

MY PERSPECTIVES

2

Student's Book

Podręcznik dla liceów i techników

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Dbajmy o środowisko, zróbmy to dla młodych pokoleń.

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Starter 1

- human being, personality
- feelings and emotions
- hobbies and interests
- likes and dislikes
- free time activities
- present simple
- present continuous
- gerund and infinitive

- 1 Complete each description of a person with the most appropriate adjective from the box. There are two adjectives that you do not need.

bored confident excited loud shy sociable talented

- 1 Jimmy always knows what to do and is sure of his opinions and actions. He's ...
- 2 Peter never stops talking, shouting and making a lot of noise. He's really ...
- 3 Layla doesn't feel like doing anything. She's not interested in anything that's going on around her. She's pretty ...
- 4 Maria sings beautifully. She can also dance very well. She's ...
- 5 Johnny could hardly sleep last night. He's going on a trip today and he knows he's going to love it. He's ...

- 2 Complete the text with the correct form of the verbs in brackets.



Meet my friend Sarah. She's a relaxed, sociable person, so she often (1) ... (*meet*) her friends after school. She's quite smart, too – her marks at school (2) ... (*be*) really good. Right now, Sarah (3) ... (*talk*) to her friend Lisa on the phone. They're friends and they often (4) ... (*see*) each other because they (5) ... (*go*) to the same school. Most probably, the girls (6) ... (*talk*) about some school stuff.

- 3 Put the events in the order they usually happen in life.

be born	finish school
get a job	get married
graduate from university	have children
learn to speak	move house
retire	start school

- 4 Complete the text with the correct form of the verbs in brackets.

Usually, I (1) ... (*not enjoy watch*) football matches, but today I (2) ... (*watch*) a very important match of the national team. They (3) ... (*lose*), although they usually (4) ... (*play*) really well. The goalkeeper (5) ... (*seem*) quite tired. Our players are hard-working and talented; I (6) ... (*think*) the main problem is that their rivals are in their best form ever.

- 5 Choose the correct option to complete each sentence.

- 1 I avoid *meeting* / *to meet* people who are not honest.
- 2 Don't be so reserved! You need *showing* / *to show* more emotion to people.
- 3 Sitting at home at the weekend is not for me! I prefer *hanging* / *to hang* out with friends.
- 4 We're having a party at the weekend. If you decide *joining* / *to join* us, call me.
- 5 Jake is really helpful. He always agrees *doing* / *to do* the shopping for his elderly neighbour.

- 6 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

- 1 He doesn't like football.
INTO
He's ...
- 2 It's not really nice for Jack to swim in the lake.
ENJOY
Jack ... in the lake.
- 3 It's not a problem for me if I have to get up early.
MIND
I ... up early.
- 4 Peter is in front of the TV and there's a comedy on.
WATCHING
Peter ... on TV.
- 5 I like rap music most.
FAVOURITE
Rap ... of music.

- 7 Listen to five short recordings. Match each speaker (1–5) with the correct sentence (a–e). 2

- | | |
|-------------|--------------------------------------|
| 1 Speaker 1 | a is talking about their appearance. |
| 2 Speaker 2 | b is angry. |
| 3 Speaker 3 | c seems upset. |
| 4 Speaker 4 | d is helpful. |
| 5 Speaker 5 | e is giving their honest opinion. |

- 8 Work in pairs. For each event in exercise 3, tell your partner when it happened to you or when you think it will happen.

I started school in 2005.

I think I will get married when I'm 25.

Starter 2

- | | |
|-----------------------|-------------------|
| • places to live | • past simple |
| • rooms and furniture | • past continuous |
| • home equipment | • used to |
| • moving house | |

- 1** Choose the best definition for each word, then find the best word in the box for the other definition. There are some extra words in the box that you do not need.

armchair capital developer old town rural area
sports centre suburban area vacuum cleaner

- 1** refrigerator
 - a** an electric device used for removing dust from floors and carpets
 - b** a device in the kitchen where food is kept at low temperatures
- 2** urban area
 - a** an area typical of cities
 - b** an area typical of the countryside
- 3** district
 - a** a part of a city
 - b** the main city in a country
- 4** interior designer
 - a** a person who builds houses in the city for new residents
 - b** a person who decides what the rooms inside the house will look like
- 5** entertainment area
 - a** part of a city with the historical buildings, the town hall and main square
 - b** part of a city where you can find a cinema, a concert hall or an art gallery

- 2** Listen to Brenda answering questions about moving house. Then complete the text with one verb in each gap.  **3**

Brenda moved to a new place last month. She (1) ... a flat in Wrocław. She (2) ... the offer on the internet. It (3) ... her over a month to move all her things there. She didn't (4) ... the colours of the walls there, so she (5) ... her bedroom blue.

- 3** Complete the text with the correct form of the words in the box. There are two words that you do not need.

accommodate combine direct educate
explore locate transport

Remember that your (1) ... is not limited to just schools which are in your home town! If you live in a small town or a village, there may not be a lot of interesting high schools in the neighbourhood. In that situation, you may want to go to a school far from home. If you decide

to do so, you can find (2) ... in places called dormitories. The (3) ... of a dormitory is usually quite convenient – it's close to the school or university, and even if it's not within walking distance, systems of (4) ... in most big cities are quite advanced, so there are always some buses or trams going in the (5) ... of your school.

- 4** Complete the sentences with the correct form of the verbs in brackets.

- 1** Diana ... (get) a lot of inspiration from the internet when she ... (decorate) her new flat last year.
- 2** Jake and Lisa first ... (meet) at university. They ... (both study) interior design.
- 3** When I entered the room, Peter ... (sit) in front of the TV, but he ... (not watch) it.
- 4** Peter ... (look) for an unusual place to build a house when the developer ... (suggest) a place by the lake.
- 5** The children ... (not play) in the garden when I looked out of the window. They ... (tidy) their room.

- 5** Write sentences about people's past habits using *used to*.

- 1** Tom ... (share) a bedroom with his brother when he was younger.
- 2** Jack ... (not live) in a big city when he was at primary school.
- 3** ... (Sheila / design) the interior of houses when she worked in London?
- 4** Jason ... (rent) a flat when he was a student.
- 5** Samantha's parents ... (not spend) much on modern furniture.

- 6** Match the reasons (1–3) with the consequences (a–c). Then write sentences using linking words.

- | | |
|--|---|
| 1 Ron's bathroom is too small for a washing machine. | a He rented a flat. |
| 2 Michael didn't have enough money to buy an apartment. | b The rent is quite high. |
| 3 Tom's flat has a lot of hi-tech appliances. | c He keeps it in the utility room. |

- 1** As ...
- 2** ... , so ...
- 3** That's why ...

- 7** Work in pairs. Ask and answer questions about particular times of the day yesterday or at the weekend. Use the past continuous tense.

What were you doing on Sunday afternoon?

I was visiting a famous art gallery. And you?

I was hiking in the mountains with my friends.

Starter 3

- health
- illnesses
- common health problems
- parts of the body
- healthy lifestyle
- quantifiers: *how much/many, some, any, a lot of, a little, a few*
- phrasal verbs

1 Listen to five pieces of advice from the doctor. Match each piece of advice (1–5) with the health problem (a–e).



- | | |
|------------|---------------|
| 1 Advice 1 | a broken arm |
| 2 Advice 2 | b headache |
| 3 Advice 3 | c runny nose |
| 4 Advice 4 | d cough |
| 5 Advice 5 | e stomachache |

2 Choose the best option for each definition.

- You have five of them on each hand:
finger / toe / wrist
- The joint between your foot and the rest of your leg:
wrist / ankle / hip
- Part of a face where men grow their beards:
chin / mouth / forehead
- The organ which pumps blood around your body:
lung / throat / heart
- You can smell aromas with it:
tongue / nose / ear

3 Choose the correct option to complete each sentence.

- How *much / many / little* times in a year do you visit your doctor?
- There were *a little / much / a lot of* patients at the doctor's, so I had to wait for over an hour.
- You spend too *lot of / much / many* time on your laptop. It will damage your eyesight.
- Are there *some / a little / any* symptoms of this illness?
- A little / Many / Any* sugar is OK in your diet, but too much is definitely unhealthy.

4 Match the words (1–5) with the synonyms (a–e).

- | | |
|--------------|------------|
| 1 understand | a quiet |
| 2 ill | b thin |
| 3 workout | c realise |
| 4 calm | d unwell |
| 5 slim | e exercise |

5 Complete the text with the words in the box. There are two extra words that you do not need.

doctors exercise nervous quiet realise thin unwell

How much do you care about your physical and mental condition? Remember that regular (1) ... is very important. You don't have to go to the gym – just a few press-ups or squats at home will do. Also, a good diet will help you. Low-fat and low-sugar food will help you stay (2) Stress can do a lot of harm to your organism, so try to live a (3) ... life, without worrying too much. It's important to (4) ... that sleep is an essential factor – people who sleep less than six hours a day often have problems with their health. And remember, if you feel (5) ... , don't hesitate to visit the doctor as soon as possible!

6 Match the parts of the sentences.

- | | |
|---|--|
| 1 Many students from my school belong ... | a up smoking a few months ago. |
| 2 There are a few nice places in town to hang ... | b to the local gym. |
| 3 Summer is the best time to take ... | c up some water sports, like surfing or sailing. |
| 4 My father gave ... | d out with friends after school. |
| 5 He's got a hard job. He has to deal ... | e with a lot of stressful situations every day. |

7 Find phrasal verbs in the sentences in exercise 6 which are synonyms for the phrases.

- start doing an activity
- stop doing something
- take action to solve a problem
- spend time outside with friends
- be a member of a group

8 Work in pairs. Discuss a few ideas about how young people can take care of their health. Find two ideas you both agree on and one you disagree on with your partner.

I think young people can walk or ride a bike to school instead of going by bus.

I don't agree. Some students live far away from school.

Well, that's true, but at least those who live close to school should try.

Starter 4

- types of school
- school subjects
- comparatives and superlatives: adjectives and adverbs
- comparative forms (as ... as, too, enough, so, such)

1 Correct the false information (in bold) in the definitions.

- 1 An entry exam is an exam you write **at the end** of your education.
- 2 **Grade 7** is the last grade of primary school in Poland.
- 3 Schools which charge fees are called **state schools**.
- 4 A canteen is the room where students can **leave their coats**.
- 5 The subject which teaches you about energy, electricity and the speed of light is **geography**.

2 Listen to five teachers saying something during their lessons. Match each teacher (1–5) with the correct subject (a–g). There are more subjects than you need.

🔊 5

- | | |
|-------------|------------------|
| 1 Teacher 1 | a maths |
| 2 Teacher 2 | b social studies |
| 3 Teacher 3 | c IT |
| 4 Teacher 4 | d history |
| 5 Teacher 5 | e chemistry |
| | f PE |
| | g geography |

3 Choose the correct option to complete each sentence.

- 1 'Bardzo dobry' on your test paper is a
a grade b register c notice
- 2 The first school in the system of education is called ... school.
a primary b secondary c state
- 3 If you make ..., your results at school are better and better.
a exchange b principle c progress
- 4 The report you get at the end of a school year is called a/an
a short test b certificate c assignment
- 5 If you get better at a subject, you ... your skills.
a retake b attend c develop

4 Complete the text with the correct form of the adjectives and adverbs in brackets (comparatives or superlatives).

Changing school from my local high school to the High School of Technology was one of (1) ... (good) decisions in my life. Teachers here are (2) ... (helpful) than the previous ones and my form tutor is (3) ... (kind) woman I could ever imagine! I have to work (4) ... (hard), but with such fantastic teachers we all learn (5) ... (easily) than in our old school.

5 Complete the sentences with the correct form of the words in the box (use suffixes -ful or -less). There are more words in the box than you need.

care cloud help hope pain stress thank use

- 1 Look at this ... sky – it's going to be a beautiful day, so we can have our PE lesson outside.
- 2 My brother is sometimes really He forgets to take notes during a lesson and then he has no idea what his homework is.
- 3 I'm so ... for all you did for me. You helped me a lot with my Biology project!
- 4 The most ... moment during an exam is when you realise how little time is left and how much you still have to write.
- 5 I'm totally ... at German. I keep forgetting even the easiest vocabulary.

6 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

- 1 History is the easiest subject for me.
AS
No other subject is ... history for me.
- 2 This school is not close enough to my house.
TOO
This school ... my house.
- 3 The exam was really hard. That's why I failed it.
SUCH
It was ... that I failed it.
- 4 I've got too little talent to sign up for drama classes.
ENOUGH
I'm ... to sign up for drama classes.
- 5 Mr Santos is such a good teacher that all his students speak Spanish fluently.
SO
Mr Santos teaches ... that all his students speak Spanish fluently.

7 Work in pairs. Choose four subjects you learn at school and discuss them using comparatives, superlatives, so, such, not as ... as, too and enough.

German isn't as easy as English.

That's right. And German grammar is so complicated for me!

Starter 5

- family
- friends
- events and celebrations
- traditions
- everyday activities
- present perfect and past simple
- present perfect with for, since, already, just, yet

1 Complete the text with the words in the box.

classmate grandfather hugged male shook

I went to see my (1) ... last weekend. He's my mother's father. I went with my (2) ... Jack. I like him very much – we sit at the same desk in most lessons. My grandad didn't know Jack, so I told him who he was. Grandad (3) ... hands with Jack and asked him a few questions about our school. We spent a nice time talking. After an hour, we had to go. Grandad (4) ... me as always, we said goodbye and went back home. By the way, do you know that I'm his only (5) ... grandchild? All his other grandchildren are girls, and there are four of them!

2 Complete the chart with the missing forms of the words.

noun	adjective
tradition	(1) ...
(2) ...	emotional
society	(3) ...
(4) ...	professional
music	(5) ...

3 Complete the sentences with the adjectives from the box. There are two extra adjectives that you do not need.

central cultural financial medical
personal political traditional

- 1 They sat around a big table in the ... part of the room.
- 2 We never discuss ... issues during family meals – they are usually too controversial.
- 3 My cousins and I often go to ... events in my city like concerts or theatre plays.
- 4 I don't usually share my ... information with others. Only my closest friends know a lot about me.
- 5 We spend Christmas at my grandparents' house. It's also our ... place for Easter.

4 Complete each sentence with the correct form of the verbs in brackets. Use the past simple or present perfect.

- 1 They ... (organise) six music festivals so far.
- 2 We ... (go) to see the Grunwald battlesite in 2018.
- 3 Jimmy ... (never / take) part in an open-air concert.
- 4 Which Polish cities ... (you / visit) this year?
- 5 Andrew ... (join) the history club last month.

5 Listen to five people leaving messages on the phone. Match each speaker (1–5) with the correct sentence (a–g). There are two sentences that you do not need.



- | | |
|-------------|--|
| 1 Speaker 1 | a has just accepted an invitation. |
| 2 Speaker 2 | b has just asked for permission to organise a party. |
| 3 Speaker 3 | c has just invited a friend to a party. |
| 4 Speaker 4 | d has just come to a friend's party. |
| 5 Speaker 5 | e has just rejected an invitation. |
| | f has just returned from a party. |
| | g has just changed their plans for a party. |

6 Complete the sentences with the words in the box.

for just never since yet

- 1 I've ... quarrelled with my best friend. We always think the same way.
- 2 I haven't had a good party ... months. It's time to organise something!
- 3 This invitation has ... come by email. Are you going to accept it?
- 4 Jake and Tina haven't talked to each other ... their last argument.
- 5 Have you found a good place for you eighteenth birthday party ... ?

7 Translate the Polish fragments of the sentences into English.

- 1 Look! That little girl (*właśnie się ukloniła*) ... to you. Do you know her?
- 2 (*Jak długo znasz*) ... your best friend?
- 3 Why do you think Jimmy (*odrzucił twoje zaproszenie*) ... ?
- 4 I want Jack to come to my party, but I (*jeszcze go nie zaprosiłem*)
- 5 I (*nie widziałem wujka odkąd*) ... he moved to another city.

8 Work in pairs. Tell your partner about the things you have already done and the things you haven't done this week.

I've already had a maths test this week.

I haven't visited my grandma yet.

Starter 6

- success and failure
- education
- prefixes: -im, -dis, -un, -in
- modal verbs: must, have to, don't have to, can, can't, should, shouldn't, mustn't
- zero conditional

1 Replace the words in bold with the synonyms in the box.

accept fail imperfect perfection successful

- After a few hours of cleaning and tidying, the boys' bedroom reached **an ideal state**.
- It took me a long time to **feel OK about** the fact that I don't have to be the best at everything.
- His career has been **full of positive effects** ever since he was transferred to London.
- Even if you **don't achieve the desired result** at the first attempt, don't give up. Try harder until you succeed!
- His design was **with some defects**, but the jury decided it was the best anyway.

2 Complete the sentences with the words in the box. Add the correct prefixes to change the meaning of the words.

agree correct formal precise usual

- It was an ... meeting. We didn't inform our boss about it.
- The instructions were Some of them could be interpreted in two different ways.
- This is a really ... show. I haven't seen anything like it before.
- Some of your answers in the test were You should look at it and check your mistakes.
- I'm sorry, but I have to Your plan will take too much time and money.

3 Complete the text with the correct form of the verbs in the box.

be find have make revise work

Are you having a hard time at school? If you (1) ... for a test, you should (2) ... a quiet place to do it. Remember that your brain (3) ... better if it doesn't (4) ... too much noise from outside. If there (5) ... new words you have to learn by heart, you may try to (6) ... notes on them. Anyway, good luck with your test!

4 Put the words in the correct order to make sentences.

- Maybe something went wrong during the installation. ... reinstalling it. (try / to / want / may / you)
- ... your teacher to explain it to you again. (ask / should / you)

- ... get a summer job to earn some money. (need / you / to / may)
- I started taking an earlier bus to school and ..., too. (may / you / work / it / for)
- I'm ... Chris could let you use his old mobile for some time. (think / I / not / but / sure)

5 Listen to five people talking about their problems. Then match each speaker (1–5) with a piece of advice (1–5) in exercise 4.  7

Speaker 1 ...
Speaker 2 ...
Speaker 3 ...
Speaker 4 ...
Speaker 5 ...

6 Choose the correct option to complete each sentence.

- Everything is up to you. You ... take part in the tournament if you don't want to.
a can't
b mustn't
c don't have to
- What you said to Rick was not very polite. You ... apologise to him.
a need
b should
c shouldn't
- This is a pedestrian zone, sir. You ... enter here in your car.
a mustn't
b don't have to
c should
- Yes, you can stay with us in the room, but you ... be very quiet. We're working on our school project.
a have to
b can
c don't need
- Of course, there are enough sandwiches for everyone. You ... have as many as you wish.
a must
b should
c can

7 Work in pairs. Think about two things you were unsuccessful at. Your partner should give you some advice on how to succeed next time.

I was on a healthy diet some time ago, but I gave it up after a week.

You may want to try a diet which includes the food you like, with some nice vegetables or fruit, for example.

Starter 7

- food
- meals
- flavours
- predictions and future arrangements: will, might, going to, present continuous
- first conditional

1 Match each description (1–5) with two words in the box.

beef	chilli	coffee	ice cream	milkshake
pasta	pepper	pizza	pork	tea

- 1 A very hot kind of spice.
- 2 A type of meat from a popular farm animal.
- 3 A popular cold dessert made from milk and fruit.
- 4 Very popular type of Italian food served with tomato sauce.
- 5 A hot drink, often served in a cup, which many people drink for breakfast.

2 Listen to five situations. Match each situation (1–5) with the place (a–e) where it takes place.  8

- | | |
|---------------|-------------------|
| 1 Situation 1 | a in a kitchen |
| 2 Situation 2 | b in a shop |
| 3 Situation 3 | c in a restaurant |
| 4 Situation 4 | d on a farm |
| 5 Situation 5 | e at the cinema |

3 Choose the correct option to complete the text.

Jane (1) *is giving / won't give* her presentation at school tomorrow. It's about food around the world. She (2) *might discuss / is going to discuss* how different regions depend on completely different types of basic food. She wants to check on the internet for some nice photos of food to include in her presentation. If her teacher likes it, Jane (3) *might get / is getting* a 'six' for it. She really hopes other students (4) *will also enjoy / are also enjoying* the presentation. And she's sure their presentations (5) *are going to be / will be* worth watching, too.

4 Complete the sentences with the correct form of the words in capitals.

- 1 The ... are worried because the frequent storms are damaging the crops in their fields. **FARM**
- 2 ... of gluten-free and vegetarian food is growing. Is it just a fashion or is this kind of food really healthier? **PRODUCE**
- 3 Typically rural areas are disappearing because of the rapid ... of urban regions. **DEVELOP**

- 4 Scientists have confirmed the ... of healthy diet on how long we live. **IMPORTANT**
- 5 The company's greatest ... was a new system of collecting vegetables from the fields. **ACHIEVE**

5 Complete the sentences with the correct form of the verbs in brackets. Use the first conditional.

- 1 When I ... (go) to the countryside next month, I ... (try) fresh milk from my uncle's farm.
- 2 I think I ... (join) Greenpeace when I ... (finish) school. I'd like to do something for the environment.
- 3 ... the prices of basic food products ... (rise) if this hot weather ... (continue)?
- 4 If the shops ... (not pay) the farmers more for their fruit, they ... (find) other ways to sell their produce.
- 5 We ... (not increase) our production if we ... (not introduce) new harvesting methods.

6 Translate the Polish fragments of the sentences into English.

- 1 If we develop new methods of growing crops, (możemy rozwiązać) ... many problems of countries where there is not enough food.
- 2 (A może byśmy zaczęli) ... growing our own vegetables in the garden?
- 3 (Wadą tej restauracji) ... is that there are too few waiters in peak hours.
- 4 (Nie polecałbym) ... this shop, because the owner is quite rude to customers.
- 5 If the population of bees (nie wzrośnie) ..., honey will become a luxury and a very expensive product.

7 Work in pairs. Plan some activities you could do together at the weekend. Use polite phrases to suggest things.

How about going bowling this weekend?

Great! Maybe we should also take Marek and Tomek.

We could have a barbecue on Saturday.

Great idea! I'll invite some friends.

Starter 8

- shopping, types of shops
- buying and selling
- advertising
- defining relative clauses
- second conditional

1 Match the words (1–5) with the definitions (a–e).

- | | |
|-----------------|------------|
| 1 advertisement | 4 cotton |
| 2 recycling | 5 designer |
| 3 complaint | |
- a a popular material for T-shirts, socks or underwear
b the process of using the same product again
c a person who decides what a new product will look like
d when there is a problem with the quality of a product you bought and you want to return it
e information in a newspaper, on the internet, etc., which encourages the reader to buy a product

2 Choose the correct option to complete the text.



My sofa was so old that I decided to (1) *pick / sell / throw* it away and buy a new one. There was nothing interesting in the local (2) *grocery / furniture / stationery* shop, so I checked the offers (3) *to take away / online / on loan*. I found a website which offered designer sofas (4) *manufactured / packed / returned* from recycled industrial materials. What caught my eye immediately was a yellow sofa made from an oil tank. I picked it from dozens of other designs without thinking much. The (5) *receipt / billboard / delivery* took a few days, but the sofa is finally here and it's just awesome!

3 Complete the text with the missing fragments (a–e).

What do you do with the plastic bottles (1) ...? You can use them to make things (2) ... or they can just be nice decoration. The easiest way is to cut the bottom part off and use it as a small pot (3) It may look interesting if you fill it with some decorative soil (remember that the plastic is transparent!). But there are people (4) ... like piggy banks, chandeliers or decorative containers! There was also a man (5) ... using bottles as bricks. Amazing, isn't it?

- a who built his house
b which will easily hold a plant or two
c that will have new functions
d which are left after drinking your favourite fizzy drink
e who can change plastic bottles into really amazing objects

4 Complete the phrases with the words in the box to make compound nouns.

bin board boat fisher surfing

- | | |
|-------------------|---------------|
| 1 ... destination | 4 ... man |
| 2 rubbish ... | 5 fishing ... |
| 3 skate ... | |

5 Complete the sentences with compound nouns in exercise 4.

- 1 The ... spent the whole evening cleaning his nets.
2 We filled the whole ... with old clothes which were too worn to use any longer.
3 There was only one ... in the small bay near the coast and I could see one man in it.
4 The boy got a new ... and decided to try it out in the park at once.
5 The Portuguese coast is a popular ... for many fans of water sports.

6 Combine the sentences. Use the correct relative pronoun and make necessary changes.

- 1 This is a lamp. I made it from some old toys.
2 Laura is a designer. She specialises in reusing old furniture.
3 We didn't need the clothes. One of the charities took them.
4 Some people will never design beautiful things. They lack creativity.
5 Upcycling is a way of creating unusual things. It also helps reduce waste and pollution.

7 Complete each sentence with the correct form of the verbs in brackets. Use the second conditional.

- 1 If George had enough money, he ... (buy) a new sofa for the living room.
2 Students would be more ecologically-friendly if they ... (learn) more about the environment at school.
3 You could still use this old chair if you only ... (repair) the seat.
4 If our school started an upcycling course, I'm sure many students ... (sign) up.
5 We could change these old clothes into something useful again if we ... (find) some inspiration on internet fashion blogs.

8 Work in pairs. Discuss three products which you believe have too short a 'lifespan'. Is there any way to reuse them?

You can give old blankets to a pet shelter – they use them to keep the animals' boxes warm.

If you have a new smartphone, you can still use the old one as an alarm clock or a music player.

1 In touch with your feelings

Hundreds of anonymous black and white photos make up a giant collage on the floor of the Panthéon in Paris, created by the French artist, JR.

IN THIS UNIT YOU LEARN

VOCABULARY

- feelings and emotions
- personal values
- films, film reviews

GRAMMAR

- subject/object questions
- present simple
- present continuous
- present perfect

SKILLS

Listening

- descriptions of explorers' work
- body language and showing emotions
- matching

Reading

- smiling and showing emotions
- fake and genuine smile
- suffixes *-ment, -ness, -ion, -ed, -ous, -ly*
- true/false

Speaking

- talking about films
- asking follow-up questions

Writing

- review

CRITICAL THINKING

- rhetorical questions



1A Vocabulary

Describing emotions

Talking about feelings and emotions

- 1 Work in pairs. Describe the photo on pages 12–13. Then answer the questions.
 - 1 What message do you think the artist is trying to communicate in this project?
 - 2 What kind of art appeals to you most? Why?
 - 3 Tell your partner about a situation when something went wrong during a cultural event you took part in.
- 2 Match the sentences (1–9) with the follow-up comments (a–i).
 - 1 I sometimes get **scared** when I'm on my own.
 - 2 You must be **delighted** – that's great news!
 - 3 I'm feeling more **relaxed** now it's Saturday.
 - 4 I got a bit **confused** at the start of the film.
 - 5 My brother isn't normally this **nervous**.
 - 6 Travelling to school on your own can be quite **lonely**.
 - 7 My parents started to dance. I was so **embarrassed**!
 - 8 At the moment I'm feeling quite **stressed**.
 - 9 Please don't be **angry** with me.
 - a But it was great to see them having fun.
 - b It's been a very busy week, so it's nice to have some time off.
 - c I've got so much work to do.
 - d I was only trying to help.
 - e I don't even like being at home without anyone else, really.
 - f He's doing a presentation in class this afternoon.
 - g I understood most of it, though.
 - h Sometimes I like having time to think quietly before a busy day, though.
 - i When did they tell you you're in the team?
- 3 Complete the questions with the adjective in bold in exercise 2.
 - 1 Are you ... of anything, like spiders, for example?
 - 2 Have you ever been really ... with your exam results?
 - 3 Do you get ... if you cry in public?
 - 4 Is it possible to feel ... when you are with lots of people?
 - 5 Do you get ... before going to the dentist or speaking in class?
 - 6 When you're feeling ..., what do you do to relax?
 - 7 Are you ... about the meaning of any new words today?
 - 8 If someone is late, do you feel ... ?
 - 9 Does reading make you feel ... ?
- 4 Use the adjectives in the box to describe how people may feel in the situations. You can use more than one adjective in each sentence.

annoyed bored confused delighted disappointed embarrassed excited
interested relaxed scared shocked stressed surprised worried

 - 1 Mike is just starting his Matura exam in English. ...
 - 2 The satnav tells Andrew to turn left, but... there's no left turn there. ...
 - 3 Jimmy's mum tells his girlfriend stories from his earliest childhood. ...
 - 4 Patricia is going on a three-day school trip tomorrow. She can't wait to go. ...
- 5 Work in pairs. Choose some other adjectives in the box in exercise 4 and tell your partner about the last time you felt like that.

1B Listening

Listening to descriptions of explorers' work and people talking about showing emotions

- 1 Work in pairs. Look at the photo and answer the questions.
- 1 What do you know about tigers?
 - 2 Can photographers take photos like this safely? How?
 - 3 How would you feel if you came face to face with a tiger in the wild?

- 2 Listen to descriptions of three National Geographic explorers' work. Complete the chart.  9

	Where does the story take place?	What animal(s) does he mention?	What feeling(s) is he describing?
Matthew Luskin			
William Allard			
Chris Bashinelli			

- 3 Listen again. Which explorer (Matthew, William or Chris):  9

- 1 described an event with a happy ending for someone who wasn't the speaker?
- 2 did something he had never done before?
- 3 wasn't talking about his emotions?
- 4 was trying to solve a problem in his work?
- 5 was probably very tired?
- 6 was surprised at how he felt?

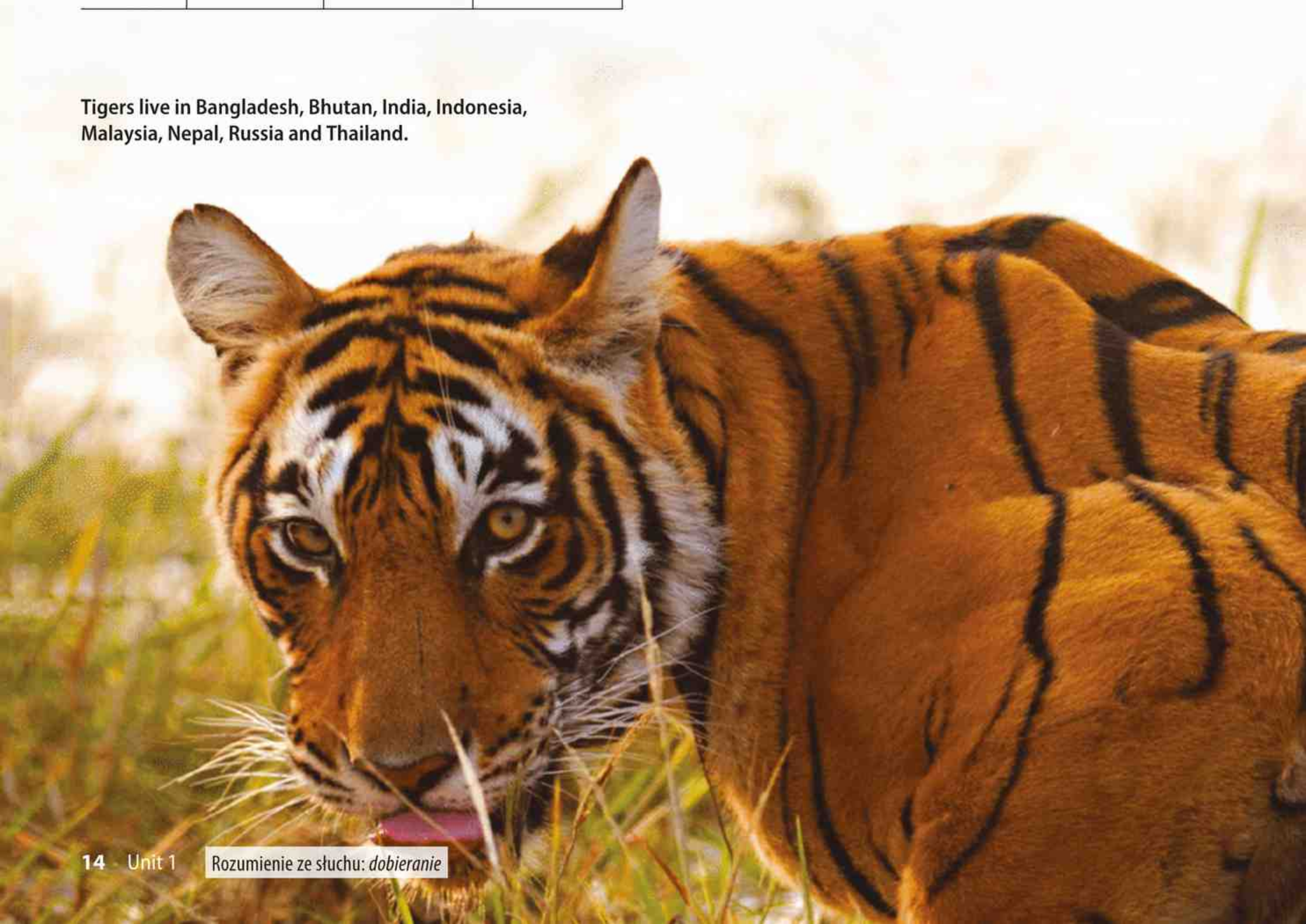
- 4 Listen to four people talking about how our bodies show our emotions. Match each speaker (1–4) with the correct sentence (a–e). There is one extra sentence that you do not need.  10

This speaker:

- a managed to hide their real feelings.
- b interprets another person's behaviour for a friend.
- c misinterpreted someone's behaviour.
- d is talking to a large group of people.
- e got in trouble for showing their emotions.

1	2	3	4
			

Tigers live in Bangladesh, Bhutan, India, Indonesia, Malaysia, Nepal, Russia and Thailand.



1C Grammar 1

Subject/object questions

Asking questions about feelings and emotions

- 1 Work in pairs. Can you remember the answers to the questions? Listen to William's story again and check your answers.  11

- 1 What does William Allard do?
- 2 Who killed Eduardo's sheep?
- 3 Who collected money for Eduardo's family?
- 4 How much did they collect?

Subject/object questions

- a *Who collected money for Eduardo's family?* **National Geographic readers** collected money for him.
- b *How much did they collect?* They collected **over \$7,000**.

More explanation in Grammar reference on p. 24.

- 2 Read the questions in the Grammar box. Then choose the correct option to complete each sentence.

- 1 The question word in question a / b asks about the subject of the answer (subject question).
- 2 The question word in question a / b asks about the object of the answer (object question).
- 3 To make a subject / an object question in the present simple and past simple we need an auxiliary verb, e.g. *do, does, did*.
- 4 Subject / Object questions in the present simple and past simple do not need the auxiliary verb *do* or *did*.

More exercises in Grammar practice on p. 25.

Do exercises 1–2.

- 3 Use the prompts to write questions about Chris Bashinelli's and Matthew Luskin's stories.

- 1 whose story / happen / in Mongolia?
- 2 what / the men / invite / Chris / to do?

- 3 what / Chris / say / about the experience?
- 4 what / Matthew / studying?
- 5 how many people / tigers / kill / before the expedition?
- 6 how many people / hide / in the tree?

- 4 Complete the questions about emotions.

- 1 How often ... ?
I laugh every time I'm with my friends.
- 2 What TV programmes ... ?
Singing competitions on TV make me angry.
- 3 Who ... ?
My little sister cries the most in my family, definitely!
- 4 Which horror films you've seen ... ?
Don't Breathe and *Krampus* were both scary, but *Don't Breathe* scared me the most!
- 5 When you feel confused about homework, what ... ?
I call a friend!
- 6 Who ... you recently?
My mum embarrassed me an hour ago!

- 5 Work in pairs. Ask and answer the questions in exercise 4.

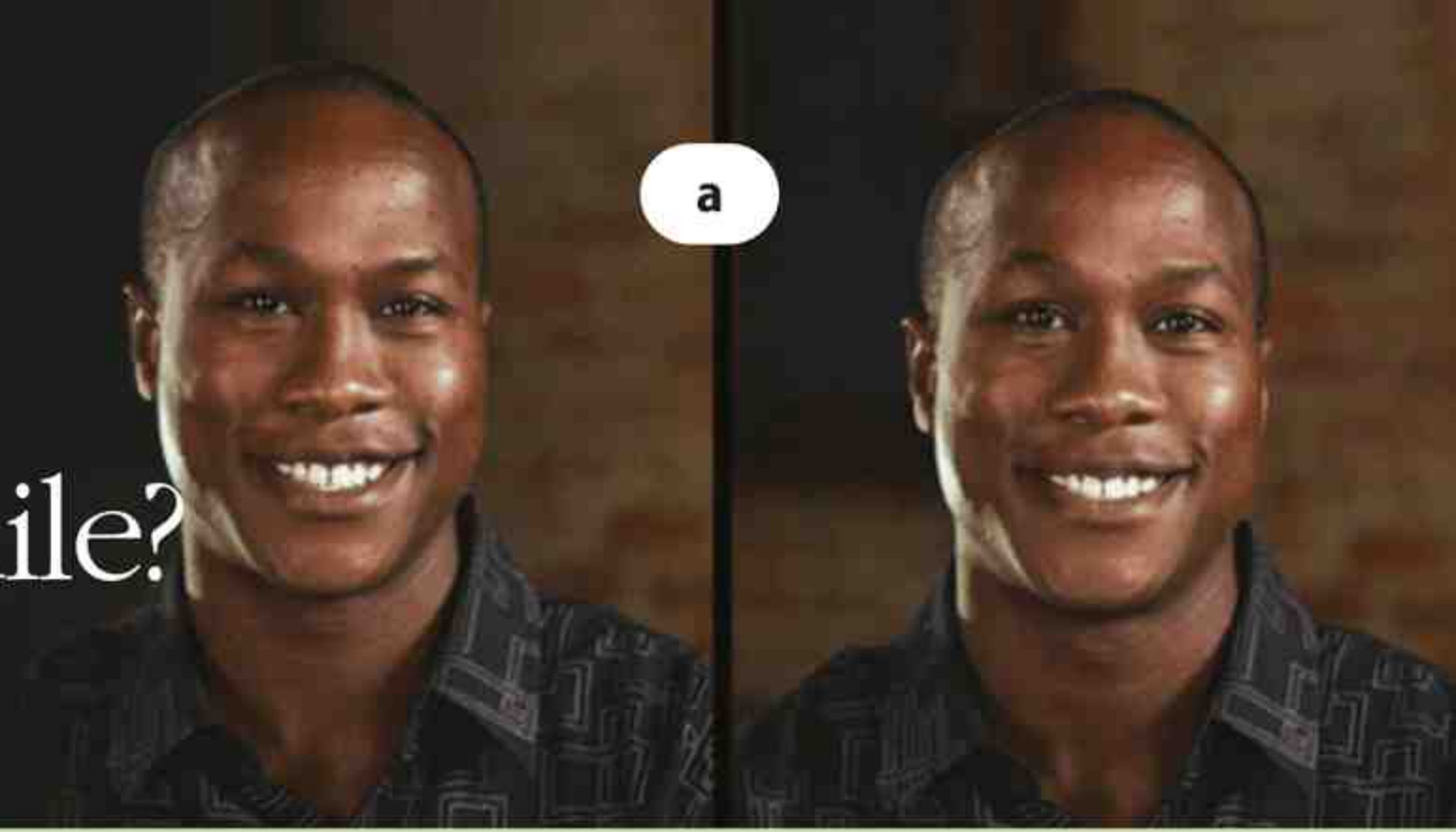
- 6 Translate the Polish fragments of the sentences into English.

- 1 (*Ilu ludzi powiedziało*) ... that they were interested in the show?
- 2 (*Ilu ludziom powiedziałeś*) ... that you were scared of this man?
- 3 (*Kto czuł się*) ... surprised by the way the movie ended?
- 4 (*Która piosenka sprawiła*) ... you feel relaxed?
- 5 (*Której piosenki słuchasz*) ... when you feel stressed?

- 7 Work in pairs. For each sentence 1–5, Student A asks a question about the underlined words, Student B asks about the words in bold.

- 1 Jamie's brother bought a new **bike** yesterday.
- 2 **Five thousand** people came to see the match of the local team.
- 3 **Classical** music makes plants grow better.
- 4 The students were irritated by the **unexpected test**.
- 5 **Many teenagers** would be excited to work as police officers.

Why do people smile?



12 'Say cheese!' In English-speaking countries, this is what you say to people to make them smile before you take their photo. 'Service with a smile' is a common message for shop assistants and receptionists. Workers in call centres are even told to smile so they sound friendly when they speak to customers on the phone! The idea is that callers will notice if the phone operators aren't smiling. But why should we want people to smile?

We've always known that smiling can express enjoyment, affection or friendliness, but we're learning more and more about facial expressions,

and realising that their effect on our relationships is more powerful than that. We know that smiling helps us connect with other people in social situations and get out of arguments and embarrassing situations. We know from studies that smiling regularly may even increase the chances of living longer. In fact, it's such an important part of being human that we start it very young. You probably started smiling to show your happiness when you were just a few weeks old, but you've known how to smile for even longer. Unborn babies get used to moving their facial muscles by smiling, in the same way they practise kicking using their leg muscles. And we aren't the only animals that

VOCABULARY BUILDING Suffixes

We can make nouns and adjectives from other words by adding suffixes.

base word	suffix	noun
embarrass	-ment	embarrassment
nervous	-ness	nervousness
depress	-ion	depression

base word	suffix	adjective
confuse	-ed	confused
nerve	-ous	nervous
friend	-ly	friendly

1 Make nouns using *-ment*, *-ness* or *-ion*. Use a dictionary if necessary.

- | | | |
|-----------|----------------|------------|
| 1 nervous | 4 disappointed | 7 confused |
| 2 sad | 5 happy | 8 lonely |
| 3 excited | 6 exhausted | |

2 Complete the sentences with a noun or an adjective from exercise 1.

- Many people say that money can't buy ..., but I think it helps.
- I felt quite ... at summer camp. It was my first time away from home and I didn't know anyone.
- I had to sing on my own in the show. I felt so ... that I couldn't sleep.
- Jake worked hard at his exams. He didn't want to be a ... to his parents.

5 There was a lot of ... in the class. The teacher said the school trip was on Wednesday but the email said Thursday.

READING

Understanding a text about the importance of smiling

- Work in pairs. Try to make your partner smile. How easy is it? Then discuss the questions.
 - Look at the pairs of photos (a–c). Which smiles do you think are genuine (real)? Which smiles do you think are fake (not real)?
 - Why would you pretend to smile?
 - Are you good at recognising genuine and fake smiles?
- Make a list of things that make you smile. Compare your list with a partner.
when my team wins a match, chocolate, ...
- Read the article quickly. Choose the best subtitle.
 - How our bodies affect our emotions
 - The secret power of smiling
 - Smiling expresses many emotions
- Read the article again. Are the sentences true (T) or false (F)?
 - Some workers are taught to smile when they speak to people who can't see them.
 - Smiling will make you even more embarrassed.
 - You learn to smile before you are born.



smile to communicate happiness – chimpanzees do it, too, suggesting that smiling existed before we did!

Have you ever been in this situation: you are angry with a friend but you can't stay angry because they're smiling at you? This is because smiles pass from person to person, and it's hard not to smile back. We actually lose some control of our own facial muscles when we look at someone smiling at us. When this happens, we automatically copy their expression, and smiling like them may actually help us understand their emotions better.

Being happy makes us smile, of course. But smiling also makes us happy. Scientists can take pictures of

the brain to see what happens when a person is happy. They see the same effect when the person smiles, whether they're really happy or not. So a smile isn't just a sign to others; it is also a message to our brain telling it to feel happy. One study showed that a smile can have the same positive effect on the brain as eating 2,000 bars of chocolate! So, even if you're feeling depressed, a fake smile can make all the difference. If you know someone who's always smiling, perhaps they're using it to control their emotions. Why not control your emotions the same way? If you sometimes feel sad, worried or angry, try smiling. You might feel better.

- 4 No other animal smiles for the same reasons as humans.
- 5 Eating chocolate has a more powerful effect on our emotions than smiling.
- 6 The writer of the article thinks that it's wrong to smile if we do not feel happy.

7 Summarise the article in no more than twenty words.

Smiling ...

8 MY PERSPECTIVE – SPEAKING

Work in groups. Discuss the questions.

- 1 Do you think smiling really is a good way to feel better?
- 2 What do you do if you aren't feeling very happy?
- 3 Who do you think smiles more, younger or older people, women or men? Why?
- 4 Do you know anyone who smiles too much/doesn't smile enough?

CRITICAL THINKING Rhetorical questions

9 Work in pairs. Read the Critical thinking box and discuss the questions (1–4).

Rhetorical questions are used to make a point, but a reply is not expected. They are often used to:

- tell readers what information they can expect to read,
- emphasise a point,
- make a suggestion,
- persuade,
- help readers relate the text to their own experience.

- 1 Look at the title of the article and list all the reasons the writer gives for why people smile.
- 2 Why is it a good idea to have a question as a title?
- 3 There are three more questions in the article. Find them. Match the questions with three of the functions in the Critical thinking box.
- 4 Write a question to include in the article for one of the other two functions.

10 Read about the 'Pan Am smile'. Complete the text with the correct form of the words in brackets.

The 'Pan Am smile' is named after the flight attendants with this old American airline. They were famous for their (1) ... (*friend*) customer service and for always smiling at the passengers. Everyone knew that these smiles weren't genuine but they were an (2) ... (*express*) of friendliness and had a positive effect on the passengers.

We all use Pan Am smiles because there are many situations where showing (3) ... (*unhappy*) would be rude. Smiling has the important social function of keeping people happy.

But how can you tell the difference between a genuine smile and a fake smile? In the nineteenth century, (4) ... (*fame*) French scientist Guillaume Duchenne noticed that we use two sets of facial muscles to smile: around the mouth and eyes. Pan Am smiles only use the mouth, so the secret is to look at the eyes.

11 Look at the photos. Can you find the fake smile more easily?



1E Grammar 2

Present simple, present continuous, present perfect

Talking about outdoor activities using present tenses

- 1 Read the sentences in the Grammar box. Find examples of the present simple, present continuous and present perfect.

Talking about the present

- a *We've always known that smiling can express enjoyment, affection or friendliness.*
- b *We're learning more and more about facial expressions.*
- c *We know from studies that smiling may even increase the chances of living longer.*
- d *We aren't the only animals that smile to communicate happiness – chimpanzees do it, too.*
- e *You are angry with a friend but you can't stay angry because they're smiling at you.*
- f *If you know someone who's always smiling, ...*
- g *If you sometimes feel sad, worried or angry, try smiling.*

More explanation in Grammar reference on pp. 24–25.

- 2 Complete the rules by choosing *present simple*, *present perfect* or *present continuous*.

- 1 We use the ... :
 - to talk about things that are always or generally true, e.g. scientific facts.
 - to describe habits and routines (often with words like *sometimes* and *never*).
 - with state verbs, e.g. *enjoy*, *agree*, *think*.
- 2 We use the ... :
 - to talk about actions happening at or around the present time, or at the time of speaking/writing.
 - to talk about changing situations.
 - with *always* to describe actions that happen often. They may cause an emotional response in the speaker.
- 3 We use the ... :
 - to describe actions that started in the past and continue to the present.

More exercises in Grammar practice on p. 25. Do exercises 3–7.

- 3 Choose the correct option to complete the text.

(1) *Are you feeling / Have you felt* stressed at the moment? Perhaps it's because you (2) *are always sitting / have always sat* in front of a computer screen these days. So what should you do? You could be the sort of person who (3) *is usually reading / usually reads* a book, for instance, or (4) *plays / has played* video games for relaxation. Or perhaps you (5) *are believing / believe* that the answer to everyday stress is more time outside, surrounded by nature. (6) *Are you enjoying / Do you enjoy* getting away from cities, cars and computers and heading into the mountains? It's true that we (7) *need / are needing* time off work to relax, though it (8) *becomes / is becoming* more and more difficult to get away. But people (9) *enjoy / have enjoyed* forests, parks, lakes and rivers for thousands of years, so if life (10) *gets / has got* too much to cope with recently, think about taking a break in the countryside or a walk in the park, even if it's just for an hour or two.

- 4 Work in pairs. Describe the photo on the left. Then discuss the questions.

- 1 Has the man just started his trek or is he finishing his trip? Why do you think so?
- 2 Do you like trekking as a way of travelling? Why?/Why not?
- 3 Tell your partner about a school trip you really enjoyed.

- 5** Read about the effect nature can have on our brains. Complete the text with the correct form of the verbs: present simple, present continuous or present perfect.

A group of 22 students (1) ... (take) a break from their everyday lives at the University of Utah. Normally, they (2) ... (sit) in front of their computer screens studying psychology, but this week they (3) ... (camp) with Professor David Streyer in the mountains of Utah. Streyer (4) ... (spend) many years studying the effect of nature on our brains.

We (5) ... (know) about the benefits of nature on the body for many years, but now we can see what nature (6) ... (do) to the brain. Our stress levels (7) ... (drop) just by looking at photos of scenes from nature. Many people (8) ... (think) that little by little, technology (9) ... (destroy) our lives, but Streyer (10) ... (believe) that after just two or three days away from modern life, we can start to think differently and more healthily.

- 6** Read about healing forests in South Korea. Choose the correct option to complete each sentence.

- 1 Nature *is being / has been* very important in Korean culture for hundreds of years.
- 2 But most South Koreans *have lived / live* 'digital lives' in large cities nowadays.
- 3 Their lives *become / are becoming* more digital and more stressful every year.
- 4 Koreans work very long hours, and stress levels among workers and students *have gone / go* up in recent years.
- 5 The government *has believed / believes* that the answer can be found in 'healing forests'.
- 6 These are places of natural beauty where people *have gone / go* to relax, to reconnect with nature and to rest.
- 7 We now *know / have known* that spending time outside reduces stress chemicals in the body and helps it to fight disease.
- 8 Currently there *have been / are* 37 healing forests in Korea, and they are becoming very popular.
- 9 Many of them *have been / are* close to big cities like Seoul, where people can get to them easily.
- 10 People *are often going / often go* there to walk, learn about plants, do yoga or just relax under the trees.

- 7** Use the prompts to write questions using the best tense: present simple, continuous or perfect.

- 1 you / go / to the countryside much recently?
- 2 where / you / usually / go / to spend time outdoors?
- 3 what / you / like / doing in the countryside?
- 4 your parents / always / make / you do activities that you don't enjoy? What?
- 5 you / normally / feel / relaxed when you get home?
- 6 you / always / check / your mobile phone, or can you leave it at home?
- 7 if / you / live / in a town or city, / you / be / happy?
- 8 you / plan / to go to the countryside any time soon?

- 8** Work in pairs. Ask and answer the questions you wrote in exercise 7.

- 9** Work in groups. Discuss the questions.

- 1 Are young people spending as much time in the countryside now as in the past? Why?/Why not?
- 2 What are the advantages of doing outdoor activities?
- 3 What kinds of activities do you and your friends like doing outdoors?
- 4 What outdoor activities are popular with young people at the moment?

- 10** Work in pairs. You are going to design a leaflet for an outdoor activity centre in your country. Discuss the following aspects of the leaflet:

- type of activity centre
- effect on young people's health and happiness
- ways to attract people to come
- photos and images to include in the leaflet

- 11** CHOOSE

- 1 Design your leaflet and present it to other groups.
- 2 Make a video to go with the leaflet.
- 3 Write the text for your leaflet.



1F Speaking

Talking about films

- 1 Work in pairs. Read about India's longest-running film. Discuss the questions.

The Bollywood movie *Dilwale Dulhania Le Jayenge* is one of India's most successful films. It was still showing at one cinema in Mumbai more than twenty years after it came out. It is a classic feel-good love story with a happy ending.

- 1 What does 'the feel-good factor' mean?
- 2 Are there feel-good films that people in your country watch more than once?
- 3 What are your favourite feel-good films?

- 2 Read the sentences. Check if you know the meaning of the words in bold.

- 1 I don't think anyone could survive in space for that long, but the **special effects** were amazing!
- 2 The first film was so frightening, there's no way I'm going to watch the **sequel**.
- 3 It has a great **soundtrack** but some of the actors can't sing very well.
- 4 It's an emotional story about a group of soldiers during the Second World War. The **cast** is amazing – Tom Hanks and Matt Damon are in it.
- 5 It's got a really exciting **plot**. The **ending** was a complete surprise!
- 6 There were one or two **scenes** that were so funny that I cried with laughter.

- 3 Match the types of film (a–f) with the sentences (1–6) in exercise 2.

- | | |
|-----------------|-----------------|
| a a comedy | d a musical |
| b a drama | e a sci-fi film |
| c a horror film | f a thriller |

Useful language

Asking follow-up questions

Who's in it?	So what's it about?
What else has he/she been in?	What sort of film is it?
What's the acting like?	Who directed it?
When did it come out?	Where is it set?
	Would you recommend it?

- 4 Listen to two friends talking about a film. Choose the correct options.  13

Name of film: *The Way We Were* / *The Way Way Back*
Starring: Steve Carell / Collette
Release date: 2003 / 2013
Plot: An unhappy *teenager* / *father* goes on holiday with his family and makes new friends.
Type of film: *animation* / *comedy*
Set in: *a hotel* / *a water park*
Recommended? *Yes* / *No*

- 5 Listen again. Which follow-up questions in the Useful language box do you hear?  13

- 6 Match the questions you heard in exercise 5 with the answers about a different film. Do you know the film?

- 1 It's a sci-fi film. It's the first in a series of four.
- 2 It was released in 2012.
- 3 She played one of the main characters in *X-Men: Apocalypse*.
- 4 It tells the story of a young woman who fights for her life in a competition.
- 5 In a country of the future called Panem.
- 6 It stars Jennifer Lawrence.

- 7 Work in pairs.

Student A: Tell Student B about a film you've seen.
Student B: Ask follow-up questions to find out more.

A: I watched a great film last night ... Have you seen it?

- 8 You and a group of your friends are going to spend Saturday evening at the cinema. There are three films on. Choose the best option and give reasons for your choice. Then, tell your partner why you reject the other two options.

- horror
- sci-fi
- comedy

Open-air cinema in the castle courtyard,
Esslingen am Neckar, Germany.

1G Writing

A review

Writing a review

1 Which of the expressions in the Useful language box are used to talk about books, films or both?

2 Read the review below.

A review

Breathe is Sarah Crossan's second novel, written in 2012. My teacher of English encouraged me to read it and it was a really good recommendation!

The story is set in a terrible future, a world with very little oxygen where most animals and humans have died. The survivors live in cities protected by roofs. Three friends with different abilities – Alina, Bea and Quinn – have to leave the safety of their city to find a mysterious place called The Grove.

What I really loved was the plot, which is full of action and mystery. It is an exciting book, and I could not put it down. Another thing that I really liked was the way the story is told by the three main characters. This means you get to see the same events in different ways. Also, the personal qualities of each of the main characters are presented so realistically that you can easily understand each of them. The whole story has a logical flow, although one thing makes the story confusing at one moment: a sudden change in Alina's personality. Half way through the novel, she becomes kinder and more loving, and there is no way to understand why.

I would strongly recommend *Breathe*. It reminds us that a lot of the things that we need – trees, water, air – may not be here forever. We need to protect our planet. But what makes it really worth reading is its vision of the future.

3 Read the review again. List the book's good points and the reviewer's criticisms.

4 **WRITING TIPS** Emphasis

a Read the sentences. Which sentence emphasises the way the person feels about the plot more?

- 1 I really loved the plot.
- 2 What I really loved was the plot.

b Find two more sentences in the review that add emphasis.

c Complete the sentences so that they are true for the film you talked about in exercise 7 on page 20.

- 1 One thing that I loved about the film was ...
- 2 What I found disappointing was ...
- 3 What made me really think was ...

5 Choose a film or a book you know and write a review.

Include the following elements:

- introductory sentences that give basic information about the film or book,
- a short description of the plot,
- the good and bad things about it,
- your opinion and emotional response to it,
- a sentence that tells the reader to watch or read it (or not).

Write between 200 and 250 words.

More about a review in Writing guide on p. 150.

6 Read other students' reviews. Which books or films would you like to read/see?

Useful language

Talking about films and books

<i>It stars ...</i>	<i>The special effects were a bit disappointing.</i>
<i>It's set in ...</i>	<i>The sequel is even better / not as good.</i>
<i>It tells the story of ... / It's about ...</i>	<i>It's a moving / inspiring / great / exciting / funny story.</i>
<i>It was directed by ...</i>	<i>I'd definitely recommend it.</i>
<i>It was released in ...</i>	<i>I couldn't put it down.</i>
<i>It came out in ...</i>	<i>It made me feel ...</i>
<i>It was published in ...</i>	<i>Unfortunately, I thought it was ...</i>
<i>The main character is ...</i>	
<i>The soundtrack was amazing.</i>	

Skills Review 1

ENGLISH IN USE

Słownictwo

- 1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.
- 1 Too many failures lead to ...
HAPPY
 - 2 Can you imagine your ... when you learn you've failed the exam?
DISAPPOINT
 - 3 The teacher explained the rules clearly to avoid ... during the trip.
CONFUSE
 - 4 My little brother can be really ... when he shouts out loud.
ANNOY
 - 5 I'm not that ... in what other people think of me.
INTEREST
 - 6 We can say a lot about people looking at their ... expressions.
FACE

Parafrazy zdań

- 2 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmiennionej formie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.
- 1 I can't meet you on Saturday evening because there's a match on TV.
WATCHING
I can't meet you on Saturday evening because ... a match on TV then.
 - 2 My grandma finds science fiction films boring.
GETS
My grandma ... by science fiction films.
 - 3 Jack is very hungry. He's eating his sixth sandwich.
FIVE
Jack is very hungry. He ... so far.
 - 4 I have an appointment with my dentist on Thursday.
SEEING
I ... my dentist on Thursday.
 - 5 The last time I took a break in the countryside was two years ago.
NOT
I ... a break in the countryside for two years.

Uzupełnianie luk

- 3 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.
- 1 Don't be angry ... Sam. He didn't mean to hurt you.
 - 2 Lucy was ... scared that she couldn't even say a single word.
 - 3 The lecture was very interesting and clear to me. I understood ... of it.
 - 4 When you feel tired, ... a break from everyday duties and go somewhere.
 - 5 When you go to Malta, you'll have to ... used to driving on the left.
- 4 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.
- Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

confuse enjoy fast feel have interest safe

- 1 It was great to see the kids ... fun in the swimming pool.
- 2 At the moment David ... quite stressed. He's behind with the work he has to do.
- 3 I was ... by the question he asked me. I didn't know what to say.
- 4 I don't think I will ever get ... in studying abroad.
- 5 My dad is the ... driver I've ever met. He always respects the rules of the road.

Tłumaczenie fragmentów zdań

- 5 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.
- 1 Nowadays, more and more people (spędza) ... their free time close to nature.
 - 2 (Co zwykle robisz) ... when you are angry?
 - 3 (Zawsze wiedziałem) ... that happy people smile a lot.
 - 4 Try to talk to someone (jeśli poczujesz się) ... sad.
 - 5 (Kto lubi) ... sentimental films?

Uzupełnianie zdań

- 6** Wybierz odpowiedź, która poprawnie uzupełnia zdania.
- Working hard may ... your chances of getting a promotion.
a grow **b** increase **c** carry
 - Charlie always feels ... when he's meeting new people.
a excite **b** exciting **c** excited
 - Can you ... the difference between these two paintings?
a tell **b** say **c** speak
 - What TV programmes make you ... ?
a laugh **b** laughing **c** laughed
 - What do you do if someone ... late for the meeting?
a are **b** will be **c** is

LISTENING

- 7** Usłyszysz dwukrotnie cztery wypowiedzi na temat zawierania nowych znajomości. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (a–e).
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.  14

This speaker

- a** has overcome his/her problem with shyness.
- b** avoids talking to strangers at all costs.
- c** has a curious nature.
- d** feels ignored by people he/she is talking to.
- e** chooses the people he/she talks to.

1	2	3	4
...	...	...	...

SPEAKING

- 8** Popatrz na zamieszczone w tym zadaniu zdjęcia. Twoi znajomi zaproponowali ci wspólne spędzenie weekendu za miastem. Masz do wyboru trzy możliwości.
- Wybierz propozycję, która twoim zdaniem będzie najbardziej odpowiednia, i uzasadnij swój wybór.
 - Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Odpowiedz na pytania.

- Why is changing your environment a good way to relax?
- Is it better to relax alone or in a small group? Explain why?
- A saying goes 'Laughter is the best medicine.' Do you agree or disagree? Why?/Why not?
- It is often said that in twenty years' time people will be too busy to have weekends off. Do you agree with this statement? Why?/Why not?

WRITING

- 9** Podczas wakacji uczestniczyłeś/uczestniczyłaś w obozie przetrwania. Napisz na ten temat list do przyjaciela z Irlandii.

- Opisz miejsce obozu.
- Poinformuj o przebiegu obozu.
- Napisz o zawartych nowych przyjaźniach.
- Zachęć przyjaciela do uczestnictwa w podobnym obozie i obiecaj pomoc w przygotowaniu do wyjazdu.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Hi Tom,
 I've just returned from a survival camp.
 ...
 Take care,
 XYZ

Grammar reference 1

GRAMMAR 1 Subject/object questions

Pytania szczegółowe (*Wh- questions*) rozpoczynają się od zaimków pytających, np.: (*What*) co, (*Where*) gdzie, (*Who*) kto, (*When*) kiedy, (*How*) jak. Zaimek pytający może się odnosić do podmiotu lub dopełnienia.

W przypadku pytań o podmiot zaimek pytający odnosi się do podmiotu. Nie używamy wtedy czasowników posiłkowych (*do/does*) w czasie *present simple* i (*did*) w czasie *past simple*.

'Who likes this game?' 'I like it.' (*Who* odnosi się do podmiotu).

'Which video made you laugh the most?' 'The one with the cats made me laugh the most.'
(*Which video* odnosi się do podmiotu).

