BBC

FOCUS 3

SECOND EDITION

B1/B1+

TEACHER'S BOOK

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Pearson

FOCUS 3

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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

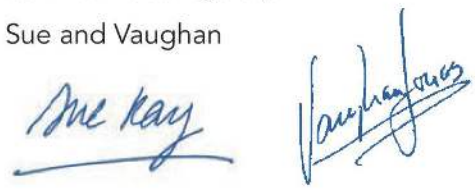
As the linguist and academic Rod Ellis reminds us, motivation in second language learning is derived from getting meanings across successfully. We are strongly opposed to mechanistic practice and drills where form dominates and meaning is irrelevant. If you ask your students to choose the correct quantifier 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 **3** 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 3 B1/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

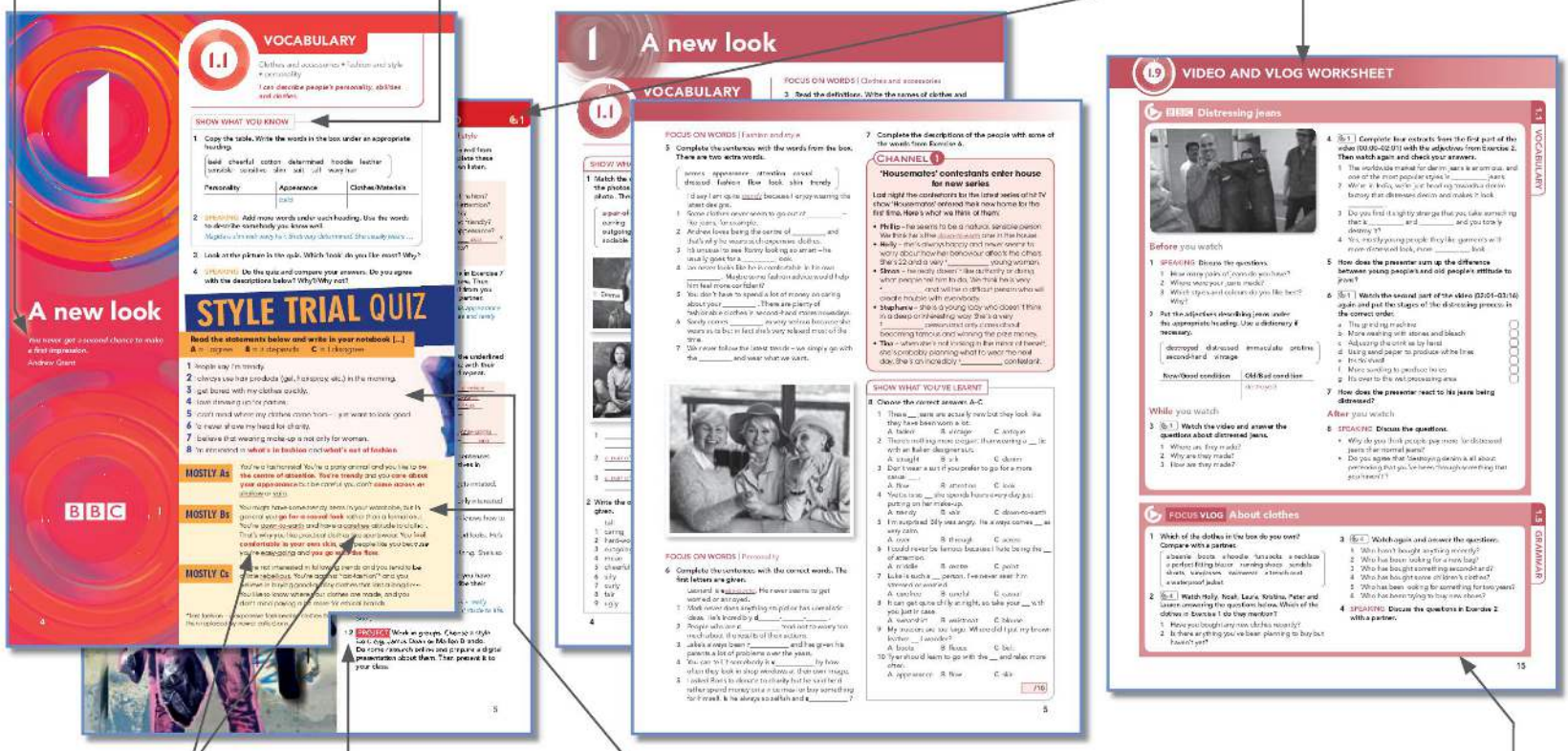
Focus 3 Unit walkthrough

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

Inspiring projects encouraging group work

Contextualised vocabulary presentation (listening or reading tasks)

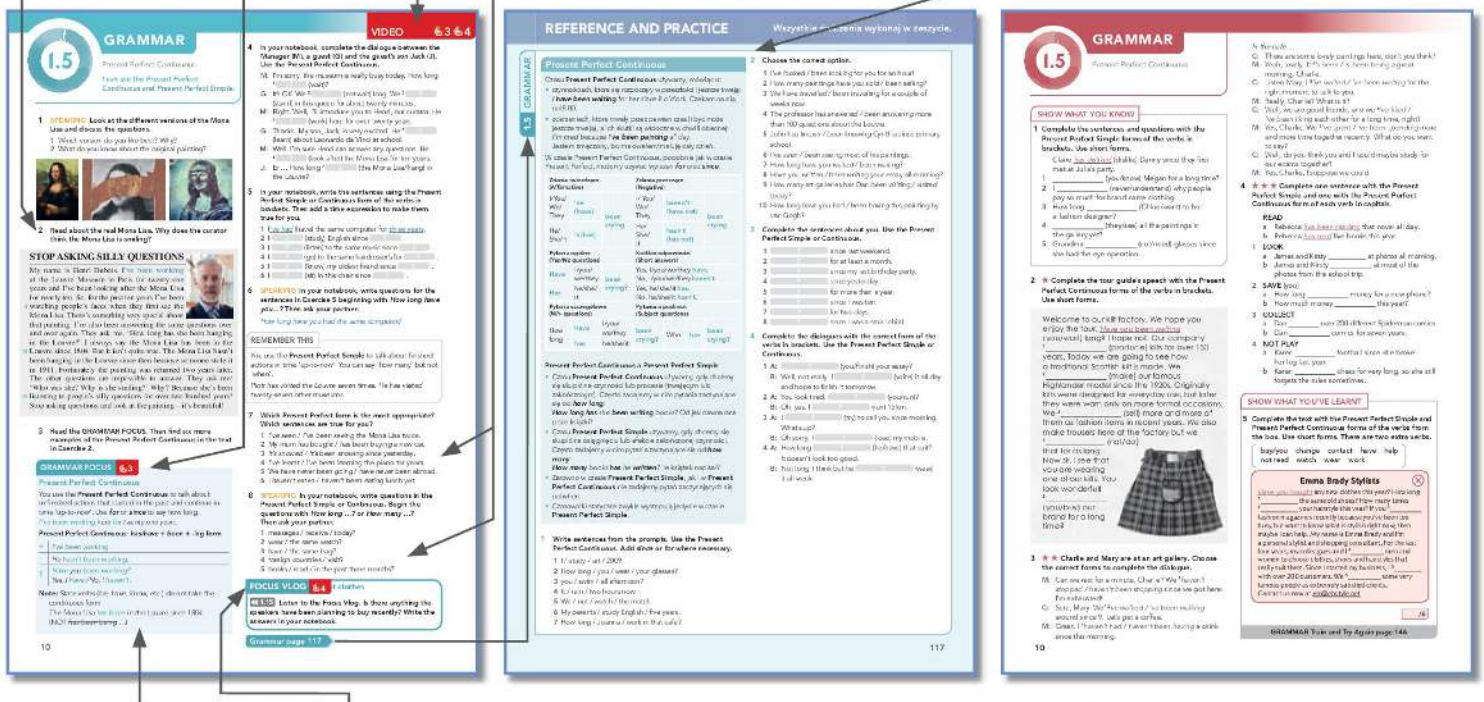
GRAMMAR LESSONS (2 per unit)

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



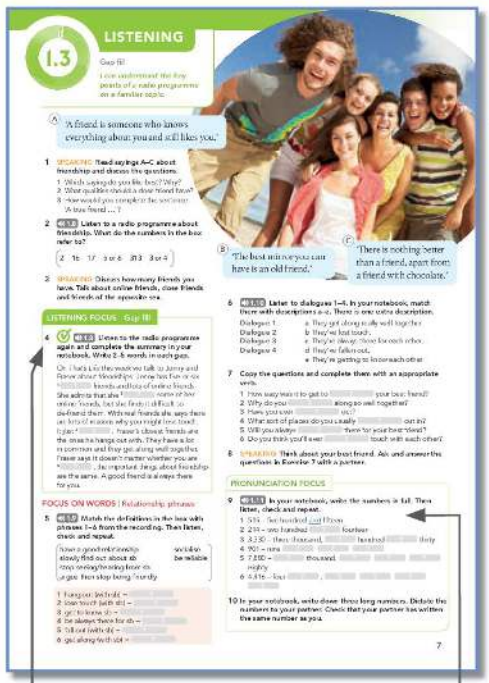
GRAMMAR FOCUS with rules and structures

Focus Vlog videos presenting grammar in context, with a corresponding video worksheet in the Workbook (some of the videos appear in Use of English lessons)

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

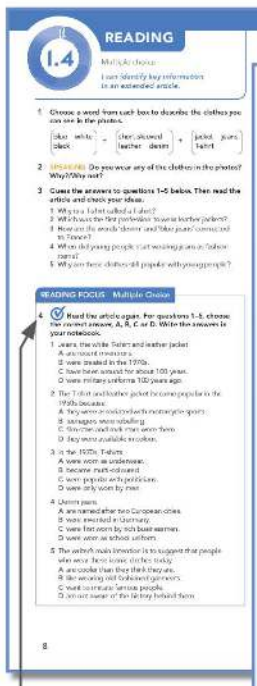
PRONUNCIATION FOCUS activities turning students' attention to different sounds and helping them improve their pronunciation

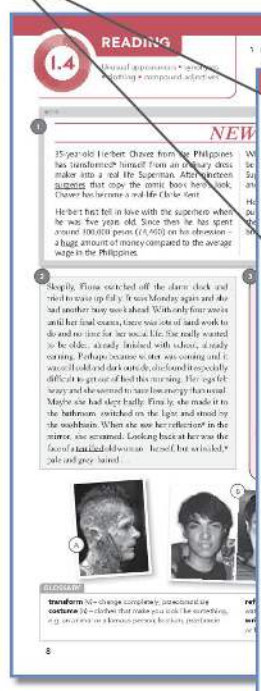
REMEMBER BETTER boxes with tips on learning, remembering and enriching new language

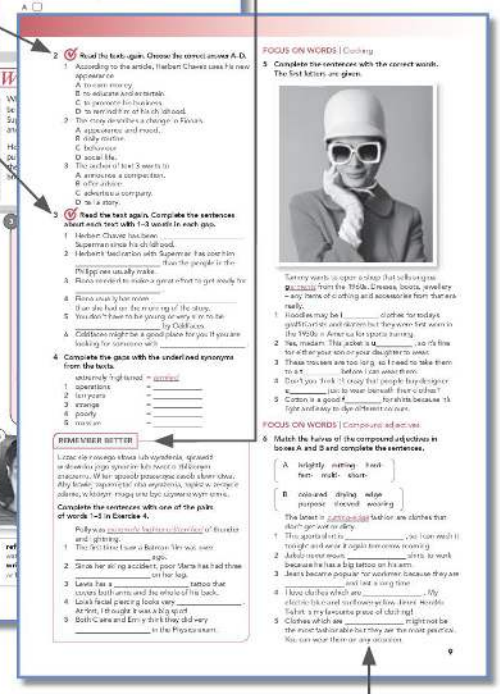
READING LESSONS

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

Focus 3 Unit walkthrough

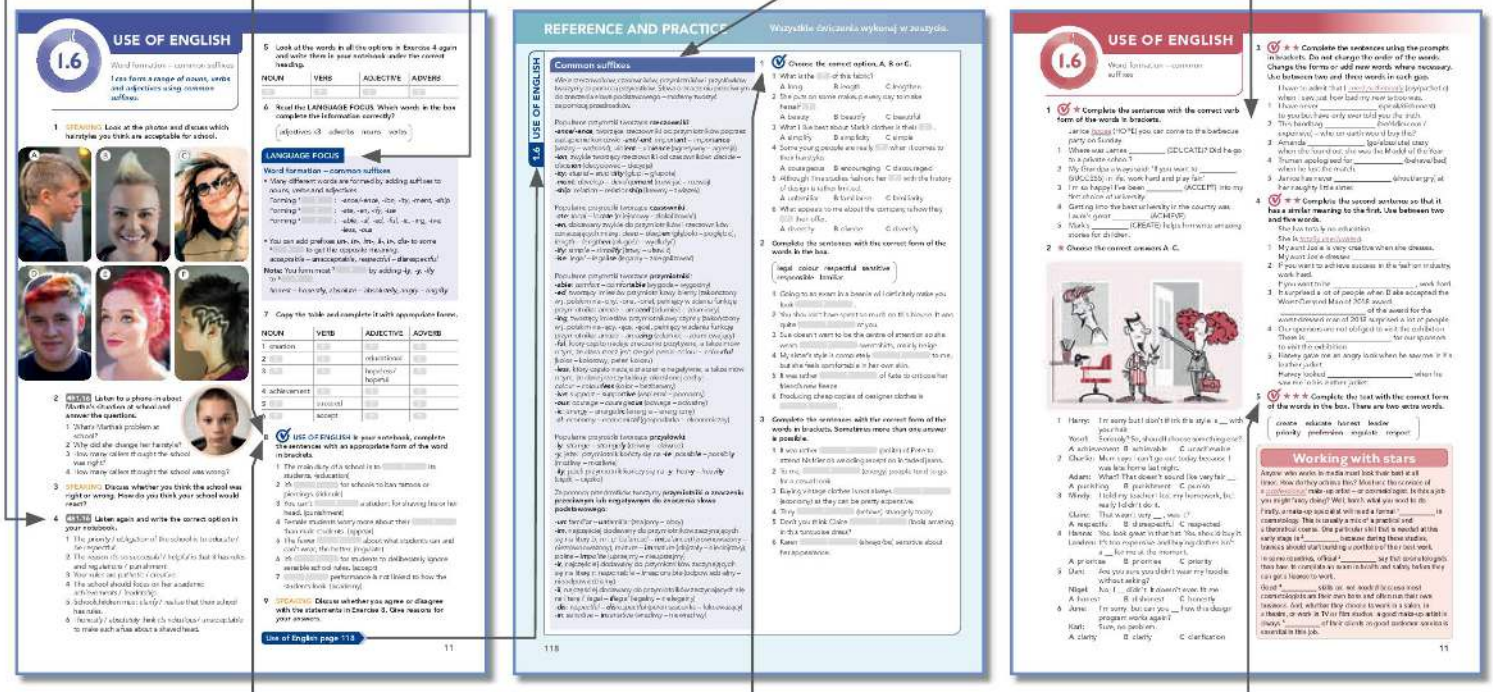
USE OF ENGLISH LESSONS

Target structure practice in context

LANGUAGE FOCUS with usage rules and structures

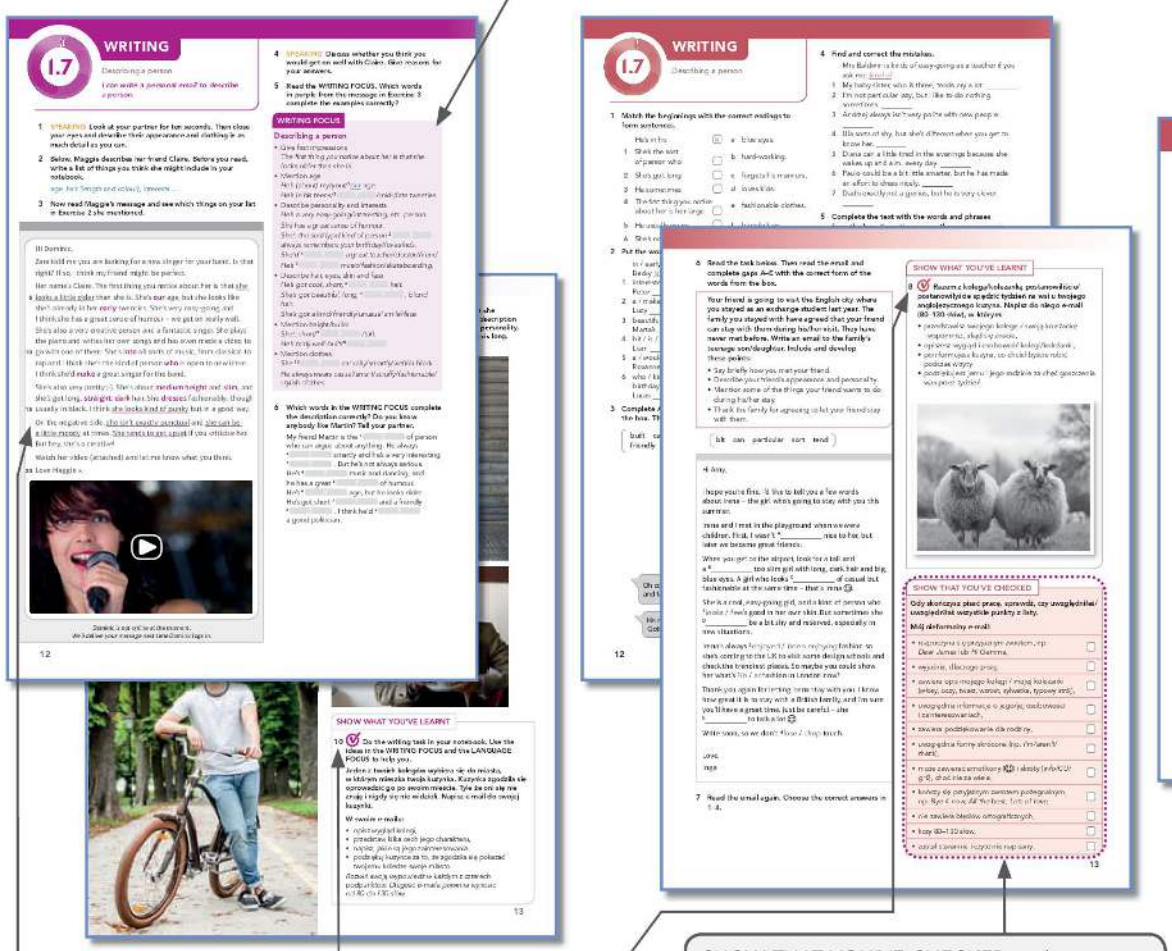
Use of English rules in Polish with extra practice at the back of the book

Extra practice in the Workbook



WRITING LESSONS

Useful phrases in WRITING FOCUS



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

Model texts

Matura-like writing tasks

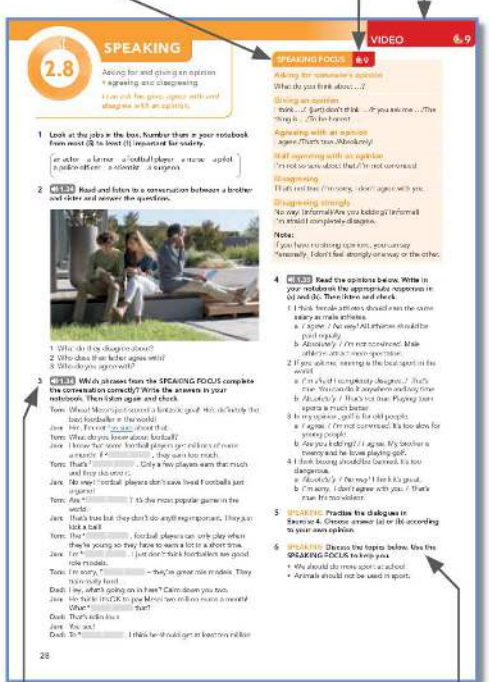
SHOW THAT YOU'VE CHECKED in the Workbook helping students to avoid potential errors in the writing part of the Matura exam

SPEAKING LESSONS

Useful phrases in SPEAKING FOCUS

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 given in context

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

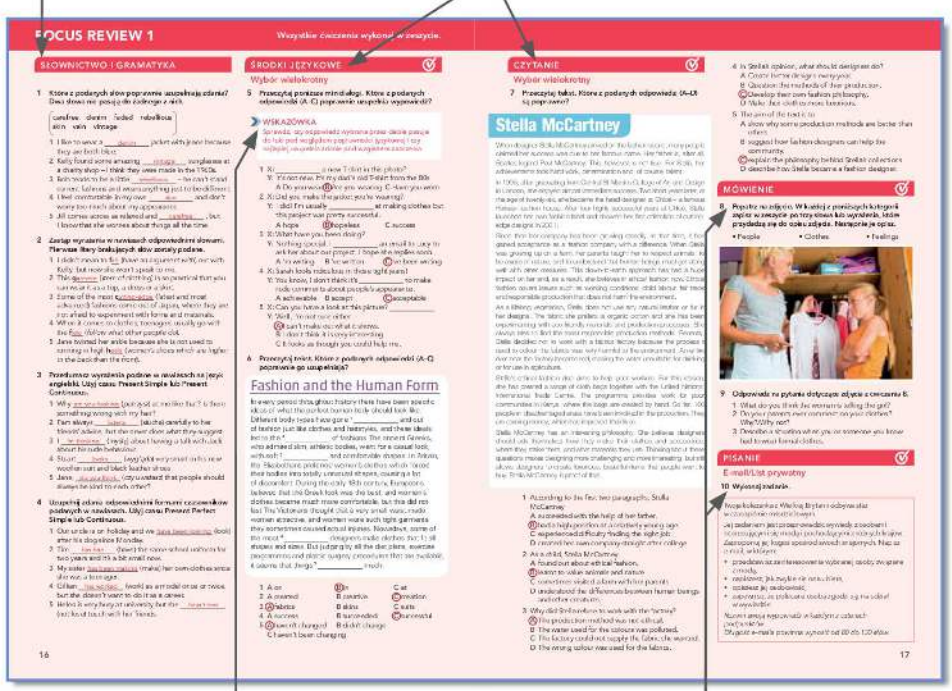
Glossary of vocabulary items from the unit with pronunciation and translation

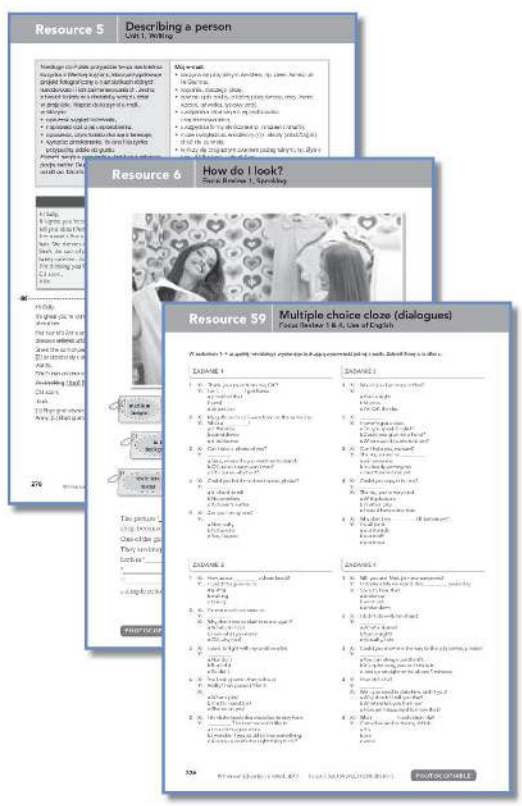
FOCUS REVIEW

Revision of vocabulary and grammar from the unit

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

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





Useful Matura tips in Polish

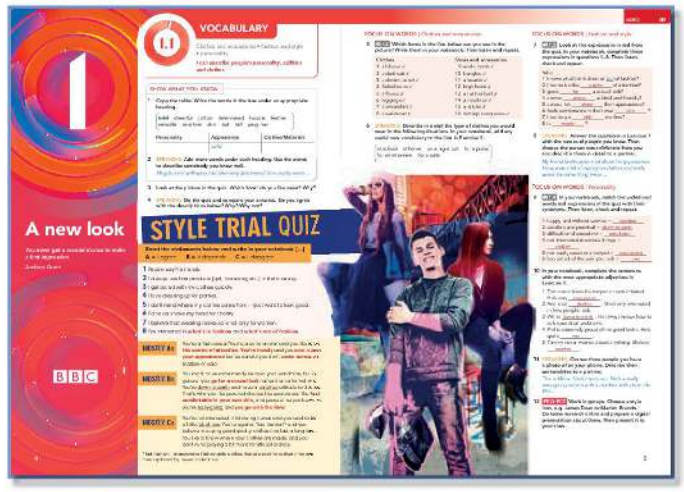
Typical Speaking and Writing Matura tasks

Focus 3 Component overview

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

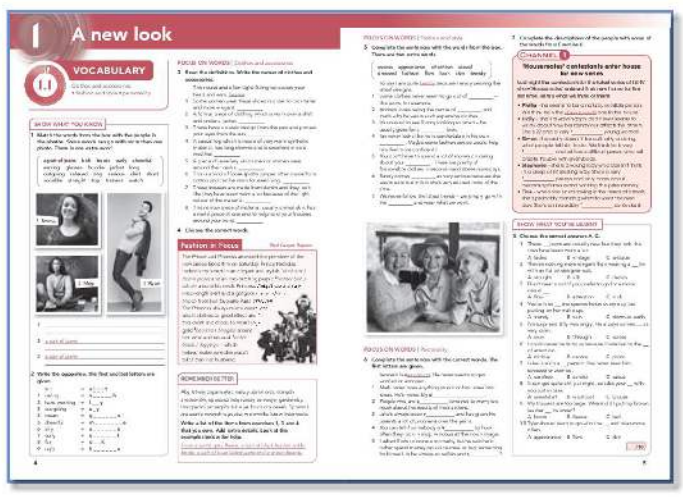
Student's Book

- 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 2 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
- 66 photocopiable resources with instructions and key

Pearson English Portal

Presentation Tool

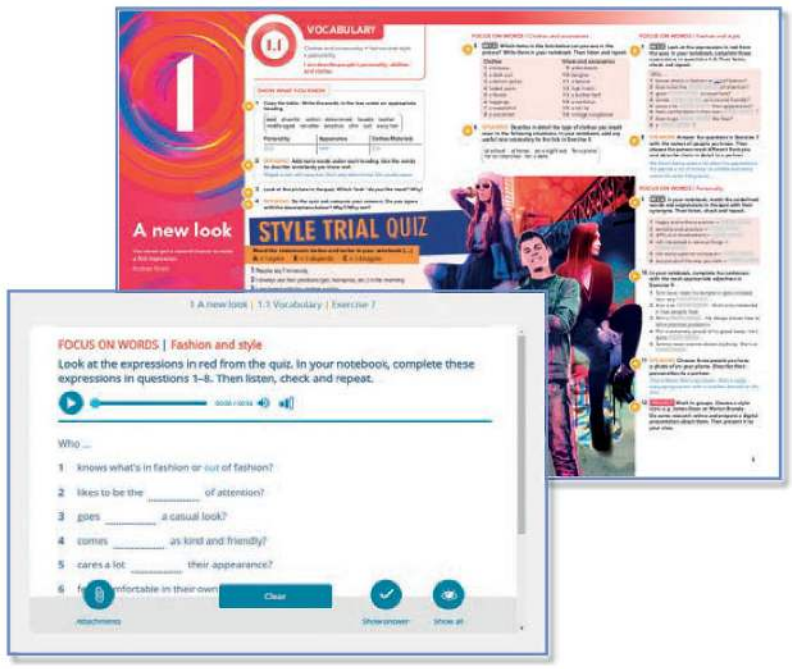
- Front-of-class teacher's tool with interactive version of Student's Book and Workbook activities with integrated audio and video
- Easy navigation via either book page or lesson flow

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 (in the form of a sample Matura 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 or Use of English 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: 14

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: 24

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

Each Vocabulary lesson in the Student's Book includes 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 3 Second Edition*:

> Work in groups. Choose a style icon, e.g. James Dean or Marlon Brando. Do some research online and prepare a digital presentation about them. 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 a style icon.

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

4 **In class:** Pairs or 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 style icon and discuss why.

	VOCABULARY	GRAMMAR	LISTENING	READING
1 A new look	**pp. 4–5 Focus on Words:** Clothes and accessories; fashion and style; personality **Quiz:** Style trial **p. 15** Word list 6 1	**p. 6** Dynamic and state verbs 6 2	**p. 7** Friendship **Focus on Words:** Relationship phrases **Listening Focus:** Gap fill **Pronunciation Focus:** Numbers	**pp. 8–9** Icons of fashion **Reading Focus:** Multiple choice **Focus on Words:** Clothing; compound adjectives
2 It's just a game	**pp. 18–19 Focus on Words:** Sport; phrasal verbs; collocations; people in sport **Reading:** Sporting questions **p. 29** Word list 6 5	**p. 20** Narrative tenses 6 6	**p. 21** Role models **Focus on Words:** Phrasal verbs **Listening Focus:** Matching **Pronunciation Focus:** Long vowel sounds	**pp. 22–23** Rafa: My story **Reading Focus:** Gapped text **Focus on Words:** Rituals and routines; word families
3 On the go	**pp. 32–33 Focus on Words:** Means of transport; noun phrases; collocations; synonyms for *trip* **Listening:** Extreme journeys to school **p. 43** Word list 6 10	**p. 34** Present and past speculation 6 11	**p. 35** Different holiday experiences **Focus on Words:** Compound nouns **Listening Focus:** Multiple choice **Pronunciation Focus:** Word stress	**pp. 36–37** Travel and the smartphone generation **Reading Focus:** Multiple choice **Focus on Words:** Negative adjectives; verb phrases
4 Eat, drink and be healthy	**pp. 46–47 Focus on Words:** Fruit and vegetables; describing food; collocations **Reading:** Celebrity diets **p. 57** Word list 6 15	**p. 48** Future forms 6 16	**p. 49** Diets **Focus on Words:** Collocations **Listening Focus:** Matching **Pronunciation Focus:** Vowel sounds	**pp. 50–51** The Real Junk Food Project **Reading Focus:** Matching **Focus on Words:** Collocations
5 Planet Earth	**pp. 60–61 Focus on Words:** Phrasal verbs; collocations; word families **Quiz:** Mysteries of the ocean **p. 71** Word list 6 19	**p. 62** Articles: no article, *a/an* or *the* 6 20 6 21	**p. 63** Eco school **Focus on Words:** Compound nouns **Listening Focus:** Multiple choice **Pronunciation Focus:** Word stress	**pp. 64–65** Camping in the wild **Reading Focus:** Multiple choice **Focus on Words:** In the woods; verb phrases
6 Good health	**pp. 74–75 Focus on Words:** Parts of the body; injuries; body idioms **Reading:** Excuses for missing school **p. 85** Word list 6 24	**p. 76** Second Conditional; *wish/ if only* 6 25	**p. 77** Charity events **Focus on Words:** Charity fund-raising **Listening Focus:** Gap fill **Pronunciation Focus:** Vowel sounds	**pp. 78–79** Medical professions **Reading Focus:** Matching **Focus on Words:** Health issues
7 Entertain me	**pp. 88–89 Focus on Words:** Entertainment; people in entertainment; phrasal verbs **Listening:** An interview with a young performer **p. 99** Word list 6 28	**p. 90** Reported Speech – statements; reporting verbs 6 29	**p. 91** Viral videos **Focus on Words:** Word families **Listening Focus:** Matching **Pronunciation Focus:** Word families and word stress	**pp. 92–93** Book soundtracks **Reading Focus:** Gapped text **Focus on Words:** Phrases related to reading; word building
8 Modern society	**pp. 102–103 Focus on Words:** Crime and criminals; people involved in a crime case; the justice system **Reading:** UK crime trends **p. 113** Word list 6 34	**p. 104** The Passive 6 35	**p. 105** A young ex-offender **Focus on Words:** Prison **Listening Focus:** Multiple choice **Pronunciation Focus:** Word stress	**pp. 106–107** Random acts of kindness **Reading Focus:** Multiple choice **Focus on Words:** Verb phrases; synonyms

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 and numerals p. 144 Irregular verbs

GRAMMAR	USE OF ENGLISH	WRITING	SPEAKING	FOCUS REVIEW
p. 10 Present Perfect Continuous 3 4	**p. 11** Word formation – common suffixes Word building	**pp. 12–13** **Writing Focus:** Describing a person **Language Focus:** Tentative language	**p. 14** Describing a photo	**pp. 16–17** Słownictwo i Gramatyka Środki językowe Czytanie Mówienie Pisanie
p. 24 Verb patterns 7	**p. 25** *so, too, neither/ nor, not either* Multiple choice cloze 8	**pp. 26–27** **Writing Focus:** A narrative **Language Focus:** Linkers to describe events in a sequence	**p. 28** Asking for and giving an opinion; agreeing and disagreeing 9	**pp. 30–31** Słownictwo i Gramatyka Środki językowe Słuchanie Czytanie Mówienie Pisanie
p. 38 *Used to* and *would* 12 13	**p. 39** Phrasal verbs Gapped sentences	**pp. 40–41** **Writing Focus:** Giving advice **Language Focus:** Ellipsis	**p. 42** Asking for and giving advice 14	**pp. 44–45** Słownictwo i Gramatyka Środki językowe Słuchanie Pisanie Mówienie
p. 52 Future Continuous and Future Perfect 17	**p. 53** Question tags Multiple choice cloze	**pp. 54–55** **Writing Focus:** Asking for information **Language Focus:** Indirect questions	**p. 56** In a restaurant; indirect questions 18	**pp. 58–59** Słownictwo i Gramatyka Środki językowe Czytanie Mówienie Pisanie
p. 66 Non-defining relative clauses 22	**p. 67** Prepositions at the end of clauses Translation	**pp. 68–69** **Writing Focus:** A 'for and against' essay **Language Focus:** Linkers	**p. 70** Expressing and justifying an opinion; describing and contrasting pictures 23	**pp. 72–73** Słownictwo i Gramatyka Środki językowe Słuchanie Pisanie Mówienie
p. 80 Third Conditional 26	**p. 81** Clauses of purpose Open cloze 27	**pp. 82–83** **Writing Focus:** Expressing an opinion **Language Focus:** Comment and opinion adverbs	**p. 84** At the doctor's surgery	**pp. 86–87** Słownictwo i Gramatyka Środki językowe Czytanie Mówienie Pisanie
p. 94 Reported Speech – questions and imperatives	**p. 95** Nouns Translation 30	**pp. 96–97** **Writing Focus:** An article reviewing an event **Language Focus:** Modifiers with base and extreme adjectives	**p. 98** Asking for permission; polite requests 31 32 33	**pp. 100–101** Słownictwo i Gramatyka Środki językowe Słuchanie Pisanie Mówienie
p. 108 *Have something done* 36	**p. 109** Reflexive pronouns Sentence transformation 37	**pp. 110–111** **Writing Focus:** An opinion essay **Language Focus:** Giving your opinion and emphasising a point	**p. 112** Opinions: talking about advantages and disadvantages 38	**pp. 114–115** Słownictwo i Gramatyka Środki językowe Czytanie Mówienie Pisanie

1

A new look

You never get a second chance to make a first impression.

Andrew Grant

Exercise 1

Personality: cheerful, determined, sensible, sensitive

Appearance: bald, slim, tall, wavy hair

Clothes/ Materials: cotton, hoodie, leather, suit

VIDEO

BBC
Distressing jeans 1
Lesson 1.1

GRAMMAR ANIMATION
Lesson 1.2 2
Lesson 1.5 3

FOCUS VLOG
About clothes 4
Lesson 1.5

1.1 VOCABULARY

Clothes and accessories • fashion and style • personality

I can describe people's personality, abilities and clothes.

SHOW WHAT YOU KNOW

1 **Copy the table. Write the words in the box under an appropriate heading.**

~~bald~~ cheerful cotton determined hoodie leather sensible sensitive slim suit tall wavy hair

Personality	Appearance	Clothes/Materials
	bald	

2 SPEAKING **Add more words under each heading. Use the words to describe somebody you know well.**

Magda is slim with wavy hair. She's very determined. She usually wears …

3 **Look at the picture in the quiz. Which 'look' do you like most? Why?**

4 SPEAKING **Do the quiz and compare your answers. Do you agree with the descriptions below? Why?/Why not?**

STYLE TRIAL QUIZ

Read the statements below and write in your notebook […]
A = I agree **B** = it depends **C** = I disagree

1 People say I'm trendy.
2 I always use hair products (gel, hairspray, etc.) in the morning.
3 I get bored with my clothes quickly.
4 I love dressing up for parties.
5 I don't mind where my clothes come from – I just want to look good.
6 I'd never shave my head for charity.
7 I believe that wearing make-up is not only for women.
8 I'm interested in **what's in fashion** and **what's out of fashion**.

MOSTLY As

You're a fashionista! You're a party animal and you like to **be the centre of attention**. **You're trendy** and you **care about your appearance** but be careful you don't **come across as** shallow or vain.

MOSTLY Bs

You might have some trendy items in your wardrobe, but in general you **go for a casual look** rather than a formal one. You're down-to-earth and have a carefree attitude to clothes. That's why you like practical clothes like sportswear. You **feel comfortable in your own skin**, and people like you because you're easy-going and **you go with the flow**.

MOSTLY Cs

You're not interested in following trends and you tend to be a little rebellious. You're against 'fast-fashion'* and you believe in buying good-quality clothes that last a long time. You like to know where your clothes are made, and you don't mind paying a bit more for ethical brands.

*fast fashion – inexpensive fashionable clothes that are sold for a short time and then replaced by newer collections.

REFERENCES

Videoscript **p. 253**
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 wearing?* (10 min.) pp. 259, 274
- Photocopiable resource 2 Test yourselves (10 min.) pp. 259, 275
- Extra digital activities: Vocabulary Checkpoint
- Students discuss and classify all the personality adjectives from ex. 9, e.g. Positive: *easy-going*; Negative: *vain*.
- Students describe famous people for their partner to guess, e.g. *He's got straight dark hair, it's usually short.*

4

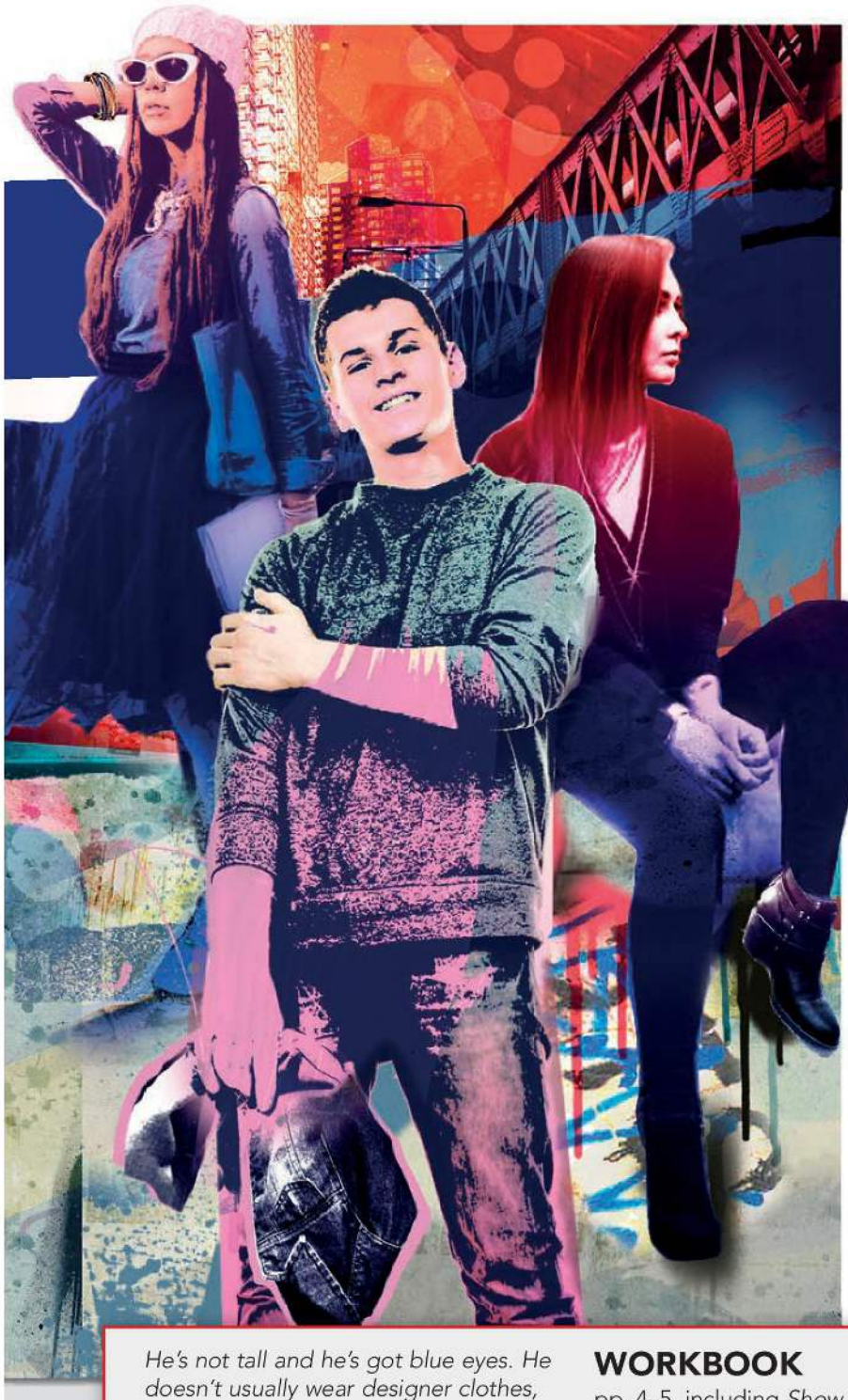
FOCUS ON WORDS | Clothes and accessories

5 1.2 **Which items in the lists below can you see in the picture? Write them in your notebook. Then listen and repeat.**

Clothes	Shoes and accessories
1 a blouse ✓	9 ankle boots ✓
2 a dark suit ✗	10 bangles ✓
3 a denim jacket ✓	11 a beanie ✓
4 faded jeans ✓	12 high heels ✗
5 a fleece ✗	13 a leather belt ✗
6 leggings ✓	14 a necklace ✓
7 a sweatshirt ✓	15 a silk tie ✗
8 a waistcoat ✗	16 vintage sunglasses ✓

6 SPEAKING **Describe in detail the type of clothes you would wear in the following situations. In your notebook, add any useful new vocabulary to the lists in Exercise 5.**

at school at home on a night out for a picnic
for an interview for a date



FOCUS ON WORDS | Fashion and style

7 1.3 **Look at the expressions in red from the quiz. In your notebook, complete these expressions in questions 1–8. Then listen, check and repeat.**

Who …
1 knows what's in fashion or *out* of fashion?
2 likes to be the ___centre___ of attention?
3 goes ___for___ a casual look?
4 comes ___across___ as kind and friendly?
5 cares a lot ___about___ their appearance?
6 feels comfortable in their own ___skin___ ?
7 likes to go ___with___ the flow?
8 is ___trendy___ ?

8 SPEAKING **Answer the questions in Exercise 7 with the names of people you know. Then choose the person most different from you and describe them in detail to a partner.**

My friend Sasha cares a lot about his appearance. He spends a lot of money on clothes and rarely wears the same thing twice …

FOCUS ON WORDS | Personality

9 1.4 **In your notebook, match the underlined words and expressions in the quiz with their synonyms. Then listen, check and repeat.**

1 happy and without worries = ___carefree___
2 sensible and practical = ___down-to-earth___
3 difficult or disobedient = ___rebellious___
4 not interested in serious things = ___shallow___
5 not easily upset or annoyed = ___easy-going___
6 too proud of the way you look = ___vain___

10 In your notebook, complete the sentences with the most appropriate adjectives in Exercise 9.

1 Tom never loses his temper or gets irritated. He's very ___easy-going___ .
2 Ana is so ___shallow___ . She's only interested in how people look.
3 Will is ___down-to-earth___ . He always knows how to solve practical problems.
4 Phil is extremely proud of his good looks. He's quite ___vain___ .
5 Tammy never worries about anything. She's so ___carefree___ .

11 SPEAKING **Choose three people you have a photo of on your phone. Describe their personalities to a partner.**

This is Maria. She's my cousin. She's a really easy-going person with a carefree attitude to life. She …

12 PROJECT **Work in groups. Choose a style icon, e.g. James Dean or Marlon Brando. Do some research online and prepare a digital presentation about them. Then present it to your class.**

He's not tall and he's got blue eyes. He doesn't usually wear designer clothes, he prefers casual ones. He's down-to-earth. He's a film star. I think his online profile would be a photo of him looking serious. (Daniel Radcliffe)

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.

1.2 GRAMMAR

Dynamic and state verbs

I can use dynamic and state verbs correctly.

1 SPEAKING **Imagine you are going to a weekend music festival in the summer. Discuss what you would wear.**

2 1.5 **Read and listen to Jo Mack and answer the questions.**

1 Who does she work for?
2 Where is she now?
3 What is she doing there?

Jo: Hi! I'm Jo Mack and I work as a fashion editor for *Hip* magazine. I think I must have the best job in the world because today I'm working at the Coachella music festival in California. The question I'm asking is 'What is the "Festival Look" this year?'. Ten thousand people are listening to music here and I believe the temperature is 32°. I know Radiohead are on later and I really want to watch them, but right now I'm speaking to people about what they're wearing and why.

3 **Read the GRAMMAR FOCUS and look at the verbs in blue in Exercise 2. Which verbs describe an action and which describe a state?** Action: work, ask, listen, speak, wear
State: think, believe, know, want

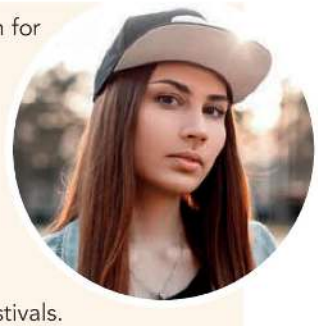
GRAMMAR FOCUS 2

Dynamic and state verbs

- Most verbs have dynamic meanings. They describe actions: something 'happens'. You can use them with simple or continuous forms.
  I work as a fashion editor for Hip *magazine.*
  Today I'm working at the Coachella music festival.
- Some verbs have stative meanings. They describe states: nothing 'happens'. You cannot use them with continuous forms.
  I believe the temperature is 32°. (NOT ~~*I'm believing*~~)

Note:
A few verbs (e.g. *think, have, look*) have both dynamic and stative meanings. The meanings are different:
I think I must have the best job in the world.
(*think = believe* → stative)
I'm thinking about going to see them.
(*think = consider* → dynamic)

4 1.6 **Read and listen to Jo's interview with Anna. Decide which of the underlined verb phrases are state verbs and which are dynamic verbs.**



Jo: Hi! I'm reporting (D) on festival fashion for *Hip* magazine. I like (S) your hat.
Anna: Thanks. I don't usually wear (D) hats. But it's really hot, so I'm wearing (D) this baseball cap. It belongs (S) to my boyfriend. He doesn't need (S) it because he isn't here today. He's revising (D) for his exams!
Jo: Oh, that's a shame.
Anna: No, it's OK. My boyfriend hates (S) festivals. He prefers (S) listening to music at home. I really want (S) to see Kings of Leon – I listen (D) to their music all the time!

5 1.7 **In your notebook, complete Jo's interview with Tom with the correct Present Simple or Present Continuous form of the verbs in brackets. Then listen and check.**

Jo: Hi! I'm reporting on festival fashion for *Hip* magazine. [1] *Are you enjoying* (you/enjoy) the festival?
Tom: Yes, I [2] 'm having (have) a really good time.
Jo: I [3] love (love) your T-shirt.
Tom: Oh, thanks! It's my festival T-shirt!
Jo: Oh, it [4] looks (look) great. But why [5] are you wearing (you/wear) jeans? It's so hot!
Tom: My legs are very skinny and so I [6] never wear (never/wear) shorts, even in summer. In fact, I [7] don't have (not have) any shorts!
Jo: So which bands [8] do you want (you/want) to see today?
Tom: I [9] like (like) Foo Fighters, but I [10] don't know (not know) when they're on. I [11] 'm looking (look) for a festival programme.
Jo: I have one here – oh, they [12] 're playing (play) now.
Tom: Oh right – thanks! See you.

6 **Look at Jo's interview with Tom again. Find two verbs with both dynamic and stative meanings and explain the differences in meaning.**

7 **In your notebook, write true sentences about yourself with the affirmative or negative form of an appropriate present tense.**

1 I (don't) need (need) a new pair of trainers.
2 I 'm (not) wearing (wear) my favourite T-shirt today.
3 I (don't) buy (buy) all my clothes online.
4 I (don't) like (like) shopping.
5 I (don't) think (think) most clothes are too expensive.
6 I 'm (not) thinking (think) of going shopping later.

8 SPEAKING **Ask each other questions based on the sentences in Exercise 7.**
Do you need a new pair of trainers?

Grammar page 116

Exercise 2
1 *Hip* magazine.
2 At the Coachella music festival in California.
3 She's speaking to people about what they're wearing and why.

Exercise 6
I'm having a really good time – part of an expression (dynamic)
I don't have any shorts – means own (state)
I'm looking for a festival programme – an active thing I am doing (dynamic)
It looks great – describes the appearance (state)

Exercise 8
2 Are you wearing …?
3 Do you buy …?
4 Do you like …?
5 Do you think …?
6 Are you thinking …?

REFERENCES

Culture notes **p. 225**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 3 Test yourselves (10 min.) pp. 259, 276
- Extra digital activities: Grammar Checkpoint
- In pairs, students take turns to say state and dynamic verbs for their partner to make a sentence.

WORKBOOK

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

NEXT CLASS

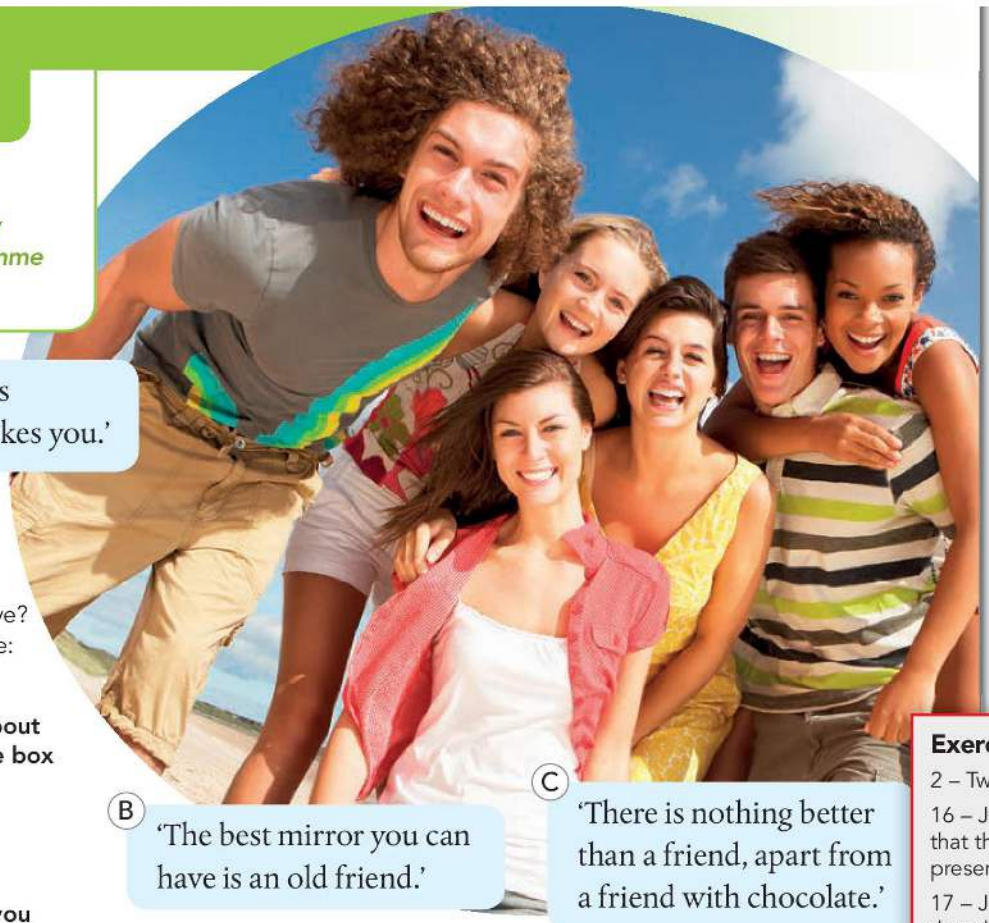
- Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 1.2, Grammar.
- Ask students to find out 2–3 facts about the numbers of people who use social networking sites, mobile phones, texts, etc. in different countries.

6

1.3 LISTENING

Gap fill

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



(A) 'A friend is someone who knows everything about you and still likes you.'

(B) 'The best mirror you can have is an old friend.'

(C) 'There is nothing better than a friend, apart from a friend with chocolate.'

1 SPEAKING **Read sayings A–C about friendship and discuss the questions.**

1 Which saying do you like best? Why?
2 What qualities should a close friend have?
3 How would you complete the sentence: 'A true friend …'?

2 1.8 **Listen to a radio programme about friendship. What do the numbers in the box refer to?**

2 16 17 5 or 6 313 3 or 4

3 SPEAKING **Discuss how many friends you have. Talk about online friends, close friends and friends of the opposite sex.**

LISTENING FOCUS Gap fill

4 1.8 **Listen to the radio programme again and complete the summary in your notebook. Write 2–5 words in each gap.**

On *That's Life* this week we talk to Jenny and Fraser about friendships. Jenny has five or six [1] _____ friends and lots of online friends. She admits that she [2] _____ some of her online friends, but she finds it difficult to de-friend them. With real friends she says there are lots of reasons why you might lose touch. It just [3] _____ . Fraser's closest friends are the ones he hangs out with. They have a lot in common and they get along well together. Fraser says it doesn't matter whether you are [4] _____ , the important things about friendship are the same. A good friend is always there for you.

FOCUS ON WORDS | Relationship phrases

5 1.9 **Match the definitions in the box with phrases 1–6 from the recording. Then listen, check and repeat.**

have a good relationship | socialise
slowly find out about sb | be reliable
stop seeing/hearing from sb
argue then stop being friendly

1 hang out (with sb) = socialise (with)
2 lose touch (with sb) = stop seeing/hearing from sb
3 get to know sb = slowly find out about sb
4 be always there for sb = be reliable
5 fall out (with sb) = argue then stop being friendly
6 get along (with sb) = have a good relationship (with sb)

6 1.10 **Listen to dialogues 1–4. In your notebook, match them with descriptions a–e. There is one extra description.**

Dialogue 1 d
Dialogue 2 a
Dialogue 3 e
Dialogue 4 c

a They get along really well together.
b They've lost touch.
c They're always there for each other.
d They've fallen out.
e They're getting to know each other.

7 **Copy the questions and complete them with an appropriate verb.**

1 How easy was it to get to ___know___ your best friend?
2 Why do you ___get___ along so well together?
3 Have you ever ___fallen___ out?
4 What sort of places do you usually ___hang___ out in?
5 Will you always ___be___ there for your best friend?
6 Do you think you'll ever ___lose___ touch with each other?

8 SPEAKING **Think about your best friend. Ask and answer the questions in Exercise 7 with a partner.**

PRONUNCIATION FOCUS

9 1.11 **In your notebook, write the numbers in full. Then listen, check and repeat.**

1 515 – five hundred *and* fifteen
2 214 – two hundred ___and___ fourteen
3 3,330 – three thousand, ___three___ hundred ___and___ thirty
4 901 – nine ___hundred___ ___and___ ___one___
5 7,880 – ___seven___ thousand, ___eight___ ___hundred___ ___and___ eighty
6 4,416 – four ___thousand___ , ___four___ ___hundred___ ___and___ ___sixteen___

10 **In your notebook, write down three long numbers. Dictate the numbers to your partner. Check that your partner has written the same number as you.**

Exercise 2

2 – Two people
16 – Jenny's age that the presenter says
17 – Jenny's age that she corrects
5 or 6 – Jenny's close friends
313 – Jenny's online friends
3 or 4 – Fraser's friends of the opposite sex

Exercise 4

1 close/real/best/genuine
2 doesn't know/doesn't recognise/can't recognise
3 happens naturally
4 boys or girls

REFERENCES

Audioscript **p. 234**

EXTRA ACTIVITIES

• Use the facts about social networking sites students have found out after you have done the PRONUNCIATION FOCUS – in pairs, students dictate the sentences to each other. They say if any information surprised them.
• Students write sentences about themselves using the expressions from ex. 5. Four of the sentences should be true and two false. In pairs or small groups, they read out the sentences and try to guess which are false.

WORKBOOK

p. 7

NEXT CLASS

• Ask students to bring in photos of fashion icons (people or iconic items of clothing). Explain the notion briefly if necessary.

1.4 READING

Multiple choice

I can identify key information in an extended article.

1 **Choose a word from each box to describe the clothes you can see in the photos.**

blue white black	+ cotton leather denim	+ jacket jeans T-shirt

2 SPEAKING **Do you wear any of the clothes in the photos? Why?/Why not?**

3 **Guess the answers to questions 1–5 below. Then read the article and check your ideas.**

1 Why is a T-shirt called a T-shirt?
2 Which was the first profession to wear leather jackets?
3 How are the words 'denim' and 'blue jeans' connected to France?
4 When did young people start wearing jeans as fashion items?
5 Why are these clothes still popular with young people?

Exercise 3

1 Because of its shape like the letter T
2 The air force – fighter pilots
3 denim = de Nîmes and blue jeans = bleu de Gênes
4 after World War II
5 They're comfortable, multi-purpose, easy to wear, keep you warm and give you a little attitude

READING FOCUS Multiple Choice

4 **Read the article again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.**

1 Jeans, the white T-shirt and leather jacket
A are recent inventions.
B were created in the 1970s.
C have been around for about 100 years.
D were military uniforms 100 years ago.

2 The T-shirt and leather jacket became popular in the 1950s because
A they were associated with motorcycle sports.
B teenagers were rebelling.
C film stars and rock stars wore them.
D they were available in colour.

3 In the 1970s, T-shirts
A were worn as underwear.
B became multi-coloured.
C were popular with politicians.
D were only worn by men.

4 Denim jeans
A are named after two European cities.
B were invented in Germany.
C were first worn by rich businessmen.
D were worn as school uniform.

5 The writer's main intention is to suggest that people who wear these iconic clothes today
A are cooler than they think they are.
B like wearing old-fashioned garments.
C want to imitate famous people.
D are not aware of the history behind them.

5 **Look at the strategies which can help you guess the meaning of unknown words. Then discuss the meaning of the words in blue in the text.**

1 It looks like a word in my language.
2 It looks like a member of a word family I know.
3 It is made up of words I understand.
4 The context can give me clues.

FOCUS ON WORDS | Clothing

6 1.13 **In your notebook, match the words in blue in the text with the definitions. Then listen, check and repeat.**

1 a style worn by both men and women = unisex
2 items of clothing = garments
3 recognised by everyone = iconic
4 a person who makes clothes = tailor
5 clothing you wear next to your skin = underwear
6 material that clothes are made of = fabric

7 SPEAKING **What's the oldest item of clothing in your wardrobe? Tell your partner its 'history'.**

FOCUS ON WORDS | Compound adjectives

8 1.14 **In your notebook, complete the list of compound adjectives for describing clothes. Refer to the underlined words in the article. Then listen, check and repeat.**

1 fast-drying
2 short-sleeved
3 hard-wearing
4 brightly-coloured
5 cutting-edge
6 multi-purpose

9 **In your notebook, complete the message with the compound adjectives in Exercise 8.**

Hi Karen,

I'm going on a cycling weekend. As an experienced cyclist, what do you think I should wear?

Hi Sam,

Lucky you! Take at least two [1] short-sleeved shirts or T-shirts and suntan lotion for your arms. You need a pair of [2] hard-wearing shorts – cycling damages shorts quickly, so invest in good ones. Lots of people wear black ones but I prefer [3] brightly-coloured shorts and T-shirts so that car drivers can see you! A warm jacket – something that will keep you warm in the evening. A rain jacket that's made from [4] fast-drying fabric. There's some amazing [5] cutting-edge technology out there in new fabrics for sports clothes. Oh, and don't forget your sunglasses! Have fun.

10 **How do you say these compound adjectives in your language? How many of them can you use to describe clothes in your wardrobe?**

REFERENCES

Culture notes **p. 225**

EXTRA ACTIVITIES

- Students use the photos to discuss fashion icons. As feedback, check how many students had the same ideas.
- Students write true/false statements about the text in pairs. They exchange with another pair and decide if the other pair's sentences are true or false.
- Students write sentences using the words in ex. 6 and 8.

WORKBOOK

pp. 8–9

NEXT CLASS

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

ICONS *of fashion*

1.12

We think we look so cool, so modern and just a little rebellious in our jeans, white T-shirt and black leather jacket. But we're not as original as we think we are – this look goes back to the 1970s, right? Well, no, not exactly – as a matter of fact, you can trace most of it back to 100 years ago.

Take the white T-shirt and leather jacket. Both started life in the military. The T-shirt (so-called because of its shape like a T) was in fact **underwear**. In the American Navy, it was worn under a uniform. Until the early 20th century, underwear was woollen, but a revolution in textile production produced cotton jersey, a fast-drying **fabric** which fit tightly to the body and kept sailors warm. The short-sleeved T-shirt was born. Leather jackets were worn by fighter pilots in the First World War – they were hard-wearing, warm and fur-lined for maximum protection from the elements. Then, in 1928, an American raincoat company, Schott, designed the first leather motorcycle jacket with a zip.

By the 1950s both **garments** had reached **iconic** status when famous actors like Marlon Brando and James Dean wore them in films. Later, in the 1960s and 1970s bands from the Beatles to the Ramones adopted the leather jacket, and it moved from motorcycle sports to teenage rebellion. In the 1970s T-shirts got a colourful update: brightly-coloured T-shirts were particularly popular as well as T-shirts with band logos and political slogans. Having started out as an undergarment for men, T-shirts became **unisex** in the 1970s and have been part of everyone's wardrobe since then.

You may think your fashionably distressed jeans are cutting-edge fashion items, but they can be traced even further back in history. In the 1800s denim, the material jeans are made of, was a kind of cotton made in Nîmes, France ('de Nîmes'). The first blue denim trousers were worn by sailors in Genoa – 'Gênes' in French. 'Bleu de Gênes' became 'blue jeans'.

Marlon Brando

The Ramones

Blue jeans as we know them originated during the 1849 Californian Gold Rush. They were developed by German storekeeper Levi Strauss and Latvian **tailor** Jacob Davis. Levi Strauss never wore a pair of jeans himself – he was a wealthy businessman, and jeans were only worn by manual workers and cowboys. But then their popularity spread after the Second World War. Young people started wearing jeans to imitate young Hollywood stars. However, they were associated with rebellious behaviour and were banned in schools.

So each time you wear your jeans, white T-shirt and black leather jacket, you're actually wearing 100 years of style history! The secret to their long life? They're comfortable, multi-purpose clothes made of natural materials that are easy to wear, keep you warm and give you a little attitude. What's not to love?

GLOSSARY

fur-lined – podszyty futrem
the elements – żywioły
a zip – zamek błyskawiczny
distressed – wytarty
originate – pojawić się
banned – zakazany

1.5 GRAMMAR

Present Perfect Continuous

I can use the Present Perfect Continuous and Present Perfect Simple.

Exercise 2
Because he's been listening to people's silly questions for over two hundred years.

Exercise 6
2 How long have you been studying English?
3 How long have you been listening to the same music?
4 How long have you been going to the same hairdresser's?
5 How long have you known your oldest friend?
6 How long have you been sitting in this chair?

Exercise 8
1 How many messages have you received today?
2 How long have you been wearing the same watch?
3 How long have you had the same bag?
4 How many foreign countries have you visited?
5 How many books have you read in the past three months?

Focus vlog
A bag, a good rain jacket, a new pair of boots, sunglasses, sandals, new running shoes, the perfect-fitting blazer

1 SPEAKING **Look at the different versions of the Mona Lisa and discuss the questions.**

1 Which version do you like best? Why?
2 What do you know about the original painting?

2 **Read about the real Mona Lisa. Why does the curator think the Mona Lisa is smiling?**

STOP ASKING SILLY QUESTIONS

My name is Henri Dubois. I've been working at the Louvre Museum in Paris for twenty-one years and I've been looking after the Mona Lisa for nearly ten. So, for the past ten years I've been watching people's faces when they first see the Mona Lisa. There's something very special about that painting. I've also been answering the same questions over and over again. They ask me, 'How long has she been hanging in the Louvre?' I always say the Mona Lisa has been in the Louvre since 1804. But it isn't quite true. The Mona Lisa hasn't been hanging in the Louvre since then because someone stole it in 1911. Fortunately the painting was returned two years later. The other questions are impossible to answer. They ask me: 'Who was she? Why is she smiling?' Why? Because she's been listening to people's silly questions for over two hundred years! Stop asking questions and look at the painting – it's beautiful!

3 **Read the GRAMMAR FOCUS. Then find six more examples of the Present Perfect Continuous in the text in Exercise 2.**

GRAMMAR FOCUS 3

Present Perfect Continuous

You use the **Present Perfect Continuous** to talk about unfinished actions that started in the past and continue in time 'up-to-now'. Use ***for*** or ***since*** to say how long.

I've been working here for twenty-one years.

Present Perfect Continuous: *has/have + been + -ing* form

+	*I've been working.*
–	*He hasn't been working.*
?	*Have you been working?* *Yes, I have./No, I haven't.*

Note: State verbs (*be*, *have*, *know*, etc.) do not take the continuous form.

The Mona Lisa has been in the Louvre since 1804.
(NOT ~~*has been being*~~ …)

4 **In your notebook, complete the dialogue between the Manager (M), a guest (G) and the guest's son Jack (J). Use the Present Perfect Continuous.**

M: I'm sorry, the museum is really busy today. How long [1] have you been waiting (wait)?
G: It's OK. We [2] haven't been waiting (not wait) long. We [3] 've been standing (stand) in this queue for about twenty minutes.
M: Right. Well, I'll introduce you to Henri, our curator. He [4] 's been working (work) here for over twenty years.
G: Thanks. My son, Jack, is very excited. He [5] 's been learning (learn) about Leonardo da Vinci at school.
M: Well, I'm sure Henri can answer any questions. He [6] 's been looking after (look after) the Mona Lisa for ten years.
J: Er … How long [7] has the Mona Lisa been hanging (the Mona Lisa/hang) in the Louvre?

5 **In your notebook, write the sentences using the Present Perfect Simple or Continuous form of the verbs in brackets. Then add a time expression to make them true for you.**

1 I've had (have) the same computer for three years.
2 I 've been studying (study) English since _____ .
3 I 've been listening (listen) to the same music since _____ .
4 I 've been going (go) to the same hairdresser's for _____ .
5 I 've known (know) my oldest friend since _____ .
6 I 've been sitting (sit) in this chair since _____ .

6 SPEAKING **In your notebook, write questions for the sentences in Exercise 5 beginning with *How long have you…?* Then ask your partner.**

How long have you had the same computer?

REMEMBER THIS

You use the **Present Perfect Simple** to talk about finished actions in time 'up-to-now'. You can say 'how many' but not 'when'.
Piotr has visited the Louvre seven times. He has visited twenty-seven other museums.

7 **Which Present Perfect form is the most appropriate? Which sentences are true for you?**

1 *I've seen* / *I've been seeing* the Mona Lisa twice.
2 My mum *has bought* / *has been buying* a new car.
3 *It's snowed* / *It's been snowing* since yesterday.
4 *I've learnt* / *I've been learning* the piano for years.
5 We *have never been going* / *have never been* abroad.
6 I *haven't eaten* / *haven't been eating* lunch yet.

8 SPEAKING **In your notebook, write questions in the Present Perfect Simple or Continuous. Begin the questions with *How long …?* or *How many …?* Then ask your partner.**

1 messages / receive / today?
2 wear / the same watch?
3 have / the same bag?
4 foreign countries / visit?
5 books / read / in the past three months?

FOCUS VLOG 4 About clothes

1.15 **Listen to the Focus Vlog. Is there anything the speakers have been planning to buy recently? Write the answers in your notebook.**

Grammar page 117

REFERENCES

Culture notes **p. 225**
Audioscript **p. 235**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Focus Vlog. Video worksheet 1.5 in the WB, p. 15.
- Photocopiable resource 4 *Busy people* (10 min.) pp. 259, 277
- Extra digital activities: Grammar Checkpoint
- Students write questions about ex. 2 using the Present Perfect Continuous.

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.

1.6 USE OF ENGLISH

Word formation – common suffixes

I can form a range of nouns, verbs and adjectives using common suffixes.

1 SPEAKING **Look at the photos and discuss which hairstyles you think are acceptable for school.**

2 1.16 **Listen to a phone-in about Martha's situation at school and answer the questions.**

1 What's Martha's problem at school? She shaved her head.
2 Why did she change her hairstyle? To raise money for charity.
3 How many callers thought the school was right? Two.
4 How many callers thought the school was wrong? Four.

3 SPEAKING **Discuss whether you think the school was right or wrong. How do you think your school would react?**

4 1.16 **Listen again and write the correct option in your notebook.**

1 The *priority* / *obligation* of the school is to *educate* / *be respectful*.
2 The reason it's so *successful* / *helpful* is that it has rules and *regulations* / *punishment*.
3 Your rules are *pathetic* / *creative*.
4 The school should focus on her *academic achievements* / *leadership*.
5 Schoolchildren must *clarify* / *realise* that their school has rules.
6 I *honestly* / *absolutely* think it's *ridiculous* / *unacceptable* to make such a fuss about a shaved head.

5 **Look at the words in all the options in Exercise 4 again and write them in your notebook under the correct heading.**

NOUN	VERB	ADJECTIVE	ADVERB

6 **Read the LANGUAGE FOCUS. Which words in the box complete the information correctly?**

(adjectives x3 adverbs nouns verbs)

LANGUAGE FOCUS

Word formation – common suffixes

- Many different words are formed by adding suffixes to nouns, verbs and adjectives.
  Forming [1] nouns : *-ance/-ence, -ion, -ity, -ment, -ship*
  Forming [2] verbs : *-ate, -en, -ify, -ise*
  Forming [3] adjectives : *-able, -al, -ed, -ful, -ic, -ing, -ive, -less, -ous*
- You can add prefixes ***un-***, ***in-***, ***im-***, ***il-***, ***ir-***, ***dis-*** to some [4] adjectives to get the opposite meaning.
  *acceptable – **un**acceptable, respectful – **dis**respectful*

Note: You form most [5] adverbs by adding ***-ly***, ***-y***, ***-ily*** to [6] adjectives.
*honest – honest**ly**, absolute – absolut**ely**, angry – angr**ily***

7 **Copy the table and complete it with appropriate forms.**

NOUN	VERB	ADJECTIVE	ADVERB
1 creation	create	creative	creatively
2 education	educate	educational	educationally
3 hope	hope	hopeless/ hopeful	hopelessly/ hopefully
4 achievement	achieve	achievable	–
5 success	succeed	successful	successfully
6 acceptance	accept	acceptable	acceptably

8 USE OF ENGLISH **In your notebook, complete the sentences with an appropriate form of the word in brackets.**

1 The main duty of a school is to educate its students. (education)
2 It's ridiculous for schools to ban tattoos or piercings. (ridicule)
3 You can't punish a student for shaving his or her head. (punishment)
4 Female students worry more about their appearance than male students. (appear)
5 The fewer regulations about what students can and can't wear, the better. (regulate)
6 It's unacceptable for students to deliberately ignore sensible school rules. (accept)
7 Academic performance is not linked to how the students look. (academy)

9 SPEAKING **Discuss whether you agree or disagree with the statements in Exercise 8. Give reasons for your answers.**

Use of English page 118

Exercise 5

Nouns: priority, obligation, regulations, punishment, achievements, leadership

Verbs: educate, clarify, realise, be respectful

Adjectives: respectful, successful, helpful, pathetic, creative, academic, ridiculous, unacceptable

Adverbs: honestly, absolutely

REFERENCES

Audioscript **p. 235**

EXTRA ACTIVITIES

- Students write sentences about their school using the words in ex. 7, then compare with a partner.

WORKBOOK

p. 11

NEXT CLASS

- Ask students to make notes about someone they know, including the following information: age, personality and interests, physical description, height and build, general impression and clothes they usually wear.
- Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 1.6, Use of English.

1.7 WRITING

Describing a person

I can write a personal email to describe a person.

1 SPEAKING **Look at your partner for ten seconds. Then close your eyes and describe their appearance and clothing in as much detail as you can.**

2 **Below, Maggie describes her friend Claire. Before you read, write a list of things you think she might include in your notebook.**

age, hair (length and colour), interests …

3 **Now read Maggie's message and see which things on your list in Exercise 2 she mentioned.**

Hi Dominic,

Zara told me you are looking for a new singer for your band. Is that right? If so, I think my friend might be perfect.

Her name's Claire. The first thing you notice about her is that she looks a little older than she is. She's **our** age, but she looks like she's already in her **early** twenties. She's very easy-going and I think she has a great sense of humour – we get on really well. She's also a very creative person and a fantastic singer. She plays the piano and writes her own songs and has even made a video to go with one of them. She's **into** all sorts of music, from classical to rap and I think she's the kind of person **who** is open to new ideas. I think she'd **make** a great singer for the band.

She's also very pretty ;-). She's about **medium height** and **slim**, and she's got long, **straight**, **dark** hair. She **dresses** fashionably, though usually in black. I think she looks kind of punky but in a good way.

On the negative side, she isn't exactly punctual and she can be a little moody at times. She tends to get upset if you criticise her. But hey, she's a creative!

Watch her video (attached) and let me know what you think.

Love Maggie x

Dominic is not online at the moment.
We'll deliver your message next time Dominic logs in.

4 SPEAKING **Discuss whether you think you would get on well with Claire. Give reasons for your answers.**

5 **Read the WRITING FOCUS. Which words in purple from the message in Exercise 3 complete the examples correctly?**

WRITING FOCUS

Describing a person

- Give first impressions
  The first thing you notice about her is that she looks older than she is.
- Mention age
  He's (about) my/your/[1] our *age.*
  He's in his teens/[2] early */mid-/late twenties.*
- Describe personality and interests
  He's a very easy-going/interesting, etc. person.
  She has a great sense of humour.
  She's the sort/type/kind of person [3] who *always remembers your birthday/loves kids.*
  She'd [4] make *a great teacher/doctor/friend.*
  He's [5] into *music/fashion/skateboarding.*
- Describe hair, eyes, skin and face
  He's got cool, short, [6] dark *hair.*
  She's got beautiful, long, [7] straight *, blond hair.*
  She's got a kind/friendly/unusual smile/face.
- Mention height/build
  She's short/[8] medium height */tall.*
  He's fairly well-built/[9] slim *.*
- Mention clothes
  She [10] dresses *casually/smartly/well/in black.*
  He always wears casual/smart/scruffy/fashionable/stylish clothes.

6 **Which words in the WRITING FOCUS complete the description correctly? Do you know anybody like Martin? Tell your partner.**

My friend Martin is the [1] kind of person who can argue about anything. He always [2] dresses smartly and he's a very interesting [3] person . But he's not always serious. He's [4] into music and dancing, and he has a great [5] sense of humour. He's [6] our age, but he looks older. He's got short [7] hair and a friendly [8] smile . I think he'd [9] make a good politician.

EXTRA ACTIVITIES

- Photocopiable resource 5 Describing a person (15 min.) pp. 260, 278
- After ex. 3, write the following three questions on the board: *What is she like? What does she look like? What does she like doing?* Briefly check the difference in meaning and explain if necessary. Ask students to read the letter again quickly and answer the three questions about Claire.
- Students use the notes about someone they know to write their description in ex. 9.

WORKBOOK

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

NEXT CLASS

Students bring in photos of themselves and/or family members on different occasions, wearing different clothes.

7 **Decide which underlined examples in the message in Exercise 3 complete the LANGUAGE FOCUS correctly.**

LANGUAGE FOCUS

Tentative language: making language less negative or extreme

- ***kind of/sort of***

  She looks kind of cool/unusual/mysterious/nervous/ [1] punky .
- ***tend to be/get + adjective***

  ~~*She gets upset*~~ = *She tends* [2] to get upset .
- ***can be/could be + a little/a bit + adjective***

  ~~*His hair's too long*~~ = *His hair could be a bit shorter.*

  ~~*She's moody.*~~ = *She can be* [3] a little moody .
- Negative adjective to positive adjective with ***always, exactly, particularly***

  ~~*He's lazy.*~~ = *He isn't always hard-working.*

  ~~*He's mean.*~~ = *He's not particularly generous.*

  ~~*She's always late.*~~ = *She isn't* [4] exactly punctual .
- **Quantifiers/softeners**

  ~~*She's skinny.*~~ = *She's a bit too slim.*

  ~~*He's tiny.*~~ = *He's a little short.*

  ~~*She's old.*~~ = *She looks* [5] a little older .

8 **Rewrite the sentences in your notebook to make them less negative or extreme. Use the word in brackets.**

1 Amanda's rude. Amanda isn't particularly polite . (polite)
2 Bryan's mean. Bryan isn't exactly generous . (exactly)
3 Caroline's lazy. Caroline isn't always hard-working . (always)
4 David's loud. David could be a little quieter . (could)
5 Elena's insensitive. Elena can be a little insensitive . (can)
6 Freddie's untidy. Freddie tends to be untidy . (tends)

9 **Choose one of the photos. Imagine he or she is your friend. In your notebook, write a description including physical appearance, style and personality. The description should be exactly 50 words long. Compare with your partner.**

SHOW WHAT YOU'VE LEARNT

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

Jeden z twoich kolegów wybiera się do miasta, w którym mieszka twoja kuzynka. Kuzynka zgodziła się oprowadzić go po swoim mieście. Tyle że oni się nie znają i nigdy się nie widzieli. Napisz e-mail do swojej kuzynki.

W swoim e-mailu:

- opisz wygląd kolegi,
- przedstaw kilka cech jego charakteru,
- napisz, jakie są jego zainteresowania,
- podziękuj kuzynce za to, że zgodziła się pokazać twojemu koledze swoje miasto.

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

1.8 SPEAKING

Describing a photo

I can describe a photo and speculate about the people in it.

1 **Look at the adjective order key. In your notebook, put clothes descriptions 1–5 in the correct order. Is anybody in the class wearing one of these items?**

Adjective order

Opinion	Size/ Age	Colour/ Pattern	Material	Make/ Type	Noun
a lovely	big old	brown	leather	flying	jacket

1 trainers / Nike / New
New Nike trainers
2 A / cotton / shirt / patterned
A patterned cotton shirt
3 jeans / blue / Fashionable / skinny
Fashionable blue skinny jeans
4 leather / high-heeled / Black / boots
Black leather high-heeled boots
5 A / striped / jumper / big / woollen
A big striped woollen jumper

2 SPEAKING **Take it in turns to describe clothes in the class. Use at least two adjectives to describe each item. Guess who your partner is describing.**

3 **Look at photo A. Can you use any of the adjectives in Exercise 1 to describe the clothes?**
patterned cotton T-shirt; blue skinny jeans

4 1.17 **How would you describe the situation in photo A? Think of two adjectives to describe how the woman is feeling. Then listen and check your ideas.**
She's feeling bored. She isn't excited about buying clothes.

SPEAKING FOCUS

Beginning a description
The photo shows …
In this photo, I can see …/there is …/there are …

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

Showing uncertainty
It's hard to say/make out …, but …
I'm not sure …, but …

Speculating
He/She/It looks …
He/She/It looks as if/as though/like …
It seems to be …/Perhaps it's …/Maybe it's …
I imagine they're …/They're probably …

Giving your opinion
I (don't) think …/I prefer …/Personally, .../In my opinion ...

5 1.17 **Read the SPEAKING FOCUS. In your notebook, complete the description of photo A with one word in each gap. Then listen again and check.**

The photo [1]*shows* a man and a woman shopping together. It's [2] hard to say exactly how old they are, but I [3] think they're in their twenties, and they're [4] probably a couple. The man's wearing a red top and grey jeans. The woman is sitting on a white chair and she [5] looks bored. On the floor, [6] next to her chair, there are several shopping bags. I'm not [7] sure what's in them, but I think they're probably clothes, and I [8] imagine they've been shopping for a few hours already.
It's hard to [9] make out exactly what kind of shop they are in, but it [10] seems to be a men's clothes shop. It looks as [11] though they're near the changing rooms because there's a white curtain in the [12]background. The man is holding up a shirt or a pair of trousers. He looks [13] as if he's thinking about trying it on. I [14] don't think the woman looks very interested. [15] Personally, I think she wants to go to a women's clothes shop.

6 SPEAKING **Look at photo B. Then follow the instructions below to talk about it. Use the phrases in the SPEAKING FOCUS to help you.**

- Say what the photo shows.
- Speculate about the people and the situation.
- Take it in turns to describe the photo to your partner.

7 SPEAKING **Ask and answer three more questions based on photos A and B.**

1 How often do you go shopping?
2 Who do you usually go with? Why?
3 What are your favourite or least favourite shops? Why?

EXTRA ACTIVITIES

- Students use the photos they have brought after ex. 7. They take turns to describe them. They give as full descriptions as possible of the clothes, taking care with adjective order, and using the phrases from SPEAKING FOCUS.
- Students write a short description of one of their photos.

WORKBOOK

p. 14

NEXT CLASS

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

1.1 Vocabulary 5.1

ankle boots /ˈæŋkəl buːts/ buty za kostkę, botki
attitude /ˈætətjuːd/ nastawienie
bald /bɔːld/ łysy
bangles /ˈbæŋgəlz/ bransoletki
be the centre of attention /ˌbi ðə ˌsentər əv əˈtenʃən/ być w centrum uwagi
beanie /ˈbiːni/ czapka beanie
blouse /blaʊz/ bluzka
care a lot about /ˌkeər ə ˈlɒt əˌbaʊt/ przejmować się
carefree /ˈkeəfriː/ beztroski
come across as /ˌkʌm əˈkrɒs əz/ sprawiać wrażenie
cotton /ˈkɒtn/ bawełniany
dark suit /ˌdɑːk ˈsuːt/ ciemny garnitur
denim jacket /ˌdenɪm ˈdʒækət/ kurtka dżinsowa
disobedient /ˌdɪsəˈbiːdiənt/ nieposłuszny
down-to-earth /ˌdaʊn tu ˈɜːθ/ twardo stąpający po ziemi
easy-going /ˌiːzi ˈgəʊɪŋ/ spokojny, wyluzowany
ethical brand /ˌeθɪkəl ˈbrænd/ etyczna marka
faded jeans /ˌfeɪdɪd ˈdʒiːnz/ wyblakłe dżinsy
fashionable /ˈfaʃənəbəl/ modny
fast fashion /ˌfɑːst ˈfæʃən/ szybka moda
feel comfortable in your own skin /ˌfiːl ˈkʌmftəbəl ɪn jɔːr əʊn ˈskɪn/ czuć się dobrze we własnej skórze
fleece /fliːs/ bluza polarowa
follow trends /ˌfɒləʊ ˈtrendz/ podążać za trendami
friendly /ˈfrendli/ życzliwy, przyjazny
go for /ˈgəʊ fɔː/ decydować się na
go with the flow /ˌgəʊ wɪð ðə ˈfləʊ/ płynąć z prądem; robić to, co inni
high heels /ˌhaɪ ˈhiːəlz/ buty na wysokim obcasie
in/out of fashion /ˌɪn/ˌaʊt əv ˈfæʃən/ modne/niemodne
kind /kaɪnd/ miły, życzliwy
leather belt /ˌleðə ˈbelt/ skórzany pasek
leggings /ˈlegɪŋz/ legginsy
look /lʊk/ styl, stylizacja; wyglądać
middle-aged /ˌmɪdəl ˈeɪdʒd/ w średnim wieku
necklace /ˈneklɪs/ naszyjnik
practical clothes /ˌpræktɪkəl ˈkləʊz/ praktyczne ubrania
rebellious /rɪˈbeljəs/ buntowniczy
shallow /ˈʃæləʊ/ płytki, powierzchowny
silk tie /ˌsɪlk ˈtaɪ/ jedwabny krawat
slim /slɪm/ szczupły
sweatshirt /ˈswetʃɜːt/ bluza dresowa
trendy /ˈtrendi/ modny
vain /veɪn/ próżny
vintage sunglasses /ˌvɪntɪdʒ ˈsʌnˌglɑːsəz/ klasyczne okulary przeciwsłoneczne
waistcoat /ˈweɪskəʊt/ kamizelka
wear /weə/ nosić
wear make-up /ˌweə ˈmeɪkʌp/ mieć makijaż

1.2 Grammar 5.2

band /bænd/ zespół muzyczny
baseball cap /ˈbeɪsbɔːl kæp/ czapka z daszkiem
report on /rɪˈpɔːt ɒn/ relacjonować
revise /rɪˈvaɪz/ powtarzać materiał
shorts /ʃɔːts/ szorty
skinny /ˈskɪni/ chudy
trainers /ˈtreɪnəz/ buty sportowe

1.3 Listening 5.3

be always there for /ˌbi ˌɔːlweɪz ˈðeə fə/ być zawsze wsparciem dla
close friend /ˌkləʊs ˈfrend/ bliski przyjaciel
fall out with /ˌfɔːl ˈaʊt wɪð/ pokłócić się z
find out about /ˌfaɪnd ˈaʊt əˌbaʊt/ dowiedzieć się o
get along (well) with /ˌget əˈlɒŋ (wel) wɪð/ być w dobrych stosunkach z
get to know /ˌget tə ˈnəʊ/ poznać
hang out with /ˌhæŋ ˈaʊt wɪð/ spędzać czas z
have a good relationship with /ˌhæv ə ˌgʊd rɪˈleɪʃənʃɪp wɪð/ mieć dobre relacje z
have a lot in common with /ˌhæv ə ˌlɒt ɪn ˈkɒmən wɪð/ mieć dużo wspólnego z
have an argument /ˌhæv ən ˈɑːgjəmənt/ pokłócić się
have similar interests /ˌhæv ˌsɪmələr ˈɪntrəsts/ mieć podobne zainteresowania
lose touch with /ˌluːz ˈtʌtʃ wɪð/ stracić kontakt z
online friend /ˌɒnlaɪn ˈfrend/ internetowy znajomy
opposite sex /ˌɒpəzət ˈseks/ płeć przeciwna
reliable /rɪˈlaɪəbəl/ niezawodny
socialise with /ˈsəʊʃəlaɪz wɪð/ utrzymywać kontakty towarzyskie z
stop seeing each other /ˌstɒp ˈsiːɪŋ iːtʃ ˌʌðə/ przestać się spotykać
suit /suːt/ pasować (do kogoś, czyjejś urody, sylwetki)

1.4 Reading 5.4

banned /bænd/ zakazany
brightly-coloured /ˌbraɪtli ˈkʌləd/ w jasnych/żywych kolorach
cool /kuːl/ świetny, odlotowy
cutting-edge /ˈkʌtɪŋ edʒ/ nowatorski
distressed jeans /dɪˌstrest ˈdʒiːnz/ wytarte dżinsy
fabric /ˈfæbrɪk/ materiał, tkanina
fast-drying /ˌfɑːst ˈdraɪɪŋ/ szybkoschnący
fur-lined /ˈfɜː laɪnd/ podszyty futrem
garment /ˈgɑːmənt/ odzież, ubiór
hard-wearing /ˌhɑːd ˈweərɪŋ/ nie do zdarcia
iconic /aɪˈkɒnɪk/ kultowy
imitate /ˈɪmɪteɪt/ naśladować
look like /ˈlʊk laɪk/ być podobnym do
multi-purpose /ˌmʌlti ˈpɜːpəs/ wielozadaniowy
originate /əˈrɪdʒɪneɪt/ pojawić się
popular /ˈpɒpjələ/ lubiany
raincoat /ˈreɪnkəʊt/ płaszcz przeciwdeszczowy
rain jacket /ˈreɪn ˌdʒækɪt/ kurtka przeciwdeszczowa
rebellion /rɪˈbeljən/ bunt
short-sleeved /ˌʃɔːt ˈsliːvd/ z krótkim rękawem
suntan lotion /ˈsʌntæn ˌləʊʃən/ mleczko do opalania
tailor /ˈteɪlə/ krawiec
the elements /ðɪ ˈeləmənts/ żywioły
trousers /ˈtraʊzəz/ spodnie
underwear /ˈʌndəweə/ bielizna
unisex /ˈjuːnɪseks/ uniseks, dla obu płci
wardrobe /ˈwɔːdrəʊb/ szafa, garderoba
woollen /ˈwʊlən/ wełniany
zip /zɪp/ zamek błyskawiczny

1.5 Grammar 5.5

curator /kjʊˈreɪtə/ kustosz
look after /ˌlʊk ˈɑːftə/ opiekować się
over and over again /ˈəʊvər ənd ˈəʊvər əˈgen/ ciągle, w kółko
queue /kjuː/ kolejka

1.6 Use of English 5.6

accept /əkˈsept/ akceptować
acceptable /əkˈseptəbəl/ akceptowalny
acceptably /əkˈseptəbli/ zadowalająco
acceptance /əkˈseptəns/ akceptacja, zgoda
achievable /əˈtʃiːvəbəl/ osiągalny
achieve /əˈtʃiːv/ osiągnąć
achievement /əˈtʃiːvmənt/ osiągnięcie
educate /ˈedjʊkeɪt/ kształcić
education /ˌedjʊˈkeɪʃən/ edukacja
educational /ˌedjʊˈkeɪʃənəl/ edukacyjny
educationally /ˌedjʊˈkeɪʃənəli/ edukacyjnie
hope /həʊp/ nadzieja; mieć nadzieję
hopeful /ˈhəʊpfəl/ pełen nadziei
hopefully /ˈhəʊpfəli/ ufnie, z nadzieją
hopeless /ˈhəʊpləs/ beznadziejny
hopelessly /ˈhəʊpləsli/ beznadziejnie
succeed /səkˈsiːd/ odnieść sukces
success /səkˈses/ sukces
successful /səkˈsesfəl/ skuteczny, odnoszący sukcesy
successfully /səkˈsesfəli/ skutecznie

1.7 Writing 5.7

blond /blɒnd/ blond
casual /ˌkæʒuəl/ swobodny (o stylu ubierania się)
get on well with /ˌget ɒn ˈwel wɪð/ być w dobrych stosunkach z
hard-working /ˌhɑːd ˈwɜːkɪŋ/ pracowity
in his early/mid/late twenties /ɪn hɪz ˌɜːli/ˌmɪd/ˌleɪt ˈtwentiz/ w wieku dwudziestu kilku / około dwudziestu pięciu / prawie trzydziestu lat
in his teens /ɪn hɪz ˈtiːnz/ w wieku nastoletnim
medium height /ˌmiːdiəm ˈhaɪt/ średniego wzrostu
mysterious /mɪˈstɪəriəs/ tajemniczy
nervous /ˈnɜːvəs/ nerwowy
open to /ˈəʊpən tə/ otwarty na
rude /ruːd/ nieuprzejmy
scruffy /ˈskrʌfi/ niechlujny
sense of humour /ˌsens əv ˈhjuːmə/ poczucie humoru
she'd make a great ... /ˌʃid ˌmeɪk ə ˈgreɪt.../ byłaby świetną...
short /ʃɔːt/ niski
smart /smɑːt/ elegancki
straight/dark/short/long hair /ˌstreɪt/ˌdɑːk/ˌʃɔːt/ˌlɒŋ ˈheə/ proste/ciemne/krótkie/długie włosy
stylish /ˈstaɪlɪʃ/ stylowy
well-built /ˌwel ˈbɪlt/ dobrze zbudowany

1.8 Speaking 5.8

jumper /ˈdʒʌmpə/ sweter
look as if/as though /ˈlʊk əz ɪf/əz ðəʊ/ wyglądać jakby, zanosić się na
patterned /ˈpætənd/ wzorzysty
shirt /ʃɜːt/ koszula
striped /straɪpt/ w pasy
top /tɒp/ top, bluzka, koszulka
try on /ˌtraɪ ˈɒn/ przymierzyć

WORD LIST ACTIVITIES

- Write some of the words on the board without vowels – students write the full words, e.g. crfr *(carefree)*, frndl *(friendly)*, shllw *(shallow)*. If you prefer, you can show the number of spaces, e.g. f r _ _ n d l _ *(friendly)*.
- In teams, students write a list of as many clothes words as they can, including materials (leather, cotton, etc.). The team with the most words after e.g. 5 minutes writes them on the board. The other teams take it in turns to add any other words. The team with the most points wins. They get one point for each correct answer.

FOCUS REVIEW 1

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Które z podanych słów poprawnie uzupełniają zdania? Dwa słowa nie pasują do żadnego z nich.

carefree denim faded rebellious
skin vain vintage

1 I like to wear a ___denim___ jacket with jeans because they are both blue.
2 Kelly found some amazing ___vintage___ sunglasses at a charity shop – I think they were made in the 1960s.
3 Bob tends to be a little ___rebellious___ – he can't stand current fashions and wears anything just to be different.
4 I feel comfortable in my own ___skin___ and don't worry too much about my appearance.
5 Jill comes across as relaxed and ___carefree___, but I know that she worries about things all the time.

2 Zastąp wyrażenia w nawiasach odpowiednimi słowami. Pierwsze litery brakujących słów zostały podane.

1 I didn't mean to **f**all (*have an argument with*) out with Kelly, but now she won't speak to me.
2 This **g**arment (*item of clothing*) is so practical that you can wear it as a top, a dress or a skirt.
3 Some of the most **c**utting-edge (*latest and most advanced*) fashions come out of Japan, where they are not afraid to experiment with forms and materials.
4 When it comes to clothes, teenagers usually go with the **f**low (*follow what other people do*).
5 Jane twisted her ankle because she is not used to running in high **h**eels (*women's shoes which are higher in the back than the front*).

3 Przetłumacz wyrażenia podane w nawiasach na język angielski. Użyj czasu Present Simple lub Present Continuous.

1 Why ___are you looking___ (*patrzysz*) at me like that? Is there something wrong with my hair?
2 Pam always ___listens___ (*słucha*) carefully to her friends' advice, but she never does what they suggest.
3 I ___'m thinking___ (*myślę*) about having a talk with Jack about his rude behaviour.
4 Stuart ___looks___ (*wygląda*) very smart in his new woollen suit and black leather shoes.
5 Jane, ___do you think___ (*czy uważasz*) that people should always be kind to each other?

4 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach. Użyj czasu Present Perfect Simple lub Continuous.

1 Our uncle is on holiday and we ___have been looking___ (look) after his dog since Monday.
2 Tim ___has had___ (have) the same school uniform for two years and it's a bit small now.
3 My sister ___has been making___ (make) her own clothes since she was a teenager.
4 Gillian ___has worked___ (work) as a model once or twice, but she doesn't want to do it as a career.
5 Helen is very busy at university but she ___hasn't lost___ (not lose) touch with her friends.

ŚRODKI JĘZYKOWE

Wybór wielokrotny

5 Przeczytaj poniższe minidialogi. Która z podanych odpowiedzi (A–C) poprawnie uzupełnia wypowiedź?

WSKAZÓWKA
Sprawdź, czy odpowiedź wybrana przez ciebie pasuje do luki pod względem poprawności językowej i czy najlepiej uzupełnia zdanie pod względem znaczenia.

1 X: _____ a new T-shirt in this photo?
Y: It's not new. It's my dad's old T-shirt from the 80s.
A Do you wear (B) Are you wearing C Have you worn
2 X: Did you make the jacket you're wearing?
Y: I did! I'm usually _____ at making clothes but this project was pretty successful.
A hope (B) hopeless C success
3 X: What have you been doing?
Y: Nothing special. I _____ an email to Lucy to ask her about our project. I hope she replies soon.
A 'm writing B 've written (C) 've been writing
4 X: Sarah looks ridiculous in those tight jeans!
Y: You know, I don't think it's _____ to make rude comments about people's appearance.
A achievable B accept (C) acceptable
5 X: Can you have a look at this picture? _____
Y: Well, I'm not sure either.
(A) I can't make out what it shows.
B I don't think it is very interesting.
C It looks as though you could help me.

6 Przeczytaj tekst. Które z podanych odpowiedzi (A–C) poprawnie go uzupełniają?

Fashion and the Human Form

In every period throughout history there have been specific ideas of what the perfect human body should look like. Different body types have gone [1] _____ and out of fashion just like clothes and hairstyles, and these ideals led to the [2] _____ of fashions. The ancient Greeks, who admired slim, athletic bodies, went for a casual look, with soft [3] _____ and comfortable shapes. In Britain, the Elizabethans preferred women's clothes which forced their bodies into totally unnatural shapes, causing a lot of discomfort. During the early 19th century, Europeans believed that the Greek look was the best, and women's clothes became much more comfortable, but this did not last. The Victorians thought that a very small waist made women attractive, and women wore such tight garments they sometimes caused actual injuries. Nowadays, some of the most [4] _____ designers make clothes that fit all shapes and sizes. But judging by all the diet plans, exercise programmes and plastic surgery procedures that are available, it seems that things [5] _____ much.

1 A on (B) in C at
2 A created B creative (C) creation
3 (A) fabrics B skins C suits
4 A success B succeeded (C) successful
5 (A) haven't changed B didn't change C haven't been changing

EXTRA ACTIVITIES

- Photocopiable resource 57 Multiple choice cloze (texts) (20 min.) pp. 271, 334
- Photocopiable resource 60 Sentence transformation (20 min.) pp. 272, 337

16

CZYTANIE

Wybór wielokrotny

7 Przeczytaj tekst. Które z podanych odpowiedzi (A–D) są poprawne?

Stella McCartney

When designer Stella McCartney arrived on the fashion scene, many people claimed her success was due to her famous name. Her father is, after all, Beatles legend Paul McCartney. This, however, is not true. For Stella, her achievements took hard work, determination and, of course, talent.

In 1995, after graduating from Central St Martins College of Art and Design in London, she enjoyed almost immediate success. Two short years later, at the age of twenty-six, she became the head designer at Chloé – a famous Parisian fashion house. After four highly successful years at Chloé, Stella launched her own fashion label and showed her first collection of cutting-edge designs in 2001.

Since then her company has been growing steadily. In that time, it has gained acceptance as a fashion company with a difference. When Stella was growing up on a farm, her parents taught her to respect animals, to be aware of nature, and to understand that human beings must get along well with other creatures. This down-to-earth approach has had a huge impact on her and, as a result, she believes in ethical fashion now. Ethical fashion covers issues such as working conditions, child labour, fair trade and responsible production that does not harm the environment.

As a lifelong vegetarian, Stella does not use any natural leather or fur in her designs. The fabric she prefers is organic cotton and she has been experimenting with eco-friendly materials and production processes. She always tries to find the most responsible production methods. Recently, Stella decided not to work with a fabrics factory because the process it used to colour the fabrics was very harmful to the environment. An entire river near the factory became red, making the water unsuitable for drinking or for use in agriculture.

Stella's ethical fashion also aims to help poor workers. For this reason, she has created a range of cloth bags together with the United Nations' International Trade Centre. The programme provides work for poor communities in Kenya, where the bags are created by hand. So far, 160 people in disadvantaged areas have been involved in the production. They are earning money, which has improved their lives.

Stella McCartney has an interesting philosophy. She believes designers should ask themselves how they make their clothes and accessories, where they make them, and what materials they use. Thinking about these questions makes designing more challenging and more interesting, but still allows designers to create luxurious, beautiful items that people want to buy. Stella McCartney is proof of that.

1 According to the first two paragraphs, Stella McCartney
A succeeded with the help of her father.
B had a high position at a relatively young age.
C experienced difficulty finding the right job.
D created her own company straight after college.

2 As a child, Stella McCartney
A found out about ethical fashion.
B learnt to value animals and nature.
C sometimes visited a farm with her parents.
D understood the differences between human beings and other creatures.

3 Why did Stella refuse to work with the factory?
A The production method was not ethical.
B The water used for the colours was polluted.
C The factory could not supply the fabric she wanted.
D The wrong colour was used for the fabrics.

4 In Stella's opinion, what should designers do?
A Create better designs every year.
B Question the methods of their production.
C Develop their own fashion philosophy.
D Make their clothes more luxurious.

5 The aim of the text is to
A show why some production methods are better than others.
B suggest how fashion designers can help the community.
C explain the philosophy behind Stella's collections.
D describe how Stella became a fashion designer.

MÓWIENIE

8 Popatrz na zdjęcie. W każdej z poniższych kategorii zapisz w zeszycie po trzy słowa lub wyrażenia, które przydadzą się do opisu zdjęcia. Następnie je opisz.

• People • Clothes • Feelings

9 Odpowiedz na pytania dotyczące zdjęcia z ćwiczenia 8.

1 What do you think the woman is telling the girl?
2 Do your parents ever comment on your clothes? Why?/Why not?
3 Describe a situation when you or someone you know had to wear formal clothes.

PISANIE

E-mail/List prywatny

10 Wykonaj zadanie.

Twoja koleżanka z Wielkiej Brytanii odbywa staż w czasopiśmie młodzieżowym.

Jej zadaniem jest przeprowadzić wywiady z osobami interesującymi się modą i pochodzącymi z różnych krajów. Zaproponuj jej kogoś spośród swoich znajomych. Napisz e-mail, w którym:

- przedstawisz zainteresowania wybranej osoby związane z modą,
- napiszesz, jak zwykle się ona ubiera,
- opiszesz jej osobowość,
- zapewnisz, że polecana osoba zgodzi się na udział w wywiadzie.

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 6 *How do I look?* (speaking; 7 min.) pp. 260, 279
• Photocopiable resource 7 Sentence translation (15 min.) pp. 260, 280
• Extra digital activities: Reading 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.

Exercise 2

2 a court: basketball, volleyball, handball, netball, tennis, badminton, squash
a pitch: football, rugby, cricket, hockey
a course: golf
a rink: skating, ice hockey
a track: motor racing, athletics
a ring: boxing, wrestling, sumo

4 badminton player, ice hockey player, table tennis player, volleyball player kayaker, rower, sailor, skater, skier, aerobics (nothing), boxer, judo and karate (nothing), yoga (nothing or 'yogi')

2

It's just a game

You can't score if you don't shoot.
A proverb

VIDEO

BBC
The Brujas 5
Lesson 2.1

GRAMMAR ANIMATION
Lesson 2.2 6
Lesson 2.5 7

FOCUS VLOG
About sport 8
Lesson 2.6

INTERACTIVE SPEAKING VIDEO
Lesson 2.8 9

2.1 VOCABULARY

Sport • phrasal verbs • collocations • people in sport

I can talk about sports.

SHOW WHAT YOU KNOW

1 Which verb: *do*, *go* or *play*, goes with each list of sports/forms of exercise?

1 play badminton, basketball, ice hockey, table tennis, volleyball
2 go kayaking, cycling, rowing, sailing, skating, skiing
3 do aerobics, athletics, boxing, judo, karate, yoga

2 SPEAKING Think of any other sports you know and could add to the lists. Then discuss the questions.

1 What other sports do you do, go, play (or watch)?
2 Which sports do you do on a court, a course, a pitch, a rink, a track or in a ring?
3 Which are individual sports and which are team sports?
4 What do you call the people who do these sports?

basketball – basketball player cycling – cyclist athletics – athlete

3 Read the blog post and comments. Then write your own comment in your notebook and compare it with a partner.

SPORTING QUESTIONS

Following news this week that the total number of teenagers taking up team sports has fallen, we're asking why so many people prefer individual sports. Sure, there are advantages: if you work out at the gym, you **burn off** calories and keep in shape and do it at a time that is convenient for you. But what about the friendship and the feeling of togetherness you get when you play for a team?

Are you a team player or do you prefer to do it alone? Here's what our readers said.

Jordan, 16

Not everyone has the confidence or the ability to participate in team sports. I'm 16 and I like **taking on** new challenges, but I'm not good enough to **get into** my school football team.

Jack, 17

When I play tennis, it's just me against my opponent – it's quite lonely without teammates. When I'm preparing for a competition I just see my coach. When I compete in a tournament and I beat an opponent, there's just my family **to cheer me on**. I love tennis, I love winning matches, but I miss the sense of belonging you get in a team.

Sherri, 16

I prefer team sports, but sometimes it's difficult when you **let your team down**. Last year, I had such a lot of school work that I had to **drop out of** my basketball team halfway through the season. I felt terrible.

Megan, 17

I do an individual sport, karate, but I feel part of a team and I'm motivated to score points for my club. I **go in for** competitions, and when I came first recently, I felt it was for the club, not for myself. With the trainers, other club members and supporters, it's like a big family.

REFERENCES

Videoscript **p. 253**
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 *A sports crossword* (15 min.) pp. 260, 281
- Photocopiable resource 9 Test yourselves (10 min.) pp. 260, 282
- Extra digital activities: Vocabulary Checkpoint
- In pairs, students take turns to call out a sports word, e.g. *basketball*, *cycling*, *athletics*, etc. Their partner or the other students in the group try to say a sentence with it, e.g. *Rafael Nadal doesn't play basketball.*

4 SPEAKING **Discuss these choices with a partner. Which do you prefer and why?**

1 individual sports or team sports?
2 indoor sports or outdoor sports?
3 winter sports or summer sports?
4 doing sport or watching sport?
5 sport or no sport?

FOCUS ON WORDS | Phrasal verbs

5 1.18 **In your notebook, match the base forms of the phrasal verbs in red in the blog with their definitions. Then listen, check and repeat.**

1 shout loudly to encourage sb = *cheer sb on*
2 get rid of (fat or calories) = burn (sth) off
3 quit being part of sth = drop out of
4 be chosen for (a team) = get into
5 take part in sth = go in for
6 make sb disappointed = let sb down
7 accept sth (a challenge) = take on

6 SPEAKING **In your notebook, complete the questions with the verbs in Exercise 5. Discuss them with a partner.**

1 Are you somebody who likes to take on a challenge?
2 What do you shout when you cheer a competitor or a team on?
3 Do you think a national team lets the country down when it loses?
4 Have you ever had to drop out of a team for any reason?
5 Which school team is it easiest to get into?
6 Does your school go in for many inter-school competitions?
7 What is the best type of exercise to burn off calories?

FOCUS ON WORDS | Collocations

7 1.19 **In your notebook, complete the collocations with the underlined words in the blog. Then listen, check and repeat.**

1 **beat** or **defeat** an opponent /the champion
2 **break** a world record
3 **come** first /second/last
4 **keep** fit/ in shape
5 **lose** a match/a game/a point
6 **miss** a goal
7 **score** a goal/ points
8 **win** a prize/ a match /a game/a point

8 1.20 **In your notebook, put the lines of one person's views about sport in the correct order. Then listen and check.**

1 I'm not into competitive sport. I'll never **break** 1
2 **a goal**! I like being healthy and **keeping** 7
3 **first**. I've seen men cry when the opposing team **scores** 6
4 **a prize** for sport. In fact, I usually **come** 3
5 **a world record**, and I'm sure I'll never **win** 2
6 **last** in races and if I'm in a team we always **lose** 4
7 **in shape**. But I don't need to **beat** 8
8 the match. I don't understand people who need to **come** 5
9 **my opponent** – I'm happy just to take part. 9

9 SPEAKING **Discuss which is more important: to win or to take part?**

FOCUS ON WORDS | People in sport

10 1.21 **In your notebook, complete the definitions with the words in the box. Then listen, check and repeat.**

coach or trainer fan or supporter opponent
referee spectator teammate

1 I follow my team everywhere. I'm their biggest fan or supporter .
2 I have a whistle, a red and a yellow card. I'm a referee .
3 I buy a ticket and watch the game. I'm a spectator .
4 We play for the same team. He's my teammate .
5 I play against you. I want to beat you. You're my opponent .
6 I organise training and help you improve. I'm your coach or trainer .

11 SPEAKING **Work in pairs. Student A: think of a sport. Student B: use the vocabulary from the lesson and ask twenty *yes/no* questions to find out the sport your partner is thinking of.**

B: Is it a team sport? A: Yes.
B: Do you have more than ten teammates? A: Yes.

12 PROJECT **Work in groups. Choose a sportsperson who had to overcome serious difficulties to succeed, e.g. Serena Williams or Robert Kubica. Do some research online and prepare a digital presentation about them. Then present it to your class.**

We often go cycling in the forest. Do you do athletics at school?
• In groups, with books closed, students try to write a sports word for every letter of the alphabet, e.g. *athlete*, *boxing*, *coach* …

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.

2.2 GRAMMAR

Narrative tenses

I can describe a past event using the Past Simple, Perfect and Continuous.

1 **Read *Running Wild*. Answer the questions.**

1 Had Chris Stewart run in Africa before? No.
2 Why wasn't he running very fast?
Because he wanted to save energy.
3 Why did a local runner overtake him at high speed?
Because a rhinoceros was chasing them.

RUNNING WILD

Chris Stewart and two other British athletes were competing in a 20-kilometre race in Kenya. They hadn't competed in Africa before, but Chris believed that it was important to save energy on a long-distance race so he wasn't running very fast. After three kilometres, he was leading when suddenly, a local runner overtook him at high speed. He knew his rival would get tired later in the race so he didn't speed up – but then he looked round and saw that a large rhinoceros had crashed through the trees next to the road and it was chasing after them …

Exercise 2

Past Simple: Chris believed; a local runner overtook; He knew; he didn't speed up; he looked round and saw

Past Continuous: athletes were competing; he wasn't running; he was leading; it was chasing

Past Perfect: They hadn't competed; a large rhinoceros had crashed through

2 **Look at the verb phrases in blue in the text. In your notebook, put them in the correct category below.**

- **Past Simple:** *Chris believed*
- **Past Continuous:** *athletes were competing*
- **Past Perfect:** *They hadn't competed*

3 **Read the GRAMMAR FOCUS. Which tense names complete the rules correctly?**

GRAMMAR FOCUS 6

Narrative tenses

- You use the [1] *Past Continuous* to set the scene.
  *… athletes **were competing** in a 20-kilometre race in Kenya.*
- You use the [2] *Past Simple* to describe the main events of a story.
  *He **didn't speed up** – but then he **looked round** and **saw** …*
- You often use the **Past Continuous** with the **Past Simple** – usually when a short action (Past Simple) interrupted a longer unfinished action (Past Continuous).
  *He **was leading** when suddenly, a local runner **overtook** him.*
- You use the [3] *Past Perfect* to make it clear that one past action happened before another past action.
  *He saw that a large rhinoceros **had crashed through** the trees.*

Exercise 6

2 Had Trautmann ever played in an FA Cup final before?
3 What position was Trautmann playing when he got injured?
4 How did Trautmann hurt himself?
5 Did Trautmann stay on the pitch for the whole game?
6 Why did doctors think Trautmann was lucky?

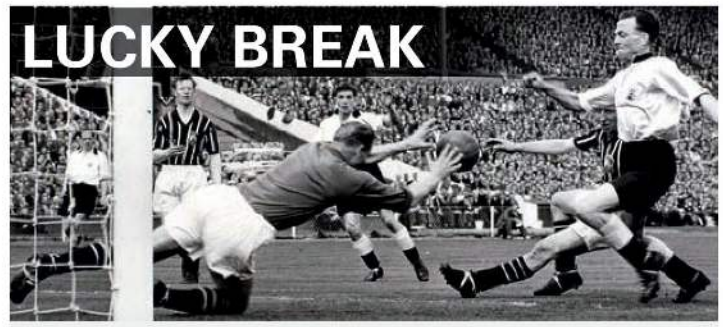
Exercise 7

1 Manchester City; 3–1
2 No
3 Goalkeeper
4 He dived for the ball.
5 Yes
6 Because he had broken his neck.

4 SPEAKING **Discuss which is the best ending for each sentence.**

1 Tom couldn't play because
(a) he had forgotten his trainers.
b he forgot his trainers.
2 Jeff broke his leg when
a he skied. (b) he was skiing.
3 The referee blew his whistle and
(a) the game started. b the game was starting.
4 Sue and Jenny were excited because
(a) they hadn't been to a football match before.
b they didn't go to a football match before.
5 It was snowing when
a the marathon had begun. (b) the marathon began.
6 Paula was leading the cycle race when
(a) she fell off her bike. b she had fallen off her bike.

5 1.22 **Read *Lucky Break*. Decide which verb forms complete the text correctly. Then listen and check.**



In 1956, goalkeeper Bert Trautmann [1] *was playing* / *had played* for Manchester City in his first FA Cup final when he [2] *dived* / *was diving* for the ball in the 75th minute. He [3] *was knowing* / *knew* that he [4] *hurt* / *had hurt* himself but he [5] *was carrying on* / *carried on* playing. He [6] *helped* / *had helped* his team to beat Birmingham City 3–1. He then [7] *had gone* / *went* to hospital where the doctors couldn't believe he [8] *had been* / *was* still alive. He [9] *was breaking* / *had broken* his neck!

6 **In your notebook, write questions about *Lucky Break* using the correct tense.**

1 Who / win / the 1956 FA Cup final and what / be / the score?
Who won the 1956 FA Cup final and what was the score?
2 Trautmann / ever play / in an FA Cup final before?
3 What position / Trautmann / play / when he got injured?
4 How / Trautmann / hurt himself?
5 Trautmann / stay / on the pitch for the whole game?
6 Why / doctors / think / Trautmann was lucky?

7 **Answer the questions in Exercise 6.**

8 SPEAKING **You are going to tell your partner a story. Choose option A or option B. Think about what to say and how to say it. Then tell the story.**

Option A: Think of an exciting sports event you've seen or an exciting game you've played in.
Option B: Choose one of the true stories in this lesson. Close your book.

I'll never forget the time I scored the winning goal for our school team. We were playing in the final of …

Grammar page 119

REFERENCES

Culture notes **p. 226**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 10 *A solitary triathlete* (15 min.) pp. 260, 283
- Extra digital activities: Grammar Checkpoint
- Students tell each other sports event stories using the Past Simple and Past Continuous.

WORKBOOK

p. 20, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 2.2, Grammar.
- Ask students to think about the following questions: *Which sports star do you think is a good role model for young people? Why?*

20

2.3 LISTENING

Matching

I can understand the key points of a radio interview on a familiar topic.

1 SPEAKING Discuss what you know about the sports people in photos A–C.

2 1.23 Listen to speakers 1–3 and decide which sports star A–C is their favourite. What human quality do all three sports stars have in common? Write in your notebook.

3 1.23 Decide which three adjectives describe each sports star according to the speakers' opinions. Make notes in your notebook. Then listen again and check.

caring C courageous B determined B generous C passionate C positive B powerful A strong A supportive A

4 SPEAKING Discuss which sports star you would choose as a good role model. Give reasons for your choice.

5 1.24 Listen to an interview with Jackie Smith, a windsurfing champion. Answer the questions.

1 Who were her role models when she started windsurfing? Her mum and cousin Rachel.
2 What other water sports has she tried? Sailing, swimming, rowing
3 Who are her role models now? Mum and Rachel.

LISTENING FOCUS Matching

6 1.24 Listen to the interview again. Who is 'She' in statements 1–7, Jackie or Rachel? Write the answers in your notebook.

1 She learned how to windsurf as soon as she could swim. Jackie
2 She has always admired and respected her cousin. Jackie
3 She persuaded her cousin to join the sailing club. Rachel
4 She decided they should do rowing for the first time. Rachel
5 She found rowing boring and it discouraged her. Jackie
6 She never stops trying when she has decided to do something. Jackie
7 She is like her mother. Jackie

FOCUS ON WORDS | Phrasal verbs

7 1.25 In your notebook, rewrite the statements in Exercise 6 by replacing the underlined words and phrases with the phrasal verbs in the box. Change the grammar and word order as necessary. Then listen, check and repeat.

give up look up to ~~pick sth up~~ put sb off take after talk sb into try sth out

1 *She picked up how to windsurf as soon as she could swim.*

8 SPEAKING In your notebook, complete the questions with the correct particle and then discuss them with a partner.

1 In terms of sporting ability, do you take ___after___ your mother or your father?
2 Has anybody ever talked you ___into___ taking up a sport or joining a team?
3 What new sport or leisure activity would you like to try ___out___ ?
4 Which sports person do you look ___up___ to?
5 Do you find it easy to pick ___up___ the rules to a new game or sport?
6 Have you ever given ___up___ in a race and just stopped?
7 Think of a sport you don't like. What puts you ___off___ it?

PRONUNCIATION FOCUS

9 1.26 Listen and repeat the words in the table.

Sound	Examples		
1 /iː/	team	ski	speed
2 /ɜː/	serve	first	world
3 /ɔː/	sport	court	draw
4 /uː/	shoe	grew	lose
5 /aː/	start	arm	heart

10 1.27 In your notebook, copy the table in Exercise 9 and add the words in the box to the table. Then listen, check and repeat.

~~arm~~ court draw first grew heart lose ski speed world

Exercise 2
Speaker 1: C
Speaker 2: A
Speaker 3: B
All three are inspiring.

Exercise 7
2 She has always looked up to her cousin.
3 She talked her cousin into joining the sailing club.
4 She decided they should try out rowing.
5 She found rowing boring and it put her off.
6 She never gives up when she has decided to do something.
7 She takes after her mother.

REFERENCES

Culture notes **p. 226**
Audioscript **p. 235**

EXTRA ACTIVITIES

- Students listen to the interview with Jackie Smith again and then role-play it.

WORKBOOK

p. 21

NEXT CLASS

- Ask students to find out about Rafael Nadal. Use this to lead into the Reading.

2.4 READING

Gapped text

I can identify key information in an extended article.

1 SPEAKING **In your notebook, complete UK TODAY with the words in the box. Then discuss the questions.**

champions grass district matches tournament white

1 What other tennis tournaments do you know?
2 How many tennis players can you name in 60 seconds?
3 What are the rules of tennis – how do you score?

2 **Guess which ritual a–e is performed by which sports person 1–5 and match them up in your notebook.**

1 Serena Williams (USA, tennis) e
2 Stephanie Rice (Australia, swimming) c
3 Cristiano Ronaldo (Portugal, football) d
4 Laura Kenny (UK, cycling) b
5 Rafael Nadal (Spain, tennis) a

a never stands up from his/her chair before his/her opponent
b steps on a wet towel while wearing clean socks before a race
c swings his/her arms eight times, splashes his/her body with water four times and then presses his/her goggles into his/her face four times.
d steps onto the pitch with his/her right foot first
e bounces the ball five times before the first serve and twice before the second

3 **Read the note about Rafael Nadal and then read an extract from his autobiography. Answer the questions.**

1 What are the five steps in Nadal's final preparations for the match?
2 Which Wimbledon rule upsets Nadal's rituals?
3 How often does Nadal drink from his water bottle?
4 How important are his family to Nadal at a tournament like Wimbledon?
5 Why doesn't Nadal smile during the match?

READING FOCUS Gapped text

4 **Read the text again. Which sentences A–E complete gaps 1–3 correctly? There are two extra sentences.**

A We shook hands, exchanged the faintest of smiles, and then each pretended the other wasn't there.
B Some call it superstition, but it's not. If it were superstition, why would I keep doing the same thing over whether I win or lose?
C It's another manoeuvre that requires no thought, but I do it slowly, carefully, tying it tightly and very deliberately behind the back of my head.
D At one o'clock, with an hour to go before the start of play, we went back down to the locker room.
E It's part of Wimbledon protocol on Final Day. It doesn't happen anywhere else.

Exercise 3

1 cold shower/ bandanna/take off the tracksuit top/take a sip from the water bottles and place them facing the court/look for family members in the crowd
2 handing his bag to a court attendant
3 every break between games
4 very important/ vital
5 he doesn't want to lose concentration

UK TODAY

- Wimbledon is the world's oldest tennis [1] tournament, established in 1877.
- Wimbledon is a [2] district in southwest London.
- It is the only Grand Slam played on [3] grass.
- Players must wear mostly [4] white clothes.
- There are 674 [5] matches over the two weeks.
- [6] Champions receive a ¾ size replica trophy.

FOCUS ON WORDS | Rituals and routines

5 1.29 **In your notebook, match the expressions from the extract in the box with the definitions. Then listen and repeat.**

the point of no return repeat a sequence
the first/last step a decisive moment
do the same thing over give sb peace of mind
~~a break from your routine~~ the first/last phase

1 sth different from what you normally do = *a break from your routine*
2 an important point in time = a decisive moment
3 the first/last stage in a process = the first/last phase
4 the first/last action in a series of actions = the first/last step
5 make sb feel calm = give sb peace of mind
6 the moment when you can no longer change anything = the point of no return
7 repeat one action = do the same thing over
8 do a series of actions again = repeat a sequence

6 SPEAKING **Choose three expressions in Exercise 5 and write your own sentences in your notebook. Discuss how important rituals and routines are in your life.**

FOCUS ON WORDS | Word families

7 1.30 **Copy the table and complete it with words in the text. Mark the stress. Then listen, check and repeat.**

NOUN	VERB	ADJECTIVE
1 action	*activate*	active
2 decision	decide	decisive
3 power	–	powerful
4 repetition	repeat	repetitive
5 resilience	–	resilient
6 superstition	–	superstitious

8 **In your notebook, complete the sentences with the correct form of the word in brackets. Which sentences are true for you? Compare with a partner.**

1 I'm not a superstitious person. (superstition)
2 I find it difficult to show resilience when people criticise me. (resilient)
3 I know swimming is good for me, but I find it boring and repetitive. (repeat)
4 I'm sure that leaving school will be a decisive moment in my life. (decide)
5 I don't lead a very active life. I'm quite lazy and don't like sports. (action)

REFERENCES

Culture notes **p. 226**

EXTRA ACTIVITIES

- Students share the information they have found about Rafael Nadal. They discuss anything that surprised them.
- Students work in pairs. Student A is an interviewer and Student B is Rafael Nadal. They role-play a TV interview. Encourage Students A to ask a variety of questions and Students B to give as much detail as possible in their answers.

WORKBOOK

pp. 22–23

NEXT CLASS

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

22

From RAFA MY STORY

Rafael Nadal was born in Spain in 1986. He began playing tennis at the age of three and turned professional at fifteen. Nadal has won seventeen Grand Slam titles including eleven French Opens and two Olympic gold medals. He beat Roger Federer in the longest final in Wimbledon history in 2008. He won Wimbledon again in 2010, and in 2011 he was named Laureus World Sportsman of the Year.

1.28

Chapter 1

The Silence of the Centre Court

Forty-five minutes before the game was scheduled to start I took a cold shower. Freezing cold water. I do this before every match. It's the point before the point of no return; the first step in the last phase of what I call my pre-game ritual. Under the cold shower, I enter a new space in which I feel my power and resilience grow. I'm a different man when I emerge. I'm activated.

After Titin, my physical therapist, had bandaged my knee, I stood up, got dressed, went to a basin, and ran water through my hair. Then I put on my bandanna. [1] C There's a practical point to it: keeping my hair from falling over my eyes. But it's also another moment in the ritual, another decisive moment, like the cold shower, when I am aware that very soon I'll be entering battle.

An official in a blazer walked in and told us it was time. Now I was supposed to hand over my bag to a court attendant for him to carry it to my chair. [2] E I don't like it. It's a break from my routine. I handed over my bag but took out one racket. I led the way out of the locker room, along corridors with photographs of past champions and trophies behind glass frames, down some stairs and left and out into the cool English July air and the magical green of the Centre Court.

I sat down, took off my white tracksuit top, and took a sip from a bottle of water. Then from a second bottle. I repeat the sequence, every time, before a match begins, and at every break between games, until a match is over. A sip from one bottle, and then from another. And then I put the two bottles down at my feet, in front of my chair to my left, one neatly behind the other, diagonally aimed at the court. [3] B It's a way of placing myself in a match, ordering my surroundings to match the order I seek in my head.

The last part of the ritual, as important as all the preparations that went before, was to look up and search for my family members among the blur of the Centre Court crowd. I don't let them intrude on my thoughts during a match – I don't ever let myself smile during a match – but knowing they are there, as they always have been, gives me the peace of mind on which my success as a player rests. I build a wall around myself when I play, but my family is the cement that holds the wall together.

GLOSSARY

emerge – wyłonić się
physical therapist – fizjoterapeuta
to bandage a knee – zabandażować kolano
intrude on – wdzierać się

23

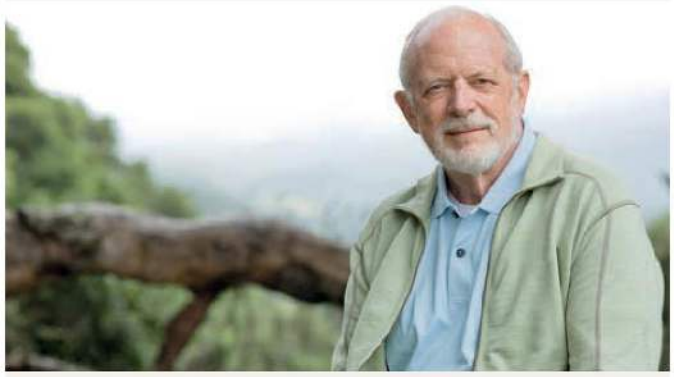
2.5 GRAMMAR

Verb patterns

I can use a range of verb patterns.

1 What does a sports psychologist do? Read the text and find out. He/She helps athletes to prepare mentally for competitions.

THINK LIKE A WINNER



I'm a sports psychologist. I work with top athletes and I **help them to prepare** for important competitions. Of course, they **need to prepare** physically: they **should get** plenty of sleep, remember to drink lots of fluids and avoid drinking alcohol. That's the easy part! But after they've **spent time preparing** their body, I **make them relax** and prepare the mind. I focus on three areas: visualisation, positive thinking and relaxation.

2 Read the GRAMMAR FOCUS. Which phrases in blue in the text in Exercise 1 complete the verb patterns correctly?

GRAMMAR FOCUS 7

Verb patterns

- **verb + *to* infinitive**
  Of course, they need [1] *to prepare physically.*
  Examples: *aim, arrange, attempt, can't afford, decide, expect, hope, intend, manage, offer, plan, refuse, remember, seem, tend, try, want*
- **verb + object + *to* infinitive**
  I help them [2] *to prepare for important competitions.*
  Examples: *advise, allow, encourage, force, remind, teach, urge, warn (not)*
- **verb + *-ing***
  But after they've spent time [3] *preparing their body, I …*
  Examples: *avoid, can't help, can't stand, don't mind, enjoy, fancy, finish, imagine, keep, miss, stop, waste time*
- **modal verb + infinitive without *to***
  … they should [4] *get plenty of sleep …*
  Examples: *can, could, might, should, would*
- **verb + object + infinitive without *to***
  I make them [5] *relax and prepare the mind.*
  Examples: *make, let*

Exercise 5

2 I can't afford to buy new trainers.
3 I hope to learn how to skate one day.
4 My uncle taught me to swim.
5 I don't intend to take up jogging.
6 My parents won't let me stay out all night with my friends.

3 1.31 In your notebook, complete the text with the correct verb pattern using the words in brackets. Then listen and check.

Visualisation

Before an important event, I **advise** [1] *athletes to visit* (athletes/visit) the stadium. This **allows** [2] *them to visualise* (them/visualise) the day of the competition. They **can** [3] *imagine* (imagine) the smells and the sounds in the stadium, and they **imagine** [4] *winning* (win) the competition. Then, when the day of the competition arrives, they **try** [5] *to recreate* (recreate) the success they imagined.

Positive thinking

I **encourage** [6] *athletes to talk* (athletes/talk) to themselves before a big race. I **force** [7] *them to concentrate* (them/concentrate) on the times when they won. They **need** [8] *to stay* (stay) in the present and tell the negative voice in their head to **stop** [9] *talking* (talk). Good athletes **want** [10] *to win* (win), but top athletes **expect** [11] *to win* (win). That's positive thinking!

Relaxation

Even top athletes **can't help** [12] *feeling* (feel) nervous, especially when they find themselves standing next to last year's champion! I **let** [13] *them talk* (them/talk) to me about their worries, but on the day of the competition, negative thoughts are not allowed! It's a simple fact that if they **manage** [14] *to control* (control) their nerves, they **tend** [15] *to do* (do) better. Winning – it's all in the mind!

4 In your notebook, list some sports that you like watching or doing. In your opinion, which sports need more mental and which ones more physical preparation?

5 In your notebook, write a second sentence so that it has a similar meaning to the first. Use the words in brackets. Which sentences are true for you?

1 I'm happy to lend money to my friends. (don't mind)
I don't mind lending money to my friends.
2 I don't have enough money to buy new trainers. (can't afford)
3 I would like to learn how to skate one day. (hope)
4 My uncle showed me how to swim. (teach)
5 I don't want to take up jogging. (not intend)
6 My parents won't allow me to stay out all night with my friends. (let)

6 In your notebook, complete the sentences to make them true for you. Write four true sentences and one false.

1 I can't stand *+ -ing* .
I can't stand watching sport on TV.
2 I enjoyed *+ -ing* .
3 I wasted a lot of time *+ -ing* .
4 I spend a lot of time *+ -ing* .
5 I've refused *+ to infinitive* .

7 SPEAKING Read your sentences. Guess which of your partner's sentences is false.

Grammar page 120

REFERENCES

Culture notes **p. 226**
Using videos in the classroom, **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 11 Test yourselves (10 min.) pp. 261, 284
- Extra digital activities: Grammar Checkpoint
- Students write 1–2 sentences, using each verb pattern, about their life, e.g. *I can't afford to buy a new phone. At home I help my mother to do the cooking. My brother can't stand watching horror films.*

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.

24

2.6 USE OF ENGLISH

so, too, neither/nor, not either

I can respond to news and opinion using so, too, not … either and neither … nor.

1 1.32 **Listen to dialogues 1–5 about sports. In your notebook, match them with photos A–E. Then answer the questions.**

1 What was the final score in the match? 0–0
2 What are the players doing after the game? Going out
3 What do the man and woman find surprising about this sport? Not enough women drivers
4 In which sports do women still get paid less than men? football, golf and cricket
5 What do the two friends both decide to join? A running club

2 1.32 **In your notebook, complete the exchanges with the correct auxiliary. Then listen again and check.**

1 We had so many chances. → So ___did___ they!
2 I don't aim at your head. → Neither ___do___ I!
3 I find this really boring. → Really? I ___don't___ .
4 I can't think of any women drivers. → I ___can't___ either.
5 I've never thought about it. → Nor ___have___ I.
6 He's one of the best players in the country. → So ___is___ Steph Houghton.
7 I couldn't do it. → No, neither ___could___ I.
8 I'd love to be able to run properly. → I ___would___ too.

3 **Read the LANGUAGE FOCUS. In your notebook, match statements 1–6 with replies a–f.**

LANGUAGE FOCUS

so, too, neither/nor, not either

- To say that something is the same or agree with a positive statement, use the following:
  so + auxiliary/modal verb + subject or
  subject + auxiliary/modal verb + too.
  He is one of the best players in the country. →
  ***So** is Steph Houghton./Steph Houghton is **too**.*
  *You serve so fast! → **So** do you./You do **too**.*
- To say something is the same or agree with a negative statement, use the following:
  ***neither/nor** + auxiliary/modal verb + subject* or
  subject + auxiliary/modal verb + *either*.
  *I can't think of any women drivers. → **Neither** can I./I can't **either**.*
  *We didn't score a single goal. → **Nor** did they./They didn't **either**.*
- To say something is different, or disagree with a statement, use the following:
  *I find this really boring. → **Really? I don't.***
  *I never had the chance to do go-karting. → **Oh. I did.***

1 Our neighbours do a lot of sport. d
2 My mum can't stand watching football on TV. f
3 I'd love to have a go in a Formula One car. e
4 I've played for the school team several times. c
5 My brother couldn't ride a bike until he was eight. b
6 My best friend is going to take up running. a

a So am I.
b I couldn't either.
c So have I.
d Ours do too.
e Really? I wouldn't.
f Nor can mine.

4 SPEAKING **Take it in turns to read statements 1–6. Give your own replies.**

VIDEO 8

5 USE OF ENGLISH **In your notebook, write the correct response, A, B or C.**

1 X: I must do more exercise. Y: ___
(A) Yes, I must too. B So do I. C Really? I don't.
2 X: I've never been to a football match. Y: ___
A Nor do I. (B) Neither have I. C I didn't either.
3 X: My parents are very sporty. Y: ___
(A) Really? Mine aren't. B Mine aren't either. C Nor are mine.
4 X: My local sports centre hasn't got a sauna. Y: ___
(A) Mine hasn't either. B Oh, mine hasn't. C Mine too.
5 X: We went swimming yesterday. Y: ___
A Oh, we did. B So we did. (C) So did we.

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

1 I'd like to …
2 I'm interested in …
3 I can't …
4 I used to …
5 I don't mind …
6 I should …

7 SPEAKING **Take it in turns to listen to your partner's sentences and respond. How similar are you?**

FOCUS VLOG 8 **About sport**

1.33 **Listen to the Focus Vlog. Do the speakers prefer watching or doing sports? Write the answers in your notebook.**

Focus vlog
Most prefer playing; one speaker says it depends on the sport.

Use of English page 121

REFERENCES

Culture notes **p. 226**
Audioscript **pp. 236–237**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Focus Vlog. Video worksheet 2.6 in the WB, p. 29
- In pairs, students take turns to practise another version of ex. 5: one student gives a response and their partner tries to think of a sentence matching that reaction, e.g. Student A: *Neither do I.* Student B: *I never go jogging.* Student A: *Oh, I often go jogging!* or *Yes, that's true.*

WORKBOOK

p. 25

NEXT CLASS

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

2.7 WRITING

A narrative

I can write a description of a past personal experience.

1 SPEAKING **Look at photos A–F and decide which extreme sports in the box they present? Then discuss the questions.**

rock climbing A rafting C surfing E water skiing F
mountain biking B snowboarding D

1 What extreme sports have you tried?
2 What extreme sports would you like to try?
3 What extreme sports would you never like to try? Why?

2 Read Rob's blog entry. Did he enjoy the experience he describes? Yes

22 December | by Rob

Last month, **my girlfriend and I** went to Austria and tried snowboarding. We'd both skied before, but snowboarding was a completely new sport for us.

We'd booked some lessons **before** we arrived, and on the first morning we hired our helmets, boots and boards. We were both feeling quite nervous, but very excited as we took the lift up the mountain. The first lesson was really challenging and we fell over A LOT! **By the end of** the first day, we were exhausted.

The **following** morning, our legs were aching and tired, but we didn't give up. After three days of lessons, we felt more confident and we were really starting to enjoy ourselves. On the fourth day, we tried a more difficult slope and I'm proud to say I got all the way to the bottom without falling over.

By the end of the week, we'd both fallen in love with snowboarding and we didn't want to go home. Snowboarding requires determination, but I'd definitely recommend it. We can't wait for our next winter holiday and the chance to do it all again.

Comments (8)

Exercise 5

1 Last month, my girlfriend and I went to Austria …
2 We'd booked … before we arrived; we hired …; We were both feeling quite nervous, but very excited as we took …; The first lesson was really challenging and we fell over a lot!; The following morning, our legs were aching … but we didn't give up.; After three days of lessons, we felt more confident and we were really starting to enjoy ourselves.; On the fourth day, we tried … and I am proud to say I got all the way … without falling over.
4 Snowboarding requires determination, but I'd definitely recommend it.

3 Read the blog again. In your notebook, put events a–g in chronological order (1–7).

a They didn't want to go home. 7
b They took the lift up the mountain. 4
c They booked snowboarding lessons. 2
d Rob got to the bottom without falling over. 6
e They went skiing. 1
f They had their first lesson. 5
g They hired helmets, boots and boards. 3

4 SPEAKING **Discuss your own experiences of trying a new sport for the first time.**

5 Read the WRITING FOCUS. Which phrases or sentences in the blog illustrate the advice in points 1, 2 and 4?

WRITING FOCUS

A narrative

1 In the first paragraph, set the scene and say where and when the events took place and who was involved.
2 In the main body paragraphs, use narrative tenses to describe what happened and how you felt. (see lesson 2.2)
3 In the final paragraph say what happened in the end and how the people involved felt.
4 Finish with a general point, a comment which gives the reader something to think about.

REFERENCES

Culture notes **p. 227**

EXTRA ACTIVITIES

- Photocopiable resource 12
A narrative (15 min.) pp. 261, 285
- Ask students, in pairs, to read the text in ex. 2 again and decide the purpose of each paragraph, e.g. *Paragraph 1: saying who is involved and where it happens*, etc. Discuss briefly with the class and write an outline on the board if you like.
- Pairs brainstorm answers for each point in ex. 10 and make notes, making sure their notes include all the relevant information and any useful language, etc. Then they write the blog together. Pairs exchange and correct the blogs. Check with the class and go over any problems.

26

6 **In your notebook, list and identify the examples of all the narrative tenses used in Rob's blog.**

Past Simple: *went, ...*
Past Perfect: *'d both skied, ...*
Past Continuous: *were both feeling, ...*

7 **In your notebook, complete the newspaper report with the correct narrative form of the verbs in brackets.**

Czech snowboarder Ester Ledecká [1] *made* (make) history in the 2018 Winter Olympics when she [2] ___won___ (win) gold medals in both snowboarding and skiing. Nobody [3] had ever won (ever win) gold in both sports before. When Ledecká [4] ___entered___ (enter) the press conference after her win, she [5] was still wearing (still wear) her goggles. When somebody [6] ___asked___ (ask) why, she said that she [7] ___hadn't had___ (have) time to put on her make-up.

8 **Which examples in purple in the blog complete the LANGUAGE FOCUS correctly?**

LANGUAGE FOCUS

Linkers to describe events in a sequence

- Beginning
  [1] ___before___ *we arrived/left/got there, (at) first, on the first morning/day*
- Middle
  then, later, the [2] ___following___ *morning, after that, on the third day*
- End
  eventually (= after a long time), finally, in the end
- Other
  [3] ___By the end of___ *the first day/lesson/journey*

9 **Which linkers complete the story correctly?**

Last weekend, [1] *after / then* three months of training, my friends and I completed our first 100-kilometre walking race. [2] *Finally, / On the first morning,* 76 competitors met at the start and at 8 a.m. the race began. [3] *After six hours, / At first,* our group reached the very first rest stop. [4] *Finally, / By the end of the first day,* we'd walked 43 kilometres. [5] *The following morning, / The day before,* we started walking again at 5 a.m. [6] *Eventually, / Before,* we reached the finish after 32 hours of walking. We were extremely tired but very proud of ourselves.

SHOW WHAT YOU'VE LEARNT

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

Przypomnij sobie moment, kiedy w twoim życiu wydarzyło się coś zupełnie nowego. Zamieść na blogu swój wpis na ten temat.

W swoim wpisie:

- napisz, gdzie i kiedy to nowe doświadczenie miało miejsce,
- opisz, co się wydarzyło,
- opisz swoje odczucia w czasie tego wydarzenia oraz jak czuły się wtedy pozostałe osoby,
- opowiedz, jak to wszystko się zakończyło.

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

Exercise 6

Past Simple: tried, was, arrived, hired, took, was, fell over, were, didn't give up, felt, tried, got, didn't want

Past Perfect: 'd booked, 'd both fallen

Past Continuous: were aching, were starting

WORKBOOK

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

NEXT CLASS

- Write the following on the board: *I think all jobs should receive the same salary.* Ask students to write as many different ways of agreeing and disagreeing with the statement as possible.

2.8 SPEAKING

Asking for and giving an opinion
• agreeing and disagreeing

I can ask for, give, agree with and disagree with an opinion.

1 **Look at the jobs in the box. Number them in your notebook from most (5) to least (1) important for society.**

an actor a farmer a football player a nurse a pilot
a police officer a scientist a surgeon

2 1.34 **Read and listen to a conversation between a brother and sister and answer the questions.**

1 What do they disagree about? How much footballers earn.
2 Who does their father agree with? Tom.
3 Who do you agree with?

3 1.34 **Which phrases from the SPEAKING FOCUS complete the conversation correctly? Write the answers in your notebook. Then listen again and check.**

Tom: Goal! Messi's just scored a fantastic goal! He's definitely the best footballer in the world!
Jan: Hm, I'm not [1] *so sure* about that.
Tom: What do you know about football?
Jan: I know that some football players get millions of euros a month! If [2] *you ask me* , they earn too much.
Tom: That's [3] *not true* . Only a few players earn that much and they deserve it.
Jan: No way! Football players don't save lives! Football's just a game!
Tom: Are [4] *you kidding* ? It's the most popular game in the world.
Jan: That's true but they don't do anything important. They just kick a ball!
Tom: The [5] *thing is* , football players can only play when they're young so they have to earn a lot in a short time.
Jan: I'm [6] *not convinced* . I just don't think footballers are good role models.
Tom: I'm sorry, [7] *I don't agree with you* – they're great role models. They train really hard …
Dad: Hey, what's going on in here? Calm down you two.
Jan: He thinks it's OK to pay Messi two million euros a month! What [8] *do you think about* that?
Dad: That's ridiculous.
Jan: You see!
Dad: To [9] *be honest* , I think he should get at least ten million!

SPEAKING FOCUS 9

Asking for someone's opinion
What do you think about …?

Giving an opinion
I think …/I (just) don't think …/If you ask me …/The thing is …/To be honest …

Agreeing with an opinion
I agree./That's true./Absolutely!

Half agreeing with an opinion
I'm not so sure about that./I'm not convinced.

Disagreeing
That's not true./I'm sorry, I don't agree with you.

Disagreeing strongly
No way! (informal)/Are you kidding? (informal)
I'm afraid I completely disagree.

Note:
If you have no strong opinions, you can say:
Personally, I don't feel strongly one way or the other.

4 1.35 **Read the opinions below. Write in your notebook the appropriate responses in (a) and (b). Then listen and check.**

1 I think female athletes should earn the same salary as male athletes.
  a *I agree.* / *No way!* All athletes should be paid equally.
  b *Absolutely.* / *I'm not convinced.* Male athletes attract more spectators.
2 If you ask me, running is the best sport in the world.
  a *I'm afraid I completely disagree.* / *That's true.* You can do it anywhere and any time.
  b *Absolutely.* / *That's not true.* Playing team sports is much better.
3 In my opinion, golf is for old people.
  a *I agree.* / *I'm not convinced.* It's too slow for young people.
  b *Are you kidding?* / *I agree.* My brother is twenty and he loves playing golf.
4 I think boxing should be banned. It's too dangerous.
  a *Absolutely.* / *No way!* I think it's great.
  b *I'm sorry, I don't agree with you.* / *That's true.* It's too violent.

5 SPEAKING **Practise the dialogues in Exercise 4. Choose answer (a) or (b) according to your own opinion.**

6 SPEAKING **Discuss the topics below. Use the SPEAKING FOCUS to help you.**

- We should do more sport at school.
- Animals should not be used in sport.

REFERENCES

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

EXTRA ACTIVITIES

- Interactive speaking video
- Start the class by getting students to feedback with their ideas agreeing and disagreeing with the statement. Brainstorm all the different ways they come up with for agreeing and disagreeing and make a list on the board. Students can then compare this with the SPEAKING FOCUS after they have looked at it.

WORKBOOK

p. 28

NEXT CLASS

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

2.1 Vocabulary 5.9

athlete /'æθliːt/ lekkoatleta
athletics /æθ'letɪks/ lekkoatletyka
athletics track /ˌæθ'letɪks træk/ bieżnia
badminton/squash/tennis court /'bædmɪntən/'skwɒʃ/'tenəs kɔːt/ kort do badmintona/squasha/tenisa
basketball/handball/netball/volleyball court /'bɑːskətbɔːl/'hændbɔːl/'netbɔːl/'vɒlibɔːl kɔːt/ boisko do koszykówki / piłki ręcznej / netballu / siatkówki
beat/defeat an opponent/the champion /ˌbiːt/dɪˌfiːt ən ə'pəʊnənt/ðə 'tʃæmpiən/ pokonać przeciwnika/mistrza
boxing /'bɒksɪŋ/ boks
boxing/sumo/wrestling ring /'bɒksɪŋ/ 'suːməʊ/'reslɪŋ rɪŋ/ ring bokserski / do sumo / do wrestlingu
break a world record /ˌbreɪk ə ˌwɜːld 'rekɔːd/ pobić rekord świata
burn sth off /'bɜːn ˌsʌmθɪŋ 'ɒf/ spalić coś (np. kalorie)
challenge /'tʃælənʤ/ wyzwanie
cheer sb on /ˌtʃɪə ˌsʌmbədi 'ɒn/ dopingować kogoś
coach /kəʊtʃ/ trener
come first/second/last /ˌkʌm 'fɜːst/'sekənd/ 'lɑːst/ być pierwszym/drugim/ostatnim na mecie
compete /kəm'piːt/ współzawodniczyć
competitive sport /kəmˌpetətɪv 'spɔːt/ sport wyczynowy
competitor /kəm'petɪtə/ współzawodnik
cricket/football/hockey/rugby pitch /'krɪkət/'fʊtbɔːl/'hɒki/'rʌgbi pɪtʃ/ boisko do krykieta / piłki nożnej / hokeja / rugby
drop out of /ˌdrɒp 'aʊt əv/ porzucić
fan/supporter /fæn/sə'pɔːtə/ kibic
get into /ˌget 'ɪntuː/ dostać się do
go in for /ˌgəʊ 'ɪn fə/ wziąć udział w
golf course /'gɒlf kɔːs/ pole golfowe
hockey /'hɒki/ hokej (na lodzie lub na trawie)
individual/team sport /ˌɪndəvɪdʒuəl/ˌtiːm 'spɔːt/ sport indywidualny/zespołowy
indoor/outdoor sport /'ɪndɔː/ˌaʊt'dɔː spɔːt/ sport halowy / sport uprawiany na świeżym powietrzu
judo /'dʒuːdəʊ/ judo
keep fit/in shape /ˌkiːp 'fɪt/ɪn 'ʃeɪp/ utrzymywać dobrą formę
let sb down /ˌlet ˌsʌmbɒdi 'daʊn/ zawieść kogoś
lose a match/a game /ˌluːz ə 'mætʃ/ə 'geɪm/ przegrać mecz
lose a point /ˌluːz ə 'pɔɪnt/ stracić punkt
match /mætʃ/ mecz
miss a goal /ˌmɪs ə 'gəʊl/ spudłować, nie trafić do bramki
motor racing track /'məʊtə ˌreɪsɪŋ træk/ tor wyścigowy
opponent /ə'pəʊnənt/ przeciwnik
opposing team /əˌpəʊzɪŋ 'tiːm/ przeciwna drużyna
player /'pleɪə/ gracz
red/yellow card /ˌred/ˌjeləʊ 'kɑːd/ czerwona/żółta kartka
referee /ˌrefə'riː/ sędzia
rink /rɪŋk/ lodowisko
sailing /'seɪlɪŋ/ żeglarstwo
score a goal/points /ˌskɔːr ə 'gəʊl/'pɔɪnts/ zdobyć gola/punkty
skating /'skeɪtɪŋ/ łyżwiarstwo
spectator /spek'teɪtə/ widz
squash /skwɒʃ/ squash
(table) tennis /('teɪbəl) ˌtenəs/ tenis (stołowy)
take on (a challenge) /ˌteɪk 'ɒn ə ('tʃælənʤ)/ przyjąć (wyzwanie)
teammate /'tiːmmeɪt/ kolega z drużyny
tournament /'tʊənəmənt/ turniej
trainer /'treɪnə/ trener
training /'treɪnɪŋ/ trening
volleyball /'vɒlibɔːl/ siatkówka
win a point /ˌwɪn ə 'pɔɪnt/ zdobyć punkt
win a game/match/prize /ˌwɪn ə 'geɪm/ 'mætʃ/'praɪz/ wygrać mecz/nagrodę
work out /ˌwɜːk 'aʊt/ trenować, ćwiczyć
wrestling /'reslɪŋ/ zapasy, wrestling

2.2 Grammar 5.10

blow a whistle /ˌbləʊ ə 'wɪsəl/ zagwizdać
break your neck /ˌbreɪk jə 'nek/ skręcić kark
chase after /'tʃeɪs ˌɑːftə/ gonić za
crash through /'kræʃ ˌθruː/ przedzierać się przez
cycle race /'saɪkəl reɪs/ wyścig kolarski
dive for the ball /ˌdaɪv fə ðə 'bɔːl/ rzucić się po piłkę
FA cup /ˌef eɪ 'kʌp/ puchar Anglii w piłce nożnej
final /'faɪnəl/ finał
get injured /ˌget 'ɪnʤəd/ doznać urazu
goalkeeper /'gəʊlˌkiːpə/ bramkarz
hurt yourself /'hɜːt jɔːˌself/ zrobić sobie krzywdę
lead /liːd/ prowadzić
(long-distance) race /(ˌlɒŋ 'dɪstənts) reɪs/ bieg (długodystansowy)
marathon /'mærəθən/ maraton
overtake /ˌəʊvə'teɪk/ wyprzedzić
position /pə'zɪʃən/ pozycja
rival /'raɪvəl/ rywal
runner /'rʌnə/ biegacz
speed /spiːd/ prędkość
speed up /ˌspiːd 'ʌp/ przyspieszać
sports event /'spɔːts ɪˌvent/ wydarzenie sportowe

2.3 Listening 5.11

be passionate about /ˌbi 'pæʃənət əˌbaʊt/ pasjonować się czymś
caring /'keərɪŋ/ troskliwy
courageous /kə'reɪdʒəs/ odważny
determined /dɪ'tɜːmənd/ zdeterminowany
enter a competition /ˌentər ə ˌkɒmpə'tɪʃən/ przystąpić do zawodów
generous /'ʤenərəs/ hojny
give (sth) up /ˌgɪv (ˌsʌmθɪŋ) 'ʌp/ poddać się / rzucić coś
inspiration /ˌɪnspə'reɪʃən/ inspiracja
inspiring /ɪn'spaɪərɪŋ/ inspirujący
join a club /ˌʤɔɪn ə 'klʌb/ wstąpić do klubu
look up to /ˌlʊk 'ʌp tə/ podziwiać
modest /'mɒdəst/ skromny
pick up /ˌpɪk 'ʌp/ nauczyć się
positive /'pɒzətɪv/ optymistyczny, z pozytywnym nastawieniem
put sb off /ˌpʊt ˌsʌmbɒdi 'ɒf/ zniechęcić kogoś do
role model /'rəʊl ˌmɒdl/ wzór do naśladowania
row /rəʊ/ wiosłować
sailing club /'seɪlɪŋ klʌb/ klub żeglarski
take after / ˌteɪk 'ɑːftə/ być podobnym do, wdać się w
talk sb into /ˌtɔːk ˌsʌmbɒdi 'ɪntə/ namówić kogoś na
try out /ˌtraɪ 'aʊt/ wypróbować

2.4 Reading 5.12

action /'ækʃən/ akcja, działanie
activate /'æktɪveɪt/ aktywować
active /'æktɪv/ aktywny
bandage a knee /'bændɪdʒ ə niː/ zabandażować kolano
bandanna /bæn'dænə/ chusta na szyję lub głowę
bounce the ball /ˌbaʊns ðə 'bɔːl/ odbijać piłkę
break from your routine /ˌbreɪk frəm jə ˌruː'tiːn/ odejście od schematu
decide /dɪ'saɪd/ decydować
decision /dɪ'sɪʒən/ decyzja
decisive /dɪ'saɪsɪv/ zdecydowany; decydujący
decisive moment /dɪˌsaɪsɪv 'məʊmənt/ decydujący moment
do the same thing over /ˌduː ðə ˌseɪm ˌθɪŋ 'əʊvə/ robić w kółko to samo
emerge /ɪ'mɜːdʒ/ wyłonić się
fall over sth /ˌfɔːl 'əʊvə ˌsʌmθɪŋ/ opadać na coś
give sb peace of mind /ˌgɪv ˌsʌmbɒdi ˌpiːs əv 'maɪnd/ zagwarantować komuś spokój umysłu
goggles /'gɒgəlz/ gogle
gold medal /ˌgəʊld 'medl/ złoty medal
hand over /ˌhand 'əʊvə/ przekazać
intrude on /ɪn'truːd ɒn/ wdzierać się
locker room /'lɒkə ruːm/ szatnia
physical therapist /ˌfɪzɪkəl 'θerəpəst/ fizjoterapeuta
power /'paʊə/ moc
powerful /'paʊəfəl/ potężny, silny, mocny
racket /'rækət/ rakieta
repeat a sequence /rɪˌpiːt ə 'siːkwəns/ powtarzać sekwencję
repetition /repɪ'tɪʃən/ powtórzenie
repetitive /rɪ'petɪtɪv/ powtarzający się
resilience /rɪ'zɪliəns/ wytrzymałość, elastyczność
resilient /rɪ'zɪliənt/ wytrzymały, elastyczny
splash your body with water /ˌsplæʃ jə ˌbɒdi wɪð 'wɔːtə/ ochlapać ciało wodą
superstition /ˌsuːpə'stɪʃən/ przesąd
superstitious /ˌsuːpə'stɪʃəs/ przesądny
swimming /'swɪmɪŋ/ pływanie
swing your arms /ˌswɪŋ jər 'ɑːmz/ machać ramionami
take a sip /ˌteɪk ə 'sɪp/ wziąć łyk
the first/last phase /ðə ˌfɜːst/ˌlɑːst 'feɪz/ pierwszy/ostatni etap
the first/last step /ðə ˌfɜːst/ˌlɑːst 'step/ pierwszy/ostatni krok
the point of no return /ðə ˌpɔɪnt əv ˌnəʊ rɪ'tɜːn/ punkt, z którego nie ma odwrotu
trophy /'trəʊfi/ trofeum, puchar
turn professional /ˌtɜːn prə'feʃənəl/ przejść na zawodowstwo

2.5 Grammar 5.13

jogging /'ʤɒgɪŋ/ jogging
refuse /rɪ'fjuːz/ odmawiać
stadium /'steɪdiəm/ stadion
urge /ɜːdʒ/ naglić, popędzać

2.6 Use of English 5.14

(hockey) stick /('hɒki) stɪk/ kij (do hokeja)
motor racing /'məʊtə ˌreɪsɪŋ/ wyścigi samochodowe
sauna /'sɔːnə/ sauna

2.7 Writing 5.15

boots /buːts/ buty (np. narciarskie lub snowboardowe)
determination /dɪˌtɜːmə'neɪʃən/ determinacja
extreme sport /ɪkˌstriːm 'spɔːt/ sport ekstremalny
fall over /ˌfɔːl 'əʊvə/ upaść
helmet /'helmət/ kask
press conference /'pres ˌkɒnfərəns/ konferencja prasowa
(ski) slope /('skiː) sləʊp/ stok (narciarski)
(snow)board /('snəʊ)bɔːd/ deska (snowboardowa)
snowboarding /'snəʊbɔːdɪŋ/ snowboard
take the lift up the mountain /ˌteɪk ðə ˌlɪft ʌp ðə 'maʊntən/ wjechać na górę wyciągiem
walking race /'wɔːkɪŋ reɪs/ zawody w chodzie sportowym

2.8 Speaking 5.16

deserve sth /dɪ'zɜːv sʌmθɪŋ/ zasługiwać na coś
do sport /ˌduː 'spɔːt/ uprawiać sport
kick a ball /ˌkɪk ə 'bɔːl/ kopnąć piłkę
ridiculous /rɪ'dɪkjələs/ bezsensowny, absurdalny
violent /'vaɪələnt/ brutalny

WORD LIST ACTIVITIES

- In groups, with books closed, students try to write a sports word for every letter of the alphabet, e.g. *athletics, boxing, cycling*. Then teams call out their words for letter ***a***. They get 1 point for each correct word that another team also has and 5 points for a correct word that no other team has. They go through the rest of the alphabet in the same way. The team with the most points wins.
- Divide students into teams. Call out a word for the first team and have them explain the meaning.

FOCUS REVIEW 2

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Wybierz poprawny wyraz.

1 The *opponent* / *referee* showed two red cards during the first half of the match.
2 I'm confident England can *win* / *beat* almost any team they play against this season.
3 Steven was sorry for *letting* / *dropping* the other players down when he missed the goal.
4 Julie was so fast that she *hit* / *broke* the world record by five seconds.
5 Giles is a popular *trainer* / *spectator* because he shows players how they can improve.
6 I've decided not to *come* / *go* in for the basketball team this year, but I'll still play for fun.

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 In figure skating, constant ___repetition___ is the best way to learn difficult tricks. **REPEAT**
2 You can ___activate___ your device by touching the screen and entering the password. **ACTIVE**
3 That runner has such a ___powerful___ start that he seems to take off like a racing car. **POWER**
4 You have to be ___decisive___ in a game like basketball because there is no time to stop and think. **DECIDE**
5 Athletes need to show ___resilience___ when they are recovering from injuries and defeat. **RESILIENT**
6 That player is so ___superstitious___ that he won't go on the field without wearing his 'lucky' ring. **SUPERSTITION**

3 Napisz pełne zdania, używając podanych wyrazów i czasów: Past Simple, Past Continuous lub Past Perfect.

1 The match / not / start / at 7 o'clock / because / it / snow.
2 Ann / get / lots of / money / when / she / win / the tennis competition?
3 John / buy / squash racket / even though / he / not / play / squash / before.
4 you / play / golf / when / you / hurt / yourself?
5 I / swim / calmly / when / suddenly / someone / jump / into the pool.
6 When / Juliet / get home / Henry / already / go to / the match.

4 Wybierz poprawne odpowiedzi.

1 I don't think my parents will let me *go* / *to go* to the rugby match on my own.
2 The doctor has advised me *give up* / *to give up* professional sport if I don't want to get injured seriously.
3 Tim tends *getting tired* / *to get tired* easily, so he has to be very active to keep in shape.
4 You really should stop *wasting* / *to waste* your time at table tennis practice.
5 Everyone at the stadium expected their team *winning* / *to win* the match.
6 I can't help *laughing* / *to laugh* when I see that video of me trying to learn to ski.

Exercise 3

1 The match didn't start at 7 o'clock because it was snowing.
2 Did Ann got lots of money when she won the tennis competition?
3 John bought a squash racket even though he hadn't played squash before.
4 Were you playing golf when you hurt yourself?
5 I was swimming calmly when suddenly someone jumped into the pool.
6 When Juliet got home, Henry had already gone to the match.

ŚRODKI JĘZYKOWE

Pary zdań; parafraza zdań

5 Która z podanych odpowiedzi (A–C) poprawnie uzupełnia luki w obydwu zdaniach każdej pary?

1 Sarah and Lena _____ after their mother – they look the same and have similar personalities too.
James is always ready to _____ on a challenge. Now he is training to climb Mt Everest.
A go (B) take C come
2 Marcus was thrilled to get _____ the school swimming team after doing the trials three times.
We tried to talk my dad _____ coaching the rugby team, but he just didn't have time.
A about B out of (C) into
3 If you're tired of karate, maybe you should try _____ kickboxing. It's a lot of fun!
After hurting his knee, Brad dropped _____ of the long jump competition.
(A) out B off C on
4 I look _____ to famous athletes who help young people.
Darren picked _____ basketball while playing with his older brothers.
A around B out (C) up
5 Maria was excited to score the final _____ of the match.
It looked like a perfect shot, but he missed the _____ by centimetres.
(A) goal B mark C point
6 Learning about the risk of head injuries put Todd _____ American football completely.
Going to the gym is good, but you can burn _____ even more calories in a dance class.
A out (B) off C up

6 Wykorzystując wyrazy podane wielkimi literami, uzupełnij każde zdanie tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj formy podanych wyrazów.

WSKAZÓWKA

W parafrazach znaczenie wpisanego fragmentu powinno być jak najbliższe znaczeniu fragmentu wyjściowego, tak aby całe zdanie zachowało ten sam sens.

1 In the end, Joanna didn't join the team, and Kim didn't either. **NOR**
In the end, neither Joanna nor Kim joined the team.
2 I think golf is very boring. **ASK**
If ___you ask me___, golf is very boring.
3 The athletes completed the 20-kilometre run and they were getting ready for the swimming race. **COMPLETED**
After the athletes had completed the 20-kilometre run, they were getting ready for the swimming race.
4 I enjoy playing baseball and my sister enjoys it as well. **SO**
I enjoy playing baseball and so does my sister .
5 The local football team coach avoids talking to the press after his team loses a match. **TRIES**
The local football team coach tries not to talk to the press after his team loses a match.

EXTRA ACTIVITIES

- Photocopiable resource 58 Gapped sentences (12 min.) pp. 271, 335
- Photocopiable resource 61 Sentence transformation (20 min.) pp. 272, 338

SŁUCHANIE

Dobieranie

7 1.36 **Usłyszysz dwukrotnie cztery wypowiedzi na temat uprawiania sportu. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker …
A has already won a competition.
B is disappointed with his/her coach.
C has recently improved his/her results.
D thinks participation is as important as winning.
E believes that talent is necessary for success in sport.

Speaker 1	Speaker 2	Speaker 3	Speaker 4
E	A	D	C

CZYTANIE

Uzupełnianie luk

8 **Przeczytaj tekst. Które z podanych zdań A–E poprawnie go uzupełniają? Dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.**

Olympic Opening Ceremonies

The Olympic Opening Ceremony is always a highlight of the games. Read on to find out how different countries have used the ceremony to promote their cultures.

The opening ceremony of the Sydney games in 2000 explored Australia's history from the earliest days of Aboriginal culture. [1] C The show celebrated the great Australian landscape, the cities and the diversity of the people.

In 2004 the Olympics returned to their birthplace, and Greece presented a stunning picture of its history and achievements. [2] E This vision symbolised Greece as a tiny country with far-reaching ideas that changed the world.

China's ceremony in 2008 definitely scored a goal. An awe-inspiring display by 15,000 performers was almost military in its exactness. [3] B For sheer size and precision, the Beijing ceremony seems impossible to beat.

Not surprisingly, the 2012 London ceremony was a total contrast. It replaced Chinese precision with British eccentricity and humour. Perhaps Queen Elizabeth II parachuting from a plane in the arms of James Bond seemed unrelated to the Olympic spirit, but it certainly made a statement about Britain!

A While there were several mistakes during the show, on the whole it was an amazing display.
B It is hard to imagine the training that had gone into keeping so many people in order.
C It painted a picture of the energetic, multicultural country Australia has become.
D Some Greek people thought hosting the Olympics was too expensive, but others saw big advantages.
E As the centrepiece of the ceremony, the stadium floor filled with water and a young boy in a small boat sailed across it.

MÓWIENIE

9 **Pracując w parach, wykonaj zadanie.**

UCZEŃ A
Twoja szkoła chce zorganizować Rodzinny Dzień Sportu. Twoja klasa jest odpowiedzialna za przygotowanie zawodów w dowolnie wybranej dyscyplinie sportu. Wraz z uczniem B opracowujecie plan tych przygotowań. Poniżej podane są cztery kwestie, które musicie omówić. Rozmowę rozpoczynasz ty.

a Nagrody
c Sędziowie
b Grupy wiekowe
d Dyscyplina sportu

UCZEŃ B
Twoja szkoła chce zorganizować Rodzinny Dzień Sportu, a twoja klasa jest odpowiedzialna za przygotowanie zawodów w dowolnie wybranej dyscyplinie sportu. Razem z uczniem A zastanawiacie się, jak to zrobić. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczyna uczeń A.

- *So, tell me, what kind of sports competition should we organise?*
- *I'm not sure it's a good idea.*
- *I think we need to organise the competition for different age groups.*
- *What exactly do you mean by (a small prize)?*

PISANIE

Wpis na blogu

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

W twojej szkole organizowano niedawno Dzień Sportu. Podziel się wrażeniami na swoim anglojęzycznym blogu.

- Wyraź i uzasadnij swoją opinię na temat takich wydarzeń.
- Opisz przebieg zawodów sportowych z twoim udziałem.
- Wyjaśnij, jak długo uprawiasz ten sport.
- _____ .

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

a Przedstaw wady uprawiania sportu przez młodzież.
(b) Przedstaw swoje plany dotyczące uprawiania sportu w przyszłości.
c Przedstaw sylwetkę swojego ulubionego sportowca.

11 **Wykonaj zadanie w ramce z ćwiczenia 10.**

REFERENCES

Audioscript **p. 237**
MiniMatura writing assessment criteria
Matura speaking test assessment criteria

EXTRA ACTIVITIES

- Photocopiable resource 13 *Family sports day* (speaking; 15 min.) pp. 261, 286–287
- Photocopiable resource 14 Sentence translation (15 min.) pp. 261, 288
- Extra digital activities: Listening, 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 2: Testing Programme, Unit 2.

3 On the go

The world is a book and those who do not travel read only one page.

St Augustine

Exercise 1

On land: train, car, motorbike, bicycle, bus, coach, lorry, horseback

On water: ship, rowing boat, hovercraft, speedboat, ferry

In the air: aeroplane, helicopter, hot-air balloon

VIDEO

BBC
A hotel in the clouds 10
Lesson 3.1

GRAMMAR ANIMATION
Lesson 3.2 11
Lesson 3.5 12

FOCUS VLOG
About holidays 13
Lesson 3.5

INTERACTIVE SPEAKING VIDEO
Lesson 3.8 14

3.1 VOCABULARY

Means of transport • noun phrases • collocations • synonyms for *trip*

I can talk about travelling and means of transport.

SHOW WHAT YOU KNOW

1 **Copy the table in your notebooks. Then list as many different means of transport as you can think of.**

on land	on water	in the air
train		

2 SPEAKING **Talk about the last time you travelled by these means of transport.**

A: When was the last time you travelled by train?
B: About three months ago. I went to …

3 **Read the introduction to *Extreme journeys to school*. Which students' comments 1–6 match with photos A–F?**

1 'I cross a fast-flowing river on a wire …' E
2 'I take a short cut by cycling across a valley …' A
3 'I cross a valley on a homemade cable car …' D
4 'I walk or run barefoot to school along a dirt track …' C
5 'I ride a donkey along narrow winding paths …' B
6 'I barely have time to fasten my seatbelt …' F

TRAVEL PODCAST

EXTREME JOURNEYS TO SCHOOL

For some students, the journey to school is just a stroll around the corner or a short drive and the biggest problems they face are getting stuck in **traffic jams** during **rush hour** or **public transport** delays. For others, getting to school involves crossing deserts, rivers or dangerous urban neighbourhoods. They have to travel long distances on foot, or by boat, bicycle, rickshaw or sledge.

Next time you miss the school bus and feel like complaining about your journey to school, think about these schoolchildren who don't have access to buses or even roads.

Click here to listen to this report by our travel journalist Brian Walker.

REFERENCES

Culture notes **p. 227**
Audioscript **p. 238**
Videoscript **p. 254**
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 *Travel thrills* (15 min.) pp. 262, 289
- Extra digital activities: Vocabulary Checkpoint
- Photocopiable resource 16 Test yourselves (10 min.) pp. 262, 290
- Students choose six new expressions from this lesson that they want to remember and write true sentences about their past experiences, habits or plans.

4 2.1 **Listen to the report. Then complete in your notebook comments 1–6 in Exercise 3 with reasons why a–f.**

a '… because my school is so remote.' 5
b '… because the suspension bridge collapsed.' 1
c '… because it's such a short flight.' 6
d '… because I don't want to cycle uphill.' 2
e '… because I can't catch a bus as there aren't any.' 4
f '… because it's so deep.' 3

5 SPEAKING **Compare your own journey to school with the ones in the report. How do you get to school and what route do you usually take?**

FOCUS ON WORDS | Noun phrases

6 2.2 **In your notebook, complete the noun phrases with the words in red in the text and Exercises 3 and 4. Then listen, check and repeat.**

1 cable car
2 dirt track
3 public transport
4 rush hour
5 short cut
6 suspension bridge
7 traffic jam(s)
8 winding path(s)

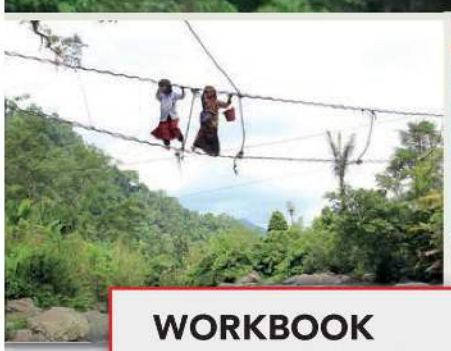
7 **In your notebook, complete the sentences to make them true for your city or country.**

1 Morning rush hour in my city is from … to …
2 There is a suspension bridge in my country in …
3 The cheapest form of public transport is …
4 The worst road or street for traffic jams is …
5 A short cut from my house to the school is …
6 The nearest cable car to here is …

FOCUS ON WORDS | Collocations

8 2.3 **In your notebook, complete the collocations with the underlined words in the text and Exercises 3 and 4. Then listen, check and repeat.**

1 **catch** a bus/a train
2 **cross** a continent/a river/a valley
3 **cycle** uphill/downhill
4 **walk** barefoot
5 **get** a lift/stuck (in traffic)
6 **fasten** a seatbelt
7 **miss** a bus/a train



9 **In your notebook, write true sentences with *I've/I've never* + an appropriate verb.**

1 crossed a river in a small boat.
2 got stuck in a traffic jam.
3 caught the wrong train.
4 missed the bus.
5 walked barefoot in a park.
6 cycled downhill at over 50 km/h.

10 SPEAKING **Choose one of the experiences you have had and tell your partner about it.**

I've missed the school bus. It was a couple of months ago. I was …

FOCUS ON WORDS | Synonyms for *trip*

11 2.4 **In your notebook, match the words in the box with the definitions. Then listen, check and repeat.**

a crossing a cruise a drive a flight ~~a journey~~ a ride a tour a voyage

1 a long trip overland = a journey
2 a trip in a car = a drive
3 a trip by boat from one piece of land to another = a crossing
4 a short trip on a bus, a bike, a motorbike, a horse, etc. = a ride
5 a long trip by sea (or in space) = a voyage
6 a trip on a plane = a flight
7 a trip to see specific things of interest = a tour
8 a trip by ship to visit various places for pleasure = a cruise

12 **In your notebook, complete the blog entry with the words in Exercise 11.**

Travels in America blog

We arrived in Seattle on an overnight [1]f*light* from London and picked up a car at the airport. The car hire was just a short bus [2]r*ide* from the terminal, and we were on the road just one hour after landing. We were excited about the [3]d*rive* along the West Coast to San Francisco. The [4]j*ourney* took around 12 hours. Once we got to San Francisco, we went on a [5]t*our* of the city by cable car. That was my favourite thing about this trip, although the [6]c*ruise* around San Francisco Bay was amazing too – we sailed around the Bay for three hours and visited Fisherman's Wharf and its sea lion colony. On another day we went to Alcatraz island. It's just a short [7]c*rossing* by boat from the mainland.

13 SPEAKING **Choose five words from Exercise 11. In your notebook, write a question with each word. Then ask a partner.**

What's the longest flight you've ever taken?
When did you last go on a bike ride?

14 PROJECT **Work in groups. Imagine you live in a US city, e.g. Seattle or San Francisco, and are to show some friends around it. Do some research online and prepare a digital presentation about the city. Then present it to your class.**

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.

VIDEO 11

3.2 GRAMMAR

Present and past speculation

I can use modal verbs to speculate about the present and the past.

1 Look at the pictures and complete the sentences in your notebook.

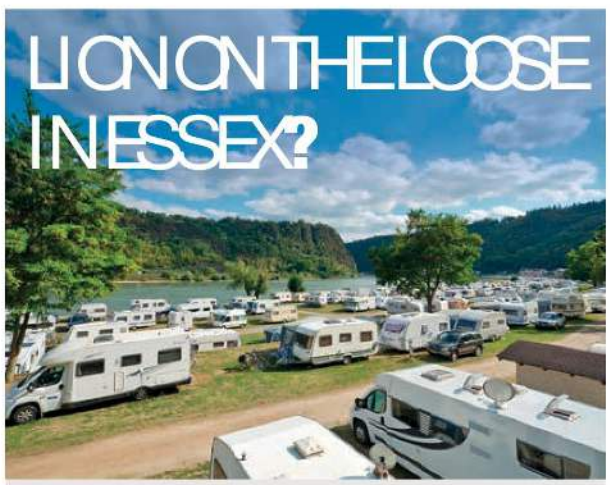
1 Picture C must be a lion because of the long hair around the head and neck.
2 Picture A might be a puma or it could be a cheetah.
3 Picture B can't be a tiger because the head is too small.

2 Look at the sentences you have completed in Exercise 1. Which sentence means:

a I'm sure it is … 1
b I'm sure it isn't … 3
c I think it's possible that it is … 2

3 Read a short newspaper article. Are statements 1–3 true or false?

1 The man is sure he saw a lion. F
2 The woman is sure she heard a lion. T
3 The police are sure a lion escaped from a zoo. F



On Sunday evening at 8.00 p.m. a holidaymaker was walking to his caravan with his 11-year-old son when he believed he saw a lion. He told reporters, 'It was dark, but I could see a large animal. It can't have been a domestic animal – it was too big. I thought it might have been a lion. So we ran, very quickly!' The seaside resort was full of holidaymakers and at least ten people saw the animal. One woman said 'I heard a loud roar at 10.00 p.m. It must have been a lion. No other animal can roar like that.' Police have told everybody to stay inside as they believe a lion may have escaped from a nearby zoo.

4 Read the GRAMMAR FOCUS. Which verb forms in blue in the article in Exercise 3 complete the sentences correctly?

GRAMMAR FOCUS 11

Present and past speculation

You can use modal verb structures to speculate about things.

- You use ***must*** when you are sure something is or was true.
  Present: *It must be a lion.* Past: *It* [1] must have been *a lion.*
- You use ***might***, ***may*** or ***could*** when you think it's possible something is or was true.
  Present: *It might be a lion.* Past: *It* [2] might have been *a lion.*
- You use ***can't*** (or ***couldn't***) when you are sure something isn't or wasn't true.
  Present: *It can't be a domestic animal.*
  Past: *It* [3] can't have been *a domestic animal.*

Modal verb forms for speculation
Present: ***must/might/may/could/can't* + infinitive**
Past: ***must/might/may/could/can't* + *have* + past participle**

5 2.5 In your notebook, rewrite the sentences using the words in brackets. Then listen to the interviews about the incident and check your sentences.

1 I'm sure it's a lion. (must)
It must be a lion.
2 It's possible it escaped from the zoo. (might)
It might have escaped from the zoo.
3 Perhaps it is very hungry by now. (could)
It could be very hungry by now.
4 It's possible it was somebody's pet. (could)
It could have been somebody's pet.
5 Perhaps it grew too big. (may) It may have grown too big.
6 I'm sure it isn't a lion. (can't) It can't be a lion.

6 2.6 What do you think really happened? Listen to the news report and check your ideas. What did the police conclude?

It must have been a large domesticated cat.

7 In your notebook, complete the sentences with an appropriate modal structure and the verb in brackets.

1 Dave *can't have left yet*, his coat is still here. (not yet leave)
2 The traffic's really bad, I'm worried we might/may/could miss our train. (miss)
3 They're not at home. They must have gone away for the weekend. (go)
4 I can't find Jo. She might/may/could have gone home. (go)
5 The plane landed over an hour ago. Bill must still be in baggage reclaim. (still be)
6 Buy a laptop? With my pocket money?! You can't be serious. (not be)

8 Choose a sentence below. In your notebook, write a dialogue including the sentence. Then act out your dialogue to the class.

1 I must have left it in the shop.
2 You might have hurt yourself!
3 You must be joking!
4 I can't have left it/them at home.
5 There must be some mistake.

A: Oh no!
B: What's wrong?
A: I can't find my wallet. I must have left it in the shop.
B: Oh dear. Never mind. Let's go back and look for it.

Grammar page 122

REFERENCES

Culture notes **p. 227**
Audioscript **p. 238**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 17 Test

yourselves (10 min) pp. 262, 291
- Extra digital activities: Grammar Checkpoint
- Give students an unusual situation, e.g. *You found a bunch of carrots on your car.* In pairs, students speculate.

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.
- Ask students to look at the five types of holiday in the photos on p. 35, choose the one they like best and write 4–5 reasons why.

34

3.3 LISTENING

Multiple choice

I can identify key details in an informal conversation on a familiar topic.

1 SPEAKING **Look at the photos and discuss which type of holiday you would like best or least. Give reasons for your answers.**

2 2.7 **Listen to six recordings about holidays. Which photo in Exercise 1 does each recording refer to? Which recording does not have a photo? Write in your notebook.**

Recording 2 has no photo

LISTENING FOCUS Multiple choice

3 2.7 **Listen to the recordings again. For questions 1–6, choose the correct answer, A, B or C. Write the answers in your notebook.**

1 The speaker thinks her sister is
(A) selfish. B stupid. C boring.
2 The man wants to spend the night
A in a youth hostel. B in a three-star hotel. (C) in a tent.
3 Mr Baker has to pay
(A) £8 for one breakfast.
B £16 for one breakfast.
C £16 for two breakfasts.
4 Today, skiers in Megeve should
A stay indoors because it's raining.
B go out for a coffee or a meal.
(C) put their skis on and get out there.
5 The advert is for
A a beach holiday. (B) a travel company.
C a job of tour leader.
6 The mother wants to
A stop her daughter from going away.
(B) persuade her daughter to change her plans.
C force her daughter to visit her aunty.

FOCUS ON WORDS | Compound nouns

4 2.8 **In your notebook, complete the list of compound nouns with the nouns in the box. Then listen, check and repeat.**

budget ~~bus~~ business company double leader package ski

1 a *bus*/return journey
2 a business/round-the-world trip
3 a travel company/agent
4 a tour leader/guide
5 a package/skiing holiday
6 a single/double/twin room
7 a ski/seaside resort
8 a budget/three-star hotel

5 **In your notebook, complete the questions with appropriate compound nouns in Exercise 4. Sometimes more than one answer is possible.**

Have you ever …
1 been snowboarding at a well-known ski resort ?
2 stayed in a budget/three-star hotel in a foreign country?
3 been on a skiing holiday/bus journey with your friends?
4 booked a single/double/twin room in a hotel?
5 dreamt of going on a round-the-world trip/skiing holiday/package holiday ?
6 thought about working for a travel company/agent ?

