

with Class Audio CDs

vision

TEACHER'S GUIDE

3

B1/B2

EMMA SZLACHTA

OXFORD
UNIVERSITY PRESS

vision



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Level 3 B1/B2

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Sightseeing Vocabulary: Sightseeing and events Presentation video	Modal verbs: should, ought to, had better and must GRAMMAR VIDEO	Multicultural Britain Vocabulary: Food and migration Culture video	Six extracts Food from around the world Conversation My grandmother's recipe Strategy: Place names and loan words Group presentation	A descriptive email WORD POWER The pronoun you Language focus: Descriptive language
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Paranormal phenomena Vocabulary: Paranormal phenomena WORD POWER Irregular plurals Presentation video	Modal verbs: must, may, might, could, can't GRAMMAR VIDEO Speculating about the past	Stonehenge Vocabulary: Investigating mysteries Strategy: Paragraphs Culture video Group presentation	Six extracts Mysterious creatures Four speakers Do they really exist?	A forum post: Giving your opinion Phrasebook: Introducing and structuring your ideas Strategy: Rhetorical questions
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Medical research Vocabulary: Medicine and illness collocations	Narrative tenses: past simple and past perfect Time references: before, after, by the time, when Past simple and past continuous GRAMMAR VIDEO	Medical pioneers Vocabulary: Medical research WORD POWER Saxon genitive Culture video Group presentation	Four speakers Medical developments Interview Scientific discoveries Strategy: Distinguishing between speakers	A newspaper article Language focus: Figurative language
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That's great news Vocabulary: On the phone WORD POWER will and shall Presentation video	Reported questions: ask GRAMMAR VIDEO	Emergency services Vocabulary: Responding to an emergency Culture video	Interview Air ambulance Three speakers Emergency rescues Strategy: Identifying text type	A formal letter Language focus: Different viewpoints
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Introducing *Vision*

Methodology

Vision is a new 5-level course for Polish teenagers working towards the Matura exam, and has been developed to give them the tools they need for exam success. But more than that, *Vision* is a new course for young people preparing for adult life in the globalised, digital world of the 21st century. *Vision* provides them with the communication skills, learning strategies and life skills that will help them to navigate and succeed on their chosen path. Wherever your students choose to go, *Vision* will help them fulfil their potential! *Vision* offers:

- **Life Skills** lessons in every unit to equip students with invaluable strategies for success in school and beyond.
- **Speaking lessons** with carefully staged activities and a phrasebook of useful expressions.
- **Critical Thinking Opportunities** to encourage students to think more analytically and consider topics from different perspectives.
- **Mediation activities** to help students develop a range of key language skills to clearly convey information to others.
- **Four videos** in every unit to provide fun, flexible content to use during class, or as homework to introduce or consolidate learning.
- **Accessible topics** to engage teenage learners – from embarrassing clothes stories to cybercrime.
- **Vocabulary Boosters** providing further core vocabulary practice for each of the dual unit topics, including review, consolidation and extension exercises to suit all levels of ability.
- **Oxford English Vocabulary Trainer** access to the award-winning app which enables students to learn *Vision* vocabulary on the go
- **Polish grammar explanations** and glossaries to provide extra support.

Teaching and learning is a collaborative process! In developing *Vision* we have been able to draw on the expertise and experience of a fantastic team of educators and specialists. We are grateful to our team of teacher-readers who offered their insights and feedback throughout the writing process. The exam-preparation content and practice was developed in partnership with Matura consultant, Ilona Kozłowska. The underlying pedagogy is based on expertise and research from specialists in Oxford.

These are the key features of the *Vision* methodology:

Development of life skills

Vision features a **Life Skills lesson** in every unit to equip students with the skills they need to prepare for life beyond the English classroom, whether in their:

- personal life (digital competence skills, making yourself understood, managing money, etc.)
- career (team work skills, analyzing data, preparing for a job interview, etc.)
- further education (time management, effective prioritizing).

Support for mixed ability classes

Through its appropriate CEFR-levelling, *Vision* ensures that content is manageable for all students, but there are also opportunities for more confident students to take their learning a step further through the *Extend* exercises in the *Vocabulary booster* pages at the end of the book, and also through the photocopiable materials.

The teaching notes provide differentiated activities, allowing teachers to give students an element of choice, appeal to different types of learners, and provide challenging tasks for more confident students and simplified tasks for less confident students.

Practical approach to vocabulary acquisition

The practical approach to vocabulary acquisition which the course authors have adopted is based on current research about how

vocabulary is best learned (*How Vocabulary is Learned* – Webb & Nation, 2017, OUP). Core vocabulary, wherever possible, is taken from the *Oxford 3000* – a list of the words which have most value to learners. Vocabulary is recycled throughout the course, and activities are included which encourage students to develop different aspects of word knowledge, such as word formation, affixation and collocation. There is a set of Extensive listening practice at the back of the Student's Book allowing students to listen for pleasure, and to notice core vocabulary being recycled in the context of a story.

Support for speaking

Vision places a strong emphasis on developing a range of active communication skills to equip students to respond confidently in different situations.

Throughout the course, and in every lesson, students have varied opportunities for speaking practice. Through regular practice, students get used to responding to new ideas and expressing their opinions on a broad range of topics in English, building confidence and allowing them to articulate what they really want to say.

Speaking is built into each lesson, from the engaging unit openers that activate students' prior knowledge of a topic, to the spoken output tasks that build on what students have learned in the lesson and allow them to personalize and activate it, taking ownership of their learning.

Teachers using *Vision* can take advantage of an important new feature – *Think and share* routines. This is a set of ideas which aim to help support and develop students' critical thinking. The inclusion of *Think and share* routines gives structure and support to regular speaking activities and makes topics more engaging and meaningful for students by developing a culture of thinking in the classroom.

In video and reading presentation lessons, students are given the opportunity to learn and use **Real English** – idiomatic modern phrases, which can help to make their spoken language feel more natural, and sound more fluent.

Dedicated **Speaking Lessons** in each unit also provide structured tasks and practical phrase banks, so that students have a clear framework in which to express their ideas. The speaking lessons are thematically linked to the Life Skills lessons, so that students are working with topics and language that they have recently encountered, and which are directly relevant to their lives. While providing targeted exam practice, the speaking lessons set achievable goals and give students the tools and strategies to achieve them.

Mediation

Vision aims to provide students with the tools they need to become proactive users of English, able to adapt their skills and help others to understand each other. In the modern world, where English is often used as a *lingua franca*, language learners may be called upon to use their skills to facilitate communication between others. The term *Mediation* covers a range of skills including translation, interpretation, summarising and recording, which are invaluable in the real world, and can be actively learned and practised in the classroom.

