) I train hard.
4 (Before) / *If* I finish training, I'll do some shooting practice.
5 (After) / *Before* I finish training, I'll have a shower.

6 USE OF ENGLISH **In your notebook, complete the sentences by translating the part in Polish.**

1 You won't pass your exams unless you start revising (*chyba że zaczniesz powtarzać*) now.
2 I'll test you on your vocabulary when we get/reach home (*kiedy dotrzemy do domu*).
3 As soon as I pass the exams (*Kiedy tylko zdam egzaminy*), I'm going to go on holiday.
4 I'll apply to university as soon as I get my exam results (*jak tylko otrzymam wyniki egzaminów*).
5 He thinks he'll do a gap year before he goes to university (*zanim pójdzie na studia*).

7 SPEAKING **In your notebook, complete the sentences with your own ideas. Then compare your sentences with a partner.**

1 When this term ends, …
When this term ends, I'll be very happy!
2 I'll stop studying English as soon as …
3 If I fail any of my end-of-school exams, …
4 Unless I keep up with my schoolwork, …
5 My parents will go mad unless …

Use of English page 130



REFERENCES
Audioscript **p. 238**

EXTRA ACTIVITIES
In pairs, students prepare five sentences in Polish about the future. Then they exchange sentences with another pair and translate them into English using the conjunctions in ex. 5.

WORKBOOK
p. 67

NEXT CLASS
Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 5.6, Use of English.

5.7 WRITING

An enquiry

I can write a formal email requesting information.

1 **You want to do an English course in the UK. Read the ad. In your notebook, write down three questions you would like to ask about the school.**

Paddington School Online | Paddington School Group

LIVE CHAT | CONTACT US | BOOK NOW



PADDINGTON ENGLISH SCHOOL



Central London location, ideal for shops, art galleries and museums.

We offer English courses for all levels and all exams:

IELTS, TOEFL, CAMBRIDGE, PTE

Excellent teachers, competitive prices.

Contact us: call **+44 1632 960292**

or write to

enquiry@paddingtonenglish.co.uk

Dear Sir or Madam,

I am a seventeen-year-old Italian student, and I am writing to enquire about doing an English course at your school next summer. I am particularly interested in doing the Cambridge First Certificate exam. I got good marks in my English exam this year, and I think I am B2 level. Could you tell me how long I will need to study and how much it will cost?

I would also like to know if you can arrange accommodation for me. Could you tell me what kind of accommodation you provide, and how much it costs?

Finally, I would be grateful if you could send me details of how to book a course and how to pay for it.

I look forward to hearing from you.

Yours faithfully,

Analisa Bargellini

2 **Read Analisa's email of enquiry. Did she ask any of the questions you wrote down?**

3 **In your notebook, put the sentences summarising the email in the order they appear (1–3).**

a polite questions about the information you need 2
b what you would like the reader to do 3
c information about yourself and why you are writing the email 1

68

REFERENCES
Culture notes **p. 225**

EXTRA ACTIVITIES
- Photocopiable resource 33 An email of enquiry (15 min.) pp. 258–259, 303
- Students, in pairs or groups, brainstorm the email for ex. 7. They make notes and plan it together.

WORKBOOK
pp. 68–69, including *Show What You've Learnt* and *Show That You've Checked*

4 **Read the WRITING FOCUS. Which phrases in purple from the email in Exercise 2 complete the examples correctly?**

WRITING FOCUS

An enquiry

- Start the email with *Dear Mr* or *Mrs* and the person's surname. If you don't know the person's name, you use [1] *Dear Sir or Madam,*
- Don't use abbreviations or contractions. Use full forms: *I would* (NOT ~~*I'd*~~)/[2] I am (NOT ~~*I'm*~~)
- Use formal expressions to:
  - **a** say why you are writing the email: [3] I am writing to enquire about
  - **b** ask for information: *I would also like to know if .../* [4] Could you tell me
  - **c** ask somebody to do something for you: *I would be grateful* [5] if you could
  - **d** say that you expect a reply: *I look forward to* [6] hearing from you
- Finish the email with *Yours sincerely* if you know the name of the person you're writing to, or [7] Yours faithfully if you don't.

5 **Read the LANGUAGE FOCUS. Find examples in the email in Exercise 2.**

LANGUAGE FOCUS

Indirect questions

- You use indirect questions in formal letters and emails when you want to be more formal.
- Word order in indirect questions is the same as in a statement: subject + verb (+object).

How long will I need to study and how much will it cost?
→ [1] Could you tell me how long I will need to study and how much it will cost?

What kind of accommodation do you provide and how much does it cost?
→ [2] Could you tell me what kind of accommodation you provide, and how much it costs?

- When there is no question word in a direct question, you use *if* or *whether* in the indirect question.

Can you arrange accommodation for me?
→ [3] I would also like to know if you can arrange accommodation for me.

Could you send me details of how to book a course?
→ [4] I would be grateful if you could send me details of how to book a course.

6 **Write the indirect questions in your notebook.**

1 Does your school have a canteen? →
Could you tell me if/whether your school has a canteen ?
2 Can my friend stay in with the same host family? →
I would like to know if/whether my friend can stay in with the same host family .
3 How far is the school from the nearest tube station? →
Could you tell me how far the school is from the nearest tube station ?
4 How many students are there in a class? →
I would like to know how many students there are in a class .
5 Could you send me an application form? →
I would be grateful if you could send me an application form .

7 **In your notebook, rewrite the email so that it is more formal. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Hi,

I'm coming to London in July and I'd like to attend your school and improve my English. Please tell me how I can register with your school.

Do you have a space for me? I'm 17 years old and I'm from Spain. How much does it cost? I don't have anywhere to stay in London – can you help me with accommodation?

I hope you reply soon.

Thanks.

SHOW WHAT YOU'VE LEARNT

8 **Do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

ST JOHN'S SCHOOL

Study English in the beautiful, peaceful village of Amberley. Small groups, experienced staff, excellent host-family accommodation.
For information about exams, fees and availability, please call +44 7700 900001 or write to Mary Johnson at mary@stjohn.ed



Chcesz uczyć się angielskiego w St John's School. Przeczytaj ogłoszenie i napisz do szkoły e-mail z prośbą o więcej informacji.

W swoim e-mailu:

- przedstaw się i wyjaśnij, w jakiej sprawie piszesz,
- opisz swój poziom języka angielskiego i zapytaj, jaki kurs byłby dla ciebie odpowiedni,
- poinformuj, jaki rodzaj zakwaterowania cię interesuje, i wyjaśnij dlaczego,
- poproś o informacje na temat najbliższej większej miejscowości i wyraź nadzieję, że przyjedziesz na kurs.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

Dear Sir or Madam,

I am a sixteen-year-old Polish student and I am writing …

NEXT CLASS

Ask students to make a list of phrases they know for giving opinions, agreeing and disagreeing, e.g. *I think, In my opinion …, I agree, I don't agree.* Begin the class by pooling their ideas and writing them on the board.

5.8 SPEAKING

Giving an opinion • agreeing and disagreeing

I can express belief, opinion, agreement and disagreement politely.

1 SPEAKING **Why do some students choose to leave school early and not go to university? Discuss with a partner.**



2 2.43 **Listen to a dialogue between Tom and Susie. Look at the statements. Do Tom and Susie agree or disagree?**

	Tom	Susie
1 Robert should leave school if he wants to be an actor.	A	D
2 He doesn't need to do A levels.	A	D
3 He might need to get a proper job.	D	A
4 Robert's good-looking and talented.	A	A
5 He should do his A levels first.	D	A

3 2.43 **Listen again. In which order do you hear these expressions?**

SPEAKING FOCUS 24

Giving an opinion

I think he … 10
I don't think it's … 1
Personally, I think … 3
I really believe … 12
In my opinion, … 13
If you ask me, … 8

Agreeing

I couldn't agree more. 6
That's a good point. 9

Disagreeing politely

I see what you mean, but … 2
That's true, but … 5
I'm not so sure. 7

Disagreeing

I totally disagree! 11
Oh come on! That's nonsense. 4

4 **Which response is appropriate?**

1 A: What do you think about single-sex schools?
B: *I don't think* / *Personally, I think* they're a good idea. It isn't normal to separate boys and girls.
2 A: If you ask me, I think we get too much homework.
B: *I'm not so sure.* / *I couldn't agree more.* I never have time to do sport or relax in the evenings.
3 A: I don't think my pronunciation is very good.
B: *I totally disagree.* / *I see what you mean , but* if you practise, I'm sure you'll improve.
4 A: I think the food in the school canteen is too expensive.
B: *Oh come on! That's nonsense.* / *That's a good point.* If you go to a restaurant in town, you'll pay much more.
5 A: In my opinion, it's a waste of time going to university – I want to get a job and earn some money.
B: *I totally disagree.* / *I couldn't agree more.* If you go to university, you'll get a much better job.

5 SPEAKING **Discuss the subjects in the box.**

leaving school at sixteen
having extra lessons after school
learning by heart playing sport at school
wearing a uniform doing a gap year
skipping lessons

A: Ask what your partner thinks.
B: Give your opinion.
A: Agree or disagree and say why.

6 SPEAKING **Your school has received a donation of €5,000. Photos 1, 2 and 3 show three possible ways your school could spend the money. Follow the instructions below and present your choice to the class. Use the SPEAKING FOCUS to help you.**







1 Choose the option which, in your opinion, is the best for the school.
2 Support your choice with some reasons.
3 Explain why you have rejected the other options.

I think the school should spend the money on computers because …
I don't think the school should choose option … because …

REFERENCES

Audioscript **p. 238**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Interactive speaking video
- Students write short dialogues about the following things, asking about opinions, giving opinions and agreeing/disagreeing: *studying at university, using computers instead of books, studying music, not doing exams.*

WORKBOOK

p. 70

NEXT CLASS

Ask students to study the Word list on p. 71

5.1 Vocabulary 4.33

ability /ə'bɪlətɪ/ umiejętność
academic subject /ˌækə,demɪk 'sʌbdʒɪkt/ przedmiot akademicki
after-school activity /ˌɑːftə ˌskuːl æk'tɪvətɪ/ zajęcia pozalekcyjne
attend school/go to school /ə,tend 'skuːl/ ˌgəʊ tə 'skuːl/ uczęszczać/chodzić do szkoły
break up /ˌbreɪk 'ʌp/ skończyć naukę przed feriami
classmate /'klɑːsmeɪt/ kolega z klasy
compulsory /kəm'pʌlsərɪ/ obowiązkowy
cope with /ˌkəʊp 'wɪð/ radzić sobie z
curriculum /kə'rɪkjʊləm/ program nauczania
do a degree /ˌduː ə dɪ'griː/ zdobywać tytuł naukowy
do/take an exam /ˌduː/ˌteɪk ən ɪg'zæm/ podchodzić/przystąpić do egzaminu
drop a subject /ˌdrɒp ə 'sʌbdʒɪkt/ rezygnować z przedmiotu
elementary school /ˌelə'mentərɪ skuːl/ szkoła podstawowa
entrance exam /'entrəns ɪg,zæm/ egzamin wstępny
fail an exam /ˌfeɪl ən ɪg'zæm/ oblać egzamin
finish school /ˌfɪnɪʃ 'skuːl/ ukończyć szkołę
get a degree /ˌget ə dɪ'griː/ zdobyć tytuł naukowy
get into university /ˌget ˌɪntə ˌjuːnə'vɜːsətɪ/ dostać się na uniwersytet
get on well with /ˌget ɒn 'wel wɪð/ być w dobrych stosunkach z
hand in homework /ˌhænd ˌɪn 'həʊmwɜːk/ oddać pracę domową
have a degree /ˌhæv ə dɪ'griː/ mieć tytuł naukowy
keep up with /ˌkiːp 'ʌp wɪð/ nadążać za
learn by heart, memorise /ˌlɜːn baɪ 'hɑːt/ 'meməraɪz/ uczyć się na pamięć
learn from mistakes /ˌlɜːn frəm mɪ'steɪks/ uczyć się na błędach
leave school /ˌliːv 'skuːl/ przerwać naukę w szkole
line up /ˌlaɪn 'ʌp/ ustawiać się w szeregu
make mistakes /ˌmeɪk mɪ'steɪks/ popełniać błędy
mark homework /ˌmɑːk 'həʊmwɜːk/ oceniać zadanie domowe
miss/skip lessons /ˌmɪs/ˌskɪp 'lesənz/ opuszczać lekcje
mixed-ability class /ˌmɪkst ə,bɪlətɪ 'klɑːs/ klasa dla uczniów o różnym poziomie zaawansowania
move up /ˌmuːv 'ʌp/ przejść do kolejnej klasy/szkoły
Music /'mjuːzɪk/ muzyka (przedmiot szkolny)
pass an exam /ˌpɑːs ən ɪg'zæm/ zdać egzamin
pay attention /ˌpeɪ ə'tenʃən/ uważać
PE /ˌpiː 'iː/ WF (wychowanie fizyczne)
playground /'pleɪgraʊnd/ boisko szkolne
revise for an exam /rɪ,vaɪz fər ən ɪg'zæm/ powtarzać materiał do egzaminu
school uniform /ˌskuːl 'juːnəfɔːm/ mundurek szkolny
secondary school /'sekəndərɪ skuːl/ szkoła średnia
set homework /ˌset 'həʊmwɜːk/ dać zadanie domowe
start school /ˌstɑːt 'skuːl/ zacząć chodzić do szkoły
take a subject /ˌteɪk ə 'sʌbdʒekt/ uczyć się przedmiotu
term /tɜːm/ semestr
timetable /'taɪm,teɪbəl/ plan lekcji
tuition fee /tjuːɪʃən fiː/ czesne
university graduate /ˌjuːnə'vɜːsətɪ 'grædʒuət/ absolwent wyższej uczelni

5.2 Grammar 4.34

be in favour of /ˌbi ɪn 'feɪvə əv/ być zwolennikiem
decent job /ˌdiːsənt 'dʒɒb/ przyzwoita/ porządna praca
do a bungee jump /ˌduː ə 'bʌndʒi ˌdʒʌmp/ skoczyć na bungee
gap year /'gæp jɪə/ rok przerwy przed rozpoczęciem studiów
get a lot out of sth /ˌget ə 'lɒt aʊt əv ˌsʌmθɪŋ/ odnieść z czegoś dużą korzyść
go away /ˌgəʊ ə'weɪ/ wyjechać
go backpacking /ˌgəʊ 'bæk,pækɪŋ/ wędrować z plecakiem
go/live abroad /ˌgəʊ/ˌlɪv ə'brɔːd/ wyjechać za granicę / mieszkać za granicą
join a band /ˌdʒɔɪn ə 'bænd/ dołączyć do zespołu (muzycznego)
part-time job /ˌpɑːt taɪm 'dʒɒb/ praca na część etatu
schoolwork /'skuːlwɜːk/ zajęcia szkolne, nauka
waste /weɪst/ marnować, tracić

5.3 Listening 4.35

A levels /'eɪ ˌlevəlz/ egzamin kończący szkołę średnią w Wielkiej Brytanii
apply for (a place) /ə,plaɪ fər ə 'pleɪs/ ubiegać się o (miejsce)
be positive /ˌbi 'pɒzətɪv/ mieć pozytywne nastawienie
get a job /ˌget ə 'dʒɒb/ dostać pracę
get a place at university /ˌget ə ˌpleɪs ət ˌjuːnə'vɜːsətɪ/ dostać się na studia
get a tattoo /ˌget ə tə'tuː/ zrobić sobie tatuaż
get exhausted /ˌget ɪg'zɔːstəd/ zmęczyć się, być wyczerpanym
get good grades /ˌget gʊd 'greɪdz/ dostać dobre oceny
get ill /ˌget 'ɪl/ zachorować
get into trouble /ˌget ˌɪntə 'trʌbəl/ wpaść w kłopoty
get nervous /ˌget 'nɜːvəs/ zdenerwować się
get rid of sth /ˌget 'rɪd əv ˌsʌmθɪŋ/ pozbyć się czegoś
get stressed about sth /ˌget 'strest ə,baʊt ˌsʌmθɪŋ/ stresować się czymś
grade/mark /greɪd/mɑːk/ ocena
have a good time /ˌhæv ə gʊd 'taɪm/ dobrze się bawić
on your own /ˌɒn jɔːr 'əʊn/ sam, samodzielnie, samotnie
revision /rɪ'vɪʒən/ powtórka materiału
schedule /'ʃedjuːl/ harmonogram
take a break /ˌteɪk ə 'breɪk/ zrobić sobie przerwę
take it easy /ˌteɪk ɪt 'iːzɪ/ nie przejmować się, nie przemęczać się
your fault /ˌjɔː 'fɔːlt/ twoja wina

5.4 Reading 4.36

be an expert on /ˌbi ən 'ekspɜːt ɒn/ być expertem w
be/become a professor of /bi/bɪ'kʌm ə prə'fesər əv/ być/zostać profesorem
bully /'bʊlɪ/ prześladować, dręczyć
concentrate /'kɒnsəntreɪt/ skupiać się
condition /kən'dɪʃən/ choroba
dream of /'driːm əv/ marzyć o
encourage /ɪn'kʌrɪdʒ/ zachęcać
get over a difficulty with the support of /ˌget ˌəʊvə ə'dɪfɪkəltɪ wɪθ ðə sə'pɔːt əv/ pokonać trudność dzięki wsparciu
have/find a passion for /ˌhæv/ˌfaɪnd ə 'pæʃən fə/ mieć/odnaleźć zamiłowanie do
help sb to do sth /ˌhelp ˌsʌmbədɪ tə 'duː ˌsʌmθɪŋ/ pomagać komuś coś zrobić
ignore /ɪg'nɔː/ ignorować
learning disorders /'lɜːnɪŋ ˌdɪs'ɔːdəz/ zaburzenia procesu uczenia się
make fun of /ˌmeɪk 'fʌn əv/ wyśmiewać się z
make the mistake of doing sth /ˌmeɪk ðə mɪ,steɪk əv 'duːɪŋ ˌsʌmθɪŋ/ popełnić błąd, robiąc coś
mentor /'mentɔː/ mentor
misunderstand /ˌmɪsʌndə'stænd/ źle zrozumieć
struggle with /'strʌgəl wɪð/ zmagać się z
visual thinker /ˌvɪʒuəl 'θɪŋkə/ osoba myśląca obrazami

5.5 Grammar 4.37

background /'bækgraʊnd/ pochodzenie, środowisko
beanbag /'biːnbæg/ poducha do siedzenia
blinds /blaɪndz/ żaluzje
bright /braɪt/ jasny
chill out /ˌtʃɪl 'aʊt/ zrelaksować się
compete against /kəm'piːt ə,genst/ rywalizować z
cushion /'kʊʃən/ poduszka
field trip /'fiːld trɪp/ szkolna wycieczka edukacyjna
first aid /ˌfɜːst 'eɪd/ pierwsza pomoc
flexible /'fleksəbəl/ elastyczny, dający się dopasować
follow your own interests /ˌfɒləʊ jɔːr əʊn 'ɪntrəsts/ podążać za swoimi zainteresowaniami
manifesto /ˌmænɪ'festəʊ/ manifest
nationwide /ˌneɪʃən'waɪd/ ogólnokrajowy
relevant /'reləvənt/ użyteczny, istotny
rigid /'rɪdʒəd/ sztywny, ścisły
school gate /ˌskuːl 'geɪt/ brama szkoły
scrape /skreɪp/ drapać, obcierać
swipe card /'swaɪp kɑːd/ karta magnetyczna
uncluttered /ˌʌn'klʌtəd/ niezagracony

5.6 Use of English 4.38

cricket /'krɪkɪt/ krykiet
give up /ˌgɪv 'ʌp/ zrezygnować z, rzucić
hockey /'hɒkɪ/ hokej na trawie
kit /kɪt/ strój
netball /'netbɔːl/ netball (zespołowa dyscyplina sportowa podobna do koszykówki)
rugby /'rʌgbɪ/ rugby

5.7 Writing 4.39

application form /ˌæplɪ'keɪʃən fɔːm/ formularz, podanie
arrange /ə'reɪndʒ/ zorganizować
availability /ə,veɪlə'bɪlətɪ/ dostępność
do a course /ˌduː ə 'kɔːs/ zrobić/ukończyć kurs
enquire about /ɪn'kwaɪər ə'baʊt/ pytać o
grateful /'greɪtfəl/ wdzięczny
provide /prə'vaɪd/ zapewnić, dostarczyć
register (v) /'redʒəstə/ zapisać się
staff /stɑːf/ grono nauczycielskie

5.8 Speaking 4.40

donation /dəʊ'neɪʃən/ datek, darowizna
single-sex school /ˌsɪŋgəl seks 'skuːl/ szkoła tylko dla chłopców/dziewcząt
waste of time /ˌweɪst əv 'taɪm/ strata czasu

WORD LIST ACTIVITIES

- Students choose 5–10 words that they want to remember and write example sentences.
- Divide students into teams. Choose e.g. ten words from the list. One member of each team comes to you and you give them the first word you have chosen – they have to return to their teams and give clues to the rest of their team to guess the word. They can give definitions or draw clues, but cannot say the word until their team members guess. As soon as the team guesses, another team member comes to you for the second word. The first team to finish all ten words correctly wins.

FOCUS REVIEW 5

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Wybierz właściwy wyraz.

1 It is now harder for new college *classmates / experts / graduates* to find a good job than in the past.
2 I have to attend PE classes because PE is a/an *academic / after-school / compulsory* subject.
3 You'll learn more if you pay *attention / tuition fees / the bills* in classes.
4 Josh *skipped / dropped / took* the science class again. Is he going to get into trouble?
5 If they change the *curriculum / timetable / academic subjects*, we'll start lessons at 8.00 every day.
6 My father used to *bully / encourage / struggle* with Maths and Physics at school, but now he is an engineer.

2 Jakie wyrazy, których znaczenie podano w nawiasach, poprawnie uzupełniają tekst? Pierwsze litery brakujących wyrazów zostały podane.

The second [1]term (*one part of an academic year*) was much worse for Barrett than the first one. He got a lot of poor [2]grades (*marks*) and he [3]failed (*didn't pass*) three tests. He says he got exhausted by all the [4]schoolwork (*the work that a student does at school or at home*), but the truth is that he didn't concentrate enough on learning and [5]skipped (*didn't attend*) the classes he wasn't keen on. If he wants to be successful in the final exams, he has to start [6]revising (*preparing for exams*) now.

3 Jakie formy czasowników podanych w nawiasach poprawnie uzupełniają zdania?

1 If I take (take) a gap year, I will get (get) a lot of experience.
2 If Stella doesn't hurry (not hurry), we will miss (miss) the first lesson.
3 Will your parents get (your parents/get) angry if you don't get (not get) into university?
4 He won't pass (not pass) his exams if he doesn't take (not take) extra lessons.
5 I won't help (not/help) you with Maths if you don't help (not/help) me with English.

4 Które z opcji A–C są poprawne?

1 Any student ___ hasn't finished their homework, please see me after the lesson.
(A) who B which C where
2 This is the canteen ___ we eat our lunch.
A that B which (C) where
3 Students ___ only revise the night before an exam don't usually get good grades.
(A) who B which C where
4 It was a gap year ___ seemed to last forever.
A who (B) that C where
5 There are lots of schools in the world ___ don't have water or electricity.
A who (B) which C where
6 Oxford was the university ___ she did her degree.
A who B that (C) where

ŚRODKI JĘZYKOWE

Parafraza zdań; wybór wielokrotny

5 Która z podanych opcji A–C ma znaczenie najbliższe podkreślonemu fragmentowi zdania?

WSKAZÓWKA
Ucząc się nowych słów, wyrażeń i struktur, staraj się zapamiętywać ich synonimy lub struktury o podobnym znaczeniu.

1 The head teacher will close the canteen unless the chef changes the menu.
A after the chef changes
(B) if the chef doesn't change
C before the chef changes

2 If you ask me, I think our school doesn't spend enough money on computers.
A That's true, but (B) In my opinion
C I agree that

3 I have to learn these maths rules by heart for tomorrow.
(A) memorise B explain C hand in

4 We will wear school uniforms when they become compulsory.
A before they become
B unless they become
(C) as soon as they become

5 It's a single-sex school for ambitious boys that offers the best learning conditions.
(A) which B where C who

6 X: I think that going to school every day is boring.
Y: That's true, but not all schools are the same.
(A) I see what you mean
B That's complete nonsense
C I couldn't agree more

6 Przeczytaj tekst. Które z podanych opcji A–C poprawnie go uzupełniają?

www.myblog.ev

Should I take a gap year?

I'll have to make an important decision [1]___ the academic year ends. My parents want me to continue my studies at university, but I'd rather do something more adventurous. I like the idea [2]___ a gap year. I want to study Spanish in the future, but I'd like to practise the language first so I'm thinking of going to South America and working with children [3]___ can't read or write. I'm tired of a rigid timetable and all the schoolwork. I feel that a gap year [4]___ me some freedom. My parents know that most of my classmates are going to go to university when they [5]___ school. If they accept my decision, I'll go abroad for ten months. Could you tell me [6]___ to convince them?

1	A while	(B) before	C unless
2	(A) of	B on	C at
3	(A) who	B which	C where
4	A give	B gives	(C) will give
5	A take off	(B) leave	C go
6	A what can I do	B what should I do	(C) what I should do

EXTRA ACTIVITIES

- Photocopiable resources 57–58
Multiple choice cloze (texts) (20 min.)
pp. 264, 331–332
- Photocopiable resources 63–64
Sentence transformation (15 min.)
pp. 265, 337–338

72

CZYTANIE

Uzupełnianie luk

7 Przeczytaj tekst i uzupełnij luki 1–4 w e-mailu do Matthew zgodnie z treścią przeczytanego tekstu. W każdą lukę należy wpisać maksymalnie trzy wyrazy w języku angielskim.

A school on every doorstep

In India there are 1.4 million children aged 6–11 who do not attend any school. That is why in 1988, two passionate teachers started a non-formal education project, *Door Step School*, for fifty children in a small slum in Mumbai. A year later the project turned into an official programme aiming to teach children to read and write.

At the beginning, the teachers walked from door to door looking for children who did not go to school, speaking to parents and asking them to send the children to their school. They arranged classrooms everywhere: in marketplaces, on pavements, at railway stations and even in a bus.

The idea spread very quickly to neighbouring communities. More and more teachers as well as volunteers decided to join the programme. Now, the *Door Step School* has a team of 1,000 teachers and volunteers in India and deals with over 70,000 students every year.

Since 1988, the teaching conditions in the *Door Step School* have changed a lot. Now, buses called *School on Wheels* serve as libraries and mobile classrooms with computers, TVs and DVD players. Apart from learning basic skills such as reading, writing and arithmetic, children also have lessons on hygiene, and health and safety.

From: Emma Clark
To: Matthew Jones
Subject: interesting article!

Hi Matthew,

I've just read a very interesting article. It's about the *Door Step School* – an educational initiative in India, which in 1989 became [1] an official programme . The idea came from [2] two (passionate) teachers who wanted children from a small slum in Mumbai to learn how to read and write. It started with only fifty children but now the numbers of teachers, [3] volunteers and students involved in the project are much higher. Children also study new subjects and the teaching conditions are [4] very different from/much better than those in 1988.

Really interesting! I can send you a link if you like.

Love, Emma

MÓWIENIE

8 Pracując w parach, wykonajcie zadanie.

Popatrz na zdjęcia A i B.
Przebywasz na stypendium w liceum w Anglii. Bierzesz udział w ankiecie dotyczącej najskuteczniejszych metod nauki przedmiotów ścisłych, takich jak fizyka.

- Wybierz zdjęcie, które twoim zdaniem przedstawia skuteczniejszą metodę, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.





9 Pracując w parach, odpowiedzcie na pytania.

1 Some people say that Science should be the most important subject at school. Do you agree? Why?/ Why not?
2 What are the advantages of using computers for learning?

PISANIE

E-mail/List formalny

10 Wykonaj zadanie.

W czasie wakacji chcesz wziąć udział w 2-tygodniowym kursie fotografii w Wielkiej Brytanii, który co roku cieszy się dużym zainteresowaniem. Napisz e-mail do organizatorów.

W swoim e-mailu:

- przedstaw się i wyjaśnij, jaki kurs cię interesuje,
- opisz swoje dotychczasowe doświadczenia z fotografią,
- poproś o przysłanie informacji dotyczących zapisów i płatności,
- zapytaj, czy masz przesłać swoje portfolio oraz czy przewidywana jest wystawa zdjęć wykonanych przez uczestników.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

REFERENCES

MiniMatura writing assessment criteria
Matura speaking test assessment criteria

EXTRA ACTIVITIES

- Photocopiable resource 34 *Learning and teaching* (speaking; 15 min.) pp. 259, 304
- Photocopiable resource 35 Sentence translation (15 min.) pp. 259, 305
- Extra digital activities: Reading and Use of English

NEXT CLASS

- Ask students to do Self-check 5.10, WB pp. 72–73, as homework.
- Ask students to prepare for Unit 5 MiniMatura and Matura speaking test 5: Testing Programme, Unit 5.

6 Just the job

Choose a job you love, and you will never have to work a day in your life.
Confucius

VIDEO



BBC
Window cleaning 25
Lesson 6.1



GRAMMAR ANIMATION
Lesson 6.2 26
Lesson 6.5 28



FOCUS VLOG
About dream jobs 27
Lesson 6.2



INTERACTIVE SPEAKING VIDEO
Lesson 6.8 29

6.1 VOCABULARY

Jobs • collocations • describing jobs • phrasal verbs

I can use language related to job descriptions and types of work.

SHOW WHAT YOU KNOW

1 **In your notebook, complete the names of jobs below with suffixes *-er, -or, -ian, -ist* or *-ant*. Then add three more jobs.**

builder accountant doctor electrician flight attendant
hairdresser shop assistant swimming instructor
receptionist scientist politician plumber

2 SPEAKING **In your notebook, complete the table with the jobs in Exercise 1. Then compare your ideas with a partner.**

Jobs I would be good at	Jobs I might or might not be good at	Jobs I would not be good at

3 **Read about four people's worst work experiences. Which job A–D do the people (1–4) do?**

A A postman/postwoman 4
B A shop assistant 1
C A cleaner in a factory 2
D A warehouse assistant 3

4 3.1 **Listen and check your ideas in Exercise 3. Who do you think had the worst work experience?**

5 3.1 **Answer the questions. Then listen again and check your answers.**

1 Who is self-employed now and rarely has a day off? Chris
2 Who is always nice to people who bring the post? Amy
3 Who was motivated to pass some exams and get a better job? Marcus
4 Who left a summer job because he/she got fired? Eva

6 SPEAKING **Would you like to be your own boss? Why?/Why not? Tell your partner.**

FOCUS ON WORDS | Collocations

7 3.2 **In your notebook, complete the collocations with the words and phrases in red in the text and in Exercise 5. Then listen, check and repeat.**

Employment
1 **have** a full-time/part-time job
2 **apply for/resign from** a job
3 **be** employed/unemployed/self-employed
4 **get** fired/the sack

Terms and conditions
1 **be** well paid/badly paid
2 **do/work** overtime/long hours / night shifts
3 **work** indoors/outdoors
4 **be** responsible for
5 **get/have/take** five weeks' paid holiday/a day off

REFERENCES

Culture notes **p. 225**
Audioscript **p. 239**
Videoscript **p. 248**
Using videos in the classroom **p. T14**
How to teach with projects **p. T17**

EXTRA ACTIVITIES

- BBC video. Video worksheet 6.1 in the WB, p. 85.
- Photocopiable resource 36 *What's my job?* (15 min.) pp. 259–260, 306
- Photocopiable resource 37 Test yourselves (10 min.) pp. 260, 307
- Extra digital activities: Vocabulary Checkpoint
- Students make a list of four jobs they would like to do and four they wouldn't.
- Students discuss and classify all the expressions from ex. 7, e.g. Positive: *be employed*; Negative: *be badly paid*; Neutral: *be responsible for*.

74

8 **Which verbs from Exercise 7 complete the statements correctly?**

1 You can *be* self-employed.
2 You generally ___work___ outdoors.
3 You usually ___do/work___ long hours.
4 You sometimes have to ___do/work___ night shifts.
5 You ___are___ responsible for lots of workers.
6 You need a university degree to ___apply___ for this job.

9 SPEAKING **Which statements in Exercise 8 could describe the jobs in Exercise 1? Discuss with a partner.**

FOCUS ON WORDS | Describing jobs

10 3.3 **Which of the underlined adjectives in the text complete the words in the list?**

1 difficult but interesting = c*hallenging*
2 makes you use original ideas = **creative**
3 difficult and needs a lot of energy = **demanding**
4 doing the same thing again and again = r*epetitive*
5 gives you satisfaction = **rewarding**
6 makes you feel nervous = s*tressful*
7 makes you feel tired = **tiring**

REMEMBER THIS

you find sth challenging, tiring, etc. =
you think that sth is challenging, tiring, etc.

11 **Divide the adjectives in Exercise 10 into two categories: positive and negative. Some can be both, depending on the context.**

Exercise 11
Positive: creative, rewarding
Negative: repetitive, stressful, tiring
Both: challenging, demanding

FOCUS ON WORDS | Phrasal verbs

12 3.4 **In your notebook, complete the phrasal verbs with the base form of the highlighted verbs in the text. Then listen, check and repeat.**

1 think of or produce sth = *come* **up with sth**
2 make sb not want or like sth = **put sb off sth**
3 tolerate sth/sb = ___put___ **up with sth/sb**
4 employ sb = **take sb on**
5 arrive = ___turn___ **up**

13 SPEAKING **In your notebook, choose the correct particle and finish the sentences. Compare your ideas with a partner.**

In my ideal job …
1 … I turn *off* / *up* for work at …
2 … My employer only takes *on* / *up* people who …
3 … I'm not prepared to put *out* / *up* with …
4 … If I come *up* / *into* with a good idea, my boss …
5 … Nothing puts me *down* / *off* my work except …

What's your worst work experience?

We interviewed four people who run very successful companies. We wanted to find out about the jobs they did before they became their own bosses and we asked them about their worst work experiences.

1 EVA



- **applied for a job** during her school holidays
- **was badly paid**
- **worked long hours**
- didn't enjoy dealing with customers
- almost **got the sack** for offering a customer a bigger size

2 MARCUS



- **had a part-time job**
- **was responsible for** washing the machines
- didn't find the job challenging
- **put up with** a horrible smell

3 CHRIS



- **worked night shifts**
- found the job boring and repetitive
- had to stand for hours
- had two managers who **came up with** different tasks at the same time

4 AMY



- had to get up very early
- couldn't **turn up** for work one minute late
- **worked outdoors**
- had to answer difficult questions and found it really stressful

WORKBOOK

pp. 74–75, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 6.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 76.

PROJECT

What is your dream job? Write down some ideas to describe it (typical activities, working conditions, workplace etc.) and do some research to find out about the education and training you need to do it. Then prepare a presentation and share it with your class.

6.2 GRAMMAR

Second Conditional

I can use the Second Conditional to describe hypothetical results of a current action.

Exercise 6

1 If I had a part-time job, I'd earn money.
2 If I earned money, I'd go out.
3 If I went out, I'd meet new people.
4 If I met new people, my life wouldn't be boring.
5 If my life wasn't/weren't boring, I'd be happy.
6 If I was/were happy, I wouldn't need a part-time job.

1 SPEAKING **How can students earn money in your country? In your notebook, make a list of part-time jobs. Which jobs would you like/not like to do? Why? Discuss with a partner.**

2 **Look at the questionnaire. Decide which answers are best for you and find out what your ideal part-time job is.**

Your ideal part-time job

1 If I had a day off tomorrow, I'd spend the day with a friend. We'd ...
A go swimming. B watch films at home. C go shopping.

2 If I won the lottery, I'd give some money to a charity. I'd choose ...
A Free Sport for Everyone. B Save the Children. C Love Eco Fashion.

3 If I had to describe myself in six words, it would be easy. I'd say ...
A I love walking by the sea. B I want to help other people. C I like spending time in shops.

4 If I needed money, I'd get a part-time job ...
A in a sports centre. B at home. C in a shop.

5 If I was super rich, I'd live in a big house ...
A near a beach. B with all my family. C in the city centre.

What your score means

Mainly As = Your ideal part-time job is outside, possibly something connected with sport, e.g. a lifeguard or a skiing instructor.
Mainly Bs = You would be good at caring for people, e.g. a babysitter or a carer for elderly people.
Mainly Cs = Your ideal part-time job is in retail, e.g. a shop assistant or a beautician.

Exercise 8

1 If you wanted advice about getting a job, who would you ask?
2 If you needed to borrow some money, who would you ask?
3 If you could work anywhere in the world, where would you work?
4 If you didn't have a phone, how would you call home?/what would you do?
5 If you were an animal, what would you be?
6 If you didn't have to study, what would you do?

3 **Read the GRAMMAR FOCUS. Which Second Conditional forms in blue in Exercise 2 complete the examples correctly?**

GRAMMAR FOCUS 26

Second Conditional

- You use the **Second Conditional** to talk about the present or future result of an imaginary situation.

imaginary situation	→	result
***if* + Past Simple**		***would/wouldn't* + verb**

If I [1] had *a day off tomorrow, I* [2] would spend *the day with a friend.*
(but I don't have a day off tomorrow so I won't spend the day with a friend)
If I was super rich, I'd live in a big house.

Note:
- ***'d = would***
- ***If I/he/she/it were*** ... is more formal than ***If I/he/she/it was*** ...
If he were rich, he wouldn't work.
If I were you, I'd get a summer job.

Focus Vlog
teacher, Apple CEO, composer, YouTuber

4 **In your notebook, write the correct Second Conditional form of the verbs in brackets.**

1 If everybody went (go) to university, nobody would want (want) to do manual jobs.
2 There wouldn't be (not be) so much traffic if more people worked (work) from home.
3 Family relationships would improve (improve) if parents took (take) more time off work.
4 If people retired (retire) at fifty, there would be (be) more jobs for young people.
5 The world would be (be) a better place if everybody had (have) a job.

5 SPEAKING **Do you agree with the statements in Exercise 4? Discuss with a partner.**

6 **In your notebook, rewrite these real situations as imaginary situations. Begin each sentence with *if*.**



1 I don't have a part-time job, so I don't earn money.
2 I don't earn money, so I don't go out.
3 I don't go out, so I don't meet new people.
4 I don't meet new people, so my life is boring.
5 My life is boring, so I'm not happy.
6 I'm not happy, so I need a part-time job.

7 **In your notebook, complete the sentences with the correct form of the verbs in brackets and your own ideas.**

1 If I wanted (want) advice about getting a job, I'd ask my uncle.
2 If I needed (need) to borrow some money, I ...
3 If I could (can) work anywhere in the world, I ...
4 If I didn't have (not have) a phone, I ...
5 If I were/was (be) an animal, I ...
6 If I didn't have to (not have to) study, I ...

8 SPEAKING **In your notebook, write questions about the imaginary situations in Exercise 7. Then ask and answer the questions as in the example.**

A: If you wanted advice about getting a job, who would you ask?
B: I'd ask ...

FOCUS VLOG 27 About dream jobs

3.5 **Listen to the Focus Vlog. What are the speakers' dream jobs? Write the answers in your notebook.**

Grammar page 131

REFERENCES

Audioscript **p. 239**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Focus Vlog. Video worksheet 6.2 in the WB, p. 85.
- Photocopiable resource 38 *Imagine* (15 min.) pp. 260, 308
- Extra digital activities: Grammar Checkpoint
- Dictate the first part of two or three Second Conditional sentences for students to complete in as many different ways as possible.

WORKBOOK

p. 76, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 6.2, Grammar.

6.3 LISTENING

Gap fill

I can understand the main points of a conversation about a familiar topic.

1 SPEAKING **Look at the photos A–C. What kind of person do you have to be to do these jobs? Tell your partner. Use the adjectives below or your own ideas.**

ambitious brave caring clever energetic practical responsible sensible serious kind

2 3.6 **Listen to a dialogue between Sophie and her aunt Mary and answer the questions.**

1 What does Sophie want to do when she leaves school?
2 Why does Mary think that Sophie would make a good airline pilot?
3 What does Mary like about her job?
4 How long does it take to become a captain?
5 What are some of the downsides to being an airline pilot?

LISTENING FOCUS Gap fill

3 3.6 **Listen to the dialogue again and complete the information with 1–3 words.**

1 Around __95 percent__ of airline pilots are male.
2 Mary thinks Sophie should go to __university__ before going to __pilot__ school.
3 Mary gets __on (really/very) well__ with all the people she works with.
4 Sophie and Mary don't __see each other__ very often.
5 If Mary __had children__, she would find it difficult to do the job.

FOCUS ON WORDS | Collocations

4 3.7 **In your notebook, complete the collocations with the words in the box. Then listen, check and repeat.**

degree home off people eyesight training

Airline pilots must …
1 **do** long and expensive __training__.
2 have a **university** __degree__.
3 **get on well with** __people__.
4 **have** excellent __eyesight__.
5 spend a lot of time **away from** __home__.

Airline pilots can't …
6 choose when they **take time** __off__.

5 SPEAKING **Would you like to be an airline pilot? Why?/Why not? Tell your partner. Use the collocations in Exercise 4 to help you.**







Exercise 2

1 She wants to become an airline pilot.
2 Because she has some of the necessary qualities: healthy, good eyesight, intelligent, good at maths and science, gets on well with people.
3 She can travel anywhere for free, it's a challenge, works with great people, earns a good salary.
4 Fifteen years in total
5 spends a lot of time away, can't take time off when she wants, difficult to have children

PRONUNCIATION FOCUS

6 3.8 **Listen and repeat the words. Which syllable is stressed in each word?**

1	journalist	receptionist	specialist
2	beautician	electrician	musician
3	carpenter	instructor	interpreter
4	engineer	photographer	secretary

7 **Which word in each group has one more syllable than the other words?**

FOCUS ON WORDS | Jobs

8 3.9 **In your notebook, complete the compound nouns with the words in the box to make job names. Then listen, check and repeat.**

~~bus~~ driving estate office shop skiing taxi travel

1 bus/__taxi__ **driver**
2 __estate__/__travel__ **agent**
3 __office__/__shop__ **assistant**
4 __skiing__/__driving__ **instructor**

REFERENCES
Audioscript **pp. 239–240**

EXTRA ACTIVITIES
Students discuss the necessary skills, the training programme, the benefits and the disadvantages for the other jobs in the photos. Then they role-play an interview for one of the jobs.

WORKBOOK
p. 77

6.4 READING

Gapped text

I can make basic inferences from simple information in a short text.

1 What are you like? Use the adjectives in the box to finish the sentences.

1 I'm … 2 I'm sometimes … 3 I'm not …

active adventurous caring friendly funny hard-working independent optimistic quiet responsible sensible sociable

2 SPEAKING Follow the instructions to complete the task.

1 Choose three adjectives in Exercise 1 or your own ideas to describe your partner's personality.
2 Read the article quickly and decide which personality type best describes your partner.
3 Check if your partner agrees.

3 Choose the best title for the article.

1 There's more to a job than a good salary
2 Career choices for your personality type
3 Personality test: what job would make you happiest?

READING FOCUS Gapped text

4 Read the text again. Which sentences A–F complete gaps 1–4 correctly? There are two extra sentences.

A Reading is your favourite way to learn new knowledge. 4
B You stay positive even when you have to deal with difficult situations. 2
C When there's a problem, you quickly understand the causes, and solve it. 3
D You think about things for a long time before you make a decision.
E You're good at making decisions and people trust you. 1
F You make good business investments.

Are you thinking about careers and what kind of job you'd like in the future?

It will help if you ask yourself the question: 'What am I like?'. Some jobs are more suitable for you than others. We've matched jobs to seven different personality types.

3.10

The Leader



When you go out with friends, you're the person who decides where to go. [1] E At work and in your social life, you love organising people and projects. At work, you're a good problem-solver and you enjoy dealing with challenging jobs. You like to be your own boss.

JOBS: businessperson, judge, politician

The Artist



You love to be creative. You're quiet, easy-going and peaceful. You don't like stressful situations and you avoid arguments. You're friendly and caring, and you like spending time with family and close friends, but you also need your personal space. You're a nature lover and you enjoy being outdoors. You prefer jobs where you make things.

JOBS: musician, designer, writer

The Doer



You're very sociable and you have a wide circle of friends who think you're funny, friendly and charming. You're very active and good at encouraging other people. You're always optimistic. [2] B You're adventurous and competitive, and you take risks if necessary.

JOBS: police officer, sales representative, ski instructor

EXTRA ACTIVITIES

Students work in groups. They take it in turns to describe a classmate using the vocabulary in the lesson. The other group members guess who is being described and try to match him or her to one of the categories in the Reading text.

WORKBOOK

pp. 78–79

NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 80.

FOCUS ON WORDS | Compound nouns

5 3.11 **In your notebook, complete the definitions with the words in blue in the text. Then listen, check and repeat.**

1 solves problems = problem-solver
2 makes decisions = decision-maker
3 develops software = software developer
4 loves nature = nature lover
5 fights the fire = fire-fighter
6 works for social services = social worker

6 **Which compound nouns in Exercise 5 complete the sentences correctly?**

1 Claire's mum is the decision-maker in her family. She's a very quick thinker.
2 Dan isn't a nature lover . He gets bored in the country and prefers to be in the city.
3 Edith is a brilliant problem-solver . No problem is too difficult for her.
4 Fred knows a lot about computers and the Internet. I think he'd be a good software developer .
5 Graham wants to be a social worker . He's a caring person and would be good at it.
6 Helen's ambition is to be a fire-fighter . She's adventurous and practical.

7 **Replace the names in Exercise 6 with the names of your classmates. Then compare the sentences with a partner.**

8 SPEAKING **Make predictions about your future life and career five, ten and twenty years from now. Discuss the questions.**

1 Where will you live?
2 Who will you live with?
3 What job will you have?

FOCUS ON WORDS | Word families

9 3.12 **In your notebook, complete the table with adjectives. Mark the stress. Then listen, check and repeat.**

NOUN	VERB	ADJECTIVE
1 ambition	–	ambitious
2 charm	charm	charming
3 competition	compete	competitive
4 peace	–	peaceful
5 determination	–	determined
6 logic	–	logical
7 reliance	rely (on)	reliable

The Thinker



You're quiet and analytical. You enjoy spending time alone and coming up with solutions to problems. You're successful in careers where you have a lot of independence. Careers in science suit your personality.

JOBS: mathematician, scientist, **software developer**

The Mechanic



You're attracted to new experiences. You're the kind of person who goes motorcycling, bungee jumping, surfing. You enjoy having time to think alone, and you're very independent. You're logical and practical and you want to understand how things work. [3] C

JOBS: engineer, **fire-fighter**, pilot

The Strategist



You are the kind of person who is ambitious and you plan to achieve your goals. You're determined and self-confident. You work well under stress – you're a quick thinker and a good **decision-maker**. You never stop learning. [4] A

JOBS: company director, doctor, military leader

The Carer



You're reliable, responsible and sensible. You're the person who helps friends when they have a problem, because you're caring and you're a good listener. For this reason, you often work in the healthcare sector. You're very organised, you enjoy planning and you don't mind doing repetitive jobs with long hours and a lot of responsibilities.

JOBS: nurse, **social worker**, teacher

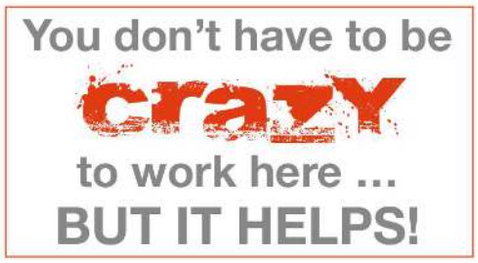
79

6.5 GRAMMAR

Modal verbs for obligation and permission

I can express obligation, necessity and absence of obligation.

1 SPEAKING **What is the meaning of the saying? What kind of jobs do you think it describes? Discuss with a partner.**



2 3.13 **Listen to three people talking about their jobs. Which options in sentences 1–3 are correct?**

1 Jonnie is in *the food industry* / *IT*.
2 Erica works for *a fashion magazine* / *a clothes shop*.
3 Sam works *in an office* / *from home*.

3 3.13 **Decide which modal verbs describe Jonnie's, Erica's and Sam's working conditions. Then listen again and check.**


1 Jonnie

- He [1] *has to* / *doesn't have to* wear the company T-shirt.
- He [2] *can* / *can't* eat at his desk.
- He [3] *must* / *mustn't* take his laptop into the canteen.


2 Erica

- She [4] *has to* / *doesn't have to* work very long hours.
- She [5] *needs to* / *doesn't need to* wear designer clothes or a suit.


3 Sam

- He [6] *needs to* / *doesn't need to* get up early.
- He [7] *can* / *can't* go for a run when he wants a break.
- He [8] *must* / *mustn't* remember to have a shave before his conference call tonight.

Exercise 7

2 has to have a degree/ doesn't have to be fit, etc.
3 has to have a driving licence/doesn't have to be good at maths, etc.
4 has to have good eyesight/ doesn't have to have a driving licence, etc.
5 has to be good at maths/ doesn't have to have a driving licence, etc.
6 has to speak English/doesn't have to have good eyesight, etc.

4 **Read the GRAMMAR FOCUS. Which modals in blue in the text complete the table correctly?**

GRAMMAR FOCUS 28

Modal verbs for obligation and permission

You use ***must***, ***need to***, ***have to*** and ***can*** to talk about obligation and permission.

Necessary	Not necessary	Permitted	Not permitted
• have to/has to • need to/ [1] needs to • must	• don't have to/ [2] doesn't have to • don't need to/ doesn't need to/ needn't	[3] can	• can't • [4] mustn't

Note:

You usually use ***have to*** (NOT ~~*must*~~) and ***can't*** (NOT ~~*mustn't*~~) to talk about rules or arrangements:
I have to work very long hours. (NOT ~~*must*~~) but
I must remember to shave. (NOT ~~*have to*~~)

5 **In your notebook, complete the sentences with *mustn't* or *needn't*.**

1 a You *needn't* rush – you've got plenty of time.
b You *mustn't* rush – it's important to be 100 percent accurate.
2 a You needn't go – you can stay if you want.
b You mustn't go – we haven't finished yet.
3 a You mustn't tell her – it's a secret between you and me.
b You needn't tell her – she already knows everything.
4 a You needn't eat that – you can leave it if you want.
b You mustn't eat that – it's really bad for you.

6 **Complete these questions in your notebook. Use *have to* or *can* and *you*. Then answer the questions.**

1 *Do you have to* wear a uniform?
2 Can you call your teachers by their first name?
3 Can you use your mobile phones in class?
4 Do you have to take end-of-term tests in each subject?
5 Do you have to change classrooms for each lesson?
6 Can you leave school before you are eighteen?

7 **In your notebook, write a sentence with *has to* and a sentence with *doesn't have to* for each job. Use the phrases in the box or your own ideas.**

be fit | be good at maths | have a degree | have a driving licence | have good eyesight | speak English | wear a uniform | work at the weekend

1 A police officer ___ .
2 A secondary school teacher ___ .
3 A bus driver ___ .
4 An airline pilot ___ .
5 An accountant ___ .
6 A tourist guide ___ .

1 A police officer has to wear a uniform.
A police officer doesn't have to be good at maths.

8 SPEAKING **Think of three people you know with different jobs. In your notebook, write similar sentences to those in Exercise 7. Tell your partner about each person.**

Grammar page 132

REFERENCES

Audioscript **p. 240**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 39 Test yourselves (10 min) pp. 260, 309
- Extra digital activities: Grammar Checkpoint
- Students write one or two sentences for each modal verb about their life, e.g. *At home, I don't have to do the shopping. I have to tidy my room every week.*

WORKBOOK

p. 80, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 6.5, Grammar.

80

6.6 USE OF ENGLISH

Adjectives ending in *-ed* and *-ing*

I can form adjectives from verbs and nouns with -ed and -ing.

1 SPEAKING **Read UK TODAY. Discuss the questions.**

1 What is work experience and why is it useful?
2 Can Polish students do work experience at school?
3 If you could do work experience, what would you do and why?

UK TODAY

Did you know that nearly all 15- or 16-year-old students in the UK do work experience before they leave school?

What is work experience?

- 1–3 weeks off school working full-time for a local employer.



What are the benefits of work experience?

- It teaches useful work skills.
- It makes you think about possible careers.
- It develops self-confidence and communication skills.

2 3.14 **Listen to Sharon and Adam talking to their teacher about their work experience. Then answer the questions with *Sharon* or *Adam*.**



Who …

1 had a disappointing time? Adam
2 is excited about his/her future career? Sharon
3 was embarrassed because he/she turned up for work in the wrong clothes? Adam
4 got encouraging feedback when he/she finished something? Sharon
5 thinks you learn things if the work is challenging? Sharon

3 Read the LANGUAGE FOCUS. In your notebooks, complete the adjectives with *-ed* or *-ing* in comments 1–7 from the conversation.

LANGUAGE FOCUS

Adjectives ending in *-ed* and *-ing*

- You form pairs of *-ed* and *-ing* adjectives from verbs: confuse → *I was confused. The situation was confusing.*
- ***-ed*** adjectives describe how people feel. *I'm excited about my future. I was bored most of the time.*
- ***-ing*** adjectives describe the thing (or person) that causes the feeling. *Did you do interesting jobs? He was very encouraging.*

Note: Some ***-ed*** adjectives do not have ***-ing*** equivalents. e.g. *ashamed, delighted, relieved.*

1 I'm **reliev**ed .
2 I had a really **reward**ing time.
3 That's **amaz**ing !
4 I was really **embarrass**ed because everyone else was in jeans.
5 It was very **confus**ing .
6 I was **bor**ed most of the time.
7 It sounds like you had a very **satisfy**ing experience.

4 3.14 **Listen again and check your answers in Exercise 3.**

5 USE OF ENGLISH **Decide which sentence A, B or C completes the dialogue correctly.**

1 X: Why are you going to bed so early? Y: ____
A Because it's very tiring.
B Because I'm very tiring.
C Because I've had a very tiring day.

2 X: She always turns up late when we meet. Y: ____
A I know, it's so annoying!
B Really? I'm so relieved!
C Oh no, I feel so ashamed!

3 X: Did your mum like her birthday present? Y: ____
A She was encouraging.
B She was delighted.
C She was amazing.

4 X: I can't stand this wet weather. Y: ____
A Yes, it's really depressing.
B Yes, I'm really depressed.
C Yes, I'm really depressing.

6 SPEAKING **In your notebook, write questions using beginning 1 or 2 and an appropriate adjective in the box or your own ideas. Then ask and answer the questions as in the example.**

bored/boring disgusted/disgusting
exhausted/exhausting inspired/inspiring
moved/moving shocked/shocking

1 When was the last time you were …?
2 When was the last time you thought that something/someone was …?

A: When was the last time you were exhausted?
B: I think it was after PE yesterday. We did cross-country and I hate running!

Use of English page 133

REFERENCES

Audioscript **p. 240**

EXTRA ACTIVITIES

Students close their books and notebooks. Divide them into two or three teams. On the board write six pairs of adjectives ending in *-ed* and *-ing*, e.g. *confused/confusing, bored/boring*. Indicate an adjective and the first team to say a correct sentence with it scores a point. The team with the most points wins.

WORKBOOK

p. 81

NEXT CLASS

- Ask students to find adverts for summer jobs in English and bring them to class.
- Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 6.6, Use of English.

6.7 WRITING

A job application

I can write a basic letter of application.

Exercise 1
1 An office helper
2 No
3 Students' own answers
4 Sixteen
5 Reliable, hard-working, friendly, willing to learn
6 Flexible

1 Read the job advert and answer the questions.

1 What kind of job is it advertising?
2 Is it a permanent job?
3 Is it a well-paid job?
4 How old do you have to be to apply?
5 What characteristics should the candidate have?
6 What are the working hours?

ARE YOU LOOKING FOR A SUMMER JOB?

JOHNSON'S BUILDERS REQUIRES
an office helper – €10 per hour

ARE YOU
• 16 or over? • reliable and hard-working? •
• friendly and willing to learn? •



WE OFFER
• excellent conditions • flexible hours •
• a chance to learn office skills •

NO PREVIOUS EXPERIENCE NECESSARY!

2 Imagine you want to apply for a job. Which five pieces of information should you include in your application letter?

✓ • Say where you saw the advert.
✓ • Say what you are doing now.
• Say how you intend to spend your salary.
✓ • Give reasons why you are interested in the job.
✓ • Mention any relevant work experience.
• Say why you liked or didn't like previous jobs.
✓ • Say when you are available for interview.
• Warn them not to call you at certain times.

3 Read the letter of application. Check your ideas in Exercise 2. Which three sentences are NOT appropriate?

Dear Sir or Madam,

With **reference to** your advertisement in yesterday's *Devonshire Times*, I would like to **apply for** the position of office helper. **At the moment**, I am in my final year at school, and I will be available to start work from 1st June. I really need this job because I want to earn some money to go on holiday.

I am **particularly interested in** your company because I hope to study architecture at university. I **attach my CV** for your information. As you will see, I worked on a building site last summer. It was a bit hard, but I got a really good suntan.

I do not have much experience of office work, but I am a fast learner. I have good communication skills and I enjoy working as part of a team. **For these reasons**, I feel I would be a suitable candidate for the job you are advertising.

I can be available for interview **at any time**. I have listed my contact details on my CV. Please don't call me before ten o'clock in the morning.

I look forward to hearing from you.

Yours faithfully,

Richard Dawson

4 Read the WRITING FOCUS. Which phrases in purple in the letter in Exercise 3 complete the examples correctly?

WRITING FOCUS

A job application

- Say where you saw the advert
  I am writing in connection with your advertisement in …/
  With [1] *reference to your advertisement in …*
- Say why you are writing
  I am writing to express my interest in the position of …/
  I would like to [2] *apply for the position of …*
- Say what you are doing now
  Currently, I am …/At [3] *the moment, I am …*
- Give reasons why you are interested in the job
  I found your advertisement very interesting because …/
  I am [4] *particularly interested in your company because …*
- Mention your CV and any relevant work experience
  I have some experience of …/I worked for … as …/
  I [5] *attach my CV for your information.*
- Give reasons why you are a suitable candidate for the job
  I would be a suitable candidate for the job because …/
  [6] *For these reasons, I feel I would be a suitable candidate for the job you are advertising.*
- Say when you are available for interview
  I can be available for interview [7] *at any time.*

EXTRA ACTIVITIES

• Photocopiable resource 40 A job application (15 min.) pp. 260, 310
• Ask students some comprehension questions about the letter, e.g. *When did Richard see the advert? When can he start work?*, etc.
• Use the adverts students have brought. Students work in groups and choose an advert. They brainstorm reasons why they are interested in the job, relevant experience, etc. Then they write the application letter together. Groups exchange and correct their letters. Feedback with the class and go over any problems.

WORKBOOK

pp. 82–83, including *Show What You've Learnt* and *Show That You've Checked*

82

5 **In your notebook, complete the sentences from a job application with phrases in the WRITING FOCUS.**

1 I am writing in ___connection___ with the advertisement on your website.
2 I am writing to express my ___interest___ in the position of waiter.
3 I have some ___experience___ of working in a busy restaurant.
4 I found your ___advertisement___ interesting because I would like to work outside.
5 I would be a ___suitable___ candidate for the job because I learn very quickly.
6 I can be ___available___ for interview after 17 July or any weekend.

6 **Read the advert below and sentences 1–6 from different candidates. Are the people right or wrong for the job? Discuss with a partner.**



1 At present I'm taking swimming lessons. I take my level 1 test in July. I'm confident that I'll succeed. Wrong
2 I believe I possess the right skills for the job because I worked on Wild West Summer Camps last year. Right
3 My spoken English requires some improvement, but I can sing English pop songs. Wrong
4 I have experience of working in summer camps, and I've had many opportunities to practise putting up tents. Right
5 I think I'm a suitable candidate for the job. I'm available for work from 15th August, after my summer holiday. Wrong
6 While I was working as a swimming instructor last summer, I obtained a certificate in first aid. Right

7 **Read the LANGUAGE FOCUS. In your notebook, complete the examples with the underlined phrase in Exercise 6.**

LANGUAGE FOCUS

Formal language in a job application letter

Formal	Informal
1 *I possess*	*I've got*
2 a suitable candidate	*the right person*
3 available	*free*
4 I have experience of working in	*I've worked on*
5 many opportunities	*plenty of chances*
6 I obtained	*I got*
7 At present	*At the moment*
8 I'm confident	*I'm sure*
9 succeed	*do well*
10 requires	*needs*

8 **In your notebook, make the sentences more formal. Which of these sentences could you truthfully include in a letter of application?**

1 I ~~got~~ obtained top marks in my English exams at the end of last term.
2 I hope to have ~~plenty of chances~~ many opportunities to travel in my future career.
3 At ~~the moment~~ present I'm doing part-time work in a restaurant.
4 I believe that I am ~~the right person~~ a suitable candidate for a job in sales and marketing.
5 I'm ~~sure~~ confident that ~~I've got~~ possess good communication skills and can work well in a team.

SHOW WHAT YOU'VE LEARNT

9 **Do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Zainteresowało cię ogłoszenie z zadania 6 zamieszczone w International Student Times. Napisz do Rossa Fielda podanie o pracę, które wyślesz drogą mailową.

W swoim podaniu:

- napisz, skąd wiesz o tej o ofercie pracy,
- poinformuj, co teraz robisz i dlaczego interesujesz się tą pracą,
- opisz swoje doświadczenie zawodowe,
- napisz, kiedy możesz przyjść na rozmowę kwalifikacyjną.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość podania powinna wynosić od 80 do 130 słów.

Dear Mr Field,

I am a sixteen-year-old Polish student and I am writing …

NEXT CLASS

Ask students to make short notes that they can use to answer the questions in ex. 1 on p. 84.

6.8 SPEAKING

Asking for and giving advice

I can ask for and give advice on jobs and solving problems.

Exercise 1

1 To be found in public by a talent scout working for a modelling agency.

2 They belong to the AMA (Association of Modelling Agents).

1 SPEAKING **Read *Modelling – some facts* and discuss the questions.**

1 What does it mean to be 'scouted'?
2 How do you know if a model agency is a good one?
3 Are you tall enough to be a model?



MODELLING – *some facts*

- Talent scouts go out in public to look for new models for their agency.
- Famous UK model, Kate Moss, was scouted at JFK airport in New York when she was 14.
- Models aged 16–18 in the UK should work part-time and be in full-time education.
- Good model agencies belong to the AMA (Association of Modelling Agents).
- Female models are usually at least 1.73 m and male models are 1.83 m tall.

2 3.15 **Listen to Zoe asking her friend Luke about doing modelling. Are statements 1–3 true or false?**

1 Luke enjoyed doing modelling. T
2 He doesn't think Zoe should go to the agency. F
3 Zoe is going to take Luke with her to the agency. F



3 3.15 **Listen again. Which expressions in the SPEAKING FOCUS can you hear?**

SPEAKING FOCUS 29

Asking for advice
What do you think I should do? ✓
Do you have any tips on what to …? ✓
Do you have any ideas about how to …?

Giving advice
You should … ✓
I think you should …
I don't think you should … ✓
Why don't you …? ✓
My best advice would be to … ✓
It's a good idea to … ✓
If I were you, I'd … ✓

Accepting advice
Thanks, that's really helpful. ✓
That's great advice. Thanks! ✓
That's a good idea! ✓

Rejecting advice
I'm not sure that's a good idea. ✓

4 **In your notebook, match the sentence halves to give useful advice to somebody preparing for a job interview.**

1 I think you should b
2 I don't think you should a
3 My best advice would c
4 It's a good idea e
5 If I were you, d

a be nervous.
b do some research.
c be to be on time.
d I'd just be yourself.
e to prepare some questions.

5 3.16 **Listen, check and repeat the advice in Exercise 4.**

6 **Look at the statements below. What advice would you give in each case? Make notes in your notebook.**

1 I want to stay fit.
2 It's my mother's birthday soon.
3 I need some new clothes, but I haven't got any money.
4 I want to watch a good film.
5 I can't wake up in the mornings.

7 SPEAKING **Follow the instructions below to make dialogues. Use your notes in Exercise 6 and the SPEAKING FOCUS to help you.**

Student A: Choose a problem in Exercise 6 and tell Student B about it.
Student B: Give Student A some advice.

REFERENCES

Audioscript **pp. 240–241**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Interactive speaking video
- Students rewrite each piece of advice in ex. 4 in as many different ways as possible, e.g. *I think you should do some research. Why don't you do some research? If I were you, I'd do some research. My best advice would be to do some research. You should do some research.*

WORKBOOK

p. 84

NEXT CLASS

Ask students to study the Word list on p. 85.

6.1 Vocabulary 4.41

apply for a job /əˌplaɪ fər ə ˈdʒɒb/ ubiegać się o pracę
be badly paid /bi ˌbædli ˈpeɪd/ źle zarabiać
be employed/self-employed /ˌbi ɪmˈplɔɪd/ ˌself ɪmˈplɔɪd/ być zatrudnionym/ samozatrudnionym
be responsible for /ˌbi rɪˈspɒnsəbəl fə/ być odpowiedzialnym za
be unemployed /ˌbi ʌnɪmˈplɔɪd/ być bezrobotnym
be well-paid /ˌbi ˌwel ˈpeɪd/ dobrze zarabiać
challenging /ˈtʃælɪndʒɪŋ/ wymagający, stanowiący wyzwanie
come up with /ˌkʌm ˈʌp wɪð/ wymyślić
creative /kriˈeɪtɪv/ kreatywny
demanding /dɪˈmɑːndɪŋ/ wymagający
do/work long hours /ˌduː/ˌwɜːk lɒŋ ˈaʊəz/ pracować do późna
do/work night shifts /ˌduː/ˌwɜːk ˈnaɪt ʃɪfts/ pracować na nocnych zmianach
do/work overtime /ˌduː/ˌwɜːk ˈəʊvətaɪm/ pracować w godzinach nadliczbowych
employ (v) /ɪmˈplɔɪ/ zatrudnić
employer /ɪmˈplɔɪə/ pracodawca
full-time job /ˌfʊl ˌtaɪm ˈdʒɒb/ praca na pełen etat
get fired/get the sack /ˌget ˈfaɪəd/ˌget ðə ˈsæk/ zostać wylanym z pracy
get/have/take a day off /ˌget/ˌhæv/ˌteɪk ə deɪ ˈɒf/ dostać/mieć/wziąć dzień wolny
get/have/take five weeks' paid holiday /ˌget/ˌhæv/ˌteɪk faɪv wiːks ˌpeɪd ˈhɒlədi/ dostać/mieć/wziąć pięć tygodni płatnego urlopu
have a job /ˌhæv ə ˈdʒɒb/ mieć pracę
part-time job /ˌpɑːt taɪm ˈdʒɒb/ praca na część etatu
put sb off sth /ˌpʊt sʌmbɒdiˈɒf ˈsʌmθɪŋ/ zniechęcić kogoś do czegoś
put up with /ˌpʊt ˈʌp wɪð/ znosić, wytrzymywać
repetitive /rɪˈpetətɪv/ monotonny
resign from a job /rɪˌzaɪn frəm ə ˈdʒɒb/ zrezygnować z pracy
rewarding /rɪˈwɔːdɪŋ/ satysfakcjonujący
run a business/company /ˌrʌn ə ˈbɪznəs/ ˈkʌmpəni/ prowadzić firmę
stressful /ˈstresfəl/ stresujący
take sb on /ˌteɪk ˌsʌmbədi ˈɒn/ zatrudnić kogoś
tiring /ˈtaɪərɪŋ/ męczący
turn up /ˌtɜːn ˈʌp/ pojawić się
work experience /ˈwɜːk ɪkˌspɪərɪəns/ doświadczenie zawodowe, praktyka
work indoors/outdoors /ˌwɜːk ɪnˈdɔːz/ aʊtˈdɔːz/ pracować wewnątrz / na świeżym powietrzu

6.2 Grammar 4.42

babysitter /ˈbeɪbiˌsɪtə/ opiekun do dziecka
carer /ˈkeərə/ opiekun osób starszych
lifeguard /ˈlaɪfgɑːd/ ratownik
retail /ˈriːteɪl/ sprzedaż detaliczna
retire /rɪˈtaɪə/ przejść na emeryturę
take time off /ˌteɪk taɪm ˈɒf/ wziąć wolne
work from home /ˌwɜːk frəm ˈhəʊm/ pracować w domu, pracować zdalnie
work outside /ˌwɜːk aʊtˈsaɪd/ pracować na zewnątrz

6.3 Listening 4.43

airline pilot /ˈeəlaɪn ˌpaɪlət/ pilot samolotów pasażerskich
ambitious /æmˈbɪʃəs/ ambitny
away from home /əˌweɪ frəm ˈhəʊm/ z dala od domu
beautician /bjuːˈtɪʃən/ kosmetyczka (zawód)
benefit /ˈbenəfɪt/ korzyść
brave /breɪv/ odważny
bus driver /ˈbʌs ˌdraɪvə/ kierowca autobusu
carpenter /ˈkɑːpəntə/ stolarz
clever /ˈklevə/ bystry
do training /ˌduː ˈtreɪnɪŋ/ przechodzić szkolenie
driving instructor /ˈdraɪvɪŋ ɪnˌstrʌktə/ instruktor jazdy samochodem
electrician /ɪˌlekˈtrɪʃən/ elektryk
energetic /ˌenəˈdʒetɪk/ energiczny
engineer /ˌendʒəˈnɪə/ inżynier
estate agent /ɪˈsteɪt ˌeɪdʒənt/ agent nieruchomości
get on well with people /ˌget ˌɒn ˈwel ˌwɪθ ˌpiːpəl/ dogadywać się z ludźmi, żyć w dobrych stosunkach z ludźmi
have excellent eyesight /hæv ˈeksələnt ˌaɪsaɪt/ mieć doskonały wzrok
interpreter /ɪnˈtɜːprətə/ tłumacz
journalist /ˈdʒɜːnələst/ dziennikarz
lifeguard /ˈlaɪfgɑːd/ ratownik
male-dominated job /ˌmeɪl ˌdɒmɪneɪtɪd ˈdʒɒb/ zawód zdominowany przez mężczyzn
manual job /mænjuəl ˈdʒɒb/ praca fizyczna
musician /mjuːˈzɪʃən/ muzyk
office /ˈɒfəs/ biuro
office assistant /ˈɒfəs əˌsɪstənt/ asystent biurowy
personal skills /ˌpɜːsənəl ˈskɪlz/ indywidualne umiejętności
practical /ˈpræktɪkəl/ praktyczny
promotion /prəˈməʊʃən/ awans
receptionist /rɪˈsepʃənɪst/ recepcjonista
salary /ˈsælərɪ/ pensja
secretary /ˈsekrətərɪ/ sekretarz/sekretarka
shop assistant /ˈʃɒp əˌsɪstənt/ sprzedawca
skiing instructor /ˈskiːɪŋ ɪnˌstrʌktə/ instruktor jazdy na nartach
specialist /ˈspeʃələst/ specjalista
taxi driver /ˈtæksi ˌdraɪvə/ taksówkarz
travel agent /ˈtrævəl ˌeɪdʒənt/ agent turystyczny
university degree /ˌjuːnɪˈvɜːsətɪ ˌdɪˈgriː/ stopień naukowy

6.4 Reading 4.44

active /ˈæktɪv/ aktywny
ambition /æmˈbɪʃən/ ambicja
ambitious /æmˈbɪʃəs/ ambitny
businesperson /ˈbɪznəsˌpɜːsən/ biznesmen
charm (n, v) /tʃɑːm/ urok, czar; oczarować
charming /ˈtʃɑːmɪŋ/ czarujący
compete /kəmˈpiːt/ współzawodniczyć
competition /ˌkɒmpəˈtɪʃən/ rywalizacja, zawody
competitive /kəmˈpetətɪv/ oparty na rywalizacji, skory do rywalizacji, konkurencyjny
decision-maker /dɪˈsɪʒən ˌmeɪkə/ osoba decyzyjna
designer /dɪˈzaɪnə/ projektant
determination /dɪˌtɜːmɪˈneɪʃən/ zdecydowanie
determined /dɪˈtɜːmɪnd/ zdecydowany
director /daɪˈrektə/ dyrektor
fire-fighter /ˈfaɪəˌfaɪtə/ strażak
logic /ˈlɒdʒɪk/ logika
logical /ˈlɒdʒɪkəl/ logiczny
mechanic /mɪˈkænɪk/ mechanik
military leader /ˌmɪlətərɪ ˈliːdə/ przywódca wojskowy
nature lover /ˈneɪtʃə ˌlʌvə/ miłośnik przyrody
nurse /nɜːs/ pielęgniarz/pielęgniarka
peace /piːs/ pokój (np. na świecie)
peaceful /ˈpiːsfəl/ pokojowy
problem-solver /ˈprɒbləm ˌsɒlvə/ osoba radząca sobie w trudnych sytuacjach
quiet /ˈkwaɪət/ cichy
reliable /rɪˈlaɪəbəl/ niezawodny
reliance /rɪˈlaɪəns/ uzależnienie od, poleganie na
rely (on) /rɪˈlaɪ (ɒn)/ polegać na
sales representative /ˈseɪlz reprɪˌzentətɪv/ przedstawiciel handlowy
social worker /ˈsəʊʃəl ˌwɜːkə/ pracownik opieki społecznej
software developer /ˈsɒftweə dɪˌveləpə/ programista komputerowy

6.5 Grammar 4.45

accountant /əˈkaʊntənt/ księgowy
accurate /ˈækjərət/ dokładny
be/work in (IT) /ˌbi/ˌwɜːk ɪn (ˌaɪˈtiː)/ działać/pracować w branży (komputerowej)
conference call /ˈkɒnfərəns kɔːl/ telefoniczna rozmowa konferencyjna
fashion magazine /ˈfæʃən ˌmægəˌziːn/ magazyn mody
food industry /ˈfuːd ˌɪndəstrɪ/ przemysł spożywczy
have a shave /ˌhæv ə ˈʃeɪv/ ogolić się

6.6 Use of English 4.46

ashamed /əˈʃeɪmd/ zawstydzony
be relieved /ˌbi rɪˈliːvd/ odczuwać ulgę
bored /bɔːd/ znudzony
confused /kənˈfjuːzd/ zdezorientowany
confusing /kənˈfjuːzɪŋ/ zawiły, mylący
delighted /dɪˈlaɪtɪd/ zachwycony
disgusted /dɪsˈgʌstɪd/ zdegustowany
disgusting /dɪsˈgʌstɪŋ/ obrzydliwy
embarrassed /ɪmˈbærəst/ zażenowany
encouraging /ɪnˈkʌrɪdʒɪŋ/ zachęcający
exhausting /ɪgˈzɔːstɪŋ/ wyczerpujący
moved /muːvd/ wzruszony

6.7 Writing 4.47

at any time /ət ˌeni ˈtaɪm/ o dowolnej porze
at present /ət ˈprezənt/ obecnie
at the moment /ət ðə ˈməʊmənt/ aktualnie
attach /əˈtætʃ/ dołączać
available /əˈveɪləbəl/ dostępny
be a fast learner /ˌbi ə ˌfɑːst ˈlɜːnə/ szybko się uczyć
be confident that /ˌbi ˈkɒnfɪdənt ˈðæt/ mieć pewność, że
camp supervisor /ˈkæmp ˌsuːpəvaɪzə/ wychowawca kolonijny
flexible hours /ˌfleksəbəl ˈaʊəz/ elastyczne godziny pracy
have experience of /ˌhəv ɪkˈspɪərɪəns əv/ mieć doświadczenie w
in connection with /ɪn kəˈnekʃən wɪð/ w związku z
interview /ˈɪntəvjuː/ rozmowa kwalifikacyjna
job advert /ˈdʒɒb ˌædvɜːt/ ogłoszenie o pracy
look for a job /ˌlʊk fər ə ˈdʒɒb/ szukać pracy
obtain /əbˈteɪn/ nabywać
opportunity /ˌɒpəˈtjuːnətɪ/ okazja, możliwość
position /pəˈzɪʃən/ stanowisko
possess skills /pəˌzes ˈskɪlz/ posiadać umiejętności
require /rɪˈkwaɪə/ wymagać
succeed /səkˈsiːd/ odnieść sukces
suitable candidate /ˈsuːtəbəl ˈkændədət/ odpowiedni kandydat
with reference to /ˌwɪð ˈrefərəns tə/ w nawiązaniu do

6.8 Speaking 4.48

association /əˌsəʊsiˈeɪʃən/ stowarzyszenie
model /ˈmɒdl/ model/modelka
scout /skaʊt/ wypatrywać

WORD LIST ACTIVITIES

• Choose expressions of more than one word. Say the first word or first part of the expression and ask students to complete it, e.g. *be a fast …* (learner), *work as part of a …* (team), *shop …* (assistant), etc. If you like, students can work in teams.

• Write some of the words from the word list on the board without vowels – students write the full words, e.g. *hrdrssr* (hairdresser), *scntst* (scientist), *pltcn* (politician). If you prefer, you can show the number of spaces, e.g. *j _ _ rn _ l _ st* (journalist).

FOCUS REVIEW 6

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Jakie wyrazy związane z pracą poprawnie uzupełniają zdania? Pierwsze litery brakujących wyrazów zostały podane.

1 My sister is an office assistant. She answers phones and takes messages.
2 Mathew is a travel agent. He arranges trips and holidays for customers.
3 My parents usually take a two weeks' paid holiday in summer so we can all go somewhere together.
4 I'd like to be self-employed and run my own business in the future.
5 My brother has started a part-time job in the evenings to earn some extra money.

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 Grace finds her new job interesting but demanding. **DEMAND**
2 Writing the first job application was quite stressful for me. **STRESS**
3 The company is offering a job for ambitious and competitive people. **COMPETE**
4 If Chris was more determined, he'd find a summer job. **DETERMINATION**
5 I don't understand why he resigned from his job. His decision does not seem logical. **LOGIC**

3 Jakie formy czasowników podanych w nawiasach poprawnie uzupełniają zdania warunkowe II typu?

1 If Tom had (have) a full-time job, he wouldn't resign (not resign) from it.
2 If you could (can) work for any company, which company would you like (like) to work for?
3 If I were (be) you, I would take (take) this job.
4 She would give (give) lots of jobs to young people if she was/were (be) a successful businessperson.
5 If we often came (come) to work late, we would get (get) the sack.

4 Wykorzystaj podane wyrazy i przekształć zdania, zachowując ich sens.

1 I'll let you take an extra day off. **CAN**
You can take an extra day off.
2 You don't have to wear a suit. There isn't an official meeting today. **NEEDN'T**
You needn't wear a suit. There aren't any formal meetings today.
3 I mustn't forget to call my boss at 11 a.m. **REMEMBER**
I must remember to call my boss at 11 a.m.
4 I have to get to work on time this morning. **LATE**
I mustn't be late for work this morning.
5 It's not a good idea to work overtime so often. **SHOULDN'T**
You shouldn't work overtime so often.

Exercise 5

1 got/was fired/sacked/got the sack
2 with reference to
3 if the weather was/were better
4 satisfying experience
5 had a full-time job/worked full-time
6 needn't come/don't need to come/don't have to come
7 take two days off
8 wouldn't apply for
9 Do you need/have to have

ŚRODKI JĘZYKOWE

Tłumaczenie; wybór wielokrotny

5 Przetłumacz fragmenty podane w nawiasach tak, aby poprawnie uzupełniły zdanie.

WSKAZÓWKA
Skup się na znaczeniu całego brakującego fragmentu. Nie zawsze odpowiedzi będące tłumaczeniem słowo w słowo polskiego wyrażenia są poprawne.

1 Alan (*został zwolniony*) _____ last week. He didn't get on well with other people in his department.
2 I am writing (*w odpowiedzi na*) _____ the advertisement on your website.
3 We could go to the beach (*gdyby była lepsza pogoda*) _____.
4 My gap year was a very (*satysfakcjonujące doświadczenie*) _____.
5 Before she had a baby, Sue (*pracowała na cały etat*) _____ job.
6 This is your desk but you (*nie musisz przychodzić*) _____ to the office every day – it's OK to work from home sometimes.
7 I think you should (*wziąć dwa dni wolnego*) _____ and do some decorating in your house.
8 If I were you, I (*nie ubiegałabym się o*) _____ this job.
9 (*Czy trzeba mieć*) _____ a driving licence to work for this company?

6 Przeczytaj tekst. Które z podanych opcji A–C poprawnie go uzupełniają?

www.myblog.ev

What's my dream job?

I'm a university student, and today it is clear to me exactly what I would like to do after getting a university [1]___. But as a little boy I dreamt of becoming a fire-fighter or a police officer. We used to play 'cops and robbers' with other boys. Those were really [2]___ days. For a few years at primary school I wanted to become a famous sportsman, but too much physical training put me [3]___ this idea. I have always loved working with computers, so after high school I started studying Computer Science at university. My interests in specific areas of computer technology have developed and I've come [4]___ the idea of becoming a software developer. It is a very responsible and demanding job. If I worked as a software developer, I [5]___ spend a lot of time in front of the computer screen, but I know I would never get [6]___ with the job.

1	A experience	B study	C degree
2	A amazing	B competitive	C reliable
3	A down	B off	C up
4	A up with	B down with	C in with
5	A would have to	B needn't	C must
6	A bore	B bored	C boring

EXTRA ACTIVITIES

- Photocopiable resources 57–58
Multiple choice cloze (texts) (20 min.)
pp. 264, 331–332
- Photocopiable resources 65–66
Translation (15 min.) pp. 265–266, 339–340

86

SŁUCHANIE

Uzupełnianie luk

7 3.17 **Usłyszysz dwukrotnie rozmowę Megan i Andrew. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w poniższym streszczeniu. W każdą lukę należy wpisać maksymalnie trzy wyrazy w języku angielskim.**

Megan and Andrew haven't seen each other for [1] three years. Andrew worked for a travel agency in the summer but his dream is to [2] be/become an interpreter. The movie *Seabiscuit* inspired Megan to [3] become a jockey/practise horse-riding/start horse-riding lessons. Megan had to change her plans because of an accident [4] in a race. Andrew believes she'll be [5] successful.

PISANIE

List motywacyjny

8 **Masz możliwość pracować w wakacje w miejscach wymienionych poniżej (a–c). Zastanów się, jakich obowiązków możesz się spodziewać w każdym z nich. Wybierz miejsce, w którym chcesz pracować, i zapisz w zeszycie argumenty, których można użyć, aby zachęcić właściciela do zatrudnienia właśnie ciebie. Popatrz na przykładowe argumenty poniżej.**

a Sklep z warzywami i owocami (greengrocer's)
b Kawiarnia (café)
c Hotel dla zwierząt (pet hotel)

- **SKILLS:** I'm very good with pets because at home we've got three dogs and a cat.
- **WORK EXPERIENCE:** Last summer I worked part-time at my uncle's shop in Poznań.
- **PERSONALITY:** People who know me say I'm very patient and responsible.

9 **Wybierz jedno z miejsc z ćwiczenia 8. Następnie wykonaj zadanie.**

Spędzasz wakacje u rodziny w Anglii. Wiesz, że lokalna firma szuka pracownika na pół etatu. Napisz list do jej właściciela. W swoim liście:

- napisz, skąd wiesz o ofercie pracy,
- przedstaw się i wyjaśnij, dlaczego interesuje cię ta oferta,
- opisz swoje dotychczasowe doświadczenie zawodowe,
- wyraź chęć spotkania z właścicielem w dowolnym terminie.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość listu powinna wynosić od 80 do 130 słów.

MÓWIENIE

10 **Które wyrazy poprawnie uzupełnią pytania? Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnego pytania. Następnie w parach odpowiedzcie na pytania.**

boss ever kind never office overtime

1 What ___kind___ of job do you hope to get in the future? Why?
2 Have you ___ever___ worked? Why?/Why not?
3 Would you like to work in an ___office___ ? Why?/Why not?
4 Do you think you could be a good ___boss___ ? Why?/Why not?

11 **Pracując w parach, wykonajcie zadanie. Uczeń A opisuje zdjęcie A oraz odpowiada na dotyczące go pytania. Uczeń B opisuje zdjęcie B oraz odpowiada na dotyczące go pytania.**

A



1 How is the woman in the photo feeling? Why?
2 What would you do if you were late for an important exam? Why?
3 Tell me about a situation when you or someone you know were late for an important event.

B



1 In your opinion, why is the man in the photo sleeping?
2 What would you do if you suddenly felt very tired/sleepy during a lesson?
3 Tell me about a situation when you or someone you know felt bored during an important event.

REFERENCES

Audioscript **p. 241**
MiniMatura writing assessment criteria
Matura speaking test assessment criteria

EXTRA ACTIVITIES

- Photocopiable resource 41 *Work, work, work* (speaking; 15 min.) pp. 260–261, 311–312
- Photocopiable resource 42 Sentence translation (15 min.) pp. 261, 313
- Extra digital activities: Listening and Use of English

NEXT CLASS

- Ask students to do Self-check 6.10, WB pp. 86–87, as homework.
- Ask students to prepare for Unit 6 MiniMatura and Matura speaking test 6: Testing Programme, Unit 6.
- Ask students to prepare for Cumulative test 3: Testing Programme, Unit 6.

87

7 Consumer society

Money makes the world go around.
A proverb

VIDEO



BBC
Cheap shopping 30
Lesson 7.1



GRAMMAR ANIMATION
Lesson 7.2 31
Lesson 7.5 32



FOCUS VLOG
About clothes 33
Lesson 7.5



INTERACTIVE SPEAKING VIDEO
Lesson 7.8 34 35

7.1 VOCABULARY

Shops and services • clothes and appearance • collocations

I can use language related to shops and shopping experiences.

SHOW WHAT YOU KNOW

1 **In your notebook, list all the clothes and accessories you can think of in two minutes.**

sunglasses, jeans, …

2 SPEAKING **In your notebook, put the words in Exercise 1 into groups 1–5. Some items can go into more than one group. Compare your lists with a partner.**

1 Items you only wear outdoors
2 Items you wear for special occasions
3 Items you wear all the time
4 Items you never wear
5 Items you have bought recently

3 **Read four people's answers to an online survey about shopping. Answer the questions.**

1 Who doesn't have enough money to buy lots of clothes? Mia
2 Who uses the Internet to look for clothes? Beth
3 Who avoids shopping for clothes? Sam
4 Who is willing to pay more for the right kind of clothes? Ryan

4 SPEAKING **Which person is most like you? Why? Tell your partner.**

FOCUS ON WORDS | Shops and services

5 3.18 **In your notebook, complete the lists with the words in red in the survey. Then listen, check and repeat.**

Clothing and accessories

1 a clothes shop
2 a shoe shop
3 *a charity shop*
4 a jeweller's
5 a vintage shop

Food

1 a baker's
2 a butcher's
3 a greengrocer's
4 a supermarket

Finance

1 a bank 2 an estate agent's 3 a post office

Health and beauty

1 a chemist's
2 a hairdresser's
3 an optician's
4 a health centre

Other

1 a computer shop
2 a department store
3 a DIY store
4 a florist's
5 a newsagent's
6 a pet shop
7 a sports shop
8 a stationer's
9 a toy shop
10 a High Street store

6 SPEAKING **In your notebook, complete the sentences with shops and services in Exercise 5. Compare your sentences with a partner.**

I often/sometimes/rarely/never go into …

REFERENCES

Videoscript **pp. 248–249**
Using videos in the classroom **p. T14**
How to teach with projects **p. T17**

EXTRA ACTIVITIES

- BBC video. Video worksheet 7.1 in the WB, p. 99.
- Photocopiable resource 43 *A shopping crossword* (10 min.) pp. 261, 314
- Photocopiable resource 44 Test yourselves (10 min.) pp. 261, 315
- Extra digital activities: Vocabulary Checkpoint
- Students make a shopping list in English. Then they write down he names of the different types of shops they would need to visit.

WORKBOOK

pp. 88–89, including *Show What You've Learnt*

88

FOCUS ON WORDS | Clothes and appearance

7 3.19 **In your notebook, complete the lists with the underlined words in the survey. Then listen, check and repeat.**

I / My clothes look ...

1 fashionable
2 good
3 original
4 scruffy
5 smart
6 gorgeous

I buy / I wear ...

1 designer clothes
2 good quality clothes
3 brands

Natural materials

1 cashmere
2 cotton
3 denim
4 leather
5 silk
6 wool

Useful phrases

1 It suits me = it makes me look good
2 It fits me = it is the right size for me

8 SPEAKING **In your notebook, answer the questions. Then compare your answers with a partner.**

Can you name ...

1 a brand or logo that you like?
2 a person you know who often wears designer clothes?
3 a colour that doesn't suit you?
4 a natural material you like wearing?
5 a person you know who looks fashionable?
6 a shop where you can buy good quality clothes?
7 an item of clothing that fits you really well?
8 a person you know who never looks scruffy?

FOCUS ON WORDS | Collocations

9 3.20 **In your notebook, complete the collocations with the highlighted phrases in the survey. Then listen, check and repeat.**

1 keep the paper you get when you buy something = **keep the receipt**
2 get your money back = **get a refund**
3 look at things in shop windows = **go** window shopping
4 reduce the price on everything = **have** a sale
5 on promotion at a low price = **be** on special offer
6 buy much cheaper than normal = **pick up** a bargain
7 a good reason to pay the price = **be** worth it
8 be good quality for a long time = **last** for ages

10 SPEAKING **Choose the correct option and write the questions in your notebook. Then ask and answer the questions in pairs.**

1 Do you ever *go* / *look* window shopping? How often?
2 When do shops usually *offer* / *have* a sale in your country?
3 When did you last buy something *in* / *on* special offer?
4 Where can you pick *up* / *off* a bargain? Name shops.
5 Do you always *keep* / *stay* your receipts? Why?
6 Have you ever taken something back and *got* / *asked* a refund? What was it?

THE TRUTH ABOUT SHOPPING

	BETH	MIA	RYAN	SAM
1 What do you think about shopping for clothes?	I love it! But I really don't want to look the same as everyone else. So I go to **charity shops** and a second-hand **jeweller's**. I want to look original.	I'm addicted to clothes and shopping. The bad news is that I'm poor! So I can't afford to buy much, except during the sales. But I go window shopping – it's still fun to look.	I really enjoy shopping. I love designer clothes. I mean, they're really expensive but I think they're worth it. Anyway, I want to look smart like my favourite celebrities.	My mum buys all my clothes! I don't care what I wear. I don't think you should judge people by the brands they wear. I hate clothes that have logos all over them.
2 How often do you go clothes shopping?	Probably once a month. Or more often if I need something for a special occasion. Sometimes I shop online too – there are some great online **vintage shops**.	Oh dear, it's bad. I get bored with my clothes – I can't help it. Fortunately, you don't have to be rich to buy second-hand clothes.	I don't need to go shopping often because I buy good quality clothes made from nice natural materials like cotton and wool. They last for ages.	As I said, I never go shopping. I don't even know what suits me. If something fits me and it feels comfortable – like my favourite hoodie – then I'm happy.
3 When was the last time you picked up a bargain?	I always pick up a bargain! Last time I went to my favourite charity shop, I found this gorgeous silk dressing gown.	Last weekend my favourite **High Street store** had a sale. I got an amazing leather jacket for half price.	A bargain – hm. Oh yes, I got a really nice cashmere pullover – it was on special offer.	You'll have to ask my mum!

NEXT CLASS

- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 7.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 90.

PROJECT

Work in pairs. Think about a successful company (other than Amazon) and do some research online into it. Then create a digital presentation or poster explaining its success and how it was achieved and present it to your class.

7.2 GRAMMAR

The Passive

I can use the Passive in the Present Simple, Present Perfect and Past Simple.

1 SPEAKING **Discuss the questions.**

1 Who usually does the shopping in your family?
2 What food products do you and your family usually buy?
3 Which of the things in the box are important when you buy these kinds of products?

the quality	how it is produced
where it is produced	a fair price

2 **Read the text about Fairtrade. Why is it good for farmers?**

Many of the products we buy in supermarkets are grown by farmers in developing countries. But farmers aren't paid enough to make a living.

So the idea of 'fair trade' has been around for many years. When you see the FAIRTRADE mark on a product, you know that the farmers have been paid a fair price for their crops. You also know that they have been given extra money – the Fairtrade premium. This can be used by farmers to develop their businesses, invest in their communities or protect the environment.

In 1997, many organisations from different countries came together and one international Fairtrade organisation was formed. So far, the lives of approximately seven million people in developing countries have been improved by Fairtrade.

Exercise 2
Fairtrade is good for farmers because they are paid fairly for their crops.
They have also been given the Fairtrade premium, which they can use for their businesses, their communities or the environment.



Exercise 7
1 Was your house built more than fifty years ago?
2 Is your name pronounced the same in English?
3 Were your shoes made in Italy?
4 Was this school opened in the 1990s?
5 Have you ever been stopped by the police?
6 Are Fairtrade products sold in your country?

3 **Read the GRAMMAR FOCUS. Then find all the passive verb forms in the text in Exercise 2.**

GRAMMAR FOCUS 31

The Passive

You use passive forms when it isn't important (or you don't know) who performed the action. Passive verbs have the same tenses as active verbs.

The Passive: *be* + Past Participle

\+ *Fairtrade products are grown in developing countries.*
– *Fairtrade products aren't grown in developed countries.*
? *Where are Fairtrade products grown?*

4 **Which passive forms in blue in the text complete the examples in the table correctly?**

Present Simple

Active
People don't pay farmers enough.
Passive
Farmers [1] aren't paid enough *enough.*

Past Simple

Active
In 1997, somebody formed one international Fairtrade organisation.
Passive
In 1997, one international Fairtrade organisation [2] was formed .

Present Perfect

Active
Fairtrade has improved the lives of approximately seven million people in developing countries.
Passive
The lives of approximately seven million people in developing counties [3] have been improved *by Fairtrade.*

5 **In your notebook, write the correct form of the verbs, active or passive.**

Chocolate & Fairtrade

Last year, more than one billion kilos of chocolate [1]*ate / were eaten* around the world. Chocolate [2]*makes / is made* from the cacao plant. However, many cacao farmers [3]*don't earn / aren't earned* enough money and [4]*can't afford / can't be afforded* food, medicine or clean water. In Africa, a typical cacao grower [5]*pays / is paid* less than a dollar a day. Now Fairtrade is helping farmers to get fair prices. Farming organisations [6]*have set up / have been set up* in African countries and the extra money [7]*invests / is invested* into projects such as drinking water.



6 **In your notebook, complete the passive sentences with the Present Simple, Past Simple or Present Perfect form of the verbs in brackets.**

1 My house was built (build) more than fifty years ago.
2 My name isn't pronounced (not pronounce) the same in English.
3 My shoes were made (make) in Italy.
4 This school was opened (open) in the 1990s.
5 I 've never been stopped (never/stop) by the police.
6 Fairtrade products are not sold (not sell) in my country.

7 SPEAKING **In your notebook, rewrite the sentences in Exercise 6 to make them true for you. Then make questions and ask your partner.**

1 Was your house built more than fifty years ago?

Grammar page 134

REFERENCES

Culture notes **p. 225**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 45 *Passive shopping* (10 min.) pp. 261, 316
- Photocopiable resource 46 Test yourselves (10 min) pp. 261, 317
- Extra digital activities: Grammar Checkpoint
- Students write questions using passives about the two texts, e.g. *How much are farmers paid in Africa?* They exchange and answer the questions.

WORKBOOK

p. 90, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 7.2, Grammar.

90

7.3 LISTENING

True/False

I can identify key details in a simple radio interview.


A perfume


B a tablet


C time in a recording studio


D a friendship bracelet


E a purse


F face cream


G a bunch of flowers


H a game console

1 SPEAKING **Discuss the questions.**

1 Have you ever given or received a present like the ones in the photos?
2 What is the best or worst present you've ever received?

2 3.21 **Listen to a radio interview about buying presents. Which presents A–H are suggested for the three people below?**

1 Isabelle's mum: A
2 Alexander's girlfriend: D , E
3 Charlotte's classmate: C

3 **Read statements 1–5 in the LISTENING FOCUS. Which underlined phrases mean the same as these phrases from the radio interview below?**

can buy 2 cheer her up 3
is a question of 1 classmates 4
it isn't the value of the present that matters 5

LISTENING FOCUS True/False

4 3.21 **Listen to the radio interview again. Are statements 1–5 true or false?**

1 Amy thinks the ability to choose good presents is a matter of personality. F
2 Amy thinks that both men and women are capable of buying good presents. T
3 Isabelle thinks her mother is upset about being forty, so she wants to make her feel happier. T
4 Charlotte wants to buy a nice expensive gift for one of her school friends. F
5 Amy concludes that a successful present doesn't have to cost a lot of money. T

5 **In your notebook, complete the advice with the verbs in the box. Which piece of advice is NOT given in the interview? Which is the best?** Advice 5 is not given in the interview.

Be Collect Do Don't spend Keep Spend

1 Do some research.
2 Spend time thinking about the person.
3 Be careful when buying women's toiletries.
4 Don't spend lots of money. It isn't necessary.
5 Keep the receipt so you can take the present back.
6 Collect money from friends to buy something really good.

6 SPEAKING **Tell your partner about the last time you bought a present for somebody.**

1 Who was it for?
2 What was the occasion?
3 What did you buy?
4 Why did you buy it?
5 Where did you buy it?
6 How much did it cost?

PRONUNCIATION FOCUS

7 3.22 **Copy the words in your notebook. Listen to the words. Identify and circle the silent letter in each case.**

1 receipt	psychology	3 debt	doubt	5 know	knife
2 write	wrong	4 island	aisle	6 listen	castle

8 3.22 **Listen again and repeat the words.**

FOCUS ON WORDS | Word families

9 3.23 **In your notebook, complete the table with verbs/verb phrases and nouns. Mark the stress. Then listen, check and repeat.**

Verb/Verb phrase	Noun (person)	Noun
1 be in debt	debtor	debt
2 earn	earner	earnings
3 invest	investor	investment
4 pay	payer	payment
5 produce	producer	product
6 sell	seller	sale
7 trade	trader	trade

REFERENCES

Audioscript **pp. 241–242**

EXTRA ACTIVITIES

Students make three lists with the words from the PRONUNCIATION FOCUS and underline the stress in the 2- and 3-syllable words. They listen to the words again and check. Then they practise saying the words: 1 syllable: *write, wrong, debt, doubt, aisle, know, knife*; 2 syllables: *receipt, island, listen, castle*; 3 syllables: *psychology*.

WORKBOOK

p. 91

NEXT CLASS

Ask students to think about how often they shop online and what they usually buy online to prepare to discuss ex. 1 on p. 92.

7.4 READING

Multiple choice

I can identify specific information in a short article.

1 SPEAKING **Discuss the questions.**

1 How often do you shop online?
2 Which of the following have you bought online in the last three months?

books clothes music technology tickets

3 What would you never buy online? Why?

2 3.24 **In your notebook, complete the information about Amazon with the numbers in the box. Then listen and check.**

2 5 100 600 45,000 341,000



Amazon's logo has a smile that goes from A to Z. It shows that the company is ready to deliver anything to anywhere in the world.

AMAZON IN NUMBERS

- Amazon employs [1] 341,000 people and [2] 45,000 robots.
- Every employee at Amazon has to spend [3] 2 days a year dealing with customer complaints (including Jeff Bezos, the Company Director).
- At Amazon [4] 600 items are shipped every second.
- One new book is added to Amazon's site every [5] 5 minutes.
- Amazon delivery drones fly at up to [6] 100 metres high and up to 100 kilometres per hour.

3 **Decide which words in the box complete the headings in the text. Then read the text and check the answers.**

biological company future helicopter space technology

Exercise 5
1 shipped
2 available
3 customer
4 a rise
5 orders
6 queue
7 checkout desk

READING FOCUS Multiple choice

4 **Read the text again. For questions 1–6, choose the correct answer, A, B, C or D.**

1 Miguel Bezos adopted Jeff
A when he was a baby.
B when he was a teenager.
C when he was four years old.
D when he was ten years old.

2 Jeff Bezos started Amazon because
A he was a university graduate.
B he wanted to leave New York.
C he had a well-paid job.
D he saw that the Internet was growing.

3 The name *Cadabra* wasn't used because
A it means 'dead body'.
B it's difficult to pronounce correctly.
C another online site had a similar name.
D it didn't go to the top of website lists.

4 Bezos's company Blue Origin
A is producing drones to deliver orders.
B is building a human space station.
C is developing space travel for everyone.
D is selling space travel on Amazon.

5 At Amazon Go
A you pay at a checkout desk.
B you don't have to pay.
C you use your smartphone to pay.
D you can only use cash.

6 The main purpose of the text is
A to criticise Bezos.
B to give facts about Bezos.
C to encourage people to follow Bezos' example.
D to explain why Bezos is so rich.

FOCUS ON WORDS | Shopping

5 3.26 **In your notebook, complete the gaps with the words or phrases in blue in the texts. Then listen, check and repeat.**

1 sent out = ____
2 for sale = ____
3 user = ____
4 an increase = ____
5 requests for goods = ____
6 a line of people waiting = ____
7 place where you pay = ____

6 **Read some facts about eBay. In your notebook, complete the sentences with the words and phrases in Exercise 5. Which is the most interesting fact?**

1 The first thing that was ___shipped___ from eBay was a broken laser pointer.
2 800 million items are ___available___ on eBay at any one time.
3 Most eBay ___customers___ do their shopping at weekends, especially Sunday afternoons.
4 On Christmas day, there's always ___a rise___ of 300% in sales of perfume as people sell their unwanted Christmas presents.
5 There are more ___orders___ on eBay from British customers than any other nationality.
6 The big advantage of online stores like eBay and Amazon is that you never have to ___queue___ at the ___checkout desk___ .

REFERENCES

Culture notes **pp. 225–226**
Audioscript **p. 242**

EXTRA ACTIVITIES

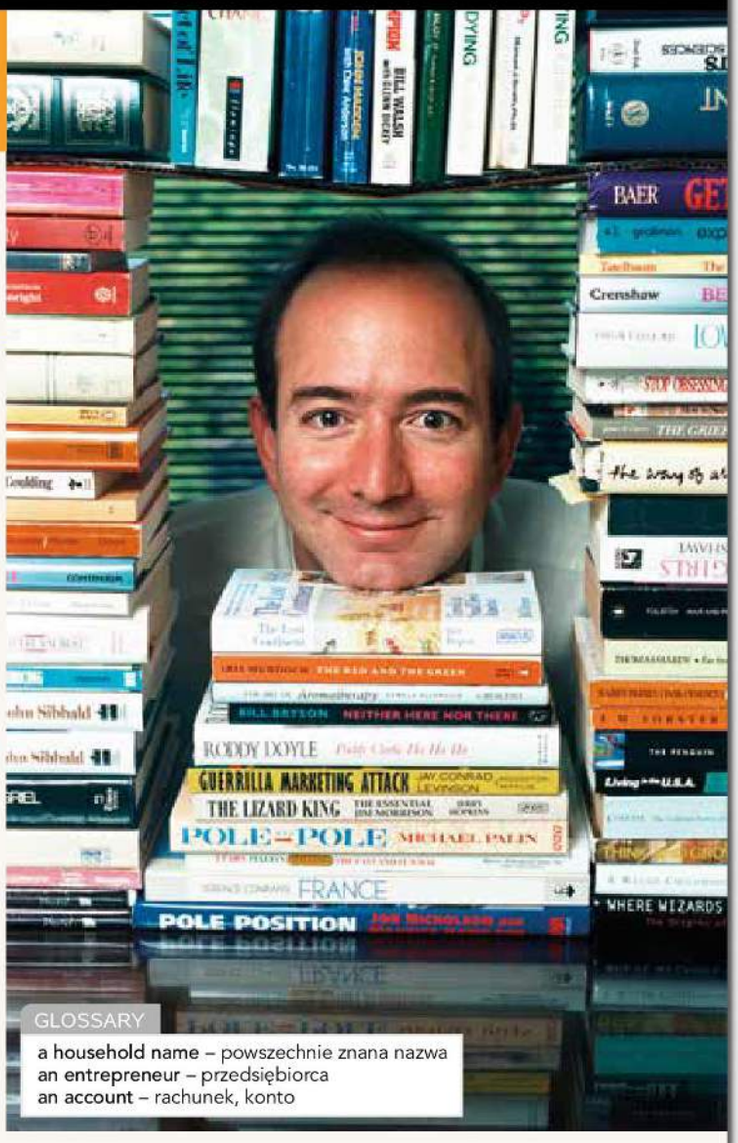
- Discuss the information in the text with the class. Ask students: *Do you like shopping online? What makes you shop online instead of at local shops? Do you know other people who own successful online shops?*
- In pairs or groups, students use the information in the text and their own ideas to discuss what it takes to make an online shop successful and why Amazon is a successful business.

92

THE BRAINS BEHIND AMAZON.COM

3.25

Amazon.com is a household name, but what do you know about the billionaire entrepreneur, Jeff Bezos, who started it in a garage in 1994?



GLOSSARY
a household name – powszechnie znana nazwa
an entrepreneur – przedsiębiorca
an account – rachunek, konto

His [1] biological father was a unicyclist

Bezos was born in 1964 when both his parents were still teenagers, and his father was a unicyclist in the circus. They divorced after a year. When Bezos was four, his mother remarried and he was adopted by his stepfather, Miguel Bezos, a Cuban immigrant to the United States. Jeff learnt that he was adopted when he was ten.

He showed an early interest in science and [2] technology

When he was a schoolboy, Bezos made an electrical alarm to keep his younger brother and sister out of his room. Later, he graduated in electrical engineering and computer science. He was working in a well-paid job in New York when he heard about the rise of Internet use by 2,300% in one year. It was 1994, and he decided to start his own Internet business.

His [3] company wasn't called Amazon at first

Amazon started as a bookstore in a garage, and grew fast. In its first month of business, orders came in from forty-five countries around the world. At first, the online bookstore was named Cadabra, but it was hard to say, and some people thought it was similar to 'cadaver' (dead body). Instead he chose the name Amazon: firstly, it appeared at the top of lists of website addresses because it begins with 'A'; secondly, Bezos could see the similarity between the world's largest river and the world's largest bookshop.

He survived a [4] helicopter accident

A helicopter Bezos was travelling in crashed. Bezos and the other passengers were not badly hurt, but the accident put him off helicopters. However, flying objects are still a passion for him. Amazon is working on drones that can deliver orders in thirty minutes.

He's passionate about exploring [5] space

Bezos has dreamt about space travel since he was a child. At high school he said he wanted '… to build space hotels, amusement parks and colonies for two or three million people.' He started a company, Blue Origin, to make space travel more widely available. With Amazon he made shopping easy, and now he wants to do the same for space travel.

He has big ideas for the [6] future of Amazon

Jeff Bezos is always trying to improve the customer experience. His latest innovation is Amazon Go, or the 'just walk out' store. Amazon Go is a supermarket where you take food off the shelf, put it in your bag and leave. No credit cards, no queues at the checkout desk. All you need is a smartphone and an Amazon account. Bezos sees this as the future of shopping.

7 SPEAKING **Discuss the questions.**

1 How many online shopping stores can you think of?
2 Do you like the idea of Amazon Go? Why?/Why not?
3 What do you think the future is for the following forms of payment: cash; debit/credit card; smartphone?

8 SPEAKING **In your notebook, complete the sentences with the words in the box to make them true for you. Then compare your sentences with a partner.**

billionaire brother businessperson company director customer employee entrepreneur immigrant passenger schoolboy sister stepfather teenager unicyclist wife

1 I was/I am a(n) … 2 I will possibly be a(n) … 3 I will never be a(n) …

REMEMBER THIS

A million = 1,000,000 A billion = 1,000,000,000 A trillion = 1,000,000,000,000

WORKBOOK
pp. 92–93

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 94.

7.5 GRAMMAR

Quantifiers

I can use a wide range of quantifiers with countable and uncountable nouns.

1 SPEAKING **Discuss the questions.**

1 Which of these types of shoes have you got?

ballet flats knee-high boots flip-flops
high heels sandals trainers

2 Where is the best shoe shop in your city?
3 When was the last time you bought a pair of shoes?

2 **Read the text. What happens when you buy a pair of TOMS shoes?** A child in need gets a new pair of shoes.



Do you have too many pairs of shoes? How many pairs do you need? Most people have a few pairs of trainers, some smart shoes, a pair of boots and some sandals. But can you imagine living without any shoes at all?

Blake Mycoskie was shocked when he found out that a lot of children around the world were growing up without any shoes. So he set up a company called Shoes for Tomorrow (TOMS). Every time he sells a pair, he gives a free pair to a child in need. He doesn't have to do much advertising – when people hear about TOMS, they tell one another. Over the years, he's given away lots of shoes to people in need – more than a million, in fact. TOMS has become the One for One™ company who give eyewear as well as shoes to people around the world. With a little imagination and a lot of hard work, Mycoskie has transformed the lives of a lot of people.

3 **Look at the examples of nouns and quantifiers in blue in the text. Which of the underlined nouns are countable and which are uncountable?**

4 **Read the GRAMMAR FOCUS. Which rules should be completed with *countable* or *uncountable*?**

GRAMMAR FOCUS 32

Quantifiers

You can use different expressions to talk about quantity:

- With [1] countable nouns you use:
  very few/a few/too many/How many?
- With [2] uncountable nouns you use:
  very little/a little/too much/How much?
- With both [3] countable and [4] uncountable nouns you use:
  any/some/a lot of/lots of

Note: Usually, you use ***a few***, ***a little*** or ***some*** in affirmative sentences and ***many***, ***much*** or ***any*** in negative sentences and questions.

5 **Read the text. Which quantifiers complete the text correctly?**

FAQ

How did TOMS begin?

When Blake Mycoskie was twenty-nine, he took [1] *a little* / *a few* time off work to go travelling. He met a charity worker, and she told him how [2] *much* / *many* children in developing countries were without shoes. This gave Mycoskie an idea for a shoe company, and a way to help [3] *some* / *any* of these children.

How [4] *much* / *many* difference can a simple pair of shoes make to so [5] *much* / *many* children's lives?

A pair of shoes can make [6] *many* / *a lot of* difference to a child. Firstly, there are [7] *lots of* / *a little* diseases in the soil, and shoes protect children's feet. Secondly, [8] *very few* / *very little* schools allow children to attend classes without shoes. So shoes help children to get an education.

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

1 There ___are___ (be) lots of shoe shops near here.
2 A lot of people ___do___ (do) their shopping online.
3 There ___is___ (be) a lot of pollution in our city.
4 A lot of fast food ___is___ (be) bad for you.
5 Lots of department stores ___are___ (be) closed on Sundays.
6 A lot of people in my country ___know___ (know) about TOMS.

7 **Read REMEMBER THIS. In your notebook, rewrite the sentences in Exercise 6 replacing *a lot of/lots of* with *little* or *few*. Which sentences from Exercises 6 and 7 are true for you?**

1 There are very few shoe shops near here.

REMEMBER THIS

little = not much few = not many	BUT	a little = some a few = some

8 **In your notebook, write negative sentences using *not much* or *not many*. Which sentences are true for you?**

1 I eat a lot of bread. → *I don't eat much bread.*
2 I send a lot of texts. → ___I don't send many texts___.
3 I drink a lot of water. → ___I don't drink much water___.
4 I do a lot of homework. → ___I don't do much homework___.
5 I talk to a lot of people. → ___I don't talk to many people___.

9 SPEAKING **What's your typical school day? Use *How much ...?* or *How many ...?* with the activities in Exercise 8 and the activities in the box. Ask and answer the questions as in the example.**

watch/television spend/time online do/exercise
spend/money listen to/music get/sleep

A: How much bread do you eat?
B: Lots. How about you?
A: Very little. I don't like bread.

FOCUS VLOG 33 About clothes

3.27 **Listen to the Focus Vlog. What types of jeans do the speakers have? Write the answers in your notebook.**

Grammar page 135

Exercise 3
Countable: pairs, shoes, sandals, children
Uncountable: advertising, imagination, work

Exercise 7
1 There are very few shoe shops near here.
2 Very few people do their shopping online.
3 There is very little pollution in our city
4 Very little fast food is bad for you.
5 Very few department stores are closed on Sundays.
6 Very few people in my country know about TOMS.

Exercise 9
How much ...
water do you drink?
homework do you do?
television do you watch?
time do you spend online?
exercise do you do?
money do you spend?
music do you listen to?
sleep do you get?
How many ...
texts do you send?
people do you talk to?

Focus Vlog
two black and one blue pair; black, white, blue with rips, normal blue jeans

REFERENCES

Culture notes **p. 226**
Audioscript **p. 242**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Focus Vlog. Video worksheet 7.5

in the WB, p. 99.

- Extra digital activities: Grammar Checkpoint
- Do ex. 9 as a class survey. Students choose a question each, ask their classmates and write the results, e.g. *Ten people send a lot of texts. David doesn't send many texts.*

WORKBOOK

p. 94 including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 7.5, Grammar.

7.6 USE OF ENGLISH

Indefinite pronouns: *someone, anything, nowhere, everybody, none,* etc.

I can use a range of indefinite pronouns.

1 SPEAKING **Discuss the questions.**

1 Are there any street markets near you?
2 What kind of things can you do and buy there?
3 When was the last time you went to a market and what did you buy?

2 3.28 **Listen to two people at Camden Market in London. In which order do they visit the shops in photos A–D? What do they buy?**

1C, 2D, 3A, 4B
They only bought some pancakes.

3 3.28 **Choose the correct option. In your notebook, write sentences in full. Then listen again and check.**

1 Are you doing *anything* / *nothing* tomorrow?
2 Who told you that? *Anybody* / *Nobody*.
3 How many pairs of Dr Martens have you got? *None* / *Any*.
4 Everybody *has* / *have* a pair of Dr Martens!
5 Are you kidding? *No one* / *None* would wear that!
6 *Nothing* / *None* of them fit.
7 Let's have *something* / anything to eat first.
8 I haven't eaten something / *anything* since breakfast.

LANGUAGE FOCUS

Indefinite pronouns

- You use indefinite pronouns to talk about people, things or places when you don't know who, what or where they are, or it is not important.

PEOPLE	THINGS	PLACES	EXAMPLES
someone/ somebody	*something*	*somewhere*	Affirmative sentences: *Let's find somewhere to eat.* Requests/Offers: *Would you like something on your pancake?*
anybody/ anyone	*anything*	*anywhere*	Negative sentences or questions: *Is anyone at home?*
no one/ nobody	*nothing*	*nowhere*	Affirmative sentences (negative meaning): *Nobody knows.*
everyone/ everybody	*everything*	*everywhere*	**All** people/things/ places: *Is everything ready?*

- You use a singular verb: *Everybody has a pair of Dr Martens!*
- You can give extra information with …
  a *to*-infinitive: *I need something to wear.*
  b an adjective: *We have something similar.*
  c a relative clause: *It's somebody who serves customers.*
- *none* means 0 (zero). NOT ~~*nothing*~~ or ~~*anything*~~
  None of my friends. NOT ~~*No one of my friends.*~~









4 **Read the LANGUAGE FOCUS. Which indefinite pronouns can replace the underlined phrases in sentences 1–7?**

1 I know I put my bag down ~~in a place~~ somewhere in this shop.
2 There is ~~not one item of clothes~~ nothing in this shop that fits me!
3 ~~All the things~~ Everything I wanted to buy cost a fortune.
4 ~~Not one~~ None of the shop assistants offered to help.
5 My girlfriend says she hasn't got ~~one single thing~~ anything to wear.
6 ~~Not one of the people~~ Nobody knew who I was.
7 ~~Not one place~~ Nowhere in this town sells TOMS shoes.

5 USE OF ENGLISH **In your notebook, write a second sentence so that it has a similar meaning to the first. Use the words in brackets.**

1 There is nothing to see here. (anything)
2 There wasn't anybody to talk to. (nobody)
3 I met a person who knows you. (somebody)
4 Is there a quiet place where we can talk? (anywhere)
5 I wanted some flip-flops but there weren't any in stock. (none)
6 We all know what you're thinking. (everyone)
7 Let's go to a hot place for our next holiday (somewhere)
8 He doesn't have any friends who like window shopping (none)

6 **In your notebook, complete the sentences with an appropriate indefinite pronoun. Which sentences are true for you?**

1 There is ___nothing___ to do in my town. It's so boring!
2 I didn't go ___anywhere___ last night. I stayed in.
3 I'd like ___something___ to eat. I'm really hungry!
4 I can't find my sunglasses. I've looked ___everywhere___.
5 I bought my mum ___something___ expensive for her last birthday.
6 ___None___ of my old jeans fit me any more.
7 I don't think ___anybody___ in the class enjoys doing the shopping.
8 I love vintage shops, but there are ___none___ in my city.

Use of English page 136

Exercise 5

1 There isn't anything to see here.
2 There was nobody to talk to.
3 I met somebody who knows you.
4 Is there anywhere quiet where we can talk?
5 I wanted some flip-flops but there were none in stock.
6 Everyone knows what you're thinking.
7 Let's go somewhere hot for our next holiday.
8 None of his friends like/ likes window shopping.

REFERENCES

Culture notes **p. 226**
Audioscript **p. 242**

EXTRA ACTIVITIES

In pairs, students write two affirmative sentences, two negative ones and two questions using the indefinite pronouns in ex. 3. They exchange them with a partner and write a negative sentence for each affirmative one, an affirmative sentence for each negative one and an affirmative or negative answer for each question, e.g. *I know someone who can ride a motorcycle. – I don't know anyone who can ride a motorcycle.*

WORKBOOK

p. 95

NEXT CLASS

Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 7.6, Use of English.

7.7 WRITING

A formal written complaint

I can write a basic email of complaint requesting action.

1 SPEAKING **Have you, your family or your friend had any of the problems listed below when buying something? Tell your partner.**

1 It was past its sell-by date.
2 It didn't work.
3 It was broken or damaged.
4 Some parts were missing.
5 The service was bad.
6 The delivery was late.
7 It was different from the description.
8 It was the wrong product.

2 **Read Email 1 and answer the questions.**

1 Which problems in Exercise 1 did the customer have?
2 Do you think this is a formal written complaint? Why?/Why not?

Exercise 2
2, 3, 5, 8
The letter is not formal and detailed enough.



(1)

Your company is rubbish.

I got some headphones from you online but they didn't work. So I sent them back and you swapped them for a new pair. They weren't the right ones, so I sent them back again. I got another pair from you today and they're broken and they don't work.

I'm so angry! You can keep the headphones but I want all my money back now, and I'll never use your store again.

Ronnie

3 **Read the tips in the WRITING FOCUS. Which tips does Email 1 NOT follow?**

WRITING FOCUS

A formal written complaint

- Open and close the email or letter formally.
- Give a reason for writing.
- Say what you bought and when.
- Explain the problem giving details.
- Tell the reader what you expect them to do.
- Use formal language with no contractions.

4 **Read Email 2. For WRITING FOCUS tips 1–6, find examples of formal language in the email.**

(2)

Dear Sir or Madam,

I am writing to complain about the service provided by your company.

I bought a pair of headphones (Model: SA-DIV-RED) from your website on 3rd March and paid for them online. They arrived the next day, but when I tried them, they did not work, so I returned them to you on 5th March and you exchanged them for a new pair. Unfortunately, the second pair you sent were the wrong model, so I emailed you again and sent them back one more time. I received a pair of headphones from you today, but when I unpacked them, I found they were damaged, and they do not work.

I am very disappointed with your service. I do not want another pair of headphones. I would be grateful if you could send me a full refund for the headphones and the cost of sending them back to you three times.

Yours faithfully,

R. Barker



EXTRA ACTIVITIES

- Photocopiable resource 47 A formal written complaint (15 min.) pp. 261–262, 318
- Students read email 2 again and circle all the conjunctions used. Then they make a list of any time expressions. Finally, they underline any useful phrases. Point out that they can use this to help them write their own email.

WORKBOOK

pp. 96–97, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to make short notes about shopping to be able to discuss the questions in ex. 1 on p. 98.

5 **Read the LANGUAGE FOCUS. Which words or phrases in Email 2 complete the examples correctly?**

LANGUAGE FOCUS

Formal language

- You can make your language more formal by avoiding contractions and using more formal words and expressions.

Informal – Email 1		Formal – Email 2
they didn't work	→	they *did not* work
I got some headphones	→	I [1] bought a pair of headphones
I sent them back	→	I [2] returned them to you
You swapped them	→	You [3] exchanged them
I got another pair	→	I [4] received another pair
I'm so angry	→	I [5] am very disappointed
I want all my money back	→	I [6] would be grateful if you could send me a full refund

Other common words and phrases

if you need more information	if you require further information
I want the chance to chat about this	I would like the opportunity to discuss this
Call us	Please contact us
We're sorry about the problem	We apologise for the problem

6 **In your notebook, rewrite the following exchange to make it more formal. Use the LANGUAGE FOCUS to help you.**

CUSTOMER

I'm so angry. A couple of weeks ago, I got a suit from you to wear to a wedding but it was too small. You swapped it for a bigger size, but it's the wrong colour and the zip doesn't work on the trousers. I've sent them back because it's too late for the wedding. I want all my money back, including the price of postage.

I am very disappointed with …

ONLINE CLOTHES STORE

We're sorry about the problem you've had with this order. We'll give you all your money back but we can't pay the postage. If you want the chance to chat about this, call us on 09000 999 999.

We apologise for …



SHOW WHAT YOU'VE LEARNT

7 **Do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Spójrz na poniższą stronę internetowego sklepu z muzyką i przeczytaj komentarz klienta. Napisz e-mail z formalnym zgłoszeniem reklamacji na podstawie informacji w komentarzu.

W swoim zgłoszeniu:

- wyjaśnij powód reklamacji,
- opisz, co i kiedy zostało kupione,
- szczegółowo wyjaśnij problem,
- przedstaw oczekiwany przez ciebie sposób rozwiązania problemu.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość zgłoszenia powinna wynosić od 80 do 130 słów.

Contact | Customer Services | Returns | FAQ's

CONTACT US

Please tell us the type of problem you are experiencing.

Select a category. Choose from the dropdown menu:

- My download won't complete
- This is not the music I wanted
- My file won't play
- The quality of sound is low
- I deleted the file by mistake

Comment

I want to complain about your service. I have tried to download Adele's album 21 three times this month but every time the download has not completed. I've contacted you three times on 1st, 8th and 17th April. I've been a loyal customer for two years and I've enjoyed the music I've bought each month from your site. But now I want a refund of my last month's subscription. Please close my account.

SEND

Dear Sir or Madam,

I am writing to complain about …

97

7.8 SPEAKING

Shopping for clothes; making complaints

I can make a complaint.

1 SPEAKING **Think about shopping in your city. Discuss which shop is …**

1 the cheapest and the most expensive.
2 the most and least fashionable for clothes.
3 the one with the most and least helpful shop assistants.

2 **In which situations a–e can you hear customer comments 1–7?**

1 Get it. It really suits you.
2 Oh no! They've sold out.
3 They're on offer – buy one and get one free.
4 I'm just looking, thanks.
5 Look, it's half price!
6 It's not exactly what I'm looking for.
7 It's reduced from £50 to £19.99.

a The item is on special offer. 3, 5, 7
b The colour and style are perfect. 1
c The item is not quite right for you. 6
d The item is out of stock. 2
e You don't want the shop assistant to bother you. 4

3 3.29 **Look at the pictures and listen to two dialogues. Which words a–h are linked to Dialogue 1, and which to Dialogue 2? Write in your notebook.**

a complain 2
b dress 2
c receipt 1 and 2
d present 1
e ripped 2
f size 12 1
g top 1
h zip 2

4 **Summarise what happens in each dialogue using the words in Exercise 3.**

5 3.29 **In your notebook, complete the SPEAKING FOCUS with the words in the box. Then listen to the dialogues again and check.**

changing help How looking
receipt refund size fit

SPEAKING FOCUS 34 35

Shopping for clothes

Shop assistant
Can I [1] help you?
Would you like to try it on?
The [2] changing rooms are over there.
[3] How would you like to pay?
Make sure you keep your receipt.

Customer
Excuse me, I'm [4] looking for a top.
I'm a [5] size 10.
Do you have this in a size 12, please?
I'll take it.
Cash, please./By credit card.
If it doesn't [6] fit, can we get a refund?

Making complaints

Shop assistant
What's wrong with it?
Do you have your [7] receipt?
We can exchange it for a new one.

Customer
I bought this dress last week but the zip doesn't work.
I think it's faulty./It shrank./There's a hole in it./The colour ran.
I'd like a [8] refund please.

6 SPEAKING **Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.**

Student A: You are a customer returning a faulty pair of jeans. Say when you bought the jeans and explain what is wrong with them (colour ran/they shrank).
Student B: You are a shop assistant. Ask Student A if he/she has a receipt. Suggest a solution to the problem (refund/repair/new pair of jeans).

7 SPEAKING **Practise your dialogue. Then act it out to the class.**





REFERENCES

Audioscript **pp. 242–243**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

• Interactive speaking video (parts 1 and 2)

• Dictate the phrases from the SPEAKING FOCUS box, but with the words in the wrong order, e.g. *help/can/you/I* (Can I help you?), *like/you/would/to/how/pay* (How would you like to pay?). Students write down the words and then order them to make sentences.

WORKBOOK

p. 98

NEXT CLASS

Ask students to study the Word list on p. 99.

7.1 Vocabulary 4.49

baker's /'beɪkəz/ piekarnia
bank /bæŋk/ bank
be worth it /ˌbi 'wɜːθ ɪt/ być tego wartym
brand (n, adj) /brænd/ marka; markowy
butcher's /'bʊtʃəz/ sklep mięsny
cashmere /'kæʃmɪə/ kaszmir
charity shop /'tʃærəti ʃɒp/ sklep z używanymi rzeczami prowadzony przez organizację charytatywną
chemist's /'kemɪsts/ drogeria, apteka
clothes shop /'kləʊðz ʃɒp/ sklep odzieżowy
computer shop /kəm'pjuːtə ˌʃɒp/ sklep komputerowy
cotton /'kɒtn/ bawełna
denim /'denɪm/ dżins
department store /dɪ'pɑːtmənt ˌstɔː/ dom towarowy
designer clothes /dɪˌzaɪnə 'kləʊðz/ odzież od znanego projektanta
DIY store /ˌdiː aɪ 'waɪ stɔː/ market budowlany
estate agent's /ɪ'steɪt ˌeɪdʒənts/ biuro pośrednika w handlu nieruchomościami
fit /fɪt/ pasować, być w odpowiednim rozmiarze
florist's /'flɒrɪsts/ kwiaciarnia
get a refund /ˌget ə 'riːfʌnd/ dostać zwrot pieniędzy
go shopping /ˌgəʊ 'ʃɒpɪŋ/ pójść na zakupy (dla przyjemności)
go window shopping /ˌgəʊ ˌwɪndəʊ 'ʃɒpɪŋ/ oglądać wystawy sklepowe
greengrocer's /'griːŋgrəʊsəz/ warzywniak
hairdresser's /'heəˌdresəz/ salon fryzjerski
have a sale /ˌhæv ə 'seɪl/ urządzać wyprzedaż
health centre /'helθ ˌsentə/ ośrodek zdrowia
high street store /ˌhaɪ ˌstriːt 'stɔː/ sklep przy głównej ulicy miasta
jeweller's /'dʒuːələz/ jubiler
keep the receipt /ˌkiːp ðə rɪ'siːt/ zachować paragon
last for ages /ˌlɑːst fə 'eɪdʒɪz/ być nie do zdarcia
leather (n, adj) /'leðə/ skóra; skórzany
look fashionable /ˌlʊk 'fæʃənəbəl/ wyglądać modnie
look good /ˌlʊk 'gʊd/ wyglądać dobrze
look gorgeous /ˌlʊk 'gɔːdʒəs/ wyglądać olśniewająco
look original /ˌlʊk ə'rɪdʒɪnəl/ wyglądać oryginalnie
look scruffy /ˌlʊk 'skrʌfi/ wyglądać niechlujnie
look smart /ˌlʊk 'smɑːt/ wyglądać elegancko
newsagent's /'njuːzˌeɪdʒənts/ kiosk z gazetami
on (special) offer /ɒn (ˌspeʃəl) 'ɒfə/ w ofercie (specjalnej)
optician's /ɒp'tɪʃənz/ salon optyczny
pet shop /'pet ʃɒp/ sklep zoologiczny
pick up a bargain /ˌpɪk ʌp ə 'bɑːgən/ złowić okazję
post office /'pəʊst ˌɒfəs/ poczta
quality /'kwɒləti/ jakość
shoe shop /'ʃuː ʃɒp/ sklep obuwniczy
shop online /ˌʃɒp ɒn'laɪn/ robić zakupy przez internet
silk /sɪlk/ jedwab; jedwabny
sports shop /'spɔːts ʃɒp/ sklep sportowy
stationer's /'steɪʃənəz/ sklep papierniczy
store /stɔː/ sklep
suit /suːt/ pasować, dobrze wyglądać na
supermarket /'suːpəˌmɑːkət/ supermarket
toy shop /'tɔɪ ʃɒp/ sklep z zabawkami
vintage shop /'vɪntɪdʒ ʃɒp/ sklep z ubraniami z poprzedniej epoki
wool /wʊl/ wełna

7.2 Grammar 4.50

approximately /ə'prɒksɪmətli/ w przybliżeniu, około
crops /krɒps/ zbiory
do the shopping /ˌduː ðə 'ʃɒpɪŋ/ robić zakupy
drinking water /'drɪŋkɪŋ ˌwɔːtə/ woda pitna
make a living /ˌmeɪk ə 'lɪvɪŋ/ zarobić na życie, utrzymać się
plant /plɑːnt/ roślina
protect the environment /prəˌtekt ði ɪn'vaɪrənmənt/ chronić środowisko
set up /set 'ʌp/ założyć

7.3 Listening 4.51

aisle /aɪl/ przejście (w samolocie, pociągu, teatrze)
be a matter of sth/a question of sth /ˌbi ə 'mætər əv/ə 'kwestʃən əv 'sʌmθɪŋ/ być kwestią czegoś
be capable of doing sth /ˌbi ˌkeɪpəbəl əv ˌduːɪŋ 'sʌmθɪŋ/ być zdolnym do zrobienia czegoś
be in debt /bi ɪn 'det/ mieć dług, być zadłużonym
cheer up /ˌtʃɪər 'ʌp/ pocieszyć
debt /det/ dług
debtor /'detə/ dłużnik
earn /ɜːn/ zarabiać
earner /'ɜːnə/ osoba zarabiająca
earnings /'ɜːnɪŋz/ zarobki
face cream /'feɪs kriːm/ krem do twarzy
friendship bracelet /'frendʃɪp ˌbreɪslət/ bransoletka przyjaźni
invest in /ɪn'vest ɪn/ zainwestować w
investment /ɪn'vestmənt/ inwestycja
investor /ɪn'vestə/ inwestor
make sb feel happier /ˌmeɪk ˌsʌmbədi fiːl 'hæpiə/ uszczęśliwić kogoś
pay /peɪ/ płacić
payer /'peɪə/ płatnik
payment /'peɪmənt/ płatność
perfume /'pɜːfjuːm/ perfumy
produce /prə'djuːs/ produkować
producer /prə'djuːsə/ producent
product /'prɒdʌkt/ produkt
purse /pɜːs/ portmonetka
recording studio /rɪ'kɔːdɪŋ ˌstjuːdiəʊ/ studio nagraniowe
sale /seɪl/ sprzedaż
sell /sel/ sprzedawać
seller /'selə/ sprzedający
toiletries /'tɔɪlətriz/ przybory toaletowe
trade (n, v) /treɪd/ handel; handlować
trader /'treɪdə/ handlarz
value /'væljuː/ wartość

7.4 Reading 4.52

account /ə'kaʊnt/ rachunek
available /ə'veɪləbəl/ dostępny
billionaire /ˌbɪljə'neə/ miliarder
bookstore /'bʊkstɔː/ księgarnia
checkout desk /'tʃek-aʊt ˌdesk/ kasa
complaint /kəm'pleɪnt/ zażalenie, reklamacja
customer /'kʌstəmə/ klient
delivery /dɪ'lɪvəri/ dostawa
employee /ɪmˌplɔɪ-iː/ pracownik
entrepreneur /ˌɒntrəprə'nɜː/ przedsiębiorca
household name /ˌhaʊshəʊld 'neɪm/ powszechnie znana nazwa
immigrant /'ɪmɪgrənt/ imigrant
increase /'ɪnkriːs/ wzrost
order /'ɔːdə/ zamówienie
passenger /'pæsɪndʒə/ pasażer
passion /'pæʃən/ pasja, namiętność
queue /kjuː/ kolejka
request /rɪ'kwest/ zamówienie, prośba
rise /raɪz/ wzrost
ship /ʃɪp/ transportować
stepfather /'stepˌfɑːðə/ ojczym
unicyclist /'juːniˌsaɪklɪst/ rowerzysta na monocyklu

7.5 Grammar 4.53

advertising /'ædvətaɪzɪŋ/ reklama
ballet flats /'bæleɪ flæts/ baletki
boots /buːts/ buty (z cholewką)
disease /dɪ'ziːz/ choroba
flip-flops /'flɪp flɒps/ klapki, japonki
high heels /ˌhaɪ 'hiːəlz/ buty na wysokim obcasie
imagination /ɪˌmædʒɪ'neɪʃən/ wyobraźnia
knee-high /ˌniː 'haɪ/ do kolan
sandals /'sændəlz/ sandały
soil /sɔɪl/ gleba
trainers /'treɪnəz/ buty sportowe

7.6 Use of English 4.54

be kidding /bi 'kɪd ɪŋ/ żartować
cost a fortune /ˌkɒst ə 'fɔːtʃən/ kosztować majątek
street market /striːt 'mɑːkət/ rynek, targ uliczny

7.7 Writing 4.55

apologise /ə'pɒlədʒaɪz/ przepraszać
broken /'brəʊkən/ zepsuty
complain /kəm'pleɪn/ reklamować, składać zażalenie
damaged /'dæmɪdʒd/ uszkodzony
exchange sth for sth /ɪks'tʃeɪndʒ ˌsʌmθɪŋ fə ˌsʌmθɪŋ/ wymienić coś na coś
headphones /'hedfəʊnz/ słuchawki
postage /'pəʊstɪdʒ/ opłata pocztowa
receive /rɪ'siːv/ otrzymać, dostać
return /rɪ'tɜː(r)n/ zwrócić, np. produkt
sell-by date /'sel baɪ deɪt/ termin ważności
service /'sɜːvəs/ obsługa
some parts are missing /səm ˌpɑːts ə 'mɪsɪŋ/ brakuje niektórych części
subscription /səb'skrɪpʃən/ subskrypcja
swap /swɒp/ zamienić
wedding /'wedɪŋ/ wesele
zip /zɪp/ zamek błyskawiczny

7.8 Speaking 4.56

bother /'bɒðə/ przeszkadzać
cash /kæʃ/ gotówka
changing room /'tʃeɪndʒɪŋ ruːm/ przymierzalnia
faulty /'fɔːlti/ wadliwy
out of stock /ˌaʊt əv 'stɒk/ wyprzedany
reduced /rɪ'djuːst/ przeceniony
ripped /rɪpt/ rozdarty
sell out /ˌsel 'aʊt/ sprzedać się
size /saɪz/ rozmiar
try on /ˌtraɪ 'ɒn/ przymierzyć

WORD LIST ACTIVITIES

- Play *Snowman* with the new words. On the board, write a dash for each letter of a word to guess. Draw a part of the snowman for each wrong guess (e.g. the body, its eyes). The team who guesses the word before the snowman is complete wins a point. If a team makes a wrong guess and you draw the last part of a snowman, it loses a point.
- Divide students into teams. Call out a word for the first team. They have to say the category and explain the meaning.

FOCUS REVIEW 7

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

Exercise 1

1 employee – somebody who works for other people and is employed by them
other words – people who are usually employers

2 customer – a person who buys goods and services
other words – businesspeople who offer goods and services to customers

3 scruffy – an adjective used to describe someone's appearance
other words – natural materials (fabrics) clothes are made from

4 denim – a natural material used to make jeans
other words – adjectives used to describe someone's clothes (outfit)

5 stationer's – a shop where you can buy paper and office products
other words – shops where you can buy food

1 Który wyraz nie pasuje do pozostałych wyrazów w danej grupie?

1 businessperson, ~~employee~~, company director, entrepreneur
2 trader, entrepreneur, ~~customer~~, investor
3 ~~scruffy~~, cotton, cashmere, silk
4 smart, fashionable, original, ~~denim~~
5 butcher's, ~~stationer's~~, baker's, greengrocer's

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 Stanley has saved half of his earnings for a new computer. **EARN**
2 A modern water park was built last year, which was the best investment in our city. **INVEST**
3 I don't use any cash. All my payments are made by credit card. **PAY**
4 What company is the largest producer of personal computers in the world? **PRODUCE**
5 This shop has had a sale for two weeks. **SELL**
6 The factory tried to keep some employees by offering them more money. **EMPLOY**

3 Przekształć zdania, zachowując ich sens.

1 How much does the factory pay the workers?
How much are the the factory workers paid ?
2 Farmers have never grown rice in this field.
Rice has never been grown in this field.
3 They have sold over 1,000 bikes so far this year.
Over 1,000 bikes have been sold so far this year.
4 They keep their investments secret.
Their investments are kept secret.
5 He painted more than 100 pictures in this studio.
More than 100 pictures were painted in this studio.
6 When did they open their first shop?
When was their first shop opened ?

4 Która z podanych opcji A–D poprawnie uzupełnia zdanie?

1 How ___ tablets do you own?' 'Just one.'
A any B few C much (D) many
2 There are ___ people in the queue. It's too long to wait.
(A) a lot of B lots C a little D lot
3 'I'm so hungry.' 'I have ___ biscuits in my bag. Would you like one?'
A very little (B) a few C too much D any
4 I think there is ___ advertising on TV. I can't stand it.
A too many B lots of (C) too much D a little
5 ___ homework do you get every day?
A How B How long C How many (D) How much
6 She's got ___ money to buy designer clothes, but she often goes window shopping.
(A) too little B too many C very few D any

ŚRODKI JĘZYKOWE

Tłumaczenie; test luk

5 Która z podanych opcji A–C jest poprawnym tłumaczeniem fragmentu podanego w nawiasie?

1 There (*jest niewiele*) _____ supermarkets in my neighbourhood.
A is little B aren't much (C) are few
2 If you haven't got money for an expensive jacket, you should try to (*złowić okazję*) _____ .
(A) pick up a bargain B have a sale
C do some research
3 We need to find (*jakieś miejsce*) _____ to buy food.
(A) somewhere B anywhere C everywhere
4 (*Żaden*) _____ of their debtors have returned the money yet.
A No one (B) None C Anyone
5 The T-shirt didn't fit my brother, so I sent it back and asked for a (*zwrot pieniędzy*) _____ .
A receipt (B) refund C bonus

6 Przeczytaj tekst. Uzupełnij go, wpisując w każdą lukę (1–5) jeden wyraz z ramki w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga! Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

WSKAZÓWKA
Przeczytaj szybko cały tekst. Następnie przeczytaj bardzo uważnie zdania, w których występuje luka. Zastanów się, jaką częścią mowy jest brakujący wyraz. Jeśli jest to np. przymiotnik, pomyśl, od których słów w ramce można go utworzyć.
Po wpisaniu wyrazu w lukę przeczytaj całe zdanie i sprawdź, czy jest ono poprawne logicznie i gramatycznie. Na koniec przeczytaj pod tym kątem cały tekst.

go employ pay usual satisfy buy

Mystery shopping
– a type of market research

Kara, 19, a university student, has a very [1] unusual part-time job. She works as a mystery shopper. What does she do? One day she [2] buys a pair of glasses at an optician's, another day she has a meal in a restaurant. She looks like an average customer, but after the visit she writes a report about the place and sends it to the company's office. This is how the shops and restaurants get information about their goods or services and whether anybody is not [3] satisfied .

'It's the perfect job for me', explains Kara. [4] Going shopping has always been my hobby but I don't have much money to buy what I like. With this job I can have a free meal in an elegant restaurant or get some designer clothes. Mystery shopping also gives me something interesting to do at weekends and during my lunch hours.'

Market Force, the company which employs people like Kara, says: 'Mystery shoppers are paid once a month. To make sure that our [5] employees are honest and reliable, we sometimes send a few shoppers to the same place'.

EXTRA ACTIVITIES

- Photocopiable resources 65–66
Translation (15 min.) pp. 265–266, 339–340
- Photocopiable resource 68 Cloze (15 min.) pp. 266, 342

CZYTANIE

Wybór wielokrotny

7 Przeczytaj tekst. Które z podanych opcji A–D są poprawne?

THE HIGH STREET

Last summer I visited Britain. On the first day I needed some aspirin for my headache, so I asked the hotel owner where I could get some. She said: 'There's *a chemist's* on the high street.' I soon learned that a chemist's is what British people call *a pharmacy* and *high street* is called *main street* in America. That was a classic illustration of two nations divided by a common language.

The phrase *high street* is hardly ever explained to tourists because it is a part of everyday life in the UK. It means the main commercial street in every British town. What can be surprising is that a town's high street is not always the most important place in town and is not often called *High Street*, but has another official name.

In small villages, the high street has little more than a mail box, a newsagent's and a small supermarket. In a bigger town, you will find a chemist's, a DIY store, a pub and also traditional food shops like a butcher's or greengrocer's. In big cities, apart from pubs, clothes shops, toy shops, banks or an estate agent's line up on the high street. But there are not many vintage shops or fast food bars, unless they are part of big, multinational companies. This is because high street rents are usually the highest for businesses in the town.

Another surprise is *high street fashion*, which does not refer to the clothes that are sold in the high street shops – it only describes the clothes that are not too expensive but are fashionable. They are usually produced from good quality materials and you can find them everywhere, from big department stores to small local shops. Everyone can afford them.

Is *the high street* going to disappear from the British culture? I don't think so. Every year the competition for The Best High Street is announced. In 2016, there were 900 candidates. The title went to Blackburn, a big town in the north of England and one of my favorites.

1 The writer:
A is a British tourist to the USA.
B is an American tourist to the UK.
C runs a shop in the high street.
D lives in Blackburn.

2 What did the writer find out about *the high street*?
A It is the central part of every British town.
B Every high street looks the same.
C Most town sellers have their shops there.
D You can't have a fast food meal there.

3 *High street fashion* refers to:
A the most popular clothes.
B clothes on special offer.
C good quality brands.
D very expensive clothes.

4 In the text, the writer:
A gives the reasons for the differences between British and American English.
B invites people to go shopping in the high street.
C encourages towns to take part in the competition for the Best High Street.
D shares his/her discoveries about British culture.

MÓWIENIE

8 Pracując w parach, wykonajcie zadanie.

UCZEŃ A
Spędzasz wakacje u rodziny w Anglii. Chcesz kupić kuzynce prezent w sklepie z ubraniami. Rozmawiasz ze sprzedawcą na temat wyboru najlepszego prezentu. Poniżej podane są cztery kwestie, które musisz omówić. Rozmowę rozpoczyna uczeń B.

Element stroju	Sposób płatności
Styl, rozmiar	Możliwość zwrotu

UCZEŃ B
Pracujesz w sklepie z ubraniami. Uczeń A chce kupić prezent dla swojej kuzynki, ale nie jest pewien, co wybrać. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczynasz ty.
- *Can I help you?*
- *This is the (biggest/smallest) size we've got.*
- *How would you like to pay?*
- *Unfortunately, we can't give you a refund but we can exchange it for a different item.*
- *Make sure you keep the receipt.*

PISANIE

E-mail/List formalny

9 Zapisz w zeszycie, które problemy a–d mogą pojawić się przy zakupie produktów 1–4. Następnie, pracując w parach, dopiszcie po jeszcze jednym możliwym problemie do każdego produktu.

PRODUCTS	PROBLEMS
1 a box of chocolates c	a Some pages are missing.
2 a book a	b It has bad sound quality.
3 a pair of jeans d	c They are past their sell-by date.
4 an MP3 player b	d They shrank after the first wash.

10 Wybierz jeden z przedmiotów z ćwiczenia 9 i wykonaj zadanie.

Od twojego zakupu w sklepie internetowym minęło kilka tygodni. Pomimo zapewnień sprzedawcy, że paczka dotrze do ciebie w ciągu dwóch dni, czas oczekiwania był znacznie dłuższy. Po otwarciu paczki okazało się, że jest problem z zamówionym towarem. Napisz e-mail z reklamacją.
W swoim e-mailu:
- wyjaśnij, co i kiedy zostało kupione,
- poskarż się na nieterminowe dostarczenie przesyłki,
- opisz problem dotyczący otrzymanego towaru,
- przedstaw oczekiwany przez ciebie sposób rozwiązania problemu.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

REFERENCES
MiniMatura writing assessment criteria
Matura speaking test assessment criteria

EXTRA ACTIVITIES
- Photocopiable resource 48 *Shopping for clothes* (speaking; 10 min.) pp. 262, 319–320
- Photocopiable resource 49 Sentence translation (15 min.) pp. 262, 321
- Extra digital activities: Reading and Use of English

NEXT CLASS
- Ask students to do Self-check 7.10, WB pp. 100–101, as homework.
- Ask students to prepare for Unit 7 MiniMatura and Matura speaking test 7: Testing Programme, Unit 7.

8 Well-being

A good laugh and a long sleep are the two best cures for anything.

An Irish proverb

VIDEO



BBC
Keeping fit 36
Lesson 8.1



GRAMMAR ANIMATION
Lesson 8.2 37
Lesson 8.5 39



FOCUS VLOG
About achievements 38
Lesson 8.2



INTERACTIVE SPEAKING VIDEO
Lesson 8.8 40 41

8.1 VOCABULARY

Body parts • symptoms • health • phrasal verbs

I can use language related to wellness and illness.

SHOW WHAT YOU KNOW

1 **In your notebook, write the body parts in order from head to toe in each set of words.**

1 mouth forehead ear heart > *forehead ear mouth heart*
2 shoulder nose throat eyebrows eyebrows nose throat shoulder
3 hip tongue back foot tongue back hip foot
4 chest lips eyelashes knee eyelashes lips chest knee
5 tooth finger neck leg tooth neck finger leg

2 SPEAKING **Point to a part of your body and ask your partner to say the word.**

3 SPEAKING **Discuss the questions.**

1 How many apps do you have on your phone?
2 What are the apps for and which ones do you use most?
3 What apps do you know of that help you keep fit and stay healthy?

4 **Read the article. In your notebook, match headings A–E with paragraphs 1–5.**

A Feel calmer 3
B Get the right music 1
C Stay well 5
D Keep fit 4
E Eat and drink the right things 2

5 SPEAKING **Which apps would you like to use and why? Discuss with a partner.**

APPS TO KEEP YOU FIT

Feel unhealthy or unfit? Need to lose weight? Stressed out? No worries – just get the right app!

Here are five types of app that will help to improve your general health and levels of fitness.

1 B
You'll find it easier to work out if you have the right tunes. **Fit radio** lets you choose your own playlist, for Zumba®, running or aerobics.

2 E
Do you sometimes **feel dizzy** after doing exercise? Get an app that tells you to drink water before you pass out. Apps like **Fooducate** can also help you to make healthy food choices and cut out things that are bad for you. Scan a barcode and get nutritional information like how many calories it contains.

3 A
Are those exams stressing you out? Does your **head hurt**? Get a mindfulness app like **Aura** and learn how to be calm. Meditation will reduce anxiety and stress.

4 D
Everyone should exercise regularly. If you prefer to do your exercise outdoors, take up cycling. **Strava** can find you a route and track your distances. It can also check your pulse and heart rate.

5 C
You've got **a temperature**, **a headache** and you've come out in a rash! Or maybe you've got **a cough**, **a sore throat** and **a pain in your chest**. **Symptomate** will tell you what the problem is and how to get over it. You know you're allergic to nuts, or you suffer from **a runny nose** in spring? Get **Allergy Alert** to keep track of your symptoms.

REFERENCES

Culture notes **p. 226**
Videoscript **p. 249**
Using videos in the classroom **p. T14**
How to teach with projects **p. T17**

EXTRA ACTIVITIES

- BBC video. Video worksheet 8.1 in the WB, p. 113.
- Photocopiable resource 50 *Medical diploma* (15 min.) pp. 262–263, 322–323
- Photocopiable resource 51 Test yourselves (10 min.) pp. 263, 324
- Extra digital activities: Vocabulary Checkpoint
- Ask students to think about an app that would help them keep fit and healthy that they do not use yet or one that should be created. Students discuss their ideas in pairs.

102

FOCUS ON WORDS | Symptoms

6 3.30 **In your notebook, complete the gaps with the words in red in the text. Then listen, check and repeat.**

1 I've got
- a *cough* .
- a ___headache___ .
- a ___runny___ nose.
- a ___sore___ throat.
- a stomachache.
- a ___temperature___ .

2 I've got a pain in my
- ___chest___ .
- right leg.
- shoulder.

3 I feel
- ___dizzy___ .
- ill.
- sick.

4 My
- back
- ___head___ hurts.
- thumb

7 SPEAKING **Choose the correct option. In your notebook, write the questions. Then ask and answer the questions in pairs.**

1 When was the last time you felt *ill* / *runny*?
2 Does your *back* / *hair* hurt sometimes?
3 Does anything make you feel *allergic* / *dizzy*?
4 Have you ever had a pain in your *chest* / *cough*?
5 What do you do if you have a *sore throat* / *chest*?
6 Did you have a *weight* / *headache* yesterday?



FOCUS ON WORDS | Health

8 3.31 **In your notebook, complete the gaps with the base form of the verb in the underlined collocations in the text. Add a translation. Then listen, check and repeat**

1 ___be___ allergic to sth/asthmatic = mieć alergię na coś / mieć astmę
2 ___check___ your pulse/your heart rate = sprawdzać puls/tętno
3 ___come out___ in a rash/spots = mieć wysypkę
4 ___keep___ fit/track of sth = być sprawnym / śledzić dystans
5 ___lose___ weight/your appetite = tracić wagę/apetyt
6 ___make___ choices/decisions = dokonywać wyborów / podejmować decyzje
7 ___reduce___ anxiety/stress = zmniejszać niepokój/stres

9 SPEAKING **In your notebook, match the sentence halves. Do you agree with the statements? Discuss with a partner.**

1 The only way to lose c
2 Children don't know how to make a
3 It's important to keep f
4 People usually come out in d
5 If you are allergic b
6 Most people don't know how to check e

a healthy food choices.
b to nuts, you should tell everybody.
c weight is to eat less and exercise more!
d a rash because of something they've eaten.
e their pulse.
f track of the calories you eat in a day.

FOCUS ON WORDS | Phrasal verbs

10 3.32 **In your notebook, complete the gaps with the base form of the verb in the highlighted phrasal verbs in the text. Then listen, check and repeat.**

1 stop eating or doing sth = ___cut___ **sth out**
2 recover from or get better after (an illness) = ___get___ **over sth**
3 faint or fall and be unable to move or feel anything = ___pass___ **out**
4 make sb feel nervous or stressed = ___stress___ **sb out**
5 to have an illness or a condition such as asthma = ___suffer___ **from sth**
6 start doing sth new = ___take___ **sth up**
7 do physical exercise = ___work___ **out**

11 **In your notebook, replace the underlined verb phrases with the phrasal verbs in Exercise 10 so that they have a similar meaning.**

1 I like ~~doing physical exercise~~ working out to music.
2 I've decided to ~~start~~ take up jogging.
3 I don't think I've ever ~~fainted~~ passed out.
4 Fortunately, nobody in my family ~~has~~ suffers from asthma.
5 It always takes me a while to ~~recover from~~ get over a cold.
6 I don't really like meat so I'm going to ~~stop eating it~~ cut it out.
7 Exams always ~~make me feel nervous~~ stress me out.

12 SPEAKING **Read the sentences to each other. Are they true for your partner?**

WORKBOOK
pp. 102–103, including *Show What You've Learnt*

NEXT CLASS
- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 8.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 104.

PROJECT
Work in groups. Do some research to find out about another project that helps protect the natural environment. Create a presentation about it and present it to your class.

8.2 GRAMMAR

Past Perfect

I can use the Past Perfect in a range of common situations.

1 **Read Part 1 of a story about a very lucky footballer. What happened to Fabrice Muamba?**

He had a heart attack during a football match.