6 SPEAKING **Ask and answer the questions in Exercise 5. Give as much detail as possible.**

A: Have you ever been snowboarding at a well-known ski resort?
B: Yes, I have. My parents and I went to the French Alps.
A: When was that?
B: About …

PRONUNCIATION FOCUS

7 2.9 **Listen and repeat the names of places in the box. Write these names in your notebook and mark the stress.**

~~the Andes~~ the Canaries ~~Cyprus~~ the Danube Hawaii the Himalayas Naples the Nile the Pyrenees ~~the Thames~~ Vienna ~~Warsaw~~

8 2.10 **Copy the table and list the places in the correct column according to size. Then listen, check and repeat.**

Size	Cities	Islands	Rivers	Mountain ranges
• • •	Warsaw	Hawaii	the Nile	the Himalayas
• •	Vienna	Cyprus	the Danube	the Andes
•	Naples	The Canaries	the Thames	the Pyrenees

9 SPEAKING **Where in the world are the places in Exercise 8? Discuss your answers with a partner.**

REFERENCES

Culture notes **p. 227**
Audioscript **pp. 238–239**

EXTRA ACTIVITIES

• Students use their notes about five types of holiday for their discussion in ex. 1.

• After ex. 6, give students a copy of the audioscript with missing words. Students try to complete it, and then compare answers in pairs. Finally, they listen again and check.

WORKBOOK

p. 35

NEXT CLASS

• Ask students to imagine they are going backpacking for three months or more. Have them prepare a list of things they would NOT take with them, and say why.

3.4 READING

Multiple choice

I can identify the key information in an extended article.

1 SPEAKING **Imagine you are going on a journey alone to a distant location. Discuss whether the following are advantages or disadvantages of travelling with a smartphone.**

- You don't need to carry flight/train/bus tickets.
- You can text your parents as soon as you land at your destination.
- You'll never get lost – you've got Google Maps and GPS.
- You can post selfies on social media and make everyone jealous.
- You can show photos of your family and home to new friends.
- You can stay in touch with new friends on social media.
- You can keep up-to-date with everything that's going on at home.

2 Below are some reasons for travelling. Can you think of any more? Write them in your notebook.

- For a holiday
- To do voluntary work
- For a life-changing experience

3 Read the article. Which of the reasons for travelling in Exercise 2 are mentioned? Are any other reasons given?

For a life-changing experience
To learn about different cultures

READING FOCUS Multiple choice

4 Read the article again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.

1 William Sutcliffe believes that
A backpackers had worse travel experiences twenty years ago.
B young people are concerned about whether their hostel is comfortable.
C young people find it hard to leave their daily lives behind.
D travel was much easier in a pre-digital world.

2 Charlotte Johnstone
A went on the same journey as William Sutcliffe.
B found it hard to live in a foreign culture.
C learnt new things about the world thanks to her smartphone.
D experienced a different culture in spite of her smartphone.

3 Charlotte Johnstone believes that
A William Sutcliffe is wrong about the benefits of travel.
B the way we travel has changed the world.
C smartphones are an advantage in travel situations.
D teenagers in remote places don't use social media.

4 Charlotte Johnstone thinks that Millennials
A are less independent than their parents' generation.
B can be in touch with home and still enjoy experiences.
C want to have different experiences from those of their parents.
D have a hard time saving up for and planning a gap year trip.

5 In the article
A both writers disagree about the importance of travel.
B William Sutcliffe is critical of Millennials.
C Charlotte Johnson argues that smartphones haven't changed the way we travel.
D both writers think that if you have Wi-Fi, you can't have a life-changing experience.

5 SPEAKING **Think about the holidays and trips you go on. Discuss how they would be different without Wi-Fi. Would that be a problem for you?**

FOCUS ON WORDS | Negative adjectives

6 2.12 **In your notebook, complete the gaps with negative prefixes *dis-* or *un-*. Use the words in blue in the article. Then listen, check and repeat.**

1 unavoidable
2 disconnected
3 unfamiliar
4 uninformed
5 unpleasant
6 unrewarding
7 unthinkable

7 Choose the correct option and write the announcements in your notebook. Where would you expect to hear or see them?

1 Passengers should make themselves *familiar* / *unfamiliar* with emergency procedures.
2 Due to poor weather conditions, delays may be *avoidable* / *unavoidable*.
3 The hotel would like to wish guests a *pleasant* / *unpleasant* stay.
4 Guests' digital devices should be *connected* / *disconnected* during a thunderstorm.
5 When driving abroad, you need to be *informed* / *uninformed* about the country's road laws.

FOCUS ON WORDS | Verb phrases

8 2.13 **In your notebook, complete the verb phrases with the words in the box. Use the underlined phrases in the article. Then listen, check and repeat.**

challenge cut yourself off from
immerse yourself in
withdraw money from take

1 immerse yourself in a foreign culture
2 challenge your beliefs
3 cut yourself off from your family/home
4 take a gap year
5 withdraw money from a cash point

9 SPEAKING **In your notebook, replace the underlined phrases with words or phrases with a similar meaning in Exercise 8. Which do you agree with? Discuss with a partner.**

1 If you never go abroad, you never think critically about our own opinions.
2 It's impossible to stop communicating completely with home when you have unlimited access to the Internet.
3 I don't like being a tourist. It's better if you live with local people and experience their lifestyle.
4 Nobody gets money from a machine outside a bank or a shop these days. You just use your phone to pay for things.
5 Travelling abroad for a year before going to university is a waste of time and money.

Exercise 9
1 challenge your beliefs
2 cut yourself off from home
3 immerse yourself in a foreign culture
4 withdraws money from a cash point
5 Taking a gap year

REFERENCES

Culture notes **p. 228**

EXTRA ACTIVITIES

- With books closed (before ex. 1) have students compare their lists in pairs. Check with the whole class whether anybody mentioned leaving their smartphone at home.
- After ex. 4, ask students to close their books and quickly give two arguments for/against and two facts they remember from the article, e.g. *Charlotte Johnstone went to India and Zambia. William Sutcliffe thinks travel should be a deep experience.*

Can travel still broaden the minds of the **smartphone generation?**

2.11

No

Travel writer William Sutcliffe believes that smartphones have changed backpacking in a bad way.

I believe that travel ought to be a profound experience. By cutting us off from everything that has previously been **familiar** to us, travel challenges our beliefs and makes us see the world in new ways. But when so many relationships and social support networks are carried out digitally, and with every backpacker hostel from Machu Picchu to Dharamsala offering Wi-Fi, it's actually impossible for Millennials* to cut themselves off from home. What has this done to the nature of travel?

A modern traveller will probably be more concerned about whether their room has Wi-Fi than whether it has a bathroom. To be **disconnected** is **unthinkable**. But this means that they have one foot firmly planted at home at all times. I don't think you can consider this way of travelling as a journey of self-discovery.

Yes

Charlotte Johnstone, a Millennial, argues that her smartphone did not get in the way of life-altering travel experiences.

I took my gap year a couple of years ago, and I'm really glad I did, because it changed my life. The time I spent in India and Zambia were the hardest and most **rewarding** of my life. Despite the fact that I had my smartphone in my pocket, I really felt that I had immersed myself in a foreign culture, and I learned a lot about myself and the world around me.

So I think Mr Sutcliffe is **uninformed** when he belittles the experience of today's travellers. Of course, the way we travel has changed; the world around us has changed. It's **unavoidable**. There are lots of plusses: you can call home when something happens, book plane tickets on your phone, withdraw money from a cash point, even find hidden temples on Google Maps. And don't think that teenagers in remote Sub-Saharan African villages don't have Facebook accounts – they do, and you can stay in touch long after you have left.

Staying connected doesn't detract from travelling – independence doesn't necessarily have to be solitary and young people don't need to be cut off from home to explore the wider world and appreciate their place in it. Just as much as our parents' generation did, we Millennials want to watch the sun rise, make friends with like-minded strangers as we dip our feet into the waters of a deserted beach after an **unpleasant** overnight journey on two different buses. The values and aspirations are the same.

We also have to address the same challenges. Saving up for, planning and executing a gap year trip is hard work. During the trip – even if you are only a text away from your friends at home – you still have to learn how to budget, problem-solve and develop people skills in order to survive.

I've made a promise to myself: if I have children, I shall never tell them 'it's not like it was in my day'.

*Millennial – someone born between 1980 and 2000

GLOSSARY

profound – głęboki
have one foot firmly planted at home – być mocno związanym z domem rodzinnym
belittle – umniejszać
detract from – szkodzić czemuś
solitary – samotny
dip – maczać, zanurzać
execute – przeprowadzić, zrobić (zgodnie z planem)

WORKBOOK

pp. 36–37

NEXT CLASS

- Ask students to do *Show What You Know* in the WB, p. 38.
- Ask students to bring in photos of themselves as children.

3.5 GRAMMAR

Used to and *would*

I can talk about past states and repeated actions using used to *and* would.

1 SPEAKING **Discuss whether you think the statements about road travel in the 1960s are true or false.**

1 Roads **used to be** quieter. T
2 People **used to talk** about traffic pollution. F
3 Cars **didn't use to have** seat belts. T
4 Children **would play** video games on long journeys. F
5 GPS didn't exist so people **would follow** maps. T

2 2.14 **Listen to Zoe's grandfather talking about road travel when he was young. Check your ideas in Exercise 1.**

3 **Read the GRAMMAR FOCUS and answer the questions.**

1 Which sentences in Exercise 1 describe past actions? 2, 4, 5
2 Which sentences in Exercise 1 describe past states? 1, 3

GRAMMAR FOCUS 12

Used to and would

- You can use ***used to* + verb** or ***would* + verb** to talk about regular past actions that don't happen any more.
  *Harry **used to** go to school by bus. He'**d leave** the house at 8 a.m.*
- You can use ***used to* + verb** (NOT ~~*would + verb*~~) to talk about past states that are no longer true. (Usually with stative verbs: *be, have, love*, etc.)
  *Harry **used to** be a good student.*

Note:

Don't use ***used to*** or ***would*** for single past actions.
*In 1963 my granddad **bought** his first car.* (NOT ~~*used to buy*~~ … or ~~*would buy*~~ …)

4 **In your notebook, rewrite the statements using *would*. If *would* is not possible, use *used to*.**

1 Air travel was cheaper than now.
Air travel used to be cheaper than now. F
2 Air travel was more comfortable. used to be T
3 The flight from London to New York took longer. would take F
4 People smoked on the plane. would smoke T
5 People wore their best clothes to travel by air. would wear T
6 Airports didn't have so many security checks. didn't use to have T

Focus vlog
Visit family, camping, walking, snorkelling, go to the pool, pick grapefruit or oranges, ride a three-wheel bicycle, walk around, go shopping, read, go to the beach, go swimming, sunbathe, chill, go out for dinner

5 2.15 SPEAKING **Which of the sentences in Exercise 4 do you think are true? Discuss with a partner. Then listen and check.**

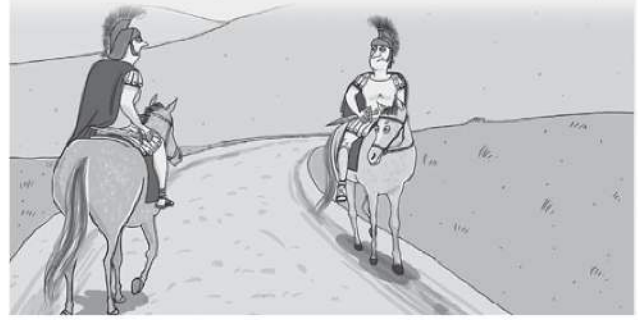
6 2.16 **In your notebook, complete the text with the verbs in brackets.**

- Use *would* + verb (where possible)
- Use *used to* + verb (where *would* is not possible)
- Use the Past Simple (where *would* or *used to* are not possible)

Then listen and check. Is the UK the only country where people drive on the left?

Left or right?

Today, 75% of cars drive on the right, but it [1] *didn't always use to be* (not always be) like that. In fact, everybody used to travel on the left! In Roman times, roads [2] used to be (be) dangerous and travellers [3] would carry (carry) swords in their right hands. Travellers on horses [4] would ride (ride) on the left side of the road so that the right hand was free to use the sword. Then Napoleon [5] changed (change) the rule. Why? Because he was a revolutionary! Before the French Revolution, the aristocracy [6] would travel (travel) on the left and poor people [7] would stay (stay) on the right. After the Revolution, the aristocracy joined the poor people on the right and driving on the right [8] became (become) the new law. What about the rest of the world? China, Portugal, Sweden and parts of Canada used to drive on the left and only changed the law during the mid-twentieth century. More than fifty countries including the UK, Australia, Japan and India still drive on the left today.



7 **In your notebook, write six sentences about your life when you were ten. Use *used to* or *would*. Use the suggestions in the box or your own ideas.**

clothes you wore	food you liked/didn't like
your bedroom	sports you did
music you listened to	things you read

I didn't use to like mushrooms or green beans.

8 SPEAKING **Compare your sentences in Exercise 7. Did you use to be similar or different?**

FOCUS VLOG 13 About holidays

2.17 **Listen to the Focus Vlog. What sort of things did the speakers use to do on holiday? Write the answers in your notebook.**

Grammar page 123

REFERENCES

Audioscript **pp. 239–240**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Focus Vlog. Video worksheet 3.5 in the WB, p. 43
- Photocopiable resource 18 *True or false?* (15 min.) pp. 262, 292
- Extra digital activities: Grammar Checkpoint
- In pairs, students show each other their photos and their partner says what things are different now and in the photo, e.g. *You used to have long hair, now you've got short hair.*

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.

38

3.6 USE OF ENGLISH

Phrasal verbs

I can understand and use separable and inseparable phrasal verbs.

1 2.18 **Look at a photo of the Zapp family and listen to Jenny James talking about them. What do the numbers in the box refer to?**

2000 100 17 3 → 6 80 65

2 2.18 SPEAKING **Discuss the questions. Then listen again and check your ideas.**

1 What did the couple **walk away from** to go travelling?
Their day-to-day lives.
2 Where did they **set off** from?
Argentina.
3 Why did they decide to **carry on** travelling?
Because they met such great people.
4 What do they do when they **run out of** money?
Work for a bit.
5 Who sometimes **put** them **up**?
Local families.
6 Why did they **put** a tent **up** on the car roof?
So the kids could sleep.
7 What did the car seats **turn into**?
A bed for the parents.
8 What happened when the car **broke down**?
People helped them.

3 SPEAKING **Can you imagine your own family travelling around the world for seventeen years? Would it be a good experience for you and your siblings? Why?/Why not?**

4 **Read the LANGUAGE FOCUS. In your notebook, complete the examples using the phrasal verbs in bold in Exercise 2.**

LANGUAGE FOCUS

Phrasal verbs – verb + particle(s)

When you are learning phrasal verbs you need to understand both the meaning and the grammar.

- Meaning
  Sometimes the meaning is literal –
  they [1] ___put___ *a tent up* (= construct or erect)
  Sometimes the meaning is idiomatic –
  local people [2] ___put___ *them up* (= let sb stay)
- Grammar
  Some phrasal verbs are separable –
  they bring children up (= raise)
  Some phrasal verbs are inseparable – *the car seats* [3] ___turn___ *into a bed* (= change)
- Separable phrasal verbs
  If the object is a noun, it can come before or after the particle:
  bring *children* ***up*** or ***bring up*** *children*
  If the object is a pronoun it can only come before the particle:
  bring *them* ***up*** but NOT ~~***bring up*** *them***~~

5 **In your notebook, match the phrasal verb dictionary entries in the box with definitions 1–7. How do dictionaries show whether phrasal verbs are separable or inseparable or don't take an object?**

For separable phrasal verbs dictionaries put the sb/sth before the particle. For inseparable they put it after the particle.

drop sb off hold sb up keep up with sb
head for sth pick sb up ~~pull over~~ turn up

1 pull over = stop in a car by the side of the road
2 drop sb off = take somebody in a car and leave them somewhere
3 head for sth = go in the direction of somewhere
4 hold sb up = delay somebody
5 turn up = arrive at a place
6 pick sb up = collect somebody, usually in a car
7 keep up with sb = go at the same speed as somebody

6 USE OF ENGLISH **Which word A, B or C completes both sentences correctly?**

1 I'll drop you ___ at the next bus stop.
Tell the driver where you want to get ___ .
A over (B) off C in
2 This car has never broken ___ before.
She walked ___ the steps into the sunshine.
A up B along (C) down
3 When do you think they'll turn ___ ?
Mum's picking me ___ at midday.
(A) up B into C off
4 Can I try ___ your new motorbike?
Oh, no! We've run ___ of petrol.
A for B on (C) out
5 It's kind of them to put us ___ .
I don't want to hold you ___ – I know you're in a hurry.
A away (B) up C over

7 **Write one false and two true sentences about yourself. Use a different phrasal verb in each sentence. Then read out your three sentences. Your partner guesses which one is false.**

Use of English page 124

Exercise 1

2000 – the year they started travelling
100 – number of countries they have visited
17 – number of years on the road
3→6 – the number of people in the family
80 – the age of the car
65 – the speed the car can do

REFERENCES

Audioscript **p. 240**

EXTRA ACTIVITIES

- Students use the phrasal verbs in ex. 2 and 5 to write a short travel-related story. They exchange their stories with a partner, to read and correct. Monitor and offer feedback where necessary.

WORKBOOK

p. 39

NEXT CLASS

- Ask students to think if they'd prefer to study in their own town or in a different city.
- Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 3.6, Use of English.

3.7 WRITING

Giving advice

I can write a personal email giving advice.

1 What advice a–c would you give in response to problems 1–3?

1 Should I go to university in my hometown, or in another city? c
2 I want to ask Katie on a date, but I'm too shy. a
3 Mum's worried about me camping overnight at the music festival. b

a If I were you I wouldn't ask her. She might say no.
b Tell her there are six of us. We'll look after each other.
c You should study at your local university and live with your parents.

2 SPEAKING Discuss how good the advice in Exercise 1 is. Think of an alternative solution for each problem.

3 Read Tim's message to his older brother Ben and answer the questions.

1 Which problem from Exercise 1 does Tim describe? Problem 1
2 What advice would you give him?

To: Ben
Subject: How are you?

Hi Ben,

How's life back at uni? Having fun? Working hard? ;-)

I'm writing because I need your advice. I've been offered two places to study IT next year. One is here at the local university, and the other is all the way up in Edinburgh!

4 Read Ben's reply. Did he mention any of the advice you thought of?

To: Tim
Subject: Re: How are you?

Hey little brother,

Having a great time back at uni. You should come and visit soon.

Congratulations on the offers – I'm really proud of you. [1]**I understand what a difficult decision it is**, but it's better than having no options! Can't believe you're going to uni already! Seems like five minutes ago we were playing Lego together!

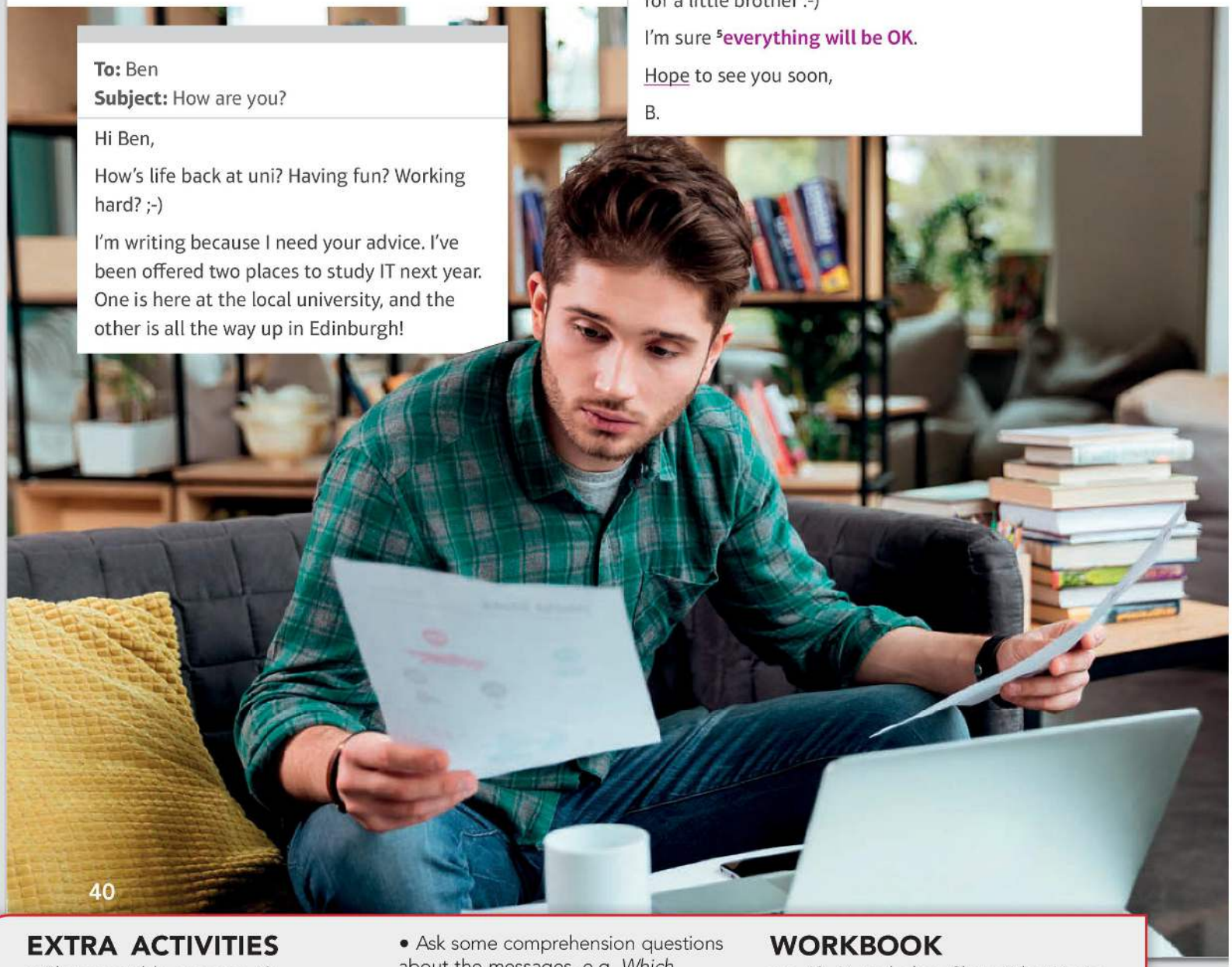
[2]**Have you thought about making** a list of the pluses and minuses? E.g. if you study at home and live with Mum and Dad (plus or minus? ;-)), you won't have to do your own washing, cooking, etc. On the other hand, if you go to Edinburgh, you'll have to look after yourself, but you'll have your freedom. [3]**If I were you, I'd** find out more about the courses as well.

[4]**By the way**, thanks for the mix – I played it at Scotty's party on Friday and everyone loved it. Great to have a DJ for a little brother :-)

I'm sure [5]**everything will be OK**.

Hope to see you soon,

B.



EXTRA ACTIVITIES

- Photocopiable resource 19
A personal email (15 min.) pp. 262, 293
- Before ex. 1, ask students to discuss the place they'd like to study (hometown or another city) in small groups. Run a class vote to check which answer is most popular.
- Ask some comprehension questions about the messages, e.g. *Which universities has Tim been offered a place at? Is Ben having a good time? What advice does he give? Do you agree?*, etc.

WORKBOOK

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

5 **Which phrases in purple in the email (1–5) have a similar meaning to the phrases (a–e)?**

a Incidentally, 4
b I can see why you are confused 1
c things will work out fine 5
d Why don't you make … 2
e It's a good idea to … 3

6 **Read the WRITING FOCUS and check your answers in Exercise 5.**

WRITING FOCUS

Giving advice

- Start with general news and/or a reference to what your friend wrote in their last email.
- Express sympathy for your friend's situation
  I understand what a difficult decision it is.
  I can see why you're worried/unhappy.
- Offer advice by asking a question
  Have you thought about … (making a list)?
  Why don't you … (talk to your friend)?
- Offer advice by making a statement
  If I were you, I'd … (find out more).
  It's a good idea to … (read about it online/ask a teacher you get on well with).
  (See also *Giving advice* SPEAKING FOCUS p. 42)
- Change the subject and say something positive or give more news
  By the way, thanks for …
  Incidentally, did you hear that …?
- Reassure your friend at the end of the email
  I'm sure everything will be OK.
  I'm sure things will work out fine.

7 **Look at the underlined phrases in the email. What do you notice about them? In your notebook, complete the LANGUAGE FOCUS with *It, It's, I* (x2) or *I'm.***

LANGUAGE FOCUS

Ellipsis

- In informal English, you can leave words out. This is called ellipsis. You usually leave out subject pronouns and auxiliary verbs at the beginning of a clause when the meaning is obvious:
  Having a great time … = [1] I'm *having a great time …*
  Can't believe you're going to uni … = [2] I *can't believe you're going to uni …*
  Seems like five minutes ago … = [3] It *seems like five minutes ago …*
  Great to have a DJ for a little brother. = [4] It's *great to have a DJ for a little brother.*
  Hope to see you soon. = [5] I *hope to see you soon.*
- You can also leave out repeated words:
  Feeling a bit tired but I always am. = I'm feeling a bit tired but I'm always tired.

8 **Make this email more informal by removing seven words or phrases.**

To: Carla
Subject: How are you?

Hi Carla

Thanks for your email! ~~I~~ felt really sick last week but ~~I'm~~ getting better now thanks. Mum was worried, but she always is ~~worried~~. ~~I~~ finally finished my essay, so that's good. My tutor was pleased! ~~I~~ can't believe it's nearly summer. ~~I'm~~ looking forward to being on holiday.

~~I'll~~ see you next weekend,

L xx

9 **Read the message from a friend. Decide which advice is a bad idea, which idea might work, and which is a good idea. Compare your ideas with a partner.**

How r u? I'm :-(((Mum doesn't want me to go to the festival next weekend. Says she's worried about us camping overnight there. She said she could come with us to make sure we are safe!!!! LOL! What can I say or do to stop her worrying?

1 Forget about the festival. Your mum is right.
2 Just go for the day and come home in the evening.
3 Promise her you'll call before you go to bed and first thing in the morning.
4 Remind her that my big brother is coming. He'll look after us.
5 Ask your mum to come with us. It'll be fun.
6 Tell her you're staying at my house.

SHOW WHAT YOU'VE LEARNT

10 **Do the writing task in your notebook. Use the ideas in Exercise 9, the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

W odpowiedzi na wiadomość w ćwiczeniu 9 napisz e-mail.

W swoim e-mailu:

- wyraź swoje współczucie z powodu sytuacji, w jakiej znalazł się twój kolega,
- udziel mu kilku rad,
- zmień temat i przekaż mu jakieś dobre wiadomości,
- spróbuj pocieszyć kolegę.

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

NEXT CLASS

- Ask students to write a list of the five most important things to take on holiday with you, and reasons to justify their choices.

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3.8 SPEAKING

Asking for and giving advice

I can ask for, give and accept advice.

1 **Imagine you are going to England to do an English course and you are going to stay with an English family for a month. In your notebook, write a list of things you need to take with you. Compare your list with a partner.**

2 2.19 **Listen to Markus asking Sophie for advice about what to take to England and answer the questions.**

1 Which of the things on your list do they mention?
2 Why does Sophie want Markus to remember his phone charger? So that he can take lots of photos.

3 2.19 **Listen again. Which expressions in the SPEAKING FOCUS can you hear? Which three expressions on the list are not used in the dialogue?**

SPEAKING FOCUS 14

Asking for advice
Can you do me a (big) favour? ✓
Can you give me some advice? ✓
Do you think I need ...? ✗
What do you think I should ...? ✓

Giving advice
The first thing you should do is ... ✓
If I were you, I'd/I wouldn't ... ✓
I think/don't think you should ... ✓
You need/don't need to ... ✓
You (really) ought to ... ✓
You must/mustn't ... ✓
The best thing would be to ... ✓
It's a good idea to ... ✓
Why don't you ...? ✗

Accepting advice
Good idea! ✗
Good thinking! ✓
That's really helpful. ✓
Oh, I didn't think of that! ✓

4 **Imagine a friend from England wants to visit your country during the winter. In your notebook, complete the advice with one or two words from the SPEAKING FOCUS.**

1 The *first thing* you should do is book your flights.
2 If I ___were you___ , I'd pack lots of warm clothes.
3 You need/ought/don't need to bring a lot of formal clothes.
4 I think/don't think you should bring lots of cash.
5 You ___must___ remember to get some travel insurance.
6 You need/really ought to make sure you have a warm winter coat.

5 SPEAKING **Look at the photo and discuss the questions.**

1 Which form of transport do you prefer for long journeys?
2 What's the longest journey you've ever made by car, train or bus?
3 When did you last travel by bus?

6 SPEAKING **Discuss which ideas below are good and which are bad for a very long bus journey. Then copy the table and complete it.**

a big coat earphones for smartphone or iPod
fizzy drinks a good book light, comfortable clothes
a pillow snacks snow boots sunglasses tissues
chocolate very warm clothes water

	Good idea	Bad idea
Things to wear		
Things to take		

7 SPEAKING **Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you. Then act it out to the class.**

Student A: You're from England. You're going to travel to Student B's country by bus. You've never been on a long bus journey before. Ask Student B for advice about what to wear, what to take for the journey and what kind of presents to take for the family.

Student B: Student A is visiting you from England. He/She is going to travel to your country by bus. Give him/her some advice about what to wear, what to take for the journey and what kind of presents to bring for your family.

A: Hi Marcel. Can you do me a big favour? I need your help.
B: Yes, sure. What's the problem?
A: Well, you know I'm travelling to your country by bus. I've never been on a long bus journey before and I'm not sure what to take. Can you ...

Exercise 6

Things to wear
Good idea: light, comfortable clothes
Bad idea: a big coat, snow boots, very warm clothes

Things to take
Good idea: earphones for smartphone or iPod, a good book, snacks, sunglasses, tissues, water, pillow
Bad idea: chocolate, fizzy drinks

REFERENCES

Audioscript **p. 240**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Interactive speaking video
- In pairs, students discuss the five most important things to take on holiday on each of their lists. Tell them they have to agree on a new list of five items together. They discuss the items and negotiate to come up with a new list, e.g. *I think the most important thing is to take your passport. You must take it or you can't travel!* Pairs can then work in groups of four to agree on a list for the group. Groups compare their ideas.

WORKBOOK

p. 42

NEXT CLASS

- Ask students to study the Word list on p. 43.

42

3.1 Vocabulary 5.17

airport /'eəpɔ:t/ lotnisko
arrive /ə'raɪv/ przybyć
bay /beɪ/ zatoka
boat /bəʊt/ łódź
cable car /'keɪbəl kɑ:/ kolejka linowa
car hire /'kɑ: haɪə/ wypożyczalnia samochodów
catch a bus/a train /ˌkatʃ ə 'bʌs/ə 'treɪn/ złapać autobus/pociąg
collapse /kə'læps/ zawalić się, runąć
cross a continent /ˌkrɒs ə 'kɒntɪnənt/ przemierzyć kontynent
cross a river/valley /ˌkrɒs ə 'rɪvə/'væli/ przekroczyć rzekę/dolinę
crossing /'krɒsɪŋ/ przeprawa
cruise /kru:z/ rejs wycieczkowy
cycle downhill/uphill /ˌsaɪkəl ˌdaʊn'hɪl/ˌʌp'hɪl/ jechać na rowerze z górki / pod górkę
dirt track /'dɜ:t træk/ droga gruntowa
donkey /'dɒŋki/ osioł
drive /draɪv/ jechać samochodem; przejażdżka samochodem
fasten a seatbelt /ˌfɑ:sən ə 'si:tbelt/ zapiąć pas bezpieczeństwa
ferry /'feri/ prom
flight /flaɪt/ lot
for pleasure /ˌfə 'pleʒə/ dla przyjemności
get a lift /ˌget ə 'lɪft/ zostać podwiezionym
get stuck in traffic /ˌget ˌstʌk ɪn 'træfɪk/ utknąć w korkach
have access to /ˌhæv 'ækses tə/ mieć dostęp do
helicopter /'heləkɒptə/ helikopter
journey /'dʒɜ:ni/ podróż
land /lænd/ wylądować
miss a bus/a train /ˌmɪs ə 'bʌs/ə 'treɪn/ spóźnić się na autobus/pociąg
neighbourhood /'neɪbəhʊd/ sąsiedztwo
on foot /ˌɒn 'fʊt/ pieszo
plane /pleɪn/ samolot
public transport /ˌpʌblɪk 'trænspɔ:t/ transport publiczny
remote /rɪ'məʊt/ odległy
rickshaw /'rɪkʃɔ:/ riksza
ride /raɪd/ jechać (konno, rowerem, motorem), przejażdżka (konna, rowerowa, motorowa)
route /ru:t/ trasa
rush hour /'rʌʃ aʊə/ godzina szczytu
sea lion /'si: ˌlaɪən/ lew morski, uchatka
sail /seɪl/ płynąć statkiem
school bus /'sku:l bʌs/ autobus szkolny
short cut /'ʃɔ:t kʌt/ skrót (krótsza droga)
sledge /sledʒ/ sanie
stroll /strəʊl/ spacer, przechadzka
suspension bridge /sə'spenʃən brɪdʒ/ most wiszący
terminal /'tɜ:mənəl/ terminal
tour /tʊə/ wycieczka
traffic jam /'træfɪk dʒæm/ korek uliczny
train /treɪn/ pociąg
travel by train /ˌtrævəl baɪ 'train/ podróżować pociągiem
travel journalist /'trævəl 'dʒɜ:nəlɪst/ dziennikarz piszący o podróżach
urban /'ɜ:bən/ miejski
valley /'væli/ dolina
voyage /'vɔɪɪdʒ/ rejs, lot
walk barefoot /ˌwɔ:k 'beəfʊt/ iść boso
winding path /ˌwaɪndɪŋ 'pɑ:θ/ kręta ścieżka

3.2 Grammar 5.18

baggage reclaim /'bægɪdʒ ˌrɪkleɪm/ miejsce odbioru bagażu
cheetah /'tʃi:tə/ gepard
domestic animal /dəˌmestɪk 'ænəməl/ zwierzę domowe
holidaymaker /'hɒlədeɪˌmeɪkə/ wczasowicz
lion /'laɪən/ lew
on the loose /ˌɒn ðə 'lu:s/ na wolności
pet /pet/ zwierzątko domowe
puma /'pju:mə/ puma
roar /rɔ:/ ryczeć, ryk
tiger /'taɪgə/ tygrys
zoo /zu:/ zoo

3.3 Listening 5.19

adventure /əd'ventʃə/ przygoda
beach holiday /'bi:tʃ ˌhɒlədi/ wakacje nad morzem
budget/three-star hotel /ˌbʌdʒɪt/ˌθri: stɑ: həʊ'tel/ tani/trzygwiazdkowy hotel
bus journey /'bʌs ˌdʒɜ:ni/ podróż autobusem
business trip /'bɪznəs trɪp/ podróż służbowa
campsite /'kæmpsaɪt/ kemping
get off /ˌget 'ɒf/ wysiąść
go away /ˌgəʊ ə'weɪ/ wyjechać
mountain /'maʊntən/ góra
overland tour /ˌəʊvəlænd 'tʊə/ długa podróż drogą lądową w odległe rejony
package holiday /'pækɪdʒ ˌhɒlɪdeɪ/ wakacje zorganizowane
put up a tent /ˌpʊt ˌʌp ə 'tent/ rozbić namiot
return journey /rɪ'tɜ:n ˌdʒɜ:ni/ podróż powrotna
round-the-world trip /ˌraʊnd ðə ˌwɜ:ld 'trɪp/ podróż dookoła świata
seaside resort /ˌsi:saɪd 'rɪˌzɔ:t/ kurort nadmorski
single/double/twin room /ˌsɪŋgəl/ˌdʌbəl/ ˌtwɪn 'ru:m/ pokój jednoosobowy / dwuosobowy / z dwoma pojedynczymi łóżkami
ski resort /'ski: rɪˌzɔ:t/ ośrodek narciarski
skiing holiday /'ski:ɪŋ ˌhɒlədi/ wyjazd na narty
tour guide /'tʊə gaɪd/ przewodnik
tour leader /'tʊə ˌli:də/ pilot wycieczek
travel agent /'trævəl ˌeɪdʒənt/ biuro podróży, pracownik biura podróży
travel company /'trævəl ˌkʌmpəni/ przedsiębiorstwo turystyczne
trekking /'trekɪŋ/ wędrówka
youth hostel /'ju:θ ˌhɒstl/ schronisko młodzieżowe

3.4 Reading 5.20

appreciate /ə'pri:ʃieɪt/ doceniać
avoidable /ə'vɔɪdəbl/ do uniknięcia
backpacker /'bæk'pækə/ turysta z plecakiem
belittle /bɪ'lɪtl/ umniejszać
book plane tickets /ˌbʊk 'pleɪn ˌtɪkɪts/ rezerwować bilety na samolot
budget /'bʌdʒɪt/ budżetować, planować finansowo
challenge beliefs /ˌtʃælənʤ bə'li:fs/ kwestionować przekonania
connected /kə'nektɪd/ połączony
cut yourself off from your family/home /ˌkʌt jɔ:ˌself ɒf frəm jə 'fæməli/'həʊm/ odciąć się od rodziny/domu
destination /ˌdestə'neɪʃən/ cel podróży
detract from /dɪ'trækt frəm/ szkodzić czemuś
dip /dɪp/ maczać, zanurzać
disconnected /ˌdɪskə'nektɪd/ odłączony
execute /'eksɪkju:t/ przeprowadzić, zrobić (zgodnie z planem)
familiar /fə'mɪliə/ znajomy, znany
go backpacking /ˌgəʊ 'bækˌpækɪŋ/ wędrować z plecakiem
GPS /ˌdʒi: ˌpi: 'es/ system nawigacji satelitarnej
have one foot firmly planted at home /ˌhæv wʌn fʊt ˌfɜ:mli ˌplɑ:ntɪd ət 'həʊm/ być mocno związanym z domem rodzinnym
keep up-to-date with /ˌki:p ˌʌptə'deɪt wɪð/ być na bieżąco z
immerse yourself in a foreign culture /ɪˌmɜ:s jɔ:ˌself ɪn ə ˌfɒrən 'kʌltʃə/ zanurzyć się w obcej kulturze
informed /ɪn'fɔ:md/ poinformowany
Millennial /mɪ'leniəl/ millennials (osoba, która urodziła się między 1980 r. a 2000 r.)
overnight journey /ˌəʊvənaɪt 'dʒɜ:ni/ całonocna podróż
passenger /'pæsɪndʒə/ pasażer
pleasant /'plezənt/ przyjemny, miły
problem-solve /'prɒbləm sɒlv/ rozwiązywać problemy
profound /prə'faʊnd/ głęboki
rewarding /rɪ'wɔ:dɪŋ/ satysfakcjonujący
save up for /ˌseɪv 'ʌp fə/ oszczędzać na
solitary /'sɒlɪtəri/ samotny
survive /sə'vaɪv/ przeżyć
take a gap year /ˌteɪk ə'gæp jɪə/ zrobić sobie rok przerwy w nauce
temple /'tempəl/ świątynia
thinkable /'θɪŋkəbəl/ wykonalny
ticket /'tɪkət/ bilet
travel abroad /ˌtrævəl ə'brɔ:d/ wyjeżdżać za granicę
traveller /'trævələ/ podróżny
unavoidable /ˌʌnə'vɔɪdəbəl/ nieunikniony
unfamiliar /ˌʌnfə'mɪliə/ obcy, nieznany
uninformed /ˌʌnɪn'fɔ:md/ niepoinformowany
unpleasant /ʌn'plezənt/ nieprzyjemny
unrewarding /ˌʌnrɪ'wɔ:dɪŋ/ niedający satysfakcji
unthinkable /ʌn'θɪŋkəbəl/ nie do pomyślenia
withdraw money from a cash point /wɪðˌdrɔ: 'mʌni frəm ə 'kæʃ pɔɪnt/ wypłacić gotówkę z bankomatu

3.5 Grammar 5.21

go through security /ˌgəʊ θru: sɪ'kjʊərəti/ przejść kontrolę bezpieczeństwa
security check /sɪ'kjʊərəti tʃek/ kontrola bezpieczeństwa
sword /sɔ:d/ miecz
traffic pollution /'træfɪk pəˌlu:ʃən/ zanieczyszczenie powietrza spowodowane przez samochody
travel on the left/right /ˌtrævəl ɒn ðə 'left/ 'raɪt/ jeździć po lewej/prawej stronie

3.6 Use of English 5.22

break down /ˌbreɪk 'daʊn/ zepsuć się
head for /'hed fə/ kierować się do
hold sb up /ˌhəʊld ˌsʌmbɒdi 'ʌp/ opóźniać kogoś
keep on /ki:p ɒn/ kontynuować
keep up with /ˌki:p 'ʌp wɪð/ dotrzymywać komuś kroku
pick sb up /ˌpɪk sʌmbɒdi 'ʌp/ odbierać kogoś (samochodem)
pull over /ˌpʊl 'əʊvə/ zjechać na bok/pobocze
put sb up /ˌpʊt ˌsʌmbɒdi 'ʌp/ przenocować kogoś
run out of /ˌrʌn 'aʊt əv/ wyczerpać się, nie mieć już
set off (on a journey) /ˌset 'ɒf (ɒn ə 'dʒɜ:ni)/ wyruszyć (w podróż)
turn into /ˌtɜ:n 'ɪntə/ zmienić się w
walk away from /ˌwɔ:k ə'weɪ frəm/ zrezygnować z, porzucić

3.7 Writing 5.23

express sympathy /ɪkˌspres 'sɪmpəθi/ wyrazić współczucie
hometown /ˌhəʊm 'taʊn/ miasto rodzinne
incidentally /ˌɪnsɪ'dentəli/ nawiasem mówiąc
reassure your friend /ˌri:əˌʃʊə jə 'frend/ uspokoić/pokrzepić przyjaciela
uni /'ju:ni/ uniwersytet

3.8 Speaking 5.24

pillow /'pɪləʊ/ poduszka
snow boots /'snəʊ bu:ts/ śniegowce
tissue /'tɪʃu:/ chusteczka higieniczna
travel by bus /ˌtrævəl baɪ 'bʌs/ podróżować autobusem
travel insurance /'trævəl ɪnˌʃʊərəns/ ubezpieczenie podróżne

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 their own language for their partner to translate into English.

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FOCUS REVIEW 3

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Które z podanych czasowników poprawnie uzupełniają zdania? Dwa czasowniki nie pasują do żadnego z nich.

board catch cross cycle fasten get miss

1 We need to leave right away or we're going to ___miss___ our train!
2 We had to ___cross___ the river by boat because the bridge was damaged.
3 The first thing to do after you take your seat on a plane is ___fasten___ your seatbelt.
4 I can ___catch___ the bus just outside my house, which is really convenient.
5 I hope we don't ___get___ stuck in traffic because we are already late.

2 Jakie wyrazy poprawnie uzupełniają zdania? Pierwsze litery brakujących wyrazów zostały podane.

1 Our **t**our **g**uide told us some fascinating stories as he showed us around Oxford.
2 There were no **s**ingle rooms available, so they put me in a room with two large beds.
3 In Mexico, we stayed in a seaside **r**esort which had three pools, a club and several restaurants.
4 It's cheaper to pay for a **r**eturn journey instead of buying two single tickets.

3 Wykorzystaj podane wyrazy i przekształć zdania tak, aby zachować ich sens. Możesz wstawić maksymalnie pięć wyrazów w każdej luce.

1 I'm sure that snake isn't dangerous. There aren't any poisonous snakes in this area. **CAN'T**
That snake ___can't be___ dangerous. There aren't any poisonous snakes in this area.
2 I don't know how they got to London, but it's possible that they travelled by train. **MAY**
They ___may have got___ to London by train.
3 I'm certain that animal is a jaguar – look how fast it can run! **MUST**
That animal ___must be a jaguar___ – look how fast it can run!
4 Let's print out our itinerary. It's possible that we'll need it. **MIGHT**
Let's print out our itinerary. We ___might need it___ .
5 I'm sure Jack lived in China as a child. **MUST**
Jack ___must have lived in China___ as a child.

4 Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach oraz *used to* lub *would*. W niektórych zdaniach możliwe są dwie odpowiedzi.

1 We ___used to take/would take___ (take) at least two guidebooks on holiday, but these days I only need my smartphone.
2 I ___didn't use to like___ (not like) travelling by train as a child – I was afraid of the noise they made.
3 Public transport ___used to be___ (be) really slow when I was younger, but it's improved a lot since then.
4 ___Did you use to cycle/Would you cycle___ (you/cycle) to work or take the train before you bought your car?

ŚRODKI JĘZYKOWE

Tłumaczenie; wybór wielokrotny

5 Przetłumacz fragmenty podane w nawiasach, tak aby poprawnie uzupełnić zdania. W swoim tłumaczeniu użyj w niezmienionej formie wyrazu angielskiego podanego wielkimi literami.

WSKAZÓWKA
Fragmenty podane po polsku często dobrane są tak, że ich angielski odpowiednik nie jest dosłownym tłumaczeniem.

1 It was hard for me to ___keep up with___ (*dotrzymać kroku*) the others on the cycling tour. **UP**
2 Allan's grandparents worked as travel agents, so his family ___used to be___ (*dostawała*) an extra discount for their holiday. **GET**
3 **X:** Why don't you go by train?
Y: You're right. ___I didn't think of/about that___ (*Nie przyszło mi to do głowy.*) I'll avoid the overcrowded bus again. **THINK**
4 You can just ___drop me off___ (*wysadzić mnie*) at the airport. Don't wait around for my flight to leave. **OFF**
5 ___If I were you, I would stay___ (*Na Twoim miejscu zostałbym*) in France for a few months. You won't learn much in a week. **WERE**

6 Przeczytaj tekst. Które z podanych odpowiedzi (A–C) poprawnie go uzupełniają?

A Holiday to Help Others

Last summer, my friend Kara and I had a unique opportunity. Instead of going on a package holiday as we [1] ___ normally do, we decided to volunteer in Puerto Rico.

Our friends and parents said it could be dangerous as we had to [2] ___ the continent and we knew little about the place. However, we were determined to go. We went to a travel [3] ___ who arranges holidays for volunteers and she organised everything.

We ended up in a mountain village in Puerto Rico which had been seriously damaged in a terrible storm. We stayed in a small hotel in the valley, so we had to cycle [4] ___ to the village every morning. The ride was hard and the work was even harder, but it was very satisfying.

A couple of evenings a week we [5] ___ a lift into the nearest town where we could have a delicious meal or go dancing with other volunteers. I have to say that Puerto Rican food might be the best I have ever tasted! We weren't ready to leave after two weeks, and our [6] ___ home was a sad one. After this experience, I will never go on a usual holiday again.

1	A must	(B) would	C had
2	(A) cross	B miss	C fly
3	A guide	B leader	(C) agent
4	A forward	(B) uphill	C back
5	(A) used to get	B were getting	C might have got
6	A tour	B travel	(C) journey

EXTRA ACTIVITIES

- Photocopiable resource 57 Multiple choice cloze (texts) (20 min.) pp. 271, 334
- Photocopiable resource 62 Translation (20 min.) pp. 272, 339

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SŁUCHANIE

Wybór wielokrotny

7 2.20 **Usłyszysz dwukrotnie sześć wypowiedzi. Która z podanych odpowiedzi (A–C) jest zgodna z treścią nagrania?**

1 What is the woman telling the man about?
A The lack of public transport in a small village.
B Her visit to Great Ditley, where her friend lives.
C The problems she's had during her journey.

2 How did the man not travel on his holiday?
A By ship. B By plane. C By car.

3 What is the woman's problem?
A She has been in a car accident.
B She is stuck in a traffic jam.
C She has missed her flight.

4 Which sentence is true about Bangkok?
A It's more popular than any other city in the world.
B It had 16 million visitors more than London.
C It's not as popular as other Asian cities.

5 The woman is complaining because the man …
A hasn't bought the tickets yet.
B has taken a lot of equipment.
C has spent too much time videoing.

6 What couldn't the man do in the past?
A Find a good hotel with professional staff.
B Get the opinion of other travellers.
C Ask someone about ideas for his trip.

PISANIE

E-mail/List prywatny

8 Przeczytaj zadanie. Do poszczególnych jego części (1–4) dobierz pasujące zdania (a–e). Jedno zdanie podano dodatkowo i nie pasuje do żadnej części zadania.

a If I were you, I'd find out if there are any organised trips for students.
b India must be a great place to visit in the summer.
c Congratulations on getting into university.
d Last summer, I convinced my parents to let me go to a concert in Paris alone.
e I can see why your parents don't want you to go to India on your own.

Twoja koleżanka z Australii poinformowała cię, że dostała się na wymarzone studia. Przed rozpoczęciem nauki planuje odbyć samodzielną miesięczną wyprawę po egzotycznym kraju, na co nie chcą się zgodzić jej rodzice. Napisz do koleżanki e-mail, w którym:

1 pogratulujesz jej dostania się na studia i wyrazisz nadzieję, że będzie jej się tam podobało, c
2 napiszesz, czy według ciebie obawy rodziców są uzasadnione, e
3 doradzisz jej, jak rozwiązać konflikt z rodzicami, a
4 opiszesz swój konflikt z rodzicami, który ostatnio miał miejsce, i jego rozwiązanie. d

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

9 Wykonaj zadanie w ramce z ćwiczenia 8.

MÓWIENIE

10 Uzupełnij pytania. Następnie, pracując w parach, odpowiedzcie na nie.

1 What means of transport do you use most often?
2 How much time do you need to pack before you go on holiday?
3 Tell me about your dream holiday.

11 Wyobraź sobie, że wkrótce wyjeżdżasz na spływ kajakowy. Następnie, pracując w parach, odpowiedzcie na pytania.

1 Where does the trip start?
2 How can you get there?
3 How long is it?
4 What is the weather going to be like?
5 What do you need to take with you?
6 Where are you going to sleep?
7 Will the trip be safe?

12 Zapoznaj się z kartą ucznia A zamieszczoną poniżej. Zrób notatki do każdego punktu. Wykorzystaj pomysły z ćwiczenia 11.

UCZEŃ A
Co roku w czasie wakacji bierzesz udział w spływie kajakowym na Mazurach. Rozmawiasz z uczniem B z Wielkiej Brytanii i chcesz zaprosić go do udziału w tegorocznym spływie. Poniżej podane są cztery kwestie, które musicie omówić. Rozmowę rozpoczynasz ty.
- Dojazd na miejsce spływu
- Dodatkowe atrakcje
- Przygotowanie fizyczne
- Zakwaterowanie

13 Pracując w parach, wykonajcie zadanie. Zadanie ucznia A: użyj karty z ćwiczenia 12. Zadanie ucznia B: użyj poniższej karty.

UCZEŃ B
Uczeń A co roku w czasie wakacji bierze udział w spływie kajakowym. W tym roku zaprosił do udziału również ciebie. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczyna uczeń A.
- *Which part of Poland will it be in? How can I get there from (Warsaw)?*
- *What interesting places are we going to visit?*
- *Do you have to be fit to take part?*
- *But I've never slept in a tent! Will you help me put it up?*

REFERENCES
Audioscript **p. 240**
MiniMatura writing assessment criteria
Matura speaking test assessment criteria

EXTRA ACTIVITIES
- Photocopiable resource 20 *Holiday with a difference* (speaking; 12 min.) pp. 263, 294–295
- Photocopiable resource 21 Sentence translation (15 min.) pp. 263, 296
- Extra digital activities: Listening 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.

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4

Eat, drink and be healthy

One man's meat is another man's poison.

A proverb

VIDEO

BBC
Umami 15
Lesson 4.1

FOCUS VLOG
About food 16
Lesson 4.2

GRAMMAR ANIMATION
Lesson 4.5 17

INTERACTIVE SPEAKING VIDEO
Lesson 4.8 18

4.1 VOCABULARY

Fruit and vegetables • describing food • collocations

I can talk about food that I like and don't like.

SHOW WHAT YOU KNOW

1 Which word is the odd one out in each group? Add other items to each list in your notebook.

1 You can boil … potatoes, eggs, cheese, pasta.
2 You can chop … onions, carrots, fruit, salt.
3 You can fry … an omelette, soup, salmon, bacon.
4 You can mix … sauce, ingredients, spices, meat.
5 You can slice … honey, bread, ham, cake.

2 SPEAKING Discuss the questions.

1 Who is the best cook in your family?
2 What dishes can you cook?

3 Read the blog post and discuss which celebrity diet you think is:

• the most appealing • the easiest to do • the least appealing

FOCUS ON WORDS | Fruit and vegetables

4 2.21 Imagine you are doing the colour diet. Name the correct colour heading to each list of foods. Check meanings in your dictionary if necessary. Then listen, check and repeat.

1 *red*	2 *orange*	3 *green*
cherries	apricots	cabbage
chilli peppers	pumpkin	avocados
radishes	carrots	spinach
4 *yellow*	5 *white*	6 *purple*
grapefruit	cauliflower	aubergines
pineapple	coconut	beetroot
sweetcorn	garlic	figs

5 In your notebook, mark the items in Exercise 4 as follows: ✓ = 'I like this', ✗ = 'I don't like this' and ? = 'I've never tried this'. Compare with your partner. What other items can you add to each list?

FOCUS ON WORDS | Describing food

6 2.22 In your notebook, match the adjectives in red in the blog post to their antonyms in the list below. Then listen, check and repeat.

1 bitter or *sour* ≠ sweet
2 cooked ≠ *raw*
3 fresh ≠ *stale*, rotten or sour
4 hot or spicy ≠ mild or *bland*
5 unripe ≠ *ripe*
6 *lean* ≠ fatty

REMEMBER THIS

When they are not fresh, bread, biscuits and cakes are **stale** but vegetables and meat are **rotten** and milk is **sour**.

REFERENCES

Culture notes **p. 228**
Videoscript **p. 254**
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 *Odds and ends from the fridge* (15 min.) pp. 263, 297
• Photocopiable resource 23 Test yourselves (10 min.) pp. 263, 298
• Extra digital activities: Vocabulary Checkpoint
• Students divide the food words in ex. 4 & 6 into three categories to show the number of syllables in each word, and then underline the main stress, e.g. **1 syllable:** *raw, bland*; **2 syllables**: *cabbage, spinach*;

7 **In your notebook, complete the sentences with an appropriate adjective. Which sentences are true for you?**

1 Thai and Indian curries are too spicy for me. I know it's boring but I prefer ___bland___ food.
2 My friend likes anything ___sweet___ : she particularly loves ice cream and chocolate.
3 The taste of dark chocolate or strong coffee is too ___bitter___ for me.
4 If we have any old, ___stale___ bread, we feed the birds.
5 I've never tried sushi. I don't like the idea of eating ___raw___ fish.
6 I can't eat salad if the dressing has a lot of vinegar. It's too ___sour___ for me.
7 I don't like bananas that are too ___ripe___ . I prefer them to be white and firm.
8 I only like ___lean___ meat so I cut off the fat and leave it on the side of my plate.

FOCUS ON WORDS | Collocations

8 2.23 **In your notebook, complete the list of common adjective-noun collocations with the underlined examples in the blog post. Then listen, check and repeat.**

1 crunchy/stale/___dry___ ___biscuits___
2 wholemeal/sliced/___white___ ___bread___
3 black/ground/___cayenne___ ___pepper___
4 brown/long-grain/___white___ ___rice___
5 mixed/side/___green___ ___salad___
6 home-made/tinned/___mushroom___ ___soup___
7 sugar/chocolate/___maple___ ___syrup___
8 sparkling/still/___soda___ ___water___

9 SPEAKING **You are going to write a menu for either the most delicious or the most disgusting meal you can imagine.**

- Think about some delicious or disgusting food.
- Use words from the lesson and your own ideas.
- Write a menu with a starter, a main course and a dessert.
- Who has the best or worst menu in the class?

10 PROJECT **Work in groups. Do some research online into the history of eating habits in Poland since the 1950s. Then prepare a digital presentation and present it to your class.**

STRANGE CELEBRITY DIETS

When I read about the weird and wacky diets of famous celebrities, I think that being in the public eye can make people a bit crazy. And it's nothing new – more than two centuries ago, the romantic poet Lord Byron wanted to be pale and thin, so he only ate **stale**, dry biscuits, soda water and potatoes covered in vinegar – yuck! So **sour**! No wonder he died at the age of thirty-six!

Here's my list of today's top five strangest celebrity diets.

#5 Once, when **Beyoncé** was preparing for a video shoot, she went on a detox. This involved living on lemon juice, sweetened with maple syrup and made a little less **bland** with cayenne pepper. Give that woman some chocolate cake!

#4 Gwyneth Paltrow, Jennifer Aniston and Reese Witherspoon choose the baby food diet which involves eating fourteen jars of baby food a day, and one low-calorie meal of **lean** meat or fish and green salad.

#3 American singer Jennifer Hudson thinks the Cookie Diet™ is more fun – instead of breakfast, lunch and snacks, you have six biscuits. But these are not delicious, crunchy biscuits with milk chocolate on top. Dr Siegal, the inventor of the Cookie Diet, was careful to make his cookies taste good, but not too good.

#2 Katy Perry keeps in shape with the mushroom diet, but instead of enjoying a bowl of delicious mushroom soup, she swaps one meal a day with **raw** mushrooms for fourteen days at a time.

#1 – MY FAVOURITE! Christina Aguilera does the seven-day colour diet, eating food of a different colour every day for a week. Day one is white, but that means white fruit and vegetables, not white bread or white rice! This is followed by red, green, orange, purple, yellow and on the seventh day, all of the colours. This diet might encourage you to try new things, like deep-red cherries, **ripe** avocados or fresh figs, and you'd get plenty of vitamins. I think this is the only one I would actually try.

3 or more syllables: *cauliflower, aubergine.*
• Students make two lists: *Food I like/ Food I don't like.*

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.

4.2 GRAMMAR

Future forms

I can talk about the future using a range of future forms.

1 SPEAKING **Read about the best restaurant experiences in London. Which one would you most like to visit and why?**

BEST RESTAURANT EXPERIENCES IN LONDON

Circus restaurant
As you dine, performers entertain you.

Inamo
You place your order via a 3D menu and you choose a virtual tablecloth. You can even order a taxi home from your table.

Pitch black
You eat in the dark and the waiters are blind. They don't tell you what you're eating.

Oblix in The Shard
You get the best view in London from the 32nd floor of The Shard.

Exercise 2
Charlie is going to Pitch Black.
Lianne is going to Circus restaurant.

Focus vlog
At their flat/at home, near their hotel, in Chinatown, in a restaurant.

2 2.24 **Listen to Charlie and Lianne. Which restaurant is Charlie going to, and which one is Lianne going to?**

3 2.24 **Listen again. Which future form is correct in each sentence?**

1 Are you doing anything special? *Will* / *Shall* I organise something?
2 *I'll go* / *I'm going* there with my mum and dad next week.
3 *I'm eating* / *I'm going to eat* as much as possible because my parents are paying.
4 Soon you *can't* / *won't be able to* go to a restaurant without having an experience!
5 It *opens* / *will open* at 6.30.
6 It's a Saturday night so *it is* / *it's going to be* crowded.
7 *I'll message* / *I'm messaging* you as soon as *I leave* / *I'll leave* the theatre.

4 **Read the GRAMMAR FOCUS. Which examples in Exercise 3 match the rules below?**

GRAMMAR FOCUS

Future forms

- You use the **Present Simple** to talk about a fixed future event on a timetable, a schedule or a programme. [1] 5
- You use the **Present Continuous** to talk about a future arrangement. You often mention a time, a date or a place. [2] 2
- You use ***be going to*** to talk about a future intention – something you have already decided to do [3] 3
  or a future prediction based on what you can see or what you know. [4] 6
- You use ***will/won't*** to talk about a spontaneous decision when you react to circumstances [5] 7
  or a future prediction based on your opinion. [6] 4
- You use **shall** (NOT ~~*will*~~) for offers and suggestions. [7] 1

Note: When you talk about the future, you use the present tense after the conjunctions *if*, *when*, *as soon as*, *unless*, *before* and *after*. [8] 7

5 **In your notebooks, complete the messages with appropriate future forms of the verbs in brackets.**

Hi. I'm out of the theatre.

How was it?

Brilliant. You must see it and it's selling out fast.

I know. I've already decided [1] I'm going to get (I/get) tickets tomorrow.

You can go with Max and Jenny – they [2] are going (go) next Thursday.

Oh right. I [3] 'll call (call) Max. Anyway, let's do something now. [4] Shall I come (I/come) and meet you?

Yes, okay. I [5] 'll go (go) and wait for you in the café next to the theatre. Hurry up – I think it [6] closes (close) at 11 o'clock.

Right. I [7] 'll be (be) there in 20 minutes.

6 **In your notebook, complete the sentences with appropriate future forms of the verbs in brackets. Then rewrite them to make them true for you.**

1 My local shop opens (open) at 6.00 tomorrow.
2 I've decided that I 'm going to stop (stop) eating meat.
3 I'm really hungry so when I get (get) home from school, I 'm going to have (have) a snack.
4 It's my birthday on Saturday and I 'm meeting up (meet up) with my friends for a pizza.
5 I think supermarkets will disappear (disappear) as more people shop online.
6 I don't feel very well. I think I 'm going to be (be) sick!

7 SPEAKING **Talk about the things below.**

1 Your plans or intentions for this evening.
2 An arrangement you've made for the weekend.
3 Ideas or plans you have for your next holiday.

FOCUS VLOG 16 About food

2.25 **Listen to the Focus Vlog. Where're the speakers going to eat this evening? Write the answers in your notebook.**

Grammar page 125

REFERENCES

Culture notes **p. 229**
Audioscript **p. 241**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Focus Vlog. Video worksheet 4.2 in the WB, p. 57
- Photocopiable resource 24 Test yourselves (10 min.) pp. 263, 299
- Extra digital activities: Grammar Checkpoint

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 find examples of healthy or unhealthy recipes in English.

48

4.3 LISTENING

Matching

I can understand the main points of a narrative about a familiar topic.

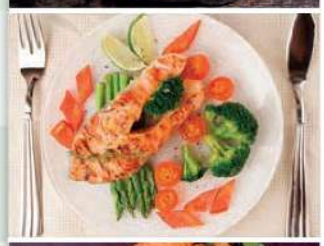
1 SPEAKING **Look at the photos in the leaflet and decide whether they show healthy or unhealthy diets.**

2 **Take *The Healthy Diet Test*. In your notebook, tick the points that are true for you. Then compare your answers with a partner.**

The **Healthy Diet** Test

Remember, the more ticks you get, the healthier you are.

1. I don't eat too much salt (e.g. in crisps and fast food).
2. I don't eat too much sugar (e.g. in sweets and fizzy drinks).
3. I am not difficult or fussy – I like most things.
4. I have a balanced diet – I eat a variety of different kinds of fresh food.
5. I eat fish at least once a week.
6. I don't eat red meat more than three times a week.
7. I feel well – I have plenty of energy.
8. I look well – my skin and my hair look healthy.



3 2.26 **Listen to a nutritionist giving advice. Which statement in the *Healthy Diet Test* does she not mention at all?**

Doesn't mention 6

LISTENING FOCUS Matching

4 2.27 **Listen to four people talking about their diets. Which statements A–E match speakers 1–4? There is one extra statement.**

	The speaker's diet …
Speaker 1 B	A doesn't cause unnecessary pollution.
Speaker 2 C	B often results in him/her eating alone.
Speaker 3 A	C used to include lots of sweet things.
Speaker 4 E	D is based on Mediterranean produce.
	E has made him/her into a better cook.

5 2.27 **Answer the questions. Is it speaker 1, 2 , 3 or 4? Write it in your notebook. Listen again and check.**

1 Who couldn't give up meat? Speaker 3
2 Who never has hot food? Speaker 1
3 Who supports animal rights? Speaker 4
4 Who eats eggs instead of fish? Speaker 1
5 Who survives on light meals and snacks? Speaker 4
6 Who doesn't eat his/her favourite food on weekdays? Speaker 2

6 SPEAKING **In pairs, discuss the questions in Exercise 5 about your family and friends.**

FOCUS ON WORDS | Collocations

7 2.28 **In your notebook, complete the lists of possible collocations with *diet*, *food*, *meal* and *snack*. Then listen, check and repeat.**

1 fast/fattening/healthy/organic ___food___
2 balanced/fattening/healthy/vegetarian ___diet___
3 cold/healthy/light/quick ___snack___
4 healthy/heavy/hot/three-course ___meal___

8 **You are going to find out how well you know your partner's attitude to food.**

In your notebook, write three true sentences and one false to describe your attitude to food. […]

- Write three true sentences and one false one to describe your attitude to food.
- Begin your sentences with *I …* or *My …* and include the collocations in Exercise 7.
- Swap your sentences with a partner.
- Guess which sentence is false.

I hate fast food.

PRONUNCIATION FOCUS

9 2.29 **Listen and repeat the words. Notice that the green vowels have the same sound in each group.**

1 coffee orange *cauliflower*
2 beef beans ___sardines___
3 grapes cakes ___potato___
4 banana avocado ___tomato___
5 cabbage spinach ___lettuce___

10 2.30 **In your notebook, add the words in the box to the correct group in Exercise 9. Then listen, check and repeat.**

~~cauliflower~~ lettuce potato sardines tomato

REFERENCES

Culture notes **p. 229**
Audioscript **pp. 241–242**

EXTRA ACTIVITIES

- In groups or as a whole class, students share the recipes they found. They say what the dish is, what the ingredients are and if they think it is healthy or unhealthy.

WORKBOOK

p. 49

NEXT CLASS

- Ask students to write a description of the main photo on p. 51 without reading the text.

4.4 READING

Matching

I can identify the key information in an extended article.

1 SPEAKING **Read UK TODAY and discuss the questions.**

1 Which facts do you find most shocking?
2 Do you think the situation is similar or different in your country?

UK TODAY

- £13bn of food is thrown away each year.
- 71% of food waste comes from households.
- More than 50% of household food waste could have been eaten.
- Average UK household loses £470 per year due to avoidable food waste.
- 32% of children regularly skip breakfast before school.

2 SPEAKING **Read the title of the article, look at the photos and discuss what you think it's about. Then read the article and check your ideas.**

READING FOCUS Matching

3 **Read the article again. Which headings A–F match paragraphs 1–4 correctly? There are two extra headings.**

A Everyone is welcome in The Real Junk Food cafés. 2
B Food past its sell-by date is consumed by animals.
C When people understand food, they are less likely to waste it. 4
D One man's mission is to end food waste by feeding people, not bins. 1
E Food served in The Real Junk Food cafés is checked by officials. 3
F A healthy Australian diet and lifestyle is the best solution.

4 SPEAKING **Discuss the questions.**

1 How did Adam Smith get the idea to set up The Real Junk Food Project?
2 What is the point of selling meals on a pay-as-you-feel basis?
3 What kind of work can volunteers do for The Real Junk Food Project?
4 How can customers be sure that it's safe to eat at The Real Junk Food cafés?
5 What does the Fuel for School initiative teach children about food?

5 SPEAKING **Discuss whether you would consider eating or working in one of The Real Junk Food cafés. Give reasons for your answer.**

FOCUS ON WORDS | Collocations

6 2.32 **In your notebook, complete the list of common adjective-noun collocations with the examples in blue in the article. Then listen, check and repeat.**

1 industrial/household/ food **waste**
2 financial/voluntary/ agricultural **sector**
3 tourist/manufacturing/ catering **industry**
4 energy/meat/ human **consumption**
5 expiry/due/ sell-by **date**
6 safety/international/ government **standard(s)**
7 minimum/record/ local **level**
8 alarming/official/ global **statistics**

7 SPEAKING **In your notebook, complete the questions with an appropriate noun. Then discuss them with a partner.**

1 Have you ever thought about working in the voluntary sector ?
2 Would you eat anything that was past its sell-by date ?
3 Do you do anything at home to recycle household waste ?
4 Would you like a job in the catering industry ?
5 Could you do anything at school to reduce energy consumption ?
6 Are you worried that food waste has reached record levels ?

8 2.33 **The article talks about reducing leftovers. Listen to three people talking about their favourite leftovers recipes. Answer the questions:**

1 What is the main ingredient in all three? Stale bread
2 Have you ever made any of these dishes?
3 Which recipe do you like best?

9 2.33 **In your notebook, complete the instructions for the first recipe in Exercise 8 with the words in the box. Then put the instructions in the correct order. Listen again and check.**

boil chop mix pour put slice

Bread and butter pudding

a Heat some milk in a small pan. Don't *boil* it. 4
b Put the slices of bread and butter in a dish with some dried fruit. 2
c Chop up some ripe bananas and put them in the dish. 3
d Slice the stale bread and put butter on it. 1
e Mix three eggs and three large spoons of sugar with the warm milk. 5
f Pour the mixture over the bread and fruit and cook in the oven for forty-five minutes. 6

10 SPEAKING **Discuss the questions.**

1 What happens to leftovers in your home?
2 What could your family, your school or your country do to cut down on food waste?

Exercise 2
A project to recycle food that would otherwise go to waste and to educate schoolchildren about food.

Exercise 4
1 When he was travelling in Australia and saw how much food is wasted.
2 The point is that nobody is excluded.
3 They can collect food, they can help with the washing up.
4 The cafés are inspected regularly.
5 It teaches them the value of food so they can tackle food waste in their own homes.

REFERENCES

Audioscript **p. 242**

EXTRA ACTIVITIES

- Before doing ex. 2, students compare their descriptions of the photo on p. 51. Then they discuss what they think the text will be about. Feedback with the class and encourage students to give reasons for their ideas.
- In pairs, students write more examples for the collocations in ex. 6 using their own ideas (e.g. *toxic waste, service sector, earlier date*) and a dictionary, if necessary, then compare with other pairs.

50

The Real Junk Food Project

2.31

1 D

Adam Smith is the founder of **THE REAL JUNK FOOD PROJECT**. He is passionate about collecting food that has been discarded by supermarkets, and transforming this wasted food into healthy nutritious meals.

Smith worked as a head chef for ten years and thought of the idea for The Real Junk Food Project when he was travelling in Australia and witnessed the scale of **food waste** in the **agricultural sector** and **catering industry**. The **global statistics** are shocking: roughly one third of food produced in the world for human consumption every year gets lost or wasted. Over 800 million people in the world (that's one in every nine people on Earth) do not have enough food to lead a healthy, active life. Smith founded The Real Junk Food Project to fill the gap between hunger and excess food, and to raise awareness about how much food goes to waste.

> "Over 800 million people in the world (that's one in every nine people on Earth) do not have enough food ..."

2 A

Smith started the project and opened the first Real Junk Food café in his hometown Leeds in 2013. Since then, the concept has been exported as far away as Los Angeles and Brazil, Warsaw and Zurich. The idea is simple: volunteers go out and collect food from various sources: farms, restaurants, factories and supermarkets. Meals are produced and sold in cafés on a 'pay-as-you-feel' (PAYF) basis so that nobody is excluded. The cafés are for the community in general, not only for the poor. Those who can afford it pay what they think the meal is worth, while those who can't afford to buy meals from the café can earn their meals by volunteering – for instance, they can help with the washing up.

3 E

There is some controversy around the fact that some of the food served in The Real Junk Food cafés is past its **sell-by date**. Smith explains that chefs inspect the food and use their judgement to decide whether it is safe to eat. The food is cooked in accordance with official **government standards**, and cafés are inspected regularly by the environmental health department. They've fed over 10,000 people and nobody's been ill yet! Anything that isn't fit for **human consumption** goes to feed animals or as compost on vegetable gardens.

4 C

Smith believes that change needs to happen immediately and on a **local level**. Too many people are completely uneducated about food, and this was the incentive for setting up an educational branch of The Real Junk Food Project called Fuel for School. The initiative has two aims – to get breakfast to every hungry schoolchild in the country and secondly, to teach children the value of food so that they can reduce the amount of leftovers in their own homes. The idea is that if children know what they're eating, where it's come from and how it's prepared, they develop an engagement with food and life skills for the future.

GLOSSARY

discard – wyrzucać **assist** – pomagać **incentive** – zachęta

WORKBOOK
pp. 50–51

NEXT CLASS
- Ask students to do *Show What You Know* in the WB, p. 52.
- Ask students to write their timetable for the things they will do at the weekend. They should write the time and the activity.

VIDEO 17

4.5 GRAMMAR

Future Continuous and Future Perfect

I can use the Future Perfect and Continuous to talk about future actions.

1 SPEAKING **Look at the photo and read the advert. Then discuss the questions.**

1 Would you like to go to Cook Camp? Why?/Why not?
2 How many things listed in the advert can you make?
3 Which dishes would you like to learn how to make?

teenage cook camp

In a few years, you will have graduated from school and will be living in a student house with other people your age.

WILL YOU KNOW HOW TO FEED YOURSELF?

At Cook Camp we believe that basic cooking skills are an important life skill but many young people will be leaving school and home without them.

JOIN OUR WEEKEND COOK CAMP NOW

By the end of the weekend, you'll have learnt how to make:

a pasta sauce vegetable soup pizza cakes and biscuits three chicken dishes an apple pie and much, much more!

2 **Read the GRAMMAR FOCUS and find examples of the Future Continuous and the Future Perfect in the advert in Exercise 1.**

GRAMMAR FOCUS 17

Future Continuous and Future Perfect

- You use the **Future Continuous** to talk about longer unfinished actions in progress at a time in the future.
  *In a few years, you **will be living** in a student house.*

  Future Continuous: *will + be + -ing*

+	*I'll be working.*
–	*She won't be working.*
?	*Will they be working?* *Yes, they will./No, they won't.*

- You use the **Future Perfect** to talk about an action that will be completed before a certain time in the future.
  By 9 a.m. they'll have had their breakfast.

  Future Perfect: *will + have* + past participle

+	*You'll have finished.*
–	*He won't have finished.*
?	*Will they have finished?* *Yes, they will./No, they won't.*

3 **Look at tomorrow's schedule at Cook Camp. Which option is correct?**

1 At 6 a.m. they'll *be getting up* / *have got up*.
2 By 9 a.m. they'll *be having* / *have had* their breakfast.
3 In the morning they won't *be working* / *have worked* in the kitchen.
4 By 3 p.m. they'll *be finishing* / *have finished* lunch.
5 In the afternoon they'll *be cooking* / *have cooked* in the kitchen.
6 By 11 p.m. they'll be ready for bed. They will *be having* / *have had* a busy day!

Cook Camp *day 1*

6 a.m.	get up, breakfast
9 a.m.	field work: planting, gardening
12 p.m.	lunch
3 p.m.	kitchen basics: chopping, peeling, cleaning; talk by a guest speaker
6 p.m.	dinner
9 p.m.	film or games
11 p.m.	bed

4 **In your notebook, write your schedule for tomorrow. Use the Future Continuous.**

At 7 a.m. I'll be having breakfast.

5 SPEAKING **Ask each other about your schedules for tomorrow. How similar or different are they?**

A: Will you be having breakfast at 7 a.m.?
B: No, I won't. I'll be …

6 **In your notebook, write about things you *will* or *won't have done* by the end of today. Use the prompts.**

By the end of today …
1 eat/pieces of fruit
By the end of the day, I'll have eaten three or four pieces of fruit.
2 drink/water drunk
3 cook/meals cooked
4 receive/text messages received
5 speak to/people spoken to
6 go into/shops been into
7 spend/money spent
8 do/homework done

7 **In your notebook, write the questions with *you*. Use the prompts in Exercise 6.**

1 How many pieces of fruit will you have eaten by the end of the day?

8 SPEAKING **With a partner, ask and answer the questions in Exercise 7.**

Grammar page 126

Exercise 7

By the end of today, how…

2 much water will you have drunk?
3 many meals will you have cooked?
4 many text messages will you have received?
5 many people will you have spoken to?
6 many shops will you have been into?
7 much money will you have spent?
8 much homework will you have done?

REFERENCES

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

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 25 *A kitchen race against time* (10 min.) pp. 264, 300–301
- Extra digital activities: Grammar Checkpoint
- Use the timetables students prepared at home. In pairs they exchange timetables and say, e.g. *At 9.30 I'll be getting up. By 10.30 I will have had a shower and eaten breakfast.*

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.

52

4.6 USE OF ENGLISH

Question tags

I can use a range of question tags.

1 SPEAKING **Imagine you and your friends want to order a pizza delivery. Discuss the questions.**

1 How do you order? With an app
2 Who do you order from? Regal Pizzas
3 What type of pizzas do you order? gluten-free margherita, spicy sausage, normal margherita

2 2.34 **Listen to a conversation between three friends in *Pizza Delivery* Part 1. How do they answer the questions in Exercise 1?**

3 2.34 **In your notebook, complete the example sentences in LANGUAGE FOCUS I with the correct auxiliary verb. Then listen again and check.**

LANGUAGE FOCUS I

Question tags

- You use question tags to change affirmative or negative statements into questions.
- You form question tags with an **auxiliary/modal verb** + **pronoun**.

Positive statement + negative tag

You've got *the Food Delivery App,*[1] haven't ***you?***

We can *use Regal Pizzas,* [2] can't ***we?***

Negative statement + positive tag

I'm not *the only one,* [3] am ***I?***

We haven't had *pizza for ages,* [4] have ***we?***

Special cases

That's *unusual,* [5] isn't ***it?***

Let's *order some pizzas,* [6] shall ***we?***

4 2.35 **Listen to *Pizza Delivery* Part 2. What is the problem?** Wrong address

5 2.35 **Read LANGUAGE FOCUS II. In your notebook, complete the exchanges from *Pizza Delivery* Part 2. Does the intonation rise or fall? Listen again and check.**

LANGUAGE FOCUS II

Intonation and meaning in question tags

- Tags which have rising intonation ↑ mean 'Please answer my question – I don't know if my statement is true'.
- Tags which have falling intonation ↓ mean 'Please agree with my statement – I think my statement is true'.

1 Hi, you ordered food, didn't you ? – rising
2 That's everything, isn't it ? – rising
3 You are Mr and Mrs Whitecross, aren't you ? – rising
4 We don't look like Mr and Mrs anybody, do we ? – rising
5 And this isn't 102 Corn Street, is it ? – falling

6 **Work with a partner.**

- Add an appropriate tag to statements 1–5.
- Think about your partner and decide whether you think the statement is true or you have no idea.
- Use appropriate intonation to practise the questions tags.

1 You don't have any special dietary needs, do you ?
2 There's a restaurant near your house, isn't there ?
3 You didn't go out for a meal last Saturday, did you ?
4 Your mum can cook really well, can't she ?
5 You'd like to have a snack right now, wouldn't you ?

7 USE OF ENGLISH **Which question tag, A, B or C completes the questions from *Pizza Delivery* Part 3 correctly?**

Jess: Listen, I'm so hungry. We could just take the curries, [1] _____
Delivery 1: Mr and Mrs Whitecross wouldn't be too happy, [2] _____
Olly: They won't know, [3] _____
Maggie: No, that's just wrong. We can wait a bit longer, [4] _____ Listen, number 102 is across the road. You won't get lost again now, [5] _____
Delivery 1: I'll try not to. Thanks!
Delivery 2: Hello. This is 120 Corn street, [6] _____
All: Yes, it is.
Olly: Have you got our pizzas?

1	A shall we?	B could we?	(C) couldn't we?
2	A are they?	(B) would they?	C would he?
3	(A) will they?	B would they?	C won't they?
4	A shall we?	B can we?	(C) can't we?
5	A do you?	B won't you?	(C) will you?
6	(A) isn't it?	B is this?	C is it?

8 2.36 **Listen and check your answers in Exercise 7.**

9 **Work in groups of three. In your notebook, write a conversation between three friends deciding on a food delivery order. Your conversation must include the question tags in the box.**

did she? hasn't he? isn't it? shall we? will you?

Use of English page 127

REFERENCES

Audioscript **pp. 242–243**

EXTRA ACTIVITIES

- Students do a variation of ex. 9 (in different groups than before), only discussing a weekly shopping list. They have to agree on a minimum of five items and use question tags. Time the activity at 5 minutes.

WORKBOOK

p. 53

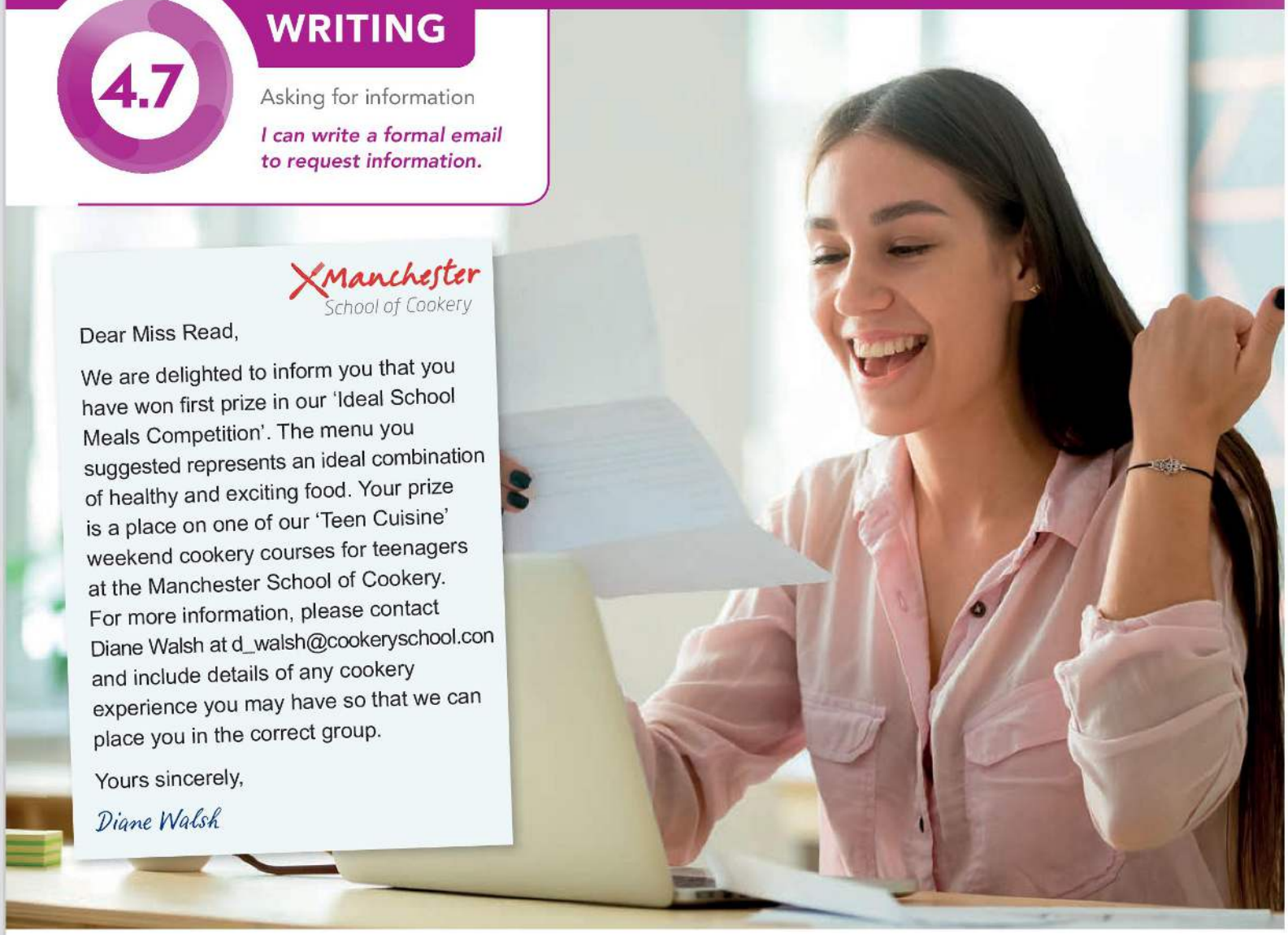
NEXT CLASS

- Ask students if they'd like to win a cookery competition and, if yes, what the prize should be.
- Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 4.6, Use of English.

4.7 WRITING

Asking for information

I can write a formal email to request information.



1 **Read this extract from a letter. Is it formal or informal? In your notebook, write three questions you would ask about the prize mentioned in the letter.** Formal

2 **Read Mia's reply. Does she ask any of your questions in Exercise 1?**

[1]**Hi Diane**,

Thanks for your letter telling me that I have won the competition. [2]**I'm** very happy and I [3]**can't wait for** the 'Teen Cuisine' experience. I am [4]**getting in touch** to ask for more information about the course. I have lots of questions that I want to ask.

First, what are the dates and times of the next course? Also, do I need to bring anything with me? I do not have my own special clothing or kitchen stuff.

You asked about cookery experience and in fact, I have never done a cookery course before. However, we did have some cookery lessons at school and I do quite a lot of cooking at home. You mentioned placing me in the correct group, but [5]**you didn't say which levels are available.**

Thank you once again for choosing my menu as the winner. [6]**Write back and answer my questions soon.**

Yours sincerely,

Mia Read

3 **Parts of Mia's email are too informal. Which of the underlined vocabulary in the email could be replaced with the more suitable formal alternatives below?**

1 equipment – *stuff*
2 informing – telling
3 would like – want
4 a number of – lots of
5 Thank you – Thanks
6 pleased – happy

4 **Which phrases in bold in the email can be replaced with the more formal alternatives below?**

a I hope to hear from you … 6
b I am … 2
c could you clarify …? 5
d Dear Ms Walsh, 1
e contacting you … 4
f I am looking forward to 3

EXTRA ACTIVITIES

- Photocopiable resource 26 Formal/ informal style (15 min.) pp. 264, 302
- Check students' cookery competition ideas before they read the letters.
- Ask students some comprehension questions about the letters, e.g. *What has Mia won? What did she have to do?*, etc.

WORKBOOK

pp. 54–55, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

- Ask students to find and bring examples of menus.

5 **Read the WRITING FOCUS. Which phrases in Exercise 4 complete the examples correctly?**

WRITING FOCUS

Asking for information

- Start the formal email politely.
  Dear Sir or *Dear Madam*
  Dear Sir/Madam (if gender is unknown)
  Dear Mr, *Dear Mrs* or *Dear Miss* (to a young woman) + surname
  Dear Ms + surname (to an unmarried woman, or if you are not sure) [1] *Dear Ms Walsh*
- Don't use:
  - **abbreviations**: ~~*Thanks*~~ = *Thank you,*
  - **informal phrases**: ~~*lots of*~~ = *several, a number of*
    ~~*I can't wait for*~~ = [2] *I am looking forward to*
  - **contractions**: ~~*I'm*~~ = [3] *I am*
- In the first paragraph, refer to the letter/email/advert you are responding to and say why you are writing.
  Thank you for your letter/email informing me that …/ regarding …
  I am [4] *contacting you* *to enquire about/ask for …*
- If something is unclear, ask for clarification.
  [5] *Could you clarify* *which levels are available?*
  Could you confirm/explain when/where/what/how/whether/ if …?
- In the final paragraph, mention that you would like a reply.
  I look forward to receiving your reply soon.
  [6] *I hope to hear from you* *soon.*
- Close the formal email politely.
  Yours sincerely (if you know the name of the person you are writing to)
  Yours faithfully (if you started the letter with *Dear Sir/Madam* or *Dear Sir or Madam*)

6 **Which alternative is more formal?**

1 a Hello there, (b) Dear Mr Stein,
2 (a) Thank you for contacting me …
  b Thanks for your email …
3 a I want to know about …
  (b) I would like to enquire about …
4 (a) I look forward to hearing from you soon.
  b Please write back soon.
5 a All the best, (b) Yours sincerely,

7 **Look at Mia's email and find the direct questions which complete the LANGUAGE FOCUS correctly.**

LANGUAGE FOCUS

Indirect questions

You can use indirect questions to be more polite:

Direct: [1] *What are the dates and times of the next course?*

Indirect: *Could you tell me what the dates and the times of the next course are?*

Direct: [2] *Do I need to bring anything with me?*

Indirect: *I would also like to know whether I need to bring anything else.*

Note: The word order in indirect questions is the same as in affirmative statements.

You use ***if/whether*** for *yes/no* questions. You don't use *do, does* or *did*.

8 **In your notebook, write indirect questions using the question beginnings in brackets.**

1 What time do I have to arrive?
  (Could you tell me …)
2 Is the school near the station?
  (Can you tell me …)
3 How many students are there on the course?
  (I would like to know …)
4 Do you offer accommodation on campus?
  (Could you tell me …)
5 Do students get a certificate at the end?
  (I would like to know …)

9 **In your notebook, rewrite Mia's email request for further information using indirect questions where possible.**

Dear Ms Walsh,

Thank you for your email and for sending details of the different kinds of accommodation on offer. I've thought about all the possibilities, and I've decided that I would like to stay with a host family, please. I've got a few questions about meals. Will I have breakfast and dinner with the host family or only breakfast? I am vegetarian so can the host family provide vegetarian meals?

As for the payment to the host family, do I have to pay in advance? And if so, can I do a bank transfer, or would they prefer cash?

I'd like to cycle to school from the host family, but that depends on the distance. How far is the host family from the school? Alternatively, is there a bus?

I hope to hear from you soon.

Your sincerely,

Mia Read

Exercise 8

1 Could you tell me what time I have to arrive?
2 Can you tell me whether the school is near the station?
3 I would like to know how many students there are on the course.
4 Could you tell me if you offer accommodation on campus?
5 I would like to know whether students get a certificate at the end.

SHOW WHAT YOU'VE LEARNT

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

Znana firma produkująca czekoladę przyznała ci pierwsze miejsce w konkursie internetowym na pomysł nowego smaku czekolady. Nagrodą jest wycieczka dla dwóch osób (ciebie i osoby towarzyszącej) do należącej do tej firmy fabryki czekolady w Szwajcarii. Napisz e-mail do organizatora konkursu.

W swoim e-mailu:

- podziękuj firmie za przyznanie twojemu pomysłowi pierwszego miejsca,
- napisz, jak się czujesz jako laureat konkursu,
- zapytaj o termin twojej wizyty w fabryce czekolady oraz o organizację podróży i zakwaterowania,
- poproś o potwierdzenie, że w ramach nagrody przelot i pobyt osoby towarzyszącej również zostaną opłacone przez organizatora.

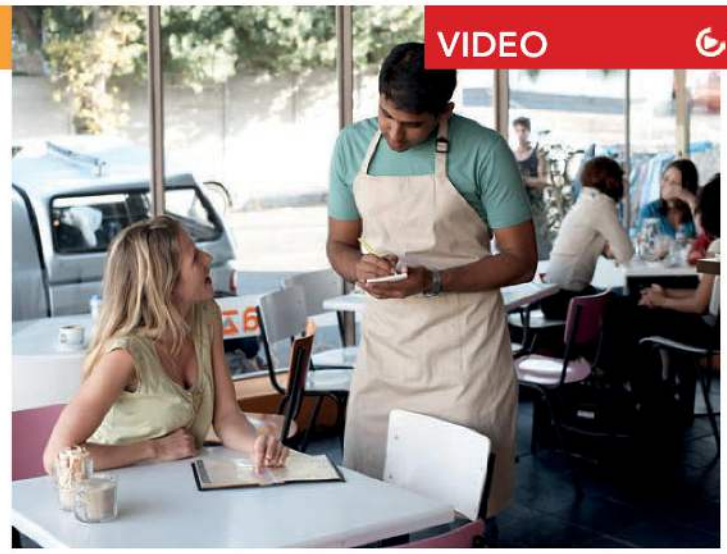
Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

55

4.8 SPEAKING

In a restaurant

I can use indirect questions in a simple conversation on a familiar topic.



VIDEO 18

1 SPEAKING **Imagine you are in Mario's restaurant. Look at the lunch menu. What would you choose? What questions would you ask?**

Mario's lunch menu

2 courses €10

Main course

Pizza Margherita
Cheeseburger and chips
Mario Special Salad
Mario Special Pasta
Soup of the day

Dessert

Chocolate mousse
Fruit salad and ice cream
Cheese and biscuits

2 2.37 **Listen to a conversation between Alex and a waiter. What are the problems? What solution do they find?**

The customer is vegetarian and allergic to onions.
The solution is a salad and chips.

3 2.37 **In your notebook, complete the conversation with phrases in the SPEAKING FOCUS. Listen again and check.**

Alex: Excuse me – [1] *can I order please*?
Waiter: Certainly. What can I get you?
Alex: [2] Can you tell me what the Mario Special Salad is?
Waiter: Sure. It's a salad with lettuce, red peppers and chicken.
Alex: Oh. [3] Do you have any vegetarian dishes?
Waiter: Vegetarian? What about pasta?
Alex: [4] Do you know what the pasta sauce is?
Waiter: Yes, it's a delicious salmon sauce.
Alex: Oh, I don't eat fish.
Waiter: You don't eat fish? Can I suggest a very good vegetarian restaurant, just five minutes from here?
Alex: No, it's OK. [5] Can you tell me what the soup is?
Waiter: Ah, it's vegetable soup today! Would you like the soup?
Alex: Er maybe. But first [6] I'd like to know if there are onions in it.
Waiter: Yes, it's a vegetable soup. There are onions in it. Is that a problem?
Alex: Yes, I'm sorry, but I'm allergic to onions.
Waiter: Right. How about the salad without chicken?
Alex: Yes, salad sounds good. [7] Can I have chips with that?
Waiter: Yes, of course. Is that everything?
Alex: Yes, thanks.
...
Waiter: Would you like to see the dessert menu?
Alex: No thanks. [8] Could I have the bill please?

SPEAKING FOCUS 18

Ordering food

a Can I order please? 1
b Do you have any vegetarian dishes? 3
c Can I have chips with that? 7
d Could I have the bill please? 8

Asking for information with indirect questions

e Can you tell me what the soup is? 5
f Can you tell me what the Mario Special Salad is? 2
g Do you know what the pasta sauce is? 4
h I'd like to know if there are onions in it. 6

4 2.38 **Listen to the end of the conversation. Why does the waiter change his attitude to Alex?**

Because she is writing a review of this restaurant for her food blog.

5 SPEAKING **In your notebook, write indirect questions using the question beginnings in brackets. Then ask and answer the questions.**

1 What's your favourite fruit? (Can you tell me …)
Can you tell me what your favourite fruit is?
2 Where's an Italian restaurant near your house? (Do you know …)
3 Is there anything you don't eat? (I'd like to know …)
4 Are you a good cook? (I'd like to know …)
5 Where can I get the best ice cream? (Can you tell me …)
6 Who's the fussiest eater you know? (Could you tell me …)

6 Follow the instructions below to prepare a restaurant dialogue. Use the SPEAKING FOCUS and phrases in the dialogue in Exercise 3 to help you.

Student A: You are a customer in a restaurant. You're a vegetarian and you're allergic to eggs and mushrooms. You don't like peppers very much. Ask the waiter for information about: pizza, pasta, soup and salad. Explain why you can't eat some dishes.

Student B: You are a waiter. Take Student's A order. Answer Student A's questions about the dishes and make suggestions.

- pizza: ham, eggs, tomatoes, cheese
- pasta: prawn sauce
- soup: mushroom
- salad: chicken, green beans, lettuce, peppers

7 SPEAKING **Practise the dialogue and act it out. Take it in turns to be A and B.**

Exercise 5

2 Do you know where an Italian restaurant near your house is?
3 I'd like to know if there's anything you don't eat.
4 I'd like to know if you're a good cook.
5 Can you tell me where I can get the best ice cream?
6 Could you tell me who the fussiest eater you know is?

REFERENCES

Audioscript **p. 243**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Interactive speaking video
- Students work in pairs. Student A is a customer and Student B is the waiter/waitress. They use the menus they have brought to role-play ordering food, asking questions about the dishes. Then they swap roles.

WORKBOOK

p. 56

NEXT CLASS

- Ask students to study the Word list on p. 57.

56

4.1 Vocabulary 5.25

apricot /'eɪprɪkɒt/ morela
aubergine /'əʊbəʒiːn/ bakłażan
avocado /ˌævə'kɑːdəʊ/ awokado
bacon /'beɪkən/ boczek
beetroot /'biːtruːt/ burak
bitter /'bɪtə/ gorzki
black/cayenne/ground pepper /ˌblæk/ˌkeɪen/ ˌgraʊnd 'pepə/ pieprz czarny/cayenne/mielony
bland /blænd/ mdły
boil /bɔɪl/ (za)gotować
brown/long-grain/white rice /ˌbraʊn/ˌlɒŋ greɪn/ ˌwaɪt 'raɪs/ ryż brązowy/długoziarnisty/biały
cabbage /'kæbɪdʒ/ kapusta
cake /keɪk/ ciasto, ciastko
carrot /'kærət/ marchewka
cauliflower /'kɒlɪˌflaʊə/ kalafior
cherry /'tʃeri/ czereśnia, wiśnia
chilli pepper /ˌtʃɪli 'pepə/ papryka chili
chocolate/maple/sugar syrup /ˌtʃɒklət/ ˌmeɪpəl/ˌʃʊgə 'sɪrəp/ syrop czekoladowy/klonowy/cukrowy
chop (up) /ˌtʃɒp ('ʌp)/ posiekać
coconut /'kəʊkənʌt/ kokos
coffee /'kɒfi/ kawa
cook /kʊk/ kucharz; gotować
cooked /kʊkt/ ugotowany
crunchy/dry/stale biscuits /ˌkrʌntʃi/ˌdraɪ/ˌsteɪl 'bɪskəts/ chrupiące/suche/czerstwe herbatniki
cut off /ˌkʌt 'ɒf/ odcinać
(dark/milk) chocolate /(ˌdɑːk/ˌmɪlk) 'tʃɒklət/ czekolada (gorzka/mleczna)
delicious /dɪ'lɪʃəs/ pyszny
disgusting /dɪs'gʌstɪŋ/ obrzydliwy
fatty /'fæti/ tłusty
feed /fiːd/ karmić
fig /fɪg/ figa
firm /fɜːm/ jędrny
fresh /freʃ/ świeży
fry /fraɪ/ smażyć
garlic /'gɑːlɪk/ czosnek
grapefruit /'greɪpfruːt/ grejpfrut
green salad /ˌgriːn 'sæləd/ zielona sałatka
home-made pizza /'piːtsə/ domowa pizza
home-made/tinned soup /ˌhəʊmmeɪd/,tɪnd 'suːp/ domowa zupa / zupa z puszki
hot /hɒt/ ostry, pikantny
ice cream /ˌaɪs 'kriːm/ lody
ingredient /ɪn'griːdiənt/ składnik
jar /dʒɑː/ słoik
juice /dʒuːs/ sok
lean /liːn/ chudy
low-calorie meal /ˌləʊ ˌkæləri 'miːl/ posiłek niskokaloryczny
main course /ˌmeɪn 'kɔːs/ danie główne
menu /'menjuː/ menu, jadłospis
mild /maɪld/ łagodny
milk /mɪlk/ mleko
mix /mɪks/ wymieszać
mixed salad /ˌmɪkst 'sæləd/ mieszanka sałat
mushroom /'mʌʃruːm/ grzyb; pieczarka
mushroom soup /'mʌʃruːm suːp/ zupa grzybowa, zupa pieczarkowa
omelette /'ɒmlət/ omlet
onion /'ʌnjən/ cebula
orange /'ɒrəndʒ/ pomarańcza
pineapple /'paɪnæpəl/ ananas
plate /pleɪt/ talerz
potato /pə'teɪtəʊ/ ziemniak
pumpkin /'pʌmpkɪn/ dynia
radish /'rædɪʃ/ rzodkiewka
raw /rɔː/ surowy
ripe /raɪp/ dojrzały
roast /rəʊst/ piec (mięso lub warzywa)
rotten /'rɒtn/ zgniły, zepsuty
salmon /'sæmən/ łosoś
salt /sɔːlt/ sól
side salad /'saɪd ˌsæləd/ sałatka
slice /slaɪs/ plaster, kromka; pokroić w plasty, w kromki
sliced/white/wholemeal bread /ˌslaɪst/ˌwaɪt/ ˌhəʊlmiːl 'bred/ chleb krojony/biały/pełnoziarnisty
soda/sparkling/still water /'səʊdə/'spɑːklɪŋ/ 'stɪl ˌwɔːtə/ woda sodowa/gazowana/niegazowana
sour /saʊə/ kwaśny
sour milk /ˌsaʊə 'mɪlk/ skwaśniałe mleko
spicy /'spaɪsi/ ostry, pikantny
spinach /'spɪnɪdʒ/ szpinak
starter /'stɑːtə/ przystawka
strong /strɒŋ/ mocny
sushi /'suːʃi/ sushi
sweet /swiːt/ słodki
sweetcorn /'swiːtkɔːn/ kukurydza
unripe /ˌʌn'raɪp/ niedojrzały
vitamin /'vɪtəmən/ witamina

4.2 Grammar 5.26

animal products /'ænəməl ˌprɒdʌkts/ produkty pochodzenia zwierzęcego
olive /'ɒlɪv/ oliwka
olive oil /'ɒlɪv ɔɪl/ oliwa
order /'ɔːdə/ zamówić; zamówienie
protein /'prəʊtiːn/ białko

4.3 Listening 5.27

add /æd/ dodać
balanced/fattening/healthy diet /ˌbælənst/ ˌfætn-ɪŋ/ˌhelθi 'daɪət/ zrównoważona/tucząca/zdrowa dieta
beef /biːf/ wołowina
butter /'bʌtə/ masło
cold/healthy/light/quick snack /ˌkəʊld/ˌhelθi/ ˌlaɪt/ˌkwɪk 'snæk/ zimna/zdrowa/lekka/szybka przekąska
crisps /krɪsps/ czipsy
crispy /'krɪspi/ chrupiący
dried /draɪd/ suszony
fast food /ˌfɑːst 'fuːd/ fast food
fattening/healthy food /ˌfætn-ɪŋ/ˌhelθi 'fuːd/ tuczące/zdrowe jedzenie
fizzy drink /ˌfɪzi 'drɪŋk/ napój gazowany
fussy /'fʌsi/ grymaśny
grape /greɪp/ winogrono
healthy meal /ˌhelθi 'miːl/ zdrowy posiłek
heat /hiːt/ podgrzać
heavy meal /ˌhevi 'miːl/ ciężkostrawny posiłek
hot meal /ˌhɒt 'miːl/ ciepły posiłek
lettuce /'letəs/ sałata
local produce /ˌləʊkəl 'prɒdjuːs/ lokalne produkty
nutritionist /njuː'trɪʃənəst/ dietetyk
organic food /ɔːˌgænɪk 'fuːd/ żywność ekologiczna
pour /pɔː/ wlać
pudding /'pʊdɪŋ/ pudding
red meat /ˌred 'miːt/ czerwone mięso
sardines /ˌsɑː'diːnz/ sardynki
three-course meal /ˌθriː kɔːs 'miːl/ trzydaniowy posiłek
vegan /'viːgən/ weganin
vegetarian diet /ˌvedʒə'teərɪən 'daɪət/ dieta wegetariańska
warm /wɔːm/ ciepły

4.4 Reading 5.28

agricultural sector /ˌægrɪkʌltʃərəl 'sektə/ sektor rolny
alarming/official statistics /əˌlɑːmɪŋ/əˌfɪʃəl stə'tɪstɪks/ alarmujące/oficjalne dane statystyczne
assist /ə'sɪst/ pomagać
catering/tourist industry /'keɪtərɪŋ/'tʊərəst ˌɪndəstri/ branża cateringowa/turystyczna
chef /ʃef/ wykwalifikowany kucharz
curry /'kʌri/ curry
discarded /dɪs'kɑːdɪd/ wyrzucone
due date /ˌdjuː 'deɪt/ termin wykonania, termin płatności
energy consumption /'enədʒi kən,sʌmpʃən/ zużycie energii
expiry date /ɪk'spaɪəri deɪt/ termin ważności
financial/voluntary sector /faɪ'nænʃəl/ 'vɒləntəri ˌsektə/ sektor finansowy/wolontariatu
food/household waste /'fuːd/'haʊshəʊld weɪst/ odpady żywnościowe / z gospodarstw domowych
frying pan /'fraɪɪŋ pæn/ patelnia
global statistics /ˌgləʊbəl stə'tɪstɪks/ światowe statystyki
government/international standards /ˌgʌvənmən/,ɪntənæʃənəl 'stændədz/ normy państwowe/międzynarodowe
healthy lifestyle /ˌhelθi 'laɪfstaɪl/ zdrowy tryb życia
human consumption /ˌhjuːmən kən'sʌmpʃən/ spożycie przez ludzi
incentive /ɪn'sentɪv/ zachęta
industrial waste /ɪnˌdʌstriəl 'weɪst/ odpady przemysłowe
leftovers /'leftˌəʊvəz/ resztki
local level /'ləʊkəl ˌlevəl/ poziom lokalny
manufacturing industry /mænjʊ'fæktʃərɪŋ ˌɪndəstri/ przemysł wytwórczy
meat consumption /'miːt kənˌsʌmpʃən/ spożycie mięsa
minimum/record level /'mɪnɪməm/'rekɔːd ˌlevəl/ minimalny/rekordowy poziom
mixture /'mɪkstʃə/ mieszanka
nutritious /njuː'trɪʃəs/ pożywny, odżywczy
oven /'ʌvən/ piekarnik
pan /pæn/ garnek
recipe /'resəpi/ przepis
safety standards /'seɪfti ˌstændədz/ normy bezpieczeństwa
sell-by date /'sel baɪ deɪt/ zalecana data sprzedaży
serve /sɜːv/ podać
spoon /spuːn/ łyżka
throw away /ˌθrəʊ ə'weɪ/ wyrzucić
waste /weɪst/ odpady; marnować

4.5 Grammar 5.29

apple pie /'æpəl paɪ/ szarlotka
chicken /'tʃɪkən/ kurczak
pasta sauce /'pæstə sɔːs/ sos do makaronu
peel /piːl/ obrać
vegetable soup /'vedʒtəbəl suːp/ zupa jarzynowa

4.6 Use of English 5.30

dietary needs /'daɪətəri niːdz/ potrzeby żywieniowe

4.7 Writing 5.31

cookery course/lessons /'kʊkəri kɔːs/ˌlesənz/ kurs/lekcje gotowania
cuisine /kwɪ'ziːn/ kuchnia, sposób gotowania

4.8 Speaking 5.32

be allergic to /bi ə'lɜːdʒɪk tə/ mieć alergię na
bill /bɪl/ rachunek
cheeseburger /'tʃiːzbɜːgə/ cheeseburger
chips /tʃɪps/ frytki
chocolate mousse /ˌtʃɒklət 'muːs/ mus czekoladowy
fruit salad /'fruːt ˌsæləd/ sałatka owocowa
green beans /ˌgriːn 'biːnz/ zielona fasolka szparagowa
prawn sauce /ˌprɔːn 'sɔːs/ sos krewetkowy
red pepper /ˌred 'pepə/ czerwona papryka

WORD LIST ACTIVITIES

• Ask pairs to write some gap-fill sentences to practice words from Unit 4, e.g. *I have a _ diet. I don't eat meat.* (vegetarian). *I don't like cooked food, I prefer _ food.* (raw) Pairs exchange and complete the sentences.

• Students work in teams. They prepare clues to words from the unit. Teams take it in turns to read out their clues for the others to guess, e.g. *It's a vegetable. It's brown. You often eat it on pizza.* (mushroom) *It's the opposite of 'spicy'.* (mild). *To chop something up means to cut it into small pieces – true or false?* (True).

FOCUS REVIEW 4

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Jakie przymiotniki opisujące jedzenie poprawnie uzupełniają zdania? Pierwsze litery brakujących wyrazów zostały podane.

1 Eating **r**aw meat is not safe. Always make sure that it is cooked all the way through.
2 I find **s**parkling water more refreshing than normal water in hot weather.
3 We always use **w**holemeal bread for sandwiches because it is tastier than white bread.
4 I hate the **b**itter taste of coffee. I always drink it with milk.
5 You don't have to use fresh tomatoes to prepare this dish. It's OK to use **t**inned ones.
6 The apples on our tree are still **u**nripe so we have to wait a couple of weeks before we can eat them.

2 Przetłumacz wyrażenia podane w nawiasach na język angielski.

1 I believe that if food is not safe for people to eat (*spożycie przez ludzi*), animals shouldn't eat it either.
2 Because the tourist industry (*branża turystyczna*) is growing in our town, many new restaurants are opening.
3 I really enjoy fatty/fattening food (*tuczące jedzenie*) like chips and cakes, but I'm trying to make healthier choices.
4 Following a vegetarian diet (*dietę wegetariańską*) can have a positive impact on your health.
5 Freshly ground pepper (*zmielony pieprz*) has a lot of flavour and I love it in soups.

3 Jakie formy czasowników podanych w nawiasach poprawnie uzupełniają zdania? Użyj *will/won't, going to*, czasów Present Continuous lub Present Simple.

1 I don't think I will bake (bake) a cake for Kate's birthday after all – it's better to buy one.
2 The local shops close (close) at five, so if you need anything you should go now.
3 We are eating (eat) dinner at that new restaurant tomorrow evening. I've just made the reservation.
4 It's too heavy for you! I will help (help) you carry it!
5 We are going to have (have) some friends over for dinner next weekend. Would you like to come?
6 I am glad we are going to the cooking class together next week. Shall I pick you up (I/pick you up) at ten?

4 Jakie formy czasowników podanych w nawiasach poprawnie uzupełniają zdania? Użyj czasu Future Continuous lub Future Perfect.

1 Let's make a simple chocolate cake. I promise we will have finished (finish) baking by 12 o'clock.
2 will you be using (you/use) this knife? If not, please wash it and put it in the drawer.
3 Tomorrow at 8 o'clock we will be watching (watch) a cooking competition. It's the final episode.
4 John will have opened (John/open) his own nutrition clinic by the end of the year?
5 The cakes in this bakery are very popular. I'm sure they will have sold them out (sell out) by lunchtime.

ŚRODKI JĘZYKOWE

Wybór wielokrotny; parafraza zdań

5 Przeczytaj poniższe minidialogi. Która z podanych odpowiedzi (A–C) najlepiej uzupełnia wypowiedź?

1 X: Tom is going to come to our dinner party, ___ ?
Y: He's hoping to, but it's possible he'll have to work instead.
A won't he (B) isn't he C will he
2 X: Have you got any vegetarian dishes?
Y: ___
A Is that everything, Madam?
B Could you tell me what vegetarian is?
(C) How about pasta with vegetable sauce?
3 X: Ugh! These biscuits are not soft and they taste old!
Y: There's nothing worse than ___ biscuits, is there?
(A) stale B crunchy C sliced
4 X: What time is it?
Y: 7 o'clock. Tomorrow at 7 o'clock we ___ sushi in a Japanese restaurant. I can't wait.
A will have (B) will be having C will have had
5 X: You haven't told Sam about the party, ___ ? I want it to be a surprise.
Y: I promise to keep quiet about it.
A will you B do you (C) have you
6 X: ___
Y: Sure. What can I get for you?
(A) Can I order please?
B Can I have fries with that?
C Could I have the bill please?

6 Wykorzystując wyrazy podane wielkimi literami, uzupełnij każde zdanie tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj formy podanych wyrazów.

1 I have made a promise to myself not to eat any sweets. **GOING**
I have promised myself that I am not going to eat any sweets.
2 This yoghurt has been in the fridge for days, so could you check if we can still eat it? **DATE**
This yoghurt has been in the fridge for days, so could you check its sell-by date ?
3 To have a healthy diet with all the nutritious elements, you must include all of the food groups. **PROVIDES**
A healthy diet provides nutrients from all of the food groups.
4 Excuse me. I'd like to know what today's special is, please. **TELL**
Excuse me. Could/can you tell me today's special is, please?
5 Next month will mark five years that Pam has worked at our restaurant. **HAVE**
Next month Pam will have worked at our restaurant for five years.

EXTRA ACTIVITIES

- Photocopiable resource 59 Multiple choice cloze (dialogues) (12 min.) pp. 271, 336
- Photocopiable resource 61 Sentence transformation (20 min.) pp. 272, 338

CZYTANIE

Dobieranie

7 Przeczytaj tekst związany z tematyką kulinarną. Które z podanych nagłówków (A–F) poprawnie uzupełniają akapity (1–4)? 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 informacji szczegółowej w nim zawartej.

NO MORE SHOPPING?

1 C
One of the hottest trends in the food industry is delivering boxes of fresh food to people's homes. The problem right now is the large number of new companies offering this type of service. In fact, there are so many new delivery services that it is increasingly hard to know which to choose.

2 E
One growing trend is delivering all the fresh ingredients you need to make a three-course meal. You'll receive the correct amount of ingredients and step-by-step instructions. For those who have little time for shopping but like to cook, this can be an ideal solution.

3 A
Another option is to get a week's supply of local, organic vegetables, eggs and even meat delivered to your door. This is great for the environment, since no chemicals are used, little transport is needed and the food is good for you. The downside is that what they deliver sometimes depends on what is available, so you don't always get what you want. Even the freshest Brussels sprouts are no use if your family refuse to eat them.

4 D
One other approach, which has been around longer, is having specific goods such as frozen food, dairy products or meat brought to your home. A company which delivers frozen vegetables and meat has been operating in the US for decades, and many households rely on the service. It is certainly convenient, and deliveries do not happen so often which is also a bonus.

A A positive move in several ways but with a risk.
B A good choice even if you love shopping.
C How to decide which service is best for you?
D A less frequent and longer-lasting option.
E Best for the enthusiastic cook who can't get to the shops.
F It may not be as fresh as you think.

MÓWIENIE

8 Z rozsypanych słów ułóż pytania z rozmowy wstępnej. Następnie, pracując w parach, odpowiedzcie na nie.

1 kinds / you / eat / food / would / What / never / of / ?
What kinds of food would you never eat?
2 food / do / you / How / feel / away / about / throwing / ? How do you feel about throwing food away?
3 why / is / your / What / cuisine / and / favourite / ?
What is your favourite cuisine and why?

9 Opisz zdjęcie i odpowiedz na pytania do niego.

1 Why do you think the woman is buying food in the street instead of going to a restaurant?
2 Would you like to work as a cook or a waiter? Why/Why not?
3 Tell me about a situation when you or someone you know cooked an unusual meal.

PISANIE

E-mail/List formalny

10 Przeczytaj zadanie. Jakich wyrażeń użyjesz na początku, a jakich – na końcu e-maila?

Jesteś autorem bloga dotyczącego żywności, który jest dość popularny. Dzięki temu redakcja miesięcznika dla młodzieży złożyła ci propozycję prowadzenia sekcji kulinarnej. Napisz e-mail do wydawcy czasopisma.

- Podziękuj za ofertę i potwierdź chęć prowadzenia sekcji kulinarnej.
- Wspomnij o twoim ostatnim wpisie na blogu, w którym poruszasz temat zdrowych przekąsek do szkoły.
- Zaproponuj temat artykułu do najbliższego wydania i upewnij się, do kogo i kiedy musisz wysyłać materiał.
- Zapytaj, jak ma wyglądać współpraca z miesięcznikiem (terminy, wynagrodzenie, itp.).

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila 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 27 *You are what you eat* (speaking; 10 min.) pp. 264, 303
- Photocopiable resource 28 Sentence translation (15 min.) pp. 264, 304
- Extra digital activities: Reading 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

Exercise 1

2 the Nile (it's a river, the others are mountain ranges)

3 China (it's a country, the others are continents)

4 the Sahara (it's a desert, the others are oceans)

5 Niagara (it's a waterfall, the others are seas)

5 Planet Earth

Let nature be your teacher.
William Wordsworth (1770–1850)

VIDEO

BBC
Chameleons 19
Lesson 5.1

GRAMMAR ANIMATION
Lesson 5.2 20
Lesson 5.5 22

FOCUS VLOG
About the environment 21
Lesson 5.2

INTERACTIVE SPEAKING VIDEO
Lesson 5.8 23

5.1 VOCABULARY

Phrasal verbs • collocations • word families

I can talk about geographical features and oceans.

SHOW WHAT YOU KNOW

1 Which is the odd one out in each group? Why?

1 Cyprus Munich Naples
2 the Himalayas the Nile the Pyrenees
3 Africa China Europe
4 the Atlantic the Pacific the Sahara
5 the Mediterranean Niagara the Baltic

1 Cyprus is the odd one out because it is an island. Munich and Naples are cities.

2 In your notebook, list the ten geographical categories you used in Exercise 1. Choose five of the categories and add one more example to each one.

islands, cities … rivers, mountain ranges, continents, countries, oceans, deserts, seas, waterfalls

3 3.1 **Do the quiz with a partner. Write the answers (True or False) in your notebook. Then listen and check your answers.**

4 Compare how many answers you guessed correctly. Which fact were you most surprised by?

MYSTERIES OF THE OCEAN QUIZ

Around 70 percent of the earth's surface is covered by oceans. But how much do you know about the mysteries hidden under the surface?

TRUE or FALSE?

1 The sea is blue because it reflects the colour of the sky. F

2 **Winding rivers** with **strong currents** exist deep under the ocean. T

3 The blue whale is the largest animal known to have ever existed. T

4 Most volcanic eruptions are underwater. T

5 The Pacific Ocean was named after the person who discovered it. F

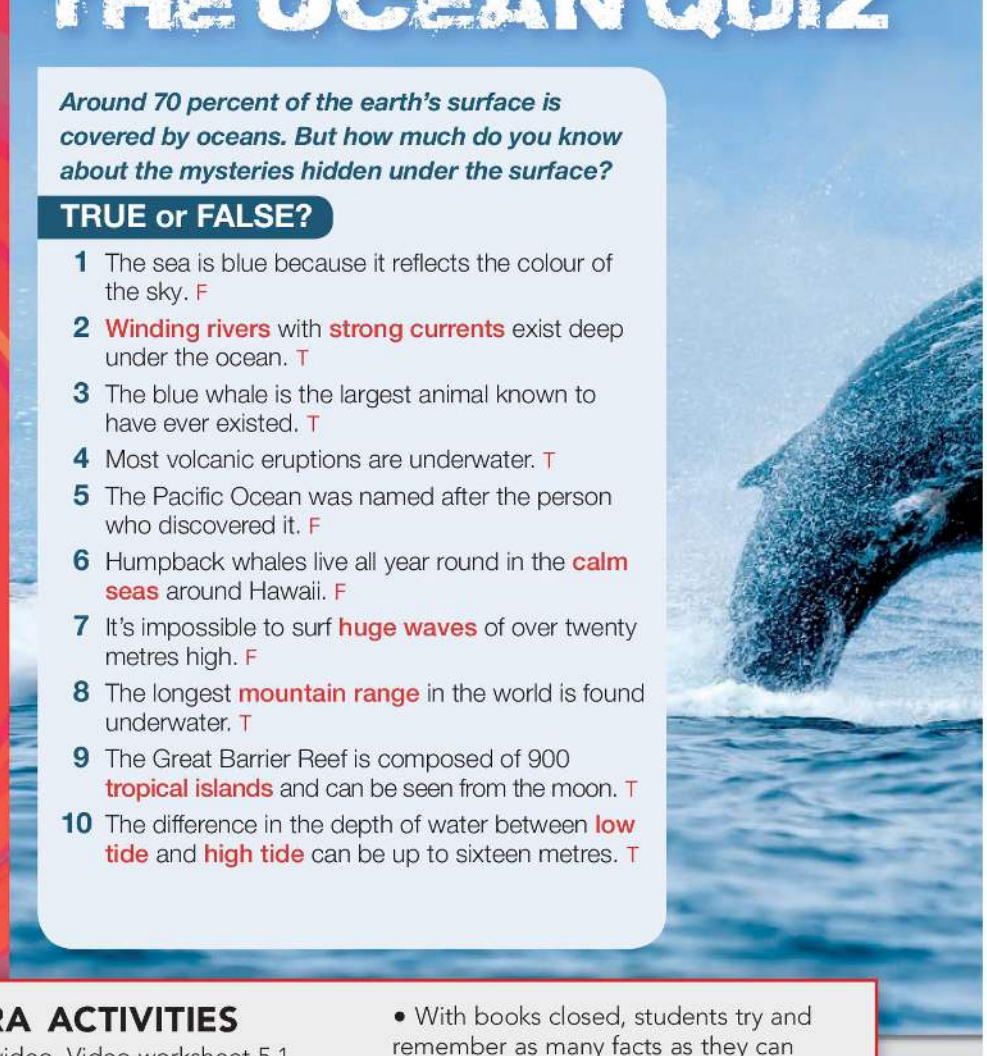
6 Humpback whales live all year round in the **calm seas** around Hawaii. F

7 It's impossible to surf **huge waves** of over twenty metres high. F

8 The longest **mountain range** in the world is found underwater. T

9 The Great Barrier Reef is composed of 900 **tropical islands** and can be seen from the moon. T

10 The difference in the depth of water between **low tide** and **high tide** can be up to sixteen metres. T



REFERENCES

Culture notes **p. 229**
Audioscript **p. 243**
Videoscript **p. 255**
Using videos in the classroom **p. T14**
How to teach with projects **p. T17**

EXTRA ACTIVITIES

- BBC video. Video worksheet 5.1 in the WB, p. 71
- Photocopiable resource 29 *Fishing for words* (15 min.) pp. 265, 305–306
- Extra digital activities: Vocabulary Checkpoint
- With books closed, students try and remember as many facts as they can from the quiz on page 60.
- In pairs, students think of more nature- or geography-related collocations using the adjectives in ex. 7 and 9 (e.g. *strong wind, heavy rain, high mountain*) and use them to write

FOCUS ON WORDS | Phrasal verbs

5 3.2 **In your notebook, replace the underlined words and phrases in questions 1–6 with the correct form of an appropriate phrasal verb in the box. Then listen, check and repeat.**

come in come across die out go out
heat sth up be made up of ~~stir sth up~~

1 When the seabed is <u>disturbed</u> by stormy weather, what happens to the colour of the sea?
When the seabed is stirred up by stormy weather, what happens to the colour of the sea?
2 What caused the blue whale to almost <u>become extinct</u> die out ?
3 What sometimes <u>increases the temperature of</u> heats up seawater to 400 degrees Celsius?
4 What did Ferdinand Magellan <u>find by chance</u> come across and then name in 1520?
5 How many individual reefs and how many islands is the Great Barrier Reef <u>formed from</u> made up of ?
6 Where does the water depth only change by 10 centimetres when the tide <u>rises</u> and <u>falls</u> comes in and goes out ?

6 3.1 **Answer the questions in Exercise 5 in your notebook. Then listen again and check.**

FOCUS ON WORDS | Collocations

7 3.3 **In your notebook, complete the collocations with the nouns in red in the quiz. Then listen, check and repeat.**

1 a(an) dangerous/ocean/strong *current*
2 a desert/remote/tropical ___island___
3 a ___mountain___ peak/range/ridge
4 a fast-flowing/slow-moving/winding ___river___
5 a calm/heavy/rough ___sea___
6 a high/low/rising ___tide___
7 a giant/huge/tidal ___wave___

8 Choose a collocation for each noun and write an example sentence in your notebook that is either a well-known fact or true for you.

There is a strong current in our local river as it flows under the main bridge. or *When I swim in the sea I worry about the dangerous currents.*

FOCUS ON WORDS | Word families

9 3.4 **Copy the table and complete it with some of the words used in the quiz. Use your dictionary if necessary. Then listen, check and repeat.**

NOUN	VERB	ADJECTIVE
1 breadth	broaden	*broad*
2 depth	deepen	deep
3 height	heighten	high
4 length	lengthen	long
5 strength	strengthen	strong
6 width	widen	wide

REMEMBER THIS

Wide is used to measure the space between two points – it's more concrete than *broad*, e.g. *How wide is it? a wide road, wide open …*

Broad is used more to describe the thing that fills the space – it's more abstract, e.g. *broad-minded, broad shoulders …* NOT ~~*How broad is it?*~~

10 In your notebook, complete the sentences with an appropriate form of the words in brackets.

1 I can't swim very well so I stay out of the *deep* (depth) end of the swimming pool.
2 I could never do kite surfing. I don't have enough ___strength___ (strong) in my arms.
3 I'm shorter than my dad but about the same ___height___ (high) as my mum.
4 I completely agree with the saying: 'Travel ___broadens___ (breadth) the mind'.
5 I think the ___length___ (long) of your education is less important than the ___breadth___ (broad).
6 I believe the gap between generations has ___widened___ (width) recently.

11 SPEAKING **Ask questions and find out whether these sentences are true or false for your partner. How similar or different are you?**

12 PROJECT **Work in groups. Look the word 'endemic' up in a dictionary. Then choose an endemic plant or animal species and do some research online into it. Prepare a digital presentation about the species and present it to your class.**

Exercise 6
1 It changes from blue to brown.
2 hunting
3 volcanic lava
4 The Pacific Ocean
5 2,900 reefs and 900 islands
6 In the Caribbean

several sentences, then swap with another pair and check their work.

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.
- Copy the quiz from p. 60 and gap-fill the articles. Make enough copies for pairs of students.

VIDEO 20 21

GRAMMAR

5.2

Articles: no article, *a/an* or *the*

I can use the definite, indefinite and zero article.

1 SPEAKING **Discuss questions 1–3. Then read the text and check your ideas.**

1 What was the world population in 1900? What is it now? What will it be in 2050? 1.65 billion / 7 billion / 9.2 billion
2 What is the biggest change in *where* people live? More people live in cities than in the countryside.
3 What are 'megacities'? Cities with more than 10 million inhabitants.

The world's growing problem

A famous scientist said recently that there's a growing problem in the world, and the problem is people – there are just too many of us! Because of economic growth, food has improved, healthcare has improved and people are living longer. During the twentieth century, the population of the world grew from 1.65 billion to 6 billion. Today it is 7.6 billion and by 2050 it is predicted to reach 9.7 billion. For the first time in history, more people live in cities than in the countryside. Across the globe there are 31 megacities – cities with more than 10 million inhabitants – and by 2030 the United Nations predicts the total will be 41. Megacities are more common in Asia, particularly in India and China. The biggest megacity is still Tokyo with a population of 38,140,000.

2 **Read the GRAMMAR FOCUS. Which words in blue from the text complete the examples correctly?**

GRAMMAR FOCUS 20

Articles

No article

- You don't use articles to talk about things in general.
  Ø healthcare has improved and [1] *Ø people are living longer.*
- You don't use articles with continents, countries or cities.
  Ø Asia, Ø India, [2] (Ø) Tokyo
  Exceptions: *The United States, The United Kingdom, The Netherlands*

Indefinite article *a/an*

- You use ***a/an*** to talk about something for the first time when it means 'one of many'.
  There is [3] a growing problem … (there are many problems)
- You use ***a/an*** with jobs. [4] A famous scientist *said recently …*

Definite article *the*

- You use ***the*** when the thing you are talking about has already been mentioned.
  There's a growing problem in the world, and [5] the problem *is people …*
- You use ***the*** when the thing you are talking about is known or is 'the only one'.
  the population *of* [6] the world *…* ***in the countryside***
- You use ***the*** with historical periods, superlative adjectives and ordinal numbers.
  During ***the twentieth century*** *…* [7] the biggest *megacity is still Tokyo …*

Focus vlog
Somewhere very rural (e.g. Orkney), Wales, somewhere very remote (e.g. a small island), outside of major cities with less industrial production

3 3.5 **Read the text and in your notebook write *a, the* or Ø (no article) for each gap. Then listen and check. What has Jack Ng invented and why?**

Vertical farms in Singapore

[1] The biggest problem that megacities have is how to provide [2] Ø food and [3] Ø water for their inhabitants, but one small country may have found [4] a solution. Singapore is [5] a tiny country which is famous for [6] Ø innovation but has very little space to grow [7] Ø food. Fortunately, [8] a vertical farm invented by Jack Ng, [9] a farmer, does not need much space at all. At the moment, [10] the farm only produces a few different kinds of vegetable but there are [11] Ø plans to expand production to include more. Perhaps in the future Jack Ng's invention will help feed [12] the world!

4 **Decide which *the* is incorrect in these general statements about a country.**

1 ~~The~~ poverty doesn't exist.
2 The cheapest form of public transport is by bus.
3 ~~The~~ food is mainly sold in big supermarkets.
4 ~~The~~ education and ~~the~~ healthcare are free.
5 The capital city is located in the centre of the country.

5 SPEAKING **Discuss whether the statements in Exercise 4 are true for your country. Rewrite them in your notebook to make them all true.**

6 SPEAKING **In your notebook, complete the questions with *a, an* or *the*. Then ask each other the questions.**

1 Do you live in the countryside?
2 Have you ever been to the UK?
3 Did you have a snack this morning?
4 Would you like to be a farmer?
5 Are you the oldest student in the class?

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

1 My father is _____ (a job).
2 I've never been to _____ (a continent).
3 I'd like to visit _____ (a country).
4 _____ (a city) is _____ (a superlative adjective) city in the world.
5 _____ (a problem) is/are a big problem in my country.

FOCUS VLOG 21 About the environment

3.6 **Listen to the Focus Vlog. Where do the speakers think is the least polluted place in the UK? Write the answers in your notebook.**

Grammar page 128

REFERENCES

Culture notes **p. 230**
Audioscript **p. 243**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Focus Vlog. Video worksheet 5.2

WORKBOOK

p. 62, including *Show What You've Learnt* in the WB, p. 71
- Photocopiable resource 30 *GeoQuiz* (15 min.) pp. 265, 307
- Extra digital activities: Grammar Checkpoint

NEXT CLASS

- Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 5.2, Grammar.
- Make copies of the audioscript for ex. 4, p. 63.

5.3 LISTENING

Multiple choice

I can understand the key points of a radio interview on a familiar topic.

1 SPEAKING **Read UK TODAY and discuss the questions.**

1 What are your top three environmental worries?
2 What do you recycle, turn off and do less to protect the environment?

UK TODAY

Did you know that two-thirds of British teenagers admit they can do more to protect the environment?

What are British teenagers' top three environmental worries?

- poor air quality
- global warming
- not enough recycling

What do British teenagers say they can do?

- recycle more
- turn off unnecessary lights
- spend less time in the shower

2 SPEAKING **Look at the features in the box. Which would you expect an eco-school to have? Write them in your notebook. Use your dictionary if necessary.**

solar panels ✓ no textbooks, only tablets
Technology lessons on renewable energy ✓
low-energy light bulbs ✓ bicycle rack
Science lessons on global warming ✓
a large car park recycling bins ✓
an organic vegetable garden ✓

3 3.7 **Listen to the programme and check your ideas in Exercise 2.**

LISTENING FOCUS Multiple choice

4 3.7 **Listen to the interview again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.**

1 Friends of the Planet is an after-school club with members from
A one school. C seven schools.
B twelve schools. D six schools.
2 The interview with Michael is taking place
A in the school garden. C with a group of architects.
B in a radio studio. D on the roof of the school.
3 School dinners will include vegetables from
A the kitchen. C the local supermarket.
B a local farm. D the school garden.
4 Science and Technology lessons will
A be the same as in other secondary schools.
B not focus on climate change.
C sometimes take place in the school grounds.
D concentrate more on environmental issues.
5 The interviewer comes to the conclusion that
A Michael is probably not a typical teenager.
B Michael is like every other person of his age.
C Michael likes games and gadgets.
D Michael cares about the environment as much as his friends.

FOCUS ON WORDS | Compound nouns

5 3.8 **In your notebook, complete the compound nouns 1–7. Then listen, check and repeat.**

1 recycling bins
2 low-energy light bulbs
3 climate change
4 renewable energy
5 environmental issues
6 solar panels
7 global warming

6 Complete the compound nouns in sentences 1–6. Use the words in Exercise 5.

1 Solar panels make buildings look ugly.
2 Everybody should use low-energy light bulbs .
3 Climate change doesn't affect my country.
4 More renewable energy is the only way to stop global warming .
5 People in my country are not interested in environmental issues .
6 There aren't enough recycling bins in my area.

7 SPEAKING **Discuss the statements in Exercise 6. Decide whether you agree or disagree. Explain your opinion.**

PRONUNCIATION FOCUS

8 3.9 **Listen. In your notebook, put the words in groups A, B or C, depending on the stress.**

~~environment~~ interesting located organic recycling renewable responsible secondary vegetable

A ■■■	B ■■■	C ■■■■
interesting	located	environment
secondary	organic	renewable
vegetable	recycling	responsible

9 3.10 **Listen, check and repeat the words.**

REFERENCES

Culture notes **p. 230**
Audioscript **p. 244**

EXTRA ACTIVITIES

• After ex. 4 give students a copy of the audioscript. They reread it and then role-play the interview.

WORKBOOK

p. 63

NEXT CLASS

• Ask students to find out two or three facts about bears in North America. Prepare copies of the culture note entry on bears on page 230.

63

5.4 READING

Multiple choice

I can understand an extract from a travel book and some survival advice.

1 SPEAKING **Imagine you are camping in a mountainous or forested region in your country.**

1 Which of the following might be a problem?

ants bears bees bulls mosquitoes snakes wolves

2 Which of the following might be useful?

a backpack a flashlight insect repellent a sharp knife nail clippers pepper spray a sleeping bag sunscreen

3 What other potential problems or useful items can you think of?

2 **Read both texts. According to Text 2, what did the campers in Text 1 do wrong?**

Exercise 2
They didn't put their food far enough away from the tents.
They didn't have pepper spray.

READING FOCUS Multiple choice

3 **Read Texts 1 and 2 again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.**

Text 1

1 Bill and Stephen went into their tents because
A they'd finished all their food.
B tiny insects were annoying them.
C the weather made them sleepy.
D they wanted to get in their sleeping bags.

2 Bill woke up because
A his friend was snoring loudly.
B he found a nest of ants in his tent.
C he heard something moving in the bushes.
D he'd left his backpack outside the tent.

3 Bill and Stephen
A were equally alarmed about the noise.
B had heard a skunk in their camp.
C both saw the animal's eyes in the dark.
D were armed against animal attacks.

Text 2

4 If you meet a bear in the wild
A turn around and walk away.
B shout and scream loudly.
C aim a gun at the bear's head.
D be ready to use pepper spray.

5 The text focuses on
A useful ways of avoiding bears in the wild.
B the different weapons you can use against bears.
C avoiding and defending yourself against bears.
D territories where bear encounters are frequent.

4 3.12 **Listen to the last part of the book extract (Text 1). What animal caused the disturbance?** A bear

5 SPEAKING **Describe a time when you had an unexpected encounter with an animal. What happened?**

FOCUS ON WORDS | In the woods

6 3.13 **In your notebook, complete the lists using the words in blue in the texts. Then listen, check and repeat.**

Places:	Trees:	Animals:	Hunting:
1 a clearing	1 branches	1 a bee	1 a predator
2 a path	2 leaves	2 a fox	2 prey
3 a pond	3 roots	3 a hedgehog	
4 a spring	4 a trunk	4 a skunk	
5 a trail		5 a squirrel	

7 **In your notebook, complete the email with words in Exercise 6.**

We had a great weekend. We went camping in the forest. During the day we hiked a [1] *trail* through the forest. We found a lovely [2] clearing in the trees for a picnic. We were close to a [3] spring so we refilled our water bottles. It was very peaceful but suddenly there was a loud noise of breaking [4] branches. I imagined a big hungry bear hunting its [5] prey, but then I remembered we weren't in bear territory! Maybe it was another hiker.

8 SPEAKING **Describe one of the following activities to your partner. Use words from Exercise 6.**

The last time I went …
• camping … • for a picnic … • for a walk in the woods …

FOCUS ON WORDS | Verb phrases

9 3.14 **In your notebook, complete the gaps with appropriate verbs. Use the underlined phrases in the text. Then listen, check and repeat.**

1 come face to face with = meet
2 die from = lose your life because of sth
3 go off = become rotten
4 reach for = try to pick up
5 search through = look for
6 sit around = relax and do nothing
7 sleep through = not wake up

10 **In your notebook, replace the underlined words and phrases with an appropriate verb phrase in Exercise 9.**

1 I continue sleeping in spite of my alarm going off in the morning. sleep through
2 The first thing I pick up when I wake up is my phone. reach for
3 I don't like strong cheese that smells as if it's too old to eat. gone off
4 In our city we have urban foxes that look for food in bins at night. search for
5 I once encountered a cow when I was walking in the countryside. came face to face with
6 I'm frightened of thunderstorms. I'm afraid of being killed by a lightning strike. dying from
7 I like nothing better than relaxing and doing nothing with friends on a campsite. sitting around

11 SPEAKING **Find out whether the sentences in Exercise 10 are true or false for your partner.**

REFERENCES
Culture notes **p. 230**
Audioscript **p. 244**

EXTRA ACTIVITIES
• After ex. 1 students share their information about bears. Hand out the culture note for them to read. They then look at the photo on p. 65 and decide which information, if any, will also be in the text.

WORKBOOK
pp. 64–65

NEXT CLASS
• Ask students to do *Show What You Know* in the WB, p. 66.

Text 1 3.11

A Walk in the Woods

by Bill Bryson

We hiked till five and camped beside a spring in a small, grassy clearing in the trees just off the trail. Because it was our first day back on the trail, we had plenty of food, including cheese and bread that had to be eaten before they went off or were shaken to bits in our backpacks, so we rather gorged ourselves, then sat around chatting lazily until numerous little flying insects drove us into our tents. It was perfect sleeping weather, cool enough to need a sleeping bag but warm enough that you could sleep in your underwear, and I was looking forward to a long night's sleep – indeed was enjoying a long night's sleep – when, at some dark hour, there was a sound nearby that woke me up suddenly. Normally, I slept through everything – through thunderstorms, through Katz's snoring – so something big enough to wake me was unusual. There was a sound of breaking branches, something heavy pushing through the trees, and then a kind of loud breathing noise.

I sat straight up. Every neuron in my brain was awake. I reached for my knife, then realized I had left it in my backpack, just outside the tent. After many quiet nights, I was no longer worried about having to defend myself in the night. There was another noise, quite near.

'Stephen, you awake?' I whispered.

'Yup,' he replied in a tired but normal voice.

'What was that?'

'How should I know.'

'It sounded big.'

'Everything sounds big in the woods.'

This was true. Once a skunk had come through our camp and it had sounded like a stegosaurus. There was another noise and then the sound of drinking at the spring. It was having a drink, whatever it was.

I moved on my knees to the foot of the tent, carefully opened the entrance and looked out, but it was pitch black. As quietly as I could, I brought in my backpack and with the light of a small flashlight searched through it for my knife. When I found it and opened it I was shocked at how small it looked. It was perfectly suitable for, say, putting butter on pancakes, but useless for defending oneself against 400 pounds of hungry bear.

Carefully, very carefully, I climbed from the tent and put on the flashlight, which shone a disappointingly feeble light. Something about fifteen or twenty feet away looked up at me. I couldn't see anything at all of its shape or size – only two shining eyes. It went silent, whatever it was, and stared back at me.

'Stephen,' I whispered at his tent, 'did you pack a knife?'

'No.'

'Have you got anything sharp at all?'

He thought for a moment. 'Nail clippers.'

Adapted extract from
A Walk in the Woods *by Bill Bryson*

GLOSSARY

gorge yourself – objadać się
pitch black – zupełnie ciemno
pancake – naleśnik

Text 2

HOW TO SURVIVE A BEAR ATTACK

You're more likely to die from a bee sting than you are to be killed by a bear, but in the unlikely event of meeting a bear in the wild, here are a few tips.

The best way to survive a bear encounter is to never have one. This is not too difficult because most bears just want to be left alone.

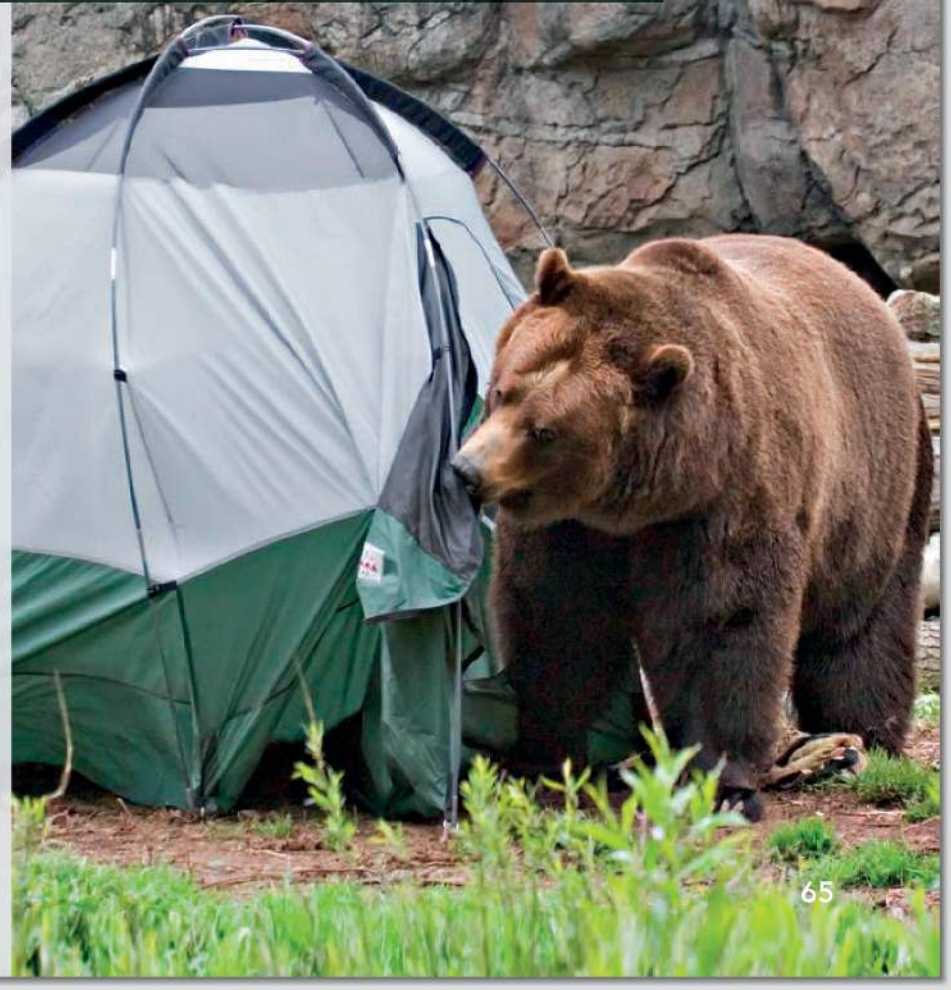
Bears often want your food, so if you're camping in bear territory, make sure you store your food carefully, at least 100 metres from your tent.

To avoid surprising a bear in the wild, make a noise as you walk, sing loudly, clap your hands.

Never get between a female bear and her cubs.

If you do come face to face with a bear, don't turn your back and run – you're acting like prey. Stay calm and walk backwards and slowly take out your pepper spray – it's better than a gun. If the bear runs towards you, aim the spray just above the bear's head. It almost always works!

If the bear keeps coming towards you, lie down on your front with your hands over the back of your neck to protect it, and pretend to be dead. Don't move for at least twenty minutes.



GLOSSARY

cub – młode (np. niedźwiedzia)

5.5 GRAMMAR

Non-defining relative clauses

I can use non-defining relative clauses to add information.

1 SPEAKING **Discuss the questions.**

1 What are your favourite/least favourite animals? Why?
2 What good or bad experiences have you had with animals?

2 **Read Story 1. How did the elephant save the rancher's life?**
It placed him under a tree, out of the sun, and guarded him.

Story 1

The elephant and the rancher

A rancher, who was working in the bush, came across a small herd of about twenty elephants. The leader of the herd, which is usually the largest, oldest and most aggressive female elephant, attacked him and he fell off his horse. Later, rescuers found the rancher, whose leg was broken. The same elephant was standing over him. The rancher told his rescuers that the elephant had lifted him with her trunk and placed him under a tree, where he was protected from the sun. For the rest of the day she watched over him, brushing him gently with her trunk every so often.

Exercise 6

(2) …, which was five metres long, …
(3) …, who was surfing close by, …
(4) …, whose right leg was now in the shark's mouth, …
(5) …, which had been playing in the waves nearby.
(6) …, where surgeons managed to save his leg.

3 **Read the GRAMMAR FOCUS. Look at the four non-defining relative clauses in blue in the text in Exercise 2. Does the story make sense without them?** Yes

GRAMMAR FOCUS 22

Non-defining relative clauses

You use non-defining relative clauses to give extra information about the person or thing you are talking about. The sentence makes sense without it.

A rancher, who was working in the bush, came across a small herd …

Note: Start and end a non-defining relative clause with a comma. Use relative pronouns *who*, *which*, *where* and *whose* but don't use *that*.

4 3.15 **Decide which relative clauses a–f complete Story 2 correctly. Then listen and check. How did the gorilla save the boy's life?** She saved his life by placing him near the door.

a whose baby was still in her arms
b which was called Binti Jua
c who is now twenty-one years old
d where he made a complete recovery
e who was unconscious
f where a female gorilla was feeding her baby

Story 2

The gorilla and the toddler

An American boy, [1] ___c___, owes his life to a gorilla at Brookfield Zoo. When he was three years old his family took him to the zoo. He wanted a better view of the gorillas so he climbed a wall and fell six metres into the gorilla cage, [2] ___f___. The gorilla, [3] ___b___, went over to the boy, [4] ___e___. Then, the gorilla, [5] ___a___, lifted the boy up gently and carried him to the door. The boy spent four days in hospital, [6] ___d___. Binti Jua is still at Brookfield Zoo near Chicago.

5 **Read the extra information 1–6 from Story 3. What do you think happened? Read the story and check your ideas.**

1 Todd Endris lived next to the beach.
2 The shark was five metres long.
3 Todd's friend was surfing close by.
4 Todd's right leg was now in the shark's mouth.
5 Dolphins had been playing in the waves nearby.
6 Surgeons from the hospital managed to save his leg.

Story 3

The surfer, the shark and the dolphins

It was a perfect day for surfing off the coast of California. Todd Endris, *who lived next to the beach,* was out on his surfboard. Without warning, something hit him from under the water. Todd knew immediately that it was a shark. He got back on his board but the shark (2) bit him on the back. Todd's friend (3) saw the huge shark and at first thought it was a whale. Todd (4) was kicking the shark with his free leg, and didn't see the dolphins (5). Suddenly, the shark let go of his leg. The dolphins had surrounded the injured surfer and were protecting him from the shark. Three friends helped Todd get back on his board and reach the beach. A helicopter transported him to hospital. (6) Six weeks later Todd was back in the water.

6 3.16 **In pairs, rewrite the story in your notebooks including the extra information in Exercise 5.**

- Find appropriate places in the text to add extra information 1–6.
- Rewrite the extra information as a suitable relative clause.
- Listen to the completed story and check your answers.

7 SPEAKING **Discuss the questions.**

1 Which of the stories do you like best?
2 Which wild animals are you most afraid of?

Grammar page 129

REFERENCES

Culture notes **p. 231**
Audioscript **p. 244**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 31 Test yourselves (10 min.) pp. 265, 308
- Extra digital activities: Grammar Checkpoint
- Give students a news item about animals to rewrite with a non-defining relative clause to, e.g. *Scientists have discovered a new species of shrew. Shrews are small mammals.*, etc.

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.

66

5.6 USE OF ENGLISH

Prepositions at the end of clauses

I can use prepositions at the end of clauses.

A

B

C

1 SPEAKING **Look at the photos and discuss the questions.**

- What natural disasters do the photos illustrate?
  The photos show: a tropical storm/typhoon, a volcanic eruption, a forest fire
- What other natural disasters can you name?
- Which natural disasters are common in your country?
- Have you ever experienced a natural disaster? What happened?

2 3.17 **Listen to a radio programme called *Violent Earth*. Where are the two reporters and what natural disasters are they reporting on?**

Exercise 2

Reporter 1 in California reporting on a forest fire

Reporter 2 in Florida reporting on a hurricane

3 3.17 **In your notebook, put the words in the sentences and questions from the programme in the correct order. Then listen again and check. What type of word comes at the end of each sentence or question?**

1 the crops / A tropical storm / which / on / flattened / rely / people
2 are / being criticised / What / for / the public services / ?
3 with / These situations / very difficult / to deal / are
4 The firefighters / which / don't know / on / ones / to focus
5 for / Which island / heading / it / is / ?
6 people / anybody / with / don't / Some / can / stay / they / have
7 those people / getting / Who / from / are / help / ?

Exercise 3

1 A tropical storm flattened the crops which people rely on.
2 What are the public services being criticised for?
3 These situations are very difficult to deal with.
4 The firefighters don't know which ones to focus on.
5 Which island is it heading for?
6 Some people don't have anybody they can stay with.
7 Who are those people getting help from?

4 **Read the LANGUAGE FOCUS and decide which two further examples from Exercise 3 complete the LANGUAGE FOCUS correctly.**

LANGUAGE FOCUS

Prepositions at the end of clauses

- In relative clauses
  Not everybody has somebody (who) they can stay ***with****.*
  [1] A tropical storm flattened the crops which people rely on .
- In *wh-* questions
  Who are those people getting help ***from****?* [2] Which island is it heading for ?
- In infinitive structures
  These situations are very difficult to deal ***with****.*

5 **In your notebook, complete the sentences with your own ideas and the phrases in the box to make them true for you. Then compare with a partner.**

agree with | believe in | ~~care about~~ | focus on | happen to | wait for

1 *Animal welfare* is something which I really *care about* .
2 … is somebody who I nearly always agree with .
3 … is something which I've never believed in .
4 … is somebody who I always have to wait for .
5 … is something which I find difficult to focus on .
6 … is somebody who strange things always happen to !

6 SPEAKING **In your notebook, write questions for these answers using the verb in brackets and an appropriate preposition. Then ask each other the questions and give your own answers.**

1 A: _____ (worry)? B: Global warming.
What sort of things do you worry about?
2 A: _____ (listen)? B: Heavy metal.
3 A: _____ (spend money)? B: Clothes.
4 A: _____ (want to work)? B: A technology company.
5 A: _____ (borrow money)? B: My sister.
6 A: _____ (have lunch)? B: My classmates.

7 USE OF ENGLISH **In your notebook, complete the sentences by translating the part in Polish.**

1 Being a firefighter is something to be proud of (*z czego można być dumnym*).
2 Forest fires are extremely difficult to deal with (*niezwykle trudne do opanowania*; use: *deal*).
3 Volcanoes are something I am very interested in (*co mnie bardzo interesuje*).
4 In an earthquake zone, tsunamis are something you need to get used to (*do czego trzeba się przyzwyczaić*).
5 Some tropical diseases very difficult to recover from (*bardzo trudno do wyleczyć*, use: *recover*).
6 Natural disasters are not something I worry about (*czym się przejmuję*).

Exercise 6

2 What type of music do you listen to?
3 What do you spend (the most) money on?
4 What kind of company do you want to work for?
5 Who would you borrow money from?
6 Who did you have lunch with?

Use of English page 130

REFERENCES

Audioscript **p. 245**

EXTRA ACTIVITIES

- Photocopiable resource 32 Test yourselves (10 min.) pp. 265, 309
- Students look at the completed sentences in ex. 7. In pairs, they discuss if they agree with sentences 1, 3 and 6 and give reasons. Then students change sentences 2, 4 and 5 to make them about natural disasters/ phenomena in their own country.

WORKBOOK

p. 67

NEXT CLASS

- Ask students to think about the advantages and disadvantages of zoos.
- Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 4.6, Use of English.

5.7 WRITING

A 'for and against' essay

I can present and support arguments in a simple discursive essay.

1 SPEAKING **Discuss which of these things it would be most difficult to live without.**

electricity medicine school shops running water

2 **Read the essay on contacting rainforest tribes and answer the questions.**

1 How many arguments for and against the topic does the writer give? 2 arguments for and 2 arguments against
2 What is your personal opinion on the topic in the essay?

1 Nowadays, many of us live in a world of high technology and instant communication. For most people, it is hard to believe that, in places like the Amazonian rainforest, there are still tribes who have never had contact with the outside world. Some people think that we should make contact with such groups, but others believe they should be left alone.

2 **On the one hand**, there are several arguments for making contact. **First of all**, the people in these tribes could enjoy a better standard of living. For example, they could get access to electricity and running water. **Furthermore**, their young people could go to school and benefit from a modern education. They would probably be amazed to learn about modern technology and life in other parts of the world.

3 On the other hand, there are also many arguments against making contact. Firstly, after contact, many tribal people suffer and die from diseases that do not exist in the forests where they live. Next, history shows that they often join larger society at the lowest level. **For instance**, many become beggars or tourist 'attractions'.

4 **To sum up**, there are clearly strong arguments for and against making contact with rainforest tribes. **Personally, I think** they should be left alone to continue their traditional way of life until they choose to make contact with the outside world.

3 **Look at the essay again. In which paragraphs does the writer:**

a give a personal opinion? 4
b present arguments against the topic? 3
c introduce both sides of the issue? 1
d present arguments for the topic? 2
e make some general, historical or factual comments about the topic? 1
f make a statement summarising the main arguments? 4
g support arguments with examples? 2, 3

Write the answers in your notebook.

4 **Read the WRITING FOCUS and check your answers in Exercise 3.**

WRITING FOCUS

A 'for and against' essay

- Paragraph 1 – Introduction
  Begin with general comments or facts about the topic.
  End with a statement that mentions both sides of the issue.
- Paragraph 2 – Arguments for
  Present two or three arguments for the topic.
  Include some examples to support arguments.
- Paragraph 3 – Arguments against
  Write a similar paragraph presenting and supporting arguments against the topic.
- Paragraph 4 – Conclusion
  Make a summarising statement.
  Add your personal opinion.

5 **Read the LANGUAGE FOCUS. In your notebook, complete the examples with the linkers in purple in the essay.**

LANGUAGE FOCUS

Linkers

- List arguments: [1] *First of all*, *Firstly*, *Secondly*, [2] Furthermore , *In addition*, *Finally*
- Give examples: *For example*, [3] For instance
- Show contrast: *However*, [4] On the one hand , *On the other hand*
- Give a personal opinion: *In my opinion*, [5] Personally, I think
- Introduce a conclusion: *In conclusion*, [6] To sum up

EXTRA ACTIVITIES

- Photocopiable resource 33 A 'for and against' essay (15 min.) pp. 265, 310
- Ask students to read the essay again and write a plan, e.g. *Paragraph 1: introduce the idea; Paragraph 2: arguments for (people in the tribes could enjoy better living standards, young people could get an education, etc.)*. Discuss with the class how the plan could be used for a 'for and against' essay.
- Students compare their ideas about the advantages and disadvantages of zoos before doing ex. 8.

WORKBOOK

pp. 68–69, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

- Ask students to bring in posters about environmental issues.

6 **Read this short essay discussing tourism. Which linkers are correct?**

Tourist trap

As travel to remote and exotic locations becomes more affordable, there is a growing demand for trips to developing countries that haven't been considered as holiday destinations until now. This can have both positive and negative effects on the countries.

[1]*For example* / *First of all*, let's look at some positive effects. Tourism can bring wealth to developing countries. [2]*In my opinion* / *For instance*, jobs are created and tourists use local shops and businesses. [3]*However* / *Secondly*, tourism encourages traditional customs, festivals and local handicrafts. [4]*On the other hand* / *Furthermore*, communication between local people and tourists promotes better cultural understanding.

[5]*In conclusion* / *On the other hand*, the jobs created by tourism are often seasonal and badly paid. [6]*For instance* / *Furthermore*, tourism drives up the cost of basic products and local people cannot afford to do their shopping in supermarkets and local shops. [7]*In addition* / *To sum up*, it can damage the natural environment and increase pollution.

[8]*In conclusion* / *For instance*, tourism must be managed carefully in developing countries. [9]*Personally, I think* / *Furthermore*, tourists need to be more respectful of the local culture and environment.

7 **Which linkers complete the social media post below appropriately? Write them in your notebook.**

My parents booked a holiday to a Caribbean island which has been badly damaged by a tropical storm. [1] In my opinion , they should have cancelled their holiday. [2] Personally , I think it's wrong to relax on a beach while local people are rebuilding their homes. [3] Furthermore/In addition , there may be a shortage of water and food, and tourists will make matters worse.

Some people disagree. [4] Firstly/First of all , they say that those destinations may rely on tourism income. [5] For instance/For example hotels, restaurants and taxi drivers will struggle to survive. [6] Secondly , people want to go back to normal as soon as possible.

Some tourists may want to help. [7] However , it's important that they do it through an organisation.

[8] To sum up/Finally/In conclusion , my parents should do some research before they go and find out what the local people think.

COMMENTS

I agree with you! Your parents should cancel their holiday and send the money to the people who have lost everything.

8 **You are going to write an essay on the topic of keeping animals in zoos. Which arguments below are for and which are against?**

1 There are opportunities for research. F
2 The animals suffer from stress and depression. A
3 It is very difficult to recreate the animals' natural environments. A
4 Endangered species can be protected. F

9 **In your notebook, match the arguments in Exercise 8 with supporting examples below.**

a For instance, birds kept in zoos can never fly freely like wild birds. 3
b For example, we have learned more about genetics from studying zoo animals. 1
c For instance, some species which used to be wild are now only found in zoos. 4
d For example, some animals become stressed because of contact with zoo visitors. 2

10 **In your notebook, write two more arguments for or against keeping animals in zoos. Write supporting examples.**

SHOW WHAT YOU'VE LEARNT

11 **Do the writing task in your notebook. Use the ideas in Exercises 8, 9 and 10, the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Napisz wypracowanie, w którym przedstawisz argumenty za trzymaniem zwierząt w ogrodach zoologicznych i przeciw takiej praktyce.

Długość twojego wypracowania powinna wynosić co najmniej 200 słów.

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5.8 SPEAKING

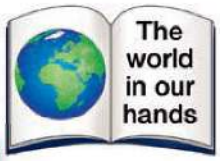
Expressing and justifying an opinion

I can describe a picture and express and justify my opinion about it.

1 SPEAKING **Look at the logos and discuss which one you would choose and why.**

I think logo 1 is the best logo because it's clever and effective.

Logo 3 because glasses suggest learning and they need the words 'Eco School'

① 

②

③

2 3.18 **Listen to the headteacher and two students discussing the three logos. Which logo do they choose and why?**

3 3.18 **Read the SPEAKING FOCUS. In your notebook, complete the dialogue with one word in each gap. Then listen again and check.**

HT: So, what do you think of these three designs?

S1: Personally, I think they're all great. The three logos focus [1] on the environment. Logos 2 and 3 are attractive and amusing. But I think the best option would be logo number 1 [2] because it has a serious message about learning.

S2: I agree, but the [3] problem with logo number 1 is that it doesn't mention 'Eco School'. Logo number 2 looks attractive, but it doesn't [4] illustrate school or learning. So [5] I'd choose number 3 because it's clever and simple.

S1: Personally, I wouldn't [6] go for number 3. I'd definitely [7] choose logo number 1 because it's [8] more effective [9] than the other two, and the message is clear. The words suggest that we are responsible for the future of the planet.

HT: [10] Out of these three logos, I'd choose logo number 3. I [11] wouldn't choose the logo showing vegetables because it doesn't look serious. I like logo number 3 for two reasons. [12] Firstly because the glasses suggest learning and [13] secondly, because I think we need the words 'Eco School' in the logo. So let's go for number 3. I'll call the designer …

Exercise 4

2 Posters 1 and 3 are not as shocking as Poster 2.

3 Poster 2 is effective but I prefer Poster 1.

4 The problem with Poster 2 is that its meaning is not clear.

5 The reason I don't like Poster 2 is because it's frightening.

SPEAKING FOCUS 23

Describing, comparing and contrasting pictures

The three pictures show/focus on/illustrate …
Picture X is/looks interesting/attractive, but …
Picture X is more … than the other pictures.
Picture X isn't as … as the other pictures.

Choosing one of the options and justifying the choice

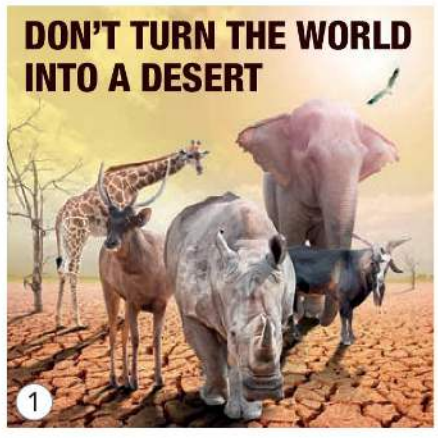
I think the best option would be X because …
I prefer/I'd go for/I'd (definitely) choose picture X because …
I like the (first/second) picture best for two reasons. Firstly, because … and secondly, because …
Out of these three pictures, I'd choose picture X because …

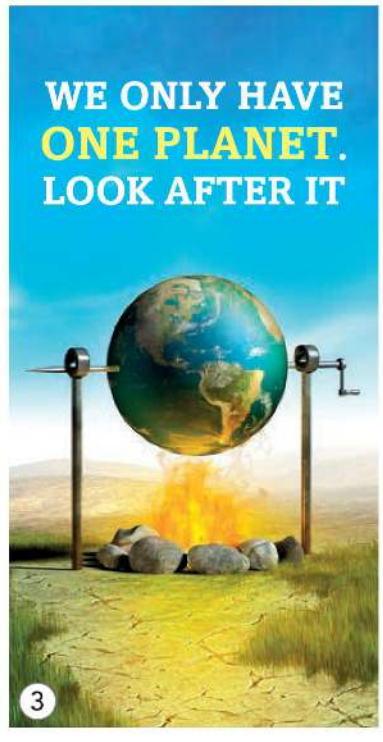
Explaining reasons for rejecting other options

The problem with picture X is that …
Personally, I wouldn't go for X because …
I wouldn't choose the picture showing … because …
The reason I don't like X is because …

4 **In your notebook, rewrite the sentences about the posters below using the words in brackets. Which sentences do you agree with?**

1 Posters 1, 2 and 3 illustrate the effects of global warming. (show)
The three posters show the effects of global warming.
2 Poster 2 is more shocking than Posters 1 and 3. (not as … as)
3 Poster 2 is effective but I like Poster 1 better. (prefer)
4 The meaning of Poster 2 is not clear. (problem)
5 I don't like Poster 2 because it's frightening. (reason)





5 SPEAKING **You are organising a Stop global warming! campaign at school and need to choose a poster to advertise it. Use the SPEAKING FOCUS to help you.**

- Choose the poster in Exercise 4 which, in your opinion, is most appropriate and support your choice with some reasons.
- Explain why you have rejected the other options.

REFERENCES

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

EXTRA ACTIVITIES

- Interactive speaking video
- Students describe the posters they have brought in. They express and justify their opinions about them.

WORKBOOK

p. 70

NEXT CLASS

- Ask students to study the Word list on p. 71.

70

5.1 Vocabulary 5.33

be made up of /bi ˌmeɪd 'ʌp əv/ składać się z
breadth /bredθ/ szerokość
broad /brɔːd/ szeroki
broaden /'brɔːdn/ poszerzać
calm sea /ˌkɑːm 'siː/ spokojne morze
come across /ˌkʌm ə'krɒs/ natknąć się na
come in /ˌkʌm 'ɪn/ docierać, pojawić się (o przypływie)
dangerous current /ˌdeɪndʒərəs 'kʌrənt/ niebezpieczny prąd (morski)
deep /diːp/ głęboki
deepen /'diːpən/ pogłębiać
depth /depθ/ głębokość
desert/remote island /ˌdezət'/rɪˌməʊt 'aɪlənd/ bezludna/odległa wyspa
die out /ˌdaɪ 'aʊt/ wyginąć
fast-flowing/slow-moving river /ˌfɑːst ˌfləʊɪŋ/ˌsləʊ ˌmuːvɪŋ 'rɪvə/ wartko/wolno płynąca rzeka
flow /fləʊ/ płynąć
giant/huge wave /ˌdʒaɪənt/ˌhjuːdʒ 'weɪv/ gigantyczna/olbrzymia fala
go out /ˌgəʊ 'aʊt/ ustępować (o przypływie)
heat up /ˌhiːt 'ʌp/ podgrzać
heavy/rough sea /ˌhevi/ˌrʌf 'siː/ wzburzone morze
height /haɪt/ wysokość
heighten /'haɪtn/ podwyższać
high/rising tide /ˌhaɪ/ˌraɪzɪŋ 'taɪd/ przypływ
length /leŋθ/ długość
lengthen /'leŋθən/ wydłużać
long /lɒŋ/ długi
low tide /ˌləʊ 'taɪd/ odpływ
mountain peak /'maʊntən piːk/ wierzchołek góry
mountain range /'maʊntən reɪndʒ/ pasmo górskie
mountain ridge /'maʊntən rɪdʒ/ grzbiet górski
ocean current /'əʊʃən ˌkʌrənt/ prąd morski
river bank /'rɪvə bæŋk/ brzeg rzeki
seabed /'siːbed/ dno morskie
stir up /ˌstɜːr 'ʌp/ wzburzyć, poruszyć
strength /streŋθ/ siła
strengthen /'streŋθən/ wzmacniać
strong /strɒŋ/ silny
strong current /ˌstrɒŋ 'kʌrənt/ silny prąd (morski)
tidal wave /'taɪdl weɪv/ fala przypływu
tropical island /ˌtrɒpɪkəl 'aɪlənd/ wyspa tropikalna
volcanic eruption /vɒlˌkænɪk ɪ'rʌpʃən/ wybuch wulkanu
whale /weɪl/ wieloryb
wide /waɪd/ szeroki
widen /'waɪdn/ poszerzać
width /wɪdθ/ szerokość
winding river /ˌwɪndɪŋ 'rɪvə/ kręta rzeka

5.2 Grammar 5.34

capital city /ˌkæpətl 'sɪti/ stolica
continent /'kɒntənənt/ kontynent
country /'kʌntri/ kraj
economic growth /ˌekənɒmɪk 'grəʊθ/ wzrost gospodarczy
expand /ɪk'spænd/ powiększyć, rozbudować
inhabitant /ɪn'hæbətənt/ mieszkaniec
innovation /ˌɪnə'veɪʃən/ innowacja
locate /ləʊ'keɪt/ usytuować
megacity /'megəsɪti/ megamiasto
population /ˌpɒpjə'leɪʃən/ liczba ludności
poverty /'pɒvəti/ ubóstwo
predict /prɪ'dɪkt/ przepowiadać, przewidywać
production /prə'dʌkʃən/ produkcja
provide /prə'vaɪd/ dostarczać
vertical /'vɜːtɪkəl/ pionowy

5.3 Listening 5.35

affect /ə'fekt/ dotyczyć, dotykać
air quality /'eə ˌkwɒlәti/ jakość powietrza
bicycle rack /'baɪsɪkəl ræk/ stojak na rowery
climate /'klaɪmət/ klimat
climate change /'klaɪmət tʃeɪndʒ/ zmiana klimatu
electricity /eˌlek'trɪsәti/ elektryczność
environment /ɪn'vaɪrənmənt/ środowisko naturalne
environmental issues /ɪnˌvaɪrən'mentl 'ɪʃuːz/ zagadnienia związane ze środowiskiem
gadget /'gædʒət/ gadżet
global warming /ˌgləʊbəl 'wɔːmɪŋ/ globalne ocieplenie
in the school grounds /ɪn ðə 'skuːl ˌgraʊndz/ na terenie szkoły
low-energy light bulb /ˌləʊ ˌenədʒi 'laɪt bʌlb/ żarówka energooszczędna
organic /ɔː'gænɪk/ ekologiczny
recycle /ˌriː'saɪkəl/ przetwarzać, ponownie wykorzystywać
recycling bin /riː'saɪklɪŋ bɪn/ pojemnik do segregacji odpadów
renewable energy /rɪˌnjuːəbəl 'enədʒi/ energia odnawialna
save electricity /ˌseɪv eˌlek'trɪsәti/ oszczędzać energię elektryczną
solar panels /ˌsəʊlə 'pænlz/ panele słoneczne

5.4 Reading 5.36

backpack /'bækpæk/ plecak
bear /beə/ niedźwiedź
bear encounter /'beər ɪnˌkaʊntə/ spotkanie z niedźwiedziem
bee /biː/ pszczoła
branch /'brɑːntʃ/ gałąź
clearing /'klɪərɪŋ/ polana
come face to face with /ˌkʌm ˌfeɪs tə 'feɪs wɪð/ stanąć twarzą w twarz z
cub /kʌb/ młode (np. niedźwiedzia)
defend /dɪ'fend/ bronić się
die from /'daɪ frəm/ umrzeć z powodu
flashlight /'flæʃlaɪt/ latarka
fox /fɒks/ lis
go off /ˌgəʊ 'ɒf/ zepsuć się (o jedzeniu)
gorge yourself /'gɔːdʒ jɔːˌself/ objadać się
hedgehog /'hedʒhɒg/ jeż
in the bushes /ɪn ðə 'bʊʃɪz/ w krzakach
insect repellent /'ɪnsekt rɪˌpelənt/ środek przeciw owadom
leaf/leaves /liːf/liːvz/ liść/liście
nail clippers /'neɪl ˌklɪpəz/ obcinacz do paznokci
pancake /'pænkeɪk/ naleśnik
path /pɑːθ/ ścieżka
pepper spray /'pepə spreɪ/ gaz pieprzowy
pitch black /ˌpɪtʃ 'blæk/ zupełnie ciemno
pond /pɒnd/ staw
predator /'predətə/ drapieżnik
prey /preɪ/ ofiara
reach for /'riːtʃ fə/ sięgać po
root /ruːt/ korzeń
search through /ˌsɜːtʃ 'θruː/ przetrząsać
sharp knife /ˌʃɑːp 'naɪf/ ostry nóż
sit around /ˌsɪt ə'raʊnd/ siedzieć bezczynnie
skunk /skʌŋk/ skunks
sleep through /ˌsliːp 'θruː/ przespać coś
sleeping bag /'sliːpɪŋ bæg/ śpiwór
snore /snɔː/ chrapać
spring /sprɪŋ/ źródło
squirrel /'skwɪrəl/ wiewiórka
store food /ˌstɔː 'fuːd/ przechowywać jedzenie
sunscreen /'sʌnskriːn/ filtr przeciwsłoneczny
trail /treɪl/ szlak
trunk /trʌŋk/ pień

5.5 Grammar 5.37

bite /baɪt/ ugryźć
cage /keɪdʒ/ klatka
coast /kəʊst/ wybrzeże
dolphin /'dɒlfən/ delfin
female elephant/gorilla/bear /ˌfiːmeɪl 'eləfənt/gə'rɪlə/'beə/ słonica/gorylica/ niedźwiedzica
herd /hɜːd/ stado
leader /'liːdə/ przywódca
make a complete recovery /ˌmeɪk ə kəmˌpliːt rɪ'kʌvəri/ całkowicie wyzdrowieć
owe /əʊ/ zawdzięczać
rescuer /'reskjuːə/ ratownik
shark /ʃɑːk/ rekin
surgeon /'sɜːdʒən/ chirurg
surround /sə'raʊnd/ otaczać
unconscious /ʌn'kɒnʃəs/ nieprzytomny

5.6 Use of English 5.38

agree with /ə'griː wɪð/ zgadzać się z
believe in /bə'liːv ɪn/ wierzyć w
care about /'keər əˌbaʊt/ przejmować się czymś, zależeć na
criticised for /'krɪtɪsaɪzd fə/ krytykowany za
crops /'krɒps/ plony
deal with /'diːl wɪð/ radzić sobie z
earthquake /'ɜːθkweɪk/ trzęsienie ziemi
erupt /ɪ'rʌpt/ wybuchnąć (o wulkanie)
evacuate /ɪ'vækjueɪt/ ewakuować
evacuation /ɪˌvækju'eɪʃən/ ewakuacja
focus on /'fəʊkəs ɒn/ skupić się na
get help from /ˌget 'help frəm/ otrzymać pomoc od
happen to /'hæpən tə/ przydarzyć się
hurricane /'hʌrəkeɪn/ huragan
rely on /rɪ'laɪ ɒn/ polegać na
tsunami /tsʊ'nɑːmi/ tsunami
volcano /vɒl'keɪnəʊ/ wulkan
wait for /'weɪt fə/ czekać na
wind /'wɪnd/ wiatr

5.7 Writing 5.39

affordable /ə'fɔːdəbəl/ w przystępnej cenie
beggar /'begə/ żebrak
benefit from /'benəfɪt frəm/ czerpać korzyści z
developing countries /dɪˌveləpɪŋ 'kʌntriz/ kraje rozwijające się
endangered species /ɪnˌdeɪndʒəd 'spiːʃiːz/ zagrożony gatunek / zagrożone gatunki
get access to /ˌget 'ækses tə/ uzyskać dostęp do
instant communication /ˌɪnstənt kəˌmjuːnə'keɪʃən/ komunikacja natychmiastowa
local handicrafts /ˌləʊkəl 'hændikrɑːfts/ lokalne rzemiosło artystyczne
location /ləʊ'keɪʃən/ położenie
make contact with /ˌmeɪk 'kɒntækt wɪð/ nawiązać kontakt z
outside world /ˌaʊtsaɪd 'wɜːld/ świat zewnętrzny
pollution /'pəˌluːʃən/ zanieczyszczenie
rainforest /'reɪnfɒrɪst/ las deszczowy
recreate /ˌriːkriˈeɪt/ odtworzyć
running water /ˌrʌnɪŋ 'wɔːtə/ bieżąca woda
shortage of water and food /'ʃɔːtɪdʒ əv ˌwɔːtə ənd 'fuːd/ brak wody i jedzenia
tourism income /'tʊərɪzəm ˌɪŋkʌm/ przychód z turystyki
tribal people /ˌtraɪbəl 'piːpəl/ członkowie plemienia
tribe /traɪb/ plemię
way of life /ˌweɪ əv 'laɪf/ obyczaje, zwyczaje

5.8 Speaking 5.40

desert /'dezət/ pustynia
effective /ɪ'fektɪv/ efektywny
frightening /'fraɪtnɪŋ/ przerażający
reject /rɪ'dʒekt/ odrzucać
shocking /'ʃɒkɪŋ/ szokujący

WORD LIST ACTIVITIES

- Students work in pairs. They write anagrams for their partner, e.g. LWEHA (whale), MECIALT HACNEG (climate change), OLARS NESALP (solar panels). They can tell their partner the lesson number or topic to help them.
- Students prepare gap-fill sentences in pairs, e.g. *A ___ island is a place where nobody lives.* (desert) or *___ lightbulbs are good for the environment.* (low-energy). They exchange with another pair and complete the sentences.

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FOCUS REVIEW 5

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Które z podanych wyrazów poprawnie uzupełniają zdania? Dwa wyrazy nie pasują do żadnego z nich.

calm fast heavy long low remote strong

1 It is dangerous to swim here because of the ___strong___ current which could pull you out to sea.
2 Going kayaking on such a ___fast___ -flowing river is exciting but it needs a lot of skill.
3 North Keeling is such a ___remote___ island that few people have ever been there.
4 The beach is so much bigger at ___low___ tide that it takes ages to walk down to the water.
5 It was such a ___calm___ sea that our boat hardly moved up and down at all.

2 Wybierz poprawny wyraz.

1 I can't believe you slept *away* / *through* / *along* the storm. The wind was really loud!
2 It is important to develop *returnable* / *renewable* / *reusable* energy instead of depending on oil, gas and coal.
3 It is obvious that climate *turn* / *exchange* / *change* is happening, but not everyone agrees on the cause.
4 We were really scared when we *went* / *came* / *turned* face to face with a bear in the forest.
5 Because of global *heating* / *changing* / *warming*, storms are becoming more frequent and dangerous.

3 Uzupełnij luki przedimkami: *a*, *an* lub *the*. Jeśli przedimek nie jest potrzebny, wpisz –.

1 We were about to start our hike when we saw that __a__ tree had fallen across __the__ trail.
2 In __the__ 20th century, almost fifty percent of the global population lived in __–__ cities.
3 In fact, __–__ scientists expect __a__ major earthquake to hit __–__ Los Angeles soon.
4 There was no __–__ running water in __the__ village where my granddad lived as __a__ child.
5 __–__ Europe isn't __the__ largest continent in __the__ world.

4 Do podanych zdań dodaj informacje w nawiasach. Użyj zdań przydawkowych niedefiniujących (*non-defining relative clauses*).

1 Tokyo is the capital of Japan. (It is a megacity.)
Tokyo, which is a megacity, is the capital of Japan.
2 My friend Jenny knows a lot about environmental issues. (Her mother is a scientist.)
My friend Jenny, whose mother is a scientist, knows a lot about environmental issues.
3 The company builds houses all over the country. (It has been accused of cutting down too many trees.)
The company, which has been accused of cutting down too many trees, builds houses all over the country.
4 The tribal leader wants to teach his people about the outside world. (He studied in Paris.)
The tribal leader, who studied in Paris, wants to teach his people about the outside world.
5 People in Liverpool are working to improve the environment. (Janet opened her shop there.)
People in Liverpool, where Janet opened her shop, are working to improve the environment.

ŚRODKI JĘZYKOWE

Uzupełnianie zdań; słowotwórstwo

5 Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów i dodaj wszystkie niezbędne elementy, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie sześć słów.

WSKAZÓWKA
Zanim zaczniesz uzupełniać zdania, zastanów się, jakie struktury są w nich testowane. Sprawdź, czy fragmenty zdań w języku angielskim zawierają jakieś „podpowiedzi", np. odniesienia do przeszłości lub przyszłości.

1 Some people claim that water shortage is what we should worry about (we/should/worry), and I think they are right.
2 The bald eagle, which is the national bird of (be/national/bird) the United States of America, is no longer on the list of endangered species.
3 That environmental protester, who is now sitting (now/sit) in the biggest tree in the park, says he will come down when they promise not to cut it down.
4 Instead of just complaining about damage to the environment, the issues (which) we need to focus on (we/need/focus) are preserving nature and using renewable energy.
5 Several members of this group, whose purpose is (purpose/be) to stop cutting down trees in the area, have been arrested by the police.