Nie używamy takiej formy:

~~*Who does like the game? Which video did make...?*~~

W przypadku pytań o podmiot w innych czasach stosujemy czasowniki posiłkowe, np.: *has, will, am*.

Who is making all that noise?

Which films have made the most money?

Pytania o podmiot mają po zaimku pytającym szyk zdań twierdzących w danym czasie.

W przypadku pytań o dopełnienie po zaimku pytającym (*What, Who, Where, When, How*) używamy czasowników posiłkowych (*do/does*) w czasie *present simple*, (*did*) w czasie *past simple*, (*am/are/is/was/were*) w czasach *continuous* oraz (*have/has/had*) w czasach *perfect*.

'What do you want to buy?' 'I want to buy a CD.'
(*What* odnosi się do dopełnienia).

'Who have you spoken to?' 'I've spoken to Diane.'
(*Who* odnosi się do dopełnienia).

Nie stosujemy zaimka pytającego w pytaniach ogólnych (*yes/no questions*).

'Did you call Diane?' 'Yes, I did.'

Niektóre czasowniki mają dwa dopełnienia, np.: *tell, give, invite*. Możemy zadać pytanie o obydwa z nich.

Tim gave Anita a present.

Who did Tim give a present to? (Anita)

What did Tim give Anita? (a present)

Ćwiczenia 1–2

GRAMMAR 2 Present tenses

Present simple (czas teraźniejszy prosty)

Czasu *present simple* używamy, gdy opisujemy:

- fakty, zjawiska oraz prawdy oczywiste:

Some planets have many moons. Jupiter has at least 67!

- czynności powtarzające się i codzienne nawyki (często z przysłówkami częstotliwości: *always, often, sometimes, rarely, never*):

I don't normally go out during the week, but sometimes I go to the cinema on Saturdays.

They always go to school by bus. They never walk.

- czynności o charakterze stałym:

He lives in London.

- czynności, wydarzenia wynikające z planów (lekcji), rozkładów jazdy itp.:

We start English lesson at 2 pm.

Her plane takes off at 10 am tomorrow.

- stany uczuć, umysłu, zmysłów i posiadania z czasownikami statycznymi (*think, believe, belong, seem*).

I don't believe that you stayed at home all weekend.

Present continuous (czas teraźniejszy ciągły)

Czasu *present continuous* używamy, gdy opisujemy:

- czynności, które odbywają się w momencie mówienia lub w szerzej rozumianej teraźniejszości (dzisiaj, w tym tygodniu):

What's that man doing? He's looking for something.

We're staying in a hotel this week.

- sytuacje lub stany, które ulegają zmianom:

The world is getting warmer at a very fast rate.

- powtarzające się sytuacje powodujące irytację mówiącego (często z przysłówkiem *always*):

He's always telling lies about me. Don't listen to him!

- wydarzenia, które zostały zaplanowane i na pewno nastąpią w niedalekiej przyszłości:

We are flying to New York next Monday.

Present perfect

Czasu *present perfect* używamy, gdy opisujemy:

- sytuacje i czynności, które rozpoczęły się w przeszłości i trwają do chwili obecnej:

Natalie and I have been friends since we were young.

Więcej informacji na temat czasu *present perfect* znajdziesz w rozdziale 5.

Zdania twierdzące, przeczące, pytania

Present simple

I/You/We/They walk/don't walk every day.

He/She/It smiles/doesn't smile a lot.

Do I/you/we/they walk every day?

Does he/she/it smile a lot?

Present continuous

I'm/m not riding a bike now.

We/You/They are/aren't playing tennis.

He/She/It **is/isn't watching** a film.

Are you/we/they **riding** a bike?

Is he/she/it **watching** a film?

Present perfect

I/You/We/They **have/haven't won** the match.

He/She **has run** a marathon.

Have I/you/we/they **won** a match?

Has he/she **run** a marathon?

Ćwiczenia 3–7

Grammar practice

1 Complete each question with a question word referring to the underlined word in the answer.

- ... does Henri work? (He works in Paris.)
- ... does Ingrid do? (She's a pilot.)
- ... bus goes to the city centre? (The number 12.)
- ... saw the show yesterday? (We all saw it.)
- ... were you doing when the concert started? (We were waiting for Susan.)
- ... did Lina love in the story? (She loved Antonio.)

2 Write subject and object questions about the sentences.

- Tom dropped his phone.
a What ... ? b Who ... ?
- The children enjoy their math classes.
a Who ... ? b Which classes ... ?
- Chris watched three films yesterday.
a What ... do yesterday? b How many ... ?
- Most of the class like the new teacher.
a Who ... ? (subject) b Who ... ? (object)
- Karina has lost her bag.
a What ... ? b Who ... ?
- Lisa told Naomi the secret.
a What ... Naomi? b Who ... the secret to?

3 Choose the best option to complete the dialogues.

- A: How often *do you go / are you going* camping?
B: Not that often, but my family *plans / is planning* a trip soon.
- A: *Do you come? / Are you coming?* Hurry up!
B: Wait a minute! *I need / I'm needing* to send my brother a text.
- A: I *normally take / have normally taken* the bus to school, but this week the bus drivers *don't work / aren't working*, so I *cycle / I'm cycling* instead.
B: My mum *always takes / is always taking* me in the car.
- A: *You always play / You're always playing* computer games. You should go outside more!
B: *I'm finishing / I finish* my game now and then I'll go and meet my friends.
- A: Can you help me? *I'm looking / I've looked* for my hat. I *don't see / haven't seen* it since Saturday.

B: Sorry, *I don't know / I'm not knowing* where it is and *I'm doing / I've done* my homework right now. Can I help you look later?

4 Complete the sentences about changing situations with the correct form of the verbs in the box.

become	eat	get	go up	use
--------	-----	-----	-------	-----

- Teenagers in many parts of the world ... fatter because they ... too much.
- The temperature of the planet ... year by year.
- More and more people ... text messaging as a way to communicate.
- Cycling ... popular in cities again because driving is slow and expensive.

5 Write questions with *How long*. Use the present simple or present perfect. Ask the questions to a classmate.

- you know your best friend?
- be your journey to school?
- be at this school?
- this lesson last?
- be able to swim?
- live in your house?

6 Match the two parts of the sentences.

- I've enjoyed drawing and painting
 - I do some drawing or painting
 - I go to art class
 - I've been in the class
 - I'm painting a picture of a forest
 - In fact, I'm doing a lot of painting
 - But of course I'm not drawing anything
- a for about two years. I've learnt a lot since I started going.
b my whole life.
c nearly every day, even if it's only a quick drawing.
d right now; I'm studying English!
e these days. More than ever!
f this week.
g twice a week.

7 Use the prompts to make sentences. Use the present simple, present continuous and present perfect.

- A: What jobs / your parents / do?
B: Well, my mum is a doctor but my dad / not / work / at the moment. He / study / to be a computer programmer.
A: Oh, really? Why's that?
B: He / be / a restaurant manager for most of his life, but he wants to do something different.
A: And / he / like / computers?
B: Oh, yes, he / always / play / with computers at home. My computer / never / work / because my dad / think / he can 'improve' it!
A: Oh, no! Well, I / hope / he learns how to fix your computer on this course!

Wordlist Unit 1 15

VOCABULARY p. 13

angry with (phr) /'æŋgri wið/ zły na
annoyed (adj) /ə'noɪd/ zły; rozdrażniony
appeal to (phr) /ə'pi:l tə/ podobać się komuś
bored (adj) /bɔ:d/ znudzony
childhood (n) /'tʃaɪldhʊd/ dzieciństwo
confused (adj) /kən'fju:zd/ zdezorientowany, zagubiony
delighted (adj) /dɪ'laɪtɪd/ zachwycony
disappointed (adj) /,dɪsə'pɔɪntɪd/ rozczarowany
embarrassed (adj) /ɪm'bærəst/ zażenowany, zakłopotany
excited (adj) /ɪk'saɪtɪd/ podekscytowany
get in touch with your feelings (phr) /,get ɪn 'tʌtʃ wið jə 'fi:liŋz/ radzić sobie z uczuciami; rozumieć swoje uczucia
interested (adj) /'ɪntrɪstɪd/ zainteresowany
lonely (adj) /'ləʊnli/ samotny
make up (phr v) /,meɪk 'ʌp/ stanowić
nervous (adj) /'nɜ:vəs/ zdenerwowany
on my own (phr) /,ɒn maɪ 'əʊn/ samemu, bez niczyjej pomocy; samodzielnie
quietly (adv) /'kwaɪətli/ cicho, spokojnie
relaxed (adj) /rɪ'læksd/ zrelaksowany
satnav (n) /'sætneɪv/ nawigacja satelitarna
scared (adj) /skeəd/ przestraszony, wystraszony
shocked (adj) /ʃɒkt/ zszokowany
stressed (adj) /streɪst/ zestresowany
surprised (adj) /sə'praɪzd/ zdziwiony, zaskoczony
take part in (phr v) /,teɪk 'pɑ:t ɪn/ brać udział w
though (conj) /ðəʊ/ chociaż
time off (n) /,taɪm 'ɒf/ czas wolny
worried (adj) /'wɒrɪd/ zmartwiony

LISTENING p. 14

at full speed (adv) /ət ,fʊl 'spi:d/ na pełnej prędkości
behaviour (n) /bi'heɪvjə/ zachowanie
collect (v) /kə'lekt/ zbierać, odbierać
come face to face with (phr) /kʌm ,feɪs tə 'feɪs wið/ stawiać twarzą w twarz z
conservation (n) /,kɒnsə'veɪʃn/ ochrona środowiska
estimate (v) /'estɪmeɪt/ oceniać, szacować
event (n) /ɪ'vent/ wydarzenie
extinct (adj) /ɪk'stɪŋkt/ wymarły
furious (adj) /'fjuəriəs/ wściekły
get in trouble (phr) /,get ɪn 'trʌbl/ wpaść w kłopoty, tarapaty
gorgeous (adj) /'gɔ:dʒəs/ zachwycający
guide (n) /gaɪd/ przewodnik/przewodniczka
hunter (n) /'hʌntə/ myśliwy
manage (v) /'mænɪdʒ/ zdołać
mention (v) /'menʃn/ wspominać
misinterpret (v) /,mɪsɪn'tɜ:prɪt/ błędnie zinterpretować
nearby (adv) /,niə'baɪ/ w pobliżu
rain forest (n) /'reɪn ,fɒrɪst/ las deszczowy
ranger (n) /'reɪndʒə/ leśniczy; strażnik leśny/strażniczka leśna
research (n) /rɪ'sɜ:tʃ/ badanie, badania (naukowe)
safely (adv) /'seɪfli/ bezpiecznie

set off (phr v) /,set 'ɒf/ wyruszać
solve (v) /sɒlv/ rozwiązywać

GRAMMAR 1 p. 15

auxiliary verb (n) /ɔ:g,zɪlɪəri 'vɜ:b/ czasownik posiłkowy (gram.)
competition (n) /,kɒmpə'tɪʃn/ konkurs, zawody
irritated (adj) /'ɪrɪteɪtɪd/ rozdrażniony
object (n) /'ɒbdʒekt/ dopełnienie (gram.)
prompt (n) /prɒmpt/ podpowiedź
recently (adv) /'ri:sntli/ ostatnio
scare (v) /skeə/ przestraszyć
subject (n) /'sʌbdʒekt/ podmiot (gram.)
unexpected (adj) /,ʌnɪk'spektɪd/ niespodziewany

READING pp. 16–17

actually (adv) /'æktʃuəli/ właściwie, faktycznie
affect (v) /ə'fekt/ wpływać na
affection (n) /ə'fekʃn/ uczucie, przywiązanie, wzruszenie
argument (n) /'ɑ:gjəmənt/ kłótnia
bar (n) /bɑ:/ tabliczka
brain (n) /breɪn/ mózg
call centre (n) /'kɔ:l ,sentə/ centrum obsługi telefonicznej
caller (n) /'kɔ:lə/ osoba dzwoniąca
common (adj) /'kɒmən/ powszechny
compare (v) /kəm'peə/ porównywać
confusion (n) /kən'fju:ʒn/ zamieszanie, dezorientacja
control (v) /kən'trəʊl/ kontrolować
copy (v) /'kɒpi/ naśladować, kopiować
customer (n) /'kʌstəmə/ klient/klientka
depression (n) /dɪ'preʃn/ przygnębienie, depresja
effect on (n) /ɪ'fekt ɒn/ wpływ na
embarrassing (adj) /ɪm'bærəsɪŋ/ żenujący, wprawiający w zakłopotanie
embarrassment (n) /ɪm'bærəsmənt/ zażenowanie, zakłopotanie
emphasise (v) /'emfəsaɪz/ podkreślać
enjoyment (n) /ɪn'dʒɔɪmənt/ radość, przyjemność
exhausted (adj) /ɪg'zɔ:stɪd/ wyczerpany
expect (v) /ɪk'spekt/ oczekiwać
express (v) /ɪk'spres/ wyrażać
expression (n) /ɪk'spreʃn/ wyraz (np. twarzy)
facial (adj) /'feɪʃl/ twarzowy
fake (adj) /feɪk/ sztuczny, fałszywy
flight attendant (n) /'flaɪt ə'tendənt/ steward/stewardessa
friendliness (n) /'frendlɪnəs/ życzliwość
genuine (adj) /'dʒenjuɪn/ prawdziwy, szczery
get used to (phr) /,get 'ju:st tə/ przyzwyczaić się do czegoś
increase (v) /ɪn'kri:s/ zwiększać (się), wzrastać
list (v) /lɪst/ wypisać, zrobić listę
make the difference (phr) /,meɪk ðə 'dɪfərəns/ stanowić różnicę
muscle (n) /'mʌsl/ mięsień
nervousness (n) /'nɜ:vəsnes/ nerwowość
pass (v) /pɑ:s/ przechodzić (na kogoś)

perspective (n) /pə'spektɪv/ punkt widzenia
persuade (v) /pə'sweɪd/ przekonywać
phone operator (n) /'fəʊn ,ɒpəreɪtə/ telefonista/telefonistka
pretend (v) /prɪ'tend/ udawać
relate to (v) /rɪ'leɪt tə/ odnieść się do
relationship (n) /rɪ'leɪʃnʃɪp/ relacja, związek
set (n) /set/ zestaw
social (adj) /'səʊʃəl/ społeczny
study (n) /'stʌdi/ badanie, analiza
unborn (adj) /ʌn'bɔ:n/ nienarodzony

GRAMMAR 2 pp. 18–19

attract (v) /ə'trækt/ przyciągać
benefit (n) /'benəfɪt/ korzyść
camp (v) /kæmp/ biwakować, spać pod namiotem
chemical (n) /'kemɪkl/ substancja chemiczna
cope with (phr v) /,kəʊp 'wið/ radzić sobie z
currently (adv) /'kʌrəntli/ obecnie
drop (v) /drɒp/ spadać
everyday (adj) /'evrɪdeɪ/ codzienny
for instance (phr) /fər 'ɪnstəns/ na przykład
get away (phr v) /,get ə'weɪ/ wyrwać się, wyjechać
government (n) /'gʌvnmənt/ rząd
head (v) /hed/ kierować się, zmierzać
healing (adj) /'hi:liŋ/ leczniczy
include (v) /ɪn'klu:d/ zawierać
leaflet (n) /'li:flət/ ulotka
nowadays (adv) /'naʊədeɪz/ obecnie
recent (adj) /'ri:snt/ ostatni, niedawny
reconnect (v) /,ri:kə'nekt/ połączyć ponownie
response (n) /rɪ'spɒns/ reakcja, odpowiedź
rest (v) /rest/ odpoczywać
stressful (adj) /'stresfl/ stresujący
surrounded (adj) /sə'raʊndɪd/ otoczony
trek (n) /trek/ wyprawa, wędrówka

SPEAKING p. 20

cast (n) /kɑ:st/ obsada
character (n) /'kærəktə/ bohater/bohaterka
come out (phr v) /,kʌm 'aʊt/ ukazać się
cry with laughter (phr) /,kraɪ wið 'lɑ:ftə/ płakać ze śmiechu
direct (v) /dɪ'rekt/daɪ'rekt/ reżyserować
feel-good (adj) /'fi:lɡʊd/ wywołujący dobre samopoczucie
plot (n) /plɒt/ fabuła
reject (v) /rɪ'dʒekt/ odrzucać
release (v) /rɪ'li:s/ wydawać, publikować
sequel (n) /'si:kwəl/ kontynuacja, dalszy ciąg (np. filmu)
set (v) /set/ umieścić (np. akcję filmu)
soldier (n) /'səʊldʒə/ żołnierz
soundtrack (n) /'saʊndtræk/ ścieżka dźwiękowa
star (v) /stɑ:/ grać główną rolę, występować w

WRITING p. 21

confusing (adj) /kən'fju:zɪŋ/ mylący, niejasny
disappointing (adj) /,dɪsə'pɔɪntɪŋ/ rozczarowujący

encourage (v) /ɪn'kʌrɪdʒ/ zachęcać
flow (n) /fləʊ/ płynność / przepływ
introductory (adj) /ɪntrə'dʌktəri/ wstępny, wprowadzający
moving (adj) /'mu:vɪŋ/ poruszający
mysterious (adj) /mɪ'stɪəriəs/ tajemniczy, zagadkowy
mystery (n) /'mɪstəri/ tajemnica, zagadka
novel (n) /'nɒvl/ powieść
publish (v) /'pʌblɪʃ/ wydawać, publikować
put sth down (phr v) /'pʊt ˌsʌmθɪŋ 'daʊn/ odłożyć
review (n) /rɪ'vju:/ recenzja
reviewer (n) /rɪ'vju:ə/ recenzent/recentka
sudden (adj) /'sʌdn/ nagły

survivor (n) /sə'vaɪvə/ ocalały; rozbitek
tip (n) /tɪp/ wskazówka, rada

SKILLS REVIEW pp. 22–23

appointment (n) /ə'pɔɪntmənt/ umówione spotkanie, wizyta
avoid (v) /ə'vɔɪd/ unikać
come off as (phr v) /ˌkʌm 'ɒf əz/ sprawiać wrażenie, być odbieranym jako
curious (adj) /'kjʊəriəs/ ciekawski
duty (n) /'dju:ti/ obowiązek
failure (n) /'feɪljə/ niepowodzenie
find out (phr v) /ˌfaɪnd 'aʊt/ dowiedzieć się
identify (v) /aɪ'dentɪfaɪ/ utożsamiać, rozpoznawać
ignore (v) /ɪg'nɔ:/ ignorować, lekceważyć

lecture (n) /'lektʃə/ wykład
nosy (adj) /'nəʊzi/ wścibski
overcome (v) /əʊvə'kʌm/ pokonywać, przewycięzać
promotion (n) /prə'məʊʃn/ awans
shyness (n) /'ʃaɪnəs/ nieśmiałość

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Choose the correct option to complete both sentences.

- 1 Their latest ... shows the effects of climate change. If you want to ... in London, you should speak English very well.
a study **b** research **c** call
- 2 Let's meet outside the ...!
 Could you pass me that ... of chocolate, please?
a sort **b** bar **c** hall
- 3 They may need some time ... after finishing this project.
 We should set ... as early as possible.
a back **b** up **c** off
- 4 Can I have a ... of this form?
 We must ... everything the instructor does.
a mark **b** copy **c** pass
- 5 Does she ... in this movie?
 Look for the brightest ... in the sky.
a star **b** play **c** spot

2 Translate the Polish fragments of the sentences into English.

- 1 This writer's new book always (*ukazuje się*) ... just before Christmas.
- 2 She is presenting (*fabulę tej powieści*) ...
- 3 Reviewers (*muszą sobie radzić*) ... with unfriendly comments.
- 4 You can seldom see (*codzienne życie*) ... of ordinary people in action films.
- 5 This actress's (*wyraz twarzy*) ... often makes me confused.

3 Choose the correct option to complete each sentence.

- 1 It was such an ... situation that I felt terrible.
a embarrassing
b embarrassed
c embarrassment
- 2 Their public argument caused general ...
a confuse
b confused
c confusion
- 3 Have you noticed that Sonia hasn't been ... recently?
a depressed
b depressing
c depression
- 4 My ... is greater when we meet more often.
a enjoy
b enjoyment
c enjoyed
- 5 I think that ... responsibilities can cause trouble.
a expect
b expected
c unexpected

4 Use the word in capitals to form a word that fits in the gap.

- 1 Sam has had a lot of duties ... RECENT
- 2 This project may end in ... because they are not cooperating. FAIL
- 3 She was depressed after hearing those ... words. DISAPPOINT
- 4 His loud ... always amazes me. LAUGH
- 5 This customer could ... your reaction and feel embarrassed. INTERPRET

2 Enjoy the ride

Students in Colombia crossing the Rio Negro canyon using cables to get to school.

IN THIS UNIT YOU LEARN

VOCABULARY

- travelling
- means of transport
- accommodation
- sightseeing
- trips and excursions

GRAMMAR

- adjectives ending in *-ed* and *-ing*
- past simple
- past continuous
- past perfect
- *used to*

SKILLS

Listening

- descriptions of journeys to school
- different ways of travelling
- matching/multiple choice

Reading

- urban explorers – exploring cities
- compound nouns
- multiple choice

Speaking

- asking for and giving directions
- talking about landmarks and destinations
- talking about time and distance

Writing

- story

CRITICAL THINKING

- selecting information

TED TALK

- choosing alternative routes



2A Vocabulary

Travel

Talking about travelling

1 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- 1 'Travel is the only thing you buy that makes you richer.' What does this quote mean to you?
- 2 Do you want to be a traveller? Why?/Why not?
- 3 Which places in the world are a 'must-see' for a traveller?

2 Work in pairs. Describe the photo. Then answer the questions.

- 1 Why do you think the children go to school like this? Is it safe?
- 2 How do you get to school?
- 3 Tell your partner about a situation when you or someone you know travelled in an unusual way.

3 Work in pairs. Discuss the questions.

- 1 How many ways of getting around can you think of? Make a list.
- 2 Look at your list. Which form of transport:
 - is the cheapest? • is the fastest? • is the most relaxing?
 - is the most stressful? • lets you see the most? • is the most exciting?

4 Complete the sentences with the pairs of words.

cruise + excursion	commute + lift	expedition + voyage
flight + destination	ride + route	trip + backpacking

- 1 My mum and dad ... by car, so they normally give me a ... to school.
- 2 RY5608 – that isn't our It's flying to the same ... but it's a different airline.
- 3 Some passengers on the ... stayed on the ship, but we went on the ... that they organised around the old port.
- 4 We had an amazing ... ! I'm glad we were ... and didn't stay in a hotel. We saw more of the country that way.
- 5 When I went for a bike ... yesterday, I took a different ... – I get bored going the same way all the time.
- 6 The ... to the Antarctic lasted a year. After a difficult month-long sea ... , the scientists started their research.

5 Choose the item in each list that does not collocate with the verb(s).

- 1 catch/miss my bus, my train, my car
- 2 get home, lost, school
- 3 get on/off the bus, the car, the train, the plane
- 4 get to know the city, your way around, a trip
- 5 get to work, home, school
- 6 go for a trip, a bike ride, a drive
- 7 go on a flight, a journey, a travel, a trip, an expedition, a cruise
- 8 take a taxi, an hour, two kilometres, public transport

6 Complete the sentences with the words in exercise 4 or 5. Then finish them so they are true for you.

- 1 My ... to school takes ...
- 2 The best way for visitors to ... to know my city is by ...
- 3 If I ... public transport, I prefer to travel by ... because ...
- 4 The last long journey I ... on was to ...
- 5 If I could take a ... anywhere, I'd choose ... as my destination.

2B Listening

Listening to people talking about their unusual journeys to school and different ways of travelling

- 1** Listen to descriptions of three journeys to school. Complete the table. 🔊 16

	Where they live	How they travel	Time/distance they travel	What they do on the way
1 Santiago Muñoz	...	...	...	...
2 Chosing	<i>The Himalayas</i>	...	...	...
3 Daisy Mora	...	...	...	

- 2** Listen again. Who (Santiago, Chosing or Daisy): 🔊 16

- 1 travels the furthest?
- 2 doesn't take long to get to school?
- 3 stays at school for a long time?
- 4 gets up early to get to school on time?
- 5 takes public transport to get to school?
- 6 travels with a parent?
- 7 has a dangerous journey to school? (2 people)
- 8 is going to have an easier journey to school soon?

- 3** Listen to three recordings about different ways of travelling. For each recording, choose the correct answer. 🔊 17

- 1** Which information is true for passengers travelling to Dashton?
 - a Their train leaves from Terminal 5 today.
 - b It takes longer to travel to Dashton by replacement bus than by train.
 - c The next bus to Dashton is at half past eleven.
- 2** How did the girl travel to school today?
 - a By bus and taxi.
 - b By taxi and motorbike.
 - c By bus and motorbike.
- 3** Where is HyperLoop available for passengers already?
 - a It's not available yet.
 - b Between Kraków and Gdańsk.
 - c In Nevada.

Students on the train in Kyoto, Japan.



2C Grammar 1

Adjectives ending in *-ed* and *-ing*

Using adjectives to describe feelings and emotions

- 1 Read the sentences in the Grammar box. Find the adjectives. Which adjectives describe the journeys? Which adjectives describe how the people feel?

Adjectives ending in *-ed* and *-ing*

- a You might think your journey to school takes ages, but Santiago Muñoz has one of the most tiring school commutes in the world ... He's excited about having more time to spend with friends and getting more sleep!
- b They don't talk much, but it is never boring. It takes them six days and at the end they are exhausted.
- c For some students living along the Rio Negro, their journey to school is absolutely terrifying ... If Daisy is frightened, she doesn't show it!

More explanation in Grammar reference on p. 42.

- 2 Choose the correct option to complete each sentence.

Participle adjectives are adjectives that are made from verbs. They usually end in *-ing* or *-ed*.

- Adjectives that describe how a person feels end in *-ing* / *-ed*.
- Adjectives that describe the thing that makes you feel an emotion end in *-ing* / *-ed*.

More exercises in Grammar practice on p. 43.

Do exercises 1–2.

- 3 Complete the second sentence with an adjective in the box, so it has the same meaning as the first sentence.

annoying	confused	depressing	disappointed
exhausting	shocked	terrifying	worried

- The accident was a terrible and sad experience for all of us.
We were all ... by the accident.
- Could you turn down that music? It is making me angry.
Could you turn down that ... music?
- The children were unhappy because they expected to see a real pirate and the man only had a pirate's flag and hat.
The children were ... to see a man with a pirate's flag and hat instead of a real pirate.
- Most of us were really tired after the 10-kilometre trek in the mountains.
The 10-kilometre trek in the mountains was ... for most of us.
- For many people, autumn is a time when they feel sad and have no energy to deal with everyday activities.
Autumn is a ... time for many people.
- There were so many road signs that we didn't know where to go.
We were ... by so many different road signs.
- I was woken up by a scream from the garden, which made me very scared.
I was woken up by a ... scream from the garden.
- The flight during a thunderstorm was horrible.
We were ... that we wouldn't land safely.

- 4 Choose the correct option. Then work in pairs and tell your partner about one or two experiences you have had.

- a destination you were looking forward to seeing but you found a bit *disappointed* / *disappointing* when you got there
I was excited about a school excursion to the History Museum, but it was really boring. Everyone was really disappointed.
- a *terrified* / *terrifying* moment you've had on a car journey
- a day when you did so much walking that you were absolutely *exhausted* / *exhausting* at the end
- the longest and most *bored* / *boring* journey you've ever been on
- a journey when you were very *worried* / *worrying* that you wouldn't get to the destination on time
- an *annoyed* / *annoying* delay on public transport that you *really* didn't need
- a *depressed* / *depressing* trip somewhere when you had a terrible time
- an expedition that you'd be very *excited* / *exciting* to go on

- 5 Work in groups. Share your stories from exercise 4. Whose experiences have been the most exciting/boring/tiring/frightening/disappointing?



URBEXERS LIFE ON THE EDGE OF THE CITY

Standing on the Forth Bridge, Scotland.

VOCABULARY BUILDING Compound nouns

- 1 What places do visitors to your city or a city near you usually visit?
- 2 Match words in column A with words in column B to make compound nouns. Check in a dictionary to find out if the compound nouns are one or two words. Then listen and check your answers.  18

A

- 1 sight
- 2 a walking
- 3 an underground
- 4 a shopping
- 5 a building
- 6 public
- 7 urban
- 8 railway
- 9 a sky
- 10 a roof
- 11 an amusement
- 12 a view

B

- a site
- b station
- c transport
- d seeing
- e centre
- f tour
- g tracks
- h top
- i park
- j exploration
- k scraper
- l point

- 3 Which of the compound nouns in exercise 2 are:
 - 1 things visitors might do, use or visit?
 - 2 buildings?
 - 3 places the public don't normally go?

- 4 Use the compound nouns in exercise 2 to make eight sentences about your town or city.
- 5 A friend from Ireland is coming to stay in your town/city for a few weeks. It's his/her first visit to Poland. Give him/her some advice regarding his/her stay. Discuss the following issues:
 - means of transport
 - shopping
 - entertainment
 - costs of living

READING

Understanding a text about urban explorers

- 6 You are going to read an article about urban explorers (urbexers). What would you like to find out from this article? Write three questions about urbexers you would like to know the answers to. Then read the article to check if your questions are answered.
- 7 Read the article again. Choose the correct ending to complete each sentence.
 - 1 The article begins by talking about options for tourists because
 - a they are good examples of urban exploration.
 - b they are very different from the activities that urban explorers do.
 - c the writer wants to recommend some ways of exploring cities.

19 How do you get to know a city you've never been to before? For most people, the typical tourist options are enough. Take a bus tour to see the sights or, if you're feeling energetic, consider a walking tour.
5 To get a taste of city life, use public transport.

But there are people who want more than the standard tourist options. They are *urbexers* – urban explorers. They're interested in discovering parts of the city we normally see as less beautiful, the places
10 tourists are not supposed to see: ghost underground stations that have been closed for years, shopping centres and amusement parks at night, abandoned* factories, building sites, tunnels and railway tracks. It's not for everybody. You can't be scared of heights
15 or small spaces and you have to be willing to take risks.

Bradley Garrett is one of them. Urbexers don't follow the same routes as everyone else: 'I've been to Paris six times and I've seen more of the city underground than I have above ground,' he says. 'If somebody
20 asked me for a good restaurant, I'd have no idea.'

It wasn't until Bradley and his urbexer friends had climbed to the top of London's tallest skyscraper, the Shard, and had managed to visit all of the city's fourteen abandoned underground stations that the
25 police stopped them exploring as a group. Bradley was studying urbexers for a book he was writing when they were stopped.

Bradley's best experience as an urbexer was in Chicago with friends when they climbed the Legacy
30 Tower, a 72-storey skyscraper. 'We were sitting on a rooftop looking up at this building when someone suggested we try to get up it. So we walked in and just got in the lift after some residents had opened the door. When we made it up to the roof, it was
35 the most incredible view I've ever seen.'

Why do urbexers do it? Many enjoy the excitement of putting themselves in danger. Some enjoy the feeling they get from being alone in abandoned places. 'I feel I'm the only person in the world,'
40 says Zhao Yang, a Chinese 29-year-old who explores places where people used to work, like old industrial sites and abandoned hospitals. Like many urbexers, Zhao is a keen photographer who takes his smartphone to record what he sees and, like many,
45 he also writes a blog about his experiences, but he prefers to explore alone.

This can be dangerous, of course, but if you're interested in exploring city spaces, there are safe ways of doing it. For example, it's easy to look at a map,
50 identify an area that is new to you and go there. Another way is to try to get lost in your own town. Or you could just set off for a walk without planning your route. Who knows what you might find!

abandoned *left empty*

- 2 The places that urban explorers visit are
 - a always underground.
 - b not used any more.
 - c not usually attractive to many people.
- 3 Bradley Garrett
 - a knows Paris very well.
 - b doesn't like high places.
 - c wouldn't be a very good guide for traditional tourists.
- 4 Garrett's trip to the top of the Legacy Tower was
 - a easy.
 - b lonely.
 - c well planned.
- 5 Zhao Yang
 - a investigates abandoned factories.
 - b explores with friends.
 - c doesn't want to tell anyone about his experiences.
- 6 The article ends by
 - a describing more activities that urban explorers do.
 - b recommending other ways of exploring cities.
 - c explaining the health benefits of urban exploration.

CRITICAL THINKING Selecting information

If writers are writing about something that is unfamiliar to a lot of people, they have to think about the kind of information that will interest their readers.

- 8 Read the Critical thinking box. Which questions does the article answer about urbexers and urban exploration?
 - 1 Does urban exploration happen all over the world?
 - 2 How long have people been exploring in this way?
 - 3 How many people do it?
 - 4 If I want to explore my local urban area, what can I do?
 - 5 Is the word 'urbexer' in the dictionary?
 - 6 Why is urban exploration attractive to some people?
 - 7 What kind of places do urbexers visit?
 - 8 What personal qualities do urbexers need?
- 9 Work in groups. Discuss the questions.
 - 1 Did the article answer all your questions from exercise 6?
 - 2 What other information would you like to see in the article?
 - 3 How could you find out the answers to the questions that weren't answered?



Sydney Opera House and the city, Australia.

2E Grammar 2

Narrative forms: past simple, past continuous, *used to*, past perfect

Talking about alternative ways of travelling using narrative forms

- 1 Work in pairs. Can you remember Bradley Garrett's adventure at the Legacy Tower? Retell the story using the words.

rooftop

the lift

view

- 2 Check your ideas in exercise 1 with the article on page 33.
- 3 Choose the correct option to complete each sentence in the Grammar box.

Narrative forms

- a It wasn't until Bradley and his friends *had climbed* / *were climbing* to the top of the Shard and *used to manage* / *had managed* to visit all of the city's abandoned underground stations that the police *stopped* / *were stopping* them exploring as a group.
- b Bradley *studied* / *was studying* urbexers for a book he *wrote* / *was writing* when they had to stop.
- c 'We *had sat* / *were sitting* on a rooftop when someone *suggested* / *used to suggest* we try to get up the Legacy Tower. So we *walked* / *were walking* in and just *had got* / *got* in the lift after some residents *had opened* / *were opening* the door.
- d Zhao Yang explores places where people *were working* / *used to work*, like old industrial sites and abandoned hospitals.

More explanation in Grammar reference on pp. 42–43.

- 4 Read the sentences in the Grammar box and complete the rules with the *past simple*, *past continuous*, *past perfect* or *used to*.

When we tell stories or talk about actions or events in the past:

- 1 we use the ... to describe an incomplete action or event when another action happened. The actions are often connected with *when*, *while* or *as*. We also use it to give background information. It is not used with state verbs (*know*, *love*, etc.).
- 2 we usually use the ... to describe completed actions in the past. If actions happen one after another, we use this tense.
- 3 we use the ... to emphasise that one past action finished before another past action. The actions are often connected with *after*, *before* and *already*.
- 4 we usually use ... to talk about situations, habits and routines that were true in the past but are not true any more.

More exercises in Grammar practice on p. 43. Do exercises 3–6.

- 5 Read about freeganism. Complete the text with the missing linking words in the box. What are the advantages and disadvantages of living like this? Would you like to live like this?

and

because

but

so

Freeganism is a way of living and travelling that costs almost nothing. It's simply using your skills (1) ... you don't have to pay for things. People who practise freeganism are called 'freegans', and they try to buy as little as possible (2) ... they want to save money (3) ... reduce their impact on the environment. They choose to eat food that has been thrown away (4) ... its quality is still good enough for consumption and find alternatives to sleeping in hotels and paying for transport when they travel.

- 6 Becky Khalil was a freegan in Australia for some time. Choose the correct option to complete what she says about travelling as a freegan in Sydney.

I (1) *used to think / was thinking* that Australia was a really expensive place, and the first time I (2) *went / had gone* there, I worked to pay for my living expenses. But while I (3) *had stayed / was staying* in Australia last time, I (4) *found / used to find* another way to live. I (5) *used to use / had already used* my working visa on my first trip, so I couldn't get a job this time. To make things worse, someone (6) *was stealing / had stolen* all my money during a train journey. So I (7) *became / had become* a freegan. Before, I (8) *used to buy / was buying* too much food and threw a lot of it away, but this time I (9) *had eaten / ate* leftover food from friends and shops, like day-old bread. I (10) *didn't spend / hadn't spent* anything on accommodation, less than \$100 on travel and less than \$20 on food for six weeks!

- 7 Complete the rest of Becky's story with the correct form of the verbs in brackets.

Most of the time, friends of mine (1) ... (*let*) me sleep on their sofas, but before my trip I (2) ... (*contact*) a company that organises 'house-sitting' jobs, so I sometimes looked after houses when the owners were on holiday. To save money on bus fares, I (3) ... (*get*) lifts with people I knew, and while I (4) ... (*travel*) around the country, I usually decided to camp. Once I went to sleep under the stars because I (5) ... (*be*) too tired to put my tent up. Finding cheap or free food was much easier than I (6) ... (*expect*) it to be. Even in winter, I enjoyed it because I (7) ... (*live*) with other freegans and we (8) ... (*become*) friends and helped each other. At the end of each day, shops gave us anything they (9) ... (*not sell*). Believe it or not, we (10) ... (*eat*) extremely well!

- 8 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

- The coach broke down during my journey to Croatia.
WHILE
The coach broke down ... to Croatia.
- We bought the tickets for the river cruise. It was cancelled two weeks later.
HAD
The river cruise was cancelled two weeks ... the tickets.
- Our typical way of commuting was by train, until we bought a car in 2017.
USED
Before we bought a car in 2017, we ... train.
- I called the travel agent to confirm the departure time before leaving the hotel.
LEFT
Before ..., I called the travel agent to confirm the departure time.

- 5 During my studies in the Netherlands, I mostly used city bikes to travel round Amsterdam.

STUDYING

While ... in the Netherlands, I mostly used city bikes to travel round Amsterdam.

- 9 Complete the sentences in your own words. Then work in pairs and compare your sentences.

- Before this lesson I didn't know ...
- When I was younger, I used to ...
- I didn't use to ... (but I do now).
- Before I went on holiday last summer, ...
- I didn't spend any money when ...
- I bought ... while I was ...

- 10 Prepare notes about a trip or journey you have taken that was memorable in some way. Use the questions to help you plan what you are going to say.

- Where did you go? Did you use to go to the same destination regularly, or was this the first time?
- How did you travel?
- When did you make the trip?
- Who did you go with?
- What memorable things happened? What were you doing when they happened?
- How did you feel about the journey in general?

- 11 CHOOSE

- Work in pairs. Tell your stories to each other. Ask each other questions to find out more.
- Present your story to the class.



“If you think that adventure is dangerous, try routine. It’s deadly.”

DANIELE QUERCIA

AUTHENTIC LISTENING SKILLS

Understanding foreign and regional accents

Understanding accents

When you travel abroad or listen to people on TV and the internet, you will hear foreign and regional accents in English. It’s helpful to practise listening to different accents so you can enjoy listening to people from all over the world.

- 1 Listen to the beginning of the TED Talk, first said by a native English speaker and then by Daniele Quercia, a native Italian speaker. Compare the pronunciation of the underlined sounds. 20

I have a confession to make. As a scientist and engineer, I’ve focused on efficiency for many years.

- 2 How do you say the sentences? Listen to Daniele and a native speaker to compare. 21

- 1 I lived in Boston and worked in Cambridge.
- 2 I teamed up with Luca and Rossano.
- 3 They also recalled how some paths smelled and sounded.

3 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the statements below. Which of them do you agree with? Why?

- 1 Learners should try to sound like native speakers of English.
- 2 Sometimes it’s easier to understand other non-native speakers of English than native speakers.
- 3 Your foreign accent in English is an important part of your identity, so be proud of it.

BEFORE YOU LISTEN

- 4 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

confession route detour trapped blind commute
assume destination logic imagination consensus
attach memories recall avoid routine deadly

WHILE YOU LISTEN

- 5 Listen to the extract from the TED Talk about the speaker. Check if you know the words and phrases in the box. TED 2.0

efficiency crowdsource urban mapping app path

- 6 Listen to part 1 of the talk. Choose the correct option to answer each question. TED 2.1

- 1 What journey helped Daniele see that travel isn’t just about efficiency?
 - a moving from Boston to Barcelona
 - b a bicycle race he took part in
 - c his commute to work
- 2 How was the new route different from the old one?
 - a It went along Massachusetts Avenue.
 - b It had less traffic.
 - c It was shorter and quicker.
- 3 What does Daniele say about mapping apps?
 - a They encourage people to explore more.
 - b They give you too many choices about which way to travel.
 - c They are very similar to computer games.



7 Listen to part 2 of the talk. Choose the correct option to complete each sentence. TED 2.2

- 1 Daniele changed his research to look more at how people *experience* / *get around* the city.
- 2 They collected data by asking people to *play a game* / *take a test*.
- 3 The first map that they designed was of *Boston* / *London*.
- 4 Their research now is in developing maps based on smell, sound and *memories* / *sights*.
- 5 Their goal is to encourage people to take *the best path* / *many paths* through the city.

8 VOCABULARY IN CONTEXT

Listen to the sentences from the TED Talk. Check if you know the meaning of the words and phrases in the box. TED 2.3

surrounded by trees	shame	don't get me wrong
a handful of	shy	teamed up with

9 Think of examples of the following things. Then work in pairs and compare your examples.

- 1 a place that's *surrounded* by countryside
- 2 a time when you felt *shame*
- 3 somewhere that only has a *handful of* shops
- 4 a situation that makes you feel *shy*
- 5 a time you *teamed up* with someone

AFTER YOU LISTEN

10 Work in pairs. Look at a map of your town or a city that you know well. Plan two one-hour walking routes for the city.

- Route 1. This must include as many beautiful sights and interesting places as possible.
- Route 2. This must include the places most likely to interest teenagers who are visiting the city.

11 MY PERSPECTIVE – SPEAKING

Work in groups. Compare your routes and discuss the questions.

- 1 Which of the tours would you enjoy most if you were a tourist? Why?
- 2 What other types of (guided) tours could you offer in the town or city?

2F Speaking

Useful language

A Asking for directions

Excuse me. Do you know the way to ...?

B Giving directions

Go all the way up there until you get to ...

At the traffic lights, go straight on / turn right.

After 200 metres, take the first turning on the left.

C Talking about landmarks and destinations

Go past a ... on your left/right.

The train station is on your left.

D Talking about time and distance

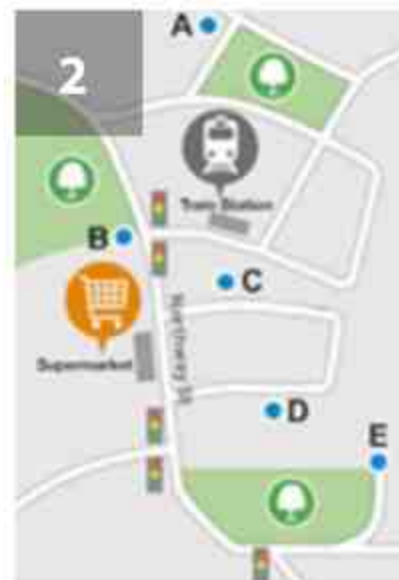
It's not very far from here.

It's no more than a kilometre from there.

Asking for and giving directions

1 Work in pairs. Do the task.

You're visiting a big city and you are lost. Look at the three photos suggesting how to deal with the problem. Which way would you choose? Justify your opinion. Give your reasons for rejecting the other options.



2 Listen to two conversations. Complete the table. 22

	1	2
1 Do the speakers know each other?	...	...
2 Where do they want to get to?	...	...
3 How are they travelling?	...	...
4 How far is it?	...	...
5 What will they do if they get lost?	...	...

3 Look at the map and listen again. Match the letters (A–E) from the map with the places (1–4). There is one extra letter. 22

- where the first conversation takes place
- the science museum
- the cinema
- Melanie's house

4 Use one word to complete the expressions. Listen again to check. 22

- Can you ... me? I'm trying to ... to the museum.
- It's quite a long ... from here. About fifteen minutes'
- Go up Northway Street for about five minutes ... you get to the supermarket on your left. Then take the second ... on the right.
- You can't ... it.
- Can you give me ... to your house?
- So if the station's ... you, you'll need to turn right.
- At the ... of the street you'll see a cinema in front of you.
- ... on up Northway Street until you get to a supermarket on your right. Just after ..., there's a street on the left.

5 Label the sentences in exercise 4 with the correct category (A–D) from the Useful language box.

6 Work in pairs. Ask for and give directions between places on the map.

7 Work in groups. Give directions to each other from school to destinations around town. Listen and say what you think the destinations are.



2G Writing

A story

Writing a story

- 1** Work in pairs. Read the writing task below. Then tell your partner about a time when you got lost.

Write a story that ends with the sentence: *I had been feeling completely lost for so many hours, but I finally ended up just where I needed to be!*

- 2** Read the story below. At which of the moments did the writer feel uncertain?

A story

Three years ago, I went to Thailand. I wanted to visit a beautiful island. My cousin had just returned from an island called Koh Tao and told me I could catch a bus and then a boat there. I had no idea then how difficult my journey would be!

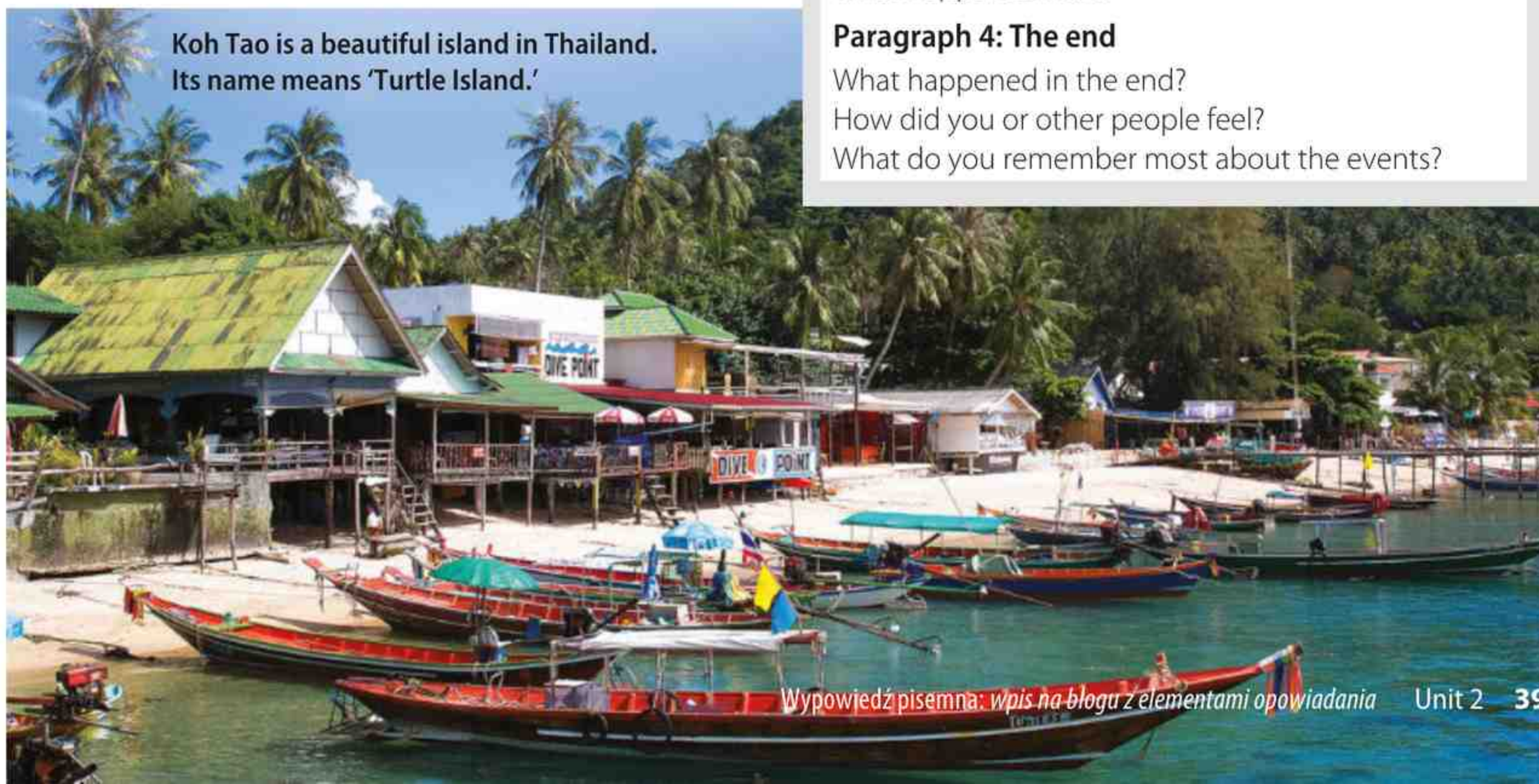
Unfortunately, no one spoke English at the bus station and the destinations were written in Thai, so I didn't understand anything. Eventually, an old man pointed to a bus that was just about to leave. I had no chance to check if it was the right route. I simply got on the bus.

During the long journey, I looked out of the window. I was just falling asleep when the driver shouted 'Koh Tao!' I got out and looked around. I couldn't see the sea, just a quiet road. A man on a motorbike came over. 'Koh Tao?' I asked. He just pointed to his bike. I didn't have any choice. I got on the bike.

He drove slowly. I was just starting to believe that I would never reach my destination, when he finally stopped. I saw a boat and a sign which said 'Koh Tao ferry'. After so many hours feeling completely lost, I ended up just where I needed to be!

- | | |
|--------------------------------|----------------------------------|
| 1 talking to his cousin | 4 when he got off the bus |
| 2 at the bus station | 5 on the motorbike |
| 3 on the bus | 6 at the boat |

Koh Tao is a beautiful island in Thailand. Its name means 'Turtle Island.'



3 WRITING TIPS just

Match the sentences (1–5) with the meaning of *just* (a–e).

- | | |
|--|---|
| 1 My cousin had just returned from an island called Koh Tao. | d almost |
| 2 An old man pointed to a bus that was just about to leave. | e very soon (with <i>be about to</i>) |
| 3 I was just falling asleep when the driver shouted, 'Koh Tao!' | |
| 4 I couldn't see the sea, just a quiet road. | |
| 5 I finally ended up just where I needed to be! | |
| a only | |
| b recently | |
| c exactly | |

- 4** Write a story about a journey or trip that ends with one of the three sentences. Choose your ending.

- 1** That was one of the worst trips of my life.
 - 2** I hadn't expected to have such an exciting journey.
 - 3** Getting to school had never been so complicated.
- Use the questions in the Writing strategies box to help you make notes about the details of your story.
 - Think about the verb forms you will need to tell the story.

More about writing a story in Writing guide on p. 151.

- 5** When you have finished, share your story with other people in the class. Whose stories sound like the best/worst experiences?

Writing strategies

Writing a story

Use a paragraph plan like this when you write a story:

Paragraph 1: Set the scene

Where does the story start?
Who is the story about?
When does the story take place?

Paragraphs 2 and 3: Main events

What happened? How did you feel?
What happened next?

Paragraph 4: The end

What happened in the end?
How did you or other people feel?
What do you remember most about the events?

Skills Review 2

ENGLISH IN USE

Słownictwo

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 Robert is ... at the prospect of seeing Stonehenge.
EXCITE
- 2 The kids asked their parents to take them to the ... park.
AMUSE
- 3 Jane was absolutely ... at the thought of travelling by plane.
TERRIFY
- 4 I have a ... that I have already been to this place before.
FEEL
- 5 This area is known for its fast ... development.
INDUSTRY

Parafrazy zdań

2 Uzupełnij drugie zdanie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów.

- 1 The trip to the mountains was exhausting.
I ... by the trip to the mountains.
- 2 My sister was depressed by the film she watched yesterday.
The film my sister watched yesterday ...
- 3 We have never been on a longer journey than the one to Australia.
The journey to Australia ... one we have ever been on.
- 4 First, David booked the trip to Norway as a present for his wife. Then he told her about it.
David told his wife about a trip to Norway after he ... it.
- 5 What was your feeling about the Mediterranean cruise you took last summer?
How ... about the Mediterranean cruise you took last summer?

Uzupełnianie zdań

3 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

- 1 Mike's father commutes to work every day and gives him a ... to school.
a drive
b lift
c trip

2 How can you ... to know a place you have never been to?

- a find
- b learn
- c get

3 Whenever I visit another city, I always go for long walks without planning my ...

- a route
- b road
- c way

4 Although it was dark, we managed to ... the tent without any problems.

- a get up
- b put up
- c move up

5 If you want to catch the train, you must get ... the bus at the next stop.

- a from
- b out
- c off

4 Uzupełnij zdania wyrazami w nawiasach w odpowiednich formach. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 When ... (Jim / drive / car) along an empty country road, he saw a large animal standing in the middle of it.
- 2 It wasn't until we ... (arrive / airport) that our friends called us to learn where we were going.
- 3 What ... (place / you / visit) this time last year?
- 4 There ... (use / not / be) so many bike paths in our city several years ago.
- 5 The journey was very tiring for John and Maggie, so they ... (stop / car) a few times to have a rest.

Tłumaczenie fragmentów zdań

5 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

- 1 My (koszty utrzymania) ... in London are higher than I expected.
- 2 How much time would it take you to get to the top of a (pięćdziesięcioletniego wieżowca) ... ?
- 3 Which is the safest (sposób podróżowania) ... ?
- 4 (Podróżowanie z plecakiem) ... is popular among young people.
- 5 The (opustoszała fabryka) ... will soon be transformed into a shopping centre.

6 Wybierz odpowiedź, która jest poprawnym tłumaczeniem fragmentu zdania podanego w nawiasie.

- 1 We (*nie spędzaliśmy*) ... summer holidays in the country when we were kids.
a haven't spent
b hadn't spent
c didn't use to spend
- 2 The last time I (*jadłem*) ... seafood was two months ago.
a had eaten
b ate
c have eaten
- 3 Ann got to school late. (*Na domiar złego*) ..., she forgot to bring her homework.
a To make things worse
b This is the worst thing
c What is the worst thing
- 4 We were (*zbyt zmęczeni*) ... to walk up the hill.
a so tired
b tired enough
c too tired
- 5 People who practise veganism (*zwani są*) ... vegans.
a are calling
b are called
c be called

READING

- 7** Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w luki (1–3) litery, którymi oznaczono brakujące zdania (a–e) tak, aby otrzymać logiczny i spójny tekst.
Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

The journey I will never forget

It was a sunny afternoon. I was on my way back home after a short visit to Rochester. The train arrived at the Central Station on time. I sat down comfortably with a bunch of magazines in a compartment. (1) ... They tried to make small talk with me but I was busy reading the magazines.

Some time after the train left the station, I decided to open the window in the compartment. I did it while holding my wallet in my hand. That was a mistake. To my horror, while opening the window, I accidentally dropped the wallet outside. In a panic, I pulled the emergency chain. Unfortunately, it came off in my hand. (2) ... This time the train stopped, but only after about 500 metres. I jumped out of the train to look for my wallet. Of course, there was no chance of getting it back because the train had travelled at least two kilometers from where I dropped it.

Feeling very unhappy, I got back on the train and the journey continued. My co-passengers tried to cheer me up. When the inspector came to check the tickets, I informed him that mine was lost. He told me to buy a new ticket because I couldn't travel without a valid one. (3) ... He answered that I would have to get off at the next station. I felt desperate. To my surprise, the couple who were travelling with me, offered to lend me some money, saying I could return it somehow after getting home.

- a At that moment I didn't realise it would be such a big problem for me.
- b I explained that I didn't have any money or documents, either.
- c When the train stopped, a few passengers jumped out to help me find the wallet.
- d I shared it with a couple and their three children, who were very friendly.
- e Within seconds, I was in the corridor to pull any other one that I could find.

SPEAKING

- 8** Rozmawiasz z kolegą/koleżanką z Anglii na temat kierowania pojazdami przez nastolatków. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie.

- wiek uprawniający do kierowania pojazdem
- prowadzenie pojazdu w obecności osoby dorosłej
- zachowanie nastoletnich kierowców na drogach
- kary za nieprzestrzeganie przepisów

WRITING

- 9** Podczas wakacji wybrałeś/wybrałaś się w samotną podróż do egzotycznego kraju. Napisz o tym na blogu.

- uzasadnij wybór kraju
- opisz swoje przygotowania do podróży
- przedstaw dobre strony samotnego podróżowania
- zachęć czytelników do tego typu podróżowania i doradź, jak uniknąć ewentualnych trudności podczas podróży

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Hi there,

...

Take care,

XYZ

Grammar reference 2

GRAMMAR 1 Adjectives ending in -ed and -ing

Imiesłowy przymiotnikowe (czynne i bierne), które kończą się na -ing i -ed są tworzone od czasowników. Wiele z nich opisuje uczucia.

*The Aztec culture **excites** a lot of visitors.* (czasownik)

*We went on **exciting** excursions from Mexico City.*
(imiesłów przymiotnikowy czynny)

*I was **excited** about visiting the Aztec pyramids.*
(imiesłów przymiotnikowy bierny)

Imiesłówów przymiotnikowych czynnych, które kończą się na -ing, używamy do opisywania rzeczy, które powodują w nas emocje, np. **exciting** excursions.

Imiesłówów przymiotnikowych biernych, które kończą się na -ed, używamy do opisanego tego, jak się czujemy, np. *we were **excited**.*

Ćwiczenia 1–2

GRAMMAR 2 Narrative forms – past tenses

Gdy opowiadamy historie z przeszłości, możemy używać m.in. następujących czasów: *past simple*, *past continuous* oraz *past perfect*.

Past simple (Czas przeszły prosty)

Czasu *past simple* używamy, gdy opisujemy:

- czynności, sytuacje i wydarzenia, które się rozpoczęły i zakończyły w przeszłości:
*I **bought** a ticket to Athens last week.*
*When **did** you **meet** him?*
- sekwencje wydarzeń, np. w opowiadaniu, lub serię czynności następujących jedna po drugiej:
*When the food **arrived** they **sat down** and **started** to eat.*
- wydarzenia i czynności, które powtarzały się w przeszłości:
*When I was younger, I **walked** to school every day.*

Zasady pisowni:

- do większości czasowników regularnych dodajemy końcówkę -ed: *pack – packed*
- do czasowników zakończonych na -e, dodajemy końcówkę -d: *hope – hoped*
- gdy czasownik zakończony jest na -y, zmieniamy -y na -i i dodajemy -ed: *study – studied*; nie zmieniamy -y na -i gdy czasownik kończy się na -y po samogłosce: *play – played*.
- W większości czasowników kończących się pojedynczą spółgłoską po pojedynczej samogłosce podwajamy ostatnią spółgłoskę przed dodaniem końcówki -ed: *stop – stopped*; nie podwajamy spółgłoski, jeśli jest to w, x lub y: *fix – fixed*.
- Czasowniki nieregularne mają inną formę niż czasowniki regularne np. *go – **went**, get – **got**, catch – **caught***. Lista czasowników nieregularnych znajduje się na str. 158–159.

Aby utworzyć zdania przeczące i pytania w czasie *past simple*, używamy *did/didn't* i bezokolicznika:

*It's strange that we **didn't meet** when we lived in Tokyo.*

***Did** you **visit** the Guggenheim Museum when you were in New York?*

Past continuous (czas przeszły ciągły)

Czasu *past continuous* używamy, gdy opisujemy:

- czynności i wydarzenia trwające w przeszłości, które są tłem dla innych pojedynczych zdarzeń:
*Some people **were already dancing** when we arrived at the party.*
- dwie lub więcej czynności, które trwały jednocześnie w przeszłości:
*While they **were buying** tickets, we **were checking** the timetable.*

W zdaniach w czasie *past continuous* często używa się: *when*, *while* lub *as*.

*She was checking her bag **when** she realised that her passport was missing.*

Czas *past continuous* tworzymy za pomocą czasowników posiłkowych: *was/were* i czasownika z końcówką -ing.

*While I **was unpacking**, Joanna went to reception to ask for a map.*

Past perfect (czas przeszły dokonany/zaprzeczony)

Czasu *past perfect* używamy, aby podkreślić, że jedna przeszła czynność zakończyła się przed inną przeszłą czynnością. W zdaniach często pojawiają się następujące określenia: *after* (po), *before* (zanim/przed) i *already* (już).

*She **had already been** to Peru and **didn't** want to go back.*
*After I **had written** an essay I checked it and sent it to my teacher.*

Czas *past perfect* tworzymy za pomocą czasownika posiłkowego *had* oraz imiesłowu biernego.

Had jest często zapisywane jako forma skrócona 'd.

*I **didn't** get to the concert on time because I **d missed** my train.*

W pytaniach *had* pojawia się przed podmiotem, a w przeczeniach do *had* dodajemy *not* (*hadn't*).

***Had** he **spoken** French before he went to France?*

*We went to the cinema as we **hadn't seen** this film yet.*

used to

Konstrukcji „*used to* + bezokolicznik” używamy, gdy opisujemy sytuacje, przyzwyczajenia i codzienne czynności, które regularnie miały miejsce w przeszłości, a obecnie nie mają już miejsca.

Nie używamy *used to* do opisywania pojedynczych wydarzeń.

*They **used to** have a house in Berlin.* (sytuacja)

*She **used to** eat meat.* (przyzwyczajenie)

We **used to** see them every Sunday. (codzienna czynność)

He ~~used to~~ buy this car in 1999. (pojedyncze wydarzenie)

Przeczenia i pytania tworzymy za pomocą czasowników posiłkowych *did/didn't, use to* oraz bezokolicznika.

The voyage to America **didn't use to be** as safe as it is today.

Did you **use to live** in an apartment?