Through each level, students encounter tasks designed to practise different sub-skills of mediation. For example, considering how something they have heard or read about in English could be communicated in Polish, or vice versa; interpreting and combining information from two sources, to inform someone of the key facts, or analyzing and expressing information contained in charts, maps and diagrams. In level 3, further work helps students to think consciously about what mediation entails: transmitting information without changing its core meaning, or reflecting a personal view. Doing this effectively means that students really have to focus on the meaning of a message and question their own understanding. It pushes them to analyze and decide what is key and what can be paraphrased. It requires them to be disciplined in transmitting someone else's message, without adding or changing information. In learning the skills associated with mediation therefore, students are pushed to develop a deeper understanding of language, how it works, and how we use it to express ourselves.

Use of digital media

Vision is a course for today's teenagers – digital natives with a keen understanding of the possibilities of technology. The use of digital content throughout the course will appeal to teacher and students alike in its variety and flexibility for learning.

The **Classroom Presentation Tool** allows teachers to play and replay any part of the integrated presentation material, directly from the screen, so that all the digital material is available in one place.

Additional listening activities, or pronunciation models are also embedded in the on-screen presentation so that the pace of the lesson can be easily adapted to the needs of the group.

Each unit features one **video presentation** of core material, setting the new language in a real-life scenario, to make it as relevant as possible. The videos and reading presentations also prefigure the next grammar point, so that students see it in context, right from the start.

The two **flipped classroom grammar presentation videos** support the detailed grammar presentation. These are available to students online, as well as in the classroom, so that the content of the lesson can be prepared, taught and reviewed as flexibly as possible. In this way, the traditional approach can be “flipped,” or reversed because students can come to the classroom with a prepared level of understanding, which allows the teacher to build on this study, and make the best use of valuable class time. The animations and explanations provide a relatable context for the new grammar, making it clear and accessible for self-study and later for revision.

Additional **culture videos** extend the cultural content of each unit, and can provide further stimulating practice that can be used when required.

Students can access course video and audio online to facilitate self-study. There is further support via the **Oxford English Vocabulary Trainer app**, so that students with different learning preferences can find the study pattern that suits them.

Preparation for the *Matura* exam

Vision is built on thorough, targeted preparation for the *Matura* exam. The syllabus was developed to reflect up-to-date curriculum requirements, and cover all the topics that the exam board specifies.

Vision thoroughly prepares students for both the Basic and Extended levels of the *Matura* exam. Exam skills are woven through the units to build students' confidence and familiarity with the tasks while allowing them to concentrate on solid language learning. The unit themes have been chosen to prepare students for topics covered in the exam, but also to provide informative content and motivating topics that teenagers will want to discuss and express their opinions about. Targeted exam practice lessons at the end of each unit allow students to really focus on exam technique, and provide tips and strategies for success on the day.

Throughout the course, the approach to exam preparation is gradual and systematic. The amount of *Matura* practice material increases in each level as students get closer to the final exam. *Vision* covers the full curriculum for the Basic *Matura* by the end of level 2. In level 3, units 1–4 are oriented towards the Basic *Matura*, but there is coverage of the Extended *Matura* texts and task types in units 5–8 of this level. Level 4 offers further preparation for Extended *Matura* candidates.

By ensuring that students and teachers are not bombarded with exam practice early on, but rather acquire the skills they need whilst engaging with motivating content, when the time comes to take the *Matura* exam, students will feel thoroughly prepared but still fresh and invigorated.

Overview of course components

Student's Book

The Student's Book contains:

- 8 teaching units
- *Vocabulary booster* pages providing practice of core vocabulary, along with mixed ability activities offering the chance to review and extend the vocabulary

- 8 *Exam practice* pages with appropriately levelled tasks that reflect the format of the questions in the *Matura* exam
- unit *Word lists* with Polish translations and a pronunciation guide
- a section of 8 *Introductory lessons* that teachers can use to revise key structures presented at lower levels
- a section of *Extensive listening* to expose students to longer amounts of audio material, and to engage and motivate them through the suspense of the story
- a *Grammar booster* section with reference tables and extra grammar practice exercises
- student online access to video and audio material

Workbook

The Workbook contains:

- exercises to consolidate and practise the material presented in the Student's Book
- 8 *How to learn vocabulary* pages to help students develop learning strategies and study skills to become more autonomous learners
- student online access to video and Workbook audio material

Student's access card

The Student's access card has codes students can use to access the:

- *Oxford English Vocabulary Trainer* app
- *E-Workbook*

Student's website

From the website, students can access:

- video (presentation videos, culture documentaries, flipped classroom grammar presentations)
- audio material for the Student's Book and Workbook

Classroom presentation tool

Teachers can use the Classroom Presentation Tool to show Student's Book content on screen and teach with it in an interactive way. It can be used either on an interactive whiteboard or on a data projector with a laptop or PC. The Classroom Presentation Tool contains:

- video (presentation dialogues, culture documentaries, flipped classroom grammar presentations)
- interactive activities
- round-up activities
- additional audio material

Teacher's guide

The Teacher's guide contains:

- a tour of a Student's Book unit
- ideas to support teachers with mixed ability classes
- answers to all the Student's Book material overwritten on reduced-size Student's Book pages
- audio and video transcripts
- background cultural information

Class audio CDs

Each set of class audio CDs contains listening material for the Student's Book.

Teacher's Resource Centre

Teachers can use the Teacher's Resource Centre to access:

- tests (progress tests, short tests, cumulative tests, diagnostic tests and placement tests)
- photocopiable support materials
- audio for tests and photocopiable materials
- Workbook answer key
- DVD culture worksheets
- mock *Matura* exams
- *Matura* flashcards
- mediation pack
- literature worksheets
- life skills projects

Lesson 1

Lesson 1 introduces the first topic of the unit and key vocabulary and grammar, through an engaging presentation video featuring British teenagers.

A video still and lead-in questions introduce the topic and prepare students for the video. The open-ended questions develop students' ability to think critically and provide valuable practice opportunities for the Basic Matura speaking exam.

The video dialogue is also available as an audio track on the Class audio CD for classes without access to the video in class.

Students answer a gist question to give them a purpose for watching the video and to check their general understanding.

A short comprehension exercise checks students' understanding of the key elements of the video.

A *Can do* statement sets the learning outcomes for the lesson.

Word Power activities highlight language features related to the vocabulary and encourage students to practise them through a guided discovery approach.

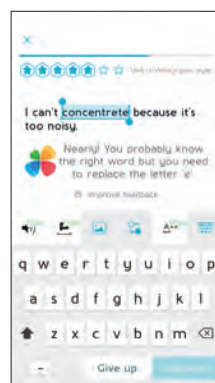
Speech bubbles signpost speaking activities which encourage students to use the new vocabulary in a personalised discussion.

Mediation tasks allow the use of some L1 in situations reflective of real life. The tasks train students to act as intermediaries between people who are unable to understand each other directly.

The Vocabulary booster is signposted.

Real English exercises expose students to authentic, colloquial language from the video.