6 Przeczytaj tekst. Przekształć podane wyrazy tak, aby uzupełniały poprawnie tekst.

WSKAZÓWKA
Po przeczytaniu całego tekstu przyjrzyj się słowom podanym w nawiasach i zastanów się, jakimi są częściami mowy. Następnie zdecyduj, jaką część mowy należy utworzyć od każdego z tych słów, tak by poprawnie uzupełnić daną lukę. Pamiętaj, że czasami musisz utworzyć słowo o przeciwnym znaczeniu do podanego, np. *ripe* → *unripe*.

ECOLOGICAL TOUR

It may be true that travel can [1] __broaden__ (BROAD) the mind, but going on an ecological tour can [2] __deepen__ (DEEP) your knowledge in ways that simple tourism can't do. For example, I went on a tour of the Amazon River which taught me a lot about the damage we are doing to the planet. I also realised why some people have such [3] __strong__ (STRENGTH) arguments for environmental protection. It was an amazing holiday and although we didn't travel the entire [4] __length__ (LONG) of the Amazon, we saw trees of an amazing [5] __height__ (HIGH) that may one day disappear from our planet. Because of the [6] __width__ (WIDE) of the river it is sometimes called a sea and it is home to hundreds of plants, animals and fish. I can't imagine one day waking up and finding that all of this life is gone.

EXTRA ACTIVITIES

- Photocopiable resource 64 Word building (20 min.) pp. 272, 340
- Photocopiable resource 66 Sentence formation (20 min.) pp. 273, 342

SŁUCHANIE

Wybór wielokrotny

7 3.19 **Usłyszysz dwukrotnie wywiad radiowy na temat motyla monarchy. Która z podanych odpowiedzi (A–D) jest zgodna z treścią nagrania?**

WSKAZÓWKA

W tym zadaniu wysłuchasz jednego, dłuższego dialogu. Pytania ułożono zgodnie z kolejnością prezentowania informacji w tekście. Ostatnie pytanie dotyczy zwykle całego tekstu, np. głównej jego myśli lub intencji autora.

1 What is true about monarch butterflies?
A Most of them live in the United States.
B Many of them stay in Mexico after the winter.
C The species no longer exists in North America.
(D) They migrate from the US to Mexico in winter.

2 How are the monarch butterfly and the milkweed plant connected?
A The monarch causes damage to the milkweed.
B The milkweed needs the monarch to survive.
(C) The milkweed is necessary for young monarch butterflies.
D The monarch eats milkweed when there is nothing else.

3 Dr Clarke says that people in Mexico
A can't help the monarch in any way.
(B) should stop destroying the forests.
C shouldn't use chemicals in agriculture.
D must plant milkweed in their gardens.

4 Dr Clarke mainly talks about
A why monarch butterflies migrate over long distances.
B the effects of farming on the life of monarch butterflies.
C why monarch butterflies fly to warmer climates.
(D) the problems monarch butterflies are facing.

PISANIE

Rozprawka

8 Pracując w parach, odpowiedzcie na pytania.

1 What are the advantages of having a pet?
2 What are the disadvantages of having a pet?

9 Przeczytaj zadanie. Zaplanuj swoją wypowiedź i omów swój pomysł z kolegą lub koleżanką.

Coraz częściej wymaga się, aby osoby, które chcą adoptować zwierzę ze schroniska, udowodniły, że mają odpowiednie warunki i czas, by się nim zająć. Napisz rozprawkę na ten temat, w której przedstawisz zalety i wady takiego podejścia.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymagania dotyczące formy wskazanej w poleceniu.

10 Wykonaj zadanie w ramce z ćwiczenia 9.

MÓWIENIE

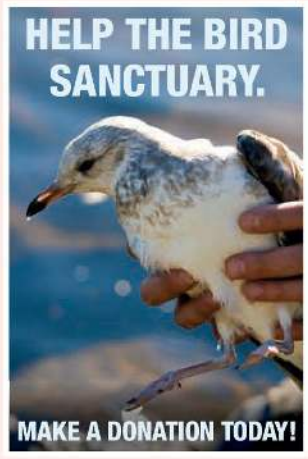
11 Popatrz na plakaty z ćwiczenia 12 i opisz, co przedstawiają.

12 Pracując w parach, wykonajcie zadanie.

Popatrz na plakaty 1, 2 i 3.

Twoja szkoła chce poprzeć jedną z trzech kampanii dotyczących zwierząt. Bierzesz udział w ankiecie, a twoim zadaniem jest ocena trzech propozycji plakatu.

- Wybierz plakat, który twoim zdaniem jest najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



13 Pracując w parach, odpowiedzcie na pytania.

1 What can people do to protect animal rights better in Poland?
2 Some people say that animals should have the same rights as humans because they have emotions. Do you agree? Why?/Why not?
3 What animals are the most popular pets and why?
4 Why do you think some people keep exotic, and often dangerous, animals as pets?

REFERENCES

Audioscript **p. 245**
MiniMatura writing assessment criteria
Matura speaking test assessment criteria

EXTRA ACTIVITIES

- Photocopiable resource 34 *If I were to choose …* (speaking; 7 min.) pp. 266, 311
- Photocopiable resource 35 Sentence translation (15 min.) pp. 266, 312
- Extra digital activities: Listening 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 3: Testing Programme, Unit 5.

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6 Good health

The only way to keep your health is to eat what you don't want, drink what you don't like, and do what you'd rather not.

Mark Twain

VIDEO

BBC
Caffeine alternatives 24
Lesson 6.1

GRAMMAR ANIMATION
Lesson 6.2 25
Lesson 6.5 26

FOCUS VLOG
About health and sleep 27
Lesson 6.6

6.1 VOCABULARY

Parts of the body • injuries • body idioms

I can talk about parts of the body and injuries.

SHOW WHAT YOU KNOW

1 **In your notebook, draw a man or a woman's body and label it with the words in the box. Compare your drawing with a partner.**

bottom chest eyebrow fingernail forehead hip knee lips neck shoulder big toe tongue

2 **Label as many other parts of the body on your drawing as you can in sixty seconds. Compare again. How many words do you know?**

3 SPEAKING **Look at the cartoon and read the excuses for missing school. Discuss the questions.**

1 Which excuses does the picture illustrate? 2, 3, 8, 11
2 Which excuse is the most believable?
3 Which excuse is the least believable?

REFERENCES

Culture notes **p. 231**
Audioscript **p. 245**
Videoscript **p. 255**
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 *All about the body* (10 min.) pp. 266, 313
- Photocopiable resource 37 Test yourselves (10 min.) pp. 266, 314
- Extra digital activities: Vocabulary Checkpoint
- Elicit onto the board a part of the body for as many letters of the alphabet as possible, e.g. *a*nkle, *b*ottom, *c*heek … Then rub out the words, leaving only the letters students were able to find words for. Students

These are all genuine excuses that students have given for missing school.

Dear Sir ...

1 I slipped on a coin and **sprained my ankle**.
2 My parrot has flu and I need to take care of it.
3 I fell out of bed and **dislocated my shoulder**.
4 My toe got stuck in the bath tap and it's broken (the toe, not the tap).
5 My nose is blocked and I can't breathe.
6 I **burnt my hand** on the toaster.
7 I poked myself in the eye while combing my hair and I've got bruises and a black eye.
8 I **broke my arm** trying to catch a falling sandwich.
9 I got dizzy from reading too much.
10 I've got **a sore finger**.
11 I've been **bitten by an insect**.
12 I was there all the time – you just didn't notice me.

FOCUS ON WORDS | Parts of the body

4 3.20 **Add the parts of the body in the box to your drawing in Exercise 1. Use a dictionary if necessary. Then listen, check and repeat.**

1 ankle	3 chin	5 rib	7 thigh	9 waist
2 cheek	4 elbow	6 spine	8 thumb	10 wrist

5 SPEAKING **Test your partner's physical abilities! Use the words in Exercises 1 and 4 and find out what your partner can do.**

Can you touch your left ankle with your chin?
Can you touch your right cheek with your left shoulder?

FOCUS ON WORDS | Injuries

6 3.21 **Read the list of different injuries. In each line one alternative is impossible or very unlikely. Find a word in red in Exercise 3 to replace it. Then listen, check and repeat.**

Have you ever ...
1 **been bitten by** a dog/a rat/~~a snail~~ *an insect*/a snake?
2 **broken your** leg/thumb/toe/~~tongue~~ arm?
3 **burnt your** fingers/hair/~~spine~~ hand/tongue?
4 **dislocated your** ~~bottom~~ shoulder/hip/knee/thumb?
5 **had** a black eye/a bruise/a cut/a sore ~~eyebrow~~ finger?
6 **sprained your** foot/~~forehead~~ ankle/knee/wrist?

7 SPEAKING **Ask each other at least six questions about different injuries in Exercise 6. Who has had the most injuries?**

Have you ever been bitten by a dog? Yes, I have.
What happened? I was ...

FOCUS ON WORDS | Body idioms

8 3.22 **Listen to six dialogues. In your notebook, complete the typical English idioms with the correct body part.**

1 I'm pulling your *leg*.
2 She broke his ___heart___ .
3 I laughed my ___head___ off.
4 Can you give me a ___hand___ ?
5 I couldn't believe my ___eyes___ .
6 It's on the tip of my ___tongue___ .

9 3.23 **Which idioms in Exercise 8 match definitions 1–6. Write in your notebook. Then listen, check and repeat.**

1 I laughed very loudly. = I laughed my head off.
2 I know it but can't remember it now. = It's on the tip of my tongue.
3 Can you help me? = Can you give me a hand?
4 I'm joking. = I'm pulling your leg.
5 She really upset him. = She broke his heart.
6 I was extremely surprised. = I couldn't believe my eyes.

10 SPEAKING **Work in pairs. In your notebook, write a short dialogue including an idiom. Act out your dialogue to the class and decide which one is the best.**

11 PROJECT **Work in groups. Choose a Polish charity collecting donations for the sick or running campaigns to promote a healthy lifestyle. Do some research online and prepare a digital presentation about it. Then present it to your class.**

work in pairs. They take turns to call out a letter for their partner to say a part of the body beginning with that letter. They get one point for each correct answer. Check the total scores at the end of 2–3 minutes.

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* 6.2 in the WB, p. 76.

6.2 GRAMMAR

Second Conditional • *wish/if only*

I can talk about imaginary situations using the Second Conditional and I wish/If only.

Exercise 5

The cat comes into Ron's house.

The window is closed and it's hot.

The neighbours play loud music at night.

His foot hurts.

He doesn't have the doctor's phone number.

1 SPEAKING **What do you know about first aid? Do the quiz. Write the answers in your notebook. Then compare your answers with a partner.**

DR MAXWELL'S FIRST AID QUIZ

1 If I had a nosebleed, I'd ...
a hold my nose and look up. (b) hold my nose and look down.

2 If I burnt my hand, I'd ...
(a) hold it under the cold water tap. b put oil on it.

3 If I twisted my ankle, I'd ...
a put it in a bowl of hot water. (b) put ice on it.

4 If I got a black eye, I'd ...
(a) put ice on it. b put some eye drops in.

5 If a bee stung me, I'd ...
(a) take some antihistamine tablets. b put a plaster on the sting.

6 If I cut my finger and it was bleeding, I'd ...
(a) wash and dry it and then put a plaster on.
b tie something around my wrist to stop the blood flowing.

2 3.24 **Listen to Dr Maxwell's podcast and check your answers in Exercise 1.**

3 Read GRAMMAR FOCUS I and answer the questions.

1 Are the example sentences about real or imaginary situations? imaginary
2 Are they about the present/future or the past? present/future
3 Do you have to begin a conditional sentence with 'if'? no

GRAMMAR FOCUS I 25

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('d)/wouldn't* + verb**

If I burnt my hand, I'd hold it under the cold water tap.
I'd put ice on the sting if I didn't have any tablets.

Exercise 8

I wish/If only ...

2 I lived near the beach.

3 our teacher wouldn't give us a test every week.

4 I had a motorbike.

5 I could play the guitar.

6 my friend would let me copy his homework.

4 In your notebook, write the Second Conditional sentences and complete them with the correct form of the verbs in brackets. Which sentences are true for you?

1 If I *didn't feel* (not feel) well at school, I ___'d go___ (go) home.
2 If I ___had___ (have) hay fever, I ___'d get___ (get) some antihistamine tablets.
3 I ___'d take___ (take) a cold shower if I ___had___ (have) sunburn.
4 If I ___had___ (have) flu, I ___wouldn't come___ (not come) to school.
5 I ___'d have___ (have) a cat if I ___wasn't___ (not be) allergic to them.
6 If I ___heard___ (hear) a mosquito in my room, I ___wouldn't be able___ (not be able) to sleep.

5 3.25 **Listen to Ron talking to a friend. What problems does he have with the following?**

the cat the window the neighbours
his foot the doctor's phone number

6 3.25 **In your notebook, write what Ron says about his problems. Make sentences by matching the sentence halves. Then listen again and check.**

1 I wish the cat wouldn't d
2 If only it wasn't a
3 I wish they wouldn't e
4 I wish I wasn't b
5 If only I had c

a so hot.
b so clumsy.
c the doctor's phone number.
d come into the house.
e play loud music at night.

7 Read GRAMMAR FOCUS II and find another example of each use of *wish/if only* in Exercise 6.

GRAMMAR FOCUS II 25

wish/if only

- You can use ***wish/If only* + Past Simple** to say that you really want a present situation to be different.
  I wish I wasn't so clumsy.
- You use ***wish/if only* + *would* + verb** to say that you want somebody's present behaviour to change.
  If only the neighbours would be quiet.

Note:
If only is stronger than ***wish***.

8 In your notebook, write a second sentence to show that you would like the situation or behaviour to be different. Which wishes are true for you?

1 I'm allergic to nuts.
I wish I wasn't allergic to nuts.
2 I don't live near the beach.
3 Our teacher gives us a test every week.
4 I don't have a motorbike.
5 I can't play the guitar.
6 My friend won't let me copy his homework.

9 In your notebook, complete the sentences. Then write a Second Conditional sentence to explain your wishes.

1 I wish my parents/sister/brother would/wouldn't ___.
I wish my sister would get her own laptop. If she had her own laptop, she wouldn't use mine.
2 I wish I had/didn't have ___.
3 If only I was/wasn't ___.
4 I wish I knew ___.
5 If only I could ___.

Grammar page 131

REFERENCES

Audioscript **p. 246**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 38 *Just imagine!* (15 min.) pp. 266, 315
- Extra digital activities: Grammar Checkpoint
- In pairs, students write as many sentences as they can with *wish/if only* for each of the situations below, e.g. *I haven't got any money. I don't understand my homework. My friend isn't speaking to me.*

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 a news report and an informal conversation on a common topic.

1 Read UK TODAY and answer the questions.

1 How much do UK charities raise every year?
2 How many people donate money?
3 What do people do to raise money?

2 SPEAKING Discuss which of the charities listed you would give money to.

UK TODAY

Did you know that people donate almost £10 billion to UK charities every year?

Who donates money?

- Over half the adult population.
- The average amount is £18.
- Over 25% of people donate online.

What sort of events raise the most money?

London Marathon

- 40,000 participants run a marathon around London.
- Over £890 million has been raised for various charities.

London to Brighton Cycle

- 25,000 participants ride about 87 kilometres.
- The event has raised over £65 million for the British Heart Foundation.

Red Nose Day

- 7.5 million viewers watch a TV 'telethon' organised by British comedians.
- Over £1 billion has been raised so far.
- Money goes to help vulnerable people in the UK and Africa.

3 3.26 Listen to two dialogues and a news report. Answer the questions.

1 Which event is Rob taking part in?
2 What did Rob's grandfather die of?
3 How is Rob training for the cycle?
4 What does Rob's mother want to buy him?
5 How old is the London to Brighton cycle?
6 How old do you have to be to do the London to Brighton Cycle?

LISTENING FOCUS Gap fill

4 3.26 Listen to the three recordings again and complete the summary in your notebook. Write 1–3 words in each gap.

Rob is preparing for the London to Brighton cycle ride. Last year his friend Anna raised [1] 800 pounds for Cancer Research. Rob wants to raise money for the British Heart Foundation. Anna suggests setting up [2] a webpage. She says it's a good idea to ask adults for sponsorship because they have [3] more money than people Rob and Anna's age. Rob's mother doesn't think his old [4] helmet is bright enough. She wants to buy him a new one. The cycle ride starts just after [5] 9 o'clock in the morning. It will take approximately [6] 6 hours for most people to reach the coast.

5 3.27 In your notebook, put the text lines in an appropriate order to describe how Rob is going to raise money for charity. Then listen and check.

1 Rob is taking part 1
2 and asks his friends to sponsor 4
3 the page with people who will donate money 8
4 money for charity. He sets up a webpage 3
5 online. The money goes straight to the charity. 9
6 in a cycle race and he wants to raise 2
7 memory of his grandfather who died from a heart 6
8 attack. He's going to share 7
9 him. He explains that he's doing it in 5

FOCUS ON WORDS | Charity fund-raising

6 3.28 In your notebook, complete the verb phrases with the prepositions or particles in the box. Then listen, check and repeat.

(for for in ~~to~~ up)

1 donate money to
2 raise money for
3 set up or share a webpage
4 sponsor
5 take part in
6 train for

7 SPEAKING In your notebook, complete the questions with an appropriate verb phrase in Exercise 6. Then ask and answer the questions.

Have you ever …
1 taken part in a fund-raising event?
2 raised money for your school?
3 sponsored a friend or a family member?
4 set up or shared a webpage to support a charity?
5 donated money to a local charity?
6 trained for a charity sporting event?

8 SPEAKING Think of charity events that take place in your country or local area. How do they raise money and what do they use it for?

PRONUNCIATION FOCUS

9 Say the words. Which word is pronounced with a different vowel sound?

1 hear heel knee (heart)
2 waist hay (calf) sprain
3 (ice) rib wrist sting
4 burn (thumb) work hurt
5 view (blood) bruise flu

10 3.29 Listen, check and repeat.

Exercise 1
1 Almost £10 billion
2 Over half the adult population
3 They run marathons, do bike rides, watch telethons.

Exercise 3
1 The London to Brighton Cycle
2 Heart disease
3 By going for a run
4 A brightly coloured helmet
5 More than 40 years old
6 16 years old

REFERENCES

Culture notes **p. 231**
Audioscript **p. 246**

EXTRA ACTIVITIES

• With books closed, write the numbers from the UK TODAY box on the board under the heading CHARITY IN THE UK (£10 billion, £10, £500 million, £50 million, £750 million, 130,000 participants, 25,000 participants, 12 million viewers, 100 kilometres). Students speculate about what each number might refer to. Then they read and check their guesses.

WORKBOOK

p. 77

6.4 READING

Matching

I can scan several short, simple texts on the same topic to find specific information.

1 SPEAKING **Discuss the questions.**

1 How many different jobs in the medical profession can you think of?
2 What kind of daily tasks do you think each job involves?
3 Do you know someone who works in medicine? Tell your partner about them.

2 **Read about three medical practitioners. What examples do they give of things that give them job satisfaction?**

Exercise 2

A Helping a seriously ill person on a flight.

B Seeing a six-month-old baby boy gain weight and survive.

C Delivering a baby.

READING FOCUS Matching

3 **Read the texts again. Which sentences 1–4 match texts A–C correctly? Write in your notebook. One text has two matching sentences.**

This medical practitioner …

1 was anxious that he/she would be unable to save his/her patient's life. B
2 would like to have more say in choosing who he/she treats. C
3 feels that it is his/her duty to deal with all sorts of different situations. A
4 knows that if he/she overreacts, it doesn't help anybody. C

Life in Medicine – Three Snapshots

3.30

If you like surprises, and can face dealing with accidents, injuries, births and deaths, medicine is for you. For those of you considering a career in medicine, three people give a snapshot of their medical life.

A

Dr Richard Young told us about the more unusual and unexpected locations where he's used his medical skills.

'I'm a doctor, and I work in a doctor's surgery where I treat patients, write prescriptions, and generally help people recover from illnesses and injuries. But that's only part of the story!

I've given people first aid in public places several times – once I helped a man who collapsed in a park. Another time, a teenager was suffering from a nut allergy.

On flights, nervous passengers often have panic attacks and doctors are asked to calm them down. When I hear "Is there a doctor on board?" I always offer my help. Once, on a flight from London to Los Angeles I helped a woman who was seriously ill. I spent the twelve-hour flight caring for her. I stayed with her after we landed until the ambulance arrived, which meant that I missed my connecting flight, but I was happy to help. In my job, saving lives must come first, even when I'm off duty.'

B

Some nurses choose to work in extreme conditions, like war zones. Senior nurse Sonia Costa spent two months in Yemen as part of a Doctors without Borders* emergency team.

'I decided to work in Yemen because, as a result of war, there was a cholera epidemic and over 620,000 people were suffering from the disease. In places where there's no clean food or water, people catch diseases easily. I worked on the children's ward and one of my patients was a six-month-old baby boy who was so ill that he looked like a two-week-old. Each morning, I arrived at the hospital, afraid that I may not see the child in his bed. But finally, he started gaining weight and when he was well enough to go home, I was the happiest nurse in the hospital.'

**Doctors without Borders, also known as Médecins Sans Frontières, is an international organisation helping people in war zones and developing countries.*

REFERENCES

Culture notes **p. 231**

EXTRA ACTIVITIES

- In pairs, students write more matching questions about the text. They exchange with another pair and answer the questions. Check with the whole class.
- Students work in pairs and role-play an interview. Student A is one of people A–C and Student B is a journalist. They talk about A's job.

WORKBOOK

pp. 78–79

NEXT CLASS

- Ask students to do *Show What You Know* 6.5 in the WB, p. 80.
- Ask students to think about disaster films or books where something went wrong, e.g. *Titanic*, *The Impossible*, *The Perfect Storm*, etc. They write down the titles.

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FOCUS ON WORDS | Health issues 1

4 3.31 **In your notebook, complete the collocations with a noun or adjective from the words in blue in the text.**

1 a food/a *nut* **allergy**
2 a stable/a ___serious___ **condition**
3 a deep/a ___shaving___ **cut**
4 a flu/a ___cholera___ **epidemic**
5 a muscle/a ___stomach___ **pain**
6 a local/a ___doctor's___ **surgery**
7 a rescue/an ___emergency___ **team**
8 a maternity/a ___children's___ **ward**

C **Unpredictability is a daily reality for paramedics. Sally James says there is no such thing as a typical day.**

'I work a twelve-hour shift. I never know when I might have to try and save someone's life, but I stay calm, because if I panic, everybody else gets anxious too.

Some days, nothing dramatic happens. The most common call is **stomach pain**, and we get a lot of non-emergency calls like toothaches or **shaving cuts** or people who say they've burned themselves on their hair straighteners, which is annoying, but we have to take them seriously. While we're dealing with these time wasters, we may get a call from someone who really needs us, but there's nothing we can do about it.

We're not doctors, but we're highly trained to deal with **serious conditions** like heart attacks. But my favourite thing is delivering a baby. If I can start my day by getting someone's heart beating again, and end it with childbirth, I'm happy.'

GLOSSARY
choke on sth – dławić się czymś

5 **Use appropriate collocations in Exercise 4 to answer the comprehension questions. Then check your answers in the text.**

1 Where does Dr Young usually treat patients?
In a doctor's surgery
2 What did he once treat a teenager in a restaurant for?
A nut allergy
3 Why did Sonia Costa decide to work in Yemen?
Because there was a cholera epidemic.
4 Which ward did she work on in the hospital?
The children's ward
5 What kind of calls does Sally James get annoyed with?
Non-emergency calls about toothaches and shaving cuts
6 What sort of situations is she trained to deal with?
People with serious conditions

6 SPEAKING **Think of three questions to ask your partner using different collocations in Exercise 4. Ask and answer the questions.**

Have you got any food allergies?
Have you ever visited a maternity ward?

7 SPEAKING **Discuss the pros and cons of working as one of the medical professionals described in the text. What would be the best or worst thing? Think about the following:**

- qualifications
- training
- hours
- salary
- job satisfaction

8 SPEAKING **Would you consider a career in medicine? Why/Why not?**

FOCUS ON WORDS | Health issues 2

9 3.32 **In your notebook, complete the gaps using the underlined phrases in the text. Then listen, check and repeat.**

1 *treat* ___ patients
2 ___write___ a prescription
3 ___give sb___ first aid
4 ___have___ a panic attack
5 ___save___ lives
6 ___catch___ a disease
7 ___gain___ weight
8 ___deliver___ a baby

10 3.33 **In your notebook, put the text lines in an appropriate order to describe two funny experiences that Doctor Roberts has had. Then listen and check.**

1 I'm Doctor Roberts and I'm proud to say I've saved 1
2 attack. She recovered quickly when I gave her 6
3 had some funny experiences. Once, I was on 4
4 first aid. Then she told me I looked like her third husband. 7
5 'Two' she replied! Last week, I was treating 9
6 lives and helped many people. I've even delivered 2
7 better, but the medicine tasted awful. I'd written 11
8 a baby on a flight to New York. But I've also 3
9 a bus when an elderly lady had a panic 5
10 I asked her how many husbands she'd had. 8
11 a patient for earache. Today she told me she felt much 10
12 a prescription for eardrops! 12

11 SPEAKING **Discuss what personality and what qualities a doctor needs. Do you think a sense of humour is one of them?**

VIDEO 26

6.5 GRAMMAR

Third Conditional

I can talk about hypothetical past results of a past action using the Third Conditional.

1 3.34 **Read and listen to an incredible survival story. What two decisions did Simon Yates have to make? Do you think he made the right decisions?**

He had to decide (1) whether to leave Simpson with a broken leg and (2) whether to cut the rope.

DECISION TIME

In 1985, two young climbers, Joe Simpson and Simon Yates, were the first climbers to climb the west face of the Siula Grande mountain in the Andes. But as they were coming down the mountain, Simpson fell and broke his leg badly. Yates had to make a terrible decision – should he leave his friend or should he try to get him down the mountain. He chose the second option. If he had left his friend, Simpson would have died. Yates tied himself to Simpson with a rope and they slowly came down the mountain together. Then disaster struck again. Simpson fell and was hanging over a cliff. Yates couldn't hold him. He found his penknife and decided to cut the rope. Simpson fell twenty-five metres. Yates returned to base camp alone. He was sure Simpson was dead. But he also knew that if he hadn't cut the rope, he would have fallen and died too. Miraculously, Simpson didn't die. He pulled himself slowly along the ground with a broken leg for three days and nights. He arrived back at base camp just in time. Yates would have already left if Simpson had arrived a few hours later.

2 **Answer the questions about the story.**

1 Why didn't Yates leave Simpson when he broke his leg?
2 Why did Yates cut the rope?
3 Why did Simpson arrive at base camp 'just in time'?

3 **Read the GRAMMAR FOCUS. Find the three Third Conditional sentences in the story. Do you always begin a Third Conditional sentence with *If* ?** No

GRAMMAR FOCUS 26

Third Conditional

You use the **Third Conditional** to talk about the imaginary past result of an imaginary past event.

imaginary past event →	imaginary past result
***if* + Past Perfect,**	***would/wouldn't have* + Past Participle**

*... if he **hadn't cut** the rope, he **would have fallen and died.***

(real past event:	→	real past result:
he cut the rope		*he didn't fall and die*)

4 **In your notebook, complete more Third Conditional sentences about the story.**

1 If Simpson *hadn't fallen* (not fall), he wouldn't have broken (not break) his leg.
2 If Simpson hadn't broken (not break) his leg, the climbers would have come down (come down) the mountain without a problem.
3 If Yates had been able (be able) to hold Simpson, he wouldn't have had to (not have to) cut the rope.
4 Yates wouldn't have been able (not be able) to cut the rope if he hadn't found (not find) a penknife.
5 Yates wouldn't have left (not leave) Simpson on the mountain if he had known (know) he was still alive.

5 **Read about three more incredible survival stories. Use your imagination and in your notebook write Third Conditional sentences to describe alternative outcomes for each story.**

(A) In 2003, Aron Ralston went hiking alone in a canyon in Utah. He trapped his arm under a rock and couldn't move. He had a penknife. He cut off his own arm. Ralston survived.

(B) In 1996, Pete Goss was leading a round the world yacht race. During a terrible storm, he got an emergency call. Another competitor – Raphaël Dinelli – was in trouble and Goss's boat was the only one in the area. Goss turned back. He saved Dinelli's life but lost the race.

(C) In 1972, the pilot of a plane carrying a Uruguayan rugby team miscalculated his position and crashed 3,600 metres up in the Andes. The plane was white and the rescue teams couldn't see it. There was no food and the survivors had to eat their dead teammates. Only sixteen people survived.

A If Ralston had been hiking with a friend, his friend would have helped him.

6 SPEAKING **Compare your sentences in Exercise 5 with a partner. Which story do you like best?**

7 **Use your imagination and in your notebooks write three Third Conditional sentences using three of the endings provided.**

1 ___ I would've been much happier.
2 ___ I would've had a great weekend.
3 ___ I wouldn't have felt so tired this morning.
4 ___ I wouldn't have enjoyed it.
5 ___ I wouldn't have bought one.

If I had got a bike for my last birthday, I would've been much happier.

Grammar page 132

Exercise 2

1 If Yates had left Simpson with a broken leg, he would certainly have died.
2 If he hadn't cut the rope, he would have fallen to his death.
3 He had arrived just before Yates left camp.

REFERENCES

Culture notes **p. 231**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 39 Test yourselves (10 min.) pp. 267, 316
- Extra digital activities: Grammar Checkpoint
- Students talk about the disaster films or books they noted down. They say what went wrong and then write Third Conditional sentences, e.g. *If there had been more lifeboats on the Titanic, more people would have survived.*

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

Clauses of purpose

I can use a range of clauses of purpose.

1 SPEAKING **Discuss the questions.**

1 What's your ideal time for going to bed?
2 How quickly do you fall asleep?
3 What things prevent you from falling asleep?
4 What do you do if you can't sleep?

2 3.35 **Listen to a lecture on sleep. Which of the professor's tips do you think are the most useful?**

3 3.35 **In your notebook, match the sentence halves from the lecture. Then listen again and check.**

1 Professor Turner carries out research b
2 You need to be relaxed in body and mind e
3 What can you do g
4 Your body temperature needs to drop by one degree Centigrade f
5 Make sure you have good curtains or blinds c
6 You can use an app a
7 You should go to bed at the same time every night d

a to track the number of hours and quality of sleep.
b in order to understand insomnia.
c in order not to wake up when the sun rises.
d so as not to upset your body clock.
e in order to fall asleep.
f so that your metabolism can start slowing down.
g to fall asleep within ten minutes?

4 **Read the LANGUAGE FOCUS. In your notebook, complete the example sentences. How do you say the sentences in your language?**

LANGUAGE FOCUS

Clauses of purpose

- You can use a ***to* infinitive** to say why somebody does something. You can also use ***in order (not) to*** or ***so as (not) to*** in a more formal style.

*You can use an app **to track** [1] the number of hours and quality of sleep .*

*Professor Turner carries out research **in order to understand** [2] insomnia .*

*You should go to bed at the same time every night **so as not to upset** [3] your body clock .*

- You can also use ***so that* + subject + verb**.

*Your body temperature needs to drop by one degree Centigrade **so that** [4] your metabolism can start slowing down .*

5 USE OF ENGLISH **In your notebook, write the clauses of purpose that complete the extract from an article by Professor Turner correctly.**

We need to sleep eight hours every night in [1] order to feel alert and well during the day, right? Well no, not necessarily. Different people need different amounts of sleep so [2] as to be at their best during the day. Everyone is different. Some people can drink coffee before going to bed and sleep like a baby, while others avoid drinking coffee in the afternoon so [3] that the caffeine won't keep them awake. But there are certain facts about sleep that are true for everyone: in order [4] to get to sleep you need a relaxed body and a quiet mind. The way you get there depends on what works for you. Some people listen to music [5] to mask other noises such as traffic and other city sounds, others read until they fall asleep, and you can always count sheep so [6] as not to allow your brain to worry about the stresses of the day.

6 **In your notebook, complete the sentences about yourself and the things you do. Then compare with a partner.**

1 I *set the alarm on my phone* in order not to oversleep.
2 I _____ to keep warm.
3 I _____ so as not to be late.
4 I _____ in order to make friends.
5 I _____ so that I can get fit.

7 SPEAKING **Discuss why people do these things. Complete the sentences in your notebook. Use all the words in the box at least once.**

(as in not order so that to)

1 People go on diets ___ .
2 Governments collect taxes ___ .
3 People climb mountains ___ .
4 People get tattoos ___ .
5 Teenagers use social media ___ .
6 People learn languages ___ .

FOCUS VLOG 27 **About health and sleep**

3.36 **Listen to the Focus Vlog. What do the speakers do in order to stay fit and healthy? Write the answers in your notebook.**

Focus vlog

cycle a lot/ride a bike to and from work/climb mountains on a bike, take a lot of walks, take the stairs at work, go to the gym, swim, lift weights

Use of English page 133

REFERENCES

Audioscript **p. 247**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Focus Vlog. Video worksheet 6.6 in the WB, p. 85
- Students prepare a list of five activities they do regularly, and hand it over to their partners. They finish the sentences using clauses of purpose, e.g. *I walk the dog three times a day so that it gets some exercise*, and hand the list back. Students say if the sentences are now true or false.

WORKBOOK

p. 81

NEXT 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

Expressing an opinion

I can write a formal letter of opinion giving supporting details.

1 Read the announcement below and discuss the questions.

1 Would you use the centre if it was in your town or city?
2 What other services, facilities or courses could the centre offer?

LOCAL NEWS

HOME | NEWS | WORLD | FINANCE | CULTURE

The city council is planning to build a youth centre to encourage young people to keep fit, learn new skills and socialise in a safe environment. The plans include a café, a games room and a gym, and the centre will offer evening and weekend courses in subjects such as first aid, cookery, yoga and dance. If you are aged between fourteen and eighteen and have any comments or suggestions, please send them to us at **b_y_c_@citycouncil.con**

2 Read Harry's email. Which of your suggestions in Exercise 1 does he mention?

Dear Sir/Madam,

I am writing to express my **support** for the plans to build a youth centre in our town. Surprisingly, there are no such facilities for young people in our town at the moment, and so I **believe** it would be popular with young people like me and my friends. Interestingly, the Council brought out a similar plan two years ago, but unfortunately it did not go ahead. Naturally, we are hoping that this time, it will really happen.

Firstly, I strongly agree that we need encouragement to keep fit. Clearly, lack of exercise can lead to weight problems and even illness amongst young people. As well as the gym and the planned classes, perhaps the centre could also offer classes in aerobics and martial arts. Fortunately, these activities do not require expensive equipment and should be easy to set up.

Young people are very busy at school. As a **result**, we don't have time to learn practical skills such as first aid and cookery. Sadly, these are not subjects that we can study at school, so I am totally in **favour** of having them at the youth centre, and I would like to **suggest** offering classes in other useful skills such as bike mechanics and road safety. Hopefully, the Council will keep fees low so that young people can afford these courses.

Finally, I support the plans to include a café and a games room because this would mean that, instead of hanging around on the streets, we would have a safe place to relax and socialise. Our parents are very keen on the idea too.

To sum up, I think the youth centre is an excellent idea. I hope the council will go ahead with its plans and will **consider** my additional suggestions.

Yours faithfully,

Harry Turner

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EXTRA ACTIVITIES

- Photocopiable resource 40 A formal email/letter expressing an opinion (15 min.) pp. 267, 317
- Before ex. 1, discuss what students know about local youth centres. Make a list of available services/facilities on the board and have them compare it with the text in ex. 1.
- After ex. 2, ask students comprehension questions about the letter, e.g. *Does Harry Turner want the youth centre to be built or not? What does he think young people need encouragement for? What causes weight problems in his opinion?*
- Before ex. 9, students work in groups to plan the letter together. They decide what information to include, in what order and which phrases from the WRITING FOCUS to use.

3 In your notebook, complete the WRITING FOCUS with the words in purple in Harry's email.

WRITING FOCUS

Expressing an opinion

- Give your reason for writing and your opinion on the topic:
  I have just read/watched your article/film about …
  I am writing to express my [1] support *for/disapproval of …*
- Give and support further opinions:
  I (do not) support … (because …)
  I (do not) feel/think/ [2] believe *(that) …*
  I (strongly) agree/disagree that/with … (because …)
  I am (totally) in [3] favour *of/opposed to … (because …)*
- Discuss consequences:
  Therefore/As a [4] result *…*
  This will/would mean (that) …
- Make suggestions:
  Perhaps your newspaper/website/the council could/should …
  I would like to [5] suggest *(doing something)*
- Say what you would like to happen:
  I hope something will be done about this soon/urgently/eventually.
  I hope you/the council will [6] consider *my comments/suggestions.*

4 Which phrases from the WRITING FOCUS are the opposite alternatives of the crossed out phrases?

1 I am writing to express my ~~support for~~ disapproval of the plan to close the sports centre.
2 I strongly ~~agree~~ disagree with the opinion that young people get enough sport at school.
3 I ~~support~~ do not support the council's suggestion that jogging in the park is the best way for young people to stay fit and healthy.
4 I am totally ~~in favour of~~ opposed to building another car park on the site of the sports centre because …
5 I ~~believe~~ do not believe that fewer cars will park on the streets as a result.

5 Read the LANGUAGE FOCUS. In your notebook, complete it with the example adverbs underlined in the letter.

LANGUAGE FOCUS

Comment and opinion adverbs

- You can use adverbs to show your opinion of the subject you are writing about. You usually start the sentence with the opinion adverb followed by a comma.
  certainly, [1] *clearly,* [2] *fortunately ,* [3] *hopefully ,* [4] *interestingly ,* [5] *naturally ,* *obviously, probably,* [6] *surprisingly ,* [7] *sadly ,* *understandably, unfortunately*

6 Read the letter opposing the plans for the new youth centre. Which adverbs are the most appropriate?

Dear Sir/Madam,

I am writing on behalf of the Green Park Housing Estate to express my disapproval of plans for a new youth centre. [1] *Surprisingly* / *Fortunately*, the council have not consulted the people who live in the area. We feel that there are several reasons why this project should not go ahead.

[2] *Probably* / *Naturally*, we are not opposed to plans for building a youth centre in our town. [3] *Unfortunately* / *Understandably*, the council need to provide a safe place for young people to meet. However, they have chosen a location that is in the middle of a housing estate where local residents will be disturbed by the noise.

Secondly, we feel that a youth centre should have some green spaces around it. [4] *Interestingly* / *Clearly*, the suggested location doesn't have any green space for young people to relax or play sports.

To sum up, we agree with the council's plans to build a youth centre, but we disagree with the location. We were against similar plans two years ago, but you are still suggesting the same site. [5] *Understandably* / *Hopefully* you will agree to consider other locations this time.

Yours faithfully,

Mavis Davies

7 In your notebook, rewrite the underlined parts of the sentences with appropriate adverbs.

1 We're very lucky that we have a great city to live in.
2 It's a shame that most restaurants are expensive.
3 Of course there are cheaper ones but they're not very good.
4 We're hoping that some cheaper healthy restaurants will open.
5 We're surprised that there are only two cinemas.
6 It's likely that young people prefer to watch films at home.

Exercise 7
1 Fortunately,
2 Unfortunately,
3 Obviously,
4 Hopefully,
5 Surprisingly,
6 Probably,

8 SPEAKING Discuss what you think your city needs more or less of.

SHOW WHAT YOU'VE LEARNT

9 Do the writing task in your notebook. Use the ideas in Exercise 4, the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Jedna z lokalnych gazet ujawniła, że władze samorządowe zamierzają zamknąć ośrodek sportowy w twoim mieście i wybudować na jego miejscu duży parking. Napisz list do redaktora naczelnego gazety.

W swoim liście:

- wyjaśnij, dlaczego nie podoba ci się plan lokalnych władz,
- zaproponuj pozostawienie ośrodka sportowego i budowę parkingu w innym miejscu.

Rozwiń swoją wypowiedź w każdym z podpunktów.
Długość twojego listu powinna wynosić co najmniej 200 słów.

WORKBOOK

pp. 82–83, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

- Ask students to think of a time they or somebody they know was lightly injured.

6.8 SPEAKING

At the doctor's surgery

I can describe basic symptoms to a doctor and talk about treatment.

1 SPEAKING **Look at the pictures and discuss the ways in which you might get these injuries.**

- a burn on your hand
- a cut on your chin
- a pain in your forehead
- a sprained ankle

2 3.37 **Listen to four patients in a doctor's surgery describing how they got the injuries in Exercise 1. What happened? Did they mention any of your ideas?**

3 3.37 **Which option completes the extract from the dialogues correctly? Write in your notebook. Then listen again and check.**

Dialogue 1
A: Do you [1] *have* / *feel* a temperature?
B: Yes, it's thirty-nine degrees.
A: Well, I'm afraid your hand is infected. I'm going to give you a prescription. You need to take [2] *stitches* / *antibiotics*. You also need to put a fresh [3] *ice* / *bandage* on it every day.

Dialogue 2
A: Okay, let me see. Hm it's a nasty cut. I think you need a few [4] *bruises* / *stitches*.
B: Stitches?! Oh no, I think I'm going to [5] *faint* / *bleed*.
A: Okay, calm down. Take some deep breaths. It's not going to [6] *hurt* / *twist*.

Dialogue 3
A: Okay, I need to check your pulse and your [7] *blood pressure* / *injection*. Can you roll up your sleeve please?
B: Do you think I'm going to be okay? Do I need an [8] *infection* / *X-ray*?
A: No, your blood pressure is fine and your [9] *pulse* / *pain* is normal.

Dialogue 4
A: Now, are you allergic to anything?
B: Yes, I'm allergic to needles. Please get that needle away from me!
A: I'm not going to give you an [10] *injection* / *operation*. But we do need to bring the [11] *bleeding* / *swelling* down. You need to take [12] *painkillers* / *antibiotics* to ease the pain and then you'll need to put some [13] *ice* / *plaster* on your ankle when you get home.

Exercise 2
1 Burnt the hand baking a cake
2 Tripped over and fell on a dressing table
3 Walked into a bookshelf
4 Doing a skateboarding trick

4 **Which verbs in the box complete the SPEAKING FOCUS correctly?**

bring check give put put take ~~take~~

SPEAKING FOCUS

Treatment
You need to [1] take antibiotics.
You need to [2] put a fresh bandage/a plaster on it.
You need a few stitches.
I need to [3] check your blood pressure/pulse, etc.
I don't think you need an X-ray/operation, etc.
I'm not going to [4] give you an injection.
We need to [5] bring the swelling down.
You need to [6] take painkillers to ease the pain.
You need to [7] put ice/ointment, etc. on your ankle.

5 **Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.**

Student A: You're a student. You're doing a language course in the UK. You had a minor accident and hurt yourself, and have to go and see a doctor. Tell the doctor what happened, what your symptoms are and answer any questions.
Student B: You're a doctor. Your patient is a foreign student. Find out about their injury and ask questions. Give advice.

6 SPEAKING **Practise the dialogue and act it out. Take it in turns to be A and B.**

EXTRA ACTIVITIES

- Before ex. 1, discuss the students' injuries: *What happened? What did you do?* Then compare with the pictures on p. 84 and the list in ex. 1.
- Students read the dialogues in ex. 3 again and role-play them.

WORKBOOK

p. 84

NEXT CLASS

- Ask students to study the Word list on p. 85.

6.1 Vocabulary 5.41

ankle /'æŋkəl/ kostka
arm /ɑːm/ ramię, ręka
bitten by a dog/rat /ˌbɪtn baɪ ə 'dɒg/'ræt/ pogryziony przez psa/szczura
bitten by an insect/a snake /ˌbɪtn baɪ ən 'ɪnsekt/ə 'sneɪk/ ukąszony przez owada/węża
blocked nose /ˌblɒkt 'nəʊz/ zatkany nos
bottom /'bɒtəm/ pupa, siedzenie
break /breɪk/ złamanie
break sb's heart /ˌbreɪk ˌsʌmbɒdiz 'hɑːt/ złamać komuś serce
break your arm/leg/thumb/toe /ˌbreɪk jə 'ɑːm/'leg/'θʌm/'təʊ/ złamać rękę / nogę / kciuk / palec u nogi
burn /bɜːn/ oparzenie
burn your fingers/hand/tongue /ˌbɜːn jə 'fɪŋgəz/'hænd/'tʌŋ/ oparzyć sobie palce/dłoń/język
burn your hair /ˌbɜːn jə 'heə/ przypalić sobie włosy
cheek /tʃiːk/ policzek
chest /tʃest/ klatka piersiowa
chin /tʃɪn/ broda
comb your hair /ˌkəʊm jə 'heə/ czesać włosy
cut your finger /ˌkʌt jə 'fɪŋgə/ skaleczyć się w palec
dislocate your hip/knee/shoulder/thumb /ˌdɪsləkeɪt jə 'hɪp/'niː/'ʃəʊldə/'θʌm/ zwichnąć biodro/kolano/bark/kciuk
elbow /'elbəʊ/ łokieć
eyebrow /'aɪbraʊ/ brew
finger /'fɪŋgə/ palec (u ręki)
fingernail /'fɪŋgəneɪl/ paznokieć (u ręki)
foot/feet /fʊt/fiːt/ stopa/stopy
forehead /'fɒrəd/ czoło
get dizzy /ˌget 'dɪzi/ mieć zawroty głowy
give sb a hand /ˌgɪv ˌsʌmbɒdi ə 'hænd/ pomóc komuś
have a black eye /ˌhæv ə ˌblæk 'aɪ/ mieć podbite oko
have a bruise /ˌhæv ə 'bruːz/ mieć stłuczenie
have a cut /ˌhæv ə 'kʌt/ mieć skaleczenie
have a sore finger /ˌhæv ə ˌsɔː 'fɪŋgə/ *sb has a sore finger* – kogoś boli palec
I couldn't believe my eyes /aɪ ˌkʊdənt bəˌliːv maɪ 'aɪz/ nie mogłem uwierzyć własnym oczom
knee /niː/ kolano
laugh your head off /ˌlɑːf jə 'hed ɒf/ zrywać boki ze śmiechu
lips /lɪps/ usta
neck /nek/ szyja
on the tip of your tongue /ɒn ðə ˌtɪp əv jə 'tʌŋ/ na końcu języka
poke /pəʊk/ szturchnąć, trącić
pull sb's leg /ˌpʊl ˌsʌmbɒdiz 'leg/ nabierać kogoś
rib /rɪb/ żebro
shoulder /'ʃəʊldə/ bark
spine /spaɪn/ kręgosłup
sprain your ankle/foot/knee/wrist /ˌspreɪn jə 'æŋkəl/'fʊt/'niː/'rɪst/ skręcić kostkę/stopę/kolano/nadgarstek
thigh /θaɪ/ udo
thumb /θʌm/ kciuk
toe /təʊ/ palec (u nogi)
waist /weɪst/ talia
wrist /rɪst/ nadgarstek

6.2 Grammar 5.42

bleed /bliːd/ krwawić
eye drops /'aɪ drɒps/ krople do oczu
feel well /ˌfiːl 'wel/ czuć się dobrze
fever /'fiːvə/ gorączka
flu /fluː/ grypa
get /get/ kupić
hay fever /'heɪ ˌfiːvə/ katar sienny
look up/down /lʊk ʌp/daʊn/ odchylić/pochylić głowę
nosebleed /'nəʊzbliːd/ krwotok z nosa
put a plaster on /ˌpʊt ə 'plɑːstər ɒn/ przykleić plaster na
put ice on /pʊt 'aɪs ɒn/ przyłożyć lód do
sting /stɪŋ/ użądlenie
stop the blood flowing /ˌstɒp ðə 'blʌd ˌfləʊɪŋ/ zatrzymać krwawienie
sunburn /'sʌnbɜːn/ oparzenie słoneczne
take (antihistamine) tablets /ˌteɪk (ˌæntɪ'hɪstəmiːn),tæblɪts/ brać tabletki (przeciwhistaminowe)

6.3 Listening 5.43

cycle /'saɪkəl/ jechać na rowerze; rajd rowerowy
die /daɪ/ umrzeć
die of (a disease) /ˌdaɪ əv (ə dɪ'ziːz)/ umrzeć na (chorobę)
donate money to /dəʊ'neɪt ˌmʌni tə/ dać datek, podarować
foundation /faʊn'deɪʃən/ fundacja
get on (your bike) /ˌget 'ɒn (jə 'baɪk)/ wsiąść na (rower)
heel /hiːl/ pięta
in memory of /ɪn 'meməri əv/ ku pamięci
participant /pɑː'tɪsəpənt/ uczestnik
raise money for /ˌreɪz 'mʌni fə/ zbierać pieniądze na
safety /'seɪfti/ bezpieczeństwo
set up a webpage /ˌset ʌp ə 'webpeɪdʒ/ założyć stronę internetową
share a webpage /ˌʃeər ə 'webpeɪdʒ/ udostępnić stronę internetową
sponsor /'spɒnsə/ sponsorować
take part in /ˌteɪk 'pɑːt ɪn/ brać udział w
train for /'treɪn fə/ trenować do
vulnerable people /ˌvʌlnərəbəl 'piːpəl/ osoby wymagające szczególnej troski

6.4 Reading 5.44

catch (a disease) /ˌkætʃ (ə dɪ'ziːz)/ zarazić się (chorobą)
consider /kən'sɪdə/ rozważać
deep cut /ˌdiːp 'kʌt/ głęboka rana
deliver a baby /dɪˌlɪvə ə'beɪbi/ przyjąć poród
doctor's surgery /ˌdɒktəz 'sɜːdʒəri/ gabinet medyczny
emergency team /ɪ'mɜːdʒənsi tiːm/ zespół medyczny, zespół ratunkowy
flu/cholera epidemic /'fluː/'kɒlərə epɪˌdemɪk/ epidemia grypy/cholery
food/nut allergy /'fuːd/'nʌt ˌælədʒi/ alergia pokarmowa / na orzechy
gain weight /ˌgeɪn 'weɪt/ przybierać na wadze
give a snapshot of /ˌgɪv ə'snæpʃɒt əv/ dać obraz (czegoś)
give sb first aid /gɪv ˌsʌmbədi ˌfɜːst 'eɪd/ udzielać komuś pierwszej pomocy
hair straightener /'heə ˌstreɪtnə/ prostownica do włosów
have a panic attack /ˌhæv ə 'pænɪk ə'tæk/ mieć atak paniki
heart attack /'hɑːt əˌtæk/ zawał serca
hospital /'hɒspɪtl/ szpital
illness /'ɪlnɪs/ choroba
injury /'ɪndʒəri/ uraz
local surgery /ˌləʊkəl 'sɜːdʒəri/ pobliski gabinet
maternity/children's ward /ˌmə'tɜːnəti/ 'tʃɪldr ənz wɔːd/ oddział położniczy/dziecięcy
medicine /'medsən/ lekarstwo; medycyna
muscle/stomach pain /'mʌsəl/'stʌmək peɪn/ ból mięśni/brzucha
off-duty /ˌɒf 'djuːti/ po służbie
paramedic /ˌpærə'medɪk/ ratownik medyczny
patient /'peɪʃənt/ pacjent
recover from /rɪ'kʌvə frəm/ wyzdrowieć, wyjść (z choroby)
rescue team /'reskjuː tiːm/ ekipa ratunkowa
save lives /ˌseɪv 'laɪvz/ ratować życie
seriously ill /ˌsɪəriəsli 'ɪl/ poważnie chory
shaving cut /'ʃeɪvɪŋ kʌt/ zacięcie przy goleniu
stable/serious condition /ˌsteɪbəl/ˌsɪəriəs kən'dɪʃən/ stabilny/poważny stan
stomach /'stʌmək/ żołądek
tooth/teeth /tuːθ/tiːθ/ ząb/zęby
treat patients /ˌtriːt 'peɪʃənts/ leczyć pacjentów
write a prescription /ˌraɪt ə prɪ'skrɪpʃən/ wypisać receptę

6.5 Grammar 5.45

get out of /ˌget 'aʊt əv/ wyjść z
miscalculate /mɪs'kælkjəleɪt/ źle obliczyć
penknife /'pen-naɪf/ scyzoryk
rope /rəʊp/ lina
survivor /sə'vaɪvə/ osoba ocalała z katastrofy
trap /træp/ uwięzić

6.6 Use of English 5.46

feel alert /ˌfiːl ə'lɜːt/ czuć się rześko
blinds /blaɪndz/ żaluzje
body clock /'bɒdi klɒk/ zegar biologiczny
caffeine /'kæfiːn/ kofeina
collect taxes /kəˌlekt 'tæksɪz/ pobierać podatki
count sheep /ˌkaʊnt 'ʃiːp/ liczyć owce
curtains /'kɜːtənz/ zasłony
fall asleep /ˌfɔːl ə'sliːp/ zasnąć
insomnia /ɪn'sɒmniə/ bezsenność
prevent sb from /prɪ'vent ˌsʌmbədi frəm/ uniemożliwić coś komuś
set the alarm on your phone /ˌset ðə əˌlɑːm ɒn jə 'fəʊn/ ustawić budzik w telefonie

6.7 Writing 5.47

city council /ˌsɪti 'kaʊnsəl/ rada miasta
clearly /'klɪəli/ wyraźnie, to oczywiste
disapprove of /ˌdɪsə'pruːv əv/ nie pochwalać
express your support for/disapproval of /ɪkˌspres jə sə'pɔːt fə/ˌdɪsə'pruːvəl əv/ wyrażać poparcie / brak poparcia dla
facilities /fə'sɪlətiz/ udogodnienia, obiekty
fortunately /'fɔːtʃənətli/ szczęśliwie
hopefully /'həʊpfəli/ miejmy nadzieję
in favour of /ɪn 'feɪvər əv/ za
interestingly /'ɪntrəstɪŋli/ co ciekawe
lack of /'læk əv/ brak
naturally /'nætʃərəli/ oczywiście, z pewnością
opposed to /ə'pəʊzd tə/ przeciwko
surprisingly /sə'praɪzɪŋli/ zaskakująco, o dziwo
sadly /'sædli/ niestety
weight problems /'weɪt ˌprɒbləmz/ problemy z nadwagą

6.8 Speaking 5.48

bandage /'bændɪdʒ/ bandaż
feel dizzy/sick /ˌfiːl 'dɪzi/'sɪk/ mieć zawroty głowy/nudności
give an injection /ˌgɪv ən ɪn'dʒekʃən/ zrobić zastrzyk
have a pain in your forehead /hæv ə ˌpeɪn ɪn jə 'fɒrəd/ skarżyć się na ból głowy
have a temperature /ˌhæv ə 'temprətʃə/ mieć podwyższoną temperaturę
hurt /hɜːt/ boleć
infection /ɪn'fekʃən/ infekcja
operation /ˌɒpə'reɪʃən/ operacja
see a doctor /ˌsiː ə 'dɒktə/ pójść do lekarza
stitch /stɪtʃ/ szew
symptoms /'sɪmptəmz/ objawy
swollen /'swəʊlən/ opuchnięty

WORD LIST ACTIVITIES

• Divide the class into teams. Call out a topic, e.g. *health issues, injuries, body idioms, parts of the body*, 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 any other words they have. Check spelling and pronunciation. Continue with more topics. At the end of the game, the team with the most points wins.

• Students play a memory game. On the board write: *Doctor, I've got a problem, I …* Student A completes the sentence in any way he/she wants. Student B repeats his/her answer and adds another problem. Student C repeats what they said and adds his/her own idea. Students who forget or can't add anything are out of the game. The winner is the last student left in the game.

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FOCUS REVIEW 6

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Wybierz poprawny wyraz.

1 It is quite common for a sportsperson to *dislocate* / *burn* their shoulder during a game, but it's quite easy to put it back into place.
2 It was so funny that we laughed our *hearts* / *heads* off.
3 After the accident, Kelly had a *broken* / *black* eye from hitting her face on the steering wheel.
4 Luckily, Henry only *sprained* / *broke* his ankle, so none of the bones were damaged.
5 When Jim told me who was going to visit us, I knew he was pulling my *hand* / *leg*. It couldn't be true.

2 Jakie wyrazy poprawnie uzupełniają zdania? Pierwsze litery brakujących wyrazów zostały podane.

1 The first time Julie went on the underground she had a **p**anic **a**ttack because she is so afraid of closed spaces.
2 The **r**escue team arrived three minutes after the accident.
3 Susan has an annoying food **a**llergy . She can't eat cucumbers or melons, among other things.
4 I've been feeling really tired, so I've made an appointment for a check-up at the local **s**urgery .
5 Would you like to take **p**art in our effort to save the **l**ives of giant pandas?

3 Jakie formy podanych w ramce czasowników poprawnie uzupełniają zdania?

can have not call sponsor not let

1 If I tried to text during the lesson, I'm sure my teacher wouldn't let me keep my phone with me.
2 My mum always wants to know what I'm doing. If only she didn't call me so often.
3 I want to go to New York to run the marathon. I wish someone sposored me.
4 My school is very small and old. I wish it had a sports centre with a swimming pool.
5 I hate cycling to school. If only I could get a driving licence at the age of sixteen.

4 Połącz fragmenty zdań warunkowych trzeciego stopnia i uzupełnij je odpowiednimi formami podanych czasowników.

1 We would not have helped (not help) so many families d
2 If you hadn't gone (not go) on such a strict diet, e
3 You would be able to help (help) the person with a cut a
4 If Andy had put (put) some ice on his head, b
5 Sally would have won (win) the singing competition c

a if you had done (do) a first aid course.
b he would have stopped (stop) the bleeding.
c if she hadn't lost (not lose) her voice last week.
d if we had not raised (not raise) so much money for the charity.
e you wouldn't have felt (not feel) dizzy yesterday.

ŚRODKI JĘZYKOWE

Parafraza zdań; wybór wielokrotny

5 Przekształć zdania tak, aby zachować ich sens. Nie zmieniaj podanych fragmentów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

WSKAZÓWKA
Przeczytaj pary zdań. Zastanów się, które fragmenty pierwszego zdania należy sparafrazować w drugim zdaniu oraz jakiej struktury lub wyrażenia możesz użyć, by zachować to samo znaczenie.

1 It's a pity you can't take part in the first aid training.
If only you could take part in the first aid training.
2 Mark reached the hospital on time only because he had left home very early.
If Mark hadn't left home very early, he wouldn't have reached the hospital on time.
3 You should shorten your run so that you don't get so tired.
You should shorten your run so as not to get so tired.
4 My brother never tells me when he's angry with me.
I wish he told me when he's angry with me.

6 Przeczytaj tekst. Które z podanych odpowiedzi (A–D) poprawnie go uzupełniają?

VEGETABLES AND VITAMINS

I don't think I was a particularly fussy eater as a child. Like many children, I simply didn't like vegetables. After eating my meat and potatoes quickly, I would stare bitterly at the vegetables left on my plate. If they had simply disappeared, I [1] ___ very happy. Instead, I had to sit at the table until my plate was clean. At that time I didn't know that my mum wanted me to eat vegetables to make sure that I was getting all the vitamins I needed. She was so afraid that I would develop a serious [2] ___ that, every now and then, she made an appointment at the doctor's and asked him to do a blood test on me. Blood tests were even worse than broccoli, as I've been afraid of needles all my life. Even today I wish my mum [3] ___ so concerned about me. After all, I'm a perfectly healthy adult. A few days ago, I found a book about the history of science. I couldn't [4] ___ when I found a chapter explaining that some 100 years ago people didn't know anything about vitamins! It was a Polish-born scientist, Kazimerz Funk, who formulated the concept of vitamins in 1912. It was a great discovery, but I keep thinking that if Funk [5] ___ vitamins, my mum wouldn't have made me eat all those vegetables.

1 A will be B would be C had been D would have been
2 A condition B situation C injury D epidemic
3 A couldn't be B hasn't been C hadn't been D wouldn't be
4 A pull my leg B believe my eyes C give me a hand D laugh my head off
5 A didn't discover B would discover C hadn't discovered D haven't discovered

EXTRA ACTIVITIES

- Photocopiable resource 57 Multiple choice cloze (texts) (20 min.) pp. 271, 334
- Photocopiable resource 60 Sentence transformation (20 min.) pp. 272, 337

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CZYTANIE

Uzupełnianie luk

7 Przeczytaj tekst dotyczący operacji plastycznej. Następnie na jego podstawie uzupełnij e-mail od Amy do Emmy. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

WSKAZÓWKA

Podczas wykonywania tego typu zadania pamiętaj, że w tekście, który masz uzupełnić, często będą użyte synonimy wyrazów lub wyrażeń występujących w głównym dłuższym tekście.

ALL ABOARD THE SMILE TRAIN!

Smile Train is a charity that is dedicated to helping the millions of children around the world, including in India, who suffer from facial defects. The defects occur when a baby's top lip or mouth doesn't form properly before birth. Eating and drinking are very difficult for these babies, and their families are often unable to cope with the problem. The charity provides free surgery, which gives these children a new smile and, with it, new hope and a new beginning. Children with the defects certainly need all the help they can get. Although many sufferers are accepted by their families, sadly, others are not. In India children with the defects are often abandoned at birth because their parents feel ashamed of them or cannot afford the surgery that will improve their lives. The good news is that the surgery which can change a child's life forever is not complicated, takes only 45 minutes and costs the family nothing, thanks to Smile Train. The charity raises money to buy medical supplies and finds the right medical volunteers to perform the surgery. A Smile Train doctor from the UK said, 'Each child who has surgery is given a second chance at life. After years of living their lives in isolation, the children can finally go to school and be happy. Every year I go to India, where I have performed hundreds of operations free of cost through Smile Train. I cannot describe the satisfaction and joy I feel when I help a child. I know that I am making a real difference in the world and that is more important than making money all the time.' The doctor continued, 'There are many benefits, and not just for the child. The family no longer feels shame and it's good for the medical community too. Experienced doctors like me share our skills with local doctors. In this way, we make sure that this surgery will always be available'.

From: Amy

To: Emma

Hi Emma,
Hope you're fine and not studying too much!
I've found a really interesting article that might be useful for your paper. It's about Smile Train, a charity which helps children with facial defects. These defects (affecting the top lip or mouth) develop even before babies [1] are born .
As a result, such children have problems with [2] eating and drinking .
Not only that, in some places, their parents are very poor or feel ashamed, and often decide [3] to leave/abandon them/their children at birth. And that's where the Smile Train charity comes in. It finds and brings in medical volunteers to perform operations which parents [4] don't need to/have to pay/don't pay for. The surgery is quite short and simple but it gives the child a new smile and completely changes their life. One British doctor who works with Smile Train believes that apart from the child, the surgery has advantages for both [5] the family and medical community .
I found this article really interesting – if you want, I can send you a link.
Love,
Amy

MÓWIENIE

8 Pracując w parach, odpowiedzcie na pytania.

1 What do you do to get better when you have a cold?
2 What do you do to relax after a stressful day?
3 Do you ever worry about your health? Why?/Why not?

PISANIE

E-mail/List formalny

9 Odpowiedz na pytania.

1 Why is it important to know something about first aid?
2 What do you remember from the first aid quiz in lesson 6.2?

10 Wykonaj zadanie.

W twoim mieście odbyły się warsztaty dotyczące udzielania pierwszej pomocy. Napisz list do gazetki szkolnej, w którym opiszesz, co dało ci uczestnictwo w tych warsztatach oraz zachęcisz innych uczniów do udziału w takich zajęciach.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

REFERENCES

MiniMatura writing assessment criteria
Matura speaking test assessment criteria

EXTRA ACTIVITIES

- Photocopiable resource 41 *A few words about myself* (speaking; 7 min.) pp. 267, 318
- Photocopiable resource 42 Sentence translation (15 min.) pp. 267, 319
- Extra digital activities: Reading 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.

7

Entertain me

Most people buy the highest quality television sets, only to watch the lowest quality TV shows.

Jarod Kintz

VIDEO

BBC
Shakespeare's avatars
28
Lesson 7.1

GRAMMAR ANIMATION
Lesson 7.2 29

FOCUS VLOG
About television 30
Lesson 7.6

INTERACTIVE SPEAKING VIDEO
Lesson 7.8 31
Lesson 7.8 32
Lesson 7.8 33

7.1 VOCABULARY

Entertainment • people in entertainment • phrasal verbs

I can talk about people in music and television.

SHOW WHAT YOU KNOW

1 **In your notebook, put the words in the box under an appropriate heading. Then add at least one more word to each category and compare with a partner.**

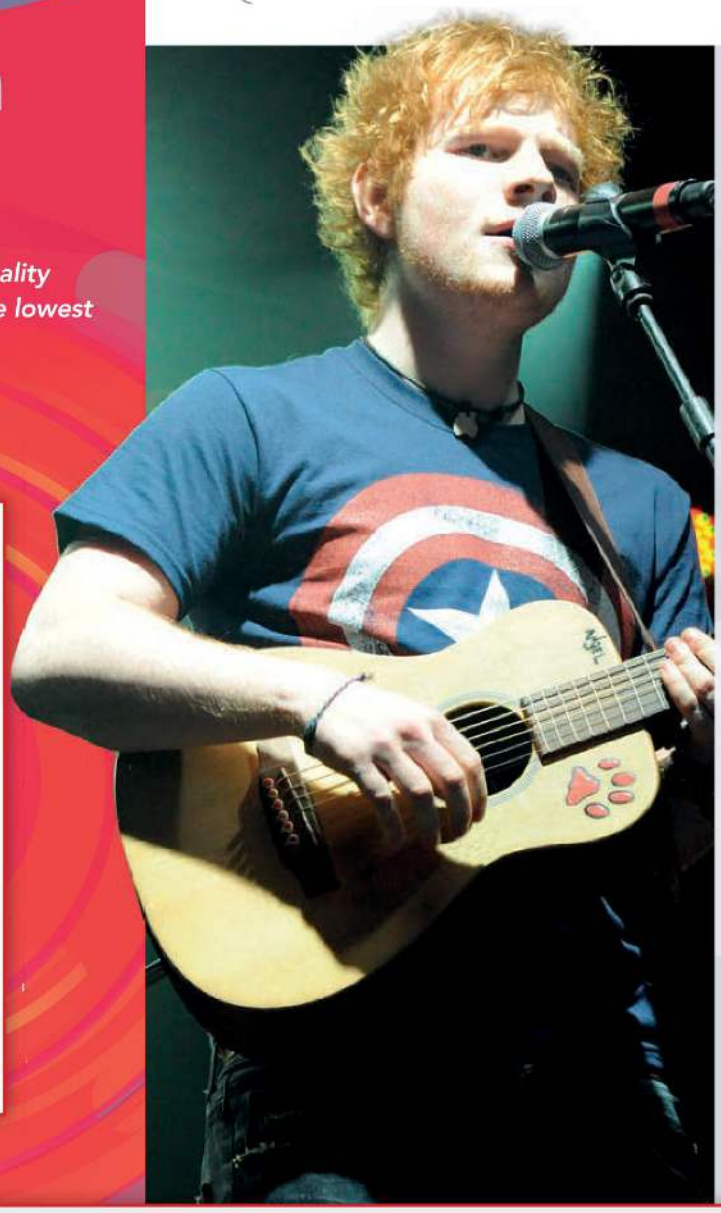
box office costume episode gig ~~landscape~~ news bulletin orchestra plot portrait post sculpture soap opera social media video games vocalist

art	film/theatre	music	digital	TV
landscape	box office	gig	post	episode
portrait	costume	orchestra	social media	news bulletin
sculpture	plot	vocalist	video games	soap opera

2 SPEAKING **How much time do you devote to each area of entertainment? Discuss with a partner.**

3 **Guess which numbers in the box complete the facts about the stars.**

1 2 4 11 12 16 8 million half a billion



DID YOU KNOW?

1 Ed Sheeran's hit single *Thinking Out Loud* was streamed half a billion times on Spotify.
2 Ed started doing live gigs when he was 16 .
3 Ed had a hit single which reached number 1 before he even signed a recording contract.
4 Millie Bobby Brown plays the part of 11 in *Stranger Things*.
5 *Stranger Things* had over 8 million viewers 2 weeks after it came out.
6 The cast of *School of Rock* are only 12 years old.
7 They put on a show 4 times a week.

REFERENCES

Culture notes **p. 232**
Audioscript **p. 248**
Videoscript **p. 256**
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 *Taboo words* (15 min.) pp. 268, 320
- Extra digital activities: Vocabulary Checkpoint
- Students write a description of their favourite band. They include information about the members, their achievements and type of music. The rest of the class guess the name of the band.
- Students list the steps in a career in entertainment in ex. 7 in order from 1 to 10, where 1 is the most important/

4 **4.1 Listen to an interview with Laura Martinez and check your answers.**

5 **4.1 Answer the questions. Then listen again and check.**

1 Who has already appeared in a TV series? Laura
2 Who has had great reviews for an album he/she released last month? Laura
3 Whose albums are always in the charts? Ed Sheeran's
4 Who started out by playing small venues in London? Ed Sheeran
5 Who has a kind of talent some actors only dream of? Millie Bobby Brown
6 Who wants the lead guitarist and lead singer of *School of Rock* to play on his/her next album? Laura

6 **Read *Top Tips for Young Performers*. What do you think are the best three pieces of advice?**

Top Tips for Young Performers

- If you can, take up a musical instrument when you're really young and sign up for lessons.
- Practise every day, and when you think you're ready, go for it.
- If you mess up on stage, don't worry. Just carry on.
- When you make a mistake, don't beat yourself up – we learn from our mistakes.
- When you feel you are stuck, keep practising and eventually the feeling will wear off.
- Be nice, be reliable, don't be moody and always turn up on time!

FOCUS ON WORDS | Entertainment

7 **4.2 In your notebook, complete the list of phrases with the base forms of the verbs in red in Exercises 3 and 5. Then listen, check and repeat.**

1 **a**ppear in a TV series
2 **b**e in the charts
3 **d**o a live gig
4 **h**ave a hit single
5 **h**ave great reviews
6 **p**lay the part of …
7 **p**lay a venue
8 **b**e streamed
9 **r**elease an album
10 **s**ign a recording contract

8 SPEAKING **In your notebook, complete the questions with an appropriate word in Exercise 7. Then ask and answer the questions with a partner.**

1 What is the worst single in the *charts* at the moment?
2 When did your favourite band last release an ___album___ ?
3 Does your favourite band do many ___live___ gigs?
4 Does your favourite band usually play large or small ___venues___ ?
5 If you could play the ___part___ of any fictional character, who would it be?
6 What is your favourite ___hit___ single of all time?
7 Think of the music you listen to from the Internet. Is it downloaded or ___streamed___ ?

FOCUS ON WORDS | People in entertainment

9 **4.3 In your notebook, match the words in the box with the definitions. Then listen, check and repeat.**

the audience the cast a drummer a lead guitarist
a musician a singer-songwriter a viewer a vocalist

1 a person who plays drums in a band = ___a drummer___
2 a person who plays the main guitar part = ___a lead guitarist___
3 a person who is the main singer = ___a vocalist___
4 the people who watch or listen to people performing in public = ___the audience___
5 all the performers in a play, film, musical, etc. = ___the cast___
6 a person who watches TV = ___a viewer___
7 a person who writes songs and sings them = ___a singer-songwriter___
8 a person who plays a musical instrument, usually for a living = ___a musician___

10 SPEAKING **In your notebook, complete the sentences to make them true for you. Then compare with a partner.**

1 If I were in a band, I'd be a ____ .
2 The biggest audience I've ever been part of was ____ .
3 My favourite singer-songwriter is ____ .
4 I think the cast in ____ are very good.
5 A musician I admire is ____ .

FOCUS ON WORDS | Phrasal verbs

11 **4.4 In your notebook, match the base forms of the underlined phrasal verbs in Exercises 3 and 5 and in *Top Tips for Young Performers* with their synonyms. Then listen, check and repeat.**

1 blame yourself = *beat yourself up*
2 continue = ___carry on___
3 be released or published = ___come out___
4 do sth badly = ___mess sth up___
5 organise a show = ___put sth on___
6 begin organised lessons or join a course = ___sign up for___
7 begin your career = ___start out___
8 start learning or doing sth new = ___take sth up___
9 arrive = ___turn up___
10 gradually disappear = ___wear off___

12 SPEAKING **In your notebook, complete the sentences with the correct form of the verbs in Exercise 11. Then discuss whether the sentences are true or false for you.**

1 Our school always *puts* on a show at the end of term.
2 I usually ___turn___ up late when I meet my friends.
3 A new episode of my favourite TV series ___comes/is coming___ out this week.
4 My parents want me to ___sign___ up for singing lessons.
5 I ___took___ up piano when I was younger but I didn't ___carry___ on.
6 I never want to act. I'm afraid of ___messing___ up in front of an audience.

13 PROJECT **Work in groups. Choose an arts or culture mobile app and do some research online into it. Then prepare a digital presentation about the app and present it to your class.**

the biggest achievement and 10 is the least important. They compare with a partner.

WORKBOOK

pp. 88–89, including *Show What You've Learnt*

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.

7.2 GRAMMAR

Reported Speech – statements

I can talk about what other people have said using Reported Speech.

VIDEO 29

1 SPEAKING **Discuss whether you like the painting. Is it possible for a three-year-old child to paint something like this? Read the text and find out.**

They said she was a genius

When Marla Olmstead was three years old, a woman saw one of her paintings in a coffee shop and asked how much it cost. Marla's mother wanted to keep the painting so she told her that it cost $250. The woman bought it! After that a gallery owner started showing Marla's paintings. He told her parents that their daughter was a genius. Her paintings began to sell for thousands of dollars. But not all of the attention was positive. Art critics pointed out that a child could not produce those paintings. One critic suggested that her father had painted them.

A TV channel contacted Marla's parents and told them that they wanted to film their daughter the following week. They explained that they wanted to prove that Marla was not a fake. Marla's parents said that their daughter would be uncomfortable in front of the cameras, but the TV director told them not to worry. He added that he was going to use a hidden camera.

Over the next few days, Marla did a painting, but it was not as good as her other paintings. Her critics claimed that this proved someone else finished her paintings. The customers replied that they didn't care who had done them – they liked them anyway.

2 **Who in the story said sentences 1–7?**

some art critics | the TV director | one critic
Marla's parents | the customers | a TV channel
~~a gallery owner~~

1 'Your daughter is a genius,' said *a gallery owner*.
2 'A child can't produce these paintings,' said some art critics .
3 'Her father painted them,' said one critic .
4 'We want to film your daughter next week,' said a TV channel .
5 'Our daughter will be uncomfortable,' said Marla's parents .
6 'I'm going to use a hidden camera,' said the TV director .
7 'We don't care who has done them,' said the customers .

3 **Find the Reported Speech in the text that matches the Direct Speech in Exercise 2. Then complete the rules in the GRAMMAR FOCUS in your notebook.**

4 **Look at the reporting verbs in blue in the text and read the note in the GRAMMAR FOCUS. Then decide which verbs in the sentences below are correct.**

1 'I've bought a painting,' Jim *told* / *explained* me.
2 'It's worth hundreds of dollars,' he *claimed* / *told*.
3 'A three-year-old girl painted it,' he *told* / *added*.
4 'A child can't paint like that!' I *pointed out* / *told* him.
5 'It's probably a fake,' I *told* / *suggested*.
6 'I don't care, I'm keeping it!' he *replied* / *told* me.
7 'It'll look great in my office,' he *added* / *told*.

5 **In your notebook, rewrite the sentences in Exercise 4 as Reported Speech.**

1 Jim told me that he had bought a painting.

6 **Read REMEMBER THIS. Then, in your notebook, complete the Reported Speech sentences. Use time expressions from the box and make other changes as necessary.**

7 SPEAKING **Discuss your own attitudes towards art. What do you like/dislike? What pictures do you have in your bedroom/home?**

GRAMMAR FOCUS 29

Reported Speech – statements

In reported statements, verb forms change depending on the context.

Direct Speech		Reported Speech
Present Simple	→	Past Simple
Present Continuous	→	Past Continuous
Present Perfect	→	[1] Past Perfect
Past Simple	→	[2] Past Perfect
Past Perfect	→	Past Perfect
can/can't	→	[3] could/couldn't
will/won't	→	[4] would/wouldn't
am/is/are going to	→	[5] was/were going to

Note:

***tell* sb sth** – *She told me (that) I was wrong.*
***say* sth** – *She said (that) I was wrong.* (NOT ~~*She said me I was wrong.*~~)

Other reporting verbs like *say*:
add, claim, explain, point out, reply, suggest

REMEMBER THIS

In reported statements there may be other changes depending on the context. For example:

time: **yesterday → the day before**
place: **here → there**
pronouns: **I/me → he** or **she/him** or **her**
possessive adjectives: **my → his** or **her**

the month before | the day before | that day
then | the following day | the following week

1 'I met her here last month.'
He claimed *he had met her there the month before*.
2 'She gave us this painting yesterday.' They replied ____ .
3 'We can't speak to you now.' They told us ____ .
4 'I'm meeting my friends later today.' She explained ____ .
5 'I'll see you here tomorrow.' He told her ____ .
6 'We're going to fly to Paris next week.' They pointed out ____ .

Exercise 5

2 He claimed that it was worth hundreds of dollars.
3 He added that a three-year-old girl had painted it.
4 I told him that a child couldn't paint like that.
5 I suggested it was probably a fake.
6 He replied that he didn't care and was keeping it.
7 He added that it would look great in his office.

Exercise 6

2 … she had given them that painting the day before.
3 … that they couldn't speak to us then.
4 … she was meeting her friends later that day.
5 … that he would see her there the following day.
6 … they were going to fly to Paris the following week.

Grammar page 134

REFERENCES

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

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 44 *Tall stories* (15 min.) pp. 268, 321
- Extra digital activities: Grammar Checkpoint
- On the board, make a list of reporting verbs, e.g. *explain, inform, claim, reply, deny, recommend*, etc. Check the meaning. Students rewrite the reported sentences in the text using as many different reporting verbs as they can, making any necessary changes.

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

Matching

I can follow an informal interview on a common topic.

1 SPEAKING **Read UK TODAY. Discuss how similar or different you think the situation is in your country.**

UK TODAY

In the UK
- over 77% of the population shop online.
- clothes or sports goods are the most popular online purchase.
- over 40% of all advertising is online.

Most UK homes have
- super-fast broadband connections.
- at least 3 different devices connected to the Internet (TV, laptop, tablet, smartphone, etc.).
- at least 6 different types of screen.

1 in 3 UK teenagers
- spends at least 6 hours a day online.
- has experienced cyberbullying.
- uses their smartphone everywhere (including in the toilet!).

2 4.5 SPEAKING **Discuss the questions. Then listen and check your ideas.**

1 What is a 'viral video'? a short video that becomes popular very quickly through the Internet
2 Where can you watch it? online through social media or email
3 What kind of videos 'go viral'? short, engage your emotions, have a story

LISTENING FOCUS Matching

3 4.6 **Listen to four people. Which statements A–E match speakers 1–4? There is one extra statement.**

Speaker 1 C
Speaker 2 A
Speaker 3 E
Speaker 4 D

The speaker …
A talks about a video that helped somebody's career.
B produces viral videos for a living.
C suggests that long videos don't go viral
D thinks the career advice he got from his family is no longer useful.
E prefers videos where something unpredictable happens.

4 SPEAKING **Discuss the questions and compare your ideas with a partner.**

1 What are the three ingredients of a successful viral video?
2 What do you see in the video of the teenage schoolboy?
3 What happens in the three videos that Speaker 3 talks about?
4 Why do people laugh at videos where people have silly accidents?
5 Why does Nigel Brown spend so much time watching videos?

5 4.6 **Listen to the four speakers again and check your answers.**

FOCUS ON WORDS | Collocations

6 4.7 **In your notebook, complete the collocations with the words in the box. Then listen, check and repeat.**

attention ~~element~~ emotions laugh surprise video video viral

1 contain an *element* of surprise
2 go viral
3 have a short attention span
4 make sb laugh
5 stir up emotions
6 take sb by surprise
7 upload a video
8 view a video

7 4.8 **In your notebook, write the forms of the verbs in Exercise 6 that complete the text correctly. Then listen and check.**

An early viral video

Nobody knows exactly why online videos [1]*go* viral, and which ones will be [2] uploaded to social networking sites and shared millions of times. Often, not much happens in these clips, but they're short enough to appeal to the digital generation who [3] have short attention spans, and they [4] stir up our emotions. One of the first and most famous viral videos was the sneezing panda. It shows a mother panda eating bamboo with her baby asleep at her feet. Suddenly, the baby sneezes and [5] takes the mother by surprise. It's the mother's reaction which [6] makes you laugh. The video has been [7] viewed over 221 million times. Why is it so popular? Probably because the baby panda is cute and the simple story [8] contains an element of surprise.

8 SPEAKING **Think about an online video you have uploaded, shared or viewed recently. Discuss the questions.**

1 When, where and how did you see it?
2 What was it about? What happened?
3 How would you describe it? (funny? amazing? inspiring? …)

PRONUNCIATION FOCUS

9 **In your notebook, complete the groups with nouns formed from the verbs. Then practise saying the words and mark the stress.**

1 adapt/*adaptation* connect/connection compete/competition
2 explain/explanation inform/information produce/production
3 suggest/suggestion inspire/inspiration present/presentation

10 4.9 **Which noun in each group has fewer syllables? Listen, repeat and check your answers.**

1 connection 2 production 3 suggestion

Exercise 4

1 **Firstly,** they tend to be **short.** People have short attention spans, especially when they're looking at websites, so the most successful viral videos are around three minutes long. **Secondly, they stir up your emotions** – they may be funny, sad, shocking, entertaining or even extremely annoying, but they make viewers feel something. **The third ingredient is story.** Many of the most popular viral videos tell a story and the ones with an inspirational ending are the most memorable.

2 A boy of 13/14, playing the piano at a school concert. […] He sings *Paparazzi* by Lady Gaga. […] He's got the kind of talent other singers only dream of. […] He got a recording contract.

3 a video of a man who dives into a frozen swimming pool. […] girl walking along in a shopping mall. She's texting and she isn't looking where she's going. And she trips over and falls into a fountain. […] a baby bites his brother's finger.

4 Perhaps it makes you feel better to see how stupid people are.

5 It's his job.

REFERENCES

Culture notes **p. 232**
Audioscript **p. 248**

EXTRA ACTIVITIES

• After ex. 5, students read the audioscript and then prepare another matching exercise in pairs, like the one in ex. 3. They exchange exercises with another pair. Play the Listening again for students to complete the exercise.

WORKBOOK

p. 91

7.4 READING

Gapped text

I can identify key information in an extended newspaper article.

1 SPEAKING **Discuss the questions with a partner.**

1 How much time do you spend reading for pleasure?
2 What kind of books do you prefer when reading for pleasure and which when studying: comic books, print books, e-books or audio books?
3 Do you prefer listening to music while reading or reading in silence?

2 **Read the online article and the comments. Decide what *you* think about the new app and write your own comment. Compare with a partner.**

READING FOCUS Gapped text

3 **Read the text again. Which fragments A–E complete gaps 1–4 correctly? There is one extra fragment.**

A There's no information about their backgrounds, ages, reading experience, etc., but it seems reasonable to assume that they were people who don't spend a great deal of time in libraries.
B But reading is a different way of consuming content. I'm not sure a soundtrack can do anything but distract from the reading experience.
C In comparison with this traditional way of reading, one that engages all the senses, the digitally downloaded text can seem dull.
D In other words, can an audio soundtrack help people to understand a book and memorise it? The results were interesting.
E Some people were critical: they felt distracted by things that they would prefer to leave to the imagination.

FOCUS ON WORDS | Phrases related to reading

4 4.11 **In your notebook, complete the phrases with an appropriate two-letter word. How do you say the phrases in your language? Then listen, check and repeat.**

1 be based *on*
2 be critical __of sth__
3 be deeply engaging
4 enhance the reading experience
5 feel distracted __by sth__
6 find sth easy __to__ follow
7 improve literacy rates
8 leave sth __to__ your imagination
9 read __in__ the old-fashioned way
10 review something positively

5 **Use appropriate phrases in Exercise 4 to answer the comprehension questions.**

1 What is the aim of the new app?
To enhance the reading experience.
2 What does the writer describe as 'sensuous'?
The experience of reading a book in the old-fashioned way.
3 What is the connection between the American launch of the app and Sherlock Holmes?
The launch was based on one of Sherlock Holmes stories.
4 Why were some people critical of the app?
They felt distracted and prefer to leave things to their imagination.
5 How did the press react to the new app?
They reviewed it positively.
6 How does the writer describe the technology behind the app?
As deeply engaging
7 How are books with a soundtrack better than silent books, according to research?
They are easier to follow and remember.
8 How might the new technology help in schools?
It might help improve literacy rates.

FOCUS ON WORDS | Word building

6 4.12 **Many nouns are formed by adding the suffixes *-ment* or *-ion* to verbs. In your notebook, complete the table with nouns made from the verbs in the article. Use a dictionary if necessary. Then listen, check and repeat.**

VERB	NOUN
1 accompany	*accompaniment*
2 create	creation
3 distract	distraction
4 encourage	encouragement
5 engage	engagement
6 enhance	enhancement
7 entertain	entertainment
8 improve	improvement
9 memorise	memorisation

7 **Think of other parts of speech and write in your notebook any other words that belong to these word families. You have sixty seconds.**

creator, creative, creatively, …

8 **In your notebook, complete these further comments about the Booktrack app with the correct form of the word in brackets. Which ones do you agree with?**

1 'Music and sound effects would be a *distraction*. I don't like the idea.' (distract)
2 'Adding sound effects is a great improvement on the traditional way of reading a printed book.' (improve)
3 'Today's entertainment doesn't make you use your imagination.' (entertain)
4 'Anything is good if it motivates schoolchildren to read – they need a lot of encouragement .' (encourage)
5 'I can't see how an audio soundtrack can help you in the memorisation of things.' (memorise)

9 SPEAKING **Most studies suggest that teenagers are reading less fiction than they used to. Discuss the questions and give reasons for your answers.**

1 Is this a problem and, if so, what can be done about it?
2 Are there any advantages of reading more fiction?
3 Do you read more or less fiction than your partner?

REFERENCES
Culture notes **p. 232**

EXTRA ACTIVITIES
• Students write true/false statements about the text and exchange with a partner and answer them.

WORKBOOK
pp. 92–93

NEXT CLASS
• Ask students to do *Show What You Know* in the WB, p. 94.

92

Can a new app enhance the reading experience?

4.10

Reading a book in the old-fashioned way (holding an object made of paper) is a sensuous experience. Books speak. Pages rustle. They smell – sometimes delicious, sometimes of previous owners. Spines creak. And so on. [1] C . It's convenient but does not engage all the senses.

Not until now. In America last year, a group of investors launched an app called Booktrack, a 'revolutionary new technology' that dramatically improves the e-reading experience. How? By creating a soundtrack for e-books including music and sound effects. A character knocks on the door: bang, bang, bang. Another puts a slice of bacon in the frying pan: sssssss. Someone kisses someone: well, no, perhaps not. And in between all these bursts of activity: sympathetic music, or weather noises, or (if it's a scene outdoors) a bird singing at the end of the garden.

The American launch was based on *Sherlock Holmes: The Adventure of the Speckled Band*. [2] E . But it had a lot of fans too. In its first ten weeks on sale, *The Speckled Band* was downloaded more than 100,000 times. Since then, it has been downloaded in ninety-nine different countries and has been reviewed positively in the press: 'Phenomenal', 'Revolutionary', 'books without soundtracks could some day seem as old-fashioned as silent movies'.

The technology is entertaining and very impressive. How on earth does the page know which line of text our eyes are reading, and therefore when to do the knocking on the door, etc.? Reading in this way is a deeply engaging experience. And I believe that for every reader who prefers to use their imagination, there will be a reader who is grateful for the extra fun.

But it's not just about having fun. Booktrack hired the services of Liel Leibovitz, a professor of communications at New York University, to look into 'the cognitive advantages, if any, to reading accompanied by audio elements'. [3] D . The research found that when readers read books with a soundtrack, they not only found them easier to follow than 'silent' books, but also found them easier to remember.

People who took part in the research all came from New York and represented various levels of income and education. [4] A . This could suggest that the greatest benefit of the new technology will be to help improve literacy rates and encourage schoolchildren to read.

Our culture is becoming increasingly visual, but the success so far of Booktrack also shows that we're keen to live in an acoustic world. While it is common to complain that computers cut us off from reality, you could also argue that in some ways computers remind us how much we rely on our senses.

COMMENTS

- Personally, I prefer reading in silence or with some background music.
- I don't mind trying this. Why not?
- I like listening to books on the radio and when I'm driving, so I think I'll enjoy this new experience.
- I don't think sound effects can add anything to a book … I'd hate it.

GLOSSARY

rustle – szeleścić
spine – tu: grzbiet książki
creak – skrzypieć
cognitive – poznawczy
sensuous – przyjemny dla zmysłów
sympathetic – tu: klimatyczny

7.5 GRAMMAR

Reported Speech – questions and imperatives

I can talk about someone's orders and questions using Reported Speech.

1 SPEAKING **Name some popular magazines in your country. Discuss which magazines you read and what topics you like reading about.**

2 **Darina Parfitt did an interview for a lifestyle magazine. Read the interview questions and guess what she does for a living.**

a a fashion designer
b a film director
c a model
d a singer

Questions
- *What are you going to wear to the Oscars?*
- *Who are you dating?*
- *Why did you split up with your fiancé?*
- *Have you put on weight?*
- *Are you on a diet?*

Photo instructions
- *Don't look too serious.*
- *Blow a kiss at the camera.*

3 4.13 **Listen to Darina talking to a friend about her interview. Check your answer in Exercise 2. Why is she so upset?**
Because the interviewer asked silly questions.

4 **Read the GRAMMAR FOCUS. Then, in your notebook, write Darina's reported questions and reported imperatives from the conversation.**

They asked me …
1 what / wear / going to / to the Oscars / was / I
what I was going to wear to the Oscars.
2 I / dating / who / was who I was dating.
3 had / why / split up with / I / my fiancé why I had split up with my fiancé.
4 if / put on / I / weight / had if I had put on weight.
5 was / I / whether / on a diet whether I was on a diet.
6 serious / to look / too / not not to look too serious.
7 a kiss / at / to blow / the camera to blow a kiss at the camera.

GRAMMAR FOCUS

Reported questions and imperatives

- When you report questions, the subject comes before the verb. You use ***ask*** as the reporting verb. You don't use *do/does/did*. You use ***if*** or ***whether*** for *yes/no* questions.
- When you report imperatives, you use ***ask*** or ***tell sb (not) to do sth***.

Direct Speech	→	Reported Speech
***yes/no* questions**		
'Do you live near here?'	→	He asked me **if I lived** near there.
'Are you happy?'	→	He asked me **whether I was** happy.
***wh-* questions**		
'What is your name?'	→	I asked him **what his name was**.
'Who wrote these questions?'	→	I asked him **who had written** those questions.
Imperatives		
'Say "cheese".'	→	They **asked me to say** 'cheese'.
'Please don't move.'	→	She **told me not to move**.

5 4.13 **Listen to the conversation again and check your sentences in Exercise 4.**

6 **In your notebook, write more questions and imperatives from Darina's interview. Begin with *They asked her … .***

1 'Did your fiancé end your relationship?'
They asked her if her fiancé had ended their relationship.
2 'Have you seen your ex recently?'
3 'Where did you buy your dress?'
4 'Help yourself to tea or coffee.'
5 'Who is going with you to the Oscars next week?'
6 'Why are you leaving so early?'
7 'Can we interview you again next month?'
8 'Don't leave before we've taken a photo.'

7 **Read the report of another interview Darina gave. Which question did she refuse to answer?** The one about dating.

We had the pleasure of meeting Darina Parfitt today and talked to her about her work. We asked her if she was excited about being nominated for an Oscar, and whether she thought she could win. She told us that she was proud of her film and thought she had a good chance of winning. But she added that she hadn't seen the other films yet. We asked her when she had started making films and she told us it had only been the year before but that she had been in the movie business for ten years. We asked her what her next project was going to be and she told us she was writing a screenplay but she hoped she would get the chance to direct another film. We asked her who she was dating, but she asked us not to ask her about her private life.

8 **In your notebook, rewrite the report in Exercise 7 as a dialogue.**

Interviewer: *Thanks for agreeing to do the interview.*
Darina: *You're welcome.*
Interviewer: *So, are you excited about being nominated for an Oscar?*
Darina: *Yes, it's wonderful …*

9 SPEAKING **Act out your dialogue. Vote for the best dialogue in the class.**

Grammar page 135

Exercise 6

2 whether she had seen her ex recently.
3 where she had bought her dress.
4 to help herself to tea or coffee.
5 who was going with her to the Oscars the following week.
6 why she was leaving so early.
7 if they could interview her again the following month.
8 not to leave before they had taken a photo.

Exercise 8

I: Do you think you can win?
D: Well, I'm very proud of my film and I think I've got a good chance of winning. But I haven't seen the other films yet.
I: When did you start making films?
D: Only last year, but I've been in the movie business for ten years.
I: What is your next project going to be?
D: I'm writing a screenplay but I hope I'll get the chance to direct another film.
I: Who are you dating?
D: Please don't ask me about my private life …

REFERENCES

Audioscript **p. 249**

EXTRA ACTIVITIES

- Photocopiable resource 45 Test yourselves (15 min.) pp. 268, 322
- Extra digital activities: Grammar Checkpoint
- Divide students into groups of six pairs A, B, and C. In their pairs, students think of a celebrity. They write a dialogue including questions and imperatives. They swap their work and rewrite the dialogue as reported speech, then repeat the activity. Finally, groups compare the originals and the reported speech version.

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.

94

7.6 USE OF ENGLISH

Nouns

I can use various types of nouns with the correct articles.

1 SPEAKING **Rate the TV series genres in the box from 1 = 'I can't stand them' to 5 = 'I love them'. What other series genres can you think of? Discuss the series you like most.**

fantasy science fiction silly humour cool vampires cookery programmes

2 4.14 **Listen to a conversation between a media industry expert and a TV journalist. Why are more and more young people watching cookery programmes?**

3 4.14 **Which options complete the sentences correctly? Which one of the sentences is false? Listen again and check.**

1 The latest **news** *is* / *are* that **food** *has* / *have* become the most popular subject for reality TV programmes.
2 **Research** *tells* / *tell* us that we spend more time watching food on TV than cooking it.
3 **Series** such as *The Great British Bake-Off* and *Masterchef* *is* / *are* very popular with young people.
4 Survey **information** *suggest* / *suggests* that people bake cakes to share on social media, not to eat.
5 The **interests** of young people *isn't* / *aren't* very difficult to predict. False
6 **Life** *is* / *are* too short to stuff a mushroom!

4 **Read the LANGUAGE FOCUS. What type of noun are the nouns in bold in Exercise 3?** Countable – series, (life); Uncountable – news, food, research, information, (life); Plural – interests

LANGUAGE FOCUS

Nouns

- **Countable nouns** have a singular and a plural form and you choose an appropriate verb form. Add **-s** (or sometimes **-es**, **-ies** or **-ves**) to form plurals: *programme – programmes.*

  Exceptions:
  Nouns with the same singular and plural forms: e.g. *fish, series, sheep, species*
  Nouns with irregular plural forms: e.g. *child/children, foot/feet, woman/women, person/people*

- **Uncountable nouns** only have a singular form. You can't put *a/an* or a number in front of them and you only use a singular verb form.

  Progress is slow. (NOT ~~*Progress are slow.*~~)
  I need (some) advice. (NOT ~~*I need an advice.*~~)
  I bought (two pieces of) furniture. (NOT ~~*I bought two furnitures.*~~)

  Common uncountable nouns: *advice, furniture, hair, information, knowledge, luggage, news, politics, research, traffic, weather*

- **Plural nouns** only have a plural form. You can't put *a/an* or a number in front of them and you only use a plural verb form.

  These jeans are nice. (NOT ~~*This jean is nice.*~~)
  I have two pairs of black trousers. (NOT ~~*I have two black trousers.*~~)

  Common plural nouns: *clothes, glasses, headquarters, interests, jeans, manners, scissors, trousers*

5 **In your notebook, complete the sentences with the phrases in the box to reflect your opinions. Then compare with a partner.**

is too much are too many isn't enough aren't enough

1 There *is too much/isn't enough* news on the TV.
2 There *is too much/isn't enough* politics in the news.
3 There *are too many/aren't enough* TV series about crime.
4 There *are too many/aren't enough* women directors.
5 There *is too much/isn't enough* advice for young people about Internet safety.
6 There *is too much/isn't enough* furniture in my bedroom.

6 USE OF ENGLISH **In your notebook, complete the sentences by translating the part in Polish.**

1 My favourite TV presenter's *hair is grey* (*włosy są siwe*).
2 There *is a lot of information* (*jest mnóstwo informacji*) about Masterchef on the website.
3 There *is only one American TV series* (*jest tylko jeden amerykański serial*) I like watching.
4 Can I give you *a piece of advice* ? (*radę*)
5 I can't read this. Where *are my glasses* ? (*są moje okulary*)
6 Today is a bad day. There *is no good news* (*nie ma ani jednej dobrej wiadomości*).
7 Apparently, *there are over 2.5 million species* (*istnieje ponad dwa i pół miliona gatunków*) of insects in the Amazon jungle.
8 *Jeans are* (*Jeansy to*) my favourite clothes.

7 SPEAKING **In your notebook, complete these common sayings with the correct verb form. Then discuss whether you agree with the sayings and whether you have similar ones in your language.**

1 Laughter *is* (be) the best medicine.
2 Beauty *is* (be) only skin deep.
3 Money *doesn't grow* (not grow) on trees.
4 Truth *is* (be) stranger than fiction.
5 There *are* (be) plenty of fish in the sea.
6 Knowledge *is* (be) power.
7 Manners *make* (make) the man.
8 No news *is* (be) good news.

Exercise 2
nice TV presenters
chance to be creative
competitive element

FOCUS VLOG 30 **About television**

4.15 **Listen to the Focus Vlog. What are the speakers' favourite TV series? Write the answers in your notebook.**

Focus vlog
Gilmore Girls, Suits, Friends, Dear White People, Still Game, The Good Place, Dr Who

Use of English page 136

REFERENCES

Audioscript **p. 249**
Culture notes **p. 232**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Focus Vlog. Video worksheet 7.6 in the WB, p. 99
- After ex. 3, ask students for their opinion. Do they agree with the speakers? Are their friends interested in cookery programmes? Has someone they know taken part in such a show?

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.
- Ask students to prepare some information on music festivals in their country: what kind of music is played, how many people usually attend, etc.

7.7 WRITING

An article reviewing an event

I can write an appealing description of a past event.

1 Read the announcement below and answer the questions.

1 What are you invited to do?
Write a review of a festival.
2 What could you win?
Two tickets to next year's Glastonbury Festival.

HOME | FESTIVAL | FAQ'S | CONTACT

Have you been to a fabulous festival this summer? *festivalwatch.org* would love to hear all about it! Send us an article reviewing a festival that you attended this season and suggesting improvements for next year. The best article will be published on our website and the winner will receive two free tickets to next year's Glastonbury Festival.

2 Read the winning article and decide which is the most interesting and appropriate title. Title 1 or 3

1 Brilliant bands + fabulous food = unforgettable experience
2 Queuing, not singing, in the rain!
3 Smells, Smiles, and Sounds at Sunny Silverfest
4 What I did and didn't enjoy about Silverfest
5 What a load of rubbish!

Winner of this year's festival review competition

My friends and I, and the other lucky festivalgoers at this year's Silverfest festival, drank 25,000 bottles of water, created nearly two tonnes of rubbish and raised £20,000 for charity. We did this while listening to some of the most talented bands around and enjoying delicious food from all over the world. What an amazing experience!

We arrived early, but as we queued to get in, we could already hear the music and smell the food. The sun was shining on the colourful tents and a DJ had already begun to entertain the crowd. This year, the music was excellent; from the beats of The Chemical Brothers to the punk rock of Vampire Weekend. I'll never forget the sight and sound of 10,000 happy people with their arms in the air.

As all festivalgoers know, dancing makes you extremely hungry, especially when the air is filled with the fabulous smells of Thai, Indian, Mexican and many other world cuisines. To be honest, I was expecting terrible festival food, but I was wrong – it was absolutely delicious.

The only thing I'd suggest changing next year is the number of rubbish bins. There should be twice as many – by the end of the day there was litter everywhere.

If you are looking for a really friendly festival with fantastic bands and tasty food (and if you don't mind a bit of rubbish!), then try Silverfest next year. You won't be disappointed.

REFERENCES

Culture notes **p. 233**

EXTRA ACTIVITIES

- Photocopiable resource 46 Test yourselves (10 min.) pp. 268, 323
- Photocopiable resource 47 An article reviewing an event (15 min.) pp. 268, 324
- Before ex. 2, have students share their information about festivals. After they read the review, you can ask them if Silverfest sounds similar to any of the places they previously described.
- Students prepare questions about the text, e.g. *How many bottles of water were drunk? What could they smell when they arrived?* They ask each other the questions without looking at the text.

3 **Look at the article in Exercise 2 again. Which items 1–6 have been included?**

1 an introduction which holds the reader's attention ✓
2 a reason for writing
3 language which describes what the writer saw, heard, smelled and tasted ✓
4 a variety of adjectives and modifiers ✓
5 personal opinions ✓
6 suggestions and recommendations ✓

4 **Read the WRITING FOCUS and check your answers in Exercise 3.**

WRITING FOCUS

An article reviewing an event

- Begin with an interesting, funny or unusual title to attract the reader's attention.
- Hold the reader's attention with an introduction which asks a question or gives interesting facts.
- Describe the event using a variety of adjectives and modifiers.
- Make your descriptions interesting by describing what you saw, heard, smelled and tasted.
- Include personal opinions and suggestions.
- Finish with a recommendation for the reader.

5 **Find all the adjectives in the article and decide whether they can complete sentence A or B.**

A It was/They were very … *lucky*
B It was/They were absolutely … *delicious*

6 **Copy the table in the LANGUAGE FOCUS and complete it with some of the adjectives you found in the article.**

LANGUAGE FOCUS

Modifiers with base and extreme adjectives

- You use different adverbs to modify base or extreme adjectives. Base adjectives are gradable e.g. *very bad* is worse than *quite bad*. Extreme adjectives are non-gradable e.g. *impossible* means *impossible* – you can't be 'more' *impossible* or 'less' *impossible*.

BASE ADJECTIVES	EXTREME ADJECTIVES
1 *bad*	*terrible*
2 *difficult*	*impossible*
3 dissapointed	*devastated*
4 *funny*	*hilarious*
5 *good*	amazing, excellent, fabulous, fantastic
6 happy	*ecstatic*
7 hungry	*starving*
8 *interesting*	*fascinating*
9 talented	*brilliant*
10 tasty	*delicious*
Modifiers: *very, rather, really, quite, extremely*	**Modifiers:** *absolutely* **Note:** *really* can also be used

7 **Which phrases in the LANGUAGE FOCUS would you replace with the underlined phrases to make the descriptions more interesting?**

1 This year's Charity Fun Day was very good/*absolutely fantastic* and we raised lots of money.
2 The birds were singing and the weather was really good/absolutely amazing .
3 There were some extremely bad/absolutely terrible singers in the competition – that was the best bit!
4 The exhibition of old photographs was rather interesting/absolutely fascinating .
5 I'd recommend the rather tasty/absolutely delicious homemade ice cream.
6 If you're looking for a very good/absolutely fabulous day out, come to next year's Charity Fun Day.

8 SPEAKING **Think about a time when you had either an absolutely fantastic or an absolutely terrible 'day out'. Use at least six extreme adjectives. Consider the questions below and then tell your partner.**

- What kind of day out was it? (i.e. a music festival? a sports day? a school trip? a charity event? a family picnic? a day at the beach?, etc.)
- When did you have this day out?
- Who did you go with?
- What happened during the day?
- What sort of things did you do?
- What were the high/low points?
- What is your best/worst memory?

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.**

Twoja szkoła zorganizowała niedawno dzień pod hasłem „Bawiąc się razem, pomagamy innym". Zaproszono wszystkich okolicznych mieszkańców. W ramach tej imprezy odbył się konkurs talentów oraz grało kilka zespołów studenckich. Można było również skosztować różnych potraw. Napisz artykuł, w którym ocenisz organizację tego dnia.

W swoim artykule:

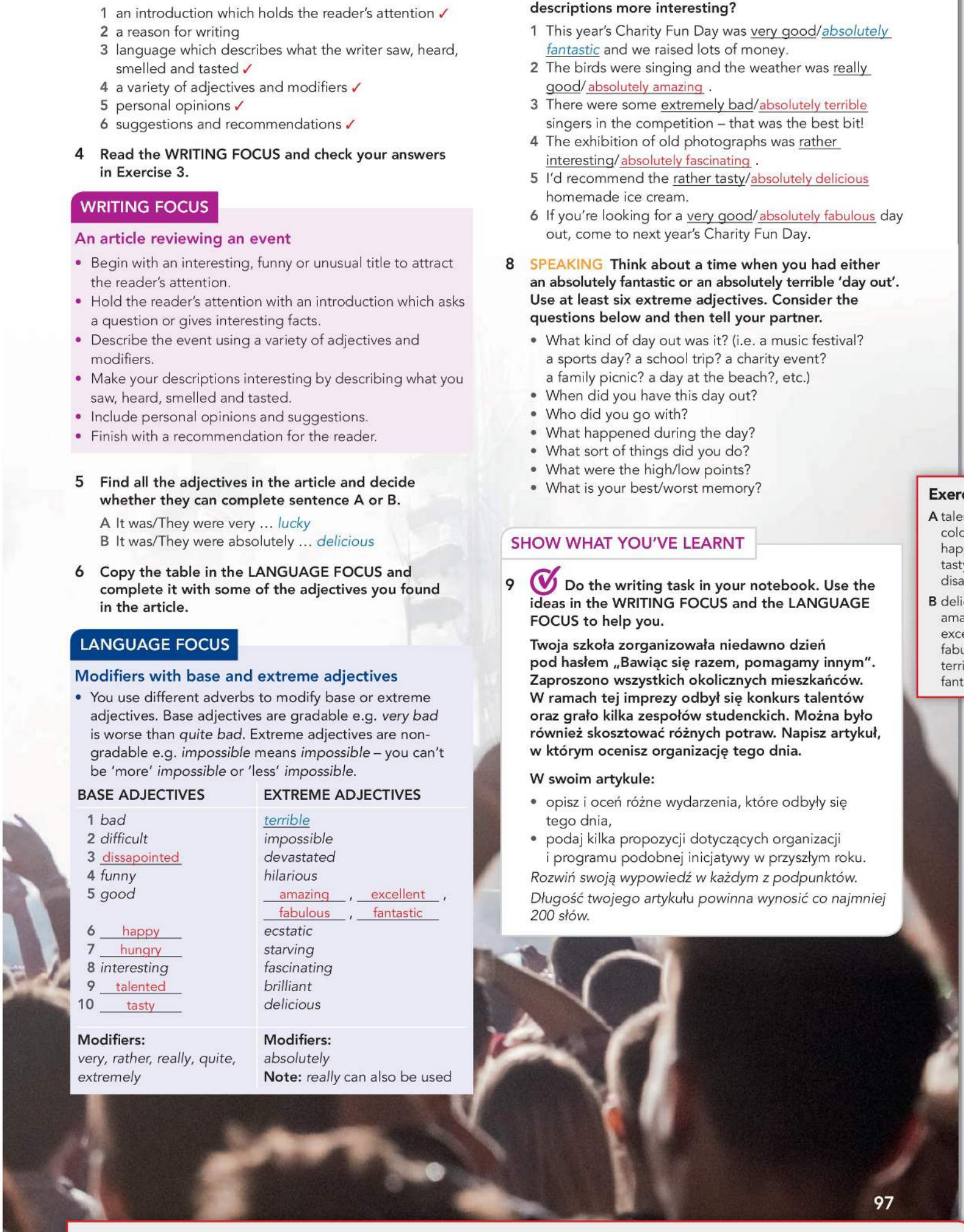
- opisz i oceń różne wydarzenia, które odbyły się tego dnia,
- podaj kilka propozycji dotyczących organizacji i programu podobnej inicjatywy w przyszłym roku.

Rozwiń swoją wypowiedź w każdym z podpunktów.
Długość twojego artykułu powinna wynosić co najmniej 200 słów.

Exercise 5

A talented, colourful, happy, hungry, tasty, friendly, disappointed

B delicious, amazing, excellent, fabulous, terrible, fantastic



WORKBOOK

pp. 96–97, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

- Ask students to think about the last time they had to ask somebody for permission and how they did it.

7.8 SPEAKING

Asking for permission
- polite requests

I can give and refuse permission and make polite requests.

1 SPEAKING **Look at the list of things you may want to do at school. Which things would need permission for? Who would you ask?**

not do PE
go home early
open a window
use your phone
eat or drink in the classroom
change your seat during a lesson
use a dictionary in an English test
leave the classroom during a lesson

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

1 What has Patty got permission to use?
2 What is she going to use it for?
3 What does she have to do next?

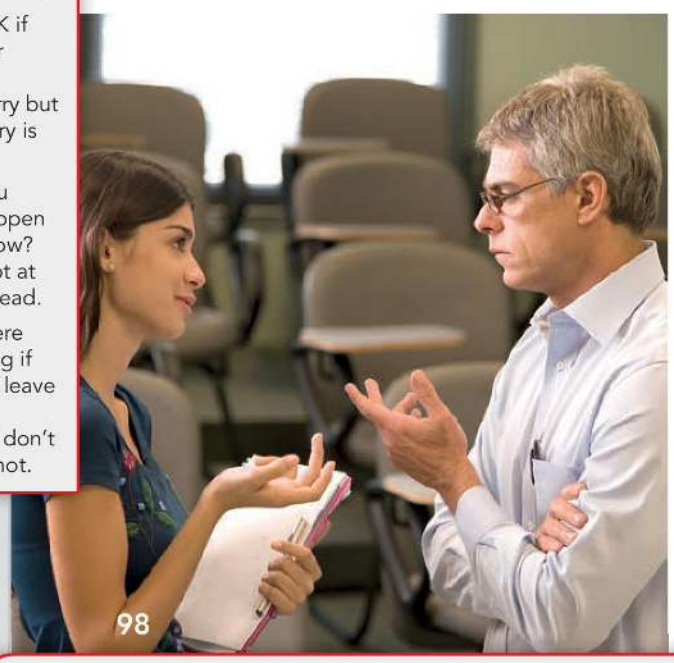
To: Patty Class 9
Subject: class Facebook page

Dear Patty,

You can use the school video camera on Thursday 4th April to film your class for the school Facebook page. You must ask your teachers POLITELY for permission to film their classes during the day. All students must sign a copy of the document attached.

3 4.16 **Listen to three conversations. Which teacher doesn't give Patty permission to film the class and why?**

Teacher 3 – Mr Osborne. He won't be there.



4 4.16 **In your notebook, complete the conversations with words and phrases in the SPEAKING FOCUS. Then listen again and check.**

1
Patty: Excuse me Miss Roberts. Is [1] *it OK* if we film your class today? It's for the school Facebook page.
Miss R: Er, well, I'm [2] sorry but I'm going to give you a test today, and that won't be very interesting on film. How about tomorrow?
Patty: We only have the camera today. [3] Could we do the test tomorrow?
Miss R: Well OK, I [4] suppose so .
Patty: Thanks Miss Roberts – that's great.

2
Patty: Mrs Baker, Mrs Baker!
Mrs B: Yes, hello, Patty. What can I do for you?
Patty: Do [5] you mind if we film our Art class today please?
Mrs B: No, [6] not at all, go ahead. Is this for a project?
Patty: No, it's for the school Facebook page.
Mrs B: Oh right, I'll go and tidy up the classroom then.

3
Mr O: Come in.
Patty: Excuse me, Mr Osborne.
Mr O: Yes, what is it?
Patty: Um, we [7] were wondering if we could film your class today. We're making a film for the school Facebook page.
Mr O: Oh I see. Well, I'd like [8] to , but I'm afraid I've got meetings all day and Ms Marks is taking my classes.
Patty: Oh OK, sorry to bother you sir.

SPEAKING FOCUS 31 32 33

Asking for permission	Giving permission	Refusing permission
Can or Could I/we …? Is it OK if I/we …? We were wondering if I/we could …? Do you mind if I/we …?	Well OK, I suppose so. Yes, that's fine. No problem. Sure, I don't see why not. No, not at all, go ahead.	I'm sorry but … I'd like to help but I'm afraid … I'm afraid … Yes, I do actually.

5 **In your notebook, rewrite the following exchanges using the language in the SPEAKING FOCUS. Begin with the words in italics.**

1 **A:** Lend me your calculator. **B:** Right.
A: *Could* ___ ? **B:** *Well* ___ .
2 **A:** Let me use your phone. **B:** No, the battery is flat.
A: *Is* ___ ? **B:** *I'm* ___ .
3 **A:** I want to open the window. **B:** OK.
A: *Do* ___ ? **B:** *No* ___ .
4 **A:** We want to leave early. **B:** Fine.
A: *We* ___ . **B:** *Sure,* ___ .

6 4.17 **Listen and check your ideas in Exercise 5. Practise the exchanges with your partner.**

7 SPEAKING **In your notebook, write a dialogue asking permission for something. Use the SPEAKING FOCUS to help you.**

- Decide on the situation, why you need permission and who from.
- Use the information in the box in Exercise 1 or your own ideas.
- Practise your dialogue. Then act out your dialogue to the class.

Exercise 2
1 The school video camera.
2 Filming her classes for the school Facebook page.
3 Ask teachers for permission and students to sign a copy of the document attached.

Exercise 5
1 **A:** Could you lend me your calculator? **B:** Well OK, I suppose so.
2 **A:** Is it OK if I use your phone? **B:** I'm sorry but the battery is flat.
3 **A:** Do you mind if I open the window? **B:** No, not at all, go ahead.
4 **A:** We were wondering if we could leave early. **B:** Sure, I don't see why not.

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

EXTRA ACTIVITIES
- Interactive speaking video
- Before students look at ex. 1, have them discuss when they last asked for permission and say what words they used. Write any useful phrases on the board for later.
- Students write three things they want to ask permission for, e.g. *have a school disco, organise a charity day, make a film*. Then they work in pairs and take it in turns to ask. Their partner should give or refuse permission.

WORKBOOK
p. 98

NEXT CLASS
- Ask students to study the Word list on p. 99.

7.1 Vocabulary 5.49

admire /əd'maɪə/ podziwiać
appear in a TV series /ə'pɪər ɪn ə,ti:'vi: ,sɪəri:z/ wystąpić w serialu telewizyjnym
audience /'ɔ:diəns/ publiczność
be in the charts /bi ,ɪn ðə 'tʃɑ:rts/ na listach przebojów
beat yourself up /,bi:t jɔ:,self 'ʌp/ obwiniać się, bić się w pierś
blame yourself /'bleɪm jɔ:,self/ obwiniać się
box office /'bɒks ,ɒfəs/ kasa biletowa
carry on /,kæri 'ɒn/ kontynuować
cast /kɑ:st/ obsada
come out /,kʌm 'aʊt/ wychodzić, być wydanym
do a live gig /,du: ə ,laɪv 'gɪg/ grać koncert na żywo
drummer /'drʌmə/ perkusista
fictional character /,fɪkʃənəl 'kærəktə/ postać fikcyjna
gradually disappear /,grædʒuəli ,dɪsə'pɪə/ stopniowo znikać
have a hit single /,hæv ə ,hɪt 'sɪŋgəl/ mieć singiel, który jest hitem
have great reviews /,hæv ,greɪt rɪ'vju:z/ mieć znakomite recenzje
lead guitarist /,li:d gɪ'tɑ:rəst/ gitarzysta prowadzący
learn from mistakes /,lɜ:n frəm mə'steɪks/ uczyć się na błędach
mess up /,mes 'ʌp/ zrobić coś źle, niefachowo
musician /mju:'zɪʃən/ muzyk
perform /pə'fɔ:m/ występować
performer /pə'fɔ:mə/ wykonawca
play a venue /,pleɪ ə 'venju:/ grać koncert
play the part of /,pleɪ ðə 'pɑ:t əv/ grać rolę
put on /,pʊt 'ɒn/ wystawić (sztukę)
release an album /rɪ,li:s ən 'ælbəm/ wydać album
sign a recording contract /,saɪn ə rɪ'kɔ:dɪŋ ,kɒntrækt/ podpisać kontrakt nagraniowy
sign up for /,saɪn 'ʌp fə/ zapisać się na
singer-songwriter /,sɪŋə 'sɒŋ,raɪtə/ osoba pisząca teksty i muzykę oraz śpiewająca
start out /,stɑ:t 'aʊt/ zacząć istnieć, zadebiutować
streamed /stri:md/ odsłuchany
take up /,teɪk 'ʌp/ zacząć (np. uczyć się gry na instrumencie lub uprawiać sport)
turn up /,tɜ:n 'ʌp/ pojawić się
viewer /'vju:ə/ widz
vocalist /'vəʊkəlɪst/ wokalista
wear off /,weər 'ɒf/ ustępować

7.2 Grammar 5.50

art critic /'ɑ:t ,krɪtɪk/ krytyk sztuki
claim /kleɪm/ twierdzić
fake /feɪk/ oszust
film /fɪlm/ filmować
gallery owner /'gæləri ,əʊnə/ właściciel galerii
genius /'dʒi:niəs/ geniusz
hidden camera /,hɪdn 'kæmərə/ ukryta kamera
point out /,pɔɪnt 'aʊt/ zauważyć, zwrócić uwagę
reply /rɪ'plaɪ/ odpowiedzieć
suggest /sə'dʒest/ sugerować
TV channel /,ti: 'vi: ,tʃænl/ kanał telewizyjny
TV director /,ti: 'vi: də,rektə/ reżyser telewizyjny

7.3 Listening 5.51

adapt /ə'dæpt/ adaptować
adaptation /,ædæp'teɪʃən/ adaptacja
advertising /'ædvətaɪzɪŋ/ reklama
broadband connection /,brɔ:dbænd kə'nekʃən/ łącze szerokopasmowe
compete /kəm'pi:t/ współzawodniczyć
connect /kə'nekt/ łączyć
connected to /kə'nektəd tə/ podłączony do
connection /kə'nekʃən/ połączenie
contain an element of surprise /kən,teɪn ən ,eləmənt əv sə'praɪz/ zawierać element zaskoczenia
cyberbullying /'saɪbə,bʊlɪŋ/ wirtualne nękanie/zastraszanie
engage emotions /ɪn,geɪdʒ ɪ'məʊʃənz/ rozbudzać emocje
explanation /,ekspla'neɪʃən/ wyjaśnienie
go viral /,gəʊ 'vaɪərəl/ stać się wiralem, zacząć krążyć w Internecie
have a short attention span /,hæv ə ,ʃɔ:t ə'tenʃən spæn/ mieć krótki czas skupienia uwagi
hit /hɪt/ przebój, hit
inform /ɪn'fɔ:m/ informować
information /,ɪnfə'meɪʃən/ informacja
inspiration /,ɪnspɪ'reɪʃən/ inspiracja
inspire /ɪn'spaɪə/ inspirować
link /lɪŋk/ łącze, link
make sb laugh /,meɪk ,sʌmbədi 'lɑ:f/ rozśmieszyć kogoś
online purchase /,ɒnlaɪn 'pɜ:tʃɪs/ zakup online
post /pəʊst/ wysyłać, zamieszczać (w Internecie)
present /prɪ'zent/ przedstawiać
presentation /,prezən'teɪʃən/ przedstawienie, prezentacja
produce /prə'dju:s/ produkować
production /prə'dʌkʃən/ produkcja
sneeze /sni:z/ kichać
social networking site /,səʊʃəl 'netwɜ:kɪŋ saɪt/ portal społecznościowy
stir up emotions /,stɜ:r ,ʌp ɪ'məʊʃənz/ wzbudzać emocje
suggestion /sə'dʒestʃən/ sugestia
take by surprise /,teɪk baɪ sə'praɪz/ wziąć z zaskoczenia
tell a story /,tel ə 'stɔ:ri/ opowiadać historię
upload a video /,ʌp,ləʊd ə 'vɪdiəʊ/ wgrać, wrzucić (do Internetu)
view /vju:/ odsłona, odtworzenie
view a video /,vju: ə 'vɪdiəʊ/ obejrzeć filmik
viral /'vaɪərəl/ wiralowy
viral video /,vaɪərəl 'vɪdiəʊ/ wiral, filmik wideo oglądany przez dużą liczbę internautów

7.4 Reading 5.52

accompaniment /ə'kʌmpənɪmənt/ akompaniament
accompany /ə'kʌmpəni/ towarzyszyć, akompaniować
based on /'beɪsd ɒn/ oparty na
cognitive /'kɒgnɪtɪv/ poznawczy
creak /kri:k/ skrzypieć
create /kri'eɪt/ tworzyć
creation /kri'eɪʃən/ dzieło
critical of /'krɪtɪkəl əv/ krytyczny wobec
cut sb off from reality /,kʌt ,sʌmbədi ,ɒf frəm ri'æləti/ odciąć kogoś od rzeczywistości
deeply engaging /'di:pli ɪn,geɪdʒɪŋ/ głęboko angażujący
distract /dɪ'strækt/ rozpraszać
distraction /dɪ'strækʃən/ coś, co rozprasza
encourage /ɪn'kʌrɪdʒ/ zachęcać
encouragement /ɪn'kʌrɪdʒmənt/ zachęta, wsparcie
engage /ɪn'geɪdʒ/ zainteresować, zaangażować
engagement /ɪn'geɪdʒmənt/ zaangażowanie
enhance /ɪn'hɑ:ns/ poprawić
enhance the reading experience /ɪn,hɑ:ns ðə 'ri:dɪŋ ɪk,spɪəriəns/ uprzyjemnić czytanie
enhancement /ɪn'hɑ:nsmənt/ poprawa
entertain /,entə'teɪn/ zabawiać, zapewniać rozrywkę
entertainment /,entə'teɪnmənt/ rozrywka
feel distracted by /,fi:l dɪ'stræktəd baɪ/ czuć się rozproszonym przez
find sth easy to follow /,faɪnd ,sʌmθɪŋ ,i:zi tə 'fɒləʊ/ uznać coś za łatwe do zrozumienia
improve literacy rates /ɪm'pru:v 'lɪtərəsi reɪts/ podnieść wskaźnik umiejętności czytania i pisania
improvement /ɪm,pru:vmənt/ poprawa
in silence /ɪn 'saɪləns/ w ciszy
leave sth to your imagination /,li:v ,sʌmθɪŋ tə jər ɪ,mædʒə'neɪʃən/ pozostawić coś wyobraźni
memorisation /,meməraɪzeɪʃən/ zapamiętywanie
memorise /'meməraɪz/ uczyć się na pamięć
read in the old-fashioned way /,ri:d ɪn ði ,əʊld 'fæʃənd weɪ/ czytać w tradycyjny sposób
review positively /rɪ,vju: 'pɒzətɪvli/ pozytywnie ocenić
rustle /'rʌsəl/ szeleścić
scene /si:n/ scena (fragment programu)
sense /sens/ zmysł
sensuous /'senʃuəs/ przyjemny dla zmysłów
spine /spaɪn/ grzbiet (książki)
sympathetic /,sɪmpə'θetɪk/ klimatyczny

7.5 Grammar 5.53

agree to do sth /ə,gri: tə 'du: ,sʌmθɪŋ/ zgodzić się coś zrobić
be nominated for an Oscar /bi ,nɒmɪneɪtɪd fər ən 'ɒskə/ być nominowanym do Oscara
blow a kiss /,bləʊ ə 'kɪs/ przesłać buziaka
date /'deɪt/ spotykać/umawiać się z
direct /də'rekt/ reżyserować
end a relationship /,end ə rɪ'leɪʃənʃɪp/ zakończyć związek
ex /eks/ były partner/mąż, była partnerka/żona
fashion designer /'fæʃən dɪ,zaɪnə/ projektant mody
fiancé /fi'ɒnseɪ/ narzeczony
have a good chance of winning /,hæv ə ,gʊd ,tʃɑ:ns əv 'wɪnɪŋ/ mieć duże szanse na zwycięstwo
interview /'ɪntəvju:/ wywiad; przeprowadzić z kimś wywiad
model /'mɒdl/ model/modelka
movie business /'mu:vi ,bɪznəs/ przemysł filmowy
on a diet /,ɒn ə 'daɪət/ na diecie
put on weight /,pʊt ɒn 'weɪt/ przybrać na wadze
screenplay /'skri:npleɪ/ scenariusz (filmu)
split up with /,splɪt 'ʌp wɪð/ rozstać się / zerwać z

7.6 Use of English 5.54

headquarters /'hed,kwɔ:təz/ główna siedziba
manners /'mænəz/ maniery
popular with /'pɒpjələ wɪð/ popularny wśród
presenter /prɪ'zentə/ prezenter
reality TV /ri,æləti ,ti: 'vi:/ reality show

7.7 Writing 5.55

attend /ə'tend/ uczestniczyć w
brilliant /'brɪljənt/ znakomity
devastated /'devəsteɪtɪd/ załamany
ecstatic /ɪk'stætɪk/ zachwycony
fabulous /'fæbjʊləs/ bajeczny
fascinating /'fæsəneɪtɪŋ/ fascynujący
festivalgoer /'festəvəl,gəʊə/ bywalec festiwali
hilarious /hɪ'leəriəs/ wesoły, komiczny
impossible /ɪm'pɒsəbəl/ niemożliwy
publish /'pʌblɪʃ/ opublikować
starving /'stɑ:vɪŋ/ umierający z głodu
suggest improvements /sə'dʒest ɪm 'pru:vmənts/ sugerować usprawnienia
talent competition /'tælənt ,kɒmpə,tɪʃən/ konkurs talentów
winner /'wɪnə/ zwycięzca

7.8 Speaking 5.56

ask for permission /,ɑ:sk fə pə'mɪʃən/ poprosić o pozwolenie
video camera /'vɪdiəʊ ,kæmərə/ kamera wideo

WORD LIST ACTIVITIES

- 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 5 min. Discuss any problems with the class.
- In pairs, students write anagrams for their partner, e.g. NROAEICT (creation), ILRVA (viral), FEROERPMR (performer). They can tell their partner the topic or lesson number to help them.

FOCUS REVIEW 7

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Które z podanych wyrazów i wyrażeń poprawnie uzupełniają zdania? Dwa wyrazy/wyrażenia nie pasują do żadnego z nich.

carry on cast charts put on release
venues viewers

1 Our acting group only plays small ___venues___ as we can't afford to rent a large theatre.
2 My favourite singer is about to ___release___ a new album so I'm very excited!
3 That new TV show doesn't have many ___viewers___, but the critics love it.
4 The ___cast___ of the latest superhero film includes two of my favourite actors.
5 Our drama class is going to ___put on___ a play which was written by our teacher.

2 Wybierz poprawny wyraz.

1 I am volunteering with a group that helps to improve *engagement* / *literacy* / *attention* rates among children who have trouble reading.
2 Listening to audiobooks can *enhance* / *review* / *encourage* the reading experience.
3 That video of a dog watching TV went *distracted* / *critical* / *viral* very fast – almost a million people viewed it in a couple of days.
4 Don't *beat* / *mess* / *turn* yourself up about forgetting your lines on stage. Everyone makes mistakes!
5 Her music video really *found* / *took* / *made* me by surprise – it was so much better than I'd expected.

3 Przekształć zdania tak, aby zachować ich sens. Użyj form mowy zależnej oraz odpowiedniego czasownika wprowadzającego mowę zależną.

1 'Hank can win an Oscar next year,' said Kim.
Kim suggested that Hank could win an Oscar the following year. (*zasugerować*)
2 'Someone uploaded the video yesterday,' Joe said.
Joe pointed out that someone had uploaded the video the previous day. (*wskazać*)
3 'I'm interviewing Mark O'Hara today,' said Eve.
Eve explained that she's interviewing mark O'Hara that day. (*wyjaśnić*)
4 'Parkside is the best band I've ever heard,' said Andy.
Andy claimed that Parkside was the best band he'd ever heard. (*twierdzić*)
5 'We're going to practise in here,' said Joan.
Joan answered/replied that they were going to practise there. (*odpowiedzieć*)

4 Przekształć zdania tak, aby zachować ich sens. Użyj form mowy zależnej, by przytoczyć pytania i polecenia.

1 'Please bring me the DVDs which I left on the desk,' Frank said to his secretary.
Frank asked _____ .
2 'Do you want to become a professional actress?' the journalist asked Helen.
The journalist asked _____ .
3 'Where are we going to have lunch today?' Jo asked.
Jo asked _____ .
4 'Don't move!' the photographer told everyone.
The photographer asked _____ .

Exercise 4

1 Frank asked his secretary to bring him the DVDs which he'd left on the desk.
2 The journalist asked Helen if she wanted to become a professional actress.
3 Jo asked where they were going to have lunch that day.
4 The photographer asked everyone not to move.

ŚRODKI JĘZYKOWE

Uzupełnianie zdań; test luk

5 Jakie formy wyrazów podanych w nawiasach poprawnie uzupełniają zdania? Nie zmieniaj kolejności podanych elementów. W każdą lukę możesz wpisać maksymalnie sześć wyrazów.

WSKAZÓWKA
Zanim zaczniesz uzupełniać zdania, zastanów się, jakie struktury są w nich testowane. Sprawdź, czy fragmenty zdań w języku angielskim zawierają jakieś „podpowiedzi", np. odniesienia do przeszłości lub przyszłości.

1 When I asked Angie yesterday she explained that she had installed (explain/she/install) a camera in her garden to observe the wildlife at night.
2 I'm afraid there isn't any progress (there/not be/progress) on deciding which play to perform. It's seems no one can agree on anything!
3 Carla asked me if I could perform (I/can/perform) with her dance company.
4 The most important tool for a costume maker is a good pair of scissors (be/good/pair/scissors).
5 Jean told me that she would/will accept the part (accept/the part) if the director calls her back.
6 Your room is small. There is too much furniture (too/furniture) so we should sell the big sofa!

6 Jakie formy wyrazów podanych w ramce poprawnie uzupełniają tekst? Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

WSKAZÓWKA
Przeczytaj szybko cały tekst, aby zrozumieć jego ogólny sens. Zastanów się, jakiej części mowy brakuje w każdej luce. Przyjrzyj się wyrazom w ramce i zdecyduj, czy musisz utworzyć wyraz będący inną częścią mowy (np. rzeczownik od czasownika), czy użyć podanego słowa w zmienionej formie (np. czasownika w odpowiednim czasie).

improve critic encourage engage imagine
entertain

Reality TV: A New Phenomenon?

For many people, reality television seems to be a fairly modern form of [1] entertainment . For many years they have been the most [2] engaging programmes with millions of people watching regularly, glued to their screens. In fact, the very first programmes showing ordinary people in unscripted situations appeared in the 1940s and they've been with us ever since.

One of the most influential programmes of this type was An American Family, a documentary-style programme showing the life of an ordinary family in the early 1970s. It managed to stir up the emotions of many people when the parents on the show decided to split up. Thousands of Americans were fascinated by the show and expressed their [3] encouragement for the family to be together again by sending letters during and after the breakup.

More than forty years ago, it was a groundbreaking programme, and it set such a high standard for reality TV that few others have managed to meet such a high mark. That's probably why many viewers nowadays are highly [4] critical of reality TV shows of different kinds.

100

EXTRA ACTIVITIES

- Photocopiable resource 65 Cloze (20 min.) pp. 273, 341
- Photocopiable resource 66 Sentence formation (20 min.) pp. 273, 342

SŁUCHANIE

Dobieranie

7 4.18 **Usłyszysz dwukrotnie cztery wypowiedzi na temat karnawału Notting Hill w Londynie. Dopasuj zdania (A–E) do wypowiedzi (1–4). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

Speaker 1 B
Speaker 2 C
Speaker 3 A
Speaker 4 E

The speaker …

A has participated in the carnival as a performer.
B says people need to protect themselves from injuries.
C believes the carnival adds something to the city.
D would like to avoid the crowds and noise of the carnival.
E explains why some people don't enjoy it as much as others.

PISANIE

Artykuł

8 Pracując w parach, odpowiedzcie na pytania.

1 Do you ever read blogs? Why?/Why not?
2 Is it a good idea for a teenager to write a blog? Why?/Why not?
3 Would you like to write one yourself? Why?/Why not?

9 Wykonaj zadanie.

Uczestniczysz w zlocie blogerów zorganizowanym w twoim mieście. Napisz artykuł do gazetki szkolnej, w którym opiszesz bloga najciekawszej postaci poznanej na zlocie oraz przedstawisz zalety prowadzenia bloga przez młode osoby.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

MÓWIENIE

10 Połącz fragmenty pytań. Jedno zakończenie nie pasuje do żadnego fragmentu.

1 What programmes did you use to b
2 If you could have any piece of art, e
3 Tell me about the TV programmes a
4 Do you ever share d

a that a member of your family likes.
b watch when you were a child? Why?
c are very popular with teenagers now.
d videos with your friends? Why?/Why not?
e what would you choose to decorate your room?

11 Pracując w parach, odpowiedzcie na pytania z ćwiczenia 10.

12 Pracując w parach, wykonajcie zadanie.

Popatrz na plakaty 1, 2 i 3.

Bierzesz udział w ankiecie na temat nowego programu telewizyjnego dla młodzieży. Twoim zadaniem jest wskazanie programu, który okaże się najbardziej interesujący dla młodzieży.

- Wybierz program, który twoim zdaniem jest najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1

2

3

13 Pracując w parach, odpowiedzcie na pytania.

1 Some people say that reality TV is just a passing fashion. Do you agree? Why?/Why not?
2 In what ways can we encourage people to watch less television?
3 If you moved abroad and couldn't watch national television, which programme would you miss most? Why?
4 Watching television is often considered a waste of time. Do you agree? Why?/Why not?

REFERENCES

Audioscript **p. 250**
MiniMatura writing assessment criteria
Matura speaking test assessment criteria

EXTRA ACTIVITIES

- Photocopiable resource 48 *What shall I watch?* (speaking; 15 min.) pp. 269, 325
- Photocopiable resource 49 Sentence translation (15 min.) pp. 269, 326
- Extra digital activities: Listening 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.

101

Exercise 3

1 **growing:** muggings, mobile phone theft, shoplifting, drug dealing, hacking and online piracy, car theft

falling: burglary, robberies, vandalism, arson

staying the same: murder

8 Modern society

The greatest kindness will not bind the ungrateful.

Aesop

VIDEO

BBC
Coffee stalls 34
Lesson 8.1

GRAMMAR ANIMATION
Lesson 8.2 35
Lesson 8.5 36

FOCUS VLOG
About social media 37
Lesson 8.6

INTERACTIVE SPEAKING VIDEO
Lesson 8.8 38

8.1 VOCABULARY

Crime and criminals • people involved in a crime case • the justice system

I can talk about crime and punishment.

SHOW WHAT YOU KNOW

1 In your notebook, complete the UK TODAY fact file with the words in the box.

capital crime elections population Minister monarchy Head ~~United~~

UK TODAY

- The [1] *United* Kingdom: England, Wales, Scotland and Northern Ireland.
- The [2] population : 65 million.
- The [3] capital city: London.
- Political system: Constitutional [4] monarchy .
- [5] Head of state: The Queen (of course!).
- Head of government: The Prime [6] Minister .
- General [7] elections : Every five years.
- Interesting fact: Nobody is further than 120 km from the sea.
- Surprising fact: It rains more in Milan than in London.
- Young people's worries: youth unemployment, the environment, [8] crime .

2 Work together to prepare a similar 'fact file' for your own country.

3 Read the text and answer the questions.

1 Which crimes are growing, falling or staying the same in number?
2 Which crimes are a problem in your country?

UK CRIME TRENDS

In the past, burglars used to break into houses to steal TVs and DVD players. But electronic goods are so cheap now that **burglary** has become less common.

Thieves are more interested in stealing small personal items like mobile phones that people carry with them. So there has been a long term fall in the number of house burglaries and **robberies** but the number of **muggings** and mobile phone **thefts** has grown. **Shoplifting** and **drug dealing** crimes have grown, just like Internet crimes such as hacking and online **piracy**.

Murder rates haven't changed much and although the number of car crimes fell, they are now rising again: one in seven reported crimes is a **car theft**. In the UK, a car is stolen every six minutes! Other crimes such as **vandalism** and **arson** have fallen.

REFERENCES

Culture notes **p. 233**
Audioscript **p. 250**
Videoscript **p. 256**
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 *In legal terms* (10 min.) pp. 269, 327
- Photocopiable resource 51 Test yourselves (10 min.) pp. 270, 328
- Extra digital activities: Vocabulary Checkpoint
- Students choose six words they want to remember from ex. 4, 9 and 11. They invent a short story using all the words.

FOCUS ON WORDS | Crime and criminals

4 4.19 **In your notebook, complete the table with the base form of the words in red in the text. Then listen, check and repeat.**

CRIME	CRIMINAL	VERB
1 arson	arsonist	set fire to sth
2 burglary	burglar	burgle a house
3 drug dealing	drug dealer	deal drugs
4 mugging	mugger	mug sb
5 murder	murderer	murder sb
6 piracy	pirate	pirate software
7 robbery	robber	rob sb/a place
8 shoplifting	shoplifter	shoplift
9 theft	thief	steal sth
10 vandalism	vandal	vandalise

5 4.20 **Listen to six dialogues and name the crimes. Write them in your notebook.**

REMEMBER THIS

***rob* + a person or a place:** *He robbed me. They robbed a bank.*
***steal* + a thing:** *He stole my phone. They stole £1 million.*

1 shoplifting 3 vandalism 5 arson
2 murder 4 robbery 6 mugging

6 Imagine you are reporting a crime. Decide which verb completes the sentences correctly.

Hello, Police? I'd like to report a crime.
1 Somebody has *robbed* / *stolen* my phone.
2 My apartment has been *stolen* / *burgled*.
3 Some youths have *set fire to* / *mugged* a shop.
4 My sister has been *vandalised* / *mugged*.
5 There's a man in my store. I think he's *shoplifting* / *burgling*.
6 This website is *pirating* / *dealing* films, TV programmes and music.

7 SPEAKING **Discuss which three crimes in Exercise 4 are the most serious. Why?**

8 Read two crime stories. Why are the crimes described as crazy?

CRIMINALS COMMIT CRAZY CRIMES

A suspect was arrested for robbing a jewellery store on Saturday afternoon. He told police that he was innocent. He said that he couldn't be guilty of robbing the jewellery store because on Saturday afternoon he was breaking into a school and he had a **witness** to prove it. The police immediately charged him with robbing the school. The case goes to court next month.

An eighteen-year-old man was arrested for vandalising a campsite. During the trial, the **judge** heard how the police caught the **accused**. It was the easiest case we have ever solved, the **detective** said. There was no **victim**. We didn't have to interview any witnesses or collect any evidence. The **criminal** wrote his name on a wall! He was sentenced to three months in prison.

FOCUS ON WORDS | People involved in a crime case

9 4.21 **In your notebook, complete the definitions with the words in red in the crime stories. Then listen, check and repeat.**

1 a criminal = sb who commits crimes
2 a judge = sb who decides on sentences in court
3 a detective = sb who investigates a crime
4 a suspect = sb who the police think may be guilty
5 the accused = the person who is on trial in court
6 a victim = sb who has suffered from a crime
7 a witness = sb who has seen a crime

10 Test each other. Read the seven definitions in Exercise 9 to your partner in a different order. Your partner writes down the word in the notebook. Check how many correct answers your partner has.

FOCUS ON WORDS | The justice system

11 4.22 **In your notebook, complete the phrases describing the stages in the justice system with the correct form of the underlined words in the stories. Then listen, check and repeat.**

1 a suspect is arrested and charged with a crime 4
2 the case goes to court 5
3 a crime is committed 1
4 the trial ends 8
5 evidence is collected 3
6 the accused is found guilty or not guilty (innocent) 6
7 victims/witnesses are interviewed 2
8 the accused is sentenced (e.g. to three months in prison) or released 7

12 In your notebook, put the stages in Exercise 11 in a suitable order.

13 SPEAKING **Imagine the sentences in Exercise 6 are the first lines in some crime stories. You are going to tell one of the stories.**

- Choose an opening line 1–6.
- Imagine what happened during the case.
- Make notes based on your ideas.
- Include at least twelve words or phrases from the lesson.
- Tell your story to the class.

14 PROJECT **Work in groups. Do some research online to create a fact file about Australia, Canada, Ireland or New Zealand like the one on page 102. Then prepare a digital presentation about the country and present it to your class.**

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.

8.2 GRAMMAR

The Passive

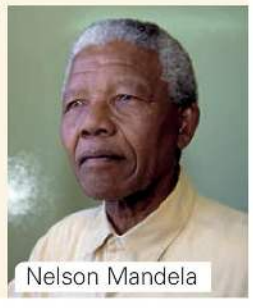
I can use the Passive in a variety of tenses.

1 **Read a text about Robben Island. How many different things has the island been used for?**

four – prison, hospital, museum, tourist attraction

Robben Island is situated nine kilometres from Cape Town. From the seventeenth to the twentieth century the island was used as a prison. During World War II prisoners were sent to Robben Island, but at that time it was also being used as a hospital. Later, Nelson Mandela was imprisoned there for eighteen years. After a total of twenty-seven years in prison, Mandela was elected as the first black president of South Africa.

Robben Island isn't used as a prison any more. It has been made into a museum and at the moment is being promoted as a popular tourist attraction. There is a large African penguin colony there now, but Robben Island will always be remembered as the place where Mandela was imprisoned.



Nelson Mandela

2 **Read the GRAMMAR FOCUS. In your notebook, complete the table with the passive forms in blue in the text in Exercise 1.**

GRAMMAR FOCUS 35

The Passive

- You use Passive forms when it isn't important or you don't know who performed the action.
- You use ***by* + person** (or thing) if you want to mention who (or what) performed the action.

Tense	→	Example
Present Simple	→	Robben Island [1] *is situated*
Present Continuous	→	[2] is being promoted
Past Simple	→	[3] Mandela was elected
Past Continuous	→	[4] it was being used
Present Perfect	→	[5] It has been made
future with *will*	→	[6] Robben Island will be remembered

Exercise 6

2 I'm often invited to parties.
3 I've been contacted by an old childhood friend on Facebook today.
4 I was given money for my last birthday.
5 I was taught how to ride a bicycle by my father.
6 I'm being picked up from school today by my mother.

3 4.23 **Read about another famous 'island prison'. In your notebook, write the passive forms of the verbs in brackets. Then listen and check.**

Alcatraz [1] *is located* (locate – Present Simple) in San Francisco Bay. It was a prison from 1933 to 1963 and during that time there were just fourteen escape attempts. The attempted escape in 1962 [2] will probably be remembered (probably remember – *will*) as the most famous one. Frank Morris and the Anglin brothers dug a tunnel out of their cells and then disappeared. The three men may have drowned but their bodies [3] have never been discovered (never discover – Present Perfect). Over the years, several postcards in the men's handwriting [4] have been sent (send – Present Perfect) to their families. After the escape, a stolen car [5] was found (find – Past Simple) and police believe it could have been used by the three men to escape. The case [6] will be kept (keep – *will*) open until the 100th birthday of the three men. Today, Alcatraz island [7] is being used (use – Present Continuous) as a recreation park.

4 **In your notebook, write the appropriate passive forms of the verbs in brackets.**

1 The prisoners *are locked* (lock) in their cells at 9 p.m. every night.
2 John looked back. He thought he was being followed (follow).
3 Last time Tina went clubbing, her phone was stolen (steal).
4 Police are investigating the robbery but nobody has been arrested (arrest) yet.
5 As I'm writing this, three suspects are being questioned (question).
6 A press conference will be held (hold) tomorrow.

5 **Read these facts about crime. In which sentences is *by* + person or thing not necessary?**

UK and USA *CRIME FACTS*

1 500,000 crimes in the UK are committed by ex-prisoners.
2 Each year in the USA, around 100 prisoners are sentenced to death ~~by judges~~.
3 In the UK, the death penalty was abolished ~~by the government~~ in 1998.
4 Around 10% of murders in the USA are committed by women.
5 On average, murderers are released from UK prisons ~~by the authorities~~ after 16 years.

6 **In your notebook, rewrite the sentences below in the passive. Start each sentence with *I* and use *by* + agent if necessary.**

1 The head teacher has never told me off.
I've never been told off by the head teacher.
2 People often invite me to parties.
3 An old childhood friend has contacted me on Facebook today.
4 People gave me money for my last birthday.
5 My father taught me how to ride a bicycle.
6 My mother is picking me up from school today.

7 SPEAKING **Which sentences in Exercise 6 are true for you? Compare with a partner.**

Grammar page 137

REFERENCES

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

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 52 Test yourselves (10 min.) pp. 270, 329
- Extra digital activities: Grammar Checkpoint
- Students choose one of the two texts and write questions with the passive, e.g. *When was Mandela elected?*

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.
- Ask students to write a description of the photo on p. 105.

104

8.3 LISTENING

Multiple choice

I can follow an informal interview on a common topic.

1 SPEAKING **Read UK TODAY and discuss which facts you find most surprising. Do you think the situation is similar or different in your country?**

UK TODAY

- A 'young offender' can be anybody from 10 to 17 (12 to 17 in Scotland) who commits a crime.
- Each year, almost 1,600 young offenders are sent to young offenders' prisons.
- The most common crimes are theft, violence and criminal damage.
- The average sentence is 16 months.
- It costs over £140,000 a year to keep a young offender in prison.
- 54% of young offenders are aged 17.
- 97% of young offenders are boys.
- 88% of young offenders have been excluded from school.
- 68.1% of young offenders commit another crime within 12 months of leaving prison.

2 4.24 **Listen to an interview with Daniel, an ex-offender, and answer the questions.**

1 Why is the government worried about young offenders' prisons?
2 What happens to young offenders at night?
3 How do young offenders earn money to buy sweets and phone calls?
4 Why do some offenders want to stay in prison?
5 Who thinks young offenders should be punished more?

LISTENING FOCUS Multiple choice

3 4.24 **Listen to the interview again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.**

1 The government are planning to
A write a special report about prisons for young offenders.
B make an example of teenagers who break the law.
C educate young offenders more effectively.
D make young offenders' prisons harder.

2 When they behave badly, young offenders
A are not allowed to watch television.
B are locked in their cells all evening.
C have to attend lessons.
D cannot make phone calls.

3 Daniel thinks that prisoners
A get little choice in what they can study.
B shouldn't get money for going to lessons.
C weren't all as keen as him to attend lessons.
D will do anything to improve their situation.

4 One of Daniel's friends damaged a few cars
A a few days after he was released.
B because he wanted to steal them.
C in a supermarket car park.
D in order to go back to prison.

5 Daniel believes that the best way to make young offenders into better citizens is to
A lock them in cells and punish them.
B give them hope for the future.
C show them that life is simple.
D make prison like a holiday camp.

FOCUS ON WORDS | Prison

4 4.25 **In your notebook, translate the phrases in the box. Then listen and repeat.**

1 have a criminal record
2 break the law
3 punish sb severely
4 lock sb up in a cell
5 serve a sentence
6 release sb from prison

5 **In your notebook, complete the questions with the correct form of a word in Exercise 4.**

Should young offenders
1 always go to prison if they __break__ the law?
2 serve their whole __sentence__ in prison?
3 be __locked up__ in their cells at night?
4 be __released__ from prison if they don't have a home to go back to?

6 SPEAKING **Discuss the questions in Exercise 5.**

PRONUNCIATION FOCUS

7 4.26 **Listen and put the words into groups A, B or C depending on the stress in your notebook.**

~~appreciation~~ determined investigation offender sympathetic unexpected

A ■■■	B ■■■	C ■■■■
determined	sympathetic	*appreciation*
offender	unexpected	investigation

8 4.27 **Listen, check and repeat the words.**

Exercise 2
1 Because they are failing/not working.
2 They get locked up.
3 By going to lessons.
4 Because life is better than outside.
5 A prison guard.

REFERENCES
Audioscript **p. 251**

EXTRA ACTIVITIES
• Use students' descriptions of the photo to lead into the lesson. Ask questions, e.g. *What happened? Where do you think they are?* Ask students to try and add more words to the three groups of words in the PRONUNCIATION FOCUS.

WORKBOOK
p. 105

NEXT CLASS
• Ask students to think of their own definition of an act of kindness and provide examples.

8.4 READING

Multiple choice

I can distinguish supporting details from the main points in a text.

1 SPEAKING **Look at some acts of kindness. Discuss whether you have done them, might do them or would never do them. Give reasons for your answers.**

- Pay for someone's cup of coffee.
- Give someone an umbrella on a rainy day.
- Buy a homeless person a hot drink or lunch.
- Stop and talk to a homeless person.
- Offer to help someone carry their bags.
- Give someone your seat on the train or bus.
- Give someone a compliment.

2 SPEAKING **Text 1 is entitled 'Paying it forward'. Discuss the questions. Then read Text 1 and check your ideas.**

1 What does 'paying it forward' actually mean?
2 What are some of the benefits of 'paying it forward'?
3 What is the main difficulty of 'paying it forward'?

3 **Read Text 2. How did the restaurant owner 'pay it forward'?**
By giving homeless people some food

Exercise 2
1 Doing something kind for one person will lead to them doing something kind for somebody else and so on.
2 Can make you happier and healthier, give you a sense of purpose, lowers stress levels.
3 People are suspicious.

READING FOCUS Multiple choice

4 **Read Text 1 and Text 2 again. For questions 1–5, choose the correct answers, A, B, C or D. Write the answers in your notebook.**

Text 1

1 A woman who lost her phone on the train
A accepted money the boy offered her.
B asked the boy to do an act of kindness.
C wanted to send the boy some money.
D gave back the phone to the twelve-year-old boy.

2 Michael Norton believes that
A people spend more on others than themselves.
B a large proportion of people are happy.
C long-term happiness depends on your income.
D kindness is a natural human characteristic.

3 The journalist was surprised
A when people refused her offer of a free coffee.
B that people were delighted with her offer.
C that someone finally accepted the free coffee.
D by the generosity of strangers.

Text 2

4 The restaurant owner invited the homeless person into the restaurant because
A she wanted to give the person some leftover sandwiches.
B she wanted to give the person some human dignity.
C she was upset that the person had knocked over her bins.
D she wanted to ask the person some questions.

Texts 1 and 2

5 The texts include examples of acts of kindness committed by people who
A expect something in return.
B wish to remain anonymous.
C want to help homeless people.
D want to make other people feel better.

Text 1

PAYING IT FORWARD

4.28

This week's lead article comes from journalist Amy Randall who tells us why she would like to live in a kinder society and explains the benefits of 'paying it forward'.

In today's cynical world, it's often difficult to give and accept kindness. The smallest acts of kindness are often **met with suspicion**, and yet there is plenty of evidence to suggest that being kind can make you healthier and happier.

So what sort of acts of kindness am I talking about? They can be big gestures, or just small everyday things that will make people smile. At one end of the scale, an anonymous person might pay for someone's expensive operation without expecting a thank-you. At the other, there are the small gestures which might seem trivial, but are often extremely welcome.

One example of this is the story of a twelve-year-old boy who found a stranger's phone on a train. When he contacted the owner, she was so impressed by his honesty, that she **offered a small reward**. He didn't accept the money, but he wrote a note and sent it with the returned phone. In the note he said that he didn't want the money, he just wanted the woman to do something nice for someone else.

This kind of gesture is known as 'paying it forward'. The idea is that if you **do a good deed** for someone but **ask for nothing in return**, they will then do a good deed for someone else, and kindness will multiply and create a huge wave of good feeling across the globe.

There are many benefits to being kind. Giving to others can make you feel more connected to other people and increase your **sense of purpose** in life. You feel you've

Text 2

No questions asked

REFERENCES
Culture notes **p. 233**

EXTRA ACTIVITIES
- Before looking at ex. 1, students discuss what they think an act of kindness is before comparing with the list in the book.
- In teams, students write more multiple choice questions about the text. Teams take turns to ask their questions. They score 1 point for each correct answer.

WORKBOOK
pp. 106–107

NEXT CLASS
- Ask students to do *Show What You Know* in the WB, p. 108.
- Ask students to make a list of all the things other people do for them or other family members, e.g. *cut their hair, repair the car, pierce their ears.*

made a difference and there's a reason to get out of bed in the morning. **Taking time to help others** may even protect you from disease. A thirty-year study has shown that women who volunteered for a charity were sixteen percent less likely to suffer a major illness during that period – perhaps because it lowers stress levels.

I believe that people are naturally kind. This was also the conclusion of a study by Michael Norton at Harvard Business School: he did research in more than 130 countries and found that people who spend a bigger proportion of their income on others were more fulfilled than those who spend it on themselves. He thinks the desire to give and share could be a basic human trait.

That's the theory anyway. But when I've tried out acts of kindness on strangers, they often seem unsure how to react to me. In my local coffee shop, I tried to give away a cup of coffee. I thought people would be delighted, but instead I was met with suspicious stares. Then I realised why this was happening: we don't expect kindness from strangers – on the contrary, we expect them to trick us or **take advantage of us**.

But don't let that put you off. I did find someone to take my coffee and when I saw how pleased she was, it **made my day**. We need to fight against the 'me-first' society we live in and start a kindness movement. It sounds cheesy, but I think we need it.

GLOSSARY

cheesy (adj) – banalny, tandetny
trait (noun) – cecha

A woman who runs a sandwich bar selling peanut butter and jam sandwiches noticed that somebody had removed some food from her rubbish bins. When she realised that a homeless person was taking leftover food from her bins, she was upset. She was sad to think that someone was so poor that they had to eat other people's leftovers. She typed a note and pinned it to her restaurant window.

The note was addressed to the person going through the rubbish for their next meal. She told this person that they were a human being and worth more than a meal from a dustbin. She offered them a free peanut butter and jam sandwich, fresh vegetables and a cup of water and promised not to ask any questions.

The restaurant owner said she understands that everyone needs help at one time or another, and in this case, she was happy to **offer the homeless person a helping hand**.

5 SPEAKING **Discuss how much you agree or disagree with the three highlighted statements in Text 1. Change the statements so that they represent your own views.**

FOCUS ON WORDS | Verb phrases

6 4.29 **In your notebook, complete the verb phrases with an appropriate noun. Then check your answers against the examples in blue in Texts 1 and 2. Listen and repeat.**

1 ask (for) nothing in *return* – positive
2 be met with suspicion – negative
3 offer a reward – positive
4 do a good deed – positive
5 give sb a sense of purpose – positive
6 make a difference – positive
7 take time to do sth – positive
8 take advantage of sb – negative
9 make sb's day – positive
10 offer (sb) a helping hand – positive

7 **In your notebook, translate the phrases in Exercise 6. Which ones are positive and which are negative?**

8 SPEAKING **In your notebook, complete the questions with the correct verb in Exercise 6. Then ask and answer the questions.**

1 What could you buy that would make a real difference to your life?
2 How often do you give your mum a helping hand?
3 What good deed could you do on the way home today?
4 In what circumstances might you offer somebody a reward?
5 Is it always wrong to take advantage of people?
6 Can you think of one thing that would make your day today?

FOCUS ON WORDS | Synonyms

9 4.30 **In your notebook, match the underlined adjectives in Text 1 with their synonyms. Then listen, check and repeat.**

1 unknown = *anonymous*
2 sceptical = cynical
3 important = major
4 distrustful = suspicious
5 unimportant = trivial
6 appreciated = welcome

10 **In your notebook, complete the common collocations with adjectives in Exercise 9 to describe these comments.**

1 'Thank you so much for helping me with my shopping.' = A *welcome* gesture.
2 'Nobody does anything unless they want something in return.' = A cynical remark.
3 'Why are these people looking at me like this?' = suspicious stares.
4 'I hope you're coming to my graduation ceremony.' = A major event.
5 'Hey, this is my seat!' = A trivial matter.
6 'I'd rather not give my name.' = An anonymous donation.

11 SPEAKING **Talk about the last time you helped somebody or somebody helped you.**

Last weekend, my friend helped me to tidy my room. It made my day!

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8.5 GRAMMAR

Have something done

I can use **have** *to refer to having things done by other people.*

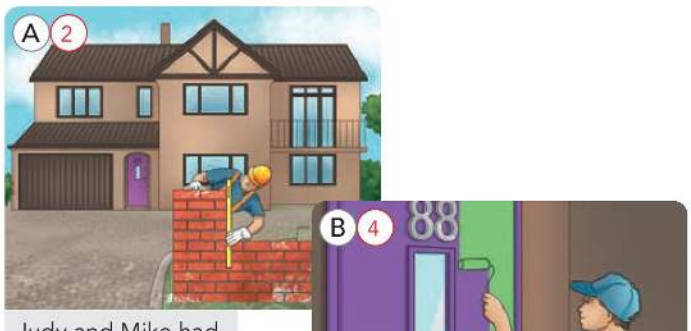
1 **Read *Burglary: The Facts* and guess the correct answers.**

BURGLARY: THE FACTS

According to statistics, the highest number of burglaries happen to [1]*terraced* / *detached* / *semi-detached* houses, [2]*halfway down a street* / *at the end of a street* / *in the countryside* with a [3]*purple* / *brown* / *green* door and the number [4]*88* / *66* / *13*.

2 4.31 **Listen to Judy and Mike's story and check your answers in Exercise 1. Are Judy and Mike going to move house?** No

3 4.31 **Listen again and, in your notebook, number the changes made to Judy and Mike's house in the correct order.**



Judy and Mike had a wall built.

They've had the door painted green.

They're going to have the house number changed.

They had the locks changed.

They had a sign about their dog put on the gate.

Exercise 5

2 We had a new door fitted.
3 We've been having a bigger wall built.
4 We've just had the front door painted.
5 We're having new security lights put in.
6 We're going to have a new burglar alarm installed.

Exercise 6

2 I've never had my ears pierced.
3 My mother has her car serviced every year.
4 I'd like to have my hair coloured.
5 I'm going to have a tooth taken out the next time I go to the dentist.

4 **Read the GRAMMAR FOCUS. Did Judy and Mike make the changes to their house or did they arrange for somebody else to do it?** Someone else did it for them.

GRAMMAR FOCUS 36

Have something done

You use the structure ***have something done*** when you arrange for somebody to do something for you. (You don't do it yourself.)

Compare:

*They **had** the locks **changed**.* (somebody did it for them)

They changed the locks. (they did it themselves)

have + object + past participle

+	*They've **had** the door **painted** green.*
–	*They **didn't have** a garage **built**.*
?	*__Are__ they __going to have__ the house number __changed__?* *Yes, they __are__./No, they __aren't__.*

Note: You can usually use ***get*** instead of *have* with no change in meaning.

He's __getting__ the door __painted__. = He's __having__ the door __painted__.

5 **Judy is explaining some of the changes to a new neighbour. In your notebook, rewrite the sentences using *we* and the structure *have something done*. Use the same tenses.**

1 A carpenter changed all the locks.
We had all the locks changed.
2 A carpenter fitted a new door.
3 A builder has been building a bigger wall.
4 A decorator has just painted the front door.
5 An electrician is putting in new security lights.
6 A security firm is going to install a new burglar alarm.

6 **In your notebook, write sentences from the prompts using the structure *have something done*. Which sentences are true for you?**

1 We / redecorate / house / last year
We had our house redecorated last year.
2 I / never / pierce / ears
3 My mother / service / her car / every year
4 I'd like / colour / my hair
5 I / take out / a tooth / the next time I go to the dentist

7 **Have it done or do it yourself? In your notebook, write true sentences about yourself from the prompts.**

1 tidy / bedroom
I tidy my bedroom.
2 repair / laptop or phone
3 charge / phone
4 test / eyes
5 check / teeth
6 cut / hair
7 take / passport photo
8 update / Facebook profile

8 SPEAKING **In your notebook, write questions based on the prompts in Exercise 7. Begin the questions with *How often do you ...?* Then ask your partner the questions.**

A: How often do you tidy your bedroom?
B: Not very often ... about once a week ...

Grammar page 138

REFERENCES

Audioscript **p. 251**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Extra digital activities: Grammar Checkpoint
- Photocopiable resource 53 *Can you help me?* (15 min.) pp. 270, 330
- Students write sentences about themselves and family members using the lists they made, e.g. *My father has his car repaired at a local garage.*

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

VIDEO 37

8.6 USE OF ENGLISH

Reflexive pronouns

I can correctly use each other and reflexive pronouns.

1 4.32 SPEAKING **The words and phrases in the box are from a podcast. Discuss what you think the podcast is about. Then listen and check your ideas.**

anti-virus software digital footprint
identity thieves passwords a weak password
a password manager videos and photos viruses

2 4.32 **In your notebook, replace the underlined pronouns with appropriate words and phrases in Exercise 1. Then listen again and check.**

1 If you use one of these, you can only blame yourself if a hacker gets into your account.
If you use a weak password, you can only …
2 You can use one of these to save yourself some trouble. a password manager
3 Keep them to yourself. Even with your friends, don't tell one another. passwords
4 Use this to protect yourself from viruses. anti-virus software
5 They update themselves all the time, so you need to update your software too. viruses
6 If you send each other these, they're likely to stay online for a long time. videos and photos

3 SPEAKING **Discuss how safe you think you are online. What could you do to protect yourself more?**

4 **Read the LANGUAGE FOCUS and find all the examples of reflexive pronouns and *each other/one another* in Exercise 2.**

LANGUAGE FOCUS

Reflexive pronouns, *each other* and *one another*

- You use reflexive pronouns ***myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*** when the subject and the direct or indirect object of a sentence are the same person or thing.
  *You can only blame **yourself**.*
  *Viruses update **themselves** all the time.*
  Verbs commonly used with reflexive pronouns:
  behave, blame, cut, enjoy, express, hurt, injure, introduce, prepare, protect, teach
  Note: ***By yourself/myself***, etc. means *alone/on your own/without help.*
- ***Each other*** and ***one another*** have the same meaning. You use them when the subject and object are different.
  Compare the following sentences:
  *Tim and Tina are looking at **each other/one another**. = Tim is looking at Tina* and *Tina is looking at Tim.*
  *Tim and Tina are looking at **themselves**. = Tim is looking at himself* and *Tina is looking at herself.*

5 **In your notebook, complete the sentences with a reflexive pronoun. Which sentences are true for you?**

1 My phone switches *itself* off if I don't use it for a while.
2 My father bought ___himself___ a new laptop recently.
3 When I go out with my friends, we always enjoy ___ourselves___ .
4 I hate it when people don't introduce ___themselves___ .
5 My mum is teaching ___herself___ how to play the guitar.
6 I prefer revising for exams by ___myself___ .

6 SPEAKING **In your notebook, complete the questions with *each other/one another* or *themselves*. Then ask and answer the questions with a partner.**

1 How often do you and your friends message *each other*?
2 How well can your parents express ___themselves___ in English?
3 What do you and your friends normally talk to ___each other___ about?
4 How do your friends protect ___themselves___ from spam?
5 How long have you and your best friend known ___each other___ ?
6 What do your classmates do to prepare ___themselves___ for exams?

7 USE OF ENGLISH **In your notebook, complete the second sentence so that it has a similar meaning to the first. Use reflexive pronouns.**

1 I'm afraid Matt is injured and won't be playing today.
I'm afraid Matt has _____ .
2 Did you have fun at the party last night, Tom?
Did you _____ ?
3 I spent the weekend completely alone.
I spent the weekend all _____ .
4 Mary took the blame for the mistake.
Mary blamed _____ .
5 Tom learnt how to program computers on his own.
Tom taught _____ .
6 I got a cut while I was chopping onions.
I cut _____ .

FOCUS VLOG 37 **About social media**

4.33 **Listen to the Focus Vlog. How do the speakers stay in touch with their friends online? Write the answers in your notebook.**

Use of English page 139

Exercise 7
1 injured himself and won't be playing today
2 enjoy yourself at the party last night, Tom
3 by myself
4 herself for the mistake
5 himself to program computers
6 myself while I was chopping onions

Focus vlog
Through social media/ applications on the phone: WhatsApp, Facebook, Snapchat and Instagram. They send messages or use video calls.

REFERENCES

Audioscript **pp. 251–252**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Focus Vlog. Video worksheet 8.6 in the WB, p. 113
- Students write a list of five extra questions as in ex. 6, using the verbs in the Language Focus, and then ask and answer in different pairs than before.

WORKBOOK

p. 109

NEXT CLASS

- Ask students to think about the things they do regularly that they enjoy doing.
- Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 8.6, Use of English.

8.7

WRITING

An opinion essay

I can write an essay to express my opinion and support it with relevant examples.

1 SPEAKING **Read the news report and discuss the questions.**

1 What is your opinion of the politician's comments?
2 How frequently do you usually check your phone?
3 What do you think it means to be addicted to your phone?

Are young people enjoying life?

A politician has upset young people with the comments he made during a television interview this week. He said, 'Today's teenagers have forgotten the simple pleasures of life such as conversation with friends and family, and time spent outdoors in our beautiful country. If something isn't available in a three-minute YouTube video, or can't be 'liked' on Facebook, then it is of no interest to anyone under the age of eighteen. We live in a nation of lazy, phone-addicted young people who have no idea how to really enjoy life.'

2 **After a class discussion on this news item, Oliver wrote an opinion essay. What do you think about the points he makes?**

Oliver Gleeson, class 6C

It is not unusual for older generations to criticise younger people's lifestyles. For instance, a politician said recently that the young people in this country were lazy and did not know how to enjoy life. In my view, these comments are incorrect and unfair.

To begin with, I would like to point out that not all young people are addicted to their phones. Many communicate and share interests online, but most of us do not spend all our free time there. For example, my friends and I regularly meet and spend time doing and talking about the things we enjoy. In other words, we have real lives.

Next, as far as I am concerned, most young people are not lazy. For instance, like many of my friends, I am studying for my final exams and learning to drive at the moment. In addition, I play the guitar and go mountain biking most weekends. Put another way, we are too busy to be lazy.

Lastly, it seems to me that the majority of young people do enjoy life. Many of us have social lives which include a range of sports, hobbies and interests. Moreover, plenty of these activities involve spending time with friends and making the most of our beautiful country.

In summary, I do not think the politician who made these comments understands today's young people. I think he should visit some local schools, talk to some teenagers and find out what their lives are really like.

EXTRA ACTIVITIES

- Photocopiable resource 54 An opinion essay (15 min.) pp. 270, 331
- Read the title of the first text and ask students what things they enjoy doing and how they would answer the question in the title.
- Ask comprehension questions about the two texts, e.g. *What did the politician say? What did the policeman say recently?*

WORKBOOK

pp. 110–111, including *Show What You've Learnt* and *Show That You've Checked*

110

3 SPEAKING **Discuss the questions.**

- How similar or different are you to Oliver and his friends?
- How would you respond if somebody called you 'lazy' or 'phone addicted'?
- What are the main differences between the way your generation, your parents' generation and your grandparents' generation 'enjoy life'?

4 **Read the WRITING FOCUS. Decide which words in the box and linkers in purple in the essay complete the WRITING FOCUS correctly.**

linkers ~~point of view~~ reader summary support

WRITING FOCUS

An opinion essay

- Introduction
  Introduce the topic and give a clear statement of your main [1] *point of view*.
- Main paragraphs
  Include two or three paragraphs with more detailed personal opinions and [2] support these with reasons and examples.
  Remember to use [3] linkers to help the reader follow your essay.
  Firstly = [4] To begin with /*Secondly* = [5] Next /
  Finally = [6] Lastly /*In conclusion* = [7] In summary
- Conclusion
  Include a [8] summary of your main point of view. Use different words to the statement in the introduction.
  Include a final comment which leaves the [9] reader with something to think about.

5 SPEAKING **Discuss what you think about three more comments made by older people criticising teenage lifestyles. How many arguments can you think of in response?**

1 Teenagers do not understand the value of things. They want all the latest fashions, the most expensive phones and laptops, and they want them all now. They don't seem to realise that these things cost money!
2 Teenagers do not respect the opinions of adults. They think they know best and don't value our experience. They seem to forget that we were once teenagers too.
3 Teenagers don't read anymore. They don't value the importance of books. As a result, their language skills suffer and they can't express themselves very well.

6 **Choose one of the comments in Exercise 5 and prepare three detailed arguments in response.**

- Decide on a logical order for your three arguments.
- Write the arguments up as three paragraphs.
- Use linkers to structure your work.

7 **Read the LANGUAGE FOCUS. In your notebook, complete each phrase with one word. Check the underlined phrases in the letter if necessary.**

LANGUAGE FOCUS

Giving your opinion and emphasising a point

- Giving your opinion:
  I think … (I do not think …)/It seems to me that …/
  In [1] my *view …/In my opinion …/*
  As far [2] as *I am concerned …*
- Emphasising a point by giving an example or making an additional point:
  [3] For *instance …/For example …/*
  [4] In *addition …/Moreover …/What is more …*
- Emphasising a point by repeating in another way
  In [5] other *words …/Put* [6] another *way …/*
  What I mean is that …

8 **In your notebook, complete the second sentence so that it means the same as the first, beginning with the word given.**

1 I think the celebrity's comments were extremely negative and unhelpful.
  It seems to me that the celebrity's comments were extremely negative and unhelpful .
2 My parents taught me to be well-mannered. In addition, we are expected to be polite at school.
  What is more, we are expected to be polite at school .
3 In my opinion, there are many selfish people in the world and not all of them are young.
  As far as I am concerned there are many selfish people in the world and not all of them are young .
4 For example, lots of young people do voluntary work or raise money for charity.
  For instance, lots of young people do voluntary work or raise money for charity .
5 In other words, most young people are aware of the importance of being a good citizen.
  What I mean is that most young people are aware of the importance of being a good citizen .

SHOW WHAT YOU'VE LEARNT

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

W wywiadzie radiowym bardzo znana osoba wyraziła ostatnio swoją opinię o młodzieży, mówiąc: „W dzisiejszych czasach młodzi ludzie są nieuprzejmi, samolubni i nie znają zasad dobrego wychowania. Wygląda na to, że ani rodzice, ani szkoła nie wychowali ich na dobrych obywateli". Napisz rozprawkę, w której wyrazisz swoją opinię na ten temat, odnosząc się do problemu wychowania w domu i w szkole.

Rozwiń swoją wypowiedź w każdym z podpunktów. Długość twojego wypracowania powinna wynosić co najmniej 200 słów.

111

VIDEO 38

8.8 SPEAKING

Opinions: talking about advantages and disadvantages

I can discuss an idea and talk about its advantages and disadvantages.

1 SPEAKING **In your notebook, complete the following sentence in as many ways as you can think of. Discuss your ideas.**

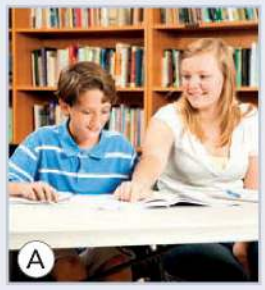
A good person is someone who …
A good person is someone who is honest and kind.

2 4.34 **Read the school webpage and listen to a conversation. Which activities do Robert and Sonia decide to do?**

PRINCE JAMES SCHOOL

home | teachers | students | parents

THREE EASY WAYS TO BE A GOOD CITIZEN!



Help younger pupils with school subjects
Are you good at a particular subject? Are you patient? Younger pupils need your help.

Help the elderly in your community
Elderly people are often lonely. Promise to call on an elderly person two or three times a week.
Robert

Raise money for charity
Organise a sale: second-hand clothes, cakes or books.
Sonia

3 4.34 **In your notebook, complete section A of the SPEAKING FOCUS with the words in the box. Then listen again and check.**

good into not rather ~~thing~~

SPEAKING FOCUS 38

A Talking about your skills and interests

(Teaching) isn't my [1] *thing* at all.
You're really [2] good at (Maths/swimming).
I'm [3] not (patient) enough.
I'd [4] rather (visit an elderly person).
I'm really [5] into (vintage clothes).

B Giving and explaining an opinion

In my opinion …/What I mean is …/In fact …
To be honest, I think/don't think …

C Talking about advantages and disadvantages

There are a lot of advantages/disadvantages …
One/Another benefit is that …
The main advantage of voluntary work is that …
There are drawbacks too.
One of the main disadvantages of voluntary work is that …
Another disadvantage of voluntary work is that …

4 SPEAKING **Discuss which voluntary work in Exercise 2 you would choose to do and why. Explain why you are rejecting the other activities.**

5 SPEAKING **Look at the motion for a school debate. Think of three reasons for and three reasons against doing voluntary work.**

home | teachers | students | parents

SCHOOL DEBATE

Motion:
Everybody should do voluntary work.

6 4.35 **Listen to two people talking about reasons for and against doing voluntary work. Do they mention any of the points you thought of in Exercise 5?**

7 4.35 **Read sections B and C in the SPEAKING FOCUS. Complete the texts FOR and AGAINST in your notebook. Listen again and check your answers.**

FOR
In my opinion, there are a lot of [1] *advantages* of doing voluntary work. [2] One benefit is that it makes people think about other people who are less fortunate than they are. What I [3] mean is that if you do voluntary work, you will understand the problems that exist in society. Another [4] benefit of doing voluntary work is that you become a better person – less selfish and more generous.

AGAINST
First of all, I agree that there are a lot of advantages to doing voluntary work, but I think there are [5] drawbacks too. One of the [6] main disadvantages of voluntary work is that it can take up a lot of time. What I mean is, voluntary work could stop you helping your own family or friends, or take time away from your studies. [7] Another disadvantage of voluntary work is that you don't earn money, so you are still dependent on your parents for everything. To be [8] honest, I think we should learn to be independent from our parents as soon as possible.

8 SPEAKING **Choose a topic. Student A: make notes on the advantages. Student B: make notes about the disadvantages. Discuss your ideas. Use the SPEAKING FOCUS to help you.**

- being an only child
- single-sex schools
- taking part in sports competitions
- wearing a school uniform
- being a man/woman
- owning a pet

REFERENCES

Audioscript **p. 252**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Interactive speaking video
- In pairs, students make a list of the advantages and disadvantages of doing the three things in ex. 2. They decide which would be the best activity for them.

WORKBOOK

p. 112

NEXT CLASS

- Ask students to study the Word list on p. 113.