Part 1



Shauna Muamba was watching her fiancé play football on television with her three-year-old son Joshua and her mother when Josh said 'Mummy, Daddy is frozen.'

Bolton footballer, Fabrice Muamba, had fallen down on the pitch. 'He's probably passed out' Shauna's mother said.

But he hadn't fainted – he had had a heart attack.

Around the world, millions of people were watching the FA Cup match between Tottenham and Bolton. Everyone knew it was serious because he had fallen like a tree – he hadn't put out his arms, he'd just dropped to the ground. By the time the medical people got to him, his heart had stopped.

2 **Read the GRAMMAR FOCUS and answer the questions.**

1 How do you form the Past Perfect?
2 When do you use the Past Perfect?
3 According to the text, what things had Fabrice Muamba done/not done before the medical people got to him?

GRAMMAR FOCUS 37

Past Perfect

You use the **Past Perfect** to make it clear that one past action happened before another past action.

By the time the medical team *got* to him, his heart *had stopped*.

past — present

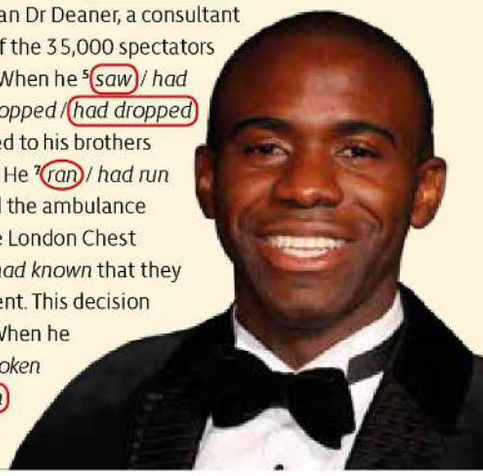
Note: *By the time* + Past Simple, Past Perfect.
Past Perfect: ***had*** + Past Participle

+	*I had ('d) worked.*
–	*He had not (hadn't) worked.*
?	*Had they worked?* *Yes, they had./No, they hadn't.*

3 **Read Part 2 of the story. In your notebook, write the correct verb options. Who/What saved Fabrice Muamba's life?**

Part 2

The Bolton physiotherapist [1] *was* / *had been* the first to notice that Muamba [2] *fell down* / *had fallen down*. He screamed, 'Get on the pitch, get on the pitch!' It [3] *was* / *had been* obvious that something serious [4] *happened* / *had happened*. But Muamba was lucky. Tottenham fan Dr Deaner, a consultant cardiologist, was one of the 35,000 spectators at the match that day. When he [5] *saw* / *had seen* that Muamba [6] *dropped* / *had dropped* to the ground, he turned to his brothers and said 'I should help.' He [7] *ran* / *had run* onto the pitch and told the ambulance to take Muamba to the London Chest Hospital. He [8] *knew* / *had known* that they had specialist equipment. This decision saved Muamba's life. When he finally [9] *woke up* / *had woken up*, he [10] *was* / *had been* 'dead' for 78 minutes.



Dr Deaner and the specialist equipment at the London Chest Hospital saved Fabrice Muamba's life.

4 **Compare these sentence pairs. In each sentence, decide what happened first. Which sentences are true for you?**

1 a When I got home yesterday, *my mum had made dinner*.
  b When I *got home yesterday*, my mum made dinner.
2 a When *I got to school this morning*, I had breakfast.
  b When I got to school this morning, *I'd had breakfast*.
3 a This lesson started when *I arrived*.
  b *This lesson had started* when I arrived.
4 a When *the lesson began*, I read about Fabrice Muamba.
  b When the lesson began, *I had read about Fabrice Muamba*.

5 **In your notebook, write six Past Perfect sentences about yourself. Use *By the age of ...* and verb phrases in the box or your own ideas.**

learn how to read/swim/ski
buy (or get) my first phone/laptop/bike
go to the capital city/a foreign country/a live concert

By the age of six, I had learnt how to swim.
By the age of ...

6 SPEAKING **Read your sentences in Exercise 5 to your partner and find out how similar you are.**

FOCUS VLOG 38 About achievements

3.33 **Listen to the Focus Vlog. What had the speakers learnt by the time they left school? Write the answers in your notebook.**

Grammar page 137

Exercise 2

1 *had* + past participle
2 to make it clear that one past action happened before another past action
3 He had fallen like a tree, he hadn't put out his arms, he'd dropped to the ground, his heart had stopped.

Focus Vlog

loves to sing; the importance of friends, family and keeping in touch with them, allowing them to keep you grounded in life; importance of going out and about, experiencing nature; the joy of travelling, learning languages and acquiring knowledge; independent work; travelling; how to survive in the world; importance of education and continuing it; to work as a team and alone

REFERENCES

Culture notes **p. 226**
Audioscript **p. 243**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Focus Vlog. Video worksheet 8.2 in the WB, p. 113.
- Photocopiable resource 52 *If I remember correctly ...* (15 min.) pp. 263, 325
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 104, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 8.2, Grammar.

8.3 LISTENING

Multiple choice

I can identify key details in a radio podcast.

1 SPEAKING **Discuss what you know about Central Park in New York.**

2 **Read US TODAY. Guess the missing numbers using the ones in the box. Which fact is the most interesting?**

(21 26 93 9,000)

3 3.34 **Listen to the introduction of a podcast about Central Park and check your ideas in Exercise 2. What other things can you do in Central Park?**

LISTENING FOCUS Multiple choice

4 3.35 **Listen to the complete podcast. For questions 1–6, choose the correct answer, A, B or C.**

1 The podcast presenter thinks Central Park is
A the busiest place in the world.
B like a garden for New Yorkers.
C a good place to enjoy city life.

2 Central Park is a good place to
A be alone.
B go shopping.
C keep fit.

3 The two French girls the presenter speaks to
A only have a few hours in New York.
B both want to spend all day in the park.
C don't want to do the same things.

4 The 'Team Central Park' runner is
A training for a marathon.
B not going to do a marathon.
C doing a 5K fun run.

5 The group of young people
A spend a lot of time in the park in summer.
B always bring a picnic.
C are not allowed to use skateboards.

6 The group of young people
A watch people playing Frisbee.
B ride bikes fast through the park.
C enjoy a lot of different things in the park.

5 SPEAKING **What's the biggest public park near you? Discuss the questions.**

1 What activities can you do in the park?
2 What kind of people use the park and when is it busiest?
3 How often do you go to the park and what do you do there?

US TODAY

CENTRAL PARK ...

- covers 6% of Manhattan
- welcomes 40 million visitors a year
- was designed by the winners of a competition in 1858
- took 20,000 workers 15 years to complete
- is six times bigger than Monaco
- has featured in over 350 movies
- includes: [1] 93 kilometres of pathways to walk on, [2] 9,000 benches to sit on, [3] 26 playing fields, [4] 21 playgrounds for children, 275 species of bird, 125 drinking fountains, and 36 bridges and arches



Exercise 3
You can walk, run, cycle, work out, train, climb, play football, visit a zoo, go to a theatre, go skating, sail, swim and eat.

PRONUNCIATION FOCUS

6 3.36 **Listen and repeat the diphthongs.**

Diphthong	Example	Diphthong	Example
1 /eə/	air	5 /əʊ/	low
2 /eɪ/	skate	6 /ɪə/	hear
3 /ʊə/	sure	7 /aɪ/	climb
4 /ɔɪ/	noise	8 /aʊ/	out

7 3.37 **In your notebook, complete the table in Exercise 6 with the words in the box. Then listen, check and repeat.**

(~~air~~ climb hear low noise out skate sure)

FOCUS ON WORDS | Places to do sport

8 3.38 **In your notebook, complete the gaps with the nouns in the box to make compound nouns. Then listen, check and repeat.**

(court pitch pool ring rink track)

1 badminton/basketball/handball/tennis/volleyball court
2 football/hockey/rugby pitch
3 motor racing/running track
4 skating/ice rink
5 swimming pool
6 boxing ring

REFERENCES

Culture notes **p. 226**
Audioscript **pp. 243–244**

EXTRA ACTIVITIES

Students make a list with two words with each of the eight diphthongs in ex. 6. They exchange lists and match the words with the diphthongs.

WORKBOOK

p. 105

NEXT CLASS

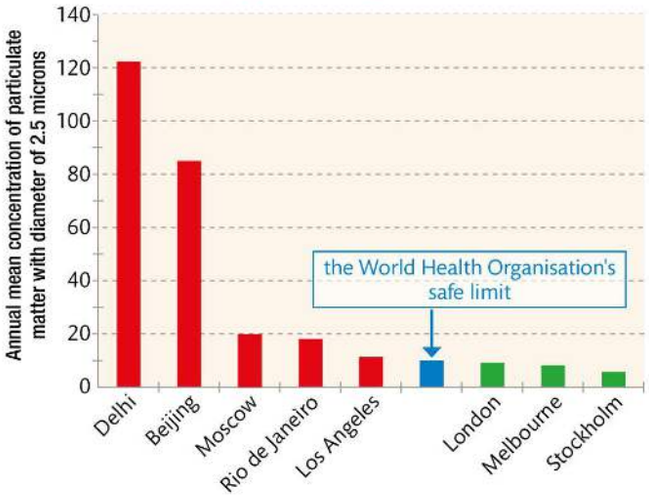
Ask students to make short notes about the causes of air pollution, the health problems it causes and ways to reduce it. They can use the notes to discuss the questions in ex. 2 on p. 106.

8.4 READING

Answering questions

I can identify specific information in a short article.

1 **Look at the graph about air pollution. Which photo shows Los Angeles, which – Stockholm and which – Beijing?** A Beijing B Los Angeles C Stockholm









Exercise 6

2 Exhaust fumes, factory smoke, dust storms
3 Face masks
4 A giant air purifier
5 Smog vacuum cleaner
6 Smog particles
7 The Ministry of Environmental Protection

2 SPEAKING **Discuss what you know about:**

1 the causes of air pollution. exhaust fumes, factory smoke, dust storms, burning fossil fuels, etc.
2 the health problems caused by air pollution. asthma, chest pain, difficulty breathing, etc.
3 ways of reducing air pollution. Smog Free Towers, reducing the numbers of cars in cities, using renewable energy, etc.

3 **Read the text and check your ideas in Exercise 2. What do you think about the 'Smog Free Tower'?**

READING FOCUS Answering questions

4 **Read the text again and answer the questions.**

1 Who suffers most from worsening air pollution? children and the elderly
2 What sort of things do people do to avoid polluted air? They wear face masks and play indoors.
3 How does a 'Smog Free Tower' work? It sucks in smog and blows out clean air.
4 What sort of things can you make with smog particles? jewellery, cufflinks
5 What motivated Roosegaarde to design the Smog Free Tower? trip to Beijing in 2013 when he couldn't see anything from his hotel
6 How does Roosengaarde's project develop? With the support of the Chinese Ministry of Environmental Protection, Roosegaarde is planning to set up 800 towers in China – which may imply that his project develops very well.

FOCUS ON WORDS | Pollution

5 3.40 **In your notebook, complete the collocations with the words in blue in the text. Then listen, check and repeat.**

1 air pollution
2 air purifier
3 dust storms
4 exhaust fumes
5 environmental protection
6 face masks
7 factory smoke
8 smog particles
9 vacuum cleaner

6 **Answer the questions with words in Exercise 5.**

1 What is responsible for over three million deaths every year? *Air pollution*
2 What are the three main causes of smog in Beijing?
3 What do people wear to protect themselves from air pollution?
4 What does the 'Smog Free Tower' look like?
5 The designer says it is the biggest 'what' in the world?
6 What does the tower collect and store?
7 Which Chinese ministry wants to put towers in other cities?

7 SPEAKING **Which of these environmental problems affects the world, your country and you the most? Discuss with a partner.**

1 **air pollution** (smog from exhaust fumes, factory smoke, etc.)
2 **ocean and river pollution** (chemicals from factories or plastic)
3 **land pollution** (chemicals used in farming)

8 SPEAKING **In your notebook, list three things that you, your country or the world could do to solve some of the problems in exercise 7. Discuss as a class.**

You could use public transport more or walk or cycle to places …

106

EXTRA ACTIVITIES

In pairs, students write three more questions about the text. They exchange questions with another pair and answer them.

WORKBOOK

pp. 106–107

NEXT CLASS

- Ask students to do *Show What You Know* in the WB, p. 108.
- Ask students to find some news stories in English and bring them to the next class.

The Tower That Sucks in Smog and Spits Out Clean Air

3.39

The city of Beijing has such a big problem with its air quality that there are days when you can't see the buildings on the other side of the street. According to Nature Magazine, air pollution is responsible for three million deaths per year, and most of these deaths are in Asia. More and more people suffer from chest pain and have difficulty breathing. Children and the elderly are most at risk.

The 'Smog' – a blend of the words 'smoke' and 'fog' – is mainly caused by car exhaust fumes, factory smoke and dust storms from local construction projects. To protect themselves from the unhealthy effects of pollution, people wear face masks and children play sports indoors.

Last week, a Smog Free Tower was erected in the arts district of Beijing. It is part of an air purifying project by Daan Roosegaarde from Holland and is designed to take in smog and release clean air. The seven-metre-high tower resembles the kind of air purifier you may have in your house. Roosegaarde describes it as the largest smog vacuum cleaner in the world.

The Smog Free Tower was created by Roosegaarde and a green tech company in the Netherlands. It runs on renewable power. Smog particles that are dangerous to health are collected and stored inside the tower. The tower then blows out cleaner air. Roosegaarde uses the collected smog particles to make jewellery. When you buy a Smog Free Ring or a pair of cufflinks, you buy 1,000 cubic metres of clean air.

Roosegaarde got the idea for the Smog Free Project when he visited Beijing in 2013. One day he looked out of his hotel window and he simply couldn't see anything. The city had disappeared under a thick layer of smog.

Roosegaarde's project has the support of the Chinese Ministry of Environmental Protection, who have requested towers in four other cities. Roosegaarde is planning to set up 800 of his giant air purifiers in parks all over China to raise awareness of the huge problem of pollution. He believes that both citizens and the government need to work together to fight pollution. His dream is that in ten to fifteen years from now, we won't need his towers anymore.





GLOSSARY

cufflinks – spinki do mankietów

FOCUS ON WORDS | Word families

9 3.41 **In your notebook, complete the table with the correct noun, verb or adjective in the text. Mark the stress. Then listen, check and repeat.**

Noun	Verb	Adjective
1 *construction*	construct	constructive
2 creation	create	creative
3 pollution	pollute	polluted
4 purification, purifier	purify	pure
5 support	support	supportive

107

8.5 GRAMMAR

Reported Speech

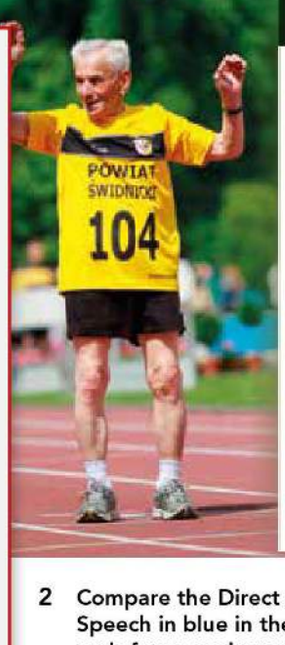
I can make tense changes in reported speech.

Exercise 2
The tense 'moves back' and the pronouns change from first person to third in Reported Speech.

1 Read the text and answer the questions.

1 What records has he broken?
The oldest person to run a 100-metre race.

2 What is his secret for a healthy life?
Do everything you want to do, cycle or walk 10 km every day.



Stanislaw Kowalski

Stanislaw Kowalski has become the oldest person in Europe to run a 100-metre race. When he crossed the finishing line, the 104-year-old grandfather said that he felt like a new man. He said he wasn't surprised that he had lived to such an old age. He said he had always done everything he wanted to do and he had never been to the doctor's. He also said that he had cycled or walked 10 km to work every day of his working life. He told reporters that he was looking forward to breaking the world record for the 60-metre race, which he actually did half a year later.

Exercise 4
1 A – he was 119 years old
2 E – he wasn't only the oldest athlete in the world
3 D – Singh was lying about his age
4 B – he couldn't prove his age
5 F – they understood that he had never known his real age
6 G – he thought the people who had accused him of lying were jealous
7 C – his secret was cow's milk

The officials didn't believe him because he didn't have a birth certificate and couldn't prove his age.

2 Compare the Direct Speech 1–6 below with the Reported Speech in blue in the text. What changes are there to the verb forms and pronouns?

1 'I feel like a new man.'
2 'I'm not surprised that I've lived to such an old age.'
3 'I've always done everything I want to do.'
4 'I've never been to the doctor's.'
5 'I cycled or walked 10 km to work every day.'
6 'I am looking forward to breaking the world record.'

3 Read the GRAMMAR FOCUS. Which verb forms complete the examples correctly?

GRAMMAR FOCUS 39

Reported Speech

In Reported Speech verb forms and pronouns change depending on the context.

Direct Speech	→	Reported Speech
Present Simple *'I work,' she said.*	→	Past Simple *She said she worked.*
Present Continuous *'He's working,' we said.*	→	Past Continuous *We said he* [1] __was working__ .
Present Perfect *'We've worked,' he said.*	→	Past Perfect *He said they* [2] __had worked__ .
Past Simple *'She worked,' they said.*	→	Past Perfect *They said she* [3] __had worked__ .

Exercise 6
1 You aren't concentrating.
2 You look tired.
3 I haven't slept very well.
4 I watched a really scary film.
5 That is why I didn't do my homework.
6 You've used that excuse before.

REMEMBER THIS

***Say* + (that) something**
He said that he felt like a new man.
***Tell* + somebody + (that) something**
He told reporters that he was looking forward to breaking the world record.

4 Read the text. In your notebook, rewrite sentences A–G in Reported Speech and use them to complete the text. Why didn't the officials believe Dharam?

A I am 119 years old. = *He said he was 119 years old.*
B He can't prove his age.
C My secret is cow's milk.
D Singh is lying about his age.
E I am not only the oldest athlete in the world.
F We understand that he has never known his real age.
G I think the people who have accused me of lying are jealous.

Dharam Pal Singh

When Dharam Pal Singh, a farmer from India, entered an Australian Athletics competition, he told the officials that [1] *he was 119 years old*. He said that [2] __E__ , but he was also the oldest man in the world. The officials told reporters that [3] __D__ . They said that Singh had never had a birth certificate so [4] __B__ . They said that they liked him, and [5] __F__ . Singh said that [6] __G__ of his health and his running ability. He told reporters that [7] __C__ , herbal chutney and fruit.

5 Which option is correct?

1 My teacher *said* / *told* me I wasn't concentrating.
2 He *said* / *told* I looked tired.
3 I *said* / *told* him that I hadn't slept very well.
4 I *said* / *told* I had watched a really scary film.
5 I *said* / *told* him that was why I hadn't done my homework.
6 He *said* / *told* I'd used that excuse before!

6 In your notebook, rewrite the sentences in Exercise 5 in Direct Speech.

1 You aren't concentrating.

7 SPEAKING Follow the instructions to complete the task.

1 Tell your partner five true facts about yourself. Use some of the 'facts' in the box or your own ideas.

I am/am not tired I can/can't snowboard
I like/don't like politics
I've been/haven't been to London
I'm going out/not going out tonight
I watched/didn't watch TV last night

2 Your partner then reports back. How many facts can your partner remember correctly?

A: You said you could snowboard.
B: Yes, that's right.
A: You said you liked politics.
B: No, I said I didn't like politics.

Grammar page 138

REFERENCES

Culture notes **p. 226**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 53 Test yourselves (10 min.) pp. 263, 326
- Extra digital activities: Grammar Checkpoint
- Ask students to look for examples of direct and reported speech in the news stories that they have brought.
- Dictate some sentences to the class. Students write them down and then rewrite in Reported Speech, e.g. *Someone stole my car yesterday.*

WORKBOOK

p. 108, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 8.5, Grammar.

108

8.6 USE OF ENGLISH

Phrasal verbs

I can correctly use a range of common phrasal verbs.

1 SPEAKING **Look at the photo. Jenny and her mum have just moved to a new town. Try to answer the questions.**

1 Why is Jenny so worried/stressed?
2 What do you think her mum is telling her?
3 How would you feel if you had to start a new school now?

2 3.42 **Listen and check your ideas in Exercise 1. Does the conversation end positively?** Yes

3 3.42 **Listen again and answer the questions with *Jenny* or *Mum*.**

Who …
1 says she has fallen behind? Jenny
2 seems negative and puts herself down? Jenny
3 feels that she doesn't fit in? Jenny
4 promises to figure things out for herself? Jenny
5 thinks it's good to talk things over? Mum
6 doesn't like the situation but says she'll get through it? Jenny
7 needs to catch up on her work? Jenny
8 says they have to get on with life? Mum

4 **Read the LANGUAGE FOCUS. Decide whether the phrasal verbs in blue in Exercise 3 are type 1, type 2 or type 3.**

LANGUAGE FOCUS

Phrasal verbs

A phrasal verb is a verb + particle(s). There are three basic types of phrasal verb.

1 Verb + particle
It's difficult to join in.

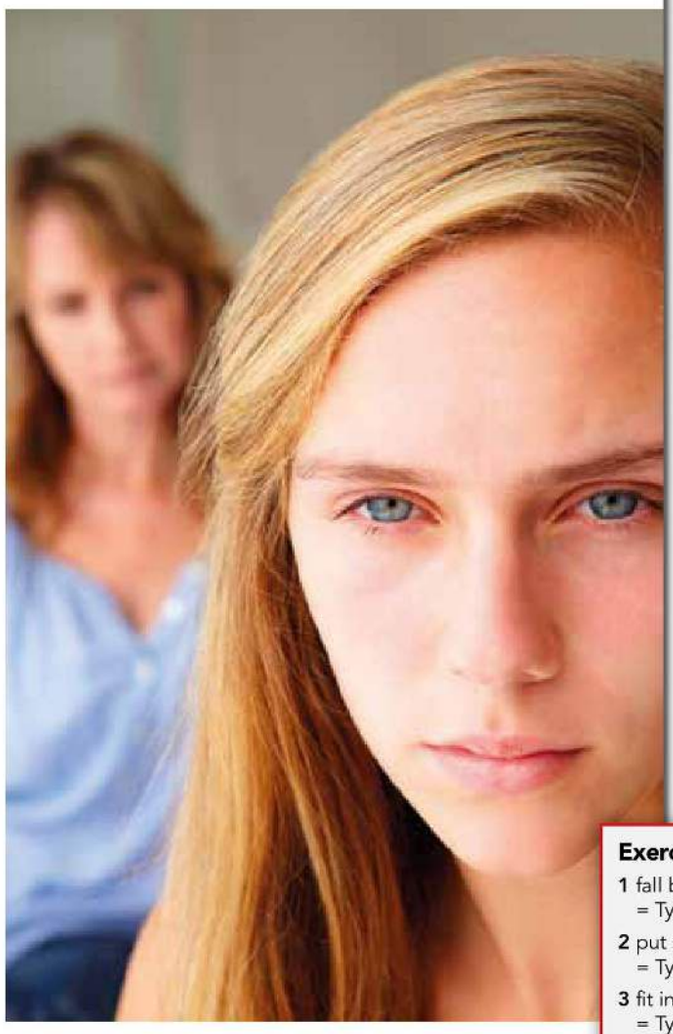
2 Verb + object + particle
I can hand an essay in and *I can hand it in.*
I can hand in an essay but NOT ~~*I can hand in it.*~~

3 Verb + particle + object
I want to go over some lessons and *I want to go over them.*

Note: A few phrasal verbs take two particles.
We just have to get on with life.

5 **In your notebook, put the words in brackets in the correct order to complete the sentences. Which sentences are true for you?**

1 I often stayed with my grandparents when I was a child – they looked after me (after/looked/me).
2 I've missed several weeks of my favourite TV series – I need to catch up on it (it/up/on/catch).
3 I don't like doing after-school activities – I never sign up for them for/up/sign/them).
4 I guessed all the answers in my last exam – I don't know how I got through it (it/got/through).
5 I don't like arguing with my friends – I prefer to talk it over (talk/over/it).
6 My parents always encourage me – they never put me down (me/down/put).



6 USE OF ENGLISH **Which word, A, B or C, completes both questions in each pair?**

1 How well do you deal ____ difficult problems?
Are you good at coping ____ extreme pain?
(A) with B in C out
2 How long does it take you to get ____ a cold?
Do you always go ____ your homework before you hand it in?
A into (B) over C through
3 How do you get ____ with your neighbours?
If you have a problem, who can you rely ____ ?
A off B away (C) on
4 Do you give ____ easily when things get difficult?
What time do you normally turn ____ for school?
(A) up B after C with

7 SPEAKING **In pairs, ask and answer the questions in Exercise 6.**

Use of English page 139

Exercise 4
1 fall behind = Type 1
2 put sb down = Type 2
3 fit in = Type 1
4 figure sth out = Type 2
5 talk sth over = Type 2
6 get through sth = Type 3
7 catch up on sth = Type 3
8 get on with sth = Type 3

REFERENCES
Audioscript **p. 244**

EXTRA ACTIVITIES
Students write three questions using the phrasal verbs in ex. 3. In pairs, they answer their partner's questions.

WORKBOOK
p. 109

NEXT CLASS
Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 8.6, Use of English.

8.7

WRITING

A reader's comment

I can write a simple online posting giving opinions.

Newsfocus.com: Daily Discussion

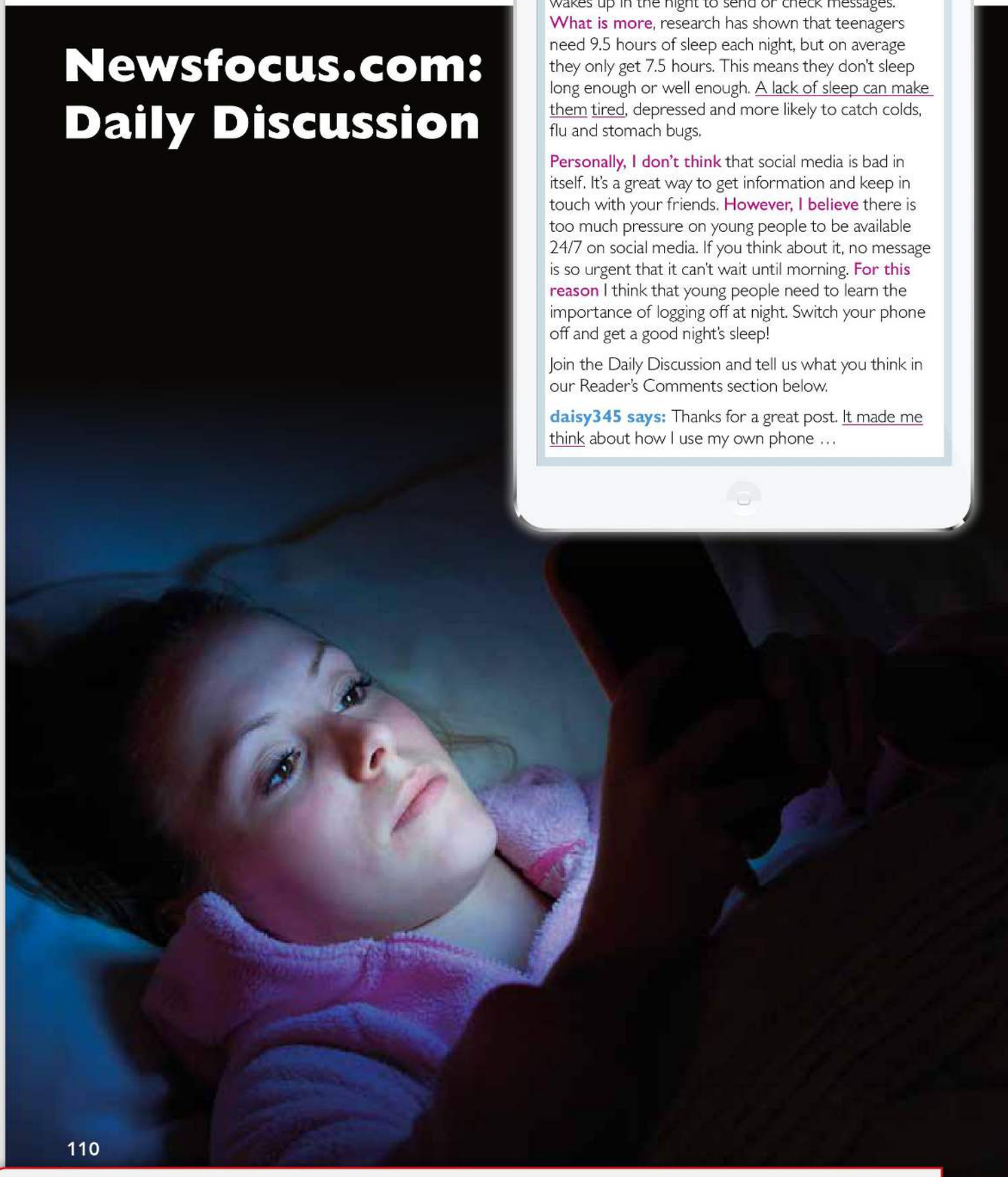
Is social media making you lose sleep?

A new study has found that one in five young people wakes up in the night to send or check messages. **What is more**, research has shown that teenagers need 9.5 hours of sleep each night, but on average they only get 7.5 hours. This means they don't sleep long enough or well enough. A lack of sleep can make them tired, depressed and more likely to catch colds, flu and stomach bugs.

Personally, I don't think that social media is bad in itself. It's a great way to get information and keep in touch with your friends. **However, I believe** there is too much pressure on young people to be available 24/7 on social media. If you think about it, no message is so urgent that it can't wait until morning. **For this reason** I think that young people need to learn the importance of logging off at night. Switch your phone off and get a good night's sleep!

Join the Daily Discussion and tell us what you think in our Reader's Comments section below.

daisy345 says: Thanks for a great post. It made me think about how I use my own phone …



110

REFERENCES

Culture notes **p. 226**

EXTRA ACTIVITIES

- Photocopiable resource 54 A reader's comment (15 min.) pp. 263, 327
- Ask some comprehension questions about the article, e.g. *How many hours of sleep should a person your age get each night? What happens when people do not sleep enough? What should young people do to sleep better?* etc.

1 SPEAKING **Discuss the question on the online forum page. Then read the post and decide whether you agree or disagree with the views expressed.**

2 **Read the WRITING FOCUS. Which linkers in purple from the article in Exercise 1 complete the examples correctly?**

WRITING FOCUS

A reader's comment

When you give your opinion in a piece of writing such as a reader's comment, use linkers to:

- give an opinion: *I think …/*[1] *Personally, I don't think*
- add further points: *In fact, …/I also agree that …/ I also think that …/*[2] *What is more …*
- give an opposite opinion: *On the other hand, I strongly disagree …/*[3] *However, I believe …*
- conclude: *Therefore …/So …/That's why …/*[4] *For this reason …*

3 **In your notebook, complete the reader's comment on the post in Exercise 1 with appropriate phrases in the WRITING FOCUS.**

daisy345 says: Thanks for a great post. It made me think about how I use my own phone. [1]*Personally*, I believe that social media is a fantastic tool for sharing information and staying in touch with friends. I can communicate with my friends when I'm not with them. [2]*What is more*, I never feel alone. [3]*However*, sometimes I can't concentrate on my homework. If I get a message, I can't wait – I have to answer it immediately. [4]*For this reason*, I sometimes wake up in the night to answer a message or look at a post. Then I start looking on the Internet and I can't get back to sleep. [5]*So*, I end up feeling really tired and bad-tempered. On the one hand, I know I should ignore my phone at night, but [6]*on the other hand*, I don't want my friends to think I'm ignoring them!

4 **Look at a summary of opinions expressed by both writers. Then answer the questions.**

SUMMARY

- Social media is a good thing and has lots of benefits
- Checking your phone at night is not good for you
- It's impossible to ignore your phone

1 Which two opinions do both writers agree on?
2 Which opinion do they disagree about?
3 Who do you agree with and why?

1 Social media is a good thing and has lots of benefits; Checking your phone at night is not good for you.
2 It's impossible to ignore your phone.

5 **Read the LANGUAGE FOCUS. Which sentences underlined in the text in Exercise 1 complete the examples correctly?**

LANGUAGE FOCUS

Structures with *make*

Make always takes an object and either the infinitive without *to*, an adjective or a noun.

- ***make* + object + infinitive without *to***
  [1] made me think
- ***make* + object + adjective/noun**
  [2] make them tired

6 **In your notebook, put the object in brackets in the correct place in a sentence. Which sentences are true for you?**

1 I think smartphones make easier. (everybody's life)
2 I like posting things that make laugh. (my friends)
3 My parents make switch my phone off at night. (me)
4 If I can't check my phone regularly, it makes anxious. (me)
5 Teachers make put our phones on silent in class. (us)
6 I think smartphones make a better place. (the world)

SHOW WHAT YOU'VE LEARNT

7 **Read the text. Then do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Newsfocus.con: Daily Discussion

Does social media make you happy?

The answer is probably not. A recent survey found that one in five people say they feel depressed when they use social media. Academic research suggests that regular use leads to feelings of anxiety, stress and poor sleep. We use social media to present a false picture of our lives – like a movie of the life we'd like to live rather than the one we're actually living. If we post something and don't get enough 'shares' or 'likes', it makes us feel bad or unloved. What is more, teenagers are losing the ability to communicate face-to-face. Social media is addictive, and like all drugs, it is doing us more harm than good. Just say no!

Join the Daily Discussion and tell us what you think in our Reader's Comments section below.

Na stronie internetowej serwisu informacyjnego znajdujesz powyższy artykuł. Napisz komentarz.

W swoim komentarzu:

- wyraź swoją opinię o artykule,
- napisz, z czym się zgadzasz i dlaczego,
- napisz, z czym się nie zgadzasz i dlaczego,
- opisz swoje wnioski.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość komentarza powinna wynosić od 80 do 130 słów.

WORKBOOK
pp. 110–111, including *Show What You've Learnt* and *Show That You've Checked*

VIDEO ⏵40 ⏵41

8.8 SPEAKING

Describing symptoms to a doctor; formulating diagnosis and treatment

I can describe basic symptoms to a doctor.



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

arm	back	chest
a cough	dizzy	foot
ill	indigestion	left leg
neck	a runny nose	shoulder
sick	a sore throat	a temperature
thumb	very well	

1 I've got a cough/indigestion/a runny nose/a sore throat/a temperature .
2 I've got a pain in my arm/back/chest/foot ./My left leg/neck/shoulder/thumb hurts.
3 I feel dizzy/ill/sick/very well .

2 3.43 Read the dialogue. In your notebook, write the correct options. Then listen and check.

Doctor: Hello, Andrew. What's the problem?
Andrew: I've got a [1] *pain* / *sore* in my chest.
Doctor: I see. And when did it start?
Andrew: A few days ago.
Doctor: Do you have any other [2] *sicknesses* / *symptoms*?
Andrew: Yes, sometimes my stomach [3] *hurts* / *is dizzy*.
Doctor: And how are you feeling now? Have you got a headache? Do you [4] *have* / *feel* dizzy?
Andrew: No, I feel okay. But when I have a stomachache I feel a bit [5] *sick* / *hurt*.
Doctor: I see. And do you have this [6] *illness* / *pain* all the time?
Andrew: No, I get it in the evening after dinner, and sometimes after lunch.
Doctor: Aha. Okay, I'm going to examine you.

3 3.44 Read and listen to Part 2 of the dialogue and answer the questions.

1 What does Andrew think the problem is?
2 What does the doctor think the problem is?
3 What does the doctor suggest?

Doctor: Now … Breathe in and out for me. Good, thank you. Now, open wide – hmm, that looks fine. Right, I'm just going to take your temperature … Okay, that seems normal. Now lie down, please. If I push here, does it hurt?
Andrew: Ow. A little bit. Do you think it's my heart, doctor?
Doctor: Your heart! Why would it be your heart? You're sixteen years old.
Andrew: My mum says I eat the wrong things and I eat too quickly and she thinks I'll have a heart attack before I'm twenty.
Doctor: I see. Well, your heart is fine. We don't need to operate just yet. I think you've got indigestion. But your mother's right – you need to eat more slowly, and you should drink more water. I'm going to give you a prescription – take one tablet after each meal. Make another appointment to see me in a month.
Andrew: Aren't you going to do a blood test?
Doctor: No, I don't think that's necessary.
Andrew: Oh good, thank you very much.

Exercise 3
1 Andrew thinks it's his heart.
2 Indigestion
3 eat more slowly, drink more water, take one tablet after each meal, make another appointment

4 Which verbs in Part 2 of the dialogue complete the SPEAKING FOCUS correctly?

SPEAKING FOCUS ⏵40 ⏵41

Diagnosis
When did the pain start?
I'm going to examine you/[1] *take your temperature*
I'm going to [2] do a blood test …
Breathe in and out.
[3] open wide
Lie down, please.
If I press here, does it hurt?
I think you've got indigestion/flu/an infection/a virus …
You're probably allergic to …

Treatment
You should eat more slowly/go on a diet.
You need to drink more water.
I'm going to [4] give you a prescription.
I'm going to [5] make an appointment for you (e.g. to see the specialist).
[6] take one tablet after each meal.

5 SPEAKING Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.

Student A: You're a student. You are doing a language course in the UK. You fall ill and go to see a doctor. Tell the doctor your symptoms and answer any questions.

Student B: You're a doctor. Your patient is a foreign student. Find out about his/her symptoms, ask questions and give advice.

6 SPEAKING Practise your dialogue. Then act it out to the class.

REFERENCES
Audioscript **p. 244**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES
- Interactive speaking video (parts 1 and 2)
- Discuss the silent letters in and pronunciation of some words with the class before starting the lesson and remind students throughout the lesson as necessary: thum(b), temp(e)rature, (w)rist, ne(c)k, si(c)k; stomachache, headache – 'ch' = 'k', cough – 'gh' = 'f'.
- Students read the dialogue in ex. 2 again and role-play it.

WORKBOOK
p. 112

NEXT CLASS
Ask students to study the Word list on p. 113.

112

8.1 Vocabulary 4.57

barcode /'bɑː ˌkəʊd/ kod kreskowy
be allergic to /ˌbi əˈlɜːdʒɪk tə/ mieć alergię na
be asthmatic /ˌbi æsˈmætɪk/ mieć astmę
check your pulse/heart rate /ˌtʃek ˌsʌmbədiz ˈpʌls/ˈhɑːt reɪt/ zmierzyć tętno
come out in a rash/in spots /ˌkʌm ˌaʊt ɪn ə ˈræʃ/ ɪn ˈspɒts/ dostać wysypki
cough /kɒf/ kaszel
cut sth out /ˌkʌt ˌsʌmθɪŋ ˈaʊt/ wyeliminować
cycling /ˈsaɪklɪŋ/ kolarstwo
feel dizzy /ˌfiːl ˈdɪzi/ mieć zawroty głowy
feel ill /ˌfiːl ˈɪl/ źle się czuć
feel sick /ˌfiːl ˈsɪk/ mieć mdłości
headache /ˈhedeɪk/ ból głowy
healthy choices/decisions /ˌhelθi ˈtʃɔɪsɪz/ dɪˈsɪʒənz/ zdrowe wybory/decyzje
hurt /hɜːt/ boleć
keep fit /ˌkiːp ˈfɪt/ utrzymywać formę
keep track of /ˌkiːp ˈtræk əv/ monitorować
lose appetite /ˌluːz ˈæpətaɪt/ stracić apetyt
lose weight /ˌluːz ˈweɪt/ schudnąć
make choices /ˌmeɪk ˈtʃɔɪsɪz/ dokonywać wyborów
my back/head/thumb hurts /maɪ ˌbæk/ ˌhed/ˌθʌm ˈhɜːts/ bolą mnie plecy / boli mnie głowa/kciuk
pain in the chest/leg/shoulder /ˌpeɪn ɪn ðə ˈtʃest/ˈleg/ˈʃəʊldə/ ból w klatce piersiowej/nodze/barku
pass out/faint /ˌpɑːs ˈaʊt/feɪnt/ zemdleć
recover from/get over an illness /rɪˈkʌvə frəm / ˌget ˌəʊvər ən ˈɪlnəs/ dojść do siebie po chorobie
reduce anxiety/stress /rɪˌdjuːs æŋˈzaɪəti/ ˈstres/ łagodzić niepokój/stress
runny nose /ˌrʌni ˈnəʊz/ katar
sore throat /ˌsɔː ˈθrəʊt/ ból gardła
stomachache /ˈstʌməkeɪk/ ból brzucha
stress out /ˌstres ˈaʊt/ ze/stresować
suffer from /ˈsʌfə ˌfrəm/ cierpieć na
take sth up /ˌteɪk ˌsʌmθɪŋ ˈʌp/ zainteresować się czymś, zacząć uprawiać (np. sport)
temperature /ˈtemprətʃə/ gorączka
work out /ˌwɜːk ˈaʊt/ trenować, ćwiczyć (np. na siłowni)

8.2 Grammar 4.58

ambulance /ˈæmbjələns/ karetka
capital city /ˌkæpətl ˈsɪti/ stolica
cardiologist /ˌkɑːdiˈɒlədʒɪst/ kardiolog
drop /drɒp/ upadać
equipment /ɪˈkwɪpmənt/ wyposażenie
fiancé /fiˈɒnseɪ/ narzeczony
frozen /ˈfrəʊzən/ zamarły w bezruchu
heart attack /ˈhɑːt əˌtæk/ zawał
physiotherapist /ˌfɪziəʊˈθerəpɪst/ fizjoterapeuta
pitch /pɪtʃ/ boisko
put out your arms /ˌpʊt ˌaʊt jɔːr ˈɑːmz/ wystawić ręce
spectator /spekˈteɪtə/ widz

8.3 Listening 4.59

arch /ɑːtʃ/ łuk
badminton court /ˈbædmɪntən kɔːt/ boisko do gry w badmintona
basketball court /ˈbɑːskɪtbɔːl kɔːt/ boisko do gry w koszykówkę
bench /bentʃ/ ławka
boxing ring /ˈbɒksɪŋ rɪŋ/ ring bokserski
bridge /brɪdʒ/ most
climbing /ˈklaɪmɪŋ/ wspinaczka
football pitch /ˈfʊtbɔːl pɪtʃ/ boisko do gry w piłkę nożną
fountain /ˈfaʊntɪn/ fontanna
handball court /ˈhændbɔːl kɔːt/ boisko do gry w piłkę ręczną
hockey pitch /ˈhɒki pɪtʃ/ boisko do gry w hokeja
horse riding /ˈhɔːs ˌraɪdɪŋ/ jazda konna
ice rink /ˈaɪs ˌrɪŋk/ lodowisko
marathon /ˈmærəθən/ bieg maratoński
motor racing track /ˈməʊtə ˈreɪsɪŋ træk/ tor wyścigowy
pathway /ˈpɑːθweɪ/ ścieżka
playground /ˈpleɪgraʊnd/ plac zabaw
rugby pitch /ˈrʌgbi pɪtʃ/ boisko do gry w rugby
running track /ˈrʌnɪŋ træk/ bieżnia
skateboard /ˈskeɪtbɔːd/ deskorolka
skating rink /ˈskeɪtɪŋ ˌrɪŋk/ lodowisko do jazdy na łyżwach
species /ˈspiːʃiːz/ gatunek, gatunki
swimming pool /ˈswɪmɪŋ puːl/ basen
tennis court /ˈtenɪs kɔːt/ kort tenisowy
volleyball court /ˈvɒlibɔːl kɔːt/ boisko do gry w siatkówkę

8.4 Reading 4.60

(air) pollution /ˈeə pəˌluːʃən/ zanieczyszczenie (powietrza)
air purifier /ˈeə ˌpjʊərəfaɪə/ oczyszczacz powietrza
at risk /ət rɪsk/ zagrożony
blow out /ˌbləʊ ˈaʊt/ wydmuchiwać
citizen /ˈsɪtəzən/ obywatel
construct /kənˈstrʌkt/ budować
construction /kənˈstrʌkʃən/ budowa
constructive /kənˈstrʌktɪv/ konstruktywny
create /kriˈeɪt/ tworzyć
creation /kriˈeɪʃən/ utworzenie
cufflinks /ˈkʌf lɪŋks/ spinki do mankietów
dust storm /ˈdʌst ˌstɔːm/ kurzawa
environmental protection /ɪnˌvaɪrənˌmentl prəˈtekʃən/ ochrona środowiska
exhaust fumes /ɪgˈzɔːst fjuːmz/ spaliny
face mask /ˈfeɪs mɑːsk/ maska na twarz
factory smoke /ˈfæktəri sməʊk/ dym z fabryk
fight /faɪt/ zwalczać
government /ˈgʌvənmənt/ rząd
pollute /pəˈluːt/ zanieczyszczać
pure /pjʊə/ czysty
purification /ˌpjʊərɪfəˈkeɪʃən/ oczyszczanie
purify /ˈpjʊərɪfaɪ/ oczyszczać
smog particle /smɒg pɑːtɪkəl/ drobina smogu
support (n, v) /səˈpɔːt/ wsparcie; wspierać
supportive /səˈpɔːtɪv/ pomocny
tower /ˈtaʊə/ wieża
vacuum cleaner /ˈvækjuəm ˌkliːnə/ odkurzacz

8.5 Grammar 4.61

birth certificate /ˈbɜːθ səˌtɪfɪkət/ świadectwo urodzenia
break a record /ˌbreɪk ə ˈrekɔːd/ pobić rekord
chutney /ˈtʃʌtni/ ostry sos korzenny używany w kuchni indyjskiej
herbal /ˈhɜːbəl/ ziołowy
old age /ˌəʊld ˈeɪdʒ/ starość

8.6 Use of English 4.62

catch up on /ˌkætʃ ˈʌp ɒn/ nadrobić zaległości w
cope with /ˈkəʊp wɪð/ radzić sobie z
fall behind /ˌfɔːl bɪˈhaɪnd/ narobić sobie zaległości
figure out /ˌfɪgər ˈaʊt/ zrozumieć
fit in /ˌfɪt ˈɪn/ pasować
get on with /ˌget ˈɒn wɪð/ kontynuować
get through /ˌget ˈθruː/ przetrwać
go over /ˌgəʊ ˈəʊvə/ przestudiować
join in /ˌdʒɔɪn ˈɪn/ przyłączyć się
put sb down /ˌpʊt ˌsʌmbədi ˈdaʊn/ poniżać kogoś
sign up /ˌsaɪn ˈʌp/ zapisać się
talk sth over /ˌtɔːk ˌsʌmθɪŋ ˈəʊvə/ omawiać coś

8.7 Writing 4.63

addictive /əˈdɪktɪv/ uzależniający
bad-tempered /ˌbæd ˈtempəd/ w złym humorze
do harm /ˌduː ˈhɑːm/ zaszkodzić
importance /ɪmˈpɔːtəns/ waga, znaczenie
pressure /ˈpreʃə/ nacisk, presja
stay in touch /ˌsteɪ ɪn ˈtʌtʃ/ utrzymywać kontakt
switch off /ˌswɪtʃ ˈɒf/ wyłączyć
therefore /ˈðeəfɔː/ dlatego (też)
urgent /ˈɜːdʒənt/ pilny
what is more /ˌwɒt ɪs ˈmɔː/ co więcej

8.8 Speaking 4.64

blood test /ˈblʌd ˌtest/ badanie krwi
breathe in /ˌbriːð ˈɪn/ wdychać
breathe out /ˌbriːð ˈaʊt/ wydychać
examine /ɪgˈzæmɪn/ zbadać
flu /fluː/ grypa
go on a diet /ˌgəʊ ɒn ə ˈdaɪət/ przejść na dietę
indigestion /ˌɪndɪˈdʒestʃən/ niestrawność
lie down /ˌlaɪ ˈdaʊn/ położyć się
make an appointment /ˌmeɪk ən əˈpɔɪntmənt/ umówić się na wizytę
meal /miːl/ posiłek
prescription /prɪˈskrɪpʃən/ recepta
press /pres/ nacisnąć
tablet /ˈtæblət/ tabletka
take sb's temperature /ˌteɪk ˌsʌmbədiz ˈtemprətʃə/ zmierzyć komuś temperaturę
virus /ˈvaɪərəs/ wirus

WORD LIST ACTIVITIES

- Divide students into teams. Call out a word for the first team. They have to explain the meaning.
- Students work in pairs. They take turns to say a word in English for their partner to translate. Then they take turns saying words in Polish for their partner to translate into English.

113

FOCUS REVIEW 8

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Wybierz właściwy wyraz.

1 The doctor took my *stomachache / thumb / temperature*.
2 I've never been *allergic / ill / dizzy* to dust.
3 Tim's had an awful *sick / chest / cough* for two weeks.
4 An indoor skating *ring / rink / pool* has been built in our town.
5 When they saw Sarah *pass / hang / find* out during the match, they called an ambulance.
6 By the time Mark *suffered from / worked out / got over* indigestion, he hadn't eaten anything.

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 We should use public transport to reduce air ___pollution___ . **POLLUTE**
2 Centuries ago people could drink ___pure___ water from streams and rivers. **PURIFY**
3 There are a lot of ___complaints___ about too much noise in the city centre. **COMPLAIN**
4 My doctor has got a lot of patients because she is really ___supportive___ . SUPPORT
5 Chris has to make an important ___choice___ about which team he wants to play for. **CHOOSE**

3 Przekształć zdania, zachowując ich sens. Użyj odpowiednich form czasów przeszłych.

1 I had a fast heart rate for three days, so I went to see my doctor.
Before I ___went___ to see my doctor, I ___had had___ a fast heart rate for three days.
2 The doctor advised Helen to lose weight, so she started to work out in the gym.
Helen ___started___ to work out in the gym after the doctor ___had advised___ her to lose weight.
3 The teacher figured the problem out and then everybody arrived.
By the time everybody ___arrived___ , the teacher ___had figured___ the problem out.
4 Josh ate a piece of nut cake and came out in spots.
After Josh ___had eaten___ a piece of nut cake, he ___came out___ in spots.
5 Gustave Eiffel created hundreds of metal constructions all around the world. He died in 1923.
Before Gustave Eiffel ___died___ in 1923, he ___had created___ hundreds of metal constructions all around the world.

4 Przekształć zdania, zachowując ich sens. Użyj form mowy zależnej.

1 'I feel ill,' said Eva. Eva said ___she felt ill___ .
2 'Every visit to the dentist makes me feel stressed', said Ann. Ann said that every visit to the dentist made her feel stressed .
3 'Steve joined in the race', said Jo.
Jo told me that Steve had joined in the race .
4 'People in the capital city are wearing face masks today', said the minister.
The minister said that people in the capital city were wearing face masks that day.
5 'I didn't go out last night', she said.
She said she hadn't gone out the previous night .

ŚRODKI JĘZYKOWE

Uzupełnianie luk; parafraza zdań

5 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.

X: Mum, I don't feel very well. Can I stay at home today?
Y: Oh dear! What's the matter?
X: Can't you hear? [1] **(sore)** I've got a (terrible) sore throat. . I can hardly speak.
Y: Let me have a look. Open your mouth. Oh, yes. It looks very red. I'm going to call the surgery and [2] **(appointment)** make an appointment with a doctor for you.
X: OK. So can I stay at home then? Just for today?
Y: All right then. But you'll have to [3] **(catch)** catch up on the schoolwork. And you could work a bit more on your essay while you're at home.
X: That can wait, Mum. We don't have to [4] **(in)** hand it in/hand our essays in until next Friday.
Y: Oh, James. You always say you've got plenty of time and then complain that all these exams and homework [5] **(stress)** stress you out .
X: OK, OK, Mum, I'll go over my essay today then.

6 Która z podanych opcji A–C ma znaczenie najbliższe podkreślonemu fragmentowi zdania?

1 I don't have much time to hang out with my friends.
(A) spend time
B do sports
C discover new places

2 Daria's been in our group for two weeks and she's fitted in already.
A she's made new friends
(B) she's been accepted
C she's become the group leader

3 The government figured out why there was so much air pollution.
A discussed
(B) understood
C reported

4 Doing some aerobic activities will help you reduce anxiety.
A body weight
B allergy
(C) nervousness

5 Exhaust fumes from vehicle engines cause great damage to the environment.
A Dust storms
B Smog particles
(C) Waste gases

REFERENCES

Audioscript **pp. 244–245**
MiniMatura writing assessment criteria
Matura speaking test assessment criteria

EXTRA ACTIVITIES

• Photocopiable resources 63–64 Sentence transformation (15 min.) pp. 265, 337–338
• Photocopiable resource 67 Gapped dialogues (15 min.) pp. 266, 341

114

SŁUCHANIE

Wybór wielokrotny

7 3.45 **Usłyszysz dwukrotnie sześć wypowiedzi. Która z podanych opcji A–C jest zgodna z treścią nagrania?**

WSKAZÓWKA
Pamiętaj, że w przypadku pytań o kontekst odpowiedź można wywnioskować z całej wypowiedzi.

1 The conversation takes place:
(A) at a health centre reception.
B in a hospital corridor.
C in a doctor's surgery.
2 The speaker is:
A the Town Mayor. B a doctor.
(C) a radio presenter.
3 How will the boy get home?
A By bus. (B) By car. C On foot.
4 The woman is:
A explaining something. B supporting someone.
(C) asking people to do something.
5 How much time do young people spend on social networking sites?
(A) Three hours a day or more. B Fifteen hours a day.
C All day long.
6 The text does not mention:
A where the place is located.
(B) where the visitors can stay.
C how the temperature is kept constant inside.

MÓWIENIE

8 Utwórz pytania, łącząc początki 1–4 z odpowiednimi zakończeniami a–d. Zapisz pytania w zeszycie. Następnie odpowiedzcie na nie, pracując w parach.

1 Would you like to be d
2 Do you use b
3 What qualities do you need a
4 What would you do c

a to be a doctor?
b food apps? Why?/Why not?
c if you wanted to lose weight?
d a professional sportsperson? Why?/Why not?

9 Pracując w parach, wykonajcie zadanie.

Popatrz na plakaty A i B.
Jesteś na kilkumiesięcznym stypendium w angielskiej szkole. Władze miasta, w którym mieszkasz, w ramach obchodów Światowego Dnia Zdrowia chcą zorganizować kampanię promującą zdrowy styl życia. Bierzesz udział w ankiecie, a twoim zadaniem jest ocena dwóch propozycji plakatu.
- Wybierz plakat, który twoim zdaniem jest bardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.





10 Pracując w parach, odpowiedzcie na pytania.

1 Does social media help its users have an active lifestyle? Why?/Why not?
2 Why are food apps so popular?
3 What could you do to make your diet healthier?
4 What could we do to make the air less polluted?

PISANIE

Komentarz/Wpis na forum

11 Przeczytaj zadanie. W jakiej kolejności powinny pojawić się na forum internetowym informacje zawarte w poniższych podpunktach?

W anglojęzycznym magazynie znajdujesz artykuł, którego autor krytykuje niezdrowe nawyki żywieniowe młodych ludzi. Napisz komentarz na forum internetowym.
W komentarzu:
- przedstaw własną opinię popartą przykładami, 3
- wyjaśnij, do jakiego artykułu się odnosisz, 1
- zachęć czytelników do podjęcia dyskusji, 4
- przedstaw opinię autora. 2

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość komentarza powinna wynosić od 80 do 130 słów.

12 Wykonaj zadanie w ramce z ćwiczenia 11.

EXTRA ACTIVITIES

- Photocopiable resource 55 *A teen health and fitness app* (speaking; 17 min.) pp. 263–264, 328–329
- Photocopiable resource 56 Sentence translation (15 min.) pp. 264, 330
- Extra digital activities: Listening and Use of English

NEXT CLASS

- Ask students to do Self-check 8.10, WB pp. 114–115, as homework.
- Ask students to prepare for Unit 8 MiniMatura and Matura speaking test 8: Testing Programme, Unit 8.
- Ask students to prepare for Cumulative test 4: Testing Programme, Unit 8.
- Ask students to prepare for the End-of-year test: Testing Programme, End-of-year test.

115

Wszystkie ćwiczenia wykonaj w zeszycie.

1.2 GRAMMAR

Present tenses – question forms

W języku angielskim pytania ogólne (*Yes/No questions*), szczegółowe (*Wh- questions*) i pytania o podmiot (*subject questions*) tworzymy w różny sposób. Przeanalizuj poniższe tabelki dla czasów Present Simple, Present Continuous i Present Perfect.

Present Simple

Pytania ogólne (*Yes/No* questions)			
Do		I/you/we/they	speak English?
Does		he/she/it	
Pytania szczegółowe (*Wh-* questions)			
What languages	do	I/you/we/they	speak?
	does	he/she/it	
Pytania o podmiot (Subject questions)			
Who		speaks	English?

Present Continuous

Pytania ogólne (*Yes/No* questions)			
Am		I	working now?
Are		you/we/they	
Is		he/she/it	
Pytania szczegółowe (*Wh-* questions)			
What	am	I	doing?
	is	he/she/it	
	are	you/we/they	
Pytania o podmiot (Subject questions)			
Who		is working	now?

Present Perfect

Pytania ogólne (*Yes/No* questions)			
Have		I/you/we/they	swum in a river?
Has		he/she/it	
Pytania szczegółowe (*Wh-* questions)			
What	have	I/you/we/they	done?
	has	he/she/it	
Pytania o podmiot (Subject questions)			
Who		has swum	in a river?

Tworząc pytanie szczegółowe z czasownikiem, któremu towarzyszy przyimek i rzeczownik, np. ***work with*** *somebody* itp., i pytając o ten właśnie rzeczownik, nie przenosimy przyimka na początek pytania (jak to robimy w języku polskim), ale zostawiamy go tam, gdzie jest, czyli po czasowniku.

Who *does Emily work* ***with****?* Z kim pracuje Emily?

W czasie Present Simple w pytaniach o podmiot nie stosujemy czasowników posiłkowych *do* i *does*. Porównaj:

Julia *gives money to charity.*

Who *gives money to charity?* Kto przekazuje pieniądze organizacjom charytatywnym?

Julia gives ***money*** *to charity.*

What *does Julia give to charity?* Co przekazuje Julia organizacjom charytatywnym?

1 Choose the correct option.

1 Who *sits* / *does sit* next to you in class?
2 Where *does your best friend live* / *lives your best friend*?
3 Which capital cities *has visited your best friend* / *has your best friend visited*?
4 *You are watching* / *Are you watching* the news now?
5 Why *Jamie and Toni have been* / *have Jamie and Toni been* so quiet today?
6 What *you do* / *do you do* at the weekends?

2 Write questions about the underlined information.

1 My grandparents give money to a charity.
What do your grandparents give money to?
2 Tina has tried Japanese food.
Who has tried Japanese food?
3 I'm dreaming about my winter holiday in Zakopane.
What are you dreaming about?
4 My best friend lives in Frankfurt.
Where does your best friend live?
5 Jo has visited Poland, Russia and Slovakia.
What countries has Jo visited?
6 Jim is watching a comedy at the moment.
Who is watching a comedy at the moment?

3 Translate the words in brackets into English.

1 Who cooks dinner (*Kto gotuje obiad*) in your family?
2 Have you ever met (*Czy kiedykolwiek poznałeś*) a celebrity?
3 What is Adam's brother like (*Jaki jest brat Adama*), in your opinion?
4 Is Leonardo DiCaprio working now (*Czy Leonardo DiCaprio pracuje teraz*) on a new film?
5 Does Tom look like (*Czy Tom wygląda jak*) his dad?
6 What are you reading (*Co czytasz*) at the moment?
7 Have you been (*Czy byłaś*) to London recently?
8 Is Emilia cheerful (*Czy Emilia jest radosna*) and outgoing?
9 Does your English teacher sing (*Czy twój nauczyciel języka angielskiego śpiewa*) in a rock band?
10 What do you like doing (*Co lubisz robić*) after school?

4 Complete the questions with the correct forms of the auxiliary verbs *do*, *be* or *have*. One question does not need an auxiliary verb.

1 What music __do__ you like, Sebastian? I like hip-hop.
2 Who __are__ your parents talking to in the kitchen?
3 __Have__ you seen my laptop? I can't find it anywhere.
4 Why __is__ Asia always so serious? She never looks happy.
5 What __has__ Martin eaten this afternoon?
6 __Is__ Jane looking for her glasses? They're over here.
7 Who ____ wants to help me bake dad's birthday cake?
8 __Do__ you like apples? These ones are really juicy.

116

1.5 GRAMMAR

Verb + *-ing* or verb + *to* infinitive

W zdaniach w języku angielskim często występują po sobie dwa czasowniki. W zależności od tego, jaki czasownik stoi na pierwszym miejscu, drugi przybiera formę z końcówką *-ing* lub bezokolicznika z *to*.

Forma z końcówką *-ing* (*gerund*) występuje po:

- czasownikach wyrażających emocje, np.: *enjoy, hate, like, love, (not) mind*
  *I **hate wearing** a suit and a tie.* Nie cierpię nosić garnituru i krawata.
- po niektórych czasownikach i wyrażeniach: *avoid, consider, can't stand, prefer, spend time*
  *Laura **prefers texting** to sending emails.* Laura woli wysyłać SMS-y niż e-maile.

Bezokolicznika (*to* + czasownik) używamy po następujących czasownikach i wyrażeniach:

- po większości czasowników wyrażających plany, decyzje, wolę, zamiary: *hope, want, decide, choose*
  *Tim **wants to study** Law.* Tim chce studiować prawo.
- po takich czasownikach jak: *agree, can't afford, manage, need, pretend, refuse*
  *Why do you **refuse to lend** me your shoes?* Dlaczego nie chcesz pożyczyć mi swoich butów?
- po czasownikach wyrażających preferencje: *would like, would love, would prefer*
  *I like going out with my friends, but today I **would like to stay** at home.* Uwielbiam spędzać czas z przyjaciółmi poza domem, ale dziś wolałabym zostać w domu.

1 Complete the sentences with the correct forms of the verbs in brackets.

1 I don't mind getting up (get up) early.
2 Karen spends a lot of time chatting (chat) online.
3 I refuse to wear (wear) this skirt – it is too short!
4 I always agree to help (help) my brother at home.
5 They hope to meet (meet) Sting after the concert.
6 I can't stand shopping (shop). It's so boring!
7 Peter wants to be (be) like Steve Jobs.
8 Sue has decided to lend (lend) me her new dress.
9 Does Angela enjoy working (work) as a volunteer?

2 Translate the fragments in brackets into English.

1 A lot of people can't afford to buy (*nie stać na to, by kupować*) new clothes every season.
2 In the winter I always miss swimming (*tęsknię za pływaniem*) in the sea.
3 Most of my friends prefer wearing (*woli nosić*) jeans to sweatpants.
4 Jim has decided to buy (*zdecydował się kupić*) a blue suit.
5 Rob would like to spend (*chciałby spędzać*) more time with his friends.
6 Amy works for a charity – she loves helping (*uwielbia pomagać*) people in need.
7 We've managed to finish (*Zdołaliśmy skończyć*) our project on time.
8 Peter likes working (*lubi pracować*) in a team.

3 Complete the sentences using the prompts in brackets. Add any necessary words. Do not change the order of the words given.

1 I can't stand spending (stand/spend) holiday at home. I'd like to go somewhere exotic!
2 Why does Peter pretend to worry about (pretend/worry) Sarah? He clearly doesn't like her.
3 It's a good idea to avoid depending on (avoid/depend) people that you don't know very well.
4 I finally managed to focus on (manage/focus) my homework.
5 We hope to see (hope/see) you both at the party.
6 Roger doesn't mind talking about/to (not/mind/talk) his ex-girlfriend. They're still very good friends.
7 I miss spending time with (miss/spend/time) my best friend from primary school.
8 Edgar hates listening to (hate/listen) heavy metal music. He prefers hip-hop.

4 Complete the second sentence so that it means the same as the first. Use no more than five words including the word in capitals.

1 I don't want to wear the same clothes every day. **REFUSE**
I refuse to wear the same clothes every day.
2 It's not a problem for me to get up early in the morning. **MIND**
I don't mind getting up early in the morning.
3 He didn't want to see me, so he stayed at home. **AVOID**
He stayed at home to avoid seeing me.
4 It's my choice to study Art at university next year. **CHOSEN**
I have chosen to study Art at university next year.
5 Karen doesn't want to go to the theatre, she wants to go to the cinema. **PREFER**
Karen doesn't want to go to the theatre, she would prefer to go to the cinema.
6 It is really fun for me to play football with my team. **ENJOY**
I really enjoy playing football with my team.

5 Complete the text with the correct form of the verbs in the box.

change do go join play practise spend tell win

Last month I decided [1] to change my lifestyle. Why? Well, I don't mind [2] telling you that I was a bit worried about my size and my weight. I spent too much time [3] playing computer games and I refused [4] to do any kind of exercise as well.
Firstly, I considered [5] going to the gym. But this is expensive and I can't afford [6] to spend much money. Plus, it's a little boring and unsociable, I think. So, I chose [7] to join a badminton club, instead. I wasn't very good at first, but I managed [8] to win my first game yesterday so I'm really happy. Of course, I need [9] to practise more, but I'm really passionate about my new hobby.

117

so and such

Zaimków ***so*** (tak) i ***such*** (taki, taka, takie) używamy, aby wzmocnić znaczenie przymiotnika lub przysłówka, przed którym stoją.

Zaimka ***so*** używamy z:

- przymiotnikiem, bez następującego po nim rzeczownika:
  *I love talking with my aunt Tanya. She is **so inspiring**.*
  Lubię rozmawiać z moją ciotką Tanyą. Ona jest tak inspirująca.
- wyrażeniami określającymi liczbę/ilość, takimi jak ***many/much***, które występują przed rzeczownikiem:
  *I'm very happy that **so many friends** are coming to the party.* Jestem szczęśliwy, że tylu przyjaciół przyjdzie na moją imprezę.
  *Teenagers don't spend **so much time** watching TV these days.* Nastolatkowie obecnie nie spędzają tak dużo czasu, oglądając telewizję.

Zaimka ***such*** używamy z:

- przymiotnikiem i następującym po nim rzeczownikiem:
  *Greg has got **such a comfortable sofa** in his bedroom.*
  Greg ma taką wygodną sofę w swoim pokoju.
- samym rzeczownikiem:
  *The Smiths are **such people** that will always help you in need.* Państwo Smith są takimi ludźmi, że zawsze ci pomogą, gdy jesteś w potrzebie.
  *Angela always has **such luck** – she is always in the right place, at the right time.* Angela ma zawsze takie szczęście – zawsze jest we właściwym miejscu we właściwym czasie.

Używając zaimka ***such***, należy pamiętać, że:

- stawiamy po nim przedimek ***a/an,*** gdy rzeczownik policzalny występuje w liczbie pojedynczej:
  *Moving to the UK was **such a good decision** because we live closer to my family now.* Przeprowadzka do Wielkiej Brytanii to była taka dobra decyzja, ponieważ teraz mieszkamy bliżej mojej rodziny.
  *Uncle Tom has **such an interesting life** – he travels a lot.* Wujek Tom wiedzie takie interesujące życie – dużo podróżuje.
- nie stawiamy po nim żadnego przedimka, gdy rzeczownik jest niepoliczalny lub występuje w liczbie mnogiej:
  *Bob works as a police officer and he often gives people **such bad information** that they feel upset.* Bob pracuje jako policjant i często przynosi ludziom takie złe wiadomości, że wywołuje u nich smutek.
  *Every morning Josh goes for **such long walks** with his dogs.* Każdego poranka Josh chodzi na takie długie spacery ze swoimi psami.

Zaimki ***so*** i ***such*** występują także w konstrukcjach ***such ... that*** (taki..., że) i ***so ... that*** (tak..., że) używanych, aby podkreślić znaczenie przymiotnika lub rzeczownika i pokazać konsekwencje zdarzeń ze zdania głównego:
*Luckily, my parents bought **such a cheap house that** we've got some money for new furniture.* Na szczęście moi rodzice kupili taki tani dom, że mamy trochę pieniędzy na nowe meble.
*My younger sister has got **so many toys that** my parents want to give some away.* Moja młodsza siostra ma tak wiele zabawek, że moi rodzice chcą niektóre z nich oddać.

1 Complete the sentences with *so*, *such*, or *such a(n)*.

1 You really shouldn't spend __so__ much time playing games.
2 My sister is __such a__ friendly and caring person!
3 My neighbours are __such__ outgoing people and love having garden parties.
4 You've got __so__ many clothes that you must have something I can borrow.
5 It was __such an__ amazing idea to have a family picnic in the park.
6 I won't ask Ann because she gave me __such__ irresponsible advice last time.

2 Join the two sentences to make one. Use *so*, *such* and *that*.

1 My brother is a cheerful person. He says hello to everybody. My brother is such a cheerful person that he says hello to everybody.
2 It was a wonderful holiday. We want to go back next year. It was such a wonderful holiday that we want to go back next year.
3 My father was inexperienced at cooking. He burned our breakfast. My father was so inexperienced at cooking that he burned our breakfast.
4 It was a comfortable armchair. I fell asleep. It was such a comfortable armchair that I fell asleep.
5 The shirt was inexpensive. I bought one for you too. The shirt was so inexpensive that I bought one for you too.
6 The weather was bad. We decided to stay at home. The weather was so bad that we decided to stay at home.

3 Choose the correct answer, A, B or C to complete the text.

My favourite cousin is the son of my dad's brother. His name is Jack and he's the same age as me. We don't have any brothers or sisters but we spend [1]____ time together that we are like brothers. We have [2]____ fun together and do all kinds of adventurous things like going climbing and visiting new places. We are different in many ways, however. For example, I think that Jack is [3]____ hard-working person. He always gets good grades at school and is able to really focus [4]____ one thing and does the best he can at everything. I can be rather lazy, to be honest. On the other hand, Jack can be rather shy – not like me. I also think he's a little too [5]____ because sometimes I have to tell him not to worry [6]____ what other people think or say. Despite these differences, he's still my best friend.

1 (A) so much
  B so many
  C such a
2 A so
  (B) such
  C such an
3 A such
  (B) such a
  C so
4 A at
  B with
  (C) on
5 A sensible
  B selfish
  (C) sensitive
6 A on
  (B) about
  C at

118

2.2 GRAMMAR

Past Continuous and Past Simple

Czasu Past Continuous używamy:

- opisując dłuższe czynności, które trwały w określonej chwili w przeszłości i które często są tłem dla innych wydarzeń (wyrażanych w czasie Past Simple):
  *At 7 p.m. Doug **was working** on his computer. He **was sitting** at his desk and **downloading** some photos when the lights **went out**.* O siódmej wieczorem Doug pracował na komputerze. Siedział przy biurku i ściągał jakieś zdjęcia, gdy zgasły światła.
- mówiąc o czynnościach trwających w przeszłości, podczas których nastąpiły inne, krótsze zdarzenia, zwykle wyrażane w czasie Past Simple:
  *While Meg **was texting** a message to her friend, she **dropped** her phone.* Podczas gdy Meg pisała wiadomość do koleżanki, upuściła telefon.
- mówiąc o czynnościach, które zdarzyły się w tym samym czasie:
  *While Ann **was doing** some experiments, Terry **was taking** some measurements.* Kiedy Ann przeprowadzała eksperymenty, Terry dokonywał pomiarów.

Zdania twierdzące (Affirmative)			Zdania przeczące (Negative)		
I/He/She/It	was	watching TV.	I/He/She/It	wasn't (was not)	watching TV.
You/We/They	were		You/We/They	weren't (were not)	

Pytania ogólne (*Yes/No* questions)			Krótkie odpowiedzi (Short answers)
Was	I/he/she/it	watching TV?	Yes, I/he/she/it was. No, I/he/she/it wasn't.
Were	you/we/they		Yes, you/we/they were. No, you/we/they weren't.

Pytania szczegółowe (*Wh-* questions)				Pytania o podmiot (Subject questions)		
What	was	I/he/she/it	watching?	Who	was	watching TV?
	were	you/we/they				

1 Choose the correct option.

1 I *lay* / (*was lying*) on the beach when suddenly it (*started*) / *was starting* raining.
2 I *read* / (*was reading*) a book when you (*called me*) / *were calling me* at 4 o'clock yesterday.
3 The first time I *was seeing* / (*saw*) my boyfriend, he *danced* / (*was dancing*) at a party.
4 We (*were having*) / *had* lunch when the door opened.
5 It was a sunny day. I *left* / (*was leaving*) home. Suddenly the postman *was knocking* / (*knocked*) on the door.
6 When my mum *drove* / (*was driving*) to work yesterday, she (*saw*) / *was seeing* her old friend from school.
7 Molly *was breaking* / (*broke*) her leg when she *climbed* / (*was climbing*) a tree.
8 (*Was Ben studying*) / *Did Ben study* yesterday at 8 p.m.?

2 Translate the fragments in brackets into English.

1 Was Sophie driving a car (*Czy Sophie prowadziła samochód*) at 7:00 a.m. this morning?
2 I sent you an important email (*Wysłałem ci ważną wiadomość e-mail*) yesterday. Did you read it?
3 Joan was talking on her mobile phone (*rozmawiała przez telefon komórkowy*) when she walked into a wall.
4 Amanda posted a comment on social media (*umieściła komentarz w mediach społecznościowych*) and got almost one hundred 'likes' in less than ten minutes.
5 Dean and John weren't following me on Twitter (*nie śledzili mnie na Twitterze*), so I don't talk to them now.
6 I was writing (*Pisałem*) a message to you when I got your email.

3 Complete the sentences with the correct form of the verbs in brackets. Use Past Simple or Past Continuous.

1 Mum was working (work) on her laptop while dad was listening (listen) to music on his new MP3 player.
2 Margaret was talking (talk) on her smartphone when she started (start) crying.
3 Adam wasn't watching (not/watch) the film so I changed (change) TV channels.
4 Tony didn't take (not/take) any photos with his phone at the party because he was sending (send) text messages to Jessica all the time.
5 I dropped (drop) my memory stick when I was running (run) for the tram.
6 Alan and I were playing (play) on the games console when my dad came (come) home.

4 Write sentences from the prompts.

1 I / run / in the park / when / Joanna / telephone / me.
I was running in the park when Joanna telephoned me.
2 while / Gareth / update / social media profile / his wife / do / yoga.
While Gareth was updating his social media profile, his wife was doing yoga.
3 what / you / eat / when / I / get / back home?
What were you eating when I got back home?
4 you / sleep / when / the teacher / explain / the task to us?
Were you sleeping when the teacher explained the task to us?
5 Jo / use / computer / when / it / crash.
Jo was using the computer when it crashed.
6 I / cook / dinner / then / visit / favourite website.
I cooked dinner then visited my favourite website.

119

2.5 GRAMMAR

used to

Wyrażenia ***used to*** używamy, mówiąc o stanach i czynnościach, które powtarzały się w przeszłości i już nie mają miejsca.
*I **used to play** tennis a lot.* Dużo **grałam** w tenisa. (Teraz już tego nie robię albo robię to rzadko.)
*He **didn't use to be** so unkind.* Kiedyś nie był taki nieuprzejmy. (Teraz to się zmieniło.)
***Did** you **use to study** astronomy?* Czy kiedyś studiowałeś astronomię? (Teraz już nie studiujesz.)

Kiedy mówimy o czynnościach lub stanach, które zdarzyły się tylko raz lub zdarzały się nieregularnie, nie używamy wyrażenia *used to*, tylko czasu Past Simple:
*In high school we **went** to the mountains two or three times.* W szkole średniej **byliśmy** w górach dwa lub trzy razy.
*Kim **bought** a new mobile phone yesterday.* Kim kupiła wczoraj nowy telefon.

Zdania twierdzące (Affirmative)			Zdania przeczące (Negative)		
I/You/ He/She/ It/We/ They	used to	swim.	I/You/ He/She/ It/ We/ They	didn't use (did not use) to	swim.

Pytania ogólne (*Yes/No* questions)				Krótkie odpowiedzi (Short answers)
Did	I/you/ he/she/ it/we/ they	use to	swim.	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.

Pytania szczegółowe (*Wh-* questions)					Pytania o podmiot (Subject questions)		
Where	did	I/you/ he/ she/ it/we/ they	use to	swim?	Who	used to	swim?

1 Complete the sentences with *used to* + verb.

1 Kim used to be (be) much more confident about herself.
2 Did our neighbours use to live (our neighbours/live) abroad before they moved here?
3 My boyfriend's friends didn't use to like (not like) me.
4 Who used to cook (cook) you dinner when you were ten years old?
5 Did you use to have (you/have) a mobile phone when you were very little?

2 Write sentences from the prompts. Use *used to* where possible. If not, use the Past Simple.

1 I / go to the cinema / with my grandparents / every week
I used to go to the cinema with my grandparents every week.
2 we / not have / mobile phones or computers
We didn't use to have mobile phones or computers.
3 my family / move / to San Francisco
My family moved to San Francisco.
4 I / get / a digital watch / for my seventh birthday
I got a digital watch for my seventh birthday.

3 Complete the sentences with *used to* or *didn't use to* and the verbs in brackets.

1 Ten years ago I used to love (love) cycling in the park. Now I don't even have a bike.
2 I didn't use to use (use) my old phone much, but then I got a smartphone and I use it all the time now.
3 My grandfather used to be (be) an astronomer, but now he's stopped working.
4 We used to take (take) measurements using a really big computer. Now we use an app on a tablet.
5 Paulina got an MP3 player for her birthday. Before then, she didn't use to listen (listen) to music very often.
6 Did Antek really use to have (have) the same password for everything? How silly!

4 Complete the dialogue between Ben and his dad with *used to* or *didn't use to* and the verbs in the box.

go write find meet do use

B: Dad, where did you [1] use to find information before somebody invented the Internet?
D: Good question. I [2] used to go to the library, of course. I know this might sound strange to you but some people still use libraries.
B: Really? Nooo. Only joking. And what about your schoolwork? Probably you [3] used to write everything with a pen.
D: In school, yes. But at home I [4] didn't use to use a pen or a pencil very much. In fact, I [5] used to do everything on a typewriter. You know, it has a keyboard like a desktop computer but you put paper in the top of it.
B: Yes, dad. I know what a typewriter is. And where did you [6] use to meet your friends before they invented coffee shops?
D: Very funny. Haven't you got any homework to do?

5 Write positive sentences (✓), negative sentences (✗) and a question (?) from the prompts. Use the correct forms of *used to*.

When I was a child …
1 mobile phones / be really big. (✓)
mobile phones used to be really big.
2 people / use phones as alarm clocks. (✗)
people didn't use to use phones as alarm clocks.
3 children / play on the streets. (✓)
children used to play on the streets.
4 people / need passwords twenty years ago (?)
did people use to need passwords twenty years ago?
5 Richard / like me, but now we're very good friends. (✗)
Richard didn't use to like me, but now we're very good friends.

120

Linkers and time expressions

Spójniki wprowadzające zdania podrzędne określające czas to: ***while***, ***when***, ***after***, ***as soon as*** i ***before***.

- Spójników ***while*** (podczas/podczas gdy) i ***when*** (kiedy) używamy do połączenia dwóch zdań mówiących o czynnościach dziejących się w tym samym czasie:
  While *the astronauts were collecting specimens on the Moon, they found some interesting rocks.* Podczas zbierania próbek na Księżycu astronauci znaleźli interesujące skały.
  David became interested in psychology ***when*** *he was in high school.* David zainteresował się psychologią, kiedy był w szkole średniej.
- Spójniki ***after*** (po tym, jak), ***as soon as*** (jak tylko), ***before*** (zanim) i ***when*** (kiedy) łączą dwa zdania mówiące o czynnościach dziejących się jedna po drugiej:
  After *Mark spent hours observing the work of archeologists, he realised how important their job is.* Po tym, jak Marek spędził godziny na obserwacji pracy archeologów, zdał sobie sprawę, jak jest ona ważna.
  I checked the price of the new smartphone ***before*** *I bought it.* Sprawdziłam cenę tego nowego smartfona, zanim go kupiłam.
  As soon as *Ann published the photos of her new experiments on social media, she got a lot of positive comments.* Jak tylko Ann opublikowała zdjęcia swoich nowych eksperymentów w mediach społecznościowych, otrzymała wiele pozytywnych komentarzy.
  When *Sarah received text messages asking for the password to her account, she deleted them straight away.* Kiedy Sarah otrzymała SMS-y z prośbą o podanie hasła do jej konta, natychmiast je usunęła.

Do określania, kiedy jakieś wydarzenie miało miejsce, używamy również wyrażeń przyimkowych, np.***during*** *holidays,* ***for*** *twenty-two days,* ***unitil/till*** *late evening,* ***by*** *the end of the century.*

- ***during*** (w trakcie, podczas, w czasie)
  The linguist explored several languages ***during*** *his stay in India.* Językoznawca zbadał kilka języków w trakcie swojego pobytu w Indiach.
- ***until/till*** (*do, aż do*)
  We didn't do many experiments in Chemistry classes ***until (till)*** *last year.* Nie przeprowadzaliśmy wielu eksperymentów na lekjach chemii – aż do zeszłego roku.
- ***by*** (zanim, przed) w połączeniu z rzeczownikiem wskazuje na wydarzenie, które dzieje się lub wydarzyło się przed wskazanym momentem w czasie:
  By *the time we got home, we were tired and hungry.* *Zanim dotarliśmy do domu, byliśmy zmęczeni i głodni.*

1 **Complete the second sentence so that it means the same as the first. Use no more than five words including the word in capitals. Do not change the word given.**

1 The chemist developed a theory and at the same time she analysed the data. **WHILE**
While the chemist was analysing the data, she developed a theory.
2 We finished the Biology class and then immediately went home. **SOON**
We went home as soon as we finished the Biology class.
3 I collected the evidence and then started writing this report. **AFTER**
I started writing this report after I collected the evidence.
4 I became an optician last year, in December. **UNTIL**
I didn't become an optician until December last year.
5 When David was doing the experiment, he discovered something interesting. **DURING**
David discovered something interesting during the experiment.

2 **Choose the correct option.**

1 Bill Gates became interested in computers (*when*) / *during* he was a kid.
2 My sister always buys the latest gadget *until* / (*as soon as*) it is available.
3 Computers had smaller memories than smartphones (*during*) / *while* my childhood.
4 We completed all of the Chemistry reports (*by*) / *till* twelve o'clock.
5 I learned how to analyse data *during* / (*while*) I was working in Silicon Valley.
6 Text me (*after*) / *until* you get home tonight, OK?

3 **Choose the correct answer, A, B or C to complete the text.**

Steven Jobs (1955–2011) was an American businessman and [1] ____ who changed the world. He grew up with an adoptive family [2] ____ his biological parents decided not to keep him. As a child, he helped his father fix things in their garage, and, in this way, he developed an early love for engineering. At college he studied physics, literature and poetry, but after some time he quit and decided to travel through India instead. [3] ____ he was there, he became interested in Zen Buddhism. Perhaps he was inspired by this Eastern philosophy, because Jobs later became famous for producing simple and minimalist devices. What's more, he did not [4] ____ research on these gadgets but designed them by using only his intuition. Many of these products [5] ____ a big effect on modern life and Jobs' company became successful and iconic.

1	A invention	(B) inventor	C invented
2	A while	B by	(C) after
3	(A) While	B Till	C During
4	A have	B make	(C) do
5	A used to have	B were having	(C) had

121

Wszystkie ćwiczenia wykonaj w zeszycie.

3.2 GRAMMAR

Comparative and superlative adjectives

- Przymiotników w stopniu wyższym oraz słówka *than* (od, niż) używamy w celu porównania dwóch osób lub rzeczy:
  Daniel Craig is ***taller than*** *Zac Efron.* Daniel Craig jest wyższy od Zaca Efrona.
- Aby porównać dwie osoby lub rzeczy, możemy także użyć konstrukcji *not as* + przymiotnik + *as* (nie tak … jak):
  Rupert Grint is ***not as famous as*** *Daniel Radcliffe.* Rupert Grint nie jest tak sławny jak Daniel Radcliffe.
- Przymiotników w stopniu najwyższym używamy, by powiedzieć, że ktoś lub coś posiada jakąś cechę w największym natężeniu (w porównaniu z przynajmniej dwoma innymi rzeczami lub osobami):
  Daniel Craig is ***taller than*** *Zac Efron. Sean Connery is* ***the tallest*** *of them all.* Daniel Craig jest wyższy od Zaca Efrona. Sean Connery jest najwyższy z nich wszystkich.

Przymiotniki (Adjectives)		Stopień wyższy (Comparative)	Stopień najwyższy (Superlative)
Jednosylabowe	young nice hot	younger nicer hotter	the youngest the nicest the hottest
Jedno- lub dwusylabowe, zakończone na -y	dry pretty	drier prettier	the driest the prettiest
Dwusylabowe lub dłuższe	attractive difficult	more attractive more difficult	the most attractive the most difficult
Nieregularne	good bad far	better worse further	the best the worst the furthest

Porównując dwie osoby lub rzeczy, możemy również używać następujących konstrukcji:

- ***(just) as*** + przymiotnik + ***as***, aby powiedzieć, że dwie osoby/rzeczy są takie same:
  The plot of Angela's latest novel is ***as complex as*** *her previous one.* Fabuła ostatniej powieści Angeli jest tak złożona jak fabuła jej poprzedniej (książki).
- ***not as*** + przymiotnik + ***as***, aby powiedzieć, że dwie osoby/rzeczy nie są takie same:
  For me, talent shows ***aren't as interesting as*** *game shows.* Moim zdaniem, pokazy talentów nie są tak interesujące jak teleturnieje.

Aby zmodyfikować znaczenie przymiotnika, do jego stopnia wyższego dodaje się takie słowa jak *a bit* (trochę) lub *much/far* (o wiele, dużo):

- ***a bit*** (trochę): *Listening to an audiobook is* ***a bit easier than*** *reading an e-book.* Słuchanie audiobooka jest trochę łatwiejsze niż czytanie książki w wersji elektronicznej.
- ***much / far*** (dużo/daleko bardziej):
  This television is ***much more expensive*** *because it has a better screen.* Ten telewizor jest dużo droższy, ponieważ ma lepszy ekran.

1 Translate the words in brackets into English.

1 Watching films at home with friends is just as interesting as (*tak interesujące jak*) going to the cinema.
2 Ballet is a bit less boring than (*jest odrobinę mniej nudny niż*) opera for me.
3 They're both actors, but Ben is far/much more talented than (*dużo bardziej utalentowany niż*) Mia.
4 Taylor Swift is not as popular as (*nie jest tak popularna jak*) Beyoncé.
5 Playing the guitar is far/much easier than (*dużo prostsze niż*) playing the drums.
6 This painting is far/much more expensive than (*dużo droższy niż*) that one.
7 That film star is as energetic as (*tak energiczna jak*) the rock star.
8 This horror movie is the most stupid (*najgłupszym*) film I've ever seen.
9 The new album by Heavy Metal Pillow is far/much worse than (*dużo gorszy od*) their last one.

2 Complete the sentences with *as*, *more* or *than*.

1 E-books are often a bit cheaper __than__ paper books.
2 Watching documentaries is __more__ engaging than watching sitcoms.
3 The soundtrack to this movie is just as moving __as__ the script.
4 This romantic comedy is much funnier __than__ I expected.
5 Reality TV shows aren't as imaginative today __as__ they used to be.
6 The plots of thrillers are usually far __more__ complex than the plots in horrors.

3 Complete the text with the adjectives in brackets in comparative or superlative form.

The first *Blade Runner* film was made in 1982. It wasn't [1] as exciting (exciting) as the usual science-fiction film because it was actually quite slow; it didn't have lots of fast action or spaceships fighting wars to save the world. For many people, however, the very unusual story was full of mystery and for them it was the [2] most fascinating (fascinating) film of the 80s.
When I heard they were making a second film thirty-five years later, like many fans I was far [3] more worried (worried) than happy. The second film in a series is usually much [4] worse than (bad) the first. Fortunately, the new film, *Blade Runner 2049*, is actually much [5] more gripping than (gripping) the first film because the story continues to have surprises and leaves a lot of questions without an answer.

122

3.5 GRAMMAR

Present Perfect with *just, already, (not) yet* and Past Simple

Czasu Present Perfect używamy, mówiąc o czynnościach i zdarzeniach, które:

- zakończyły się w przeszłości, ale nie wiemy lub nie jest istotne, kiedy dokładnie się wydarzyły:
  *I **have read** a lot of biographies and autobiographies.* Przeczytałem/Przeczytałam wiele biografii i autobiografii.
- zdarzyły się w niedalekiej przeszłości, a ich skutek jest widoczny w chwili obecnej:
  *Eddie **has painted** his first portrait.* Eddie namalował swój pierwszy portret.

Typowe określenia czasu używane w zdaniach w czasie Present Perfect:

- ***ever*** (kiedyś/kiedykolwiek) – występuje w pytaniach:
  *Have you **ever** been to an art gallery?* Czy kiedykolwiek byłeś/byłaś w galerii sztuki?
- ***never*** (nigdy) – występuje w zdaniach przeczących:
  *My grandparents have **never** left England.* Moi dziadkowie nigdy nie wyjeżdżali z Anglii.
- ***since then*** (od tego czasu):
  *She won The X Factor in 2006. **Since then** she has sold millions of albums.* Wygrała *X Factor* w 2006 roku. Od tego czasu sprzedała miliony płyt.
- ***already*** (już) oraz ***just*** (dopiero co / właśnie) – występują w zdaniach twierdzących po czasowniku posiłkowym *have*, a przed trzecią formą czasownika głównego:
  *I have **already** seen it.* Już to widziałam.
  *They have **just** left.* Właśnie wyszli.
- ***yet*** – występuje w zdaniach przeczących (jeszcze nie) lub pytaniach (już), zawsze na końcu zdania:
  *I haven't seen her **yet**.* Jeszcze jej nie widziałem.
  *Has she written any songs **yet**?* Czy ona napisała już jakieś piosenki?

Jeżeli określamy, kiedy dane zdarzenie lub sytuacja miały miejsce w przeszłości, używamy czasu Past Simple. Czas ten stosujemy również w pytaniach dotyczących konkretnego wydarzenia:

*She **won** a Grammy in 2016.* W 2016 roku zdobyła nagrodę Grammy.

*When **did** you **see** Blur play live?* Kiedy widziałeś Blur na żywo?

1 Write questions, positive (✓) and negative (✗) answers from the prompts. Use the Present Perfect and *already* or *yet*.

1 Leonardo DiCaprio / win / an Oscar? (✓)
Has Leonardo DiCaprio won an Oscar yet?
Yes, he has already won an Oscar.

2 Katy Perry / write / her autobiography? (✗)
Has Katy Perry written her autobiography yet?
No, she hasn't written her autobiography yet.

3 Madonna / play concerts / in Poland? (✓)
Has Madonna played any concerts in Poland yet?
Yes, she has already played concerts in Poland.

4 E-books / replace / paper books? (✗)
Have e-books replaced paper books yet?
No, they haven't replaced paper books yet.

2 Complete the sentences with the words in brackets in the correct tense.

1 **A:** Have you ever been (you/ever/be) to the opera?
B: Yes. I went (go) to the opera last month. I saw (see) *Madame Butterfly* by Puccini.
2 Camilla Läckberg has written (write) a lot of crime stories. She wrote (write) her latest crime story in 2017.
3 Look, Pierre has just uploaded (just/upload) some videos.
4 My favourite singer released (release) his new single last week, but I haven't heard it yet (not hear it/yet).
5 Emily has already bought (already/buy) a birthday present for her mum.

3 Choose the correct option.

I [1]*have just seen*/ *just saw The Haunted Manor* (Straszny Dwór). It is a famous opera which Stanisław Moniuszko [2]*wrote*/ *has written* between 1861 and 1864. The first performance [3]*was*/ *has been* one year later in 1865 in Warsaw and it [4]*has stayed*/ *stayed* popular with Polish opera-lovers since then.
The Haunted Manor is actually a romantic comedy and in 1936, Leonard Buczkowski [5]*adapted*/ *has adapted* it into a film. And, thanks to Dr George Conrad, an English language version [6]*has existed*/ *existed* since the 1970s. *The Haunted Manor* is the best work that Moniuszko [7]*wrote*/ *has written*. In fact, many people [8]*have called*/ *called* it the greatest Polish opera ever.

4 Choose the best option from the brackets and add it to the sentence in the correct position.

1 I haven't seen the new *Star Wars* film yet. (yet / just)
2 James has just been to a rock concert, so he's got a bit of a headache at the moment. (just / already)
3 You can have your book back now because I've already finished it. (already / yet)
4 Oliver hasn't been in a film yet, but he acted in a TV show last year. (already / yet)
5 I've already been to Hollywood, but I've never been to Miami. (already / yet)
6 Hania is tired because she has just got home from the theatre and the play was over four hours long. (just / already)

123

too and *not enough*

Przysłówków *too* (zbyt) i *enough* (wystarczająco) używamy, aby porównać osoby/rzeczy lub zasygnalizować nadmiar bądź niedobór jakiejś cechy.

Przysłówka *too* używamy:

- **przed** przymiotnikiem: **(*not*) *too* + przymiotnik:**
  *The painting is **too dark** and I can't see what's in it.* Obraz jest zbyt ciemny i nie widzę, co się na nim znajduje.
  Przysłówek **too** ma znaczenie negatywne, jeśli występuje w zdaniu twierdzącym, a jeżeli używamy go z przeczeniem, wówczas niesie znaczenie pozytywne:
  *The plot **is too complex** – I can't understand it.*
  Fabuła jest zbyt złożona – nie rozumiem jej.
  *The plot **isn't too complex** – it's easy to follow it.*
  Fabuła nie jest zbyt złożona – łatwo ją śledzić.
- z rzeczownikiem w wyrażeniach ***too many/much* + rzeczownik:**
  *There are **too many horrors** in the cinema these days.* Obecnie w kinach jest zbyt wiele horrorów.
  *The artist didn't give **too much advice** to the kids so they painted how they liked.* Artysta nie dał dzieciom zbyt wielu rad, zatem rysowały tak, jak miały ochotę.

Przysłówka *enough* używamy:

- **po** przymiotniku: **(*not*) przymiotnik + *enough*:**
  *The special effects **weren't realistic enough** so the film wasn't very popular.* Efekty specjalne nie były wystarczająco realistyczne, więc film nie był bardzo popularny.
- **przed** rzeczownikiem: **(*not*) *enough* + rzeczownik:**
  *I think there are **enough cooking programmes** on TV nowadays.* Sądzę, że obecnie w telewizji jest wystarczająco (dużo) programów kulinarnych.

Przysłówek *enough* ma znaczenie pozytywne, jeśli występuje w zdaniu twierdzącym, a jeżeli używamy go z przeczeniem, wówczas niesie znaczenie negatywne:

*We **had enough photos** to prepare the exhibition.* Mieliśmy wystarczającą liczbę zdjęć, aby przygotować wystawę.

*We **didn't have enough photos** to prepare the exhibition.* Nie mieliśmy wystarczającej liczby zdjęć, aby przygotować wystawę.

1 Complete the sentences with *too* or *enough* and the adjectives in the box.

chilly dishonest embarrassing generous imaginative outgoing

1 I think Angela is too dishonest to trust with the money for our concert tickets.
2 Do you think Adam is imaginative enough to write a fantasy novel?
3 Sarah isn't outgoing enough to take part in a live TV show.
4 It's much too chilly to go painting outside, so we'll stay in the art studio today.
5 John thinks it's too embarrassing to walk through the streets in his Batman costume.
6 Do you think the company is generous enough to buy us new cameras?

2 Complete the dialogues with *too* or *enough* and the word(s) in brackets.

1 **A:** Are you going to watch the new *Star Wars* film at the cinema?
B: The tickets are too expensive, so I'll wait for the DVD. (expensive)
2 **A:** Why was the exhibition cancelled?
B: In the end, there weren't enough paintings. (paintings)
3 **A:** Do you still want to learn how to play the guitar?
B: No. I think there are enough guitar players, so I'll learn the drums. (guitar players)
4 **A:** Do you want to watch this new science fiction series?
B: No. TV series are too addictive and a waste of time. (addictive)
5 **A:** This thriller isn't very good, is it?
B: Yes, it isn't gripping enough to continue watching. (gripping)
6 **A:** I don't know what's happening in this period drama.
B: Yeah, the plot is much too complex to understand. (complex)

3 From the given options A, B or C, choose the one which means the same as the part of the sentence in bold.

1 I think **the concert won't be too popular**.
A a lot of people will go to the concert
B not many people will go to the concert
C nobody will go to the concert
2 There **shouldn't be more** game shows on TV.
A are enough
B aren't enough
C aren't many
3 I think **there should be more** art in public spaces.
A there is enough
B there isn't enough
C there is too much
4 At the end of this film, the bad character **shows his support for** the hero.
A takes on
B gives up
C stands up for
5 This sculpture is **smaller than** I thought it would be.
A as big as
B as small as
C not as big as
6 I love **books with creative plots set in famous periods in the past**.
A classic novels
B historical fiction books
C biographies

124

4.2 GRAMMAR

Present Perfect with *for* and *since*

Czas Present Perfect stosujemy między innymi do opisywania stanów i czynności, które rozpoczęły się w przeszłości i trwają do chwili obecnej. Zwykle posługujemy się wtedy wyrażeniami z *since* i *for*.

- *Since* określa **moment**, w którym rozpoczęła się dana czynność lub stan trwający do chwili obecnej:
  since *2000 / Monday / last summer / my birthday / I was born* – od 2000 r. / poniedziałku / ostatniego lata / moich urodzin / narodzin
- *For* określa **okres**, przez który trwa dana czynność lub stan:
  for *five minutes / two weeks / a long time / ages* – od/przez np. od pięciu minut / dwóch tygodni / długiego czasu / wieków; przez pięć minut / dwa tygodnie / długi czas, itd.

Tłumacząc zdania tego typu na język polski, używamy czasu teraźniejszego:
My parents ***have had*** *this house* ***since*** *1990.* Moi rodzice **mają** ten dom **od** 1990 roku.
I ***have known*** *Carol* ***for*** *ten years.* **Znam** Carol **od** dziesięciu lat.

Aby zapytać, od jak dawna trwa jakiś stan lub odbywa się jakaś czynność, używamy wyrażenia *How long …?*:
How long *have you lived in this house?* Jak długo mieszkacie w tym domu?

1 Look at today's date and time and complete the table with the correct time expressions.

since		for
1 since December	=	for … months
2 since Saturday	=	for … days
3 since … (o'clock)	=	for 45 minutes
4 since breakfast	=	for … hours
5 since 19…	=	for 27 years
6 since …	=	for five weeks
7 since I started school	=	for … years

2 Write questions with *How long …?* Then write two answers to each question – one with *since* and one with *for*.

1 you / live in your house or flat?
How long have you lived in your house or flat?
Since … .
For … years.

2 you / know your best friend?
How long have you known your best friend?
Since … .
For … years.

3 you / be at this school?
How long have you been at this school?
Since … .
For … years.

4 you / have a mobile phone?
How long have you had a mobile phone?
Since … .
For … years.

3 Complete the sentences with the Present Perfect form of the verbs in brackets. Then choose *for* or *since*.

1 We have lived (live) in this house *for* / (*since*) 2005.
2 I haven't seen (not/see) Rob *for* / (*since*) my birthday six weeks ago.
3 Birgit has worked (work) in Paris (*for*) / *since* ages.
4 We haven't visited (not/visit) grandma *for* / (*since*) last winter.
5 It looks like you haven't cleaned (not/clean) this kitchen (*for*) / *since* several weeks.
6 My family has stayed (stay) in this holiday villa in Spain every year *for* / (*since*) I was born.
7 John and Magda haven't spoken (not/speak) to each other (*for*) / *since* five days.
8 Karen hasn't been (not/be) near the sea (*for*) / *since* a long time.

4 Correct the mistakes.

1 How long ~~has~~ have Marta and Ania owned this cottage?
2 I have lived in the suburbs ~~since~~ for three weeks.
3 I love the countryside. How long ~~you have~~ have you been here?
4 Karol, have you ~~did~~ done the ironing?
5 Bob, look! Monica has ~~came~~ come round to visit us.
6 I haven't spent Christmas with my family ~~for~~ since 2015.
7 I have known her ~~from~~ for ten years.
8 Sarah hasn't got any money left because she has ~~buy~~ bought a new flat.

5 Complete the second sentence so that it has the same meaning as the first. Use no more than five words including the word in capitals.

1 We moved to Wrocław two years ago. **FOR**
We have lived in Wroclaw for two years.
2 I last saw Mark in February. **SINCE**
I have not seen Mark since February.
3 Annette bought the cooker last week. **HAD**
Annette has had the cooker since last week.
4 Dad stopped making furniture about five years ago. **NOT**
Dad has not made furniture since about 2014.
5 I met my neighbour a long time ago. **KNOWN**
I have known my neighbour for ages.

6 Complete the text with the correct form of the verbs in the box. There are two extra gaps. Use *for* or *since* in the extra gaps.

invite make move plan promise show

I'm really happy because my family has just [1] moved near the sea. In fact, we've lived here [2] for one month. Of course, I was sad to leave my friends back in Manchester, but I've [3] invited them to stay with me next summer and I've [4] promised to write to them often. I've been at my new school [5] since last Monday and I have already [6] made some new friends. They're really nice and have [7] shown me the best places to see. I'm sure they've [8] planned something interesting for this weekend too. I think I'm going to really enjoy living here.

125

Wszystkie ćwiczenia wykonaj w zeszycie.

4.5 GRAMMAR

Future forms: Present Continuous, *be going to* and *will*

- Czasu Present Continuous używamy w odniesieniu do przyszłości, mówiąc o sprecyzowanych planach, w realizacji których poczyniono już przygotowania, a ich szczegóły (czas, miejsce, itp.) zostały określone. W języku polskim również posługujemy się w takich sytuacjach czasem teraźniejszym:
  *I can't go shopping tomorrow at five. I'**m playing** tennis with Joy.* – Nie mogę iść na zakupy jutro o piątej. Gram w tenisa z Joy. (Już się z nią umówiłem/umówiłam.)
- Konstrukcji *be going to* + bezokolicznik używamy, mówiąc o zamiarach i planach na przyszłość, które mogą ulec zmianie:
  ***Are** you **going to invite** your aunt to the party?*
  Czy zamierzasz zaprosić swoją ciocię na przyjęcie?
- Formy *will* + bezokolicznik używamy do wyrażania spontanicznych decyzji, często podejmowanych w momencie mówienia i będących reakcją na nową sytuację. W zdaniach z *will* często używamy zwrotów takich, jak:
  I think I'll …, I'll probably …, Don't worry, I'll …
  *I think I'**ll ask** Luke for help.* Myślę, że poproszę Luke'a o pomoc.

Zdania twierdzące (Affirmative)			Zdania przeczące (Negative)		
I	am ('m)	going to sleep.	I	am not ('m not)	going to study.
You/We/They	are ('re)		You/We/They	are not (aren't)	
He/She/It	is ('s)		He/She/It	is not (isn't)	

Pytania ogólne (*Yes/No* questions)			Krótkie odpowiedzi (Short answers)
Am	I	going to study?	Yes, I am. No, I am not ('m not).
Are	you/we/they		Yes, you/we/they are. No, you/we/they are not (aren't).
Is	he/she/it		Yes, he/she/it is. No, he/she/it is not (isn't).

Pytania szczegółowe (*Wh-* questions)			
When	am	I	going to study?
	are	you/we/they	
	is	he/she/it	

Pytania o podmiot (Subject questions)		
Who	is	going to study?

Zdania twierdzące (Affirmative)			Zdania przeczące (Negative)		
I/You/He/She/It/We/They	will	drop biology.	I/You/He/She/It/We/They	will not (won't)	drop biology.

Pytania ogólne (*Yes/No* questions)			Krótkie odpowiedzi (Short answers)
Will	I/you/he/she/it/we/they	drop biology?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they will not (won't).

Pytania szczegółowe (*Wh-* questions)			
What	will	I/you/he/she/it/we/they	drop?

Pytania o podmiot (Subject questions)		
Who	will	drop biology?

1 Complete the sentences with the words in brackets in the most appropriate future form.

1 Mum is seeing (see) the dentist at four o'clock this afternoon.
2 It's my birthday next month but I 'm not going to have (not have) a party.
3 Brrr, it's cold in here. I think I 'll turn (turn) the heating on.
4 What are you going to do (you/do) later? Do you want to go for a coffee?
5 My cousin is getting married (get married) in May.
6 Sorry, I can't talk now. I 'll call (call) you back later.
7 These bags are so heavy, I 'll carry (carry) them for you.

2 What will these people say in the following situations? Choose the best option.

1 Osoba zamawiająca napój w barze:
I'll have / I'm going to have / I'm having a big glass of orange juice, please.
2 Osoba, której kuzyn właśnie opowiedział o kłopocie wuja:
What? Uncle Bob *will paint / is going to paint* his house all by himself on Saturday? *I'm going to help / I'll help* him!
3 Przedsiębiorca opowiadający dziennikarzom o swoich planach na nowy rok:
I'm going to help / I'll help / I'm helping some African charities this year.
4 Rozmowa telefoniczna przyjaciół:
I'm having / I'll have / I'm going to have a house party on Saturday. I've already bought the food and drink but can you bring the music?
5 Rozmowa między znajomymi:
I'll buy / I'm going to buy / I'm buying Mat a desk lamp for his birthday. Do you think that's a good idea?

3 Complete the text with the verbs in brackets in the correct future form.

Next weekend we [1] are having (have) a school disco in the main hall. I [2] am going to wear (wear) my favourite shirt with my new jeans and brown shoes.
I [3] am working (work) in the afternoon in my mum's shop, but after that I [4] am going to return (return) home to have a shower and get dressed. I'm quite excited. But who do I invite? I know! I [5] I'll ask (ask) Sarah in my Maths class. She's really nice.

4 Translate the words in brackets into English.

1 Mum's shopping in the city centre at the moment, so I'll phone (*zadzwonię*) her and remind her to buy me a new mirror for my room.
2 This chest of drawers is really heavy. Will you help me (*Czy pomożesz mi*) to move it?
3 I'm going to buy (*Zamierzam kupić*) a new carpet for your bedroom. I think you need one.
4 Michaela is flying (*Michaela leci*) to London tomorrow. Would you like her to buy some real English tea for you?

126

Adverbs

Przysłówki zwykle są określeniami:

- czasowników:
  *Are you **sitting comfortably**?* Czy siedzisz wygodnie?
- przymiotników:
  *The living-room is **really beautiful**.* Salon jest naprawdę piękny.
- innych przysłówków:
  *We drove **incredibly slowly** because of the traffic jams.* Jechaliśmy niesłychanie powoli z powodu korków ulicznych.

Przysłówki tworzymy poprzez dodanie końcówki ***-ly*** do przymiotnika (*soft – softly*). Jeżeli jednak przymiotnik kończy się na:

- ***-le*** – to końcówkę ***-e*** zamieniamy na ***-y*** (*possible – possibly*),
- spółgłoskę + ***-y*** – to końcówkę ***-y*** zamieniamy na ***-i*** oraz dodajemy ***-ly*** (*happy – happily*).

Niektóre przysłówki zachowują taką samą formę jak przymiotniki: *hard – hard, fast – fast, late – late, early – early.*

Przysłówek opisujący czasownik występuje:

- od razu po czasowniku:
  *She **dances beautifully**.* Ona pięknie tańczy.
- po dopełnieniu, jeżeli znajduje się ono po czasowniku:
  *We **ate our breakfast quickly** and left for our holidays.* Szybko zjedliśmy śniadanie i wyruszyliśmy na wakacje.

Większość przysłówków stopniujemy poprzez dodanie ***more*** (stopień wyższy) lub ***the most*** (stopień najwyższy):
beautifully – more beautifully – the most beautifully.

Przysłówki, które zachowują formę przymiotnika, stopniujemy tak, jak te przymiotniki:
low – lower – the lowest.

Niektóre przysłówki są stopniowane w sposób nieregularny:

- *well – better – the best* (dobrze – lepiej – najlepiej)
- *badly – worse – the worst* (źle – gorzej – najgorzej)

Przed przymiotnikiem i przysłówkiem możemy dodać **przysłówek stopnia**, który wzmacnia lub osłabia ich znaczenie:

- *a little / a bit / slightly* (nieco):
  *Sue says that living in the suburbs is **slightly better** now because there are more shops.* Sue twierdzi, że obecnie życie na przedmieściach jest nieco lepsze, ponieważ jest tam teraz więcej sklepów.
- *quite / rather / pretty* (całkiem):
  *Since we redecorated the room, it looks **pretty good**.* Po odnowieniu pokój wygląda całkiem dobrze.
- *really* (naprawdę) / *extremely* (wyjątkowo) / *completely* (zupełnie):
  *You need to move this chest of drawers **extremely carefully** because it is an antique.* Powinniście przesunąć tę komodę wyjątkowo delikatnie, ponieważ to antyk.

1 Put the words in the correct order to make sentences.

1 father / the / my / cleans / rather / house / quickly
My father cleans the house rather quickly.
2 you've / beautifully / your / decorated / room
You've decorated your room beautifully.
3 pancakes / makes / pretty / good / Janice
Janice makes pretty good pancakes.
4 your / mine / bigger / is / slightly / wardrobe / than
Your wardrobe is slightly bigger than mine.
5 the / carefully / door / close / extremely / front
Close the front door extremely carefully.
6 loudly / Laura / the / housework / does / really
Laura does the housework really loudly.

2 Make adverbs from the adjectives in the box. Then complete the sentences with the correct adverbs.

careful easy fast good lucky slow

1 You can ___easily___ have a party in this cosy cottage.
2 How ___well___ do you play the piano, Bjorn?
3 Please do the washing up ___carefully___ . I don't want you to break my expensive plates.
4 Never drive ___fast___ in a small village – even when you are in a hurry.
5 I love walking ___slowly___ through the city centre when I have lots of time.
6 I missed the bus, but ___luckily___ there was another one in twenty minutes.

3 Choose the correct answer, A, B or C, to complete the text.

Moving from the city centre and living in the countryside was very strange for me at the beginning. To start with, it is [1]___ quiet compared to living in the city as there is almost no traffic on the roads. We live in a small village and there aren't too many terraced or semi-detached houses. There are beautiful, [2]___ designed stone cottages – most of them with only one or two floors. We live in a bungalow which is [3]___ spacious. My room, however, is small – but it is very cosy. It's not very entertaining here – there aren't many shops or cafés but there are some amazing [4]___ monuments nearby. I especially like the ruins of the old castle. We walk there sometimes at the weekends and it's such a fascinating place with lots of gripping stories about it from the past. There are [5]___ views there too, and this Sunday my family and I [6]___ a picnic there. I don't miss life in the city at all!

1 A a bit
(B) extremely
C the most

2 A tradition
B traditional
(C) traditionally

3 (A) pretty
B a little
C slightly

4 A history
(B) historic
C historical

5 A lush
B scorching
(C) breathtaking

6 A will have
(B) are having
C am going to have

127

Wszystkie ćwiczenia wykonaj w zeszycie.

5.2 GRAMMAR

First Conditional

Zdań warunkowych pierwszego stopnia (First Conditional) używamy, mówiąc o zdarzeniach, które mogą nastąpić w przyszłości, jeżeli zaistnieją określone warunki.

***If** I **tell** them the truth, they **won't believe** me.* Jeśli powiem im prawdę, nie uwierzą mi.

***He won't pass** his exams **if** he **doesn't work** hard.* Nie zda egzaminów, jeśli nie będzie ciężko pracował.

***Will he pass** his exams **if** he **works** hard?* Czy zda egzaminy, jeśli będzie ciężko pracował?

W zdaniu podrzędnym rozpoczynającym się od *if* (opisującym warunek) używamy czasu Present Simple. W zdaniu nadrzędnym (opisującym konsekwencję) używamy *will/won't*. Zdania te mogą wystąpić w dowolnej kolejności. Jeśli zdanie podrzędne występuje jako pierwsze, stawiamy po nim przecinek:

*If Vicky pays attention in **class, she** will do her homework well.*

*Vicky will do her homework **well if** she pays attention in class.*

Vicky dobrze odrobi pracę domową, jeśli będzie uważała na lekcji.

If + Present Simple (warunek),	*will/won't* + bezokolicznik (konsekwencja)
***If** he **works** hard,* Jeśli będzie ciężko pracował,	*he **will pass his** exams.* zda egzaminy.
***If** George **is** late again,* Jeżeli George się znowu spóźni,	*the teacher **will send** him to the head teacher.* to nauczyciel wyśle go do dyrektora.

will/won't + bezokolicznik (konsekwencja)	*if* + Present Simple (warunek)
*He **will pass** his exams* Zda egzaminy.	***if** he **works** hard.* jeśli będzie ciężko pracował.
*The teacher **will send** George to the head teacher* Nauczyciel wyśle George'a do dyrektora,	***if** he **is** late again.* jeśli on znowu się spóźni.

1 Choose the correct option.

1 If Joe *passes* / *will pass* all his exams, his parents *buy* / *will buy* him a car.
2 My teacher *doesn't* / *won't* mind if I *finish* / *will finish* my essay tomorrow.
3 If Ella *doesn't* / *won't* find a paid job this year, she *does* / *will do* voluntary work to get experience.
4 They *miss* / *will miss* all their friends if they *choose* / *will choose* to go abroad.
5 If the school uniform *is* / *will be* compulsory next year, we *have* / *will have* to wear it.
6 If John *drops* / *will drop* PE and Art, he *has* / *will have* more time for academic subjects.
7 *Will you help* / *Do you help* me with my homework if *I will have* / *I have* a problem?
8 Sandra *doesn't do* / *won't do* a gap year if she *doesn't collect* / *won't collect* some money.

2 Complete the sentences to make them true for you.

1 I will get a place at university if _____
2 If I don't get a place at university, I _____
3 If my timetable is very demanding next year, _____
_____
4 I won't get good marks if _____
5 If I don't get a good job, _____
6 I will move house if _____
7 I will travel round the world if _____
8 If I get stressed about my exams, I _____
9 I will do voluntary work if _____
10 If I have more free time, I _____

3 Put the words in the correct order to make sentences. Then match the sentence parts.

1 Andy / carry / will / bag / if / it's / your
d, Andy will carry your bag if it's too heavy.
2 If / show / watch / you / carefully, / I'll
a, If you watch carefully, I'll show you what to do.
3 I / you / don't / won't / understand / you / if
b, I won't understand you if you don't speak more slowly.
4 If / we'll / now, / don't / we / be / leave
e, If we don't leave now, we'll be late for the exam.
5 I / you / help / if / don't / you / won't
c, I won't help you if you don't help me.

a you what to do.
b speak more slowly.
c help me.
d too heavy.
e late for the exam.

4 Write sentences from the prompts. Use the First Conditional.

1 You / not / make friends / if / not speak / new people
You won't make friends if you don't speak to new people.
2 If / Adam / study / London / improve / English
If Adam studies in London, he will improve his English.
3 If / I / not / fall asleep / I / finish / my homework
If I don't fall asleep, I'll finish my homework.
4 We / take / sociology / next year / if / on the timetable
We will take sociology next year if it is on the timetable.
5 Mum / not happy / if / not pass / my exams
Mum won't be happy if I don't pass my exams.

5 Translate the words in brackets into English.

1 If we miss the bus (*ucieknie nam autobus*), will you drive us to school?
2 Will you wait for me (*Czy poczekasz na mnie*) if I finish late?
3 Jolanta will help Mandy with her project (*pomoże Mandy z projektem*) if she learns the details.
4 I won't study Art (*Nie będę studiować sztuki*) if I have to paint pictures of fruit all day.
5 If Anita doesn't work harder (*nie będzie ciężej pracować*), she'll disappoint her parents.
6 If they leave now (*oni teraz wyjdą*), they won't be late for class.

128

5.5 GRAMMAR

Defining relative clauses

Tworząc zdania podrzędne, które podają informację pozwalającą zidentyfikować konkretną osobę, rzecz lub miejsce (relative clauses), używamy następujących zaimków względnych (relative pronouns):

- ***who*** i ***that***, gdy mówimy o ludziach:
  *This is the teacher **who/that** teaches my class.* To jest nauczyciel, który uczy moją klasę.
  *Do you know the girls **who/that** are talking to the PE teacher?* Czy znasz dziewczyny, które rozmawiają z nauczycielem WF-u?
- ***which*** i ***that***, gdy mówimy o rzeczach:
  *Is this the laptop **which/that** you ordered?* Czy to jest laptop, który zamówiłaś?
  *I'll visit you during the term break **which/that** begins next week.* Odwiedzę cię w czasie przerwy semestralnej, która rozpoczyna się w przyszłym tygodniu.
- ***where***, gdy mówimy o miejscach:
  *We're going to visit the school **where** my mum taught for twenty years.* Odwiedzimy szkołę, **w której** moja mama uczyła przez dwadzieścia lat.
  *Ella went to a school **where** most pupils were girls.* Ella uczyła się w szkole, w której większość uczniów stanowiły dziewczęta.

Zaimki względne *who, which, where* i *that* zwykle stawiamy tuż po osobie, rzeczy lub miejscu, do których się odnoszą. Zaimki *who, which* i *that* można pominąć, jeżeli następuje po nich zaimek osobowy lub rzeczownik:
*We have a timetable **(which/that) we** can change.* Mamy plan zajęć, który możemy zmieniać.

Zaimka względnego **nie można** pominąć, jeżeli **nie następuje** po nim zaimek osobowy lub rzeczownik.
*We have a gym **which** has a lot of modern equipment.* Mamy salę gimnastyczną, która ma dużo nowoczesnego sprzętu.

1 Join the pairs of sentences using relative pronouns.

1 There is a nice café. We can go there.
There is a nice café where we can go.
2 I know a boy. He speaks perfect Chinese.
I know a boy who/that speaks perfect Chinese.
3 McDonald's is a restaurant. It sells hamburgers and chips.
McDonald's is a restaurant which/that sells hamburgers and chips.
4 I'm sure you'll find a job. You're going to love it.
I'm sure you'll find a job (which/that) you're going to love.
5 My son knows lots of websites. You can play online games there.
My son knows a lot of websites where you can play online games.
6 Tina is a great sportswoman. She never gives up.
Tina is a great sportswoman who/that never gives up.
7 *Titanic* is a film. I've seen it about ten times.
Titanic is a film (which/that) I've seen about ten times.
8 This is the man. I saw him in front of the jeweller's.
This is the man (who/that) I saw in front of the jeweller's.

2 Complete the sentences with relative pronouns *who, where* or *which* where necessary.

1 We live in a town which doesn't have a university.
2 Do you know the boy who is dancing with Molly?
3 Sam used to live in a country where the schools are free.
4 This is the teacher who teaches my sister.
5 Bath is a small town which has many historic sites.
6 What is the school subject you like best? Correct
7 I go to a school where uniforms are compulsory.
8 Is this the girl who lives in the house opposite yours?
9 France is the country Susan loves the most. Correct

3 Choose the correct option. More than one answer may be correct.

1 She's the teacher (*who*) / *which* lost my homework.
2 That's the library *where* / (*which*) has lots of good DVDs.
3 That's the dog *who* / (*which*) stole my bag.
4 There's the staffroom (*where*) / *which* the teachers go after class.
5 Is this the biography *who* / (*which*) you wanted to borrow from me?
6 There's Jim. He's the person (*who*) / (*that*) can help you.

4 Complete the sentences with *who, which, where*. Use no pronoun where possible.

1 Can you tell me _where_ Mr Smith is? I can't find him anywhere.
2 PE is the subject _Ø_ Adrian loves the most.
3 She's the professor of Maths _Ø_ Anna admires a lot.
4 Does Jon know _which_ room we need to go to next?
5 I can't show you _who_ Brian is because I've never seen him.
6 That's the school _which_ got the best exam results.

5 Correct the mistakes.

1 Ms Armstrong is the teacher ~~which~~ who/that teaches French.
2 The place ~~who~~ that/which I like most in our school is the library.
3 Do you know the boys ~~which~~ who/that are waiting in the hall?
4 This is the lab where we do science experiments.
5 The playground ~~where~~ that/which is behind the school is the biggest in town.
6 That's the girl who/that isn't keeping up with her studies.

6 Translate the words in brackets into English.

1 That's _the girl that/who_ (*dziewczyna, która*) gets into trouble a lot.
2 Billy _is the classmate (who) I sit next to_ (*jest kolegą z klasy, obok którego siedzę*) in all my classes.
3 _She's the PE teacher who_ (*Ona jest nauczycielką WF-u, która*) won a medal at the Olympics.
4 _The school hall is the place where we have_ (*Korytarz szkolny jest miejscem, gdzie mamy*) our weekly meetings.
5 Maths and Science are two _subjects which/that are_ (*przedmioty, które są*) compulsory.

129

Future time and conditional clauses

Zdania warunkowe wprowadzamy za pomocą spójników takich jak:

- ***if*** (jeżeli): ***If*** *Mark doesn't hand in his homework today, his Maths teacher will get really angry.* Jeżeli Mark nie odda swojej pracy domowej dziś, to jego nauczyciel matematyki bardzo się zdenerwuje.
- ***unless*** (chyba, że / jeśli nie): *Amy will not make any progress* ***unless*** *she works systematically.* Amy nie zrobi żadnych postępów, jeśli nie będzie systematycznie pracowała.

Zdania okolicznikowe czasu wprowadzamy za pomocą następujących spójników:

- ***when*** (kiedy): ***When*** *the new term starts, the teachers will attend a conference.* Kiedy zacznie się nowy semestr, nauczyciele wezmą udział w konferencji.
- ***before*** (zanim, przed): ***Before*** *I take Chemistry and Physics for my A-levels, I will talk to my teachers.* Zanim wybiorę chemię i fizykę jako przedmioty maturalne, porozmawiam z moimi nauczycielami.
- ***after*** (po tym, jak; kiedy): ***After*** *you mark your students' homework, you will know where they tend to make most mistakes.* **Po tym, jak** sprawdzisz prace domowe swoich uczniów, będziesz wiedzieć, jakie błędy popełniają najczęściej.
- ***as soon as*** (jak tylko): *The kids will feel better* ***as soon as*** *the school breaks up for holiday.* Dzieci poczują się lepiej, jak tylko skończy się szkoła i rozpoczną się wakacje.

W zdaniach warunkowych i okolicznikowych czasu, które odnoszą się do przyszłości, w języku angielskim zawsze używamy **czasu teraźniejszego**, mimo że w języku polskim stosujemy w nich czas przyszły.

Zdanie podrzędne (*subordinate clause*)		Zdanie główne (*main clause*)
if *unless* *when* *before* *after* *as soon as*	+ Present Simple	*will/won't* + czasownik

My sister will never succeed ***unless she learns*** *from her mistakes.* Moja siostra nigdy nie odniesie sukcesu, chyba że wyciągnie lekcje ze swoich błędów.

Zdania podrzędne i główne możemy zamieniać ze sobą miejscami. Gdy całe zdanie zaczyna się od zdania podrzędnego, wówczas oddzielamy je **przecinkiem** od zdania głównego. Nie wstawiamy przecinka, gdy zdanie rozpoczyna się od zdania głównego:

I will let you know about the time of our meeting ***as soon as I get*** *my new timetable.* Dam ci znać, o której godzinie się spotkamy, jak tylko dostanę mój nowy plan zajęć.

As soon as I get *my new timetable,* *I will let you know about the time of our meeting.* Jak tylko dostanę mój nowy plan zajęć, dam ci znać, o której godzinie się spotkamy.

1 Choose the correct option.

1 I like to take it easy *after* / *unless* I finish football training.
2 Sarah gets into trouble *when* / *unless* she skips lessons.
3 I'll pay your tuition fees *if* / *before* you promise to work hard.
4 *As soon as* / *Unless* I pass this exam, I'm going to start revising for the next one.
5 Jan won't get good grades *if* / *unless* he learns how to cope with exam stress.
6 You should always arrive at least fifteen minutes *before* / *when* an important exam.

2 Complete the text with the correct form of the verbs in brackets. Use the First Conditional.

As soon as I [1] finish (finish) school today, I [2] will go (go) home and have something to eat. If my mother [3] is (be) still at work, I [4] will eat (eat) a cheese and onion sandwich. Before I [5] watch (watch) my favourite TV series, I [6] will do (do) my Physics homework.

3 From the given options A, B and C, select the best translation of the part in brackets.

1 When the new term starts, we ____ *(nie będziemy mieć)* such a busy timetable.
A aren't having
B don't have
C won't have

2 We will have more free time ____ *(jak tylko oddamy)* our Biology projects.
A after we complete
B as soon as we finish
C as soon as we hand in

3 Robert won't keep up with other students ____ *(jeśli nie będzie uważał)* in class.
A unless he pays attention
B if he won't pay attention
C if he pays attention

4 You won't fail your exam ____ *(jeśli nauczysz się)* everything by heart.
A if you will learn
B if you learn
C if you learned

5 ____ *(Wyśmiewanie się z)* other people is very immature.
A Having fun with
B Laughing with
C Making fun of

6 You should ____ *(pozbyć się)* these old notebooks. You don't need them.
A get rid of
B break up
C struggle with

130

6.2 GRAMMAR

Second Conditional

Zdań warunkowych drugiego stopnia (Second Conditional) używamy, mówiąc o:

- obecnych sytuacjach lub stanach, których zmiana jest niemożliwa lub mało prawdopodobna:
  ***If** I **weren't** so tall, I **would become** a figure skater.* Gdybym nie była tak wysoka, zostałabym łyżwiarką figurową.
  ***If** I **were** rich, I **would live** in a huge house.* Gdybym był bogaty, mieszkałbym w ogromnym domu.
- czymś, co teoretycznie mogłoby nastąpić w przyszłości, ale jest mało realne:
  ***If** he **left** home earlier, he **would never be** late for work.* *Gdyby wychodził z domu wcześniej, nigdy nie spóźniałby się do pracy.*

W zdaniu podrzędnym rozpoczynającym się od *if* (opisującym warunek) używamy czasu Past Simple.

W zdaniu nadrzędnym (opisującym konsekwencję) używamy *would/wouldn't*. (Forma skrócona czasownika *would* to *'d*.)

Podobnie jak w zdaniach warunkowych pierwszego stopnia zdania składowe mogą wystąpić w dowolnej kolejności. Jeśli zdanie podrzędne występuje jako pierwsze, stawiamy po nim przecinek.

If + Past Simple (warunek),	*would / wouldn't* + bezokolicznik (konsekwencja).
If Sue knew Italian,	she'd apply for this job.
Gdyby Sue znała włoski,	ubiegałaby się o tę pracę.

would / wouldn't + bezokolicznik (konsekwencja)	*if* + Past Simple (warunek).
Sue would apply for this job	if she knew Italian.
Sue ubiegałaby się o tę pracę,	gdyby znała włoski.

W zdaniach warunkowych drugiego stopnia po *I, he, she* oraz *it* można użyć zarówno formy *was*, jak i *were*. Formy *were* używamy częściej w wypowiedziach formalnych i w języku pisanym.

Warto pamiętać, że w wyrażeniu ***If I were you*** (Gdybym był/była tobą / Na twoim miejscu) zazwyczaj używa się *were*.

***If I were you**, I would tell him the truth.* Na twoim miejscu powiedziałbym/powiedziałabym mu prawdę.

1 Choose three to five words from each set to complete the sentence below it.

1 *were, would, for, a, be, apply, she, applied*
If she were older, she would apply for a job in a clothes shop.
2 *brother, did, would, I, when, a, have, had*
I would never be lonely if I had a brother or sister.
3 *afford, afforded, will, could, house, a, can, big*
If we could afford a big house , we'd have lots of parties.
4 *time, didn't, she, have, hadn't, any, wouldn't*
If Sue worked long hours, she wouldn't have time to go out with friends.

2 Complete the sentences with the correct form of the verbs in brackets. Use the Second Conditional.

1 If everybody went (go) to university, nobody would want (want) to do hard physical work.
2 Buses wouldn't be (not be) so crowded if more people worked (work) from home.
3 If people didn't apply (not apply) for low-paid jobs, salaries would go (go) up.
4 Family relationships would improve (improve) if parents spent (spend) more time with their children.
5 You would be (be) happier if you had (have) an interesting and well-paid job.

3 Rewrite the sentences using the Second Conditional.

1 I don't earn money because I am unemployed.
If I wasn't/weren't unemployed, I would earn money.
2 Sue doesn't have a boss because she's self-employed.
Sue would have a boss if she wasn't/weren't self-employed.
3 Ian sleeps during the day because he works night shifts.
Ian wouldn't sleep during the day if he didn't work night shifts.
4 We have to work outdoors because we're builders.
We wouldn't have to work outdoors if we weren't builders.
5 Jim isn't happy because he is badly paid.
Jim would be happy if he wasn't/weren't badly paid.
6 Abigail has eight weeks of holiday because she is a teacher.
If Abigail wasn't/weren't a teacher, she wouldn't have eight weeks of holiday.

4 Choose the correct option.

What would you do if you ¹*are / were / be* me? I'm a shop assistant, but if I ²*hadn't / wouldn't have / didn't have* a job, I ³*like / liked / would like* to go travelling all year round. But of course, no work means no money. If somebody ⁴*offered / would offer / did offer* me a job in which I could earn money and travel, however, I ⁵*would take / took / had taken* it without thinking! Maybe I should apply for a job as a flight attendant?

131

6.5 GRAMMAR

Modal verbs for obligation and permission

Aby wyrazić nakaz, konieczność lub przymus, używamy:

- czasownika modalnego ***must***, zwłaszcza kiedy opisujemy wewnętrzną konieczność odczuwaną przez osobę mówiącą:
  *I **must** talk to her right now.* Muszę z nią natychmiast porozmawiać. (Mam taką potrzebę.)
- konstrukcji ***have to***, kiedy opisujemy przymus zewnętrzny wynikający z przepisów lub ustaleń:
  *My brother **has to** wear a suit to work.* Mój brat musi nosić do pracy garnitur. (Takie są tam zasady.)
- konstrukcji ***need to***:
  *Neil often **needs to** do overtime.* Neil często musi brać nadgodziny.

Aby wyrazić brak przymusu lub konieczności, używamy:

- konstrukcji ***don't have to***:
  *A tourist guide **doesn't have to** do physical work.* Przewodnik turystyczny nie musi pracować fizycznie.
- konstrukcji ***don't need to / needn't***:
  *You **don't need to** write the essay again.* Nie musisz pisać tej pracy jeszcze raz.
  *You **needn't** come to the office. You can work from home.* Nie musisz przychodzić do biura. Możesz pracować w domu.

Mówiąc o tym, co jest dozwolone, używamy czasownika ***can***: *Journalists **can** work flexible hours.* Dziennikarze mogą pracować w elastycznych godzinach.

Mówiąc o tym, co jest **niedozwolone**, używamy:

- czasownika ***can't***, zwłaszcza kiedy opisujemy przymus zewnętrzny:
  *I **can't** leave the office during office hours.* Nie mogę wyjść z biura w godzinach urzędowania.
- czasownika ***mustn't***, jeśli chcemy wyrazić bardzo silny zakaz:
  *You **mustn't** check your private email at work.* Nie wolno sprawdzać prywatnej poczty e-mail w pracy.

Konieczność/ przymus	Brak przymusu	Pozwolenie	Brak pozwolenia/ zakaz
have to/has to need to/needs to must	don't have to/ doesn't have to don't need to/ doesn't need to/ needn't	can	can't mustn't

1 Choose the correct answer, a, b or c.

1 You ___ be physically fit to be a fire-fighter.
a can (b) have to c need
2 A doctor ___ often work long hours and night shifts.
(a) must b can c can't
3 A teacher ___ look smart or wear a suit to work.
a mustn't (b) doesn't need to c can't
4 Self-employed people ___ take a holiday any time they choose.
a need to b have to (c) can
5 A journalist ___ write things which are not true.
a needn't b doesn't have to (c) mustn't
6 Office workers usually ___ take many breaks during the day.
(a) can't b don't have to c needn't

2 Choose the correct option.

1 **A:** It is a formal meeting?
B: No, you *must* / (*don't need to*) / *can* wear a tie.
2 **A:** Can I smoke in here?
B: I'm afraid not. You *need to* / *needn't* / (*mustn't*) smoke anywhere inside this building.
3 **A:** What's wrong? You look stressed.
B: I am. I *can* / *needn't* / (*have to*) finish all this work before the end of the week. There's so much of it!
4 **A:** Mr Long, I'd like to take a day off tomorrow.
B: Sorry, I'm afraid you *don't need to* / *must* / (*can't*).
5 **A:** You look worried. What's wrong?
B: I have a meeting with my boss today. I *needn't* / (*need to*) / *don't need to* get to work on time. Otherwise, I'll lose my job.
6 **A:** Why can't Sarah come with us?
B: She *mustn't* / (*has to*) / *can* prepare a presentation for her boss.

3 Complete the second sentence so that it has the same meaning as the first. Use no more than five words including the word in capitals.

1 The company expects you to wear a uniform at work. **HAVE**
You have to wear a uniform at work.
2 It's not necessary for you to work long hours. **NEED**
You don't need to work long hours.
3 It's forbidden to bring dogs into the laboratory. **MUST**
You must not bring dogs into the laboratory.
4 It isn't necessary for Mike to bring his laptop today. **HAVE**
Mike does not have to bring his laptop today.
5 It's not OK for you to be smoking cigarettes in the office. **CAN'T**
You can't smoke cigarettes in the office.

4 Translate the words in brackets into English.

1 I don't need to (*nie potrzebuję*) drive to work tomorrow because I'm working from home.
2 You mustn't touch that (*Nie wolno ci tego dotykać*)! It's very hot and dangerous.
3 She doesn't have to have a driving licence (*nie musi mieć prawa jazdy*) to work at school.
4 I must take a day off (*muszę wziąć dzień wolnego*) soon before I go crazy!
5 Roberto needs to find (*potrzebuje znaleźć*) a full-time job if he wants to buy a flat.
6 Tracy can't join us (*nie może do nas dołączyć*) early because she's doing overtime.

132

Adjectives ending in *-ed* and *-ing*

Pary imiesłowów przymiotnikowych zakończonych na ***-ing*** i ***-ed*** pochodzą od tego samego czasownika:
*amuse – amus**ing** – amus**ed*** (zabawiać – zabawny – rozbawiony)
*motivate – motivat**ing** – motivat**ed*** (motywować – motywujący – zmotywowany)
*terrify – terrify**ing** – terrif**ied*** (przerażać – przerażający – przerażony)

Niektóre imiesłowy z końcówką ***-ed*** nie mają swoich odpowiedników z końcówką ***-ing,*** np.: *ashamed* (zawstydzony), *delighted* (zachwycony), *relieved* (zadowolony, odczuwający ulgę).

Imiesłowy przymiotnikowe pełnią w zdaniu funkcję przymiotników.

Imiesłowów zakończonych na ***-ing*** używamy do opisu:

- osoby: ***The skiing instructor*** *was a strongly* ***motivating*** *person, who wanted to teach us some new skiing techniques.* Instruktor narciarstwa był bardzo motywującą osobą, która chciała nas nauczyć nowych technik narciarskich.
- przedmiotu: ***My new office*** *is rather* ***depressing****. It's very small and dark.* Moje nowe biuro jest dość przygnębiające. Jest bardzo małe i ciemne.
- wydarzenia: ***The first job interview*** *is usually* ***challenging****, especially if the candidates aren't very well prepared.* Pierwsza rozmowa o pracę jest zwykle trudna, zwłaszcza jeśli kandydaci nie są dobrze przygotowani.

Imiesłowów zakończonych na ***-ed*** używamy do opisu:

- stanu, w jakim ktoś lub coś się znajduje: *I think our manager is* ***pleased*** *with the presentation of the new product.* Sądzę, że nasz menedżer jest zadowolony z prezentacji nowego produktu.
- emocji i uczuć: *Maria looked rather* ***confused*** *when she first arrived in our office.* Maria wyglądała na nieco zdezorientowaną, kiedy po raz pierwszy przyjechała do naszego biura.

1 Choose the correct option.

1 It's *disappointing* / *disappointed* that my first job is so badly paid.
2 Working and studying at the same time is often quite *challenged* / *challenging*.
3 Kasia is quite *excited* / *exciting* about the idea of being self-employed.
4 Getting the sack can be *depressed* / *depressing* and stressful.
5 It's *disgusted* / *disgusting* that Elizabeth had to resign from her job after twenty-five years.
6 I'm really *encouraging* / *encouraged* by the fact that I won the competition.

2 Complete the sentences with the correct forms of the verbs in the box. Use *-ed* or *-ing* endings to make adjectives.

confuse demand encourage move relieve reward

1 The documentary film about social workers was so moving that I almost cried.
2 I had trouble finding the keys for the office, so I was relieved when I finally found them in my car.
3 Working for a foreign company is sometimes confusing because they do things differently.
4 The job of a ski instructor is quite demanding – it's not all fun in the snow!
5 Margot felt encouraged after she read her boss's positive report on her work.
6 Teachers have a really hard but rewarding job. Would you like to be a teacher?

3 Choose the correct sentence, A, B or C, to complete the dialogue.

1 **X:** How did your job interview go?
Y: They asked me a lot of personal questions and it wasn't very nice.
X: ____
(A) How embarrassing! B I'm so relieved!
C It sounds like a satisfying experience.

2 **X:** I'm determined to become a police officer.
Y: ____
X: I know. But I don't want to do anything too easy or repetitive.
A It's a charming job. B It's a rewarding job.
(C) It's a challenging job.

3 **X:** The financial situation at Paul's company does not look good.
Y: ____
(A) Yes, it is worrying. B Yes, it is worried.
C Yes, they worried.

4 **X:** There's a lot of competition in advertising.
Y: ____
X: Then you should be fine.
(A) Well, I like to compete.
B Well, it is a good competition.
C Well, I'm not very competitive.

5 **X:** You never have any free time.
Y: ____
A I know. I work night shifts.
(B) I know. I work long hours.
C I know. I work part-time.

6 **X:** Why do you want to be a taxi driver?
Y: ____
X: That's not a very good reason!
A Because I have to wear a uniform.
B Because I mustn't wear a uniform.
(C) Because I needn't wear a uniform.

133

7.2 GRAMMAR

The Passive

Stronę bierną w poszczególnych czasach gramatycznych tworzymy za pomocą odpowiedniej formy czasownika *be* + Past Participle (III forma czasownika).

Designer clothes ***are sold*** *in the High Street.* Markowa odzież jest sprzedawana w sklepach usytuowanych przy głównej ulicy.

Stronę bierną z wykorzystaniem czasownika modalnego tworzymy według wzoru:

modal verb + *be* + Past Participle.

Designer clothes ***can be found*** *in the High Street shops.* Markową odzież można znaleźć w sklepach usytuowanych przy głównej ulicy.

Stronę bierną (The Passive) stosujemy, gdy bardziej interesuje nas sama czynność niż to, kto ją wykonuje. Jeżeli jednak chcemy wspomnieć o wykonawcy czynności, używamy słówka ***by***:

This shopping mall ***is visited by*** *about 50,000 people every day.* To centrum handlowe odwiedzane jest przez około 50 000 osób dziennie.

Tłumacząc zdania w stronie biernej z angielskiego na polski, niekiedy używamy strony biernej, a niekiedy formy bezosobowej (np. *dano, powiedziano, podaje się, mówi się, trzeba, można*):

How many languages ***are spoken*** *in the USA?* Iloma językami mówi się w USA?

Present Simple Passive	*Tea* ***is grown*** *in India.* Herbata uprawiana jest w Indiach. *Cars* ***are*** *not* ***repaired*** *here.* Tutaj nie naprawia się samochodów. Where **are** the tickets **sold**? Gdzie sprzedawane są bilety?
Past Simple Passive	I **was offered** a job. Zaproponowano mi pracę. *These tablets* ***were*** *not* ***produced*** *in China.* Tych tabletów nie wyprodukowano w Chinach. *Where* ***was*** *our car* ***made****?* Gdzie wyprodukowano nasz samochód?
Present Perfect Passive	*The house in High Street* ***has been sold****.* Dom przy głównej ulicy został sprzedany. We **have** not **been informed** about the change. Nie poinformowano nas o zmianie. ***Has*** *he* ***been invited*** *to Emma's wedding?* Czy on został zaproszony na ślub Emmy?
Modal verbs	*Conditions* ***must be improved****.* Trzeba poprawić warunki. *Parcels* ***can be sent*** *at the post office.* Paczki można wysyłać na poczcie. *Do the rooms* ***need to be cleaned*** *every day?* Czy pokoje muszą być codziennie sprzątane?

1 Put the words in the correct order to make sentences.

1 be / music / iTunes store / downloaded / from / can / the
Music can be downloaded from the iTunes store.
2 organically / plants / farm / on / are / our / grown
Plants are grown organically on our farm.
3 uniforms / are / by / England / all schoolchildren / worn / in ?
Are uniforms worn by all schoolchildren in England?
4 have / since 1988 / been / these shoes / produced
These shoes have been produced since 1988.
5 son / month / is / given / presents / their / every
Their son is given presents every month.

2 Choose the correct option.

1 Movie stars *pay* / *are paid* a lot of money to advertise products.
2 The factory *mustn't sell* / *mustn't be sold* to an American company because people will lose their jobs.
3 Francis *taught* / *was taught* English in Thailand for two years and he really loved the job.
4 The play *has performed* / *has been performed* in over 200 theatres worldwide.
5 Fairtrade food *has produced* / *has been produced* for many years now in developing countries.
6 The musicians *gave* / *were given* their money from the concert to charity.
7 England's prestige football matches *played* / *have been played* at Wembley since 1923.
8 Jenny *surprised* / *was surprised* I bought her some flowers.

3 Complete the text with the correct form (active or passive) of the verbs in brackets.

Post offices [1] have been used (use) to deliver letters and packages for over 300 years. In fact, the term 'post office' [2] existed (exist) even in the 1650s in the UK. Early mail [3] was delivered (deliver) on horses, and 'post houses' [4] were built (build) every few miles between major cities. Here, postmen could feed their horses and rest for a while. These post houses, or 'post stations' in the US, [5] disappeared (disappear) when trains and trucks [6] became (become) a more popular way of transporting mail. Today, post offices are very different. Of course, they still [7] send (send) our mail. But other services like banking [8] are offered (offer) there too. Since the invention of the Internet, however, the post office has become less important in our lives and, because of modern technology, the transfer of information is now quicker and cheaper than ever before.

4 Correct the mistakes.

1 My car has been stolen from the shopping centre car park.
2 Was that email ~~send~~ sent this morning?
3 Is it true that Aston Martin cars are made by hand?
4 We have repaired your computer and it can ~~collect~~ be collected this afternoon.
5 The new greengrocer's on the corner is run by my mum.

134

7.5 GRAMMAR

Quantifiers

Aby określić przybliżoną ilość czegoś lub zapytać o nią, możemy użyć poniższych wyrażeń:

Określnik (Quantifier)	Rzeczowniki policzalne (Countable nouns)	Rzeczowniki niepoliczalne (Uncountable nouns)
Ile?	How many? ***How many*** *friends have you got?* Ilu masz przyjaciół?	How much? ***How much*** *money have you got?* Ile masz pieniędzy?
(bardzo) mało	(very) few *I've got* ***(very) few*** *friends.* Mam (bardzo) mało przyjaciół.	(very) little *I've got* ***(very) little*** *money.* Mam (bardzo) mało pieniędzy.
kilka/trochę	a few *I've got* ***a few*** *friends.* Mam kilku przyjaciół.	a little *I've got* ***a little*** *money.* Mam trochę pieniędzy.
	some *I've got* ***some*** *friends.* Mam kilku przyjaciół. *I've got* ***some*** *money.* Mam trochę pieniędzy.	
dużo, wiele	many *Have you got* ***many*** *friends?* Masz wielu przyjaciół? *I haven't got* ***many*** *friends.* Nie mam wielu przyjaciół.	much *Have you got* ***much*** *money?* Masz dużo pieniędzy? *I haven't got* ***much*** *money.* Nie mam dużo pieniędzy.
	a lot of / lots of *I've got* ***a lot of/lots of*** *friends.* Mam wielu przyjaciół. *I've got* ***a lot of/lots of*** *money.* Mam dużo pieniędzy.	
za dużo	too many *I've got* ***too many*** *friends.* Mam zbyt wielu przyjaciół.	too much *I've got* ***too much*** *money.* Mam za dużo pieniędzy.
jakieś (w pytaniach)	any *Have you got* ***any*** *friends?* Masz jakichś przyjaciół? *Have you got* ***any*** *money?* Masz jakieś pieniądze?	
żadne (w przeczeniach)	any *I haven't got* ***any*** *friends.* Nie mam żadnych przyjaciół. *I haven't got* ***any*** *money.* Nie mam żadnych pieniędzy.	

1 **Complete the dialogue with quantifiers in the box.**

any how many little lot of some

Pia: Thanks for inviting me to your party, Sam. You've got a [1] lot of presents! [2] How many do you think you've got?

Sam: Maybe ten or twelve. And my parents gave me [3] some money. Have you had [4] any birthday cake? It's really delicious. Here, try some.

Pia: Oh, thanks, I'll have just a [5] little, please. I've already eaten quite a lot.

2 **Choose the correct option, A, B or C.**

1 Ktoś cię pyta, czy używasz dużo cukru do herbaty. Co odpowiesz?
A No, just a few. (B) No, just a little. C No, not many.

2 Ktoś prosi cię o pożyczenie mu pieniędzy. Co odpowiesz?
A How many do you want? (B) How much do you want? C Have you any?

3 Ktoś pyta cię, czy w twojej okolicy jest wiele sklepów warzywnych. Co odpowiesz?
(A) No. Very few. B No. Very little. C No. Any.

4 Ktoś pyta cię, czy są jakieś dobre sklepy na głównej ulicy handlowej. Co odpowiesz?
A Lots of. B Much. (C) Some.

5 Ktoś pyta cię, czy jesteś bardzo zapracowany/zapracowana. Co odpowiesz?
A Yes, I've got too many work. (B) Yes, I've got too much work. C Yes, I've got a little work.

3 **Translate the words in brackets into English.**

1 Excuse me, how much is the cake (*ile kosztuje ciasto*) in the window?
2 James has too many denim jeans (*ma zbyt wiele par jeansów*) and not enough smart trousers.
3 Harry buys very few (*kupuje bardzo niewiele*) fashionable clothes.
4 Do you think there are a lot of (*jest mnóstwo*) shopping centres in this town?
5 Have you got any (*Czy masz jakiekolwiek*) cotton socks?
6 How many leather jackets (*Ile skórzanych kurtek*) do you own, Clint?
7 There's too much salt (*za dużo soli*) on this pizza. I'm going to complain.
8 Sally has very little time (*ma bardzo mało czasu*) to go window shopping.

4 **Choose the correct option.**

There may be [1] *a lot* / *a lot of* shopping centres in town but there are actually [2] *very little* / *very few* products to choose from when you want to buy something. How is this possible? Well, although each shopping centre tries to be different, they all have [3] *far too many* / *a bit too many* of exactly the same shops. This also means that there [4] *isn't any* / *is any* reason to visit a shopping centre which isn't your local one. Indeed, I haven't got [5] *some* / *any* friends who go shopping near me, because they can buy the same things close to where they live. The question I often ask myself is this: [6] *how much* / *how many* of these shopping centres do we really need?

135

Indefinite pronouns

Zaimków nieokreślonych używamy, kiedy mówimy o bliżej nieokreślonych ludziach, rzeczach lub miejscach.

Wszystkie zaimki nieokreślone występują z czasownikiem w liczbie pojedynczej.

***Everybody is** fashionable in their own way.* Wszyscy są modni na swój własny sposób.

Ludzie	Rzeczy	Miejsca
someone/somebody (ktoś)	***something*** (coś)	***somewhere*** (gdzieś)
anyone/anybody (ktoś, nikt)	***anything*** (coś, nic)	***anywhere*** (gdzieś, nigdzie)
no one/nobody (nikt)	***nothing*** (nic)	***nowhere*** (nigdzie)
everyone/everybody (każdy, wszyscy)	***everything*** (wszystko)	***everywhere*** (wszędzie)

W zdaniach twierdzących oraz pytaniach o charakterze prośby lub propozycji używamy form ***someone/somebody***, ***something***, ***somewhere***: ***Somebody** has left their receipt on the counter.* Ktoś zostawił paragon na ladzie.

W zdaniach przeczących oraz pytaniach używamy form ***anybody/anyone, anything, anywhere***: *I haven't bought **anything** made of leather for a long time.* Od dawna nie kupiłam niczego zrobionego ze skóry.

W zdaniach twierdzących o znaczeniu zaprzeczenia używamy form **no *one / nobody*, *nothing*, *nowhere***: *I'm not going to the shopping centre today. There will be **nowhere** to park.* Dziś nie jadę do galerii handlowej. Nie będzie nigdzie miejsca do zaparkowania.

Zaimki te zawierają w sobie znaczenie zaprzeczenia, dlatego zdania, w których występują, mają konstrukcję zdań twierdzących. W języku polskim używamy wtedy podwójnego przeczenia.

Zaimka ***none (of)*** (nic, żaden z) używamy w odniesieniu do trzech lub więcej przedmiotów/osób. ***None*** występuje samodzielnie: *I was looking for some comfortable high heels but I found **none**.* Szukałam wygodnych butów na wysokim obcasie, ale żadnych nie znalazłam.

Po ***none of*** używamy rzeczownika z przedimkiem (*the people*) bądź przymiotnikiem dzierżawczym (*my friends*) lub zaimka osobowego (*us*). Jeżeli rzeczownik występuje w liczbie mnogiej, czasownik może przyjąć liczbę pojedynczą lub mnogą: ***None of her children** is/are into trade.* Żadne z jej dzieci nie interesuje się handlem.

Używając zaimków nieokreślonych, możemy dodać więcej informacji poprzez zastosowanie:

- bezokolicznika z *to*: *There is **nobody to go** window shopping with me.* Nie ma nikogo, kto poszedłby ze mną pooglądać wystawy sklepowe.
- przymiotnika: *Joan needs to go **somewhere quiet** to rest after work.* Joan musi pojechać w jakieś ciche miejsce, aby odpocząć po pracy.
- zaimka względnego (*who, which, that*): *A debtor is **somebody who** has spent more money than he or she has got.* Dłużnik to osoba, która wydała więcej pieniędzy niż ma/miała.

1 Complete the sentences with the correct word in the box.

anybody anywhere everything nothing somebody somewhere

1 Do you know anybody that is a billionaire?
2 It's sunny today, but I think I saw somebody wearing wellington boots.
3 I'm not saying I like everything in the jeweller's, but there are a lot of nice things.
4 Honestly, there was nothing in the clothes shop that suited me.
5 Oh, no! I've lost my ballet flats. They could be anywhere .
6 I know they make green Dr Martens so they have to sell them somewhere .

2 Complete the text with appropriate indefinite pronouns.

It's a fact that [1] everybody/everyone I know wears designer clothes or has a special look which makes them cool. But no matter what I wear I always look unfashionable or scruffy. Maybe it's [2] something to do with my hairstyle – who knows? Last week, for example, I tried to buy a new pair of glasses. I looked [3] everywhere for a pair that suited me and went to every optician I could find. And, surprise surprise, I didn't buy [4] anything . Is there [5] nowhere in this whole town that sells the things I want to make me look good? Maybe there is [6] nobody/no one that looks like me and I have to find an original and unique style all of my own.

3 Choose the answer, A, B or C, which best reflects the part of the sentence in bold.

1 **There isn't anything tasty** in my local baker's.
(A) There is nothing tasty
B Not everything is tasty
C There is nothing as tasty

2 **Is it possible for a person to walk** in such high heels?
A Can nobody walk
B Can everybody walk
(C) Can anybody walk

3 **None of the people I know like** to buy clothes in a vintage shop.
(A) No one I know likes
B Not everybody I know likes
C Somebody I know likes

4 These trainers are **cheaper than usual**.
(A) on offer B not worth it
C an investment

5 **There are some** schoolboys at the checkout desk.
A There are few (B) There are a few
C There are very little

6 Professional footballers **earn too much**, in my opinion.
A pay too much
(B) are paid too much
C paid too much

136

8.2 GRAMMAR

Past Perfect

Czasu Past Perfect zwykle używamy, opisując zdarzenia z przeszłości, które wymieniamy w kolejności niechronologicznej. Czas Past Perfect wyraźnie wskazuje wtedy, że dana czynność poprzedzała inne czynności (zwykle wyrażone w czasie Past Simple).
*When Alex got to hospital, he **had** already **come** out in a rash.* Kiedy Alex dotarł do szpitala, miał już wysypkę. (Wysypka miała miejsce wcześniej niż dotarcie do szpitala.)