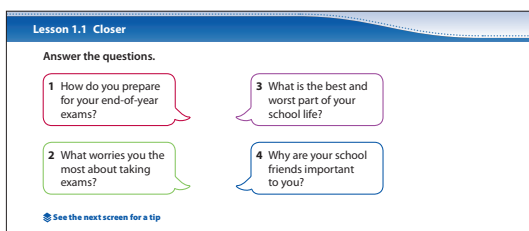
The key vocabulary is presented and practised with the focus on a practical approach to vocabulary acquisition.



The OEVT app provides engaging and gamified practice of core vocabulary with personalised, intelligent feedback.



The Classroom Presentation Tool provides interactive activities for teachers to use in class on an interactive whiteboard to activate the *Real English* expressions.



The Classroom Presentation Tool provides round-up activities for teachers to show in class on an interactive whiteboard.

The *Vocabulary booster* caters to mixed-ability groups and is at the back of the Student's Book. Lower-level students can concentrate on the core set in the *Practise* section, as well as revising vocabulary from the same topic set in the *Review* exercises, whilst higher-level students can challenge themselves by doing the *Extend* exercises.

Review exercises review and practise related topic vocabulary from previous levels.

The new core vocabulary is reinforced through written *Practise* exercises that check students' understanding.

1.1 Vocabulary booster

Computers and technology

1 REVIEW Complete the sentences with the words given. Listen and check. [S]

broadband password Wi-Fi

1 I can't get on the **Wi-Fi** - can you tell me the **password** for the **broadband** router, please?

black unfriend troll

2 If you notice a **troll** on social media, you need to **unfriend** and **block** them immediately.

access social network username

3 To **access** this **social network**, you need an account with a **username** and password.

message online post

4 Think before you **post** a **message** **online** about the party!

folder log in upload

5 I've created a **folder** that you can **upload** your photos to - you'll need this password to **log in** securely.

charge headphones plug in

6 I need to **charge** my **headphones**. Can I **plug** them **in** in the kitchen?

paste search engine type

7 You can **type** the whole web address, or just copy and **paste** it into the **search engine**.

2 In pairs, brainstorm as many computer words as you can remember under the following headings. Compare with another pair. Who has more?

Hardware	Software	Online
download	keyboard	document

3 PRACTISE In pairs, copy and complete the mind map with the words below.

back up files click on icons external hard drive
interact with apps memory stick protect software
touchscreen transfer photos update anti-virus program wireless mouse

4 Replace the words in **bold** in the sentences with words and phrases from Ex 3. [S]

- You can use this special controller to select the little symbols on the screen.
- You need a program to detect and delete malicious files so that you can keep your programs safe.
- It's a good idea to make copies of documents and photos regularly and save them on a separate storage device.
- A small portable storage drive is useful if you want to move lots of images from one device to another.
- Tablets and phones have directly interactive displays that allow you to open and use specific programs with your fingers.

5 Are you a tech guru? Who do you give or ask for advice with computers and technology? Give examples.

6 MATCH Match the words for describing mobile phones and tablets to their definitions. Listen and check. [S]

battery life camera quality internal storage overall dimensions processing speed screen clarity

- The size and weight of the phone.
- The space that is available for saving files and photos.
- How long you can use your device before you have to charge it again.
- How good a device is at taking photos.
- How fast a computer can respond to instructions, open apps and update programs, etc.
- How clearly the pictures and text can be seen on the screen of a device.

	Phone A	Phone B	Phone C
Overall dimensions	70 x 150mm	65 x 145mm	80 x 160mm
Battery life	150g	140g	180g
Screen clarity	22 hours	26 hours	18 hours
Internal storage	****	***	****
Camera quality	****	***	****

7 Discuss these options and choose the best phone for each of the people below. Explain your reasons.

1 'I need a phone for work. I need to access documents and reply to emails on the go.'

2 'I hardly ever use my phone for calls. I like to take photos and upload them to my social media accounts. I also watch my favourite vloggers.'

3 'I am on my phone all the time. It's never out of my hands - I am texting and facetimeing my friends wherever I am.'

Extend exercises introduce a set of above-level vocabulary to challenge higher-level students and extend the core vocabulary set.

Speech bubbles signpost speaking activities using the new vocabulary.

1 Making ideas happen

1 **Getting online**

1 Watch the video and think about the ideas you can generate from the video. [S]

2 Think about the ideas you can generate from the video. [S]

3 Think about the ideas you can generate from the video. [S]

4 Think about the ideas you can generate from the video. [S]

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1 Making ideas happen

1 **Getting online**

1 Watch the video and think about the ideas you can generate from the video. [S]

2 Think about the ideas you can generate from the video. [S]

3 Think about the ideas you can generate from the video. [S]

4 Think about the ideas you can generate from the video. [S]

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99 Think about the ideas you can generate from the video. [S]

100 Think about the ideas you can generate from the video. [S]

The Teacher's Guide provides at-a-glance guidance for each lesson, with warm-up activities and procedural notes. Additional support includes ideas for differentiation, optional activities, and suggestions for catering for mixed-ability classes.

The Workbook provides consolidation and practice of what the students have learned in class and encourages autonomous learning.

Lesson 2

Lesson 2 introduces the first grammar structure of the unit, through sentences extracted from the video dialogue in Lesson 1.

The flipped classroom grammar presentation videos support the detailed grammar presentation. Students can come to the classroom with a prepared level of understanding, which allows the teacher to build on this study, and make the best use of valuable class time. The animations and explanations provide a relatable context for the new grammar, making it clear and accessible for self-study and later for revision.

A grammar presentation box focuses on the meaning and usage of the key grammar structure. The exercises encourage students to notice and work out for themselves the grammar form and rules.

Students practise manipulating the form of the grammar structure.

A *Can do* statement sets the learning outcomes for the lesson.

I can use *to + verb* and *for + verb + -ing* correctly. 1.2

Grammar

Expressing purpose and function: *to + verb*, *for + verb + -ing*

1 Remember the video? Look at the sentences and complete the rules.

It's a thing for transferring files and photos.
I use it to back up all my files.
It's for connecting to my wireless mouse.
You use it to improve the sound.

- Aby określić przeznaczenie przedmiotu – do czego on służy – stosujemy konstrukcję:
1. **It's for** + verb + -ing + object.
Uwaga! Przyimek *for* stosujemy przeważnie wtedy, gdy mówimy o *czynności* / rzeczy.
- Aby wyjaśnić, dlaczego coś robimy, stosujemy konstrukcję:
2. **We use it to** + verb + object.
Uwaga! Przyimek *to* stosujemy przeważnie wtedy, gdy mówimy o *czynności* / rzeczy.

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2 Complete the sentences with *for* or *to*. Write the things being described.

- 1 A location in a computer _____ **for** keeping documents together.
- 2 You use this _____ **to** help you go to a website address or a file location quickly.
- 3 A device you plug into a computer _____ **to** listen to music.
- 4 A device outside a computer used _____ **for** storing data.
- 5 A gadget you use _____ **to** save and transfer files.