8.1 Vocabulary 5.57

arson /'ɑːsən/ podpalenie
arsonist /'ɑːsənɪst/ podpalacz
be arrested /bi ə'restɪd/ zostać aresztowanym
be charged with a crime /bi ˌtʃɑːdʒd wɪð ə 'kraɪm/ zostać oskarżonym o popełnienie przestępstwa
be found guilty /bi ˌfaʊnd 'gɪlti/ zostać uznanym za winnego
be found not guilty /bi ˌfaʊnd ˌnɒt 'gɪlti/ zostać uznanym za niewinnego
be released /bi rɪ'liːst/ zostać wypuszczonym na wolność
be sentenced /bi 'sentənst/ zostać skazanym
burglar /'bɜːglə/ włamywacz
burglary /'bɜːgləri/ kradzież z włamaniem
burgle a house /ˌbɜːgəl ə 'haʊs/ włamać się do domu i okraść go
case /keɪs/ sprawa, dochodzenie w sprawie
charge /tʃɑːdʒ/ oskarżyć
collect evidence /kəˌlekt 'evədəns/ zbierać dowody
commit a crime /kəˌmɪt ə 'kraɪm/ popełnić przestępstwo
criminal /'krɪmɪnəl/ przestępca
deal drugs /ˌdiːl 'drʌgz/ handlować narkotykami
detective /dɪ'tektɪv/ detektyw
drug dealer /'drʌg ˌdiːlə/ handlarz narkotyków
drug dealing /'drʌg ˌdiːlɪŋ/ handel narkotykami
elections /i'lekʃənz/ wybory
evidence /'evɪdəns/ dowód
go to court /ˌgəʊ tə 'kɔːt/ trafić do sądu
government /'gʌvəmənt/ rząd
head of government /ˌhed əv 'gʌvəmənt/ szef rządu
innocent /'ɪnəsənt/ niewinny
interview victims/witnesses /ˌɪntəvjuː 'vɪktɪmz/'wɪtnɪsɪz/ przesłuchać ofiary/świadków
investigate /ɪn'vestəgeɪt/ prowadzić śledztwo w sprawie
judge /dʒʌdʒ/ sędzia
kill /kɪl/ zabić
mug /mʌg/ napaść na kogoś
mugger /'mʌgə/ rabuś
mugging /'mʌgɪŋ/ rozbój, napad
murder /'mɜːdə/ morderstwo; zamordować
murderer /'mɜːdərə/ morderca
piracy /'paɪərəsi/ piractwo
pirate /'paɪərət/ pirat
pirate software /ˌpaɪərət 'sɒftweə/ pirackie oprogramowanie
report a crime /rɪˌpɔːt ə 'kraɪm/ zgłosić przestępstwo
rob sb/a place /'rɒb ˌsʌmbədi/ə pleɪs/ okraść kogoś/miejsce
robber /'rɒbə/ złodziej, rabuś
robbery /'rɒbəri/ rabunek
set fire to /ˌset 'faɪə tə/ podpalić
shoplift /'ʃɒpˌlɪft/ kraść w sklepie
shoplifter /'ʃɒpˌlɪftə/ złodziej sklepowy
shoplifting /'ʃɒpˌlɪftɪŋ/ kradzież w sklepie
steal /stiːl/ ukraść
suspect /'sʌspekt/ podejrzany (o popełnienie przestępstwa)
the accused /ðiː ə'kjuːzd/ oskarżony
trial /'traɪəl/ proces
theft /θeft/ kradzież
thief /θiːf/ złodziej
unemployment /ˌʌnɪm'plɔɪmənt/ bezrobocie
vandal /'vændl/ wandal
vandalise /'vændəlaɪz/ demolować
vandalism /'vændəlɪzəm/ wandalizm, chuligaństwo
victim /'vɪktɪm/ ofiara
witness /'wɪtnɪs/ świadek

8.2 Grammar 5.58

abolish /ə'bɒlɪʃ/ zakazać, znieść
authorities /ɔː'θɒrətiz/ władze
cell /sel/ cela
death penalty /'deθ ˌpenlti/ kara śmierci
dig a tunnel /ˌdɪg ə 'tʌnl/ wykopać tunel
drown /draʊn/ utonąć
elect /ɪ'lekt/ wybrać (w wyniku wyborów)
escape /ɪ'skeɪp/ uciec
escape attempt/attempted escape /ɪ'skeɪp əˌtempt/əˌtemptɪd ɪ'skeɪp/ próba ucieczki
imprison /ɪm'prɪzən/ uwięzić
on average /ɒn 'ævərɪdʒ/ średnio
prisoner /'prɪzənə/ więzień
promote /prə'məʊt/ promować, reklamować
question /'kwestʃən/ przesłuchiwać
tell sb off /ˌtel ˌsʌmbɒdi 'ɒf/ upominać, besztać kogoś

8.3 Listening 5.59

average /'ævərɪdʒ/ średni, przeciętny
behave badly /bɪˌheɪv 'bædli/ źle się zachowywać
break the law /ˌbreɪk ðə 'lɔː/ złamać prawo
citizen /'sɪtəzən/ obywatel
criminal damage /ˌkrɪmənəl 'dæmɪdʒ/ uszkodzenie mienia
exclude from school /ɪkˌskluːd frəm 'skuːl/ wyrzucić ze szkoły
have a criminal record /ˌhæv ə ˌkrɪmənəl 'rekɔːd/ być notowanym
lock sb (up) /ˌlɒk ˌsʌmbɒdi ('ʌp)/ zamknąć kogoś na klucz
make an example of sb /ˌmeɪk ən ɪg'zɑːmpəl əv ˌsʌmbɒdi/ ukarać kogoś dla przykładu
make (prisons) harder /ˌmeɪk ˌprɪzənz 'hɑːdə/ zaostrzyć rygor (w więzieniach)
prison guard /'prɪzən gɑːd/ strażnik więzienny
punish sb severely /ˌpʌnɪʃ ˌsʌmbɒdi sə'vɪəli/ surowo kogoś ukarać
release from prison /rɪˌliːs frəm 'prɪzən/ zwolnić z więzienia
sentence /'sentəns/ wyrok
serve a sentence /ˌsɜːv ə 'sentəns/ odsiadywać wyrok
violence /'vaɪələns/ przemoc
young offender /ˌjʌŋ ə'fendə/ młodociany przestępca

8.4 Reading 5.60

anonymous /ə'nɒnɪməs/ anonimowy
appreciated /ə'priːʃieɪtɪd/ doceniany
ask for nothing in return /ˌɑːsk fə 'nʌθɪŋ ɪn rɪ'tɜːn/ nie chcieć nic w zamian
be met with suspicion /ˌbi ˌmet wɪð sə'spɪʃən/ budzić nieufność/podejrzenie
benefit /'benəfɪt/ korzyść
cheesy /'tʃiːzi/ banalny, tandetny
cynical /'sɪnɪkəl/ cyniczny
distrustful /dɪs'trʌstfəl/ nieufny
do a good deed /ˌduː ə ˌgʊd 'diːd/ zrobić dobry uczynek
donation /dəʊ'neɪʃən/ datek, darowizna
dustbin /'dʌstbɪn/ kosz na śmieci
fulfilled /fʊl'fɪld/ spełniony, zadowolony
generosity /ˌdʒenə'rɒsəti/ hojność, wielkoduszność
give a sense of purpose /ˌgɪv ə ˌsens əv 'pɜːpəs/ dawać poczucie celu
homeless /'həʊmləs/ bezdomny
honesty /'ɒnəsti/ uczciwość
human trait /ˌhjuːmən 'treɪt/ cecha ludzka
impressed by /ɪm'prest baɪ/ pod wrażeniem
kindness /'kaɪndnəs/ życzliwość, dobroć
knock over /ˌnɒk 'əʊvə/ przewrócić coś
major /'meɪdʒə/ ważny, znaczny
make a difference /ˌmeɪk ə 'dɪfərəns/ wpłynąć pozytywnie
make sb's day /ˌmeɪk ˌsʌmbɒdiz 'deɪ/ uszczęśliwić kogoś
offer a helping hand /'ɒfər ə ˌhelpɪŋ 'hænd/ podać pomocną dłoń
offer a reward/job /ˌɒfə ə rɪ'wɔːd/'dʒɒb/ zaproponować nagrodę/pracę
peanut butter /ˌpiːnʌt 'bʌtə/ masło orzechowe
pin /pɪn/ przypiąć (np. szpilką)
put off /ˌpʊt 'ɒf/ zniechęcać
sceptical /'skeptɪkəl/ sceptyczny
small gestures /ˌsmɔːl 'dʒestʃəz/ drobne gesty
stare /steə/ spojrzenie
suspicious /sə'spɪʃəs/ podejrzliwy
take advantage of /ˌteɪk əd'vɑːntɪdʒ əv/ wykorzystywać
take time to /ˌteɪk 'taɪm tə/ poświęcić czas na
trick /trɪk/ oszukać
trivial /'trɪviəl/ błahy
type a note /ˌtaɪp ə 'nəʊt/ sporządzić notatkę
want something in return /ˌwɒnt ˌsʌmθɪŋ ɪn rɪ'tɜːn/ chcieć coś w zamian
welcome /'welkəm/ mile widziany

8.5 Grammar 5.61

burglar alarm /'bɜːglər əˌlɑːm/ alarm antywłamaniowy
carpenter /'kɑːpɪntə/ stolarz
lock /lɒk/ zamek
security firm /sɪ'kjʊərəti fɜːm/ firma ochroniarska
security lights /sɪ'kjʊərəti laɪts/ zewnętrzne oświetlenie posesji
statistics /stə'tɪstɪks/ statystyka

8.6 Use of English 5.62

anti-virus software /ˌænti 'vaɪərəs ˌsɒftweə/ oprogramowanie antywirusowe
blame yourself /'bleɪm jɔːˌself/ obwiniać się
digital footprint /ˌdɪdʒətl 'fʊtˌprɪnt/ ślad cyfrowy
enjoy yourself /ɪn'dʒɔɪ jɔː'self/ dobrze się bawić
express yourself /ɪk'spres jɔː'self/ wypowiedzieć się (np. w obcym języku)
identity theft /aɪ'dentəti θeft/ kradzież tożsamości
introduce yourself /ˌɪntrə'djuːs jɔːˌself/ przedstawić się
password /'pɑːswɜːd/ hasło
prepare yourself /prɪ'peə jɔːˌself/ przygotować się
protect yourself /prə'tekt jɔːˌself/ chronić się, bronić się

8.7 Writing 5.63

majority /mə'dʒɒrəti/ większość
phone-addicted people /ˌfəʊn əˌdɪktəd 'piːpəl/ ludzie uzależnieni od telefonów
pleasures of life /ˌpleʒəz əv 'laɪf/ przyjemności z życia
point of view /ˌpɔɪnt əv 'vjuː/ punkt widzenia
polite /pə'laɪt/ uprzejmy
politician /ˌpɒlə'tɪʃən/ polityk
selfish /'selfɪʃ/ samolubny
voluntary work /'vɒləntəri wɜːk/ wolontariat
well-mannered /ˌwel 'mænəd/ dobrze wychowany

8.8 Speaking 5.64

be fortunate/less fortunate /ˌbi 'fɔːtʃənət/ˌles 'fɔːtʃənət/ mieć szczęście / mniej szczęścia
call on /'kɔːl ɒn/ odwiedzić
elderly people /'eldəli ˌpiːpəl/ starsi ludzie
honest /'ɒnəst/ uczciwy
lonely /'ləʊnli/ samotny
organise a sale /ˌɔːgənaɪz ə 'seɪl/ zorganizować wyprzedaż
patient /'peɪʃənt/ cierpliwy
second-hand clothes /ˌsekənd,hænd 'kləʊðz/ ubrania używane
uniform /'juːnəfɔːm/ mundurek

WORD LIST ACTIVITIES

• Divide students into teams. Call out a word or expression for the first team. They have to explain the meaning and use it in a sentence. Give one point for the meaning and two points for using it correctly. Continue round the teams. The team with the most points at the end wins.

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FOCUS REVIEW 8

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Jakie wyrazy poprawnie uzupełniają zdania? Pierwsze litery brakujących wyrazów zostały podane.

1 The bank robber will have to **s**erve a **s**entence of twelve years.
2 The **w**itness was afraid to show her face in court, so she was allowed to describe what she had seen in a private room.
3 There are some criminals who **t**ake **a**dvantage of older people, getting their banking information and stealing their money.
4 I don't think this **c**ase will go to **c**ourt because both sides seem to be willing to forget about what happened.

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 It's hard to be a victim of a ___mugger___ because you never really feel safe in the streets after it happens. **MUG**
2 He was accused of the ___theft___ of a valuable painting, but he claimed he hadn't taken it. **THIEF**
3 Before criminals ___burgle___ a house, they make sure no one is at home. **BURGLAR**
4 It was shocking to learn that the ___arsonist___ who set the school on fire was actually a fire fighter. **ARSON**
5 We have reduced ___vandalism___ in our area by having the offenders repair the damage. **VANDAL**

3 Przekształć zdania tak, aby zachować ich sens. Nie zmieniaj podanych fragmentów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Next month the government will release five political prisoners.
Next month five political prisoners will be released .
2 A prison guard took John to his new cell.
John was taken to his new cell.
3 The lawyer's speech has impressed the jury.
The jury has been impressed by the lawyer's speech.
4 A private detective is investigating the robbery.
The robbery is being investgated by a private detective.
5 A lot of people are installing security systems in this neighbourhood.
A lot of security systems are being installed in this neighbourhood.

4 Jakie formy wyrazów podanych w nawiasach poprawnie uzupełniają zdania? Użyj konstrukcji *have something done*.

1 I follow my dentist's advice and I have my teeth checked (check/my teeth) twice a year.
2 We have been having our house redecorated (redecorate/house) for several weeks. I hope it's over soon!
3 My sister never has her hair cut (never/cut/her hair) by a hairdresser. My mum always does it.
4 Did you have your flat painted (paint/your flat) or did you do it yourself?
5 My neighbours are having the grass in their garden cut (cut/the grass in their garden) right now – that's why it's so noisy.

ŚRODKI JĘZYKOWE

Uzupełnianie zdań; test luk

5 Jakie formy wyrazów podanych w nawiasach poprawnie uzupełniają zdania? Nie zmieniaj kolejności wyrazów.

1 My uncle's shop was robbed (shop/rob) last year so he decided to install a burglar alarm.
2 John is going to have his car serviced (car/service) by a mechanic.
3 The men introduced themselves (men/introduce) as police detectives, but I don't think they really were.
4 Yesterday, the police had the sketch made (sketch/make) of the suspect based on witness's descriptions.
5 Was John released (John/release) from hospital yesterday?
6 Jill was so nervous in court that she found it difficult to express herself clearly (express/clearly).

6 Przeczytaj tekst. Jakie wyrazy poprawnie go uzupełniają? Wpisz w każdą lukę tylko jeden wyraz.

WSKAZÓWKA

Przeczytaj szybko cały tekst, aby zrozumieć jego ogólny sens. Zastanów się, czy poszczególne luki należy uzupełnić słowami typowo gramatycznymi (np. przedimkiem lub przyimkiem), czy – słowami stanowiącymi część stałych wyrażeń frazeologicznych (np. *make a point*). Pamiętaj, że w każdą lukę możesz wpisać tylko jedno słowo.

CHRISTMAS JUMPER DAY

Christmas is traditionally a time of giving. Apart from looking for perfect gifts for friends and family members, or buying themselves new clothes so they can look good, a lot of people also think about those who are less fortunate and need to [1] ___be___ helped in various ways.

At this time of the year, most charities raise money collected by volunteers so that they can help the homeless or the elderly and can [2] ___make___ a difference to these people's lives.

One of the most interesting campaigns in the UK is Christmas Jumper Day, which [3] ___is___ usually held on the second Friday of December.

The idea is that special Christmas jumpers should be worn on this day and that people should donate at least £1 to Save the Children, the charity which organises the event. Every year the donations [4] ___are___ used to help children in 120 countries by providing them with healthcare and food which they cannot afford to purchase by themselves.

Why do people support this campaign? [5] ___In___ my view, they do so because helping others makes them genuinely happy. And Christmas Jumper Day is a fun and easy way of [6] ___doing___ a good deed! Almost everyone in the UK has got a Christmas jumper. Many people don't buy them – they are a popular Christmas present.

EXTRA ACTIVITIES

- Photocopiable resource 63 Open cloze (15 min.) pp. 272, 339
- Photocopiable resource 66 Sentence formation (20 min.) pp. 273, 342

CZYTANIE

Wybór wielokrotny

7 Przeczytaj tekst. Która z podanych odpowiedzi (A–D) jest poprawna?

Caring for the community

How can a dog change your life?

Ever since I was quite seriously bitten by a dog when I was a young child, I had been terrified of those animals. When I saw someone walking a dog, I would immediately rush to the other side of the street. When I planned to visit friends, I always made it clear that their dogs had to be put elsewhere during my visit. I had told myself many times that my fear was silly, but I simply couldn't control myself. Every time I got close to a dog I started shaking. I didn't know how to free myself from my fear.

Then one day I read a short article in the local newspaper about a rescue shelter that needed volunteers for dog-walking and other duties, and it was as if a light came on in my mind. I suddenly realised that all I had to do was face my fear. I immediately called the shelter and made an appointment to visit the next day.

When I arrived, I introduced myself to Susan, the person who was going to train me, and then I explained my issues with dogs. She said that I wasn't the first person to come in with that problem, and she felt sure I would feel differently as soon as I had met a few of the animals. Then she led me to a kennel where a large brown dog, Buddy, was sleeping. He immediately stood up and looked at me, then walked over and put his nose close to my hand. At first, we looked at each other with suspicion, and I suddenly felt really scared. But as soon as I saw the look of hope in Buddy's eyes, I was convinced.

Susan explained that Buddy had been brought to the shelter by the police after they had arrested his owner on suspicion of drug dealing, shoplifting and other crimes. Buddy's owner was likely to spend a long time in jail, and Susan was certain that Buddy would need a new home. 'And look,' she said. 'He already likes you! You're actually the first man he's not been afraid of.'

I spent many hours with Buddy, walking and feeding him, and we became close friends. After several weeks, I announced that I was ready to take Buddy home. Some of my more cynical friends claimed that I had been pretending to be afraid of dogs all along, and others have said they were amazed to hear I was adopting a pet of any kind. But all I can say is that Buddy has introduced me to many of the small pleasures of life, and we are so close that now we are helping young offenders come back to life outside of prison by getting them to volunteer at animal shelters.

1 What was the narrator's relationship with dogs before he went to the shelter?
A He was ashamed of the way he felt about them.
B He did everything he could to avoid them.
C He had learned to tolerate his friends' dogs.
D He had made several attempts to get over his fears.

2 The narrator's first impression of Buddy was that the dog was …
A dangerous.
B ill and miserable.
C hopeful.
D happy to be in the shelter.

3 What does the narrator's new idea involve?
A Adopting more pets.
B Helping young people who have committed crimes.
C Getting dogs away from criminals.
D Training dogs to work with young criminals.

MÓWIENIE

8 Pracując w parach, wykonajcie zadanie.

Popatrz na plakaty 1, 2 i 3.

Bierzesz udział w szkoleniu, którego celem jest pokazanie, jak zmniejszyć ryzyko kradzieży. Prowadzący pokazał wam trzy sposoby zabezpieczenia domu przed włamaniem.

- Wybierz sposób, który twoim zdaniem jest najlepszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

Let us protect your house from £29 a month

9 Pracując w parach, odpowiedzcie na pytania.

1 In your opinion, what is the right thing to do when you suspect your house has been burgled? Why?
2 What can people do to make their neighbourhoods safer?
3 Do you think that a city monitoring system would make your town or city a safer place to live? Why?/Why not?
4 Some people say that there were fewer crimes in the past. Do you agree? Why?/Why not?

PISANIE

Rozprawka

10 Wykonaj zadanie.

Według autora artykułu przeczytanego przez ciebie młodzież za bardzo interesuje się życiem sławnych osób i zapomina, że w jej otoczeniu również znajdują się ludzie warci naśladowania. Napisz rozprawkę, w której ustosunkujesz się do tezy przedstawionej przez autora artykułu oraz opiszesz osobę będącą dla ciebie wzorem do naśladowania.
Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymagania typowe dla formy wskazanej w poleceniu.

REFERENCES

MiniMatura writing assessment criteria
Matura speaking test assessment criteria

EXTRA ACTIVITIES

- Photocopiable resource 55 *Crime prevention* (speaking; 15 min.) pp. 270, 332
- Photocopiable resource 56 Sentence translation (15 min.) pp. 271, 333
- Extra digital activities: Reading 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.

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1.2 GRAMMAR

Dynamic and state verbs

Czasowniki dynamiczne, takie jak *do, work, play*, opisują czynności i mogą występować w czasach prostych (np. **Present Simple**) i ciągłych (np. **Present Continuous**):

I often ***listen*** *to classical music.* Często słucham muzyki klasycznej.

*I'****m listening*** *to Mozart now.* Słucham teraz Mozarta.

Czasowniki statyczne wyrażają m.in.:

- uczucia, emocje, preferencje, np.: *hate, like, love, prefer,*
- stany umysłu, np.: *believe, know, need, remember, think, understand, want,*
- doznania, np.: *feel, hear, see.*

Czasowniki statyczne występują przeważnie w czasach prostych, a nie ciągłych, nawet jeśli odnoszą się do zdarzeń lub stanów mających miejsce w chwili, w której o nich mówimy:

Do *you* ***understand*** *me?* Rozumiesz mnie?

Does *she* ***want*** *to go to a music festival?* Czy ona chce pojechać na festiwal muzyczny?

Niektóre czasowniki mogą występować zarówno w znaczeniu statycznym, jak i dynamicznym, w zależności od tego, co chcemy wyrazić, np.:

- ***think***: myśleć, uważać (stan); zastanawiać się, mieć zamiar (czynność),
- ***have***: mieć, posiadać (stan); brać, robić (czynność, np. jeść śniadanie),
- ***look***: wyglądać (stan); patrzeć (czynność):
  Do *I* ***look*** *good in this dress?* Czy dobrze wyglądam w tej sukience? (stan)
  What ***are*** *you* ***looking*** *at?* Na co patrzysz? (czynność)

1 Choose the correct option.

1 I *think* / *'m thinking* about going to a fashion show tomorrow.
2 I *don't think* / *'m not thinking* the show was a success.
3 *Do you have* / *Are you having* a favourite fashion designer?
4 *Does Tim have* / *Is Tim having* breakfast right now?
5 What *does Sally look* / *is Sally looking* like? Is she tall?

2 Complete the dialogues with the correct form of the words in brackets. Use the Present Simple or the Present Continuous.

1 A: Is George talking (George/talk) to that fashion journalist in French?
  B: No way! He doesn't speak (not speak) any foreign languages.
2 A: Do you like (you/like) reading fashion magazines?
  B: Of course. I buy (buy) a few every month.
3 A: Why does he want (he/want) to buy that expensive suit?
  B: Because he believes (believe) it will make him look smarter.
4 A: You look (look) miserable. What's wrong?
  B: I don't usually wear (not usually/wear) high heels and the ones I 'm wearing (wear) today are very uncomfortable.

3 Complete the sentences with the correct form of the words in brackets. Use the Present Simple or the Present Continuous.

1 My brother loves (love) faded jeans.
2 I see (see) what you mean.
3 She is thinking (think) of buying a new denim jacket.
4 Today, I need (need) to buy a silk tie for my dad.
5 At the moment he has (have) two cars and a motorbike.
6 Is Ben having (Ben/have) a bath now?
7 I don't think (not/think) I'll buy those boots.

4 Translate the words in brackets into English.

1 Unfortunately, they don't remember (*nie pamiętają*) anything now.
2 Pete is playing (*gra*) video games again.
3 Why does Meg hate (*Meg nienawidzi*) wearing leggings?
4 Now I don't understand (*nie rozumiem*) anything he's saying.
5 Kate is smelling (*wącha*) her new perfume, again. She must like it a lot.
6 What do you think (*sądzisz*) about this fleece? Is the colour OK?
7 Sue looks (*wygląda*) gorgeous in this new silk blouse. Everybody is looking (*patrzy*) at her.

5 Translate the sentences using the prompts in brackets.

1 Świetnie się bawimy tutaj, w Barcelonie. (*have a great time*)
2 Dlaczego w tym budynku jest tak zimno? (*feel*)
3 Nic w tej chwili nie pamiętam. (*remember*)
4 Czy rozpoznajesz to miejsce? (*recognise*)
5 Dzisiaj moja mama nie jeździ samochodem. (*drive*)
6 Czy słyszysz ten dźwięk? (*hear*)
7 Myślimy o kupieniu nowego laptopa. (*think*)

1 We're having a great time here in Barcelona.
2 Why does it feel so cold in this building?
3 I don't/can't remember anything right now/at the moment.
4 Do you recognise this place?
5 Today my mum is not driving./My mum is not driving today.
6 Can/Do you hear that sound?
7 We are thinking of buying a new laptop.

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Wszystkie ćwiczenia wykonaj w zeszycie.

1.5 GRAMMAR

Present Perfect Continuous

Czasu **Present Perfect Continuous** używamy, mówiąc o:

- czynnościach, które się rozpoczęły w przeszłości i jeszcze trwają: *I **have been waiting** for her since 8 o'clock.* Czekam na nią od 8.00.
- zdarzeniach, które trwały przez pewien czas (i być może jeszcze trwają), a ich skutki są widoczne w chwili obecnej: *I'm tired because I **'ve been painting** all day.* Jestem zmęczony, bo malowałem/maluję cały dzień.

W czasie Present Perfect Continuous, podobnie jak w czasie Present Perfect, możemy używać wyrażeń ***for*** oraz ***since***.

Zdania twierdzące (Affirmative)			**Zdania przeczące (Negative)**		
I/You/ We/ They	've (have)	been crying.	I/ You/ We/ They	haven't (have not)	been crying.
He/ She/It	's (has)		He/ She/ It	hasn't (has not)	
Pytania ogólne (*Yes/No* questions)			**Krótkie odpowiedzi (Short answers)**		
Have	I/you/ we/they	been crying?	Yes, I/you/we/they have. No, I/you/we/they haven't.		
Has	he/she/ it		Yes, he/she/it has. No, he/she/it hasn't.		
Pytania szczegółowe (*Wh-* questions)				**Pytania o podmiot (Subject questions)**	
How long	have	I/you/ we/they	been crying?	Who has been crying?	
	has	he/she/it			

Present Perfect Continuous a Present Perfect Simple

- Czasu **Present Perfect Continuous** używamy, gdy chcemy się skupić na czynności lub procesie (trwającym lub zakończonym). Często zadajemy w nim pytania zaczynające się od ***how long***:
  ***How long has** she **been writing** books?* Od jak dawna ona pisze książki?
- Czasu **Present Perfect Simple** używamy, gdy chcemy się skupić na osiągnięciu lub efekcie zakończonej czynności. Często zadajemy w nim pytania zaczynające się od ***how many***:
  ***How many** books **has** he **written**?* Ile książek napisał?
- Zarówno w czasie **Present Perfect Simple**, jak i w **Present Perfect Continuous** nie zadajemy pytań zaczynających się od *when*.
- Czasowniki statyczne zwykle występują jedynie w czasie **Present Perfect Simple**.

1 Write sentences from the prompts. Use the Present Perfect Continuous. Add *since* or *for* where necessary.

1 I / study / art / 2009.
2 How long / you / wear / your glasses?
3 you / swim / all afternoon?
4 It / rain / two hours now.
5 We / not / watch / the match.
6 My parents / study English / five years.
7 How long / Joanna / work in that café?

1 I have been studying art since 2009.
2 How long have you been wearing your glasses?
3 Have you been swimming all afternoon?
4 It's been raining for two hours now.
5 We haven't been watching the match.
6 My parents have been studying English for five years.
7 How long has Joanna been working in that café?

2 Choose the correct option.

1 I've *looked* / *been looking* for you for an hour!
2 How many paintings have you *sold* / *been selling*?
3 We have *travelled* / *been travelling* for a couple of weeks now.
4 The professor has *answered* / *been answering* more than 100 questions about the Louvre.
5 John has *known* / *been knowing* Cynthia since primary school.
6 I've *seen* / *been seeing* most of his paintings.
7 How long have you *waited* / *been waiting*?
8 Have you *written* / *been writing* your essay all morning?
9 How many art galleries has Dan *been visiting* / *visited* today?
10 How long have you *had* / *been having* this painting by van Gogh?

3 Complete the sentences about you. Use the Present Perfect Simple or Continuous.

1 _____ since last weekend.
2 _____ for at least a month.
3 _____ since my last birthday party.
4 _____ since yesterday.
5 _____ for more than a year.
6 _____ since I was ten.
7 _____ for two days.
8 _____ since I was a small child.

4 Complete the dialogues with the correct form of the verbs in brackets. Use the Present Perfect Simple or Continuous.

1 A: Have you finished (you/finish) your essay?
B: Well, not really. I have been writing (write) it all day and hope to finish it tomorrow.
2 A: You look tired. Have you been running (you/run)?
B: Oh, yes. I I have run (run) 15 km.
3 A: I have been trying (try) to call you since morning. What's up?
B: Oh sorry, I have lost (lose) my mobile.
4 A: How long has he had (he/have) that suit? It doesn't look too good.
B: Not long, I think but he has been wearing (wear) it all week.

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Common suffixes

Wiele rzeczowników, czasowników, przymiotników i przysłówków tworzymy za pomocą przyrostków. Słowa o znaczeniu przeciwnym do znaczenia słowa podstawowego – możemy tworzyć za pomocą przedrostków.

Popularne przyrostki tworzące **rzeczowniki**:
-ance/-ence, tworzące rzeczowniki od przymiotników poprzez zastąpienie końcówki ***-ant/-ent***: *import**ant** – import**ance*** (ważny – ważność), *viol**ent** – viol**ence*** (agresywny – agresja)
-ion, zwykle tworzący rzeczowniki od czasowników: *decide – deci**sion*** (decydować – decyzja)
-ity: *stupid – stupid**ity*** (głupi – głupota)
-ment: *develop – develop**ment*** (rozwijać – rozwój)
-ship: *relation – relation**ship*** (krewny – związek)

Popularne przyrostki tworzące **czasowniki**:
-ate: *local – loc**ate*** (miejscowy – zlokalizować)
-en, dodawany zwykle do przymiotników i rzeczowników oznaczających miarę: *deep – deep**en*** (głęboki – pogłębić), *length – length**en*** (długość – wydłużyć)
-ify: *simple – simpl**ify*** (łatwy – ułatwić)
-ise: *legal – legal**ise*** (legalny – zalegalizować)

Popularne przyrostki tworzące **przymiotniki**:
-able: *comfort – comfort**able*** (wygoda – wygodny)
-ed, tworzący imiesłów przymiotnikowy bierny (zakończony w j. polskim na *-ony*, *-ona*, *-one*), pełniący w zdaniu funkcję przymiotnika: *amaze – amaz**ed*** (zdumieć – zdumiony)
-ing, tworzący imiesłów przymiotnikowy czynny (zakończony w j. polskim na -ący, -ąca, -ące), pełniący w zdaniu funkcję przymiotnika: *amaze – amaz**ing*** (zdumieć – zdumiewający)
-ful, który często nadaje znaczenie pozytywne, a także mówi o tym, że dana rzecz jest czegoś pełna: *colour – colour**ful*** (kolor – kolorowy, pełen koloru)
-less, który często nadaje znaczenie negatywne, a także mówi o tym, że danej rzeczy brakuje określonej cechy: *colour – colour**less*** (kolor – bezbarwny)
-ive: *support – support**ive*** (wspierać – pomocny)
-ous: *courage – courage**ous*** (odwaga – odważny)
-ic: *energy – energet**ic*** (energia – energiczny)
-al: *economy – economic**al*** (gospodarka – ekonomiczny)

Popularne przyrostki tworzące **przysłówki**:
-ly: *strange – strange**ly*** (dziwny – dziwnie)
-y, jeżeli przymiotnik kończy się na ***-le***: *possib**le** – possibl**y*** (możliwy – możliwie)
-ily, jeżeli przymiotnik kończy się na ***-y***: *heav**y** – heav**ily*** (ciężki – ciężko)

Za pomocą przedrostków tworzymy **przymiotniki o znaczeniu przeciwnym lub negatywnym do znaczenia słowa podstawowego**:

-un: *familiar – **un**familiar* (znajomy – obcy)
-im, najczęściej dodawany do przymiotników zaczynających się na litery *b*, *m* i *p*: *balanced – **im**balanced* (zrównoważony – niezrównoważony), *mature – **im**mature* (dojrzały – niedojrzały), *polite – **im**polite* (uprzejmy – nieuprzejmy)
-ir, najczęściej dodawany do przymiotników zaczynających się na literę *r*: *responsible – **ir**responsible* (odpowiedzialny – nieodpowiedzialny)
-il, najczęściej dodawany do przymiotników zaczynających się na literę *l*: *legal – **il**legal* (legalny – nielegalny)
-dis: *respectful – **dis**respectful* (pełen szacunku – lekceważący)
-in: *sensitive – **in**sensitive* (wrażliwy – niewrażliwy)

1 **Choose the correct option, A, B or C.**

1 What is the ___ of this fabric?
A long (B) length C lengthen
2 She puts on some makeup every day to make herself ___ .
A beauty B beautify (C) beautiful
3 What I like best about Mark's clothes is their ___ .
A simplify (B) simplicity C simple
4 Some young people are really ___ when it comes to their hairstyles.
(A) courageous B encouraging C discouraged
5 Although Tina studies fashion, her ___ with the history of design is rather limited.
A unfamiliar B familiarise (C) familiarity
6 What appeals to me about the company is how they ___ their offer.
A diversity B diverse (C) diversify

2 **Complete the sentences with the correct form of the words in the box.**

legal colour respectful sensitive responsible familiar

1 Going to an exam in a beanie will definitely make you look ___disrespectful___ .
2 You shouldn't have spent so much on this blouse. It was quite ___irresponsible___ of you.
3 Sue doesn't want to be the centre of attention so she wears ___colourless___ sweatshirts, mainly beige.
4 My sister's style is completely ___unfamiliar___ to me, but she feels comfortable in her own skin.
5 It was rather ___insensitive___ of Kate to criticise her friend's new fleece.
6 Producing cheap copies of designer clothes is ___illegal___ .

3 **Complete the sentences with the correct form of the words in brackets. Sometimes more than one answer is possible.**

1 It was rather ___impolite___ (polite) of Pete to attend his friend's wedding reception in faded jeans.
2 To me, ___energetic___ (energy) people tend to go for a casual look.
3 Buying vintage clothes is not always ___economical___ (economy) as they can be pretty expensive.
4 They ___are behaving___ (behave) strangely today.
5 Don't you think Claire ___looks___ (look) amazing in this turquoise dress?
6 Karen ___has always been___ (always/be) sensitive about her appearance.

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2.2 GRAMMAR

Narrative tenses

Czasu **Past Continuous** używamy:

- opisując tło dla innych wydarzeń:
  *On the day of the match, it **was raining** and the fans **were getting** wet.* W dniu meczu padało, a kibice mokli.
- mówiąc o czynnościach trwających w przeszłości, w trakcie których nastąpiły inne zdarzenia (które wyrażamy w czasie Past Simple):
  *I **was riding** my bike when a policeman **stopped** me.* Jechałem na rowerze, gdy zatrzymał mnie policjant.
- mówiąc o czynnościach, które zdarzyły się w tym samym czasie:
  *While Ann **was doing** some experiments, Terry **was taking** some measurements.* Gdy Ann przeprowadzała eksperymenty, Terry dokonywał pomiarów.

Czasu **Past Simple** używamy, mówiąc o wydarzeniach następujących po sobie:

*Julia **got up** and **put on** her trainers.* Julia wstała i założyła tenisówki.

Czasu **Past Perfect** używamy, mówiąc o zdarzeniach lub sytuacjach, które miały miejsce wcześniej niż inne przeszłe wydarzenia (wyrażone w czasie Past Simple):

*In the taxi I realised that I **had left** the ticket at home.*
W taksówce zorientowałem się, że zostawiłem bilet w domu.

1 Complete the sentences with the correct form of the words in brackets. Use the Past Simple or the Past Continuous.

1 John ___was walking___ (walk) towards the stadium when he ___heard___ (hear) a loud explosion.
2 The play ___ended___ (end) and everyone ___left___ (leave) the theatre.
3 ___Was Sue working___ (Sue/work) at the restaurant when she ___met___ (meet) Frank?
4 We ___were crossing___ (cross) High Street when we ___saw___ (see) a bank robbery.
5 While I ___was watching___ (watch) tennis on TV, my sisters ___were playing___ (play) a computer game.

2 Complete the second sentence so that it has the same meaning as the first. Use the words in capitals and the Past Simple or the Past Perfect.

1 I saw Lionel Messi in the street. Nobody believed it.
Nobody believed ___that I had seen Lionel Messi in the street___. **THAT**
2 The match started. Then I got back home.
The match ___had started when I got back home___. **WHEN**
3 Jack's team didn't train enough. They lost the match.
Jack's team ___lost the match because they hadn't trained enough___. **BECAUSE**
4 Ann looked at her watch. She realised she was late for the meeting.
Ann ___looked at her watch and realised she was late for the meeting___. **AND**
5 Andrew didn't lock his car. Somebody stole it. Somebody ___stole Andrew's car because he hadn't locked it___. **BECAUSE**
6 The film finished. Then Mark switched the TV on.
When Mark ___switched on the TV, the film had already finished___. **ALREADY**

3 Choose the correct option, A, B or C.

1 Sarah ___ in the park when she met her neighbour.
A jogged B had jogged (C) was jogging
2 Tim ___ at 7.30, had breakfast and went to the pool.
(A) got up B had got up C was getting up
3 We were cycling in the forest while Tom ___ in the lake.
A swam (B) was swimming C had swum
4 Adam didn't go horse-riding because he ___ his riding boots.
A was forgetting (B) had forgotten C forgot
5 She didn't believe that I ___ volleyball before.
(A) had never played B was never playing C never played
6 When we ___ at the court, the match had already finished.
(A) arrived B had arrived C were arriving
7 Kim ___ her skating boots and stepped onto the ice rink.
A was putting on (B) put on C had put on
8 Mark ___ injured while he was overtaking his rivals.
A was getting B had got (C) got

4 Complete the conversations with the correct form of the verbs in brackets. Use the Past Simple, the Past Continuous or the Past Perfect.

1 A: What ___were you doing___ you/do) when they ___announced___ (announce) the results?
B: I ___had just taken___ (just/take) a shower and I ___was relaxing___ (relax) in my room.
2 A: When ___did you realise___ (you/realise) you ___had left___ (leave) your goggles at home?
B: Well, just as ___I was standing___ (I/stand) at the top of the slope, with my skis on.
3 A: Why ___didn't Nick work out___ (Nick/not work out) yesterday?
B: He ___had promised___ (promise) his daughter to play with her, I think.
4 A: What ___did you do___ (you/do) at the sports camp?
B: Every day we ___got up___ (get up) early, then we ___went___ (go) to the gym and then we ___played___ (play) basketball.

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2.5 GRAMMAR

Verb patterns

Czasowniki występujące po innych czasownikach mogą przybierać różne formy.

- Po czasownikach i zwrotach: *aim, arrange, attempt, can't afford, decide, expect, hope, intend, manage, offer, plan, refuse, remember, seem, tend, try, want* występuje forma ***(not) to* + bezokolicznik**:
  *They **decided not to work** with a sports psychologist.* Postanowili nie pracować z psychologiem sportu.
- Po czasownikach: *advise, allow, encourage, force, remind, teach, urge, warn* występuje forma **dopełnienie + *(not) to* + bezokolicznik**:
  *She **taught me to believe** in myself.* Nauczyła mnie wierzyć w siebie.
- Po czasownikach i zwrotach: *avoid, can't help, can't stand, don't mind, enjoy, fancy, finish, imagine, keep, miss, stop, waste time* występuje forma **z końcówką *-ing***:
  *Just **imagine winning** the competition!* Wyobraź sobie wygranie konkursu!
- Po czasownikach modalnych: *can, could, might, should, would* występuje **bezokolicznik**:
  *You **should answer** his question right now.* Powinieneś natychmiast odpowiedzieć na jego pytanie.
- Po czasownikach *make i let* występuje forma **dopełnienie + bezokolicznik**:
  *They **let me visit** the stadium.* Pozwolili mi zwiedzić stadion.

1 Complete the sentences with the correct form of the verbs in brackets. Add *me* or *you* where necessary.

1 I can ___ski___ (ski) really well, but I've never tried snowboarding.
2 Did your parents make ___you play___ (play) the piano when you were a child?
3 I can't afford ___to buy___ (buy) a new tennis racket. It's too expensive.
4 This pool is OK, but I miss ___swimming___ (swim) in the ocean.
5 My PE teacher at school encouraged ___me to pursue___ (pursue) my passion for swimming.
6 The footballer refused ___to join___ (join) the national team.
7 You shouldn't waste so much time ___watching___ (watch) TV.
8 The doctor has warned ___me not to go___ (not go) running for a month.

2 Translate the words in brackets into English.

1 I ___can't stand waiting___ (*nie znoszę czekać*) for exam results.
2 Has he ___decided to end/finish___ (*zdecydował się zakończyć*) his sports career yet?
3 My mother ___didn't let me do/didn't allow me to do___ (*nie pozwoliła mi uprawiać*) motor-racing.
4 The coach ___reminded us not to eat___ (*przypomniał nam, byśmy nie jedli*) anything just before the match.
5 ___Try not to worry___ (*Spróbuj się nie martwić*) about the future.
6 Our team ___should aim to win___ (*powinna dążyć do wygrania*) all the matches this season.

3 Complete the sentences with the correct form of the verbs in the box.

do show watch climb take up improve play go

1 They arranged ___to go___ for a swim on Saturday.
2 Paul offered ___to show___ me how to play tennis.
3 Do you fancy ___playing___ badminton this afternoon?
4 I cannot imagine ___climbing___ in winter. It's too dangerous.
5 Kate has never avoided ___doing___ sport. That's why she's so fit.
6 Last year my dad attempted ___to improve___ his skiing. He's slightly better now.
7 I don't mind ___watching___ boxing on TV from time to time.
8 Kim should ___take up___ yoga. It will help her relax.

4 Choose the correct option.

1 I can't help *to watch* / *watching* sport on TV every day.
2 Please remind them *not to leave* / *to not leave* before 6 p.m.
3 Last week my brother managed *to swim* / *swimming* the whole distance.
4 Does your coach ever let you *eat* / *to eat* junk food?
5 Unfortunately, she cannot afford *buying* / *to buy* a new tennis racket.
6 Mark expects her *to win* / *winning* a medal during the next competition.
7 My mum intends *taking up* / *to take up* cycling this summer.
8 We can't *go* / *going* horse-riding today.

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Wszystkie ćwiczenia wykonaj w zeszycie.

so, too, neither/nor, either

Wyrazy **so/too** oraz ***neither/nor/either*** stosujemy w krótkich komentarzach o znaczeniu *i (ja) także* lub *i (ja) też nie*. Konstrukcji tych używamy reagując na czyjąś wypowiedź – dajemy wtedy znać w zwięzły sposób, że ktoś (np. my sami) jest w tej samej sytuacji co autor wypowiedzi.

Konstrukcji z ***so*** i ***too*** używamy w zdaniach twierdzących. Forma czasownika posiłkowego lub modalnego w krótkim komentarzu musi być zgodna z formą czasownika głównego oraz podmiotem w zdaniu, do którego się odnosi.

Struktura krótkiego komentarza wygląda następująco:

- ***so* + czasownik posiłkowy/modalny + podmiot (rzeczownik/zaimek):**
  Our football team has let us down recently. Nasza drużyna piłkarska ostatnio nas zawiodła. ***So*** *has ours.* Nasza także.
  I should go jogging every day. Powinienem/Powinnam uprawiać jogging każdego dnia. ***So*** *should I.* Ja także.
- **podmiot (rzeczownik/zaimek) + czasownik posiłkowy/modalny + *too*:**
  Michael broke his personal record yesterday. Michael pobił swój rekord życiowy. *You did* ***too****.* Ty także.

Konstrukcji z ***neither/nor*** oraz ***either*** używamy w odniesieniu do zdań przeczących.

Struktura krótkiego komentarza wygląda następująco:

- ***neither/nor* + czasownik posiłkowy/modalny w formie twierdzącej + podmiot (rzeczownik/zaimek):**
  My coach isn't going to be pleased with my score.
  Mój trener nie będzie zadowolony z mojego wyniku.
  Neither/Nor *is mine.* Mój też nie.
  Jerry will never give up running marathons. Jerry nigdy nie zrezygnuje z biegania w maratonach.
  Neither/Nor *will I.* Ja też nie.
- **podmiot (rzeczownik/zaimek) + czasownik posiłkowy/czasownik modalny w formie przeczącej + *either*:**
  She didn't play for the school team last year. Ona nie grała w szkolnej drużynie w zeszłym roku. *I didn't* ***either****.* Ja też nie.

W czasie Present Simple czasownikiem posiłkowym jest *do/does*:

Rob takes part in tennis competitions twice a year.
Rob bierze udział w zawodach tenisowych dwa razy w roku.
So does *Joan.* Joan również.

W czasie Past Simple czasownikiem posiłkowym jest *did*:

Last week we qualified for the finals. W zeszłym tygodniu zakwalifikowaliśmy się do finału. ***So did*** *we.* My też.

Używając ***Really?*** oraz ***Oh***, reagujemy na czyjąś wypowiedź, by powiedzieć, że w przypadku kogoś innego sytuacja jest zupełnie inna.

Struktura krótkiego komentarza wygląda następująco:

***Really?/Oh* + podmiot (rzeczownik/zaimek) + czasownik posiłkowy/modalny w formie przeciwnej do występującej w komentarzu, do którego się odnosimy:**

I believe that some children should start training at a very early age. Sądzę, że niektóre dzieci powinny zacząć trenować w bardzo młodym wieku. ***Really?*** *I don't.* Naprawdę? A ja nie.
Most of our fans couldn't get tickets to watch the match. Większości naszych kibiców nie udało się kupić biletów na mecz.
Oh. *Ours could.* Naprawdę? A naszym się udało.

1 Complete the sentences with *so/too* or *neither/either* and the correct auxiliary.

1 To keep fit, Dan goes for a swim every Friday.
So does Pam.
2 Martin has never played squash.
Neither/Nor have they.
3 Sam is going to try out the new gym.
So am I.
4 They shouldn't give up chess.
Neither/Nor should we.
5 As a child, Olga wasn't very competitive.
Her sister wasn't either .
6 Hopefully, Pete will talk his parents into doing Nordic walking.
Tina will too .

2 Translate the responses in brackets into English.

1 They have never let their coach down.
Neither/Nor have we . (*My też nie.*)
2 Their teammates are really ambitious.
So are ours/Ours are too . (*Nasi również.*)
3 Unfortunately, Pat lost a match yesterday.
So did I/I did too . (*Ja również.*)
4 We aren't going to go in for that competition.
Really? We are . (*Naprawdę? A my tak.*)
5 My sister doesn't watch any sport on TV.
Neither/Nor does mine/Mine doesn't either . (*Moja też nie.*)
6 My dad will never take up yoga.
Really? Mine will . (*Naprawdę? A mój tak.*)

3 Choose the correct sentence, A, B, or C to complete the conversation.

1 **X:** Can you imagine? They have never lost a match.
Y: ___
(A) Neither have we. B We too.
C So have we.
2 **X:** I think they should be more decisive.
Y: ___
A Really? I shouldn't. (B) Really? I don't.
C Oh. So should I.
3 **X:** She is going to watch a rugby match tonight.
Y: ___
A Neither am I. (B) I am too.
C I'm not either.
4 **X:** You look sad. What's the matter?
Y: My friend ___
A can't help helping me. (B) can't afford to help me.
C doesn't mind helping me.
5 **X:** What did you do when you saw that accident?
Y: ___
(A) I called an ambulance.
B I was calling an ambulance.
C I had called an ambulance.
6 **X:** Are you going to enter this competition?
Y: Definitely. I love ___ new challenges.
(A) taking on B giving up
C burning off

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3.2 GRAMMAR

Present and past speculation

Spekulacje dotyczące teraźniejszości

Wyrażając przypuszczenia dotyczące tego, co ma miejsce lub nie ma miejsca w chwili obecnej, używamy konstrukcji: **czasownik modalny + bezokolicznik bez *to***.

- ***Must*** wyraża silne przekonanie, że coś jest prawdą: *John **must** be very happy working at the zoo.* John musi być bardzo szczęśliwy, że pracuje w zoo.
- ***Might, may*** i ***could*** wyrażają możliwość, że coś jest prawdą: *The lions **might/may/could** be very hungry now.* Możliwe, że lwy są teraz bardzo głodne.
- ***Can't*** wyraża silne przekonanie, że coś nie jest prawdą: *It **can't** be a domestic cat. It's too big.* To na pewno nie jest domowy kot. Jest zbyt duży.

Spekulacje dotyczące przeszłości

Wyrażając przypuszczenia dotyczące tego, co miało miejsce lub nie miało miejsca w przeszłości, używamy konstrukcji: **czasownik modalny + *have* + trzecia forma czasownika (Past Participle)**.

- ***Must*** wyraża silne przekonanie, że coś miało miejsce: *You **must** have lost your mobile at the zoo. Musiałeś zgubić* telefon w zoo.
- ***Might, may*** i ***could*** wyrażają możliwość, że coś miało miejsce: *Lucy **might/may/could** have missed the train.* Możliwe, że Lucy spóźniła się na pociąg.
- ***Can't*** i ***couldn't*** wyrażają silne przekonanie, że coś nie miało miejsca: *Peter **can't/couldn't** have gone home.* Peter na pewno nie poszedł do domu.

1 Choose the correct option.

1 The key *can't* / (*must*) be somewhere here but I can't find it right now.
2 You *can't* / (*may*) remember me – we met on a trip to China last year.
3 What, you forgot your ticket and passport? You *might* / (*can't*) be serious!
4 You failed the exam, so your answers (*must*) / *can't* have been wrong.
5 I'm not sure if you are right. You (*could*) / *can't* have made a mistake.

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

1 I might ___have left___ (leave) my mobile at the hotel but I don't remember.
2 Susan has been travelling for the last two weeks – she must ___be___ (be) very tired by now.
3 Wendy's accent is a bit strange. She could ___be___ (be) Northern Irish, but I'm not sure.
4 You can't ___have seen___ (see) Joe in town at noon – he was at home with me.
5 Thomas was really upset last week. He must ___have/be having___ (have) problems at home.

3 Choose the correct option, A, B or C.

1 We ___ go to Greece this summer, but we haven't decided yet.
A must (B) might C can't
2 They ___ have visited that museum. It's closed.
A might not (B) couldn't C mustn't
3 They ___ know this place. They've been here many times.
A may B can't (C) must
4 **A:** Pat should be here by now.
B: Well, she ___ have missed the bus.
A must (B) could C can't
5 It ___ be Diana's tent. She never goes camping.
A must B may (C) can't
6 Greg ___ have reached his destination yet. It's only 7 p.m.
A could (B) can't C mustn't
7 Ben knew everything about Gothic painting. Definitely, he ___ have studied art history.
A couldn't B might (C) must
8 It's impossible to keep a puma as a pet. She ___ have lied.
(A) must B can't C might

4 Translate the words in brackets into English. Use modal verbs.

1 A cruise down the Nile ___must be___ (na pewno jest) very expensive.
2 Kate ___can't have eaten___ (na pewno nie jadła) that local speciality. She's allergic to seafood.
3 They ___can't be___ (na pewno nie są) at the office. Pam called me from the airport an hour ago.
4 We ___might/may spend___ (być może spędzimy) a few days near the sea.
5 They ___must have brought___ (na pewno przywieźli) a lot of souvenirs from their trip.
6 Let's ask Ian. He ___might/may/could have been___ (być może był) to Japan.
7 We'd better take a map. It ___might/may not be___ (może nie być) the right way.
8 I don't know why Janet is still not here. She ___might/may/could have got stuck___ (możliwe, że utknęła) in traffic.

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Wszystkie ćwiczenia wykonaj w zeszycie.

3.5 GRAMMAR

Used to and *would*

Wyrażeń ***used to/would* (+ bezokolicznik)** używamy, opisując sytuacje, które powtarzały się w przeszłości, ale nie mają miejsca obecnie, przy czym:

- ***used to*** stosujemy w odniesieniu do stanów (np.: *be, have, believe, like, love, live*) lub czynności:
  *I **didn't use to like** travelling by plane.* Kiedyś nie lubiłem podróżowania samolotem. (Teraz to się zmieniło.)
  *She **used to write** travel guides.* Pisała przewodniki. (Teraz już tego nie robi.)
- ***would*** stosujemy w zdaniach twierdzących wyłącznie w odniesieniu do czynności:
  *When I was a teenager, I **would visit** my grandma every Sunday.* Kiedy byłem nastolatkiem, odwiedzałem babcię w każdą niedzielę.

Zdania twierdzące (Affirmative)	*I used to go backpacking every summer.* *I would go backpacking every summer.*
Zdania przeczące (Negative)	*I didn't use to buy flight tickets online.*
Pytania ogólne (Yes/No questions)	*Did he use to go on holiday in August?*
Pytania szczegółowe (Wh- questions)	*What did he use to eat?*
Pytania o podmiot (Subject questions)	*Who used to go to the seaside on holiday?*

Kiedy mówimy o czynnościach lub stanach, które zdarzyły się tylko raz lub zdarzały się nieregularnie, bądź jeżeli nie chcemy podkreślać zmiany w stosunku do teraźniejszości, nie używamy *used to/would*, tylko czasu Past Simple.
*Two years ago they **went** on holiday to France.* Dwa lata temu pojechali na wakacje do Francji.
*I often **travelled** to China.* Często podróżowałem do Chin.

1 Write sentences from the prompts. Use *would* if possible. If not, use *used to*.

1 Jill / get home / at 7 p.m. every day
Jill would get home at 7 p.m. every day.
2 We / not have / a lot of money / in those days
We didn't use to have a lot of money in those days.
3 My family / live / next to a luxury hotel
My family used to live next to a luxury hotel.
4 Damien / not drink / coffee / in the past
Damien didn't use to drink coffee in the past.
5 As a child / I / like / reading adventure novels
As a child, I used to like reading adventure novels.
6 My grandparents / not travel / by car
My grandparents didn't use to travel by car.
7 When I was a child / I / be / very shy
When I was a child, I used to be very shy.
8 They / go on / summer camps / at primary school
They would go on summer camps at primary school.

2 Choose the correct option.

1 Last year we *went* / *used to go* on a trip with a travel agency.
2 As a student, my mum *would love travelling* / *used to love travelling*.
3 My grandpa *would read* / *read* me a story about the Aztecs that day.
4 They *didn't use to be* / *wouldn't be* keen on flying.
5 Our uncle *had* / *would have* about 100 guidebooks.
6 As a child, *did you use to sleep* / *would you sleep* in a tent during summer?
7 My dad *didn't use to like* / *wouldn't like* going to the seaside.

3 Choose the correct option, A, B or C. Sometimes more than one answer is possible.

1 Just like many boys, I ___ to be a pilot when I grew up.
A wanted B used to want C would want
2 I ___ smoke when I was at school.
A didn't B didn't use to C wouldn't
3 Last Sunday Jack ___ too late to catch the train.
A turned up B used to turn up
C would turn up
4 How ___ feel when your parents sent you to summer camps every summer?
A did you B did you use to C would you
5 My parents ___ me to the seaside every summer.
A took B used to take C would take
6 Dad, ___ a happy child?
A were you B did you use to be C would you be
7 Yesterday we ___ our flight back to Australia.
A used to miss B would miss C missed

4 Complete the sentences with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

1 Kim travelled/used to travel/would travel (travel) to Asia twice a year but now she cannot afford this.
2 When we lived in London, we would go/used to go/went (go) jogging in Hyde Park every day.
3 Did Mark visit (Mark/visit) his family in Scotland last year?
4 We didn't use to enjoy/didn't enjoy (not/enjoy) spending time in the countryside. Now we love it!
5 When Ben was a child, he played/used to play/would play (play) in the forest.
6 Did Luke use to like/did Luke like (Luke/like) sightseeing when he was a child?
7 Back in kindergarten, they would play/used to play/played (play) hide and seek every day.

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Phrasal verbs

Czasowniki frazowe to grupa wyrażeń składających się z czasownika oraz przyimka lub przysłówka, dzięki któremu czasownik zyskuje nowe znaczenie:

look – wyglądać, patrzeć; *look up* – sprawdzić

Czasowników frazowych używa się w języku potocznym. Większość z nich ma swoje odpowiedniki w języku literackim:

put up a tent = construct/erect a tent

Czasowniki frazowe mają znaczenie:

- dosłowne: *Why don't you **take off** your coat?* Może zdejmiesz płaszcz?
- idiomatyczne: *The plane **takes off** at 10 a.m.* Samolot startuje o 10 rano.

Czasowniki frazowe możemy podzielić na dwie grupy:

1) nierozłączne:

- **czasownik + przyimek/przysłówek + dopełnienie**

  Po czasowniku frazowym zawsze występuje dopełnienie.

  *When I was running, I **bumped into** my form teacher.*
  Kiedy biegałam, wpadłam na mojego wychowawcę.

  *We dropped our bags and **made for** the passport control.*
  Nadaliśmy bagaż i skierowaliśmy się w kierunku kontroli paszportowej.

- **czasownik + przyimek/przysłówek**

  Po czasowniku frazowym nie ma dopełnienia.

  *Fortunately, a lot of people **turned up** to the exhibition.*
  Na szczęście, na wystawie pojawiło się mnóstwo osób.

  *It was a long journey so we **set off** early in the morning.*
  To była długa podróż, zatem wyruszyliśmy wcześnie rano.

- **czasownik + przyimek/przysłówek + przyimek/przysłówek + dopełnienie**

  Po czasowniku frazowym zawsze występuje dopełnienie.

  *I **look forward to** travelling around America.*
  Wyczekuję z niecierpliwością podróży po Ameryce.

  *It was very hot and we **ran out of** water very quickly.*
  Było bardzo gorąco i woda szybko się nam skończyła.

2) rozłączne:

W tej grupie zawsze występuje dopełnienie. Może ono pojawić się na samym końcu zdania (pod warunkiem, że nie jest zaimkiem, tylko rzeczownikiem) lub między czasownikiem a przyimkiem.

- **czasownik + przyimek/przysłówek + dopełnienie**

  *Can you please **pick up** Laura from the airport?*
  Czy możesz odebrać Laurę z lotniska?
  ~~*Can you please **pick up** her from the airport?*~~

  *We can't **put off** booking tickets forever.*
  Nie możemy odkładać rezerwacji biletów w nieskończoność.
  ~~*We can't **put off** it forever.*~~

- **czasownik + dopełnienie + przyimek/przysłówek**

  *Can you please **pick** Laura **up** from the airport?*
  Czy możesz odebrać Laurę z lotniska?

  *Can you please **pick** her **up** from the airport?*
  Czy możesz odebrać ją z lotniska?

  *We can't **put** booking tickets **off** forever.*
  Nie możemy odkładać rezerwacji biletów w nieskończoność.

  *We can't **put** it **off** forever.*
  Nie możemy odkładać tego w nieskończoność.

1 Complete the sentences with the correct form of the phrasal verbs in the box.

look up turn up put off bump into pick up

1 Are you going to pick up Pen from the station?
2 We got lost so we looked up the address in our mobiles.
3 We have so much work that we have to put off our weekend trip.
4 I bumped into my old friend while I was boarding the plane.
5 Only a few people turned up at the station to say good bye to her yesterday.

2 Complete the second sentence so that it has a similar meaning to the first. Use the prompts.

1 We had no food left, nevertheless we continued to walk. **RUN/CARRY**
We had run out of food nevertheless we carried on walking .
2 Kate has quit her career as a manager and she can't wait to go to India. **WALK/LOOK**
Kate has walked away from her career as a manager and she is looking forward to going to India.
3 Dan took us to the station in his car. He went to work and we went towards the platform. **DROP/MADE**
Dan dropped us off at the station. He went to work and we made for/made our way towards the platform.
4 Pat stopped by the side of the road and tried to find the hotel's address in her guidebook. **PULL/LOOK**
Pat pulled over and looked up the hotel's address in her guidebook.
5 I met my old friend unexpectedly when we were delayed at the airport. **BUMP/HOLD**
I bumped into my old friend when we were held up at the airport.

3 Choose one word, A, B or C to complete both sentences.

1 Is Dan going to pick us ____ from the station?
Mark is a great cyclist and it's really hard to keep ____ with him.
A on B off C up
2 The taxi driver dropped us ____ at the wrong terminal.
Pat had a long way to go so she set ____ at dawn.
A down B off C out
3 They're going to ____ this old building into a hostel.
What time did they finally ____ up?
A turn B make C put
4 We were held ____ in a traffic jam and we missed the last train home.
The hotel was full but, fortunately, Sue put them ____ .
A up B off C down
5 Paul gave ____ his job to travel the world.
Have you ever put ____ a tent in the rain?
A over B off C up

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Wszystkie ćwiczenia wykonaj w zeszycie.

4.2 GRAMMAR

Future forms

Do wyrażania przyszłości służą czasy **Present Simple, Present Continuous** i **Future Simple** *(will/won't)* oraz konstrukcja ***be going to* + bezokolicznik**.

Czasu **Present Simple** używamy, gdy mówimy o rozkładach jazdy, planach zajęć, grafikach i wydarzeniach, których termin jest oficjalnie ustalony:

*Lunch break **starts** at 12.30 and **finishes** at 13.30.*
Przerwa obiadowa rozpoczyna się o 12.30 i kończy się o 13.30.

Czasu **Present Continuous** używamy w odniesieniu do sprecyzowanych i ustalonych planów, do realizacji których podjęto już przygotowania, a ich szczegóły (czas, miejsce itp.) zostały ustalone. W języku polskim również posługujemy się w takiej sytuacji czasem teraźniejszym:

*They**'re giving** prizes to the winners of the cookery competition tomorrow in the Town Hall.*
Jutro w ratuszu rozdają nagrody zwycięzcom zawodów kulinarnych.

Czasu **Future Simple** używamy:

- do wyrażania spontanicznych decyzji, często podejmowanych w momencie mówienia i będących reakcją na sytuację:
  *Wait for me. **I'll help you** peel the carrots.* Poczekaj na mnie. Pomogę ci obrać marchewki.
- w pytaniach z *I* oraz *we*, gdy oferujemy pomoc lub wyrażamy sugestie i propozycje, używamy ***shall***:
  *These bags look heavy. **Shall I carry** them for you?* Te torby wyglądają na ciężkie. Może ja je poniosę?
  ***Shall we have** a barbecue this evening?* A może byśmy zorganizowali grilla dziś wieczorem?
- do przewidywań dotyczących przyszłości opartych na opiniach, przeczuciach lub doświadczeniach:
  *I can lend you this cookery book but **I'll probably need** it next week.* Mogę ci pożyczyć tę książkę kucharską, ale prawdopodobnie będę jej potrzebował w przyszłym tygodniu.

Konstrukcji ***be going to* + bezokolicznik** używamy do wyrażania:

- zamiarów i planów na przyszłość, które mogą ulec zmianie:
  *What **are you going to prepare** for dinner?* Co zamierzasz przygotować na obiad?
- przewidywań dotyczących przyszłości, sformułowanych w oparciu o to, co wiemy lub co właśnie obserwujemy:
  *This cake looks really sweet. Sue **isn't going to have** any of it.* To ciasto wygląda na bardzo słodkie. Sue nie zje ani kawałka.

Mówiąc o przyszłości, w zdaniach złożonych używamy czasu **Present Simple** po następujących wyrażeniach: *if, when, as soon as, unless, after* oraz *before*:

***If you drink** coffee in the evening, you won't be able to sleep.* Jeżeli wypijesz kawę wieczorem, to nie będziesz w stanie zasnąć.

*Be careful. The biscuits will get dry unless you **put** them in a tin.* Uważaj. Ciastka wyschną, chyba że włożysz je do pojemnika.

1 Choose the correct option, A, B or C. Sometimes more than one answer is possible.

1 This recipe looks complicated. ____ help you prepare the ingredients?
A Am I going to (B) Shall I C Will I
2 I'll let you know when the dinner ____ ready.
(A) is B will be C is going to be
3 Don't worry! I ____ the tins for you.
A am opening (B) will open C open
4 I've checked their offer. The cookery course ____ next Monday.
(A) starts B is going to start C shall start
5 Tomorrow I ____ to the fruit market outside the town. I can't wait!
A go (B) will go (C) am going
6 We will not manage to prepare the food for the party unless you ____
A won't hurry up (B) hurry up C don't hurry up

2 Write sentences from the prompts.

1 What time / the party / start?
2 You / feel better / as soon as / you / start drinking / more mineral water.
3 I / hope / the soup / not be / too bland for Pete.
4 Kate / eat / all those cherries? They are still unripe!
5 This dessert isn't sweet enough. I / add / some sugar?
6 Those apricots look fresh. They / be / tasty.

3 Complete the sentences with the correct form of the verbs in brackets. Use future forms.

1 They ___are meeting___ (meet) for lunch on Monday. Mary has told me.
2 Ben will not get fit unless he ___starts___ (start) eating healthy food.
3 This bread is stale. I ___am not going to buy___ (not/buy) it.
4 The cookery show ___starts___ (start) at 9 p.m.
5 Probably Meg ___will make___ (make) some crunchy biscuits tonight.
6 If I have time in the morning I ___will prepare___ (prepare) some snacks at home.
7 How ___are you going to decorate___ (you/decorate) this birthday cake?

4 Translate the words in brackets into English. Use future forms. Sometimes more than one answer is possible.

1 I won't be able to prepare this dessert ___unless you buy___ (*chyba że kupisz*) maple syrup.
2 There's garlic in this dish. Paul ___won't eat/have___ (nie zje) any of it!
3 ___Are you going___ (*Czy idziesz*) to the supermarket in the afternoon?
4 ___Shall we bake___ (*A może byśmy upiekli*) carrot cake for Joan?
5 Our local open-air market ___opens___ (*otwierają*) at 7 a.m.
6 How much black pepper ___are you going to add___ (*zamierzasz dodać*)?
7 Well, I think I ___will start___ (zacznę) eating more fish.

Exercise 2

1 What time does the party start/is the party starting/ will the party start?
2 You will feel better as soon as you start drinking more mineral water.
3 I hope the soup won't be too bland for Pete.
4 Is Kate going to eat all those cherries?
5 This dessert isn't sweet enough. Shall I add some sugar?
6 They're going to be tasty.

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Wszystkie ćwiczenia wykonaj w zeszycie.

4.5 GRAMMAR

Future Continuous and Future Perfect

Future Continuous

Czasu **Future Continuous** używamy, mówiąc o czynnościach, które będą trwały w określonym momencie w przyszłości:

*We **will be making** a cake **at** 5 p.m.* Będziemy piec tort o piątej.

Zdania twierdzące (Affirmative)			Zdania przeczące (Negative)		
I/You/ He/ She/It/ We/ They	'll (will)	be working at 10 a.m.	I/You/ He/ She/ It/We/ They	won't (will not)	be working at 10 a.m.
Pytania ogólne (*Yes/No* questions)			**Krótkie odpowiedzi (Short answers)**		
Will	I/you/he/ she/ it/we/they	be working at 10 a.m.?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.		
Pytania szczegółowe (*Wh-* questions)			**Pytania o podmiot (Subject questions)**		
What	will	I/you/ he/ she/ it/we/ they	be doing at 10 a.m.?	Who	will	be working at 10 a.m.?

Future Perfect

Czasu **Future Perfect** używamy, mówiąc o czynnościach lub sytuacjach, które zakończą się przed określonym momentem w przyszłości:

*I **will have cooked** all the dishes **by** 3 o'clock.* Ugotuję wszystkie dania do trzeciej.

Zdania twierdzące (Affirmative)			Zdania przeczące (Negative)		
I/You/ He/ She/ It/ We/ They	'll (will)	have finished lunch by 2 p.m.	I/You/ He/ She/It/ We/ They	won't (will not)	have finished lunch by 2 p.m.
Pytania ogólne (*Yes/No* questions)			**Krótkie odpowiedzi (Short answers)**		
Will	I/you/ he/ she/ it/we/ they	have finished lunch by 2 p.m.?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.		
Pytania szczegółowe (*Wh-* questions)			**Pytania o podmiot (Subject questions)**		
What	will	I/you/ he/ she/it/ we/ they	have finished lunch by 2 p.m.?	Who	will	have finished lunch by 2 p.m.?

1 Choose the correct option.

1 **A:** Can we meet at 1 p.m. on Saturday?
B: Sorry, I *'ll be having* / *'ll have had* lunch with my family.
2 **A:** Do you need a lot of time to finish this birthday cake?
B: I *'ll be decorating* / *'ll have decorated* it by 12 o'clock.
3 **A:** What is John so worried about?
B: Getting a new job. If he doesn't find one, he *'ll be spending* / *'ll have spent* all his money by the end of the year.
4 **A:** Tom, I really need to return that library book tomorrow.
B: No problem. I *'ll be finishing* / *'ll have finished* it by then.
5 **A:** *Will you be seeing* / *Will you have seen* your boyfriend tonight?
B: Yes, he's taking me out to a restaurant.
6 **A:** What *will you be doing* / *will you have done* at 7 p.m. tomorrow?
B: I don't have any plans. Shall we go to the cinema?

2 Complete the sentences with the correct form of the verbs in brackets. Use the Future Continuous or the Future Perfect.

1 Don't phone me before 9 a.m. I 'll be sleeping (sleep)!
2 By the end of the month she 'll have finished (finish) her training as a waitress.
3 Peter, will you be using (you/use) the oven this evening? I'd like to make pizza.
4 I'm going to do a cookery course in September. So now I'm helping at my mum's restaurant. I hope I 'll have learnt (learn) something useful by the end of the summer.
5 How many exams will you have taken (take) by the end of the academic year?
6 What will Sam be doing (Sam/do) this time tomorrow?

3 Translate the sentences into English. Use the Future Continuous or the Future Perfect and the phrases in brackets in the correct form.

1 Do końca roku nauczę się gotować dziesięć nowych rzeczy. (*cook ten new things*)
2 W niedzielę o godzinie 20 Sally i Jake będą jedli kolację w domu. (*have dinner*)
3 Czy do roku 2020 skończysz studia? (*finish university*)
4 Kto będzie rozmawiał z właścicielem restauracji jutro o 9 rano? (*talk to the restaurant owner*)
5 Ile posiłków zjesz do godziny 21? (*have meal*)
6 Kto kupi wszystkie składniki do godziny 13? (*buy all the ingredients*)

1 I'll have learnt to cook ten new things by the end of the year.
2 On Sunday at 8 p.m. Sally and Jake will be having dinner at home.
3 Will you have finished university by 2020?
4 Who will be talking to the owner of the restaurant tomorrow at 9 a.m.?
5 How many meals will you have had by 9 p.m.?
6 Who will have bought all the ingredients by 1 p.m.?

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4.6 Question Tags

Pytania rozłączne (*question tags*) to krótkie pytania dodawane na końcu zdania prawie wyłącznie w języku mówionym. Używamy ich, aby uzyskać potwierdzenie od rozmówcy lub zadać mu pytanie. Za ich polskie odpowiedniki można uznać słowa „prawda?", „nieprawdaż?" lub „dobrze?".

Pytania rozłączne stosowane w celu uzyskania potwierdzenia od rozmówcy mają intonację opadającą:
You know how to cook scrambled eggs, ***don't you?*** Wiesz, jak przygotować jajecznicę, prawda? (↓ Jesteśmy prawie pewni, że nasz rozmówca wie, jak to zrobić).

Jeżeli chcemy zadać rozmówcy pytanie za pomocą *question tag*, wypowiadamy je z intonacją wznoszącą:
Your sister is a vegan, ***isn't she?*** Twoja siostra jest weganką, nieprawdaż? (↑ Nie wiemy, czy siostra rozmówcy jest weganką).

Pytania rozłączne tworzymy za pomocą czasowników posiłkowych (*be, have, do, will*) lub modalnych (np. *can, should*) oraz zaimka osobowego (np. *I, you, she*). Po zdaniu twierdzącym mają formę przeczącą, a po zdaniu przeczącym – twierdzącą.

Zdanie twierdzące + pytanie rozłączne w formie przeczącej:
You're going to use stale bread, ***aren't you?*** Zamierzasz wykorzystać czerstwy chleb, prawda?

Zdanie przeczące + pytanie rozłączne w formie twierdzącej:
You haven't eaten unripe bananas, ***have you?*** Nie zjadłeś niedojrzałych bananów, nieprawdaż?

Inne formy pytań rozłącznych:
W zdaniach z *I'm* pytaniem rozłącznym jest ***aren't I?***:
I'm a good cook, ***aren't I?*** Jestem dobrym kucharzem, prawda?

W zdaniach rozkazujących pytaniem rozłącznym jest ***will you?***:
Grate some Parmesan cheese, ***will you?*** Zetrzyj trochę parmezanu, dobrze?
Don't order too much food, ***will you?*** Nie zamawiaj za dużo jedzenia, dobrze?

W zdaniach z *let's* pytaniem rozłącznym jest ***shall we?***:
Let's have a quick snack, ***shall we?*** Zjedzmy jakąś szybką przekąskę, dobrze?

W zdaniach, których podmiotem jest zaimek *that*, w pytaniu rozłącznym używamy zaimka ***it***:
That's pumpkin soup, ***isn't it?*** To zupa dyniowa, prawda?

1 Choose the correct option.

1 You have never liked grapefruit juice, *have you / haven't you*?
2 In kindergarten we had a lot of fresh fruit and vegetables every day, *hadn't we / didn't we*?
3 That's the best dessert she has ever prepared, *isn't that / isn't it*?
4 Let's try out that new restaurant round the corner, *shall we / will we*?
5 Don't add too many chilli peppers, *will you / do you*?

2 Complete the sentences with the correct question tag.

1 You can't be fit without eating healthy food, ___can you___ ?
2 This curry isn't very spicy, ___is it___ ?
3 Small children shouldn't eat fattening food, ___should they___ ?
4 You're not on a diet, ___are you___ ?
5 I'm quite good at making Thai dishes, ___aren't I___ ?
6 Buy some fresh fruit on your way back, ___will you___ ?

3 Choose the correct option, A, B or C to complete the conversations.

1 **X:** Let's have a burger, ____ ?
Y: Well, I'd rather have pasta if you don't mind.
A will we (B) shall we C don't we
2 **X:** This soup is absolutely delicious, ____ ?
Y: My mum is a great cook. Would you like the recipe?
(A) isn't it? B isn't that? C isn't this?
3 **X:** OK, so what shall I get you?
Y: Maybe some apples. But don't buy the green ones, ____ ? They are sour.
A shall you (B) will you C do you
4 **X:** So guys, what shall we order? Steak for everyone?
Y: No, a salad for me, please. I'm not the only vegan, here, ____ ?
A aren't I B are you (C) am I
5 **X:** Kate is taking part in this new cooking show, ____ ?
Y: Yeah, she's a fantastic cook.
(A) isn't she B is she C isn't it
6 **X:** We had a fantastic dinner last night, ____ ?
Y: Yes, it was really great.
A hadn't we B had we (C) didn't we

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Wszystkie ćwiczenia wykonaj w zeszycie.

5.2 GRAMMAR

Articles: no article, *a/an* or *the*

Przedimka nie używamy:

- w zdaniach o charakterze stwierdzeń ogólnych przed rzeczownikami niepoliczalnymi lub rzeczownikami policzalnymi w liczbie mnogiej:
  Primary education *is compulsory in this country.* Edukacja wczesnoszkolna jest w tym kraju obowiązkowa.
  Farmers *in poor countries earn very little.* Rolnicy w biednych krajach zarabiają bardzo mało.
- przed nazwami kontynentów, większości krajów i miast:
  in Europe, in Poland, in Warsaw – w Europie, w Polsce, w Warszawie
  Wyjątki: *in the United States, in the United Kingdom, in the Netherlands, in the Hague* – w Stanach Zjednoczonych, w Wielkiej Brytanii, w Holandii, w Hadze

Przedimka ***a/an*** używamy:

- przed rzeczownikami policzalnymi w liczbie pojedynczej, gdy wspominamy o kimś lub o czymś po raz pierwszy lub gdy mówimy o jednej z wielu osób lub rzeczy:
  London is ***a*** *big city.* Londyn jest dużym miastem. (jednym z wielu dużych miast na świecie)
- kiedy chcemy powiedzieć, jaki zawód ktoś wykonuje:
  Lucy is ***a*** *doctor.* Lucy jest lekarką.

Przedimka ***the*** używamy:

- przed rzeczownikami w liczbie pojedynczej i mnogiej oraz rzeczownikami niepoliczalnymi, gdy wspominamy o osobie/osobach lub rzeczy/rzeczach po raz kolejny:
  He lived in ***a*** *big city.* ***The*** *city was polluted.* Mieszkał w dużym mieście. (To) miasto było skażone.
- gdy nasz rozmówca orientuje się, o jaką rzecz lub osobę chodzi, i przed nazwami rzeczy lub osób jedynych w swoim rodzaju:
  Who is ***the*** *Prime Minister of Poland?* Kto jest premierem Polski?
- przed nazwami epok historycznych:
  the *Renaissance* – renesans
- przed przymiotnikami w stopniu najwyższym:
  the *worst* – najgorszy
- przed liczebnikami porządkowymi:
  the *third* – trzeci

1 Complete the sentences with *a/an* or *the*.

1 My mum's ___a___ secondary school teacher.
2 I was born on ___the___ 16th of January.
3 What do you want for lunch: ___a___ chicken sandwich or ___a___ pizza?
4 Is Sydney ___the___ biggest city in Australia?
5 It's ___the___ first time I've been to ___the___ USA.
6 Leonardo da Vinci lived during ___the___ Renaissance.

2 Complete the sentences with *a/an*, *the* or Ø (no article).

1 Wendy is ___a___ famous artist. You can see her paintings in ___the___ best museums in ___the___ world.
2 I think that ___Ø___ private health care is going to become more popular soon.
3 ___The___ capital of ___the___ Netherlands isn't ___the___ Hague. It's ___Ø___ Amsterdam.
4 ___A___ scientist has said recently that ___Ø___ cities haven't changed much since ___the___ 19th century.
5 Yesterday my brother asked me ___a___ question about natural disasters. I didn't know ___the___ answer.
6 Do you think ___Ø___ secondary school students should wear ___Ø___ uniforms?

3 Complete the texts with *a/an*, *the* or Ø (no article).

DHAKA

40% of people in [1] ___Ø___ Dhaka, [2] ___the___ capital of Bangladesh, live in [3] ___Ø___ slums where many people are without [4] ___Ø___ water and [5] ___Ø___ electricity. [6] ___The___ government are trying to improve the living standards of slum-dwellers. [7] ___Ø___ organisations are working with slum-dwellers and offer them [8] ___Ø___ medicine and [9] ___Ø___ education.

MUMBAI

In [10] ___Ø___ Mumbai, [11] ___the___ capital of India, 62% of inhabitants live in [12] ___Ø___ slums. [13] ___The___ President is trying out [14] ___a___ different solution: she wants to move these people from [15] ___the___ slums into new homes.

MEXICO CITY

In the 1990s [16] ___Ø___ Mexico city was [17] ___the___ most polluted place in the world. Traffic congestion was [18] ___the___ biggest cause of pollution. [19] ___The___ government has invested in [20] ___a___ new bus network and [21] ___a___ bike-sharing programme. Instead of using [22] ___Ø___ cars, people are now using [23] ___the___ bus network to get to work. The next step is to replace [24] ___Ø___ petrol cars with [25] ___Ø___ electric cars.

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Wszystkie ćwiczenia wykonaj w zeszycie.

Non-defining relative clauses

Zdania przydawkowe niedefiniujące:

- dostarczają dodatkowych informacji na temat rzeczy lub osoby/osób, o której/których mówimy. Zdanie nadrzędne zachowuje swój sens nawet bez tych informacji:

  *Giant pandas, **which** are an endangered species, live in the mountains in central China.* → *Giant pandas live in the mountains in central China.*

  Pandy wielkie, które są gatunkiem zagrożonym wyginięciem, żyją w górach w środkowych Chinach. → Pandy wielkie żyją w górach w środkowych Chinach.
- zawsze są oddzielone przecinkami od zdania nadrzędnego,
- rozpoczynają się od zaimków względnych **who**, **which**, **where** i **whose** (nigdy *that*):

  *Last year we visited our friends on Aran Islands, **where** you can see lots of bird species.*

  W zeszłym roku odwiedziliśmy naszych przyjaciół na wyspach Aran, gdzie można zobaczyć wiele gatunków ptaków.

W zdaniach przydawkowych niedefiniujących nigdy nie opuszczamy zaimków względnych.

1 Complete the sentences with *who, which, where* or *whose*.

1 That young man over there, __whose__ name I can't remember at the moment, is a famous ecologist.
2 We went on an expedition to the Amazon, __where__ none of us had ever been before.
3 The doctor, __who__ can't have been older than thirty, examined Lisa's leg carefully.
4 Mrs Janet McGregor's favourite holiday destination is London, __where__ people don't recognise her.
5 One of my friends, __whose__ wife runs a big business, has made a big donation to an environmental charity.
6 The elephants, __which__ were drinking water from the river, suddenly became very anxious.

2 Use the information in brackets to add a non-defining relative clause to each sentence.

1 The company plans to build a skyscraper here.
(The company's owner is Tania Hillman.) The company, whose owner is Tania Hillman, plans to build a skyscraper here.
2 This T-shirt is a prize in the competition.
(This T-shirt is made of organic cotton.) This T-shirt, which is made of organic cotton, is a prize in the competition.
3 Sandra saw giant pandas last year in China.
(Sandra studies zoology.) Sandra, who studies zoology, saw giant pandas last year in China.
4 I'm moving to Belfast.
(I'll work at a travel agency there.) I'm moving to Belfast, where I'll work at a travel agency.
5 Padua attracts many tourists in the summer.
(Padua is very close to Venice.) Padua, which is very close to Venice, attracts many tourists in the summer.
6 Frank studies science.
(His brother is a biologist.) Frank, whose brother is a biologist, studies science.

3 Choose the correct option.

1 My friend, (*whose*) / *which* project about environmental protection won the competition, goes to an eco-school.
2 Car exhaust fumes, *who* / (*which*) cause a lot of pollution, are dangerous to human health.
3 Diving in a turquoise ocean, *where* / (*which*) is inhabited by numerous species, is an extraordinary experience.
4 WWF, *which* / (*whose*) mission is to conserve nature, is known worldwide.
5 Last week I interviewed Mark, (*who*) / *which* is in charge of our school's eco team.
6 The Amazon, *which* / (*where*) you can see amazing fauna and flora, has become a popular travel destination.
7 The panda, (*which*) / *who* is an endangered species, has been WWF's logo since 1961.
8 The animal rescuers finally caught an injured dolphin (*which*) / *who* was seen near the coast.

4 Translate the words in brackets into English. Use the prompts.

1 Egypt, which is a great holiday destination (*który jest świetnym miejscem wypoczynku*), attracts loads of divers. **HOLIDAY DESTINATION**
2 Tom, __whose sister is a vet__ (*którego siostra jest weterynarzem*), doesn't care about nature. **VET**
3 My friends, who are very much into ecology (*którzy bardzo interesują się ekologią*), are obsessed with recycling. **INTO**
4 The Sahara desert, where the temperatures are really high during the day (*gdzie w ciągu dnia panują naprawdę wysokie temepratury*), can be rather cold at night. **DURING**
5 Last year we spent a few days in a jungle, whose inhabitants can be quite dangerous (*której mieszkańcy mogą być dość niebezpieczni*). **INHABITANTS, QUITE**
6 Environmentalists, who aim to help our planet (*którzy starają się pomóc naszej planecie*), have a real mission. **AIM**

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Prepositions at the end of clauses

W języku angielskim przyimek na końcu zdania stawiamy:

- w zdaniach względnych:
  This is the scientist I have been waiting ***for***.
  Oto naukowiec, na którego czekałam.

  Tłumacząc takie zdania na język polski, przyimek:
  – pomijamy:
  Camping by a lake is something we're enthusiastic ***about***.
  Biwakowanie nad jeziorem jest czymś, co nas ekscytuje.
  – tłumaczymy na język polski oraz dodajemy zaimek *który, która, które* w odpowiedniej formie:
  There are several environmental issues you have to prepare a presentation ***about.***
  Jest kilka problemów środowiskowych, o których musisz przygotować prezentację.
- w pytaniach rozpoczynających się od ***wh-***:

  Tworząc pytanie szczegółowe z czasownikiem lub przymiotnikiem, któremu towarzyszą przyimek i rzeczownik, np. *listen to music, afraid of spiders* itp., nie przenosimy przyimka na początek pytania (jak robimy w języku polskim), ale zostawiamy go tam, gdzie się znajduje, czyli po czasowniku lub przymiotniku.

  What *kind of animals are you afraid* ***of****?*
  Jakiego rodzaju zwierząt się boisz?

  What *are you good* ***at****?*
  W czym jesteś dobry?
- w konstrukcjach bezokolicznikowych:

  Cape Horn is probably the most hazardous place ***to sail around***.
  Przylądek Horn to prawdopodobnie najbardziej niebezpieczne miejsce do opłynięcia.

  Here are the safety procedures you need ***to be aware of***.
  Oto procedury bezpieczeństwa, których musisz być świadomy.

1 Put the words in the correct order to make sentences.

1 are / people / for / those / waiting / what ?
What are those people waiting for?
2 rely / energy / are / renewable / on / a / sources / good / to / alternative
Renewable energy sources are a good alternative to rely on.
3 people / jams / about / many / complain / something / traffic / are / that
Traffic jams are something that many people complain about.
4 solution / on / light bulbs / might / low-energy / be / spend / good / a / to / money
Low-energy light bulbs might be a good solution to spend money on.
5 care / is / you / that / ecology / about / something ?
Is ecology something that you care about?
6 issues / you / particularly / about / what / are / ecological / worried ?
What ecological issues are you particularly worried about?

2 Complete the second sentence so that it has a similar meaning to the first.

1 My dad is really proud of climbing Mont Blanc.
Climbing Mont Blanc is something (that) my dad is really proud of .
2 It's rather difficult to deal with pollution in big cities.
Pollution in big cities is rather difficult to deal with .
3 It's really interesting to listen to his lectures on the Amazon rainforests.
His lectures about the Amazon rainforests are really interesting to listen to .
4 The government should spend more money on eco-friendly solutions.
Eco-friendly solutions are something (that) the government should spend more money on .
5 It's dangerous to swim in a fast-flowing mountain river.
A fast-flowing mountain river is dangerous to swim in .
6 Schools must focus on educating children about the environment.
Educating children about the environment is something (that) schools must focus on .

3 Translate the words in brackets into English.

1 Which part of the project are you interested in (*jesteś zainteresowany*)?
2 The new ecological policy is something (that) everybody is talking about (*jest czymś, o czym wszyscy rozmawiają*) now.
3 Recycling bins might be difficult to get used to (*żeby się do nich przyzwyczaić*).
4 My older sister is somebody (that) you can always rely on (*osobą na której zawsze mogę polegać*).
5 Greenpeace, whose campaigns (*którego kampanie*) can be quite controversial, is known worldwide.
6 My uncle, whose story/stories we have just listened to (*którego opowieści właśnie wysłuchaliśmy*) is a keen traveller.
7 One of the biggest (*największych*) problems in developing countries is poverty (*bieda*). Poor access to education and healthcare (*edukacji i opieki zdrowotnej*) is a growing problem (*rosnący problem*) too.

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Wszystkie ćwiczenia wykonaj w zeszycie.

6.2 GRAMMAR

Second Conditional • *wish/if only*

Zdania warunkowe drugiego stopnia

Zdań warunkowych drugiego stopnia używamy, mówiąc o obecnych sytuacjach lub stanach, których zmiana jest niemożliwa lub mało prawdopodobna, albo o czymś, co teoretycznie mogłoby nastąpić w przyszłości, ale jest mało realne:

If you ***had*** *an accident, who* ***would*** *you* ***call*** *first?* Gdybyś miał wypadek, do kogo byś najpierw zadzwonił?

Podobnie jak w zdaniach warunkowych pierwszego stopnia, zdania składowe mogą wystąpić w dowolnej kolejności. Jeśli zdanie podrzędne (warunek z *if*) występuje jako pierwsze, stawiamy po nim przecinek.

***If* + Past Simple** (warunek),	***would/wouldn't* + bezokolicznik** (konsekwencja)
If he ***cycled*** *to work every day,* Gdyby codziennie jeździł do pracy na rowerze,	*he* ***would feel*** *healthier.* czułby się zdrowszy.
***would/wouldn't* + bezokolicznik** (konsekwencja)	***if* + Past Simple** (warunek)
He ***would feel*** *healthier* Czułby się zdrowszy,	*if he* ***cycled*** *to work every day.* gdyby codziennie jeździł do pracy na rowerze.

wish/if only

Konstrukcji ***wish/if only* + Past Simple** używamy, wyrażając żal, że coś ma miejsce lub nie ma miejsca w chwili obecnej.

I wish/If only *people cared about their own health.* Chciałbym, żeby ludzie dbali o swoje zdrowie. / Żałuję, że ludzie nie dbają o swoje zdrowie.

Konstrukcji ***wish/if only* + *would* + czasownik** używamy w odniesieniu do przyszłości, wyrażając życzenie, by obecna trudna lub uciążliwa sytuacja się zmieniła. Nigdy nie używamy jej w odniesieniu do siebie.

I wish/If only *my sister* ***would hurry up****!* Chciałbym, żeby moja siostra się pospieszyła!

Wyrażenie ***if only*** wyraża żal silniej niż czasownik ***wish***.

1 Complete the sentences. Use the Second Conditional.

1 I wouldn't take up (not take up) jogging if I had (have) breathing problems.
2 People in my city would do (do) sport more often if there were (be) more sports centres.
3 What would you do (you/do) if your teacher asked (ask) you to play in the school basketball team?
4 If my grandfather had (have) a dog, he would go (go) for walks more often.
5 If you saw (see) an accident, would you be (you/be) able to give someone first aid?
6 I wouldn't apply (not apply) for this job as a nurse in France if I didn't know (not know) the language.

2 Choose the correct option.

1 My neighbours are very annoying. If only they *stop* / *'d stop* their dog chasing after my cat!
2 My sister usually makes wrong decisions. If only she *follows* / *would follow* my advice!
3 I wish this pain *goes* / *would go* away.
4 I want to go to school today. I wish I *didn't have* / *wouldn't have* a temperature.
5 If only I *can* / *could* go to school by motorcycle!
6 I wish my leg *didn't* / *doesn't* hurt so much.

3 Translate the words in brackets into English.

1 If he wasn't allergic (*Gdyby nie był uczulony*) to pollen, he would spend (*spędzałby*) more time outdoors.
2 I wish my brother would (*Chciałbym, żeby mój brat*) get over his laziness.
3 If only I had/I wish I had (*Żałuję, że nie mam*) more time, I would take up yoga.
4 I wish my grandma wouldn't catch/didn't catch (*Chciałabym, żeby moja babcia nie łapała*) infections so often.
5 They would feel (*czuliby się*) better if they exercised (*gdyby ćwiczyli*) a bit more.
6 I wish he would stop (*Chciałabym, żeby przestał*) complaining about his health.
7 Martha would be (*byłaby*) a professional swimmer if she didn't suffer (*gdyby nie cierpiała*) from asthma.

4 Write a second sentence so that it has a similar meaning to the first. Use the words in capitals.

1 I often feel dizzy and that is why I cannot do much jogging. **IF ONLY**
If only I didn't feel dizzy so often, I could/would do more/a lot of jogging .
2 Unfortunately, Kate often has headaches. I feel sorry for her. **WISH**
I wish Kate didn't have headaches so often .
3 I'm not you. But my suggestion is: take up a sport. **IF**
If I were you, I would take up a sport .
4 Paul doesn't practise enough. That is why he has poor results. **WOULD**
If Paul practiced enough, he would have good results/ wouldn't have poor results .
5 My brother doesn't want to see a doctor. It makes me sad. **ONLY**
If only my brother would see a doctor .
6 Unfortunately, I don't have many friends. **WISH**
I wish I had more friends .
7 Stop complaining and get down to work! **WISH**
I wish you would stop complaining and get down to work .

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Wszystkie ćwiczenia wykonaj w zeszycie.

6.5 GRAMMAR

Third Conditional

Zdań warunkowych trzeciego stopnia używamy, mówiąc o sytuacjach, które mogły mieć miejsce w przeszłości, ale nigdy się nie zdarzyły, lub zastanawiając się nad inną wersją przeszłych wydarzeń.

If I ***had worn*** *a helmet, I* ***wouldn't have got*** *hurt so badly during the fall.* Gdybym miał na sobie kask, nie zostałbym tak poważnie ranny podczas upadku.

Would *you* ***have reached*** *the top earlier if you* ***had chosen*** *a different route?* Czy dotarlibyście na szczyt szybciej, gdybyście wybrali inną trasę?

W zdaniu podrzędnym rozpoczynającym się od *if* (opisującym warunek) używamy czasu **Past Perfect**. W zdaniu nadrzędnym (opisującym konsekwencję) używamy ***would/wouldn't*** **+ have + trzeciej formy czasownika (Past Participle)**.

Podobnie jak w zdaniach warunkowych pierwszego i drugiego stopnia, zdania składowe mogą wystąpić w dowolnej kolejności. Jeśli zdanie podrzędne występuje jako pierwsze, stawiamy po nim przecinek.

If **+ Past Perfect** (warunek),	***would/wouldn't have*** **+ trzecia forma czasownika** (konsekwencja).
If I ***had cycled*** *more carefully,* Gdybym uważniej jechał na rowerze,	*I* ***wouldn't have broken*** *my arm.* nie złamałbym ręki.
would/wouldn't have **+ trzecia forma czasownika** (konsekwencja)	***if*** **+ Past Perfect** (warunek).
I ***wouldn't have broken*** *my arm* Nie złamałbym ręki,	*if I* ***had cycled*** *more carefully.* gdybym uważniej jechał na rowerze.

1 Match the sentence beginnings 1–5 with their endings a–e.

1 We would have lost our way d
2 If you had left earlier, c
3 They wouldn't have got into difficulties b
4 If she had known his real character, a
5 If I had prepared for the trip better, e

a she wouldn't have married him.
b if the rescue team had arrived earlier.
c you would have caught the train.
d if we hadn't had our GPS with us.
e I would have enjoyed it much more.

2 Complete the sentences. Use the Third Conditional.

1 Would the explorers have survived (the explorers/survive) if they had taken (take) better equipment?
2 If Liu hadn't warned (not warn) me, I would have made (make) a serious mistake.
3 If you had left (leave) an hour earlier, would you have missed (you/miss) the plane?
4 If I hadn't taken (not take) a torch with me, I wouldn't have found (not find) my way out.
5 What would you have done (you/do) if your parents hadn't let (not let) you take a gap year?

3 For each situation, rewrite the sentence in the Third Conditional.

1 They didn't reach the North Pole because they ran out of food. If they hadn't run out of food, they would have reached the North Pole./They would have reached the North Pole if they hadn't run out of food.
2 I was tired yesterday, so I didn't go out with my friends. If I hadn't been tired yesterday, I would have gone out with my friends./I would have gone out with my friends if I hadn't been tired yesterday.
3 It took us ages to get to the airport because there was a lot of traffic. If there hadn't been a lot of traffic, it wouldn't have taken us ages to get to the airport./It wouldn't have taken us ages to get to the airport if there hadn't been a lot of traffic.
4 Ann didn't phone me, so I didn't know about her problems with the equipment. If Ann had phoned me, I would have known about her problems with the equipment./I would have known about Ann's problems with the equipment if she had phoned me.
5 He had an accident in the mountains and had to go to hospital. If he hadn't had an accident in the mountains, he wouldn't have had to go to hospital./He wouldn't have had to go to hospital if he hadn't had an accident in the mountains.
6 Gina didn't use a mosquito net, so a mosquito bit her and she became ill with malaria. If Gina had used a mosquito net, a mosquito wouldn't have bit her and she wouldn't have become ill with malaria./A mosquito wouldn't have bit Gina and she wouldn't have become ill with malaria if she had used a mosquito net.
7 Joe didn't wear warm clothes last weekend, so he caught a cold. If Joe had worn warm clothes last weekend, he wouldn't have caught a cold./Joe wouldn't have caught a cold if he had worn warm clothes last weekend.
8 We didn't reach our destination because the weather conditions were very bad. If the weather conditions hadn't been very bad, we would have reached our destination./We would have reached our destination if the weather conditions hadn't been very bad.

4 Translate the words in brackets into English. Use the Third Conditional.

1 If we hadn't eaten (gdybyśmy nie zjedli) that food we wouldn't have got/had (nie mielibyśmy) indigestion yesterday.
2 If I hadn't felt (nie czułbym się) ill last week, I would have gone (poszedłbym) to school.
3 They would have been late (spóźniliby się) if they hadn't taken (nie wzięli) a taxi.
4 If Sue had known (wiedziała) about the meeting soon enough, would she have agreed (czy zgodziłaby się) to go there?
5 Rob wouldn't have had (nie miałby) a temperature yesterday if he had put on/had worn (założył) a coat and a cap.
6 Would you have told (czy powiedzielibyście) them the truth if they had asked (zapytali) you then?
7 If Mia had been (była) there before, she wouldn't have got lost (nie zgubiłaby się).

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Wszystkie ćwiczenia wykonaj w zeszycie.

Clauses of purpose

Zdań celowych (clauses of purpose) używamy, aby wskazać cel określonej czynności.

Zdania celowe tworzymy za pomocą konstrukcji ***to* + bezokolicznik** („aby", „żeby") oraz ***not to* + bezokolicznik** („aby nie", „żeby nie").
W języku formalnym możemy także użyć wyrażeń: ***in order to/ so as to* + bezokolicznik** („aby", „żeby") oraz ***in order not to/so as not to* + bezokolicznik** („aby nie", „żeby nie").

Mia worked at a local surgery as a receptionist ***to earn*** *some money for her medical studies.*

Mia pracowała w lokalnej przychodni jako recepcjonistka, aby zarobić na studia medyczne.

The doctor told me ***not to chew*** *the tablets.*
Lekarz powiedział mi, żebym nie rozgryzał tabletek.

The paramedic gave Philip an injection ***in order to ease*** *the pain.*
Ratownik medyczny zrobił Philipowi zastrzyk, aby uśmierzyć ból.

We slept under a mosquito net ***in order not to be bitten*** *by insects.*
Spaliśmy pod moskitierą, żeby nie pogryzły nas owady.

The children's ward was painted in bright colours ***so as to cheer up*** *the little patients.*
Oddział dziecięcy został pomalowany na jasne kolory, aby poprawić nastrój małym pacjentom.

You should stop eating sweets ***so as not to gain*** *weight.*
Powinieneś przestać jeść słodycze, aby nie przybrać na wadze.

Zdania celowe tworzymy również za pomocą konstrukcji ***so that* + zdanie z czasownikiem modalnym**:

- ***can*** w czasie teraźniejszym
  I go jogging every day ***so that I can run*** *a marathon one day.*
  Biegam codziennie, abym któregoś dnia mogła przebiec maraton.
- ***could/would*** w czasie przeszłym:
  The hospital was closed for visitors ***so that the patients wouldn't catch*** *the flu.*
  Szpital zamknięto dla odwiedzających, aby pacjenci nie zarazili się grypą.

1 Choose the correct option.

1 My doctor told me *to not* / *not to* drink coffee.
2 When you go trekking, put on good boots *in order* / *so that* not to sprain your ankle.
3 Paul took up swimming *so as* / *so that* to stay in good shape.
4 They're organising a concert so that they *can* / *could* raise money for charity.
5 Kate attends yoga classes *so as* / *so that* she can feel better.
6 They trained every day so that they *can* / *could* belong to an emergency team.

2 Complete the second sentence so that it means the same as the first. Use the words in capitals.

1 If you want to get better, take more vitamins. **ORDER**
Take more vitamins ___in order to get___ better.
2 Dan put on protective gloves because he didn't want to burn his hands. **SO AS**
Dan put on protective gloves ___so as not to burn___ his hands.
3 They didn't want to get bitten by mosquitoes so they stayed in in the evening. **SO THAT**
They stayed in in the evening ___so that they wouldn't get bitten___ by mosquitoes.
4 She put on a warm coat because she didn't want to catch a cold. **ORDER**
She put on a warm coat ___in order not to catch___ a cold.
5 Meg gets up at 6 because she wants to do some stretching. **SO THAT**
Meg gets up at 6 ___so that she can do___ some stretching.
6 His finger was bleeding so Mark put a plaster on it. **WOULD**
Mark put a plaster on his finger ___so that it would stop___ bleeding.

3 Complete each gap with one word.

Our busy lifestyles can put pressure on both adults' and teenagers' well-being. Experts claim that if teenagers [1] ___had/ate___ five portions of fruit and vegetables a day, they wouldn't feel tired so often. They should also choose water as a drink rather than soft drinks so [2] ___as___ to avoid extra sugar. If teenagers [3] ___had___ been shown how to choose healthy foods, they would [4] ___have___ developed good eating habits in childhood.

Another vital thing is getting enough sleep so that their bodies [5] ___can___ rest properly. Young people should do physical activity on a regular basis in [6] ___order___ to keep the right weight.

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REFERENCE AND PRACTICE

Wszystkie ćwiczenia wykonaj w zeszycie.

7.2 GRAMMAR

Reported Speech – statements

Przytaczając słowa innej osoby, możemy zacytować jej wypowiedź (mowa niezależna) lub przekazać treść tej wypowiedzi pośrednio (mowa zależna).

W mowie niezależnej (*Direct Speech*) przytaczana wypowiedź nie ulega zmianie:

'Your son draws well.' → *They said, 'Your son draws well.'*
„Twój syn dobrze rysuje." → Powiedzieli: „Twój syn dobrze rysuje".

W mowie zależnej (*Reported Speech*) często przytaczamy wypowiedzi za pomocą czasowników takich jak np. *add* (dodać), *claim* (twierdzić), *explain* (wyjaśnić), *point out* (zwrócić uwagę / wytknąć), *reply* (odpowiedzieć), *say* (powiedzieć), *suggest* (zasugerować), *tell* (powiedzieć), oraz zaimka *that* (że), który możemy pominąć. Czasownik *tell* wymaga dopełnienia (*me, us* itd.).

*'I **sell** paintings.'* → *She **told me/said (that)** she **sold** paintings.*
„Sprzedaję obrazy." → Powiedziała (mi), że sprzedaje obrazy.

W zdaniach w mowie zależnej zmianie ulegają:

- czasy – według następującego schematu:

Mowa niezależna (Direct Speech)	→	Mowa zależna (Reported Speech)
Present Simple Ann: 'I paint pictures.'	→	**Past Simple** Ann said (that) she painted pictures.
Present Continuous Ann: 'I am painting a picture.'	→	**Past Continuous** Ann said (that) she was painting a picture.
Present Perfect Ann: 'I have painted two pictures.'	→	**Past Perfect** Ann said (that) she had painted two pictures.'
Past Simple Ann: 'I didn't paint it.'	→	**Past Perfect** Ann said (that) she hadn't painted it.
Past Perfect Ann: 'I hadn't painted before.'	→	**Past Perfect** Ann said (that) she hadn't painted before.
can/can't Ann: 'I can paint.'	→	***could/couldn't*** Ann said (that) she could paint.
will/won't Ann: 'I won't paint anymore.'	→	***would/wouldn't*** Ann said (that) she wouldn't paint anymore.
am/is/are going to Ann: 'I'm going to paint.'	→	***was/were going to*** Ann said (that) she was going to paint.

- okoliczniki czasu i miejsca (w zależności od kontekstu):
  now → *at that time/then*
  today → *that day*
  yesterday → *the day before*
  two hours ago → *two hours earlier/before*
  tomorrow → *the following day*
  next → *the following*
  last → *the previous*
  here → *there*
- zaimki wskazujące, osobowe oraz zaimki i przymiotniki dzierżawcze (w zależności od kontekstu):
  this/these → *that/those*
  I/we → *he/she/they*
  me/us → *him/her/them*
  my → *his/her*
  our → *their*

1 Complete the second sentence so that it has the same meaning as the first.

1 'I've never heard of this artist,' said Susan.
Susan said she had never heard of that artist .
2 'Dad, I'm meeting Ann tomorrow,' said Helen.
Helen told her dad that she was meeting Ann the following day .
3 'Yesterday someone painted some graffiti in my street,' said Olga.
Olga said that someone had painted some graffiti in her street the day before .
4 'I can sell you some of my pictures,' Paul said to me.
Paul told me that he could sell me some of his pictures .
5 'My wife doesn't collect paintings,' said George.
George said that his wife didn't collect paintings .
6 'You cannot take photos here,' the guard told me.
The guard said that I couldn't take photos there .
7 'I'm not going to point out anybody,' said Alice.
Alice said she wasn't going to point out anybody .
8 'My sister signed a recording contract last week,' Rob said to me.
Rob told me his sister had signed a recording contract the previous week .

2 Report what John and Amanda said. Choose the correct verb and complete the sentences.

1 **Journalist:** In your opinion, who is the most talented British painter?
John: Of course, I'm the most talented painter in the UK.
John *claimed* / *added* that he was/to be the most talented painter in the UK .
2 **Teacher:** Are you interested in arts?
Amanda: I like opera. And I like modern art too.
Amanda said that she liked opera and she *added* / *replied* that she liked modern art too .
3 **Nancy:** You've lived here for about a year now, haven't you?
John: No, we moved here in 2010.
John *suggested* / *explained* that they had moved there in 2010 .
4 **Wendy:** Will your parents let you go to the club?
Amanda: No, my parents will never let me go to the club.
Amanda *replied* / *suggested* that her parents would never let her go to the club .
5 **John:** Someone has made a mistake.
Tina: Let me check it.
John *pointed out* / *replied* that someone had made a mistake .

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Wszystkie ćwiczenia wykonaj w zeszycie.

Reported Speech – questions and imperatives

Pytania

Przytaczając pytania w mowie zależnej, używamy czasownika *ask* (zapytać) oraz zmieniamy te same elementy co w przypadku zdań oznajmujących (np. czasy, zaimki, okoliczniki czasu i miejsca). Przytaczane pytanie przyjmuje szyk zdania oznajmującego (podmiot przed orzeczeniem).

- Przytaczając pytania ogólne, stosujemy ***if*** lub ***whether*** (czy):
  'Has Darina answered all the questions?' → *Jan asked me* ***if/whether*** *Darina had answered all the questions.*
  „Czy Darina odpowiedziała na wszystkie pytania?" → Jan zapytał mnie, czy Darina odpowiedziała na wszystkie pytania.
  'Do you often watch TV?' → *I asked her* ***if/whether*** *she often watched TV.*
  „Często oglądasz telewizję?" → Zapytałem ją, czy często ogląda telewizję.
- Przytaczając pytania szczegółowe, zachowujemy użyty w nim zaimek pytający (np.: *what, who, how, where, when):*
  'How old are you?' → *The policeman asked the boy how old he was.*
  „Ile masz lat?" → Policjant spytał chłopca, ile ma lat.
  'When did John and Mary split up?' → *Sam asked us when John and Mary had split up.*
  „Kiedy John i Mary się rozstali?" → Sam zapytał nas, kiedy John i Mary się rozstali.

Polecenia

Przytaczając polecenia w mowie zależnej, używamy czasownika ***ask*** (poprosić) lub ***tell*** (powiedzieć, kazać), **rzeczownika lub zaimka osobowego** oraz **konstrukcji *(not)* + *to* + bezokolicznik**.

'Please stop talking!' → *The director* ***asked us to stop talking***.
„Proszę przestać rozmawiać." → Reżyser poprosił nas, żebyśmy przestali rozmawiać.

'Don't take any photos of me!' → *Darina to****ld the reporter not to take*** *any photos of her.*
„Proszę nie robić mi żadnych zdjęć." → Darina powiedziała dziennikarce, żeby nie robiła jej żadnych zdjęć.

1 Complete the sentences with the correct pronouns.

1 'Has your cousin directed a film before?' Sue asked Tom.
__She__ asked __him__ whether __his__ cousin had directed a film.
2 'Switch on your tablets,' Miss Smith asked her students.
__She__ asked __them__ to switch on __their__ tablets.
3 'What are you doing with my DVDs?' Jake asked Mary.
__He__ asked __her__ what __she__ was doing with __his__ DVDs.
4 'Don't use your mobile phones in class!' the teacher told us.
The teacher asked __us__ not to use __our__ mobile phones.
5 'Join us!' Jake and Ron told us.
__They__ told __us__ to join __them__ .

2 Complete the second sentence so that it has the same meaning as the first. Use Reported Speech.

1 'Are you interested in art?' the teacher asked Jack.
The teacher asked Jack if/whether he was interested in art.
2 'How often does your boss update his Facebook profile?' Jen asked me.
Jen asked me how often my boss updated his Facebook profile.
3 'Are you going to see this film again?' Jim asked Ann.
Jim asked Ann if/whether she was going to see that film again.
4 'Will you give us an autograph?' the boys asked the actress.
The boys asked the actress if/whether she would give them an autograph.
5 'When did you lose your mobile phone?' Nick asked Eve.
Nick asked Eve when she had lost her mobile phone.
6 'Has Paula painted all these pictures herself?' I asked Olga.
I asked Olga if/whether Paula had painted all those all those pictures herself.

3 Complete the second sentence so that it has the same meaning as the first. Use Reported Speech.

1 'Please, close the window,' the teacher said to Sara.
The teacher asked Sara to close the window .
2 'Don't interrupt me!' she told John.
She told John not to interrupt her .
3 'Don't be late for lunch again, Helen' said Dad.
Dad asked Helen not to be late for lunch again .
4 'Stop watching TV and do you homework!' my mum said to me.
My mum told me to stop watching TV and do my homework .
5 'Please, come in and wait for me in the living room,' Gary told us.
Gary asked us to come in and wait for him in the living room .
6 'Don't ask me about my ex-husband again,' the film star told the journalist.
The film star told the journalist not to ask her about her ex-husband again .

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Wszystkie ćwiczenia wykonaj w zeszycie.

Nouns

Rzeczowniki policzalne

Występują one w liczbie pojedynczej i mnogiej:

a review – reviews (recenzja – recenzje)

Liczba mnoga rzeczowników:

- tworzona jest poprzez dodanie do rzeczownika w liczbie pojedynczej następujących końcówek:

  -s

  *a play – play**s*** (przedstawienie – przedstawienia), *a vocalist – vocalist**s*** (wokalista – wokaliści)

  -ies, jeżeli rzeczownik zakończony jest na spółgłoskę + *-y*:

  *a story – stor**ies*** (opowiadanie – opowiadania), *a comedy – comed**ies*** (komedia – komedie)

  -es, jeżeli rzeczownik zakończony jest na takie spółgłoski jak s, ss, x, ch, sh:

  *a watch – watch**es*** (zegarek – zegarki), *a sketch – sketch**es*** (szkic – szkice)

  -ves, jeżeli rzeczownik kończy się na *-fe, f*:

  *a shelf – shel**ves*** (półka – półki), *life – li**ves*** (życie – życia)

- może być taka sama jak liczba pojedyncza:

  species – species (gatunek – gatunki), *a series – series* (seria – serie), *a fish – fish* (ryba – ryby)

- może być całkowicie inna od formy w liczbie pojedynczej:

  a man – men (mężczyzna – mężczyźni), *a tooth – teeth* (ząb – zęby)

Rzeczowniki niepoliczalne

- Występują tylko w liczbie pojedynczej:

  ***Knowledge is** the key to the door of happiness.* Wiedza jest kluczem do szczęścia.

  *Don't you think that your **hair is** a bit too short?* Nie sądzisz, że twoje włosy są trochę za krótkie?

- W zdaniach, występują zawsze z czasownikiem w liczbie pojedynczej:

  *The lead guitarist's **luggage hasn't arrived** yet so we can't start the rehearsals.* Bagaż głównego gitarzysty jeszcze nie dotarł, zatem nie możemy rozpocząć prób.

- Występują z takimi określeniami ilości jak ***some**, **much**, **a piece of***:

  *Last night **there was much traffic** in the city centre last night because of a light show.* Wczoraj wieczorem był duży ruch uliczny w centrum z powodu pokazu świetlnego.

- Kończą się na -s i z pozoru wyglądają na rzeczowniki w liczbie mnogiej, choć są niepoliczalne i występują w liczbie pojedynczej: *news* (wiadomość/wiadomości), *physics* (fizyka), *politics* (polityka), *statistics* (statystyka).

  Przed rzeczownikami niepoliczalnymi nie stawiamy *a/an* ani cyfry/liczby:

  Tom gave me two pieces of contradictory information about the concert. (NOT ~~*Tom gave me two contradictory informations.*~~) Tomek przekazał mi dwie sprzeczne informacje o koncercie.

Rzeczowniki występujące tylko w liczbie mnogiej

- Nie stawiamy przed nimi *a/an* ani cyfry/liczby:

  *Where exactly **are the police headquarters**?* Gdzie dokładnie znajduje się komenda główna policji?

- Niektóre z nich składają się z dwóch części (np. części garderoby) i występują z *a pair of*:

  *I bought **a pair of trousers** and a jacket yesterday.* Wczoraj kupiłem parę spodni i marynarkę.

1 Choose the correct option.

1 The police *is* / are looking for the stolen painting.
2 Statistics is / *are* quite a difficult subject.
3 The fish in the Red Sea *is* / are absolutely amazing.
4 My new furniture hasn't / *haven't* been delivered yet.
5 The latest news was / *were* really shocking.
6 My new pair of jeans is / *are* really trendy.

2 Complete the sentences with the correct form of the words in the box.

species information shelf person sheep hand luggage

1 **A:** How much hand luggage are you allowed on a plane?
B: Just one piece, I think.
2 There were quite a few famous people at that gig.
3 We need a few more pieces of information about the venue before we book it.
4 Apparently, more than 5,000 species are endangered worldwide.
5 There were not many sheep grazing on the meadow. Just a few.
6 How many shelves do we still need for our books? Will three be enough?

3 Translate the words in brackets into English.

1 I need a new pair of glasses (*nowe okulary*).
2 My friend gave me some/a few pieces of good advice (*kilka dobrych rad*), which helped me a lot.
3 They told us not to go (*żebyśmy nie szli*) to that exhibition.
4 There is a lot of research (*jest wiele badań naukowych*) into different aspects of pop culture.
5 The journalist wanted to know when she would/was going to sign (*kiedy ona podpisze*) a recording contract.
6 He asked me if I was going to sign (*czy mam zamiar zapisać się*) up for music classes.

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Wszystkie ćwiczenia wykonaj w zeszycie.

8.2 GRAMMAR

The Passive

Stronę bierną stosujemy, gdy bardziej interesuje nas sama czynność niż to, kto ją wykonuje:

This bank ***has been robbed*** *three times.* Ten bank obrabowano trzy razy.

Jeżeli jednak chcemy wspomnieć o wykonawcy czynności, używamy słówka ***by***:

The bank ***was robbed by*** *three men.* Bank został obrabowany przez trzech mężczyzn.

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):

The robbers ***have been arrested***. Złodziei aresztowano.

Stronę bierną w poszczególnych czasach gramatycznych tworzymy za pomocą odpowiedniej formy czasownika *to be* oraz trzeciej formy czasownika głównego (Past Participle).

Present Simple	*Too many crimes* ***are committed*** *every year.* Zbyt wiele przestępstw jest popełnianych co roku.
Present Continuous	*Tony* ***is being questioned*** *by the police.* Tony jest przesłuchiwany przez policję.
Past Simple	*When* ***was*** *the money* ***stolen****?* Kiedy pieniądze zostały skradzione?
Past Continuous	*The police station* ***was*** *still* ***being built*** *in 2005.* Komisariat policji nadal budowano w 2005 r.
Present Perfect	*A homeless shelter* ***has*** *just* ***been opened*** *in my town.* W moim mieście właśnie otwarto schronisko dla bezdomnych.
Past Perfect	*Someone told me I* ***had been seen*** *at the crime scene.* Ktoś mi powiedział, że byłem widziany na miejscu zbrodni.
will	*He* ***will be sentenced*** *to at least ten years in prison.* Zostanie skazany przynajmniej na dziesięć lat więzienia.

1 Rewrite the sentences from active to passive forms. Use *by* where appropriate.

1 Somebody has stolen my bicycle.
2 Somebody will clean the office later.
3 The police are using a new computer system to investigate crimes.
4 People destroyed twenty books at the city library last month.
5 Journalists were asking a lot of questions.
6 We have sold ten silver rings today.
7 Somebody found a wallet full of money yesterday.
8 Students at our school will remember Miss Jenkins, the head teacher.

1 My bicycle has been stolen.
2 The office will be cleaned later.
3 A new computer system is being used by the police to investigate crimes.
4 Twenty books were destroyed at the city library last month.
5 A lot of questions were being asked by journalists.
6 Ten silver rings have been sold today.
7 A wallet full of money was found yesterday.
8 Miss Jenkins, the head teacher, will be remembered by students.

2 Complete the sentences with the correct form of the verbs in brackets. Use the active or the passive forms.

1 a We didn't know anything about the results of the new project because we hadn't been informed (not inform) about it.
b Our boss didn't know anything about the results of the new project because we hadn't informed (not inform) him.
2 a I 'm following (follow) him. I'm right behind him.
b I 'm being followed (follow). They're right behind me.
3 a I regularly donate (donate) money to this charity.
b How much money is donated (donate) to this charity every year?

3 Complete the sentences with the correct form of the verbs in the box. Use the passive forms.

investigate exclude elect employ offer raise organise find

1 A new president is being elected at the moment.
2 Was the case still being investigated by the police officers two days ago?
3 Amy has just been employed as the manager of the local animal shelter.
4 How often is the charity bake sale organised at your school?
5 Tim told us he was offered a job as a prison psychologist two days before.
6 When was Peter excluded from school? Was it last week?
7 I don't think the stolen painting will be found very soon.
8 How much money has been raised for charity since last month?

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8.5 GRAMMAR

Have something done

Konstrukcji **have + dopełnienie + trzecia forma czasownika (Past Participle)** używamy, mówiąc o czynnościach, które zostały dla kogoś wykonane przez inną osobę (najczęściej specjalistę lub fachowca).

Present Simple	*I have my house cleaned every Friday.* Sprzątam dom co piątek. (zatrudniam fachowca)
Present Continuous	*Are you having the locks changed?* Czy zmieniasz zamki? (przy pomocy specjalisty)
Past Simple	*We had the kitchen painted.* Pomalowaliśmy kuchnię. (zatrudniliśmy fachowca)
Past Continuous	*Last week Jack was having his bathroom remodelled.* W zeszłym tygodniu Jack przeprowadzał remont łazienki. (przy pomocy fachowca)
Present Perfect	*They have just had a pool installed in the garden.* Właśnie zainstalowali basen w ogrodzie. (zatrudnili specjalistę)
will	*When will Helen have the paintings hung in her flat?* Kiedy Helen powiesi obrazy w swoim mieszkaniu? (przy pomocy fachowca)
be going to	*When are you going to have a garage built?* Kiedy zamierzacie zbudować garaż? (zatrudniając fachowców)

Zdanie z konstrukcją ***have something done*** często tłumaczymy na język polski tak samo jak zdanie opisujące samodzielne wykonanie danej czynności.

*We **will redecorate** our flat next year.* Odnowimy mieszkanie w przyszłym roku. (zrobimy to sami)

*We will **have our flat redecorated** next year.* Odnowimy mieszkanie w przyszłym roku. (zatrudnimy specjalistów)

Zwykle zamiast czasownika *have* możemy również użyć czasownika ***get***.

*We **had** new windows fitted. = We **got** new windows fitted.* Zainstalowaliśmy nowe okna.

1 Complete the sentences with the correct form of *have*.

1 Last weekend I had/was having my bike repaired, so I couldn't go for a bike ride.
2 **A:** Are you having your wedding organised?
B: Yes, we are. We're too busy to do it on our own.
3 Aunt Sophie is eighty years old and she doesn't cook any more. She has her meals delivered every day.
4 The windows look really shiny! Have you had them cleaned recently?
5 **A:** Where did you buy your new wooden furniture?
B: I had it designed and made by a carpenter.
6 Hi Sandra. Sorry, can I call you back later?
I 'm having my portrait painted at the moment.

2 Will and Bill are neighbours. Rewrite the sentences for Will using *have something done*.

1 Bill cuts his grass twice a week.
Will has his grass cut twice a week.
2 After the storm last week Bill repaired his roof.
After the storm last week Will had his roof repaired .
3 Bill is going to change his locks because of burglaries in the area.
Will is going to have his locks changed because of burglaries in the area.
4 At 10 a.m. Bill was painting his garden wall.
At 10 a.m. Will was having his garden wall painted .
5 Bill has just planted some apple trees.
Will has just had some apple trees planted .
6 Bill is building a tree house for his children.
Will is having a tree house built for his children.

3 Complete the sentences with the correct form of the words in brackets. Use *have something done* where necessary.

1 a Susan is a hairdresser. She cuts people's hair (cut/people's hair) for money.
b I'm afraid you can't see Joan yet. She's in her room with her hairdresser – she is having her hair styled (style/her hair).
c When I was a little kid, I once cut my hair (cut/my hair) myself.
2 a Excuse me, could you take a photo (take/a photo) of us, please?
b I need to have a photo taken (take/a photo) for my new passport.
c You have to pay ten euros if you want to take photos (take/photos) inside the museum.
3 a I'm using public transport this week because my car is at the mechanic's. I 'm having it repaired (it/repair).
b Tom's a mechanic. He repairs cars (repair/cars).
c We can repair your car (repair/your car) at our garage. Here are our prices.

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Wszystkie ćwiczenia wykonaj w zeszycie.

Reflexive pronouns

Zaimki zwrotne ***myself***, ***yourself***, ***herself***, ***himself***, ***itself***, ***ourselves***, ***yourselves***, ***themselves*** stosujemy, gdy podmiot i bezpośrednie lub pośrednie dopełnienie dotyczą tej samej osoby lub rzeczy. W języku polskim zaimkami zwrotnymi są takie określenia jak: „się", „siebie", „sobie", „sobą".

*Angela **injured herself** when she was trying to mug an elderly woman.* Angela zraniła się, gdy próbowała okraść starszą panią.

Zaimki osobowe (Personal pronouns)	Zaimki zwrotne (Reflexive pronouns)
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

Zaimków zwrotnych używamy:

- z niektórymi czasownikami – jako odpowiedników polskiego *się*:
  ***Behave yourself** otherwise I'll call your parent.*
  Zachowuj się, w przeciwnym wypadku wezwę twojego rodzica.
  Najczęstszymi czasownikami występującymi w tej formie są: *behave, blame, cut, enjoy, express, hurt, injure, introduce, prepare, protect, teach.*
- w sytuacji, kiedy czynność dotyczy osoby, która ją wykonuje:
  *Kate **looked at herself** in the mirror to see if she had removed all her make-up.*
  Kate spojrzała na siebie w lustrze, żeby sprawdzić, czy zmyła cały makijaż.
- w wyrażeniach z ***by*** dla podkreślenia, że czynność została wykonana samodzielnie przez daną osobę, bez pomocy ze strony innych, samotnie:
  *The boys repaired the benches which they vandalized **by themselves** – nobody helped them.*
  Chłopcy sami naprawili ławki, które zniszczyli – nikt im nie pomógł.
  Jeżeli opisujemy czynność lub relację wzajemną wykonywaną przez dwie lub więcej osób, używamy wyrażeń ***each other*** lub ***one another***, które tłumaczymy na język polski jako: *wzajemnie, sobie nawzajem, siebie nawzajem*:
  *The neighbours **accused each other/one another** of who had set fire to the garden shed.*
  Sąsiedzi oskarżali siebie nawzajem o to, który z nich podpalił składzik ogrodowy.

1 Choose the correct option.

1 They were friends but they blamed *themselves* / *each other* for what had happened.
2 Paula, stop talking about *yourself* / *yourselves*. Let the others say something about *them* / *themselves*.
3 The policeman collected all the evidence by *him* / *himself*.
4 They were all involved in that robbery but in court they thought only about *themselves* / *each other*.
5 The police found a new witness of that crime and interviewed *herself* / *her*.
6 Fortunately, they didn't punish *us* / *ourselves*.

2 Complete the sentences with the correct reflexive pronoun or Ø (no pronoun). Add the preposition *by* where necessary.

1 After a hard day, I made ___myself___ a cup of tea, just to relax ___Ø___ .
2 The door opened ___Ø___ , the woman entered and introduced ___herself___ .
3 When he was released from prison, Paul decided to learn ___Ø___ new skills and taught ___himself___ some basic English.
4 They had known ___each other___ for many years and never offered ___each other___ a helping hand.
5 The suspect put the whole blame on ___himself___ and said he had committed the crime all ___by himself___ .
6 We went to see the new James Bond and really enjoy ___ourselves___ .

3 Complete the second sentence so that it means the same as the first.

1 When the burglary took place, she was at home completely alone.
When the burglary took place, she was at home all ___by herself___ .
2 A good alarm system can give you protection against robbery.
You can protect ___yourself against robbery with a good alarm system___ .
3 She entered the courtroom and said what her name was.
She entered the courtroom and ___introduced herself___ .
4 Yesterday at 9 a.m. the police were transporting the suspect to the court.
Yesterday at 9 a.m. the suspect ___was being transported to the court___ .
5 Tomorrow, a man is coming to change all the locks in our house.
Tomorrow, we ___are having all the locks in our house changed___ .
6 They have just installed an alarm in our flat.
We ___have just had an alarm installed in our flat___ .

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PREPOSITIONS

PREPOSITIONS IN PHRASES

AT

at a (house) party/wedding (3.7): *I met him at a party a couple of months ago.*
at the beach/a ski resort (3.3): *We stayed at a well-known Swiss ski resort.*
at the start (=on the starting line of a race) (2.7): *The horses were all lined up at the start.*
at work/home/school/university (1.1): *Dad's at work.*

FOR

for charity (1.1): *The children collected over fifty toys for charity.*
for instance (4.4): *We can cut down on food waste, for instance by sharing food with other people.*

IN

in a boat (3.1): *He's crossing the river in a boat.*
in a crisis (1.3): *It's important to have employees you can rely on in a crisis.*
in a queue (1.5): *We stood in a queue for half an hour.*
in addition (5.7): *The school has twelve classrooms. In addition, there is a large office that could be used for meetings.*
in bagagge reclaim (3.2): *The plane landed over an hour ago. Bill must still be in baggage reclaim.*
in common (2.3): *I found I had a lot in common with Jo.*
in conclusion (5.7): *In conclusion, I would like to say how much I have enjoyed myself today.*
in fact (1.2): *I know the mayor really well. In fact, I had dinner with her last week.*
in favour of (6.7): *Senior ministers spoke in favour of the proposal.*
in love with (2.7): *I think I'm falling in love with Tom.*
in other words (7.4): *So he is a fraud, a common thief in other words.*
in prison (8.1): *He was sentenced to five years in prison.*
in shape (2.1): *She's bought an exercise bike to keep in shape.*
in spite of (3.4): *We went out in spite of the rain.*
in the background/middle/foreground (1.8): *In the background you can see my college friends.*
in the centre (5.2): *The capital city is located in the centre of the country.*
in the middle of (6.7): *Alan was standing in the middle of the room.*
in the mind (2.5): *He's one of those doctors who say you're not really sick and it's all in the mind.*
in the photo/picture/poster (1.1): *In the photo you can see a group of teenagers.*
(just) in time (6.5): *They weren't late, they arrived just in time for dinner.*
in your early/mid/late twenties (1.7): *She was in her early twenties when I met her.*
in your teens (1.7): *He was in his teens when he started playing the violin.*

OF

of course (2.5): *Of course, there are exceptions to every rule.*
of all time (7.1): *What's your favourite hit single of all time?*

ON

on a plane (3.1): *You can't talk to him now. He's on a plane over the Atlantic.*
on a campsite (5.4): *We'll stay on a campsite outside the village.*
on a night out (1.1): *I met him on a night out.*
on average (8.2): *On average, men still earn more than women.*
on land (3.1): *The crocodile lays its eggs on land.*
on stage (7.1): *If you mess up on stage, don't worry about it.*
on the loose (3.2): *The police have issued a warning about a dangerous criminal on the loose.*
on the one hand (5.7): *On the one hand, there are several arguments for making contact.*
on the other hand (5.7): *On the other hand, there are also many arguments against making contact.*
on the road (=travelling) (3.1): *We were on the road just one hour after landing.*
on the road/street (6.7): *There were loads of cars parked on the street.*
on the way (to) (8.4): *She should be on the way to Brighton by now.*
on time (7.1): *Always turn up on time. Being late doesn't make a good impression.*
on top (4.1): *The cake was a bit burnt on top.*
on your own (8.6): *I've been living on my own for two years.*

PREPOSITIONS AFTER NOUNS

a couple of (3.1): *There are a couple of girls waiting for you.*
advantages/disadvantages of (3.4): *One of the many advantages of living in New York is that you can eat out at almost any time of day.*
amount of (4.4): *They spend equal amounts of time in California and New York.*
approval/disapproval of (6.7): *The decision cannot be made without the approval of the president.*
combination of (4.7): *The menu you suggested represents an ideal combination of healthy and exciting food.*
contact with (5.7): *Animals become stressed because of contact with zoo visitors.*
flight from (3.1): *There are two non-stop flights from London to Tehran daily.*
break from (2.4): *I wanted a break from university life.*
lack of (6.7): *Lack of exercise can lead to weight problems and even illness.*
leader of (5.5): *He is the leader of the local community.*
means of transport (3.1): *For most people, the car is still their main means of transport.*
member of (1.4): *He is a member of the local tennis club.*
number of (2.1): *The number of people using this technology is increasing daily.*
pain in (6.8): *I had a nasty pain in my leg.*
parts of the body (6.1): *More heat is lost through the head than any other part of the body.*
plenty of (2.5): *No need to hurry – you've got plenty of time.*
prize for (2.1): *The prize for best original screenplay has been won by a young British writer.*
programme about (1.3): *There's a programme about killer whales in ten minutes.*
relationship with (1.3): *I have a good relationship with my parents.*
sense of humour (1.7): *It's vital to have a sense of humour in this job.*
slice of (7.4): *Can you pass me a slice of bread?*
support for (6.7): *There was widespread support for the war.*
variety of (4.3): *The girls come from a variety of different backgrounds.*
way of life (5.7): *The British way of life is not much different from ours.*

PREPOSITIONS AFTER VERBS

be into sth (1.7): *I'm really into folk music.*
be made of/from (1.4): *Paper is made from wood. This shirt is made of silk.*
be there for sb (1.3): *That's what I loved about my father – he was always there for me.*
blame sb for (8.6): *Marie still blames herself for Patrick's accident.*
charge sb with sth (8.1): *Gibbons has been charged with murder.*
come first/last in (2.1): *The choir came first in all sections of the competition.*
compete in (2.1): *He'd like to compete in the 1,000 metres.*
cover sth in (4.1): *I'm making a pizza and I want to cover it in cheese.*
die from (5.4): *The drug will not help patients who are dying from cancer.*
donate money to (6.3): *Last year he donated $1,000 to cancer research.*
escape from (3.2): *He escaped from prison in October.*
feel about (4.7): *How would you feel about working with Nicole for a while?*
get rid of (2.1): *You should get rid of all these old toys.*
learn from (7.1): *We learn from our mistakes.*
lose touch with (1.3): *I'm moving abroad, but I don't want to lose touch with you.*
make contact with (5.7): *We'd like to make contact with other schools in the area.*
nominate sb for sth (7.5): *Ferraro was nominated for the job of vice president.*
pay for (3.3): *Mum paid for my driving lessons.*
play for (2.1): *Moxon played for England in ten matches.*
raise money for (6.3): *We're organising a concert to raise money for charity.*
recover from (6.4): *He's in hospital, recovering from a heart attack.*
release from (8.3): *Mike was released from hospital yesterday.*
report on (1.2): The Times *sent her to Bangladesh to report on the floods.*
sentence to (8.1): *Sanchez was sentenced to three years in prison.*
share with (6.3): *I have an office that I share with some other teachers.*
take part in (2.1): *About 400 students took part in the protest.*
train for (6.3): *Brenda spends two hours a day training for the marathon.*
travel by air/car/train (3.5): *Emma and Jo travelled by train across Eastern Europe.*
vote for (7.5): *I voted for the Labour candidate in the last election.*
work for (1.2): *He works for a law firm.*
worry about (1.6): *I worry about my brother.*

PREPOSITIONS AFTER ADJECTIVES

addicted to (8.7): *Fifty million Americans are addicted to nicotine.*
allergic to (4.8): *I'm allergic to onions.*
aware of (8.7): *Most smokers are aware of the dangers of smoking.*
dependent on (8.8): *You don't earn money, so you are still dependent on your parents for everything.*
famous for (5.2): *Italy is famous for its olive oil.*
good/bad for (2.4): *Watching so much TV isn't good for you.*
guilty of (8.1): *They were found guilty of murder.*
important for (2.8): *It was important for the president to continue his visit.*
independent from (8.8): *I think we should learn to be independent from our parents.*
interested in (1.1): *He's interested in computer games.*
involved in (8.1): *How many politicians are involved in the scandal?*
open to new ideas (1.7): *Here at PLX, we listen to our employees. We're always open to new ideas.*
passionate about (4.4): *I'm passionate about football.*
proud of (1.1): *Her parents are very proud of her.*
responsible for (5.8): *He's the man responsible for the Oklahoma bombing.*
sure about (2.8): *Are you quite sure about this?*
unusual for (8.7): *It's unusual for Dave to be late.*

OTHER

because of (1.4): *He had to retire because of health problems.*
by the end of (2.7): *Costs will double by the end of 2025.*
thanks to (3.4): *She learnt new things about the world thanks to her smartphone.*

base sth on sth (1.2) – opierać na: *He has based his theory on scientific facts and figures.*

beat yourself up (7.1) – obwiniać się, bić się w pierś: *When you make a mistake, don't beat yourself up – we learn from our mistakes.*

break down (3.6) – zepsuć się: *What happened when the car broke down?*

break into (8.1) – włamać się do: *In the past, burglars used to break into houses to steal TVs and DVD players.*

burn off sth (2.1) – spalić coś (np. kalorie): *If you work out at the gym, you burn off calories.*

call on sb (8.8) – odwiedzić kogoś: *Why don't you call on Mary and see how she's feeling?*

carry on (3.6) – kontynuować: *You'll make yourself seriously ill if you carry on working so much.*

cheer sb on (2.1) – dopingować kogoś: *There were thousands of fans in the stadium, all cheering their team on.*

come across as (1.1) – sprawiać wrażenie: *Be careful you don't come across as shallow or vain.*

come across sb/sth (5.1) – napotkać, natknąć się na: *I came across this photograph among some old newspapers.*

come from (1.1) – pochodzić z: *His father came from France.*

come in (of tide) (5.1) – dotrzeć, pojawić się (o przypływie): *The tide comes in.*

come out (7.1) – wychodzić, być wydanym: *When does his new book come out?*

concentrate on sth (2.5) – skoncentrować się na: *I want to concentrate on my career for a while.*

cut sth off (4.1) – odcinać: *I only like lean meat so I cut off the fat and leave it on the side of my plate.*

cut sb off from sth (3.4) – odciąć kogoś od: *It's common to complain that computers cut us off from reality.*

deal with sth (5.6) – radzić sobie z: *These kinds of fires are very difficult to deal with.*

die out (5.1) – wyginąć: *The wild population of koalas is in danger of dying out.*

dress up (1.1) – wystroić się: *It's only a small party. You don't need to dress up.*

drop sb off (3.6) – podrzucić kogoś samochodem, wysadzić kogoś: *I'll drop you off on my way home.*

drop out (of sth) (2.1) – porzucić: *Bill dropped out of college after his first year.*

fall into sth (5.5) – wpadać: *I slipped and fell into the hole.*

fall off sth (2.2) – spaść z: *He fell off his bike* and broke his *wrist.*

fall out (with sb) (1.3) – pokłocić się: *Nina's fallen out with her brother.*

fall over (2.7) – upaść: *Our big apple tree fell over in the storm.*

find sth out (1.3) – dowiadywać się: *We never found out who sent the letter.*

get along/on (well) with sb (1.3) – być w dobrych stosunkach z: *They get along really well together.*

get into sth (2.1) – dostać się do: *You'll have to work harder if you want to get into university.*

get off (3.6) – wysiadać: *Let's get off at the next stop.*

get out of sth (8.4) – wstać, wydostać się: *There's a reason to get out of bed in the morning.*

give sth away (8.4) – dawać za darmo: *In my local coffee shop, I tried to give away a cup of coffee.*

give (sth) up (2.3) – poddać się, rzucić coś: *Mark has given up trying to teach me to ski.*

go ahead – 1. (6.7) odbyć się, dojść do skutku: *The sale went ahead as planned.* 2. (7.8) proszę bardzo! (wyrażenie zgody): *'Do you mind if I open the window?' 'No, go ahead.'*

go away (3.3) – wyjechać: *We're going away for the weekend.*

go in for sth (2.1) – wziąć udział w: *I go in for competitions.*

go off – 1. (5.4) zepsuć się (o jedzeniu): *The cheese and bread had to be eaten before they went off.* 2. (5.4) – zadzwonić (o budziku): *I continue sleeping in spite of my alarm going off in the morning.*

go out – 1. (4.4) wychodzić: *Are we going out tomorrow?* 2. (of tide) (5.1) ustępować (o przypływie): *Where does the water depth only change by ten centimetres when the tide comes in and goes out?*

go over to sb/sth (5.5) – podejść do: *The gorilla went over to the boy.*

go through sth (8.4) – przeszukać: *Dave went through his pockets looking for the keys.*

hand sth over (2.4) – przekazać: *I handed over my bag but took out one racket.*

hang out with sb (1.3) – spędzać czas z: *They hang out with their friends a lot.*

heat sth up (5.1) – podgrzać: *I heated up the remains of last night's supper.*

hold sb up (3.6) – opóźniać/wstrzymywać kogoś: *I don't want to hold you up – I know you're in a hurry.*

hurry up (4.2) – pospieszyć się: *Hurry up! We'll miss the bus.*

keep up with sb (3.6) – dotrzymywać komuś kroku: *Dave isn't keeping up with the rest of the class in reading.*

let sb down (2.1) – zawieść kogoś: *Sometimes it's difficult when you let your team down.*

lock sb (up) (8.3) – zamknąć kogoś na klucz: *The guards locked the prisoner up in the cell.*

look after sb/sth (1.5) – opiekować się: *We look after his children in the evening.*

look at sb/sth (1.1) – patrzeć na: *'It's time to go,' said Patrick, looking at his watch.*

look into sth (7.4) – zbadać: *We're looking into the cause of the fire.*

look up to sb (2.3) – podziwiać kogoś: *He looks up to his older brother.*

make sth into sth (8.2) – przerabiać na: *It has been made into a museum.*

make sth out (1.8) – rozszyfrować: *I can't make the sign out.*

mess up (7.1) – spartaczyć coś: *If you mess up on stage, don't worry about it. Just carry on.*

pick sth up (2.3) – nauczyć się, podłapać: *She picked up how to windsurf as soon as she could swim.*

pick sb up (3.6) – odebrać kogoś (samochodem): *Mum's picking me up at midday.*

point out (7.2) – zauważyć, zwrócić uwagę (na to, że): *Art critics pointed out that a child could not produce those paintings.*

pull over (3.6) – zjechać na bok / na pobocze: *He pulled the car over.*

put sth in (8.5) – zainstalować: *They're having a new bathroom put in.*

put sb off sth (2.3): – zniechęcić kogoś do: *Don't be put off by the title – it's a really good book!*

put sth on (2.4) – zakładać, wkładać: *Put your hat on – it's cold outside.*

put on (7.1) – wystawić (sztukę): *One summer the children put on a play.*

put on (weight) (7.5) – przybrać na wadze: *Mary put on weight when she quit smoking.*

put sb up (3.6) – przenocować kogoś: I was hoping Kenny could put me up for a few days.

put sth up (3.6) – rozkładać, składać: *The kids were putting a tent up in the garden.*

rely on sb/sth (5.6) – polegać na: *We're relying on him to help.*

run out of sth (3.6) – wyczerpać się, nie mieć już: *I've run out of milk.*

sell out (4.2) – wyprzedać: *I'm sorry, but the tickets are all sold out.*

set off (on a journey) (3.6) – wyruszać (w podróż): *We'd better set off now, before it gets dark.*

set sth up (4.4) – założyć, utworzyć: *In 2000, he set up his own company.*

sign up for (7.1) – zapisać się na: *I'm thinking of signing up for a yoga course.*

sit around (5.4) – siedzieć bezczynnie: *We sat around for a bit, chatting.*

sleep through sth (5.4) przespać coś: *How did you manage to sleep through that thunderstorm?*

speed up (2.2) – przyspieszyć: *The truck speeded up going down the hill.*

split up with (7.5) – rozstać się, zerwać z: *Eve's parents split up when she was three.*

start out (7.1) – zadebiutować, zacząć: *When the band first started out, they played at small clubs.*

stay out (2.5) – przebywać poza domem: *She lets her children stay out until midnight.*

stir sth up – 1. (5.1) wzburzyć, poruszyć: *The wind had stirred up a powdery red dust.* 2. (7.3) wzbudzać: *These clips stirred up our emotions.*

switch sth off (8.6) – wyłączyć: *My phone switches itself off if I don't use it for a while.*

take after sb (2.3) – być podobnym do, wdać się w: *Sue takes after her Dad.*

take sth away (8.8) – zabierać: *Voluntary work could take time away from your studies.*

take sth off (2.4) – zdejmować: *He took off his shoes.*

take on (a challenge) (2.1) – przyjąć (wyzwanie): *I like taking on new challenges.*

take sth up (2.5) – zająć się (np. zacząć coś uprawiać): *My best friend is going to take up running.*

take up sth (8.8) – zajmować (czas, miejsce): *Voluntary work can take up a lot of time.*

talk sb into sth (2.3) – namówić kogoś na: *Has anybody ever talked you into taking up a sport or joining a team?*

throw sth away (4.4) – wyrzucić: *Do you need these newspapers, or can I throw them away?*

try sth on (1.8) – przymierzyć: *Would you like to try these jeans on?*

try sth out (2.3) – wypróbować: *Can I try out your new motorbike?*

turn into (3.6) – zmienić się w: *The company has turned into a global corporation.*

turn up (3.6) – pojawiać się: *Danny turned up late as usual.*

wake up (5.4) – obudzić się: *I woke up at 7 a.m. today.*

walk away from sth (3.6) – zrezygnować z, porzucić: *You can't just walk away from fifteen years of marriage!*

wear off (7.1) – ustępować: *When you feel you are stuck, keep practising and eventually the feeling will wear off.*

write back (4.7) – odpisać: *I sent them a card once, but they never wrote back.*

work out – 1. (2.1) trenować, ćwiczyć: *She works out at the gym twice a week.* 2. (3.7) rozwiązać się, wyjść: *Don't worry. I'm sure everything will work out fine.*

WORD BUILDING

PRZEDROSTKI

Często używane przedrostki

Przedrostek	Przykłady
anti- (=against)	antihistamine, anti-virus
co- (=together)	co-pilot, co-driver.
de- (=acting against)	detox
ex- (=former, before)	ex-offender
inter- (=between)	international, inter-school
mis- (=wrongly)	miscalculate
mega- (=huge)	megacity
multi- (=many)	multi-purpose, multi-coloured
over- (=too much)	oversleep, overreact
pre- (=before)	pre-game, pre-digital
re- (=again)	recreate, rewrite
semi- (=half)	semi-detached
sub- (=under)	sub-Saharan
super- (=above, more than)	supermarket

Przedrostki zmieniające znaczenie wyrazów na przeciwne

Przedrostek	Przykłady
dis-	disappear, disrespectful
il-	illegal, illiterate
im-	impatient, impossible
in-	insensitive, independent
ir-	irregular
non-	non-emergency
un-	unacceptable, unripe

PRZYROSTKI

Przyrostki tworzące rzeczowniki

Przyrostek	Przykłady
-ment	engagement, treatment
-ion/-tion/-sion	production, decision
-ation/-ition	definition, determination
-ence/-ance	determination, definition
-ty/-ity	security, electricity
-ness	kindness, awareness
-ing	shopping, racing
-al	festival
-age	shortage
-y	honesty, recovery
-sis	basis
-ure	pleasure, sculpture
-hood	neighbourhood, childhood
-ship	friendship
-dom	freedom, kingdom
-er/-or	presenter, tutor
-ist	dentist, psychologist
-ant/-ent	attendant, resident
-an/-ian	comedian, vegetarian
-ee	referee

Przyrostki tworzące przymiotniki

Przyrostek	Przykłady
-al	national, social
-ic	ecstatic, fantastic
-ive	attractive, creative
-ful	careful, successful
-less	homeless, useless
-ous	courageous, delicious
-y	lucky, tasty
-ly	friendly, lonely
-able/-ible	reliable, responsible
-ed	determined, talented
-ing	inspiring, fascinating
-ent	dependent

Przyrostki tworzące przysłówki

Przyrostek	Przykłady
-ly	gently, urgently

Przyrostki tworzące czasowniki

Przyrostek	Przykłady
-ise/ize (Am.E.)	realise, organise
-en	lengthen, widen
-ify	identify, justify

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
beat [biːt]	**beat** [biːt]	**beaten** ['biːtn]	bić
become [bɪ'kʌm]	**became** [bɪ'keɪm]	**become** [bɪ'kʌm]	stać się
begin [bɪ'gɪn]	**began** [bɪ'gæn]	**begun** [bɪ'gʌn]	zacząć
bite [baɪt]	**bit** [bɪt]	**bitten** ['bɪtn]	ugryźć
bleed [bliːd]	**bled** [bled]	**bled** [bled]	krwawić
blow [bləʊ]	**blew** [bluː]	**blown** [bləʊn]	dmuchać
break [breɪk]	**broke** [brəʊk]	**broken** ['brəʊkən]	złamać
bring [brɪŋ]	**brought** [brɔːt]	**brought** [brɔːt]	przynieść
broadcast ['brɔːdkɑːst]	**broadcast** ['brɔːdkɑːst]	**broadcast** ['brɔːdkɑːst]	nadawać
build [bɪld]	**built** [bɪlt]	**built** [bɪlt]	budować
burn [bɜːn]	**burned** [bɜːnd]/ **burnt** [bɜːnt]	**burned** [bɜːnd]/ **burnt** [bɜːnt]	spalić
burst [bɜːst]	**burst** [bɜːst]	**burst** [bɜːst]	rozerwać
buy [baɪ]	**bought** [bɔːt]	**bought** [bɔːt]	kupować
can [kæn]	**could** [kʊd]	**been able to** [biːn 'eɪbl tə]	móc
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]	mieć do czynienia
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** ['fɔːlən]	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
fit [fɪt]	**fit** [fɪt]	**fit** [fɪt]	pasować
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'gɪvən]	wybaczyć
freeze [friːz]	**froze** [frəʊz]	**frozen** ['frəʊzən]	zamrozić
get [get]	**got** [gɒt]	**got** [gɒt]	dostać
give [gɪv]	**gave** [geɪv]	**given** ['gɪvən]	dać
go [gəʊ]	**went** [went]	**been/gone** [biːn/ gɒn]	iść, jechać
grow [grəʊ]	**grew** [gruː]	**grown** [grəʊn]	rosnąć
hang [hæŋ]	**hung** [hʌŋ]	**hung** [hʌŋ]	wisieć
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
leave [liːv]	**left** [left]	**left** [left]	opuścić

Infinitive	Past Simple	Past Participle	
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
overtake [ˌəʊvə'teɪk]	**overtook** [ˌəʊvə'tʊk]	**overtaken** [ˌəʊvə'teɪkən]	wyprzedzać
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]	wznosić się, wschodzić
run [rʌn]	**ran** [ræn]	**run** [rʌn]	biegać
say [seɪ]	**said** [sed]	**said** [sed]	powiedzieć
see [siː]	**saw** [sɔː]	**seen** [siːn]	zobaczyć
seek [siːk]	**sought** [sɔːt]	**sought** [sɔːt]	poszukiwać
sell [sel]	**sold** [səʊld]	**sold** [səʊld]	sprzedać
send [send]	**sent** [sent]	**sent** [sent]	wysłać
set [set]	**set** [set]	**set** [set]	ustawić
shake [ʃeɪk]	**shook** [ʃʊk]	**shaken** [ʃeɪkən]	potrząsać
shine [ʃaɪn]	**shone** [ʃɒn]	**shone** [ʃɒn]	świecić
show [ʃəʊ]	**showed** [ʃəʊd]	**shown** [ʃəʊn]	pokazać
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
slide [slaɪd]	**slid** [slɪd]	**slid** [slɪd]	ślizgać się
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
split [splɪt]	**split** [splɪt]	**split** [splɪt]	rozdzielić (się)
spread [spred]	**spread** [spred]	**spread** [spred]	rozprzestrzeniać się, rozpowszechniać
stand [stænd]	**stood** [stʊd]	**stood** [stʊd]	stać
steal [stiːl]	**stole** [stəʊl]	**stolen** ['stəʊlən]	ukraść
stick [stɪk]	**stuck** [stʌk]	**stuck** [stʌk]	wychylić
sting [stɪŋ]	**stung** [stʌŋ]	**stung** [stʌŋ]	użądlić
strike [straɪk]	**struck** [strʌk]	**struck** [strʌk]	uderzyć
swell [swel]	**swelled** [sweld]	**swollen** ['swəʊlən]	spuchnąć
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 [θɪŋk]	**thought** [θɔːt]	**thought** [θɔːt]	myśleć
throw [θrəʊ]	**threw** [θruː]	**thrown** [θrəʊn]	rzucać
understand [ˌʌndə'stænd]	**understood** [ˌʌndə'stʊd]	**understood** [ˌʌndə'stʊd]	rozumieć
upset [ʌp'set]	**upset** [ʌp'set]	**upset** [ʌp'set]	zasmucić
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

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Zadania oznaczone ✓ **przygotowują do egzaminu maturalnego.**

1 A new look

VOCABULARY 1.1

Clothes and accessories
• fashion and style • personality

SHOW WHAT YOU KNOW

1 Match the words from the box with the people in the photos. Some words can go with more than one photo. There is one extra word.

~~a pair of jeans~~ belt boots curly cheerful earring glasses hoodie jacket long outgoing relaxed ring serious shirt short sociable straight top trainers watch

1 curly, cheerful, top, outgoing, relaxed, sociable, earring, jacket
2 a pair of jeans, hoodie, straight, long, serious, trainers, ring, glasses
3 a pair of jeans, short, shirt, relaxed, cheerful, outgoing, boots, watch, jacket
Extra word: belt

2 Write the opposites. The first and last letters are given.

	tall	≠	s h o r t
1	caring	≠	s e l f i s h
2	hard-working	≠	l a z y
3	outgoing	≠	s h y
4	mean	≠	g e n e r o u s
5	cheerful	≠	m i s e r a b l e
6	silly	≠	s e n s i b l e
7	curly	≠	s t r a i g h t
8	fair	≠	d a r k
9	ugly	≠	h a n d s o m e

FOCUS ON WORDS | Clothes and accessories

3 Read the definitions. Write the names of clothes and accessories.

This round and often tight-fitting hat covers your head and ears. *beanie*
1 Some women wear these shoes in order to look taller and more elegant. *high heels*
2 A formal piece of clothing which is worn over a shirt and under a jacket. *waistcoat*
3 These have a classic design from the past and protect your eyes from the sun. *vintage sunglasses*
4 A casual top which is made of very warm synthetic material, has long sleeves and is excellent in cold weather. *fleece*
5 A piece of jewellery which men or women wear around their necks. *necklace*
6 This is a kind of loose sporty jumper often made from cotton and can be worn for exercising. *sweatshirt*
7 These trousers are made from denim and they look like they have been worn a lot because of the light colour of the material. *faded jeans*
8 This narrow piece of material, usually animal skin, has a metal piece at one end to help hold your trousers around your waist. *leather belt*

4 Choose the correct words.

Fashion in Focus — Red Carpet Report

The Prince and Princess attended the premiere of the new James Bond film on Saturday. Prince Nicholas looked very smart in an elegant and stylish [1] *dark suit* / *denim jacket* and an eye-catching purple [2] *leather belt* / *silk tie* around his neck. Princess Abigail wore a dark knee-length skirt and a gorgeous blue [3] *shirt* / *blouse* from her favourite Paris boutique. The Princess always mixes causal and smart clothes to good effect and for this event she chose to wear large gold [4] *beanies* / *bangles* around her wrist and unusual [5] *ankle boots* / *leggings* – which helped make sure she wasn't taller than her husband.

REMEMBER BETTER

Aby łatwiej zapamiętać nazwy ubrań oraz różnych akcesoriów, sporządź listę rzeczy ze swojej garderoby. Uwzględnij szczegóły takie jak kolor czy deseń. Sprawdź znaczenie nowych wyrazów w słowniku lub w Internecie.

Write a list of the items from exercises 1, 3 and 4 that you own. Add extra details. Look at the examples below for help.

I own a warm grey fleece, a pair of black leather ankle boots, a pair of blue faded jeans and a green beanie.

FOCUS ON WORDS | Fashion and style

5 Complete the sentences with the words from the box. There are two extra words.

across appearance attention casual dressed fashion flow look skin trendy

I'd say I am quite *trendy* because I enjoy wearing the latest designs.
1 Some clothes never seem to go out of *fashion* – like jeans, for example.
2 Andrew loves being the centre of *attention* and that's why he wears such expensive clothes.
3 It's unusual to see Ronny looking so smart – he usually goes for a *casual* look.
4 Ian never looks like he is comfortable in his own *skin*. Maybe some fashion advice would help him feel more confident?
5 You don't have to spend a lot of money on caring about your *appearance*. There are plenty of fashionable clothes in second-hand stores nowadays.
6 Sandy comes *across* as very serious because she wears suits but in fact she's very relaxed most of the time.
7 We never follow the latest trends – we simply go with the *flow* and wear what we want.

FOCUS ON WORDS | Personality

6 Complete the sentences with the correct words. The first letters are given.

Leonard is **e***asy-going*. He never seems to get worried or annoyed.
1 Mark never does anything stupid or has unrealistic ideas. He's incredibly **d***own-to-earth*.
2 People who are **c***arefree* tend not to worry too much about the results of their actions.
3 Jake's always been **r***ebellious* and has given his parents a lot of problems over the years.
4 You can tell if somebody is **v***ain* by how often they look in shop windows at their own image.
5 I asked Boris to donate to charity but he said he'd rather spend money on a nice meal or buy something for himself. Is he always so selfish and **s***hallow*?

7 Complete the descriptions of the people with some of the words from Exercise 6.

CHANNEL 1

'Housemates' contestants enter house for new series

Last night the contestants for the latest series of hit TV show 'Housemates' entered their new home for the first time. Here's what we think of them:

- **Phillip** – he seems to be a natural, sensible person. We think he's the *down-to-earth* one in the house.
- **Holly** – she's always happy and never seems to worry about how her behaviour affects the others. She's 22 and a very [1] *carefree* young woman.
- **Simon** – he really doesn't like authority or doing what people tell him to do. We think he is very [2] *rebellious* and will be a difficult person who will create trouble with everybody.
- **Stephanie** – she is a young lady who doesn't think in a deep or interesting way. She's a very [3] *shallow* person and only cares about becoming famous and winning the prize money.
- **Tina** – when she's not looking in the mirror at herself, she's probably planning what to wear the next day. She's an incredibly [4] *vain* contestant.

SHOW WHAT YOU'VE LEARNT

8 Choose the correct answers A–C.

1 These __ jeans are actually new but they look like they have been worn a lot.
(A) faded B vintage C antique
2 There's nothing more elegant than wearing a __ tie with an Italian designer suit.
A straight (B) silk C denim
3 Don't wear a suit if you prefer to go for a more casual __ .
A flow B attention (C) look
4 Yvette is so __ she spends hours every day just putting on her make-up.
A trendy (B) vain C down-to-earth
5 I'm surprised Billy was angry. He always comes __ as very calm.
A over B through (C) across
6 I could never be famous because I hate being the __ of attention.
A middle (B) centre C point
7 Luke is such a __ person. I've never seen him stressed or worried.
(A) carefree B careful C casual
8 It can get quite chilly at night, so take your __ with you just in case.
(A) sweatshirt B waistcoat C blouse
9 My trousers are too large. Where did I put my brown leather __ I wonder?
A boots B fleece (C) belt
10 Tyler should learn to go with the __ and relax more often.
A appearance (B) flow C skin

/10

1.2 GRAMMAR

Dynamic and state verbs

SHOW WHAT YOU KNOW

1 Mark the sentences as *H* for *habits/routines* or *N* for *things happening now.*

Journalists are waiting outside the hospital for a first look at the new royal baby. (N)
1 The doctor doesn't usually arrive until 9 a.m. (H)
2 My cousin is a fashion journalist. She always looks stylish. (H)
3 In this programme, we're reporting from Paris, the fashion capital of the world. (N)
4 'Faraway Travel' is currently selling weekend trips to Berlin at bargain prices. (N)
5 We give free cinema tickets to all customers who spend more than £100 on clothes. (H)

2 ★ Choose the correct forms.

1 **Jill:** What do you think of these shoes, Kate?
Kate: To be honest, I (*prefer*) / *'m preferring* the ones you tried on first.
2 **Tim:** Are you going to wear that cap, Danny?
Danny: *Do you ask* / (*Are you asking*) if you can borrow it, Tim?
3 **Vicky:** Shall I cook some salmon for lunch, Max?
Max: Vicky, you know I (*don't like*) / *'m not liking* fish.
4 **Ellie:** *Do you wear* / (*Are you wearing*) thermal underwear today, Jo?
Jo: No, I'm not. I only wear it when it's really cold.
5 **Fran:** I (*like*) / *'m liking* your new suit, Jon. Was it expensive?
Jon: Yes, Fran. Actually, it was very expensive.
6 **Lewis:** What do you think of the film so far, Grandma?
Grandma: To be honest, Lewis I *don't enjoy* / (*'m not enjoying*) it at all!

3 ★★ Complete the pairs of sentences or questions with the correct present forms of the verbs in capitals. Use short forms where possible.

THINK
a What *do you think* (you) of my new sweatshirt? Cool huh?
b You look sad. What *are you thinking* (you) about?
1 **HAVE**
a I'm sorry but I can't come and meet you right now. I'*m having* lunch with Becky.
b Kristy *has* four different pairs of trainers.
2 **NOT SEE**
a Dave *isn't seeing* his girlfriend a lot this month because he's revising for his exams.
b I *don't see* any difference between this woollen hat and the one you bought last week.
3 **TASTE**
a This coffee *tastes* strange. Did you clean the cup well?
b Jeremy *is tasting* the curry to see how spicy it is.

4 ★★★ Find and correct the mistakes. Use short forms where possible. One sentence is correct.

I ~~am not believing~~ Zoe lost my favourite jacket. *don't believe*
1 ~~Is she really needing~~ another new handbag? *Does she really need*
2 Are these flowers for me? Oh, Jack! ~~I'm not knowing~~ what to say! *I don't know*
3 What is happening over there? What are all those people looking at? *correct*
4 ~~I'm not wanting~~ to wear a suit. I hate formal clothes. *I don't want*
5 Laura ~~isn't hating~~ Maths, she just finds it difficult. *doesn't hate*
6 ~~Are you seeing~~ the necklace with the three diamonds? That's the one I want. *Do you see*

SHOW WHAT YOU'VE LEARNT

5 Complete the blog with the correct forms of the verbs in brackets. Use short forms where possible.

Polish Stylish

Welcome to my fashion blog. I'm Magda from Warsaw and I *love* (love) fashion. I [1]*have* (have) my own clothes shop called 'Polish Stylish' on Chmielna Street. Today is Thursday, and that means my business partner [2]*is working* (work) in our shop, so I [3]*don't need* (not/need) to go to work. Lucky me! The weather is beautiful, so I [4]*'m wearing* (wear) my favourite vintage sunglasses and a simple white cotton blouse. Personally, I [5]*don't like* (not/like) clothes with big designer logos all over them – my business partner and I [6]*believe* (believe) that simple, stylish clothes are always the best choice. Come and visit us at 'Polish Stylish' and see for yourself.

/6

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1.3 LISTENING LANGUAGE PRACTICE

Expressions • adverbs • relationship phrases

1 Read the interview with Jenny. Complete expressions 1–5 with verbs from the box. Change the forms of the verbs if necessary. There are two extra verbs.

continue find get happen last lose stop take

Extract from Students' Book recording 1.8

P: It's so easy to make new online friends, isn't it? They ask to be your friend, and you accept. It's not as easy to make real life friends, is it?
J: That's right. We make online friends very quickly. But a real friend is somebody you […] know over a long period of time. You meet, you spend time together and you *get* **to know one another – [1]it** *takes* **a long time** to become close friends.
P: That's right. But some friendships don't [2]*last* **forever**. […] when you don't want to [3]*continue* **a friendship**, you can simply de-friend people, can't you?
J: I'm not sure I agree with that actually. I [4]*find* **it really hard** to de-friend online friends. It seems really mean. I suppose that's why I've got over 300 online friends. In real life, if you fall out with a friend, you don't see them any more. Or sometimes you decide that you no longer have much in common. Then you lose touch. You don't have to make the decision – [5]**it just** *happens* **naturally**.

REMEMBER BETTER

Staraj się zapamiętywać nie pojedyncze słowa, ale całe wyrażenia. Dzięki temu łatwiej ci będzie wykonać zadania maturalne polegające na uzupełnianiu luk w tekście. Bardzo często brakujące słowo będzie tworzyć kolokację lub związek frazeologiczny z wyrazem znajdującym się przed lub za luką.

Complete the sentences with the correct form of a phrase in bold from the extract in Exercise 1.

Everybody gets spots sometimes no matter how often they wash their face. *It just happens naturally*.
1 All good things must come to an end. Nothing *lasts forever*.
2 A couple should *get to know one another* extremely well before they get engaged.
3 *It takes a long time* to qualify as a lawyer or a doctor.
4 Colin *finds it really hard* to talk to girls. He gets embarrassed very easily.
5 I'm afraid I can't *continue a friendship* with anyone who turns out to be untrustworthy.

REMEMBER THIS

Przysłówki *(adverbs of manner)* określają, w jaki sposób wykonywane są czynności. Większość z nich jest regularna: *adjective + -ly*. Wyjątkiem jest *well* (*adjective: good*).
We make online friends very quick + ly.
How ~~good + ly~~ well do you know them?
Czasem dodanie przyrostka *-ly* powoduje zmiany w pisowni np. *cheeky → cheekily*.
Niektóre przysłówki (*early, fast, hard, high, late, long* i *low*) mają takie same formy jak przymiotniki.
It takes a ***long*** *time to become close friends. (adj)*
Making online friends … doesn't take ***long*** *at all. (adv)*

2 Read REMEMBER THIS. Complete each pair of sentences with the adverb and the adjective forms of a word in the box. Show which form it is: *adv* or *adj*.

good happy late long

Ryan didn't do very [a]*well* in the race, but at least he tried. (*adv*) / *adj*
Not everyone can be intelligent or attractive, but we can all be [b]*good*. *adv* / (*adj*)
1 Will we have to wait [a]*long* for the results of the English test? (*adv*) / *adj*
If you want a lift, be nice to me. It is a [b]*long* walk home from here. *adv* / (*adj*)
2 Nina and Eliza arrived [a]*late* and missed the start of the fashion show. (*adv*) / *adj*
I can hardly keep my eyes open. Last night was a [b]*late* night. *adv* / (*adj*)
3 We are [a]*happy* to announce that school will be closed this Friday. *adv* / (*adj*)
I will [b]*happily* wait for you if we can go for ice cream afterwards. (*adv*) / *adj*

FOCUS ON WORDS | Relationship phrases

3 Choose the correct answers A–C.

1 Scott is a reliable friend. He's always there __ me when I need someone to talk to.
A by B with (C) for
2 Have you fallen __ with your sister again, James? Why can't you two just be friends?
A over (B) out C off
3 Matt and I used to be best friends, but since we left school, we've lost touch __ each other.
A about (B) with C to
4 Dylan thinks his cousin is arrogant. They don't get __ with each other very well.
(A) along B over C out
5 Leah and Sophie got to __ each other on a long bus journey. They had hours to talk about everything together.
A learn B discover (C) know
6 Dan doesn't hang out __ John because he doesn't like him very much.
(A) with B by C to

1.4 READING

Unusual appearances • synonyms • clothing • compound adjectives

1 **Read the texts. Match pictures A–C with texts 1–3.**

A [3]
B [1]
C [2]

1

NEWS

35-year-old Herbert Chavez from the Philippines has transformed* himself from an ordinary dress maker into a real life Superman. After nineteen surgeries that copy the comic book hero's look, Chavez has become a real-life Clarke Kent.

Herbert first fell in love with the superhero when he was five years old. Since then he has spent around 300,000 pesos (£4,400) on his obsession – a huge amount of money compared to the average wage in the Philippines.

When he's not making dresses, Herbert can often be seen in the streets around his home dressed as Superman. He aims to teach children good morals and have some fun at the same time.

Herbert says he feels like a superhero whenever he pulls on the costume,* but his mission is not to save the world but to help in his own small way and bring a smile to the faces of local children.

2

Sleepily, Fiona switched off the alarm clock and tried to wake up fully. It was Monday again and she had another busy week ahead. With only four weeks until her final exams, there was lots of hard work to do and no time for her social life. She really wanted to be older, already finished with school, already earning. Perhaps because winter was coming and it was still cold and dark outside, she found it especially difficult to get out of bed this morning. Her legs felt heavy and she seemed to have less energy than usual. Maybe she had slept badly. Finally, she made it to the bathroom, switched on the light and stood by the washbasin. When she saw her reflection* in the mirror, she screamed. Looking back at her was the face of a terrified old woman – herself, but wrinkled,* pale and grey-haired …

3

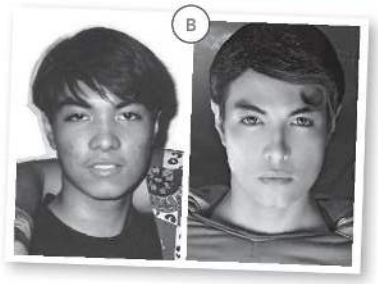
At Oddfaces we like our models to be fabulously fat or superbly skinny, ten-feet tall or shockingly short. We love odd models with tattoos, piercings and memorable faces.

We have over 1,000 unique character models between the ages of 18 and 98 and sizes 7 and 27. Our models can bring a truly eye-catching look to music videos, TV shows and films, and of course print and film advertising. For over a decade, we have successfully provided the most unusual faces and bodies for top fashion designers, photographers and film directors.

If you need beautifully strange and strangely beautiful people, then look no further.

Pretty faces are everywhere these days – choose something different. Choose Oddfaces.

A


B

C

GLOSSARY

transform *(v)* – change completely; przeobrazić się
costume *(n)* – clothes that make you look like something, e.g. an animal or a famous person; kostium, przebranie
reflection *(n)* – an image you can see in a mirror, glass or water; odbicie
wrinkled *(adj)* – skin or cloth that is wrinkled has small lines or folds in it; pomarszczony

2 **Read the texts again. Choose the correct answer A–D.**

1 According to the article, Herbert Chavez uses his new appearance
A to earn money.
B to educate and entertain.
C to promote his business.
D to remind him of his childhood.
2 The story describes a change in Fiona's
A appearance and mood.
B daily routine.
C behaviour.
D social life.
3 The author of text 3 wants to
A announce a competition.
B offer advice.
C advertise a company.
D tell a story.

3 **Read the text again. Complete the sentences about each text with 1–3 words in each gap.**

1 Herbert Chavez has been *a fan of/in love with/obsessed with* Superman since his childhood.
2 Herbert's fascination with Superman has cost him *more/more money/much more money* than the people in the Philippines usually make.
3 Fiona needed to make a great effort to get ready for *her final exams*.
4 Fiona usually has more *energy/enthusiasm* than she had on the morning of the story.
5 You don't have to be young or very slim to be *offered a job/employed* by Oddfaces.
6 Oddfaces might be a good place for you if you are looking for someone with *(a/an) unusual/unique/look/appearance*.

4 **Complete the gaps with the underlined synonyms from the texts.**

extremely frightened = *terrified*
1 operations = *surgeries*
2 ten years = *a decade*
3 strange = *odd*
4 poorly = *badly*
5 massive = *huge*

REMEMBER BETTER

Ucząc się nowego słowa lub wyrażenia, sprawdź w słowniku jego synonim lub zwrot o zbliżonym znaczeniu. W ten sposób poszerzysz zasób słownictwa. Aby łatwiej zapamiętać oba wyrażenia, zapisz w zeszycie zdanie, w którym mogą one być używane wymiennie.

Complete the sentences with one of the pairs of words 1–5 in Exercise 4.

Polly was *extremely frightened/terrified* of thunder and lightning.
1 The first time I saw a Batman film was over *ten years/a decade* ago.
2 Since her skiing accident, poor Marta has had three *operations/surgeries* on her leg.
3 Lewis has a *massive/huge* tattoo that covers both arms and the whole of his back.
4 Lola's facial piercing looks very *strange/odd*. At first, I thought it was a big spot!
5 Both Claire and Emily think they did very *poorly/badly* in the Physics exam.

FOCUS ON WORDS | Clothing

5 **Complete the sentences with the correct words. The first letters are given.**

Tammy wants to open a shop that sells original **g***arments* from the 1960s. Dresses, boots, jewellery – any items of clothing and accessories from that era really.
1 Hoodies may be **i***conic* clothes for today's graffiti artists and skaters but they were first worn in the 1930s in America for sports training.
2 Yes, madam. This jacket is **u***nisex*, so it's fine for either your son or your daughter to wear.
3 These trousers are too long, so I need to take them to a **t***ailor* before I can wear them.
4 Don't you think it's crazy that people buy designer **u***nderwear* just to wear beneath their clothes?
5 Cotton is a good **f***abric* for shirts because it's light and easy to dye different colours.

FOCUS ON WORDS | Compound adjectives

6 **Match the halves of the compound adjectives in boxes A and B and complete the sentences.**

A brightly cutting- hard- fast- multi- short-

B coloured drying edge purpose sleeved wearing

The latest in *cutting-edge* fashion are clothes that don't get wet or dirty.
1 This sports shirt is *fast-drying*, so I can wash it tonight and wear it again tomorrow morning.
2 Jakub never wears *short-sleeved* shirts to work because he has a big tattoo on his arm.
3 Jeans became popular for workmen because they are *hard-wearing* and last a long time.
4 I love clothes which are *brightly-coloured*. My electric-blue and sunflower-yellow Jimmi Hendrix T-shirt is my favourite piece of clothing!
5 Clothes which are *multi-purpose* might not be the most fashionable but they are the most practical. You can wear them on any occasion.

1.5 GRAMMAR

Present Perfect Continuous

SHOW WHAT YOU KNOW

1 Complete the sentences and questions with the Present Perfect Simple forms of the verbs in brackets. Use short forms.

Claire *has disliked* (dislike) Danny since they first met at Julia's party.

1 *Have you known* (you/know) Megan for a long time?
2 *I've never understood* (never/understand) why people pay so much for brand name clothing.
3 How long *has Chloe wanted* (Chloe/want) to be a fashion designer?
4 *Have they seen* (they/see) all the paintings in the gallery yet?
5 Grandma *hasn't needed* (not/need) glasses since she had the eye operation.

2 ★ Complete the tour guide's speech with the Present Perfect Continuous forms of the verbs in brackets. Use short forms.

Welcome to our kilt factory. We hope you enjoy the tour. *Have you been waiting* (you/wait) long? I hope not. Our company [1]*has been producing* (produce) kilts for over 150 years. Today we are going to see how a traditional Scottish kilt is made. We [2]*'ve been making* (make) our famous Highlander model since the 1920s. Originally kilts were designed for everyday use, but later they were worn only on more formal occasions. We [3]*'ve been selling* (sell) more and more of them as fashion items in recent years. We also make trousers here at the factory but we [4]*haven't been doing* (not/do) that for as long. Now sir, I see that you are wearing one of our kilts. You look wonderful! [5]*Have you been buying* (you/buy) our brand for a long time?

3 ★★ Charlie and Mary are at an art gallery. Choose the correct forms to complete the dialogue.

M: Can we rest for a minute, Charlie? We (*haven't stopped*) / *haven't been stopping* since we got here. I'm exhausted!
C: Sure, Mary. We' [2]*ve walked* / (*'ve been walking*) around since 9. Let's get a coffee.
M: Great. I (*haven't had*) / *haven't been having* a drink since this morning.

In the café …

C: There are some lovely paintings here, don't you think?
M: Yeah, lovely. It ['s been] / *'s been being* a great morning, Charlie.
C: Listen Mary, I [5]*'ve waited* / (*'ve been waiting*) for the right moment to talk to you.
M: Really, Charlie? What is it?
C: Well, we are good friends, and we [6](*'ve liked*) / *'ve been liking* each other for a long time, right?
M: Yes, Charlie. We [7]*'ve spent* / (*'ve been spending*) more and more time together recently. What do you want to say?
C: Well, do you think you and I could maybe study for our exams together?
M: Yes, Charlie, I suppose we could.

4 ★★★ Complete one sentence with the Present Perfect Simple and one with the Present Perfect Continuous form of each verb in capitals.

READ
a Rebecca *has been reading* that novel all day.
b Rebecca *has read* five books this year.

1 **LOOK**
a James and Kirsty *have been looking* at photos all morning.
b James and Kirsty *have looked* at most of the photos from the school trip.

2 **SAVE** (you)
a How long *have you been saving* money for a new phone?
b How much money *have you saved* this year?

3 **COLLECT**
a Dan *has collected* over 200 different Spiderman comics.
b Dan *has been collecting* comics for seven years.

4 **NOT PLAY**
a Karen *hasn't played* football since she broke her leg last year.
b Karen *hasn't been playing* chess for very long, so she still forgets the rules sometimes.

SHOW WHAT YOU'VE LEARNT

5 Complete the text with the Present Perfect Simple and Present Perfect Continuous forms of the verbs from the box. Use short forms. There are two extra verbs.

~~buy/you~~ change contact have help not read watch wear work

Emma Brady Stylists

Have you bought any new clothes this year? How long [1]*have you been wearing* the same old shoes? How many times [2]*have you changed* your hairstyle this year? If you [3]*haven't been reading* fashion magazines recently because you've been too busy, but want to know what is stylish right now, then maybe I can help. My name is Emma Brady and I'm a personal stylist and shopping consultant. For the last four years, my colleagues and I [4]*'ve been helping* men and women to choose clothes, shoes and hairstyles that really suit them. Since I started my business, I [5]*'ve worked* with over 200 customers. We [6]*'ve had* some very famous people as extremely satisfied clients.
Contact us now at em@ebstyle.net

/6

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1.6 USE OF ENGLISH

Word formation – common suffixes

1 ★ Complete the sentences with the correct verb form of the words in brackets.

Janice *hopes* (HOPE) you can come to the barbecue party on Sunday.

1 Where was James *educated* (EDUCATE)? Did he go to a private school?
2 My Grandpa always said: 'If you want to *succeed* (SUCCESS) in life, work hard and play fair.'
3 I'm so happy! I've been *accepted* (ACCEPT) into my first choice of university!
4 Getting into the best university in the country was Laura's great *achievement* (ACHIEVE).
5 Mark's *creativity* (CREATE) helps him write amazing stories for children.

2 ★ Choose the correct answers A–C.

1 **Harry:** I'm sorry but I don't think this style is __ with your hair.
Yosef: Seriously? So, should I choose something else?
A achievement (B) achievable C unachievable

2 **Charlie:** Mum says I can't go out today because I was late home last night.
Adam: What? That doesn't sound like very fair __ .
A punishing (B) punishment C punish

3 **Mindy:** I told my teacher I lost my homework, but really I didn't do it.
Claire: That wasn't very __ , was it?
(A) respectful B disrespectful C respected

4 **Hanna:** You look great in that hat. You should buy it.
Landen: It's too expensive and buying clothes isn't a __ for me at the moment.
A prioritise B priorities (C) priority

5 **Dan:** Are you sure you didn't wear my hoodie without asking?
Nigel: No, I __ didn't. It doesn't even fit me.
A honest B dishonest (C) honestly

6 **June:** I'm sorry, but can you __ how this design program works again?
Karl: Sure, no problem.
A clarity (B) clarify C clarification

3 ★★ Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary. Use between two and three words in each gap.

I have to admit that I *cried pathetically* (cry/pathetic) when I saw just how bad my new tattoo was.

1 I have never *spoken dishonestly* (speak/dishonest) to you but have only ever told you the truth.
2 This handbag *is ridiculously expensive* (be/ridiculous/expensive) – who on earth would buy this?
3 Amanda *went absolutely* (go/absolute) crazy when she found out she was the Model of the Year.
4 Truman apologised for *behaving/having behaved badly* (behave/bad) when he lost the match.
5 Janice has never *shouted angrily* (shout/angry) at her naughty little sister.

4 ★★ Complete the second sentence so that it has a similar meaning to the first. Use between two and five words.

She has totally no education.
She is *totally uneducated*.

1 My aunt Josie is very creative when she dresses.
My aunt Josie dresses *very creatively*.
2 If you want to achieve success in the fashion industry, work hard.
If you want to be *successful in the fashion industry*, work hard.
3 It surprised a lot of people when Blake accepted the Worst-Dressed Man of 2018 award.
Blake's acceptance of the award for the worst-dressed man of 2018 surprised a lot of people.
4 Our sponsors are not obliged to visit the exhibition.
There is *no obligation* for our sponsors to visit the exhibition.
5 Harvey gave me an angry look when he saw me in his leather jacket.
Harvey looked *at me angrily* when he saw me in his leather jacket.

5 ★★★ Complete the text with the correct form of the words in the box. There are two extra words.

create educate honest leader priority profession regulate respect

Working with stars

Anyone who works in media must look their best at all times. How do they achieve this? Most use the services of a *professional* make-up artist – or cosmetologist. Is this a job you might fancy doing? Well, here's what you need to do.

Firstly, a make-up specialist will need a formal [1]*education* in cosmetology. This is usually a mix of a practical and a theoretical course. One particular skill that is needed at this early stage is [2]*creativity* because during these studies, trainees should start building a portfolio of their best work.

In some countries, official [3]*regulations* say that cosmetologists then have to complete an exam in health and safety before they can get a licence to work.

Good [4]*leadership* skills are not needed because most cosmetologists are their own boss and often run their own business. And, whether they choose to work in a salon, in a theatre, or work in TV or film studios, a good make-up artist is always [5]*respectful* of their clients as good customer service is essential in this job.

1.7 WRITING

Describing a person

1 Match the beginnings with the correct endings to form sentences.

	He's in his	g	a	blue eyes.
1	She's the sort of person who	d	b	hard-working.
2	She's got long	f	c	forgets his manners.
3	He sometimes	c	d	loves kids.
4	The first thing you notice about her is her large	a	e	fashionable clothes.
5	He usually wears	e	f	blonde hair.
6	She's not always	b	g	mid-twenties.

2 Put the words in order to complete the sentences.

in / early / thirties / her / is
Becky *is in her early thirties*.

1 interested / is / not / fashion / in / really
Peter *is not really interested in fashion*.
2 a / make / would / doctor / great
Lucy *would make a great doctor*.
3 beautiful / hair / long / blonde / got
Marta's *got beautiful long blonde hair*.
4 bit / is / too / a / slim
Liam *is a bit too slim*.
5 a / would / great / make / model
Roxanne *would make a great model*.
6 who / kind / person / always / your / remembers / birthday / of / is / the
Lucas *is the kind of person who always remembers your birthday*.

3 Complete Adam's description with the words from the box. There are two extra words.

built casual dark dresses easy-going friendly height into our type

Hi Jake

I'm meeting Josh later. U coming out?

U know Josh, don't you? Emily's cousin.

He's *our* age with long [1]*dark* hair.

He's got a [2]*friendly* face.

Oh come on Adam. He's about medium [3]*height* and fairly well- [4]*built*. You know him!

He always [5]*dresses* in black and he's [6]*into* Goth music.

Hi Adam

Josh?????

Not sure. What does he look like?

?

What?

Do I?

Oh! U mean 'Goth Josh.' Yeah, he's an [7]*easy-going* guy. What time are we meeting?

4 Find and correct the mistakes.

Mrs Baldwin is kinds of easy-going as a teacher if you ask me. *kind of*

1 My baby sister, who is three, tends cry a lot. *tends to*
2 I'm not particular lazy, but I like to do nothing sometimes. *particularly*
3 Andrzej always isn't very polite with new people. *isn't always*
4 Ula sorts of shy, but she's different when you get to know her. *is sort of*
5 Diana can a little tired in the evenings because she wakes up at 6 a.m. every day. *can be*
6 Paulo could be a bit little smarter, but he has made an effort to dress nicely. *a little bit*
7 Dad's exactly not a genius, but he is very clever. *not exactly*

5 Complete the text with the words and phrases from the box. Sometimes more than one answer is possible.

a little bit bit could be kind little not exactly particularly ~~sort of~~

I saw an interesting picture in a *sort of* gallery or café the other day. It's a portrait of a man. There's a lot of blue in the picture and the man, who is wearing a dark blue jacket, looks [1]*kind* of cool, almost like he doesn't care about anything in the world. But he's also [2]*a little bit* mysterious in my opinion. He's [3]*not exactly* strange-looking, but he has got big blue eyes which look straight at you. His hair [4]*could be* blue too, but because the picture is so dark, it's a [5]*little/bit* hard to tell for sure. And his coat, which doesn't [6]*particularly* fit him very well – it's far too big – makes the man look a [7]*little/bit* uncomfortable. It was only after looking at the picture for some time that I read the short text below it and learned that it was a self-portrait by one of the most famous 20th-century painters!