Zastosowanie czasu Past Perfect może niekiedy całkowicie zmienić sens zdania:
*The children **went** to sleep when we came.* Kiedy przyszliśmy, dzieci poszły spać. (Dopiero po naszym przyjściu.)
*The children **had gone** to sleep when we came.* Kiedy przyszliśmy, dzieci już spały. (Dzieci poszły spać, zanim przyszliśmy.)

Charakterystycznym wyrażeniem dla czasu Past Perfect jest ***by*** + określenie czasu, np. *by the age of six, by the time I was six, by 1978* (do szóstego roku życia / zanim skończyłem/ skończyłam sześć lat / do 1978 roku):
***By** the time I was six, I had learnt to read.* Zanim skończyłem/ skończyłam 6 lat, nauczyłem/nauczyłam się czytać.

Zdania twierdzące (Affirmative)			Zdania przeczące (Negative)		
I/You/He/ She/It/ We/ They	had	watched TV.	I/You/ He/She/ It/ We/ They	hadn't (had not)	watched TV.

Pytania ogólne (*Yes/No* questions)			Krótkie odpowiedzi (Short answers)
Had	I/you/he/ she/it/we/ they	watched TV?	Yes, I/you/he/she/it/we/they had. No, I/you/he/she/it/we/they hadn't.

Pytania szczegółowe (*Wh-* questions)				Pytania o podmiot (Subject questions)		
What	had	I/you/he/ she/it/ we/they	watched?	Who	had	watched TV?

1 Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple and the Past Perfect.

1 Betty felt (feel) nervous because she hadn't been (not be) in hospital before.
2 Sue had waited (wait) nearly an hour before the doctor saw (see) her.
3 I had forgotten (forget) to take my medicine so I began (begin) to feel dizzy.
4 By the time Mandy fell (fall) asleep she had finished (finish) reading her book on acupuncture.
5 Tony came out (come out) in a rash, probably because he had eaten (eat) nuts.
6 Before I bought (buy) a new pair of glasses I had had (had) my eyes tested at the optician's.

2 Choose the correct explanation, A or B, for each sentence.

1 The patient had left the health centre when the receptionist arrived.
A The receptionist saw the patient.
B The receptionist didn't see the patient.
2 When Rodney broke his arm, he grew a beard.
A He broke his arm when he had a beard.
B He broke his arm when he didn't have a beard.
3 Just before the plane had landed I began to feel ill.
A I began to feel ill while flying.
B I began to feel ill on the ground.
4 By the time we got to the cinema, I had got a headache.
A My headache started before we arrived at the cinema.
B My headache started after we arrived at the cinema.
5 I stopped eating cake when I got a stomachache.
A My stomachache started while I was eating the cake.
B My stomachache started after eating the cake.
6 Ida sat down when she started to feel dizzy.
A Ida sat down before she started to feel dizzy.
B Ida sat down after she started to feel dizzy.

3 Write sentences using the prompts. Use the Past Perfect and the Past Simple in each sentence.

1 I wasn't worried about the mystery illness. The doctors found a cure for it before.
The doctors _____ so _____ .
2 The patient was released from hospital. Then a new problem was found.
When the new problem _____ .
3 The ambulance arrived. Before then, the police officer saved the woman's life.
The police officer _____ before _____ .
4 I couldn't pay for my medicine. I left my wallet at home.
I _____ because _____ .
5 Michael couldn't concentrate on the lecture. He began to feel ill.
Because Michael _____ .
6 My thumb hurt. I answered all of my text messages.
By the time _____ .

4 Choose the correct option.

1 By the time the ambulance *had arrived* / (*arrived*), the woman *stopped* / (*had stopped*) bleeding.
2 My sore throat *went* / (*had gone*) by the time I (*found*) / *had found* a chemist's that was open.
3 My back (*hurt*) / *had hurt* because I *fell* / (*had fallen*) down the stairs.
4 I *had* / (*had had*) a pain in my right leg before I (*ran*) / *had run* the marathon.
5 Hannah's temperature (*dropped*) / *had dropped* after she *took* / (*had taken*) the medicine.
6 By the time we (*got*) / *had got* to Calais on the ferry, I *started* / (*had started*) to feel seasick.

Exercise 3
1 had found a cure for it (before); I wasn't worried about the mystery illness
2 was found, the patient had been released from hospital
3 had saved the woman's life; the ambulance arrived
4 couldn't pay for my medicine; I had left my wallet at home
5 had begun to feel ill, he couldn't concentrate on the lecture
6 I had answered all of my text messages, my thumb hurt.

137

8.5 GRAMMAR

Reported Speech

Przytaczając słowa innej osoby, możemy zacytować jej wypowiedź dosłownie (mowa niezależna) lub przekazać jej treść pośrednio (mowa zależna).

W mowie niezależnej (Direct Speech) przytaczana wypowiedź nie ulega zmianie:
'We **are playing** on a new basketball court.' → They said: 'We **are playing** on a new basketball court.'
„Gramy na nowym boisku do koszykówki". → Powiedzieli: „Gramy na nowym boisku do koszykówki".

W mowie zależnej (Reported Speech) często przytaczamy wypowiedzi za pomocą czasowników takich jak *say* i *tell* oraz spójnika *that* (że), który możemy pominąć. Czasownik *tell* wymaga dopełnienia (*me*, *us*, itd.):
'The match is great.' → She **told me/said (that)** the match was great.
„Mecz jest świetny". → Powiedziała (mi), że mecz jest świetny.
'I felt dizzy.' → He told me (that) he **had felt** dizzy.
„Miałem zawroty głowy". → Powiedział mi, że miał zawroty głowy.

W zdaniach w mowie zależnej zmianie ulegają:

- czasy – według następującego schematu:

Mowa niezależna (Direct Speech)	→	Mowa zależna (Reported Speech)
Present Simple Sam: 'I work.' 'Sue doesn't work.'	→	**Past Simple** Sam said (that) he worked. Sam said (that) Sue didn't work.
Present Continuous Sam: 'I'm working.' 'Sue isn't working.'	→	**Past Continuous** Sam said (that) he was working. Sam said (that) Sue wasn't working.
Present Perfect Sam: 'I've worked.' 'Sue hasn't worked.'	→	**Past Perfect** Sam said (that) he had worked. Sam said (that) Sue hadn't worked.
Past Simple Sam: 'I worked.' 'Sue didn't work.'	→	**Past Perfect** Sam said (that) he had worked. Sam said (that) Sue hadn't worked.
can Sam: 'I can work.' 'Sue can't work.'	→	***could*** Sam said (that) he could work. Sam said (that) Sue couldn't work.

- zaimki osobowe oraz zaimki i przymiotniki dzierżawcze:
  'My brother has bought a new tennis racket.' → She said that **her** brother had bought a new tennis racket.
  „Mój brat kupił nową rakietę tenisową". → Powiedziała, że **jej** brat kupił nową rakietę tenisową.

1 Complete the second sentence so that it means the same as the first.

1 'You are allergic to cats,' said the doctor.
The doctor told me I am/was allergic to cats .
2 'I came out in spots after using that cream,' said Daisy.
Daisy told us she had come out in spots after using that cream .
3 'I can't work out how to open the bottle of medicine,' said John.
John said he could not work out how to open the bottle of medicine .
4 'You've lost a lot of weight,' Adam said to Magda.
Adam told Magda she had lost a lot of weight .
5 'I practise meditation to reduce stress,' Morris told me.
Morris told me he practised meditation to reduce stress .
6 'I don't work out enough,' Tracy said to me.
Tracy told me she doesn't/didn't work out enough .
7 'I'm not taking up tennis,' Richard said.
Richard said he was not taking up tennis .
8 'I've got a runny nose,' said Phil.
Phil told us he has/had got a runny nose .

2 Rewrite the sentences in Direct Speech.

1 Arthur said that the ice rink had been destroyed in the storm.
Arthur said: 'The ice rink has been destroyed in the storm.'
2 Joe told me he kept fit by jogging every day.
Joe said: 'I keep fit by jogging every day.'
3 Harriet said she didn't feel dizzy.
Harriet said: 'I don't feel dizzy.'
4 Judson told me that he was getting over the flu.
Judson said: 'I 'm getting over the flu.'
5 Maria told me she couldn't make difficult decisions.
Maria said: 'I can't make difficult decisions.'
6 Alan said he had lost his appetite.
Alan said: 'I have lost my appetite.'

3 Choose the correct option.

1 I *said* / *told* you that I was allergic to mushrooms.
2 Have I *said* / *told* I'm feeling a little stressed at the moment?
3 Tammy *said* / *told* me you'd made a complaint.
4 Luther *said* / *told* the doctor he had a pain in his chest.
5 Marek and Jola both *said* / *told* they had to go to the dentist's today.

4 Correct the mistakes.

1 Oli ~~said~~ told me that he passed out at the concert yesterday, but he was feeling better now.
2 Ewa told us she didn't keep track of her diet, so she didn't know how much weight she'd lost.
3 Hugh said he ~~has~~ had broken his hand on the volleyball court last week.
4 Rachel said she had been sick this morning, so decided to stay at home.
5 Jack said he ~~works~~ is/was working all day today so he couldn't join us for lunch.
6 I asked Olga about her favourite sport and she told me she does yoga every day.

138

Phrasal verbs

Czasowniki złożone (*phrasal verbs*) to czasowniki, które składają się z czasownika głównego i przyimka lub przysłówka:
look – patrzeć (czasownik główny)
look for – szukać (czasownik główny + przyimek)

Rodzaje czasowników złożonych:

- bez dopełnienia, czyli niewymagające określenia: *join in* (włączyć się w coś), *work out* (ćwiczyć), *fit in* (zostać zaakceptowanym), *pass out* (zemdleć):
  *How often do you **work out** in the gym?* Jak często ćwiczysz na siłowni?
  *Yesterday was very hot and a few people **passed out** because of it.* Wczoraj było bardzo gorąco i kilka osób zemdlało z tego powodu.
- z dopełnieniem (czyli niezbędnym określeniem), które może wystąpić po czasowniku złożonym lub między czasownikiem a przyimkiem. Jeżeli dopełnieniem jest zaimek (*him, them, it*), to wówczas musi on znaleźć się pomiędzy czasownikiem a przyimkiem:
  *I **took up** handball and rugby at the same time.* Zająłem się piłką ręczną i rugby w tym samym czasie.
  *I **took** handball and rugby **up** at the same time.* Zająłem się piłką ręczną i rugby w tym samym czasie.
  *I **took** them **up** at the same time.* Zająłem się nimi w tym samym czasie.
- z dopełnieniem, które występuje po przyimku, bez względu na to, czy jest nim rzeczownik, czy zaimek:
  *Every spring my brother **suffers from** an allergy.* Każdej wiosny mój brat cierpi na alergię.
  *Every spring my brother **suffers from** it.* Każdej wiosny mój brat cierpi na nią.

Czasowniki złożone mogą także składać się z trzech elementów, po których występuje dopełnienie w postaci rzeczownika lub zaimka:
look forward to sth – nie móc się doczekać czegoś (czasownik główny + przysłówek + przyimek + dopełnienie)
*We **look forward to** playing basketball in our new court.* Nie możemy doczekać się gry w koszykówkę na nowym boisku.

1 Complete each sentence with the correct form of a verb and a preposition in the box.

behind fall figure give go in join out over sign up up

1 You need to sign up at the sports club if you want to be on the handball team.
2 Michael Jordan said you should never give up your dreams if you want to be successful.
3 I can't figure out how this app works and I need your help, I'm afraid.
I've gone over these instructions five times and I still don't understand them.
5 Claire fell behind with her school work because she was busy with the volleyball team.
6 Sophie joined in the football match and scored two goals. She's great!

2 Correct the mistakes.

1 Patrick is new to the motor racing team, but I'm sure he will ~~fit himself in~~ fit in.
2 David has ~~taken on~~ taken up running and he's so fit now!
3 It's important for team members to get on with each other if they are to perform well.
4 If you think there's a problem, remember that you can ~~talk over it~~ talk it over with me.
5 If you want to ~~join our rugby match in~~ join in our rugby match, just ask.
6 I nearly passed ~~it~~ out when I saw all the blood.

3 Choose the correct answer, A, B, or C, to complete both sentences.

1 You need to ___ out a couple of times a week to stay fit.
Do you always ___ such long hours in the greengrocer's?
A take (B) work C keep
2 Don't come too close to me because I've ___ a sore throat.
I was sad when we lost the match but I quickly ___ over it.
(A) got B had C suffered
3 You should never ___ somebody down if you want to motivate them.
Why don't you ___ this face mask on if you're having trouble breathing?
A get (B) put C keep
4 How do you keep ___ of your heart rate?
They're building a running ___ next to the school.
A check B court (C) track
5 The manager told me ___ he was looking for you.
He's the chef ___ cooks excellent vegetarian food.
A who (B) that C why
6 She ___ the decision to leave the volleyball team.
If you ___ an effort, you would lose more weight.
A took B did (C) made

139

PREPOSITIONS

PREPOSITIONS IN PHRASES

AT

at all (2.4): *The place hasn't changed at all.*
at first (2.8): *At first he seemed strict, but now I really like him.*
at the age of (5.4): *Jamie won his first tournament at the age of fifteen.*
at the beginning (4.7): *At the beginning of each lesson there is usually a revision exercise.*
at the door (2.2): *There is someone at the front door; can you answer it, please?*
at the end (5.1): *Rob's moving to Maine at the end of May.*
at the weekend (4.6) (Br.E.)/**on the weekend** (Am.E.): *I like to play golf at the weekend.*

BY

by credit card (7.8): *It's more convenient for me to pay by credit card.*

FOR

for a while (2.8): *At last, he could relax for a while.*
for ages (2.7): *I haven't seen Lorna for ages.*
for instance (6.3): *She's totally unreliable – for instance, she often leaves the children alone in the house.*
for sale (7.4): *800 million items are for sale on eBay at any one time.*
for your information (6.7): *For your information, I've worked as a journalist for six years.*

FROM

from time to time (5.3): *We see each other from time to time.*

IN

in a good/bad mood (1.1): *You're in a good mood today!*
in common (1.8): *I found I had a lot in common with Mary.*
in fact (1.1): *I know her really well; in fact I had dinner with her last week.*
in favour of (5.2): *Are you in favour of the death penalty?*
in my opinion (3.8): *In my opinion, he made the right decision.*
in need (7.5): *We must care for those in need.*
in the background (3.8): *In the background you can see the school.*
in the corner (4.3): *Jo was sitting in the corner of the room.*
in the end (2.7): *In the end, we decided to go to Florida.*
in the foreground (3.8): *There were three figures in the foreground.*
in the middle (3.8): *Why's your car parked in the middle of the road?*
in the world (3.2): *You're the best dad in the world.*

ON

on a website (6.7): *Responses will be posted on the website.*
on a train/plane (4.2): *There were a lot of tourists on the train.*
on foot (4.7): *We set out on foot to explore the city.*
on special offer (7.1): *I got a really nice cashmere pullover – it was on special offer.*
on my/your, etc. own (2.8): *Did you make that all on your own?*
on the one hand … on the other hand … (8.7): *On the one hand, they work slowly, but on the other hand they always finish the job.*
on the phone (1.4): *Turn the TV down – I'm on the phone!*
on time (5.1): *In Japan the trains are always on time.*

PREPOSITIONS AFTER NOUNS

attitude to/towards (1.5): *He has a very old-fashioned attitude to women.*
candidate for (6.7): *Sara seems to be a good candidate for the job.*
opinion about/on (1.5): *Can I ask your opinion about something?*
reason for (1.3): *Did he give any reason for leaving?*
solution to (2.3): *The solution to the puzzle is on p. 14.*

PREPOSITIONS AFTER ADJECTIVES

allergic to (8.1): *If you are allergic to nuts, you should tell everybody.*
annoyed with (2.5): *Are you annoyed with me just because I'm a bit late?*
bad at (1.7): *I'm not bad at volleyball.*
capable of (7.3): *Do you think he's capable of murder?*
connected with (5.5): *Police think the killings may be connected with each other in some way.*
crazy about (1.7): *Lee's crazy about cats.*
different from (2.6): *New York and Chicago are very different from each other.*
disappointed with (1.7): *Local residents were disappointed with the decision.*
excited about (1.7): *The kids are getting really excited about our trip to California.*
famous for (4.7): *France is famous for its wine.*
good at (1.4): *Andrea is very good at languages.*
interested in (1.7): *All she's interested in is boys!*
involved in (1.7): *How many people are involved in the decision-making process?*
keen on (1.7): *I'm not very keen on their music.*
mad about (1.7): *I'm mad about shopping, I spend lots of money on clothes.*
obsessed with (1.7): *William is obsessed with making money.*
passionate about (1.7): *I've always been passionate about football.*
proud of (3.4): *Her parents are very proud of her.*
responsible for (6.1): *She's responsible for the day-to-day running of the department.*
sensitive to (1.3): *Good teachers are sensitive to their students' needs.*
serious about (1.7): *I'm serious about politics.*
similar to (3.4): *Your shoes are similar to mine.*
sorry about/for (1.7): *I'm so sorry about your father.*
useless at (1.7): *I'm useless at sport and I'm very unfit.*
worried about (1.8): *I'm worried about the world.*

PREPOSITIONS AFTER VERBS

adapt to (1.3): *Old people find it hard to adapt to life in a foreign country.*
agree on (8.7): *We're still trying to agree on a date for the wedding.*
(dis)agree with (2.2): *I agree with Karen. It's much too expensive.*
apply for (2.4): *Kevin's applied for a job in Atlanta.*
apply to (5.3): *You can apply to five different universities.*
ask for (5.7): *Some people don't like to ask for help.*
care about (1.4): *He doesn't care about anybody but himself.*
communicate with (8.7): *They communicated with each other using sign language.*
compare with/to (3.6): *Compared to our small flat, Bill's house seems like a palace.*
compete against/with (5.5): *We've had to cut our prices in order to compete with the big supermarkets.*
complain about (7.7): *She often complains about not feeling appreciated at work.*
exchange for (7.7): *Can I exchange this shirt for a smaller one?*
focus on (1.4): *In his speech he focused on the economy.*
graduate from (2.6): *Ruth has just graduated from Princeton.*
help with (1.6): *Dad, can you help me with my homework?*
invite to (3.7): *Who should we invite to the party?*
judge by (7.1): *You should never judge people by their looks.*
learn from (1.3): *The student will learn from experience about the importance of planning.*
listen to (1.2): *Have you listened to these tapes yet?*
pay for (5.7): *How much did you pay for that watch?*
recover from (8.1): *It always takes me a while to recover from a cold.*
revise for (5.1): *She's revising for her history exam.*
separate from (4.7): *Separate the egg yolk from the white.*
share with (4.3): *I shared a room with her at college.*
spend on (1.4): *I spent £40 on these shoes.*
start with (1.7): *The festivities started with a huge fireworks display.*
thank for (1.7): *We'd like to thank everybody for all the wedding presents.*

PHRASAL VERBS

believe in (1.4) – wierzyć w: *Do you believe in ghosts?*
belong to (2.4) – należeć do: *Antarctica doesn't belong to any nation.*
break up (5.1) – skończyć się (o semestrze lub roku szkolnym): *We break up in December for our winter holiday.*
breathe in (8.8) – wdychać: *The doctor made me breathe in while he listened to my chest.*
breathe out (8.8) – wydychać: *Jim breathed out deeply.*
care for (6.2) – opiekować się: *Angie stopped working to care for her mother.*
catch up on (8.6) – nadrobić zaległości: *You need some time to catch up on your work.*
cheer up (7.3) – pocieszyć: *He bought her some flowers to cheer her up.*
chill out (5.5) – relaksować się: *We spent most of the holiday chilling out on the beach.*
come back (2.7) – wracać: *When is your sister coming back from Europe?*
come on (5.8) – dać spokój, przestać: *Oh, come on, don't lie to me!*
come out (3.4) – wychodzić, ukazać się na ekranach kin: *When a new superhero movie comes out, it dominates the box office for weeks.*
come out in a rash (8.1) – dostać wysypki: *If I eat eggs, I come out in a rash.*
come round (4.3) – przyjść (w odwiedziny): *Paul is coming round to my house for tea.*
come up with (6.1) – wymyślić: *They still haven't come up with a name for the baby.*
cross out (1.8) – skreślać: *Just cross out the old number and write in the new one.*
cut out (8.1) – wyeliminować: *Make healthy food choices and cut out things that are bad for you.*
deal with – 1. (1.4) poradzić sobie z: *They had to deal with big changes in technology.* 2. (7.4) zajmować się: *Who's dealing with the new account?*
depend on (1.4) – zależeć od, być uzależnionym od: *The length of time spent exercising depends on the sport you are training for.*
fall behind (8.6) – narobić sobie zaległości: *After her time in hospital, Jenny's parents are afraid she has fallen behind educationally.*
figure out (8.6) – zrozumieć: *Detectives are still trying to figure out what happened.*
find out (3.4) – dowiedzieć się: *We never found out her name.*
fit in (8.6) – pasować: *I never really fitted in at school.*
get away (4.3) – uciec: *The two men got away in a red car.*
get into (5.1) – dostać się do: *You'll have to work harder if you want to get into college.*
get on (with) 1. (5.1) być w dobrych stosunkach: *She doesn't get on with her mother at all.* 2. (8.6) kontynuować: *Stop talking and get on with your work.*
get up (1.4) – wstawać: *Even when they go out until late, they still get up for work.*
give out (2.5) – rozdawać: *Give out the leaflets as they're leaving the club.*
get over (8.1) – dojść do siebie po: *It's taken me ages to get over the flu.*
get through (8.6) – przetrwać, przejść przez: *Don't worry – I'll get through this.*
give up (5.6) – z/rezygnować (z), poddać się: *Vlad has given up trying to teach me Russian.*
go out – (1.4) 1. wychodzić: *Are you going out tonight?*
go over (8.6) – przestudiować, powtarzać: *I just want to go over some lessons from last week.*
grow up (1.4) – dorastać: *I grew up in Glasgow and went to school there.*
hand in (5.1) – oddawać, wręczać: *Some students didn't hand in their homework on time.*
hang out (with) (8.6) – spędzać czas (z): *I don't have anyone to hang out with at break time.*
hear from (1.7) – mieć (jakieś) wiadomości od: *Have you heard from Jane?*
invest in (7.2) – zainwestować w: *I think it's time to invest in a new pair of jeans.*
join in (8.6) – przyłączyć się: *Everyone joined in the conversation.*
keep out (5.5) – nie wpuszczać, nie przepuszczać: *My coat is really warm and it keeps the rain out.*
lay off (6.1) – zwolnić: *The company laid off 250 workers in December.*
let in (4.3) – wpuścić (do środka): *Don't let them in.*
let out (5.5) – wypuścić: *A swipe card is a plastic card which works like a key and lets you in or out.*
look after (1.1) – opiekować się: *We look after Rodney's kids after school.*
look for (6.6) – szukać: *He's looked for the file but hasn't found it.*
look forward to (doing sth) (1.1) – oczekiwać z niecierpliwością: *I'm really looking forward to going to Japan.*
look up (2.5) – odszukać, sprawdzić: *If you don't know the word, look it up in the dictionary.*
move up (5.1) – przejść do bardziej zaawansowanej grupy: *The kids learn fast, and can't wait to move up to the junior team.*
pass out (8.1) – zemdleć: *Get an app that tells you to drink water before you pass out.*
put down (8.6) – wyśmiewać, czepiać się: *Stop putting yourself down!*
put on (2.8) – włączyć: *Let's put some music on.*
put up with (6.1) – znosić, wytrzymywać: *I don't know how you put up with all this noise.*
put sb/sth off (7.4) – zniechęcić: *The accident put him off helicopters.*
rely on (6.4) – polegać na: *If you have a problem, who can you rely on?*
relate to (3.4) – utożsamiać się z, identyfikować się z: *They have human experiences that we can relate to.*
return to (2.4) – wracać do: *Does Kate plan to return to work after the baby is born?*
sell out (7.8) – wyprzedać: *The tickets are all sold out.*
set off (5.1) – wyruszyć: *I set off for school very early because my lessons start at 7 a.m.*
set up (7.2) – założyć: *In 1976 he set up his own import-export business.*
show round (4.3) – oprowadzić po: *Kim will show you round the museum.*
sign up (8.6) – zapisać się: *Have you tried signing up for some after school activities?*
suffer from (8.1) cierpieć na: *More and more people suffer from asthma.*
stand up (2.6) – wstać: *All the pupils stood up when the head teacher came in.*
stand up for (3.4) – ująć się za: *Why didn't you stand up for me?*
stay in (4.3) – zostać w domu: *Let's stay in and watch TV.*
stay up (4.6) – nie kłaść się spać: *We stayed up to watch the late-night movie.*
stress out (8.1) – ze/stresować: *Are those exams stressing you out?*
switch off (8.7) – wyłączyć: *Don't forget to switch off the TV when you go to bed.*
take off (5.1) – zdjąć: *If you don't want to go, I can take your name off the list.*
take on – 1. (3.4) przyjąć, wziąć na siebie: *A-list actors are keen to take on superhero roles.* 2. (6.1) zatrudnić: *The team has taken on a new coach.*
take up (8.1) – zainteresować się, zająć się: *If you prefer to do your exercise outdoors, take up cycling.*
talk over (8.6) – omawiać: *Okay, but it's good to talk things over.*
try on (7.8) – przymierzyć: *Would you like to try this top on?*
turn down (2.5) – przyciszyć: *Can you turn your radio down? I'm trying to work.*
turn up (6.1) – pojawić się: *She always turns up late when we meet.*
wake up (2.2) – o/budzić (się): *I woke up at 5 a.m. this morning.*
work on (1.2) – pracować przy/nad: *Dad's working on the car.*
work out – 1. (8.1) trenować, ćwiczyć: *Sue works out in the gym twice a week.*

PRZEDROSTKI

Często używane przedrostki

Przedrostek	Przykłady
co- (=with, together)	cooperate, coordinate
inter- (=between)	international, intercontinental
multi- (=many)	multinational, multi-tasking
pre- (=before)	prehistoric, pre-school
re- (=again)	rewrite, retake
semi- (=half)	semi-detached, semi-final

Przedrostki zmieniające znaczenie wyrazów na przeciwne

Przedrostek	Przykłady
dis-	dishonest, disagree
il-	illegal, illogical
im-	impossible, impatient
in-	insensitive, inexpensive
ir-	irresponsible, irregular
non-	nonsense, non-stop
un-	unpopular, unfit

PRZYROSTKI

Przyrostki tworzące rzeczowniki

Przyrostek	Przykłady
-ment	government, employment
-ion/-tion/-sion	protection, decision
-ation/-ition	exploration, pronunciation
-ence/-ance	confidence, entrance
-ity	activity, reality
-ness	weakness, illness
-ing	setting, acting
-al	musical
-age	percentage
-y	difficulty, discovery
-sis	analysis, diagnosis
-ure	culture, architecture
-hood	neighbourhood, childhood
-dom	freedom
-er/-or	producer, sculptor
-ist	journalist, receptionist
-ant/-ent	assistant, student
-an/-ian	electrician, mathematician
-ee	employee

Przyrostki tworzące przymiotniki

Przyrostek	Przykłady
-al	environmental, traditional
-ic	energetic, pessimistic
-ive	sensitive, imaginative
-ful	successful, cheerful
-less	homeless, useless
-ous	ambitious, generous
-y	healthy, crazy
-ly	elderly, friendly
-able/-ible	adaptable, responsible
-ed	interested, crowded
-ing	boring, hard-working

Przyrostki tworzące przysłówki

Przyrostek	Przykłady
-ly	badly, eventually

Przyrostki tworzące czasowniki

Przyrostek	Przykłady
-ise/ize (Am.E.)	realise, memorise
-en	shorten, frighten
-ify	identify, justify

Answer key
Unit 5, page 60, Exercise 2: 1 Finland, 2 Brazil, 3 Japan

ZAIMKI OSOBOWE I DZIERŻAWCZE

Zaimek osobowy w funkcji podmiotu	Zaimek osobowy w funkcji dopełnienia	Przymiotnik dzierżawczy (+ rzeczownik)	Zaimek dzierżawczy (bez rzeczownika)
I'm a student.	Come with **me**.	It's **my** house.	It's **mine**.
Have **you** got a cat?	I like **you**.	It's **your** bike.	It's **yours**.
He works at home.	Can you help **him**?	It's **his** book.	It's **his**.
She's been to Prague.	Listen to **her**.	It's **her** room.	It's **hers**.
Is **it** a famous city?	I can't find **it**.	Oxford (= it) is famous for **its** university.	—
We live in Poland.	Wait for **us**.	It's **our** tablet.	It's **ours**.
You can't sit here.	Can I talk to **you**?	It's **your** car.	It's **yours**.
Are **they** working?	Do you know **them**?	It's **their** money.	It's **theirs**.

ZAIMKI WSKAZUJĄCE, PYTAJĄCE I WZGLĘDNE

Wskazujące		Pytające	Względne
Liczba pojedyncza	Liczba mnoga		
this that	these those	What? Who? Whose? Which? Where? When? Why? How? (How often? How long? How far? How much? How many?)	who which that whose when where

LICZEBNIKI

Liczebniki: 1 – 100

Liczebnik główny	Liczebnik porządkowy	Liczebnik główny	Liczebnik porządkowy
1 – one	first (1st)	20 – twenty	twentieth (20th)
2 – two	second (2nd)	21 – twenty-one	twenty-first (21st)
3 – three	third (3rd)	22 – twenty-two	twenty-second (22nd)
4 – four	fourth (4th)	23 – twenty-three	twenty-third (23rd)
5 – five	fifth (5th)	24 – twenty-four	twenty-fourth (24th)
6 – six	sixth (6th)	25 – twenty-five	twenty-fifth (25th)
7 – seven	seventh (7th)	26 – twenty-six	twenty-sixth (26th)
8 – eight	eighth (8th)	27 – twenty-seven	twenty-seventh (27th)
9 – nine	ninth (9th)	28 – twenty-eight	twenty-eighth (28th)
10 – ten	tenth (10th)	29 – twenty-nine	twenty-ninth (29th)
11 – eleven	eleventh (11th)	30 – thirty	thirtieth (30th)
12 – twelve	twelfth (12th)	40 – forty	fortieth (40th)
13 – thirteen	thirteenth (13th)	50 – fifty	fiftieth (50th)
14 – fourteen	fourteenth (14th)	60 – sixty	sixtieth (60th)
15 – fifteen	fifteenth (15th)	70 – seventy	seventieth (70th)
16 – sixteen	sixteenth (16th)	80 – eighty	eightieth (80th)
17 – seventeen	seventeenth (17th)	90 – ninety	ninetieth (90th)
18 – eighteen	eighteenth (18th)	100 – one/a hundred	hundredth (100th)
19 – nineteen	nineteenth (19th)	101 – one/a hundred and one	hundred and first (101st)

Przykładowe liczebniki główne powyżej 100

1,000 – one/a thousand
3,555 – three thousand, five hundred **and** fifty-five
56,223 – fifty-six thousand, two hundred **and** twenty-three
725,000 – seven hundred **and** twenty-five thousand
1,000,000 – one/a million
1,000,000,000 – one/a billion

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	
be [biː]	**was/were** [wɒz/wɜː]	**been** [biːn]	być
become [bɪ'kʌm]	**became** [bɪ'keɪm]	**become** [bɪ'kʌm]	stać się
begin [bɪ'gɪn]	**began** [bɪ'gæn]	**begun** [bɪ'gʌn]	zacząć
blow [bləʊ]	**blew** [bluː]	**blown** [bləʊn]	wiać, dmuchać
break [breɪk]	**broke** [brəʊk]	**broken** ['brəʊkən]	złamać
bring [brɪŋ]	**brought** [brɔːt]	**brought** [brɔːt]	przynieść
build [bɪld]	**built** [bɪlt]	**built** [bɪlt]	budować
burn [bɜːn]	**burned** [bɜːnd]/ **burnt** [bɜːnt]	**burned** [bɜːnd]/ **burnt** [bɜːnt]	spalić
buy [baɪ]	**bought** [bɔːt]	**bought** [bɔːt]	kupować
catch [kætʃ]	**caught** [kɔːt]	**caught** [kɔːt]	złapać
choose [tʃuːz]	**chose** [tʃəʊz]	**chosen** ['tʃəʊzn]	wybrać
come [kʌm]	**came** [keɪm]	**come** [kʌm]	przyjść
cost [kɒst]	**cost** [kɒst]	**cost** [kɒst]	kosztować
cut [kʌt]	**cut** [kʌt]	**cut** [kʌt]	ciąć
deal [diːl]	**dealt** [delt]	**dealt** [delt]	radzić sobie (z czymś), zajmować się (czymś)
dig [dɪg]	**dug** [dʌg]	**dug** [dʌg]	kopać
do [duː]	**did** [dɪd]	**done** [dʌn]	zrobić
draw [drɔː]	**drew** [druː]	**drawn** [drɔːn]	rysować
dream [driːm]	**dreamed** [driːmd]/ **dreamt** [dremt]	**dreamed** [driːmd]/ **dreamt** [dremt]	marzyć
drink [drɪnk]	**drank** [dræŋk]	**drunk** [drʌnk]	pić
drive [draɪv]	**drove** [drəʊv]	**driven** ['drɪvn]	prowadzić samochód
eat [iːt]	**ate** [et]	**eaten** ['iːtn]	jeść
fall [fɔːl]	**fell** [fel]	**fallen** ['fɔːln]	upaść
feed [fiːd]	**fed** [fed]	**fed** [fed]	karmić
feel [fiːl]	**felt** [felt]	**felt** [felt]	czuć
fight [faɪt]	**fought** [fɔːt]	**fought** [fɔːt]	walczyć
find [faɪnd]	**found** [faʊnd]	**found** [faʊnd]	znaleźć
fly [flaɪ]	**flew** [fluː]	**flown** [fləʊn]	lecieć
forget [fə'get]	**forgot** [fə'gɒt]	**forgotten** [fə'gɒtn]	zapomnieć
forgive [fə'gɪv]	**forgave** [fə'geɪv]	**forgiven** [fə'gɪvn]	wybaczyć
freeze [friːz]	**froze** ['frəʊz]	**frozen** ['frəʊzən]	zamrozić
get [get]	**got** [gɒt]	**got** [gɒt]	dostać
give [gɪv]	**gave** [geɪv]	**given** ['gɪvn]	dać
go [gəʊ]	**went** [went]	**gone** [gɒn]	iść
grow [grəʊ]	**grew** [gruː]	**grown** [grəʊn]	rosnąć
have [hæv]	**had** [hæd]	**had** [hæd]	mieć
hear [hɪə]	**heard** [hɜːd]	**heard** [hɜːd]	słyszeć
hide [haɪd]	**hid** [hɪd]	**hidden** ['hɪdn]	chować
hit [hɪt]	**hit** [hɪt]	**hit** [hɪt]	uderzyć
hold [həʊld]	**held** [held]	**held** [held]	trzymać
hurt [hɜːt]	**hurt** [hɜːt]	**hurt** [hɜːt]	zranić
keep [kiːp]	**kept** [kept]	**kept** [kept]	trzymać
know [nəʊ]	**knew** [njuː]	**known** [nəʊn]	wiedzieć
lead [liːd]	**led** [led]	**led** [led]	prowadzić
learn [lɜːn]	**learned** [lɜːnd]/ **learnt** [lɜːnt]	**learned** [lɜːnd]/ **learnt** [lɜːnt]	uczyć się

Infinitive	Past Simple	Past Participle	
leave [liːv]	**left** [left]	**left** [left]	opuścić
lend [lend]	**lent** [lent]	**lent** [lent]	pożyczyć komuś
let [let]	**let** [let]	**let** [let]	pozwolić
lie [laɪ]	**lay** [leɪ]	**lain** [leɪn]	leżeć
light [laɪt]	**lit** [lɪt]	**lit** [lɪt]	zapalać
lose [luːz]	**lost** [lɒst]	**lost** [lɒst]	zgubić
make [meɪk]	**made** [meɪd]	**made** [meɪd]	zrobić
mean [miːn]	**meant** [ment]	**meant** [ment]	znaczyć
meet [miːt]	**met** [met]	**met** [met]	spotkać
pay [peɪ]	**paid** [peɪd]	**paid** [peɪd]	płacić
put [pʊt]	**put** [pʊt]	**put** [pʊt]	położyć
read [riːd]	**read** [red]	**read** [red]	czytać
ride [raɪd]	**rode** [rəʊd]	**ridden** ['rɪdn]	jeździć na
ring [rɪŋ]	**rang** [ræŋ]	**rung** [rʌŋ]	dzwonić
rise [raɪz]	**rose** [rəʊz]	**risen** ['rɪzən]	rosnąć, wzrastać
run [rʌn]	**ran** [ræn]	**run** [rʌn]	biegać
say [seɪ]	**said** [sed]	**said** [sed]	powiedzieć
see [siː]	**saw** [sɔː]	**seen** [siːn]	zobaczyć
sell [sel]	**sold** [səʊld]	**sold** [səʊld]	sprzedać
send [send]	**sent** [sent]	**sent** [sent]	wysłać
set [set]	**set** [set]	**set** [set]	ustawić
shine [ʃaɪn]	**shone** [ʃɒn]	**shone** [ʃɒn]	świecić
shoot [ʃuːt]	**shot** [ʃɒt]	**shot** [ʃɒt]	strzelać
show [ʃəʊ]	**showed** [ʃəʊd]	**shown** [ʃəʊn]	pokazać
shrink [ʃrɪŋk]	**shrank** [ʃræŋk]	**shrunk** [ʃrʌŋk]	(s)kurczyć się
shut [ʃʌt]	**shut** [ʃʌt]	**shut** [ʃʌt]	zamknąć
sing [sɪŋ]	**sang** [sæŋ]	**sung** [sʌŋ]	śpiewać
sit [sɪt]	**sat** [sæt]	**sat** [sæt]	siedzieć
sleep [sliːp]	**slept** [slept]	**slept** [slept]	spać
smell [smel]	**smelled** [smeld]/ **smelt** [smelt]	**smelled** [smeld]/ **smelt** [smelt]	pachnieć, wąchać
speak [spiːk]	**spoke** [spəʊk]	**spoken** ['spəʊkən]	mówić
spend [spend]	**spent** [spent]	**spent** [spent]	spędzać
spill [spɪl]	**spilled** [spɪld]/ **spilt** [spɪlt]	**spilled** [spɪld]/ **spilt** [spɪlt]	rozlać
stand [stæŋd]	**stood** [stʊd]	**stood** [stʊd]	stać
steal [stiːl]	**stole** [stəʊl]	**stolen** ['stəʊlən]	ukraść
swim [swɪm]	**swam** [swæm]	**swum** [swʌm]	płynąć
take [teɪk]	**took** [tʊk]	**taken** ['teɪkən]	wziąć
teach [tiːtʃ]	**taught** [tɔːt]	**taught** [tɔːt]	uczyć
tear [teə]	**tore** [tɔː]	**torn** [tɔːn]	podrzeć
tell [tel]	**told** [təʊld]	**told** [təʊld]	powiedzieć
think [θɪnk]	**thought** [θɔːt]	**thought** [θɔːt]	myśleć
throw [θrəʊ]	**threw** [θruː]	**thrown** [θrəʊn]	rzucać
understand [ˌʌndə'stænd]	**understood** [ˌʌndə'stʊd]	**understood** [ˌʌndə'stʊd]	rozumieć
wake [weɪk]	**woke** [wəʊk]	**woken** ['wəʊkən]	obudzić się
wear [weə]	**wore** [wɔː]	**worn** [wɔːn]	nosić
win [wɪn]	**won** [wʌn]	**won** [wʌn]	wygrać
write [raɪt]	**wrote** [rəʊt]	**written** ['rɪtn]	pisać

CONTENTS

Unit 1 Lives people live

1.1 Vocabulary . . . 4
1.2 Grammar . . . 6
1.3 Listening Language Practice . . . 7
1.4 Reading . . . 8
1.5 Grammar . . . 10
1.6 Use of English . . . 11
1.7 Writing . . . 12
1.8 Speaking . . . 14
1.9 Video and Vlog worksheet . . . 15
1.10 Self-check . . . 16

Unit 2 Science and technology

2.1 Vocabulary . . . 18
2.2 Grammar . . . 20
2.3 Listening Language Practice . . . 21
2.4 Reading . . . 22
2.5 Grammar . . . 24
2.6 Use of English . . . 25
2.7 Writing . . . 26
2.8 Speaking . . . 28
2.9 Video and Vlog worksheet . . . 29
2.10 Self-check . . . 30

Unit 3 The arts

3.1 Vocabulary . . . 32
3.2 Grammar . . . 34
3.3 Listening Language Practice . . . 35
3.4 Reading . . . 36
3.5 Grammar . . . 38
3.6 Use of English . . . 39
3.7 Writing . . . 40
3.8 Speaking . . . 42
3.9 Video and Vlog worksheet . . . 43
3.10 Self-check . . . 44

Unit 4 Home sweet home

4.1 Vocabulary . . . 46
4.2 Grammar . . . 48
4.3 Listening Language Practice . . . 49
4.4 Reading . . . 50
4.5 Grammar . . . 52
4.6 Use of English . . . 53
4.7 Writing . . . 54
4.8 Speaking . . . 56
4.9 Video and Vlog worksheet . . . 57
4.10 Self-check . . . 58

Unit 5 Time to learn

5.1 Vocabulary . . . 60
5.2 Grammar . . . 62
5.3 Listening Language Practice . . . 63
5.4 Reading . . . 64
5.5 Grammar . . . 66
5.6 Use of English . . . 67
5.7 Writing . . . 68
5.8 Speaking . . . 70
5.9 Video and Vlog worksheet . . . 71
5.10 Self-check . . . 72

Unit 6 Just the job

6.1 Vocabulary . . . 74
6.2 Grammar . . . 76
6.3 Listening Language Practice . . . 77
6.4 Reading . . . 78
6.5 Grammar . . . 80
6.6 Use of English . . . 81
6.7 Writing . . . 82
6.8 Speaking . . . 84
6.9 Video and Vlog worksheet . . . 85
6.10 Self-check . . . 86

Unit 7 Consumer society

7.1 Vocabulary . . . 88
7.2 Grammar . . . 90
7.3 Listening Language Practice . . . 91
7.4 Reading . . . 92
7.5 Grammar . . . 94
7.6 Use of English . . . 95
7.7 Writing . . . 96
7.8 Speaking . . . 98
7.9 Video and Vlog worksheet . . . 99
7.10 Self-check . . . 100

Unit 8 Well-being

8.1 Vocabulary . . . 102
8.2 Grammar . . . 104
8.3 Listening Language Practice . . . 105
8.4 Reading . . . 106
8.5 Grammar . . . 108
8.6 Use of English . . . 109
8.7 Writing . . . 110
8.8 Speaking . . . 112
8.9 Video and Vlog worksheet . . . 113
8.10 Self-check . . . 114

Słownictwo maturalne . . . 116

Słownictwo maturalne: zadania . . . 126

Focus 1 Grammar Review . . . 133

Grammar: Train and Try Again . . . 144

Bank zwrotów do wypowiedzi pisemnej . . . 152

Answer key: Grammar Review . . . 155

Answer key: Train and Try Again . . . 157

Answer key: Self-check . . . 159

Zadania oznaczone przygotowują do egazaminu maturalnego.

1 Lives people live

1.1 VOCABULARY

Personality • *un-, in-, im- ir-, dis-* • questions with *like*

SHOW WHAT YOU KNOW

1 Choose the correct adjectives.

1 Gabby is very *unsociable* / *loud* / *stressed*. She stays at home and doesn't like going out with friends.
2 Chris is *serious* / *boring* / *quiet*. He never has anything interesting to say because he spends all his time playing computer games.
3 Meghan is always *interesting* / *funny* / *relaxed*. She never gets stressed about anything.
4 Joe never laughs or has any fun. He's a very *serious* / *sociable* / *relaxed* young man.
5 Marcus always makes me laugh. He's really *quiet* / *funny* / *loud*.

FOCUS ON WORDS | Personality

2 Anna is making a list called 'My Perfect Boyfriend'. Write pairs of opposites from the box to complete her list.

~~caring~~ cheerful generous hard-working lazy mean miserable outgoing ~~selfish~~ sensible shy silly

My Perfect Boyfriend is ...

✓ positive	✗ negative
[a]caring	not [b]selfish
1 [a]sensible	not [b]silly
2 [a]cheerful	not [b]miserable
3 [a]outgoing	not [b]shy
4 [a]hard-working	not [b]lazy
5 [a]generous	not [b]mean

3 Complete the conversation between Anna and Laura with the correct adjectives from the box. There are two extra words.

caring ~~cheerful~~ generous hard-working mean miserable selfish shy silly

A few months later ...

L: So, how are things with Simon? Is he the perfect boyfriend?
A: Well, nobody's perfect, but you know what? He's really great. First of all, he's really *cheerful*, you know, always happy and smiling. And he's very [1]*hard-working*. He wants to be a teacher and he does lots of studying in the evenings.
L: Does he have any time for you then?
A: Oh sure. He's a very [2]*caring* guy. He calls me every night and asks about my day.
L: Wow. Lucky you! Dave never asks about my day. He only thinks about himself. He's so [3]*selfish*. Dave also thinks he's the best boyfriend in the world but he never buys me anything nice and he doesn't like paying for me when we go out. He's really [4]*mean*.
A: Poor you. Simon is exactly the opposite. He takes me to a restaurant sometimes and he always pays for the food and drinks. And he often buys me flowers. He's very [5]*generous*. I'm really happy, you know.
L: Well, good for you. Unfortunately, I'm not. I'm unhappy; really [6]*miserable*. I think I need a new boyfriend. I don't know what to do. Does Simon have a twin brother?



FOCUS ON WORDS | *un-, in-, im-, ir-, dis-*

4 Add negative prefixes to adjectives a–g. Complete sentences 1–4 with some of the words in their negative or positive form.

unpopular
a *in*sensitive
b *dis*honest
c *im*polite
d *ir*responsible
e *un*adventurous
f *un*wise
g *in*dependent

Try to be generous. Nobody likes mean people. They are nearly always *unpopular*.
1 Mum trusts my older brother Peter to look after our little sister. He's extremely *responsible*; he never does anything dangerous or silly.
2 Katie never lies. She is a very [a]*honest* person. Katie's also [b]*wise* – she knows a lot of things.
3 David doesn't say 'please' or 'thank you'. He's [a]*impolite*. He's extremely [b]*independent* too and likes doing everything without any help.
4 I was unhappy because I didn't pass my driving test. I told Tom and he laughed! Is he always so *insensitive*?

REMEMBER THIS

Przymiotników opisujących charakter używa się przed rzeczownikami, np. *a caring* ***boyfriend***, lub po formach czasownika *be*, np. *My boyfriend* ***is*** *caring*.

5 Read REMEMBER THIS. Put the words in the correct order.

has / very / parents / Pauline / serious
Pauline has very serious parents.
1 last / was / hairdresser / cheerful / Zoe's
Zoe's last hairdresser was cheerful.
2 two / I / dishonest / had / friends
I had two dishonest friends.
3 new / Jamie's / loud / girlfriend / extremely / is
Jamie's new girlfriend is extremely loud.

REMEMBER BETTER

Aby lepiej zapamiętać przymiotniki opisujące charakter, użyj ich w parach zdań o znanych ci osobach, np. *My dad is usually cheerful. He's not a miserable man.*

Choose five pairs of opposite personality adjectives from this lesson. Write sentences about people you know. Use the model sentences.

My little sister is shy. She's not an outgoing girl.
1 Our History teacher is _____ . He's/She's not a _____ man/woman.
2 My best friend is _____ . He/She is not a _____ person.
3 _____ .
4 _____ .
5 _____ .

FOCUS ON WORDS | Questions with *like*

6 Look at the dialogues. Correct the mistake in each question.

A: Do you ~~looks~~ like your parents? *Do you look like your parents?*
B: People say I look a little like my mum.
1 A: What flavour ice cream *do* you like?
B: I love vanilla.
2 A: ~~Are~~ *Do* Gareth and Liu like dogs?
B: I think they like cats more.
3 A: What ~~is~~ *does* your sister look like?
B: She's tall and has small brown eyes.
4 A: What ~~does~~ *is* Tracy like?
B: She's caring and sensitive.
5 A: What does your English teacher look *like*?
B: He's short and wears glasses.

SHOW WHAT YOU'VE LEARNT

7 Choose the correct answers A–C.

1 A person who is __ is outgoing and likes meeting other people.
A relaxed B funny (C)sociable
2 A person who is __ does not do silly things.
(A)sensible B selfish C sensitive
3 A person who is __ loves doing new and crazy things.
A independent (B)adventurous C irresponsible
4 A person who is __ is somebody who is not loud.
A sociable B silly (C)quiet
5 A person who is __ is somebody that not many people like.
A unwise (B)unpopular C outgoing

8 Complete the sentences with adjectives. The first letters are given.

Mike is **g***enerous*. He gives half of his pocket money to the local charity.
1 Please don't be **s***elfish*. Share the chocolate with me.
2 My older sister doesn't talk to people she doesn't know well. She's extremely **s***hy*!
3 Mia is very **i***ndependent* and doesn't like asking for help or advice from anybody.
4 Amy is **w***ise*. She knows the answer to every question I ask her.
5 Lucy is extremely **u***nadventurous*. She never wants to try new things. Fortunately, her younger sister is quite the opposite!

/10

1.2 GRAMMAR

Present tenses – question forms

SHOW WHAT YOU KNOW

1 Complete the sentences with the correct present forms of the verbs in brackets.

1 It's 11:00 and the bus *hasn't arrived* (not/arrive) yet.
Oh! Wait ... there it is. I can see it now.
It *'s coming* (come) round the corner.
2 I [a]*'ve never tried* (never/try) sushi.
I [b]*don't like* (not/like) fish.
3 Sorry, Emily [a]*isn't* (not/be) here now.
She [b]*'s running* (run) in the park. Can you call back later?
4 Your dad [a]*has already had* (already/have) breakfast.
He [b]*'s walking* (walk) the dog. He'll be back in ten minutes.
5 Leroy [a]*'s reading* (read) a very good book at the moment. He always [b]*buys* (buy) his books online.

2 ★ Complete the questions with the correct forms of *do*, *be* or *have*.

Why *are* you always so selfish?
1 *Has* Carl ever had long hair?
2 What *is* an appropriate birthday present for my five-year-old nephew?
3 *Do* doctors need to be caring and sensitive people?
4 Why *is* Kelly so miserable today?
5 Which sports *does* Phil's sister like?
6 How much *do* they pay for their children's dance lessons?

3 ★★ Complete the questions about the [a]subject and the [b]object of each sentence.

1 [a]Emma has eaten [b]eggs.
a Who*'s eaten eggs*?
b What *has Emma eaten*?

2 [a]Lawrence and Lucy are living in [b]London.
a Who *'s living in London*?
b Where *are Lawrence and Lucy living*?

3 [a]Ray reads [b]biography books.
a Who *reads biography books*?
b What *does Ray read*?

4 [a]Charles has chosen [b]chips for lunch.
a Who *has chosen chips (for lunch)*?
b What *has Charles chosen (for lunch)*?

5 [a]Helen is helping [b]Harry.
a Who *'s helping Harry*?
b Who *'s Helen helping*?

6 [a]Freddie feels [b]fantastic.
a Who *feels fantastic*?
b How *does Freddie feel*?

4 ★★ Write questions for the underlined parts of the answers.

What is he playing?
He's playing chess.



1 *Who is watching The Da Vinci Code*?
James is watching *The Da Vinci Code*.
2 *Who does Sandra follow on Twitter*?
Sandra follows Agnieszka Holland on Twitter.
3 *What has Oscar bought*?
Oscar has bought a new DVD.
4 *Which / What cities have you visited*?
I have visited Edinburgh and London.
5 *What is your brother's favourite sport*?
Basketball is my brother's favourite sport.

5 ★★★ Complete the questions in the dialogues.

1 **S:** Who *loves writing*?
P: My brother loves writing.
S: What [1]*is he writing (now)*?
P: He's writing a short story now.
S: Why [2]*is he writing it*?
P: He's writing it because he wants to win a competition at school.
S: Do [3]*you like writing*?
P: Yes, I like writing.
S: Have [4]*you (ever) written a story (for the competition)*?
P: No, I haven't written a story for the competition.

2 **P:** What [5]*are you doing/baking*?
S: I'm baking a cake.
P: Why [6]*is it/the cake brown*?
S: It's brown because it's a chocolate cake.
P: Have [7]*you (ever) baked a cake before*?
S: No, I haven't baked a cake before.
P: Do [8]*you want (my/any) help*?
S: No, I don't want any help. Thank you.

SHOW WHAT YOU'VE LEARNT

6 Write questions for the underlined parts of the answers.

Who usually cleans the bathroom at the weekend?
Dad usually cleans the bathroom at the weekend.
1 *What are the girls cooking*?
The girls are cooking mushroom soup.
2 *What has Dean brought*?
Dean has brought his new guitar.
3 *Who has forgotten to close the door*?
Michelle has forgotten to close the door.
4 *What is Nicola doing*?
Nicola is doing her homework.
5 *What does Craig want*?
Craig wants a motorbike.
6 *Who is listening to the band*?
People are listening to the band.

/6

GRAMMAR: Train and Try Again page 144

1.3 LISTENING LANGUAGE PRACTICE

Word building • voluntary work • *-ive, -ative, -able, -ing*

1 Choose the correct words to complete the interview with two volunteers, Karen and Martin.

Extract from Students' Book recording 1.10

I: What sort of people volunteer?
K: [1]*Fantastic* / *Fantasy* people! No. Um, volunteers are [2]*care* / *caring* people. Of course a lot of people are […], but volunteers are more likely to do something about it.
I: So why do you do this [3]*voluntary* / *volunteer* work?
M: I am [4]*passionate* / *passion* about the environment, and I'm interested in [5]*responsible* / *responsibility* farming. I believe that organic farming is very important for the future. I also like working in a team. I learn important life skills and I'm more [6]*confidence* / *confident* than before. Also, I want to study farming and agriculture, so this is good experience.
I: What about you, Karen?
K: Well, there are problems in my community and I want to help.

2 Complete the sentences with the correct words in capitals.

1 **FANTASY / FANTASTIC**
a This book is *fantastic*. It's the best thing I've ever read.
b Marcus loves *fantasy* books. He's read *The Lord of the Rings* four times!
2 **CARE / CARING**
a I can pay for child *care* for my baby daughter now that I have a job.
b My sister is a very *caring* person. When I'm feeling sad or ill, she's always really kind to me.
3 **VOLUNTARY / VOLUNTEER**
a Janet has decided to become a *volunteer* for a charity that helps children in Africa.
b I'm afraid we don't pay you. It's all *voluntary* work.
4 **PASSIONATE / PASSION**
a I have a real *passion* for politics. I'm thinking of joining the Green Party.
b Arthur is very *passionate* about music. He's got over 600 CDs and often goes to concerts.
5 **RESPONSIBLE / RESPONSIBILITY**
a It's not my *responsibility* to clean your room. It is your room!
b Who is *responsible* for that noise? Please, be quiet.
6 **CONFIDENT / CONFIDENCE**
a Morris isn't a very *confident* child, so try to be very positive about his homework.
b People that have too much *confidence* can be difficult to work with.

REMEMBER THIS

Przymiotniki często tworzy się za pomocą przyrostków: *care* + ***-ing*** = *caring*, *passion* + ***-ate*** = *passionate*.

3 Read REMEMBER THIS. Choose the correct adjectives. Use a dictionary if necessary.

Many people find Steve Jobs' life and work [1]*inspire* / *inspiring* / *inspiration*. His ideas to change the world were [2]*admirable* / *admire* / *admiring*.

FOCUS ON WORDS | Voluntary work

4 Complete the sentences with the correct word or phrase from the box.

developing country farm hospital library
nursery old people's home prison soup kitchen

I've decided I want to work in a(n) *library* because I love books so much.
1 Tim's mother is a volunteer in a local *soup kitchen*. She doesn't get paid but she likes helping the homeless people who eat there.
2 Ella's grandfather lives in a(n) *old people's home* because he's 87 years old and can't do everyday things like cooking and washing by himself.
3 I'm learning to be a doctor and part of my course is in a real *hospital* where I can watch people with experience.
4 Have you ever been in a(n) *prison*?
Yes, I have. I visited Alcatraz when I was in San Francisco in the States.
5 James and Amanda met when they were at a(n) *nursery* and then they went to the same school. They're both 17 and best friends now.
6 Helen grew up on a large *farm* where her family had lots of sheep and cows.
7 In a(n) *developing country* many people are poor and do not have enough food or water.

FOCUS ON WORDS | *-ive, -ative, -able, -ing*

5 Complete the sentences with the correct forms of the words from the box.

act adapt communicate
imagine inspire protect

I've decided I need to be more *active*, so I'm going to join the school basketball team.
1 Mario is very *adaptable* – you can ask him to do anything and he always does it well.
2 Michal is *imaginative*, so why don't we ask him to create the new charity event?
3 Lucy isn't very *communicative*, so it's not easy to get her to share her opinions.
4 Parents shouldn't be too *protective* of teenagers. Young people need to become independent.
5 This biography of Nelson Mandela is extremely *inspiring*. You should read it!

1.4 READING

Classroom psychology • verbs & nouns • verb + preposition

1 Read the text quickly and choose the best title.

1 Where you sit is how you feel ☐
2 Where you sit is where you are ☐
3 Where you sit is how you fit ☑



Today's hot article

[1]D For more than 70 years, psychologists and teachers have studied the link between the place where students choose to sit in class and what they are like as people and learners. Where do you usually decide to sit? Have you ever really thought about the reasons for your decision?

At the back

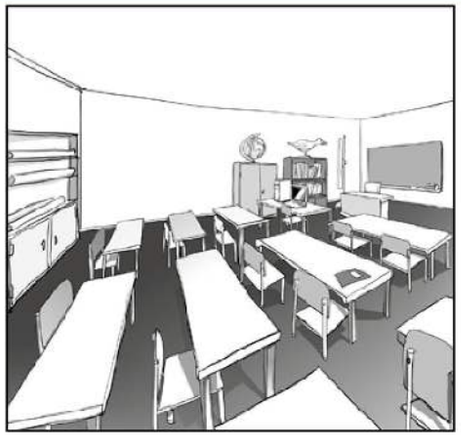
People often think that students who sit at the back are lazy. But is this really true? Well, some researchers say it is not. In fact, shy students often choose the back row because it is far away from the teacher and they don't want to answer questions or be involved* in discussions. At the back, students probably won't speak much, but in big classrooms, it can be hard to see the whiteboard and hear what the teacher is saying. [2]B. For students with poor sight or hearing, a seat at the back of the classroom is definitely not a good choice.

On one side

Students who sit on one side of the class, are normally interested in lessons, but they like watching and listening rather than joining in. These students are usually also very good at taking notes. [3]F. On the sides of the classroom you will generally find modest* and thoughtful people. These people usually get good marks at school and are keen* on learning.

In the middle

Do you sit in the middle of the classroom? Yes? Then the statistics say you probably like your teacher. [4]A Caring, outgoing and cheerful people usually sit in the middle. They are normally serious about learning and feel disappointed* with low marks in tests and exams.



At the front

Are you passionate about knowledge? Do you like being in control? Are you worried about missing important information in lessons? Yes? Then you probably sit right at the front of the class. Students at the front usually want to discuss things with the teacher and are often very enthusiastic about school. They want to be in the best place to see and hear everything the teacher does and says. The only problem with sitting at the front is that it can be difficult to see and hear what other students do and say in class. [5]C

We need YOUR opinion. Tell us what you think of this article. Add your comments below.

GLOSSARY

involved *(adj)* – someone who is involved in an activity or event gives it a lot of time, attention; zaangażowany
modest *(adj)* – someone who is modest doesn't like talking about their abilities, skills, success, talents, etc.; skromny
keen *(adj)* – someone who is keen on something is very interested in it or enjoys doing it very much; zainteresowany
disappointed *(adj)* – unhappy because something you hoped for did not happen, or because someone or something was not as good as you expected; rozczarowany

2 Read the text. Match sentences A–F with gaps 1–5. There is one extra sentence.

A You probably also have a good relationship with your classmates.
B This could be the reason why students who sit here often get lower marks in tests and exams.
C So, if you really want to hear what everyone says in class, choose a different place to sit.
D Research suggests that the chair you choose in the classroom says a lot about you and your personality.
E This means it's a good idea to sit in a different place every day.
F Next time you miss a lesson, borrow notes from someone who sits here.

3 Read the summary of the text and complete the gaps with 1–3 words.

The article discusses the results of some classroom research. The findings suggest that where you sit in the classroom shows [1]*what kind/sort/type* of person and learner you are. For example, if you often choose a seat at the back, you're probably a [2]*shy person* who doesn't enjoy talking. However, you shouldn't really sit there if you wear [3]*glasses/contact lenses* or have problems with hearing. According to the article, students who choose to sit on one side of the classroom really know how to [4]*take notes* and usually do well at school. It's very possible you sit at the front of the classroom if you like taking an active [5]*part in* lessons. The article doesn't tell readers where to find the [6]*best place(s)/seat(s)/chair(s)* in the classroom, it only discusses typical characteristics of students who choose to sit in different places.

4 Complete the table with underlined nouns and verbs from the text.

Verb	Noun
choose	choice
1 know	*knowledge*
2 *discuss*	discussion
3 see	*sight*
4 hear	*hearing*
5 decide	*decision*

5 Complete the sentences with words from Exercise 4. Change the form of the verbs if necessary.

Sorry? What did you say? Could you repeat that please? My *hearing* is terrible these days.

1 When Ollie takes Helen out for dinner, she always *chooses* the most expensive thing on the menu.
2 Stevie Wonder, the famous soul singer, is blind. He lost his *sight* when he was a baby.
3 Peter is very wise. He really *knows* a lot of things.
4 Today in class we had an interesting *discussion* about politics.
5 We can't *decide* if we like Kevin's new haircut or not. It is certainly very ... different.

REMEMBER BETTER

Ucząc się nowego słowa, np. czasownika, sprawdź w słowniku także inne części mowy z tej grupy wyrazów, takie jak rzeczownik czy przymiotnik. Zazwyczaj wyglądają podobnie i dlatego łatwiej je wszystkie zapamiętać, np. *feel – feelings*.

A Check the noun forms of the adjectives in a dictionary.

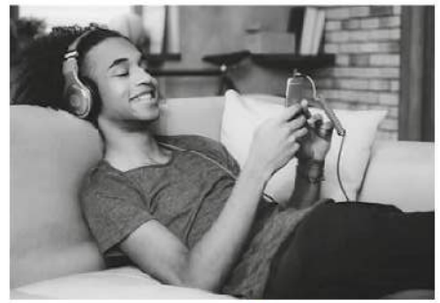
popular = *popularity*
1 polite = *politeness*
2 sensitive = *sensitivity*
3 honest = *honesty*
4 lazy = *laziness*

B Complete the sentences with words from Exercise A. The first three letters are given.

Everyone likes Mrs Jackson. She's a very **pop***ular* teacher.
1 **Pol***iteness* is very important when you meet new people.
2 Be careful what you say to Rachel. She's very **sen***sitive* about her appearance.
3 What makes a good friend? Well, **hon***esty* is very important.
4 I think **laz***iness* is a very bad thing. Everybody should work hard.

FOCUS ON WORDS | Verb + preposition

6 Choose the correct prepositions.



1 Lazy people do not believe *in* / *on* / *about* working hard.
2 I'm trying to focus *at* / *with* / *on* my homework. Please be quiet.
3 It's a good idea not to worry *on* / *about* / *in* your exam. Study hard and you will be fine.
4 How do you deal *in* / *at* / *with* your work and study at the same time?
5 Janice doesn't like to depend *on* / *from* / *with* anybody. She's very independent.
6 I prefer to connect *on* / *at* / *with* friends by meeting them, not through social media.
7 Pauline listens *at* / *on* / *to* music on her way to school every morning.
8 Oliver really cares *on* / *about* / *with* his friends. He's always kind and generous to them.
9 Are you still thinking *at* / *on* / *about* the dress in the shop window?

1.5 GRAMMAR

Verb + *-ing* form
or verb + *to* infinitive

SHOW WHAT YOU KNOW

1 Choose the correct answers A–C.

1 We ___ town on Saturday afternoons. We hate shopping when it's busy.
(A) avoid B miss C decide

2 I ___ a burger, medium fries and a chocolate milkshake, please.
A like (B) 'd like C love

3 They usually eat in the most expensive restaurants, but we ___ it. We don't have enough money.
A don't mind B enjoy (C) can't afford

4 My little brother ___ that he's riding a motorbike. He makes motorbike noises and runs around the house.
A enjoys (B) pretends C spends time

5 Dad still goes running in the winter, but Mum ___ to. She won't go because it's too cold.
A prefers (B) refuses C agrees

6 I don't know how I'll ___ to finish all this homework before school on Monday, but I'll try.
A hope B consider (C) manage

2 ★ Choose the correct forms.

1 Christopher doesn't mind *to pay* / *paying* for English lessons. He goes on holiday to England every year.
2 Amy avoids *to sunbathe* / *sunbathing*. She has blonde hair and very fair skin.
3 Do you want *to go* / *going* camping at the weekend? The weather forecast is good.
4 Marco and his mum choose *flying* / *to fly* when they visit their family in Italy.
5 Carly pretends *to be* / *being* cheerful when she's away, but I really think she misses home.
6 Do we really need *to take* / *taking* four big bags with us? We are only going away for three days.

3 ★★ Complete the sentences with the *-ing* form or the *to* infinitive of the verbs in capitals.

1 **SHOP**
I don't like *shopping* with my dad. He hates [a] *shopping* and I refuse [b] *to shop* with him.
2 **SWIM**
Lola loves [a] *swimming*. Yesterday, she managed [b] *to swim* 500 metres. Next weekend, she hopes [c] *to swim* a full kilometre.
3 **BUY**
Can you afford [a] *to buy* this expensive coat? You should consider [b] *buying* a cheaper one. You need to save money.
4 **MEET**
Simon enjoys [a] *meeting* his friends at the skate park. This weekend they've agreed [b] *to meet* at the skate shop because he wants to buy new wheels for his board.

4 ★★★ Complete the forum post with the *-ing* form or the *to* infinitive of the verbs from the box. There are two extra words.

cook eat find live miss
see shop write visit

Are you a foreigner living in Poland? Tell us what you think about living here and what you miss from home.

ArayaWarsaw writes:

My family comes from Thailand, but we live in Warsaw because my dad works for a Polish electronics company. I like *living* in Poland, but I'm not keen on the food. I miss [1] *shopping* for fresh food in the markets in Bangkok. Luckily, my mum is always busy in the kitchen. She spends a lot of time [2] *cooking* our favourite Thai meals. Unfortunately, she can't always manage [3] *to find* the right ingredients, and we can't afford [4] *to visit* Thailand every time we do our shopping! Anyway, I'm happy to say that there are always chillies in the shops in Poland. My dad won't consider [5] *eating* a meal without chillies! Are there any other Thai teenagers out there? Would you like [6] *to write* to me and tell me what you miss about Thailand? I promise to reply.

SHOW WHAT YOU'VE LEARNT

5 Translate the Polish parts of the sentences.

1 I [a] *spend a lot / lots of time talking* *(spędzam mnóstwo czasu, rozmawiając)* on the telephone.
2 Kasia [a] *loves walking* *(uwielbia spacerować)* in the park in the summer.
3 Marcin and Ewa [a] *avoid talking* *(unikają rozmawiania)* about politics.
4 We [a] *'d like to meet* *(chcielibyśmy spotkać się z)* you on Sunday afternoon.
5 Jakub [a] *misses talking* *(tęskni za rozmawianiem)* to his dad when he's away on business.
6 My sister [a] *hates washing* *(nie cierpi mycia)* the car when it's cold.

/6

GRAMMAR: Train and Try Again page 144

1.6 USE OF ENGLISH

so and *such*

1 ★ Choose the correct words.

1 There are eight people living in my house: it's *so* / *such* crowded!
2 My school is *so* / *such* a long way from my house.
3 Buses and trains are *so* / *such* expensive in the UK.
4 This car is really large for *so* / *such* a small family.
5 We were *so* / *such* lazy that we stayed home and watched TV.
6 My baby brother is very small but he makes *so* / *such* a lot of noise.

2 ★★ Complete the sentences with *so*, *such* or *such a/an*.

My brother is *so* serious. He never laughs.
1 Gabby is *such a* hard-working person. She's always busy.
2 I love my uncle Greg. He tells us *such* funny and imaginative stories.
3 Peter is *so* shy. He doesn't say very much and doesn't like going to parties.
4 My grandparents are *so* old that we help them cook and clean.
5 We had *such* fun at the park yesterday. We're going again today.
6 It was *such an* interesting class and the teacher was very cheerful.
7 You have *such* beautiful furniture in your house. I really love the green sofa.
8 Why is it *so* hot in here? Can we open a window, please?

3 ★★ Choose the correct answers A–C.

Why I **love** living at home

Living with your parents really isn't [1] ___ bad thing. Firstly, living at home is inexpensive. I have a friend who lives in a flat and it costs [2] ___ money that it's hard to believe! Another problem is that she lives [3] ___ long way from the city centre and our school. She has to travel every day for over one hour. But living with amazing people is the most important thing for me. My parents are [4] ___ caring and generous. They help me with my homework, they give me advice and they often drive me places in the car. My brother is really great too! He's funny, sensitive and enthusiastic about everything. He's my best friend. At weekends we all play games and just focus on having fun and spending time together as a family. I feel [5] ___ lucky to live at home and have [6] ___ positive people close to me.

1	A so	B such	(C) such a
2	A so many	(B) so much	C such a
3	A such	(B) such a	C so
4	A such	(B) so	C such a
5	(A) so	B such	C such a
6	A so	B so much	(C) so many

4 ★★★ Translate the Polish parts of the sentences.



Ann: It's *such a beautiful day* *(taki piękny dzień)*! Let's go to the beach.
Liz: That's an excellent idea. We can have a picnic!
1 Mum: There are *so many smart/elegant suits* *(tyle eleganckich garniturów)* in this shop. I can't decide which one to buy for Dad.
Pam: I prefer the dark blue suit. That one looks really nice.
2 Jill: Amanda is *such a sensible person* *(taką rozsądną osobą)*. She never does anything silly or irresponsible.
Tina: Yes, and she's wise too.
3 Tom: It's really loud. Why are there *so many children* *(tak dużo dzieci)* here?
Bill: I think the new *Madagascar* film starts today.
4 Chris: This is *such an inspiring song* *(taka inspirująca piosenka)*. Listen to it!
Matt: Sorry. I don't really like rap music.
5 Eva: Ben is *so unsociable* *(taki nietowarzyski)*. Do you think he's miserable?
Jess: I don't know. Maybe he's just shy.

5 ★★★ Complete the second sentence so it has a similar meaning to the first. Use between three and five words, including the word in capitals.

The weather is so beautiful that I want to go swimming in the sea. **IS**
It *is such beautiful weather* that I want to go swimming in the sea.
1 I'm bored because of my work and I want to find a new job. **BORING**
My *work is so boring* that I want to find a new job.
2 John and Sandra are so insensitive that I'm surprised they have any friends. **AN**
I'm surprised John and Sandra have any friends because *they are such an insensitive* couple.
3 I got such negative results in the test. I don't want to try again. **THAT**
The test *results were so negative that* don't want to try again.
4 Jack was disappointed with Abby's answer. She's normally such a generous person. **SO**
Abby *is normally so generous* that Jack was disappointed with her answer.
5 You can't trust Mike because he is so dishonest. **PERSON**
Mike *is such a dishonest person* that you can't trust him.
6 These hoodies were really inexpensive, so I bought two. **CHEAP**
These hoodies *were so cheap* that I bought two.

1.7 WRITING

A personal email/letter

1 Choose the correct words to complete the tips on writing personal emails.

1 Start the email with a *formal* / *friendly* greeting, e.g. *Dear Mark* or *Hi Ruby*.
2 Use *full forms* / *contractions*, e.g. ~~I am~~ *I'm*.
3 It's *OK* / *not OK* to use emoticons ☺ and abbreviations, e.g. *Bye for now = Bye4now*.
4 It's a *good* / *bad* idea to ask some questions if you want a reply.
5 Finish the email with a friendly goodbye such as *Yours sincerely* / *Cheers*.

2 Put the words in order to make phrases.

Becky / Hi *Hi Becky*
1 writing / I'm / about / to / tell / you / more / bit / a / myself.
I'm writing to tell you a bit more about myself.
2 now. / I / going / be / must
I must be going now.
3 hearing / to / forward / from / you. / Looking
Looking forward to hearing from you.
4 U / month. / C / next
CU next month.
5 you / your / are / doing? / How / and / family
How are you and your family doing?
6 was / hear / to / good / It / from / you.
It was good to hear from you.
7 hello / Say / your / family. / to
Say hello to your family.

3 Choose the correct phrase 1–7 from Exercise 2 to replace the underlined formal phrases a–g in the email.

Dear Ms Jones, *Hi Becky*

[a] I enjoyed reading your recent email. *It was good to hear from you.*
[b] I hope you and your family are very well. *How are you and your family doing?*

I'm excited [1] *about* / *for* / *at* your visit next month, and [c] I am writing to give you some information about myself and my life. *I'm writing to tell you a bit more about myself.*

I'm sixteen and I live with my parents in Kraków. I'm not crazy [2] *at* / *to* / *about* living here but it's OK.

I go to school in the city and I'm involved [3] *in* / *with* / *on* lots of after-school activities. I'm not keen [4] *at* / *on* / *to* studying, but I'm worried [5] *for* / *at* / *about* my exams – I don't want Dad to be disappointed [6] *on* / *with* / *at* me, so I work hard. Do you like school?

Sorry it's only a short email, but [d] I need to stop writing now. *I must be going now.*

[e] Please give my best wishes to your family. *Say hello to your family.*

[f] I look forward to receiving a reply from you soon. *Looking forward to hearing from you.* [g] I will see you next month. *CU next month.*

Kamila

4 Read the email again and choose the correct prepositions.

5 Complete the sentences with the missing prepositions.

I'm really bad *at* cooking but I am looking forward to trying some Spanish food.

1 I hear that you're good *at* chess. Maybe you can teach me how to play when I visit you?
2 Are you serious *about* taking me to the Louvre? I'd really love to go.
3 My sister is completely obsessed *with* motorbikes. Do you like them too?
4 I believe that you're mad *about* art. Who's your favourite artist?
5 Did you know that I'm afraid *of* dogs? You don't have one, do you?
6 Do you like tennis? Unfortunately, I'm useless *at* all sports.
7 Well, I was disappointed *with* the street art festival last year. I hope this year it will be different.
8 I'm not really keen *on* motor racing but of course we can watch the racing show if you want.
9 Are you involved *in* any sports club? Could I go to training with you when I come?



6 Find and correct the mistakes.

What do you enjoy to do?
What do you enjoy doing? 4
A Bye 5 now.
Bye 4 now. 6
B I write to tell you about the plans for Saturday.
I'm writing to tell you about the plans for Saturday. 3
C How are you going?
How are you doing? 2
D Hay Steven,
Hi Steven, 1
E Waiting forward to hearing from you soon.
Looking forward to hearing from you soon. 5

7 Put the sentences in Exercise 6 in the order they are usually used in an email.

8 Read the task below. Then read the email and complete the questions with the missing question words.

You have received an email from your English-speaking friend. Read the excerpt below.

Thanks for inviting me to visit you next month. I'm really excited about coming to Poland for the first time. Please tell me more about what sort of things you do there in your free time. Do you like going to the cinema or doing sports? What places do you like visiting with your friends?

Write your reply in about 80–130 words. Include and develop these points:

- Say how you feel about your friend visiting you in Poland.
- Tell him/her about some of the things you do in your free time.
- Write about some of the places you visit with your friends.
- Ask about your friend's interests.

Hi Barry,

[A] *How* are you? I'm really excited about your visit. I'd love [1] *to tell* / *telling* you about what I spend my free time [2] *to do* / *doing* and the places I like visiting.

As you know, I'm keen on [3] *do* / *doing* sports. I hope you don't mind [4] *to wake* / *waking* up early to go running ☺.

[B] *Do* you like sports? Of course, I also enjoy [5] *to go* / *going* to the cinema but I refuse [6] *to watch* / *watching* romantic films! [C] *What* kind of films do you like? [D] *Do* you have a favourite film?

[E] *Have* you ever seen a real castle? I hope [7] *to take* / *taking* you to Wawel Castle with my friends.
I'm sure we'll have fun.

All the best,

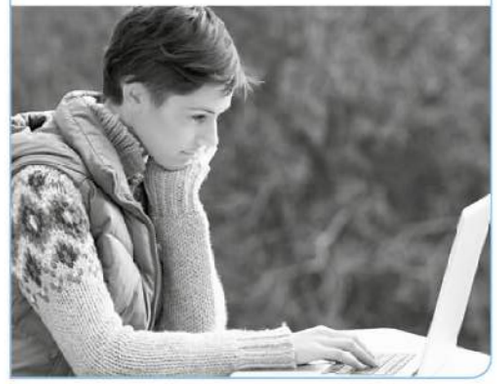
Marek

9 Read the email again. Choose the correct forms of the verbs.

SHOW WHAT YOU'VE LEARNT

10 Brytyjscy znajomi twoich rodziców przyjeżdżają do was na całe lato ze swoim nastoletnim synem. Nie znasz go, a chciałbyś/chciałabyś czegoś się o nim dowiedzieć, zanim przyjedzie. Napisz do niego nieformalnego e-maila (80–130 słów), w którym:

- wyjaśnisz, dlaczego piszesz,
- podasz podstawowe informacje na swój temat (wiek, miejsce zamieszkania itp.),
- poinformujesz o swoich upodobaniach i zainteresowaniach,
- zadasz mu pytania na temat jego zainteresowań i upodobań.



SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Mój nieformalny e-mail:

- otwiera przyjazny zwrot powitalny, np. *Dear Nick* lub *Hi Kate*, ☐
- w pierwszym akapicie przedstawia powody, dla których piszę, ☐
- w drugim akapicie uwzględnia podstawowe informacje na mój temat (wiek, miejsce zamieszkania itp.), ☐
- informuje o moich upodobaniach, zainteresowaniach itp., ☐
- uwzględnia też pytania, żeby pokazać, że oczekuję odpowiedzi, ☐
- zawiera formy skrócone (np. *I'm* / *aren't* / *that's*), ☐
- może uwzględniać emotikony (☺) i skróty (*info* / *CU* / *gr8*), choć nie za wiele, ☐
- zamyka przyjazny zwrot pożegnalny, np. *CU* (= *see you*) *soon* / *next week* / *in a few months*, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 80–130 słów, ☐
- został starannie i czytelnie napisany. ☐

1.8 SPEAKING

Showing interest

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Showing interest	**Wyrażanie zainteresowania**
A: I've got loads of friends and they want to meet you. B: Really? That's cool!	Mam mnóstwo przyjaciół, którzy chcą cię poznać. Naprawdę? Super!
A: I've just got one sister. She's a model. B: Is she?	Mam tylko jedną siostrę. Jest modelką. Naprawdę?
A: She's training to be a pilot. B: Wow, that's interesting!	Szkoli się, aby zostać pilotem. O, to ciekawe!
Saying you are similar	**Wskazywanie podobieństw**
A: I love travelling and meeting new people. B: Me too.	Uwielbiam podróżować i spotykać nowych ludzi. Ja też.
A: I don't really like rock or heavy metal. B: Me neither.	Niespecjalnie lubię rock i heavy metal. Ja też nie.
Saying you are different	**Wskazywanie różnic**
A: I'm not very keen on tea. B: Really? I love it.	Nie przepadam za herbatą. Naprawdę? Ja uwielbiam (herbatę).
A: I don't like travelling. B: Don't you? Oh, I do!	Nie lubię podróżować. Naprawdę? A ja tak.
A: I play the violin. B: Do you? Right ...	Gram na skrzypcach. Naprawdę? Aha…

1 Mark and Diane are at a music festival. They meet in a queue to buy a T-shirt. Complete their conversation with expressions from the bank.

D: Excuse me. Do you know how much the T-shirts cost?
M: Er ... no ... I mean ... yes ... I ... I think the white ones are £10 and the coloured ones £15. That's what it says on the sign.
D: Oh yeah! You're right. I didn't see the sign. Well, I want a blue one.
M: Oh ... er ... me too. I don't like white.
D: Ha! [1]Me neither. I'm Diane by the way.
M: Er ... hi. I'm Mark.
D: What do you think of the festival? I love it. I saw six bands yesterday. My friend is here too. Somewhere!
M: Oh ... right ... [2]Is she?
D: Yeah. She's a DJ. She's playing tonight at 10 o'clock, in tent number 4.
M: [3]Really?... er ... Wow, that's interesting.
D: Yeah. She plays techno mostly and a bit of house.
M: Oh right. I see. Well, I ... er ... don't really like techno.
D: [4]Really? I I love it. I dance to any kind of music really.
M: Oh ... er ... That's [5]cool. Actually, I don't dance.
D: [6]Don't you? Oh, I do. I want to be a professional dancer one day. So, what do you do when everyone is dancing then?
M: Er ... well ... I stand at the back and listen to the music. I'm quite shy really.
D: Are you? [7]Right... Well ... er ... oh, look there's my friend!
M: What about your T-shirt?
D: Er ... yes, that's my friend over there. Time to go ...
M: Oh, er ... OK. Bye then.

2 Put the words in order to make phrases. Then complete the conversations. There is one extra phrase in each group.

A ~~she? / Hasn't~~ too / Me ~~That's / Really? / cool~~
Ryan: My sister is having a baby in December.
Emma: Really? That's cool. My sister hasn't got any children yet.
Ryan: Hasn't she? Well, maybe one day. I'm really looking forward to being an uncle.

B you? / Right ... / Do ~~interesting / that's / Wow~~ ~~you? / Can't~~
Karen: My parents are keen on music. Dad plays the piano and Mum is a great singer.
Ken: [1]Wow, that's interesting. I would like to hear them play. Unfortunately, I don't play any instruments and I can't sing.
Karen: [2]Can't you? Well, don't worry, I'm not musical at all. I think my parents are a bit disappointed with me.

C ~~love / Really? / it / I~~ ~~Do / Right / you?~~ too / Me
Gita: It's getting cold again. This morning there was ice on our car. I hate the winter.
Miko: [1]Really? I love it. Everything looks so beautiful in the winter. I hope it snows soon. I love building snowmen.
Gita: [2]Do you? Right ... I prefer to stay inside and watch films.

D don't / I / Oh / do / you? ~~too / Me~~ ~~they? / Are~~
Phil: I've finally saved enough money and this weekend I'm buying a new phone.
Paul: [1]Me too. Shall we go to the shops together?
Phil: Sure. How much have you got to spend?
Paul: Er ... well ... my parents are paying for it.
Phil: [2]Are they? Lucky you.

1.9 VIDEO AND VLOG WORKSHEET

BBC Student accommodation



Before you watch

1 Match 1–6 with a–f to make collocations. Use your dictionary if necessary.

1 wave	e	a	rent
2 miss out	d	b	in a project
3 be involved	b	c	in a nursing home
4 live	c	d	on the fun of student life
5 pay	a	e	somebody goodbye
6 develop	f	f	friendships

2 SPEAKING What is typical student accommodation like in your country? Discuss.

3 SPEAKING You are going to watch a video about student accommodation in the Netherlands. Which words and phrases in the box do you think you will hear?

books, dining room, deaf, elderly people, isolation, loud music, loud television, parties, peaceful, posters, save money

While you watch

4 1 Watch the video and check your ideas in Exercise 3. What is unusual about student accommodation at Humanitas?

Answer key – WB page 155

5 1 Complete the sentences with the numbers in the box. Then watch the video again and check your answers.

5 18 30 80 160 30,000

1 Most of the residents are over *80*.
2 The accommodation is free for Jurrien and *5* other students.
3 Jurrien must spend *30* hours each month with the elderly residents.
4 Jurrien can save *30,000* euros while he's studying.
5 One of the students lived in a student house when he was *18*.
6 Jurien likes having *160* grandparents waving him goodbye when he goes to college every day.

6 1 Complete the sentences. Then watch the video and check your answers.

1 Jurrien is involved in a project to *connect* young and older people and *help* the elderly with feelings of loneliness and isolation.
2 He wanted to have the *experience* of connecting with elderly people.
3 'What I've learnt here is to *respect* the older residents, the older people in our society.'
4 Both *generations* have a lot to learn from each other.
5 The friendships that *develop* are important for both young and old.

After you watch

7 SPEAKING Discuss the advantages and disadvantages of living in this kind of student accommodation. Use the KEY PHRASES to express your ideas.

KEY PHRASES

The (only) good/bad thing is that it is / about it is …
I would/wouldn't like to live there because …

FOCUS VLOG About happiness

1 SPEAKING Which three things in the box are likely to make young people happiest? Discuss.

family, food, fresh air, friends, money, shopping, sport, sunshine

2 3 Watch Jake, Laura and Lola answering the questions below. Which things in Exercise 1 do they mention? What else do they bring up?

1 What makes you happy?
2 Why does it make you happy?

Answer key – WB page 155

3 3 Complete the quotes. Then watch again and check your answers.

Jake: 'You can get [1]*out* into the countryside and [2]*fresh* air.'
Laura: 'Money makes me happy because I've [3]*earned* it, it's well-earned and then I get to spend it on [4]*whatever* I want to spend it on.'
Lola: 'Life without friends is just [5]*boring* and sad.

4 SPEAKING Discuss which statements you agree with. Then answer the questions in Exercise 2.

1.10 SELF-CHECK

VOCABULARY AND GRAMMAR

1 Choose the negative adjective in each group.

	honest	selfish	funny	relaxed
1	caring	cheerful	mean	hard-working
2	unpopular	outgoing	sensible	sociable
3	interesting	silly	generous	independent
4	responsible	adventurous	lazy	polite
5	wise	sensitive	popular	dishonest

/5

2 Complete the sentences with the correct words. The first and last letters are given.

It's hard to talk to Brian because he's so **b**ori**ng**.
I want to sleep when I speak to him.
1 I'll help you with your homework after I **d**ea**l** with this logic problem.
2 John is **s**elfis**h** and doesn't like to share anything.
3 James is very **a**ctiv**e**. He likes swimming, running and playing basketball.
4 Amanda is extremely **i**ndependen**t** and likes working alone.
5 Jen's dad is a very **c**ommunicativ**e** person. He finds it easy to speak to anybody.

/5

3 Complete the sentences with the correct words. The number of letters is given in brackets.



Annette worked on a fruit farm (4) last summer.
She earned good money picking apples all day.
1 There are two nurseries (9) near my flat, so you can hear the sound of young children playing throughout the whole day.
2 Gosia still borrows books from libraries (9).
I only read books on my e-reader.
3 James helps serve the food in a soup kitchen (7) at weekends. Do you do any voluntary work?
4 Did you know that in most developing countries (9) public schools are not free? That means parents need to pay for their children's education.
5 People in the UK often put their parents or grandparents into an old people's home (4).
It's not very common to do this in Poland.

/5

4 Choose the correct answers A–C.

___ you ever tried yoga?
A Do (B) Have C Are
1 Do they ___ their car every weekend?
A washing B washes (C) wash
2 Which singer ___ a number one hit?
A have never had B is never having
(C) has never had
3 ___ is he talking to on the phone?
(A) Who B What C What time
4 ___ do you usually clean your room?
A Who (B) When C What
5 What TV series ___ at the moment?
A do you watch (B) are you watching
C have you watched

/5

5 Complete the sentences with the *-ing* form or the *to* infinitive of the verbs in brackets.

My sister has decided to celebrate (celebrate) her birthday after her exams.
1 Kelly would like to learn (learn) how to play the violin.
2 Sam doesn't enjoy playing (play) football when it's cold and rainy.
3 Will you manage to carry (carry) the shopping on your own?
4 Have you considered studying (study) English at university?
5 Jeanette's dad sometimes drives her to school, but really, she prefers walking/to walk (walk).

/5

6 Choose the correct answers A–C.

(A) do B doing C done

JOIN THE POLICE

Would you like to __ something to help society and the community you live in?

Have you ever [1]__ about a career in the police?

Police work is challenging – our officers are often in difficult situations and accept [2]__ for their actions. Our national police force wants [3]__ crime and we need [4]__ people to help us do this. Choose [5]__ for the police and help make your town a safe place to live.

1 A think B thinking (C) thought
2 A responsible (B) responsibility C irresponsible
3 A stop (B) to stop C stopping
4 A unadventurous B boring (C) adaptable
5 (A) to work B working C works

/5

Total /30

USE OF ENGLISH

7 Choose the correct translation A–C for the Polish parts of the sentences.

Who (*Janet lubi spotykać*)?
A does Janet enjoy to meet?
(B) does Janet enjoy meeting?
C Janet enjoys meeting?
1 Patrick is (*tak nieodpowiedzialną*) person that it's impossible to be friends with him.
A so irresponsible
B such irresponsible
(C) such an irresponsible
2 Peter, (*czy poznałeś*) Arthur yet? He plays on my football team.
A did you meet
B are you meeting
(C) have you met
3 I haven't agreed (*na pójście na*) shopping with you.
A to going
(B) to go
C going on
4 That music sounds interesting. (*Czego słuchasz*)?
(A) What are you listening to?
B What do you listen to?
C What have you listened to?
5 What (*lubi James*)?
(A) does James like?
B is James like?
C likes James?

/5

8 Choose the correct answers A–C to replace the underlined part of the sentence.

Would Katie like to come to my party?
(A) Does Katie want to come
B Is Katie coming
C Does Katie like coming
1 What is your cousin Jon like?
A What things does your cousin Jon like?
(B) What kind of person is your cousin Jon?
C What is your cousin Jon's appearance?
2 I can't afford to buy this hoodie.
(A) I don't have enough money to buy
B I don't mind paying for
C I am considering not buying
3 I'd prefer to order pizza for lunch.
(A) I want to order
B I hope to order
C I agree to order
4 What sports are you passionate about?
A don't you mind doing?
B do you choose to do?
(C) do you really enjoy doing?
5 Does this tie belong to Paul?
(A) Is this Paul's tie?
B Does Paul have a tie?
C Does this look like Paul's tie?

/5

9 Complete each pair of sentences with the same answer A–C.

Which of your friends do you depend ___ for good advice?
How can you focus ___ your work with that loud noise outside?
A at B from (C) on
1 I'm not going to take this job because I ___ to work on Sundays.
James is such a polite person that he would never ___ to help you.
(A) refuse B want C avoid
2 There are ___ many people in here. I can't move my arms.
Does it take ___ much time to become a doctor?
(A) so B such C such a
3 ___ are you visiting in London?
___ has broken my new laptop?
A What B Why (C) Who
4 What kind of music ___ she like?
Why ___ Jane look so miserable?
A is (B) does C has
5 Dan cares ___ what people say about him.
Why are Jill's parents so worried ___ her?
A with B for (C) about

/5

10 Complete the text with the correct words.

CHARLIE'S CHESS CLUB

Are you mad about chess? Yes? Great! Then you are welcome to come to Charlie's Chess Club and play a game or two with us!

We have people here who are very serious players and can't [1]stand losing, but also lots of people who just like playing for fun. We are sure you will find the perfect chess partner to connect [2]with at your level.

Are you good at chess? No? Ha, me neither! But always remember, chess is [3]such a fun game and you can choose [4]to have free lessons with one of our very friendly club members! We believe [5]in having a good time and developing your chess skills.

We hope to see you soon!

/5

Total /20

2 Science and technology

2.1 VOCABULARY

Online • phones and computers • word building • collocations

SHOW WHAT YOU KNOW

1 Complete the sentences with the correct form of the verbs from the box.

download follow go post update visit

How do I *post* this photograph of us on social media?

1 I don't understand why so many people *follow* celebrities on Twitter.
2 Małgorzata *goes* online the moment she wakes up to check her social media messages.
3 I've never *visited* this website before. It has some excellent information on it!
4 It's very important to *update* your social media profile. Then everybody has the latest information about you.
5 Dean is the only person I know that still buys CDs. Most people *download* music on computers now.

FOCUS ON WORDS | Phones and computers

2 Complete the texts with compound nouns. The first and last letters are given.



@ **COMPUCLEAN,**
we clean all kinds of computers including **d**esktop **c**omputers and **l**aptop**s**.
Call us now on 073 123 345 456 for more information.

Thank you for joining **www.english4U2learn.com**, the number one website for language learners. We have sent you an email with your **[2]username** and other login details. Follow the link in the email and choose a **[3]password** of nine characters or more. And remember, you can use a **[4]laser printer** to print your personal daily wordlist, so you can study any time, anywhere!



howitworks.com – Internet searches

To use the Internet you need to have a **[5]web browser**. Then, you can use the touch screen on your phone or the **[6]keyboard** on your computer to put a word or phrase into a **[7]search engine** such as Google. If you have **[8]broadband**, the information you are trying to find appears very quickly.

our comments on the topic of **teenage communication**

will328 says:

Most young people do not use their phones for speaking to people. We either look for information on the Internet or we send **[9]text messages** to family and friends.

REMEMBER THIS

Log on i *log in* oznaczają tę samą czynność – zalogowanie się do komputera lub na stronie internetowej. Ich antonimami są *log off* i *log out*.

REMEMBER BETTER

Ucząc się czasowników złożonych, tzw. *phrasal verbs*, sprawdzaj w słowniku ich antonimy. Często będą się składały z przyimka o przeciwnym znaczeniu, np.: *switch on* ≠ *switch off*.

A Write the opposites. Use a dictionary if necessary.

scroll up ≠ *scroll down*
1 turn up (the volume) ≠ *turn down*
2 turn on ≠ *turn off*
3 log on ≠ *log off / out*

B Complete the sentences with phrasal verbs from Exercise A.

The information you need is at the bottom of the webpage. You need to *scroll down*.
1 I can't study with that loud music playing. Please will you *turn down* the volume.
2 Use your username and password to *log on* to the website.
3 *Turn off* the TV before you go to bed.

FOCUS ON WORDS | Word building

3 Complete the sentences with the correct form of the words in capitals.



Charles Darwin, the world famous *biologist*, travelled to many exotic places such as the Galapagos Islands. **BIOLOGY**

1 Galileo Galilei, a famous *astronomer*, was the first person to see the rings of Saturn. He did this using his telescope in 1610. **ASTRONOMY**
2 The famous *physicist* Isaac Newton was born on Christmas Day 1642. And it's not true that an apple hit him on the head. **PHYSICS**
3 Larry Page, the *computer scientist* who helped start the company Google, is now worth $44.5 billion. **COMPUTER SCIENCE**
4 The Nobel Prize is named after Alfred Nobel. He was a *chemist* and he is famous for making dynamite. **CHEMISTRY**
5 Euclid was a *mathematician* and many people call him the Father of Geometry. He wrote one of the first textbooks for teaching Maths. **MATHEMATICS**

FOCUS ON WORDS | Collocations

4 Choose the correct verbs.

1 When you (*do*) / *make* an experiment, it's not always a success.
2 I prefer (*collecting*) / *taking* specimens. It's better than working in the laboratory.
3 Was it Maria Skłodowska-Curie that *invented* / (*discovered*) radium?
4 The Scottish man, John Logie Baird, (*invented*) / *discovered* television in 1925.
5 Please (*take*) / *do* the important measurements this afternoon, Adam.
6 Famous scientists often (*develop*) / *observe* important theories.
7 Do you prefer (*taking*) / *doing* notes on a computer or a piece of paper?
8 Today we can (*do*) / *make* research on the Internet. In the past it wasn't so easy.
9 Scientists spend a lot of time just (*observing*) / *discovering* their experiments.

SHOW WHAT YOU'VE LEARNT

5 Choose the correct answers A–C.

1 I can't enter the website. Something is wrong. Am I using the correct ___ ?
A keyboard
(B) password
C text message

2 I've started using a new ___ . I type in what I'm looking for on the Internet and it finds the websites I want really quickly.
A broadband
B username
(C) search engine

3 Sarah spends a lot of time ___ specimens in the countryside. She truly enjoys being a biologist.
(A) collecting
B developing
C inventing

4 Kevin wants to be a computer ___ when he is older.
A science
(B) scientist
C biologist

5 Ben emailed the document to me. I made a copy of it on paper with the ___ for you.
A keyboard
B web browser
(C) laser printer

6 I'm busy at the moment. I'm ___ notes on this film about astronomy.
A making
B doing
(C) taking

7 Most people have a ___ Internet connection now because it's fast.
A web browser
(B) broadband
C desktop

8 I need a new ___ for my desktop computer. The 'Enter' key doesn't work.
(A) keyboard
B laptop
C username

9 You must be very creative to ___ something completely new and useful for people to use.
(A) invent
B discover
C observe

10 James' father is a(n) ___ . He develops new drugs for people who are sick.
A astronomer
(B) chemist
C physicist

/10

2.2 GRAMMAR

Past Continuous and Past Simple

SHOW WHAT YOU KNOW

1 Complete the sentences with the Past Simple forms of the verbs in brackets.

1 Graeme [a]went (go) online this morning and [b]bought (buy) tickets for the concert.
2 Simone and Kay [a]were (be) very busy all day yesterday. They [b]didn't have (not/have) time for a break.
3 [a]Was Carly (Carly/be) at the Science club last week?
[b]Did she give (she/give) her presentation?
4 [a]Did you download (you/download) those games recently?
[b]Were they (they/be) free?

2 ★ Complete the dialogue between a policeman and Steve with the Past Continuous forms of the verbs in brackets.

At the police station …

P: What were you doing (do) at six o'clock on the 23rd of October?
S: Erm … I don't remember. I think I was at home. Yes, I [1]was watching (watch) TV.
P: Was anyone at home with you?
S: No, nobody. It was just me. I [2]wasn't working (not/work) that day.
P: I see. So nobody saw you at home at 6 p.m. that day?
S: Oh … er … yes of course. Silly me! My wife was there too. She [3]was making (make) dinner in the kitchen.
P: And what about your children?
S: Oh yeah, the kids! They [4]were doing (do/homework) upstairs in their bedrooms.
P: And your mother-in-law?
S: Oh yes, of course. Er … She [5]was standing (stand) in the kitchen.
P: I see. So, can you explain why we have pictures of you waiting in your car outside the bank at 6 p.m.?

3 ★ Complete the sentences with the Past Continuous forms of the verbs in brackets.

Alexander Graham Bell was experimenting (experiment) in his laboratory when he made the first successful telephone call.

1 Was Archimedes having (Archimedes/have) a bath when he shouted 'Eureka!'?
2 Mark Zuckerberg was studying (study) at Harvard University when he created Facebook.
3 Was Isaac Newton sitting (Isaac Newton/sit) under an apple tree when he thought of his theory of gravity?
4 Marie Curie wasn't living (not/live) in Poland when she won her first Nobel Prize in 1903.

4 ★★ Choose the correct forms.

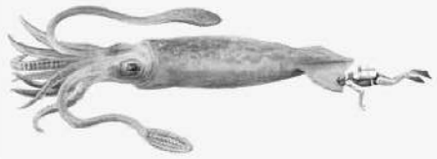
1 Sorry, I [a]had / was having a shower when you [b]called / were calling.
2 [a]Did Lola stand / Was Lola standing outside when it [b]started / was starting to rain?
3 When the car [a]crashed / was crashing into us, we [b]waited / were waiting at the traffic lights.
4 Fortunately, we [a]didn't ski / weren't skiing when the bad weather [b]came / was coming.

5 ★★★ Complete the story with the Past Simple or Past Continuous forms of the verbs in brackets.

What were you doing (you/do) the last time you [1]saw (see) something truly amazing? Well, fisherman and journalist Al McGlashan [2]was fishing (fish) with friends in his private boat when he [3]found (find) something very, very strange. At first the group of fishermen [4]didn't (not/know) what it was, but when they [5]looked (look) closely, they saw the body of a giant squid – almost 4 metres long!

Al got out his video camera and then another amazing thing [6]happened (happen). He [7]was filming (film) the squid when a large blue shark [8]arrived (arrive) and began eating the dead squid for lunch!

Al [9]told (tell) an Australian newspaper that in all his years of fishing he'd never seen anything like it.



SHOW WHAT YOU'VE LEARNT

6 Find and correct the mistakes.

He ~~was clicking~~ on an icon and nothing happened. clicked
1 Tom was downloading music when his computer ~~was getting~~ the virus. got
2 Annabelle ~~visited~~ the zoo when she saw an elephant for the first time. was visiting
3 Grandma, were you watching television when Apollo 11 ~~was landing~~ on the moon? landed
4 They were waiting for the bus when it ~~was starting~~ to snow. started
5 The girls were playing tennis when Helen ~~was breaking~~ her arm. broke
6 ~~Was~~ the computers working this morning when you arrived? Were

/6

GRAMMAR: Train and Try Again page 145

2.3 LISTENING LANGUAGE PRACTICE

Science and scientists
• collocations

1 Read the extracts of interviews with two people and choose the correct answers.

1 Speaker A is a child psychologist / a children's doctor.
2 Speaker B is a deep sea diver / a marine biologist.

2 Complete the text with the correct verbs from the box. Change the form of the verb if necessary.

analyse collect do (x2) explore protect

Extract from Students' Book recording 1.32

A: I always want to understand why people do what they do – why do they behave that way? What are they thinking? I'm interested in how we develop from birth to the age of seven. […] I love doing research and [1]analysing data. When I finish my studies, I want to work in a children's hospital. […]

B: The first time I went scuba diving, I saw a little fish swimming away into the distance, and at that moment I thought 'Oh yes, that's what I want to do – I want to [2]explore oceans, [3]collect evidence about global warming and help to [4]protect marine life.' I love my work – I can't understand why everybody isn't [5]doing my job.



3 Choose the word which does not form a collocation. Use a dictionary if necessary.

1 **explore** *oceans / planets / people / countries*
2 **analyse** *chemistry / data / evidence / research*
3 **do** *experiments / solutions / research / business*
4 **collect** *evidence / signatures / information / science*
5 **protect** *marine life / the environment / wildlife / biology*

4 Complete the sentences with collocations from Exercise 3.

Even simple things like not throwing rubbish in the sea help to protect marine life.

1 I don't like beach holidays. I prefer to explore different countries and to visit places where tourists don't usually go.
2 The police analysed the evidence but weren't able to solve the crime.
3 My dad is travelling for work again. His company is doing business with a Japanese car company.
4 Emma's got a summer job with a marketing company doing research in a shopping centre. She has to stop shoppers and ask them a few questions.
5 Our class is collecting signatures for a petition against scientific experiments on animals.
6 The government should not build a new road here. We need to protect wildlife and the natural environment in this area.

FOCUS ON WORDS | Science and scientists

5 Choose a word or phrase from each pair in the box to complete the sentences.

archaeology / an archaeologist
conservation / a conservationist
geology / a geologist linguistics / a linguist
marine biology / a marine biologist
psychology / a psychologist

Did you know that a linguist studies how languages work?

1 You must be able to swim if you want to be a marine biologist. You will probably work in the sea a lot of the time.
2 Haley has a psychologist that she meets. He helps her to talk about her feelings.
3 There's an interesting course on conservation in Poznań. Maybe I can do it and then help people learn more about saving the planet.
4 Rafał wants to be an archaeologist because he's always liked looking for old things buried in the ground.
5 I don't think I'd like geology – you often examine rocks and stones and get your clothes and hands dirty all the time.

FOCUS ON WORDS | Collocations

6 Complete the sentences with the missing verb in the correct form. The first letters are given.

Allan **a**nalysed the data yesterday and sent me the results this morning.

1 It's important to **c**ollect lots of data before making any hypothesis.
2 Next week, Margaret will **p**ublish her first research paper in a science journal. She's very excited.
3 Everybody is responsible for helping to **p**rotect the environment. So turn off the computer when you are not using it!
4 Dr. Brown often **s**pends hours looking at test results before he finds a problem.

2.4 READING

All about passwords • antonyms • nouns and verbs • the temperature

1 Read the text quickly and choose the best title.

1 How to create a secure and easy-to-remember password
2 How to remember all your passwords
3 How to guess someone's password

[1] *D*

We all know the basic rules for choosing good passwords and keeping them secret. Rule number one: use numbers, symbols and a good mix of letters – upper case (A, B, C) and lower case (a, b, c). Rule number two: use a different password for each of the devices you use or for each website you visit. Rule number three: change your passwords regularly. Rule number four: never write your passwords down. These rules sound easy to follow, right?

[2] *G*

Well, not really. The rules say that a secure password should look something like this: 'N0r@5%_fpO&47d1nk'. Do you think you can remember that? Don't forget you should have several different ones, you shouldn't write them down AND you have to change them every few weeks. Does this sound like an impossible task? Well, for most people, it is. So what do most of us do?

[3] *E*

Recently, researchers had a chance to analyse secret information about passwords. They found that many of us totally ignore the experts' advice and choose simple, easy to remember and extremely insecure passwords. Data shows that one out of every ten people uses '1234' as the pin number for their bank cards, and that the passwords 'welcome', '123456', 'ninja' and of course 'password', are some of the most popular choices. Even governments choose terrible passwords. It seems hard to believe, but in the 1980s, the American government actually used the 'secret code' '00000000' to unlock its nuclear missiles.

[4] *H*

So how can we make our passwords secure and memorable*? Well, first, the length of your password is important. For a hacker with a computer that can make 1000 guesses per second, a lower case, 5-letter password like 'ftmps' takes only around 3hrs and 45 minutes to crack*. A similar password with 20 letters takes a little longer – around 6.5 thousand trillion centuries*!

[5] *A*

Hackers are very good at guessing when we choose symbols and numbers instead of letters. For example, the password 'M@nch3st3r' seems like a good one, but the code is actually very simple – first letter = upper case, @ = a, 3 = E. It is easy for hackers to program their computers to look out for these kinds of codes. Because the length of the password is so important, a group of words written in lower case, e.g. 'help cheese monkey swimming' is much more secure than something like 'M@nch3st3r', and probably a bit easier to remember (think of a monkey – it is shouting for help and swimming towards some cheese!).

[6] *C*

One day, we probably won't have to worry about all this because we won't need passwords. Some laptop computers already have fingerprint* readers. Recently, scientists in the US have designed a prototype ring for your finger that sends electricity through your skin to a touch screen to tell computers and phones who you are. For now though, we still need passwords, and if you want one that is secure and memorable, the best advice is to make it looooooooo ooooooooooooooooooooooooong.



GLOSSARY

memorable *(adj)* – easy to remember; zapadający w pamięć
crack a code or a password *(v)* – work it out or solve it; złamać kod/hasło
century *(n)* – 100 years; wiek (100 lat)
fingerprint *(n)* – a mark made by the pattern of the skin on the end of your fingers; odcisk linii papilarnych palca

2 **Read the text again. Match headings A–H with paragraphs 1–6. There are two extra headings.**

A NuM83rs @nd sYmB0ls
B How to become a hacker
C No more passwords!
D Passwords for beginners
E Dangerous choices
F How they did it in the US
G How good is your memory?
H Short = bad, long = good

3 **Read the text again. For questions 1–6, choose the correct answer A–D.**

1 Which basic rule for passwords is not mentioned?
A Use a mix of letters, numbers and symbols for passwords.
B Use different passwords for different websites.
C Never tell another person your password.
D Change your passwords often.

2 The article says that most people
A don't know how to choose a secure password.
B use the same password for everything.
C don't follow experts' advice when they choose a password.
D forget passwords easily.

3 The most popular password is
A not mentioned.
B 'password.'
C '1234.'
D '00000000.'

4 In the 1980s, the US government
A had a secure password for unlocking its nuclear missiles.
B didn't have a password for unlocking its nuclear missiles.
C lost the password for unlocking its nuclear missiles.
D didn't have a secure password for unlocking its nuclear missiles.

5 The article says that hackers
A choose passwords with symbols and numbers.
B program their computers to look for symbols and numbers in passwords.
C choose lower case passwords.
D program their computers to look for long passwords.

6 According to the article, scientists in the US recently designed
A fingerprint readers for phones.
B a prototype keyboard.
C something people can wear to identify them.
D a touch screen laptop.

4 **Find the opposites underlined in the text.**

fantastic ≠ *terrible*
1 advanced ≠ *basic*
2 similar ≠ *different*
3 forget ≠ *remember*
4 possible ≠ *impossible*
5 complicated ≠ *simple*

REMEMBER BETTER

Wiele słów ma swoje antonimy, np. *start ≠ finish, easy ≠ difficult, man ≠ woman*. Ucząc się ich, warto je zastosować w zdaniach odnoszących się do wydarzeń z własnego życia. To ułatwi ich zapamiętanie.

In your notebook, write personal sentences with the antonyms from Exercise 4.

The weather was terrible at the weekend, but we saw a fantastic film on Saturday.

FOCUS ON WORDS | Nouns and verbs

5 **Complete the sentences with the missing verbs or nouns. The first and last letters are given.**

My grandmother always has a **j**ig**s**a**w** on her living room table. I like to help her when I visit but I often put the pieces in the wrong place.

1 You'll need to put on another l*aye*r of clothing. It's really cold outside today.
2 My father never takes food to work because he eats at the company's c*antee*n every day.
3 How long will it take to r*ea*ch the top of the hill? I'm already really tired.
4 Annie wants to r*u*n her own computer games shop when she finishes school.
5 In many Polish cities you can still see the r*emain*s of the old city walls made from large stones.
6 We can't land on the island. There's no a*irstri*p there.

FOCUS ON WORDS | The temperature

6 **Complete the telephone conversation between Warmomatic and a customer with the words from the box. There are two extra words.**

above below boiling chilly cold degrees falling freezing rising

In the year 2033 ...

W: Good afternoon. This is Warmomatic. How can I help you?
C: Hello? Warmomatic? Oh, thank goodness you've answered. HELP!
W: What is the problem, madam?
C: My computer-controlled heating system isn't working. My home is really *cold*! It is [1]*below* zero in every room in the house and the temperature is still [2]*falling*. It's minus ten now.
W: OK madam, please try to calm down. I'll try to fix the problem from my desktop computer. Please call me again in 20 minutes.

20 minutes later ...

W: Good afternoon. This is Warmomatic. How can I help you?
C: It's me again! Now the house is too hot. In fact, it's [3]*boiling*. It's plus 35 [4]*degrees* centigrade and the temperature is [5]*rising*. Help me!
W: Oh dear. There is one very easy solution, madam.
C: Anything. Please. Tell me what to do.
W: Open a window madam. It's [6]*freezing* outside.

2.5 GRAMMAR

used to

SHOW WHAT YOU KNOW

1 Tick the sentences that describe routines. Choose the time expressions that show regularity.

Alastair played computer games every evening before bed. ☑
1 Karen bought a new laptop last weekend. ☐
2 Patricia and Matt called each other every Friday night. ☑
3 Dean always watched football on Saturday afternoons. ☑
4 Mary dropped her mobile phone down the toilet. ☐

2 ★ When they went to university, two friends, Carl and Owen, moved into a student flat together. Write sentences about them with *used to* or *didn't use to* and the verbs in brackets.

When they lived with their parents ...
they *didn't use to eat* (eat) unhealthy food. Now they only eat kebabs and pizzas.
1 they *didn't use to do* (do) any cleaning at home. They still don't do much and their flat is a mess.
2 their parents *used to pay* (pay) the bills. Now they pay their own bills.
3 Carl *used to use* (use) his dad's computer. Now he uses Owen's.
4 Carl and Owen *didn't use to argue* (argue). Now they argue about the computer.

3 ★★ Write positive sentences (+), negative sentences (–) and questions (?) about mobile phones in 1983. Use the correct forms of *used to* from the box and the words above each line.

did didn't use to used to use to

mobile phones / have cameras (?)
Did mobile phones use to have cameras?
1 mobile phones / cost a lot of money (+)
Mobile phones used to cost a lot of money.
2 most normal people / own a mobile phone (–)
Most normal people didn't use to own a mobile phone.
3 people / make fewer phone calls (+)
People used to make fewer phone calls.
4 mobile phones / be bigger (?)
Did mobile phones use to be bigger?
5 mobile phones / have touch screens (–)
Mobile phones didn't use to have touch screens.
6 mobile phones / send text messages (?)
Did mobile phones use to send text messages?

4 ★★★ Tick the correct sentences. Sometimes both sentences are correct.

When I was in the Science club at school ...
1 a we met every Thursday at 4 p.m. ☑
b we used to meet every Thursday at 4 p.m. ☑
2 a we watched videos about great discoveries. ☑
b we used to watch videos about great discoveries. ☑
3 a one week, a physicist came to speak to us. ☑
b one week, a physicist used to come to speak to us. ☐
4 a our group went on a trip to the Science Museum in London. ☑
b our group used to go on a trip to the Science Museum in London. ☐
5 a my friend Emma once gave a talk about the sun. ☑
b my friend Emma once used to give a talk about the sun. ☐

SHOW WHAT YOU'VE LEARNT

5 Complete the dialogue between Jodie and her dad with the correct forms of *used to* and the verbs in brackets.

J: Dad, *did you use to own* (you/own) a smartphone when you were my age?
D: Did I what?
J: [1]*Did you use to use* (you/use) a smartphone or a laptop when you were a teenager?
D: What?! No I didn't. I was 14 in ... er ... wait a minute ... in 1981. We [2]*didn't use to have* (have) laptops back then.
J: So, how [3]*did you use to check* (check) your messages?
D: Jodie?! There were no messages or texts; no Facebook or anything. We [4]*used to send* (send) letters or faxes.
J: I see. Wow ... Dad, what's a fax?
D: Er ... well ... it was a bit like a photocopier. You [5]*used to write* (write) your message on a piece of paper, then put it in the fax machine ...
J: And then?
D: Well, then you [6]*used to dial* (dial) the number and wait. The machine er ... well ... it read the piece of paper and sent it to your friend.
J: What, the piece of paper?
D: What? No! Not the same piece of paper, Jodie – just the message.
J: I see. Wow. /6

GRAMMAR: Train and Try Again page 145



1983 today

2.6 USE OF ENGLISH

Linkers and time expressions

1 ★ Choose the correct words.

1 I read the biography of Martin Luther King *during* / *while* I was at home sick.
2 They didn't have smartphones *when* / *by* my father was a student.
3 *As soon as* / *While* we downloaded the song, we listened to it six times.
4 I learned a lot about web browsers *during* / *while* the weekend computer course.
5 It was minus ten every day last week *until* / *by* Friday.

2 ★★ Complete the second sentence so it has a similar meaning to the first. Use between two and five words, including the word in capitals.

You can take my laptop now but I need it on Wednesday. **BY**
You can take my laptop now but return it *by Wednesday*, please.
1 The moment you get home, send me a text message. **SOON**
Send me a text message *as soon as you get* home.
2 Susie drove to Warsaw and listened to the CD in the car. **WHEN**
Susie listened to the CD *when she was driving* to Warsaw.
3 I was watching the film and began to feel cold. **DURING**
I *began to feel cold during* the film.
4 We had something to eat and waited for the program to download. **WHILE**
We had something to eat *while the program was* downloading.
5 James did the experiment then showed me his notes. **AFTER**
James showed me *his notes after he did* the experiment.
6 I read my book and waited for you to arrive. **UNTIL**
I *read my book until* your arrival.

3 ★★ Choose the correct answers A–C.

A modern genius

Stephen Hawking was one of the most famous scientists in the world. He was born in Oxford in 1942 and lived there [1]__ the moment he moved to Cambridge to complete his PhD. [2]__ this, however, people already knew that he was intelligent. He enjoyed Maths and Science in school very much. He found both subjects very easy, and it was [3]__ he was studying there that his friends began to call him 'Einstein', for fun.

Stephen's first university was actually Oxford, where he studied Physics and Chemistry. [4]__ his studies there, at the age of 21, he became very sick and had problems speaking and moving. [5]__ he realised he was extremely ill, he decided to work harder. This was because he really wanted to finish his PhD [6]__ he died.

Hawking finished his PhD when he was only 24. Later he wrote over 15 very popular science books. His doctors didn't expect him to live long. He died at the age of 76 – definitely too early, as many say.



1	(A) till	B by	C while
2	A After	(B) Before	C Until
3	A During	(B) While	C As soon as
4	(A) During	B While	C As soon as
5	A Till	B While	(C) When
6	(A) before	B by	C for

4 ★★★ Translate the Polish parts of the sentences.

Tess: Let's play a game *during the flight* (*podczas lotu*) to Madrid.
Bill: Good idea. How about Scrabble?
1 Dad: Jono, I don't want you to use my laptop *while/when I'm washing the car* (*gdy myję samochód*). Wait until I finish, OK?
Jono: Yes, Dad. I promise.
2 Matt: I had to speak to my Physics teacher. Why *didn't you wait until/till* (*nie poczekałeś do*) the end of our conversation?
Vic: I didn't know where you were or who you were with. Sorry.
3 Al: I decided to take a year off *before I went to university* (*zanim poszedłem na uniwersytet*) to study Chemistry.
Gina: Really? What did you do for a year?
4 Phil: I stopped downloading the game *as soon as I realised it was* (*gdy tylko zorientowałem się, że to było*) illegal software.
Chris: Good decision. Why don't we try a different game?
5 Ella: I need to finish *this report by tomorrow morning* (*ten raport do jutra rano*). Can we meet in the afternoon?
Jon: No problem. I'll send you a text message.

5 ★★★ Complete the sentences with the words in brackets in the correct form. Do not change the order of the words. You may need to add words. Use no more than six words in each gap.

I listened to *the song before I knew* (the song / before / know) who sang it.
1 Adrian sent the text message *while (he was) driving* (while / drive), which is dangerous.
2 I *didn't fall asleep during* (not fall / asleep / during) the Biology class. I was just resting my eyes.
3 *After I spoke to Mandy* (after / I / speak / Mandy) I decided not to lend her my smartphone.
4 The children all *went to sleep by midnight* (go / sleep / by / midnight) on the school trip last week.
5 Yesterday, I called my mum *while (I / she was) travelling* (while / travel) home on the bus.

2.7 WRITING

An informal email

1 Where are these linkers used in an email? Mark them as *B* (beginning), *M* (middle) or *E* (end).

	afterwards	M	4	after that	M
1	eventually	E	5	finally	E
2	first	B	6	in the end	E
3	later	M	7	then	M

2 Choose the correct linkers.

Subject: Don't go to that club

Attachment: jpeg picture – queuing for the club ☺

Hi Ollie,

Just a quick message to say – don't go to that new club. We went there last night and we had a terrible time! [1]*Later / First / After that*, we missed the bus, so we got a very expensive taxi into town. [2]*Then / In the end / First*, when we arrived, the queue for the club was really long. We started waiting at 7:30 p.m. and [3]*after that / eventually / later* got to the front at 8:30 p.m. – an hour later ☹. [4]*Then / Finally / First* we paid £10 each to get in. £10! For under 18s night – crazy! [5]*After that / Eventually / First* we put our coats in the cloakroom – another £2 each. [6]*In the end / First / Suddenly* we didn't have any money for drinks or for a taxi home, so we walked back, thirsty and in the rain! Don't ever try to walk back from town, Ollie. It's a long way!
Next time, we'll ask Mum and Dad to go out and we'll have a party at home.

CU Monday
Pete



3 Put the words in order to make phrases.

this / email. / Sorry / is / short / a
Sorry this is a short email.

1 you. / to / hear / Great / from
Great to hear from you.

2 sure / like / you'll / I'm / it.
I'm sure you'll like it.

3 a / message / Just / quick / say ... / to
Just a quick message to say ...

4 need / help. / your / I
I need your help.

5 this / useful. / is / Hope
Hope this is useful.

4 Write suggestions with imperatives. Use the underlined verbs.

We went to the club and it was great.
Go to the club.

We didn't enjoy eating in the restaurant.
Don't eat in the restaurant.

1 Kelly took the bus and she said it was fine.
Take the bus.

2 I hated sitting at the front. It was too close to the screen.
Don't sit at the front.

3 We ordered the double cheese pizza – delicious!
Order the (double cheese) pizza.

4 They enjoyed swimming in the sea.
Swim in the sea.

5 Fiona's been to Paris four times. She loves it.
Go to Paris.

6 Mum visited the museum. She said it was boring.
Don't visit the museum.

5 Put parts of an email in the correct order.

[4] After finishing our juice, we went inside. The room with the pin-ball games is so cool! We played for about an hour – it was a lot of fun!

[3] First we ordered juice and sat at a table outside because it was sunny. But we couldn't wait to see all the games you told us about.

[1] Hi Laurie,

[2] Just a quick email to say thanks for suggesting the VEGGY FRUITastic juice bar. You were right – it's more than a juice bar!

[6] We're going back there soon.
Thanks again,
Benji

[5] In the end, we went to the video games area and watched some amazing players there. I want to play so well one day!

6 Read the task below. Then complete the email with the correct Past Simple or Past Continuous forms of the verbs in brackets.

Your Irish friend, Suzie, is thinking of visiting you and she has written to you asking for your advice on things to do or see in your town. Write your reply in about 80–130 words. Include and develop these points:

- Tell Suzie about a museum or exhibition you visited.
- Say what you liked and didn't like about the exhibition.
- Describe an interesting or funny event that took place there.
- Recommend the museum or exhibition to Suzie.

Hi Suzie,

Yesterday I [1]*visited* (visit) the new exhibition at the Metro Gallery. First I [2]*saw* (see) the part called *Home Art*. Then a funny thing [3]*happened* (happen) while I was there! I [4]*was walking* (walk) around a room on my own when it suddenly [5]*went* (go) dark. I could see a light switch on the wall, so I [6]*tried* (try) to turn on the light and guess what? The switch was a 3D projection! It was part of the exhibition. ☺

There are lots of other interesting things to see but I [7]*didn't like* (not /like) the 'photo' paintings. I [8]*was looking* (look) around the exhibition for hours when I realised it was time to leave – so it means it's good. Don't forget to visit it and me before the end of May!

Speak soon,
Daniel

7 Complete the table with the missing words. Use a dictionary if necessary.

Verb	Noun	Noun (person)
to visit	[1]*visit*	[2]*visitor*
to [3]*exhibit*	exhibition	[4]*exhibitor*
to [5]*project*	projection	[6]*projectionist*
to [7]*photograph*	photo	[8]*photographer*
to [9]*paint*	painting	[10]*painter*

8 Complete the sentences with the correct forms of the words in Exercise 7.

I love looking at old family *photos* – I see how much we change every year.

1 You can see a collection of Renaissance *paintings* in the National Gallery. I can't believe that they were created by hand – they look so real!
2 Madame Tussauds in London attracts more than 2.5 million *visitors* every year.
3 Wow, these photos are brilliant! Who is your *photographer*? I want photos like these!
4 Every Sunday we all watch a family movie together, which we *project* on the living room wall. We feel like in a cinema.
5 Did you know that they are *exhibiting* roses from all over the world at the local culture centre? Do you want to see them?

SHOW WHAT YOU'VE LEARNT

9 Twój kolega / Twoja koleżanka chce zorganizować swojej siostrze przyjęcie urodzinowe – niespodziankę i prosi cię o radę, jak to zrobić. Napisz do niego e-mail (80–130 słów), w którym:

- poinformujesz go o podobnej imprezie, w której uczestniczyłeś/uczestniczyłaś,
- wspomnisz, na czym polegała niespodzianka,
- wyrazisz i uzasadnisz swoją opinię na temat tej imprezy,
- napiszesz, co było najsłabszym punktem tej imprezy i doradzisz, jak go uniknąć.



SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Mój nieformalny e-mail:

- rozpoczyna się krótkim wyrażeniem, np. *Just a quick email to say ...*, ☐
- zawiera propozycje/rady w trybie rozkazującym, np. *don't forget the gift lub get there early*, ☐
- uwzględnia myślniki, po których dodaję komentarze i informacje, np. – *crazy!* lub – *wow, I learnt so much*, ☐
- zawiera właściwe spójniki sygnalizujące początek, rozwinięcie i zakończenie mojej relacji zdarzeń, ☐
- uwzględnia formy skrócone (np. *I'm / aren't / that's*) i może też zawierać emotikony (☺) oraz skróty (*info / CU / gr8*), choć nie za wiele!, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 80–130 słów, ☐
- został starannie i czytelnie napisany. ☐

2.8 SPEAKING

Telling a story

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Telling a story	Relacjonowanie zdarzeń
Use the right tenses	**Użycie właściwych czasów**
• Past Continuous służy do opisywania tła głównych wydarzeń:	
The sun was shining and I was enjoying myself.	Świeciło słońce, a ja miło spędzałem czas.
• Past Simple służy do opisywania problemu i głównych wydarzeń:	
The weather changed. I couldn't see the path.	Pogoda się zmieniła. Nie widziałem ścieżki.
Use linkers	**Użycie spójników**
• Beginning: To start with/ At first	Początek: Na początku / Początkowo
• Middle: Suddenly/All of a sudden/Luckily/Fortunately/ Unfortunately	Środek: Nagle / Zupełnie niespodziewanie / Na szczęście / Szczęśliwie / Niestety
• End: In the end/Eventually/ Finally	Zakończenie: W końcu / Wreszcie
Say how you felt	**Opisywanie własnych odczuć**
I was excited/frightened/ relieved/surprised/shocked/ worried.	Byłem podekscytowany/ podekscytowana / czułem/ czułam strach / ulgę / byłem/ byłam zdziwiony/zdziwiona / zszokowany/zszokowana / zaniepokojony/zaniepokojona.
Make a 'final comment'	**Podsumowanie**
It was the best/worst day of my life!	To był najlepszy/najgorszy dzień w moim życiu!
I'll never forget the look on his face!	Nigdy nie zapomnę wyrazu jego twarzy!
I'll never do it again.	Nigdy więcej tego nie zrobię.
Listening to a story	**Aktywne słuchanie**
Neutral response	**Reakcja neutralna**
Really?/Oh dear./Oh no.	Naprawdę? / Ojej. / O nie.
Strong response	**Reakcja pełna emocji**
That sounds amazing/funny/ frightening.	Brzmi niesamowicie / zabawnie / niepokojąco.
What a great story/a nightmare!	To dopiero historia! / Co za koszmar!
Respond with questions	**Reakcja w postaci pytań**
What happened?	Co się stało?
What did you do?	Co zrobiłeś/zrobiłaś?

1 Complete the dialogue between Felix and Eva with the words from the box. There are two extra items.

~~except for~~ excited happened Luckily
Next time nightmare relieved shocked
sounds Suddenly to start with

F: We had a fantastic time on our summer holiday – *except for* the day we went to the island.
E: What [1]*happened*?
F: We were travelling by fast boat to visit a beautiful little island. The captain of the boat was going very fast and the waves were really big. [2]*Suddenly*, the boat hit a giant wave.
E: Oh no!
F: There was a loud bang, the front window broke and lots and lots of water rushed in.
E: Wow! That [3]*sounds* really frightening.
F: Yeah, well, we were [4]*shocked* because it happened so quickly and the water hit us really hard. [5]*Luckily*, nobody was seriously hurt.
E: What did you do?
F: Well, in the end we got to the island – wet but very [6]*relieved* to be back on dry land.
E: What a [7]*nightmare*!
F: [8]*Next time*, we'll take the slow boat.

2 Complete each gap with one word.

Conversation 1: Alice and Cindy

A: I once met someone famous.
C: Really? Who?
A: Well, I was sitting in Manchester airport, waiting for a flight to Warsaw. I remember, I was reading *Harry Potter* *at* the time. Suddenly, the lady next to me said 'Excuse me, [1]*are* you enjoying that book?'
C: Who was it?
A: Well, I looked at her and I thought, 'I know you', and then I realised it was J. K. Rowling.
C: What? The author of the book you [2]*were* reading? That's amazing! What did you say?
A: Well, to start [3]*with* I didn't know what to say, but fortunately, she was really friendly. [4]*In* the end, we chatted for about ten minutes and I told her how much I love her books.
C: What a great story.
A: I know, and she signed my book!

Conversation 2: Andrew and Nancy

A: I'm afraid [1]*of* horses.
N: What? Why?
A: Well, when I was twelve years old, my neighbour took me riding on her horse.
N: [2]*What* happened?
A: It was my first time on a horse. [3]*At* first, everything was OK. We [4]*were* going very slowly. My neighbour was holding the horse and I was sitting [5]*on* its back. I was enjoying the ride, but then all [6]*of* a sudden, there was a loud noise and the horse got scared and started running ... really fast!
N: That sounds really frightening.
A: It was. Luckily, I didn't fall off. I stay away from horses these days.

2.9 VIDEO AND VLOG WORKSHEET

BBC Urban legends



Before you watch

1 SPEAKING Only one of the sentences 1–5 is a fact, the others are urban legends. Which sentence do you think is true? Discuss.

1 You can see the Great Wall of China from space with the naked eye.
2 People only use 10% of their brains.
3 An earthquake can change the length of a day.
4 Chewing gum stays in your body for seven years.
5 Elvis Presley is alive.

2 Choose the correct option.

1 You measure an earthquake on the *Richter* / *Weighing* / *Global* scale.
2 A crowd is a *small* / *large* / *young* group of people.
3 When you want to test a theory, you *make* / *carry* / *do* an experiment.

While you watch

3 Complete the presenter's introduction to the video with the correct words in the box. There are two extra words.

exactly entire move billion all stop

Imagine in five minutes' time, everyone on the [1]*entire* planet was going to jump at [2]*exactly* the same time. From London to Sydney, Delhi to New York, 6.9 [3]*billion* people leap in the air. Could they make the earth [4]*move*?

4 6 Watch the first part of the video (00:00 – 00:53) and check your answers.

5 What do you think is the answer to the question in Exercise 3?

6 6 Look at the photo. What kind of event is it? Why did Greg choose this place to do the experiment? Watch the next part of the video (00:53 – 01:30) and check your ideas.
It's a music festival – Reading Festival. Greg chose it because there are a lot of people there.

7 6 Watch the rest of the video (01:30 – 03:13). Put the events in chronological order.

a Greg tests Paul Denton's machine. 2
b Greg arrives at Reading Festival. 1
c Everybody jumps. 5
d So the urban legend is completely untrue. 8
e The jump measures 0.6 on the Richter Scale. 6
f You can see the jump on Paul's machine. 3
g Greg tells the crowd about his experiment. 4
h But you need 8 on the Richter scale to move the planet. 7

After you watch

8 SPEAKING Greg Foot has done a series of videos like this one. Which of the following would you be most interested in? Tick three and then compare your ideas with a partner.

1 Why can't I run fast? ☐
2 Why is fire hot? ☐
3 Can you dig to Australia? ☐
4 Can I escape from quicksand? ☐
5 If a coin falls off the top of the Empire State Building and hits someone on the pavement, will it kill them? ☐
6 Why does a boomerang come back? ☐
7 Why do chillies burn? ☐
8 Can you survive in a falling lift? ☐
9 Why is the sky blue? ☐

FOCUS VLOG About technology

1 8 SPEAKING What can go wrong with technology? Discuss. Then watch Laura, Callum and Jake answering the questions below. Which of your ideas do they mention?

1 When was the last time you had a problem with technology?
2 What were you doing when this happened?

Answer key – WB page 155

2 8 SPEAKING Are sentences 1–6 true (T) or false (F)? Discuss with a partner. Then watch again and check.

1 Laura couldn't get on the Internet in the car. T
2 Callum had problems listening to music on his phone. F
3 Jake's speakers were making a strange sound. T
4 Laura needed to get WiFi to book a flight. T
5 Callum was trying to contact his friends at a technology festival. F
6 Jake was chilling out at home when the speakers started popping. T

3 SPEAKING Have you ever had any of the problems in Exercise 2? Tell your partner about the last time you had a problem with technology.

2.10 SELF-CHECK

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words from the box in the correct form. There are two extra words.

jigsaw keyboard laser printer layer password search engine specimen username

For more information, check online using a search engine.

1 We need another two layers of paint on the wall. I can still see the graffiti.
2 This new laser printer is excellent. Look at the high quality of these pictures.
3 Luther is in the garden collecting specimens for our project on plants.
4 I can't find the last piece of the jigsaw. Maybe it's under the sofa.
5 Did you know that the most used password in the world is '123456'?

/5

2 Complete the sentences with the correct words. The first letters are given.

Sir Isaac Newton is probably the most famous **p**hysicist in the world.

1 My favourite subject is **C**hemistry because I love working in the lab.
2 Patrick is very good with numbers. Does he want to study **M**athematics at university?
3 **C**omputer **s**cientists make a lot of money. And with robots becoming more popular, they will earn more in the future.
4 I know I'm a plant biologist but it's ten degrees **c**entigrade outside. Let's stay in the lab today, OK?
5 In January 1971 experts observed temperatures of 80 degrees **b**elow zero. Now THAT is cold!

/5

3 Use the beginnings from the box to make words and complete the sentences.

archaeo- astro- conserva- geo- lingui- psycho-

Theodore Roosevelt was an early conservationist. He protected over 150 million acres of American forests for public use.

1 Many people say that John Aubrey (1626-1697) invented archaeology when he studied Stonehenge in England.
2 Philip Zimbardo is a contemporary American psychologist. His 'prison experiment' showed how people behave in extreme conditions.
3 Did you know that geologists don't only work with materials on Earth? Some of them work with rocks from the moon and other planets.
4 In 1610, Galileo discovered the four largest moons of Jupiter using a telescope. For this reason, people call him the father of astronomy.
5 You don't have to speak a foreign language to be a good linguist but it probably helps.

/5

4 Choose the correct verb forms.

Peter (didn't go) / wasn't going to school on Thursday.

1 Adam [a]did / (was doing) his homework when Simon [b](called) / was calling.
2 We [a]slept / (were sleeping) when the postman [b](rang) / was ringing the doorbell.
3 [a]Were they finding / (Did they find) the pharmacy before it [b](closed) / was closing?
4 Chloe and Kyle [a]danced / (were dancing) together when the music [b](stopped) / was stopping.
5 [a]Did Shelly wait / (Was Shelly waiting) at the station when the train [b](crashed) / was crashing?

/5

5 Find and correct the mistakes.

Did Auntie Kay ~~used~~ use to cook a big meal on Sundays?

1 Beth ~~used to go~~ went to Hong Kong for the first time in 2009.
2 Teenagers didn't ~~used~~ use to have mobile phones in the 1980s.
3 Josh ~~used to invent~~ invented a popular video game.
4 Did ~~use to be milk~~ milk use to be free at school when you were little?
5 When Grandpa was young, films ~~used to were~~ used to be black and white.

/5

6 Choose the correct answers A–C.

Flat computers

(C) are small, light personal computers for mobile use. They have most of the same components as [1]__ computers including a screen, speakers and a [2]__ to write/type with. In the 1970s, IBM [3]__ the first company to make and sell these mobile computers. At first, laptops didn't [4]__ to have batteries and the screens were black and white and very small. Later, in the 1990s, colour screens [5](C) more popular. Nowadays, laptops are more popular than any other type of computer.

A Desktops B Websites (C) Laptops

1 A broadband (B) desktop C Internet
2 (A) keyboard B password C web browser
3 (A) was B used to be C used to
4 (A) use B used C have
5 A were becoming B used to become (C) became

/5

Total /30

USE OF ENGLISH

7 Choose the correct translation A–C for the Polish parts of the sentences.

Phil: My father *(pracował w laboratorium chemicznym)* in Chicago last summer.
Vic: Cool. Did you visit him when he was there?
A used to work in a chemistry laboratory
B was working in a chemistry laboratory
(C) worked in a chemistry laboratory

1 Amy: Why didn't you answer the phone?
Tony: Oh, I *(dokonywałem pomiarów)* of the room.
A took measurements
(B) was taking measurements
C am taking measurements

2 Fiona: When I lived in Florence I often went to the Leonardo da Vinci Museum.
Cathy: Really? I didn't know *(że mieszkałaś we Florencji)*.
Fiona: Yes. I lived there for six years.
A you were living in Florence
(B) you used to live in Florence
C were you living in Florence

3 Dad: Sarah! *(Nie dotykaj mojego smartfona.)*
Sarah: Sorry. But it looks really nice.
A Not to touch my smartphone.
(B) Don't touch my smartphone.
C You don't touch my smartphone.

4 Pete: I began to feel ill *(podczas wizyty)* to the Body Worlds Exhibition.
Jim: I'm not surprised. That's the one with all the dead bodies, isn't it?
(A) during the visit B while the visit
C as soon as the visit

5 Mark: Paulina waited *(dopóki nie skończyłem)* analysing data and then we had lunch.
Connie: That was kind of her.
(A) until I finished
B when I didn't finish
C while I was finishing

/5

8 Complete the sentences with the words in brackets in the correct form. Do not change the order of the words. You may need to add words. Use no more than six words in each gap.

The American physicist James Russell didn't invent the CD (not / invent / the CD) in 1964, but in 1965.

1 Professor Phillips was planning to publish a research paper (plan / publish / research paper) when he suddenly became ill.
2 I didn't use to like (not / use / like) computer games but then I discovered Minecraft.
3 He sent me the file as soon as it downloaded (soon / it / download) so that I could check it.
4 James used to work (use / work) for Microsoft. He thinks it is a good company.
5 Where were you going (you / go) when I saw you in the tram last night?

/5

9 Choose the correct answers A–C.

A job advert from space

Are we in danger from visitors from other planets? Are the astronauts that we B into space making life on this planet dangerous?

Last week while I [1]__ a science magazine, I found this interesting article. NASA, it said, were looking for someone to help them [2]__ experiments on the organisms that astronauts regularly collect during their trips into space. The job is to [3]__ notes on what you observe during these tests, and then work with other scientists looking closely at the data.

Your research may help protect Earth against a future alien invasion. But, NASA hopes, one day the results of your work might help them to [4]__ new life on other planets. They might also help mankind [5]__ parts of the universe where no man or woman has ever visited before. What a great job!

	A	B	C
	A sent	(B) send	C did send
1	A did read	B read	(C) was reading
2	A make	(B) do	C take
3	(A) take	B have	C do
4	A collect	B invent	(C) discover
5	A get	(B) reach	C go

/5

10 Complete the text with the correct forms of the words from the box. There are two extra words.

collect develop do follow protect remain sit walk

The Giants of Georgia

In 2008, a farmer was walking with his animals through the Caucasus Mountains in Georgia. He used [1]to do this often, but on this day he saw the unusual [2]remains of an old stone structure. The farmer decided to explore the area. Inside the structure were two human skeletons. They [3]were sitting on chairs in front of a table. What was so interesting? The bodies were extremely large.

He contacted a team of archaeologists. On the way there, they saw some very large statues and what seemed to be a large stone road through the forest.

The scientists [4]collected evidence (i.e. some of the bones) and took it to Tbilisi, the capital city of Georgia. They asked Professor Vikua, famous for discovering Homo Erectus Georgicus, to help them. But he died before he could do any research. When the scientists looked for the bones that Professor Vikua had, they could not find them.

In 2014 the Science Channel opened a new investigation but they haven't found any new evidence or [5]developed a theory to explain these mysterious giant bones.

/5

Total /20

3 The arts

3.1 VOCABULARY

Watching habits • TV programmes • adjectives • elements of a film/TV drama

SHOW WHAT YOU KNOW

1 Complete the text with the correct words. The first and last letters are given.

MyBlog

I love the media and the arts. Every day (after I finish my homework, of course!) I watch YouTube **c**lip**s** online. Sometimes they are so funny – especially the ones with animals or people doing silly things. In the evening I watch the [1]**t**elly because that's when they show the best [2]**h**orro**r** movies. I like anything with vampires and werewolves!

But I don't only watch things. Sometimes I read my favourite [3]**b**lo**g** on my laptop. My friend writes it and it's about social media. Before I go to sleep I read my [4]**e**-boo**k** or a fashion [5]**m**agazin**e**. 'Look Good' is the one I like and I can think about what to wear the next day at school.

When I read, I often listen to my favourite rock [6]**a**lbu**m** – *Dark Side of the Moon* by Pink Floyd. It's a classic! I usually listen to music on my [7]**m**obil**e** phone but sometimes, when I want to listen to something different, I listen to an Internet [8]**r**adi**o** station. Do you love the media and the arts more than me? I don't think so!



FOCUS ON WORDS | TV programmes

2 Match the film titles to the type of film.

	La La Land	h	a animation
1	*The Hobbit*	c	b comedy
2	*Se7en*	e	c fantasy
3	*Blade Runner 2049*	g	d horror
4	*Angry Birds*	a	e thriller
5	*Bridget Jones's Baby*	f	f romantic comedy
6	*The Exorcist*	d	g science fiction
7	*Mr Bean's Holiday*	b	h musical

3 Complete the sentences with a type of TV programme. Some letters are given.

I never watch *r* **e** *a* **l** *i t y* TV programmes because I don't think they are anything like real life.

1 Zosia loves a good **t** *a* **l** *e n* **t** *s* **h** *o* **w** – maybe one day she'll go on one, win the competition and then become a famous singer.

2 I watched this excellent **p** *e r i* **o** *d* **d** *r a* **m** *a* yesterday about King Henry VIII and his wives. The actors were fantastic!

3 My favourite **g** *a* **m** *e* *s* **h** *o w* is the one where you start with fifteen people but only one person wins the prize money.

4 Sir David Attenborough, famous for his excellent wildlife shows, has a new **d** *o c u* **m** *e n t a r y* on TV called *Planet Earth 2*.

5 *Friends* is such a good **s** *i t* **c** *o m* . It's quite old now but it still makes me laugh.

4 Complete the sentences with the names of programmes. There are two words in each gap.

We saw Brad Pitt on a *chat show* last week. He's quite funny and answered some interesting questions about his life.

1 My cousin's mum watches all of the *sopa operas*. I don't like them because everyone is so miserable all the time and has problems in their lives.

2 Trevor and Sharon are flying to Cuba next year. They watched a *travel show* about it and now they really can't wait to go there on holiday.

3 Did you just see that *news bulletin*? There's been a big fire near the city centre.

4 Before we decide to go for a picnic, let's check the *weather forecast* to see if it's going to stay sunny.

5 Sam got this special pierogi recipe from a *cooking programme* that she watched on TV yesterday.

6 Mum's watching a *crime drama* about this criminal that used to be a police officer.

FOCUS ON WORDS | Adjectives

5 Choose the correct adjectives.

1 Evelyn doesn't understand what's happening in this crime drama. The story is too *complex* / *gripping* / *addictive* for her.

2 This comedy isn't funny – it's *excellent* / *embarrassing* / *entertaining*. We both feel silly and uncomfortable watching it.

3 Carrie isn't coming to the theatre. She's watching a really *addictive* / *imaginative* / *embarrassing* soap opera and she can't leave home.

4 A good crime drama needs to be *gripping* / *inspiring* / *moving*, which normally means you don't know how it will end.

5 Have you seen the animation film *The Lion King*? It's so *addictive* / *engaging* / *moving* that everyone usually cries at the end.

6 I thought the film was *fascinating* / *disappointing* / *gripping*, to be honest. I was expecting it to be much better.

7 Walter found the documentary very *inspiring* / *imaginative* / *addictive*. Now he wants to volunteer to help homeless people too.

8 That was one of the most *imaginative* / *embarrassing* / *complex* things I've ever seen. How is it possible to be so creative?

9 I watched a documentary about how to make glass bottles. I know it sounds boring but it was actually really *moving* / *fascinating* / *disappointing*.

FOCUS ON WORDS | Elements of a film/TV drama

6 Jake and Angela have just watched a film at the cinema. Complete their dialogue with the missing words. The definitions in brackets are given to help you.

J: What did you think of the movie, Angela? Excellent, eh?

A: Erm. Not really. The *plot* (*what happens in the story*) was really silly. For example, why did they go to the island with no food, no water and no map?

J: Because it's a film! What did you think about the [1]*acting* (*what the actors do*)? That was good. Some of the actors might even win an Oscar.

A: Well, I don't think they'll win any Oscars for the [2]*script* (*the text in a drama*). What the [3]*characters* (*people in a drama*) said was clichéd and not very realistic. But I have to say that the [4]*soundtrack* (*music during a drama*) was great. It created a very frightening atmosphere. And the [5]*special effects* (*illusions created by computers*) were also very good. The monsters on the island looked real.

J: I agree. And I think all of the [6]*costumes* (*clothes the actors wear*) were good. I thought the [7]*setting* (*the place or time of a drama*) was really original and the [8]*ending* (*how a drama finishes*) was a big surprise for me. I really enjoyed the film.

A: Really? They're showing Hitchcock's *The Birds* next week. Maybe you'd like to see a *really* good film?

REMEMBER THIS

Czasowniki *be/appear/star in a film/play/TV show* występujące po rzeczownikach *actor/actress* oznaczają jedynie występowanie (pojawienie się) w danej produkcji, natomiast czasownika *play* użyjemy, gdy chcemy powiedzieć, jaką rolę odgrywał dany aktor czy aktorka.

Porównaj:

Johnny Depp ***stars*** *in the Pirates of the Caribbean films. He* ***plays*** *a pirate called Captain Jack Sparrow.*

7 Read REMEMBER THIS. Choose the correct words.

I really like director Peter Jackson's *Hobbit* films. They are fantasy films. Martin Freeman and Ian McKellen [1]*star* / *play* in them. Martin Freeman [2]*appears* / *plays* Bilbo Baggins and Ian McKellen [3]*is* / *plays* Gandalf the wizard.

SHOW WHAT YOU'VE LEARNT

8 Choose the correct words.

Conversation 1: Owen and Billy

O: Have you seen that new animation where all of the [1]*special effects* / *characters* / *acting* are funny animals that have a secret life at night?

B: No, I haven't. Let's watch it. It sounds [2]*entertaining* / *moving* / *inspiring*.

Conversation 2: Mike and Ellie

M: I bought two DVDs for Laura for her birthday. One is a [3]*horror* / *fantasy* / *thriller* about dragons, wizards and magic.

E: What's the other one?

M: It's a [4]*romantic comedy* / *crime drama* / *period drama* about a woman who falls in love with a man from Mars. People say it's very funny.

Conversation 3: Olivia and Beth

O: Did you watch the latest episode of your favourite [5]*weather forecast* / *news bulletin* / *soap opera*? I heard it was boring.

B: I did. And it was. So after half an hour I changed channels and watched something with a better [6]*acting* / *plot* / *special effects*.

Conversation 4: Jenny and Holly

J: Let's watch that new [7]*talent show* / *chat show* / *game show* and try to answer the questions.

H: I don't watch those kinds of programmes. They're too [8]*addictive* / *engaging* / *moving* for me and then I need to watch them all.

Conversation 5: Al and Ben

A: The [9]*script* / *setting* / *acting* of this film is Birmingham in the 1960s.

B: I know. And I read in the newspaper that the [10]*script* / *plot* / *soundtrack* was written by a real ex-gangster, so how the characters speak is quite authentic.

/10

3.2 GRAMMAR

Comparative and superlative adjectives

SHOW WHAT YOU KNOW

1 Match two adjectives from the box with their opposites 1–4. There are two extra words.

confident exciting far intelligent interesting loud noisy outgoing popular sensible

1 quiet ≠ *noisy* / *loud*
2 silly ≠ *sensible* / *intelligent*
3 boring ≠ *interesting* / *exciting*
4 shy ≠ *confident* / *outgoing*

2 ★ Complete the sentences about the London museums. Write *S* for the Science Museum and *N* for the Natural History Museum.

	The Natural History Museum	The Science Museum
Number of visitors per year	3.5 million	2.7 million
Started in	1881	1857
Distance from Victoria Station	2.2 miles	2.0 miles
Distance from Buckingham Palace	1.7 miles	1.8 miles
Opening hours	10:00 a.m. – 5:50 p.m.	10:00 a.m. – 6:00 p.m.

The [a]*S* Museum is not as popular as the [b]*N* Museum.
1 The [a]*N* Museum is not as old as the [b]*S* Museum.
2 The [a]*S* Museum is not as far from Victoria Station as the [b]*N* Museum.
3 The [a]*N* Museum is not as far from Buckingham Palace as the [b]*S* Museum.
4 The [a]*N* Museum is not open as long as the [b]*S* Museum.

3 ★ Complete the sentences with the superlative form of the adjectives in brackets.

Bob Marley is probably the *greatest* (great) reggae artist of all time.
1 I think the violin makes the *most beautiful* (beautiful) sound of all the instruments.
2 The guitar is one of the *easiest* (easy) instruments to learn.
3 *Thriller* by Michael Jackson is the *most popular* (popular) album ever written.
4 The Pacific Ocean is the *biggest* (big) ocean on our planet.

4 ★★ Complete the dialogue between Kristen and James with the comparative or superlative form of the adjectives in brackets.

In the modern art museum ...
K: What do you think of the exhibition, James?
J: Yeah, great actually. It's much *better* (good) than I expected.
K: Yeah. I think it's [1]*funnier* (funny) than last year. Actually, it's the [2]*best* (good) exhibition I've ever been to. I really liked the photos of the dogs in the water.
J: Personally, I thought the giant baby sculptures were the [3]*most interesting* (interesting) thing in the exhibition.
K: I didn't see those. Where are they?
J: Go back down this corridor and they are a bit [4]*further* (far) along than the dog photos.

5 ★★ Complete the sentences with the correct form of the words in brackets. Add any other words if necessary.

Heavy metal music is *much louder than* (much / loud) jazz music.
1 *Guardians of the Galaxy II* is *just as silly as* (just / silly) the first film.
2 That film was *much more exciting than* (much / exciting) the one we saw yesterday.
3 The Apollo Theatre is *a bit further than* (a bit / far) the cinema, so we should take a bus to get there.
4 Horror films are *not as much popular as* (not / popular / as) comedy films.

SHOW WHAT YOU'VE LEARNT

6 Complete the second sentence so it has a similar meaning to the first. Use the word in capitals.

Of course, for younger listeners, rap is more popular than opera. **POPULAR**
Of course, for younger listeners, opera is *not as popular as* rap.
1 The actor is not as short as he looks in his films. **BIT**
The actor *is a bit taller* than he looks in his films.
2 Henry's poem is longer than Bethany's. **LONG**
Bethany's poem *is not as long as* Henry's.
3 I don't know anyone more intelligent than Miko. **INTELLIGENT**
Miko is the *most intelligent* girl I know.
4 The screens in Central Cinema aren't as big as the screens in Empire Cinema. **THAN**
The screens in Central Cinema *are smaller than* the screens in Empire Cinema.
5 There isn't a photograph more beautiful than the one of the snowy mountains. **BEAUTIFUL**
The photograph of the snowy mountains *is the most beautiful*.
6 It's far noisier in the library at lunchtime. **MUCH**
When it's not lunchtime, it *is much quieter* in the library.

/6

GRAMMAR: Train and Try Again page 146

3.3 LISTENING LANGUAGE PRACTICE

Auxiliaries • radio programmes • art

1 Complete the dialogue between the presenter and Katy West with the correct form of the auxiliary verbs *do*, *be* or *have*.

Extract from Students' Book recording 1.50

P: It's two thirty on Saturday afternoon, and you *are* listening to the *Culture Programme*. In this part of the programme, we invite a guest to talk about their 'Artist of the Week'. This week, we have Katy West in the studio. Katy is the Editor of *Photo Monthly Magazine*. Welcome to the *Culture Programme*.
KW: Thank you.
P: Katy, tell us about your 'Artist of the Week'.
KW: My 'Artist of the Week' is a French photographer. He takes photographs and makes them enormous. Then he pastes them in public places.
P: [1]*Does* he have a name?
KW: Ah, well, he's called JR. [...]
P: So what kind of photographs [2]*does* he take, and where can we see them?
KW: He takes black and white portraits of people and pastes them on buildings, walls and bridges. He [3]*has* had exhibitions in museums such as the Pompidou Centre in Paris, but his favourite art gallery is in the street. He wants people who [4]*don't* usually go to museums to see his work.

2 Complete the questions with the correct forms of the auxiliary verbs *be*, *do* or *have*. Match them with the answers a–e. There is one extra question.