3 Complete the sentences with the verb in brackets using *to + verb* or *for + verb + -ing*.

- 1 I copied my essay onto a memory stick _____ (print out) at school.
- 2 Some people join social networking sites _____ (stay in contact) with friends abroad.
- 3 A search engine is _____ (find) information and documents on the internet.
- 4 I did a course _____ (learn) more about computer programming.
- 5 Skype is a service _____ (make) free video calls.
- 6 I switched the computer on _____ (send) an email.
- 7 A: What's this button for?
B: It's _____ (turn on) the Wi-Fi.
- 8 We got up early yesterday _____ (watch) the match on the internet.

need / need to
Czasownik *need* stosujemy, gdy potrzebujemy posiadania czegoś. Jest dla nas istotna lub naprawdę ważna.
I need a date stick to transfer files.
Zwrot *need to* stosujemy, gdy jakiś czynnik jest niezbędny.
You need to enter your password to access the website.

4 Read the rules and write sentences using *need / need to*.

- 1 enter the network key / connect / Wi-Fi
You need to enter the network key to connect to the web.
- 2 a username / identify yourself / on the site
- 3 a password / unlock / this laptop
- 4 reset your password / every three months
- 5 connect to the scanner / save / the document

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5 Listen and match the descriptions 1–4 to the objects A–D.

6 THINK AND SHARE Write definitions for the objects in Ex 5 with *to + verb*, or with *for + verb + -ing*.

7 MEDIATION Imagine you are in a computer shop in the UK with your family. Your mum wants to buy a device, but you can't remember what it's called. Choose a device from the box and make sentences with *for* and *to* to explain what you need.

anti-virus program external hard drive laptop case
memory stick mobile phone charger music software
screen protector touch screen USB cable
wireless mouse

It's a small device for storing data.
You can use it to transfer data from one device to another.

Nauka i technika 13

The Grammar booster is signposted.

Consolidation of the grammar is usually provided through a listening exercise.

Think and share critical thinking routines encourage active reasoning and explanation, with the opportunity for students to think about their ideas before sharing them with a partner.

Mediation tasks allow the use of some L1 in situations reflective of real life. The tasks train students to act as intermediaries between people who are unable to understand each other directly. Here students have an opportunity for communicative practice of the new grammar structure whilst reviewing the vocabulary from Lesson 1.



The Classroom Presentation Tool provides interactive activities for teachers to use in class on an interactive whiteboard or a data projector with a laptop or PC.

The *Grammar booster*, with more detailed grammar explanations, more examples and further practice, is at the back of the Student's Book. This is an important in-class and outside-class resource for students.

The translated grammar explanations make English grammar accessible to students of all levels.

Exercises

1 Answer the questions in full sentences. Use **to + a phrase from below**.

communicate with other people / relax
see more clearly / get good qualifications
clean my teeth / be healthy

- Why do you use a toothbrush?
- I use a toothbrush.
- Why do we use phones?
- Why do people do exercise?
- Why do students go to university?
- Why do some people listen to music?
- Why do some people wear glasses?

2 Write about the function of these things. Use **be and for + verb + -ing**.

- A knife / a thing / cut food
- A camera / a gadget / take photos
- A key / a thing / lock doors
- A hoover / a machine / clean floors
- A brush / a thing / tidy your hair
- A towel / a thing / dry your hands

1.6 Present perfect and past simple contrast:
Can present perfect stowujemy, gdy mówimy o czynnościach, zakończonych w określonym momencie lub okresie czasu w przeszłości.
We won the match yesterday.
Can present perfect stowujemy, gdy mówimy o czynnościach lub wydarzeniach, których nie wiemy, kiedy dokładnie zostały lub miały miejsce.
We've won a lot of matches.

Grammar booster

Exercises

1 Rewrite these present perfect sentences, inserting the adverb in brackets in the correct place.

- I haven't found my bag. (still)
- Has Ben arrived? (yet)

2 W czasie present perfect często stosujemy określenia, wyrażające, kiedy coś się wydarzyło.

We had a science exam last Friday. I called my parents ten minutes ago.

3 W czasie present perfect określenia czasu nie jest niezbędne, ponieważ, kiedy coś się wydarzyło, nie jest istotne.

I've been to three different countries.

4 W czasie present perfect możemy stosować ogólne wyrażenia dotyczące czasu, na przykład recently, before czy in my life.

We've had a lot of homework recently. I've eaten sushi twice in my life.

5 W czasie present perfect często stosujemy *ever*, aby rozpoznać, rozmowę o własnych doświadczeniach. Jeśli jednak będziemy dopływać o szczególne lub podawać szczegóły swoich przeżyć, powinniśmy zastosować czas past simple.

Have you ever visited your cousins in Canada?
Yes, I have. I went to Canada with my parents last summer.

Present perfect with already, just, still and yet
Gdy mówimy o niedawnych wydarzeniach, stosujemy w czasie present perfect określenia *already*, *just*, *still* oraz *yet*.
Gdy chcemy powiedzieć, że coś dopiero co się wydarzyło, stosujemy *just*.
I've just finished dinner.
Jeśli coś wydarzyło się wcześniej, niż się spodziewaliśmy, stosujemy *already*.
Where's Dad? Has he already left?
Yes, he's already gone.
Jeśli spodziewamy się, że coś wydarzy się w przyszłości, stosujemy *yet*.
Have you tidied your room yet?
No, I haven't done it yet.
Gdy wiemy, że coś powinno się zakończyć wcześniej, stosujemy *yet*.
It's ten o'clock and I still haven't finished my homework.
Przyłówek *just* oraz *already* w zdaniach oznajmujących stawiamy między *have / has* a imiesłowem czasu przeszłego.
I've just / already done the washing up.
Przyłówek *still* w przeczeniach stawiamy po *haven't / hasn't*.
I still haven't done the washing up.
Przyłówek *yet* stawiamy na końcu przeczenia i pytania.
I haven't done the washing up yet.
Have you done the washing up yet?

4 Complete the paragraph with the present perfect or past simple form of the verbs in brackets.

My cousin is an engineering student at a university in London. He ¹ (be) there for a year. He ² (want) to be an engineer since we ³ (be) little. In those days he always ⁴ (like) building things. He's particularly interested in transport. Last year he ⁵ (do) a special project on car design. He ⁶ (design) and ⁷ (build) a model car as part of his project. He ⁸ (still / not decide) where he wants to work, but he ⁹ (just / finish) some work experience at a factory. He ¹⁰ (work) there all summer.

2.2 used to
Konstrukcję *used to* stosujemy, gdy mówimy o czynnościach w przeszłości wykonywanych regularnie, ale obecnie już nie wykonywanych.
I used to ride this bike every day, but I don't ride it now.
Konstrukcję *used to* stosujemy również, gdy mówimy o starych, które miały miejsce w przeszłości, ale obecnie już nie mają.
Did you use to have short hair?
No, I didn't. I used to have long hair when I was younger.