6 Read the task below. Then read the email and complete gaps A–E with the correct form of the words from the box.

Your friend is going to visit the English city where you stayed as an exchange student last year. The family you stayed with have agreed that your friend can stay with them during his/her visit. They have never met before. Write an email to the family's teenage son/daughter. Include and develop these points:

- Say briefly how you met your friend.
- Describe your friend's appearance and personality.
- Mention some of the things your friend wants to do during his/her stay.
- Thank the family for agreeing to let your friend stay with them.

bit can particular sort tend

Hi Amy,

I hope you're fine. I'd like to tell you a few words about Irena – the girl who's going to stay with you this summer.

Irena and I met in the playground when we were children. First, I wasn't [A]*particularly* nice to her, but later we became great friends.

When you get to the airport, look for a tall and a [B]*bit* too slim girl with long, dark hair and big, blue eyes. A girl who looks [C]*sort* of casual but fashionable at the same time – that's Irena ☺.

She is a cool, easy-going girl, and a kind of person who [1]*looks* / *feels* good in her own skin. But sometimes she [D]*can* be a bit shy and reserved, especially in new situations.

Irena's always [2]*enjoyed* / *been enjoying* fashion so she's coming to the UK to visit some design schools and check the trendiest places. So maybe you could show her what's [3]*in* / *at* fashion in London now?

Thank you again for letting Irena stay with you. I know how great it is to stay with a British family, and I'm sure you'll have a great time. Just be careful – she [E]*tends* to talk a lot ☺.

Write soon, so we don't [4]*lose* / *drop* touch.

Love,
Inga

7 Read the email again. Choose the correct answers in 1–4.

SHOW WHAT YOU'VE LEARNT

8 Razem z kolegą/koleżanką postanowiliście/postanowiłyście spędzić tydzień na wsi u twojego anglojęzycznego kuzyna. Napisz do niego e-mail (80–130 słów), w którym:

- przedstawisz swojego kolegę / swoją koleżankę i wspomnisz, skąd się znacie,
- opiszesz wygląd i osobowość kolegi/koleżanki,
- poinformujesz kuzyna, co chcielibyście robić podczas wizyty,
- podziękujesz jemu i jego rodzinie za chęć goszczenia was przez tydzień.

SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Mój nieformalny e-mail:

- rozpoczyna się przyjaznym zwrotem, np. *Dear James* lub *Hi Gemma*, ☐
- wyjaśnia, dlaczego piszę, ☐
- zawiera opis mojego kolegi / mojej koleżanki (włosy, oczy, twarz, wzrost, sylwetka, typowy strój), ☐
- uwzględnia informacje o jego/jej osobowości i zainteresowaniach, ☐
- zawiera podziękowanie dla rodziny, ☐
- uwzględnia formy skrócone (np. *I'm/aren't/that's*), ☐
- może zawierać emotikony (☺) i skróty (*info/CU/gr8*), choć nie za wiele, ☐
- kończy się przyjaznym zwrotem pożegnalnym, np. *Bye 4 now, All the best, Lots of love*, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 80–130 słów, ☐
- został starannie i czytelnie napisany. ☐

1.8 SPEAKING

Describing a photo

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Beginning a description	Początek opisu zdjęcia
The photo shows …	Na zdjęciu widać…
In this photo, I can see …/ there is …/there are …	Na tym zdjęciu widzę… / znajduje się… / znajdują się…
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
Showing uncertainty	**Wyrażanie niepewności**
It's hard to say/make out what …, but …	Trudno powiedzieć/określić, co…, ale…
I'm not sure …, but …	Nie jestem pewny/pewna…, ale…
Speculating	**Przypuszczanie**
He/She/It looks (tired) …	Wygląda (na zmęczonego/ zmęczoną)…
He/She/It looks as if/ as though/like …	Wygląda jakby był/była / jak…
It seems to be …/Perhaps it's .../Maybe it's …	Wydaje się… / Może… / Być może jest…
I imagine they're …/They're probably …	Wyobrażam sobie, że są… / Prawdopodobnie są…
Giving your opinion	**Wyrażanie własnego zdania**
I (don't) think …	Myślę, że… / Nie sądzę, że…
I prefer …	Wolę…
Personally, … In my opinion …	Moim zdaniem…

1 Put the adjectives in brackets in the correct order to complete the message.

Hi Kat – just back from the sales. Got some real bargains! First thing I bought was a (grey / woollen / cute) *cute* [1]*grey* [2]*woolen* hat and a (silver-grey / long / lovely) [3]*lovely* [4]*long* [5]*silver-grey* scarf. They only had (leather / old-fashioned) [6]*old-fashioned* [7]*leather* gloves in the sale, so I'll have to keep looking for those. I also found a coat finally! It's a (black / mid-length / smart) [8]*smart* [9]*black* [10]*mid-length* raincoat and it was reduced by 50%! See you at 7 – fingers crossed it stays cold and wet – I want to wear my new stuff ;) Tina x

Sent 16:41

2 Complete the description with phrases from the Speaking Bank.

This photo shows a woman and a little boy shopping together. They are **p***robably* mother and son. It's [1]**h***ard* **t***o* say exactly how old the little boy is, but he [2]**s***eems* to be about 7 or 8. The woman is wearing casual clothes and comfortable shoes and the little boy is dressed like a superhero! He looks very unhappy though, in fact it [3]**l***ooks* as though he is crying. I think they are in a children's clothes shop because the clothes on sale look very small, and in the background there are several other adults with young children. The woman is showing the boy a little white shirt and a tie – [4]**I** **i***magine* they are shopping for a school uniform, but I don't [5]**t***hink* he likes it. I'm not [6]**s***ure*, **b***ut* maybe the little boy is upset because he'd prefer to wear his superhero clothes for school.

3 Find and correct the mistakes. Two sentences are correct.

I think he doesn't look very happy.
I *don't think he looks* very happy.
1 I think she hasn't bought anything.
I *don't think she's* bought anything.
2 I think they're very elegant. √
I _____ elegant.
3 I think those trousers won't fit her.
I *don't think those trousers will* fit her.
4 I think they don't agree on which one to buy.
I *don't think they* agree on which one to buy.
5 I think green doesn't suit him.
I *don't think green suits* him.
6 I don't think she's attractive. √
I _____ attractive.

4 Choose the correct words.

In this photo, I can [1]*show* / *see* three young women. They are [2]*probably* / *as though* in a hairdressing salon, because the woman on the left [3]*has cut* / *is cutting* the blonde girl's hair. The hairdresser looks quite young and a bit nervous, or [4]*perhaps* / *probably* she is just concentrating on what she is doing. It's [5]*hard* / *sure* to say, but I think the woman [6]*in* / *on* the right is checking what the hairdresser is doing. She's dressed quite smartly and [7]*seems* / *imagines* to be an instructor or the boss, so maybe the hairdresser is still in training. Personally, I would never go to a trainee hairdresser, but I [8]*think the blonde girl isn't* / *don't think the blonde girl is* too worried. She's smiling and looks very relaxed. Maybe she's happy because she is getting a free haircut!

1.9 VIDEO AND VLOG WORKSHEET

BBC Distressing jeans

Before you watch

1 SPEAKING Discuss the questions.

1 How many pairs of jeans do you have?
2 Where were your jeans made?
3 Which styles and colours do you like best? Why? *baggy, bootcut, boyfriend, cropped, distressed, flared, skinny, slim, straight-leg*

2 Put the adjectives describing jeans under the appropriate heading. Use a dictionary if necessary.

destroyed distressed immaculate pristine second-hand vintage

New/Good condition	Old/Bad condition
immaculate	*destroyed*
pristine	*distressed*
	second-hand
	vintage

While you watch

3 1 Watch the video and answer the questions about distressed jeans.

1 Where are they made?
2 Why are they made?
3 How are they made?

Answer key – WB page 161

4 1 Complete four extracts from the first part of the video (00:00–02:01) with the adjectives from Exercise 2. Then watch again and check your answers.

1 The worldwide market for denim jeans is enormous, and one of the most popular styles is *distressed* jeans.
2 We're in India, we're just heading towards a denim factory that distresses denim and makes it look *second-hand*.
3 Do you find it slightly strange that you take something that is *immaculate* and *pristine* and you totally destroy it?
4 Yes, mostly young people they like garments with more distressed look, more *vintage* look.

5 How does the presenter sum up the difference between young people's and old people's attitude to jeans? *Answer key – WB page 161*

6 1 Watch the second part of the video (02:01–03:16) again and put the stages of the distressing process in the correct order.

a The grinding machine [2]
b More washing with stones and bleach [5]
c Adjusting the crinkles by hand [6]
d Using sand paper to produce white lines [1]
e It's finished! [7]
f More sanding to produce holes [3]
g It's over to the wet processing area [4]

7 How does the presenter react to his jeans being distressed? *Answer key – WB page 161*

After you watch

8 SPEAKING Discuss the questions.

- Why do you think people pay more for distressed jeans than normal jeans?
- Do you agree that 'destroying denim is all about pretending that you've been through something that you haven't'?

FOCUS VLOG About clothes

1 Which of the clothes in the box do you own? Compare with a partner.

a beanie boots a hoodie fun socks a necklace a perfect-fitting blazer running shoes sandals shorts sunglasses swimwear a trench coat a waterproof jacket

2 4 Watch Holly, Noah, Laura, Kristina, Peter and Lauren answering the questions below. Which of the clothes in Exercise 1 do they mention?

1 Have you bought any new clothes recently?
2 Is there anything you've been planning to buy but haven't yet? *All apart from: a beanie, a hoodie and a necklace*

3 4 Watch again and answer the questions.

1 Who hasn't bought anything recently? *Kristina*
2 Who has been looking for a new bag? *Holly*
3 Who has bought something second-hand? *Laura*
4 Who has bought some children's clothes? *Noah*
5 Who has been looking for something for two years? *Lauren*
6 Who has been trying to buy new shoes? *Peter*

4 SPEAKING Discuss the questions in Exercise 2 with a partner.

1.10 SELF-CHECK

VOCABULARY AND GRAMMAR

1 Choose the correct words.

A black leather jacket with a white T-shirt has been *trendy* / *iconic* since James Dean and Marlon Brando wore them in the 1950s.

1 Why do you have to be so *rebellious* / *shallow* all the time? Can't you do what I ask you to do just once?
2 I wish I could be as *down-to-earth* / *carefree* as Harry. I'm always trying to do stupid and impractical things.
3 What kind of *garment* / *fabric* is that dress made from? It's so soft to the touch.
4 These boots are really *multi-purpose* / *hard-wearing*. I've had them for two years and they're still in excellent condition.
5 Sarah likes to stand out – that's why she usually goes for *a casual look* / *brightly-coloured clothes*.

/5

2 Complete the sentences with the words from the box. There are two extra words.

bangles beanie dark suit denim jacket fleece high heels necklace leggings

Stella bought a very cheap *necklace* and after a few days the chain broke from around her neck and she lost it.

1 Most heat is lost through the head, so wear a *beanie* to stay really warm.
2 Put on a thermal T-shirt with a *fleece* over the top and then a jacket. You can put the jacket in your backpack if you get too hot up the mountain.
3 Tracy likes wearing *leggings* because they are comfortable and keep her legs nice and warm.
4 I don't like wearing *bangles* because they're too loose and move around when I use my arms.
5 David, we are going to a funeral! Of course you can't wear a *denim jacket* and jeans.

/5

3 Complete the sentences with the correct words.

You look very t*rendy*. Even your shoes are fashionable and up-to-date.

1 What are you wearing!? Sunglasses like those have been out of f*ashion* for years! I suggest you buy a new pair.
2 Whenever I've had problems or been upset, my mum has always been t*here* for me.
3 Have you f*allen* out with Suzie again? Why are you two always arguing?
4 I'm almost ready, Dad. I just need to pack clean u*nderwear* and another pair of socks and then I've got everything I need for our weekend trip.
5 That's a lovely w*aistcoat*, Adam. Is it part of a three-piece suit or a separate item?

/5

4 Complete the sentences with the correct form of the words in brackets. Sometimes more than one answer is possible.

Every time I see you, you *look* (look) completely different. I love your new hairstyle!

1 I *don't believe* (not/believe) you, Hannah. You've lied about this so many times.
2 Ian *is dancing* (dance) with Kelly at the moment, but he really wants to dance with Alison.
3 Beverly *needs* (need) to see a doctor about her headaches.
4 *Are you putting* (you/put) raisins in Dad's birthday cake again this year? Please don't. I hate them!
5 Becky *doesn't know* (not/know) how to use her new camera – probably because she hasn't read the instructions.

/5

5 Choose the correct forms.

Jessica *has eaten* / *has been eating* the same kind of frozen meal five times this week.

1 Amanda *has known* / *has been knowing* Natalia for about three years now.
2 Lucy *has worried* / *has been worrying* about her hair constantly since we arrived at the party. I've told her she looks great, but she doesn't believe me.
3 Actually, I can speak Polish, so I *'ve understood* / *'ve been understanding* everything you've been saying about me.
4 Nathan *has sung* / *has been singing* the same song all morning. It's driving me crazy!
5 George and Ola *have met* / *have been meeting* in secret since their parents told them to stop seeing each other.

/5

6 Choose the correct answers A–C.

New Uniform for City Hospital Nurses

The nurses of Hallamshire Hospital *B* the same old uniform for the last 10 years. Recently the hospital decided it was time for a change and today pictures of the nurses' new look are finally up on the hospital website. The old-fashioned white and grey uniforms have gone and been replaced by a much more modern and [1]___ outfit for both male and female nurses. Sophie Baxter, the head nurse on the children's ward, said: 'I [2]___ the new look is great. We [3]___ a very long time for a change. The new dark blue trousers and dark green T-shirts look great together and we [4]___ that the colours and style are much more practical.' Of course, nobody wants to go to hospital, but if you are there, you will now be looked after by some very [5]___ nurses.

	A	B	C
	wore	have been wearing	are wearing
1	vintage	vain	unisex
2	'm thinking	think	have been thinking
3	've been waiting	're waiting	wait
4	are all agreeing	all agree	have all been agreeing
5	well-dressed	hard-wearing	short-sleeved

/5

Total /30

USE OF ENGLISH

7 Choose the correct answers A–C to replace the underlined part of the sentence.

Ursula has always been incredibly vain.
A been too proud of the way she looks
B always looked incredible
C dressed very elegantly

1 Do shallow people usually care too much about what they look like?
A people who don't think about serious things
B people who don't care about others
C people who like to be trendy
2 This shop has had cutting-edge fashions from around the world for years.
A has sold the most stylish
B has been offering the most expensive
C has been selling the most modern
3 Why didn't you like Thomas? He came across as very friendly.
A seemed to be B tried to be C pretended to be
4 I'm going to wear this blouse to the open air concert tonight. Does it look OK?
A I intend to have this blouse on
B I'd rather wear this blouse
C I prefer to wear this blouse
5 Ollie thinks he looks really trendy since he changed his hairstyle.
A iconic now he's changed
B fashionable after changing
C rebellious since he's been changing

/5

8 Choose the correct answers A–C.

Just Like Friends

It's an interesting fact that those of us who *B* friends don't only have certain things in common, but actually sometimes look alike too. Take my best friend Joe, for example. We get [1]___ with each other really well and both like many of the same things. We enjoy [2]___ time in the park, for instance.

But that's not all. We both [3]___ to wear denim jackets. I think it's because we both want to look like [4]___ – although of course, it's one thing to look this way and another to act like it! Still, the jacket's a really practical thing to wear too as it's a particularly strong [5]___ but is still quite light.

I read somewhere that people who wear glasses are more likely to be friends with people that wear glasses too. Maybe it's the same with styles of shirts and jackets? Oh, and there's one thing I forgot to mention – Joe is my dog :-)

	A	B	C
	make	become	have
1	through	by	along
2	to spend	spending	spend
3	prefer	have preferred	are preferring
4	rebellion	rebels	rebellious
5	garment	tailor	suit

/5

9 Translate the Polish parts of the sentences.

You could wear your new *leather belt* (skórzany pasek) if that skirt is too big.

1 Paddy *has wanted to know* *(chce wiedzieć)* for weeks now if Martha has a boyfriend.
2 Have you *lost touch with* *(straciłaś kontakt z)* your old friend Sebastian?
3 If you *cared more about your appearance* *(dbałbyś bardziej o swój wygląd)*, you'd feel better.
4 Which of your friends *do you hang out with the most* *(spędzacie razem najwięcej czasu)*?
5 I *got to know* *(poznałem)* myself really well when I went travelling alone.

/5

10 Complete each pair of sentences with the same word.

Oh no, my favourite *faded* jeans have got a hole in the knee.
The pages in this book are *faded* and I can't read the text very well.

1 Are ankle-length trousers really back *in* fashion?
Abe's really not that interested *in* going shopping for clothes.
2 I love your *multi*-purpose boots. Where did you buy them?
Google is a *multi*-national company that employs people worldwide.
3 I wish these shorts were *fast*-drying. I want to wear them now.
I think *fast* fashion is a waste of money.
4 Those *ankle* boots look cool. Just like what the Beatles used to wear!
I was playing football and got kicked on the *ankle* – it really hurts.
5 I don't know how you can walk in *high* heels.
The prices in this second-hand store are quite *high*.

/5

Total /20

2 It's just a game

2.1 VOCABULARY

Sport • phrasal verbs • collocations • people in sport

SHOW WHAT YOU KNOW

1 Complete the dialogues with the correct form of the words in brackets.

John: Quick! Catch the ball!
Roger: Ouch! Sorry, I'm a hopeless basketball *player* (PLAY).

1 **Graham:** It's a beautiful day. Let's go to the pool.
Harry: I'm not a very good *swimmer* (SWIM), I'm afraid.

2 **Claire:** Did I see your brother riding a bike on TV yesterday, Sam?
Sam: Possibly. He's a professional *cyclist* (CYCLE) doing the Tour de France.

3 **Paulo:** Wow. You've got a lot of medals. Running, jumping, throwing the javelin ...
Tess: Yes, I used to be a good *athlete* (ATHLETICS) when I was younger.

4 **Karl:** Who's that guy in the picture?
Jan: You are joking! That's Lionel Messi – the best *footballer* (FOOTBALL) in the world!

5 **Aman:** Look! It's snowing! Let's go skiing this weekend!
Rafał: Oh, no – you're not a *skier* (SKI), are you? I hate all winter sports.

2 Choose the correct words.

SPORTS FOR ALL!

At Abbeydale sports club we offer a wide range of sports and activities. In the main sports hall, club members can [1]*do* / [play] basketball or volleyball on our indoor [2]*courts* / *pitches*. Outdoors, you can [3]*do* / [play] hockey, cricket, football and rugby on full-size [4]*pitches* / *courses*. In our fantastic new building we offer the chance to [5]*do* / *go* judo, karate and aerobics as well as [6]*do* / [play] tennis or table tennis. Plus, we have a brand new badminton [7]*court* / *course* and indoor [8]*ring* / [rink] for ice-skating too! In the summer, you can [9]*do* / *go* athletics on the main field or run around our running [10]*ring* / [track] and members can also [11]*do* / [go] canoeing and sailing on our beautiful lake. We are currently building a pool, so very soon you will be able to [12]*do* / [go] swimming at the club too.

Contact us at abbeydale_sc@hitmail.com

REMEMBER BETTER

Aby łatwiej i szybciej zapamiętać większą liczbę słów, postaraj się je grupować w kategorie. Zapisz każdy wyraz na osobnej karteczce, a następnie twórz różne grupy i podgrupy, np. w przypadku słów związanych ze sportem mogą to być: sporty zespołowe i indywidualne, sporty uprawiane na wolnym powietrzu i w zamkniętej przestrzeni, sporty ekstremalne i tradycyjne, sporty wymagające użycia piłki itd.

FOCUS ON WORDS | Phrasal verbs

3 Complete the sentences with the correct prepositions.

How could Jane let us *down* like that? She's the best player on the team and she didn't arrive for the match.

1 Adam's hurt his arm, so he has to drop *out* of the tennis competition this weekend.
2 Williams has to take *on* last year's champion in the final game of the season.
3 Uma is an excellent sailor. She got *into* it when her dad first took her sailing at the age of six.
4 My mum's running in the marathon this Sunday. Do you want to come and cheer her *on* with me?
5 I've decided to go *in* for a karate tournament. Do you think I can win it?
6 How many calories do you think 45 minutes of yoga burns *off*?

FOCUS ON WORDS | Collocations

4 Choose the correct words.

'Welcome to 'Sports Thoughts' on Radio Sport. This week we will ask marathon runner, Jeremy Bradshaw, what it was like to [1]*come* / *win* / *score* first in the London Marathon. We'll talk to Pat Goodhill who [2]*kept* / *beat* / *lost* the national speed-climbing champion and [3]*scored* / *won* / *broke* a world-record at last week's UK climbing championships. Skier Daisy Leader will tell us how she [4]*loses* / *scores* / *keeps* in shape during the summer and give us some expert advice on [5]*beating* / *keeping* / *coming* fit during the winter season. We'll also ask footballer, Alastair Madson, what he feels is more important for his career: [6]*scoring* / *breaking* / *winning* goals or [7]*beating* / *winning* / *breaking* matches. Finally, you'll have the chance to [8]*win* / *score* / *keep* a prize in our weekly phone-in competition.

Now, this news has just come in – US basketball player Dick Boyd amazed fans and teammates earlier this evening when he [9]*scored* / *kept* / *won* more than 100 points in a single game. And we have heard that AFC Woolwich's Donny Wellard says he might quit professional football after he managed to [10]*miss* / *lost* / *broke* a goal in Saturday's World Cup final from just one metre ...'

5 Look at the sports results and complete the gaps with the correct names.

FOOTBALL: United 2 - City 1

United won the game.
1 [a]*United* defeated [b]*City*.
2 *City* scored one goal.
3 *City* lost the match.

TENNIS: WILLIAMS 3 – WOZNIACKI 6

4 *Wozniacki* won the game.
5 [a]*Wozniacki* beat [b]*Williams*.
6 *Williams* lost the match.

FOCUS ON WORDS | People in sport

6 Use the words in the box to label people in sport. There are two extra words.

opponent referee supporter spectator teammate

[1]*opponent* **me** [2]*teammate* [3]*referee*

7 Complete the dialogue with the names of people in sport. The first letters are given.

Reporter: Here we are live from the National Stadium with Zoe Striker of Team UK, the new women's 100m sprint **c***hampion*. Zoe, you are finally the **c***hampion* of the world. How does it feel?
Zoe: Wonderful! I've been training hard with the help of my [1]**c***oach*, and the other athletes in the UK team – my fantastic [2]**t***eammates*. I couldn't have done it without them or all of the [3]**s***pectators* that were watching and cheering me on here in the stadium. I've got the best [4]**f***ans* in the world!
Reporter: And how about the [5]**r***eferee*? For a moment I thought he was going to stop the race.
Zoe: That was a little worrying, yes. But I've been practising all week with my [6]**t***rainer* and I was prepared for any of my [7]**o***pponents* trying to stop me winning.
Reporter: Thank you Zoe. The UK is proud of you and your thousands of [8]**s***upporters* around the world can't wait for your next competition.

SHOW WHAT YOU'VE LEARNT

8 Complete each pair of sentences with the same word A–C.

1 How old were you when you first __ into rowing?
Don't worry – I've __ a pair of skates I can lend you.
A been (B) got C had

2 I feel that my team really __ me down after they failed to win the cup.
James __ me borrow his tennis racket, so we can play tomorrow.
A put B took (C) let

3 Swimmer Simon Davies said his main aim this year is to __ his own world record.
You look exhausted, Mike. Let's have a __ at this café.
(A) break B rest C keep

4 The best way to lose weight is to keep __ and watch what you eat.
The jacket really suited Rachel, but unfortunately it was the wrong size and didn't __ her.
A shape (B) fit C healthy

5 My sports __ told me I need to lose some weight if I want to win the trophy.
I think we'll take the __ to the stadium. There shouldn't be too much traffic.
A trainer B fan (C) coach

9 Complete the sentences with the correct form of the words from the box. There are two extra words.

beat come goal point referee spectator ~~teammate~~ win

My *teammates* threw me into the river after we won the boat race.

1 I know I can't run very fast but I didn't think I'd *come* last in the race.
2 With two minutes of the match left, the fans were screaming at the *referee* to blow the whistle.
3 The *spectators* had paid £275 each for tickets to watch the game from the VIP area.
4 Mai Lee *beat* the favourite Jinjing Ho to become this year's women's table tennis world champion.
5 If Barlow scores the next *point*, he'll win the match and be the new table tennis champion.

/10

2.2 GRAMMAR

Narrative tenses

SHOW WHAT YOU KNOW

1 Put the story in the correct order.

Ray didn't finish the race.

3 She tried to help him get up.
5 When the ambulance arrived, Lisa and Ray were chatting and laughing.
1 He had only run three miles when he fell over and hurt his foot.
6 When Ray's leg was better, he asked Lisa on a date.
4 But he couldn't stand because he had hurt his ankle.
2 Lisa was watching the race when Ray fell over.
Six months later they got married.

2 ★ Complete the sentences with the correct form of the verbs in brackets.

The official fired the gun and the race *began* (begin).
1 It was raining heavily when Ferguson *crashed* (crash) his Ferrari.
2 When I reached the 10km sign, the fastest runners *had already crossed* (already/cross) the finishing line.
3 The race began at 16:00 and the last cyclist *finished* (finish) at exactly 17:08.
4 Diane was already at the gym when she realised she *had forgotten* (forget) her towel.
5 Fyfe and Scott *were climbing* (climb) Everest when the accident happened.

3 ★★ Choose the correct verb forms.

1 R: Right Jones! It's a yellow card for you.
J: Oh Ref! What [a] *did I do / had I done / was I doing*?
R: I [b] *already blew / had already blown / was already blowing* the whistle three times Jones, but you carried on playing!

2 F: Did you see the ice hockey last night, Ben? Great goal by Grabic, huh?
B: Well, I [a] *watched / had watched / was watching* the game when the doorbell rang. I went to answer it; it was some sales person, and when I got back I [b] *missed / had missed / was missing* the goal!

3 TV J: Arthur, at 76 years of age you're the oldest competitor to finish the marathon today. Why [a] *did you decide / had you decided / were you deciding* to run?
A: Oh, well, last year my grandson and I were watching the race on TV when he [b] *asked / had asked / was asking*: 'Granddad, have you ever done that?' I told him that I hadn't run a marathon and he said: 'Maybe you should try'. So, I [c] *did / have done / have been doing* it for my grandson, Timmy.

4 ★★★ Look at the signs and complete the sentences and questions with the correct form of the verbs in brackets.

BIKE RACE
9 a.m. – 10 a.m.

At 8 a.m. the race *hadn't started* (start).
1 It *began* (begin) at 9 a.m.
2 At 9:30 a.m. the competitors *were cycling* (cycle).
3 A: *Had* the race *finished* (finish) at 10:30 a.m.?
B: Yes, it had.

SKI JUMPING COMPETITION
11 a.m. – 1 p.m.

4 When I arrived at 11:30 a.m., the competition *had begun* (begin).
5 A: *Was* it *snowing* (snow) when you got there?
B: Yes, it was.
6 At exactly 12:45 the last competitor *jumped* (jump).
7 By 2 p.m. the crowd *had left* (leave).

SHOW WHAT YOU'VE LEARNT

5 Find and correct the mistakes.

I ~~played~~ rugby when I broke my arm. *was playing*
1 We went to the Alps in April, but we couldn't ski because the snow ~~already melted~~. *had already melted*
2 I ~~watched~~ the race when Hope won the gold medal and broke the world record. *was watching*
3 ~~Were City beating~~ Arsenal in last night's game? *Did City beat*
4 The referee ~~didn't concentrate~~ when Burton touched the ball with his hand. *wasn't concentrating*
5 In yesterday's Brazilian Grand Prix, Lewis ~~was finishing~~ in second place. *finished*
6 Boxer, Joe Foster ~~was fighting~~ over 100 opponents when he retired in 1994. *had fought*

/6

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2.3 LISTENING LANGUAGE PRACTICE

Collocations • phrasal verbs

1 Look at the recording extract. Put questions 1–4 in gaps A–D.

So, why did you take up windsurfing?
1 What other water sports did you do?
2 Are your mum and your cousin still your role models?
3 Was your cousin a good windsurfer?
4 Who inspired you?

Extract from Students' Book recording 1.24

P: First of all, congratulations Jackie. Last month you *became* the world under eighteen windsurfing champion!
J: Yes, that's right. Thank you.
P: *So, why did you take up windsurfing?* A *4*
J: Two people really: my mum and my cousin, Rachel. I first [1] *went* windsurfing with my mum. We lived near the sea, and we spent every summer on the beach. My mum had entered windsurfing competitions when she was a teenager. She [2] *didn't win* anything, but she really enjoyed it. She started to [3] *teach* me windsurfing as soon as I could swim […]. I was only about 7 years old. My cousin Rachel was there too. She and her family lived near us. My mum gave us both lessons together. Rachel's two years older than me and I've always looked up to her. I still do.
P: B *3*
J: Yes, but she was good at a wide range of sports. […] She was a really good example for me – I wanted to be sporty like her.
P: So you grew up near the sea. C *1*
J: All sorts. At first, windsurfing wasn't my favourite thing. I liked other water sports like swimming and sailing. Rachel talked me into [4] *joining* a children's sailing club. We [5] *spent* all our weekends there, even in winter. We did lots of sailing, and then Rachel thought we should try out rowing. I wasn't sure about rowing at first, […] but my mum thought it was a good idea. Now I'm glad I did it because it made my arms strong, and that helped my windsurfing. […]
P: D *2*
J: Yes, definitely. I think I take after my mum – I hope I have some of the same qualities anyway. And Rachel is like a big sister to me.

2 Complete gaps 1–5 in the interview with Jackie in Exercise 1 with the verbs from the box. Change the forms if necessary. There are two extra verbs.

~~become~~	do	go	join	
not win	play	spend	teach	

3 Choose the combination which is not possible in each group.

1 **spend** *sports … / hours … / the weekend …*
2 **win** *a competition / a goal / a race*
3 **teach** *a subject / someone the rules / first place*
4 **go** *surfing / aerobics / running*
5 **join** *the gym / a club / athletics*

4 Complete the sentences with verbs from Exercise 3. Change the verb forms if necessary.

If you want a body like a fitness instructor, you'll have to *spend* hours in the gym every week.
1 After Greg finishes studying Sports Science at university, he wants to *teach* Physical Education at a secondary school.
2 Sarah didn't buy that snowboard. She *won* a competition and that was the first prize.
3 Hey, can I play too? Will you *teach* me the rules?
4 Now that you've spent so much money on trainers and equipment, don't you think you should actually *go* running?
5 Most students *join* several clubs during their first few weeks at university. It's a good way to meet new people.
6 Finally it has snowed and we are going to *spend* the weekend in the mountains. I can't wait!

REMEMBER BETTER

Kiedy uczysz się nowych czasowników lub utrwalasz znaczenie tych już poznanych, skorzystaj ze słownika i sprawdź, z jakimi rzeczownikami tworzą one wyrażenia. Następnie użyj tych wyrażeń w zdaniach o sobie lub swoich znajomych, aby łatwiej je zapamiętać. Duży zasób słownictwa, a szczególnie stałych związków frazeologicznych, będzie bardzo pomocny na maturze.

Write sentences with the verbs and nouns from Exercise 3.

SPEND hours
My brother spends hours playing online games.

FOCUS ON WORDS | Phrasal verbs

5 Choose the correct words.

1 I really look *up / over / across* to Ronaldo. He's a true professional athlete.
2 My sister takes *up / on / after* my mum – they're both excellent skiers.
3 How did you ever talk me *in / into / to* climbing? I'm terrified of heights.
4 Karen was put *off / on / out* snowboarding after I told her how I broke my leg last winter.
5 A true champion would never give *over / down / up* after losing one match.
6 Rob's always wanted to try *out / on / in* canoeing, so let's invite him too.
7 Sarah had trouble picking *on / up / at* how to play badminton at first, but she's good now.

2.4 READING

A high school hero • collocations • rituals and routines • word families

1 Read the text quickly and choose the best title for it.

1 Autistic boy's dream job as school basketball team manager ☐
2 Autistic boy joins national basketball team ☐
3 Autistic boy's basketball dream becomes a reality ☑

It sounds like fantasy: an autistic schoolboy is brought onto the basketball court as a last minute substitute*, scores 20 points in four minutes and becomes a national hero. However, in February 2006 that is exactly what happened to 17-year-old Jason McElwain, from Rochester, New York.

1 *D*

Jason has autism, a condition that makes communicating, socialising and reading other people's feelings difficult. However, that did not prevent coach Jim Johnson from making him 'manager' of Greece Athena High School's basketball team. Before that, apart from a couple of minutes in a junior game in 2004, Jason's autism had always stopped him from actually playing for the team. But on the evening of the annual 'Senior Night' game, which was held in the students' final year of high school, the team's coach gave J-Mac, as he is called, a shirt with the number 52 on the back, and told him he would let him play in the all-important game at some point.

2 *E*

In the final few minutes, Jason was sent onto the court. When his teammates passed him the ball, Jason calmly aimed* and scored seven baskets* from 13 shots, scoring five points a minute and breaking school records. Athena beat their opponents Spencerport 79-43. At the end of the game, spectators carried Jason off the court on their shoulders. His teammate Rickey Wallace said: 'I knew he could shoot, but I didn't know he could score 20 points.' Jason's father, David McElwain, 51, said: 'He was really happy on the way home. He didn't sleep a lot that night.'

3 *A*

Jason's sporting achievement was filmed, and by the evening, a video of him in action had already gone viral*. Eventually, the video reached the television sports channel ESPN and Jason quickly became famous around the country. He received offers from celebrities, such as basketball hero Earvin 'Magic' Johnson and TV star Oprah Winfrey, as well as film companies and publishers keen to tell his story. Jason even met the American President at the time, George W Bush, who presented him with a special award.

4 *C*

Since 2006, Jason has graduated from high school and found part-time work with a well-known food store. He wrote a book, *The Game of My Life* which was published in 2008 and he now travels across the United States raising money for autism charities. He is also involved in public speaking, and is a talented runner. In September 2012, he completed his first marathon in 15th place, in only 3 hours, 1 minute and 41 seconds. With all the activity that is going on in his life, Jason admits that he hasn't been playing as much basketball, but says: 'Occasionally, I'll go and shoot baskets.'

GLOSSARY

substitute *(n)* – in team sports: a player who is sent onto the pitch/court to replace another player who is tired, injured or playing poorly; zawodnik rezerwowy
aim *(v)* – in sports: to look carefully and choose the place you want to throw or kick a ball, or shoot a weapon; celować
basket *(n)* – in basketball: the rings at either end of the court; also, the point which is scored when you throw the ball successfully into one of those rings; kosz
go viral – if a picture, video, joke, etc. goes viral, it spreads widely, especially on the Internet: rozejść się w Internecie

2 Match headings A–F with paragraphs 1–4. There are two extra headings.

A America's new sporting hero
B Autism fully explained
C Jason's success continues
D A gift and a promise
E J-Mac's magic moment
F Jason the best autistic runner

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

1 What is autism?
2 Who gave Jason the opportunity to play in the 'Senior Night' game?
3 At what point did Jason join the game?
4 Which team won the game?
5 Who described Jason's feelings after the game?
6 What did certain celebrities, film companies and publishers want to do?
7 Where does Jason do his charity work?
8 Which of Jason's other sporting achievements is mentioned in the text? *Answer key – WB page 161*

4 Complete the collocations with the verbs from the box. Use the text to help you. There are two extra verbs.

beat bring complete go pass play present raise score

play for a team
1 *bring* someone on as a substitute
2 *pass* the ball
3 *score* a basket
4 *present* someone with an award
5 *raise* money for charity
6 *complete* a marathon (or any other race)

REMEMBER BETTER

Kiedy uczysz się nowego wyrażenia składającego się z czasownika i rzeczownika, sprawdź w słowniku inne czasowniki, które łączą się z tym samym rzeczownikiem. W ten prosty sposób poszerzysz zasób swojego słownictwa.

Complete the collocations with *ball* with the correct verb and form. The first and last letters are given. First, try to do the exercise without using a dictionary or checking online.

The best golfers can h**i**t the ball incredible distances and with great accuracy.
1 In football, you can't use your hands. You use your feet to [a]**k** *i c* **k** the ball, or you can [b]**h** *e a* **d** the ball.
2 If the batter **m** *i s s e* **s** the ball three times in baseball, he or she is 'out'.
3 Barnes is a very selfish player. He rarely **p** *a s s e* **s** the ball to another player.
4 When I [a]**t** *h r o* **w** the ball to you, try and [b]**c** *a t c* **h** it using both hands.
5 In basketball you can't just run with the ball. You have to **b** *o u n c* **e** it on the floor as you run.
6 Our dog will happily [a]**f** *e t c* **h** a ball or a stick all day long, but it's very hard to get him to [b]**d** *r o* **p** it once he's got it in his mouth.

FOCUS ON WORDS | Rituals and routines

5 Complete the sentences with a phrase from the box. You may need to change part of the phrase.

a decisive moment break from sb's routine
do the same thing over give sb peace of mind
repeat a sequence the first step
the last phase ~~the point of no return~~

As soon as we go around the next bend, we will go past *the point of no return*. The water moves so fast that we will only be able to move in one direction – down the river towards the sea!
1 As a *break from my routine* I chose to run around the hill rather than over it. It's good to do something different once in a while.
2 The referee sent off our best player for cheating. That was *a decisive moment* in the game. What a joke!
3 The *first step* in becoming a professional athlete is to decide which specialisation to focus on.
4 You can beat this boxer. He always *repeats a sequence* of punches after he moves back two steps. Watch! Left, left, right, left, right. It's the same every time!
5 It might be boring *to do the same thing over* but every successful tennis player knows it's the only way to hit the ball perfectly with your racket.
6 The fact that winning or losing isn't important can really *give you peace of mind* and help you see the bigger picture. It's simply a game and we're playing for fun – so just enjoy it!
7 This is *the last phase* of our yoga class this morning and then you can all go home. Take a deep breath, touch your toes and hold the position for three minutes.

FOCUS ON WORDS | Word families

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

I'm quite lazy, so I prefer less *active* (ACT) sports like darts or snooker.
1 Plenty of sportspeople are *superstitious* (SUPER). For example, Michael Jordan used to wear his college shorts under his official NBA sports kit.
2 Why can't I be more *decisive* (DECIDE)? I just don't know which team I want to play for the most.
3 You need pretty *powerful* (POWER) legs to be a professional long jumper.
4 Don't you find playing chess rather *repetitive* (REPEAT)? You do the same moves over and over again.
5 Athletes need a lot of *resilience* (RESILIENT) if they are to return after a serious injury and compete at the highest level again.

2.5 GRAMMAR

Verb patterns

SHOW WHAT YOU KNOW

1 Match verb patterns A–E to the sentences.

A verb + *to* infinitive
B verb + object + *to* infinitive
C verb + *-ing*
D modal verb + infinitive without *to*
E verb + object + infinitive without *to*

I want to drive a Formula 1 car one day. A
1 We might go for a swim later. D
2 The coach makes us run 3 kilometres before the training starts. E
3 Please remind me to put a clean towel in my gym bag. B
4 Karen fancies watching basketball on TV at home. C
5 We arranged to meet at the top of the ski-lift at 4 o'clock. A

2 ★ Cross out *to* where it is not necessary.

Welcome to the Singapore F1 Grand Prix, where today's race should ~~to~~ be very exciting.

1 We'd like to remind ~~to~~ our viewers that this is a very important race for Sebastian Vettel.
2 Vettel is attempting to win his third race in a row here in Singapore. *correct*
3 If the other drivers let him ~~to~~ win again, he'll almost certainly become this year's champion.
4 The weather is wet, so the teams have all decided to start the race with wet-weather tyres. *correct*
5 Remember, Vettel only just avoided ~~to~~ crashing during this year's wet Monaco Grand Prix.
6 Vettel's manager has warned him not to drive too fast in these difficult conditions. *correct*
7 Keep ~~to~~ watching after the race for more exciting motor racing action here on Turbo Channel.

3 ★★ Complete the texts with the correct form of the verb in capitals.

1 **RUN**
Shelly tries *to run* every day. She doesn't mind [a]*running* when the weather is good but she refuses [b]*to run* when it's cold and wet.

2 **EAT**
Nick's mum makes him [a]*eat* cabbage even though he hates it. She forces him [b]*to eat* bananas, which he doesn't like, and even though he can't stand [c]*eating* seafood, she cooks fish every Friday.

3 **BUY**
Irene could [a]*buy* the trainers if she had more money, but she can't afford [b]*to buy* them at the moment. The sales assistant in the shop advised her [c]*to buy* them next month because they will probably be cheaper then.

4 ★★★ Use the words in capitals to complete sentences with a similar meaning.

Would you like to play one more game?
FANCY
Do you *fancy playing* one more game?

1 Our PE teacher forces us to run round the hockey field three times before the game.
MAKE
Our PE teacher *makes us run* round the hockey field three times before the game.

2 Gavin said he would pick us up after the game tomorrow.
OFFER
Gavin *offered to pick us up* after the game tomorrow.

3 We don't go to judo classes anymore.
STOP
We've *stopped going* to judo classes.

4 Alan really doesn't like losing at badminton.
CAN'T STAND
Alan *can't stand losing* at badminton.

SHOW WHAT YOU'VE LEARNT

5 Complete the sentences with the correct forms of the verbs in brackets.

Sunny Gym Personal Trainers

Are you attempting *to get* (get) fit but not having much success? Are you wasting time [1]*doing* (do) exercises that don't work? You could [2]*benefit* (benefit) from the help of a personal trainer. Our trainers will teach you [3]*to exercise* (exercise) efficiently and effectively, and help you to avoid [4]*injuring* (injure) yourself when you work out. Training should [5]*be* (be) fun, not frustrating. Let our trainers [6]*show* (show) you the fastest route to success.
Contact Becky at the Reception for details and bookings.

/6

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2.6 USE OF ENGLISH

so, too, neither/nor, not either

1 ★ Choose the correct answers A–C.

1 **Ola:** Luther and Alex are training for the mini-marathon.
Jules: Really, __ !
A so do I (B) so am I C so are they

2 **Lior:** I hope we can win the game today.
Felicia: Yeah, __ , but I'm feeling a little nervous, I have to say.
A so we can B so have I (C) so do I

3 **Laurie:** Eddy can run 100 metres in under 14 seconds!
Harriet: Well, __ !
(A) Mark can too B so does Mark too C so does Mark

4 **Renata:** Lucy is going to do a course in judo.
Sherrie: __ Judith. Maybe they'll be in the same class.
A So does (B) So is C So will

5 **Eddie:** I want to meet United in the next round of the cup.
Ryan: Yeah, __ .
A us too B you too (C) me too

2 ★ Choose the correct translation A–C for the Polish parts of the sentences.

1 I won't cheat in a match and James __ (*również nie*).
A won't neither (B) won't either C won't too

2 Sammy had never visited such a big stadium before and __ (*ja też nie*).
A neither have I (B) neither had I C nor me.

3 None of the other runners want to re-start the race and __ (*my również nie*).
A nor us B nor we (C) nor do we

4 James says he shouldn't have to take a blood test, so __ (*ja także nie powinieniem*).
(A) neither should I B nor shouldn't I C I shouldn't too

5 We hadn't seen the results immediately after the game and __ (*oni też nie*).
A neither they too (B) neither had they C nor them

3 ★★ Choose the correct forms.

1 **Asia:** Alberto would never go climbing. It's too dangerous for him.
Mel: Really? *He would* / *I would* / *We are*! It looks like such fun, don't you think?

2 **Tania:** My parents haven't been jogging for weeks.
Freddy: Ha, *nor do they* / *nor have mine* / *so have yours*. And we're lazy teenagers!?

3 **Jasmin:** I can't say I like playing basketball very much.
Tanya: Oh, *I can* / *I like* / *I did*. In fact, I think it's the best sport ever!

4 **Fran:** I'm planning to go swimming this afternoon.
Liza: Really? *So am I* / *So do I* / *So will I*. We can go together if you like.

5 **Lexie:** Marcelle had never been ice-skating before yesterday.
Denise: And *nor has* / *so hadn't* / *neither had* Jane. They were quite good though, weren't they?

4 ★★ Choose the correct answers A–C.

MyBlog.com

I've just [1]__ a conversation with my sports coach and I have to say I'm a bit disappointed. He thinks I'm not ready to run in the mini-marathon next month. Really? Well, [2]__ . I wouldn't say I wanted to do it if I didn't feel ready. What does he know? But maybe he doesn't understand – I don't actually care about winning and neither [3]__ he. What I really care about is getting more racing experience. I believe that's more important – and my parents [4]__ . Which is why I'm going to enter the marathon with or without the support of my running coach. What do you think? Do you think I'm making a big mistake? I [5]__ . I'm sure it is a good idea! And [6]__ my friend Sophie, who thinks I might even come in the top 100.

1	A have	(B) had	C done
2	(A) I do	B I don't	C he doesn't
3	(A) should	B would	C could
4	A are too	(B) do too	C have too
5	(A) don't	B haven't	C didn't
6	A either does	B too does	(C) so is

5 ★★★ Translate the Polish parts of the sentences.

Rico: I can't swim very well, I'm afraid.
Noah: Really, *neither/nor can I* (*ja też nie*).

1 **Pauline:** I'm going to the cup final on Sunday.
Lucas: Oh, *me too/so am I* (*ja też*) actually. We can go together.

2 **Alba:** Lydia and Tony have never played volleyball.
Rosie: Don't worry, Jamie and George *haven't either* (*też nie*).

3 **Krysta:** Oh, no. I didn't bring any tennis balls with me.
Johanna: What? *Nor/Neither did I* (*Ja również*). Can we buy some here?

4 **Olga:** Heather loves watching Kyle play football.
Lynn: *So do I/me too* (*Ja także*). I think he's wonderful.

5 **Keren:** I'll never win a sports competition.
Ossie: Really? *I will* (*A ja tak*). I'm quite sporty I think.

6 ★★★ Complete the sentences with the words in brackets. You may need to add words. Use at least three words.

James is going on an adventure holiday in June and *so are we* (we).

1 I've had my hair cut short for the race and *so has Angelica* (Angelica).
2 Stacy's parents didn't go horse racing and *nor/neither did my parents* (my).
3 Those little children are running very fast and our *children are too* (too).
4 Evelyn won't wear the new uniform and *neither/nor will I* (I).
5 My school doesn't have a football pitch and *nor/neither does your school* (your).

2.7 WRITING

A narrative

1 Complete the advice with the words from the box. There are two extra words.

end final general how start
reader what ~~when~~ who why

1 In the first paragraph say where and [a]*when* the events took place and [b]*who* was involved.
2 In the main body paragraphs, use narrative tenses to describe [a]*what* happened and [b]*how* you felt.
3 In the [a]*final* paragraph, say what happened in the [b]*end* and how the people involved felt.
4 Finish with a [a]*general* point, something for the [b]*reader* to think about.

2 Match the sentences below to the advice in Exercise 1. There may be more than one example for a piece of advice.

We were feeling quite tired after an hour or two in the kayak. (2)
1 By the end of the holiday, we had had enough of boats and water. (3)
2 My sister was complaining all the time. (2)
3 Last summer, my family and I went kayaking in Mazury. (1)
4 Unless you are really into kayaking, two days is probably long enough. (4)
5 We hadn't done any training, so our arms really hurt. (2)
6 My kayak was full of water and I was freezing cold. (2/3)

3 Choose the correct linkers.

1 *Later* / *Finally* that day, we decided to climb the nearest mountain to watch the sun go down.
2 *In the end* / *On the first day* we were able to say we'd all had a fantastic holiday.
3 *Before* / *First*, we went up to our rooms and changed into our swimming costumes.
4 We all had a quick breakfast and *after* / *then* got ready for our day trip.
5 *Finally* / *Before* we got to the top of the hill and could enjoy the view of the city.
6 *The following morning* / *Then* we woke up early, because he had to get on the team bus at 6 a.m.
7 *After* / *Then* Alice watched the football match on TV, she joined us on the beach.
8 *First* / *On the third day* we decided to rest and save our energy for the long cycle ride on Thursday.
9 *By the end of* / *After that* the first week we'd decided we never wanted to come home.
10 We walked for hours but we *in the end* / *finally* reached the hotel in time for dinner.

4 Complete the linkers in the blog. The first letters are given.

Smiles and Miles – an online community for happy runners

discussion board – your injuries

Aga_10k

I started running in our local park about 18 months ago. B*efore* I began, I bought some running shoes and a GPS watch so I could see how far I had run. [1]A*t f*irst it was pretty difficult and I couldn't do more than about 3km. [2]A*fter* two or three weeks of running regularly, it started to get easier and [3]b*y* the e*nd* o*f* the summer, I was running 10 kilometres three times a week. [4]O*n* the f*irst* d*ay* of the year, I went out for a 'New Year' run in the snow and ice. I was jogging along the road when I slipped and fell and broke my leg! It took more than six months to heal properly. It was really frustrating because I couldn't do any exercise. But [5]e*ventually*, I was strong enough to start running again. I love running, but after my accident, I've decided not to go when there is snow and ice outside.

5 Read the task below. Complete the blog entry with a word from the box in the correct form. There are two extra words.

Think of a sporting event or an active holiday you have participated in. Write a blog entry.
Include and develop these points:

- Say where and when the event took place and who was involved.
- Describe what happened.
- Say what you like and dislike about such events and how they make you feel.
- Say what events you would like to attend in the future.

after before finally first
last later next second

[1]*Last* summer my father and I decided [A]*to go* / *going* on an organised cycling holiday in Norway. We had aimed [B]*doing* / *to do* something quite active and, because cycling is something we both enjoy [C]*doing* / *to do*, it was an easy decision.

[2]*Before* we left, we both had trained because we didn't want to get too tired on the trip. And by the end of the [3]*first* day we were thankful that we had worked so hard on getting fit. I don't mind [D]*saying* / *to say*, we were exhausted [4]*after* that first day's ride.

But don't worry, nobody forces you [E]*to cycle* / *cycle* so much every day and it is a great thing about the holiday. There are a number of different trips to choose from and on the [5]*second* day we decided [F]*to take* / *taking* things easy. And each night, in fact, you can [G]*to stay* / *stay* in a different place and your luggage is transported by car for you! In the end, we felt really relaxed. The only thing we didn't like was food.

There are plenty of organised trips online, so if you fancy [H]*to do* / *doing* something similar this summer, I strongly encourage you *to give* / *giving* it a go. [6]*Next* year we're planning [I]*to go* / *going* to Sweden and cycle from Malmö to Stockholm.

6 Read the text again and choose the correct form A–J.

SHOW WHAT YOU'VE LEARNT

7 Pomyśl o jakimś wydarzeniu sportowym, w którym uczestniczyłeś/uczestniczyłaś lub które oglądałeś/oglądałaś. Zredaguj wpis na blogu (80–130 słów), w którym:

- poinformujesz, gdzie i kiedy miała miejsce ta impreza,
- zrelacjonujesz przebieg tej imprezy,
- opiszesz odczucia swoje oraz innych uczestników,
- napiszesz, jakie imprezy sportowe chcesz obejrzeć w przyszłości na żywo i dlaczego.

SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Moja relacja na blogu:

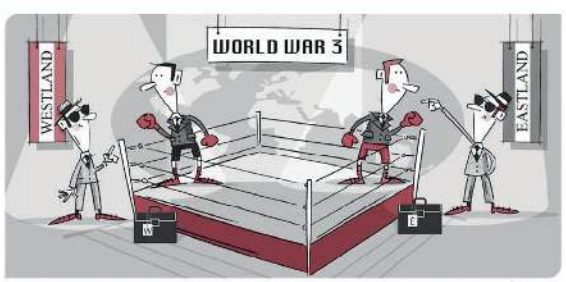
- rozpoczyna się informacją o miejscu i czasie imprezy oraz jej uczestnikach, ☐
- jest napisana z wykorzystaniem różnych czasów przeszłych do opisu głównych wydarzeń oraz tego, jak się zakończyła impreza, ☐
- zawiera odpowiednie spójniki sygnalizujące początek, środek i koniec mojej relacji, ☐
- uwzględnia opis tego, co wydarzyło się na końcu imprezy, oraz odczuć osób w nią zaangażowanych, ☐
- zawiera informację o imprezach sportowych wartych obejrzenia na żywo w przyszłości, ☐
- kończy się ogólnym stwierdzeniem lub zachętą dla czytelnika do własnych przemyśleń, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 80–130 słów, ☐
- została starannie i czytelnie napisana. ☐

2.8 SPEAKING

Asking for and giving an opinion
• agreeing and disagreeing

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Asking for someone's opinion	**Pytanie innych o zdanie**
What do you think about …?	Co sądzisz o…?
Giving an opinion	**Wyrażanie opinii**
I think …	Myślę, że…
I (just) don't think …	(Po prostu) nie sądzę, że…
If you ask me …	Jeśli o mnie chodzi… / Jeśli chcesz znać moje zdanie…
The thing is …	Rzecz w tym, że…
To be honest …	Jeśli mam być szczery/szczera, to…
Agreeing with an opinion	**Zgadzanie się z opinią**
I agree.	Zgadzam się.
That's true.	To prawda.
Absolutely!	Dokładnie tak!
Half agreeing with an opinion	**Częściowe zgadzanie się z opinią**
I'm not so sure about that.	Nie jestem tego pewny/pewna.
I'm not convinced.	Nie jestem przekonany/przekonana.
Disagreeing	**Wyrażanie odmiennego zdania**
That's not true.	To nieprawda.
I'm sorry, I don't agree with you.	Przykro mi, ale nie zgadzam się z panem/panią/tobą.
Disagreeing strongly	**Stanowcze wyrażanie odmiennego zdania**
No way! (informal)	W żadnym wypadku! (potocznie)
Are you kidding? (informal)	Żarty sobie robisz? (potocznie)
I'm afraid I completely disagree.	Przykro mi, ale zupełnie się nie zgadzam.
Not having strong opinions	**Brak zdecydowanego stanowiska**
Personally, I don't feel strongly one way or the other.	Nie opowiadam się zdecydowanie za żadną ze stron / z opcji.



1 Choose the appropriate response.

1 **Tim:** What do you think about the fact that professional footballers are paid so much money?
Tom: *To be honest* / *No way*, I think it's ridiculous.

2 **Jane:** Do you think we will win the next World Cup?
Jean: *Are you kidding?* / *That's true.* With our current team we don't have a chance.

3 **Paul:** Aerobics is only for women.
Paula: *That's not true* / *I agree.* There are several men in my class.

4 **Sarah:** Oh come on referee! That was clearly a foul. Don't you think, Sam?
Sam: *I'm not convinced* / *Absolutely.* It looked OK to me.

5 **Matt:** I just don't think we do enough sport at school.
Mary: *The thing is* / *I agree* I don't really enjoy sport, so I don't mind.

6 **Neil:** Helen thinks motor-racing is too dangerous and should be banned.
Noel: Well, *I agree* / *If you ask me* the drivers have a choice, don't they? They don't have to take part.

7 **Jack:** I'm glad they have decided to let girls play in the school football team, aren't you?
Jackie: *Personally, I don't feel strongly one way or another* / *Absolutely.* I suppose it's good for the girls who are into football. I'd prefer to go to the gym.

2 Complete the dialogue between Scott and Owen. The first letters are given.

Scott: Did you see that there's going to be a big boxing match at the new stadium next month? Do you fancy going?
Owen: Boxing? No thanks. In my opinion, boxing isn't even a sport. I t*hink* it's horrible.
Scott: Really? Well, I'm ¹s*orry*, I don't a*gree* w*ith* y*ou*. I think it's really exciting to watch. Boxers are skilled athletes.
Owen: ²A*re* you k*idding*? Watching grown men try and kill each other is not what I call exciting. Personally, I don't find violence entertaining.
Scott: I'm ³n*ot* c*onvinced*. People have been playing and watching violent sports for thousands of years.
Owen: ⁴T*hat's* t*rue*, but that doesn't make it right. People have been fighting wars for thousands of years. Do you think war is exciting too?
Scott: Of course not, but ⁵I d*on't* t*hink* you can compare boxing to war. For a start, the boxers have a choice. They don't have to fight.
Owen: Well, if you ⁶a*sk* m*e*, there's always a choice whether it's boxing or war.
Scott: Well, perhaps. Hey, how about this – maybe instead of fighting wars, we could put world leaders in the boxing ring. I bet you'd watch that.

2.9 VIDEO AND VLOG WORKSHEET

BBC The Brujas

Before you watch

1 SPEAKING What do you know about skateboarding? Tell a partner in 60 seconds.

2 Think about the positive and negative aspects of being a female skater. Complete the table with the words and phrases in the box and your own ideas. Compare with a partner.

being called 'witches' male comments belonging to an all-female crew falling going fast lack of female-only skate parks

POSITIVE	NEGATIVE
being called 'witches', *belonging to an all-female crew*, *falling*, *going fast*	*male comments*, *lack of female-only skate parks*

While you watch

3 5 Watch the video and check your ideas in Exercise 2.

4 5 Watch the video again and answer the questions. *Answer key – WB page 161*

1 What are the Brujas?
2 Where do they meet?
3 Who has started the group?
4 Why have they created the group?
5 How many members does the group have at the moment?
6 What do the Brujas want?

5 Match 1–8 with a–h to make phrases. Use a dictionary if necessary.

1 settle	d	a	belonging
2 give you a sense of	a	b	bond
3 take you by	g	c	of sth/sb
4 be exclusive	h	d	for sth
5 degrading	f	e	your comfort zone
6 have a special	b	f	comments
7 be proud	c	g	surprise
8 out of	e	h	to sb

6 5 Complete the sentences with the phrases in Exercise 5. Then watch the second part of the video (00:45–02:46) again and check your answers.

1 Ideally, the Brujas would like their own skatepark but in the meantime, they'd ¹*settle for* one day a week when only girls were allowed.
2 The Brujas have ²*a special bond*. They're ³*proud of* their heritage and being part of an all-female skater crew gives them ⁴*a sense of belonging*.
3 Street culture, it's still ⁵*exclusive to* men. Just when you're at the park, like, it can be very uncomfortable sometimes to hear, you know, ⁶*degrading comments* or even just the way that some of these men talk about the women in their lives.
4 Falling is, in its own way, one of my favourite things about skating, because it kind of ⁷*takes you by surprise* and knocks you ⁸*out of your comfort zone*, and you hit the ground, and you're like 'argh!' But then you feel invigorated by falling.

After you watch

7 SPEAKING Discuss the questions.

1 Which activities (if any) are better in boy-only or girl-only groups?
2 What are the advantages of being part of a group?
3 Do you belong to any groups or teams? What kind?
4 What kind of activities take you out of your comfort zone? Do you enjoy it? Why/Why not?

FOCUS VLOG About sport

1 Put the words in the correct order to make five questions. *Answer key – WB page 161*

1 sports / you / are / in / interested ?
2 watching / you / do / doing / prefer / or / sports ?
3 do / there / any / really / can / sport / is / you / well ?
4 ever / sporting / won / you / have / a / competition ?
5 Olympics / last / watch / you / did / the ?

2 8 Watch Ini, Nicky, Senthan, Grace, Ed and Gillian answering the five questions in Exercise 1. Which speaker is most like you? Why?

3 8 Watch again and write down the vlogger's responses to the statements. *Answer key – WB page 161*

1 I'm interested in football, rugby and basketball.
2 I prefer playing sport, definitely.
3 There's no sport I can do really well.
4 I've never won a sporting competition.
5 I didn't watch as much of the last Olympics as I wanted to.
6 I watched the athletics, the running, Usain Bolt.

4 SPEAKING Take turns to read out the statements in Exercise 3. Agree or disagree.

2.10 SELF-CHECK

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words from the box. Change the form if necessary. There are two extra words.

fan goal lose pick phase
power teammate win

The team's *fans* ran onto the basketball court to celebrate with the players at the end of the game.
1 I think we've *lost* this game. I haven't got any good cards to play. And you?
2 I hurt my arm when my *teammates* dropped me on the court while we were celebrating. How embarrassing, eh?
3 Badminton isn't too hard to play if you play tennis and I'm sure you'll *pick* it up quickly.
4 Congratulations on a good result, but this is only the first *phase* of the competition. There's still a long way to go!
5 Ryan scored the fastest *goal* ever by a player in our team – 12 seconds after the match started!

/5

2 Complete the sentences. The first and last letters are given.

My brother's a r*eferee* for the local football league and he loves giving players yellow cards.
1 My athletics t*rainer* says I'm good enough to be a professional one day.
2 My great granddad is 78 but he still k*eeps* in shape by going Nordic walking.
3 Celia is s*uperstitious* and always wears the same socks when she's competing in a race.
4 Sebastian isn't a very a*ctive* person. In fact, I don't think I've ever seen him do any sports or other physical exercise.
5 To get a body like Arnold Schwarzenegger you have to do lots of r*epetitive* lifting of heavy weights. It must be quite boring really.

/5

3 Translate the Polish parts of the sentences.

I didn't know your little brother played chess. When *did he get into* *(wciągnął się w)* that?
1 What a terrible game! Our team *lost the match* *(przegrała mecz)* and I injured my foot.
2 We are all hoping that the Polish ski jumper *won't give up* *(nie podda się)* because of his bad performance at the Winter Olympics.
3 LeBron James *scored thirty-four points* *(zdobył 34 punkty)* for Miami in that night's big game against Los Angeles.
4 Of course, the most important thing is taking part, but I'd really like to *beat/defeat my opponent* *(pokonać przeciwnika)* as well.
5 We *decided to have a break from our routine* *(zdecydowaliśmy się zerwać z naszą rutyną)* of waking up early to go jogging. Instead we slept late and had a lazy breakfast in a local café.

/5

4 Choose the correct words.

Unfortunately, we weren't watching when Bolt (won) / *had won* / *was winning* the 200 metres race.
1 Chloe finally beat her personal best time because she *trained* / (had trained) / *was training* so hard.
2 Dan tried snowboarding when he (went) / *had gone* / *was going* to the French Alps.
3 The marathon finally (ended) / *had ended* / *was ending* when the last runner crossed the finishing line after almost 6 hours.
4 Andrew was prepared for the freezing temperatures because he *surfed* / (had surfed) / *was surfing* in winter before.
5 Naomi wasn't actually skating when she (hurt) / *had hurt* / *was hurting* her foot. She was trying to take her skate off!

/5

5 Complete the sentences with the correct forms of the verbs in brackets.

If Poland manages *to win* (win) the European Championships, I will buy everyone dinner.
1 I remind my players *not to get angry* (not/get angry) with the referee. Shouting and complaining doesn't help.
2 Do you really enjoy *jogging* (jog) when the temperatures are so high?
3 I think I might *join* (join) the gym again. I've put on so much weight recently.
4 Our PE teacher made the boys *do* (do) aerobics after they said it was easy and only for girls. They were exhausted afterwards.
5 Jenny misses *playing* (play) badminton with her sister now that she's gone to university.

/5

6 Choose the correct answers A–C.

Adzo Kpossi from Togo, in Africa *B* the youngest athlete at the Olympic Games in 2012. When she [1]___ into the water in London to compete in the women's 50 metres freestyle event, she was just 13 years old. In the qualifying race, she [2]___ second to Nafissatou Moussa Adamou, a 14-year-old from Niger, but beat her own personal best time. Before she arrived in London to represent her country, she [3]___ lots of training at a hotel in Sarawaka, which was the only place in her part of the country with a swimming pool. Although she failed [4]___ any medals, Kpossi was later asked [5]___ the flag for Togo at both the opening and closing ceremony of the 2016 summer Olympics and hopes to be present at the 2020 games in Tokyo.

	A	B	C
	had been	was	was being
1	(A) dived	B was diving	C had dived
2	A got	(B) came	C lost
3	A was doing	B has done	(C) had done
4	(A) to win	B win	C winning
5	(A) to carry	B carry	C carrying

/5

Total /30

USE OF ENGLISH

7 Complete each pair of sentences with the same answer A–C.

Would you __ if I closed the window? It's pretty cold in here.
Regular yoga and meditation can give you real peace of __ .
(A) mind B like C think
1 When you reach the __ of no return, you can never go back!
We need one more __ to win the match. Come on The Blues!
A score (B) point C goal
2 How did you __ Gosia into going jogging with you at 6 a.m.?
Mr Brown wants to __ to me about missing too many training sessions.
A speak (B) talk C chat
3 My grandfather was a great athlete and I really __ up to him and his achievements in sport.
Oh, __ ! Isn't that Boris Becker, the ex-Wimbledon champion?
A see B watch (C) look
4 Barry has always wanted to __ out bowling, so he's looking forward to tonight's game.
Where can I __ on this tracksuit to see if it fits me?
(A) try B go C put
5 Henrikson has had to __ out of the race after pulling a muscle in his leg.
Please, be careful with that expensive trophy. Don't __ it!
A fall B break (C) drop

/5

8 Complete the sentences with the correct form of the words in brackets.

Footballers Lionel Messi and Christiano Ronaldo share the same *superstition* (SUPER) – they must both be the last players onto the pitch.
1 Boxers need a lot of *resilience* (RESILIENT), because they have to pick themselves up every time they get knocked down.
2 I find the best way to *activate* (ACTION) myself in the mornings is to do fifteen minutes of yoga.
3 My manager has been very *supportive* (SUPPORT) of my decision to quit the national team.
4 Five times World's Strongest Man, Mariusz Pudzianowski is probably the most *powerful* (POWER) man in Poland.
5 At the last minute, I noticed that my passport was out-of-date. That was a *decisive* (DECIDE) moment.

/5

9 Complete the sentences using the prompts in brackets. Change the forms or add new words where necessary. Use up to six words in each gap.

The manager *forced us to train* (force/we/train) despite the bad weather.
1 Karol *can't stand losing* (not/stand/lose) and gets very upset whenever he doesn't win.
2 Janice, could you *teach me to swim* (teach/swim)? I really trust you and you're always patient with me.
3 When I was a kid, my parents *didn't allow me to do* (not/allow/do) karate, but I've always wanted to try it.
4 Mum *had warned me not to climb* (warn/not/climb) the tree in our garden – but then, of course, I did and I fell out and broke my arm.
5 While the coach *was telling the team to believe* (tell/the team/believe) that they really could get to the final, one of the footballers started to laugh.

/5

10 Complete the text with one word in each gap.

THE CHAMPION OF CHEESE

It's one of the *most* unusual competitions in the UK, but every spring thousands of spectators gather at Cooper's Hill in Gloucester to cheer [1]*on* participants in the annual cheese rolling race. It's a dangerous way to burn calories [2]*off* because the event basically involves throwing a large circle of cheese down a hill, and then throwing yourself down after it. The first person to the bottom of the hill wins the [3]*prize* – a large circle of Gloucester cheese!

Chris Anderson, 29, from nearby Brockworth is the current champion and has now equalled the record of 20 wins held by one person. Chris first [4]*went* in for the competition at the age of 16 and won his first race one year later. Next year he hopes to break the record and become the first person to win 21 races.

If you fancy [5]*taking* Chris on at cheese rolling, you'd better be quick – he is thinking of retiring soon. Plus, you should also know that Cooper's Hill has an angle of 70 degrees and the cheeses travel downhill at over 110 kilometres per hour!

/5

Total /20

3 On the go

3.1 VOCABULARY

Means of transport • noun phrases • collocations • synonyms for *trip*

SHOW WHAT YOU KNOW

1 Label the forms of transport. The first letters are given.

t*ram*

1 h*ot-air* b*alloon*

2 f*erry*

3 h*elicopter*

4 d*ouble-decker* b*us*

5 h*overcraft*

FOCUS ON WORDS | Noun phrases

2 Match the halves of the compound nouns in boxes A and B and complete the sentences.

A: cable dirt public rush ~~short~~ suspension traffic winding

B: bridge car ~~cut~~ hour jams path track transport

We can save ten minutes on our walk to the centre if we take the *shortcut* across the field.

1 There's no road to get to my aunt's house but we can use the *dirt track* if you drive slowly and don't mind getting the car muddy.
2 The Tibetan saint Thangtong Gyalpo built a *suspension bridge* with iron chains as early as 1433 in Bhutan. However, earlier designs using rope and wood were also used to cross rivers and valleys.
3 The longest journey made by a *cable car* is 7,455 metres. It's in China and goes from Zhangjiajie city centre to the top of Heaven's Gate Mountain.
4 If more people used *public transport* like buses and trams, there'd be less traffic on the roads and less pollution in the air.
5 Sorry we're late. It's a*rush hour* and there are always awful b*traffic jams* at this time of day.
6 There's a wonderful *winding path* through the forest. It turns left and right and then left and right again – all the way to the lake at the end.

FOCUS ON WORDS | Collocations

3 Choose the correct verbs.

Last night I had a very strange dream. I decided to 1*miss* / *catch* the bus to school because I was feeling too lazy to cycle 2*uphill* / *downhill* like I usually did for my regular morning exercise. But because it was raining really heavily, a boat came along instead. I got on the boat, in fact, I was the only passenger, and it began to 3*cross* / *swim* the river. But the journey was very rough and the captain ordered me to sit down and 4*close* / *fasten* my seatbelt. Then suddenly there were lots of other boats and we were 5*stuck* / *caught* in traffic. It felt like ages for the boat to make any progress, and all the time it was raining. When I finally arrived at school, I noticed I was 6*walking* / *going* barefoot. And I was completely wet and shaking from the cold. The teacher looked confused and asked me why I was late. I simply told him I'd 7*missed* / *lost* the bus. Very strange.

4 Complete the sentences with the verbs *catch, cross, get* or *miss* in the correct form. Sometimes more than one answer is possible.

I *caught* the train from Waterloo and got here as soon as I could.

1 Marco Polo was the first westerner to *cross* the continent of Asia. In total, he travelled through the area for 24 years.
2 We *got* stuck in traffic and that's why we're a little late.
3 My school bag was so heavy this morning that I *got* a lift in the car from my mum.
4 Janet *missed* the train and there isn't another one until tomorrow morning. She'll have to stay the night in a hotel.
5 Before bridges existed, the only way to *cross* a valley was to climb down one side and then climb up the other.

FOCUS ON WORDS | Synonyms for *trip*

5 Read the definitions and choose the correct word.

1 a trip on a plane = *a drive* / *a flight* / *a ride*
2 a trip by sea or in space = *a ride* / *a drive* / *a voyage*
3 a long trip overland = *a flight* / *a cruise* / *a journey*
4 a trip by boat from one piece of land to another = *a tour* / *a crossing* / *a ride*

6 Complete the sentences with the correct words. The first letter is given.

The first time my mum went on a plane was to Australia! The **f***light* took over twenty-two hours with a stopover in Hong Kong.

1 My sister and her husband are going on a **c***ruise* in the Mediterranean. Their ship leaves from Liverpool and the first stop is Monaco!
2 The **d***rive* from London to Paris by car is six and a half hours. The high speed train takes just over two hours!
3 The ferry **c***rossing* from Gdańsk in Poland to Nynashamn in Sweden takes 19 hours.
4 Ola is going on a 15-day cycling trip this summer. Her *journey* will take her from Berlin all the way to Malaga in the south of Spain. She must be mad!
5 I went on a camel **r***ide* when I was in Egypt but I wouldn't recommend it. I don't think the animals are treated very kindly.
6 Our guided **t***our* around Kraków took us to Wawel Castle and the famous Wieliczka salt mine.
7 When Columbus discovered America, he was actually on a **v***oyage* to find a new route to Asia.

REMEMBER THIS

travel (v) *I'd love to travel to the United States.*
travel (n, uncountable) *Jo's job involves a lot of travel.*
travels (n, pl) *My travels took me through Europe and Asia.*
~~*My travel across Guatemala was awesome!*~~
My journey across Guatemala was awesome!

7 Read REMEMBER THIS. Complete each sentence with the correct form of the word *travel*. Then label each word with *V* (verb) or *N* (noun).

Travel broadens the mind. (N)

1 This picture shows the *travel* of the planets around the sun. (N)
2 The book *Uncommon Traveller* describes Mary Kingsley's solo *travels* through Africa in the 1890s. (N)
3 Some food doesn't *travel* well. (V)
4 Before the train was invented, *travel* between cities used to take days. (N)
5 Sound *travels* through water. (V)
6 Joseph *travels* to experience different cultures. (V)
7 Tell us all about your *travels* in Central and South America. (N)
8 We *travelled* 200 kilometres on the second day – it was exhausting! (V)

SHOW WHAT YOU'VE LEARNT

8 Choose the correct answers A–C.

My 'Dream' Holiday

After studying hard and passing my exams I decided to 1__ a holiday. I had been really stressed, so I wanted the kind of holiday where you lie in the sun and do nothing for a week. This, I was sure, would help me relax. So, I opted for a short 2__ on the ship 'The Ocean Dream.' This would be perfect, I thought. But unfortunately, my holiday wasn't the 'dream' I had hoped for. To begin with, I 3__ the train to Southampton. That meant I had to get a lift from my dad at the last minute, which was quite stressful for both of us. And, of course, we also got 4__ in traffic, so I was really stressed the whole way thinking that I wouldn't be able to get on the ship before it left.

Well, I made it just in time. But as soon as we left land, the weather turned bad and it stayed wet and cloudy the whole 5__. For four whole days the ship was bouncing up and down on the large waves. I got seasick and began to worry that the ship might sink and go under water like the Titanic. When the ship finally made it back to Southampton, I was more stressed and nervous than when I had left. What a nightmare! I now wish I had just booked a cheap 6__ to Egypt instead and spent a week lying on the beach doing nothing!

1	A make	(B) take	C do
2	A voyage	B journey	(C) cruise
3	A lost	(B) missed	C crossed
4	A held	(B) stuck	C fastened
5	(A) journey	B tour	C ride
6	A drive	B crossing	(C) flight

9 Find and correct the mistakes.

I know a ~~shorter cut~~ through the park. *shortcut*

1 The ~~suspending~~ bridge is moving in the wind. *suspension*
2 Traffic is always bad during the ~~hurry~~ hour. *rush*
3 Let's take the ~~dirty~~ track – it'll be quicker. *dirt*
4 Always ~~fast~~ your seatbelt when in a moving car. *fasten*

/10

3.2 GRAMMAR

Present and past speculation

SHOW WHAT YOU KNOW

1 Match the speakers' words to the explanations.

1 Awful club. Don't go. Terrible music and no atmosphere. (c)
2 It was OK, we danced for a while, then we sat and chatted. Not bad, but not great. (b)
3 The music was absolutely fantastic. How come I didn't know about this place earlier? (a)

a I'm sure this person liked the club.
b It's possible this person liked the club.
c I'm sure this person didn't like the club.

2 ★ Complete the second sentence with *must, might* or *can't*.

1 It's possible that's our taxi. That *might* be our taxi.
2 I'm sure that's our plane. That *must* be our plane.
3 I'm sure those aren't our bags. Those *can't* be our bags.
4 It's possible this is the hotel. This *might* be the hotel.
5 I'm sure this is our room. This *must* be our room.
6 We're sure that isn't our bill. That *can't* be our bill.

3 ★ Match the sentences in Exercise 2 with the evidence below.

A I ordered it for ten o'clock and it's five to ten now. (1)
B It was definitely number 321. (5)
C I think I recognise it from the picture on the website. (4)
D We are flying with Lufthansa, aren't we? (2)
E We certainly didn't order room service 5 times. (6)
F Our suitcases are blue, not black. (3)

4 ★★ Choose the correct forms.

At the aquarium …
Nick: Look! An octopus.
Anne: Where? I can't see anything.
Nick: Er … well, the sign says there's an octopus, so it (*must* / *couldn't*) be there somewhere.
Anne: I suppose it [2] (*can't* / *might*) be hiding under that rock.
Nick: Yeah, or it [3] (*could* / *couldn't*) be away on holiday …
Anne: On holiday? You [4] (*might* / *can't*) be serious. Honestly, I worry about you, Nick.
Nick: It says here that octopuses can change the colour of their skin and totally disappear. Cool. I'd love to be able to do that.
Anne: Nick, sometimes I think that would be a good idea.

5 ★★★ Choose the correct forms to complete the dialogue. Sometimes more than one answer is possible.

~~can't have~~ could have couldn't have may have must have

Out for a walk …
Violet: Look at that! A turtle on a fence post. How did that happen?
Daisy: Woah! That's weird. It *can't have* got there on its own. Its legs are so short it [1] *couldn't have* climbed up so high.
Violet: There's only one possibility. Someone [2] *must have* put it there. What a cruel thing to do.
Daisy: Well, it [3] *may have/could have* been a person, or I suppose a bird, like an eagle or something [4] *may have/could have* left it there … as a snack for later.
Violet: Urgh Daisy! That's horrible.
Daisy: Violet my dear, we all have to eat.

SHOW WHAT YOU'VE LEARNT

6 Choose the correct answers A–C to replace the underlined part of the sentence.

1 It is possible we are too late to catch the bus. Are there still people at the stop?
A We can't be
(B) We might be
C We must be

2 They only left half an hour ago. I'm sure it's not true that they have arrived already.
(A) They can't have
B They may have
C They mustn't have

3 It is possible that Alice brought some sun cream. She's so pale-skinned.
A Alice must have
B Alice can't have
(C) Alice could have

4 I'm sure it's true that you are tired. We've been walking and sightseeing all day.
A You can't be
(B) You must be
C You might be

5 She can't find her passport! I'm sure it's true that she left it in the hotel room.
A She might have
(B) She must have
C She can't have

6 It is possible that the plane was delayed because of bad weather.
(A) The plane may have been
B The plane must have been
C The plane can't have been

/6

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3.3 LISTENING LANGUAGE PRACTICE

Functional language • prepositions • collocations • compound nouns

1 Put the words in order and then mark the phrases as *R for something a hotel receptionist would say* or *G for something a hotel guest would say*.

help / I / you / can
Can I help you? (R)
1 book / you / online / did
Did you book online? (R)
2 was / thought / I / included / it
I thought it was included. (G)
3 room / two / booked / a / I've / for / nights / single
I've booked a single room for two nights. (G)
4 have / at / special online offer / we / moment / the / a
We have a special online offer at the moment. (R)
5 this / fill / can / in / form / please / you
Can you fill in this form/fill this form in, please? (R)
6 you / would / breakfast / like
Would you like breakfast? (R)

2 Complete the dialogue with the phrases from Exercise 1.

Extract from Students' Book recording 2.7

R: Yes, *can I help you* ?
G: Er, yes [1] *I've booked a single room for two nights*. My name's Baker. James Baker.
R: Baker. Yes, here you are. Two nights. [2] *Would you like breakfast*?
G: Oh, yes please.
R: That will be an extra £16.
G: Oh, [3] *I thought it was included*.
R: [4] *Did you book online*?
G: Yes, I did.
R: Oh, right. [5] *We have a special online offer at the moment*. Your first breakfast is free, so you just need to pay for the second day. [6] *Can you fill in this form/fill this form in, please*?

3 Choose the correct prepositions A–C.

Extract from Students' Book recording 2.7

A: So, how was your family cruise?
B: Oh, it was OK. Pretty good really. We all got on well most [1] __ the time. We didn't have any arguments. Well, not [2] __ the last day, and then I had a really big argument [3] __ my sister. It was stupid really. I wanted to get [4] __ the ship and visit Naples, but my sister was tired and wanted to stay [5] __ the ship [6] __ the pool. She always does what she wants, and she doesn't think [7] __ other people. I had to go [8] __ Naples [9] __ my own with our parents. It was really boring.

1	A in	(B) of	C with
2	A after	B by	(C) until
3	(A) with	B to	C against
4	A on	B from	(C) off
5	A until	(B) on	C in
6	(A) by	B against	C to
7	A on	B to	(C) of
8	(A) to	B at	C in
9	A by	(B) on	C with

4 Look at the text below. Complete the expressions in bold with a word from the box. There are two extra words.

all part real rest spend sure time trip

Extract from Students' Book recording 2.7

It's *time* **to** leave ordinary beach holidays behind and **take a** [1] *trip* that you will remember **for the** [2] *rest* **of your life**. With 'Overland Tours' you will **see the** [3] *real* **world**. 'Overland Tours' believe that travelling is not only about the destination. The journey is **an important** [4] *part* **of the experience**. Come with us on one of our Overland buses and travel to places other travel companies don't reach. Our tour leaders will take care of you and **make** [5] *sure* you have everything you need.

REMEMBER BETTER

Aby łatwiej zapamiętać wyrażenia z powyższego ćwiczenia, użyj ich w zdaniach odnoszących się do jakiegoś ważnego wydarzenia z własnego życia, np. egzaminu maturalnego.

Write sentences with the remaining expressions.

It's time to start saving money for a holiday after I finish matura.

FOCUS ON WORDS | Compound nouns

5 Choose the correct words.

1 If it's four hours one way, that's an eight-hour *double* / (*return*) journey. Do we have to go so far?
2 Dad's away on a *round-the-world* / (*business*) trip in Japan for the next two months.
3 Many travel (*agents*) / *leaders* have closed their shops because people prefer booking online these days.
4 'Teentour' is looking for teenage tour (*guides*) / *companies* to show young visitors around the city this summer. Full training given.
5 Ellen always chooses a (*package*) / *budget* holiday because she doesn't have to plan anything by herself.
6 Because of its height, snow is guaranteed all year in the (*ski*) / *skiing* resort of Kaprun, Austria.
7 Are you sure this is a (*three-star*) / *double* hotel? The rooms aren't even clean.
8 I'm sure a (*twin*) / *single* room should have two beds. I'll call the hotel reception.

3.4 READING

Travelling on my own • colloquial expressions • negative adjectives • verb phrases

1 **Read blogs 1–3 and match them with photos A–C.**

1 B 2 C 3 A

www.travelblogging.com Sign in Search

1 **Around the world in 6 months** Blogger: **Jo**

Well, my journey didn't get off to a very good start as I lost my passport in Manchester Airport. I panicked, then found it where I was sitting earlier. How stupid! I hope this is not a bad sign for the rest of the trip. The plane was one of those new two-level ones and was really posh inside. It wasn't even half full, so I lay across several seats and managed to get plenty of sleep.

Arrived in Bangkok at 7:00 and feeling fresh but immediately had problems. My card didn't work in any of the ATMs, so I panicked again until I realised that I was using the wrong pin number. Again, pretty stupid. Got a taxi to the hostel, which is great and full of young people like me. I'm writing this in the lounge area. Feeling excited, but also a bit nervous – not really sure how anything works here in Thailand. Please keep reading – hopefully, my travelling (and blogging) skills will improve soon …

2 **Summer in Poland** Blogger: **Alex**

Yesterday I said bye to Mum and Dad and took the plane from Liverpool to Wrocław. My cousin Magda lives here (my English uncle is married to Kasia, my Polish aunt) and I was very glad to see them waiting for me at the airport. I've been to lots of places including Poland before with my parents, but this is my first trip alone and I don't speak any Polish except 'Jen dobree' and 'Jen kuya'. As you can see, I certainly can't spell in Polish! Magda is really cool and she speaks brilliant English (thank goodness). It's school holidays here too, so we've got lots of time to enjoy ourselves. My uncle and aunt are totally chilled, I've got my own room at their house and the tram stop is just outside. Freedom! Tonight we're going to a party at Magda's friend's house. I'll blog again tomorrow and tell you all about it … if I don't sleep all day ;)

3 **Old York** Blogger: **Adèl**

After a fantastic fortnight studying English in beautiful York, it's almost time to head back home to Budapest. Although it was sometimes difficult to find time each day, I reckon that writing this blog has really helped me improve my English.

Tonight is the farewell party organised by the school, and all the students in my group will be there. I can't get over how many people I've met from all over the world. Especially cool are Sonata from Lithuania, Marta from Poland and Nico from Italy. We're definitely going to stay in touch and Marta even said she will come and visit me in Budapest. Despite a few problems with accommodation, which we eventually solved, it has been a great experience. I'll miss everyone and I'll even miss writing to you, my patient readers.

2 **Read the three blogs. For questions 1–3, choose the correct answer A–C.**

1 Jo experienced two problems which
A created difficulties for the rest of his trip.
B he managed to solve quite quickly.
C added to the initial excitement of travelling.

2 Alex's trip to Poland was different because
A she had never met her Polish relatives before.
B she was going there to study the language.
C she was travelling on her own for the first time.

3 Which of the following does Adèl not talk about positively?
A The English city of York.
B The people that she met.
C The place where she stayed.

3 **Match statements A–D to blogs 1–3. One blog has two matching statements.**

In this blog …

A the blogger suggests that he/she won't be updating the blog again. 3

B it is clear that the blogger is not an experienced traveller. 1

C the blogger describes two potentially big problems which are solved quickly. 1

D the blogger mentions that this is not his/her first visit to the country he/she is currently in. 2

4 **Match the definitions to underlined words in the blogs.**

	completely relaxed	*totally chilled*
1	two weeks (from fourteen nights)	*fortnight*
2	begin well	*get off to a very good start*
3	think	*reckon*
4	luxurious or expensive	*posh*
5	find it difficult to believe	*can't get over*

5 **Complete the sentences with words and expressions from Exercise 4. Change any verb forms as necessary.**

Katrina *reckons* we'll be in Prague by midday, but in this weather, I think it'll take a bit longer.

1 Jenna's uncle and aunt are really rich, so they always stay in *posh* hotels when they go on holiday.
2 Simon and his friends have gone camping for a *fortnight*, so he won't be back until the end of the month.
3 Amy's birthday party *got off to a good start* when her favourite cousins from Poland turned up unexpectedly.
4 We *can't get over* how much you've grown! How tall are you now?
5 Mum had a massage in the hotel spa. She loved it and was *totally chilled* afterwards.

REMEMBER BETTER

Zajrzyj do sekcji *travel blogs* na wybranej stronie internetowej poświęconej podróżom. Przeczytaj kilka blogów i wynotuj przydatne słownictwo. Nie przejmuj się, że wiele wyrażeń będzie dla ciebie nowych – zawsze możesz sprawdzić ich znaczenie w słowniku.

FOCUS ON WORDS | Negative adjectives

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

Now that there's the Internet, there's very little excuse for being *uninformed* (INFORM) about how to behave when you are abroad.

1 There's no real reason why mobile devices should be *disconnected* (CONNECT) from the Internet during a flight. It's not at all dangerous.
2 I always think that having problems while travelling is *unavoidable* (AVOID) – that way I don't get too upset when they actually happen.
3 If you are completely *unfamiliar* (FAMILIARISE) with a country's culture, you need to aim to be polite at all times.
4 For me, the idea of going backpacking around Europe is completely *unthinkable* (THINK). I like my comfort, so I prefer to stay in hotels.
5 When we arrived in Athens, the weather was particularly *unpleasant* (PLEASE) but fortunately it got better after a few days.
6 Kyle believes that people who find travelling *unrewarding* (REWARD) should probably just stay at home. That's a bit hard, don't you think?

FOCUS ON WORDS | Verb phrases

7 **Complete the travel advice with a word from the box.**

challenge cut immerse retrieve take

Gap year

Young people choose to *take* a gap year for different reasons. Some want to [1]*cut* themselves off from their family and home for a while in order to develop a greater sense of independence. Some view it as an opportunity to [2]*challenge* beliefs that may have become too familiar. Still others see it as a chance to [3]*immerse* oneself in a foreign culture and experience a different way of life. Whatever you reasons, don't feel like you should give up your modern day comforts. Your smartphone is an invaluable gadget wherever you go, both for contacting people when you feel lonely or if needed in an emergency. And always carry your bank card with you – you never know when you might need to [4]*retrieve* cash from an ATM in order to get hold of some local currency.

3.5 GRAMMAR

Used to and would

SHOW WHAT YOU KNOW

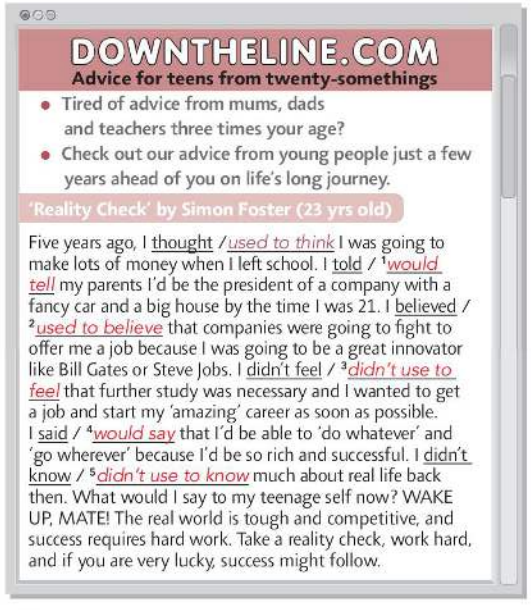
1 Mark the sentences as either *A* for describing an *action* or *S* for describing a *state*.

When my dad was young, he went to the Polish seaside every summer. (A)
1 My granddad had a Fiat 126 or 'Maluch.' (S)
2 Grandma, Granddad, my dad and my uncle all squeezed into the tiny car. (A)
3 They drove all the way from Wrocław to Sopot. (A)
4 It took them all night and most of the next day. (A)
5 Despite the long drive, Dad loved going on holiday in the 'Maluch.' (S)

2 ★ Rewrite the sentences with *used to* and the correct form of the verbs.

In the 1990s, people chose bright colours.
In the 1990s, people *used to choose* bright colours.
1 Many women wore tight jeans and cowboy boots.
Many women *used to wear* tight jeans and cowboy boots.
2 Tattoos and body piercings weren't as popular as now.
Tattoos and body piercings *didn't use to be* as popular as now.
3 Supermodels such as Cindy Crawford and Claudia Schiffer were famous.
Supermodels such as Cindy Crawford and Claudia Schiffer *used to be* famous.
4 Was short hair fashionable?
Did short hair use to be fashionable?

3 ★★ Change the underlined words with *used to* or *would*. Use *would* whenever possible.


DOWNTHELINE.COM
Advice for teens from twenty-somethings
- Tired of advice from mums, dads and teachers three times your age?
- Check out our advice from young people just a few years ahead of you on life's long journey.

'Reality Check' by Simon Foster (23 yrs old)

Five years ago, I thought / *used to think* I was going to make lots of money when I left school. I told / [1]*would tell* my parents I'd be the president of a company with a fancy car and a big house by the time I was 21. I believed / [2]*used to believe* that companies were going to fight to offer me a job because I was going to be a great innovator like Bill Gates or Steve Jobs. I didn't feel / [3]*didn't use to feel* that further study was necessary and I wanted to get a job and start my 'amazing' career as soon as possible. I said / [4]*would say* that I'd be able to 'do whatever' and 'go wherever' because I'd be so rich and successful. I didn't know / [5]*didn't use to know* much about real life back then. What would I say to my teenage self now? WAKE UP, MATE! The real world is tough and competitive, and success requires hard work. Take a reality check, work hard, and if you are very lucky, success might follow.

4 ★★★ Tick the correct sentences. Sometimes both sentences are correct.

When we went on family summer holidays …
1 a We used to leave very early in the car. ✓
b We would leave very early in the car. ✓
2 a One summer, we drove all the way from Poland to Spain. ✓
b One summer, we would drive all the way from Poland to Spain. ☐
3 a I used to think it was amazing that Mum and Dad could find the way. ✓
b I would think it was amazing that Mum and Dad could find the way. ☐
4 a We wouldn't have GPS in those days. ☐
b We didn't use to have GPS in those days. ✓

SHOW WHAT YOU'VE LEARNT

5 Complete the second sentence so that it has a similar meaning to the first. Use the word in capitals.

When she was young, Helen didn't get on very well with her cousin, Madeline.
USE
When she was young, Helen *didn't use to get on* very well with her cousin, Madeline.

1 I wasn't fair-haired as a baby.
DIDN'T
I *didn't use to be* fair-haired as a baby.

2 Tina and her brother fell out every night when they shared a bedroom as teenagers.
WOULD
Tina and her brother shared a bedroom as teenagers and they *would fall out* every night.

3 Kim looked up to her teammate Ellie, until she discovered that Ellie was a cheat.
USED
Kim *used to look up to* her teammate Ellie until she discovered that Ellie was a cheat.

4 We hated playing football on cold, rainy Sunday afternoons.
HATE
We *used to hate* playing football on cold, rainy Sunday afternoons.

5 At every match, the fans started singing at the beginning of the match.
WOULD
At every match, the fans *would start* singing at the beginning of the match.

6 You thought you'd always be skinny, but now you're sixteen you're very well-built.
THINK
You *used to think* you'd always be skinny, but now you're sixteen you're very well-built.

/6

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3.6 USE OF ENGLISH

Phrasal verbs

1 ★ Choose the correct answers A–C.

1 Evie: How do you think you __ the air conditioner?
Kirsten: I don't know. Try pushing that red button again.
A get off B make off (C) turn off
2 Julio: Come on! Come on! I don't want to be late.
Miles: Please, slow down. I can't __ you.
(A) keep up with B go out with C look out for
3 Brenda: Look. It's starting to rain.
Nolan: I know! Quick! Help me __ the tent.
A build up B open up (C) put up
4 Rodrick: Stephen's on the phone. His hotel is fully booked for tonight.
Jo: No problem. We can __ for one night.
A give him up (B) put him up C take him up
5 Daria: Oh, no. Ferne can't drive us to the airport tomorrow.
Irina: Really? She always __ at the last minute, doesn't she?
A puts us down (B) lets us down C gets us down
6 Bethal: What time were Jon and Nicol going to __ at the pool?
Ethan: Almost an hour ago. I wonder what happened to them.
(A) turn up B get up C make up

2 ★ Complete each pair of sentences with the same answer A–C.

1 Aleisha's plane takes __ in an hour, so we'd better hurry up.
Please turn your music __ and listen to me, will you?
A out (B) off C up
2 I'm afraid to say Colene has dropped __ of the trip because she's got flu.
Karl has run __ of money and wants to borrow some from me again.
(A) out B off C up
3 Jerry, please put a hoodie __ – it's cold outside.
One of our lights was broken but we carried __ driving to the hotel.
A in B by (C) on
4 We weren't expecting very much but it turned __ a fascinating tour.
I'm going __ the sea. It's too hot here on the sand.
A in B out (C) into
5 Abdul will be here soon. The heavy traffic is holding him __ .
This hat was cheaper yesterday. They've put the price __ by over 20 per cent.
(A) up B down C off
6 Aimi speaks perfect Japanese because she was brought __ there.
There's a lovely café __ on the top of the hill. Let's go there for a drink.
(A) up B out C over

3 ★★ Complete the text with one word in each gap.

Last week me and some friends decided to go camping. Before we set off on our drive, we had arranged to go to the train station to [1]*pick* up our friend, Hugh. But on the way to collect him, we saw somebody by the side of the road looking for a lift. So, we pulled [2]*over* to see where he was going. He said he was going to the train station and, as we were going there ourselves, we offered to drop him [3]*off* there. In the car he told us he'd been standing there for nearly an hour and was about to give [4]*up* waiting, so he was happy we had stopped: he was on his way to meet his cousin Hugh to go camping! Unbelievable! The chance of running [5]*into* him like that must be a million-to-one. And the look on Hugh's face when he saw us all in the car together was the funniest thing I've ever seen!

4 ★★★ Complete the sentences with the correct forms of the words in brackets and any other words needed. Use phrasal verbs.

On our last holiday we *hung out with a couple* (hang/a couple) from France.
1 Gareth *has fallen out with his brother* (fall/brother) again. They're always fighting.
2 I've always *wanted to try out badminton/badminton out* (want/try/badminton). I'd love to play with you tomorrow.
3 Mark's entered a TV travel quiz. Let's go and *cheer him on* (cheer/he) in the studio.
4 I *take after my dad* (take/dad) – we're both really into long motorbike rides.

5 ★★★ Complete the second sentence so that it has a similar meaning to the first one. Use between two and five words, including the word in capitals.

The car stopped working on the way to the airport.
DOWN
The car *broke down* on the way to the airport.
1 Why does Frankie admire Thomas so highly?
LOOK
Why does Frankie *look up to Thomas* so much?
2 I'm hoping to learn some Spanish when I'm in Barcelona next month.
PICK
I hope *to pick up some Spanish/to pick some Spanish up* when I'm in Barcelona next month.
3 Claire wasn't interested in camping holidays before last summer.
GOT
Claire *got into* camping holidays only last summer.
4 Trudy persuaded Lizzy to give her a lift to the station.
TALKED
Trudy *talked Lizzy into* giving her a lift to the station.

3.7 WRITING

Giving advice

1 Put the words in order to make informal sentences.

the / hours / every / spending / on / beach / day
Spending hours on the beach every day.

1 in / super / Bordeaux / time / here
Super time here in Bordeaux.
2 like / only / seems / we / yesterday / arrived
Seems like we only arrived yesterday.
3 want / don't / come / home / to / really
Really don't want to come home.
4 to / visit / tomorrow / hope / the / pyramids
Hope to visit the pyramids tomorrow.
5 wait / can't / try / diving / scuba / to
Can't wait to try scuba diving.

2 Rewrite the sentences using ellipsis where you can.

I'm going to Paris in July – I can't wait!
Going to Paris in July – can't wait!

1 It feels like I've been here forever.
Feels like I've been here forever.
2 It's amazing to be here all on my own.
Amazing to be here all on my own.
3 We're dreaming of a holiday but we always are dreaming of one.
Dreaming of a holiday but we always are.
4 It's 32 degrees here in the shade. It's wonderful!
32 degrees here in the shade. Wonderful!
5 We're loving it in Australia. We wish you were here.
Loving it in Australia. Wish you were here.

3 Complete Zara's email with useful phrases. The first letters are given.

Dear Shaun,

How are things? [1]*T**hanks** **f**or* *y**our** **m**essage*. The pictures from your holiday were great and Maria is very pretty ;)

[2]*I* *c**an** **s**ee* why you are *w**orried*** about the situation though. Long distance friendships aren't easy – especially when they start on holiday. If I [3]*w**ere*** *y**ou***, I'd try to keep things casual – don't make any promises you can't keep. Wait a while and see how you feel. [4]*H**ave*** you *t**hought*** *a**bout*** asking Maria to visit you in England?

[5]*B**y** **t**he* way, did *y**ou*** *h**ear*** that James broke his ankle? He fell off his skateboard outside school. Everyone was laughing at him until they realised he was really hurt. Eight weeks with a plaster on his leg. Poor thing! Whatever you decide with Maria, I'm [6]*s**ure** **t**hings* will *w**ork** **o**ut* fine. Try not to worry.

Love
Zara x

4 Read Zara's email again and match sentences 1–6 to the parts below.

A general news or a reference to the email/message you received (1)
B expressing sympathy for your friend's situation (2)
C offering advice by asking a question (4)
D offering advice by making a statement (3)
E reassuring your friend (6)
F changing the subject (5)

5 Put the useful phrases in order, then match them to parts A–F in Exercise 4.

1 don't / you … / Why (C)
Why don't you …
2 sure / OK / will / everything / be / I'm (E)
I'm sure everything will be OK.
3 hear / you / did / remember, / While / I / that … (F)
While I remember, did you hear that …
4 is / it / understand / situation / what / difficult / a / I (B)
I understand what a difficult situation it is.
5 good / It's / idea / a / to … (D)
It's a good idea to …
6 was / lovely / It / hear / to / you / from (A)
It was lovely to hear from you.

6 Read the task below. Then read the email and choose the correct verbs.

You received the following message from a friend.

Hi Sam,

U OK? I've read that book you lent me. You're right – it's excellent! Unfortunately, however, I'm a bit sad at the moment ☹. I hurt my back a few days ago and the doctor told me I need to stay in bed. Why is that bad? Because there's a school trip to Marburg Castle this weekend and I planned to take photographs and write about it on my blog. Now I have to lie in bed and do nothing. I can't read all the time – any ideas about what else I can do?
Speak soon!

Eddie

Write a personal email with a reply. Include and develop these points:

- Express sympathy for your friend's situation.
- Offer some advice based on your own experience.
- Change the subject and share some news about your life.
- Reassure your friend at the end of the email.

Hi,
A Sorry to hear about your bad back. **B** [*Must* / *Might* be horrible to be stuck in bed all day. I [2]*had* / *would have* a similar problem last year when I [3]*used to break* / *broke* my ankle. How did you hurt yourself? You [4]*might have lifted* / *might lift* something too heavy, perhaps?

Anyway, I [5]*understand* / *am understanding* how boring it can be and I remember how active you [6]*used to be* / *would be*, so it's even harder to do nothing every day. Why don't you download some audio books? I [7]*did* / *had done* this last year. **C** Much better than reading to yourself all the time!

By the way, I'm visiting Książ Castle in Walbrzych with my parents next month. **D** Want to join us? I'm sure you'll be back on your feet by then and we can [8]*pick you up* / *put you up* on our way there and [9]*hold you up* / *drop you off* on the way back. No problem. **E** Would be great to have you come along!

P.S. **F** Pleased you liked the book. **G** Will recommend something else next time I write ;-)

7 Look at the underlined parts of the text. Write them in the full form. Sometimes more than one answer is possible.

A *I'm sorry to hear about your bad back.*
B *It must be horrible to be stuck in bed all day.*
C *It's much better than*
D *Do you want to join us?*
E *It would be great to have you come along.*
F *I'm pleased you liked the book.*
G *I will recommend something else next time I write.*

SHOW WHAT YOU'VE LEARNT

8 Otrzymałeś/otrzymałaś poniższą wiadomość od kolegi.

Hi Peter,

U OK? I've got that book you wanted to borrow. I'll bring it tomorrow. I'm not feeling good today, in fact, I'm super stressed out ☹. I haven't even started revising for the final exams and I'm totally disorganised! I don't know where to begin. Have you started? Have you got any advice or ideas to make revision easier?

W odpowiedzi napisz nieformalny e-mail (80–130 słów), w którym:

- wyrazisz współczucie z powodu zaistniałej sytuacji,
- opowiesz o swoim podobnym doświadczeniu,
- udzielisz koledze rady, co ma zrobić w tej sytuacji,
- pocieszysz kolegę i zaproponujesz, co moglibyście razem zrobić po zakończeniu egzaminów.

SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Mój nieformalny e-mail z poradą:

- rozpoczyna się przyjaznym zwrotem powitalnym, np. *Dear Sam* lub *Hi Charlotte*, ☐
- na początku przekazuje informację o charakterze ogólnym i/lub zawiera odniesienie do treści ostatniej wiadomości od kolegi, ☐
- uwzględnia wszystkie punkty z polecenia do zadania, czyli wyrażenie współczucia, udzielenie rady, zmianę tematu i udzielenie na koniec ponownego wsparcia koledze, ☐
- uwzględnia formy skrócone (np. *I'm/aren't/that's*), ☐
- może zawierać skróty (*info/CU/gr8*), choć nie za wiele, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 80–130 słów, ☐
- został starannie i czytelnie napisany. ☐

3.8 SPEAKING

Asking for and giving advice

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Asking for advice	**Proszenie o radę**
Can you do me a (big) favour?	Czy mógłbyś/mogłabyś mi wyświadczyć (ogromną) przysługę?
Can you give me some advice?	Czy mógłbyś/mogłabyś mi coś doradzić?
Do you think I need …?	Czy myślisz, że potrzebuję/muszę…?
What do you think I should (do)?	Jak myślisz, co powinienem/powinnam (zrobić)?
Giving advice	**Udzielanie rady**
The first thing you should do is …	Pierwszą rzeczą, którą powinieneś/powinnaś zrobić jest…
If I were you, I'd (I wouldn't) do …	Gdybym był/była na twoim miejscu, to (nie) robiłbym/robiłabym…
I (don't) think you should …	Myślę / Nie sądzę, że powinieneś/powinnaś…
You (don't) need to …	(Nie) potrzebujesz/musisz…
You (really) ought to …	(Naprawdę) powinieneś/powinnaś...
You must (mustn't) …	Musisz / Nie wolno ci…
The best thing would be to …	Najlepiej byłoby…
It's a good idea to …	Dobrym pomysłem jest…
Why don't you (go) …?	A może (poszedłbyś/poszłabyś)…?
Accepting advice	**Przyjmowanie rady**
Good idea!	Dobry pomysł!
Good thinking!	Dobrze myślisz!
That's really helpful.	To naprawdę pomocne.
Oh, I didn't think of that!	Nie przyszło mi to do głowy! / Nie pomyślałem/pomyślałam o tym!

1 Match questions 1–4 with advice A–D.

Do you think I need to get them a gift? E
1 What do you think I should wear for the journey? D
2 Do you think we need to reserve a table? A
3 What sights do you think we should see in Paris? C
4 Which train should she catch? B

A I think you should. The restaurant is usually very busy on Saturday afternoons.
B Why doesn't she drive? It's much faster than the train.
C I don't know. I've never been. The best thing would be to look online or buy a guidebook.
D It's a good idea to wear something comfortable. We're going to be on the bus for 18 hours.
E Yes, you ought to buy them something. You're staying at their house for free.

2 Put the words in order to complete the dialogues.

Shelly: Mum, *do / favour / big / can / me / you / a* *can you do me a big favour* and help me to decide what to pack for the school trip?
Mum: Of course. Er … well I'm pretty sure [a]*don't / you / to / need* *you don't need to* take those high heels, Shelly. You are going hiking and camping, right?
Shelly: Well, er … yes. [b]*didn't / I / of / think / that* *I didn't think of that*.
Dennis: [a]*need / think / you / I / Do / to* *Do you think I need to* buy medical insurance for the ski trip, Dad? It's expensive.
Dad: Well, can you afford to pay for helicopter rescue and hospital fees?
Dennis: Er … not really, no.
Dad: Then [b]*were / you / I / if / I'd* *If I were you I'd* get some insurance.
Dennis: OK, [c]*thinking / good* *good thinking*. Can I borrow £50, Dad?

3 Complete the dialogue with the correct words. The first letters are given.

A mum, her teenage son and his friend are at the travel agency …

Mum: Excuse me. **C***ould* **y***ou* **g***ive* **u***s* **s***ome* **a***dvice* ? My son Anthony and his friend Tom want to go on holiday on their own this summer.
TA: I see. Well, boys, [1]**t***he* **f***irst* thing you **s***hould* **d***o* is decide what kind of holiday you would like. [2]**W***hy* **d***on't* you have a quick look at our special offers?
Anthony: [3]**G***ood* **i***dea*! We don't have much money but maybe a beach holiday.
Tom: Mm hm.
TA: We have a week in San Antonio, Ibiza for just £249 per person.
Anthony: Sounds great …
Mum: Ibiza? I don't think so. Too many parties.
Anthony: Mum!
TA: Er … OK, maybe the [4]**b***est* **t***hing* would **b***e* to go on an adventure holiday. We have rafting, hiking and climbing in Austria.
Tom: Mm hm.
Mum: Climbing? I don't think so. Too dangerous.
Anthony: Mum!
TA: Sightseeing in Rome?
Mum: Italy? No way. Crazy drivers.
Anthony: Mum! Look, thanks for your advice, it was [5]**r***eally* **h***elpful*, but I think we need to talk about this at home.
Tom: Mm hm.

3.9 VIDEO AND VLOG WORKSHEET

BBC A hotel in the clouds

Before you watch

1 SPEAKING Look at the photo. Imagine you are staying at this luxury hotel, deep in the Ecuadorian cloud forest. Discuss the questions.

1 How do you think you would get there?
2 How would you spend your time there?

2 Complete the information about Mashpi Lodge with the words in the box.

1,500 America equator guest plant Quito three twenty-two two west

Ecuador is situated on the [1]*west* coast of South [2]*America* and the [3]*equator* goes across the country. Mashpi Lodge is located in Mashpi reserve in the middle of the cloud forest, [4]*three* hours' drive from the capital, [5]*Quito*. Mashpi lodge is a luxury hotel, with [6]*twenty-two* rooms, costing up to [7]*1,500* a night. There are [8]*two* members of staff for every [9]*guest*. The hotel was opened a few years ago. It's an eco-hotel with breathtaking views from every window. It's like a giant treehouse. People travel from all over the world to experience the extraordinary animal and [10]*plant* life.

3 10 Listen the first part of the video (00:00–01:56) without looking at the screen and check your answers to Exercise 2.

4 10 SPEAKING Discuss what you expect to see in the video. Then watch the first part (00:00–01:56) and check your ideas.

5 10 Watch the second part of the video (01:57–5:37) and answer the questions. *Answer key – WB page 161*

1 What was Roque Sevilla's former title?
2 Why did he build the hotel?
3 Where does he take Giles to view the hotel and the forest?
4 How comfortable is Giles with heights?
5 What does Roque think people think about him?
6 What is Roque's latest project and what is it for?
7 How does Monica test the rescue procedure?
8 How does she feel about testing the system?

6 10 Complete the phrases with the nouns in the box. Then watch the video again and check your answers.

forest hotel procedure reserve tower views

1 amazing/breathtaking/unique *views*
2 eco/luxury/sustainable *hotel*
3 dense/huge *forest*
4 observation *tower*
5 private *reserve*
6 rescue *procedure*

After you watch

7 Choose three phrases from Exercise 6. Write two true sentences and one false one. Read your sentences to your partner for him/her to guess which sentence is false.

8 SPEAKING Would you like to stay or work at Marshpi Lodge? Why/Why not? Tell your partner.

FOCUS VLOG About holidays

1 SPEAKING Where are the places in the box located? Which would you most like to visit? Why?

Arizona 5 California 4 Cape Cod 7 Cyprus 8 Dallas 3 Maine 6 Scotland 1 The Lake District 2

Answer key – WB page 161

2 13 Watch Luda, Alex, Lauren, Noah, Rachel and Lucy answering the questions below. Put the places in Exercise 1 in the order they are mentioned in the video. *Answers marked in exercise 1*

1 Where did you use to go on holiday as a child?
2 What sort of things did you use to do on holiday?

3 13 Watch the video again and answer the questions.

1 Who used to go camping, walking and snorkelling?
2 Who used to go to the pool, pick fruit and ride bikes?
3 Who used to go camping and visit National Parks?
4 Who used to go to the beach, sunbathe and chill?
5 Who used to go on road trips and visit family?
6 Who used to walk around, go shopping and read?

Answer key – WB page 161

4 SPEAKING Think about holidays you went on as a child. What things did you use to do? Tell a partner.

3.10 SELF-CHECK

VOCABULARY AND GRAMMAR

1 Choose the correct answer A–C.

I paid £30 for a __ journey on the train to Manchester and back. Pretty cheap, eh?
(A) return B back C single

1 Adam is thinking of __ a gap year and travelling around Asia.
A making (B) taking C doing

2 We have booked a __ room, so it'll be comfortable enough for us both to get a good night's sleep.
A package (B) twin C single

3 You should never cut yourself __ from your family. Why would you want to do that?
(A) off B up C out

4 I think I'd like to work in the tourism industry and help people who want to travel. I find my current job is too __ .
A uninformed (B) unrewarding C disconnected

5 Amelia is studying tourism and when she graduates, she wants to be a tour __ .
A holiday B company (C) guide

/5

2 Complete the sentences with the words from the box. Change the forms if necessary. There are two extra words.

business car ~~cruise~~ drive path resort ride transport

The *cruise* visits three different Caribbean islands before we sail back to Southampton.

1 It's a beautiful seaside *resort* at a good price. We go there every summer.
2 I've never been on a *business* trip before. Does the company pay for everything?
3 Dave won't go up in the cable *car*. He's scared of heights.
4 Let's share the *drive* – you can sleep in the back of the car for the first part of the journey and we'll swap places when we get to Amsterdam.
5 Just follow this winding *path* until you get to the end. It takes you through the woods down to the sea.

/5

3 Complete the sentences. The first and last letters are given.

Phileas Fogg is a fictional character created by Jules Verne. His name is well-known because he took an incredible **v***oyag***e** around the world in 80 days. Maybe you've read the book?

1 Most of the cycle ride today is **d***ownhill*, so it's not a very tiring route. But please be careful and check your brakes before we begin.
2 There's a big traffic **j***a***m** due to an accident on the motorway.
3 Wouldn't you love to go on a **r***ound***-***the***-***worl***d** trip and visit every country on the planet?
4 At 'Faraway Holidays' our travel **a***gent***s** specialise in trips to south-eastern Asia. Contact us for details.
5 How can we **c***ros***s** this river without a boat? It's too dangerous to try and swim to the other side.

/5

4 Choose the correct form in the second sentence so that it means the same as the first.

It's possible that's not the right trail. Do you have a map? We *might be* / *must be* / *can't be* lost.

1 Julia is sure that these are her mum's keys. They look exactly the same.
These *might be* / *may be* / *must be* Julia's mum's keys.
2 Leo is sure that this is not his luggage. His bags are much bigger.
This *might not be* / *can't be* / *must not be* Leo's luggage.
3 Jess is sure the light in the sky was not a UFO. She doesn't believe in UFOs.
According to Jess, the light in the sky *must have been* / *might have been* / *can't have been* a UFO.
4 It was possible that Harry sprayed the graffiti on that wall.
Harry *must have sprayed* / *could have sprayed* / *can't have sprayed* the graffiti on that wall.
5 Cindy is sure that Edward forgot to pay for his lunch.
Cindy thinks Edward *might have forgotten* / *can't have forgotten* / *must have forgotten* to pay for his lunch.

/5

5 Find and correct the mistakes. One sentence is correct.

Thirty years ago, airports ~~wouldn't~~ be as secure as they are nowadays. *didn't use to be*

1 On October 23rd, my little brother ~~used to be~~ born. *was*
2 ~~Would~~ you use to go abroad on holiday when you were little? *Did*
3 Our family didn't use to go camping in the summer. We always stayed in hostels or hotels. *correct*
4 I ~~wouldn't~~ love travelling on planes when I was younger, but now I really enjoy it. *didn't use to*
5 Helen used to ~~was~~ a pilot before she retired. *be*

/5

6 Choose the correct answers A–C.

The Super-jumbo-jet

Let's talk about public A for a moment – in particular, planes. Did you know that the Airbus A380 is the largest passenger plane in the world? It has two levels, or decks and can carry up to 853 people. The Boeing 747 [1]___ the biggest commercial airliner in the world, but the A380, which has been flying since October 2007, has around 40 per cent more space. The A380 carries enough fuel for it to take off in Dubai and [2]___ passengers off in Los Angeles without stopping. The [3]___ takes an average of 16 hours and 20 minutes. In the past, passengers [4]___ have to cope with a lot of noise during journeys like this one, but the A380 is 50 per cent quieter than other similar planes. A380s are currently owned by 9 airlines in Europe, Australia, Asia and the Middle East, so if you have flown from any of these regions, it [5]___ on an A380.

	(A) transport	B traffic	C travel
1	A would be	(B) used to be	C used to
2	A lift	B take	(C) drop
3	A travel	(B) journey	C ride
4	(A) would	B should	C could
5	A must have been	B can't have been	(C) might have been

/5

Total /30

USE OF ENGLISH

7 Choose the correct translation A–C for the Polish parts of the sentences.

Travelling abroad *(nie było)* so easy in the past, you know?
A wasn't used to be
(B) didn't use to be
C wouldn't be

1 This old sofa actually *(zmienia się w)* a comfortable bed big enough for two.
(A) turns into
B turns up
C turns out

2 If you *(zjedziesz)* here, I'll jump out and buy some snacks for the journey.
A put over
B turn over
(C) pull over

3 Doing a little work while on holiday is almost *(nie do uniknięcia)* nowadays because of mobile technology.
A disconnected
B uninformed
(C) unavoidable

4 Tony *(nie mógł być)* to Egypt before. He only got his first passport a few months ago.
(A) can't have been
B might have been
C must have been

5 You can't really *(zanurzyć się)* in a foreign country's culture unless you live there for a few months or more.
A plant yourself
(B) immerse yourself
C save yourself

/5

8 Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary. Use up to six words in each gap.

Where's my luggage? Oh, no. The travel company *must have lost* (must/be/lose) it.

1 Graham *didn't use to enjoy flying* (not/use/enjoy/fly) but he loves it now.
2 It *may be raining/may be rainy* (may/rain) in London at the moment but in two hours' time we'll be in sunny Spain!
3 I don't know why Jim's late. He *can't have got stuck* (can/not/get/stick) in traffic because there are hardly any cars on the road today.
4 It's possible that our favourite hotel *might have moved* (might/move) but I'd be very surprised if it closed down. It was always very popular with tourists.
5 Before the EU, you *used to need to have* (use to/need/have) a passport to travel from Poland to Germany.

/5

9 Complete each pair of sentences with the same word.

Hurry up or we'll *miss* the school bus and be late for class.
When are you coming home, Barbara? I really *miss* you.

1 Jason wants us to *pick* him up on the way.
Please don't *pick* the fruit from the gardens.
2 I hope heavy traffic doesn't *hold* Josie up too long. We'll be late for the party.
Could you *hold* these flowers for a second. I need to tie my shoe laces.
3 Candice doesn't need a hotel. We can put her *up* for a few nights.
Where should I hang this landscape painting *up*?
By the door?
4 The *crossing* from Dover in England to Calais in France takes only 1.5 hours and there are over 30 boats per day to choose from.
An accident happened this morning on the zebra *crossing* near our school. The driver claimed he wasn't driving too fast.
5 If we stay in a *budget* hotel, we'll have more money to spend during our holiday.
I'm afraid I can't join you at the cinema tonight. I've spent my *budget* for this month.

/5

10 Complete the text with the correct form of the words in the box and any other words you need. There are two extra words.

accept be believe catch familiar lead pleasant think

When my first choice of university *accepted* me onto their tourism programme, there can't [1]*have been* a happier person in the world than me. Firstly, I knew I wanted to leave home and challenge the [2]*beliefs* I had about living away from my parents. Would I cope well on my own, I wondered? But there was one thing I knew for sure – I wanted to live in a(n) [3]*unfamiliar* place, where everything and everybody would be new. And you know what? I love it. I stay in touch with my parents regularly, because, I really love them and miss them. But living at home again has become [4]*unthinkable* for me. In fact, I've already decided that when I finish university, I'm going to apply for a job as tour [5]*leader* in another country. That way, I'll get to travel even further, work in my main field of interest, and continue to be independent.

/5

Total /20

4 Eat, drink and be healthy

4.1 VOCABULARY

Fruit and vegetables • describing food • collocations

SHOW WHAT YOU KNOW

1 Choose the odd one out in each group of four words and complete the sentences.

jam honey (rice) sugar
[a]*Rice* is the odd one out because all the others taste [b]*sweet*.

1 carrot onion potato (lemon)
[a]*Lemon* is the odd one out because all the others are types of [b]*vegetable*.

2 pineapple (cucumber) mango raspberry
[a]*Cucumber* is the odd one out because all the others are types of [b]*fruit*.

3 (milk) biscuits crisps spaghetti
[a]*Milk* is the odd one out because it's the only one that you can [b]*drink*.

4 pumpkin pear (leek) grape
[a]*Leek* is the odd one out because all the others are types of [b]*fruit*.

5 chicken beef pork (pasta)
[a]*Pasta* is the odd one out because all the others are types of [b]*meat*.

FOCUS ON WORDS | Fruit and vegetables

2 Complete the menu. Some letters are given.

FOCUS ON WORDS | Describing food

3 Write the opposites. Use the photos to help you.

bitter ≠ *sweet* (e.g. honey)
1 cooked ≠ *raw* (e.g. vegetables)
2 mild ≠ *spicy* (e.g. chillies)
3 ripe ≠ *unripe* (e.g. green bananas)
4 fresh ≠ *stale* (e.g. bread and cakes)
5 fresh ≠ *sour* (e.g. milk)
6 lean ≠ *fatty* (e.g. meat)
7 tasty ≠ *bland* (e.g. rice without spices)
8 sweet ≠ *sour* (e.g. lemon)
9 hot ≠ *mild* (e.g. sauce)
10 fresh ≠ *rotten* (e.g. tomatoes)

Vegi Artiano Restaurant

Starters

Bright orange **pu***mpki***n** soup made with hot red [1]**ch***illi* **pe***ppers*.

Exotic red and green salad with [2]**rad***ishes*, [3]**ca***bbage* leaves and slices of [4]**av***ocado*.

Main Dishes

Lasagne with [5]**sp***inach* and [6]**aub***ergines*.

Baked [7]**cau***liflowe***r** served with baby [8]**ca***arrots* and [9]**g***arli***c**.

Sides: order a side dish of [10]**bee***troo***t** or [11]**sw***eetcor***n** to enjoy with your main meal.

Desserts

Fruit salad with [12]**che***rries*, [13]**pi***nappl***e**, [14]**apr***icot* and [15]**fi***gs*.

Mousse made from [16]**co***conut* or [17]**gra***pefrui***t** served with home-made vanilla ice cream.

All our fruit and vegetables are fresh each day

REMEMBER THIS

Przymiotniki *sweet* i *sour* mają więcej niż jeden antonim.
1 **sweet** ≠ bitter, e.g *black coffee* or *dark chocolate*
2 **sweet** ≠ **sour**, e.g. *lemons* or *vinegar*
3 fresh ≠ **sour**, e.g. *old milk* or *yoghurt*

4 Complete the dialogues with adjectives from Exercise 3. The adjective *sour* is used twice.

1 W: Are you ready to order, madam?
C: Yes, er … could I ask you about the Thai Red Curry? Is it *hot* ? I'm afraid too much chilli gives me stomachache.
W: That's no problem, madam. I can ask the chef to make a *mild* version for you without the chilli.

2 C: Excuse me, waiter!
W: Yes, sir. How can I help?
C: Well, I'm not satisfied with this meal at all. First of all, the rice is cold and worse than that, the fish is completely uncooked – it's *raw*! Are you trying to poison your customers?
W: Sir, are you aware that this is a sushi restaurant?

3 A: I love travelling, but it's always great to get home. I'm hungry. What have we got?
K: Er, well … it looks like the electricity went off while we were away. The food in the fridge is not exactly fresh anymore. We've got some [a]*rotten* potatoes, some [b]*sour* milk and there are a few slices of [c]*stale* bread.
A: Hmm … doesn't sound very tasty. Shall we phone for pizza?
K: Woo hoo! Great idea.

4 R: So, what fruit do you eat in Indonesia, Aulia?
A: Well, we eat a lot of mangoes. At this time of year, most of them are yellow and [a]*ripe*, or in other words ready to eat. Green ones can be quite [b]*sour* tasting but the yellow ones are exactly the opposite; really [c]*sweet* and delicious.

5 P: Oh, dear. Is this cake old? It breaks into pieces instead of melting in the mouth. And it's [a]*bland* too – it has almost no flavour.
M: Really? Let me try. The woman in the baker's said it was [b]*fresh* and baked only today.

6 L: What a wonderful steak this is. Not too much fat, nice and [a]*lean*, just how I like it. And the pepper sauce on top makes it even more delicious. Mmmm.
B: Do you think so? I have to disagree. It's quite [b]*fatty* if you ask me. There's too much fat on it I'd say.

FOCUS ON WORDS | Collocations

5 Match adjectives 1–7 to nouns A–G.

	stale	(H)	A pepper
1	sliced	(B)	B bread
2	ground	(A)	C syrup
3	long-grain	(G)	D water
4	side	(E)	E salad
5	mushroom	(F)	F soup
6	maple	(C)	G rice
7	soda	(D)	H biscuits

6 Complete the sentences with the nouns A–H from Exercise 5.

I'm not very good at baking. I'm afraid these *biscuits* are too dry and crunchy.
1 I don't like sugar or chocolate *syrup* – I prefer bitter coffee.
2 Would you like still or sparkling *water*, madam?
3 Would you like white or wholemeal *bread* for your toast?
4 Which is spicier – the black or the cayenne *pepper*?
5 Would you like a mixed or a green *salad* as a starter?
6 Is this home-made or tinned *soup*? It's delicious. Can I have another bowl, please?
7 I'd like white *rice* with my curry, please. No, actually make that brown.

REMEMBER BETTER

Zrób wieczorem listę angielskich nazw wszystkich produktów spożywczych, które zjadłeś/zjadłaś tego dnia. W razie potrzeby skorzystaj ze słownika. Przeczytaj listę przed zaśnięciem i następnego dnia rano sprawdź, ile słów pamiętasz.

SHOW WHAT YOU'VE LEARNT

7 Choose the correct words.

1 Jackie doesn't like spicy food, so don't add too many *figs* / (*chilli peppers*) / *carrots* to the curry.
2 Mum, how do I know if this baked potato is *stale* / *ripe* / (*cooked*)? It's been in the oven for 20 minutes.
3 I prefer chicken to beef because white meat is not as *lean* / *raw* / (*fatty*) as dark meat.
4 Where did you buy these *beetroots* / *cherries* / (*radishes*)? They're really hot!
5 Mmm. Delicious! How does your dad make such wonderful (*home-made*) / *tinned* / *crunchy* soup?
6 Wow! This coffee is extremely *sour* / (*bitter*) / *sweet*. Could you pass the sugar, please?
7 If you eat *cooked* / (*unripe*) / *fresh* fruit, you may get stomachache. Choose softer pieces as they are usually ready to eat.
8 My young brother doesn't eat many vegetables, but he will have *cauliflower* / (*spinach*) / *pumpkin* because he says he loves green!
9 Grandma can't eat (*crunchy*) / *stale* / *sour* food because she doesn't have her own teeth!
10 Jess spilled (*beetroot*) / *syrup* / *grapefruit* all down her white blouse. Her dad washed it three times but the red stains just turned pink.

/10

4.2 GRAMMAR

Future forms

SHOW WHAT YOU KNOW

1 Match the sentence beginnings with the correct endings. Tick the sentences that refer to the future.

I have to deliver this parcel tomorrow between g ✓
1 I'm thinking of spending my next holiday b ✓
2 It might rain in the mountains during e ✓
3 I'm planning to visit my old friends in Denver at a ✓
4 Peter and Mary may be out somewhere with f
5 I intend to keep calm throughout c ✓
6 I would love to go travelling around d ✓

a Christmas this year.
b in Portugal.
c the family dinner.
d South Africa one day.
e the long May weekend.
f their children.
g 10 and 11 a.m.

2 ★ Rearrange the words to make sentences. There is one extra word in each sentence.

~~about~~ / Do / worry / clean / Charlotte / not / because / will
Don't worry because Charlotte will clean the kitchen.
top / I / some / put / Shall / on / cherries / ~~will~~
1 *Shall I put some cherries on top* of the cake?
bar / to / a / burger / We / going / ~~eat~~ / are
2 *We are going to a burger bar* for dinner tonight.
not / ~~shall~~ / Jason / will / until / again / be / hungry
3 *Jason will not be hungry again until* this evening.

3 ★★ Choose the correct forms.

1 M: Sally [a]*is cooking* / *will cook* breakfast tomorrow morning, so we should buy some milk and cereal just in case! We don't want to be hungry if it [b]*is* / *will be* a disaster.
K: No problem. I [c]*will go* / *am going* to the shops this afternoon with Jo, so I [d]*will buy* / *am going to buy* some then.
2 F: The restaurant [a]*will close* / *closes* at 9 p.m. tonight because tomorrow's a holiday.
P: That's perfect for me. Tomorrow I [b]*wake up* / *am waking up* early to go on an excursion with some friends.
3 S: Tori [a]*won't be* / *isn't being* able to meet us for lunch but she [b]*joins* / *will join* us later.
O: I hope so. I [c]*am going to give* / *might give* her the birthday present I've just bought her because I [d]*am not* / *won't be* here for her party tomorrow.
4 D: I [a]*will make* / *am making* Joe's favourite dish for dinner tonight and have just finished shopping for all the food.
E: That's very nice of you. [b]*Will* / *Shall* I help you with the preparations? I can help us as soon as I [c]*complete* / *will complete* my homework.
5 L: Polina says she [a]*is not going to eat* / *isn't eating* the fish from yesterday, so we should throw it away.
W: Don't waste good food. I [b]*am going to* / *will* eat it if nobody else wants it.

4 ★★★ Complete the dialogues. Put the verbs in brackets in the correct form.

1 J: Are you looking forward to your meal? It *is* (be) tonight, right?
L: Yes, Franco [a]*is cooking* (cook) my favourite dish – spinach lasagne with rocket salad on the side.
J: When [b]*is he coming* (he/come) over?
L: I think he [c]*he will be* (be) here at around 5 p.m. and we [d]*are planning* (plan) to eat at about 7 p.m.
J: OK. I guess I will leave before he [e]*gets* (get) here, so give him my congratulations on getting the job!

2 I: [a]*Are you doing* (you/do) anything interesting this weekend, Tim?
T: Not really, I [b]*am working* (work) in the shop on Saturday till 6 p.m. What about you?
I: Actually, I [c]*am having* (have) a barbecue in the evening. We [d]*are going to begin* (begin) cooking at around 7 p.m. That's the idea anyway. Do you want to join us?
T: That sounds great. I [e]*will definitely be* (definitely/be) there! I'll go home and change clothes before I [f]*come* (come) but I can be there just after seven. Thanks, Iza.

SHOW WHAT YOU'VE LEARNT

5 Find and correct the mistakes.

What time ~~will~~ the bus leave the station? *does*
1 I'm exhausted after so much work this week. I think ~~I stay~~ home and go to bed early. *I will stay*
2 ~~Am I going to~~ help you? You look like you could use some help. *Shall I*
3 We're ready to order food now, right? ~~I am calling~~ the waiter. *I'll call*
4 As soon as ~~I am getting~~ on the train, I will call you. *I get*
5 ~~Where you~~ going to stay when you go to France next week? *Where are you*
6 Henry and Marta ~~are to go~~ to the food festival in town. Let's go with them. *are going*

/6

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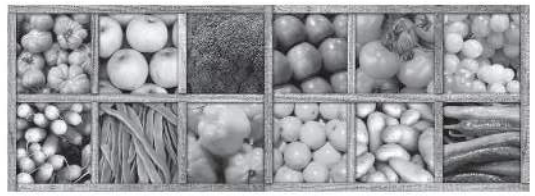
4.3 LISTENING LANGUAGE PRACTICE

Diets • collocations

1 Read what two speakers said about their diet. Choose the correct verbs 1–8 to complete the collocations.



Extract from Students' Book recording 2.7

S1: I'm interested in having a natural diet, and so for the last two years, I've only [1]*eaten* / *cooked* / *used* raw food. I believe that when you [2]*cook* / *eat* / *buy* fresh food, you lose the goodness and vitamins in the food. I eat raw vegetables and fruit […], but of course I also need protein. […] So […] I eat raw eggs. […] I feel healthy and I [3]*feel* / *have* / *need* lots of energy, but […] it's difficult to [4]*stay* / *live* / *eat* with the rest of my family, [and that's a problem].
S4: I'm a vegan. […] That means that I don't eat or [5]*like* / *use* / *make* any animal products for any purpose. I don't eat meat, fish, dairy or anything that comes from animals. I don't [6]*wear* / *make* / *sell* clothes made from animals either. […] When I was a child, I ate meat and drank milk like most people. But then when I was 13, I started thinking about where my food came from. I learnt about how animals suffer and I was shocked. I decided to [7]*eat* / *become* / *cook* a vegan. [I [8]*eat* / *respect* / *kill* animals and I don't want them to suffer].

2 Complete gaps 1–4 in the diagrams with the verbs from the box. There are two extra verbs. Then complete gaps a–d with the underlined words from the extract in Exercise 1.

cook drink eat feel lose respect use

lose
- *the goodness and vitamins in the food*
- weight / control / blood
- your appetite / your memory / your job

1 *respect*
- [a]*animals* / nature / the environment
- somebody's wishes / views / privacy
- the law / a rule

2 *cook*
- spicy / Italian [b]*food*
- a meal (for two/three/four)
- (somebody) breakfast / lunch / dinner

3 *use*
- [c]*animal* products
- a computer / phone / machine
- chopsticks / a knife and fork / your hands to eat

4 *feel*
- [d]*healthy* / happy / fit
- hungry / thirsty
- fear / excitement / relief

REMEMBER BETTER

Zapisuj i grupuj słownictwo za pomocą diagramów jak np. ten poniżej. Dodatkowo możesz zaznaczyć podobne formy wyrazów kolorowymi markerami. Umieszczaj diagramy na samoprzylepnych karteczkach w miejscach, na które często patrzysz, np. na lustrze, blacie biurka, tablecie czy komórce. Kiedy stwierdzisz, że już pamiętasz jedną grupę wyrażeń, zastąp ją diagramem z nowymi zwrotami.

Add three more items to the word maps for *eat* and *a drink*.

1 eat
- meat / vegetables
- out / in a restaurant
- *healthily*
- _____
- _____

2 have / pour (somebody) / spill
- _____
- _____
- _____

→ a drink

FOCUS ON WORDS | Collocations

3 Complete the advice with the correct adjectives. The first and last letters are given.

Aceyourexams.com

Eat well, perform well – today Emma Peel tells us about the relationship between diet and study

Are your exams coming up soon? Are you studying hard and feeling stressed? In order to do your best, you need to think carefully about what you eat. A **h***ealth***y** diet means a [1]**b***alance***d** diet, so living off mostly light snacks or [2]**c***old* snacks like sandwiches is not recommended. To stay energised, try to eat plenty of [3]**o***rganic* food if possible and avoid too much processed or fast food. You don't need to change to a [4]**v***egetarian* diet but it might be a good idea to reduce the amount of meat you eat. Avoid [5]**h***eavy* meals in the evenings, especially if you are going to sit at your desk and study until late. If you get hungry while revising, choose a [6]**h***ealth***y** snack such as fruit, low-fat yoghurt or some nuts rather than crisps or sweets. Eat [7]**f***attening* food such as chocolate, chips, pizzas and burgers only occasionally, perhaps as a reward for a hard-working week rather than as part of your daily diet. And remember, just because you don't have time to prepare and enjoy a full [8]**t***hree-course* meal does not mean you can't eat well.

4.4 READING

Feed your mind • collocations

1 Read the two texts quickly and decide which statement 1–3 is false.

1 Both texts offer advice to young people. ☑
2 Both texts were written by students. ☐
3 Both texts concern the topics of students and food. ☐

1

The Uni Years

year 1, day 86 by Scott Hastings

Although we still argue about who does the washing-up, my housemates and I are doing a bit better with cooking than we were. **1**C Tonight we're doing spaghetti bolognese.

Yes, we're doing better now, but the first few months of cooking and eating on our own were pretty terrible. Gavin survived on his mum's frozen meals which she delivered every month in sets of 25. Liam didn't even know how to make toast when he first arrived, but then he learned to open cans and heat up the contents, and so lived off baked beans and soup. At first, Sarah managed to persuade Gavin to share quite a few of his mum's frozen delights, but then she got a boyfriend. **2**A

However, there have been a few disastrous* attempts* to feed ourselves. **3**B According to Liam, it was 'absolutely delicious' and 'sure to appear in Jamie Oliver's next cookbook: *One Minute Meals*'.

2

10 Top Tips For Student Cooks

Chef Sam Stern, who has been writing about cooking since he was just fourteen, shares his cooking tips for students who are leaving their families soon and heading off to university.

1 Try and learn the basics before you leave home: you will know what recipes work for you and what equipment to take. There probably won't be much storage space* in your student kitchen, so only take the essentials.

2 Get someone to cook with you if you haven't cooked before. If you can't find anyone, then follow the recipe very carefully.

3 Don't get stressed out if things go wrong, you will learn from it. I still make mistakes all the time. The skill of a good cook is learning how to correct these mistakes.

4 Give yourself enough time and always read the recipe through before you start. Cooking in a relaxed environment is much easier. I find that listening to music always helps.

5 Look out for good places to shop – butchers' and greengrocers' can often offer better value and taste than supermarkets. They can also give you some great advice for what to do with the cheaper cuts of meat or more unusual vegetables.

6 Remember vegetarian food is cheap and can be just as tasty. Many of the world's finest cuisines use only a little meat and yet are some of the most creative and healthiest.

7 Put your money together with your housemates to create your kitchen store cupboard – herbs, spices, etc. These can be expensive, but not if you share. They make a world of difference to the flavour of your meals, so are well worth the investment.

8 Great eating starts with wise shopping. If you make a plan before you head to the supermarket, you'll avoid making impulse buys. For the same reason, avoid shopping when you are hungry. Shop at the end of the day as you will find the reduced section full, which means great bargains. Supermarket own-brands can be better and cheaper than named brands. Remember to look for the products with the longest sell-by dates* too. You can often find them by checking at the back of the shelves.

9 Plan food that will last for more than one meal if you can. For example, a whole chicken is more expensive than pieces, but can make three or four other meals. A curry or a stew can last for days and is often cheap to make. The freezer is your friend!

10 Cooking with your friends and housemates is not only a great social event but also lets you split the cost. I'm a student, and every Tuesday night, we have a dinner party for 10–15 people with each person paying a few quid.* As a result, we have wonderful huge roast dinners and lots and lots of laughs.

GLOSSARY

disastrous *(adj)* – very bad or unsuccessful; katastrofalny
attempt *(n)* – the act of trying something; próba
storage space *(n)* – space in a house or flat where things can be kept until they are needed; schowek
sell-by date *(n)* – the date stamped on a food product after which it should not be sold; zalecana data sprzedaży
quid *(n)* – *informal* pound (£) *(plural also quid, not* quids); funciak *(potocznie)*

2 Read Text 1 again. Complete gaps 1–3 with sentences A–D. There is one extra sentence.

A Since then he's been less keen to offer her anything from his personal supply.
B Perhaps the worst one was when Liam came home late one night and microwaved a packet of cheese slices, then ate the sticky results with a spoon.
C We've even started shopping and cooking together regularly, which has made our meals cheaper, easier to prepare, and generally less stressful.
D Fortunately, that was the last time Liam tried to cook a meal for seven people.

3 Read Text 1 and Text 2 again and choose the correct answers A–D.

TEXT 1

1 Which of the following is stated in the text as an opinion, and not a fact?
A Liam didn't know how to make toast when he first arrived.
B The students are finding it easier to prepare meals this year.
C Liam's cheese 'dish' is so tasty, it will appear in a cookbook.
D The students realise the first few months of preparing meals on their own were pretty terrible.

TEXT 2

2 Sam's tips are intended for
A young people who plan to study cooking.
B young people from overseas who plan to study in the UK.
C young people who have never cooked before.
D young people who plan to become vegetarians.

3 In his article, Sam Stern advises students to
A spend less money on socialising and more money on food.
B shop in supermarkets because it's cheaper.
C buy one of his cookbooks.
D try to relax as they cook, even if something goes wrong.

4 When talking about shopping, Sam Stern advises students to
A ask for cooking tips from shopkeepers.
B go to supermarkets early in the day before all the cheaper products are sold.
C look out for cheaper named brands.
D always do their shopping together with a friend.

TEXTS 1 AND 2

5 In both texts, the authors mention
A the benefits of shopping in small shops rather than supermarkets.
B the benefits of shopping and cooking together.
C the benefits of relaxing while you cook.
D the benefits of owning a freezer.

REMEMBER THIS

Aby zdecydować, czy dane stwierdzenie jest faktem, czy opinią (np. pytanie 1 w ćwiczeniu 3), zwróć uwagę, czy zawiera ono typowe zwroty, które zwykle poprzedzają opinie: *Many people believe…, According to X..., Some people think…, We felt that…, In his opinion…,* itp. Również „opiniujące" przymiotniki mogą sprawić, że zdanie stanie się opinią: *Cooking with friends is [...] a great social event.*

4 Match the definitions to underlined expressions in the texts.

divide the bill — *split the cost*
1 ate only one or two types of food (x2) — *survived on* & *lived off*
2 give you more for your money — *offer better value*
3 a good use of your money — *well worth the investment*
4 really change the situation — *make a world of difference*
5 take only what you really need — *only take the essentials*
6 learn the most important or simplest things about a topic — *learn the basics*

5 Complete the sentences with the answers to Exercise 4.

Shall we share a pizza and salad and *split the cost*?
1 We have to carry everything that we pack for this hiking trip, so please *only take the essentials*.
2 Before you try skiing on your own, take some lessons and *learn the basics*.
3 Check the price online before you buy. Websites often *offer better value* than shops.
4 When they ran out of money, the students *survived on/lived off* rice and soy sauce.
5 If you turn down the heaters in your house, it will *make a world of difference* to your electricity bills.
6 The juice-maker was quite expensive, but *well worth the investment*. We drink healthy juice almost every morning.

FOCUS ON WORDS | Collocations

6 Complete the quotes with the words from the box.

agriculture alarming catering energy government household human industrial international minimum voluntary

'Now that everybody has a smartphone and a computer, *energy* consumption is higher than ever. In some areas of the world the [1]*alarming* statistics are a great cause of worry.'

'Conditions for animals in the [2]*agriculture* sector in some cases are very bad. A lot of investment is needed to meet the [3]*international* standards demanded by the EU.'

'As well as the problem of [4]*industrial* waste from factories, [5]*human* consumption of packaged items is creating [6]*household* waste at levels which are quickly becoming uncontrollable.'

'As a result of the new strict [7]*government* standards in food hygiene, many companies in the [8]*catering* industry had to close down.'

'The number of workers in the [9]*voluntary* sector has reached a very low, almost [10]*minimum* level. If the situations continues to worsen, charity organisations will not be able to help so many people.'

4.5 GRAMMAR

Future Continuous and Future Perfect

SHOW WHAT YOU KNOW

1 Mark the underlined verbs as either *P* for *in progress* or *C* for *completed*.

This week, dad's made breakfast for you three times and dinner twice. C
1 I'm phoning from my car. I've run out of petrol! P
2 They've been to the same ski resort seven times. C
3 Excuse me, we are waiting for our desserts. Are they coming? P
4 I'd only eaten Indian food once. C

2 ★ Mark the underlined verbs as either *P* for *in progress at a certain time in the future* or *C* for *completed before a certain time in the future*.

The dishwasher will have finished in 10 minutes. C
1 We'll be eating seafood on the beach at this time tomorrow. P
2 While we are eating the main course, the chef will be preparing dessert. P
3 Go to the shop now or it will have closed by the time you get there. C
4 They'll be baking bread at 5 a.m. P
5 Tomorrow morning at this time we'll have arrived in the mountains. C

3 ★★ Choose the correct forms.

1 **Ryan:** Can I call you again tomorrow at seven?
Meg: No way! I won't *be waking up* / *have woken up* by seven.

2 **Kelly:** Shall I pick you up in half an hour?
Grace: Yes, I'*ll be waiting* / *'ll have waited* outside the café.

3 **Amelia:** Let's meet outside the school gates at eight.
Jacob: I won't make it. I'*ll be cycling* / *'ll have cycled* to school at eight.

4 **Mum:** Are you at home, Alex?
Alex: No, I'm leaving school now.
Mum: Well, the courier has a package to deliver. *Will you be arriving* / *Will you have arrived* home by five?
Alex: Yes, the bus stops right outside at half past four.

5 **Dad:** I'm coming to listen to you sing at eight, right Emily?
Emily: Dad, I *won't be singing* / *won't have sung* at eight. The concert finishes at seven.

6 **Ethan:** *Will you be leaving at* / *Will you have left by* nine?
Paige: Oh definitely. I'm tired and I want to be home by eight at the latest.
Ethan: So, I won't see you because I can't be there till nine.

4 ★★★ Complete the sentences with the Future Continuous or the Future Perfect forms of the verbs in bold in the list. Use short forms.

Start dinner @ 11:00
11:00 ***put*** *pork in oven*
12:45 ***peel*** *potatoes and carrots*
13:00 ***wash*** *brussels sprouts*
13:30 ***boil*** *vegetables*
14:00 ***serve*** *dinner*
15:00 ***sleep*** *in front of the TV* ☺

By 11:05 we *'ll have put* the pork in the oven.
1 At 10:30 we *won't have started* dinner yet.
2 We*'ll be peeling* the potatoes and carrots at 12:45.
3 By 13:30 we*'ll have washed* the brussels sprouts.
4 We*'ll have boiled* the vegetables by 13:55.
5 We*'ll be serving* dinner at 14:00.
6 At 15:05 we*'ll be sleeping* in front of the TV.

SHOW WHAT YOU'VE LEARNT

5 Complete the sentences with the Future Continuous or the Future Perfect forms of the verbs in brackets. Use short forms where possible.

Will you have checked (you/check) the timetable by the time we leave for the concert?
1 I can't meet you at six because I *won't have finished* (not/finish) my homework.
2 Dad *will be waiting* (wait) for you outside school at 4 o'clock. Don't be late!
3 Will *he have finished* (he/finish) that book by the end of the year?
4 Sorry, but by the time you get home, I*'ll have eaten* (eat) all the chocolates.
5 Will *we be sunbathing* (we/sunbathe) next to the pool at this time next week?
6 By this time next year, she*'ll be studying* (study) law at Cambridge University.

/6

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4.6 USE OF ENGLISH

Question tags

1 ★ Complete the text with the correct words.

We all love cooking, don't *we*? And one thing which proves this is the current popularity of cooking programmes on TV. You can probably name two or three popular cooking shows, can't [1]*you*? And that's because we also enjoy watching other people cook. That, basically, is what this recent trend is all about, isn't [2]*it*?
Jamie Oliver, Gordon Ramsay, Magdalena Gessler – we've all heard of them, haven't [3]*we*? They all became famous for the same reasons – they are celebrity chefs, aren't [4]*they*? If you don't know who they are, then you haven't been spending enough time in the kitchen, have [5]*you*? Or, in fact, in front of the TV.

2 ★★ Complete the dialogues with the correct answers A–C.

1 **Laurel:** We can start baking the cake now, __ ?
Adrianne: Not yet. We're waiting for Kyle to bring the eggs.
A cannot we B can we (C) can't we
2 **Lester:** I'll have a slice of mushroom pizza.
Karol: But you're allergic to mushrooms, __ ?
A are you (B) aren't you C will you
3 **Evelina:** It's cold in here don't you think?
Megan: Yes, that window's open, __ ?
(A) isn't it B is it C doesn't it
4 **Dario:** I don't think I'd like anything to eat, to be honest.
Rufus: Oh, I'm not the only one of us that's hungry, __ ?
A is it (B) am I C are we
5 **Maureen:** Did Martha say she wanted something to eat?
Hollis: Well, she hasn't had anything to eat since breakfast, __ ?
(A) has she B had she C did she

3 ★★ Choose the correct translation A–C for the Polish parts of the sentences.

1 You won't tell anyone I took the last biscuit, __ *(dobrze)*?
A won't you B did you (C) will you
2 That octopus eats meat, __ *(prawda)*? Yuk.
(A) doesn't it B aren't they C isn't it
3 James and Oli absolutely love avocados, __ *(nieprawdaż)*?
A doesn't it B doesn't them (C) don't they
4 There's a new burger bar opening in town, __ *(prawda)*?
(A) isn't there B won't there C does there
5 We don't have to leave a tip for the waiter, __ *(zgadza się)*?
A will we (B) do we C have we
6 We should complain about the service, __ *(prawda)*?
(A) shouldn't we B don't we C shall we

4 ★★★ Complete the text with the correct words.

Enjoy!

Every nationality has its traditional meals, *don't* they? Scotland, for example, with their haggis – a meat dish made with a sheep's stomach. You'd just love to try that, [1]*wouldn't* you? Yummy! Well, here are some more strange and delicious dishes from around the world.

We all know the Japanese are famous for eating fish, [2]*don't* we? But did you know that one speciality is tuna eyeballs? These are boiled in hot water and served with soy sauce or garlic.

But you don't really fancy that, [3]*do* you? Then how about some tasty white ant eggs soup? Sounds tasty, [4]*doesn't* it? This speciality comes from Laos, is topped with baby ants and tastes like squid (a type of octopus) apparently. Eating insects is your thing, [5]*isn't* it? Then how about some fried tarantula? A popular snack in Cambodia so I hear.

5 ★★★ Translate the Polish parts of the sentences.

Jamal: Can I have another piece of cake?
Bridget: You're on a diet, *aren't you (zgadza się)*?
1 **Heidi:** I fancy an ice cream.
Glenda: Let's walk into town and buy one, *shall we (dobrze)*?
2 **Leisa:** Margot left her bag in the restaurant, *didn't she (tak)*?
Cindi: Oh, no. So we have to go back?
3 **Mary:** They will serve us in this expensive restaurant, *won't they (nieprawdaż)*?
Freddie: I don't see why not. We're both wearing smart clothes.
4 **Jamison:** You haven't got some money you can lend me, *have you (prawda)*?
Clinton: Don't worry. I'll pay for the meal this time.
5 **Lara:** They say the café is open but they haven't cleaned it from yesterday.
Alisia: Well, then they shouldn't let us inside, *should they (czyż nie)*?

4.7 WRITING

Asking for information

1 Complete the tips with words from the box.

clarification faithfully informal ~~politely~~ refer reply responding sincerely why

1 Start the email *politely*.
2 Don't use abbreviations, *informal* phrases or contractions.
3 In the first paragraph, [a]*refer* to the letter/email/advert you are [b]*responding* to (if appropriate).
4 Also, in the first paragraph, say *why* you are writing.
5 If something is unclear, ask for *clarification*.
6 In the final paragraph mention that you would like a *reply*.
7 Close the email with Yours [a]*sincerely* (if you know the name of the person) or Yours [b]*faithfully* (if you do not know the person's name).

2 Match the beginnings and the endings to make phrases. Then match the phrases to the tips from Exercise 1.

Dear Sir/ — g
1 Could you clarify how much … — d
2 There are ~~lots of~~ several … — a
3 I look forward to … — e
4 I am writing to ask for … — c
5 I saw your advert … — b
6 I would like to know … — f

a … questions ~~I'd~~ I would like to ask. — Tip 2
b … in the local newspaper. — Tip 3
c … some information about your offer. — Tip 4
d … discount you offer to groups? — Tip 5
e … receiving your reply soon. — Tip 6
f … which activities the centre offers. — Tip 5
g Madam, — Tip 1

3 Complete the formal email. The first letters of the missing words are given.

D*ear* Mr Mckinney,

[1]**T***hank* **y***ou* for **y***our* email **r***egarding* the training courses offered by your organisation. [2]I am **w***riting* to **e***nquire* about the level 1 course in food hygiene.

First of all, [3]**c***an/could* I ask **a***bout* the possibility of studying this course part-time rather than full-time? I am still at school, so I can only study in the evenings or at weekends. If a part-time course is available, [4]**c***an/could* you confirm **w***hether* the price is the same as for a full-time course? I [5]**w***ould* also like to **a***sk* **i***f* your organisation runs this course during the summer holidays. This would be an ideal option for students such as myself.

[6]I **h***ope* to **h***ear* from you **s***oon*.

Yours sincerely,

Oliver Thornber

4 Put the words in order to make indirect questions.

I'd / what / to / know / like / have / drinks / you / non-alcoholic
I'd like to know what non-alcoholic drinks you have.

1 Can / there / tell / are / what / desserts / you / me?
Can you tell me what desserts there are?
2 Could / you / is / us / who / the / chef / tell?
Could you tell us who the chef is?
3 I'd / how / to / are / like / many / tables / know / there
I'd like to know how many tables there are.
4 I'd / who / know / to / like / also / is / the / manager
I'd also like to know who the manager is.
5 Could / the / restaurant / me / what / time / you / tell / closes?
Could you tell me what time the restaurant closes?

5 Cross out the unnecessary word in each request. Two requests are correct.

I'd like to know what seafood ~~do~~ you have.

1 Could you inform me what time ~~does~~ the restaurant closes?
2 I'd like to see the dessert menu, please. √
3 Can you tell me how long it will ~~it~~ take to prepare the duck?
4 Could you tell me what ~~is~~ the vegetarian special is?
5 I'd like to know if ~~do~~ you have a table for two at 8 o'clock this evening.
6 Can you tell me what flavours of ice cream ~~do~~ you have?
7 Could you tell me where the gentlemen's toilets are, please? √
8 I'd like to know if ~~is~~ the chicken curry is very spicy.

6 Read the email and re-write the direct questions to make them more polite. Use the beginnings below.

Dear Head teacher,

Have you thought about my idea for changing the menu in the school canteen? Most students I spoke to understand the value of a balanced diet but would like to have a greater choice from time to time.

[1]Is it possible to add just one or two fast food items such as pizzas or burgers one day of the week? Maybe on Fridays? [2]Let me know if we can have something other to drink than still or sparkling water. Even some fruit juice would make a nice change.

[3]Have you spoken about this to the other teachers and the school authorities?

I look forward to receiving your reply.

Yours sincerely,
Benjamin Moody

I am writing *to enquire whether / if you have thought about my idea for changing the menu in the school canteen.*

1 I would like _____
2 Could you tell _____
3 Can you confirm _____

Answer key – WB page 161

7 Read the task below. Then complete the email with the correct form of the words from the box and any other words you need. There are two extra words.

You want to organise a family meal to celebrate your birthday and decide to contact the restaurant where your family enjoyed a meal two years ago. Write a formal email to the manager of the restaurant. Include and develop these points:

- Say why you are writing.
- Inform the manager about the meal you had in the past and why it was enjoyable.
- Tell the manager about the number of people attending and ask about arrangements for guests to park their cars.
- Ask for information about any discounts they may offer.

arrive diet ~~enquire~~ food healthy like meal receive snack

Dear Sir / Madam,

I am writing to *enquire* about a reservation for a family meal. Two years ago my family and I enjoyed such a meal at your restaurant and I would [1]*like* to organise a similar event to celebrate my 18th birthday. [A]Could you tell me (4)

The last time we celebrated at your restaurant was a great success. There were light [2]*snacks* on the table when the guests arrived, and after this the waiters served a three-course [3]*meal* with a selection of side salads. I would like to ask whether the same can be arranged this time. One guest, however, is on a vegetarian [4]*diet*. [B]Could you clarify (3)

In total, there will be around fifteen guests. We expect that most of them [5]*will arrive/will be arriving* by car. [C]Could you inform us (2) Finally, the last time we organised a family meal at your restaurant we received a discount for the group booking. [D]I would like to know (1)

I look forward to [6]*receiving* your reply soon.

Yours faithfully,
Roger Coombes

8 Read the email again. Match the questions below to the missing indirect questions A–D in the text. Then write the indirect questions below. Use the underlined beginnings from the email.

1 What discount can you offer us on this occasion?
I would like to know what discount you can offer us on this occasion.
2 Will you be able to provide parking spaces for our guests when they arrive?
Could you inform us if you will be able to provide parking spaces for our guests when they arrive?
3 What options will be available for our vegetarian guest?
Could you clarify what options would be available for our vegetarian guest?
4 Will this be possible on the 3rd of June?
Could you tell me whether this would be possible on the 3rd of June?

SHOW WHAT YOU'VE LEARNT

9 Podczas wakacyjnego pobytu w Anglii zobaczyłeś/zobaczyłaś ogłoszenie o bezpłatnym weekendowym kursie dla pasjonatów gotowania, organizowanym przez lokalny uniwersytet. Napisz do organizatorów formalny e-mail (80–130 słów), w którym:

- wyjaśnisz, dlaczego piszesz,
- opiszesz swoje dotychczasowe kulinarne doświadczenie/szkolenia,
- wyjaśnisz, dlaczego chcesz wziąć udział w weekendowym kursie gotowania,
- poprosisz o informacje na temat programu kursu.

SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Mój formalny e-mail z prośbą o informacje:

- rozpoczyna się grzecznym zwrotem powitalnym odpowiednim do wieku, płci i stanu cywilnego osoby, do której piszę, ☐
- w pierwszym akapicie wyjaśnia powód, dla którego piszę, ☐
- w kolejnych akapitach przedstawia prośby o informacje i wyjaśnienia (np. w postaci pytań pośrednich), ☐
- w ostatnim akapicie zawiera wyraźne życzenie otrzymania informacji zwrotnej od adresata, ☐
- został napisany językiem formalnym, więc nie ma w nim form skróconych (np. *I'm/aren't/that's*), skrótów (*info/CU/gr8*) oraz emotikonów (☺), ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 80–130 słów, ☐
- został starannie i czytelnie napisany. ☐

4.8 SPEAKING

In a restaurant

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Ordering food	Zamawianie jedzenia w restauracji
Can I order, please?	Czy mógłbym/mogłabym złożyć zamówienie?
Do you have any vegetarian dishes?	Czy mają państwo dania wegetariańskie?
Can I have chips with that?	Czy mogę prosić do tego frytki?
Could I have the bill, please?	Czy mógłbym/mogłabym poprosić o rachunek?
Asking for information	**Prośba o informacje**
Could you tell me what the soup is?	Czy mógłby pan / mogłaby pani mi powiedzieć, jaka to zupa?
Can you tell me what the Mario Special Salad is?	Czy mógłby pan / mogłaby pani mi powiedzieć, czym jest Mario Special Salad?
Do you know what the pasta sauce is?	Czy wie pan/pani, jaki jest sos do makaronu?
I'd like to know if there are onions in it.	Chciałbym/Chciałabym wiedzieć, czy jest w nim/niej cebula.

1 Complete the restaurant phrases with *Can I* or *Do you*. Then mark them as *W* for *said by the waiter* or *C* for *said by the customer*.

Could I have the bill, please? C
1 What *can I* get for you? W
2 *Do you* know what the pasta sauce is? C
3 *Can I* have chips with that? C
4 *Do you* have any vegetarian dishes? C
5 *Can I* order, please? C
6 *Can I* take your order? W

2 Put the words in order to make phrases. Then mark them as *S* for *suggesting* or *A* for *asking for information*.

you / what / special / know / do / today's / is
Do you know what today's special is ? A
1 about / fish / what salmon / is / the /delicious
[a]*What about fish*? [b]*The salmon is delicious.* S
2 tell / what / can / you / the Chef's Special Lamb / me / is
Can you tell me what the Chef's Special Lamb is? A
3 me / you / the Farmer's Lunch / what / is / tell / could
Could you tell me what the Farmer's Lunch is? A
4 about / the Diavolo Pizza / how very / spicy / it's
[a]*How about the Diavolo Pizza*? [b]*It's very spicy.* S
5 know / there / olives / I'd / in / the pasta / like / if / to / are
I'd like to know if there are olives in the pasta. A
6 get / can / I / where / the best pizza
Where can I get the best pizza? A

3 Complete the dialogue between the waiter and the customer. The first letters are given.

C: Excuse me, waiter. **C***an* **I o***rder*, please?
W: Good evening, sir. Certainly, what can I get for you?
C: [1]**C***an/could* you **t***ell* me **w***hat* the special **i**s**?**
W: Yes, sir. This evening's special is roast beef.
C: Oh no. I don't eat red meat. I'll have chips please. But, [2]**c***an/could* I **h***ave* them cold?
W: Cold chips? Er … well … certainly, sir. A large portion?
C: Yes, that [3]**s***ounds* **g***ood/great*. Large please.
W: Perhaps you'd like some salad with your chips?
C: I'm [4]**s***orry*, but I'm **a***llergic* to salad. It makes me cough.
W: Of course, sir. Is that everything?
C: [5]**D***o* you **h***ave* any kiwi fruit?
W: Er ... I'll check with the chef. So, that's cold chips followed by kiwi for dessert.
C: No, kiwi with the chips please.
W: With the …? Er, whatever you want, sir. And to drink?
C: Just tap water, please. But I'll have it warm.
W: Warm? Well … er of course, sir.
C: And [6]**c***ould* I **s***ee* the dessert menu, please?
W Certainly, sir. Perhaps you'd like some hot ice cream or fruit salad with sardines?
C: Don't be ridiculous! What kind of restaurant is this?
W: Sorry, sir. It's just that your order is rather … unusual.
C: Well, I know what I like, and I like what I know and you, young man will definitely not be getting a tip!

4.9 VIDEO AND VLOG WORKSHEET

4.1 VOCABULARY

BBC Umami

Before you watch

1 SPEAKING Discuss the questions.

1 How many dishes can you think of that contain tomatoes?
2 What's your favourite savoury dish? Describe how it tastes.
3 What's your favourite dessert? Describe how it tastes.

2 SPEAKING Discuss the food choices. Which would you choose? Why?

1 courgettes or aubergines?
2 cabbage or carrots?
3 sausage and mash or fish and chips?
4 beef and rice or pork and noodles?
5 steak and fried egg with tomato or mushrooms?
6 pasta or bread?
7 orange or lemon juice?
8 stir-fry or curry?

While you watch

3 15 Watch the first part of the video (00:00–00:47) without sound. Which of the two food choices in Exercise 2 do you see in the video? *Answers marked in exercise 2*

4 15 Complete the text with the words in the box. There are two extra words. Then watch the first part of the video (00:00–00:47) again with sound and check your answers.

bland delicious dish range right smell wrong

Flavour makes our food [1]*delicious*. Each flavour is a combination of [2]*smell* and taste. When you get that combination [3]*right*, food tastes amazing. But what is taste? Thai food is particularly good at combining a wide [4]*range* of different tastes in one [5]*dish*.

5 Rearrange the letters to describe the five basic tastes.

1 yalts = *salty*
2 tesew = *sweet*
3 rebtit = *bitter*
4 ruso = *sour*
5 imuma = *umami*

6 15 Watch the second part of the video (00:48–02:10) and check your answers. What three things does the presenter say about umami?
hard to describe, most recently discovered, a Japanese word

7 15 Watch the last part of the video (02:11–4:23) Are the statements true or false?

1 The presenter has come to Spain to find the umami fruit. *F – The tomato fruit*
2 20,000 people attend La Tomatina festival. *T*
3 La Tomatina is the world's biggest music festival. *F – The world's biggest food fight*
4 The festival started with a street fight. *T*
5 The umami extracted from tomatoes tastes 'tomatoey'. *F – It tastes salty, earthy, meaty*
6 The umami taste comes from a glutamate molecule. *T*

8 15 Watch again. Check your answers and correct the false statements.

After you watch

9 SPEAKING Would you like to go to La Tomatina festival? Why/Why not?

4.2 GRAMMAR

FOCUS VLOG About food

1 SPEAKING Discuss the questions.

1 Where can you get the best Italian, Chinese or Thai food in your neighbourhood?
2 What's the national dish of your country and where would you tell a tourist to find it?
3 What would you eat if you went to London?
4 Have you ever cooked a meal for somebody? What was it?

2 16 Watch Shannon, Céire, Peter, Holly, Luda, Kes and Katya answering the questions below. Which speakers live in London and which are tourists? How do you know? *Answer key – WB page 161*

1 Where are you going to have dinner this evening?
2 What do you think you'll eat?

3 16 Watch the video again. Write down all the dishes the speakers mention. Which dish would you most like to eat this evening? *Answer key – WB page 161*

4 SPEAKING Discuss the questions in Exercise 2.

4.10 SELF-CHECK

VOCABULARY AND GRAMMAR

1 Complete the sentences with the opposites of the words in brackets. The first letters are given.

Make sure you choose a r*ipe* (unripe) mango. They aren't good if they are not ready to eat.

1 Eurgh! I've just drunk a big mouthful of s*our* (fresh) milk. I think I'm going to be sick!
2 A b*alanced* (fattening) diet can include some sweet or greasy food, just not too much.
3 Did you know that you shouldn't feed s*tale* (fresh) bread to ducks? Any bread, in fact! It's very bad for their health.
4 This salad dressing is a bit too b*land* (tasty). Let's add some more honey and lime juice.
5 I'm afraid this meat is still rather r*aw* (cooked). It needs to go back in the oven. Sorry everyone.

/5

2 Complete the sentences with words from the box. There are two extra words.

aubergines food healthy light
long-grain pumpkin spicy wholemeal

The best way to stay fit is to do plenty of exercise and have a *healthy* diet.

1 Don't have a big meal if you're not hungry. Have a *light* snack instead.
2 What are those strange purple vegetables called? Are they *aubergines*?
3 Would you like *long-grain* rice with your chicken curry?
4 Jack-o'-lantern is the name of those big orange heads that people make from a *pumpkin* at Halloween.
5 Why don't we start buying *wholemeal* bread instead of white? It's healthier and tastier.

/5

3 Complete the sentences with missing words. The first letters are given.

I've bought some oranges and I'm going to make some f*resh* juice out of them. Would you like a glass?

1 Household c*onsumption* of the planet's natural resources is now three times higher than it was 40 years ago. We must do something about it!
2 I prefer not to buy s*liced* bread so I can make each piece as thick as I like.
3 All packaging for food must meet new government s*tandards* by the end of the year, or companies will face a fine.
4 Devon follows a strict v*egetarian* diet. He doesn't eat any meat or fish at all.
5 I'll have a bottle of s*till* water. I don't like it when there are too many bubbles.

/5

4 Choose the correct words.

As soon as I *finish* / *will finish* my homework, I'll start preparing dinner.

1 *I'm buying* / *I'm going to buy* as many apples as I can when we get to the farm. They're much cheaper and more delicious than you find in the supermarket.
2 This baker's *opens* / *will open* at 6.30 a.m. and there's always a long queue outside.
3 Do you have plans for tonight? *Will* / *Shall* we go out somewhere?
4 I think I *will* / *am going to* invite Nigel and Norma around for lunch one day. Is that OK with you?
5 Milly *will go* / *is going* to a concert with Thomas tonight. They bought the tickets last weekend.

/5

5 Complete the sentences with the Future Perfect Simple or Future Continuous forms of the verbs in brackets. In one sentence you need to use the Future Simple.

Tomorrow at this time we *will be sitting* (sit) in the restaurant enjoying my birthday dinner.

1 We predict the price of beetroot *will have gone down* (go down) by the end of the year.
2 One day, I think you *will like* (like) strong flavours such as blue cheese. Your tastes change as you get older.
3 Tomorrow, Uncle Mark *will have gone* (go) without meat for four years.
4 Mum *won't be working* (not/work) this Saturday morning, so we are going shopping together.
5 *Will you have finished* (finish) that book by the time we go on holiday? I'd like to read it while we're away.

/5

6 Choose the correct answers A–C.

Mum and Dad have been married for nearly 20 years – well, exactly 20 years on Sunday! So, me and my sister B a little surprise for them. We've already arranged for them to be out of the house for a few hours in the afternoon. And then, [1]___ they get back home, I [2]___ them into the garden where the guests will shout 'SURPRISE' as loudly as possible [3]___ they see my parents. I hope we can keep the secret from them before Sunday. It might be hard because on Saturday I need to prepare the mixed [4]___, and of course there's a big cake arriving in the afternoon which we need to keep [5]___ until the next day. I know, maybe we can buy Mum and Dad a ticket for the theatre on Saturday and pretend that's their anniversary gift!

	A	B	C
	are to going to plan	are planning	will plan
1	**A** as soon as	B if	C unless
2	A shall take	**B** am going to take	C am taking
3	A if	B before	**C** when
4	A bread	**B** salad	C soup
5	A crunchy	B tinned	**C** fresh

/5

Total /30

USE OF ENGLISH

7 Choose the correct answer A–D.

Changing EATING habits

Perhaps it's due to the fact that we're eating more B food? Or perhaps our work routines mean we are eating more [1]___ snacks like sandwiches? Whatever the reasons, our eating habits have changed and some experts now say that the traditional three-course [2]___ is dead.

Experts in the [3]___ industry report that fewer people now choose to eat the once standard soup, main dish and dessert. Instead, people prefer to order a number of dishes to eat at the same time or even share food freely from each other's plates. Some people think this is because it's cheaper to eat out this way, others say it's because we have less time today. Indeed, in the past we would sit and enjoy eating and talking for around two hours. Now, the average length of a meal is at a record low [4]___ of only 40 minutes! And with our current obsession of spending even less time enjoying face-to-face contact with friends and family, the situation really doesn't look good, [5]___?

	A	B	C	D
	spicy	**B** fast	C healthy	D vegetarian
1	A heavy	**B** cold	C fast	D balanced
2	**A** meal	B food	C snack	D diet
3	A eating	**B** catering	C organic	D home-made
4	A platform	B standard	**C** level	D limit
5	A is it	B isn't it	**C** does it	D doesn't it

/5

8 Complete the sentences by using the correct form of the words in brackets.

Apparently meat *consumption* (CONSUME) is one of the major causes of damage to the ozone layer. Well, it's because of farming animals really, but if people ate less meat …

1 We try to recycle as much as possible at home. But it's impossible not to create some *household* (HOUSE) waste, isn't it?
2 I admire people that work in the *voluntary* (VOLUNTEER) sector. I mean, they work really hard and do it for no money!
3 There are some really *alarming* (ALARM) statistics about the effects of eating too much sugar.
4 There are lots of career opportunities in the *tourist* (TOUR) industry. You can be a guide, get into publishing, run a hotel. The list of jobs is endless!
5 This milk tastes awful. When was the *expiry* (EXPIRE) date? Yuk, last week!!

/5

9 Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary. Use up to six words in each gap.

The new café *doesn't open* (not/open) until 10:00 a.m. on Saturdays.

1 *Before the government applies* (before/government/apply) the new regulations, we will need to inform our staff about the changes.
2 Experts predict that *energy consumption will double* (energy consumption/double) between now and 2050. This is based on the current increase of around 2 per cent per year.
3 I intend to be healthier, so I *am going to eat organic food* (eat/organic food) in the future.
4 We're going to be late. By the time we get to the restaurant, *everyone will have already started* (everyone/already/start) their meals.
5 I believe that *unless the manufacturing industry does* (unless/manufacturing industry/do) something soon, the government will close even more factories.

/5

10 Translate the Polish parts of the sentences.

Marine: And *what are you going to do with those figs (co zamierzasz zrobić z tamtymi figami)*?
Raymonde: I think I'll put them in a fruit salad.
1 **Karina:** At this time tomorrow *I will be eating lunch (będę jeść lunch)* with Salmon Rushdie at the Ritz Hotel in London.
Dudley: You have such a cool job! I'm really jealous.
2 **Daniel:** Hugh and Rebecca like mushrooms, *don't they (prawda)*?
Tracy: I'm not sure. Maybe you should ask them before you decide what to cook?
3 **Laurence:** When are you going to the shops, Agatha?
Agatha: I'll go *as soon as I finish this pineapple (gdy tylko skończę jeść tego ananasa)*.
4 **Joslyn:** *Are we going to the same restaurant on Sunday (Czy w niedzielę idziemy do tej samej restauracji)* that we went to last year for my birthday?
Marcel: That's the plan. Is that OK with you?
5 **Lucas:** *I will have cooked (Ugotuję)* the cauliflower soup by the time you arrive.
Magda: Great! I can't wait.

/5

Total /20

5 Planet Earth

5.1 VOCABULARY

Phrasal verbs • collocations • word families

SHOW WHAT YOU KNOW

1 Complete the gaps with single words.

SURVIVING SCHOOL
Location, location, location

Do you go to school in an unusual place or make an unusual journey to get there? If so, tell us about it below:

Julia_D$ I go to an international school on the other side of Tokyo. Tokyo is a huge *city* and I have to catch a train then the underground, then a bus to get to school. It takes nearly two hours and I hate it. ☹

Sonia_16 My family lives on a very small [1]*island* so I get a boat every day to get to school. I can't be late because there's only one boat in the morning.

Bret@home Australia is a huge [2]*country/continent* and my parents own a farm hundreds of kilometres from the nearest big town. There's no secondary school in our little community, so I have all my lessons online.

pinky I go to school near Cape Town, in South Africa and about 20 kilometres from my school is the point where two [3]*oceans* meet. The Atlantic and the Indian. I think our school has the most beautiful location in the world.

8ball_16 I go to school in Istanbul, which is famous for being the only city in the world where two [4]*continents* meet. My school is in Asia, but when I look out of the window, I can see Europe.

hellokaty_14 Everyone has heard of the famous [5]*waterfall(s)* in our city, but most people don't know that the city is also called Niagara Falls. In fact, my school is called Niagara Falls High School!

Kid_16 My family lives in Dubai very close to the [6]*desert*. It hardly ever rains, but we regularly have storms – sand storms! When that happens, we have to stay indoors, so it's impossible to get to school.

Yoda_347 My parents own a restaurant high in the [7]*mountains* and I have to get a cable car down to the town to get to school every day. Sometimes, if it's really windy, I just have to stay at home. ☺

FOCUS ON WORDS | Phrasal verbs

2 Choose the correct particles.

1 We should start walking back to the car. Look, the tide is coming *in* / *out* / *up* pretty quickly.
2 The United Kingdom is made *out* / *up* / *in* of England, Scotland, Wales and Northern Ireland.
3 Walk slowly across the stream and you won't stir *over* / *in* / *up* too much mud from the bottom.
4 This soup is cold. Let's put it on the camp fire to heat it *up* / *over* / *out* a little.
5 Did dinosaurs really die *out* / *over* / *up* because a giant meteorite hit the planet?
6 We were walking through the forest when we came *over* / *up* / *across* some ancient ruins.
7 The sand on the beach goes on for miles when the tide goes *out* / *in* / *across* all the way.

FOCUS ON WORDS | Collocations

3 Complete the extracts from travel guides with words from the box. Make the nouns plural if necessary. There are two extra words.

calm coast ocean range tide
tropical volcano wave winding

You can see thousands of interesting marine plants in the Sargasso Sea. Because of the *ocean* currents, they get trapped and cannot escape back into the open waters. It's an incredible sight to see!

A visit to Camber Sands is recommended for lovers of sandy beaches – and during low [1]*tide* it's possible to walk for miles across the golden flat earth before the sea comes back in.

The [2]*tropical* island of Bali is the ideal destination for lovers of sandy beaches and surfing – or, in fact, anyone that wants to relax under clear blue skies.

The Carpathians are the second largest mountain [3]*range* in Europe and is home to brown bears, wolves and the lynx. You'll also find a number of thermal springs there.

The Turks and Caicos islands, just south-east of the Bahamas, have some incredibly [4]*calm* seas and a 14-mile barrier reef which makes it the perfect destination for scuba-diving and snorkelling.

The town of Nazare in Portugal has become a popular location for surfers since November 2017. This is when Rodrigo Koxa broke the world record after riding a huge [5]*wave* with a height of over 24 metres.

If you don't have much time, take a walk along the [6]*winding* River Thames. It's a great way to see many of London's popular tourist attractions such as the Tower Bridge, the London Eye or the Houses of Parliament.

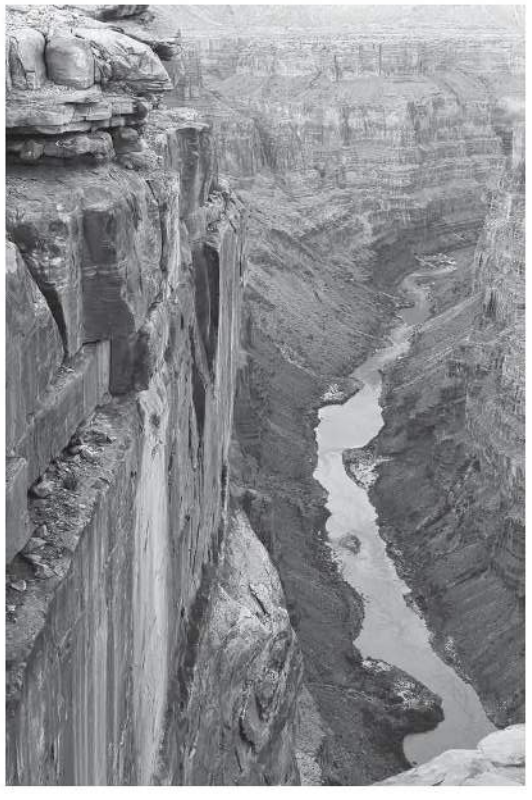
4 Delete the word which does not collocate.

1 **mountain** *peak* / *ridge* / *middle*
2 *desert* / *remote* / *alone* **island**
3 *high* / *growing* / *rising* **tide**
4 *dangerous* / *ocean* / *high* **current**
5 *fast-flowing* / *slow-moving* / *easy-going* **river**
6 *furious* / *calm* / *rough* **sea**
7 *tidal* / *spacious* / *enormous* **wave**

FOCUS ON WORDS | Word families

5 Choose the correct answers A–C.

1 Mount Rysy is 2500 metres __ , which makes it the tallest mountain in Poland.
(A) high B height C heighten
2 What's the __ of this river? Do you think we can swim across it?
A wide (B) width C widen
3 Travelling abroad definitely helps you to __ your understanding of other countries and cultures.
A broad B breadth (C) broaden
4 If we don't __ the support for our tent, I think it will fall down during the night.
A strong B strength (C) strengthen
5 Is it possible to __ our stay in Scotland? We haven't seen the highlands yet.
A long B length (C) lengthen
6 How __ is the Grand Canyon? Does anyone here know?
(A) deep B depth C deepen



6 Complete each pair of sentences with the unused words from Exercise 5. Change the verb forms if necessary.

a My legs aren't *strong* enough to climb this big hill any more.
b I had no idea of the river's *strength*. I think we should turn back.
1 a What's the *height* of this hill? Can we climb to the top?
b If we can *heighten* the middle of the tent, I'll be able to stand up.
2 a The total *breadth* of this desert is impressive. It must take weeks to cross it.
b This lake is very *broad*, so please don't take the boats too far.
3 a How *wide* do you think the gap is? Can I jump it safely?
b Oh, look. They've *widened* the cycle paths in this park. Now we can ride side-by-side.
4 a Mum, how *long* will it take to get back to the car? I'm tired of walking now.
b Nobody knows the exact *length* of the Amazon river but experts believe it's about 6,990 metres.
5 a I think they've *deepened* this swimming pool. My feet don't touch the bottom.
b Hranicka Propast in the Czech Republic is the deepest underwater cave in the world with a *depth* of 473 metres.