What *is* this street artist called? *e*
1 What *is* his age? ___
2 *Does* he paint people? *c*
3 Where *does* he paint? *a*
4 What *did* he do in his home town last month? *b*
5 *Has* he worked in the United States? *d*

a He spray paints images on the walls of old buildings in public places.
b He painted a graffiti picture of a running dog on the side of the local factory.
c No, he usually creates images of animals.
d No, he hasn't.
e We don't know his identity. He wants to be anonymous.

REMEMBER BETTER

Łączenie wyrazów w grupy tematyczne za pomocą diagramu bardzo pomaga w zapamiętywaniu słownictwa.

A Complete the spider diagram with underlined words from Exercise 1 and words from the box. There are two extra words in the box.

CDs chat DJ travel black and white presenter

- Place: *studio*
- RADIO
  - People: newsreader; [1]*presenter*; [2]*guest*; [3]*DJ*
  - [4]*programme*
    - [5]*chat*; interviews
    - Type of: entertainment; music; news; factual
      - arts; [6]*culture*; food; [7]*travel*

B Draw your own spider diagram for the topic of art. Use words and phrases from this unit and add any others you know.

FOCUS ON WORDS | Art

3 Choose the correct words.

1 Good *painters* / *photographers* / *sculptors* need a wide selection of colours and brushes.
2 This *painting* / *sculpture* / *photograph* is made out of stone.
3 I like looking at pictures of people. Let's go to the *portrait* / *landscape* / *sculpture* section of the gallery.
4 Amy doesn't like *classic oil* / *modern abstract* / *black and white* paintings because she doesn't understand what they are about.
5 I love the picture that hangs in my parents' living room. It's an 18th-century *photo* / *painting* / *landscape* of a group of young children sitting in front of their house.
6 There's an exhibition of old movie posters *copied* / *taken* / *pasted* on walls and buildings in the city centre. Shall we go and see it?
7 Art *in public places* / *in an art gallery* / *at a museum* is great because everybody can see it for free – even when they walk to work. Yes, I love street art.



3.4 READING

Readers • books • film reviews • cinema • phrasal verbs

1 Read book reviews A–F. Mark them as *F* for fiction or *N* for non-fiction.

A F B N C N D F E F F N

2 Read descriptions 1–5 about people's taste in books and book reviews A–F. Decide which book would be most suitable for each person to read. There is one extra review.

1 Gareth F
2 Karen B
3 Nathan A
4 Sean E
5 Jemma D

1 Gareth, 16

I'm training to be a professional chef, so I'm very busy. When I find time to read, I like books that help me forget about my work and studies. I love reading about the real lives of successful, famous people. I'm not really into romantic stories.

2 Karen, 18

I'm a student and I don't have much time to read for pleasure. I enjoy practical books – one of my favourites is *101 Things Every Student Needs to Know*. I hate books about monsters and space.

3 Nathan, 16

I love getting lost in great stories. I enjoy reading stories about the lives, love and relationships of people from the past. I like a book to make me laugh and cry, and to show me what life was like in other countries, at other times.

4 Sean, 15

I like books where the heroes are teenagers like me. I prefer stories that don't follow the rules of the real world. My favourite books have incredible people, strange aliens and amazing events. I don't like stories with romance in them.

5 Jemma, 18

I'm studying Science, but I prefer fictional books that make me forget about the real world. When I was a little girl I used to imagine I had magic powers. I killed monsters and fought dragons – things like that. Now I'm older, I like stories that mix romance with fantasy.

A

The Great Gatsby by F. Scott Fitzgerald

The Great Gatsby is the story of rich, successful Jay Gatsby and his beautiful friend Daisy Buchanan. They live in a magical world of love, jazz and champagne in 1920s New York. There is romance and happiness, but like in many classic novels, there is also sadness and heartbreak.

B

Real Food, Real Fast by Sam Stern

Teenage chef Sam Stern introduces delicious healthy recipes which you can have on your plate in just a few minutes. This useful book is great for amateur chefs and busy students. Sam's recipes are cheap, fast and delicious.

C

Ritz Paris: Haute Cuisine

Do you want to learn to cook like a professional chef? Are you interested in the history of great French food? This is not a cookbook for the average home cook. The recipes are long and challenging, the ingredients are unusual and expensive and the food … is absolutely delicious!

D

Twilight by Stephenie Meyer

This is a fantastic story about a young student called Bella. She falls in love with Edward and then finds out he's a vampire. Vampires are usually found in stories of the past, but Stephenie Meyer's book brings them to modern America. This book will make you laugh, cry and dream of romance with vampires! We think it is a future classic.

E

Night of the Purple Moon by Scott Cramer

Scientists say a comet from deep space is passing Earth and it will make the moon purple. Teenager Abby Leigh is looking forward to watching this happen. But the comet carries a terrible secret – an alien virus that kills all the world's adults. Abby is suddenly responsible for her brother and young sister's survival in this world without adults.

F

Steve Jobs: The Exclusive Biography by Walter Isaacson

This is the life story of Apple's former boss Steve Jobs. Walter Isaacson tells us about the professional and personal life of one of modern America's most successful businessmen. We learn about Jobs' family, his loves and the ideas he had for the future of Apple before his sad death in 2011.

3 Book E is a science fiction book. Underline four more words in the review connected to this type of book. *Comet* is underlined as an example.

4 Books B and C are cookbooks. Match words from the reviews to these definitions.

an adjective; delicious — *tasty*
1 an adjective; good for you — *healthy*
2 a noun; instructions for how to make food — *recipes*
3 a noun; you eat your dinner off a … — *plate*
4 a noun; this person's job is to cook food — *chef*
5 a noun; the different foods you put together to make a meal — *ingredients*

REMEMBER BETTER

Wejdź na anglojęzyczną stronę internetową, np. www.amazon.co.uk, i znajdź dział książek. Zajrzyj do sekcji bestsellerów i przeczytaj recenzje paru pozycji z listy. Wypisz kilka przydatnych słówek z każdej recenzji. Nie przejmuj się, jeśli nie rozumiesz wszystkiego.

FOCUS ON WORDS | Books

5 Choose the correct types of book.

1 My dad reads a lot of *classic novels* / *poems* / *historical fiction* because he enjoys books from the past that are important and popular in our times.
2 Sarah and Vicky love scary stories. They both read *autobiographies* / *fairy tales* / *horror fiction*.
3 Chloe wants to join the police and be a detective. She enjoys reading *horror* / *classic* / *crime* novels about real modern-day murders and police investigations.
4 Emily is seven years old. Her mum reads *Pinocchio*, *Snow White* and other *fairy tales* / *classic novels* / *autobiographies* to her before she goes to sleep.
5 I really like *poems* / *historical fiction* / *horror fiction*. They're like music with words.
6 This *historical fiction* / *classic novel* / *crime novel* about Queen Elizabeth I falling in love with Shakespeare and going on holiday with him to Newcastle is really funny.

6 Complete the sentences with the missing words. The first letters are given.

The best *thrillers* involve complex crimes and maybe even a spy or two.
1 Andrzej Sapkowski is probably the most well-known writer of Polish **f***antasy* **n***ovels*.
2 Hannah is reading the **b***iography* of Steve Jobs. Jobs didn't write it himself but it has lots of interesting information about the life of this great man.
3 Jack has always loved **s***cience* **f***iction*. He enjoys reading about aliens, spaceships and the future.
4 Marie only reads **s***hort* **s***tories*. She says she doesn't have the patience to read anything too long.
5 The first superhero to appear in **c***omic* **b***ooks* was Mandrake the Magician. That was in 1934 – four years before Superman started saving the planet.

FOCUS ON WORDS | Cinema & Phrasal verbs

7 Read the comments on the film *Arrival*. Look at the words in bold and correct the mistakes.

8 Look at the texts again. Complete gaps A–E with the correct forms of the verbs from the box. Use the particles after the gaps to help you. There is one extra verb.

come cope dedicate give relate stand take

filmfocus.com



Arrival

by Denis Villeneuve

jellybean_21 says: Some films in the science-fiction **gender** / *genre* are very unrealistic but I thought *Arrival* seemed very real – very human. Often with this kind of film you can't *relate* to the characters but *Arrival* was completely different. Plus, I had no idea how it was going to finish! Wonderful.

comedyfan246 says: I enjoyed *Arrival*, but I think every film should have funny moments and there was nothing to laugh at in this one. I also didn't like the main character very much – the one that A*takes* on the job of talking with the aliens – even though she was played by an **1A-listed** / *A-list* actor. So, not a great film but it's OK.

LaraNYC says: I knew from the very beginning that the professor would B*give* up her job (and possibly her life!) to help the military, but the rest of the film was not easy to predict. During the film I felt scared, excited, happy and sad and I didn't expect to feel all those different emotions. A very entertaining and engaging film – not a **2blockbuster** / *blockbuster* movie but I loved it!

debsterHK says: I watched the **3trainer** / *trailer*, so I was expecting something special. Unfortunately, *Arrival* is the same as all the other sci-fi films I've seen – I thought it was very predictable and unoriginal – in other words, nothing new. For example, there's always the bad military character who is C*standing* up for the humans and too many **4computer generation images** / *computer generated images* in every scene. Boring. You also really need to D*dedicate* yourself to watching this film because it's very slow and long.

ianbSMC says: Normally I enjoy relaxing films, and I often fall asleep before the end! *Arrival* was not this kind of film. It took me to another world for two hours. A very unusual film and a very good one. Well worth the price at the **5boxing office** / *box office*. When does *Arrival 2* E*come* out?

3.5 GRAMMAR

Present Perfect with *just, already, (not) yet* and Past Simple

SHOW WHAT YOU KNOW

1 Complete with the Past Simple or Present Perfect form of the verbs. Use the words in brackets.

Did the film win (the film/win) any Oscars at the ceremony last year?

1 *Have youe ever read* (you/ever/read) a play by Shakespeare?
2 Penny *has never borrowed* (never/borrow) a book from the library.
3 *Did you know* (know) that Peter wrote a novel in 2002?
4 Megan and Sam *haven't* (not/see) the *Twilight* films, but Kim has.

2 ★ Put the words in order to make sentences.

already / has / *Star Wars – The Last Jedi* / seen / Dylan
Dylan has already seen Star Wars – The Last Jedi.

1 *Iron Man III* / Has / yet / seen / Katie
Has Katie seen Iron Man III yet?
2 *The Hobbit* / already / Carl / seen / has
Carl has already seen The Hobbit.
3 *The Hunger Games* / hasn't / yet / read / Mia
Mia hasn't read The Hunger Games yet.

3 ★ Write sentences with the Present Perfect forms of the verbs and *just*. Use the pictures to help you.



the play / finish
The play has just finished.



1 the concert / start
The concert has just started.



2 Dad / fall asleep
Dad has just fallen asleep.



3 The actor / forget what to say
The actor has just forgotten what to say.

4 ★★ Put *just, yet* or *already* in the right place (a or b) in each question or sentence.

Has the bus [a]*just* arrived outside the theatre [b]___ ? (just)

1 Elliot hasn't [a]____ listened to all the tracks on the new album [b]*yet*. (yet)
2 The scary scene has [a]*already* finished, so you can open your eyes [b]____ . (already)
3 London's newest art gallery has [a]*just* opened [b]____ . (just)
4 Max has [a]*already* read seven chapters [b]____ and it's only 10:00 a.m. (already)
5 Have you [a]____ looked at the cookbook I bought you for Christmas [b]*yet*? (yet)

5 ★★★ Complete the sentences with the Past Simple or the Present Perfect form of the verbs in brackets.

Paulina *acted* (act) in a play last Christmas. She *hasn't been* (not/be) in a film yet.

1 Magda [a]*hasn't seen* (not/see) Madonna in concert. She [b]*didn't go* (not/go) to the concert last time Madonna came to Poland.
2 Kurt [a]*went* (go) to the Underground Museum in Kraków last year. He [b]*hasn't been* (not/be) to the Warsaw Uprising Museum yet.
3 Becky [a]*has read* (read) *Game of Thrones*. She [b]*read* (read) it in 2016.
4 [a]*Have you spoken* (you/speak) to Angela yet today? Believe it or not, she [b]*won* (win) first prize in a radio competition this morning.
5 The builders [a]*started* (start) work in spring. It's November now, and they still [b]*haven't finished* (not/finish).

SHOW WHAT YOU'VE LEARNT

6 Translate the Polish parts of the sentences.

1 My mother*'s just watched* (*właśnie obejrzała*) the game show. And again she got most of the questions right.
2 Alice *has already been* (*była już*) to Hollywood five times. Her aunt lives there.
3 *Did you see* (*Czy widziałaś*) Mark at the concert last night?
4 Is our Maths homework for tomorrow difficult? I *haven't started it yet* (*jeszcze jej nie zaczęłam*).
5 *Did they go* (*Czy oni pojechali*) on their last summer holiday to Greece or to Croatia?
6 When Andy was seven, he tripped over the ball during a football match and *broke his leg* (*złamał nogę*) in three places.

/6

GRAMMAR: Train and Try Again page 146

3.6 USE OF ENGLISH

too and *not enough*

1 ★ Choose the correct answers.

1 Alison was *too lazy* / *enough lazy* / *lazy enough* to walk to the theatre.
2 Jake isn't *enough strong* / *strong enough* / *too strong* to carry the guitar.
3 I think Patrick is *insensitive enough* / *enough insensitive* / *too insensitive* to write beautiful poems.
4 Jessica speaks *too quick* / *too quickly* / *quick enough* for us to understand her easily.
5 Zakary can win the talent show *easy enough* / *easily enough* / *too easy* in my opinion.
6 I don't think we've bought *too much* / *too many* / *enough* paper for making the concert posters. Look! It's just the perfect amount.
7 Detective Andrews didn't seem to be *fast enough* / *enough fast* / *too fast* to stop the crime.
8 Marta is worried that we won't have *enough chairs* / *chairs enough* / *too many chairs* for everybody to sit down.

2 ★ Complete the sentences with *too* or *enough* and the correct form of the words in brackets.

The book is *too long* (long). I don't have much time for reading.

1 Ken's MP3 player is *not loud enough* (loud). He can't hear his music on the bus.
2 This Russian novel has *too many* (many) characters. I don't know who's who.
3 I'm *too young* (young) to remember the band Nirvana. I was born in 2001.
4 If you learn to sing *well enough* (good), you could be a famous singer one day.
5 Your telly is *too small* (small). I can't see the players on the pitch.

3 ★★ Complete the sentences with *too* or *enough* and one of the adjectives from the box. There are two extra words.

addictive boring embarrassing funny moving old popular serious

Ken Loach films are all *too serious*. I prefer more entertaining films where I can laugh and relax a bit.

1 This new *Harry Potter* book is *too addictive*. I can't stop reading it.
2 Frank doesn't like jazz music. He says it's *too boring* and it all sounds the same.
3 You're *not old enough* to watch this horror film. It's only for people over 18.
4 I loved The Kings of Leon before they became *too popular*. Now their music is more like pop than rock.
5 This romantic comedy is *not funny enough*. Can you hear anybody laughing? I can't.

4 ★★★ Complete the second sentence so it has a similar meaning to the first. Use the word in capitals.

Avatar isn't old enough to be called a classic film. **MODERN**
Avatar is too modern to be called a classic film.

1 Jemima is an elegant dancer and could join the ballet. **ENOUGH**
Jemima *dances elegantly enough* to join the ballet.
2 The chat show had more guests than was necessary in my opinion. **TOO**
The chat show had *too many guests* in my opinion.
3 I can't hear the news bulletin well because it's very quiet. **LOUD**
The news bulletin *isn't loud enough* for me to hear it well.
4 There are too few famous composers to organise a festival. **NOT**
There *are not enough famous composers* to organise a festival.
5 This sofa isn't big enough for us all to sit and watch the film. **SPACE**
There is *not enough space / too little space* on this sofa for us all to sit and watch the film.



5 ★★★ Find and correct the mistakes. There are two correct sentences.

It's ~~to~~ hot in this theatre and there aren't any windows. *too*

1 Claire hasn't got ~~money enough~~ to go to the Nick Cave concert. *enough money*
2 It's not ~~cold~~ enough to watch the opera in the park event today. *warm / hot*
3 The sculpture is too large to go in our living room. *correct*
4 The band didn't sell ~~many~~ enough CDs for them to become famous. ____
5 James read the poem too quickly for it to sound really beautiful. *correct*
6 This painting is too expensive ~~enough~~ for Thomas to buy. ____

3.7 WRITING

An informal email

1 Complete the phrases in Polly's email. The first letters are given.

Dear Jean,

How are t**h**ings **w**ith you? [1]**T**hanks very much **f**or the photos. I've put some of them in frames and they look great in the living room.
[2]**I m**ust tell you **a**bout London. Dave and I went to see his uncle last weekend and we had a fantastic time. We went on the London Eye – the views were amazing. His uncle also took us for sushi – delicious.
[3]It's a **s**hame you lost your phone. Have you got all your friends' numbers again yet? I sent an email with mine. We are having a birthday party for Alex next month. He's going to be 18. [4]**W**ould you like to **c**ome? It's on the 21st.
[5]I must be **g**oing now. [6]**H**ope to **s**ee you soon.

Love,
Polly

2 Read Polly's email again and match sentences 1–6 to the parts below.

A	starting an email	How are things with you?
B	expressing sympathy	It's a shame you lost your phone.
C	inviting somebody	Would you like to come?
D	giving recent news	I must tell you about London.
E	closing an email	I must be going now. / Hope to see you soon.
F	thanking somebody	Thanks very much for the photos.

3 Put the phrases in order. Then match them to parts B–F in Exercise 2.

well. / I / you / are / hope — I hope you are well. — A
1 make / hope / can / you / I / it. — I hope you can make it. — C
2 seeing / forward / you ... / Look / to — Look forward to seeing you — E
3 from ... / just / back / come / I've — I've just come back from ... — D
4 That's / for / now. / all — That's all for now. — E
5 was / It / kind / you / me ... / to / of / very / send — It was very kind of you to send me ... — F
6 hear / that ... / to / I'm / sorry — I'm sorry to hear that ... — B

4 Complete the sentences with the missing words. The first and last letters are given.

In f a c t, I've never seen any of the *Star Wars* films.
1 I must **a** d m i **t**, I didn't enjoy the visit to the museum very much.
2 **I** n c i d e n t a l l **y**, I'll remember to bring your CD with me.
3 **W** e l **l**, I have to go now. Speak again soon!
4 I have to **s** a **y** that I loved the concert. Thank you again for inviting me.
5 By the **w** a **y**, I hope you're not studying too hard!
6 **A** n y w a **y**, I must get back to my homework.
7 **A** c t u a l l **y**, there's an exhibition of paintings inspired by famous places and it's coming to town soon.
8 It's a **s** h a m **e** that you can't visit us this summer. We were really looking forward to it.
9 It **w** o u l **d** be fantastic to play in one team again – we used to play so well together.
10 **T** h a t **'s** all for now. I'll write to you again next week. Take care.

5 Choose the correct answers.

Hi Jerry,

[1]__ with you? Thanks for your last email. It's a shame you didn't enjoy the latest *Star Trek* film. I saw it yesterday and [2]__ it was the most gripping film I've seen for a long time. [3]__, I thought it was far better than the last one. [4]__, I must tell you about the fantasy and science fiction exhibition coming to my town next month. Me and some friends are thinking of going. Do you want to come? You can stay at my place. I'm sure my parents would love to see you again. [5]__, I must be going now. I have to do some shopping because I'm cooking dinner tonight. Speak soon!

Sam

PS [6]__ – when's your birthday? I know it's soon but I can't remember exactly. I've got a great idea for a present!

1 (A) How are things / C How is it / B What is it
2 (A) I have to say / C well / B anyway
3 A I almost forgot / (C) In fact / B Incidentally
4 A Well / C Actually / (B) By the way
5 A Actually / C Incidentally / (B) Anyway
6 A I must admit / (C) I almost forgot / B I have to say

6 Read the task below. Then read the email and put the adjectives in brackets in the correct comparative or superlative form.

Your American friend has sent you an email. He asks if you liked the book that he bought you for your birthday and if you have seen any good films recently. He also informs you that he didn't get the job in the art gallery that he wanted. Write an email of about 80–130 words. Include and develop these points:
- Thank him for the book and tell him your opinion of it.
- Tell him how you won cinema tickets in a radio competition.
- Tell him which film you saw and what you thought of it.
- Express sympathy for him about not getting the job he wanted.

Hi Gregg,

Thanks for the book. It's [1]*the most gripping* (gripping) [A]*short story / fantasy novel / fairy tale* I've ever read. It's also [2]*the longest* (long). 955 pages!!
Guess what? Last week I won a quiz on a radio [B]*game / chat / talent* show and the prize was some cinema tickets. I used the tickets yesterday and watched [3]*the latest* (late) *Star Wars* film. I have to say, it's [4]*the most disappointing* (disappointing) [C]*science fiction / comedy / thriller* film I've seen and I usually love this [D]*genre / script / character*. It's a bit [5]*slower* (slow) than the other films in the series and the [E]*plot / special effects / costume* is far [6]*worse* (bad) than the other episodes.
It's a shame that you didn't get the job. I'm sure you'll find a much [7]*better* (good) one than that soon.
Well, that's all for now. Thanks again for [8]*the most wonderful* (wonderful) present I've ever had!

Bye 4 now,
Philip



7 Choose the correct words or phrases in italics to complete the email.

SHOW WHAT YOU'VE LEARNT

8 Otrzymałeś/Otrzymałaś e-maila od kolegi, którego poznałeś/poznałaś na obozie letnim we Francji. W e-mailu znalazły się filmiki z obozu nakręcone komórką oraz wiadomość o tym, że niestety nie wygrał międzyszkolnego konkursu fotograficznego, na co bardzo liczył. Wyślij mu wiadomość zwrotną (80–130 słów), w której:
- podziękujesz za filmiki i poinformujesz kolegę, który z nich jest twoim zdaniem najzabawniejszy,
- napiszesz, co się ostatnio zdarzyło w twoim życiu,
- wyrazisz żal z powodu niepowodzenia kolegi i pocieszysz go,
- zaprosisz go do Polski i napiszesz, co moglibyście razem robić.



SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Mój nieformalny e-mail:

- otwiera przyjazny zwrot, np. *Dear Richard* lub *Hi Jean*, ☐
- uwzględnia wszystkie informacje wymienione w punktach pod poleceniem do zadania, np. podziękowanie, przedstawienie najnowszych wieści, wyrażenie współczucia, zaproszenie, ☐
- uwzględnia formy skrócone (np. *I'm / aren't / that's*) i może też zawierać emotikony (☺) oraz skróty (*info / CU / gr8*), choć nie za wiele, ☐
- kończy odpowiedni zwrot, np. *That's all for now / I must be going now*, ☐
- zamyka przyjazny zwrot pożegnalny, np. *Look forward to seeing you next week / Hope to see you soon*, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 80–130 słów, ☐
- został starannie i czytelnie napisany. ☐

3.8 SPEAKING

Describing a photo

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Beginning a description	**Początek opisu**
In this photo, I can see .../ there is .../there are ...	Na tym zdjęciu widzę... / znajduje się... / znajdują się...
This photo shows ...	Na zdjęciu widać...
Saying where (place)	**Określanie miejsca**
There are ... so I think they're in a bookshop/art gallery/at a concert, etc.	Znajdują się (tam)..., więc myślę, że oni są w księgarni / galerii sztuki / na koncercie itd.
Saying where (in the photo)	**Określanie położenia (na zdjęciu)**
in the background/in the middle/in the foreground	w tle (na drugim planie) / pośrodku / na pierwszym planie
on the left/on the right	po lewej stronie / po prawej stronie
in front of/behind/next to	przed / za / obok
Speculating	**Przypuszczanie**
He/She looks shy/bored/ tired, etc.	Wygląda na nieśmiałego/ nieśmiałą / znudzonego/ znudzoną / zmęczonego/ zmęczoną itd.
She's probably ...	(Ona) jest prawdopodobnie...
Perhaps/Maybe/I imagine/I'm sure ...	Może / Być może / Wyobrażam sobie, że... / Jestem pewien/pewna, że...
Giving your opinion	**Wyrażanie własnego zdania**
I think .../I don't think .../ Personally, .../In my opinion, ...	Myślę, że... / Nie sądzę, że... / Moim zdaniem...

1 Complete the descriptions with adjectives from the box. There are two extra words.

empty famous miserable noisy proud quiet shy tired

I think this man in the foreground has won first prize. He has a medal and he looks very *proud*.

1 They are standing in a forest and there is nobody else there. It's a very *quiet* place. I imagine there is only the sound of the wind in the trees.
2 There is nobody in the restaurant. It's completely *empty*. The waiter has nothing to do and he looks bored.
3 She's sitting next to this handsome guy, but she looks very uncomfortable and her face is red. Perhaps she's *shy* and she doesn't know what to say.
4 They have just finished running a race I think, so they probably feel very *tired*.
5 It looks cold and wet. I don't think the family sitting on the beach are enjoying their day out. They all look really *miserable*.

2 Put the words in order to make phrases. Then complete the descriptions.

shows / a / This / classroom / photo

This photo shows a classroom. The children are young and it looks noisy.

1 of / photo, / can / I / this / In / see / lots / photographers

In this photo, I can see lots of photographers. They are all trying to take a picture of this lady.

2 in / I / so / think / he's

There are books everywhere, *so I think he's in* a library, or maybe a bookshop.

3 nurse / middle / the / in / The

The nurse in the middle looks very friendly.

4 so / looks / He / perhaps / smart / very

He looks very smart so perhaps it is a job interview.

5 my / In / opinion

In my opinion, shopping is a boring way to spend your time.

REMEMBER THIS

+ I think he's in a bookshop.

– I don't think he's in a library.

~~*I think he isn't in a library.*~~

3 Complete the description of the photo with the words and phrases from the box. There are two extra items.

happy I imagine In the middle looks next to On the left Personally so I think They are ~~This photo shows~~

This photo shows people watching a film at the cinema. There are children in the audience [1]*so I think* it's a family film. In the foreground there is a family. [2]*On the left* there is a man holding a drink. He's probably the dad. [3]*In the middle* is a little boy. He [4]*looks* about six or seven years old. His mum is sitting [5]*next to* him.
They all look really [6]*happy*. They are laughing, so [7]*I imagine* they're watching a comedy.



3.9 VIDEO AND VLOG WORKSHEET

BBC The Musketeers



Before you watch

1 SPEAKING What do you know about the Four Musketeers? Discuss. Then read the sentences and choose the correct option.

1 They are *French* / *Spanish* characters in a book by Alexandre Dumas.
2 Dumas' book is a historical adventure story set in *19th* / *17th* century Paris.
3 The Musketeers work for the royal court and their job is to *protect* / *capture* Queen Anne.

While you watch

2 11 SPEAKING Watch the video without sound. What is happening? Guess the answers to the questions and compare your ideas with a partner.

1 Why do they stop at this place?
2 What does Queen Anne do?
3 How do the Musketeers feel about the food?
4 Why do they set off so suddenly?

3 11 Watch the video with sound and check your ideas in Exercise 2.

Answer key – WB page 155

4 11 Complete the dialogues. Then watch the video again and check your answers.

1 M: There's been no sign of them for an hour now. We're safe for a while.
M: The Queen needs to [1]*rest*.
2 Q: Can I help?
M: Rest while you can, Your Majesty.
Q: No, I'd like to be [2]*useful*. Really.
M: In that case, can you gut a fish?
3 M: Delicious, Your Majesty.
Q: It's the first time I've ever cooked.
M: That's hard to [3]*believe*.
Q: Would you like [4]*another*?
M: Thank you but I'm full.
4 M: I'm tired of [5]*running* away. Perhaps we should be the ones doing the chasing.
5 M: The Queen's [6]*safety* is paramount. We can't risk it by making a stand.

5 Complete a summary of the scene using words from Exercise 4 in the correct form.

Queen Anne's [1]*safety* is at risk. The Musketeers must take her back to the royal palace in Paris. In this scene, they stop so that the Queen can [2]*rest*. The Queen wants to be [3]*useful* and so she cooks fish for the Musketeers. However, the food is disgusting and the men politely refuse to eat [4]*another* portion after they tasted it. Suddenly Athos hears horses in the distance and they prepare to leave. Athos and Porthos have a disagreement – Porthos doesn't want to [5]*run* away but Athos [6]*believes* that the Queen's life is more important than fighting.

After you watch

6 SPEAKING Discuss the questions.

1 Would you like to watch more episodes of *The Musketeers*? Why?/Why not?
2 What kind of TV series do you like watching?
3 What is the best TV series you've ever watched?

FOCUS VLOG London attractions

1 SPEAKING Imagine you can have a day out in London. Discuss the activities you would and wouldn't like to do.

visit the Science Museum
see a musical
go to Notting Hill Carnival
go shopping
go on a boat trip
visit Buckingham Palace
go on the London Eye

2 14 Watch Oliver, Ella and Chelsea answering the questions below. Which of the things in Exercise 1 do they mention?

1 Have you done anything interesting in London recently?
2 What did you like about it? *Answer key – WB page 155*

3 14 Watch again and answer questions 1–3.

1 Who enjoyed a massive party with different kinds of people? *Ella*
2 Who loved the general atmosphere in the theatre? *Chelsea*
3 Who thought the costumes and songs in the show were good? *Oliver*

4 SPEAKING Have you done anything interesting in your city recently? What did you do and what did you like about it?

3.10 SELF-CHECK

VOCABULARY AND GRAMMAR

1 Complete the sentences with the correct words. The first and last letters are given.

Paul loves art. I think he should become a p*ainte*r.
1 Matt says **m**usical**s** like *La La Land* are silly because people in the real world don't sing and dance when they speak.
2 Oh no! There's been another earthquake in Mexico. It's on all the **n**ew**s** **b**ulletin**s** at the moment.
3 My favourite **c**ookin**g** **p**rogramm**e** was on TV this morning. It showed us how to make Polish doughnuts with rose marmalade.
4 At the art gallery Ben liked the paintings of nature best, but I liked the **p**ortrait**s**. I love paintings of real people.
5 Stephen King's books are usually so **g**rippin**g** that they are hard to stop reading once you start them.

/5

2 Choose the correct answers.

The Da Vinci Code is just one of many of Dan Brown's excellent (*thrillers*) / *biographies* / *classic novels*.
1 Jackson Pollock's *classic oil paintings* / *modern abstract paintings* / *street art* were very controversial and many people said his art looked like pictures by children.
2 I wouldn't like to be a(n) *A-list* / *genre* / *blockbuster* actor. You have no private life.
3 Some fairy *stories* / *tales* / *novels* are really scary. In fact, quite a lot of the famous ones have witches or monsters in them.
4 Gavin thought the *plot* / *script* / *setting* of the film was very original – especially the end which was a complete surprise for him.
5 Johnny Depp is my favourite actor. His new film comes *on* / *up* / *out* soon and I'm really excited.

/5

3 Complete the sentences with words from the box. There are two extra items.

box office	comic books	costumes	documentary
horrors	photographer	sculpture	special effects

The *special effects* in this science fiction film are amazing.
1 Fiona's uncle was a *photographer*. He took pictures of some of the biggest stars in the 60s.
2 My grandpa has had a very interesting life. He worked as a fashion designer for some years and then he got a job making *costumes* for films.
3 Peter will collect the cinema tickets from the *box office* this afternoon.
4 Bob has a large collection of *comic books*. He has some with Superman and Batman from the 1960s.
5 There's an interesting *documentary* on telly tomorrow. It's about the life of the artist Claude Monet.

/5

4 Choose the correct words.

Tomorrow will be as cold *than* / (*as*) / *with* today.
1 Hollywood is *bit* / *far* / *just* hotter than London at this time of year.
2 Ola is not *fit* / *fitter* / *fittest* than Sandra. They both finished the marathon.
3 The *far* / *further* / *furthest* Leo has ever swum is 2.5 kilometres.
4 I think a hot bath is *most* / *more* / *as* relaxing than watching TV.
5 That was *as* / *the* / *than* most entertaining film I've seen in ages.

/5

5 Complete the sentences with the Present Perfect form of the verbs in brackets. Choose one of the time expressions and put it in the correct place in the sentence.

I*'ve already found* (find) a suitable birthday present for Emily ____ . (already/yet)
1 I*'ve just finished* (finished) a new poem. Would you like to be the first person to hear it ____ ? (just/yet)
2 Eileen *has already seen* (see) the new James Bond film ____ . (already/yet)
3 *Has* Rosa *looked* (look) at a travel guide for Spain *yet*? (already/yet)
4 Mum*'s already paid* (pay) for the theatre tickets. I gave her the money back last week ____ . (already/just)
5 We *haven't met* (not/meet) any of the other guests *yet*. We only arrived at the party two minutes ago. (just/yet)

/5

6 Complete each pair of sentences with the same answer A–C.

My favourite types of books are historical ___ .
Blade Runner is a classic science ___ film.
A books B stories (C) fiction
1 This new ___ is much better than my last one.
Too many films are all just ___ generated images nowadays.
A photo (B) computer C animation
2 Tony gave ___ his job in a supermarket to play in a band.
Don't let Adam tell you what to do. Stand ___ for yourself.
A out B in (C) up
3 We ___ just come back from a very loud concert and I still can't hear very well.
Does he ___ any books about the history of football?
A had (B) have C has
4 The exhibition is ___ next week, so we should go this weekend.
You'll never guess the ___ to this thriller.
(A) ending B finishing C setting
5 Chris is the same age ___ me.
History is not as difficult ___ Maths.
A than B like (C) as

/5

Total /30

USE OF ENGLISH

7 Choose the correct answers A–C.



Ealing Film Studios

Ealing Studios is a A and television production company in west London. It may not be as well-known [1]__ Hollywood but it started making films in 1902. In fact, it is the [2]__ working film studio in the world.

The studio became famous for making a series of films called the Ealing [3]__ and they made people laugh in cinemas around the world. They [4]__ seventeen of these highly successful films between 1947 and 1958.

From 1955 to 1995 the BBC owned the company. Although the studio is now not theirs, they have continued to make TV shows at Ealing. In fact, they [5]__ making the final season of the very popular period drama *Downtown Abbey* there.

	(A) film	B show	C setting
1	(A) as	B than	C like
2	A old	B older	(C) oldest
3	(A) comedies	B horrors	C thrillers
4	(A) made	B have made	C were making
5	A just finished	(B) have just finished	C just finish

/5

8 Complete the sentences with the correct form of the word in brackets.

Have you seen the weather *forecast* (CAST) today? Is it going to rain?
1 I've just seen the *trailer* (TRAIL) for the new film by Oliver Stone. It looks excellent!
2 Amy wants to be a *sculptor* (SCULPT) when she finishes art school.
3 My mum bought me the CD of the *soundtrack* (TRACK) of the *La La Land* musical. How embarrassing!
4 Lewis can't paint *landscapes* (LAND), so he only does portraits of people.
5 I could never be an artist. I'm not *imaginative* (IMAGINE) enough.

/5

9 Choose the correct answers A–C to replace the underlined part of the sentence.

This film is not as funny as it should be to be a called a romantic 'comedy'.
A not much fun
B not too funny
(C) not funny enough

1 I like British sitcoms best because I can relate to the characters.
(A) understand
B feel like
C follow

2 There are not enough travel shows on TV in my opinion.
A not any
(B) not many
C too many

3 There are not too many tickets left. We should buy them now.
A any
(B) many
C enough

4 Game shows are much more entertaining than reality TV shows.
A not as entertaining as
B a bit more entertaining than
(C) far more entertaining than

5 Thrillers are far more complex than horror films.
(A) much more complex than
B more complex than
C a bit more complex than

/5

10 Complete the sentences with the words in brackets in the correct form. Do not change the order of the words. You may need to add words. Use no more than six words in each gap.

Don't tell me how the film ends! I *haven't seen the film* (not / see / film) yet.
1 *Now You See Me 2* is *far worse* (far / bad) than the first film.
2 We are *much earlier than* (much / early) we need to be. Let's buy a drink and some popcorn.
3 Karen is *just as excited as* (just / excite / as) I am about the Adele concert.
4 Harry *has just finished* (just / finish) season 2 of *Game of Thrones*.
5 Brad Pitt is *a much better actor than* (much / good / actor) Tom Cruise!

/5

Total /20

4 Home sweet home

4.1 VOCABULARY

Describing houses • inside a house • *make and do*

SHOW WHAT YOU KNOW

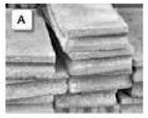
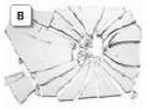
1 Choose the odd one out in each group of four words.

	table	oven	dishwasher	desk
1	shower	coffee table	armchair	sofa
2	lamp	rug	microwave	bed
3	bath	dining table	washbasin	toilet
4	kitchen	living room	plant	bedroom
5	chair	bathroom	study	hall

FOCUS ON WORDS | Describing houses

2 Match the words from the box to pictures A–L.

bungalow concrete cottage glass
housing estate semi-detached house
stone suburbs terraced house
the countryside wood village

Material	Houses	Location
A  concrete	E  bungalow	I  suburbs
B  glass	F  cottage	J  the countryside
C  stone	G  semi-detached house	K  housing estate
D  wood	H  terraced house	L  village

3 Complete the information on the website. The first and last letters are given.

HouseProperties

Home | Search | Hot | Contact

This week's Hot Homes
See our list of the top five houses / flats for sale

22 Greenways Road – This is a lovely **s**emi-**d**etache**d** house, with neighbours on the south side only. Greenways Road is in the quiet [1]**s**uburb**s** of the city, and good transport links get you to the historic centre in only 15 minutes. More →

78 Darrington Avenue – This small [2]**t**erraced house (quiet neighbours on both sides) is made of red [3]**b**rick and has a private garden at the back and a real fire in the living room – very [4]**c**os**y** on cold winter nights! More →

8 Denholme Street – This 300-year-old stone [5]**c**ottage is very near the [6]**s**ea and has wonderful views across the water. It also comes with a few nice surprises: there's a study downstairs in the [7]**b**asement and a small guest bedroom on the second [8]**f**loor. More →

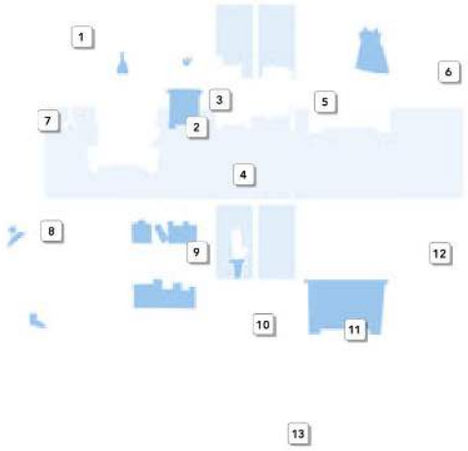
Oak House, Long Lane – A large and very [9]**s**pacious home (8 big rooms!) in a small, friendly [10]**v**illage only 30 miles from London. This [11]**d**etache**d** house has large gardens all round. Built in the1800s, this is a very [12]**t**raditiona**l** English home. More →

128/14 Ivy Close – These new [13]**f**lats (seven in each building) are very [14]**m**oder**n** and have hi-tech kitchens and bathrooms. The kitchen, living room and dining room are [15]**o**pe**n** plan, so there's one very big living space. Ivy Close is right in the city [16]**c**entre, close to shops and offices, so it's perfect for young professionals. More →

FOCUS ON WORDS | Inside a house

4 Match the numbers in the picture to the words in the box. There are three extra items.

(7) bedside table (9) bookcase (13) carpet
(11) chest of drawers ( ) cooker (2) cupboard
(3) desk ( ) fridge (8) front door ( ) kitchen sink
(6) ladder (10) radiator (1) shelves (12) stairs
(5) wardrobe (4) wooden floor



In which room do the three extra items go?
The *kitchen: cooker, fridge, kitchen sink*

FOCUS ON WORDS | *make and do*

5 Choose *make* or *do* to complete the sentences.

1 Gordon's food is delicious, but he always [a]*does* / *makes* a mess in the kitchen when he [b]*does* / *makes* the cooking.
2 When Mum and Dad [a]*do* / *make* the housework, they [b]*do* / *make* a lot of noise, and I can't concentrate on my homework.
3 Helen never [a]*does* / *makes* the shopping on Saturdays. She prefers to [b]*do* / *make* the gardening if the weather is nice.
4 I would like to *do* / *make* a complaint about this meal. My burger is cold and my cola is warm.
5 Katy, I want you to [a]*do* / *make* your bed while I [b]*do* / *make* dinner.
6 Which would you prefer – [a]*doing* / *making* the ironing or [b]*doing* / *making* the washing-up?
7 Right! I've [a]*done* / *made* a decision. I'm going to [b]*do* / *make* my homework now and then clean my room.
8 Do you *do* / *make* your own washing? My mum still washes all of my clothes.

REMEMBER THIS

stay at home = zostać w domu **leave home** = wyjść z domu
go home = iść do domu **get home** = przyjść do domu

6 Read REMEMBER THIS. Complete the sentences with the phrases in bold.

Tomorrow, I need to *leave* home at 6 a.m. My flight is at 8:15 a.m. and it takes about half an hour to get to the airport.
1 Kim doesn't feel like going out, so we are going to *stay* at home and watch a film.
2 It's 11:00 p.m. and you have to be up early tomorrow – I think you should *go* home and get some sleep.
3 I'm hungry, Alex. When we *get* home, I'll start cooking dinner straight away, OK?

REMEMBER BETTER

Aby lepiej zapamiętać kolokacje ze słowem *home*, użyj ich w zdaniach opisujących twój typowy dzień lub weekend.

Complete the sentences with personal information.

On school days, I leave home at *7.30 a.m.* (time).
1 After school, I usually go home by _____ (means of transport).
2 On weekdays, I usually get home at _____ (time).
3 Sometimes I go out at the weekend, but sometimes I just enjoy staying at home and _____ (activity).

SHOW WHAT YOU'VE LEARNT

7 Choose the correct words.

1 My grandma chose a *terraced house* / *bungalow* / *detached house* because this type of house is all on the ground floor and doesn't have stairs.
2 Diana keeps all of her clothes in an antique *cupboard* / *desk* / *wardrobe* next to her bed.
3 Grandad built his own house out of *wood* / *concrete* / *stone* from trees in the local forest.
4 A greenhouse is a building where you grow plants. It is made of *metal* / *brick* / *glass* so that the light and heat from the sun can get in easily.
5 Sue has a flat *on the top floor* / *on the ground floor* / *in the basement* of her building. You can see the whole town from her living room window.
6 I wonder how long it will take to build this red *concrete* / *brick* / *stone* wall – probably a couple of months.
7 Kevin, the washing is dry and it's your turn to *do the shopping* / *do the cooking* / *do the ironing*. Dad needs a shirt and a pair of trousers for work tomorrow.
8 No, leave the plates, please! You made dinner, so I'll *do the gardening* / *do the washing* / *do the washing-up*.
9 Sssh. Don't *make a complaint* / *make a mess* / *make a noise*. The baby is sleeping.
10 Thomas's flat is always cold because the *ladders* / *radiators* / *fridges* don't work.

/10

4.2 GRAMMAR

Present Perfect with *for* and *since*

SHOW WHAT YOU KNOW

1 Decide if the underlined part of each sentence describes a *point in time* or *period of time*.

I was born in 1997. point/period
The film was two hours long. point/period
1 I like living in the city, so a week in the country is long enough. point/period
2 Sasha moved into her flat in 2017. point/period
3 It took us 3 days to paint the walls in my bedroom. point/period
4 Zara finished her homework at 6:00 p.m. point/period
5 The village is 375 years old. point/period
6 My parents bought the house when they got married. point/period

2 ★ Choose the correct words.

1 Luke has lived in this cottage *for* / since he was three years old.
2 I haven't done the washing for / *since* two weeks. I have no clean clothes.
3 We have wanted to live in a village near the sea for / *since* so many years!
4 Annie has been in bed *for* / since yesterday morning. She's really sick.
5 People have built houses in this area for / *since* thousands of years.
6 My brother hasn't had a bath for / *since* at least six months. He prefers the shower.
7 They've had a wood-burner for / *since* about three years but now they want to change it because it's not good for their health.
8 The pasta has been in the cupboard *for* / since we moved into this flat four years ago.
9 Dad hasn't cut the grass *for* / since he lost the key to the shed.

3 ★★ Complete the sentences with the Present Perfect form of the verbs in brackets and *for* or *since*.

Kevin's in his room, but he *hasn't made* (not/make) a noise *since* one o'clock. Do you think he's OK?
1 We [a]*'ve had* (have) this pizza in our fridge [b]*for* two weeks.
2 Harry [a]*'s written* (write) lots of miserable poems [b]*since* he stopped seeing Ellen.
3 Chloe [a]*hasn't made* (not/make) her bed [b]*for* three days.
4 Lewis and Oliver [a]*have played* (play) for the school football team [b]*for* two years.
5 [a]*Since* last month, there [b]*'s been* (be) a market in the city centre.

4 ★★★ Use the words in brackets to complete the questions and answers in the Present Perfect. Add *for* or *since*.

Q: How long *have you lived* (you/live) in London?
A: We*'ve lived in London for* 5 years.
1 Q: How long [a]*has Olivia wanted* (Olivia/want) to be an architect?
A: Oh, Olivia [b]*'s wanted to be an architect since* she visited Barcelona.
2 Q: How long [a]*have your parents been* (your parents/be) married?
A: I don't really know, but they [b]*'ve been married for* a long time.
3 Q: How long [a]*has Alice known Samuel* (Alice/know) Samuel?
A: She [b]*'s known him since* they started school together.
4 Q: How long [a]*has your sister had* (your sister/have) long hair?
A: She [b]*'s had long hair for* at least six months.

SHOW WHAT YOU'VE LEARNT

5 Use the information in brackets to write Present Perfect sentences. Use *for* or *since* if necessary.

I*'ve been passionate about poetry for* (be/passionate about poetry) three years.
1 I *haven't been to school for* (not/be/to school) two weeks.
2 Molly *hasn't read a good book since* (not/read/a good book) last year.
3 How long *has Polly been busy* (Polly/be busy) in the kitchen?
4 The World Wide Web*'s existed since* (exist) 1989.
5 Lauren *hasn't seen Oliver for* (not/see/Oliver) four days.
6 How long *have your grandparents lived* (your grandparents/live) in a bungalow?

/6

GRAMMAR: Train and Try Again page 147

4.3 LISTENING LANGUAGE PRACTICE

Verb-noun collocations
• phrasal verbs

1 Read what Speaker 1 says about his/her family. Choose the correct verbs to complete the collocations.

Extract from Students' Book recording 2.12

S1: I *have* / *am* / *do* a big family – there are seven of us in this house, and we're all very noisy people. It's okay when you're feeling sociable, but sometimes I want to [2]*have* / *be* / *spend* on my own and have some quiet time. So I [3]*shut* / *open* / *enter* my bedroom door, [4]*do* / *listen* / *put* my headphones on and listen to music or [5]*chat* / *see* / *spend* with my friends. I have a sign on the door that says 'Keep Out' and it's not just for my parents. My brothers and sisters [6]*do* / *are* / *have* not welcome either. My room is a calm place for me to get away from other people.

2 Complete what Speaker 3 says about his/her room with the verbs from the box. There are two extra verbs.

decorate have make painted played showed write

Extract from Students' Book recording 2.12

S3: I think my room reflects my personality. My parents let me *decorate* it in my favourite colour, so I [1]*painted* the walls black and put different coloured lights everywhere. I love making things – I use my room as a kind of studio. I paint and [2]*write* music lyrics. On my computer, I [3]*make* music mixes and create light shows to go with them. It's awesome. When my friends [4]*have* a party, they always ask me to do the music.

3 Complete gaps 1–4 on the word maps with the verbs from the box. There are two extra verbs. Then complete gaps a–d with underlined words from the recording extracts.

chat listen ~~paint~~ play put shut write

paint → *the walls* / a picture
1 *write* → [a]*music lyrics* / a blog
2 *shut* → [b]*my bedroom door* / the window
3 *put* → [c]*my headphones on* / a sign on your door
4 *chat* → [d]*with my friends* / about school

REMEMBER BETTER

Rozpisuj kolokacje rzeczowników z czasownikami za pomocą diagramów. Dzięki takiej wizualizacji będziesz je lepiej pamiętać.

Add three more items to the word maps for *play* and *listen to*.

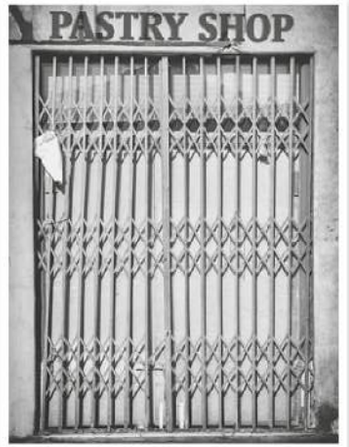
1 play → together / computer games / *music* / a ___ / b ___ / c ___
2 listen to → my MP3 player / your parents / music / d ___ / e ___ / f ___

FOCUS ON WORDS | Phrasal verbs

4 Complete the sentences with the correct prepositions.

from in x2 out ~~on~~ round

Caleb has taken *on* a job near the sea, so we won't see him so often now.
1 That's Sarah at the door. Can you let her *in*? I'm busy cooking in the kitchen.
2 Matt always comes *round* on Fridays and we play computer games.
3 My mum wants to move to the countryside to get away *from* the noise of the big city.
4 Adam has decided to stay *in* tonight and watch the match on telly.
5 James's father has replaced the front door on their shop with a big metal one. He hopes it will keep *out* criminals.



4.4 READING

W.J. Cavendish-Scott-Bentinck
- landscape features
- describing places
- collocations

1 Read the text quickly and choose the best title.

1 England's Shyest Man ☐
2 England's Most Unusual Duke ☑
3 England's Strangest House ☐



W.J. Cavendish-Scott-Bentinck, the fifth Duke* of Portland, was a very wealthy and very odd Englishman. He was born in 1800 and lived to be nearly 80 years old. The Duke was a successful businessman with lots of money and an amazing home, but he was not an average aristocrat.

The first unusual thing about him was his choice of clothes. [1]E He also liked wearing wigs*, and pieces of material tied around his ankles (nobody knows why!).

Another unusual thing about him was his incredible shyness. He lived in a huge house called Welbeck Abbey, but spent most of his time in just one or two of the rooms. He had many servants*, but he was too shy to talk to them. [2]A If servants did meet him anywhere in the house or garden, they had to stand completely still, say nothing, and look down at the ground until he was gone. Inside Welbeck Abbey, there was a mini-railway and, to avoid any face-to-face contact, the servants from the kitchen used to send meals to his room on the mini-train.

As well as this unusual form of transport, there were many other amazing things in the Duke's house. [3]F Also underground*, he built many tunnels and used them to move around his giant house and garden without seeing anyone. One of the tunnels went all the way from Welbeck Abbey to the nearby town of Worksop – almost 3 km away! Welbeck Abbey wasn't the Duke's only home. [4]B He didn't build this one though; the Duke's grandfather won it in a game of cards! In total, nearly 1,500 people worked for W.J. Cavendish-Scott-Bentinck. Sometimes he was a moody and unusual boss, but at other times he was very kind. [5]D He also built a boating lake, an area for ice-skating and a horse-riding school for his servants to use. The horse-riding school had a glass roof over 100 metres long!

When the Duke died in 1879, his relatives found that most of the rooms in his house had no furniture and the walls were all pink. In one room, there was only a toilet – nothing else at all! In another room were hundreds of green boxes, and in each one there was a dark brown wig. Nobody knows how many of them he actually wore.



GLOSSARY

duke *(n)* – a very important English aristocrat; książę
wig *(n)* – false hair worn on the head; peruka
servant *(n)* – in the past, people paid servants to cook and clean, etc. for them; służący
underground *(adj, adv)* – below the ground, e.g. you can leave your car in the underground car park; rabbits live underground; podziemny, pod ziemią

2 Read the text again. Complete gaps 1–5 with sentences A–F. There is one extra sentence.

A Instead, he communicated with them by ringing a bell and leaving notes in special boxes.
B He had another beautiful house in London and sometimes stayed there.
C A third unusual thing about him was that he hated all kinds of dancing.
D For example, he gave each servant an umbrella and bought horses for them to ride through the gardens and in the tunnels under his house.
E He often wore two or more coats at the same time and a very strange hat – it was nearly a metre tall.
F For instance, he built an underground ballroom with space for 2,000 guests, but he never used it because he was too shy to invite anyone.

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

1 What was unusual about the Duke's hat?
2 Why did he write notes to his servants?
3 How did his servants deliver his food?
4 Why were there underground tunnels in the house?
5 How did the Duke's grandfather get the house in London?
6 How long was the roof of the riding school?

Answer key – WB page 155

FOCUS ON WORDS | Landscape features

4 Complete the sentences with the correct word or phrase from the box.

cave crater island rainforest ruins rocks stilts tree house turquoise oceans volcano

Aitken Basin is the largest *crater* on the moon. It's 2,500 km wide and 12 km deep.

1 I fell out of a *tree house* in my garden when I was younger and broke my arm.
2 In some countries they build houses on *stilts* to protect them from floods and help keep dangerous snakes out of the home.
3 Europe's largest *rainforest* is actually in South America in French-owned Guiana! It is home to over 1,000 animal species and 5,625 types of plant.
4 Mauna Loa, Hawaii, is the world's largest *volcano* – it's also one of the most active. There have been 33 eruptions since 1843.
5 The *ruins* of Machu Picchu are one of the most famous historical places in the world.
6 If you like *turquoise oceans*, you should visit the Maldives where you can swim in some of the clearest waters on Earth.
7 Smocza Jama is a famous *cave* in Kraków. It's 276 metres long and has a number of underground pools.
8 If we say Australia is a continent, Greenland is actually the biggest *island* in the world.
9 Błędne Skały is a natural formation of *rocks* between the Czech Republic and Poland. In the 17th century, the path through these huge stones was a route for smugglers from one country to the other.

FOCUS ON WORDS | Describing places

5 Match the sentence halves. There is one extra ending.

Wałbrzych is an old mining h
1 I really don't like such hot a
2 There are a lot of traffic e
3 Good bars and restaurants attract c
4 Warsaw is the most famous trading g
5 There are plenty of historic b
6 Zakopane offers some of the most breathtaking f

a and humid weather.
b monuments worth seeing in Kraków.
c visitors to the city centre.
d village next to the sea.
e jams in my city.
f views in the whole of Europe.
g centre in Poland.
h town now famous for its legendary gold train.

FOCUS ON WORDS | Collocations

6 Complete the collocations in the sentences. The first and last letters are given.

The **a**ncien**t** city of Troy, once a great and beautiful place, is now just a load of old stones.

1 The Daintree is a **d**ens**e** rainforest in the north-east of Australia. Some experts believe it is 180 million years old, so much older than the Amazon rainforest.
2 There are plenty of **h**o**t** **s**prin**g**s in Europe but the most famous is probably the Blue Lagoon in Iceland. The water temperature there is 37–39°C.
3 Cantabria in northern Spain is famous for its **l**us**h** vegetation. It has a very wet climate and is part of a larger area that people call 'Green Spain'.
4 Mount Tambora in Indonesia is the world's largest volcanic **c**rate**r**. It is 4.36 miles wide and 1 mile deep.
5 The Lut Desert in Iran is the hottest place on earth. Because of the **s**corchin**g** temperatures, there is very little life in the area.
6 A **n**omadi**c** **t**ri**b**e is a group of people that are always moving. Examples are the Bedouin in the Middle East and the Cherokee Native Americans.



4.5 GRAMMAR

Future forms: Present Continuous, *be going to* and *will*

SHOW WHAT YOU KNOW

1 Complete the sentences with the Present Continuous form of the verbs in brackets.

Charles! Your fish and chips *are getting* (get) cold now. Hurry up!

1 I'*m not lying* (not/lie) now. Really! I promise it's true.
2 Hello? *Are you coming* (you/come)? I'm waiting here but I can't see you.
3 Lisa can't come to the phone now. She'*s running* (run) in the park.
4 Ian and Emma *aren't talking* (not/talk) at the moment. They disagree about the bathroom.
5 *Are Mum and Dad sleeping* (Mum and Dad/sleep)? I want to practise playing my drums.

2 ★ Choose the correct future forms.

Conversation 1: Adrian and Bradley

A: I hear your parents have just bought a new house. When [a]*are you moving* / *will you move* in?
B: Oh, we [b]*won't move* / *aren't moving* in until next month. The 28th I think it is.

Conversation 2: Alice, Ben and Caroline

A: Are you coming to class? It's almost 9:00.
B: Yes. *I'm seeing* / *I'll see* you later Caroline, OK?
C: OK, bye.

Conversation 3: Anna and Brian

A: Oh no! That man has just stolen my bag!
B: *I'm calling* / *I'll call* the police.

Conversation 4: Amanda and Mum

A: Mum, what [a]*will we have* / *are we having* for dinner today?
B: Oh, I don't know. [b]*We'll see* / *We're seeing* what's in the fridge.

3 ★★ Complete each pair of sentences. Look at the context and choose *be going to* + verb or the Present Continuous.

1 a *We're going to eat* (eat) in a restaurant, but we haven't decided which one.
b We'*re eating* (eat) in a restaurant tonight. The table is booked for 7:00.
2 a Nathan'*s visiting* (visit) his friend in the UK next week. He reserved a seat yesterday.
b Nathan'*s going to visit* (visit) his friend in the UK if he can find a cheap flight.
3 a Penny and Jill'*re going to play* (play) tennis if it stops raining.
b Penny and Jill'*re playing* (play) tennis at 4:30 at the sports centre.

4 ★★★ Complete the messages with the most suitable future form of the verbs in brackets.

A: Hi Lily. Got any plans for today?

B: Hi Alex. I'*m meeting* (meet) Fran at 4 p.m. We [1]'*re going to see* (see) the new James Bond movie if there are any seats left. Wanna come?

A: Love to :) Do you need a lift to town? I [2]'*ll pick* (pick) you up, if you want.

B: Cool. Katie's here now – we [3]'*re going to do* (do) some homework after lunch (at least that's the plan!). I think we [4]'*ll be* (be) free by 3 p.m. though.

A: OK. By the way, Pete [5]'*s having* (have) a party tonight. His parents are away. We can all go after the film.

B: Fantastic. Fran loves parties. And she likes Pete ;)

SHOW WHAT YOU'VE LEARNT

5 Choose the correct answers A–C.

1 There's someone at the front door. __ it?
A Are you going to get
(B) Will you get
C Are you getting

2 Jasmine and William __ house tomorrow.
A are going to move
B will move
(C) are moving

3 I think I __ a ham and mushroom pizza ... no, actually ... salami and pepper.
A 'm going to have
(B) 'll have
C 'm having

4 Becky __ a bookcase when she has time.
(A) 's going to buy
B 'll buy
C 's buying

5 We __ on Saturday night anymore. The airline moved the flight to Sunday morning.
A aren't going to fly
B won't fly
(C) aren't flying

6 I'm afraid your sister __ . She called to say she's sick.
A isn't going to come
B won't come
(C) isn't coming

/6

GRAMMAR: Train and Try Again page 147

4.6 USE OF ENGLISH

Adverbs

1 ★ Complete the sentences with the correct words in capitals.

1 **COMPLETE / COMPLETELY**
a The heavy rain ruined the picnic *completely*.
b The meal I cooked was a *complete* disaster.
2 **EASY / EASILY**
a It wasn't *easy* to move those heavy cupboards upstairs.
b We can make bookshelves *easily* with some bricks and pieces of wood.
3 **HEALTHY / HEALTHILY**
a I really need to start eating more *healthily*.
b Joanna is in the kitchen cooking us all a *healthy* meal.
4 **REAL / REALLY**
a Is that a *real* Picasso on your wall?
b That painting is *really* beautiful. Did you do it?
5 **WISE / WISELY**
a Jonathan has *wisely* decided not to travel alone to Jordan.
b Amanda made the *wise* decision to buy a flat in the city centre.
6 **BEAUTIFUL / BEAUTIFULLY**
a You live in a *beautiful* part of the country, Patrick.
b Stan has painted the room *beautifully*, hasn't he?

2 ★ Complete the sentences with the correct form of the words in bold.

Jack is always **careful**. He does his homework *carefully*.
1 Mandy is always **fast**. She rides her bike *fast*.
2 Dean is always **early**. He arrived at my house *early*.
3 My brother Luke is always **slow**. He walks *slowly*.
4 Margaret is **good** at everything. She sings *well*.
5 Alan is always **late**. He gets to school *late*.



3 ★★ Complete the sentences with the correct forms of the words in brackets.

Amy writes *more clearly* (more/clear) than Richard and I prefer her style too.
1 Arthur does the ironing *pretty badly* (pretty/bad). I usually have to do it again.
2 I'm *slightly worried* (slight/worry) about moving from the city to the countryside.
3 Tabby makes her bed *really carefully* (really/careful). What's the point when you are only going to make it messy again?
4 Mike's dad drives *quite quickly* (quite/quick). I don't feel safe in his car.
5 Sarah was *a little embarrassed* (little/embarrassed) when she realised she was still wearing her pyjamas.
6 David works *much harder* (much/hard) than me but we get the same results.
7 Joanna looked *a bit sad* (bit/sad) when I saw her this morning. Do you know what's wrong?

4 ★★★ Find and correct the mistakes. One sentence is correct.

I went to bed really ~~lately~~ last night. *late*
1 James always works extremely ~~hardly~~ compared to how I normally work. *hard*
2 I always do the washing-up rather ~~bad~~, so you should probably do it yourself. *badly*
3 Do you really think that Oliver speaks more ~~polite~~ than his little brother? *politely*
4 If you want my opinion, I actually think Ewa drives a little too fast. *correct*
5 Hannah's mother cooks pretty ~~good~~. Her pizzas are the best thing ever! *well*

5 ★★★ Complete the second sentence so that it has a similar meaning to the first. Use no more than six words, including the word in capitals.

It's amazing that James is a really quick learner of everything. **EXTREMELY**
It's amazing that James learns everything *extremely quickly*.
1 Marta speaks quite good French, don't you think? **PRETTY**
Marta speaks French *pretty well*, don't you think?
2 I really don't like the fact that Jennifer is slightly lazy. **LITTLE**
I really don't like the fact that Jennifer does everything *a little lazily*.
3 It's absolutely great news that Jake's house is quite near mine. **RATHER**
It's absolutely great news that Jake lives *rather near me*.
4 Everybody in school knows that Stephen is a very fast runner. **REALLY**
Everybody in school knows that Stephen runs *really fast*.
5 Actually, I am a little better at gardening than Paul. **BIT**
Actually, Paul is *a bit worse at gardening than* me.

4.7 WRITING

A blog entry

FOCUS ON WORDS | Sightseeing

1 Read the blog about Manchester and choose the correct words a–e.

BLOG

[1]Last month, I spent a day in Manchester with my friend, Emily. Today, I'm blogging about it.

Manchester [2]is the UK's third largest city and is a very popular [a]*speciality* / *destination*, especially for fans of fashion and music.

I met Emily on Saturday morning and we went shopping. The city has a wide [b]*attraction* / *selection* of shops, and [3]most people tend to visit one of the large shopping centres. But if you are looking for experimental fashions, then go to Affleck's Palace. It's [c]*a historic site* / *must* – a building in the centre with lots of really cool shops.

After shopping, we were hungry, so we went to Chinatown. For Asian food, Chinatown is a [d]*must* / *local speciality*. [4]We had a delicious lunch.

Old Trafford football ground is one of the most popular [e]*attractions* / *specialities* in the city, but we went on a musical tour. Oasis and The Stone Roses come from Manchester, and if you like 90s music, [5]I would recommend doing the tour.

Manchester is a great city. Visit it if you have the chance! ☺



2 Put the words in order to make phrases. Then match them with similar phrases 1–5 in the blog.

seem / people / to ... / Most
Most people seem to ... (3)

visitors, / For / must / tour / is / the / a
1 *For visitors, the tour is a must* (5)

was / Lunch / fantastic!
2 *Lunch was fantastic!* (4)

Last / went / month, / to ... / I
3 *Last month, I went to ...* (1)

very / a / ... is / city / big
4 *... is a very big city.* (2)

3 Match the sentence halves. There is one extra ending.

The Cartoon Art Museum is (g)
1 It's one of (d)
2 Most tourists tend (e)
3 I would definitely (b)
4 One of the local (f)
5 Paris is a popular tourist (a)

a destination of all the people in love.
b recommend seeing the city centre by night.
c shopping for traditional food.
d the busiest capital cities in Europe.
e to stay in smaller, cheaper hotels.
f specialities of Iceland is shark meat.
g a must for all comic lovers.

4 Add seven commas to the text about Hampstead Heath.

BLOG



Hampstead Heath

I've never been to Manchester but it sounds great! But I know England's capital city, so I'll write about that. If you are in London, you must visit Hampstead Heath, Camden. Each year, over 10 million visitors come to this beautiful part of England's most famous city. This ancient park is famous for its summer concerts, but you can also enjoy the restaurants, lakes, wildlife and outdoor art gallery which make the area so special. Take a relaxing walk through nature and then climb Parliament Hill to see the spectacular panoramic view of London.

5 Read the task below. Then read the first paragraph of the blog entry and in 1–3 choose the correct word, *for* or *since*.

You are on holiday in a country you are visiting for the first time. Write a blog entry of about 80–130 words. Include and develop these points:

- Introduce the country and say how long you have been there.
- Write about what you have done so far and what you plan to do on your trip.
- Give your opinion of the country as a place for a holiday.
- Write about ideas you have for a future trip or trips.

I've been in Ireland [1]*for* / *since* 10 days now and [2]*for* / *since* I've been here I've met some wonderful people and have had great fun. I've enjoyed the city centre of Dublin and the wild nature in the countryside because the weather has been good [3]*for* / *since* I came to this magical island.



Tomorrow I [4]*'m travelling* (travel) to Belfast and I think I [5]*'ll stay* (stay) there for three days. Then I [6]*'m visiting* (visit) my sister who lives in Cork. She's expecting me. I [7]*'m flying* (fly) home next Friday, so hopefully I [8]*'ll see* (see) a lot more before then.

Ireland is a beautiful place that you must see. For my next trip I [9]*'ll go* (go) to Spain. Or maybe Italy.



6 Read the rest of the blog entry. Put verbs 4–9 into the correct future forms.

SHOW WHAT YOU'VE LEARNT

7 Wyobraź sobie, że byłeś/byłaś niedawno w mieście York. Korzystając z poniższej reklamy lub informacji z Internetu, napisz o tej wizycie na swoim blogu (80–130 słów).

- Poinformuj, kiedy tam byłeś/byłaś i dlaczego wybrałeś/wybrałaś to miejsce.
- Napisz, co tam robiłeś/robiłaś.
- Opisz miejsce, które zrobiło na tobie największe wrażenie.
- Poleć czytelnikom bloga inne ciekawe miejsca i atrakcje.

The beautiful city of York

- ✔ In the north of England – 2 hours from London by train.
- ✔ Popular tourist destination – famous for its historic sights, architecture, shops and restaurants.
- ✔ Visitor attractions – York Minster (cathedral), York river cruise, National Railway Museum, JORVIK Viking Centre.
- ✔ Local speciality – York Ham.

Find out more at www.visityork.org

SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Mój wpis na blogu:

- przedstawia miasto i podaje termin i/lub powody mojego w nim pobytu, ☐
- zawiera informacje o odwiedzonych miejscach i zajęciach, ☐
- uwzględnia wyrażenia takie jak np. *I thought it was great* lub *It is an interesting place*, aby przekazać moje wrażenia i opinię na temat miasta, ☐
- zawiera odpowiednie słownictwo do opisu miasta/miejsca, np. *historic sites, local specialities*, ☐
- przedstawia rekomendację, ☐
- uwzględnia formy skrócone (np. *I'm / aren't / that's*) i może też zawierać emotikony (☺) oraz skróty (*info / CU / gr8*), choć nie za wiele, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 80–130 słów, ☐
- został starannie i czytelnie napisany. ☐

4.8 SPEAKING

Making suggestions

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Making suggestions	Proponowanie
Do you fancy (going) ...?	Czy masz ochotę (pójść)...?
Let's (go) ...	Chodźmy...
How about (going) ...?	A może by (pójść) ...?
We could (go) ...	Moglibyśmy/Mogłybyśmy (pójść)...
(I think) we should (go) ...	(Myślę, że) powinniśmy/ powinnyśmy (pójść)...
What about (going) ...?	A może by (pójść)...?
Why don't we (go) ...?	A może (pójdziemy)...?
Agreeing with suggestions	**Przyjmowanie propozycji**
(That's a) good/great idea!	Dobry/Świetny pomysł!
(That) sounds good/great!	Brzmi dobrze/super!
Why not!	Czemu nie!
Disagreeing with suggestions	**Odrzucanie propozycji**
(I'm sorry) I'm not keen on ...	(Przykro mi, ale) nie przepadam za...
I don't really like ...	Niespecjalnie lubię...
I'd rather (go) ...	Wolałbym/Wolałabym raczej (pójść)...
I'm not sure about that.	Nie wiem, czy to dobry pomysł.
Let's (go) ... instead.	Zamiast tego (chodźmy)...

1 Choose the correct responses.

1 I think we should stop for a break. We've already walked for hours.
I'd rather keep going. / (*That sounds good.*) My feet hurt and I'm thirsty.

2 Let's go ice skating. I haven't done it for years.
(*Why not!*) / *I'm sorry, I'm not keen on ice skating.* Can we get the bus there?

3 What about visiting Grandma this weekend?
(*I'm not sure about that.*) / *Good idea!* I've got lots of homework to do and I'm going to a party.

4 Do you fancy having a BBQ in the garden?
Let's get a Chinese takeaway instead. / (*Sounds great.*) Have we got any sausages?

5 Why don't we invite Naomi to the party?
(*I don't really like Naomi.*) / *That's a great idea.* She's so arrogant.

6 How about going to the school disco with me?
Great idea! / (*I'd rather go on my own.*) Sorry.

2 Complete the suggestions with the infinitive or *-ing* form of the verbs in brackets. Then match the suggestions with replies a–g.

Why don't we *go* (go) out for dinner tonight? (g)

1 Let's *fly* (fly) to Spain and have a few days in the sun. There are cheap flights at the moment. (f)
2 How about *sitting* (sit) down for ten minutes? I need a rest. (d)
3 We could *do* (do) our homework together. You could help me. (b)
4 I think we should *camp* (camp). It's cheaper than staying in a hotel. (e)
5 Do you fancy *cooking* (cook) fish tonight? We should have something healthy. (a)
6 What about *buying* (buy) Dan a book for his birthday? (c)

a To be honest, I'd rather have steak.
b That's a good idea. I am better at Maths than you.
c Why not! Has he read the new J.K. Rowling novel?
d That sounds great. There are some seats over there. Do you want a coffee?
e I'm sorry, I'm not keen on sleeping outside. We could look for a cheap hostel.
f We went there last year. Let's go to Croatia instead.
g I'm not sure about that. We've already eaten out twice this week.

3 Complete the dialogue. The first letters are given.

Lydia: I can't believe I didn't win the swimming, Sophie. All that training and I was only fifth!
Sophie: Don't worry, Lydia. There'll be other races. **W***hy* **d***on't* we do something fun to cheer you up? [1]**W***hat* **a***bout* going for ice cream?
Lydia: [2]I don't *really* like ice cream. I'd [3]***r****ather* go shopping.
Sophie: [4]***T****hat's* a good i*dea*. I need something new to wear for the party on Saturday.
Lydia: [5]**D***o* you f*ancy* going to the new shopping centre? There are sales at the moment, I think.
Sophie: [6]**W***hy* n*ot*! – and then we [7]c*ould* go for a pizza or something.
Lydia: [8]***T****hat* s*ounds* great. Thanks, Sophie.
Sophie: My pleasure. Really! Let's get going then.



4.9 VIDEO AND VLOG WORKSHEET

BBC Cave houses



Before you watch

1 Label the photos with the words and phrases in the box. There is one extra word.

hot air balloon | cave | volcanic rock | conical rock formations | basement


1 *volcanic rock*


2 *cave*


3 *hot air ballon*


4 *conical rock formations*

2 SPEAKING Which adjectives in the box are appropriate to describe the landscape? Discuss. Add more adjectives to your list.

amazing | crowded | lonely | incredible | magical | modern | prehistoric | strange | quiet | unique

While you watch

3 15 Watch the video and check whether you can hear any of the adjectives in Exercise 2.

Answer key – WB page 155

4 15 SPEAKING Are sentences 1–5 true (T) or false (F)? Discuss with a partner. Then watch the first part of the video again (00:00 – 02:00) and check your answers.

1 Every evening people visit the incredible landscape in hot air balloons. *in the morning* (F)
2 The rock formations are called fairy chimneys. (T)
3 Humans started living here hundreds of years ago. *thousands of years* (F)
4 Rafik owns a local restaurant. (T)
5 His grandparents live in a cave. *have taken over the cave* (F)

5 15 SPEAKING Watch the rest of the video (02:00 – 03:13). Then discuss the questions with a partner.

1 Why do Rafik and his wife live in a house now?
Because Aisha doesn't want to live in a cave.
2 Does Rafik miss living in a cave? Why?/Why not?
Yes, he does, he misses it a lot.
3 Have you ever seen a landscape like this? Would you like to visit it by hot air balloon?

After you watch

6 SPEAKING Discuss the questions. Use the KEY PHRASES to express your ideas.

1 Do your parents and grandparents still live in the place where they grew up?
2 Do you think you'll stay in the place where you grew up or do you think you'll move away? Why?

KEY PHRASES

I think the advantage / disadvantage of (moving away) is that ...
One of the good / bad points of (moving away) is that ...

FOCUS VLOG Where people live

1 Put the words in the box under an appropriate heading.

Type of house	bedroom bathroom drive
Location	flat garden kitchen
Inside	floors/storeys in London
Outside	opposite a park terraced house

2 17 Watch Oliver, Esme, Amber and Millie answering the questions below. Take notes using the categories in Exercise 1.

1 Where do you live?
2 How long have you lived there? *Answer key – WB page 155*

3 17 Answer the questions. Then watch again to check your answers.

1 Who has a colourful house? *Millie*
2 Who shares a house with university friends? *Oliver*
3 Who has chickens in the garden? *Amber*
4 Who has lived in their house for fifteen years? *Esme*

4 SPEAKING What do you like about your house or flat? How long have you lived there? Tell your partner.

4.10 SELF-CHECK

VOCABULARY AND GRAMMAR

1 Choose the correct words.

We live in a *terraced house* / (*detached house*) / *tree house*, so we don't have any problems with neighbours.

1 Poor Susan burned her hand on the *ladder* / *cupboard* / (*cooker*) yesterday evening.
2 The (*fridge*) / *wardrobe* / *chest of drawers* is empty. We need to go shopping for food.
3 When I was a kid, I lived in a house on *craters* / (*stilts*) / *rocks*. I used to play under our home sometimes because it was nice and cool there.
4 Rome is most famous for the ancient *caves* / *volcanoes* / (*ruins*) of the Roman Empire.
5 Anastasia loves reading. The *shelves* / (*bookcase*) / *cupboard* in her bedroom is full.

/5

2 Complete the sentences with the correct words. The first and last letters are given.

Semi-detached houses are often quieter because there are no neighbours on one side.

1 I wouldn't like to live in Egypt because of the **s**corchin**g** **t**emperature**s** they have there most of the year. It's too hot for me!
2 Do you want to visit them or not? Please make a **d**ecisio**n** so we can plan our weekend.
3 If you haven't seen Wieliczka, the old salt mine near Kraków, it's a **m**us**t**!
4 There are some amazing **h**istori**c** **s**ite**s** in London. My favourite is the statue of Nelson in Trafalgar Square.
5 Now I live with my family in the **s**uburb**s**, but when I'm older, I want to live in the city centre.

/5

3 Complete the sentences with words from the box. There are two extra words.

breathtaking cosy drawers humid ironing ladder ancient wood

Juan and Miguel were born near the *ancient* city of Chichen Itza in Mexico.

1 My mum loves old furniture. She's just bought an antique chest of *drawers* for her bedroom.
2 We skied all morning then stopped for lunch in a warm and *cosy* little restaurant at the top of the mountain.
3 There are some *breathtaking* views from our new flat on the ninth floor.
4 The books on the shelf are too high. I need a small *ladder* to get them.
5 When I was a little girl, I tried to do the *ironing* but I burned my mum's favourite dress.

/5

4 Write sentences from the prompts. Use the Present Perfect and *for* or *since*.

Rick / work as a builder / 2010
Rick has worked as a builder since 2010.
1 The statue of the King / be / in the square / 1754
The statue of the King has been in the square since 1754.
2 The river / not have / fish in it / two years
The river hasn't had fish in it for two years.
3 We / know about / the problem / this morning
We have known about the problem since this morning.
4 Nina / live / in a flat / ten years
Nina has lived in a flat for 10 years.
5 I / not feel well / last weekend
I haven't felt well since last weekend.

/5

5 Choose the correct answers A–C.

What shall we have for dinner? Perhaps I __ pizza. Does that sound OK?
A 'm making B going to make (C) 'll make

1 Hannah and I __ to a concert on Friday night. Hannah's uncle bought us tickets.
(A) are going B are going to go C will go
2 Oliver has a plan for next weekend. He __ to the campsite near the sea.
A 's cycling (B) 's going to cycle C 'll cycle
3 Your temperature is very high and you look terrible. I think I __ the doctor.
A 'm calling B 'm going to call (C) 'll call
4 Ryan __ dinner tonight because he's broken his arm.
(A) isn't making B is going to make C will make
5 We __ to visit Auntie Joan on Thursday and Granddad on Friday.
(A) 're planning B 're going to plan C 'll plan

/5

6 Choose the correct answers A–C.

We C in this old [1]__ on the 9th floor of a block in the city centre since I was born, but tonight is our very last night here. Tomorrow morning at 8 a.m. we [2]__ to a new house in a small [3]__ 25 miles from the city. I'm looking forward to living there, but I'll miss this old place. I [4]__ to the same school for the last five years and I'm worried because I [5]__ at a new school next Monday morning.

	A	B	C
1	A cottage	(B) flat	C bungalow
2	(A) 're moving	B 're going to move	C 'll move
3	(A) village	B suburbs	C island
4	A go	B went	(C) 've gone
5	(A) 'm starting	B 'm going to start	C 'll start

/5

Total /30

USE OF ENGLISH

7 Complete each pair of sentences with the same answer A–C.

One day I'd like to live __ a tropical island all by myself.
James's flat is __ the fifth floor of an old building, so there are a lot of stairs to climb every day.
A in (B) on C at

1 Please don't __ a mess in the kitchen. I've just cleaned it.
Can you __ dinner, please? I'm working till 9 p.m.
A do (B) make C have
2 Let's meet in the city __ for a coffee and a chat tomorrow. At 2 p.m.?
The Grand Bazaar in Istanbul is perhaps the oldest trading __ in the world.
A estate (B) centre C block
3 Andy is coming __ later and we're going to watch a film.
Ships and boats have __ windows because they are stronger.
(A) round B around C over
4 I think I'd __ go to the theatre than the rock concert.
Your room is __ large. You're lucky – mine is really small.
A better B much (C) rather
5 I'm too tired to go to the concert, so I've decided to stay __ tonight.
Why is your washing machine downstairs __ the basement?
A at B on (C) in

/5

8 Translate the Polish parts of the sentences.

Anne: That must be Sandra at the front door.
Meg: Don't worry, *I'll let her in* *(wpuszczę ją)*.

1 Laura: Eliza *is coming for dinner* *(przychodzi na obiad)* at eight tonight.
Phil: Great! I haven't seen her for months.
2 Mum: Jimmy *did the shopping really quickly/fast* *(zrobił zakupy naprawdę szybko)*.
Gran: Yes, but he forgot to buy chocolate for me.
3 Estate agent: It's a small flat but it is *quite modern and open-plan* *(dość nowoczesne i bez ścianek działowych)*, so looks bigger.
Dean: I think it looks really nice.
4 Tom: Is Janet *going to make a complaint* *(zamierza złożyć skargę)* about the service in that restaurant?
Ed: I'm not sure. I think she should.
5 Dad: Where's Bob?
Mum: He's *downstairs making his bed* *(na dole i ścieli swoje łóżko)*.
Why are you asking?

/5

9 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words, including the word in capitals.

Jonathan and Magda moved to Wrocław in 2014. **LIVED**
Jonathan and Magda *have lived in Wrocław since* 2014.

1 Sarah last visited us in March. **NOT**
Sarah *hasn't visited us since* March.
2 Margaret wakes up really early compared to me. **FAR**
Margaret wakes up *far earlier than* I do.
3 Joy is an extremely good cook. She could be famous one day. **WELL**
Joy *cooks extremely well*. She could be famous one day.
4 Ola wants to live outside of the city because it's too noisy. **GET**
Ola wants to *get away from the city* because it's too noisy.
5 Dennis is planning to buy a flat close to where I live. **GOING**
Dennis *is going to buy* a flat close to where I live.

/5

10 Complete the text with the correct form of the words in brackets.

Grandma's dream home



After living most of her *life* (LIVE) in the city, my grandmother finally decided to sell her flat on a large [1]*housing* (HOUSE) estate. She lived there for fifty-five years but last week she moved into her dream cottage in the countryside.

It only looks like a [2]*traditional* (TRADITION) cottage from the outside. However, it has beautiful [3]*wooden* (WOOD) floors in every room and is quite modern inside. It's also pretty large, so it is much more [4]*spacious* (SPACE) than her previous home. And because it's not a flat, she can spend time at the weekends doing the [5]*gardening* (GARDEN). She's always loved flowers and now she can grow her own!

I must say my grandma's cottage is really quiet and there is very little traffic. Nothing like her old place. I've never seen her so happy!

/5

Total /20

5 Time to learn

5.1 VOCABULARY

Places in school • education • phrasal verbs • collocations

SHOW WHAT YOU KNOW

1 Complete the names of places in school. The first letters are given.

All parents coming for Parents' Evening should go first to **r**eception to register.

1 The **s**taff **r**oom is the place where teachers go to escape from their students.
2 Our school's really modern. There's an interactive whiteboard, a laptop and a projector in every **c**lassroom.
3 The school **l**ibrary has over 3,000 books and five desktop computers for doing research.
4 We have an assembly meeting once a week in the **s**chool **h**all. This is where the headmaster tells us the latest news about the school.
5 I was late for class and got into trouble for running in the **c**orridor.
6 Adrian hurt his leg in the **p**layground when he was chasing Barbara.
7 Have you seen Mrs Burke, the Physics teacher? I looked in the **s**cience **l**ab but she wasn't there.
8 There's a lot of administration involved in running a school. Just go to the **s**chool **o**ffice and you'll see how busy everybody is.
9 Our school has a large **s**ports **f**ield where we can play football, rugby and cricket.
10 Sam's school has excellent sports facilities. There's a swimming pool, two tennis courts, a football pitch and a fully-equipped **g**ym.
11 There's a new menu this term in the **c**anteen. You can now order fish and chips.



FOCUS ON WORDS | Education

2 Complete the sentences with the correct word or phrase from the box.

academic subjects ~~after-school activities~~ classmate compulsory curriculum graduate learn by heart mixed ability term timetable

Agata's school offers lots of *after-school activities* in the late afternoon such as Music lessons as well as Chess and Photography classes.

1 Teachers can find *mixed ability* classes challenging because they need to teach students of different levels equally well.
2 Languages are *compulsory* in my school. That means everybody has to study Spanish or English.
3 What is your *timetable* like on Fridays? Will you still have time to play on the basketball team in the afternoon?
4 I've got a *classmate* who never arrives on time to classes and usually forgets to bring his books.
5 Hugh's sister, Laura, is a university *graduate*, so she often helps him with his homework. Would you like to study Maths at university like Laura?
6 There are a lot of important dates and other facts that you need to *learn by heart* when you study History.
7 I've decided to study a lot harder this *term* to get better grades.
8 My favourite *academic subjects* are Geography and Physics. What are yours?
9 Every school in the country now has Physical Education on the *curriculum*.

FOCUS ON WORDS | Phrasal verbs

3 Choose the correct answers A–C.

1 Everybody, please line __ by the door and we will go together calmly to the gym.
(A) up B out C into
2 I'm really sorry, Mr Smith, but can I please hand __ my History homework tomorrow?
A out (B) in C on
3 This term Sandra is having trouble keeping __ with all of her schoolwork.
A in B on (C) up
4 I don't think my test results are good enough for me to move __ a level in my English class.
A out B on (C) up
5 What will you do if you don't get __ university next year?
A in (B) into C to
6 Andrew isn't coping very well __ his schoolwork and his after-school activities. He's doing too many things at the same time.
(A) with B at C for
7 As soon as school breaks __ for summer, I'm going to Greece on holiday for three weeks.
(A) up B down C out

FOCUS ON WORDS | Collocations

4 Choose the verb which does not collocate.

1 *pass* / *get* / *revise for* an exam
2 *skip* / *miss* / *pay* lessons
3 *set* / *make* / *mark* homework
4 *drop* / *take* / *leave* a subject
5 *drop* / *finish* / *attend* school
6 *get* / *make* / *have* a degree
7 *learn from* / *make* / *do* mistakes
8 *charge* / *pay* / *do* tuition fees

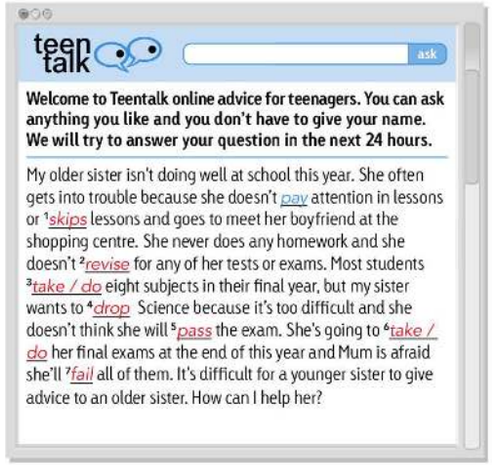
5 Complete the sentences with the collocations from Exercise 4 in the correct form.

I don't know why but Yousef is worried that he won't *pass* his exam tomorrow.

1 My father has *got* a degree in Physics but he works as a journalist.
2 Joseph's sister doesn't *finish* school for another three years. She's still sixteen.
3 Janice wants to *take* another subject next term. She's thinking of learning Spanish.
4 People that never *learn from* their mistakes will continue to make the same mistakes.
5 James *missed* the Chemistry lesson yesterday because he had to go to the dentist.
6 I'd hate to be a teacher. Can you imagine going home after work to *mark* homework?



6 Complete the text with the missing verbs in the correct form.



REMEMBER THIS

***sit/take* a test or exam** = przystępować do testu / egzaminu
***pass* a test or exam** = zaliczyć test / zdać egzamin

7 Read REMEMBER THIS. Complete the sentences with the correct form of *sit/take* or *pass*.

I'm *taking/sitting* my driving test tomorrow. Wish me good luck!

1 Guess what! I *passed / have passed* the History test that I was so worried about last week.
2 How often do you have to *take / sit* tests at your English school?
3 I need to *pass* all of my tests to get into the university that I want to go to.
4 Mum promised to buy me a new smartphone if I *pass* my Maths test.

SHOW WHAT YOU'VE LEARNT

8 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words, including the word in capitals.

How much do the extra classes cost? **TUITION**
What are the *tuition fees* for the extra classes?

1 You should listen more carefully to what your teachers tell you. **ATTENTION**
You *should pay (more) attention to* what your teachers tell you.
2 When did you give your Geography homework to Ms Burke? **HAND**
When *did you hand in your* Geography homework to Ms Burke?
3 It's not easy to pass the driving test first time. **FAIL**
It's *easy to fail* the driving test first time.
4 Roger is finding it rather difficult to work part time and study. **COPING**
Roger *isn't coping with* working part time and studying very well.
5 I must stop making the same mistakes. **LEARN**
I must *learn from my mistakes* more.
6 Everybody in John's class is better than him at French now. **UP**
John isn't *keeping up with* everybody in his French class.
7 I'd like everyone to stand in a line in front of the whiteboard. **UP**
I'd like everyone *to line up* in front of the whiteboard.
8 I think classes with students at different levels can be hard for both teachers and students. **ABILITY**
I think *mixed ability classes* can be hard for both teachers and students.
9 We have to memorise all of these dates for the History exam next week. **HEART**
We have to *learn by heart* all of these dates for the History exam next week.
10 Did Dan and Lucy use to be in the same class at school? **CLASSMATES**
Were *Dan and Lucy classmates* at school?

/10

5.2 GRAMMAR

First Conditional

SHOW WHAT YOU KNOW

1 Change the underlined verbs to make negative sentences. Use short forms.

They're classmates. They are in the same class.
They aren't classmates, but they meet after school.
1 My sister has Maths classes on Mondays.
My sister doesn't have Maths classes on Tuesdays.
2 We'll live together next year. We are going to university in the same town.
We won't live together next year. We are going to university in different towns.
3 She's a very good student. She likes studying.
She isn't a very good student. She hates studying.

2 ★ Put the words in order to complete the First Conditional sentences.

you / pass / you'll / study / hard, / your / final
If you study hard, you'll pass your final exams.
1 write / forget / number / if / my / he / it / doesn't
He'll forget my number if he doesn't write it down.
2 hurry up, / she'll / her / miss / doesn't / Samantha
If Samantha doesn't hurry up, she'll miss her train.
3 how / you / he'll / sure / understand / him / tell / if / you
I'm sure he'll understand if you tell him how you feel.
4 listen / don't / know / you / carefully, / what / to / you / won't
If you don't listen carefully, you won't know what to do.
5 with / dance / ask / you / you / won't / don't / if
Anita won't dance with you if you don't ask her.
6 go / he / will / feels / if / tomorrow / back / school / to
Sam will go back to school tomorrow if he feels better.

3 ★★ Complete the First Conditional sentences and questions with the correct form of the verbs in brackets.

If Stacey does (do) well at school this year, she'll get (get) into university next year.
1 What [a]will Ella do (Ella/do) if she [b]fails (fail) her exams?
2 We [a]'ll be (be) in trouble if we [b]skip (skip) another lesson.
3 If Julia and Toby [a]don't have (not/have) extra lessons at a private academy, they [b]won't pass (not/pass) their exams.
4 If you [a]don't look (not/look) at the timetable, you [b]won't know (not/know) what classes you have.

4 ★★★ Complete the Internet forum with the correct form of the verbs from the box. There are two extra words.

be learn not enjoy not like not pass
pay pass stop take want

ASK ANYTHING

jayne17 asks ...
What will I have to do if I want to learn to drive? I'm 17 years old. Can anyone help?

MOST HELPFUL ANSWERS

carfanbrendan answers ...
Hi Jayne. Before you learn to drive, you'll need to choose a driving instructor (or teacher). It's important to choose carefully because if you [1]don't like your instructor, you [2]won't enjoy the lessons. My instructor was great and I really enjoyed learning to drive. Good luck ☺

philthechill answers
You will probably feel nervous the first time you drive, but if your instructor [3]takes you to a quiet place to practise, it [4]'ll be much less stressful.

agablueeyes answers
My brother is learning to drive and he's worried about the theory test (the one you do on a computer). I think that he [5]'ll pass the test without any problems if he [6]learns the rules of the road.

jayne17 asks ...
Thanks for the advice. One more question. If I [7]don't pass the test, will I have to pay again?

There are no answers to your question yet.

SHOW WHAT YOU'VE LEARNT

5 Match 1–6 with information a–f and write First Conditional sentences. Change the verb form if necessary.

visit Brazil g
1 see kangaroos and koalas e
2 drive to school every day b
3 study at a private academy c
4 buy a laptop f
5 have to make sandwiches every morning d
6 want to learn to snowboard a

a need to have strong legs
b pass the driving test
c have to pay tuition fees
d not eat in the school canteen
e do a gap year in Australia
f not have to borrow mine
g learn some basic Portuguese

If Mark visits Brazil, he 'll learn some basic Portuguese.
1 She 'll see kangaroos and koalas if she does a gap year in Australia.
2 I 'll drive to school every day if I pass the driving test.
3 If Sarah and Ken study at a private academy, they'll have to pay tuition fees.
4 If Katie buys a laptop, she won't have to borrow mine.
5 You 'll have to make sandwiches every morning if you don't eat in the school canteen.
6 If your friend wants to learn to snowboard, he he'll need to have strong legs.

/6

GRAMMAR: Train and Try Again page 148

5.3 LISTENING LANGUAGE PRACTICE

Expressions with prepositions • synonyms • get

1 Read the dialogue between Grace and Tom. Choose the correct prepositions.



Extract from Students' Book recording 2.34

G: Hi Tom. Are you coming out [1]with / by / for us tonight?
T: Oh no, I can't. I'm revising [2]to / about / for exams. I need to learn fifty French verbs [3]on / by / with heart tonight.
G: But the exams don't start until next month.
T: I know, but I get really nervous [4]on / about / for exams. If I don't revise every night, I'll get stressed.
G: I don't know why you're so worried. You always get good marks in class.
T: I know, but that's different. In exams, I panic. And I really want to get good grades for my A levels. I want to get [5]into / with / in a good university.
G: Listen, you need to take it easy. If you continue like this, you'll get ill.
T: Well, what can I do?
G: Okay, first you need to make a revision timetable. If you make a timetable, you'll see that you have plenty of time to do everything.
T: Um, yeah, that's quite a good idea.
G: And I think you spend too much time alone – sometimes it's good to study [6]about / by / with other people.
T: Is it? I'm not so sure. They might know more than I do!
G: You're so negative.
T: Well, it's okay for you, you don't get nervous.
G: Of course I get nervous. But I try to be positive. For example, [7]before / in / on an exam, I imagine myself [8]to / in / on the exam – I know all the answers, and I pass the exam [9]on / by / with the best marks.
T: Hm. It's true, I'm not very confident.

2 Complete the sentences with a preposition in each gap.

1 I am getting nervous [a]about tomorrow. Jake asked me to study [b]with him. He's so handsome. I don't think I'll learn anything!
2 Vince stayed up too late revising and then he actually fell asleep in the English exam.
3 Our exams don't start until May, so we've still got three months to revise [a]for them. I'm going to study hard because I want to pass [b]with the best marks and get [c]into university to study Medicine.
4 We have to learn 15 words [a]by heart for a test tomorrow. I'll come out [b]with you another time.

3 Match the words below to underlined words in Exercise 1 with similar meanings.

sick = ill
1 more than enough = plenty of
2 optimistic = positive
3 study for exams = revise
4 begin = start
5 pessimistic = negative

REMEMBER BETTER

Synonimy to słowa o tym samym lub zbliżonym znaczeniu. Ucząc się nowego słowa, warto sprawdzić w słowniku i zapamiętać jego synonim. Dzięki temu zrozumiesz więcej, czytając i słuchając bardziej zaawansowanych tekstów w języku angielskim.

Replace the underlined words in the sentences with synonyms. The first letters are given.

Today Naomi and Leon had their final exams, so tonight they are going to go out and enjoy themselves. (**h**ave a **g**ood **t**ime)
1 The teacher said we should try to relax (**t**ake it **e**asy) the night before the exam.
2 I don't like studying with other people. I work best alone (**o**n **m**y **o**wn).

FOCUS ON WORDS | get

4 Complete the mini-dialogues with the phrases from the box. Change the form of *get* if necessary.

get a job get exhausted get good grades
get ill get into trouble get nervous get rid of

A: Did you get rid of those horrible old slippers?
B: Yes, I got a new pair for my birthday. Not the most exciting present, but useful.
1 A: Were you sick after the school field trip?
B: Yes, I was cold and wet all day. I think that was when I got ill. I still feel pretty bad.
2 A: How is your nephew doing at school?
B: Not very well. He often gets into trouble with his teachers. They say he talks too much during lessons.
3 A: Are you prepared for your presentation tomorrow?
B: Well, yes, I am. But I'm already getting nervous thinking about talking in front of such a large group of people.
4 A: You can't work all night. You'll get exhausted and won't be able to focus in school tomorrow.
B: I know. But I have to finish this project for tomorrow morning.
5 A: It's not fair. I always work hard but I never get good grades.
B: I wouldn't worry too much about that. What's really important is that you're trying!
6 A: Are you free at the weekend?
B: Not during the day. Last week I got a job in a bookshop near my house and Saturday is my first day at work.

5.4 READING

Studying in the UK • verbs with prepositions • nouns and verbs

1 Read the text quickly and decide why it was written.

1 To explain how to get a job you love ☐
2 To give advice on where to study the subject you love ☑
3 To present the benefits of studying a subject you love ☐



Do What You Love, Love What You Do

Do you dream of creating video games or cooking in a top restaurant? How about designing clothes or managing a football team? Would you like to do what you love and love what you do? Check out these schools, colleges and universities that could help you train for your dream job.

A So you love ... video games?

A new course at the University of Derby in the UK could be ideal for you if you dream of a job in the video game industry. The School of Computing and Mathematics offers a degree in Computer Games Modelling and Animation. Students on the course develop their artistic skills and learn how to create game characters and digital worlds using the university's powerful computers and software. Lecturers on the course have years of industry experience and the company that created Lara Croft from the famous *Tomb Raider* games helped to design the course. Students can choose to take their third year as a work placement* year and get some experience of what it's really like to work in the video games industry. If you want to apply for a place on the course, you will need a good grade in A level Art and Design, and of course you will need to love computers and video games!

B So you love ... cooking?

If you are happier in the kitchen than in front of a computer screen, you might be interested in a course organised by the London School of Hospitality and Tourism. Many students on the Culinary Arts and Professional Cookery course go on to work in top restaurants after they graduate. The school has its own award-winning training restaurant called 'Pillars'. 'Pillars' is a real working restaurant, so you'll experience what it's like to work in the restaurant industry and customers will come and pay to eat your homework! On the course, you'll study French and Italian cooking, and if you decide on this course, you'll need to buy chef's whites, the traditional all-white uniform of professional chefs.

C So you love ... clothes?

The UK's capital city is the place to study if you want to be the next Armani or Versace. London College of Fashion offers a wide range of degree courses for the fashion industry. If you love shoes then you could try the degree in Footwear* Design and Development. Perhaps you are more interested in designing clothing for sports – check out the course in Fashion Sportswear. There are design courses for menswear, womenswear and even for underwear! The course is popular with international students, so it's not unusual to hear lots of foreign languages at the college. Every year the college organises fashion shows and some of the biggest clothing companies and buyers with years of experience are there to look at students' designs.

D So you love ... football?

Do you love football? Do you dream of managing Manchester United or Real Madrid? Southampton Solent University could help to make your dreams come true. Football is part of the history of Southampton and if you get a place to do the Football Studies degree, you'll go on field trips* to the most well-known stadiums and football clubs in the region. Famous managers and players from the world of football regularly give guest lectures at the university. Students have the opportunity to hear about their years of experience in the football industry. Many students find jobs with big international football clubs such as Chelsea FC or FC Spartak Moscow after they finish the course. For this reason, graduates who speak another language have a real advantage in the world of modern football.

GLOSSARY

work placement *(n)* – when students work for a short time as part of their studies; praktyki
footwear *(n)* – a formal word for shoes and boots; obuwie
field trip *(n)* – when students go somewhere (e.g. a museum or historic site) to learn about a particular subject; wycieczka o charakterze edukacyjnym

2 Read the text. Match the statements below to paragraphs A–D.

1 Large companies will be interested to see your work on this course. C
2 Some successful people in this industry helped to create this course. A
3 You can benefit from knowing a foreign language when you finish this course. D
4 You'll have to buy special clothes for this course. B
5 You'll probably meet someone famous on this course. D
6 A year of work experience is an option on this course. A

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

1 What is the formal condition for applying for a Computer Games Modelling and Animation course?
2 At which school can students choose from a large variety of courses?
3 Why is Southampton a good place to offer the Football Studies course?
4 Where do graduates from the London School of Hospitality and Tourism often find work?
5 Which courses attract a lot of students from abroad?

Answer key – WB page 155

4 Use the underlined words and phrases from the text to replace the crossed out words in the sentences below.

I think Australia is the ~~perfect~~ *ideal* place for a gap year. There is so much to see and do there.

1 If you want to ~~learn the skills you need~~ *train* to be an actor, you'll have to go to drama school.
2 ~~Maybe~~ *Perhaps* it's not a good idea to go out tonight. I have a Maths test tomorrow and I need to revise.
3 You should ~~look at~~ *check out* the school's new website. There are some funny pictures of all the teachers.
4 The French Alps are ~~famous~~ *well known* for some of the best skiing and snowboarding in Europe.
5 I'm not planning to do a gap year. I want to ~~complete my studies~~ *graduate* first and then go travelling.

5 Match the beginnings with the correct endings to make sentences from the text.

Check out these schools, colleges and universities that could help you *train* f

1 A new course at the University of Derby, in the UK could be ideal for you if you *dream* d
2 If you want to *apply* a
3 If you *decide* b
4 Buyers with years of experience are there to *look* e
5 Students have the opportunity to *hear* c

a *for* a place on the course, you will need a good grade in A level Art and Design.
b *on* this course, you'll need to buy chef's whites.
c *about* their years of experience in the football industry.
d *of* a job in the video game industry.
e *at* students' designs.
f *for* your dream job.

REMEMBER THIS

Niektóre czasowniki angielskie wymagają użycia przyimków przed dopełnieniem. Ucząc się takich czasowników, staraj się zapamiętywać je wraz z przyimkami, z którymi się łączą.

Czasownik + **przyimek** + **dopełnienie**

I want to *apply* **for** **a place on the course**.

6 Read REMEMBER THIS. Complete the sentences with the correct prepositions. Use a dictionary if necessary.

Greg Mortenson didn't succeed *in* his plan to reach the summit of K2.
1 After he got lost, he stayed *in* a tiny village.
2 He thought *about* how he could help the villagers who looked after him.
3 His programme 'Pennies for Pakistan' helped to pay *for* a new school for girls in the village.

FOCUS ON WORDS | Nouns and verbs

7 Complete the sentences with the correct form of the words from the box.

bully concentrate encourage expert mentor misunderstand struggle visual thinker

Please don't talk to me at the moment. I'm *concentrating* on this difficult Maths problem.
1 If somebody *bullies* you at school, don't be afraid to stand up for yourself.
2 Plenty of *experts* agree that reading fiction is really good for your imagination.
3 Mike's been having German lessons for two years but he is still *struggling* with verbs.
4 I think Sophie *misunderstood* me. I said we can study together on Thursday, not Tuesday.
5 Olga is so good at Biology that I'm hoping she'll be my *mentor*.
6 Brian keeps *encouraging* me to study harder. That's why my grades are better this year.
7 The theory says that *visual thinkers* learn better when there are more pictures and graphics.

FOCUS ON WORDS | *of* and *for*

8 Complete the sentences with the missing words. Some letters are given.

Sally *d* **r** *e* **a** *m s* of becoming a vet, so she's taking all the Maths, Chemistry, Biology and Physics classes she can.
1 Jamie got over the difficulty of failing to get into university with the **s** *u* **p** *p o r* **t** of his family and friends.
2 Terry's father is a *p* **r o** *f e s s o r* of Science at Cambridge University.
3 Rachel has always had a **p** *a s s* **i** *o n* for art. She goes to galleries at least twice a month.
4 You really shouldn't make *f* **u** *n* of people who aren't as intelligent as you. It's not very nice and you can make them sad.
5 Gary made the **m** *i s t a* **k** *e* of not revising before his exam. He was too confident and now he has to take the exam again next week.

5.5 GRAMMAR

Defining relative clauses

SHOW WHAT YOU KNOW

1 Match the definitions with the words.

a classmate 2 a bungalow 3 a cooker 1
a linguist 5 a university 4 ~~a village~~

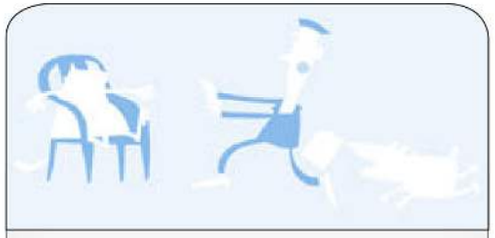
This is a place where people in the countryside live.

1 This is a machine that you use to heat food.
2 This is a person who is in your class at school.
3 This is a house which has only one floor.
4 This is a place where you study for a degree.
5 This is a person that studies languages.

2 ★ Choose the correct relative pronoun.

1 Mr Jones is the teacher *which* / who broke his leg on the field trip. He still can't walk properly.
2 'Rose's Place' is the café *that* / where I worked during the summer holidays. I saved a lot of money.
3 Look! That's the guy that / *which* cheated in the exam. He still got bad marks though.
4 Here's the text book *where* / that you left at my house. Now you can do your homework.
5 Do you remember the number of the room *which* / where the exam is later on today? I'm so stressed I can't remember anything.
6 This is the computer which / *where* always goes wrong. Someone should fix it.

3 ★★ Complete the gaps with *which/that, who/that* or *where*.



- *Do you own a dog* that/which *you can't control?*
- *Do you have a postman* [1]who/that *worries every time he has to visit your house?*
- *Does your dog take you for a walk?*

If the answer is ***'yes'*** *then maybe we can help.*

'Good Dog Academy' is a school [2]which/that helps to train difficult dogs. We work with dog owners [3]who/that have big problems with their pets. Come and visit the 'Good Dog Academy', a place [4]where difficult dogs can become perfect pets in only two weeks!

Phone **0801 333 333** for details

4 ★★ Write sentences with relative clauses.

Sydney / the city / my father was born.
Sydney is the city where my father was born.

1 Football / a sport / is cheap and fun.
Football is a sport that (or which) is cheap and fun.
2 A pupil / a child / goes to primary school.
A pupil is a child who (or that) goes to primary school.
3 A tattoo / a picture under your skin / never disappears.
A tattoo is a picture under your skin that (or which) never disappears.
4 Mrs Kemp / the teacher / always gives us lots of homework.
Mrs Kemp is the teacher that (or who) always gives us lots of homework.
5 Oxford / the city / has the oldest university in the UK.
Oxford is the city that (or which) has the oldest university in the UK.
6 The Japanese / the people / invented sushi.
The Japanese are the people who (or that) invented sushi.

5 ★★★ Cross out the relative pronoun if it's not necessary.

This is a photo of the girl ~~that~~ I met last weekend at Sasha's party.

1 If Mum can't pick me up from school, I get the bus which stops outside our house.
2 I've written down the phone number of the private tutor ~~that~~ my cousin recommended.
3 This is the hospital where I was born. It's much bigger now than it was in the past.
4 Can you buy some apples, some cheese, and the eggs that say 'organic' on the box?
5 This is the puppy ~~which~~ I chose. Don't you think he's cute?

SHOW WHAT YOU'VE LEARNT

6 Translate the Polish parts of the sentences.

1 This is the bag *(którą kupiłam)* on Saturday.
This is the bag which/that I bought on Saturday.
2 Where is the *(student, który zgubił swój)* MP3 player?
Where is the student who/that lost his MP3 player?
3 Take me *(do miejsca, gdzie jedliśmy)* lunch last week.
Take me to the place where we had/ate lunch last week.
4 Can I see the *(telefon, który kupiłeś)*?
Can I see the (tele)phone that/which you bought / you've bought?
5 *(To jest nauczyciel, który)* taught us last week.
That's the teacher who/that taught us last week.
6 That is the classroom *(gdzie mam lekcje angielskiego)*.
That is the classroom where I have English lessons.

/6

GRAMMAR: Train and Try Again page 148

5.6 USE OF ENGLISH

Future time and conditional clauses

1 ★ Choose the correct words.

1 Maarten's parents won't pay his tuition fees *if* / before he doesn't promise to work hard.
2 Before / *If* I leave the cafeteria, I'll finish my coffee.
3 As soon as / *Unless* Josie passes her driving test, she'll buy a motorbike.
4 After / *Before* I see my timetable, I'll tell you when I'm able to meet you.
5 When / *If* our music classes finish, we'll go shopping in the city centre.
6 Sarah won't move up a class *if* / unless she studies a lot harder.

2 ★★ Complete the sentences with the correct form of the verbs in brackets.

I'm sure I [a]will get (get) bored with basketball when I [b]play (play) it every day in P.E. next term.

1 If Ellen [a]loses (lose) the next match, she [b]won't be (be) in the tennis final.
2 Lauren [a]will make (make) herself ill unless she [b]stops (stop) practising so much.
3 Alexei [a]will earn (earn) more as soon as he [b]signs (sign) a new contract with the team.
4 After we [a]win (win) the league, we [b]will go (go) on a tour around Australia.
5 Edgar and Allan [a]will have (have) to agree to be friends again before they [b]start (start) training together.

3 ★★★ Translate the Polish parts of the sentences.

Graeme: Before I go to university *(Zanim pójdę na studia)*, I want to travel for a year.
Douglas: Where do you want to go?
1 Ms Jones: After I mark your Physics projects *(Po tym jak ocenię wasze projekty z fizyki)*, I'll give you your grades.
Colin: Thank you Ms Jones.
2 Mum: I'll cook you your favourite meal, when you come/get home *(kiedy przyjedziesz do domu)*, to say well done for winning the swimming competition.
Jeremy: Thanks, Mum. You're the best!
3 Ben: Nora will get into trouble unless she starts attending/to attend classes *(chyba że zacznie uczęszczać na zajęcia)* more often.
Rosa: I think you're right. We should warn her.
4 Wayne: As soon as I finish/do my homework *(Jak tylko odrobię pracę domową)*, I'll call you, OK?
Ashley: OK. Speak to you later.
5 Carl: I'll meet you on the sports field if you bring the ball *(jeśli przyniesiesz piłkę)*.
Robin: Great! I'll see you there at 5:00.

4 ★★★ Choose the correct answers A–C.

A sports education

A lot of people say that you won't get a good job [1]___ you get a university degree. But in fact, that's not true. Steve Jobs never finished his university education and Abraham Lincoln didn't even finish school! Nowadays, people who are interested in sport like I am, have plenty of other options. A good education is important, however, and one thing is for sure: [2]___ you study hard at school, you won't regret it.

I'm quite lucky because I know exactly what I want to do. [3]___ I finish school with good grades in Physical Education, I'll go to a sports academy in Berlin and I'll train to become a basketball coach [4]___ I get there. I won't need to get a degree but I will need to study for a special diploma in Sports Science and Psychology [5]___ I become qualified. What next? Well, [6]___ I finish my training, I will get a job with a successful basketball team.



1	(A) unless	B when	C if
2	A before	(B) if	C as soon as
3	(A) After	B Before	C Unless
4	A before	B if	(C) when
5	A when	(B) before	C if
6	A before	B unless	(C) as soon as

5.7 WRITING

An email of enquiry

1 Put the words in order to make indirect questions.

Could you / my / tell me / have to / if / own books / bring / I / ?
Could you tell me if I have to bring my own books?

1 there is a library / tell me if / Could you / in the school / ?
Could you tell me if there is a library in the school?

2 I would / whether there is / in the city / a sports centre / like to know / .
I would like to know whether there is a sports centre in the city.

3 sharing a room with somebody / like to know / I would also / if I will be / .
I would also like to know if I will be sharing a room with somebody.

4 Could / whether I have to / for my meals / you tell me / pay extra / ?
Could you tell me whether I have to pay extra for my meals?

5 I / if you could tell me / classes each day / would be grateful / when we finish / .
I would be grateful if you could tell me when we finish classes each day.

2 Complete the indirect questions.

Do I need to bring a laptop?
Could you tell me if *I need to bring a laptop?*

1 How many hours of English will we study each day?
I would like to know *how many hours of English we will study each day.*

2 Is there a TV in the room?
Could you tell me if *there is a TV in the room?*

3 How much does an average meal cost in the canteen?
I would also like to know *how much an average meal costs in the canteen.*

4 Will someone pick me up from the airport?
Could you also tell me if *someone will pick me up from the airport?*

5 Do I need to buy insurance?
Finally, I would like to ask *if I need to buy insurance.*

3 Put the words in order to make phrases.

Sir / Dear / Madam, / or
Dear Sir or Madam,

1 enquire / to / I / writing / am / about ...
I am writing to enquire about ...

2 in ... / interested / am / particularly / I
I am particularly interested in ...

3 would / I / grateful / if ... / be
I would be grateful if ...

4 look / to / you. / forward / I / hearing / from
I look forward to hearing from you.

5 faithfully / Yours
Yours faithfully

4 Use the phrases from Exercise 3 and indirect questions to make seven improvements to the student's email of enquiry.

Hello there,

[1]I'm a nineteen-year old Polish student, and [2]I want to know about your 'Surf & Study' course in the south of England this summer. [3]I want to do an international English exam, and if I can also get better at surfing at the same time, I'll be very happy. I have tried windsurfing before, but never surfing.

I would like to know how many hours of English we will study each day. [4]Will I be able to do the exam at the end of the course? I would also like to know if I need to bring my own surfboard. [5]Finally, is the sea warm in the summer?

[6]Please write back and answer my questions.

[7]Yours sincerely
Katarzyna Nowak

Dear Sir or Madam

1 *I am*
2 *I am writing to enquire about ...*
3 *I am particularly interested in ...*
4 Could you also tell me *if I will be able to do an exam at the end of the course?*
5 I would like to ask *if the sea is warm in the summer.*
6 *I look forward to hearing from you.*
7 *Yours faithfully*

5 Find and correct the mistakes.

Could you tell me does the hotel have a sauna?
Could you tell me if the hotel has a sauna?

1 I would also like to know you offer any sports classes.
I would also like to know if you offer any sports classes.

2 Could you tell me how old are my classmates?
Could you tell me how old my classmates are?

3 Dear Sir or Madame,
Dear Sir or Madam,

4 I look forward to hear from you soon.
I look forward to hearing from you soon.

5 Your faithfully,
Yours faithfully,

6 I would like to know how much does it cost.
I would like to know how much it costs.

6 Read the task below. Then read the email and choose the correct answers A–C.

You have seen the advertisement below and are interested in attending the course.

THE INTERNATIONAL SCHOOL OF DRAMA

Spend a month studying drama in English in Barcelona.
For international students aged 17-23, small class sizes, all key drama skills practised.
On-campus accommodation provided.
For more information call 00 44 844 44 33 22
or visit us online at study@isd.edu



Write your email of enquiry in about 80–130 words. Include and develop these points:

- Give information about yourself and say why you are writing the email.
- Ask for information about the nationality of students, the number of students in a class and what drama skills are practised on the course.
- Ask about accommodation.
- Say that you expect a reply.

Dear Sir or Madam,

I am a [1]__ Ukrainian student, and I am writing to enquire [A]*for / on /* ***about*** the one-month drama course [B]***at*** */ on / by* your school.

I would like to know [2]__ countries your students typically come [C]*by / out /* ***from***. Also, if I [3]__ your course, will there be other students from Ukraine? Could you also tell me what the size [D]*at / – /* ***of*** your classes [4]__ and, if you accept me, which particular drama skills [5]__ and whether I must [6]__ an exam?

I would also like to know if you can provide single accommodation. If this [7]__ possible, how much will it cost?

Finally, [8]__ [E]***for*** */ to / off* the course three months in advance, will the school offer me a discount?

I look forward to hearing [F]*by / – /* ***from*** you.

Yours faithfully,
Anton Romanyuk

1 A seventeen-years-old B seventeen years **C** seventeen-year-old
2 A where **B** what C that
3 **A** attend B attended C will attend
4 **A** is B are C be
5 **A** I will learn B I learn C will I learn
6 A make B revise **C** take
7 **A** is B be C will be
8 A do I pay **B** if I pay C will I pay

7 Read the email again. Choose the correct prepositions.

SHOW WHAT YOU'VE LEARNT

8 Przeczytałeś/Przeczytałaś poniższe ogłoszenie. Jesteś zainteresowany/zainteresowana nauką angielskiego w The Australian Centre. Napisz e-maila do szkoły (80–130 słów) z prośbą o informacje, w którym:

- przedstawisz się i wyjaśnisz, dlaczego piszesz,
- zapytasz o czas trwania i cenę kursu oraz o program zajęć integracyjnych dla uczniów szkoły,
- poinformujesz odbiorcę e-maila o swoich oczekiwaniach wobec niego/niej,
- poprosisz o odpowiedź i wyrazisz nadzieję, że zostaniesz studentem tej szkoły.



The Australian Centre

Study English in incredible Sydney. Experience one of the world's great cities and improve your English at the same time.
We offer experienced teachers, city-centre accommodation and a lively social programme.
For information about courses, fees and availability, write to:
David Cochran at davidc@tacs.edu

SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Mój e-mail z prośbą o informacje:

- rozpoczyna się i kończy pasującymi do siebie zwrotami (*Dear Mr Smith ⇨ Yours sincerely; Dear Sir or Madam ⇨ Yours faithfully*), ☐
- otwiera akapit zawierający informacje o mnie oraz powodach, dla których piszę, ☐
- zawiera kolejny akapit, w którym grzecznie zadaję pytania na temat interesujących mnie kwestii, ☐
- zawiera trzeci akapit, w którym informuję odbiorcę o moich oczekiwaniach w stosunku do niego, ☐
- uwzględnia pytania pośrednie, ☐
- nie zawiera ani form skróconych (np. *I'm / aren't / that's*) ani skrótów (*info / CU / v.good*), ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 80–130 słów, ☐
- został starannie i czytelnie napisany. ☐

5.8 SPEAKING

Giving an opinion • agreeing and disagreeing

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Giving an opinion	Wyrażanie opinii
I think he …	Myślę, że on...
I don't think it's ...	Nie sądzę, że to jest…
Personally, I think ...	Moim zdaniem…
I really believe ...	Naprawdę wierzę, że...
In my opinion, ...	Moim zdaniem...
If you ask me, ...	Jeśli o mnie chodzi / Jeśli chcesz znać moje zdanie…
Agreeing	**Zgadzanie się**
I couldn't agree more.	Lepiej bym tego nie ujął/ ujęła / Całkowicie się z Tobą zgadzam.
That's a good point.	Słuszna uwaga.
Disagreeing politely	**Wyrażanie odmiennego zdania w grzeczny sposób**
I see what you mean, but …	Rozumiem, co masz na myśli, ale ...
That's true, but …	To prawda, ale...
I'm not so sure.	No nie wiem.
Disagreeing	**Wyrażanie odmiennego zdania w zdecydowany sposób**
I totally disagree!	Zupełnie się nie zgadzam!
Oh come on! That's nonsense.	Daj spokój! Przecież to nonsens.

1 Find and correct the mistakes.

	I'm not to sure.	so
1	I see ~~that~~ you mean, but ...	what
2	I ~~am~~ totally disagree.	am
3	Oh come ~~all~~! That's nonsense.	on
4	That's a good point.	a good point
5	That's ~~a~~ true, but ...	That's true
6	I couldn't agree ~~most~~.	more

2 Complete the dialogue with the phrases for expressing opinions, agreeing and disagreeing. The first letters are given.



A: I~~f~~ you a~~s~~k me, I t~~h~~ink learning a language on your own without a teacher is really difficult.

B: Really? [1]I totally disagree. [2]In my opinion, it's a good way to learn because you can choose what and when you study. If you have a busy day, you don't have to do a lesson, but if you have some free time, for example at the weekend, you can study then.

A: [3]That's true, but what if you need to ask a question? [4]Personally, I think that learning with a teacher is better. You can ask questions and the teacher can explain things and correct your mistakes. [5]I think private lessons are best. You get lots of attention from the teacher if you are the only student.

A: Well, [6]I see what you mean, but I get stressed if it's just me and the teacher. I'd prefer to learn in a group. In a group you can stay quiet. You don't have to speak if you don't want to.

B: [7]Oh come on! That's nonsense. If you don't practise speaking in lessons, you will never pass your speaking exam.

A: Hmm. You sound like our teacher.

3 Put the words in order to make phrases and complete the conversations. There is one extra phrase for each dialogue.

1 ~~I / believe ... / really~~
~~That's / come / Oh / on! / nonsense.~~
agree / more. / couldn't / I

A: Students worry too much about fashion and not enough about studying. *I really believe* that wearing a uniform to school would help to improve exam results.

B: *Oh come on! That's nonsense*. It is possible to be fashionable and hardworking, you know.

2 ~~I / you / If / me, / ask / think ...~~
point. / a / That's / good
~~so / not / I'm / sure.~~

A: [1]*If you ask me, I think* doing a gap year is a great idea. Young people get a lot out of travel.

B: [2]*I'm not so sure*. Isn't it better to get your qualifications first and then travel?

3 couldn't / more. / agree / I
~~doesn't / think ... / she~~
~~true, / but ... / That's~~

A: Well, I spoke to my sister and [1]*she doesn't think* single-sex schools are a good idea at all. She thinks girls and boys should learn to live, study and work together from a young age.

B: [2]*That's true, but* exam results are often better at single-sex schools. What is more important?

4 ~~think ... / Personally, / I~~
totally / I / disagree.
~~agree / I / more. / couldn't~~

A: [1]*Personally, I think* doing sport at school is as important as learning to read and write.

B: [2]*I couldn't agree more*. If kids are going to do well at school, they need to be fit and healthy.

5.9 VIDEO AND VLOG WORKSHEET

BBC South Korean schools



Before you watch

1 Tick the boxes next to the words or phrases you associate with school and learning.

- test and exams ☐
- scores ☐
- creativity ☐
- long hours of study ☐
- pressure ☐
- hard work ☐
- extra lessons ☐
- time to relax ☐

2 SPEAKING List the three things that are most important to you at school. Then compare your answers with a partner.

While you watch

3 20 Watch the first part of the video (00:00 – 01:38) and answer the questions.

1 How does Hye-Min feel about her school day?
2 How many hours does she study every day?
3 What time does she have dinner, go to bed and get up in the morning?
4 What does her mother think about Hye-Min's daily routine? *Answer key – WB page 155*

4 SPEAKING Discuss the advantages and disadvantages of the South Korean education system. Think about:

- the standard of education
- young people's health
- economy

5 20 Watch the second part of the video (01:38 – 03:11). Does anybody mention the ideas you discussed in Exercise 4? *Answer key – WB page 155*

6 Match 1–8 with a–h to make collocations.

1	education	c	a	her dreams
2	extra	e	b	investment
3	achieve	a	c	system
4	huge	b	d	a high price
5	suicide	g	e	lessons
6	test	f	f	scores
7	under	h	g	rate
8	pay	d	h	a lot of stress

7 Complete the sentences with the collocations in Exercise 6 in the correct form.

1 When they finish their regular classes they go to private school in the evening for *extra lessons*.
2 This *huge investment* has transformed Korea.
3 It's the only thing she can do to *achieve her dreams*.
4 The *suicide rate* is the highest in developed countries.
5 *Test scores* may be important in the age of industrialisation but not any more.
6 But people have been *under a lot of stress* and young people have *paid a high price*.
7 The South Korean *education system* is one of the best in the world.

8 20 Watch the whole video again. Who says the sentences in Exercise 7: Hye Min's mother, Professor Lee or the presenter?
The presenter: 1, 2, 4, 6, 7
Hye Min's mother: 3
Professor Lee: 5

After you watch

9 SPEAKING Discuss the questions in small groups.

1 What do you think you can learn from South Korea's education system?
2 How would a South Korean student manage in your school?

FOCUS VLOG About education

1 23 SPEAKING What makes a perfect student and a perfect place to study? Discuss. Then watch Callum, Oliver, Millie and Lewis answering the questions below. Which of your ideas do they mention?

1 Can you describe a perfect student?
2 What's a perfect place to study?
Answer key – WB page 155

2 23 Complete the sentences. Then watch again and check your answers. Tick the opinions you agree with.

1 A perfect student is someone who isn't *afraid* to spend lots of long hours in the *library*. ☐
2 The perfect student is a person who has the right amount of *balance* between work and *play*. ☐
3 A perfect place to study or work is probably a nice quiet *environment* but somewhere where you feel *comfortable*. ☐
4 A place where there is *quiet* but also *snacks*. ☐

3 SPEAKING Are you a perfect student? Discuss.

5.10 SELF-CHECK

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words from the box. There are two extra words.

bully classmate compulsory exhausted grades ill job nervous

Mum, this is my new *classmate*, Will. We're going to do our homework together.

1 Sam, you won't get good *grades* if you don't study for the exam.
2 My brother has got a part-time *job* working in a shop.
3 Anthony always gets *nervous* when the teacher asks him a question in class.
4 If somebody starts to *bully* you, tell a teacher immediately.
5 Maths is *compulsory* which means that everybody has to study it.

/5

2 Complete the second sentence so it has a similar meaning to the first. Use between two and five words, including the word in capitals.

How do you manage to learn three foreign languages at the same time? **COPE**
How do you *cope with learning* three foreign languages at the same time?

1 I really want to visit Australia one day. **DREAMING**
I *am dreaming of going* to Australia one day.
2 Our school year finishes on the fifth of June this year. **BREAKS**
Our school *breaks up on* the fifth of June this year.
3 Dad wanted me to choose a teaching job like him. **ENCOURAGED**
Dad *encouraged me to be/become* a teacher like him.
4 Jack is going from level two to level four next term. **UP**
Jack is *moving up to* level four from level two next term.
5 Did you laugh at your boyfriend's clothes? **FUN**
Did *you make fun of* the way your boyfriend was dressed?

/5

3 Complete the sentences with the correct words. The first letters are given.

I think you **m***isunderstood* me. That's not what I meant at all.

1 I'm a **v***isual* **t***hinker*, so I remember things better when I can have a picture of them in my head.
2 What's your **t***imetable* for the next term? Are you going to have lessons on Saturday?
3 I hope ancient history is on the school **c***urriculum* this year. I love reading about old cultures like the Romans and the Aztecs.
4 My **m***entor* at work is great. She's very experienced and has a lot of knowledge, so she can really advise me well.
5 Jake's father is an **e***xpert* on Biology. Why not ask him for help with your project?

/5

4 Complete the dialogue between Ellie and Auntie Jean with the correct form of the verbs in brackets.

AJ: You look unhappy, Ellie. What's the matter?
E: Well, you know I'm starting university next year and I have some difficult choices to make. The first decision is where to study. If I *go* (go) to university in my hometown, I'll stay with Mum and Dad, but if I decide to study in London, I [1]*will rent* (rent) a flat with my friend Lena. I'm sure I [2]*will save* (save) more money if I live at home with my parents, but Lena says we'll have more fun if we [3]*get* (get) a flat together in London.
AJ: So you have to decide what is more important to you.
E: Well, another problem is, Lena is a good friend, but she's not a very good student and she [4]*won't pass* (not/pass) her exams if she doesn't revise a lot. If she [5]*fails* (fail) her exams, she won't go to university at all and then I'll be on my own in London. Why is life so complicated?
AJ: Hmm. Do you really want to go to university and live with someone who is not a good student?

/5

5 Find and correct the mistakes.

This is the park ~~that~~ I usually walk the dog. *where*

1 I'd like to try some Indian food ~~who~~ isn't too spicy. *which / that*
2 This is the language school ~~that~~ my cousin studied Japanese. *where*
3 That's the girl ~~which~~ took her exams a year early. *that / who*
4 Is this the university ~~where~~ has the best medical courses? *that / which*
5 I'd like a teacher ~~what~~ doesn't set us too much homework. *that / who*

/5

6 Choose the correct answers A–C.

The life of a future ballerina

Anna goes to ballet school in Moscow. It's a private school, so her parents have to pay the __ fees. Every morning, she wakes up at 05:30 and travels across the city to the place [1]__ the school is. Anna has to work hard because there are a lot of classes on her [2]__. She studies normal subjects for five hours every day and then ballet for another four hours. She's a good student and she never [3]__ any of her lessons. If she [4]__ the exams at the end of the year, she'll stay in Moscow for another year. Anna has a true passion [5]__ dancing and wants to be a professional ballerina in the future.

	A	B	C
1	(A) where	B when	C who
2	A curriculum	(B) timetable	C degree
3	(A) misses	B drops	C does
4	A 'll pass	(B) passes	C 's passing
5	A with	B of	(C) for

/5

Total /30

USE OF ENGLISH

7 Complete the dialogues with the correct answers A–C.

Aidan: You look really tired.
Jack: Yes, I __ after playing football all day.
A got nervous
(B) am exhausted
C broke up

1 Ed: You seem to have a very good education.
Heida: Yes, I __ in both Maths and Physics.
(A) have got degrees
B passed exams
C finished school

2 Phil: I'm hoping to __ Brunel University in London to study Creative Writing.
Kyle: Why's that? Do you want to write a novel one day?
A be into
B go into
(C) get into

3 Harry: Will you keep all of the books that you bought after you finish university?
Ila: No, I __ .
A will miss them
(B) will get rid of them
C will hand them in

4 Pam: When will you give me back my book?
Emma: __ I finish reading it.
A If
B Unless
(C) As soon as

5 Sean: Could you tell me __ ?
Chris: Sure, the blue one with white stripes.
A who bought that T-shirt?
B where you bought that T-shirt?
(C) which T-shirt you bought?

/5

8 Complete each pair of sentences with the same word.

To begin the next dance I'd like everyone to line *up* in front of me.
I need to work all weekend to keep *up* with my school work.

1 Could you tell me *where* I can find Mr Jackson?
James, *where* are you going when school finishes for the summer?
2 I needed the love and support *of* my family after the difficult time I had last year.
My mother is a professor *of* Maths at Edinburgh University.
3 *When* I finish university, I'll be a graduate in Science.
I'll call you *when* I get home, OK?
4 Ollie is going to *do* a degree in Sports Science next year.
I usually *do* my homework in my bedroom.
5 Are you *taking* German next term?
Yves is *taking* the Maths exam again because he failed first time.

/5

9 Choose the correct answers A–C to replace the underlined part of the sentence.

Did Ms Jones set us any homework for the weekend?
(A) give B mark C do

1 I can't concentrate on my homework with that loud music playing.
(A) focus on B think about C revise for
2 Jane attended a private school in Kraków.
A left B finished (C) went to
3 You won't finish your degree unless you study harder.
A if you won't study harder
(B) if you don't study harder
C when you study so little
4 I'm positive Sarah will drop music lessons next year.
(A) stop studying music
B skip music lessons
C continue music lessons
5 I want to go to Liverpool University when I finish school.
A if I finish school
B before I finish school
(C) as soon as I finish school

/5

10 Complete the text with the correct forms of the words from the box. There are two extra words.

able academy active attentive learn revise stress teach

A PRACTICAL EDUCATION

Would you like to go to a school which doesn't teach traditional *academic* subjects like Maths and Science in the classroom? How about a school where they don't set any exams for the students? No time is spent on [1]*revision/revising* for tests and nobody learns boring facts by heart! And most importantly, students don't get [2]*stressed* about exams. Sounds great, right? Well, in fact, such schools exist.

There are a number of schools across Europe and America that follow a non-traditional curriculum. Students study subjects like Maths and Science through practical projects like building boats or making sculptures. They are also given a choice of many different after-school [3]*activities*.

Some of these schools began because they wanted to help children that used to get into trouble in a regular school. They behaved badly, didn't pay [4]*attention* in class and struggled with learning in the classroom. Other students in these schools have parents who do not agree with traditional methods of teaching and testing.

Unfortunately, all these schools have something in common: they are expensive. Parents must pay high tuition fees for their children to attend. So unless you are the child of someone with plenty of money to spend, you need to do most of your [5]*learning* in the classroom.

/5

Total /20

6 Just the job

6.1 VOCABULARY

Jobs • collocations • describing jobs • phrasal verbs

SHOW WHAT YOU KNOW

1 Complete the jobs. Some letters are given.


hairdresser


1 farmer


2 doctor


3 shop assistant


4 builder


5 scientist


6 receptionist


7 politician


8 electrician


9 plumber


10 flight attendant


11 swimming instructor

FOCUS ON WORDS | Collocations

2 Choose the correct words.

www.jobsa2z.com

Planning your future? [1]Applying *on* / *for* / *to* your first job? Thinking about [2]resigning *from* / *off* / *down* your current job? We tell you the truth about jobs: the pluses and minuses from A–Z!

You searched for three jobs. Here are the best results:

Tour Guide:

Pluses: Many tour guides [3]*get* / *are* self-employed, so they can't [4]*get* / *have* the sack. It's also easy to [5]*take* / *do* days off when you choose, because you run your own company.

Minuses: Most tour guides [6]*are* / *have* badly-paid. Because they [7]*do* / *work* outdoors, tour guides often only have a [8]*full-time job* / *part-time job* when the weather is not very good. In the summer, however, when there are lots of tourists, you can expect to work [9]*nights shifts* / *long hours* every day.

Doctor:

Pluses: Experienced doctors are generally pretty [10]*well-paid* / *badly paid*. They can take between 20 and 30 days [11]*overtime* / *paid holiday* per year.

Minuses: Training is long and expensive. Junior doctors usually work [12]*long hours* / *a job* which also often involves doing 24-hour [13]*night shifts* / *overtime* one day per week.

Office Manager:

Pluses: Office managers have a [14]*part-time job* / *full-time job* and like other employees they [15]*have* / *do* four weeks' paid holiday per year.

Minuses: Office managers rarely travel in their jobs and often have to work [16]*overtime* / *indoors* after their regular 8-hour day. They are usually [17]*responsible* / *fired* for keeping an office problem-free, so it can be very stressful work when things go wrong.

FOCUS ON WORDS | Describing jobs

3 Complete the sentences with the words from the box.

challenging creative demanding repetitive rewarding stressful tiring

Working as a flight attendant is extremely *demanding*. You need to be focused and patient all the time and you often spend a long time away from home.

1 My work as a politician is difficult but very interesting and that's why I like it. I always wanted a *challenging* job because I think I would get bored if it wasn't.
2 Working as a builder can be *tiring* because it's a physical job. I work hard outdoors all day and I sleep very well at night!
3 I like my job as a receptionist because I meet lots of interesting people. However, it can be rather *repetitive* because I do the same things all day, every day.
4 The best thing about being a teacher is that the job is very *rewarding*. I get a lot of satisfaction from knowing that I'm helping young people learn.
5 I'm a doctor and my job is very *stressful*. It can be hard to relax after a hard day at work in the hospital.
6 I'm an artist and in my job it's important to be *creative* because I need to use original ideas all the time.

FOCUS ON WORDS | Phrasal verbs

4 Complete the job advertisements with *on*, *up* or *off*.

HOME-WORK-FOR-ALL

can find you the perfect job which you can do from your own home. You don't have to put *up* with annoying co-workers OR need to worry about turning [1]*up* late for work ever again!

Call today: 0800 123 456

Don't let a negative experience of running your own company put you [2]*off* the idea of being self-employed forever. At BeYourOwnBoss you can get the best advice for making your business a success.

Email: jonsmith@beyourownboss.org

TOPLOGO is taking [3]*on* intelligent and imaginative young people to come [4]*up* with creative and interesting logos for new companies.

Contact us today on 678 007 900

REMEMBER THIS

Job (rzeczownik policzalny) oznacza regularnie wykonywaną i opłacaną pracę:

Emma has a very well-paid job as a lawyer.

Work (rzeczownik niepoliczalny) często oznacza miejsce pracy:

What time do you get to work (e.g. to your office)?

Work (rzeczownik niepoliczalny) to też określenie wszystkich obowiązków i zajęć składających się na pracę w danym miejscu:

I start work at 9.00 a.m. and finish at 5.00 p.m.

5 Read REMEMBER THIS. Choose the correct words.

1 Sara applied for a *job* / *work* as a plumber.
2 Mum will be late home from *job* / *work* tonight.
3 What time will you finish *job* / *work* tonight?
4 Jenna is looking for a summer *job* / *work*.
5 I enjoy *work* / *job* because I have some lovely colleagues.
6 Mike left his computer at *job* / *work*.
7 My uncle lost his *job* / *work* when the factory closed.
8 What do you do all day at *job* / *work*?

SHOW WHAT YOU'VE LEARNT

6 Complete the sentences with the missing words. The first letters are given.

Studying full-time and working at weekends is **t***iring*. I've got no energy left to do the things I really enjoy.

1 Money is very important to me, so I want a job where I **a***m* **w***ell-paid*.
2 Jade wants to be her own boss. She wants to **b***e* **s***elf-employed*.
3 Did Charlie **t***urn* **u***p* late to work again today? He'll get the sack if he's not careful.
4 My job is very **d***emanding*. It's difficult and requires a lot of both mental strength and physical energy.
5 If you want more money, why don't you **d***o* **o***vertime*? The company is always offering extra hours after work.
6 Erin loves the outdoors. She would hate to **w***ork* **i***ndoors* in an office every day.
7 Alfie wants to **h***ave* a **p***art-time* **j***ob* because he likes working for only four hours a day.
8 Natalie helped me **c***ome* **u***p* **w***ith* an idea for the new magazine.
9 A: Why did John **r***esign* **f***rom* his job?
B: I think he didn't like his boss.
10 Kathy's brother has **p***ut* me **o***ff* the job of a swimming instructor because he says it's really badly-paid.

/10

6.2 GRAMMAR

Second Conditional

SHOW WHAT YOU KNOW

1 Complete the First Conditional sentences with the correct forms of the verbs in brackets.

Zoe wants to go to the cinema with her friends tonight, but …

If she goes (go) to the cinema, she'll miss (miss) the last bus home.

1 If she [a]doesn't catch (not/catch) the last bus, she [b]'ll have to take (have to take) a taxi.
2 It [a]'ll cost (cost) a lot of money if she [b]goes home (go home) by taxi.
3 She [a]won't have (not/have) any money for the weekend if she [b]spends (spend) it all tonight.
4 If she [a]doesn't have (not/have) any money at the weekend, what [b]will she do (she/do)?

2 ★ Choose the correct forms.

decisionsdecisions.com
helping teens with tricky choices

To go or not to go – that is the question!

We asked some teenagers …

What [1]would / did you miss about home if you [2]went / 'd go to study in another country?

This is what they said …

Mateusz 15:
My mum's cooking. I [3]'d miss / missed her food if I [4]'d live / lived anywhere except home. Can you put pierogi in the post?

Elle and Anna (Twins) 17:
We [5]'d never see / never saw our cats if we [6]'d study / studied in another country. We really love them. If we [7]'d get / got the chance to study in another country, we [8]wouldn't / didn't leave without them.

Tom 16:
If I [9]'d do / did a course in another country, I [10]wouldn't / didn't miss anything except my family. One day, I want to live in the US or Canada for a few years.

Camilla 17:
If I [11]went / 'd go to study in another country, I [12]'d feel / felt lonely without my boyfriend. I can't imagine life on my own.

3 ★★ Complete the dialogue between Jason and Holly with Second Conditional sentences. Use the correct form of the verbs in brackets.

J: I really like her, Holly, but I don't think I should tell her.
H: Wrong! You should definitely tell her.
J: Really? But, if I told (tell) her, she [1]'d know (know).
H: Er … obviously! That's the idea.
J: But, if she [2]knew (know), I [3]'d feel (feel) totally embarrassed. I wouldn't even be able to look at her. Anyway, she probably doesn't even like me.
H: Look Jason, I'll tell you a secret. Listen. Let's just say I had a very similar conversation with her yesterday. If I [4]were (be) you, I [5]'d tell (tell) her.
J: What? Really?
H: Jason, she feels the same way about you! Will you just go and find her NOW and ask her on a date?
J: Now? No way! What [6]would I say (I/say) if I [7]saw (see) her now? I'm not ready.
H: Oh Jason! You're nearly eighteen. It's time to be a man!

4 ★★★ Rewrite the sentences. Use the Second Conditional.

Ben doesn't have a job in the mountains this winter, because he has exams soon.
Ben would have a job in the mountains this winter if he didn't have exams soon.

1 He doesn't have a job in the mountains, so he doesn't go snowboarding every week.
He'd go snowboarding every week if he had a job in the mountains.
2 He doesn't go snowboarding every week, so he's not good at it.
If he went snowboarding every week, he'd be good at it.
3 He doesn't teach Charlotte to snowboard because he's not good at it.
He'd teach Charlotte to snowboard if he was good at it.
4 He doesn't teach Charlotte, so they don't spend time together.
If If he taught Charlotte, they'd spend time together.

SHOW WHAT YOU'VE LEARNT

5 Translate the Polish parts of the sentences.

1 If Kasia was / were a teacher (Gdyby Kasia była nauczycielką), she'd get long holidays.
2 Adam wouldn't live with his parents (Adam nie mieszkałby ze swoimi rodzicami) if he had a job in Warsaw.
3 If Hubert was / were a plumber (Gdyby Hubert był hudraulikiem), he'd fix the pipes in the kitchen.
4 If you worked for your father, would you argue all the time? (czy kłócilibyście się przez cały czas)?
5 We'd move out of our flat if houses weren't expensive. (gdyby domy nie były drogie).
6 Would you be surprised (Czy byłbyś zdziwiony) if Poland won the World Cup?

/6

GRAMMAR: Train and Try Again page 149

6.3 LISTENING LANGUAGE PRACTICE

Countable and uncountable nouns related to work • collocations • jobs

1 Read the dialogue between Sophie and Mary. Choose the correct words 1–6 to complete the extract.

Extract from Students' Book recording 3.6

S: I want to do your job.
M: Ah! Right. Well, why not? It's a great job. And we need more women in the [1]profession / *colleagues* / *qualification*. There aren't many female pilots. Did you know that only 5% of airline pilots are women?
S: That's terrible. Why is that?
M: I'm not sure. The [2]*experience* / *overtime* / training is long and very expensive, but it's the same for men and women. Maybe women think it's a man's job, so they don't apply for the training.
S: If I wanted to be an airline pilot, would I find the training difficult?
M: No, I don't think so. In fact, I think you have the right [3]*salary* / qualities / *colleagues*.
S: Really?
M: Yes, you're healthy and you have excellent eyesight. You're intelligent, you're good at Maths and Science, and you get on well with people. If you got your university [4]*experience* / *overtime* / degree first, and then went to pilot school, you could be a great pilot.
S: Do you enjoy your job?
M: I love it. I work long hours, but there are lots of good things about my job. For instance, I can travel anywhere in the world for free. (…)
S: What about your [5]colleagues / *salary* / *overtime*?
M: I work with some great people – we have a really good time together. (…)
S: Is it easy to become a captain and get a pay rise?
M: No, you need a lot of [6]*bonuses* / experience / *salary*. I've only been doing this job for five years. I may become captain after another ten years.

2 Complete the sentences with the words from the box. There are two extra words.

colleagues degree experience overtime profession qualities salary training

Dog training helps your pet behave better and can be fun for the dog and its owner.
1 The new education minister has over twenty years of experience in politics.
2 Pat has one degree in History and another in Literature.
3 What are the qualities of a good teacher? Knowledge, patience, tact, sense of humour …
4 How was your first day at work? What about the other people? Do you have any nice colleagues?
5 You need a high level of education and training to work in the legal or medical profession.

REMEMBER THIS

Ucząc się nowych rzeczowników, pamiętaj o sprawdzeniu w słowniku, czy są policzalne, czy niepoliczalne. Pamiętaj, że niektóre rzeczowniki należą do obu kategorii i to kontekst decyduje o tym, czy w danym wypadku są policzalne, czy nie.

You need lots of experience to become a professional footballer.

(niepoliczalny – doświadczenie jako wiedza i umiejętności nabyte dzięki wykonywaniu danego zajęcia)

Working in the USA was a great experience.

(policzalny – doświadczenie jako to, co się wydarzyło w naszym życiu)

FOCUS ON WORDS | Collocations

3 Choose the correct words.

Conversation 1: Boris and Andriey
B: Andriey, are you good at Maths?
A: I think so. I *do* / have / *take* a university degree in Astrophysics.

Conversation 2: Sandy and Millie
S: Do you like your new job, Millie?
M: I do. And I do / *spend* / *take* training quite often, so I'm learning lots.

Conversation 3: Amy and Barbara
A: Do you *take* / *spend* / get on well with your new boss?
B: Yes, I do. She's lovely.

Conversation 4: Sharon and Trevor
S: Are you sure you have / *get* / *do* excellent eyesight?
T: Yes, I can see very well, thank you.

Conversation 5: Morris and Colin
M: Why do you *take* / *get* / spend so much time away from home?
C: I go away on a lot of business trips.

Conversation 6: Gloria and Michael
G: I haven't seen you at work recently, Michael.
M: No, I took / *spent* / *did* time off to go travelling.

FOCUS ON WORDS | Jobs

4 Complete the jobs.

Who can help you …

	find what you are looking for in a shop?	**shop a**ssistant
1	learn to drive?	**d**riving instructor
2	get home on public transport?	**b**us driver
3	book a holiday?	**t**ravel agent
4	with paperwork and photocopying?	**o**ffice assistant
5	learn a winter sport?	**s**kiing instructor
6	get home late at night?	**t**axi driver
7	buy a house or a flat?	**e**state agent

6.4 READING

Summer jobs • collocations related to work • compound nouns • word families

Summer jobs for active teenagers

Every year, when school finishes for the summer, thousands of teenagers earn extra money by doing temporary* summer jobs. We spoke to three young people who have had active, outdoor jobs and asked them about their experiences. This is what they told us:

Aaron, 16, Australia
Summer job: lifeguard, Sydney

I enjoyed my summer as a lifeguard. The beach was a great place to work and the views of the ocean were beautiful, but there wasn't much time to relax. It's a serious job and someone has to watch the swimmers all the time. It's hard for one person to concentrate for so long. [1]___ Each lifeguard watches for an hour, then has a break. I'm proud* to say that my partner and I rescued* seven people this summer.



As well as being very strong swimmers, lifeguards should be at least sixteen years old and have qualifications in first aid* and water-rescue techniques. [2]___ I'd recommend this job to anyone who lives near the coast. The pay is average and it can be stressful, but it feels great to rescue someone, and the 'office' is the best in the world!

Kuba, 19, Poland
Summer job: windsurfing instructor, Mazury

I started windsurfing when I was 12, so I'm quite good. Last summer, I trained as an instructor and this year I got a job at the lake near our village. There are lots of tourists in the summer and most of them are beginners. They generally spend more time in the water than on the board! [3]___ Most sensible people stay where the water is shallow*, so they don't have a problem. Plus, it's much easier to windsurf on a lake than on the sea because lakes don't usually have big waves.

It's not a very well-paid job, but I think it's cool if you can do something you love – and of course, it's a great way to meet girls.



Yasmin, 18, UK
Summer Job: activity leader, Devon



This summer I worked at a children's summer camp as an activity leader. It was exhausting but fun. We organised sports, games and activities for the kids, many of them in the huge camp swimming pool. We also took the older children swimming in the river. [4]___ In the evenings, we organised discos and quizzes. Most of the time the kids were great and I worked with some lovely people and made some really good friends.

It is quite well-paid and you are so busy that you don't have time to spend any money. I lived for free in the camp accommodation. [5]___ All our meals were free too, so I saved a lot of money over the summer.

GLOSSARY

temporary *(adj)* – used to describe something you do for a short time only; tymczasowy
proud (of) *(adj)* – feeling pleased about something you have done; dumny (z)
to rescue *(v)* – to save someone or something from danger; uratować
first aid *(n)* – simple medical treatment given straight after an accident; pierwsza pomoc
shallow *(adj)* – you can stand with your head above the water in the shallow end of a swimming pool. You can't do this in the deep end; płytki

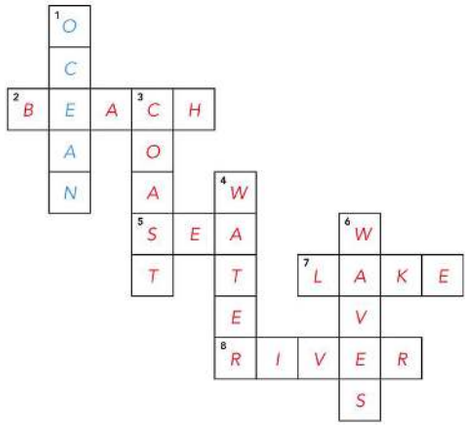
1 **Read the text. Match sentences A–F with gaps 1–5. There is one extra sentence.**

A It was too dangerous for the younger ones though. (4)
B One day, for example, a few silly people went out too far into the deep water, but we rescued them with the boat. (3)
C It wasn't very nice, but at least we didn't have to pay. (5)
D That's why we always work with a partner. (1)
E If you work hard, you can earn a lot of money in this job. ( )
F I did a training programme and learnt these skills before I started work. (2)

2 **Read the summary of the text and complete the gaps with 1-3 words.**

The article presents the experiences of three young people who decided to earn extra money in the summer. They had three different outdoor jobs (a lifeguard, a windsurfing instructor and an activity leader) and worked in three [1]*(different) countries / places*. All the teenagers enjoyed their summer jobs but only Yasmin was happy about the [2]*pay / money / money she earned*. She was also pleased that both her [3]*accommodation and food / meals* were provided, so she could save even more. To be able to do their summer jobs, Aaron and Kuba needed some special [4]*training / qualifications / skills*. Kuba is quite an expert at windsurfing since he's been doing it for [5]*seven / 7 years*. Aaron loved the beach and the ocean views but he didn't [6]*have (enough) time* to enjoy them.

3 **Read the clues and complete the crossword. Use the underlined words in the text to help.**



Across
2 An area of sand or small stones at the edge of the sea or a lake
5 Bigger than a lake; smaller than an ocean
7 A large area of water surrounded by land
8 e.g. the Nile, the Amazon

Down
1 e.g. the Pacific, the Atlantic
3 The area where the land meets the sea
4 H_2O
6 Lines of water that move across the sea. Surfers surf on these

REMEMBER BETTER

Ucząc się nowych słów, możesz organizować je linearnie w porządku chronologicznym lub też według natężenia jakiejś cechy.

Put the words from the box in the right place on the line.

ocean lake sea swimming pool

small – *swimming pool* – *lake* – *sea* – *ocean* **big**

FOCUS ON WORDS | Compound nouns

4 **Complete the sentences with compound nouns. Use the words in brackets to help you.**

I think being a *firefighter* (fight) is one of the most dangerous jobs. They don't only rescue cats from trees, you know.
1 We are making no progress with this project. Who is the *decision-maker* (decision) in this group?
2 Greg's a *social worker* (social). He helps care for people with mental illness.
3 I love computers and computer programming and one day I hope to work as a *software developer* (software).
4 Adam's a real *nature lover* (nature). He really enjoys being outdoors in forests and climbing mountains.
5 Why don't you ask Mandy for advice? She's the best *problem solver* (problem) I know.

FOCUS ON WORDS | Word families

5 **Complete each pair of sentences with the correct form of the word from the box. There is one extra word.**

ambition charm competition determination logic peace reliance

a It's so *peaceful* here during the nightshift. Much quieter than in the daytime.
b Isabella loves the *peace* in the countryside. She's thinking of leaving London.
1 a I have two *ambitions* in life: to be a skiing instructor and to visit Australia.
b Margaret is very *ambitious*. She wants to be the prime minister of Poland one day.
2 a John is extremely *competitive* and can get angry if he doesn't win.
b Mandy Ferris wants to *compete* in this year's Best Boss Competition. Do you think she can win?
3 a I met this really *charming* guy yesterday. He's so polite and friendly. You'll love him!
b Mariusz has so much *charm* that I usually do anything he asks me to do.
4 a Last week Matt was *determined* to learn Polish. But after three lessons all his enthusiasm disappeared.
b To succeed in business you need a lot of *determination* and good luck.
5 a You can't *rely* on Adam. I asked him to meet me an hour ago and where is he?
b Patrick isn't very *reliable*, so I wouldn't ask him to give you a job.

6.5 GRAMMAR

Modal verbs for obligation and permission

SHOW WHAT YOU KNOW

1 Complete the sentences with *must* or *mustn't*.

I must try to do more exercise. I want to be fit and healthy.

1 We are lucky to have enough food and a warm house. We mustn't complain about unimportant things.

2 I feel exhausted all the time. I must try to get more sleep.

3 We mustn't be late again. We don't want the others to think we are unreliable.

4 I must stop biting my nails. They look terrible.

2 Complete the sentences with the correct form of *have to* or *don't have to* and the words in brackets.

The gallery is free if you have a student card, so students don't have to pay (students/pay).

1 Emma has to miss (Emma/miss) school today because she's going to the hospital.

2 It's unfair. Alec doesn't have to clean (Alec/clean) his own bedroom, so why should I?

3 I can't concentrate on my homework. Do you have to sing (you/sing) so loudly?

4 (Nina/go) Nina doesn't have to go to school on Monday because it's a national holiday.

3 ★ Complete the gaps with the modal verbs in capitals. One verb in each group is not needed.