Ćwiczenia 3–6

Grammar practice

1 Choose the correct option to complete each sentence.

- 1 If you get *bored / boring* reading on the train, try listening to audiobooks instead.
- 2 A *surprised / surprising* number of students spend more than two hours a day getting to and from school.
- 3 Were you *worried / worrying* about travelling alone on the train late at night?
- 4 Bolivia's cable cars look *frightened / frightening*, but many commuters say they feel more *relaxed / relaxing* after their journey.
- 5 The trip to the museum was *interested / interesting*, but I was very *tired / tiring* by the end of the day.
- 6 I understand when I'm in class, but when I'm doing my homework I get *confused / confusing*.
- 7 I didn't enjoy that at all! The taxi driver was driving much too fast. It was *terrified / terrifying*!
- 8 Phew! Those stairs are *exhausted / exhausting*. They should put a lift in this building.

2 Change the verbs in brackets into adjectives with -ed or -ing ending.

- 1 Don't be *worried* (worry). It's not an *embarrassing* (embarrass) photo of you at all. You look great!
- 2 Simon enjoyed watching horror films, but he didn't like feeling ... (frighten).
- 3 The exercise is ... (complicate) and I'm not ... (surprise) that you feel ... (confuse).
- 4 Everyone told her the film was great, but she was ... (bore) after the first ten minutes.
- 5 If you want to feel ... (relax) while you explore Canada's west coast, consider a cruise.
- 6 The news is ... (shock), isn't it?
- 7 Our holiday was good fun, even though the weather was quite ... (depress).
- 8 You must be feeling ... (disappoint) with that result. What went wrong?

3 Match sentences 1–2 with a–b and sentences 3–4 with c–d.

- 1 When the police **searched** the train, the man **was getting off**.
- 2 When the police **searched** the train, the man **had got off**.

- a The man got off before the police started searching the train.
- b The man got off at the same time as the police started searching the train.
- 3 Everyone **had left** when she got home.
- 4 Everyone **left** when she got home.
- c Everyone left after she got home.
- d Everyone left before she got home.

4 Choose the correct option to complete each sentence. Sometimes both options are possible.

- 1 Where did you go / *use to go* last weekend?
- 2 When you were a child, *did you have / did you use to have* a bicycle?
- 3 I *talked / used to talk* to him after school every day.
- 4 We didn't *move / use to move* from Toronto to Vancouver until 2015.
- 5 As a family, we *didn't go / didn't use to go* to the cinema unless it was somebody's birthday.
- 6 My father *smoked / used to smoke*.

5 Put the verbs in brackets in the correct past tense forms.

- 1 Who *taught* (teach) you to ride a bike when you were a child?
- 2 He ran out of money while he ... (travel) in Germany.
- 3 We ... (not see) Gareth yesterday.
- 4 When I arrived in class, the exam ... (already start).
- 5 First I missed the bus, then I ... (lose) my train ticket!

6 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

- 1 John checked that no one was in the house, then he slowly opened the door.
UNTIL
John didn't open the door ... that no one was in the house.
- 2 We spent every holiday with my grandparents when we were little, but we don't these days.
TO
We ... every holiday with my grandparents when we were little.
- 3 Everyone started to eat dinner before I got home. They still hadn't finished when I arrived.
EATING
When I got home, everyone ... dinner.
- 4 Marcos met a friend in Budapest before he went to Japan.
ALREADY
When Marcos went to Japan he ... a friend in Budapest.
- 5 She didn't bring her passport so she couldn't get on the flight.
BROUGHT
She couldn't get on the flight because she ... her passport.

VOCABULARY p. 29

backpack (v) /'bækpæk/ podróżować z plecakiem
cable car (n) /'keɪbl kɑː/ kolejka linowa
catch (v) /kætʃ/ zdążyć na, złapać (autobus)
commute (v) /kə'mju:t/ dojeżdżać (do pracy/szkoły)
cross (v) /krɒs/ przecinać
cruise (n) /kruːz/ rejs
destination (n) /,destɪ'neɪʃn/ cel podróży
drive (n) /draɪv/ przejażdżka (samochodem)
excursion (n) /ɪk'skɜːʃn/ wycieczka
expedition (n) /,ekspe'dɪʃn/ wyprawa
flight (n) /flaɪt/ lot
get around (phr v) /,get ə'raʊnd/ przemieszczać się
get lost (phr) /,get 'lɒst/ zgubić się
get off (phr v) /,get 'ɒf/ wysiadać
get on (phr v) /,get 'ɒn/ wsiadać
get to know (phr) /,get tə 'nəʊ/ poznawać
journey (n) /'dʒɜːni/ podróż
lift (n) /lɪft/ podwieszenie, podwózka samochodem
mean (v) /miːn/ znaczyć
miss (v) /mɪs/ spóźnić się na (autobus)
must-see (n) /,mʌst'siː/ coś, co należy koniecznie zobaczyć
public transport (n) /,pʌblɪk 'træns'pɔːt/ komunikacja publiczna
quote (n) /kwəʊt/ cytat
ride (n) /raɪd/ przejażdżka (np. rowerem)
route (n) /ruːt/ trasa
trip (n) /trɪp/ wycieczka
voyage (n) /'vɔɪdʒ/ podróż, rejs

LISTENING p. 30

along (prep) /ə'lɒŋ/ wzdłuż
attention (n) /ə'tenʃn/ uwaga
available (adj) /ə'veɪləbl/ dostępny
capsule (n) /'kæpsju:l/ kapsuła
carry out (phr v) /,kæri 'aʊt/ przeprowadzać
cause (v) /kɔːz/ powodować
comparable (adj) /'kɒmpərəbl/ porównywalny
concept (n) /'kɒnsɛpt/ pojęcie, koncepcja
damaged (adj) /'dæmɪdʒd/ zniszczony
far (adj) /fɑː/ daleki (nieregularny: further, the furthest)
get stuck (phr) /,get 'stʌk/ utknąć
hyperloop (n) /'haɪpəlu:p/ superszybka kolej
icy (adj) /'aɪsi/ oblodzony
inconvenience (n) /,ɪnkən'viːniəns/ niedogodność, niewygodna
main entrance (n) /,meɪn 'entrəns/ główne wejście
proceed (v) /prə'siːd/ postępować, przechodzić
railway track (n) /'reɪlweɪ ,træk/ tor kolejowy
reach (v) /riːtʃ/ osiągać
replacement bus (n) /rɪ'pleɪsmənt ,bʌs/ autobus zastępczy
seat (n) /siːt/ miejsce (w pociągu)
slide (n) /slaɪd/ zjeżdżalnia
subway (n) /'sʌbweɪ/ metro (AmE)
traffic jam (n) /'træfɪk ,dʒæm/ korek uliczny

underground (adj, n) /'ʌndəgraʊnd/ podziemny, metro (BrE)
warn (v) /wɔːn/ ostrzegać
wave (v) /weɪv/ machać (ręką)

GRAMMAR 1 p. 31

disappointed (adj) /,dɪsə'pɔɪntɪd/ rozczarowany
exhausting (adj) /ɪg'zɔːstɪŋ/ wyczerpujący
issue (n) /'ɪʃuː/ zagadnienie
road sign (n) /'rəʊd saɪn/ znak drogowy
terrifying (adj) /'terə'faɪɪŋ/ przerażający
thunderstorm (n) /'θʌndə'stɔːm/ burza z piorunami
tiring (adj) /'taɪərɪŋ/ męczący
turn down (phr v) /,tɜːn 'daʊn/ przyciszyć

READING pp. 32–33

abandon (v) /ə'bændən/ porzucić, opuszczać
above ground (adv) /ə'boʊn graʊnd/ nad powierzchnią ziemi
amusement park (n) /ə'mjuːzmənt ,pɑːk/ park rozrywki
building site (n) /'bɪldɪŋ saɪt/ plac budowy
edge (n) /edʒ/ krawędź
factory (n) /'fæktəri/ fabryka
incredible (adj) /ɪn'kredəbl/ niewiarygodny
industrial (adj) /ɪn'dʌstriəl/ przemysłowy
investigate (v) /ɪn'vestɪgeɪt/ badać, prowadzić dochodzenie
lift (n) /lɪft/ winda
means of transport (n) /,miːnz əv 'træns'pɔːt/ środki transportu
quality (n) /'kwɒləti/ cecha
record (v) /rɪ'kɔːd/ nagrywać
resident (n) /'rezɪdənt/ mieszkaniec
rooftop (n) /'ruːftɒp/ dach
shopping centre (n) /'ʃɒpɪŋ ,sentə/ centrum handlowe
sightseeing (n) /'saɪt,sɪːɪŋ/ zwiedzanie
site (n) /saɪt/ miejsce
skyscraper (n) /'skaɪ,skreɪpə/ drapacz chmur
storey (n) /'stɔːri/ piętro
underground station (n) /'ʌndəgraʊnd ,steɪʃən/ stacja metra
unfamiliar (adj) /,ʌnfə'mɪliə/ nieznany
urban (adj) /'ɜːbən/ miejski
urbexer (n) /'ɜːbekseɪ/ ekstremalny odkrywca miasta
viewpoint (n) /'vjuːpɔɪnt/ punkt obserwacyjny
walking tour (n) /'wɔːkɪŋ tuə/ piesza wycieczka
willing (adj) /'wɪlɪŋ/ chętny

GRAMMAR 2 pp. 34–35

accommodation (n) /ə,kəmə'deɪʃn/ zakwaterowanie
break down (phr v) /,breɪk 'daʊn/ zepsuć się
cancel (v) /'kænsəl/ odwołać
departure (n) /dɪ'pɑːtʃə/ odjazd, wylot
expense (n) /ɪk'spens/ koszt
fare (n) /feə/ opłata
freegan (n) /'friːgən/ osoba postępująca zgodnie z antykonsumpcyjnym stylem życia

freeganism (n) /'friːgənɪzəm/ antykonsumpcyjny styl życia
habit (n) /'hæbɪt/ zwyczaj
impact on (n) /'ɪmpækt ɒn/ oddziaływanie, wpływ na
incomplete (adj) /,ɪnkəm'pli:t/ niepełny, niezakończony
leftover (adj) /'left,əʊvə/ pozostały
memorable (adj) /'memərəbl/ niezapomniany
put sth up (phr v) /'pʊt ,sʌmθɪŋ 'ʌp/ rozstawić, rozłożyć
quality (n) /'kwɒləti/ jakość
throw away (phr v) /,θrəʊ ə'weɪ/ wyrzucać

TED TALK pp. 36–37

aesthetics (n) /iː'sθetɪks/ estetyka
aggregate (v) /'ægrɪgeɪt/ zbierać, gromadzić
assume (v) /ə'sjuːm/ zakładać, przypuszczać
attach (v) /ə'tætʃ/ przyłączać
avenue (n) /'ævenjuː/ aleja
be based on (phr) / biː 'beɪst ɒn/ być opartym na czymś
cartography (n) /kɑː'tɒgrəfi/ kartografia
confession (n) /kən'feɪʃn/ wyznanie, spowiedź
consensus (n) /kən'sensəs/ porozumienie
crowdsourcing (v) /'kraʊd,sɔːs/ pozyskiwać informacje społecznościowo
data-mine (v) /'deɪtə,maɪn/ wyszukiwać dane
deadly (adj) /'dedli/ śmiertelny
detour (n) /'diːtʊə/ objazd, zmiana kierunku
drape (v) /dreɪp/ pokryć
efficiency (n) /ɪ'fɪʃnsi/ wydajność
emerge (v) /ɪ'mɜːdʒ/ wyłaniać się
entirely (adv) /ɪn'taɪəli/ całkowicie
foreign (adj) /'fɒrɪn/ zagraniczny
handful of (n) /'hændfʊl əv/ garść czegoś
improve (v) /ɪm'pruːv/ poprawiać, polepszać
mapping app (n) /'mæpɪŋ ,æp/ aplikacja z mapami
native (adj) /'neɪtɪv/ rdzenny
participant (n) /pɑː'tɪsɪpənt/ uczestnik/ uczestniczka
path (n) /pɑːθ/ ścieżka
race (n) /reɪs/ wyścig
recall (v) /rɪ'kɔːl/ przypominać sobie (coś)
shame (n) /ʃeɪm/ wstyd
spread (v) /spred/ rozpowszechniać
team up (phr v) /,tiːm 'ʌp/ połączyć siły, stać się zespołem
trapped (adj) /træpt/ w pułapce

SPEAKING p. 38

carry on (phr v) /,kæri 'ɒn/ kontynuować
justify (v) /dʒʌ'stɪfaɪ/ uzasadniać
landmark (n) /'lændmɑːk/ charakterystyczny punkt orientacyjny
lost (adj) /lɒst/ zagubiony
past (prep) /pɑːst/ obok
traffic lights (n) /'træfɪk ,laɪts/ sygnalizacja świetlna
turn (v) /tɜːn/ skręcać

WRITING p. 39

complicated (adj) /'kɒmplɪkeɪtɪd/ skomplikowany
eventually (adv) /ɪ'ventʃuəli/ wreszcie, w końcu
fall asleep (v) /fɔ:l ə'sli:p/ zasypiać
ferry (n) /'feri/ prom
point (v) /pɔɪnt/ wskazać
return (v) /rɪ'tɜ:n/ wracać

SKILLS REVIEW pp. 40–41

book (v) /bʊk/ zarezerwować
bunch (n) /bʌntʃ/ pęk; stos
chance (n) /tʃɑ:ns/ szansa
cheer up (v) /tʃɪər 'ʌp/ pocieszać

compartment (n) /kəm'pɑ:tment/ przedział
co-passenger (n) /,kəʊ'pæsɪndʒə/ współpasażer/współpasażerka
corridor (n) /'kɒrɪdɔ:/ korytarz
desperate (adj) /'despəreɪt/ zdesperowany
emergency chain (n) /ɪ'mɜ:dʒənsi ,tʃeɪn/ hamulec bezpieczeństwa
industry (n) /'ɪndəstri/ przemysł
inspector (n) /ɪn'spektə/ konduktor/konduktorka
prospect (n) /'prɒspekt/ możliwość; perspektywa
realise (v) /'ri:laɪz/ zdawać sobie sprawę
several (pron) /'sevrəl/ kilka, parę

valid (adj) /'vælɪd/ ważny, aktualny
within (prep) /wɪð'in/ w ciągu

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Choose the correct option that best reflects the meaning of the phrases in *italics*.

- The tourists *eventually reached* the hotel.
a did not find
b in the end got to
c probably arrived at
- She took a photo of *an abandoned station*.
a a ruined factory
b a renovated place
c a deserted building
- That old cottage was *memorable accommodation* for us.
a an unpleasant stay
b an excellent shelter
c typical housing
- Many tourists *are unfamiliar with* mapping apps.
a don't know
b dislike
c are into
- It's so noisy because *there is a building site* nearby.
a there are a lot of people in the building
b this building doesn't have modern systems
c they are constructing a building

2 Translate the Polish fragments of the sentences into English.

- He wasn't on time because he (*utknął w windzie*) ...
- Why (*nie zdążyłeś na pociąg*) ... yesterday?
- While riding a bike she loves (*podziwiać miejskie widoki*) ...
- They (*musieli dojeżdżać do szkoły*) ... for about an hour.
- How long (*trwała twoja podróż do pracy*) ... yesterday?

3 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

- Engineers were testing a new app.
OUT
Engineers ... tests of a new app.
- We couldn't find the way to the station.
GOT
We ... on the way to the station.
- He rejected our new concept.
NOT
He ... our new concept.
- While we were talking, my co-passenger suddenly became silent.
ASLEEP
While we were talking, my co-passenger suddenly ...
- He took a bus, not a taxi.
PUBLIC
He ... instead of taking a taxi.

4 Complete each sentence with the word that best fits the gap.

- He lost his ticket while he was ... off the train.
- They were often late for work because of the ... jams.
- We could talk again when he ... down the radio.
- We carried ... our sightseeing after a short break.
- She was turning right when her car broke ...

3 All in a day's work

IN THIS UNIT YOU LEARN

VOCABULARY

- jobs
- skills
- place of work
- choosing a career
- job market

GRAMMAR

- past perfect
- reported speech

SKILLS

Listening

- explorers' career
- different jobs and career
- true/false, matching

Reading

- opinions about school and work
- dependent prepositions: *for, from, on, to, with*
- matching

Speaking

- talking about skills needed for life
- asking about careers

Writing

- formal email

CRITICAL THINKING

- identifying tone



3A Vocabulary

Jobs

Talking about jobs

1 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- 1 Look at the photo. Would you like to have this job? Why?/Why not?
- 2 Rank the aspects of a job from 1 (most important) to 5 (least important).

being part of a team	doing something important with your life
doing something you enjoy	making a lot of money
working close to home	

- 3 Do you agree with the statement 'Work should be fun.'? Why?/Why not?

2 Match the jobs (1–10) with the correct descriptions (a–j). Use a dictionary if necessary.

- | | |
|----------------------------|---|
| 1 software developer | a designs devices like smartphones |
| 2 electronic engineer | b gives people legal advice |
| 3 nurse | c cares for ill or injured people |
| 4 doctor | d designs computer programmes |
| 5 accountant | e helps teenagers learn |
| 6 secondary school teacher | f treats ill or injured people |
| 7 chef | g designs buildings |
| 8 architect | h provides care for people's teeth |
| 9 dentist | i prepares and cooks food |
| 10 lawyer | j prepares and inspects financial information and money |

3 Rank the jobs in exercise 2 from most to least needed in your country. (1 = most necessary, 10 = least necessary)

4 Look at the jobs in the box. Which categories (1–6) do they belong to? Some jobs may belong to more than one category. Think of one more job for each category. Use a dictionary if necessary.

chief executive	construction worker	firefighter	graphic designer
journalist	manager	office worker	paramedic
photographer	police officer	reporter	salesperson
			surgeon

- 1 emergency services
- 2 office or desk jobs
- 3 management
- 4 healthcare
- 5 media
- 6 other

5 Work in pairs. Discuss your plans for the future. Consider the following aspects regarding your career:

- most preferred job
- necessary skills and qualifications
- importance of the job
- some real-life facts related to the job

3B Listening

Listening to people talking about jobs and careers

- 1 Listen to Tomas and Julia talking about photographer Anand Varma. What's important to Julia in a job? What's important to Tomas?  24

adventure fun money safety staying near family

- 2 Listen again. Are the sentences true (T) or false (F)?  24

- 1 Anand Varma specialises in science photography.
- 2 Julia hasn't decided yet what job she wants.
- 3 Tomas says if Julia wants to have a job like Anand Varma, she can do it.
- 4 Tomas would like to have a job like Anand Varma's.
- 5 Tomas says he'd like to be a doctor.
- 6 For Julia, it's important to have an interesting job.
- 7 Tomas wants a job that's very exciting.

- 3 Put the events in the order they happened in Anand's life.

- a got a job as an assistant photographer
- b decided to be a scientist
- c worked in a fish shop
- d learnt to take photos
- e started university
- f was a teenager

- 4 Listen to four people talking about their jobs. Match each speaker (1–4) with the corresponding sentence (a–e). There is one extra sentence that you do not need.  25

Speaker 1 ...

Speaker 2 ...

Speaker 3 ...

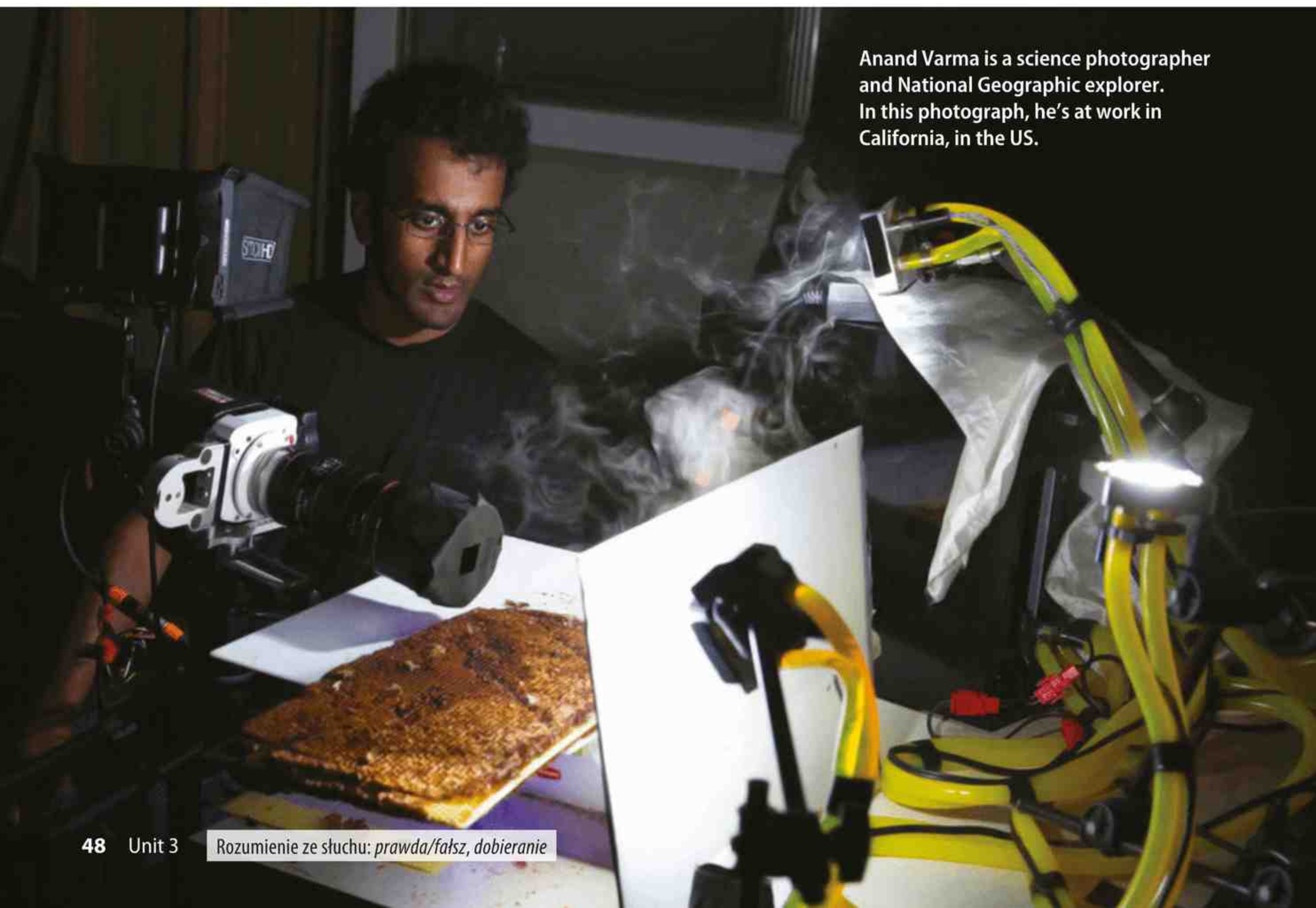
Speaker 4 ...

- a sometimes works at night.
- b mentions a time when they had no work.
- c works in a place they really dislike.
- d gets some extra money from customers.
- e gets more than just money for their work.

5 MY PERSPECTIVE – SPEAKING

Think of a job you would like to do. What qualities or skills would you need for that job? Choose from the list or think of your own ideas.

be brave	be a hard worker
be organised	be strong
be good at cooking	be a good communicator



Anand Varma is a science photographer and National Geographic explorer. In this photograph, he's at work in California, in the US.

3C Grammar 1

Past perfect

Talking about past events

- 1 Look at the words in bold in the Grammar box. How do we form the past perfect tense?

Past perfect

- a By the time he was a teenager, he'd **decided** he wanted to be a scientist.
 b He'd already **had** a job working in a fish shop before he started university.
 c He **hadn't worked** as a photographer before he got a job as an assistant photographer.
 d I **had been** unemployed for almost a year when I got this job offer last month.

More explanation in Grammar reference on p. 58.

- 2 Look at the examples in the Grammar box again. Choose the correct option to complete each sentence.

- According to a, Anand decided to become a scientist *before / when* he was a teenager.
- According to b, Anand worked in a fish shop *before / after* he went to university.
- According to c, Anand *had / didn't have* experience working as a photographer before he became an assistant photographer.
- We use the past perfect for actions in the past that happen *before / after* a more recent action.

More exercises in Grammar practice on p. 59.

Do exercises 1–4.

- 3 Read the sentences and say which action happened first and which happened second.

- By the time my brother got (2) his first job, he had spent (1) a year working as a builder.
- I had decided ... to study electronic engineering years before I left ... school.
- I went ... to the interview, even though I had already accepted ... another job.
- My mother had worked ... as a teacher before she had ... the children.

- 5 By the time the company advertised ... the job on its website, they had already chosen ... the new sales manager.

- 4 Look at the timeline of Jacques-Yves Cousteau's life. Then use the words and time expressions to make sentences with the past simple and past perfect.

- be 21 / discover love of the ocean (by the time)
By the time he was 21, he had discovered his love of the ocean.
- Cousteau be in the navy for two years / travel around the world (when)
- Cousteau give 20 years of his life to the ocean / receive money from the National Geographic Society for his work (when)
- Cousteau write the book / *The Silent World* / make the film (before)
- Cousteau be a TV star / for more than 15 years / he receive the Medal of Freedom (before)
- he die / share his love of the ocean / with millions of people around the world (by the time)

- 5 Make a timeline of your life. Include at least five experiences or things you have learnt, for example when you began studying English, when you started playing a sport or musical instrument, when you discovered something you love.

- 6 Work in pairs. Make sentences with the past simple and past perfect to describe each other's timelines.

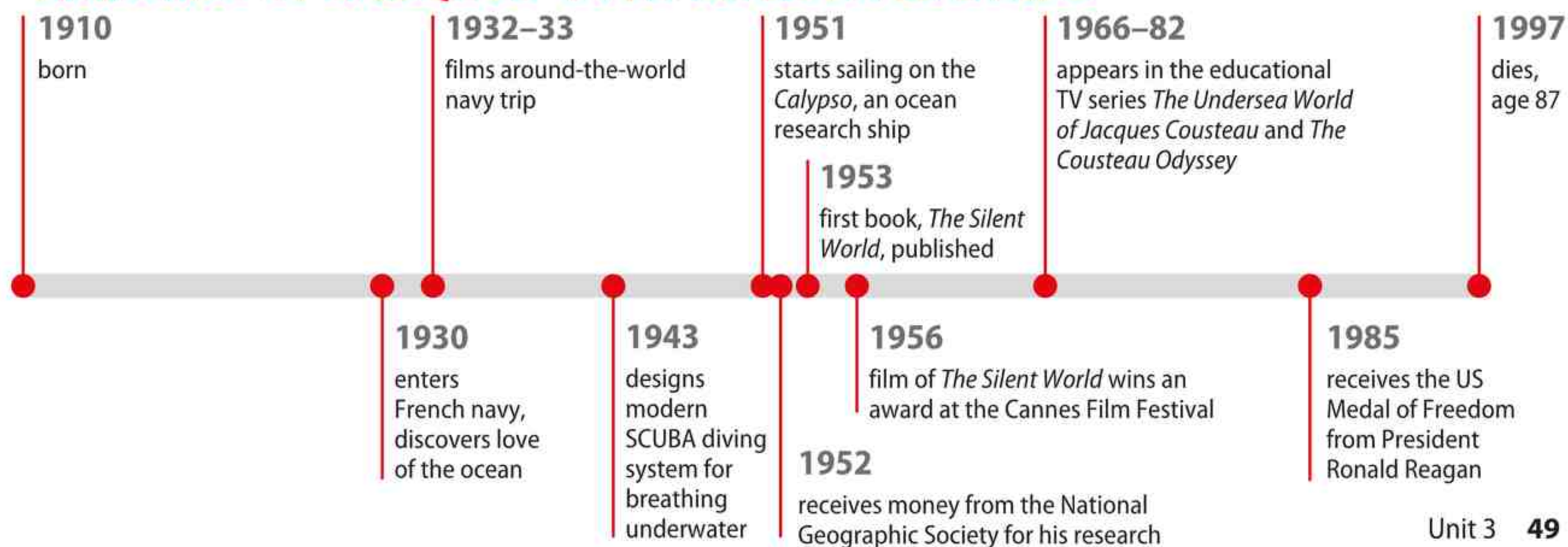
By the time you were eight years old, you had discovered that you loved art.

When you were three, you had already started playing football.

- 7 Work in pairs. With your partner, discuss one or two jobs that would fit each other's life experiences and interests.

You've played football since you were three. Maybe you could be a professional footballer or a coach.

TIMELINE OF JACQUES-YVES COUSTEAU'S LIFE



3D Reading

VOCABULARY BUILDING Dependent prepositions

Certain verbs are usually followed by a particular preposition. These dependent prepositions are followed by a noun or pronoun.

We *asked for* help.

Sometimes an object can go between the verb and preposition.

I *borrowed a pen from* him.

- 1 Read the Vocabulary building box. Complete the sentences with the correct dependent preposition.

for from on (x2) to with

- He applied ... a job in a bank.
- I agree ... the idea of leaving school early if you want to start working.
- They graduated ... university last year and found work immediately.
- How much money you earn depends ... how many hours you work.
- She introduced me ... her brother.
- You don't have to decide ... a career in secondary school, or even in college or university.

READING

Understanding a text about school and work

2 MY PERSPECTIVE

Do you agree or disagree with this statement? Why?

The main reason for going to school is to get a job.

- 3 Read about understanding different points of view. Then read the title of the survey. What are possible answers to the question in the title?

Texts sometimes contain different points of view on a single topic. Understanding the different points of view can help you form your own opinion about the topic.

- 4 Read the survey. Which two writers ...

1 answer No? 2 answer Yes? 3 answer Maybe?

- 5 Read the survey again. Choose the correct option to complete each sentence.

- Lydia: Most subjects you learn at school are *useful / useless* for your future job.
- Sophia: School develops your *mind / study skills*.
- Daniela: School *gives / doesn't give* you enough education to become a chef.
- Paul: In most jobs, you have to work *on your own / in a team*.

- Danh: You study a lot of subjects to *prepare you for any possible career / discover what's interesting*.
- Aslan: Paramedics and firefighters *don't learn their jobs at / don't usually finish* school.

- 6 Match each speaker with the correct sentence (1–7). There is one extra sentence that you do not need.

This speaker

- confirms their older relative's opinion regarding learning at school. ...
- found history interesting, but useless for their job. ...
- was sure about their future job as soon as they started school. ...
- learnt necessary skills while playing sports at school. ...
- does a job which was suggested by their teacher. ...
- doesn't remember what they learnt in school. ...
- believes you don't stop your education when you finish school. ...

CRITICAL THINKING Identifying tone

A writer's style of writing may affect how you feel about the subject. A pleasant or 'warm' tone can make you like the writer. A negative or 'cold' tone may make you want to disagree with them. A factual tone may consider more than one point of view and convince you to agree with the writer.

- 7 Read the Critical thinking box. Then answer the questions.

- Which of the writers has a negative tone? How can you tell?
- Which of the writers has the warmest tone? Why?
- Which writers have a factual tone? How do you know?
- Which answer do you agree with the most?

- 8 Read opinions in exercise 5. Respond to each opinion by saying whether or not you agree with it. Give reason for your opinion. Use the phrases in the box below.

Expressing agreement:	Expressing disagreement:
I think so, too.	I'm not sure about it.
I suppose so.	That's not always true.
You've got the point there.	I don't think so.
No doubt about it.	I can't agree with you.
That's exactly what I think.	I totally disagree.

9 MY PERSPECTIVE – SPEAKING

Work in pairs. Describe the photo on page 51. Then answer the questions.

- Who would enjoy the job in the photo?
- Which school subjects do you think will be the most important in your future work and why?
- Tell your partner about a time when something you learnt at school turned out to be useful in a real-life situation.



Does school prepare you for the world of work?

26 An online survey* asked working people around the world if school had prepared them for their jobs. Here's what six of those people said.

If you want to be a software designer and build an app, you don't need to know about history, literature or biology. When I applied for my first job, I hadn't learnt any computer programming or project management skills. Learning facts about Ancient Rome and Ancient China was interesting, but I haven't used them in my job. – **Lydia, software engineer**

My grandmother once told me that at school she hadn't learnt *what* to think; she'd learnt *how* to think. I agree with her. When we study history, we learn about people, politics, mistakes in the past and the history of great ideas. All of these things help us to understand our place in the world and to learn to think clearly. By the time I graduated from high school, I had definitely learnt to think. My grandmother was right! – **Sophia, lawyer**

It depends on the type of job you want. If you want to be a teacher, then school is the perfect preparation. If you want to be a chef, school is a great start, but then you need something more – you need to learn

all about food. When I got my first job, my boss said it was the beginning of my education. – **Daniela, chef**

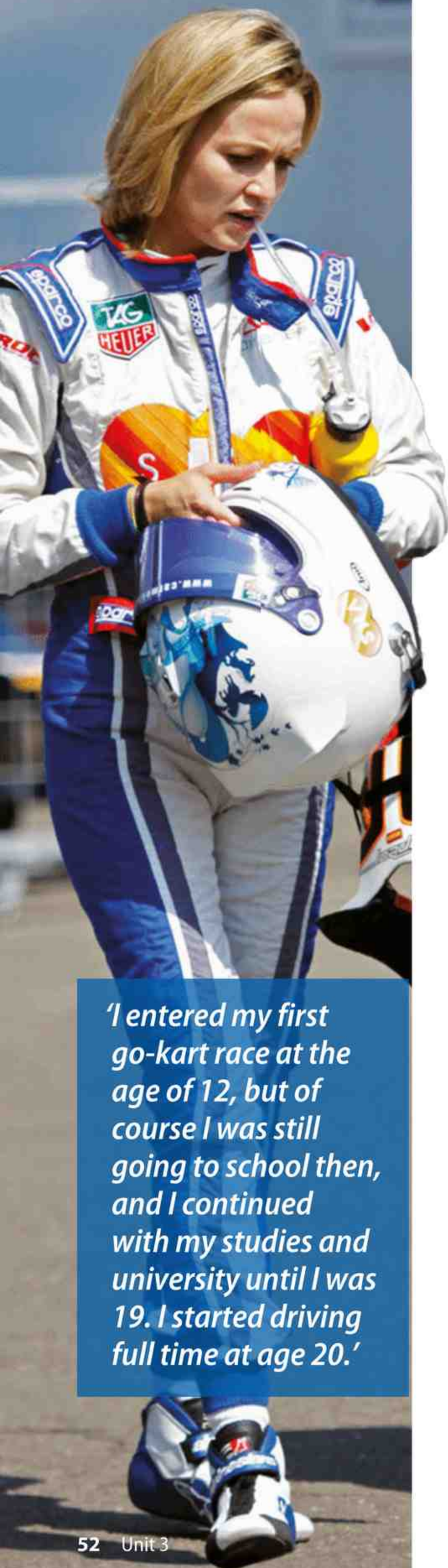
When you play football at school, you learn about the sport – the rules, how to move the ball, etc. – but you also learn about working with a team. In most jobs, you work with some kind of team. Playing sports at school definitely provided me with a lot of teamwork skills. – **Paul, manager**

Most people don't become biologists, so studying biology may not be useful for your job, so in some cases, school doesn't prepare you very well. However, school introduces you to a lot of ideas and subjects. You probably need to study biology to discover if you are interested in it or not. School helps you learn what you like and don't like, and then you can decide on the right career. Until my maths teacher told me I could become an accountant, I didn't know that job existed. – **Danh, accountant**

Not at all – or at least not for me. Does a paramedic learn to drive an ambulance at school? I don't think so. Does a firefighter learn to fight fires at school? Never. Sadly, for most jobs, you don't need to know the things you learn in school. I forgot about school when I started working. – **Aslan, construction worker**

*Comments adapted from Debate.org.

Spanish race car driver Carmen Jorda gets ready for another day at work.



'I entered my first go-kart race at the age of 12, but of course I was still going to school then, and I continued with my studies and university until I was 19. I started driving full time at age 20.'

3E Grammar 2

Reported speech

Talking about jobs and careers using reported speech

- 1 Look at the photo and quote. When does Carmen say she started racing? When does she say driving became her job?
- 2 Look at the examples of direct speech and reported speech in the Grammar box. Then answer the questions.

Direct speech	Reported speech
Sophia's grandmother: 'At school, I didn't learn what to think; I learnt how to think.'	My grandmother once told me that at school she hadn't learnt what to think; she'd learnt how to think.
The boss: 'This job is the beginning of your education.'	When I got my first job, my boss said it was the beginning of my education.
The maths teacher: 'You can become an accountant.'	My maths teacher told me I could become an accountant.
Lydia: 'I haven't used facts about Ancient Rome and Ancient China in my job.'	Lydia said she hadn't used facts about Ancient Rome and Ancient China in her job.

More explanation in Grammar reference on pp. 58–59.

- 1 What happens to the present simple in direct speech when we report the words?
- 2 What happens to the past simple?
- 3 What happens to the present perfect?
- 4 What happens to the modal verb *can*?
- 5 How do the pronouns *I* and *you* change?

More exercises in Grammar practice on p. 59. Do exercises 5–7.

- 3 Look at the words from Carmen's quote. Put them into reported speech.

- 1 I entered my first go-kart race at the age of 12 ...
- 2 I continued with my studies and university ...
- 3 I started driving full time at age 20.

- 4 Read Carmen Jorda's direct speech about her work. Complete the reported speech.

- 1 My father took me to see my first Formula 1 Grand Prix at the age of eight.
Carmen said her father ... her to see her first Formula 1 Grand Prix at the age of eight.
- 2 At eleven I received my first go-kart.
She said she ... her first go-kart when she was eleven.
- 3 I've been working hard for a long time to get this opportunity.
She said she ... working hard for a long time to get that opportunity.
- 4 It has always been my dream. I train six days a week.
She said it ... always been ... dream and that she ... six days a week.
- 5 If one woman can do it, then many can achieve it!
She said if one woman ... do it, then many ... achieve it.

- 5 Listen to part of an interview with a teenage footballer who hopes to become a professional. Complete the interviewer's questions.  27

- 1 ... becoming a professional footballer?
- 2 ... enjoy the most about the game?
- 3 ... played it?
- 4 ... to football?
- 5 ... to college or university?
- 6 Do you think ... a scholarship*?

scholarship money to pay for education for students who show special talent

- 6 In your notebook, write Elena's answers to the questions in exercise 5 as reported speech. You don't need to remember her exact words.

Elena said she was. She said there were probably more opportunities for boys, but that girls could be professional too.

- 7 Choose the correct option to complete the text.

I was pretty stressed out before my job interview. But the lady who opened the door and asked me (1) ... seemed quite friendly. She told me to sit down and asked me (2) ... interested in the job. I explained that I (3) ... working with children. She asked me when I had worked with children the last time. I said I had been a sports instructor at a camp (4) ...

She asked me how much I expected to earn. I told her my expectations and she said (5) ... guarantee that amount of money. Then she told me that they would contact me soon, most probably (6) ... week. Unfortunately, I never heard from them again.

- 1 a to come in b I come in c if I came in
- 2 a why I am b why was I c why I was
- 3 a had always enjoyed b always enjoyed c will always enjoy
- 4 a next year b last year c this year
- 5 a she couldn't b she can't c couldn't she
- 6 a this b the following c the previous

8 CHOOSE

- 1 Work in pairs. Write down five questions to ask each other about school or after-school activities. Ask and answer the questions. Then use reported speech to explain your partner's answers to another pair.
- 2 Find an interview with an athlete or another celebrity that you admire. Write about what they said using reported speech.
- 3 Ask some adults you know for advice about preparing for the world of work. Give a short presentation explaining their answers. Use reported speech.

Two US high school students fight for the ball during a game of football. For some students, sports are a way to get into college.



3F Speaking

Talking about careers, skills and interests

- 1 Work in pairs. Describe the photo, then answer the questions.
 - 1 Do these people like their workplace? What makes you think so?
 - 2 Would you like to work in a place like that? Why?/Why not?
 - 3 Tell your partner about an important project you did working in a team.

Useful language

Talking about skills and interests

I love (computer games).
 I get good marks in (IT). I like it.
 I'm not very good at (languages).
 I've always been interested in (software).
 (Art) is one of my favourite subjects.
 I'd like to work (with my hands/ outside).

Asking about careers

What does a (UX designer) do?
 Where do (UX designers) work?
 What skills do (UX designers) need?
 How much training does a (UX designer) have to take?
 Are (UX designers) well paid?
 How much do (UX designers) earn?
 Where / How can I find out more about the job?

- 2 Listen to part of a conversation between a student and a careers adviser. Choose the best words to complete each sentence.  28
 - 1 The student *enjoys* / *doesn't enjoy* using computers.
 - 2 A UX designer helps make products that are *beautiful to look at* / *easy to use*.
 - 3 A lot of UX designers work for *schools* / *banks*.
 - 4 If you want to be a UX designer, you should study *art* / *science*.
- 3 Work in pairs. Student A: Use the questions in Useful language box to ask about the job of a personal trainer. Student B: Use phrases in the box below to answer the questions. Then change roles and ask about the job of a writer.

Student A

Job: personal trainer

Duties: ...

Places of work: ...

Skills and personal qualities: ...

Pay: ...

help people exercise
 and improve their fitness
 good communication
 able to work alone
 office at home
 health club
 gym
 write books and articles

Student B

Job: writer

Duties: ...

Places of work: ...

Skills and personal qualities: ...

Pay: ...

high level of fitness
 able to finish work on time
 lots of energy
 very low to very high –
 depending on success
 experience in coaching
 satisfactory
 good writing style

In many workplaces, people work together instead of having their own offices.

- 4 Work in pairs. Take turns asking and answering questions about different jobs. Then decide which of the jobs would be the best for you and why.



3G Writing

A formal email

Writing a formal email

- 1 Read the email below. Which information does the writer include?

Email Message

Dear Mr Danoff,

My school careers adviser, Ms Wilson, has given me your name and said that you can answer some of my questions about user-experience design. Thank you very much for this opportunity.

I am in Year 11 at the Quarry Hill International School. I am very interested in both art and information technology, and I would like to learn more about being a user-experience designer.

Most of all, I would like to ask you which subjects I should consider most useful if I want to choose some classes related to UX design. I am planning to take courses in art, information technology, psychology and design.

I have heard opinions that those who want to work in UX design need a university degree. If so, I would like to know if you could recommend the best course to take.

I would really appreciate it if you could tell me if you know a website or magazine that would teach me about the business. I would like to learn as much as I can about what real UX designers do.

Thank you for agreeing to answer my questions. I look forward to hearing from you.

Yours sincerely,
Marcin Kozak

- 1 the reason for writing
- 2 information about the reader's company
- 3 some information about the writer
- 4 a question about how much Mr Danoff earns
- 5 questions about how to learn more about UX design
- 6 a request for a reply

2 **WRITING TIPS** Indirect questions

Read the Writing strategies box. Then read the email again. Find how Marcin asks the questions below in the email. Does he use direct or indirect questions?

- 1 Which subjects should I consider the most useful?
- 2 Could you recommend the best course to take?
- 3 Do you know a website or magazine?

- 3 Write an email to introduce yourself, give a reason for writing and ask for information about the job. Use the email in exercise 1 as a model. Write between 200 and 250 words.

More about a formal email in Writing guide on p. 152.

- 4 Exchange emails with a partner. Check each other's work. Does it include the necessary information and use indirect questions?

Writing strategies

Indirect questions are more polite than direct questions.

Direct question: *What do you like about your job?*

Indirect question: *Could you tell me what you like about your job? / I'd like to know what you enjoy about your job.*



Skills Review 3

ENGLISH IN USE

Słotwórstwo

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 I'll discuss with my ... how to complete the income tax forms. ACCOUNT
- 2 Mr Jones works as chief ... directing the building of the new underground line. ENGINE
- 3 I'd like to be a marine ... when I finish university. BIOLOGY
- 4 A ... worker has to wear a helmet to protect his head against any injury. CONSTRUCT
- 5 Both ... and amateur photographers can take part in the competition. PROFESSION

Parafrazy zdań

2 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmiennionej formie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

- 1 When I saw Helen she was writing her fourth email. THREE
When I saw Helen, she ... emails.
- 2 First David graduated from university. Then he took a gap year. AFTER
David took a gap year ... from university.
- 3 'I need a day off', John said to his boss. TOLD
John ... a day off.
- 4 'You can find a job in tourism', Brenda said to me. I
Brenda told ... a job in tourism.
- 5 Jim lost his job. This shocked me. HAD
I was shocked when I learnt that ... his job.

Uzupełnianie zdań

3 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

- 1 Why don't you consider ... a part-time job?
a finding
b to find
c find

2 By the time Martin got a promotion he ... a year working as an assistant manager.

- a spend
- b had spent
- c was spending

3 I don't remember which university Tom ... from.

- a ended
- b finished
- c graduated

4 ... I started earning my own money, I didn't know its real value.

- a Until
- b By the time
- c When

5 Barbara said she ... homework from her friend the week before.

- a was not copying
- b did not copy
- c had not copied

4 Uzupełnij zdania wyrazami w nawiasach w odpowiednich formach. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 By the time I was eighteen I ... (*already / visit / ten / country*).
- 2 George ... (*decide / move / England*) after he had worked for his company for five years.
- 3 ... (*We / not / talk*) to him until he came to visit us.
- 4 Linda said she ... (*learn / drive*) when she was nineteen.
- 5 My teacher told me I ... (*can / bring*) my essay the following day.

Uzupełnianie luk

5 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

- 1 Brenda has worked at the travel agency ... she was eighteen.
- 2 Why don't you apply ... a job in the kindergarten? You like working with kids.
- 3 How much people earn often depends ... the qualifications they have.
- 4 In the future I'd like to have a job ... my father's.
- 5 The woman at the travel agency provided me ... information about accommodation on the island.

Tłumaczenie fragmentów zdań

6 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

- 1 The company has employed a lawyer who gives them (*porady prawne*) ...
- 2 I understand (*co masz na myśli*) ..., but I still disagree with you.
- 3 Harry gained (*dużo doświadczenia*) ... working as a lifeguard.
- 4 Mary likes (*pomysł studiowania*) ... and working at the same time.
- 5 (*Służby ratunkowe*) ... rushed to the scene of the accident to help the injured people.

LISTENING

7 Usłyszysz dwukrotnie wywiad z Davidem, który jest kurierem. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.  29

- 1 David decided to work as a bike courier because
 - a he was bored with being a waiter.
 - b he expected to earn more money delivering food.
 - c he needed a change in his working environment.
- 2 To do the job of a courier David
 - a bought an expensive bike.
 - b renovated his old bike.
 - c borrowed a bike from his brother.
- 3 During his working day, David
 - a operates within the same area every day.
 - b decides himself when to take a lunch break.
 - c does no more than twenty deliveries a day.
- 4 The accident involving David took place because
 - a there were bad weather conditions.
 - b he rode into a car door that had been opened suddenly.
 - c a driver ignored the road regulations.
- 5 When answering the last question, David
 - a explains how to avoid problems with food that he delivers.
 - b mentions some disadvantages of working as a courier.
 - c advises on how to deal with dissatisfied customers.

SPEAKING

8 Twój kolega/Twoja koleżanka chce podjąć pracę, która twoim zdaniem jest nieodpowiednia dla niego/niej. Porozmawiaj z nim/nią na ten temat, odradzając podjęcie tej pracy. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie:

- odpowiednie kwalifikacje,
- bezpieczeństwo w pracy,
- godziny pracy,
- wynagrodzenie.

WRITING

9 Podczas ostatniego roku nauki w szkole podjąłeś/ podjęłaś pracę w weekendy. Napisz o tym na blogu.

- Poinformuj, jaką pracę wykonywałeś/wykonywałaś.
- Wyjaśnij, jak pogodziłeś/pogodziłaś pracę z nauką.
- Podaj, jakie korzyści dla ciebie wynikały z podjętej pracy.
- Przedstaw stanowisko rodziców wobec twojej decyzji.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Hi guys,

It may sound unreasonable, but in my last year at school I had a job and studied at the same time.

...

Take care,

XYZ

Grammar reference 3

GRAMMAR 1 Past perfect

Past perfect (czas zaprzeszyły)

Czasu *past perfect* używamy do opisywania czynności, które zakończyły się przed innymi czynnościami w przeszłości.
worked in Spain → worked in Poland → moved to the UK

*He **had worked** in Spain and Poland before he moved to the UK.*

Zdania w czasie *past perfect* tworzymy za pomocą czasownika posiłkowego *had* i imiesłowu biernego (*past participle*).

*She **had lived** in Glasgow for ten years before she moved to Edinburgh.*

Zdania twierdzące	Zdania przeczące
I/You/He/She/It/We/They had arrived on schedule.	I/You/He/She/It/We/They hadn't arrived on schedule.
Pytania ogólne	Krótkie odpowiedzi
Had I/you/he/she/it/we/they arrived on schedule?	Yes, I/you/he/she/it/we/they had . No, I/you/he/she/it/we/they hadn't .

Określenia używane z czasem *past perfect*:
already (już), *before* (zanim), *by the time* (do czasu), *just* (właśnie), *yet* (już – w pytaniach).

*They **had already started** class when she arrived.*

*He **hadn't studied** computer science **before** he went to college.*

***By the time** she was twenty-two years old, she **had written** three books.*

***I'd just moved** to Madrid when I met Marco.*

*When you got your job, **had** you **finished** college **yet**?*

Past perfect i past simple

Często używamy czasu *past perfect* z czasem *past simple* do opisywania wydarzeń lub sytuacji, które miały miejsce wcześniej niż te wyrażone za pomocą czasu *past simple*.

*We **had been** on the boat for less than two hours when we **saw** the first whale.*

Ćwiczenia 1–4

GRAMMAR 2 Reported speech

Mowy zależnej używamy, gdy chcemy przekazać, co ktoś powiedział. Do przytaczania wypowiedzi innych osób w mowie zależnej używamy czasowników *say*, *tell* oraz spójnika *that*, który można pominąć. Użycie mowy zależnej powoduje zmiany czasów (patrz tabela) oraz zmiany zaimków osobowych, przymiotników dzierżawczych, przysłówków czasu i miejsca.

Zmiany czasów w mowie zależnej

Mowa niezależna		Mowa zależna
present simple 'You're a good writer.'	→	past simple <i>He said (that) I was a good writer.</i>
present continuous 'You are waiting too long.'	→	past continuous <i>They said (that) I was waiting too long.</i>
past simple 'Her performance showed natural ability.'	→	past perfect <i>She said (that) her performance had shown natural ability.</i>
present perfect 'You've worked very hard.'	→	past perfect <i>He said (that) I'd worked very hard.</i>
will/won't 'You'll be famous one day.' 'You won't forget your friends.'	→	would/wouldn't <i>She said (that) I would be famous one day.</i> <i>She said (that) I wouldn't forget my friends.</i>
can/can't 'I can help you.' 'I can't do your work for you.'	→	could/couldn't <i>He said (that) he could help me.</i> <i>He said (that) he couldn't do my work for me.</i>

czasowniki *said* i *told*

Po czasowniku *told* używamy dopełnienia.

'I'm your new teacher.'	→	He told us/me/you/him/her/them (that) he was our new teacher. He told (that) he was our new teacher.
-------------------------	---	--

Po czasowniku *said* nigdy nie używamy dopełnienia.

'I'm your new teacher.'	→	He said (that) he was our new teacher. He said us/me/them/you (that) he was our new teacher.
-------------------------	---	--

Przykłady zmian w mowie zależnej:

I	→	he / she / it / you
you	→	I / we
we	→	you / they
my	→	his / her / its / your
our	→	your / their
now	→	then

today	→	that day
tomorrow	→	the next day/the following day
yesterday	→	the day before / the previous day
last/next	→	the last / the next
last night	→	the night before / the previous night
here	→	there
this	→	that
these	→	those

Ćwiczenia 5–7

Grammar practice

- 1 Complete the text with the past simple or past perfect of the verbs in brackets.

An early love for the ocean

Asha de Vos was born and grew up in Sri Lanka. As a baby, she loved the water and (1) ... (*learn*) to swim by the time she was three. And by the age of six, she (2) ... (*decide*) to become a marine biologist when she grew up.

A job on a potato farm

When she graduated from university in Scotland, Asha (3) ... (*take*) a job working on a potato farm. Although she had tried during her final year of university, she (4) ... (*not be*) able to find a job in marine biology, and now she (5) ... (*need*) money because she (6) ... (*already/decide*) to travel to New Zealand to work on conservation projects – which she eventually (7) ... (*do*).

Finding a career in marine biology

After she (8) ... (*work*) for six months in New Zealand, she (9) ... (*get*) a job on a research boat and travelled the world's oceans, looking at whales. Eventually, she (10) ... (*go*) back to university and earned a PhD in marine biology. Now she's building a marine conservation research and education centre in Sri Lanka to share her love of the ocean with others.

- 2 Look at the text in exercise 1. Write questions using the verbs in brackets. Use the past perfect or past simple.
- 1 When ... (*you decide*) to become a marine biologist?
 - 2 ... (*you try*) to find a biology job before you finished university?
 - 3 Why ... (*you take*) a job on a potato farm?
 - 4 How long ... (*you be*) in New Zealand before you got the research job?
 - 5 What did you do after ... (*you get*) your PhD?

- 3 Complete the answers to the questions in exercise 2. Use the past perfect where you can.

- 1 By the age of six I ...
- 2 Yes, I ...

- 3 I realised that I needed money because ...
- 4 I got the research job when I ...
- 5 After I ...

- 4 Choose the correct option to complete each sentence.

- 1 When he called me, I *hadn't answered* / *didn't answer* the phone.
- 2 She talked to the careers adviser and *asked* / *had asked* for some advice.
- 3 They were expecting us because we *emailed* / *had emailed* and told them we were coming.
- 4 I texted you this morning. *Had you got it* / *Did you get it*?
- 5 When I went to her office, she *had gone* / *went* somewhere, so we didn't talk.

- 5 Complete the reported speech.

- 1 'Your work is excellent.'
She said that ... excellent.
- 2 'I learnt a lot from your presentation.'
He told ... a lot from my presentation.
- 3 'They've worked hard on their performance.'
She said that ... on their performance.
- 4 'We'll be happy to help you.'
He told ... to help me.
- 5 'I want to go to college.'
She said that ... to college.

- 6 Translate the words in brackets into English.

- 1 He said (*że zobaczy*) ... me the next week.
- 2 She said (*że interesuje się*) ... in languages.
- 3 She said (*że zaczęli*) ... learning Spanish last year.
- 4 He said (*że trenujesz*) ... every day.
- 5 She said (*że dostanie*) ... a job to pay for college.

- 7 Read the conversation. Complete the reported speech below.

Kate: I want to study art in college.
Ben: Why do you want to do that?
Kate: I really enjoyed my art class last year.
Ben: What did you like about it?
Kate: It taught me to see. I've discovered a new side of myself!
Ben: Will your parents let you study art?
Kate: I'm not sure, but it can't hurt to ask them.

Kate said (1) ... to study art in college. She said she (2) ... her art class (3) ... year. She said it (4) ... her to see. She (5) ... a new side of herself. Ben asked if her parents would let her study art. Kate said that it (6) ... to ask them.

VOCABULARY p. 47

accountant (n) /ə'kaʊntənt/ księgowy/księgowca
belong to (phr v) /bɪ'lɒŋ tə/ należeć do
care (v, n) /keə/ dbać, troszczyć się; opieka
chief executive (n) /tʃi:f ɪg'zekjʊtɪv/ dyrektor generalny
construction worker (n) /kən'strʌkʃn wɜ:kə/ robotnik budowlany
device (n) /dɪ'vaɪs/ urządzenie
electronic engineer (n) /,elektrɒnɪk ˌendʒɪ'nɪə/ inżynier elektroniki
emergency services (n) /ɪ,mɜ:dʒənsɪ 'sɜ:vɪsɪz/ służby ratownicze
fishing net (n) /'fɪʃɪŋ net/ sieć rybacka
graphic designer (n) /,græfɪk dɪ'zaɪnə/ grafik (komputerowy)
healthcare (n) /'helθkeə/ opieka zdrowotna
injured (adj) /'ɪndʒəd/ ranny
inspect (v) /ɪn'spekt/ nadzorować
journalist (n) /'dʒɜ:nəlɪst/ dziennikarz/dziennikarka
lawyer (n) /'lɔ:jə/ prawnik/prawniczka
legal (adj) /'li:gl/ prawny
nurse (n) /nɜ:s/ pielęgniarka
office worker (n) /'ɒfɪs wɜ:kə/ pracownik biurowy
paramedic (n) /,pærə'medɪk/ ratownik medyczny/ratowniczka medyczna, sanitariusz/sanitariuszka
personal assistant (n) /,pɜ:sənəl ə'sɪstənt/ asystent/asystentka
provide (v) /prə'vaɪd/ zapewniać, dostarczać; zabezpieczać
qualifications (n) /,kwɒlɪfɪ'keɪʃnz/ kwalifikacje
rank (v) /ræŋk/ tworzyć ranking
real-life (adj) /,ri:əl'laɪf/ rzeczywisty, realny
regard (v) /rɪ'gɑ:d/ dotyczyć
salesperson (n) /'seɪlz,pɜ:sn/ handlowiec, sprzedawca/sprzedawczyni
software developer (n) /,sɒftweə dɪ'veləpə/ programista/programistka
surgeon (n) /'sɜ:dʒən/ chirurg
treat (v) /tri:t/ leczyć

LISTENING p. 48

company telephone (n) /,kʌmpəni 'telɪfəʊn/ telefon służbowy
convenient (adj) /kən'vi:nɪənt/ wygodny, dogodny
correspond (v) /,kɒrə'spɒnd/ odpowiadać, korespondować
employer (n) /ɪm'plɔɪə/ pracodawca
family-run (adj) /'fæməli,rʌn/ prowadzona przez rodzinę (firma)
get by (phr v) /,get 'baɪ/ radzić sobie finansowo, dawać sobie radę
get promoted (phr) /,get prə'məʊtɪd/ dostać awans
good communicator (n) /,gʊd kə'mju:nɪkeɪtə/ osoba łatwo nawiązująca kontakty
health insurance (n) /'helθ ɪnʃʊərəns/ ubezpieczenie zdrowotne
high season (n) /,haɪ 'si:zn/ szczyt sezonu
make a living (phr) /,meɪk ə 'lɪvɪŋ/ zarabiać na życie
nine-to-five job (n) /'naɪntə,faɪv 'dʒɒb/ praca w stałych godzinach (od 9 do 17)

part-time job (n) /,pɑ:ttaim 'dʒɒb/ praca na część etatu
perks (n) /pɜ:ks/ dodatkowe korzyści, świadczenia z pracy
permanent (adj) /'pɜ:mənənt/ stały
position (n) /pə'zɪʃn/ stanowisko
prove (v) /pru:v/ udowodnić
require (v) /rɪ'kwaɪə/ wymagać
resort (n) /rɪ'zɔ:t/ kurort
salary (n) /'sæləri/ wynagrodzenie (miesięczne, roczne)
self-employed (adj) /,selfɪm'plɔɪd/ samozatrudniony/samozatrudniona
shift (n) /ʃɪft/ zmiana (godziny, w jakich się pracuje)
telecommuting (n) /,telɪkə'mju:tɪŋ/ telepraca
temporary (adj) /'tempərəri/ tymczasowy
tip (n) /tɪp/ napiwek
treat (v) /tri:t/ traktować
unemployed (adj) /,ʌnɪm'plɔɪd/ bezrobotny
variable (adj) /'veəriəbl/ zmienny

GRAMMAR 1 p. 49

advertise (v) /'ædvətaɪz/ reklamować
breathe underwater (phr) /,bri:ð ʌndə'wɔ:tə/ oddychać pod wodą
enter (v) /'entə/ wstępować (do marynarki, armii)
interview (n) /'ɪntəvjʊ:/ rozmowa kwalifikacyjna; wywiad
navy (n) /'neɪvi/ marynarka wojenna
receive (v) /rɪ'si:v/ otrzymywać
society (n) /sə'saɪəti/ towarzystwo, stowarzyszenie
timeline (n) /'taɪmlaɪn/ oś czasu

READING pp. 50–51

agree with (phr) /ə'gri: wɪð/ zagadzać się z
ancient (adj) /'eɪnfənt/ starożytny
apply for (phr) /ə'plai fə/ ubiegać się, aplikować (na stanowisko)
at least (adv) /ət 'li:st/ co najmniej, przynajmniej
case (n) /keɪs/ przypadek
chef (n) /ʃef/ szef/szefowa kuchni
confirm (v) /kən'fɜ:m/ potwierdzać
consider (v) /kən'sɪdə/ rozważać
contain (v) /kən'teɪn/ zawierać
convince (v) /kən'vɪns/ przekonywać
decide on (phr) /dɪ'saɪd ɒn/ zdecydować się na
depend on (phr v) /dɪ'pend ɒn/ zależeć od
doubt (n) /daʊt/ wątpliwość
exist (v) /ɪg'zɪst/ istnieć
graduate from (phr) /'grædʒueɪt frəm/ ukończyć (uniwersytet)
introduce to (phr) /,ɪntrə'dju:s tə/ przedstawiać komuś kogoś
particular (adj) /pə'tɪkjʊlə/ konkretny, szczególny
point (n) /pɔɪnt/ racja, sedno
politics (n) /'pɒlətɪks/ polityka
project management (n) /,prɒdʒekt 'mænɪdʒmənt/ zarządzanie projektem
survey (n) /'sɜ:veɪ/ ankietę; sondaż
turn out (phr v) /,tɜ:n 'aʊt/ okazywać się
useless (adj) /'ju:sləs/ bezużyteczny

GRAMMAR 2 pp. 52–53

achieve (v) /ə'tʃi:v/ osiągać
admire (v) /əd'maɪə/ podziwiać

amount (n) /ə'maʊnt/ suma, kwota
athlete (n) /'æθli:t/ sportowiec; lekkoatleta
expectation (n) /,ekspek'teɪʃn/ oczekiwanie
following (adj) /'fɒləʊɪŋ/ kolejny
get into (phr v) /,get 'ɪntu/ dostać się (na studia)
guarantee (v) /,gærən'ti:/ gwarantować
hear from (phr) /'hɪər frəm/ otrzymywać wiadomość
league (n) /li:g/ liga
opportunity (n) /,ɒpə'tju:nəti/ możliwość; okazja
pretty (adv) /'prɪti/ całkiem
previous (adj) /'pri:vɪəs/ poprzedni
scholarship (n) /'skɒləʃɪp/ stypendium
wonder (v) /'wʌndə/ zastanawiać się

SPEAKING p. 54

careers adviser (n) /kə'rɪəz əd,vaɪzə/ doradca zawodowy
income (n) /'ɪnkʌm/ dochód
pay (n) /peɪ/ wynagrodzenie
satisfactory (adj) /,sætəs'fæktəri/ zadowolający
training (n) /'treɪnɪŋ/ praktyka; staż
well-paid (adj) /,wel'peɪd/ dobrze płatny
workplace (n) /'wɜ:kpleɪs/ miejsce pracy

WRITING p. 55

appreciate (v) /ə'pri:ʃiət/ doceniać
direct (adj) /dɪ'rekt/, daɪ'rekt/ bezpośredni
indirect (adj) /,ɪndɪ'rekt/, ɪndaɪ'rekt/ pośredni
polite (adj) /pə'laɪt/ uprzejmy
request (n) /rɪ'kwest/ prośba
university degree (n) /ju:nɪ'vɜ:səti dɪ,ɡri:/ stopień naukowy

SKILLS REVIEW pp. 56–57

fault (n) /fɔ:lt/ wina
frame (n) /freɪm/ rama
gap year (n) /'gæp jɪə/ rok przerwy przed podjęciem studiów
income tax form (n) /,ɪŋkʌm 'tæks fɔ:m/ formularz zeznania podatkowego
injury (n) /'ɪndʒəri/ uraz, rana, kontuzja
kindergarten (n) /'kɪndə,ɡɑ:tn/ przedszkole
lifeguard (n) /'laɪfgɑ:d/ ratownik/ratowniczka
marine (adj) /mə'ri:n/ morski
operate (v) /'ɒpəreɪt/ obsługiwać
rush (v) /rʌʃ/ pędzić, bieć; spieszyć się
seat (n) /si:t/ siodło
spill (v) /spɪl/ rozlać (się)
travel agency (n) /'trævl ,eɪdʒənsi/ biuro podróży
truck (n) /trʌk/ ciężarówka
value (n) /'vælju:/ wartość
zone (n) /zəʊn/ strefa

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Complete each sentence with the word that best fits the gap.