SHOW WHAT YOU'VE LEARNT

7 Choose the correct answers A–C.

1 I love just lying on my back and floating on the __ sea close to my beach home.
(A) calm B heavy C rough
2 Many species of animal will die __ if we don't start protecting them soon.
A up B down (C) out
3 I won't go into that pool. The water's too __ and you know I can't swim well.
(A) deep B wide C broad
4 The highest point of a mountain is known as the mountain __ .
A range B ridge (C) peak
5 Let's see how far we can walk across the sand when the tide __ out.
A comes (B) goes C stirs
6 It's dangerous to swim in __ rivers because the water can carry you away.
(A) fast-flowing B slow-moving C winding
7 I have just __ across an article about an amazing microscopic organism called a water bear.
A gone B been (C) come
8 Jamaica is one of the most famous __ islands. It's very popular with tourists from Europe.
A remote B desert (C) tropical
9 Jenny goes to the gym every day to __ her legs because next year she's going hiking in Spain.
A broaden B widen (C) strengthen
10 In the dry season, every car driving past our house __ up clouds of dust.
A heats (B) stirs C makes

/10

5.2 GRAMMAR

Articles: no article, *a/an* or *the*

SHOW WHAT YOU KNOW

1 Choose the correct answers (Ø = no article).

Greener than you think

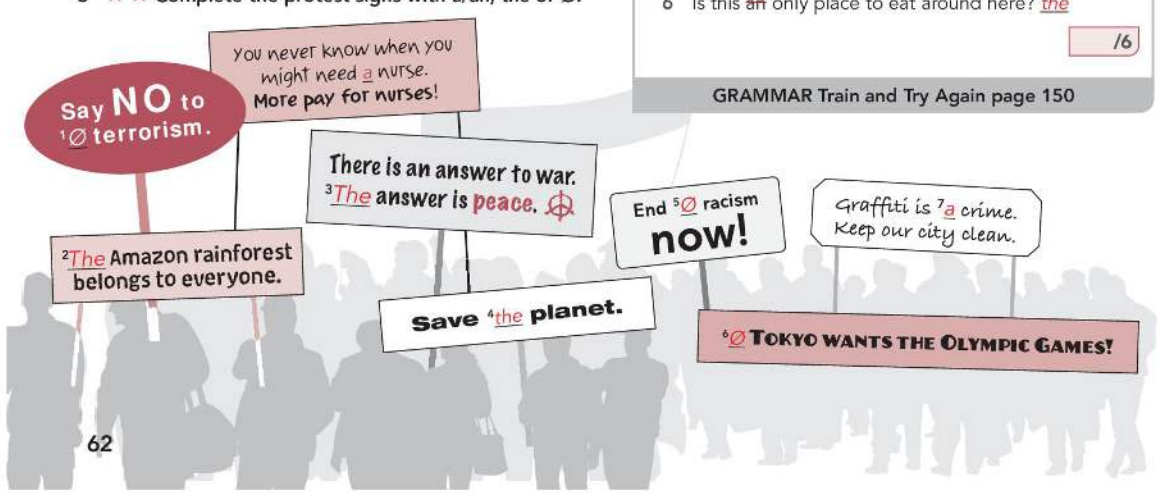
People who have never been to [1]*the* / Ø London usually think that it's full of dirt, noise and endless concrete. And while this is partly true, it is also [2]*a* / Ø city where you can feel the presence of [3]*the* / Ø nature almost everywhere you go. The parks in [4]*a* / *the* centre, including St. James' Park, Hyde Park and Kensington Gardens, create [5]*a* / *an* huge green area that feels almost like [6]*the* / Ø countryside. There are also [7]*a* / Ø green squares that offer [8]*a* / Ø break from [9]*a* / *the* noise and pollution. To me, this modern metropolis still seems connected to [10]*the* / Ø ancient land it was built on.

2 ★ Cross out *the* where it is not needed. One sentence is correct.

The government should spend more on ~~the~~ education.

1 Has Emilia visited the Netherlands and ~~the~~ Germany?
2 In January 2013, only around 39% of people in the United States owned ~~the~~ passports.
3 The population of ~~the~~ Poland is around 38 million.
4 The citizens of Germany chose a female Prime Minister, and naturally she has promised to do more for the women of her country. *correct*
5 The biggest city in ~~the~~ China is ~~the~~ Shanghai. Around 16 million people live there.
6 ~~The~~ pollution is generally a problem in big cities, but the pollution in this city is worse than in most others.

3 ★★ Complete the protest signs with *a/an*, *the* or Ø.



4 ★★★ Complete the telephone conversation between Sally and Ken with *a/an*, *the* or Ø.

K: Hey, Sally. Have you heard of this new trend called plogging?
S: No, I haven't. What on earth does that mean?
K: Well, it comes from the Swedish word for 'pick up' and the English word 'jogging'.
S: But what is it? It sounds like sort of name for *a* music group or something.
K: Not at all! Actually, it's [1]*a* form of exercise that combines jogging with cleaning up [2]Ø rubbish that you see in the places where you go running. According to the media, it's [3]*the* most popular new trend of the year, and [4]Ø people are taking it up all over [5]*the* world.
S: So is it something you're interested in trying?
K: Well, I think it would be [6]*a* great idea for our running group. You know, people are always dropping litter in [7]*the* park where we run, and it would be great if we could get our exercise and improve [8]*the* environment at the same time. All you need to do is carry [9]*a* bag with you and wear [10]Ø gloves to protect your hands, and suddenly you're doing [11]Ø good and keeping fit at the same time!
S: Well, we can certainly give it a try. It drives me crazy to see litter everywhere, so let's do something about it!

SHOW WHAT YOU'VE LEARNT

5 Find and correct mistakes. In each sentence there is one mistake only.

We try to provide ~~a~~ food and water for the poorest families. *Ø food and water*

1 For me, Paris is ~~a~~ very special city. It's a city where I was born. *the*
2 I'd like to become ~~the~~ journalist and report on our country's problems. *a*
3 ~~An~~ economic development is a good thing, but not if it destroys the environment. *Ø*
4 Pencils will not be allowed in the exam. Please bring ~~the~~ pen. *a*
5 ~~Hill~~ that overlooks Barcelona is the best place to view the city. *The hill*
6 Is this ~~an~~ only place to eat around here? *the*

/6

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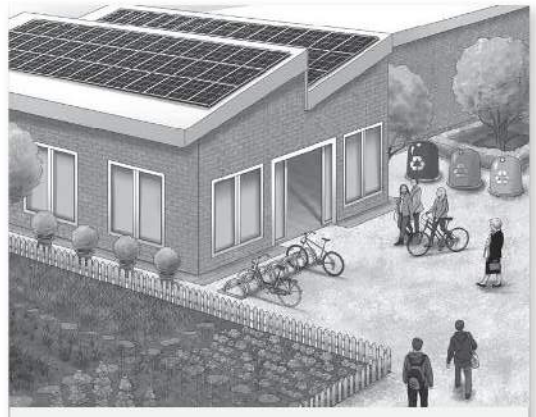
5.3 LISTENING LANGUAGE PRACTICE

Collocations
- compound nouns

1 Read the dialogue between Michael and the presenter. Choose the correct options to complete the collocations in bold.



Extract from Students' Book recording 3.7

M: First of all, we have solar panels on the roof of the school. […]
P: And will they [1]*use* / *provide* / *have* **power** for the whole school?
M: Yes, that's the idea. It will [2]*pay* / *cost* / *save* **a lot of money on electricity.** […]

***

M: In our Eco School garden we'll [3]*eat* / *grow* / *cook* **vegetables** […] and we'll also have chickens, rabbits and ducks.
P: And will they go into the school dinners too?
M: Ha ha, no. That would be terrible. They'll be pets and they'll be useful. They'll [4]*throw away* / *use* / *eat* **the leftovers** from the kitchen and the chickens will [5]*provide* / *eat* / *collect* **eggs.**
P: Very good. So what other plans do you have to make the school more environmentally friendly?
M: We'll [6]*use* / *buy* / *make* **low-energy light bulbs** in all the classrooms. We'll also [7]*clean* / *have* / *empty* **recycling bins** in every classroom and in the school grounds.
P: And what about your lessons – will they be different from non-eco schools?
M: Most of our lessons will be similar to lessons in any secondary school. But in our Science lessons we'll [8]*focus* / *think* / *learn* more **on environmental issues** like climate change and global warming. Then, in our Technology lessons we'll [9]*consider* / *learn* / *study* **about things like** renewable energy and even how to make solar panels.
P: I see. Well, we've almost run out of time. Thank you for talking to us about your project. It's very nice to meet a teenager who is so [10]*confused* / *concerned* / *nervous* **about the environment.**

REMEMBER THIS

Uzupełniając luki w ćwiczeniach egzaminacyjnych, sprawdzaj, czy brakujący wyraz nie jest częścią wyrażenia z przyimkiem, i analizuj pod tym kątem podane odpowiedzi.

consider ~~about~~ things ✗
study ~~about~~ things ✗
learn about things ✓

2 Complete the sentences with collocations from Exercise 1. Change the verb forms if necessary.

If you turn down the heating at home, you'll use less energy and *save a lot of money on electricity*.

1 If Peter can't finish all the food on his plate, his dad always *eats the leftovers*.
2 The wind farm currently *provides energy* for local houses and businesses.
3 The school now *has recycling bins* outside the main building, so please separate your rubbish.
4 If you are really *concerned about the environment*, why don't you sell that big car and buy something greener.
5 To save energy, the council will make sure all the street lights in the city *use low-energy light bulbs*.
6 Jeremy and Pat *grow vegetables*, herbs, and fruit in their garden.
7 Vote for the Green Party. We promise to *focus more on environmental issues*, not on defence and industry.
8 At the moment in Physics, we *are learning about things like* electricity and magnetism.
9 A local farm *provides* all the eggs used in this restaurant.

FOCUS ON WORDS | Compound nouns

3 Choose the correct answers A–C.

1 There are recycling __ in our apartment block, but some people still don't bother to separate plastic and paper.
(A) bins B panels C issues
2 Despite all the evidence, there are still people who don't believe that climate __ is real.
A warming B recycling (C) change
3 This backpack has small solar __ on it and you can actually use it to charge your phone.
(A) panels B climates C light bulbs
4 Global __ is causing the ice caps in both the Arctic and the Antarctic to melt.
A environment (B) warming C change
5 Renewable __ is the future. We can't continue burning fossil fuels forever.
(A) energy B recycling C low-energy
6 The developing world is facing serious __ issues such as air pollution and water contamination.
A climate B change (C) environmental
7 Low-energy __ last ten to fifteen times longer than ordinary ones.
A bins (B) light bulbs C panels

READING

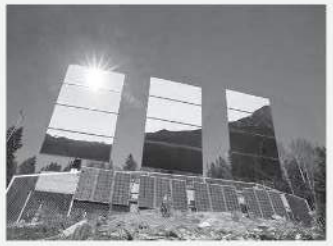
5.4

A Very Bright Idea
• verbs + prepositions
• in the woods • verb phrases

1 Read the article quickly and choose the newspaper section that it should not appear in.

1 Environment news ☐
2 Technology news ☐
3 Tourism news ☐
4 Winter sports news ☑
5 Scandinavian news ☐

A Very Bright Idea



The sun makes life on Earth possible. Almost all plants and animals rely on its warmth and heat to stay alive. For us humans, it also provides many simple pleasures such as long summer evenings, bright winter days and the feeling of warm sunlight on our faces. Imagine the frustration of living somewhere where, even when the sun is shining, people can't feel its heat or appreciate its light. The town of Rjukan, in Norway is just such a place.

For six months of the year, Rjukan, a town of 3,500 people located 100 miles west of Oslo, is cut off from direct sunlight by the steep forested hills that surround it. [1]B Of course, many Scandinavian towns and cities suffer from freezing cold temperatures in the winter months, but Rjukan's residents* have had to cope with a complete lack of sunlight as well. In an early attempt* to find a solution to this problem, a cable car was built in 1928, which allowed the town's citizens to ride to the top of the hill and top up* their vitamin D.

These days, however, the people of Rjukan can stand in their central square and enjoy the warmth and the light of the winter sun. How is this possible? What has changed? Well, the answer might seem like something from a science fiction story, but in fact it is reality. Authorities have placed three giant mirrors on top of the hills surrounding the town to reflect light down into the valley. [2]A As a result of this investment the town now benefits from a 600-square-metre area of light which brightens the central square. 'We think it will mean more activities in town, especially in autumn and wintertime,' said Karin Roe, head of the town's tourist office. 'People will be out more.'

The mirrors are controlled by a computer to follow the sun and adjust to the best angle* to catch the rays* and reflect them onto the centre of the town. [3]E However, it was only made possible with modern technology. Solar panels power equipment to automatically wash the mirrors and move them into position.

Steinar Bergsland, the town's mayor said, 'It is really special to stand in the light down on the square and feel the heat. This is for the pale little children of Rjukan.' A message on the Rjukan tourist website states, 'The square will become a sunny meeting place in a town which is otherwise in the shade.'*

[4]D A similar project was completed in Italy in 2006, when the residents of Viganella installed mirrors on the hills above their village to take advantage of the sunlight that shone there.

GLOSSARY

residents *(n)* – the people who live in a particular place or building; mieszkańcy
attempt *(n, v)* – try *(n, v)*; próba, próbować
to top up *(v)* – to increase the level of something and make it full again, e.g. a drink or your mobile phone credit; doładować, uzupełnić
angle *(n)* – the space between two straight lines that join each other; you measure it in degrees, e.g. 30, 45, 90; kąt
ray *(n)* – a straight, narrow line of light, e.g. from the sun, the moon or a laser; promień
shade *(n)* – slight darkness or protection from the sun made by something blocking it, e.g. an umbrella; cień

2 Read the text again. Complete gaps 1–4 with sentences A–E. There is one extra sentence.

A The huge mirrors were carried there by helicopters, as part of a project which cost 5 million kroner (£500,000). ☐
B This happens because between September and March the sun is so low in the sky that its light and warmth don't reach the small town in the bottom of the valley. ☐
C Environmentalists disapprove of the project, however. ☐
D However, Rjukan is not the only place to benefit from this kind of scheme. ☐
E The idea was first suggested 100 years ago by Sam Eyde, who was responsible for building the town of Rjukan. ☐

3 Read the text again. Answer the questions in your notebook. *Answer key – WB page 161*

1 Why does the author of the article enumerate the advantages of the sun in the first paragraph?
2 How big is Rjukan?
3 How is Rjukan different from other towns and cities in Scandinavia?
4 What was the first idea which was supposed to help the residents of Rjukan?
5 How is it possible to feel the warmth and the light of the sun while standing in the central square of Rjukan?
6 In what way is the mirrors project likely to affect the habits of Rjukan residents?
7 What causes the movement of the mirrors?
8 Why is the year 2006 mentioned in the article?

4 Match the beginnings with the correct endings to make extracts from the text.

… many Scandinavian towns *suffer* — f
1 The mirrors (…) *adjust* — e
2 They installed mirrors (…) to *take advantage* — a
3 … the town now *benefits* — b
4 Sam Eyde (…) was *responsible* — d
5 … residents had to *cope* — c

a *of* the sunlight that shone there.
b *from* a 600-square-metre area of light …
c *with* a complete lack of sunlight …
d *for* building the town of Rjukan.
e to the best angle to catch the rays …
f *from* freezing cold temperatures in the winter …

5 Complete the sentences with the combinations in italics in Exercise 4.

The air pollution in this city means that many residents *suffer from* serious allergies.
1 People in this region have learned to *cope with* the destructive effects of tropical storms.
2 Every person on the planet is *responsible for* reducing global warming. We all need to change our behaviour.
3 It may take some time to *adjust to* life in the countryside after living in the city for so many years.
4 We invite hotel guests to *take advantage of* our free airport bus service.
5 The only people who *benefit from* illegal logging are the loggers themselves.

REMEMBER BETTER

Niektóre czasowniki i przymiotniki wymagają użycia przyimków przed dopełnieniem. Aby łatwiej zapamiętać całe wyrażenia z ćwiczenia 4, przygotuj dwustronne karty, takie jak ta poniżej. Możesz również zastosować tę technikę, ucząc się nowych wyrażeń z przyimkami, które znajdziesz w słowniku lub Internecie.

My sister always **suffers** _____ colds in winter.	**from**
awers	rewers

FOCUS ON WORDS | In the woods

6 Choose the correct words.

1 I was so thirsty that when I saw the fresh water flowing from the *spring* / *pond* / *clearing*, I ran and quickly began to drink.
2 The Grigson twins found a lovely little *clearing* / *trail* / *path* in the woods, so we decided to sit there and have a picnic.
3 It really is true that you can tell the age of a tree by counting the rings in its *branches* / *leaves* / *trunk*.
4 Often a tree's *leaves* / *roots* / *branches* do not actually reach deep underground. In fact, they grow horizontally and usually only sixty centimetres below the surface.
5 Don't get too close to that *hedgehog* / *skunk* / *squirrel* – it might get scared and spray you with its horrible smelling scent.
6 Most people know that *foxes* / *squirrels* / *hedgehogs* are related to dogs. But not many people know that over 10,000 live in London!
7 Cats might be cute but they are natural *predators* / *prey* / *roots* and hunt birds, insects and mice purely for fun!

FOCUS ON WORDS | Verb phrases

7 Complete the text with the correct prepositions.

The last of our food had gone *off* and I was sure we would die [1]*from* hunger. Bradley and Cooper were speaking, trying to decide what we should do next. But I slept [2]*through* most of their discussion, too exhausted to join in with them. One thing was sure, we couldn't continue to sit [3]*around* doing nothing, just waiting to die. I was about to fall asleep again when a noise awoke me. Cooper was close by, searching [4]*through* his bag. Then I heard another noise – off to my left. I turned and suddenly found myself face to face [5]*with* what I believed to be a wild dog. Slowly, I reached [6]*for* a food tin which was lying beside me, to throw it for the animal and gain time to defend myself if it decided to attack me. But at that moment the dog jumped at me and violently began to lick my face! Then I heard a deep voice calmly saying: 'Lilly, leave that man alone. I'm sure he doesn't want to be kissed by an old dog like you.' And then I burst into laughter. We were saved!

5.5 GRAMMAR

Non-defining relative clauses

SHOW WHAT YOU KNOW

1 Complete gaps *a* with a word from the box and gaps *b* with *which/that, where,* or *who/that*. There are two extra words in the box.

bangle coast court embassy opponent ostrich pitch tour leader

The [a]*coast* is a place [b]*where* the sea meets the land.
1 An [a]*ostrich* is a large flightless bird [b]*which/that* lives in Africa.
2 A [a]*tour leader* is a person [b]*who/that* travels with and looks after a group of tourists.
3 A [a]*pitch* is a place [b]*where* cricket, football, rugby and hockey are played.
4 A [a]*bangle* is a piece of jewellery [b]*which/that* is worn around the wrist.
5 An [a]*embassy* is a place [b]*where* an ambassador and his/her staff work.

2 ★ Choose the correct relative pronoun.

SPARE BRAIN – your online encyclopedia

Tōhoku earthquake and tsunami

The 2011 tsunami in Japan, [1]*which* / *that* hit the Tōhoku region on the Pacific coast, was caused by a huge undersea earthquake. The earthquake, [2]*what* / *which* was the most powerful ever to hit Japan, created waves of up to 40.5 metres high and killed over 15,000 people. In Sendai, [3]*which* / *where* is the largest city in the Tōhoku region, the waves travelled up to ten kilometres inland. In Fukushima, [4]*where* / *whose* Fukushima Daiichi Nuclear Power Plant is located, there was a major nuclear disaster. The World Bank, [5]*who* / *whose* goal is to increase development and reduce global poverty, said that cleaning up and rebuilding after the tsunami would cost more than after any other natural disaster in world history.

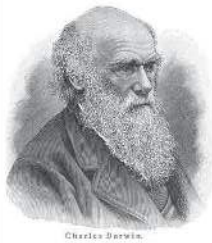
3 ★★ Write sentences with non-defining relative clauses. Use the correct forms of the verb *be*.

Australia / sixth largest country in the world / home to a relatively small population
Australia, which is the sixth largest country in the world, is home to a relatively small population.
1 Sydney / the famous opera house can be found / not actually the capital of Australia.
Sydney, where the famous opera house can be found, is not actually the capital of Australia.
2 Australian actress Nicole Kidman / films include *Moulin Rouge* / actually born in Hawaii.
Australian actress Nicole Kidman, whose films include Moulin Rouge, was actually born in Hawaii.
3 Hugh Jackman / known for playing Wolverine in the *X-Men* films / from Sydney.
Hugh Jackman, who is known for playing Wolverine in the X-Men films, comes from Sydney.

4 ★★★ Complete the text with the correct relative pronoun and add commas where necessary.

SPARE BRAIN – your online encyclopedia

Charles Darwin


Charles Darwin

Charles Darwin, *who* was born on the 11 February 1809, was an English naturalist and geologist. He was the first person to suggest that all species evolved from a single original form of life. He also suggested the theory of natural selection, [1]*which* attempts to explain why there are now so many different forms of life on Earth.

In the Galapagos Islands, [2]*where* Darwin studied local birds, he found strong evidence to support his theories. Natural selection, [3]*which* is sometimes called 'survival of the fittest', is still the most popular scientific explanation for the variety of life found on our planet. Darwin, [4]*whose* ideas were questioned at first, is now famous as one of the most important thinkers in human history.

SHOW WHAT YOU'VE LEARNT

5 Translate the Polish parts of the sentences.

1 Mount Vesuvius, *(który po raz ostatni wybuchł w 1944 roku)*, is a popular tourist attraction today.
Mount Vesuvius, *which last erupted in 1944*, is a popular tourist attraction today.

2 My cousin, *(który mieszka w Warszawie)*, has an apartment overlooking the city.
My cousin, *who lives in Warsaw*, has an apartment overlooking the city.

3 Our new car, *(który mój tata kupił w ubiegłym tygodniu)*, is environmentally friendly.
Our new car, *which my dad bought last week*, is environmentally friendly.

4 Poland, *(gdzie się urodziłam)*, has a very diverse climate.
Poland, *where I was born*, has a very diverse climate.

5 My neighbour, *(którego syna spotkaliśmy wczoraj w lesie)*, moved here only last year.
My neighbour, *whose son we met in the forest yesterday*, moved here only last year.

6 These low-energy light bulbs, *(które pobierają mniej prądu)*, are actually quite expensive.
These low-energy light bulbs, *which use less electricity*, are actually quite expensive.

/6

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5.6 USE OF ENGLISH

Prepositions at the end of clauses

1 ★ Choose the correct answers A–C.

1 Elias: What do you think __ when I say the word 'mountain'?
Roxanne: I don't know. Everest?
(A) of B on C to

2 Angelica: When you're in Spain, who are you going to stay __ ?
Sophie: My cousin, Anna.
A on (B) with C by

3 Jules: Sleeping in a tent is something that I've never got used __ .
Doug: Well, that's because you hardly ever go camping.
A by B for (C) to

4 Charlotte: Thank you for this Environmentalist Award. It's something I'm incredibly proud __ .
Ingrid: You worked hard for it. Congratulations!
A to B with (C) of

5 William: I never leave rubbish on the grass! That's something I can't be criticised __ .
Pearl: Sorry. I didn't mean to upset you.
(A) for B by C with

6 Mica: Hey, Travis. What are you listening __ ?
Travis: It's actually the sounds of waves on the beach. It helps me relax.
A for B on (C) to

2 ★★ Put the words in order to make sentences.

is / Smoking / something / approve / not / I / of / .
Smoking is not something I approve of.
1 Green / passionate / something / is / Margaret / is / politics / about / .
Green politics is something Margaret is passionate about.
2 What / for / animals / wild / we / are / looking / ?
What wild animals are we looking for?
3 Geography / in / an / is / area / that / I / want / succeed / to / .
Geography is an area that I want to succeed in.
4 Destroying / to / forests / to / something / build / roads / is / I / object / .
Destroying forests to build roads is something I object to.
5 Which / for / head / of / the / two / hills / we / should / ?
Which of the two hills should we head for?

3 ★★ Choose the correct words.

1 She's the girl that I really want to speak *at* / *to* / *for*.
2 Is that the club you'd like to go *to* / *for* / *by*?
3 Who is that boy you were arguing *with* / *at* / *to*?
4 I find Joseph incredibly easy to work *out* / *with* / *in*.
5 Which teacher are you going to give that apple *up* / *for* / *to*?
6 How many voters did you manage to sign *out* / *up* / *off*?

4 ★★★ Complete the text with one word in each gap.

DAD GOES ZERO WASTE

The amount of trash my family produces is something I have always worried *about*. Putting several bags of rubbish into the bins every day is certainly not something to be proud [1]*of*! The Zero Waste movement was an idea I became interested [2]*in*. The movement certainly has goals that I agree [3]*with*, but it all just seemed too difficult to try and produce no rubbish at all. Was it something my family could deal [4]*with*? I didn't think so. Then I found a website which suggested smaller goals that we could focus [5]*on*. I mean things like reusing bags and containers or putting all of our vegetable waste into a bin for composting. But we still haven't found a solution for managing the packaging from new clothes and hair products, I'm afraid. When I say to my children, 'Isn't the environment something you care [6]*about*?' they say it is, but they want to look good too! Well, none of us is perfect, but we do the best we can.

5 ★★★ Translate the Polish parts of the sentences.

Bernice: Are there any *animals (that/which) you are interested in* (zwierzęta, którymi się interesujesz)?
Grażyna: Well, I quite like bears.
1 Franklin: Putting glass recycling banks everywhere is a waste of money.
Dolores: Which environment issues do you think the *government should focus/concentrate on* (rząd powinien się skupić)?
2 Marvin: Bees are a good example of animals *that human life really depends/relies on* (od których zależy ludzkie życie).
Emil: Yes, we need them to keep the eco-system in balance.
3 Rory: Are you still here? *Who are you waiting for* (Na kogo czekasz)?
Melina: My Biology teacher.
4 Haley: Did you hear that Nancy has been bitten by a snake?
Emma: I know. She's the last person *that/who it could happen to* (której mogło się to przytrafić).
5 Nicki: I don't give money to any charities.
Gregg: Why not? There must be *something (that/which) you care about* (coś, wobec czego przejawiasz troskę).

5.7 WRITING

A 'for and against' essay

1 Read the sentences of the essay below. Put them in the correct order. Use the linkers in bold to help you.

(1) Countries often take pride in their cultural heritage and spend billions on protecting and promoting it.

(8) **Personally**, I hope that there will always be individuals who can give their time and energy to preserving culture until circumstances allow the government to take over.

(3) **On the one hand**, it seems obvious that all cultures are worth protecting, since every country has something unique to contribute to the world.

(5) **On the other hand**, the physical well-being of a country may have to be the main focus of its government. A country whose population lacks jobs, shelter, medical care or education may not be able to afford to preserve or promote their cultural heritage because the population has more urgent needs.

(4) **For instance**, there are a number of unique languages in central Europe which are spoken by few people. These languages are important to their regions, and they should be protected and promoted, along with the art, music and traditions of these areas.

(6) **Furthermore**, countries which are engaged in conflicts may not be able to focus on cultural matters.

(2) **However**, is it really a good idea when they could use the money to improve the lives of their citizens?

(7) **In conclusion**, the current circumstances in a country may decide if they can protect their cultural heritage.

2 Look at the essay and the linkers in bold in Exercise 1. Which of the linkers in the text can be replaced with the linkers in the box?

First of all	For example	In addition
~~In my opinion~~	Secondly	To sum up

Personally, I think = *In my opinion*
1 One the one hand = *First of all*
2 In conclusion = *To sum up*
3 For instance = *For example*
4 Furthermore = *Secondly/In addition*

3 Read the first paragraph of the 'for and against' essay in Exercise 4 and decide which topic is being discussed.

1 'It would be better if everyone in the world spoke the same language.' ☑
2 'Everyone in the world should learn to speak at least one foreign language.' ☐
3 'All the world's school pupils should study the Mandarin language.' ☐

4 Choose the correct linkers to complete the essay. Sometimes, more than one answer is correct.

Experts say there are about 6,500 different languages spoken in the world today. Huge amounts of money and time are spent on learning and translation, so it is not surprising that some people believe life would be simpler if we all spoke the same language. [1]*For example* / **However**, many other people feel that language is an essential part of identity and that having just one language would damage individual cultures.

[2]*On the one hand* / *On the other hand*, there are some good arguments for the idea of a single global language. [3]*Secondly* / *Firstly*, for politicians and business people, there would be no barriers to communication and doing business would be easier and cheaper. [4]*For instance* / *To sum up*, governments and international companies would not have to spend large sums of money on translation or multi-lingual staff. [5]*Secondly* / *Thirdly*, a single world language would probably be good for tourism. [6]*For example* / *For instance*, tourists would feel safer overseas and be more comfortable visiting certain countries if they knew they could communicate easily.

[7]*On the one hand* / *On the other hand*, there are several important arguments against a single global language. [8]*First of all* / *However*, a nation's language is a significant part of its culture and character. For example, when Poland was occupied by other countries in the past, the Polish language helped people preserve their identity and traditions. [9]*For instance* / *Furthermore*, many people get pleasure, satisfaction and even income from studying, using and teaching different languages. For them, a single global language would not be an advantage.

[10]*In conclusion* / *Finally*, although there are some reasonable arguments for the idea of a single world language, it is hard to imagine it could ever happen. [11]*Personally, I think* / *In my opinion*, if there ever was a single language, the world would be a far less interesting and varied place.

5 Complete the table with the words in the box.

Finally	For instance	give a personal opinion
give examples	introduce a conclusion	
~~list arguments~~	Personally, I think	show contrast

Linkers used to …	
list arguments	First of all / Firstly / Secondly / [1]*Finally*
[2]*give examples*	For example / [3]*For instance*
[4]*show contrast*	However / On the one hand / On the other hand
[5]*give a personal opinion*	In my opinion / [6]*Personally, I think*
[7]*introduce a conclusion*	In conclusion / In summary

6 Read the task below. Then read the 'for and against' essay and complete the gaps with the correct form of the words in brackets.

Write an essay on the topic 'Is Fair Trade really fair?' In the essay present arguments for and against this initiative, including examples and your own opinion.

Is Fair Trade really fair?

Consumers in many countries are becoming more and more aware of the harmful effects of human [1]*consumption* (CONSUME) and both the [2]*environmental* (ENVIRONMENT) and ethical issues it creates. That is why the Fair Trade organisation was designed – to help and protect farmers in poor countries. It seems to be a good initiative, but is it really [A]*an* / – / *the* idea that we can fully approve [B]*of* / *on* / *with*?

On the one hand, Fair Trade tries to make sure that the producers in poorer countries earn more money. It helps farmers create a better infrastructure, [3]*strengthen* (STRONG) their position in the [4]*agricultural* (AGRICULTURE) sector, and invest their money wisely. Such a practice is definitely something everyone can agree [C]*at* / *for* / *with*.

Sadly, at the same time the Fair Trade model seems to challenge some ethical [5]*beliefs* (BELIEVE). For instance, some online sources suggest that in fact only a small number of farmers benefit from the system. In Africa, [D]*which* / *that* / *where* farmers need more support, just a few countries are helped. In addition, some studies claim that the poor communities receive only a small amount of the profit and that most of the money goes to the companies which transport, pack and sell the final product. Some experts say this is [6]*unavoidable* (AVOID), but it is something that one may criticise the Fair Trade initiative [E]*for* / *by* / *with*.

In conclusion, it seems to me that Fair Trade is an initiative which only looks like a good idea. However, we need to remember it is also a business strategy that brings money to large and [7]*powerful* (POWER) companies. In my opinion, we need to do more to make sure Fair Trade really helps the poor people and not only itself.

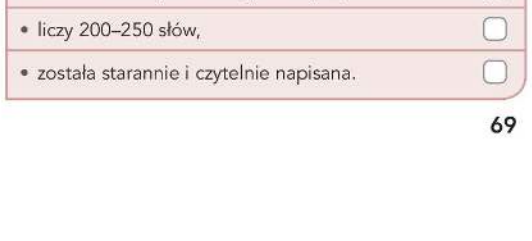
7 Read the essay again and choose the correct options.

8 You are going to write a 'for and against' essay on the topic 'Money can buy happiness.' Mark these arguments as *F* (for) or *A* (against).

People get pleasure from nice possessions. F
1 Friendship and love don't cost anything. A
2 In many places education and healthcare is not free. F
3 If you have money, you can see the world. F
4 Life is full of simple pleasures. A
5 Happiness comes from achieving your goals. A

SHOW WHAT YOU'VE LEARNT

9 Niektórzy ludzie uważają, że pieniądze dają szczęście. Napisz na ten temat rozprawkę, w której przytoczysz argumenty za takim twierdzeniem i przeciw niemu. Twoja rozprawka powinna liczyć 200–250 słów. W swojej pracy możesz wykorzystać materiał z ćwiczenia 8.



SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Moja rozprawka za i przeciw:

- zawiera wstęp, w którym znajduje się teza zapowiadająca treść rozprawki, czyli wspomniana jest obustronna argumentacja, ☐
- w drugim akapicie zbiera argumenty popierające stanowisko przedstawione w temacie wraz z przykładami, ☐
- w trzecim akapicie uwzględnia argumenty popierające przeciwne stanowisko wraz z przykładami, ☐
- kończy się akapitem, w którym są zawarte zdania podsumowujące argumenty rozprawki oraz mój pogląd na omawiany temat, ☐
- została napisana językiem formalnym, więc nie używam w niej form skróconych (np. *I'm/aren't/that's*) i skrótów (*info/CU/v. good*), ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 200–250 słów, ☐
- została starannie i czytelnie napisana. ☐

5.8 SPEAKING

Expressing and justifying an opinion

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Describing, comparing and contrasting pictures	**Opisywanie, porównywanie i zestawianie ze sobą ilustracji**
The three pictures show/ focus on/illustrate …	Te trzy zdjęcia/obrazki pokazują / skupiają się na / ilustrują…
Picture X is/looks interesting/ attractive but …	Zdjęcie/Obrazek X wygląda ciekawie/interesująco, ale…
Picture X is more … than the other pictures.	Zdjęcie/Obrazek X jest bardziej… od pozostałych zdjęć/obrazków.
Picture X isn't as … as the other pictures.	Zdjęcie/Obrazek X nie jest tak… jak pozostałe zdjęcia/ obrazki.
Choosing one of the options and justifying the choice	**Wybór jednej ilustracji i jego uzasadnianie**
I think the best option would be X because …	Myślę, że najlepszym wyborem byłoby zdjęcie X / byłby obrazek X, ponieważ…
I prefer/I'd go for/I'd (definitely) choose picture X because …	Wolałbym/Wolałabym / Zdecydowałbym/ Zdecydowałabym się na / (Zdecydowanie) wybrałbym/ wybrałabym zdjęcie/obrazek X, ponieważ…
I like the (first/second) picture best for two reasons. Firstly, because … and secondly, because …	Najbardziej podoba mi się (pierwsze/drugie) zdjęcie / (pierwszy/drugi) obrazek i to z dwóch powodów. Po pierwsze dlatego, że… i po drugie ponieważ…
Out of these three pictures, I'd choose picture X because …	Spośród tych trzech zdjęć/ obrazków wybrałbym/ wybrałabym zdjęcie/obrazek X, ponieważ…
Explaining reasons for rejecting other options	**Wyjaśnianie powodów odrzucenia pozostałych ilustracji**
The problem with picture X is that …	Problem ze zdjęciem/ obrazkiem X polega na tym, że…
Personally, I wouldn't go for picture X because …	Sam/Sama nie zdecydowałbym/ zdecydowałabym się na zdjęcie/obrazek X, ponieważ…
I wouldn't choose the picture showing … because …	Nie wybrałbym/ wybrałabym zdjęcia/obrazka pokazującego…, ponieważ…
The reason I don't like X is because …	Powodem, dla którego nie podoba mi się zdjęcie/ obrazek X, jest to, że…

1 Read and complete the discussion between a teacher and two students. The first letters are given.

T: OK, so tell me what you think about these three posters. Which one should we display on the school notice board?

S1: Well, **t**he **t**hree **p**osters **i**llustrate the importance of recycling rubbish at school. Poster 1 [1]**i**s fine **b**ut it's very simple and the picture is quite basic, so some students might not notice it. It might be better to have something more eye-catching. Pictures 2 and 3 [2]**a**re **m**ore attractive **t**han the first one and they would both be easier to notice from a distance or quickly as you are walking past. I think the [3]**b**est **o**ne **w**ould be poster 2 because it's the brightest and most colourful.

S2: Personally, I [4]**w**ouldn't **g**o **f**or poster 2 because I think it's a bit too childish. It looks like it would be better for a junior school or even a kindergarten. I like the third picture [5]**b**est **f**or two **r**easons. Firstly, because the design is really attractive and appealing to teenagers [6]**a**nd **s**econdly **b**ecause it has a very memorable message. I think everyone will remember this rhyming phrase and the reference to basketball makes recycling sound like a cool thing to do. Lots of people are lazy when it comes to recycling, but actually it's a really easy way to live a greener life.

S1: Yes, I guess you're right. OK, so, [7]**o**ut of **t**he **t**hree posters, we would choose poster 3.

T: Great, so let's go for number 3. I'll order some more and we'll put them on the notice boards and next to the recycling bins when they are ready. Thanks for your help.

2 Read the discussion in Exercise 1 again and number the posters.

5.9 VIDEO AND VLOG WORKSHEET

BBC Chameleons

Before you watch

1 You are going to watch a video about chameleons in the wild. Which words or phrases in the box are you likely to hear? Use a dictionary if necessary. Compare with a partner.

hunting | high tide | targets | prey | stick insect | weapon | tongue | matchstick | jungle predator | mountain range | escape | praying mantis | die out | lightning strike | insect

While you watch

2 SPEAKING Listen to the first part of the video (00:11–00:52) without looking at the screen and discuss what you expect to see.

3 19 Watch the first part of the video (00:11–00:52) and check your ideas in Exercise 2.

4 19 Watch the whole video and answer the questions. *Answer key – WB page 161*

1 How do the Parson's chameleon, the nasutum chameleon and the praying mantis catch their prey?
2 What extraordinary abilities do these animals have?

5 19 Watch the video again. Which three words or phrases in Exercise 1 are NOT used?

Answers marked in exercise 1

6 Match 1–6 with a–f to make expressions. Use a dictionary if necessary.

1 see and not	d
2 a never-ending game	c
3 time to unleash	f
4 eyes as big	b
5 its body moves in	a
6 it pays to sit	e

a slow motion
b as its stomach
c of hide and seek
d be seen
e still and blend in
f its secret weapon

7 19 Complete the text with the expressions in Exercise 6. Then watch the video again and check.

Hunting is [1]*a never-ending game of hide and seek*. Here [2]*it pays to sit still and blend in*. Because you just never know who's watching. The Parson's chameleon is an expert in the [3]*see and not be seen* business. It lets its eyes do all the work while the rest of [4]*its body moves in slow motion* so as not to scare possible targets. The problem is that he can only see prey if it moves. So, is this a stick insect or a stick? Aha. [5]*time to unleash its secret weapon*: a tongue longer than its body. The Parson's close cousin, the nasutum chameleon has the same weapon but in miniature. As small as a matchstick it needs to get much closer to its prey. But even with [6]*eyes as big as its stomach* this isn't the meal deal he was hoping for.

After you watch

8 SPEAKING Discuss the questions.

1 Has anything in the video surprised you?
2 Do you think it is worth watching nature documentaries? Why/Why not?
3 If you had the chance to make a nature documentary, what topic you would focus on? Why?

FOCUS VLOG About the environment

1 SPEAKING List all the ways a city can be eco-friendly. How can a place become less polluted? Discuss with a partner.

2 21 Watch Alex, Devesh, Kes and Noah answering the questions below. Do they mention your ideas in Exercise 1?

1 Do you think London is an eco-friendly city?
2 Where do you think is the least polluted place in the UK?

3 21 Watch again and match the sentences with the speakers.

1 London has good access to green spaces. *Noah*
2 Cycling is getting a little bit easier. *Kes*
3 The use of diesel engines in taxis and buses makes the pollution very bad. *Alex*
4 The Green Zone has cut down a lot of emissions. *Devesh*
5 The recycling from councils is good. *Alex*
6 The least polluted place I've been to in the UK is in Wales. *Devesh*
7 The least polluted place in the UK is probably really remote. *Kes*

4 SPEAKING Think about your country and the biggest city near you. Then answer the questions in Exercise 2.

5.10 SELF-CHECK

VOCABULARY AND GRAMMAR

1 Match the correct halves of the sentences. Then complete the missing words. The last two letters are given.

Some scientists say **renewable** (f)
1 Since we started using **low-energy** (d)
2 Here on the top there are **solar** (a)
3 This is a **slow-moving** (e)
4 The family spent four weeks on the **remote** (b)
5 The boat was carried out to sea by the **strong** (c)

a *panels* which provide power for the lights.
b *island* away from the stress of modern life.
c *current* created by the storm.
d *light bulbs*, we've saved a lot of money.
e *river* which joins the Thames close to Oxford.
f *energy* is the best alternative to nuclear power.

/5

2 Complete the sentences with the verbs in the box. Change the form if necessary. There are two extra words.

broad come deep die go high sleep

The tide *comes* in very quickly at around midday, so we need to keep an eye on the time.
1 Travelling abroad can help to *broaden* your knowldege of other countries and cultures.
2 Has this cheese *gone* off or is it supposed to have bits of blue in it?
3 We need to *deepen* the hole if we are going to plant this tree properly.
4 Polly *slept* through the storm but woke up when I started preparing breakfast.
5 If they *heighten* that building in front of ours, we will lose our view of the sea.

/5

3 Complete the sentences with the correct words. The first and last letters are given.

We'll continue along this narrow **p***ath* until we get out of the woods.
1 The water in the **s***prin***g** is particularly clean and very good to drink.
2 As we walk through the forest, be careful not to walk into any low **b***ranche***s** which can hit you in the face.
3 There's a large **p***on***d** on the other side of the hill and we can go swimming in it when we get there.
4 Look at that little **s***quirre***l** high up in the tree eating nuts. Isn't it cute?
5 Don't try to pick up that **h***edgeho***g** – those needles on its back are very sharp!

/5

4 Complete the sentences with the appropriate article (Ø = no article).

Ladies and Gentlemen we have landed in Ø Warsaw. Welcome to Poland.
1 Last night I had *a* strange dream. The dream was about my teacher.
2 When Clara leaves school, she wants to be *an* architect.
3 Did you know that *the* moon is the fifth-largest natural satellite in the solar system?
4 *The* swimming pool at our school is very old and a bit scary.
5 Ø unemployment in the European Union has fallen recently.

/5

5 Add *who, which, where* or *whose* and commas to form sentences with non-defining relative clauses.

Katie, *who* lives next door, looks after lost and injured animals.
1 Stratford-upon-Avon I was brought up is famous as the birthplace of William Shakespeare.
Stratford-upon-Avon, where I was brought up, is famous as the birthplace of William Shakespeare.
2 Singapore is an island country in south-eastern Asia is an extremely clean and tidy place.
Singapore, which is an island country in south-eastern Asia, is an extremely clean and tidy place.
3 Prince George of Cambridge great grandmother is the Queen of England was born in 2013.
Prince George of Cambridge, whose great grandmother is the Queen of England, was born in 2013.
4 Ganesha is a Hindu god has an elephant's head.
Ganesha, who is a Hindu god, has an elephant's head.
5 Penang is an island off the coast of Malaysia is sometimes called the 'Pearl of the Orient'.
Penang, which is an island off the coast of Malaysia, is sometimes called the 'Pearl of the Orient.'

/5

6 Choose the correct answers A–C (Ø = no article).

BRAZIL'S DIVERSITY

Brazil, A is the largest country by both land mass and population in [1]___ South America, has [2]___ most diverse animal and plant life on our planet. It has many different types of mammals and fish, more than 40,000 plant species, and [3]___ unknown number of insects. In fact, [4]__ experts estimate that one acre of the Brazilian rainforest alone is home to as many as 70,000 kinds of insects. Some scientists, actually found 700 different types of beetles living on a single tree. Sadly, large areas of the rainforest are being cut down every day. This means that many species might disappear before they are identified, [5]__ will be a great loss.

	A	B	C
	(A) which	B where	C who
1	A a	(B) Ø	C the
2	A Ø	(B) the	C a
3	A a	(B) an	C the
4	A a	B the	(C) Ø
5	(A) which	B that	C whose

/5

Total /30

USE OF ENGLISH

7 Complete the second sentence so that it has a similar meaning to the first one. Use between two and five words, including the word in capitals.

Make these baked beans warm and then we can eat them. **HEAT**
If you *heat these baked beans up*, we can eat them.
1 I was swimming when I saw a shark right in front of me. **FACE**
I was swimming when I *came face to face with* a shark.
2 There are 50 official States in America. **UP**
Officially, America *is made up of* 50 states.
3 Experts believe the dodo bird became extinct in around 1660. **OUT**
According to experts the *dodo (bird) died out* in around 1660.
4 It was extremely cold and that's why eventually the mountain climber didn't survive. **DIED**
The mountain climber *eventually died from* the extreme cold.
5 I tried to get my bag but it was too far away. **REACHED**
I *reached for my bag* but it was too far away.

/5

8 Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary. Use up to six words in each gap.

This is *the tree I fell out of* (tree/I/fall out) when I was seven.
1 Excuse me, *is there a park near* (be/park/near) here?
2 That's *the man who shot a bird* (man/shoot/bird) in my garden last week.
3 Which *is the most polluted* (be/much/pollute) city in Poland? Warsaw, Kraków or Wrocław?
4 Apparently, there is *a tree with a trunk/which has a trunk* (tree/trunk) of over 2 metres in diameter near here. Can you see it?
5 Which is *the trail (that/which) we followed* (trail/we/follow) yesterday to get to the lake?

/5

9 Complete the text with the correct form of the words from the box. There are two extra words.

deep die differ environment
globe recycle renew rise

Sometimes it is hard to know what we can do as individuals to help protect the environment. We carefully sort our trash for *recycling*, we consume as little water as we can and use low-energy light bulbs. We even campaign for the use of [1]*renewable* energy and try to make others aware of the problems we face. But then we read about the [2]*rising* tides in our oceans and many types of animals [3]*dying* out, and it all begins to look a bit hopeless. The truth is, however, that every small action we take makes a [4]*difference*, and that if we make it clear to our governments and the businesses we buy things from that we are greatly concerned about [5]*environmental* issues, the necessary changes might happen at an increasing rate.

/5

10 Translate the Polish parts of the sentences.

Waylon: What *should you do if you see a skunk* *(powinieneś zrobić, gdy zobaczysz skunksa)*?
Mariah: I'm not sure. Stand still, maybe?
1 **Debra:** Did you know that although *bears are predators* *(niedźwiedzie są drapieżnikami)*, they mostly eat grass and berries?
Ola: I didn't know that. So if one attacks me, I should give it some strawberries, right?
2 **Monty:** Some people actually *believe that climate change* *(wierzą, że zmiana klimatu)* isn't a real problem.
Craig: I know. Crazy, isn't it?
3 **Leon:** Would you like to *live on a desert island* *(mieszkać na bezludnej wyspie)*?
Roger: I'm not sure. I would probably feel very lonely.
4 **Lily:** Do you feel that the *days are lengthening/are getting longer* *(dni się wydłużają)*?
Josef: For sure. Look, it's half past seven and it's still light.
5 **Kristen:** What's the *natural prey of a fox* *(naturalną ofiarą lisa)*?
Alicia: They eat small animals like birds, mice and rabbits I believe.

/5

Total /20

6 Good health

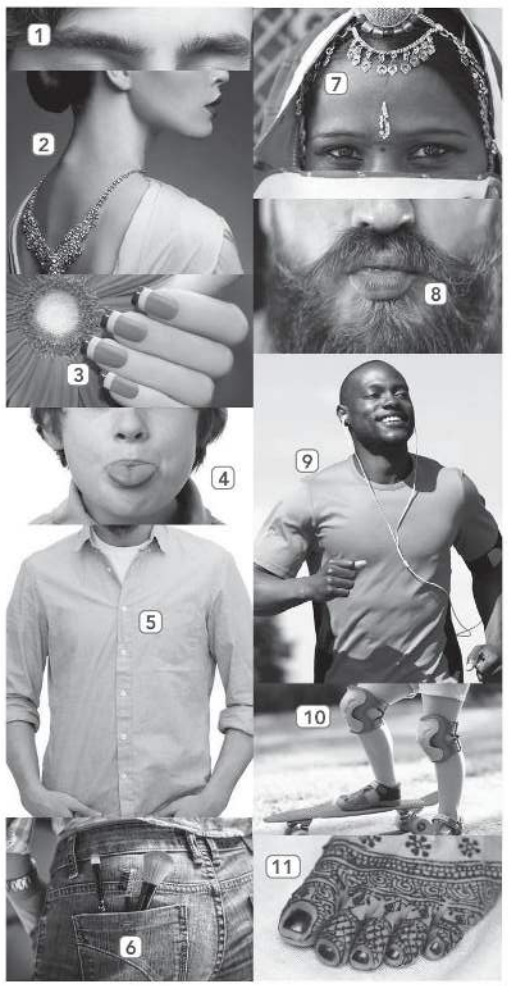
6.1 VOCABULARY

Parts of the body • injuries • body idioms

SHOW WHAT YOU KNOW

1 Label the body parts in the photos with the correct words.

big toe	11	knee	10
bottom	6	lips	8
chest	5	neck	2
eyebrow	1	shoulder	9
fingernail	3	tongue	4
forehead	7		



FOCUS ON WORDS | Parts of the body

2 Choose the correct words.

Aching muscles in your [1]*thumbs* / *thighs*? Relaxing leg massages only €10 for 30 minutes.

Add some more colour on your [2]*cheeks* / *chin* with our new Fresh-Rose face powder. It's guaranteed to make you look younger and healthier.

Want a thinner [3]*wrist* / *waist*?
Try our new diet today!

Weak [4]*ankles* / *elbows* can make walking hard. Revolutionary Walk Tall Supports will help you take the next step to making walking fun again.

A soft mattress can be bad for your [5]*rib* / *spine*.
Try HardMat for a good sleep and a good back.

3 Complete the sentences with the correct form of the unused words from Exercise 2.

Please, don't make me laugh. I hurt my *ribs* playing basketball and laughing causes me pain.

1 How can you write text messages so quickly? You must have super-powered *thumbs*.
2 Don't put your *elbows* on the dinner table, Graham. It's bad manners.
3 This watch is too big for my skinny *wrist(s)*. Maybe I can replace the strap with a shorter one?
4 I fell asleep on the tram and hit my *chin* on the seat in front of me. Stupid me, eh?

FOCUS ON WORDS | Injuries

4 Complete the mini-dialogues with the correct forms of the verbs in the box. There are two extra verbs.

bite break (x2) burn dislocate get have pull sprain

A: Did you notice that Jack *has* a black eye? How did that happen?
B: He's taken up boxing.
1 A: Ouch! I've *burned/burnt* my tongue.
B: Well, I warned you the soup was hot.
2 A: Troy's had a skiing accident. But it's quite funny actually.
B: Yes, so I've heard. He fell off the ski lift and *dislocated* his shoulder.
3 A: Have you ever [a]*broken* an arm or a leg?
B: I have actually. I [b]*broke* my arm when I fell out of a tree. I was seven at the time.
4 A: Are you playing football with us tomorrow?
B: No, I can't. I've *sprained* my knee and can hardly walk.
5 A: What are those two small red dots on your ankle?
B: What? Where? Oh, no. I think I've been *bitten* by a snake.

REMEMBER BETTER

Aby łatwiej zapamiętać słownictwo z tej sekcji, sporządź listę różnych obrażeń, które odnieśli (lub też których nie odnieśli) twoi znajomi lub ty sam/sama.

My uncle Boris dislocated his toe when he was playing football. I've never broken a bone. I've got a scratch on my hand at the moment (from our cat) …

5 Match the verbs and nouns from boxes A and B to complete the sentences. Use the verbs in the correct form. Some verbs are used more than once.

A: bite break burn dislocate have sprain

B: ankle bruise dog finger hair hip insect thumb toe wrist

Adam [a]*dislocated* his [b]*thumb* while he was playing basketball. Now he has to do everything with his left hand.

1 I can't stop scratching my leg. I think I've been [a]*bitten* by a(n) [b]*insect* of some kind. A mosquito, probably.
2 Granddad fell over and [a]*dislocated* his [b]*hip*. He said it wasn't that painful at the time but it really hurt when the doctors put it back into the right position.
3 A: Hey, Aidan. You [a]*have* a huge [b]*bruise* on your leg. How did you get that?
B: I was playing with my little brother and he kicked me. He's stronger than he looks!
4 Judy was [a]*bitten* by a large [b]*dog* when she was a kid, so she's scared of them now. In fact, she's even scared of my little poodle, Tammy.
5 I [a]*sprained* my [b]*ankle* when I suddenly started running for the bus. I can hardly walk now.
6 A: How did you manage to [a]*burn* your [b]*hair*, Marta?
B: I was cooking on the barbecue and when I bent over the grill … Next time I will remember to put it in a pony tail or wear it in a bun.
7 I'm having trouble holding my pen because I [a]*have* a cut on my [b]*finger*. I cut myself when chopping onions.
8 Ian [a]*broke* his [b]*toe* when he kicked a basketball while wearing sandals. Apparently he had no idea those balls are so heavy!
9 When I fell off my bike, I put my hand down to protect myself. Unfortunately, my hand bent backwards and I [a]*sprained* my [b]*wrist*.

REMEMBER THIS

Pamiętaj, aby nie nadużywać idiomów. Rodowici użytkownicy języka angielskiego stosują je jedynie od czasu do czasu. Pomyśl, jak często używasz idiomów w języku polskim, i potraktuj to jako wskazówkę.

FOCUS ON WORDS | Body idioms

6 Choose the best word to complete the idioms.

1 I've sprained my wrist and I can't lift anything heavy. Could you give me a *hand* / *heart* / *head* with my luggage?
2 When she showed us the bruise we couldn't believe our *hearts* / *legs* / *eyes*. It covers the whole of her whole thigh!
3 When Frieda's cat died, it broke her *leg* / *heart* / *head*. I told her it was just a cat and she slammed the door in my face. She was very upset.
4 What's it called again? You know … er … thingy. Oh … come on! It's on the tip of my *bottom* / *tongue* / *thumb*.
5 It's your birthday? Really? But I didn't get you anything ... or did I? Ha, ha, ha … I'm only pulling your *arm* / *tongue* / *leg*. Here's your gift. Happy birthday.
6 When I saw Jason dressed as nurse Florence Nightingale, I laughed my *bottom* / *tongue* / *head* off.

SHOW WHAT YOU'VE LEARNT

7 Choose the correct answers A–C.

1 I hope I never __ my arm. It must be so painful.
A rest B pull (C) break
2 Do people always kiss you on the __ in Poland when they say 'hello'?
A wrists (B) cheeks C elbows
3 I stupidly hit myself in the face with my guitar and now I have a __ eye.
A blue B brown (C) black
4 I've never seen anything so funny! I couldn't believe my __ .
(A) eyes B mouth C ears
5 Lucy has a __ on her finger. She was picking up some broken glass in the park.
A scratch (B) cut C chop
6 Jack __ his hand. He forgot to put the glove on when taking the pizza out of the oven.
(A) burnt B sprained C dislocated
7 Why are you never bitten __ insects?
A from (B) by C on
8 What is the actress in *The Hunger Games* called? It's on the tip of my __ . Jennifer something.
A teeth (B) tongue C lips
9 I've hurt my __ and can't even lift this kettle. Could you please make me a cup of tea?
A ankle B waist (C) wrist
10 Tracy always complains that her __ hurts when she stands up for more than an hour. I think she should go for some physiotherapy on her back.
A hip (B) spine C toe

/10

6.2 GRAMMAR

Second Conditional
• *wish / if only*

SHOW WHAT YOU KNOW

1 Choose the correct meaning.

1 If I had a pair of winter boots, my feet wouldn't be cold.
(a) The speaker's feet are cold.
b The speaker's feet aren't cold.
2 My brother and I wouldn't fall out if he wasn't so immature.
(a) The speaker's brother is immature.
b The speaker's brother is not immature.
3 She'd need glasses if she was short-sighted.
a She needs glasses.
(b) She doesn't need glasses.
4 Peter, you'd find using these scissors more difficult if you were left-handed.
(a) Peter is right-handed.
b Peter is left-handed.
5 Polly wouldn't hang out with Ella if they didn't have so much in common.
a Polly and Ella are very different.
(b) Polly and Ella are very similar.

2 ★ Choose the correct words.

RANDOMQUESTIONS.COM

Today's online guest is British teenage rap-sensation

Mikey Silence

Latest questions (there are 171 people logged in)

20:08 **Clairewiththehair**

What would you do if you weren't a rapper?

Hi, Claire. If I [1]*wasn't* / *wouldn't be* a rapper, I [2]*wouldn't be* / *'d be* a doctor or a teacher because I'd like to do something to help other people.

20:07 **Sk8r_132**

If you [3]*would have* / *had* a superpower, what would it be?

Interesting question Sk8r. I'd love to be able to fly. If I [4]*would want* / *wanted* to get away from people for a while and be on my own or write some new lyrics, I [5]*'d fly* / *will fly* up to the clouds and just hang out there for a while. That would be pretty awesome.

20:05 **Lily422**

Which part of your body would you most like to change?

Woah! Lily that's a bit of a personal question, I'm pretty happy as I am to be honest. Nobody's perfect, but I don't really care what anybody else thinks. But I suppose I could change my height. If I [6]*'d be* / *were* taller I [7]*'d be* / *were* better at basketball. I love playing basketball, but I am kind of short ☹.

waiting for next question ...

3 ★★ Write Second Conditional sentences using the information in bold and in brackets. Use commas where necessary.

I wish I didn't have this virus (I/go out and meet my friends)
I *'d go out and meet my friends if I didn't have this virus.*
1 **If only the exam was next week** (we/have a bit longer for revision)
If *the exam was next week, we'd have a bit longer for revision.*
2 **I wish my legs were stronger** (I/run much further)
I*'d run much further if my legs were stronger.*
3 **If only we lived on the coast** (I/walk on the beach every day)
If *we lived on the coast, I'd walk on the beach every day.*
4 **I wish you liked fish** (we/have a healthier diet)
We*'d have a healthier diet if you liked fish.*

4 ★★★ Write a second sentence to show that you would like the situation or behaviour to be different.

My brother borrows my clothes without asking.
I wish *my brother wouldn't borrow* my clothes without asking.
1 I have a dislocated finger.
If only *I didn't have* a dislocated finger.
2 My daughter never calls me.
I wish *my daughter would* call me sometimes.
3 Our school doesn't have recycling bins.
I wish *our school had* recycling bins.
4 My friend isn't talking to me.
If only *my friend would talk* to me.
5 Fast-food is bad for you.
If only *fast-food wasn't* bad for you.

SHOW WHAT YOU'VE LEARNT

5 Find and correct the mistakes.

If only driving lessons ~~would be~~ cheaper. *were*
1 If Lucas ~~would have~~ a suit, he'd wear it to the wedding. *had*
2 We ~~save~~ a lot of money if we stayed over at Karen's house. *'d save*
3 I wish I ~~wouldn't be~~ so pale-skinned. *wasn't*
4 I'd ~~ate~~ it if it wasn't so greasy. *eat*
5 If only broccoli ~~tastes~~ like chocolate. *tasted*
6 I wish my shoes ~~wouldn't~~ smell so bad. *didn't*

/6

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6.3 LISTENING LANGUAGE PRACTICE

Questions • prepositions
• charity fund-raising

1 Put the words in questions A–E in the correct order.

Extract from Students' Book recording 3.26

A: Hi Rob!
R: Oh. Hi Anna. Listen, I need some advice.
A: Sure. *you / know / what / need / to / do* *What do you need to know* ?
R: Well, I'm taking part in [this] cycle ride and I want to raise some money [1]___ charity. **A** *do / that / know / do / I / can / you / how* *Do you know how I can do that*?
A: Sure – I did the London Marathon last year. You have to ask your friends to sponsor you. In other words, they support you [2]___ giving you money. You have to set up a webpage first.
R: Okay, **B** *do / I / sort / of / webpage / information / put / what / the / on* *What sort of information do I put on the web page*?
A: You explain what event you're doing – so you're going to do the London to Brighton Cycle. Then you put some information [3]___ the charity you want to support. **C** *are / you / in / charity / which / interested* *Which charity are you interested in*?
R: I want to do it [4]___ the British Heart Foundation.
A: OK, great. **D** *have / any / do / you / reason / particular* *Do you have any particular reason*?
R: Yes, it was my grandmother's idea – my grandfather died [5]___ a heart attack.
A: Okay, so you can say on the webpage that you're doing it [6]___ memory of your grandfather. Then you share the page [7]___ all your friends and family. It's a good idea to send it [8]___ all the adults you know because people our age don't have any money!
R: Okay, that's good advice. **E** *by / pay / credit / they / card / do* *Do they pay by credit card*?
A: Yes. Most people give [9]___ £5 and £20.

2 Complete gaps 1–9 with the correct answers A–C.

1	A to	B from	(C) for
2	A with	B on	(C) by
3	A under	(B) about	C next to
4	(A) for	B at	C behind
5	A with	(B) of	C over
6	A to	B on	(C) in
7	(A) with	B of	C to
8	A for	(B) to	C by
9	A about	B over	(C) between

REMEMBER THIS

Jest wiele zasad regulujących łączenie czasowników z konkretnymi przyimkami. Często możliwe są różne połączenia w zależności od kontekstu. Po wielu czasownikach może wystąpić konstrukcja ***for* + rzeczownik** lub ***to* + bezokolicznik.**

I want to *raise* ***money*** *for charity*.
I want to *raise* ***money*** *to help* ***heart attack victims.***

3 Read REMEMBER THIS. Choose the correct words.

1 a I'm afraid you'll have to pay *to* / *for* see a private doctor.
b Please pay *to* / *for* your popcorn before you start eating it!
2 a Visitors: queue here *to* / *for* the aquarium.
b Do we queue here *to* / *for* buy a ticket for the match?
3 a Messi has scored seventeen goals so far this season *to* / *for* his team.
b England need to score one more goal *to* / *for* become world champions.
4 a Matthew is very serious about basketball. He always plays *to* / *for* win.
b In my opinion it's not right that foreign players play *to* / *for* the national team.
5 a Darling, I promise I'll always be there *to* / *for* you.
b Don't worry about your sprained ankle. We'll be there *to* / *for* help you get up the stairs.

FOCUS ON WORDS | Charity fund-raising

4 Complete the adverts with the correct form of the words from the box.

donate set up share sponsor ~~raise~~ take part train

Have you ever wanted to *raise* **money** for a specific **charity** but never knew **how to do it?**

Well, now you can!

Our company can help you to [1]*set up* a simple webpage for the charity of your choice and make it easy for anybody to [2]*donate* money to help the organisation you really care for.

All financial and legal matters are covered by us too!

Check us out at: www.startacharity.com.pr

This year's

Mortgate Charity Marathon

will take place soon. If you would like to [3]*take part* in the run, you should **start** [4]*training* **for it now!**

You'll need to be fit to run the whole 23 miles. If you want to [5]*sponsor* someone who is running in the race, you can do that here. To help us collect as much money as we can this year, please [6]*share* this webpage with friends and family.

5 Find and correct the mistakes.

1 Many of my family members have offered to sponsor ~~for~~ me when I run in the charity race.
2 My classmates and I have decided to donate money ~~at~~ people who have lost their homes in the fire. *to*
3 We are going to set ~~out~~ a webpage to advertise our 'Save the Old School' campaign. *up*
4 I trained ~~on~~ the race for weeks, but I still didn't manage to run the whole way. *for*
5 A great way to raise money ~~to~~ a good cause is to sell T-shirts with a positive message on them. *for*

6.4 READING

A Lot of Light Bulbs • synonyms • phrasal verbs • health issues

1 Read about Jack Andraka's invention. Why is the article called *A Lot of Light Bulbs*?

1 Because Jack Andraka invented several new types of light bulb. ☐
2 Because light is an important element in Jack Andraka's invention. ☐
3 Because Jack is like Thomas Edison, the inventor of the light bulb. ☑

A Lot of Light Bulbs

A On first impressions, Jack Thomas Andraka is a pretty normal young American. A former student of North County High School, near Baltimore, he was born in 1997, and raised in Maryland on the east coast of the US. His father is a civil engineer and his mother an anaesthetist,* and originally his family comes from Poland. Jack is a keen scout who likes white water rafting. He enjoys Maths, reading on his Kindle and watching the TV series' *Glee* and *Bones* in his free time.

Sounds pretty average, right? Well, in fact Jack is anything but average. He is the winner of several major science awards, the subject of a number of documentary films and a regular speaker at scientific and educational conferences around the world. Why? Because, despite his young age, he is also a world-famous inventor, pioneering cancer researcher, and proof that you don't necessarily need to have a lifetime of experience or to work among other professionals to be able to invent something truly life-changing.

B After the sad death of a family friend from pancreatic* cancer, the same very serious illness that killed Apple-founder Steve Jobs in 2011, teenage Jack began doing research into the life-threatening condition. He discovered that one of the reasons so many people died from this particular type of cancer was because there was no cheap and reliable test that allowed doctors to diagnose the illness early enough to save the patient. Amazingly, Jack thought of a way to develop a simple test using things he had learned in his Biology class at school and through scientific journals and articles, some of which he found by chance online. But Jack needed money, the assistance of experienced scientists and a laboratory to continue the development of his idea, so he contacted around 200 research professionals to ask for help. Unfortunately, 199 of the replies were negative, but the 200th from Dr Anirban Maitra, a Professor at Johns Hopkins School of Medicine, was the one that Jack was waiting for. So, with the help of Professor Maitra and the use of his lab, Jack successfully developed a test for pancreatic cancer that is 168 times faster, 400 times more sensitive and 26,000 times less expensive than the current diagnostic tests. The test is even effective for two other types of cancer as well.

C In 2012, Jack received the grand prize of the Intel International Science and Engineering Fair for his invention. He returned to school to finish his education and in 2015 became a student at Standford University, but since his success his life has changed. He has met Bill Clinton and Barrack Obama, and been interviewed by the BBC, CNN and many other radio stations, television channels and newspapers around the world. Jack hasn't stopped inventing, and is currently working with a group of other prize-winning students on a device* the size of a mobile phone that can diagnose a wide range of illnesses instantly and without a blood sample. Sounds like something from *Star Trek*? Well, yes. That's where the inspiration came from.

Professor Maitra is enthusiastic about Jack's ideas and his future. He spoke to a newspaper reporter and compared Jack to Thomas Edison, the inventor of the light bulb. The professor called him the Edison of our times and promised there were going to be a lot of light bulbs coming from Jack in the future.

GLOSSARY

anaesthetist *(n)* – a medical professional who specialises in stopping patients from feeling pain during surgery; anestezjolog
pancreatic *(adj)* – from *pancreas (n)*; the pancreas is located near the stomach and produces insulin; dotyczący trzustki, np. rak trzustki
device *(n)* – a machine or tool that does a special job. A synonym for *gadget*; urządzenie, przyrząd

2 Read the text again. In which part of the text A–C do we learn that

1 Jack believed he had found the cause for so many deaths from a particular disease? B
2 some of Jack's ideas come from the field of popular culture? C
3 few people were initially interested in Jack's ideas? B
4 Jack's story shows that being a successful inventor does not depend on your experience or profession? A

3 Read the text again. For questions 1–5, choose the correct answer A–D.

1 In the first paragraph, the author
A explains how unusual Jack is.
B describes Jack's interest in science.
C describes Jack's personality and looks.
D explains how normal Jack is.

2 Jack began the research into his invention because of
A the death of someone famous.
B an interesting Biology class at school.
C the loss of a friend.
D something he read in a scientific journal.

3 Which organisation helped Jack develop his invention?
A North County High School
B John Hopkins School of Medicine
C Apple
D Intel

4 The text says that Jack's test for pancreatic cancer
A doesn't require a blood sample.
B was inspired by *Star Trek*.
C is not as fast as current tests.
D can also help patients with other kinds of cancer.

5 What is the main message of this article?
A Young people can achieve amazing things.
B You don't have to be rich to be a successful inventor.
C Even the most serious types of cancer are treatable.
D Very few organisations are willing to help young inventors.

4 Match the phrasal verbs below to the underlined synonyms in the text.

carry on = *continue*
1 brought up = *raised*
2 came across = *found by chance*
3 got in touch with = *contacted*
4 came up with = *thought of*
5 given up = *stopped*

5 Complete the sentences with phrasal verbs from Exercise 4. Change the form if necessary.

They *carried on* walking until they reached the fence that surrounded the mysterious building.
1 One day, if I become a parent, I hope to *bring up* my kids in a world where men and women are truly equal.
2 I wasn't planning to buy you a gift but then I *came across* this in the market and I just had to get it.
3 Uncle Steve has *given up* smoking four times this year. It's obviously not working.
4 Lindsay *came up with* the idea for a surprise party for Damien. He absolutely loved it.
5 David, your teacher *got in touch with* me today to say that you haven't been to school all week.

FOCUS ON WORDS | Health issues 1

6 Complete each pair of sentences with the correct form of the words from the box.

allergy condition cut epidemic pain surgery team ward

I've got stomach *pain*. I think I ate too many sweets.
Shelley usually has muscle *pains* after playing tennis.
1 Ellen's got a nut *allergy*, so she can't eat a lot of products I enjoy.
Between 1–2 percent of adults and 5–8 percent of children in the UK suffer from food *allergies*.
2 The local *surgery* is closing down, so we'll need to find another doctor.
There are plenty of doctor's *surgeries* in my area but I hardly ever get ill.
3 Is that a shaving *cut* on your face? Why not use an electric razor instead?
There are quite deep *cuts* and you may need stitches to stop the bleeding.
4 Flu *epidemics* have caused millions of deaths over the years. Luckily, we have fewer nowadays.
In case of a cholera *epidemic*, drink only bottled water and keep your hands clean.
5 Your wife is in the maternity *ward*, Mr Jones. And congratulations on a beautiful baby girl!
There are two children's *wards* in this hospital. Your son is in the one in Building D.
6 Simon is in a stable *condition*, so all we can do now is wait.
After the bus accident, the hockey team were in a serious *condition*. Fortunately, they all made a good recovery.
7 St Michael's Hospital is looking for experienced paramedics to join their three new emergency *teams*.
The rescue *team* took a helicopter to the top of the mountain.

FOCUS ON WORDS | Health issues 2

7 Match the beginnings with the correct endings to make sentences.

Doctors shouldn't only treat h
1 I would have g
2 It's nothing serious, Ms Smith. I'll just write d
3 What do you call a woman that delivers f
4 Luckily, I've never caught c
5 Somebody who works to save e
6 Last week I had to give a
7 If you continue to eat so much, you'll gain b

a first aid to an old man who fell down in the street.
b weight and then have to go on a diet.
c a disease that was very serious.
d a prescription for some tablets …
e lives deserves a lot more respect in society.
f babies? Oh, yes. A midwife.
g a panic attack if I had to speak in front of a crowd.
h patients' physical problems. They should care about their mental well-being too.

6.5 GRAMMAR

Third Conditional

SHOW WHAT YOU KNOW

1 Complete the beginnings of the sentences with the Past Perfect form of the verbs in brackets. Then match them to the endings.

Jack and I *hadn't met* (not/meet), (e)
1 Beata *had broken* (break) her arm once, (d)
2 Alice *had forgotten* (forget) to get changed, (a)
3 Ken *had lost touch* (lose/touch) with Amy, (c)
4 Emma *hadn't studied* (not/study) meteorology, (b)

a so she arrived at school in her slippers.
b so she didn't know a lot about the weather.
c so he was surprised when she called.
d so she knew how much it hurt.
e so I didn't recognise him.

2 ★ Choose the correct answers.

1 If Jack and I had met, I would've recognised him.
real past event: We *met* / (*didn't meet*).
real past result: I *recognised* / (*didn't recognise*) him.

2 Beata wouldn't have known how much it hurts when you break your arm if she hadn't done it once.
real past event: Beata (*broke*) / *didn't break* her arm once.
real past result: She (*knew*) / *didn't know* how much it hurt.

3 If Alice hadn't forgotten to get changed, she wouldn't have arrived at school in her slippers.
real past event: Alice (*forgot*) / *didn't forget* to get changed.
real past result: She (*arrived*) / *didn't arrive* at school in her slippers.

4 Ken wouldn't have been surprised when Amy called if he hadn't lost touch with her.
real past event: Ken (*lost touch*) / *didn't lose touch* with Amy.
real past result: He (*was*) / *wasn't surprised* when she called.

5 Emma would have known a lot about the weather if she had studied meteorology.
real past event: Emma *studied* / (*didn't study*) meteorology.
real past result: She *knew* / (*didn't know*) a lot about the weather.

6 If I had felt an earthquake before, I wouldn't have been so terrified when it struck.
real past event: I *had felt* / (*hadn't felt*) an earthquake before.
real past result: I (*was*) / *wasn't* terrified when it struck.

3 ★★ Complete the dialogue with the correct form of the verbs in brackets. Use short forms.

At the summer house …
A: What a long journey. Open the door, Dan.
D: You've got the keys.
A: What? I texted you this morning to say bring the spare ones.
D: What? If you *'d texted* (text) me, my phone [1]*would've gone beep* (go beep).
A: Well, I definitely texted you. You [2]*would've seen* (see) the message if you [3]*'d looked* (look) at your phone. I've lost my keys.
D: But … why didn't you say something before we left? Anne, we are 200 kilometres from home!
A: We'll have to break a window.
Later in the hospital …
D: Ouch!!!
N: Sorry, Mr Finch but I have to clean the cut.
A: I'm sorry, Dan.
D: It's not your fault, Anne.
A: But if I [4]*hadn't lost* (not/lose) the keys, you [5]*wouldn't have cut* (not/cut) your hand and we wouldn't be here in the hospital.

4 ★★★ Complete the dialogues using the Third Conditional. Use short forms.

Erin: I was in a bad mood last night. I shouted at Sally and we had an argument.
Alfie: (stay calm / not fall out) Oh dear. If *you'd stayed calm, you wouldn't have fallen out.*
1 **Dominic:** Phew, I really thought I'd left my passport at home.
Reece: (miss the flight / you forget it) We *would've missed the flight if you'd forgotten it*.
2 **Louis:** Chris fell off his bike yesterday. The bruise on his forehead was huge.
Imogen: (not hurt himself / have his helmet on) It's his own fault, Louis. He*wouldn't have hurt himself if he'd had his helmet on*.
3 **Jodie:** That food was so spicy.
Issac: (not be so spicy / not use so much chilli sauce) It *wouldn't have been so spicy if you hadn't used so much chilli sauce*.

SHOW WHAT YOU'VE LEARNT

5 Translate the Polish parts of the sentences.

1 Our opponents would've won *if you hadn't scored that goal* *(gdybyś nie zdobył bramki)*.
2 *You wouldn't have been/felt so cold* *(Nie byłoby ci zimno)* if you had worn long trousers that night.
3 If the clothes hadn't been so cheap, *I wouldn't have bought three jackets* *(nie kupiłabym trzech marynarek)*.
4 My friend wouldn't have spoken to me *if I had forgotten his birthday again* *(gdybym znów zapomniała o jego urodzinach)*.
5 *Our electricity bill last year would've been smaller* *(Nasz rachunek za elektryczność w zeszłym roku byłby niższy)* if we'd bought low-energy light bulbs.
6 Daisy wouldn't have burnt herself yesterday *if she had been more careful*. *(gdyby była uważniejsza)*.

/6

GRAMMAR Train and Try Again page 151

6.6 USE OF ENGLISH

Clauses of purpose

1 ★ Choose the correct answers A–C.

1 **Tina:** Why are you getting married again, Grandad?
Grandad: I'm getting married __ .
(A) so as not to be alone. **B** in order to be not alone. **C** not to be alone.
2 **Ed:** I go to the gym to build up muscle.
Bob: I go __ . **A** to not lose weight.
(B) so as to lose weight. **C** so not lose weight.
3 **Meg:** Why did you leave the room when Jenny fell over?
Jess: I left the room __ laugh my head off in front of her.
A so as to **B** so that (C) so as not to
4 **Ted:** You're wearing eye make-up?
Andy: Yes, __ try to cover up my black eye.
A to not (B) to **C** in order not to
5 **Ollie:** What are those tablets for?
Ella: I take them __ get car sick.
A so as to not (B) in order not to **C** in order to
6 **Mum:** Put the oven gloves on __ you don't burn your hands.
Amin: OK, Mum.
(A) in order that **B** in order to **C** so as not to

2 ★★ Match the sentence halves.

This clinic carries out studies on volunteers in order (f)
1 We ask you to be very quiet so as (d)
2 Follow these simple tips (c)
3 You can use this electronic device (a)
4 Use these headphones so that (b)
5 Warm up before any physical activity in order (e)

a to track how many steps you take each day.
b you aren't disturbed by noise while you are studying.
c to limit the amount of sugar in your diet.
d not to disturb the students in the lab.
e not to injure yourself.
f to understand what keeps people awake at night.

3 ★★ Connect the sentences using the word in brackets. Add any words you need. Use between two and four words.

I took the medicine *so as to* (as) get better.
1 I went to the doctor *so that/in order that* (that) I could get a blood test.
2 I use an electric razor *so as not to/in order not to* (not) cut myself.
3 I eat healthily *in order not to* (order) put on weight.
4 I never rush anywhere *in order to* (in) reduce the chances of having an accident.
5 I avoided the dog *so as not to* (so) be attacked.

4 ★★ Complete the second sentence so that it means the same as the first.

I don't work at weekends because I want to relax.
I don't work at weekends so *as to relax*.
1 I take allergy tablets because I want to control the symptoms of hay fever.
I take allergy tablets so that *I can control the symptoms of hay fever*.
2 I'm joining the emergency team because I want to save lives.
I'm joining the emergency team in *order to save lives*.
3 Janet is taking time off work because she needs to recover from her illness.
Janet is taking time off work to *recover from her illness*.
4 I always sleep eight hours because I don't want to be tired during the day.
I always sleep eight hours every day so that *I don't feel/get/I'm not tired during the day*.
5 I don't eat breakfast because I want to lose weight.
I don't eat breakfast so as *to lose weight*.

5 ★★★ Complete the second sentence so that it has the same meaning as the first. Use between three and five words, including the word in capitals. Do not change the word in capitals.

I moved to Bath because I wanted to live closer to Mum. **AS**
I moved to Bath *so as to* live closer to Mum.
1 Emma gave up eating sweets because she wanted to lose some weight. **ORDER**
Emma gave up eating sweets *in order to lose* some weight.
2 He came back so that he could talk to you. **TO**
He came *back (in order) to talk* to you.
3 I learnt Spanish to read Cervantes in the original. **COULD**
I learnt Spanish *so (that) I could read* Cervantes in the original.
4 We don't park our van in front of the house at night because we don't want to wake up our neighbours. **AS**
We don't park our big van in front of the house at night *so as not to* wake up our neighbours.

6 ★★★ Complete the text with one word in each gap.

How to avoid common sports injuries

To many people, doing sports means occasionally getting injured. But, you can do several things *to* help you avoid getting a common sports injury.
Firstly, it's important to warm up so [1]*as* to slowly raise the heart beat and heat the muscles. This should be for a minimum of ten minutes and at lower intensity than your main sporting activity. Next, focus on your technique. Many sports injuries are the result of doing something wrong. Understand fully what you are doing [2]*to* avoid making mistakes. An experienced trainer is required early on so [3]*that* you don't learn bad habits.
After your training, you need to warm down. This stage of your routine is important so as [4]*not* to suffer from sore muscles the next day. Like the warm-up, take 10 minutes in [5]*order* to allow your heart beat and body temperature to return to normal. And finally, relax. A weak body is more likely to pick up an injury, so be sure your body is well-rested before the next exercise session.

6.7 WRITING

Expressing an opinion

1 Choose the correct prepositions.

1 I am opposed *to* / *of* the plan because …
2 I strongly agree *of* / *with* your plan to …
3 We are totally in favour *of* / *to* the plan to …
4 I am writing to express my disapproval *of* / *for* the plan to …
5 I would like to express my support *of* / *for* the plan to …
6 I hope something will be done *on* / *about* this soon.

2 Match the beginnings with the correct endings to make sentences.

I have just watched g
1 I strongly disagree with … e
2 We are totally opposed to the idea … f
3 As a … c
4 This would … d
5 I hope something will … a
6 Perhaps your website … b

a … be done about this soon.
b … could remove the article.
c … result, young people will …
d … mean that students could …
e … your suggestion that …
f … that teenagers are to blame for …
g … your film about …

3 Replace the underlined phrases in the letter to a local council with more formal alternatives below.

1 I would like to suggest
2 I am strongly in favour of
3 mean that
4 I have just read an article about
5 consider
6 As a result
7 I think
8 to express my support for this

4 Complete the sentences with the correct form of the word in brackets.

Interestingly (interest), many young people care a lot about their health.
1 *Understandably* (understand), the problem of food allergies is something we need to deal with.
2 *Obviously* (obvious), you should visit the doctor as soon as you can.
3 *Naturally* (nature), I am disappointed to hear the results of the survey.
4 *Unfortunately* (fortune), even young people require medical advice from time to time.
5 *Sadly* (sad), the emergency team did not arrive in time to save the man.
6 *Certainly* (certain), the flu epidemic needs to be carefully monitored.
7 *Clearly* (clear), a local surgery is a very important thing to have in our town.
8 *Hopefully* (hope), Charles will be out of the children's ward this weekend.
9 *Probably* (probable) it's nothing too serious and there's no need to worry.
10 *Surprisingly* (surprise), an insect bite can be very dangerous in some countries.

5 Choose the correct adverbial from the box to complete the sentences.

certainly hopefully naturally sadly understandably

Naturally, as a member of the opposite party I don't expect you to agree with my views.
1 *Understandably*, Jake was unhappy when heard the bad news.
2 *Sadly*, our wonderful old dog died this morning.
3 *Certainly*, somebody needs to deal with this new virus immediately.
4 *Hopefully*, next month will be an improvement on this month.

Dear Sir or Madam,

4 I saw in a newspaper that there are plans to build a health centre for young people in our city centre. I am writing [a]8 because I think this is a really good idea.

First, [b]7 probably such a centre would allow young people to talk to doctors, nurses and counsellors in private. It is clear that, as they become young adults, teenagers experience all sorts of personal and health issues that they do not necessarily want to discuss with their parents. If there was a health centre, this would [c]3 be good because teenagers could get advice and they wouldn't have to feel embarrassed or be judged by their parents.

Secondly, [d]2 I really want a young people's health centre because it could be used to provide education and information about important health issues such as eating healthily, avoiding drugs and managing relationships. [e]6 Because of that, young people would probably make more sensible decisions and fewer of them would actually need the services of doctors or counsellors. [f]1 What about offering courses in things like first-aid or healthy cooking at the centre.

I hope the council will [g]5 think and talk about my comments.

Yours faithfully,
Samantha Barnes

6 Read the task below. Then complete the email with the correct answer A–D.

The local newspaper has published an article about the council's plan to build a young people's health centre in your town. Write a letter to the editor of the newspaper. Include and develop these points:
- Explain why you disapprove of the plan.
- Suggest an alternative way to invest in the area.

Dear Sir or Madam,

I have just read an article [1]__ the idea of building a health centre for young people in our city. [A]*Unsurprisingly* / *Probably*, as an older citizen in the area, I am writing to express my [2]__ of this plan.

Firstly, I am [3]__ to the plan because I do not feel such a centre would be a good use of tax-payers' money. [B]*Fortunately* / *Sadly*, young people rarely require medical services and, when they do, they have their parents to drive them to the health centre in the next town. [C]*Obviously* / *Interestingly*, this makes the new health centre a low priority. I also strongly disagree [4]__ the need for a counselling service. [D]*Probably* / *Certainly*, I am in favour [5]__ helping today's youth develop into healthy adults. However, I believe that it is not the responsibility of doctors to give young people advice on relationships, but rather the parents and teachers' [6]__ job it is to educate these children.

[E]*Naturally* / *Surprisingly*, there are a number of other ways in which money could be spent in the area. [7]__, there is a great deal of heavy traffic passing through the centre. [F]*Sadly* / *Hopefully*, this has caused a lot of damage to the roads. Therefore, driving conditions are bad and it has become a danger to both drivers and pedestrians. This, I feel, would be the priority if the local council really [8]__ about their residents. [G]*Certainly* / *Unfortunately*, your newspaper ignores this urgent issue.

[H]*Hopefully* / *Clearly*, the council will listen to my suggestions. If they did, they [9]__ to do something about the more serious matter of the roads in our city centre before spending money on a health centre for young people.

Yours faithfully,
Arthur Ash

1	A for	B about	C to	D at
2	A approval	B disapproval	C agree	D disagree
3	A against	B disapproved	C disagreed	D opposed
4	A with	B on	C for	D to
5	A to	B –	C of	D for
6	A that	B which	C who	D whose
7	A For instance		B In addition	
	C However		D Furthermore	
8	A cares		B cared	
	C had cared		D would care	
9	A chose		B will choose	
	C would choose		D would have chosen	

7 Read the email again and choose the correct opinion adverbs.

SHOW WHAT YOU'VE LEARNT

8 Lokalna stacja telewizyjna poinformowała o planach władz miasta, w którym mieszkasz, dotyczących zamknięcia przychodni zdrowia dla młodych ludzi. Za uzyskane w ten sposób pieniądze planowana jest budowa dodatkowych parkingów. Napisz do władz miasta list liczący 200–250 słów, w którym:
- wyjaśnisz, dlaczego jesteś przeciwny/przeciwna takim planom,
- zaproponujesz alternatywne rozwiązanie.

SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Mój formalny list z opinią:

- w pierwszym akapicie informuje, dlaczego piszę, i ogólnie przedstawia moje stanowisko, ☐
- w dalszej części przedstawia i wyjaśnia jego powody, ☐
- podkreśla konsekwencje działań, ☐
- zawiera propozycje alternatywnych rozwiązań, ☐
- informuje, jakie działania uważam za pożądane, ☐
- został napisany językiem formalnym, więc nie używam w nim form skróconych (np. *I'm/ aren't/that's*) i skrótów (*info/CU/v. good*), ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 200–250 słów, ☐
- został starannie i czytelnie napisany. ☐

6.8 SPEAKING

At the doctor's surgery

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Treatment	Leczenie
You need to take antibiotics.	Musi pan/pani wziąć antybiotyk.
You need to put a fresh bandage / a plaster on it.	Musi pan/pani owinąć to nowym bandażem / nakleić na to plaster.
You need a few stitches.	Potrzebnych będzie kilka szwów.
I need to check your blood pressure / pulse, etc.	Muszę zmierzyć panu/pani ciśnienie/puls itp.
I don't think you need an X-ray / operation, etc.	Moim zdaniem nie potrzebuje pan/pani prześwietlenia/ operacji itp.
I'm not going to give you an injection.	Nie zrobię panu/pani zastrzyku.
We need to bring the swelling down.	Musimy zmniejszyć obrzęk.
You need to take painkillers to ease the pain.	Musi pan/pani brać środki przeciwbólowe, aby uśmierzyć ból.
You need to put ice / ointment, etc. on your ankle.	Musi pan/pani przykładać lód / nałożyć maść na kostkę.

REMEMBER THIS

Ouch to słowo na określenie dźwięku wydawanego z powodu bólu. Inne przykłady podobnych wykrzykników to: *achoo* – dźwięk kichania, *oops* – reakcja na popełnienie błędu, stłuczenie lub upuszczenie czegoś, *phew* – wyrażenie ulgi czy *wow* – reakcja oznaczająca zachwyt lub zdziwienie. Więcej podobnych słów znajdziesz w słowniku lub Internecie.

1 Read REMEMBER THIS. Complete the dialogues with the correct words from the box.

achoo phew oops ouch wow

A: Look! I fell over and didn't scratch or cut myself.
B: *Wow*! That was lucky.

1 A: *Achoo*!
B: Bless you. Here's a tissue.

2 A: Did you just put my ointment on your arms instead of sun cream?
B: *Oops*!

3 A: *Phew*! I nearly dropped this bottle of medicine.
B: You should be more careful.

4 A: This won't hurt.
B: *Ouch*! What did you just say?

2 Choose the correct words.

1 You're bleeding again. We need to *take* / *put* / *bring* a fresh bandage on your arm.
2 I'm afraid this cut is going to *need* / *put* / *take* a few stitches.
3 The doctor *checked* / *brought* / *put* my blood pressure and listened to my lungs.
4 Did you *take* / *put* / *bring* that ointment on your elbow?
5 Fortunately, I don't think you *bring* / *take* / *need* an operation. You're a very lucky boy!
6 I need to *take* / *put* / *give* you a little injection. It won't hurt I promise.
7 The ice will *put* / *check* / *bring* the swelling down on your wrist.
8 You need to *take* / *bring* / *put* painkillers for the pain.
9 The doctor told me to stay home and *give* / *put* / *take* antibiotics for a week.

3 Complete the gaps in the conversations with the correct words.

Doc: We need to put some *ice* on this bruise.
Timmy: Ouch, it's really cold!

1 **Amy:** How long do I have to take the *antibiotic*?
Doc: For ten days – it's a very serious infection.

2 **Greg:** Is the cut on my arm very deep, doctor?
Doc: I'm afraid so. You'll need a few *stitches*, to stop it bleeding. Now, where's my needle?

3 **Doc:** Please sit down and I'll check your *pulse*. Put this on your arm, please.
Jon: OK, doctor but I should tell you that I ran all the way here.

4 **Doc:** You might have a broken rib. We'll need *X-rays* to see the bone and be 100% sure.
Oliver: That's the last time I ever play basketball with my sister, doctor!

5 **Fiona:** Is it dangerous to travel to a tropical country?
Doc: Yes, and that's why I'm going to give you some *injections* so you don't catch a disease.

6 **Doc:** This cream should help bring the *swelling* down.
Emily: Thank you, doctor. I can't even put my foot in my shoe at the moment.

7 **Doc:** If you've got a bad headache just take these *painkillers* with some warm water.
Olga: Thank you, doctor. How many tablets can I take per day?

8 **Rob:** Doctor, I've cut my finger on a piece of paper.
Doc: Oh, that's nothing serious! Let's wash it and then put a(n) *plaster* on it.

6.9 VIDEO AND VLOG WORKSHEET

BBC Caffeine alternatives

Before you watch

1 SPEAKING Discuss the questions.

1 Which caffeine-based drinks (coffee, tea, cola, energy drinks etc.) do you drink regularly?
2 What effect does too much caffeine or not enough caffeine have on you, if any?
3 What do you eat or drink if you need to stay awake or stay alert for something?

2 Complete the table with the adjectives in the box to describe the different effects caffeine can have on people. Use a dictionary if necessary.

active alert anxious awake drowsy jittery sleepy

not enough caffeine	*drowsy, sleepy*
the right amount of caffeine	*active* *alert, awake*
too much caffeine	*anxious, jittery*

While you watch

3 24 Match natural alternatives to coffee 1–4 with descriptions a–d. Then watch the first part of the video (00:00–02:02) and check your answers.

1 Sugar/fudge [c]
2 Sage [a]
3 Chewing gum [d]
4 Placebo [b]

a A herb that contains a chemical that helps the connection between brain cells.
b A substance used to check that people don't feel different just because they're taking a pill.
c A sweet snack containing glucose for an energy boost.
d A food that research suggests could make us more alert.

4 SPEAKING Discuss which alternative you think is most likely to increase alertness and which improve performance.

5 24 Watch the second part of the video (02:03–4:05) and check your ideas in Exercise 4. Which results do you find surprising?

Increase alertness: chewing gum
Improve performance: sage

6 24 Complete the sentences from the video with the correct form of the adjectives in Exercise 2. Watch again and check.

And, of course, there's the added bad side of the fact that if I have too much of the stuff, it makes me [1]*jittery* and [2]*anxious*, which is the last thing I want as a surgeon who has to hold a knife in their hands. So what are the alternatives if we want something to help us stay [3]*awake* and [4]*alert*? I would've thought that if you have sugar at that point in the day where you're feeling a bit [5]*sleepy* and [6]*drowsy*, that that really perks you up. So it seems that sage could be the alternative we've been looking for to make us more [7]*active* in the afternoon. But are you sure you're ready to swap your cappuccino for a leaf of sage?

After you watch

7 SPEAKING Do you think sage could become a popular alternative to coffee? Why/Why not?

FOCUS VLOG About health and sleep

1 Order the activities in the box from favourite to least favourite. Compare with a partner.

cycling going to the gym lifting weights mountain-climbing running swimming walking up stairs

2 27 Watch Justin, Amber, Noah, Holly, Ruslan and Peter answering the questions below. Which speaker is most like you?

1 What do you do in order to stay fit and healthy?
2 What do you do in order to sleep well?

3 27 Watch the second part of the video (1:52–3:04) where the speakers answer the second question from Exercise 2 and complete the sentences.

1 Justin reads … *a book.*
2 Amber has a … *white noise machine.*
3 Noah has a regular … *schedule.*
4 Holly drinks … *hot milk.*
5 Ruslan just … *goes home and goes to sleep.*
6 Peter doesn't look at his … *screen thirty minutes before he falls asleep.*

4 SPEAKING Answer the questions in Exercise 2. Then discuss the ideas in the video. Which ones would you like to try? Why?

6.10 SELF-CHECK

VOCABULARY AND GRAMMAR

1 Choose the correct answers A–C.

Remember to fasten your helmet strap under your *chin*.
A elbow B waist (C) chin

1 Shelly danced for 24 hours non-stop and __ £200 for charity.
A rose (B) raised C recovered

2 Jamie almost __ a panic attack when he saw how high the balcony is.
(A) had B did C made

3 When I told Sarah what had happened, she __ her head off. I didn't expect her to find it so funny.
A pulled B broke (C) laughed

4 Karen __ money every month to a different charity. Maybe we could do that too?
(A) donates B raises C sponsors

5 What's her name again? Oh, it's on the __ of my tongue.
A tap (B) tip C top

/5

2 Complete the sentences with the correct form of the words from the box. There are two extra words.

chin hand heart jaw leg ribs thighs tongue

Be careful not to burn your *tongue* when you drink this tea. It's really hot.

1 I wasn't serious Kathy! You don't owe me any money. I was only pulling your *leg*.
2 When my grandmother had to sell her old house, it broke her *heart*.
3 Leah needs some help with her Maths homework. Can you give her a *hand*?
4 I don't like these jeans. They're the wrong shape for my legs. They make my *thighs* look really fat.
5 One of Sam's *ribs* was broken in the car accident. He says it really hurts when he laughs.

/5

3 Match a word from box A with a word from box B to complete the sentences. There is an extra word in box A.

A: broken flu nut serious shaving sore stomach

B: allergy ~~condition~~ cut epidemic finger pain

The woman is in a *serious condition*, so she needs to stay in hospital.

1 I've got a *sore finger* because I was sending text messages all night.
2 Why have you got toilet paper stuck to your face? Do you have another *shaving cut*?
3 I'm not surprised Archie has a *stomach pain* after eating all that chocolate.
4 There's a *flu epidemic* in town, so I'm going to get an injection against it.
5 Donna has a *nut allergy*, so she tends not to eat chocolates or biscuits just in case.

/5

4 Complete the sentences with the correct forms of the words in brackets.

I wish I *wasn't* (not/be) so tired because I'd really love to go out tonight.

1 If Claire *didn't feel* (not/feel) ill, she would definitely go to the gym.
2 Damien wishes he *had* (have) more money so he could take Nicole to an expensive restaurant.
3 If motorists *didn't drive* (not/drive) so close to each other on the motorway, there would be far fewer accidents.
4 If the government made healthcare free for everyone in the country, we *would pay* (pay) much higher taxes.
5 If only ice cream *was/were* (be) good for me. I'd be the healthiest person alive.

/5

5 Decide which prompt goes in each gap and then complete the Third Conditional sentences. Use short forms.

Jack [a] *wouldn't have been late* if he [b] *hadn't stopped* to watch the football match. **not stop / not be late**

1 Erin [a] *would've hit* the other skier if she [b] *hadn't turned* so quickly. **hit / not turn**
2 I [a] *wouldn't have offered* to pay for everyone if I [b] *'d known* how expensive it was here. **know / not offer**
3 If Jill [a] *had hurt* her shoulder, she [b] *wouldn't have played* in the match yesterday. **not play / hurt**
4 If Connor [a] *hadn't eaten* three bars of chocolate, he [b] *wouldn't have felt sick*. **not eat / feel sick**
5 The doctor [a] *would've been* on time if she [b] *hadn't lost* her car keys. **not lose / be**

/5

6 Choose the correct answers A–C.

Hi Clara,

I'm writing to you from hospital. I hurt my back really badly and needed an operation on my *C*. I'm doing OK and, according to the doctors, in a [1] __ condition, which is good news. I asked if I could go home this morning. The doctor said that if I went home, I [2] __ the strong painkillers they give me here. He says I need to stay for another two days. I wish I [3] __ because I miss normal food. If Mum [4] __ me food from home, I wouldn't have eaten anything this week. But I shouldn't complain too much. It must be hard to [5] __ all the patients here.

Are you coming to visit me tomorrow? If you do, can you bring me some magazines? I'm BORED BORED BORED!

See you x

	A	B	C
	A chin	B wrist	(C) spine
1	A safe	(B) stable	C serious
2	(A) wouldn't get	B won't get	C didn't get
3	A can leave	(B) could leave	C leave
4	A didn't bring	B wouldn't bring	(C) hadn't brought
5	A deal	B care	(C) treat

/5

Total /30

USE OF ENGLISH

7 Choose the best translation A–C for the Polish parts of the sentences.

The doctor *(odmówił wypisania mi recepty)*.
A said he wouldn't give me a recipe
(B) refused to write me a prescription
C told me he would write a receipt for me

1 I landed on my side *(aby nie skręcić sobie nogi w kolanie)*.
A in order to sprain my knee
B so that I hadn't sprained my knee
(C) so as not to sprain my knee

2 If I had played with my little brother more carefully, *(nie złamałbym sobie palca u nogi)*.
A I didn't break a toe
B I couldn't have broken a toe
(C) I wouldn't have a broken toe

3 I think *(że pogryzł go szczur)*. Look at these marks on his ankle.
A he bit a rat
B a rat was bitten by him
(C) he was bitten by a rat

4 Jake *(udostępnił stronę internetową)* about volunteering to help sick children in hospital with me.
A set up a webpage
(B) shared a webpage
C took part in a webpage

5 Oliver *(sfinansował mój udział)* in the mini-marathon, so he was very upset when I dropped out.
(A) had sponsored me
B has sponsored me
C had been sponsoring me

/5

8 Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary. Use up to six words in each gap.

Tony *wouldn't have caught a disease* (not/catch/a disease) if he hadn't forgotten to take his tablets.

1 I would have called the rescue team *if I had known* (if/know) it was an emergency.
2 We left home early *in order not to be* (order/not/be) late for the meeting with the nurse.
3 You can put on *my jacket so as to keep* (my jacket/so/keep) warm if you like.
4 Julie *wishes she wasn't/weren't allergic* (wish/not/be/allergy) to chocolate because she loves the taste so much.
5 If only Mary *didn't have a bruise* (not/have/bruise) on her arm – she could wear the short-sleeved dress she loves.

/5

9 Complete the second sentence so that it has the same meaning as the first. Use between two and five words, including the word in capitals.

Tony forgot to use kitchen gloves and burnt his fingers on the hot pan. **REMEMBERED**
Tony wouldn't have burnt his fingers on the hot pan *if he had remembered* to use kitchen gloves.

1 James has decided he isn't going to play the match on Sunday. **TAKE**
James has decided *not to take part* in the match on Sunday.
2 I need to get in shape because of the marathon next month. **TRAIN**
I need to *train for the* marathon next month.
3 Paddy regrets not knowing how to give first aid. **WISHES**
Paddy *wishes he knew* how to give first aid.
4 I think it would be a good idea to speak to your doctor first. **IF**
I would speak to your doctor first *if I were* you.
5 You were exhausted because you had worked too much. **NOT**
If you hadn't worked too much, *you would not have been* exhausted.

/5

10 Complete the text with the correct form of the words in the box. There are two extra words.

day dislocate interesting obvious operate sprain stitch surgeon

/5

Medical help to get you back on track

Professional athletes depend on their bodies working well in order to succeed. *Interestingly*, recent studies have shown that many of them have a reaction to pain that is different to what most of us experience. This is because physical pain is so much a part of their [1] *daily* lives. For example, a ballet dancer who experiences muscle pain might simply assume that they've had a hard workout and just stretch or take a hot bath to feel better. A runner who has [2] *sprained* an ankle might just wrap it in an elastic bandage and keep on running, hoping it will get better on its own. This is [3] *obviously* the wrong approach, as any doctor will tell you, and can lead to long-lasting injuries. Fortunately, more and more professional athletes have easy access to doctors and physical therapists, which means that they can more easily prevent and deal with injuries. They don't even need to go to a doctor's [4] *surgery*, because most services are available where they train. Of course, nothing makes an athlete happier than to hear the words, 'I don't think you need a(n) [5] *operation*.' Because they are getting help earlier, they are more likely to avoid serious problems and to have longer careers as well.

Total /20

7 The art of entertainment

7.1 VOCABULARY

Entertainment • people in entertainment • phrasal verbs

SHOW WHAT YOU KNOW

1 Choose the odd one out.

1	ballet dancer	actor	singer	sculpture
2	documentary	fantasy	horror	science fiction
3	news bulletin	thriller	crime drama	period drama
4	game show	talent show	soap opera	reality TV
5	orchestra	composer	conductor	painter
6	plot	portrait	setting	soundtrack

2 Complete the sentences with words from Exercise 1.

I never watch *period dramas* because I prefer shows set in modern times.

1 Did you watch the latest *news bulletin*? There was a big accident near our flat half an hour ago.
2 I liked the music from the film so much that I bought the *soundtrack* on CD.
3 *Londyńczycy* was a Polish *soap opera* set in London – but it only ran for two years.
4 It might only be an animation film but the *plot* is too complicated for me. I've no idea what's happening.
5 Who's your favourite *painter*? I love Monet and Munch. And Salvador Dali's not bad.

FOCUS ON WORDS | Entertainment

3 Choose the correct verbs.

1 In 2017, Ed Sheeran [a]*played* / *appeared* in an episode of *Game of Thrones*. He [b]*acted* / *played* the part of a Lannister soldier in the episode *Dragonstone*.
2 Jay-Z and Bruce Springsteen are the two artists that have *signed* / *made* the biggest recording contracts – both $150 million. Robbie Williams is third with a contract valued at $125 million!
3 You don't need to [a]*write* / *have* great reviews to [b]*have* / *make* a hit single but it certainly helps.
4 The garage rock band Severe Tire Damage were the first band to perform live on the Internet. Their concert *got* / *was* streamed in June 1993.
5 Pink Floyd [a]*released* / *sold* the album Dark Side of the Moon in 1973 and it [b]*has got* / *has been* in the charts for a total of 861 weeks – that's over 16 years!
6 In 2014, Prince [a]*did* / *made* a live secret gig in London in front of 75 people. In fact, legends such as Neil Young, Jack White and Tom Waits have all chosen to [b]*play* / *perform* small venues in the UK in recent years.

4 Complete the radio announcement with the missing words in the correct form. The first letters are given.

'It can take time for a **b***and* to go from playing small [1]**v***enues* which hold only a few dozen people to big stadiums that hold tens of thousands, but for one band success has come quickly. It started when The Opal Orange's first song had great [2]**r***eviews* in the media. This resulted in the band having a hit [3]**s***ingle* with their first CD back in January. Since then, the band have stayed in the [4]**c***harts* with all of their other songs getting into the top 10. They've just signed a [5]**r***ecording* contract with a big record company and will [6]**r***elease* their first album in August. They're doing a number of live [7]**g***igs* around Europe, and fans that can't get tickets will be pleased to hear that the concerts will be [8]**s***treamed* live in cinemas. Singer Tom Bradley has also [9]**a***ppeared* in the fantasy TV series *Games of Kings* where he plays the [10]**p***art* of Prince Ludo.'

REMEMBER THIS

viewer *(n)* – someone who watches a TV programme; telewidz
audience *(n)* – a group of people who come to watch and listen to someone giving a speech or another live performance; publiczność
spectator (n) – someone who is watching a sporting event or other competition; kibic
listener (n) – someone who listens to the radio; słuchacz

5 Read REMEMBER THIS. Complete the sentences with the correct word.

The number of live *spectators* is now so low that organisers of horse racing events are offering other forms of entertainment on the day. These include such family favourites as dog shows, live music and open air discos.

1 Regular *listeners* to BBC Talk Radio will already know that there has been a change to schedules …
2 After the mayor's emotional speech, the *audience* rose to their feet and started clapping and cheering.
3 The TV broadcast of Prince Harry and Meghan Markle's wedding attracted around 750 million *viewers* worldwide.

FOCUS ON WORDS | People in entertainment

6 Complete the sentences with the correct form of the words from the box.

audience cast drummer guitarist musician songwriter viewers vocalist

The lead *guitarist* played one of the best solos I've ever heard.

1 Each episode of *The Game of Thrones* is watched by around 12 million [a]*viewers* and every member of the [b]*cast* who stars in the show is now incredibly famous.
2 When the [a]*vocalist* of the band started to sing the band's greatest hit, the [b]*audience* went wild.
3 The *drummer* dropped his sticks and the band had to stop playing. It was really quite embarrassing.
4 Paul McCartney is a talented *musician* as well as singer. He can play the guitar, bass, piano and drums among other instruments.
5 Bob Dylan is the singer-*songwriter* that won the Nobel prize for Literature in 2016 for creating 'new poetic expressions within the great American song tradition.'

FOCUS ON WORDS | Phrasal verbs

7 Match the beginnings with the correct endings to make sentences.

A
We're going to miss the start of the film if Marley doesn't turn (e)
1 I want to get creative again, so I'm thinking of signing (a)
2 Even the most famous and successful celebrities have to start (b)
3 Don't ask Clarke to play live on stage yet because she'll mess (d)
4 The new album by J. Cole is going to come (c)

a up for a photography class.
b out at the bottom.
c out soon.
d up the guitar solo.
e up soon.

B
1 The school's theatre club has this crazy idea of putting (e)
2 Fernando isn't enjoying the book club, so I don't think he's going to carry (b)
3 Life's much too short to beat yourself (c)
4 It's normal to be nervous the first time you go on stage but it quickly wears (a)
5 I don't want to be mean but at 17 you're far too old to take (d)

a off.
b on coming.
c up about things.
d up ballet.
e on a musical.

8 Complete the dialogues with the verbs from Exercise 7 in the correct form.

1 **Rudi:** The new superhero film *comes* out on Thursday. Do you want to go to the Arizona Cinema with me and George to watch it? We've got an extra ticket.
Claud: Sure. What time should I *turn* up at the cinema?
Rudi: Be there at 6:30 and we can grab a coffee first, OK?

2 **Beckie:** Next week is the last lesson of our singing course. Are you going to [a]*sign* up for the next level?
Vilma: I don't think I'll [b]*carry* on with my career as a vocalist, to be honest. I'm not good enough.
Beckie: Oh, come on! If Leonard Cohen could sing, you certainly can!

3 **Daniel:** I can't believe I came last in the TV talent show. How embarrassing. Was I really that bad? Will the feeling of being a complete loser ever [a]*wear* off?
Rebecca: Of course it will. Don't [b]*beat* yourself up about it. You were much better than some of the other people.

4 **Maja:** Hi, Joe. Listen, I'm [a]*putting* on a show at school and I'm looking for some people to act on stage. It's nothing too complicated and you won't need to say anything.
Joe: Oh, I don't know. That kind of thing isn't for me. I'd probably [b]*mess* something up and fall over or something.
Maja: Hmm. OK. Well, I thought I'd ask.

SHOW WHAT YOU'VE LEARNT

9 Choose the correct answers A–C.

1 How long has this song been __ the charts? I'm bored of hearing it now.
(A) in B on C at
2 I can't sing at all, so we need to find a __ for our band.
A musician B gig (C) vocalist
3 We turned __ late. The play had already started.
(A) up B out C in
4 If you could __ in any TV series, which one would you choose and why?
A stream (B) appear C show
5 Our band doesn't play pop music, so we'll never have a __ single.
A great B big (C) hit
6 Who's the __ guitarist in Guns N' Roses again?
A main B head (C) lead
7 Gabriel really wants to put __ an end-of-year show for the teachers, so I think we should help him.
(A) on B up C off
8 The *Mamma Mia Here We Go Again!* musical has great __ in this online film magazine.
A previews B revisions (C) reviews
9 Wow, I never knew you'd taken __ the violin.
A on (B) up C to
10 We've been practising our songs for months and we think we're ready to do our first live __ .
(A) gig B venue C play

/10

7.2 GRAMMAR

Reported speech – statements

SHOW WHAT YOU KNOW

1 Put the words in order to complete the conversation between Mum, Dad and Kristy.

D: Kirsty, please tell me we are not watching *The X-Factor*.
K: You *watch / said / could / I* said I could watch it tonight.
D: No, I [1]*could / you / watch / said* said you could watch it upstairs.
K: Dad!
D: What? The other day I [2]*I / television / said / was / taking back / my* said I was taking back my television on Saturday nights. I want to watch the Grand Prix.
K: *(shouting)* Mum! *The X-Factor* has started!
D: Kirsty! Last Saturday night, I [3]*told / you / bought / I / had* I told you I had bought a second television for exactly this kind of situation.
M: (enters room) Oh. Did you [4]*The X Factor / that / say / started / had* say that The X Factor had started ?
D: But … the Grand Prix.
M: There's another television upstairs, Walter.

2 ★ Write reported speech as direct speech. Pay attention to the underlined words.

Margaret Mead said that thanks to television, for the first time the young were seeing history before it was censored by their elders.
Margaret Mead: *'Thanks to television, for the first time the young are seeing history before it is censored by their elders.'*

1 Professor Smith said that television had changed the way we lived our lives.
Professor Smith: *'Television has changed the way we live our lives.'*
2 The politician said that he believed that good journalism could make the world a better place.
The politician: *'I believe that good journalism can make the world a better place.'*

3 ★★ Match the reporting verbs to the definitions.

	gave a reason for something	*explained*
1	said that something was true	*claimed*
2	answered	*replied*
3	said more about something	*added*
4	told someone something that they didn't know or hadn't thought of	*pointed out*
5	said something in an indirect way	*suggested*

4 ★★★ Read the direct speech. Choose the correct reporting verb. Then complete the gaps with the correct forms of the verbs in brackets. Change any other words if necessary.

'Honestly, please believe me, I really didn't know she was a drug dealer.'
The TV presenter [a]*suggested / claimed* he [b]*hadn't known* (not/know) that the woman had been a drug dealer. He begged the court to believe [c]*him*.

1 'We don't think the programme is suitable for children.'
When a journalist asked why the programme had been banned, the members of the panel [a]*added / replied* that, in [b]*their* opinion, they [c]*didn't think* (not/think) the programme was suitable for children.
2 'Don't tell everyone, but maybe you should wait until next week. There's probably going to be a sale here.'
I was in the electrical store a few weeks ago and the assistant winked at me and [a]*replied / suggested* that the [b]*following* week there [c]*was probably going to be* (probably/be) a sale [d]*there*.
3 'Leo can take my car. I won't need it because I'm working from home today.'
Leo wanted to borrow his dad's car, but his Mum [a]*added / suggested* that he [b]*could take* (take) hers. She [c]*wouldn't need* (not/need) it because she was working from home [d]*that* day.

SHOW WHAT YOU'VE LEARNT

5 Rewrite the direct speech as reported speech.

'I will miss the last part of this TV series tomorrow.'
It was a long time ago, but I remember she said *she would miss the last part of that TV series the following day*.

1 'We're going to be on television next week.'
Two months ago, they said *they were going to be on television the following week*.
2 'I'm meeting your sister here later today.'
We were in the café and Dad told me *he was meeting my sister there later that day*.
3 'We saw you both last month.'
It was back in January when they told us *they had seen us both the month before*.
4 'I can't give you her phone number now.'
Jason said *he couldn't give me her phone number then*.
5 'Your concert is cancelled.'
We were very disappointed when the organiser told us that *our concert was cancelled*.
6 'I'll see you tomorrow.'
Six days ago she told him she*'d (would) see him the following day*, but then she never came back.

/6

GRAMMAR Train and Try Again page 152

Minister for Culture Embarrassed in Television Interview

Last night on Channel 10 News, the Minister for Culture claimed that young people were happier these days than when he had been young. The journalist Mandy Striker pointed out that there was no real proof of that, and politely suggested that happiness was very difficult to measure. The minister explained that his statement was based on meetings he had had with young people and parents in local schools in his area. He added that his own teenage children were also living full and happy lives. The minister then asked Ms Striker if this was reasonable evidence. Ms Striker replied that not all young people were as lucky as those who lived in the area where the minister lived. This morning the red-faced minister promised there would be a nation-wide survey into young people's levels of happiness.

7.3 LISTENING LANGUAGE PRACTICE

Useful expressions • synonyms • word families

1 Complete the expressions in bold in the extracts with the words from the box.

common expression feel ~~formula~~ himself laugh spans stupid where

Extract from Students' Book recording 4.6

1 A viral video is a video that becomes popular very quickly through the Internet. People share the video through social media and email. […] There isn't **a** *formula* **for** a viral video hit. But the most popular ones **have three things in** [1]*common*. Firstly, [they're really] short. People **have short attention** [2]*spans*, especially when they're looking at websites, so the most successful viral videos are around three minutes long. Secondly, they stir up your emotions – they may be funny, sad, shocking, entertaining or even extremely annoying, but they **make viewers** [3]*feel* **something**. The third ingredient is story. Many of the most popular viral videos tell a [simple] story and the ones with an inspirational ending are the most memorable.

2 My favourite videos are the ones that **make you** [4]*laugh*. It's usually because somebody **does something** [5]*stupid* – for instance, there's a video of a man who dives into a frozen swimming pool. Well, I say he dives, but of course he hits the ice and slides across the swimming pool. How can you be so stupid? […]. I couldn't believe it! […] I love the one where a baby bites his brother's finger. The little brother puts his finger in his baby brother's mouth, and **surprise surprise***, the baby bites it. I love **the** [6]*expression* **on the baby's face – he's very pleased with** [7]*himself*.

2 Complete the sentences with words and expressions from Exercise 1. Change the verb forms if necessary.

People ask me what the formula *for* success is. I tell them it's hard work and good timing.

1 Viv loves spending time with Dave. He *makes* her feel happy and relaxed.
2 I love visual comedy. It *makes* me laugh more than any joke could.
3 Emma and Karen both got top marks in the test, so they were very *pleased* with themselves.
4 Have you seen the expression *on* Kieran's face when he heard he had won? He looked really surprised.
5 Danielle, I've *done* something really stupid. I forgot to pay the deposit and we've lost the booking.
6 Lindsay and I aren't friends anymore. We just don't have anything *in* common.
7 This game is only suitable for children over the age of six. Younger children's attention spans are too *short* to enjoy it properly.

3 Match the adjectives below with underlined synonyms in the text.

	happy	= *pleased*
1	brief	= *short*
2	amusing	= *funny*
3	straight-forward	= *simple*
4	foolish	= *stupid*
5	irritating	= *annoying*
6	disturbing	= *shocking*

REMEMBER THIS

1 Wyrażenie ***surprise, surprise*** stosuje się w sytuacji, gdy zdarza się coś nieoczekiwanego, ale pozytywnego, np.: *I asked her out on a date and surprise, surprise she actually said yes!*
2 To samo wyrażenie jest też używane w znaczeniu ironicznym w sytuacji, gdy ktoś zrobił coś oczekiwanego lub też nastąpiło wydarzenie, które nie było dla nikogo zaskoczeniem, np.: *He was late on Monday and Tuesday, and surprise, surprise he was late again on Wednesday.*

4 Read REMEMBER THIS. Which meaning 1 or 2 is expressed in Extract 2 in Exercise 1?

FOCUS ON WORDS | Word families

5 Complete the reviews with the correct form of the words from the box.

emotion span surprise (x2) upload view viral

Website of the year

My choice is SnappyVid. OK, websites for *uploading* your home-made videos are nothing new. But this site is perfect for people that have a short attention [1]*span* because videos must be shorter than 45 seconds. And best of all, to [2]*view* a video all you need to do is to choose a topic and say it into your microphone.

Advert of the year

Adverts in this category need to go [3]*viral* – if they don't, very few people will see them! Fortunately, everybody saw the Mango Munchies advert that contains an element of [4]*surprise* which made it unique among this year's ads. Oh, and Mango Munchies taste great too!

Film of the year

Documentaries are not usually fun but *Down by the Sea* really took me by [5]*surprise*. Firstly, it really made me laugh (which is not easy to do!) and secondly, it stirs up [6]*emotions* in very unusual ways. I won't say anything more other than watch this film today!

7.4 READING

Television • collocations • phrases related to reading • word building

1 **Read the text and match headings A–F with parts 1–4. There are two extra headings.**

A Getting a Clearer Picture (2)
B Television Goes Mobile ( )
C Hi-tech Becomes Old-tech (1)
D What Day? What Time? What Channel? (4)
E The Internet Replaces Television ( )
F Stay in your Seat, Stay in Control (3)

1 _____

If your grandma or grandpa were lucky enough to have a television in their bedroom when they were your age, they probably felt pretty cool, even if it was black and white, weighed about 20 kg and had an antenna that looked like a metal coat hanger. **A**___ The technology of televisions has changed so quickly that it's not surprising some of the most sophisticated features of the TV sets of the past seem rather silly these days. In this week's article, check out these old TV technologies, but while you are laughing, remember that many modern gadgets will seem just as ridiculous to the youngsters of tomorrow.

2 _____

'Stay tuned!' is something you still occasionally hear people on television say when they are really asking you not to switch off or change the channel. The phrase has lost its original meaning, which referred to 'tuning' early analogue televisions (adjusting* them to get the best quality picture) by turning a big dial,* or wheel, on the front. Later televisions had individual channel buttons, but for each button there was still a tuning dial located behind a little plastic door on the front of the set. These dials were often tiny and tricky to turn, so some manufacturers used to sell their sets with a little plastic stick that you would put into a hole and turn until the picture was clear enough to watch. **B**___ Nowadays, thank goodness, televisions 'tune' themselves automatically.

3 _____

When your grandparents were young, 'channel surfing' actually required physical effort because to change the channel you had to stand up, walk across the room and press a button on the television. **C**___ Eventually, remote controls were invented, but the first ones actually had a wire that stretched across the room from the remote to the television. Later more boxes appeared – video recorders, satellite tuners and so on – and with those came additional remote controls. Eventually, when it became impossible to open the living room door because of all the different remotes, universal controllers became popular and one small device could finally control all the different boxes in your living room! Now, with the help of the right app, it is becoming more and more common to use a mobile phone or tablet to control all the various media devices in your house, though some homes still have more remote controls than hands to operate them.

4 _____

Not so many years ago, viewers had no choice but to wait a week for the next episode of their favourite TV programmes to be shown. **D**___ It was not unusual for people to plan their week around the TV schedule and, if they were busy at the time of their favourite show, they either missed it or found space on a video tape, set the video recorder for the right time and hoped the tape didn't run out before the programme had finished. These days, TV schedules are still printed in magazines and some newspapers. However, they are much less significant because of 'catch-up' TV channels, on-demand Internet TV services such as Netflix or I-player, and of course legal and illegal downloading.

Television and the technology associated with it is changing constantly and if you have children, by the time they are your age, flat-screen, HD and 3D will probably seem as silly and old-fashioned as black and white, two channels only, and a coat hanger for an aerial.

GLOSSARY

adjust *(v)* – to change or move something slightly to improve it or make it work better; dostroić, dopasować

dial *(n)* – the wheel-like part of a radio or old-fashioned television that you turn to find a different station or channel; pokrętło, przełącznik

2 **Read the text again and complete gaps A–D with the missing sentences below. There is one extra sentence.**

1 If you lost this little tool, the entire set became useless. (B)
2 These first colour-television sets were extremely expensive. ( )
3 People would check the weekly TV schedule in a magazine or newspaper and highlight the shows they really wanted to watch. (D)
4 Now, just a decade or two later most of us carry small, powerful, high-definition, full-colour, multi-media devices in our bags and pockets. (A)
5 Actually, this wasn't such a big problem, because for a long time there were only two or three channels to choose from. (C)

3 **Match the underlined adjectives in the text to synonyms below. Use a dictionary if necessary.**

fortunate = *lucky*
1 important = *significant*
2 advanced = *sophisticated*
3 more = *additional*
4 single = *individual*
5 instant = *on-demand*
6 contemporary = *modern*
7 difficult = *tricky*

REMEMBER BETTER

Gdy uczysz się nowego słowa (czasownika, rzeczownika lub przymiotnika) lub sprawdzasz użycie wyrazu już ci znanego, zajrzyj do słownika kolokacji i wynotuj kilka często używanych wyrażeń, w których występuje interesujące cię słowo.

And the lucky winner of tonight's lottery is ticket number 459!

That was a lucky escape. If we hadn't been late, we would've been on the train that crashed.

Did you really know the answer or was it a lucky guess?

FOCUS ON WORDS | Phrases related to reading

4 **Complete the quotes about reading with the correct form of the words in brackets.**

'While a lot of people nowadays reach for their e-books or tablets when they want to read, most people agree that reading the old-fashioned (FASHION) way – i.e. a paper book – actually [1]*enhances* (ENHANCE) the reading process.'

'For readers who can feel [2]*distracted* (DISTRACT) by over-complicated plots and a large cast of characters, some of George R.R. Martin's books can be challenging. This is not the case with his short story *The Monkey Treatment*. I guarantee you will find this tale both easy to [3]*follow* (FOLLOW) and gripping to read.'

'Anybody who is [4]*critical* (CRITICISE) of e-books should pause for a second and realise that we should be encouraging young people to read however they choose to. Reading anything at a young age helps to improve [5]*literacy* (LITERATURE) rates and this can't be a bad thing.'

'Unlike a film, reading a book leaves something to the [6]*imagination* (IMAGINE), and this is very often more engaging than simply being shown everything on the big screen.'

'I always prefer to review a book [7]*positively* (POSITIVE) but I'm finding that very hard with Edward Lowell's *The Paper Plant*. This novel is [8]*based* (BASE) on the real life of a nineteenth century factory owner and seems an inappropriate subject for a book of any kind. What was Lowell thinking?'

FOCUS ON WORDS | Word building

5 **Complete the sentences with the verb or noun forms of the word in capitals.**

CREATE
a I've got a great idea! Let's *create* a band website where people can stream our music.
b Improvisation is the *creation* of spontaneous music.

1 **ACCOMPANY**
a I often study or clean the house to the *accompaniment* of music.
b Jones, please *accompany* me to the head teacher's office now.

2 **DISTRACT**
a Sorry, what did you say? I was *distracted* by that loud banging. What is that noise?
b There are too many *distractions* at home, so I often do my homework in the library.

3 **ENCOURAGE**
a I never thought I could act but my parents *encouraged* me and I've been quite successful.
b James isn't very self-confident but with a little *encouragement* he performs quite well.

4 **ENGAGE**
a Ms Hay is known for her *engagement* in politics and environmental issues.
b Fiona never has any free time. She's always *engaged* in one activity or another.

5 **ENHANCE**
a What can I do to really *enhance* my singing skills?
b We have made a lot of *enhancement* to the equipment in our music venue.

6 **ENTERTAIN**
a The *entertainment* industry is worth over $2 trillion a year, apparently. Wow!
b Granddad's in the garden *entertaining* the kids with his magic tricks.

7 **IMPROVE**
a We have seen great *improvements* in communication technology over the years.
b If you want to *improve* at anything, you must practise, practise, practise.

8 **MEMORISE**
a *Memorisation* techniques such as the Memory Palace are designed to help you remember things in great detail.
b How have you *memorised* so much information? I forget most things moments after I hear them!

7.5 GRAMMAR

Reported speech – questions and imperatives

SHOW WHAT YOU KNOW

1 Complete the dialogue with Grandma's questions.

Grandma: *What are you going to wear to the end-of-term party*?
Lori: I'm going to wear a black dress and high heels.
Grandma: [1]*Who are you going (to the end-of-term party) with*?
Lori: I'm going with my friends and my boyfriend.
Grandma: [2]*Have you got a boyfriend*?
Lori: Yes, I have got a boyfriend, Grandma.
Grandma: [3]*When did you start seeing him*?
Lori: I started seeing him last month.
Grandma: [4]*Is he nice*?
Lori: Yes, he's nice.
Grandma: [5]*When am I going to meet him*?
Lori: You are going to meet him next month at my birthday party.

2 ★ Katy is talking to her friend about a boy she met in a café yesterday. Choose the correct option to complete the sentences. Then match them with the reported answers a–e.

Yesterday, the boy said …
1 Do you come here often?
2 Can I buy you a coffee?
3 What is your name?
4 Have you got a boyfriend?
5 Where did you meet him?
6 What is he like?

Today, Katy is telling her friend …
1 He asked me *did I go there* / *if I went there* often.
2 He asked whether he *can* / *could* buy me a coffee.
3 He asked me what *my name was* / *was my name*.
4 He asked me *did I have a boyfriend* / *if I had a boyfriend*.
5 He asked me where *I had met* / *did I meet* him.
6 He asked me *what was my boyfriend like* / *what my boyfriend was like*.

a I said I had met my boyfriend at a friend's party. (5)
b I told him it was Katy. (3)
c I said he could buy me a coffee and also a cookie if he liked. (2)
d I told him my boyfriend was fantastic. (6)
e I said 'yes' I had a boyfriend, so he was wasting his time. (4)
f I said I went there most lunchtimes. (1)

3 ★★ Look at Rosie's list and complete her conversation with her friend Poppy.

Record of horrible things my big sister has said to me

Monday	Tuesday	Wednesday
1 be quiet	3 grow up	5 go away
2 don't annoy me	4 don't be stupid	6 stop writing lists

P: How are things with your sister, Rosie? Are you still writing your list?
R: Yes, I am. I'll tell you. On Monday she *told me to* be quiet and [1]*not to* annoy her. On Tuesday she [2]*told me to* grow up and [3]*not to be* stupid, and on Wednesday she [4]*told me to* go away and asked me [5]*to stop writing/not to write* lists.
P: Oh, Rosie. Poor you.
R: Yeah, she's pretty mean, but then she's got her exams coming up soon, so I have decided to forgive her.

4 ★★★ Complete the reported questions and answers from Exercise 1. Use short forms.

Grandma asked Lori *what she was going to wear* to the end-of-term party.
Lori said she *was going to wear* a black dress and high heels.
1 She also asked her [a]*who she was going* to the end-of-term party with.
Lori said she [b]*was going* with her friends and boyfriend.
2 Then she asked her [a]*if/whether she had* a boyfriend.
Lori said she [b]*had* a boyfriend.
3 Next, she asked her [a]*when she had started seeing* him.
Lori said she [b]*had started seeing* him a month before.
4 After that, she wanted to know [a]*if/whether he was* nice.
Lori said her boyfriend [b]*was* nice.
5 Finally, she asked [a]*when she was going to* meet him.
Lori told her grandma [b]*she was going to* meet him the following month at her birthday party.

SHOW WHAT YOU'VE LEARNT

5 Report the questions and instructions. Use short forms.

Have you arrived safely?
Mum called as soon as the plane landed and *asked me if I had arrived safely*.
1 What was the flight like?
She *asked (me) what the flight had been like*.
2 Have you been through passport control yet?
Then she *asked (me) if/whether I'd been through passport control (yet)*.
3 Did you remember to collect your luggage?
She even *asked (me) if/whether I'd remembered to collect my luggage*.
4 Don't forget to change some money.
Next, she *told me not to forget to change some money*.
5 How are you getting to your aunt and uncle's house?
Still more questions! She *asked (me) how I was getting to my aunt and uncle's house*.
6 Say 'hello' to everyone from me.
Finally, she *told me to say hello to everyone from her*.
I'm looking forward to a little time away from home.

/6

GRAMMAR Train and Try Again page 152

7.6 USE OF ENGLISH

Nouns

1 ★ Choose the correct answers.

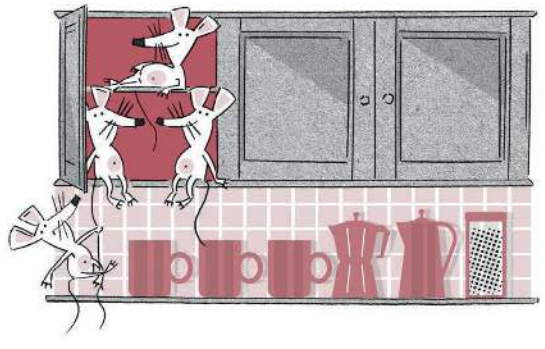
1 Did Olga give you *a* / – good advice on what to do?
2 How *much* / *many* information can you give me on your singing classes?
3 I'm making *a* / – very slow progress in my sculpture lessons.
4 Please pass me a pair of *scissor* / *scissors*.
5 I really like *this* / *these* trousers. Can I try them on?
6 Whose black jeans *is this* / *are those*?

2 ★★ Find and correct the mistakes.

The ~~headquarter of Disney is~~ in Burbank, California. *the headquarters of Disney are*
1 Wow! You've bought lots of new ~~furnitures~~ since I last came here. *furniture*
2 Oh, no. The airline has lost my ~~luggages~~. What am I going to wear on the beach? *luggage*
3 I'm afraid the news ~~aren't~~ very good. You haven't won the art award. *isn't*
4 Can I name a famous actor without any ~~hairs~~? Hmm. Patrick Stewart from *Star Trek* and *X-Men*? *hair*
5 I've got lots of favourite TV ~~serieses~~ – too many to name, in fact! *series*

3 ★★ 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 between three and six words.

Don't worry, *the police are coming* (police/be/come) and will be here very soon to control the crowd.
1 I know I'm supposed to be a vampire but these *teeth are (too) sharp* (tooth/be/sharp) and I keep biting my own tongue.
2 Isn't it funny that there *are more sheep* (be/many/sheep) than people in New Zealand?
3 Neil Armstrong and Buzz Aldrin *were the first men* (be/first/man) to stand on the moon.
4 Norah can't dance at all. She *has got two left feet* (got/two/left foot), as we often say.
5 Eeeek! There *are three mice* (be/three/mouse) in the cupboard above the sink. How did they even get there? Somebody please get them out now.



4 ★★★ Complete each gap with one word.

(Not) Acting as a Child?

Shirley Temple

How to become a child actor? I've done *some* research on it recently and it's easier than you think.

Firstly, the good news [1]*is* that there is real demand for child actors. Did you know that Disney themselves employ over 1,000 [2]*children* every year? So, wherever you live, look for places where you can begin your acting career. There will be people in your area who work for theatres, schools and churches that may need your skills.

Secondly, practise at home. Learn lines from your favourite films or TV [3]*series/programmes/shows* and read them aloud dramatically. Use simple props to help you get into character: a pair of dark [4]*(sun)glasses/gloves* to become a policeman, for example.

And finally, if one day you find yourself in front of a camera or on a stage, don't forget your [5]*manners* and always be polite. Nobody wants to work with a troublesome star – no matter how young or old!

5 ★★★ Translate the Polish parts of the sentences.

Anton: Could you *give me some advice* *(dać mi jakąś radę)* about how to become famous?
Barbara: Certainly. Always work hard and look good.

1 **Liam:** Don't you think *politics is boring* *(polityka to nudy)*?
Bart: Not me. I'm fascinated by it.

2 **Chloe:** My company *is moving its headquarters to Spain* *(przenosi swoją siedzibę do Hiszpanii)*.
Walter: I know. What are you going to do?

3 **Andrzej:** Hey, I *have some news* *(mam nowe informacje)* for you!
Wendy: Well, go on then. Tell me!

4 **Jan:** Philip's *research of Chinese poetry is* *(badania poezji chińskiej są)* absolutely fascinating.
Paulina: He knows a lot about Chinese history and philosophy too.

5 **Herbert:** *How many species of fish* *(Ile gatunków ryb)* are there in the world?
Terry: I read yesterday there are actually almost 28,000 if you include sharks.

7.7 WRITING

An article reviewing an event

1 Complete the dialogues with extreme adjectives. The first letters are given.

1 M: Well, that was a really **t**errible (very bad) meal! And extremely expensive. I'm [1]**d**evastated (very disappointed) after spending so much money on that!
R: Actually my food was [2]**d**elicious (very tasty) and I think the chef is absolutely [3]**b**rilliant (very talented). Besides, I think it's [4]**h**ilarious (very funny) that you say that now after eating everything. And rather quickly I might add.
M: That's not fair. I was so [5]**s**tarving (very hungry) that it was [6]**i**mpossible (not possible) not to eat whatever they put in front of me.

2 J: That was an absolutely [7]**a**mazing (very good) concert, Oli. Thanks again for inviting me. The band were [8]**f**abulous/fantastic (very good)!
O: Oh, man. I'm [9]**e**cstatic (very happy)! I've wanted to see them play live for years. I knew they were good but that was [10]**e**xcellent (very good)! And the way they played the songs differently to how they sound on the albums was also [11]**f**ascinating (very interesting)!
J: I agree. They're very talented.

2 Choose the correct modifier.

Telly-Addicts: last night on the box

Last night's television highlight was definitely the [1]*absolutely* / *rather* fascinating BBC2 documentary *Icemen* about the lives of fishermen in Iceland. Some of the fishermen's stories were [2]*rather* / *absolutely* sad, but [3]*very* / *absolutely* interesting, and the shots of the Icelandic coastline were [4]*very* / *absolutely* gorgeous.

Also worth watching was Channel 4's new quiz *What's Up?* which was presented by the [5]*extremely* / *absolutely* talented Rosie Perks and her [6]*very* / *absolutely* funny partner Richard Bond. Though many of the questions on the show are [7]*quite* / *absolutely* impossible to answer, we still found it [8]*really* / *absolutely* entertaining from start to finish.

3 Complete the puzzle using the clues below and find what word connected with the topic of this lesson is written in the grey boxes.

- two adjectives which mean very bad
- one adjective to describe nice tasting food
- one modifier for base adjectives
- one modifier for extreme adjectives
- five adjectives which mean very good

Hidden word: *Article*

[1]b	r	i	l	l	i	a	n	t
[2]t	e	r	r	i	b	l	e	
[3]a	b	s	o	l	u	t	e	l	y
[4]a	m	a	z	i	n	g		
[5]f	a	n	t	a	s	t	i	c
[6]l	o	v	e	l	y			
[7]e	x	t	r	e	m	e	l	y
[8]d	e	l	i	c	i	o	u	s
[9]a	w	f	u	l				

4 Read the text and number the paragraphs in the correct order. Then choose the most interesting title.

1 The Village Anniversary ☐
2 Last Weekend was Nice ☐
3 A Bright, Beautiful and Busy 400th Birthday ☑

Abbeydale Village News

A (2) Saturday began with an early morning fun run. It was nice / *lovely* weather and when the sun rose, the sky turned a(n) [1]very / *extremely* pretty orangey-blue colour. When the runners reached the finish next to the abbey, the sun was already high in the sky, the music had started and the smell of [2]nice tasting / *delicious* food was everywhere.

B (4) Unfortunately, the traffic in the village was [3]bad / *terrible*. Trying to drive through the village was almost impossible and the sound and smell of the cars was [4]bad / *awful*. Maybe next year one of the farmers' fields outside the village can be used as a car park.

C (1) It is not often you get to say 'happy 400th birthday!' but that's exactly what we did in our village last weekend. 400 years ago, a group of monks decided to build an abbey, or church next to the river, and our village grew up around it. The ruins of the abbey are still standing today and that's where the anniversary celebrations were held.

D (5) Except for the traffic, it was a [5]nice / *brilliant* day. I think every town and village should have a day when they celebrate their community and its history.

E (3) By midday, everyone from the area was there enjoying the [6]nice / *amazing* sunshine. All around the ruins, there were colourful market stalls and people selling [7]nice / *fantastic* local food. There were some great live bands and a(n) [8]really / *absolutely* fabulous play which told the story of the village.

5 Replace the underlined words in the text with more descriptive alternatives from Exercise 3. Use each word only once. Sometimes more than one answer is possible.

6 Read the task below. Then read the article and complete it with the correct form of the words in brackets.

You recently watched a celebrity wedding on TV. Write an article reviewing the programme. Include and develop these points:

- Say briefly what happened on the day and give your opinion on the importance of filming such events.
- Share your impressions of the programme you watched and suggest how similar TV programmes could be improved in the future.

A Day to Remember!

I recently watched the live TV *broadcast* of a celebrity wedding. Although I told my friend that I [1]*was* (be) [A]*rather* / *absolutely* sceptical about it, afterwards I admitted that I [2]*enjoyed* (enjoy) watching the programme.
I now consider such events as [B]*absolutely* / *very* engaging and valuable.

It began with shots of the [C]*absolutely* / *very* magnificent [3]*location* (locate), a beach on Hawaii. The cloudless sky, clear water and golden sand is certainly an ideal place to get married! The show's hosts then mixed with the crowd of [D]*rather* / *really* familiar faces, other A-list [4]*celebrities* (celebrity), asked them how they [5]*felt/were feeling* (feel), if they were nervous, and spoke with them in a relaxed manner.

Next was the [6]*marriage* (marry) ceremony itself. The bride and groom looked [E]*really* / *very* fantastic in their wedding [7]*clothes* (cloth). They told us how much they [8]*loved* (love) each other and the camera showed guests with tears in their eyes.

One thing I thought was missing from the show was an interview with the celebrity couple before the ceremony. If it had been included, it would have been [F]*extremely* / *quite* nice to hear them share their [9]*feelings* (feel) and say why they [10]*had chosen/chose* (choose) to get married in this way. However, this is a small criticism of what was a(n) [G]*very* / *absolutely* wonderful television event.

7 Read the article again. For questions A–G, choose the correct words. Sometimes both answers are correct.

SHOW WHAT YOU'VE LEARNT

8 Niedawno ekipa filmowa spędziła dzień w twojej szkole, aby nakręcić odcinek programu typu reality show – pt. „Nasza szkoła ma talent". Napisz artykuł liczący 200–250 słów, w którym opiszesz i ocenisz wydarzenia tego dnia, a także przedstawisz sugestie dotyczące przyszłorocznego przedsięwzięcia.

SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Mój artykuł recenzujący wydarzenie:

- opatrzony jest ciekawym, zabawnym lub oryginalnym tytułem, który przyciąga uwagę czytelnika, ☐
- we wstępie podtrzymuje zainteresowanie czytającego poprzez zadanie pytania lub przedstawienie interesujących faktów, ☐
- zawiera opis wydarzenia, w którym użyłem/użyłam różnych przymiotników i przysłówków, ☐
- uwzględnia moje wrażenia odwołujące się do zmysłu wzroku, słuchu, węchu lub smaku, ☐
- przedstawia moją opinię i sugestie na temat przyszłorocznego przedsięwzięcia, ☐
- na koniec może zachęcać czytelnika do udziału w podobnym wydarzeniu lub też odradzać mu to, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 200–250 słów, ☐
- został starannie i czytelnie napisany. ☐

7.8 SPEAKING

Asking for permission
• polite requests

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Asking for permission	Prośba o pozwolenie
Can/Could I/we …?	Czy mogę/możemy/ mógłbym/mogłabym/ moglibyśmy/mogłybyśmy…?
Is it OK if I/we …?	Czy wolno mi/nam…?
We were wondering if I/we could …?	Zastanawialiśmy/ Zastanawiałyśmy się, czy mógłbym/mogłabym/ moglibyśmy/mogłybyśmy…?
Do you mind if I/we …?	Czy będzie panu/pani/ci przeszkadzać, jeśli…?
Giving permission	**Udzielanie pozwolenia**
Well OK, I suppose so.	Sądzę, że tak.
Yes, that's fine. No problem.	Tak, w porządku. Nie ma problemu.
Sure, I don't see why not.	Jasne, nie widzę powodu, dlaczego nie.
No, not at all, go ahead.	Ależ skąd, proszę bardzo.
Refusing permission	**Odmawianie udzielenia pozwolenia**
I'm sorry but …	Przykro mi, ale…
I'd like to help but I'm afraid …	Chciałbym/Chciałabym pomóc, ale…
I'm afraid …	Jest mi przykro, że…
Yes, I do actually.	Niestety tak (będzie mi przeszkadzać).

1 Put the words in order to make polite requests.

mind / photograph / take / do / if / you / we / your
Do you mind if we take your photograph ?

1 here / mind / you / if / do / I / sit
Do you mind if I sit here?

2 you / if / were / could / we / wondering / we / ask / a question
We were wondering if we could ask you a question?

3 the channel / it / is / I / if / OK / change
Is it OK if I change the channel?

4 me / you / lend / could / your / bike
Could you lend me your bike?

5 toothbrush / I / can / your / borrow
Can I borrow your toothbrush?

2 Choose the correct options to complete the responses to the requests in Exercise 1 then mark each response as *G* for giving permission or *R* for refusing permission.

Yes, *I do actually* / *go ahead*. I'm afraid I don't like being in photographs. R

1 *Yes* / *No*, not at all. No one is sitting there. G

2 *Yes that's fine* / *I'd like to help but*, I'm rather busy at the moment. R

3 *No problem* / *I'm sorry* but I'm watching this programme. R

4 *Sure* / *Not at all*, I don't see why not. Do you want to borrow my helmet too? G

5 Well OK, I suppose *so* / *not* although it's a bit disgusting. G

REMEMBER THIS

Pamiętaj, że gdy ktoś pyta cię o pozwolenie, używając konstrukcji: *Do you mind if I/we… (Czy będzie ci przeszkadzać, jeśli…?)*, udzielisz pozwolenia, gdy powiesz: *No, I don't mind (Nie)*, a odmówisz udzielenia go, mówiąc: *Yes, I do mind (Tak)*.

3 Complete the dialogues with phrases. Some letters are given.

Conversation 1: Floyd and Marjorie

In the shopping centre car park …

F: Hi, sorry to disturb you, but you look like a very sweet old lady and [a]I **w**as **w**ondering **i**f I **c**ould ask you to watch my shopping while I go and get some change for the parking machine? There are too many bags to carry down those stairs again and if I leave them here, I know someone will steal them.

M: **N**o, **n**ot **a**t **a**ll young man, you **g**o **a**head.

F: Really? How kind! You see, even though you are old, you are still useful. Back in two minutes!

Floyd leaves to get change …

M: Useful? Well, how rude!

Marjorie gets out her mobile phone …

Dorothy! Bring the car round quickly. We've got some extra 'free' shopping today.

Conversation 2: Duncan and Mum

D: Mum?

M: Yes, Duncan?

D: [a]**D**o **y**ou **m**ind **i**f I borrow your car tonight?

M: [b]**S**ure, I **d**on't **s**ee **w**hy **n**ot.

D: Really? Fantastic!

M: There's hardly any petrol in it though, so you'll have to fill it up.

D: No problem … oh … er … Mum?

M: Yes, Duncan?

D: [c]**C**an I borrow some money?

M: Well Duncan, [d]**I'**d I like **t**o **h**elp **b**ut I think I gave you £20 yesterday, didn't I?

D: Oh … er … oh … yes! Yes, of course you did, sorry. I'll use some of that.

7.9 VIDEO AND VLOG WORKSHEET

BBC Shakespeare's avatars

Before you watch

1 SPEAKING Discuss the questions.

1 How many Shakespeare's plays can you think of?
2 How many Shakespearean characters can you name?
3 Have you seen any Shakespeare's plays? Did you like them? Why/Why not?

2 You're going to watch a video about a virtual reality game based on Shakespeare's plays. Match the words with the headings:

~~3D avatar~~ animated film audience costume digital dramatic gestures language media perform performer scene screen stage technology theatre virtual reality

A virtual reality game	Shakespeare's play
3D avatar	

Answer key – WB page 161

While you watch

3 28 Watch the first part of the video (00:11–00:44) without sound and answer the questions.

1 What are the two performers doing?
2 What's the audience watching?
3 What's happening on the screen?

4 28 Watch the first part again with sound and check your ideas in Exercise 3.

Answer key – WB page 161

5 28 Watch the second part of the video (00:44–03:09) and answer the questions. *Answer key – WB page 161*

1 Why was the game created?
2 Why do people think the game is effective?
3 Why isn't it surprising that the game is based on Shakespeare?

6 28 Watch the whole video again. Are sentences 1–7 true (T) or false (F)?

1 It was unusual for actors to use big gestures in Shakespeare's time. F
2 Players of the virtual reality game can choose their avatar's costume. T
3 The avatars on screen are Lord and Lady Macbeth. T
4 The scene shows Lady Macbeth in good health. F
5 The presenter finds it easy to play the game. F
6 The first Elizabethan theatre in North America was built in 1932. T
7 Michael Witmore is against using technology to understand Shakespeare. F

After you watch

7 SPEAKING Would you like to play the game presented in the video? Why/Why not?

8 SPEAKING Match 1–6 with a–f to make famous Shakespeare quotes. Then discuss what they mean.

1 All the world's a stage, c
2 To be, or not to be: e
3 Good night, good night! a
4 Is this a dagger b
5 If music be the food of love, f
6 Friends, Romans, countrymen, d

a Parting is such sweet sorrow. *(Romeo and Juliet)*
b which I see before me …? *(Macbeth)*
c and all the men and women merely players. *(As You Like It)*
d lend me your ears. *(Julius Caesar)*
e that is the question. *(Hamlet)*
f play on. *(Twelfth Night)*

FOCUS VLOG About television

1 SPEAKING Do you know any of the TV series below? Which ones would you like to watch? Discuss with a partner.

1 *A Good Place*: a fantasy-comedy about a woman who gets into heaven by mistake. Kes
2 *Dr Who*: a science-fiction series featuring a time machine (TARDIS) disguised as a police telephone box. Luda
3 *Friends*: one of the most popular sitcoms of all time. Céire
4 *Gilmore Girls*: a comedy drama about family and relationships. Céire
5 *Suits*: a legal drama. Céire
6 *Dear White People*: a comedy-drama about racism in America. Shannon
7 *Still Game*: a Scottish sitcom about pensioners. Lauren

2 30 Watch the first part of the video (00:00–01:22) where Céire, Shannon, Lauren, Kes and Luda are talking about their favourite TV series. Match the series in Exercise 1 with the names.

Answers marked in exercise 1

3 SPEAKING Discuss the questions.

1 What is your favourite TV series?
2 Why do you think TV series are so popular?

4 30 Watch the the speakers answering the second question in Exercise 3 (01:23–2:44). Do they mention any of your ideas?

Answer key – WB page 161

7.10 SELF-CHECK

VOCABULARY AND GRAMMAR

1 Choose the correct words.

I love the ending to this film. Because we don't really know what happened, it (leaves) / *lets* / *plays* something to the imagination.

1 You're in a band, aren't you Jake? Have you ever *appeared* / *done* / (played) a venue that holds more than fifty people?
2 In my opinion, the best way to *gain* / *take up* / (improve) literacy rates is to promote reading and reduce children's time in front of the television.
3 I always listen to classical music when I read. I feel it somehow *increases* / (enhances) / *exaggerates* the reading experience.
4 Quite a few actors have (released) / *realised* / *reviewed* albums, you know. David Duchovny, Keifer Sutherland, Hugh Laurie, Scarlett Johansson ... Some of them are even pretty good!
5 If you want to (view) / *review* / *make* a video on this website, you simply need to click the green 'play' button at the bottom of the screen.

/5

2 Complete the sentences with the correct form of the words from the box. There are two extra words.

beat carry feel mess release sign stir upload

I've been kicked out of the band because I keep *messing* my solo up.

1 It's important not to *beat* yourself up but rather look on a failure as something to learn from.
2 Lorna has *signed* up for the local theatre group. She's always loved acting and can't wait to perform in a play.
3 Jack *uploaded* a video of me dancing at his party. Luckily, he deleted it when I asked him to.
4 When I was a student I had trouble concentrating and often *felt* distracted when I needed to work or study. It's better now, fortunately.
5 Hugo doesn't usually like folk music but these songs really *stirred* up emotions in him. I thought he was going to cry at one time.

/5

3 Complete the sentences with the correct words. The first and last letters are given.

The **c***ast* of the new *Fantastic Beasts* film is awesome! Eddie Redmayne, Johnny Depp, Zoe Kravitz, … and Jude Law is Dumbledore!

1 Most people agree that Agatha Christie's greatest **c***reatio***n** was Hercule Poirot, the fictional Belgian detective. His death was even announced on the front page of The New York Times!
2 I read some of my poetry in a café last week. There were only about fifteen people in the **a***udienc***e** but they seemed to like it.
3 Live music is my favourite form of **e***ntertainmen***t**. I try to go to a concert at least once a month.
4 Adele is the **s***inge***r-s***ongwrite***r** who wrote and sang the James Bond title tune *Skyfall*.
5 Ringo Starr from the Beatles is the only famous **d***rumme***r** I can name. They're not usually as well-known as guitarists or singers.

/5

4 Find and correct the mistakes.

TV presenter: 'Your new show is the best you have ever done.'
The TV presenter ~~said~~ the star that his new show was the best he'd ever done. *told*

1 **Natalie:** 'I am watching a film, Caroline.'
Natalie told Caroline ~~I was~~ watching a film. *she was*
2 **Sophia:** 'I haven't been to the cinema yet'.
Sophia added she ~~didn't go~~ the cinema yet. *hadn't been*
3 **Tim:** 'I missed the last episode, yesterday.'
Tim said he had missed the last episode ~~yesterday~~. *the day before*
4 **Mollie:** 'We'll meet here at six o'clock.'
Mollie said ~~we'll meet~~ there at six o'clock. *we'd meet*
5 **Ben:** 'It can't be the same actor.'
Ben pointed out that it ~~can't be~~ the same actor. *couldn't have been*

/5

5 Read the conversation between Phil, the head of a drama school, and Ruby. Use reported speech.

P: Do you really want to be an actress?
He asked me if *I really wanted to be an actress*.
R: Yes, I do.
P: Are you sure? Most actresses don't become rich or successful.
He asked me whether [1]*I was sure* and said that most actresses didn't become rich or successful.
R: I'm sure.
P: Have you ever studied drama?
He asked me if [2]*I had ever studied drama*.
R: No, I haven't.
I said no, I [3]*hadn't*.
P: Can you act?
He asked me whether [4]*I could act*.
R: Yes, I can.
P: Show me.
He asked me [5]*to show him*.

/5

6 Choose the correct answers A–C.

I took Grandma to buy a new TV last weekend. The shop assistant asked us what kind of TV we *A* interested in and Grandma [1]__ a black and white TV that was square and had at least four channels. The assistant told Grandma [2]__ colour TVs these days and that they all [3]__ more than four channels.

In the end, the assistant and I persuaded her to buy a little colour TV. Altogether it cost £99.99 which I thought was [4]__ , Grandma thought it was extremely expensive. Of course, her disappointment quickly [5]__ off and now she loves her little TV and says it was worth every penny ☺.

	A	B	C
	(A) were	B are	C have been
1	A told she wanted	(B) said she wanted	C said she'd wanted
2	(A) they only sold	B he's only sold	C we only sell
3	A have had	B had had	(C) had
4	A a good value	(B) good value	C good values
5	A went	B turned	(C) wore

/5

Total /30

USE OF ENGLISH

7 Choose the correct answers A–C.

What it takes to have a hit

Have you ever wondered why some series become hugely successful while others don't? What is their secret? Here are a few ideas:

1 The series has to come *A* at the right time, for example when a book it is based on is still very popular.

2 It should be [1]__ on a widely-available platform so that many people have access to it.

3 It should contain a(n) [2]__ of surprise. When shows are too predictable, their popularity soon wears [3]__ . And, of course, every episode needs to end with a cliffhanger.

4 Having big names in the [4]__ is not that important – it is enough if the actors are able to create characters that feel real.

5 Great [5]__ don't really matter that much either – usually people start watching a series when a friend recommends it.

	A	B	C
	(A) out	B in	C off
1	A released	(B) streamed	C played
2	(A) element	B span	C part
3	A out	(B) off	C away
4	(A) cast	B audience	C venue
5	A charts	B contracts	(C) reviews

/5

8 Complete the text with the correct form of the words in brackets.

A VERY GOOD NOISE

To many people there is nothing more annoying than the sound of a child banging on drums or making loud screetching noises when they practise on a violin. But in fact, a child who shows an interest in music should receive *encouragement* (ENCOURAGE).

It turns out that playing a musical instrument has many benefits. Firstly, experts agree that because of the level of focus required, learning an instrument can help in the [1]*memorisation* (MEMORISE) of facts such as historical dates and mathematical formulae. What's more, few people would argue that it's a better form of [2]*engagement* (ENGAGE) than, for example, playing computer games or spending time on social media.

A musician in the home can also provide [3]*entertainment* (ENTERTAIN) at family meetings and, with the [4]*accompaniment* (ACCOMPANY) of other family members either singing or playing along, can be both a fun and [5]*deeply* (DEEP) engaging way to spend time together with loved-ones at a special time of year.

/5

9 Complete the second sentence so that it has a similar meaning to the first one. Use between two and five words, including the word in capitals.

'The guests became emotional during the presentation.' **STIRRED**
Luke said that the presentation *stirred up the guests'* emotions.

1 Was understanding the plot of this book easy? **FOLLOW**
Did you *find it easy to follow* the plot of this book?
2 Alicia Vikander stars as Lara Croft in the new *Tomb Raider* films. **PART**
Alicia Vikander *plays the part of* Lara Croft in the new *Tomb Raider* films.
3 The popularity of the sculpture completely surprised me. **BY**
I was completely *taken by surprise by* the popularity of the new sculpture.
4 The film *Bohemian Rhapsody* is about the life of Freddie Mercury and his band Queen. **ON**
The film *Bohemian Rhapsody* *is based on* the life of Freddie Mercury and his band Queen.
5 I was so happy when my book received positive reviews. **REVIEWED**
I was so happy when my book was *reviewed positively*.

/5

10 Translate the Polish parts of the sentences.

Jonathan told us that *he had just signed a recording contract* *(właśnie podpisał kontrakt płytowy)* with Mercury Records.

1 Seeing and hearing Josie sing karaoke *made me laugh* *(rozśmieszyło mnie)*.
2 Jason informed us that our advert with the bird playing drums *had gone viral* *(rozeszło się w sieci)*.
3 You should never *be too critical of somebody* *(być nastawiony zbyt krytycznie do kogoś)* when they are trying their hardest.
4 I only ever buy paper books because *I prefer to read the old-fashioned way* *(wolę tradycyjną metodę czytania)*.
5 Adam said that the loud music *was distracting him and he couldn't concentrate/focus* *(przeszkadzała mu i nie mógł się skoncentrować)* on his work.

/5

Total /20

8 Modern society

8.1 VOCABULARY

Crime and criminals
- people involved in a crime case
- the justice system

SHOW WHAT YOU KNOW

1 Complete the information with the words from the box. There are two extra words.

city elections people politics population
Prime state system United

FOCUS ON WORDS | Crime and criminals

2 Look at the crime report and complete the sentences. The first letters are given.

Last year's city crime figures:

5 people killed ..... (up 20%)
68 houses robbed ..... (down 17%)
43 people attacked and robbed ..... (up 4%)
114 car thefts ..... (up 12%)
122 buildings attacked (windows broken, graffiti, etc.) .. (down 1%)

Last year ...
5 people were **m**urdered
1 68 houses were **b**urgled
2 43 people were **m**ugged
3 114 cars were **s**tolen
4 122 buildings were **v**andalised

3 Choose the correct verb to complete the sentences. You may need to change the form of the verb.

DEAL / STEAL
1 a The teenager that *dealt* drugs outside the cinema was arrested and charged.
b Somebody *stole* my wallet from my bag yesterday.

MUG / MURDER
2 a I read that another person was *mugged* in the High Street last night. Fortunately, they only took his money and his phone and didn't hurt him.
b See, the man wasn't *murdered* after all – it was an accident.

PIRATE / SHOPLIFT
3 a Plenty of shops use basic methods of security to stop people from *shoplifting* things.
b Many countries are becoming stricter on cyber-criminals who *pirate* software and stream films or music illegally.

ROB / BURGLE
4 a Hank was *robbed* last week on the way home. They took his wallet and smartphone.
b Most of the people that try to *burgle* a house aren't professional criminals.

SET / VANDALISE
5 a The statue of the famous politician was *vandalised* by protesters.
b The protesters *set* fire to a car and then ran through the park to escape the police.

4 Choose the correct words.

1 **Police statements claim that last week's fire at the NuVu Cinema was *arson* / *arsonist*.**
2 **'My life as a *drug dealer* / *drug dealing*.' Read our shocking interview with an ex-criminal.**
3 **DVD *piracy* / *pirate* falls as more people download films legally online.**
4 **Film star tells her terrible secret: 'I was a celebrity *shoplifter* / *shoplifting*'.**
5 **Police question students after *thieves* / *thefts* steal exam papers from city school.**
6 **Street cameras fail to decrease the number of *vandalism* / *vandal* cases in local area.**
7 ***Robbery* / *robber* caught by 78 year-old Maggie Pearson.**
8 **Government announces *muggings* / *muggers* to get stricter sentences.**
9 ***Burglary* / *Burglar* gets away with cat worth £5,000.**
10 **Investigation continues into *murder* / *murderer* of Count Wardling.**

FOCUS ON WORDS | People involved in a crime case

5 Choose the correct answers A–C.

Conversation 1

Al: Do you know any [1]__?
Bea: Yes, I do. My next door neighbour was arrested for drug dealing.
Al: Really? What happened?
Bea: Very early one morning, five [2]__ came round and took her away. The case went to court and the [3]__ sentenced her to five years in prison.

1 (A) criminals B arsonists C judges
2 A muggers (B) police officers C burglars
3 A victim B suspect (C) judge

Conversation 2

Aga: Have you ever been a [4]__ of a crime?
Ben: Luckily not, but I have been a [5]__. I saw a woman get mugged and have her handbag stolen.
Aga: Wow. Did you have to give evidence to the police?
Ben: Sure. I described the man who did it and they arrested a [6]__. Then I had to point him out from a line of men that looked alike.

4 A suspect (B) victim C criminal
5 A murderer B pirate (C) witness
6 A victim (B) suspect C judge

FOCUS ON WORDS | The justice system

6 Complete the court notes with the words from the box. There are three extra words.

arrested charged collected ~~committed~~
ended guilty interviewed not guilty
released sentenced went

Case number 004256

Notes:

25/01 a crime (burglary) was *committed*.
26/01 a suspect was [1]*arrested* and [2]*charged* with a crime.
26/01 the victim and suspect were [3]*interviewed*.
27/01 evidence was [4]*collected*.
14/03 the case [5]*went* to court.
14/03 the judge decided the man was [6]*guilty*.
16/03 the man was [7]*sentenced* to 16 months in prison.

SHOW WHAT YOU'VE LEARNT

7 Complete each pair of sentences with the same answer A–C.

1 Lena's grandmother was __ on the train from London to Brighton.
Four men __ a bank and then drove away in a blue van.
A stolen (B) robbed C mugged
2 The detective __ evidence from the scene of the crime and put it in his pocket.
Everybody I knew __ stamps as a hobby when I was a kid.
(A) collected B made C watched
3 The accused was __ and sent to prison for three years.
Have you __ your phone?
(A) charged B sentenced C committed
4 Three teenagers were arrested for dealing __ in the nightclub.
The doctor gave my aunt some strong __ to cure her illness.
A medicine B items (C) drugs
5 How many points did the __ give the last singer?
You must be very responsible to be a __ in a court of law.
(A) judge B suspect C witness
6 The __ was once a successful local businessman.
Olga __ me of using her laptop without asking her first.
A murdered B robbed (C) accused
7 The police __ everybody in the room to find a suspect.
Hey look! It's the woman that __ me for that accountancy job last week.
A chatted B spoke (C) interviewed
8 Did you know that Beyonce has __ a new album?
It came out on Monday.
The police __ me because I'm not guilty, that's why!
A sentenced (B) released C committed
9 After four years the trial finally __ and everybody could return to their normal lives.
I won't tell you how the book __ but be prepared for a surprise.
(A) ended B stopped C closed
10 Apparently, somebody __ fire to the school on Sunday but very little damage was done.
I'd like to __ up my own business as a jeweller one day in the future.
A did (B) set C put

/10

8.2 GRAMMAR

The Passive

SHOW WHAT YOU KNOW

1 Complete the sentences with the correct passive form of the verbs in brackets. Use short forms.

YouTube *was started* (start) by an American, a Taiwanese and a Bangladeshi.

1 YouTube *was created* (create) on Valentine's Day 2005.
2 The first video, called 'Me at the Zoo' *wasn't posted* (not/post) until April 2005.
3 Currently, around a hundred hours of video *is/are uploaded* (upload) to YouTube every minute.
4 'Gangnam Style' by Psy *has been watched* (watch) nearly 2 billion times since it was posted.
5 YouTube *was bought* (buy) by Google in 2006 for US$1.65 billion.
6 A lot of money *has been made* (make) by people who have started successful YouTube channels.

2 ★ Choose the correct forms.

1 The crown jewels of England *have kept / have been kept* at the Tower of London since 1303.
2 *Will the student meeting be held / Will we hold the student meeting* in the cafeteria?
3 Until recently, prisoners in this jail *weren't being given / weren't giving* basic medical care.
4 Jennifer's dress *didn't design / wasn't designed* by Marc Jacobs. It's an Armani.
5 The plants are dying because they *aren't watering / aren't being watered* regularly.
6 *Are the school gates unlocked / Do they lock the school gates* at 8 a.m. every morning?

3 ★★ Read Kitty's message then complete the sentences with the correct passive forms.

Hi Henry,

Robin and I have finally organised everything for Nina's leaving party. We're not holding it at Big Mike's Burger Restaurant anymore, because they are renovating the place that weekend ☹. Anyway, we have decided that we will hold it at Pizza Land instead (Nina's dad hasn't paid the deposit yet, but he promised to do it soon). The Eatout website recommends Pizza Land, so it should be OK. I invited Jim, but unfortunately he can't make it. Everyone else has said yes, so there will be 9 of us. A mini-bus will pick everyone up from Robin's house at 6 p.m.

C U then ☺

Kitty xx

Everything *has been organised* by Robin and Kitty.

1 The party *isn't being held* at Big Mike's Burger Restaurant.
2 Big Mike's Burger Restaurant *is being renovated* that weekend.
3 Instead, the party *will be held* at Pizza Land.
4 The deposit *hasn't been paid* by Nina's dad yet.
5 Pizza Land *is recomended* by Eatout.
6 Jim *was invited* by Kitty but he can't make it.
7 Everyone *will be picked up* from Robin's house at 6 p.m.

4 ★★★ Make the active sentences passive and add *by + person/thing* to the sentences using the words in the box.

the amateur theatre group the director and the editor
~~the factory workers~~ the Kenyan runner the nurse
the Physics teacher

They produce 100 mobile phones per hour here.
100 mobile phones per hour are produced here *by the factory workers*.

1 We are performing 'Les Miserables' this year.
Les Miserables is being performed this year *by the amateur theatre group*.
2 She injected me with a steroid.
I was injected with a steroid *by the nurse*.
3 They were editing the film at the studio.
The film was being edited at the studio *by the director and the editor*.
4 He has broken the marathon world record again.
The marathon world record has been broken again *by the Kenyan runner*.
5 She will give out the exam papers in five minutes.
The exam papers will be given out in five minutes *by the Physics teacher*.

SHOW WHAT YOU'VE LEARNT

5 Complete the notices with the correct forms of the verbs in brackets.

This bridge *was rebuilt* (rebuild) in 2010 using EU funds.

1 Tomorrow at 2 p.m. the water *will/is going to be turned off* (turn off) for half an hour.
2 The swimming pool *is being cleaned* (clean) at the moment and will reopen in 20 minutes.
3 My bike *was stolen* (steal) from here last night. Please call 409 709 if you saw or heard anything.
4 Rubbish *is collected* (collect) once a week on a Thursday morning.
5 This week's prize *hasn't been collected* (not/collect). Please check your ticket and contact us if you are the winner.
6 The council removed the recycling bins from this location as they *weren't being used* (not/use). Your nearest bins are now at the end of Pope Street.

/6

GRAMMAR Train and Try Again page 153

8.3 LISTENING LANGUAGE PRACTICE

Collocations • prison

1 Read the interview between the presenter and Daniel. Choose the correct verb patterns to follow the verbs in bold a–h.

Extract from Students' Book recording 4.24

P: How many of the other young offenders were as motivated as you?
D: Not many. A lot of them are happy the way they are and don't **want** [a] *to change / changing*.
P: Is it true that some young offenders **like** [b] *be / being* in prison because they have a better life inside than outside?
D: Yeah. That's definitely true. One of my mates was homeless [1]___ he came [2]___ prison. He was worried [3]___ being released – [4]___ prison he got food and clean clothes and a warm cell. Outside, he was living in a box [5]___ the street. The day he was released, he walked [6]___ the prison car park and smashed the windows on five cars in the car park. He was back here [7]___ a few days.
P: Hm, well that brings me to another point. The government **want** [c] *to improve / improving* conditions in young offenders' prisons. But some people say that this is wrong. They say that these are young people who have committed crimes and they **should** [d] *to be punished / be punished*. One prison guard said, 'They have education, they have a gym and television – it's like a holiday camp!' What do you say to that?
D: But it's not a holiday camp – we can't see our friends or our family. Doors are locked. I don't want to go back there. If you want young people to change, you **can't** [e] *lock / to lock* them in a cell and **expect them** [f] *changing / to change*. You **have to** [g] *educate / educating* them and **make them** [h] *believe / to believe* that there is a better life in front of them. Simple as that.

2 Choose the correct preposition to complete gaps 1–7.

1	A after	(B) before	C during
2	A onto	B by	(C) into
3	(A) about	B for	C of
4	A on	B to	(C) in
5	A by	(B) on	C along
6	(A) into	B in	C on
7	A with	B before	(C) in

3 Use the prompts in bold to complete the prisoners' words with the correct verb patterns and tenses.

should / be
You *should be* very careful who you talk to. There are some very dangerous men in here.

1 **not want / leave**
I *don't want to leave* prison because outside, I'll be homeless, jobless and poor.
2 **not expect / anyone / visit**
Well, I really *don't expect anyone to visit* me now while I'm in here. I never had any friends and my family don't speak to me after what I did.
3 **have to / spend**
Most days, we *have to spend* 22 hours in our cells. We only come out for meals and exercise.
4 **make / us / clean**
The prison guards *made us clean* our cells every morning last week.
5 **like / share**
Nobody in here *likes sharing* a cell. One of the worst things about prison-life is the lack of privacy.
6 **can't / remember**
I've been locked up for so long that I *can't remember* what it feels like to be free.

FOCUS ON WORDS | Prison

4 Choose the correct verbs from the box to complete the pairs of sentences. Change the form if necessary. There are two extra words.

break have lock make
punish release serve take

a You *broke* the rules of the game, so you have to go back to the beginning.
b My mum says she has never *broken* the law in her life, but I don't believe her.

1 a On holiday in Greece last year, Dad was *locked* up in a cell for two days because the police thought he was someone else. It sounds funny now but it was terrifying at the time.
b Joanne said she is just *locking* the office and will be here in five minutes.
2 a In the UK, you can be *punished* with a £1,000 fine for dangerous cycling.
b Although the football player received a red card, the referee did not *punish* the team further by awarding a penalty kick.
3 a It is unlikely that this man will ever be *realesed* from prison. He is simply too dangerous.
b Are they *releasing* your granddad from hospital?
4 a In our hotel breakfast is *served* from 6.00 to 11.30 a.m.
b My next door neighbour is *serving* a sentence for cruelty to animals. They should have locked him up and thrown away the keys!
5 a Can you be an English teacher if you *have* a criminal record?
b Aunt Josephine *has* been a police officer for over twenty years and she still says it's the best job in the world!

8.4 READING

The Shawshank Redemption
• definitions • verb phrases
• synonyms

1 Read the text quickly and decide why it was written.

1 To describe a film and give an update on its star's current work ✓
2 To describe a film which shows what life is like in modern prisons
3 To describe a film in which prisoners were used as actors

Film Focus

A Portrait of Life Inside

A According to many viewers and critics, *The Shawshank Redemption** is one of the greatest films ever made. It is a prison-drama adapted from a short story by Stephen King, and in the year of its release, it was nominated for 7 Oscars including best actor, best picture, best screenplay based on another source and best cinematography. Although it is set behind bars, it tells a heart-warming story of friendship and hope. It did not make a lot of money when it was first shown in cinemas and it won none of the awards for which it was nominated, but today it is loved by fans of cinema everywhere around the world. In fact, since 2008, it has been the number one film on the well-known film review website IMDB (Internet Movie Database). This puts it one place above Francis Ford Coppola's classic mafia movie *The Godfather* from 1972, starring acting legends Marlon Brando and Al Pacino.

B Set shortly after the end of the Second World War in the mid-1940s, *The Shawshank Redemption* tells the fictional story of Andy Dufresne, a young and successful banker who is convicted of the murder of his wife and her lover. Based in the state of Portland, Maine, one of nineteen American states without the death penalty, Andy is instead sentenced to life imprisonment in Shawshank Prison. Over the next twenty years, Andy, played by actor Tim Robbins, learns to adapt to life in prison with the help of his friend Ellis 'Red' Redding, an older convict played by Hollywood favourite Morgan Freeman. It would ruin the film to give away too many further details of the story here. However, it won't spoil it to say that the plot shows the power of hope, courage and determination, even in situations that at times seem incredibly cruel and hopeless.

C *The Shawshank Redemption* was filmed in the early-nineties, and to prepare for his starring role, Tim Robbins spent time locked up alone in a real prison cell. Now, more than 20 years later Robbins is back in prison. Thankfully, he is not there as an inmate this time, but as a teacher who gives acting lessons to prisoners in a medium-security jail in California. The project has been running for several years with the help of a theatre company* called 'The Actor's Gang,' which was started by Robbins in the 1980s. In an interview with CBS news, Robbins explained that the opportunity to act provides prisoners with a break from prison routine and a chance to explore new emotions and realities. When he was asked whether prisons should be offering such enjoyable activities to inmates who have been found guilty of serious crimes, Robbins replied that the acting classes were not about having a good time but were actually hard work which was physically tough and required* a high level of discipline, commitment* and courage. He also said that none of the prisoners who completed the programme had reoffended and returned to prison after they were released.

GLOSSARY

redemption *(n formal)* – saving someone or being saved from evil; odkupienie (winy)
theatre company *(n)* – a group of actors, dancers or singers who work together; trupa teatralna
require *(v)* – need; wymagać
commitment *(n, u)* – the hard work and loyalty someone gives to an organisation, activity, etc.; zaangażowanie, oddanie (organizacji, czynności)

2 Read the text again. Match sentences 1–4 to paragraphs A–C. Two sentences match one paragraph.

1 The film does not present a pessimistic view of relationships between people. B
2 Tim Robbins experienced life as a prisoner to add authenticity to his performance. C
3 *The Shawshank Redemption* is not based on real-life characters or events. B
4 The film became more appreciated by audiences years after it was made. A

3 Read the summary of the text and complete the gaps with 1–3 words.

The Shawshank Redemption is a prison-drama based on a short story by Stephen King. It received seven Oscar nominations in the same year [1]*it was released*. At first, *The Shawshank Redemption* was not a commercial [2]*success* and didn't win any of the Academy Awards for which it was nominated. However, since 2008 it has been voted the most popular movie ever. The film is set in the mid-1940s and its main character is Andy Dufresne, a young banker who ended up in prison for allegedly [3]*killing/murdering two people*: his wife and her lover. Andy's sentence was life imprisonment because Shawshank prison was located in Portland, Maine and that state doesn't have [4]*the death penalty*. The main character is played by actor Tim Robbins, who is now an acting teacher and the [5]*founder of* 'The Actor's Gang.' For several years, he's been involved in the project in which [6]*he teaches prisoners/inmates* to act. According to Robbins, the project is very successful.

4 Match the definitions with underlined words and phrases in the text.

two informal synonyms of 'in prison' *inside* & *behind bars*
1 two synonyms of 'prisoner' *convict* & *inmate*
2 another word for 'prison' *jail*
3 found guilty of a crime *convicted*
4 sent to prison for life by a judge *sentenced to life imprisonment*
5 a small room in which prisoners are locked *cell*
6 let out of prison *released*
7 broke the law again after leaving prison *reoffended*

REMEMBER BETTER

Notując nowe angielskie słowa, postaraj się podawać oprócz ich polskich odpowiedników również definicje w języku angielskim. W ten sposób nie tylko powtórzysz nowe wyrazy, lecz także poszerzysz zasób słownictwa.

A Complete the definitions with words from the box.

discuss earthquake flowing group river wall wave

tsunami a giant [a]*wave* caused by an [b]*earthquake* under the sea.
1 **panel** a [a]*group* of people who [b]*discuss* or judge something.
2 **dam** a special [a]*wall* built across a [b]*river* or stream to stop the water [c]*flowing*.

B Choose other words from the Focus on Words sets in the Students' Book and write definitions in English.

FOCUS ON WORDS | Verb phrases

5 Complete the sentences with the words from the box.

advantage day deed difference hand return reward suspicion time

A true favour is when you ask for nothing in *return*.
1 I like doing volunteer work because I feel like I'm making a real *difference*.
2 The woman in the shop gave me back too much money. When I tried to explain the mistake, I was met with *suspicion* – unbelievable! Try to do something!
3 It costs nothing to do a good *deed* such as help somebody with their bags or hold a door open for them.
4 Don't rush, Will. Take *time* to do it properly or don't do it at all!
5 When somebody doesn't thank me for helping them, I always feel they've taken *advantage* of me.
6 Look at that poster. The owners are offering a *reward* of £200 to a person who finds their lost cat.
7 When Alice agreed to go out with me on Saturday, it really made my *day*.
8 Mina is so kind. She's always offering me a helping *hand* because she knows I have trouble working and studying at the same time.

FOCUS ON WORDS | Synonyms

6 Complete the radio interview with the correct words. The first few letters are given.

C: On the line right now we have a caller who would like to remain **anon***ymous* . Let's call him Jim. Hello, Jim.
J: Hi, Carol. First I'd like to say that I know I have a [1]**sus***picious* mind sometimes. After all, I am a detective. However, I really feel that the [2]**cyn***ical* remarks made by the your colleague Brian Fray about rising crime are no [3]**triv***ial* matter. It's a big deal! And as a police officer I took the comments very personally.
C: OK, Jim. Please continue ...
J: Well, to begin with I know that both myself and my colleagues are [4]**ful***filled* in our work. We get a great sense of satisfaction catching criminals and protecting innocent people. So, when somebody says the police do not care about crime ... for me that's a [5]**maj***or* issue. Furthermore, I think it's highly irresponsible of your journalist colleague to say this and I want him to resign.
C: You want Brian Fray to resign? Because of what he said?
J: That would be [6]**wel***come* news, yes. Today ideally.
C: Well, we'll need to … oh, hang on! Brian has just walked into the studio. Brian? Brian, are you OK?
B: I've just been mugged. Right outside the studio. What do you think about that Jim? Jim? Are you there, Jim?

8.5 GRAMMAR

have something done

SHOW WHAT YOU KNOW

1 Complete the sentences with verbs from the box. Change the forms if necessary. There are two extra verbs.

build cut fix massage pierce redecorate whiten

Dean *cut* his own hair. It looked terrible.
1 Gosia *whitened* her own teeth. After two weeks she couldn't see any difference.
2 Mike attempted to *massage* his own back. He couldn't reach.
3 Marta wanted to *pierce* her own ears. She wasn't brave enough.
4 George tried to *fix* his own computer. He made it worse.

2 ★ Choose the correct word to complete the sentences and questions about the people in Exercise 1. Then fill the gaps with the correct profession from the box. There are two extra words in the box.

body piercer dentist doctor hairdresser physiotherapist mechanic technician

Now, Dean *cuts* [a]*his hair* / *has his hair cut* by a [b]*hairdresser*.
1 Next time, Gosia *is going to have her teeth whitened* / *is whitening her teeth* by a [b]*dentist*.
2 Mike *didn't have his back massaged* / *didn't massage his back* by a [b]*physiotherapist*.
3 Why didn't Marta [a]*pierce her ears* / *have her ears pierced* by a [b]*body piercer*?
4 After he failed to do it himself, George [a]*fixed his computer* / *had his computer fixed* by a [b]*technician*.

3 ★★ Look at Paris's list. Complete the sentences and questions with the correct form of *have/get something done*.

Paris's beauty list

Every week:
Hair washed and styled (get)
1 Nails painted (get)
Last month:
2 Eyebrows shaped (have)
3 A facial done (get/?)
Next Month:
4 Back massaged (have)
Already done this year:
5 Tattoo removed (have)
Still to do:
6 Teeth whitened (have)

Paris *gets her hair washed and styled* every week.
1 Paris *gets her nails painted* every week.
2 Last month, she *had her eyebrows shaped*.
3 Did she *get a facial done* last month?
4 Next month, she *is having/is going to have her back massaged*.
5 She *has* already *had a tattoo removed* this year.
6 She *hasn't had her teeth whitened* yet this year.

4 ★★★ Complete the dialogue between a TV presenter and Clara with the correct form of *have something done*. Use short forms.

P: Today in the studio we have teenage author Clara Dickens, whose book *Bringing up my Parents* became an international bestseller. Clara, has success changed you?
C: Well, I guess I'm the same person. I have the same friends and go to the same school and still work hard. I mean I *don't have my homework done* (not/do/homework) for me or anything, but yes, in some ways life is different now.
P: How is it different?
C: Well, I'm not like a big Hollywood celebrity or whatever, but I'm into fashion and stuff, so since my success, I [1]*'ve had some nice clothes made* (make/some nice clothes) for me. Oh, and I also have very big feet, so I used to find it difficult to find shoes that fit, but now I [2]*have shoes designed and fitted* (design and fit/shoes) especially for me.
P: What about your parents, the subject of your book?
C: Well, I couldn't have done it without them, so I wanted to thank them, of course. At the moment, we [3]*are having the house redecorated* (redecorate/house), and Mum is going to the dentist regularly because she [4]*is having her teeth completely redone* (completely redo/her teeth). Dad likes old motorbikes, so he [5]*is having a new garage built* (build/new garage) for his bikes.
P: Great. So let's talk about your new book …

5 Rewrite the sentences and questions using the correct form of *have something done*.

SHOW WHAT YOU'VE LEARNT

We changed the locks after the burglary.
We *had the locks changed* after the burglary.
1 Fiona colours her hair green every year for St Patrick's Day. Fiona *has her hair coloured green* every year for St Patrick's Day.
2 A doctor is checking Isobel's eyes on Friday. Isobel *is having her eyes checked* on Friday.
3 Unfortunately, they didn't deliver Scott's package yesterday. Unfortunately, Scott *didn't have the package delivered* yesterday.
4 Is somebody redecorating your aunt's kitchen at the moment? Is your aunt *having her kitchen redecorated* at the moment?
5 Have they repaired your bike yet, Paul? Have you *had your bike repaired* yet, Paul?
6 Linda and Beth don't whiten their teeth. Linda and Beth *don't have their teeth whitened*.