Use
Nie stosujemy *used to*, gdy czynność była jednorazowa.
One day, I rode my bike to the beach.
(NE One day, I used to ride my bike to the beach.)

answer:
Zdania oznajmujące tworzymy według wzoru: podmiot + *used to* + czasownik.
Friends:

Podmiot	used to	czasownik
I / You / He / She / It / We / They	used to	listen to pop music all the time.

Przeczenia tworzymy według wzoru: podmiot + *didn't use to* + czasownik.
Przeczenia i:

Podmiot	didn't use to	czasownik
I / You / He / She / It / We / They	didn't use to	live in this house.

Pytania tworzymy według wzoru: (zaimki pytające) + *did* + podmiot + *use to* + czasownik.
Pytania FT:

Where	did	I / you / he / she / it / we / they	use to	watch	on TV?
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116 Ułóż to zachowując ide tak, jak czasownik regularny w czasie past simple. W zdaniach oznajmujących występuje forma *used to*, a w przeczeniach i pytaniach *did / didn't use to*.

Additional practice of the grammar is provided through a variety of task types.

Learn use to + verb and for + verb, stay connected 1.2

Grammar

Expressing purpose and functions
to + verb, for + verb + -ing

1 Write words in the correct order.

1. please / looking / this / to / get / the / lights
This please is good for getting lights.
2. for / handwriting / this / has / the / it
This please is good for handwriting.
3. powered / this / house / for / the / best / access
This please is good for the best access.
4. want / to / use / to / for / the / best / access
This please is good for the best access.
5. washing / machine / connection / with / good
This please is good for the best access.
6. soap / clean / for / the / water / for / the / best / access
This please is good for the best access.
7. do / the / right / for / the / water / for / the / best / access
This please is good for the best access.
8. keep / it / clean / for / the / water / for / the / best / access
This please is good for the best access.
9. with / hand / for / the / water / for / the / best / access
This please is good for the best access.
10. for / the / water / for / the / water / for / the / best / access
This please is good for the best access.

2 Write the sentences in the correct order.

1. The water is for the best access.
2. The water is for the best access.
3. The water is for the best access.
4. The water is for the best access.
5. The water is for the best access.
6. The water is for the best access.
7. The water is for the best access.
8. The water is for the best access.
9. The water is for the best access.
10. The water is for the best access.

3 Complete the sentences with the correct form of the verb in brackets.

1. I want to use to for the best access.
2. I want to use to for the best access.
3. I want to use to for the best access.
4. I want to use to for the best access.
5. I want to use to for the best access.
6. I want to use to for the best access.
7. I want to use to for the best access.
8. I want to use to for the best access.
9. I want to use to for the best access.
10. I want to use to for the best access.

4 Write the words in brackets.

1. I want to use to for the best access.
2. I want to use to for the best access.
3. I want to use to for the best access.
4. I want to use to for the best access.
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8. I want to use to for the best access.
9. I want to use to for the best access.
10. I want to use to for the best access.

5 Read the sentences and give suitable advice using need / needn't.

1. I want to use to for the best access.
2. I want to use to for the best access.
3. I want to use to for the best access.
4. I want to use to for the best access.
5. I want to use to for the best access.
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10. I want to use to for the best access.

Lesson 3

Lesson 3 introduces a useful life skill to help students prepare for life beyond the English classroom, and provides an interesting context in which to practise English.

Lead-in speaking exercises encourage students to start thinking about the life skill topic. The open-ended questions develop students' ability to think critically and provide valuable practice opportunities for the Basic Matura speaking exam.

Listening or reading texts present the life skill topic in different ways to give further ideas for students to consider.

A *Can do* statement sets the learning outcomes for the lesson.

Think and share critical thinking routines encourage students to make connections between new ideas and their own knowledge, and to identify in what ways their thinking has been broadened by what they have learned.

Students focus on the vocabulary they will need when developing the life skill or talking about it.

Word Power exercises highlight features of word formation from the vocabulary in the lesson and encourage students to notice, recognise and practise it in a guided discovery approach.

A short written or oral *Round up* exercise consolidates students' understanding of the life skill presented, and helps them to think about its relevance to their own lives.

Think and share critical thinking routines encourage students to make connections between new ideas and their own knowledge, and to identify in what ways their thinking has been broadened by what they have learned.



The Classroom Presentation Tool provides interactive activities for teachers to use in class on an interactive whiteboard to practise core vocabulary.

1.3 I can evaluate and improve how I identify fake news.

Life skills: Analysing online news

1 In pairs. Look at the online news stories. Answer the questions.

- Which of these stories would you click on? Why?
- Do you think any of them are real?
- What is fake news? How can you identify it?

2 Read the blog about online news stories. What are the five kinds of news story it identifies?

3 Read the blog again and answer the questions. [S]

- What does the blog want you to do before you share a story online? Why?
- Why are misleading stories harder to define as fake news?
- What are the writers of many fake news stories trying to do?
- Why is a hate hoax the worst kind of fake news?
- Why do people create clickbait stories?

4 **THINK AND SHARE** In pairs. Look at the headlines in Ex 1. What kind of news stories do you think they are?

5 **VOCABULARY** In pairs. Check the meaning of the words in bold and use them to complete the table. Listen and repeat. [S]

Word	Meaning	Example
clickbait		
fake news		
hate hoax		

WORD POWER (Interpret neologisms)

6 Find the internet neologisms below in the blog and explain them in your own words. Can you think of any more examples?

clickbait fake news go viral hate hoax

7 **LISTEN** Listen to a podcast about how to recognise fake news. Complete the advice. [S]

- Check the **website** ... make sure the spelling and the ending are correct.
- Look at the **advertisers** ... Low quality **ads** ... can mean low quality news!
- Check other sources. Is it in the **national** or **local** news?
- Check the **key facts** ... The places and the people should exist!
- Look at the **photos** ... Do they really support the story? You can do an image search to check locations.
- Type** ... keywords and 'hoax' into a fact-checking website.

8 **DISCUSS** Answer the questions.

- What have you learned about identifying fake news?
- Will it change the kinds of stories you believe or share online?
- Why is it important to fact-check all kinds of stories?

9 **THINK AND SHARE** In groups. Find and present a story that you think is fake news. Explain what it's about, what its purpose is, and why you think it's fake.

1.3 I can use strategies to identify fake news.

Life skills: Analysing online news

1 Answer the questions in your notebooks.

- What is a hoax?
- Why are people worried about fake news?
- How does fake news spread online?

2 **DISCUSS** Read the text about fake news. What are the five kinds of fake news it identifies? Write a definition of each one.

3 **DISCUSS** You will have a conversation between a teacher and a student about fake news. Use the sentences that are useful.

4 **DISCUSS** Choose the correct alternative.

5 **DISCUSS** Complete each pair of sentences with one word. Choose the correct answer: A or B.

6 **THINK AND SHARE** In pairs. Look at the headlines in Ex 1. What kind of news stories do you think they are?

7 **THINK AND SHARE** In groups. Find and present a story that you think is fake news. Explain what it's about, what its purpose is, and why you think it's fake.