- 1 Paramedics and firefighters belong to ... services as they save lives.
- 2 If you want to work fewer hours, take a ... job.
- 3 Waiters get ... when customers are satisfied with their service.
- 4 A position of personal assistant was her ... job, only for a year.
- 5 A free company car and health ... are called perks.

2 Translate the Polish fragments of the sentences into English.

- 1 He got a better job after he (*ukończył uniwersytet*)
- 2 When she called, (*okazało się*) ... that she had got a wrong number.
- 3 She didn't know the salary before she (*ubiegła się o tę posadę*)
- 4 The manager wanted to talk to (*poprzednią księgową*)
- 5 Last year we needed (*więcej doradców zawodowych*) ... than before.

3 Complete the sentences with the correct form of the words in capitals.

- 1 Engineers and ... workers have to cooperate at the building site. **CONSTRUCT**
- 2 Which Polish fashion ... were invited to that show? **DESIGN**
- 3 Applying for a managerial position seems to be ... for a young, inexperienced employee. **USE**
- 4 This press agency wants to employ a few ... that speak fluent French. **JOURNAL**
- 5 Software ... work on a new project. **DEVELOP**

4 Complete each sentence with the word that best fits the gap.

- 1 When you graduate from university, you should look for a ...-time job.
- 2 Did she ... promoted after she won that competition?
- 3 He will not earn a lot, as it is not a well-... job.
- 4 You need to have a university ... if you want to work as a teacher.
- 5 During her gap ... she worked in a hospital. Then she started studying medicine.

5 Choose one of the options that best reflects the meaning of the phrases in italics.

- 1 He wants to *make a living* via the internet.
a earn money
b pay taxes
c do the shopping
- 2 A lot of *self-employed people* work harder than they would for a company.
a office workers
b people who work on their own
c the unemployed
- 3 The company should *consider* hiring new employees.
a give an opportunity to
b think about
c decide
- 4 It is difficult to *get by* in a big city.
a survive
b require
c wonder
- 5 He was *pretty* stressed before his job interview.
a extremely
b not too
c quite

6 Choose the correct option to complete each sentence.

- 1 In this region prices grow dramatically during ... season.
a high
b expensive
c busy
- 2 If you don't mind working at night, take this ... job.
a permanent
b shift
c temporary
- 3 There are quite funny answers in that ... on politics.
a tip
b resort
c survey
- 4 What information did that report ...? Were you amazed?
a contain
b consider
c convince
- 5 Do young people ... scientists' work enough?
a achieve
b appreciate
c earn

4 Remote control

IN THIS UNIT YOU LEARN

VOCABULARY

- technology
- inventions
- scientific discoveries
- information and communication technology – opportunities and threats

GRAMMAR

- the passive
- the passive with *by* + agent

SKILLS

Listening

- history of communication technology
- the way people use social media
- matching

Reading

- artificial intelligence
- computers that learn
- word families
- matching, multiple choice

Speaking

- talking about pros and cons
- looking at two sides of an argument

Writing

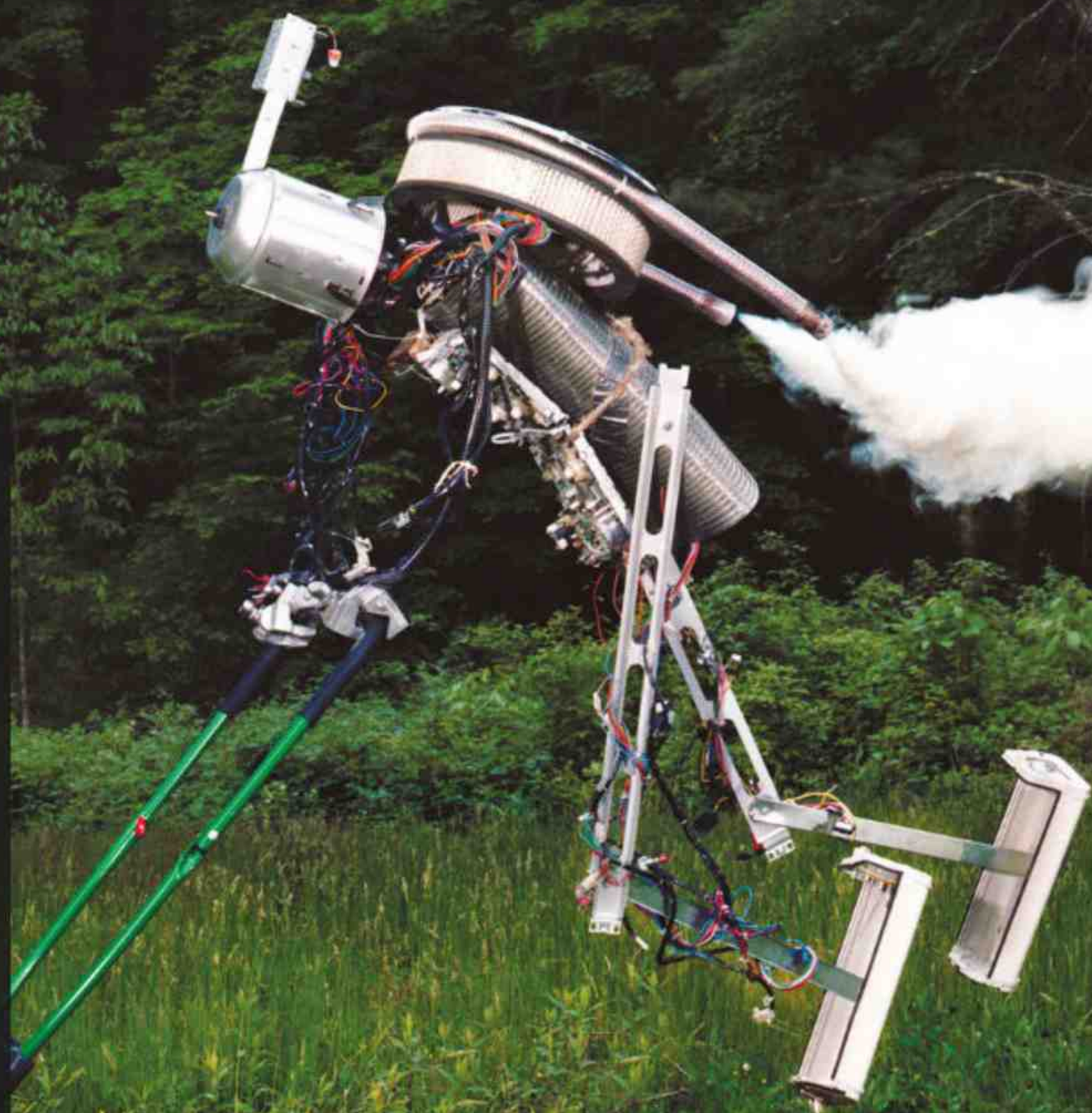
- formal letter of suggestion

CRITICAL THINKING

- counterarguments
- analysing how a message is delivered

TED TALK

- controlling someone else's arm with your brain



4A Vocabulary

Technology

Talking about technology and inventions

1 Work in pairs. Look at the robot in the picture and discuss the aspects:

- practical use
- cost
- possible dangers
- popularity

2 Throughout history, technology has changed how people understand and connect to the world. Read the facts about technology. Match the words in bold (1–12) with the categories (a–g).

- When we think of (1) **technology**, we usually picture modern (2) **inventions** and (3) **digital** machines like smartphones, laptops and tablets. But technology is anything we make or use that helps us do something or (4) **control** the world we live in. Even simple office (5) **equipment** like pens, pencils and erasers were once important new (6) **developments**.
- Scientists used to believe that only humans made and used (7) **tools**, but in the 1960s, researcher Jane Goodall watched chimps go through a careful (8) **process** of taking leaves off small branches so they could use them to catch insects.
- (9) **Research** shows that nowadays many people feel that (10) **progress** in technology is too fast. They say we need to think more carefully about the possible drawbacks, such as what happens when our complicated (11) **electronic** equipment goes wrong. We can't usually just (12) **switch** the machine **off** and then back **on** again!

- a four nouns for things people use
- b two nouns that mean *change* or *improvement*
- c one noun that means *a series of actions* or *steps to do something*
- d one verb that means *to make someone or something do what you want*
- e one noun that means *a careful study of something*
- f two adjectives we often use when we talk about technology
- g one phrasal verb with two particles that means *start/stop something*

3 Complete the sentences using words in bold in exercise 2.

- 1 Do we simply use our **technology**, or does it **control** us? Sometimes in this **digital** age, it can be difficult to know!
- 2 Recent **developments** have made computer **equipment** smaller and smaller.
- 3 People rely more and more on new **tools**. But is this really **progress**?
- 4 **Research** has found that these things aren't just **inventions** that we use when we need them – many of us pay more attention to our smartphone than to the people around us.
- 5 Trying to teach yourself not to look at your phone so often can be a difficult **process**.
- 6 You should always **switch** your computer properly so that you don't lose any work. We need to be careful with **electronic** equipment.

Robots are starting to do many jobs that people do.

4B Listening

Listening to the lecture about the history of communication technology and people talking about using social media

1 MY PERSPECTIVE

Which of the technological devices are most useful for you? Rank them from 1 (most useful) to 6 (least useful). Then compare your list with a partner.

camera computer phone printer tablet TV

2 Work in pairs. Discuss the questions.

- 1 Do you use electronic devices every day? If so, what?
- 2 What kind of problems can using electronic devices cause?
- 3 How many different ways of communicating can you think of?
- 4 Which way of communicating do you use most often? Why?

3 Look at the timeline about the history of communication technology at the bottom of the page. Match each type of communication below with a date on the timeline.



telephone



cell phone*



next big thing



smoke



bird



smartphone



text message

cell phone *mobile phone (US English)*

4 Listen to the lecture and check your answers. 31

5 Listen again. Answer the questions. 31

- 1 What message was often sent by smoke signal?
- 2 Who used birds for communication?
- 3 Who probably had the first mail service?
- 4 Where did scientists develop the telegraph?
- 5 What was the message of the first phone call?
- 6 Why wasn't the mobile phone useful until 1979?
- 7 When did email become popular?
- 8 What was the first text message?
- 9 What does the speaker compare new technology to?

6 Work in pairs. What do you think could be the next big thing in communication technology?

7 Listen to four people talking about the way they use social media. Match each speaker (1–4) with the corresponding sentence (a–e). There is one extra sentence that you do not need. 32

Speaker 1 ...

Speaker 2 ...

Speaker 3 ...

Speaker 4 ...

- a talks about somebody else's experience with social media.
- b also finds social media useful for work.
- c mentions events which caused a change in their activity on social networking sites.
- d is only active on one particular site.
- e does not have many opportunities to have an active social life in the place where they live.

The Pony Express mail service in the United States linked the East and West Coasts of the country.



Important dates in the history of communication technology

10,000 YEARS AGO	2,000 YEARS AGO	0–100	1400s	1830s	1876
1 ...	2 ...	Mail service	Mail service in Europe grows	The first efficient telegraph lines	3 ...

4C Grammar 1

The passive

Using passive to describe technological progress

- 1 Look at the sentences from the lecture in the Grammar box. Find the verb and the subject in each sentence.

The passive

Communication all over the world is seen as perfectly normal today.

The first smoke message was sent about 10,000 years ago.

The first telephone was made in 1876.

The first text message was sent in 1992.

More explanation in Grammar reference on p. 76.

- 2 Read the sentences in the Grammar box again. Choose the correct option to complete each rule.

- We form the passive with the verb *to be* / *to have* and the *present* / *past* participle.
- We put the subject of the passive verb *before* / *after* the verb.

- 3 Compare the two sentences and answer the questions.

- Alexander Graham Bell made the first phone call in 1876.
- The first phone call was made in 1876.

- Which sentence is active? Which is passive?
- Which sentence focuses on the person who did the action?
- What is the focus of the other sentence?
- What happens to the object of the active sentence?

More exercises in Grammar practice on p. 77.

Do exercises 1–4.

- 4 Match the two parts of the passive sentences.

- The most popular smartphones and tablets
 - A smartphone is basically a mobile phone that
 - These phones are small, hand-held devices that
 - The idea of combining telephones and computers
 - In the 1990s these basic phones
 - By the early 2000s simple smartphones
 - Then in 2007 the first smartphone with a large screen
- was first thought of as early as 1909.
 - was produced and mobile phones changed forever!
 - are used all over the world today.
 - were developed to send and receive emails and faxes.

- are used in a similar way to a computer.
- were sold and used in many countries.
- is connected to the internet.

- 5 Complete the text with the passive voice of the verbs in brackets. Use the present simple or past simple.

Messages from space?

The RATAN-600 radio telescope in Russia (1) ... (*turn on*) in 1974. It (2) ... (*build*) to receive radio signals from space. Most of the signals are just 'space noise', but sometimes, scientists hear radio signals with certain patterns that they think may be messages. In August of 2016, a signal (3) ... (*receive*) that was very different from the usual noise. When the signal (4) ... (*share*) with experts around the world, they agreed that it was very interesting. Was it a message that (5) ... (*send*) from another planet – a smoke signal saying *We are here*? No one knows for sure. Every possible message (6) ... (*study*) carefully, and the work continues.

- 6 Choose the correct option to complete the text.

Have you ever thought how many different devices have disappeared because of smartphones in the last years? Not many people use alarm clocks these days and mp3 players are no longer (1) ... by young people. Thermometers outside windows (2) ... replaced by mobile apps which show temperatures in any place you can think of. Calculators, which (3) ... considered to be a must for every student a few years ago, are now unnecessary, because all mathematical operations (4) ... using the smartphone. The industry which has suffered from the growing popularity of smartphones most is photography. As the quality of built-in phone cameras improves, the sales of standalone cameras is falling dramatically. What other devices, do you think, will be swept away from the market by smartphones in the nearest future?

- 1 a used b use c using
- 2 a have b been c have been
- 3 a are b were c have been
- 4 a can do b can be done c can't be done

- 7 Work in pairs. Discuss which three devices may soon turn out to be useless because of smartphones.

1962	1973	1992	2007	The future
First email	4 ...	5 ...	6 ...	7 ...

4D Reading

VOCABULARY BUILDING Word families

Many words have a basic form which we can use to make verbs, nouns and other parts of speech.

- 1 Complete the table with the other forms of the words. Use a dictionary if necessary.

Verb	Noun (thing)	Noun (person)
develop	(1) ...	developer
improve	(2) ...	–
achieve	achievement	(3) ...
(4) ...	equipment	–
disappoint	(5) ...	–
entertain	entertainment	(6) ...

- 2 Complete the text with the words in exercise 1.

A short history of artificial intelligence

Computer experts and software (1) ... first began trying to create artificial intelligence (AI) in the 1950s. Their earliest (2) ... included teaching computers to play games and do maths. They thought they could create a thinking computer within twenty years but that turned out to be a (3) ... – the job was harder than expected. In the 1970s, work on AI slowed down, though computer games based on early research became a popular type of (4) But in the 1980s, as computer technology (5) ... , AI research started up again. Now, companies are beginning to (6) ... everyday technology like cars and smartphones with simple AI that can answer questions and follow spoken instructions. This means that many of us now have AI in our pocket. What will happen next?

READING

Understanding a text about artificial intelligence

- 3 Read about 'chunking'. How can you separate the text below into chunks?

Meaning usually comes from the interaction of groups of words (chunks), not single words.

When Fan Hui lost a game of Go / in October 2015, / history was made.
 about a time who what when what happened

The game of Go was invented in China more than 2,500 years ago and is one of the world's oldest – and most complicated – board games. It is played with black and white pieces called *stones* on a board with a pattern of lines.

- 4 Match each paragraph (1–3) of the text with the most suitable heading (a–e). There are two extra headings that you do not need.

- a Problems while programming
- b A really 'thinking' device which learns
- c Benefits from losing
- d Man no longer better than machine
- e A game where machines always lose

- 5 Read the article again. Choose the correct option to complete each sentence.

- 1 AlphaGo won because it
 - a copied moves made by humans.
 - b made a surprising move.
 - c didn't follow the rules.
- 2 AlphaGo
 - a was programmed to win.
 - b can make about three million different moves.
 - c learnt to play by practising.
- 3 Fan and Lee
 - a learnt from AlphaGo and became better players.
 - b were very angry that AlphaGo won.
 - c regret playing against AlphaGo.
- 4 Which information can be concluded from the text?
 - a Fan Hui is a better Go player than Lee Sedol.
 - b AlphaGo sometimes lost its games.
 - c After being beaten by the machine, the two players lost their champion titles.

CRITICAL THINKING Counterarguments

Sometimes, when people give arguments for an idea, they don't consider arguments against the idea. Thinking about possible arguments against an idea can help us to understand it better.

- 6 Read the Critical thinking box. Can you think of arguments against the ideas below?

- 1 AIs are beautiful because they can learn, 'think' and 'feel'.
- 2 If AIs get smarter than humans, we can learn from them.
- 3 Developments in technology are a form of progress and always improve human life.

7 MY PERSPECTIVE – SPEAKING

Work in pairs. Think of a problem in the world today and imagine three ways that an AI could help solve it.



Lee Sedol (right)
makes a move
against AlphaGo.

Playing against computers

THAT LEARN

 **33** (1) ... When Fan Hui lost a game of Go in October 2015, history was made: it was the first time a human Go champion was beaten by an artificial intelligence (AI) – a computer programme that can think. And in March 2016, history was repeated when Lee Sedol – one of the world's top players – was defeated. As Fan watched AlphaGo make an important move against Lee, he thought: 'That wasn't a human move.' Then he said, 'So beautiful, so beautiful.'

(2) ... Usually, game-playing electronic devices are programmed to predict the possible results of a move, but they don't learn new moves or improve. AlphaGo is different. When it was built, the AI was given three million human Go moves to analyse. Then it began

playing. Through the process of sometimes losing and sometimes winning, the AI developed its own style of play, and learnt to 'think' – some people even say 'feel' – like a real Go player.

(3) ... Are Fan and Lee disappointed about AlphaGo's achievements? Is our technology becoming too smart? Perhaps surprisingly, the two Go champions see it as progress. After he was beaten by AlphaGo, Fan began to play the game in a different way and he improved. He won more games against other humans. Lee, whose experience was similar, said 'I have improved already. It has given me new ideas.' In this case, human and machine are working together for the development and improvement of both.

4E Grammar 2

The passive with *by* + agent

Using passive to describe technological developments

1 Read the data and the text. Then answer the questions.

Kenya data

Portion of the population who have

- a bank account: 40%
- access to clean drinking water: 63%
- a mobile phone (adults): 82%

Mobile money: better than a bank

M-Pesa was started in 2007 in Kenya by Vodafone. The technology allows users to keep electronic money in their mobile phones. This money can be used to pay bills and buy things or to get cash – all without having a bank account. And now the system is used by adults who don't have a bank account in Tanzania, Afghanistan, South Africa, India, Romania and Albania.

- 1 Which is used by more people in Kenya: a bank account or a mobile phone?
- 2 How is M-Pesa used by people without a bank account?
- 3 Where is the system used now?
- 4 Who uses the system?

Passives with *by* + agent

M-Pesa was started in 2007 in Kenya by Vodafone.

The system is used by adults who don't have a bank account.

More explanation in Grammar reference on p. 76.

2 Look at the sentences in the Grammar box. Answer the questions.

- 1 Which form are the verbs in?
- 2 Who or what does the action (the agent) in the sentences?
- 3 How do we introduce the agent of a passive verb?
- 4 When do we include the agent in a passive sentence?

More exercises in Grammar practice on p. 77. Do exercises 5–7.

3 Work in pairs. Read the sentences. Is the agent important in each sentence or not? Omit the agent when it isn't necessary.

- 1 The museum is cleaned every night by cleaners.
- 2 Homework is handed in each Friday by the students.
- 3 I was helped a lot by my friend Elliot.
- 4 The book was published by a publisher last year.
- 5 He was taught how to dive by his uncle.
- 6 His car was stolen by someone.

4 Rewrite the news headlines as full sentences in the passive.

- 1 Emergency services rescue British climbers in Italian Alps
- 2 'Robot suit' helps disabled people to walk
- 3 Doctor uses tablet to save man's life
- 4 Tablet applications develop students' programming skills
- 5 Farmers use MP3 players to scare birds

The M-Pesa programme is so successful that there are now local versions in other countries.

5 Match each headline (1–5) in exercise 4 with the text (a–e).

- a** A Japanese company has invented a 'robot suit'. Disabled people wear the device to help them to walk. Strong pieces of plastic support the wearer's legs, and small motors make them move.
- b** Two men were caught by bad weather high in the Alps near the French border with Italy. One of the men hurt his shoulder, so they had to stop climbing. They sent a text message to a friend to ask for emergency help. Their friend then contacted the Italian emergency services.
- c** A US man with heart problems became ill while cycling. He asked a passing man for help, not knowing the man was a doctor. The doctor used his tablet to get information about the man's medical history and this quick action saved the man's life.
- d** In Kenya, farmers' plants are often eaten by wild animals. To frighten the animals, some farmers in the Kasigau region recorded scary sounds on an MP3 player. Electronic equipment senses when an animal is near and the MP3 player plays the sound, which makes the animals run away.
- e** Programming has become an essential element of education for young students in Poland. Kids as young as seven or eight use tablets during their coding classes. They learn how to build a set of simple instructions which can be understood and processed by a computer. According to recent studies, this helps to develop analytical skills and logical thinking, so young coders do much better at maths, computer studies and engineering in their further education.

6 Look at the underlined sentences in exercise 5. Change the sentences into the passive voice. How does the passive change the focus of the sentence?

- a** The device ...
- b** The emergency services ...
- c** The man's life ...
- d** Scary sounds ...
- e** Tablets ...

7 These sentences are all active. Would you change them into the passive? If so, rewrite the sentence in your notebook and include the agent if necessary.

- 1** Technology is important in many schools today: children use laptops in a lot of lessons.
- 2** My parents don't believe that all new technology is good.
- 3** Someone called the emergency services and they rescued the woman from the river.
- 4** This mobile phone is very simple. For that reason, a lot of older people buy it.
- 5** Some writers, especially new ones, publish their books themselves on e-readers.

8 Work in pairs. Describe the photo. Then answer the questions.

- 1** Do you think the kids are enjoying the lesson? Why?/Why not?
- 2** How does technology improve your process of learning?
- 3** Tell your partner about a situation when a new device made life easier or more comfortable for you and your family.

Kids at Polish primary school learn the basics of programming using tablets and special educational applications



TED TALKS How to control someone else's arm with your brain

“ You know, when you lose your free will, and someone else becomes your agent, it does feel a bit strange. ”

GREG GAGE

AUTHENTIC LISTENING SKILLS

Understanding fast speech and reduced forms

Reduced forms

When some words combine with *to*, some sounds are lost in speech:

going to → *gonna*

want to → *wanna*

have to → *hafta*

- 1 Listen to parts of the TED Talk where Greg Gage talks fast. 34

- 1 I want to do some demonstrations. You guys want to see some?
- 2 So now I'm going to move away and we're going to plug it in to our human-to-human interface over here.
- 3 So now I'm going to hook you up over here so that you get the ... It's going to feel a little bit weird at first.

- 2 Read the extract. Identify the expressions with *to* that you think will be reduced. Listen and check your answers. 35

So I just need to hook you up. All right. So I'm going to find your ulnar nerve, which is probably right around here. You don't know what you're signing up for when you come up. So now I'm going to move away, and we're going to plug it in to our human-to-human interface over here.

BEFORE YOU LISTEN

- 3 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

brain properties	access	entire	affordable
DIY equipment	stick out	back and forth	
free will	hook up	plug in	hit go ahead

WHILE YOU LISTEN

- 4 Listen to the extract from the TED Talk about the speaker. Check if you know the words and phrases in the box. TED 4.0

neuroscience	neurological disorder	neurons
discharge	spinal cord	muscles electrodes signals

- 5 Listen to part 1 of the talk. Choose the correct words to complete each sentence. TED 4.1

- 1 Neuroscience *is / isn't* usually taught in schools.
- 2 *Twenty / Fifty* percent of people have a neurological disorder at some time in their life.
- 3 You have 80 billion *neurons / electrical messages* in your brain.



- 6** Listen to part 2 of the talk. Are the sentences true (T) or false (F)? TED 4.2

- 1 There are three volunteers in the experiment.
- 2 The computer will control the man's movements.
- 3 The signals from the woman's brain are going to make man's arm move.

7 VOCABULARY IN CONTEXT

Listen to the sentences from the TED Talk. Check if you know the meaning of the words and phrases in the box. TED 4.3

complex volunteer try it out squeeze weird

- 8** Complete the sentences with your own words. Then discuss with a partner.

- 1 A while ago I decided to *try out* ...
- 2 My teacher sometimes asks for a *volunteer* to ...
- 3 Something very *weird* happened to me recently. It was ...
- 4 A subject I find really *complex* is ...

AFTER YOU LISTEN

CRITICAL THINKING Analyse how a message is delivered

Speakers can deliver a message in many ways. These include: providing background information or facts, demonstrating an idea or technology and comparing an idea or technology to another one.

- 9** Greg thinks everyone should be able to use neuroscience technology. How does he deliver this message? Choose the correct answer.

- a He explains that a lot of schools have bought his equipment and that students enjoy using it.
- b He gives detailed facts about how a computer is able to show information about the brain.
- c He says that his equipment is inexpensive and easy to use.

10 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- 1 How could technology be used for good? Think of three ways.
- 2 Could it also be used for reasons that aren't good?
- 3 Is it important for new developments in communication technology to be available to everybody? Why?

4F Speaking

Talking about advantages and disadvantages

- 1 Companies are making cars that can drive themselves. Would you want to ride in one of the cars? Why?/Why not?
- 2 Listen to the conversation. What pros and cons of self-driving cars are mentioned?  36
- 3 What other pros and cons of self-driving cars can you think of?
- 4 Listen again and check the expressions in the Useful language box that you hear. Then, in small groups, take turns to talk about the pros and cons of the things below.  36

- text messaging
- social media
- artificial intelligence
- smartphones

- 5 Work in pairs.

You have a chance to work in a team which is developing one of the new tech gadgets:

- lawn-mowing robot p. 62
- game-playing device p. 67
- self-driving car p. 72

Which one would you choose and why? Give reasons for rejecting the other two options. Then answer the questions.

Student A

- Does communication technology improve communication or make people communicate less?
- Does self-driving car technology make the world safer or more dangerous?

Student B

- Is technology good or bad for the environment?
- Is Artificial Intelligence safe or dangerous for humans?

Useful language

Looking at two sides of an argument

On the one hand ... , (but) on the other hand ...

Talking about pros

One good thing about (self-driving cars) is that ...

(Self-driving cars) are good because ...

Talking about cons

One bad thing about (self-driving cars) is that ...

(Self-driving cars) can be a problem if / because ...

Car makers say self-driving cars are safer than traditional cars.



4G Writing

A formal letter of suggestion

Writing a formal letter

- 1** Read the letter to the director of a leisure centre below. Answer the questions.

Dear Ms Smith,

I am writing about the new regulations which you have introduced at the leisure centre. I am especially concerned about the 'no-phones' rule in the café area and I would like to address this issue here.

Even if I fully agree that loud telephone conversations are annoying, I do not think that quietly sending and receiving texts or checking an app is a problem, especially if a phone is put on silent mode. Also, it is true that using a phone while ordering or paying for food is rude to the staff; however, when people are sitting alone at a table, texting does not bother anyone. Can I suggest that you replace the questionable rule with a kind of 'technology etiquette'? For example, you might ask visitors:

- to think about the people around them,
- always to keep their phones on silent mode while in the café,
- not to use their phones when they are at the food counter,
- not to talk on the phone in the café area,
- never to take selfies!

These rules would stop the annoying behaviour but at the same time would make it possible for people to use their phones without bothering anyone.

Thank you for considering my suggestion. I believe it will easily be accepted by visitors to your leisure centre if you decide to introduce it instead of the 'no-phones' rule.

Yours sincerely,
Amelia Johnson

- 1 What rule is the writer of the letter unhappy about?
- 2 In what ways does the writer agree with the rule?
- 3 In what ways does the writer disagree with the rule?
- 4 What does the writer think should happen?

- 2** Read the rules. What are the pros and cons of each rule?

- 1 Students must not bring electronic devices to school. (Rule made by School Principal Sonja Sanchez)
- 2 No music is allowed on the beach or in the park. (Rule made by Mayor Rudy Patak)
- 3 Headphones cannot be worn in the leisure centre. (Rule made by Director Julia Smith)

- 3** **WRITING TIPS** Writing politely

- a Look at the letter in exercise 1 and find the following.
 - 1 a polite introduction / reason for writing
 - 2 two ways of disagreeing politely
 - 3 a polite suggestion
 - 4 a polite ending
- b Find the expressions in the Useful language box that are also in the letter.
- c Work in pairs. Think of two possible suggestions for changing each of the rules in exercise 2. Write the suggestions, using the expressions in the Useful language box, and write a polite introduction for a letter about each rule.

It might be possible to allow the devices at school, but we have to switch them off during lessons.

- 4** Choose one of the rules in exercise 2 and write a formal letter in which you express your disapproval of the rule and make some suggestions how to improve the regulation. Use the suggestions in exercise 3 and the language from the Useful language box. Follow the structure of the model in exercise 1. Make sure you do the following:

- say why you're writing,
- explain the difference of opinion,
- make two suggestions,
- support your arguments.

Write between 200 and 250 words.

More about a formal letter in Writing guide on p. 153.

- 5** Exchange letters with a partner. Check each other's work. Does it use the language and follow the model correctly? Is it polite enough?

Useful language

Explaining differences in opinion

Even if I agree that ..., I think / don't think ...

While I understand that ..., I believe ...

It is true that ...; however, ...

I can see that ..., but ...

Making a suggestion

Can I suggest that ...

It might be possible to ...

Supporting your argument

(These rules) would stop ..., but would allow ...

Skills Review 4

ENGLISH IN USE

Słownictwo

- 1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 The ... of the computer industry has changed our way of life. DEVELOP
- 2 ... have not found a cure for some diseases yet. SCIENCE
- 3 What kind of camera do you prefer: ... or analog? DIGIT
- 4 What skills must one have to become a successful ...? RESEARCH
- 5 Many people believe that the wheel is the most important ... of all time. INVENT

Parafrazy zdań

- 2 Uzupełnij drugie zdanie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów.

- 1 Mrs Huston teaches English in our school.
English ... in our school by Mrs Huston.
- 2 They make shoes in this company.
Shoes ... in this company.
- 3 When did the Wilsons sell the house?
When ... by the Wilsons?
- 4 A computer beat a human at chess.
A human ... at chess by a computer.
- 5 The receptionist gave us a map of the town.
We ... a map of the town by the receptionist.

Uzupełnianie luk

- 3 Uzupełnij luki w zdaniach wyrazem, który najlepiej pasuje.

- 1 No one knows ... sure if there is life on other planets.
- 2 Mobile phones are becoming cheaper and cheaper.
For that ..., lots of people can afford them.
- 3 I'd like to know when St. Paul's Cathedral in London ... designed.
- 4 People used ... send smoke messages 10,000 years ago.
- 5 While we were trying to reach the mountain peak, we were caught halfway ... a terrible snow storm.

Tłumaczenie fragmentów zdań

- 4 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

- 1 (Wyłącz komputer) ... when you're not using it.
- 2 A smartphone (może być używany) ... anytime and anywhere.
- 3 The first photographs (zostały wykonane) ... around 1800.
- 4 Last week Jerry (został zaproszony) ... to test a new type of bicycle.
- 5 My brother's smartphone (jest podobny do) ... mine.

- 5 Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

go invent safe happen discover careful know

- 1 Do you think that with all that modern technology the world is now a ... place for us to live in than it used to be?
- 2 Don't worry if something ... wrong with this experiment. We have a lot of time to repeat it.
- 3 After many years Professor Brown spent trying ... a machine that never stops working, he gave up.
- 4 I tried to explain to him how the machine worked, not ... he had built it himself.
- 5 Think ... about the consequences of your action before you make the final decision.

Uzupełnianie zdań

- 6 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

- 1 Some elderly people say that progress ... technology is too fast for them.
a on b at c in
- 2 The first mobile phones ... to be a great success.
a switched off b turned out c worked out
- 3 You should ... attention to what I'm saying and do your best.
a pay b take c bring
- 4 Some people think that the progress in technology is ... fast.
a such b too c enough
- 5 Sometimes radio signals with certain ... are received from outer space. They may be messages from aliens.
a kinds b types c patterns

READING

- 7 Przeczytaj tekst. Dobierz właściwy nagłówek (a–f) do każdej oznaczonej części tekstu (1–4).

Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

An Important Invention

1 ...

Percy Lebaron Spencer was an engineer who worked for a company developing microwave radar transmitters. One day, while he was in his lab, the chocolate that was in his pocket melted and he realised that the microwaves from the radar set he was working on were responsible for it.

2 ...

He was excited by what he had discovered and decided to test other food products. He started with popcorn and then went on to make an egg explode after he put it next to the radar set. He concluded that the food cooked because of the microwave energy.

3 ...

Next, Spencer constructed what would later be known as the first microwave. It was made of metal, which keeps the microwaves from passing through it. After numerous tests, Spencer figured out that the microwaves could be concentrated to heat food, and in fact they did it much faster than any other means that had been previously used.

4 ...

The patent was filed in 1945. However, it took a few years for people to accept this new technological device because they were cautious of it. As the technology improved, microwave ovens started to be used more often and they proved most useful in restaurants. Other industries followed the food industry and began to use microwaves for multiple purposes, from textile to tobacco production.

- a DANGEROUS EFFECTS
- b A WIDE APPLICATION
- c AN UNEXPECTED DISCOVERY
- d A FEW IMPROVEMENTS
- e CREATING A NEW DEVICE
- f CARRYING OUT EXPERIMENTS

SPEAKING

- 8 Opisz zdjęcie.



- 1 Do you think the children can communicate well? Why?/Why not?
- 2 What technological device couldn't you live without? Why?
- 3 Tell me about the problem you once had using a modern technological device?

WRITING

- 9 W twojej szkole podczas wakacji unowocześniono pracownię języka angielskiego. Napisz list do przyjaciela, którego poznałeś/poznałaś na kursie językowym w Londynie.

- Napisz, dlaczego postanowiono unowocześnić pracownię.
- Opisz nowy sprzęt, w jaki wyposażono pracownię.
- Poinformuj, w jaki sposób wykorzystujecie nowoczesny sprzęt.
- Wyjaśnij, jakie inne zmiany w pracowni chcielibyście wprowadzić.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Hi Jack,

Guess what? Last week we came back to school after summer holidays and found our language classroom renovated and modernised.

...

Take care,

XYZ

Grammar reference 4

GRAMMAR 1 The passive

Strony biernej używamy, gdy interesuje nas bardziej sama czynność niż fakt, kto ją wykonuje. Osoba, która wykonuje czynność, jest oczywista, nieistotna lub nieznana.

Strona czynna: *Scientists develop **new technology** every day.*

Strona bierna: ***New technology** is developed every day.*

Przy zmianie zdań ze strony czynnej na bierną dopełnienie ze zdania w stronie czynnej staje się podmiotem w zdaniu w stronie biernej.

Zdania w stronie biernej w poszczególnych czasach gramatycznych tworzymy za pomocą odpowiedniej formy czasownika *to be* oraz imiesłowu przymiotnikowego biernego (*past participle*).

Present simple passive

Stronę bierną w czasie *present simple* tworzymy za pomocą odpowiedniej formy czasownika *to be* (*am/is/are*) oraz imiesłowu przymiotnikowego biernego czasownika głównego.

Strony biernej w czasie *present simple* używamy do opisywania:

- faktów:
*A lot of electronic devices **are made** in China.*
- regularnych czynności:
*Diving classes **are held** every Saturday.*
- etapów procesu:
*The devices **are designed** in California. After that they **are built** in China and then they **are shipped** all over the world.*

Zdania twierdzące i przeczące

<i>The equipment</i>	is/isn't	made in China.
<i>Smoke signals</i>	are/aren't	used today.

Pytania

Is	<i>the equipment</i>	made in China?
Are	<i>smoke signals</i>	used today?

Past simple passive

Stronę bierną w czasie *past simple* tworzymy za pomocą odpowiedniej formy czasownika *to be* (*was/were*) oraz imiesłowu przymiotnikowego biernego czasownika głównego.

Strony biernej w czasie *past simple* używamy do opisywania:

- faktów historycznych:
*The pyramids **were built** 5,000 years ago.*

- wydarzeń w przeszłości:

*After the battle, the town **was left** empty.*

Zdania twierdzące i przeczące

<i>The area</i>	was/wasn't	explored last year.
<i>The caves</i>	were/weren't	discovered in Africa.

Pytania ogólne

Was	<i>the area</i>	explored last year?
Were	<i>the caves</i>	discovered in Africa?

Pytania szczegółowe

<i>When</i>	was	<i>the area</i>	explored?
<i>Where</i>	were	<i>the caves</i>	discovered?

Pytania o podmiot i pytania szczegółowe

Who	<i>was</i>	<i>x</i>	<i>painted</i>	<i>by Picasso?</i>
Who	<i>was</i>	<i>this picture</i>	<i>painted</i>	<i>by?</i>

Strona bierna z czasownikami modalnymi

Stronę bierną z czasownikami modalnymi tworzymy za pomocą czasownika modalnego, bezokolicznika *be* oraz imiesłowu przymiotnikowego biernego czasownika głównego.

*This process **must be repeated**.*

***Could** those bags **be used** again?*

Ćwiczenia 1–4

GRAMMAR 2 The passive with *by* + agent

W zdaniach w stronie biernej możemy wskazać, kto wykonuje lub wykonał daną czynność. Używamy wtedy słówka *by*.

*New technology **is developed by scientists** around the world every day.*

Nie używamy jednak słówka *by*, gdy wykonawca czynności jest:

- oczywisty:
*The first Apple iPhone **was sold** in 2007 (by Apple).*
- nieistotny:
*Steve Jobs **was liked and respected** (by everyone in the company).*
- nieznany:
*My smartphone **was stolen**. (I don't know who stole it.)*

Ćwiczenia 5–7

Grammar practice

- 1 Choose the correct option (passive or active) to complete each sentence.

- 1 Technology *is used* / *used* for exploring the world.
- 2 Explorers *were made* / *made* the first map of the area last year.
- 3 I *was given* / *gave* this book last year.
- 4 *Were you used* / *Did you use* a computer at school?
- 5 The cave *was discovered* / *discovered* in 2007.
- 6 He *was found* / *found* an ancient city in the desert.

- 2 Complete the text using the correct form of the verbs in brackets.

Genghis Khan (1162–1227) was the most powerful leader in the history of the world, but no one knows exactly where he (1) ... (*bury*) when he died. The facts of his death (2) ... (*not know*) today either. But explorer Albert Yu-Min Lin (3) ... (*hope*) to find out more. In the past, people looking for ancient sites (4) ... (*explore*) on foot and often dug a lot of holes. But now, small flying machines with cameras called drones (5) ... (*use*) to take pictures from high in the air. These images (6) ... (*study*) for signs of ancient buildings. If Lin's team notices something, they (7) ... (*not start*) digging immediately. A new technology that can look through stone and earth (8) ... (*use*) to 'see' what's underground without digging.

- 3 Translate the words in brackets into English.

Using technology to explore the world

Every day, new places (1) (*są badane*) ... thanks to some amazing technology. Cave diver Alberto Nava wears a device which (2) (*jest zwane*) ... a 'rebreather'. When the diver breathes out, the rebreather cleans the air before it (3) (*jest wdychane*) ... in again. Rebreathers (4) (*są używane*) ... when divers want to stay under water for long periods of time and when they want to be very quiet. A rebreather (5) (*nie wytwarza*) ... any bubbles.

- 4 Write questions in the passive in your notebook.

Present simple:

- 1 How / the air / switch on
How is the air switched on?
- 2 Where / the equipment / store
- 3 What / this machine / use for

Past simple:

- 4 How many / maps / make
- 5 When / this photo / take
- 6 Which / cave / explore

- 5 Rewrite the paragraph. Put the verbs in bold in the passive and use *by* to show the agent.

Mobile health

In 2011, the Chinese government **started** the Wireless Heart Health project to help rural patients with heart problems. A small wire **connects** patients to a smartphone with equipment that records information about their heart. Then a doctor **checks** the information from the phone, so any advice or a change of medicine can be given if necessary.

- 6 Complete the text with the correct form (active or passive) of the verbs in the box.

have	hit	make	need	use
------	-----	------	------	-----

3D printing used by doctors to make tools and medical equipment

When Haiti (1) ... by a huge earthquake in 2010, the people (2) ... medical equipment right away. However, sending things to Haiti is slow and (3) ... almost impossible by the earthquake. Dara Dotz, who was working to help the people of Haiti, (4) ... an idea. A 3D printer could (5) ... by doctors in Haiti to make some of the necessary tools and equipment.

- 7 Write complete passive sentences in your notebook. Add *by* if necessary.

- 1 Paper / make / wood.
Paper is made from wood.
- 2 It / first / make / second century / the Chinese.
- 3 Some parts / the wood / remove.
- 4 Material / then / wash and dry.
- 5 Water / take out of it / large machine.
- 6 Paper / cut into sheets / for printing.
- 7 It / make / into books, newspapers, etc.
- 8 Paper products / sell / newsagents and other shopkeepers.

Wordlist Unit 4 37

VOCABULARY p. 63

branch (n) /brɑːntʃ/ gałąź
chimp (n) /tʃɪmp/ szympanś
development (n) /dɪ'veləpmənt/ produkt; rozwój
digital (adj) /'dɪdʒɪtl/ cyfrowy
drawback (n) /'drɔːbæk/ wada, minus
equipment (n) /'ɪkwɪpmənt/ wyposażenie, sprzęt
eraser (n) /'ɪreɪzə/ gumka do ścierania
go wrong (phr) /,gəʊ 'rɒŋ/ popsuć się
invention (n) /ɪn'venʃn/ wynalazek
picture (v) /'pɪktʃə/ wyobrażać sobie
popularity (n) /,pɒpjʊ'lærəti/ popularność
progress (n) /'prɒɡres/ postęp
rely on (phr v) /rɪ'laɪ 'ɒn/ polegać na
switch on/off (phr v) /,swɪtʃ 'ɒn/'ɒf/ włączać/wyłączać
technology (n) /tek'nɒlədʒi/ technologia
tool (n) /tuːl/ narzędzie

LISTENING p. 64

account (n) /ə'kaʊnt/ konto
addicted to (adj) /ə'dɪktɪd tə/ uzależniony od
bully (v) /'bʊli/ znęcać się, prześladować
cell phone (n) /'sel fəʊn/ telefon komórkowy (AmE)
invent (v) /ɪn'vent/ wynaleźć
launch (v) /lɔːntʃ/ wprowadzać na rynek
mail service (n) /'meɪl ,sɜːvɪs/ usługi pocztowe
nasty (adj) /'nɑːsti/ niegrzeczny, wstrętny
outrageous (adj) /aʊt'reɪdʒəs/ oburzający, przerażający
post (v) /pəʊst/ umieszczać, publikować
printer (n) /'prɪntə/ drukarka
rider (n) /'raɪdər/ jeździec
share (v) /ʃeə/ dzielić się
site (n) /saɪt/ strona
socialise (v) /'səʊʃəlaɪz/ udzielać się towarzysko
stream (v) /stri:m/ transmitować na żywo lub na życzenie
wire (n) /waɪə/ drut

GRAMMAR 1 p. 65

alarm clock (n) /ə'lɑːm ,klɒk/ budzik
built-in (adj) /bɪlt'ɪn/ wbudowany
combine (v) /kəm'baɪn/ łączyć
hand-held (adj) /,hænd'held/ ręczny, podręczny
operating (adj) /'ɒpəreɪtɪŋ/ operacyjny
passive (adj) /'pæsɪv/ bierny
pattern (n) /'pætən/ wzór
sale (n) /seɪl/ sprzedaż
screen (n) /skri:n/ ekran
standalone (adj) /'stændə,ləʊn/ samodzielny, niezależny
suffer from (v) /'sʌfə frəm/ cierpieć na coś
sweep away (phr v) /,swi:p ə'weɪ/ usuwać; likwidować
thermometer (n) /θə'mɒmɪtə/ termometr
update (v) /ʌp'det/ aktualizować, uaktualniać

READING pp. 66–67

achievement (n) /ə'tʃi:vmənt/ osiągnięcie
artificial (adj) /,ɑːtɪ'fɪʃl/ sztuczny

based on (adj) /'beɪst ɒn/ oparty na
beat (v) /bi:t/ pokonywać, wygrywać
board game (n) /'bɔːd ,geɪm/ gra planszowa
champion (n) /'tʃæmpiən/ mistrz/mistrzyni
chunk (n) /tʃʌŋk/ grupa słów; kawałek
conclude (v) /kən'klu:d/ wyciągać wnioski
defeat (v) /dɪ'fi:t/ pokonać
entertain (v) /,entə'teɪn/ bawić, dostarczać rozrywki
follow the rules (phr) /,fɒləʊ ðə 'ru:lz/ działać zgodnie z zasadami
heading (n) /'hedɪŋ/ nagłówek
move (n) /mu:v/ ruch
predict (v) /prɪ'dɪkt/ przewidywać
regret (v) /rɪ'ɡret/ żałować
suitable (adj) /'su:təbl/ odpowiedni
surprisingly (adv) /sə'praɪzɪŋli/ zadziwiająco
within (prep) /wɪð'ɪn/ w ciągu

GRAMMAR 2 pp. 68–69

access (n) /'ækses/ dostęp
allow (v) /ə'laʊ/ pozwalać
analytical (adj) /,ænə'lɪtɪkl/ analityczny
bank account (n) /'bæŋk ə'kaʊnt/ rachunek bankowy
bill (n) /bɪl/ rachunek
cash (n) /kæʃ/ gotówka
coding class (n) /'kəʊdɪŋ ,kla:s/ lekcja programowania
disabled people (n) /dɪs'eɪbld 'pi:pəl/ osoby niepełnosprawne
dive (v) /daɪv/ nurkować
do better (phr) /,du: 'betə/ lepiej sobie radzić
e-reader (n) /'i:ri:də/ e-czytnik
hand in (phr v) /,hænd 'ɪn/ wręczać, oddawać (pracę)
introduce (v) /,ɪntrə'dju:s/ wprowadzać
mobile (adj) /'məʊbaɪl/ mobilny, przenośny
omit (v) /ə'mɪt/ pomijać
rescue (v) /'reskjʊ:/ ratować
run away (phr v) /,rʌn ə'weɪ/ uciekać
scare (v) /skeə/ przestraszyć
scary (adj) /'skeəri/ straszny
sense (v) /sens/ wyczuwać

TED TALK pp. 70–71

affordable (adj) /ə'fɔ:dəbl/ w przystępnej cenie
complex (adj) /'kɒmpleks/ złożony
dedicate (v) /'dedɪkeɪt/ poświęcać
discharge (n) /dɪs'tʃɑ:dʒ/ wyładowanie, wydzielanie się
disorder (n) /dɪs'ɔ:də/ zaburzenie
hook up (phr v) /,hʊk 'ʌp/ podłączyć coś
inject (v) /ɪn'dʒekt/ wstrzykiwać
innervate (v) /ɪ'nɜːveɪt/ unerwiać
interface (n) /'ɪntəfeɪs/ interfejs, złącze
neuroscience (n) /,njuərəʊ'saɪəns/ nauka o mózgu
plug in (phr v) /,plʌɡ 'ɪn/ podłączać (wtyczkę)
property (n) /'prɒpəti/ cecha, właściwość
roll up one's sleeves (phr) /,rəʊl 'ʌp wʌns sli:vz/ podwijać rękawy
spinal cord (n) /'spaɪnəl ,kɔ:d/ rdzeń kręgowy

squeeze (v) /'skwi:z/ ścisnąć
stick out (phr v) /,stɪk 'aʊt/ wystawać
try out (phr v) /,traɪ 'aʊt/ wypróbować
ulnar nerve (n) /,ʌlnə 'nɜ:v/ nerw łokciowy
volunteer (n) /,vɒlən'tɪə/ ochotnik/ ochotniczka
weird (adj) /wiəd/ dziwny
will (n) /wɪl/ wola

SPEAKING p. 72

accidentally (adv) /,æksɪ'dentli/ przypadkiem
guess (v) /ges/ sądzić; domyslać się
mow the lawn (phr) /,məʊ ðə 'lɔ:n/ kosić trawnik
pros and cons (n) /'prəʊz ənd 'kɒnz/ zalety i wady
self-driving (adj) /,self'draɪvɪŋ/ samobieżny, samojezdny

WRITING p. 73

address (v) /ə'dres/ adresować; zajmować się
bother (v) /'bɒðə/ kłopotać, przeszkadzać
counter (n) /'kaʊntə/ lada
disapproval (n) /,dɪsə'pru:v/ dezaprobata
etiquette (n) /'etɪket/ etykieta
leisure centre (n) /'leɪzə ,sentə/ centrum rekreacyjne
mayor (n) /meə/ burmistrz/burmistrzynie
principal (n) /'prɪnsəpl/ dyrektor/dyrektorka
questionable (adj) /'kwɛstʃənəbl/ wątpliwy, niepewny, sporny
rule (n) /ru:l/ zasada
silent mode (n) /'saɪlənt ,məʊd/ tryb wyciszenia

SKILLS REVIEW pp. 74–75

alien (n) /'eɪlɪən/ obcy
analog (adj) /'ænəlɒɡ/ analogowy
can afford (v) /,kæn ə'fɔ:d/ pozwalać sobie na coś (mieć pieniądze)
cautious (adj) /'kɔːʃəs/ ostrożny
figure out (phr v) /,fɪɡər 'aʊt/ zrozumieć; wymyślić coś
halfway (adj, adv) /,hɑ:f'weɪ/ w połowie, w pół drogi
melt (v) /melt/ topnieć
microwave oven (n) /,maɪkrəweɪv 'ʌvən/ kuchenka mikrofalowa
outer space (n) /,aʊtə 'speɪs/ przestrzeń kosmiczna
pop (v) /pɒp/ wystrzelić
purpose (n) /'pɜ:pəs/ cel
transmitter (n) /trænz'mɪtə/ przekaźnik

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

- 1 Those researchers (*zostali uratowani*) ... by the emergency services.
- 2 The lecture (*jest łączony*) ... with a video presentation.
- 3 Each issue has (*zalety i wady*)
- 4 (*Tak wiele zasad*) ... have been introduced by the new principal!
- 5 Data on your computer (*mogą być uaktualniane*) ... every hour.

2 Complete the sentences with the correct form of the words in capitals.

- 1 When you ... regularly, you feel more relaxed.
SOCIAL
- 2 They have to repair the ... system of this app.
OPERATE
- 3 I wonder why this board game is gaining ... among teenagers.
POPULAR
- 4 We must find a ... program to publish their stories.
SUIT
- 5 Their rude neighbour was ... nice to her guests.
SURPRISE

3 Complete each sentence with the word that best fits the gap.

- 1 Did you know that a mobile phone is also called a ... phone in the US?
- 2 People don't like it when ... clocks wake them up in the morning.
- 3 A lot of scientists suffer ... working too much.
- 4 Escape and run ... mean the same thing.
- 5 When students do ... at school, they improve their marks.

4 Translate the Polish fragments of the sentences into English.

- 1 There were (*co najmniej dwa nowe wzory*) ... on that print.
- 2 Is (*sztuczna inteligencja*) ... used for analytical research?
- 3 That scientist (*przypadkiem pozwolił*) ... those bacteria to develop.

- 4 The drawbacks of this experiment (*były przewidziane*) ... by its creator.
- 5 New telecommunications technology develops (*zadziwiająco szybko*) ... nowadays.

5 Choose the correct option to complete each sentence.

- 1 You can pay the bill by card if you don't have
a cash
b account
c access
- 2 That app was ... on a famous novel.
a followed
b based
c bothered
- 3 Engineers ... that this device wasn't invented earlier.
a predict
b conclude
c regret
- 4 When that new technology was ... , everybody was amazed.
a introduced
b addicted
c melted
- 5 Scientists need ... data to carry on the tests.
a artificial
b particular
c scary

6 Complete each sentence with the word that best fits the gap.

- 1 She wanted to open up a bank ... but forgot some documents.
- 2 If you play a board ... , all of you will have a good time.
- 3 You cannot hear your mobile when it is left on ... mode.
- 4 That researcher suddenly figured ... what he had discovered.
- 5 Remember to ... off your computer when you finish work.

5 Active lives

IN THIS UNIT YOU LEARN

VOCABULARY

- sports
- sportspeople
- sport events

GRAMMAR

- past simple and present perfect
- present perfect simple and continuous

SKILLS

Listening

- a podcast about a young climber
- descriptions of different sports
- true/false, matching

Reading

- Masaai Olympics
- phrasal verbs
- matching, multiple choice

Speaking

- expressing agreement and disagreement

Writing

- opinion essay

CRITICAL THINKING

- presenting a balanced view

5A Vocabulary

Sports

Talking about sport

1 Work in pairs. Describe the photo. Then answer the questions.

- 1 How do you think the biker is feeling right now? Why do you think so?
- 2 Would you like to try bike base jumping? Why?/Why not?
- 3 Tell your partner about a time when you or someone you know tried a dangerous or extreme activity.

2 Put the words into the correct category. Use a dictionary if necessary. How many more words can you add to each category?

bat	bounce	climbing	coach	court	diving	helmet
kick	net	opponent	pass	pitch	referee	rink
rope	sailing	spectator	the 100-metre sprint	throw	track	

Sports	People	Places	Equipment	Actions
climbing	...	...	...	...

3 Write five sentences about sports using the words in exercise 2.

In tennis, you have to hit the ball to your opponent's side of the court.

4 Match the verbs with the words and phrases they collocate with.

achieve	beat	do	encourage	go
play	represent	score	train	win

- 1 a prize / a trophy / the gold medal
- 2 climbing / sailing / cycling
- 3 golf / tennis / an important role
- 4 gymnastics / yoga / your best
- 5 people to work as a team / children to exercise more
- 6 for the event / before the race / hard
- 7 your goal / your personal best / your ambition
- 8 your school / your country / the team
- 9 a goal / ten points
- 10 your opponent / the champion

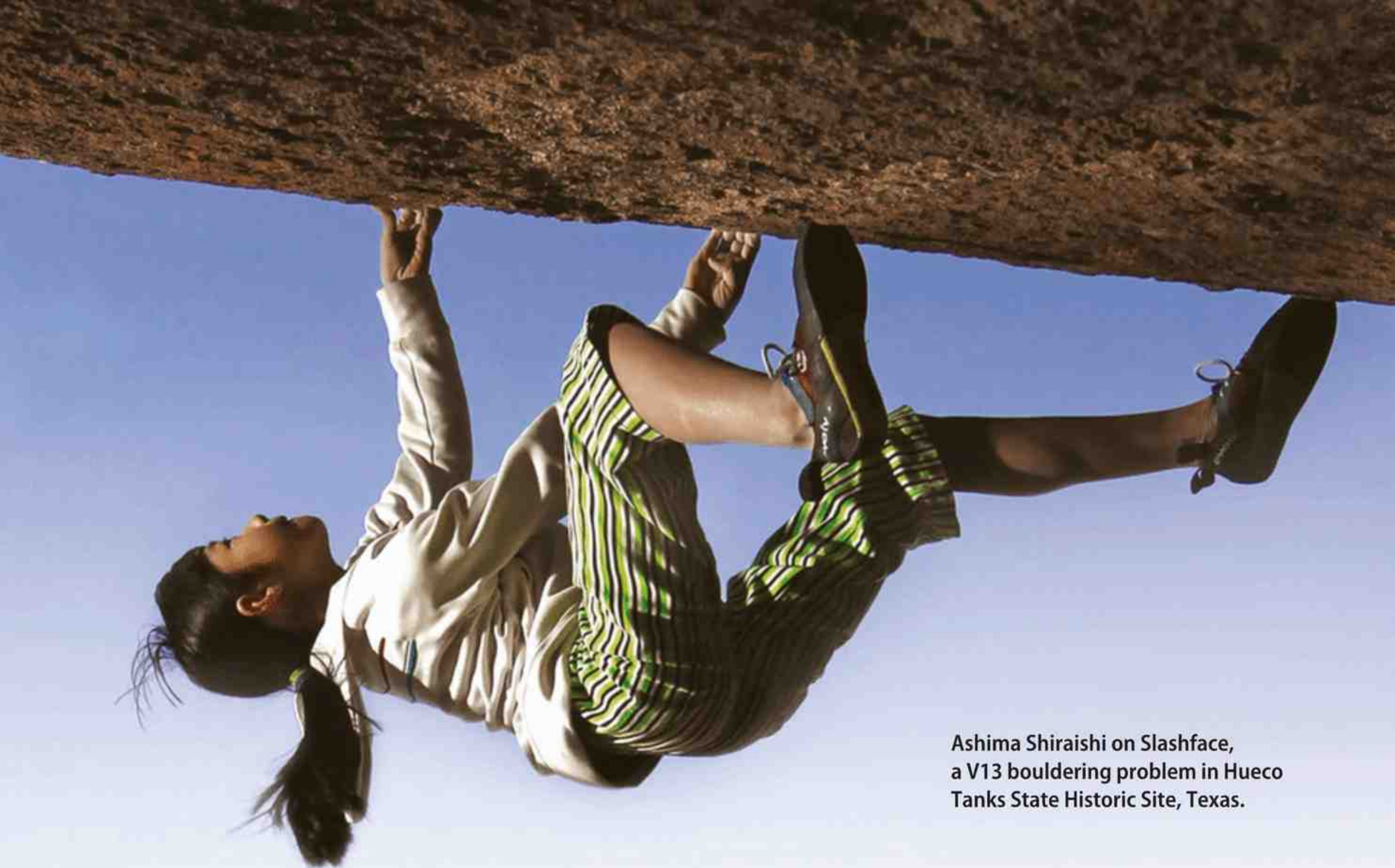
5 Work in pairs. Read the statements (1–6). Discuss what sport (or sports) are the statements about?

- 1 The pitch is where I meet all my friends. And I feel proud when I'm **representing my club** in tournaments.
- 2 Being out in my boat **gives me a real sense of freedom**. It's always played an important role in my life.
- 3 When I'm up a mountain, it's about **pushing my own limits**, not winning trophies or breaking records.
- 4 I'm doing it to **raise money** for a children's charity. I've been training for months, but I've still got a long way to go!
- 5 I want to **encourage** the younger players to have some fun on the court.
- 6 To be honest, I don't enjoy it much – it's quite boring. I only do it to **keep fit**.

6 MY PERSPECTIVE – SPEAKING

Look at exercise 5 again. What kind of sports do people take up for reasons in bold? Do these reasons encourage you to take up a sport? Put them in order from the most to the least appealing.

Bike base jumping in Canyonlands National Park, Utah.



Ashima Shiraishi on Slashface, a V13 bouldering problem in Hueco Tanks State Historic Site, Texas.