NEEDN'T / HAVE TO / CAN'T

1 A You needn't walk – why not save your energy? I'll take you in the car.
B You can't walk – it's freezing cold and you don't have a coat.

HAS TO / DOESN'T HAVE TO / CAN

2 A Beth can bring food to the party, but it's not really necessary.
B Beth doesn't have to bring food to the party – we've already got plenty.

HAVE TO / MUSTN'T / DON'T HAVE TO

3 A The students have to revise – the exams are in three weeks.
B The students don't have to revise – the exams finished last week.

HAS TO / CAN / MUSTN'T

4 A Katy has to wear formal clothes – the wedding invitation says 'formal dress'.
B Katy can wear formal clothes, but not everyone is going to be smart.

4 ★★ Think about rules and arrangements and choose the most suitable modal verb.

1 Sarah *must* / *has to* be there at four o'clock. The others will be waiting for her.
2 I *must* / *have to* stop staying up so late. I fell asleep at school yesterday!
3 The sign says you *can't* / *mustn't* park here.
4 I *can't* / *mustn't* forget to speak to Dad tonight. I need to ask him for some money.
5 Police officers and soldiers *must* / *have to* wear uniforms.
6 You *can't* / *mustn't* go on this rollercoaster if you are less than 1.4 metres tall.

5 ★★★ It's Julia's first day of work experience. Complete the dialogue with the most suitable modal verbs. Sometimes more than one answer is possible.

W: So, Julia, welcome to the chocolate factory. I'm William. Nice to meet you.
J: Hi. Nice to meet you too.
W: OK. Let's have a look round first of all. There are a few rules in the factory – you need to/have to wear these special plastic shoes at all times and I'm afraid you [1]can't wear any jewellery … oh, actually if you are married, you [2]needn't / don't have to take off your wedding ring, but no other jewellery, please.
J: OK, that's fine. I'm not married, so no problem.
W: OK. Follow me then please ...This is where we make the chocolate. We tell our workers that it's OK to eat as much chocolate as they like and of course, they [3]needn't / don't have to pay – it's free.
J: Really? [4]Can I try some?
W: Of course, but you [5]mustn't / can't use your fingers. Here, put this glove on.
J: Thanks. Mmmm, it's delicious. Oh dear, I [6]mustn't eat too much though.
W: Don't worry. We usually find that after a few days, people have had enough.
J: Hmm. I'm not sure about that.

SHOW WHAT YOU'VE LEARNT

6 Choose the correct words.

1 You __ be 17 to drive a car in the UK.
(A) have to B mustn't C can't

2 Architects __ be good at drawing.
A mustn't (B) need to C needn't

3 I __ remember to say thanks to Jenny.
(A) must B have to C mustn't

4 You __ be female to be a nurse.
A need to B mustn't (C) don't need to

5 Students __ make a lot of noise in the library.
A can (B) can't C needn't

6 Women __ become police officers if they want to.
(A) can B must C needn't

/6

GRAMMAR: Train and Try Again page 149

6.6 USE OF ENGLISH

Adjectives ending in *-ed* and *-ing*

1 ★ Choose the correct words.

Ann: How was your first day at work?
Max: Hmm. It was OK, but I found a lot of things really [1]confused / confusing.
Ann: Well, that's not [2]surprised / surprising. It was your first day.
Max: I know. But I made lots of mistakes, so it was also quite [3]embarrassed / embarrassing. To be honest, I feel a little [4]depressed / depressing.
Ann: Oh, Max. Don't be silly! Tomorrow will be better. What about the work? Is it [5]interested / interesting?
Max: It is, yes. I admit that I was a little [6]frustrated / frustrating but my day certainly wasn't [7]bored / boring. And I think the job will be very [8]rewarded / rewarding.
Ann: Well, then. So don't be [9]annoyed / annoying with yourself. Give it a little more time and everything will be perfect! Let's have an ice cream to celebrate finishing your first day!

REMEMBER THIS

*Everybody was **interested** in the exhibition.*
*What an **interesting** exhibition!*

Niekiedy przymiotniki nie mają formy z końcówką *-ing*; wtedy stosuje się inną formę:

*I was **scared** to death while I was watching the film.*
*What a **scary** film!*

*Tom was too **stressed** to say anything.*
*An exam is an example of a very **stressful** situation.*

2 ★★ Complete the sentences with the correct form of the word in capitals.

The food in our canteen at work is disgusting. Everything tastes horrible! **DISGUST**

1 My first day at work was really exciting. I learned lots of new things and met some great people. **EXCITE**
2 James works as a skiing instructor. It's physical work, so that's why he's always so exhausted all of the time. **EXHAUST**
3 Amy's job is quite badly paid. She finds this disappointing because she works very hard and earlier studied for six years. **DISAPPOINT**
4 Sarah read on the Internet about a charity organisation in Africa. Now she's feeling inspired and wants to apply for a job with them. **INSPIRE**
5 I get five weeks' paid holiday in my new job. It's amazing. I only had two in my last company. **AMAZE**
6 One of the most worrying things about my job is that it's very stressful. **WORRY**

3 ★★★ Complete the sentences with missing adjectives. The first letters are given.

My boss is always very **e**ncouraging. He says very positive things about my work.

1 Working outdoors all day in this heat is very **t**iring. I think I'll go to bed early tonight.
2 Guess what? Olga got the shop assistant job that she really wanted. She's absolutely **d**elighted, so she's having a party to celebrate!
3 I was so **s**cared of making a mistake on my first day in the office that I didn't manage to do very much work at all.
4 Karl thought he was going to get the sack yesterday. He was very **r**elieved when his boss only gave him a warning.
5 Janice was **a**mazed when they fired her. It was a complete surprise.
6 I saw something so **m**oving this morning that I nearly cried. A big punk guy was stopping the traffic to help a little old lady cross the road.



4 ★★★ Translate the Polish parts of the sentences.

Bill: The new tour guide is a charming young man, *(jest czarującym młodym człowiekiem)*. I'm sure you'll like him.
Eva: I can't wait to meet him.

1 Don: I'm a fire-fighter.
Ken: That's very demanding work / a very demanding job *(bardzo wymagająca praca)*.

2 Kim: What are your colleagues at work like?
Jon: To be honest, I'm irritated *(jestem poirytowany)* by what they think about our company.

3 Ella: What is the most stressful *(jest najbardziej stresującą)* thing in your work?
Jill: Giving presentations to a big audience.

4 Pam: How did your first lesson with class B go?
Greg: Don't even ask. I was really embarrassed *(Byłem naprawdę zażenowany)* when I entered the classroom 13 minutes late and saw all those eyes looking up at me.

5 Ed: Do you like being a farmer?
Tom: Yes, I do. I think work on a farm is very relaxing *(bardzo relaksująca)* for me.

6.7 WRITING

A job application

1 Replace the informal phrases in the sentences with the formal words from the box.

a suitable candidate at present available confident experience of working many opportunities obtained possess succeed requires

I've got all the skills needed to be an office assistant. *possess*

1 At the moment I'm working as a travel agent. *At present*
2 I am free to begin work from Monday 6th June. *available*
3 I have worked on over twelve fruit farms in Europe. *experience of working*
4 I believe that I am the right person for the position of shop assistant. *a suitable candidate*
5 I am sure you will be satisfied with my work. *confident*
6 I work hard and I have the right attitude to do well. *succeed*
7 This job will provide me with plenty of chances to develop myself. *many opportunities*
8 I got a certificate in teaching from Cambridge University. *obtained*
9 I truly believe I have the talent the position needs. *requires*

2 Put the words in order to make phrases for a job application.

1 reference / With / your / advertisement / in … / to
With reference to your advertisement in …
2 position / the / writing / I / am / express / my / to / in / interest / of …
I am writing to express my interest in the position of …
3 advertisement / very / found / because … / I / your / interesting
I found your advertisement very interesting because …
4 would / suitable / because … / I / be / a / candidate / the / job / for
I would be a suitable candidate for the job because …
5 experience / My / includes …
My experience includes …
6 enclose / CV / my / for / information. / I / your
I enclose my CV for your information.
7 any / at / available / I / be / can / interview / for / time.
I can be available for interview at any time.
8 am … / Currently, / I
Currently, I am …

3 Match the beginnings and the correct endings to make sentences for a job application.

I am writing in response to your advertisement (f)
1 I would like to apply for the position of (d)
2 At the moment, (a)
3 I am particularly interested in your company because (e)
4 As you will see (b)
5 I would be a suitable candidate for the job because (c)

a I am in my final year at senior school.
b I volunteered for a charity last summer.
c I am responsible and creative.
d part-time sales assistant.
e I would like to work for an international organisation.
f in the *Student Times*.

4 Replace the underlined phrases a–e in the job application with similar phrases from Exercise 2.

Dear Sir or Madam,

1 I am writing in response to your advertisement in *Work and Travel Magazine*. [a]2 I would like to apply for the position of children's activity organiser at the Grand Hotel this summer. [b]8 At the moment, I am preparing for my final exams, and I will be available to start work from July 5th.

[c]3 I am particularly interested in your company because I plan to do Hotel Management at university. I enclose my CV for your information. As you will see,[d]5 I spent last summer working as a summer camp supervisor at a local primary school.

[e]4 I would be a good candidate for the job because I get on well with children and am a responsible, creative and organised person.

I have provided my contact details on my CV and can be available for interview at any time.

I look forward to hearing from you.

Yours faithfully,
Mia Read



5 Read the task below. Then read the email and complete the gaps with the correct forms of the verbs from the box.

You have seen the advertisement below in the *International Student Times* and want to apply for one of the jobs. Write a letter of application to Barry Winston.



Do you want to spend the summer living and working in Ireland?

We need friendly, outgoing young people with a good knowledge of English for the following posts:

- Reception staff
- Promoting tours and trips
- Tour guide
- Snack bar staff

Experience preferred but not necessary
To apply or to receive an information pack

write to Barry Winston at
bwinston@winstoncampsites.com

Write your letter of application in about 80–130 words. Include and develop these points:

- Say where you saw the advertisement.
- Say what you are doing now, which post you are applying for and why you are interested in the job.
- Mention your CV and any relevant work experience.
- Say when you could have a telephone interview.

advertise apply attach could gain hear work would

Dear Mr Winston,

With reference [A]*to* / *by* your advertisement in the *International Student Times*, I would like to [1]*apply* for the position [B]*to* / *of* tour guide. I am currently [C]*in* / *on* my final year at school but would like to [2]*gain* more work experience before studying Tourism [D]*on* / *at* university next year.
I have [3]*attached* my CV [E]*with* / *for* your information. As you will see, I have some experience as a tour guide [F]*in* / *to* Poland and enjoy [4]*working* with people [G]*in* / *of* all ages. For these reasons, I feel I [5]*would* be a suitable candidate for the job you are [6]*advertising*.
I would be grateful if you [7]*could* send me an information pack.
I can be available for interview at any time.
I look forward to [8]*hearing* from you.

Yours sincerely,
Richard Marsh

6 Read the email again and choose the correct prepositions.

SHOW WHAT YOU'VE LEARNT

7 Przeczytałeś/Przeczytałaś poniższe ogłoszenie w lokalnej gazecie. Zamierzasz ubiegać się o tę pracę. Napisz list motywacyjny (80–130 słów), w którym:

- poinformujesz odbiorcę, gdzie zobaczyłeś/zobaczyłaś ogłoszenie,
- opiszesz swoje obecne zajęcie i podasz powody, dla których jesteś zainteresowany/zainteresowana tą ofertą pracy,
- uwzględnisz informacje o załączonym CV i adekwatnym doświadczeniu zawodowym,
- poinformujesz odbiorcę, że możesz przyjść na rozmowę kwalifikacyjną w dowolnym terminie.

BIG MIKE'S BURGERS
REQUIRE **SUMMER STAFF**

- ✔ Are you a teenager looking for valuable work experience in the summer holidays?
- ✔ Can you cook, clean and take orders?

We are looking for punctual, easy-going and trustworthy young people to join our team for the summer. Experience in customer service and kitchen work is an advantage.

Contact Mike Pickles:
bigmikepickles@bmb.net

SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Mój list motywacyjny:

- rozpoczyna się i kończy pasującymi do siebie zwrotami *(Dear Mr Smith ⇨ Yours sincerely; Dear Sir or Madam ⇨ Yours faithfully)*, ☐
- informuje, gdzie zamieszczone było ogłoszenie o pracę i dlaczego piszę, ☐
- zawiera szczegółowe informacje na temat mojego obecnego zajęcia i powody, dla których interesuję się oferowaną pracą, ☐
- zawiera informacje na temat mojego CV i adekwatnego doświadczenia zawodowego, ☐
- wyjaśnia, dlaczego jestem odpowiednim kandydatem/kandydatką i kiedy mogę przyjść na rozmowę kwalifikacyjną, ☐
- nie zawiera ani emotikonów (☺), ani skrótów *(info / CU / gr8)*, ani form skróconych *(I'm / isn't)*, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 80–130 słów, ☐
- został starannie i czytelnie napisany. ☐

6.8 SPEAKING

Asking for and giving advice

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Asking for advice	**Zasięganie rady**
What do you think I should do?	Jak myślisz, co powinienem/ powinnam zrobić?
Do you have any tips on what/ ideas about how to ...?	Masz jakiś pomysł na to, co / jak ...?
Giving advice	**Udzielanie rady**
You should ...	Powinieneś/Powinnaś...
I think you should ...	Myślę, że powinieneś/ powinnaś...
I don't think you should ...	Nie sądzę, że powinieneś/ powinnaś...
Why don't you (go) ...?	A może (poszedłbyś/ poszłabyś)...?
My best advice would be to ...	Radziłbym/Radziłabym ci, abyś...
It's a good idea to ...	Dobrym pomysłem jest...
If I were you, I'd ...	Gdybym był/była na twoim miejscu, to (zrobiłbym/ zrobiłabym tak)...
Accepting advice	**Przyjmowanie rady**
Thanks, that's really helpful.	Dzięki, to naprawdę pomocne.
That's great advice. Thanks!	Świetna rada. Dzięki!
That's a good idea!	To dobry pomysł!
Rejecting advice	**Odrzucanie rady**
I'm not sure that's a good idea.	Nie jestem pewien/pewna, czy to dobry pomysł.

1 Complete the dialogue between Henry and Samantha with the phrases from the box. There are two extra phrases.

Do you have any tips on how to
I'm not sure that's a good idea
It's a good idea ~~What do you think I should wear?~~
Thanks! That's really helpful You should

H: Tomorrow is my first day of work experience, Samantha. *What do you think I should wear?*

S: [1]*You should* definitely wear a suit, Henry. Iron a shirt and clean your shoes.
[2]*It's a good idea* to look smart on your first day.

H: [3]*I'm not sure that's a good idea*, Samantha.

S: Why not?

H: I'm going to work on a farm.

S: Oh.

2 Put the words in order and complete the mini-dialogues. There is one extra phrase in each dialogue.

A ~~really / Thanks, / helpful / that's~~
~~should / think / I / you~~
do / think / should / do? / What / you / I
~~have / tips / on / Do / how / a / you / any / to~~

Amy: *Do you have any tips on how to* become a model?
Mia: [1]*I think you should* keep yourself fit and look after your skin.
Amy: [2]*Thanks, that's really helpful*.

B helpful / really / that's / Thanks,
~~that's / good / a / sure / I'm / not / idea~~
~~about / any / you / how / Do / have / to / ideas~~
~~you / Why / don't~~

Tim: [1]*Do you have any ideas about how to* get a summer job during the school holidays?
Dan: [2]*Why don't you* come and work on my cousin's farm?
Tim: [3]*I'm not sure that's a good idea*. I have lots of allergies.

C ~~should / you / What / think / do / I / do?~~
~~great / That's / Thanks! / advice~~
Do / to ... / you / have / tips / any / how / on
~~were / I / you / If / I / 'd~~

Rosie: I can't believe I forgot his birthday. [1]*What do you think I should do?*
Melissa: [2]*If I were you, I'd* call him and say sorry then buy him a nice gift.
Rosie: [3]*That's great advice. Thanks!* What should I buy?

3 Complete the dialogue with the missing phrases. The first letters are given.

A local vet has just finished talking to Olivia and Toby's class about her job ...

V: So, does anyone have any questions?
O: Yes, I do. I'd really like to become a vet. What **d**o you **t***hink* I **s***hould* do?
V: Well, [1]**m**y best **a***dvice* **w***ould* be to work really hard in your Science classes! You'll need very good grades to get a place at a university veterinary school. [2]**W***hy* **d***on't* you have a look at some of the university websites?
O: [3]**T***hanks*, that's really **h***elpful*.
V: Anyone else?
T: Hi. Yeah, I have a question. Do you [4]**h***ave* **a***ny* idea about **h***ow* to get some work experience as a vet?
V: Good question. Most universities expect you to have some experience, so it's a [5]**g***ood* **i***dea* to try and work in a veterinary clinic, or perhaps a zoo during your school holidays.
[6]**I**f I **w***ere* you , I'd email all the local ones and ask if they can help you. But, I don't [7]**t***hink* you **s***hould* expect them to pay you, unfortunately!
T: OK, well that's [8]**g***reat* **a***dvice*. Thanks.

6.9 VIDEO AND VLOG WORKSHEET

BBC Window cleaning



Before you watch

1 SPEAKING Discuss the questions.
1 What's the highest building or structure you've ever been to the top of? How did you feel then?
2 What could you see when you looked down?

2 Decide whether the adjectives are positive (P), negative (N) or can be both (B).

complex *B* disappointing *N* excellent *P*
fascinating *P* good *P* iconic *P* intense *B*
lovely *P* nervous *N* nice *P* terrified *N* scared *N*

While you watch

3 25 Watch the video. Which words from Exercise 2 can you hear? Which words does Dallas use most?
intense (×2), nice (×2), scared (×2), nervous, terrified, iconic, lovely, good

4 SPEAKING Discuss the questions.
1 What is Dallas's job for the day?
2 How does Dallas feel before he starts working and after he has finished?

1 *For the day, Dallas is a window-cleaner on the Burj Khalifa.*
2 *He feels really nervous, absolutely terrified, but impressed and happy afterwards.*

5 25 Complete quotes 1–5. Then watch the video again and check your answers.
1 I was secretly hoping that it was going to be too windy today and it would all be *cancelled* and we could all just go home and somehow the windows would just clean themselves.
2 I'm absolutely *terrified* right now. I've never been so scared in my life.
3 I haven't *looked* down yet. Now I've *looked* down.
4 It's hard to believe how *high* these windows are.
5 If Dallas dropped something it could do a lot of *damage*.

6 25 Complete the email to Dallas. If necessary, watch the video again and check your answers.

Hi Dallas,

Welcome to Dubai. Please come to the Burj Khalifa – we're proud of it because it's the [1]*tallest* building in the world. When you get here, take the lift to Floor [2]*160*. Ask for the [3]*window*-cleaning team. We need to prepare you for your day's work. When you begin your window-cleaning, try not to [4]*look* down – you will be more than [5]*600* metres above the ground – that's higher than the world's [6]*previous* tallest building.
Don't worry about the [7]*wind*. The Burj Khalifa has an aerodynamic design and it is not a problem. Don't [8]*drop* anything – you could do a lot of damage. There are [9]*2400* windows to clean. It takes three [10]*months* to clean them all. Then we start cleaning them again!

See you soon,
The Burj Khalifa window-cleaning team.

After you watch

7 SPEAKING Discuss the most dangerous jobs in the world. Which would be the worst job for you? Why?
- Snake charmer
- Gold miner
- Deep sea fisher
- Fire-fighter
- Racing driver
- Underwater construction worker

FOCUS VLOG About dream jobs

1 SPEAKING Why might people want to do the jobs in the box? Discuss.

a composer a teacher a YouTuber
the CEO

2 27 Watch and check your ideas. Where would Oliver, Ethan, Esme and Freya like to work?
Oliver: Oxford
Ethan: Australia
Esme: London
Freya: home, the USA

3 27 SPEAKING Are sentences 1–5 true (T) or false (F)? Discuss with a partner. Then watch again and check.
1 Ethan wants to have access to the latest technology. T
2 Freya wants to be her own boss. T
3 Oliver thinks Oxford is too big. F
4 Ethan wants to work in Austria. F
5 Esme is happy to stay in London. T

4 SPEAKING Discuss the question.
If you could have any job in the world, what would it be and where would it be?

6.10 SELF-CHECK

VOCABULARY AND GRAMMAR

1 Match the beginnings and endings to form sentences.

I am self- (f)
1 Most shop assistants are (d)
2 Actors spend a lot of (a)
3 Ethan would like a job where he doesn't (b)
4 I am contacting you to (c)
5 I love my job because I get (e)

a time away from home.
b work long hours.
c apply for a job.
d badly-paid.
e ten weeks' paid holiday.
f employed and work as a freelance photographer.

/5

2 Choose the correct words.

Lena's dad is a driving *guide* / (*instructor*) / *trainer* but he refuses to teach her to drive.
1 Carly's mum is a *society* / (*social*) / *sociable* worker and helps homeless people.
2 Dad has been (*unemployed*) / *employed* / *fired* for a year, so we can't afford to go on holiday.
3 Molly got *paid holiday* / (*the sack*) / *a day off* for being impolite to customers.
4 I'd like to be a teacher but the low money (*puts*) / *gets* / *takes* me off this career choice.
5 Susie is a great problem *maker* / *developer* / (*solver*) so she's the best person to ask for help.

/5

3 Find and correct the mistakes.

I ~~work~~ a full-time job. *have*
1 Leon is a very ~~ambition~~ person. *ambitious*
2 Doctors are responsible ~~to~~ their patients. *for*
3 Artists have to be ~~creating~~ people. *creative*
4 My job is boring because it's so ~~repeating~~. *repetitive*
5 Nelly's total ~~rely~~ on her mother is worrying. *reliance*

/5

4 Put the words in order to form sentences and questions. Add a comma where necessary.

go surfing / I'd / lived / I / in Australia
If *I lived in Australia, I'd go surfing* every weekend.
1 went / exhausted all the time / wouldn't / if / feel / she
Rosie *wouldn't feel exhausted all the time if she went* to bed earlier.
2 invited / come / you / would / I / you
If *I invited you, would you come* to the party?
3 would / Laura and Kath / miss / worked from home / they
If *Laura and Kath worked from home, they would miss* their colleagues in the office.
4 wouldn't / if / were / I / go out with him again
I *wouldn't go out with him again if I were* you.
5 give / if / you / won / some money / me / you
Would *you give me some money if you won* the lottery?

/5

5 Choose the correct words.

You (*don't need to*) / *mustn't* / *need to* be attractive to be a DJ.
1 Fire-fighters (*need to*) / *mustn't* / *needn't* be fit and healthy.
2 Hotel guests *must* / (*can*) / *needn't* use the swimming pool for free.
3 Young children *needn't* / (*can't*) / *can* watch horror movies at the cinema.
4 I *have to* / *mustn't* / (*must*) remember to send Grandma a birthday card.
5 Students in our school (*needn't*) / *mustn't* / *need to* have uniforms on in the classroom, but they usually wear dark clothes.

/5

6 Complete each pair of sentences with the same answer A–C.

Has the taxi driver turned __ yet?
I won't put __ with your rude behaviour any more.
A in
(B) up
C on

1 I'm an office __ , so I help people with their administration work.
Mum works as a shop __ in a toy shop.
A worker
B agent
(C) assistant

2 William's father is a(n) __ agent.
Roxy and Dave have just bought a house on a large housing __ .
A travel
(B) estate
C secret

3 I'm going away __ a business trip next week.
Can we rely __ you to do a good job?
(A) on
B at
C for

4 Carlos prefers __ night shifts because he hates waking up in the mornings.
My brother is __ long hours at the moment because he has a lot of work.
A taking
B being
(C) doing

5 What time did you __ to work this morning?
Can you help me __ up with a new company logo?
A get
(B) come
C make

/5

Total /30

USE OF ENGLISH

7 Complete the text with the correct forms of the words in brackets.

First job advice

Starting any new job can be scary, but perhaps nothing is more *frightening* (FRIGHTEN) than starting your first job ever. Here's some advice for you at the very beginning of your career.

Firstly, what you need to remember is that you are likely to start your working life at the very bottom. You can expect to be doing rather repetitive and less [1]*challenging* (CHALLENGE) work initially, but it's important to show a high level of [2]*determination* (DETERMINE) to do the job well and learn as much as you can. Your colleagues will notice if you have a bad attitude.

Secondly, your new career will probably be nothing like school or university. You will need to prove that you are [3]*reliable* (RELY) and can be trusted to turn up on time and cope with [4]*demanding* (DEMAND) amounts of work. You don't want to get fired after the first week because you can't organise your new life.

Thirdly, it's a good idea to ask questions and be open to learning from colleagues with more experience than you. Also, don't be too [5]*competitive* (COMPETE) and be sure to pay attention to the things that people tell you.

/5

8 Complete the sentences with the words in brackets in the correct form. Do not change the order of the words. You may need to add words. Use no more than six words in each gap.

Russell *was not successful* (be / not / success) in his attempt to find a job as a swimming instructor.
1 If Amanda and David didn't work at the weekend, *they would come to the festival.* (come / the festival) with us on Sunday.
2 Jim *would need to have* (need / have) a university degree if he wanted to work for this company.
3 Aaron *doesn't have to bring* (not / have / bring) his laptop tomorrow because he can use mine.
4 Where would you go if *you took time off?* (you / take / time) from work for a month?
5 If Leonard *got on well / better with* (get / on / good) the boss, he'd have more chance of earning more money.

/5

9 Choose the correct translation A–C for the Polish parts of the sentences.

I've never had to work with *(bardziej denerwującą osobą niż)* Paul.
A a person as annoying as
B somebody more annoyed than
(C) a more annoying person than

1 You *(nie musisz)* work overtime if you don't want to.
(A) don't have to
B mustn't
C wouldn't

2 If I had a few days off, I *(wybrałbym coś mniej męczącego)*.
A will choose something less tiring
(B) would choose something less tiring
C chose something less tiring

3 Janet finds her work as a nurse *(niezwykle satysfakcjonującą)*.
(A) extremely rewarding
B extremely rewarded
C very well rewarded

4 Sarah *(musi)* work on Saturday because her boss asked her.
A needs
B must
(C) has to

5 If *(Marek miał lepszą pracę)*, he would be happier.
A Marek has a good job
B Marek worked better
(C) Marek had a better job

/5

10 Translate the Polish parts of the sentences.

Matt: Michael is lovely – so kind and polite.
Uta: Maybe. But *his charm (jego czar)* won't work on me.
1 Kim: Joseph *is determined to work less (jest zdeterminowany, aby mniej pracować)* this year.
Mel: Good. He's worked much too hard recently.
2 Dolly: If *you had excellent eyesight (miałbyś doskonały wzrok)*, you wouldn't wear glasses.
Julie: Ah. But I wear them to look more intelligent!
3 Laura: I've decided that I *must do more training (muszę przejść więcej szkoleń)* to feel really competent in what I do at work.
Bruce: Why? Aren't you coping very well?
4 Dana: If Erica *wasn't/weren't such a nature lover (nie była taką wielbicielką przyrody)*, she'd come with us on one of our city trips.
Kira: Maybe. It's certainly true that she prefers walking in the mountains.
5 Andy: I'm going to quit my job.
Molly: Really? But in this situation *resigning (from work) isn't logical (rezygnowanie z pracy nie jest logiczne)*.

/5

Total /20

7 Consumer society

7.1 VOCABULARY

Shops and services • clothes and appearance • collocations

SHOW WHAT YOU KNOW

1 Complete the names of the clothes. Some letters are given.


t i e


1 s k i r t


2 s h i r t


3 d r e s s


4 t r a c k s u i t


5 b o o t s


6 t r a i n e r s


7 b l o u s e


8 j a c k e t


9 j u m p e r


10 h o o d i e


11 t i g h t s


12 s o c k s


13 b e l t


14 h a t

FOCUS ON WORDS | Shops and services

2 Complete the sentences with the words from the box. There are two extra items.

bank clothes shop department store
DIY store estate agent's florist's health centre
High Street store jeweller's optician's
pet shop sports shop ~~vintage shop~~

Max looked for some boots like those that the Beatles used to wear. He bought them in the *vintage shop* on Carnaby Street.

1 Gabriel is going with his father to the *DIY store* to buy a hammer and some paintbrushes.
2 I can't see anything in these glasses. I need to go to the *optician's* and buy a new pair.
3 Oh no! I've forgotten it's Mother's Day. I'll have to go to the *florist's* and buy some flowers.
4 Where can I buy new shoes, a book, and a board game for my little sister? Oh, I know. At the *department store*. They sell everything there.
5 Renata bought those beautiful gold earrings in the *jeweller's* on Merton Road.
6 Most people buy clothes from a *High Street store* now because they have a lot of choice and low prices.
7 I saw a lovely flat for rent in the *estate agent's* in town yesterday. I must see it.
8 Jack's mum is a doctor and she works in the *health centre* on Windsor Avenue.
9 Have you been to the new *clothes shop* next to the station? They've got some really nice looking jackets and skirts in the window.
10 We haven't got much cat food. I'll get some in the *pet shop* on the way home tonight.

3 Choose the correct words.

1 There's a great *charity shop* / *greengrocer's* / *post office* near me that has some nice second-hand clothes.
2 I need to go to the *stationer's* / *computer shop* / *toy shop* to buy some paper for the laser printer.
3 Amanda and Ian are going to the *greengrocer's* / *butcher's* / *chemist's* to get some headache tablets.
4 Clara has gone to the *baker's* / *newsagent's* / *estate agent's* to buy a fashion magazine.
5 My sandals are broken. I need to take them back to the *toy shop* / *shoe shop* / *hairdresser's* where I bought them.
6 Jenna's gone to the *toy shop* / *post office* / *greengrocer's* to buy some stamps. She'll be back in 10 minutes.
7 I'd like to work in a *baker's* / *hairdresser's* / *butcher's* – the smell of fresh bread is wonderful!
8 These apples are tasty. I bought them in the *butcher's* / *greengrocer's* / *computer shop* next to my flat.
9 My sister's now a hair stylist for a film company but she started her career by cleaning the floor in a local *hairdresser's* / *computer shop* / *supermarket*.
10 Dad's in the *baker's* / *toy shop* / *butcher's* buying some bones for our dog Muffin.
11 The *toy shop* / *stationer's* / *surgery* near my house has a big collection of jigsaws and board games.
12 You can buy cheap printers from a good Internet *computer shop* / *stationer's* / *post office*.
13 Mum does all the family shopping in a large *greengrocer's* / *newsagent's* / *supermarket* because she can buy everything in one place.

FOCUS ON WORDS | Clothes and appearance

4 Complete the missing words. The first two letters are given.

Teen-advice.com

Jerry93: Hi guys. I've got my first ever job interview on Saturday morning. Any good advice on what I should wear to lo*ok* good? I'm not very [1]**fa***shionable*, so I need your help.

Mango14: You need to look [2]**sm***art*! That means a suit and tie. Good luck!

Alice-cool: Well, it depends on the job. Sometimes you might want to look [3]**or***iginal* – something like nobody else so that they will remember you better. If it's an artistic or creative job, you could even look [4]**sc***ruffy* – but then you'd need to wear [5]**de***signer* **cl***othes* which are expensive.

Joe99: My advice is to wear something that [6]**su***its* you and [7]**fi***ts* you well. You need to feel comfortable. Then you will be able to focus on the interview and be yourself.

SharonHeart: I always look [8]**go***rgeous/good* when I wear pink. Try that! ☺

Trevor_R: You don't need to wear expensive [9]**br***ands* but you should wear [10]**go***od* **qu***ality* clothes. This tells the company that you are professional.

5 Complete the sentences with the words from the box.

cashmere cotton denim leather silk wool

Jack Russell is wearing a lovely suit made of *wool*. It looks nice and warm and he looks so good in it!

1 My father bought me my first tie. It's *silk* and was very expensive.
2 I only wear *cotton* shirts because they are light and stay nice and cool even in the summer.
3 Are black jeans also made of *denim*?
4 Alison wants to buy a *leather* jacket which she can wear on her motorbike.
5 My grandma says that at her age there's nothing nicer than putting a soft warm *cashmere* shawl round her shoulders and sitting by the fireplace with a good book.

FOCUS ON WORDS | Collocations

6 Choose the correct words.

Conversation 1: Shop assistant and customer

SA: That's £29.99, please.
C: Erm ... excuse me. This is a gift for my sister. Can I bring it back if she doesn't like it?
SA: Certainly. Please keep your [1]*refund* / *bargain* / *receipt* and show it to the assistant if you bring the jumper back. You can exchange it for something else, or get a [2]*refund* / *sale* / *offer* if you prefer to get your money back.

Conversation 2: Gina and Mia

G: How about going shopping this afternoon, Mia? Do you need anything?
M: Well, I want a new watch. There's a beautiful one in the jeweller's in town but it's too expensive. Maybe we can just go [3]*a refund* / *on special offer* / *window shopping*? It doesn't cost anything to look!
G: That's true, but it's January. We might be able to pick up a(n) [4]*offer* / *sale* / *bargain* for you in the sales.
M: Good idea. Let's go!

Conversation 3: Stacey and Dad

S: Dad, we need a new vacuum cleaner, remember? The old one broke.
D: That's right, we do. Shall we go to the electrical goods store? I saw a sign saying they are having [5]*a sale* / *a bargain* / *a refund* at the moment. Perhaps they have vacuum cleaners on special [6]*bargain* / *offer* / *receipt*.
S: Did you say 'we'? I can't go. I'm meeting my ... I mean ... I've got too much homework.

Conversation 4: Mum and Tracy

M: That's a lovely dress. When did you buy it? And how much was it?
T: I bought it yesterday. It was £50 but I think it's [7]*worth* / *last* / *keep* it.
M: £50! Well, it should [8]*keep* / *pick* / *last* for ages for that price.

SHOW WHAT YOU'VE LEARNT

7 Choose the correct words.

1 I'll never understand why people *pick up a bargain* / *are worth it* / *go window shopping*. Why look at things you can't buy?
2 Sara's little brother cried at the *shoe shop* / *post office* / *hairdresser's* because he was scared of sitting in that big chair that they have.
3 I need some new *silk* / *denim* / *leather* boots. The old ones have got holes and my feet get wet when it rains.
4 We need some fruit. Can you go to the *butcher's* / *greengrocer's* / *High Street store* and buy some?
5 My grandma used to run a *stationer's* / *pet shop* / *florist's*. She's always loved animals.
6 These jeans are much too big. They don't *fit* / *suit* / *go* me.
7 Paula never *goes* / *picks* / *keeps* her receipts. What will she do if she wants to take something back to the shop?
8 I'm not happy with these shoes. I don't want a new pair, I'd like to get a *refund* / *bargain* / *sale* please.
9 Adam looks very *scruffy* / *smart* / *gorgeous* today. He hasn't shaved his face, brushed his hair or changed his clothes. Do you know why?
10 Martin bought wedding rings online but I think it's much safer to buy them from a well-known *post office* / *supermarket* / *jeweller's*.

/10

7.2 GRAMMAR

The Passive

SHOW WHAT YOU KNOW

1 Complete the sentences with the correct form of the verb *be*.

My dad *isn't* keen on shopping, but my mum loves it.

1 We haven't *been* to the new pet shop yet.
2 Joel went to the newsagent's at 7 a.m. but it *wasn't* open.
3 Trainers *are* so expensive these days. Some of them cost over £100.
4 My sister and I used to love playing 'shop' when we *were* little.

2 ★ Choose the correct forms, active or passive.

We love turkey!

Turkey Facts. Did you know ...

1 Archaeologists *have found* / *have been found* evidence of turkeys that lived 10 million years ago.
2 The first turkeys *brought* / *were brought* to England in 1526.
3 Turkey *has been eaten* / *has eaten* by ordinary UK families since the 1950s (before that it was too expensive!).
4 Around 10 million turkeys *sell* / *are sold* in the UK every Christmas.
5 About 20% of people in the UK *don't cook* / *aren't cooked* turkey for Christmas dinner. However, over 80% do!
6 Neil Armstrong and Buzz Aldrin *ate* / *were eaten* cold roast turkey when they landed on the moon.



3 ★★ Make the active sentences and questions passive.

What language do people speak in the Netherlands?
What language *is spoken* in the Netherlands?

1 Special software protects the computer from viruses.
The computer is protected from viruses by special software.
2 Who wrote *The Hobbit*?
Who *was The Hobbit written* by?
3 A few people have seen the Loch Ness Monster since that moment.
The Loch Ness Monster *has been seen by a few people since that moment.*
4 A famous chef has just opened a new restaurant.
A new restaurant has just been opened by a famous chef.
5 We don't sell used books here.
Used books *aren't sold here.*
6 Did the sports teacher ask you to play in the school football team? *Were you asked to play in the school football* by the sports teacher?

4 ★★★ Complete the article with the correct passive form of the verbs in brackets. One sentence does not need the passive form.

This month's fact file is all about Scotforth Senior School Student Snack Shop (or 6S as we call it!)

- 6S *was opened* (open) by students three years ago.
- 6S [1]*wasn't started* (not/start) to make money.
- Every year, the profits from 6S [2]*are given* (give) to a different charity.
- 6S [3]*has made* (make) over £2,000 for charity since it began.
- Unsold food from 6S [4]*isn't thrown* (not/throw) away; it's given to the local homeless shelter.
- Next year's charity [5]*hasn't been chosen* (not/choose) yet, so please put ideas in the 6S suggestion box.

We hope that 6S will continue to be '6Sful' next year! ☺

5 ★★★ Complete the text with the active or passive form of the verbs in brackets.

Today in the UK and the US over 50% of shopping *is paid* (pay) for with plastic cards. The idea started in the US in the 1920s. The first cards [1]*were made* (make) of paper and could only be used in a few shops and hotels. Then in the 1950s an American businessman called Frank McNamara had dinner at a restaurant one day, but [2]*didn't have* (not/have) enough cash to pay for his meal. This [3]*gave* (give) him the idea for the 'Diner's Club Card' and the first plastic credit card [4]*was invented* (invent). Since the 1950s plastic [5]*has been used* (use) to make all credit cards. Today, there are over 1.5 billion credit cards in the US.

SHOW WHAT YOU'VE LEARNT

6 Choose the correct answers A–C.

1 Cigarette smoking __ in public places in the UK since 2007.
A isn't permitted B hasn't permitted
C hasn't been permitted
2 On busy days, over 100,000 people __ Harrods of London.
A visited B visit C is visited
3 In 2003 a lottery win of $28.5 million __ by anyone. The money went to the State of California.
A wasn't collected B isn't collected
C hasn't been collected
4 Last year, millions of unsold sandwiches from shops and cafés __ to homeless people across the UK.
A are given B were given
C have been given
5 The Walton family __ the world's largest group of shops since it started in 1962.
A is owned B was owned C has owned
6 __ in bookshops?
A Are e-books sold B Do e-books sell
C Have e-books sold

/6

GRAMMAR: Train and Try Again page 150

7.3 LISTENING LANGUAGE PRACTICE

Synonyms • collocations • word families

1 Read the radio presenter's interview with Amy. Put the words in phrases 1–6 in the right order.

Extract from Students' Book recording 3.21

RP: Hello and welcome to *Ask the Expert*. The topic of today's programme is buying presents, and our expert is psychologist Amy Black. Thanks for joining us this afternoon Amy.
Amy: You're welcome. I'm pleased to be here.
RP: Amy, can you tell us *presents / at / good / person / sort of / what / is / choosing* *what sort of person is good at choosing presents*?
Amy: Well, it's true that [1]*buying / really / presents / some / are / people / good at* *some people are really good at buying presents* and some people are really bad, but I don't think it's a question of personality. I think anybody can buy a good present but they have to do some research ... [2]*presents / are / The best / after / a lot of / chosen / thinking.* *The best presents are chosen after a lot of thinking*.
RP: Do you think women are better than men at buying presents?
Amy: Well, I suppose women like shopping more than men and this means they don't mind spending hours in shopping centres or online. But as I said, [3]*buy / present / can / a good / anybody* *anybody can buy a good present*.
RP: Okay, let's read our first question. This was sent by Isabelle, 17 years old, from Bristol. She says 'My mum is going to be 40 ... and [4]*want / special / get / I / to / her / something* *I want to get her something special* to cheer her up.' What do you think Amy?
Amy: Well, Isabelle, it's great that you want to get your mum something special. If you want to cheer her up, [5]*idea / good / toiletries / a / are / always* *toiletries are always a good idea* but be careful. Your mum doesn't want to feel old. So don't buy face cream for the older woman.



2 Replace the underlined words in these sentences with an underlined word from the text in Exercise 1.

Can we go home now please? We've been in the shopping centre for ages / *hours*.

1 'Shopping Live' on the shopping channel is not a real TV show / *programme*. It's more like one long advert.
2 The subject / *topic* of the first chapter of the book is the oldest toy shop in the UK.
3 I don't really want to go shopping, but I guess / *suppose* we have to buy Lola a birthday present.
4 Which is nicer – modern furniture or antique furniture? Well, that's a matter / *question* of taste.
5 We're happy / *pleased* to say that we've already done all the Christmas shopping and it's only November.

REMEMBER THIS

Buy/get/give somebody a present = kupić/dać komuś prezent:

My parents bought/got/gave ***me*** *a present when I passed my exams.*

Get a present (from someone) = otrzymać prezent

I got a present ***(from my parents)*** *after I passed my exams.*

3 Read REMEMBER THIS. Complete the second sentence so it has a similar meaning to the first. Use the word in capitals. Change the form if necessary.

My sister gave me a pair of socks for my birthday. **GET**
I *got a pair of socks from my sister* for my birthday.

1 I got a puppy from my parents for Christmas. **BUY**
My parents *bought me a puppy* for Christmas.
2 David gave Louise a gold necklace for her graduation. **FROM**
For her graduation, Louise *got a gold necklace from* David.
3 Vincent got a smartphone from Claire for his 18th birthday. **GIVE**
Claire *gave Vincent a smartphone* for his 18th birthday.

FOCUS ON WORDS | Word families

4 Complete the sentences with the correct forms of the words in capitals.

There's a *sale* today, so everything is 20% cheaper. **SELL**

1 Jason spends most of his *earnings* on his hobby – snowboarding. **EARN**
2 I refuse to borrow money from a bank because I don't like having *debts*. **DEBT**
3 This unique *investment* opportunity promises to make you rich in a year! **INVEST**
4 Did you know that the first cola was *produced* in 1886? **PRODUCE**
5 You can make online *payments* much more quickly and safely today than ten years ago. **PAY**
6 Sarah is a successful *trader* on an Internet shopping website. **TRADE**

7.4 READING

Shopping • antonyms



Globalholidays.com Home | Search | Contact

you searched for 'Boxing Day'

In Britain, Canada, New Zealand and parts of Australia, the 26th of December is **Boxing Day**. Originally, this was the day when rich people gave their servants small Christmas gifts, but these days **Boxing Day** is all about shopping. There are big sales with reductions on everything, and customers spend huge amounts of money. Shops and shopping centres open very early (some of them as early as 5 a.m.) and shoppers often start queuing* for bargains in the middle of the night, hours before the sales actually begin.

1

Saveourcitycentre.net **discussion forum**

share your opinion and help save our city centre

Safari _23 says: For the last ten years, I have owned a clothes shop called 'Safari' on the main street of our town. About six months ago, a big shopping centre opened just outside the town and since then business has been bad. Every month fewer customers come into the shop and it is getting harder to make a living. I used to love my job, but standing there all day with hardly any customers is really boring. The little café opposite had to close down* last month. I know that other small businesses on the street are having big problems too. Some of them have actually moved to the shopping centre recently. I am not sure what the solution is, but I feel sad and angry, and I'm afraid that I will have to close down my shop too.

2

The shopping centre opened at half past nine. They met by the entrance at twenty-five past. There was no one else around. They waited next to the sign that showed the centre rules – no smoking; no dogs; no radios; no skateboards. They looked at each other nervously. At half past, the cleaner unlocked the doors. They were still the only people waiting. It looked safe. It was time. Through the doors, boards ready and then suddenly, full speed! They flew through the shopping centre, the wheels of their skateboards speeding silently on the perfectly flat floor. The feeling was fantastic, amazing; just as they imagined. And then ... they saw the security guard.

3

We are looking for

'secret shoppers'

to work for our large chain* of clothing shops

Our secret shoppers travel around the UK, visit different stores* and pretend to be real customers. On a typical visit, they go into one of our stores and ask questions about our clothes and shoes. Their main job is to check that our in-store sales assistants are friendly, and know a lot about our products. Secret shoppers have to listen carefully, remember all the details and then send a report to our London office to describe their visit. If you are offered a job as a secret shopper, you will have to keep your job and your identity secret.

For an application form, email targetstores.qm@css.net. Interviews start in October.

4

GLOSSARY

to queue *(v)* – to stand in a line of people waiting to do something, e.g. pay in a shop; stać w kolejce

to close down *(phr. v)* – if a business closes down, it stops operating permanently; zakończyć działalność, zamknąć

chain (of shops) *(n)* – a number of shops (also hotels, cinemas, restaurants, etc.) owned by the same company or person; sieć (sklepów)

store *(n)* – a large shop that sells many different things; sklep

1 Read the texts. Match pictures A–D with texts 1–4.

A 2 B 3 C 1 D 4

2 Read the texts. For questions 1–4, choose the correct answer A–C.

Text 1

The author of the text
A discourages readers from going shopping on Boxing Day.
B describes the origins and customs connected with Boxing Day.
C shares his/her experience in shopping on Boxing Day.

Text 2

The owner of 'Safari'
A is worried about her business.
B wants to close down her business.
C has moved her business recently.

Text 3

The boys 'looked at each other nervously' because
A there was no one else around.
B they saw the security guards.
C they were planning to break the rules.

Text 4

The advert says that secret shoppers work
A in one store.
B in stores all over the country.
C in the company's London office.

3 Read the sentences about the four texts and complete the gaps with 1–3 words.

Text 1

1 In the past, the people who received Christmas gifts on Boxing Day were *servants*.
2 If you want to get *a good bargain* on Boxing Day, you should go shopping long before the shops open.

Text 2

3 Safari _23 thinks the *new/big shopping centre* has caused all his problems.
4 *More people/more customers* used to buy clothes at 'Safari' than today.

Text 3

5 Except for the teenagers and the cleaner, there weren't any people at the *entrance* to the shopping centre at 9.30 a.m.
6 The teenagers broke the '*no skateboards*' rule.

Text 4

7 After each visit, a secret shopper needs to *send a report* about his/her experience.
8 If you get a job as a secret shopper, you can't *tell anybody about* your job and identity.

4 Complete the gaps with underlined opposites from the text.

large ≠ *small*
1 finish ≠ *start*
2 dangerous ≠ *safe*
3 save ≠ *spend*
4 interesting ≠ *boring*

REMEMBER BETTER

Niektóre słowa mają więcej niż jeden antonim. Przedstaw je wizualnie za pomocą diagramów – w ten sposób łatwiej je zapamiętasz.

Complete the diagrams with words from the box. There are two extra words.

big clear earn end exciting watch unsafe

small – large, *big*
1 start – finish, *end*
2 safe – dangerous, *unsafe*
3 spend – save, *earn*
4 boring – interesting, *exciting*

FOCUS ON WORDS | Shopping

5 Complete the sentences with the missing words. The first and last letters are given.

Because of a change in tax regulations, there has been a **r** *i s* **e** of 2% on the price of all items.

1 How much will it cost to **s** *h i* **p** these CDs to Australia?
2 Wow! Look at the length of the **q** *u e u* **e**. Let's come back in half an hour.
3 Marvin has just placed an **o** *r d e* **r** for a new laptop. It's fifty pounds cheaper online.
4 Excuse me, I'd like to pay for these trousers. Where's the **c** *h e c k o u* **t d** *e s* **k**?
5 I'm sorry, madam. This skirt is no longer **a** *v a i l a b l* **e** in green. Would you like to try the blue one?
6 James, can you find this shoe in size 8 for the **c** *u s t o m e* **r** over there in the white dress?



7.5 GRAMMAR

Quantifiers

SHOW WHAT YOU KNOW

1 Is the underlined noun countable *C* or uncountable *U* in these sentences?

The teacher gave us homework to do over the holidays. It's so unfair. (U)

1 It will take time to find the right pair of shoes for the wedding. (U)
2 Our city has a major problem with traffic and the air pollution it causes. (U)
3 Helen caught a very serious disease on holiday. Luckily, she's much better now. (C)
4 Ian goes to the most expensive school in the city. His grades are not good though. (C)
5 I love Thai food because it's hot, tasty and usually very healthy. (U)
6 We don't get on with the people who live next door. They aren't very friendly. (C)

2 ★ Choose the correct quantifiers to complete the dialogue between a researcher and Lynn.

R: Excuse me, may I ask you a few quick questions about your experience in the shopping centre today?
L: Er ... will it take long?
R: No, not at all. Just (a few) / *a little* minutes.
L: OK then.
R: Thank you. [2]*How much* / (How many) shops did you visit today?
L: Oh, I'm not sure exactly. Certainly [3]*too much* / (too many). My feet hurt!
R: Oh dear. Poor you. I'll write more than 10 on the form then. (How much) / *How many* time did you spend in the food zone today?
L: Oh, [5]*very few* / (very little). I stopped for a cup of coffee, but only for ten minutes.
R: OK, thanks. Just one more question, if you don't mind. [6](How much) / *How many* money did you spend today?
L: Only [7]*a few* / (a little). Most of the time I was window shopping.

3 ★★ Use *not much* or *not many* to make the sentences negative.

Frieda has a lot of friends.
Frieda *doesn't have many* friends.
1 Peter goes to a lot of parties.
Peter *doesn't go to many* parties.
2 Nick and Nancy watch a lot of news.
Nick and Nancy *don't watch much* news.
3 Jenny drinks a lot of juice.
Jenny *doesn't drink much* juice.
4 Edward and Eve write a lot of emails.
Edward and Eve *don't write many* emails.
5 Francis eats a lot of fruit.
Francis *doesn't eat much* fruit.

4 ★★ Add *a* before *little* and *few* if necessary.

There is *a* little milk left, so you don't have to have black coffee.

1 I have – little interest in shopping. I prefer playing football to be honest.
2 Leah wasn't going to celebrate her birthday, but then *a* few friends organised a party for her.
3 There are – few shops in the village, so most people travel to the city to do their shopping.
4 With *a* little luck, we'll find a bargain in the sales.

5 ★★★ Choose the correct answers A–C.

1 I don't have __ time. Can we be very quick in the shop?
(A) much B some C a little

2 Adam doesn't have __ male friends that like shopping.
A some (B) many C much

3 On Fridays, Lauren always buys __ chocolate on the way home from school.
A much B any (C) some

4 There are __ snowboards to choose from. I don't know which one to buy.
A too much (B) too many C not much

5 __ people do their shopping online these days.
(A) Lots of B A little C Any

6 Excuse me, do you have __ blue T-shirts?
A a little B much (C) any

7 Jo has __ birthday money left, but she hasn't decided what to spend it on yet.
A little (B) a little C a few

8 __ of my friends actually buy CDs now. I think Lewis is the only one.
(A) Few B Little C A few

SHOW WHAT YOU'VE LEARNT

6 Translate the Polish parts of the sentences.

1 *(Nie mamy dużo)* *We don't have many* customers in the shop on Sundays.
2 *(Ile czasu mamy)* *How much time do we have* before the shopping centre closes?
3 *(Jest za dużo samochodów)* *There are too many cars* in the city centre on weekdays.
4 Excuse me, *(czy ma pani jakieś)* *do you have any* black jeans in a size 32?
5 *(Niewielu ludzi robi swoje zakupy)* *Few people do their shopping* in the local shops these days.
6 *(Kupiliśmy trochę ubrań)* *We bought some clothes* in the winter sales.

/6

GRAMMAR: Train and Try Again page 150

7.6 USE OF ENGLISH

Indefinite pronouns: *someone, anything, nowhere, everybody, none, etc.*

1 ★ Choose the correct words.

1 I know my wallet is *anywhere* / (somewhere) / *nowhere* here. I'm sure it is.
2 The robbery was frightening but luckily *anyone* / (no one) / *someone* was hurt.
3 Hanna hasn't been (anywhere) / *somewhere* / *everywhere* interesting but she hopes to visit Thailand one day soon.
4 There isn't *nothing* / (anything) / *something* in this box – it's completely empty. Has Tom taken his books and notes yet?
5 If you are rich, you can go (everywhere) / *somewhere* / *nowhere* in the world. If I had lots of money, I'd go to the Maldives.
6 Monica has bought you *anything* / *nothing* / (something) really nice for your birthday. So, when's the party?
7 I need to study a little longer because I haven't revised (everything) / *anything* / *something* for the exam tomorrow.
8 Listen! I thought I heard (somebody) / *anybody* / *everybody* talking in our garden.
9 I told you already. *Nobody* / *no one* / (none) of my family are rich. We have ordinary jobs and we don't live in fancy houses.
10 Has *anybody* / *somebody* / (everybody) bought a souvenir? Good, then we can leave now. The bus is waiting for us round the corner.

2 ★ Choose the correct answers A–C.

1 **Mum:** The fridge is empty. Have you eaten __ ?
Emma: Yes, because I was really hungry.
A anything
B something
(C) everything

2 **Anna:** Would you like __ to eat?
Jane: Yes, please.
A anything
B everything
(C) something

3 **Aiden:** I was quite bored at the party.
Geoff: Why? Didn't you meet __ you know?
A somebody
(B) anybody
C everybody

4 **Theresa:** I met __ knows you this morning.
Patrick: Oh yeah? Who was that then?
A something that
(B) someone who
C anyone that

5 **Damian:** Don't we need to go shopping?
Jay: You're right. We need to buy __ for dinner tonight.
(A) something to eat
B nothing to eat
C somewhere to eat

6 **Gloria:** Am I the first person to arrive?
Jim: Yes, you are. __ of the other people are here yet.
A No one
(B) None
C Anyone

7 **Dad:** Ah, there you are. I looked __ for you.
Julian: Sorry, I was in the department store with Sam.
A anywhere
B somewhere
(C) everywhere

3 ★★ Complete the sentences with the words from the box.

anybody anything everybody everywhere nobody nothing something somewhere

Would you like *something* to drink?
1 The shop was so expensive I didn't buy *anything*.
2 Now I have a car we can go *everywhere* we want to.
3 Does *anybody* live in that big house?
4 I'm bored because there's *nothing* to do.
5 It looks like the restaurant is closed and *everybody* has gone home.
6 The guidebook says there's a cheap hotel *somewhere* close to the train station.
7 I didn't go to the concert because *nobody* gave me the address.

4 ★★★ Complete the second sentence so it has a similar meaning to the first. Use between two and five words.

I did nothing interesting at the weekend.
I *didn't do anything interesting* at the weekend.
1 Nobody I know likes spending money.
I don't *know anybody that / who* likes spending money.
2 There's a nice place to eat lunch next to the cinema.
There's *somewhere nice to eat lunch* next to the cinema.
3 Jamie invited all of the people that are here.
Jamie *invited everybody who / that is* here.
4 I didn't see a famous person at the party.
I saw *nobody famous / no famous people* at the party.
5 In fact, not one of my friends offered to pay for me.
In fact, *none of my friends* offered to pay for me.
6 James gave me an inexpensive present.
James *didn't give me anything* expensive as a present.
7 I think all of these places look nice to visit.
I think *everywhere looks* nice to visit.

7.7 WRITING

A formal written complaint



1 Match the information to make customer problems.

	I bought a watch from your website on 15th June.	A	I paid for them on the same day, but when I tried to print them, …	a	… I am still waiting for them to be delivered.
1	I ordered a pair of skis from your company 5 days ago.	B	When I checked my phone bill for this month, …	b	… the system said 'You have not paid yet'.
2	On 24/11, I booked tickets for the *Monster Truck Show* on your website.	C	You promised to send them to me the next day, but …	c	… I noticed a payment of 3 euros for this 'free' app.
3	Last month, I downloaded your 'free' app *Friendtracker*.	D	It arrived two days later, but …	d	… when I opened it, it was the wrong colour.

2 Complete the model email with the words from the box. There are two extra words.

bought complain disappointed faithfully grateful refund sincerely Sir or Madam wrong

Dear Sir or Madam,
I am writing to [1]*complain* about the service provided by your restaurant.
I recently organised my seventeenth birthday party at 'JW's All-American Diner'. I booked a table for 10, but when we arrived, the waitress said there was no reservation. We waited half an hour for a table. When we finally sat down, we were told that the chef was sick that day and we would have to wait at least an hour for our meal. The food arrived after 75 minutes and 4 out of 10 orders were [2]*wrong*. My vegetarian friend was given a steak!
I am very [3]*disappointed* with your service and feel sorry that I chose your restaurant for my birthday party. I would be [4]*grateful* if you could send me a [5]*refund* for the cost of the meal, or invite my friends and me to one of your other restaurants for a free meal.
Yours [6]*faithfully*,
Kay Jones

3 Tick the more formal version in each pair of sentences.

	a I didn't expect a pink smartphone.	☐
	b I did not order a yellow laptop.	☑
1	a I got a jigsaw puzzle for my mother.	☐
	b I bought a cashmere sweater for my sister.	☑
2	a I returned the broken watch to you.	☑
	b I sent the broken watch back to you.	☐
3	a I swapped the jeans for a skirt.	☐
	b I exchanged the phone for a tablet.	☑
4	a I got the wrong colour.	☐
	b I received the wrong size.	☑
5	a I am disappointed with your staff.	☑
	b I'm angry with your customer service.	☐
6	a I want all of my money back from you.	☐
	b I would be grateful if you could send me a full refund.	☑

4 Put the words into the correct order to make sentences. Decide which sentences are formal *F* and which informal *I*.

	buy / did / want / I / to / not / shirt / extra large / an *I did not want to buy an extra large shirt.*	F
1	I / ring / to / gold / buy / wanted / a / wedding *I wanted to buy a gold wedding ring.*	F
2	returned / I / the / to / you / bag *I returned the bag to you.*	F
3	work / I / got / when / the / it / didn't / TV *When I got the TV it didn't work.*	I
4	sent / I / back / to / trousers / you / the *I sent the trousers back to you.*	I
5	I / phone / model / the / for / newer / exchanged / a *I exchanged the phone for a newer model.*	F
6	another / want / I / to / the / swap / jeans / for / pair *I want to swap the jeans for another pair.*	I
7	wallet / I / a / blue / instead / received *I received a blue wallet instead.*	F
8	am / I / with / service / of / disappointed / the / quality / your *I am disappointed with the quality of your service.*	F
9	I / grateful / would / if / you / be / refund / could / me / send / a *I would be grateful if you could send me a refund.*	F
10	give / my / money / me / back *Give me my money back / Give me back my money.*	I

5 Imagine you have received poor service or had a problem with a product you have bought. Tick the fair requests.

	I would like a full refund of the money I paid.	☑
1	I would like an apology.	☑
2	I would like to eat for free at your restaurant forever.	☐
3	I would like you to close your business.	☐
4	I would like you to send me a new one that works.	☑
5	I would like you to send me the colour I ordered.	☑
6	I would like the waitress to lose her job.	☐
7	I would like to take you and your company to court.	☐

6 Read the task below. Then choose the correct answers A–D to complete the email.

You have recently bought an item of clothing from an online clothes store. Unfortunately, there are a few problems with the order.

- The item of clothing isn't blue but green.
- It's not the size you wanted.
- You think it's dirty and somebody has used it.

Write your formal complaint in about 80–130 words. Include and develop these points:

- Give your reason for writing.
- Say what you bought and when.
- Explain the problem and give appropriate details.
- Tell the reader what you expect the company to do.

Dear [1]__,

I am writing to [2]__ about a [3]*recent / last* order which I [3]__. I bought a blue jacket from your website on 7th May. [5]*When / While* I opened it I [6]*noticed / looked* that the colour was wrong. I [4]__ blue, not green. The jacket [5]__ to you and it [6]__ for the correct colour. [7]*Unfortunately / Fortunately*, this time the jacket was the wrong size. I ordered M not XL, and it [7]__ large for me. [8]*First / Furthermore*, it looks like it [8]__ and it is dirty on the back.
I am very [9]__ with your service. I would be [9]*delighted / grateful* if you [10]__ me a full [11]__ for the item and the [9]*cost / price* of sending it back to you.

Yours faithfully,
John Banks

1	A	Sir or Madame	B	Sir or Madam
	C	Sir and Madam	D	Sirs or Madams
2	A	complaint	B	complain
	C	argue	D	argument
3	A	placed	B	was placed
	C	did	D	was done
4	A	ordered	B	shopped
	C	liked	D	put
5	A	returned	B	was returned
	C	did return	D	was returning
6	A	exchanged	B	was exchanging
	C	did exchange	D	was exchanged
7	A	is a lot	B	is lots of
	C	is far too	D	is too much
8	A	was wearing	B	is worn
	C	has been worn	D	wore
9	A	angry	B	mad
	C	miserable	D	disappointed
10	A	could send	B	will send
	C	would be sent	D	must send
11	A	return	B	refund
	C	guarantee	D	money

7 Read the email again and choose the correct words A–G.

SHOW WHAT YOU'VE LEARNT

8 Przeczytaj poniższą opinię klienta na temat klubu fitness. Napisz e-mail z formalnym zgłoszeniem reklamacji (80–130 słów), w którym:

- podasz powody, dla których piszesz,
- poinformujesz, kiedy zapisałeś/zapisałaś się do klubu i jaki był koszt członkostwa,
- wyjaśnisz, na czym polega twój problem,
- poinformujesz odbiorcę o swoich oczekiwaniach.

Sunshine Gym & Fitness

Feedback and Suggestions

We are always keen to hear from our customers.
Tell us about your experience at Sunshine Gym & Fitness.

I want to complain about your service. On 18/11, I paid 200 euros to join your gym for a year, but I am not happy. Half of the machines in the gym are broken or dangerous, the changing rooms are always smelly and dirty and the staff are rude. When I complained about the broken running machine last week, the man at the desk told me I should run home instead! I'm not going to come to your gym anymore and I want all my money back.



SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Moje formalne zgłoszenie reklamacji:

• rozpoczyna się i kończy pasującymi do siebie zwrotami (*Dear Mr Smith ⇨ Yours sincerely*; *Dear Sir or Madam ⇨ Yours faithfully*),	☐
• podaje powody, dla których piszę,	☐
• wyjaśnia bliżej, na czym polega problem (co? gdzie? kiedy?),	☐
• informuje odbiorcę o moich (niewygórowanych) oczekiwaniach wobec niego,	☐
• jest uprzejme pod względem użytego języka,	☐
• nie zawiera ani emotikonów (☺) ani skrótów (*info / CU / gr8*), ani form skróconych (*I'm / isn't*),	☐
• nie zawiera błędów ortograficznych,	☐
• liczy 80–130 słów,	☐
• zostało starannie i czytelnie napisane.	☐

7.8 SPEAKING

Shopping

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Shopping for clothes	Zakupy w sklepie z ubraniami
Shop assistant	**Sprzedawca/Sprzedawczyni**
Can I help you?	Czy mogę w czymś pomóc?
Would you like to try it on?	Czy chciałby pan / chciałaby pani to przymierzyć?
The changing rooms are over there.	Przymierzalnie są tam.
How would you like to pay?	Jak chciałby pan / chciałaby pani zapłacić?
Make sure you keep your receipt.	Proszę zachować paragon.
Customer	**Klient/Klientka**
Excuse me, I'm looking for a top.	Przepraszam, szukam bluzki.
I'm a size 10.	Noszę rozmiar 10.
Do you have this in a size 12, please?	Czy mają to państwo w rozmiarze 12?
I'll take it.	Poproszę to.
Cash, please./By credit card.	Gotówką./Kartą.
If it doesn't fit, can we get a refund?	Jeśli rozmiar nie będzie dobry, czy dostaniemy zwrot pieniędzy?
Making complaints	**Zgłaszanie reklamacji**
Shop assistant	**Sprzedawca/Sprzedawczyni**
What's wrong with it?	W czym problem?
Do you have your receipt?	Czy ma pan/pani paragon?
We can exchange it for a new one.	Możemy wymienić to na nowe.
Customer	**Klient/Klientka**
I bought this dress last week but the zip doesn't work.	Kupiłem/Kupiłem tę sukienkę w zeszłym tygodniu, ale suwak nie działa.
I think it's faulty./It shrank./There's a hole in it./The colour ran.	Myślę, że jest wadliwy./Skurczył się./Ma dziurę./Farbuje.
I'd like a refund, please.	Poproszę o zwrot pieniędzy.



1 Complete the dialogue in a shop with the missing phrases. The first and last letters are given.

Harry: E*xcus*e me, I'm looking for a pair of dark blue jeans.
SA: Sure, we have several different brands. What [1]s*iz*e are you?
Harry: I don't really know. I think 32.
SA: OK ... I'll give you a few different ones to try. [2]The c*hanging* r*oom*s are over there.

Five minutes later ...

SA: Do you like any of those?
Harry: I like these but they're a bit too big. Do you have them [3]*in* a s*iz*e 30, please?
SA: Yes, we do. Just a moment ... OK, here they are.
Harry: Thanks ...
SA: ... Are they better?
Harry: Yeah, I think [4]I'll t*ak*e them. You know what? If I buy them and my girlfriend doesn't like them, [5]can I get a r*efund* ?
SA: Yes, for 28 days you can. Make sure you keep your [6]r*eceip*t.
Harry: Great. How much are they?
SA: They're £99.99. [7]H*ow* would you like to p*ay* ?
Harry: What?! A hundred pounds for a pair of jeans?! Er ... look I'm sorry, I have to go now. Maybe I'll ... er ... come back for them later, OK?

2 Choose the correct words.

1 What's wrong *to* / *for* / (*with*) it?
2 Do you (*have*) / *get* / *keep* your receipt?
3 We can exchange it *to* / (*for*) / *with* a new one.
4 I bought this last week but it (*doesn't*) / *isn't* / *hasn't* work.
5 I think it's *fault* / *faulting* / (*faulty*).
6 (*I'd*) / *I'm* / *I* like a refund, please.

3 Complete the dialogue in a shop with the phrases in Exercise 2.

In the pet shop ...

SA: Good morning, sir. Can I help you?
Harold: Yes, I hope so. *4*
SA: It doesn't work? But sir, it's a cat. [1]*1*
Harold: Well, I've had it for a week and it hasn't caught one mouse. Not one. It just sleeps in front of the fire all day. [2]*5*
SA: Faulty? But sir, it's a perfectly normal, healthy animal.
Harold: Well, I'm not satisfied with it and [3]*6*.
SA: A refund? For a cat? Er ... well we don't normally ... er ... listen, I have an idea. Some new cats were delivered this morning. Perhaps ... [4]*3*
Harold: I don't want a new one, I want my money back.
SA: Well, I ... er ... well, I suppose ... [5]*2*.
Harold: Yes, I do. Here you are. Thank you.

7.9 VIDEO AND VLOG WORKSHEET

BBC Cheap shopping



Before you watch

1 SPEAKING Do the mini-questionnaire. Then compare your answers with a partner. What do your answers say about you?

What kind of shopper are you?

1. Do you think shopping is
   a a necessity? b a leisure activity? c a hardship?
2. Do you prefer shopping for clothes in
   a small shops? b designer shops? c a shopping mall?
3. When you go shopping for clothes, do you look for
   a bargain? b good quality? c designer style?

While you watch

2 SPEAKING Try to match the prices in the box with the items 1–6 below.

62p 75p £7.50 £15.99 £19.99 £21

1  *£19.99*
2  *£21*
3  *£7.50*
4  *£15.99*
5  *62p*
6  *75p*

3 30 Watch the first part of the video (00:00 – 00:33) and check your answers in Exercise 2. What is 'weird' about the price of things?

It's weird that things are so cheap.

4 30 Read the leaflet about the Mall of America. Then watch the next part of the video (00:33 – 01:42) and complete the sentences.

The MALL OF AMERICA
THE WORLD'S BUSIEST SHOPPING MALL

It's enormous! You could put [1]*32* jumbo jets inside.
Shopping at the Mall of America is a [2]*leisure* activity!
It opened in [3]*1992* and since then more than half a [4]*billion* people have visited. It's [5]*located* in Bloomington, Minnesota.
There are 520 [6]*stores* and 40 million [7]*visitors* every year.
That's more than Graceland, the Grand Canyon and Disneyland combined.
There's no [8]*tax* on apparel (clothes)! It's a great place to shop!

5 30 Watch the next part of the video (01:42 – 03:33) and answer the questions.

1 What did people in the video buy?
2 Why did they buy these items?
3 What is fast fashion? *Answer key – WB page 155*

6 30 SPEAKING Discuss the possible disadvantages of fast fashion. Then watch the last part of the video (03:33 – 03:55) and compare with your ideas.

Producing too much rubbish.
Cheap labour.
Buying things we don't need, don't value, don't care about.

After you watch

7 SPEAKING Work in two groups. Discuss the statement 'Fast fashion is a good thing'.

Group 1 Agree with the statement. Think of arguments to support your case.
Group 2 Disagree with the statement. Think of arguments to support your case.

FOCUS VLOG About clothes

1 List all the different types of jeans you can think of.
Answer key – WB page 155

2 33 Watch Ethan, Rachel, Freya and Oliver answering the questions below. Do they mention any of the jeans you thought of in Exercise 1?

1 How many pairs of jeans do you have?
2 How much do you usually spend on a pair of jeans?

Ethan: not that many, talks about 3 (2 black and 1 blue), £15–20
Rachel: lots, talks about 3 (1 black, 1 blue with rips, 1 normal blue), £40 at the most
Freya: not many, £15–20
Oliver: not many, £40

3 33 Watch the video again and answer the questions.

1 Who spends £40 on jeans if they're good quality?
2 Who only buys cheap jeans for £15 or £20?
3 Who normally spends £40 so they last a long time?
4 Who doesn't spend much – about £15 to £20?

1 Rachel, 2 Ethan, 3 Oliver, 4 Freya

4 SPEAKING Discuss the questions in Exercise 2 with a partner.

VOCABULARY AND GRAMMAR

1 Complete the mini-dialogues with the correct words. The first letters are given.

Conversation 1

Lydia: Dad, the tablets you bought at the **c**hemist's aren't working. I still feel ill.
Dad: Hmm. Then I'll have to take you to the [1]**h**ealth **c**entre tomorrow.

Conversation 2

Kim: I saw this advert for an interesting flat. It was in the window of the [2]**n**ewsagent's this afternoon when I went to buy my bus ticket and some chocolate.
Mike: I think it's safer to go to an [3]**e**state **a**gent's when looking for somewhere to live.

Conversation 3

Phil: Do you think this jacket [4]**s**uits me? Do I look good in it?
Ron: I think the style is nice but not the size. It's too big. It doesn't [5]**f**it you.

/5

2 Choose the correct words.

All online *payments* / *payers* must give their credit card information.
1 Joanna's sister is a *trade* / *trader* at the local market. She sells cheap perfumes.
2 I don't like being *in debt* / *debtor*, so I'll pay you back tomorrow.
3 Tim is a really high *earnings* / *earner* so he can afford to buy expensive things.
4 Bjorn runs a factory but I don't know what his company *produces* / *productions*.
5 I'm thinking of becoming an *investment* / *investor* in a software company. Do you think I will lose my money?

/5

3 Complete the names of the places from the adverts 1–5. The first and last letters are given.

Why not come and buy everything in one big shop? **d**epartment **s**tore
1 This week – 20% off all pens and pencils. **s**tationer's
2 Try delicious locally grown organic pears. **g**reengrocer's
3 We offer free eye tests. **o**ptician's
4 The best sausages in town! **b**utcher's
5 Today only – 10% off all cakes. **b**aker's

/5



4 Complete the sentences and questions with the correct passive form of the verbs in brackets.

Kyle *wasn't chosen* (not/choose) for the football team.
1 The app *was designed / has been designed* (design) by a teenager.
2 *Were you given / Have you been given* (you/give) a present?
3 I'm sorry but the house *was sold* (sell) last week.
4 *Was the parcel delivered* (the parcel/deliver) this morning?
5 The students *haven't been told* (not/tell) about the new teacher yet.

/5

5 Find and correct the mistakes.

There are too ~~much~~ things on the menu. I can't decide what to order. *many*
1 There is very ~~few~~ milk left. Can you drink black coffee? *little*
2 How ~~many~~ snow is there in the mountains at the moment? *much*
3 Very ~~little~~ people can afford to buy a private island. *few*
4 Only ~~few~~ very good friends were invited to her party. *a few*
5 ~~A lots of~~ the students are sick this week. *Lots of / A lot of*

/5

6 Complete each pair of sentences with the same answer A–C.



Can we __ window shopping this week?
We need to __ to the shop to buy some bread.
(A) go B get C be
1 Mum, I want to go to the toy __ to buy a new game.
Do they sell tennis rackets in the sports __ near you?
(A) shop B sale C agent
2 Unfortunately, I haven't got __ time for my hobbies.
You've put too __ sugar in this coffee. It's really sweet.
A any B few (C) much
3 Two new cinemas __ built in this town last year.
When __ flat screen TVs invented?
A was (B) were C are
4 You look __ in that hat. Like a movie star!
It's a(n) __ sunny day. Let's go swimming in the sea.
A good (B) gorgeous C original
5 You're lucky, madam. These are the __ pair we have in the shop.
These jeans are such good quality that they should __ for ages.
A final B end (C) last

/5

Total /30

USE OF ENGLISH

7 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words, including the word in capitals.

I have got almost no money left. **VERY**
I *have very little* money left.
1 Did we sell the last cashmere jumper to Mr Smith? **WAS**
Do you know if the last *cashmere jumper was sold to* Mr Smith?
2 Today, all of the things on this shelf are half-price. **IS**
Today, *everything on this shelf is* half-price.
3 I can't find my glasses anywhere. **LOOKED**
I have *looked everywhere for my glasses* and still can't find them.
4 There is no cola in the fridge. **NOT**
There *is not any cola* in the fridge.
5 The bad news is that almost nobody attended the sales. **FEW**
The bad news is that *(very) few people* attended the sales.

/5

8 Complete the text with the correct form of the words from the box. There are two extra words.

any brand create custom organise produce sell shop

Who would buy that?



The online *shopping* website that we know today as eBay [1]*was created* in 1995. Its first name was AuctionWeb, and it started life as a small part of the personal website of the company's inventor, French-American Pierre Omidyar.

The first item for sale on the site was a broken laser pointer. When Pierre found a [2]*customer* who was happy to pay $14 for this, he asked the buyer why he wanted it. The answer was simple – the man collected laser pointers. Because of this experience, Pierre believed that he could sell [3]*anything* through his new online shop – and it didn't matter whether the item was working or broken.

Pierre's idea became a huge success and the company grew quickly after he invited other people to sell their items on his website. In 1997, Pierre changed the name to eBay and, one year after this, only three years after the company had started, Pierre was a billionaire.

Today eBay is worth about $10 billion, operates in 30 countries and has between 20-25 million [4]*sellers* who advertise their things for sale. And now, you can buy anything from broken laser pointers to the latest [5]*products* of technology and high street fashions.

/5

9 Choose the correct answers A-C to replace the underlined part of the sentence.

Yana: I'm really hungry because I haven't eaten all day.
A I've had anything to eat
B I've had something to eat
(C) I've had nothing to eat
1 Frank: Sorry, but I've already sold my watch.
(A) my watch has already been sold
B my watch isn't for sale
C I'm not selling my watch
2 Kevin: Is this shirt available in black?
A Do you make this shirt
B Do you own this shirt
(C) Do you have this shirt
3 Bob: There's a long line of people waiting to buy tickets.
A checkout (B) queue C rise
4 Mum: You look very elegant today. Where are you going?
(A) smart B fashionable C scruffy
5 Clive: Why isn't there anybody working at this checkout desk?
A is there somebody
(B) is there nobody
C isn't there nobody

/5

10 Complete the text with one word in each gap.

moneysaver.com

How to shop and save

Most people love spending money *on* clothes. But shopping can be expensive. So here are some tips to help you save money when you go looking to fill up your wardrobe.

Firstly, always remember that there are a [1]*lot* of High Street stores that sell clothes that everyone can afford. Plus, they often [2]*have* sales at the beginning of each new season. This is because when shops have new and more fashionable clothes coming in, they need to sell older items quickly. So, if you want to [3]*pick* up a bargain, this can be the best time.

Charity shops and other second-hand shops also offer a variety of cheap clothes. Although they don't usually have items [4]*on* special offer, it's not difficult to find something at a good price. There's an added advantage too – when you buy second-hand clothes, there's a bigger chance you will find something that looks original compared to clothes from the High Street.

One more way to save money is to buy good quality clothes. Even some expensive designer clothes are not actually very well made. Make sure you buy something that will last. Then, even if it wasn't so cheap to buy, you'll see that the product was [5]*worth* it in the long-term.

/5

Total /20

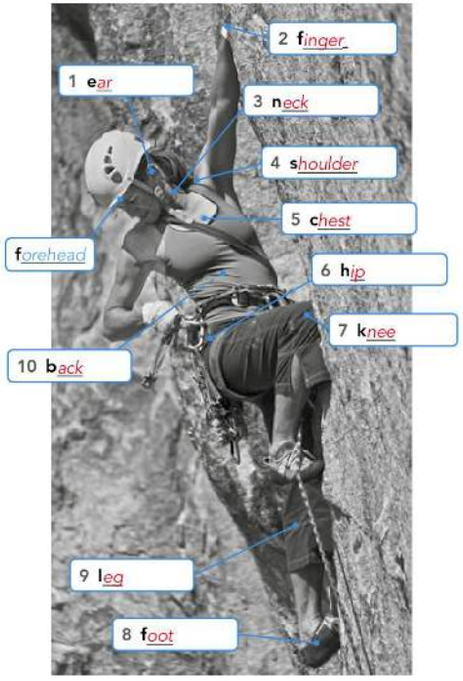
8 Well-being

8.1 VOCABULARY

Body parts • symptoms • health • phrasal verbs

SHOW WHAT YOU KNOW

1 Label the body parts. The first letters are given.



2 Complete the sentences with the correct body parts.

When humans sneeze, air passes out of the *nose* at over 160 kilometres per hour.

1 In many European countries, male friends kiss female friends – but not on the *lips*!
2 Yesterday my granddad bit into a really hard nut and broke his left front *tooth*.
3 Some geckos, a type of lizard, lick their own eyes clean with their *tongue*.
4 Camels have beautiful long *eyelashes* to protect their eyes from sand.
5 Do you know why we have *eyebrows*? They keep rain and sweat away from our eyes.
6 The bowhead whale has the largest *mouth* of all animals. It could easily swallow four horses!

FOCUS ON WORDS | Symptoms

3 Complete the dialogues with the missing words. The first and last letters are given.

Ann: I've got a terrible **h***eadach***e**.
Missy: I'm not surprised. The music on your headphones is too loud.

1 Meg: Are you OK? You nearly fell over.
Ola: Actually, I'm feeling a little **d***izz***y**. I need to sit down.

2 Alan: Dad, I've got a **s***tomachach***e** now.
Dad: Really? What did you eat?

3 Ed: Feel my head. Have I got a **t***emperatur***e**?
Stan: You don't feel hot to me but I can get a thermometer if you like.

4 Katy: Where's the bathroom? I feel **s***ic***k**.
Rich: Oh no. Did you eat that three-day old slice of pizza?

5 Dan: I don't think I can do the presentation this afternoon. I've got a bad **c***ough***h**.
Jon: Here, try some of this medicine. It might help.

6 Dr: When did you begin to feel **i***l***l**?
Pat: Yesterday. After I got home from the skiing trip.

4 Complete the health advice with the words from the box. There are two extra words.

back chest head leg nose shoulder throat thumb

Dr Simple's tips
for curing almost everything

TIP 1: Yoga can really help if your *back* hurts. Sit correctly on your chair and sleep on a hard floor.

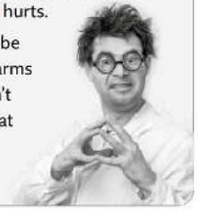
TIP 2: If you've got a runny *nose* you should buy a big box of tissues.

TIP 3: Drink lots of water to help with a sore *throat*. And only sing when you're in the shower.

TIP 4: You've got a pain in the *chest*? Then maybe you need to see a love doctor!

TIP 5: Sending too many text messages probably created the problem, so try telephoning your friends if your *thumb* hurts.

TIP 6: A pain in the *shoulder* can be the result of moving your arms too much. My advice – don't move your arms. And if that doesn't help, see tip no. 1!



FOCUS ON WORDS | Health

5 Choose the correct verbs.

Tip-Top Health Q & A

Have you got a health concern? Here are some common questions and their answers.



Q: I want to go on a diet. What do I need to know?

A: Right, so you've [1]*made* / *done* the big decision to [2]*keep* / *lose* weight? Great! Firstly, add some exercise to your daily routine. Join a gym. The high-tech machines will help you to [3]*check* / *keep* your heart rate while you exercise to make sure you don't exercise too hard. Secondly, you need to learn how to [4]*make* / *do* the right food choices. There are plenty of diets online if you can't see a dietician.

Q: I think I [5]*am* / *have* allergic to something I'm eating. What should I do?

A: Lots of people have allergies. One sign is [6]*coming* / *being* out in spots. To identify the problem start by [7]*keeping* / *losing* track of what you eat. A food diary will help. Once you know what the problem is, you should visit a doctor.

Q: [8]*Am* / *Have* I asthmatic?

A: Only your doctor can tell you if you have asthma. Sometimes, however, breathing problems are the result of stress. Try to [9]*reduce* / *lose* the anxiety in your life and [10]*check* / *make* your pulse regularly. A fast heart rate might show that stress is the problem, not asthma!

Q: I've [11]*reduced* / *lost* my appetite. What's wrong with me?

A: Try to [12]*reduce* / *lose* the amount of stress you have. Some people eat more when they are stressed but others stop eating. Have you [13]*come* / *make* out in a rash? A rash can be a sign of stress and anxiety. Also, try to [14]*keep* / *be* fit. Exercise is a great way to get rid of stress and create a healthy appetite!

FOCUS ON WORDS | Phrasal verbs

6 Complete the sentences with the correct prepositions.

You need to work *out* regularly if you want to look like Arnold Schwarzenegger.

1 I can't fit into my suit because I'm too fat. I'm going to cut *out* chocolate and sweets.
2 Sandra has decided to take *up* tennis to try and get fit. She's never played before!
3 Joshua returned to work after only three days off work. He always gets *over* the flu quickly.
4 A woman passed *out* on the bus this morning. Luckily, there was a doctor there to help her.
5 I didn't know you suffered *from* a nut allergy. I won't bake this cake again.
6 The exams next week are really stressing Adam *out*. He should learn how to meditate to stay calm.

REMEMBER THIS

*The doctor gave me a **prescription** for my headaches.*

*Here's the **receipt** for your new jacket, madam.*

*What's the **recipe** for your wonderful pancakes?*

SHOW WHAT YOU'VE LEARNT

7 Choose the correct answers A–C.

1 I've got a really bad __ in my shoulder.
A hurt B sore (C) pain

2 It's important to check your heart __ when you exercise.
(A) rate B pulse C weight

3 Brad has got a cold. He's got a runny __ .
A throat B head (C) nose

4 My dad has decided to work __ , so he's joined a gym.
A on (B) out C up

5 The thought of going to the dentist always stresses me __ .
(A) out B with C over

8 Find and correct the mistakes.

Research says that one in twelve people ~~got asthmatic~~. *are asthmatic*

1 Courtney is allergic ~~from~~ milk, so just give her some water to drink. *to*
2 ~~I've~~ a really bad headache. Where's the aspirin? *I've got a*
3 How long have you suffered ~~with~~ migraines, Tamara? *from*
4 Oh no! I've come ~~up~~ in a rash all over my chest. *out*
5 My leg ~~pains~~. I shouldn't go jogging tomorrow. *hurts*

/10

8.2 GRAMMAR

Past Perfect

SHOW WHAT YOU KNOW

1 Complete the sentences with the Past Simple form of the verbs in brackets.

1 When Nasrine [a]*began* (begin) to feel ill, she [b]*called* (call) for the doctor.
2 When the doctor [a]*entered* (enter) the room, the nurses [b]*didn't stop* (not/stop) talking.
3 The pain in his leg [a]*got* (get) worse when he [b]*stood up* (stand up).
4 Liz [a]*didn't feel* (not/feel) well when the plane [b]*started* (start) to experience turbulence.
5 When the footballer [a]*passed out* (pass out), the medical team [b]*ran* (run) onto the pitch.

2 ★ Complete the story with the Past Perfect form of the verbs in brackets.

Maggie lay in bed but couldn't fall asleep. She thought about everything that *had happened* (happen) that day. She couldn't stop thinking about the car accident that she [1]*had been* (be) involved in. Luckily, nobody was seriously hurt and she was certain that she [2]*hadn't done* (not/do) anything wrong. She [3]*had driven* (drive) the usual route home and, like always, she [4]*had paid* (pay) close attention to the road. And then there was the young boy right in front of the car. He was now in hospital with a broken leg. [5]*Had she looked* (she/look) away for a second? No. She was sure. So why couldn't she sleep?

3 ★★ Which action happened first in the sentences? Write 1 or 2 after each part of the sentence.

When I arrived [1][a], the dentist washed her hands [2][b].
1 When I arrived [2][a], the dentist had washed her hands [1][b].
2 My legs hurt [2][a] because I ran too far. [1][b].
3 When my legs began to hurt [1][a], I stopped running [2][b].
4 The trainer had already left the gym [1][a] when I arrived [2][b].
5 The trainer left the gym [2][a] because I was rude to him [1][b].
6 After the referee showed him the red card [1][a], the player left the pitch [2][b].
7 By the time the referee gave him the red card [2][a], the player had already apologised [1][b].

4 ★★ Choose the correct verb form in each sentence.

1 David found it hard to concentrate because he *didn't meditate* / *hadn't meditated* before.
2 When I got home after jogging, I realised I *had lost* / *lost* my door key.
3 The woman *hadn't eaten* / *didn't eat* vegan food before, so she was pleasantly surprised by how tasty it was.
4 Theo had already begun to feel stressed by the time he *had arrived* / *arrived* at the school.
5 Before Ross *had joined* / *joined* the gym, he had spoken to one of the trainers.
6 Eleanor recognised the yoga instructor. Where *did she see* / *had she seen* her before?
7 When we got to the village, we discovered that the owners of the spa hotel *sold* / *had sold* it. Now it was a large burger bar.
8 After the two women finished the marathon, they *went* / *had gone* for a pizza.

5 ★★★ Complete the story with the Past Simple or the Past Perfect forms of the verbs in brackets.

Liam sat on the bed in his room and thought about his life. He *had been* (be) a professional athlete for nearly three years. He was only half way through the six-year contract he [1]*had signed* (sign) with a big sports company which supported him financially. The problem, as usual, was that he [2]*felt* (feel) sad and lonely. He spent nearly all of his free time in a hotel room with nobody to talk to. He really [3]*missed* (miss) spending time with his parents and his brother. What's more, before he became a professional runner, he [4]*had had* (have) plenty of friends. Now, he [5]*realised* (realise) that most of them [6]*had got* (get) married and had a family. Of course, none of his old friends were as 'successful' or famous as he was. But he still [7]*wasn't* (not/be) happy. Why [8]*had he become* (he/become) an athlete in the first place? Because he thought being rich and famous was more important than anything else.

SHOW WHAT YOU'VE LEARNT

6 Complete the sentences with the Past Simple or the Past Perfect forms of the verbs in brackets.

1 I [a]*was* (be) half way to the gym when I [b]*realised* (realise) I [c]*had left* (leave) my trainers at home.
2 [a]*Had Katie finished* (Katie/finish) her fitness programme the last time you [b]*called* (call) her?
3 Julie [a]*hadn't lived* (not/live) in the countryside for very long when she [b]*noticed* (notice) how much healthier she felt.
4 By the time I [a]*got* (get) to the chemist's, my headache [b]*had gone* (go).
5 The doctor [a]*didn't recognise* (not/recognise) the patient because he [b]*had lost* (lose) lots of weight.
6 My neck [a]*hurt* (hurt) because I [b]*had fallen* (fall) asleep at my desk.

/6

GRAMMAR: Train and Try Again page 151

8.3 LISTENING LANGUAGE PRACTICE

Collocations • expressing purpose • places to do sport

1 Read the interview between a radio presenter and a teenager. In gaps 1–9, choose the correct answers A–C.

Extract from Students' Book recording 3.35

P: Good morning from Central Park in New York City. I can't [1]__ I'm in the middle of one of the busiest cities in the world, and yet I can't [2]__ any [A]*traffic noise* / *sound*. [B]Pollution *levels* / *scales* are low and the [C]air *standard* / *quality* is good. I can [3]__ why New Yorkers say that Central Park is their backyard or garden and their escape from [D]city *activity* / *life*. [4]__ around, I'd say it's also their gym – it's where people come to walk, run, cycle, work out, train, climb and [5]__ football. Central Park is huge! There are over 93 kilometres of pathways, 26 [E]playing *pitches* / *fields* and 21 playgrounds for children, and when you [6]__ a rest, there are 9,000 benches to sit on. There's a zoo, a theatre, a [F]skating *track* / *rink*, a reservoir, places to sail and swim, and plenty of places to eat – I could live here! […]
I'm going to talk to a group of young people sitting on the grass over there. Hi! […] Do you [7]__ if I ask you a few questions? […] I'm recording a podcast about parks. You look very relaxed. Do you [8]__ to Central Park a lot?
T: Yeah, we hang [9]__ here all the time in summer. This is Sheep's Meadow – it's a really good place for sitting on a blanket, reading a book, people-watching.



1	(A) believe	B think	C know
2	A listen	(B) hear	C observe
3	(A) understand	B know	C learn
4	A Seeing	B Watching	(C) Looking
5	A kick	B do	(C) play
6	(A) need	B have	C take
7	A like	(B) mind	C want
8	(A) come	B visit	C go
9	A up	B in	(C) out

2 Read the text again. Choose the correct words A–F to make collocations. Use a dictionary if necessary.

3 Complete the sentences with the collocations from Exercise 2 in the correct form.

My school has an excellent *playing field* to have football matches on.
1 Ambrose loves *city life* because he enjoys going shopping and visiting museums and theatres.
2 The *air quality* in Kraków is one of the worst in the world. It's really bad if you have asthma.
3 The *pollution levels* in cities are much higher than in the countryside because of traffic and factories.
4 There's a great *skating rink* near Tony's house. They have regular discos on ice!
5 I live on a busy street and the *traffic noise* from cars and lorries is very loud.

REMEMBER THIS

A skating rink is a good place ***for hanging out / to hang out*** *with friends.*

Sheep's Meadow is a good place ***for sitting / to sit*** *on a blanket.*

4 Read REMEMBER THIS. Complete the sentences with the correct forms of the verbs from the box. There are two extra verbs.

borrow drink go listen meet swim visit watch

The Opollo Cinema is a great place to *watch* films.
1 The lake near my grandma's cottage is a nice place for *swimming* in the summer.
2 The Tropical Café is a cool place to *meet* friends for a chat.
3 The beach is the best place to *go* sunbathing.
4 Club Rocker is the worst place for *listening* to live music.
5 My local library is a good place for *borrowing* books and DVDs.

FOCUS ON WORDS | Places to do sport

5 Find and correct the mistakes. Two sentences are correct.

There's an outdoor ice ~~pool~~ in the city centre but it only opens in December. *rink*
1 Do you know how big a regular basketball ~~pitch~~ is? *court*
2 Oh no! I think I left my bag on the tennis court. We need to go back. *correct*
3 Many people say that the Nürnburgring in Germany is the scariest motor racing ~~ring~~ in the world. *track*
4 There's a full-size boxing ~~rink~~ at my gym but I've never seen anybody fighting there. *ring*
5 Sean only uses an indoor swimming ~~track~~ because he doesn't like cold water. *pool*
6 They're building a hockey ~~court~~ near my house. We should learn to play. *pitch*
7 Ross fell over on the handball court today and hurt his leg. *correct*

8.4 READING

Green cities • collocations • pollution • word families

1 Read the text quickly and decide why it was written.

A To explain how to do more recycling in cities ☐
B To present a particular environmental project ☑
C To give advice on how to save energy at home ☐

Greener and cleaner cities



1 E
Today, there are around 7.4 billion people living on the planet. The Earth's population, however, is growing at 1.1% each year, which means that by the year 2030 there will be about 8.4 billion people. What's more, most people choose to live in cities because it is easier to find work. Busier and larger cities, however, use a lot of natural resources such as gas and electricity. It also means more vehicles* on the roads and greater use of public transport by people who commute to work.

One key question, then, is this: what can we do to protect the environment and deal with the larger number of people living on the planet?

2 G
One idea might be the construction of lighthouse* cities. At present, Stockholm, Barcelona and Cologne are part of an experimental project to create cleaner, more energy efficient* cities for people to live in. If the results of these experiments prove successful, the ideas and technology will be transferred to other cities to help the creation of a better, more environmentally friendly Europe.

3 C
One of the major technological inventions these cities are using is connected to recycling. But not the recycling of plastic, glass and paper which we all know. The lighthouse cities want to recycle heat.



Experts have realised that the great amount of hot air created by computer data centres, stadiums and supermarkets is wasted. But in Stockholm this 'waste heat' is already used to create hot water which is then pumped around the city into private houses and housing estates. This recycling of energy is saving both money and the resources which generate* heat in the first place.



4 A
When it comes to fighting pollution, lighthouse cities aim to encourage the use of car-sharing to help reduce the number of vehicles on the roads. In Cologne, there are plans to build special car parks for electric cars which local people can 'book' and then share with other passengers on their journeys. When the cars are parked, they transfer energy to each other so that each vehicle is ready for a journey and that energy is used efficiently.



5 B
Another aim of the lighthouse city project is to make people understand how to save on natural resources. Residents in all cities will be able to use apps to monitor how much energy they are using and when is the best time to clean the house, for example, or do the washing. There may even be prizes for the 'greenest' residents. The idea here is that if people can save money and save the environment at the same time, they will probably act more responsibly.

That's why the lighthouse cities like Stockholm, Cologne and Barcelona, like the lighthouses of the past, are 'showing the way' to a safer future.

GLOSSARY

vehicle *(n)* – a machine with an engine such as a car, bus, or truck; pojazd
lighthouse *(n)* – a tower with a powerful flashing light that guides ships away from danger; latarnia morska
efficient *(adj)* – if someone or something is efficient, they work well without wasting time, money, or energy; wydajny
generate *(v)* – to produce or cause something; wytwarzać, powodować

2 Read the text again. Answer the questions about the text in your notebook.

1 How many more people than today will live on the Earth by the year 2030?
2 Why is living outside big cities not a very attractive option for many people?
3 On what condition will the new, innovative idea be used in cities across Europe?
4 What do they do in Stockholm to get hot water?
5 In what two ways do lighthouse cities plan to reduce pollution?
6 Why will people feel motivated to behave in a more responsible way? *Answer key – WB page 155*

3 Read the text again. Match headings A–G with paragraphs 1–5. There are two extra headings.

A Cleaner commuting
B Learning to care
C Reusing more than rubbish
D The city of dreams
E More people, more problems
F Gadgets that make life easier
G Modern solutions to city living

4 Find and complete words in the collocations from the text. The first letters are given.

p*opulation* growth
1 n*atural* resources
2 p*ublic* transport
3 to c*ommute* to work
4 to p*rove* successful
5 t*echnological* inventions

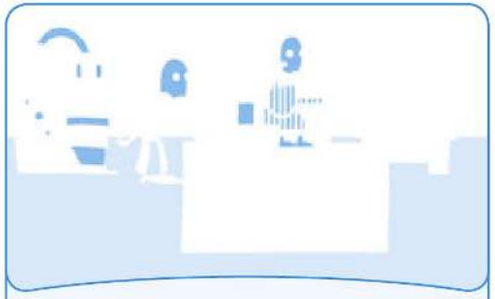
5 Use the collocations from Exercise 4 in the correct forms to complete the sentences.

I think *population growth* is a major problem. How can we grow food for so many people?
1 If this experiment *proves successful*, we can help millions of people have healthier lives.
2 I wonder what amazing *technological inventions* we will see in the next 50 years.
3 James hates using *public transport* because he says the buses and trams are too unreliable.
4 Edita likes living in the city centre because she doesn't have to *commute to work*.
5 We need to use renewable energy like solar and wind power because *natural resources* will not last forever.



FOCUS ON WORDS | Pollution

6 Choose the correct words.



The **MegaSuck** vacuum [1]*storm / mask / cleaner* doesn't just work on your carpet! The powerful **MegaSuck** mechanism also clears the air in your home from vehicle exhaust [2]*fumes / particles / smoke*, dangerous factory [3]*smoke / particles / pollution*, unhealthy smog [4]*particles / storms / fumes* and other forms of air [5]*particles / pollution / purifiers*. It can also protect you from dust [6]*fumes / smoke / storms*. Clean your house and help with environmental [7]*pollution / storms / protection*. You'll never need to wear a face [8]*mask / protection / cleaner* in your home again!

Only $250. Order today!!

FOCUS ON WORDS | Word families

7 Complete the sentences with the correct form of the words in capitals.

The *pollution* in this city is almost as high as in Beijing! **POLLUTE**
1 I am happy to hear any *constructive* criticism you may have on the new project. **CONSTRUCT**
2 James has a bottle with a special filter which *purifies* tap water – it's cheaper and better for the planet. **PURE**
3 There are many *creative* ideas which we can use to improve the environment. **CREATE**
4 When a huge ship sank, nearly 200,000 tonnes of oil *polluted* the nearby ocean waters. **POLLUTION**
5 Tristan has bought an air *purifier* for his bedroom. Now he sleeps like a baby. **PURE**
6 Environmental *protection* is the responsibility of every person on Earth. **PROTECT**
7 You have been very *supportive* during this difficult time in my life. **SUPPORT**
8 The *creation* of World Wide Fund for Nature (WWF) in 1961 meant that the negative influence of people on nature was already visible in the 1960s. **CREATE**

8.5 GRAMMAR

Reported Speech

SHOW WHAT YOU KNOW

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

Lewis *thinks* (think) jogging is the best exercise.

1 The volleyball coach *spoke* (speak) to the players yesterday.
2 The journalists *are interviewing* (interview) the team's manager at the moment.
3 Ian *was carrying* (carry) a heavy sports bag when he left the house.
4 I'm looking forward to watching the match. I *have never been* (never/be) inside a stadium before.
5 The sports shop *had already sold* (already/sell) all their tennis balls by the time I got there.

2 ★ Complete the sentences with *said* or *told*.

The Prime Minister *said* that he wanted to improve diets in schools.

1 The doctor *told* the patient that he was perfectly healthy.
2 The team coach *said* we probably wouldn't win the match.
3 The yoga teacher *told* me to touch my toes.

3 ★ Choose the correct forms.

1 'I don't usually eat meat.'
The woman said she *doesn't* / *didn't* eat meat.
2 'Ella isn't answering her phone!'
Fay said Ella *wasn't* / *isn't* answering her phone.
3 'The referees are late.'
The manager said the referees *were* / *are* late.
4 'The kids are playing by the pool.'
Jill said that the kids *are* / *were* playing by the pool.
5 'I can almost see the pollution.'
The man said he *can* / *could* almost see the pollution.
6 'The nurses aren't doing enough.'
Mrs Jackson said the nurses *weren't* / *aren't* doing enough.

4 ★★ Complete the sentences with the correct forms of the words in brackets. Use Reported Speech.

1 B: 'I cycled six miles.' / S: 'I rode my bike further.'
Beth said she [a]*had cycled* (cycle) six miles.
Seth told Beth he [b]*had ridden* (ride) further.

2 D: 'I haven't eaten meat for a year.' / A: 'I love meat.'
Dan told Ann he [a]*hadn't eaten* (not/eat) meat for a year.
Ann said she [b]*loved* (love) meat.

3 B: 'You've lost a lot of weight.' / J: 'I was on a strict diet.'
Bill told Jill she [a]*had lost* (lose) a lot of weight.
Jill said that she [b]*had been* (be) on a strict diet.

5 ★★★ Read the news report and complete the Direct Speech sentences. Include personal pronouns where necessary.



'In the case of the mystery virus at St Mark's Hospital, medical expert Dr Singh said *he was not very worried* about the problem. He said [1]*he had seen a virus like this* and that [2]*he had confidence in his team* to find a cure soon. He then told the media that [3]*he wasn't giving any further comments.* A number of patients at the hospital said that [4]*they had felt very sick* and that [5]*some of them had suffered terrible headaches.* They also told journalists that [6]*they hadn't lost hope*. More news to follow.'

'I *'m* not very worried.'
1 'I *have seen a virus* like this.
2 'I *have confidence in my* team.'
3 'I *am not giving* any further comments.'
4 'We *felt* very sick.'
5 'Some *of us have suffered* terrible headaches.'
6 'We *haven't lost* hope.'

SHOW WHAT YOU'VE LEARNT

6 Rewrite the following sentences in Direct Speech as Reported Speech. Change the personal pronouns if necessary.

'I've seen the man', said Edna in court.
Edna told the judge *she had seen* the man.
1 'Vandals are destroying my school's handball court!', said Carly to the police officer.
Carly told the police officer that vandals *were destroying her school's* handball court.
2 'I didn't take the air purifier', said the nurse.
The nurse said she *hadn't taken the* air purifier.
3 'I don't want to go to the volleyball match', said Mike.
Mike told me *he didn't want* to go to the volleyball match.
4 'There has been an accident in your gym', said the women to the fitness trainers.
The women told the fitness trainers there *had been an accident in their* gym.
5 'My father was a professional tennis player', Phillip said to Ella.
Phillip told Ella that *his father had been* a professional tennis player.
6 'We are feeling a little dizzy', said the girls.
The girls said *they were feeling* a little dizzy.

/6

GRAMMAR: Train and Try Again page 151

8.6 USE OF ENGLISH

Phrasal verbs

1 ★ Put the words in the correct order to make sentences. Sometimes there is more than one answer.

It / Brad / was / passed / hot / out / so / that / .
It was so hot that Brad passed out.

1 Malcom / his / fatty foods / out / cutting / of / is / diet / .
Malcom is cutting out fatty foods / cutting fatty foods out of his diet.
2 Jamie / out / three / a / week / times / works / .
Jamie works out three times a week.
3 Why / take / don't / up / you / a / sport / ?
Why don't you take up a sport / take a sport up?
4 How / have / suffered / long / from / you / asthma / ?
How long have you suffered from asthma?
5 I / over / this / to / cold / can't / get / seem / .
I can't seem to get over this cold.

2 ★★ Choose the correct answers A–C.

1 Davina: Why are you so stressed?
Youssef: Because I've ___ my school work.
(A) fallen behind with B handed in
C coped with

2 Lisa: I've got a problem, Hugo.
Hugo: Well, you know you can always ___.
A cut me out (B) talk things over with me
C deal with me

3 Ruby: I've had enough! I can't do this exercise.
Warren: Don't ___ ! Practice makes perfect.
(A) give up B turn up
C cut it out

4 Ronald: You're not very good at skating, are you?
Harriet: Why do you have to ___ all the time? I'm trying!
A call me down B let me down
(C) put me down

5 Lizzy: I don't ___ my dance instructor very well.
Angela: Why not? Is she too strict?
(A) get on with B get in with
C get with my

6 Amelia: Can you ___ my sports bag for a second?
Nasar: Sure. No problem.
A look up B look for
(C) look after

3 ★★★ Find and correct the mistakes. Two sentences are correct.

Can I sign up with your yoga classes, please? *sign up for*
1 I'm staying home tonight to catch up my phrasal verbs. *catch up on*
2 Jenny found out the virus about on the Internet. *found out about*
3 Marcus hangs out with Suzie a lot, doesn't he? *correct*
4 We're going to play volleyball. Do you want to join in? *correct*
5 You're having a hard time right now but you'll get it through. *get through it*

4 ★★★ Complete each pair of sentences with the same word.

Has the vet turned *up* yet? Poor Mousey is looking pretty ill.
Who first came *up* with the idea of a vacuum cleaner?

1 Come along to my fitness class. I'm sure you'll fit *in* nicely.
The woman at the chemist's said I needed to hand *in* a prescription to buy those tablets.
2 Mike's really sad about Molly but I told him to get on *with* his life.
How do you cope *with* stress at work, Robert?
3 I closed the window to keep that cat *out*. Did you open it for him?
This homework assignment is really stressing me *out*.
4 I feel fantastic! There's nothing better than a work *out* in the morning.
Please keep the children *out* of this room. I've got a terrible headache.
5 Jim's really unhappy because Tina broke *up* with him this morning.
How do you put *up* with Doctor Savage? He's so unfriendly.
6 Can you go *over* these team instructions again with me? I don't understand them.
I'm still weak because I haven't got *over* the flu yet.

5 ★★★ Complete the sentences with verbs in the correct forms.

Tori is *looking* after her little sister at the moment because she's feeling ill.

1 Thomas is actually very good at skating. I've no idea why he *puts* himself down so often and says he's bad at it.
2 Marta isn't playing today because she's still *getting* over the cold she had at the weekend.
3 What did you do yesterday? I *hung* out with Jerry and Brendan in the shopping centre all afternoon.
4 Kara and I *signed* up for a karate class this morning. It starts on Monday and we're both very excited about it.
5 Mo has *taken* up skiing and has just spent all of her money on skis and skiing clothes.
6 I've just *found* out about this sport called zorbing. You get inside a large plastic ball and roll downhill – it sounds great!



8.7 WRITING

A reader's comment – linkers

1 Complete the phrases with the words from the box. There are two extra words.

agree also fact hand On Personally reason What why

1 For this reason, I … C
2 Personally, I believe that … G
3 That's why … C
4 I also agree that … A
5 What is more, I think that … A
6 In fact, … A
7 On the other hand, I … O

2 Mark the sentences in Exercise 1 as G for giving an opinion, A for adding further points, O for giving an opposite opinion or C for concluding.

3 Put the sentences in a logical order.

Topic 1

I believe that taking drugs to do better at sports should be illegal. 1
A However, I believe that some athletes need drugs for medical reasons. 3
B I also agree that sports stars who cheat should be banned. 2
C Therefore I don't think that use of all drugs should be forbidden in sport. 4

Topic 2

A In fact, I think PE should be compulsory in schools until the age of 18. 2
B Personally, I believe that all school children should be more active. 1
C On the other hand, I think students should be able to choose which sports to do. 3

4 Replace the underlined phrases in the reader's comment with phrases from Exercise 1. Sometimes more than one answer is possible.

aboutyourschool.edu

Add your comments here

I enjoyed your article about the benefits of taking part in team sports.

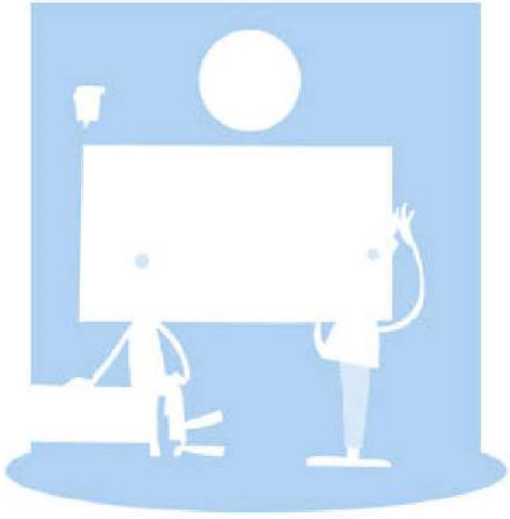
2 I think young people nowadays do too little exercise. 1 4 I also think that teenagers can learn a lot of useful skills when they are training for particular sports. 2 5, 6 Moreover, I think that young people need to develop a good attitude to team work as this will be valuable later in life.

3 7 However, I agree that being too competitive can have negative effects on children. 4 3, 1 Therefore, I think schools should pay attention to helping young people understand this.

5 Match beginnings 1–6 with endings a–e. There is one extra sentence beginning.

A calculator would make f
1 Our mum makes us c
2 Stewart's jokes always make me a
3 The dentist makes me b
4 My father often makes me
5 Morning exercise can make you d
6 This fitness app has made my e

a laugh because they are so silly.
b nervous because I hate pain.
c do our homework before we can watch TV.
d feel healthy the whole day.
e life much better.
f things a lot easier.



6 Complete the sentences with the correct forms of *make* and the words in brackets. Put *make* in the correct place in the sentence.

If I marry you, will you make me cut my hair (me / cut / my hair)?
1 When we were younger, our parents made us clean our room(s) (us / clean / our room).
2 Sad films always make Sue cry (always / Sue / cry). Isn't she silly?
3 Adam's morning meditation makes him feel relaxed (him / feel / relaxed) the whole day.
4 The nurse at the hospital made me turn off my smartphone (me / turn off / my smartphone), so I couldn't call you.
5 Doing exams has never made James anxious (has never / James / anxious). He's always enjoyed doing them.
6 Next week Dad will make us go (will / us / go) fishing with him again. Boring!

7 Read the task below. Then read the email response to the online article and put the verbs in brackets in the correct form. Add any extra words you need.

You have just read an online article on educating students in schools about the environment. The article says that schools should:

- Teach students more about what pollutes the air.
- Help students understand more about the dangers of pollution – both now and in the future.
- Educate students about how to protect the environment.



Write a reader's comment of 80–130 words. Include and develop these points:

- Give your opinion about the article.
- Say what you agree with and why.
- Say what you disagree with and why.
- Give your conclusion.

Sulu93: Thank you A for / to / with the article. It has 1 made me think (make / me / think) about just how B far / few / little my school has 2 done to help (do / help) students learn about the causes of air C pollution / particles / fumes and what 3 needs to be done (need / be / do) to protect the environment.

For example, there D is a lot of / are lots of / is many smog and factory E smoke / fumes / storms in the city F where / which / who I live, so the air quality is very poor. But lots of older students 4 continue to drive (continue / drive) to school. There are cycle paths and a bus service, so why 5 do they choose to travel (they / choose / travel) by car?

I agree that schools G 6 need to be (need / be) responsible H for / to / with educating students. However, this also 7 has to be (has / be) the government's responsibility. I think local pollution levels I would be / will be / are much lower if state advertising informed the public more of how important this issue is.

8 Read the email again and choose the correct words A–H.

SHOW WHAT YOU'VE LEARNT

9 Przeczytałeś/Przeczytałaś poniższy artykuł na stronie internetowej. Napisz e-maila/list od czytelnika (80–130 słów), w którym:

- przedstawisz swoją opinię na temat artykułu,
- poinformujesz, z którymi argumentami się zgadzasz i dlaczego,
- wskażesz, z czym się nie zgadzasz, i podasz powody,
- podsumujesz swoją wypowiedź.

NEWSFOCUS.com

Daily Discussion

Accident at school – Who is responsible?

Yesterday, a judge ordered a school to pay £2,000 to the parents of a teenage girl who broke her arm during a school basketball match. The judge said that the school had to ensure the safety of its students and therefore had failed in its duty. But were the school and its staff really responsible?

Personally, I believe that schools need to take care of their students during school hours. However, it is impossible to prevent accidents during a competitive sporting event. When a teacher runs such a class, they are only responsible for making sure there is fair play. In fact, without the element of risk there would be little interest in such activities.

I think the judge was wrong to make the school responsible for this accident.

Join the Daily Discussion and tell us what you think in our Reader's Comments section below.

SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Mój e-mail/list czytelnika:

- przedstawia moją opinię na temat artykułu, ☐
- informuje, z którymi argumentami się zgadzam, i dlaczego, ☐
- informuje, z czym się nie zgadzam, i podaje powody, ☐
- zawiera wyrażenia takie jak np. *However, …* lub *On the other hand, …* przedstawiające różne punkty widzenia, ☐
- uwzględnia wyrażenia takie jak *Therefore …* lub *That's why …* w podsumowaniu, ☐
- nie zawiera ani emotikonów (☺), ani skrótów (*info / CU / gr8*), ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 80–130 słów, ☐
- został starannie i czytelnie napisany. ☐

8.8 SPEAKING

A doctor's appointment

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Diagnosis	Badanie
When did the pain start?	Kiedy pojawił się ból?
I'm going to examine you / take your temperature.	Zbadam pana/panią. / Zmierzę panu/pani temperaturę.
I'm going to do a blood test.	Wykonam badanie krwi.
Breathe in and out.	Proszę wykonać wdech i wydech.
Open wide.	Proszę otworzyć szeroko usta.
Lie down, please.	Proszę się położyć.
If I press here, does it hurt?	Czy odczuwa pan/pani ból, gdy tu uciskam?
I think you've got indigestion / the flu / an infection / a virus.	Przypuszczam, że to niestrawność / grypa / infekcja / wirus.
You're probably allergic to ...	Jest pan/pani prawdopodobnie uczulony/ uczulona na...
Treatment	**Leczenie**
You should eat more slowly / go on a diet.	Powinien pan / Powinna pani wolniej jeść / przejść na dietę.
You need to drink more water.	Powinien pan / Powinna pani pić więcej wody.
I'm going to give you a prescription.	Wypiszę panu/pani receptę.
I'm going to make an appointment for you (to see the specialist).	Skieruję pana/panią (do specjalisty).
Take one tablet after each meal.	Proszę brać jedną tabletkę po każdym posiłku.



1 **Complete the dialogue between Victoria and her doctor with the words from the box. There are two extra words.**

cough flu ill prescription runny sick symptoms temperature throat well wide

D: Hello Victoria. What's the problem?
V: Hi, Doctor Jones. I'm not feeling very *well*. I've got a sore [1]*throat* and a really bad dry [2]*cough*.
D: Oh dear. That doesn't sound nice. And do you have any other [3]*symptoms*?
V: Well, I've got a little bit of a [4]*runny* nose too. But it's not too bad.
D: Right, OK. Can you sit here, please? And open [5]*wide* for me. Say 'aaaaaah'. Thank you. And now let me take your [6]*temperature*.
V: What is it, doctor?
D: Thankfully, it's nothing too serious. I think you've got the [7]*flu*.
V: Hmm. So what should I do now?
D: I'm going to give you a [8]*prescription* for some medicine. Take it to the chemist's, then go home to bed. You need to rest for a few days then you should be fine. One more thing, as soon as you're feeling better, I suggest you buy some trousers that cover your ankles and wear a hat and a scarf. It is winter, you know!
V: Erm, OK. Thank you, doctor. Goodbye.

2 **Complete the missing words in the dialogue between Laura and her doctor. The first and last letters are given.**

L: Hi, Doctor Adams. How are you?
D: I'm well, thanks. But how can I help you? What's the p*roble*m?
L: I've got a pain in my [1]**c**h**est**. At first I thought it was just [2]**i***ndigestio***n** because I ate too fast but it won't go away. And I also feel very weak.
D: Oh dear. When did the pain start?
L: A few days ago.
D: Hmm, OK. Please [3]**l***ie* down here. And now I want you to [4]**b***reath***e** in and out. Nice and deep. Thank you. You can sit up now.
L: And?
D: I think you've got an [5]**i***nfectio***n** but I'm going to do a [6]**b***loo***d** test to be sure. Please roll up the sleeve on your jumper. This shouldn't hurt too much.
L: Ouch!
D: There you go. That wasn't too painful, was it? The results will be ready tomorrow and I'm going to make an [7]**a***ppointmen***t** for you to see a [8]**s***pecialis***t**.
L: Oh, no. Is it serious? I'm probably just [9]**a***llergi***c** to something, right? Maybe nuts or gluten or something?
D: Well, there's certainly no need to worry just yet. Come back tomorrow and we'll see what we can do.

3 **Read the dialogues in Exercises 1 and 2 again and decide which photo A–C shows Victoria and which Laura. There is one extra picture.**

B: *Laura*
C: *Victoria*

8.9 VIDEO AND VLOG WORKSHEET

BBC Keeping fit



Before you watch

1 SPEAKING **Discuss your preferred ways of keeping fit. Refer to the activities in the box or your own ideas.**

cycling the gym running swimming

2 **Match the activities in the box with the pictures. Which of these activities uses the most and which the least energy in your opinion?**

cleaning windows dusting gardening ironing mopping mowing the lawn vacuuming washing a car



While you watch

3 36 **Complete the doctor's recommendation. Then watch the first part of the video (00:00 – 00:32) and check your answer.**

Adults should try to get at least *150* minutes of 'moderate intensity physical exercise' per week.

4 36 **Watch the next part of the video (00:32 – 01:50). Are sentences 1–5 true (T) or false (F)?**

1 Eight ~~professional cleaners~~ are going to do some household jobs indoors and outdoors. *volunteers* F
2 Activity monitors will measure the energy they use. T
3 Dr Andy Blannin is ~~a personal trainer~~. *an exercise scientist* F
4 He will give each activity a MET (Metabolic Equivalent of Task) score. T
5 A score of ~~more than 6~~ shows that the activity is good enough to call it exercise. *3–6* F

5 36 SPEAKING **Tick the activities which are 'exercise' in your opinion. Then watch the next part of the video (01:50 – 03:07) and check your answers.**

ironing	☐	washing the car	√
dusting	☐	washing the window	√
mopping	√	mowing the lawn	√
planting flowers	√	vacuuming	√

6 36 **Match 1–5 to a–e to make collocations. Which activity do you think uses the most/the least energy? Watch the last part of the video (03:07 – 03:34) and check.**

1 Walking	d	a	trolley
2 Going	e	b	up a shopping basket
3 Picking	b	c	shopping bags
4 Using a	a	d	briskly
5 Carrying	c	e	cycling

After you watch

7 SPEAKING **Make a list of activities you can do to keep fit without going to the gym. Discuss your ideas.**

FOCUS VLOG About achievements

1 SPEAKING **Discuss what you hope to learn by the age of eighteen.**

2 38 **Watch Tristan, Jeffrey, Anna and Jenny answering the questions below. Do they mention any of your ideas in Exercise 1?**

1 What had you learnt by the time you left school?
2 What had you achieved by your eighteenth birthday?

Answer key – WB page 155

3 SPEAKING **Discuss which of the four people has been ...**

1 most successful in their career? *Tristan*
2 most successful in sport? *Jeffrey*
3 most successful in education? *Anna*

4 SPEAKING **Discuss what you had learnt by the time you left primary school.**

8.10 SELF-CHECK

VOCABULARY AND GRAMMAR

1 Choose the odd one out.

runny nose / sore throat / headache / pain in the shoulder

1 *face mask / factory smoke / air pollution / smog particles*
2 *create / construct / support / purifier*
3 *cough / chest / back / leg*
4 *path / court / pitch / ring*
5 *feel / hurt / ache / pain*

/5

2 Complete the sentences with the correct words from the box. There are two extra words.

back dizzy fumes head rash ring sick vacuum

I feel sick. I hate being on boats or ships.
1 Sophie felt a little dizzy because she stood up too fast.
2 The school has bought a boxing ring. What do you think about that?
3 Richard thinks his back hurts because of the heavy bag he carries to school every day.
4 The exhaust fumes in the city centre make it difficult to breathe.
5 This new vacuum cleaner also washes your carpet! That's what the advert says.

/5

3 Complete the missing words in the sentences. The first and last letters are given.

If you want to lose **w**eigh**t**, you need to stop eating so much chocolate.
1 Kuba came off the rugby **p**itc**h** covered in thick wet mud.
2 This dust **s**tor**m** is making it difficult to see anything.
3 If you want to reduce **a**nxie**ty**, you need to learn how to relax.
4 I'd like to be healthier, so I'm going to make better life **c**hoice**s** – starting with what I eat!
5 Running around the park once a day is a great way to keep f**t**.

/5

4 Complete the sentence with the Past Simple or Past Perfect forms of the verbs in brackets.

Connor had forgotten (forgot) to wash his hands before he sat down for dinner.
1 Eliza was (be) stressed because she hadn't revised for the test.
2 When Neil arrived at the gym everyone had already begun (already/begin) the fitness class.
3 By the time Jill got (get) home, she had started to feel unwell.
4 Linda felt much better after she had spoken (speak) to her best friend about the problem.
5 I had just left Jeanette's house when I realised (realise) I didn't have my sports bag.

/5

5 Complete the second sentence so it has a similar meaning to the first. Use Reported Speech.

Ross said: 'I am the best footballer in the school.'
Ross told me he was the best footballer in the school.
1 Abi said: 'I'm joining a yoga class.'
Abi told us she was joining a yoga class.
2 Nick said: 'I didn't swim in the swimming pool.'
Nick said he hadn't swum in the swimming pool.
3 Catherine said: 'I've never broken a bone in my body.'
Catherine told them she'd never broken a bone in her body.
4 Amy said: 'I didn't come out in spots until an hour after eating.'
Amy said she hadn't come out in spots until an hour after eating.
5 Mia said: 'The air pollution in Wrocław is really bad.'
Mia told me the air pollution in Wrocław is / was really bad.

/5

6 Complete each pair of sentences with the same answer A–C.

We are going to __ the new James Bond film tonight.
I don't need a __ because I've got the time on my phone.
A see B clock (C) watch
1 Jenny told __ she was going to go on a diet.
Hey! Those skates belong to __ . You can't just use my things.
(A) me B I C that
2 The teacher said the student was __ well and sent him home.
I didn't recognise the trainer because I had __ seen him before.
A definitely (B) not C never
3 Two cyclists __ they had used drugs to improve their performance.
Grandma __ she took vitamin tablets each day to keep her healthy.
A spoke B told (C) said
4 The boxer __ never lost a professional fight before last night.
The racing driver said he __ driven faster than ever yesterday.
A has (B) had C have
5 There are some tennis __ next to my house.
The basketball __ in our school are fantastic!
A balls (B) courts C tracks

/5

Total /30

USE OF ENGLISH

7 Choose the correct translation A–C for the Polish parts of the sentences.

Is there an all-year *(lodowisko)* in your city?
A ice track
B skating track
(C) ice rink
1 Ed explained that *(ma gorączkę i nie może przyjść)* to school to sit the exam.
A has a temperature and can't come
B has had a temperature and couldn't come
(C) had a temperature and couldn't come
2 *(Adriana bolał brzuch)* earlier that day, so he was feeling very weak and miserable in the evening.
A Adrian has had a stomachache
B Adrian has a stomachache
(C) Adrian had had a stomachache
3 Patrick never told me that *(nie jest najlepszy w podejmowaniu decyzji)*.
(A) he was bad at making a decision
B he had made a bad decision
C he was making a bad decision
4 Dennis told me *(że kupił oczyszczacz powietrza)* for his bedroom.
A he was bought an air purifier
B he was buying an air purifier
(C) he had bought an air purifier
5 The nurse *(zmierzyła mi tętno)* but the doctor wanted to do it again.
(A) had checked my pulse
B was checking my pulse
C has checked my pulse

/5

8 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words, including the word in capitals.

I ate ice cream too quickly and got a headache. **EATEN**
I got a headache after I had eaten ice cream too quickly.
1 It's a good idea to monitor how many calories you eat. **KEEP**
It's a good idea to keep track of how many calories you eat.
2 'You have to take the tablets twice a day', the doctor told me. **SAID**
The doctor said I had to take the tablets twice a day.
3 Rachel was late for the bus, so she missed her fitness class. **BECAUSE**
Rachel missed her fitness class because she had been late for the bus.
4 Norah told me she had broken her leg on the basketball court. **MY**
'I broke my leg on the basketball court', said Norah.
5 Allan drank all of the cola in the bottle, then began to feel sick. **DRUNK**
Allan began to feel sick after he had drunk all of the cola in the bottle.

/5

9 Choose the correct answer A–C to replace the underlined part of the sentence.

The woman in the theatre passed out during the final scene.
(A) became unconscious B decided to leave
C began to complain
1 Ian has just taken up badminton.
(A) started playing badminton for the first time.
B stopped playing badminton forever.
C won a game of badminton.
2 Most people are cutting out smoking now that they know the health risks.
(A) stopping B reducing
C checking
3 Can you give me some constructive advice on how to improve my fitness?
A negative B critical
(C) useful
4 Thomas says he always loses his appetite when he's depressed.
A goes on a diet B doesn't like to eat
(C) is never very hungry
5 My girlfriend left me! How will I ever get over it?
A suffer from it (B) recover from it
C stress out about it

/5

10 Complete the text with the correct forms of the words from the box. There are two extra words.

allergy be come construct create have pollute race

My day at the races

Last week I was at the motor racing track watching my friend Jack race his new car. During the race, however, I began to feel quite ill. It started with a cough and a headache but by the time I got home I had a sore throat too.

I [1]*hadn't had / had never had* such symptoms before that day, so I was a little confused and worried. When I went to the doctor, he told me that I was probably [2]*allergic* to something but he didn't know what. I told him I [3]*'d been* to see the race and he asked me more details about the track.

I told him that there was a new metal [4]*construction* there that hadn't been fully built yet. I think they were making the stadium bigger so more people could watch the races. 'Ah', he said, 'that's the problem'. When there is the [5]*creation* of a new building or structure, he explained, there is usually lots of dust and dirt in the air. I probably had an allergy to this, he said. Now I try to avoid places where they are doing building works.

/5

Total /20

People Człowiek

Life stages / Okresy życia

adult dorosły
average age średni wiek, przeciętny wiek
birth certificate świadectwo urodzenia
elderly starszy
grow up dorastać
old age starość

Personality / Osobowość

active aktywny
adaptable potrafiący się dostosować
adventurous żądny zmian, nowości
ambition ambicja
ambitious ambitny
be passionate about sth pasjonować się czymś
be popular with cieszyć się powodzeniem wśród
be positive mieć pozytywne nastawienie
be serious about poważnie podchodzić do
be successful odnosić sukcesy
be the centre of attention być w centrum zainteresowania
brave odważny
caring troskliwy
charm (n) urok, czar
charm (v) oczarować
charming czarujący
cheerful radosny
clever bystry
communicative komunikatywny
competition rywalizacja, zawody
competitive skory do rywalizacji, konkurencyjny
confident pewny siebie
creative twórczy
dependent zależny
determination zdecydowanie
polite uprzejmy
popular popularny, lubiany
protective opiekuńczy
quiet cichy, spokojny
reliable niezawodny
reliance on poleganie na, uzależnienie od
rely on polegać na
responsible odpowiedzialny
rude niegrzeczny
selfish egoistyczny
sensible rozsądny
sensitive wrażliwy
serious poważny
shy nieśmiały
silly głupi, niemądry
sociable towarzyski
stupid głupi
successful pomyślny, skuteczny, zwycięski
supportive pomocny, wspierający
sure of yourself pewny siebie
talkative rozmowny, gadatliwy
team-player osoba umiejąca pracować w zespole
unadventurous nielubiący wyzwań, nowości
unfit w słabej kondycji
unpopular niecieszący się sympatią
unwise niemądry, nierozsądny
visual thinker osoba myśląca obrazami
wise mądry, rozsądny

Feelings and emotions / Uczucia i emocje

anger złość
ashamed zawstydzony
bad mood zły nastrój
bad-tempered w złym humorze
be afraid of bać się
be crazy/mad about szaleć za
be into/keen on lubić
be obsessed with mieć obsesję na punkcie
be relieved odczuwać ulgę
bored znudzony
can't wait nie móc się doczekać
confused zdezorientowany
confusing zawiły, mylący
delighted zachwycony
disappointed with rozczarowany
disgusted zdegustowany
disgusting obrzydliwy
embarrassed zażenowany
encouraging zachęcający
excited about podekscytowany, przejęty
exhausting wyczerpujący
feel at home czuć się jak w domu
feel homesick tęsknić za domem
frightened przestraszony
frozen zamarły w bezruchu
get nervous zestresować się
grateful wdzięczny
hate nienawidzić
look forward to oczekiwać z niecierpliwością
make fun of wyśmiewać się z
moved wzruszony
nightmare koszmar
prefer woleć
shocked wstrząśnięty
surprised zaskoczony
useless at beznadziejny, kiepski (z np. jakiegoś przedmiotu)
worry about martwić się

Appearance / Wygląd zewnętrzny

get a tattoo zrobić sobie tatuaż
look bored wyglądać na znudzonego
look cheerful wyglądać radośnie
look fashionable wyglądać modnie
look good wyglądać dobrze
look gorgeous wyglądać olśniewająco
look original wyglądać oryginalnie
look scruffy wyglądać niechlujnie
look smart wyglądać schludnie, elegancko
look tired wyglądać na zmęczonego
suit pasować (pod względem stylu/wyglądu)

Clothes and accessories / Ubrania i akcesoria

casual clothes swobodne ubrania
comfortable wygodny
designer clothes ubrania od znanych projektantów
fit pasować (pod względem rozmiaru)
friendship bracelet bransoletka przyjaźni
hoodie bluza z kapturem
jacket kurtka, marynarka
leather skóra, skórzany
purse portmonetka
put on założyć na siebie, włożyć
second-hand clothes używana odzież
silver cross srebrny krzyżyk
skinny jeans dżinsy rurki
sweatpants spodnie dresowe
tie krawat
uniform mundur
winter coat płaszcz zimowy

Shoes / Buty

ballet flats baleriny
boots buty (z cholewką)
flip-flops klapki, japonki
high heels buty na wysokim obcasie
knee-high do kolan
sandals sandały
slippers kapcie
trainers buty sportowe
wellington boots kalosze

Personal values / Osobisty system wartości

be in favour of być zwolennikiem
be involved in brać udział w
care about przejmować się
support (v) wspierać
protect chronić

Place of living Miejsce zamieszkania

Home and vicinity / Dom i jego okolica

block of flats blok mieszkalny
bridge most
bungalow dom parterowy
cottage domek wiejski
detached house dom wolnostojący
houseboat łódź mieszkalna
in a village w wiosce
in the city centre w centrum miasta
in the countryside na wsi
in the suburbs na przedmieściach
library biblioteka
natural light naturalne światło
near the sea blisko morza
on a housing estate na osiedlu
on the edge of the city na obrzeżach miasta
pavement chodnik
semi-detached house bliźniak, pół domu wolnostojącego
studio apartment kawalerka
terraced house dom szeregowy
treehouse dom na drzewie

Building materials / Materiały budowlane

brick cegła
concrete beton
glass szkło
metal metal
stone kamień
wood drewno

Rooms, furniture and equipment / Pomieszczenia i wyposażenie domu

basement piwnica
beanbag poducha do siedzenia
bedside table stolik nocny
blinds żaluzje
bookcase regał na książki
carpet dywan
ceiling sufit
chest of drawers komoda
cooker kuchenka
couch kanapa
cupboard szafka
cushion poduszka dekoracyjna
desk biurko
electricity prąd, energia elektryczna
fridge/refrigerator lodówka
front door drzwi frontowe
interior wall ścianka działowa
kitchen sink zlew
ladder drabina
lamp lampa
sheet prześcieradło
shelf/shelves półka/półki
stairs schody
upstairs na piętrze
vacuum cleaner odkurzacz
wardrobe szafa na ubrania
wooden floor drewniana podłoga

Description / Opis

comfortable wygodny
cosy przytulny
luxury luksusowy
modern nowoczesny
on the first floor na pierwszym piętrze
on the ground floor na parterze
on the second floor na drugim piętrze
on the third floor na trzecim piętrze
on the top floor na najwyższym piętrze
open-plan bez ścianek działowych
peaceful spokojny
spacious przestronny
traditional tradycyjny
uncluttered niezagracony
wide szeroki

Moving house / Przeprowadzka

house-warming party parapetówka
move (house) przeprowadzić się
neighbour sąsiad
neighbourhood okolica

Housework / Prace domowe

do the cooking gotować
do the gardening pracować w ogrodzie
do the housework wykonywać prace domowe
do the ironing prasować
do the washing prać
do the washing-up zmywać
make a mess zrobić bałagan
make dinner ugotować obiad
make your bed pościelić łóżko

Education Edukacja

Subjects / Przedmioty nauczania

academic subject przedmiot akademicki
architecture architektura
Music muzyka (przedmiot szkolny)
PE/Physical Education wychowanie fizyczne
Science nauki ścisłe

Educational system / System oświaty

A levels angielski odpowiednik egzaminów maturalnych na poziomie rozszerzonym
apply for (a place) ubiegać się o (miejsce)
be/become a professor of być/zostać profesorem
compulsory obowiązkowy
curriculum program nauczania
do a degree studiować w celu zdobycia tytułu naukowego
elementary/primary school szkoła podstawowa
entrance exam egzamin wstępny
get/have a degree zdobyć/mieć tytuł naukowy
get into university/a place at university dostać się na uniwersytet/studia
graduate from ukończyć (np. studia, szkołę)
nursery żłobek
secondary school szkoła średnia
single-sex school szkoła tylko dla chłopców/dziewcząt

Places at school / Szkoła i jej pomieszczenia

canteen stołówka
playground boisko szkolne
school gate brama szkoły

School life / Życie szkoły

after-school activity zajęcia pozalekcyjne
attend school uczęszczać do szkoły
be a fast learner szybko się uczyć
be an expert on być ekspertem w
break up tu: skończyć naukę przed feriami
catch up on nadrobić zaległości w
classmate kolega/koleżanka z klasy
college graduate absolwent kolegium, wyższej uczelni
concentrate on skupiać się na
connect with utrzymywać kontakt z
demanding wymagający
depend on polegać na, być zależnym od
do a course uczęszczać na kurs/zajęcia
do/take an exam podchodzić do egzaminu
do your homework odrabiać pracę domową
drop a subject zrezygnować z nauki przedmiotu
fail an exam oblać egzamin
fall behind narobić sobie zaległości
fancy-dress party bal przebierańców
field trip szkolna wycieczka edukacyjna
finish school ukończyć szkołę

fit in pasować
focus on skupić się na
gap year rok przerwy przed rozpoczęciem studiów
get a lot out of something odnieść z czegoś dużą korzyść
get good grades dostać dobre oceny
get into trouble wpaść w kłopoty
get over a difficulty with the support of pokonać trudność dzięki wsparciu
get through przetrwać
go to school chodzić do szkoły
grade/mark ocena
hand in homework oddać pracę domową
interactive experiment eksperyment interaktywny
keep up with nadążać za
learn by heart/memorise uczyć się na pamięć
learn from one's mistakes uczyć się na błędach
learning disorders zaburzenia procesu uczenia się
leave school przerwać naukę w szkole, skończyć szkołę
line up ustawiać się w szeregu
listen to słuchać
look up odszukać, sprawdzić
make mistakes popełniać błędy
mark homework oceniać zadanie domowe
mentor mentor/mentorka
miss/skip lessons opuszczać lekcje
misunderstand źle zrozumieć
mixed-ability class klasa dla uczniów o różnym poziomie zaawansowania
move up przejść do kolejnej klasy / szkoły
pass an exam zdać egzamin
revise for an exam powtarzać materiał do egzaminu
revision powtórka materiału
role model wzór do naśladowania
schedule harmonogram
school uniform mundurek szkolny
schoolwork nauka, materiał do przyswojenia
set homework zadać pracę domową
sign up zapisać się
socialise with utrzymywać stosunki towarzyskie z
stand up wstawać
start school zacząć chodzić do szkoły
struggle with zmagać się z
swipe card karta magnetyczna
take a break zrobić sobie przerwę
take a subject uczyć się przedmiotu
take it easy nie przejmować się, nie przemęczać się
talk something over omawiać coś
term semestr
timetable plan lekcji
tuition fee czesne

Work Praca

Jobs / Zawody oraz związane z nimi czynności i obowiązki

accountant księgowy/księgowa
airline pilot pilot/pilotka samolotów pasażerskich
analyse data analizować dane
analyse evidence analizować dowody
archaeologist archeolog/archeolożka
astronaut astronauta/astronautka
astronomer astronom
babysitter opiekun/opiekunka do dziecka
be in (IT) działać w branży komputerowej
beautician kosmetyczka
biologist biolog/biolożka
bus driver kierowca autobusu
businessperson biznesmen/biznesmenka
camp supervisor wychowawca/wychowawczyni na koloniach
carer opiekun/opiekunka osób starszych
carpenter stolarz
chemist chemik/chemiczka
collect data gromadzić dane
collect specimens zbierać próbki/okazy
computer science informatyka
computer scientist informatyk/informatyczka
conservation ochrona przyrody
conservationist działacz/działaczka na rzecz ochrony przyrody
cook (n) kucharz/kucharka
designer projektant/projektantka
develop a theory opracować teorię
do an experiment przeprowadzać eksperyment
driving instructor instruktor/instruktorka jazdy samochodem
editor redaktor/redaktorka
electrician elektryk
engineer inżynier
entrepreneur przedsiębiorca
estate agent agent/agentka nieruchomości
fashion magazine magazyn mody
fire-fighter strażak/strażaczka
food industry przemysł spożywczy
geologist geolog/geolożka
interpreter tłumacz/tłumaczka
invent wynaleźć
journalist dziennikarz/dziennikarka
lifeguard ratownik/ratowniczka
linguist językoznawca/językoznawczyni
linguistics językoznawstwo
marine biologist biolog morski/biolożka morska
marine biology biologia morska
mathematician matematyk/matematyczka
mechanic mechanik
military leader przywódca wojskowy
model model/modelka
musician muzyk
nurse pielęgniarz/pielęgniarka
office assistant asystent biurowy/asystentka biurowa
photographer fotograf/fotografka
physicist fizyk/fizyczka
psychologist psycholog/psycholożka
psychology psychologia
publish a research paper opublikować artykuł naukowy
publish evidence opublikować dowody
receptionist recepcjonista/recepcjonistka
sales representative przedstawiciel handlowy
scientist naukowiec
secretary sekretarz/sekretarka
shop assistant sprzedawca/sprzedawczyni
skiing instructor instruktor/instruktorka jazdy na nartach
social worker pracownik/pracownica opieki społecznej
software developer programista komputerowy/programistka komputerowa
specialist specjalista
take measurements zmierzyć, dokonać pomiarów
take notes robić notatki
taxi driver taksówkarz
work in (IT) pracować w (branży komputerowej)

Looking for a job / Poszukiwanie pracy

application form podanie o pracę
apply for a job ubiegać się o pracę
at any time o dowolnej porze
at present obecnie
at the moment aktualnie
attach dołączać (tu: o załączniku w emailu)
available dostępny
be capable of doing something być zdolnym do zrobienia czegoś
be confident that mieć pewność, że
get a job dostać pracę
have experience of mieć doświadczenie w
in connection with w związku z
interview rozmowa kwalifikacyjna
job advert ogłoszenie o pracy
look for a job szukać pracy
obtain nabywać, otrzymać
opportunity okazja, możliwość
possess skills posiadać umiejętności
require wymagać
succeed in odnieść sukces w

suitable candidate odpowiedni kandydat
with reference to w nawiązaniu do
work experience doświadczenie zawodowe

Working conditions and employment / Warunki pracy i zatrudnienie

association stowarzyszenie
away from home z dala od domu
be badly-paid źle zarabiać
be employed być zatrudnionym
be responsible for/be in charge of odpowiadać za, stać na czele
be self-employed być samozatrudnionym
be unemployed być bezrobotnym
be well-paid dobrze zarabiać
benefit korzyść
challenging wymagający, stanowiący wyzwanie
conference call telefoniczna rozmowa konferencyjna
daily codziennie, dziennie
decent job przyzwoita/porządna praca
decision maker osoba decyzyjna
do/work long hours pracować do późna
do/work night shifts pracować na nocnych zmianach
do/work overtime pracować w godzinach nadliczbowych
do training przechodzić szkolenie
earn zarabiać
earner osoba zarabiająca
earnings zarobki
employ (v) zatrudnić
employee pracownik/pracownica
employer pracodawca
flexible hours elastyczne godziny pracy
full-time job praca na pełen etat
get/have a day off dostać/mieć dzień wolny
get fired/the sack zostać wyrzuconym z pracy
get five weeks' paid holiday dostać pięć tygodni płatnego urlopu
give up zrezygnować, rzucić
have a job mieć pracę
have five weeks' paid holiday mieć pięć tygodni płatnego urlopu
inside w środku, wewnątrz
make a living zarobić na życie, utrzymać się
male-dominated job zawód zdominowany przez mężczyzn
manual job praca fizyczna
office biuro
part-time job praca na część etatu
position stanowisko
promotion awans
put up with znosić, wytrzymywać
repetitive monotonny
resign from a job zrezygnować z pracy
retire przejść na emeryturę
rewarding satysfakcjonujący
run a business/a company prowadzić firmę
salary pensja
staff personel
stressful stresujący
suitable odpowiedni
take somebody on zatrudnić kogoś
take time off wziąć wolne
tiring męczący
waste of time strata czasu
work from home pracować w domu
work indoors pracować wewnątrz
work on pracować nad
work outdoors pracować na świeżym powietrzu
work outside pracować na zewnątrz

Private life Życie prywatne

Family and friends / Rodzina, znajomi i przyjaciele

fiancé(e) narzeczony/narzeczona
generation pokolenie
stepfather ojczym
wedding wesele

Relationships / Relacje międzyludzkie

adapt to przystosować się do
admire podziwiać
get married pobrać się
get on with mieć dobre stosunki z
impress robić wrażenie na
inspire inspirować
inspired by zainspirowany przez
make a good impression zrobić dobre wrażenie
have something in common mieć coś wspólnego

Everyday activities / Czynności życia codziennego

do sport uprawiać sport
follow somebody on Twitter śledzić kogoś na Twitterze
get up wstawać z łóżka
have a shave ogolić się
play the violin/guitar grać na skrzypcach/gitarze
take the underground pojechać metrem
wake up obudzić się

Ways of spending one's free time / Formy spędzania czasu wolnego

chill out zrelaksować się
come round przyjść w odwiedziny
do bungee jumping skakać na linie
follow your own interests podążać za swoimi zainteresowaniami
entertainment rozrywka
go shopping pójść na zakupy dla przyjemności
go out wychodzić
go window shopping oglądać wystawy sklepowe
have a good time dobrze się bawić
have a party urządzić imprezę
jigsaw puzzle układanka/łamigłówka
make a noise hałasować
stay up nie kłaść się spać
take something up zainteresować się czymś, zacząć uprawiać (np. sport)
tend to mieć w zwyczaju

Food Żywienie

Groceries / Artykuły spożywcze

a selection of asortyment, wybór
chutney ostry sos korzenny używany w kuchni indyjskiej
cola cola
drinking water woda pitna
herbal ziołowy
local speciality miejscowa specjalność
mineral water woda mineralna

Eating out / Lokale gastronomiczne

meal posiłek
service obsługa
waterfront restaurant restauracja nadbrzeżna (z widokiem na wodę)

Shopping and services
Zakupy i usługi

Types of shops / Rodzaje sklepów

baker's piekarnia
bookstore księgarnia
butcher's sklep mięsny
charity shop sklep z używanymi rzeczami prowadzony przez organizację charytatywną
chemist's apteka, drogeria
clothes shop sklep odzieżowy
computer shop sklep komputerowy
department store dom towarowy
DIY store market budowlany
florist's kwiaciarnia
greengrocer's warzywniak
High Street store sklep przy głównej ulicy miasta
jeweller's jubiler
newsagent's kiosk z gazetami
optician's salon optyczny
pet shop sklep zoologiczny
shoe shop sklep obuwniczy
sports shop sklep sportowy
stationer's sklep papierniczy
store sklep
street market targ uliczny
supermarket supermarket
toy shop sklep z zabawkami
vintage shop sklep z ubraniami z poprzedniej epoki

Services / Usługi

bank bank
estate agent's biuro pośrednika w handlu nieruchomościami
hairdresser's salon fryzjerski
post office poczta

Selling and purchasing / Sprzedawanie i kupowanie

availability dostępność
available dostępny
barcode kod kreskowy
be worth it być tego wartym
can't afford nie móc sobie pozwolić na
changing room przymierzalnia
checkout desk kasa
consumer konsument
cost a fortune kosztować majątek
customer klient/klientka
delivery dostawa
do the shopping robić zakupy
free darmowy, bezpłatny
have a sale urządzać wyprzedaż
on (special) offer w promocji
out of stock wyprzedany
payer płatnik
payment płatność
pick up a bargain złowić okazję
provide zapewnić, dostarczyć
quality jakość
queue kolejka
reduced przeceniony
sell sprzedawać
sell out sprzedać się
sell-by date termin ważności
seller sprzedający
ship (v) transportować
shop online robić zakupy w internecie
size rozmiar
subscription subskrypcja
try on przymierzyć
value wartość
wait in line czekać w kolejce

Advertising / Promocja i reklama

advertising reklama
attract przyciągać
competitive konkurencyjny
give out rozdawać

Complaints / Reklamacja

apologise for przepraszać za
broken zepsuty
complain reklamować, składać zażalenie
complaint zażalenie, reklamacja
damaged uszkodzony
exchange something for something wymienić coś na coś
faulty wadliwy
get a refund dostać zwrot pieniędzy
keep the receipt zachować paragon
make a complaint złożyć zażalenie/reklamację
receive otrzymać, dostać
return zwrócić
ripped rozdarty
some parts are missing brakuje niektórych części
swap zamienić

Finance / Finanse

be in debt mieć dług, być zadłużonym
billionaire miliarder/miliarderka
cash gotówka
debtor dłużnik/dłużniczka
invest in zainwestować
investment inwestycja
spend money on wydawać pieniądze na

Travelling and tourism
Podróżowanie i turystyka

Sightseeing, trips and excursions / Zwiedzanie i wycieczki

(it's) a must koniecznie do odwiedzenia (o atrakcji turystycznej)
accommodation zakwaterowanie
ancient starożytny
arch łuk
arrive przybywać, pojawiać się
attraction atrakcja
be famous for być znanym z
breathtaking view widok zapierający dech w piersiach
busy ruchliwy, zatłoczony
castle zamek
crowded zatłoczony
direct sunlight bezpośrednie światło słoneczne
don't mind nie mieć nic przeciwko
enormous ogromny
fascinating fascynujący
go backpacking wędrować z plecakiem
historic monument pomnik historii
historic site zabytek, miejsce historyczne
host gospodarz/gospodyni
impressive robiący wrażenie
keep sb out nie wpuszczać kogoś
let sb in wpuścić kogoś do środka
look forward to oczekiwać z niecierpliwością
lovely uroczy, cudowny, śliczny
narrow wąski
nightlife życie nocne
passenger pasażer/pasażerka
reach the South Pole docierać na Biegun Południowy
recommend polecać
return to wracać do
rough wyboisty, nierówny, wzburzony
ruins ruiny
sailing żeglowanie
show somebody around oprowadzać kogoś
slum uboga dzielnica, slumsy
souvenir pamiątka
stay in zostać w domu
tourist destination cel wycieczek turystycznych
tourist highlight główna atrakcja turystyczna
tower wieża
travel agent agent turystyczny
turquoise ocean turkusowy ocean

Means of transport / Środki transportu i korzystanie z nich

aisle przejście (w samolocie, pociągu, teatrze)
GPS GPS/system nawigacji satelitarnej
on foot piechotą
take the underground pojechać metrem
traffic jam korek uliczny

Culture Kultura

Artists and their work / Twórcy i ich dzieła

at a museum w muzeum
art gallery galeria sztuki
brush pędzel
classic oil painting klasyczne malarstwo olejne
creation tworzenie, dzieło
exhibition wystawa
household name powszechnie znana nazwa/nazwisko
join a band dołączyć do zespołu muzycznego
landscape pejzaż
modern abstract painting nowoczesne malarstwo abstrakcyjne
paint farba
painter malarz/malarka
photo/photograph zdjęcie
photographer fotograf/fotografka
photography fotografia, fotografika
portrait portret
sculptor rzeźbiarz/rzeźbiarka
sculpture rzeźba
street art sztuka uliczna

Film, theatre, books / Film, teatr, książki

A-list actors najlepiej opłacani aktorzy
act grać
acting gra aktorska
animation animacja
audience widzowie
autobiography autobiografia
binge watcher osoba nałogowo oglądająca filmy lub seriale
biography biografia
blockbuster przebój (książka lub film)
bookworm mól książkowy
box office kasa kinowa/teatralna
chapter rozdział
character bohater/bohaterka
classic novel powieść klasyczna
clip filmik, klip
come out wychodzić, pojawiać się (w księgarniach, na ekranach kin)
comedy komedia
comic book komiks
computer-generated images obrazy wytworzone komputerowo
costume kostium
crime novel powieść kryminalna
documentary film dokumentalny
drama series serial obyczajowy
ending zakończenie
escapism eskapizm
fairy tale bajka
fantasy fantastyka
genre gatunek literacki
historical fiction beletrystyka historyczna
horror horror
horror fiction powieść grozy
in the background w tle
in the foreground na pierwszym planie
incidentally nawiasem mówiąc
loss strata
movie film
musical musical
paste on buildings/walls przyklejać do budynków/ścian
perform występować
period drama dramat historyczny
play sztuka
plot fabuła
poem wiersz
producer producent/producentka
put on (a play) wystawiać sztukę
relate to utożsamiać się z
romantic comedy komedia romantyczna
scene scena (fragment utworu)
science fiction fantastyka naukowa
script scenariusz
setting sceneria
short story opowiadanie
soundtrack ścieżka dźwiękowa
special effects efekty specjalne
stage scena (miejsce występu)
take on (a role) przyjąć rolę
thriller thriller
trailer zwiastun
travel show program podróżniczy
TV drama/series serial telewizyjny
X-rated tylko dla dorosłych

Media / Media

chat show talk-show
cooking programme program kulinarny
crime drama serial kryminalny
episode odcinek
game show teleturniej
light entertainment lekka rozrywka
news bulletin skrót wiadomości
on-demand TV telewizja na żądanie, na życzenie
reality TV reality TV
sitcom serial komediowy
soap (opera) telenowela
talent show program rozrywkowy, w którym uczestnicy prezentują swoje umiejętności
telly telewizja, telewizor
weather forecast prognoza pogody

Music / Muzyka

the charts lista przebojów
gig koncert (muzyki popularnej)
live na żywo
music award nagroda muzyczna
record nagrywać
rock rock
vocal range skala głosu

Description / Opis

best-selling bijący rekordy popularności
complex złożony, skomplikowany
disappointing niezadowalający, rozczarowujący
engaging zajmujący
entertaining zabawny, rozrywkowy
excellent znakomity
factual oparty na faktach
gripping pasjonujący
imaginative pomysłowy, oryginalny
inspiring porywający
moving poruszający
ordinary zwykły

Sport Sport

Types of sport / Dyscypliny sportu

climbing wspinaczka
cycling kolarstwo
cricket krykiet
hockey hokej na trawie
horse riding jazda konna
netball netball (zespołowa dyscyplina sportowa podobna do koszykówki)
rugby rugby

Doing sports / Uprawianie sportów

bad at słaby w
badminton court boisko do gry w badmintona
basketball court boisko do gry w koszykówkę
bench ławka
boxing ring ring bokserski
break a record pobić rekord
cheer wiwatować
compete against rywalizować z
cross the finishing line minąć linię mety
do sport uprawiać sport
enjoy czerpać przyjemność z
football pitch boisko do gry w piłkę nożną
handball pitch boisko do gry w piłkę ręczną
hockey pitch boisko do gry w hokeja na trawie

ice rink lodowisko
keep fit utrzymywać formę
kit strój
marathon bieg maratoński
motor racing track tor wyścigowy
pathway ścieżka
pitch boisko
rugby pitch boisko do gry w rugby
running track bieżnia
skateboard deskorolka
skating rink lodowisko do jazdy na łyżwach
swimming pool basen
tennis court kort tenisowy
unicyclist rowerzysta na monocyklu
volleyball court boisko do gry w siatkówkę
work out trenować, ćwiczyć (na siłowni)

Health Zdrowie

Illnesses, symptoms and treatment / Choroby, objawy i ich leczenie

addictive uzależniający
ambulance karetka
be allergic to mieć alergię na
be asthmatic mieć astmę
blood test badanie krwi
breathe in wdychać
breathe out wydychać
burn yourself oparzyć się
cardiologist kardiolog/kardiolożka
check your pulse/heart rate zmierzyć tętno
come out in a rash/spots dostać wysypki
condition choroba
cough kaszel
cut something out wyeliminować
disease choroba
do harm zaszkodzić
drop spadać
equipment wyposażenie
examine zbadać
feel dizzy mieć zawroty głowy
feel ill źle się czuć
feel sick mieć mdłości
first aid pierwsza pomoc
flu grypa
get ill zachorować
go on a diet przejść na dietę
headache ból głowy
healthy zdrowy
(make) healthy choices dokonywać dobrych dla zdrowia wyborów
(make) healthy decisions podejmować dobre dla zdrowia decyzje
heart attack zawał
hospital szpital
hurt boleć
indigestion niestrawność
keep track of monitorować
lie down położyć się
look after opiekować się
lose one's appetite stracić apetyt
lose weight schudnąć
make an appointment umówić się na wizytę
my back hurts bolą mnie plecy
my head hurts boli mnie głowa
my thumb hurts boli mnie kciuk
pain in the chest ból w klatce piersiowej
pain in the leg ból w nodze
pain in the shoulder ból w ramieniu
pass out/faint zemdleć
physiotherapist fizjoterapeuta/fizjoterapeutka
prescription recepta
recover from/get over an illness dojść do siebie po chorobie
reduce anxiety łagodzić niepokój
reduce stress łagodzić stres
runny nose katar
sore throat ból gardła
stomachache ból brzucha
suffer from cierpieć na
take somebody's temperature zmierzyć komuś temperaturę

Science and technology Nauka i technika

Using technical devices and IT technology / Korzystanie z urządzeń i technologii IT

broadband szerokie pasmo połączenia z Internetem
crash zawiesić się
desktop computer komputer stacjonarny
digital cyfrowy
download music ściągać muzykę
e-book e-book
e-ink atrament elektroniczny
e-reader czytnik e-booków
electronic elektroniczny
go dead rozładować się
keyboard klawiatura
laptop laptop
laser printer drukarka laserowa
mobile (phone) telefon komórkowy
mouse mysz
password hasło
screen ekran
search engine wyszukiwarka
smartphone smartfon
tablet tablet
text message wiadomość tekstowa
text somebody napisać do kogoś SMS
update your profile aktualizować profil
username nazwa użytkownika
virus wirus
visit a website odwiedzić stronę internetową
web browser przeglądarka internetowa

Scientific discoveries / Odkrycia naukowe

analysis analiza
ancestor przodek
archaeology archeologia
astronomy astronomia
black hole czarna dziura
chemistry chemia
collect evidence gromadzić dowody
come up with wymyślić, zaproponować
discover odkryć
discovery odkrycie
do research prowadzić badania
environment środowisko
evolution ewolucja
exploration badanie, eksploracja
explore badać, eksplorować
figure out zrozumieć
find a solution znaleźć rozwiązanie
geology geologia
gravity grawitacja
imagination wyobraźnia
imagine wyobrazić sobie
mathematics matematyka
observation obserwacja
observe obserwować
physics fizyka
planet planeta
researcher badacz/badaczka
science nauki ścisłe
scientist naukowiec
solution rozwiązanie
solve rozwiązać
space kosmos
technology technika, technologia
vision wizja

The natural world Świat przyrody

Landscape / Krajobraz

cave jaskinia
coast wybrzeże
crater krater
dense rainforest gęsty las deszczowy
desert pustynia
dry suchy
hill wzgórze
hot springs gorące źródła
humid wilgotny
island wyspa
lush bujny
mountain góra
river rzeka
rock skała
soil gleba
vegetation roślinność
volcanic wulkaniczny
volcano wulkan

Plants and animals / Rośliny i zwierzęta

camel wielbłąd
plant roślina
shell muszla

The weather / Pogoda

average temperature średnia temperatura
below zero poniżej zera
boiling upalny, skwarny
chilly chłodny
cold zimny
degrees centigrade stopni Celsjusza
fall spadać, obniżać się
freezing lodowaty
hot gorący
minus 25 degrees minus 25 stopni
plus 25 degrees plus 25 stopni
rise wzrastać, podnosić się
scorching skwarny
warm ciepły

Environmental protection / Ochrona środowiska naturalnego

(air) pollution zanieczyszczenie (powietrza)
air purifier oczyszczacz powietrza
at risk zagrożony
blow out wydmuchiwać
construct budować
construction budowa
constructive konstruktywny
dust storm kurzawa
environmental protection ochrona środowiska
exhaust fumes spaliny
face mask maska na twarz
factory smoke dym z fabryki
global warming globalne ocieplenie
permanent stały
pollute zanieczyszczać
protect the environment chronić środowisko
pure czysty
purification oczyszczanie
purify oczyszczać
recorded odnotowany, zarejestrowany
run a research station prowadzić stację badawczą
save ocalić
smog particle drobina smogu
waste marnować

State and society Państwo i społeczeństwo

Social events and phenomena / Wydarzenia i zjawiska społeczne

abandon porzucać
background środowisko
capital (city) stolica
charity dobroczynność; organizacja charytatywna
citizen obywatel/obywatelka
civil rights prawa obywatelskie
community społeczność
developing country kraj rozwijający się
donation datek, darowizna
foreign country obce państwo
immigrant imigrant
increase wzrost
manifesto manifest
member przedstawiciel, członek
nationwide ogólnokrajowy
nomadic tribe plemię koczownicze
old people's home dom spokojnej starości
peace pokój
population liczba ludności
relevant użyteczny, istotny
royal family rodzina królewska
soup kitchen for homeless people stołówka dla bezdomnych
voluntary work wolontariat
volunteer wolontariusz/wolontariuszka

The problems of the modern world / Problemy współczesnego świata

bully prześladować
homeless bezdomny
identity tożsamość
poor biedny, ubogi
prison więzienie
tell lies kłamać
thirsty spragniony
unemployment bezrobocie

English-speaking countries Wiedza o krajach anglojęzycznych

Adele (Adele Laurie Blue Atkins) współczesna popowa piosenkarka brytyjska
Aguilera, Christina amerykańska piosenkarka popowa i autorka tekstów
Amazon amerykańskie przedsiębiorstwo handlowe, założone w 1994 r. w Seattle, zajmujące się handlem elektronicznym i prowadzące największy na świecie sklep internetowy
American civil rights movement ruch społeczny w latach 50. i 60. XX w. dążący pokojowymi metodami do zniesienia segregacji rasowej w Stanach Zjednoczonych
Bath miasto w Anglii znane z licznych zabytków, m.in. rzymskich łaźni
Batman fikcyjny superbohater znany z serii komiksów oraz licznych adaptacji filmowych
BBC, the (The British Broadcasting Corporation) główna brytyjska publiczna stacja radiowa i telewizyjna
Bezos, Jeff prezes, dyrektor generalny i przewodniczący zarządu Amazon.com
Bond, James fikcyjny agent brytyjskiego wywiadu, bohater licznych powieści angielskiego pisarza Iana Fleminga oraz serii filmów
Branson, Richard brytyjski biznesmen, założyciel Virgin Group
Brit School, the (The BRIT School for Performing Arts and Technology) brytyjska szkoła średnia specjalizująca się w kształceniu przyszłych pracowników branży muzyczno-estradowej
Cambridge University Uniwersytet Cambridge, drugi po Uniwersytecie Oksfordzkim najstarszy uniwersytet w Wielkiej Brytanii
Camden Market słynny bazar w londyńskiej dzielnicy Camden Town
Captain America Kapitan Ameryka, fikcyjny superbohater znany z komiksów wydawanych przez Marvel Comics oraz adaptacji filmowych

Carey, Mariah amerykańska piosenkarka, kompozytorka, autorka tekstów, obdarzona wyjątkowym głosem o skali pięciu oktaw

Central Park park miejski w Nowym Jorku położony w centrum Manhattanu

Coober Peddy miasto w południowej Australii, w którym wydobywa się najcenniejsze i najdroższe na świecie opale

Cyrus, Miley amerykańska aktorka, wokalistka i autorka tekstów

Darwin, Charles brytyjski przyrodnik i geolog, twórca teorii ewolucji

DiCaprio, Leonardo amerykański aktor filmowy, laureat Oskara 2016

Edinburgh Edynburg, stolica Szkocji

Edinburgh Castle zamek w Edynburgu, jedna z najstarszych fortec w Wielkiej Brytanii

FA Cup, the (The Football Association Challenge Cup) Puchar Anglii, najstarsze klubowe rozgrywki piłkarskie na świecie

Glastonbury Festival jeden z największych festiwali muzyczno-artystycznych na świecie, odbywający się w pobliżu wsi Pilton w hrabstwie Somerset w Anglii

Grandin, Temple amerykańska zoopsycholog i profesor na Colorado State University, wysoko funkcjonująca osoba z autyzmem popularyzująca wiedzę o tym zaburzeniu

Harry Potter seria powieści fantasy autorstwa J.K. Rowling o przygodach młodego czarodzieja Harry'ego Pottera

Hidden Figures „Ukryte działania", amerykański film z 2016 roku w reżyserii Theodore'a Melfiego

Hubble, Edwin amerykański astronom

Hulk fikcyjny superbohater, alter ego Bruce'a Bannera, bohater wielu komiksów Marvel Comics i adaptacji filmowych

Humans brytyjsko-amerykański serial telewizyjny z gatunku science fiction

Iron Man fikcyjny superbohater, alter ego Tony'ego Starka, bohater wielu komiksów Marvel Comics i adaptacji filmowych

Jackson, Michael amerykański muzyk, tancerz, kompozytor, wokalista, aktor, autor tekstów i artysta estradowy, nazywany Królem Popu

Jessie J współczesna popowa piosenkarka brytyjska

Johnson, Katherine afroamerykańska matematyczka, nazywana „komputerem w spódnicy", która przyczyniła się znacząco do sukcesu programu kosmicznego USA

Knightley, Keira brytyjska aktorka, nominowana do Oskara za najlepszą pierwszoplanową rolę w filmie „Duma i uprzedzenie"

Lake District Cumbria Kraina Jezior, obszar w angielskim hrabstwie Kumbria, którego centralną część zajmuje Park Narodowy Lake District

Lake Windermere jezioro w Parku Narodowym Lake District

Leibovitz, Annie amerykańska fotografka, laureatka wielu nagród fotograficznych

Lewis, Leona brytyjska piosenkarka, autorka tekstów i kompozytorka, zwyciężczyni trzeciej edycji programu *The X-Factor*

London Dungeon, the interaktywne muzeum w Londynie odtwarzające wydarzenia historyczne z wykorzystaniem żywych aktorów i efektów specjalnych

London Eye, the diabelski młyn otwarty w Londynie w 1999 r., z którego można podziwiać panoramę miasta

Madame Tussauds muzeum figur woskowych w Londynie

Manhattan najmniejszy i najgęściej zaludniony okręg Nowego Jorku, położony na wyspie Manhattan; również nazwa hrabstwa w stanie Nowy Jork

Massachusetts Institute of Technology (MIT) amerykańska prywatna politechnika założona w 1861 r.