Lesson 4 is a skills lesson designed to develop students' confidence and fluency in speaking. Students are guided to ensure that they know what to say and how to say it, whilst building on the life skills lesson through oral exam type tasks.

A *Can do* statement sets the learning outcomes for the lesson.

The photos provide the springboard for the topic.

Listening tasks give students the opportunity to hear language in context in preparation for the speaking activities.

Students build on the *Phrasebook* phrases activating prior knowledge.

Photo description tasks provide valuable practice opportunities for the Matura speaking exam.

Interesting and engaging photos stimulate discussion.

The *Phrasebook* gives students functional phrases to use in the speaking activities.

Guided conversation or role-play provides students with the opportunity to express their opinions related to the photos and topics, and to use the expressions in an exam-style task.

I can use a photo and a situation for a prompt for discussion. 1.4

Speaking

Photo description

- Look at the photos. What can you see? Then read the news headlines and match them to the photos.

1 ANGRY STUDENTS THREATEN MORE VIOLENCE!

They just don't want to do exams!

2 THE ENGINEERS WERE STUDENTS!

3 FINANCIAL PANIC AS BANKS RUN OUT OF MONEY!

- Is there anything about the photos and headlines that makes you suspicious?
- 1.136** Listen to a student describing one of the photos and answer the questions.
 - Which photo is the student describing?
 - Can you add any details to the description of the scene?
 - Do you agree with their interpretation? Why / Why not?
- 1.136** Read the *Phrasebook*. Listen again and tick the phrases that you hear.

Language of Interpretation

It looks to me as if... Perhaps it's / they're... It could be... I wonder if it's... You can't really see... (...) makes me think... (...) suggests to me that... This looks like a (political protest) to me. All the people look quite angry / bored / busy.
- In pairs. Look at the 'news' stories again and think critically. Are they real?
- Now read the true context of the photos. How does the combination of the photos and headlines mislead the reader?
 - The students were peacefully protesting. The protest is real, but the reason and the violence are not. (Misleading news - blaming students)
 - There is no financial panic. These people are actually waiting to meet their favourite author. (Fake news - trying to scare people)
 - The photo shows a bridge being built, not collapsing. The engineers were not students. (Hate hoax - against young people)
- In pairs. Choose a photo and plan a description of it using phrases from the *Phrasebook*.

Guided conversation

- Do any of your friends ever share Take news stories online? What is your reaction?
- 1.137** Read the task and then listen to a student doing the task.
 - Do you find their arguments convincing? Why?
 - Do you think they handle the situation well?

Your friend has shared a story on a social network. You have checked it out and it's fake news. Tell them why you think so.

 - the clues that made you doubt it
 - ask what your friend has done to verify it
 - your interpretation of what it shows
 - your advice before sharing stories like this
- In pairs. Read the *Phrasebook*. Agree a Polish translation for each expression.

Phrasebook

Acknowledging what someone has said
I can agree with that.
That's a fair point.
Maybe you're right.
Well, now that you mention it...
Questioning what someone has said
I'm not sure that's really true.
Don't you think there might be another explanation?
That just doesn't sound very likely to me.
Have you checked the facts on another site?
Did you research the background of the story?
- In pairs. Choose photo A or B and a role below and make notes.

Student A: You shared this story. Think of reasons why you might believe it.

Student B: You think the story is fake. Think of ways to convince your friend it's a hoax.
- In pairs. Do the task in Ex 9. Use your ideas from Ex 11 and phrases from the *Phrasebook*. Then swap roles.

Kultura i literatura • Język polski • Fajne rzeczy i zaskakujące • Mówienie Opis i interpretacja • Rozumienie z odgrywanymi rolami

I can use a photo and a situation for a prompt for discussion. 1.4

Speaking

Photo description

- What is happening in the photo? Complete the sentences using the language of interpretation phrases.
 - It looks to me as if it's a student protest.
 - Perhaps there's...
 - This looks like a...
 - ...
 - ...
 - ...
- Read the words to make sentences which acknowledge what someone has said.
 - I agree with that.
 - That's a fair point.
 - Maybe you're right.
 - Well, now that you mention it...
 - I'm not sure that's really true.
 - Don't you think there might be another explanation?
 - That just doesn't sound very likely to me.
 - Have you checked the facts on another site?
 - Did you research the background of the story?
- Read and listen to a student doing the task.
 - Do you find their arguments convincing? Why?
 - Do you think they handle the situation well?

Your friend has shared a story on a social network. You have checked it out and it's fake news. Tell them why you think so.

 - the clues that made you doubt it
 - ask what your friend has done to verify it
 - your interpretation of what it shows
 - your advice before sharing stories like this
- In pairs. Choose photo A or B and a role below and make notes.

Student A: You shared this story. Think of reasons why you might believe it.

Student B: You think the story is fake. Think of ways to convince your friend it's a hoax.
- In pairs. Do the task in Ex 9. Use your ideas from Ex 11 and phrases from the *Phrasebook*. Then swap roles.

Guided conversation

- Do any of your friends ever share Take news stories online? What is your reaction?
- 1.137** Read the task and then listen to a student doing the task.
 - Do you find their arguments convincing? Why?
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Your friend has shared a story on a social network. You have checked it out and it's fake news. Tell them why you think so.

 - the clues that made you doubt it
 - ask what your friend has done to verify it
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Did you research the background of the story?
- In pairs. Choose photo A or B and a role below and make notes.

Student A: You shared this story. Think of reasons why you might believe it.

Student B: You think the story is fake. Think of ways to convince your friend it's a hoax.
- In pairs. Do the task in Ex 9. Use your ideas from Ex 11 and phrases from the *Phrasebook*. Then swap roles.

Lesson 5

Lesson 5 introduces the second topic of the unit and key vocabulary and grammar, through a reading presentation text.

Lead-in questions introduce the topic and prepare students for the reading text. The open-ended questions develop students' ability to think critically and provide valuable practice opportunities for the Matura speaking exam.

Students can listen to the reading text to answer a gist question.

A short exercise checks comprehension of the text.

Word Power exercises highlight features of word formation from the vocabulary in the lesson and encourage students to notice, recognise and practise it in a guided discovery approach.

A *Can do* statement sets the learning outcomes for the lesson.

The key vocabulary is presented and practised with the focus on a practical approach to vocabulary acquisition.

Think and share
critical thinking
routines encourage
active reasoning and
explanation, with the
opportunity for students
to think about their ideas
and share them with a
partner.

1.5

I can talk about ideas and inventions.

Bright ideas for a better world

- 1 What does it take to be an inventor? What qualities do you need?
- 2 **40-130** Read and listen to the profile. What qualities does he have? How did his story go viral?