5B Listening

Listening to a podcast about a young climber and a text about different sports

- 1 Look at the photo of a young climber, Ashima Shiraishi, and read the caption. What do you think the V scale measures?
- 2 Listen to a podcast about Ashima. Answer the questions. 🎧 38
 - 1 Why does she enjoy climbing?
 - 2 What has she achieved?
 - 3 How is a V3 climb different from a V4?
- 3 Listen again. Are the sentences true (T) or false (F)? How do you know? 🎧 38
 - 1 Ashima started climbing when she was a teenager.
 - 2 She has been a professional climber for a year.
 - 3 She always uses ropes when she climbs.
 - 4 She has climbed in several countries, including Japan and South Africa.
 - 5 She is the only female athlete to successfully climb a V14 problem.
 - 6 She is the youngest person to successfully climb a V15 problem.
- 7 She recently had an accident, but it hasn't stopped her climbing.
- 8 She does her homework late in the evening because she has to train hard.
- 4 Listen to four people talking about different sports. Match each speaker (1–4) with the corresponding sentence (a–e). There is one extra sentence that you do not need. 🎧 39

Speaker 1	...
Speaker 2	...
Speaker 3	...
Speaker 4	...

 - a talks about their own experience
 - b describes the rules of a sport
 - c describes a famous sportsperson
 - d compares two different sports
 - e concentrates on the benefits of doing a particular sport

5C Grammar 1

Past simple and present perfect

Using past simple and present perfect to describe sport events

- 1 Read the extracts from the podcast in the Grammar box. Focus on the verbs in the past simple and present perfect.

Past simple and present perfect (1)

- a Ashima **has travelled** to many countries looking for more and more difficult climbs.
- b In 2014, she **went** to South Africa and **completed** the 'Golden Shadow' problem.

- 2 Answer the questions about the sentences in the Grammar box.

- 1 Is it clear when Ashima travelled to many countries? Is it important here?
- 2 Do we know when she went to South Africa? Is it important here?
- 3 Which timeline illustrates sentence a? Which timeline illustrates sentence b?



Past simple and present perfect (2)

- a Ashima **discovered** climbing at the age of six, and she's **loved** it ever since.
- b She **has travelled** to many countries in her young life looking for more and more difficult climbs.
- c She's just **achieved** an even more amazing record.
- d Earlier this year, Ashima **climbed** 'Horizon', a V15 climb in Japan.

More explanation in Grammar reference on p. 92.

- 3 Match the sentences (a–d) in the Grammar box above with the rules (1–4).

Past simple

We use the past simple to talk about:

- 1 completed actions in the past. The time is often stated, e.g. *last week, yesterday, in 2017*, etc.

Present perfect

We use the present perfect to talk about:

- 2 actions which started in the past and continue to the present. We often use *for* and *since* to say how long the action has continued.

- 3 past experiences, when the exact time isn't stated. Any time expression is connected to the present, e.g. *until now, never, in my life*.
- 4 recent actions when the exact time isn't stated. We often use *just* to emphasise that it happened very recently.

More exercises in Grammar practice on p. 93.

Do exercises 1–2.

- 4 Choose the correct option to complete the text.

Speed climbing is a race against the clock. Climbing as a sport (1) *was / has been* around for a long time, but competition speed climbing (2) *became / has become* popular only a few years ago. Competitors try to climb a fifteen-metre wall as quickly as they can. When they reach the top they must hit a button to stop the clock. When the sport (3) *started / has started*, climbers (4) *used / have used* walls with different heights and holds but, since 2007, all the walls (5) *were / have been* exactly the same. The men's world record holder is Danyl Boldyrev, who (6) *broke / has broken* the record with a time of 5.6 seconds in 2014.

Competitive climbing (7) *wasn't / hasn't been* in the last Olympic Games, but the organisers of the Games (8) *just accepted / have just accepted* it as a sport for the 2020 Tokyo Olympics.

- 5 Put the verbs in the correct form of the past simple or present perfect to complete the dialogues.

- 1 A: ... (you / play) tennis recently?
B: No. I ... (injure) my arm in March, and I ... (not / play) any sport since then.
A: That's a shame. When I ... (see) you in the competition last year, you ... (be) really good.
- 2 A: What sports ... (you / do) when you were younger?
B: Lots of different ones – football, volleyball, swimming. I ... (always / love) sport.
A: So what do you do now?
B: ... (I / just / start) mountain biking. That's my latest interest.
- 3 A: ... (you / ever / win) a medal or trophy?
B: Yes, several times. I ... (play) baseball for several years, and my team is quite good.
A: Wow! I didn't know that.
- 4 A: ... (you / ever / do) karate?
B: No, but I'd love to. A friend ... (try) it last year, and he ... (enjoy) it.
A: It's not something that ... (ever / interest) me.
- 5 A: ... (you / watch) any matches this year?
B: No, I haven't. But my dad ... (watch) all of them.

5D Reading

A Maasai warrior competes in the high jump event during the Maasai Olympics at the Sidai Oleng Wildlife Sanctuary, Kenya, in 2014.

Can athletics protect AFRICA'S LIONS?

VOCABULARY BUILDING Phrasal verbs

1 Find the phrasal verb and its synonym in the sentences below.

- 1 More and more people are *taking up* capoeira. People often *start doing* it after seeing it in the street.
- 2 If you don't want to participate now, you can just watch, and join in another time.
- 3 Even professional athletes warm up before running. Our bodies need time to prepare for sport.
- 4 I wanted to keep up with the main group of runners but it was impossible to stay with them.
- 5 Surprisingly, he's knocked out the world number two and could beat the world number one in the final!
- 6 On Sunday, Ghana take on Ivory Coast. Can they challenge them for a place in the quarter-finals?
- 7 I gave up tennis in 2015. I had to stop playing because of a hand injury.
- 8 I don't exercise much during the week, but I work out at the gym on Sundays.

2 Complete the questions with the correct form of the phrasal verbs in exercise 1.

- 1 Do you like to ... sports, or do you prefer to be a spectator? Why?
- 2 Has your team ever ... a better team?
- 3 If you could ... a sport, what would you try? Why?
- 4 What sports have you ... ? Why did you stop?

5 What's the best way to ... before running?

6 Do you ever go to a gym to ... ? Do you enjoy it?

3 Work in pairs. Ask and answer the questions in exercise 2.

READING

Understanding a text about the Maasai Olympics

4 Read the text. Why were the Maasai Olympics started?

5 Match the paragraphs (1–6) with the topic sentences (a–f).

A **topic sentence** summarises the main idea of the paragraph. Topic sentences are usually the first sentence of the paragraph.

- a The *African Wildlife Foundation* got together with Maasai leaders to come up with a plan.
- b The Games are not just for the men, however.
- c One of Africa's most famous animals needs protection.
- d Maasai tribes have been hunting lions as trophies for hundreds of years.
- e Have the Games been a successful way to help conservation efforts in Kenya and Tanzania?
- f Preparations for the next Games have been heating up, and everyone involved is getting excited.

40 **1** ... In the 1940s there were an estimated 450,000 lions across Africa, but since then numbers have decreased dramatically, to around 20,000 today. Reasons include a loss of habitat as the human population has grown, and the trade in lion body parts. **However**, another threat to the lions may soon be a thing of the past.

2 ... In Maasai culture, killing lions has been an important tradition amongst the men because it shows their physical strength and skill. The Maasai also hunt lions when the lions kill their cows. Unfortunately, this has brought the lion population to dangerously low levels. Conservationists have believed for some time that the number of lion killings can be reduced without destroying the Maasai culture. But how?

3 ... The idea was to replace lion hunting with a sports event. The Maasai Olympics were born, and *manyattas*, or villages, from across the region were invited to join in. Since 2012 they have held three Maasai Olympics. Young men take part in six running, throwing and jumping events, which all reflect Maasai culture. For example, the javelin competition is similar to the traditional skill of throwing a spear*, and the high jump is similar to Maasai dancing.

4 ... Including women in the events is very important because the women can influence the men's behaviour. If the women are more aware of lion conservation, they can discourage the men from hunting. At the 2014 Games, there were two running events for women and the winners received the same prizes as the men.

5 ... The coaches in each *manyatta* have already chosen their athletes for the team, and they are training hard. The competitors take their preparation very seriously. Every day they warm up before exercising in groups. **Although** the final is over a year away, the Games have already started, as *manyattas* take on one another in friendly meetings before the main event.

6 ... A survey among Maasai men shows that attitudes have changed. **Although** nineteen percent of the people asked haven't even heard of the Maasai Olympics, the majority of them say that the Games have made them less interested in killing lions. And **even though** trophy hunting still goes on, they see sports as an effective alternative. As one of the athletes said, 'We used to celebrate lion hunting but this programme has shown us a better celebration'.

spear a long, sharp stick you throw as a weapon

6 Read the text again. Choose the correct option (a–c) to complete each sentence.

- 1** Lion populations have become smaller because
 - a** the animals have less space to live in the wild.
 - b** of a number of reasons.
 - c** the Maasai have hunted them too much.
- 2** Hunting
 - a** is the biggest danger to the lions.
 - b** is the only way Maasai men can show how brave they are.
 - c** has been a part of Maasai culture for a long time.
- 3** All of the events in the competition
 - a** involve throwing.
 - b** are like traditional Maasai activities.
 - c** include all the villages.
- 4** Women are involved in the competition
 - a** as much as the men.
 - b** because the women asked to compete.
 - c** to help in the goal of reducing lion hunting.
- 5** The *manyattas*
 - a** haven't chosen their athletes yet.
 - b** get all the hopeful athletes to train.
 - c** have already started competing.
- 6** The Maasai Olympics
 - a** are changing the way people think.
 - b** have stopped the Maasai hunting lions.
 - c** are less interesting to the Maasai than killing lions.

CRITICAL THINKING Presenting a balanced view

When you give your arguments, it is important to show that you realise that others may have different opinions. Look at the highlighted words in the text (*however, although, even though*) – they make it easy to present both sides of an argument. Other words which can be used this way are *in spite of* or *nevertheless*.

- 7** Read the Critical thinking box. Then read the text again. Does the writer give a balanced view of the Maasai Games? Find sentences that support your answer.
- 8** Work in pairs. Read the statements (1–5). Do you agree or disagree with the statements? Why? Try to present a balanced view using the phrases in the box above.
 - 1** People can learn important life skills by doing sport.
 - 2** Sport always helps people feel better about themselves.
 - 3** Sport is a good way to help people who don't have much money or education to achieve their ambitions.
 - 4** Sport isn't about winning. It's about joining in and having a go.
 - 5** Sportspeople earn too much money.
- 9** Work in groups. Discuss the statements in exercise 8 with another pair.



Kenyan Eliud Kipchoge competes in the 2016 Rio Olympics marathon.

5E Grammar 2

Present perfect simple and continuous

Using present perfect simple and continuous to describe sport achievements

- 1 Read the sentences in the Grammar box. Find examples of the present perfect simple and the present perfect continuous.

Present perfect simple and continuous

- a Maasai tribes **have been hunting** lions as trophies for hundreds of years.
- b Since the 1940s, numbers **have decreased** dramatically, to around 20,000 today.
- c Preparations for the next Games **have been heating up**, and everyone involved is getting excited.
- d The coaches in each manyatta **have already chosen** their athletes for the team.
- e **Have** the Games **been** a successful way to help conservation efforts in Kenya and Tanzania?
- f Since 2012 they **have held** three Maasai Olympics.

- 2 Match the sentences (a–f) in the Grammar box with the rules (1–6).

The present perfect simple:

- 1 emphasises the fact that an action is complete.
Sentence ...
- 2 emphasises the change of the situation between the past and now.
Sentence ...
- 3 emphasises the present result of the action, i.e. *How many?* / *How much?* / *How often?*
Sentence ...
- 4 is used with state verbs, e.g. *want, know, believe, be*.
Sentence ...

The present perfect continuous:

- 5 emphasises the fact that an action is incomplete.
Sentence ...
- 6 emphasises the duration of an action, i.e. *How long?*
Sentence ...

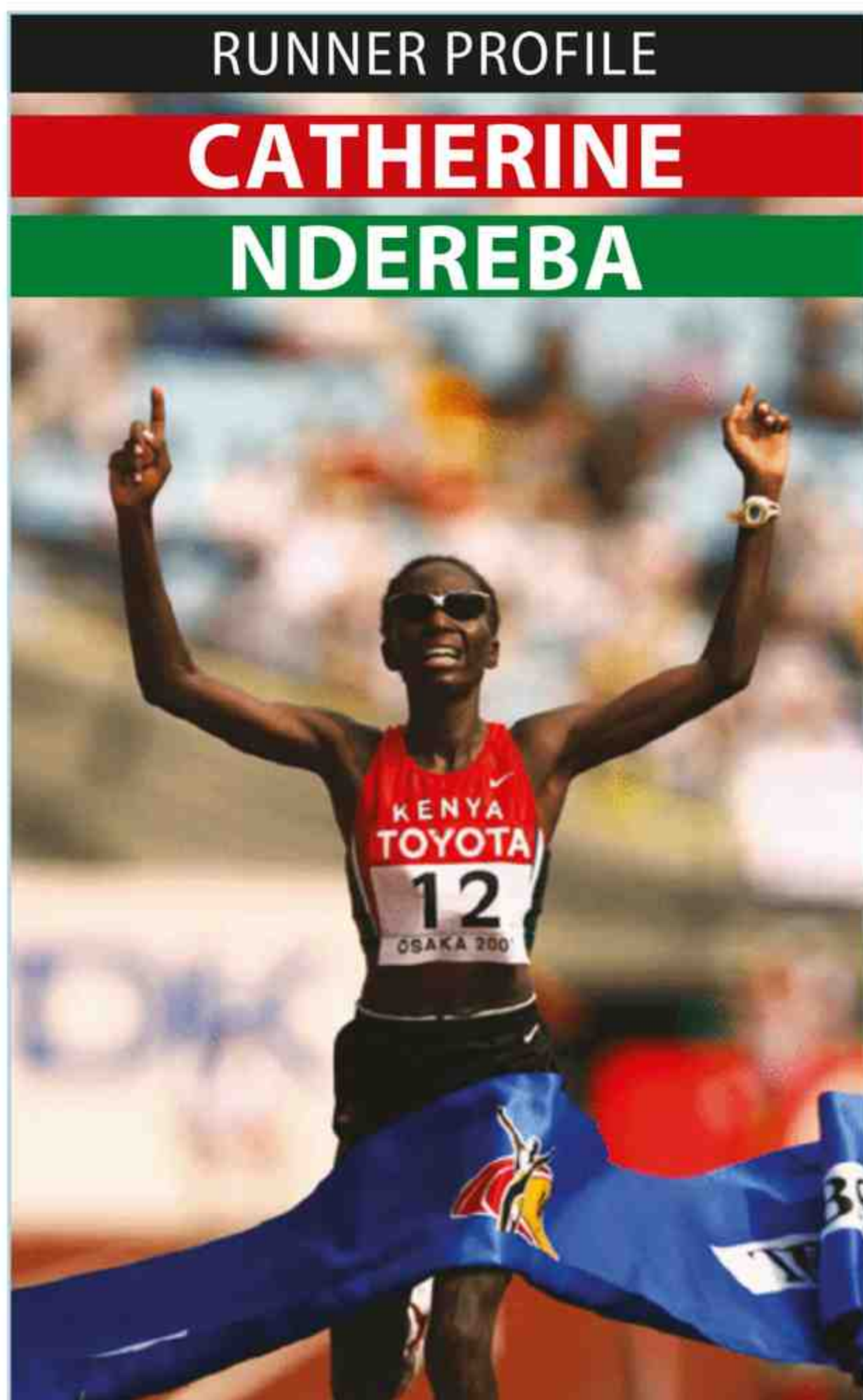
More explanation in Grammar reference on pp. 92–93.

More exercises in Grammar practice on p. 93. Do exercises 3–5.

- 3 Choose the correct option to complete the paragraph about Kenyan marathon runners.

Kenyans know how to run fast. Kenyan men (1) *have run* / *have been running* seven of the fastest ten marathons in history. It's a similar story for the women: Jemima Sumgong has finally (2) *given* / *been giving* Kenya its first Olympic gold in the marathon, and Kenyan women hold more of the records than anyone else. So how long has the title of world long-distance champions (3) *belonged* / *been belonging* to Kenya? Interestingly, although the country (4) *has sent* / *has been sending* athletes to competitions such as the Olympics since 1956, it (5) *hasn't won* / *hasn't been winning* races for all of that time. So what have they (6) *done* / *been doing* more recently to make them so good? Well, about 40 years ago, training camps started in small towns in the mountains, like Iten, and they (7) *have become* / *have been becoming* major centres for sport. Since then, this area (8) *has created* / *has been creating* more world champions than anywhere else in the world.

4 Complete the questions about Catherine Ndereba.



Many people believe that Catherine Ndereba, or 'Catherine the Great', is the greatest female marathon runner ever.

- 1 how long / Catherine / run?
She started when she was just a girl.
- 2 she / always / love running?
Yes, she has had a passion for it since she was at school.
- 3 how many marathons / she / win?
A lot! She won the Boston Marathon four times between 2000 and 2005.
- 4 she / win / any Olympic medals?
Yes. She's never won gold but she came second in the marathon in 2004 and 2008.
- 5 what / she / do / recently?
Since retiring in 2014, she's been helping to train young Kenyan runners.
- 6 how far / she / run / this week?
Only about 50 km – much less than when she was competing.

5 Complete the interview with the time expressions. Then listen and check your answers. 41

already ever for just never since (x 2) yet

- A: José, you've (1) ... arrived here in Kenya, haven't you?
- B: Yes, I've only been here (2) ... four days.
- A: Have you (3) ... been to Kenya before? Why have you come?
- B: I've (4) ... been here before. I've loved running (5) ... I was a boy, and I've been competing for a couple of years. But I'm not improving. I haven't won any races (6) ... this year.
- A: And you're hoping that training here will help?
- B: Exactly. A running friend of mine has (7) ... been here twice to train and he's been a lot faster (8) ... then.

6 Complete the sentences. Use the correct form of the words in brackets. Add any other words if necessary.

- 1 Jack should win this race. (*he / train*) ... for it for several months.
- 2 Is he the top scorer in the team? (*many / goal / score*) ... so far this season?
- 3 Our team is losing, but (*match / not / finish*) ... yet. Everything is still possible.
- 4 Over the past 15 years, (*ski jumping / become*) ... a really popular sport in Poland.
- 5 This is our new coach. (*he / not coach*) ... the team for long, but (*they / already / win*) ... several tournaments.

7 CHOOSE

- 1 Work in pairs. Interview each other about sports and hobbies that you enjoy. Use the questions below and any others you can think of.
 - What is one hobby or sport you enjoy?
 - How long have you been doing it?
 - Have you taken part in any competitions?
 - Have you been training for any competitions recently?
 - What are the secrets of doing your sport/hobby well?
- 2 Write about your sport or hobby for a class blog. Use the questions above to give you ideas.
- 3 Find out about a sportsperson you admire and write a short profile about them.

8 Work in pairs. You and your friend are going to take up a sports activity together. Discuss the following aspects:

- kind of sport
- necessary equipment
- instructor's help
- clubs in the neighbourhood

5F Speaking

Useful language

Agreeing

I totally agree with you.

That's true.

That's a good point.

He's right about that.

He's got a good point.

You're not wrong there.

Disagreeing

Yes, but

I'm not sure I agree.

Maybe, but

I agree up to a point, but

I see what you're saying, but

*I understand what you mean,
it's just*

Expressing agreement and disagreement

1 Work in pairs. Discuss the questions.

- 1 What is the most popular physical activity among students?
- 2 Have you ever taken part in a sports competition?
- 3 What sports facilities are available near the place where you live?

2 Read the statements. Do you agree with them? Use the Useful language box and write one argument for and one against.

- 1 The government should stop people doing dangerous sports like boxing.
- 2 There are more disadvantages than advantages for a country when it holds international sporting events like the Olympic Games.
- 3 There are good reasons why some professional sportspeople make more money than doctors, teachers and nurses.
- 4 It is better to encourage children to practise sports that are not competitive (e.g. yoga) than competitive sports.
- 5 The world of sport is a better place these days because of all the money that has come into it from business and advertising.
- 6 Young people often see professional sportspeople as heroes. Some people think that they have the responsibility to be good role models.

3 Listen to a conversation between three friends. Which statement in exercise 2 are they discussing? 🔊 42

4 Listen again. Which of the expressions in the Useful language box do you hear? 🔊 42

5 A new sports centre is going to be built in your city. There is a poll to decide which sports facilities students would like to have there. Think about the three sports facilities listed below and decide which of them you would vote for. Give reasons for your choice, then explain why you reject the other two options.

- football pitch
- swimming pool
- gym

Answer the questions.

- 1 How many hours a week do you do sport at school?
- 2 Does a break for sport help you focus on other subjects?
- 3 Is sport compulsory for secondary school students in your country?
- 4 Would you like to do more or less sport at school? Why?



5G Writing

An opinion essay

Writing an opinion essay

- 1** Read the essay title below. Which questions (1–6) do you think you should answer in the essay?

'Physical education, or sports, should be a compulsory subject at school, with the same importance as other subjects like maths and English.' Do you agree or disagree with this statement?

- 1 How many countries have compulsory sport at school?
- 2 Is sport as important as maths and English?
- 3 What kind of sports do most students enjoy?
- 4 Do schools have enough space for students to do sport?
- 5 Why is sport and exercise important for young people?
- 6 Do you agree with the statement?

- 2** Read the essay below.

Physical Education is a compulsory subject in most European school curricula, although the amount of time that children spend doing sports has decreased. Instead, pupils are spending more time doing classroom subjects like maths and English. Of course, these subjects are important, but I do not think we should take time away from sports, which I regard as equally as essential.

Sports have many benefits. Firstly, many of us enjoy doing sports. Personally, the day we do sports is the day I enjoy most. Some students do not enjoy academic subjects but they like sports and PE lessons, and this may encourage them to enjoy school more. Secondly, there is no question that young people are spending too much free time in front of screens rather than doing enough exercise, so schools should help. Finally, sports are good for the brain as well as the body, in my view. If I have just done some exercise, I have more energy for studying.

However, it is true that children have a lot to study these days, so if they are spending time at school doing sports, they have to do more work at home. Also, there are other important subjects such as art and music. Should we give them more time, too?

Overall, I would say that sports are as important as any other school subject. In fact, schools should prepare students for healthy lives as well as future jobs. I strongly believe that making sports compulsory would help achieve this goal.

- 3** Work in pairs. Read the essay again. Discuss the questions.

- 1 What reasons does the writer give to support the argument?
- 2 What arguments does the writer give with the opposite view?
- 3 Which point do you agree with most/least?
- 4 Can you think of any other arguments for or against the writer's opinion?

- 4** Choose one of the statements in exercise 2 on page 88 and write an essay giving your opinion. Think about the questions you must answer. Make sure each paragraph has a topic sentence. Write between 200 and 250 words.

Paragraph 1 Introduce the topic by describing the situation and clearly stating your opinion.

Paragraph 2 Give at least two points that support your opinion.

Paragraph 3 Give one or two points against your opinion.

Paragraph 4 Summarise the main points and give your opinion again.

More about an opinion essay in Writing guide on p. 154.

- 5** Read another student's essay. Is their opinion clear? Do you agree with it?

Useful language

Giving your opinion

Personally, I think that

I strongly believe that

I do not think that

Of course,

There is no question that

I would say that

It's true that

In my opinion / view,

Skills Review 5

ENGLISH IN USE

Słownictwo

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

- Children in our school enjoy ... in the choice of sports they can do. **FREE**
- Only one ... is as strong as me, but I hope to win the gold medal. **COMPETE**
- Danny had enough ... to take the lead and win the race. **STRONG**
- Nancy wants to be fit. That's why she takes regular jogging ... **SERIOUS**
- Can you suggest an ... way to build up energy in the body? **EFFECT**

Parafrazy zdań

2 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

- The last time Adam ran in a marathon was two years ago.
NOT
Adam ... in a marathon for two years.
- We last met at the World Cup in 2018.
SINCE
We ... the World Cup in 2018.
- Alan started watching the football match at 8 pm. He's still watching it.
WATCHING
Alan ... the football match since 8 pm.
- Max hasn't scored a goal for his team since April.
TIME
The ... a goal for his team was in April.
- I can't ski very well although I started skiing last year.
LEARNT
I ... to ski yet, although I started skiing last year.

Uzupełnianie zdań

3 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

- Have you ever ... any extreme sports?
a done
b exercised
c gone
- The shelf in his room is full of trophies he has ... at different competitions.
a achieved
b won
c scored
- Athletes have to ... before the competition to avoid injuries.
a take up
b heat up
c warm up
- Robert ... karate since he first tried it a few years ago.
a enjoys
b has enjoyed
c enjoyed
- I agree with you but only up to a ... that it was Sue's best performance.
a point
b moment
c piece

4 Uzupełnij zdania wyrazami w nawiasach w odpowiednich formach. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

- Mark ... (*has / passion*) jogging since he watched a film about it.
- Jack ... (*injure / leg / June*) and he hasn't played rugby since then.
- I ran a marathon last month but I was too weak ... (*keep / runner*) who were much faster than me.
- Do you know who ... (*run / fast / marathon*) in history?
- More and more people ... (*take / windsurf*) nowadays.

Uzupełnianie luk

5 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

- 1 On Sundays I go to the football pitch ... I meet all my friends.
- 2 Jason has ... a professional skater for three years.
- 3 Have you ... considered transforming the room in the basement into a gym?
- 4 Twenty students took part in the chess tournament five years ago, but since ... the numbers have increased to almost one hundred.
- 5 I've done everything possible to discourage my brother ... climbing mountains, but he insists on doing it.

Tłumaczenie fragmentów zdań

6 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

- 1 Josh showed his skiing talent (*w wieku sześciu lat*) ...
- 2 (*Zrób najlepiej, jak potrafisz*) ... to show that you're right.
- 3 George is a very good tennis player who takes part ... (*w wielu turniejach*).
- 4 Bolt (*pobił rekord świata*) ... for 100 m in 2008.
- 5 (*On jest*) ... a professional player for two years.

LISTENING

7 Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.  **43**

- 1 The talk is part of
 - a lecture on football.
 - a commentary to a football match.
 - instructions given by a football coach.
- 2 Which was true for Brian about the team Channel swimming?
 - He suffered from seasickness.
 - He felt intense pain in his legs.
 - He faced unfavourable weather conditions.
- 3 Which is the best headline for the news?
 - STRICTER LAW
 - FAMOUS ATTRACTION CLOSED TO TOURISTS
 - ILLEGAL TOURISTS BANNED FROM THE COUNTRY

SPEAKING

8 Opisz zdjęcie.



- 1 How is this person feeling?
- 2 Do you enjoy extreme sports? Why?/Why not?
- 3 Tell me about the last time you or your friend did something that needed bravery?

WRITING

9 Od kilku miesięcy korzystasz regularnie ze ścianki wspinaczkowej, którą zbudowano w twojej okolicy. W liście do kolegi/koleżanki z Anglii napisz:

- kto zachęcił cię do uprawiania wspinaczki na ścianie i dlaczego,
- jaki ubiór jest potrzebny do uprawiania tego sportu,
- jak przebiegała pierwsza lekcja z trenerem,
- o swoich dalszych planach związanych z uprawianiem wspinaczki.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Hi...

I've been practising wall climbing for a few months now.

Take care,

XYZ

Grammar reference 5

GRAMMAR 1 Past simple and present perfect

Czasu *past simple* używamy, gdy opisujemy czynności, które zakończyły się w przeszłości. Często stosujemy wyrażenia, które oznaczają konkretny moment w przeszłości, np.: *last week/month/year* (w ubiegłym tygodniu/miesiącu/roku), *yesterday* (wczoraj), *in 2007* (w 2007 roku).

*France **beat** Croatia in 2018 in the World Cup.*

Czasu *present perfect simple* używamy, gdy opisujemy:

- czynności, które rozpoczęły się w przeszłości i trwają do chwili obecnej:

*Teams **have played** modern ice hockey for almost 150 years.*

- czynności przeszłe, które są powiązane z teraźniejszością i których skutki są widoczne:

*They **have built** a new stadium in our town. A lot of sports events take place there.*

- doświadczenia z przeszłości, gdy ich dokładny czas nie jest określony:

*Jason Lee is a very experienced player. He **has played** more matches than anyone else in the team.*

- wydarzenia, które miały miejsce w niedalekiej przeszłości:

*You **haven't missed** anything. They've just **started**.*

*The game **has already finished** – you missed it!*

Czas *present perfect* tworzymy za pomocą czasownika posiłkowego *has/have* oraz imiesłowu przymiotnikowego biernego *past participle* czasownika głównego. Imiesłów przymiotnikowy bierny tworzymy, dodając do formy podstawowej czasownika regularnego końcówkę *-ed*. Istnieje grupa czasowników nieregularnych i te mają różne formy, np.: *done, known, left, thought, written*. Lista czasowników nieregularnych znajduje się na str. 158–159.

Czasowniki posiłkowe *has* i *have* są często skracane do form *'s/'ve*:

*She's **improved** her swimming style.*

Czasownik *go* może mieć dwie formy imiesłowu biernego (*been* i *gone*). Użycie *been* lub *gone* zależy od tego, co chcemy wyrazić:

- formy *been* używamy, gdy chcemy powiedzieć, że ktoś dokądś pojechał i już wrócił:

*He's **been** to New York. (On był w Nowym Jorku, ale już jest z powrotem).*

- formy *gone* używamy, gdy chcemy powiedzieć, że ktoś wyjechał, ale jeszcze nie wrócił:

*He's **gone** to New York. (On wyjechał do Nowego Jorku i nadal tam jest.).*

Ćwiczenia 1–2

GRAMMAR 2 Present perfect simple and continuous

Czasów *present perfect simple* i *present perfect continuous* używamy do opisywania czynności, które rozpoczęły się lub zakończyły w przeszłości i mają związek z teraźniejszością, jednak każdy z tych czasów podkreśla inne aspekty nazywanych czynności. Zdania ilustrujące te różnice znajdują się w tabelce poniżej.

Present perfect simple	Present perfect continuous
• podkreśla fakt, że czynność się zakończyła: <i>William has practised enough today.</i> <i>He's coming off the court.</i>	• podkreśla fakt, że czynność się jeszcze nie zakończyła: <i>Joanna has been practising all day.</i> <i>She's still practising and won't stop until late.</i>
• podkreśla skutki czynności: <i>We've played five times.</i> <i>I've won two matches and lost three.</i>	• podkreśla samą czynność, a nie jej skutki: <i>The girls have been training hard.</i>
• jest używany z czasownikami statycznymi (<i>want, know, believe, be</i>): <i>I've wanted to try his racket ever since he bought it.</i>	• podkreśla czas trwania czynności: <i>They've been playing together for three hours.</i>

W czasie *present perfect continuous* często używamy pytań rozpoczynających się od *How long*:

*How long **has he been playing** in the national team?*

Czas *present perfect continuous* tworzymy za pomocą konstrukcji „*has/have + been + present participle*”:

*They **have been working out** at the gym for two hours.*
They should finish soon.

Time expressions

for i since

Wyrażeń *for* i *since* używamy z czasami *present perfect simple* i *present perfect continuous* do opisywania, jak długo dana czynność/sytuacja trwa lub w jakim momencie w przeszłości się rozpoczęła.

*They've been swimming **for** more than half an hour.*
(*for* + czas trwania czynności)

*He's been the member of a football team **since** the age of ten.* (*since* + moment w przeszłości)

ever i never

Wyrażenia *ever* używamy w pytaniach, gdy chcemy odnieść się do sytuacji, która miała miejsce w dotychczasowym życiu.

*Have you **ever** tried snowboarding?*

Wyrażenia *never* używamy, gdy chcemy zaznaczyć, że dana sytuacja nie wydarzyła się nigdy w całym dotychczasowym życiu.

He's **never** been skiing in the Alps.

already

Wyrażenia *already* używamy z czasem *present perfect simple*, gdy chcemy podkreślić, że czynność jest zakończona:

We've **already** played three games this morning. We won two of them.

just

Wyrażenia *just* używamy, gdy mówimy o czynności, która się wydarzyła przed chwilą:

I've **just** come back from work.

yet

Wyrażenia *yet* używamy w pytaniach, gdy chcemy się dowiedzieć, czy coś już się wydarzyło:

Has the team won **yet**?

Wyrażenia *yet* w zdaniach przeczących używamy, gdy mówimy, że coś jeszcze się nie wydarzyło:

We haven't played any matches **yet**.

Ćwiczenia 3–6

Grammar practice

1 Complete the paragraph with the past simple or present perfect simple form of the verbs.

I (1) ... (always love) the sea, ever since I was a girl, so when a friend (2) ... (invite) me to go sailing with her last summer, I was very excited. I (3) ... (go) on boat trips many times in my life, but my first day sailing (4) ... (be) quite scary. There was a lot of wind and the boat nearly (5) ... (turn over)! However, I (6) ... (not give up) that day and now I love it. Since then, I (7) ... (spend) nearly every weekend at the sailing club or on the water. In fact, I (8) ... (just buy) a small boat. I (9) ... (not take) anyone sailing with me yet, but I (10) ... (take) the boat out on my own on Wednesday for a short trip and it was great. I (11) ... (not see) my friend for a while because she (12) ... (go) to New Zealand to sail professionally!

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

- 1 We ... (play) three matches yesterday.
- 2 She ... (not try) yoga yet, but I'm sure she will.
- 3 The team ... (compete) in the tournament for more than 10 years. In fact, this year will be their 11th year!
- 4 Oh, no! You ... (hurt) your arm. It looks really sore.
- 5 A: Where's Tim?
B: He ... (go) to the changing rooms to get ready.
- 6 Josh and I ... (play) together since 2001.
- 7 They ... (not win) any matches so far this year.
- 8 I ... (meet) him in 2014.

3 Choose the best option to complete each sentence.

- 1 Two races have already *taken / been taking* place this morning, but it's *rained / been raining* since 2 pm, so nothing is happening at the moment.
- 2 Although she *has known / has been knowing* how to play chess since she was a little girl, she's only just *started / been starting* playing seriously.
- 3 A: How far have you *swum / been swimming*?
B: Well, I've *swum / I've been swimming* for 45 minutes, so about two kilometres, I think.
- 4 The coach *hasn't chosen / hasn't been choosing* me for the team yet, but I've *trained / I've been training* all year!
- 5 He's *been reading / read* books since he was five. He's *been finishing / finished* hundreds.

4 Use the prompts to complete the conversations. Use the present perfect simple or present perfect continuous.

- 1 A: How long / you / play / hockey?
B: Six years. In that time, I / play / for three different teams.
A: And / your teams / win / any tournaments?
B: We / not / win / any big trophies, but we won the local tournament last month.
A: Congratulations!
- 2 A: Where / you / be?
B: I / work out / at the gym.
A: You / not / have / a shower yet, that's for sure!
You smell terrible!
B: Give me a chance! I / just / get / home!

5 Write *How long/many/much* questions in response to the comments. Use the past simple, present perfect simple or present perfect continuous.

- 1 I can't believe Serena Williams has won another Grand Slam!
... (Grand Slams / she / win) ?
- 2 The club are spending so much money on new players at the moment.
... (they / spend / so far) ?
- 3 I met my oldest friend when we played volleyball on holiday together.
... (you / know / each other) ?
- 4 I'm not enjoying riding my bike any more.
I'm thinking of selling it.
... (you / cycle) ?
- 5 This new tennis racket was expensive.
... (it / cost) ?

6 Put the words in brackets in the correct place in the sentences.

- 1 Have you run a marathon? (ever)
- 2 He's bought some new trainers. (just)
- 3 They've won before. (never)
- 4 Has she played for the team? (yet)
- 5 I've done some exercise today. (already)

Wordlist Unit 5 44

VOCABULARY p. 81

appealing (adj) /ə'pi:liŋ/ kuszący, pociągający
base jumping (n) /'beɪs ,dʒʌmpɪŋ/ skoki spadochronowe z nietypowych miejsc
bat (n) /bæt/ rakieta do tenisa stołowego
biker (n) /'baɪkə/ rowerzysta/rowerzystka
bounce (v) /baʊns/ koźlować piłkę
break a record (phr) /breɪk ə'rekɔ:d/ pobić rekord
charity (n) /'tʃærəti/ organizacja dobroczynna
climb (v) /klaɪm/ wspinać się
climbing (n) /'klaɪmɪŋ/ wspinaczka
coach (n, v) /kəʊtʃ/ trener; trenować
court (n) /kɔ:t/ kort, boisko (do koszykówki, siatkówki)
diving (n) /'daɪvɪŋ/ nurkowanie
equipment (n) /'ɪkwɪpmənt/ wyposażenie, sprzęt
goal (n) /gəʊl/ cel, bramka
helmet (n) /'helmt/ kask
keep fit (phr) /,ki:p 'fɪt/ być w formie
kick (v) /kɪk/ kopać
net (n) /net/ siatka
opponent (n) /ə'pəʊnənt/ przeciwnik/ przeciwniczka
pass (v) /pɑ:s/ podawać
pitch (n) /pɪtʃ/ boisko do piłki nożnej
raise (v) /reɪz/ zbierać (pieniądze)
referee (n, v) /,refə'ri:/ sędzia (piłkarski); sędziować
rink (n) /rɪŋk/ lodowisko
rope (n) /rəʊp/ lina
sailing (n) /'seɪlɪŋ/ żeglownictwo
score (v) /skɔ:/ zdobyć punkt
sense (n) /sens/ poczucie
spectator (n) /spek'tetə/ widz
take up (phr v) /,teɪk 'ʌp/ podejmować, zaczynać
throw (v) /θrəʊ/ rzucać
tournament (n) /'tʊənəmənt/ turniej
track (n) /træk/ bieżnia
trophy (n) /'trəʊfi/ trofeum, puchar

LISTENING p. 82

boulder (v) /'bəʊldə/ uprawiać wspinaczkę bez zabezpieczeń
caption (n) /'kæpʃn/ podpis
carry (v) /'kæri/ nieść
championship (n) /'tʃæmpɪənʃɪp/ mistrzostwa
complete (v) /kəm'pli:t/ ukończyć
cross-country (adj) /,krɒs'kʌntri/ przełajowy
divide (v) /dɪ'vaɪd/ dzielić
double (n) /'dʌbl/ podwójny
exclusive (adj) /ɪk'sklʊ:sɪv/ ekskluzywny
female (adj) /'fi:meɪl/ rodzaju żeńskiego; kobiety
final (n) /'faɪnl/ finał
goalkeeper (n) /'gəʊl,ki:pə/ bramkarz/ bramkarka
including (phr) /ɪn'klu:dɪŋ/ w tym, wliczając, łącznie z
loop (n) /lu:p/ obręcz
measure (v) /'meʒə/ mierzyć
mixed game (n) /,mɪkst 'geɪm/ gra mieszana
podcast (n) /'pɒdkɑ:st/ audycja w internecie

quarter (n) /'kwɔ:tə/ część, ćwiartka, kwarta (mecz)
racket (n) /'rækt/ rakieta (np. do tenisa)
rent (v) /rent/ wynajmować
retire (v) /rɪ'taɪə/ przejść na emeryturę; zakończyć karierę
rival (n) /'raɪvl/ rywal/rywalka
semi-finals (n) /,semi'faɪnlz/ półfinały
skier (n) /'ski:ə/ narciarz/narciarka
teammate (n) /'ti:mmeɪt/ kolega/koleżanka z drużyny
throw (n) /θrəʊ/ rzut
tip (n) /tɪp/ opuszek (palca)
V scale (n) /'vi: ,skeɪl/ skala mierząca trudność wspinaczki
whistle (n) /'wɪsl/ gwizdek

GRAMMAR 1 p. 83

accept (v) /ək'sept/ przyjmować, uznawać
button (n) /'bʌtn/ guzik, przycisk
competitive (adj) /kəm'petətɪv/ oparty na rywalizacji
competitor (n) /kəm'petɪtə/ zawodnik/ zawodniczka
height (n) /haɪt/ wysokość
hold (n) /həʊld/ uchwyt
horse riding (n) /'hɔ:s ,raɪdɪŋ/ jeździectwo
Olympics (n) /ə'lɪmpɪks/ olimpiada
recent (adj) /'ri:snt/ ostatni, niedawny
record holder (n) /'rekɔ:d ,həʊldə/ rekordzista/rekordzistka
state (v) /steɪt/ stwierdzać
volleyball (n) /'vɒlibɔ:l/ piłka siatkowa

READING pp. 84–85

athlete (n) /'æθli:t/ sportowiec; lekkoatleta
athletics (n) /æθ'letɪks/ lekkoatletyka
attitude (n) /'ætɪtju:d/ postawa, podejście
aware (adj) /ə'weə/ świadomy
balanced (adj) /'bælənst/ wyważony
celebrate (v) /'seləbreɪt/ świętować
celebration (n) /,selə'breɪʃn/ obchody; świętowanie
challenge (v) /'tʃæləndʒ/ wyzywać na pojedynek
come up with (phr v) /,kʌm 'ʌp wɪð/ wymyślić, wpasć na coś
conservationist (n) /,kɒnsə'veɪʃnɪst/ ekolog
decrease (v) /di:'kri:s/ zmniejszać (się)
destroy (v) /dɪ'strɔɪ/ niszczyć
discourage (v) /dɪs'kʌrɪdʒ/ zniechęcać
dramatically (adv) /drə'mætɪkli/ gwałtownie
get together (phr v) /,get tə'geðə/ spotykać się
give up (phr v) /,ɡɪv 'ʌp/ rzucać, kończyć
go on (phr v) /gəʊ 'ɒn/ kontynuować, dalej coś robić
habitat (n) /'hæbɪtæt/ środowisko życia; siedlisko
heat up (phr v) /,hi:t 'ʌp/ podgrzewać, rozkręcać
high jump (n) /'haɪ ,dʒʌmp/ skok wzwyż
hunt (v) /hʌnt/ polować
in spite of (phr) /ɪn 'spaɪt əv/ pomimo
in the wild (phr) /ɪn ðə 'waɪld/ na wolności
javelin (n) /'dʒævəlɪn/ oszczep
join in (phr v) /,dʒɔɪn 'ɪn/ brać udział w, dołączyć się do

keep up with (phr v) /,ki:p 'ʌp wɪð/ nadążać, dotrzymywać kroku
knock out (phr v) /,nɒk 'aʊt/ znokautować
loss (n) /lɒs/ utrata
majority (n) /mə'dʒɔrəti/ większość
nevertheless (adv) /,nevəðə'les/ niemniej jednak
participate (v) /pɑ:'tɪsɪpeɪt/ uczestniczyć
protect (v) /prə'tekt/ chronić
reflect (v) /rɪ'flekt/ odbijać; pokazywać
spear (n) /spiə/ włócznia
sportspeople (n) /'spɔ:ts,pɪ:pl/ sportowcy
strength (n) /streŋθ/ siła
summarise (v) /'sʌməraɪz/ podsumować
take on (phr v) /,teɪk 'ɒn/ wyzywać do walki
threat (n) /θret/ zagrożenie
trade (n) /treɪd/ handel
village (n) /'vɪlɪdʒ/ wioska
warm up (phr v) /,wɔ:m 'ʌp/ rozgrzewać się
warrior (n) /'wɒrɪə/ wojownik/wojownicza
work out (phr v) /,wɜ:k 'aʊt/ ćwiczyć, trenować (na siłowni)

GRAMMAR 2 pp. 86–87

incomplete (adj) /ɪnkəm'pli:t/ niepełny, niedokończony
long-distance (adj) /lɒŋ'dɪstəns/ długodystansowy
marathon (n) /'mæərəθən/ maraton
neighbourhood (n) /'neɪbəhʊd/ sąsiedztwo
profile (n) /'prəʊfaɪl/ profil, charakterystyka
runner (n) /'rʌnə/ biegacz/biegaczka
ski jumping (n) /'ski: ,dʒʌmpɪŋ/ skoki narciarskie
training camp (n) /'treɪnɪŋ ,kæmp/ obóz treningowy

SPEAKING p. 88

advertising (n) /'ædvətaɪzɪŋ/ reklama
boxing (n) /'bɒksɪŋ/ boks
facility (n) /fə'sɪləti/ udogodnienie; sprzęt
incredibly (adv) /ɪn'kredəbli/ niesamowicie, niewiarygodnie, niewyobrażalnie
poll (n) /pəʊl/ sondaż; ankiet
role model (n) /'rəʊl ,mɒdl/ autorytet
vote (v) /vəʊt/ głosować

WRITING p. 89

compulsory (adj) /kəm'pʌlsəri/ obowiązkowy
curriculum (n) /kə'ɪrɪkjələm/; (plural: curricula /kə'ɪrɪkjʊlə/) podstawa programowa
equally (adv) /'i:kwəli/ równie, tak samo
essential (adj) /ɪ'senʃl/ ważny, istotny
government (n) /'gʌvnmənt/ rząd
opposite (adj) /'ɒpəzɪt/ przeciwny
personally (adv) /'pɜ:snəli/ osobiście
strongly (adv) /'strɒŋli/ mocno, silnie, zdecydowanie
support (v) /sə'pɔ:t/ popierać

SKILLS REVIEW pp. 90–91

authorities (n) /ɔ:'θɒrətɪz/ władze
ban (v) /bæn/ zakazywać, zabraniać
basement (n) /'beɪsmənt/ piwnica
cross (v) /krɒs/ przepłynąć
defence (n) /dɪ'fens/ obrona

desire (n) /dɪ'zaɪə/ ochota, pragnienie
free kick (n) /'fri: 'kɪk/ rzut wolny
insist on (v) /ɪn'sɪst ɒn/ nalegać na, domagać się
question (v) /'kwɛstʃən/ przesłuchiwać
relieved (adj) /rɪ'li:vd/ zadowolony; odczuwający ulgę
result in (phr v) /rɪ'zʌlt ɪn/ zaowocować, spowodować

seasickness (n) /'si:sɪknəs/ choroba morską
shiver (v) /'ʃɪvə/ trząść się
skater (n) /skeɪtə/ łyżwiarz/łyżwiarka
sore (adj) /sɔ:/ bolesny
take the lead (phr) /,teɪk ðə 'li:d/ wyjść na prowadzenie
unfavourable (adj) /ʌn'feɪvərəbl/ niesprzyjający, niekorzystny

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Choose the correct option to complete each sentence.

- All the football players left the ... for the break.
 - court
 - rink
 - pitch
- When you play basketball, you should ... the ball not carry it.
 - bounce
 - kick
 - support
- She loves ..., especially in underwater caves.
 - climbing
 - diving
 - sailing
- Why don't you ... drinking so much coffee if you can't sleep?
 - keep up
 - give up
 - take up
- Let's ... our study! We must know its results.
 - summarise
 - decrease
 - celebrate

2 Complete the sentences with the correct form of the words in capitals.

- How many ... took part in that sports event?
COMPETE
- A ... game in tennis involves a male and a female.
MIX
- The World ... in volleyball are held every two years.
CHAMPION
- That player's ... was playing better and finally won.
OPPOSE
- Their training was ... so they had to meet one more time.
COMPLETE

3 Translate the Polish fragments of the sentences into English.

- He (*nigdy nie przepłynął*) ... this lake in the autumn.
- Did the ice rink (*miał wystarczające udogodnienia*) ...?
- Our skiers are (*wśród najlepszych sportowców*) ...
- Those players (*wyzwali do walki*) ... famous warriors.
- Who (*jest rekordzistą*) ... since 2010?

4 Complete each sentence with the word that best fits the gap.

- You should warm ... before every training session.
- Their efforts resulted ... new records.
- The government insisted ... protecting the national coaches.
- She won in spite ... many healthy problems.
- Who has come ... with such a solution?

5 Choose the correct option to complete each sentence.

- I will talk to him ... as soon as I meet him.
 - dramatically
 - personally
 - incredibly
- Football fans always ... their team, both at home and abroad.
 - relieve
 - reflect
 - support
- As she plays table tennis, she will enjoy a new ..., I suppose.

a bat	b spear	c racket
-------	---------	----------
- Climbers should be ... enough to carry all their equipment.

a strongly	b strong	c strength
------------	----------	------------
- It was a real challenge to ... a match.

a score	b win	c beat
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6 Food

IN THIS UNIT YOU LEARN

VOCABULARY

- food
- cooking
- preparing meals
- eating habits
- places to eat
- alternative food

GRAMMAR

- future plans, intentions, arrangements
- making predictions

SKILLS

Listening

- a podcast about cooking in schools
- experiences with cooking and eating different foods
- matching

Reading

- Filipino street food
- compound adjectives
- matching

Speaking

- talking about hopes and goals

Writing

- social media update

CRITICAL THINKING

- persuading

TED TALK

- becoming a weekday vegetarian



Thai food magnets.

6A Vocabulary

Describing food

Talking about food and cooking

1 Work in pairs. Find a dish or food in the photo, or suggest one you know, that:

- 1 looks **tasty**.
- 2 you think probably tastes **disgusting**.
- 3 looks like **junk food**.
- 4 is quite **unhealthy**.
- 5 contains lots of **vitamins**.
- 6 would make good **fast food**.
- 7 is made from **raw** ingredients.
- 8 is highly **processed** food.
- 9 has a **well-balanced** mixture of ingredients.
- 10 is often **steamed**.
- 11 would be suitable for a **vegetarian**.
- 12 contains **wheat**.

2 Find a word in bold in exercise 1 that is an opposite of:

- | | | |
|-----------|----------------|----------|
| 1 natural | 3 a meat-eater | 5 cooked |
| 2 fried | 4 delicious | |

3 What's the difference between:

- 1 *fresh* vegetables and *raw* vegetables?
- 2 *fast food* and *junk food*?
- 3 *cooked* food and *processed* food?
- 4 *boiled* vegetables and *steamed* vegetables?
- 5 a *strong* flavour and a *spicy* flavour?

4 Match each word in the box with the correct category. Then use some of the words to complete each sentence.

chef	chop	cook	cooker	cutlery
dietician	pan	peel	food processor	stir
Verbs		people	tools and equipment	
boil, ...		waiter, ...	kettle, ...	

- 1 My ... advised me to reduce the amount of fat in my meals.
- 2 ... the vegetables into small pieces before adding them to the paella.
- 3 My father is not really a good ... ; he can only make a few simple dishes.
- 4 There was a large pot with some stew boiling on the
- 5 Add one spoon of olive oil to the mixture and ... well.

5 MY PERSPECTIVE – SPEAKING

- 1 Which of these 'bad habits' annoy you most? Which are most unacceptable where you live?
 - talking with your mouth full
 - being a noisy eater
 - never offering to do the washing-up
 - talking about your healthy diet all the time
 - eating while you're shopping in the supermarket
- 2 Are there any other bad habits that annoy you? How would you tell people that their habits are annoying? Exchange your ideas in pairs.



A robot created by Moley Robotics cooks crab soup.

6B Listening

Listening to people talking about cooking in schools and experiences with cooking and eating different foods

- 1 Listen to a podcast about food. Do the two speakers agree about cooking in schools? 45
- 2 Listen again. Which speaker, Terry (T) or Mali (M): 45
 - 1 is going to cook after the show?
 - 2 will do the washing-up today?
 - 3 says that the secret to being a good cook is to start young?
 - 4 says students are going to have cookery classes?
 - 5 believes that schools have more important things to focus on than cooking?
 - 6 says that school is a good place to teach children about healthy food?
 - 7 plans to learn to cook?
 - 8 has a brother who cooks?

- 3 Work in pairs. You're going to improve your cooking skills. Choose the best method which will help you to learn to cook, and justify your choice. Also, give reasons why you reject the other options.

- a cookery book
- a cooking workshop
- recipes on the internet

Answer the questions.

- 1 Should cookery be a compulsory school subject in your country? Why?/Why not?
- 2 How do our eating habits influence our health?

- 4 Listen to the interview with a traveller about his experiences with food. Match each sentence (1–6) with the name of the food (a–c). 46

a risotto b lecsó c palačinky

- 1 It was completely vegetarian: ...
- 2 It was a sweet dish: ...
- 3 Tony didn't eat all of the dish: ...
- 4 It was the last time Tony ate this kind of food: ...
- 5 Tony played a part in cooking this dish: ...
- 6 Tony listened to the cook's suggestion about the ingredients: ...

6C Grammar 1

Using different forms to talk about plans, intentions and arrangements

Future plans, intentions and arrangements

- 1 Look at the Grammar box. Match the future uses (1–7) with sentences (a–g) from the Grammar box.
 - 1 decisions that we make at the moment of speaking
 - 2 arrangements between people
 - 3 hopes, expectations, beliefs and plans
 - 4 plans and intentions
 - 5 ideas that are only possible, not certain
 - 6 after time expressions like *when, until, after, before, as soon as* and *if*
 - 7 future events on timetables and schedules

will, may/might, going to, present continuous, present simple

- a OK, I'll do the washing-up if you like.
- b I expect children **will** learn some simple dishes at about eight years old.
- c Children **should** learn about basic food preparation before they **leave** school.
- d They **may** teach them about the dangers of a poor diet in those lessons, too.
- e I've recently decided I'm **going to** learn one new recipe each week.
- f My brother's **showing** me how to make vegetable lasagne at his house tomorrow.
- g Next week, the podcast **goes** out at the same time and it's all about eating raw food.

More explanation in Grammar reference on p. 110.

- 2 Complete the sentences with your own ideas so that they match the rules in exercise 1.

- 1 I'm not ... this week. (rule 4)
- 2 My parents ... next month. (rule 5)
- 3 I (rule 1)
- 4 I hope people (rule 3)
- 5 My teacher will be really proud (rule 6)

More exercises in Grammar practice on p. 111.

Do exercises 1–4.



- 3** Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 9 am is the starting time of my cooking workshop tomorrow.

STARTS

My cooking ... tomorrow.

2 We have arranged to eat out next weekend.

EATING

We ... next weekend.

3 Have you decided what to order for dessert?

GOING

What ... order for dessert?

- 4** Choose the correct option to complete the comments.

According to a recent survey, 60% of today's 18- to 25-year-olds in Britain are leaving home without being able to cook five simple recipes.

Ana I don't want that to be me, because I think home cooking means a healthier diet, so (1) *I'm going to / I may learn*. My friend's aunt is a chef, and she's agreed to teach me. My lessons (2) *start / will start* next Thursday. She says she (3) *teaches / might teach* me spaghetti Bolognese. (4) *I'll / I might* probably ask her if we can do something vegetarian because I don't like touching raw meat.

Fumio I've never cooked in my life, and I'm never (5) *cooking / going to cook*, either. (6) *I'm moving / I'll move* next week to live with friends at university, and they're all learning to be cooks. I'm sure (7) *they'll practise / they're practising* their skills on me when (8) *I'm / I will be* hungry.

Mike I've never thought about it, but I probably (9) *don't / won't* learn unless (10) *I'm needing / I need* to. Right now I live at home, but when I live on my own, (11) *I might / I'm going to* possibly get more interested in cooking. It doesn't look very hard, though, so I'm sure (12) *I'm picking / I'll pick* it up fast.

- 5** MY PERSPECTIVE – SPEAKING

Work in pairs. When you leave home, will you be more like Ana, Fumio or Mike? Why? Tell your partner.

- 6** Complete the text with correct form of the verbs in brackets. Use *will, may, going to* or the present simple.

People say that cooking is fun, but I (1) ... (*do*) everything I can *not* to cook when I (2) ... (*leave*) home. If, like me, you can't even cook an egg, you (3) ... (*probably / be*) disappointed with anything you make at home. But, good news! Poor home cooking (4) ... (*possibly / disappear*) in the near future. Moley Robotics have designed a kitchen robot that they believe (5) ... (*cook*) any dish in the world as well as a professional chef.

It looks like two human arms and it works by 'learning' the hand and arm movements of professional chefs as they work in the kitchen. The company (6) ... (*record*) celebrity chefs cooking fantastic meals and the arms can copy these instructions in people's homes. You can start the machine before you (7) ... (*get*) home by choosing what to eat from a menu of thousands of recipes on your phone. That's if you can afford it, of course – it (8) ... (*go*) on sale soon at a cost of £10,000. Despite the price, the makers think that in years to come robots (9) ... (*make*) all home food. Personally, I find the idea of robot arms in my house quite strange, so I think I (10) ... (*spend*) my money on restaurants instead.

- 7** Work in pairs. Discuss the questions.

- 1** Do you think robot chefs will happen? If they do, will you use one? Why?/Why not?
- 2** Do you think they will help us eat more healthily?
- 3** How is your diet preparing you for a healthy future? Think of something you are going to eat less of, and something you are going to eat more of.

6D Reading

WORLD FOOD BLOG

A food stall on Mactan Island in the Philippines.

Could the best street food in the world be **Filipino?**

VOCABULARY BUILDING Compound adjectives

- 1 Read about compound adjectives. Then choose the correct option to complete the sentences.

Compound adjectives are formed with two words. They often have a hyphen (-). Many compound adjectives are formed from the past or present participles of verbs, e.g.

*It's better to eat **oven-baked** food that hasn't been fried in oil. (The food has been **baked** in the **oven**.)*

*You'll keep coming back for more **great-tasting** lemonade. (The lemonade **tastes great**.)*

- 1 I fried the chicken in deep oil.
It's *deep-fried* / *deep-frying* chicken.
- 2 That salad looks good.
It's a *good-looking* / *good-looked* salad.
- 3 What's the ingredient that tastes sweet?
What's the *sweet-tasted* / *sweet-tasting* ingredient?
- 4 The tomatoes are filled with rice.
They're *rice-filled* / *rice-filling* tomatoes.
- 5 I don't think they've cooked this chicken enough.
It's an *undercooked* / *undercooking* chicken.

- 2 Complete the sentences with one of the compound adjectives in the box.

home-made	modern-looking	old-fashioned
overcooked	well-known	

- 1 I've eaten in so many restaurants recently. It's great to get back to some good ... food.
- 2 You've never heard of *tiramisu*? It's a ... Italian dessert.
- 3 Be careful not to leave it in the oven for too long. It gets dry if it's ...
- 4 The restaurant is quite traditional but it has a very ... menu. I'd love to go there one day.
- 5 We had lunch in a lovely ... restaurant in the historic centre of town.

- 3 Complete the description of Polish *gołąbki* with compound adjectives in the box. Then choose another dish that is popular in Poland and write three sentences to describe it using compound adjectives.

sweet-tasting	home-made	rice-filled
---------------	-----------	-------------

Gołąbki are ... rolls made of cabbage leaves. Rice is first mixed with ground beef and pork. ... tomato sauce is often put on top of the rolls. This is a traditional Polish dish which tastes best when it's ... rather than cooked in a restaurant.

47 Walk down the street in most big cities and you'll find a middle-eastern grill selling kebabs and falafel. Without a doubt, you'll also find a restaurant selling burgers. If you look for spicy food, there's a good chance you'll find Indian or Thai food. You might even find Mexican tacos or Vietnamese curry for takeout. But you probably won't find food from the Philippines. That's strange, because Filipinos make the best street food in the world.

One reason Filipino food is so good is that there's so much variety! You only have to look at the country's rich history to see why. The Philippines have been influenced by Chinese, Malay, Arab and Spanish cultures, to name a few. Filipinos took these influences and mixed them in their own way. A popular street breakfast illustrates this very well: take some Chinese rice porridge*; mix in some chocolate (the Spanish introduced cocoa to the islands); then add some 100% Filipino salted fish. That's *champorado* with *tuyo* and it'll wake you up! So, Filipino food is a wonderful mix of many countries' ingredients and styles.

You'll recognise many dishes for this reason. *Lumpia* are delicious spring rolls, very similar to the ones on a Chinese menu. However, there are a few characteristics of Filipino cuisine that distinguish it. Seafood is everywhere in this nation of 7,000 islands. *Ukoy* is a popular prawn dish; the prawns are mixed with vegetables in egg and flour, fried until they are

golden, and served with spicy vinegar. You may discover that the food isn't as hot as in countries like Thailand, but it has flavourful dishes with many great-tasting ingredients in each bite. The best-known dessert of the islands is *halu halo* – it contains cooked banana, sweet beans, coconut, fruit, sweet milk, sugar and ice. A milkshake like no other!

You'll find the best *adidas* (grilled chicken feet) in Manila at a food stall called Maong's Grill. Filipinos don't let anything go to waste and make the most delicious snacks out of every part of the animal. At Maong's, for example, you can also get grilled chicken head and chicken intestine*. In many parts of the world, street food started as food for people who weren't wealthy enough to have their own kitchens, and here they do it best.

So why has the world not discovered Filipino street cuisine? Perhaps it's because some of its tastiest dishes are very unusual, so you need to want to try new things. But adventurous young people are exploring world food more than ever, so this is going to change and in a few years, we'll all be eating Filipino food. For now, though, the best place to experience it is still on the streets of Manila.

porridge a soft food made with water or milk and grain, e.g. oats or rice, eaten hot for breakfast

intestine the part of an animal that processes and digests food

READING

Understanding a text about street food

4 You and your friend are discussing whether 'street food' has more advantages or disadvantages. In your discussion, include the following aspects:

- price
- variety of food on offer
- health
- availability

5 Read about street food from the Philippines. What are two characteristics of the food that are mentioned?

6 Read the blog again. Match each dish (1–5) with the idea that it illustrates (a–e).

- | | |
|--------------------------------------|---|
| 1 <i>champorado</i> with <i>tuyo</i> | a Filipino food often puts many flavours together. |
| 2 <i>lumpia</i> | b Some dishes are similar to dishes from other countries. |
| 3 <i>ukoy</i> | c The cuisine shows that the Philippines is not a rich country. |
| 4 <i>halu halo</i> | d A lot of Filipino food uses local ingredients, like seafood. |
| 5 <i>adidas</i> | e The food shows the multicultural past of the country. |

7 Work in pairs. Discuss the questions.

- 1 Have you ever tried Filipino food? What dishes would you like to try? Which ones would you avoid?
- 2 The writer believes that 'in a few years, we'll all be eating Filipino food'. Do you agree? Why?/Why not?
- 3 Are you an adventurous eater? What strange things have you eaten?
- 4 What other types of food are you interested in trying?