Muamba, Fabrice angielski piłkarz pochodzenia kongijskiego grający na pozycji pomocnika

Musketeers, the „Muszkieterowie", brytyjski serial telewizyjny, będący adaptacją powieści „Trzej muszkieterowie" Aleksandra Dumasa

NASA (National Aeronautics and Space Administration) amerykańska agencja rządowa odpowiedzialna za program lotów kosmicznych

National Museum of Scotland Muzeum Narodowe Szkocji w Edynburgu

National Portrait Gallery galeria sztuki w Londynie

Newton, Isaac angielski fizyk, matematyk, astronom, filozof, historyk, badacz Biblii oraz alchemik

Obama, Barack amerykański polityk, 44. prezydent Stanów Zjednoczonych w latach 2009–2017

Obama, Michelle pierwsza dama Stanów Zjednoczonych w latach 2009–2017, małżonka prezydenta USA Baracka Obamy

Oliphant, Sarah artystka przygotowująca tło do sesji dla największych magazynów i najsławniejszych fotografików

Oscars, the (The Academy Awards) Nagrody Akademii Filmowej corocznie przyznawane przez Amerykańską Akademię Sztuki i Wiedzy Filmowej

Oscars ceremony, the ceremonia rozdania Oskarów, czyli przyznania Nagród Akademii Filmowej podczas uroczystej gali

Oxford Street główna ulica handlowa w Londynie

Phelps, Michael amerykański pływak, 23-krotny mistrz olimpijski, 26-krotny mistrz świata

Pirates of the Caribbean „Piraci z Karaibów", seria amerykańskich filmów przygodowych

Queen Elizabeth II królowa Elżbieta II, panująca w Wielkiej Brytanii od 1953 r.

Roman Baths, the rzymskie łaźnie, zabytkowy kompleks term w Bath

Rowling, J.K. brytyjska pisarka, autorka serii powieści o Harrym Potterze

Royal Family, the brytyjska rodzina królewska

Sally Lunn bun tradycyjna bułka drożdżowa, specjalność miasta Bath

Science Museum Muzeum Nauki w Londynie

Scotland Szkocja

Scottish szkocki

Segregation prawnie uregulowana dyskryminacja rasowa w USA, która trwała do lat 60. XX w.

Shakespeare, William William Szekspir, angielski dramaturg, poeta i aktor żyjący w latach 1564–1616, autor m.in. sztuk „Hamlet", „Makbet", „Romeo i Julia" i „Sen nocy letniej"

Shakespeare's Globe teatr w Londynie; współczesna rekonstrukcja elżbietańskiego teatru Globe, którego współudziałowcem był William Szekspir

Somerset hrabstwo w południowo-zachodniej Anglii

Sparrow, Jack główny bohater filmów z serii „Piraci z Karaibów" (*Pirates of the Caribbean*), grany przez Johnny'ego Deppa

Spiderman Spider-Man, alter ego Petera Parkera, fikcyjny superbohater znany z komiksów Marvel Comics i adaptacji filmowych

Star Wars „Gwiezdne wojny", seria filmów z gatunku space opera

Superman alter ego Clarka Kenta, fikcyjny superbohater znany z komiksów i adaptacji filmowych

Tate Modern brytyjskie muzeum międzynarodowej sztuki współczesnej w Londynie

Thriller szósty solowy album studyjny Michaela Jacksona, najlepiej sprzedający się album wszech czasów

Turing, Alan brytyjski matematyk, kryptolog, jeden z twórców informatyki, uważany za ojca sztucznej inteligencji

Twitter platforma społecznościowa

UK, the (the United Kingdom) Zjednoczone Królestwo

War Horse „Czas wojny", film wojenny Stevena Spielberga produkcji amerykańsko-brytyjskiej

Watson, Emma brytyjska aktorka i modelka, która zadebiutowała w serii filmów o Harrym Potterze

Welsh walijski

Wonder Woman amerykański film akcji oparty na serii komiksów o superbohaterce

X Factor, the program telewizyjny, którego celem jest znalezienie nowych gwiazd muzyki rozrywkowej

X-Files, the „Z Archiwum X", amerykański serial telewizyjny z pogranicza sensacji, horroru, thrillera i science fiction

X-Men, the grupa fikcyjnych superbohaterów, znanych z komiksów Marvel Comics oraz serii adaptacji filmowych Marvel Studios

CZŁOWIEK

1 Complete the descriptions with words from the box.

adventurous ambitious brave caring cheerful communicative confident creative energetic generous hard-working imaginative impatient independent irresponsible lazy lonely outgoing protective quiet reliable rude selfish sensitive

Aries: You are full of energy. *energetic*
But you never feel like working. [1] *lazy*

Taurus: You will leave a young child alone near a swimming pool. [2] *irresponsible*
But when the child falls into the water, you will rescue him. [3] *brave*

Gemini: You are always smiling and happy. [4] *cheerful*
You don't need help or advice from other people. [5] *independent*

Cancer: You easily get upset and embarrassed when people criticise you. [6] *sensitive*
But you often make people angry by saying something impolite. [7] *rude*

Leo: You always want to try new and exciting things. [8] *adventurous*
It is very difficult for you to wait for things. [9] *impatient*

Virgo: You take hot soup to your grandmother when it's cold. [10] *caring*
You never lose your self-belief. [11] *confident*

Libra: You are always ready to find an original solution to a problem. [12] *imaginative*
You don't say much. [13] *quiet*

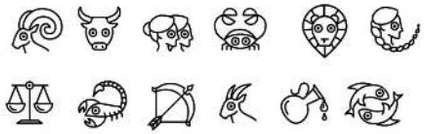
Scorpio: You don't take a break until the job is finished. [14] *hard-working*
You find it easy to talk and explain things to people. [15] *communicative*

Sagittarius: You always buy great birthday presents. [16] *generous*
You like meeting new people and talking to them. [17] *outgoing*

Capricorn: You want to be successful, rich and powerful. [18] *ambitious*
People can trust you. [19] *reliable*

Aquarius: You think about yourself but not about how other people feel. [20] *selfish*
You have no friends. [21] *lonely*

Pisces: You can make a wonderful meal out of the last three things in the fridge. [22] *creative*
You like to take care of other people. [23] *protective*



MIEJSCE ZAMIESZKANIA

1 Match the types of houses with their definitions.

	studio apartment	h
1	cottage	d
2	detached house	e
3	bungalow	b
4	houseboat	g
5	semi-detached house	f
6	terraced house	a
7	a block of flats	c

a a house in a line of houses joined together
b a house with only one floor
c a large building with many levels, in which there are many separate flats/apartments
d a small house in the country
e a house which is not joined to another house
f a house joined to another house on one side
g a house on water
h a small flat with one main room

2 Choose the correct answer.

The place in the house which is below the ground floor is called a
A shed. (B) basement. C toilet.

1 The piece of furniture you sit on is a
A cooker. (B) beanbag. C wardrobe.

2 To reach high places you climb a
A desk. B bookcase. (C) ladder.

3 A couch is a kind of
(A) furniture. B material. C wall.

4 You use a vacuum cleaner to clean
A the dishes. (B) the carpet. C the windows.

5 To keep food cool you put it in the
A library. B couch. (C) fridge.

6 A wardrobe is a large
(A) storage area. B lamp. C armchair.

7 To make your couch more comfortable and decorative you use
A sheets. (B) cushions. C posters.

8 To be able to read in the evening you turn on
A a cupboard. B a ladder. (C) a lamp.

9 You enter the building through the
A interior wall. (B) front door. C fridge.

10 The soft cover on your floor is called a
A floorboard. B blind. (C) carpet.

11 You wash the dishes in the kitchen
(A) sink. B cupboard. C washing machine.

12 The ceiling is the part of a room
A under your feet. (B) above your head.
C where you hang pictures.

13 Before you go to bed, it needs a clean
A ceiling. (B) sheet. C floor.

14 A piece of furniture with open shelves is called a
A cooker. B cupboard. (C) bookcase.

EDUKACJA

1 Match the words to make expressions. You can use some of them more than once.

	attend	j	a	homework
1	take	f c	b	good grades
2	fail	g	c	a subject
3	drop	c	d	from university
4	graduate	d	e	lessons
5	get	h b	f	a break
6	learn	i	g	an exam
7	skip	e	h	a degree
8	pass	g	i	by heart
9	do	g a	j	school

2 Tick (√) the true and cross (x) the false sentences. Correct the false sentences.

A gap year is a break between primary school and secondary school. (x)
A gap year is a break between secondary school and college or university.

1 A timetable is a list of the times when classes in school happen. (√)

2 Learning by heart means memorising. (√)

3 An entrance exam is an exam you have to take at the end of your education. (x)
An entrance exam is an exam you take to get into school, college or university.

4 A tuition fee is the money you pay for college or private school. (√)

5 A swipe card is a special plastic card that you use to get into a building or open a door. (√)

6 A field trip is a trip to a field. (x)
A field trip is an educational trip made by students to help them get first-hand experience.

3 Complete the sentences with the words from the box. There are two extra words.

classmate degree canteen knowledge term nursery Science single-sex

What did you do in your *Science* class today?

1 *Single-sex* schools are only for girls or only for boys.
2 We have lunch at the *canteen*.
3 A *term* is one of the periods of time the school year is divided into.
4 A *nursery* is a place where parents leave their small children when they go to work.
5 When you pass an exam at the end of university, you get a *degree*.



PRACA

1 Complete the names of jobs with the missing letters.

'Some people think it's an unimportant job, but in my case it's just the opposite – it seems I'm responsible for everything – phone calls, emails, my boss's coffee and even Christmas presents for his wife ...' **s** *e c r e t a r y*

1 I've always been good at numbers, but it is not what people think: it's not that you only have to count in this job. Calculators and computers count but we use intelligence to make good business decisions.' **a** *c c o u n t a n t*

2 'I make people happy in my job. My clients are usually women. I make their skin look younger and healthier. I also paint their nails and put their make-up on before a special occasion like a wedding or New Year's Eve party.' **b** *e a u t i c i a n*

3 'I need to make a good first impression, because I'm the first person the customers see when they enter the hotel. I greet the customers, answer phone calls and emails, do the paperwork and accept the payments.' **r** *e c e p t i o n i s t*

4 'People call me or visit my office when they want to buy, sell or rent a flat, a house or a piece of land. I help them find the best offer and negotiate the price. I don't have many clients in a month, but when I sell or buy a house for someone, I earn a lot.' **e** *s t a t e* **a** *g e n t*

5 'My job is very stressful. I often go to conferences and have to speak in front of a lot of people. I change a person's words from one language into another when they speak. I never do it in writing because I think that's boring.' **i** *n t e r p r e t e r*

6 'I can work for a newspaper, a magazine, television or radio. I like my job because every day is different. I usually go to places where something interesting is happening and then write a news report. This means I have to travel a lot to collect information and then I work from home when I write.' **j** *o u r n a l i s t*

7 'Summer is a busy time for me. I work ten hours a day, seven days a week when it's warm and sunny. I spend the whole day at the beach and can sunbathe, which is great! But I can't fall asleep because I'm responsible for the lives of all the people swimming and playing in the water.' **l** *i f e g u a r d*

2 Match the verbs and noun phrases from the box to make collocations. You can use some of them more than once.

badly-paid a day off a job fired from home in debt a living long hours night shifts overtime outside self-employed training unemployed

1	be	*badly-paid, unemployed, in debt, self-employed*
2	do	*training, overtime, night shifts, long hours*
3	earn	*a living*
4	get	*fired, a job, a day off*
5	make	*a living*
6	work	*from home, long hours, night shifts, outside, overtime*

ŻYCIE PRYWATNE

1 Complete the letter with the correct words.

Dear Amanda,

I've got a problem and I don't know what to do. I can't adapt to my new town. Everybody here [1]spends time [2]following somebody on Twitter but I'm not inspired by social media. I don't get [3]on with anyone! I've tried talking to a few boys but we have nothing [4]in common. They listen [5]to hip hop all the time and [6]do / go bungee jumping. They don't [7]have a good time doing jigsaw puzzles like me. What can I do? Please, help!

Patrick

2 Choose the correct answer.

When you admire someone, it means that you
(A) like them because they have done something good.
B dislike them because they have done something bad.
C don't respect them.

1 When you text somebody, it means that you
A read what someone has written.
B send them a letter.
(C) send them a short message on your mobile.

2 When you stay up, it means that you
A wake up and leave the bed.
(B) don't go to bed.
C sleep upstairs.

3 When you come round, it means that you
A talk to people.
(B) visit people in their homes.
C move in a circle.

4 When you refuse to do something, it means that you
(A) say you won't do something for somebody.
B say you can do something for somebody.
C say you will do something for somebody.

3 Match the words to make expressions. You can use some of them more than once.

	get	(f)	a time
1	come	(c)	b a party
2	have	(b) (d)	c round
3	make	(e)	d a good time
4	spend	(a)	e a good impression
5	inspired	(f)	f by

ŻYWIENIE

1 Complete the sentences with the correct words and phrases from the box.

drinking water herbal local speciality meal ~~mineral water~~

Don't drink cola – mineral water is much healthier.
1 Fish and chips is a very popular type of meal in the UK.
2 Bigos is a local speciality in Poland.
3 In the jungle it's important to carry some drinking water with you. Water from the muddy streams can be unsafe.
4 My family enjoys drinking herbal tea instead of black tea.

ZAKUPY I USŁUGI

1 Complete the text with the correct words.

Yesterday my mum gave me a shopping list and sent me to the nearest department store. She asked me to buy some birthday presents for my twin brothers and some food for the birthday party. I didn't want to go because I always buy things that aren't [1]worth it and spend too much [2]on unnecessary things. I prefer sitting at home at my computer and shopping [3]online. When I was passing a clothes shop, I saw a beautiful dress [4]on special offer, so I decided to try it [5]on. Unfortunately, it didn't [6]fit me and the dress in my size was [7]out of stock. On my way to the toy shop I also had to pass a jeweller's. I saw a silver bracelet there which attracted my [8]attention. The price was reduced – I had never picked [9]up such a bargain! I didn't have my [10]credit card with me, so I paid in [11]cash with my mum's money. When I got out of the shop I realised it was almost closing time. I quickly bought some food from the shopping list and two toy cars for the boys. When my mum saw what I had bought, she was mad – the toys were broken and the food was past its sell-by [12]date. I couldn't return the food or exchange the toys [13]for something else because I hadn't kept the [14]receipts. I had to apologise [15]for the shopping mistake again and again!

2 Choose the correct answer.

When you complain,
A you are happy about something.
(B) you are unhappy about something.

1 When you get a refund,
(A) the shop gives you the money back.
B the shop offers you something at a reduced price.

2 When parts of something are missing,
A there are too many of them.
(B) there aren't enough of them.

3 When a price is competitive,
A it's higher than other prices.
(B) it's lower than other prices.

PODRÓŻOWANIE I TURYSTYKA

1 Choose the correct answer.

A place for someone to stay or live is called
A a host. B a historic site.
(C) accommodation.

1 The part of a town next to the sea or river is called a
A chapel. (B) waterfront. C bridge.

2 A building with strong walls built in the past by a king is called a
A temple. (B) castle. C monument.

3 A road that is not very pleasant to use is
(A) rough. B slum. C enormous.

4 A place where you borrow books is called a
A theme park. B post office. (C) library.

5 A place where you go on holiday is called a
A harbour. (B) tourist destination.
C tourist attraction.

6 A little gift that you buy during a holiday is called a
A must. B memory. (C) souvenir.

7 A very tall building that stands alone is called a
A stilt. (B) tower. C historic site.

2 Match the words to make expressions and then complete the sentences.

	tourist	(g)	a view
1	traffic	(d)	b sunlight
2	turquoise	(c)	c ocean
3	breathtaking	(a)	d jam
4	historic	(e)	e monument
5	direct	(b)	f agent
6	travel	(f)	g highlight

A well-known tourist highlight in Scotland is Loch Ness.
1 The journey took us so long because of a huge traffic jam.
2 I will never forget the view of the greenish-blue turquoise ocean from my hotel window.
3 In the future I'd like to see a breathtaking view of the Namib Desert in southern Africa.
4 The Royal Castle in Warsaw is a well-known historic monument.
5 My hotel room was bright in the daytime although there was no direct sunlight.
6 My travel agent takes care of booking the flights.

3 Choose the odd one out.

carriage / ferry / (aisle) / car
1 backpacking / sailing / sightseeing / (wedding)
2 camera / view / (nightlife) / sight
3 tent / (sailing) / caravan / campsite
4 ruins / (passenger) / castle / museum
5 (host) / harbour / waterfront / bridge
6 aquarium / canal / ferry / (attraction)

KULTURA

1 Put the words in the box into the four categories. You can use some of them more than once.

acting animation biography chapter chat show clip comic book documentary editor episode exhibition gig movie musical news bulletin novel painter play (noun) poem producer reality show script sculptor ~~short story~~ sitcom soap opera soundtrack special effects street art symphony talent show the charts vocal range weather forecast

1 Things you can read: short story, fairy tale, chapter, weather forecast, biography, novel, script, comic book, poem
2 Things you can watch/see: acting, animation, chat show, news bulletin, special effects, weather forecast, sitcom, documentary, episode, exhibition, gig, clip, movie, reality show, play, soap opera, musical, talent show, street art
3 Things you can listen to: news bulletin, weather forecast, soundtrack, gig, clip, vocal range, symphony, the charts, musical
4 People: editor, painter, producer, sculptor

2 Complete the names of the film types.

a film about elves and dragons:
a **f**antasy film
1 a series in which a detective solves a crime:
a **c**rime drama
2 a film in which people live on Mars:
a **s**cience-**f**iction film
3 a film in which there is a lot of singing and dancing:
a **m**usical
4 a film about funny people and humorous situations:
a **c**omedy
5 a film about facts:
a **d**ocumentary

3 Choose the correct adjective from the box to describe a book. There are three extra adjectives.

best-selling complex disappointing engaging entertaining excellent factual imaginative inspiring moving

It's based on what really happened. factual
1 It is bought by a lot of people. best-selling
2 It is difficult to understand because it has a lot of details. complex
3 It makes you feel strong emotions. moving
4 It's full of new and interesting ideas. imaginative
5 It's amusing and interesting. entertaining
6 It's not as good as you expected. disappointing

SPORT I ZDROWIE

1 Match the words to make expressions and complete the sentences. There are three extra expressions.

	skating	(h)	a	track
1	keep	(b)	b	fit
2	running	(a)	c	aid
3	first	(c)	d	court
4	tennis	(d)	e	dizzy
5	hockey	(f)	f	pitch
6	feel	(e)	h	rink

1 When an accident happens, everyone should be able to give *first aid*.
2 There are two tennis players on the *tennis court*.
3 You need to exercise regularly to *keep fit*.
4 If you want to be a professional sportsman, you need to practise running on a *running track*.

2 Choose the correct answer.

Who doesn't work with the sick?
(A) spectator B nurse C surgeon

1 Which is not a person?
A referee B triathlete (C) bench

2 Which is a symptom?
(A) runny nose B ring C deaf

3 What do we need to buy some types of medicine?
A blood B aid (C) a prescription

4 Which doesn't mean the same as 'ill'?
(A) healthy B unhealthy C sick

NAUKA I TECHNIKA, ŚWIAT PRZYRODY

1 Choose the correct form.

Archaeology / (*Archaeologists*) have just discovered some human bones in the ruins of the city.
1 *Biologist* / (*Biology*) is the study of life on earth.
2 Darwin collected evidence for (*evolution*) / *exploration*.
3 Authors use their *imagine* / (*imagination*) when they write.
4 The ship broke down and the sea got *purified* / (*polluted*).
5 Scientists (*discover*) / *discovery* new stars every day.
6 (*Physics*) / *Physicist* was my least favourite subject at school.
7 Before the scientists could decide how to cure the disease, they had to do a genetic *analyse* / (*analysis*) of the virus.



2 Complete the crossword. What's the hidden word?

				[1]R	I	V	E	R				
[2]S	C	O	R	C	H	I	N	G				
			[3]G	R	A	V	I	T	Y			
				[4]S	O	I	L					
		[5]A	I	R	P	U	R	I	F	I	E	R
		[6]R	A	I	N	F	O	R	E	S	T	
		[7]V	O	L	C	A	N	O				
				[8]H	U	M	I	D				
			[9]C	R	A	T	E	R				
[10]P	O	L	L	U	T	I	O	N				
			[11]D	E	S	E	R	T				

1 The Thames or the Vistula.
2 Very hot.
3 The force that makes things fall to the ground.
4 What plants grow in.
5 A device that makes the air cleaner.
6 A forest in a tropical area where it rains a lot.
7 A mountain with a hole at the top, through which hot gases and lava are thrown out from time to time.
8 Hot and wet (for example about air and weather).
9 The hole at the top of a volcano.
10 Dangerous chemicals in the air or water.
11 An area where there is almost no greenery and where temperatures are very high.

3 Complete the sentences with the correct words.

A **h***ill* is a small mountain.
1 A **c***ave* is a deep hole in a big piece of rock or a mountain.
2 A **d***esert* is some land with almost no plants and animals, where it rarely rains.
3 A r*ock* is a large piece of stone.
4 An i*sland* is a small piece of land in the sea.
5 A m*ountain* is some land that is much higher than the usual level of land.

4 Choose the correct answer.

A system of sending information online at a very high speed is called
(A) broadband. B a blog. C a desktop.
1 If your computer suddenly stops working, it has
A splashed down. (B) crashed. C tweeted.
2 If a camera records information in the form of numbers, it means it's
A technological. B electronic. (C) digital.
3 If a battery stops working and has no power, it's
(A) dead. B switched off. C scrolled down.
4 A secret group of letters or numbers is called (a)
A document. B e-ink. (C) password.
5 A special word that shows who you are and allows you to enter a computer system is called a/an
A search engine. (B) username. C icon.
6 When you add new information to your profile, you
(A) update it. B follow it. C download it.

5 Match the verbs with the nouns to make expressions.

	make	(f)	a	a research station
1	protect	(d)	b	research
2	run	(a)	c	evidence
3	find	(e)	d	the environment
4	do	(b)	e	a solution
5	collect	(c)	f	a discovery

6 Put the words from the box into the six categories. There are two words in each category.

black hole broadband camel cave donkey engineer field geologist keyboard planet screen website

1 Animal: *camel* *donkey*
2 Computer equipment: *screen* *keyboard*
3 Internet: *broadband* *website*
4 Jobs: *engineer* *geologist*
5 Landscape: *cave* *field*
6 Space: *black hole* *planet*

PAŃSTWO I SPOŁECZEŃSTWO

1 A politician is giving a speech. Complete the letters to make the missing words.

'Dear c i t i z e n s!

I'm making this speech because I feel that we need to change a lot for this [1]**c**o m **m** u n i t **y**. We should fight for the [2]**c**i v i l rights of all our citizens if we have a chance to do so. Because everybody deserves to be fed, live in peace and have a job. There are a lot of people who are [3]**a** b a n **d** o n e **d** and poor – they have nobody to help them. They need our [4]**d** o n a **t** i o n **s** and care. Because if we have money and [5]**v** o l u n t **ee** r to do the work, we'll be able to build [6]**s** o **u** p kitchens for [7]**h** o m e l e **s** s people and help [8]**i** m **m** i g r **a** n t s to become a part of our community. And we should do this!

2 Answer the questions.

What do you call someone who:
has no place to live in? *homeless*
1 works for free to help others? A *volunteer*
2 has left their country to live in another one? An *immigrant*
3 has no money? *poor*
4 belongs to a group? A *member*

3 Match the words to make expressions.

	nomadic	(e)	a	country
1	developing	(a)	b	work
2	royal	(d)	c	rights
3	civil	(c)	d	family
4	voluntary	(b)	e	tribe

4 Match the words to make expressions.

	foreign	(f)	a	race
1	human	(a)	b	city
2	political	(e)	c	kitchen
3	old people's	(d)	d	home
4	soup	(c)	e	system
5	capital	(b)	f	country

5 Match the nouns from the box with the definitions. There is one extra word.

background bully capital charity community donation identity lies manifesto market peace population prison segregation tribe volunteer

An area where a country or company sells its products. *market*
1 Things you say that are not true. *lies*
2 The most important city in a country, where the country's government is. *capital*
3 A large group of families with the same language, beliefs and customs. *tribe*
4 The number of people living in a country. *population*
5 An organisation which helps people in need. *charity*
6 A formal statement of a political party. *manifesto*
7 Someone's history – their family, education, work, etc. *background*
8 The place where criminals are kept as a form of punishment. *prison*
9 Someone who hurts people weaker than him/her. *bully*
10 A time without wars. *peace*
11 Who you are. *identity*
12 Someone who does some work for free, to help others. *volunteer*
13 A situation in which people have to live, work, study, etc. separately because of their race, sex or religion. *segregation*
14 The money you give to a person or organisation to help them. *donation*

WIEDZA O KRAJACH ANGLOJĘZYCZNYCH

1 Match the words to make the names of tourist attractions in the UK and then match them with their descriptions.

	Roman	(e)	a Castle
1	Madame	(d)	b Dungeon
2	London	(b)	c Street
3	Edinburgh	(a)	d Tussauds
4	Oxford	(c)	e Baths

This is a public place for bathing located in one of the UK's cities and built by the ancient Romans. *Roman Baths*

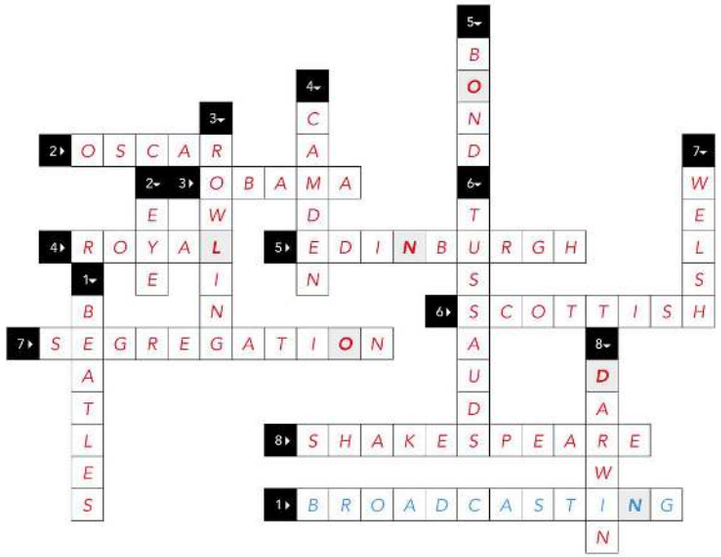
1 This is a wax museum in London showing historical figures, film and sports stars and other celebrities. *Madame Tussauds*

2 This is an interactive museum of London's macabre history, with actors playing some of London's bad guys such as Jack the Ripper. *London Dungeon*

3 This is the busiest shopping street in Europe. *Oxford Street*

4 This is the most frequently visited paid tourist attraction in Scotland which is located on a volcanic hill. *Edinburgh Castle*

2 Complete the crossword. Then arrange the letters in the grey boxes to make the name of a city in the UK.



Across

1 The BBC is short for the British *Broadcasting* Corporation.
2 Another name for the Academy Award.
3 The surname of the 44th President of the USA
4 The Queen and her relatives are the ____ Family.
5 The capital city of Scotland.
6 Connected with Scotland and people who live there.
7 The act and practice in the USA in the sixties of separating people into racial groups.
8 The well-known British author of *Romeo and Juliet*.

Down

1 The well-known British band from Liverpool, that started their career in the sixties.
2 A wheel which is the most popular tourist attraction in the United Kingdom is called the London ____ .
3 The author of the *Harry Potter* series.
4 One of the best-known markets in London is called the ____ Market.
5 The secret agent, code name 007.
6 Where you can see wax figures – Madame ____ .
7 The original language spoken in Wales.
8 English naturalist and biologist, known for his studies of evolution.

The city is L O N D O N .

Present Simple i Present Continuous

Czasu **Present Simple** używamy, gdy mówimy o:

- regularnie powtarzających się czynnościach:
  *I often **go** to the gym.*
- stanach i niezmiennych sytuacjach:
  *My uncle **lives** in Toronto.*
- upodobaniach, używając czasowników takich jak *love, hate, prefer* itp.:
  *I **love** Chinese food.*

Zdania oznajmujące		Zdania przeczące	
I/You/We/They	run.	I/You/We/They	don't (do not) run.
He/She/It	runs.	He/She/It	doesn't (does not) run.

Pytania ogólne			Krótkie odpowiedzi
Do	I/you/we/they	run?	Yes, I/you/we/they do. No, I/you/we/they don't.
Does	he/she/it	run?	Yes, he/she/it does. No, he/she/it doesn't.

Określenia czasu często używane w czasie Present Simple: *always, usually, often, sometimes, never, every day/week/year, on Sundays.*

Przysłówków częstotliwości *always, usually, often, sometimes* i *never* używamy:

- po czasowniku *be*:
  *Tom is **usually** late to school.*
- przed czasownikiem głównym:
  *My dad **usually** reads at home.*

Wyrażenia *every day, every Sunday, every weekend* umieszczamy zazwyczaj na końcu zdania:
*My dad washes his car **every Sunday**.*

Czasu **Present Continuous** używamy, gdy mówimy o:

- czynnościach mających miejsce w chwili, w której o nich mówimy:
  *My grandfather **is sleeping**.*
- czynnościach odbywających się tylko przez pewien czas:
  *I'm **saving** for a new game.*

Warto pamiętać, że niektóre czasowniki nie przyjmują formy czasu Present Continuous (np. *like, hate, know, love, need, prefer, understand, want*):
*I really **don't understand** you.*

Zdania oznajmujące			Zdania przeczące		
I	'm (am)	running.	I	'm not (am not)	running.
You/We/They	're (are)		You/We/They	aren't (are not)	
He/She/It	's (is)		He/She/It	isn't (is not)	

Pytania ogólne			Krótkie odpowiedzi
Am	I	running?	Yes, I am. / No, I'm not.
Are	you/we/they		Yes, you/we/they are. No, you/we/they aren't.
Is	he/she/it		Yes, he/she/it is. No, he/she/it isn't.

Określenia czasu często używane w czasie Present Continuous: *at present, at the moment, (right) now, these days, this morning/month/year/summer, today.*

1 Make positive sentences (+), negative sentences (–) and questions (?) in the Present Simple.

Monkeys / like / bananas (+) *Monkeys like bananas.*

1 he / watch TV / in the evenings (+)
He watches TV in the evenings.
2 my mother / drink / coffee (–)
My mother doesn't drink coffee.
3 Donald / spend / Christmas / at home / every year (+)
Donald spends Christmas at home every year.
4 you / often / go / shopping (?)
Do you often go shopping?
5 my aunt / work / at school (–)
My aunt doesn't work at school.
6 he / speak French (?)
Does he speak French?

2 Complete the sentences with the Present Continuous forms of the verbs in brackets.

Andy *is looking* (look) at the watch now.

1 My mum *is having* (have) lunch in the kitchen.
2 The cat *is running* (run) round the garden.
3 He *is not working* (not/work) now, he *is swimming* (swim) in the pool.
4 *Are* you *reading* (read) at the moment?
5 This summer my sister *is working* (work) in a restaurant.
6 *Is* your best friend *laughing* (laugh) now?

3 Complete the dialogue with the correct Present Simple or Present Continuous forms of the verbs in brackets.

A: Hi Louisa, what *are you doing* (you/do)?
[1]*Are you* you *watching* (watch) TV?
B: No, I'm not. You can turn it off.
A: Why [2]*are* you *packing* (pack) your bag?
B: I need to go. My friend [3]*is waiting* (wait) for me. Today we [4]*are studying* (study) for the big test.
A: Oh, I see. Yes, you often [5]*have* (have) tests at the beginning of the week.
B: Yeah. Before I go, I [6]*want* (want) to talk to Jane. Where is she?
A: She [7]*is playing* (play) in the garden.
B: Right. She always [8]*plays* (play) basketball after dinner. Anyway, I [9]*need* (need) to go now. Please tell Mum that I [10]*am studying* (study) with Steve.
A: You often [11]*study* (study) with Steve!
B: Erm, I have to go. Bye!

4 SPEAKING **Put the words in the correct order to make questions in the Present Simple or Present Continuous. Make any changes if necessary. Then ask and answer the questions in pairs.**

Andy / watch / what / now
What is Andy watching now?

1 you / what / today / wear / ?
What are you wearing today?

2 live / your / near / school / ? / you
Do you live near your school?

3 what / like / ? / most / console games / you
What console games do you like most?

4 usually / what / you / for breakfast / ? / have
What do you usually have for breakfast?

5 book / you / ? / read / what / now
What book are you reading now?

6 to school / ? / wear / what / you / usually
What do you usually wear to school?

7 right now / ? / work / anywhere / you
Are you working anywhere right now?

8 play / ? / the guitar / any of your friends
Do any of your friends play the guitar?

5 SPEAKING **Make sentences in the Present Simple or Present Continuous that are true for you, your family or friends. Use the words and phrases from the two boxes. Then compare your answers in pairs.**

always at the moment every day never often on Sundays sometimes this morning this summer today usually

be late for school get up early go to the gym have a shower help my parents at home play chess post on Facebook study a lot visit friends watch TV wear jeans work in a restaurant

I go to the gym every day.
Do you often go to the gym?

6 SPEAKING **Complete the sentences with the words from the box. Then discuss the sentences in pairs.**

at days every every day never on usually

My sister *usually* helps our mum.

1 We often clean the bathroom *on* Saturdays.
2 My parents don't like rock music. They *never* go to concerts with me.
3 *At* the moment we are learning English.
4 My friend goes to school by bus *every day*.
5 My mum is working a lot these *days*.
6 I watch my favourite TV show *every* Sunday.

Past Simple

Czasu **Past Simple** używamy, gdy mówimy o czynnościach, które wykonaliśmy w przeszłości. Często wspominamy też, kiedy zostały one wykonane:

My friend ***went*** *to London last summer.*

Czasowniki regularne			**Czasowniki nieregularne**	
Najczęściej: + *-ed*: *finish – finished* Zakończone na *-e*: + *-d*: *like – liked* Spółgłoska +y: *-ied*: *cry – cried* Jedna samogłoska + jedna spółgłoska: podwojenie spółgłoski + *-ed*: *stop – stopped*			np. *become – became,* *break – broke, buy – bought,* *do – did, find – found,* *go – went, have – had,* *put – put, meet – met,* *run – ran, say – said,* *see – saw*	
Zdania oznajmujące			**Zdania przeczące**	
I/You/He/She/ It/We/They		**worked.**	I/You/ He/She/It/ We/They	**didn't (did not) work.**
Pytania ogólne			**Krótkie odpowiedzi**	
Did	I/you/he/ she/it/we/ they	**work?**	Yes, I/you/he/she/it/we/they **did.** No, I/you/he/she/it/we/they **didn't.**	
Pytania szczegółowe				
When **did** I/you/he/she/it/we/they **work**?				

Formy czasownika *be* w czasie Past Simple to *was/were*. W pytaniach oraz przeczeniach nie używamy *did*:

Were *you at school yesterday?*

W czasie Past Simple czasownik *can* zmienia formę na *could*. Tworząc pytania oraz przeczenia, nie używamy *did*:

Could *you ride a bike when you were five?*

Określenia czasu często używane w czasie Past Simple: *yesterday (morning/evening), in 2015, days/years ago, last night/week.*

1 **Complete the sentences with the Past Simple forms of the regular verbs in brackets.**

His father *worked* (work) yesterday.

1 His grandfather *lived* (live) in Germany many years ago but he *didn't work* (not/work) there.
2 *Did* you *stay* (stay) long at the party on Saturday?
3 Caroline *didn't study* (not/study) hard for the exam last week and she *failed* (fail).
4 Jane's boyfriend *stopped* (stop) playing the piano when he *started* (start) high school.
5 I *followed* (follow) his fanpage during his trip to Asia.
6 *Did* he *play* (play) basketball yesterday?

2 **Complete the sentences with the Past Simple forms of the irregular verbs in brackets and short answers.**

I *sent* (send) him a letter a week ago.

1 A: *Did* you *buy* any souvenirs when you *were* in England? (buy, be)
B: No, I *I didn't*. I *didn't have* time. (not/have)
2 A: *Were* you at the concert with Ben? (be)
B: No, I *went* with Alan and Sue. (go)
3 A: Tina *broke* her leg when she *was* in the Alps. (break, be)
B: *Did* she *go* to hospital? (go)
A: Luckily, yes, she *did*.
4 A: *Did* you *find* your keys yesterday? (find)
B: Yes, I *did*. I *found* them in my bag. (find)
5 A: *Did* Mr Kay *run* marathons when he *was* younger? (run, be)
B: Yes, he *did*. He also *swam* a lot. (swim)
6 A: *Did* your brothers *fight* when they *were* children? (fight, be)
B: Yes, they *did*. My younger brother always *won*. (win)
7 A: *Were* your primary school teachers nice to you? (be)
B: Yes, they *were*. I *liked* them a lot. (like)
8 A: *Did* you *get* a nice present for your birthday? (get)
B: No, I *wanted* a new dress but I *got* some books. (want, get)

3 **Complete the story with the Past Simple forms of the verbs in brackets.**

Alan's weekend

Last weekend I *visited* (visit) my grandparents. I [1]*took* (take) a train after school. It [2]*snowed* (snow) a lot, so we [3]*wanted* (want) to go skiing on Saturday. When I [4]*arrived* (arrive), we all went to bed early. Unfortunately, I [5]*forgot* (forget) to set the alarm clock and we didn't wake up on time. It [6]*was* (be) already 10 a.m! We [7]*didn't have* (not/have) breakfast. We [8]*were* (be) in a hurry because the weather [9]*was* (be) fantastic and we [10]*wanted* (want) to spend a lot of time outside. We [11]*ran* (run) to the car and [12]*drove* (drive) to the slope. When we [13]*got* (get) out of the car, my grandfather [14]*looked* (look) at the beautiful mountain and [15]*said* (say): 'I love skiing. Let's start!' Then he [16]*turned* (turn) back. I [17]*could* (can) see his face. It [18]*was* (be) red. He [19]*started* (start) to shout: 'Skis! Where are the skiis?' There [20]*were* (be) no skis. We [21]*didn't pack* (not/pack) our skis. When we [22]*came* (come) home, we [23]*had* (have) warm tea and [24]*laughed* (laugh) a lot. The weekend was very funny!

4 **Write questions in the Past Simple about the underlined parts of the answers.**

They were at home at 5.
Where were they at 5?

1 Sophie went to a great party yesterday.
Where did Sophie go yesterday?
2 He watched a comedy last night.
What did he watch last night?
3 My favourite subject at school was Science.
What was your favourite subject at school?
4 Alice read more than fifty books last year.
How many books did Alice read last year?
5 Sue's parents bought a big house in 2015.
When did Sue's parents buy a big house?
6 I didn't go shopping because I felt sick.
Why didn't you go shopping?
7 Yesterday I sent more than fifty emails.
How many emails did you send yesterday?
8 My sister could swim when she was six.
What could your sister do when she was six?

5 SPEAKING **Put the prompts in the correct order to make questions in the Past Simple. Then ask and answer the questions in pairs.**

last / good / a / night / watch / movie
Did you watch a good movie last night?

1 yesterday / what / school / to / wear
What did you wear to school yesterday?
2 go / where / last / on / holiday / year
Where did you go on holiday last year?
3 who / weekend / meet / at / the
Who did you meet at the weekend?
4 what / yesterday / time / get / up
What time did you get up yesterday?
5 busy / be / Saturday / at / 6 p.m. / on
Were you busy on Saturday at 6 p.m.?
6 child / what / time / doing / in / be / your / like / free / when / you / a
What did you like doing in your free time when you were a child?
7 night / what / last / do
What did you do last night?
8 like / school / primary / your
Did you like your primary school?

6 SPEAKING **Make questions about the text in Exercise 3 in the Past Simple and answer them. Then ask and answer the questions about your weekend in pairs.**

snow a lot / at the weekend
Did it snow a lot at the weekend? Yes, it did.

1 set / the alarm clock / on Friday
Did Alan set the alarm clock on Friday? No, he didn't.
2 have / breakfast / on Saturday
Did they have breakfast on Saturday? No, they didn't.
3 be / the weather / nice
Was the weather nice? Yes, it was.
4 go / to the mountains
Did they go to the mountains? Yes, they did.
5 laugh / a lot
Did they laugh a lot? Yes, they did.

Present Perfect

Czasu **Present Perfect** używamy, gdy mówimy o czynnościach, które zakończyły się w przeszłości, choć nie wiemy, kiedy to się stało, lub nie jest to istotne:

*Kate **has visited** Edinburgh.*

***have/has* + forma *past participle* głównego czasownika**	
Czasowniki regularne	**Czasowniki nieregularne**
Takie same formy jak w czasie Past Simple + *-ed*	*np. break – broken, buy – bought, do – done, find – found, have – had, put – put, meet – met, say – said*

Zdania oznajmujące		**Zdania przeczące**	
I/You/We/They	've (have) worked.	I/You/We/They	haven't (have not) worked.
He/She/It	's (has) worked.	He/She/It	hasn't (has not) worked.

Pytania ogólne			**Krótkie odpowiedzi**
Have	I/you/we/they	worked?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has	he/she/it	worked?	Yes, he/she/it has. No, he/she/it hasn't.

Pytania szczegółowe

Why have I/you/we/they worked?

Określenia czasu często używane w czasie Present Perfect: *ever* (w pytaniach), *never* (w przeczeniach), *yet* (w pytaniach i przeczeniach), *already* (w twierdzeniach).

*Have you **ever** been to Italy?*
*He has **never** tried onion soup.*
*We have **just** arrived.*
*Have you finished your dinner **yet**?*
*I have **already** seen this film twice.*

been to	***gone to***
Gdy nie jesteśmy już w danym miejscu:	Gdy nadal jesteśmy w danym miejscu:
***Have** you **been** to Italy?* *Yes, I'**ve been** there twice.*	*Is Tom in?* *No, he isn't. He **has gone** to the library.*

1 Complete the sentences with the Present Perfect forms of the verbs in brackets.

I have already finished (finish) my homework.
1 I haven't done (not/do) my homework yet.
2 What have you changed (change) in your room?
3 We have already read (read) this article.
4 They have been (be) to America twice.
5 Have you watered (water) the flowers?
6 Has her sister cut (cut) her hair very short?

2 Make questions in the Present Perfect. Then complete the short answers.

your dog / be / for a walk
Has your dog been for a walk? Yes, it has.
1 your parents / book / a trip to Asia
Have your parents booked a trip to Asia? Yes, they have.
2 you / see / Mary
Have you seen Mary? Yes, I have.
3 Mark / buy / a new bike
Has Mark bought a new bike? No, he hasn't.
4 your best friend / try / kitesurfing
Has your best friend tried kitesurfing? Yes, he has.
5 Fiona / go shopping
Has Fiona gone/been shopping? Yes, she has.

3 Write true affirmative or negative sentences about your partner. Use the Present Perfect and the phrases below.

see a movie more than three times
My partner has never seen a movie more than three times.
1 be camping
My partner has never been camping.
2 write a poem
My partner has written a poem.
3 sing in a karaoke bar
My partner has never sung in a karaoke bar.
4 ride a camel
My partner has never ridden a camel.
5 win a medal
My partner has won a medal.
6 go bungee jumping
My partner has gone/been bungee jumping.

4 SPEAKING Ask and answer the questions in Exercise 3.

A: Have you ever been camping?
B: Yes, I have.
A: Oh, I was wrong.

5 Use the words to make true sentences about someone you know. Use the Present Perfect, *never, yet* and *already*. Make changes if necessary.

book / a ticket online
My mum has never booked a ticket online.
1 take / the dog / for a walk
My neighbour has just taken the dog for a walk. / I have already taken the dog for a walk. / My sister has never taken the dog for a walk.
2 eat / in / a Chinese restaurant
_____
3 bag / leave / at the airport
_____
4 go / to / a pyjama party
_____
5 fail / an exam
_____
6 talk / to / a famous actor
_____

FOCUS 1 GRAMMAR REVIEW

be going to

Konstrukcji **be going to** + bezokolicznika używamy, gdy mówimy o zamiarach i planach, które mogą się zmienić:

*My sister **is going to study** law.*

Zdania oznajmujące				**Zdania przeczące**			
I	am	going to	run.	I	'm not (am not)	going to	run.
You/We/They	are			You/We/They	aren't (are not)		
He/She/It	is			He/She/It	isn't (is not)		

Pytania ogólne				**Krótkie odpowiedzi**
Am	I	going to	run?	Yes, I am. No, I'm not.
Are	you/we/they			Yes, you/we/they are. No, you/we/they aren't.
Is	he/she/it			Yes, he/she/it is. No, he/she/it isn't.

Pytania szczegółowe

	am	I		
Why	are	you/we/they	going to	run?
	is	he/she/it		

1 Complete the sentences with *be going to* and the correct forms of the verbs in brackets.

She is going to go (go) to a concert on Saturday.
1 We are going to visit (visit) a lot of museums this summer.
2 Is your brother going to watch (watch) a football match tonight?
3 Are we going to have (have) a break soon?
4 Sheila is not going to cook (not/cook) dinner.
5 Donald is going to spend (spend) his holidays at home.
6 What are you going to do (you/do) after class?
7 I am not going to wait (not/wait) for you any longer.

2 Complete the telephone conversation with the words and phrases from the box. There are two extra words.

am	are (x2)	aren't	be	do	going	
I	is	isn't	not	to	you	we

M: Hi, Susan! It's Mary. How are you?
S: Hi, love! I'm good! I'm getting ready to go out for the concert. What are you going to do tonight?
M: I'm going [1]to go shopping with my sister.
S: Oh, great! Are you [2]going to buy the new dress we talked about last week?
M: No, I'm [3]not. My sister Sue [4]is going to visit our aunt in Spain, and she needs some clothes.
S: Are [5]you going to help her?
A: Yes, I [6]am. [7]I'm also going to look for a pair of new shoes for her. What time are you going to [8]be back from the concert?
M: [9]We're going to be back before 8 p.m.
S: [10]Are you going to take a taxi home?
M: No, we [11]aren't.
S: OK, have fun, Mary, and call me when you are back!
M: Sure! Bye!
S: Bye!

3 Complete the dialogues with *be going to* and the correct forms of the verbs in brackets.

A: Brian is poor at Maths. Are you going to help (you/help) him?
B: Of course I am!
1 A: Is Neil going to be (be) at your wedding?
B: No, he isn't.
2 A: What is he going to do (he/do) with his old car?
B: He is not going to sell (not/sell) it. He is going to keep (keep) it in his garage.
3 A: Are they going to stay (they/stay) with us for dinner?
B: No, they aren't. They are going to leave (leave) early.

4 Make true sentences. Use *I'm going to* or *I'm not going to*.

I'm not going to stay for dinner.
1 _____ sleep after school.
2 _____ visit my dentist this month.
3 _____ have guests at the weekend.
4 _____ buy a new smartphone this year.
5 _____ do the shopping on Friday.
6 _____ be rich one day!

5 SPEAKING Ask and answer questions about the sentences in Exercise 4 in pairs.

A: Are you going to sleep after school?
B: Yes, I am.

6 SPEAKING Make questions with *be going to* and the words. Then ask and answer the questions in pairs.

what / study
What are you going to study?
1 what / do / tomorrow
What are you going to do tomorrow?
2 what / eat / tonight
What are you going to eat tonight?
3 where / travel / next summer
Where are you going to travel (to) next summer?
4 what / buy / at the weekend
What are you going to buy at the weekend?
5 visit a doctor / this month
Are you going to visit a doctor this month?
6 start / a summer job / in July
Are you going to start a summer job in July?

will – przewidywania

Chcąc opisać przewidywania na temat przyszłości sformułowane na podstawie naszych opinii, odczuć lub doświadczeń, używamy *will/won't*:

I think he ***will finish*** *the test on time.*

Zdania oznajmujące			Zdania przeczące		
I/You/ He/She/ It/We/ They	'll (will)	change.	I/You/ He/She/ It/We/ They	won't (will not)	change.

Pytania ogólne			Krótkie odpowiedzi
Will	I/you/ he/she/ it/we/ they	change?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

Pytania szczegółowe

When will I/you/he/she/it/we/they change?

Forma przyszła *can/can't* to *will/won't be able to*:
People will be able to travel fast.

Gdy chcemy powiedzieć, że dana sytuacja może ulec zmianie, używamy **will** + *get/become* + przymiotnika w stopniu wyższym:

Food ***will become*** *more expensive.*

1 Complete the sentences with *will* and the correct forms of the verbs in brackets.

There *will be* (be) taxis to the moon.

1 I hope tigers *won't die* (not/die) out.
2 *Will* the icebergs *melt* (melt)?
3 People *won't use* (not/use) mobile phones.
4 A lot of things *won't change* (not/change).
5 *Will* oceans and lakes *disappear* (disappear)?
6 What *will* the cheapest means of transport *be* (be)?

2 Make predictions about fifty years from now. Use the future form of *can/can't* and the words below.

Robots can't think.
In fifty years *robots will be able to think.*

1 We can't travel in time.
In fifty years *we will be able / won't be able to travel in time.*
2 People can't breathe under water.
In fifty years *people will be able / won't be able to breathe under water.*
3 Scientists can't find a cure for cancer.
In fifty years *scientists will be able / won't be able to find a cure for cancer.*
4 We can't stop a hurricane.
In fifty years *we will be able / won't be able to stop a hurricane.*
5 We can't see through walls.
In fifty years *we will be able / won't be able to see through walls.*
6 Cars can't fly.
In fifty years *cars will be able / won't be able to fly.*

3 SPEAKING Make predictions about the year 2100 with *will* + *get/become* + comparative adjective. Then discuss the predictions in pairs.

food / cheaper *Food will become cheaper.*

1 pollution / bad *Pollution will become worse.*
2 petrol / expensive *Petrol will become less expensive.*
3 schools / good *Schools will become better.*
4 temperatures / high *Temperatures won't get higher.*
5 intelligent technologies / popular *Intelligent technologies will become more popular.*
6 electric cars / available *Electric cars will become more available.*

4 Make predictions about your partner. Use *I think you will / I don't think you will.*

go to the USA *I think you will go to the USA one day.*

1 learn to speak Chinese _____
2 be a famous actor _____
3 write a book _____
4 study with me at the same university _____
5 live and work in a foreign country _____
6 become the president _____
7 live with your parents _____

5 SPEAKING Make predictions about people's lives in 200 years. Write at least one sentence for each category. Then discuss the predictions in pairs.

Travel: *In 200 years planes will not have pilots.*

1 Shopping _____
2 Nature _____
3 Free time _____
4 Education _____
5 Work _____
6 Transport _____
7 Food _____
8 Family _____
9 Health _____

FOCUS 1 GRAMMAR REVIEW

must, have to i *should*

Must używamy w sytuacji, gdy w odczuciu osoby mówiącej dana czynność jest obowiązkiem lub koniecznością:
We ***must*** *hurry.*

Aby wyrazić zakaz, używamy **mustn't**:
We ***mustn't*** *smoke here.*

Chcąc udzielić rady, używamy **should/shouldn't**:
You ***should*** *drink it.*

Must, mustn't, should i ***shouldn't*** są czasownikami modalnymi, które przyjmują taką samą formę we wszystkich osobach.

Zdania twierdzące			Zdania przeczące		
I/You/He/ She/It/We/ They	must / should	go.	I/You/He/ She/It/We/ They	mustn't / shouldn't	go.

Gdy mówimy o zasadach, regulacjach i nakazach pochodzących od osób trzecich (coś jest koniecznością, ponieważ taka jest zasada, prawo lub ktoś inny tak twierdzi), używamy **have to**:
We ***have to*** *wear uniforms.*

Chcąc powiedzieć, że jakaś czynność nie jest koniecznością, używamy **don't have to** (nie *mustn't*):
We ***don't have to*** *get up early tomorrow.*

Zdania twierdzące			Zdania przeczące		
I/You/ We/They	have to	go.	I/You/ We/They	don't have to	go.
He/She/It	has to	go.	He/She/It	doesn't have to	go.

Pytania ogólne			Krótkie odpowiedzi
Do	I/you/ we/they	have to go?	Yes, I/you/we/they do. No, I/you/we/they don't.
Does	he/she/ it		Yes, he/she/it does. No, he/she/it doesn't.

Pytania szczegółowe

Why do you have to go? Why does she have to go?

1 SPEAKING Make questions with *have to* and the phrases below. Then ask and answer the questions in pairs.

parents / visit school regularly
Do parents have to visit your school regularly?
Yes, they do.

1 policemen / wear uniforms *Do policemen have to wear uniforms? Yes, they do.*
2 a secretary / be good at swimming *Does a secretary have to be good at swimming? No, he/she doesn't.*
3 a teacher / prepare for lessons *Does a teacher have to prepare for lessons? Yes, he/she does.*
4 students / pay for sandwiches in your school
Do students have to pay for sandwiches in your school?
5 you / do your homework every day
Do you have to do your homework every day?

2 Your friend has some problems. Give him/her advice. Make sentences with *should/shouldn't* and the phrases in brackets.

'I have a problem with my computer.' (buy)
You should buy a new one.

1 'It's 8 o'clock. I will be late for school!' (hurry)
You should hurry!
2 'I have a terrible toothache.' (go to a dentist)
You should go to a dentist!
3 'My school grades are poor.' (worry about your grades)
You shouldn't worry about your grades!
4 'I don't have enough money to go on holiday.' (spend)
You shouldn't spend all your money.
5 'I am tired because I go to bed late every day.' (go to bed early)
You should go to bed early every day.

3 Make sentences you would say to your little brother/sister. Use *must, mustn't* and the phrases below.

argue with Mum
You mustn't argue with Mum.

1 open the door to strangers
You mustn't open the door to strangers.
2 go to bed before 9 p.m.
You must go to bed before 9 p.m.
3 go to school
You must go to school.
4 take my phone
You mustn't take my phone.
5 eat too much chocolate
You mustn't eat too much chocolate.
6 brush your teeth every day
You must brush your teeth every day.
7 be nice to your friends
You must be nice to your friends.

4 Rewrite the sentences about rules in a library. Use *should, shouldn't, mustn't* and *have to*.

It is necessary to give books back on time.
You have to give books back on time.

1 It is necessary to be quiet.
You *have to be quiet.*
2 If you are younger than eight, don't go there alone.
You *mustn't go there alone if you are younger than eight.*
3 It's a good idea to listen to your friends' advice.
You *should listen to your friends' advice.*
4 When you are at the library, don't speak.
You *mustn't speak when you are at the library.*
5 It isn't a good idea to take more than two books at a time.
You *shouldn't take more than two books at a time.*

5 Make true sentences with *must*, *should* or *have to* in the correct form and the phrases below.

help my sister with her homework

I must help my sister with her homework.

1 do the washing up / every day

2 go to bed / early

3 my parents / go to work / every day

4 go to school / on Saturday

5 my best friend / be home before 10 p.m.

6 cook / for my family

7 go / to school / on foot

6 Your friend wants to study at a very good university. Give him/her advice. Make sentences with *must, mustn't, have to, don't have to, should* and *shouldn't* and the phrases below.

You must study Maths. You don't have to be good at swimming.

1 study Maths/Biology/History/Geography/… a lot
You must learn Maths a lot.

2 study at weekends/at nights
You don't have to study at weekends.

3 be good at Biology/swimming/computers/Maths/History/…
You must be good at computers.

4 be creative/well-organised/…
You don't have to be creative.

5 do extra homework in …
You should do extra homework in Maths.

6 practise your English/German/… a lot
You should practise your English a lot.

7 be late to school
You mustn't be late to school.

8 be active during lessons
You should be active during lessons.

9 party all night long
You mustn't party all night long.

10 read articles on foreign websites
You should read articles on foreign websites.

11 be interested in current affairs
You should be interested in current affairs.

12 go to art galleries and museums
You should go to art galleries and museums.

Rzeczowniki policzalne i niepoliczalne, przedimki

Rzeczowniki **policzalne** można policzyć i dlatego mają formę liczby mnogiej, np. *banana, bottle, girl.*

Rzeczowników **niepoliczalnych** nie można policzyć, więc mają tylko formę liczby pojedynczej, np. *milk, meat, cheese.*

Z rzeczownikami policzalnymi używamy:

Liczba pojedyncza
- a / an
- the

Liczba mnoga
- some / any
- how many, a lot of

Z rzeczownikami niepoliczalnymi używamy:
- the
- some / any
- how much, a lot of

Some używamy w zdaniach twierdzących, zaś **any** w przeczeniach i pytaniach.

*There are **some** bananas on the table. Are there **any** eggs?*
*We don't have **any** milk but we have **some** cheese.*
***How many** bananas are there?*
***How much** milk is left?*
*There are **a lot of** bananas left.*
*There is **a lot of meat** on the plate.*

A/an używamy z rzeczownikami policzalnymi w liczbie pojedynczej, gdy:
- mówimy o danej rzeczy lub osobie po raz pierwszy: *There is **a banana** in the fridge.*
- dana rzecz lub osoba jest jedną z wielu: *He is **a nice man**.*

The używamy z rzeczownikami policzalnymi w liczbie pojedynczej i mnogiej, gdy:
- wspominamy daną rzecz lub osobę ponownie: ***The banana** is fresh.*
- wiadomo, o jakiej rzeczy mowa lub jest ona jedyna w swoim rodzaju: ***This pizza** is the best in the world.*

Przedimków nie używamy, gdy:
- mówimy o rzeczach w sposób ogólny: ***Bananas** are healthy.*
- podajemy nazwy dni tygodnia, miesięcy, miast i większości krajów, np. *August, Monday.*

1 Write C (countable) or U (uncountable) next to the words below.

girl C

1	banana	C	8	time	U
2	meat	U	9	cherry	C
3	water	U	10	money	U
4	tomato	C	11	jam	U
5	egg	C	12	butter	U
6	rice	U	13	black pepper	U
7	bread	U			

FOCUS 1 GRAMMAR REVIEW

2 Complete the questions with *how many* and *how much*.

How much milk do you drink a week?

1 *How many* apples do you eat a week?
2 *How much* juice is there in your fridge?
3 *How much* tea do you usually drink a day?
4 *How many* potatoes do you need for dinner?
5 *How much* bread have you bought this month?
6 *How many* bottles of ketchup do we need for the hotdogs?
7 *How much* sugar do we have in the cupboard?
8 *How many* hamburgers does he eat a month?

3 Complete the sentences with *a, an, some* and *any*.

There is *a* nice book on the shelf.

1 She always has *an* egg and *some/a* coffee for breakfast.
2 Adam wanted to make *a* cake but there isn't *any* milk.
3 Look! There is *a* bottle of water on the floor.
4 There are *some* books on his desk.
5 Hi, Mum. Could you make *a* sandwich for me please?
6 There isn't *any* cheese on the pizza.
7 There aren't *any* reporters in front of the house.
8 Is there *a* jacket in the wardrobe?

4 Complete the sentences with *a, an, the* and Ø (no article).

Ø London is beautiful.

1 It was *a* good day. We went shopping to Ø Leeds and bought *a* nice sofa.
2 There is *a* famous restaurant in my area. *The* restaurant serves tasty Ø Indian food.
3 Thanks, Mum. *The* sandwiches were delicious.
4 There is *a* very good school of English in *the* city centre.
5 He is *a* vegetarian and he doesn't eat Ø meat.
6 It is usually very hot in Ø Italy in Ø June.
7 She bought *a* packet of excellent Ø tea in *a/the* supermarket yesterday.
8 On Ø Monday I am going to visit my Ø uncle who lives in *the* countryside and has a lot of Ø horses.

5 Complete the sentences with the words from the box.

a an any many much some the

The baby wants *some* milk.

1 I don't want *any/much* soup. I don't like it.
2 How *many* carrots are there in the bag?
3 Brian's mum is *a* famous doctor.
4 How *much* chocolate do you want on your ice-cream?
5 Thank you! *The* meal was great!
6 There is *an* egg in the bowl.

6 SPEAKING Make questions with *how much* and *how many* and the phrases below. Then ask and answer the questions in pairs. In your answers, use *a, an, some, any, a lot of, the* and Ø (no article).

time / to get dressed

How much time do you need to get dressed?
I need a lot of time to get dressed.

1 books / on your shelf
How many books are there on your shelf?

2 snow / outside
How much snow is there outside?

3 balloons / for your birthday party
How many balloons do you need for your birthday party?

4 shoes / in your wardrobe
How many shoes are there in your wardrobe?

5 homework / for tomorrow
How much homework have you got for tomorrow?

6 films / a year
How many films do you watch a year?

7 money / for the holidays
How much money do you need for the holidays?

8 music / listen
How much music do you listen to?

7 SPEAKING Complete the sentences with *a, an, the* and Ø (no article). Then discuss the statements in pairs.

I love reading Ø books.

1 There are a lot of good shops on *the* main street in our Ø town.
2 Sopot Festival attracts a lot of famous Ø musicians. I want to go to *the* festival next year.
3 Ø dogs are great pets.
4 Ø chocolate is bad for you.
5 Ø women drive better than Ø men.
6 Yesterday was *a* great day.
7 I love watching Ø films. *A/The* film I watched last weekend was great.
8 I would love to visit Ø London in *the* summer.
9 Ø fast food is good for active people.
10 *The* one and only play I saw last year was interesting.
11 Mexican cuisine is *the* best in *the* world.
12 It's easier to concentrate at Ø night than in *the* morning.

Powtórzenie czasów

Czasu **Present Simple** używamy, gdy mówimy o rutynowych czynnościach, stanach, niezmiennych sytuacjach i upodobaniach (używając czasowników takich jak *love, hate, like, prefer* itp.).

Czasu **Present Continuous** używamy, gdy mówimy o czynnościach odbywających się w chwili mówienia o nich oraz o czynnościach trwających tylko przez pewien czas. Niektóre czasowniki (np. *like, hate, prefer, understand*) nie mają formy czasu Present Continuous.

1 Make questions about the underlined parts of the sentences.

She is waiting for her boyfriend.
Who is she waiting for?

1 Maria often goes to the cinema.
Where does Maria often go?
2 We are drinking coffee.
What are you drinking?
3 He trains every day because he wants to become a professional footballer.
Why does he train every day?
4 Her aunt visits her twice a month.
How often does her aunt visit her?
5 I am reading a great thriller now.
What are you reading now?
6 We live in Italy.
Where do you live?
7 Tom usually wears black jeans to school.
What does Tom usually wear to school?
8 He goes to the gym on Mondays.
When does he go to the gym?

2 Complete the sentences with the verbs from the box in the correct form of the Present Simple or Present Continuous.

be (x2) eat not be not watch play revise sleep talk (x2) watch work

1 Sally *is* a doctor. She *works* in a hospital.
2 Her baby *is sleeping/is playing* in the bedroom right now.
3 At the moment they *are talking* about the last exercise.
4 They often *watch* comedies together.
5 The children *are not* in the house. They *are playing* football outside.
6 Alex *is not watching* the match now because he *is learning* for the test.
7 We *are* vegetarians. We never *eat* meat.
8 I always *talk* to my mum when I have a problem.

Konstrukcji **be going to** oraz **will/won't** używamy, gdy mówimy o przyszłości.

Gdy mówimy o zamiarach i planach, które mogą ulec zmianie, używamy konstrukcji **be going to** + bezokolicznika.

Will/won't używamy, gdy mówimy o przewidywaniach sformułowanych na podstawie naszych opinii, odczuć lub doświadczeń.

3 Complete the sentences with the correct forms of the verbs in brackets. Use *will* or *be going to*.

1 A: Why is Mum going out?
B: She *is going to go* (go) the jeweller's. Perhaps she *will find* (find) a nice watch there.
2 A: Jessica *is going to be* (be) a model and she goes to the gym every day to keep fit. I think she *will be good* (be/good) at modelling. What do you think?
B: Yes, I am sure, she *will be* (be). *Are you going to be* (you/be) a model too?
3 A: I don't like Mathematics. I *am not going to study* (not/study) it. What *are you going to study* (you/study)?

Czasu **Past Simple** używamy, gdy mówimy o czynnościach zakończonych w przeszłości. Często też dodajemy, kiedy miały one miejsce.

Aby zadać pytanie w czasie **Past Simple**, zwykle potrzebujemy czasownika posiłkowego *did*.

Ponieważ w czasie Past Simple *be* przyjmuje formy *was/were*, nie używamy *did* do tworzenia pytań i przeczeń z tym czasownikiem.

4 SPEAKING Make *yes/no* questions with the words from the box and the phrases below. Then, ask and answer the questions in pairs.

a month ago at the weekend last week last year two days ago yesterday yesterday morning

go / you the library
Did you go to the library yesterday?
Yes, I did.

1 watch / a good film
2 cook / your mum
3 go / to the party
4 learn / for the test
5 be / grandfather / on holiday
6 get / a present / for your birthday
7 get up / early

5 Write *wh-* questions for the sentences in Exercise 4. Use the words in brackets.

Did you go to the library yesterday? Yes, I did.
How many (borrow)
How many books did you borrow?
I borrowed five books.

1 What (watch)
What did you watch?
2 What (cook)
What did you cook?
3 How many people (be)
How many people were there?
4 How long (learn)
How long did you learn?
5 Where (go)
Where did you go?
6 What present (get)
What present did you get?
7 What time (get up)
What time did you get up?

Czasu **Present Perfect** używamy, gdy mówimy o czynnościach, które zakończyły się w przeszłości, ale nie wiemy lub nie jest istotne, kiedy dokładnie miały miejsce.

6 Complete the sentences with the words from the box.

been (x2) ever gone have just never yet

Has Megan *ever* been abroad?

1 My boyfriend has *never / just* taken me to the theatre.
2 We haven't finished this project *yet*.
3 I have *never / just* made a huge mistake.
4 Your trousers are all dirty. Where have you *been*?
5 They have never *been* to Rome.
6 *Have* you tried skiing?
7 His parents have *gone* to the UK. They are in London now.

7 Make short answers to the questions.

Do you like horror films?
Yes, I do.

1 Will people use pens in the future?
No, *they won't*.
2 Have you read his latest book?
No, *I haven't*.
3 Does she often log in to this computer?
No, *she doesn't*.
4 Is he listening to the radio now?
Yes, *he is*.
5 Has she opened the letter yet?
Yes, *she has*.
6 Did you play the guitar when you were a child?
Yes, *I did*.
7 Will there be books at schools in 2100?
No, *there won't*.

8 SPEAKING Make true sentences in the Present Perfect with the phrases below. Then compare the sentences in pairs.

the most expensive car / drive
The most expensive car I have ever driven is a Ferrari.

1 the best teacher / know
The best teacher I have ever known is ...
2 the cheapest restaurant / eat
The cheapest restaurant I have ever eaten at is ...
3 the fastest / car
The fastest car I have ever been in is a ...
4 the most beautiful city / be
The most beautiful city I have ever been to is ...
5 the most expensive ticket / buy
The most expensive ticket I have ever bought is ...
6 the best mobile app / use
The best mobile app I have ever used is ...

9 Complete the sentences with the correct forms of the verbs in brackets. Then change the underlined words and phrases to make true sentences about you, your family and friends.

They _____ (drink) a lot of coffee every day.
They drink a lot of coffee every day. My mum drinks a lot of coffee every day. I don't drink a lot of coffee every day.

1 I *have already passed* (already/pass) the driving test.
2 When I *was* (be) five, I *read* (read) a lot of books.
3 My sisters often *go* (go) shopping for clothes.
4 Susan *spent* (spend) last weekend in the mountains.
5 My father *will be able to speak* (can/speak) two foreign languages when he finishes his language course next year.
6 I *am using* (use) a great app to learn English now.
7 At the moment I *am not working* (not/work) anywhere.

1.2 Present tenses – question forms

1 Ask *yes/no* questions for the answers below.

1 *Does she enjoy cooking*?
No, she doesn't enjoy cooking.
2 *Is he studying for his exams*?
Yes, he's studying for his exams.
3 *Have you ever met him*?
No, I have never met him.
4 *Do you like shopping*?
No, I don't like shopping.
5 *Has David visited Paris and London*?
Yes, David has visited Paris and London.
6 *Do you go to the gym at the weekend*?
Yes, we go to the gym at the weekend.
7 *Are they having dinner*?
No, they aren't having dinner.
8 *Do they do aerobics twice a week*?
Yes, they do aerobics twice a week.

2 Ask *wh-* questions for the answers below.

1 *Who helps old people in the local area*?
Tom helps old people in the local area.
2 *Who does Tom help*?
Tom helps old people in the local area.
3 *What do you enjoy*?
I enjoy music.
4 *Who is keen on music*?
Sue is keen on music.
5 *What are you reading at the moment*?
I'm reading a book by Stephen King at the moment.
6 *Who is reading a book by Stephen King at the moment*?
Sue is reading a book by Stephen King at the moment.
7 *Who wrote the book*?
Stephen King wrote the book.
8 *Where are you from*?
I'm from London.
9 *Who are you phoning*?
I'm phoning Sue.
10 *Where is the charity helping mothers with children*?
The charity helping mothers with children is in Africa.
11 *Who has borrowed this game from Lilian*?
Frank has borrowed this game from Lilian.
12 *Why has Frank borrowed this game*?
Frank has borrowed this game to play it with Alex.

1.5 Verb + *-ing* form or *to* infinitive

3 Choose the correct forms.

1 Karen really enjoys (*reading*) / *to read* poetry.
2 Would you like *going* / (*to go*) to the cinema?
3 Pete can't stand (*wearing*) / *to wear* formal clothes.
4 We can't avoid (*telling*) / *to tell* him the truth.
5 I've decided *going* / (*to go*) abroad.
6 They can't afford *buying* / (*to buy*) this house.
7 I'd love *working* / (*to work*) in a clothes shop.
8 Do you ever miss *to go* / (*going*) surfing in summer?
9 Tim always manages *arriving* / (*to arrive*) at the office on time.
10 Have you ever considered (*leaving*) / *to leave* your country to live abroad?

Summative Practice Unit 1

4 Complete the sentences with one word in each gap.

1 *Does* he work here?
2 What *does* she like doing at weekends?
3 *Have* you ever seen that film?
4 *What* game is she playing?
5 I can't afford *to* buy a bike this year.
6 Who *is* reading a book by Dan Brown now?
7 What do you *do* during the weekend?
8 I hope *to* find a part-time job soon.
9 What *are* you doing at the moment?
10 *Who* is sitting in that armchair? Your grandma?
11 We *are* not planning to visit Madrid this year.
12 What time *do* you get up on Sundays?

5 Find the mistakes and correct the sentences.

1 From where is Karen?
Where is Karen from?
2 She'd like wearing a uniform.
She'd like to wear a uniform.
3 Who like you?
Who likes you?
4 How much time do he spend doing sports?
How much time does he spend doing sports?
5 What you do after dinner?
What do you do after dinner?
6 They have ever given money to charity?
Have they ever given money to charity?

6 Complete the interview with David and Janet with the correct form of the verbs in brackets. Use the Present Simple, the Present Continuous, *-ing* form or *to* infinitive.

I: Hi, David, what do you like [1]*doing* (do) in your free time?
D: I love [2]*doing* (do) sports.
I: What sports [3]*do you do* (you/do)?
D: I really enjoy [4]*playing* (play) basketball and volleyball.
I: How about you, Janet? [5]*Do you have* (you/have) any hobbies?
J: Of course I do. I [6]*play* (play) the guitar. And I really like [7]*listening* (listen) to music.
I: What about reading?
J: Well, yes, I don't mind [8]*reading* (read) but I only [9]*read* (read) novels. I refuse [10]*to read* (read) poetry.
I: Why is that?
J: Well, because you need [11]*to concentrate* (concentrate). And I want [12]*to relax* (relax) in my free time!
I: What [13]*are you reading* (you/read) now?
J: I [14]*'m reading* (read) a novel by Patricia Highsmith.
I: What about you, David?
D: Reading? I don't mind [15]*reading* (read) novels, but I [16]*don't read* (not/read) much, I admit. I prefer social networking or [17]*going* (go) out with friends.

2.2 Past Continuous and Past Simple

1 Find the mistakes and correct the sentences.

1 When the firefighters were arriving, she was listening to music.
When the firefighters arrived, she was listening to music.
2 I was having a shower when the phone was ringing.
I was having a shower when the phone rang.
3 Susan was lying on the beach when she was hearing someone calling for help.
Susan was lying on the beach when she heard someone calling for help.
4 What you were doing when the police arrived?
What were you doing when the police arrived?
5 I didn't work when you called me.
I wasn't working when you called me.

2 Complete the dialogue with the Past Simple or the Past Continuous forms of the verbs in brackets.

A: Hello Sue. I [1]*phoned* (phone) you yesterday but nobody answered. What [2]*were you doing* (you/do)? Were you at home?
B: What time [3]*did you phone* (you/phone)?
A: At four, I think.
B: Oh! I [4]*was watching* (watch) a soap opera at that time. That's why I [5]*didn't hear* (not/hear) the phone.
A: I [6]*called* (call) you because I'm going to the mountains for the weekend. Would you like to come?
B: I'd love to, but I gave up skiing two years ago. I [7]*skied* (ski) a lot before the accident.
A: An accident? Oh dear! I [8]*didn't know* (not/know) about an accident! What happened?
B: I [9]*was skiing* (ski) down a slope when I [10]*collided* (collide) with another skier and I [11]*broke* (break) my leg. Before the accident I [12]*was* (be) very good at skiing!

2.5 *Used to*

3 Choose the correct forms. In two sentences both forms are correct.

1 The children (*didn't use to get up*) / *weren't getting up* early.
2 I (*used to work*) / (*worked*) in a travel agency but two weeks ago I managed to get a job in the media.
3 Last week I (*bought*) / *used to buy* a new tablet.
4 In those times *I was going to* / (*used to go*) to Barcelona every summer.
5 I (*used to go*) / (*went climbing*) alone but now I always climb with somebody else.
6 In 2015 George (*went*) / *used to go* to Africa for the first time.

Summative Practice Units 1–2

4 Write *wh-* questions for the answers below using the question words in brackets.

1 We were watching a film when David arrived. (What)
What were you watching/doing when David arrived?
2 My cousins speak English. (Who)
Who speaks English?
3 I speak French, German and English. (How many)
How many languages do you speak?
4 Laura likes reading detective stories. (Who)
Who likes reading detective stories?
5 Barbara enjoys swimming. (What)
What does Barbara enjoy (doing)?
6 I've been to London and Paris. (Where)
Where have you been?

5 Complete the sentences with *used to* (where possible), the Present Simple, the Present Continuous, the Past Simple or the Past Continuous forms of the verbs in brackets.

1 Don't wait for Paul. He never *comes* (come) home before 6 p.m.
2 He *was waiting* (wait) for us when we *arrived* (arrive) last night.
3 I *visited* (visit) my school website three days ago.
4 'What *is Paul doing* (Paul/do) at the moment?'
'He *is working* (work).'
5 '*Do you work* (you/work) at the supermarket all day?'
'No, it's a part-time job.'
6 I *used to work* (work) in a supermarket, but now I work in a bank.

6 Complete the story with *used to*, the Present Simple, the Present Continuous, the Past Simple or the Past Continuous forms of the verbs in brackets.

It was a very stormy night near the end of November. Sherlock Holmes and I [1]*were reading* (read) by the fire. It was late, and most people [2]*were* (be) in bed. Holmes put down his book, and said: 'I'm glad that we aren't going out tonight, Watson'. Just then we [3]*heard* (hear) a carriage stop outside the house. Someone [4]*got* (get) out. I went to the window and [5]*looked* (look) out into the darkness. 'Someone [6]*is coming* (come) here,' I said. Very soon we [7]*knew* (know) who our visitor was. It was Stanley Hopkins, a young detective from Scotland Yard. Holmes and I [8]*used to help/helped* (help) him in the past. 'Have you seen the newspapers this evening, Mr Holmes?', he asked.
'No,' said Holmes.
Hopkins said, 'The case is very new and the police at Yoxley [9]*are investigating* (investigate)'.
'Where is Yoxley?' I asked.
'It's in Kent,' he replied. 'It's a very small place. It looks like a difficult case. A man is dead, and I really [10]*don't know* (not/know) why anyone wanted to kill him.'

From Sir Arthur Conan Doyle, The Return of Sherlock Holmes, simplified by Alan Pugh

3.2 Comparative and superlative adjectives

1 Complete the second sentence so that it means the same as the first.

1 Air travel is faster than any kind of transport.
Air travel is the *fastest* kind of transport.
2 This restaurant has better food than any other restaurant in the area.
This restaurant has the *best* food in the area.
3 Going to a concert is more exciting than going to the cinema.
Going to the cinema isn't *as exciting as* going to a concert.
4 I am better at Maths than any other subject.
Maths is my *best* subject.
5 James isn't as tall as Ben.
James is *shorter than* Ben.
6 Mobile phones are much cheaper now than a few years ago.
Mobile phones used to be far *more expensive* a few years ago.

2 Find the mistakes and correct the sentences.

1 *Star Wars* is further more exciting than *Game of Thrones*.
Star Wars is far more exciting than Game of Thrones.
2 My little sister is funnyer than my older brother.
My little sister is funnier than my older brother.
3 He's one of the more interesting characters I've ever seen on screen.
He's one of the most interesting characters I've ever seen on screen.
4 *The Hobbit* is one of the worse books we read last year.
The Hobbit is one of the worst books we read last year.
5 This is the nicest book I ever read.
This is the nicest book I have ever read.
6 Mont Blanc isn't high as Mount Everest.
Mont Blanc isn't as high as Mount Everest.
7 Colin Firth is more tall than Tom Cruise.
Colin Firth is taller than Tom Cruise.

3.5 Present Perfect with *just, already, (not) yet* and Past Simple

3 Complete the sentences. Use the Present Perfect or the Past Simple and the words in brackets.

1 I *have already bought* (already/buy) tickets for the U2 concert.
How about you?
2 A: [a]*Have you seen* (you/see) Margaret yet?
B: I [b]*'ve just said* (just/say) goodbye to her.
She [c]*was* (be) in the hall downstairs.
3 A: Guess what!
B: I know, you [a]*'ve just won* (just/win) a million dollars.
A: Sounds good! Actually, I [b]*bought* (buy) a lottery ticket last weekend but I [c]*haven't heard* (not/hear) about my win yet. Anyway, I [d]*talked* (talk) to Jim the other day and [e]*invited* (invite) him to the party. He [f]*was* (be) surprised but more than happy.

Summative Practice Units 1–3

4 Choose the correct forms.

1 What *do* / *does* he want to be?
2 Who are you working *at* / *with*?
3 Kate doesn't mind *to get up* / *getting up* early.
4 When we got up, the sun *shone* / *was shining*.
5 She used to *working* / *work* for the BBC.
6 He hasn't finished his homework *already* / *yet*.
7 John *has joined* / *joined* the football club two weeks ago.
8 He's *the youngest* / *younger* in his class.

5 Complete the dialogue. Use the correct tenses of the verbs and the correct comparative or superlative forms of the adjectives.

A: I [1]*'ve just been* (just/be) to the movies.
B: Really? What [2]*did you see* (you/see)?
A: I [3]*saw* (see) Steven Spielberg's last film.
[4]*Have you seen* (you/see) it?
B: No, I [5]*haven't*. What is it like?
A: I think it's his [6]*best* (good) film. Have you been to the movies recently?
B: No, I haven't. But I [7]*watched* (watch) *The King's Speech* on TV last night. It's one of the [8]*most interesting* (interesting) films I [9]*have ever seen* (ever/see).
A: Oh, I prefer films with lots of action. I think historical dramas are boring. They are certainly [10]*more boring* (boring) than adventure stories.

6 Complete the text with *used to* (where possible), the Present Simple, the Present Perfect, the Past Simple or the Past Continuous of the verbs in brackets.

I [1]*have always enjoyed* (always/enjoy) going to the mountains. When I was a child, I [2]*went* (go) to the mountains with my dad. Now I [3]*go* (go) to the mountains with my son. We usually [4]*go* (go) for long summer walks. Last year we [5]*went* (go) to the French Alps. One day we [6]*were walking* (walk) along the path that led to our mountain chalet when it [7]*began* (begin) to rain. It was a real mountain storm, with thunder and lightning. My son [8]*was* (be) really frightened. When we [9]*got* (get) to the chalet, we were completely wet. But it [10]*was* (be) nice and warm inside, and we [11]*had* (have) a wonderful dinner with soup and cheese. Then we [12]*went* (go) to bed. The next day we [13]*were walking* (walk) back to the village when my son [14]*asked* (ask) me about our next trip. We [15]*'ve just decided* (just/decide) on our next mountain walk. It's Ben Nevis next time.

4.2 Present Perfect with *for* and *since*

1 Ask questions for the answers below.

1 *How long have you known each other*?
We have known each other since we were children.
2 *How long has Shannon been in the waiting room*?
Shannon has been in the waiting room for two hours.
3 *Who has had this Jaguar for more than a decade*?
Michael has had this Jaguar for more than a decade.
4 *Where have the Smiths lived since they came to our town*?
The Smiths have lived in this building since they came to our town.
5 *How long has Adam had this book*?
Adam has had this book since his 10th birthday.

2 Complete the second sentence so that it means the same as the first. Use the words in brackets in the correct form and any other words you need.

Today is Monday, 25 June

1 Anne arrived here on Saturday.
Anne *has been here* (be/here) *for two* days.
2 It hasn't stopped raining for two hours.
It *started raining* (start raining) *two hours* ago.
3 We bought the new computer for the children yesterday.
The children *have had the new computer* (have/the new computer) *since* yesterday.
4 I fell in love with this song when I heard it at the party last Friday.
I *have loved this song* (love/this song) *since* I heard it at the party last Friday.
5 Our parents have known each other since Christmas Day last year.
Our parents *met for the first time* (meet/the first time) *six months* ago.

4.5 Present Continuous, *be going to* and *will*

3 Choose the correct forms.

1 We had a discussion and we've decided we *are not going to* / *will not* attend the meeting.
2 Don't worry. *I'll phone* / *I'm phoning* to tell you the news.
3 Wait a moment! *I'll help* / *I'm going to help* you.
4 What *are you doing* / *are you going to do* after high school?
5 We *leave* / *are leaving* from the school at nine.
6 What time *will you meet* / *are you meeting* them tomorrow?
7 *We're meeting* / *We meet* at four at Ken's today because he needs to go out at seven.
8 I'm bored. I think *I'm going to make* / *I'll make* a cake.

Summative Practice Units 1–4

4 Find the mistakes and correct the sentences.

1 'Who Emma likes?' 'She likes Tim.'
Who does Emma like?
2 Who does like Emma?' 'Paul likes Emma.'
Who likes Emma?
3 On what singers are you keen?
What singers are you keen on?
4 I don't mind to study after dinner.
I don't mind studying after dinner.
5 I walked along the mountain path when you were phoning me.
I was walking along the mountain path when you phoned me.
6 The Petersons used to move out of that house only a few months ago.
The Petersons moved out of that house only a few months ago.

5 Complete the sentences with *be going to, will*, the Present Continuous or the Present Perfect forms of the verbs in brackets.

1 I promise I *'ll send* (send) you a message when I get there.
2 Mr Jenkins *has lived* (live) in this house since he was born.
3 *Is Pat organising* (Pat/organise) a party for her birthday next week?
4 How long *have you known* (you/know) your coach?
5 Pete *has known* (know) his best friend since they were in primary school together.
6 OK, I *'ll go* (go) for a short walk with you.
7 Buster, our dog, *has been* (be) with us for ten years now.

6 Choose the correct forms.

A: We [1]*are going* / *will go* camping in the Lake District this weekend. What [2]*are you doing* / *will you do*?
B: I [3]*'m going to stay* / *will stay* at home. I have plenty of work to do.
A: [4]*Have you ever been* / *Did you ever go* there?
B: Yes, I have. I [5]*used to go* / *was going* there with my dad.
A: When [6]*have you* / *did you* last go?
B: We last [7]*went* / *have been* there five years ago.
A: Where [8]*did you use to go* / *were you going*?
B: We [9]*used to go* / *have been* to Lake Windermere. But we also [10]*have been* / *used to go* climbing. Once we [11]*climbed* / *used to climb* Scafell Pike. Scafell Pike is the Lake District's [12]*higher* / *highest* mountain. I remember we [13]*were climbing* / *climbed* when all of a sudden the weather [14]*changed* / *was changing*. It got really foggy, but eventually Dad [15]*found* / *has found* the way down. We were lucky.
A: What a pity you [16]*aren't coming* / *don't come* along with us!
B: Well, I promise I [17]*come* / *'ll come* with you next time you go. I [18]*haven't been* / *didn't go* to the Lake District [19]*for* / *since* that time and I really miss the place.
A: Don't worry, next time we go, we [20]*are letting* / *'ll let* you know!

5.2 First Conditional

1 Complete the sentences with the correct form of the verbs from the box.

enjoy go (x4) like listen meet visit

1 Australia is the country I would like to visit if I *go* abroad.
2 If you *like* thrillers, you *'ll enjoy* the book I gave you.
3 If you *go* to the party, you *'ll meet* Lisa, the girl that paints beautiful pictures.
4 If Joe *goes* to Stratford-upon-Avon, he *'ll visit* Shakespeare's birth place.
5 If you *go* to the concert, you *'ll listen* to the winner of the *X Factor* competition last year.

2 Choose the correct forms.

1 If it *don't* / *doesn't* rain, we *go* / *'ll go* to the beach.
2 Jenny and I *won't go* / *don't go* for a walk in the park if it *snows* / *will snow* as heavily as now.
3 If Jan *will call* / *calls* I *won't* / *don't* answer.
4 If Tim's brother *won't* / *doesn't* go to university, he *works* / *'ll work* in his uncle's office.
5 The workers *will protest* / *protest* if the negotiations between the management and the employees *will break down* / *break down*.

5.5 Defining relative clauses

3 Match the items from the box to the definitions. There are three extra items.

chemist password sale sculpture shelves sitcom USB port wardrobe

1 This is a large piece of furniture where you keep your clothes. *wardrobe*
2 This is a person who works in a laboratory. *chemist*
3 This is something which helps to keep your data safe. *password*
4 This is a TV programme that makes you laugh. *sitcom*
5 This is a time when there are reductions in the prices of many items in shops. *sale*

4 Complete the sentences with the missing relative pronouns. Sometimes there is more than one answer.

1 I will never forget the town *where* we had our motorcycle accident.
2 Did you talk to Marty about the book *which/that* the teacher asked us to read?
3 A: Do you know the woman *who/that* is smiling at us?
B: Yes, that's my mum.
4 That's the boy *who/that* found the wallet.
5 The young man *who/that* lives next door is a police officer.
6 This is the place *where* I first met your father.

Summative Practice Units 1–5

5 Match phrases 1–7 with a–g to form sentences.

1 If my mum doesn't agree, *d*
2 A flexible school is a school *f*
3 You'll get a much better job *e*
4 India is a part of the world *c*
5 I like talking to people *a*
6 If you don't study hard, *g*
7 This is the book *b*

a who travel a lot.
b which I read last week.
c that I'd like to visit one day.
d I won't be able to go.
e if you go to university.
f where you don't have timetables.
g you won't pass your exam.

6 Complete the sentences with the correct forms of the verbs in brackets. Use present, past, future tenses and *used to* (where possible).

1 Who *does he enjoy* (he/enjoy) working with?
2 I *was walking* (walk) to school when suddenly I *saw* (see) them. They *were hiding* (hide) around the corner.
3 I *used to smoke* (smoke) when I was younger but the doctor told me to give up.
4 'Pete *has just come back* (just/come back) from Australia.' 'Really? When *did he arrive* (he/arrive)?'
5 They *are leaving* (leave) for their weekend trip tomorrow morning.
6 'This box is heavy.' 'Don't worry! I *'ll carry* (carry) it for you.'
7 What *are you doing / are you going to do* (you/do) for your birthday?
8 If you *don't go* (not/go) abroad, you *won't learn* (not/learn) a foreign language.

7 Find the mistakes and correct the sentences.

1 'What you do?' 'I'm an actor.'
What do you do? 'I'm an actor.'
2 She would prefer taking a gap year before going to university.
She would prefer to take a gap year before going to university.
3 They were watching a horror film when the light was going out.
They were watching a horror film when the light went out.
4 He didn't use to liking horror films.
He didn't use to like horror films.
5 Of all the students in the class, Janet is the more responsible.
Of all the students in the class, Janet is the most responsible.
6 I haven't been to the Science Museum for I was a child.
I haven't been to the Science Museum since I was a child.
7 If the bus will be late, we walk to school.
If the bus is late, we will walk to school.
8 She works for a company sells shoes.
She works for a company which/that sells shoes.

6.2 Second Conditional

1 Choose the correct forms.

1 If I had a good job, I *will* / *would* be happier.
2 I'd go out for a walk if I *didn't* / *don't* work in an office.
3 If Sarah didn't earn enough money, she *wouldn't* / *won't* travel abroad.
4 My brother *would sleep* / *slept* at night if he had a different job.
5 If our education system *was* / *is* better, we'd choose better politicians.

2 Put the words in the correct order to form sentences.

1 took / If / car / the / would / we / problems / have / parking / we / it
If we took the car, we would have problems parking it.
2 advice / I / I / If / ask / would / brother / my / wanted
If I wanted advice, I would ask my brother.
3 waste / not / it / we / would / food / own / grew / we / If / our
If we grew our own food, we would not waste it.
4 in / lower / many / If / there / so / were / not / cities / the / cars / level / would / smog / be
If there were not so many cars in cities, the smog level would be lower.
5 from / in / would / plastic / not / people / to / shopping / home / they / buy / ones / remembered / bags / shops / If / take
If people remembered to take shopping bags from home, they would not buy plastic ones in shops.

6.5 Modal verbs for obligation and permission

3 Choose the correct forms.

1 You *can't* / *don't have to* smoke in this area.
2 People working in hospitals *have to* / *can* wear uniforms.
3 You *mustn't* / *don't have to* finish the food if you don't like it.
4 We *must* / *can* finish the work today. The boss won't wait!
5 You *mustn't* / *must* wait here. Please move to the waiting room.
6 You *don't need to* / *mustn't* tell him. He already knows.

4 Find and correct the mistakes.

1 Teachers ~~mustn't~~ wear a suit to work but they usually choose to wear nice clothes. *don't have to*
2 You ~~don't have to~~ talk on your phone and drive at the same time. It's illegal. *mustn't*
3 Annie ~~don't must~~ do the English test because she's half Australian. *doesn't have to*
4 Is it true that we ~~not have to~~ go to school until 11 a.m. tomorrow? Cool! *don't have to*

Summative Practice Units 1–6

5 Match phrases 1–10 with a–j to form sentences.

1 What time *e*
2 What would you do *d*
3 Do nurses *a*
4 If we went by coach, *c*
5 If you needed a ticket for the disco, *b*
6 I had to leave early last night *g*
7 Do you have to do military service *h*
8 The world would be a better place *f*
9 You mustn't eat or drink *j*
10 Would you wear a tie *i*

a have to wear uniforms?
b I could get you one.
c it would be cheaper.
d if you lost your passport?
e can you get up at weekends?
f if everybody had a job.
g because I wasn't well.
h in your country?
i if you worked in an office?
j anything at your desk.

6 Complete the dialogue with the words and expressions from the box.

can't 'd be 'd buy 'd give up don't have to 'd look for have to have you asked have you worked 'll have to since 've worked were

A: What would you do if you won the lottery, Sue?
B: If I won the lottery, I [1]*'d buy* a larger house. What would you do?
A: Oh, if I won the lottery, I [2]*'d give up* my job immediately. I hate doing the same things day after day.
B: You [3]*don't have to* win the lottery to change your life! If you just changed your job, you [4]*'d be* much happier! How long [5]*have you worked* for that company?
A: I [6]*'ve worked* for them [7]*for* three years now. [8]*Since* 2015. Every day I [9]*have to* get up at six, be there at eight, work long hours, get back home at eight, eat something and go to sleep … I [10]*can't* go on like this!
B: [11]*Have you asked* for a pay rise?
A: Yes, I have. But when I asked, they answered that money doesn't grow on trees, so I [12]*'ll have to* wait till next year …
B: Well, if I [13]*were* you, I [14]*'d look* for another job.

7.2 The Passive

1 Turn the sentences into *yes/no* questions.

1 The car is cleaned once a month.
Is the car cleaned once a month?
2 Fresh, soft butter is needed to make that chocolate cake.
Is fresh, soft butter needed to make that chocolate cake?
3 The cakes have been eaten during the party.
Have the cakes been eaten during the party?
4 The most important work has already been done.
Has the most important work been done yet?
5 The lives of hundreds of people were transformed by Fairtrade in Africa in the 1990s.
Were the lives of hundreds of people transformed by Fairtrade in Africa in the 1990s?
6 All the shoes in this shop are made of plastic.
Are all the shoes in this shop made of plastic?
7 This painting was sold yesterday.
Was this painting sold yesterday?
8 This plum jam was produced in Poland last September.
Was this plum jam produced in Poland last September?

2 Use the verbs in brackets in the correct active or passive form.

1 A new shopping centre *was opened* (open) in our neighbourhood last weekend.
2 *Have the people asked* (the people/ask) about the tickets yet?
3 The parcels *have already been delivered* (already/deliver). They're in the hall.
4 The criminal *was stopped* (stop) by police officers at the end of last year.
5 The construction company usually *builds* (build) all the offices in the area.
6 *Is your name written* (your name/write) with a single or double 's'?

7.5 Quantifiers

3 Find the mistakes and correct the sentences.

1 There isn't many time left.
There isn't much time left.
2 Can I ask you a little questions?
Can I ask you a few questions?
3 Sean gave the cat any milk in the morning.
Sean gave the cat some milk in the morning.
4 There isn't many food in the fridge.
There isn't much food in the fridge.
5 I've got a few change.
I've got a little change.
6 How much is the trousers?
How much are the trousers?
7 They paid me a little pounds to do the job.
They paid me a few pounds to do the job.

Summative Practice Units 1–7

4 Choose the correct forms.

1 *How much* / (*How many*) books have you got in your library?
2 The orchestra *conducted* / (*was conducted*) by Claudio Abbado.
3 Who was the soundtrack composed (*by*) / *with*?
4 There were (*a few*) / *a little* pairs left in your size, but they (*have just been*) / *were just* sold to another customer.
5 This marmalade was *making* / (*was made*) by my aunt.
6 I've got (*a little*) / *a few* milk but no coffee.
7 (*How much*) / *How many* beef have you bought?
8 I didn't get *some* / (*any*) cheese.
9 We've got (*too few*) / *a few* eggs to make the cake.
10 This shop sells clothes which *have worn* / (*have been worn*) by famous people.
11 She wanted (*to know*) / *knowing* the answer.
12 'What *did you do* / (*were you doing*) when the fire started?' 'I (*was buying*) / *bought* some food in the supermarket next to the station.'
13 (*Have you ever been*) / *Did you ever go* to Paris?
14 England is (*bigger*) / *the biggest* than Wales. It is *bigger* / (*the biggest*) country in the UK.
15 'How long (*have you had*) / *do you have* this hobby?' 'I've had this hobby (*since*) / *for* I retired.
16 (*Are you going to*) / *Will you* drive to Scotland?' 'No, (*we're going to*) / *we will* travel by train this time.'
17 If I see Tom, (*I'll give*) / *I'd give* him your message.
18 If Susan were ill, she (*would*) / *will* go to the doctor's.

5 Complete the text with the words from the box.

are	by	few	little	lot of	lots of
some	used to	was	who		

Growing up in Africa, I [1]*used to* spend a [2]*lot of* time with my aunts in their villages. As a child I saw country life as an adventure. The village was a place where [3]*lots of* exciting things happened and where I was loved as part of a community. Now I know that my fondness for village life [4]*was* encouraged by my relationship with [5]*some* of the women that lived there. Women [6]*who* were physically strong and positive. Women that never forgot any of our past traditions, and who preserved community values and passed them on to the next generation. These women still exist. They work hard but [7]*few* of them see the benefits of their work. [8]*Little* has been done to help them. But they have a vision; a vision where poverty and hunger [9]*are* reduced, where communities are supported [10]*by* investments in education, health, water and food, and finally where more resources are set apart to help women gain equality.

8.2 Past Perfect

1 Complete the sentences with the Past Simple or the Past Perfect forms of the verbs in brackets.

1 When I *(had) finished* (finish) washing, I *had* (have) breakfast.
2 He *(had) told* (tell) me this before his brother *went* (go) out.
3 By the age of 5, my younger brother *had learned* (learn) to read and write.
4 After the man *had denied* (deny) stealing the money, the police officer *showed* (show) him a recording from the shop camera. The man *was* (be) silent.
5 By the time Greg *left* (leave) work, he *had come* (come) up with a solution to the problem.
6 When I *got* (get) to their house, they *had already had* (already/have) lunch.

2 Read the sentences. In each sentence decide which activity happened first.

1 Before the dentist came up to me [*2*], I had opened my mouth [*1*].
2 I felt sick [*2*] when I laid down [*1*].
3 Joe had come out in a rash [*1*] by the time the doctor took him to hospital [*2*].
4 The concert began [*2*] when we arrived at the concert hall [*1*].
5 When Tessa stepped on a stone and fell over [*1*], she decided to take better care of her health [*2*].
6 When the patient woke up [*2*], the nurse had opened the window in the room [*1*].

8.5 Reported Speech

3 Choose the correct forms.

1 'I've finished': He said he (*had finished*) / *has finished*.
2 'Jack found the book': She said Jack *found* / (*had found*) the book.
3 'We locked the door': They *said* / (*told*) me they *locked* / (*had locked*) the door.
4 'I'm very pleased to meet you': She said she (*was*) / *had been* very pleased to meet me.
5 Why *had he said* / (*had he told*) you that?
6 He said he (*was working*) / *is working*.
7 The man said he (*hadn't had*) / *hasn't had* time to put money in the meter.
8 I told them I *enjoy* / (*had enjoyed*) their stories.

4 Find the mistakes and correct the sentences.

1 They said me that they had repaired the clock.
They told me that they had repaired the clock.
2 She said she hasn't done her homework.
She said she hadn't done her homework.
3 I said the policeman my address.
I told the policeman my address.
4 After we have walked for about two hours, we stopped for a rest.
After we had walked for about two hours, we stopped for a rest.
5 I went to bed after I have locked the door.
I went to bed after I had locked the door.

Summative Practice Units 1–8

5 Complete the sentences with the correct forms of the verbs in brackets.

1 He *has worked/has been working* (work) here ever since I can remember.
2 He *worked* (work) here a couple of years ago.
3 We *haven't seen* (not/see) her yet.
4 We *have just seen* (just/see) her.
5 'Something's wrong with the laptop.' 'Yes, I know. *I'm going to take/'m taking* (take) it to the computer shop tomorrow morning.'
6 'Oh, this laptop is always going wrong!' 'All right; *I'll take* (take) it to the computer shop right away.'
7 If an election is held now, Mr Hilton *will be* (be) elected.
8 If an election were held now, Mr Hilton *would be* (be) elected.
9 The men who tried to break into the bank *were arrested* (arrest) the next day.
10 When I arrived, she *had already left* (already/leave).

6 Choose the correct forms.

'The professor [1]*wrote* / (*was writing*) a book. He decided that he needed a secretary to help him. A man came, but he wasn't very good. The second man [2](*who*) / *which* came was called Smith. But now this young man is dead, and I think someone killed him,' Detective Hopkins [3](*said*) / *told*. '[4](*Tell*) / *Say* me everything', said Sherlock Holmes.

'The servant girl [5](*told*) / *said* me that she [6](*was working*) / *worked* in one of the bedrooms between eleven and twelve o'clock this morning. The professor was still in bed. Suddenly she [7](*heard*) / *was hearing* a loud cry. She [8](*ran*) / *was running* down and found Mr Smith lying on the floor. There was a wound in his neck, and [9](*a lot of*) / *much* blood on the floor. He was dead. The professor was frightened because he [10](*had heard*) / *heard* the loud cry. He cannot think of [11](*any*) / *some* reason why Mr Smith [12](*was killed*) / *had been killed*. When I arrived, I saw that everyone [13](*had been*) / *has been* careful not to walk on the garden path. And that no one [14](*had moved*) / *moved* anything either,' Hopkins said.

From Sir Arthur Conan Doyle, The Return of Sherlock Holmes, simplified by Alan Pugh

Accepting suggestions
Przyjmowanie propozycji

That sounds fantastic! Brzmi rewelacyjnie!
I'd love to (go). Z przyjemnością (pójdę).
Well, it's worth a try. Cóż, warto spróbować.
I suppose it'll work. Myślę, że to dobry pomysł / dobre rozwiązanie.

Agreeing with an opinion
Zgadzanie się z opinią

I (completely) agree that/with ... (Całkowicie) Zgadzam się, że... / Zgadzam się z...
I couldn't agree more that/with ... Lepiej niż... bym tego nie ujął / nie ujęła.
That's fine with me. Jak dla mnie, może być.
I think so too. Też tak myślę.

Apologising Przepraszanie

Informal phrases / Zwroty nieformalne

I'm really sorry (that) ... Bardzo mi przykro, że...
Sorry to bother you. Przepraszam, że Cię niepokoję.
Sorry I haven't written for so long./Sorry for not writing for so long. Przepraszam, że tak długo nie pisałem/pisałam.
I'm writing to tell you how sorry I am to ... (about) ... It will never happen again. Piszę, aby Ci powiedzieć, że jest mi bardzo przykro (z powodu...). To się nigdy więcej nie powtórzy.

Formal phrases / Zwroty formalne

I apologise for ... Przepraszam za...
Please accept my apology for ... Proszę przyjąć moje przeprosiny za...

Closing formulas: emails and letters
Zwroty pożegnalne: e-maile i listy

Informal phrases / Zwroty nieformalne

Best wishes, Pozdrawiam serdecznie
Bye for now/See you! Do zobaczenia!
Love,/Take care!/All the best, Uściski! / Trzymaj się! / Wszystkiego dobrego!

Formal phrases / Zwroty formalne

Yours sincerely, Z poważaniem...
Regards, Pozdrawiam...

Contacting people
Kontakt z innymi

Ways to contact people / Sposoby nawiązania kontaktu

If you have any information, please contact/call/leave a message for Alison on (0961224466). Osoby mające jakiekolwiek informacje proszone są o kontakt (telefoniczny) z / pozostawienie wiadomości dla Alison pod numerem (0961224466).
If you are interested in ..., call (John/Ms White) on (0961224466). Osoby zainteresowane... proszone są o kontakt telefoniczny z (Johnem / panią White) pod numerem (0961224466).
To join us, call ... Aby zostać naszym członkiem, zadzwoń pod numer...
If you have seen it, please ... Osoby, które go/ją widziały, proszone są o...
Call me on ... for more details. Zadzwoń/Zadzwońcie do mnie/nas pod numer... po więcej informacji.

Maintaining contact / Prośba o utrzymanie kontaktu

Drop me a line sometime. Napisz do mnie w wolnej chwili.
I hope to hear from you soon. Liczę na to, że szybko się odezwiesz.
Give me a call later. Zadzwoń do mnie później.
Let me know if you can make it or not. Daj znać, czy dasz radę przyjść.
I was glad to hear about ... Było mi miło, gdy dowiedziałem/dowiedziałam się, że...
Let me know as soon as possible. Daj znać, jak tylko będziesz mógł/mogła.

Describing lost property
Opisywanie zgubionych rzeczy

Description / Opis

I lost (my bag/passport/coat/dog). Zgubiłem/Zgubiłam (moją torebkę / mój paszport / płaszcz / mojego psa).

Describing features / Opisywanie zguby

It is/was ... Był/Była/Było...
Size / Rozmiar: **huge/tiny/35cm x 25cm** wielki/wielka / maleńki/maleńka / miał/miała wymiary 35 na 25 cm
Shape / Kształt: **round/rectangular/square/narrow** okrągły/okrągła / prostokątny/prostokątna / kwadratowy/kwadratowa / wąski/wąska
Colour / Kolor: **white/red and brown/light/dark green** biały/biała / czerwono-brązowy/czerwono-brązowa / jasno-/ciemnozielony / jasno-/ciemnozielona
Material / Materiał: **made of leather/plastic/linen** skórzany/skórzana / plastikowy/plastikowa / lniany/lniana
Age / Wiek: **new/young/old/six years old/modern/ancient** nowy/nowa / młody/młoda / stary/stara / sześcioletni/sześcioletnia / nowoczesny/nowoczesna / antyczny/antyczna
It has/had (two handles/a leather strap/a blue cover/two pockets/short sleeves/a black tail). Ma/Miał/Miała (dwa uchwyty / skórzany pasek / niebieską pokrywkę / dwie kieszenie / krótkie rękawy / czarny ogon).

Reasons for search / Powody poszukiwania zguby

I keep (all my files there). Przechowuję w nim/niej wszystkie dokumenty.
It was something I borrowed/got as a birthday present. To była pożyczona rzecz / był prezent urodzinowy.
It is of great value./It's a really precious thing. Jest bardzo cenny/cenna. / To naprawdę niezwykle cenna rzecz.
I can't live without it. Nie mogę się bez niego/niej obejść.
It means a lot to me. Dużo dla mnie znaczy.

BANK ZWROTÓW DO WYPOWIEDZI PISEMNEJ

Disagreeing with an opinion
Niezgadzanie się z opinią

I disagree that/with .../ I don't agree that/with ... Nie zgadzam się, że... / Nie zgadzam się z...
I am totally against ... Jestem całkowicie przeciwny/przeciwna...
I see what you mean but ... Rozumiem, co masz na myśli, ale...
I see your point but ... Rozumiem Twój punkt widzenia, ale...
I'm afraid I can't agree with ... Przykro mi, ale nie mogę zgodzić się z...
I'm not convinced about ... Nie jestem przekonany/przekonana co do...
I don't think it's the best solution. Nie sądzę, żeby to było najlepsze rozwiązanie.

Encouraging participation
Zachęta do uczestniczenia w wydarzeniu

Come on, don't be afraid/it's not difficult/it's easy! Daj spokój, nie bój się / to nie jest trudne / to łatwe!
Why don't you come and meet some interesting **people/see some great things?** A może przyjdziesz i poznasz ciekawych ludzi / zobaczysz coś fajnego?
Come and tell us what you think. Przyjdź i powiedz nam, co myślisz.
Come and have fun! Przyjdź i weź udział w dobrej zabawie.
Don't miss it! Nie przegap tego!

Ending emails and letters
Kończenie e-maili i listów

Informal phrases / Zwroty nieformalne

It was good to hear from you. Miło było otrzymać wieści od Ciebie.
Email me soon. Napisz szybko.
I'd better get going. / I must be going now. / Got to go now. Muszę kończyć.
Looking forward to your news/to hearing from you again. Czekam niecierpliwie na wieści / kolejnego maila / kolejny list od Ciebie.
Say hello to ... Pozdrów...
Give my love/my regards to (everyone at home). Uściskaj/Pozdrów (wszystkich domowników).
Have a nice (trip). Miłej podróży.
See you (soon/in the summer). Do zobaczenia (wkrótce/latem).
Write soon. Napisz szybko.
Keep in touch! Pozostańmy w kontakcie!

Formal phrases / Zwroty formalne

I look forward to hearing from you/your reply. Czekam na informacje od Ciebie/Pana/Pani / Twoją/Pana/Pani odpowiedź.
I hope to hear from you soon. Mam nadzieję na szybką odpowiedź.

Expressing opinion
Wyrażanie opinii

I believe/think/feel (that) ... Wierzę/Myślę/Czuję, że...
I really believe (that) ... Naprawdę wierzę, że...
In my opinion/view, ... / To my mind, ... Moim zdaniem...
The way I see it, ... Według mnie...
It seems/appears to me (that) ... Wydaje mi się, że...
My opinion is that ... Moim zdaniem...
As far as I am concerned, ... Jeśli o mnie chodzi, to...

Expressing preferences
Wyrażanie preferencji

I really enjoy/like/love ... because ... Bardzo lubię / Uwielbiam..., ponieważ...
I prefer ... to ... Wolę... niż...
I'd like to .../I hope to ... Chciałbym/Chciałabym... / Mam nadzieję, że...
I find ... boring/dull. W moim odczuciu... jest nudny/nudna / nieciekawy/nieciekawa.
I don't like/I can't stand/I really hate ... Nie lubię / Nie znoszę / Naprawdę nienawidzę...
It's not really my thing. To nie moja bajka. / To nie leży w kręgu moich zainteresowań.

Giving advice
Udzielanie rad

You should/ought to ... Powinieneś/Powinnaś...
You'd better ... Lepiej by było, gdybyś...
If I were you, I would ... Gdybym był/była na Twoim miejscu, to (zrobiłbym/zrobiłabym tak)...
It might be a good idea (for you) to ... Dobrym pomysłem mogłoby być (abyś)...
Why don't you ...? A może (spróbujesz)...?
Have you thought of/about ...? Myślałeś/Myślałaś o...?

Inviting
Zapraszanie

I'd like to invite you to ... Chciałbym/Chciałabym Cię/Was zaprosić do...
I'd like you to come ... Chciałbym/Chciałabym, abyś przyszedł/przyszła / abyście przyszli/przyszły...
Would you come to ...? If you want, you can bring a friend. Czy przyszedłbyś/przyszłabyś/przyszlibyście/przyszłybyście do/na...? Jeśli chcesz, możesz przyjść/Jeśli chcecie, możecie przyjść z kolegą/koleżanką.
I'm writing to invite you to (Warsaw/my party). Piszę, aby Cię/Was zaprosić (do Warszawy / na moją imprezę/przyjęcie).
I'm having (a party). Urządzam imprezę/przyjęcie.
I hope you'll be able to join us/to make it. Mam nadzieję, że będziesz mógł/mogła / będziecie mogli/mogły przyjść.
You are welcome to ... Mile widziane będzie/będą...
Join us today! Przyłącz się do nas!
Come and meet me ... Spotkajmy się...
Why don't you come ...? A może byś przyszedł/przyszła...?

Making requests and enquiries
Wyrażanie prośby o informacje

Informal phrases / Zwroty nieformalne

Can you ..., please?/Could you ...? Czy mógłbyś/mogłabyś...?
Do you think you could ...? Czy myślisz, że mógłbyś/mogłabyś...?

Let me know if you can (come). Daj znać, czy mógłbyś/mogłabyś (przyjść).
Could you tell me …? Czy mógłbyś/mogłabyś mi powiedzieć...?

Formal phrases / Zwroty formalne

Would it be possible for you to …? Czy byłoby możliwe, abyś / aby Pan/Pani...
I'd be grateful if you could … Byłbym wdzięczny / Byłabym wdzięczna, jeśli mógłbyś / mogłabyś / mógłby Pan / mogłaby Pani…
I wonder if I could ask you to/for … Czy mógłbym/mogłabym poprosić Cię/Pana/Panią o...
I'm writing to ask for your help/advice … Piszę, aby prosić Cię/Pana/Panią o pomoc/radę…
I'm writing to enquire about … Piszę z prośbą o informacje na temat…

Making suggestions
Wyrażanie propozycji

I think I/you/we should (go to) … Myślę, że powinienem/powinnam/powinieneś/powinnaś/powinniśmy/powinnyśmy (pójść do)...
Perhaps I/you/we could (go to) … Może (pójdziemy do)...
What do you think about (going to) …? Co myślisz o (pójściu do)...?
What / How about (going to) …? A może by (pójść do)...?
How do you feel about …? Co Ty na to, żeby...?
Would you like me to …? Czy chciałbyś/chciałabyś, żebym...?
Why don't we (go) …? A może (pójdziemy)...?
Let's (go to) … Chodźmy do...
Shall we (go to) …? (Pójdziemy do)...?
Do you fancy (going to) … ? Czy masz ochotę (pójść do…)?

Opening formulas: emails and letters
Zwroty powitalne: e-maile i listy

Informal phrases / Zwroty nieformalne

Dear Margaret, Droga Margaret!
Hi Anne, Cześć, Aniu!

Neutral phrases / Zwroty neutralne

Dear Mr and Mrs Edwards, Szanowni Państwo!
Dear Ms Brennon, Szanowna Pani!

Refusing suggestions
Odrzucanie propozycji

It doesn't sound very good. To nie brzmi szczególnie atrakcyjnie.
I don't think I fancy it. Nie mam na to ochoty.
I'm sorry but I can't join you. Przykro mi, nie mogę przyłączyć się do Ciebie/Was / (przyjść).
I'm not really into … Nie przepadam za…
I've got some doubts about it. Mam co do tego pewne wątpliwości.
I don't see how it could work. Nie jestem przekonany/przekonana.
Actually, I would prefer not to. Tak naprawdę to wolę nie (iść).

Starting emails and letters
Rozpoczynanie emaili i listów

Informal phrases / Zwroty nieformalne

It was good to hear from you. Miło było otrzymać wieści od Ciebie.
I hope you're doing well/you're fine/you're OK. Mam nadzieję, że masz się dobrze / że u Ciebie wszystko dobrze / w porządku.
How are things with you? Jak się masz? / Co u Ciebie?
I'm writing to tell you … Piszę, aby Ci powiedzieć, że…
Thanks for your letter. Dzięki za list.
I wonder if you remember/have heard … Ciekawa/Ciekawy jestem, czy pamiętasz / słyszałeś/słyszałaś…
I wanted to / must tell you about … Chciałem/Chciałam / muszę Ci powiedzieć, że...
I just wanted to ask/remind/thank you … Chciałem/Chciałam Cię tylko zapytać/poprosić / Ci tylko przypomnieć/podziękować…
Just a quick email to tell you … Piszę tylko krótkiego maila, aby Ci powiedzieć…

Neutral phrases / Zwroty neutralne

I am writing to thank you for … Piszę, aby Ci/Pani/Panu podziękować za…

Telling a story
Relacjonowanie zdarzeń

It all happened some time ago. Wszystko wydarzyło się jakiś czas temu.
It was three years ago. To było trzy lata temu.
While I (was playing), … Kiedy bawiłem/bawiłam się / grałem/grałam…
First, Najpierw…
Then, Potem…
Finally, W końcu…
Suddenly, Nagle…
Unfortunately, Niestety
Fortunately, Na szczęście
It was the best/worst time ever. To był najlepszy/najgorszy czas/moment w moim życiu.
We had a great/awful time when we were … Przeżyliśmy/Przeżyłyśmy fantastyczne/koszmarne chwile, gdy byliśmy/byłyśmy...

Thanking
Wyrażanie podziękowań

Informal phrases / Zwroty nieformalne

Thank you so much. Bardzo Ci dziękuję.
It was so/really/very kind of you to … To było niezwykle / bardzo uprzejme z Twojej strony, że...

Neutral phrases / Zwroty neutralne

I really appreciate your help. Naprawdę doceniam Twoją/Pana/Pani pomoc.
Thank you for sending it back to me. Dziękuję za odesłanie go/jej.
I am really grateful for your help. Jestem niezwykle wdzięczny/wdzięczna za Twoją/Pana/Pani pomoc.
Thank you for doing me a favour. Dziękuję za przysługę.
It's very kind of you. To bardzo uprzejme z Twojej/Pana/Pani strony.

1.9 VIDEO AND VLOG WORKSHEET

BBC Student accommodation

Exercise 4
The unusual thing about Humanitas is that it has students living there alongside elderly people. They're part of a project to connect young and elderly people and help the elderly with feelings of loneliness and isolation.

FOCUS VLOG About happiness

Exercise 2
Jake: cycling and racing – he can get into the countryside, fresh air, especially on a sunny day.
Laura: shopping, money, sometimes work; it's well-earned money and she can spend it on whatever she wants.
Lola: seeing other people happy; life without friends would be boring and sad.

2.9 VIDEO AND VLOG WORKSHEET

FOCUS VLOG About technology

Exercise 1
Laura: last week on holiday – her Internet didn't work in the USA
Callum: the other day – the volume of his phone wasn't working very well
Jake: the other day – his speakers were making a random popping noise

3.9 VIDEO AND VLOG WORKSHEET

BBC The Musketeers

Exercise 3
1 They are tired, haven't heard the enemy for a while and the Queen needs to rest.
2 She talks to one of the musketeers by the river. She cooks some fish.
3 It's disgusting, but they're too polite to say so.
4 They first hear, and then also see the enemy approaching.

FOCUS VLOG London attractions

Exercise 2
Oliver: saw the Lion King musical; liked the costumes, songs were well-performed, likes going to the theatre in general, so it was fun.
Ella: went to the carnival; liked all cultures of different walks of life and a massive party.
Chelsea: saw a musical; liked seeing the cast acting and singing and good atmosphere.

4.4 Reading

Exercise 3
1 it was nearly a metre tall
2 he was too shy to talk to them
3 on the mini-train
4 Thanks to them the Duke moved around the house (and garden) without seeing anyone.
5 the Duke's grandfather won it in a game of cards
6 over 100 metres (long)

4.9 VIDEO AND VLOG WORKSHEET

BBC Cave houses

Exercise 3
Adjectives describing the landscape: historical, incredible, amazing, magical, prehistoric, beautiful, ancient, unique, wonderful.

FOCUS VLOG Where people live

Exercise 1
Type of house: flat, terraced house
Location: in London, opposite a park
Inside: bedroom, bathroom, kitchen, floors/storeys
Outside: drive, garden

Exercise 2
Oliver: a 3-storey terraced house in Oxford; since September last year.
Esme: a 4-bedroom flat with a garden; for 15 years.
Amber: a medium-sized house with 6 bedrooms, a big (back) garden, a drive, a front garden; since she was 8.
Millie: a small house/flat with a room and a small kitchen on the 4th floor; since last September.

5.4 Reading

Exercise 3
1 A good grade in A-Level Art and Design
2 The London College of Fashion
3 Because football is part of the history of Southampton
4 In top/the best restaurants
5 Courses at the London College of Fashion/Footwear Design and Development, Fashion Sportswear

5.9 VIDEO AND VLOG WORKSHEET

BBC South Korean schools

Exercise 3
1 She gets tired but she can forget her hardship when she sees her good results.
2 She studies 13 hours a day.
3 She has dinner after 11 p.m., goes to bed at 2 a.m. and gets up at 6.30.
4 She doesn't feel comfortable about it, but she thinks Hye-Min has no choice.

Exercise 5
The result of these long days of study are students who are fantastic at tests.
Investment in education has transformed South Korea from one of the poorest economies to one of the fastest growing economies in the world.
Pressure on young people is huge and the suicide rate is the highest in developed countries.

FOCUS VLOG About education

Exercise 1
Callum: wants to learn and puts a lot of effort in; quiet, nice, where you can concentrate, comfortable.
Oliver: spends long hours in the library reading lots of big books; quiet, with access to food and drink.
Millie: a happy person, enjoys reading, learning and being with lots of people; quiet, with access to snacks.
Lewis: has the right amount of balance between work and play; studies in the week and has time to relax; quiet and relaxing (library or bedroom).

7.9 VIDEO AND VLOG WORKSHEET

BBC Cheap shopping

Exercise 5
1 W1: bikini, jeans, denim shorts, shoes, sunglasses; because they were really cheap
W2: 4 tops; because she liked them all; couldn't decide which ones to buy
P: £3 handbag; brilliant but doesn't care if it falls apart
2 Because they're cheap and the women liked them
3 Fast fashion – a term meaning that designs move quickly from catwalk to current fashion trends. You can buy fashionable clothes in chain stores at affordable prices soon after designer and expensive versions are released.

FOCUS VLOG About clothes

Exercise 1
Suggested answers: baggy, bootcut, cropped, distressed, flared, skinny, straight-leg

8.4 Reading

Exercise 2
1 About 1 billion
2 Because it's more difficult to find a job there
3 If it is successful Stockholm, Barcelona and Cologne
4 Recycle heat/hot air created by computers, data centres, stadiums and supermarkets
5 Car-sharing and (building) special car parks for electric cars
6 Because they will save (both) money and the environment (at the same time)

8.9 VIDEO AND VLOG WORKSHEET

FOCUS VLOG About achievements

Exercise 2
Tristan: love for singing, the importance of friends and family, going out and about, experiencing nature, the joy of travelling, learning languages and acquiring knowledge; had done lots of singing at home (e.g. Covent Garden) and abroad (e.g. France), had had a platinum CD at home and a solo CD abroad (in Japan).
Jeffrey: independent work, travelling, surviving in the world by himself; had run several marathons in the USA.
Anna: the importance of education; had achieved a good level of French, had done work experience in France.
Jenny: working in a team and on her own; had learnt to play the piano.

Culture notes

Unit 1 Lives people live

1.2 Grammar

Michelle Obama (b. 1964) is an American lawyer and a former First Lady of the United States. She graduated from Princeton University and Harvard Law School. She has supported numerous charitable causes for education, physical activity, healthy eating and poverty awareness. She's married to Barack Obama who was the 44th President of the United States (2009–2017). They were the first African American presidential couple in US history. They have two daughters.

Barack Obama (b. 1961) is an American lawyer and politician. He was the 44th President of the United States and the first African American to hold the office. He's a Democrat. He graduated from Columbia University and Harvard Law School. In 2008, he won the presidential election and served two terms in office (2009–2017). In 2009, he received a Nobel Peace Prize and donated the prize money to charity. He's married to Michelle Obama. They have two daughters.

Leonardo DiCaprio (b. 1974) is an American actor, a film director and producer, and also a writer. He has starred in movies such as *What's Eating Gilbert Grape*, *Romeo + Juliet*, *Titanic*, *Inception* and *The Revenant*. He has received three Golden Globe awards and accepted his first Oscar for best actor in *The Revenant* in 2016. His Leonardo DiCaprio Foundation helps to protect the environment by supporting solutions to pollution and climate change issues, as well as protecting endangered species.

Unit 2 Science and technology

2.1 Vocabulary

Web browsers are software programmes which allow users to find, access and view web pages. The most common browsers are: Edge and Internet Explorer from Microsoft, Google Chrome, Firefox from Mozilla, Safari from Apple and Opera.

Social media include websites and applications such as Facebook, Twitter, Instagram and Snapchat. They allow users to create their profiles and then share posts, photos and videos. Social media are also used for instant messaging to communicate with other people.

Search engines, such as Google, Yahoo, Baidu and Bing, allow users to look for information on the Internet. After typing in key words, the relevant sites come up as a list.

2.2 Grammar

Joseph Jacobson (b. 1965) is an American physicist who works as a researcher at MIT. He was named as one of the 100 most influential innovators under thirty-five in *Technology Review* for the work that led to the development of e-ink and technologies for e-books. The first e-reader came out in 2004. Popular e-readers include Kindle and Kobo.

Charles Dickens (1812–1870) was an English writer and social critic. He created some of the most memorable characters in fiction and his books are still popular today. *David Copperfield* was his eighth novel.

Abraham 'Bram' Stoker (1847–1912) was an Irish novelist and short story writer, best known for his novel *Dracula* (1897), the story of the vampire Count Dracula.

2.4 Reading

Antarctica is one of the Earth's seven continents, the one located southernmost, at the South Pole. Almost all the continent is covered with ice. Antarctica is a desert – it doesn't rain or snow much there. It's also the coldest and windiest continent. The conditions are very rough, although grass, algae and bacteria can survive there. Some animals live there too: there are penguins, seals and whales in the Southern Ocean which surrounds Antarctica. It's too cold in Antarctica for humans to live there permanently, but there are a few thousand scientists from all over the globe who stay in the science and research stations and do research on the continent and its environment. Antarctica is a place where space research is done, because that is where you can find a lot of well-preserved meteorites. About 4,000 scientists work in the permanent stations during the summer season and around 1,000 during the harsh and dark winters. In 1959, all countries whose scientists work in Antarctica signed the Antarctic Treaty – an agreement stating that the continent is a protected zone which cannot be used for military actions, but only for scientific purposes.

2.5 Grammar

The earliest form of the **record player**, the phonograph, was invented in 1877 by Thomas Edison. It could record and reproduce sound using a thin metal sheet. In 1887, Emile Berliner invented the gramophone record and the gramophone player. Records were discs with music on both sides. The record was the most common form of listening to music until 1982, when CDs were invented.

Although there were **cars** with steam engines as early as 1769, the modern car with a petrol engine was invented in 1885 by Karl Benz. In the early days, only the rich had cars. Henry Ford changed this – he developed and manufactured the first car that middle-class people could afford to buy. His famous 'Model T' car went on sale in 1908.

Clothes have probably existed for over 650,000 years. Since the earliest times, they have been used for warmth and protection. Clothes often have a social context – they may be different for men and women, they may be different for rich or poor people and they may reflect religious beliefs. In the past, clothes were usually more formal and women wore clothes with long sleeves and skirts. Women did not wear trousers. Short skirts, such as the mini skirt, first appeared in the 1960s. Fashions change constantly. Years ago, natural materials such as cotton and wool were used, now new synthetic materials are being developed every year.

2.6 Use of English

The **National Aeronautics and Space Administration (NASA)** is the American agency responsible for space exploration. The Apollo 11 spaceflight that first landed on the moon was NASA's fourth manned mission. The three astronauts in the crew were Neil Armstrong, Edward 'Buzz' Aldrin and Michael Collins. They landed on 20 July 1969. The next day, Armstrong and Aldrin walked on the moon while Collins controlled their spacecraft.

2.7 Writing

The Copernicus Science Centre in Warsaw is a science museum with over 450 interactive exhibits that visitors can try out to discover the laws of science.

The Discovery Park is located next to the Copernicus Science Centre. It is a green area open to the public where various events take place, e.g. workshops, exhibitions and film viewings.

A **planetarium** is a theatre which presents educational and entertaining shows about astronomy and the night sky. Planetariums often have exhibitions about other planets and the stars.

Unit 3 The arts

3.2 Grammar

William Shakespeare (1564–1616) was an English playwright and poet, one of the greatest writers in English ever. He is often called the 'Bard'. ***Romeo and Juliet*** is one of his most famous romantic plays. It is set in Italy and tells the story of two young people in love. ***Hamlet*** is one of his four famous tragedies. It is set in Denmark and tells the story of Prince Hamlet.

Mariah Carey (b. 1970) is an American singer, songwriter and record producer. She debuted in 1990, and since then she's sold over 200 million copies of her albums, which makes her one of the best-selling artists in history. She's called a diva because she's famous for her excessive demands. Mariah is also a philanthropist and supports many charities.

Christina Aguilera (b. 1980) is an American singer, songwriter, actress and TV personality. Her first successful hit single was *Genie in a Bottle* released in 1999. Since then she's released seven studio albums and sold over 50 million records. Christina has a remarkable soprano voice. She's a philanthropist who supports various charities.

Glastonbury Festival is the greatest British contemporary performing arts festival which takes place every year at the end of June in Pilton, Somerset, England. It's also the largest green-field festival in the world. It's mostly a music event, but there are also other art forms presented, such as dance, comedy, theatre, circus or cabaret. Every year around 170,000 people take part in this five-day-long festival and the list of stars who have performed at this event include David Bowie, the Prodigy, Placebo, U2, Imagine Dragons and The Cure.

The Palace Museum in the Forbidden City in Beijing in China is a famous art and archaeology museum.

Musée du Louvre is in Paris, France. The world-famous *Mona Lisa* painting is part of the museum's collection.

Harry Potter is a series of fantasy films about a young wizard played by Daniel Radcliffe.

Pirates of the Caribbean is a series of adventure comedy films starring Johnny Depp as Captain Jack Sparrow.

3.3 Listening

JR (b. 1983) is a photographer and artist. His real name is a secret. He started his work in Paris. He puts up large black and white photos of people in public places because he believes that city streets are like art galleries. JR's photos are intended to make people think about stereotypes and about images used in advertising and the media.

3.5 Grammar

Miley Cyrus (b. 1992) is an American singer, songwriter and actress. She debuted at the age of eleven in the TV series *Hannah Montana*. Since 2007 she's also been a pop/country singer and has recorded and released six albums. She started her career as a sweet Disney teen idol, but became rebellious with age, recording controversial songs and music videos. She's a wealthy young woman who supports numerous charities, especially those caring for the health and well-being of young people.

The BRIT School is a school in London, established in 1991. Its full name is the BRIT School for Performing Arts and Technology, but it is commonly known as the BRIT School. As well as studying standard academic subjects, students train to be performers and work in media, art and design.

Unit 4 Home sweet home

4.1 Vocabulary

Etgar Keret (b. 1967) is an Israeli-Polish writer known for his short stories, graphic novels and scriptwriting for film and television. His works have been translated into over 30 languages. He was the first person to live in Keret House and staying at 'the narrowest house in the world' was a personal experience for him, as it reminded him of his parents' experiences in the Warsaw Ghetto during WW2.

4.2 Grammar

The **Couchsurfing** community was started by Casey Fenton, Daniel Hoffer, Sebastian Le Tuan and Leonardo Bassani da Silveira in 2004. Their idea was that people could travel and experience life in new places as local people. Now it has over 15 million members in over 200,000 cities. Members offer people a place to stay and often take them out and show them around their home towns. You don't pay to stay in people's homes. Couchsurfing also organises events.

4.7 Writing

The **Sally Lunn Bun** is a large, light bun made with yeast, cream, flour, sugar and eggs. It's usually served warm, sliced and with butter on top. Some say it is really a combination of bun, bread and cake, and that it was first served in the eighteenth century in the town of Bath, England.

Bath is a city in the southwest of England, with a population of around 85,000. The Romans established the city as a spa around AD 60 and built many baths and a temple on the hills nearby. It became a World Heritage Site in 1987. It is famous for its buildings, theatres and museums, as well as being the home of Jane Austen, the writer. Around four million people visit every year.

The **Roman Baths** is one of the original bath houses built by the Romans. There are four different parts – the Roman Temple, the Roman Bath House, the Museum and the Sacred Spring. Over a million people visit every year.

4.8 Speaking

Oxford Street is one of the most popular places in London to go shopping. It is the busiest shopping street in Europe with about 300 shops.

Camden Market is a collection of open-air and indoor markets running along the streets, packed with over 1,000 shops and stalls where you can buy almost anything. It is located in Camden Town in north-west London. The market opened in 1974 and still has its bohemian atmosphere. It's a major London tourist attraction.

The London Eye is next to the River Thames in London. It is a large Ferris wheel, 135 metres tall and 120 metres across, with thirty-two cabins that can hold up to twenty-five people. It is the tallest Ferris wheel in Europe and a popular tourist destination – about 3.5 million people visit it every year.

The London Dungeon is a popular tourist attraction in London. It recreates historical events with a mixture of live actors, scenes, special effects and rides. It was opened in 1974 and moved to a new site near the London Eye in 2013.

Shakespeare's Globe Theatre is the complex where the original Globe Theatre was reconstructed. The Globe Theatre was a London theatre associated with William Shakespeare. It was built in 1599, destroyed by fire in 1613, rebuilt in 1614 and closed down in 1642. The modern Globe Theatre reconstruction is very realistic, although there are some differences. The reconstructed Shakespeare's Globe was opened in 1997 and is a huge tourist attraction of London. It's a working theatre, so apart from a tour, you can also see a real play there.

Madame Tussauds is another popular tourist attraction in London. It is famous for recreating well-known people and celebrities in wax. The original Madame Tussauds was set up by wax sculptor Marie Tussaud in 1835.

The National Museum of Scotland is in Edinburgh. It was formed in 2006, when the Museum of Scotland and the Royal Museum joined together. It has many important collections relating to Scottish culture and history, as well as science, technology and natural history.

The Royal Botanic Garden Edinburgh is a popular tourist attraction and a scientific centre. Its research focuses on plants and their diversity and conservation.

Edinburgh Castle is located on the top of a hill in the centre of Edinburgh. There has been a royal castle here since the twelfth century and the king of Scotland lived here until Scotland and England joined together under one ruler in 1603. Over 1.3 million people visit every year.

Scottish country dancing is a form of traditional dance done by three or more couples of dancers. There are many different dances and each has a series of moves. People often do these dances at *ceilidhs* (pronounced /ˈkeɪlɪz/) – social events at which people sing and dance to traditional Scottish music.

Unit 5 Time to learn

5.2 Grammar

A **gap year** refers to a time (not necessarily a full twelve months) which people take off between education and/or work to do activities such as travelling, volunteering or working abroad. The idea of the gap year started in Britain in the late 1960s. In the past decade, it has become more popular for students to take a gap year between finishing school and starting university.

5.3 Listening

There are about 130 **universities** in the UK. The oldest is **Oxford University** (before 1167) followed by **Cambridge University** (1209) and **St Andrews University** (1410–1413). About 30 percent of British students go to college or university.

5.4 Reading

Michael Phelps (b. 1985) is a retired American swimmer and the most successful Olympian of all time, as he won a total of twenty-eight Olympic medals. He also holds the all-time world record for the number of Olympic gold medals (twenty-three). He retired in 2016. He's also a philanthropist who promotes swimming and a healthy lifestyle among young people. He supports the cause of fighting mental illnesses, and he admitted he suffered from depression himself.

Dr Temple Grandin (b. 1942) is an American professor of animal science. All her career she has focused on improving the well-being of livestock. She's hired by meat industry to consult on how to calm animals down before they are killed for meat. Although she had all the symptoms of autism as a child, she wasn't diagnosed until she was an adult. Her childhood was difficult and demanding, but with the help of her parents Grandin managed to finish college and graduate from the University of Illinois. She's an advocate for people with autism. She's written several books about what it's like to live with this condition and how the brains of autistic people work.

Keira Knightley (b. 1985) is a British theatre and movie actress. She starred in *Love Actually* and *The Pirates of the Caribbean* film series, where she played Elizabeth Swann. She was nominated for several Golden Globes and Academy Awards. She's also performed on London's West End and New York's Broadway.

Sir Richard Branson (b. 1950) is an English businessman, investor, author and philanthropist. He is the founder of the Virgin Group which controls more than 400 companies. He dropped out of school at the age of sixteen and started his first business. In March 2000, Branson was knighted at Buckingham Palace for 'services to entrepreneurship.' He has also tried to break several world records, e.g. by flying around the world in a hot air balloon.

5.5 Grammar

In 2001, *The Guardian* newspaper had a competition asking children to describe their perfect school. They called it *The School I'd Like*. They repeated the competition in 2011. The results were compiled into a **Children's Manifesto**. The information in the text is based on this manifesto.

5.7 Writing

IELTS (International English Language Testing System) is an international test of English language proficiency. It was established in 1989. No minimum score is necessary to pass the text, marks go from band 1 (non-user) to band 9 (expert user). Over three million people take the test every year.

TOEFL (Test of English as a Foreign Language) is a test of the ability to use and understand English in an academic setting. The test was originally designed to test English language proficiency for non-native speakers who wanted to study at US universities. Many English-speaking universities, businesses and education programmes all over the world now require students to have passed the exam before accepting them.

PTE is the **Pearson Test of English**. It is a scenario-based English language test recognised by institutions in many countries including the USA, the UK, Australia and Canada. There are three separate tests: PTE Academic (for studying at university), PTE General and PTE Young Learners.

The **Cambridge English Qualifications** are a system for language development designed to make sure learners progress continually in their learning of English as a foreign language. Each exam focuses on a level defined in the Common European Framework of Reference (CEFR). The most popular Cambridge English Qualifications exams are their Young Learners exams (Pre A1 Starters, A1 Movers and A2 Flyers), A2 Key, B1 Preliminary, B2 First, C1 Advanced and C2 Proficiency.

Unit 6 Just the job

6.1 Vocabulary

Many young people in Britain do **work experience** while they are still at school, when they are sixteen or seventeen years old. They work in a company or organisation, usually for a period of between one and three weeks, to get experience of doing the job. Work experience is not usually paid.

Unit 7 Consumer society

7.2 Grammar

The **Fairtrade Foundation**, usually called 'Fairtrade', is an independent non-profit organisation founded in 1992. Its aim is to ensure that farmers and other producers in developing countries are paid a fair price for their goods. Fairtrade products include things like handicrafts, coffee, cocoa, sugar, tea, bananas, honey, chocolate, flowers and gold. Fairtrade also promotes higher social and environmental standards in the countries it works in. The profits from getting fair prices are often invested in other projects, such as providing clean drinking water or education. Fairtrade campaigns for making people aware of the need for unbiased trade between developing and developed countries.

7.4 Reading

Amazon is one of the largest online shopping websites in the world. It was set up in 1994 by Jeff Bezos as an online bookstore. Now it has expanded its offer to electronics, music, furniture, clothes and many other products.

Drones (the proper name is *unmanned aerial vehicles*) are aircrafts that are not operated by an onboard pilot. They can be controlled from the ground or have an inbuilt computer which navigates them autonomously. Large drones are used mostly for military purposes. Civilian uses include delivering packages, taking photos of large areas and helping to fight fires.

7.5 Grammar

Blake Mycoskie (b. 1976) was travelling in Argentina in 2006 and spent a day volunteering for a local non-profit organisation that delivered used shoes to children in villages near Buenos Aires. When he realised how many children lived without shoes, he decided to do something. In 2006, he created the **One for One** business model, a business that gives one pair of free shoes to poor children for every pair of shoes that customers buy. He called the company **TOMS**. So far, TOMS has given away over one million pairs of shoes to children in forty different countries. Later Mycoskie set up **TOMS Eyewear** – for every pair of eyewear sold, people in need would receive glasses, eye surgery or medical treatment. In 2011, he released his first book, *Start Something That Matters*, telling his story. It became a best-seller.

7.6 Use of English

Dr Martens is a British footwear and clothing brand which makes the iconic, heavy and tall Dr Martens boots with a cushioned sole and characteristic yellow thread used in the stitches. They became the boots of choice for many subcultures, such as skinheads, punks and the 1990s grunge movement. The boots were originally designed and made by a German doctor, Klaus Märtens, in 1947. He had injured his ankle and couldn't find comfortable boots – so he made them himself.

Unit 8 Well-being

8.2 Grammar

Fabrice Muamba (b. 1988) is an English professional footballer who played for Arsenal, Birmingham City and Bolton Wanderers. He was born in Zaire (the Democratic Republic of the Congo), moved to England as a boy and made a football career there. In March 2012, during a televised FA Cup match, his heart stopped and he had to be resuscitated. He was taken to hospital. Luckily, he recovered, even though his heart had stopped for seventy-eight minutes. After this incident he retired from professional football.

8.3 Listening

Central Park is a large public park in Manhattan, New York. It's the most visited park in the United States and a huge tourist attraction. Apart from trees, there are several lakes, a castle, the Central Park Zoo and the Metropolitan Museum of Modern Art.

8.5 Grammar

Stanisław Kowalski (b. 1910) is a Polish Masters athlete. In 2015, he competed at the Polish Veterans Championships where he ran 100 metres, threw the shot put and the discus, becoming the world's oldest athlete. He was 105 years old at that time.

8.7 Writing

The blue light of smartphones is the bright glowing light emitted from the screens of smartphones and other mobile devices. It glows brightly so that you can use the phone even on a sunny day. However, this blue light is similar to daylight and may influence your brain. Human bodies follow a certain cycle, which allows us to stay awake during the day and helps us fall asleep at night. However, if you use your phone right before going to sleep, your brain gets confused, thinks there's daylight and stops producing melatonin – a hormone which helps us sleep. A broken sleep cycle may cause problems with falling and staying asleep, as well as serious health issues.

Student's Book audioscript

Unit 1 Lives people live

1.1 Vocabulary

1.2 Exercise 3, page 4

London is an amazing city. It's full of life and there are so many things to see and do. But if you live in London it can be difficult to meet other people. Very often, a young professional lives next door to an older neighbour, but they never meet. We are a small charity. We connect young people with older people. Young people can help older people with technology and practical jobs around the house. Older people have experience and they can listen to young people and give advice. Every week, we organise evening activities. We have films, cooking classes and story-telling. Or, if an older person prefers not to come out, we can connect them with a young person who visits them at home.

1.2 Grammar

1.6 Exercise 2, page 6

G = Girl P = Presenter

P: Who's your role model?
G: My role model?
P: Yes, who inspires you?
G: Oh, Leonardo DiCaprio.
P: Why do you admire him?
G: Because he's passionate about the environment.
P: Does he give money to environmental charities?
G: Not exactly. He runs The Leonardo DiCaprio Foundation. He speaks at global conferences and makes documentaries about climate change. He wants to protect wildlife, oceans and forests.
P: Have you ever met him?
G: No, never.
P: What is he doing now?
G: He's working on a new film.
P: Are you following him on Twitter?
G: Yes, I am.

1.7 Exercise 4, page 6

B = Boy P = Presenter

P: Who inspires you?
B: The person who inspires me is Michelle Obama.
P: Oh yes, she's great. This is a stupid question, but who is she?
B: She's the ex-first lady of the United States.
P: Of course … and why do you admire her?
B: I admire her because she does a lot of good work with young people.
P: What is she trying to do?
B: She's trying to teach children about exercise and health.
P: Have you ever seen her in person?
B: No, I haven't seen her in person, but I've watched her online.
P: What is she doing now?
B: She's still working with young people.

1.8 Focus Vlog, page 6

J = Jessica Ja = Jake La = Laura Lo = Lola

J: Hello! My name's Jessica. Every week I go out and interview people in the streets and put the video on my vlog.
Today, let's talk about happiness. What makes you happy?
Ja: What makes me happy? Ahmm … I love sport. But I … So I do quite a lot of cycling. I like to cycle and racing as well. Racing, cycling, I enjoy.
La: The things that make me happy are shopping, my money, spending money, getting money. Sometimes work.
Lo: I don't know, seeing other people happy.
J: Why does it make you happy?
Ja: I think growing up in the city, being able to cycle, especially when you don't have access to a car means that you can get out into the countryside and fresh air. And it's just really nice to enjoy like a sunny day in the fresh air on a bike.
La: The money makes me happy because I've earned it, it's well-earned and then I get to spend it on whatever I want to spend it on.
Lo: Life without friends is just boring and sad, so yeah! They bring colour to my life.
J: And what makes you happy?