/6

GRAMMAR Train and Try Again page 153

8.6 USE OF ENGLISH

Reflexive pronouns

1 ★ Choose the correct answers A–C.

1 **Flora:** How long have you and Sally known __ ?
Janine: Since we were five, I think.
A yourselves
B yourself
C each other

2 **Toby:** Can you show me how to shut down these computers?
Lou: Don't worry, they turn __ off after 5 minutes.
A itself
B themselves
C one another

3 **Haley:** Why is Mary taking up karate?
Tammy: She wants to learn how to protect __ .
A herself
B by herself
C her

4 **Earnest:** I need your help to write this newsletter.
Hugh: Why can't you do it __ ?
A by myself
B yourself
C itself

5 **Ashley:** Shall we ask Whitney to help us with the project?
Mark: No, I think we should do it __ .
A each other
B one another
C ourselves

2 ★★ Complete the sentences with the correct form of the words from the box and reflexive pronouns.

blame cut enjoy introduce love prepare repair teach wash

The party was great. We really *enjoyed ourselves* .
1 It wasn't your fault, Larry. Don't *blame yourself*.
2 Jenny didn't have a Spanish teacher. She *taught herself*.
3 It's better to have two cats rather than just one! They both stay cleaner because they *wash each other*.
4 Be careful with that knife. You might *cut yourself*.
5 Adam and I are getting married. We really *love each other/one another*.
6 The two new students walked into the room and *introduced themselves*.
7 I passed my driving test first time because I really *prepared myself*.

3 ★★ Complete the text with the missing words.

A helping hand

Have you ever asked *yourself* what you can do to make the world a better place? One thing you can do is volunteer and help others who may be unable to help [1]*themselves*. This is exactly what Nigel Courtney did. Nigel,16, first volunteered last year by helping an elderly neighbour, Arthur, in his garden. The garden is large and because Arthur is old, he is unable to care for the garden [2]*himself*. 'I can't manage by [3]*myself*,' said Arthur, 'but with Nigel's help the garden now looks great once again.'

Soon, Nigel found ways to help others too: 'I noticed that many homeless people have dogs for company because they get lonely living by [4]*themselves*. The owners love their dogs but they have problems getting food for them.' Nigel arranged for donations of dog food to be collected outside a supermarket and then distributed among the homeless. Does Nigel really expect nothing in return for his efforts? 'Helping other people is a reward in itself,' he said. 'I'm happy to help other people and truly believe that we should all help [5]*one another/each other*. Maybe one day when I need help, somebody will be there for me.'

4 ★★★ 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.

Stacy and Lou painted their own house.
BY
Stacy and Lou *painted their house by themselves*.
1 Paul and Adam refused to shake hands.
ANOTHER
Paul and Adam didn't want *to shake hands with one another*.
2 Jo isn't very good at saying what she means.
EXPRESS
Jo finds it *difficult/hard to express herself*.
3 The three boys decided to tidy the park without the help of others.
BY
The three boys decided to *tidy the park by themselves*.
4 Adam and Marek – please stop misbehaving!
BEHAVE
Adam and Marek – please *behave yourselves*.
5 When did Hugh and Justin start to work together?
EACH
How long have Hugh and Justin *worked/been working with each other* .

8.7 WRITING

An opinion essay

1 Complete the linkers in the sentences. The first and last letters are given.

1 To **b**egi**n** with, I think it's wrong to suggest …
2 I **w**oul**d** like to **p**oin**t** o**u**t that not everyone feels the same about …
3 For i**nstanc**e, there are currently several female Prime Ministers who …
4 It s**eem**s to me t**ha**t we need to change our attitude towards …
5 L**astl**y, we must not forget that …
6 In c**onclusio**n, if we are really serious about saving the planet, then …
7 P**u**t another w**a**y, it is not acceptable for children to …
8 M**oreove**r, such changes would also benefit …

2 Match linkers from Exercise 1 to each description.

A introduce body paragraphs 1 & 5
B give personal opinions 2 & 4
C give examples 3
D add further support 8
E emphasise a point by repeating it 7
F introduce the conclusion 6

3 Read the sentences A–I from an opinion essay and then put the essay in the correct order.

A 1 I grew up with two loving parents, both of whom spent as much time with me as possible and gave me the attention and care that I needed.

B 4 This is because they carry the baby for nine months when they are pregnant and then, in most cases, feed them directly when they are first born.

C 2 However, I do believe that women make better parents than men.

D 3 To begin with, mothers have a greater physical connection to their child than a father.

E 7 Finally, in many households it is still traditionally women who stay at home to look after a child while fathers go to work.

F 6 For example, many young girls prefer to play with dolls and look after them like real children rather than play (or fight) in the park like young boys tend to do.

G 5 Secondly, women tend to be less aggressive and more sensitive than men. They also have a natural tendency to show affection and care for others.

H 9 In conclusion, there are a number of physical and social factors which make women better parents. Although more and more fathers are looking after their children at home nowadays, the physical bond between a father and child can never be as close as that between mothers and their children.

I 8 In my view, young children are therefore very familiar and comfortable with being cared for by the mother and many young girls see this as a role that they themselves will have one day.

4 Read another essay below and decide which question the student has answered.

1 Do children really need both a mother and a father to bring them up? ☐
2 Why are mothers generally thought to be better parents than fathers? ☑
3 Which of your parents had the biggest influence on you as a child? ☐

5 Replace the words in bold with linkers from Exercise 1. Sometimes more than one answer is possible.

I was raised by my mother and father and benefited from the influence of them both during my childhood. **As far as I am concerned** 2 or 4, men and women may provide different things for their children and influence them in different ways, but it is incorrect to suggest that women are better parents than men.

First of all / [a]1, it seems to me that in the early years the physical connection between mother and child is often stronger than with the father. This is almost certainly because the woman carried the child inside her for nine months and because she is able to feed the child with her own milk. However, **in my view** / [b]4, 2 this does not mean she is a better parent. For instance, fathers who hold, bathe, dress and change their babies can also develop strong physical bonds with their children. **In addition** / [c]8, many babies are fed from a bottle meaning that a father can feed his child just as well as a mother.

Next, I would like to point out that both parents are equally able to entertain, educate and care for their child as it grows. Often women spend more time with young children because many couples decide that the man will go to work and the woman will stay with the children. However, this does not make the man any worse as a parent. **For example** / [d]3, if the woman went to work and the man stayed at home, there is no reason why he could not look after the child just as well as his partner.

Finally / [e]5, men and women are equally able to provide good role models for their children. Of course, it seems logical that girls will learn more about being female from their mother, but the opposite is also probably true. **In other words** / [f]7, boys will probably learn more about what it means to be male from their father. In addition, it is almost certainly more important that parents teach their children to be good people, regardless of their gender, and men and women are equally able to do this.

In summary / [g]6, I think men and women are equally good at being parents, and I also think that the ideal approach for parents and children is for partners to share the responsibility for raising a family.

6 Read the task below. Then read the essay and complete gaps 1–9 with the correct words A–D.

Is prison the best way to teach young criminals to be better citizens? Write an opinion essay in which you will express your opinion. Include and develop these points:

- State whether you agree or disagree with the question.
- Provide arguments to support your personal opinion.

Most people agree that somebody who commits a crime should [1]_____. [A]*In addition* / *As far as I am concerned*, however, and especially in the case of young offenders, we can do more than lock them [2]_____ in a cell.

[B]*To begin with* / *Moreover*, the fact that these criminals are young means new skills and patterns of behaviour can still [3]_____. Instead of making them serve a [4]_____ in prison where they may become more aggressive, anti-social, and possibly continue committing crimes in the future, there are programmes to help them become better citizens.

[C]*Put another way* / *For instance*, in Australia there are organisations in which young criminals help train dogs that care for disabled people. [D]*I would like to point out* / *In addition*, that in this kind of work both patience and a sense of responsibility [5]_____. [E]*In my view* / *Moreover*, a large part of training these animals stresses rewarding good behaviour, which can be a valuable lesson to the youngsters who have [6]_____ the law.

[F]*Finally* / *For example*, while working with the dogs, the young offenders learn compassion towards others. They gain confidence in their own abilities and develop skills which help them find employment in the future. [G]*In addition* / *In other words*, tests show they become less likely to harm [7]_____ or others.

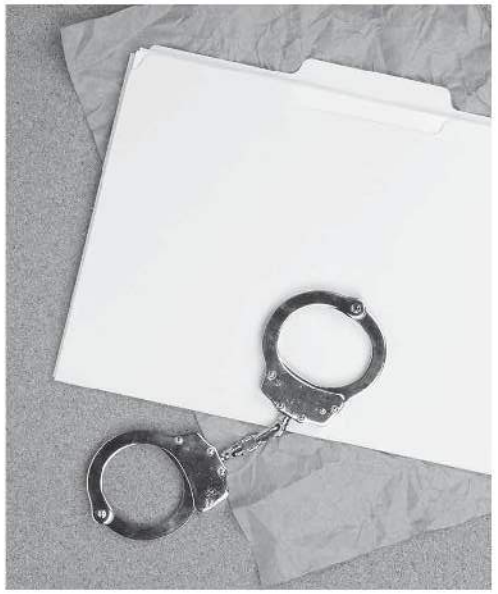
[H]*Secondly* / *In summary*, a young criminal [8]_____ the chance to be a better person. Instead of punishing them [9]_____, we can help them to become valuable members of a community. *In my view* / *For instance*, taking this opportunity away from them is harmful both to the individual and to society as a whole.

1 A punish
C be punished
B punished
D punishment
2 A out
C off
B up
D down
3 A learn
C to be learned
B be learned
D learning
4 A crime
C prison
B judge
D sentence
5 A are needed
C will be needed
B is needed
D were needed
6 A broke
C broken
B been broken
D breaking
7 A each other
C yourself
B themselves
D ourselves
8 A can give
C is given
B should be given
D gives
9 A badly
C hardly
B awfully
D severely

7 Read the essay again and choose the correct answer A–I.

SHOW WHAT YOU'VE LEARNT

8 Czy za złe zachowanie młodych ludzi powinni być odpowiedzialni i karani ich rodzice? Napisz rozprawkę liczącą 200–250 słów, w której wyrazisz swoją opinię na ten temat, rozpatrując problem od strony młodych ludzi i ich rodziców.



SHOW THAT YOU'VE CHECKED

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/uwzględniłaś wszystkie punkty z listy.

Moja rozprawka z opinią:

- rozpoczyna się akapitem, w którym przedstawiam temat i jasno formułuję swój pogląd, ☐
- w kolejnych dwóch lub trzech akapitach prezentuje oba punkty widzenia wraz z popierającymi je argumentami i przykładami, ☐
- w końcowym akapicie przedstawia podsumowanie mojego stanowiska, jednak wyrażone innymi słowami niż te we wstępie, ☐
- w tym samym akapicie uwzględnia zdanie końcowe, stanowiące materiał do przemyśleń dla czytelnika, ☐
- została napisana z wykorzystaniem wielu spójników ułatwiających lekturę, ☐
- została napisana językiem formalnym, więc nie używam w niej form skróconych *(np. I'm/ aren't/that's)* i skrótów *(info/CU/v. good)*, ☐
- nie zawiera błędów ortograficznych, ☐
- liczy 200–250 słów, ☐
- została starannie i czytelnie napisana. ☐

8.8 SPEAKING

Opinions: talking about advantages and disadvantages

BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

Talking about your skills and interests	**Opisywanie umiejętności i zainteresowań**
(Cooking) isn't my thing at all.	(Gotowanie) nie leży w kręgu moich zainteresowań.
You're really good at (Maths/swimming).	Jesteś naprawdę dobry/dobra (z matematyki / w pływaniu).
I'm not (patient) enough.	Nie jestem wystarczająco (cierpliwy/cierpliwa).
I'd rather (visit an elderly person).	Wolałbym/Wolałabym (odwiedzić starszą osobę).
I'm really into (vintage clothes).	Interesuję się (stylowymi ubraniami z dawnych lat).
Giving and explaining an opinion	**Wyrażanie zdania i wyjaśnianie**
In my opinion …	Moim zdaniem…
To be honest, I think/don't think …	Jeśli mam być szczery/szczera, myślę / nie sądzę…
What I mean is …	Mam na myśli to, że…
In fact …	Właściwie…
Talking about advantages and disadvantages	**Przedstawianie zalet i wad**
There are a lot of advantages/disadvantages …	Jest wiele zalet/wad…
One/Another benefit is that …	Inną zaletą jest to, że…
The main advantage of voluntary work is that …	Główną zaletą wolontariatu jest to, że…
There are drawbacks too.	Są też i minusy.
One of the main disadvantages of voluntary work is that …	Jedną z głównych wad wolontariatu jest to, że…
Another disadvantage of voluntary work is that …	Inną wadą wolontariatu jest…

1 Complete the dialogue between Rachel and Leah. The first letters are given.

R: I've decided I want to **d**o **s**omething **t**o **h**elp **o**ther **p**eople, Leah. The thing is I don't know what I could do. Have you got any ideas?

L: Well, you're [1]**r**eally **g**ood **a**t making conversation. Why don't you volunteer to call on an elderly person and chat to them? You've always got something to say.

R: Are you saying I talk too much?

L: Ha ha! You? Talk too much? Of course not. Seriously though, I think you'd be really good at it. I'm [2]**n**ot patient **e**nough myself. It wouldn't be my thing. [3]**I**'d **r**ather organise a sale to raise money for charity, or something.

R: [4]**T**o **b**e **h**onest, I think I'd prefer to do that too. We could do it together. We could cook something and sell it during lunch break at school.

L: Cool. Actually, I talked to Katy and Sally about this yesterday and they [5]**w**ere **r**eally **i**nto the idea too. The four of us could bake some cakes and organise a sale together.

2 Complete the sentences with the singular or plural form of *advantage, disadvantage, benefit* or *drawback*. Use each word no more than twice.

1 One *benefit* of being an only child is that you get all your parents' time and attention.
One of the main [a]*disadvantages/drawbacks* is that you don't have another young person to play with or talk to at home.
Another [b]*disadvantage/drawback* is that your parents might be overprotective because they only have one child.
Another [c]*advantage/benefit* though is that you don't have to share a room with your brother or sister.

2 There are [a]*advantages/benefits* to single-sex schools. For example teenagers are less distracted by the opposite sex while they are at school and tend to study more effectively as a result.
One of the main [b]*disadvantages/drawbacks* of single-sex schools is that boys and girls don't learn about their differences and similarities.
Another [c]*advantage/benefit* is that exam results are usually better in single-sex schools.
One [d]*disadvantage/drawback* is that one of the joys and challenges of being young is interacting with the opposite sex.

3 Choose the correct words to complete the dialogue.

Lena: In my [1]*opinion / meaning* there are a lot of [2]*drawbacks / benefits* to being a man. For example, one of the main [3]*disadvantages / advantages* is that it is easier for men to get highly-paid and powerful jobs.

Joey: I guess so, though in [4]*fact / honest* I think that is slowly changing, isn't it? [5]*How / What* I mean is there are more well-paid and high-powered women than there used to be.

Lena: Well, yes, but to be [6]*true / honest*, I think there is still a long way to go.

Joey: I'm sure you're right, but it's not all great being a man you know. There are [7]*drawback / drawbacks* too.

Lena: For example?

Joey: Er … well, er … we have to shave every morning.

Lena: Oh poor you! It must be awful. And you could cut yourself. How do you cope?

Joey: Are you being sarcastic, Lena?

Lena: Me? Never …

8.9 VIDEO AND VLOG WORKSHEET

BBC Coffee stalls

Before you watch

1 SPEAKING Discuss how popular coffee is in your country. Where do people buy it, make it, drink it?

2 Which skills are necessary to run a coffee stall? Compare your ideas with a partner.

foreign language skills money-handling skills
people management skills IT skills
problem-solving skills time management skills
leadership skills

While you watch

3 34 Watch the first part of the video (00:00–01:05). How did the organisation Change Please help Tom and Adam? *Answer key – WB page 161*

4 34 Watch the second part of the video (01:06 – 01:26). Which of the skills in Exercise 2 do the people from Change Please mention? *Answer key – WB page 161*

5 34 Watch the last part of the video (01:26–2:18). Has Change Please been a success? Has it solved the problem of homelessness?
Change Please has been a success but it hasn't solved the problem of homelessness.

6 34 Answer the questions. Then watch the whole video and check your answers.

1 What was Tom's situation when he arrived in the UK?
2 What was Tom like before Change Please helped him?
3 How is Tom helping Adam today?
4 What does Change Please provide for its employees?
5 Who has his face on a packet of coffee?
6 What do recent figures on homelessness suggest?
7 What does the speaker think the government needs to do?
8 What are Abraham's words of encouragement?
9 How does Abraham feel?

Answer key – WB page 161

7 Match 1–6 with a–f to make phrases from the video.

1 break	e	a	into work
2 build a	d	b	the streets
3 gain	f	c	a business
4 get sb	a	d	career
5 get off	b	e	the cycle (of homelessness)
6 run	c	f	the skills

After you watch

8 SPEAKING Read the quotes from the video and discuss the questions.

When I got this job, it really changed everything for me. *Tom*

I got a little dignity back. I've got pride back, I sleep in a bed. *Adam*

I'm really proud. *Abraham*

1 What does this tell us about how to help people get off the streets?
2 Do you know of any organisations that help homeless people in your country? How do they help them?

FOCUS VLOG About social media

1 SPEAKING What social media apps do people use to stay in touch with friends? What are their advantages and disadvantages?

2 37 Watch the first part of the video (00:00–02:02) where Holly, Ruslan, Alex, Shannon, Céire and Peter answer the first question. Do they use any of the apps you mentioned in Exercise 1?

1 How do you and your friends stay in touch with one another online?
2 Have you ever cut yourself off from social media?

3 37 Watch the speakers answering the second question in Exercise 2 (02:03–03:30). Who gives each response?

1 'Yes, to see if I could do it.' *Ruslan*
2 'Yes, but I get bored and go back to it.' *Céire*
3 'Yes, it was taking up too much of my spare time.' *Alex*
4 'Yes, I felt like not being on my phone so much.' *Holly*
5 'I probably should.' *Shannon*
6 'Yes, to cleanse from the addiction of it.' *Peter*

4 SPEAKING Discuss the questions in Exercise 2 with a partner. Which of the speakers is most like you?

8.10 SELF-CHECK

VOCABULARY AND GRAMMAR

1 Complete each pair of sentences with the same answer A–C.

I don't believe that you have never __ the law.
Ouch! Ouch! Ahhhh! Oh my finger hurts so much! I think it must be __ .
(A) broken B committed C released

1 The missing boy's father __ a reward for any information about his son.
I __ to pick Sally up after school, but she said 'no.'
A gave B asked (C) offered

2 I was surprised that after helping me Mike asked for absolutely __ in return.
Elisabeth said __ about the accident, not a word.
(A) nothing B anything C something

3 My request to leave school early was __ with suspicion by my teachers.
Have you ever __ somebody rich and famous?
A seen (B) met C watched

4 The fact that Charlotte remembered my birthday and gave me a call really __ my day.
Sean really didn't want to go to the party, so he __ an excuse and stayed at home.
(A) made B gave C did

5 The concert has become this summer's __ event.
My uncle was a sergeant __ in the army.
A serious B common (C) major

/5

2 Complete the sentences with the missing adjectives. The first letters are given.

I don't have a **s***uspicious* mind. I just want to know where you were and who you were with.

1 I'm not **f***ulfilled* in my job. I think I'll look for something more rewarding.
2 Many people that report a crime wish to remain **a***nonymous* and not give their name to the police.
3 I've never been arrested so no, I don't have a **c***riminal* record.
4 Please stop being so **c***ynical*. Can't you say something positive for a change?
5 The fact that you lied to me is not a **t***rivial* matter. For me it's a big issue.

/5

3 Translate the Polish parts of the sentences.

Phillip committed *piracy (piractwa)* when he copied the computer game for himself.

1 The child *was severely punished (zostało surowo ukarane)* for lying to his teachers.
2 The teenage girl said she *wasn't a shoplifter (nie jest złodziejką sklepową)* but had simply forgotten to pay for the make-up.
3 After three weeks the police still had no idea *who the arsonist was (kim jest podpalacz)*.
4 There has been an increase in *the number of muggings (liczby napadów ulicznych)* in the area.
5 I think Claudio *took advantage of me (wykorzystał mnie)* and won't repay my kindness and generosity.

/5

4 Complete the sentences with the correct passive forms of the verbs from the box. There are two extra verbs.

burgle find finish hunt miss put renovate wash

Painite is one of the rarest minerals on Earth.
It *is found* in Myanmar in south-eastern Asia.

1 The dodo, a large flightless bird, *was hunted* until it disappeared completely in the 17th century.
2 Fiona's house *has been burgled* twice this year. How unlucky!
3 The old school sports hall *is being renovated* at the moment, so all our PE lessons are held on the field.
4 Our car *was being washed* when the accident happened. The handbrake failed and the car rolled into the wall.
5 We're here to say goodbye to Mr Thomson. Mr Thomson, you *will be missed* by all your students.

/5

5 Write sentences or questions from the prompts. Use the structure *have something done* and the correct tense.

suit / dry-clean
Charlie *had his suit dry-cleaned* just before the wedding.
phone / fix
1 Emma *has had her phone fixed* twice this month and today she's having problems with it again.
health / check
2 Our dog *is having his health checked* by the vet later this afternoon. He hates the vet.
replace / headphones
3 I *had my headphones replaced* free of charge when they stopped working after a week.
you / phone / take away
4 *Have you* ever *had your phone taken away* by the teacher?
make-up / do
5 *Has she had her make-up done* by a professional make-up artist? She looks amazing!

/5

6 Choose the correct answers A–C.

This year's School Charity Day is coming up next month. Any ideas for ways to raise money are always *B* and, of course, anyone that wishes to offer a [1]__ hand on the day should let us know asap. Who can forget last year's big event when the head teacher [2]__ by the school nurse? Or when the whole of year 7 [3]__ and cleaned cars for money in the local village? In total, over £400 [4]__ for the animal rescue centre and we hope to beat that sum next month.

So, if you fancy doing a [5]__ deed, join us on the 25th of May to help the local orphanage.

A welcoming (B) welcome C welcomed
1 A helpful (B) helping C helpless
2 A shaved his hair off (B) had his hair shaved off
C was having his hair shaved off
3 (A) got together B were got together
C had got together
4 A raised (B) was raised C were raised
5 A high B great (C) good

/5

Total /30

USE OF ENGLISH

7 Complete the text with the correct form of the words in brackets.

Being a real-life private *detective* (DETECT) is not as exciting as fans of Sherlock Holmes or Hercule Poirot may imagine. To begin with, most of the time they don't deal with actual [1]*criminals* (CRIME) like robbers or thieves at all. Their customers usually want somebody to be found or they have a friend or partner that is a [2]*suspect* (SUSPICION) in a case where no crime has been committed – such as cheating or lying in some way. Heroic and dramatic acts like catching a mastermind bank [3]*robber* (ROB) or rescuing people on the streets from a heartless [4]*mugger* (MUG) is not how detectives earn a living. Indeed, even solving local [5]*burglaries* (BURGLE) is not something that your average private detective would be interested in because it doesn't help pay the bills.

/5

8 Complete the sentences with the correct form of the words in brackets. Do not change the order of the words. You may need to add words. Use up to six words in each gap.

The accused *was found not guilty* (find/not guilty) and left the court with a big smile on his face.

1 The judge *prepared herself for the trial* (prepare/her/trial) by re-reading the case notes.
2 Last week, two *thieves were charged with stealing* (thief/be/charge/steal) my car. They were twelve years old!
3 At the beginning of our relationship Laura and I *promised one another (that) we* (promise/another/we) would be more honest about our feelings.
4 The two vandals accused me of breaking the window but in fact they *had broken it themselves* (break/it/they).
5 How many *robberies are committed* (robbery/commit) every day around the world? Millions?

/5

9 Complete each pair of the sentences with the same word.

Do you think giving £10 a month to charity can make a *difference* ?
What's the *difference* between your phone and mine? They look the same to me.

1 Did you remember to *lock* the back door?
They're going to *lock* him up in a cell for twenty years.
2 Theresa is *serving* a sentence for selling pirate software.
Mum is *serving* dinner in a few minutes, so help me set the table.
3 What's the *purpose* in reading this newspaper? There's nothing in it except celebrity gossip!
Catching criminals gives me a real sense of *purpose*. But being a police officer is a tough job.
4 Please take *time* to do the report carefully.
What *time* are we going to meet Clarke and Justin?
5 I've booked the *court* for Sunday and we can play for two hours.
The case goes to *court* next month.

/5

10 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words.

Steve definitely didn't copy my homework.
My *homework definitely wasn't copied* by Steve.

1 The police officer warned the man to put down the gun.
The man *was warned to put* the gun down by the police officer.
2 Did we send the latest report to the judge?
Was *the latest report sent to* the judge?
3 We haven't arranged a date for the trial yet.
A date for the trial *hasn't been arranged* yet.
4 The charity organisation opposite the library often helps homeless women.
Homeless women *are often helped by* the charity organisation opposite the library.
5 The two men noticed that a police officer was following them.
The two men noticed that *they were being followed by* a police officer.

/5

Total /20

People Człowiek

Life stages / Okresy życia

in his early twenties w wieku dwudziestu kilku lat
in his late twenties w wieku prawie trzydziestu lat
in his mid-twenties w wieku około dwudziestu pięciu lat
in his teens w wieku nastoletnim
middle-aged w średnim wieku

Character features
Cechy charakteru

carefree beztroski
caring troskliwy
come across as sprawiać wrażenie
courageous odważny
cynical cyniczny
decisive zdecydowany; decydujący
determined zdeterminowany
disobedient nieposłuszny
distrustful nieufny
down-to-earth twardo stąpający po ziemi
easy-going spokojny, wyluzowany
friendly życzliwy, przyjazny
generous hojny
hard-working pracowity
honest uczciwy
hopeful pełen nadziei
hopeless beznadziejny
human trait cecha ludzka
inspiring inspirujący
kind miły, życzliwy
kindness życzliwość, dobroć
modest skromny
mysterious tajemniczy
nervous nerwowy
open to otwarty na
patient cierpliwy
polite uprzejmy
popular lubiany
positive optymistyczny, z pozytywnym nastawieniem
rebellious buntowniczy
reliable niezawodny
resilient wytrzymały, elastyczny
rude nieuprzejmy
sceptical sceptyczny
selfish samolubny
sense of humour poczucie humoru
shallow płytki, powierzchowny
successful skuteczny, odnoszący sukcesy
superstitious przesądny
suspicious podejrzliwy
take after być podobnym do, wdać się w
vain próżny
well-mannered dobrze wychowany

Feelings and emotions
Uczucia i emocje

admire podziwiać
appreciated doceniany
be the centre of attention być w centrum uwagi
blame yourself obwiniać się
care a lot about przejmować się
devastated załamany
enjoy yourself dobrze się bawić
feel comfortable in your own skin czuć się dobrze we własnej skórze
fulfilled spełniony, zadowolony
impressed by pod wrażeniem
lonely samotny
pleasures of life przyjemności z życia
stir up wzburzyć, poruszyć
welcome mile widziany

Appearance
Wygląd zewnętrzny

bald łysy
blond blond
comb hair czesać włosy
dark hair ciemne włosy
fall over something opadać na coś (np. o włosach)
hair straightener prostownica do włosów
long hair długie włosy
look styl, stylizacja; wyglądać
look like być podobnym do
medium height średniego wzrostu
nail clippers obcinacz do paznokci
scruffy niechlujny
short niski
short hair krótkie włosy
skinny chudy
slim szczupły
stare spojrzenie
straight hair proste włosy
wear make-up mieć makijaż
well-built dobrze zbudowany

Body parts / Części ciała

ankle kostka
arm ramię; ręka
bottom pupa, siedzenie
cheek policzek
chest klatka piersiowa
chin broda
elbow łokieć
eyebrow brew
finger palec (u ręki)
fingernail paznokieć (u ręki)
foot/feet stopa/stopy
forehead czoło
heel pięta
knee kolano
lips usta
neck szyja
rib żebro
shoulder bark
spine kręgosłup
stomach żołądek
thigh udo
thumb kciuk
toe palec (u nogi)
tooth/teeth ząb/zęby
waist talia
wrist nadgarstek

Clothes and accessories
Ubrania i akcesoria

ankle boots buty za kostkę, botki
bandanna chusta na szyję lub głowę, bandanka
bangles bransoletki
baseball cap czapka z daszkiem
beanie czapka beanie
blouse bluzka
brightly-coloured w jasnych, żywych kolorach
casual swobodny (o stylu ubierania się)
cool świetny, odlotowy
cotton bawełniany
dark suit ciemny garnitur
denim jacket kurtka dżinsowa
distressed jeans wytarte dżinsy
ethical brand etyczna marka
fabric materiał, tkanina
faded jeans wyblakłe dżinsy
fashionable modny
fast fashion szybka moda
fast-drying szybkoschnący
fleece bluza polarowa
fur-lined podszyty futrem
garments odzież, ubiór
hard-wearing nie do zdarcia
high heels buty na wysokim obcasie
in fashion modne
jumper sweter
leather belt skórzany pasek
leggings leginsy
necklace naszyjnik
out of fashion niemodne
patterned wzorzysty
practical clothes praktyczne ubrania
rain jacket kurtka przeciwdeszczowa
raincoat płaszcz przeciwdeszczowy
shirt koszula
shorts szorty
short-sleeved z krótkim rękawem
silk tie jedwabny krawat
smart elegancki
snow boots śniegowce
striped w pasy
stylish stylowy
suit pasować (do kogoś, czyjejś urody, sylwetki)
sweatshirt bluza dresowa
top top, bluzka, koszulka
trainers buty sportowe
trendy modny
trousers spodnie
underwear bielizna
unisex uniseks, dla obu płci

vintage sunglasses klasyczne okulary przeciwsłoneczne
waistcoat kamizelka
wear nosić
woollen wełniany
zip zamek błyskawiczny

Skills and interests
Umiejętności i zainteresowania

(be) passionate (about) pasjonować się czymś
achieve osiągnąć
achievement osiągnięcie
admire podziwiać
carry on kontynuować
focus on skupić się na
get into dostać się do
give (something) up poddać się, rzucić coś
go in for wziąć udział w
inspiration inspiracja
reach for sięgać po
role model wzór do naśladowania
sit around siedzieć bezczynnie

Sense of identity
Poczucie tożsamości

in memory of ku pamięci
tribal people członkowie plemienia
tribe plemię
way of life obyczaje, zwyczaje

Personal values
Osobisty system wartości

achievable osiągalny
ask for nothing in return nie chcieć nic w zamian
attitude nastawienie
beat yourself up obwiniać się, bić się w pierś
believe in wierzyć w
critical of krytyczny wobec
deserve something zasługiwać na coś
disapprove of nie pochwalać
do a good deed zrobić dobry uczynek
express your disapproval of wyrażać brak poparcia dla
express your support for wyrażać poparcie dla
follow trends podążać za trendami
generosity hojność, wielkoduszność
give a sense of purpose dawać poczucie celu
go with the flow płynąć z prądem; robić to, co inni
honesty uczciwość
hope mieć nadzieję
hopefully ufnie, z nadzieją
point of view punkt widzenia
hopelessly beznadziejnie
in favour of za
learn from mistakes uczyć się na błędach
look up to podziwiać
make a difference wpłynąć pozytywnie
mess up zrobić coś źle, niefachowo
offer a reward zaproponować nagrodę
opposed to przeciwko
profound głęboki
small gestures drobne gesty
take advantage of wykorzystywać
take time to poświęcić czas na
want something in return chcieć coś w zamian

Place of living Miejsce zamieszkania

Home and vicinity
Dom i jego okolica

capital city stolica
hometown miasto rodzinne
megacity megamiasto
neighbourhood sąsiedztwo
security firm firma ochroniarska
security lights zewnętrzne oświetlenie posesji
urban miejski

Rooms, furniture and equipment / Pomieszczenia i wyposażenie domu

blinds żaluzje; rolety
burglar alarm alarm antywłamaniowy
creak skrzypieć
curtains zasłony
dustbin kosz na śmieci
lock zamek
pillow poduszka
wardrobe szafa, garderoba

Education Edukacja

Educational system
System oświaty

take a gap year zrobić sobie rok przerwy w nauce
uni uniwersytet

School life / Życie szkoły

behave badly źle się zachowywać
cognitive poznawczy
distract rozpraszać
distraction coś, co rozprasza
drop out of porzucić
educate kształcić
education edukacja
educational edukacyjny
educationally edukacyjnie
encourage zachęcać
encouragement zachęta, wsparcie
engage zainteresować, zaangażować
engagement zaangażowanie
enhance poprawić
enhance the reading experience uprzyjemnić czytanie
enhancement poprawa
exclude from school wyrzucić ze szkoły
explanation wyjaśnienie
express yourself wypowiedzieć się (np. w obcym języku)
feel distracted by czuć się rozproszonym przez
find out about dowiedzieć się o
hand over przekazać
have a short attention span mieć krótki czas skupienia uwagi
improve literacy rates podnieść wskaźnik umiejętności czytania i pisania
improvement poprawa
in silence w ciszy
inform informować
information informacja
introduce yourself przedstawić się
memorisation zapamiętywanie
memorise uczyć się na pamięć
on the tip of your tongue na końcu języka
pin przypiąć (np. szpilką)
prepare yourself przygotować się
read in the old-fashioned way czytać w tradycyjny sposób
repetition powtórzenie
repetitive powtarzający się
reply odpowiedzieć
revise powtarzać materiał
rustle szeleścić
spine grzbiet (książki)
take up zainteresować się, podjąć się
thinkable wykonalny, dający się wyobrazić
uniform mundurek

Work Praca

Jobs / Zawody oraz związane z nimi czynności i obowiązki

carpenter stolarz
chef wykwalifikowany kucharz/ wykwalifikowana kucharka
curator kustosz/kustoszka
detective detektyw
fashion designer projektant/ projektantka mody
gallery owner właściciel/właścicielka galerii sztuki
judge sędzia
model model/modelka
nutritionist dietetyk/dietetyczka
physical therapist fizjoterapeuta/ fizjoterapeutka

politician polityk/polityczka
presenter prezenter/prezenterka
rescuer ratownik
rewarding satysfakcjonujący
she'd make a great ... byłaby świetną...
surgeon chirurg
tailor krawiec/krawcowa
tour guide przewodnik/przewodniczka
tour leader pilot wycieczek
travel journalist dziennikarz piszący o podróżach
TV director reżyser telewizyjny / reżyserka telewizyjna
unpleasant nieprzyjemny
unrewarding niedający satysfakcji

Kariera zawodowa / Career

activate aktywować
ask for permission poprosić o pozwolenie
assist pomagać
attend uczestniczyć w
budget budżetować, planować finansowo
deal with radzić sobie z
decide decydować
decisive moment decydujący moment
effective efektywny
execute przeprowadzić, zrobić (zgodnie z planem)
informed poinformowany
keep up-to-date with być na bieżąco z
offer a job zaproponować pracę
problem-solve rozwiązywać problemy
succeed odnieść sukces
success sukces
successfully skutecznie
suggest improvements sugerować usprawnienia
type a note sporządzić notatkę

Working conditions and employment
Warunki pracy i zatrudnienie

headquarters główna siedziba
incentive zachęta
take part in brać udział w

Private life
Życie prywatne

Family and friends / Rodzina, znajomi i przyjaciele

close friend bliski przyjaciel
ex były partner/mąż, była partnerka/żona
fiancé narzeczony
online friend internetowy znajomy

Relationships / Relacje międzyludzkie

accept akceptować
acceptable akceptowalny
acceptably zadowalająco
acceptance akceptacja, zgoda
agree to do something zgodzić się coś zrobić
agree with zgadzać się z
appreciate doceniać
be always there for być zawsze wsparciem dla
blow a kiss przesłać buziaka
break somebody's heart złamać komuś serce
call on somebody odwiedzić kogoś
cut yourself off from your family/home odciąć się od rodziny/domu
date spotykać/umawiać się z
defend bronić się
detract from szkodzić czemuś
end a relationship zakończyć związek
express sympathy wyrazić współczucie
get along/on well with być w dobrych stosunkach z
get to know poznać
give somebody a hand pomóc komuś
give somebody peace of mind zagwarantować komuś spokój umysłu
go for decydować się na
hang out with spędzać czas z
have a good relationship with mieć dobre relacje z
have a lot in common with mieć dużo wspólnego z
have one foot firmly planted at home być mocno związanym z domem rodzinnym
have similar interests mieć podobne zainteresowania
let somebody down zawieść kogoś
look after opiekować się
lose touch with stracić kontakt z
make contact with nawiązać kontakt z
make somebody's day uszczęśliwić kogoś
offer a helping hand podać pomocną dłoń
opposite sex płeć przeciwna
owe zawdzięczać
pull somebody's leg nabierać kogoś
reassure your friend uspokoić/pokrzepić przyjaciela
rely on polegać na
socialise with utrzymywać kontakty towarzyskie z
split up with rozstać się z, zerwać z
stop seeing each other przestać się spotykać
talk somebody into namówić kogoś na
urge naglić, popędzać
walk away from zrezygnować z, porzucić

Everyday activities
Czynności życia codziennego

break from your routine odejście od schematu
do the same thing over robić w kółko to samo
repeat a sequence powtarzać sekwencję
turn up pojawić się
wait for czekać na

Conflicts and problems
Konflikty i problemy

be met with suspicion budzić nieufność/podejrzenie
belittle umniejszać
challenge beliefs kwestionować przekonania
criticised for krytykowany za
fall out with pokłócić się z
have an argument pokłócić się
impossible niemożliwy
put somebody off zniechęcić kogoś do czegoś
refuse odmawiać
reject odrzucać
tell somebody off upominać, besztać kogoś
trick oszukać
unavoidable nieunikniony
uninformed niepoinformowany
unthinkable nie do pomyślenia

Food Żywienie

Groceries
Artykuły spożywcze

apple pie szarlotka
apricot morela
aubergine bakłażan
avocado awokado
bacon boczek
beef wołowina
beetroot burak
bitter gorzki
black pepper pieprz czarny
bland mdły
brown rice ryż brązowy
butter masło
cabbage kapusta
cake ciasto, ciastko
carrot marchewka
cauliflower kalafior
cayenne pepper pieprz cayenne
cheeseburger cheeseburger
cherry czereśnia

chicken kurczak
chilli pepper papryka chili
chips frytki
chocolate mousse mus czekoladowy
chocolate syrup syrop czekoladowy
coconut kokos
coffee kawa
crisps czipsy
crispy chrupiący
crunchy biscuits chrupiące herbatniki
dark chocolate czekolada gorzka
delicious pyszny
disgusting obrzydliwy
dried suszony
dry biscuits suche herbatniki
fatty tłusty
fig figa
firm jędrny
fizzy drink napój gazowany
fresh świeży
fruit salad sałatka owocowa
garlic czosnek
grape winogrono
grapefruit grejpfrut
green beans zielona fasolka szparagowa
green salad zielona sałatka
ground pepper pieprz mielony
home-made pizza domowa pizza
home-made soup domowa zupa
hot, spicy ostry, pikantny
ice cream lody
juice sok
lean chudy (o mięsie)
lettuce sałata
long-grain rice ryż długoziarnisty
maple syrup syrop klonowy
mild łagodny
milk mleko
milk chocolate czekolada mleczna
mixed salad mieszanka sałat
mushroom grzyb, pieczarka
mushroom soup zupa grzybowa, zupa pieczarkowa
olive oliwka
olive oil oliwa
omelette omlet
onion cebula
orange pomarańcza
pasta sauce sos do makaronu
peanut butter masło orzechowe
pineapple ananas
potato ziemniak
prawn sauce sos krewetkowy
pudding pudding
pumpkin dynia
radish rzodkiewka
raw surowy
red meat czerwone mięso
red pepper czerwona papryka
ripe dojrzały
rotten zgniły, zepsuty
salmon łosoś
salt sól
sardines sardynki
side salad sałatka (dodatek do dania głównego)
sliced bread chleb krojony
soda water woda sodowa
sour kwaśny
sour milk skwaśniałe mleko
sparkling water woda gazowana
spinach szpinak
stale biscuits czerstwe herbatniki
still water woda niegazowana
strong mocny
sugar syrup syrop cukrowy
sushi sushi
sweet słodki
sweetcorn kukurydza
tinned soup zupa z puszki
unripe niedojrzały
vegetable soup zupa jarzynowa
white bread chleb biały
white rice ryż biały
wholemeal bread chleb pełnoziarnisty

Meals and their preparation
Posiłki i ich przygotowanie

add dodać
animal products produkty pochodzenia zwierzęcego
boil (za)gotować
chop (up) posiekać
cook kucharz/kucharka; gotować
cooked ugotowany
cookery course kurs gotowania
cookery lessons lekcje gotowania
cuisine kuchnia (np. francuska), sposób gotowania
curry curry
cut off odcinać
expiry date termin ważności
feed karmić
fry smażyć
go off zepsuć się (o jedzeniu)
heat podgrzać
ingredient składnik
jar słoik
leftovers resztki
local produce lokalne produkty
low-calorie meal posiłek niskokaloryczny
main course danie główne
menu menu, jadłospis
mix wymieszać
mixture mieszanka
oven piekarnik
pan garnek
pancake naleśnik
peel obrać
plate talerz
pour wlać
protein białko
recipe przepis
roast piec (mięso lub warzywa)
sell-by date zalecana data sprzedaży
serve podać
sharp knife ostry nóż
slice plaster, kromka; pokroić w plastry, w kromki
spoon łyżka
starter przystawka
store food przechowywać jedzenie
throw away wyrzucić
warm ciepły

Eating habits
Nawyki żywieniowe

balanced diet zrównoważona dieta
cold snack zimna przekąska
dietary needs potrzeby żywieniowe
fast food fast food
fattening diet tucząca dieta
fattening food tuczące jedzenie
fussy grymaśny
gorge yourself objadać się
healthy diet zdrowa dieta
healthy food zdrowe jedzenie
healthy lifestyle zdrowy tryb życia
healthy meal zdrowy posiłek
healthy snack zdrowa przekąska
heavy meal ciężkostrawny posiłek
hot meal ciepły posiłek
human consumption spożycie przez ludzi
light snack lekka przekąska
meat consumption spożycie mięsa
nutritious pożywny, odżywczy
organic food żywność ekologiczna
quick snack szybka przekąska
take a sip wziąć łyk
vegan weganin
vegetarian diet dieta wegetariańska
vitamin witamina

Eating out
Lokale gastronomiczne

bill rachunek
order zamówić, zamówienie
three-course meal trzydaniowy posiłek

Shopping and services
Zakupy i usługi

Selling and purchasing
Sprzedawanie i kupowanie

affordable w przystępnej cenie
get kupić
organise a sale zorganizować wyprzedaż
queue kolejka
second-hand clothes ubrania używane
try on przymierzyć

Advertising
Promocja i reklama

advertising reklama
claim twierdzić
point out zauważyć, zwrócić uwagę
promote promować, reklamować
suggest sugerować
suggestion sugestia

Finance / Finanse

due date termin płatności
save up for oszczędzać na
withdraw money from a cash point wypłacić gotówkę z bankomatu

Travelling and tourism
Podróżowanie i turystyka

Sightseeing, trips and excursions
Zwiedzanie i wycieczki

adventure przygoda
arrive przybyć
avoidable do uniknięcia
backpack plecak
backpacker turysta z plecakiem
beach holiday wakacje nad morzem
business trip podróż służbowa
carry on kontynuować
come across natknąć się na
come face to face with stanąć twarzą w twarz z
connected połączony
crash through przedzierać się przez
cross a river/valley przekroczyć rzekę/dolinę
destination cel podróży
dip maczać, zanurzać
disconnected odłączony
familiar znajomy, znany
flashlight latarka
for pleasure dla przyjemności
go away wyjechać
go backpacking wędrować z plecakiem
holidaymaker wczasowicz
immerse yourself in a foreign culture zanurzyć się w obcej kulturze
insect repellent środek przeciw owadom
location położenie
overland tour długa podróż drogą lądową w odległe rejony
overnight journey całonocna podróż
package holiday wakacje zorganizowane
penknife scyzoryk
pepper spray gaz pieprzowy
pleasant przyjemny, miły
put up a tent rozbić namiot
rope lina
round-the-world trip podróż dookoła świata
search through przetrząsać
set off (on a journey) wyruszyć (w podróż)
short cut skrót (krótsza droga)
skiing holiday wyjazd na narty
sleeping bag śpiwór
solitary samotny
stroll spacer, przechadzka
sunscreen filtr przeciwsłoneczny
suntan lotion mleczko do opalania
temple świątynia
tour wycieczka
travel abroad wyjeżdżać za granicę
travel agent biuro podróży, pracownik biura podróży
travel company przedsiębiorstwo turystyczne
travel insurance ubezpieczenie podróżne
traveller podróżny
trekking wędrówka
unfamiliar obcy, nieznany

Means of transport / Środki transportu i korzystanie z nich

airport lotnisko
baggage reclaim miejsce odbioru bagażu
boat łódź
book plane tickets rezerwować bilety na samolot
bus journey podróż autobusem
cable car kolejka linowa
car hire wypożyczalnia samochodów
catch a bus złapać autobus
catch a train złapać pociąg
crossing przeprawa
cruise rejs wycieczkowy
cycle downhill jechać na rowerze z górki
cycle uphill jechać na rowerze pod górkę
drive jechać samochodem, przejażdżka samochodem
emerge wyłonić się
fasten a seatbelt zapiąć pas bezpieczeństwa
ferry prom
flight lot
get off wysiąść
go through security przejść kontrolę bezpieczeństwa
helicopter helikopter
journey podróż
land wylądować
miss a bus spóźnić się na autobus
miss a train spóźnić się na pociąg
on foot pieszo
passenger pasażer
plane samolot
public transport transport publiczny
return journey podróż powrotna
rickshaw riksza
ride jechać (konno, rowerem, motorem), przejażdżka (konna, rowerowa, motorowa)
sail płynąć statkiem
school bus autobus szkolny
security check kontrola bezpieczeństwa
sledge sanie
terminal terminal
ticket bilet
train pociąg
travel by bus podróżować autobusem
travel by train podróżować pociągiem
voyage rejs, lot
walk barefoot iść boso

Traffic / Ruch uliczny

break down zepsuć się
get a lift zostać podwiezionym
get stuck in traffic utknąć w korkach
GPS system nawigacji satelitarnej
head for kierować się do
hold somebody up opóźniać kogoś
keep on kontynuować
keep up with dotrzymywać komuś kroku
pick somebody up odbierać kogoś (samochodem)
pull over zjechać na bok/pobocze
run out of wyczerpać się, nie mieć już
rush hour godzina szczytu
traffic jam korek uliczny
traffic pollution zanieczyszczenie powietrza spowodowane przez samochody
travel on the left jeździć po lewej stronie
travel on the right jeździć po prawej stronie

Accommodation
Baza noclegowa

budget hotel tani hotel
campsite kemping
double room pokój dwuosobowy
put somebody up przenocować kogoś
seaside resort kurort nadmorski
single room pokój jednoosobowy
ski resort ośrodek narciarski
three-star hotel trzygwiazdkowy hotel
twin room pokój z dwoma pojedynczymi łóżkami
youth hostel schronisko młodzieżowe

Culture Kultura

Artists and their work
Twórcy i ich dzieła

local handicrafts lokalne rzemiosło artystyczne
recreate odtworzyć

Film, theatre, books
Film, teatr, książki

adapt adaptować
adaptation adaptacja
art critic krytyk sztuki / krytyczka sztuki
audience publiczność
based on oparty na
be nominated for an Oscar być nominowanym do Oscara
box office kasa biletowa
cast obsada
deeply engaging głęboko angażujący
direct reżyserować
entertain zabawiać, zapewniać rozrywkę
entertainment rozrywka
fictional character postać fikcyjna
film filmować
find something easy to follow uznać coś za łatwe do zrozumienia
have a good chance of winning mieć duże szanse na zwycięstwo
have great reviews mieć znakomite recenzje
inspiration inspiracja
inspire inspirować
interview wywiad, przeprowadzić z kimś wywiad
leave something to your imagination pozostawić coś wyobraźni
movie business przemysł filmowy
play the part of grać rolę
present przedstawiać
presentation przedstawienie, prezentacja
produce produkować
production produkcja
publish opublikować
put on wystawić (sztukę)
review positively pozytywnie ocenić
scene scena (fragment programu)
screenplay scenariusz (filmu)
sword miecz
tell a story opowiadać historię

Media / Media

appear in a TV series wystąpić w serialu telewizyjnym
hidden camera ukryta kamera
press conference konferencja prasowa
reality TV reality show
TV channel kanał telewizyjny

Music / Muzyka

accompaniment akompaniament
accompany towarzyszyć, akompaniować
band zespół muzyczny
be in the charts na listach przebojów
come out wychodzić, być wydanym
create tworzyć
creation dzieło
do a live gig grać koncert na żywo
drummer perkusista
festivalgoer bywalec festiwali
have a hit single mieć singiel, który jest hitem
hit przebój, hit
lead guitarist gitarzysta prowadzący
musician muzyk
perform występować
performer wykonawca/ wykonawczyni
play a venue grać koncert
release an album wydać album
sign a recording contract podpisać kontrakt nagraniowy
sign up for zapisać się na
singer-songwriter osoba pisząca teksty i muzykę oraz śpiewająca
start out zacząć istnieć, zadebiutować
talent competition konkurs talentów
vocalist wokalista/wokalistka
winner zwycięzca

Description / Opis

banned zakazany
brilliant znakomity
cheesy banalny, tandetny
contain an element of surprise zawierać element zaskoczenia
cut somebody off from reality odciąć kogoś od rzeczywistości
ecstatic zachwycony
engage emotions rozbudzać emocje
fabulous bajeczny
fascinating fascynujący
fortunately szczęśliwie
frightening przerażający
hilarious wesoły, komiczny
I couldn't believe my eyes nie mogłem uwierzyć własnym oczom
iconic kultowy
interestingly co ciekawe
laugh your head off zrywać boki ze śmiechu
make somebody laugh rozśmieszyć kogoś
naturally oczywiście, z pewnością
originate pojawić się
popular with popularny wśród
random przypadkowy, niezaplanowany
ridiculous bezsensowny, absurdalny
sense zmysł
sensuous przyjemny dla zmysłów
shocking szokujący
stir up emotions wzbudzać emocje
surprisingly zaskakująco, o dziwo
sympathetic współgrający z, współczujący
take by surprise wziąć z zaskoczenia
trivial błahy
violent brutalny

Sport Sport

Types of sport
Dyscypliny sportu

(table) tennis tenis (stołowy)
athletics lekkoatletyka
boxing boks
competitive sport sport wyczynowy
extreme sport sport ekstremalny
hockey hokej (na lodzie lub na trawie)
individual sport sport indywidualny
indoor sport sport halowy
jogging jogging
judo judo
marathon maraton
motor racing wyścigi samochodowe
outdoor sport sport uprawiany na świeżym powietrzu
sailing żeglarstwo
skating łyżwiarstwo
snowboarding snowboard
squash squash
swimming pływanie
team sport sport zespołowy
volleyball siatkówka
walking race zawody w chodzie sportowym
wrestling zapasy, wrestling

Sports people
Ludzie sportu

athlete lekkoatleta/lekkoatletka
coach trener/trenerka
runner biegacz/biegaczka
trainer trener/trenerka

Doing sports
Uprawianie sportów

(long-distance) race bieg (długodystansowy)
action akcja, działanie
beat an opponent pokonać przeciwnika
beat the champion pokonać mistrza
blow a whistle zagwizdać
bounce the ball odbijać piłkę
break a world record pobić rekord świata
challenge wyzwanie
chase after gonić za
cheer somebody on dopingować kogoś

come first być pierwszym na mecie
come last być ostatnim na mecie
come second być drugim na mecie
compete współzawodniczyć
competitor współzawodnik
cycle jechać na rowerze, rajd rowerowy
cycle race wyścig kolarski
defeat an opponent pokonać przeciwnika
defeat the champion pokonać mistrza
determination determinacja
dive for the ball rzucić się po piłkę
do sport uprawiać sport
enter a competition przystąpić do zawodów
fall over upaść
fan kibic
final finał
get on (your bike) wsiąść na (rower)
goalkeeper bramkarz
gold medal złoty medal
join a club wstąpić do klubu
kick a ball kopnąć piłkę
lead prowadzić
lose a game/a match przegrać mecz
lose a point stracić punkt
match mecz
miss a goal spudłować, nie trafić do bramki
opponent przeciwnik
opposing team przeciwna drużyna
overtake wyprzedzić
pick up nauczyć się
player gracz
poke szturchnąć, trącić
position pozycja
power moc
red card czerwona kartka
referee sędzia
report on relacjonować
rival rywal
row wiosłować
score a goal zdobyć gola
score points zdobyć punkty
spectator widz
speed prędkość
speed up przyspieszać
splash your body with water ochlapać ciało wodą
sponsor sponsorować
sports event wydarzenie sportowe
supporter kibic
swing your arms machać ramionami
take on (a challenge) przyjąć (wyzwanie)
take the lift up the mountain wjechać na górę wyciągiem
teammate kolega/koleżanka z drużyny
tournament turniej
train for trenować do
training trening
trophy trofeum, puchar
try out wypróbować
turn professional przejść na zawodowstwo
win a game/a match wygrać mecz
win a point zdobyć punkt
win a prize wygrać nagrodę
work out trenować, ćwiczyć
yellow card żółta kartka

Sports equipment
Sprzęt sportowy

(hockey) stick kij (do hokeja)
(snow)board deska (snowboardowa)
bicycle rack stojak na rowery
boots buty narciarskie lub snowboardowe
goggles gogle
helmet kask
racket rakieta

Sports facilities
Obiekty sportowe

(ski) slope stok (narciarski)
athletics track bieżnia
badminton court kort do badmintona
basketball court boisko do koszykówki
boxing ring ring bokserski
cricket pitch boisko do krykieta
football pitch boisko do piłki nożnej
golf course pole golfowe
handball court boisko do piłki ręcznej
hockey pitch boisko do hokeja na trawie
locker room szatnia
motor racing track tor wyścigowy
netball court boisko do netballu
rink lodowisko
rugby pitch boisko do rugby
sailing club klub żeglarski
sauna sauna
squash court kort do squasha
stadium stadion
sumo ring ring do sumo
tennis court kort do tenisa
volleyball court boisko do siatkówki
wrestling ring ring do wrestlingu

Positive and negative effects of doing sports / Zalety i wady uprawiania sportu

break your neck skręcić kark
get injured doznać urazu
hurt yourself zrobić sobie krzywdę

Health Zdrowie

Lifestyle / Styl życia

active aktywny
body clock zegar biologiczny
burn something off spalić coś (np. kalorie)
caffeine kofeina
feel alert czuć się rześko
keep fit utrzymywać dobrą formę
keep in shape utrzymywać dobrą formę
on a diet na diecie
powerful potężny, silny, mocny
put on weight przybrać na wadze
sleep through przespać coś
starving umierający z głodu

Illnesses, symptoms and treatment / Choroby, ich objawy i leczenie

be allergic to mieć alergię na
bitten by a dog pogryziony przez psa
bitten by a rat pogryziony przez szczura
bitten by a snake ukąszony przez węża
bitten by an insect ukąszony przez owada
bleed krwawić
blocked nose zatkany nos
break złamanie
break your arm złamać rękę
break your leg złamać nogę
break your thumb złamać kciuk
break your toe złamać palec u nogi
burn oparzenie
burn your fingers oparzyć sobie palce
burn your hair przypalić sobie włosy
burn your hand oparzyć sobie dłoń
burn your tongue oparzyć sobie język
catch (a disease) zarazić się (chorobą)
children's ward oddział dziecięcy
cholera epidemic epidemia cholery
count sheep liczyć owce
cut your finger skaleczyć się w palec
deep cut głęboka rana
die umrzeć
die from umrzeć z powodu
die of (a disease) umrzeć na (chorobę)
dislocate your hip zwichnąć biodro
dislocate your knee zwichnąć kolano
dislocate your shoulder zwichnąć bark
dislocate your thumb zwichnąć kciuk
doctor's surgery gabinet lekarski
eye drops krople do oczu
fall asleep zasnąć
feel dizzy mieć zawroty głowy
feel sick mieć nudności
feel well czuć się dobrze
fever gorączka
flu grypa
flu epidemic epidemia grypy
food allergy alergia pokarmowa

gain weight przybierać na wadze
get dizzy mieć zawroty głowy
have a black eye mieć podbite oko
have a bruise mieć siniaka
have a cut mieć skaleczenie
have a pain in your forehead skarżyć się na ból głowy
have a panic attack mieć atak paniki
have a sore finger *(somebody has a sore finger)* kogoś boli palec
have a temperature mieć podwyższoną temperaturę
hay fever katar sienny
hospital szpital
hurt boleć
illness choroba
infection infekcja
injury uraz
insomnia bezsenność
local surgery pobliski gabinet
make a complete recovery całkowicie wyzdrowieć
maternity ward oddział położniczy
medicine lekarstwo, medycyna
muscle pain ból mięśni
nosebleed krwotok z nosa
nut allergy alergia na orzechy
operation operacja
recover from wyzdrowieć, wyjść (z choroby)
see a doctor pójść do lekarza
serious condition poważny stan
seriously ill poważnie chory
shaving cut zacięcie przy goleniu
sneeze kichać
snore chrapać
sprain your ankle skręcić kostkę
sprain your foot skręcić stopę
sprain your knee skręcić kolano
sprain your wrist skręcić nadgarstek
stable condition stabilny stan
sting użądlenie
stitch szew
stomach pain ból brzucha
sunburn oparzenie słoneczne
swollen opuchnięty
symptoms objawy
tissue chusteczka higieniczna
treat patients leczyć pacjentów
unconscious nieprzytomny
wear off ustępować
weight problems problemy z nadwagą
write a prescription wypisać receptę

First aid / Pierwsza pomoc w nagłych przypadkach

bandage a knee zabandażować kolano
bandage bandaż
deliver a baby przyjąć poród
drown utonąć
emergency team zespół medyczny, zespół ratunkowy
give an injection zrobić zastrzyk
give somebody first aid udzielać komuś pierwszej pomocy
heart attack zawał serca
look down pochylić głowę
look up odchylić głowę
off-duty po służbie
paramedic ratownik medyczny
patient pacjent
put a plaster on przykleić plaster na coś
put ice on przyłożyć lód do
rescue team ekipa ratunkowa
safety bezpieczeństwo
save lives ratować życie
stop the blood flowing zatrzymać krwawienie
take (antihistamine) tablets brać tabletki (przeciwhistaminowe)
trap uwięzić

Science and technology Nauka i technika

Using technical devices and IT technology / Korzystanie z urządzeń i technologii IT

(be) made up of składać się z
anti-virus software oprogramowanie antywirusowe
broadband connection łącze szerokopasmowe
connect łączyć
connected to podłączony do
connection połączenie
gadget gadżet
get access to uzyskać dostęp do
go viral stać się wiralem, zacząć krążyć w Internecie
have access to mieć dostęp do
imitate naśladować
instant communication komunikacja natychmiastowa
link łącze, link
online purchase zakup online
outside world świat zewnętrzny
password hasło
post wysyłać, zamieszczać (w Internecie)
provide dostarczać
set the alarm on your phone ustawić budzik w telefonie
set up a webpage założyć stronę internetową
share a webpage udostępnić stronę internetową
social networking site portal społecznościowy
streamed odsłuchany
turn into zmienić się w
upload a video wgrać, wrzucić filmik (do Internetu)
vertical pionowy
video camera kamera wideo
view odsłona, odtworzenie
view a video obejrzeć filmik
viewer widz
viral wiralowy
viral video wiral, filmik wideo oglądany przez dużą liczbę internautów

Scientific discoveries
Odkrycia naukowe

cutting-edge nowatorski
electricity elektryczność
genius geniusz
innovation innowacja
multi-purpose wielozadaniowy
predict przepowiadać, przewidywać

The natural world Świat przyrody

Landscape / Krajobraz

bay zatoka
branch gałąź
breadth szerokość
broad szeroki
broaden poszerzać
calm sea spokojne morze
clearing polana
coast wybrzeże
come in docierać, pojawić się (o przypływie)
continent kontynent
country kraj
dangerous current niebezpieczny prąd (morski)
deep głęboki
deepen pogłębiać
depth głębokość
desert pustynia
desert island bezludna wyspa
dirt track droga gruntowa
fast-flowing river wartko płynąca rzeka
flow płynąć
giant wave gigantyczna fala
go out ustępować (o przypływie)
heavy sea wzburzone morze
height wysokość
heighten podwyższać
high tide przypływ
huge wave olbrzymia fala
in the bushes w krzakach
length długość
lengthen wydłużać
locate usytuować
long długi
low tide odpływ
mountain góra
mountain peak wierzchołek góry
mountain range pasmo górskie
mountain ridge grzbiet górski
ocean current prąd morski

path ścieżka
pitch black zupełnie ciemno
pond staw
rainforest las deszczowy
remote odległy
remote island odległa wyspa
rising tide przypływ
river bank brzeg rzeki
rough sea wzburzone morze
route trasa
seabed dno morskie
slow-moving river wolno płynąca rzeka
spring źródło
strength siła
strengthen wzmacniać
strong current silny prąd (morski)
surround otaczać
suspension bridge most wiszący
tidal wave fala przypływu
trail szlak
tropical island wyspa tropikalna
valley dolina
wide szeroki
widen poszerzać
width szerokość
winding path kręta ścieżka
winding river kręta rzeka

Plants and animals
Rośliny i zwierzęta

bear niedźwiedź
bear encounter spotkanie z niedźwiedziem
bee pszczoła
bite ugryźć
cage klatka
cheetah gepard
crops plony
cub młode (np. niedźwiedzia)
dolphin delfin
domestic animal zwierzę domowe
donkey osioł
female bear niedźwiedzica
female elephant słonica
female gorilla gorylica
fox lis
hedgehog jeż
herd stado
leaf/leaves liść/liście
lion lew
on the loose na wolności
pet zwierzątko domowe
predator drapieżnik
prey ofiara
puma puma
roar ryczeć, ryk
root korzeń
sea lion lew morski, uchatka
shark rekin
skunk skunks
squirrel wiewiórka
tiger tygrys
trunk pień
whale wieloryb
zoo zoo

The weather / Pogoda

climate klimat
look as if/as though wyglądać jakby, zanosić się na
strong silny
the elements żywioły
wind wiatr

Environmental protection
Ochrona środowiska naturalnego

air quality jakość powietrza
climate change zmiana klimatu
endangered species zagrożony gatunek / zagrożone gatunki
environment środowisko naturalne
environmental issues zagadnienia związane ze środowiskiem
global warming globalne ocieplenie
gradually disappear stopniowo znikać
inhabitant mieszkaniec
low-energy light bulb żarówka energooszczędna
organic ekologiczny
pollution zanieczyszczenie
recycle przetwarzać, ponownie wykorzystywać
recycling bin pojemnik do segregacji odpadów
renewable energy energia odnawialna
running water woda bieżąca
save electricity oszczędzać energię elektryczną
solar panels panele słoneczne

Natural disasters
Klęski żywiołowe

collapse zawalić się, runąć
earthquake trzęsienie ziemi
erupt wybuchnąć (o wulkanie)
evacuate ewakuować
evacuation ewakuacja
get help from otrzymać pomoc od
heat up podgrzać
hurricane huragan
survive przeżyć
survivor osoba ocalała z katastrofy
tsunami tsunami
volcanic eruption wybuch wulkanu
volcano wulkan

Environmental disasters
Katastrofy ekologiczne

affect dotyczyć, dotykać
alarming statistics alarmujące dane statystyczne
die out wyginąć
discarded wyrzucone
energy consumption zużycie energii
food waste odpady żywnościowe
global statistics światowe statystyki
government standards normy państwowe
household waste odpady z gospodarstw domowych
industrial waste odpady przemysłowe
international standards normy międzynarodowe
manufacturing industry przemysł wytwórczy
minimum level minimalny poziom
official statistics oficjalne dane statystyczne
record level rekordowy poziom
safety standards normy bezpieczeństwa
waste odpady, marnować

State and society
Państwo i społeczeństwo

Social events and phenomena / Wydarzenia i zjawiska społeczne

average średni, przeciętny
donate money to dać datek, podarować
donation datek, darowizna
foundation fundacja
get out of wyjść z
happen to przydarzyć się
on average średnio
participant uczestnik
prevent somebody from uniemożliwić coś komuś
raise money for zbierać pieniądze na
rebellion bunt
voluntary work wolontariat
vulnerable people osoby wymagające szczególnej troski

The problems of the modern world / Problemy współczesnego świata

anonymous anonimowy
arson podpalenie
arsonist podpalacz
be arrested zostać aresztowanym
be charged with a crime zostać oskarżonym o popełnienie przestępstwa
be fortunate mieć szczęście
be found guilty zostać uznanym za winnego
be found not guilty zostać uznanym za niewinnego
be less fortunate mieć mniej szczęścia
be released zostać wypuszczonym na wolność

be sentenced zostać skazanym
beggar żebrak
break the law złamać prawo
burglar włamywacz
burglary kradzież z włamaniem
burgle a house włamać się do domu i okraść go
case sprawa, dochodzenie w sprawie
cell cela
charge oskarżyć
collect evidence zbierać dowody
commit a crime popełnić przestępstwo
consider rozważać
criminal przestępca
criminal damage uszkodzenie mienia
cyberbullying wirtualne nękanie/zastraszanie
deal drugs handlować narkotykami
the death penalty kara śmierci
dig a tunnel wykopać tunel
digital footprint ślad cyfrowy
drug dealer handlarz narkotyków
drug dealing handel narkotykami
elderly people starsi ludzie
escape uciec
escape attempt/attempted escape próba ucieczki
evidence dowód
expand powiększyć, rozbudować
fake oszust
give a snapshot of dać obraz (czegoś)
go to court trafić do sądu
have a criminal record być notowanym
homeless bezdomny
identity theft kradzież tożsamości
imprison uwięzić
innocent niewinny
interview victims przesłuchać ofiary
interview witnesses przesłuchać świadków
intrude on wdzierać się
investigate prowadzić śledztwo w sprawie
kill zabić
knock over przewrócić coś
lack of brak
lock somebody (up) zamknąć kogoś na klucz
major ważny, znaczny
majority większość
make (prisons) harder zaostrzyć rygor (w więzieniach)
make an example of ukarać dla przykładu
miscalculate źle obliczyć
mug napaść na kogoś
mugger rabuś
mugging rozbój, napad
murder morderstwo; zamordować
murderer morderca
phone-addicted people ludzie uzależnieni od telefonów
piracy piractwo
pirate pirat
pirate software pirackie oprogramowanie
population liczba ludności
poverty ubóstwo
prison guard strażnik więzienny / strażniczka więzienna
prisoner więzień
protect yourself chronić się, bronić się
punish somebody severely surowo kogoś ukarać
question przesłuchiwać
release from prison zwolnić z więzienia
report a crime zgłosić przestępstwo
rob a place okraść miejsce
rob somebody okraść kogoś
robber złodziej, rabuś
robbery rabunek
sadly niestety
sentence wyrok
serve a sentence odsiadywać wyrok
set fire to podpalić
shoplift kraść w sklepie
shoplifter złodziej sklepowy
shoplifting kradzież w sklepie
shortage of water and food brak wody i jedzenia
steal ukraść
suspect podejrzany (o popełnienie przestępstwa)
the accused oskarżony
the point of no return punkt, z którego nie ma odwrotu
theft kradzież
thief złodziej
trial proces
unemployment bezrobocie
vandal wandal
vandalise demolować
vandalism wandalizm, chuligaństwo
victim ofiara
violence przemoc
witness świadek
young offender młodociany przestępca

Politics and economy
Polityka i gospodarka

abolish zakazać, znieść
agricultural sector sektor rolny
benefit from czerpać korzyści z
catering industry branża cateringowa
city council rada miasta
collect taxes pobierać podatki
developing countries kraje rozwijające się
economic growth wzrost gospodarczy
elections wybory
facilities udogodnienia, obiekty
financial sector sektor finansowy
local level poziom lokalny
production produkcja
statistics statystyka
tourism income przychód z turystyki
tourist industry branża turystyczna
voluntary sector sektor wolontariatu

Authorities / Władze

citizen obywatel
elect wybrać (w wyniku wyborów)

English-speaking countries and Poland
Wiedza o krajach anglojęzycznych oraz o Polsce

Alcatraz Island wyspa w zatoce San Francisco, na której znajduje się słynne więzienie o zaostrzonym rygorze, działające w latach 1934-1963.
Barack Obama amerykański polityk, 44. prezydent Stanów Zjednoczonych (w latach 2009-2017), laureat pokojowej Nagrody Nobla (2009) za wysiłki w celu ograniczenia arsenałów nuklearnych i pracę na rzecz pokoju na świecie.
Beyoncé amerykańska piosenkarka muzyki R&B, dance i pop, autorka tekstów, aktorka i tancerka; ikona popkultury.
Bill Bryson amerykański pisarz, autor książek podróżniczych, popularnonaukowych oraz dotyczących języka angielskiego.
Brookfield Zoo park zoologiczny na obrzeżach Chicago.
Californian Gold Rush kalifornijska gorączka złota, krótkotrwały okres trwający w Kalifornii w latach 1848-1855, kiedy to setki tysięcy ludzi przybyły na te tereny w poszukiwaniu złotych samorodków; wówczas także powstały pierwsze dżinsy.
Charlotte Johnstone brytyjska dziennikarka, specjalizująca się w reportażach z podróży.
Christina Aguilera amerykańska piosenkarka, autorka tekstów i aktorka.
Coachella coroczny festiwal muzyki i sztuki odbywający się w Kalifornii.
Constitutional Monarchy monarchia konstytucyjna, ustrój polityczny, w którym władza monarchy jest ograniczona przepisami konstytucji i współdzielona z parlamentem; ta forma rządów obowiązuje np. w Belgii, Wielkiej Brytanii oraz Danii.

Doctors without Borders Lekarze bez Granic, założona we Francji międzynarodowa organizacja pozarządowa, zajmująca się udzielaniem pomocy medycznej tam, gdzie ludzie nie mają do niej dostępu, np. na terenach walk zbrojnych.

Ed Sheeran brytyjski piosenkarz, autor tekstów, gitarzysta i producent muzyczny, grający muzykę z pogranicza popu, rocka i folku.

Essex hrabstwo we wschodniej Anglii, położone na północny wschód od Londynu.

Fisherman's Wharf minidzielnica San Francisco w Kalifornii, główny port rybacki miasta i ogromna atrakcja turystyczna; leży niedaleko Mola 39 (Pier 39) i słynie z widoku wylegujących się w porcie lwów morskich (uchatek).

Foo Fighters amerykański zespół rockowy założony przez byłego perkusistę Nirvany – Dave'a Grohla.

GBBO – *Great British Bake Off* brytyjski telewizyjny program kulinarny, w którym uczestnicy rywalizują o tytuł najlepszego piekarza-cukiernika.

Great Barrier Reef Wielka Rafa Koralowa, największa na świecie rafa koralowa, położona wzdłuż północno- wschodnich wybrzeży Australii.

Glastonbury Festival jeden z największych festiwali muzyczno-artystycznych na świecie, odbywający się w pobliżu wsi Pilton w hrabstwie Somerset w Anglii.

Gwyneth Paltrow amerykańska aktorka, reżyserka i scenarzystka filmowa; laureatka Oscara za rolę w filmie kostiumowym „Zakochany Szekspir".

Hawaii Hawaje – grupa wysp leżących na Oceanie Spokojnym, najmłodszy z 50 stanów Stanów Zjednoczonych; ich stolicą jest Honolulu.

James Dean amerykański aktor filmowy, telewizyjny i teatralny, ikona popkultury i nonkonformistycznej postawy; w 1955 r., w wieku 24 lat, zginął w wypadku samochodowym.

Jennifer Aniston amerykańska aktorka i producentka filmowa; rozgłos zyskała dzięki roli Rachel Green w serialu komediowym „Przyjaciele" (*Friends*).

Jennifer Hudson amerykańska aktorka i piosenkarka; laureatka Oscara za rolę w filmie *Dreamgirls*.

Kings of Leon amerykański zespół muzyczny, grający muzykę z pogranicza indie rocka, popu i rocka alternatywnego.

Laura Kenny brytyjska kolarka torowa, czterokrotna mistrzyni olimpijska, wielokrotna medalistka mistrzostw świata.

Little Mix brytyjski girlsband, który jako pierwszy zespół w historii zwyciężył w brytyjskiej wersji programu *The X Factor*.

Lord Byron George Byron, jeden z największych angielskich poetów i dramaturgów; przedstawiciel romantyzmu.

Marla Olmstead młoda amerykańska malarka sztuki abstrakcyjnej.

Marlon Brando wybitny amerykański aktor filmowy, najlepiej znany z roli Vita Corleone w filmie „Ojciec chrzestny".

Masterchef amerykański telewizyjny program kulinarny, w którym amatorzy rywalizują o tytuł najlepszego kucharza.

millennial osoba, która urodziła się między 1980 r. a 2000 r.

Millie Bobby Brown brytyjska aktorka i modelka, zagrała rolę Jedenastki w serialu *Stranger Things*.

Red Nose Day impreza charytatywna odbywająca się co dwa lata w Wielkiej Brytanii, organizowana przez Comic Relief – fundację zbierającą fundusze na pomoc ludziom potrzebującym w Wielkiej Brytanii i Afryce; symbolem akcji jest sztuczny, czerwony nos.

Reese Witherspoon amerykańska aktorka filmowa; laureatka Oscara za rolę w filmie „Spacer po linie".

Robert Kubica polski kierowca wyścigowy i rajdowy, pierwszy w historii Polak startujący w wyścigach Formuły 1 (2006-2010).

San Francisco miasto i hrabstwo w stanie Kalifornia; znajduje się tam słynny most Golden Gate i nieczynne więzienie Alcatraz, a po ulicach jeżdżą charakterystyczne tramwaje.

School of Rock „Szkoła rocka" amerykańska komedia z Jackiem Blackiem w roli głównej oraz musical rockowy napisany przez Andrew Lloyda Webbera w oparciu o film, wystawiany na Broadwayu (Nowy Jork) i West Endzie (Londyn).

Seattle miasto w stanie Waszyngton, w północno-zachodniej części Stanów Zjednoczonych, z charakterystyczną wieżą widokową i masztem telewizyjnym Space Needle.

Serena Williams amerykańska tenisistka, zdobywczyni wielu prestiżowych nagród (Wielki Szlem w grze pojedynczej i podwójnej, medal olimpijski, wiele nagród federacji WTA); młodsza siostra tenisistki Venus Williams.

Stephanie Rice australijska pływaczka, trzykrotna złota medalistka igrzysk w Pekinie i pięciokrotna medalistka mistrzostw świata.

Stranger Things amerykański serial telewizyjny, horror science fiction, stworzony przez Netfliksa.

The Beatles brytyjski zespół rockowy z Liverpoolu, jeden z najważniejszych zespołów w historii muzyki.

The Chemical Brothers brytyjski zespół muzyczny, tworzący muzykę elektroniczną.

The FA Cup Puchar Anglii, najstarsze klubowe rozgrywki piłkarskie na świecie, organizowane przez Angielską Federację Piłkarską (The Football Association).

The London Marathon Maraton Londyński, coroczny bieg uliczny organizowany na ulicach Londynu od 1981 r.

The London to Brighton Bike Ride coroczna impreza charytatywna organizowana w Wielkiej Brytanii, podczas której uczestnicy biorą udział w wyścigu rowerowym z Londynu do Brighton.

The Adventure of the Speckled Band „Nakrapiana przepaska niesie śmierć", opowiadanie kryminalne o Sherlocku Holmesie autorstwa Arthura Conana Doyle'a.

The Ramones amerykański zespół rockowy, uważany za prekursora punk rocka.

The Shard 72-piętrowy wieżowiec w Londynie o charakterystycznym kształcie piramidy pokrytej taflami szkła.

The United Nations Organizacja Narodów Zjednoczonych, międzynarodowa organizacja zrzeszająca 193 państwa świata, stawiająca sobie za cel zapewnienie pokoju i bezpieczeństwa międzynarodowego, rozwój współpracy między narodami oraz popieranie przestrzegania praw człowieka.

Vampire Weekend amerykański zespół muzyczny, założony w 2006 r. w Nowym Jorku, grający muzykę indie rock.

Veganism weganizm, styl życia polegający na wyeliminowaniu produktów zwierzęcych z diety i codziennego użytku.

William Sutcliffe współczesny brytyjski powieściopisarz.

CZŁOWIEK

1 Complete the text with the words from the box.

beanie cotton faded jeans hair straightener fleece leather scruffy unisex ~~vintage~~

BE TRENDY THIS SUMMER

IN ...

The new season will surely bring new trends but *vintage* sunglasses are always in fashion, so wear them proudly.

1 The natural look is very in, so let your curly hair down and forget about a *hair straightener*.
2 To get your hair under control, invest in a colourful *beanie* – it may seem like a garment for a snowboarder but trust me, it's very stylish.
3 For everyday wear, try plain *faded jeans* of good quality, just make sure they are blue.
4 As for tops and T-shirts, no synthetic fabrics, only pure *cotton*.

OUT ...

5 A casual style does not mean you can be *scruffy*, so forget about your old, baggy trousers and washed out sweaters.
6 No matter what big fashion houses say, it's never OK to cause suffering to animals, so if you're thinking about buying a *leather* jacket – think again!
7 This season in women's clothing is going to be about girly patterned dresses and maxi skirts, so forget about shopping for *unisex* clothes.
8 And whatever you do, remember that a *fleece* is only an option if you go trekking in the mountains – it's sports equipment, not a fashionable piece of clothing!

2 Choose the correct answer A–D.

She must be very __ living in that huge house all by herself.
A busy (B) lonely C lazy D single

1 Helen finally feels __ : she's got her own company and a lovely family – all she's ever wanted.
A honest B vain
C easy-going (D) fulfilled

2 Why are you always so __ about my plans? Why don't you ever believe in me?
(A) sceptical B down-to-earth
C hopeless D disobedient

3 My brother's best friend is really __ – all he cares about is other people's appearance and not what they have to say.
A resilient (B) shallow C rude D sceptical

4 Mrs Branson's grandson is extremely __ – he's only five and always says 'Good evening', 'Thank you very much' and 'Excuse me'.
A courageous B honest
(C) well-mannered D hard-working

5 I think she's too __ – she didn't say anything when she won a prestigious science competition because she didn't want to seem too important. Can you believe it?
(A) modest B honest C rude D decisive

6 Blake is very __ and practical, that's why he's always responsible for the money.
A hopeful B cynical
C rebellious (D) down-to-earth

MIEJSCE ZAMIESZKANIA

1 Complete the text with the words from the box.

blinds burglar alarm creak curtains locks neighbourhood security firm ~~urban~~ wardrobes

I'm sure you're going to love this house. It's located outside the city, but the area offers all the *urban* attractions like a cinema, a shopping centre and a gym. Look around: this house is in the middle of a quiet and friendly [1]*neighbourhood*, where mostly families with children live. There is no furniture in the house, except large wooden [2]*wardrobes* in all the rooms. Some of them come from the 1960s, so they [3]*creak* when you open the doors, but this sound gives them a vintage quality. What's more, there are [4]*blinds* in the windows, because the living room gets lots of sun in the afternoons, but you could choose to hang colourful [5]*curtains*, if you prefer a cosier, romantic look. Also, you will be safe here. The [6]*locks* on the doors are Swiss and the best you can get. There is also a [7]*burglar alarm* installed – it's really loud. When it is activated, the [8]*security firm* sends a car to check what is happening in just five minutes. So I believe this is the perfect house for you and your children.

EDUKACJA

1 Choose the correct answer A–D.

Most people read __ when they want to really concentrate on a text.
A cognitive B educationally
(C) in silence D literacy rates

1 She was excluded __ school for her behaviour.
A of B out C for (D) from

2 When literacy rates improve, it means that
A students have to pay more for education.
(B) students have better reading and writing skills.
C there are more tests in Literature.
D students have trouble writing essays.

3 If something is on the tip of your tongue
A you want to say something unpleasant to a person.
B you have an infection in your mouth.
C there is so much to say that you don't know where to start.
(D) you know something but you cannot remember it immediately.

4 During the first class of the year, each student should __ themselves.
A impress B explore (C) introduce D encourage

5 When you do not understand a subject at school, a teacher is supposed to offer you a clear __
(A) explanation. B discouragement.
C memorisation. D improvement.

2 Complete the text with the words from the box.

distract drop out of express hand over
prepare ~~taught~~ uniform

Mathew is into music. He *taught* himself to play the guitar and the trumpet. He loves it because it lets him [1]*express* himself and communicate his private emotions through music. That's why he decided to try to join the school band. His parents agreed as long as it wouldn't [2]*distract* him from his schoolwork. Before he went to the audition, he had to [3]*hand over* all the papers and projects for school that week. He practised every evening to [4]*prepare* himself as well as possible. And … he got in! He was so happy! He played at two school events and a local Family Day. After a month, however, he decided to [5]*drop out of* the band. Why? He says the band [6]*uniform* made him look like a complete idiot, and that was impossible to ignore.

PRACA

1 Complete the text with the names of jobs.

My class

They all used to be in the same class and I used to be their class master. However, each of them had totally different ambitions. For example, Fiona always liked dressing up. No wonder she became a **f***ashion* **d***esigner*. Gabi was also into clothes and fashion, but she became a [1]**t***ailor* and now makes clothes for designers. Sophie was called the most beautiful girl in school and, since she became a [2]**m***odel*, you can now see her face on the covers of magazines. Tom was very good at Geography and always wanted to travel – now he's a [3]**t***our* **l***eader* in Africa! Liz, on the other hand, preferred Biology and Chemistry and always wanted to be a doctor. She studied hard and she's a well-known [4]**s***urgeon* in one of the best hospitals in the country. Then there's Pete, who would often read crime stories under his desk and who loved solving puzzles. Now I hear he's a great [5]**d***etective* and he sometimes helps the police in the town! His best school friend, Tim, works as a [6]**j***udge*, and I hear they often meet in court. David, who claimed he was not interested in current affairs, studied politics at university and is now a [7]**p***olitician*. As for Robert, he always loved eating, so it's no surprise he became a [8]**c***hef/cook* in a local French restaurant. Julia, who was always careful about what she ate, has become a [9]**n***utritionist* and now advises others how to eat healthily, while Henry, with his love of television, is a [10]**p***resenter* and appears on the TV news. Only Chris, who had a dream of becoming a famous photographer, does something completely different today – he's a [11]**c***arpenter* and makes furniture. That's life.

2 Match the words with the definitions.

to execute (g)
1 to budget (d)
2 to assist (e)
3 to problem-solve (a)
4 to attend (f)
5 to succeed (b)
6 to keep up-to-date (c)

a to find answers to difficult situations
b to achieve something that you wanted
c to make sure you have the latest information
d to plan how much money will be spent
e to help
f to take part in an event
g to do or perform something which was planned

ŻYCIE PRYWATNE

1 Choose the correct answer A–D.

He cut himself __ his family completely and has not contacted them for years.
(A) off from B away from C away to D out from

1 When you split up with somebody, you
A fall in love. (B) end a relationship.
C start having a relationship.
D get to know someone.

2 The news about his promotion really __ my day!
A created B did
(C) made D cheered up

3 They used to be close friends, but they lost __ after college.
A communication B interests
C friendship (D) touch

4 We have a lot __ common.
(A) in B on C with D –

5 If you want to be loved, you should always look __ other people.
A for B at C about (D) after

2 Complete the sentences with the correct form of the phrasal verbs from the box.

~~agree with~~ call on fall out get on
hang out let down rely on

I'm sorry but I don't *agree with* you – I think we should do exactly the opposite.

1 You look depressed. Have you *fallen out* with your parents again?
2 Why don't you *call on* Ann this afternoon and see if she needs any help with the decorations?
3 Do you want to *hang out* this evening? We could go to the cinema or a café.
4 I heard they are really *getting on* well with each other – they are great friends.
5 Many students *rely on* their parents for money – they still need their help.
6 She never wanted *to let down* her parents – she just found studying at university too difficult.

ŻYWIENIE

1 Complete the adverts with one word in each gap.

If you want to stay fit, drink our juices! Try the **g***rapefruit* juice, a great source of vitamin C.

Forgotten your school lunch? Don't worry! Buy our freshly made [1]**s***alads/sandwiche***s**. We have dozens of them on offer. Cheese, ham, egg. You name it, we have it! They are [2]**d***elicious* too!

We know you live in a hurry and have no time to cook. That's why we take care of your [3]**d***ietary* needs. If you're a sports person we can provide rich, nutritious [4]**m***eals* with meat. If you're on a diet, we have a selection of healthy, [5]**l***ow-c***a***lorie* snacks.
On our menu we also have [6]**v***egetable* soup, Indian [7]**c***urry* and different pasta [8]**s***auces*!
Order and enjoy!

2 Choose the correct answer A–D.

I always eat __ vegetables – I never cook them.
A unripe (B) raw C crispy D cold

1 I usually put some butter on a pan, add garlic and __ a piece of meat on it – it's delicious and juicy.
A boil B cook C bake (D) fry

2 If you don't cover your bread, it will go __ .
(A) stale B rotten C ripe D salty

3 White __ with butter and honey is good for breakfast but don't eat too much of it.
A lettuce B mango (C) bread D chocolate

4 Before our main course we had a __ .
A supper (B) starter C breakfast D snack

5 Mild food doesn't have any __ spices in it.
A ripe B sour C sweet (D) hot

6 We shouldn't waste food and we should minimise the amount of __ we produce.
A ingredients B mixture (C) leftovers D snacks

7 Products such as meat, eggs and cheese contain a lot of __ , which we need to grow.
A sugar B cuisine C ingredients (D) protein

8 Jam is usually sold in __ .
(A) jars B boxes C tins D bottles

ZAKUPY I USŁUGI

1 Complete the text with one word in each gap.

I hate shopping, especially for clothes. I like looking good but going to a clothes shop is an absolute nightmare for me. If I need to g*et* something to wear, I start online. There is a lot of [1]**a***dvertisin***g** showing perfect models wearing nice clothes. They [2]**c***lai***m** that if I buy their clothes, I will look and feel as wonderful as they do. But I know that's not true. I look at a website for about an hour and decide to go to a shopping centre. It's frustrating because there are always crowds of people and long [3]**q***ueue***s**. But at least I can [4]**t***ry* **o***n* some of the clothes to see how I look. I usually look ridiculous – the latest trends are not for me. But I see they are organising a [5]**s***ale*, so maybe I'll buy something inexpensive with the money I managed to [6]**s***av***e** up. Unfortunately, there's nothing for me. So, as usual, I go to my favourite [7]**s***econd-***h***and* shop, where they have a great selection of vintage clothes which look as good as new. The clothes there are [8]**a***ffordabl***e** – they don't cost a lot – and they fit me. I still hate shopping but I've learnt to love vintage fashion.

PODRÓŻOWANIE I TURYSTYKA

1 Complete the sentences with the words from the box.

flight journey passengers seatbelt security ~~the river~~ the tent

There was no bridge so we had to cross *the river* on foot.

1 I fastened my *seatbelt*.
2 After some transportation problems we carried on our *journey*.
3 Tom's taxi to the airport was late and he missed his *flight* to Turkey.
4 We arrived late, so we had to put up *the tent* in the dark.
5 I went through the *security* check at the airport.
6 When I travel by bus, I'm shocked how rude people are to other *passengers*.

2 Are the statements true (T) or false (F)?

If you want to go trekking, you go on a cruise. F
1 Pepper spray may be used for preparing food. F
2 When you take a short cut, you are home faster. T
3 Cable cars travel on the streets. F
4 A return journey takes you away from home. F
5 Barefoot trekking means wearing special boots. F
6 Ferries travel on water. T
7 You wait for your bags at baggage reclaim. T
8 A familiar place is a place you don't know. F
9 Cycle rickshaws produce a lot of pollution. F
10 If you go on a solitary holiday, you are alone. T
11 A destination is a place you want to get to. T
12 If there are a lot of mosquitoes, use an insect repellent. T

KULTURA

1 Choose the correct answer A–D.

Which person is not a musician:
A a drummer (B) a festivalgoer
C a lead guitarist D a vocalist

1 They played their first __ and they got money for it!
A review (B) gig C screenplay D cast
2 Go to the __ and buy three tickets for the latest Ryan Reynolds movie and I'll get the popcorn.
A ticket box B cinema shop
C ticket store (D) box office
3 The film received horrible __ – I think it will be the worst film of the year.
A critics (B) reviews C grades D opinions
4 At the press __ , the director told the reporters about his vision of the story.
A interview B showing (C) conference D event
5 They dream that one day their single will be in the US __ and maybe even get to number one.
(A) charts B statistics C reports D reviews
6 Wow, Maria met all the __ of the *How I Met Your Mother* comedy series! All the main actors and actresses – I'm so jealous!
A screenplay B band
C performance (D) cast

2 Complete the sentences with the correct form of the words in capitals.

Film *production* started only yesterday and already there are problems. **PRODUCE**
1 He's an incredible live *performer* – the audience loves him! **PERFORM**
2 The *competition* took place in London. The winner got a job on TV. **COMPETE**
3 She's an excellent *presenter*. I watch all her shows, even the ones about politics! **PRESENT**
4 He works in *entertainment* – you know singing, dancing, telling jokes on stage. **ENTERTAIN**
5 Everything that goes on in this house is filmed by *hidden* cameras, but it's not really a secret – all the people know about it. **HIDE**
6 Tim and his friends are so excited – they're going to New York to sign a *recording* contract for their band! **RECORD**
7 The film is an *adaptation* of a Jane Austen novel. **ADAPT**
8 The diva sings to the *accompaniment* of a symphonic orchestra. **ACCOMPANY**
9 They play very calming, *sensuous* music – perfect for relaxation. **SENSE**
10 The film doesn't show you everything – it leaves a lot to the *imagination*. **IMAGINE**

SPORT

1 Choose the correct answer A–D.

Which word is not used with *sport*?
A competitive B extreme
(C) single D outdoor

1 Which is not a team sport?
A volleyball B cricket C hockey (D) judo
2 Which sport is not done indoors?
(A) sailing B basketball
C wrestling D table tennis
3 All the __ shouted happily when he scored the last goal.
A opponents B goalkeepers
(C) fans D coaches
4 She skied down the __ .
A ice rink (B) slope C pitch D court
5 What does a footballer not do?
A kick a ball B chase after a rival
(C) blow a whistle D miss a goal
6 Basketball matches are played on __ .
A a pitch (B) a court C a course D a track

2 Complete the text with the words from the box.

coach extreme golf helmet kicking motor racing opponent pitch wrestling

My grandson is keen on sports and that's OK. What worries me is that whenever he talks about the sports, I feel as if he's speaking to me in a foreign language. For example, he says he prefers *wrestling* to judo because it's more spectacular when you beat your [1]*opponent*. He's now packing for a sports camp where he's going to try [2]*motor racing*. Of course I mustn't tell his parents about that! He's trying on his new [3]*helmet* for biking. He says it will protect his head whatever happens! You know what? This very moment he's [4]*kicking* a ball in my living room. But my flat is not a rugby [5]*pitch*! Well, I'm proud of my grandson but I wish he would take up [6]*golf* and play it on my nicely trimmed lawn. It would be a lot safer than all these [7]*extreme* sports. I know a fantastic [8]*coach* of this sport – maybe he'll agree to teach my Benny.

ZDROWIE

1 Complete the text with the words from the box.

count sheep eye drops fall feel dizzy feel sick injured insomnia nosebleed pain sore symptoms

Doctor, I'm lucky to be still alive. When I watch YouTube videos on my phone for just four hours, my eyes get *sore*. Surfing the Internet for ten hours gives me a terrible [1]*pain* in my back. When I watch TV series for only two or three hours, I start to [2]*feel dizzy* and have to lie down. What's more, I've started to get allergy [3]*symptoms* to the crisps I munch on when watching TV. My eyes are burning and I need to use [4]*eye drops* to feel better. Sometimes I even [5]*feel sick* and can't drink any fizzy drinks. When I have PE lessons, I sweat doing even the simplest exercise, [6]*fall* over a lot, especially when we play team sports. Last week I had a [7]*nosebleed*, which was so embarrassing because it caused so much fuss. But nights are even worse. After a good supper, I can't get to sleep. I [8]*count sheep* for hours and nothing. Could it be the beginning of [9]*insomnia*? I'm already very tired. As I am obviously seriously ill, please exempt me from my PE lessons. I am afraid I will get [10]*injured* otherwise.

2 Complete the definitions.

You probably have it when you sneeze and cough when certain plants bloom. **h***ay* **f***ever*
1 You do it when you make a loud noise while sleeping.
s *n o r e*
2 It's a disease that affects a particular part of your body and is caused by a virus or bacteria.
i *n f e c t i o* **n**
3 You stick it on your skin when you have a small wound.
p *l a s t e r*
4 It's like a finger but on your foot.
t *o e*
5 You get this if you spend too much time in the sun.
s *u n b u r* **n**
6 You wear your watch on it.
w *r i s t*
7 You do this, e.g. with your knee, when the bones in your knee move out of their usual position.
d *i s l o c a t* **e**
8 When you get heavier, it means you've gained it.
w *e i g h* **t**

NAUKA I TECHNIKA

1 Complete the definitions.

a piece of equipment used to record films
v*ideo* **c***amera*
1 a word you use to, e.g. access your computer
p*assword*
2 the action you do to send a video online
u*ploa***d** a video
3 a website where you can connect with your friends or people with similar interests
s*ocial* **n***etworking* **s***ite*
4 a smart, useful and cleverly-designed piece of equipment
g*adge***t**
5 all the things you bought on the Internet
o*nline* **p***urchase*
6 a message or picture that you publish on a website
p*os***t**
7 a set of programs that look for and remove viruses in programs and documents on your computer
a*nti***-v***irus* **s***oftwar***e**
8 special word or picture on the Internet that you click on to move quickly to another part of this document or to another document
l*ink*
9 you do this with sound or video if you play it on your computer while it is being downloaded from the Internet, rather than saving it onto your computer and playing it later
s*trea***m**
10 this happens when a picture or video spreads quickly to many people, especially on the Internet or mobile phones
g*o* **v***iral*

2 Complete the sentences.

The Internet is an invention which connects even the most remote places with the **o** u t **s** i d **e w** o r l **d**.

1 Today's smartphones use the most **c** u t t i n g **- e** d g e technology to provide the best possible experience to their users.
2 Due to the fire, the city's energy generators have been shut down and over 200,000 people are with no **e** l e c t r i c i t **y**.
3 Albert Einstein is, by far, one of the greatest physics **g** e n i **u** s e **s** in history – his logical thinking skills were exceptional.
4 Dubai is a country full of original concepts and technological **i** n n o v a t i o **n** – one of them is drones spying on people who leave rubbish in the streets.
5 I love this **m** u l t i **- p** u r p o s **e** tool – it's a corkscrew, a screwdriver, a torch and a laser pointer in one.
6 Scientists **p** r e d i c **t** that in the future we will be able to print 3D copies of transplantable organs.
7 The author of the documentary did not **p** r o **v** i d **e** any scientific proof for his theories – it's just assumptions.
8 If hackers get **a** c c e s **s** to your personal information, they may, for example, take out a bank loan that you will have to pay back.

ŚWIAT PRZYRODY

1 Complete the sentences with the correct form of the words in capitals.

The river is over 400 metres wide, so it's hard to see what's happening on the other bank. **WIDTH**

1 Pompei was destroyed by a volcanic eruption. **VOLCANO**
2 Air pollution in Asian cities is horrible; that's why so many people wear face masks. **POLLUTE**
3 Remember to put all the tins and cans in the recycling bin. **RECYCLE**
4 She lives in a 19th century house with no running water and no heating. **RUN**
5 The hurricane was coming and they had to strengthen the old floodwall to stop the water from destroying the town. **STRONG**
6 Solar power is just one example of ecological, renewable energy. **NEW**
7 If people don't address the important environmental issues now, they will soon have no place to live. **ENVIRONMENT**
8 The obligation to change shoes inside the school building is one of the safety standards all students must follow. **SAFE**
9 Canoeing down a winding mountain stream was extremely difficult and tiring. **WIND**
10 World energy consumption is the total amount of energy all the people in the world use every year. **CONSUME**

2 Complete the text with one word in each gap.

IT'S A MUST SEE!

The long-awaited sequel of the famous 1998 disaster movie stars the brilliant Brian Hurrey and Lilian Dress. Hurrey plays Professor Killian, whose aim is to save humanity. The stunning Lilian Dress helps the professor to save the world. And the world has to face not one disaster but many. First, the air **q**uality on Earth is so bad that it causes climate [1]**c**hange. Meteorologists predict strong winds leading to disastrous [2]**h**urricane**s**. People have been [3]**ev**acuated from all major cities. Heavy rains and melting Arctic ice will make water levels rise, which means the destruction of towns on the [4]**c**oast and disappearance of many [5]**is**land**s**. This also means that many animal [6]**sp**ecie**s** may become [7]**en**dangere**d**.

Is this all a result of global [8]**w**arming? Will Professor Killian save the planet and all its [9]**in**habitant**s**? Will he find a new source of renewable [10]**e**nergy? You simply must see for yourselves. Animal lovers won't be disappointed either: the ocean scenes include [11]**w**hale**s** and [12]**d**olphin**s**!

Tonight – only on Channel 7!

PAŃSTWO I SPOŁECZEŃSTWO

1 Complete the definitions.

the state of not having a job
u n e m p l o y e **d**

1 action against the rules, accepted ways of behaving or the authority of a country
r e b e l l i o **n**
2 the number of people living in a particular area
p o p u l a t i o **n**
3 most people
m a j o r i t **y**
4 give money to, e.g. a charity
d o n a t **e**
5 somebody who takes part in something
p a r t i c i p a **n t**
6 unpaid work, e.g. for a charity
v o l u n t a r y **w** o r k
7 someone who legally lives in a particular town, country or state
c i t i z e **n**
8 somebody who pretends to be somebody else
f a k **e**
9 somebody who asks other people for money or food
b e g g a **r**
10 choose a leader (e.g. the president)
e l e c **t**

2 Choose the correct answer A–D.

We don't need security __ outside the building, there's a street lamp right in front of the door.
(A) lights B firm
C lock D alarm

1 He committed __ and was sent to prison.
A death B escape
(C) murder D kill

2 The __ said he was not guilty and had not left home on the night of the crime.
A police officer B judge
(C) suspect D prison guard

3 In general, I think criminals should be __ .
(A) punished B released
C burgled D collected

4 Abraham Lincoln __ slavery in the 19th century.
(A) abolished B punished
C released D broke

5 She's been __ with identity theft – she stole other people's private information.
A accused B questioned
C sentenced (D) charged

6 There was no clear __ that Mr Gunheim was at the bank the night of the robbery, so the police had to release him.
A court B judge
C sentence (D) evidence

3 Complete the gaps with words from the box. There are three extra words.

arrest beggar burglary burgled
citizens criminal escape foundation
offender ~~stole~~ thief

ORCHARD LOCAL NEWS

The police are looking for a person who stole twenty packages of anti-aging cream from The Beauty Shop in Oak Avenue last Friday. The shop's personnel are looking for the [1]thief who ran away at 15:30. They say it was a medium-height, plump woman, wearing a pink dress and an orange hat.

A florist store in Skylark Street has been [2]burgled by an unknown man who is still at large. The [3]burglary occurred last night. The burglar was seen leaving the shop by a witness, who called the police, but the [4]criminal managed to [5]escape, taking all the roses that were in the shop.

The teenager who attacked two elderly ladies in Rose Street and stole their handbags is already under [6]arrest. The young [7]offender claimed he desperately needed money to buy his grandmother some medicine.

WIEDZA O KRAJACH ANGLOJĘZYCZNYCH I O POLSCE

1 Choose the correct answer A–D.

Which of these women is not a singer?
A Jennifer Hudson
B Beyoncé
(C) Jennifer Aniston
D Christina Aguilera

1 Blue jeans were first made during
A the Second World War.
(B) the Californian Gold Rush.
C the 18th century.
D World War I.

2 The political system of the United Kingdom is a
A republic.
(B) constitutional monarchy.
C dictatorship.
D democracy.

3 The Shard is a famous landmark of
A New York.
(B) London.
C Seattle.
D Sydney.

4 Which of these does Bill Bryson not write?
A travel books
B popular science books
C books on the English language
(D) sci-fi stories

5 The Doctors without Borders organisation was set up in
(A) France.
B Belgium.
C the United States.
D the United Kingdom.

2 What are the speakers talking about? Match the words from the box with the sentences below.

Coachella Fisherman's Wharf Lord Byron
Masterchef Spotify ~~The Beatles~~
The Great Barrier Reef

They're one of the most important rock bands in the history of music, and they made Liverpool famous too! The Beatles

1 The festival takes place in California, usually in the spring. It's very popular. Coachella
2 I'd love to go there one day. First of all, it's in San Francisco, and secondly – I'd love to see those sea lions. Fisherman's Wharf
3 I really admire those amateurs – they are able to prepare an exotic and delicious dish in just 40 minutes! Masterchef
4 I've never been a fan of the Romantic poets, but his poetry speaks to me. Lord Byron
5 The colours, the animals, the plants underwater – it's really amazing. The Great Barrier Reef

Czasy teraźniejsze – powtórzenie

Czasu **Present Simple** używamy, gdy mówimy o:

- stanach i niezmiennych sytuacjach:
  *We **live** in the centre of Sydney.*
  *I **love** shopping.*
- czynnościach powtarzających się regularnie:
  *I **make** my bed every morning.*

Zdania oznajmujące		Zdania przeczące		
I You We They	play.	I You We They	don't (do not)	play.
He She It	plays.	He She It	doesn't (does not)	play.
Pytania ogólne			**Krótkie odpowiedzi**	
Do	I you we they	play?	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				
Where	do	I you we they	live?	
	does	he she it		
Pytania o podmiot				
Who	lives here?			

Określenia czasu często używane w czasie Present Simple:
always, regularly, usually, often, sometimes, never, every day/week/month, three times a year.

Zasady pisowni – 3. osoba liczby pojedynczej:

- zasada ogólna: bezokolicznik + *-s*, np. *run – runs*
- czasowniki zakończone na spółgłoskę i *-y*: *y* + *-ies*, np. *carry – carries*
- czasowniki *do* i *go* oraz te zakończone na *-ss, -x, -ch, -sh*: + *es*, np. *do – does, go – goes, push – pushes*
- *have: has*

Czasu **Present Continuous** używamy, gdy mówimy o czynnościach, zdarzeniach i zmianach mających miejsce w momencie mówienia o nich:
*My dad **is painting** the kitchen right now.*

Zdania oznajmujące			Zdania przeczące		
I	am	cleaning.	I	'm not (am not)	cleaning.
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	cleaning?	Yes, I am. No, I'm not.		
Are	you we they		Yes, you/we/they are. Not, you/we/they aren't.		
Is	he she it		Yes, he/she/it is. No, he/she/it isn't.		
Pytania szczegółowe					
What	am	I	cleaning?		
	are	you we they			
	is	he she it			
Pytania o podmiot					
Who	is cleaning the windows?				

Określenia czasu często używane w czasie Present Continuous:
at the moment, now, today, this morning/afternoon, this year, these days, at present.

Zasady pisowni – forma *-ing*:

- ogólna zasada: bezokolicznik + *-ing*: np. *cook – cooking*
- czasowniki zakończone na pojedynczą spółgłoskę i *-e*: *e* + *-ing*, np. *make – making*
- jednosylabowe czasowniki zakończone na jedną samogłoskę + jedną spółgłoskę: podwojenie spółgłoski + *-ing*, np. *swim – swimming*

Czasy teraźniejsze – powtórzenie

Czasu **Present Perfect** używamy, gdy mówimy o czynnościach i wydarzeniach, które rozpoczęły się w przeszłości i nadal trwają:
*We **'ve had** this TV for three years.*

Gdy opisujemy czynności, które zaczęły się w przeszłości i nadal trwają w teraźniejszości, często używamy określeń czasu z *since* i *for*:

- ***since*** określa, kiedy rozpoczęły się dana czynność lub stan:
  since 2012/Sunday/last month/my birthday/I moved here
- ***for*** określa, jak długo dana czynność lub stan trwają:
  for five minutes/a week/a long time/ages/most of my life

Zdania oznajmujące			Zdania przeczące		
I/You We They	've (have)	finished.	I/You/ We/ They	haven't (have not)	finished.
He/ She/ It	's (has)		He/ She/ It	hasn't (has not)	
Pytania ogólne			**Krótkie odpowiedzi**		
Have	I/you/ we/they	finished?	Yes, I/you/we/they have. No, I/you/we/they haven't.		
Has	he/she/ it		Yes, he/she/it has. No, he/she/it hasn't.		
Pytania szczegółowe					
What	have	I/you/we/they	learnt?		
	has	he/she/it			
Pytania o podmiot					
Who	has studied French before?				

Zasady pisowni – forma past participle

Czasowniki regularne

- ogólna zasada: bezokolicznik + *-ed*, np. *work – worked*
- czasowniki zakończone na *-e*: + *-d*, np. *like – liked*
- czasowniki zakończone na spółgłoskę + *-y*: *y* + *-ied*, np. *cry – cried*
- jednosylabowe czasowniki zakończone na jedną samogłoskę i jedną spółgłoskę*: podwojenie spółgłoski + *-ed*, np. *stop – stopped*

  *z wyjątkiem *-x* i *-w*, np. *boxed, flowed*
- dwusylabowe czasowniki zakończone na jedną samogłoskę i jedną spółgłoskę: podwojenie spółgłoski, gdy akcent pada na drugą sylabę, np. *refer – referred*
- *travel:* mimo, że akcent pada na pierwszą sylabę, podwajamy, *-l*, np. *travel – travelled*

Czasowniki nieregularne

Wiele czasowników ma nieregularną formę *past participle* (np. *write, go, lose*). Listę czasowników nieregularnych znajdziesz na str. 144 podręcznika.

Zwróć uwagę na użycie form *past participle* czasownika *go*, tj. *been* i *gone*: *Monica **has been** to the USA. (kiedyś w przeszłości, ale już jej tam nie ma).*
*Monica **has gone** to the USA. (nadal tam teraz jest).*

1 Complete the sentences and questions with the correct forms of the verbs in brackets. Use the Present Simple, the Present Continuous or the Present Perfect.

Hi Clara, I'm driving (drive). Can I call you back later?

1 Graham hasn't cleaned (not/clean) the bathroom for two weeks now, so he really needs to do it this weekend.
2 Every September, Helen orders (order) all the stuff she needs for school online.
3 What are you waiting (wait) for? The washing-up isn't going to do itself, you know.
4 I've never lived (never/live) in a house with a balcony.
5 Do you really enjoy (you/really enjoy) tidying up? If so, you can do my room any time you like!

2 Complete the text with the correct forms of the verbs from the box.

go hate have make meet move pack

Hi Vicky,
How are you? Guess what! We're moving house again! I know, I know! It's ridiculous, right? I really [1]hate it! We [2]'ve had three different flats in two years. I [3]'ve met some really wonderful people here and suddenly it's time to leave again. Mum and Dad [4]are packing up things upstairs right now – I should be helping, but the thought of putting all my stuff in boxes again [5]makes me want to cry. It would be so much better if Dad had a normal job. I just want to stay in one place for a few years!
I [6]'m going crazy with all this constant change.
Miss you,
C.

3 Write sentences and questions from the prompts. Do not change the order of the words.

Bill / not go / to thnp.m / every day
Bill doesn't go to thnp.m every day.

1 At the moment / Kate / look for / a part-time job.
At the moment Kate is looking for a part-time job.
2 How often / you / update / your profile?
How often do you update your profile?
3 Why / Paul / look after / his friend's dog / today?
Why is Paul looking after his friend's dog today?
4 Who / see / this thriller / before?
Who has seen this thriller before?
5 Martha / not do / any sports / since January.
Martha hasn't done any sports since January.

4 Complete the questions with the correct forms of the verbs in brackets. Then ask and answer the questions in pairs.

Where do your parents come from (your parents/come from)?

1 Who lives (live) in your house, apart from you?
2 Who usually does (do) the cooking in your family?
3 How long have you been (you/be) at your current address?
4 Has/Have your family ever moved (your family/ever/move) house?
5 How long does it usually take (it/usually/take) to get to school?
6 Why are you learning (you/learn) English?

Quantifiers – określanie ilości

Rzeczowniki mogą być policzalne i niepoliczalne.

Rzeczowniki policzalne:

- mają formy liczby pojedynczej i mnogiej:
  *This **apple** is very sweet.*
  *These **apples** are very sweet.*
- mogą je poprzedzać przedimki *a/an* lub liczebniki:
  an egg, the egg, the eggs, two eggs

Rzeczowniki niepoliczalne:

- nie mają formy liczby mnogiej:
  ***Milk** is very healthy.*
- może je poprzedzać przedimek określony *the*, ale nie przedimek nieokreślony *a/an* lub liczebnik:
  water, the water, ~~a water~~, ~~one water~~

Z rzeczownikami policzalnymi i niepoliczalnymi używamy następujących wyrażeń określających ilość:

Rzeczowniki policzalne	Rzeczowniki niepoliczalne
How many? / Ile? ***How many** eggs are there?*	**How much? / Ile?** ***How much** sugar is there?*
many / wiele *Are there **many** eggs?* *We haven't got **many** eggs.*	**much / dużo** *Is there **much** sugar?* *We haven't got **much** sugar.*
a lot of / lots of / dużo, wiele	
*There are **a lot of/lots of** eggs in the fridge.*	*There is **a lot of/lots of** sugar in the cupboard.*
a few / kilka *I need **a few** eggs.*	**a little / trochę** *I need **a little** sugar.*
some / kilka, trochę	
*There are **some** eggs in the fridge.*	*There is **some** sugar in the cupboard.*
few / mało, niewiele *There are **few** eggs in the fridge.*	**little / mało** *There is **little** sugar in the cupboard.*
any (?) / jakieś	
*Are there **any** eggs in the fridge?*	*Is there **any** sugar in the cupboard?*
any (–) / żadne	
*There aren't **any** eggs in the fridge.*	*There isn't **any** sugar in the cupboard.*

1 Complete the text with the words from the box. There are two extra words.

a little ~~a lot of~~ any few little many much some

There are *a lot of* cooking programmes on television these days. They seem to be on day and night. In fact, [1]*some* channels are nothing but cooking. How [2]*many* TV chefs do we need? I actually think that very [3]*few* people make [4]*any* of the dishes they see on these programmes. Perhaps people spend so [5]*much* time watching cooking shows that they don't actually have time to cook or eat!

2 Complete the sentences with the correct quantifiers. Use one word in each gap.

How *much* time do you need to clean the flat?

1 Don't put so *much* salt on your food. It's not good for you.
2 I would like *some* chilli sauce with my burger, but not too much, please.
3 They have a *lot* of different pizza toppings to choose from. Which do you fancy?
4 I have a *little* time to help you.
5 *Few* people have actually tasted the world's most expensive coffee – almost nobody can afford it.
6 I have to get another job. At the end of the month I have very *little* money left.

3 Complete the sentences to make them true for you. Use quantifiers.

I've got *a lot of/very few* after-school classes.

1 I spend *a lot of/a little/little/some* time watching TV series.
2 I have *a lot of/some* second-hand clothes in my wardrobe.
3 I send *a lot of/a few/some* text messages every day.
4 I don't put *any/much* sugar in my tea.
5 I do *a lot of/a little/little/some* sport at the weekend.
6 I have read *a lot of/a few/few/some* really good books.
7 I don't know *any/many/a lot of* people who never shop online.
8 I need *a lot of/a little/little/some* money to have a good time with friends.

4 Translate the words in brackets into English. Sometimes more than one answer is possible.

A lot of (Dużo) people find it difficult to eat healthily.

1 I'm sure there was *a little/some (trochę)* chicken in the freezer.
2 Have you got *any (jakichś)* friends in London?
3 *How many (Ile)* days off school do we get for Christmas?
4 There aren't *any (żadne)* cakes left – we've sold everything.
5 I've read *a few/some (kilka)* positive reviews for that new sushi restaurant in the High Street.

5 Use one of the words in brackets to write sentences with the opposite meaning.

He drinks a lot of fizzy drinks. (much / many)
He doesn't drink many fizzy drinks.

1 I eat lots of meat. (many / much)
I don't eat much meat.
2 There are some good restaurants near my house. (some / any)
There aren't any good restaurants near my house.
3 I drink lots of coke. (very little / very few)
I drink very little coke.
4 My mother bakes a lot of cakes. (much / many)
My mother doesn't bake many cakes.
5 I had some cereal for breakfast. (any / many)
I didn't have any cereal for breakfast.
6 I used to eat lots of vegetables. (very little / very few)
I used to eat very few vegetables.
7 I do lots of cooking at home. (much / many)
I don't do much cooking at home.

6 Complete the text with *much, many, a lot of, lots of, (a) few, (a) little, some* or *any*.

Although we meet *a lot of* different people every day, finding a person we get on well with and trust is not so easy. That might be the reason I don't have [1]*many* close friends, just [2]*a few*. We're all really busy so, unfortunately, we have [3]*few* opportunities to hang out together as often as we would like to. However, every month we try to find [4]*a little/some* time to meet and catch up on what's going on in our lives. We don't need [5]*much* to enjoy ourselves – good company is enough. I can't imagine not having [6]*any* friends at all. Even if I have very [7]*little* free time on my hands, I can always find an hour to get together with my mates.

Czasy Present Perfect i Past Simple

Czasu **Present Perfect** używamy, gdy mówimy o czynnościach i wydarzeniach, które:

- zakończyły się w przeszłości i albo nie wiemy, kiedy dokładnie to nastąpiło, albo ta informacja nie jest istotna:
  *My dad **has been** to many concerts.*

Określenia czasu często używane w czasie Present Perfect:

- ***ever*** – w pytaniach:
  *Have you **ever** danced in a shopping centre?*
- ***never*** – w zdaniach przeczących:
  *My grandparents have **never** watched a film online.*
- ***already*** i ***just*** – w zdaniach oznajmujących między czasownikiem *have* a formą past participle głównego czasownika:
  *I have **already** read this book. They have **just** arrived.*
- ***yet*** – w zdaniach przeczących i pytaniach, na końcu sekwencji wyrazów:
  *She hasn't called **yet**. Has she called **yet**?*

Czasu **Past Simple** używamy, gdy mówimy o czynnościach lub wydarzeniach, które rozpoczęły się i zakończyły w przeszłości. Często też określamy, kiedy zdarzenia miały miejsce:
*My dad **went** to a concert yesterday.*

Zdania oznajmujące			Zdania przeczące		
I/You/He/She/It We/They		danced.	I/You He/She It/We They	didn't (did not)	dance.
Pytania ogólne			**Krótkie odpowiedzi**		
Did	I/you he/she it/we they	dance?	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.		
Pytania szczegółowe					
Where	did	I/you/he/she/it/we/they			dance?
Pytania o podmiot					
Who	danced	in the shopping centre?			

Określenia czasu często używane w czasie Past Simple:
yesterday, last (year), (three years) ago, when, in the past, then.

Zasady pisowni – forma Past Simple

Czasowniki regularne

Zasady tworzenia formy Past Simple czasowników regularnych są takie same jak zasady tworzenia formy past participle czasowników regularnych.

Czasowniki nieregularne

Wiele czasowników ma nieregularne formy Past Simple (np. *write, go, lose*). Lista czasowników nieregularnych znajduje się w podręczniku na stronie 144.

FOCUS 2 GRAMMAR REVIEW

1 Complete the questions and answers with the correct forms of the verbs in brackets and auxiliary verbs (*be, do* or *have*).

1 What's the most you *have ever paid* (ever/pay) for a pair of sunglasses?
Well, I *have never paid* (never/pay) more than 25 pounds because I always lose them or sit on them.
2 *Did you look* (you/look) in the sales yesterday?
Yes, I *did* but bargains had already gone.
3 *Have you decided* (you/decide) what you're going to wear yet?
No, I *haven't*. I think either the black dress or the blue skirt and top.
4 Where *was she* (she/be) on Sunday evening?
I don't know. I *didn't see* (not/see) her that day.

2 Complete the conversation with the words in brackets. Use the Present Perfect or the Past Simple.

R: Hi Simon. How are you doing?
S: Really well! I*'ve just finished* (just/finish) my last exam.
R: Oh great. Lucky you. I [1]*haven't finished yet* (not/finish/yet) – three more to go.
S: Oh well, good luck. Listen, [2]*have you ever seen* (you/ever/see) a flashmob?
R: Yes, I [3]*saw* (see) one on YouTube yesterday. It [4]*was* (be) fantastic.
But I [5]*haven't seen* (not/see) a real one.
S: No, neither have I, but I [6]*'ve watched* (watch) a few online. Yesterday, I [7]*watched* (watch) a surprise flashmob for a girl's 18th birthday.
R: Oh, right!
S: So I want to organise one for my sister's birthday. Will you help me? You have to learn a dance.
R: Dance? Are you sure? [8]*Have you asked* (you/ask) anybody else yet?
S: Yes, I [9]*'ve already asked* (already/ask) lots of people. I [10]*spoke* (speak) to Sally five minutes ago and she said yes.
R: But she's a good dancer!
S: Don't worry, we have plenty of time.
I [11]*haven't chosen* (not/choose) the music yet!

3 Translate the sentences into English. Use the phrases in brackets in the correct form.

Sally właśnie opublikowała filmik na You Tubie. (post a video on You Tube)
Sally has just posted a video on You Tube.
1 *Nauczyłem się grać na gitarze trzy lata temu.* (learn to play the guitar)
I learnt to play the guitar three years ago.
2 *Czy kupiłeś już nowy garnitur?* (buy a new suit)
Have you bought a new suit yet?
3 *Rob miał wczoraj pierwszą lekcję jazdy.* (have his first driving lesson)
Rob had his first driving lesson yesterday.
4 *Kiedy Helen napisała tę piosenkę?* (write this song)
When did Helen write this song?
5 *Tom nie otworzył jeszcze rachunku bankowego.* (open a bank account)
Tom hasn't opened a bank account yet.

4 Complete the conversation in a shop with the Past Simple or the Present Perfect forms of the verbs from the box. Use short forms where possible.

be contact just / enter meet need never / hear offer see work

SA: Good afternoon. Can I help you with anything?
S: Er, yes actually ... Oh! Lilly, it's you!
It*'s been* a long time! How are you?
L: I'm good, thanks. I'm earning a bit of extra money here, you know.
S: That's great! How long have you been working here?
L: Well, I'm still going to college, so I only work here on Saturdays. I [1]*saw* an advert online a few weeks ago. They [2]*needed* someone to work, so I [3]*contacted* the manager, we had a chat and he [4]*offered* me the job. It [5]*'s been* two weeks since I started, but I already love it! The clothes are really cool and we get to choose the music. And of course, loads of celebrities come in!
S: Seriously?! [6]*Have* you *met* anyone famous here?
L: Sure. That guy who presents the weather forecast. And Tanya something, I don't remember her name but she's in the latest crime series on Channel Z. And … Sarah, don't turn around! Simon Bellevue [7]*has just entered* the shop! He's so gorgeous!
S: Simon who?
L: Simon Bellevue! The talk show host! Everybody knows him!
S: Well, I don't. I [8]*'ve never heard* about him.
L: Oh Sarah … turn on your TV from time to time! OK, wait here. I'm going to ask for his autograph!

5 Complete the second sentence so that it means the same as the first. Use the correct forms of the verbs in capitals.

I've lived here since 2012. **MOVE**
I *moved here in* 2012.
1 Jack became the owner of this vintage cupboard in 2015. **OWN**
Jack *has owned this vintage cupboard since* 2015.
2 My parents have been married for twenty years. **GET**
My parents *got married twenty years ago*.
3 They last went to the seaside six months ago. **BE**
They *haven't been to the seaside for* six months.
4 Kate has been on a diet for two weeks. **GO**
Kate *went on a diet two weeks ago*.
5 Mary first met Greg in 2009. **KNOW**
Mary *has known Greg since* 2009.
6 Tom has been unemployed for a few months. **LOSE**
Tom *lost his job a few months ago*.
7 Adam started reading that book three days ago and is now on page 230. **READ**
Adam *has (already) read* 230 pages of that book.

FOCUS 2 GRAMMAR REVIEW

Stopień wyższy i najwyższy przymiotników • *too* i *enough*

- Przymiotników w stopniu wyższym oraz słówka *than* (od, niż) używamy w celu porównania dwóch osób lub rzeczy:
*This shirt is **cheaper than** the sweater.*
- Przymiotników w stopniu najwyższym używamy, aby powiedzieć, że ktoś lub coś odznacza się jakąś cechą w największym natężeniu (w porównaniu z przynajmniej dwoma innymi rzeczami lub osobami):
*This is **the most expensive** ring in the shop.*
- Aby porównać dwie osoby lub rzeczy, możemy również użyć konstrukcji *(not) as* + przymiotnik + *as*:
*This jacket is **not as comfortable as** that coat.*

Przymiotniki		Stopień wyższy	Stopień najwyższy
jednosylabowe	young nice hot	younger nicer hotter	the youngest the nicest the hottest
jedno- lub dwusylabowe, zakończone na -y	pretty dry	prettier drier	the prettiest the driest
dwusylabowe lub dłuższe	modern expensive dangerous	more modern more expensive more dangerous	the most modern the most expensive the most dangerous
nieregularne	good bad far	better worse further	the best the worst the furthest

Przysłówków ***too*** (zbyt) i ***not enough*** (niewystarczająco, nie dość) używamy z przymiotnikami.
Najczęściej używane konstrukcje to: *too* + przymiotnik oraz *not* + przymiotnik + *enough*:
*The designer was **too busy** to talk to the press.*
*The horse **wasn't fast enough** to win the race.*

1 Complete the sentences with *too* or *enough* and the adjectives in brackets.

I was planning to give something to charity, but nothing I have is valuable *enough* (valuable).
1 I'd like to buy designer clothes but they are *too expensive* (expensive).
2 I want to learn to drive but I'm *too scared* (scared).
3 I'd like a larger bed but my room is *not big enough* (big).
4 My brother never lends me money because he is *too mean* (mean).
5 My parents won't let me have a motorbike. They say it is *too dangerous* (dangerous).

2 Complete the sentences and questions with one word in each gap.

This bed isn't big *enough* for two people.
1 Are you *more* careful with money than your friends?
2 I'm bad at football, but I'm even *worse* at tennis.
3 Black skinny jeans are the *most* fashionable trousers this season.
4 Shopping with friends is better *than* shopping alone.
5 This is *the* biggest shopping centre in our town.
6 Denim jackets are as popular *as* leather jackets this season.

3 Complete the texts with the words from the box.

as (x2) enough more (x2) most richer than (x3) the (x2) too

TEEN ATTITUDES TO MONEY

We ask brother and sister Tom and Zoey about their attitudes to money and shopping:

Zoey, 16

I think I'm very good with money. I don't have much money though because I'm still at school, but I'm *more* careful than my brother. For example, he spends his birthday money as soon as he gets it. Also, he's older [1]*than* me and has a weekend job, so he's [2]*richer* than I am. To be honest, I think he's stupid with his money. The [3]*most* expensive thing I've ever bought is a leather jacket, and that was second-hand, so it wasn't [4]*as* expensive as a new one. I don't go out much – Tom says I'm not sociable [5]*enough*, but I just like staying at home.

Tom, 17

I'm [6]*more* generous than Zoey. In fact, I'm probably [7]*too* generous! If I have money, I spend it. I'm richer than Zoey because I work at the weekend but she's more careful [8]*than* me, so she always has money and I never have any. Actually, I think Zoey's [9]*the* meanest person I know! My clothes are more expensive [10]*than* Zoey's but I buy expensive clothes because the people who make cheap clothes have [11]*the* worst working conditions in the world. I spend a lot of money on going out. Zoey isn't [12]*as* popular as I am, so she stays at home more!

4 Complete the second sentence so that it means the same as the first. Use the opposites of the adjectives in bold.

Bobby isn't **hard-working** enough to continue learning Russian.
Bobby is *too lazy* to continue learning Russian.

1 Jenna is too **short** to ride on the rollercoaster.
Jenna is *not tall enough* to ride on the rollercoaster.
2 These blue socks are **wetter** than the black ones.
The black socks are *drier* than the blue ones.
3 Tony's arms are **stronger** than Kyle's arms.
Kyle's arms are *weaker* than Tony's arms.
4 The weather here is usually **better** in the afternoon than in the morning.
The weather here is usually *worse* in the morning than in the afternoon.
5 This ring is not **big** enough to fit on my finger.
This ring is *too small* to fit on my finger.
6 Dean is too **impatient** to enjoy fishing.
Dean is *not patient enough* to enjoy fishing.

5 Complete the text with the correct comparative or superlative forms of the adjectives in brackets.

Lego is one of the *simplest* (simple) toys available, but according to many people it is also one of the [1]*best* (good) in the world. Most teens and adults remember Lego from their childhood. Lego allows children to be [2]*more creative* (creative) than many other toys – there are 915 million ways to combine just six Lego bricks! The word Lego comes from the phrase *'leg godt'* which means 'play well' in Danish. Check out [3]*the most amazing* (amazing) Lego facts:

- A pile of 50,000,000,000 Lego bricks would reach [4]*further* (far) than the moon.
- In 2003, the yellow skin colour of some Lego mini-figures was changed to a [5]*more authentic* (authentic) skin colour.
- On average, there are 62 Lego bricks for everyone on Earth!
- Approximately seven Lego sets are sold every second, and Lego films and computer games have made the product even [6]*more popular* (popular) than in the past.

Wyrażanie przyszłości

Czasu **Present Continuous** używamy w odniesieniu do przyszłości, gdy mówimy o sprecyzowanych planach, których czas realizacji jest już zwykle określony:
*I'**m leaving** tomorrow, so I can't go to the cinema with you.*

Konstrukcji ***be going to*** + **bezokolicznik** używamy, gdy mówimy o:

- zamiarach i planach, które mogą ulec zmianie:
  *What **are you going to prepare** for lunch?*
- przewidywaniach dotyczących przyszłości, które wynikają z tego, co w danej chwili wiemy i widzimy:
  *We're **not going to get** to the station on time.*

Formy ***will*** + **bezokolicznik** używamy, gdy mówimy o:

- spontanicznych decyzjach podejmowanych w momencie mówienia:
  *Wait for me! I'**ll help** you with the shopping.*
- przewidywaniach, które wynikają z naszych opinii, intuicji lub doświadczenia.
  *You can borrow my dictionary, but I'**ll probably need** it back next week.*

1 Complete the sentences with the verb forms from the box. There are three extra verb forms.

isn't going to rain | isn't raining | 'll be | 'll laugh | 'm going to laugh | 're announcing | 're taking | 's having | 's going to have | ~~won't be~~

It's possible that in 2100 there *won't be* any official school exams.

1 The clouds have gone and the sky is clear.
It *isn't going to rain* soon.
2 He*'s going to have* a look at those magazines after lunch.
3 We*'re taking* a taxi to get to the airport. I've already phoned for one.
4 I'm sure Tom*'ll be* disappointed that we didn't win the dancing competition.
5 We*'re announcing* the winners of the competition on Friday.
6 I promise I*'ll laugh* at all your jokes.

2 Complete the sentences with the future forms of the verbs in brackets.

I*'m going* (go) to the cinema on Saturday.

1 Joe needs new trainers because they *are playing* (play) a match next weekend.
2 It's very cold. It looks like it*'s going to snow* (snow).
3 I haven't got any plans this evening.
I*'ll probably watch* (probably/watch) TV.
4 My friend *is having* (have) a big eighteenth birthday party next month.
5 I don't think England *will win* (win) the next World Cup.
6 I've decided that I*'m not going to get married* (not/get married).

3 Put the words in the correct order to make sentences and questions.

you / cinema / a / ticket / are / to / going / online / buy / ?
Are you going to buy a cinema ticket online?

1 will / problem / I / you / this / help / solve /.
I will help you solve this problem.
2 our / Saturday / not / we / doing / on / are / homework /.
We are not doing our homework on Saturday.
3 the / when / to / going / are / do / you / shopping / ?
When are you going to do the shopping?
4 is / week / my / house / friend / next / not / best / moving /.
My best friend is not moving house next week.
5 probably / a / my / off / will / few / take / days / mum /.
My mum will probably take a few days off.
6 tomorrow / driving / to / the / are / mountains / the Smiths / morning / ?
Are the Smiths driving to the mountains tomorrow morning?

4 Complete the dialogues with the most appropriate future forms of the words in brackets. Use short forms.

Conversation 1: Shop assistant and Jake
SA: Which phone colour would you like, sir? We have black, white and beige.
J: Hmm, good question. I think I*'ll have* (have) the black.
SA: Very good, sir. I [1]*'ll just check* (just/check) that we have that particular model here in the shop … Yes, we do. How would you like to pay?
J: Erm … I guess I [2]*'ll pay* (pay) in cash.

Conversation 2: Molly and Scott
M: Have you decided what you [3]*'re going to do* (do) this afternoon?
S: Yeah, I [4]*'m meeting* (meet) Paul at 2 and we [5]*'re going to play* (play) Frisbee if the weather is fine.
M: Well, it's clear and blue at the moment, so I don't think it [6]*'s going to rain* (rain).

5 Translate the phrases in brackets into English. Use future forms.

Mr Richter *is flying* (*leci*) to Amsterdam this Thursday.

1 Me and my classmates *are going to collect* (*zamierzamy zebrać*) more specimens for our Biology project.
2 I have a headache and a runny nose.
I*'m going to be* (*będę*) ill.
3 I think this year, we*'ll probably organise* (*prawdopodobnie zorganizujemy*) a fancy dress party for our local kindergarten.
4 Next week my parents *are meeting* (*spotykają się z*) their old friends from university. They've already booked a table for Friday at their favourite restaurant.
5 I promise I*'ll start* (*zaczynę*) revising for my final test tomorrow.

6 Read the situations and write your reactions. Use future forms.

It's started raining and you're outside without an umbrella. You say: *I'm going to get wet.*

1 Your friend suggests you meet up at the weekend. You've already arranged to visit your grandma. You say: I'm sorry I can't meet you. I*'m meeting my grandma.*
2 Your brother starts school at 8 a.m. It's 7.50 and he is still at home. You say: Hurry up! *You're going to be late.*
3 Your best friend tells you something that no one else should know. You say: I promise I *won't tell anyone.*
4 Your neighbour is worried he has lost his smartphone. You want to offer help. You say: Don't worry, I*'ll help you look for it.*
5 Your little cousin is running around the house with a glass plate in his hands. You say: Be careful! *You're going to break it.*

7 Find and correct the mistakes in the sentences. Use future forms.

I think I'm not living with my parents when I'm twenty.
I think I won't live with my parents when I'm twenty.

1 The phone is ringing. Are you answering it, please?
Will you answer it, please?
2 The students will sit their final exam tomorrow at 9 a.m.
The students are sitting their final exam tomorrow at 9 a.m.
3 I'm going to order some new books online tonight if I have time.
I'll order some new books online tonight if I have time.
4 I can't come over this evening. Jane and I will meet at 7 p.m. to talk about our Science project.
Jane and I are meeting at 7 p.m. to talk about our Science project.
5 Look at all this traffic! We are being late for the appointment, I'm afraid.
We're going to be late for the appointment, I'm afraid.

8 Complete the sentences to make them true for you.

I think in 2025, *there won't be any printed press.*

1 I hope next week I *will know my exam results*.
2 Next Monday at 9 a.m. I *am having my first job interview*.
3 I believe that in 2030 people on Earth *will have trouble getting food*.
4 My plans for the weekend? I *am going to visit my grandparents in the countryside*.
5 I think that in five years there *won't be any wars in Europe*.

Zdania warunkowe pierwszego i drugiego stopnia

Zdań warunkowych pierwszego stopnia (First Conditional) używamy, gdy mówimy o zdarzeniach, które mogą nastąpić w przyszłości, jeżeli zaistnieją określone warunki.
*If you **don't switch** on the printer, it **won't work**.*

W zdaniu podrzędnym rozpoczynającym się od *if* (opisującym warunek), używamy czasu Present Simple. W zdaniu nadrzędnym (opisującym konsekwencję) używamy *will/won't*. Te zdania mogą wystąpić w dowolnej kolejności. Jeśli zdanie podrzędne występuje pierwsze, stawiamy po nim przecinek.

If + Present Simple, (warunek)	**will/won't + bezokolicznik** (konsekwencja)
*If he **starts** a blog,*	*I'll **read** it.*
will/won't + bezokolicznik (konsekwencja)	**if + Present Simple** (warunek)
I'll read his blog	if he **starts** one.

Zdań warunkowych drugiego stopnia (Second Conditional) używamy, gdy mówimy o obecnych sytuacjach lub stanach, których zmiana jest niemożliwa lub bardzo nieprawdopodobna, albo o czymś, co teoretycznie mogłoby nastąpić w przyszłości, ale jest mało realne:
*If I **had** more time, I **would learn** programming.*

W zdaniu podrzędnym rozpoczynającym się od *if* (opisującym warunek) używamy czasu Past Simple. W zdaniu nadrzędnym (opisującym konsekwencję) używamy *would/wouldn't* lub *could/couldn't*. Te zdania mogą wystąpić w dowolnej kolejności. Jeśli zdanie podrzędne występuje pierwsze, stawiamy po nim przecinek.

If + Past Simple, (warunek)	**would/wouldn't/could/ couldn't + bezokolicznik** (konsekwencja)
*If your laptop **crashed**,*	*who **would** you **ask** for help?*
would/wouldn't/could/ couldn't + bezokolicznik (konsekwencja)	**if + Past Simple** (warunek)
*Who **would** you **ask** for help*	*if your laptop **crashed**?*

1 Complete the conditional sentences and questions with one word in each gap.

If you play video games all the time, you *won't* be a happy, healthy person.
1 *Would* you move to Asia if you got a job there?
2 I think I would go back to 1970 if I *could*.
3 You'll get bad marks at school if you *don't* stop playing on the computer.
4 What *would* you write a blog about if you had the time?
5 If I had £500 to spend, I *would* buy new speakers.
6 What will you say if he *asks* you for your phone number?
7 If you use social-networking, you *will* lose your privacy.

2 Put the words in the correct order to make conditional sentences. Add commas where necessary.

the same phone / know / won't / as your sister / you / you / buy
If *you buy the same phone as your sister, you won't* know which is yours.
1 go crazy / if / would / he / wasn't able to
Liam *would go crazy if he wasn't able to* check his email at least once every hour.
2 charges / last all day / she / if
Will Lucy's phone battery *last all day if she charges* it fully?
3 late again / we'll / is / get stuck
If Mum *is late again, we'll get stuck* in the rush hour traffic.
4 she / would / had more time / talk to her friends
If Jasmine *had more time, she would talk to her friends* rather than text them.
5 able / be / if / to / online / wouldn't / go
He *wouldn't be able to go online if* he had to give up his phone.

3 Complete the sentences and questions with the correct forms of the verbs in brackets.

1 If your family *had* (have) a pet dog, who *would take* (take) it for a walk every morning?
2 If my parents *knew* (know) more about computers, they *would understand* (understand) why I need a new laptop.
3 Hank *won't become* (not/become) an IT specialist if he *doesn't go* (not/go) to university.
4 We *would wear* (wear) T-shirts and shorts also in winter if we *lived* (live) in a hot country.
5 If he *doesn't hurry* (not/hurry) up, he *will miss* (miss) the beginning of the film.
6 What's wrong with you? If you *don't eat* (not/eat) your lunch, you *will be* (be) hungry soon.
7 OK, OK you can borrow my bike, but if I *lend* (lend) it to you, *will you ride* (you/ride) safely?
8 If everybody *looked* (look) the same, we *would get tired* (get tired) of looking at each other.

4 Complete the conditional sentences with your own ideas.

What will you do if *there is no electricity tonight* ?
1 If he gets a pay rise, *he'll start saving up for a new car*.
2 If I weren't so busy, *I would read more books*.
3 What would you tell your parents if *you failed an important test*?
4 Will Rebecca be angry if *we call the meeting off*?
5 If we were in London today, *we would see the new exhibition*.
6 If you were my true friend, *you wouldn't lie to me*.

5 Complete the sentences with the correct forms of the verbs in brackets. Then finish the sentences to make them true for you.

If I *get* (get) some money for my next birthday, *I'll save it.*
1 If I *found* (find) £1000 in the street, _____
2 If I *don't have/didn't have* (not/have) any homework this evening, _____
3 If it *is* (be) nice weather tomorrow, _____
4 If I *could drive* (can/drive), _____
5 If my parents *won* (win) the lottery, _____
6 If I *lived* (live) to be 150, _____
7 If everybody *thought* (think) the same as me, _____

6 Rewrite the sentences using the First or Second Conditional.

You want to visit your friend but you're waiting for an invitation.
If my friend invites me, I'll visit her.
1 You want to go to a concert but the tickets shouldn't be too expensive.
If the tickets are not too expensive, I will go to a concert.
2 Your little sister wants to play with you but you're really tired today.
If I weren't so tired, I would play with my little sister.
3 You want to go for a jog but it has to stop raining.
If it stops raining, I will go for a jog.
4 Your parents need to buy a bigger car but they cannot afford it this year.
My parents would buy a bigger car if they could afford it.
5 You're thinking of going for a walk. You have a lot of work.
If I didn't have so much work, I would go for a walk.

Czasowniki modalne – wyrażanie konieczności i przyzwolenia

Aby wyrazić nakaz, przymus lub konieczność, używamy:
- ***must***, zwłaszcza gdy opisujemy wewnętrzną konieczność odczuwaną przez osobę mówiącą, której zdaniem dana czynność jest konieczna lub ważna:
*I **must** phone Mum.*
- ***have to***, kiedy opisujemy przymus zewnętrzny wynikający z przepisów, regulacji prawnych lub pochodzący od osób trzecich:
*We **have to** wear a uniform at school.*
*She **has to** be home at 10 p.m.*
- ***need to*** (użycie jest podobne do *have to*):
*I **need to** sleep eight hours every night.*
*Ann often **needs to** look after her younger sister.*

Aby wyrazić brak przymusu lub konieczności, używamy:
- ***don't have to***:
*You **don't have to** vacuum every day – once a week is enough.*
*My dad **doesn't have to** wake up early. He starts work at twelve.*
- ***don't need to/needn't***:
*You **don't need to** go to university this year.*
*You **needn't do** the washing-up. We've got a dishwasher.*

Gdy mówimy o tym, co jest dozwolone, używamy:
- ***can***:
*You **can** invite some friends if you want.*
- ***be allowed to***:
*Students **are allowed to** work part-time.*

Aby powiedzieć, że coś jest niedozwolone, używamy:
- ***can't***:
*You **can't** leave the classroom without permission from your teacher.*
- ***mustn't*** (bardzo silny zakaz):
*You **mustn't** play loud music after 10 p.m.*
- ***not be allowed to*** (silny zakaz):
*You **aren't allowed to** speak during the exam.*

1 Complete the sentences with the correct forms of *must* or *have to*.

We *have to* go to school this Saturday – we're having a rehearsal for a new play.
1 I've heard it's a great novel. I *must* read it!
2 All students *have to* wear uniforms in my school.
3 Does Amy *have to* work in the café three times a week?
4 I'm really tired. I *must* go to bed early.
5 I don't think Jo has heard about the meeting and she *has to* be present – it's important.
6 Visitors *have to* switch off their mobiles here.
7 What do we *have to* prepare for our next English class?

2 Complete the sentences with the verbs from the box.

are allowed to can can't doesn't have to
~~don't have to~~ have to must needs to

Ally and Mike *don't have to* be at home at 9 p.m. on Saturdays, so they usually stay out until 10 or 11 p.m.

1 Helen *can* stay at home today because she was in the office on Saturday.
2 Richard *doesn't have to* walk his dog now – his dad has already done it.
3 I'm afraid you *can't* use a dictionary during the test. Please put it back on the shelf.
4 I *must* go now. I don't want my friends to wait for me.
5 It was great to meet you, Alex. We *have to* do it more often.
6 My sister is a student, but she still *needs to* phone my parents every day.
7 My younger brothers *are allowed to* play video games for an hour a day only, but they would like to do it more often.

3 Translate the phrases in brackets into English. Sometimes more than one answer is possible.

John *can't* / *mustn't* *(nie może)* go on holiday on his own – he's too young.

1 Students *can* / *are allowed to* *(mogą)* call their teachers by their first name.
2 You *have to* *(musisz)* wait for me at the school gate at 3 o'clock. Don't be late!
3 We *don't have to* / *don't need to* / *needn't* *(nie musimy)* stand up every time someone enters.
4 Teenagers *mustn't* / *can't* *(nie mogą)* forget that their parents are responsible for them.
5 You *don't have to* / *don't need to* *(nie musisz)* eat everything if you aren't hungry.
6 *Are* you *allowed to* / *Can* you *(Czy możesz)* use your mobile phone at school?
7 *Does* Tina *have to* / *Does* Tina *need to* *(Czy musi)* play tennis with her sister at weekends?

4 Complete the text with the correct forms of modal verbs. Use one word in each gap.

THE STRICT TEACHER: She stands at the front of the class and you *have* to listen to her. When she asks a question, you're not [1]*allowed* to call out the answer, you have to put your hand in the air. You [2]*mustn't/can't* talk in class and you have to do your homework on time, no excuses.

THE RELAXED TEACHER: The opposite of the strict teacher. You are allowed [3]*to* call out answers and sometimes, you [4]*can* call him by his first name. You have [5]*to* do your homework but you [6]*don't* need to do it exactly on time. But there are rules. You [7]*mustn't/can't* use your phone in class, and when you talk to your classmates, it [8]*has* to be about the subject of the lesson.

5 Rewrite the sports centre rules. Use modal verbs for permission and obligation. Sometimes more than one answer is possible.

Pets are not permitted in the sports centre.
You *can't / aren't allowed to* bring pets into the sports centre.

1 It is necessary to have the correct change for the lockers in the changing rooms.
You *have to/need to* have the correct change for the lockers in the changing rooms.
2 It is not necessary to wear a swimming cap in the pool.
You *don't have to/don't need to/needn't* wear a swimming cap in the pool.
3 Parents are permitted to enter the baby pool with their child.
Parents *can/are allowed to* enter the baby pool with their child.
4 It is not permitted to eat in the gym.
You *can't/aren't allowed to* eat in the gym.

6 Complete the gaps with the correct forms of modal verbs. Sometimes more than one answer is possible.

21st CENTURY PARENTING

What kinds of parents are there?

Tiger parents are strict and say their children …
- *must* / *have to* / *need to* be the No 1 student in every subject except P.E. and Drama.
- [1]*must/have to/need to* play the piano or violin only and [2]*can't/aren't allowed to* play any other instrument.
- [3]*must/have to/need to* always show respect for them.
- [4]*can't/mustn't/aren't allowed to* play video games or watch TV – they must focus on school and extra activities.

Hipster parents are non-traditional and easy-going and say their children …
- [5]*can/are allowed to* do more or less whatever they want.
- [6]*don't have to/don't need to/needn't* be top of the class – they can have poor grades as long as they enjoy learning.
- [7]*don't have to/don't need to/needn't* follow many rules – they can usually make their own decisions.
- [8]*can/are allowed to* call them by their first names instead of 'Mum' and 'Dad'.

Zdania podrzędne typu *defining relative clause*

Zdań podrzędnych typu *defining relative clause* używamy, aby zidentyfikować konkretną osobę, rzecz lub miejsce, o których mówimy. W tym celu używamy następujących zaimków względnych:

- ***who*** i ***that*** w odniesieniu do ludzi:
  *I have a friend **who/that** works as a video game teacher.*
- ***which*** i ***that*** w odniesieniu do rzeczy:
  *The computer **which/that** I use at work is very slow.*
- ***where*** w odniesieniu do miejsc:
  *This is the office **where** I work.*

Zaimki względne *who, which* i *that* możemy pominąć, jeżeli następuje po nich bezpośrednio rzeczownik albo zaimek osobowy.
*Are you reading the report (**which/that**) I have written?*

1 Rewrite the sentences using the relative pronouns in brackets.

I've got an uncle. He started his own business. (who)
I've got an uncle who started his own business.

1 My father drives a car. The car belongs to his company. (that)
My father drives a car that belongs to his company.
2 There's a college in my city. You can do business studies there. (where)
There's a college in my city where you can do business studies.
3 I've got a sister. She works in a shop. (that)
I've got a sister that works in a shop.
4 One day I'd like to get a job. The job includes foreign travel. (which)
One day I'd like to get a job which includes foreign travel.
5 I've got a part-time job. I don't enjoy it. (that)
I've got a part-time job that I don't enjoy.

2 Complete the sentences with defining relative pronouns. Sometimes more than one answer is possible. If a relative pronoun is not necessary, write (x).

This is the type of business *x* I think people will be keen to invest in.

1 Do you have an idea for a product or service *x* you think people will love?
2 This is the university department *where* economics, finance and banking are taught.
3 Nobody wants a career *x* they find boring or unrewarding.
4 Welcome to the house *where* Steve Jobs lived when he first had the idea for Apple computers.
5 I'm not the sort of person *who/that* likes to take risks.
6 We are now on the boat *x* Coco Chanel bought after she made her millions as a fashion designer.
7 If you have an idea for a product *which/that* is more environmentally friendly, please tell us about it.

3 Write sentences with defining relative pronouns from the prompts. Sometimes more than one answer is possible.

Sochi / the Russian city / the 2014 Winter Olympics were held
Sochi is the Russian city where the 2014 Winter Olympics were held.

1 An igloo / a traditional type of Inuit house / made of snow
An igloo is a traditional type of Inuit house which/that is made of snow.
2 A puck / a small flat disk / is used instead of a ball in ice hockey
A puck is a small flat disc which/that is used instead of a ball in ice hockey.
3 An ice dancer / a performer / skates to music
An ice dancer is a performer who/that skates to music.
4 Ski jumping and cross-country skiing / the winter sports / Poland is best at
Ski jumping and cross-country skiing are the winter sports (which/that) Poland is best at.
5 This amazing speed skating track / the place / three world records were broken yesterday
This amazing speed skating track is the place where three world records were broken yesterday.

4 Complete the sentences with relative pronouns. Sometimes more than one answer is possible.

During my gap year I stayed in a village *where* there are no doctors.

1 Do you know anyone *who/that* doesn't like chocolate?
2 This is the company car *which/that/x* I told you about.
3 Is there a shop in your town or city *where* you can buy organic food?
4 The woman *who/that* is talking to the receptionist is the manager's wife.
5 Do you know anyone *who/that* works in the food industry?
6 I'd like to buy a printer *which/that* is quick and quiet.
7 How important is it to eat food *which/that* doesn't damage the environment?

5 Complete the sentences. Use *who, which, that, where* or no pronoun at all (x).

All the information *which* / *that* / *x you need is on the Internet.*

1 This is the professor *who/that/x* _____
2 Most of the products *which/that/x* _____
3 This is a clothes shop *which/where/that/x* _____
4 This letter comes from a person *who/that/x* _____
5 I know a lot of people *who/that* _____
6 This is the website *which/where/that/x* _____

1.2 Dynamic and state verbs

1 Choose the correct forms.

1 I *think* / *am thinking* it's a good idea.
2 I *am thinking* / *think* about the project.
3 We *have* / *are having* two dogs.
4 Janet *has* / *is having* a shower.
5 Those trousers *look* / *are looking* nice on you.
6 What *are you looking* / *do you look* for?
7 I *am liking* / *like* shopping.
8 Look, Jane *is having* / *has* such a good time at the party!
9 I'm afraid, I *need* / *I'm needing* the answer right now.
10 *Are they looking* / *Do they look* OK now?

1.5 Present Perfect Continuous

2 Choose the correct forms.

1 He *has promised* / *has been promising* to come.
2 The cost of living in that country *has risen* / *has been rising* for some time.
3 He *hasn't heard* / *hasn't been hearing* from them recently.
4 Tom *has known* / *has been knowing* Helen since they were children.
5 Oh, I *have cut* / *have been cutting* my finger!
6 I'm sorry, I know I'm late. How long have you *been waiting* / *waited*?
7 Well, believe it or not, we haven't *met* / *been meeting* Luke since that day.
8 'Pinky' is my favourite place for a good coffee. I've *gone* / *been going* there on and off for the last two years.
9 I love your matchbox car collection! How many cars have you *collected* / *been collecting* so far?
10 Just look at this white tree! Isn't it beautiful? How long has it *snowed* / *been snowing*?

3 Complete the sentences with the correct form of the verbs in brackets. Use the Present Perfect Continuous when possible.

1 '*Have you been* (you/be) to the National Gallery?' 'No, I haven't.'
2 What *have you been doing* (you/do) since you graduated?
3 Oh, you *have had* (have) a haircut! You look fantastic!
4 'How long *have you been looking* (you/look) for a job?' 'For a month now.'
5 'How long *have you had* (you/have) this dress?' 'For ten years, I think.'
6 The company *has been producing* (produce) the two new engines since the beginning of this year.
7 How come you *have never visited* (never/visit) a single foreign country in your life?
8 This picture? I have no idea who painted it though it*'s been hanging* (hang) here for ages.
9 The future looks bright. They *have been selling* (sell) more and more gardening tools through their website since May.
10 *Have you ever worked* (ever/work) abroad?

Summative Practice Unit 1

4 Find the mistakes and correct the sentences.

1 I can't talk now. I have dinner at the moment.
I am having dinner at the moment.
2 I am looking for my glasses for two hours!
I have been looking for my glasses for two hours!
3 Laura has been knowing her for ages.
Laura has known her for ages.
4 I have always been preferring surfing to skiing.
I have always preferred surfing to skiing.

5 Complete the sentences with the correct form of the verbs in brackets. Use the Present Simple or Continuous, the Past Simple or Continuous, the Present Perfect Simple or Continuous.

1 He *was waiting* (wait) for us when we arrived.
2 He *met* (meet) Martha three years ago, so he *has known* (know) her since 2016.
3 How long *have you had* (you/have) that hat? It *looks* (look) quite old-fashioned!
4 I *have been* (be) to France, but I *have never been* (never/be) to Germany.
5 Sam *thinks* (think) it's important to study hard.
6 '(Tim/think) *Is Tom thinking* about a new job at the moment?' 'He *has been thinking* (think) about it for the last few weeks but he *hasn't made* (not/make) up his mind yet.'
7 'You *look* (look) worried.' 'I am. I *have lost* (lose) my passport. I *have been looking* (look) for it since yesterday and I *am leaving* (leave) tomorrow!'

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

A: Helen Simpson? I [1]*haven't seen* (not/see) you for ages!
B: Clare? It's great to see you again! Where [2]*have you been* (you/be) all this time?
A: I [3]*have just come* (just/come) back from London! You really [4]*have changed* (change) since we last saw each other. You [5]*look* (look) wonderful!
B: Well, I [6]*have put* (put) on some weight, I'm afraid. And my hair is shorter than before. When [7]*did we last see* (we/last/see) each other? I can't remember.
A: Let me think. I [8]*believe* (believe) the last time was when we graduated, four years ago.
B: What [9]*have you been doing* (you/do) since then?
A: I [10]*have been studying* (study) in London. What about you?
B: I [11]*have been* (be) very busy lately. I [12]*have been working/have worked* (work) as a fashion designer for half a year now.
A: Do you still live with your parents?
B: No, I [13]*live/am living* (live) in a flat in the town centre. It's nice.
A: How long [14]*have you had* (you/have) it?
B: Since last year. It's a large flat, with three bedrooms. I [15]*have been trying* (try) to rent the two extra rooms, but no one has turned up yet.
A: Well, I [16]*have been looking* (look) for a room since I arrived! I'd really like to have a look at them.

2.2 Narrative tenses

1 Complete the story with the correct form of the verbs in brackets.

One evening I [1]*was sitting* (sit) in my room doing my homework. The clock [2]*had just struck* (just/strike) seven when I heard steps coming from the ground floor. The steps [3]*kept* (keep) going up and down the living room. At first I [4]*thought* (think) it was my mum. She [5]*had gone* (go) to the supermarket and I [6]*expected/was expecting* (expect) her to come any time; next I suspected it might be a burglar, so I [7]*didn't make* (not/make) any noise. Then I made a decision to call out but nobody [8]*answered* (answer). At that time I used to live in a large, isolated house in the outskirts of the town, and all of a sudden I felt really scared. At last, I [9]*decided* (decide) to go and see. I [10]*went* (go) down the stairs when all of a sudden the front door slammed – someone [11]*had just gone out* (just/go) out! The problem was that we continued to hear the steps day after day but we never saw anyone. Now we live in a flat in the town centre. We have lived here since we [12]*moved* (move) five months ago.

2.5 Verb patterns

2 Choose the correct forms.

1 I don't mind *doing* / *to do* homework every day.
2 Pete can't afford *to buy* / *buying* a new camera.
3 My parents don't allow me *going out* / *to go out* in the evenings.
4 Yes, it's true, my brother can spend hours *to play* / *playing* computer games.
5 We were going to the beach when John finally finished *to tell* / *telling* us the story.

3 Complete the dialogue with the correct form of the verbs in brackets.

A: What was your school trip like, Martha? Did you enjoy [1]*visiting* (visit) London?
B: It was great! On the first day we [2]*went* (go) to Trafalgar Square because we wanted [3]*to visit* (visit) the National Gallery …
A: Did everything go well?
B: Well … actually not everything, I must [4]*say* (say). While we [5]*were visiting* (visit) the Gallery, Pete and Joe suddenly [6]*disappeared* (disappear). We [7]*waited/were waiting* (wait) for them at the gallery exit but they [8]*didn't turn* (not/turn) up. Before entering the gallery the teacher [9]*had warned* (warn) us [10]*not to get* (not/get) lost, but apparently they did. After a while we decided [11]*to go* (go) back to the hotel without them.
A: What happened next? Did you manage [12]*to find* (find) them?
B: Oh, yes, we did. When we got to the hotel, we discovered that they [13]*had already been* (already/be) there for an hour. When we went into their room, they [14]*were watching* (watch) a football match on TV. The teacher [15]*got* (get) really angry!

Summative Practice Units 1–2

4 Choose the correct forms. In one sentence both answers are correct.

1 I *have had* / *have been having* this house since 2012.
2 I think I *have seen* / *have been seeing* her before.
3 She *has read* / *has been reading* for hours.
4 Laura *has become* / *has been becoming* a doctor.
5 Laura *has worked* / *has been working* at the hospital since she became a doctor.

5 Find the mistakes and correct the sentences.

1 I didn't see Aunt Julia for ages.
I haven't seen Aunt Julia for ages.
2 She drove along the highway when she had the accident.
She was driving along the highway when she had the accident.
3 We studied Maths for two hours, but we haven't solved the problems yet.
We have been studying Maths for two hours, but we haven't solved the problems yet.
4 I usually enjoy to ski, but today I'm having a break.
I usually enjoy skiing, but today I'm having a break.
5 The teacher made them to learn the poem by heart.
The teacher made them learn the poem by heart.

6 Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple, the Past Continuous, the Past Perfect, the Present Perfect Simple and the Present Perfect Continuous.

1 I *was considering* (consider) whether to go or stay when the man asked me to sit down.
2 When I met Phil in 2015, he *had been* (be) a basketball player for over 10 years.
3 The police offered money to anyone who could tell them who *had committed* (commit) the crime.
4 'I *didn't know* (not/know) he worked here. How long *has he worked/has he been working* (he/work) for you?' 'Since 2015.'
5 'He's my best friend.' 'How long *have you known* (you/know) him?' 'For 15 years.'
6 She *had never been* (never/be) abroad before and that's why she made a mistake.
7 I asked him whether anything *had happened* (happen) while I was abroad.
8 Before the match he discovered that he *had lost* (lose) his tennis racket.
9 We *were playing* (play) football when I *slipped* (slip) and *broke* (break) my leg.
10 When I got up, he *was having* (have) breakfast, so I joined him.
11 *Have you been waiting* (wait) long? The table is now ready for you. Please follow me.
12 The bus *arrived* (arrive) 15 minutes late because there *had been* (be) an accident on the crossroads in the town centre.
13 I *have been attending* (attend) Mr Brainy's classes for a month now, since I *signed* (sign) up for the course in September.
14 *Have you met* (you/meet)? Alan *joined* (join) the company in 2016 and *has been working* (work) as chief coordinating engineer since then. And Chris *decided* (decided) to work for us right after graduating from university.

3.2 Present and past speculation

1 Choose the correct forms.

1 Tom is late. He *must have missed* / *can't have missed* the bus.
2 I don't know why Tom's late. He *must have missed* / *might have missed* the bus.
3 'Where's Sue?' 'I don't know. She *may be* / *must be* in the garden.'
4 'Is Sue in the garden?' 'She *can't be* / *might not be* in the garden. She usually works at this time of the day.
5 'Who is that man at the door?' 'Oh, it *must be* / *can be* the courier with my beautiful new shoes. Just a minute!
6 We don't really know who burgled their house. It *might have been* / *can have been* a complete stranger or one of their neighbours.
7 I have absolutely no idea. The photo is not clear. It looks like a snake, a python, but it *could be* / *could have been* a piece of thick rope.
8 That *can't be* / *mustn't be* true. Felicity was here with me when it all happened, so she *might not have done* / *can't have done* it.

3.5 *Used to* and *would*

2 Find and correct the mistakes.

1 He would be overweight, but he's gone on a diet and he's slimmer now.
He used to be overweight, but he's gone on a diet and he's slimmer now.
2 I used to travel by train to Manchester last week.
I travelled by train to Manchester last week.
3 When we were kids, we would be so happy just playing in the yard in front of our house.
When we were kids, we used to be so happy just playing in the yard in front of the house.
4 Did you used to study Latin in secondary school?
Did you use to study Latin in secondary school?
5 I wouldn't like spinach when I was a child but now I do, though only uncooked, in salads.
I didn't use to like spinach when I was a child but now I do, though only uncooked, in salads.
6 Drivers would to use mainly this street to get to the bridge, but now they tend to choose the ring road.
Drivers would use mainly this street to get to the bridge, but now they tend to choose the ring road.

3 Complete with a modal, *would* or *used to* (when either *used to* or *would* are correct, write *would*).

1 The guests *may/might/could* arrive any time now.
2 When I was young, I *would* play in a band with my school friends.
3 'Isn't that Tom?' 'It *can't* be Tom. He's in Scotland.'
4 Gill *used to* have long hair but now she wears it short.
5 'Isn't that Sue?' 'I'm not sure, but it *might/may/could* be Sue after all. She's just come back from Australia.'
6 'Yesterday I saw Sandra at the concert.' 'It *can't have been* Sandra. She's in India at the moment.'
7 When I lived in the country, I *would* go for a run every day.
8 She *used to* be happy when she lived in Paris.

Summative Practice Units 1–3

4 Choose the correct forms.

1 'How long *have you been working* / *are you working* on this project?' 'We *have been working* / *are working* on this project since September, but we *might not* / *must not* finish it in time.'
2 'I *have seen* / *have been seeing* Leonardo's Last Supper twice.' 'When *did you last see* / *have you last seen* it ?'
3 I *was sitting* / *sat* on top of a hill when I *heard* / *was hearing* the sound of dogs and horses approaching.
4 Francis was sure he *has met* / *had met* the man before.
5 He wanted *to know* / *know* what *had provoked* / *provoked* my bad temper.
6 I encouraged her *to talk* / *talk* about the episode but she decided *to keep* / *keeping* it to herself.
7 So she didn't call you again? That's a pity because I *might have helped* / *may help* her then.
8 I can't help *feeling* / *to feel* nervous before an exam.
9 Believe or not, once Tim *would break* / *broke* his leg near this lake.
10 It *was* / *has been* a surprise. I *haven't* / *hadn't* expected to win anything at that moment.
11 What *was he thinking* / *had he thought* about when he *painted* / *was painting* the picture?
12 'Where *is* / *was* Don?' 'Check the kitchen. He *can* / *could* be there.

5 Complete the dialogue with the correct forms.

A group of athletes are at the station, ready to leave for Paris …

A: I can't [1]*see* / *to see* Susan anywhere. I'm afraid she won't turn up. The train's about to leave.
B: Well, that's strange. She's never late. Surely something [2]*may have* / *must have* happened.
A: She [3]*might have* / *must have* missed the bus.
B: Or she [4]*may have* / *can't have* overslept. Let's call her. Hello, is that you, Sue? Where are you? We [5]*are waiting* / *have been waiting* for you for half an hour and the train is about to leave!
C: Oh, I'm so sorry, Ian! I was about to call you. I'm afraid you'll have to go without me. I [6]*went* / *was going* to the bus stop when I [7]*was meeting* / *met* Julie. Julie and I [8]*would* / *used to be* close friends when we were at school. We [9]*would go* / *were going* camping together. I [10]*hadn't* / *haven't* seen her for ages before today, so I wanted [11]*know* / *to know* all her gossip. I just couldn't help [12]*to go* / *going* for a coffee with her and I completely forgot about the time!
A: Well, that's a pity! But I suppose you may just as well join us later. You know our team can't do without you!
C: Yes, I'll join you tomorrow. And Julie [13]*might come* / *might have come* with me. She's thinking about it.
B: All right. See you tomorrow … and try [14]*not to miss* / *not missing* the train!

4.2 Future forms

1 Complete the dialogue with the correct forms of the verbs in brackets. Use the Present Simple, Present Continuous, *be going to*, *will/won't* and shall.

A: Oh, no. I completely forgot. James and Mary [1]*are coming* (come) to dinner tonight and I haven't prepared anything.
B: Is that really tonight? I completely forgot too!
A: Are you busy at the moment, Ewa?
B: Not at all. How can I help? [2]*Shall I go* (I/go) to the shops and pick something up?
A: Would you mind? The little shop on Baker Street [3]*closes* (close) at 7:00 and I [4]*won't be able to* (not/able to) go there, come back and cook something before they arrive.
B: OK, don't worry. Besides, I've never known James to be on time for anything, so I'm pretty sure they [5]*are going to be* (be) late!
A: Yeah, I know. But today could be the day he's on time for the first time ever! I [6]*am going to cook* (cook) lasagne – it's their favourite. I've got tomatoes and garlic but there isn't any pasta or cheese. I can start preparing the sauce right now and heat the oven. When you get back I can put everything in the oven and we can quickly prepare a salad together.
B: That sounds like a good plan. I [7]*will leave* (leave) right now. Oh, wait a minute. Is that your phone ringing?
A: Yes, it is. Hang on, I [8]*will answer* (answer) that and then tell you exactly what pasta to buy … Hmm. Guess what? That was James. They aren't coming.
B: Really? What a shame. So why don't we just order a pizza and watch a film on TV together?
A: Perfect! Let's do it!

4.5 Future Continuous and Future Perfect

2 Choose the correct forms.

1 What *will you be doing* / *will you have done* at this time in five years?
2 By the end of the year I *will have changed* / *will be changing* my job.
3 By the end of November, she *will have finished* / *will finish* university.
4 Now, listen to this. This time next month, I *'ll be travelling* / *'ll have travelled* in Nicaragua. I'll send you a postcard!
5 They *will be watching* / *will have watched* a film from nine to eleven.
6 We *will be having* / *will have had* dinner at eight o'clock.
7 We *will be having* / *will have had* dinner by eight o'clock.
8 I could call you at 6 p.m. *Will you have checked* / *Will you be checking* it by then?
9 'Are you going to the exhibition on Saturday?' 'I'm afraid I *will be working* / *will work* all day on Saturday.'
10 'What *are you doing* / *will you be doing* at this time tomorrow?' 'I *will have had* / *will be having* lunch at the Ritz.'

Summative Practice Units 1–4

3 Choose the correct forms.

1 How many books *have you borrowed* / *have you been borrowing* from the library this year?
2 How long *have you been reading* / *have you read* this novel?
3 I *met* / *was meeting* him when I *was working* / *worked* abroad.
4 When I *got* / *had got* home, I discovered I *had lost* / *lost* my keys.
5 By the time he was thirty, he *had already become* / *already became* the manager of the company.
6 The teacher asked the students to finish *to write* / *writing*.
7 I can't find my glasses. I *might have left* / *might leave* them in the library.
8 We *used to be* / *would be* friends, but we quarrelled two years ago. I *haven't seen* / *haven't been seeing* him *since* / *for* then.

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

1 The fire engine arrived a few minutes after I *had phoned* (phone) for help.
2 I *have never been* (never/be) to Spain. If Carmen *invites* (invite) me to stay, I *will travel* (travel) to Madrid next summer.
3 'How long *have you been queuing* (queue)? 'I *have been queuing* (queue) for half an hour. I think I *will give up* (give) up now and come back tomorrow.'
4 As soon as the film *finishes* (finish), I *will do* (do) my homework, I promise.
5 I hope that by the end of the year I *will have saved* (save) enough money to go abroad.
6 I *will be revising* (revise) for my exams at that time tomorrow.
7 It *was raining* (rain) while we *were leaving* (leave) home.

5 Complete the dialogue with the correct form of the verbs in brackets.

A: I met Julia yesterday. She gave me two tickets for Expo. She didn't need them anymore because she [1]*had already been* (already/be) to the exhibition. Would you like to go next Saturday?
B: I'd love to, but unfortunately I [2]*am working/will be working* (work) all day on Saturday.
A: Oh, that's a shame. What about Sunday?
B: It all depends on what time you're going. I can join you as long as you [3]*go* (go) in the afternoon.
A: All right, we [4]*will go* (go) in the afternoon. What about 4 o'clock?
B: Great! I'm pretty sure I [5]*will have finished* (finish) by then.
A: You're working too much. How long [6]*have you been working* (you/work) in that restaurant?
B: I [7]*have been working* (work) there for six months. It's hard but I like it. It's a vegetarian restaurant and we invent all sorts of healthy recipes. Yesterday I [8]*made* (make) twenty vegetable soups, fifty pumpkin pies … And I [9]*'ve been writing* (write) a book about healthy food since September!

5.2 Articles: no article, *a/an* or *the*

1 Complete the sentences with *a/an, the,* (Ø = no article).

1 What would Ø men do without Ø women?
2 A red-haired woman was sitting at the table by the window looking sadly at the street.
3 Earth orbits the sun. The first is a planet, the other a star.
4 There's a student at the door over there. I think he's the student I studied with in the Netherlands. The world is really small.
5 The best movie I've ever seen is *Modern Times*. The film describes the adventures of a factory worker and I think it's really worth watching mainly because of Charlie Chaplin's unforgettable performance.

5.5 Non-defining relative clauses

2 Find the mistakes and correct the sentences. Sometimes there is more than one mistake in a sentence.

1 Barrie, that lives next door, is having a party tonight.
Barrie, who lives next door, is having a party tonight.
2 'What does she do?' 'She's teacher.'
She's a teacher.
3 Atlantic Ocean, who is second largest ocean in world, extends between the Europe and the America.
The Atlantic Ocean, which is the second largest ocean in the world, extends between Europe and America.
4 Lewis Carroll who wrote *Alice's Adventures in Wonderland,* was professor at Oxford University.
Lewis Carroll, who wrote Alice's Adventures in Wonderland, was a professor at Oxford University.
5 Lots of people visit British Museum, which fragments of the Parthenon are displayed.
Lots of people visit the British Museum, where fragments of the Parthenon are displayed.
6 That's a film I'd like us to see at weekend.
That's the film I'd like us to see at the weekend.
7 Food we ate at a restaurant by sea was awesome!
The food we ate at the restaurant by the sea was awesome!
8 You will definitely need the pair of jeans and the warm sweater.
You will definitely need a pair of jeans and a warm sweater.

3 Write D (*defining*) or ND (*non-defining*) next to each sentence; insert the proper punctuation where necessary and add an article when missing.

1 A person who steals things is a thief. D
2 The new film by Polański, which was well-reviewed by critics, was a great success. ND
3 The BBC, which had begun sound broadcasting in 1922, launched the world's first public television service in 1936. ND
4 I need a person who can speak English fluently. D
5 The new London guidebook published in January this year, which contains lots of useful information, will appear in bookshops next month. ND

Summative Practice Units 1–5

4 Choose the correct forms.

1 We *were going* / *went* to school when it *started* / *was starting* snowing.
2 We *have forgotten* / *had forgotten* our umbrellas, so we had to go into a shop until the rain *stopped* / *would stop*.
3 'I *was walking* / *walked* to my caravan when suddenly I *saw* / *was seeing* an elephant crossing the road.' 'It *can't have been* / *can't be* an elephant! Elephants don't live in Scotland.'
4 It *didn't always use to be* / *wouldn't always be* like that.
5 Lea *is having* / *has* a good relationship with all her friends.
6 Dad *has bought* / *has been buying* a new car.
7 I *don't believe* / *am not believing* it will work.
8 Dad *has driven* / *has been driving* his new car for one week.

5 Find and correct the mistakes. There is sometimes more than one mistake in a sentence.

1 As soon as you eat vegetables every day, you'll get all the minerals you need.
If you eat vegetables every day, you'll get all the minerals you need.
2 If my friends will be online, I'll chat with them.
If my friends are online, I'll chat with them.
3 Will you be finishing by eight o'clock?
Will you have finished by eight o'clock?/Will you finish by eight o'clock?
4 This time tomorrow we will ski in the Alps.
This time tomorrow we will be skiing in the Alps.
5 By the end of the day we will be eating our three portions of vegetables.
By the end of the day, we will have eaten our three portions of vegetables.
6 I saw a shark swimming close to the boat. A shark, that was 2 metres long, followed us for about three miles.
I saw a shark swimming close to the boat. The shark, which was 2 metres long, followed us for about three miles.

6 Fill in the gaps with:

- **an article where needed,**
- **a relative pronoun where needed,**
- ***used to* where possible,**
- **the correct form of the verbs in brackets.**

Notes on Britain's Geography

[1]Ø Scotland, [2]Ø Wales and [3]Ø northwestern England are mountainous. [4]Ø Ben Nevis, in [5]Ø southwestern Scotland, is [6]*the* UK's highest peak. [7]*The* highest peak in England is [8]Ø Scafell Pike. It is situated in the famous Lake District, which [9]*used to be* (be) the home of the poets in [10]*the* 19th century. The area is like a miniature Switzerland. When you visit it, you [11]*will soon find out* (soon/find out) it offers an astonishing variety of landscapes. Even if the area is small, it [12]*will take* (take) you quite a long time to see it all. Most of the time you will be climbing up and down the peaks, or you will be walking along the Lake District's narrow valleys and lakesides. By the end of the day, you [13]*will have seen* (see) a lot, but at the same time, very little when compared with what you might [14]*still see* (still/see). Lake Windermere, [15]*which* is England's largest lake, offers hundreds of interesting possibilities. The main agricultural activity in the Lake District is sheep farming, which [16]*has been* (be) the major industry in the region since Roman times.

6.2 Second Conditional, *wish/if only*

1 Choose the correct forms.

1 I wish I *lived* / *would live* in London.
2 If only you *would give up* / *give up* smoking.
3 I wish I *had* / *would have* a friend like Julie.
4 I would do the housework if I *had* / *had had* time.
5 I *would have gone* / *would go* to the cinema if I *didn't have* / *hadn't had* to do the housework. Sorry!

2 Complete the sentences with the correct forms of the verbs in brackets.

1 If I *were* (be) you, I *would put* (put) ice on the burn on your arm – it's the best thing to do.
2 I wish you *would think* (think) about others for a change.
3 If you *could choose* (can/choose) a superpower, which one *would you have* (you/have)?
4 I wish I *was/were able to heal* (be able to/heal) people.
5 If only I *didn't need* (not/need) to work all summer in this horrible office.
6 I wish you *wouldn't play* (not/play) computer games every evening.

6.5 Third Conditional

3 Complete the sentences with the correct forms of the verbs in brackets. Use Third Conditional.

1 If Tom *had seen* (see) the advert, he *would have applied* (apply) for the job.
2 If he *had got* (get) the job, he *would have become* (become) the best employee in no time.
3 If his boss *had promoted* (promote) him, he *would have earned* (earn) a lot of money.
4 If he *had made* (make) a fortune, he *would have gambled* (gamble) in a casino.
5 If he *had kept* (keep) going to the casino, eventually he *would have lost* (lose) all his money.
6 If he *hadn't thought* (not/think) so much about his problems, he *would not have been fired* (not/be) fired.
7 If I *had shown* (show) Tom that job advert, he *would have repeated* (repeat) the same mistakes again.

4 Match sentences 1–8 with a–h.

1 If I made a promise, (c)
2 I wouldn't trust him (h)
3 What time would we get there (g)
4 If you hadn't driven so fast, (f)
5 We'd go to the beach (b)
6 If I hadn't won the lottery, (a)
7 What would you have done (e)
8 I wish you (d)

a I wouldn't have bought that luxury flat.
b if it wasn't so cold today.
c I'd keep it.
d wouldn't drive so fast.
e if I hadn't given you the money?
f we wouldn't have crashed.
g if we took the 10.45 train?
h if I were you.

Summative Practice Units 1–6

5 Complete the sentences with the First, Second or Third Conditional.

1 *Would you have stopped* (you/stop) Liz if you had seen her?
2 *Would you tell* (you/tell) Mike if you saw him?
3 *Will you invite* (you/invite) your friends if you see them?
4 I'm sure he would have phoned him if he *had known* (know) his telephone number.
5 I'm sure he would phone them if he *knew* (know) their telephone number.
6 I'm sure he will phone Jane if he *knows* (know) her telephone number.

6 Find and correct the mistakes. There is sometimes more than one mistake in a sentence.

1 We travelled a lot since we started working for a travel agency.
We have travelled a lot since we started working for a travel agency.
2 We'll have worked at that time, but by six o'clock we'll finish.
We'll be working at that time, but by six o'clock we'll have finished.
3 I would love reading comics when I was a child.
I used to love reading comics when I was a child.
4 The accident would have been much worse if the driver drove faster.
The accident would have been much worse if the driver had driven/had been driving faster.
5 They walked to the station when it was beginning to rain. It was then that they had realised they have forgotten their umbrellas. *They were walking to the station when it began to rain. It was then that they realised they had forgotten their umbrellas.*

7 Choose the correct forms.

A: Where did you go for the Christmas holidays?
B: I went to [1]*the* / – USA. I wanted to leave London's cold winter behind, so I chose [2]*the* / – California, [3]*where* / *which* the average temperature is never below 21°C.
A: Did you have a good time?
B: Not in [4]*the* / – Los Angeles. Surprisingly, the weather wasn't warm enough. If it [5]*had been* / *was* warmer, I wouldn't have caught a cold.
A: What a pity! Did you have a fever as well?
B: Yes, and I also had a sore throat. I had to call [6]*a* / *the* doctor. [7]*The* / *A* doctor told me to stay in bed, so I did as he said. If I hadn't stayed in bed, I [8]*wouldn't have recovered* / *wouldn't recover* in time to go to San Francisco. Luckily, I [9]*had* / *have* already visited [10]*the* / – LA in the past. So [11]*as soon as* / *as long as* I got better, I went to San Francisco.
A: What's San Francisco like?
B: Oh, I think it's fantastic. I wish I [12]*lived* / *live* there! But I [13]*will go* / *go* back as soon as I can. I might [14]*to go* / *go* during the summer holidays. Surely it [15]*will be* / *will have been* warmer at that time. I've got some friends there [16]*who* / *which* like surfing, so I [17]*will be surfing* / *will have surfed* with them all day long during the summer.
A: I didn't know you could surf.
B: I [18]*have been surfing* / *surfed* all my life. I really enjoy it! I've always enjoyed [19]*to do* / *doing* all kinds of water sports.

7.2 Reported Speech – statements

1 Change the direct statements into reported statements.

1 'I don't like this picture,' she said.
She said (that) she didn't like that picture.
2 'We saw her yesterday,' he replied. *He replied (that) they had seen her the day before/the previous day.*
3 'I am late because I have missed the train,' she explained. *She explained (that) she was late because she had missed the train.*
4 'I don't want to see this man again,' he added.
He added (that) he didn't want to see that man again.
5 'We can't come because we are doing our homework now,' they told us.
They told us (that) they couldn't come because they were doing their homework then/at that time.
6 'It was hot yesterday,' he pointed out.
He pointed out (that) it had been hot the day before/ the previous day.

7.5 Reported Speech – questions and imperatives

2 Change the direct questions or imperatives into reported speech.

1 'Did you see the film yesterday?' he asked me.
He asked me if/whether I had seen the film the day before/the previous day.
2 'How's your grandmother?' he asked me.
He asked me how my grandmother was.
3 'What's your name?' he asked her.
He asked her what her name was.
4 'Where did you find the key?' she asked me.
She asked me where I had found the key.
5 'Are you writing a new book?' I asked her.
I asked her if/whether she was writing a new book.
6 'Stop talking!' the teacher told us.
The teacher told us to stop talking.
7 'Don't eat at your desks!' the boss told us.
The boss told us not to eat at our desks.

3 Change the direct speech into reported speech.

1 'You will have to tell me the whole story once again,' the woman added. *The woman added that he/she/ they would have to tell her the whole story once again.*
2 'The children have already finished the game,' the girl said.
The girl said the children had already finished the game.
3 'Do you understand this message?' the officer asked us.
The officer asked us if/whether we had understood that message.
4 'Play it again!' the boy asked the man.
The boy asked the man to play it again.
5 'It's raining,' the policeman noticed.
The policeman noticed it was raining.
6 'Why didn't they talk to the shop assistant? the manager wanted to know.
The manager wanted to know why they hadn't talked to the shop assistant.
7 'Where have they been?' the little girl asked the woman.
The little girl asked the woman where they had been.

Summative Practice Units 1–7

4 Choose the correct forms.

1 How long *have you had* / *have you been having* that car?
2 How long *have you read* / *have you been reading* that novel?
3 When we *arrived* / *were arriving*, a policeman *was waiting* / *waited* for us. He told us he *had been* / *has been* there long before we arrived.
4 When we were younger, we *used to like* / *would like* dancing.