8 It is useful to increase your vocabulary by trying to understand new words in texts. For each definition (1–6) find the correct word in the text.

- 1 food that you buy in a restaurant but don't eat there (paragraph 1)
- 2 individual parts of a meal (paragraph 3)
- 3 animals from the ocean that we eat (paragraph 3)
- 4 an amount of food that you eat at one time (paragraph 3)
- 5 a place in the street used for selling food and other things (paragraph 4)
- 6 a style of cooking, such as a national style (paragraph 5)

9 What food would you use to promote your country or region? What makes this food different from dishes from other countries? Are there any dishes you would not mention because they might not sound attractive to tourists? What makes them unattractive?

A food stall selling fried insects in Bangkok, Thailand.

6E Grammar 2

Making predictions

Using different future forms to make predictions

- 1 Read the extracts (a–f) in the Grammar box. Use them to complete the summary below.

will, may/might, going to, future continuous, future perfect

- a By 2050 the human population **will almost certainly have grown** to nine billion
- b we **may be able to find** our protein from somewhere else
- c They think we **will run out of** food
- d we **will all soon be eating** insects
- e we can see that figure is **going to rise**
- f we **won't have** enough of these resources

More explanation in Grammar reference on pp. 110–111.

There are around eight billion people on the planet, and (1) ... (2) ... , and experts are worried. (3) People in developed countries get most of their protein from animals like chickens and cows, but these animals need a lot of land, water and food to live, and (4) ... as the world's population grows and more people want to eat this kind of meat. But (5) There's a chance that (6)

- 2 Exercise 1 talks about a problem. How could insects be the solution?
- 3 How likely are the statements? Match them with the probabilities (a–c).
 - 1 'I'm sure this will be true in the future.' a certain – 100%
 - 2 'It's quite probable that this will happen.' b probable – 80–100%
 - 3 'I cannot be sure, but there is a chance it will happen.' c possible – 10–80%
- 4 How likely is it that the events in bold in the Grammar box will happen?
 - 1 certain
 - 2 probable
 - 3 possible
- 5 Complete the rules for making predictions (1–6) with the verb forms. Then match the rules with the extracts (a–f) in the Grammar box.

We use:

future continuous	future perfect	going to	may/might	will x 2
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- 1 ... to make predictions when there is a clear reason in the present for the prediction. Extract ...
- 2 ... to make predictions that we believe are true, often with verbs like *think, expect, imagine* and *know*, adverbs like *definitely*, and expressions like *I'm sure*. Extract ...
- 3 ... to talk about future things that are certain to happen. Extract ...
- 4 ... if we are less certain that the prediction is true. Extract ...
- 5 the ... to talk about an action that you know or think will be in progress at a certain point in the future. Extract ...
- 6 the ... to talk about an action that will be finished before a particular time in the future. Extract ...

More exercises in Grammar practice on p. 111. Do exercises. 5–6.

- 6** Complete the voicemail with either the future continuous or future perfect form of the verbs. Then listen and check your answers. 48

'Just wanted to let you know what we (1) ... (do) this weekend. Remember the World Food Fair last year? We're going again! If it's like last year's, by the end of the weekend I (2) ... (try) all sorts of strange snacks. Apparently, this year, they're promoting insects, but I (3) ... (not eat) any ants, even if they are covered in chocolate! What about you? (4) ... (you do) your school project? Do you think you (5) ... (finish) before Monday morning? Good luck! I (6) ... (not finish) mine by then!'

- 7** Read the instructions for a food processor which makes an insect salad. Then complete the sentences with the correct form of the verbs in brackets.

time	instruction
8.10–8.15	fry the insects in oil
8.16	add salt and pepper
8.18–8.24	chop the insects into tiny pieces
8.24	sprinkle with vinegar
8.25–8.30	mix everything carefully

- 1 It's 7.50 am and the food processor ... (start) preparing a salad soon.
- 2 At 8.12, it ... (fry) the insects in oil.
- 3 By 8.17, it ... (add) all the necessary spices.
- 4 By 8.25, it ... (chop) the insects into tiny pieces.
- 5 It ... (mix) the salad for another 5 minutes.

- 8** Read the text. Choose the correct form of each verb to complete the text.

Researcher Marcel Dicke gives several reasons why insects (1) *are going to / won't* provide us with a lot of the protein we need. Firstly, farming insects is efficient: 'Give cows ten kilograms of food, and you will (2) *be getting / get* only one kilogram of beef, but locusts can give you nine kilograms of locust meat'.

Second, you will (3) *be already eating / have already eaten* hundreds of meals containing insects in your life,

whether you like it or not! Next time you eat processed food, you (4) *will / may* probably be eating insects. A lot of fruit gets damaged by insects, so it (5) *won't go / isn't going* to the supermarkets, but (6) *is going to / may* be used to make processed foods like tomato soup.

Thirdly, insects are already a popular form of good, healthy food. Up to two billion people in Asia, Africa and Latin America will (7) *be enjoying / have enjoyed* an insect recently. Even so, Dicke expects that other people will (8) *find / be finding* it hard to get used to the idea of eating insects. One possibility is that food manufacturers (9) *are going to / might* start introducing processed insect protein into their products. Dicke predicts that, by 2020, we (10) *are going to buy / will be buying* them, knowing that we are eating insects.

9 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- 1 What are the advantages of eating insects?
- 2 Do you think you will be eating them in the future?

- 10** Work in groups. Use the prompts to create an insect-based dish.

- Our dish is going to use ... (type of insect)
- It's going to be a ... (type of food)
- Other ingredients will include ...
- We think it will look more attractive if we ... (presentation)
- We'll be promoting it in ... (places)
- When you eat it, make sure you ...
- We're sure it will ... (predictions)

11 CHOOSE

- 1 Work in groups. Have a food invention competition. Persuade other groups to buy your dish in exercise 10.
- 2 Write the recipe and instructions for your dish in 10. You can use the instructions in exercise 7 as a model.
- 3 Find out how people around the world eat insects. Give a short presentation.

Crispy, fried insects.



TED TALKS Why I'm a weekday vegetarian

“If all of us ate half as much meat, it would be like half of us were vegetarians.”

GRAHAM HILL

AUTHENTIC LISTENING SKILLS

Using pauses in speech

Pausing

When people are speaking to an audience, they often pause to break their sentences up into short sections, or chunks. This makes it easier for the listeners to follow. Speakers often pause:

- at the end of sentences,
- where there is a comma or other punctuation,
- to separate adverbial phrases, e.g. expressions about time or place,
- before an important word or phrase,
- between the subject of a sentence and its verb when the subject is long.

- 1 Read the Authentic listening skills box. Then listen to the beginning of the TED Talk. Identify the pauses.

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About a year ago, I asked myself a question: 'Knowing what I know, why am I not a vegetarian?'

BEFORE YOU LISTEN

- 2 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

mere	cruelty	hypocritically
society	tuck into	stall
common sense	taste buds	culprit
red and processed meat	intake	lessen

WHILE YOU LISTEN

- 3 Listen to the extract from the TED Talk about the speaker. Check if you know the words and phrases in the box. TED 6.0

green	log cabin	hippie
commit	emissions	footprint

- 4 Listen to part 1 of the talk. Put the problems with eating meat in the order that Graham mentions them. Which problem doesn't he mention? TED 6.1

- a It is bad for the planet.
- b The animals suffer in poor conditions.
- c It is expensive.
- d It is unhealthy.
- e People are eating more and more meat.

- 5 Listen to part 1 of the talk again. Choose the correct option to complete each sentence. TED 6.1

- 1 If you eat *one hamburger / three hamburgers* every day, it can increase the possibility of dying by a third.
- 2 We keep *10 million / billion* animals for meat each year in factory-farm conditions.
- 3 Meat causes more emissions than *transportation / production* all together.
- 4 Beef production uses *10 / 100* times more water than most vegetables do.
- 5 We are eating *twice / three times* as much meat as in the 1950s.



6 Listen to part 2 of the talk. Choose the correct option to complete each sentence. TED 6.2

- 1 Which of these rules is part of Graham's solution?
 - a Only eat fish at the weekend.
 - b Don't eat meat on Saturdays and Sundays.
 - c Reduce the amount of meat you eat by 70%.
- 2 Which part of Graham's solution is he happiest about?
 - a He's not creating so much pollution.
 - b He's got more money.
 - c He's healthier.

7 VOCABULARY IN CONTEXT

Listen to the sentences from the TED Talk. Check if you know the meaning of the words and phrases in the box. TED 6.3

risk	raise	combined
in conflict with	come up with	damage

8 Answer the questions. Compare answers in pairs.

- 1 Do you do any hobbies where there is a *risk* of hurting yourself?
- 2 What is the *combined* age of everyone in your home?
- 3 Do you ever want to do things that are *in conflict with* what you should be doing? What?
- 4 Have you ever *come up with* a way of making money? What?
- 5 Have you ever done any *damage* to another person's possessions?

AFTER YOU LISTEN

CRITICAL THINKING Persuading

There are many ways that speakers can use to persuade their listeners to do things. They can:

- a describe personal experiences that others can relate to,
- b offer choice and flexibility,
- c point out the personal benefits of doing it,
- d ask themselves and the audience questions,
- e ask listeners to imagine a situation.

9 How does Graham try to persuade his audience? Match the extracts (1–5) with techniques (a–e) in the Critical thinking box.

- 1 Knowing what I know, why am I not a vegetarian?
- 2 Imagine your last hamburger.
- 3 I'd commit to doing it later, and not surprisingly, later never came. Sound familiar?
- 4 On the weekend, your choice. Simple. If you want to take it to the next level ...
- 5 Best of all, I'm healthier, I know that I'm going to live longer, and I've even lost a little weight.

10 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- 1 Would you consider becoming a weekday vegetarian? Why?/Why not?
- 2 If you are a vegetarian, do you think part-time vegetarianism is a good thing?

6F Speaking

Useful language

Talking about hopes and goals

I expect I will

I think I might

I'd really like to

I'm aiming to have ... by next month.

I'm interested in -ing.

I'm looking forward to + -ing

I'm thinking about / of + -ing

In the long / short term, I'm going to / hoping to / planning to ...

I wish I could

Talking about hopes and goals

- 1** Listen to four people talking about something they would like to change in their lives. Match each speaker (1–4) with the sentence (a–e) that best describes their view. There is one sentence that you do not need.  50

Speaker 1 ...

Speaker 2 ...

Speaker 3 ...

Speaker 4 ...

a I don't have enough money.

b I should think of changing my diet.

c My relations with my schoolmates need to improve.

d I wish I could move away so much.

e My home life is not what I like best.

- 2** Listen again. Which of the expressions in the Useful language box can you hear?  50
- 3** Work in pairs. Use expressions from the Useful language box to discuss some of your hopes and goals.
- 4** Look at the instructions for helping other people achieve their goals. What goals in exercise 3 could a classmate help you with?
- 1 Ask them to describe the problem as they see it. Ask what they want to change. Make sure they say exactly what their goal is, e.g. not *eat less chocolate*, but *eat no more than one bar of chocolate a day*.
 - 2 Ask them what is stopping them from achieving their goal.
 - 3 Ask them to set a time limit on their goal. How long do they need to achieve their goal?
 - 4 Together, talk about what they will do to achieve their goal. Ask them to list the advantages of achieving their goal and to commit to them.
- 5** Work in pairs. Follow the instructions and take turns helping each other to achieve the goals you identified in exercise 4.
- 1 You want to eat more healthily. (What do you want to cut down?)
 - 2 You think you and your family should eat more organic food, but your parents say it's expensive.
 - 3 You want to give up a bad habit, e.g. biting your nails, drinking fizzy drinks.
 - 4 You don't get on well with someone, and want to have a better relationship.
 - 5 You want to go travelling (where to?) but need to save money for the trip. You find it hard to save.

La Boqueria food market,
Barcelona, Spain.

6G Writing

A blog post – a social media update

Writing a social media update

- 1 Work in pairs. Look at the types of trips and discuss the questions.

a cooking holiday

a cycling holiday

a photography expedition

a study visit

a volunteering trip

- 1 What activities would you expect to do on these trips?
- 2 Which trip would you prefer to go on? Why?

- 2 Read the social media update below. Which of the activities has Lisa already done? Which is she going to do?

- 1 get to Leh *already done*
- 2 quickly visit the Red Fort
- 3 walk around Delhi's streets
- 4 travel slowly between Delhi and Leh
- 5 learn to cook *nice* food

Finally reached Leh last night after three incredible days in Delhi! We rushed around the Red Fort, then wandered through the streets of the old city. What a beautiful place! It was boiling though, so we're all happy to feel the fresher weather of the Himalayas. The train to Leh crawled along but at least we could rest. Delhi is exhausting!

My homestay family here is super friendly and welcoming. Last night, they cooked a vegetable curry with delicious little dumplings called *momos*. Over the next week, we'll be learning to make some tasty local dishes. We'll have to buy the ingredients ourselves from local markets. But I also hope to take some photos for my culture project. Next week there's the Ladakh Festival – I can't wait to see it!

3 WRITING TIPS Interesting language

- a Read the text in exercise 2 again. Find words that Lisa uses instead of the words in bold in exercise 2. Why does she use the words?

- b Find the words in the update that Lisa uses instead of the words.

1 hot (line 4)

3 tiring (line 7)

2 cooler (line 5)

4 very (line 8)

- 4 You are going to write a social media update. Choose one of the trips below or a trip you would like to make one day.

- 1 a trip to a region in your country with its own special local cuisine
- 2 a visit to the house of a friend or relative where you tried a new dish
- 3 a trip abroad when you ate some interesting food

- 5 Write your social media update about the trip in exercise 4. Use phrases from the Useful language box. Make it interesting to read and try to answer the questions. Write between 80 and 130 words.

- What kind of trip is it and where are you?
- What have you already done?
- Describe one of the places you visited.
- What are you going to, or hoping to, do and see?

More about a blog post in Writing guide on p. 155.

- 6 Read your classmates' updates. Whose trips sound the most interesting? Whose food sounds the tastiest?

Useful language

Writing a social media update

We finally ... after

What a beautiful place / long journey!

It's such a / an adjective + noun (noisy city, huge country).

The food was so + adjective (tasty, spicy, fresh, etc.).

The weather's wonderful / boiling / freezing.

I'm hoping to

I want to ... while I'm here.

We might ... if there's time.



Skills Review 6

ENGLISH IN USE

Słownictwo

- 1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

- The food they serve in this bar is not ... for people with food allergies. **SUIT**
- Harry is an ... young man, not afraid of taking risks. **ADVENTURE**
- The Japanese restaurant opposite my house offers a great ... of seafood dishes. **VARIOUS**
- David has a stomachache. ..., he ate supper late last night. **APPARENT**
- ..., I find the idea of eating fish for breakfast strange. **PERSON**

- 2 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

put feed make spice serve high be

- I always criticise my sister for buying ... processed food and giving it to her children.
- The secret to ... a good chef is very simple: cook what people like.
- The onion soup my mum cooked was too ... for me.
- Jeff is a talented cook. He loves it and he ... his heart into it.
- I had to return home earlier ... my dog. It was really hungry.

Uzupełnianie luk

- 3 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

- I won't eat this food. It looks ... junk food.
- Jack has a disgusting habit of talking ... his mouth full.
- My dad will never ... a cake because he doesn't know how to do it.
- Fry the meat in the pan ... it becomes golden brown.
- I can't cook ... my mum has never taught me how to do it.

Uzupełnianie zdań

- 4 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

- Pizza is a popular ... all over the world.
a recipe **b** ingredient **c** dish
- Could you give me a simple ... for an Italian dish?
a receipt **b** recipe **c** reception
- I ... the idea of eating red ants' eggs strange.
a believe **b** think **c** find
- When potatoes are ..., they can be really mushy and tasteless.
a overcook **b** overcooking **c** overcooked
- I love French, Italian, Chinese and Thai cuisines, to ... a few.
a name **b** call **c** say

- 5 Uzupełnij zdania wyrazami w nawiasach w odpowiednich formach. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

- At this time next month I ... (fly / London).
- Don't play with those cups! You ... (break / they).
- Look! Mum has bought some mozzarella cheese! She ... (make / pizza) for us.
- I can't see you tomorrow. I ... (see / doctor).
- By next Sunday my Mum ... (find / recipe) for my birthday cake.

Tłumaczenie fragmentów zdań

- 6 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

- For years Mandy has been preparing meals made from (surowych składników)
- (Warzywa gotowane na parze) ... are recommended for those who want to lose weight.
- Remember (aby nie zostawiać) ... meat in the oven for too long. It'll get dry.
- (Bez wątpienia) ... Eve's Restaurant is overrated. The food they serve there is below standard.
- Why don't you serve home-made cheesecake? It's (łatwy do przygotowania)

READING

- 7 Przeczytaj teksty o zwyczajach żywieniowych w trzech krajach (a–c) oraz dotyczące ich zdania (1–4). Do każdego pytania dopasuj właściwy tekst.

Uwaga: jeden tekst pasuje do dwóch zdań.

In which country do the inhabitants:

- 1 have a varied breakfast?
- 2 eat food from the same dish?
- 3 eat out more often than they used to?
- 4 stick firmly to eating main meals?

a France

Despite the invasion of fast food chains, traditional French eating habits have not changed. The French have always stuck to eating three meals a day. Breakfast is a simple meal, usually including croissants, cereal, orange juice or coffee. Lunch, divided into several courses, is the main meal of the day. It consists of a starter, second course and dessert. Dinner, which is a light meal eaten late in the evening, brings the whole family together. Although the meals served in France may seem a bit heavy, they are very tasty.

b Vietnam

The Vietnamese usually have breakfast, lunch and dinner without a tea or coffee break in between. They start the day with breakfast early in the morning. It is as diverse as you can imagine. Lunch in Vietnam is quick, yet it is very nutritious. They choose fish, beef, pork, chicken or tofu with side vegetables and steamed rice. Dinner, which is the main meal of the day, usually includes one or two main dishes, such as stewed pork, steamed chicken or fried fish, boiled or fried vegetable and one bowl of broth. Dinner brings the whole family together. Eating out was not a Vietnamese habit until recently. Nowadays, it's getting more and more popular, especially in cities.

c Morocco

In Morocco breakfast, which is usually eaten any time in the morning, is the lightest meal of the day. It consists of bread, butter, and jam or olives. Lunch includes vegetables or salads, followed by a second course – stew or soup. It finally ends with a main course that includes hard boiled eggs, bread, lamb or chicken. For dinner, during the evening hours, Moroccans usually eat *tagine* – a thick stew of vegetables with some meat and spices. Moroccans usually eat together. Interestingly, it's part of the tradition for the Moroccan family to eat food from the same bowl.

SPEAKING

- 8 Popatrz na zdjęcia.

Wkrótce odwiedzą cię znajomi z Londynu. Wraz ze swoimi rodzicami zamierzasz zaprosić ich na obiad do restauracji. Masz do wyboru trzy restauracje.

- Wybierz restaurację, która twoim zdaniem będzie najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe restauracje.



Odpowiedz na pytania.

- 1 Do you like to try new restaurants or do you prefer going to those you have already been to? Why?
- 2 Do you eat different foods depending on the season of the year? Give some examples.
- 3 What are some ways to waste less food?
- 4 Why is eating out becoming more and more popular?

WRITING

- 9 Na lekcjach języka angielskiego omawialiście temat dotyczący żywienia. W związku z tym zagadnieniem postanowiłeś/postanowiłaś z kolegami i koleżankami napisać książkę kucharską z przepisami waszych ulubionych dań. Napisz o tym na blogu kulinarnym.

- Poinformuj o trudnościach przy pisaniu książki.
- Opisz wygląd książki.
- Napisz, jakie są zalety wynikające ze wspólnej pracy nad pisaniem książki.
- Przedstaw opinie odbiorców na temat tej książki.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Hi guys. Together with my schoolmates we've decided to write a cookbook with our recipes for our favourite food.

...

All in all, the book is a great success.

Grammar reference 6

GRAMMAR 1 future plans, intentions and arrangements

Present continuous i be going to

Czasu *present continuous* oraz konstrukcji „*be going to* + bezokolicznik” używamy w odniesieniu do planów na przyszłość.

Are you having lunch with your uncle tomorrow?

I'm going to have lunch with my uncle tomorrow.

Czasu *present continuous* używamy, gdy mówimy o konkretnych planach, co do których podjęto już działania i ustalenia oraz określono czas.

We're eating at Seafood restaurant tomorrow.

The table is booked for 7 pm.

Konstrukcji „*be going to* + bezokolicznik” używamy, gdy mówimy o planach i zamiarach, co do których jeszcze nie ustalono szczegółów i które mogą ulec zmianie.

I'm going to prepare something delicious for lunch, perhaps home-made lasagne or spaghetti Bolognese.

Konstrukcji „*be going to* + bezokolicznik” używamy również do opisywania osobistych planów i zamiarów, gdy nie jest jasno określony czas ich realizacji. W tym wypadku nie możemy użyć czasu *present continuous*, ponieważ zmienia się znaczenie zdania.

I'm going to read this cookery book. (Planuję przeczytać tę książkę kucharską w przyszłości).

I'm reading this cookery book. (Czytam ją w tej chwili).

will + bezokolicznik

Konstrukcji „*will* + bezokolicznik” używamy, gdy mówimy o:

- spontanicznych decyzjach podjętych w chwili mówienia, często są to propozycje lub obietnice:

A: *Are you going to the supermarket?*

B: *Yes, I am.*

A: *I'll give you a lift.*

I won't say anything about it to him, I promise.

- przewidywaniach dotyczących przyszłości, co do których mamy nadzieję, oczekiwania, przekonania. *Will* często używamy z takimi czasownikami, jak: *think, expect, imagine, know*, wyrażeniem *I'm sure* oraz *probably, maybe, perhaps*.

I haven't decided who I'll invite. I'll probably ask Sam if he wants to come.

W zdaniach przeczących *not* zazwyczaj występuje obok pierwszego czasownika.

I don't think she'll eat it.

Nie: (*I think she won't eat it.*)

may/might

Innym sposobem opisywania planów i zamiarów, które nie są jeszcze ustalone, jest użycie czasowników modalnych *may* lub *might*.

She may ask Sam.

I might stay in tonight. It depends what's on TV.

Present simple

Czasu *present simple* używamy w odniesieniu do przyszłości, gdy opisujemy czynności i wydarzenia, które wynikają z rozkładów jazdy lub harmonogramów:

The restaurant opens at six o'clock.

The train leaves at 10.30.

Czasu *present simple* używamy w zdaniach złożonych po wyrażeniach czasowych, takich jak: *when, until, after, as soon as, if* oraz *unless*. *Will* występuje w zdaniu głównym.

When you speak to Hanna next week, will you say hello from me?

Ćwiczenia 1–4

GRAMMAR 2 making predictions

Istnieją różne formy wyrażania prognoz/przypuszczeń dotyczących przyszłości w zależności od tego, jaką mamy pewność, czy się wydarzą.

- *will* + bezokolicznik

Konstrukcji „*will* + bezokolicznik” używamy, gdy mówimy o przewidywaniach na przyszłość, co do których mamy dużą pewność, że się sprawdzą.

Dinner will be ready in ten minutes.

I expect he'll want a big dinner. He didn't eat at lunchtime.

I'm sure they'll prepare a delicious dessert.

- *be going to* + bezokolicznik

Konstrukcji „*be going to* + bezokolicznik” używamy zazwyczaj, gdy istnieją przesłanki ku temu, że dane wydarzenie nastąpi w bliskiej przyszłości.

This food is very hot. You're going to burn your mouth. Be careful!

- *may/might*

Czasowników modalnych *may* lub *might* używamy, gdy mamy mniej pewności, że przewidywanie się sprawdzi.

It might rain. If it does, we can eat indoors.

Future continuous i future perfect

Czasu *future continuous* używamy, gdy mówimy o czynnościach, które będą trwały w określonym momencie w przyszłości.

They will be celebrating their anniversary tomorrow at 8 pm.

Zdania w czasie *future continuous* tworzymy za pomocą konstrukcji „*will* + *be* + czasownik z końcówką *-ing*”.

Czasu *future perfect* używamy, gdy mówimy o czynnościach, które zakończą się do określonego momentu w przyszłości.

I will have finished this work before 6 pm.

Zdania w czasie *future perfect* tworzymy za pomocą konstrukcji „*will + have + past participle*”.

Ćwiczenia 5–6

Grammar practice

1 Choose the best option to complete each sentence.

- 1 I haven't written much of the essay yet, but I'm *working / going to work* on it soon.
- 2 What time *does the plane / is the plane going to* take off?
- 3 Those bags look heavy. *I'm going to / I'll* help you carry them to the car.
- 4 *I'll / I'm going to* make a sandwich. Do you want anything?
- 5 What *will you / are you going to* wear to the party?
- 6 I'll have a pizza. What *might you / are you going to* have?
- 7 *I spend / I'm spending* a few days with a friend after I *visit / will visit* my grandparents.
- 8 I don't know what to do. I have to study, but I *might / will* go to the park instead.

2 Complete the sentences using the pairs of verbs in the correct form.

call + give	find out + text	get + arrive
get + not be	understand + talk	

- 1 I imagine the audience ... very excited when he ... at the stadium in an hour.
- 2 Until Dad ... home with the shopping, there ... any lunch.
- 3 He ... the situation better after you ... to him.
- 4 When you ... what's happening, ... you ... me? You can't phone me at work.
- 5 I ... you as soon as they ... me the result.

3 Complete the offers and decisions using the correct form of the verbs.

be	call	carry	cook	help	make
----	------	-------	------	------	------

- 1 A: These bags of shopping are heavy.
B: I *ll carry* them for you.
- 2 A: Could you help me clean the kitchen in about an hour?
B: I'm sorry, I can't. I ... Beril with her computer then.
- 3 A: Make sure you get to the restaurant on time.
B: I ... late, I promise.
- 4 A: Where's Agata? She said she'd be here ten minutes ago.
B: I ... her.
- 5 A: I'm not going to have time to cook dinner today.
B: You told me that yesterday. I told you, I ... I bought some fish this morning.

- 6 A: This coffee tastes horrible!
B: Oh, no! I put salt in it, not sugar! Sorry! I ... some more.

4 Use the prompts to write the questions or answers.

- 1 Q: ... ? (what / do / weekend)
A: I'm having my hair cut and going to a party.
- 2 Q: Can you let me know what the doctor says?
A: OK. (I / text / you / after / speak / to her)
- 3 Q: ... ? (you / see / anyone / this evening)
A: Yes, Judit is meeting me after basketball.
- 4 Q: Could you try not to wake Olivia? She's sleeping.
A: (I / not / make / a noise).
- 5 Q: So, ... ? (you / think / you / go back / to that restaurant)
A: I don't know. The food wasn't that good, but the atmosphere was fantastic.
- 6 Q: Please could you ask Tessa if she's coming on the trip?
A: Sorry, ... (I / not / see / her) until Tuesday, when we're having coffee.

5 Complete the sentences with the future continuous or future perfect form of the verbs in brackets.

- 1 Good evening, everybody. We ... (eat) in about twenty minutes, so you have time to get a drink.
- 2 This time next week, I ... (pass) my cookery diploma. I'm excited, but sad the course is ending.
- 3 Marc will stay in your bedroom. But don't worry – he ... (not stay) long. Just a few days.
- 4 By the time you get this note, I ... (go), so if you need anything from the shop, call me.
- 5 At the speed he's running, he ... (not cross) the finish line before it gets dark!
- 6 We've decided to go to the burger place this evening. ... (you join) us?

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

- A: I'm taking my brother to the park. Do you want to come?
B: What are you going to do there?
A: I'm not sure. I imagine Victor (1) ... (want) to go rollerblading.
B: In that case, I (2) ... (definitely come).
(3) ... (you leave) in the next five minutes?
A: Victor has to get ready and put his rollerblades on. I think we (4) ... (be) ready in about ten minutes.
B: Oh! I've just remembered. Carrie's going to call me, so I (5) ... (not be) able to come with you.
A: Shall we just meet at the park?
B: Good idea. I (6) ... (see) you at the park gate. Tell Victor that when he sees me, I (7) ... (wear) my rollerblades, too.

Wordlist Unit 6 51

VOCABULARY p. 97

boil (v) /bɔɪl/ gotować (w wodzie)
chop (v) /tʃɒp/ siekać
cook (n, v) /kʊk/ kucharz/kucharka; gotować
cooker (n) /'kʊkə/ kuchenka
cutlery (n) /'kʌtləri/ sztućce
delicious (adj) /dɪ'lɪʃəs/ pyszny
dietician (n) /,daɪə'tɪʃn/ dietetyk/
 dietetyczka
disgusting (adj) /dɪs'gʌstɪŋ/ wstrętny,
 niesmaczny
dish (n) /dɪʃ/ danie; półmisek
fat (n) /fæt/ tłuszcz
flavour (n) /'fleɪvə/ smak
food processor (n) /'fu:d ,prəʊsesə/ robot
 kuchenny
fork (n) /fɔ:k/ widelec
fresh (adj) /fref/ świeży
fry (v) /fraɪ/ smażyć
highly (adv) /'haɪli/ wysoce
ingredient (n) /ɪn'ɡri:diənt/ składnik
junk food (n) /'dʒʌŋk ,fu:d/ niezdrowe
 jedzenie
kettle (n) /'ketl/ czajnik
knife (n) /naɪf/ nóż
meat-eater (n) /'mi:t,i:tə/ osoba jedząca
 mięso
noisy (adj) /'nɔɪzi/ hałaśliwy
pan (n) /pæn/ rondel; patelnia
peel (v) /pi:l/ obierać (ze skórki)
plate (n) /pleɪt/ talerz
pot (n) /pɒt/ garnek
process (v) /'prəʊses/ przetwarzać
processed (adj) /'prəʊsest/ przetworzony
raw (adj) /rɔ:/ surowy
spicy (adj) /'spaɪsi/ pikantny
spoon (n) /spu:n/ łyżka
steam (v) /sti:m/ gotować na parze
steamed (adj) /sti:md/ gotowany na parze
stew (n, v) /stju:/ gulasz; dusić (potrawę)
stir (v) /stɜ:/ mieszać
tasty (adj) /'teɪsti/ smaczny
unhealthy (adj) /ʌn'helθi/ niezdrowy
well-balanced (adj) /,wel'bælənst/
 zrównoważony, urozmaicony
wheat (n) /wi:t/ pszenica

LISTENING p. 98

cookery (n) /'kʊkəri/ sztuka kulinarna;
 gotowanie
cuisine (n) /kwi:'zi:n/ kuchnia (regionu)
deal (n) /di:l/ umowa
fill (v) /fɪl/ wypełniać, nadziewać
go out (phr v) /,gəʊ 'aʊt/ emitować
pancake (n) /'pæŋkeɪk/ naleśnik
recipe (n) /'resəpi/ przepis, receptura
roll (v) /rəʊl/ zwijać
slice (v) /slaɪs/ kroić w plastry
spice (n) /spaɪs/ przyprawa
tavern (n) /'tævn/ bar, tawerna
workshop (n) /'wɜ:kʃɒp/ warsztat, zajęcia

GRAMMAR 1 pp. 98–99

can afford (v) /,kæn ə'fɔ:d/ pozwalać sobie
 na coś (mieć pieniądze)
disappear (v) /,dɪsə'piə/ zniknąć
order (v) /'ɔ:də/ zamawiać
pick up (phr v) /,pɪk 'ʌp/ nauczyć się czegoś;
 rozumieć

schedule (n) /'ʃedju:l/'skedzu:l/
 harmonogram
timetable (n) /'taɪm,teɪbl/ plan, rozkład

READING pp. 100–101

adventurous (adj) /əd'ventʃərəs/ lubiący
 przygody; odważny
availability (n) /ə'veɪlə'bɪləti/ dostępność
bean (n) /bi:n/ fasolka
beef (n) /bi:f/ wołowina
bite (n) /baɪt/ kęs
cabbage (n) /'kæbɪdʒ/ kapusta
cocoa (n) /'kəʊkəʊ/ kakao
coconut (n) /'kəʊkənʌt/ kokos
compound (adj) /'kɒmpaʊnd/ złożony
deep (adj) /di:p/ głęboki
deep-fried (adj) /,di:p'fraɪd/ smażony
 w głębokim tłuszczu
distinguish (v) /dɪ'stɪŋɡwɪʃ/ rozróżniać,
 odróżniać
dry (adj) /draɪ/ suchy
flavourful (adj) /'fleɪvəfl/ pełen smaku,
 smakowity
flour (n) /flaʊə/ mąka
good-looking (adj) /,ɡʊd'lʊkɪŋ/ atrakcyjny
ground (adj) /graʊnd/ mielony
home-made (adj) /,həʊm'meɪd/ domowej
 roboty
intestine (n) /ɪn'testɪn/ jelito
leaf (n) /li:f/; (plural: leaves /li:vz/) liść
modern-looking (adj) /,mɒdn'lʊkɪŋ/
 nowoczesny
multicultural (adj) /,mʌltɪ'kʌltʃərəl/
 wielokulturowy
old-fashioned (adj) /,əʊld'fæʃənd/
 staromodny, staroświecki
oven-baked (adj) /,ʌvən'beɪkt/ pieczony
 w piekarniku
overcook (v) /,əʊvə'kʊk/ rozgotować
pork (n) /pɔ:k/ wieprzowina
porridge (n) /'pɒrɪdʒ/ owsianka
prawn (n) /praʊn/ krewetka
rice-filled (adj) /,raɪs'fɪld/ z ryżem
roll (n) /rəʊl/ bułka
serve (v) /sɜ:v/ podawać, serwować
stall (n) /stɔ:l/ stoisko
sweet-tasting (adj) /,swi:t'teɪstɪŋ/ słodki
takeout (adv) /'teɪkaʊt/ na wynos
unattractive (adj) /,ʌnə'træktɪv/
 nieatrakcyjny
undercooked (adj) /,ʌndə'kʊkt/
 niedogotowany
variety (n) /və'reɪəti/ różnorodność
vinegar (n) /'vɪnɪgə/ ocet winny
waste (n) /weɪst/ odpady
wealthy (adj) /'welθi/ bogaty, zamożny
well-known (adj) /,wel'nəʊn/ powszechnie
 znany

GRAMMAR 2 pp. 102–103

ant (n) /ænt/ mrówka
billion (n) /'bɪljən/ miliard
certain (adj) /'sɜ:tn/ pewny
crispy (adj) /'krɪspi/ chrupiący
fair (n) /feə/ targ; jarmark
figure (n) /'fɪgə/ liczba
land (n) /lænd/ ziemia
locust (n) /'ləʊkəst/ szarańcza

manufacturer (n) /,mænju'fæktʃərə/
 producent
prediction (n) /prɪ'dɪkʃən/ przewidywanie
protein (n) /'prəʊti:n/ białko
rise (v) /raɪz/ podnosić się
run out of (phr v) /,rʌn 'aʊt əv/ zabraknąć,
 wyczerpać się
snack (n) /snæk/ przekąska
sprinkle (v) /'sprɪŋkl/ pokropić; posypać
tiny (adj) /'taɪni/ malutki
voicemail (n) /'vɔɪsmel/ poczta głosowa

TED TALK pp. 104–105

angle (n) /'æŋɡl/ punkt widzenia, motyw
audience (n) /'ɔ:diəns/ widownia
binary (adj) /'baɪnəri/ podwójny
come up with (phr v) /,kʌm 'ʌp wɪð/
 wymyślić
commit to (v) /kə'mɪt tə/ zobowiązywać
 się do
common sense (n) /,kɒmən 'sens/ zdrowy
 rozsądek
cruelty (n) /'kru:əlti/ okrucieństwo
culprit (n) /'kʌlpɪt/ winowajca/
 winowajczyni
emission (n) /ɪ'mɪʃn/ emisja (gazów)
familiar (adj) /fə'mɪliə/ znajomy
flexibility (n) /,fleksə'bɪləti/ elastyczność
footprint (n) /'fʊt,prɪnt/ ślad
give a shot (phr) /,ɡɪv ə 'ʃɒt/ dać szansę
harvest (v) /'hɑ:vɪst/ zbierać, łowić
hippie (adj) /'hɪpi/ hipis/hipiska
hypocritically (adv) /,hɪpə'krɪtɪkli/
 obłudnie
intake (n) /'ɪnteɪk/ spożycie
lessen (v) /'lesn/ zmniejszać
log cabin (n) /,lɒɡ 'kæbɪn/ domek w górach
mere (adj) /mɪə/ jedyny
pollution (n) /pə'lju:ʃn/ zanieczyszczenie
raise (v) /reɪz/ hodować
society (n) /sə'saɪəti/ społeczeństwo
stall (v) /stɔ:l/ powstrzymywać się
steak (n) /steɪk/ stek
swap (v) /swɒp/ zamienić
taste bud (n) /'teɪst bʌd/ kubek smakowy
tuck into (phr v) /'tʌk ,ɪntə/ obżerać się
veg (n) /vedʒ/ wegetarianin/wegetarianka
weekday (n) /'wi:kdeɪ/ dzień powszedni,
 od poniedziałku do piątku

SPEAKING p. 106

aim to (v) /eɪm tə/ mieć na celu
bite one's nails (phr) /,baɪt wʌnz 'neɪlz/
 obgryzać paznokcie (ze zdenerwowania)
cut down (phr v) /,kʌt 'daʊn/ ograniczać
fancy (v) /'fænsi/ mieć ochotę
farming (adj) /'fɑ:mɪŋ/ gospodarski,
 hodowlany
fizzy (adj) /'fɪzi/ gazowany
get on well (phr v) /,get ɒn 'wel/ być
 w dobrych relacjach
impress (v) /ɪm'pres/ zrobić wrażenie
look forward to (phr v) /,lʊk 'fɔ:wəd tə/
 z niecierpliwością oczekiwać czegoś
make sth up (phr v) /,meɪk sth ʌp/
 nadrobić coś
meat-free (adj) /,mi:t'fri:/ bezmięsny
move out (phr v) /,mu:v 'aʊt/ wyprowadzać się

WRITING p. 107

boiling (adj) /'bɔɪlɪŋ/ upalny

crawl (v) /krɔ:l/ wlec się

dumpling (n) /'dʌmplɪŋ/ pierożek

homestay family (n) /,həʊmsteɪ 'fæməli/
rodzina goszcząca

update (n) /'ʌpdeɪt/ aktualizacja

volunteering (adj) /,vɒlən'tɪərɪŋ/
ochotniczy

wander (v) /'wɒndə/ wędrować

SKILLS REVIEW pp. 108–109

bowl (n) /bəʊl/ miska

broth (n) /brɒθ/ rosół

cereal (n) /'sɪəriəl/ płatki śniadaniowe

chain (n) /tʃeɪn/ sieć (sklepów)

cheesecake (n) /'tʃi:zkeɪk/ sernik

contain (v) /kən'teɪn/ zawierać

cookbook (n) /'kʊkbʊk/ książka kucharska

course (n) /kɔ:s/ danie

croissant (n) /'kʁwɑ:sɒŋ/ rogalik francuski

diverse (adj) /daɪ'vɜ:s/ różnicowany

firmly (adv) /'fɜ:mli/ mocno

inhabitant (n) /ɪn'hæbɪtənt/ mieszkaniec/
mieszkanka

mushy (adj) /'mʌʃi/ rozgotowany

overrate (v) /,əʊvə'reɪt/ przeceniać

starter (n) /'stɑ:tə/ przystawka

stick to (phr v) /'stɪk tə/ trzymać się (zasady)

tasteless (adj) /'teɪstləs/ bez smaku

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

- 1 I (*mam zamiar posiekać*) ... two onions and some garlic.
- 2 He is going (*zamówić krewetki*) ... and dumplings.
- 3 I think I (*zrezygnuje ze śmieciowego jedzenia*) ... before the holidays.
- 4 The unpleasant flavour (*może zniknąć*) ... when you add some spices.
- 5 They know that she (*nigdy nie zje surowego mięsa*) ... in any dishes.

2 Complete the sentences with the correct form of the words in capitals.

- 1 Junk food is quite an ... style of eating.
HEALTH
- 2 How many ... have they received recently?
DELIVER
- 3 Unfortunately, she ... the potatoes. They looked like liquid.
COOK
- 4 It is ... inside our small kitchen when the oven is on.
BOIL
- 5 He always orders a ... before the main course.
START

3 Complete each sentence with the word that best fits the gap.

- 1 I ... afford to buy these prawns. They are much cheaper now.
- 2 We will run ... of eggs after we make this cake.
- 3 We can be best friends when we get on ... with each other.
- 4 Children always look ... to their birthday parties.
- 5 This salad will be easy to make with our new ... processor.

4 Choose the correct option to complete each sentence.

- 1 You are a great cook. My ... is empty.
a plate
b kettle
c pot
- 2 You can ... your tea with this spoon.
a stew
b stir
c steam
- 3 Fresh fruits aren't only ... for vegetarians.
a tasty
b tasteless
c taste
- 4 Do you ... trying my new pasta dish?
a provide
b serve
c fancy
- 5 In my opinion, ... mixture of ingredients guarantees the best taste.
a processed
b well-balanced
c impressed

5 Translate the Polish fragments of the sentences into English.

- 1 Are you able (*zwijać naleśniki*) ... when they are hot?
- 2 I will have the prawns for my (*danie główne*) ... and ice cream for dessert.
- 3 We are worried about the (*dostępność tych składników*)
- 4 I had a (*kęs duszonej wołowiny*) ... and enjoyed it very much.
- 5 Then they served (*smakowite przekąski*) ... to the guests.



7 Shopping around

IN THIS UNIT YOU LEARN

VOCABULARY

- shopping
- buying and selling
- shops
- selling points
- services
- finance
- sales
- money

GRAMMAR

- the passive
- have/get something done

SKILLS

Listening

- alternative shopping
- a newly-opened shopping centre
- matching

Reading

- buying nothing for a year
- adverbs

Speaking

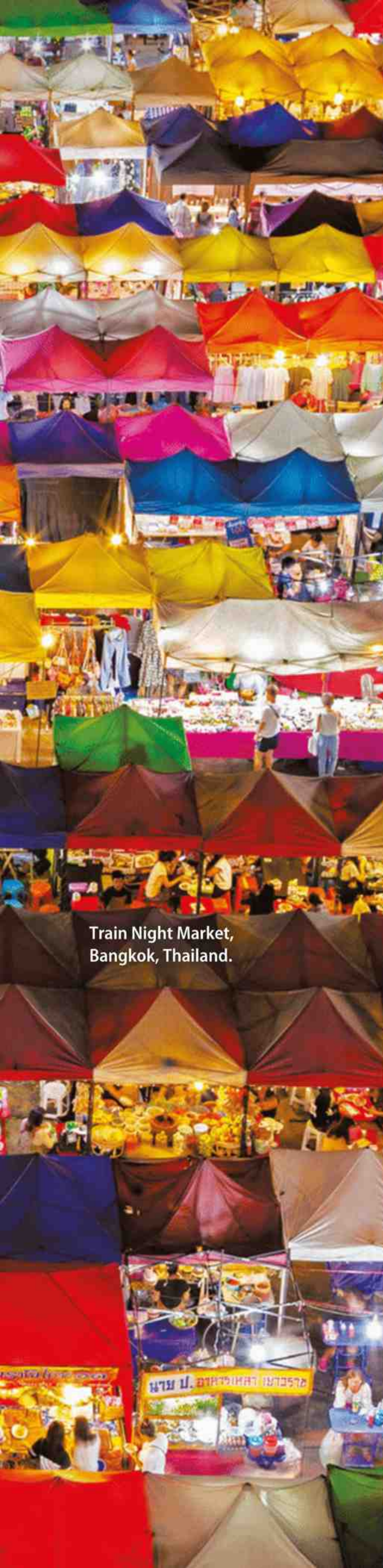
- shopping for clothes

Writing

- announcement

CRITICAL THINKING

- reading between the lines



Train Night Market,
Bangkok, Thailand.

7A Vocabulary

Money and shopping

Talking about shopping and spending money

- 1 Work in groups. Name three things which you:
 - have spent money on recently,
 - don't enjoy buying,
 - wanted to buy, but couldn't afford.
- 2 Work in pairs. You have both got your first salaries and you are going shopping for clothes. Discuss the following things:
 - items of clothing you need/want
 - prices
 - manufacturers/brands
 - quality
- 3 Work in pairs. Check that you understand the words and phrases in bold.
 - 1 I'm careful what I **spend my money on**. I don't **waste** it on stuff I don't need.
 - 2 I spend time **shopping around** online. I always try to get a **good deal**.
 - 3 My family **donates** a little **to charity** each year but I can't **afford** to give money **away** yet!
 - 4 Sometimes my sister **lends** me **money** when I need to **borrow** some. She knows I'll **pay** her **back**.
 - 5 I hate **being in debt** to anyone. I prefer to **pay off my debts** as soon as I can.
 - 6 I'll always visit a shop if it's having a **sale**. I love **browsing** for **bargains**.
 - 7 If something I want is **on special offer**, I buy it quickly in case it **sells out**.
 - 8 It's worth **paying more** for things if they're fashionable **brands**. Logos on clothes are worth a lot to me.
 - 9 If I get a gift I don't like, I try to **take it back** and **get a refund**.
 - 10 I'm more interested in finding a job I enjoy than one where I can **earn a lot**.
- 4 Work in pairs. Discuss the statements in exercise 3. How closely do they describe your or your family's attitude to money and shopping?
- 5 Work in pairs. Discuss the difference between the terms.

1 <i>spend</i> and <i>waste</i> money on something	4 <i>a sale</i> and <i>a bargain</i>
2 <i>earn</i> and <i>win</i> money	5 <i>shop around</i> and <i>browse</i>
3 <i>lend</i> and <i>borrow</i> money	6 <i>a brand</i> and <i>a logo</i>
- 6 Work in pairs. Complete the opinions about money and shopping with the correct form of one of the words or phrases in bold in exercise 3.

Alice: I try to get the best (1) ... I can, by waiting for (2) ... on the things I need, and always (3) ... around. I hate buying things and then finding them on (4) ... in other shops. If that happens, I take them (5) ... and get a (6) People who spend more on famous (7) ... are silly – it's such a waste of (8) ... ! I've been saving so I can pay (9) ... university without needing to pay off any (10) ... later.

Grant: Money's for (11) ... , not saving. Why waste half your life looking for (12) ... ? I love shopping, and I spend hours (13) ... in clothes shops but I won't worry if I don't get the cheapest deal before it (14) ... out. I borrow money from my parents (I usually (15) ... them back) but I also help my sister out by (16) ... her money. When I'm older, and (17) ... a salary, I want to continue being generous so I will (18) ... to my favourite charities.
- 7 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss whose attitude to money and shopping is better – Alice's or Grant's? Why?

7B Listening

Listening to texts about alternative shopping and a newly-opened shopping centre

- 1 Listen to three people talking about alternatives to normal shopping. What do the alternatives all have in common?  52
 - a They mean spending less money.
 - b They benefit the environment in some way.
 - c They involve reusing things that people don't want any more.
- 2 Listen again. Which speaker or speakers (1–3) does each question describe?  52

Who:

- a doesn't want to create unnecessary waste?
 - b doesn't have to leave the house to get what they want?
 - c finds the quality of what they buy is higher than normal?
 - d has experienced negative attitudes to what they're doing?
 - e lives too far from the place to take advantage of it?
 - f mentions a disadvantage to their alternative way of shopping?
- 3 Listen to four people talking about a newly-opened shopping centre in the town. Match each speaker (1–4) with the correct sentence (a–e). There is one extra sentence that you do not need.  53

Speaker 1 
 Speaker 2 
 Speaker 3 
 Speaker 4 

- a is especially glad about the services offered by the shopping centre
- b has already bought something in the new shop
- c isn't satisfied with the product they bought in the new shop
- d sees some negative sides about the shopping centre
- e likes to check the shops' products on the internet

4 MY PERSPECTIVE – SPEAKING

Work in pairs. Which of the things would you consider buying second-hand or borrowing?
 Why?/Why not?

art for your bedroom	books or magazines
clothes and shoes	computers and other electronics
music	presents for other people
sports equipment	other (what?)

7C Grammar 1

The passive

Using passive to talk about shopping

- 1 Read the sentences (a–b) and answer the questions (1–4).
 - a *A driver delivers the food right from the farm to our door.*
 - b *The food is delivered right from the farm to our door.*
 - 1 What tense are both sentences?
 - 2 What is the subject of sentence a? What is the object?
 - 3 What is the subject of sentence b? Is there an object?
 - 4 What is emphasised in sentence b?
- 2 Look at more sentences in the passive in the Grammar box. What tense is each one?

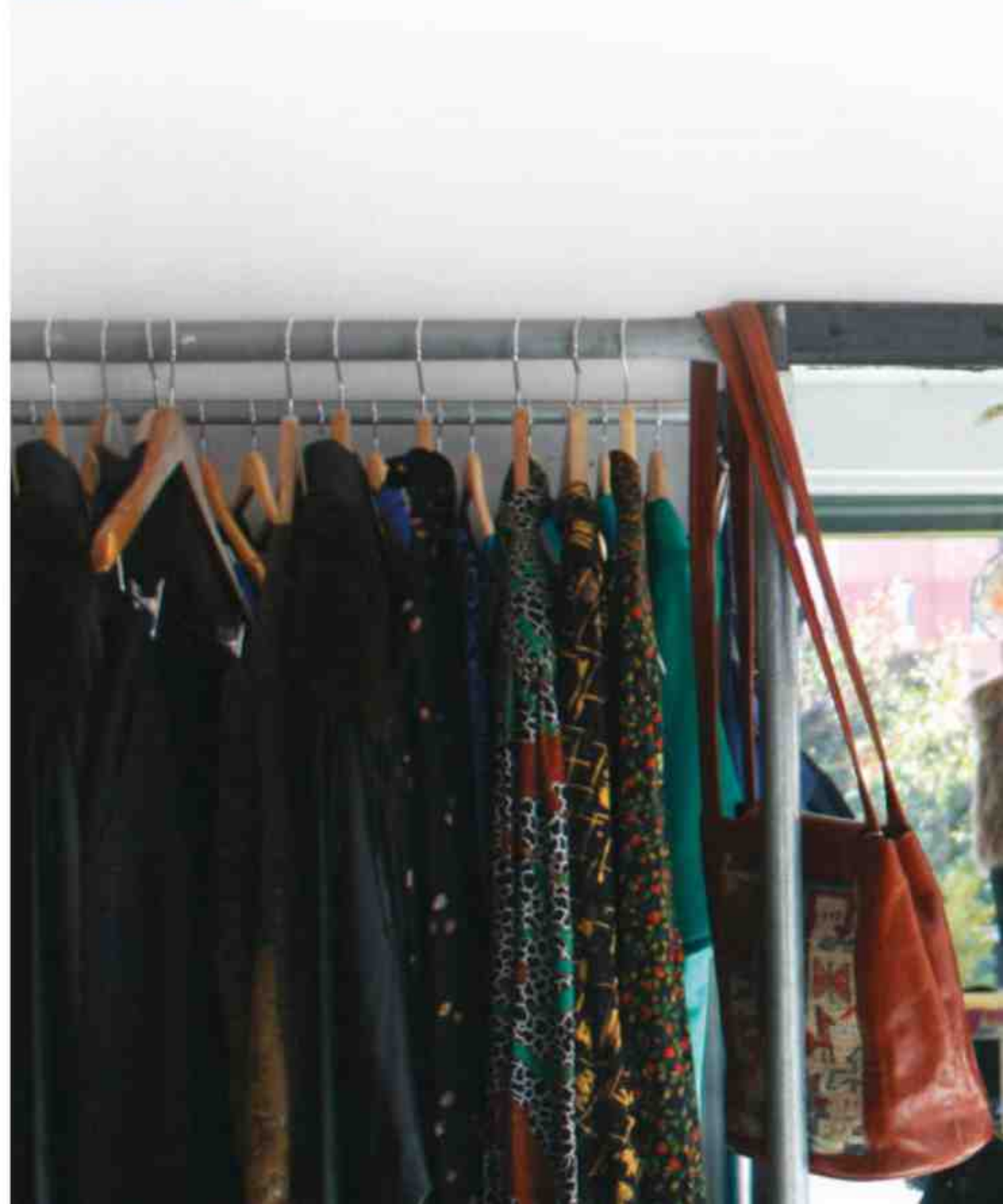
The passive

- a *People have told me a T-shirt I'm wearing is nice, but when I say I bought it in a second-hand shop, I've been given strange looks!*
- b *Good quality, well-made things can be found.*
- c *These clothes weren't thrown away.*
- d *The way it works is the things in the shop are donated by the customers.*
- e *I wish a 'borrow shop' had been set up around here.*
- f *We were shown at school how the environment pays a price for our food.*

More explanations in Grammar reference on p. 126.

More exercises in Grammar practice on p. 127.

Do exercises 1–3.



3 Change the sentences into the passive. Leave out the agent if it's not important.

- 1 Second-hand shops have always bought and sold things people don't want any longer.
- 2 However, in the past, people found only the most common things in these shops.
- 3 Generally, only experts and collectors discovered specialist objects.
- 4 For example, where could you find second-hand camping equipment before computer engineers had invented the internet?
- 5 Now people use search engines to find the right thing at the right price, in the right place.

4 Use the correct active or passive form of the verbs to complete the text.

There are several advantages to buying and selling online. First of all, instead of visiting second-hand shops by car or on foot, searches (1) ... (*can make*) from the comfort of your living room. When the internet (2) ... (*invent*), sellers suddenly had buyers from around the world, whereas before, most goods (3) ... (*buy*) by people in the local area. Also, second-hand goods (4) ... (*not only sell*) by professionals with a business and a shop any more – anyone (5) ... (*can earn*) money from home. Since online selling began over twenty years ago, millions of items (6) ... (*send*) to people thousands of miles away.

Second-hand shopping is big business. Over the last 25 years, many websites (7) ... (*create*) just to re-sell unwanted things, but the most successful, eBay, is also one of the oldest; it (8) ... (*establish*) in 1995 as AuctionWeb. An item (9) ... (*put*) up for sale and the person who (10) ... (*offer*) the most money for it is the 'winner'. Other websites show 'for sale' announcements, where things (11) ... (*advertise*) and an agreement (12) ... (*make*) between the buyer and seller.

5 Translate the Polish fragments of the sentences into English. Use the verbs in the box.

do	replace	accept	reveal	issue
----	---------	--------	--------	-------

Did you know?

- 1 The first credit cards (*były akceptowane*) ... only by the shops which issued them.
- 2 Almost two billion credit cards (*zostało wydanych*) ... in the world so far.
- 3 Online payment (*może zostać wykonana*) ... immediately.
- 4 Your credit card number (*nie powinno się nigdy ujawniać*) ... to other people.
- 5 Economists say that one day real money (*zostaną całkowicie zastąpione*) ... by electronic forms of payment.

6 Play in pairs. Think of examples for each of the categories. The pair with the most examples wins. Think of things that:

- have been borrowed.
- haven't ever been used.
- aren't sold any more.
- were made by hand.
- were made in another country.
- were designed for a different purpose to the one they are currently used for.



7D Reading

Understanding a text about people who didn't buy anything for a year

1 Work in pairs. Discuss the questions.

- 1 What do you spend your money on that you consider essential? What are your luxuries?
- 2 What would you miss most if you didn't buy anything for a year?

2 Work in pairs. Student A, read about the roommates. Student B, read about the family. Answer the questions (1–4). Then tell your partner what you learnt.

- 1 Why did they decide to spend nothing for a year?
- 2 Did they really spend *nothing* during the year? What did they pay for?
- 3 What skills did they learn?
- 4 How difficult was it for them?

3 Work in pairs. Answer the questions without looking at the text. Then read both stories to check your answers.

- 1 What do the roommates and the family have in common?
- 2 How were the two experiments different?
- 3 Both made use of the internet. How did this help them achieve their goal?

VOCABULARY BUILDING Adverbs

Adverbs are words which can modify a verb, an adjective or the whole sentence. They generally answer the question *how?*

4 Identify the adverbs in the sentences (1–4) from the article. Then answer the questions (a and b).

- 1 They stopped getting their hair cut professionally.
 - 2 Jen also learnt how to create a website, where she met people who were similarly anti-consumerist.
 - 3 They tried not spending temporarily for a month before deciding to do it for a whole year.
 - 4 Jen had to work hard to think of ideas for the boys.
- a Which adverbs are regular and which are irregular? How do you know?
- b Which of the adverbs modify a verb, and which modify an adjective?

5 Make adverbs from the adjectives.

- | | |
|------------|---------------|
| 1 actual | 6 fast |
| 2 busy | 7 healthy |
| 3 complete | 8 independent |
| 4 eager | 9 occasional |
| 5 good | 10 realistic |

6 Complete the sentences with the adverbs in exercise 5.

- 1 I don't think I could stop buying clothes for a year. I think it would be ... impossible.
- 2 ..., I had enough cash to pay for the tickets, but I decided to pay with a credit card.
- 3 I spent most of last week I was preparing for my final exams.
- 4 I'm not very keen on shopping, so I do it quite
- 5 We love visiting the fair, which is organised ... in our town.

7 MY PERSPECTIVE – SPEAKING

Work in groups. Discuss the questions.

- 1 In your opinion, what were the best ideas from each 'buy nothing' experiment?
- 2 Do you think you could do what the roommates and Jen's family have done? Why?/Why not?
- 3 Do you think you would be more or less happy if you stopped spending? Why?

CRITICAL THINKING Reading between the lines

It is often possible to understand a lot of meaning from a text, even if it is not actually stated. For example, in the sentence *She asked her friend whether she liked her new dress, but her friend said nothing*, we understand that the friend probably didn't like the dress.

8 Work in pairs. Use the information in the stories and your own interpretation to discuss the questions.

- 1 Were the decisions to live without spending for a year a choice or a necessity?
- 2 What have the roommates and the family achieved for themselves as a result of their experiments?
- 3 What do you think has been the effect of their stories on other people?

9 Read the quotes. Who do you think said them, Geoffrey or Jen? How do you know?

- 1 'Everything in our life changed in the past year.'
- 2 'I found buying new clothes really easy to give up.'
- 3 'It's so useful to know that if your toaster stops working, you don't have to throw it away, you can repair it.'
- 4 'We even made our own Christmas tree.'
- 5 'Maybe we didn't save much money, but it's great that we have changed our consumerist lifestyle.'



NOTHING FOR A YEAR

 **54** How hard is it to live without spending money? Read the stories of two Canadian roommates and a British family who decided not to buy anything for a whole year.

THE ROOMMATES Geoffrey invited a friend to share his apartment. His new flatmate had to throw away a lot of things to squeeze into a smaller bedroom, and he, too, made room by getting rid of some of his possessions. They realised how much they owned and how little they actually needed.

They decided to do an experiment: could they live for a year without buying anything unnecessary? As well as having to create space, Geoffrey was worried about money, and they both felt uncomfortable with their consumerist* lifestyle. Would they be happier not buying so much? They started a blog to explain their plan and track their progress.

Of course, some things you just can't do without, such as food. But instead of occasionally going to a restaurant and having food prepared for them, now they always cooked at home. They stopped getting their hair cut professionally. And rather than taking public transport to work, they walked or cycled. They learnt how to grow vegetables so they could eat fresh food for free.

It wasn't always easy. Geoffrey says that after a long day at work, preparing dinner was sometimes the last thing he wanted to do. But by sharing the experience with Julie and their supporters online, and reminding themselves of the benefits of cooking, such as being creative and eating healthily, they learnt to enjoy it.

consumerist *buying and having lots of things, often things that are not necessary*

THE FAMILY By the time her son William was three, Jen noticed how many plastic toys he had and how often he wanted new things. At the shops, he looked eagerly for colourful toys, expecting to take them home. She realised that she and her husband needed to teach their children that there are alternatives to new. So, they stopped buying anything apart from food and essential household items like toothpaste. If they needed something, they could find it second hand or make it themselves.

Jen started repairing holes in trousers, knitting winter hats and even making soap. Her husband Ben busily fixed toys and other objects. Jen also learnt how to create a website, where she met people who were similarly anti-consumerist. They inspired her to keep going.

They tried not spending temporarily for a month before deciding to do it for a whole year. By doing this, they discovered that it would be easier than they expected. Ben already made his own bread and jam, so reducing what they needed from shops wasn't completely unfamiliar. They also agreed on a few exceptions to make things easier, like having the washing machine repaired if it ever broke down (it didn't). The hardest part was finding birthday presents for the children's friends. Jen found making bags and clothes for girls easy, but had to work hard to think of ideas for the boys.