1.3 Listening

1.10 Exercises 3 and 5, page 7

I = Interviewer K = Karen M = Martin

I: Welcome to *The World of Work*. Today we have two young people in the studio. They are going to talk to us about voluntary work. Welcome to the show, Martin and Karen.
M&K: Thank you.
I: Karen, let's start with you. What kind of voluntary work do you do?
K: I work in a soup kitchen for homeless people. My local church runs a homeless charity, and every evening, homeless people can come to the church and have a simple meal. It's usually soup and bread.
I: That's great, Karen. And what about you, Martin? What does your voluntary work involve?
M: I work on an organic farm.
I: What exactly do you do on the farm?
M: I do lots of different jobs. I plant trees and vegetables. I feed the chickens. I collect the eggs from the chickens and I sometimes cook lunch for all the other volunteers. It's a big farm, and there are fifteen volunteers.
I: How many hours do you work, Karen?
K: I'm a student and I have a lot of work at the moment. I don't have much free time, so I do two or three hours a week.
M: I do quite a lot. I go every Saturday and Sunday. We start very early in the morning and finish at about 7 o'clock in the evening. It's very hard work, and I feel tired at the end of the day. But I don't mind because I love being on the farm.
I: What sort of people volunteer?

K: Fantastic people! No. Um, volunteers are caring people. Of course a lot of people are caring, but volunteers are more likely to do something about it.
I: So why do you do this voluntary work?
M: I am passionate about the environment, and I'm interested in responsible farming. I believe that organic farming is very important for the future. I also like working in a team. I learn important life skills and I'm more confident than before. Also, I want to study farming and agriculture so this is good experience.
I: What about you, Karen?
K: Well, there are problems in my community and I want to help. There's also a selfish reason for doing it – it impresses people and I like that.
I: Thank you Karen, thank you Martin. Now, unemployment …

1.11 Exercises 6 and 8, page 7

B = Becky T = Tim
T: Hi Becky. How are you?
B: Hi Tim. Great thanks. Are you busy?
T: No, not really. Why?
B: Well, I'm thinking of doing some voluntary work in Africa and I wanted to ask you some questions.
T: Sure – what do you want to know?
B: Well, you're experienced, you did voluntary work in Africa and you know me – do you think I'm the right person to be a good volunteer?
T: Oh yes, I'm sure you can do it – but it's a good idea to think about it very carefully. It's good fun, but it's also really hard work.
B: Yes, I can imagine.
T: You need to be really healthy. How fit are you?
B: Oh, very fit – I'm never ill.
T: That's great because volunteers often work in difficult conditions. And they sometimes work long hours.
B: What do you mean?
T: Well, life is very different there and you have to adapt to new situations. For example, the weather can be extreme. The food and the accommodation are very different. You need to adapt to a new culture.
B: It sounds very exciting. Did you meet a lot of people?
T: Yes, I worked with a big group of people. I think you'll enjoy that because you're a good team player. You have good communication skills. You get on well with people – you're outgoing … and you're responsible. That's really important.
B: Thanks Tim! What about the local people? Were they friendly?
T: I met some lovely people but you need to be sensitive to their culture. I was open to people. You need to remember that their way of life is not the same as our way of life.
B: Right. What did you learn from your experience?
T: I changed a lot! I think I helped a lot of people, but I also learnt new skills. I made friends who I hope I'll know for the rest of my life.
B: It sounds amazing. Thanks Tim!
T: No problem. Call me if you have any more questions.

1.6 Use of English

1.17 Exercises 2 and 3, page 11

F = Father N = Narrator
N: The father
F: We live in London and we have three generations in this house: it's so crowded! We have grandparents, parents and children.
My wife and I have two children and my wife's parents live with us.
There are some advantages. My wife's parents were in New Zealand before. New Zealand is such a long way away from the UK that the children didn't see their grandparents very often. Now they see them every day. Also, childcare is so expensive in London that we didn't have any money for luxuries when the children were little. In fact, we were so poor that we couldn't go on holiday. So it was very helpful to have the grandparents here to look after the children.
But there are also negatives. The house is very small for such a big family.
When I want to be alone, I have to go into the garden.

1.18 Exercise 4, page 11

D = Daughter N = Narrator
N: The daughter
D: I don't mind living with my grandparents, they're so lovely. I like talking to them – they're very experienced and give such good advice. Mum and Dad are so busy. They don't have time to listen to our problems. My parents are so lucky because grandma and granddad are very helpful in the house. Grandma is such a good cook that she does most of the cooking, while granddad looks after the garden.

1.19 Exercise 5, page 11

G = Grandmother N = Narrator
N: The grandmother
G: We thought about it for a long time because we're such independent people. Some elderly people are lonely, but not us – we've got so many friends that we never feel lonely. But we wanted to help with the children. We try to be useful and it's such fun to spend time with my grandchildren. People say that teenagers are selfish and rude, but I must say my granddaughter's such a polite young lady and she's very kind. I worry about her little brother though. He's so lazy!

1.8 Speaking

1.20 Exercises 2 and 3, page 14

E = Ed K = Kate N = Nick R = Rachel
1
E: Hello, you must be Nick. I'm Ed.
N: Hi Ed. Nice to meet you. Thanks for coming to get me.
E: No problem. How was your flight?
N: It was okay – I watched a couple of movies and listened to my music. I'm really excited to be here in London. I love travelling and meeting new people.
E: Me too. I've got loads of friends and they want to meet you.

N: Really? That's cool! What do you and your friends usually do in your free time?
E: We spend a lot of time watching films and listening to music. I'm into reggae, hip-hop and rap – I don't really like rock or heavy metal.
N: Me neither. Do you have any brothers or sisters?
E: I've just got one sister. She's a model.
N: Is she?
E: Yes, but she doesn't live at home.
N: Oh. I've got a sister too – she's training to be a pilot.
E: Wow, that's interesting. Okay, here's our train – let's go.

2
R: Kate? Hi, I'm Rachel.
K: Oh hi.
R: Did you have a good trip?
K: Yes, it was fine, thanks.
R: Great, let's wait over here. My dad is meeting us. Would you like a drink of something while we wait? Tea?
K: Oh no thanks, I'm not very keen on tea.
R: Really? I love it. I drink it all day. So, is this your first visit to England?
K: Yes, it is. I don't like travelling.
R: Don't you? Oh, I do – I want to go round the world. What do you like doing in your free time?
K: I'm really into sport – I do boxing and I play soccer for my school.
R: Wow, that's interesting. I'm terrible at sport. I'm more interested in music. I play drums in a band. What sort of music do you like?
K: I'm into classical music. I play the violin.
R: Do you? Right … Do you like shopping for clothes? There are some great shops near my house.
K: I can't afford to spend money on clothes. I'm saving to buy a new pair of boxing gloves.
R: Boxing gloves? Oh … Um. Oh look, there's dad. Dad!

1.21 Exercise 4, page 14

B = Boy G = Girl

1
B: I've got thousands of songs on my phone.
G: Have you?
G: Cool!

2
G: I love Spanish and Italian food.
B: Really?
B: Do you?

3
G: My parents have got an apartment in Paris.
B: Wow, that's interesting!
B: Have they?

4
G: There are forty students in my class.
B: Are there?
B: Really?

5
G: I can play the guitar.
B: Cool!
B: Can you?

6
B: I'm passionate about politics.
G: Really?
G: Are you?

1.22 Exercise 5, page 14

B = Boy G = Girl

1
B: I'm worried about the world.
G: Are you? I'm not.

2
G: I'm not worried about the world.
B: Me neither.

3
G: I love reading poetry.
B: Me too.

4
G: I don't like reading poetry.
B: Don't you? I do.

5
B: I've got lots of cousins.
G: Me too.

6
G: I haven't got any cousins.
B: Haven't you? I have.

Focus Review 1

1.23 Exercise 7, page 17

R = Reporter T = Tony

R: Welcome to our weekly programme in which we meet young people who have been actively involved in some unique experiments. Today I've invited Tony Miller, a psychology student from Zurich. Good morning, Tony.
T: Good morning.
R: What kind of experiment did you take part in?
T: Well, I joined a team of university researchers as a volunteer. We wanted to find out why some rich people are happy about their lives and some are not. We focused on those parts of the brain which deal with making decisions and feelings. We discovered that …
R: … Let me interrupt you here… How many people did you invite to take part in your experiment and what were their tasks?
T: So, at the beginning, fifty participants received a sum of money. One group could spend the money only on their own needs or luxuries and the other on someone they knew – it could be a relative, a neighbour, it was their own decision. We observed how the parts of their brains communicated when they were making their decisions. We also asked the participants how happy they were before, during and after the experiment …
R: … and I guess their answers depended on how they'd spent their money.
T: Exactly. Those who'd spent the money on their own pleasures, were not happy at all. But the people in the generous group felt happy at every stage of the experiment, from getting money to giving someone a gift.
R: So, what does the experiment suggest?
T: Well, it shows that people who are doing something for others are happier than those who are selfish and think only about their own needs. That's it.
R: It would explain why most people prefer giving presents to receiving them. I hope your experiment will inspire young people to be more active in charities and do voluntary work, because, as you say, …
R&T: … generous people live happier lives!

Unit 2 Science and technology

2.1 Vocabulary

1.24 Exercise 3, page 18

N = Narrator P = Presenter

N: Here are the answers to the *Science and Technology Quiz*

Part one

P: The first web browser – called Mosaic – appeared in 1993, soon after the invention of the Internet.
The first search engine was created in 1990. It was called Archie.
The first laser printers were put on sale in 1977 – a long time before personal computers and smartphones.
The first desktop computer with keyboard and mouse was in 1984.
The first smartphone was in 1994. It was made by IBM and it cost $899.
And for the final bonus question – Apple Macintosh was the company that made the first computer with a mouse.

Part two

P: Nicolaus Copernicus was an astronomer and mathematician. He developed the theory that the Earth moves around the Sun.
Isaac Newton was a physicist and mathematician. He did research into gravity, light and many areas of physics, maths and astronomy.
Charles Darwin was a biologist. He observed nature. He took notes and measurements and collected specimens from around the world.
Marie Skłodowska-Curie was a physicist and chemist. She did experiments with radioactive materials and discovered polonium and radium.
Alan Turing was a computer scientist. He invented the idea of a 'Universal Machine' or a computer in 1936.
And for a bonus question – it was Marie Skłodowska-Curie who won two Nobel prizes.

Part three

P: One is false. Einstein did not fail Mathematics at school. He was good at Maths.
Two is true. An earthquake can make the Earth turn faster and therefore make the day a little shorter.
Three is false. The two sides of the brain are connected and always work together.
And for a bonus question – the answer is 100 percent! Your whole brain is active at all times.

1.25 Exercise 4, page 19

Part two

1
Marie Sklodowska-Curie was a physicist and chemist. She did experiments with radioactive materials and discovered polonium and radium.

2
Isaac Newton was a physicist and mathematician. He did research into gravity, light and many areas of physics, maths and astronomy.

3
Alan Turing was a computer scientist. He invented the idea of a 'Universal Machine' or a computer in 1936.

4
Nicolaus Copernicus was an astronomer and mathematician. He developed the theory that the Earth moves around the Sun.

5
Charles Darwin was a biologist. He observed nature. He took notes and measurements and collected specimens from around the world.

2.2 Grammar

1.29 Focus Vlog, page 20

C = Callum J = Jessica Ja = Jake L = Laura

J: Hello! My name's Jessica. Every week I go out and interview people in the streets and put the video on my vlog.
Today I'm vlogging about problems with technology. When was the last time you had a problem with technology?

L: The last time I had a problem with technology was probably last week on holiday when my... See if it's technology … So like when my Internet wouldn't work in America.

C: Erm …, probably just the other day. Erm …, my phone wasn't working very well, I couldn't hear my friends. Volume wasn't working.

Ja: Yes, I had, it was actually just the other day. I have these speakers at home and they were just making a random popping noise, like a 'pop' for no reason. And it took me a long time to figure out how and why.

J: What were you doing when this happened?

L: So … The Internet wasn't working on holiday when I was in the car. So we were travelling. And then I had to wait until I got to the hotel to be able to get onto the WiFi so that I could book the next hotel for the whole journey.

C: I was out at a festival with my friends and I was trying to get in contact with them and it just didn't work. Whether the music was too loud or whether the phone wasn't working, you know.

Ja: Yeah, I was just relaxing at home, listening to some music and the speakers just started popping.

J: And when was the last time you had a problem with technology?

2.3 Listening

1.32 Exercises 3 and 4, page 21

1
Nobody's surprised that I studied languages – my father's an English teacher and my mother's a translator. At high school, my best subjects were Spanish and German, but I wanted to know more about the nature of language and communication. So I studied linguistics and computer science at university. I'm interested in artificial intelligence – I've just published my first research paper on robots and how they communicate.

2
I work with people who have new ideas about energy sources, like solar and wind power. We're doing research into climate change and trying to discover new ways to produce energy. I want to study ways of protecting the environment using modern technology. This is important work for the future of the planet.

3
I always want to understand why people do what they do – why do they behave that way? What are they thinking? I'm interested in how we develop from birth to the age of seven. Those seven years are the most important years for the psychological development of a child. I love doing research and analysing data. When I finish my studies, I want to work in a children's hospital.

4
I became interested in archaeology when we were studying ancient Egypt and mummies in school. It was fascinating. When I was fourteen, my class took a school trip to Paris and we visited the famous museum, the Louvre. I spent hours in the Egyptian room and decided that I wanted to know more about people who lived thousands of years ago.

5
The first time I went scuba diving, I saw a little fish swimming away into the distance, and at that moment I thought 'Oh yes, that's what I want to do – I want to explore oceans, collect evidence about global warming and help to protect marine life.' I love my work – I can't understand why everybody isn't doing my job.

2.4 Reading

1.35 Exercise 3, page 22

Okay everyone. Thank you for coming to this talk about jobs in Antarctica. We're looking for all kinds of scientists to study sea-life, space and the weather. We work long hours and we work six days a week.
In winter, it's dark for six months. That's right – in a year in Antarctica, you have one day and one night. This is difficult for most people – you need to be a special kind of person to work here.
Are you the sort of person who needs their own space? Don't come to Antarctica – here, we live in very small accommodation.
Are you fit and healthy? We have a few doctors here, and a small hospital, but the nearest main hospital is 2,800 miles away and in winter nobody can leave Antarctica. This is not a job for a person who's worried about their health.
What about salary? Your job in Antarctica won't be the best paid one in the world, but it could lead to other interesting opportunities.
Antarctica is amazing, but we work hard and the daily routine is not exciting. These are jobs for people who care about the environment and want to make a difference.

2.5 Grammar

1.40 Exercise 2, page 24

C = Chris G = Granddad

C: Granddad, how did you communicate with your friends before phones?
G: Before phones? How old do you think I am? We used to have a phone in our house.
C: One phone for everybody?
G: Yes. It was in the sitting room.
C: How did you use to text?
G: We didn't text. Text messaging didn't exist then.
C: What? I send at least thirty texts a day! How did you use to make arrangements with your friends?
G: We used to talk on the phone.
C: In the sitting room? That's not very private, is it?
G: Well, we used to have our private conversations when we saw one another.
C: So all your friends used to live near you, did they?
G: My best friends lived near me, yes. I also had a pen friend in France and we used to write letters.
C: Letters! I can't imagine life without the Internet. When you were young, everything used to be so slow!
G: Hmm, but we didn't know anything different.
C: But what did you use to do before mobile phones and social networking?
G: We used to cycle to one another's houses, go into town and buy records. We used to meet at people's houses – I remember my mother used to get really annoyed with all my friends in my bedroom. She used to tell us to turn the music down.
C: Have you got any photos of your friends?
G: Er, no I haven't, actually. My mum and dad bought me a camera for my sixteenth birthday but I never used it. These days it's so easy taking photos with a digital camera, but we didn't have them then.
C: How many friends did you use to have?
G: Oh, only five or six good ones.
C: Five or six! Do you know how many online friends I've got?
G: A hundred?
C: Six hundred and thirty-nine
G: And how many do you see regularly?
C: Oh … five or six …
G: There you are – things haven't changed much at all.

2.6 Use of English

1.41 Exercises 1 and 2, page 25

M = Man W = Woman

W: Have you heard of human computers?
M: Human computers? You mean robots?
W: No, not robots. Human computers were real people. During the 1950s and 60s, people did the kind of work computers do now. NASA, the space laboratory in the United States, employed a lot of these people. They were brilliant mathematicians.
M: Hm, that's interesting.
W: But the most interesting thing is – they were all women, and some of them, African American women. Have you heard of the film *Hidden Figures*?
M: Er, maybe. What's it about?
W: It's about three brilliant women. During the late 1950s, NASA were working on a project to send the first man into space. Three African American women were working there as human computers. But while they were working on this important project, they had to use separate bathrooms and dining rooms, and they were paid less than white employees. This kind of segregation continued until the mid-1960s.
M: That's shocking. What happened to these women?
W: One of them is still alive. Katherine Johnson worked at NASA for thirty-three years. She made big changes for women during her time there. When the film *Hidden Figures* came out, she met the actress who played her. Then, she went to the 2017 Oscars. She was ninety-eight years old. As soon as she arrived, everyone stood up and cheered.

1.41 Exercise 5, page 25

When Katherine Johnson was a child, she was a maths genius. When she was only fourteen, she went to university to study Maths. While she was studying at university, her Maths professor told her she should become a research mathematician. As soon as she graduated from university she became a teacher. During the 1940s she got married and had children. She didn't become a research mathematician until she was thirty-five. She got a job as a 'computer' with NASA. Katherine was different from other 'computers' – while she was at NASA, she asked a lot of questions. Before Katherine Johnson started work at NASA, only men went to important meetings. She changed that!

2.8 Speaking

1.43 Exercise 2, page 28

L = Lisa T = Tom

L: Hi Tom. How was your holiday in Australia?
T: It was really good thanks … except for the day I nearly died.
L: What happened?
T: I was doing some climbing. At first the sun was shining and I was enjoying myself. But all of a sudden the weather changed. It became really foggy and I couldn't see the path.
L: Oh dear, that sounds frightening.
T: I was pretty worried. I continued for a while, but finally I realised I was lost.
L: What did you do?
T: Fortunately, I had my phone with me so I called my father – 9,000 miles away in England! He called the Australian police and told them where I was. Then they called me. Unfortunately, my battery went dead after five seconds. It was dark and cold. I sat under a rock, put on my torch and waited.
L: Oh no, what a nightmare!
T: Eventually, they found me. I was so relieved. I used to go climbing on my own all the time, but I'll never do it again.

Unit 3 The arts

3.1 Vocabulary

1.47 Exercise 11, page 33

Lucy: *Humans* is the best TV series ever. I watched it on my laptop, and sometimes on my phone. I watched the first series, with eight episodes and I watched them all very quickly. It was so gripping. Once I watched three episodes one after the other. It's a science-fiction drama about intelligent robots called synths. The setting is a city in Britain where synths are part of everyday life. Synths look like humans and can do lots of different jobs. Joe Hawkins decides to buy a synth to help around the house. But the Hawkins family soon realise that there is something strange about their new synth Anita – something not quite right. As the storyline develops, we learn that there may be a group of synths who are more than just robots or gadgets. In fact, it becomes clear that all the humans on earth may be in danger. What I like most are the characters. The story develops quite slowly so you get to know the characters very well. The acting is brilliant, particularly the synth actors. I can't wait to watch the second series.

3.2 Grammar

1.48 Exercise 1, page 34

Shakespeare wrote thirty-seven plays. *Romeo and Juliet* is the most popular, but *Hamlet* is the longest, and the most challenging for actors. In fact, with over 30,000 words *Hamlet* is much longer than *Romeo and Juliet*, which has around 24,500 words.
Both Mariah Carey and Christina Aguilera are very successful pop singers with great voices. Christina Aguilera has an amazing vocal range of four octaves. But Mariah Carey's vocal range is even better – an impressive five octaves.
The five-day Glastonbury festival in England is huge! It attracts 175,000 people. But it isn't as big as Summerfest USA. Summerfest is an eleven-day festival and it attracts over a million people, making it the world's biggest pop festival.
There have been many best-selling albums over the years including *Back in Black* by AC/DC, *Led Zeppelin IV* and Adele's albums *21* and *25*, but the best-selling album ever is *Thriller* by Michael Jackson.
How many people visit museums in your country? Seven million people visit the Palace Museum in Beijing, China, every year. But the Musée du Louvre in Paris is busier. It gets eight and a half million visitors per year.
The *Harry Potter* films were all very expensive to make, but *Pirates of the Caribbean – On Stranger Tides* was more expensive than any of them. It had a huge budget of nearly $380 million.

3.3 Listening

1.50 Exercises 4 and 5, page 35

K = Katy P = Presenter

P: It's two thirty on Saturday afternoon, and you're listening to the *Culture Programme*. In this part of the programme, we invite a guest to talk about their 'Artist of the Week'. This week, we have Katy West in the studio. Katy is the Editor of *Photo Monthly Magazine*. Welcome to the *Culture Programme*.
K: Thank you.
P: Katy, tell us about your Artist of the Week.
K: My Artist of the Week is a French photographer. He takes photographs and makes them enormous. Then he pastes them in public places.
P: Does he have a name?
K: Ah, well, he's called JR. These are his initials, but his full name is a secret. This is because most of the work he does is not legal.
P: So what kind of photographs does he take, and where can we see them?
K: He takes black and white portraits of people and pastes them on buildings, walls and bridges. He has had exhibitions in museums such as the Pompidou Centre in Paris, but his favourite art gallery is in the street. He wants people who don't usually go to museums to see his work.
He often takes photographs of people with difficult lives. For example, he wanted to bring the story

of Native Americans to New York, and so he pasted an enormous black and white photo of a Native American on a wall in Manhattan.
In Brazil, he went to a famous favela in Rio. He pasted photographs of the women on the houses they live in. The eyes of the portraits look towards the centre of Rio – it's a powerful message that says 'Don't forget about us.' This was part of his 'Women are Heroes' project which gives women a unique chance to tell their story to the world.
He likes to paste portraits of ordinary people in unusual locations. For example, he pasted thousands of photos on the dome of a famous monument in Paris, the Pantheon.

P: Thank you, Katy. JR sounds like a fascinating artist …

3.5 Grammar

2.1 Focus Vlog, page 38

C = Chelsea E = Ella J = Jessica O = Oliver

J: Hello! My name's Jessica. Every week I go out and interview people in the streets and put the video on my vlog.
Today I'll be asking people in the street about attractions in London. Have you done anything interesting in London recently?

O: Well, I recently went to see *The Lion King* musical at one of the theatres at West End. And it was pretty exciting. I went with my girlfriend, so that was a nice day out. And then we went to the Harry Potter exhibition in the area as well. So that was good.

E: Recently … Well I just went to carnival actually. I went to carnival not yesterday, the day before, on Monday. That was a great, great day!

C: Last week we went to see a musical, which was really good.

J: What did you like about it?

O: Well, seeing the musical, seeing the costumes ... Em, yeah … The songs were really very well-performed. I just like going to the theatre. Anyway, it's pretty good fun.

E: I think it was … Actually that all cultures of walks of life come together, and actually just have a massive party which is always the best thing.

C: Loved seeing all the cast, acting and singing, and the general atmosphere was really good.

J: And have you done anything interesting in your city recently?

3.6 Use of English

2.2 Exercises 1 and 2, page 39

B = Boy G = Girl M = Man W = Woman

1

G: That was amazing. The soundtrack was beautiful.

B: Yes, the soundtrack was good but the storyline was really depressing.

G: Mm, it was sad, but the ending was okay.

B: Was it? I think I fell asleep. It was too long for me.

2

W: Wow, that was brilliant.

M: It was! I thought the actors performed very well.

W: Yes, but the man sang better than the woman. Her voice wasn't loud enough.

M: That's true, but her dancing was really good.

W: We should do this more often.

M: Maybe, but the tickets were so expensive.

3

B: There were far too many people in there!

G: Yes, well it is a new exhibition.

B: I didn't like the sculptures. I prefer paintings.

G: Did you see the Picasso?

B: Yes, but the room was too crowded to see it properly.

G: Oh well, let's come back when there are fewer people.

4

B: Hi, how was last night?

G: It was really good but we got home too late. I'm so tired this morning.

B: What time did it finish?

G Well, it started late and finished at midnight.

B: Midnight? That's not late for a gig! You're very lucky to see Beyoncé.

G: I know, she was absolutely brilliant, but she didn't sing enough hits.

3.8 Speaking

2.3 Exercises 3 and 4, page 42

In this photo I can see a street artist drawing a portrait on the pavement. In the background there are some people watching him. They're wearing shorts and T-shirts, so I think it's summer. The street is quite crowded, so perhaps this is a tourist area. The street artist has got dark hair and he's wearing jeans and a bright green T-shirt. He looks quite young. Next to him is a picture and he's copying it. In my opinion, he's a very good artist. I imagine he's going to collect money from the people who are watching him. Personally, I'd give him some money because I think he's done a good job.

2.4 Exercise 7, page 42

Photo A

In this photo there are some young people at a music festival. I think it's summer because some people are wearing sunglasses and baseball hats. In the middle of the picture there's a girl on a man's shoulders. She's wearing stripey trousers, a blue top and lots of bracelets. She looks very happy and I think she's moving her arms to the music. In the background there's a stage and I think a band is playing. The general atmosphere in the photo is happy and excited because people are smiling and some people have their arms in the air. Personally, I don't like crowded places. I prefer listening to music on my phone.

Photo B

This picture shows a room in an art gallery. In the background there's a red wall and on the wall is a classical painting of a woman and some children. There's a woman standing in front of the painting, and two people sitting on a seat, also in front of the painting. In the foreground there are three children. I imagine they're about nine or ten years old. Maybe they're with the woman in the background. They're wearing jeans and hoodies, so I imagine it's spring or autumn, or maybe it's cold in the art gallery. I don't think they're interested in the paintings, and they look bored. They're playing on their phones. Personally, I think they're too young to enjoy this exhibition.

Unit 4 Home sweet home

4.1 Vocabulary

2.5 Exercise 3, page 47

D = Dan L = Lucy

D: I was in Warsaw last week – what a great city!
L: Did you have time to visit?
D: A little. I stayed in the city centre – I love the contrast between the historic buildings and the modern ones. I saw one amazing building. It's in a tiny space between an old brick building and a block of flats made of concrete.
L: Oh, what sort of building is it?
D: At first it was an art project. The official name is Keret House but people call it the Narrowest House in the World.
L: How narrow is it?
D: Just a minute, I've got the information here. Let's see. It says 'the metal and glass structure is only 92 centimetres at the narrowest point and 152 centimetres wide at its widest point'. That's not very wide!
L: Does somebody actually live there?
D: Sometimes. It's a place where visiting writers can live and work. The first person to stay there was the writer Etgar Keret and that's why it's called Keret House. He says that Keret House is similar to his stories – small but complete.
L: Does it have a bathroom and kitchen?
D: Yes, here, look at the plan. It has everything one person needs. On the ground floor, there's a kitchen with a tiny fridge, a toilet and a shower. There's a ladder to the upstairs bedroom. There is plenty of natural light.
L: It's very cosy!
D: Yes, but I think I'd rather live in a spacious, open-plan flat myself!

2.8 Exercise 9, page 47

I = Interviewer S1 = Speaker 1 S2 = Speaker 2 S3 = Speaker 3

1

I: Excuse me. Would you like to live in Keret House?
S1: Well, I can see the advantages – it's in a very good location in the centre of the city. But it's not very practical, is it? How can you do the washing and the ironing? There's no space to hang up clothes. And I love making dinner for my friends, but you can only have two people in that kitchen. Also, in that tiny kitchen there's no dishwasher. I hate doing the washing-up, so no, I don't think I could live there.

2

I: Excuse me. Would you like to live in Keret House?
S2: Yes, I'd really like to live there. I'm from a big family, and I have younger sisters and brothers who make a lot of noise – they shout and scream and play crazy games with their friends. I'd be very happy living alone in Keret House. It's so small that my sisters and brothers couldn't come round and make a mess. I'd have a peaceful and quiet life.

3

I: Excuse me. Would you like to live in Keret House?
S3: I think it's a fantastic design, and I can imagine staying there for one or two nights. But I couldn't live there all the time. I like space. In such a small space, where can you put your things? When I do the shopping I usually buy loads of things, but there are no cupboards. Personally, I'd rather live in the country. I love doing the gardening and going for long walks.

4.2 Grammar

2.10 Exercise 4, page 48

C = Couchsurfer H = Host

C: I've been a member for three years now. Since I became a member, I've stayed in thirty-two countries in different types of accommodation. I've slept in a luxury studio apartment in Manhattan, on a houseboat in Amsterdam and in a basement flat in London – all for free!
H: I've been a couchsurfing host for two years now and I've already met more than thirty people. At the moment Miki is visiting from Tokyo. I've only known her for a week but I'm sure we'll remain friends. Miki is happy too – she's studied English for ten years, but she's never had the chance to speak with a native speaker before. She has been here for nearly a week, but she hasn't felt homesick because she says I make her feel at home.

2.11 Focus Vlog, page 48

A = Amber E = Esme J = Jessica M = Millie O = Oliver

J: Hello! My name's Jessica. Every week I go out and interview people in the streets and put the video on my vlog.
Today I'm going to find out where people live. Where do you live?
O: I live in Oxford. I live in a terraced house. It's three storeys. I live with four other guys. We all study at university together.
E: I live in a four-bedroom flat with a garden. It's fairly big and it's very nice.
A: I live in a medium-sized house that has six bedrooms. It has quite a large garden with chickens in. And also a front garden, drive. And it's opposite a park.
M: My house in London is quite small. I have one room, small kitchen. It's four floors, but lots of colours. Lots and lots of colours.
J: How long have you lived there?
O: I've lived in my house since September last year. So for about a … going on for a year now.
E: I've lived in my flat for fifteen years.
A: I have lived there since I was eight years old.
M: So since last September.
J: And where do you live?

4.3 Listening

2.12 Exercises 2 and 3, page 49

1

I have a big family – there are seven of us in this house, and we're all very noisy people. It's okay when you're feeling sociable, but sometimes I want to be on my own and have some quiet time. So I shut my bedroom door, put my headphones on and listen to music or chat with my friends. I have a sign on the door that says 'Keep Out' and it's not just for my parents. My brothers and sisters are

not welcome either. I don't let anybody in. My room is a calm place for me to get away from other people.

2

I like my room to be clean and tidy but, unfortunately, it's my sister's room too, and she's very disorganised. She says it's because she's artistic, and artistic people are untidy! I think she's just lazy. When we were younger, it was fun because we used to play together and chat until midnight. But now she doesn't spend much time at home – she's older than me and she has a really good social life. I stay in a lot. So I have the room to myself most of the time.

3

I think my room reflects my personality. My parents let me decorate it in my favourite colour, so I painted the walls black and put different coloured lights everywhere. I love making things – I use my room as a kind of studio. I paint, write music lyrics. On my computer, I make music mixes and create light shows to go with them. It's awesome. When my friends have a party, they always ask me to do the music.

4

I like my room but there isn't much furniture – just a desk, a wardrobe and a bed. I've got a couple of posters of my favourite artists on the wall – Klimt and Picasso. I don't really spend much time there. I'm very sporty, so I'm usually out playing football or at the gym. When I'm at home, I either watch television in the sitting room or I have meals with the rest of my family in the kitchen. I usually use my desk in my room for my studies, or sometimes I study downstairs.

5

My room isn't anything special but for some reason my friends really like coming round here. I think it's because my parents are cool – well, they're usually at work so it's just my grandmother here, and she can't hear very well. So we can make lots of noise and play music really loud. My room is a kind of meeting place for all my friends – we chat, play computer games and decide what to do at the weekend.

2.13 Exercises 5 and 6, page 49

D = Dafydd K = Karen N = Narrator

N: Dafydd

D: Okay, I'm going to give you a little tour of my bedroom and tell you about three things – three of my most treasured possessions. So let's start over here. On my desk there are two screens – my laptop and my TV. My laptop is the first of my most treasured possessions. I've only had it for two weeks – it was a birthday present. I love it – it can do everything. Over there, in the corner next to the bookcase is my guitar. It's really old – I've had it for about five years but it was my dad's before. He gave it to me for my eleventh birthday. Finally, on the wall above my bed I've got a flag – it's the Welsh flag. My family are from Wales and I'm proud of being Welsh, so that's really important.

N: Karen

K: So welcome to my bedroom. I want to show you my three most treasured possessions. That's my wardrobe over there, and on top of it there is my collection of animals. They're fluffy toys and I've had them since I was a baby. The big lion is probably my favourite, but I love them all. Next to my bed there's a bedside table, and my favourite bedside lamp is on it. It's special to me because my father brought it back from Africa. Opposite my bed you can see my bookshelves – they're full of magazines, books and DVDs. But on the bottom shelf, I've got a collection of shells – these are very important to me because they are souvenirs from all the holidays I've had since I was five years old.

4.5 Grammar

2.21 Exercise 2, page 52

L = Luisa T = Tony

T: I'm having a birthday party on the twenty-fifth. Can you come?

L: That's next Saturday, right? Yes, that sounds great. Are you having it at home?

T: No, our apartment isn't big enough. I'm using my aunt and uncle's house. They're really nice – they say it's fine.

L: That's kind of them – do they know how many friends you've got?

T: Not yet. I'm going to tell them later. We'll probably use the basement. It's huge.

L: A basement? Are you going to decorate it?

T: I suppose so. I'm not very good at that sort of thing.

L: Don't worry I'll help you. What are you doing later?

T: I'm going to text everybody with the invitation now, but after that I'm free.

2.22 Exercise 4, page 52

A = Aunt T = Tony U = Uncle

T: Two of my friends are helping me prepare the room on Saturday afternoon. We're going to hang sheets on the walls and the ceiling. Then we're going to put coloured lights everywhere. We're having a band and a DJ from eight to midnight. I've already booked them.

A: Okay, I think I'll warn the neighbours!

T: We've decided to have a fancy dress theme – everybody is coming as their favourite film character.

U: Oh good, I think I'll come as Captain Jack Sparrow!

A No, we're going out to the theatre, remember? I told you yesterday.

U: I know, I was joking. Now, what are you going to eat?

T: That's all arranged. Mum is making some pizzas.

A: And what about the cleaning the next day?

T: Oh, erm … Don't worry, I'll do that with my friend Luisa. She won't mind!

4.6 Use of English

2.23 Exercises 2 and 3, page 53

G = Girl R = Robbie

G: What are you doing for the long weekend?

R: I'm not sure. I can't make my mind up. I could stay with my mum in Paris or I could go and see my dad. He's staying with my grandparents on a farm.

G: Paris, wow. I didn't know your mum lived in Paris.

R: She doesn't live there. She works for a big international company and they do a lot of business in France. But she doesn't speak French very well. My French is pretty bad but even I speak better than she does! So she's doing a French course there. She's staying in a really cool apartment near the Louvre.

G: That sounds amazing. Have you been there before?

R: Yes, I've been there a few times. When I go there, I stay up late, get up late and then just eat all the time – the food is pretty amazing. Apart from that,

I find Paris rather boring. My mum is completely obsessed with shopping and art museums.
G: That sounds perfect to me! What will you do at your dad's?
R: I'll go fishing, play my guitar, hang out.
G: But that sounds extremely boring. I don't think you'll have fun on a farm in the middle of nowhere. Everybody goes to bed really early, especially on a farm. Time goes unbelievably slowly in the country – I can't stand it.
R: Yes, it's a bit quiet. But I quite like being in the country … and luckily I know someone in the village.
G: Ah right. Is that someone a girl by any chance?
R: Yes. I went horse-riding last time I was there, and she works at the stables. She's a little shy, but I think I'll go and stay on the farm and get to know her a bit better.
G: Can I go and stay with your mum in Paris, then?

4.8 Speaking

2.25 Exercises 2 and 3, page 56

A = Ann M = Marcus
A: What shall we do today?
M: Why don't we go to the London Dungeon? My sister went there last year and she says it's really scary.
A: Oh, I don't really like scary things. I'd rather go to Madame Tussauds.
M: Oh okay. Let's go to Madame Tussauds this morning then. What about this afternoon? It's a nice day, so how about going on the London Eye? I really want to see the views of London.
A: That's a good idea. Then we could go on a speedboat on the River Thames.
M: Hmm, I'm not sure about that. It's very expensive.
A: Oh yes. You're right. I need my money to buy souvenirs! I think we should go shopping on Oxford Street.
M: Oxford Street? No, let's go to Camden Market instead. It's more fun.
A: Oh yes, that sounds great. I want to buy some clothes.
M: Yes, me too. Do you fancy going to the theatre this evening?
A: Yes, let's go to Shakespeare's Globe. Tickets are quite cheap. Standing tickets only cost five pounds.
M: Good idea. But right now I'm starving. Let's have something to eat.

2.26 Exercise 4, page 56

A: Do you fancy going to the cinema tonight?
B: That's a good idea! What do you want to see?
A: The new film with Jennifer Aniston.
B: Oh no, I'm not keen on romantic comedy. I'd rather see an action film.
A: Okay, let's see the new James Bond instead.
B: Great. How about having a burger before we go?
A: Why not! We could try that new burger bar in town.

Focus Review 4

2.27 Exercise 7, page 59

1
I don't want to live in the suburbs all my life. Now I'm still at school and everybody knows that education in the suburbs is usually better. City schools are usually overcrowded and classes are bigger, which causes discipline problems and lowers the level of teaching. But I'd like to become a doctor so I'll have to leave to study at university. And I don't know if I'll come back to work as a doctor here.

2
I've lived in the suburbs since I was born. I used to love it when I was younger – so much space to run, everything I needed was nearby. Now I work in the city centre so I spend two hours a day driving to and from work. I am completely dependent on my car because the public transport here is rather poor. Everybody says living in the suburbs is cheaper than in the city, but if you add the cost of transportation, it is more expensive than it seems.

3
According to our recent survey, people living in the suburbs are happier than those living in cities. We asked the residents about different aspects of living in their areas, for example: job opportunities, cost of living, a place to raise children, cultural activities and many others. Over 75 percent of people from the suburbs gave their community a high rating, which is a larger percentage than any other community type.

4
Are you looking for a family-friendly house in the peaceful suburbs, far from the noise of the city? We offer you a perfectly located detached house with a large kitchen, an open-plan living room, four bedrooms, two bathrooms and a garage. There are both north and south balconies with amazing views. And the three-acre garden is an ideal place for children. For more information, email us at info@dreamhouse.com or give us a call at 8888088341 …

Unit 5 Time to learn

5.1 Vocabulary

2.28 Exercises 4 and 5, page 61

MS = Mrs Smith P = Presenter
P: This is your local news station with some very good news for teenagers. Are you a teenager who hates getting up early? Do you skip lessons because you can't get out of bed? Have you ever dropped a subject because you simply don't have the energy to study? Well, the good news is … you're not lazy! Scientists have found a reason why you can't get up early. Here to tell us about it is Head Teacher, June Smith. Mrs Smith, I believe you've changed your school timetable. Can you tell us something about that?
MS: Yes, certainly. As head teacher of a secondary school, I noticed that my pupils were often sleepy. Now, it could be because my lessons are boring! But it isn't just that. They simply weren't sleeping enough.
P: Is it because you set too much homework and they were up all night finishing it so they could hand it in in the morning?
MS: Hahaha, maybe. But according to scientists, there's a hormone, melatonin, that makes you sleepy, and teenagers get the sleepy hormone two hours later than adults. This means they go to bed later, and they should sleep later. But when school begins at 8.30, they have to get up early to go to school.

P: So what's the solution?
MS: Well, my solution is to start school at eleven o'clock in the morning.
P: And has it made a difference?
MS: Absolutely. We changed the timetable a year ago, and the results are amazing. In the past, students regularly skipped the first two or three lessons, and the ones who managed to arrive on time couldn't concentrate because they were so sleepy. It's very difficult to pay attention in class if your body wants to be asleep. Now, students can wake up naturally and sleep long enough.
P: What about the quality of their work? Have you seen any change?
MS: This year exam results improved by 19 percent. When you've had enough sleep, you don't make so many mistakes, and your memory improves too.
P: But what happens when they leave school and get a job? Most jobs start early.
MS: That won't be a problem – it's only teenagers who need to go to bed late and get up late. In your twenties, your body clock goes back to normal!

5.2 Grammar

2.32 Exercises 2 and 4, page 62

D = Dad M = Mum
D: Has Ricky spoken to you about going travelling?
M: You mean travelling to South America next year?
D: Yes! He says he doesn't want to go to university. He wants to go travelling!
M: I know.
D: Well, the answer is no!
M: But if he goes to South America next year, he'll go to university the year after.
D: Oh come on … If Ricky doesn't go to university this year, he'll never go.
M: Well, that's not …
D: And … if he doesn't go to university, he won't get a decent job.
M: That's not true – you didn't go to university and …
D: It was different then. There were more jobs and less unemployment. And anyway, I regret it.
M: I know you do, and I know that's why you want Ricky to go. But travelling is a good education too. He'll get a lot out of it if he goes to South America. He'll learn new languages for example.
D: He'll waste a year if he goes travelling! He'll do bungee jumps and get a tattoo if he does a gap year! Why do you think it's a good idea? He's so young. If he goes away on his own, he'll get into trouble. He's never been anywhere on his own before.
M: That's exactly why I think he should go. He's eighteen years old. If he doesn't do anything on his own, he'll never be independent.
D: Well, I don't know. I still think he should go to university first. I need more time to think about this …

2.33 Exercises 5 and 6, page 62

E = Emily R = Ricky
E: How did your parents react when you told them about South America?
R: Oh, errr, sort of okay.
E: Ah, not very well then.
R: Well, my mum's okay, but my dad wants me to go to university. You know what he thinks – if I go travelling, I won't go to university when I come back.
E: Oh dear. Did you tell them about Cristina?
R: No way. I can't tell them I'm going to South America to see a girl! If I tell them the truth, they definitely won't let me go.
E: Oh, so why do they think you want to go then?
R: I told them I want to learn Spanish.
E: But Cristina's Brazilian, isn't she? You won't learn any Spanish if you visit her!
R: Oh yeah. They speak Portuguese in Brazil, don't they? Well, I just said I wanted to learn languages. But if my dad doesn't agree, I won't be able to go.
E: Right. Oh well, don't worry. If your mum thinks it's a good idea, she'll probably convince your dad.
R: What? Oh, yes, I suppose so.

5.3 Listening

2.34 Exercises 2 and 4, page 63

G = Grace T = Tom
G: Hi Tom. Are you coming out with us tonight?
T: Oh no, I can't. I'm revising for exams. I need to learn fifty French verbs by heart tonight.
G: But the exams don't start until next month.
T: I know, but I get really nervous about exams. If I don't revise every night, I'll get stressed.
G: I don't know why you're so worried. You always get good marks in class.
T: I know, but that's different. In exams, I panic. And I really want to get good grades for my A levels. I want to get into a good university.
G: Listen, you need to take it easy. If you continue like this, you'll get ill.
T: Well, what can I do?
G: Okay, first you need to make a revision timetable. If you make a timetable, you'll see that you have plenty of time to do everything.
T: Um, yeah, that's quite a good idea.
G: And I think you spend too much time alone – sometimes it's good to study with other people.
T: Is it? I'm not so sure. They might know more than I do!
G: You're so negative.
T: Well, it's okay for you, you don't get nervous.
G: Of course I get nervous. But I try to be positive. For example, before an exam, I imagine myself in the exam – I know all the answers, and I pass the exam with the best marks.
T: Hm. It's true, I'm not very confident.
G: Also, you need to take breaks from time to time – go out and enjoy yourself. If you study all the time, you'll get exhausted. So you're coming out with us tonight.
T: Oh, am I? Okay, but if I fail my exams, I'll blame you.

2.35 Exercise 6, page 63

Good afternoon, year twelve. Next year, year thirteen, is your last year at secondary school. Next year, you'll apply for a place at university. But which university? Of course we'll help you to choose the best university for you, but today I'm going to give you some general information to think about.
You can apply to five different universities. So think about where you would like to live, and then go online and read about the different universities. You'll find all the

information you need to make your five choices. The universities will offer you a place depending on you're A-level grades.
You'll take your A-level exams in June. Most of you will take three or four A levels and if you get good grades, you'll get into university.
If you are likely to get excellent grades at A-level, why not apply to Oxford or Cambridge University? You'll have to take a special entrance exam, so it's a good idea to have extra lessons to prepare for it.
Last year nearly 600,000 students applied for a place at university in the UK. 200,000 of those were not successful. The competition is strong, and you may not get into the university of your choice this year.
Perhaps you'd like to study abroad. Recently, university tuition fees in the UK have increased – in most places you have to pay £9,000 a year. More and more people are now thinking about doing a degree overseas. It can work out cheaper and a lot of foreign universities teach their courses in English. So you don't have to worry about the language.
Finally, some good news. When they graduate from university, 89.9 percent of people find a job. So work hard and do your best to get into university next year. Now, we just have time for a few questions. Yes?

5.5 Grammar

2.41 Focus Vlog, page 66

C = Callum J = Jessica L = Lewis M = Millie O = Oliver

J: Hello! My name's Jessica. Every week I go out and interview people in the streets and put the video on my vlog.
Today I'm vlogging about studying. Can you describe a perfect student?
C: A perfect student is a student that wants to learn and puts a lot of effort in.
O: A perfect student … A perfect student is someone who isn't afraid to spend lots of long hours in a library reading lots of big books.
M: The perfect student is somebody who is a happy person, who enjoys reading, who enjoys learning, and enjoys being with lots of people.
L: The perfect student is a person who has the right amount of balance between work and play. Someone who dedicates enough time to study in the week and then, maybe, has enough time to relax.
J: What's a perfect place to study?
C: Perfect place to study or work is probably a nice quiet environment, but somewhere where you feel comfortable so you can focus.
O: A perfect place to study would be a quiet place where you can easily get food and drink.
M: Somewhere where there is quiet, so you can concentrate, but also lots of snacks because studying takes a long time sometimes.
L: It's a place where you can find somewhere that's quiet. Somewhere where you can find an area where you can relax and focus on your own work. And maybe somewhere where you can relax at the same time. So a library would be a perfect place. But also if you're in your bedroom or something, that would be a great place as well.
J: And can you describe a perfect student?

5.6 Use of English

2.42 Exercises 2 and 4, page 67

I = Isabel M = Monica

M: See you later.
I: I'm not coming. I don't want to be on the hockey team any more. I'm leaving.
M: But if you leave the team, we won't win our next match. Is this about losing last weekend?
I: No. Of course not. I want to do other things at the weekend. And I won't have time to do anything else unless I give up hockey.
M: But you love hockey. What other things do you want to do?
I: I don't know – have some fun. I never have any free time. As soon as I get home tonight, I'll change into my hockey kit and go to practice. I'm bored with it.
M: It's not every night.
I: Three times a week and every weekend!
M: What does Miss Temple think?
I: I haven't told her yet. I'll call her when I have a minute.
M: This is a mistake! You'll regret it if you stop now. Please talk to Miss Temple and the rest of the team first.
I: Okay, I promise. Before I decide, I'll discuss it with the rest of the team.

5.8 Speaking

2.43 Exercises 2 and 3, page 70

S = Susie T = Tom

T: Did you hear about Robert? He's leaving school because he wants to be an actor.
S: Really? I don't think it's a good idea. He hasn't done his A levels yet.
T: Hm, I see what you mean. But if he wants to be an actor, he doesn't need his A levels. Personally, I think he's doing the right thing.
S: Oh come on! That's nonsense. It's hard to be a successful actor. If he doesn't get an acting job immediately, he might need to get a proper job.
T: That's true, but he will get an acting job easily. He's really good-looking, he's a good actor, and he can sing!
S: I couldn't agree more! Robert's gorgeous, and very talented. But if you want to be an actor, talent isn't enough. You need to know somebody in the acting profession.
T: I'm not so sure. That's how it was in the past, but now it's different. If you ask me, you just need to be positive and believe in yourself.
S: That's a good point. Maybe I'm too negative. But Robert only has one more year before his A levels. I think he should do his A levels first.
T: I totally disagree! I really believe Robert should follow his dream. In my opinion, he's going to be really famous.

Unit 6 Just the job

6.1 Vocabulary

3.1 Exercises 4 and 5, page 74

A = Amy C = Chris E = Eva M = Marcus
P = Presenter

P: We interviewed four people who run very successful companies. We wanted to find out about the jobs they did before they became their own bosses and asked them about their worst work experiences. This is what they told us:

P: Eva

E: During my school holidays, I applied for a job in the women's clothes department of a department store. It was a badly-paid job and I worked long hours, but it was quite a creative job and in some ways I enjoyed it. Except for one thing – I didn't enjoy dealing with customers. They were so demanding. One woman reported me to the manager because I wanted to get her a bigger size. Well, she was a big woman! I almost got the sack for that, but instead they moved me to the furniture department. I hated it. I worked there for two weeks, and then I got fired.

P: Marcus

M: On Saturdays, I had a part-time job as a cleaner in an egg factory. I was responsible for the machines. I had to get under the machines and clean the old eggs off them. It wasn't a challenging job – anyone could do it – but I had to put up with that disgusting smell! It was so horrible that I stopped eating eggs. In fact, it put me off eggs for life! But I'm glad I did it because I was more motivated to pass my exams and get a better job.

P: Chris

C: My worst job was working in a supermarket warehouse. They took me on to work night shifts. It was a boring, repetitive job, and I had to stand for hours without a break. But that wasn't the worst thing. I had two managers – Manager A gave me a task to do, and then Manager B came up with a different task. At the end of the shift, I had two managers shouting at me for not doing my job well enough. I'm self-employed now – I rarely have a day off, but I'm so happy that nobody can tell me what to do.

P: Amy

A: I was a postwoman one Christmas. It was very tiring because I had to get up at 5 a.m. – you couldn't turn up for work one minute late. The weather was a bit of a problem but I like working outdoors. I had to knock at people's doors and some of them had really big dogs. But that wasn't the worst thing – I was much more frightened when I had to deal with their owners. People wanted to know why their mail was late – I found that really stressful. Now that I have my own company, I'm always really nice to the people who bring the post.

6.2 Grammar

3.5 Focus Vlog, page 76

Es = Esme Et = Ethan F = Freya J = Jessica
O = Oliver

J: Hello! My name's Jessica. Every week I go out and interview people in the streets and put the video on my vlog. Today I'm talking about dream jobs. If you could have any job in the world, what would you want to be?

O: If I could have any job in the world, I would want to be a teacher because I really like being able to help people and give them a step forward in life.

Et: If I could have any job in the world, I would like to be the owner of Apple, the CEO, so I could have everything at my fingertips. A lot of wealth to that as well.

Es: I think I'd want to be a composer. I love writing music!

F: I would like to be a YouTuber. Even though it's not an actual career, I do like the idea of doing your own creations, having your own self as a director.

J: If you could work anywhere in the world, where would it be?

O: If I could work anywhere in the world, I think I would like to work … Actually, I think I'd like to carry on working in Oxford, just because I really like the city. It has a nice size, it's comfortable.

Et: If I was to choose somewhere to work, it would probably be Australia. Fantastic weather, beautiful landscape, location. Yeah, Australia!

Es: Well, if I could work anywhere in the world, I'd probably still want to stay in London and work in London.

F: I would like to work at home. I would love to move to America also.

J: And if you could have any job in the world, what would you want to be?

6.3 Listening

3.6 Exercises 2 and 3, page 77

M = Mary S = Sophie

M: So do you know what you want to do when you leave school yet?

S: Erm, yes, there is something I really really want to do, but I'm not sure if I can.

M: Oh? What's that?

S: I want to do your job.

M: Ah! Right. Well, why not? It's a great job. And we need more women in the profession. There aren't many female pilots. Did you know that only 5 percent of airline pilots are women?

S: That's terrible. Why is that?

M: I'm not sure. The training is long and very expensive, but it's the same for men and women. Maybe women think it's a man's job, so they don't apply for the training.

S: If I wanted to be an airline pilot, would I find the training difficult?

M: No, I don't think so. In fact, I think you have the right qualities.

S: Really?

M: Yes, you're healthy and you have excellent eyesight. You're intelligent, you're good at maths and science, and you get on well with people. If you got your university degree first, and then went to pilot school, you could be a great pilot.

S: Do you enjoy your job?

M: I love it. I work long hours, but there are lots of good things about my job. For instance, I can travel anywhere in the world for free. There aren't many countries that I haven't visited!

S: I know – you're so lucky. But it's also a very responsible job.

M: Yes, it's true, but I like that. I need a challenge.
S: What about your colleagues?
M: I work with some great people – we have a really good time together.
S: Do you earn a lot?
M: I earn a good salary, but if I were captain, I would earn even more!
S: Is it easy to become a captain and get a pay rise?
M: No, you need a lot of experience. I've only been doing this job for five years. I may become captain after another ten years.
S: Ten years?
M: Yes. Think about it – if you went on a plane, you'd want the captain to have a lot of experience, wouldn't you?
S: Yes, that's true! But it's such an exciting and glamorous job!
M: Well, sometimes, but the lifestyle is difficult – you spend a lot of time away from home.
S: Yes, we don't see you very often. You couldn't come to my seventeenth birthday, and you even missed last Christmas.
M: Yes, that's a problem. I can't always take time off when I want to. And if I had children, it would be almost impossible to do this job. I think that's the main reason why there aren't many female airline captains.
S: You could have a house husband!
M: Okay, you find me a house husband, and I'll continue being an airline pilot!

6.5 Grammar

3.13 Exercises 2 and 3, page 80

1
I work for an IT company. The dress code is simple – you have to wear clothes! Actually, it's a very informal office and most people wear jeans. You can wear a T-shirt with the name of the company on it, but you don't have to. Of course, you need to be clean and tidy, and there are a few rules like we can't chew gum in the office. We can have drinks while we work, but we can't bring food to our desks. But it doesn't matter because there's a great canteen. Oh yes, there's another rule – the boss says we mustn't take our laptops into the canteen. I think that's a great rule – it means we have to speak to one another!

2
I work for a fashion magazine. It's a great job and I love it, but I'm new here so I have to work very long hours for not very much money. My parents keep saying 'you must ask for a rise in salary' but I know that there are hundreds of people who would do this job for nothing! So I think I must be patient and I mustn't forget that I'm getting good experience, even if I don't earn much. People think I have to wear designer clothes and look fashionable all the time. But in fact I can wear whatever I want, except when I have to interview somebody. Then I have to dress a bit more smartly. For example, I can't wear jeans or trainers but I needn't wear a suit.

3
I'm in the music industry and I'm really lucky because I work from home. People think I get up late and wear pyjamas all day, but it's not true. I need to get up early like everybody else because people start calling me when they get to the office. One of the best things about working from home is that I can go for a run when I want a break, so I usually wear sports clothes all day. Sometimes I have to call people in a different time zone – in America or Australia, and that means I need to stay up very late. In fact, I have a video conference at midnight tonight with somebody in San Francisco. I must remember to have a shave and wear a shirt and tie.

6.6 Use of English

3.14 Exercises 2 and 4, page 81

A = Adam S = Sharon T = Tutor
T: So, how do you like being back in the classroom after two weeks doing work experience?
A: It's great to be back!
T: Oh, that's nice, Adam. Did you miss your teachers?
A: Yes! I hated my work experience. It was really disappointing. I'm relieved to be back in class.
T: Well, I want to hear more about that. But how about you, Sharon?
S: Oh, I had a really rewarding time. Now I'm excited about getting a job when I leave school.
T: Well, I'm glad to hear your experience was fulfilling, Sharon. I just have a few questions I want to ask you. Did you get any information before you started your work experience?
S: I did, yes. They sent me a plan of the offices and names of the people who work there. I mean, I read about the company on their website, so I knew quite a lot, but they told me things you don't read on the website. For instance, what to wear to work.
A: That's amazing! They didn't tell me anything, so I turned up on the first day wearing my best suit – I've only worn it to weddings and funerals before. I was really embarrassed because everyone else was in jeans.
T: Oh dear. What about a supervisor or a manager? Did you have somebody to look after you?
S: Yes, he introduced me to the people who work there and he made sure I was busy. He gave me feedback when I finished a job and he was very encouraging.
A: That sounds really good. I never knew who to speak to. It was very confusing. And I didn't know anybody's name for ages. I had to ask them.
T: What about the work? Did you do interesting jobs?
A: I was bored most of the time. I did the same things every day, and most of the time I was in front of a computer.
S: My work was really stimulating and I did lots of different things. Sometimes the work was a bit too challenging, but that's how you learn.
T: It sounds like you had a very satisfying experience, Sharon. Do you think you learned anything at all, Adam?
A: Yes, I did. I never want to work in a place like that!

6.8 Speaking

3.15 Exercises 2 and 3, page 84

L = Luke Z = Zoe
Z: You did some modelling, didn't you?
L: Yes. In fact my mum wants me to do some more.
Z: What's it like?
L: It's okay – I quite like it. Why?
Z: Well, this woman came up to me in the shopping mall yesterday. She said I should do modelling. She gave me a card and told me to go and see her at the agency. What do you think I should do?

L: You should think about it carefully. Do you want to do modelling? It's hard work and you don't earn much money at first.
Z: I'd like to try.
L: Okay, well, there are lots of agencies but they're not all good ones. My best advice would be to do some research. Google the name of this agency and make sure it belongs to the Association of Model Agents.
Z: Oh, thanks, that's really helpful, thanks.
L: If I were you I'd tell your parents before you do anything else.
Z: I'm not sure that's a good idea. They might say no.
L: Why don't you go to the agency and see if you like it. Then you can tell your parents later.
Z: That's great advice, thanks. Do you have any tips on what to wear if I go and see her at the agency?
L: I don't think you should wear anything special. Just wear what you usually wear – jeans and a T-shirt is fine. It's a good idea to take a friend – you have to wait around for ages and it's really boring.
Z: That's a good idea! I'll ask Amy.
L: Oh.

Focus Review 6

3.17 Exercise 7, page 87

A = Andrew M = Megan

A: Hi, Megan!
M: Hi, Andrew!
A: How long has it been?
M: Hm, two … no … three years. What are you doing nowadays?
A: What I've always wanted to do – studying Spanish. I'd like to be an interpreter.
M: Cool! You've always been good at languages!
A: I've already done some work experience. It was a three-month summer job for a travel agency in Madrid. Nothing special, but it will look good on my CV. And I could practise the language. How about you, Megan? Are you still into horse-riding?
M: Yes, and it hasn't changed since I saw that movie *Seabiscuit* when I was a little girl. But … something has changed … you know.
A: What do you mean?
M: I can't be a jockey after an accident in a race last year.
A: Oh, I'm so sorry to hear that.
M: But I still want to work with horses …
A: As a vet?
M: Not really. After the accident, I decided to become a horse trainer. I won't actually do the racing, but I'll help train the best horses.
A: Why do you say 'I will help'? What are you doing now?
M: You need seven years of experience to be fully skilled. Guess what I'm going to be doing for the next few years?
A: What you love doing. You've always been a determined person. I'm sure you'll make it.
M: Thanks, Andrew. I must be going, bye.
A: Bye. And good luck.

Unit 7 Consumer society

7.3 Listening

3.21 Exercises 2 and 4, page 91

A = Amy RP = Radio presenter

RP: Hello and welcome to *Ask the Expert*. The topic of today's programme is buying presents, and our expert is psychologist Amy Black. Thanks for joining us this afternoon, Amy.
A: You're welcome. I'm pleased to be here.
RP: Amy, can you tell us what sort of person is good at choosing presents.
A: Well, it's true that some people are really good at buying presents, and some people are really bad, but I don't think it's a question of personality. I think anybody can buy a good present, but they have to do some research. They have to think about the type of person the present is for – what are their hobbies and interests? Do they have a favourite shop, a favourite brand, a favourite colour? The best presents are chosen after a lot of thinking.
RP: Do you think women are better than men at buying presents?
A: Well, I suppose women like shopping more than men and this means they don't mind spending hours in shopping centres or online. But as I said, anybody can buy a good present.
RP: Okay, let's read our first question. This was sent by Isabelle, 17 years old, from Bristol. She says 'My mum is going to be 40. She's not very happy about it and I want to get her something special to cheer her up.' What do you think, Amy?
A: Well, Isabelle, it's great that you want to get your mum something special. If you want to cheer her up, toiletries are always a good idea, but be careful. Your mum doesn't want to feel old. So don't buy face cream for the (ahem) older woman. You could try perfume, but first, look in the bathroom and find out which perfume she wears.
RP: Okay, our next question is from Alexander, 18 years old, from Bournemouth. He says 'It's my girlfriend's birthday next week. We haven't been going out together for very long – just two weeks. Should I get her a present?'
A: Hi, Alexander. I think it's fine to get your girlfriend a present if you want to, but don't spend too much money. Get her something personal but cheap, like a purse or a friendship bracelet. Don't buy expensive jewellery – maybe next birthday if you're still together.
RP: Time for one more – this one's from Charlotte, 16 years old, from London. She says 'One of my classmates is having her 16th birthday soon, and I want to get her something nice, but I can't afford to spend much.'
A: Well, Charlotte, why don't you collect money from a group of friends and buy something really good from all of you. It doesn't have to be an object – I think it's a really nice idea to buy an experience for your friend. For example, if she's musical, you could pay for a few hours in a recording studio.
RP: That's a great idea, thanks, Amy. Before we finish, do you have any more tips?

A: Well, the most important thing to remember is that it isn't the value of the present that matters, it's the amount of time you spend thinking about the person. That's the key.
RP: Good advice, Amy. That's all we have time for today …

7.4 Reading

3.24 Exercise 2, page 92

Welcome to One-Minute Profile. Today, the subject is AMAZON.
Everyone knows the logo – it's a smile that goes from the A of Amazon to the Z. It shows that the company is ready to deliver anything to anywhere in the world.
Amazon employs 341,000 people and 45,000 robots.
Every employee at Amazon has to spend two days a year dealing with customer complaints. And that includes Jeff Bezos, the company director.
At Amazon, 600 items are shipped every second.
One new book is added to Amazon's site every five minutes.
Amazon delivery drones fly at up to 100 metres high and at a speed of up to 100 kilometres per hour.

7.5 Grammar

3.27 Focus Vlog, page 94

E = Ethan J = Jessica O = Oliver R = Rachel
J: Hello! My name's Jessica. Every week I go out and interview people in the streets and put the video on my vlog.
Today I'm asking people in the street about clothes. How many pairs of jeans do you have?
E: I don't have that many pairs of jeans. I have two black and one blue.
R: I own many pairs of jeans. I have black jeans, one pair of black jeans, I have a white pair, I have a blue pair with rips in them and I have a normal pair – blue jeans.
F: I don't own that many.
O: Not many pairs of jeans. I don't have many pairs of jeans at all.
J: How much do you usually spend on a pair of jeans?
E: I don't want to spend that much. I keep it quite cheap. So probably about £15, £20.
R: I don't spend too much on a pair of jeans. Probably spend about 40 at the most. If they are of good quality, I think, more, but yeah! It's about the quality of the jeans.
F: I don't spend too much on a pair of jeans. Probably about £15 to £20.
O: I normally spend about £40 on a pair of jeans. Means they last me a long time.
J: And how many pairs of jeans do you have?

7.6 Use of English

3.28 Exercises 2 and 3, page 95

B = Boy G = Girl SA = Shop assistant
G: Are you doing anything tomorrow?
B: Nothing! Why?
G: Let's go to Camden Market.
B: Okay, sounds good. What do they sell?
G: Everything! You can get anything you want there.
B: Really? Who told you that?
G: Nobody. I've been there before.
…
G: Okay, where should we start?
B: Let's go to Dr Martens. I want some new boots.
G: How many pairs of Dr Martens have you got?
B: None.
G: Everybody has a pair of Dr Martens.
B: That's why I want to buy some. Excuse me, do you have these boots in size ten?
SA: We have brown or red but there are no black ones in your size. Sorry.
B: This shop is like my granny's house.
G: Look at these vintage shirts. Why don't you get one?
B: Are you kidding? No one would wear that.
SA: Can I help you?
G: Can I try these dresses on please?
B: How do they look?
G: None of them fit. They're too small.
B: That shop looks interesting. I love Japanese comics. Can we go in there?
G: Okay, but let's have something to eat first.
B: Good idea. I haven't eaten anything since breakfast.
G: That was only two hours ago. Two pancakes please.
SA: Would you like something on your pancake?
B: Sugar and lemon please.
G: Chocolate sauce please.
B: Oh, that was so good. Can we go to the Japanese comic stall now?
G: Sure, let's go.

7.8 Speaking

3.29 Exercises 3 and 5, page 98

C1 = Customer 1 C2 = Customer 2 C3 = Customer 3
SA = Shop assistant
1
C1: It's dark in here. And that music is a bit loud. Are you sure this is a shop?
C2: Yes mum, it's Jenny's favourite shop. Excuse me, I'm looking for a top.
SA: Yes, they're over there.
C2: Thanks. Here – this is what she wants.
C1: Are you sure she wants that writing on the front?
C2: Yes, it's cool.
C1: Oh, okay, if you say so. What size is she?
C2: Well, I'm a size ten so she's a twelve? Excuse me, do you have this in a size twelve please?
SA: Sure – here you are. Would you like to try it on? The changing rooms are over there.
C2: No, that's all right. I'll take it.
SA: That's twenty-nine pounds and ninety-nine pence please. How would you like to pay?
C2: Cash please. It's a present so if it doesn't fit, can we get a refund?
SA: You have twenty-eight days for a refund or an exchange. Make sure you keep your receipt.
2
SA: Can I help you?
C3: Yes, I bought this dress last week, but the zip doesn't work.
SA: Really? I'm sorry about that. What's wrong with it?
C3: Well, when I try to close it, nothing happens.
SA: That's strange. Are you sure you haven't pulled on it too hard?
C3: Yes, of course I'm sure. I think it's faulty.

SA: Hmm, it's ripped here. Are you sure you didn't rip it?
C3: No, I didn't rip it. Listen, I took it out of the bag, I tried it on but the zip didn't work. So I put it back in the bag, and now I'd like a refund please.
SA: Do you have your receipt?
C3: Yes, here it is.
SA: We can exchange it for a new one.
C3: No thanks, I just want my money back.
SA: Okay, that's no problem. Can you fill in your details here please …

Unit 8 Well-being

8.2 Grammar

3.33 Focus Vlog, page 104

A = Anna J = Jessica Je = Jenny Jf = Jeffrey T = Tristan

J: Hello! My name's Jessica. Every week I go out and interview people in the streets and put the video on my vlog.
Today I'm asking about personal achievements. What had you learnt by the time you left school?
T: What had I learnt by the time I left school? I'd learnt that I love to sing and I now do that as my job. I'd learnt the importance of friends and family, and keeping in touch with them, and allow them to keep me grounded in life. And I'd learnt the importance of going out and about as well; and experiencing nature, the joy of travelling, the joy of learning languages, and yeah, and acquiring knowledge.
Jf: I had learnt everything from independent work to travelling, learning how to survive in the world by yourself.
A: By the time I'd left school, I had learnt the importance of education and continuing with my education. So I applied to go to college and thereafter to university.
Je: By the time I left school I'd learnt to work as a team and also on my own.
J: What had you achieved by your eighteenth birthday?
T: What did I achieve by the age of 18? Well, I sing, so I'd done lots of singing. I sang at Covent Garden, at the Royal Opera House in London. I'd sung at the BBC Proms and lots of different orchestras. I toured around France with a group called Les Art Florissants. I had a platinum CD. I released a solo CD in Japan and lots of different things singing-related.
Jf: By my eighteenth birthday I had run several marathons throughout the United States.
A: By my eighteenth birthday I had achieved a good level of French. I decided to challenge myself and go to France, stay with a family, do some work experience there because it was what I wanted to study at university.
Je: By my eighteenth birthday I had learnt to play the piano.

8.3 Listening

3.34 Exercise 3, page 105

Good morning from Central Park in New York City. I can't believe I'm in the middle of one of the busiest cities in the world, and yet I can't hear any traffic noises. Pollution levels are low and the air quality is good. I can understand why New Yorkers say that Central Park is their backyard or garden and their escape from city life. Looking around, I'd say it's also their gym – it's where people come to walk, run, cycle, work out, train, climb and play football. Central Park is huge! There are over ninety-three kilometres of pathways, twenty-six playing fields and twenty-one playgrounds for children, and when you need a rest, there are 9,000 benches to sit on. There's a zoo, a theatre, a skating rink, a reservoir, places to sail and swim, and plenty of places to eat – I could live here!
It's a beautiful sunny morning, and I want to find out what people are doing here and how they use Central Park.

3.35 Exercise 4, page 105

G1 = Girl 1 G2 = Girl 2 T1 = Teen 1 T2 = Teen 2 T3 = Teen 3 M = Man R = Reporter

R: Good morning from Central Park in New York city. I can't believe I'm in the middle of one of the busiest cities in the world, and yet I can't hear any traffic noises. Pollution levels are low and the air quality is good. I can understand why New Yorkers say that Central Park is their backyard or garden and their escape from city life. Looking around, I'd say it's also their gym – it's where people come to walk, run, cycle, work out, train, climb and play football. Central Park is huge! There are over ninety-three kilometres of pathways, twenty-six playing fields and twenty-one playgrounds for children, and when you need a rest, there are 9,000 benches to sit on. There's a zoo, a theatre, a skating rink, a reservoir, places to sail and swim, and plenty of places to eat – I could live here!
It's a beautiful sunny morning, and I want to find out what people are doing here and how they use Central Park.
Hi! I see you're having a rest. Are these your bicycles?
G1: No, we hired them. We just have a few hours in Central Park today, and we wanted to see as much of the park as possible.
R: So you don't live in New York?
G1: No, we're from France. We're on holiday. I'd like to spend longer in Central Park but Julie wants to go shopping.
G2: Of course I do – you can't visit New York and not go shopping, right?
R: No, I agree. Well, enjoy the rest of your stay. I can see a runner with 'Team Central Park' on his T-shirt. I want to find out more. Hi, can I ask you a few questions?'
M: Sure, go ahead.
R: Are you training for something?
M: Well, yes, the New York City Marathon is in November. I don't know if I can do it because I'm not very fit, but I want to try.
R: Oh wow, good luck with that.
M: Thanks. I need all the luck I can get.
R: Well, the marathon is twenty-six miles – that's way too much for me. Maybe I'll sign up for one of the 5K fun runs.
I'm going to talk to a group of young people sitting on the grass over there. Hi!
T1: Hi.
R: Do you mind if I ask you a few questions?
T1: Er, no. Are you from our school?

R: Haha, no, I'm recording a podcast about parks. You look very relaxed. Do you come to Central Park a lot?
T2: Yeah, we hang out here all the time in summer. This is Sheep's Meadow – it's a really good place for sitting on a blanket, reading a book, people-watching.
R: So you guys hang out here all day?
T2: Sometimes. We bring a picnic and we play Frisbee in the afternoon.
R: I see some of you have skateboards. Is it okay to skate in the park?
T3: Yes, we have to use the bicycle paths, and then you have to be really careful because some cyclists ride very fast through the park.
R: Yes I've seen them. So what's your favourite thing in Central Park?
T2: Mine is the Alice in Wonderland statue.
T1: Oh yeah, I love that too. But I really like climbing to the top of the rocks and looking at the view.
T3: Does anybody here like the zoo?
T2: No, it's for kids.
T3: I like the zoo.
R: Well, thanks, guys. I'm going to see Alice in Wonderland. Catch you later!

8.6 Use of English

3.42 Exercises 2 and 3, page 109

J = Jenny M = Mum
M: Hurry up, Jenny – it's nearly time to go.
J: I've got a headache. I don't want to go to school today.
M: Oh dear. When did it start?
J: Oh, um, this morning.
M: Are you sure you want to take a day off school? You don't want to fall behind, do you?
J: I've fallen behind anyway.
M: Don't put yourself down like that. You're a clever girl. It's hard starting a new school.
J: It's horrible. I just don't fit in. My classmates have known one another for a long time and I'm the new girl. I don't have anyone to hang out with at break time. It's difficult to join in …
M: Have you tried signing up for some after-school activities – you know, basketball for instance. You're really good at basketball.
J: It's okay, Mum, don't stress out. I'll figure things out for myself.
M: Okay, but it's good to talk things over. Now have some breakfast. You need to look after yourself. And why don't you find out about after-school activities – that's a good way to meet people and make new friends.
J: Yes, okay. Don't worry – I'll get through this. I'm not going to give up. I just want to go over some lessons from last week and finish an essay so I can hand it in on time.
M: Fine, take today off then. It sounds as if you need some time to catch up on your work. Why don't you invite some classmates round for dinner next weekend?
J: Mum – don't worry. I'll soon have some new friends – it just takes time.
M: You're right. I suppose I'd better go to work, but I miss my old friends too. Oh well, we just have to get on with life and it will be okay in the end.

8.8 Speaking

3.43 Exercise 2, page 112

A = Andrew D = Doctor
Part one
D: Hello, Andrew. What's the problem?
A: I've got a pain in my chest.
D: I see. And when did it start?
A: A few days ago.
D: Do you have any other symptoms?
A: Yes, sometimes my stomach hurts.
D: And how are you feeling now? Have you got a headache? Do you feel dizzy?
A: No, I feel okay. But when I have a stomachache, I feel a bit sick.
D: I see. And do you have this pain all the time?
A: No, I get it in the evening after dinner, and sometimes after lunch.
D: Aha. Okay, I'm going to examine you.

3.44 Exercise 3, page 112

A = Andrew D = Doctor
Part two
D: Now … Breathe in and out for me. Good, thank you. Now, open wide – hmm, that looks fine. Right, I'm just going to take your temperature … Okay, that seems normal. Now lie down please. If I push here, does it hurt?
A: Ow. A little bit. Do you think it's my heart doctor?
D: Your heart! Why would it be your heart? You're sixteen years old.
A: My mum says I eat the wrong things and I eat too quickly and she thinks I'll have a heart attack before I'm twenty.
D: I see. Well, your heart is fine. We don't need to operate just yet. I think you've got indigestion. But your mother's right – you need to eat more slowly, and you should drink more water. I'm going to give you a prescription – take one tablet after each meal. Make another appointment to see me in a month.
A: Aren't you going to do a blood test?
D: No, I don't think that's necessary.
A: Oh good, thank you very much.

Focus Review 8

3.45 Exercise 7, page 115

1
M = Man W = Woman
M: Good morning. I'd like to make an appointment with Doctor Eric Jones.
W: I'm afraid he isn't available today. What's the problem?
M: I've had a high temperature and a sore throat since yesterday. I feel weak and dizzy. My brother's got a cold and I think I caught it.
W: Oh … I see … As I said, Doctor Jones isn't available today, but Doctor Alice Meadow can examine you.
M: Ok, that's fine for me. When can I see her?
W: I can give you an appointment at 11.00 or 1.30. Which time would be the best for you?
M: I'd prefer 1.30, please.
W: Certainly. Here's your appointment card. The doctor will see you at your appointment time, room number seventeen.
M: Thank you.

2

This week, London's air pollution was worse than in Beijing, according to Monday's readings from the Air Quality Index. It's the first time since 2014 that London has recorded worse air quality than the Chinese capital. The City Hall is warning Londoners to spend less time outdoors, take medication and contact a doctor if feeling unwell. Also, warning messages near the roads are informing drivers that they should stop their engines in traffic jams to reduce the emission of exhaust fumes. The weather forecast is not optimistic at the moment. It's cold and there is little wind so smog particles will not move away soon.

3

B = Boy G = Girl

G: It's great in here. I'm glad I've decided to come.
B: Good for you! For me it's a bit loud and there isn't enough equipment for everybody to work out. Look at the people behind the door. They've got to wait for the exercise bike.
G: Aargh … don't complain. We are lucky to have such a place in our small town. I can see some people from the neighbouring towns. They've come here by bus.
B: Bus … yeah … What time is it? Half past eight? I have to hurry or I'll miss my last bus home.
G: Don't worry. My brother is going to pick me up. We can drive you home.
B: Thanks.

4

… And I promise that I will do everything in my power to ban huge vehicles from city centres. For too long lorry drivers have been able to drive into narrow streets, blocking the pavements, making noise and emitting as much smoke as they like. The owners of transport businesses don't care about the citizens. Now, you have a chance to change it all. Vote for me and you vote for your health and the environment. I have spoken with many people during my campaign and they all want one thing: to live in a quiet and peaceful place.

5

M = Man W = Woman

M: Oh … it says here in the paper that there are two and a half billion active social media users in the world. Two billion … that's 33% of the world population. Can you believe it? It's incredible!
W: It's terrible. Is there anything about addiction?
M: Yes. Eighteen percent of Facebook users can't go a few hours without checking the news. Twenty-eight percent of smartphone users check their Twitter before getting up.
W: How are young people affected?
M: Users aged between fifteen and nineteen spend at least three hours a day on social networking sites.
W: If it's true, when do they study?

6

If you live far from tropical islands and dream of holidays on sunny beaches, why don't you try the world's largest indoor beach right in the middle of the German countryside? The Tropical Island Resort was opened south of Berlin in 2004, and is big enough to welcome up to 6,000 visitors at a time. You can enjoy water sports in the world's largest indoor pool, try a spa, whirlpools or water slides. For more adventurous people, there are flights in a hot air balloon over a tropical rainforest. The resort keeps a pleasant temperature of twenty-six degrees Celsius thanks to a modified dome which allows sunlight to shine through massive windows. If it rains, the roof is closed – and everyone can remain dry and happy in their tropical paradise.

Videoscript

For Focus Vlog videoscripts, go to Student's Book audioscript.

Unit 1 Lives people live

1.1 Vocabulary

1 BBC: Student accommodation, pages 4–5

J = Jurrien N = Narrator P = Presenter

J: My name is Jurrien Mentink, I'm a student and I'm living here in this nursing home.

N: This nursing home is in the Netherlands. Most of the residents are over eighty but Jurrien is involved in a project to connect young and older people and help the elderly with feelings of loneliness and isolation.
The accommodation is free for Jurrien and five other students. There is one condition – he has to spend thirty hours each month with the older residents.

P: Can we see your room?

J: Yeah, sure.

N: Compared with other student accommodation, the nursing home is quiet and peaceful. You don't hear loud music in the corridor, only the television turned up very loud because some of the residents are a little deaf.
This is where Jurrien lives. He has everything a student needs in his room, and he doesn't pay rent. This means he can save 30,000 euros while he's studying. But that's not why he came here. He wanted to have the experience of connecting with elderly people.
One of the students' jobs is to prepare the evening meal. But are these students missing out on the fun of student life?

J: When I was eighteen I lived in a student house so I knew what is it all about. But I'm twenty-five now and it's the next phase in my life. What I've learnt here is to respect the older residents, the older people in our society.

N: At Humanitas, the young students help their older housemates with technology. In return, the elderly bring a new perspective on life to the students. Both generations have a lot to learn from each other. Jurrien likes having 160 grandparents waving him goodbye when he goes to college every day. This style of living is based on respect for one another, and the friendships that develop are important for both young and old.

J: That's how we're doing it in Holland.

Unit 2 Science and technology

2.1 Vocabulary

6 BBC: Urban legends, pages 18–19

G = Greg N = Narrator P = Paul

N: Urban legend: a modern myth, imaginary information that many people believe to be true.
It's true that an earthquake can change the length of a day. But could people do this if everybody in the world jumped at the same time? Greg Foot is going to test this urban legend.

G: Imagine in five minutes' time, everyone on the entire planet was gonna jump at exactly the same time. From London to Sydney, Delhi to New York, 6.9 billion people leap in the air. Could they make the Earth move?

N: Greg decided to start his experiment at a music festival.

G: So I wanna get the crowd over there at the main stage to all jump at the same time, and I'm hoping it's gonna make a small earthquake. And then with a bit of maths, I can scale that up and see what'd happen if everyone around the Earth jumped at the same time, and whether that would change the speed of the spin of the Earth.

N: Paul Denton is 1.5 km away from the festival. He's going to measure the strength of the jump.

G: How're you doing? Good.
Can we test it?

P: Yes.

G: Ah, look at that! Nice one. That is brilliant.
OK, so we are gonna try to make an earthquake. What we need all you guys to do is jump and land and hit the ground at exactly the same time. Don't do it yet, get ready to do it, we're gonna count you down. All right. Let's go! Five, four, three, two, one… jump!
Have we managed to make an earthquake, Reading? Apparently at 0.6 on the Richter scale you successfully made an earthquake, Reading! Good work. Thanks guys!

G: That was amazing! How did it look?

P: Well, the jump shows up really clearly.

G: So, Paul, we've managed to detect that 1.5 km away with 50,000 people. If we had everyone in the whole world jump at the same time, could it change the length of the day?

P: It's a bit more complicated than that.

N: The crowd at Reading Festival scored 0.6 on the Richter scale. But you need to reach at least 8 on the Richter scale to move the planet. For this to happen, you'd need 7 million times the total number of people who live on the Earth.

G: OK, so the urban legend is completely untrue. You cannot shift the planet if everyone jumps at the same time. You can't even change how fast it spins, there's no truth in it at all.

Unit 3 The arts

3.1 Vocabulary

11 BBC: The Musketeers, pages 32–33

Ar = Aramis At = Athos D = D'Artagnan
P = Porthos Q = Queen

D: There's been no sign of them for an hour now.

Ar: We're safe for a while. The Queen needs to rest.

Q: Can I help? Not catching fish of course but anything, to help.

Ar: Rest while you can, Your Majesty. Soon we'll be riding again.
Q: No, I'd like to be useful. Really.
Ar: Well, in that case, can you gut a fish? Porthos is preparing a fire. I'm sure he'll appreciate help collecting sticks.
Q: Thank you. And I'm sure I can cook a little.
Ar: Delicious, Your Majesty.
Q: It's the first time I've ever cooked.
At: That's hard to believe.
Q: Would you like another?
At: Thank you, but I'm full. Shhh … D'Artagnan!
Ar: Your Majesty.
P: I'm tired of running away.
Ar: Perhaps we should be the ones doing the chasing.
At: The Queen's safety is paramount. We can't risk it by making a stand.
P: Nor can we outride them forever.
At: When we can't, then we'll fight.

Unit 4 Home sweet home

4.1 Vocabulary

15 BBC: Cave houses, pages 46–47

N = Narrator P = Presenter R = Rafiq

N: We are in the historical region of Cappadocia in central Turkey. Every morning, people visit the incredible landscape in hot air balloons.
P: It's an amazing landscape around us. These conical formations of volcanic rock – they call them fairy chimneys. You can see why.
N: People have made their homes in this magical prehistoric place.
P: You can see there's a cave down there that's been hollowed out. Over there, if you can just make it out, a blackness in the rock.
N: Humans first started making their homes here thousands of years ago. There are still communities of people living in caves today.
R: This is my grandparents' property and we take over from my grandparents and now my parents are using it. Ah!
N: Rafiq Chifchi, who now runs a local restaurant, grew up in these caves.
R: Here's my father. His name is Hassan.
P: Lovely to meet you, Hassan. Hello.
R: My mother. Salaam. And my wife, Aisha.
P: Oh, right. This is beautiful. So this is the main bedroom in the house? Is that right?
R: Yes.
P: Your roots, where your family is from, is very much from the caves. But you live in a house now?
R: Yeah, I do. But the reason is … I mean, my wife, she is a modern lady, you understand.
P: Your wife?
R: Yeah, my wife is a modern lady. For her, living in a cave, it's a bit, you know, funny. Because she didn't grow up here.
P: Do you miss living in the caves?
R: Yeah, of course I do. Because, if you say why, I grew up here. I used to climb round these rocks like a fox. At that time, I was a kid.
N: The caves are built on several levels and you have to climb up the rocks to get into them.
P: So you've managed to bring us as far as we can go. This amazing view – wow! That is an ancient, ancient view.
N: No wonder the fairy chimneys of Cappadocia are so popular with visitors. It's a unique and truly wonderful landscape.

Unit 5 Time to learn

5.1 Vocabulary

20 BBC: South Korean schools, pages 60–61

B = Boy H = Hye-min HM = Hye-min's Mother
M = Man N = Narrator

N: The South Korean education system is one of the best in the world. School children have a very long day of study. When they finish their regular classes, they go to private school in the evening for extra lessons.
N: Sixteen-year-old Hye-min is a typical South Korean school girl. After the regular lessons, she and her brother go to private school. Even very young children have extra lessons. When most other school children in the world are in bed, these South Korean pupils are still studying.
Hye-min spends three hours at the private school, or *hagwon*. How does she feel about her daily routine?
H: I get tired usually but I can forget about my hardships when I see my results because they are kind of good.
H: Hye-min studies for thirteen hours a day. She gets home after 11 o'clock and has dinner. She goes to bed at 2 a.m. and gets up at 6.30 a.m.
N: Hye-min's mother worries about her, but she says her daughter has no choice.
HM: I don't feel comfortable about this, but it's the only thing she can do to achieve her dreams.
N: The result of these long hours of study is children who are fantastic at tests. But how do they cope with such a long day?
B: Sometimes I'm very tired, like exhausted, but I don't mind because I'm studying now to do what I want to do in future.
N: This huge investment in education has transformed South Korea from one of the poorest economies in the world to one of the fastest growing economies. But there is a negative side to this intensive study. The pressure on the young generation is huge and the suicide rate is the highest in developed countries. Some people think that it's time to change the education system.
M: Test scores may be important in the age of industrialisation but not anymore. So we look into the ways to reform our educational system not based on test scores but based on creativity and social and emotional capacities.
N: In the last fifty years, South Korea has grown rapidly thanks to the hard work of students and adults. But young people have been under a lot of stress and have paid a high price. Now it's time to focus on making South Koreans happier.

Unit 6 Just the job

6.1 Vocabulary

25 **BBC: Window cleaning, pages 74–75**

B = Barry CB = Crew boss D = Dallas H = Host N = Narrator R = Ryan

H: Welcome to Burj Khalifa.
D: Pleasure. Thank you very much for having me. Thank you.
N: Dallas is in the tallest building in the world, the Burj Khalifa. He's going to a part of the building where only a few people are allowed to enter. He's going to meet the people who clean the windows. He gets out of the lift at floor 160. Then he goes to join the team of window cleaners who are preparing for their day's work.
D: I'm really nervous.
R: Dallas, you wanna come over?
D: Yeah, I'm coming.
R: OK, Dallas, just snap in. I'll check you up.
D: I was secretly hoping that it was gonna be too windy today and it would all be cancelled and we could all just go home. Somehow the windows would just clean themselves.
R: Unfortunately for you – no.
D: I'm absolutely terrified, Ryan. I've never been this scared in my life.
R: Really?
D: Well, you know, it's pretty high up here.
CB: This is Xiao Lau.
D: Hi there. Good to meet you.
CB: Barry Hannah.
D: Nice to meet you.
CB: Davie.
D: Davie, how do you do? Nice to meet you.
CB: This is Shri Krishna.
D: Good to meet you. I'm gonna try and not let you down.
N: Today, Dallas is going to clean the outside of the world's highest windows.
R: Just lean back, just lean back. You're OK, you can't go anywhere.
D: I need the bucket. Dry mouth. You get nervous at all?
B: Yeah.
D: You get a little bit scared.
B: Yes.
D: I haven't looked down yet. Now I've looked down.
N: It's hard to believe how high these windows are. Dallas is more than 600 metres above the ground, higher than the previous world's tallest building. At this height, window cleaners usually have to worry about the wind. But the Burj Khalifa has an aerodynamic design, and the wind is not a problem. But if Dallas drops something, it could do a lot of damage.
It takes three months to clean all 24,000 windows. And when they're finished, the team has to start all over again.
D: If you're gonna build a building that's truly iconic, you're gonna make it look nice.
B: And keep it looking nice!
D: And keep it looking nice, exactly! Yeah.
R: Now keep going down. Keep going. Lovely.
D: Wow. That was intense. I don't know how those guys do it every day. That was intense. But good.

Unit 7 Consumer society

7.1 Vocabulary

30 **BBC: Cheap shopping, pages 88–89**

N = Narrator P = Presenter W1 = Woman 1 W2 = Woman 2 W3 = Woman 3 W4 = Woman 4

P: There's something very weird going on with the price of things. This barbecue costs less than the meat I'm cooking on it. And if I accidentally get this duvet dirty, it's actually cheaper to throw it away and buy a new one than to take it to the cleaners. And, believe it or not, this pocket calculator costs less than the battery that powers it.
N: How did everything get to be so cheap? And is it a good or a bad thing? It all started in America where the shopping mall was invented. The Mall of America is the world's busiest shopping mall. It's enormous! You could put thirty-two jumbo jets inside. And once you're in there, there are not only shops. Here, shopping is a leisure activity. Mall of America opened in 1992 and since then more than half a billion people have visited.
W1: We're here at Mall of America, located in Bloomington, Minnesota, with over 520 stores. We have 40 million visitors, more than Graceland, Grand Canyon and Disneyland combined. It is busy. There's no tax on apparel. It's a great place to shop.
N: The invention of the shopping mall changed the way we shop. It's convenient and the huge number of customers means they can sell goods at low prices. This is where our addiction to cheap goods began. And our addiction to cheap goods is most obvious in the world of fashion.
P: What did you buy today?
W2: I got a bikini, jeans, denim shorts, shoes, sunglasses.
P: 'Tops' sounds like multiple tops.
W3: Yeah. Three or four.
P: Why did you buy four?
W3: Cause I like them all. I couldn't decide which ones to buy, so I bought them all!
P: Why did you buy so much?
W2: Because it's really cheap.
P: How much more do you find yourself buying because it's so cheap?
W4: Loads. Loads more, yeah.
P: And do you need the clothes you buy?
W4: No. No, not at all.
N: Three thousand people turned up to the opening of a new fashion superstore in London's Oxford Street. Everyone was looking for a bargain and there were plenty of cheap clothes and accessories here. This is the 'value sector' or, as the glossy magazines call it, 'fast fashion'. Fast fashion has meant that what's on the catwalks one week is on the High Street the next. It's designer style without the designer prices.
P: So, I've got my £3 handbag. Part of me thinks, brilliant, £3, can't go wrong, part of me thinks, 'I don't actually care if this falls apart in a matter of days.' And if I don't care about it, why did I buy it? If we buy all these things that we don't actually value, is there something quite worrying about that?
N: When goods are cheap, there's always a price to pay. We are already producing too much rubbish.

And workers in some countries are paid very low salaries. But perhaps this will change when people become aware of the real cost of cheap shopping.

Unit 8 Well-being

8.1 Vocabulary

36 BBC: Keeping fit, pages 102–103

DB = Dr Blannin N = Narrator P = Presenter W = Woman

N: We're keen to find out: if you don't like going to the gym and doing exercise, is there another way to get fit?

P: 'Moderate intensity physical activity' is a phrase you hear bandied around a lot at the moment and doctors recommend that adults should try to get at least 150 minutes of this per week.

N: If you do moderate intensity activity for 150 minutes a week, you have more chance of avoiding heart disease, cancer and obesity. We want to know if people get 150 minutes of exercise at home without going to the gym. We've got eight volunteers. They're going to do some household jobs indoors and outdoors and we're going to monitor how much energy they use. Let's start with housework.

P: Ready? Go!

N: Our volunteers have activity monitors attached to them while they do typical housework: ironing, vacuuming, dusting and mopping.

P: You've just missed a little bit there.

N: Dr Andy Blannin is an exercise scientist. He'll collect the data from the monitors and then he will give each activity a MET score from 1 to 10. Anything with a score between 3 and 6 is good enough to call exercise. Dr Blannin has looked at the data and he's got some results.

P: So I started the day a bit sceptical but it looks like from the graphs you're gonna prove me wrong.

DB: So here is summary data from the monitors that we've had on today and what it shows is that two of the four activities are indeed intense enough to be considered moderate intensity activity. So vacuuming and mopping just about make a MET score of 3, which classifies them as moderate intensity.

N: Time to move outside. We're going to measure some typical outdoor activities: washing the car, cleaning windows, mowing the lawn and planting flowers.

P: Even to my inexpert eyes it seems like you've buried that one.

W: I think they might just need some water.

P: How are you finding this as an exercise?

W: I think it's quite hard work, yeah.

N: But do the activity monitors agree?

P: Looking at these graphs, it seems like the stuff the people have done outdoors is even more intense than the stuff they did indoors.

DB: Yes, all of these activities are sufficiently high, even something like planting, where you're not moving around a great deal because you're using lots of upper body, is still sufficiently intense.

N: And the last few minutes of exercise.

P: OK, nice and briskly, everyone. Just walking briskly or cycling get high MET scores. Picking up a shopping basket instead of using a trolley gets a high score too. So you don't need to go to the gym to reach the target of 150 minutes of exercise.

Photocopiable resources

Contents

Resource	Language point	When to use	Time (min.)
Unit 1 Lives people live			
1 What are they like?	Personality adjectives	After 1.1 Vocabulary, pp. 4–5	10
2 Test yourselves (vocabulary)	Revising vocabulary from 1.1	After 1.1 Vocabulary, pp. 4–5	10
3 Ask me!	Question forms in the Present Simple, Present Continuous and Present Perfect	After 1.2 Grammar, p. 6	15
4 Test yourselves (grammar)	Verb + *-ing* or verb + *to* infinitive	After 1.5 Grammar, p. 10	10
5 A personal email	Correcting and completing a personal email to introduce oneself	After 1.7 Writing, pp. 12–13	15
6 A fictional character	Describing appearance, interests, personality and friends	Before Focus Review 1, Speaking, ex. 8–10, p. 17	10
7 Sentence translation	Translation from Polish into English	After Unit 1	15
Unit 2 Science and technology			
8 Crazy calculator	Words related to science and technology	After 2.1 Vocabulary, pp. 18–19	20
9 Test yourselves (vocabulary)	Revising vocabulary from 2.1	After 2.1 Vocabulary, pp. 18–19	10
10 Test yourselves (grammar)	Past Continuous and Past Simple	After 2.2 Grammar, p. 20	10
11 When you were a child …	*Used to*	After 2.5 Grammar, p. 24	20
12 An informal email	Correcting and completing an informal email with news and opinions	After 2.7 Writing, pp. 26–27	15
13 A new sport	Describing photos and sports	Before Focus Review 2, Speaking, ex. 8–11, p. 31	13
14 Sentence translation	Translation from Polish into English	After Unit 2	15
Unit 3 The arts			
15 Quiz show	Words related to TV and films	After 3.1 Vocabulary, pp. 32–33	15
16 A brag battle	Comparative and superlative adjectives	After 3.2 Grammar, p. 34	15
17 Test yourselves (grammar)	Comparative and superlative adjectives	After 3.2 Grammar, p. 34	10
18 Test yourselves (vocabulary)	Revising vocabulary from 3.1 and 3.4	After 3.4 Reading, pp. 36–37	10
19 An informal email	Correcting and completing an informal email expressing thanks, sympathy and invitation	After 3.7 Writing, pp. 40–41	15
20 Teen talents	Describing photos, activities, cultural events and skills/talents	Before Focus Review 3, Speaking, ex. 8 and 9, p. 45	15
21 Sentence translation	Translation from Polish into English	After Unit 3	15
Unit 4 Home sweet home			
22 Ms Do and Mr Make	Collocations with *make* and *do*	After 4.1 Vocabulary, pp. 46–47	10
23 Test yourselves (vocabulary)	Revising vocabulary from 4.1	After 4.1 Vocabulary, pp. 46–47	10
24 Test yourselves (grammar)	Present Perfect with *for* and *since*	After 4.2 Grammar, p. 48	10
25 Party checklist	Future forms: Present Continuous, *going to* and *will*	After 4.5 Grammar, p. 52	15
26 A blog entry	Correcting and completing a blog entry about a trip	After 4.7 Writing, pp. 54–55	15
27 Accommodation	Describing photos and accommodation	Before Focus Review 4, Speaking, ex. 8 and 9, p. 59	15
28 Sentence translation	Translation from Polish into English	After Unit 4	15
Unit 5 Time to learn			
29 Mind your step!	Words related to school and education	After 5.1 Vocabulary, pp. 60–61	15
30 Test yourselves (vocabulary)	Revising vocabulary from 5.1	After 5.1 Vocabulary, pp. 60–61	10

31 An optimistic scenario	First Conditional	After 5.2 Grammar, p. 62	10
32 Test yourselves (grammar)	Defining relative clauses	After 5.5 Grammar, p. 66	10
33 An email of enquiry	Correcting and completing an email requesting information	After 5.7 Writing, pp. 68–69	15
34 Learning and teaching	Describing photos; phrases related to education, comparing and contrasting	Before Focus Review 5, Speaking, ex. 8 and 9, p. 73	15
35 Sentence translation	Translation from Polish into English	After Unit 5	15
Unit 6 Just the job			
36 What's my job?	Words related to work	After 6.1 Vocabulary, pp. 74–75	15
37 Test yourselves (vocabulary)	Revising vocabulary from 6.1	After 6.1 Vocabulary, pp. 74–75	10
38 Imagine	Second Conditional	After 6.2 Grammar, p. 76	15
39 Test yourselves (grammar)	Modal verbs for obligation and permission	After 6.5 Grammar, p. 80	10
40 A job application	Correcting and completing a job application	After 6.7 Writing, pp. 82–83	15
41 Work, work, work	Advantages and disadvantages of different jobs; describing photos; asking and answering questions	Before Focus Review 6, Speaking, ex. 10 and 11, p. 87	15
42 Sentence translation	Translation from Polish into English	After Unit 6	15
Unit 7 Consumer society			
43 A shopping crossword	Words related to shopping	After 7.1 Vocabulary, pp. 88–89	10
44 Test yourselves (vocabulary)	Revising vocabulary from 7.1	After 7.1 Vocabulary, pp. 88–89	10
45 Passive shopping	Active and passive verb forms	After 7.2 Grammar, p. 90	10
46 Test yourselves (grammar)	Active and passive verb forms	After 7.2 Grammar, p. 90	10
47 A formal written complaint	Correcting and completing a formal written complaint	After 7.7 Writing, pp. 96–97	15
48 Shopping for clothes	Words related to shopping for clothes	Before Focus Review 7, Speaking, ex. 8, p. 101	10
49 Sentence translation	Translation from Polish into English	After Unit 7	15
Unit 8 Well-being			
50 Medical diploma	Words related to health	After 8.1 Vocabulary, pp. 102–103	15
51 Test yourselves (vocabulary)	Revising vocabulary from 8.1	After 8.1 Vocabulary, pp. 102–103	10
52 If I remember correctly ...	Past Perfect	After 8.2 Grammar, p. 104	15
53 Test yourselves (grammar)	Reported speech	After 8.5 Grammar, p. 108	10
54 A reader's comment	Correcting and completing a reader's comment about a TV programme	After 8.7 Writing, pp. 110–111	15
55 A teen health and fitness app	Describing photos, expressing opinions, asking and answering questions	Before Focus Review 8, Speaking, ex. 9–10 and p. 115	17
56 Sentence translation	Translation from Polish into English	After Unit 8	15
Units 1–8 Use of English			
57–58 Multiple choice cloze (texts)	Basic-level Matura-type tasks	After Focus Review 3 (ex. 6), 5 (ex. 6) and 6 (ex. 6)	20
59–60 Gapped sentences		After Focus Review 2 (ex. 6) and 4 (ex. 6)	12
61–62 Multiple choice cloze (dialogues)		After Focus Review 4 (ex. 5)	12
63–64 Sentence transformation		After Focus Review 1 (ex. 6), 2 (ex. 5), 5 (ex. 5) and 8 (ex. 6)	15
65–66 Translation		After Focus Review 1 (ex. 5), 3 (ex. 5), 6 (ex. 5) and 7 (ex. 5)	15
67 Gapped dialogues		After Focus Review 8 (ex. 5)	15
68 Cloze		After Focus Review 7 (ex. 6)	15

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Instructions

Unit 1 Lives people live

1 What are they like?
(1.1 Vocabulary)

Aim: To practise personality adjectives.
Interaction: Pairs.
Type of activity: Information exchange.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. **(2)** Give Student A and B their worksheets. **(3)** Explain that students have to match the pictures of the people on their worksheets with the correct adjectives. Tell them that there are twice as many adjectives in their boxes as they need. Their partner will give them clues. They should: read the adjectives in the box, ask what a person is like, listen to the clue, check they have understood and write in the answer. **(4)** Choose a strong Student B and demonstrate the activity, e.g. *A: What is James like? B: He's afraid of everything new. He never says what he thinks to people because he doesn't want them to get angry with him. A: So … he's cowardly? B: That's right.* **(5)** If you like, elicit the useful phrases and write them on the board (*What's … like? So, he/she is …? That's right.*).

Optional follow-up: Students describe other people they know, e.g. *My aunt is very cheerful and generous. My brother is sensible, but sometimes he's uncommunicative. My mother is never miserable.*

Answers:
Student A: James – cowardly; Sara – dishonest; Pete – hard-working; Sylvia – sensible; Mark – mean; Olivia – caring
Student B: Lucy – miserable; Ben – generous; Fiona – disloyal; Dave – cheerful; Helen – outgoing; Rob – uncommunicative

2 Test yourselves
(1.1 Vocabulary)

Aim: To practise vocabulary from lesson 1.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

3 Ask me!
(1.2 Grammar)

Aim: To practise question forms in the Present Simple, Present Continuous and Present Perfect.
Interaction: Pairs or groups of 3.
Type of activity: Information gap.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Divide students into pairs or groups of three. **(2)** Look at the question generators with the class. Point out that they can ask questions with question words (e.g. *Where do you …?*) or ask *Yes/No* questions (e.g. *Do you …?*). Explain that the words in brackets are optional and where they see an ellipsis (…) they can add their own ideas. **(3)** Elicit one or two more questions for each generator. **(4)** Give students ten minutes in their pairs/groups to write as many questions as they can. **(5)** Give students five minutes to ask each other their questions. **(6)** If you like, feed back with the class. Ask different students to say one thing they found out.

Optional follow-up: As students are working, walk round and note down any mistakes. Write the questions on the board and go through any mistakes. If you like, write a mix of correct questions and questions with mistakes on the board. The pairs/groups decide which are incorrect and try to correct them. Feedback with the whole class.

4 Test yourselves
(1.5 Grammar)

Aim: To practise verb + *-ing* or verb + to infinitive.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

5 A personal email
(1.7 Writing)

Aim: To practise correcting and completing a personal email, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are seven mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: two pieces of missing information, two wrong prepositions, two wrong verb forms (infinitive vs. gerund), one wrong question form.

6 A fictional character
(Focus Review 1, Speaking)

Aim: To revise vocabulary and phrases related to appearance, interests, personality and friends.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per pair.

In class: (1) Tell students that they are going to work in pairs and hand out the worksheet. **(2)** Ask them to fill in the gaps with as many different ideas as possible and give them three minutes to complete the task. **(3)** Check it with the whole class. **(4)** Give students two minutes to describe a close friend or a family member in a similar way.

7 Sentence translation
(1 Lives people live)

Aim: To practise translation from Polish into English.
Interaction: Individual.
Type of activity: Translation.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet and cut off the bottom part (the answer key). **(2)** Tell students they are going to work individually and give each student a worksheet. **(3)** Ask them to read the word list at the end of Unit 1 and to go back to grammar sections 1.2 and 1.5. **(4)** Give students ten minutes to translate the sentences into English. **(5)** Give them the answer key to check their answers. Discuss any difficulties with the whole class.

Unit 2 Science and technology

8 Crazy calculator
(2.1 Vocabulary)

Aim: To practise words related to technology
Interaction: Pairs.
Type of activity: Board game.
Time: 20 minutes.
Materials: Per pair: one worksheet, one set of cards, one dice and two coloured counters.

In class: (1) Tell students to work in pairs. **(2)** Give each pair a worksheet, two counters, a dice and a set of shuffled cards. The cards must be placed face down in a pile. Each student puts a different coloured counter (or a small object, e.g. a rubber, paper clip, pen top, etc.) on the ENTER square. Tell students that they will also have to keep their score in the game. The particular number of points they can win or lose is given on each square. **(3)** Students take turns to throw the dice. The one with the highest score starts – throws again and moves the counter forward the number of squares shown on the dice. When a player lands on a square with a question mark, the other player draws a card from the pile and asks the question. If the answer is correct, the first player adds the number of points shown on the square to their score. If the answer is wrong, the relevant number of points is deducted from their total score. When a player lands on a square with a task, they can gain additional points by completing the task. However, there are no penalty points for failing to do that. There is one bonus square, marked by the plus sign. There are also penalty squares: two called Backspace, which mean having to move back to the previous position, and two called Delete, which mean losing all or half of the player's score. The player who reaches the End square with a higher score is the winner. **(4)** Monitor the game and offer help if necessary.

9 Test yourselves
(2.1 Vocabulary)

Aim: To practise vocabulary from lesson 2.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

10 Test yourselves
(2.2 Grammar)

Aim: To practise Past Continuous and Past Simple.
Type of activity: Gap filling.

Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

11 When you were a child …
(2.5 Grammar)

Aim: To practise *used to*.
Interaction: Groups of 4.
Type of activity: Questionnaire.
Time: 20 minutes.
Materials: One worksheet per student.

In class: (1) Divide the class into groups of four and give out the worksheet. **(2)** Read out the questions and check any vocabulary problems. **(3)** Explain that students should take turns to ask each other the questions and take notes of the answers. If you like, demonstrate the activity by asking a strong student two to three questions and noting the answers on the board. Give groups ten minutes to complete the questionnaire. **(4)** Give students five minutes to write sentences with the results, individually or in their groups. **(5)** Feedback with the class. Ask different students to read out one or two of their sentences.

Optional follow-up: In their groups, students ask a question and try to find out one extra piece of information for each question in the questionnaire, e.g.

1 *Do you like spiders now? What do you do if you see a spider? Can you remember a time when you saw a big spider?*

2 *When did you have your hair cut? Do you like having long or short hair?*

3 *Where did you use to live? How long have you lived here? Have you always lived in the same house in this town/city?*

They report back to the class about the most interesting thing they found out.

12 An informal email
(2.7 Writing)

Aim: To practise correcting and completing an informal email, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are five mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: one piece of missing information, two wrong forms of imperatives, one wrong tense, one wrong form of imperative.

13 A new sport
(Focus Review 2, Speaking)

Part 1
Aim: To practise describing photos.
Interaction: Pairs.
Type of activity: Matching.
Time: 3 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work in pairs. Hand out the worksheet and tell them to look at the photo carefully and to match the parts of sentences describing it. **(2)** Then students may add more information about the photo.

Answers: 1 c **2** a **3** f **4** e **5** b **6** d

Part 2
Aim: To practise talking about trying a sport.
Interaction: Individual, pairs/groups of 3 or 4.
Type of activity: Guided and free speaking.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. Hand out the worksheet and tell them to look at the information about Becky and the last time she tried kitesurfing. **(2)** Ask students to take a moment to read the information and to prepare to talk about Becky's experience. Give students about two minutes to tell the story in pairs (students are welcome to add any information to make the story more interesting). Monitor students' work. **(3)** Now tell students to look at the questions about Kurt and his horseback riding experience. Ask them to take two minutes to fill in the missing information about Kurt. Help where necessary. **(4)** When students are ready, ask them to work in larger groups (of three or four) and tell their stories about Kurt. Other students are welcome to ask questions about the events. **(5)** You may choose a few people to present their stories to the class.

14 Sentence translation
(2 Science and technology)

Aim: To practise translation from Polish into English.
Interaction: Individual.
Type of activity: Translation.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet and cut off the bottom part (the answer key). **(2)** Tell students they are going to work individually and give each student a worksheet.

(3) Ask them to read the word list at the end of Unit 2 and to go back to grammar sections 2.2 and 2.5. **(4)** Give students ten minutes to translate the sentences into English. **(5)** Give them the answer key to check their answers. Discuss any difficulties with the whole class.

Unit 3 The arts

15 Quiz show
(3.1 Vocabulary)

Aim: To practise vocabulary related to TV and films.
Interaction: Pairs.
Type of activity: Guessing game.
Time: 15 minutes.
Materials: One set of cards per pair.

In class: (1) Tell students they are going to play a guessing game in pairs. Give each pair a set of shuffled cards and place them face down in a pile. Explain that they will have to guess as many of the answers on the card as possible within 90 seconds. Ask students to have a timer ready to time each other during the game. Each answer is worth a different number of points. **(2)** Students take turns to guess the answers on the cards. After reading the task, Student A starts timing Student B. While Student B lists the guesses, Student A says whether they are correct or wrong. When the allotted time for each task is up, the student who guessed the answers looks at the card and keeps a record of the points they have won. **(3)** When all the cards have been used, ask students about their scores.

16 A brag battle
(3.2 Grammar)

Aim: To practise comparative and superlative structures.
Interaction: Pairs.
Type of activity: Card game.
Time: 15 minutes.
Materials: One set of cards per pair.

In class: (1) Tell students they are going to play a card game. Give each pair a set of shuffled cards and place them face down in a pile. Each student draws five cards from the pile. **(2)** Students think of one singer they admire. In order to place a card down they will have to praise their chosen artist and/or criticise the opponent's one. **(3)** The student with the longer surname starts the game. Students take turns to place one card down at a time and say a sentence using all the prompts from the card, e.g. *Rihanna's voice is more beautiful than Justin Bieber's.* Students can only place a matching card down, i.e. a card with the same adjective in bold or with the same picture. A joker card is a wild card and can be put on any other card provided the player says a sentence with a comparative construction about their chosen artists. When a player doesn't have a matching card, they must draw one card from the pile. When they (still) can't play any card, they pass. The winner is the first player to get rid of all their cards. **(4)** Encourage students to react to their opponent's sentences by saying, e.g. *Fair enough, but … / I don't think so. / Oh, do you think so?*

17 Test yourselves
(3.2 Grammar)

Aim: To practise comparative and superlative adjectives.
Type of activity: Gap filling.
Time: 10 minutes
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

18 Test yourselves
(3.1 Vocabulary & 3.4 Reading)

Aim: To practise vocabulary from lessons 3.1 and 3.4.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

19 An informal email
(3.7 Writing)

Aim: To practise correcting and completing an informal email, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: one missing part of the text, two grammar mistakes, one wrong adverb, one wrong form of linker, one wrong preposition.

20 Teen talents
(Focus Review 3, Speaking)

Part 1
Aim: To practise describing a photo.
Interaction: Individual, pairs.
Type of activity: Gap filling.
Time: 5 minutes.
Materials: One worksheet per student.

In class: (1) Tell students to work individually. Give each student the worksheet and ask them to look at photo A and fill in the gaps with the correct words given next to it. Ask students to pay attention to the phrases in bold because they will need them soon. **(2)** Tell students to work in pairs and describe photo B together, using the vocabulary from the exercise. **(3)** When they have finished, you can ask each student to contribute one sentence to the description.

Answers: 1 playing **2** shows **3** probably **4** background **5** see **6** excited **7** is **8** sure **9** There

Part 2
Aim: To revise phrases used to talk about: activities we like and dislike, a cultural event we liked and a skill/talent we'd like to have.
Interaction: Pairs.
Type of activity: Jumbled sentences and classifying.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs. Give each student a worksheet and ask them to rearrange the words in the sentences. **(2)** Then ask them to put the sentences into the correct categories. **(3)** Ask one student to read their sentences to the other student, who has to agree or disagree with them and explain why. Students should take turns. **(4)** In the end, ask each student to complete the table with the sentences from the other student's handout.

Answers:
Student A: 1 A I love doing dance routines with my friends. **2 C** I'd like to be a professional swimmer. **3 D** The play was a bit boring but the lead actor was brilliant. **4 B** I can't stand exercising at the gym for hours.
Student B: 1 D Beyoncé's concert in Warsaw was unoriginal – just a collection of the singer's greatest hits. **2 A** I have a lot of fun when I do Zumba®. **3 B** I really don't like walking around shopping centres. **4 C** I would love to have artistic abilities.

21 Sentence translation
(3 The arts)

Aim: To practise translation from Polish into English.
Interaction: Individual.
Type of activity: Translation.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet and cut off the bottom part (the answer key). **(2)** Tell students they are going to work individually and give each student a worksheet. **(3)** Ask them to read the word list at the end of Unit 3 and to go back to grammar sections 3.2 and 3.5. **(4)** Give students ten minutes to translate the sentences into English. **(5)** Give them the answer key to check their answers. Discuss any difficulties with the whole class.

Unit 4 Home sweet home

22 Ms Do and Mr Make
(4.1 Vocabulary)

Aim: To practise collocations with *make* and *do*.
Interaction: Individual, pairs.
Type of activity: Matching and information exchange.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. The students' task is to find out if Ms Do and Mr Make live next door by finding the paths leading to their houses through the maze. In order to find Ms Do's and Mr Make's houses, they have to follow the words that collocate with *do* and *make* respectively. Students can only move straight ahead or turn left/right in the maze. They cannot move diagonally. You may want to set a time limit of two minutes and turn this part of the exercise into a race. **(2)** When everyone has finished, give students the correct answers. **(3)** Tell students to work in pairs. Get them to choose one of the characters. Students follow the chosen path and tell each other which of these things they **did** or **made** yesterday. Encourage students to ask follow-up questions e.g. *What kind of shopping did you do yesterday?, How often do you do voluntary work?*

Answers:
They're not next-door neighbours. Ms Do lives at number 1. Mr Make lives at number 3.
Path to No 1 (collocations with *do*): voluntary work, a difficult task, some cooking, online research, the washing up, something crazy, my English homework, a jigsaw, sport.
Path to No 3 (collocations with *make*): new friends, a good impression, a mess in my room, a lot of noise, a complaint, breakfast, my bed, an important decision.

23 Test yourselves
(4.1 Vocabulary)

Aim: To practise vocabulary from lesson 4.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

24 Test yourselves
(4.2 Grammar)

Aim: To practise Present Perfect with *for* and *since*.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

25 Party checklist
(4.5 Grammar)

Aim: To practise future forms.
Interaction: Pairs.
Type of activity: Information exchange.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work in pairs. Explain that they have to plan a party together. **(2)** Hand out the worksheets. Each student should first tick five tasks from the list that they are willing to do and put a cross next to two tasks that they are reluctant to do. Explain that students should not look at each other's worksheets. Set a time limit of one minute. **(3)** Students take turns to say which tasks they are going to do. They can only talk about one task at a time. If one of the students has chosen the same task as the other, they have to choose a different one from the tasks they initially left out unmarked. In this situation students should use will, e.g. *I wanted to prepare snacks too, but because you're going to do it, I'll tell the neighbours about the party.* The aim of the exercise is to possibly assign every task from the list to someone. If there are any tasks left at the end of the exercise, students must negotiate who will do them. However, they cannot agree to do the tasks they marked with a cross. **(4)** Ask the class which pairs managed to plan all the tasks from the list.

26 A blog entry
(4.7 Writing)

Aim: To practise correcting and completing a blog entry, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the entry, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: two missing pieces of information, one spelling mistake, one grammar mistake, one logical order mistake, one punctuation mistake.

27 Accommodation
(Focus Review 4, Speaking)

Part 1
Aim: To practise describing a photo.
Interaction: Individual, pairs.
Type of activity: Correcting.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Tell students that they are going to work individually. Hand out the worksheet and tell them to look carefully at the first photo of a teenager and read the sentences next to it. Explain that none of the sentences are exactly true and ask students to correct them by changing only ONE word in every sentence. Then tell students to check the task in pairs. **(2)** Ask students to work in AB pairs and look at the second photo. Tell them that they have similar photos but that there are some differences. Ask students to describe the photos to each other using the phrases given next to them and then find as many differences as possible. **(3)** When they have finished, students show the photos to each other and see how they did.

Example answers: The **photo** shows a teenage boy who's holding a plastic basket. There **are** a lot of dirty clothes in the basket. The boy is probably in the **bathroom** or a basement. He's wearing **a T-shirt** and a sweatshirt. In the **background**, I can see a window and many bottles with detergent for washing clothes. On the **left**, by the wall, there's a rack for drying clothes. The boy seems **happy** that he has to do the washing.

Part 2
Aim: To revise phrases used to talk about accommodation.
Interaction: Individual, pairs.
Type of activity: Gap filling, matching.
Time: 5 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. Hand out the worksheet and tell them to fill in the gaps with suitable words to make questions about accommodation. Tell students that first letters of the words have been given. Give students three minutes to do this. **(2)** Then ask them to check the task in pairs. **(3)** Ask pairs of students to match answers a–i to questions 1–9.

Answers: 1 much i **2** What f **3** is c **4** from e **5** facilities d **6** there h **7** can a **8** have g **9** Do b

28 Sentence translation
(4 Home sweet home)

Aim: To practise translation from Polish into English.
Interaction: Individual.
Type of activity: Translation.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet and cut off the bottom part (the answer key). **(2)** Tell students they are going to work individually and give each student a worksheet. **(3)** Ask them to read the word list at the end of Unit 4 and to go back to grammar sections 4.2 and 4.5. **(4)** Give students ten minutes to translate the sentences into English. **(5)** Give them the answer key to check their answers. Discuss any difficulties with the whole class.

Unit 5 Time to learn

29 Mind your step!
(5.1 Vocabulary)

Aim: To practise vocabulary related to school and education.
Interaction: Pairs.
Type of activity: Gap filling and information finding.
Time: 15 minutes.
Materials: One worksheet and one set of cards per pair.

In class: (1) Tell students to work in pairs. **(2)** Give each pair a worksheet and place a set of shuffled cards face down in a pile. Explain that they will have to match the verbs from the cards to the questions on the plan by identifying the room where the questions are located. **(3)** Point at the two avatars on the plan and ask students to choose one for themselves. **(4)** Students take turns to draw a card. They read the verb on the card to the other student, who has to match it to the correct question. If the answer is wrong, the student shades in one of the footprints leading to the head teacher's office. When the student has made five mistakes, they land in the head teacher's office, which automatically means the end of the game for them. The other student continues the game until all the cards have been used, or until they have made the fifth mistake. **(5)** Explain that the student who does the matching task also has to answer the question, no matter whether they matched the verb to the question correctly or not. **(6)** When everyone has finished, ask students how many of them 'were called into the headteacher's office' (lost the game).

30 Test yourselves
(5.1 Vocabulary)

Aim: To practise vocabulary from lesson 5.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

31 An optimistic scenario
(5.2 Grammar)

Aim: To practise First Conditional sentences.
Interaction: Pairs.
Type of activity: Information exchange.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Students A and Students B. Give students their worksheets. Tell them that they should not look at each other's worksheets. **(2)** Explain that Lisa is going to graduate from secondary school soon and the worksheet shows possible scenarios for her adult life. **(3)** Students take turns to ask each other about the missing information in their worksheets. Choose a strong student B and demonstrate the activity: *A: What will happen if Lisa doesn't get into university? B: If she doesn't (get into university), she'll do a gap year.* Ask student B to ask you a question: *B: And what will happen if Lisa gets into university? A: If she does, she'll study Physics.*

Optional follow-up:
When students have finished, ask them to think up an alternative scenario for Lisa's future with the same optimistic outcome.

32 Test yourselves
(5.5 Grammar)

Aim: To practise defining relative clauses.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

33 An email of enquiry
(5.7 Writing)

Aim: To practise correcting and completing an email of enquiry, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: three grammar mistakes, one wrong formal expression, two unnecessary contractions.

34 Learning and teaching
(Focus Review 5, Speaking)

Part 1

Aim: To revise phrases connected with learning and education and practise describing a photo.

Interaction: Pairs.

Type of activity: Guided speaking, gap filling.

Time: 10 minutes.

Materials: One worksheet per pair.

In class: (1) Tell students that they are going to work in pairs. Hand out the worksheet and tell them to look at the two photos showing two methods of learning languages and answer the questions. **(2)** Then tell students to look at vocabulary connected with learning and fill in the gaps.
(3) Ask them to look at four example sentences explaining which method of learning someone prefers. Ask pairs to talk and discuss which method they prefer and why. Encourage students to use vocabulary from the exercise.

Example answers:
Photo 1: In the photo, I can see a pretty girl wearing jeans and a top. She's probably in her bedroom or in the living room. The girl is sitting on a sofa with a laptop. She's wearing headphones. I think she's happy and excited. She's smiling.
Photo 2: I can see a group of young people and their teacher. They are in the classroom. The teenagers are students and they are listening to the teacher. He probably asked a question and they want to answer it. They seem interested in the lesson. They aren't bored.
1 make **2** revise **3** memorise **4** write **5** get **6** with **7** marks **8** discuss **9** exams **10** follow **11** flexible

Part 2

Aim: To practise comparing and contrasting two methods of teaching.

Interaction: Pairs.

Type of activity: Free speaking.

Time: 5 minutes.

Materials: One worksheet per pair.

In class: (1) Tell students that they are going to work in pairs. Hand out the worksheet and tell them to read about two different methods of teaching English used by two different teachers. **(2)** Ask students to think for a minute and note down the advantages and disadvantages of both methods. **(3)** Then tell students to discuss the methods in pairs and say which, for them, is better and more effective and why. Encourage students to use as many arguments as possible. **(4)** When they have finished, you may ask a few students to present their opinions in front of the class.

35 Sentence translation
(5 Time to learn)

Aim: To practise translation from Polish into English.

Interaction: Individual.

Type of activity: Translation.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Copy the worksheet and cut off the bottom part (the answer key). **(2)** Tell students they are going to work individually and give each student a worksheet. **(3)** Ask them to read the word list at the end of Unit 5 and to go back to grammar sections 5.2 and 5.5. **(4)** Give students ten minutes to translate the sentences into English. **(5)** Give them the answer key to check their answers. Discuss any difficulties with the whole class.

Unit 6 Just the job

36 What's my job?
(6.1 Vocabulary)

Aim: To practise work and job vocabulary.

Interaction: Groups of 4.

Type of activity: Guessing game.

Time: 15 minutes.

Materials: One worksheet per group.

In class: (1) If you like, briefly brainstorm names of professions and words related to work. **(2)** Divide students into groups of four. Give each student a rolecard and tell them NOT to show it to the other students.
(3) Students read their rolecards silently. Then they add two more things they do in their jobs. **(4)** Student A begins. He/She does NOT say his/her job. He/She reads out the information clues about his/her job point by point. After the other students in the group have listened to all the points, they try to guess the job. They can ask further questions, e.g. *Do you work in an office? Do you work with your hands?* However, Student A can only say *yes* or *no* in answer to the questions. If the group cannot guess, Student A tries to give more clues. Once the group has guessed, it is Student B's turn, then Student C's and finally Student D's.

Optional follow-up: Students choose another job and write a similar rolecard.

37 Test yourselves
(6.1 Vocabulary)

Aim: To practise vocabulary from lesson 6.1.
Interaction: Groups of 4.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

38 Imagine
(6.2 Grammar)

Aim: To practise Second Conditional questions and answers.
Interaction: Pairs.
Type of activity: Interview.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Give each student a copy of the worksheet. **(2)** Divide students into pairs. **(3)** Ask students to read the questions and answer for themselves. Then they interview their partner and take notes of their answers. **(4)** Feedback with the class.

Optional follow-up: Students write sentences about their partner.

39 Test yourselves
(6.5 Grammar)

Aim: To practise modal verbs for obligation and permission.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

40 A job application
(6.7 Writing)

Aim: To practise correcting and completing a job application, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the application, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are seven mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: two missing pieces of information, one unnecessary piece of information, one sentence too informal, one spelling mistake, one wrong word form, one wrong pronoun.

41 Work, work, work
(Focus Review 6, Speaking)

Part 1
Aim: To revise and practise phrases used to describe the advantages and disadvantages of different jobs.
Interaction: Individual, pairs.
Type of activity: Classifying.
Time: 5 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and hand out the worksheet. **(2)** Tell them to decide if the sentences describe the advantages or disadvantages of people's jobs. Give them two minutes to do this and then ask them to check their answers in pairs. **(3)** Ask pairs of students to name the pairs of jobs in the photos and discuss which is better and why. Encourage students to use the vocabulary from the exercise above.

Answers:
Advantages of my job: 1, 4, 9, 10, 11, 12
Disadvantages of my job: 2, 3, 5, 6, 7, 8

Example answer: I think it's better to be **a police officer** because you can do different things. Sometimes you can work regular hours in the office and sometimes you can work shifts and be outside all day. When you're **a scientist** you have to sit in the lab all day doing experiments. Also police officers can retire earlier and they often get bonuses.
Bottom row: ballet dancer or **manager/economist**

Part 2
Aim: To practise describing photos and answering detailed questions.
Interaction: Individual, pairs.
Type of activity: Gap filling, asking questions.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and hand out the worksheet. **(2)** Tell them to look at the photo carefully and then answer the

questions on the basis of the photo by filling in the gaps with the correct words given above. **(3)** Then ask students to check the task in pairs. **(4)** Ask students to give their own answers to questions 3 and 4 in pairs.

Answers: 1 office **2** group **3** standing **4** look **5** arguing **6** mistake **7** happened **8** would **9** helping

42 Sentence translation
(6 Just the job)

Aim: To practise translation from Polish into English.
Interaction: Individual.
Type of activity: Translation.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet and cut off the bottom part (the answer key). **(2)** Tell students they are going to work individually and give each student a worksheet. **(3)** Ask them to read the word list at the end of Unit 5 and to go back to grammar sections 5.2 and 5.5. **(4)** Give students ten minutes to translate the sentences into English. **(5)** Give them the answer key to check their answers. Discuss any difficulties with the whole class.

Unit 7 Consumer society

43 A shopping crossword
(7.1 Vocabulary)

Aim: To practise words related to shopping.
Interaction: Pairs.
Type of activity: Crossword and guessing game.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. **(2)** Give Students A and Students B their worksheets and ask them not to show them to each other. **(3)** Students work individually at first and match the clues to the answers in their part of the crossword. Set a time limit of two minutes. **(4)** Write the correct sequence of clues for Students A and Students B on the board and get students to check their answers. **(5)** Students work in pairs. They take turns to read the definitions of the words they have in their crosswords so that the other student can guess and complete the missing words. **(6)** When they have finished, tell students to compare their answers.

Answers:
Student A: 6, 5, 3, 7, 10, 12, 2
Student B: 4, 3, 1, 13, 8, 11, 9

44 Test yourselves
(7.1 Vocabulary)

Aim: To practise vocabulary from lesson 7.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

45 Passive shopping
(7.2 Grammar)

Aim: To practise the Passive voice.
Interaction: Individual and pairs.
Type of activity: Gap filling and information exchange.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. **(2)** Hand out the worksheets and tell students to complete sentences 1–4 with the verbs from the Fresh Verbs box and sentences 5–8 with the verbs from the Organic Verbs box. Remind them to change the verb forms. Set a time limit of three minutes. **(3)** Check answers with the whole class. **(4)** Tell students to read the sentences again and choose the ones they agree with. Explain that sentences 1–4 refer to their families, while 5–8 to their hometowns. **(5)** Ask students to work in pairs. Tell them to compare and discuss their choices. Encourage students to ask follow-up questions, e.g. *What do you buy online?, Are you given pocket money?, Do you know any shop assistants?, Why do you think they aren't paid enough?*

Answers:
1 done **2** bought **3** spent **4** given **5** sold **6** built **7** paid **8** advertised

46 Test yourselves
(7.2 Grammar)

Aim: To practise the Passive voice.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

47 A formal written complaint
(7.7 Writing)

Aim: To practise correcting and completing a formal written complaint, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the complaint, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are seven mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: two pieces of information presented too informally, one grammar mistake, one wrong form of adjective, one wrong preposition, one unnecessary contraction, one spelling mistake.

48 Shopping for clothes
(Focus Review 7, Speaking)

Part 1
Aim: To revise phrases used while shopping for clothes.
Interaction: Individual, pairs.
Type of activity: Gap filling.
Time: 5 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. Hand out the worksheet and tell them to take two minutes to fill in the gaps in the sentences. **(2)** Then ask students to check the task in pairs and with the whole class. **(3)** When they have finished, you can ask students to name other clothes they can shop for.

Answers:
scarf, pay, credit, like, looking, size, have, fit, give, exchange

Part 2
Aim: To revise phrases used while shopping for clothes.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 5 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Ask students to read the conversation between a shop assistant and a customer. Students A and B have different words missing. Ask them to fill in the gaps with ONE suitable word. **(2)** When students are ready they work in AB pairs and read the conversation together. Student A reads lines A, while Student B reads lines B – that is how they check the task.

Optional follow-up: If time allows, you may ask pairs to choose a different item of clothing and act out a similar conversation.

Answers:
1 help **2** looking **3** size **4** am **5** try **6** changing **7** Does **8** much **9** take **10** would **11** return **12** refund

49 Sentence translation
(7 Consumer society)

Aim: To practise translation from Polish into English.
Interaction: Individual.
Type of activity: Translation.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet and cut off the bottom part (the answer key). **(2)** Tell students they are going to work individually and give each student a worksheet. **(3)** Ask them to read the word list at the end of Unit 7 and to go back to grammar sections 7.2 and 7.5. **(4)** Give students ten minutes to translate the sentences into English. **(5)** Give them the answer key to check their answers. Discuss any difficulties with the whole class.

Unit 8 Well-being

50 Medical diploma
(8.1 Vocabulary)

Aim: To practise words related to health.
Interaction: Pairs.
Type of activity: Choosing the correct option and gap-filling game.
Time: 15 minutes.
Materials: One worksheet per student (A or B) and one set of cards per pair.

In class: (1) Divide students in pairs, Student A and Student B. Tell them to imagine that they are going to study at a medical school to become a doctor. **(2)** Give students their worksheets and place a set of shuffled cards face down in a pile. Explain that in order to get the school diploma, students have to complete all the tasks on their worksheets, from Level 0 to Level 7, and tick the boxes to mark tasks as completed. Their personal aim is to get the diploma as fast as possible. However, if a student makes a mistake, they miss a turn. To give the exercise a competitive edge, students can question the accuracy of their opponent's answer by referring to you as the adjudicator. **(3)** Students take turns to do their tasks, moving up one level at a time. For levels 0–3, they have to choose the correct options to complete the questions and then answer them. For levels 4–7, they have to draw a card from the pile and complete the sentence that describes the patient's symptoms. **(4)** Monitor the game, adjudicate any disputes and offer feedback.

Answers:
Student A
Level 0: out **Level 1:** cut **Level 2:** to **Level 3:** reduce

Student B
Level 0: out **Level 1:** rate **Level 2:** get **Level 3:** from

Cards:
1 a cough **2** a runny nose **3** a sore throat **4** dizzy **5** stomach ache **6** a temperature **7** in a rash **8** in his chest **9** his appetite **10** weight

51 Test yourselves
(8.1 Vocabulary)

Aim: To practise vocabulary from lesson 8.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

52 If I remember correctly …
(8.2 Grammar)

Aim: To practise the Past Perfect.
Interaction: Pairs.
Type of activity: Information exchange.
Time: 15 minutes.
Materials: One worksheet per pair.

In class: (1) Tell students that they are going to work in pairs and make random sentences. Give each pair of students one set of narrow cards with sentence beginnings and one set of wide cards with sentences endings. Tell students to put the cards face down in two respective piles. The narrow cards should be placed on the left. **(2)** Students take turns to turn over one card from each pile at a time to make a random sentence. **(3)** Students read their sentences to each other and say whether the sentences about them are true or false. They should also explain why, e.g. *Yes, it's true that by the time I went to primary school, I'd started learning English because I learnt English in kindergarten.* or *Obviously, I hadn't failed a single test by the age of 3 because I hadn't started school yet.* Tell students to keep a record of how many true sentences about themselves they happened to make. **(4)** Encourage students to ask each other follow-up questions: *When exactly did you start learning English? Do you remember your first English teacher?* **(5)** Once students have finished, ask them about their score.

53 Test yourselves
(8.5 Grammar)

Aim: To practise Reported Speech.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

54 A reader's comment
(8.7 Writing)

Aim: To practise correcting and completing a reader's comment, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the comment, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are seven mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one logical order mistake, three grammar mistakes, one spelling mistake, one wrong linker, one unnecessary contraction.

55 A teen health and fitness app
(Focus Review 8, Speaking)

Parts 1 and 2
Aim: To revise phrases connected with a healthy lifestyle.
Interaction: Pairs.
Type of activity: Information gap.
Time: 7 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Students A and B. Give each student a worksheet. **(2)** Explain that students have to find the beginnings or endings of the phrases. Student A reads a beginning from their handout and Student B finds an ending on their handout. Then they switch roles. Ask all students to write the phrases down. Check the answers with the whole class. **(3)** Tell Students that in Part 2 they have a description of a new health app for teenagers. Ask them to read it and fill in the gaps with the phrases from Part 1. Then check answers with the class. Encourage students to take a moment and tell their partner if they would like to use such an app or not and why.

Answers
Student A:
Part 1:
be allergic to nuts and kiwi, work out regularly, cut sweets out of your diet, tests stress me out, make better diet choices, keep fit and healthy
Part 2:
1 keep fit and healthy; **2** work out regularly;
3 make better diet choices; **4** allergic to nuts and kiwi
5 cut sweets out of your diet

Student B:
Part 1:
cut sweets out of your diet, tests stress me out, make better diet choices, keep fit and healthy, be allergic to nuts and kiwi, work out regularly
Part 2:
1 keep fit and healthy **2** work out regularly
3 make better diet choices **4** allergic to nuts and kiwi
5 cut sweets out of your diet

Part 3
Aim: To practise ways of expressing choices and justifying them.
Interaction: Pairs.
Type of activity: Guided speaking.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into different pairs. **(2)** Explain that the company which makes the health app Teen FitKit wants to advertise it in your country and is asking the opinion of teenagers on which photo to choose for the campaign ad. **(3)** Ask Students to read some opinions (1–5) and decide which photo has a better chance of becoming the ad photo. Also ask them to complete the sentences using the words in brackets and any other words they might need. Check the task with the class. **(4)** Tell students that they are going to choose the best photo and express their opinion. They are also going to explain why they did not choose the other option. Ask them to use the phrases in bold and their own, fresh ideas. Let them make short notes and then have their discussions.

Optional follow-up: Students present their ideas to the class and have a short poll of which photo won.

Answers
Student A and B
Part 3:
Photo B has a better chance of becoming the ad.
1 because it's more attractive and the girl looks more interesting, **2** it isn't very realistic, **3** a real, healthy teenager, **4** I want to work out now, **5** isn't as happy as the girl in Photo B

56 Sentence translation
(8 Well-being)

Aim: To practise translation from Polish to English.
Interaction: Individual.
Type of activity: Translation.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet and cut off the bottom part (the answer key). **(2)** Tell students they are going to work individually and give each student a worksheet. **(3)** Ask them to read the word list at the end of Unit 8 and to go back to grammar sections 8.2 and 8.5. **(4)** Give students ten minutes to translate the sentences into English. **(5)** Give them the answer key to check their answers. Discuss any difficulties with the whole class.

Units 1–8 Use of English

57–58 Multiple choice cloze (text)
(Focus Review 3, 5 & 6; Use of English)

Aim: To practise basic-level Matura-type tasks.
Interaction: Individual.
Type of activity: Multiple choice cloze (text).
Time: 20 minutes per worksheet.
Materials: One worksheet per student.

In class: (1) Copy the worksheets for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the gapped texts and to choose one correct answer (a, b or c) for each gap. **(4)** Give students twenty minutes to do the tasks on their worksheet. **(5)** Check the answers with the whole class.

Answers:
Worksheet 57:
1: 1 c, 2 b, 3 b, 4 c, 5 a
2: 1 b, 2 c, 3 a, 4 c, 5 b
3: 1 a, 2 b, 3 b, 4 a, 5 c
4: 1 a, 2 c, 3 a, 4 c, 5 b

Worksheet 58:
1: 1 a, 2 c, 3 b, 4 b, 5 a
2: 1 c, 2 b, 3 a, 4 b, 5 b
3: 1 c, 2 a, 3 c, 4 c, 5 b
4: 1 b, 2 b, 3 c, 4 c, 5 a

59–60 Gapped sentences
(Focus Review 2 & 4; Use of English)

Aim: To practise basic-level Matura-type tasks.
Interaction: Individual.
Type of activity: Gapped sentences.
Time: 12 minutes per worksheet.
Materials: One worksheet per student.

In class: (1) Copy the worksheets for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the pairs of gapped sentences and to choose one answer (a, b or c) that completes both sentences in each pair correctly. **(4)** Give students twelve minutes to do the tasks on their worksheet. **(5)** Check the answers with the whole class.

Answers:
Worksheet 59:
1: 1 c, 2 c, 3 a, 4 b, 5 a
2: 1 a, 2 c, 3 b, 4 a, 5 c
3: 1 a, 2 b, 3 b, 4 c, 5 b
4: 1 a, 2 c, 3 b, 4 b, 5 c

Worksheet 60:
1: 1 a, 2 c, 3 b, 4 c, 5 c
2: 1 a, 2 b, 3 c, 4 b, 5 c
3: 1 a, 2 a, 3 c, 4 a, 5 b
4: 1 b, 2 c, 3 c, 4 b, 5 a

61–62 Multiple choice cloze (dialogues)

(Focus Review 4; Use of English)

Aim: To practise basic-level Matura-type tasks.
Interaction: Individual.
Type of activity: Multiple choice cloze (dialogues).
Time: 12 minutes per worksheet.
Materials: One worksheet per student.

In class: (1) Copy the worksheets for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the short gapped dialogues and to choose one answer (a, b or c) that completes each dialogue correctly. **(4)** Give students twelve minutes to do the tasks on their worksheet. **(5)** Check the answers with the whole class.

Answers:

Worksheet 61:
1: 1 c, 2 c, 3 b, 4 a, 5 c
2: 1 b, 2 a, 3 b, 4 a, 5 a
3: 1 b, 2 a, 3 c, 4 c, 5 b
4: 1 c, 2 b, 3 c, 4 b, 5 a

Worksheet 62:
1: 1 b, 2 b, 3 c, 4 b, 5 a
2: 1 c, 2 b, 3 c, 4 a, 5 b
3: 1 c, 2 b, 3 b, 4 a, 5 c
4: 1 a, 2 b, 3 c, 4 a, 5 c

63–64 Sentence transformation

(Focus Review 1, 2, 5 & 8; Use of English)

Aim: To practise basic-level Matura-type tasks.
Interaction: Individual, groups of four.
Type of activity: Sentence transformation.
Time: 15 minutes per worksheet.
Materials: One worksheet per four students.

In class: (1) Copy the worksheet and cut it up so that each exercise is on a separate piece of paper. **(2)** Divide all students into groups of four and ask them to sit together. **(3)** Tell students that they are going to work individually first and hand out the worksheets. **(4)** Ask them to read the sentences on their worksheet and to choose one answer (a, b or c) that means the same as the words in bold. Give them five minutes to do the task. **(5)** Ask students to give their handout to the person on their right. The person on the right checks the transformations. If they think it is correct, they put a tick next to it. If it is wrong, they correct it, and if they are not sure, they put a question mark. **(6)** The students give their handout to the person on their right again. This person checks it again and makes necessary correction where there is a question mark. This continues until every person in the group has checked all four exercises. **(7)** Check the answers with the whole class. Groups keep a score of how many answers they had correct.

Optionally, you may give each student the whole handout with all four exercises at the end of the lesson and ask them to fill it in as homework.

Answers:

Worksheet 63:
1: 1 b, 2 a, 3 c, 4 a, 5 a
2: 1 b, 2 c, 3 b, 4 b, 5 a
3: 1 a, 2 b, 3 a, 4 a, 5 c
4: 1 c, 2 b, 3 a, 4 c, 5 b

Worksheet 64:
1: 1 a, 2 a, 3 c, 4 b, 5 a
2: 1 c, 2 b, 3 c, 4 b, 5 a
3: 1 c, 2 b, 3 a, 4 b, 5 b
4: 1 c, 2 b, 3 c, 4 a, 5 b

65–66 Translation

(Focus Review 1, 3, 6 & 7; Use of English)

Aim: To practise basic-level Matura-type tasks.
Interaction: Individual, groups of four.
Type of activity: Translation.
Time: 15 minutes.
Materials: One worksheet per four students.

In class: (1) Copy the worksheet and cut it up so that each exercise is on a separate piece of paper. **(2)** Divide all students into groups of four and ask them to sit together. **(3)** Tell students that they are going to work individually first and hand out the worksheets – each student in a group gets one exercise. **(4)** Ask students to translate parts of the sentences into English. Explain that sometimes they are given a specific word to be used in their translation. Give them five minutes to do the task. **(5)** Ask students to give their handout to the person on their right. The person on the right checks the translations. If they think it is correct, they put a tick next to it. If it is wrong, they correct it, and if they are not sure, they put a question mark. **(6)** The students give their handout to the person on their right again. This person checks it again and makes necessary correction where there is a question mark. This continues until every person in the group has checked all four exercises. **(7)** Check the correct answers with the whole class. Groups keep a score of how many answers they had correct.

Optionally, you may give each student the whole handout with all four exercises at the end of the lesson and ask them to fill it in as homework.

Answers:

Worksheet 65:

1:
1 We need to find a place where we **can put up** our tent.
2 How long **have you known** him?
3 **One of the women** in the photo is a surgeon. Can you guess which one?
4 **The Browns** live in the house on the left.
5 I'd like to **draw** your attention to this unusual painting.

2:
1 I went to a **middle school** in the capital of Poland.
2 Do you really think I should apologise? Maybe **you're right**.
3 Let's meet **in fifteen minutes**.
4 Do you think this scarf **suits** my black winter coat?
5 If he **calls/phones/rings**, let me know, OK?

3:
1 You and your older brother used to fight a lot, **didn't you**?
2 **I see your point**, but you are wrong.
3 **I'm/am having a party** on Friday night. I'd love you to come.

4 Do you have any **further** questions?
5 The doctor says I should **cut down on** fast food and fizzy drinks.
4:
1 How does your brother **earn a living**?
2 It **is usually** very hot here in the summer.
3 I know the person **whose** sculptures are on display in the local park.
4 He wanted to know **where I had seen** that Belgian film.
5 **You ought** to teach your dog some new tricks.

Worksheet 66:
1:
1 **Who broke** my favourite vase yesterday?
2 I'd like to **ask** you a favour.
3 If he **didn't have to**, he would never get up before 8 o'clock.
4 Have you ever **been to** Alaska?
5 **I called/phoned/rang you** three or four times yesterday.
2:
1 You know very well that **you mustn't/can't/aren't allowed** to go there alone.
2 I have two neighbours, but **neither of them** has a swimming pool in his garden.
3 **What beautiful** weather! Let's go for a walk.
4 **I was told** last week that I couldn't study there.
5 I'll have chicken for the **main course**.
3:
1 Very **few** people knew about the secret room.
2 Terrorists tried to **blow up** the bridge.
3 Could you **apologise** to her now?
4 The whole situation was really **embarrassing**. I wanted to run away and hide.
5 **Let me think**. Yes, I believe it's in the living room.
4:
1 You can join them tomorrow. **It's fine (with me)**.
2 He has lived there **since** the beginning of 1990.
3 Where is she? **She was supposed to** be here at half past one.
4 We are terribly sorry, but we **won't be able to** help you at all.
5 What's the average **salary** in Poland?

67 Gapped dialogues
(Focus Review 8; Use of English)

Aim: To practise completing dialogues.
Interaction: Individual, pairs.
Type of activity: Gap filling.
Time: 15 minutes.
Materials: One worksheet per student (A or B).

In class: **(1)** Copy the worksheet for Student A and Student B. **(2)** Divide students into pairs and hand out their worksheets. **(3)** Tell students that they are going to work individually first. **(4)** Ask students to read their dialogues carefully and fill in the gaps. They must use the word in brackets. Give them 5–7 minutes to do the task. **(5)** Ask students to swap worksheets with their partners and have a peer-correction session. **(6)** When they are ready, they look at both worksheets and make sure all the answers are correct. **(7)** Check the answers with the whole class. Pairs keep a score of how many answers they had correct.

Answers:
Student A:
Dialogue 1:
1 do you fancy going
2 would rather go
3 if I were you
Dialogue 2:
1 did the pain start/did the pain begin
2 will examine you/am going to examine you
3 Does it hurt
Student B:
Dialogue 1:
1 Would you like to try it on?/Do you want to try it on?
2 you should take it
3 can I exchange it for
Dialogue 2:
1 do I need/do I need to bring/do I need to have
2 Why don't you have
3 you don't get

68 Cloze
(Focus Review 7; Use of English)

Aim: To practise completing texts with correct grammatical forms.
Interaction: Individual, pairs.
Type of activity: Gap filling.
Time: 15 minutes.
Materials: One worksheet per student (A or B).

In class: **(1)** Copy the worksheet for Student A and Student B. **(2)** Divide students into pairs and hand out their worksheets. **(3)** Tell students that they are going to work individually first. **(4)** Ask students to read their texts carefully and fill in the gaps with the correct forms of the words in the box. Remind them that the words they need are nouns, verbs, adjectives or adverbs. Give them 5–7 minutes to do the task. **(5)** Ask students to swap worksheets with their partners and have a peer-correction session. **(6)** When they are ready, they look at both worksheets and make sure all the answers are correct. **(7)** Check the answers with the whole class. Pairs keep a score of how many answers they had correct.

Optionally, you may use the texts as a starting point for a speaking practice.

Answers:
Student A:
Text 1:
1 hopeless **2** intelligence **3** lower **4** Scientists **5** poorly
Text 2:
1 really **2** players **3** pleasure **4** makes **5** addiction

Student B:
Text 1:
1 owner **2** worked **3** products **4** fastest **5** failures
Text 2:
1 exceptionally **2** known **3** prestigious **4** famous **5** homeless

What are they like?

1.1 Vocabulary (personality)

Student A



James is _____



Sara is _____



Pete is _____



Sylvia is _____



Mark is _____



Olivia is _____

hard-working cowardly sensible outgoing dishonest lazy
cheerful sensitive unkind caring mean irresponsible

CLUES AND ANSWERS FOR STUDENT B

Name and description	Confirm
1 Lucy: She's extremely unhappy. She's always complaining or in a bad mood.	MISERABLE
2 Ben: He always gives people lots of time and money.	GENEROUS
3 Fiona: She talks badly about her friends when they are not there.	DISLOYAL
4 Dave: He always behaves in a happy, friendly way. He's always smiling.	CHEERFUL
5 Helen: She's friendly and she enjoys meeting people and talking to new people.	OUTGOING
6 Rob: He's not very willing to talk to people.	UNCOMMUNICATIVE

Student B

CLUES AND ANSWERS FOR STUDENT A

Name and description	Confirm
1 James: He's afraid of everything new. He never says what he thinks to people because he doesn't want them to get angry with him.	COWARDLY
2 Sara: She often tells lies and you can't trust her.	DISHONEST
3 Pete: He always puts a lot of effort into his work.	HARD-WORKING
4 Sylvia: She's very reasonable. She always does the most practical thing.	SENSIBLE
5 Mark: He's cruel and he doesn't like spending money – especially on other people.	MEAN
6 Olivia: She's kind, sympathetic and helpful to other people.	CARING



Lucy is _____



Ben is _____



Fiona is _____



Dave is _____



Helen is _____



Rob is _____

outgoing modest arrogant uncommunicative selfish generous
uncooperative disloyal grumpy cheerful lazy miserable

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Resource 2 Test yourselves
1.1 Vocabulary

Student A

1a Write the opposite of these adjectives.

1 shy ≠ _____
2 popular ≠ _____
3 caring ≠ _____
4 adventurous ≠ _____
5 responsible ≠ _____

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 *hard-working*
2 *impolite*
3 *sensible*
4 *dishonest*
5 *miserable*

2a Complete the sentences with the adjectives from the box. There is one extra word.

relaxed serious boring
responsible cheerful miserable

1 Mark is a _____ person – I don't think he ever stops smiling.
2 This film is so _____ I almost fell asleep. The plot does not change at all.
3 You want to go to Antarctica to see penguins? You can't be _____!
4 I want my parents to believe I am _____ so I am looking for a summer job this year.
5 John really needed holidays. Just look at him, he looks so _____.

2b Listen to Student B and check his/her answers.

1 I feel so *lazy* today. I could stay in bed all day and do absolutely nothing.
2 Our local football team and their fans are *miserable* because they have lost all their games this year.
3 Don't be so *shy*! You know you can always ask me for help with your homework.
4 Thank you for telling the truth. You are an *honest* person and I truly appreciate it.
5 I was *unpopular* at high school and I had only one friend. But now I go out more and I think this has changed.

2c Read your sentences to Student B.

Student B

1a Write the opposite of these adjectives.

1 lazy ≠ _____
2 polite ≠ _____
3 silly ≠ _____
4 honest ≠ _____
5 cheerful ≠ _____

1b Listen to Student A and check his/her answers.

1 *outgoing*
2 *unpopular*
3 *selfish*
4 *unadventurous*
5 *irresponsible*

1c Read your answers to Student A.

2a Complete the sentences with the adjectives from the box. There is one extra word.

shy lazy unpopular
miserable honest impolite

1 I feel so _____ today. I could stay in bed all day and do absolutely nothing.
2 Our local football team and their fans are _____ because they have lost all their games this year.
3 Don't be so _____! You know you can always ask me for help with your homework.
4 Thank you for telling the truth. You are an _____ person and I truly appreciate it.
5 I was _____ at high school and I had only one friend. But now I go out more and I think this has changed.

2b Read your sentences to Student A.

2c Listen to Student A and check his/her answers.

1 Mark is a *cheerful* person – I don't think he ever stops smiling.
2 This film is so *boring* I almost fell asleep. The plot does not change at all.
3 You want to go to Antarctica to see penguins? You can't be *serious*!
4 I want my parents to believe I am *responsible* so I am looking for a summer job this year.
5 John really needed holidays. Just look at him, he looks so *relaxed*.

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Ask me!

1.2 Grammar (present tenses – question forms)

Generator 1

(Where) (What) (Why) (When) (Who)	do does	you your parents your best friend your teacher your brother/sister people in your country	like admire live work study spend enjoy try	(new things) (famous people) (free time) (sports) (…)	?

Generator 2

(Where) (What) (Why) (When) (Who)	is are	you your parents your best friend your teacher your brother/sister people in your country	doing watching playing reading chatting eating thinking about	(online) (something good) (at the moment) (pizza) (TV) (…)	?

Generator 3

(What) (Why)	has have	you your parents your best friend your teacher your brother/sister people in your country	done tried watched met talked to read about	(something new) (anyone interesting) (…)	(this year) (today) (this week)	?

Generator 1

(Where) (What) (Why) (When) (Who)	do does	you your parents your best friend your teacher your brother/sister people in your country	like admire live work study spend enjoy try	(new things) (famous people) (free time) (sports) (…)	?

Generator 2

(Where) (What) (Why) (When) (Who)	is are	you your parents your best friend your teacher your brother/sister people in your country	doing watching playing reading chatting eating thinking about	(online) (something good) (at the moment) (pizza) (TV) (…)	?

Generator 3

(What) (Why)	has have	you your parents your best friend your teacher your brother/sister people in your country	done tried watched met talked to read about	(something new) (anyone interesting) (…)	(this year) (today) (this week)	?

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Resource 4

Test yourselves

1.5 Grammar (verb + -ing or verb + to infinitive)

Student A

1 Complete the sentences with the correct forms of the verbs in brackets. Use the *-ing* form or *to* infinitive.

1 Allan wants _____ (work) as a fashion designer in the future.
2 Sandra refuses _____ (wear) her school uniform because it's ugly.
3 Jack can't stand _____ (shop) for clothes with his mum.
4 Lisa has decided _____ (spend) £100 on a new dress.
5 Thomas spends a lot of time _____ (choose) his clothes for school.
6 Mary sometimes pretends _____ (be) a famous supermodel.

2 Read your sentences to Student B.

3 Listen to Student B and check his/her answers.

1 Wendy has agreed *to make* a long scarf for me.
2 Daniel avoids *wearing* the same clothes to school every day.
3 Olga can't afford *to go* to a fashion school in the USA.
4 Brian would like *to change* his attitude to clothes.
5 Sylvia hopes *to meet* some famous designers in London.
6 Patrick doesn't mind *buying* second-hand clothes.

Student B

1 Complete the sentences with the correct forms of the verbs in brackets. Use the *-ing* form or *to* infinitive.

1 Wendy has agreed _____ (make) a long scarf for me.
2 Daniel avoids _____ (wear) the same clothes to school every day.
3 Olga can't afford _____ (go) to a fashion school in the USA.
4 Brian would like _____ (change) his attitude to clothes.
5 Sylvia hopes _____ (meet) some famous designers in London.
6 Patrick doesn't mind _____ (buy) second-hand clothes.