A CURIOUS MIND CAN TRAVEL FAR

An inventor needs curiosity, a good idea and some luck. Kelvin Doe grew up in Freetown, Sierra Leone – a city of frequent power cuts, where you had to make your own luck – and even your own power. But for a curious child, there were opportunities. Kelvin **noticed** that people *throw away broken electric devices* and he began to **wonder** how they worked. Aged ten, he started to collect discarded gadgets and **figure out** how to fix them. Soon he started to mix and match spare parts. Aged thirteen, he built a battery and a generator. At fifteen, Kelvin, or 'DJ Focus', made a radio transmitter and used it to start his own radio station to give young people in his community a place to discuss things and learn.

A researcher from an American university heard about Kelvin's ability and invited him to take part in a science summer camp in FreeTown. He **entered** a competition, and his project – a generator built of scrap metal – was the winner. As a result, in 2012 he was invited to spend time in the USA, **participating** in research projects and **leading** workshops on some of his own inventions. After a TV appearance, his story went viral.

Since 2012 Kelvin has **spoken** at international conferences and **given** lectures to engineering students. He has met world leaders to discuss the problems facing young people in Africa. He has chosen to **focus** on developing a range of products that use solar power for everyday devices. He has become one of the most respected young inventors in Africa.

- 3 Read the profile again and answer the questions.
 - 1 What did Kelvin do when he was ten?
 - 2 What did he make when he was thirteen?
 - 3 Why did he need a radio transmitter?
 - 4 What opportunities was he offered as a result?
 - 5 How has Kelvin shared his ideas?

WORD POWER Suffixes

- 4 Which two words can you find in the profile? Complete the rule. [S]

able – ability creative – creativity
curious – curiosity generous – generosity

The suffix -ity is used to turn **adjectives** into abstract **nouns**.

- 5 Use one word from each pair to complete the sentences. [S]

- 1 Kelvin was **able** to make new devices from parts that he found.
- 2 Kelvin's **creativity** is obvious in the many imaginative things he has developed.
- 3 Kelvin was **curious** about how things work.
- 4 Thanks to his **generosity** of sponsors, Kelvin was able to travel to the USA.

- 6 **VOCABULARY** **40-130** Find the verbs below in the profile. Then match 1-9 to A-I to make sharing and developing ideas collocations. Listen and repeat. [S]

1 notice	A how to do sth
2 wonder	B in a project or event
3 figure out	C a conference
4 enter	D how sth works
5 participate	E a workshop
6 lead	F that sth happens
7 speak at	G a range of products
8 give	H a lecture
9 focus on	I a competition

- 7 Complete the questions with the verbs in Ex 6. [S]

- 1 Have you ever **wondered** how something works? What was it? How can you find out?
- 2 Would you like to **participate** in a scientific research project? Why / Why not?
- 3 Give an example of something you **figured out** how to do by yourself. Was it difficult?
- 4 How would you feel if you had to **speak at** a conference? Why?
- 5 Have you ever heard someone **give** a lecture? What was the subject?
- 6 If you were an inventor, what area would you **focus** on? Why?

- 8 **THINK AND SHARE** In pairs. Ask and answer the questions in Ex 7.

- 9 **VOCABULARY BOOSTER** Now practise **developing** and **sharing** ideas vocabulary on page 100.

16

Nauka i tehnika • Моделите Бразилски изобретачи

Vocabulary booster

10

Developing and sharing ideas

1 Listening **1a** Complete the sentences with the correct form of the words in brackets. Listen and check.

- 1 This was an award for her **dedication** to the cause. (dedicate)
- 2 I'm trying to **eliminate** the new French restaurant. (eliminate)
- 3 I'm trying to **eradicate** a cheap, chain electronic store. (eradicate)
- 4 The **elimination** of stable balances is no important. (eliminate)
- 5 This would **eradicate** the threat. (eradicate)
- 6 This is a factory where **elimination** takes place. (eliminate)
- 7 Any **eradication** is more determined. (eradicate)
- 8 This is a popular because in cheap.

- 9 We **eradicate** all the trees in our local shopping, because it is really important to do.
- 10 I agree to a **eradication** of all things including plants. (eradicate)
- 11 The **eradication** of the results to help people are very much.
- 12 The **eradication** showed that people are very much.
- 13 We want to **eradicate** this people to improve things. (eradicate)
- 14 The **eradication** of all things in the world. (eradicate)
- 15 A good **eradication** can help to improve things. (eradicate)
- 16 We need a radical **eradication** to the world. (eradicate)

2 **2a** **2b** Think of three successful products. Why do you think these products are successful? Use the words in 1.

- 1 **1a** Think of three very good products. Why do you think these products are successful? Use the words in 1.
- 2 **1b** Think of three very good products. Why do you think these products are successful? Use the words in 1.

- 3 **1c** Think of three very good products. Why do you think these products are successful? Use the words in 1.
- 4 **1d** Think of three very good products. Why do you think these products are successful? Use the words in 1.

- 5 **1e** Think of three very good products. Why do you think these products are successful? Use the words in 1.
- 6 **1f** Think of three very good products. Why do you think these products are successful? Use the words in 1.

- 7 **1g** Think of three very good products. Why do you think these products are successful? Use the words in 1.
- 8 **1h** Think of three very good products. Why do you think these products are successful? Use the words in 1.

- 9 **1i** Think of three very good products. Why do you think these products are successful? Use the words in 1.
- 10 **1j** Think of three very good products. Why do you think these products are successful? Use the words in 1.

- 11 **1k** Think of three very good products. Why do you think these products are successful? Use the words in 1.
- 12 **1l** Think of three very good products. Why do you think these products are successful? Use the words in 1.

- 13 **1m** Think of three very good products. Why do you think these products are successful? Use the words in 1.
- 14 **1n** Think of three very good products. Why do you think these products are successful? Use the words in 1.

- 15 **1o** Think of three very good products. Why do you think these products are successful? Use the words in 1.
- 16 **1p** Think of three very good products. Why do you think these products are successful? Use the words in 1.

- 17 **1q** Think of three very good products. Why do you think these products are successful? Use the words in 1.
- 18 **1r** Think of three very good products. Why do you think these products are successful? Use the words in 1.

- 19 **1s** Think of three very good products. Why do you think these products are successful? Use the words in 1.
- 20 **1t** Think of three very good products. Why do you think these products are successful? Use the words in 1.

- 21 **1u** Think of three very good products. Why do you think these products are successful? Use the words in 1.
- 22 **1v** Think of three very good products. Why do you think these products are successful? Use the words in 1.

- 23 **1w** Think of three very good products. Why do you think these products are successful? Use the words in 1.
- 24 **1x** Think of three very good products. Why do you think these products are successful? Use the words in 1.

- 25 **1y** Think of three very good products. Why do you think these products are successful? Use the words in 1.
- 26 **1z** Think of three very good products. Why do you think these products are successful? Use the words in 1.