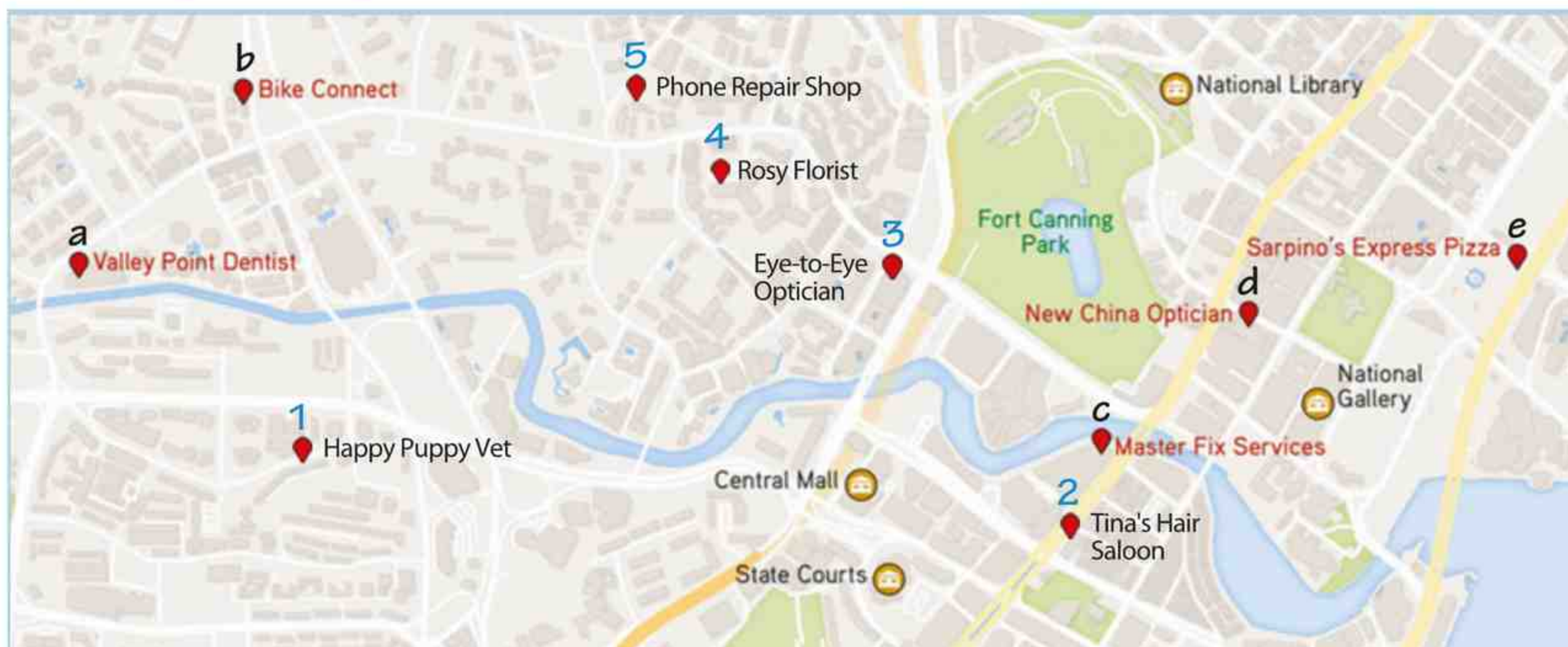
They managed to save £2,000, and Jen says they are no longer 'drowning in plastic'. More importantly, they have changed their habits. She believes that 'Each time we make a more thoughtful choice, about what we buy, or don't buy, we are changing the world.'



7E Grammar 2

have/get something done

Using have/get something done to talk about services



- a** This is my dentist's. My brother and I have been going there all our lives.
- b** My bike often needs fixing. I usually do it myself, but if it's a big job, I go to Bike Connect. The last time I took it there, I had the brakes changed.
- c** I had a really nice pair of boots but the heel was broken. I took them here but they said they can't repair them.

- d** Last week I had an appointment at the optician, but there's nothing wrong with my eyes.
- e** We have a family tradition – pizza every Friday. It gives Mum a night off from cooking. Sarpino's pizza is great, but we never go to the restaurant – we always get it delivered.

- 1** Look at Emma's map of Singapore, where she lives. Find ways that her life is similar and different to yours.

Emma rides a bike, and so do I.

- 2** Look at the Grammar box and Emma's map. What does *it* refer to in each sentence?

have/get something done

- a** *We never go to the restaurant – we always get it delivered.*
- b** *The last time I took it there, I had the brakes changed.*

More explanation in Grammar reference on p. 126.

- 3** Look at the Grammar box again. Answer the questions about sentences *a* and *b*.

- Do we know who delivers the pizza? Who asks them to deliver it?
- Do we know who changed the brakes? Who asked them to do it?
- Does *have/get something done* mean:
 - someone does something by accident?
 - you do something for yourself?
 - you ask someone to do something for you?

More exercises in Grammar practice on p. 127.

Do exercises 4–5.

- 4** Look back at the text on page 119. Find three examples of *have/get something done*.

- 5** Use the prompts to write sentences about Emma's life.

- She and her brother / have / their teeth / check / every six months.
- Last week she / get / her eyes / test.
- She wanted / have / her boots / repair.

- 6** Write sentences about the services you and your family use. Use the words in the box to help you, or think of your own ideas.

clean / your shoes	cut / your hair
fix / your laptop	wash / the car

My mum gets the car washed at the garage. She says they do it better than me!

- 7** Look at places 1–5 on the map above. What services can you get in those places? Make sentences using *have/get something done*.

- your pet / vaccinate
- your hair / dye
- your eyesight / test
- flowers / send / to anyone in the city
- broken screen / replace / in your phone

- 8 Complete the sentences with the correct form of the verbs in the box. Then, in pairs, answer the questions.

arrange carry cut manage plan walk

Have you ever ...

- 1 ... your bag ... to school for you?
- 2 ... your birthday party ... professionally by an entertainer?
- 3 ... your hair ... by a hair stylist?

Would you like to ...

- 1 ... your dog ... ?
- 2 ... your social media ... by online experts?
- 3 ... your holidays ... by a personal travel agent?

- 9 For each sentence 1–5, write another sentence with the same meaning. Use *have/get something done*.

- 1 They have just repaired our car at the garage.
We ... at the garage.
- 2 This online store is great – they deliver your shopping within 24 hours.
This online store is great – you ... within 24 hours.
- 3 If you buy our perfumes as a gift, we can pack them in a special box.
If you buy our perfumes as a gift, you ... in a special box.
- 4 They cleaned our hotel room every day.
We ... every day.
- 5 The security service will install CCTV cameras around our house next week.
We ... around our house next week.

- 10 Work in groups. Discuss the questions.

- 1 Is there one service you couldn't do without? Why?
- 2 If you had a lot of money, what would you get done for you? What would you do yourself?
- 3 Discuss why these changes mean that people are using services more than they used to. Give examples to support your ideas.
 - More of us are living in cities.
 - People move because of their jobs and don't live so close to their families.
 - Some people have more money to spend on luxuries.
 - Social media means we are more connected than ever.
 - Women's roles have changed in society.

If you live in a city, you can have more things done for you. For example, in our town you can have shopping delivered to your door. All the supermarkets do that.

- 11 There are lots of services offered to tourists in a place where they're on holiday. Look at the pictures. Which of the services would you decide to have done for you as a 'memory' of your holidays? Give reasons for your choice. Say why you reject the other options.



Answer the questions.

- 1 What are the reasons why people decide to get things done by others instead of doing them on their own?
- 2 Are there any services which you personally would like to have done for you? What kinds of things are they?

7F Speaking

Talking about shopping for clothes

1 Work in pairs. Look at the photo and discuss the questions.

- 1 Does the shop in the photo look like your kind of shop?
- 2 What was the last item of clothing you bought?
- 3 Would you ever:
 - buy clothes as a present for someone else?
 - buy shoes online?

2 Listen to three conversations. Which takes place in a:  55

- a men's clothes department?
- b women's clothes department?
- c shoe department?

3 Listen again and complete the expressions. Then match each expression with the equivalent in the Useful language box.  55

- | | |
|----------------------------------|-----------------|
| 1 It's OK, I'm just ... | 6 Where ...? |
| 2 Have you got these in a ...? | 7 Does ...? |
| 3 I'm ... something more classy. | 8 It really ... |
| 4 I'm a ... | 9 I'll ... it. |
| 5 We ... it in red. | |

4 Match each sentence beginning (1–6) with the ending (a–f).

Have you got ...

- | | |
|---|------------|
| 1 something like this shirt but with long | a colour? |
| 2 a plain shirt? I don't like | b pockets? |
| 3 this in a darker shade of | c blue? |
| 4 a size 42 of the dress in the | d sleeves? |
| 5 this in a different | e stripes. |
| 6 any trousers without | f window? |

5 Work in pairs. Think of some clothes you want to buy. Take turns to be a shop assistant and a customer shopping for different items.

6 Perform your conversations in front of another pair. Use *this* and *these* instead of *this jumper/pair of jeans*, etc. The other pair must guess what item of clothing you are talking about.

Useful language

Shopping for clothes

It's OK, I'm just browsing.

I'm after something smarter.

I need a size 'L'.

Do you have these in a larger size?

Is it the right size?

It looks really good on you.

We've only got red ones.

Where are the changing rooms?

I'll buy it.



7G Writing

An announcement

Writing an announcement

1 Work in pairs. Discuss the questions.

- 1 Do you ever buy or sell things online? What?
- 2 Do you have any possessions that you could sell second hand?

2 In a 'for sale' announcement, where would the information (1–9) come? At the beginning, in the middle, or near the end?

- 1 a description of the item, including size *at the beginning*
- 2 details about postage (how the item will be sent)
- 3 the age and condition of the item
- 4 the name of the item
- 5 the price
- 6 the reason for selling the item
- 7 ways you can pay
- 8 where the seller lives
- 9 a photo of the item

3 Read two announcements below. Which information in exercise 2 is included in the first announcement? What important information is missing from the second one?

Squier Affinity Telecaster

Payment: PayPal / cash on collection

Selling price: €90

Looking for an inexpensive guitar with a great rock and blues sound? Classic-looking electric guitar with 'Telecaster'-shaped body. Same yellow wood finish as the original 1950s Tele. Would suit a beginner or intermediate guitarist. My first guitar. Had it for five years. Used, but in good condition with only a few scratches and marks on the body. Just bought a new guitar, which is why I'm selling this one. New one is a Squier Classic Vibe 50, a similar model but even better quality. Guitar currently sells for about €180 new, so €90 is a real bargain. Cost of delivery depends on where you are, or free local pick-up in the Opole area. Shipping within three days of receipt of payment.



Lady's bright red special occasion dress

Condition: good, second-hand

Starting bid: €50

Beautiful dress that is perfect for a party. It's got a lovely full skirt, a black flower pattern and long sleeves. My aunt gave it to me, but it doesn't fit. I'm disappointed because I absolutely love the colour. Hasn't been worn very often and has recently been professionally cleaned, so in very good condition. Global shipment (seller is in Poland), payment by bank transfer. Bidding closes soon (May 15th at noon) because I need the money to buy a new dress.



Writing strategies

Writing announcements

- Include all the relevant details the reader needs to decide if they want to buy the item.
- If any information is not relevant to the buyer, don't include it.
- Keep sentences short, e.g. instead of *This bike is a real bargain*, write *A real bargain!*
- Use rhetorical questions to attract the reader, e.g. *Looking for earphones with a perfect sound?*

4 WRITING TIPS Relevant information

- a Look at the Writing strategies box. Read the announcements in exercise 3 again. Delete sentences in each announcement that do not give relevant information.
- b Match the sentences from online announcements with the types of information in exercise 2 that they introduce.
 - 1 Bought it new and have had it for ...
 - 2 Comes in its original packaging and with instruction manual.
 - 3 Due to the size of the item, I cannot ship. Only bids from Rome area, please.
 - 4 Measures ... in length.
 - 5 Only has ... small scratches / marks ...
 - 6 Seller ships within one day of receiving payment.
 - 7 Unfortunately, I can no longer use it because ...
 - 8 Will accept offers above ...

5 Write an announcement for something you could sell. Use the Writing strategies box and phrases in exercise 4b to help you. In your announcement, include the following information:

- description of your item for sale
- its condition
- the reason you're selling it
- price and method of payment

Write between 80 and 130 words.

More about an announcement in Writing guide on p. 156.

6 Read your classmates' announcements. Which item would you most like to buy?

Skills Review 7

ENGLISH IN USE

Słownictwo

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 I ... take things back to the shop when, on second thoughts, I decide I don't want them. OCCASIONAL
- 2 Laura is a ... florist whose beautiful floral arrangements have brought her many customers. CREATE
- 3 There's a marketplace in my neighbourhood where you can see hundreds of ... carrying heavy bags full of fruit and vegetables. BUY
- 4 After a long discussion about how much money we could spend, we finally came to an AGREE
- 5 We need to make a ... choice about what to buy for Jack's eighteenth birthday. THOUGHT

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

- 1 There were some stains on my jacket, so I went to the cleaners' to ... them removed.
- 2 If you owe your bank some money, you can negotiate the arrangements of how to ... your debts off.
- 3 ... cooking their meals at home instead of eating out, they managed to save quite a large sum of money.
- 4 When we threw away some things from our flat, we realised ... many things we can live without.
- 5 ... than doing his shopping in the supermarket, Robert shops online.

Uzupełnianie zdań

3 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

- 1 I don't ... my money on things I don't need.
a lose
b miss
c waste
- 2 I didn't steal the money. I just ... it.
a paid
b lent
c borrowed
- 3 I enjoy ... in the bookstore. I usually find a book I'd like to buy.
a browsing
b looking
c checking

4 My secret dream is to have an extra day ... from school.

- a off
- b out
- c away

5 The car we bought last year breaks down very often and I have it ... at least once a month.

- a to fix
- b fixing
- c fixed

6 Prices are very ... this year.

- a big
- b high
- c expensive

Parafrazy zdań

4 Uzupełnij zdania wyrazami w nawiasach w odpowiednich formach. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 My dad didn't fix his motorcycle himself. He ... (it / fix) at the garage.
- 2 The manager didn't place the clothes in the shop window himself. He ... (they / display) by someone else.
- 3 His money ... (already / transfer) to his bank account.
- 4 She is too busy to do the shopping herself, so she ... (it / do) by her friend.
- 5 The latest edition of the dictionary ... (can / buy) in the bookshop round the corner.

5 Uzupełnij drugie zdanie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów.

- 1 I find many advertisements in my letterbox every day.
Many advertisements ... in my letterbox every day.
- 2 The shop offered Mrs Bux a decent discount on all of the articles.
Mrs Bux ... a decent discount on all of the articles.
- 3 The sales assistant took care of Mary the moment she entered the shop.
Mary ... the moment she entered the shop.
- 4 Customers should make complaints about poor service to the manager.
Complaints about poor service ... to the manager.
- 5 I'm not going to water the grass myself. Someone else will do it for me.

I'm going to ... watered.

- 6** Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

shop high recent open buy good pay

- 1 Nowadays people are ready ... a lot more for products whose quality is higher than average.
- 2 When the corner shop ... last year, it attracted hundreds of people. Now only few customers shop there.
- 3 It's worth ... a new car because it's got a full warranty for a set period of time.
- 4 The police have been trying to find the stolen ..., but they haven't succeeded yet.
- 5 Cathy has bought a lot of new clothes I'm sure she'll never wear some of them.

LISTENING

- 7** Usłyszysz dwukrotnie cztery wypowiedzi na temat zakupów. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (a–e).

Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.  56

This speaker

- a believes that shopping with friends is a waste of time.
- b is attracted to other shoppers' appearance.
- c mentions that some items won't be bought.
- d wonders why he/she dislikes shops.
- e buys only the items he/she can afford.

1	2	3	4
...	...	...	...

SPEAKING

- 8** Opisz zdjęcie.



- 1 Do you think many people come to this place to do the shopping?
- 2 Which do you prefer: buying for yourself or for other people? Why?
- 3 Tell me about the last time you bought something at a flea market.

WRITING

- 9** Podczas pobytu w USA pomogłeś/pomogłaś znajomym w organizacji wyprzedaży garażowej. Napisz o tym na forum internetowym.

- Opisz przygotowania do wyprzedaży.
- Poinformuj, jakie zainteresowanie wśród lokalnej społeczności wzbudziła wyprzedaż.
- Wyjaśnij, jak rozwiązaliście problem, który się pojawił podczas wyprzedaży.
- Podaj zaletę organizowania tego typu wyprzedaży.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Hi guys,

While in the USA this summer, I got involved in a garage sale that my friends organised.

...

Take care,

XYZ

Grammar reference 7

GRAMMAR 1 the passive

Strony biernej używamy, gdy interesuje nas bardziej sama czynność niż fakt, kto ją wykonuje.

*Most sports trainers **are made** in China or other Asian countries.*

Jeżeli natomiast chcemy powiedzieć, kto wykonał daną czynność, używamy słówka *by*.

*X-rays were discovered **by** Roentgen.*

W zdaniu w stronie czynnej podmiot jest wykonawcą czynności.

***They** sold the last copy of the game yesterday.*

Przy zmianie strony czynnej na bierną dopełnienie staje się podmiotem i zazwyczaj nie podajemy, kto wykonał tę czynność.

***The last copy of the game** was sold yesterday.*

Tłumacząc zdania w stronie biernej z języka angielskiego na język polski, czasami używamy formy bezosobowej (np.: powiedziano, dano, mówi się, można, trzeba itp.).

*Smartphones **can be bought** in most countries.*
(Smartfony można kupić w większości krajów).

***We've been given** a very expensive present.*
(Dano nam bardzo drogi prezent).

***They were told** to leave the shopping centre immediately.*
(Powiedziano im, że mają natychmiast opuścić centrum handlowe).

Zdania w stronie biernej w poszczególnych czasach gramatycznych tworzymy za pomocą odpowiedniej formy czasownika *to be* oraz imiesłowu przymiotnikowego biernego (*past participle*).

*Most clothes **are sewn** in factories these days.*
(present simple)

*This jacket **was made** in Turkey.*
(past simple)

*Sorry, but all the small sizes **have been sold**, I'm afraid.*
(present perfect)

*The shoes **had been damaged** before the clothes arrived at the shop.*
(past perfect)

*We often shop in the January sales, when items **can be bought** at lower prices.*
(modal verb)

*New clothes **will be delivered** to all chain shops next week.*
(future simple)

Ćwiczenia 1–3

GRAMMAR 2 have/get something done

Konstrukcji *have/get something done* używamy, gdy mówimy o czynnościach, które zostały dla nas lub dla kogoś wykonane przez inną osobę.

***I have shopping delivered** to my house every Saturday.*

***I had my watch repaired** yesterday.*

*She **got some flowers delivered** to her grandmother.*

Have i get mają to samo znaczenie, ale *get* jest zazwyczaj mniej formalne.

*They **had** their house **valued** at \$250,000.*

*Where do you **get** your hair **cut**?*

Pytania i przeczenia w konstrukcji *have/get something done* tworzymy odpowiednio do czasu, którego używamy dla czasownika *have/get*.

***Does she have** newspapers delivered every day?*

*He **doesn't have** his workshop painted every month.*

*They **didn't have** the clothes washed on time.*

***Are you getting** the photos attached right now?*

Konstrukcji *have something done* możemy również użyć, gdy opisujemy czynność, której nie spowodowaliśmy i której nie zlecaliśmy.

*She **had her wallet stolen**. There was a lot of money in it.*

***Have you had your email hacked?** I've just received a strange email from you.*

Ćwiczenia 4–5

Grammar practice

1 In which sentence (a or b) would you leave out the agent?

- 1 **a** The shoplifter was arrested by policemen after she stole a coat.
b The woman was spotted stealing clothes by 62-year-old store detective, Maureen Backwell.
- 2 **a** All of the cookies we made have been bought by people.
b I didn't bake them. They were baked by my sister.

2 Choose the correct option to complete each sentence.

- 1 We understand better now how the environment *affects / is affected* by the products that we buy.
- 2 In the past, most products, such as food, *are / were* produced locally, often just a few miles away.
- 3 Nowadays, products *are / had* transported over great distances, often from other countries.
- 4 Take the milk you had for breakfast. It *may be / may have been* driven the length of the country to get to your town.
- 5 What's more, it's possible that the carton that the milk comes in had been *made / making* even further away, on the other side of the world.
- 6 The environment *is / was* constantly damaged by pollution from all the transportation required to get our daily milk on the table.
- 7 We must also think about what happens to the carton after it *has been / was* thrown away.
- 8 If the carton *hadn't been / isn't* recycled, it will be buried under the ground or burned, which releases greenhouse gases. If you can get your food locally, do.

3 Read the sentences about 'supermarket science'. Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Supermarket designers have designed every part of this shop to make you spend more money.
Every part of this supermarket ... to make you spend more money.
- 2 They have put products that they want us to buy on shelves at eye level so we can see them easily.
Products that they want us to buy ... on shelves at eye level so we can see them easily.
- 3 It was the same when we were children. They encouraged us to choose the expensive children's food in the same way.
It was the same when we were children. ... to choose the expensive children's food in the same way.
- 4 These days, they keep items like milk at the back of the shop so that you have to walk through the whole store to find them.
These days, items like milk ... at the back of the shop so that you have to walk through the whole shop to find them.

5 Shop owners had encouraged customers to spend more than they planned long before it became a 'science'.

Customers ... to spend more than they planned long before it became a 'science'.

- 6 For example, someone designed the shopping trolley in 1938 to make customers buy more.
For example, the shopping trolley ... in 1938 to make customers buy more.
- 7 Shopkeepers also placed the fruit, vegetables and fresh bread at the front of the shop to make customers want to come in.
The fruit, vegetables and fresh bread ... at the front of the shop to make customers want to come in.
- 8 They even trick our ears! They play slow music to stop people rushing, so they spend more money.
They even trick our ears! Slow music ... to stop people rushing, so they spend more money.

4 Put the words and phrases in the correct order. You will need to change the form of the verbs.

- 1 after / by a cleaning company / clean / have / the house / the party / we
- 2 before / fix / get / happens / please / the fire alarm / something terrible
- 3 change / from companies / have / he / he received / his phone number / so many unwanted calls / that
- 4 a new pair / buying / have / I / instead of / my old trainers / repair
- 5 can / clean / get / I / suit / this / where / ?
- 6 all the walls / before they moved in / have / paint / they
- 7 your car / every year / have / test / should / you
- 8 before you send it / check / for errors / get / your university application

5 Use an expression with *have* or *get* to replace the words in italics so the sentence means the same.

- 1 He left the car at the garage *for the mechanics to change the oil*.
- 2 The man took his suit to the drycleaner's *so they could clean it*.
- 3 She went to the florist's and *told the lady there to send some flowers* to her mother.
- 4 Once a month, my grandfather *goes to the barber's shop, where a man cuts his hair*.
- 5 Before we could go on holiday, I had to *pay a photographer to take a photo* for my passport.
- 6 They were so tired in the evening that they *phoned a restaurant to deliver some Chinese food* to the house.

VOCABULARY p. 115

bargain (n) /'bɑ:ɡɪn/ okazja
borrow (v) /'bɒrəʊ/ pożyczać (od kogoś)
brand (n) /brænd/ marka
browse (v) /braʊz/ przeglądać strony internetowe; rozglądać się w sklepie
debt (n) /det/ dług
donate (v) /dəʊ'neɪt/ podarować, przekazać darowiznę
earn (v) /ɜ:n/ zarabiać
generous (adj) /'dʒenərəs/ hojny
get a good deal (phr) /get ə ,ɡʊd 'di:l/ zrobić dobry interes
give away (phr v) /,ɡɪv ə'weɪ/ rozdawać, dawać coś za darmo
lend (v) /lend/ pożyczać (komuś)
pay back (phr v) /,peɪ 'bæk/ oddawać pieniądze, dług
pay off (phr v) /,peɪ 'ɒf/ spłacać coś (kredyt, pożyczkę)
refund (n) /'ri:fʌnd/ zwrot (pieniędzy)
sale (n) /seɪl/ wyprzedaż
sell out (phr v) /,sel 'aʊt/ wyprzedawać
shop around (phr v) /ʃɒp ə'raʊnd/ rozglądać się; porównywać
stuff (n) /stʌf/ rzeczy; ciuchy, ubrania
take back (phr v) /,teɪk 'bæk/ zwracać coś, oddawać

LISTENING p. 116

beyond (prep) /br'jɒnd/ poza
blouse (n) /blaʊz/ bluzka
bowling alley (n) /'bəʊlɪŋ ,æli/ kręgielnia
dry cleaner's (n) /,draɪ 'kli:nəz/ pralnia chemiczna
mall (n) /mɔ:l/ centrum handlowe (AmE)
pocket money (n) /'pɒkɪt ,mʌni/ kieszonkowe
reuse (v) /,ri:'ju:z/ użyć ponownie
ridiculous (adj) /rɪ'dɪkjʊləs/ śmieszny, żalorny
second-hand (adj) /,sekənd'hænd/ używany, z drugiej ręki
set up (phr v) /,set 'ʌp/ otwierać, zakładać
suburbs (n) /'sʌbɜ:bz/ przedmieścia
throw away (phr v) /,θrəʊ ə'weɪ/ wyrzucać

GRAMMAR 1 pp. 116–117

advertise (v) /'ædvətaɪz/ reklamować
announcement (n) /ə'naʊnsmənt/ ogłoszenie, obwieszczenie
collector (n) /kə'lektə/ kolekcjoner
establish (v) /ɪ'stæblɪʃ/ zakładać; ustanawiać
issue (v) /'ɪʃu:/ wydawać, publikować
object (n) /'ɒbdʒɪkt/ przedmiot
payment (n) /'peɪmənt/ płatność
put up (phr v) /,pʊt 'ʌp/ wystawiać (na sprzedaż)

replace (v) /rɪ'pleɪs/ zastępować
re-sell (v) /,ri:'sel/ odsprzedawać
reveal (v) /rɪ'vi:l/ ujawniać
search engine (n) /'sɜ:tʃ ,endʒɪn/ wyszukiwarka

READING pp. 118–119

actual (adj) /'æktʃʊəl/ właściwy
alternative (n) /ɔ:l'tɜ:nətɪv/ alternatywa, inny wybór
be keen on (phr) /bi: 'ki:n ɒn/ być chętnym do czegoś
do without (phr v) /du: wɪð'aʊt/ obyć się bez czegoś
drown (v) /draʊn/ tonąć
eager (adj) /'i:ɡə/ chętny; niecierpliwy
essential (adj) /ɪ'senʃl/ istotny
fix (v) /fɪks/ naprawiać
get rid of (phr v) /,get 'rɪd əv/ pozbywać się
hole (n) /həʊl/ dziura
household items (n) /,haʊshəʊld 'aɪtəmz/ przedmioty gospodarstwa domowego
knit (v) /nɪt/ robić na drutach
luxury (n) /'lʌkʃəri/ luksus
modify (v) /'mɒdɪfaɪ/ modyfikować
possession (n) /pə'zeʃn/ własność
remind (v) /rɪ'maɪnd/ przypominać
room (n) /ru:m/ miejsce
roommate (n) /'ru:mmeɪt/ współlokator/ współlokatorka
supporter (n) /sə'pɔ:tə/ fan
thoughtful (adj) /'θɔ:tfʊl/ rozsądny
track (v) /træk/ śledzić (postęp)

GRAMMAR 2 pp. 120–121

brake (n) /breɪk/ hamulec
CCTV camera (n) /'si: si: ti: ,vi: 'kæməərə/ monitoring
dye (v) /daɪ/ farbować, barwić
entertainer (n) /,entə'teɪnə/ artysta estradowy
florist (n) /'flɒrɪst/ kwiaciarnia
garage (n) /'gærɑ:ʒ/'gærɪdʒ/ warsztat samochodowy
gift (n) /ɡɪft/ podarunek
heel (n) /hi:l/ obcas
install (v) /ɪn'stɔ:l/ zainstalować; zamontować
optician (n) /ɒp'tɪʃn/ optyk
store (n) /stɔ:/ sklep
vaccinate (v) /'væksɪneɪt/ szczepić
vet (n) /vet/ weterynarz

SPEAKING p. 122

changing room (n) /'tʃeɪndʒɪŋ ,rum/ przebieralnia
classy (adj) /'kla:si/ z klasą, szykowny
clothing (n) /'kləʊðɪŋ/ ubranie

department (n) /dr'pɑ:tmənt/ dział
fit (v) /fɪt/ pasować (rozmiarem)
jumper (n) /'dʒʌmpə/ bluza, golf
plain (adj) /pleɪn/ gładki
sleeve (n) /sli:v/ rękaw
stripe (n) /straɪp/ pasek
suit (v) /su:t/ pasować (wyglądem)
try on (phr v) /,traɪ 'ɒn/ przymierzać

WRITING p. 123

bank transfer (n) /'bæŋk ,trænsfɜ:/ przelew bankowy
bidding (n) /'bɪdɪŋ/ licytacja
condition (n) /kən'dɪʃn/ stan, kondycja
inexpensive (adj) /,ɪnɪk'spensɪv/ niedrogi
mark (n) /mɑ:k/ ślad
pick-up (n) /'pɪkʌp/ odbiór
postage (n) /'pəʊstɪdʒ/ przesyłka
receipt (n) /rɪ'si:t/ paragon
scratch (n) /skrætʃ/ zadrapanie; rysa
seller (n) /'selə/ sprzedawca
shipment (n) /'ʃɪpmənt/ przesyłka

SKILLS REVIEW pp. 124–125

aesthetic (adj) /i:s'θetɪk/ estetyczny
bookstore (n) /'bʊkstɔ:/ księgarnia
complaint (n) /kəm'pleɪnt/ reklamacja; skarga
decent (adj) /'di:snt/ przyzwoity, porządny
discount (n) /'dɪskaʊnt/ zniżka
flea market (n) /'fli: ,mɑ:kɪt/ pchli targ, targ staroci
footwear (n) /'fʊtweə/ obuwie
hang around (phr v) /,hæŋ ə'raʊnd/ włóczyć się
jewellery (n) /'dʒu:əlri/ biżuteria
letterbox (n) /'letəbɒks/ skrzynka na listy
remove (v) /rɪ'mu:v/ usuwać
shop window (n) /ʃɒp 'wɪndəʊ/ wystawa sklepową
stain (n) /steɪn/ plama
warranty (n) /'wɒrənti/ gwarancja

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

- 1 Nowadays (*przedmieścia są traktowane*) ... as a better place to live.
- 2 The money which (*były pożyczone*) ... from your neighbour wasn't a large amount.
- 3 Such products (*będą reklamowane*) ... everywhere before winter.
- 4 This system (*nie był modyfikowany*) ... since the last century.
- 5 Your puppy (*nie może być zaszczepiony*) ... today.

2 Choose the correct option to complete each sentence.

- 1 You will get a ... if you buy three T-shirts.
a bargain
b discount
c refund
- 2 I must go to the ... to have my dog's eyes checked.
a optician
b vet
c florist
- 3 Good shop assistants are always ... to help customers.
a calm
b eager
c actual
- 4 That jacket didn't ... him. It was too tight.
a fit
b suit
c match
- 5 I can't ... this stain. I've tried everything.
a reject
b remove
c remind

3 Complete each sentence with the word that best fits the gap.

- 1 These T-shirts sell ... so quickly that we've almost run out of them.
- 2 Why did you throw ... your old furniture?
- 3 She paid her credit ... last year.
- 4 They are going to set ... a travel agency.
- 5 Customers shouldn't get rid ... their receipts.

4 Complete the sentences with the correct form of the words in capitals.

- 1 His uncle is a keen ... of old computers.
COLLECT
- 2 Sorry, but your last ... was rejected.
PAY
- 3 She treats her car as her most important ...
POSSESS
- 4 All the souvenir ... in this resort have increased their prices.
SELL
- 5 Many buyers are ... by the efficient staff in our store.
ATTRACT

5 Translate the Polish fragments of the sentences into English.

- 1 You should pay back your (*dług*) ... within ten days.
- 2 There is a (*dziura w rękawie*) ... of my new jumper.
- 3 We guarantee a (*zwrot pieniędzy*) ... within 30 days if you return the item to the shop.
- 4 I think that (*niedroga przesyłka*) ... can encourage buyers.
- 5 Think twice before you (*pożyczysz coś*) ... to my sister.

6 Complete each sentence with the word that best fits the gap.

- 1 You can get your clothes cleaned with chemicals at a ... cleaner's.
- 2 Customers can pay by bank ... or credit card.
- 3 We bought a beautiful, old lamp at a ... market for a few pounds.
- 4 The ... engine is far too slow.
- 5 Some parents regularly give ... money to their children.

8 Superhuman



IN THIS UNIT YOU LEARN

VOCABULARY

- human body
- emergency
- first aid
- disability
- injuries
- physical challenges

GRAMMAR

- zero and first conditional
- second conditional
- *I wish, if only*

SKILLS

Listening

- radio programme about human body
- multiple choice

Reading

- using technological devices to extend human body
- verbs describing ability
- multiple choice

Speaking

- describing photos
- making guesses

Writing

- email describing people

CRITICAL THINKING

- bold claims

TED TALK

- seeing disability in a different way

8A Vocabulary

The human body

Talking about human body

- 1 Do you know any interesting facts about the human body? Complete the sentences with the words in the box.

jaw

tongue

muscles

- 1 Your ... will not taste any flavour if it is completely dry.
- 2 The only bone in your head which moves is the ...
- 3 A smile involves 17 ...

- 2 Use the numbers in the boxes to answer the questions in the quiz. There is one number in each box that you don't need.

5

27

70

1,400

18,000

96,000

86,000,000,000

The heart and blood The heart moves blood and oxygen around the body.

- 1 How much blood passes through an adult heart each time it beats? (ml)
- 2 How long are all the blood vessels in the body if you put them all in a line? (km)
- 3 What percentage of the oxygen we breathe in do the lungs absorb? (%)

The brain and senses These tell us about our environment.

- 4 How many cells are in the human brain?
- 5 How much does an average adult brain weigh? (g)
- 6 What is an average surface area of the skin of an adult male? (sense of touch) (cm²)

9

17

50

206

300–1,000

The bones and skeleton The skeleton supports the body.

- 7 What is the difference in your height if you measure how tall you are in the morning and again in the evening? (mm)
- 8 How many bones are there in an adult body?

Food and digestion Digestion is how we get nutrients from our food into the body.

- 9 How far does food travel through the body? (metres)
- 10 How many different types of bacteria live in our digestive system?

- 3 Complete the sentences with the pairs of words.

bone + bacteria

breathe + lung

muscles + tongue

skeleton + cell

beat + skin

blood + oxygen

- 1 I enjoyed the biology exam. We had to label the bones on the human ... and draw a red blood ...
- 2 She's got a cough and she's finding it hard to She may have a ... infection.
- 3 The doctor says I've broken the ... , but she's more worried that ... have got into the cut.
- 4 It isn't true that the ... vessels under your skin look blue because they don't contain much ...
- 5 I know there are several places where you can feel your heart ... under your ... , but I can never find them!
- 6 There are eight ... in the They work together so we can speak and eat.

4 MY PERSPECTIVE – SPEAKING

Work in groups. Which facts in exercise 2 did you find most interesting?

A human heart (pink) with blood vessels (blue) that carry blood to and from it.

8B Listening

Listening to quiz and texts about human body

1 Do the quiz below. Then listen to the recording and check your answers.  58

- 1 A hip, an ankle and a wrist are parts of what?
a the head
b the skeleton
c the digestive system
- 2 What's the name of the medical treatment which protects the human organism from serious diseases?
a vaccination
b operation
c injection
- 3 Why is it much harder to breathe high in the mountains?
a the air is warmer
b the air is more humid
c there's less oxygen in the air

4 People in some parts of the world have darker skin than others. Which climatic conditions have caused this change in the process of evolution?

- a** strong winds
- b** strong sunlight
- c** high air pressure

5 What extreme living conditions make Oymyakon, a village in Russia, special?

- a** it's the coldest place where people live
- b** it's the hottest place where people live
- c** it's the windiest place where people live

2 Listen to a radio programme about the human body. Which areas do the speakers talk about?  59

- the lungs and blood
- the bones and skeleton
- the brain and senses
- food and digestion

3 Listen again. Choose the correct option to complete each sentence.  59

- 1 The backbone has changed over time
a so we can travel long distances.
b so it can hold our head up.
c in order to run, climb and swim better.
- 2 If you have a healthy diet, you may have ... bacteria in your body.
a more
b less
c no
- 3 People who live in the Andes and the Himalayas
a breathe in more air than most people.
b show that evolution can happen quickly.
c carry more oxygen in their blood.

4 Work in pairs. Discuss the questions.

- 1 Do you walk more, less, or about the same as most people you know?
- 2 How do you look after your body? Think about diet, your bones, heart, lungs and skin.

Danuru Sherpa uses his phone to talk to his family at Ama Dablam Camp 1, Nepal.

8C Grammar 1

Zero and first conditional

Using conditionals to talk about health and giving advice

- 1 Look at the sentences in the Grammar box. Which of them are talking about possible future situations?

Zero and first conditional

- a Our bodies **don't look** very impressive if we **compare** them with other animals.
- b If you **listen** to today's show, you'll **find** out why the human body is extraordinary.
- c Unless you **take** the car everywhere, you **might walk** up to 185,000 kilometres in your lifetime.
- d You **will have** difficulty breathing if you **go** to high altitudes.
- e If you **think** evolution always happens very slowly, **think** again.

More explanation in Grammar reference on p. 144.

- 2 Look at the Grammar box again. Complete each sentence about zero and first conditional sentences.

- 1 Zero conditional sentences talk about *general facts / possible future situations*.
- 2 First conditional sentences talk about *general facts / possible future situations*.
- 3 Conditional sentences have *one clause / two clauses*.
- 4 Zero and first conditional sentences have a *present / future* tense in the *if*-clause.
- 5 In zero conditional sentences, we usually use the *present simple / future with 'will'* in the result clause, e.g. sentences ... and ...
- 6 In first conditional sentences, we use a *present / future* form in the result clause, e.g. sentences ... and ...
- 7 Not all conditional sentences use *if*. We can also use *however / unless*, which means *if not*.
- 8 In zero or first conditional sentences we can also use an imperative, e.g. sentence ..., or a modal verb, e.g. sentence ...

More exercises in Grammar practice on p. 145.

Do Exercises 1–2.

- 3 Choose the correct option to complete the paragraph.

There's so much health advice these days, how do you know what to believe? They say that if (1) *you're / you will be* worried about your heart, you (2) *should / will* exercise every day. But then again, you (3) *might / will*

hurt yourself if you (4) *may do / do* sport. And they said that (5) *if / unless* you (6) *avoid / might avoid* eating fatty food, you (7) *get / will get* heart disease. But now it's sugar we should be worried about! (8) *If / Unless* we (9) *continue / will continue* to drink sugary drinks, (10) *do / will* we all get diabetes? I'm so confused!

- 4 Complete the sentences with the correct form of the verbs in brackets.

- 1 You ... (get) ill if you ... (keep) having late nights.
- 2 Broken bones ... (mend) themselves if patients ... (not move) them for several weeks.
- 3 That cut looks bad. If you ... (not clean) it well, you ... (get) an infection.
- 4 Have you cooked that chicken for long enough? You ... (not kill) the dangerous bacteria unless you ... (cook) it well.
- 5 Diseases ... (spread) easily unless people ... (wash) their hands regularly.
- 6 If you still ... (have) a headache tomorrow, ... (make) an appointment with the doctor.

- 5 Translate the Polish fragments of the sentences into English.

- 1 (Kiedy kichasz) ... , air leaves your nose at speeds up to 100 kmph.
- 2 You'll have to visit the doctor tomorrow (jeśli twoje ramię nadal będzie) ... swollen.
- 3 You won't lose weight (o ile nie zmienisz) ... your eating habits.
- 4 Don't ignore any changes in your body (jeśli pojawią się) ... after an exotic trip.
- 5 I'm sure (naukowcy znajdą) ... a cure for cancer when Artificial Intelligence starts helping them in their research.

- 6 Work in groups. What should you do if:

- 1 you cut your finger?
- 2 you have a high temperature (38°+)?
- 3 a classmate feels sick?
- 4 a cyclist is hit by a car and cannot move?
- 5 you find someone in the street who is not breathing?

- 7 Work in groups. Imagine you are going camping, far from medical help. Plan your first aid kit. What will you include? Why?

We'll need plasters if someone cuts themselves.

8D Reading

Understanding a text about cyborgs

- 1 Read the definition of a cyborg. What cyborg technology can you think of, fictional and real?

cyborg (n.) a person who has added extra tools or machines to themselves so that they can improve their own abilities

- 2 Read the article. Choose the best summary.

- 1 Cyborg technology is already used to help people with disabilities.
- 2 In the future, everyone will have cyborg superpowers.
- 3 Surprising as it may seem, cyborg technology is not new, and not unusual.

- 3 Read the article again. Answer the questions. Then compare your answers with a partner.

- 1 Why doesn't Michael Chorost like the word *cyborg*?
- 2 What unusual ability does Michael Chorost have? Why is it good?
- 3 Hugh Herr lost his legs. What two unexpected advantages of this are mentioned?
- 4 What technologies that many people already use does the writer mention?

4 MY PERSPECTIVE – SPEAKING

You're going to give a presentation about the technology which improves the performance of the human body. Choose one of the three aspects which you think is most important:

hearing sight walking

Give reasons for your choice. Also, say why you reject the other options. Then answer the questions:

- 1 What other aspects of human life will be improved by technology in the future?
- 2 Are there any disadvantages of using technology to improve human abilities?

VOCABULARY BUILDING Verbs describing ability

- 5 There are several verbs in the article that mean *make something easier/possible* or *difficult/impossible*. Use the clues to find the verbs in the article.

- 1 a ... (paragraph 1)
- 2 l ... (paragraph 2)
- 3 e ... (paragraph 4)
- 4 h ... (paragraph 5)
- 5 p ... (paragraph 5)
- 6 s ... (paragraph 5)
- 7 s ... (paragraph 6)

- 6 Match the verbs in exercise 5 with their verb patterns. Use the article to help you.

make something easier/possible

(1) ... / (2) ... + someone + do

(3) ... / (4) ... + someone + to do

make something difficult/impossible or unnecessary

(5) ... / (6) ... / (7) ... + someone + (from) + -ing

- 7 Put the words in the correct order. Add *to* and *from* if necessary.

- 1 enable / glasses / people with poor eyesight / see better
- 2 allows / go to school / have a cold / if / this medicine / you / you
- 3 disabled people / helps / the robot suit / walk again
- 4 doing exercise / prevents / putting on weight / you
- 5 becoming addicted / hopes / will stop / the advert / the government / to cigarettes / young people
- 6 having to train / in the rain / running machines / save / you
- 7 if / know / lets / the nurses / stops breathing / this machine / the patient

- 8 List six advantages of smartphones. Can you think of any disadvantages? Compare your list with a partner.

They let you stay in touch with your friends when they're far away.

CRITICAL THINKING Bold claims

- 9 Work in groups. Read about bold claims. Then discuss the questions.

A bold claim is a statement that something is true, even if many people might not agree. Author needs to use a good argument to convince readers why it is true.

- 1 The article suggests that everyone is a cyborg. What is the writer's argument to claim this is true?
- 2 How could you argue that someone who wears glasses or carries a mobile phone is not a cyborg? Do you think 'we are all cyborgs'?
- 3 Discuss which of the other statements, if any, are bold claims.
 - a Technology is very much part of who Michael Chorost and Hugh Herr are.
 - b The first time a human used a rock as a tool to open a nut, they created an extension of their hand.
 - c Writing is a cyborg extension of the brain.

A world of cyborgs

 **60** Without technology, Michael Chorost wouldn't hear anything. Electronic implants* in his brain allow him to hear enough to have a phone conversation. Technically, Michael is a cyborg – part man, part machine – but he doesn't like that term: 'it brings up images of
5 superhuman abilities.' In science fiction, the cyborg is stronger than normal humans; think about Robocop or Darth Vader, for instance. 'The future is not about giving our bodies ways to do things they already do,' Chorost says. 'It's about giving our bodies entirely new things.'

10 In Michael's case, for example, his disability has an unusual benefit. Thanks to his implants, he's able to turn his hearing off. This lets him concentrate better. If only the rest of us could do that!

Hugh Herr lost both legs in a mountaineering accident, but that didn't stop him from climbing. Artificial legs offer advantages he wouldn't have if he
15 had his old legs. His small artificial feet can get into smaller gaps in the rock. And in normal life, when he's feeling small, he can make himself taller! Don't you wish you could change your height? Now Herr is working on how brain cells can communicate directly with electronics to control muscles.

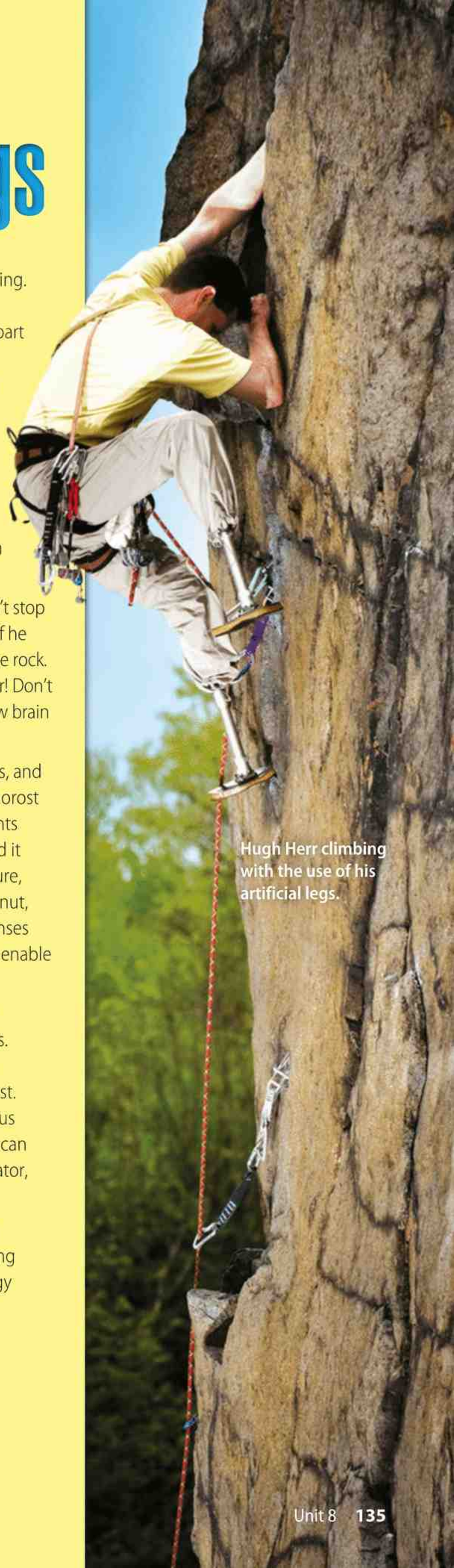
This may sound like science fiction, but in a sense, we are all cyborgs, and
20 always have been. Technology is very much part of who Michael Chorost and Hugh Herr are, but just because the rest of us don't have implants doesn't mean our gadgets* aren't an extension of our bodies. Would it make any difference if our smartphones were in our arms in the future, for example? The first time a human used a rock as a tool to open a nut,
25 they created an extension of their hand. And glasses and contact lenses are technologies that many of us wear most of the time, and which enable us to see better.

Some experts claim that modern gadgets such as smartphones are different because they help us extend our brains, not just our bodies.
30 For example, they prevent us from forgetting our friends' birthdays; they do difficult calculations for us, and they stop us from getting lost. However, haven't we been using technology to do our thinking for us for hundreds of years? Take a calculation like $312 \div 13$. I'm sure you can do it in your head, but if you weren't able to, you could use a calculator,
35 or you could also use a pen and paper if you needed to.

Writing is a cyborg extension of the brain that saves us from having to keep lots of information in our memory, and we've had it for a long time! So, next time you hear someone saying that cyborg technology is the future, tell them it's the past and present, too.

implants *things that have been put into the body in a medical operation*

gadgets *small machines with a particular purpose*



Hugh Herr climbing with the use of his artificial legs.



8E Grammar 2

Second conditional, *I wish, If only*

Using second conditional to talk about first aid

1 Work in pairs. Describe the photo on the left and then answer the questions.

- 1 Do you think it is a serious injury? Why?/Why not?
- 2 What first aid skills do you know? Do you think they are enough?
- 3 Tell your partner about a situation when you or someone you know was seriously injured and needed immediate help.

2 Listen to the radio report. Correct the false information in the sentences.

61

- 1 Anmol saw a man lying in a park.
- 2 Anmol was very nervous while trying to help the man.
- 3 Anmol learnt first aid at a camp.
- 4 Natasha hit the woman in her stomach.
- 5 Natasha called an ambulance.

3 Read this sentence and answer the questions.

More lives would be saved if everyone learnt first aid at school.

- 1 Does everyone learn first aid at school?
- 2 Are all the lives saved that could be saved?
- 3 What verb form is used after *if*?
- 4 Is the situation in the past?

4 Read the sentences in the Grammar box. Choose the correct option to complete the paragraphs.

Second conditional

- a If I **did** a first aid course, I **would** know what to do.
- b Anmol **wouldn't** know what to do in emergencies if they **didn't** teach first aid at her school.
- c **If only** more of us **knew** what to do.
- d The Red Cross wish more schools **taught** these essential skills.
- e Could you help if you **saw** someone in trouble?
- f If it **wasn't** for you, she **might** not be alive.

More explanation in Grammar reference on p. 144.

The second conditional describes (1) *imaginary / real* situations or situations which are (2) *likely / unlikely* in the future. To form the second conditional, we use *would* in the (3) *result clause / if-clause* and the past simple in the (4) *result clause / if-clause*.

We can sometimes replace *would* with (5) *can / could* or (6) *may / might*.

When we want a present situation to be different we can use *If only* or *wish*. These are followed by verbs in the (7) *past / present* form.

More exercises in Grammar practice on p. 145. Do exercises 3–5.

5 Choose the correct option to complete this first aid advice.

What would you do if you (1) *saw / see* someone in trouble in the street? Do you wish you (2) *knew / know* more about first aid? Here are a few tips ...

First, don't feel that just because you're not a doctor, you can't help. If it (3) *was / would be* you in trouble, (4) *didn't / wouldn't* you want someone just to hold your hand and sit with you? Stay calm and try not to panic.

If you (5) *found / might find* someone who was unconscious, i.e. you couldn't wake them up, you (6) *first / would first* need to check that their airway (mouth and throat) was clear, that they were breathing and that they (7) *have / had* a heart beat. Look up 'Airway, Breathing, Circulation – ABC first aid' to find out more. If you had a phone with you, the second thing to do (8) *was / would be* to call an ambulance.

Finally, do more than just read about it. (9) *Can / Would* you trust doctors if all their medical knowledge (10) *was / would be* from books? Find a centre near you where they teach first aid. If someone's life was in your hands one day, you (11) *might / would* have to act fast. Don't leave yourself thinking: (12) *'If / If only* I was a first aider!'

6 Work in pairs.

a Write sentences starting *I wish* and *If only* that are true for you.

- 1 an ability you wish you had
- 2 something you wish your parents let you do
- 3 a bad habit you wish a friend or family member didn't have
- 4 something you wish you could change about your town or country
- 5 something you wish you could do for someone else

b Tell your partner what would happen or change if your wishes came true.

- 1 *If I could sing better, I would have a chance to appear in 'Talent Show'.*

7 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

- 1 You don't live in an exotic country; that's why high temperatures are so tiring for you.
LIVED
If ... country, high temperatures wouldn't be so tiring for you.
- 2 I don't have enough time to go to the gym regularly, and I'm upset about it.
ONLY
If ... to go to the gym regularly!
- 3 It worries me that people don't always listen to lifeguards on the beach.
WISH
I ... lifeguards on the beach.

8 Complete the dialogues with a suitable ending.

- 1 A: Oh dear! Are you OK?
B: No. I've cut my knee.
A: Ooh, it looks bad! If only ...
- 2 A: I've got really bad earache today.
B: Have you made an appointment to see the doctor?
A: Not yet. If my mum ...
- 3 A: I feel sick. If only ...
B: Oh no! Sit down and have a drink of water.
A: I wish ...

9 Work in pairs. Practise the dialogues.

10 CHOOSE

- 1 Find out as much as possible about local first aid courses (what you learn, when you can do them, etc.). Tell the class what you found.
- 2 Research what to do in one of the emergencies. Then write an information poster about it.

bleeding	broken bones	burns
choking	insect stings	a sprained ankle

- 3 Imagine you are in an English-speaking environment and there is a medical emergency. Roleplay the situation in pairs or small groups.



“ We see and discover the power and joy of seeing the world from exciting new perspectives. ”

SUE AUSTIN

AUTHENTIC LISTENING SKILLS

Understanding speaker's argument

Following the argument

Certain words and phrases help us follow the speaker's argument. For example:

*Learning to play the game was difficult. **However**, I enjoyed it very much. **That's why** I decided to carry on.*

- 1 Read the Authentic listening skills box. Then listen to an extract from the TED Talk. Identify the words that help you follow the argument in the sentences. 🔊 62

When I started using the wheelchair, it was a tremendous new freedom ... But even though I had this new-found joy and freedom, people's reaction completely changed towards me ... As a result, I knew I needed to make my own stories about this experience, new narratives to reclaim my identity.

- 2 Listen to two more extracts. Notice the words and phrases in bold. 🔊 63
 - 1 **So when** I began to dive, in 2005, I realised scuba gear extends your range of activity in just the same way as a wheelchair does ... **so I thought**, 'I wonder what'll happen if I put the two together?'
 - 2 For me, the wheelchair becomes a vehicle for transformation. **And the other thing is**, that because nobody's seen or heard of an underwater wheelchair before, ... now you have this concept in your mind.

BEFORE YOU LISTEN

- 3 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

wheelchair	slip away	restricted	enormous
whizz around		invisibility	limitation
pity	reclaim	identity	scuba gear
range	literally	spread	transformation

WHILE YOU LISTEN

- 4 Listen to the extract from the TED Talk about the speaker. Check if you know the words and phrases in the box. 🔊 TED 8.0

assumptions	perspective	spectacles
restriction	associations	exhilarating

- 5 Listen to part 1 of the talk. Are the sentences true (T) or false (F)? 🔊 TED 8.1
 - 1 At first, Sue didn't enjoy her wheelchair.
 - 2 Other people felt that wheelchairs were a sign of a lack of freedom.
 - 3 Sue read a story that helped her to see things differently.
- 6 Listen to part 2 of the talk. Choose the correct option to complete each sentence. 🔊 TED 8.2
 - 1 With her wheelchair, Sue tried to communicate *happiness / strength* as well as freedom.



- 2 Sue says that underwater scuba gear allows people to do things in more places. Wheelchairs are *different / no different*.
- 3 Sue wanted people to associate wheelchairs with *excitement and adventure / the underwater world*.

7 Listen to part 3 of the talk. Which results of her underwater adventures does Sue mention? TED 8.3

- 1 Other people are inspired to challenge themselves.
- 2 Wheelchair users can now buy an underwater wheelchair.
- 3 She has experienced physical freedom.
- 4 She has learnt more about the problems that the ocean faces.

8 VOCABULARY IN CONTEXT

Listen to the sentences from the TED Talk. Check if you know the meaning of the words and phrases in the box. TED 8.4

access	tremendous	extends
outcomes	light up	concept

9 Think of examples of the following things.

- 1 ways we can make it easier for wheelchair users to *access* buildings
- 2 times when you have experienced a *tremendous* sense of freedom
- 3 the last time you needed to ask a teacher to *extend* a homework deadline

- 4 the possible learning *outcomes* of this lesson, i.e. what you will learn
- 5 a reason your eyes would *light up*
- 6 a *concept* that young children find difficult to understand

Work in pairs. Compare your ideas. Which are the most interesting? Why?

AFTER YOU LISTEN

10 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- 1 What ideas about wheelchairs and wheelchair users did you have before listening to Sue Austin's talk?
- 2 Why did Sue decide to go underwater with her wheelchair?
- 3 Is there anything in your life that people think is negative, but you don't think of it like that?

CHALLENGE

Sue says that when people see her achievements they think:

'If you can do that, I can do anything.'

Think of a challenge or goal that you would like to do. If Sue can dive underwater in a wheelchair, can you do your 'anything'?

8F Speaking

Describing photos, making guesses

1 Work in pairs. Look at the photo below and answer the questions.

- 1 What makes people take part in a sport like that?
- 2 How often (if ever) do you have a chance to do activities which require a lot of effort?
- 3 Tell your partner about a situation when you or someone you know did a dangerous or harmful activity.

2 Read the description below. Complete the text with the phrases in the box. Then find three sentences which are NOT true about the photo.

might be as if not be obviously seem to must

This photo shows a group of five people running in a forest. The little girl (1) ... a daughter of the oldest man. This (2) ... be an organised event because they are wearing numbers on their T-shirts. And the T-shirts are the same colour, so it's (3) ... a team. It's a sort of cross-country run – behind the runners, there's nothing but trees. The runners (4) ... be enjoying the run, judging by the smiles on their faces. However, it obviously requires a lot of effort. You can see this in the face of the man on the left, who looks (5) ... he is concentrating hard on the run. Also, one woman seems to be crying. This may (6) ... the beginning of the race – their clothes, legs and arms are covered in mud.

3 Work in pairs. You and your friend have taken part in the race shown in the photo and are sharing your impressions and thoughts about it. In your conversation, include the following aspects:

- your general opinion about the organisation
- how you prepared for the event
- one thing you didn't enjoy during the run
- other kinds of extreme sports you could take part in

Useful language

Describing photos

This one shows

On the right, there's a

In the middle / background, there's a

Behind ..., you can see

Making guesses

They look / seem ... (+ adjective)

She looks like ... (+ noun)

It looks as if ... (+ phrase)

It must / might be

It's obviously

Being imprecise

It's some / a sort of



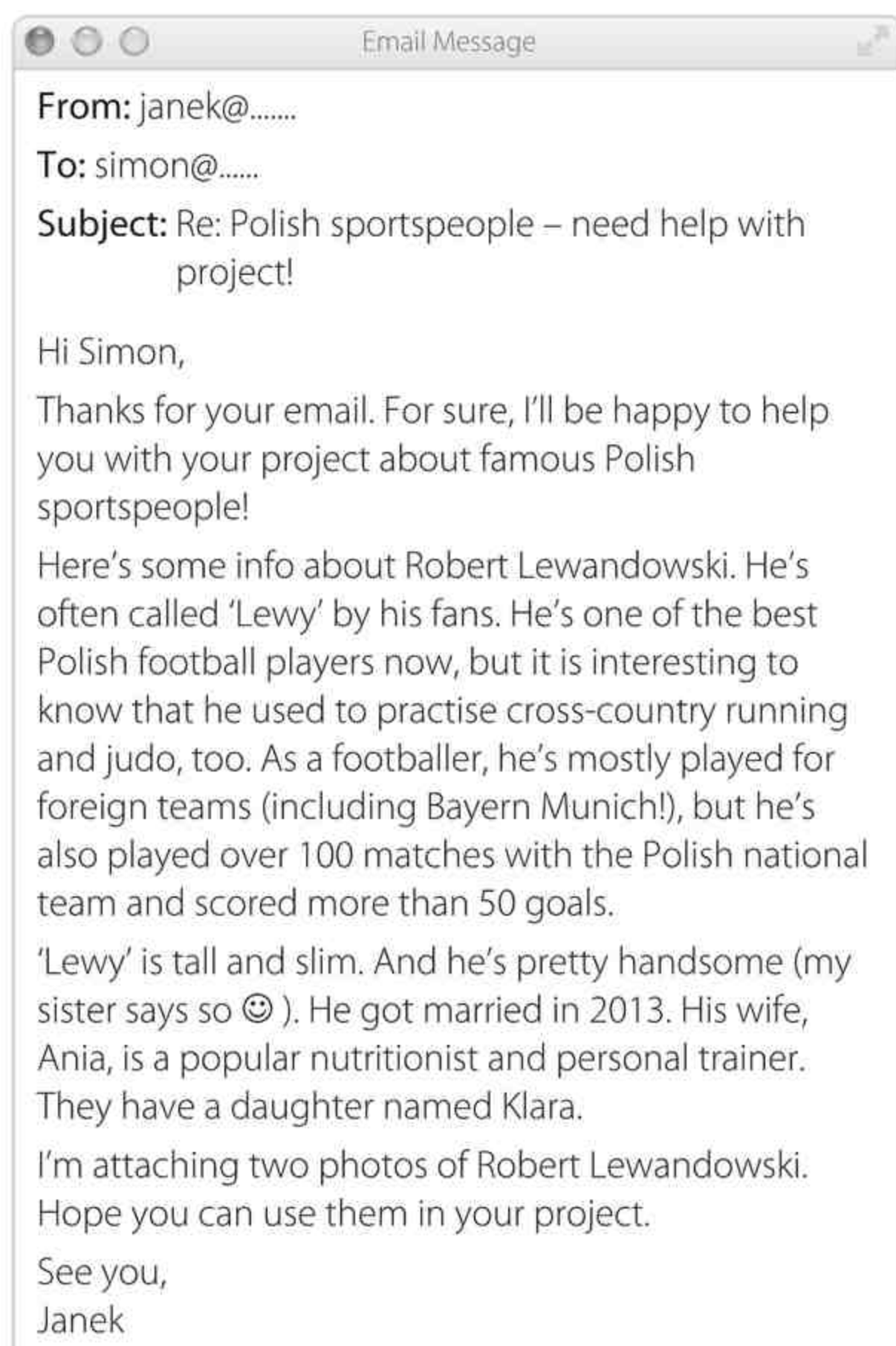
8G Writing

An informal email describing people

Writing an email

1 Read the email below. Answer the questions.

- 1 What's the relationship between Simon and Janek?
- 2 What does Simon want Janek to do?
- 3 Which information does Janek not provide in his email?
 - a What sports the sportsman has done in his career?
 - b What some of his successes are?
 - c What problems he has had in his career?
 - d What he looks like?
 - e What his private life is like?



2 WRITING TIPS Informal language

a Match the words and expressions (1–9) with the more informal synonyms and abbreviations in the box.

ages	Dear	BTW	in a rush	loads
my place	my stuff	say hi to	thrilled	

- | | |
|----------------------|----------------------------|
| 1 happy | 6 Hi |
| 2 a long time | 7 my house |
| 3 in a hurry | 8 by the way |
| 4 send my regards to | 9 my bags, suitcases, etc. |
| 5 a lot | |

b Rewrite the sentences so that they sound more informal and friendly. Use contractions where necessary.