5 Find and correct the mistakes. There is sometimes more than one mistake in a sentence.

1 You don't get a cat unless you promise to look after it.
You won't get a cat unless you promise to look after it.
2 Pat will have cooked all day tomorrow. She's having guests for dinner. *Pat will be cooking all day tomorrow. She's having guests for dinner.*
3 They will be finishing dinner by nine o'clock.
They will have finished dinner by nine o'clock.
4 Mount Vesuvius, that is active volcano, overlooks the Bay of Naples. *Mount Vesuvius, which is an active volcano, overlooks the Bay of Naples.*
5 If I have enough money, I'd go to Australia.
If I have enough money, I'll go to Australia./If I had enough money, I'd go to Australia.
6 If I had known the answer, I wouldn't ask you to help me.
If I had known the answer, I wouldn't have asked you to help me./If I knew the answer, I wouldn't ask you to help me.
7 She asked me was I good at Maths.
She asked me if/whether I was good at Maths.

6 Choose the correct forms.

Oldacre laughed, but he was clearly afraid of Lestrade, [1]*who* / *that* was visibly upset.
'I [2]*haven't hurt* / *hadn't hurt* anybody,' he said. 'You [3]*can't* / *mightn't* really mean it!' Lestrade replied angrily. 'Because of you McFarlane is in prison. We thought he [4]*had* / *has* killed you. He was in danger of being hanged,' he added.
'I only did it for a joke,' said Oldacre.
'You won't [5]*be playing* / *have played* any more jokes from now on!' said Lestrade.
He [6]*told* / *said* the policemen to take Oldacre away.
When they [7]*had gone* / *have gone*, Lestrade [8]*said* / *told*, 'I must thank you, Mr Holmes. I was rude to you earlier today and I am sorry. I really thought that the case was finished. It would [9]*have been* / *be* very bad indeed if Mr McFarlane had been hanged for something he didn't do.'
'Don't worry,' Holmes told him. 'Nobody will know what happened. It isn't necessary to say that I did anything to help,' he added.
'But don't you want people to know how clever [10]*you have been* / *have you been*?' asked Lestrade.
'No, said Holmes. 'I am happy with my work and that is enough for me.'

From Sir Arthur Conan Doyle, The Return of Sherlock Holmes

8.2 The Passive

1 Turn the following sentences into the passive. Add the agent when necessary.

1 Alfred Hitchcock directed the film.
The film was directed by Alfred Hitchcock.
2 They are building a new house.
A new house is being built.
3 They were helping the students.
The students were being helped.
4 People will always remember him.
He will always be remembered.
5 We make cheese from milk.
Cheese is made from milk.
6 Peter has painted the picture.
The picture has been painted by Peter.
7 You must hand in the keys before leaving.
The keys must be handed in before leaving.
8 The children opened all the windows.
All the windows were opened by the children.
9 The police are going to arrest the two criminals.
The two criminals are going to be arrested.
10 Scientists have found a new species of butterfly in the Amazon rainforest.
A new species of butterfly was found by scientists in the Amazon rainforest.

8.5 *Have* something done

2 Find and correct the mistakes.

1 I think I'll have my car repair.
I think I'll have my car repaired.
2 The house was built in 1850 by someone.
The house was built in 1850.
3 Mr Smith is been interviewed at the moment.
Mr Smith is being interviewed at the moment.
4 I had the meal send up to my room.
I had the meal sent up to my room.
5 Where do you usually have mended your shoes?
Where do you usually have your shoes mended?
6 How often the cat is fed?
How often is the cat fed?
7 Can be sports equipment hired?
Can sports equipment be hired?

3 Change the sentences using the structure *have something done.*

1 My teeth were checked.
I had my teeth checked.
2 My camera is being repaired at the moment.
I'm having my camera repaired at the moment.
3 Their house will be painted soon.
They'll have their house painted soon.
4 My bank account is checked every month.
I have my bank account checked every month.
5 My eyes were tested.
I had my eyes tested.
6 The car has just been serviced.
I have just had my car serviced.
7 Our computer has just been repaired.
We've just had our computer repaired.

Summative Practice Units 1–8

4 Choose the correct forms.

1 Should young offenders *be* / *been* sentenced to a longer time in prison?
2 My watch is slow. I'll have *mended it* / *it mended*.
3 She *said* / *told* me I was wrong.
4 They told me *stay* / *to stay* at home.
5 He asked me where *was my book* / *my book was*.
6 He asked me whether *was I* / *I was* tired.
7 I saw *a* / *the* man at the station. *The* / *A* man reminded me of someone I *have met* / *had met* long ago.
8 *Unless* / *As soon as* you eat less junk food, you won't be able to lose weight.

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

1 I wish my brother *would think* (think) about others for a change.
2 If an election was held now, he *would be* (be) elected.
3 If I *had seen* (see) Sue, I would have told her about the concert.
4 I can't find my umbrella. I must *have left* (leave) it in the train.
5 '*Will you be working* (you/work) when they arrive tomorrow?' 'No, I think I'*ll have finished* (finish) by that time.'
6 Yesterday I *was reading* (read) when I *heard* (hear) a loud ring on the doorbell.
7 After we *walked/had walked* (walk) for an hour, we *stopped* (stop) for a rest.
8 How many times *have you visited* (you/visit) the National Gallery this year?
9 How long *have you been studying* (you/study) English?

6 Complete the text with the words from the box.

by described granted had changed
have gained led the were arrested
were employed were given were willing who

Emmeline Pankhurst

Emmeline Pankhurst, [1]*who* was born in Manchester in 1858, was a passionate campaigner for women's right to vote. In 1903 she founded the Women's Social and Political Union and [2]*led* a group of women who [3]*were willing* to take part in drastic actions such as smashing windows and organising demonstrations to attract public attention. [4]*The* government and the establishment were shocked [5]*by* the tactics of these women and many [6]*were arrested*. Militant suffragettes were often [7]*described* as fanatics.

During World War I women [8]*were employed* in factories and took on many of the jobs traditionally assigned to men, such as drivers and postmen. Because of these social changes, by the end of the war most people [9]*had changed* their views about women and the vote, and in 1918, women over 30 [10]*were given* the right to vote. But it was only in 1928 that women were [11]*granted* equal voting rights with men. In the same year, Emmeline Pankhurst died. The question is: would women [12]*have gained* the right to vote if Emmeline Pankhurst hadn't campaigned for it?

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 opinions
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. Może być.
I think so too. Też tak myślę.
It is true that ... Prawdą jest, że...
I am of the same/a similar opinion because ... Mam takie samo / podobne zdanie, gdyż...

Apologising
Przepraszanie

Informal phrases / Zwroty nieformalne

I'm really sorry (that) ... Bardzo mi przykro, że...
Sorry for bothering you. Przepraszam, że zawracałem/zawracałam Ci głowę.
Sorry to bother you. Przepraszam, że Cię niepokoję.
Sorry for any trouble. Przepraszam za kłopot.
Sorry I didn't write earlier, but I ... Przepraszam, że nie pisałem/pisałam wcześniej, ale...
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) ... Piszę, aby Ci powiedzieć, że jest mi bardzo przykro (z powodu...).
It will never happen again. To się nigdy więcej nie powtórzy.

Formal phrases / Zwroty formalne

I apologise for ... Przepraszam za...
Please accept my apology ... Proszę przyjąć / Przyjmij moje przeprosiny...

Asking for information
Uzyskiwanie informacji

Could you tell me when the course starts? Czy mógłby Pan / mogłaby Pani napisać mi, kiedy zaczyna się kurs?
Can you tell me how much it costs? Czy może mi Pan/Pani napisać, ile on kosztuje?
Could you tell me if there are any discounts? Czy mógłby Pan / mogłaby Pani napisać mi, czy są jakieś zniżki?
I would like to know/ask if ... Chciałbym/Chciałabym się dowiedzieć / zapytać, czy...
I would like to know more details about ... Chciałbym/Chciałabym uzyskać więcej informacji na temat...
I would like to ask for further information about/concerning ... Chciałbym/Chciałabym się dowiedzieć czegoś / więcej na temat / o...
I would be (very) grateful if you could ... Byłbym/Byłabym (bardzo) wdzięczny/wdzięczna, gdybyś mógł/mogła / gdyby Pan mógł / Pani mogła / gdybyście mogli/mogły / gdyby Państwo mogli...
I wonder if you could ... Jestem ciekawy/ciekawa, czy mógłbyś/mogłabyś / mógłby Pan / mogłaby Pani / czy moglibyście/mogłbyście / czy mogliby (Państwo)...
I would like to ask if/when/where/why ... Chciałbym/Chciałabym zapytać, czy/kiedy/gdzie/dlaczego...

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!

Neutral phrases / Zwroty neutralne

Yours sincerely, Z poważaniem
Regards, Pozdrawiam

Formal Phrases / Zwroty formalne

(Z wyrażeniami Dear Sir or Madam/Editor) Yours faithfully, Z wyrazami szacunku / Z poważaniem

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/us 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, gdy tylko będziesz mógł/mogła.

Declining 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 bardzo to widzę.
Actually, I would prefer not to. Tak naprawdę to wolę nie (iść).

Describing an event
Opisywanie wydarzenia

I'll never forget ... Nigdy nie zapomnę...
It was an unforgettable (day/occasion/event). To był niezapomniany / była niezapomniana / było niezapomniane (dzień/okazja/wydarzenie).
The celebration takes place/took place on/in ... Uroczystości mają/miały miejsce w...
The event is celebrated annually. Wydarzenie upamiętniane jest co roku.
The festival originated ... Początki festiwalu sięgają...

Describing lost property
Opisywanie zagubionych rzeczy

I lost (my bag/passport/coat/dog). Zgubiłem/Zgubiłam (moją torebkę / mój paszport / płaszcz / mojego psa).

Describing features / Opisywanie cech 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/Miało (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 do without it. Nie mogę się bez niego/niej obejść.
It means a lot to me. Dużo dla mnie znaczy.

Describing a person
Opisywanie osoby

The first thing you notice about (him/her) is ... Pierwszą rzeczą, którą się zauważa, jest jego/jej...
(He/She) is special for a number of reasons. X jest wyjątkowy/wyjątkowa z kilku powodów.
He/She is the kind of person who ... X jest osobą, która...
The most unusual/interesting person I've ever met ... Najbardziej niezwykłą osobą, którą kiedykolwiek spotkałem/spotkałam, (jest)...
She dresses casually/smartly/well/in black/fashionably. Ubiera się na luzie / elegancko / dobrze / na czarno / modnie.
He always wears scruffy/stylish clothes. Zawsze ma na sobie wymięte/stylowe ubrania.
Height / Wzrost: of medium height/tall/fairly short/long-legged średniego wzrostu / wysoki/wysoka / dość niski/niska / długonogi/długonoga
Build / Budowa ciała: muscular/well-built/overweight/skinny/slim/thin muskularny/muskularna / dobrze zbudowany/zbudowana / z nadwagą / bardzo chudy/chuda / szczupły/szczupła / chudy/chuda
Age / Wiek: in his teens/middle-aged/in her late forties/elderly nastoletni/nastoletnia / w średnim wieku / ponad czterdziestoletni/czterdziestoletnia / w podeszłym wieku
Facial features / Cechy twarzy: round/oval/freckles/dimples/scar/mole/wrinkled/almond-shaped eyes/pale/tanned/a crooked nose/moustache/beard okrągła / owalna / piegi / dołeczki / blizna / brodawka / pomarszczona / oczy w kształcie migdałów / blada / opalona / garbaty nos / wąsy / broda
Hair / Włosy: balding/short/shoulder-length/long/wavy/curly/thick łysiejący/łysiejąca / krótkie / do ramion / długie / falujące / kręcone / grube

Describing a place
Opisywanie miejsca

The most fascinating/interesting/lively part of the city is ... Najbardziej fascynującą/interesującą / najbardziej tętniącą życiem częścią miasta jest...
The most famous attraction is ... Najbardziej znaną atrakcją jest...
The town is well-known for its ... Miasto jest znane ze swojej/swojego/swoich...
It is the kind of place that/where ... To (takie) miejsce, w którym...
The place I like best is ... Miejscem, które lubię / podoba mi się najbardziej, jest...
It is situated in a quiet residential area. Położony/Położona jest w spokojnej dzielnicy mieszkalnej.
The place is surrounded by ... Miejsce otoczone jest...
It lies in the north/south/east/west of Poland. Leży na północy/południu/wschodzie/zachodzie Polski.
It is the most thrilling/picturesque/fabulous place. To najbardziej ekscytujące/malownicze/bajkowe miejsce...
The sights are worth seeing. Warto zobaczyć atrakcje/zabytki.

Disagreeing with an opinion
Niezgadzanie się z opinią

I disagree that/with .../I don't agree that/with ... Nie zgadzam się, że/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 of view 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.
I must say I do not agree/strongly disagree with ... Muszę stwierdzić, że (zupełnie) się nie zgadzam z...
I am of a different/the opposite opinion because ... Jestem innego/przeciwnego zdania, ponieważ...
Contrary to popular belief ... Wbrew powszechnej opinii...

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 interesting people/see 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 go now./Got to go now./ I must be going now. Muszę kończyć.
Bye for now. Na razie.
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!

Neutral phrases / Zwroty neutralne

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.

Formal phrases / Zwroty formalne

I wonder what other readers think about ... Jestem ciekawy/ciekawa, co inni czytelnicy sądzą o...
I hope you will publish more articles about this problem. Mam nadzieję, że opublikujecie / opublikują Państwo kolejne artykuły na ten temat.
I would be grateful if you could publish my letter. Będę wdzięczny/wdzięczna za opublikowanie mojego listu.

Expressing contrast
Wprowadzanie innego punktu widzenia

However, many people say that action should be taken straight away. Jednak wiele osób mówi, że trzeba działać natychmiast.
Even though/Although many residents support the mayor and his policy, he also has many enemies. Chociaż wielu mieszkańców popiera burmistrza i jego politykę, ma on także wielu wrogów.
In spite of/Despite winning in the local election, his real ambition was to work for one of the EU institutions. Chociaż wygrał w wyborach samorządowych, jego prawdziwą ambicją była praca w jednej z instytucji Unii Europejskiej.
It can be argued that ... Można pokusić się o stwierdzenie, że...

Expressing doubt
Wyrażanie wątpliwości

I have read the advert/about your services and/but I am not quite sure if ... Przeczytałem/Przeczytałam ogłoszenie / o Państwa usługach, jednak nie jestem pewny/pewna, czy...
I cannot understand if ... Nie bardzo rozumiem, czy...
It is not clear to me if ... Nie jest dla mnie jasne, czy...

Expressing interest
Wyrażanie zainteresowania

I am interested in .../I have been looking for ... Jestem zainteresowany/zainteresowana... / Poszukuję...
I am planning to ... and that is why I found this advertisement/offer/text interesting/important. Planuję... i z tego powodu zainteresowałem/zainteresowałam się tym ogłoszeniem / tym tekstem / tą ofertą. Uznałem/Uznałam go/ją za ważny/ważną.
I would like to thank you/congratulate you on ... Chciałbym/Chciałabym Ci/Panu/Pani/Państwu podziękować / pogratulować...
I was very interested in your ... (article/ editorial/ presentation). Zainteresowałem/Zainteresowałam się Państwa artykułem (wstępnym) / prezentacją.
I was surprised/fascinated/shocked to ... Byłem/Byłam zdziwiony/zdziwiona / zafascynowany/zafascynowana / zszokowany/zszokowana, gdy...

Expressing opinion
Wyrażanie opinii

I believe/think/feel (that) ... Wierzę/Myślę/Czuję, że...
I really believe ... Naprawdę wierzę, że...
In my opinion/view, Moim zdaniem...
The way I see it, Według mnie...
It seems/appears to me (that) ... Wydaje mi się, że...
To my mind, Moim zdaniem...
My opinion is that ... W mojej opinii...
As far as I am concerned, Jeśli o mnie chodzi, to...
People often claim that ... Ludzie często twierdzą, że...
Some people argue that ... Niektórzy ludzie są zdania, że...

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...
... is great because ... ... jest rewelacyjny/rewelacyjna, ponieważ...
I find ... boring/dull. Moim zdaniem... 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.

Expressing purpose / result / reason
Wyrażanie celu / skutku / przyczyny

He worked as a volunteer in the Phillippines to/in order to/so as to help local people organise their life anew after the tsunami. Pracował jako wolontariusz na Filipinach, aby pomóc miejscowej ludności zorganizować sobie na nowo życie po tsunami.
The man committed the crime and therefore/consequently was sentenced to life imprisonment. Mężczyzna popełnił tę zbrodnię i w efekcie został skazany na dożywocie.
The team missed their deadline because of/as a result of numerous mistakes they had made right at the start. Drużyna nie dotrzymała terminu z powodu licznych błędów, które popełniła zaraz na początku.

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...?

Giving examples
Podawanie przykładów

for example,/for instance, na przykład
like .../such as ... takie jak...
especially/in particular/particularly szczególnie / w szczególności

Giving reasons for opinions
Uzasadnianie opinii

I think so because ... Jestem tego zdania, ponieważ...
In fact/Actually, ... Właściwie / W zasadzie...
The reason why I believe so is ... Powodem, dla którego tak myślę, jest...

Introducing points in a 'for and against' essay
Wprowadzanie tezy w rozprawce „za i przeciw"

What are the arguments for and against this idea? Jakie są argumenty za takim pomysłem i przeciw niemu?
What are the benefits and drawbacks of such a step? Jakie są zalety i wady takiego posunięcia?
This approach has both advantages and disadvantages. Takie podejście ma zarówno dobre, jak i złe strony.

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 ...? Czy przyszedłbyś/przyszłabyś/przyszlibyście/przyszłybyście do/na...?
I'm writing to invite you to (Warsaw/my party). Piszę, aby Cię/Was zaprosić (do Warszawy / na moją imprezę / moje 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.
If you want, you can bring a friend. Jeśli chcesz, możesz przyjść z kolegą/koleżanką.
You are welcome to ... Mile widziane będzie/będą...
Join us today! Przyłącz się do nas (jeszcze) dziś!
Come and meet me ... Spotkajmy się...
Why don't you come ...? A może byś przyszedł/przyszła / byście przyszli/przyszły...?

Listing arguments
Przedstawianie argumentów

First argument / Pierwszy argument

First of all, Przede wszystkim…
First/Firstly, Po pierwsze…
To begin with, Na wstępie…
One (dis)advantage is that … Jedną z zalet / Jedną z wad jest to, że…
The main/major argument in support of … is that … Głównym/Podstawowym argumentem przemawiającym za… jest to, że…
On the one hand,/On the other hand, Z jednej strony / Z drugiej strony…
One argument in favour is that … Jednym z argumentów przemawiających na korzyść X jest to, że…

Successive arguments / Kolejne argumenty

Secondly, Po drugie…
Thirdly, Po trzecie…
Another (dis)advantage is that … Kolejną zaletą/wadą jest to, że…
It is also important/vital to consider … (Niezwykle) ważne jest również rozważenie…
In addition/Additionally, Dodatkowo…
Apart from this/that, Oprócz tego…
Moreover/What is more, Co więcej…

Last argument / Ostatni argument

Finally, W końcu…
Last but not least, Ostatnim, choć nie najmniej ważnym (argumentem jest fakt, że)…

Making recommendations
Rekomendowanie

Positive opinion / Pozytywna ocena

You'll love it! Będzie Ci się (to) bardzo podobać!
I recommend it to everyone. Polecam to/go/ją każdemu.
If you like modern art, you should definitely see it. Jeśli lubisz sztukę nowoczesną, zdecydowanie powinieneś/powinnaś to zobaczyć.
It is a must! Musisz to zobaczyć/zrobić!
I think it's worth seeing because … Uważam, że warto to zobaczyć, ponieważ…
I was impressed by … Duże wrażenie zrobił/zrobiła na mnie…
I couldn't put it down. Nie mogłem/mogłam się od niego/niej oderwać.
It's a classic./It's a masterpiece of its kind. To klasyka. / To arcydzieło jedyne w swoim rodzaju.
The plot is believable/entertaining/thought-provoking. Fabuła jest wiarygodna / zapewnia rozrywkę / zmusza do myślenia.
It will change the way you see … Zmieni sposób twojego myślenia o…
If I were you, I wouldn't hesitate to take part in … Na twoim miejscu nie wahałbym/wahałabym się i wziąłbym/wzięłabym udział w…
I highly recommend (joining) … Gorąco polecam (udział w)…

Negative opinion / Negatywna ocena

One weakness (of the book/film/workshops) is that … Słabą stroną książki/filmu/warsztatów jest to, że…
It is rather long/boring/confusing/slow. (o filmie/akcji) Jest dość długi/długa / nudny/nudna / zagmatwany/zagmatwana / powolny/powolna.
The cast is awful/unconvincing. Obsada jest fatalna / mało przekonująca.
The script is dull. Scenariusz jest nudny.
It is poorly/badly written. Został/Została słabo/źle napisany/napisana.

Adjectives / Przymiotniki

Positive / Pozytywne: brilliant/spectacular/striking/impressive/powerful/convincing świetny / fantastyczny / uderzający / robiący wrażenie / mocny / przekonujący
Negative / Negatywne: violent/predictable/unconvincing/far-fetched/dull/bland/disappointing pełen przemocy / przewidywalny / nieprzekonujący / naciągany / nudny / bez charakteru / rozczarowujący
Neutral / Neutralne: slow/sentimental/serious wolny / sentymentalny / poważny

Making requests
Wyrażanie próśb

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…

Making suggestions
Proponowanie

I think I/you/we should … Myślę, że powinienem/powinnam/powinieneś/powinnaś//powinnyśmy…
Perhaps I/you/we could … Może mógłbym/mogłabym/mógłbyś/mogłabyś/moglibyśmy/mogłybyśmy…
What do you think about …? Co myślisz o…?
What about …?/How about …? A może by…?
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) …? (Pójdziemy do)…?
Do you fancy (going to the cinema)? Czy masz ochotę (pójść do kina)?

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!

Formal phrases / Zwroty formalne

Dear Sir or Madam, Szanowni Państwo!
Dear Editor, Szanowny Panie! / Szanowna Pani!

Starting emails/letters
Rozpoczynanie e-maili/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 you (doing)? 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 … Ciekawy/Ciekawa jestem, czy pamiętasz / słyszałeś/słyszałaś…
I wanted to tell you about … Chciałem/Chciałam 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…

Formal phrases / Zwroty formalne

I am writing to thank you for … Piszę, aby Ci/Pani/Panu podziękować za…
I would like to express my … Chciałbym/Chciałabym wyrazić mój/moją/moje…
I am writing in connection with … (the article/editorial/report) … Piszę w związku z artykułem (wstępnym) / sprawozdaniem…
I have just read … (the article) entitled … in Saturday's paper/last month's edition of … Przeczytałem/Przeczytałam niedawno / w sobotniej gazecie / w wydaniu… z zeszłego miesiąca (artykuł) zatytułowany…
I am writing to ask/enquire about … Piszę, aby zapytać o… / uzyskać informacje na temat…
I read/found your advertisement in … and would like to … Przeczytałem/Przeczytałam / Znalazłem/Znalazłam Państwa ogłoszenie w… i chciałbym/chciałabym…

Suggesting solutions
Proponowanie rozwiązań problemów

Steps must/should be taken to solve the problem of … Należy / Powinno się podjąć kroki mające na celu rozwiązanie problemu…
One (possible) way to solve/overcome this problem is to … Jednym z możliwych sposobów rozwiązania tego problemu jest…
An alternative solution to this issue is … Innym rozwiązaniem tej kwestii jest…

Summing up
Podsumowanie

All in all/On balance/On the whole/To sum up/In conclusion, Podsumowując / W podsumowaniu…
All things considered/Taking everything into account, Po rozważeniu/przeanalizowaniu wszystkich (argumentów)…

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 fantastyczne/koszmarne chwile, gdy byliśmy…

Thanking
Wyrażanie podziękowań

Informal phrases / Zwroty nieformalne

I'm writing to thank you for … Piszę, aby Ci podziękować za…
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…

Formal phrases / Zwroty formalne

I really appreciate your help. Naprawdę doceniam Twoją/Pana/Pani pomoc.
Thank you for sending it back to me. Dziękuję za jego/jej odesłanie.
I am really grateful for your help. Jestem niezwykle wdzięczny/wdzięczna za Twoją/Pana/Pani pomoc.
It's very kind of you. To bardzo uprzejme z Twojej/Pana/Pani strony.
I hope it's not too much trouble for you. Mam nadzieję, że nie sprawi Ci/Panu/Pani to kłopotu.
Thank you for doing me a favour. Dziękuję za przysługę.

Writing about books/films
Recenzja książki/filmu

Introduction / Wprowadzenie

The film/book tells the story of … Film/Książka opowiada historię…
The film/story in set in … Akcja filmu/opowiadania rozgrywa się w…
The book/novel was written by … Książka/Powieść została napisana przez…
The film is directed by … Film został wyreżyserowany przez…
It is a comedy/horror film/love story. To komedia/horror/romans.
This well-written/informative/fascinating book … Ta dobrze napisana / pouczająca / fascynująca książka…
It is based on real events/on a true story/on a book. Jest oparty/oparta na prawdziwych wydarzeniach / na prawdziwej historii / na książce.
It has been made into a film. Na jej podstawie nakręcono film.

Plot description / Opis fabuły

The story concerns/begins/is about … Historia dotyczy / zaczyna się… / Jest to historia…
The plot is (rather) boring/thrilling. Fabuła jest (dość) nudna/porywająca.
The plot has an unexpected twist. Fabuła zawiera nieoczekiwany zwrot akcji.
The plot focuses on … Fabuła koncentruje się na…
The film reaches a dramatic climax … Punktem kulminacyjnym filmu jest…

Writing about future plans
Pisanie o planach na przyszłość

I might … Być może…
It is my dream to … Moim marzeniem jest…
My ambition/goal is to … Moją ambicją / Moim celem jest…
I hope that …/I hope to … Mam nadzieję, że…
I am thinking of … Myślę o…

1.9 VIDEO AND VLOG WORKSHEET
BBC Distressing jeans

Exercise 3
1 Turkey, China, The Philippines, Mexico, India
2 Because people like the older used look
3 In factories, by grinding, sanding, colouring, etc.

Exercise 5
Younger people want jeans to look older, older people want jeans to look younger.

Exercise 7
sanding – not happy (he grimaces)
wet processing – he shouts out 'I don't want pink trousers!'
adjusting the crinkles – amused – not time to get a crinkle – is being sarcastic?!

2.4 READING
Exercise 3
1 It's a condition that makes communicating, socialising and reading other people's feelings difficult.
2 Jim Johnson (his coach)
3 in the final few minutes
4 Athena (beat their opponents Spencerport by 79–43)
5 David McElwain (Jason's father)
6 tell his story
7 across the United States
8 (he completed his first) marathon

2.9 VIDEO AND VLOG WORKSHEET
BBC The Brujas

Exercise 4
1 a skater crew 2 at a skatepark in the Bronx, New York 3 three girls from Chile and Dominica, the Brujas 4 because there has never been a girl crew before 5 20 6 their own skatepark

FOCUS VLOG About sport

Exercise 1
1 Are you interested in sports?
2 Do you prefer watching or doing sports?
3 Is there any sport you can do really well?
4 Have you ever won a sporting competition?
5 Did you watch the last Olympics?

Exercise 3
1 I am too. 2 Oh, I don't. 3 Neither can I.
4 Neither have I. 5 I didn't either. 6 So did I.

3.9 VIDEO AND VLOG WORKSHEET
BBC A hotel in the clouds

Exercise 5
1 Mayor of Quito
2 Basically because he wanted to show other people the beauty of this place.
3 His observation tower
4 Not at all – he doesn't like heights.
5 He thinks that people think he's crazy.
6 A cable car called the Dragonfly to help the guests engage with nature.
7 By being lowered to the forest floor on a rope.
8 Not sure at first but then she really enjoys it.

FOCUS VLOG About holidays

Exercise 1
Arizona, USA; California, USA; Cape Cod, USA; Cyprus, Europe; Dallas, USA; Maine, USA; Scotland, UK; The Lake District, UK

Exercise 3
1 Alex 2 Noah 3 Lauren 4 Lucy 5 Luda 6 Rachel

4.7 WRITING
Exercise 6
1 to know whether/if it is/would be possible to add just one or two fast food items such as pizzas or burgers one day of the week.
2 me whether/if we can have something other to drink than still or sparkling water?
3 that/whether/if you have spoken about this to the other teachers and the school authorities?

4.9 VIDEO AND VLOG WORKSHEET
FOCUS VLOG About food

Exercise 2
Shannon – UK, home; Céire – UK, home; Peter – Tourist (mentions a hotel, is going to eat in a restaurant); Holly – UK, home; Luda – Tourist (she heard dim sum was good in London), Chinatown; Kes – UK, home; Katya – no information, restaurant

Exercise 3
ready meal; pasta, potatoes; burger, pad thai, fish and chips salad; chicken, orange juice; dim sum; bean chilli, rice, avocado; pasta, salad, glass of water

5.4 READING
Exercise 3
1 To show how important the sun is to live and enjoy life.
2 It has a population of 3,500 people/3,500 people live there/in Rjukan.
3 Its residents have to suffer a complete lack of sunlight for six months of the year.
4 A cable car which took the residents of Rjukan to the top of the hill.
5 Three huge mirrors have been placed on top of the hills surrounding the town and they reflect the sunlight down into the valley.
6 They will go out more often and engage in outdoor activities more, especially in autumn and winter.
7 It is powered by the sun through the use of solar panels.
8 In that year a similar project was completed successfully in Viganella, Italy.

5.9 VIDEO AND VLOG WORKSHEET
BBC Chameleons

Exercise 4
1 Parson's Chameleon and Nasutum Chameleon with their tongues. Praying Mantis with its arms.
2 Parson's Chameleon/Nasutum Chameleon – tongue longer than their body/extremely fast-moving tongue; Praying Mantis – seeing in 3-D

7.9 VIDEO AND VLOG WORKSHEET
BBC Shakespeare's avatars

Exercise 2

A virtual reality game	Shakespeare's play
animated film, digital media, screen technology, virtual reality	audience, costume, dramatic gestures, language, perform, performer, scene, stage, theatre

Exercise 3 & 4
1 Performing a scene from Shakespeare's play.
2 A screen.
3 There is a virtual game with 3D avatars.

Exercise 5
1 It was created to help teach Shakespeare in a digital age.
2 Because it makes Shakespeare more accessible/it makes people want to understand the language, because it's part of the game/it makes people think about the body language and get a better feel for what's going on.
3 Because every media form has experimented with Shakespeare.

FOCUS VLOG About television

Exercise 4
Films are long-winded, but TV series are easier to follow and have many storylines; you can see your character develop and on, e.g. Netflix you can watch many episodes at once; there is now more talent on TV than in cinema; new technology makes it easier for people to choose what to watch; people can experience things without leaving their homes.

8.9 VIDEO AND VLOG WORKSHEET
BBC Coffee stalls

Exercise 3
It helped get them off the streets by giving them a job, training them and giving them somewhere to sleep.

Exercise 4
money-handling skills, people management skills and time management skills

Exercise 6
1 He didn't know anybody, had no money, didn't know what to do.
2 He was an angry person, he was upset.
3 He is training him.
4 It provides housing and a regular wage (plus training, etc.)
5 Tom.
6 It is increasing.
7 Break the cycle of homelessness by getting more people into work.
8 'You can do it. If I can do it, anyone can do it.'
9 Really proud.

Culture notes

Unit 1 A new look

1.2

Coachella (the Coachella Valley Music and Arts Festival) is one of the largest, most famous and most profitable music and arts festivals in the world. It's held annually in April, in the Empire Polo Club in Indio, California, which is located in the Inland Empire's Coachella Valley in the Colorado Desert. During this three-day event, a lot of popular, established musicians, as well as emerging artists perform live on several separate stages. They play many different genres of music, ranging from rock, indie and hip hop to electronic dance music. Art performances, installations and sculptures are also presented. The festival began in 1993, when Pearl Jam, an American grunge band from Seattle, Washington, performed at the Empire Polo Club. The greatest star of the 2018 Coachella Festival was Beyoncé.

Kings of Leon is an American rock band formed in Nashville, Tennessee, in 1999. The group is made up of three brothers and their cousin, who decided to name the band in honour of their late grandfather, Leon. They started out playing a blend of Southern rock and blues, but through the years their music has evolved into a more alternative genre. They received four Grammy awards. Their best-known singles are *Use Somebody* and *Notion*.

Foo Fighters is an American rock and grunge band, formed in Seattle, Washington in 1995 by Dave Grohl – the former drummer of the legendary band Nirvana. Initially, the band was a one-man project and only later was joined by other musicians. The name 'Foo Fighters' comes from a term used by pilots during World War II to describe UFO sightings and other strange aerial phenomena seen in the skies. By 2018 the band had released nine studio albums, four of which won Grammy Awards for Best Rock Albums.

1.4 Reading

James Dean (1931–1955) was a charismatic American actor and a cultural and fashion icon of his generation, characterised by disillusionment and social estrangement. He started his career from shooting commercials. His big screen success came with three major movie roles in *East of Eden* (1955), *Rebel without a Cause* (1955) and *Giant* (1956). Since his acting career lasted only for two years, those were the only movies he made. In 1954 James Dean started racing cars professionally. While driving to a racing event at a great speed, he had a serious accident, got trapped in the vehicle and suffered fatal injuries, including a broken neck. He died on 30th September 1955, at the age of 24. *Giant*, a film where he played a major role, was released after his death. He was also the first actor to receive an Academy Award nomination posthumously.

Marlon Brando (1924–2004) was an American actor and director, who had a major cultural influence on the 20th-century film industry. His career flourished mostly in the 1950s, when he received his first Academy Award for Best Actor for his performance in *On the Waterfront* (1954), and in the 1970s, when he won his second Oscar for the role of Vito Corleone in *The Godfather* (1972). In films he often portrayed bad boys, who led tumultuous lives and didn't care about society and its structure. In real life he behaved similarly. He was also an activist for civil rights and Native American movements. Towards the end of his life he was dangerously overweight and suffered from diabetes. He died in hospital on 1st June 2004 from respiratory and heart failure.

The Beatles were an English rock band, formed in Liverpool, England, in 1960. The members were: John Lennon (rhythm guitarist and peace activist, shot in front of his house in New York in 1980), Paul McCartney (bass guitarist, who still makes music), George Harrison (lead guitarist, who died in 2001) and Ringo Star (drummer, who still tours with his own band). They are the most influential and best-selling band in the history of music, with over 800 million physical and digital discs sold worldwide. They have received seven Grammy Awards and an Academy Award for the Best Original Song Score. Their music is characterised as 1950s rock and roll, rhythm and blues with classical, psychedelic and Indian influences. The band broke up in 1970 due to the pressures of fame and the fact that each band member wanted to follow their own path personally and artistically. They were the first band in history who had audiences screaming and shouting uncontrollably at their concerts.

The Ramones were an American punk rock group set up in New York City in 1974 by four musicians who all took different pseudonyms but added 'Ramone' to them, although they were not related. They became known for their short songs with simple melodies and 2–3 verse lyrics. Their two most well-known songs were *Blitzkrieg Bop* and *I Wanna Be Sedated*. Although they never had any big commercial success, their music is said to have had a major influence on punk rock bands. Musicians from Nirvana and Green Day listed the Ramones as a major source of influence.

The **California Gold Rush** was a period which saw a rapid influx of gold seekers into California between 1848 and 1855. It's said that when the builder James Marshall was building a sawmill for John Sutter along the river in Coloma, California, he discovered gold flakes in the water. The men tried to keep it a secret, but as soon as word spread, California was invaded by almost 300,000 fortune seekers from Asia, Europe and South America. Because of this invasion, John Sutter's property was destroyed and he soon went bankrupt. However, many people got very rich on finding gold. The Gold Rush led to many bigger cities of prominence being built in that territory, including San Francisco.

1.5 Grammar

The Mona Lisa, or *La Gioconda* as it is also called, was painted by the Italian artist Leonardo da Vinci between 1503 and 1506. It is a portrait of a woman, famous for her enigmatic smile. Nobody knows for sure who she is, but

she is most probably Lisa Gherardini, the wife of a merchant from Florence. Leonardo never delivered the painting to the merchant, but instead took it with him to France, where King Francis I bought it. It has been on display in the Louvre Museum in Paris since 1804 and now around six million people visit it every year.

The **Louvre Museum** in Paris is one of the most famous and important museums in the world. It is in the Louvre Palace and was originally established as the private collection of King Francis I. However, it became a national art museum at the time of the French Revolution (1793). *The Mona Lisa* is one of its most famous paintings, but it has a collection of over one million works of art and around 35,000 of these are on display.

Unit 2 It's just a game

2.2 Grammar

Chris Stewart was a British middle- and long-distance runner who made his mark in the mid-70s to 80s. He moved to Los Angeles after his first few events and became American before his first big win in 1981 at the Baltimore Marathon.

Bert Trautmann (1923–2013) was a German professional footballer who played in over 500 games as the goalkeeper for Manchester City from 1949 to 1964. He arrived in Britain as a German Prisoner of War in 1945 and stayed after the war ended. He made his name (and ensured his everlasting popularity as City's goalie) in 1956, after he stayed to finish the game despite suffering a serious injury seventeen minutes before the end of the match. His injury was later discovered to be a fracture to three of the vertebrae in his neck.

The **FA Cup**, or Football Association Challenge Cup, is the oldest annual football competition in the world. It has been held in England since the 1871–1872 football season and is organised by the Football Association. Clubs of all standards can take part, providing they qualify, and the tournament has become famous for the fact that teams from the lower divisions get the chance to beat and eliminate top clubs from the tournament and could then theoretically go on to win the Cup. For example, in 2012–2013, 758 clubs took part in the FA Cup tournament and Luton Town beat Norwich City, but were unfortunately knocked out before reaching the final.

2.3 Listening

Serena Williams (b. 1981) is an American tennis player who revolutionised women's tennis. She is very athletic and has a very powerful style of play. By 2018 she had won a record twenty-three Grand Slam singles titles and was the women's number one. She has an older sister, Venus Williams, who is also a former number one female tennis player. Serena has also been a great role model for teenage girls, promoting a healthy, sporty lifestyle and positive body image.

Robert Kubica (b. 1984) is the first Polish racing driver ever to compete in Formula One (F1) races. He won his first and only F1 victory in 2008 in the Canadian Grand Prix in Montreal. In 2011 he was seriously injured during the Ronde di Andora Rally. While he was unable to return to Formula One, he focused on rallying instead and won the World Rally Championship-2 in 2013. He returned to Formula One in 2019.

Cristiano Ronaldo (b. 1985) is a Portuguese footballer who has played for the Spanish club Real Madrid, the Italian Juventus and the Portuguese national team. As a child, he was diagnosed with a heart condition, although after undergoing an operation, he began his career. He is officially recognised as one of the two best football players in the world, together with Lionel Messi.

2.4 Reading

Rafael Nadal (b. 1986) is a Spanish professional tennis player, who by 2018 had won seventeen Grand Slam singles titles: eleven French Open titles, three US Open titles, two titles at Wimbledon and one at the Australian Open. He's been ranked number one in the world and is regarded the best clay-court (a court covered with orange crushed minerals) tennis player in history. He plays with his left hand. His greatest rivals are Roger Federer, Novak Djokovic and Andy Murray.

Stephanie Rice (b. 1988) is an Australian former competitive swimmer. She won three gold medals at the 2008 Summer Olympics in Beijing. In 2009, Queen Elizabeth II also awarded her the Order of Australia, an order of chivalry to recognise Australian citizens' and other persons' achievement or meritorious service. She retired from swimming in 2014.

Laura Kenny (b. 1992) is a British track and road cyclist. By 2018 she had won four Olympic gold medals at the Summer Olympic Games in 2012 and 2016. She's the most successful female track cyclist in Olympic history and Great Britain's most successful female competitor in any sport. She was appointed Officer of the Order of the British Empire in 2013 and Commander of the Order of the British Empire in 2017 for services to cycling. In 2016 she married Jason Kenny, also an Olympic gold medallist in cycling.

2.5 Grammar

Sports psychology is a science which mixes psychology and the study of human movement. People who are qualified in sports psychology can help people who have difficulty in moving, had accidents or athletes who have suffered injuries regain their quality of life through physiotherapy and psychological therapy. A sports psychologist studies lots of different factors which affect physical performance such as team work, collaboration, personality and coaching.

2.6 Use of English

Harry Kane (b. 1993) has been ranked as the fifth best footballer in the world (2017) and, as of 2018, was captain of the England national team. He also plays for Tottenham Hotspur.

Steph Houghton (b. 1988) was, as of 2018, the captain of the England women's national football team, as well

as captain and player for Manchester City; previously she played for Arsenal. In 2016 she became a Member of the Order of the British Empire (MBE) for services to football.

2.7 Writing

Ester Ledecká (b. 1995) is a Czech snowboarder and alpine skier. She became famous during the 2018 Winter Olympic Games in Pyeongchang, where she won two gold medals: one in the super-G in alpine skiing and the other in the parallel giant slalom in snowboarding. She is the first person ever to win two gold medals at the same Olympics in two disciplines requiring different equipment (skis and snowboard).

2.8 Speaking

Lionel Messi (full name Lionel Andrés Messi Cuccittini, b. 1987) is considered by many to be one of the best footballers of all time. All his professional life, he has played for the Argentinian national team and FC Barcelona and, as of 2018, held the title of captain of both teams. Messi joined his first football club at the age of four; when he was ten, he was diagnosed with a growth hormone deficiency, and required several years of expensive medical treatment. At the age of thirteen, he moved from Argentina to Barcelona in Spain, as FC Barcelona agreed to pay for his treatment, and then took him on as a player. In 2016, Messi announced his decision to retire from international football, but changed his mind a few months later. He is one of the highest-paid sportspeople in the world.

Unit 3 On the go

3.1 Vocabulary

Seattle is a seaport and the largest city in the state of Washington, on the west coast of the USA. The Space Needle is its most characteristic monument. Initially its major industry was logging. In the late 19th century it became a commercial and shipbuilding centre. After World War II, when Boeing set up there, Seattle became a major aircraft manufacturer. In the 1980s the city became a technological centre, when companies like Microsoft and Amazon set up headquarters there. Seattle has also been a city of music, where different genres flourished, such as jazz (represented by Ray Charles and Quincy Jones), rock (Jimi Hendrix) and alternative rock and grunge (Nirvana and Pearl Jam).

Fisherman's Wharf is a neighbourhood and tourist attraction in the north of San Francisco, California. Its most famous landmarks are Ghirardelli Square, the San Francisco Maritime National Historical Park and Pier 39, a great shopping centre with video arcades, a giant carousel and street performances. On the 4th of July, Independence Day in the USA, a famous firework display takes place there. Fisherman's Wharf is also famous for sea lions, giant sea mammals, which often lie on the docks of Pier 39 and are a huge tourist attraction.

San Francisco is a city and port in California on the southwest coast of the USA. It is famous for its hills, cable cars, the Golden Gate Bridge and the Alcatraz prison, which is now closed. It was given its name by Spanish settlers in 1796. When it became independent from Spain in 1821 it became part of Mexico until 1846. It attracted many fortune hunters during the Californian Gold Rush in the 1840–50s and the population rose from 200 to 36,000 in just six years. A terrible earthquake in 1906 left half of the population homeless. In the 1960s it was famous for its hippy culture. In the 1990s it became the place to start up new Internet and technology businesses.

Alcatraz Island is near the city of San Francisco in California, USA. The first lighthouse on the west coast of the USA was built there and it was a bird sanctuary, but it is most famous for its prison. It was used as a federal prison from 1933 to 1963 – notorious prisoners included the gangster Al Capone and Robert Franklin Stroud, 'the Birdman of Alcatraz'. Several films have been made about the prison and escape attempts from it. Today it is a National Historic Landmark and you can visit the museum and the seabird colony.

3.2 Grammar

Essex is a county in southeast England just to the north of London. Colchester, in the north of the county, is said to be the oldest town in Britain. Southend-on-Sea on the coast is a popular holiday resort and has the longest leisure pier in the world at 2.16 km. Essex is also home to Epping Forest which covers 2,476 ha and is often used for filming.

3.3 Listening

The Andes is a mountain range on the west coast of South America and is the longest mountain range in the world. It is approximately 7,250 km long and crosses through seven different countries, from the Caribbean coast in the north to Tierra del Fuego in the south. The highest mountain in the range is Aconcagua in Argentina, which is 6,959 m high. There are many active volcanoes in the Andes and the temperatures are also extreme. The largest cities in the Andes are Bogotá in Colombia and Santiago de Chile.

The Canaries are a group of volcanic islands in the Atlantic ocean. Although they are nearer to Africa, they belong to Spain. There are thirteen islands in total, but not all of them are inhabited. The main islands are Tenerife, Fuerteventura, Gran Canaria and Lanzarote. The climate in the Canaries makes them a popular tourist destination as the temperature is usually about twenty-three degrees all year round. Mount Teide, the highest peak in Spain at 3,718 m, can be found on Tenerife.

Cyprus is the third largest island in the Mediterranean Sea after Sicily and Sardinia. It has a population of approximately 1,138,000 and the capital is Nicosia. Because of its strategic location Cyprus has been taken over by many different nations such as the Greeks, Egyptians, Romans, Turks and the British, which has caused many problems and disputes over the years. It finally became independent in 1960. It is rich in history and culture due to all the different influences it has had over the centuries and is a popular tourist destination.

The Danube is the second longest river in Europe after the Volga. It is 2,850 km long and flows from the Black

Culture notes

Forest in Germany to the Black Sea in Romania and Ukraine. It crosses or is part of the border of ten countries. Because it forms part of the frontiers of many countries there are many fortresses and castles along its banks. Throughout history it has been important in trading between countries. Johann Strauss II composed a piece of classical music about it in 1867 called *The Blue Danube*. Four capital cities lie on the banks of the Danube – Vienna in Austria, Belgrade in Serbia, Bratislava in Slovakia and Budapest in Hungary. It is a source of drinking water for approximately twenty million people and is also a source of hydroelectric power.

Hawaii is a group of islands in the Pacific Ocean. It is the newest of the fifty states of the USA. It has hundreds of islands although there are only eight main ones. Its original culture is mainly Polynesian. Until around 1820 there was no written Hawaiian language. The history and culture was passed on by oral tradition only until American missionaries wrote a language based on the sounds they heard. Hawaii is a popular tourist destination because of its warm climate, beautiful beaches and volcanoes. It is the only state which is not in the Americas. The highest mountain in Hawaii is Mauna Kea and is 4,205 m high. However, if you measure the mountain from its base on the seabed of the Pacific Ocean to the top, it is higher than Mount Everest at 10,200 m!

Naples is a city on the southeast coast of Italy. It is the capital of the Campania region and is the third largest city in Italy after Rome and Milan. It is one of the oldest cities in the world to be continuously inhabited and was a very important city during the time of the Roman Empire. It has the largest historic city centre in Europe. Naples is also famous for the fact that pizza originated there.

The Pyrenees is a 430-kilometre-long mountain range between France and Spain which goes from the Mediterranean Sea in the east to the Bay of Biscay in the west. The highest mountain is Aneto Peak which is 3,404 m high. The name comes from Greek mythology – Pyrene, who gave birth to a snake. She was so afraid that she ran to the forest and died. Hercules made a tomb for her by piling rocks on top of her and so the Pyrenees were formed. There are many natural mineral springs and some of them are hot. The area is famous for its ski resorts and also very popular with cyclists and mountaineers. The principality of Andorra is in the middle.

Vienna is the capital of Austria and it lies on the Danube River. It is often called the City of Music and many famous musicians were born or lived there including Schubert, Strauss and Mozart. Art and culture have a long tradition in Vienna and it has more than 100 museums and galleries and there are frequent concerts. Vienna is also famous for its cafés and delicious *Apfelstrudel*, or apple cake.

3.4 Reading

William Sutcliffe (b. 1971) is a British novelist. His writing may be categorised as young adult fiction. His most famous books are *New Boy, Are you Experienced?, Bad Influence, We See Everything* and *Whatever Makes You Happy*, which has been filmed and is due to be released in 2019 under the title *Otherhood*.

Charlotte Johnstone is a British journalist and Assistant Content Editor in *Telegraph Travel*. As she says herself, she specialises in travel, particularly hotel stories and other related content.

Machu Picchu is a pre-Columbian icon of Inca civilisation, a dry-stone city built by the Incas on a mountain ridge about 2,500 metres above the sea level. It was built between 1200 and 1450 AD in Peru. The city was unfinished when the Spanish, with Francisco Pizarro, invaded the territory in 1532. Machu Picchu was only discovered in 1911 by a Yale graduate, Hiram Bingham. The city has been a Peruvian Historic Sanctuary since 1981, UNESCO World Heritage Site since 1983, and one of the New Seven Wonders of the World since 2007.

Dharamsala is a city and the second winter capital of the Indian state of Himachal Pradesh, northwestern India. It is located on a lower slope of the Himalayas. The city was completely destroyed by an earthquake in 1905 but was completely rebuilt. In 1959 the Dalai Lama escaped from Tibet, established a government-in-exile in Dharamsala and has resided there ever since.

Facebook is a social networking website founded in 2004 by Mark Zuckerberg. You can join for free and after you create your personal profile you can upload photos and videos and keep in touch with your contacts by posting messages on their wall (a virtual bulletin board) or sending private messages which are similar to emails. You can also post your status updates (a microblogging feature) and comment on your contacts' photos. There are now over 1.15 billion active members and over 240 billion photos stored on the server.

Google is an Internet search engine. It allows you to search all the websites on the Internet to find information using key words and phrases. It was started in 1998 by Larry Page and Sergey Brin, two American students who wanted to organise the world's information and make it easy to use. By 2000, Google was the world's largest search engine. It has approximately over one billion search requests every day and we now often use the verb 'to google' when we mean to look something up on the Internet.

Unit 4 Eat, drink and be healthy

4.1

Lord Byron, George Gordon Byron (1788–1824) was a British poet, nobleman, politician and leading figure of the British Romantic movement. He was regarded as the most flamboyant of all the Romantics, as he loved excess, had huge debts and was known for his numerous affairs. He's considered one of the greatest British poets. His most famous works include narrative poems (*Don Juan, Childe Harold's Pilgrimage*) and shorter lyric poems, such as *She Walks in Beauty*. He travelled extensively, mostly to Italy and Greece, where he died of fever at the age of 36 .

Beyoncé (b. 1981), full name Beyoncé Giselle Knowles-Carter, is an American singer, songwriter, record producer, dancer, actress and a pop culture icon. She started her

singing career in a popular all-girl R&B group called Destiny's Child. When the group were on a break in 2003, Beyoncé recorded her first solo album *Dangerously in Love*. Since then she's recorded six solo albums, all of which proved to be a huge artistic and financial success. Beyoncé is one of the most awarded artists ever, as she's won twenty-five MTV Video Music Awards and twenty-two Grammy Awards. She's married to rapper Jay-Z, with whom she has a daughter Blue Ivy and twins, Sir and Rumi.

Gwyneth Paltrow (b. 1972) is an American actress, singer and businesswoman. She starred in such movies as *Seven, Shakespeare in Love, The Talented Mr. Ripley* and the Iron Man series, where she played Pepper Potts. For her role in *Shakespeare in Love* she received an Academy Award and a Golden Globe Award for Best Actress. Her ex-husband is Chris Martin, the lead singer of the British rock band Coldplay. They have two children, Apple and Moses.

Jennifer Aniston (b. 1969) is an American actress, TV and movie producer. She's best known for her portrayal of Rachel Green in the American comedy series Friends, for which she received an Emmy Award and a Golden Globe Award. Later on Aniston became a movie star. Some of her best movies include *Bruce Almighty, Derailed, Marley & Me, We're the Millers, The Bounty Hunter* and *Cake*. She has been married to two famous actors, Brad Pitt and Justin Theroux.

Reese Witherspoon (b. 1976) is an American actress and film producer. She's appeared in various films, but she's mostly associated with romantic comedies. Her most popular movies include *The Man in the Moon, Election, American Psycho, Walk the Line* and *Legally Blonde*. For her performance in *Walk the Line* Witherspoon received an Academy Award and a Golden Globe Award in 2006. Now she's starring in the HBO series *Big Little Lies*, for which she was nominated for the Primetime Emmy Award in 2017.

Jennifer Hudson (b. 1981) is an African-American singer and actress. She became famous when she took seventh place in the music show *American Idol*. In 2006 she starred in the musical *Dreamgirls*, which became a huge success. For the role in Dreamgirls Hudson received an Academy Award, a Golden Globe Award and a BAFTA Award. Apart from *Dreamgirls*, her filmography includes such films as *Sex and the City, The Secret Life of Bees* and the cartoon *Sing*, where we can hear her voice.

Christina Aguilera (b. 1980) is an American singer, songwriter, actress and TV personality. In her early years she starred in the TV series *Star Search* and *Mickey Mouse Club*. Her first successful hit single was Genie in the Bottle released in 1999. Since then she's released seven studio albums and sold over 50 million records. She's got a remarkable soprano voice. She's received five Grammy Awards and starred in the movie *Burlesque* in 2010. Christina Aguilera was also a coach and judge on the TV talent show *The Voice*. She's a philanthropist who supports various charities.

4.2

The Shard is a high-rise building in Southwark, London, built in 2012. At almost 310 metres, it's the tallest building in the European Union and the ninety-sixth tallest building in the world. On its seventy-two floors there are offices, viewing galleries and an open-air observation deck. The building has an irregular pyramidal shape and is covered entirely in glass.

4.3 Listening

A **balanced diet** contains sufficient quantities of all the nutrients our bodies need. Everyone's bodies are different and may require different amounts or types of nutrients. A healthy diet should contain carbohydrates (e.g. potatoes, rice and pasta), fruit and vegetables, proteins (e.g. meat, fish and pulses), some milk and dairy foods and a little fat, salt and sugar. For a healthy diet, balance is very important. This means eating a wide variety of foods in the right proportions, and consuming the right amount of food and drink to achieve and maintain a healthy body weight.

Veganism is a philosophy based on the principle that people should not use animals in any shape or form. There are several types of veganism, but they all are against using animal products. Vegans do not eat meat, eggs and dairy products. There are those who don't consume honey and don't use any animal products, such as leather, feathers, bones, wool or pearls. Most vegans are against animal testing. Vegans can consume fruit and vegetables, beans, grains and seeds.

Unit 5 Planet Earth

5.1 Vocabulary

The Great Barrier Reef is the world's largest complex of coral reefs, located in the Pacific Ocean, near the coast of Queensland, Australia. It's made of almost 3,000 coral reefs and 900 islands, which stretch over 2,300 kilometres. It's regarded as the largest structure made by living things and can be seen from outer space. Some corals are dated at half a million years old. The Great Barrier Reef is the home of thousands of species of animals and plants, many of which are endangered. In 1981 it was added to UNESCO's World Heritage List. Unfortunately it's in grave danger due to global warming, drilling for petroleum and commercial fishing.

Ferdinand Magellan (1480–1521) was a Portuguese sailor and explorer. He was the first European to cross the Pacific Ocean and is considered the first person to have sailed around the world. Magellan was raised at the Portuguese royal court, where he learnt map making and navigation. Then he sailed all over the world under the flags of Portugal and Spain. While trying to get to the Philippines in 1520, Magellan crossed a strait which was later named after him (the Strait of Magellan) and sailed into the Pacific Ocean. Magellan was stabbed and killed in a fight in the Philippines. The return journey was led by Juan Sebastian Elcano; it was he and not Magellan who actually sailed back to Spain, thus finishing the first circumnavigation of the Earth.

Humpback whales and **blue whales** are two species of giant marine mammals from the same family of baleen whales, which migrate from the polar regions to the

Equator and the Pacific Ocean. Humpback whales are smaller (up to fifteen metres long) and weigh about thirty-five tonnes. Blue whales are up to thirty metres in length and weigh up to 200 tonnes. Humpback whales have a distinctive shape with a large pectoral fin and knobbly head. They are quite acrobatic and can jump out of water. Humpback whales 'sing' and are considered to be more intelligent, to have better communication skills and better hunting strategies than the blue whales. The blue whales, on the other hand, are the largest and loudest animals around: the noise they make is louder than the noise of a jet engine. They can swim fast, up to thirty-two km/h. Their heads are flat and U-shaped, with a prominent ridge going from the blowholes to the tip of the snout.

5.2 Grammar

The United Nations was established by fifty-one countries after World War II. It is an international organisation which was set up to help maintain peace, safety and security in the world. It also tries to help countries have friendly relationships and to respect human rights. It promotes the improvement of life for people in poor countries. It now has 193 member states and its work reaches around the world. Its headquarters are in New York.

Singapore is a sovereign city state in Southeast Asia. It is made up of one main island and more than sixty smaller islands and has a population of about 5,312,000. It was founded in 1819 as a trading post and came under British rule in 1824. It became fully independent in 1965 and is now one of the biggest financial and commercial centres in the world. Singapore also has one of the world's busiest ports. It is one of the most corruption-free countries in the world and has been called the easiest place to do business by the World Bank. It has the world's highest percentage of millionaires. All exams and courses at schools and universities are in English.

5.3 Listening

Solar panels are panels with photovoltaic cells – these are electrical devices which change light from the sun into electricity. The cells can work even on a cloudy day, they do not need direct sunlight. The electricity can then be used, for example, for lighting, heating water or household appliances. Many people want to use solar panels to power their houses because it is better for the environment.

Recycling is converting waste products into materials or things that can be used again. The main materials which are recycled are glass, paper, plastic, textiles and electronic products. It helps to prevent waste and to protect the environment.

In **organic gardens**, no chemicals, pesticides or man-made fertilisers are used on the vegetables, fruit and plants. Organic gardeners try to work in harmony with nature so they usually plant native species and also take into consideration the water they use and the wildlife in their gardens.

Low-energy light bulbs use around eighty percent less energy to give off light and last much longer than ordinary light bulbs. With ordinary light bulbs, the heat they give off wastes a lot of electricity. This does not happen with low-energy bulbs. A fifteen-watt low-energy bulb gives about the same amount of light as a sixty-watt ordinary bulb.

Renewable energy is produced using natural resources such as sunlight, wind or waves. These resources generate themselves and will never run out, unlike nuclear energy or fossil fuels. Renewable energy is environmentally friendly and more and more countries, businesses and industries are interested in using it because of the problems of global warming.

Climate change is the change in global weather and climactic conditions. The term is usually used to talk about the changes from the middle of the last century onwards that many scientists believe have been caused by the growing amount of carbon dioxide released into the atmosphere from using fossil fuels such as coal and gas. Many people are worried about climate change as they believe it will be dangerous for the future of the planet.

5.4 Reading

Bill Bryson (b. 1951) is a best-selling Anglo-American author of books on travel, the English language and other non-fiction topics. His writing is loved and appreciated for being witty, clever, entertaining and accessible. His best-known works are *Notes from a Small Island, Neither Here nor There: Travels in Europe, A Walk in the Woods: Rediscovering America on the Appalachian Trail* and *A Short History of Nearly Everything*, which was critically acclaimed for the accessible communication of science.

Skunks are cat-sized mammals native to North America. Their coat is black with white stripes going from the head to the tail. They can't climb, so they look for dens in the ground, mostly in old fields, meadows and rural woodland. They have also moved into urban areas, where they live under woodpiles, porches, etc. Throughout the USA and Canada the animals have become a real nuisance: they undermine constructions and make stairs sink. They also destroy lawns, as they dig looking for grubs and larvae to eat. Skunks give out a horrible odour, which can penetrate even a thick concrete wall and is almost impossible to remove. Finally, they carry rabies, an infectious disease. However, they are also useful, as they feed on insects which are a pest to humans. They eat mice and baby rats, which helps to regulate the rodent population. Skunks help to keep neighbourhoods clean too, as they eat carrion (the flesh of dead animals).

North America is the home of **two major species of bear**: the **black bear** and the **grizzly** (the brown bear). Both species are quite similar in size: they are up to two metres tall (standing on their hind paws), weigh up to 230 kilos and live for about twenty-five years. In the USA black bears mostly live in national parks such as Yellowstone. Although they suffer from loss of habitat and poaching, their population is stable and they are considered a species of least concern. Grizzly bears live mostly in the wild. Although they used to populate almost all of the United States, almost all of the current grizzly bear population lives in Alaska. Although they are called brown bears, their colour ranges from blonde to almost black. However, they have a characteristic hump on the shoulders, which allows us to distinguish them from black

bears. Grizzlies are considered more aggressive than black bears when protecting their territory and offspring. In 2017 the Yellowstone grizzly population was removed from the endangered species list, only to be restored to it one year later.

5.5

Brookfield Zoo, also known as the Chicago Zoological Park, is a zoo in the Chicago suburb of Brookfield, Illinois. It was built in 1934, covers an area of almost eighty-seven hectares and is home to almost 450 species of animals. Brookfield Zoo was the first American zoo with a fully indoor dolphin exhibit and fully indoor rainforest simulation. It also has the largest indoor zoo exhibit in the world. It's famous for having a system of moats and ditches for animals instead of cages.

Unit 6 Good health

6.1 Vocabulary

Little Mix is a British all-girl band formed in 2011 during the eighth series of the UK edition of *The X Factor*. They were the first group ever to win this competition. They signed a record deal with Simon Cowell's (*The X Factor's* toughest judge) label company. They've recorded four albums, which have proved very successful in the UK and US charts. The group has won one Brit Award, two MTV Europe Music Awards and two Teen Choice Awards.

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 has been nominated for several Golden Globes and Academy Awards. She's also performed on London's West End and New York's Broadway.

6.3 Listening

There are over 180,000 registered **charities** in England and Wales, as well as other smaller charity organisations. To be a charity, an organisation must only have a charitable purpose for public benefit. These charities raise over sixty billion pounds every year for a huge variety of causes.

The **London Marathon** is one of the most popular marathons in the world. It was started by John Disley and Chris Brasher after they had run in the New York marathon and realised what an exciting event a city marathon could be. In 1981, 7,747 runners took part in the first London Marathon and in 2012 it became the world's largest marathon – 36,748 runners finished the race. The London Marathon is an important charity event and has raised over £450 million since it began. It holds the Guinness world record as the world's biggest annual fund-raising event.

The **London to Brighton Cycle Ride** is an annual fundraising event organised by Do It For Charity. It starts in London and finishes on the coast in Brighton, a distance of over eighty-six kilometres. Participants raise money for any of the 500 charities that the organisation works with.

Red Nose Day (RND) is a UK charity event that happens once every two years as part of Comic Relief, a charity founded in 1985. The money raised is used to help people living in difficult conditions in the UK and other countries. Last year RND raised over £100 million. On Red Nose Day people wear red noses and take part in fun events to raise money, for example, by selling cakes or holding bring-and-buy sales. There is an evening of comedy and entertainment on television to support the event.

6.4 Reading

Doctors without Borders is an international non-profit humanitarian medical organisation. It was created by doctors and journalists in France in 1971. Its aim is to provide emergency aid to all people in areas affected by wars, epidemics, famine, natural disasters or where there is no health care available. The organisation was awarded a Nobel Peace Prize in 1999.

Yemen (the Republic of Yemen) is an Arab state in Western Asia on the southern end of the Arabian Peninsula. It borders Saudi Arabia to the north, the Red Sea to the west, the Gulf of Aden to the south and the Arabian Sea and Oman to the east. It's a developing country, the poorest in the Middle East. In the past it was the centre of trade and power, and one of the first states to embrace Islam. Since 2012 Yemen has been in deep political crisis. There has been a constant struggle for power, which led to civil war and a Saudi Arabian-led military intervention. The war led to a ban on food imports, which caused a great famine. A lack of fresh water brought the greatest outbreak of cholera in history. In 2016 the United Nations classified Yemen as the country most in need of humanitarian help in the world.

6.5 Grammar

Simon Yates (b. 1963) and **Joe Simpson** (b. 1960) are both English mountaineers. Yates is the author of three books about his mountaineering experiences, *Against the Wall*, *The Flame of Adventure* and *The Wild Within*. Simpson has also written several books about his mountaineering expeditions, such as *The Beckoning Silence*, *Touching the Void*, and a novel, *The Sound of Gravity*.

Siula Grande is a mountain in the Andes, the longest mountain range in the world. It is in Peru and it is 6,344 m high. In 1985 Joe Simpson and Simon Yates climbed Siula Grande, but on the way down disaster struck. While they were still around 6,000 m, Simpson fell and broke his leg. In terrible weather conditions, Yates managed to lower Simpson part of the way down the mountain on a rope. However, he had to cut the rope to save his own life when Simpson fell into a crevasse. Simpson survived the fall and made his way back to base camp. His book *Touching the Void* tells the story of their climb and his survival. It was made into a film in 2003.

Aron Ralston (b. 1975) is an American mountaineer. In 2003 he set off to do a day's canyoning in Utah without telling anyone his plans. His right arm was trapped by a falling rock and he managed to survive for five and a half days with very little food or water. Finally he cut off

his arm to escape and then had to rappel down a twenty-metre cliff. His book about this experience, *Between a Rock and a Hard Place*, was made into the film *127 Hours* in 2010, directed by Danny Boyle.

Pete Goss (b. 1961) is a British yachtsman. In 1996 he became the fastest Briton to sail around the world alone in just 126 days and 21 hours. He is famous for his design of the catamaran (a type of sailing boat) *Team Philips* and for turning back in a solo round the world yacht race to rescue Raphael Dinelli, another competitor whose boat had sunk. Since then he has taken part in many sailing challenges such as sailing from England to Australia without a modern navigation system.

The **Andes flight disaster** happened on 13 October 1972. A plane carrying forty-five people crashed 3,600 m up the Andes Mountains. Twenty-nine of the passengers were killed in the crash, died shortly after or in an avalanche eight days after the crash. The survivors discovered from the radio that the rescue operation to find them had been abandoned. After eating all the food on the plane, they had to eat the flesh of the dead passengers to live. The two strongest survivors, Nando Parrado and Roberto Canessa, walked ten days across the Andes to get help. The other fourteen survivors were then rescued ten weeks after the crash.

Unit 7 Entertain me

7.1 Vocabulary

School of Rock is a 2003 American comedy film directed by Richard Linklater and starring Jack Black. Black plays Dewey Finn, a struggling rock guitarist, who is thrown out of his band and gets hired as a substitute teacher in a prestigious preparatory school. Seeing how talented the kids are, he decides to form a band of fourth-graders and take part in the 'Battle of the Bands' competition. The film was a huge commercial success. *School of Rock* is also the title of a rock musical based on the movie, written by Andrew Lloyd Webber and Glenn Slater. It has been on Broadway, New York and in London's West End.

Millie Bobby Brown (b. 2004) is a British actress and model. She began her acting career in 2013 by playing small roles in several TV series. The breakthrough came when she played the role of Eleven, a strange, lost girl with superpower in the Netflix sci-fi drama series *Stranger Things*. This role brought her critical acclaim and several acting awards (including a nomination for the Primetime Emmy Award). In 2019 Millie is to appear in her first big-screen movie *Godzilla: King of the Monsters*. She's the youngest person to feature in Time100, the list of the 100 most influential people composed by the American news magazine *Time*.

Ed Sheeran (b. 1991) is an British pop singer, songwriter, guitarist and record producer. All three of his solo albums have topped the UK, US and Australian charts. The second album, called *x*, won the 2015 Brit Award for Album of the Year. His best-known songs include *The A Team, Thinking Out Loud* (which earned him two 2016 Grammy Awards for the Song of the Year and Best Pop Solo Performance), *Shape of You, Castle on a Hill* and collaborations: *River* with Eminem, *Perfect* with Beyoncé and *Perfect Symphony* with Andrea Bocelli. He's one of the world's best-selling artists.

Spotify is an online music streaming service, which gives you access to over 30 million songs, podcasts and videos from artists all over the globe. It was founded in 2006 and in 2018 had over 180 million active users. You can instantly access the music you want for free by logging into the service and using the version supported by advertising. You can also choose the paid Premium version, which allows you to listen advert-free. You may listen to music online, or download the content onto your device and listen offline.

7.2

Marla Olmstead (b. 2000) became famous when in 2004 the abstract painting she allegedly painted caught the attention of people and they started buying her pieces for tens of thousands of dollars. But her fame was short-lived. Marla went to school, then university, away from the spotlight. She has lived a quiet, normal life ever since. Not much can be said about her now. Marla's eighteen and described online as a painter of abstract art from New York. On her website you can find several abstract paintings for sale, but absolutely no information about the artist.

7.3 Listening

Viral videos are videos that become incredibly popular. They are shared online through social networking sites, video sharing sites such as YouTube, texts and email. For example, the famous Gangnam Style video (2013) has been watched over 1.8 billion times! It is impossible to predict what will make a video go viral. There are now various viral video websites where you can find the latest viral videos.

7.4 Reading

The Adventure of the Speckled Band is a Sherlock Holmes short story by Sir Arthur Conan Doyle, first published in 1892. The famous detective is hired by a young woman whose sister died in mysterious circumstances and who now fears for her own life. The title refers to the sister's last words, and their meaning is explained as the mystery is solved. Conan Doyle considered *The Adventure of the Speckled Band* his best Sherlock Holmes story. The author himself adapted it into a play.

7.6

Great British Bake Off (GBBO) is a British television baking competition, where a group of amateur bakers compete to impress the judges with their baking skills. In every episode one of the contestants is eliminated until three reach the final. The winner does not get any financial prize but gains media coverage. It's said that the show's popularity led to an increased interest in baking all over the UK. In 2018 the ninth series of the show was aired.

MasterChef is a competitive cooking show, which originated with the UK version in 1990. The format was updated by the BBC in 2005 and the show as we know it today was born. *MasterChef* has become an international phenomenon and is now produced in over 40 countries all over the world. It has four main versions: the *MasterChef* series for amateur cooks, *MasterChef: The Professionals* for professional chefs, *Celebrity MasterChef* for well-known personalities, and *Junior MasterChef* for children. The winner gets a trophy and media coverage, as there is no financial prize.

7.7 Writing

Glastonbury Festival is the biggest music and performing arts festival in the world. It has taken place in Somerset in England every year since 1970. Now the festival lasts three days and around 175,000 people go every year and stay in tents there. It has been organised by Michael Eavis and his daughter since 1981.

The Chemical Brothers is a British band that started in Manchester in 1991. The two members of the band Ed Simons (b. 1970) and Tom Rowlands (b. 1971) started it when they were both working as DJs for the same club – they couldn't find enough good electronic music so they began to record their own. They have released eight albums and had thirteen singles in the UK Top Twenty chart. They also have a live album and several compilation albums.

Vampire Weekend is an American rock band. The members are Ezra Koenig (lead vocalist and guitarist), Rostam Batmanglij (singer, guitarist and keyboard player), Chris Tomson (drummer) and Chris Bajo (bass guitar). The band formed in 2006 and they have released three albums. Their third album won a Grammy.

Unit 8 Modern society

8.1 Vocabulary

Constitutional monarchy is a system of government in which a monarch shares power with an organised government, according to a written or unwritten constitution. The monarch may be the actual head of state or a purely ceremonial figure. Contemporary constitutional monarchies include the United Kingdom, Belgium, Denmark, Japan, Monaco and Spain.

8.2 Grammar

Robben Island is an island near Cape Town in South Africa. It was used as a prison for many years between the seventeenth and twentieth centuries. Nelson Mandela was in prison there for eighteen years. The island is now a World Heritage Site and you can visit the prison museum.

Nelson Mandela (1918–2013) became the first black president of South Africa in 1994. He grew up there at the time of apartheid when the minority white population, mostly descended from Dutch settlers, ruled the country. Apartheid was a system of racial segregation – black and white people had to live in separate areas. Mandela trained as a lawyer and fought for black people's rights. As a result, he was sent to prison for life and spent a total of twenty-seven years in prison before being released in 1990. He became the leader of the African National Congress party (the ANC) in 1991. In the 1994 elections for the first time all black people were able to vote and Mandela won. Mandela always supported racial equality and won the Nobel Peace Prize in 1993.

Barack Obama (b. 1961) became the forty-fourth US President and the first black president in 2008. He was re-elected for a second term as president in 2012. In 2009 he won the Nobel Peace Prize. He is known for reforming health care laws and for working to end US military involvement abroad.

The National Parliament of South Africa is in **Cape Town** making it the legislative capital of the country. The city was originally founded as a trading post by the Dutch East India Company. Today, it is a multicultural city with a population of over 3,740,000, making it the second most populous city after Johannesburg. It is famous for its beautiful harbour and landmarks such as Table Mountain and Cape Point.

Frank Morris (b. 1926) and brothers **John Anglin** (b. 1930) and **Clarence Anglin** (b. 1931) were all American criminals who were in prison in Alcatraz. They escaped together in June 1962 but it is not known if they survived the trip to the mainland. None of them have been seen since the escape. The 1979 film *Escape from Alcatraz* tells their story.

Student's Book Audioscript

Unit 1 A new look

1.3 Listening

1.8 Exercises 2 and 4, page 7

P = Presenter J = Jenny F = Fraser

P: Welcome to *That's Life*. Our topic for today is friendship, and we're gonna talk to two young people, and ask them what their friendships mean to them. So hello Jenny and Fraser.
J: Hello.
F: Hi.
P: Jenny, let's talk to you first. You're sixteen.
J: Seventeen.
P: Oh sorry, seventeen. Jenny, how many friends do you have?
J: Well, if you mean close friends, about five or six. But I've got 313 online friends.
P: Let's talk about the online friends first, shall we? 313! That's a lot of friends. How well do you know them?
J: Some of them I know pretty well, but I look at some of the names and think 'Who are these people?!'
P: Hahaha. It's so easy to make new online friends, isn't it? They ask to be your friend, and you accept. It's not as easy to make real life friends, is it?
J: That's right. Making friends online takes a few minutes. But a real friend is somebody you get to know over a long period of time. You meet, you spend time together, you get to know one another – it takes a long time to become close friends.
P: That's right. But some friendships don't last forever. Fortunately, in the online world, when you don't want to continue a friendship, you can simply de-friend people, can't you?
J: I'm not sure I agree with that actually. I find it really hard to de-friend online friends. It seems really mean. I suppose that's why I've got over 300 online friends. In real life, if you fall out with a friend, you don't see them anymore. Or sometimes you decide that you no longer have much in common. You no longer like the same things or you've changed. Then you lose touch. You don't have to make the decision – it just happens naturally.
P: Yes, I see what you mean. Fraser, what do you think? What's the difference between close friends and online friends?
F: Well, all my close friends are also online friends. When we don't see one another, we chat online. But I'd say my closest friends are the ones I socialise with. We all have a lot in common – we support the same football team, we listen to the same music, and we go hiking and camping at the weekend. We get along really well together.
P: Do you think there's any difference between friendship between girls, and friendship between boys?
F: I don't know really. I don't go shopping with my friends and we don't paint one another's nails! But I think the important things are the same. I know I can rely on my friends in a crisis. A good friend is always there for you.
P: Yes, I suppose that's right. What about friendship between girls and boys? Are any of your close friends female, Fraser?
F: Um, yeah of course. There are three or four girls as well as boys in the group of friends I hang out with.
P: What about you, Jenny?
J: Yes, I get on well with boys. But I think it's different – girls understand one another better. And you're never sure if boys really want to be friends, or if they just fancy you.

1.10 Exercise 6, page 7

J = Janet R = Rachel

1

J: Hi Rachel.
R: Oh, hello Janet.
J: Um, I haven't seen you since that party.
R: Yeah, that's right. You were really rude.
J: I know, I'm really sorry. I was just …
R: Listen, I'm not going to forgive you, so forget it.
J: Oh, right. Okay, well I suppose …
R: Goodbye Janet.

2

A = Amy S = Sarah

A: Anyway I was just watching this thing on TV and the phone rang and …
S: It was him!
A: Yes. It was him!
S: Nooooo! What did you say?
A: Well, you know me.
S: Oh no, you didn't …
A: I did, I was so nervous!
S: Oh you always do that. I've told you, take a deep breath and …
A: I know. But I was so excited … Anyway …

3

M = Max S = Suzy

M: Hi Suzanna!
S: Hi Max. You can call me Suzy if you want – that's what all my friends called me at my last school.
M: Oh right. Yeah, Suzy suits you better. Is that your bike?
S: Yes – it's getting a bit old now, but I've won a few races on it.
M: Really? I didn't know you were into cycling. I'm a member of the school cycling club. You should join.
S: I'd love that. What other clubs do you belong to?
M: That's the only club, but I play guitar in a band.
S: Wow, I play drums. When are you rehearsing next – I'd love to come and listen.
M: That would be great. It's a grunge metal band.
S: Oh. I'm not even sure what that is. I'm more of an indie rock fan myself.

4

A = Annie S = Sal

A: Hi Sal, coming to the party tonight?
S: Um, no, I don't think so.
A: What's up? You don't look very happy.
S: Sorry, I just … well, I um. Things aren't very good at the moment.
A: Has something happened?
S: No. Well, yes. Not exactly.
A: Come on, let's go and get a cola and have a chat.

S: Oh thanks. I'd really like that. I'm afraid I'm not very good company at the moment.
A: Listen, it doesn't matter. I'm too tired to go to the party tonight anyway. Let's stay in and watch something online.

1.5 Grammar

1.15 Focus Vlog, page 10

J = Jason H = Holly N = Noah LA = Laura
K = Kristina P = Peter LN = Lauren

J: Hello Internet! I'm going to talk to you about clothes. I'm not usually good with putting outfits together, so I have one pair of jeans that I wear with everything, they're black, they're skinny and they're perfect for me. But they're so old and tatty now, I need to find some new ones. I tried to go shopping the other day, but just couldn't find any that I liked. So I need to go again tomorrow to try and find some more. What about you? Have you been shopping recently? What did you get? Have you bought any new clothes recently?
H: I've bought lots of new clothes recently because I'm going on holiday next week. I've bought lots of T-shirts and shorts for my holiday, sunglasses, swimwear.
N: I haven't bought any clothes for myself, but I have bought clothing for my children.
LA: I have, I have bought a new trench coat online and it was second-hand and I really, really like it although it was a really good bargain as well.
J: Nice!
K: I actually don't even remember if I've bought anything recently. I don't think so, no.
P: I have bought some new clothes. I bought a new shirt, some pants, a pair of jeans. I really like socks so I tried to get some fun socks as well.
LN: Ah yes, I have bought several pairs of summer shorts.
J: Is there anything you've been planning to buy but haven't yet?
H: I've been looking for a new bag, but I can't decide what size to get so I'm not sure.
N: I think I need a good rain jacket, something that is waterproof and will protect me when it's really pouring outside.
L: I've been planning to buy a new pair of boots.
K: And I've been planning to buy sunglasses because I lost mine.
P: Yes, I've been trying to buy new shoes recently so I'm looking to buy a pair of sandals, cause it's summertime. Also looking to buy some new running shoes, just some that are more supportive for my feet.
LN: I have been trying to find the perfect-fitting blazer for the last 2 years.
J: And what about you guys? Have you bought anything recently? Or have you just been planning to buy something? Let me know.

1.6 Use of English

1.16 Exercises 2 and 4, page 11

P = Presenter C1 = Caller 1 C2 = Caller 2
C3 = Caller 3 C4 = Caller 4 C5 = Caller 5
C6 = Caller 6

P: Welcome to Friday morning phone-in. We're talking about Martha Jones this morning. Martha's school has put her in isolation because she's shaved her head and according to school rules, her hairstyle is unacceptable. But by shaving her head, Martha has raised an impressive £850 for a cancer charity. So what is more extreme – Martha's haircut or the school's reaction? We want to hear what you think – call us on 01632 960231.
C1: This makes me furious! The priority of the school is to educate. But how can this school educate when it's so uneducated itself? It's not clever to isolate a girl when she's studying for exams – how is this helpful? The school should support the girl for finding a creative way to raise money for charity.
C2: This is an outstanding school, and the reason it's so successful is that it has rules and regulations. It's very easy – this girl broke the rules and it's perfectly normal that she faced appropriate punishment.
C3: The school's behaviour is outrageous. Shame on you Barlow College. Your rules are pathetic. The girl raised a large sum of money for charity and you treat her like a criminal! It's unacceptable.
C4: I'd like to ask the school to clarify something for me – how does a girl's haircut affect her ability to study? Surely the school should focus on her academic achievements, and not her hairstyle.
C5: I understand the school's point of view. School children must realise that their school has rules. The head of the school has shown leadership qualities and the girl should be more respectful.
C6: It's just a haircut! I honestly think that it's absolutely ridiculous to make such a fuss about a shaved head.

Unit 2 It's just a game

2.3 Listening

1.23 Exercises 2 and 3, page 21

1
The sports person I look up to most is Cristiano Ronaldo. He's always been a brilliant player, but he's also a caring and generous human being. He's given a lot of money to charities, and is especially passionate about children's charities. He's a real inspiration. He's made generous donations to Save the Children who provide food, clothing and medicine for children in Syria. Once he paid for a baby's brain operation and his most recent project is to build a children's hospital in Santiago Chile.

2
Serena Williams inspires me. She's been a champion for almost 20 years now and is still at the top of her profession. She's an excellent role model for girls and women. She's strong and powerful and has a good body image. She's spoken out about body image, and also about what it means to be a black woman in tennis. She's the most successful tennis player in history, but she's also supportive of one of her biggest opponents, her older sister Venus.

3
I think Robert Kubica's story is inspiring. He was the first Polish racing driver to win a Formula One Grand Prix, but then he had a terrible accident and he nearly lost his arm. In spite of his serious injuries, he has stayed positive and returned to racing. He inspires young people because he's so courageous and determined.

1.24 Exercises 5 and 6, page 21

P = Presenter J = Jackie

P: Welcome back to the *Sports Programme*. The topic of today's programme is role models. We have sixteen-year-old Jackie Smith in the studio, and she's going to talk to us about the people who encouraged her to take up competitive sport. First of all, congratulations Jackie. Last month you became the world under eighteen windsurfing champion!

J: Yes, that's right. Thank you.

P: So, why did you take up windsurfing? Who inspired you?

J: Two people really: my mum and my cousin, Rachel. I first went windsurfing with my mum. We lived near the sea, and we spent every summer on the beach. My mum had entered windsurfing competitions when she was a teenager. She didn't win anything, but she really enjoyed it. She started to teach me how to windsurf as soon as I could swim and I picked it up really quickly. I was only about seven years old. My cousin Rachel was there too. She and her family lived near us. My mum gave us both lessons together. Rachel's two years older than me and I've always looked up to her. I still do.

P: Was your cousin a good windsurfer?

J: Yes, she was good at a wide range of sports. But she wasn't big-headed about it – she's a very modest person. She was a really good example for me – I wanted to be sporty like her, but I also learnt a lot about being a better person.

P: So you grew up near the sea. What other water sports did you do?

J: All sorts. At first, windsurfing wasn't my favourite thing. I liked other water sports like swimming and sailing. Rachel talked me into joining the children's sailing club. We spent all our weekends there, even in winter. We did lots of sailing, and then Rachel thought we should try out rowing. I wasn't sure about rowing at first – I found it a bit boring and slow, which put me off. To be honest, I think I'm more of an individual sports person, and with rowing you're dependent on at least one other person. But my mum thought it was a good idea. Now I'm glad I did it because it made my arms strong, and that helped my windsurfing.

P: So when did windsurfing become your number one sport?

J: Well, it was thanks to Rachel. She went in for a windsurfing competition when she was fifteen – I always wanted to do the same as her so I entered the competition too. She came second and I came fifth! But I really enjoyed myself, and that was the moment when I decided that windsurfing was my sport. I'm quite ambitious as well as competitive and I wanted to come first, not fifth. When I set my mind on something, I never give up so I was determined to go in for more competitions.

P: Well, you've certainly succeeded! Are your mum and your cousin still your role models?

J: Yes, definitely. I think I take after my mum – I hope I have some of the same qualities anyway. And Rachel is like a big sister to me. They both come to all my competitions to cheer me on.

2.6 Use of English

1.32 Exercises 1 and 2, page 25

1

D = Dad M = Mum J = Jen

D: I really enjoyed that match Jenny.

M: Yes, so did I darling. Well done.

J: But we didn't score a single goal.

D: Nor did they!

J: But we had so many chances.

D: So did they!

J: I wanted us to win.

M: I know. But listen, you played brilliantly. I think you're a fantastic goal keeper.

D: So do I. You really impressed me. Nobody can get past you and your stick. Now, I'm starving.

J: So am I. Let's go and get something to eat.

2

R = Robert K = Karen

K: Ouch!

R: Sorry.

K: You serve so fast.

R: So do you!

K: I know but I don't aim at your head.

R: Neither do I! Your head just gets in the way.

K: Come on, we'll never finish this game. I'm going out tonight!

R: So am I – but it's only 4 o'clock.

K: I know but I need time to have a shower and get changed.

R: So do I, but I don't need three hours.

K: Come on, hit the ball over the net but try not to aim at my head this time.

3

M = Maria J = Jamie

M: I find this really boring.

J: Really? I don't – I love it.

M: But it's just cars going round in circles and it's always the same drivers – where are the women? I wish they'd come into the 21st century and have some women drivers.

J: Yes, so do I. It's strange – I don't understand it.

M: Nor do I. Women can drive as well as men. Driving doesn't depend on your strength.

J: You're right. I can't think of any women drivers.

M: I can't either and that's not right, is it? In other sports there are plenty of women – I think it starts early.

J: What do you mean?

M: Well, most professional drivers start go-karting when they're children. I never had the chance to do go-karting.

J: Oh, I did. But I didn't like it. I was more interested in swimming.

4

A = Anna E = Ed

A: Do you know how much Harry Kane earns just for kicking a ball?

E: No, I've never thought about it.

A: Nor have I but I read an article about it recently. He earns £150,000 … a week!!

E: Wow, that's a lot of money. But he is one of the best players in the country.

A: So is Steph Houghton.

E: Who's she?

A: The best female player in the country. And do you know how much she earns?

E: Probably not £150,000 a week.

A: No, £65,000 … a year.

E: I thought that women and men were paid equally in sport nowadays.
A: So did I, but then I read this article and it says that 83% of sports have equal pay for men and women, but the exceptions are football, golf and cricket.

5

B = Ben R = Rachel

B: Good luck! We'll meet you at the end.
R: That's if I get to the end!
E: Of course you will – it's just 26 miles. Good luck!
B: I couldn't do it.
E: No neither could I. I can't even run round the park.
B: No nor can I. But she's so fit. I'd love to be able to run properly.
E: I would too I think you just have to practise. Rachel joined a running club last year and look at her now. I think I'll join the running club.
B: Good idea. So will I! It's more motivating to do sport with other people. If it's just me, I can talk myself out of it easily.
E: So can I – I need a lot of encouragement! Anyway, we don't need to meet Rachel for a few hours – let's go and have something to eat.

1.33 Focus Vlog, page 25

J = Jason I = Ini N = Nicky S = Senthan
GE = Grace E = Ed GN = Gillian

J: Hi, everyone, and welcome back to my vlog! Can you hear that? There's a football match on next door and I think my neighbour's team's just scored. I love watching football, but I'm not really into playing it. My cousin's a lot better than I am, so I go and watch him when he plays. I'm also really into watching athletics. I love all the track and field events, especially at the Olympics. What about you? Are you interested in sports?
I: Yes, I am interested in sports. I think they're fun, they're very enjoyable to watch and also to take part in.
N: No, I'm not interested in sports. I'm more interested in art.
S: Yes, I am interested in sports. I'm interested in football, rugby and basketball.
J: I am, too.
GE: I don't mind watching like things like tennis or stuff when it's on or the football if my dad has it on, but I wouldn't personally actually play sport, just because it's not really my thing. I don't really enjoy it. I just find it quite boring.
E: Yes, I am. I love football, I play for a team back home in Lincoln. I enjoy watching sports, watching football, the athletics, things like that.
GN: Yes, I'm very interested in sports. I like to stay fit, you know, I don't …, I wanna stay active, I wanna be healthy.
J: Do you prefer watching or doing sports?
I: It depends on the sport.
N: I think I prefer playing sports because it's a good form of exercise.
S: I prefer playing sports because it's interesting, fun and exciting.
E: I prefer playing, for the simple reason that it's quite hard to watch when you want to be involved.
GN: I prefer playing sports, definitely.
J: Oh, I don't!
J: Is there any sport you can do really well?
I: Yes, I can ride motorcycles really well, and I also play football really well.
N: There's no sport I can do really well …
J: Neither can I.
N: … but I do dance.
S: I'd like to think I play football really well. And I think I'm OK at rugby.
E: I'm quite a fast runner, and I competed for the Air Cadets in long jump and 100 metres relay.
GN: I actually do Olympic style weight lifting and I'm competitive in that and really love it, yes.
J: Have you ever won a sporting competition?
I: I have, I won the standing long jump for Kensington and Chelsea when I was 14 years old. I have the record, I think I still do, yes, 2 metres 14 centimetres.
N: I've never won a sporting competition …
J: Neither have I.
N: … but I have come second in an archery competition.
S: I have, I've won a football competition.
E: Yes, I've won silver for relay and 100 metres.
GN: I've gotten top 3, so I've got second place at … was in Young Hercules, it's a competition in Canada for young people that are interested in Olympic style weight lifting.
J: Did you watch the last Olympics?
I: I didn't watch as much of the last Olympics as I wanted to because I was very busy.
J: I didn't either!
N: I didn't watch the last Olympics. I don't have a TV.
S: I did watch the Olympics, but only certain events such as the sprints.
G: Ah yeah, I did watch last Olympics. I like watching the swimming and gymnastics, but that's what I would really watch.
E: I watched a lot of the athletics, lots of the running, Usain Bolt.
J: So did I.
GN: Yes, I did. I was really interested in actually figure skating, cause I think it's so beautiful and graceful. And compared to weight lifting it's very different, you know.
J: How about you guys? Are you interested in sports? Are there any sports you can do particularly well? Let me know in the comments.

Focus Review 2

1.36 Exercise 7, page 31

1

Since I was a little girl, I've always dreamt about achieving something big in sport, like winning a big tennis tournament – Wimbledon or the US Open. I've put a lot of sweat and effort into it – I've trained hard for fifteen years and participated in many professional competitions. I've made it to two finals but unfortunately lost in both of them. I guess, you can reach the top only if you are born with a special gift. Hard work is never likely to be enough.

2

For me, sport is everything. I just can't imagine my life without football. We train five times a week and, on top of that, we have matches every Sunday. Our coach is demanding and expects us to be focused all the time. But that's okay with us as long as we get good results and win. We came first last year in a school league and we could be number one again this season. Fingers crossed!

3

I just don't think that getting good results and beating others is all that matters in sport. There's definitely more to it. I've taken part in several skiing competitions. So far, with not a lot of success but I still enjoyed it. Of course, it would be a dream come true to win a medal one day.

But I'm not going to give up even if it doesn't happen.
4
Many people think that talent is the most important thing in professional sport. Well, I don't agree. It's all about hard work and training. And I must say, I'm very fortunate. Our new trainer is amazing! She is always there for us even when we are down and get discouraged, and her training really works. I've never run so fast before in my life! Only this year I've broken several records.

Unit 3 On the go

3.1 Vocabulary

2.1 Exercise 4, page 33

Welcome to this week's *Travel Podcast*. My name's Brian Walker and in today's report, we take a look at some of the most difficult journeys to school around the world.
In a village in Indonesia, twenty children have to cross a fast-flowing river to get to their classes, but after a suspension bridge collapsed in bad weather, they now have to cross the river on a wire, like circus performers.
In another Indonesian village, children cycle to school. But their bikes are basic and without gears, so when they cycle uphill it's hard work. That's why they take a short cut by cycling across an aqueduct which wasn't designed for people to walk on. There's no room for overtaking here!
Many mountainous villages in China are so remote that children have hard and often dangerous journeys to school. Some have to cross a valley hundreds of metres deep on a homemade cable car. Others ride donkeys along narrow winding paths to some of the most inaccessible schools in the world.
Teenagers who live on a small Scottish island usually get a ferry to Westray Junior High School on a neighbouring island. But while the ferry is being repaired, they have to get a lift on the world's shortest flight. After boarding the flight, they barely have time to fasten their seatbelts before landing in Westray, just two minutes after take-off. The school pupils prefer the flight to the ferry crossing because the sea can be so rough.
There's an area in the foothills of the Kenyan mountains in Africa which is famous for producing the best long-distance runners in the world. Here, children can't catch a bus as there are few cars and no buses – they have to walk or run to school. Roads are no more than dirt tracks and during the rainy season they turn to mud, making the journey even harder, especially as many of the children run barefoot.
Thank you for listening to *Travel Podcast*. Please tune in for next week's report when we look at the most dangerous bus journeys in the world.

3.2 Grammar

2.5 Exercise 5, page 34

I = Interviewer W1 = Woman 1 M1 = Man1
W2 = Woman 2 M2 = Man 2 W3 = Woman 3

I: What do you think about the news that there's a lion in the holiday resort?
W1: I'm terrified! I heard it. I was just making the tea when I heard a loud roar – it must be a lion. I've never heard anything like that before. It's very frightening, but I'm pleased the police are looking for it. I hope they find it before it finds them!
I: And you sir?
M1: I don't really know what to think. Several people say they saw a lion, so I suppose it might have escaped from the zoo. There's a zoo about twenty miles from here.
I: How about you madam?
W2: Well, it's a bit worrying isn't it? I've got young children, and a dog. It's the dog I worry about – if the lion has escaped from a zoo, it could be very hungry by now. It might not have eaten for a while, and my dog would make a nice snack for a lion! I'm keeping the dog and the kids inside the caravan.
I: And you madam?
W3: It's exciting isn't it? I think it could have been somebody's pet. There are some strange people round here. I know that some people have snakes and crocodiles as pets – why not lions? They're cute when they're young. It may have grown too big, and they let it go.
I: Sir? What about you?
M2: I don't believe it. It can't be a lion, that's ridiculous. I think it's probably a cow.
I: And the roar?
M2: Cows make loud noises.

2.6 Exercise 6, page 34

MP = Male presenter FP = Female presenter

MP: And now the news from where you are.
FP: Thank you. This is Radio Essex. The search for an escaped lion has now been called off. Police were called to a popular holiday resort two days ago after receiving calls from worried residents. Several people reported seeing or hearing a lion. The local zoo has confirmed that no lion has escaped. The police found no footprints or any other signs that a large wild animal was in the area, and so they have concluded that it must have been a large domesticated cat. And now for today's sport …

3.3 Listening

2.7 Exercises 2 and 3, page 35

1
A: So, how was your family cruise?
B: Oh, it was okay. Pretty good really. We saw some amazing places, and considering we were with our parents, we all got on well most of the time. We didn't have any arguments. Well, not until the last day, and then I had a really big argument with my sister. It was stupid really. I wanted to get off the ship and visit Naples. I've never been there before and I thought it was a perfect opportunity to see somewhere new. But my sister was tired and wanted to stay on the ship by the pool. We tried to persuade her to come with us, but she always does what she wants, and she doesn't think of other people. I had to go to Naples on my own with our parents. It was really boring.
2
A: I just don't think we should stay here. It's not a very nice campsite and the weather's awful. I really think we should go and find a budget hotel.
B: A budget hotel? I can't believe you said that. That's so boring and this is supposed to be an adventure.
A: I know, and I've really enjoyed it so far. I want to have an adventure, I really do. But putting a tent up in this weather is horrible. Everything's going to be wet.

B: It's raining a bit, but we'll be lovely and warm in the tent. It's going to be more comfortable than a three-star hotel, I promise.

3

A: Yes, can I help you?
B: Er yes, I've booked a single room for two nights. My name's Baker. James Baker.
A: Baker. Yes, here you are. Two nights. Is it a business trip?
B: Yes it is.
A: Would you like breakfast?
B: Oh, yes please.
A: That will be an extra £16.
B: Oh, I thought it was included.
A: Did you book online?
B: Yes, I did.
A: Oh, right. We have an online special offer at the moment. Your first breakfast is free, so you just need to pay for the second day. Can you fill in this form please?

4

A: For today's ski update, we go over to Mary Eden in the French Alps.
B: Thank you. Yes, I'm here in the wonderful French Alps, beneath Mont Blanc. I'm in the village of Megève, one of the oldest ski resorts in the world. The weather is perfect today but last week we had a few warm rainy days when skiing was not much fun. But it's impossible to be disappointed with Megève – there are so many different things to do here. There are more than ninety restaurants and cafés. Fortunately, the rain has turned to snow. It's time to get out of the cafés and go skiing.

5

It's time to leave package holidays behind and take a trip that you will remember for the rest of your life. With Overland Tours you will see the real world. Overland Tours believe that travelling is not only about the destination. The bus journey is an important part of the experience. Come with us on one of our Overland buses and travel to places other travel companies don't reach. You will meet local people and learn about their culture. Our tour leaders will take care of you and make sure you have everything you need. Come and join an Overland Tour. You'll be in a small group, but we can guarantee that you'll have big experiences.

6

You're too young to go backpacking on your own. You've never been abroad before – you have no idea what to expect. You might not like it – you'll probably be lonely. And anything could happen – you could get ill, or somebody could steal your money. I know you want to get away and have new experiences, but I'd feel much happier if you were with friends. You could stay with your aunty Margaret in Canada, or your penfriend in France. I just don't understand why you want to go trekking in Nepal on your own.

3.5 Grammar

2.14 Exercise 2, page 38

When my parents got their first car, we were really excited. There weren't so many cars on the road then, and nobody used to worry about pollution or the environment. There was plenty of clean air. We didn't use to have seat belts then either. I remember my baby sister would sit in the front with my mother. My father smoked a pipe while he was driving and the car used to be full of smoke!

We used to go on holiday to France every summer by car. It was a bit boring because we didn't have computers or DVDs – we'd listen to the radio and look out of the window. In France, my father followed a map. We didn't have GPS then. We'd stop to look at the map, but we couldn't ask for directions because we didn't speak French, and nobody used to speak English in those days.

2.15 Exercise 5, page 38

Air travel didn't use to be very common when I was a young man. It was very expensive, so travelling by air was a luxury. I used to work for an American company and I would travel from London to New York regularly. Then, the flight was just four hours by Concorde. It takes eight hours now! On Concorde the cabin crew would look after you really well. They'd offer you food, drinks or even cigarettes. Lots of people would smoke … It's funny – people would dress up to go on a plane. They'd put their best clothes on – men would wear suits and women would wear their smartest outfits. It used to be a glamorous way to travel. Not like now! It's so stressful. We didn't use to go through security at the airport. I would carry my Swiss army knife everywhere. That's impossible now. Are planes safer now? Probably, but travelling by air is a very different experience.

2.17 Focus Vlog, page 38

J = Jason LA = Luda A = Alex LN = Lauren N = Noah LY = Lucy

J: Hi, guys, and welcome to my vlog! I found a photo earlier today of me and my brother when we were really young on holiday in Cornwall. We used to spend all day at the beach swimming and surfing. It was brilliant. There's no way I'm going to show you that photo because I have such a terrible haircut. But, what I wanted to know was what were some of your past holiday experiences? Where did you use to go on holiday as a child?
LA: When I was younger on holidays we would take road trips because we have a very large family, so we can't really afford to go elsewhere so we just kind of drove around the country.
A: I used to go on holiday to the west coast of Scotland, place called Lochinver and Oban and then sometimes the Lake District in Northern England.
LN: I grew up in Dallas, Texas and we would camp all over the state. Mostly like in this southern part of the state.
N: Primarily to visit my two sets of grandparents, so to California to visit my grandmother or to Arizona to visit my grandparents.
R: When I was younger I used to go on holiday to Maine and Cape Cod and Black Island, Martha's Vineyard, places close to New England.
LY: Cyprus quite a lot. My nan and granddad had an apartment out there so we'd go stay, stay there and meet the rest of the family and stuff.
J: What sort of things did you use to do on holiday?
LA: We would stop by my family. So my family lives all across the country, so we would drive down to meet them, and just kinda go state by state to visit them on holiday.
A: We used to go camping, we used to go walking, and snorkelling, just walking the hills really.
LN: We always went camping. It's all we could afford,

so we'd just pitch up a tent in random national parks.

N: Well, my grandparents lived in a retirement community, so we would go to the pool, or pick grapefruit or oranges from their citrus trees, ride around on their 3-wheel bicycle.

R: I used to walk around, go shopping, read, go to the beach, go swimming.

LY: I'd just go to the beach. Sunbathe, chill. Go out for dinner.

J: How about you guys? Where did you use to go and what did you use to do? Let me know in the comments.

3.6 Use of English

2.18 Exercises 1 and 2, page 39

R = Ricky J = Jenny

R: Welcome to *Travel Heroes*. This week we have TV presenter Jenny James in the studio to talk to us about her Travel Hero. Hi Jenny!

J: Hi Ricky.

R: So Jenny, tell us about your travel hero.

J: Well, first of all, it's travel heroes. My travel heroes are a couple from Argentina who walked away from their day-to-day lives because they had a dream, and their dream was to go travelling before they started a family.

R: Okay, and did they fulfil their dream?

J: Yes and no! They set off from Argentina in 2000 and travelled in a vintage car all the way to Alaska. On the way, they went down the Amazon river in a raft, ran out of money, had problems with visas and had their first child! But they also met so many amazing people that they decided to carry on travelling. They ended up travelling around 100 countries for 17 years in the same vintage car. The family of three became a family of six. They've brought all four children up on the road. The parents home school the children through an online service and they print off the latest lessons whenever they are near a computer. As the father says, 'what better way is there for my children to be educated than to see the world'?

R: That's an amazing trip. I'm sure many people would love to go away for a few months, but 17 years? How could they afford it?

J: Well, when they run out of money, they work for a while. For example, after the trip to Alaska, they went back to Argentina and wrote a book about their travels. It's a best-seller. They also travel cheaply. Their car was their home for 17 years. In many places, local people put them up. But in other places, they would pull over, and sleep in the car. They put up a tent up on the roof of the car and the children slept there while the car seats turned into a bed for the parents.

R: But this car – it's more than 80 years old. Did it ever break down?

J: Sure, it broke down a few times, but people were always happy to help. The car can't go faster than 65 kilometres per hour, but as their grandfather said before they set off 'If you want to get far, you need to go slowly'.

3.8 Speaking

2.19 Exercises 2 and 3, page 42

M = Markus S = Sophie

M: Hi Sophie. Can you do me a big favour? I really need your help.

S: Why? What's the problem?

M: You know I'm going to England to do an English course and stay with a family. Well, I don't know what to pack. Can you give me some advice?

S: Oh right. Don't worry! I had the same problem last year when I went to London. How long will you be there?

M: I'm going for a month.

S: Okay, the first thing you should do is check the weather forecast. I know it's summer, but the weather changes quickly in England. If I were you, I'd pack lots of T-shirts and a couple of pullovers. How big is your suitcase?

M: It's not very big. I don't want to check it in.

S: Hm, I think you should check it in – if you don't, you can't take shampoo and shower gel.

M: Oh, I didn't think of that. Right, I'll take my mum and dad's suitcase. How many pairs of jeans do I need?

S: You probably don't need to take more than two pairs of jeans. But you really ought to take some smart trousers for going out. Now, what about a present for the family? You mustn't forget to take them something.

M: Oh yeah, of course. What do you think I should take?

S: The best thing would be to get something at the airport, like a box of chocolates.

M: Good thinking.

S: Oh, just one more thing. It's a good idea to write a list of things you might forget, like your phone, tickets, money, etc.

M: Thanks Sophie. That's really helpful.

S: Ha ha. You're welcome. And don't forget your phone charger – I want to see lots of photos of England.

Focus Review 3

2.20 Exercise 7, page 45

M = Man W = Woman

1

M: Excuse me, can I help you? You seem to be lost.

W: Yes, I am! I'm going to visit a friend in Great Ditley. I decided against driving because the roads are so confusing around here, and I thought public transport would be simpler, but I must have got off the bus at the wrong stop because everything looked strange. I asked someone for directions, but I evidently misunderstood because I ended up in the middle of a field, and now I don't know where I am!

M: Well, I'm happy to say that this IS Great Ditley. The village centre is just along this road.

W: That IS a relief! Thank you so much!

2

I've just come back from a package holiday to the Greek islands. Best holiday ever! First, we flew to Mykonos. That was a nonstop party and I met loads of great people there! Then, we went on a short cruise to Santorini. Wow! There are amazing traditional white houses, the famous blood-red sunsets, and we stayed in a great three-star hotel. After that, we took a flight to Crete, where we did a cycling tour and swam at some amazing beaches. Crete is a big place, so we did a bus tour around parts of the island too! I couldn't have had a better holiday!

3

M: Hello, Terence Jones speaking.

W: Oh, Terry, I'm so glad I caught you before you left the office.

M: Gina, hello. What's up? Aren't you on your way to New York?

W: I was, but the road is completely blocked. It's meant to be a thirty-minute drive, but nothing's moving.

M: There might have been an accident.
W: Maybe, but right now I need you to check what other flights there are for New York tonight. Just in case I miss mine, you know.
M: No problem. I'll find out and call you back.

4

On today's programme, I'm asking the question, 'Which is the most visited city in the world?' It must be Paris! Right? Wrong! Is it London? Wrong again! The most popular destination is … Bangkok, the capital of Thailand. It's the first time that an Asian city has been the most popular. This year, it had nearly sixteen million international visitors, only slightly more than London, which was the previous number one urban destination. Will it still be so popular next year? It's very hard to know.

5

W: Oh, do hurry up! The woman on the bus said we can get the best seats if we're there first.
M: I'm walking as fast as I can and I'm carrying a heavy backpack!
W: Well, you're the one who wanted to bring a big fancy camera as well as a video camera.
M: Yes, because we'll have a great view from the top of the mountain and I really want to get a video of people crossing the suspension bridge over the valley. Anyway, we haven't even got our tickets yet.
W: We can get them after we board.

6

It's so easy to plan a trip these days, isn't it? That's because of the Internet, of course. When I used to travel as a young man, I would have to find a travel agent to book a hotel room abroad. I would ask the agent a lot of questions and they would give me some ideas for the trip, but you had to keep in mind that the agent might not have even been to the place you were going. You had no real idea what the hotel would be like because there was nowhere to read comments by other tourists. Now, I know exactly where I'm going and what to expect.

Unit 4 Eat, drink and be healthy

4.2 Grammar

2.24 Exercises 2 and 3, page 48

C = Charlie L = Lianne

C: It's your birthday soon, isn't it?
L: Yes, it's the day after tomorrow.
C: Are you doing anything special? Shall I organise something?
L: Ah thanks, but my parents are taking me on a restaurant experience.
C: A restaurant experience? Oh, you mean you're going to the top of the Shard?
L: That would be amazing, but no, it's not that.
C: Are you going to that place where you eat in the dark?
L: Hahaha, no, I don't think so. I've heard of that place – it sounds really strange.
C: I'm going there with my mum and dad next week. I'm not sure I'm going to like it much because you can't see what you're eating. But I'm going to eat as much as possible because my parents are paying. So anyway, what's your experience about?
L: Well, it's called Circus Restaurant. While we eat, trapeze artists perform above our heads and acrobats do tricks on the tables in front of you. Soon you won't be able to go to a restaurant without having an experience!
C: Hahaha. What time are you going?
L: It opens at 6.30 and it's a Saturday night so it's going to be crowded. Then we're seeing a show afterwards.
C: Wow, that sounds great. Two shows in one night! Are you doing anything after the show? We could go out.
L: Good idea. I'll message you as soon as I leave the theatre.

2.25 Focus Vlog, page 48

J = Jason S = Shannon C = Céire P = Peter
H = Holly LA = Luda KS = Kes KA = Katya

J: Hi, everybody, and welcome back to my vlog! Today is a big day for me, because I've got my friends coming over and I have to cook for them. I've never done it before, so I'm kind of nervous. I'm hoping not to make too many mistakes. I'm thinking of cooking some pasta and tomato sauce, because it's quick and simple. What about you? Are you going out to eat tonight? Where are you going? And what will you have? Where are you going to have dinner this evening?
S: I'm probably going to cook it myself and eat at my flat, nothing exciting.
C: Hopefully, my mum will cook me dinner when I get home. Cause I've just been out for lunch, so I'll have dinner at home.
P: I'm gonna have dinner somewhere in London, maybe near the Gloucester underground station, that's near my hotel.
H: I'm going to have dinner at home this evening.
LA: This evening I'm going to Chinatown to have dinner.
J: Can I come too?
KS: I'm going to have dinner at home. I've got a couple of friends coming over, so I'm gonna cook for them.
KA: I'm going to go to a restaurant.
J: What do you think you'll eat?
S: I think I'll eat a ready meal because I can't cook.
J: No, thanks.
C: I think I'll have pasta or potatoes or something like that.
P: I think I will eat either a burger, maybe some Pad Thai, maybe fish and chips.
H: I'll probably have a salad, because salad is nice in hot weather, and maybe some chicken with it, and some orange juice.
LA: We're gonna have Dim Sum, I heard it was good in London.
KS: We're going to have like a bean chilli and some rice, a bit of avocado on the side.
KA: I'll have pasta with salad and a glass of water.
J: What about you guys? Where're you going to eat this evening? Let me know in the comments.

4.3 Listening

2.26 Exercise 3, page 49

I = Interviewer N = Nutritionist

I: Good morning and welcome to the *Food Programme*. Today our guest is nutritionist Sandra Duffy. Hello and welcome to the programme, Sandra.
N: Hello. Thanks for inviting me.
I: Sandra, how do I know if my diet is healthy or not?
N: Well, that's a good question, and the easy answer is: do you feel well? Do you have plenty of energy? And secondly, do you look well? Does your skin and your

hair look healthy? If you don't feel or look well, your diet may not be healthy. I always say that a healthy diet is a balanced one. You need a bit of everything, but not too much of anything. Especially salt or sugar – a little salt and sugar is okay but you shouldn't eat too much. For instance, there is a lot of salt in crisps and fast food, and a huge amount of sugar in fizzy drinks. I don't think people realise this. If you have a balanced diet, you get enough protein and vitamins. One of the healthiest diets in the world is the Mediterranean diet, and that's because Mediterranean people eat a huge variety of fresh food. Their diet is rich in fruit, vegetables, cereals, pasta, olive oil and fish. Just think about all the different Mediterranean vegetables: green peppers, red tomatoes, lettuce, purple aubergines, yellow corn, black olives. A healthy meal is a colourful one. Even if you can't find Mediterranean vegetables, try to make your meals as colourful and varied as you can. Finally, one of the most important things about a healthy diet is that it must not be an obsession. Thinking about food is good – but if you become a very fussy eater, then your diet is probably not healthy.

2.27 Exercises 4 and 5, page 49

1

I'm interested in having a natural diet, and so for the last two years, I've only eaten raw food. I believe that when you cook fresh food, you lose the goodness and vitamins in it. I eat raw vegetables, which takes care of the vitamins, but of course I also need protein. It's easy to eat raw vegetables and fruit, but not so easy to eat raw meat and fish. I think raw meat isn't good for you, and personally I don't like the taste of raw fish. So instead, I eat raw eggs. For dessert I eat fruit. I feel healthy and I have lots of energy, but I never have a hot meal. One of the main problems with my diet is that it's difficult to eat with the rest of my family.

2

I love desserts – cakes, puddings, chocolate – anything sweet. But one day I read an article about sugar, and how bad it is for you. I realised I was addicted to fattening food, and I needed to do something about it urgently. I thought about giving up desserts, but I couldn't do it – it's impossible! So I decided to divide the week into dessert days and non-dessert days. Now there are five days in the week when I don't eat desserts but at the weekend I can eat as many as I like. On non-dessert days I eat more fresh fruit, which is much healthier. I still wake up thinking about cakes and go to sleep thinking about chocolate ice-cream.

3

I only eat food that is grown or produced near my home. That means there's less choice because I don't live in a Mediterranean country! But the fruit and vegetables I eat are really fresh and they taste so good. I do eat a lot of vegetables, but I don't have a completely vegetarian diet. I tried once when I was about fourteen, but I missed meat, especially roast chicken. Now, my parents have hens in the garden and so we have fresh eggs every day. The best thing about eating locally produced food is that it's good for the environment – no planes or lorries are involved in transporting food for long distances. I think that's a good thing.

4

I'm a vegan. I respect animals and I don't want them to suffer. That means that I don't eat or use any animal products for any purpose. I don't eat meat, fish, dairy or anything that comes from animals. I don't wear clothes made from animals either, and I do my best to find shoes that aren't made from leather. When I was a child I ate meat and drank milk like most people. But then when I was thirteen I started thinking about where my food came from. I learnt about how animals suffer and I was shocked. I decided to become a vegan and I've become very good at cooking lovely vegan meals. When you're a vegan you don't often eat a heavy meal, and I sometimes feel hungry between meals. But then I eat a healthy snack – an apple or a carrot and some nuts.

4.4 Reading

2.23 Exercises 8 and 9, page 50

1

My mum makes a fantastic bread and butter pudding. She gave me the recipe and it's very easy. You slice the stale bread and put butter on it. Put the slices of bread and butter in a dish. You can add some dried fruit too if you like. It's up to you. Oh, and if you have some bananas that are too ripe, chop them up and put them in the pudding. Then heat some milk in a small pan. Don't boil it. Mix three eggs with three large spoons of sugar and add the warm milk. Then you pour the mixture over the bread. Put it in the oven for forty-five minutes, and that's it! Delicious!

2

My favourite recipe for stale bread is French toast. It isn't really a recipe! You just need one egg and you mix it up in a bowl. Then you dip a slice of bread in the egg mixture, and fry it in a frying pan for a couple of minutes. I love it with sugar on, but I know I shouldn't.

3

I like baguettes but they don't stay fresh for very long. But when I was on holiday in France, I learnt a trick to recycle the old baguette instead of throwing it away. You hold it under the tap and let cold water pour on the surface. Then you put it in a hot oven for ten minutes. When you take it out, it's nice and crispy again.

4.6 Use of English

2.34 Exercises 2 and 3, page 53

J = Jess O = Olly M = Maggie A = All
D1 = Delivery 1 D2 = Delivery 2

J: Is anybody else hungry?
O: I am.
M: Are you? That's unusual, isn't it?
A: Hahahaha.
O: Okay, it's true, I'm always hungry, but I'm not the only one am I?
J: No, you're not. I'm starving. Let's order some pizzas, shall we?
M: Good idea. Jess, you've got the Food Delivery App, haven't you?
J: Er, let me see. Ah yes, here it is.
O: Make sure you don't order from Pizza Hub! They're rubbish!
J: Okay. We can choose another restaurant. You're the pizza expert Olly!
O: Yes, right … Er … we can use Regal Pizzas, can't we?
J: Just a minute – yes, they're on here.
O: Hang on – Maggie, you need gluten free, don't you?
M: Yes, thanks for remembering. I'll have a gluten free Margherita.
J: Okay, you'll have the spicy sausage Olly, won't you?

O: How did you know? We haven't had pizza for ages, have we?
J: Actually, we had pizza two days ago and you had a spicy sausage then.
O: Oh yes, mmmm… that was really good.
J: I'll have a normal Margherita. Right, all ordered. We're not having drinks, are we?
M: No, tap water's fine.

2.35 Exercises 4 and 5, page 53

D1: Hi, you ordered food, didn't you?
O: Yes, we did.
D1: Okay, that's one green curry, one red curry and two rice. That's everything, isn't it?
J: Er, no it isn't. We didn't order curry, we ordered pizzas.
D1: Pizzas? You are Mr and Mrs Whitecross, aren't you?
M: No we're not Mr and Mrs Whitecross. We don't look like Mr and Mrs anybody, do we?
D1: No, you don't. And this isn't 102 Corn Street, is it?
O: No it isn't. You've got the wrong address
D1: I'm really sorry.

2.36 Exercise 8, page 53

J: Listen, I'm so hungry. We could just take the curries, couldn't we?
D1: Mr and Mrs Whitecross wouldn't be too happy, would they?
O: They won't know, will they?
M: No. that's just wrong. We can wait a bit longer, can't we? Listen, number 102 is across the road. You won't get lost again now, will you?
D1: I'll try not to. Thanks!
D2: Hello. This is 120 Corn Street isn't it?
All: Yes, it is.
O: Have you got our pizzas?

4.8 Speaking

2.38 Exercise 4, page 56

W = Waiter A = Alex
W: Was everything okay with your meal?
A: Yes, thanks. I'm writing a review for my online food blog.
W: Oh! I see. Are you sure you don't want to see the dessert menu? We have a delicious chocolate mousse – you should try it.
A: No, thanks. I'm allergic to chocolate. Just the bill please.
W: Certainly! Just one moment please …

Unit 5 Planet Earth

5.1 Vocabulary

3.1 Exercise 3 and 6, pages 60–61

1
False. The colour of the sea depends on the sun. When the sun shines down onto the ocean, red, orange and yellow rays are absorbed quickly, while blue rays are not absorbed. They are reflected back, giving the sea a blue colour. When the seabed is stirred up by a storm the sea can appear brown and the presence of plants can give it a green colour.

2
True. Underwater rivers are similar to those you find on dry land – they flow along valleys in the seabed and they have currents and river banks on both sides. The only difference is they don't have trees on the river banks.
3
True. The blue whale is even bigger than the biggest dinosaurs. Blue whales grow up to 30 metres in length, and can weigh as much as 200,000 kilograms. In the twentieth century they were hunted until they almost died out. In 1966, blue whale hunting was banned.
4
True. Up to eighty percent of volcanic eruptions happen underwater. The lava can heat up the water to almost 400 degrees Celsius.
5
False. When Ferdinand Magellan sailed around the tip of South America in 1520 he came across another body of water. He called it the peaceful ocean, or the Pacific.
6
False. Humpback whales leave the icy waters around Alaska in autumn and swim for 6 to 8 weeks to the calm seas of Hawaii where they mate and give birth to their young.
7
False. Hawaiian surfer Garrett McNamara surfed a monster wave measuring 23.8 metres at Nazaré in Portugal in 2011.
8
True. The Mid-Atlantic Ridge runs from Iceland to Antarctica beneath the Atlantic and stretches for roughly 16,000 kilometres.
9
True. The Great Barrier Reef stretches for 2,300 kilometres. It's made up of 2,900 individual reefs and 900 tropical islands.
10
True. It depends on the shape of the ocean floor and other factors, but when the tide comes in in the Bay of Fundy on the west coast of Canada the water is 16 metres deeper than when the tide goes out. In the Caribbean Sea the change in depth between high and low tide is only 10 centimetres.

5.2 Grammar

3.6 Focus Vlog, page 62

J = Jason A = Alex D = Devesh KS = Kes
N = Noah
J: Hi, everyone, and welcome back to my vlog! My friend's just come back from Copenhagen and he keeps telling me how eco-friendly and green and clean it is. I think it might be the cleanest place in the world. Trouble is, now he keeps saying how bad and how polluted London is, and I don't think that's fair. I've lived in London all my life and it's never seemed that polluted to me. I mean, we recycle, the air doesn't seem too dirty and we have a congestion zone. So, I wanted to find out what you thought. Do you think London is an eco-friendly city?
A: I think London is eco-friendly in some parts. The recycling from councils is good, but the use of diesel engines and taxis and buses makes the pollution very bad.
J: Still love you London.
D: I think it's getting there. There's still a lot of pollution around and I recently started cycling so I kind of notice it more. But with the introduction of the Green Zone, I think that's helped a lot, it's cut down a lot

of emissions coming from older vehicles, especially large trucks and I quite like that about London.

KS: Probably not at the moment, I think some things are improving. I like to cycle and I think cycling is getting a little bit easier as time goes and people get more used to it. And I'm seeing more of the eco buses and cars around, which I think is a big, big plus, but I don't think it's an eco-friendly city at the moment, but I hope it will be.

N: In general, I'm impressed by the access to recycling facilities, a kind of general attitude of trying to not be wasteful and in addition I think it's important to have access to green spaces, so I find that London is quite good for that.

J: Where do you think is the least polluted place in the UK?

A: The least polluted place in the UK I'd imagine is by Orkney or the Shetland Islands or, you know, the Highlands of Scotland, or somewhere like that. Somewhere very rural.

D: So my recent adventures led me to a place in Wales, a place called Penwyllt Castle Inn surrounded by sort of lovely fields, farms and parks and that would probably be the least polluted place I've been to in the UK.

KS: The least polluted place in the United Kingdom is probably somewhere really remote, like I'm picturing maybe a small island off of the north coast of Scotland with the population of one.

J: I think I need to move there.

N: So I've spent a bit of time in Durham and I guess my general impression was it's not polluted at all there. So less industry, so perhaps, but I …, but I don't know, I would guess outside of major cities where there's less industrial kind of production.

J: And how about you guys? What is it like where you live?

5.3 Listening

3.7 Exercises 3 and 4, page 63

P = Presenter M = Michael

P: Hello and welcome to *The Future is Green*. Today we're talking about a special project to make schools more environmentally friendly. We have a pupil from year twelve, Michael James, to tell us about it. Hi Michael, and thanks for talking to us today.

M: That's okay. I'm missing a few lessons, so I don't mind at all.

P: Now, can you tell us about your project? How did it begin?

M: About a year and a half ago, one of our teachers started an after-school club called 'Friends of the Planet'. At first, it was just for pupils from our school, but then we contacted other schools in our area. Now our 'Friends of the Planet' group has members from six other secondary schools. We meet once a week and for the last six months, we've been working on this special project.

P: I see. What exactly is this special project?

M: Basically, we've designed an eco school of the future. We worked with a group of architects who are planning to build a school that is more environmentally friendly. The architects contacted our group because they wanted to involve young people and together, we've made a model of how this eco school will look.

P: It sounds very exciting. Michael has brought the model of the eco school into the studio with him. Can you explain it to our listeners, please Michael?

M: Sure. First of all, we have solar panels on the roof of the school – there are fifty panels altogether.

P: And will they provide power for the whole school?

M: Yes, that's the idea. It will save a lot of money on electricity.

P: Ah yes, I can imagine. Tell me about the garden.

M: Our eco school will grow vegetables, and we'll use them for school dinners. So our school dinners will be very organic and much cheaper than buying food from the local supermarket or even from a local farm. We'll also have chickens, rabbits and ducks.

P: And will they go into the school dinners too?

M: Ha ha, no. That would be terrible. They'll be pets and they'll be useful. They'll eat the leftovers from the kitchen and the chickens will provide eggs.

P: Very good. So what other plans do you have to make the school more environmentally friendly?

M: We'll use low-energy light bulbs in all the classrooms. We'll also have recycling bins in every classroom and in the school grounds.

P: And what about your lessons – will they be different from non-eco schools?

M: Most of our lessons will be similar to lessons in any secondary school. But in our Science lessons we'll focus more on environmental issues like climate change and global warming. Then, in our Technology lessons we'll learn about things like renewable energy and even how to make solar panels.

P: I see. Well, we've almost run out of time. Thank you for talking to us about your project. It's very nice to meet a teenager who is so concerned about the environment. In my experience, most seventeen- and eighteen-year-olds are only interested in gadgets and games.

M: Well, I like gadgets and games too, but I probably worry about the environment more than my friends.

P: We must stop there – thank you Michael. Your project sounds fascinating, and I'll look forward to visiting your eco school when …

5.4 Reading

3.12 Exercise 4, page 64

Then I sat for ages on my knees, facing the front of the tent, listening carefully, holding my walking stick like a weapon, and with my knife open and at hand in case I had to defend myself. The bears – animals, whatever they were – drank for perhaps twenty minutes more, then quietly left the way they had come. It was a happy moment – but I knew from my reading that they would be likely to return. I listened and listened, but the forest became silent and stayed quiet.

5.5 Grammar

3.16 Exercise 6, page 66

The surfer, the shark and the dolphins

It was a perfect day for surfing off the coast of California. Todd Endris, who lived next to the beach, was out on his surfboard. Without warning, something hit him from under the water. Todd knew immediately that it was a shark. He got back on his board but the shark, which was five metres long, bit him on the back. Todd's friend, who was surfing close by, saw the huge shark and at first thought it was a whale. Todd, who's right leg was now in the shark's mouth, was kicking the shark with his free leg, and didn't

see the dolphins. Suddenly, the shark let go of his leg. The dolphins, which had been playing in the waves nearby, had surrounded the injured surfer and were protecting him from the shark. Three friends helped Todd get back on his board and reach the beach. A helicopter transported him to hospital, where surgeons manged to save his leg. Six weeks later Todd was back in the water.

5.6 Use of English

3.17 Exercises 2 and 3, page 67

J = John R = Rachel M = Martin

J: Welcome to *Violent Earth*, where we report on the extreme conditions some people live in. Last week we were in Vanuatu – an archipelago in the South Pacific Ocean. In one year, there was an earthquake, a volcano erupted, and a tropical storm flattened the crops which people rely on. We'll have an update from there, but first, we're going over to Rachel in the United States. Hello Rachel. Where exactly are you reporting from?

R: John, we're reporting from the state of California where several forest fires are spreading rapidly. The public services have been criticised for being …

J: Sorry, we lost you there Rachel. What are the public services being criticised for?

R: For reacting slowly. But these situations are very difficult to deal with. The trees and bushes are so dry, and the strong winds make it even worse. There are so many fires that the firefighters don't know which ones to focus on.

J: Can they prevent fires from starting in the first place?

R: We think people started them and you can't stop somebody from doing this if they want to.

J: They must be very sick people. Thank you for your report Rachel. We'll talk to you again later. But now we're joining Martin in Florida. Martin, there are huge fires in the West of the United States, and in the South East, hurricane Camilla is gaining strength in the Caribbean. Which island is it heading for?

M: It's difficult to say, but the governor of Florida has given a deadline to people living in Orlando. He's wants a complete evacuation by 5 o'clock today.

J: Is that something that residents of Orlando agree with?

M: Yes, most people are closing their houses and leaving, but some people don't have anybody they can stay with.

J: And who are those people getting help from?

M: Florida State have provided them with emergency accommodation.

J: Thank you Martin. Now let's go back to Rachel …

Focus Review 5

3.19 Exercise 7, page 73

P = Presenter DC = Dr Clarke

P: Today our guest is Doctor Jenna Clarke. Doctor Clarke, who is a biologist, has studied the monarch butterfly. She's going to tell us about its life and why it may be disappearing. Welcome, Doctor Clarke.

DC: Thank you, it's good to be here. Let me begin by giving the listeners some basic information about the monarch butterfly. It is recognised by its unique orange and black pattern. And though it is found in Australia, New Zealand and Indonesia, the largest population is in the United States. The monarch is famous for its long migration in the late summer from the United States to Mexico, where it goes to spend the winter. Millions of butterflies go to forests there, where they are protected from rain and freezing cold temperatures. Otherwise they will die.

P: But there's a problem.

DC: Yes, there is. The monarch is in danger. A recent report said the number of butterflies that arrived in Mexico this year was sixty percent less than last year. In fact, numbers have been falling for the last seven years. If numbers continue to fall, the monarch butterfly will completely disappear from North America.

P: So, if fewer butterflies are reaching Mexico, does that mean the problem is in the United States?

DC: Partly, yes. You see, the monarch butterfly depends on a plant called milkweed to survive. It's the only food young monarch butterflies eat. In the United States, the chemicals that farmers use on crops are destroying the milkweed plant. So, if we want to save the monarch butterfly, we have to protect the milkweed plant.

P: What else is making it difficult for the monarch butterfly to survive?

DC: The monarch goes to a specific forest area in Mexico. Unfortunately, the growing number of farms in that area is reducing the number of trees. The trees, which are removed illegally and sold, are the homes of the monarch.

P: So, many are dying in the US because they don't have enough food and then the ones that manage to arrive in Mexico have a smaller area to live in.

DC: That's right. Finding a solution is hard because it involves two different countries and two different problems. If we can persuade farmers in the US not to use certain chemicals, that will be a big step forward. But if the destruction of trees in Mexico isn't stopped, the number of monarchs will continue to drop. Both problems are serious and must be solved at the same time.

P: Is there any good news for the monarch?

DC: Actually, there is. The monarch is becoming more common in Bermuda because people are planting milkweed in their gardens. And monarch butterflies born in Bermuda stay there all year due to the warm weather. Perhaps these island monarchs will save the species.

Unit 6 Good health

6.1 Vocabulary

3.22 Exercise 8, page 75

1

A: I've got tickets to see Little Mix!

B: Again! You're obsessed.

A: I know, I'm going to tattoo their name on my arm.

B: What? Are you crazy?

A: Ha ha ha! Don't worry. I'm pulling your leg.

B: Oh, very funny.

2

A: Did you hear that Mark and Naomi broke up?

B: Yeah, I think she broke his heart.

A: No, she didn't. He's fine. I saw him with Amy yesterday, and they looked very happy.

B: Oh!

3
A: Why does Pete wear sunglasses all the time, even when it isn't sunny?
B: He thinks it looks cool. The other day he walked into a door and hurt his nose. It was so funny. I laughed my head off.
A: Ha ha ha, oh dear. That's really mean.
4
A: Oh dear, this homework's really hard. Can you give me a hand?
B: Sorry, I'm late. Ask Mum to help you.
A: Oh, thanks …
5
A: So what did you get for your birthday?
B: Well, you know that leather jacket I tried on downtown.
A: The red one?
B: Yes. Well, my parents bought it for my birthday. When I looked in the bag, I couldn't believe my eyes. It's the best present I've ever had.
A: You lucky thing!
6
A: I really want to go and see that film. What's it called?
B: I don't know. Who's in it?
A: Oh, you know. What's her name? Oh dear, it's on the tip of my tongue. It begins with K.
A: Um, Kristen Stewart?
B: No um … Keira Knightley! Her new film.

6.2 Grammar

3.24 Exercise 2, page 76

M = Man DM = Dr Maxwell
M: Welcome to our online first-aid course. First of all, we'd like to check you got the right answers to the quiz. We gave you six minor accidents and asked you what you would do. Here's Dr Maxwell to tell you what she would do.
DM: Thank you. Okay, number one. If I had a nosebleed, I'd hold my nose and look down. If I looked up, the blood would go down my throat, and that would be horrible. Number two, if I burnt my hand, I'd hold it under the cold water tap. Cold water would take the pain away. Don't put oil or butter on the burn – this will make it worse. Number three, if I twisted my ankle, I'd put ice on it very quickly – ice is fantastic for ankles and other muscle injuries. You shouldn't put heat on a twisted ankle – that would make it worse. Number four, if I got a black eye, I'd put ice on it for the same reasons as number three. Eye drops won't help. Number five, if a bee stung me, I'd take some antihistamine tablets. I'm allergic to bee stings, so I always have antihistamine tablets with me. I'd put ice on the sting if I didn't have any tablets. It's probably not a good idea to put a plaster on because the sting might still be in the skin. Finally, number six, if I cut my finger, I'd wash it, dry it and put a plaster on. It's not a good idea to stop the blood flow to the hand, so don't tie something around your wrist.
M: Thank you Dr Maxwell. If you got those right, you're ready to move on to the next part of this online first aid course.

3.25 Exercises 5 and 6, page 76

R = Ron F = Ron's friend
R: Atishoo! Oh no, I wish the cat wouldn't come into the house. I'm allergic to cats!
F: Why don't you close your window?
R: It's too hot in my house. I have to keep the window open. If only it wasn't so hot.
F: Are you tired?
R: Yes. I wish I could sleep, but the neighbours are so noisy. I wish they wouldn't play loud music at night. Ouch!
F: What's the matter?
R: Oh, I dropped a saucepan on my foot yesterday and it hurts. I wish I wasn't so clumsy.
F: Do you think it's broken?
R: The saucepan?
F: No, your foot!
R: Oh, I don't know, I haven't called the doctor. If only I had the doctor's phone number!

6.3 Listening

3.26 Exercises 3 and 4, page 77

R = Rob A = Anna
1
A: Hi Rob!
R: Oh hi Anna. Listen, I need some advice.
A: Sure – what do you need to know?
R: Well, I'm taking part in the London to Brighton Cycle ride and I want to raise some money for charity. Do you know how I can do that?
A: Sure – I did the London Marathon last year. I raised £800 for Macmillan Cancer Research.
R: Wow, that's brilliant. Cancer research is an excellent cause.
A: It is. So, you have to ask your friends to sponsor you. In other words, they support you by giving you money. You have to set up a webpage first.
R: Okay, what sort of information do I put on the webpage?
A: You explain what event you're doing – so you're going to do the London to Brighton Cycle. Then you put some information about the charity you want to support. Which charity are you interested in?
R: I want to do it for the British Heart Foundation.
A: Okay, great – do you have any particular reason?
R: Yes, it was my grandmother's idea – my grandfather died from heart disease.
A: Okay, so you can say on the webpage that you're doing it in memory of your grandfather. Then you share the page with all your friends and family. It's a good idea to send it to all the adults you know because people our age don't have any money!
R: Okay, that's good advice. Do they pay by credit card?
A: Yes. Most people give between five and twenty pounds.

M = Mum R = Rob
2
M: Where are you going Rob? There's no time to go to the gym. Dinner's in half an hour.
R: I'm just going for a quick run. You know I'm training for the big cycle … the London to Brighton Cycle next weekend.
M: Oh yes. I must get you a new helmet this week.
R: What for? I've already got one.
M: You've had that one for years – and you need a new, brightly coloured one.
R: Oh Mum!

M: Bright colours are safer on the road – cars can see you better. I know you don't think they're cool, but I want you to come back alive.
R: Oh, don't be so dramatic. My old helmet's fine and I'll be very careful. And there are thousands of people doing this cycle – don't worry about me! Okay, I'm off.
M: Don't be late. Take care on the road!
3
P1 = Presenter 1 P2 = Presenter 2
P1: Over to James Marsden at the start of the London to Brighton Cycle ride.
P2: Thank you. Yes, it's nine o'clock in the morning, and the London to Brighton Cycle ride is about to begin. This ride is eighty-seven kilometres long, and it has been going for more than forty years. Over the years it has raised more than sixty-five million pounds for charity. There are more than 25,000 people here and most of them are wearing red T-shirts. There are people of all ages here, starting from age sixteen, ready to get on their bikes and cycle to the coast. Most people will complete the ride in about six hours.

6.6 Use of English

3.35 Exercises 2 and 3, page 81

P = Presenter T = Professor Turner
P: Thank you everyone and welcome to our end of term lecture. We're pleased to welcome Professor Turner of the Sleep Research Foundation of Scotland. Professor Turner carries out research in order to understand insomnia in people of all ages. She's particularly interested in helping people to create the best conditions for falling asleep quickly. Here to tell us more about it, is Professor Turner.
T: Thank you. Well, I'm sure you're well aware of how important sleep is for your health. Unfortunately, we often find it difficult to fall asleep when it's most important for us to get a good night's sleep – just before an exam, or a big match, or some other event that's making us nervous and stressed. The thing is, you need to be relaxed in body and mind in order to fall asleep, and in times of stress and exam pressure, relaxation is the last thing on your mind. You don't fall asleep because you're worried, and then you get more worried because you know how important it is for you to be asleep, and you go round in circles, not falling asleep. So, what can you do to fall asleep within ten minutes of going to bed? Here are a few simple tips. Firstly, take a hot shower or bath before bedtime. The hot water will help your body to relax and when you get out of the bath or shower your body temperature will drop. This is important because your body temperature needs to drop by 1 degree Centigrade so that your metabolism can start slowing down. Secondly, make sure you have good curtains or blinds in order not to wake up early when the sun rises. Thirdly, try to avoid screens: the TV, computer and telephone in the hour before you go to bed, because they stimulate the mind. Having just told you to avoid your phone, there are actually some apps that can help you fall asleep. An app with breathing exercises is very effective, and if that doesn't work, you can use the Sounds of Nature App and listen to the sound of rain falling. You can also use an app to track the number of hours and quality of sleep in order to be more informed about how you're sleeping. Finally, you should go to bed at the same time every night so as not to upset your body clock. Now, I think that's all we have time for, but I'd just like to finish with my personal favourite method of falling asleep – when I can't fall asleep, I try to force myself to stay awake. It works every time!
P: Thank you Professor. Professor Turner will be taking questions …

3.36 Focus Vlog, page 81

J = Jason JN = Justin A = Amber N = Noah
H = Holly R = Ruslan P = Peter
J: Hello, friends, and welcome back to my vlog! So, my friend keeps telling me that I need to be more healthy, all I eat is junk food and I never exercise. I go to bed really late and sometimes I get up really early in the morning, so I could definitely do with a few more hours. I need to find out things that I can do to stay more fit and healthy. Do I become a vegan? Do I exercise more and take up a new sport? And also, what about the sleep? I've heard that not only do you need a certain amount of hours sleep, but you can also do things that will improve the quality of your sleep. So, how do you guys get a good sleep and what do you do to stay fit and healthy? What do you do in order to stay fit and healthy?
JN: In order to stay fit and healthy, I cycle a lot around the New Forest and I often climb the French and Italian Alps on my bike.
A: I take a lot of walks, that's about it.
N: I love to ride my bicycle, so typically I ride that to work, to and from work, but then also because it's hard to fit exercise into one's busy day, I take the stairs. We work on the eighteenth floor and I like to go up and down.
J: You must be joking!
H: I have a gym membership, but I don't go as often as I should. But I try to go to the gym a couple of times a week.
R: I go to the gym 3, 2-3 times a week, sometimes on Sundays, so, just to stay fit.
P: In order to be fit and healthy, I really like to swim, there isn't a pool close to me so that's why I'm thinking about running more. I also really like to bike. Other than that, I like to lift weights to stay in shape.
J: What do you do in order to sleep well?
JN: I read a book in order to sleep well. I find that it helps my brain to relax. And if I use the right lighting, it can help me get to sleep.
A: Well, I usually have to have background noise, so I have a white noise machine that helps me fall asleep. It's pretty much all.
J: Must try that, too.
N: I think exercise helps one sleep better. Also, just try to stay on a regular schedule to try to eat at the consistent time so that when it's time to go to bed, you're tired and ready to sleep.
H: In order to sleep well, I like to have a shower before bed and maybe have some hot milk, and read a book.
R: I just go home and sleep, straight to bed.
P: In order to sleep well, I take a shower before I go to bed, make sure that I clean my sheets often, and put my phone away so I don't look at my screen like thirty minutes before I fall asleep.

J: What about you guys? What do you do to stay fit and healthy? Let me know in the comments.

Unit 7 Entertain me

7.1 Vocabulary

4.1 Exercises 4 and 5, page 89

P = Presenter L = Laura

P: We're at the London Show Business Awards and we're talking to Laura Martinez, winner of the Newcomer Award. Laura you've already appeared in a TV series and you've had great reviews for an album you released last month. And you're only 17! How did you do that?

L: Oh, haha, thanks, um I don't know. I'm lucky I guess. I've always wanted to be a performer and I put some videos online and that's how I was discovered.

P: So would you tell other young musicians and actors to put videos online and wait to be discovered?

L: It's one way to do it. Ed Sheeran did it that way. Ed is one of the most successful singer-songwriters of all time – his albums are always in the charts and his hit single *Thinking Out Loud* was the first song to be streamed half a billion times on Spotify. That's enormous.

P: Very impressive. Ed Sheeran's great. He started doing live gigs when he was very young, didn't he?

L: That's right, he moved to London when he was 16 and started playing small venues. He has a lot of fans and he had a hit single which reached number 1 before he even signed a recording contract.

P: Let's talk about your acting. Who are your role models?

L: I am inspired by Millie Bobby Brown – she plays the part of Eleven in *Stranger Things*. I love the way she plays that character.

P: Oh yes, the audience love her too – *Stranger Things* had over 8 million viewers two weeks after it came out. Millie has that star quality, the kind of talent some actors can only dream of.

L: Exactly.

P: Did you see the cast of *School of Rock* collecting their award for best musical?

L: Yes! They're amazing – they're only 12 years old and they have to put on a show four times a week. I want the lead guitarist and the lead singer to play on my next album.

P: Well, Laura, good luck with that and thank you so much for talking to us.

L: Thanks!

7.3 Listening

4.5 Exercise 2, page 91

A viral video is a video that becomes popular very quickly through the Internet. People share the video through social media and email. The first real viral video came out in 2005, the year that YouTube was created. The video is unusual because it's not particularly interesting – it shows one of the founders of YouTube speaking to camera for 19 seconds about the elephants in a zoo. There isn't a formula for a viral video hit, but the most popular ones have three things in common. Firstly, they tend to be short. People have short attention spans, especially when they're looking at websites, so the most successful viral videos are around three minutes long. Secondly, they engage your emotions – they may be funny, sad, shocking, entertaining or even extremely annoying, but they make viewers feel something. The third ingredient is story. Many of the most popular viral videos tell a story and the ones with an inspirational ending are the most memorable.

4.6 Exercise 3, page 91

1

A viral video is a video that becomes popular very quickly through the Internet. People share the video through social media and email. The first real viral video came out in 2005, the year that YouTube was created. The video is unusual because it's not particularly interesting – it shows one of the founders of YouTube speaking to camera for 19 seconds about the elephants in a zoo. There isn't a formula for a viral video hit, but the most popular ones have three things in common. Firstly, they tend to be short. People have short attention spans, especially when they're looking at websites, so the most successful viral videos are around three minutes long. Secondly, they engage your emotions – they may be funny, sad, shocking, entertaining or even extremely annoying, but they make viewers feel something. The third ingredient is story. Many of the most popular viral videos tell a story and the ones with an inspirational ending are the most memorable.

2

I have to tell you about this video I saw – somebody sent me the link yesterday and I think I've watched it thirty times. It's absolutely amazing! It's this boy, he must be thirteen or fourteen, playing the piano at a school concert. At first I thought why has she sent me this? Then the boy started singing. Wow, his voice! It really took me by surprise. He sings *Paparazzi* by Lady Gaga which is one of my favourite songs anyway, but he sings it soooo well. He's got the kind of talent other singers only dream of. I watched an interview with the boy afterwards and he's so sweet. He got a recording contract all because of this video that his mum posted on YouTube. He's soooo inspiring.

3

My favourite videos are the ones that make you laugh. It's usually because somebody does something stupid – for instance, there's a video of a man who dives into a frozen swimming pool. Well, I say he dives, but of course he hits the ice and slides across the swimming pool. How can you be so stupid? Then there's another hilarious clip of a girl walking along in a shopping mall. She's texting and she isn't looking where she's going. And she trips over and falls into a fountain. I couldn't believe it! I'm not sure why it's so funny to see people having silly accidents, but perhaps it's because it makes you feel better to see how stupid other people are. Also, these viral clips contain an element of surprise, something unexpected. I love the one where a baby bites his brother's finger. The little brother puts his finger in his baby brother's mouth, and surprise surprise, the baby bites it. I love the expression on the baby's face – he's very pleased with himself.

4

Hi. My name is Nigel Brown and I'm in advertising. I watch videos all day, especially videos that get more than one million hits on the web. These are the kind of viral videos that our clients want. I love my job, but when I was growing up, I dreamt of being a famous singer. My parents told me that you had to know somebody famous or you had to have famous parents. But that's all changed now. Anybody can post a video of himself on the web and any of you could be famous by next Saturday. Of course, it isn't

that easy – there are over one hundred hours of video uploaded to the net every minute and only a few have more than one million views. So how do you predict the kind of video that will go viral? I'd like to give you some examples of successful …

7.5 Grammar

4.13 Exercises 3 and 5, page 94

D = Darina J = Jessica

D: Jessica! Is that you?
J: Yes. What's the matter – you sound upset?
D: Upset? I'm absolutely furious. That's it, I am never going to give an interview to that magazine again.
J: Oh dear, what happened?
D: They know I'm serious about my profession – I've done Shakespeare. I've made films with some of the best actors in the world. I've written a screenplay and I've just directed a film that's been nominated for an Oscar.
J: That's right – so what went wrong?
D: They didn't ask me about my work – they asked me what I was going to wear to the Oscars. They asked me who I was dating and why I'd split up with my fiancé. They asked if I'd put on weight and whether I was on a diet.
J: They asked you what?!
D: Yes … And that's not all. They wanted to take photographs and they asked me to wear something feminine. Then they asked me not to look too serious and to blow a kiss at the camera. Blow a kiss! Who do they think I am? Marilyn Monroe?

7.6 Use of English

4.14 Exercises 2 and 3, page 95

P = Presenter M = Professor Moore

P: This week's media report asks the question 'Do young people watch television, and if so, what do they watch?' In the studio with us, we have Professor Moore of the Centre for Media Studies. So, Professor Moore, what did you find out about the viewing preferences of sixteen- to twenty-five-year-olds?
M: According to our research, the youth of today watch a lot of TV, particularly online series. The preferred genres of sixteen to twenty-five-year-olds are fantasy, science fiction, silly humour, cool vampires and cookery programmes.
P: Hang on - did you say cookery programmes???
M: That's right — the latest news is that food is the most popular new reality TV format – according to research, we spend more time watching food on TV than we do cooking it. And fifty percent of people watching top food programmes like the Great British Bake Off are sixteen to twenty-five-year-olds.
P: So sugar is the star of reality TV?
M: Exactly. The format of the *Great British Bake-Off* is so popular that it has been copied in numerous different countries all around the world – the Australians love it, as do the French, the Americans and the Poles. Another very popular series is *Masterchef*, a competitive cooking show that originated in the UK in 1990. Entertainment comes in many forms, but young people of today really love cookery programmes.
P: But do people actually make the cakes and dishes themselves?
M: Some do. A survey was carried out on how TV programmes influence people, and the information collected suggests that twenty percent of viewers admitted to making dishes at home just so they could take photographs and share them on social media.
P: The interests of young people are so difficult to predict! Surely they live on spaghetti, fast food and take-aways and life is too short to stuff a mushroom? What use is information about how to serve shellfish or ice wedding cakes?
M: Good point. I think there are three factors that explain their popularity. First, these programmes have excellent TV presenters. Then there's the fact that this generation is creative, and cooking is one way of being creative. And finally, there's the competitive element which made *Bake Off* and *Masterchef* semi-finals and finals the most watched TV programmes of the year.
P: Well, that's very interesting Professor Moore. Thank you for coming in. Now we're moving on to …

4.15 Focus Vlog, page 95

J = Jason C = Céire S = Shannon LN = Lauren KS = Kes LA = Luda

J: Hello, friends on the Internet! I have a confession to make. This weekend I watched two whole seasons of my favourite TV series back-to-back, without moving from the sofa. Come to think of it, I can't remember the last time I even went to the cinema. What are you guys watching at the moment and why do you think TV series are so on demand right now? What is your favourite TV series?
C: I have a few favourites. One of favourites is *Gilmore Girls* but I'm watching *Suits* at the moment and I really like that, and *Friends* of course I love.
J: Love it, too.
S: I'm currently watching *Dear White People*, I started it yesterday and I'm already … only got two episodes left of two seasons, so I guess I enjoy that because I've watched eighteen episodes already.
LN: My favourite TV series is *Still Game*. *Still Game* is a Scottish TV show about pensioners in Glasgow.
KS: I just started watching *The Good Place*, which is quite fun. It's just sort of like a silly comedy about a woman who gets into heaven by mistake.
LA: When I was in high school my favourite TV show was *Doctor Who*, so coming here and seeing all the red phone boxes is bringing back a lot of nostalgia. So, I'm kind of wanting to watch *Doctor Who* because of all the phone boxes in London.
J: Why do you think TV series are so popular?
S: I find it hard to watch films and stuff because it's very long-winded, whereas TV series … there's a lot of different episodes and there's different points in each episode. Like it's the same story line but there's mini-story lines, which is a lot more refreshing to watch than just watching one long film at once.
C: I think people like to invest time in characters and storylines and with a TV series if it's long-running, they can see the development of their favourite characters and then get emotionally attached and get sad when it finishes. Also, I've liked Netflix

as well. So many episodes are available straight away, so people like to watch it and see what happens, instead of waiting for like the next week.

LN: There used to not be a lot of effort put into TV in the last like five to ten years. It seems like all the talent is working on TV and not movies.

J: Haven't thought about that.

KS: I guess new technology is making it easier for people to choose which TV series they watch and yeah, a good TV series is very easy to keep watching and end up binging.

LA: I think TV series are very popular because I think they allow people to like experience things without having to like leave the safety and comfort of their homes.

J: How about you guys? What do you think about TV series? Let me know in the comments.

7.8 Speaking

4.17 Exercise 6, page 98

1

A: Could you lend me your calculator?

B: Well okay. I suppose so.

2

A: Is it okay if I use your phone?

B: I'm sorry but the battery is flat.

3

A: Do you mind if I open the window?

B: No, not at all. Go ahead.

4

A: We were wondering if we could leave early?

B: Sure, I don't see why not.

Focus Review 7

4.18 Exercise 7, page 101

On the show today we'd like to hear your thoughts on the famous Notting Hill Carnival in London.

1

I love Caribbean culture and the festival is great fun, but you can enjoy it even more if you go well prepared, and believe me, I learnt the hard way! Most importantly, you need to wear comfortable shoes. Leave the high heels at home because you can't dance in them, and never … ever … wear sandals. You won't come across a bigger street festival in Europe, it's crowded, and I promise you other dancers will step on your toes. You don't want to spend the rest of the day with sore feet like I did.

2

What is absolutely fantastic about the Notting Hill Carnival is it changes the mood in London. There's an amazing party atmosphere and a lot of it is thanks to the parade. It looks like the Rio carnival in Brazil with the floats and the crowds of people dancing in the streets. And although everyone would agree that London is a great city, it isn't exactly famous for its vibrant colours. Well, for one weekend a year, it just explodes with every colour under the sun. The make-up and costumes of the performers are the brightest I've ever seen!

3

I love the crowds, the noise and the carnival atmosphere! Everyone's so happy and lively. Every year, our dance teacher makes us work hard and we practise until our feet are sore. When our families come to watch us in the parade, we want to make them proud. Mum always tells me that I'm the best dancer in the group, which probably isn't true, but that's okay, I enjoy it anyway! The Notting Hill Carnival was, and still is, a time for people to get together and have fun. I'm really glad someone came up with the idea!

4

I'm extremely lucky! I live in Notting Hill, so the carnival is practically on my doorstep. It gets fairly noisy here, but I don't mind all the performers and the Caribbean music at all. Of course, the streets are pretty crowded too with all the visitors … apparently, over a million people attended this year. Some local residents told me that they found the carnival rather annoying because it made it difficult for them to come and go, but really, it's only on for three days. I love every minute and always look forward to it!

Unit 8 Modern society

8.1 Vocabulary

4.20 Exercise 5, page 103

1

A: Excuse me madam.

B: Who, me?

A: Yes, you. Can I have a look in your bag please.

B: My bag? Why? I mean, yes, of course.

A: I don't think you've paid for these items, have you?

B: Oh dear, um, yes of course I've paid.

A: Can I see your receipt madam.

B: Receipt? Er. Yes, let me see. Oh dear, I was going to pay but I forgot …

2

A: I'm not guilty – honestly. I didn't kill him. I wasn't even there.

B: Where were you at eight p.m. that evening then? It's important for you to have a good alibi.

A: I was playing football.

B: Can you prove it?

A: Yes, I was with a group of friends. We played against a team from another town, and we won. I'm innocent.

B: Okay, give me some names and I'll contact them.

3

A: What games have you got on your phone?

B: Boring ones. Anyway, it needs charging.

A: Got anything to eat?

B: No.

A: Oh. I'm bored.

B: Why did you do that?

A: Dunno. I felt like it. Come on, those buildings over there are empty. Let's break the windows.

B: Yeah, okay.

4

A: Nobody move! You – hand over the money!! Put it in this bag. Come on, hurry up!! Right, give me the bag.

B: Okay, let's get out of here.

5

A: Hello, fire service.

B: I want to report a fire. There are some empty buildings near here … they're on fire. I saw two boys running away. I think they set fire to the building.

A: Are you in immediate danger?

B: I don't think so. But it's a big fire.

A: Okay, what is your address?

B: It's 24 …

6

A: Hey, what are you doing? Ouch. Get off. Help!! Stop him, he's taken my bag!

B: Are you okay?
A: No, my arm really hurts.
B: Let me help you.
A: He took my bag with everything in it …
B: Oh no. Okay, I'm going to call the police.
A: Thanks.

8.3 Listening

4.24 Exercises 2 and 3, page 105

P = Presenter D = Daniel

P: This week our special report asks 'Are we doing enough to help young offenders to become better citizens?'. Today, three out of four young offenders who are released from prison, go on to commit another crime, and return to prison. These statistics suggest that young offenders' prisons are failing. The government are carrying out a review of the system. They say they want to improve young offenders' access to education, but some people believe that the prisons are already too soft. They think that you should make an example of teenagers who break the law. They want harder and longer punishments. To talk to us about that we have seventeen-year-old ex-offender Daniel Smith in the studio with us. Hello Daniel.
D: Hello.
P: Daniel you've recently been released from a young offenders' prison. What's it like inside?
D: Noisy. There's a lot of shouting and fighting. Fights happen every day and for silly little things. We're locked in our cells at eight fifteen at night and we can watch television until two a.m. If we do something wrong, they take our television away.
P: I see. So, tell us about the opportunities for education.
D: We could choose from about fifty different subjects. Everything from music production to gardening to cooking. I did about twenty hours of lessons every week. You're paid for each lesson you go to, and then you can spend that money on sweets or phone calls.
P: You're paid to go to lessons?
D: Yeah. Nobody would go to lessons if we weren't paid. It isn't much – 40p a lesson. But I was motivated because I knew it would help me to get a job when I came out of prison. This woman came into the prison and gave us all this information about qualifications and jobs. I chose the lessons that would help me get a job – basic subjects like English and Maths and then I did Accounting and Computer skills. I'm working now, and that makes a big difference.
P: How many of the other young offenders were as motivated as you to learn new skills?
D: Not many. A lot of them are happy the way they are and don't want to change.
P: Is it true that some young offenders like being in prison because they have a better life inside than outside?
D: Yeah. That's definitely true. One of my mates was homeless before he came into prison. He was worried about being released – in prison he got food and clean clothes and a warm cell. Outside, he was living in a box on the street. The day he was released, he walked into the prison car park and smashed the windows on five cars in the car park. He was back there in a few days.
P: Hm, well that brings me to another point. The government want to improve conditions in young offenders' prisons. But some people say that this is wrong. They say that these are young people who have committed crimes and they should be punished. One prison guard said, 'They have education, they have a gym and television – it's like a holiday camp!' What do you say to that?
D: But it's not a holiday camp – we can't see our friends or our family. Doors are locked. I don't want to go back there. If you want young people to change, you can't lock them in a cell and expect them to change. You have to educate them and make them believe that there is a better life in front of them. Simple as that.

8.5 Grammar

4.31 Exercises 2 and 3, page 108

Judy and Mike were living in a detached house halfway down a nice street. Their house looked like the other houses, but in fact it was the unluckiest house in the neighbourhood. In a period of five years, they were burgled thirteen times! After each burglary, they had something done to their house to make it safer and more burglar-proof. First, they had the locks changed. Then they had a new front door fitted. That didn't work, so they had a wall built. Nothing stopped the burglaries. After the seventh time, they bought a dog and had a big sign put on the gate saying 'Beware dangerous dog'. The dog was too friendly, and they were burgled again. After the thirteenth time, they were desperate. Finally, Mike found out on the Internet that, according to statistics, the highest number of burglaries happen to detached houses halfway down a street with a purple door and the number eighty-eight! They couldn't get the house moved to a different location, but they've had the door painted green and they're going to have the house number changed. Mike's sure that with a green door and the number 86B on it, they'll never be burgled again!

8.6 Use of English

4.32 Exercises 1 and 2, page 109

In today's podcast, we want you to ask yourself the question: Am I doing everything possible to protect myself online? If the answer is 'I don't know' I hope this podcast will help.
Here are our five top tips for staying safe online and not falling victim to identity theft.
Number 1 – Passwords. Let's begin with a weak password – 12345678 is weak – don't use it. Here are some more: password, football, iloveyou, starwars. If you use one of these, you can only blame yourself if a hacker gets into your account and steals your identity. Use strong passwords with a combination of symbols, numbers and letters. To save yourself some trouble, use a password manager – go to our website for links. A final word on passwords – keep them to yourself. Even with your best friends, don't tell one another your passwords.
Number 2 – Personal information. Hackers and identity thieves want your information. So when you're online, you should be careful when somebody you don't know asks you to provide information about yourself. It could be a fake email or message. Delete it. When you get a friend request on a social networking site from somebody you

don't know, don't ask him or her to introduce him or herself, just delete it.
Number 3 – Viruses. Don't open files or attachments if you're not sure what they are because they may contain a virus. An email virus can send itself to all your contacts. If you let a virus into your computer, it then attaches itself to other programmes and each time you run your programmes, you run the virus too. For links to anti-virus software, visit our website.
Number 4 – Software updates. There is a simple way to protect your files – update regularly. When you get requests for updates on your apps, do it – when you update a file, you also download the latest security. Viruses update themselves all the time, so you need to update regularly too.
Number 5 – Your digital footprint. Be careful when you and your friends send each other videos and photos, remember they're likely to stay there for a long time. Don't post anything you wouldn't want your grandmother to see!

4.33 Focus Vlog, page 109

J = Jason H = Holly R = Ruslan A = Alex
S = Shannon C = Céire P = Peter

J: Hi, everyone, and welcome back to my vlog! Today I want to talk to you about your online activity. A friend of mine has decided that they want to go on a cyber detox, not using social media apps for a month. I think that's really weird because I can't imagine not using social media for longer than one day. I have friends all over the country and we don't get to see each other that often, so the only way to communicate is online. What about you? How do you and your friends stay in touch with one another online?
H: Me and my friends mostly Facebook message each other or sometimes we WhatsApp, but we never text anymore.
J: No way!
R: We use Snapchat most of the time, Facebook groups, little Facebook groups and that's all online for me.
A: My friends and I keep in contact with each other mainly through WhatsApp and through applications on the phone. We don't really, at my age, don't really contact much each other on social media, but WhatsApp it the main one really.
S: Um, through social media, so now there's like a lot of services that we can video call and there's like numerou … numerous of us in one video call. So, there can be like eight of us all video call. And especially going to university we're all far away now, so it's a lot easier to use that and we can all see each other and communicate at once rather than phone calls where it's just between two people. So, we use social media to stay in contact like that.
C: Same social media as well, Facebook as well, Instagram. I think even if you don't talk to them every day, you can still see what everyone's doing through social media, so you kind of know what's going on in everyone's lives without speaking to them every day.
P: I would say most definitely with Snapchat. It's how me and my friends stay in touch the most online. That or Instagram.
J: Have you ever cut yourself off from social media?
H: Yes, I've deleted my Facebook and my Instagram a few times, but I've always got it back. I felt like having a cleanse and a break and not being on my phone so much, but it's quite addictive.
R: Yes, I have last year for a full year, see if I could do it, mostly. Then it was really easy, just text friends, that's it.
J: Wow!
A: I have cut myself off from social media. I used to use Facebook quite a lot, but now I deleted it cause it was taking up too much of my spare time.
S: I've tried to even like when I'm revising I'll try to for like I'll go to the library and be like I'll do six hours, I'll turn my phone off, but it's quite hard to it do with all the notifications and things. It's quite addictive, so I haven't tried. I probably should, but no, not yet.
C: I've tried to cut myself off from social media a few times by deleting it, but then I just get bored and go back to it and redownload it or something. And I think because it's such a big part of life now, it's hard to take yourself away from it.
P: Yes, I have. I cut myself off from social media in August and I went, I think, six months without any form of social media, just as a way to cleanse from the addiction of it, I would say. But now I'm back, but I'm more responsible this time.
J: How about you guys? Do you use social media to stay in touch? Leave a comment.

8.8 Speaking

4.34 Exercises 2 and 3, page 112

R = Robert S = Sonia

R: I think I'm going to do voluntary work this term – how about you?
S: Maybe. What are you thinking of doing?
R: I'm not sure.
S: You're really good at Maths – how about teaching younger pupils? You could help them with their Maths homework.
R: Oh no, I'm not patient enough. Teaching isn't my thing at all. I don't have any younger sisters and brothers so I'm not used to young children. I'd rather visit an elderly person.
S: Well, that would be a very good thing to do. I can't teach younger kids either. They annoy me, and to be honest, I'm not very good at any school subjects.
R: That's not true. You're good at Art. Why don't you help pupils with Art projects?
S: Mm, I don't know. I'm really into vintage clothes, so I suppose I could organise a second-hand clothes sale. Actually, I think that would be good fun.

Videoscript

Unit 1 A new look

1.1 Vocabulary

1 BBC: Distressing jeans, pages 4–5

N = Narrator P = Presenter M1 = Man 1 M2 = Man 2

N: The worldwide market for denim jeans is enormous, and one of the most popular styles is distressed jeans. Distressed jeans are made in countries like Turkey, China, The Philippines, Mexico and India.

P: It's incredible. We're in India, we're just heading towards a denim factory that distresses denim and makes it look second-hand.
Busy, isn't it?

N: Factory employees were very welcoming and happy to answer questions about the process of distressing jeans.

P: How many jeans are you producing in this factory?

M1: On a monthly basis we produce probably 100 to 150 thousand pairs of jeans.

N: But Alex isn't here to see jeans being made. He's here to see jeans being destroyed.

P: Do you find it slightly strange that you take something that is immaculate and pristine and you totally destroy it?

M2: See, it's my hobby. It's my … What do we call? Interest. We are doing some work which we like, so, and we find ourselves in doing that work.
If you take any garment like this, you put it in your showroom, no-one will buy it like this.

P: But they will pay extra for something that looks older.

M2: Yes.

P: And more second-hand.

M2: Yes, mostly young people they like garments with more distressed look, more vintage look and once you go a little bit advanced in the age people will reduce …

P: Younger people want jeans to look older, older people want jeans to look younger?

M2: Yes.

N: Alex bravely donates his jeans to the factory worker for distressing. First, he uses sandpaper to produce white lines that normally appear after years of wearing and washing them. Next it's the grinding machine.

M2: So, what they are doing here, they are grinding all the edges of the garment. So after wear the garment for one or two years, putting your hand, taking your hand, putting your hand – five minutes will give you the same.

N: Then more sanding to produce holes.
Next, it's over to the wet processing area …

P: No, not pink! I don't want pink trousers!
… for more washing with stones and bleach.

M2: So, the operation what he's doing now, he is adjusting the crinkle by hand. The crinkles are created themselves.

P: Every time you get into that position.

M2: Yeah.

P: I haven't got the time to sit in that position for year after year after year to get a crinkle - that's why this process is so important.

M2: It's finished.

N: It seems that destroying denim is all about pretending: pretending that you've been through something that you haven't.

Unit 2 It's just a game

2.1 Vocabulary

5 BBC: The Brujas, pages 18–19

A = Arianna G3 = Girl 3 N = Narrator S = Sheyla

N: We're at a skatepark in the Bronx, New York City. Here, we meet three girls from Chile and Dominica who have their own girls' skater crew called The Brujas.

S: Me and Arianna have been skating since we were, like, twelve. We are always around skater guys who have their own little crews, but there's never really, like, a girl crew in New York, so we decided to make our own.

A: *Brujas* in Spanish means witch. The Brujas community at large there's, like, probably, like, twenty, you know. It's, like, a growing movement.

N: Ideally, The Brujas would like their own skate park, but in the meantime, they'd settle for one day a week when only girls were allowed. The Brujas have a special bond. They're proud of their heritage and being part of an all-female skater crew gives them a sense of belonging.

S: Being Dominican is everything, I mean, I feel like Dominican women are the strongest women there are, so without that I wouldn't be as driven as I am now to do Brujas and to, like, help girls to feel like they belong.

G3: As I've grown up I've constantly been asking myself 'where do I come from?,' so actually being first-generation born here, and returning to Chile as often as possible.
Brujas to me is part of that reconquering of the spaces that we live in. You get to really feel what this city is made of, like, beneath … beneath the skateboard, the different bumps and … I don't know. It's different from just walking, it's conquering the city. We are witches and being proud of it and using it in this positive way.

A: Street culture, it's still exclusive to men. Just when you're at the park, like, it can be very uncomfortable sometimes to hear, you know, degrading comments or even just the way that some of these men talk about the women in their lives. It's, like, it can be very upsetting and uncomfortable.

S: We had to learn how to fall and things like that. But I like it, I like falling.

A: My favourite moment is when I'm going fast down the street and I'm free. Falling is, in its own way, one of my favourite things about skating, because it kinda takes you by surprise and knocks you out of your comfort zone, and you hit the ground and you're like 'argh!' But then you feel invigorated by falling.

Videoscript

Unit 3 On the go

3.1 Vocabulary

10 BBC: A hotel in the clouds, pages 32–33

G = Giles Ma = Marc Mo = Monica
N = Narrator R = Roque

N: Giles and Monica are in the South American country of Equador on the way to visit a private reserve and a hotel called Mashpi Lodge.
Equador is situated on the West coast of South America and the equator goes across the country. Mashpi Lodge is located in Mashpi Reserve, in the middle of the cloud forest, three hours' drive from the capital Quito.
Ma: Hey! Welcome to Mashpi!
Mo: Hi!
N: Giles and Monica are greeted by General Manager Marc Berry.
G: What a mad place to build a hotel.
Ma: It is, isn't it? Right in the middle of a cloud.
N: Mashpi Lodge is a luxury hotel with twenty-two rooms costing up to $1,500 a night. There are two members of staff for every guest.
Mo: Look at that view.
G: Wow!
Mo: That is amazing.
N: The hotel was opened a few years ago. It's an eco-hotel with breathtaking views from every window. It's like a giant treehouse.
The hotel is totally sustainable, and big efforts are made to respect nature. Mashpi is deep in the cloud forest. People travel from all over the world to experience the extraordinary animal and plant life.
Giles wanted to meet the man behind the hotel. He is Roque Sevilla, who used to be the Mayor of Quito.
G: So why on earth would you build a hotel here? Why did you want to do that?
R: Basically, because I wanted to show other people the beauty of this place.
N: Roque takes Giles to his observation tower which stands twenty metres above the hotel, and the forest. When he bought it he had no plans to build a hotel, only to conserve the forest.
G: Yeah, I don't really like heights. I wish you'd bought a lower bit of forest, frankly. Right …
R: You see there … there you can see …
G: Is that it there?
R: That's the hotel.
G: Wow!
R: Everybody thinks I'm completely crazy. Because … to build a hotel in a place like this one.
N: Roque wants his guests to engage with nature, and so he has created an amazing invention.
This is Roque's latest project: a jungle cable car called the dragonfly. Gondola baskets float for almost a mile through the treetops, 200 metres from the ground. The cable car gives guests a unique view of the forest and the animals which live in it.
Today Monica and Giles are helping Marc to do safety checks.
Ma: It has to be very smooth. It has to be very safe, it has to be very comfortable. And to do that right in the middle of nowhere is a real, real challenge.
Mo: Oh my word. Yeah. This is so cool. I could stay up here all day. I just wish my daughter was here with me, she'd love it.
N: And if there's a power cut and the cable car stops, there is a rescue procedure. It's called a rope.
Ma: The thing is that you never know what can happen. Better be safe than sorry.
Mo: That's so high.
N: Today, Monica is going to test the rescue procedure.
G: Are you going out?
Mo: Yeah, I will.
Oh! Don't look down.
Ma: Don't look down. Slowly sit back.
Mo: Sit back?!
Ma: Trust your equipment.
Mo: Oh, don't do that! This is so cool.
This feels awesome. Just sitting in a swing really.
N: It's not just for fun – the rope has to be tested.
Mo: So awesome. Shall we do it again?
Argh, wet foot. After doing that and managing to … to get myself down here in one piece, the system is really safe.
N: Taking Roque's cable car is a great way to see the cloud forest and to appreciate how huge and dense the forest is.

Unit 4 Eat, drink and be healthy

4.1 Vocabulary

15 BBC: Umami, pages 46–47

N = Narrator M = Michael

N: Flavour makes our food delicious. Each flavour is a combination of smell and taste. When you get that combination right, food tastes amazing. But what is taste? Thai food is particularly good at combining a wide range of different tastes in one dish.
M: So this is a Thai stir fry and I'm very fond of Thai. There is a bit of fried chicken, lemon, garlic, onion, a real sort of explosion of taste. It's really strange to think that all these sensations which are going on in my mouth at the moment are generated by five simple tastes.
N: In the cups there are liquids containing these five tastes. Michael has no idea which is which.
M: Salty, that's definitely salty.
Sweet.
That is sort of bitter, or a bit like coffee.
And this is similar, but more lemony and makes the mouth pucker up. This is sour.
And this one is really hard to describe. This is the taste that's been most recently discovered. This is umami.
N: The word *umami* comes from a Japanese word meaning 'a pleasant savoury taste'.
M: And it is very, very strange to think that every taste sensation you ever have will consist of one or more of these tastes.
N: To learn more about this fifth unusual taste, Michael's come to a Spanish festival to celebrate a popular fruit, which is rich in umami: the tomato.
M: I'm here in southern Spain with about 20,000 other people to celebrate the tomato. Welcome to La Tomatina, the world's biggest food fight!
N: La Tomatina started with a street fight. Local people had so much fun that they decided to do it again the next year. And the next. Tomatoes are perfect for

food-fighting and they also contain plenty of umami. But what exactly is umami? And why do we like it so much? The answer is inside the tomatoes. To extract the umami, Michael goes through a long process of mixing, spinning, filtering and boiling.

M: After all that boiling down this is all that's left and it no longer smells tomatoey at all because those volatile flavours have been boiled off. And this stuff doesn't taste tomatoey either. It tastes salty, earthy, meaty.

N: That unusual taste is a chemical called glutamate. It's a molecule that comes from the protein in the tomato. Whenever you get a glutamate molecule in food, it gives that umami taste. It's our love of glutamate in tomatoes that has made them such an important crop for this region in Spain, and so popular worldwide.

Unit 5 Planet Earth

5.1 Vocabulary

19 BBC: Chameleons, pages 60–61

N = Narrator

N: Hunting is a never-ending game of hide and seek. Here it pays to sit still and blend in. Because you just never know who's watching.
The Parson's chameleon is an expert in the see-and-not-be-seen game. It lets its eyes do all of the work, while the rest of its body moves in slow motion so as not to scare possible targets. The problem is that he can only see prey if it moves. So is this a stick insect … or a stick? Aha! Time to unleash its secret weapon: a tongue longer than its body.
The Parson's close cousin, the nasutum chameleon, has the same weapon but in miniature. As small as a matchstick, it needs to get much closer to its prey. But even with eyes as big as its stomach, this isn't the meal deal he was hoping for.
In the jungle, it's hard finding the right-sized prey when you're a tiny predator. Promising opportunities can quickly turn to disappointment. Spotting any kind of prey in this dense green world is hard. If you do find something, you want to make sure it doesn't escape.
The praying mantis has arms that can strike ten times faster than a blink of the eye. And it's the only insect known to see in 3D. Perfect for judging strike distances. But, like the chameleon, her problem is seeing prey when it freezes. She needs some movement to be sure it's food. Just the tiniest sign of life.
Yep, that's done it.
A lightning strike has given her the edge over her insect prey, but it doesn't pay to be complacent.
In the jungle arms race, only too often, there is someone else with a more powerful weapon.

Unit 6 Good health

6.1 Vocabulary

24 BBC: Caffeine alternatives, pages 74–75

AJ = Dr Andy Johnson GW = Gabrielle Weston
N = Narrator

N: Gabrielle Weston is a surgeon. She's a regular coffee drinker, but today she's taking part in an experiment to find a natural alternative to coffee.

GW: The long and short of it is that my body's got used to coffee and what that means is if I have coffee, I'm just functioning at my normal level, but if I don't have it, I'm going to underperform. And, of course, there's the added bad side of the fact that if I have too much of the stuff, it makes me jittery and anxious, which is the last thing I want as a surgeon who has to hold a knife in their hands. So, what are the alternatives if we want something to help us stay awake and alert?

N: To find out, we're going to test three caffeine-free alternatives to coffee.
Our first alternative is sugar. Our brain cells run on glucose and many of us eat sweet snacks when we need an energy boost.
Our second alternative is sage. This kitchen herb contains a chemical that enhances the connection between brain cells.
Our third alternative is chewing gum: research suggests it could make us more alert.
Dr Andy Johnson ran some tests to find the best way to avoid feeling sleepy in the afternoon. He tested volunteers every day for one week. He gave them one of the following substances: fudge, chewing gum, a sage pill or a placebo pill to check that they don't feel different just because they're taking a pill. Now we're going to hear the results of the experiment. Did any of the substances make the volunteers feel more alert in the afternoon? The placebo pills didn't: the volunteers who took the placebo pills felt much less alert. But what about the fudge?

AJ: Our participants had quite a lot of fudge, I mean, serious amount of fudge.

GW: Were they allowed to just nosh away until they felt sick?

AJ: Yes, pretty much. So this is our glucose fudge condition. As you can see, alertness drops as well …

GW: It drops! Which is quite interesting, isn't it? Because, I mean, I would've thought that if you have sugar at that point in the day where you're feeling a bit sleepy and drowsy, that that really perks you up.

N: So, what about the sage?

AJ: We predicted that this would produce a benefit but in fact here we found a reduction in alertness in the afternoons. So not really terribly different to the placebo condition.

N: Next up: the chewing gum.

AJ: What we find is an increase in self-rated alertness for the chewing gum.

N: The chewing gum made our volunteers feel more alert. But there's a big difference between feeling more alert and actually performing better. When we gave our volunteers some brain-stretching tests, the gum did not improve their performance at all. But this time, the sage pill was a surprising success.

AJ: The final task is a sustained attention task. It's an incredibly monotonous task, so over ten minutes we expect performance to drop massively as they sort of lose the will to live. So we can see with the placebo condition accuracy drops in the tenth versus the first minute.

GW: And what about the sage?

AJ: And then sage. We get the opposite effect, where performance improves in the tenth minute.

GW: Wow, look at that! To the same extent!

AJ: Yeah.
N: So, it seems that sage could be the alternative we've been looking for to make us more active in the afternoon. But are you sure you're ready to swap your cappuccino for a leaf of sage?

Unit 7 Entertain me

7.1 Vocabulary

28 BBC: Shakespeare's avatars, page 88–89

AB = Prof. Anna Bloom C = Colin
M = Michael Witmore N = Narrator P = Presenter
S1 = Student 1 S2 = Student 2 S3 = Student 3
S4 = Student 4

S1: Oh trespass sweetly urged!
N: These students are performing a scene from a Shakespeare play. But the audience is not watching the performers: they're watching a screen. The performers are in fact playing a virtual reality game, which allows them to control 3D avatars. Their gestures and voices are recorded so that they can produce an animated film. According to Professor Anna Bloom, the big dramatic gestures are in fact very Shakespearean.
AB: This in fact was … is an old style of acting. It's a declamatory style of acting that was used during Shakespeare's time and came from an older oratorical method of delivering speeches. So, I think it's really interesting that the technology is bringing back this older style of acting.
N: This kind of virtual reality game is really good fun. You choose your costume, your stage and of course your Shakespeare play. Welcome to a new production of *Macbeth*.
P: This is the bit where Lady Macbeth realises everything's gone horribly wrong and starts to have a nervous breakdown. Colin is the doctor who will be charting my mental disintegration. Here we go.
P: What need we fear when none can call our power to account.
Yay, who would have thought the old man to have had so much blood in him.
This is actually really difficult.
C: What is it she does now? Look how she rubs her hands …
N: This game was created as a teaching tool to make Shakespeare more accessible in the digital age.
S2: When you're looking at the screen, then you're not thinking about your classmates, you're not thinking about the teacher, you're thinking about, 'I am Falstaff'.
S3: Maybe they don't really understand the language yet, but they want to because it's part of a game.
S4: You get a better feel for what's going on as you're performing it because you have to think about the body language.
M: So here we are in the first Elizabethan theatre in North America. It was built in 1932.
N: Michael Witmore of the Shakespeare Library in Washington USA, is interested in how new technology can be used to promote Shakespeare.
M: Pretty much every media form since the printed book has experimented with Shakespeare, whether that's radio, television, film. Now we've got virtual reality and it's not surprising that one of the first places we go to see what this technology provides is to Shakespeare.
S1: Cleopatra!
N: If technology can help students to understand Shakespeare better through playing games, that must be a good thing. As Shakespeare himself said, 'all the world's a stage' and today that must surely include the virtual world.

Unit 8 Modern society

8.1 Vocabulary

34 BBC: Coffee stalls, pages 102–103

Ab = Abraham Ad = Adam M1 = Man 1
M2 = Man 2 M3 = Man 3 N = Narrator
P = Presenter T = Tom

N: Tom works on a coffee stall just outside Borough Market, in London. A lot has changed since he left America and arrived in the UK, alone and homeless.
T: No money, nobody I knew lived here. I'd never been here. I'd nowhere to go. I didn't know what to do.
N: An organisation called Change Please has helped him to gain the skills to build a career.
T: When I got this job it really changed everything for me. I was kind of an angry person. I was really upset. This changed me 100 per cent.
N: Today, Tom is training Adam. Along with thirty-five other homeless people, Adam is now working on a coffee stall and this has helped him to get off the streets.
Ad: It means I got a little dignity back. I've got pride back, I sleep in a bed.
N: Change Please provides housing and a regular wage to its employees. Two of the people behind the project explain how it works.
M1: Going from asking somebody for something to being asked for something, in our case coffee, helps to change that dynamic in how they see themselves and how they feel about themselves.
M2: We are giving people time management skills, people management skills, money-handling skills, so that gets them into the basics.
N: The project has been extremely successful. A major supermarket chain is selling the coffee with Tom's face on the packet.
T: That's pretty amazing actually, really. I didn't think my face was good-looking enough to put on there.
N: But recent figures suggest homelessness is a growing problem.
M3: Until the government and the local mayor here look out ways in which we can get more young people into work, get them away from benefits and really break that cycle of homelessness, I think we're just gonna see the problem continue to increase.
N: Abraham used to be homeless, but now runs his own business. He has these words of encouragement for people who are thinking of training with Change Please.
Ab: Know what you wanna get into and … yeah, you can do it. If I can do it, anyone can do it.
P: Are you proud?
Ab: I'm really proud.

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