2 Listen to Student A and check his/her answers.

1 Allan wants *to work* as a fashion designer in the future.
2 Sandra refuses *to wear* her school uniform because it's ugly.
3 Jack can't stand *shopping* for clothes with his mum.
4 Lisa has decided *to spend* £100 on a new dress.
5 Thomas spends a lot of time *choosing* his clothes for school.
6 Mary sometimes pretends *to be* a famous supermodel.

3 Read your sentences to Student A.

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Resource 5 A personal email
1.7 Writing

Na fanpage'u TeenTravel poznałeś/poznałaś kolegę z Walii, który planuje niedługo cię odwiedzić i spędzić z tobą tydzień. Napisz do niego e-mail, w którym:

- opiszesz osoby, z którymi mieszkasz,
- przedstawisz swoje nowe hobby,
- opowiesz koledze o tym, jakie atrakcje planujesz na jego przyjazd,
- zapytasz kolegę, jak chciałby spędzić czas.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

Nieformalny e-mail:

- rozpocznij przyjaznym powitaniem, np. *Dear Nick/Hi Jo,*
- w pierwszym akapicie wyjaśnij powód, dla którego piszesz,
- w drugim akapicie opisz osoby, z którymi mieszkasz,
- w trzecim akapicie napisz, że masz nowe hobby, wyjaśnij dlaczego je lubisz, a także kiedy i jak często poświęcasz mu czas,
- w czwartym akapicie wymień atrakcje, jakie planujesz na przyjazd kolegi,
- w piątym akapicie zapytasz znajomego, jak chciałby spędzić czas
- zakończ e-mail przyjaznym zwrotem pożegnalnym, np. *All the best/ Bye 4 now*,
- używaj form skróconych, np. *you're/I'm/that's*,
- możesz używać emotikonów (☺) i skrótów (*Bye for now = Bye 4 now*), byle nie w nadmiarze,
- zadawaj pytania, żeby pokazać, że interesuje cię rozmówca, np. *What do you enjoy doing at weekends?, What about you?,*
- sprawdź napisaną pracę – zwróć uwagę na błędy językowe, ortograficzne i interpunkcyjne,
- upewnij się, że e-mail liczy od 80 do 130 słów,
- pisz starannie i wyraźnie.

Hi Harry,

How are you? It's GR8 you're coming to Poland!

I live with my parents and my younger sister. She's twelve and she's mad on hip hop. She's sometimes selfish but she's OK. My parents are caring but ask too many questions. ☺

I've got a new hobby! I'm obsessed on skateboarding. I spend every weekend ride it at a skate park.

I've got lots of plans for us. We can go to the cinema when you come. We also need visiting the new water park.

What would you like to do? Have you any special ideas?

Adam

Hi Harry,

How are you? It's GR8 you're coming to Poland! *I'm writing to tell you about my family*. [1]

I live with my parents and my younger sister. She's twelve and she's mad ~~on~~ *about* [2] hip hop. She's sometimes selfish but she's OK. My parents are caring but ask too many questions. ☺

I've got a new hobby! I'm obsessed ~~on~~ *with* [3] skateboarding now. I spend every weekend ~~ride~~ *riding* [4] it at a skate park. *It's great fun and all my friends are there!* [5] *Do you like skateboarding?* [6]

I've got lots of plans for us. We can go to the cinema when you come. We also need ~~visiting~~ *to visit* [7] the new water park.

What would you like to do? ~~Have you~~ *Have you got* any special ideas? [8]

OK, that's all for now. Write back soon. [9]

Adam

[1] Brak informacji o powodzie, dla którego piszesz. [2] Niewłaściwy przyimek. [3] Niewłaściwy przyimek. [4] Błąd gramatyczny. [5] Brak informacji dlaczego to lubisz. [6] Brak pytań do adresata. [7] Błąd gramatyczny. [8] Błąd gramatyczny. [9] Brak przyjaznego zwrotu pożegnalnego.

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A fictional character

Focus Review 1, Speaking

Personality

He/She **is quite** shy/tolerant/…

He/She **can sometimes be** really arrogant/grumpy/…

Looks and clothes

He/She **is** tall/short/well-built/…

He/She **has got** long dark hair/ tattoos/…

He/She **usually wears** casual clothes/ jeans and a T-shirt/…

Interests and dislikes

He/She **is interested in** modern dance/…

He/She **is obsessed with** making amateur films/…

He/She **is involved in** preparing a school play/…

He/She **can't stand** pessimists/…

He/She **tries to avoid** volunteer work/…

Friends

He/She **has** a lot of/_____ **friends.**

_____ **is** his/her **closest friend.**

They **are best friends because** they have a lot in common/…

They **get on well because** they respect each other/…

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Resource 7 Sentence translation

Unit 1 (Lives people live)

1 Why is _____ (*ta wolontariuszka*) wearing _____ (*spodnie dresowe i bluzę z kapturem*) today?

2 Who can _____ (*stać na markowe*) clothes?

3 Has she ever _____ (*przejmowała się bezdomnymi*) people?

4 Her parents are _____ (*rozczarowani*) with her because she is unkind and _____ (*niechętna do pomocy*).

5 What do you usually _____ (*wydajesz pieniądze*) on?

6 Is he _____ (*jest w stanie znaleźć*) a new job?

7 My brother _____ (*pracuje dla organizacji charytatywnej*) and _____ (*jest odpowiedzialny za*) 100 volunteers.

8 _____ (*Mam nadzieję*) to make _____ (*dobre wrażenie na*) our teacher.

9 I _____ (*nie mam nic przeciwko*) spending time in _____ (*sklepach z odzieżą*).

10 She _____ (*chce kupić*) a warm _____ (*płaszcz zimowy*).

11 _____ (*On udaje*) to be experienced and _____ (*pracowity*).

12 I _____ (*unikam podejmowania*) risks.

13 _____ (*Nie cierpię nosić*) a uniform and _____ (*krawata*).

14 My sister _____ (*nie może znieść wykonywania*) housework.

15 In the morning I'm always _____ (*zrzędliwy*) because I _____ (*nie lubię wstawać*) early.

Answers:

1 Why is **this volunteer** wearing **sweatpants and a hoodie** today?
2 Who can **afford designer** clothes?
3 Has she ever **cared about homeless** people?
4 Her parents are **disappointed** with her because she is unkind and **unhelpful**.
5 What do you usually **spend money** on?
6 Is he **able to get/able to find** a new job?
7 My brother **works for a charity** and **is responsible for** 100 volunteers.
8 **I hope** to make **a good impression on** our teacher.
9 I **don't mind** spending time in **clothes shops**.
10 She **wants to buy** a warm **winter coat**.
11 **He pretends** to be experienced and **hard-working**.
12 I **avoid taking** risks.
13 **I hate wearing** a uniform and **tie**.
14 My sister **can't stand doing** housework.
15 In the morning I'm always **grumpy** because I **don't like getting up** early.

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Crazy calculator

2.1 Vocabulary (online; phones and computers; word building)

TASK + 500 Talk about a famous scientist for 30 seconds and get 500 points.	? +/– the year when you were born	**DELETE** –50%	? +/– 1000	**END**
? +/– ten times the number of the windows in this classroom	**BACK-SPACE**	? +/– ten times the number of this classroom	? +/– ten times the number of boys in your class	? +/– 500
? +/– ten times your school's street number	? +/– 250	**DELETE** –100%	? +/– ten times the number of girls in your class	**+ 1000**
? +/– ten times the number of this classroom	**BACK-SPACE**	**TASK** + 500 Talk about your computer or mobile for 30 seconds and get 500 points.	? +/– ten times the number of chairs in this classroom	
? +/– ten times the number of desks in this classroom	? +/– 100	? +/– the last three digits of your/one of your parents' phone number	**BACK-SPACE**	**ENTER**
? +/– ten times the number of Maths lessons in a week	? +/– ten times your age in years	? +/– ten times the number of your house/flat	? +/– 50	

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Crazy calculator

2.1 Vocabulary (online; phones and computers; word building)

Do scientists **do** or **make** experiments? *Answer: do*	What do you call someone who is a specialist in biology? *Answer: biologist*
Do scientists **do** or **make** research? *Answer: do*	What do you call someone who is a specialist in chemistry? *Answer: chemist*
Do scientists **invent** or **collect** specimens? *Answer: collect*	What do you call the study of computers? *Answer: computer science*
Do scientists **discover** or **develop** a theory? *Answer: develop*	What do you call a computer program that helps you find information on the Internet? *Answer: search engine*
Do scientists **take** or **do** measurements? *Answer: take*	What do you call the type of computer that you don't normally carry with you? *Answer: desktop computer*
Did Columbus **discover** or **invent** America? *Answer: discover*	What do you call a program that lets you see a website on the computer screen? *Answer: web browser*
Did Bell **discover** or **invent** the telephone? *Answer: invent*	What do you call written information that you can send to someone from a mobile? *Answer: text message*
Do we **do** or **take** notes? *Answer: take*	What do you call a panel you use for typing information into a computer? *Answer: keyboard*
What do you call someone who is a specialist in astronomy? *Answer: astronomer*	What is the popular name for high-speed Internet? *Answer: broadband*
What do you call someone who is a specialist in mathematics? *Answer: mathematician*	What do you call a group of signs you use as your identification to log into a computer or system? *Answer: username*
What do you call someone who is a specialist in physics? *Answer: physicist*	What do you call a secret group of signs that you use to log into a computer or website? *Answer: password*

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Resource 9 Test yourselves
2.1 Vocabulary

Student A

1a Replace the underlined phrases with words from the box. There is one extra word.

follow laptop post smartphone
profile search engine username

1 I use my <u>phone with options similar to a computer</u> everyday for almost everything. I can call my parents, listen to music and check the map. _____

2 If you keep on forgetting your <u>name you use for logging in to a website</u> and password, the web browser can remember it for you. _____

3 Which <u>computer programme that can find information on the Internet</u> do you normally use? _____

4 Next month my dad wants to buy a <u>type of computer that you can carry with you because it's small</u>. _____

5 How many photos have you uploaded to your Facebook <u>website with information about you</u>? _____

6 I sometimes <u>place a piece of text on the internet</u> nice comments on other people's photos just to make them feel better. _____

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 If you don't remember the *password* and want to change it, click here.

2 It's difficult to type some letters because the *keyboard* is old and doesn't work well.

3 Do you ever *download* e.g. music or films from the Internet?

4 My mom gets angry if I don't send her at least one *text message* a day!

5 I easily get bored with my profile photo so I *update* it at least once a month.

6 I don't use *social media*. I prefer to meet my friends in real life, not on websites like Facebook.

Student B

1a Replace the underlined phrases with words from the box. There is one extra word.

broadband text message download update
keyboard password social media

1 If you don't remember the <u>secret group of letters that you need to log on</u> and want to change it, click here. _____

2 It's difficult to type some letters because the <u>computer equipment with a lot of buttons</u> is old and doesn't work well. _____

3 Do you ever <u>copy information onto your computer or disc</u>, e.g. music or films from the Internet? _____

4 My mom gets angry if I don't send her at least one <u>written message sent with a phone</u> a day! _____

5 I easily get bored with my profile photo so I <u>change to a new version</u> it at least once a month. _____

6 I don't use <u>websites which allow you to communicate with other people</u>. I prefer to meet my friends in real life, not on websites like Facebook. _____

1b Listen to Student A and check his/her answers.

1 I use my *smartphone* everyday for almost everything. I can call my parents, listen to music and check the map.

2 If you keep on forgetting your *username* and password, the web browser can remember it for you.

3 Which *search engine* do you normally use?

4 Next month my dad wants to buy a *laptop*.

5 How many photos have you uploaded to your Facebook *profile*?

6 I sometimes *post* nice comments on other people's photos just to make them feel better.

1c Read your answers to Student A.

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Resource 10 Test yourselves

2.2 Grammar (Past Continuous and Past Simple)

Student A

1 Complete the sentences with the verbs in brackets. Use the Past Simple or the Past Continuous.

1 Yesterday at 8 o'clock in the morning we _____ (wait) at the airport.
2 Sally _____ (take) a shower when she _____ (have) a great idea.
3 Where _____ (Mark/find) my mobile phone?
4 John _____ (not/drive) to the airport when we _____ (call) him.
5 I _____ (download) a new game for my mobile yesterday – it _____ (be) free.
6 _____ (you/visit) the Eiffel Tower when you _____ (live) in Paris?
7 It _____ (rain) when I _____ (want) to go out.
8 _____ (he/study) at Warsaw University in May 2016?

2 Listen to Student B and check his/her answers.

1 Yesterday Ann *didn't go* / *did not go* to school by bike.
2 We *watched* a film last night – it *wasn't* / *was not* very good.
3 I *wasn't waiting* / *was not waiting* for Tom in front of the library when my mum *phoned*.
4 When *did Bill start* his computer company?
5 When I *saw* Robert and Martin, they *were watching* TV.
6 *Did the storm start* when you *were* at work?
7 What *were you doing* on Friday 13th at 7 o'clock?
8 My family *moved* to the UK when I *was* young.

3 Read your answers to Student B.

Student B

1 Complete the sentences with the verbs in brackets. Use the Past Simple or the Past Continuous.

1 Yesterday Ann _____ (not/go) to school by bike.
2 We _____ (watch) a film last night – it _____ (not/be) very good.
3 I _____ (not/wait) for Tom in front of the library when my mum _____ (phone).
4 When _____ (Bill/start) his computer company?
5 When I _____ (see) Robert and Martin, they _____ (watch) TV.
6 _____ (the storm/start) when you _____ (be) at work?
7 What _____ (you/do) on Friday 13th at 7 o'clock?
8 My family _____ (move) to the UK when I _____ (be) young.

2 Read your answers to Student A.

3 Listen to Student A and check his/her answers.

1 Yesterday at 8 o'clock in the morning we *were waiting* at the airport.
2 Sally *was taking* a shower when she *had* a great idea.
3 Where *did Mark find* my mobile phone?
4 John *wasn't driving* / *was not driving* to the airport when we *called* him.
5 I *downloaded* a new game for my mobile yesterday – it *was* free.
6 *Did you visit* the Eiffel Tower when you *were living* in Paris?
7 It *was raining* when I *wanted* to go out.
8 *Was he studying* at Warsaw University in May 2016?

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When you were a child ...

2.5 Grammar (*used to*)



When you were a child ...

1 did you use to hate spiders?
2 did you use to have long hair?
3 did you use to live in a different town or city?
4 did you use to go on holiday to the same place every year?
5 did you use to watch a lot of TV?
6 did you often use to go to bed late?
7 did you use to listen to music?
8 did you use to have a mobile phone?
9 did you use to do a lot of sport?
10 did you use to have a pet animal?

Your notes:



When you were a child ...

1 did you use to hate spiders?
2 did you use to have long hair?
3 did you use to live in a different town or city?
4 did you use to go on holiday to the same place every year?
5 did you use to watch a lot of TV?
6 did you often use to go to bed late?
7 did you use to listen to music?
8 did you use to have a mobile phone?
9 did you use to do a lot of sport?
10 did you use to have a pet animal?

Your notes:

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Resource 12 An informal email

2.7 Writing

Ciocia z USA chce przyjechać do Warszawy na kilka dni ze swoją córką Julie, która będzie obchodzić piętnaste urodziny, i prosi cię o radę, gdzie warto zabrać piętnastolatkę, żeby sprawić jej radość. Napisz do cioci e-mail, w którym:

- zaproponujesz ciekawe miejsce,
- opiszesz swoją wizytę w tym miejscu,
- doradzisz, o czym trzeba tam pamiętać,
- zdecydowanie odradzisz inne miejsce.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

Nieformalny e-mail:

- rozpocznij powitaniem (np. *Dear Uncle Sam/Hi Jackie*) oraz krótkim wprowadzeniem, np. *Just a quick email to say …*,
- w pierwszym akapicie odnieś się do pomysłu zorganizowania urodzin w Warszawie,
- w drugim akapicie podaj propozycję miejsca; napisz, że już tam byłeś/byłaś, wyjaśnij, kiedy to było i co tam robiłeś/robiłaś,
- w trzecim akapicie udziel rad i wyjaśnij, dlaczego warto się do nich zastosować,
- w czwartym akapicie napisz, jakiego miejsca nie polecasz, i wyjaśnij powody,
- nie musisz używać pełnych zdań – wystarczą równoważniki, np. *Great to hear from you/Just a quick message.*
- używaj myślników (–), żeby dodać komentarz lub dodatkową informację, np. *We did some interactive experiments – we really enjoyed that,*
- uwzględnij propozycje/rady w trybie rozkazującym np., *Don't forget …* lub *Get there early …*,
- stosuj odpowiednie spójniki, aby zasygnalizować początek, rozwinięcie i zakończenie ciągu zdarzeń, np. *First …/Eventually …*,
- możesz używać emotikonów (☺) i skrótów (*Bye for now = Bye 4 now*), byle nie w nadmiarze,
- sprawdź napisaną pracę – zwróć uwagę na błędy językowe, ortograficzne i interpunkcyjne,
- upewnij się, że e-mail liczy od 80 do 130 słów,
- pisz starannie i wyraźnie.

So happy you're visiting Poland. Julie's fifteenth birthday in Warsaw is a great plan. I've got some ideas for you.

You take her to the Adrenaline Rope Park – it's so much fun! I was there last month. One, we put on special safety equipment. Then, we climbed up ten metres. While we are standing high, we were terrified and tried not to look down. But when we started crossing bridges – we just loved it!

Be there early in the morning. Not eat too much – it's high and you can get sick ☺. Don't take your cameras up – you have to leave everything down.

Just don't take Julie to the trampoline park. It's not very clean there and it's always crowded. What a nightmare!

Can't wait to see you!

Anna

Dear Aunt Becky [1],

Thanks for your email. [2] So happy you're visiting Poland. Julie's fifteenth birthday in Warsaw is a great plan. I've got some ideas for you.

~~You take her~~ *Take her* [3] to the Adrenaline Rope Park – it's so much fun! I was there last month. ~~One,~~ *First* [4], we put on special safety equipment. Then, we climbed up ten metres. While we ~~are standing~~ *were standing* [5] high, we were terrified and tried not to look down. But when we started crossing bridges – we just loved it!

Be there early in the morning. ~~Not eat~~ *Don't eat* [6] too much – it's high and you can get sick ☺. Don't take your cameras up – you have to leave everything down.

Just don't take Julie to the trampoline park. It's not very clean there and it's always crowded. What a nightmare!

Can't wait to see you!

Anna

[1] Brak powitania. [2] Brak krótkiego wyrażenia rozpoczynającego e-mail. [3] Błąd gramatyczny.
[4] Niewłaściwy spójnik. [5]] Błąd gramatyczny. [6] Błąd gramatyczny.

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Resource 13 A new sport

Focus Review 2, Speaking

Part 1



1 In the photo **I can see** …
2 They …
3 The boy in the dark helmet …
4 The boy **on the right**, in the white shirt, …
5 He's **probably** skating …
6 The boy **in the middle seems** …

a … **are playing** ice hockey.
b … very fast.
c … three young people on the ice.
d … very concentrated.
e … **is attacking** the goal.
f … is a goalkeeper.

Part 2

Becky: Tried kite surfing.
When was it? Last summer holiday.
What was the weather like? Cold and windy.
Who was she with? Her kite surfing coach.
What was she doing? She was trying to stand up on the board.
How was she doing? It wasn't easy/She had some problems holding the kite in her hands.
What happened? She fell many times/she tried again and again.
How did she feel in the end? Very tired but proud/ She wants to try again soon.

Kurt: Tried horse riding.
When was it?
What was the weather like?
Who was he with?
What was he doing?
How was he doing?
What happened?
How did he feel in the end?

Part 1



1 In the photo **I can see** …
2 They …
3 The boy in the dark helmet …
4 The boy **on the right**, in the white shirt, …
5 He's **probably** skating …
6 The boy **in the middle seems** …

a … **are playing** ice hockey.
b … very fast.
c … three young people on the ice.
d … very concentrated.
e … **is attacking** the goal.
f … is a goalkeeper.

Part 2

Becky: Tried kite surfing.
When was it? Last summer holiday.
What was the weather like? Cold and windy.
Who was she with? Her kite surfing coach.
What was she doing? She was trying to stand up on the board.
How was she doing? It wasn't easy/She had some problems holding the kite in her hands.
What happened? She fell many times/She tried again and again.
How did she feel in the end? Very tired but proud/ She wants to try again soon.

Kurt: Tried horse riding.
When was it?
What was the weather like?
Who was he with?
What was he doing?
How was he doing?
What happened?
How did he feel in the end?

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Resource 14 Sentence translation
Unit 2 (Science and technology)

1 When _____ (*aktualizowałam*) my profile on Facebook, my computer _____ (*zawiesił się*).

2 He wanted to read his new e-book _____ (*na swoim czytniku*), but the battery _____ (*rozładowała się*).

3 People _____ (*kiedyś nie mieli*; nie używaj *didn't have*) refrigerators and washing machines.

4 Did Charles Darwin _____ (*prowadził badania*) into evolution?

5 Yesterday at 8 p.m. I _____ (*ściągałem muzykę*) from the Internet.

6 She read astronomy books and _____ (*robiła notatki*) because she wanted _____ (*zostać astronomką*).

7 In 1990 her mother _____ (*pracowała*) as a _____ (*biolog morski*).

8 We _____ (*kiedyś nie mieliśmy*; nie używaj *didn't have*) such _____ (*lodowatych*) winters.

9 What _____ (*robiłeś*) when I sent you the _____ (*SMS*)?

10 Children _____ (*kiedyś bawiły się*; nie używaj *played*) outside after school, but now they _____ (*łączą się z Internetem*).

11 It _____ (*ściemniało się*) when I finally _____ (*dotarłem do domu*).

12 What _____ (*myślałeś*) about when _____ (*otwierałeś*) this document?

13 _____ (*Ile lat miałaś*) when your parents bought you your first _____ (*komputer stacjonarny*)?

14 I _____ (*śledzę*) a famous _____ (*matematyka*) on Twitter.

15 She didn't use to like _____ (*obserwować przyrody*), but now she _____ (*jest ekolożką*).

Answers:

1 When **I was updating** my profile on Facebook, my computer **crashed**.
2 He wanted to read his new e-book **on his reader/on his e-reader**, but the battery **went dead/died**.
3 People **did not/didn't use to have** refrigerators and washing machines.
4 Did Charles Darwin **do research** into evolution?
5 Yesterday at 8 p.m. I **was downloading music** from the Internet.
6 She read astronomy books and **took notes** because she wanted **to become an astronomer**.
7 In 1990 her mother **was working/worked** as a **marine biologist**.
8 We **did not/didn't use to have** such **freezing** winters.
9 What **were you doing** when I sent you the **text message**?
10 Children **used to play** outside after school, but now they **go online**.
11 It **was getting dark** when I finally **got home**.
12 What **were you thinking** about when **you were opening** this document?
13 **How old were you** when your parents bought you your first **desktop computer**?
14 I **follow** a famous **mathematician** on Twitter.
15 She didn't use to like **observing nature**, but now she **is an ecologist**.

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Quiz show

3.1 Vocabulary (films, TV)



Name a factual TV programme.

5 news (bulletin)
4 documentary
3 weather forecast
2 cooking programme
1 travel show



Name a light entertainment programme.

5 talent show
4 reality show/TV
3 game show
2 chat show
1 sitcom



Name a positive adjective to describe a TV programme.

5 gripping
4 fascinating
3 engaging
2 imaginative
1 moving



Name a type of film you can watch at the cinema.

5 drama
4 (romantic) comedy
3 thriller
2 horror
1 musical



Name a type of TV series.

5 crime drama
4 period drama
3 soap opera
2 fantasy
1 science fiction



Name an important element of a good film.

5 acting
4 plot/storyline
3 special effects
2 soundtrack
1 costumes

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A brag battle

3.2 Grammar (comparative and superlative adjectives)

…'s voice is / **beautiful** / than …



…'s voice is / **warm** / than …



…'s concerts are much / **entertaining** / than …



…'s last album was far / **long** / than …



…'s last album was far / **popular** / than …



…'s concerts are much / **long** / than …



…'s lyrics are not as / **beautiful** / as …



…'s lyrics are / **imaginative** / than …



… has a / **warm** / personality than …



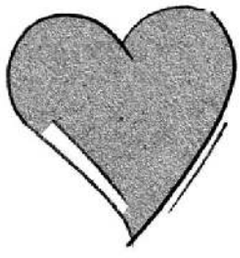
…'s songs are not as / **good** / as …



…'s songs are not as / **popular** / as …



… has a / **attractive** / personality than …



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A brag battle

3.2 Grammar (comparative and superlative adjectives)

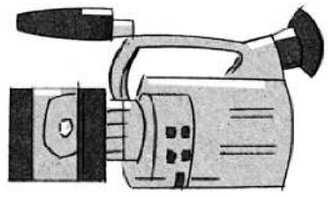
…'s interviews are not as / **entertaining** / as …



…'s interviews are not as / **exciting** / as …



…'s music videos are far / **imaginative** / than …



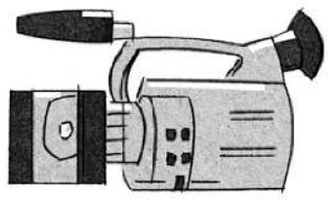
… is / **popular** / artist in the world



… is / **imaginative** / artist in the world



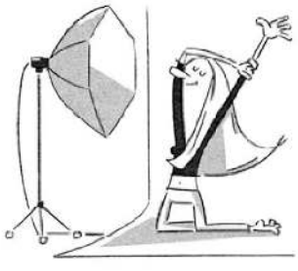
…'s music videos are far / **good** / than …



… looks / **attractive** / than …



… looks / **beautiful** / than …





… has / **good** / ideas among all artists



… has / **exciting** / ideas among all artists





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Resource 17 Test yourselves

3.2 Grammar (comparative and superlative adjectives)

Student A

1 Complete the sentences with the expressions from the box. There is one extra expression.

not as big	better than	big enough
the best	the most expensive	
too expensive	very expensive	

1 I think that his second novel is _____ the first one.

2 Susie is _____ student in my class.

3 This room isn't _____ for our party.

4 This car is _____ for me to buy right now.

5 My bedroom is _____ as John's bedroom.

6 Tickets to the theatre are usually _____ .

2 Listen to Student B and check his/her answers.

1 You aren't *old enough* to travel to the UK alone.

2 His new film is *very short* – it's just seventy minutes.

3 This is *the most exciting* book I have ever read!

4 I'm sorry, but you're *too short* to be a model!

5 Jason is *as old as* his best friend. They're both eighteen.

6 Going to the cinema is *more exciting than* going to the theatre.

3 Read your answers to Student B.

Student B

1 Complete the sentences with the expressions from the box. There is one extra expression.

as old as	more exciting than	the most exciting	
old enough	older than	too short	very short

1 You aren't _____ to travel to the UK alone.

2 His new film is _____ – it's just seventy minutes.

3 This is _____ book I have ever read!

4 I'm sorry, but you're _____ to be a model!

5 Jason is _____ his best friend. They're both eighteen.

6 Going to the cinema is _____ going to the theatre.

2 Read your answers to Student A.

3 Listen to Student A and check his/her answers.

1 I think that his second novel is *better than* the first one.

2 Susie is *the best* student in my class.

3 This room isn't *big enough* for our party.

4 This car is *too expensive* for me to buy right now.

5 My bedroom is *not as big* as John's bedroom.

6 Tickets to the theatre are usually *very expensive*.

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Resource 18 Test yourselves
3.1 Vocabulary; 3.4 Reading

Student A

1 Complete the missing words. Each line is one letter. The first and last letters are given.

1 This TV show is **a** _ _ _ _ _ _ _ **e** – I watched all forty episodes in two days!

2 I love reading stories about the lives of other people so I usually buy a **b** _ _ _ _ _ _ _ **y** when I'm in a book shop.

3 You can see the last three episodes of your favourite **s** _ _ _ _ **m** online.

4 I don't watch **g** _ _ **e s** _ _ _ **s** too often because I feel sorry for the people who lose or give an incorrect answer.

5 You should listen to track twelve on this **s** _ _ _ _ _ _ _ _ **k** – it's a great song.

6 Her new film is a **c** _ _ _ _ **y** – it's very funny.

7 Which is your favourite **c** _ _ _ **e n** _ _ _ **l** by Agatha Christie?

8 It's always difficult to choose a film to watch – I like so many **g** _ _ _ _ **s**!

2 Read your answers to Student B.

3 Listen to Student B and check his/her answers.

1 The newest fantasy film is a real *blockbuster* – it earned ten million dollars this weekend!

2 *My life*, a new book by Michael Brown, is an *autobiography*.

3 Do you know any good *fairy tales* for small children?

4 Her latest book was very *disappointing* – I didn't even finish it.

5 Jane Austen is a *classic novel* writer – her books are still very popular.

6 I saw the *trailer* for the next film in the series and it looked amazing.

7 John would like to act in a Shakespeare *play* one day.

8 What happens in the last *episode* of the series?

Student B

1 Complete the missing words. Each line is one letter. The first and last letters are given.

1 The newest fantasy film is a real **b** _ _ _ _ _ _ _ _ _ **r** – it earned ten million dollars this weekend!

2 *My life*, a new book by Michael Brown, is an **a** _ _ _ _ _ _ _ _ _ _ **y**.

3 Do you know any good **f** _ _ _ **y t** _ _ _ **s** for small children?

4 Her latest book was very **d** _ _ _ _ _ _ _ _ _ _ **g** – I didn't even finish it.

5 Jane Austen is a **c** _ _ _ _ _ **c n** _ _ _ **l** writer – her books are still very popular.

6 I saw the **t** _ _ _ _ _ **r** for the next film in the series and it looked amazing.

7 John would like to act in a Shakespeare **p** _ _ **y** one day.

8 What happens in the last **e** _ _ _ _ _ **e** of the series?

2 Listen to Student A and check his/her answers.

1 This TV show is *addictive* – I watched all forty episodes in two days!

2 I love reading stories about the lives of other people so I usually buy a *biography* when I'm in a book shop.

3 You can see the last three episodes of your favourite *sitcom* online.

4 I don't watch *game shows* too often because I feel sorry for the people who lose or give an incorrect answer.

5 You should listen to track twelve on this *soundtrack* – it's a great song.

6 Her new film is a *comedy* – it's very funny.

7 Which is your favourite *crime novel* by Agatha Christie?

8 It's always difficult to choose a film to watch – I like so many *genres*!

3 Read your answers to Student A.

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Resource 19 An informal email

3.7 Writing

Twoja kuzynka mieszka w Australii i, tak jak ty, interesuje się sztuką. Napisz do niej e-mail, w którym:

- podziękujesz za polecenie ciekawej książki związanej ze sztuką,
- opowiesz o warsztatach artystycznych, w których bierzesz udział,
- wyrazisz współczucie z powodu nieprzyjęcia kuzynki na wymarzony obóz,
- zaproponujesz, żebyście razem zapisali/zapisały się na ciekawy kurs online.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

Nieformalny e-mail:

- rozpocznij przyjaznym zwrotem, np. *Hi Jane*,
- w pierwszym akapicie podziękuj za polecenie książki, wyraź swoją opinię o niej i napisz, co cię najbardziej zainteresowało,
- w drugim akapicie napisz, że bierzesz udział w nowym projekcie artystycznym i podaj szczegóły (jaki to projekt, gdzie jest realizowany, co dokładnie robicie, co o nim sądzisz),
- w trzecim akapicie wyraź ubolewanie, że kuzynki nie przyjęto na obóz letni, i podtrzymaj ją na duchu,
- w czwartym akapicie zaproponuj kuzynce wspólne wzięcie udziału w kursie online, podaj szczegóły (czego dotyczy kurs, jak długo trwa, ile kosztuje) i wyraź nadzieję, że kuzynka się zgodzi,
- używaj form skróconych (np. *you're/I'm/that's*),
- możesz używać emotikonów (☺) i skrótów (*Bye for now = Bye 4 now*), byle nie w nadmiarze,
- zakończ e-mail odpowiednimi zwrotami, np. *I must be going now. Look forward to seeing you/That's all for now. Hope to see you …*,
- sprawdź napisaną pracę – zwróć uwagę na błędy językowe, ortograficzne i interpunkcyjne,
- upewnij się, że e-mail liczy od 80 do 130 słów,
- pisz starannie i wyraźnie.

Hi Nicole,

Thanks again for recommending the autobiography of Salvador Dali – I loved it! His life was as colourful and strange like his paintings. In the fact, he was the more incredible artist I know.

I must tell you about my new artistic project. I've yet joined a free teen workshop in the modern art museum. We talk about art with professors and have classes on different art forms. It's the best workshop ever!

Actually, I've got an idea. A free five-week online course on sketching starts next week. It is great to do it together!

That's all for now. CU soon!

Lots of love,

Ada

Hi Nicole,

Thanks again for recommending the autobiography of Salvador Dali – I loved it! His life was as colourful and strange ~~like~~ *as* [1] his paintings. In ~~the~~ *fact* [2], he was the ~~more~~ *most* [3] incredible artist I know.

I must tell you about my new artistic project. I've ~~yet~~ *just* [4] joined a free teen workshop in the modern art museum. We talk about art with professors and have classes on different art forms. It's the best workshop ever!

It's a shame you aren't going to your dream camp this summer. You'll go next year. Be positive! You're good at it! [5]

Actually, I've got an idea. A free five-week online course on sketching starts next week. It ~~is~~ *would be* [6] great to do it together!

That's all for now. CU soon!

Lots of love,

Ada

[1] Niewłaściwy przyimek. [2] Niewłaściwy spójnik. [3] Błąd gramatyczny. [4] Niewłaściwy przysłówek.
[5] Brak informacji na temat nieprzyjęcia na obóz. [6] Błąd gramatyczny.

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Teen talents

Focus Review 3, Speaking

Part 1

Photo A



BACKGROUND
THERE
EXCITED
IS
PLAYING
PROBABLY
SEE
SHOWS
SURE

1 In the photo **I can see** a boy who is _____ the guitar.

2 This photo _____ a teenage music band.

3 Three boys are _____ singing, but I'm not sure.

4 There is a wall **in the** _____ .

5 **In the foreground** of the photo I can _____ four young men.

6 All the boys **seem** happy and _____ .

7 **On the left** on the wall **there** _____ a big circle.

8 **I'm** _____ the boys didn't paint the graffiti.

9 _____ **aren't** any girls in the photo.

Photo B



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PHOTOCOPIABLE

Teen talents

Focus Review 3, Speaking

Part 2 – Student A

1 dance routines / my / doing / I / friends. / with / love

2 swimmer. / like / 'd / professional / I / be / to / a

3 a bit / The play / but / was / the lead actor / brilliant. / was / boring

4 stand / at the gym / can't / exercising / I / for hours.

A You enjoy an activity.	
B You don't enjoy an activity.	
C You want to have a talent or skill.	
D You describe a performance.	

Part 2 – Student B

1 unoriginal / Beyoncé's concert / – just a / the singer's / collection / was / of / greatest hits. / in Warsaw

2 Zumba®. / fun / a lot of / have / when / I / do / I

3 really / centres. / I / don't / walking around / like / shopping

4 artistic / I / love / would / have / abilities. / to

A You enjoy an activity.	
B You don't enjoy an activity.	
C You want to have a talent or skill.	
D You describe a performance.	

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Resource 21 Sentence translation
Unit 3 (The arts)

1 I finished reading this _____ (*rozdział powieści*) yesterday at 2 a.m.

2 I still _____ (*nie przesłuchałam*) the _____ (*ścieżka dźwiękowa*) you recommended.

3 In 1598 _____ (*ten malarz*) didn't paint any _____ (*portretów*) of the Queen.

4 My sister _____ (*nigdy nie lubiła*) _____ (*baśni*).

5 This _____ (*wiersz*) is _____ (*zbyt trudny*) for me to understand.

6 Have you seen the _____ (*ostatni odcinek*) of the _____ (*serialu komediowego*) *Friends*?

7 He _____ (*już obejrzał*) four seasons of his favourite period drama this week, so you can call him a _____ (*osobą nałogowo oglądającą seriale*).

8 I _____ (*właśnie usłyszałem*) that classmates _____ (*znęcają się nad*) my little brother because he reads poems.

9 The _____ (*fabuła*) of the latest blockbuster is _____ (*zbyt złożona*).

10 The _____ (*efekty specjalne*) in science fiction movies _____ (*nie są wystarczająco realistyczne*) for me.

11 In this art gallery _____ (*rzeźby*) aren't _____ (*tak samo drogie jak*) landscapes.

12 _____ (*Czy kiedykolwiek*) heard a _____ (*bardziej wzruszającą*) song?

13 Polish _____ (*powieści kryminalne*) are _____ (*gorsze od*) the Swedish ones.

14 This is _____ (*najnudniejsza*) play I _____ (*kiedykolwiek widziałem*).

15 _____ (*Właśnie kupiłaś*) the funniest book _____ (*jaką kiedykolwiek czytałem*).

Answers:

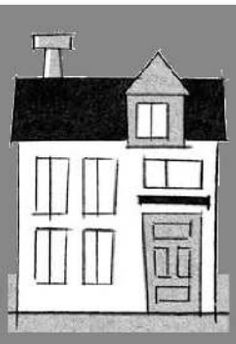
1 I finished reading this **chapter of the novel** yesterday at 2 a.m.
2 I still **haven't listened to** the **soundtrack** you recommended**.**
3 In 1598 **this painter** didn't paint any **portraits** of the Queen.
4 My sister **has never liked fairy tales**.
5 This **poem** is **too difficult** for me to understand.
6 Have you seen the **last episode** of the **sitcom** *Friends*?
7 He **has already watched** four seasons of his favourite period drama this week, so you can call him a **binge watcher**.
8 I **have just heard** that classmates **bully** my little brother because he reads poems.
9 The **plot** of the latest blockbuster is **too complex**.
10 The **special effects** in science fiction movies **aren't realistic enough** for me.
11 In this art gallery **sculptures** aren't **as expensive as** landscapes.
12 **Have you ever** heard a **more moving** song?
13 Polish **crime novels** are **worse than** the Swedish ones.
14 This is **the most boring** play I **have/'ve ever seen**.
15 **You have/You've just bought** the funniest book **I have/I've ever read**.

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PHOTOCOPIABLE

Ms Do and Mr Make

4.1 Vocabulary (*make* and *do*)

 HOUSE No 1	 HOUSE No 2	 HOUSE No 3	 HOUSE No 4	 HOUSE No 5
SPORT	MONEY	AN IMPORTANT DECISION	THE HOUSEWORK	THE SHOPPING
A JIGSAW	MY ENGLISH HOMEWORK	MY BED	BREAKFAST	NOTHING INTERESTING
A DISCOVERY	SOMETHING CRAZY	THE WASHING-UP	A COMPLAINT	THE WASHING
A CAKE	SOME COOKING	ONLINE RESEARCH	A LOT OF NOISE	TEA
A GOOD JOB	A DIFFICULT TASK	DINNER	A MESS IN MY ROOM	A GOOD IMPRESSION
THE IRONING	VOLUNTARY WORK	A SPELLING MISTAKE	AN EXPERIMENT	NEW FRIENDS



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Resource 23 Test yourselves
4.1 Vocabulary

Student A

1a Write *do* or *make*.

1 ____ your bed
2 ____ the ironing
3 ____ a complaint
4 ____ the cooking
5 ____ a mess

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 *make* dinner
2 *do* the washing up
3 *make* a noise
4 *make* a decision
5 *do* the housework

2a Match the words from the box to the questions. There is one extra word.

brick cottage spacious
suburbs radiator

Which word is …

1 a type of house? _____
2 a building material? _____
3 the name of something you can see inside a house? _____
4 an adjective describing a house? _____

2b Listen to Student B and check his/her answers.

1 *bungalow*
2 *concrete*
3 *stairs*
4 *cosy*

2c Read your answers to Student B.

Student B

1a Write *do* or *make*.

1 ____ dinner
2 ____ the washing up
3 ____ a noise
4 ____ a decision
5 ____ the housework

1b Listen to Student A and check his/her answers.

1 *make* your bed
2 *do* the ironing
3 *make* a complaint
4 *do* the cooking
5 *make* a mess

1c Read your answers to Student A.

2a Match the words from the box to the questions. There is one extra word.

bungalow cosy concrete
countryside stairs

Which word is …

1 a type of house? _____
2 a building material? _____
3 the name of something you can see inside a house? _____
4 an adjective describing a house? _____

2b Read your answers to Student A.

2c Listen to Student A and check his/her answers.

1 *cottage*
2 *brick*
3 *radiator*
4 *spacious*

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PHOTOCOPIABLE

Resource 24 Test yourselves

4.2 Grammar (Present Perfect with for and since)

Student A

1a Write *for* or *since*.

1 ____ Monday
2 ____ a few days
3 ____ yesterday morning
4 ____ last Christmas
5 ____ two years
6 ____ I was fifteen

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 *for* a few months
2 *since* he was born
3 *for* a long time
4 *since* last summer
5 *for* weeks
6 *since* 8 o'clock

2a Complete the sentences with the verbs in brackets. In each pair of sentences, use the Past Simple and the Present Perfect.

1 a I _____ (go) to Australia when I was ten years old.
  b I _____ (not/be) to Australia since I was ten years old.
2 a He _____ (know) his wife since 1999.
  b He _____ (meet) his wife in 1999.
3 a How long _____ (you/work) here?
  b When _____ (you/start) working here?
4 a We _____ (buy) this car last year.
  b We _____ (have) this car for a year.

2b Listen to Student B and check his/her answers.

1 a We *sold* our summer house two years ago.
  b We *haven't had* / *have not had* our summer house for two years.
2 a How long *have you lived* in this city?
  b When *did you move* to this city?
3 a John *published* his last book in 2010.
  b John *hasn't published* / *has not published* a new book since 2010.
4 a I *joined* this swimming class in September.
  b I *have been* / *'ve been* in this swimming class since September.

2c Read your answers to Student B.

Student B

1a Write *for* or *since*.

1 ____ a few months
2 ____ he was born
3 ____ a long time
4 ____ last summer
5 ____ weeks
6 ____ 8 o'clock

1b Listen to Student A and check his/her answers.

1 *since* Monday
2 *for* a few days
3 *since* yesterday morning
4 *since* last Christmas
5 *for* two years
6 *since* I was fifteen

1c Read your answers to Student A.

2a Complete the sentences with the verbs in brackets. In each pair of sentences, use the Past Simple and the Present Perfect.

1 a We _____ (sell) our summer house two years ago.
  b We _____ (not/have) our summer house for two years.
2 a How long _____ (you/live) in this city?
  b When _____ (you/move) to this city?
3 a John _____ (publish) his last book in 2010.
  b John _____ (not/publish) a new book since 2010.
4 a I _____ (join) this swimming class in September.
  b I _____ (be) in this swimming class since September.

2b Read your answers to Student A.

2c Listen to Student A and check his/her answers.

1 a I *went* to Australia when I was ten years old.
  b I *haven't been* / *have not been* to Australia since I was ten years old.
2 a He *has known* / *'s known* his wife since 1999.
  b He *met* his wife in 1999.
3 a How long *have you worked* here?
  b When *did you start* working here?
4 a We *bought* this car last year.
  b We *have had* / *'ve had* this car for a year.

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Party checklist

4.5 Grammar (Present Continuous, *going to* and *will*)



☑ *I'm going to do it.*

☒ *I'm **not** going to do it.*

My checklist

1 ☐ *buy food*

2 ☐ *buy drinks*

3 ☐ *blow up one hundred balloons*

4 ☐ *create a five-hour playlist*

5 ☐ *bake one hundred muffins*

6 ☐ *prepare snacks*

7 ☐ *decorate the room*

8 ☐ *send invitations by text message*

9 ☐ *clean the house before the party*

10 ☐ *clean up after the party*

11 ☐ *tell the neighbours about the party*

12 ☐ *find someone to look after the cat*



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PHOTOCOPIABLE

Resource 26 A blog entry
4.7 Writing

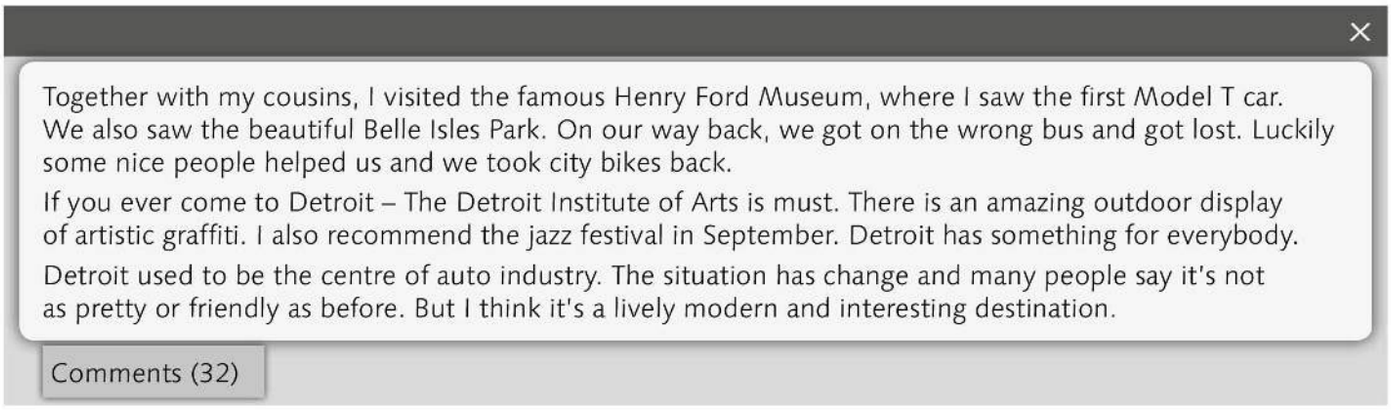
Niedawno byłeś/byłaś u rodziny w Stanach Zjednoczonych. Zredaguj wpis na swoim blogu podróżniczym, w którym opiszesz miasto, które odwiedziłeś/odwiedziłaś. Uwzględnij poniższe informacje:

- podaj, jakie miasto odwiedziłeś/odwiedziłaś i kiedy to było,
- opowiedz, co tam robiłeś/robiłaś i jaka trudna sytuacja ci się przydarzyła,
- wyraź swoją opinię na temat tego miejsca,
- poleć miejsca, które warto zobaczyć w opisanym mieście.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość wpisu powinna wynosić od 80 do 130 słów.

Mój blog:

- w pierwszym akapicie podaj, jakie miasto odwiedziłeś/odwiedziłaś i kiedy to było, oraz podkreśl, że to o nim będzie twój wpis,
- w drugim akapicie opowiedz, co w tym mieście robiłeś/robiłaś, jaka trudna sytuacja ci się tam przydarzyła i jak się skończyła,
- w trzecim akapicie przedstaw swoją opinię na temat miasta i uzasadnij ją,
- w czwartym akapicie poleć miejsca, które warto odwiedzić,
- aby przedstawić swoje wrażenia, użyj takich zwrotów jak *It is a busy place/Most people tend to .../I thought it was great/The food was delicious!*,
- aby polecić miejsca do odwiedzenia, użyj takich zwrotów, jak *I would (definitely) recommend (doing something)./For visitors, … is a must*,
- stosuj odpowiednie słownictwo do opisu miasta lub miejsca, np. *historic sites, local specialities,*
- możesz używać emotikonów (☺) i skrótów (*Bye for now = Bye 4 now*), byle nie w nadmiarze,
- sprawdź napisaną pracę – zwróć uwagę na błędy językowe, ortograficzne i interpunkcyjne,
- upewnij się, że wpis liczy od 80 do 130 słów,
- pisz starannie i wyraźnie.



Last month I visited Detroit, Michigan. Today's blog entry is about that visit. [1]

Together with my cousins, I visited the famous Henry Ford Museum, where we saw the first Model T car. We also saw the beautiful Belle Isle Park. On our way back, we got on the wrong bus and got lost. Luckily some nice people helped us and we took city bikes back.

Detroit used to be the centre of auto industry. The situation has ~~change~~ changed [2] *and many people say it's not as pretty or friendly as before. But I think it's a lively,* [3] *modern and interesting destination.* [4]

If you ever come to Detroit – The Detroit Institute of Arts is ~~must~~ a must [5]*. There is an amazing outdoor display of artistic graffiti. I also ~~recomend~~ recommend* [6] *the jazz festival in September. Detroit has something for everybody.*

[1] Brak wstępu z informacją o odwiedzonym mieście. [2] Błąd gramatyczny. [3] Brak przecinka. [4] Niewłaściwa kolejność akapitów. [5] Błąd gramatyczny. [6] Błąd ortograficzny.

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Student A
Part 1



The drawing shows a teenage boy who's holding a plastic basket.

There aren't a lot of dirty clothes in the basket.

The boy is probably in the hall or a basement.

He's wearing glasses and a sweatshirt.

In the foreground, I can see a window and many bottles with detergent for washing clothes.

On the right, by the wall, there's a rack for drying clothes.

The boy seems worried that he has to do the washing.



In the photo I can see …

The photo shows ...

There is/There are ...

In the foreground/In the background ...

Next to/Behind/In front of ...

Probably ...

He seems/He looks ...

Part 2

PRICE
1 How **m**_____ is one night at your hostel?
2 **W**_____'s the price of a single room?

LOCATION
3 Where **i**_____ the hostel?
4 How far is it **f**_____ the city centre?

FACILITIES
5 What **f**_____ are there?
6 Is **t**_____ Wi-Fi?
7 What facilities **c**_____ we use there?

RESPONSIBILITIES
8 What do I **h**_____ to do?
9 **D**_____ I have to help clean the room?

a You can use the bathrooms, the kitchenette and laundry room for free.
b No, you don't.
c The hostel is in Prescott Street.
d There's a washing machine, a hairdryer and a computer with paid Internet access.
e It's a ten-minute walk from the centre.
f It's the most expensive room and it's £35.
g You must change the sheets before you check out.
h Yes, there is. But you need to take a password at reception to connect.
i A bed in a six-bed room costs £17.

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PHOTOCOPIABLE

Student B
Part 1



The drawing shows a teenage boy who's holding a plastic basket.

There aren't a lot of dirty clothes in the basket.

The boy is probably in the hall or a basement.

He's wearing glasses and a sweatshirt.

In the foreground, I can see a window and many bottles with detergent for washing clothes.

On the right, by the wall, there's a rack for drying clothes.

The boy seems worried that he has to do the washing.



In the photo I can see …

The photo shows ...

There is/There are ...

In the foreground/In the background ...

Next to/Behind/In front of ...

Probably …

He seems/He looks ...

Part 2

PRICE
1 How **m**_____ is one night at your hostel?
2 **W**_____'s the price of a single room?

LOCATION
3 Where **i**_____ the hostel?
4 How far is it **f**_____ the city centre?

FACILITIES
5 What **f**_____ are there?
6 Is **t**_____ Wi-Fi?
7 What facilities **c**_____ we use there?

RESPONSIBILITIES
8 What do I **h**_____ to do?
9 **D**_____ I have to help clean the room?

a You can use the bathrooms, the kitchenette and laundry room for free.
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c The hostel is in Prescott Street.
d There's a washing machine, a hairdryer and a computer with paid Internet access.
e It's a ten-minute walk from the centre.
f It's the most expensive room and it's £35.
g You must change the sheets before you check out.
h Yes, there is. But you need to get a password at reception to connect.
i A bed in a six-bed room costs £17.

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Resource 28 Sentence translation

Unit 4 (Home sweet home)

1 How long _____ (*mieszkacie*) on this _____ (*osiedlu*)?

2 We _____ (*nie używaliśmy*) this cooker _____ (*od miesiąca*).

3 _____ (*Zamierzamy zbudować*) our house using _____ (*materiałów naturalnych*).

4 We've spent our holidays in this _____ (*wiejskim domku*) _____ (*od kiedy*) our son was born.

5 This eco-house has been the most popular _____ (*celem wycieczek turystycznych*) in the country _____ (*od roku*).

6 I _____ (*nie byłam*) to the _____ (*przedmieściach*) since I sold my terraced house.

7 _____ (*Jak długo macie*) this carpet?

8 I think I _____ (*wyprawię*) a _____ (*parapetówkę*) next Saturday.

9 I _____ (*jadę na wieś*) on Friday afternoon.

10 He _____ (*prawdopodobnie sprzeda*) his _____ (*kawalerkę*) in August.

11 _____ (*Co zamierzasz zrobić*) with this bookcase?

12 She _____ (*nie zamierza*) to _____ (*ścielić łóżka*) today.

13 I'd _____ (*wolałbym kupić*) a _____ (*domek parterowy*) near the sea.

14 Don't worry, I _____ (*pozmywam*) in the evening.

15 Next month we _____ (*przeprowadzamy się*) to a _____ (*domu wolnostojącego*) outside the city.

Answers:

1 How long **have you lived** on this **housing estate**?
2 We **have not/haven't used** this cooker **for a month**.
3 **We are/We're going to build** our house using **natural materials**.
4 We've spent our holidays in this **cottage since** our son was born.
5 This eco-house has been the most popular **tourist destination** in the country **for a year**.
6 I **have not/haven't been** to the **suburbs** since I sold my terraced house.
7 **How long have you had** this carpet?
8 I think I **will have** a **house-warming party** next Saturday.
9 I **am/'m going to the countryside** on Friday afternoon.
10 He **will probably sell** his **studio apartment** in August.
11 **What are you going to do** with this bookcase?
12 She **isn't going** to **make her bed** today.
13 I'd **rather buy** a **bungalow** near the sea.
14 Don't worry, I**'ll do the washing-up/'ll wash up** in the evening.
15 Next month **we are/we're moving** to a **detached house** outside the city.

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PHOTOCOPIABLE

Mind your step!

5.1 Vocabulary (places in school; education)

STAFF ROOM
Which **subject** would you like to ____ because you think it's not useful?

HEADTEACHER'S OFFICE

GYM
What usually happens when you don't ____ **in your homework** on time?

STUDENT A





STUDENT B

LAB
When you don't ____ **an English test** at the first attempt, how many times can you retake it?

LIBRARY
Do schools in your country ____ **up for winter holidays** at the same time?

Classroom 9
Do you often ____ **English sentences by heart**?

Classroom 10
Do you find it hard to ____ **up with your homework**?

Classroom 11
What **problems** does your school have to ____ **with**?

Classroom 6
Were you happy to ____ **up to secondary school**?

Classroom 7
How do you react when your teachers ____ **mistakes**?

Classroom 8
What do you have to do to ____ **into your dream university**?

Classroom 3
How long did you ____ **for your last test**?

Classroom 4
Which of your teachers ____ **too much homework**?

Classroom 5
Do many students ____ **PE lessons** at your school?

Classroom 1
How can teachers help students ____ **attention** in class?

Classroom 2
Are you planning to go to university and ____ **a degree**?

CANTEEN
Did any of your classmates ____ **the same primary school** as you?

pay	**do**	**revise**	**set**	**skip**	**move**	**make**	**get**
Classroom 1	Classroom 2	Classroom 3	Classroom 4	Classroom 5	Classroom 6	Classroom 7	Classroom 8
learn	**keep**	**cope**	**pass**	**break**	**drop**	**hand**	**attend**
Classroom 9	Classroom 10	Classroom 11	LAB	LIBRARY	STAFF ROOM	GYM	CANTEEN

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Resource 30 Test yourselves
5.1 Vocabulary

Student A

1a Complete the sentences with the words/phrases from the box. There is one extra word/phrase.

academy by heart do a degree
compulsory after-school hand in
pay attention get on well with subject

1 I think it should be _____ to study three languages at school.
2 Please _____ to the instructions or you will fail the exam!
3 She has many _____ activities so she doesn't have much time for her friends.
4 I learnt this poem _____ when I was at school but I don't remember it now.
5 I didn't use to _____ Scott when I was a teenager.
6 In the future I want to _____ in English so I can become an English teacher.
7 Yesterday I sent an email to my teacher to _____ my homework.
8 Which _____ would you like to do next year?

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 How do you *cope with* so much studying to do? Do you even have time for yourself?
2 Simon Green was my *classmate* – I haven't seen him for a long time.
3 Janet wants to stay at home tonight and *revise for* her French exam.
4 At my university, you can only *drop* one subject per year.
5 We decided to *skip* lessons on Thursday and work on the final project.
6 It's important to *learn from mistakes* and get better every day.
7 I try to *keep up with* every subject at school but sometimes it is difficult.
8 To study at this univerisity you need to pass the *entrance exam*.

Student B

1a Complete the sentences with the words/phrases from the box. There is one extra word/phrase.

classmate learn from mistakes drop
keep up with entrance exam skip
revise for cope with university

1 How do you _____ so much studying to do? Do you even have time for yourself?
2 Simon Green was my _____ – I haven't seen him for a long time.
3 Janet wants to stay at home tonight and _____ her French exam.
4 At my university, you can only _____ one subject per year.
5 We decided to _____ lessons on Thursday and work on the final project.
6 It's important to _____ and get better every day.
7 I try to _____ every subject at school but sometimes it is difficult.
8 To study at this univerisity you need to pass the _____.

1b Listen to Student A and check his/her answers.

1 I think it should be *compulsory* to study three languages at school.
2 Please *pay attention* to the instructions or you will fail the exam!
3 She has many *after-school* activities so she doesn't have much time for her friends.
4 I learnt this poem *by heart* when I was at school but I don't remember it now.
5 I didn't use to *get on well with* Scott when I was a teenager.
6 In the future I want to *do a degree* in English so I can become an English teacher.
7 Yesterday I sent an email to my teacher to *hand in* my homework.
8 Which *subject* would you like to do next year?

1c Read your answers to Student A.

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An optimistic scenario

5.2 Grammar (First Conditional)

Student A

After leaving school Lisa will probably get into university.



1 If she doesn't, she will _____

2 If she does, _____

3 If she doesn't, _____

4 If she does _____

5 If she does, _____

6 If she does, _____

7 If she does, she'll study Physics.

8 If she does, she'll probably become a scientist.

9 If she does, she'll work in a laboratory.

10 If she does, she'll make an important discovery.

11 If she doesn't, she'll become a teacher.

12 If she does, she'll help children understand the world.

If that happens, the world will be a better place.



Student B

After leaving school Lisa will probably get into university.



1 If she doesn't, she'll do a gap year.

2 If she does, she'll go to Australia.

3 If she doesn't, she'll go to Africa.

4 If she does, she'll meet the love of her life.

5 If she does, she'll do voluntary work.

6 If she does, they'll start a family.

7 If she does, she will _____

8 If she does, _____

9 If she does, _____

10 If she does, _____

11 If she doesn't, _____

12 If she does, _____

If that happens, the world will be a better place.



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Resource 32 Test yourselves

5.5 Grammar (defining relative clauses)

Student A

1 Match the sentence beginnings 1–5 to their endings a–e. Use *who, which* or *where*.

1	This is the restaurant …	a	some schools have.
2	A canteen is a type of restaurant …	b	we watched yesterday.
3	The Italians are people …	c	are famous for their food.
4	I didn't like the cooking show …	d	my uncle works as a waiter.
5	The girl …	e	is wearing a white hat is a great cook.

who
which
where

2 Listen to Student B and check his/her answers.

1 This is the street **where** *my old school used to be*.
2 A uniform is a special type of clothes **which** *you wear at school*.
3 An illiterate person is someone **who** *can't read and write*.
4 I don't remember the title of the book **which** *you bought yesterday*.
5 Here's the clever boy **who** *has won the spelling competition*.

3 Read your answers to Student B.

Student B

1 Match the sentence beginnings 1–5 to their endings a–e. Use *who, which* or *where*.

1	This is the street …	a	you wear at school.
2	A uniform is a special type of clothes …	b	can't read and write.
3	An illiterate person is someone …	c	you bought yesterday.
4	I don't remember the title of the book …	d	my old school used to be.
5	Here's the clever boy …	e	has won the spelling competition.

who
which
where

2 Read your answers to Student A.

3 Listen to Student A and check his/her answers.

1 This is the restaurant **where** *my uncle works as a waiter*.
2 A canteen is a type of restaurant **which** *some schools have*.
3 The Italians are people **who** *are famous for their food*.
4 I didn't like the cooking show **which** *we watched yesterday*.
5 The girl **who** *is wearing a white hat is a great cook*.

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Resource 33 An email of enquiry

5.7 Writing

W czasie ferii zimowych chcesz wziąć udział w dwutygodniowych warsztatach tanecznych w Australii. Napisz do organizatorów e-mail, w którym:

- przedstawisz się i wyjaśnisz, jakie warsztaty cię interesują,
- opowiesz o swoich doświadczeniach tanecznych,
- wyjaśnisz, jaki problem pojawił się podczas próby zapisu, i zapytasz o kwestie dotyczące płatności,
- poprosisz o przesłanie informacji dotyczących możliwości zakwaterowania i jego kosztu.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

E-mail z prośbą o informacje:

- rozpocznij i zakończ pasującymi do siebie zwrotami (*Dear Mr Smith → Yours sincerely; Dear Sir or Madam → Yours faithfully*),
- w pierwszym akapicie przedstaw się i wyjaśnij, w sprawie jakiego kursu piszesz,
- w drugim akapicie napisz, od jak dawna tańczysz i w jakim stylu tanecznym się specjalizujesz, oraz wyjaśnij, dlaczego ten kurs jest dla ciebie ważny,
- w trzecim akapicie opisz, co się stało, gdy próbowałeś/próbowałaś zarezerwować kurs przez Internet, poproś o pomoc w rozwiązaniu problemu; zapytaj o koszt i sposób płatności za kurs,
- w czwartym akapicie wyjaśnij, dlaczego potrzebujesz zakwaterowania w Stanach, zapytaj o możliwości takiego zakwaterowania i jaki jest jego koszt,
- nie używaj form skróconych (np. *I've, aren't*) ani skrótów (np. *v. good/ CU*),
- stosuj pytania pośrednie, np. *Could you tell me how far it is from the centre?*,
- sprawdź napisaną pracę – zwróć uwagę na błędy językowe, ortograficzne i interpunkcyjne,
- upewnij się, że e-mail liczy od 80 do 130 słów,
- pisz starannie i wyraźnie.

Dear Mrs Bennington,

I am a sixteen-year-old dancer from Poland. I'm writing to enquire about the dance workshop at your centre – the two-week hip-hop dance course this February.

I have been a dancer since I was six. I mostly do electric boogie. If I learn hip-hop, I become a better dancer.

I tried to book the workshop online but I haven't received any confirmation. Could you check everything is alright? Could you also tell me the cost of the course and how should I make the payment?

I have no family in the USA, so I would be grateful if you could send me information about possible accommodation and how much does it cost.

I look forward to hearing from you,

Yours faithfully,

Sara Mokka

Dear Mrs Bennington,

I am a sixteen-year-old dancer from Poland. ~~I'm writing~~ *I am writing* [1] to enquire about the dance workshop at your centre – the two-week hip-hop dance course this February.

I have been a dancer since I was six. I mostly do electric boogie. If I learn hip-hop, I ~~become~~ *will become* [2] a better dancer.

I tried to book the workshop online but I ~~haven't received~~ *have not received* [3] any confirmation. Could you check everything is alright? Could you also tell me the cost of the course and how ~~should I make~~ *I should make* [4] the payment?

I have no family in the USA, so I would be grateful if you could send me information about possible accommodation and how much ~~does it cost~~ *it costs* [5].

I look forward to hearing from you,

~~Yours faithfully~~ *Yours sincerely* [6],

Sara Mokka

[1] Forma skrócona. [2] Błąd gramatyczny. [3] Forma skrócona. [4] Błąd gramatyczny. [5] Błąd gramatyczny. [6] Niewłaściwy zwrot pożegnalny.

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Part 1

Photo 1: Studying languages on a computer, on your own.



Who do you see in the photo?
Where is she?
What is the girl doing?
How does she feel, in your opinion?

Photo 2: Learning languages in a group, with a teacher.



Who are the people in the photo?
Where are they?
What are they doing?
How do you think they feel?

VOCABULARY

1 _ _ k _ notes
2 _ _ v _ _ _ vocabulary
3 mem _ _ _ s _ a lot of words from lesson to lesson
4 w _ _ _ e tests
5 _ _ t stressed
6 compete _ _ _ _ others
7 get good/bad m _ r _ _
8 dis _ _ _ s different topics
9 have oral e _ _ ms
10 fol _ _ _ your interests
11 hours are flex _ _ _ e

Method 1 **is better than** Method 2 because you can study when you want to.
Method 2 **is more effective** because you can talk to real people.
Method 2 **is less attractive** because teachers rarely discuss interesting topics.
Method 1 **is worse** because it's difficult to be motivated when you work alone.

Part 2

Method 1

Doing a lot from the coursebook/Exercises from the workbook as homework/Having short tests every two weeks and large tests after every unit/Students preparing presentations for the class every month

Method 2

Using the coursebook but not too often/Watching a lot of TV series and films during lessons/ Getting parts of books to read at home and discuss during lessons/Having one huge test a semester

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Resource 35 Sentence translation

Unit 5 (Time to learn)

1 If you don't _____ (*powtarzał do egzaminów*), you _____ (*nie dostaniesz się na*) university.

2 _____ (*Jeśli nauczysz się*) all the verbs by heart, you'll get _____ (*dobrą ocenę*).

3 She _____ (*nie zaliczy*) this test if she _____ (*opuści*) the lesson tomorrow.

4 _____ (*Gdy tylko zrobi się zimno*), I _____ (*założę*) on a warm sweater.

5 If he _____ (*nie wstanie*) at seven on Monday, he will _____ (*narobi sobie kłopotów*).

6 I won't _____ (*oddam*) all my homework _____ (*chyba że mi pomożesz*) with Physics.

7 A levels are exams _____ (*do których uczniowie podchodzą*) at the end of _____ (*szkoły średniej*) in the UK.

8 This is the school _____ (*do której uczęszczałem*) when I was ten.

9 Italian was the subject _____ (*z którego zrezygnowałem*) in college.

10 Do you remember the teacher _____ (*która denerwowała się*) in every lesson?

11 Anna is my only _____ (*koleżanką z klasy*) who _____ (*nie lubię*).

12 On the walls in his office _____ (*są dyplomy, które*) he got _____ (*kiedy pracował na uniwersytecie*).

13 If you _____ (*oblejesz*) English, it _____ (*będzie twoja wina*).

14 If we go on a _____ (*edukacyjną wycieczkę szkolną*), we _____ (*zrobimy sobie przerwę*) from revising for exams.

15 Sweden, Norway and Finland _____ (*to kraje, gdzie*) a lot of people speak English.

Answers:

1 If you don't **revise for exams**, you **will not/won't get into** university.
2 **If you learn** all the verbs by heart, you'll get **a good mark**.
3 She **will not/won't pass** this test if she **skips** the lesson tomorrow.
4 **As soon as it gets cold**, I**'ll/will put on** a warm sweater.
5 If he **does not/doesn't get up** at seven on Monday, he will **get into trouble**.
6 I won't **hand in** all my homework **unless you help me** with Physics.
7 A levels are exams **(which/that) students take** at the end of **secondary school** in the UK.
8 This is the school **(which/that) I attended** when I was ten.
9 Italian was the subject **(which/that) I dropped** in college.
10 Do you remember the teacher **who got nervous/angry** in every lesson?
11 Anna is my only **classmate** who **I don't like**.
12 On the walls in his office **there are diplomas (which/that)** he got **when he worked at a/the university**.
13 If you **fail** English, it **will be your fault**.
14 If we go on a **field trip**, we **will take a break** from revising for exams.
15 Sweden, Norway and Finland **are countries where** everybody speaks English.

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What's my job?

6.1 Vocabulary (work)

Student A

You are a … swimming instructor.



YOU

- do physical work,
- work inside,
- help people,
- don't earn much,
- make people happy,
- work flexible hours,
- work with people of different ages,
-
-

Student B

You are a … receptionist.



YOU

- work long hours,
- work at the weekend,
- get four weeks' paid holiday a year,
- get a low salary,
- work shifts,
- work inside,
- deal with people every day,
-
-

Student C

You are a … flight attendant.



YOU

- deal with emergencies,
- work in a team,
- work long hours,
- get a lot of days off,
- often do overtime,
- get a pay rise most years,
- travel a lot,
-
-

Student D

You are an … accountant.



YOU

- work regular office hours,
- get a bonus every year,
- earn a good salary,
- are responsible for your department,
- get five weeks' paid holiday a year,
- have a full-time job
- deal with numbers,
-
-

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Resource 37 Test yourselves
6.1 Vocabulary

Student A

1a Write *in* if necessary. If the preposition is not necessary, write Ø.

1 work __ long hours
2 work __ a team
3 work __ outside
4 work __ advertising
5 work __ overtime

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 work *in* a hospital
2 work Ø shifts
3 work *in* marketing
4 work *in* an office
5 work Ø regular office hours

2a Choose the correct answers. Sometimes both answers are correct.

1 Sarah Connor *is* / *works* in IT.
2 Mike *takes* / *earns* an average salary.
3 My father *is* / *does* self-employed.
4 We often *do* / *work* overtime in the summer.
5 Olaf hasn't *had* / *got* a pay rise for many years.

2b Listen to Student B and check his/her answers.

1 My mother doesn't have to *work* / *do* shifts.
2 Paula *is* well-paid in her new job.
3 Many people in Asia *get* / *earn* low wages.
4 Last year I didn't *get* a bonus.
5 My older brother *is* a plumber.

2c Read your answers to Student B.

Student B

1a Write *in* if necessary. If the preposition is not necessary, write Ø.

1 work __ a hospital
2 work __ shifts
3 work __ marketing
4 work __ an office
5 work __ regular office hours

1b Listen to Student A and check his/her answers.

1 work Ø long hours
2 work *in* a team
3 work Ø outside
4 work *in* advertising
5 work Ø overtime

1c Read your answers to Student A.

2a Choose the correct answers. Sometimes both answers are correct.

1 My mother doesn't have to *work* / *do* shifts.
2 Paula *does* / *is* well-paid in her new job.
3 Many people in Asia *get* / *earn* low wages.
4 Last year I didn't *get* / *earn* a bonus.
5 My older brother *is* / *works* a plumber.

2b Read your answers to Student A.

2c Listen to Student A and check his/her answers.

1 Sarah Connor *is* / *works* in IT.
2 Mike *earns* an average salary.
3 My father *is* self-employed.
4 We often *do* / *work* overtime in the summer.
5 Olaf hasn't *had* / *got* a pay rise for many years.

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Imagine

6.2 Grammar (Second Conditional)

1 If you could travel to any country in the world, where would you go?

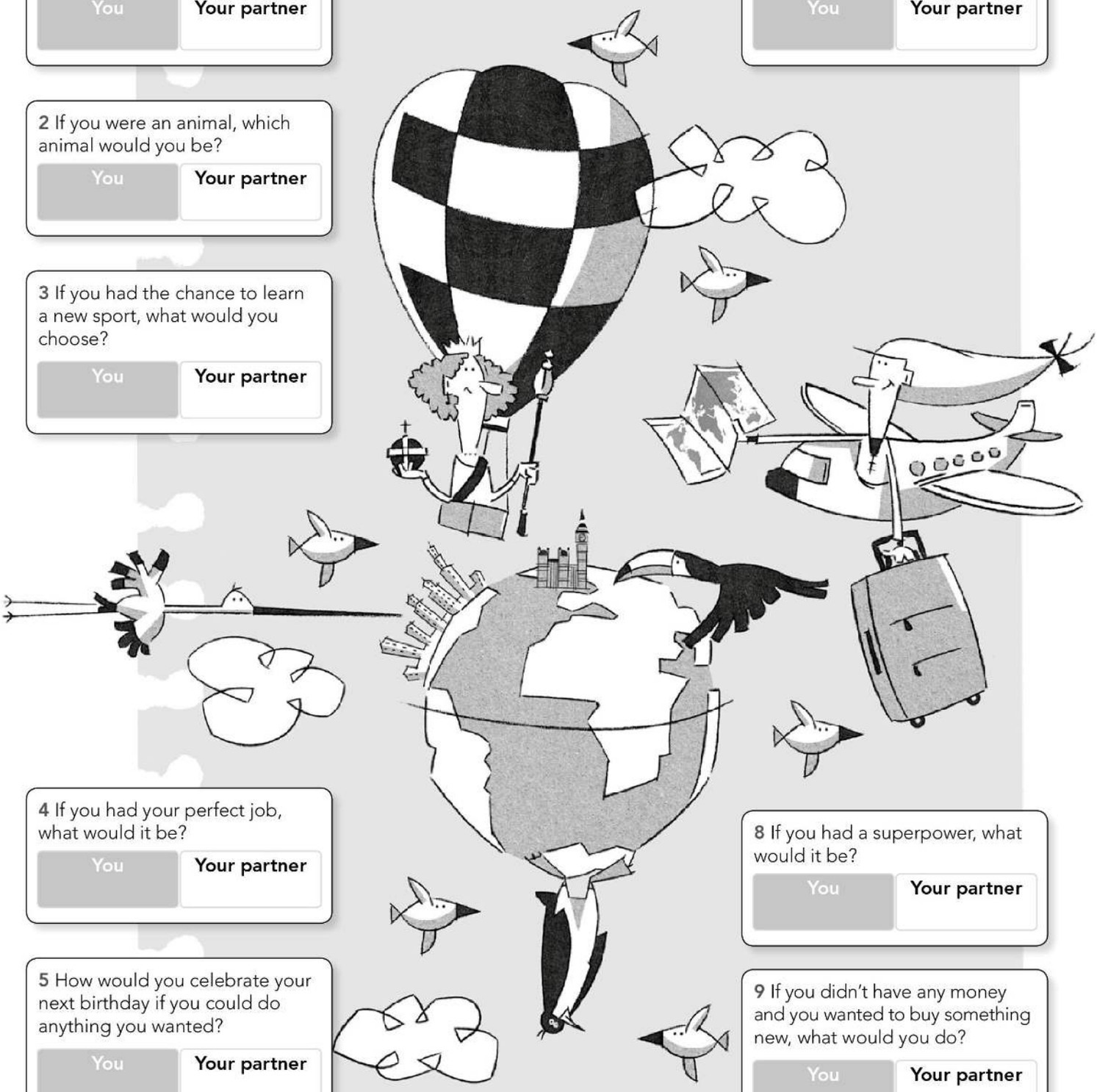
You | **Your partner**

2 If you were an animal, which animal would you be?

You | **Your partner**

3 If you had the chance to learn a new sport, what would you choose?

You | **Your partner**



4 If you had your perfect job, what would it be?

You | **Your partner**

5 How would you celebrate your next birthday if you could do anything you wanted?

You | **Your partner**

6 What would you buy first if you won the lottery?

You | **Your partner**

7 If you could meet a famous person, who would you want to meet?

You | **Your partner**

8 If you had a superpower, what would it be?

You | **Your partner**

9 If you didn't have any money and you wanted to buy something new, what would you do?

You | **Your partner**

10 If you had to learn another foreign language, which one would you learn?

You | **Your partner**

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Resource 39 Test yourselves

6.5 Grammar (modal verbs for obligation and permission)

Student A

1 Choose the correct words to complete the sentences.

1 A tourist guide *has to / doesn't have to* find solutions to problems quickly.

2 You *can / can't* wait for me here – I'll be right back.

3 He *mustn't / doesn't have to* wear suits every day but he likes smart clothes.

4 We *need to / needn't* hurry up – we're late.

5 *Can you / Do you have to* do your homework now? I need your help.

6 I *must / mustn't* forget to phone John this afternoon.

7 You *mustn't / don't need to* wear a suit if you don't want to.

8 You *mustn't / have to* eat or drink in the library.

2 Read your answers to Student B.

3 Listen to Student B and check his/her answers.

1 I *must* remember to take my laptop to school tomorrow.

2 You *need to* wear special clothes – it's obligatory.

3 A rock musician *doesn't have to* shave every morning.

4 *Can you* call your brother now? I want to ask him a question.

5 We *needn't* tell your father about it – it will be our secret.

6 You *mustn't* leave now – the class hasn't finished yet.

7 I'm sorry but you *can't* park here.

8 You *don't have to* pay to visit the museum – it's free for students.

Student B

1 Choose the correct words to complete the sentences.

1 I *must / mustn't* remember to take my laptop to school tomorrow.

2 You *need to / don't have to* wear special clothes – it's obligatory.

3 A rock musician *has to / doesn't have to* shave every morning.

4 *Can you / Do you have to* call your brother now? I want to ask him a question.

5 We *need to / needn't* tell your father about it – it will be our secret.

6 You *mustn't / don't have to* leave now – the class hasn't finished yet.

7 I'm sorry but you *can / can't* park here.

8 You *don't have to / mustn't* pay to visit the museum – it's free for students.

2 Listen to Student A and check his/her answers.

1 A tourist guide *has to* find solutions to problems quickly.

2 You *can* wait for me here – I'll be right back.

3 He *doesn't have to* wear suits every day but he likes smart clothes.

4 We *need to* hurry up – we're late.

5 *Do you have to* do your homework now? I need your help.

6 I *mustn't* forget to phone John this afternoon.

7 You *don't need to* wear a suit if you don't want to.

8 You *mustn't* eat or drink in the library.

3 Read your answers to Student A.

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Resource 40 A job application
6.7 Writing

Spędzasz wakacje u rodziny w Dublinie. W lokalnej gazecie zamieszczono ofertę pracy dla osoby wyprowadzającej psy na spacer. Napisz w odpowiedzi list, w którym:

- wyjaśnisz w jakim celu piszesz i jak dowiedziałeś/dowiedziałaś się o tej ofercie pracy,
- opowiesz, czym się obecnie zajmujesz i dlaczego interesujesz się ogłoszeniem,
- nawiążesz do swojego CV oraz wyjaśnisz, dlaczego jesteś idealnym kandydatem / idealną kandydatką na to stanowisko,
- wyrazisz chęć spotkania w dowolnym terminie.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość listu powinna wynosić od 80 do 130 słów.

List motywacyjny:

- rozpocznij i zakończ pasującymi do siebie zwrotami (*Dear Mr Smith → Yours sincerely; Dear Sir or Madam → Yours faithfully*),
- w pierwszym akapicie poinformuj odbiorcę, gdzie zamieszczono ogłoszenie o pracę, kim jesteś i czym się zajmujesz, oraz wyjaśnij, dlaczego chcesz podjąć tę pracę,
- w drugim akapicie wyjaśnij, dlaczego akurat ta praca cię interesuje, powiedz, że załączasz CV, opisz swoje doświadczenie, które sprawia, że jesteś odpowiednim kandydatem / odpowiednią kandydatką,
- w trzecim akapicie napisz, że możesz w każdym momencie stawić się na rozmowę, i powiedz, że dane kontaktowe są w CV,
- używaj języka formalnego, np. ~~*free*~~ → *available,* ~~*the right person*~~ → *a suitable candidate*,
- nie stosuj form skróconych (np. *I've, aren't*) ani skrótów (np. *v. good/CU*),
- sprawdź napisaną pracę – zwróć uwagę na błędy językowe, ortograficzne i interpunkcyjne,
- upewnij się, że list liczy od 80 do 130 słów,
- pisz starannie i wyraźnie.

Dear Sir or Madam,

I would like to aply for the position of a dog walker. I am seventeen and I am staying in Dublin for the summer, so I could start any time to help the family I am staying with.

I am particular interested in the position you offer because I love animals and I can deal with them. In the attached CV you will see I have had summer jobs in retail, which taught me responsibility. I taught children swimming too. I also helped my uncle – a dog behaviourist, who makes me the ideal candidate for the job.

I am free any time, you can invite me for an interview. Please find contact details in my CV.

Yours faithfully,

Robert Kern

Dear Sir or Madam,

With reference to your advertisement in Echo local newspaper from 7th June [1], I would like to ~~aply~~ *apply* [2] for the position of a dog walker. I am seventeen and I am staying in Dublin for the summer, so I could start any time to help the family I am staying with.

I am ~~particular~~ *particularly* [3] interested in the position you offer because I love animals and I can deal with them. In the attached CV you will see I have had summer jobs in retail, which taught me responsibility. ~~I taught children swimming too.~~ [4] I also helped my uncle – a dog behaviourist, ~~who~~ *which* [5] makes me the ideal candidate for the job.

~~I am free any time, you can invite me for an interview.~~ *I am available for an interview at any time.* [6] Please find my contact details in my CV.

Yours faithfully,

Robert Kern

[1] Brak informacji, gdzie umieszczono ogłoszenie. [2] Błąd ortograficzny. [3] Niewłaściwa część mowy (przymiotnik zamiast przysłówka). [4] Informacja niezwiązana z tematem. [5] Niewłaściwy zaimek. [6] Forma zbyt potoczna.

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Work, work, work

Focus Review 6, Speaking

Part 1

Advantages of my job: ___ , ___ , ___ , ___ , ___ , ___

Disadvantages of my job: ___ , ___ , ___ , ___ , ___ , ___

1 This job is very **well-paid**.
2 It's very difficult to **take time off**.
3 This is **physical work** and I have problems with my back.
4 I **get a pay rise** every year.
5 There are no **bonuses**.
6 I **earn low wages**.
7 It's **badly paid**.
8 I **do a lot of overtime** but don't get extra money for it.
9 I **work regular office hours** and I have time to pick up my son from kindergarten at five.
10 I'm lucky because I sometimes **work for** very famous people.
11 I'm an artist and I **work flexible hours**.
12 I **can retire** early if I want to.

Is it better to be:



or



?



or



?

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Part 2



(arguing group happened helping look mistake office standing would)

1 What do you see in the photo?
It's in an [1]_____ . I see a [2]_____ of four young people. Three of them are sitting at a table and one is [3]_____ , showing some documents.

2 How do the people feel and why?
All the people [4]_____ nervous and angry. I think they are [5]_____ . Maybe one of them has made a [6]_____ and the boss is angry.

3 What would you do if your boss started to shout at you angrily in front of everybody?
First, I would ask what has [7]_____ . Maybe my boss thinks I did something which I didn't do. I would try to explain the situation first. I don't think I [8]_____ shout at him.

4 Have you ever made a serious mistake that caused a lot of problems? Talk about it.
Yes, I have. Two years ago, when I was [9]_____ my dad in his office, I put some very important documents into the wrong file and nobody could find them for a long time. My dad lost some money because of that. I never helped my dad in the office again.

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Resource 42 Sentence translation

Unit 6 (Just the job)

1 If I had a _____ (*wysoką pensję*), I _____ (*nie szukałbym*) another job.

2 What _____ (*zrobiłaby twoja mama*) if she didn't have five weeks' _____ (*płatnego urlopu*)?

3 If I _____ (*mnie zwolnili*) from the hospital, I _____ (*byłabym bezrobotna*).

4 _____ (*Gdyby znał*) two foreign languages, he _____ (*pracowałby dla*) a foreign company.

5 _____ (*Gdybym była tobą*), I would talk to the boss about a _____ (*awansie*).

6 What would you do if you _____ (*musiał pracować na nocną zmianę*)?

7 If we _____ (*prowadzili własną działalność*), we wouldn't have to _____ (*pracować wewnątrz*) all the time.

8 In my job, you don't have to _____ (*pracować po godzinach*) and there are _____ (*elastyczne godziny pracy*).

9 _____ (*Taksówkarze muszą znać*) all the streets in the city.

10 Lifeguards _____ (*nie muszą pracować*) outside.

11 She needs _____ (*wziąć kilka dni wolnego*).

12 As a secretary, you _____ (*nie wolno ci się spóźniać*) and you have to _____ (*znosić, wytrzymywać*) a lot of stressful situations.

13 _____ (*Gdybyś był*) a writer, you _____ (*pracowałbyś z domu*).

14 My job interview was _____ (*stanowiące wyzwanie*) and _____ (*wyczerpujące*).

15 He _____ (*zrezygnował*) from his job because he _____ (*musiał pracować do późna*).

Answers:

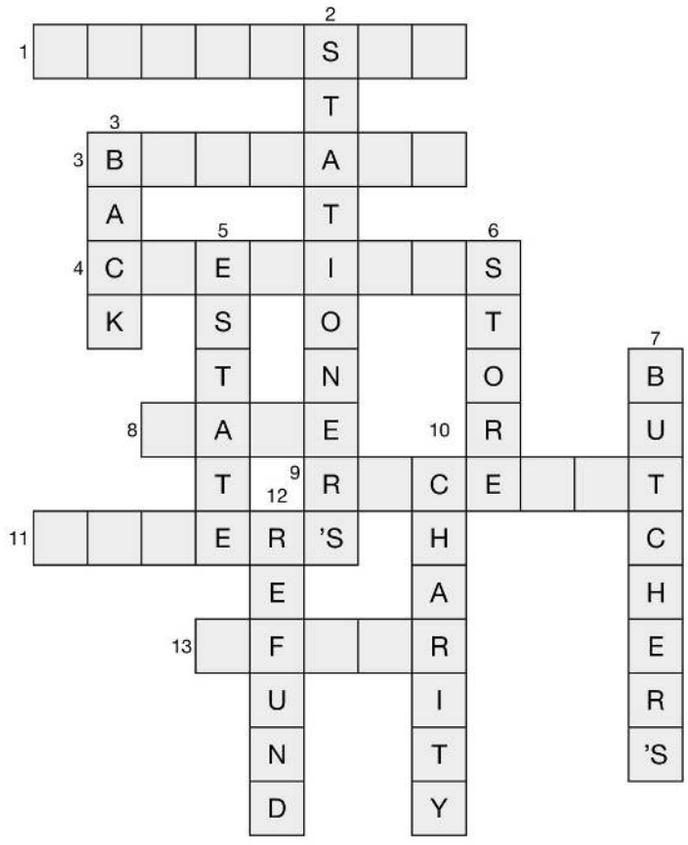
1 If I had a **high/good salary**, I **wouldn't look for** another job.
2 What **would your mum do** if she didn't have five weeks' **paid holiday**?
3 If I **got fired/got the sack** from the hospital, I **would be unemployed**.
4 **If he knew** two foreign languages, he **would work for** a foreign company.
5 **If I were you**, I would talk to the boss about a **promotion**.
6 What would you do if you **had to work night shifts**?
7 If we **were self-employed**, we wouldn't have to **work indoors** all the time.
8 In my job, you don't have to **work/do overtime** and there are **flexible working hours.**
9 **Taxi drivers must know** all the streets in the city.
10 Lifeguards **do not have to/don't have to/do not need to/don't need to work** outside.
11 She needs **to take a few days off**.
12 As a secretary, you **mustn't be late** and you have to **put up with** a lot of stressful situations.
13 **If you were** a writer, you **would work from home**.
14 My job interview was **challenging** and **exhausting**.
15 He **resigned** from his job because he **had to work long hours/had to work late**.

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A shopping crossword

7.1 Vocabulary (shops and services)

Student A



DOWN:

___ A big shop with departments that sells different products is called a department _____ .

___ What kind of agent buys and sells houses and land for people?

___ If you return a product you bought to the shop, you take it _____ .

___ A shop where you can buy meat.

___ What kind of shop sells second-hand things to earn money for people in need?

___ The money that you get when you aren't satisfied with something you paid for.

___ A shop where you can buy things you use for writing, e.g. paper and pens.

Student B



ACROSS:

___ A shop that sells medicine and cosmetics.

___ When you buy something much cheaper than normal, you pick up a _____ .

___ A shop where you can buy flowers.

___ If you buy something on promotion at a low price, you buy it on special _____ .

___ What do you call the time when shops sell their products at lower prices?

___ A shop where you can buy bread.

___ What do you call a piece of paper that shows you've paid for something?

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PHOTOCOPIABLE

Resource 44 Test yourselves
7.1 Vocabulary

Student A

1a Complete the sentences with the phrases from the box.

the baker's the post office the chemist's
the newsagent's the florist's

1 You buy newspapers at _____.
2 You send letters at _____.
3 You buy bread at _____.
4 You buy flowers at _____.
5 You buy medicine at _____.

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 You buy ham at *the butcher's*.
2 You buy pencils at *the stationer's*.
3 You buy a basketball in *the sports shop*.
4 You buy food for your dog in *the pet shop*.
5 You buy a tie in *the clothes shop*.

2a Complete the sentences with the words/phrases from the box. There is one extra word/phrase.

afford worth it receipt
sale swimwear

1 Here's your _____ . Remember to keep it in a safe place.
2 I can't _____ these trousers – they are too expensive for me.
3 We're having a _____ this week. Everything is cheaper till Sunday.
4 These shoes are not _____! Look, they have a hole here and they're too big for you.

2b Listen to Student B and check his/her answers.

1 We can change this T-shirt for you or give you a *refund*.
2 This pair of skis was just £100 – it was a real *bargain*.
3 My mum wants to buy a *cashmere* sweater for herself because she's always cold.
4 I can only go *window shopping* – I haven't got any money.

2c Read your answers to Student B.

Student B

1a Complete the sentences with the phrases from the box.

the pet shop the sports shop the stationer's
the butcher's the clothes shop

1 You buy ham at _____.
2 You buy pencils at _____.
3 You buy a basketball in _____.
4 You buy food for your dog in _____.
5 You buy a tie in _____.

1b Listen to Student A and check his/her answers.

1 You buy newspapers at *the newsagent's*.
2 You send letters at *the post office*.
3 You buy bread at *the baker's*.
4 You buy flowers at *the florist's*.
5 You buy medicine at *the chemist's*.

1c Read your answers to Student A.

2a Complete the sentences with the words/phrases from the box. There is one extra word/phrase.

bargain cashmere denim
refund window shopping

1 We can change this T-shirt for you or give you a _____ .
2 This pair of skis was just £100 – it was a real _____ .
3 My mum wants to buy a _____ sweater for herself because she's always cold.
4 I can only go _____ – I haven't got any money.

2b Read your answers to Student A.

2c Listen to Student A and check his/her answers.

1 Here's your *receipt*. Remember to keep it in a safe place.
2 I can't *afford* these trousers – they are too expensive for me.
3 We're having a *sale* this week. Everything is cheaper till Sunday.
4 These shoes are not *worth it*! Look, they have a hole here and they're too big for you.

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FRESH VERBS

SPEND DO BUY GIVE

Change the verbs into the correct forms before use.

Buy four IN MY FAMILY products and get a packet of FRESH VERBS for free.

1 Most shopping is _____ at weekends.

2 Food has never been _____ online.

3 Too much money is _____ on clothes.

4 Children are not _____ pocket money.

ORGANIC VERBS

ADVERTISE SELL PAY BUILD

Change the verbs into the correct forms before use.

Buy four IN MY HOME TOWN products and get a packet of ORGANIC VERBS for free.

5 Local products are _____ in a street market.

6 Another shopping centre has been _____ lately.

7 Shop assistants are not _____ enough.

8 Special offers are _____ everywhere.

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PHOTOCOPIABLE

Resource 46 Test yourselves

7.2 Grammar (The Passive)

Student A

1 Complete the sentences with the correct present or past forms of the verbs in brackets. Use passive or active forms.

1 We _____ (use) *walk* as a verb or a noun in English.
2 The flat _____ (not/clean) yet and it looks very dirty.
3 _____ (Thomas Edison/invent) the first light bulb?
4 Last year the British Museum _____ (visit) by 6 million people.
5 In my city rubbish _____ (not/collect) on Sundays.
6 The children _____ (not/eat) anything for eight hours.

2 Read your answers to Student B.

3 Listen to Student B and check his/her answers.

1 This simple idea *has improved* the lives of many people since 1998.
2 How many languages *do you speak*?
3 Some farmers *aren't paid* / *are not paid* very well for their products.
4 This book *was published* in Scotland in the nineteenth century.
5 Don't worry. Your letter *has already been posted*.
6 When *did Steven Spielberg direct* *Jaws*?

Student B

1 Complete the sentences with the correct present or past forms of the verbs in brackets. Use passive or active forms.

1 This simple idea _____ (improve) the lives of many people since 1998.
2 How many languages _____ (you/speak)?
3 Some farmers _____ (not/pay) very well for their products.
4 This book _____ (publish) in Scotland in the nineteenth century.
5 Don't worry. Your letter _____ (already/post).
6 When _____ (Steven Spielberg/direct) *Jaws*?

2 Read your answers to Student A.

3 Listen to Student A and check his/her answers.

1 We *use* *walk* as a verb or a noun in English.
2 The flat *hasn't been cleaned* / *has not been cleaned* yet and it looks very dirty.
3 *Did Thomas Edison invent* the first light bulb?
4 Last year the British Museum *was visited* by 6 million people.
5 In my city rubbish *isn't collected* / *is not collected* on Sundays.
6 The children *haven't eaten* / *have not eaten* anything for eight hours.

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Resource 47 A formal written complaint

7.7 Writing

Jakiś czas temu zamówiłeś/zamówiłaś przez Internet personalizowane puzzle na urodziny koleżanki. Napisz do firmy e-mail z reklamacją, w którym:

- poinformujesz, co i kiedy zamówiłeś/zamówiłaś,
- opiszesz problem dotyczący zamówionego produktu,
- wyrazisz niezadowolenie z powodu nieterminowego dostarczenia przesyłki,
- wyjaśnisz czego oczekujesz od firmy.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

Formalne zgłoszenie reklamacji:

- rozpocznij i zakończ pasującymi do siebie zwrotami (*Dear Mr Smith → Yours sincerely; Dear Sir or Madam → Yours faithfully*),
- w pierwszym akapicie uprzejmie podaj powód, dla którego piszesz,
- w drugim akapicie napisz, jaki produkt zamówiłeś/zamówiłaś, w jaki sposób, kiedy to było, na czym polegała jego personalizacja; następnie przedstaw problemy z dostarczeniem zamówienia oraz jakością produktu,
- w trzecim akapicie wyraź niezadowolenie z powodu nieterminowego otrzymania przesyłki i wyjaśnij, dlaczego termin dostarczenia był szczególnie istotny,
- w czwartym akapicie krótko przedstaw, czego oczekujesz od firmy,
- używaj języka formalnego, np. *I am angry → I am disappointed, I want my money back → I would like you to send me a full refund*,
- nie stosuj form skróconych (np. *I've, aren't*) ani skrótów (np. *v. good/CU*),
- sprawdź napisaną pracę – zwróć uwagę na błędy językowe, ortograficzne i interpunkcyjne,
- upewnij się, że e-mail liczy od 80 do 130 słów,
- pisz starannie i wyraźnie.

Hi puzzle shop,

The service your company offers is very bad!

Two weeks ago, I ordered a photo jigsaw puzzle on your website. I uploaded a good quality photo, paid and received a confirmation that the finished product would arrive within 3–5 working days. After 5 days I wrote to you twice but my emails ignored. Finally, the delivery came today and when I opened the box, it turned out that the quality of image is poor and two pieces are missed.

I am extremely disappointed at your service. It was a present and it came a week too late, not to mention the product's incomplete.

I would be gratefull if you could send me a full refund.

Yours faithfully,

Karina Bel

~~Hi puzzle shop~~ *Dear Sir or Madam* [1],

~~The service your company offers is very bad!~~ *I am writing to complain about the service provided by your company.* [2]

Two weeks ago, I ordered a photo jigsaw puzzle on your website. I uploaded a good quality photo, paid and received a confirmation that the finished product would arrive within 3–5 working days. After 5 days I wrote to you twice but my emails ~~ignored~~ *were ignored/have been ignored* [3]. Finally, the delivery came today and when I opened the box, it turned out that the quality of image is poor and two pieces are ~~missed~~ *missing* [4].

I am extremely disappointed ~~at~~ *with* [5] your service. It was a present and it came a week too late, not to mention the ~~product's~~ *product is* [6] incomplete.

I would be ~~gratefull~~ *grateful* [7] if you could send me a full refund.

Yours faithfully,

Karina Bel

[1] Zwrot zbyt potoczny. [2] Zbyt nieuprzejmy sposób przedstawienia powodu napisania listu. [3] Błąd gramatyczny. [4] Błąd gramatyczny. [5] Niewłaściwy przyimek. [6] Forma skrócona. [7] Błąd ortograficzny.

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Resource 48 Shopping for clothes

Focus Review 7, Speaking

Part 1 – Students A and B

Items of clothing	a dress/a top/a sc _ _ f/a hoodie/shorts/a coat/a cap /…
Ways of paying	How would you like to _ a _ ? Can I pay by _ _ e _ _ _ card? I'd _ _ _ e to pay in cash.
Style and size of clothes	Are you _ _ _ k _ _ _ for something elegant or casual? I am a _ i _ _ 38. Do you _ a _ _ this in a smaller size?
Terms of return and refund	If it doesn't _ i _, can I return it? Can I g _ _ _ it back if she doesn't like it? Can I ex _ _ _ _ _ _ it if it's the wrong size?

Part 1 – Students A and B

Items of clothing	a dress/a top/a sc _ _ f/a hoodie/shorts/a coat/a cap /…
Ways of paying	How would you like to _ a _ ? Can I pay by _ _ e _ _ _ card? I'd _ _ _ e to pay in cash.
Style and size of clothes	Are you _ _ _ k _ _ _ for something elegant or casual? I am a _ i _ _ 38. Do you _ a _ _ this in a smaller size?
Terms of return and refund	If it doesn't _ i _, can I return it? Can I g _ _ _ it back if she doesn't like it? Can I ex _ _ _ _ _ _ it if it's the wrong size?

Part 1 – Students A and B

Items of clothing	a dress/a top/a sc _ _ f/a hoodie/shorts/a coat/a cap /…
Ways of paying	How would you like to _ a _ ? Can I pay by _ _ e _ _ _ card? I'd _ _ _ e to pay in cash.
Style and size of clothes	Are you _ _ _ k _ _ _ for something elegant or casual? I am a _ i _ _ 38. Do you _ a _ _ this in a smaller size?
Terms of return and refund	If it doesn't _ i _, can I return it? Can I g _ _ _ it back if she doesn't like it? Can I ex _ _ _ _ _ _ it if it's the wrong size?

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Part 2 – Student A

A: Can I [1]_____ you?
B: Yes, I'm looking for a cotton top in black. Have you got something like this?
A: Of course, here are all our tops. What [3]_____ do you need?
B: I am a size 38.
A: Here it is. Would you like to [5]_____ it on?
B: Sure. Where are the changing rooms?
A: Over there. (...) So, how is it? [7]_____ it fit?
B: It's great. How much is it?
A: $10.50.
B: I'll take it.
A: How [10]_____ you like to pay?
B: By credit card. And if there's something wrong with it, can I return it?
A: Yes. I'm afraid we can't give you a [12]_____ but we can exchange it for something else. But you must keep the receipt.
B: Of course. Thank you. Goodbye.

Part 2 – Student B

A: Can I help you?
B: Yes, I'm [2]_____ for a cotton top in black. Have you got something like this?
A: Of course, here are all our tops. What size do you need?
B: I [4]_____ a size 38.
A: Here it is. Would you like to try it on?
B: Sure. Where are the [6]_____ rooms?
A: Over there. (...) So, how is it? Does it fit?
B: It's great. How [8]_____ is it?
A: $10.50.
B: I'll [9]_____ it.
A: How would you like to pay?
B: By credit card. And if there's something wrong with it, can I [11]_____ it?
A: Yes. I'm afraid we can't give you a refund but we can exchange it for something else. But you must keep the receipt.
B: Of course. Thank you. Goodbye.

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Resource 49 Sentence translation

Unit 7 (Consumer society)

1 Bananas _____ (*nie uprawia się*) in Poland.

2 Have the headphones _____ (*zostały zamówione*)?

3 Newspapers _____ (*kupuje się*) at a _____ (*kiosku*).

4 Was _____ (*ten odkurzacz wyprodukowany*) in China?

5 Your _____ (*rachunek bankowy został zamknięty*) last week.

6 This _____ (*portmonetka została znaleziona*) on the number 12 bus.

7 Do you have _____ (*te buty sportowe*) in a _____ (*rozmiarze*) 38, please?

8 People who have _____ (*niewiele pieniędzy*) never buy _____ (*ubrań od znanych projektantów*).

9 _____ (*Ile pracy domowej*) does your geography teacher give you?

10 _____ (*Z okazji piętnastych urodzin*) she got _____ (*kilka bransoletek przyjaźni*).

11 I must go to the _____ (*piekarni*) because we have _____ (*bardzo mało*) bread.

12 Can we _____ (*dostać zwrot pieniędzy*) if these sandals _____ (*nie będą pasować*)?

13 We've got _____ (*trochę czasu*) so we can _____ (*pooglądać wystawy sklepowe*).

14 I think there are _____ (*zbyt wiele*) fashionable and expensive _____ (*galerii handlowych*) in Warsaw.

15 Some products _____ (*wyprzedały się*) quickly because they were _____ (*w ofercie specjalnej*).

Answers:

1 Bananas **are not/aren't grown** in Poland.
2 Have the headphones **been ordered**?
3 Newspapers **are bought** at a **newsagent's**.
4 Was **this vacuum cleaner produced/made** in China?
5 Your **(bank) account was closed** last week.
6 This **purse was found/has been found** on the number 12 bus.
7 Do you have **these trainers** in a **size** 38, please?
8 People who have **little money** never buy **designer clothes**.
9 **How much homework** does your geography teacher give you?
10 **For her fifteenth birthday** she got **a few friendship bracelets**.
11 I must go to the **baker's** because we have **very little** bread.
12 Can we **get a refund** if these sandals **do not/don't fit**?
13 We've got **a little time** so we can **go window shopping**.
14 I think there are **too many** fashionable and expensive **shopping malls/shopping centres** in Warsaw.
15 Some products **sold out** quickly because they were **on special offer**.

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Medical diploma

8.1 Vocabulary (body parts; symptoms; health)

1 The patient has got …



2 The patient has got …



3 The patient has got …



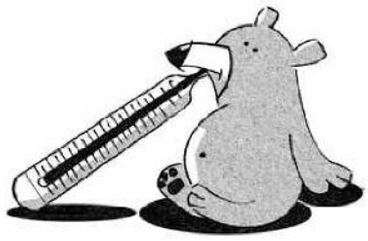
4 The patient feels …



5 The patient has got …



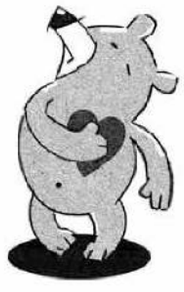
6 The patient has got …



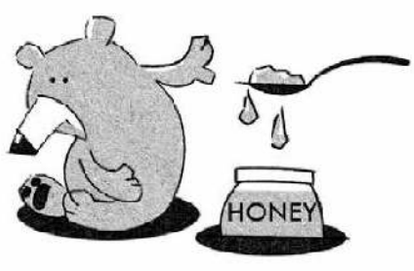
7 The patient has come out …



8 The patient has got a pain …



9 The patient has lost …



10 The patient has lost …



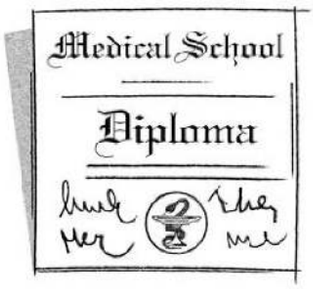
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PHOTOCOPIABLE

Medical diploma

8.1 Vocabulary (body parts; symptoms; health)

Student A



LEVEL 7 ☐
Examine the patient.

LEVEL 6 ☐
Examine the patient.

LEVEL 5 ☐
Examine the patient.

LEVEL 4 ☐
Examine the patient.

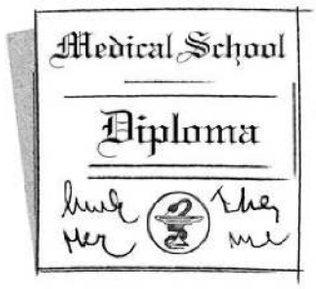
LEVEL 3 ☐
What can a doctor do to *reduce / lose* the patient's anxiety?

LEVEL 2 ☐
Can you name a type of food that people are often allergic *on / to*?

LEVEL 1 ☐
Is it true that a woman who's going to have a baby must *take / cut* out coffee?

LEVEL 0 ☐
Have you ever passed *out / on* at the sight of blood?

Student B



LEVEL 7 ☐
Examine the patient.

LEVEL 6 ☐
Examine the patient.

LEVEL 5 ☐
Examine the patient.

LEVEL 4 ☐
Examine the patient.

LEVEL 3 ☐
What would you advise a patient who is suffering *on / from* poor sleep?

LEVEL 2 ☐
Can you name something that can help you to *come / get* over a cold?

LEVEL 1 ☐
Is it true that you can check someone's heart *track / rate* at their neck?

LEVEL 0 ☐
Does working with people stress you *out / off*?

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Resource 51 Test yourselves
8.1 Vocabulary

Student A

1 Complete the sentences with the words/phrases from the box. There is one extra word/phrase.

sick	reduce	keep track	come out in
passed	temperature	make	allergic to

1 Michael is _____ cats and flowers so he can't come and visit my home.

2 Can you check my forehead? I think I've got a _____.

3 It's important to _____ stress when you have a lot of work to do.

4 You can use smartphone applications to _____ of your physical activity.

5 Oh my, your face has _____ a rash. It seems you can't eat seafood.

6 He _____ out after he exercised for too long.

7 I've been feeling _____ ever since we left home. I think I'll go back.

2 Listen to Student B and check his/her answers.

1 I am still *recovering* from the flu. I'm too weak to even get up from bed.

2 Many people decide to start *working out* at the beginning of a new year.

3 It's important to make *healthy choices* every day to stay fit.

4 I don't think ship cruises are good for me. I feel really *dizzy*.

5 Remember to cover your mouth when you have a *cough*.

6 John *took* up sport last month and he's already feeling much better.

7 If you want to *lose weight*, remember to eat more fruit and vegetables.

3 Read your answers to Student B.

Student B

1 Complete the sentences with the words/phrases from the box. There is one extra word/phrase.

lose weight	dizzy	healthy choices
lose appetite	took	working out
cough	recovering	

1 I am still _____ from the flu. I'm too weak to even get up from bed.

2 Many people decide to start _____ at the beginning of a new year.

3 It's important to make _____ every day to stay fit.

4 I don't think ship cruises are good for me. I feel really _____.

5 Remember to cover your mouth when you have a _____.

6 John _____ up sport last month and he's already feeling much better.

7 If you want to _____, remember to eat more fruit and vegetables.

2 Read your answers to Student A.

3 Listen to Student A and check his/her answers.

1 Michael is *allergic to* cats and flowers so he can't come and visit my home.

2 Can you check my forehead? I think I've got a *temperature*.

3 It's important to *reduce* stress when you have a lot of work to do.

4 You can use smartphone applications to *keep track* of your physical activity.

5 Oh my, your face has *come out in* a rash. It seems you can't eat seafood.

6 He *passed* out after he exercised for too long.

7 I've been feeling *sick* ever since we left home. I think I'll go back.

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PHOTOCOPIABLE

If I remember correctly …

8.2 Grammar (Past Perfect)

By the age of three,	I'd created my first email account.
By the age of five,	I'd learnt how to ride a bike.
When I went to primary school,	I'd never drunk coffee.
When I met my best friend,	I'd never been ice-skating.
At age of ten,	I hadn't flown.
By the age of twelve,	I'd been to three countries.
By the age of fourteen,	I'd travelled by train alone.
When I left primary school,	I hadn't failed a single test.
When I went to secondary school,	I'd never had a pet.
When we moved into our current home,	I hadn't seen an elephant.
By the time my sister/brother was born,	I'd started learning English.
By the time I went on my last holiday,	I'd slept in a tent.

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Resource 53 Test yourselves

8.5 Grammar (Reported Speech)

Student A

1 Rewrite the sentences in reported speech.

1 'I've never been to Scotland,' the patient said.
The patient said that _____.

2 'I woke up at 6 o'clock on Monday,' the student said.
The student said that _____.

3 'I hate reading news about pollution,' my mum said.
My mum said that _____.

4 'Mr Smith is allergic to dogs,' the doctor said.
The doctor said that _____.

5 'I'm writing an article about famous football players,' the journalist said.
The journalist said that _____.

2 Read your answers to Student B.

3 Listen to Student B and check his/her answers.

1 The journalist said that *he/she was sure that the President was recovering*.

2 My sister said that *she was watching a new TV series*.

3 The doctor said that *he/she had never seen such a difficult case*.

4 The patient said that *he/she hadn't gone/had not gone to the doctor on Saturday*.

5 The woman said that *she could see their garden from her flat*.

Student B

1 Rewrite the sentences in reported speech.

1 'I am sure that the President is recovering,' the journalist said.
The journalist said that _____.

2 'I'm watching a new TV series,' my sister said.
My sister said that _____.

3 'I've never seen such a difficult case,' the doctor said.
The doctor said that _____.

4 'I didn't go to the doctor on Saturday,' the patient said.
The patient said that _____.

5 'I can see their garden from my flat,' the woman said.
The woman said that _____.

2 Listen to Student A and check his/her answers.

1 The patient said that *he/she had never been to Scotland*.

2 The student said that *he/she had woken up at 6 o'clock on Monday*.

3 My mum said that *she hated reading news about pollution*.

4 The doctor said that *Mr Smith was allergic to dogs*.

5 The journalist said that *he/she was writing an article about famous football players*.

3 Read your answers to Student A.

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PHOTOCOPIABLE

Resource 54 A reader's comment

8.7 Writing

Obejrzałeś/Obejrzałaś w Internecie program dotyczący sposobów kształtowania zdrowych nawyków u nastolatków. Napisz komentarz do tego programu na forum internetowym, zawierający następujące informacje:

- wyjaśnij, o jakim programie piszesz,
- streść opinie w nim przedstawione,
- wyraź swoje zdanie na ich temat,
- zachęć innych do dyskusji.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość komentarza powinna wynosić od 80 do 130 słów.

Komentarz czytelnika/widza:

- w pierwszym akapicie podaj, o jakim programie piszesz, kiedy go widziałeś/widziałaś, gdzie był dostępny oraz czego dotyczył,
- w drugim akapicie streść krótko dwie przedstawione w nim opinie,
- w trzecim akapicie napisz, z którymi opiniami się zgadzasz lub nie, i wyjaśnij, dlaczego tak jest,
- w czwartym akapicie podsumuj program jednym zdaniem i krótko zachęć innych do obejrzenia go i podzielenia się opinią,
- używaj wyrażeń takich jak np. *However …/On the other hand …,* by przedstawić różne punkty widzenia,
- używaj takich wyrażeń jak *Therefore, …/That is why …,* aby przedstawić wniosek,
- nie stosuj form skróconych (np. *I'm, aren't*), emotikonów (☺) ani skrótów (np. *CU, gr8, info*),
- sprawdź napisaną pracę – zwróć uwagę na błędy językowe, ortograficzne i interpunkcyjne,
- upewnij się, że komentarz liczy od 80 do 130 słów,
- pisz starannie i wyraźnie.

Yesterday a programme *How to 'teach' teens a healthy lifestyle* posted on *UsTeens* blog. It was an interesting lesson.

The authors say parents should make their lifestyles an example for kids and they should treat every activity as an opportunity to talk about the body and how does it work. What is more, parents should show teens that caring for their health with apps is fun.

I belive in good examples. However adults should eat healthily and be active. I also agree that teens will do anything if there's a super-cool app for that.

I recommend this programme – it has lots information and humour. Watch it and post your comments.

However, discussing health non-stop is too much! Young people want education, but sometimes they just want a burger!

Yesterday a programme *How to 'teach' teens a healthy lifestyle* ~~posted~~ *was posted* [1] on *UsTeens* blog. It was an interesting lesson.

The authors say parents should make their lifestyles an example for kids and they should treat every activity as an opportunity to talk about the body and how ~~does it work~~ *it works* [2]. What is more, parents should show teens that caring for their health with apps is fun.

I ~~belive~~ *believe* [3] in good examples. ~~However~~ *Therefore* [4] adults should eat healthily and be active. I also agree that teens will do anything if ~~there's~~ *there is* [5] a super-cool app for that.

However, discussing health non-stop is too much! Young people want education, but sometimes they just want a burger! [6]

I recommend this programme – it has ~~lots~~ *lots of* [7] information and humour. Watch it and post your comments.

[1] Błąd gramatyczny. [2] Błąd gramatyczny. [3] Błąd ortograficzny. [4] Niewłaściwy spójnik. [5] Forma skrócona. [6] Niewłaściwa kolejność akapitów. [7] Błąd gramatyczny.

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Resource 55 A teen health and fitness app

Focus Review 8, Speaking

Student A

Part 1

be allergic …

… out regularly

cut sweets …

… stress me out

make better …

… fit and healthy

Part 2

Teen FitKit

A new, revolutionary teen health and fitness app. Check out what it can do!

- It helps teens [1]_____. It shows them how to eat better and be more physically active!
- It helps teens remember to [2]_____. You note down how much you've exercised and the app tells you if it's enough.
- It helps you [3]_____. You type in what you've eaten and the app gives you ideas for simple, fit food you can buy or make.
- It keeps you safe. When you type in you're [4]_____ the app will tell you which snacks you shouldn't eat.
- It motivates you! To help you [5]_____, it sends you warning texts like: 'Sugar is bad for the skin' or 'This cake is two hours in the gym'.

Be a smart teen – your phone is already smart! ☺

Part 3

Photo A



Photo B



1 **Personally, I think that Photo A is better** for the ad (because/more attractive/and/girl/look/more interesting.)

2 **I don't think Photo A is a good choice** because (it/not very realistic) – not many teens eat sushi.

3 **In my opinion, Photo B best shows** (real/healthy teenager).

4 **I would choose Photo B because** when I look at it (I want/work out now).

5 The girl in Photo A (be/not as happy as/girl in Photo B). **That's why I would use Photo B.**

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A teen health and fitness app

Focus Review 8, Speaking

Student B

Part 1

… out of your diet

tests …

… diet choices

keep …

… to nuts and kiwi

work …

Part 2

Teen FitKit

A new teen health and fitness app. Check out what it can do!

- It helps teens [1]_____. It shows them how to eat better and be more physically active!
- It helps teens remember to [2]_____. You note down how much you've exercised and the app tells you if it's enough.
- It helps you [3]_____. You type in what you've eaten and the app gives you ideas for simple, fit food you can buy or make.
- It keeps you safe. When you type in you're [4]_____ the app will tell you which snacks you shouldn't eat.
- It motivates you! To help you [5]_____, it sends you warning texts like: 'Sugar is bad for the skin' or 'This cake is two hours in the gym'.

Be a smart teen – your phone is already smart! ☺

Part 3

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Photo B



1 **Personally, I think that Photo A is better** for the ad (because / more attractive / and / girl / look / more interesting.)

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5 The girl in Photo A (be / not as happy as / girl in Photo B). **That's why I would use Photo B.**

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Resource 56 Sentence translation
Unit 8 (Well-being)

1 I had to _____ (*umówić się na kolejną wizytę*) because the doctor _____ (*zapomniał*) about my blood tests on the last visit.

2 She said that she _____ (*chce się położyć*) because she _____ (*ma zawroty głowy*).

3 _____ (*Narobiłem zaległości*) with my schoolwork because last week I practised hard to _____ (*pobić rekord*) at swimming.

4 _____ (*Czy cierpiał z powodu*) headaches before his accident at the _____ (*lodowisku*) in 2007?

5 Becky said that she _____ (*miała kaszel*) for two weeks.

6 _____ (*Ziołowe herbaty*) won't do you any _____ (*szkody*).

7 Mike said that he was under a lot of _____ (*presją*), so he went on holiday to _____ (*przemyśleć sobie wszystko*).

8 You should _____ (*zapisać sie na*) fitness classes if you want _____ (*schudnąć*).

9 He said that he _____ (*nie lubi ćwiczyć*) in the gym so he _____ (*zaczął uprawiać*) squash.

10 My poor grandma _____ (*jeszcze nie wyszła z*) the flu when she broke her _____ (*biodro*).

11 One of the main causes of _____ (*zanieczyszczenia powietrza*) in cities are high levels of _____ (*spalin*).

12 She was taken to hospital because she _____ (*jest uczulona na*) kiwi and someone _____ (*dodał*) it to her shake.

13 Mr Smith said that he _____ (*zemdlał*) a week before and that the doctors said that he _____ (*nie był*) seriously ill.

14 How _____ (*on przetrwał*) his anxiety? Did he learn how to _____ (*oddychać*) properly and relax?

15 Josh said he _____ (*że nie mówił*) all day because he had a _____ (*ból gardła*).

Answers:

1 I had to **make another appointment** because the doctor **had forgotten** about my blood tests on the last visit.
2 She said that she **wanted to lie down** because she **felt/was feeling dizzy**.
3 **I have fallen behind/fell behind** with my schoolwork because last week I practised hard to **break a record** at swimming.
4 **Had he suffered/been suffering from** headaches before his accident at the **ice rink** in 2007?
5 Becky said that she **had had a cough** for two weeks.
6 **Herbal tea** won't do you any **harm**.
7 Mike said that he was under a lot of **pressure**, so he went on holiday to **figure things/everything out.**
8 You should **sign up for** fitness classes if you want **to lose weight**.
9 He said that he **didn't like working out/exercising** in the gym so he **took up** squash.
10 My poor grandma **hadn't got over** the flu when she broke her **hip.**
11 One of the main causes of **air pollution** in cities are high levels of **exhaust fumes**.
12 She was taken to hospital because she **is/was allergic to** kiwi and someone **had added** it to her shake.
13 Mr Smith said that he **had passed out** a week before and that the doctors said that he **wasn't** seriously ill.
14 How **did he get through/has he got through** his anxiety? Did he learn how to **breathe** properly and relax?
15 Josh said he **hadn't talked/been talking** all day because he had a **sore throat.**

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Resource 57 Multiple choice cloze (texts)

Focus Review 3, 5 & 6; Use of English

W zadaniach 1–4, przeczytaj teksty. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczne i poprawne gramatycznie teksty. Zakreśl literę a, b lub c.

ZADANIE 1

IT'S AS EASY AS APP

What are the basic skills that [1]_____ child starting school should learn? For many centuries the obvious answer was: reading, writing and arithmetic. Quite recently computer classes (ICT) have been made an obligatory part of national curriculums to teach students how to use basic programmes. These days, [2]_____, more and more countries are starting to realise that to succeed in the twenty-first century pupils should be able to create their own software.

In fact, some schools in the UK are planning to get rid of ICT lessons and replace them [3]_____ programming classes that would involve building websites, designing games and mobile phone apps. They hope that today's generation of children, who are already familiar with using smartphones and practically living in the world of social media, will soon become the designers of the future.

Education authorities have no problem convincing students' parents that [4]_____ skills are important. A recent survey shows that 94 percent of them believe that computer skills are [5]_____ for the job market. Examples of British teenagers who have managed to sell their apps to big corporations also help make the decision easy. After all, who wouldn't want their child to become a millionaire?

1 **a** some	**b** all	**c** any
2 **a** although	**b** however	**c** despite
3 **a** for	**b** with	**c** from
4 **a** so	**b** this	**c** such
5 **a** essential	**b** unnecessary	**c** modern

ZADANIE 2

THE ZEBRA MYSTERY

For many years scientists have wondered [1]_____ zebras have black and white stripes. Some believe that the stripes create an optical illusion which hides a zebra's movements and in this way protect it from being attacked. When lions see a group of zebras, the stripes make it difficult for them to assess the zebras' size and speed. However, one study has found that lions are particularly good [2]_____ catching zebras.

There have been other popular theories too. One claims that each zebra has a unique pattern of stripes so [3]_____ one individual can recognise another. There is also a theory that suggests that the stripes help zebras with thermoregulation and protect them from the strong African sun.

A team of US researchers has [4]_____ found evidence that the zebra got its stripes for different reasons. The zebra's short hair makes it easy for dangerous African flies to bite and infect the animal with different [5]_____. It seems that flies find it harder to land on stripes and during their evolution zebras have developed a perfect way to keep the flies away. The stripes are narrow on the lower legs and on the head, the areas which attract flies the most.

1 **a** which	**b** why	**c** what
2 **a** in	**b** for	**c** at
3 **a** that	**b** as	**c** to
4 **a** never	**b** ever	**c** recently
5 **a** allergies	**b** diseases	**c** vaccines

ZADANIE 3

RUTH FLOWERS: AGE IS NO EXCUSE

When you think of your grandparents' hobbies, gardening, knitting or Nordic walking come to mind. [1]_____ Ruth Flowers was not your average grandmother. When she was in her late sixties, she became a world-famous DJ working under the name Mamy Rock.

She was brought [2]_____ in a very musical family and for many years worked as a singer and singing teacher. It was only when she got invited to her grandson's birthday party at a club that she [3]_____ in love with dance music. Ruth said that at first the security didn't want to let her in because of her age, but she insisted and she enjoyed it very much.

She was [4]_____ in touch with a young French producer who helped her develop her sound and image. In her mixing, she used her favourite artists like the Rolling Stones or Freddie Mercury together with electro music. As for clothes, she loved colourful outfits and cool sunglasses. Ruth gave her first gig during the 2009 Cannes Film Festival, after which she became internationally known. [5]_____ then she has played in major clubs throughout the world and even had her own reality show called *Rock It Granny*.

1 **a** Yet	**b** Although	**c** In spite of
2 **a** back	**b** up	**c** over
3 **a** falls	**b** fell	**c** has fallen
4 **a** put	**b** stayed	**c** kept
5 **a** From	**b** Until	**c** Since

ZADANIE 4

WHERE ARE YOUR MANNERS?

While it is true that mobile devices are convenient and help us stay better connected, our social skills seem to be getting worse and worse. According to a recent survey, the majority of people [1]_____ that smartphones, laptops, tablets and social media have made us ruder.

People texting in public places or shouting into their phones on public transport are a common [2]_____. Very often we pay more attention to our Facebook account than the person sitting in front of us. This obsession with digital devices and the need to stay online all the time make people start phone conversations while watching a film at the cinema or forget [3]_____ off their mobile in the theatre, at school or even in church.

Many institutions are trying to bring good old etiquette back. Shops across the UK are putting up signs informing customers that they won't be served while talking [4]_____ the phone. Banks and post offices forbid the use of mobile phones too. There are also numerous online campaigns that make people aware of the basic rules of polite behaviour. All of them come down to a simple fact: use your common sense and [5]_____ you think it will be rude, don't do it.

1 **a** think	**b** have thought	**c** are thinking
2 **a** view	**b** picture	**c** sight
3 **a** to switch	**b** switching	**c** about switching
4 **a** by	**b** through	**c** on
5 **a** unless	**b** if	**c** provided

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Resource 58 Multiple choice cloze (texts)

Focus Review 3, 5 & 6; Use of English

W zadaniach 1–4, przeczytaj teksty. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczne i poprawne gramatycznie teksty. Zakreśl literę a, b lub c.

ZADANIE 1

SUPERMARKET MIND GAMES

We all know it too well, we go to a supermarket and we often end [1]_____ buying more than we planned. Having a shopping list in your hand doesn't always help because supermarkets use all kinds of psychological tricks aimed at making us [2]_____ up our trolleys.

It all starts in the car park where potential customers see red signs advertising discounts and bargains. As soon as they see this colour inside, they will automatically associate it with low prices [3]_____ some red labels will only be used to confuse them. Then it's the usual: background music will get shoppers in the right frame of mind and so will the artificial smell of [4]_____ baked bread. Shelves with basic products, such as meat, bread and butter, are situated far away from each other so that you have to walk through many aisles and, on the way, be tempted to get items you don't need.

And just when you think it's over, there are so-called *golden zones*, displays with all kinds of sweets located near checkouts that encourage customers and their children to think that they deserve a reward while they [5]_____ to pay for their shopping.

1 **a** up	**b** with	**c** about
2 **a** filling	**b** to fill	**c** fill
3 **a** despite	**b** even though	**c** therefore
4 **a** hardly	**b** freshly	**c** quickly
5 **a** are waiting	**b** will be waiting	**c** have been waiting

ZADANIE 2

DON'T WASTE IT

Statistics show that US households throw away a shocking 40 percent of perfectly good food. At the same time about fifty million Americans don't have [1]_____ to eat and many suffer from hunger. However, if US families managed to [2]_____ food waste by 15 percent, it would help feed twenty-five million people.

The big question is: what can be done to solve the problem? To start with, you should plan your meals well ahead, make use of shopping lists and avoid buying on impulse. If you don't know what to do with the leftovers in your fridge, check online guides for suggestions on how to waste less. Alternatively, you can get a useful mobile app which will provide you with creative [3]_____.

Some people get rid of food because the sell-by date has passed and they are afraid they might get sick. [4]_____ they don't realise is that most food products can be safely eaten past these dates. If you know you won't have the chance to eat something, you can always freeze it [5]_____ it goes bad.

There's also an option of donating food to local food banks. Remember that lots of people need the food you throw away.

1 **a** plenty	**b** little	**c** enough
2 **a** fed up with	**b** cut down on	**c** take away
3 **a** recipes	**b** receipts	**c** prescriptions
4 **a** That	**b** What	**c** Which
5 **a** after	**b** before	**c** while

ZADANIE 3

Do U hav a job 4 me?

Believe it or not, but many employers nowadays do get letters of application written in 'text speak'. And it is not the only reason why more and more employers [1]_____ that the recruitment process is a nightmare.

Many young applicants fail to understand the requirements for the jobs they apply [2]_____. They send off identical CVs regardless of the post. In addition, they find it difficult to show up punctually for a job interview, have [3]_____ idea what to wear on formal occasions and lack basic social skills, e.g. they are unable to make eye-contact with the interviewer or explain why they want a given job. And that's not to mention their poor knowledge of the company they want to work for.

It doesn't prevent young people from [4]_____ unrealistic expectations of the job market. They are mostly interested in professions related to popular culture, the media and sport. Moreover, they just think they can walk into their dream job, because they believe they deserve only the best. [5]_____, all of the above greatly limit young people's working opportunities and contribute to the high rates of youth unemployment.

1 **a** accuse	**b** deny	**c** complain
2 **a** for	**b** to	**c** about
3 **a** some	**b** any	**c** no
4 **a** have	**b** to have	**c** having
5 **a** Previously	**b** Unfortunately	**c** Eventually

ZADANIE 4

HUNGER FOR POWER

If you think that politics is boring, you haven't watched *House of Cards*, an American political drama. It is directed by David Fincher, who is known [1]_____ *Seven* and *Fight Club*, among others. This TV series is set in the capital of the USA and tells the story of Francis Underwood, a fictional Democratic congressman.

The main actor [2]_____ the role of a ruthless politician who wants to take revenge on the people that have betrayed him, including the President of the United States himself. He is very cynical and uses a young political reporter to reveal his rivals' dark secrets to the press. His power-hungry wife is no angel [3]_____. They both stop at nothing to reach their goals and destroy their enemies.

The series is a remake of the 1990s British political miniseries and has become a great success, receiving many [4]_____ for excellent acting and directing. Viewers around the world seem to appreciate the fact that it presents the reality of political life as many people suspect it to be: [5]_____ cruel world of empty promises and corruption, with no place for idealism.

1 **a** from	**b** for	**c** about
2 **a** stars	**b** plays	**c** acts
3 **a** too	**b** also	**c** either
4 **a** prizes	**b** rewards	**c** awards
5 **a** a	**b** an	**c** the

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PHOTOCOPIABLE

Resource 59 Gapped sentences

Focus Review 2 & 4; Use of English

W zadaniach 1–4, wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b lub c.

ZADANIE 1

1 I must stop eating sweets. I've put _____ too much weight recently.
I think that, _____ average, girls are better at academic subjects than boys.
a in
b off
c on

2 We're _____ rid of our old suitcase.
Unfortunately, his parents are _____ a divorce.
a becoming
b taking
c getting

3 They live in a terraced _____ in Green Street.
Could you tell us when you are moving _____?
a house
b flat
c home

4 To get this job, you must have a _____ in Economics.
Last night the temperature was one _____ Celsius below zero.
a title
b degree
c grade

5 When you _____ the end of the street, turn left.
The jury couldn't _____ a verdict for two days.
a reach
b get
c arrive

ZADANIE 2

1 What do you do to _____ fit?
Your son finds it hard to _____ up with the rest of the class.
a keep
b stay
c get

2 We're in our final year so we don't have much _____ time.
You should always carry a _____ tyre in your car in case you have a puncture.
a free
b leisure
c spare

3 We're planning to _____ this hotel for three more years.
I don't think this software will _____ on my old computer.
a operate
b run
c go

4 We were brought _____ by our grandmother.
The price of petrol has gone _____ recently.
a up
b in
c on

5 Next summer I want to _____ a Spanish course in Alicante.
I promise you I'll try to _____ my best.
a take
b make
c do

ZADANIE 3

1 I've _____ this exam three times but failed each time.
I don't recognise the place. Where was this photo _____ ?
a taken
b passed
c made

2 Don't worry, son! You have to keep _____ trying.
The best way to travel around this city is _____ foot.
a at
b on
c by

3 Excuse me, sir! I think you've _____ something!
The temperature _____ suddenly this morning.
a cut
b dropped
c lost

4 The man was quite tall and of _____ build.
I'll have a _____ rare steak, please.
a middle
b mild
c medium

5 My favourite band _____ in my city last week.
The surgeon _____ an emergency operation on the accident victim.
a played
b performed
c made

ZADANIE 4

1 She played the leading _____ in our school play.
Teenagers need positive _____ models that they can look up to.
a role
b part
c example

2 It is commonly known that World War II _____ out in 1939.
Somebody _____ into our flat when we were on holiday.
a came
b burgled
c broke

3 Are you _____ any sharp objects with you, sir?
They're _____ out the experiment in the school lab.
a taking
b carrying
c hiding

4 In British schools, parents pay a fine if their children _____ classes.
I've been away for so long that I'm beginning to _____ my country.
a skip
b miss
c leave

5 He tends to spend most of his free time _____ the Internet.
They've just bought a house _____ the outskirts of London.
a in
b by
c on

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Resource 60 Gapped sentences

Focus Review 2 & 4; Use of English

W zadaniach 1–4, wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b lub c.

ZADANIE 1

1 Just _____ on! I'll be back in a second.
Where shall we _____ the still life? Below your portrait?
a hang
b put
c take

2 I'm going in your direction, so I'll _____ you home.
This noise from the street is beginning to _____ me mad.
a take
b drop
c drive

3 I got up, _____ the bed and took a shower.
The customer was dissatisfied so he _____ a complaint.
a laid
b made
c tidied

4 I'm not interested _____ anything you have to say.
When does the next train get _____ ?
a about
b by
c in

5 I know her phone number by _____.
We found a perfect house in the _____ of New York.
a memory
b centre
c heart

ZADANIE 2

1 Can you give me a recipe for a traditional British main _____?
Eight students from my class have signed up for an evening History _____.
a course
b meal
c dish

2 The music's too loud. Can you _____ the volume down a little bit?
Don't _____ around! Your ex-girlfriend is sitting behind you in the corner.
a put
b turn
c make

3 I'm really fed _____ with this weather. It's been raining for two weeks.
Peter, can you tidy _____ your room today?
a at
b out
c up

4 Could I borrow your phone? Mine's got a _____ battery.
The countryside was completely _____. There were no mountains in sight.
a dead
b flat
c clean

5 You can use that bottle _____ to get rid of empty bottles.
Let's have a picnic by the river _____ on Saturday!
a bin
b coast
c bank

ZADANIE 3

1 If we want to have dinner there, we need to _____ for a table in advance.
Could you stop talking? You must _____ attention in class.
a pay
b draw
c book

2 What's that actor's name? It's on the _____ of my tongue.
We gave the waiter a big _____ for his excellent service.
a tip
b end
c top

3 When will you make up your _____ ?
To my _____, this plan won't succeed.
a opinion
b belief
c mind

4 All the paparazzi knew the actress had _____ in at the Ritz Hotel.
Have you _____ that all the doors are locked?
a checked
b stayed
c ensured

5 Poland is trying to _____ up with the biggest EU countries.
He didn't _____ the 7.15 bus so he had to take a taxi to work.
a put
b catch
c take

ZADANIE 4

1 There isn't enough _____ in the wardrobe for this suitcase.
The changing _____ is in the back of the shop.
a place
b room
c space

2 She works as a personal _____ at the local gym.
Mum, have you seen my other red _____? I can't find it in my room.
a coach
b assistant
c trainer

3 His latest album goes on _____ next week.
I've heard that our neighbours' house is for _____.
a offer
b rent
c sale

4 We'd like to start the meeting so could you please _____ your seats?
How long does it _____ you to get to school?
a have
b take
c get

5 How are you _____ on with your new classmates?
My brother and his fiancée are _____ married soon.
a getting
b becoming
c doing

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PHOTOCOPIABLE

Resource 61 Multiple choice cloze (dialogues)

Focus Review 4; Use of English

W zadaniach 1–4, uzupełnij minidialogi, wybierając brakującą wypowiedź lub jej część. Zakreśl literę a, b lub c.

ZADANIE 1

1 X: Listen, I really _____ be going now.
Y: OK, let's keep in touch.
a could
b might
c must

2 X: Could I have my keys back, please?
Y: _____
X: Thanks.
a Don't mention it.
b Go ahead, I'll wait.
c Here you are.

3 X: All the tickets have sold out.
Y: Let's go to the park _____.
X: Good idea. Let me change into something more comfortable.
a though
b instead
c either

4 X: Who does this car belong to?
Y: _____
X: Well, whose is it, then?
a Don't look at me. It's not mine.
b It's the latest model.
c She's had it for less than a year.

5 X: What's on TV tonight?
Y: _____
a Have you got any interesting news for me?
b It's an amazing story. I heard it on the news.
c Nothing interesting. Let's just watch the news.

ZADANIE 2

1 X: You look great!
Y: Thanks. I _____ twice a week.
a eat out
b work out
c hang out

2 X: How about visiting her together?
Y: _____
a Sounds fantastic!
b Of course, what is it?
c Thanks, I'm OK.

3 X: How long have you known her?
Y: _____
a I knew her for a long time.
b Since December, I think.
c Until recently if you ask me.

4 X: What's the point in telling the boss about it?
Y: We'll be in trouble _____.
X: OK. Do what you have to do.
a if we don't
b if we aren't
c if we won't

5 X: I wonder if you could help me.
Y: _____
a What would you like me to do?
b The same to you.
c You're welcome.

ZADANIE 3

1 X: Let's use dad's computer for this.
Y: But what if he finds out?
X: _____
a I'm afraid he will.
b He won't, trust me.
c I think so, too.

2 X: What time should we _____?
Y: The plane leaves at midnight, so we have to be at the airport at about 10 pm.
a check in
b move out
c sign up

3 X: Would you like to come to our wedding?
Y: _____
a All the best!
b It doesn't sound very good.
c I'd love to.

4 X: Why did you take his toys? You should be ashamed of yourself!
Y: I really regret _____.
X: So apologise to your brother now!
a do it
b to do it
c doing it

5 X: _____
Y: Gladly.
a Where are your manners?
b Can you give this package to him?
c What will you say to their proposal?

ZADANIE 4

1 X: I'll be back tomorrow at five.
Y: Shall I _____ from the airport?
X: That would be nice.
a drop you off
b ask you out
c pick you up

2 X: I'm afraid my mobile phone is faulty. Could you please replace it?
Y: Could I see the _____, please?
a recipe
b receipt
c reception

3 X: It's the third time _____ of our mother's birthday!
Y: Don't get angry! I'm so absent-minded.
a I will remind you
b I remind you
c I have reminded you

4 X: Why do you keep biting your fingernails?
Y: _____
a I can't stand it.
b I can't help it.
c I can't do it.

5 X: Do you want another sandwich?
Y: _____
a No, thanks. I'm on a diet.
b Please do.
c Help yourself.

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Resource 62 Multiple choice cloze (dialogues)

Focus Review 4; Use of English

W zadaniach 1–4, uzupełnij minidialogi, wybierając brakującą wypowiedź lub jej część. Zakreśl literę a, b lub c.

ZADANIE 1

1 X: Would you like to join us?
Y: _____
X: Be ready tomorrow at 7, then.
a How come?
b Why not?
c Wouldn't I?

2 X: What's her phone number?
Y: _____ . Let me check in my mobile.
a Hang up
b Hold on
c Look out

3 X: How long have you known each other?
Y: Let me think. We've been friends since the moment we _____ introduced.
a are
b have been
c were

4 X: I hope it's not too much trouble for you.
Y: _____
a I apologise for all the trouble.
b Not at all.
c That's a good point.

5 X: Excuse me, have you got change for five pounds?
Y: _____
X: Thanks, I need it for the parking meter.
a Certainly, here you are.
b I'm afraid not.
c Sorry to trouble you.

ZADANIE 2

1 X: Which one do you prefer: the blue one or the red one?
Y: _____
X: Let me check.
a I don't like either of them.
b Neither, actually.
c Have you got any green ones?

2 X: I've got a sore throat.
Y: _____
a What's the matter?
b How long have you been like this?
c What do you think I should do?

3 X: Who's the _____ behaved student in your class?
Y: Unfortunately it's me. My parents are not happy about it.
a least
b best
c worst

4 X: Do you _____ sugar in your tea?
Y: Just one spoonful, please.
a take
b drink
c avoid

5 X: What do you think of our new Maths teacher?
Y: _____
a I'd rather he didn't.
b I believe he's very strict.
c Not very well.

ZADANIE 3

1 X: Whose house is it?
Y: _____.
a My cousin
b My cousins
c My cousin's

2 X: It's very kind of you.
Y: Don't _____ it.
a prove
b mention
c predict

3 X: Could I speak to Mark, please?
Y: _____
a Put him on the phone.
b I'll just see if he's in.
c I'd be glad to.

4 X: Do you need my help?
Y: _____
X: OK, I'll be in my office in case you need me.
a No thanks, I think I can manage.
b Are you sure it's not too much trouble?
c That's very kind. I'll pass it on.

5 X: Happy Easter!
Y: _____
a I beg your pardon!
b Thanks, me too!
c The same to you!

ZADANIE 4

1 X: I'd like to book a single room for next weekend, please.
Y: _____
X: Oh dear, let me think about it then.
a There are only double rooms available.
b Certainly, single rooms overlook the sea.
c I don't think you need to book it.

2 X: Stop _____ me!
Y: I'm sorry. Please carry on.
a interrupt
b interrupting
c to interrupt

3 X: Is a window seat OK with you?
Y: _____
a I don't mind sharing.
b I'd rather take a seat.
c By the aisle would be better.

4 X: I'd like to make _____ for tomorrow, please.
Y: Certainly, would 10 o'clock be convenient?
X: That would suit me fine.
a an appointment
b a complaint
c an excuse

5 X: Do you mind if I open the window?
Y: _____
X: Well, it is rather hot in here, isn't it?
a It's my pleasure.
b Thanks a lot.
c OK, if you insist.

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Resource 63 Sentence transformation

Focus Review 1, 2, 5 & 8; Use of English

W zadaniach 1–4, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

ZADANIE 1

1 We'**d better** get going.
a can
b should
c may

2 **Can I buy this magazine** in Poland?
a Is this magazine sold
b Do you buy this magazine
c Who can sell this magazine

3 She normally **turns up** at 8 a.m.
a calls
b leaves
c arrives

4 **The last time I spoke to Alexandra was two months ago.**
a We haven't spoken for two months.
b We didn't speak for two months.
c We hadn't spoken for two months.

5 I **wish I could dance** well.
a If only I danced
b I regret not dancing
c Imagine I could dance

ZADANIE 2

1 Why are you **wearing smart clothes**?
a in casual clothes
b dressed up
c wearing designer clothes

2 Let me know **as soon as** you see him.
a provided that
b as long as
c the moment

3 My uncle Jack doesn't smoke and **his wife doesn't smoke either**.
a so does his wife
b nor does his wife
c also his wife

4 For the past three weeks George has been **off work** because of flu.
a unemployed
b on sick leave
c looking for a job

5 **It isn't necessary to** wear a tie.
a You don't have to
b You had better not
c You ought not to

ZADANIE 3

1 Their son **was too short** to go on some of the rides at the funfair.
a wasn't tall enough
b wasn't so tall
c wasn't too tall

2 How can I **get in touch with** your cousin?
a remind
b contact
c appreciate

3 **Having realised** he was late, Michael texted his girlfriend.
a After realising
b Before realising
c While realising

4 My mum **took up** yoga last year.
a started doing
b preferred doing
c enjoyed doing

5 **Shall I get you something to drink?**
a Will you order something to drink?
b Let's prepare something to drink, shall we?
c Would you like something to drink?

ZADANIE 4

1 Has she **got over** her illness?
a cut out
b suffered from
c recovered from

2 **I hardly know you.**
a I know a lot about you.
b I know very little about you.
c I know nothing about you.

3 **As far as I'm concerned,** you should do it.
a To my mind,
b To start with,
c To be honest,

4 I know the man with glasses but I don't recognise **the rest of the people**.
a the other
b another
c the others

5 **Her car has been repaired** by a mechanic.
a She has her car repaired
b She has had her car repaired
c She had her car repaired

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Resource 64 Sentence transformation

Focus Review 1, 2, 5 & 8; Use of English

W zadaniach 1–4, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

ZADANIE 1

1 Jake **is almost as tall** as his sister.
a is about the same height
b isn't quite as short
c is taller than

2 **Could you say that again, please?**
a Sorry?
b Repeat!
c Again!

3 **They say he moved house.**
a He is said to move
b He is said to be moving
c He is said to have moved

4 **The trip was so amazing** that we recommended it to all our friends.
a It was a very amazing trip
b It was such an amazing trip
c The trip was amazing enough

5 **May** I open the window?
a Do you mind if
b Are you in favour of
c Do you approve of

ZADANIE 2

1 I need to **go through my notes again** before the Biology exam.
a register
b retake
c revise

2 **Even though** he likes me, he doesn't respect me.
a Despite
b Although
c Nevertheless

3 **If you ask me**, I think he's honest.
a You should ask me
b If I may add something
c If you want to know my opinion

4 **She can't have done it alone.**
a She must have done it on her own.
b It's impossible that she did it alone.
c She might do it with somebody else.

5 In our Chemistry lessons we often **focus on** interesting experiments.
a concentrate on
b join in
c deal with

ZADANIE 3

1 **'I know you did it,' he said to me.**
a He persuaded me to do it.
b He warned me against doing it.
c He accused me of doing it.

2 She'll fire him **unless he apologises** to her.
a on condition that he apologises
b if he doesn't apologise
c by the time he apologises

3 We can **go to Greece or we can go to Croatia** for our summer holiday.
a either go to Greece or to Croatia
b neither go to Greece nor to Croatia
c go to both Greece and Croatia

4 **We have never visited this place before.**
a We've already been to this place.
b It's the first time we have visited this place.
c We've just visited this place.

5 I thought the book was quite **gripping.**
a entertaining
b engaging
c moving

ZADANIE 4

1 She asked me **'Are you OK?'**
a was I OK
b I am OK
c whether I was OK

2 They **set up** the company in 2010.
a closed
b started
c sold

3 **It's high time you talked** to him.
a I'd rather you talked
b Suppose you talk
c You'd better talk

4 The film **is about to begin**.
a is going to start shortly
b ought to start soon
c must have just started

5 **Actually**, I disagree.
a All in all
b In fact
c Also

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Resource 65 Translation

Focus Review 1, 3, 6 & 7; Use of English

W zadaniach 1–4, przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

ZADANIE 1

1 We need to find a place where we _____ (*możemy rozbić;* użyj słowa *up*) our tent.

2 How long _____ (*znasz*) him?

3 _____ (*Jedna z kobiet;* użyj słowa *of*) in the photo is a surgeon. Can you guess which one?

4 _____ (*Rodzina państwa Brownów*) live in the house on the left.

5 I'd like to _____ (*zwrócić*) your attention to this unusual painting.

ZADANIE 2

1 I went to a _____ (*gimnazjum;* użyj słowa *school*) in the capital of Poland.

2 Do you really think I should apologise? Maybe _____ (*masz rację*).

3 Let's meet _____ (*za piętnaście minut*).

4 Do you think this scarf _____ (*pasuje do*) my black winter coat?

5 If he _____, (*zadzwoni*) let me know, OK?

ZADANIE 3

1 You and your older brother used to fight a lot, _____ (*czyż nie*)?

2 _____, (*Rozumiem, co masz na myśli;* użyj słowa *point*) but you are wrong.

3 I _____ (*wydaję przyjęcie*) on Friday night. I'd love you to come.

4 Do you have any _____ (*dalsze*) questions?

5 The doctor says I should _____ (*ograniczyć;* użyj słowa *cut*) fast food and fizzy drinks.

ZADANIE 4

1 How does your brother _____ (*zarabia na życie;* użyj słowa *earn*)?

2 It _____ (*zwykle jest*) very hot here in the summer.

3 I know the person _____ (*której*) sculptures are on display in the local park.

4 He wanted to know _____ (*gdzie widziałem*) that Belgian film.

5 _____ (*Powinieneś*) to teach your dog some new tricks.

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Resource 66 Translation

Focus Review 1, 3, 6 & 7; Use of English

W zadaniach 1–4, przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne.

ZADANIE 1

1 _____ (*Kto rozbił*) my favourite vase yesterday?

2 I'd like to _____ (*poprosić*) you a favour.

3 If he _____, (*nie musiał*) he would never get up before 8 o'clock.

4 Have you ever _____ (*byłeś na*) Alaska?

5 _____ (*Dzwoniłem do ciebie*) three or four times yesterday.

ZADANIE 2

1 You know very well that _____ (*nie wolno ci*) go there alone.

2 I have two neighbours, but _____ (*żaden z nich*) has a swimming pool in his garden.

3 _____ (*Ale piękna*; użyj słowa *what*) weather! Let's go for a walk.

4 _____ (*Powiedziano mi*; użyj słowa *I*) last week that I couldn't study there.

5 I'll have chicken for the _____ (*danie główne*).

ZADANIE 3

1 Very _____ (*niewielu*) people knew about the secret room.

2 Terrorists tried to _____ (*wysadzić*) the bridge.

3 Could you _____ (*przeprosić*) to her now?

4 The whole situation was really _____ (*krępująca*). I wanted to run away and hide.

5 _____ (*Niech pomyślę*; użyj słowa *let*). Yes, I believe it's in the living room.

ZADANIE 4

1 You can join them tomorrow. _____ (*Nie mam nic przeciwko temu*; użyj słowa *fine*).

2 He has lived there _____ (*od*) the beginning of 1990.

3 Where is she? _____ (*Miała*; użyj słowa *supposed*) be here at half past one.

4 We are terribly sorry, but we _____ (*nie będziemy mogli*, użyj słowa *able*) help you at all.

5 What's the average _____ (*pensja*) in Poland?

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Resource 67 Gapped dialogues

Focus Review 8; Use of English

Student A

Uzupełnij dialogi. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy.

DIALOGUE 1

X: Hi Becky, [1]_____ (fancy) to an exhibition of doll houses with me and Mary this weekend? It's her birthday, we could surprise her!

Y: Doll houses? Sounds interesting! But I think that Mary [2]_____ (rather) to the cinema to see the latest horror movie. I don't think she's into such girly things like doll houses.

X: You think so? So what should I do? I've already bought the tickets to the exhibition.

Y: Well, [3]_____ (were), I'd give the tickets back. We could take her to a café and the cinema instead. I think she'll love it.

DIALOGUE 2

X: Hello Mark. What brings you here?

Y: Well, I have a horrible stomach ache and I feel sick all the time.

X: When [1]_____ (pain)?

Y: It began three days ago, but I don't think it's indigestion. I try to eat healthily, no fizzy drinks, no junk food.

X: Let's see. Take off your shirt and lie down, please. I [2]_____ (examine). Have you had a lot stress recently?

Y: Well, I'm having my final exams now, so yes, quite a lot of stress.

X: I see. [3]_____ (hurt) when I press here?

Y: No, nothing.

X: Well Mark, I think it's stress but we'll do some more tests to be sure.

Student B

Uzupełnij dialogi. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy.

DIALOGUE 1

X: Good morning, can I help you?

Y: Yes. I love the red dress in the shop window! It would be perfect for my party on Saturday.

X: [1]_____ (try)? I think you will look great in it.

Y: Sure, thanks. … How do I look?

X: It fits you perfectly. I think [2]_____ (take). Red is definitely your colour.

Y: I think so, too. And [3]_____ (exchange) a black one if my friend decides to also wear something red?

X: Of course. You just need to have the receipt.

DIALOGUE 2

X: Hi, listen, I need your help. I have my first interview tomorrow to be the assistant of a children's entertainer and I don't know what to expect.

Y: Well, first of all dress smartly and don't be late.

X: That's clear. But [1]_____ (need) my CV? So far, I can only put my high school on my CV – that's not much.

Y: I don't think you need a CV. But you have to be prepared. [2]_____ (don't) some ideas prepared for fun activities for kids? It will show you really want the job.

X: Great idea! I'll think of some fun games tonight.

Y: Listen, and if [3]_____ (get) this job, could I try? It sounds like fun and I really need some extra cash.

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Student A

Przeczytaj teksty. Uzupełnij je, wpisując w każdą lukę (1–5) jeden wyraz z ramki w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Uwaga! Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

TEKST 1

Night Owls vs Early Birds

(HOPE STUDY INTELLIGENT SCIENCE LOW POOR)

Depending on your sleeping preferences, you can be either a night owl or an early bird. Those who stay up late and are [1]_____ at getting up in the morning are the owls, while those who jump out of bed cheerfully at 6 a.m. are early birds. The studies show that night owl teens have higher scores in [2]_____ tests. They, however, tend to have [3]_____ grades. How does it happen? [4]_____ say that night people find it very difficult to function well during the day when all the lessons and tests happen. They are simply too tired to concentrate on school in the morning and early afternoon. So next time you do [5]_____ on a test, maybe it's because you're an incredibly intelligent night owl.

TEKST 2

iPhone Idols

(FANTASY REAL MAKE PLAY PLEASE ADDICT)

On average, teens use mobile devices for around five hours a day. How does it affect your bodies? Well, your parents always warned you that you might get addicted, but is it [1]_____ possible? The latest studies show that it is! Mobile games, like *Candy Crush*, offer [2]_____ little rewards every time they achieve a small goal. That's also when their brains get a dose of dopamine – a chemical which makes you feel [3]_____ and happiness. You play more, you achieve bigger goals and, as a reward, you get new content. This [4]_____ your brain take a bath in dopamine. Soon you can't live without this euphoria. The feeling is similar to the one smokers get. So it really is an [5]_____ . We're sorry to say – your parents were right.

Student B

Przeczytaj teksty. Uzupełnij je, wpisując w każdą lukę (1–5) jeden wyraz z ramki w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Uwaga! Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

TEKST 1

Still a boy but already a businessman

(FAIL OWN PRODUCE WORK FAST BUSINESS)

George Matus is now the [1]_____ and boss of *Teal* – a drone producing company. It doesn't sound very exciting, does it? Except that George set up the company himself, when he was only sixteen! By the time he was twelve years old, he had built his own quadcopter and [2]_____ with drone-making companies testing their [3]_____ . Flying all those machines, he was frustrated because he wanted them to be faster and do more. That's why, when he was sixteen, he decided to create *Teal* and develop his own drones. Now his company produces the [4]_____ consumer drones in the world. Impressive, isn't it? Any advice from George? Yes, he suggests you find something you love, learn constantly and never give up – [5]_____ teach you and make you stronger!

TEKST 2

Maddie Ziegler – talent, brains and a big heart

(KNOW SUCCESS PRESTIGE FAME EXCEPTION HOME)

If you have ever seen one of Sia's music videos, *Chandelier*, I'm sure you've noticed Maddie Ziegler. She's the [1]_____ talented dancer who has danced in six of Sia's videos. She's only fifteen but she has already become an artist [2]_____ around the globe. She started taking dance lessons at the age of two and joined a dance theatre when she was four. Since then, she has won several [3]_____ dance awards, starred in films and modelled for [4]_____ fashion magazines. What's more, in 2017 *The Maddie Diaries*, a book about her life, was published. But she is not just a teenage celebrity – she uses her fame well. Since 2012 she has supported different charities whose aim is to help ill and [5]_____ teenagers.

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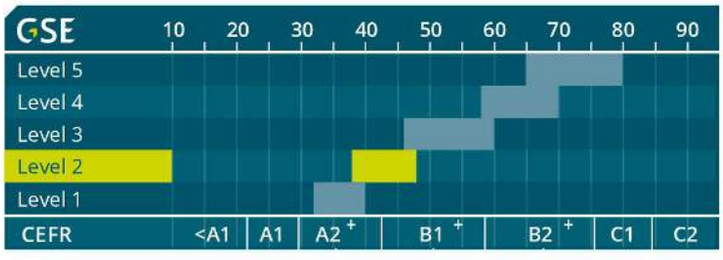
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