- 1 Dear Mark, Thank you for your email. It has been such a long time since we spoke, so I was happy to get your news. How is life with you?
- 2 By the way, while I'm travelling I'll need somewhere to keep my bags and everything. I was wondering if I could keep them at your house. I should warn you – there's quite a lot!
- 3 Anyway, I must go now; I am in a hurry to finish an essay at the moment. I'll definitely write again soon. Give my regards to Kate when you see her. Yours, Anna.

3 Write a reply to Janek. In your email, describe someone you admire. Include information about the sports they have done and some of their successes and achievements. Also, say some facts about his/her private life. Use phrases from the Useful language box and informal language. Write between 80 and 130 words.

More about emails in Writing guide on p. 157.

4 Read your classmates' emails. Who would you like to know more about?

Useful language

Ways of starting an email

Hi ... / Hello ...
 How are things?
 Sorry I haven't written for a while.
 Thanks so much for your email.
 It was great to hear about
 It was great to get your news.

Ways of ending

Please write soon.
 Don't forget to call me!
 Anyway, I must go now because
 Say hi to your brother for me.
 Give my love to
 Lots of love,
 All the best,
 Bye for now,
 Speak to you soon!

Skills Review 8

ENGLISH IN USE

Słotwórstwo

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 The doctor has just told me that I have problems with my ... system. **DIGEST**
- 2 Simon's ... decision to swim across the English Channel surprised everybody. **EXPECT**
- 3 Regular training will ... the climber to reach the mountain peak. **ABLE**
- 4 Whether John will take part in the marathon or not will ... depend on his blood test results. **ENTIRE**
- 5 The ambulance took the injured people ... to hospital. **DIRECT**

Parafrazy zdań

2 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

- 1 Harry doesn't have a yearly check-up because he isn't concerned about his health.
IF
... about his health, he would have a yearly check-up.
- 2 You won't get any better if you don't follow the doctor's advice.
UNLESS
... the doctor's advice, you won't get any better.
- 3 It's a pity I've got flu.
WISH
I ... flu.
- 4 Adam doesn't sleep well at night. Then he's tired in the morning.
BE
If Adam slept well at night, he ... in the morning.
- 5 I have no idea how to stop him from smoking cigarettes.
KNEW
I ... how to stop him from smoking cigarettes.

Uzupełnianie zdań

3 Uzupełnij zdania wyrazami w nawiasach w odpowiednich formach. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 What would you do if you (*see / somebody / trouble*) ... ?
- 2 If only Sue (*know / what / do*) ... in an emergency. Unfortunately, she still has a lot to learn.
- 3 If it wasn't for his regular exercise, he (*not / run*) ... so fast.

4 I wish I (*be / not*) ... so busy now.

5 If you (*not / make / appointment*) ... yet, you must do it as soon as possible. You can't wait any longer.

4 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

- 1 A 10- to 15-minute walk typically raises the heart rate to 110–120 ... per minute.
a hits
b strikes
c beats
- 2 It doesn't ... any difference whether you take the medicine or not. You still have to see your doctor.
a make
b do
c have
- 3 Knowing how certain diseases ... will help us protect ourselves from getting sick while travelling.
a run
b spread
c carry
- 4 The Browns don't allow ... in their house.
a smoke
b to smoke
c smoking
- 5 ... me if you were here?
a Have you helped
b Will you help
c Would you help
- 6 If it ... for this medicine, you would be still sick.
a isn't
b hasn't been
c wasn't

Uzupełnianie luk

5 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

- 1 I'd like to know how long the human brain can survive ... oxygen.
- 2 Robert had an accident in the mountains, but ... didn't stop him from climbing.
- 3 I wish I ... as strong as my older brother.
- 4 If ... my friend didn't call me every hour to ask me what I'm doing.
- 5 Jack wishes he ... fly like a bird, but unfortunately he can't.

READING

- 6 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.

The master of the Triple Ironman Triathlon

Robert Karaś, a triathlete from Elbląg, has won the Triple Ironman World Championship and set the world record with a time of thirty hours, forty-eight minutes and fifty-seven seconds.

Robert trained hard – in his hometown and also abroad. In the mornings, Robert ran twenty kilometres, swam five kilometres, and cycled for about four hours. In addition to this, he worked with his trainer, increasing the intensity of the training gradually over three weeks. The fourth week was for regeneration, meaning less intensive workouts.

The competition he took part in was tough.

The swimming took place in an outdoor 50-metre pool in which the water was heated up to 30 degrees Celsius, which was too warm for many. It almost 'burned' the competitors swimming in wetsuits. That's why many of them had to drop out. Robert felt very good on the bike, however many flies got into his eyes and this was the worst part of the competition. Because the temperature and humidity of the air were deadly, every now and then Robert took two bottles of water – one to cool his body and the other one to drink. At some point, Robert had the feeling that he might not finish the competition because he had ridden the bike too fast. He worried about what could happen on each kilometre of the run. In his 113th kilometre he almost fainted, which happened to one of the leading competitors from Estonia. There were moments during which Robert even ruled out breaking the world record.

To become a champion, Robert has completely devoted himself to triathlon, giving up many things such as his work as a firefighter. However, he is not only a strong competitor, but also a coach. There are currently thirty-five students in his triathlon school. His success is also appreciated by a well-known clothing brand which has endorsed him.

- 1 While preparing for the competition Robert
- a spent some time relaxing in front of TV.
 - b divided his training into weeks.
 - c practised only one sport per day.
 - d got no professional assistance.
- 2 What was the biggest inconvenience for Robert during the race?
- a humidity of the air
 - b temperature of the water he swam in
 - c lack of drinking water
 - d excessive number of insects

- 3 During the race, Robert
- a thought about withdrawing from the competition.
 - b lost consciousness but returned to the race.
 - c felt unsure about completing the race in the shortest time in history.
 - d helped another competitor who fainted.
- 4 Which is true about Robert?
- a He successfully combines professional life and sport.
 - b He runs his own clothing company.
 - c He trains triathlon students in the school he owns.
 - d He is hoping to retire soon.

SPEAKING

- 7 Opisz zdjęcie.



- 1 How do you think the emergency worker is feeling?
- 2 Would you like to be an emergency worker? Why?/Why not?
- 3 Tell me about a situation when you saw someone saving another person's life.

WRITING

- 8 Uczestniczyłeś/Uczestniczyłaś w kursie udzielania pierwszej pomocy. Napisz o tym na forum internetowym.

- Poinformuj, kto zorganizował kurs i jak długo on trwał.
- Opisz przebieg zajęć.
- Podaj przykład wykorzystania w praktyce umiejętności zdobytych na kursie.
- Zachęć czytelników forum do zdobycia umiejętności udzielania pierwszej pomocy i uzasadnij, dlaczego warto je zdobyć.

Hi everyone!

Recently, I took part in a first-aid training course.

...

Take care,

XYZ

Grammar reference 8

GRAMMAR 1 zero and first conditional

Zero conditional

Zerowy tryb warunkowy stosujemy:

- do wyrażania ponadczasowych prawd oraz zjawisk, które są stałe, jeśli spełnione są określone warunki:

If you do physical exercises every day, you improve your fitness.

- do udzielania rad:

If you want to win, you should practise every day.

Zdania w zerowym trybie warunkowym składają się ze zdania głównego i zdania podrzędnego (warunkowego) rozpoczynającego się od *if*.

Zdania warunkowego używamy, żeby opisać warunek, a zdania głównego, żeby opisać skutek realizacji tego warunku.

W zdaniu podrzędnym (warunkowym) używamy czasu *present simple*. W zdaniu głównym używamy czasu *present simple*, trybu rozkazującego lub czasownika modalnego.

Kolejność zdań może być dowolna. Jeżeli zdanie podrzędne (warunkowe) pojawia się przed zdaniem głównym, wtedy oddzielamy je przecinkiem.

*If you heat ice, it **melts**. (present simple)*

*If you have a headache, **take** an aspirin.*
(tryb rozkazujący)

*You **should** see a doctor if a headache doesn't go away.*
(czasownik modalny)

First conditional

Pierwszego trybu warunkowego używamy, gdy mówimy o sytuacjach i wydarzeniach, które mogą wystąpić w przyszłości, jeśli zostanie spełniony określony warunek.

W zdaniu głównym zazwyczaj używamy form „*will/won't*”.

*The toothache **will stop** if you take painkillers.*

*If you don't take these pills, you **will** feel some pain.*

Możemy również użyć trybu rozkazującego lub czasowników modalnych zamiast form „*will/won't*”.

*If you go to the chemist's, **pick up** my prescription, please.*

*He **may** injure his feet if he keeps walking in those boots.*

*If your knee still hurts tomorrow, you **should** go to the doctor.*

unless

Unless oznacza *if ... not* (jeśli... nie), i może zastąpić *if* w niektórych trybach warunkowych.

*You won't feel better **unless** you sleep enough.*

*I won't go to the dentist **unless** my tooth hurts.*

*The pain will go away **unless** you forget to take the medicine.*

Po *unless* nie używamy zdania przeczącego z *don't/doesn't*.

To samo znaczenie można wyrazić za pomocą *if ... not*.

*The pain will go away **if** you **don't** forget to take the medicine.*

Ćwiczenia 1–2

GRAMMAR 2 second conditional

Second conditional

Drugiego trybu warunkowego używamy, gdy mówimy o sytuacjach i wydarzeniach, które są mało prawdopodobne, nierealne lub niemożliwe do spełnienia obecnie i w przyszłości.

*She **would help** if she **knew** what to do.*

W drugim trybie warunkowym w zdaniu głównym używamy konstrukcji „*would* + bezokolicznik”, a w zdaniu podrzędnym (warunkowym) czasu *past simple*.

*He **would call** an ambulance if he **had** a phone.*

Zdanie warunkowe może się pojawić przed zdaniem głównym, ale oddziela je wtedy przecinek.

*If she **knew** what to do, she **would help**.*

Would jest często skracane do formy *'d*.

I'd help you if I could.

W drugim trybie warunkowym po zaimkach osobowych *I, he, she, it* można używać zarówno formy *was*, jak i *were*. Forma *were* jest używana w wypowiedziach formalnych.

Często używamy wyrażenia *If I were you* do udzielania rad.

If I were you, I'd see a doctor.

Would możemy zastąpić czasownikiem modalnym *could* lub *might*.

*I **could** come to the first aid lesson with you if I had some spare time.*

*He **might** feel better if he took some time off.*

I wish i If only

Konstrukcji „*I wish/if only* + *past simple*” używamy, gdy chcemy wyrazić odczucia (np. żal), że dana sytuacja ma miejsce lub nie ma miejsca w chwili obecnej.

*I **wish** there was a lift – then wheelchair users would have access.*

*If **only** the restaurant had a lift!*

Po wyrażeniach *I wish* oraz *if only* używamy czasowników w formie przeszłej.

Ćwiczenia 3–5

Grammar practice

- 1** Complete the paragraph using the correct form of the verbs. Use the present simple, *will*, *can*, *should* or *may*.

If you (1) ... (*wake up*) with a sore throat, it may be the beginning of an infection. Salt water is a good way to stop the pain, but you (2) ... (*drink*) it, just hold it in your mouth. Take a paracetamol if it (3) ... (*continue*) to be sore. Be careful – you (4) ... (*pass*) your infection on to other people if you share drinks. And you (5) ... (*cover*) your mouth if you cough to protect other people. Wash your hands regularly. You (6) ... (*pass*) on infections if you don't. Unless you (7) ... (*have*) a temperature, however, you (8) ... (*go*) outside, but keep warm. Normally, a sore throat (9) ... (*get*) better in a few days if you (10) ... (*look after*) it.

- 2** Choose the correct option to complete each sentence.

- 1 If he *will feel* / *feels* sick, I'll make him some green tea.
- 2 The pain's gone now. I *don't take* / *'ll take* another pill if it comes back.
- 3 Unless the doctor *is* / *isn't* happy with your progress, you can't go home tomorrow.
- 4 I *phone* / *'ll phone* the school and tell them you are ill if your stomach ache gets worse.
- 5 Normally, the teachers let the children play outside unless it *will rain* / *rains*.
- 6 Many people think that you *should get* / *may get* a cold if you go out in wet weather.
- 7 If you're *feeling* / *will feel* sick, go to a doctor.

- 3** Choose the correct option to complete each sentence.

- 1 If I could have any tattoo, I *chose* / *would choose* a tiger.
- 2 I wouldn't get a tattoo if you *paid* / *would pay* me. I don't like them.
- 3 If I *am* / *were* rich, I'd ask the dentist to fix my teeth so that they were perfect.
- 4 I *couldn't* / *can't* afford that much work on my teeth unless I won the lottery.
- 5 I wish my feet *weren't* / *wouldn't be* so big.
- 6 If I *had* / *have* more time, I'd learn to dance.
- 7 I'd love to go shopping. If only I *didn't have* / *had* that doctor's appointment!
- 8 If I became an actor or writer, I *will* / *would* change my name.

- 4** Complete the sentences about the imaginary situations.

- 1 The teacher is angry with him because he doesn't help his classmates.
If he ..., the teacher ...
- 2 I can't come out with you this evening because I have a lot to do.
I ... with you this evening if I ... a lot to do.
- 3 She has to look after her brother because their parents both work.
She ... her brother if ...
- 4 I'm afraid our printer's broken, so you can't print the photo here.
If only our printer ... – then you ... the photo here.
- 5 It's such a shame that they can't come to visit us any more.
I ... still come to visit us!
- 6 The library's closed, so I have to study at home.
If the library ..., I ...
- 7 A car is parked in front of our car, so Mum can't drive to work.
Mum would ... if ... in front of our car.
- 8 It's so sad that Peter doesn't live here any more.
If only ...

- 5** Decide whether the situations are a real future possibility, an imagined present situation or an unlikely future situation. Then choose the correct option to complete each sentence.

- 1 He'll probably visit tomorrow. If I *saw* / *see* him, I'd / I'll let you know.
- 2 What *will* / *would* you buy if you *win* / *won* £1 million?
- 3 We can't help you, I'm afraid. If we *had* / *have* a car, we'd / we'll give you a lift to the station.
- 4 What *will* / *would* you do to celebrate if you *pass* / *passed* your exams? I'm going to buy a new pair of trainers!
- 5 It's a shame about the weather. If it *isn't* / *wasn't* raining, I'll / I'd take the dog for a walk.
- 6 I can't believe you left your passport at home! We *will* / *would* be in Singapore now if you *aren't* / *weren't* so forgetful.
- 7 I know you can't go to the cinema tonight, but what *will* / *would* you see if you *can* / *could*?
- 8 I'm not sure if your magazine is in my bag. I'd / I'll bring it to school on Monday if it *is* / *was*.

VOCABULARY p. 131

bacteria (n) /bæk'tɪəriə/ bakterie
blood vessel (n) /'blʌd ,vesl/ naczynie krwionośne
breathe (v) /bri:ð/ oddychać
cell (n) /sel/ komórka
cough (n) /kɒf/ kaszel
cut (n) /kʌt/ skaleczenie
digestion (n) /daɪ'dʒestʃn/ trawienie
digestive system (n) /daɪ'dʒestɪv ,sɪstəm/ układ trawienny
height (n) /haɪt/ wzrost
infection (n) /ɪn'fekʃn/ zapalenie, infekcja
jaw (n) /dʒɔ:/ szczęka
lung (n) /lʌŋ/ płuco
oxygen (n) /'ɒksɪdʒən/ tlen
sense (n) /sens/ zmysł
skeleton (n) /'skelɪtən/ szkielet
skin (n) /skɪn/ skóra
superhuman (n) /,su:pə'hju:mən/ nadczłowiek
tongue (n) /tʌŋ/ język
weigh (v) /weɪ/ ważyć

LISTENING p. 132

adaptation (n) /,ædæp'teɪʃn/ dostosowanie, przystosowanie (się)
air pressure (n) /eə 'prefə/ ciśnienie atmosferyczne
altitude (n) /'æltɪtju:d/ wysokość n.p.m.
ankle (n) /'æŋkl/ kostka (u nogi)
backbone (n) /'bækbəʊn/ kręgosłup
evolve (v) /ɪ'vɒlv/ ewoluować, rozwijać się
extraordinary (adj) /ɪk'strɔ:dnəri/ nadzwyczajny
hip (n) /hɪp/ biodro
humid (adj) /'hju:mɪd/ wilgotny
injection (n) /ɪn'dʒekʃn/ zastrzyk
mammal (n) /'mæml/ ssak
treatment (n) /'tri:tment/ leczenie, kuracja
vaccination (n) /,væksɪ'neɪʃn/ szczepienie
wrist (n) /rɪst/ nadgarstek

GRAMMAR 1 p. 133

cancer (n) /'kænsə/ nowotwór, rak
cure (n) /kjʊə/ lekarstwo
diabetes (n) /,daɪə'bi:tɪz/ cukrzyca
disease (n) /dɪ'zi:z/ choroba
fatty (adj) /'fæti/ tłusty
first aid kit (phr) /,fɜ:st 'eɪd ,kɪt/ apteczka
mend (v) /mend/ naprawiać, reperować
plaster (n) /'plɑ:stə/ plaster opatrunkowy; gips
sneeze (v) /sni:z/ kichać
speed (n) /spi:d/ szybkość
swollen (adj) /'swɒlən/ spuchnięty

READING pp. 134–135

addicted (adj) /ə'dɪktɪd/ uzależniony
bold claim (n) /,bəʊld 'kleɪm/ śmiałe twierdzenie
bring up (phr v) /,brɪŋ 'ʌp/ przywoływać
calculation (n) /,kælkju'leɪʃn/ obliczenie
contact lens (n) /'kɒntækt ,lenz/ soczewka kontaktowa
cyborg (n) /'saɪbɔ:g/ cyborg

disability (n) /,dɪsə'bɪləti/ niepełnosprawność
entirely (adv) /ɪn'taɪəli/ całkowicie
extend (v) /ɪk'stend/ rozbudować, powiększyć
extension (n) /ɪk'stenʃn/ przedłużenie
eyesight (n) /'aɪsaɪt/ wzrok
gadget (n) /'gædʒɪt/ gadżet
mention (v) /'menʃn/ wspominać
mountaineering (n) /,maʊntɪ'nɪərɪŋ/ wspinaczka górską
performance (n) /pə'fɔ:məns/ wyniki, (wydajność)
prevent (v) /prɪ'vent/ zapobiegać
put on weight (phr) /,put ɒn 'weɪt/ przytyć, przybierać na wadze
superpower (n) /'su:pə'paʊə/ ogromna siła, nadludzka zdolność

GRAMMAR 2 pp. 136–137

act (v) /ækt/ działać
airway (n) /'eəweɪ/ drogi oddechowe
bleed (v) /bli:d/ krwawić
burn (n) /bɜ:n/ oparzenie
calm (adj) /kɑ:m/ spokojny
choke (v) /tʃəʊk/ dusić się, dławić się
circulation (n) /,sɜ:kju'leɪʃn/ krążenie
collapse (v) /kə'læps/ upaść
earache (n) /'ɪərəɪk/ ból ucha
first aid (n) /,fɜ:st 'eɪd/ pierwsza pomoc
hold (v) /həʊld/ trzymać
imaginary (adj) /ɪ'mædʒɪnəri/ zmyślny, wymyślony
injured (adj) /ɪndʒəd/ ranny
knee (n) /ni:/ kolano
likely (adj) /'laɪkli/ prawdopodobny
save (v) /seɪv/ ratować
sprain (v) /spreɪn/ skręcić, zwichnąć
sting (n, v) /stɪŋ/ ukąszenie, ukłucie, użądlenie; ukłuć, użądlić
throat (n) /θrəʊt/ gardło
unconscious (adj) /ʌn'kɒnfəs/ nieprzytomny
unlikely (adj) /ʌn'laɪkli/ nieprawdopodobny

TED TALK pp. 138–139

access (v) /'ækses/ mieć dostęp
artwork (n) /'ɑ:twɜ:k/ grafika, ilustracje
association (n) /ə,səʊsi'eɪʃn/ skojarzenie
assumption (n) /ə'sʌmpʃn/ przypuszczenie
cloak (n) /kləʊk/ peleryna, płaszcz
core level (n) /,kɔ: 'levl/ główny poziom
deadline (n) /'dedlaɪn/ ostateczny termin
exhilarating (adj) /ɪg'zɪləreɪtɪŋ/ ekscytujący
gear (n) /gɪə/ odzież, sprzęt
identity (n) /aɪ'dentəti/ tożsamość
invisibility (n) /,ɪnvɪzə'bɪləti/ niewidzialność, niewidoczność
lack (n) /læk/ brak
light up (phr v) /,laɪt 'ʌp/ rozświetlać
outcome (n) /'aʊtkʌm/ rezultat, wynik
paradigm (n) /'pærədəɪm/ paradygmat, wzór
pity (n) /pɪti/ litość; współczucie
preconception (n) /,pri:kən'sepʃn/ uprzedzenie, przeświadczenie

range (n) /reɪndʒ/ zakres
reclaim (v) /rɪ'kleɪm/ odzyskać
remake (v) /,ri:'meɪk/ utworzyć na nowo
restriction (n) /rɪ'strɪkʃn/ ograniczenie
slip away (phr v) /,slɪp ə'weɪ/ wymykać się, wyslizgnąć się
spectacle (n) /'spektəkl/ spektakl
towards (prep) /tə'wɔ:dz/ w kierunku, wobec
trace (n) /treɪs/ ślad
tremendous (adj) /trə'mendəs/ wspaniały; ogromny
vehicle (n) /'vi:ɪkl/ pojazd
wheelchair (n) /'wi:l'tʃeə/ wózek inwalidzki

SPEAKING p. 140

background (n) /'bækgraʊnd/ tło
harmful (adj) /'hɑ:mfəl/ szkodliwy
mud (n) /mʌd/ błoto
obviously (adv) /'ɒbvɪəsli/ oczywiście, najwyraźniej

WRITING p. 141

by the way (phr) /,baɪ ðə 'weɪ/ na marginesie, przy okazji, a propos
in a rush (adv) /ɪn ə rʌʃ/ w pośpiechu
nutritionist (n) /nju:'trɪʃənɪst/ dietetyk
regards (n) /rɪ'gɑ:dz/ pozdrowienia
suitcase (n) /'su:tkeɪs/ walizka
thrilled (adj) /θrɪld/ podekscytowany

SKILLS REVIEW pp. 142–143

check-up (n) /'tʃekʌp/ kontrola
complete (v) /kəm'pli:t/ ukończyć
devote (v) /dɪ'vəʊt/ poświęcać coś
drop out (phr v) /,drɒp 'aʊt/ wycofać się; odpaść
endorse (v) /ɪn'dɔ:s/ popierać
excessive (adj) /ɪk'sesɪv/ nadmierny
faint (v) /feɪnt/ zemdleć
flu (n) /flu:/ grypa
fly (n) /flaɪ/ mucha
gradually (adv) /'grædʒuəli/ stopniowo
humidity (n) /hju:'mɪdəti/ wilgotność
inconvenience (n) /,ɪnkən'vi:niəns/ niedogodność, niewygodność
intensity (n) /ɪn'tensəti/ intensywność
peak (n) /pi:k/ szczyt
regeneration (n) /rɪ,dʒenə'reɪʃn/ regeneracja, odnowa
tough (adj) /tʌf/ ciężki, wymagający
triple (adj) /'trɪpl/ potrójny
wetsuit (n) /'wetsu:t/ pianka pływacka
withdraw (v) /wɪð'drɔ:/ wycofać (się)
workout (n) /'wɜ:kʌʊt/ trening
yearly (adj) /'jɪəli/ coroczny

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

- 1 We should (*zabrać apteczkę*) ... for the trip to the mountains.
- 2 I can't stop (*kichać i kasłać*) ... when I have a cold.
- 3 If I were you, I (*wspomniałbym*) ... your illness.
- 4 If your (*wzrok*) ... gets worse, you should go to the optician.
- 5 People (*którzy są nieprzytomni*) ... must be looked after.

2 Complete the sentences with the correct form of the word in capitals.

- 1 Drink some coffee if your blood ... is low. PRESS
- 2 Obese people ought to avoid ... food. FAT
- 3 Doctors thought that she was describing ... symptoms. IMAGINE
- 4 Injured patients need ... at a hospital. TREAT
- 5 The cure for Alzheimer's disease will be the greatest ... of any scientist. ACHIEVE

3 Complete each sentence with the word that best fits the gap.

- 1 She often suffers from stomachaches, so her ... system doesn't work properly.
- 2 If you don't like wearing glasses, try ... lenses.
- 3 If she doesn't ... on weight, this dress will be too big.
- 4 You can see some ... vessels under the skin of your hand.
- 5 The doctor put his broken leg in a ... for six weeks.

4 Choose the correct option to complete the sentences.

- 1 The girl was asked by the doctor to stick her ... out.
 - a cell
 - b tongue
 - c lung
- 2 She reached for my ... to take my pulse.
 - a wrist
 - b ankle
 - c hip
- 3 After the crash, the ... runner was taken to hospital.
 - a swollen
 - b injured
 - c sprained
- 4 Healthy living can ... various diseases.
 - a evolve
 - b depend
 - c prevent
- 5 It was ... that they needed some legal advice.
 - a obvious
 - b solid
 - c tough

5 Translate the Polish fragments of the sentences into English.

- 1 You should go for a (*regularną kontrolę*) ... at the doctor's.
- 2 A good (*dietetyk*) ... can recommend a proper, healthy diet for you.
- 3 Do you know (*ile waży kręgosłup*) ... ?
- 4 People's (*zmysł słuchu*) ... could be better, couldn't it?
- 5 Doctors will soon find a (*lekarstwo na raka*)

My Talk 1

VISUALS IN PRESENTATIONS

- 1 Look at the list of visual elements which are often used in presentations. Below there are a few reasons why they might be useful. In pairs, discuss, which of the visuals matches each of the reasons.

illustrations, photos, your own pictures or drawings, signs, symbols, charts, maps, graphs, animations, memes, slides, video, word clouds, props (real objects)

- to show other aspects that may be related to the main topic
 - to present statistical data
 - to show what the person or object discussed looks like
 - to present experts' opinions
 - to make the presentation less serious and show the funny side of the topic
- 2 Work in pairs. For each of the speakers below, think of three types of visuals that would be best to use in their presentations. Give some details as to what the visuals will show.
 - Betsy has to make a presentation about World War II for her classmates.
 - Alan is talking about sports cars on his vlog.
 - Mr Jenkins is training his workers on how to sell the products made by their company.
 - An instructor is showing his class what they are going to do during their photography course.
 - 3 Work in groups. Discuss how your visuals would differ depending on the audience. Are there any visuals that would be particularly suitable for:
 - your classmates
 - your teachers
 - your parents
 - any other groups (local community, local authority, university students, artists, etc.)?
 - 4 Work in pairs. Decide which pictures you would choose to illustrate the presentation for your classmates.

Presentation 1 – social media in my life

Presentation 2 – my hobby



Make a list of other visuals.

When looking for visual elements to use, be careful to respect the copyright. Not all photos, pictures, or movies can be reused. Remember to mention the author/source of the copyright material in your presentation.

- 5 Prepare a presentation for your classmates. Choose relevant visuals (use at least three different types).

My Talk 2

SLIDES IN A PRESENTATION

- 1 Read the text below. Then, discuss the question in pairs.

Preparing an engaging and interesting presentation is not an easy task. Everything counts: the content of your talk, the structure, the style, body language, and visuals.

The audience is also very important. If you know the audience, you can tailor your presentation to their expectations and make it meaningful.

Many presenters use different types of visuals, including slides. The choice of slides and other visuals should be very carefully made. It can either reinforce your talk or make it a failure.

How can slides be beneficial for the presenter?

- 2 Work in pairs. Look at the Useful Tips list. Then look at the slide on the right and decide which of the tips have been followed and which have been ignored.

USEFUL TIPS

- ✓ Make your visuals meaningful
- ✓ Use a limited number of slides
- ✓ Use bullet points instead of sentences
- ✓ Use a maximum of 4-5 bullet points per slide
- ✓ Avoid long sentences, explanations, and too much information on a single slide
- ✓ Use large and legible font
- ✓ Use contrast: dark font on light background and light font on dark background
- ✓ Use photos and pictures instead of descriptions
- ✓ Use symbols and emoticons
- ✓ Use graphs and charts

Smartphones for everybody

- So many functions:








- Cheaper and cheaper



- Great choice: there are now several major and dozens of less known companies producing smartphones, so you can easily find something perfect, for your needs.
- Lots of applications

- 3 Work in pairs. Look at the slides. Basing on the content of each slide (title + visuals), think of 3–4 sentences you could say to the audience if it was a slide in your presentation.



- 4 Work in groups. Choose one of the presentations in exercise 3. Discuss what 2–3 slides you could present next. What visuals would you include in the slides?
- 5 Think of a topic for your presentation. Design 5–6 slides and other visuals. Then prepare the presentation.

Artykuł z elementami recenzji

Jest to tekst publikowany w czasopiśmie, gazecie lub internecie. Celem artykułu jest rzeczowe przedstawienie problemu sformułowanego w poleceniu. Styl artykułu może być formalny, półformalny lub nieformalny. Artykuł może zawierać elementy recenzji, opisu.

Struktura artykułu

1. Tytuł – powinien być chwytliwy, zaskakujący i przyciągać uwagę, tak żeby czytelnik chciał przeczytać artykuł. Tytuł powinien nawiązywać do jego treści.
2. Wstęp – to krótkie wprowadzenie do tematu, sugerujące czytelnikowi, jaki charakter będzie miał artykuł (relacja, recenzja, opis, opowiadanie, głos w sprawie, itp.).
3. Rozwinięcie – powinno składać się z jednego lub kilku akapitów, w których przedstawione są logicznie różne aspekty głównego problemu poruszanego w artykule.
4. Zakończenie – konkluzja wynikająca z przedstawionych argumentów; podsumowuje problem i często stawia pytanie czytelnikowi.

Elementy recenzji filmu

- rodzaj filmu
- reżyser, obsada
- czas i miejsce powstania filmu
- zdobyte nagrody
- fabuła
- ocena (pracy reżysera, gry aktorskiej, scenariusza, kostiumów, efektów specjalnych, muzyki)
- opinia z rekomendacją

Modelowa wypowiedź

Napisz artykuł do gazetki szkolnej. Zachęć w nim czytelników do przyłączenia się do klubu filmowego i napisz recenzję filmu, który będzie prezentowany jako pierwszy.

ARE YOU INSPIRED BY GREAT CINEMA?

Do you prefer watching films alone or with a group of people you can share your emotions and opinions with afterwards? If you belong to the latter group, have a look at our proposal.

Why don't you join the Polish Film Club, which starts in our school on October 1st?

The club will meet every Friday afternoon. We're going to choose what films we'll be watching together. After every show we'll talk about the film and its background while having homemade cake and tea. The first film we are going to see is *Blind Chance* by Krzysztof Kieślowski.

Blind Chance is set in communist Poland and helps young people understand those complex times. The main character Witek, played by Bogusław Linda, is a Polish medical school student who faces a difficult decision after his father's death. It turns out that his future depends on whether or not he catches a train to Warsaw. The film tells three alternative stories, each of which show a dramatically different fate for Witek. Because of this, there are three optional endings for the film. One of the most amazing parts of the film is young Bogusław Linda's acting. He was so skilled at portraying some very extreme circumstances. When the movie was released, in 1981, it was originally suppressed for several years by authorities. The official release took place in 1987!

You can't miss this film or our discussion afterwards. I strongly recommend watching it.

Autor zachęca do przyłączenia się do klubu filmowego.

Pogłębiona realizacja:

The club will meet every Friday afternoon. We're going to choose what films we'll be watching together. After every show we'll talk about the film and its background while having homemade cake and tea.

Autor pisze krótką recenzję filmu.

Pogłębiona realizacja:

One of the most amazing parts of the film is young Bogusław Linda's acting.

Przydatne zwroty i wyrażenia

- The film is set in
- It tells a story of
- The film is based on
- It's directed by the famous director
- The cast includes famous actors such as
- It's probably the best film ever.
- The special effects are spectacular.
- The soundtrack fits the theme
- You can't miss this film.
- This film is worth seeing.
- I strongly recommend watching it.

Wpis na blogu z elementami opowiadania

Elementy opowiadania

- miejsce, czas akcji, główni bohaterowie
- ciekawa wartka akcja
- przebieg i konsekwencje wydarzeń
- uczucia i emocje towarzyszące bohaterom

Pisząc opowiadanie, należy pamiętać o używaniu przymiotników i przysłówków, dzięki którym wprowadzona zostanie dynamika i dramaturgia opowiadania. Wskazane jest zastosowanie różnorodnych czasów przeszłych. Dołączenie dialogów doda opowiadaniu autentyczności.

Modelowa wypowiedź

Przeżyłeś niecodzienną sytuację w drodze do szkoły. Opisz to na swoim blogu.

- Wspomnij o okolicznościach poprzedzających to wydarzenie.
- Opisz to wydarzenie.
- Wspomnij o czyjejs pomocy.
- Napisz o odczuciach ci towarzyszących.

Hi everyone,

You won't believe what happened to me recently.

We've just moved to a new city and, a few days ago, I ended up oversleeping and had to leave for my new school in a hurry. When I got on the bus, I wanted to check the school's address. Then I realised I had forgotten my mobile phone. I asked a girl sitting next to me if I was on the right bus to get to Greenfield High School. She said I wasn't and advised me to get off at the next stop. I got off feeling confused. Luckily, a tall boy appeared at that very moment. "Do you know how to get to Greenfield High School?" I asked. "Just follow me, I'm going there too," he answered with a grin. I honestly felt saved. I was really grateful.

Autor wspomina o okolicznościach poprzedzających niecodzienną sytuację w drodze do szkoły.

Elementy rozwinięcia:

I ended up oversleeping and had to leave for my school in a hurry.

Autor opisuje to wydarzenie.

Elementy rozwinięcia:

sitting next to me; She said I wasn't; get off at the next stop

Autor wspomina o czyjejs pomocy.

Elementy rozwinięcia:

"Just follow me, I'm going there, too," he answered with a grin.

Autor pisze o swoich odczuciach.

Elementy rozwinięcia:

I was really grateful.

Przydatne zwroty i wyrażenia

- | | |
|-----------------------|-----------------------------------|
| • After I/we had | • Then |
| • Have you ever | • In the end, |
| • I've never been | • At last |
| • While I was, he/she | • Finally, |
| • To begin with, | • Eventually, |
| • At first, | • Fortunately, |
| • At the beginning | • Suddenly, |
| • While | • Immediately, |
| • When | • Luckily, |
| • Just then | • I/She/He realised/noticed/felt |
| • Next | • I/She/He refused/denied/advised |
| • After that | • It turned out/seemed |
| • Later | |

List formalny z zapytaniem

Struktura listu formalnego z zapytaniem

1. Zwrot grzecznościowy.
2. Wstęp – autor listu podaje powód, dla którego zwraca się do adresata; np. chce uzyskać więcej informacji i/lub wyraża zainteresowanie ofertą, ogłoszeniem.
3. Rozwinięcie – autor listu zwraca się z prośbą o dodatkowe informacje, dopytuje o szczegóły, warunki; wyraża wątpliwości, prosi o ich wyjaśnienie.
4. Zakończenie – autor listu prosi o odpowiedź.
5. Zwrot grzecznościowy, podpis.

Modelowa wypowiedź

Chcesz w wakacje podjąć tymczasową pracę u angielskiego pracodawcy. Napisz list, w którym poinformujesz o swoim zainteresowaniu ofertą pracy, wspomnisz o swoich kwalifikacjach oraz zapytasz o szczegóły związane z ofertą.

Dear Ms Taylor,

I am writing with reference to your job posting for receptionist at the Foxtrot Leisure Centre that I found online. While I was reading it, I realised that I am well-suited for the position.

I am an 18-year-old Polish secondary school student. I have been working for a local advertising agency as a hostess for two years. I speak fluent English and German. My interpersonal skills have always been rated highly. Additionally, I am very good on the computer and am quite tech savvy.

I am very interested in this job, however there are a few things I would like to know. First of all, what are your expectations as far as my skills and education are concerned? If there are areas in which I am lacking, I would be more than happy to look into additional courses so that I can be better prepared for the job. Also, I would like to know what sort of working hours you have and whether or not there is a shift system.

I am available to start work in July and would appreciate it if you could let me know when and where my job interview would be held. I am very motivated and know I would make a fabulous addition to your team.

Thank you for your assistance in this matter.

Yours sincerely,

Anna Polk

Autor informuje o swoim zainteresowaniu ofertą pracy.

Pogłębiona realizacja:

While I was reading it, I realised that I am well-suited for the position.

Autor wspomina o swoich kwalifikacjach.

Pogłębiona realizacja:

My interpersonal skills have always been rated highly. I am very good on the computer and am quite tech savvy.

Autor pyta o szczegóły związane z ofertą.

Pogłębiona realizacja:

If there are areas in which I am lacking.

Przydatne zwroty i wyrażenia

Zwrot grzecznościowy otwierający

- Dear Mr Robinson/Dear Ms Taylor,
- Dear Sir or Madam,
- Dear Sirs,

Wstęp

- I saw/read your advertisement on the internet/in a local newspaper.
- I am writing to ask/enquire about
- I am writing with reference to
- I am writing in reply to

Wyrażanie zainteresowania

- While I was reading your job offer, I became interested in
- I am interested in one of the summer jobs you are offering.

Wyrażanie wątpliwości

- I still have some doubts concerning/in terms of
- I am not sure if I understand
- It is not clear to me if the offer includes

Dowiadывanie się o szczegóły

- I have some questions concerning your offer.
- I would like to ask for more information concerning.
- I would like to know/learn more details about
- Could you let me know if
- I wonder if

Zakończenie

- I would be grateful for a prompt reply.
- I look forward to hearing from you as soon as possible.
- Thank you in advance for all the information.

Zwrot grzecznościowy zamykający

- Yours faithfully,
- Yours sincerely,

List formalny z sugestią

Struktura listu z sugestią

1. Zwrot grzecznościowy.
2. Wstęp – autor listu podaje powód, dla którego zwraca się do adresata.
3. Rozwinięcie – autor listu wyraża i argumentuje swoje zdanie, a następnie przedstawia sugestie i uzasadnia je.
4. Zakończenie – autor listu prosi o odpowiedź.
5. Zwrot grzecznościowy, podpis.

Modelowa wypowiedź

Dyrektor szkoły wprowadził zakaz używania słuchawek w czasie przerw. Napisz list, w którym wyrazisz swoje zdanie na temat tego pomysłu i zasugeruj inne rozwiązania.

Dear Mr Henning,

I am writing in reference to the most recent regulations that you have introduced at our school. I am concerned about the concept of a no-headphones rule during school breaks and I would like to address this issue here.

First of all, while I understand that using headphones during school breaks can interfere with the process of our integration, I don't see anything wrong with a few-minutes of relaxation while listening to our favourite music, especially when it does not disturb other people. While I admit that wearing headphones can block our ability to hear teachers' announcements or requests, it is possible to take the headphones off when necessary.

May I suggest that you improve the no-headphones rule by introducing some new ideas? For instance, you might ask students:

- not to use headphones during short breaks,
- to gradually limit the time they use their headphones at school,
- to take off the headphones when a teacher is approaching them.

These solutions would help encourage students to spend time together during the breaks, but at the same time they would not be deprived of relaxation between classes.

Thank you for considering my suggestions. I hope this new rule will be more easily accepted by students if you decide to improve it a little.

Thank you in advance for your understanding.

Yours sincerely,

John Nowak

Autor wyraża swoje zdanie na temat zakazu używania słuchawek w czasie przerw.

Pogłębiona realizacja:

*especially when it does not disturb other people;
it is possible to take the headphones off when necessary.*

Autor sugeruje inne rozwiązania.

Pogłębiona realizacja:

These solutions would help encourage students to spend time together during breaks but at the same time they would not be deprived of relaxation between classes.

Przydatne zwroty i wyrażenia

Zwrot grzecznościowy

- Dear Mr Henning/Dear Ms Ross,
- Dear Sir or Madam,
- Dear Sirs,

Wstęp

- I am writing in reference to
- I am writing to ask/enquire about

Wyrażanie własnego zdania

- I think that
- I consider these regulations
- I must admit that
- Even if I agree that, I think
- While I understand that, I believe /hope
- It is true that, however

Wyrażanie sugestii

- I suggest
- It might be possible to
- Another advantage I can see to that solution is
- I would also encourage
- I wonder if

Zakończenie

- I look forward to hearing from you soon.
- I would be grateful for a prompt reply.
- Thank you in advance for your understanding.

Zwrot grzecznościowy zamykający

- Yours sincerely,
- Yours faithfully,

An opinion essay

Rozprawka typu *opinion essay* to wypowiedź pisemna, która ma na celu przedstawienie opinii autora, zgodnej z tezą lub odmiennej od tezy postawionej w temacie rozprawki.

Struktura rozprawki typu *opinion essay*

1. Wstęp – wprowadzenie tematu oraz tezy z własną opinią.
2. Rozwinięcie – ta część może być podzielona na kilka akapitów, w których:
 - znajdują się argumenty „za” lub „przeciw” w zależności od tego, czy autor zgadza się z postawioną we wstępie tezą czy nie,
 - mogą pojawić się argumenty przeciwstawne.
3. Zakończenie – podsumowanie i sformułowanie, inaczej niż wcześniej, własnej opinii.

Modelowa wypowiedź

Niektórzy uważają, że uprawianie sportu ma pozytywny wpływ na człowieka, jego sprawność fizyczną i osobowość. Napisz rozprawkę, w której wyrazisz opinię na ten temat.

It is believed that when someone does sports, it positively influences their personality. I must agree with this opinion and so I will try to support it with some arguments.

First of all, doing sports requires self-discipline, which can help people succeed in other areas of their lives. They are mentally strong and approach any difficulties they face with a fighting spirit.

Secondly, I think that regular physical exercise keeps our bodies in very good shape. This increases a person's well-being and self-esteem. An active person is generally cheerful, open-hearted and spreads this optimism to everyone around them.

Next, I would say that being involved in sporting activities often means that you meet people who enjoy the same sports. In team sports, you can't win without great teamwork, which helps build a network of trust between players. This trust often extends to other areas of life.

However, there are some sports like boxing or karate that could bring out aggression in some people because they are focused on fighting a rival. On the other hand, these sports may be good therapy for those who are shy or reserved.

In summary, doing sports seem to make people more strong-willed, healthier and more sociable. Athletic people have improved self-esteem and a general positive outlook. While there are always exceptions to the rule, if you don't practice a sport it is worth taking one up to see the positive impact it can have on your personality and life!

Autor przedstawia własną opinię

Autor popiera swoje zdanie argumentami.

Autor przedstawia argumenty przeciwstawne.

Autor podsumowuje swoją opinię.

Przydatne zwroty i wyrażenia

Wstęp

- It is believed/Some people believe that
- Many/ Some people think that

Wyrażanie opinii

- I must agree/disagree with this opinion
- I completely/entirely agree that/with
- I fully support the view
- I am totally against
- However, I am of a different opinion
- However, I think
- In my opinion it is
- According to me
- The most important advantage of... is
- I strongly believe/think
- Although many people/experts believe, I think

- As far as I am concerned
- It seems/appears to me that
- I definitely share the view of the supporters

Rozwinięcie

Dodawanie kolejnych argumentów „za”

- First of all/Firstly/Secondly/Thirdly
- In addition
- Moreover
- Besides/Also
- As a result
- Last, but not least
- Finally

Dodawanie argumentów „przeciw”

- However,
- Nevertheless,

- The main disadvantage of... is
- I think the opposite
- On one hand... On the other hand
- Contrary to
- Although

Zakończenie

- To sum up/In summary
- To conclude/In conclusion
- On the whole
- All things considered
- On the whole
- Taking everything into account
- Having considered both sides of the argument

Wpis na blogu z elementami relacjonowania

Rodzaje blogów

- Prezentacja pasji, hobby autora (np. gotowanie).
- Relacje z życia prywatnego (np. podróże, imprezy i uroczystości).

Wpis na blogu może zawierać zwroty charakterystyczne dla opisu, opowiadania, ogłoszenia, zaproszenia, recenzji, raportu, wiadomości oraz listu.

Pisząc wiadomość na blogu, należy zadbać o konsekwencję w stylu (nieformalny, półformalny lub formalny) w zależności od tego, kim jest odbiorca.

Modelowa wypowiedź

Prowadzisz blog poświęcony podróżom i gotowaniu. Zamieść wpis z podróży, którą odbywasz.

- Napisz, jak znalazłeś/znalazłaś się w tym miejscu.
- Przedstaw sytuację, w której spróbowałeś/spróbowałaś nowego dania.
- Opisz wygląd i smak tego dania.
- Wspomnij, jak wykorzystasz to doświadczenie w przyszłości.

You won't believe what I've just eaten!

I went to Beijing for a charity conference that I help organise every year. Afterwards, I went to Hong Kong to visit my friend Kimberly. She had promised to make something special for me if I came to visit.

When I arrived, I could smell something amazing. The lunch looked incredible. There were small pieces of meat decorated with bamboo shoots, carrots and other vegetables. In addition, she placed some beautiful flowers on the plate. The dish tasted a bit spicy and sweet. When I asked about the ingredients, she smiled and said that I had just eaten insects.

I'll try to cook them myself! It's going to be the most sensational dish in my repertoire.

I hope you'll like it!

Autor pisze, jak znalazł się w tym miejscu.

Elementy rozwinięcia:

Afterwards, I went to Hong Kong to visit my friend Kimberly; promised to make something special for me

Autor przedstawia sytuację, w której spróbował nowego dania.

Elementy rozwinięcia:

The lunch looked incredible.

Autor opisuje wygląd i smak dania.

Elementy rozwinięcia:

some beautiful flowers on the plate

Autor wspomina, jak to doświadczenie wykorzysta w przyszłości.

Elementy rozwinięcia:

It's going to be the most sensational dish in my repertoire.

Przydatne zwroty i wyrażenia

Wstęp

- Hi there, / Hello everyone,
- You won't believe it!
- Guess what
- I've just

Rozwinięcie

- Eventually, after leaving... I arrived at/in/on
- I was invited to
- I realised that I had
- The dish was decorated with
- It looked tasty/amazing/disgusting
- It tasted a bit spicy/strange/sour/sweet
- My friend said that

Zakończenie

- I'll cook it myself!
- I'm going to use some of these ingredients
- Next time I am going to
- It's going to be my
- I hope you'll like

Wpis na forum z elementami ogłoszenia

Elementy ogłoszenia

- nagłówek
- powód umieszczania ogłoszenia
- opis przedmiotu (nazwa, wygląd, wiek, stan)
- warunki nabycia/sprzedaży (cena, sposób płatności, dodatkowe akcesoria, itp.)
- sposób przekazania (rodzaj wysyłki, miejsce odbioru)

Modelowa wypowiedź

Jesteś na forum, na którym można wystawiać rzeczy na sprzedaż. Chcesz sprzedać niepotrzebne ubranie.

- Napisz, co chcesz sprzedać i zachęć do kupna.
- Podaj rozmiar i stan ubrania.
- Opisz wygląd ubrania.
- Zaproponuj cenę i sposób dostawy.

Men's Winter Anorak

Condition: New

Selling price: €80

Hi there,

Winter is coming and I have a warm, men's anorak that is ideal for mountain trekking. If you are size 40 and need a light, waterproof jacket, it will be ideal for you. The anorak is new. I bought it last year, but I didn't wear it at all. Now, it is too small for me. It is dark grey with an orange hood. It's got four secure pockets. This anorak cost €120 last season, so €80 is a real bargain. I can cover the cost of delivery if you decide to buy it by the end of this week. I can send it by courier within two days of receiving payment.

Let me know if you're interested.

Autor pisze, co chce sprzedać i zachęca do kupna.

Elementy rozwinięcia:

Winter is coming; warm, ideal for trekking

Autor podaje rozmiar i stan ubrania.

Elementy rozwinięcia:

I didn't wear it at all.

Autor opisuje wygląd ubrania.

Elementy rozwinięcia:

It's got four secure pockets.

Autor proponuje cenę i sposób dostawy.

Elementy rozwinięcia:

This anorak cost €120 last season; if you decide to buy it by the end of this week.

Przydatne zwroty i wyrażenia

Zachęcanie do kupna

- You'll enjoy it.
- It's good/ideal/perfect for you.

Wyjaśnienie powodu

- I bought it too small.
- I don't need it any more.
- I'm going to have... done

Opis przedmiotu

- It is/looks brand new.
- It isn't damaged.
- It's in its original packaging.
- It has a hood/four pockets.
- It only has some marks/a stain.

Sposób przekazania

- Free local pick-up in
- I can ship it within... of receiving payment.

E-mail z elementami opisu osoby

Struktura e-maila

1. Zwrot grzecznościowy.
2. Wstęp – autor podaje powód, dla którego dziękuje za otrzymany e-mail, przeprasza, że długo nie pisał, lub zadaje inne pytanie w nawiązaniu do wcześniejszej korespondencji.
3. Rozwinięcie – rozwija różne tematy, w zależności od potrzeb.
4. Zakończenie – autor podsumowuje swój e-mail, prosi o odpowiedź.
5. Zwrot grzecznościowy, podpis.

Modelowa wypowiedź

Zdobyłeś/Zdobyłaś niedawno ciekawe informacje o człowieku, który zachwycił cię swoim uporem w dążeniu do celu. Napisz o tym w e-mailu do przyjaciela.

- Wspomnij, jak zdobyłeś/zdobyłaś te informacje.
- Opisz tego człowieka.
- Przedstaw jego/jej osiągnięcia.
- Napisz, jak postrzegają go/ją inni ludzie.

Hi Diana,

Many thanks for the article you shared with me in your last email. I'd like to tell you about someone I recently learnt about.

I saw a film about the Polish traveller and explorer, Marek Kamiński, so I looked him up online.

He is quite impressive physically as he is very tall and athletic-looking.

He holds the world record as the first person to reach both the North and South Poles in one year! Kamiński also took a teenager with disabilities, Jan Mela, on a polar expedition in 2004. He has a foundation that supports many educational activities and raises money for prostheses for those who need them.

People look up to him as a role model. He is a great explorer and he has really given back to his community.

What do you think?

All the best,

Frank

Autor wspomina, jak zdobył informacje.

Elementy rozwinięcia:

I looked him up online.

Autor opisuje człowieka, którego podziwia.

Elementy rozwinięcia:

quite impressive physically

Autor przedstawia jego osiągnięcia.

Elementy rozwinięcia:

that supports many educational activities; raises money for prostheses

Autor pisze, jak postrzegają go inni ludzie.

Elementy rozwinięcia:

He is a great explorer; he has really given back to his community

Przydatne zwroty i wyrażenia

Zwroty grzecznościowe/powitalne

- Hi/Hello Diana,
- Dear Diana,

Początek e-maila

- I haven't written to you recently
- How are you?
- Many thanks for your email.

Rozwinięcie e-maila

- He/She is
- He/She looks
- Due to his/her determination

- He repeated this success
- He/She is loved/admired/respected by
- People are fascinated/interested in

Zakończenie e-maila

- I can't wait to hear your opinion.
- Hope to hear from you soon.
- Please drop me a line.
- Write back soon.

Zwroty grzecznościowe

kończące e-mail

- Best wishes,
- All the best,
- Love,
- Take care,
- Regards,

IRREGULAR VERBS

Infinitive	Past simple	Past participle	Meaning
be	was/were	been	być
beat	beat	beaten	bić; pokonać
become	became	become	stawać się
begin	began	begun	zaczynać
bite	bit	bitten	gryźć
blow	blew	blown	dmuchać; wiać
break	broke	broken	łamać; psuć się
bring	brought	brought	przynosić; przyprowadzać
broadcast	broadcast	broadcast	transmitować; nadawać
build	built	built	budować
burn	burnt	burnt	palić (się); płonąć
buy	bought	bought	kupować
can	could	–	móc; umieć; potrafić
catch	caught	caught	łapać, chwycić
choose	chose	chosen	wybierać
come	came	come	przychodzić, przyjeżdżać
cost	cost	cost	kosztować
cut	cut	cut	ciąć; rozcinać; przecinać
deal	dealt	dealt	dotyczyć; rozdawać
dig	dug	dug	kopać
do	did	done	robić, czynić
draw	drew	drawn	rysować
dream	dreamt	dreamt	śnić; marzyć
drink	drank	drunk	pić
drive	drove	driven	prowadzić (samochód); kierować
eat	ate	eaten	jeść
fall	fell	fallen	padać, spadać, upadać
feed	fed	fed	karmić
feel	felt	felt	czuć (się)
fight	fought	fought	walczyć
find	found	found	znaleźć
fly	flew	flown	latać
forecast	forecast	forecast	prognozować
forget	forgot	forgotten	zapominać
get	got	got/gotten	dostać, otrzymać
give	gave	given	dawać
go	went	gone	iść; jechać
grow	grew	grown	rosnąć
have	had	had	mieć
hear	heard	heard	słyszeć
hide	hid	hidden	chować, ukrywać
hit	hit	hit	uderzać
hold	held	held	trzymać
hurt	hurt	hurt	zranić; boleć
keep	kept	kept	trzymać; zachować
know	knew	known	wiedzieć, znać
lead	led	led	prowadzić; przewodzić
learn	learnt	learnt	uczyć się
leave	left	left	opuszczać, wyjeżdżać
lend	lent	lent	pożyczać (komuś)

Infinitive	Past simple	Past participle	Meaning
let	let	let	pozwalać
lie	lay	lain	leżeć
light	lit	lit	zapalać; oświetlać
lose	lost	lost	gubić; tracić
mean	meant	meant	mieć na myśli; znaczyć
make	made	made	robić
meet	met	met	spotykać
pay	paid	paid	płacić
prove	proved	proven	udowadniać, dowodzić
put	put	put	postawić, położyć
read	read	read	czytać
ride	rode	ridden	jeździć (np. na rowerze, konno)
ring	rang	rung	dzwonić
rise	rose	risen	rosnąć; wzrastać; wstawać
run	ran	run	biegać
say	said	said	powiedzieć, mówić
see	saw	seen	widzieć; rozumieć
sell	sold	sold	sprzedawać
send	sent	sent	wysyłać
shake	shook	shaken	potrząsać
shine	shone	shone	świecić
show	showed	shown	pokazywać
shoot	shot	shot	strzelać
shut	shut	shut	zamykać
sing	sang	sung	śpiewać
sink	sank	sunk	tonąć
sit	sat	sat	siedzieć
sleep	slept	slept	spać
smell	smelt	smelt	wąchać; pachnieć
speak	spoke	spoken	mówić
speed	sped	sped	pędzić, przyspieszać
spend	spent	spent	wydawać (pieniądze); spędzać (czas)
spill	spilt	spilt	rozlać, rozlewać (się)
stand	stood	stood	stać; postawić
steal	stole	stolen	kraść
stick	stuck	stuck	wbijać; wtykać; lepić; kleić
stink	stank	stunk	cuchnąć
sweep	swept	swept	zamiatać
swim	swam	swum	pływać
take	took	taken	brać, zabierać
teach	taught	taught	uczyć (kogoś), nauczać
tear	tore	torn	drzeć, rozdzierać
tell	told	told	mówić, powiedzieć
think	thought	thought	myśleć; sądzić
throw	threw	thrown	rzucić
understand	understood	understood	rozumieć
wake	woke	woken	budzić się; obudzić
wear	wore	worn	nosić (ubranie)
win	won	won	wygrywać
write	wrote	written	pisać

MY PERSPECTIVES

Podręcznik dopuszczony do użytku szkolnego przez ministra do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego zgodnie z:

	Rozporządzeniem Ministra Edukacji Narodowej w z dnia 27 sierpnia 2012 w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół.	Rozporządzeniem Ministra Edukacji Narodowej z dnia 30 stycznia 2018 w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół.
Rzecznawcy	dr Anna Maria Kuzio, dr Łukasz Salski, mgr Teresa Kosyra-Cieślak	dr Anna Maria Kuzio, dr Łukasz Salski, mgr Teresa Kosyra-Cieślak
Poziom ESOKJ	B1/B2	B1/B2
Typ szkoły	ponadgimnazjalna	ponadpodstawowa
Etap edukacyjny	IV	III
Poziom zaawansowania określony w podstawie programowej	IV.1P IV.1R IV.2	III.1.P, III.1.R, III.DJ
Numer ewidencyjny w wykazie	980/2/2019	943/2/2019
Rok dopuszczenia	2019	2019

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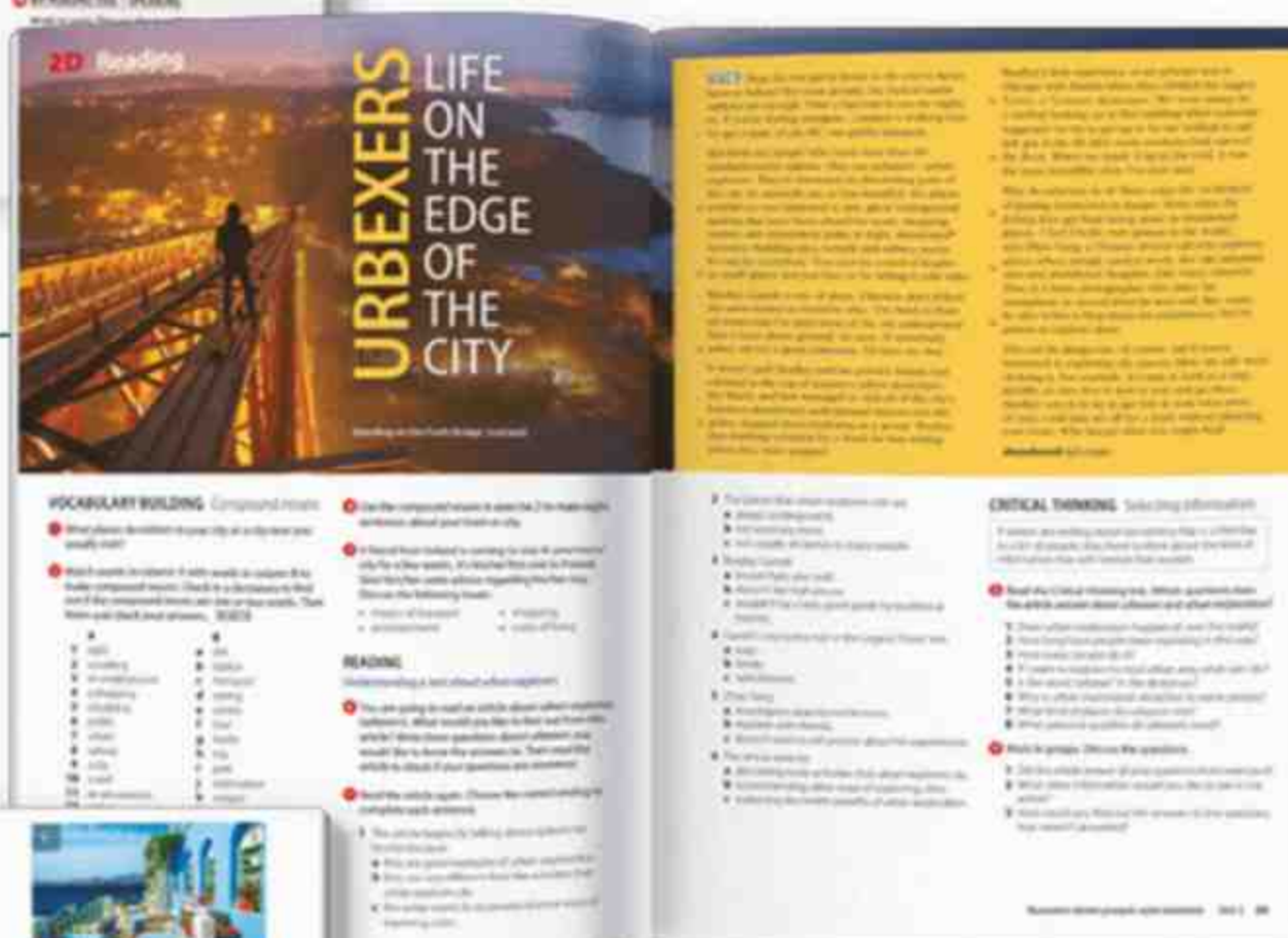
MY PERSPECTIVES

My Perspectives to nowa seria do nauczania języka angielskiego w liceach i technikach. Uczniowie i nauczyciele z pasją znajdą w niej inspirację do aktywnego poznawania świata i okazję do uczestnictwa w interesujących wydarzeniach kulturalnych i społecznych. Wyjątkowe, autentyczne materiały TED Talks umożliwiają uczniom poznanie nietuzinkowych ludzi i ich osiągnięć oraz pomagają nauczyć się trudnej sztuki prezentacji i wystąpień publicznych, a także rozwijać kluczowe kompetencje XXI wieku, tzw. *Life Skills*. Bogactwo zadań typu maturalnego ułatwia przygotowanie do matury już od klasy 1.



Prezentacje TED Talks poszerzają wiedzę o świecie, skłaniają do refleksji oraz pomagają nauczyć się trudnej sztuki prezentacji i wystąpień publicznych.

Inspirujące teksty o ciekawych ludziach i ich osiągnięciach pozwalają spojrzeć na otaczający nas świat z innej perspektywy. Dają powód do analizy informacji i wyrażania własnej opinii.



MY PERSPECTIVES to skuteczne przygotowanie do egzaminu maturalnego. Podręcznik zawiera zadania typu maturalnego w poszczególnych lekcjach oraz w sekcjach powtórzeniowych *Skills Review*. Sekcja *Writing Guide* zawiera przykłady wypowiedzi pisemnych oraz listę przydatnych zwrotów i wyrażen.