Writing a letter to a friend

2 Writing Write a letter to a friend about the products you have chosen. Use the words in 1.

3 **3a** **3b** **3c** **3d** **3e** **3f** **3g** **3h** **3i** **3j** **3k** **3l** **3m** **3n** **3o** **3p** **3q** **3r** **3s** **3t** **3u** **3v** **3w** **3x** **3y** **3z**

4 **4a** **4b** **4c** **4d** **4e** **4f** **4g** **4h** **4i** **4j** **4k** **4l** **4m** **4n** **4o** **4p** **4q** **4r** **4s** **4t** **4u** **4v** **4w** **4x** **4y** **4z**

5 **5a** **5b** **5c** **5d** **5e** **5f** **5g** **5h** **5i** **5j** **5k** **5l** **5m** **5n** **5o** **5p** **5q** **5r** **5s** **5t** **5u** **5v** **5w** **5x** **5y** **5z**

6 **6a** **6b** **6c** **6d** **6e** **6f** **6g** **6h** **6i** **6j** **6k** **6l** **6m** **6n** **6o** **6p** **6q** **6r** **6s** **6t** **6u** **6v** **6w** **6x** **6y** **6z**

7 **7a** **7b** **7c** **7d** **7e** **7f** **7g** **7h** **7i** **7j** **7k** **7l** **7m** **7n** **7o** **7p** **7q** **7r** **7s** **7t** **7u** **7v** **7w** **7x** **7y** **7z**

8 **8a** **8b** **8c** **8d** **8e** **8f** **8g** **8h** **8i** **8j** **8k** **8l** **8m** **8n** **8o** **8p** **8q** **8r** **8s** **8t** **8u** **8v** **8w** **8x** **8y** **8z**

9 **9a** **9b** **9c** **9d** **9e** **9f** **9g** **9h** **9i** **9j** **9k** **9l** **9m** **9n** **9o** **9p** **9q** **9r**

Lesson 1.5 Closer

Answer the questions.

- 1 Describe the photo. Why do you think the people are happy?
- 2 What do you spend your money on the most? Why?
- 3 How different are the clothes they wear now from those you wore 5 years ago?



See the next screen for a tip and an example answer

The Classroom Presentation Tool provides closer activities for teachers to show in class on an interactive whiteboard.

[illegible]

Lesson 6 introduces the second grammar structure of the unit, through sentences extracted from the reading text in Lesson 5.

A grammar presentation box focuses on the meaning and usage of the key grammar structure. The exercises encourage students to notice and work out for themselves the grammar form and rules.

A *Can do* statement sets the learning outcomes for the lesson.

The flipped classroom grammar video offers additional, optional support for the lesson.

Students check their understanding of the grammar through concept checking exercises.

Consolidation of the grammar is usually provided through a listening exercise.

Think and share critical thinking routines encourage students to make connections between new ideas and their own knowledge, and to identify in what ways their thinking has been broadened by what they have learned.

Grammar

Present perfect and past simple contrast

1 Read and complete the sentences from the article on page 16. *IS*

1 Kelvin Doe *lives* in Freetown, Sierra Leone.

2 Kelvin *threw away* broken electric devices.

3 Aged thirteen, he *used* a battery and a generator.

4 Since 2012, Kelvin *has attended* at international conferences.

5 He *is* world leaders.

6 He *is* one of the most respected young inventors in Africa.

2 Complete the rules with past simple or present perfect. *IS*

Stosujemy *IS*:

- gdy mówimy o czynności zakończonych
- w określonym momencie w przeszłości
- z określeniami czasu takimi jak *last year* czy *this morning*

Stosujemy *IS*:

- gdy mówimy o wydarzeniach, które rozpoczęły się w przeszłości i wciąż trwają
- z wyrażeniami *just*, *already* oraz *yet*, aby pokazać związek z teraźniejszością
- z przyłówkami *ever* oraz *never*, gdy mówimy lub pytamy o przeszłe doświadczenia, ale nie określamy ich czasu
- z wyrażeniami *for* oraz *since*, gdy mówimy o tym, jak długo lub od kiedy coś trwało

3 Read the rule and complete the sentences. *IS*

Capito razem z czasem *past simple* stosujemy czas *present perfect*. Wówczas za pomocą czasu *present perfect* wprowadzamy jakieś wydarzenie lub pytamy o nie, a za pomocą czasu *past simple* odpowiadamy lub podajemy szczegóły.

1 *Has* (James / just / get a place) on a green energy programme at the university. He (start) there last week.

2 *Do* (you / ever / ride) an electric motorbike? Yes, I have. My uncle (buy) one in 2015.

4 Read the sentences. Is the second statement true or false? *IS*

1 James has bought an electric motorbike. He has got an electric motorbike now. *T*

2 He went to the shop to get it yesterday afternoon. James is still at the shop. *F*

3 He has just taken his motorbike out for a test-drive. He is riding his bike now. *T*

4 He's already uploaded some photos to social media. The photos are on the internet now. *T*

5 He did a live review on his eco-living vlog this morning. James is live online now. *F*

6 Hundreds of people logged on to watch him at 10 o'clock. The viewers are watching the live stream now. *F*

5 *LISTEN* Listen to a radio show about Emily Cummins, a young inventor. What two inventions do they talk about?

6 Translate these questions. Use the present perfect or the past simple. *IS*

1 How long has Emily been interested in engineering?

2 How long has Emily focused on products to help people?

3 When did she enter a design competition?

4 Where did she test her fridge design?

5 How long have people used the fridge?

6 What has Emily done since leaving university?

7 *LISTEN* Listen again and answer the questions in Ex 6 using the past simple or present perfect.

8 *THINK AND SHARE* In pairs. Ask and answer the questions. Give more information using the past simple.

Have you or has anyone you know ever ...

- entered a competition?
- won a prize?
- made something from recycled materials?
- minded something?
- invented something?

GRAMMAR BOOSTER # 120

or past simple form of the verbs in brackets. *IS*

My cousin is an engineering student at a university in London, and ... that there is a great idea ... (invent) to be an engineer since ... (start) in those days he ... (be) building things that ... (be) particularly interested in transport. Last year he ... (do) a special project on car design ... (design) and ... (build) a model car as part of his project. He ... (not / decide) where he wants to work, but he ... (just / find) some work experience at a factory. He ... (work) there all summer.

2.2 used to

Kiedyś coś to robiliśmy, gdy mówimy o czynnościach, które w przeszłości wykonywaliśmy regularnie, ale obecnie już nie wykonujemy.

I used to ride my bike every day, but I don't ride it now.

Kiedyś coś to robiliśmy, gdy mówimy o stanach, które miały miejsce w przeszłości, ale obecnie już nie mają miejsca.

Did you use to have short hair?

No, I didn't. I used to have long hair when I was younger.

3 Nie stosujemy *used to*, gdy czynność była jednorazowa.

One day, I made my bike to be the best.

4 Zdarza coś, czego nie robimy już, używamy *used to*.

Used to + czasownik

5 Zdarza coś, czego nie robimy już, używamy *used to*.

Used to + czasownik

6 Zdarza coś, czego nie robimy już, używamy *used to*.

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Used to + czasownik

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Lesson 7

Lesson 7 is a skills lesson designed to develop students' confidence and fluency in reading. The text focuses on an element of culture from an English-speaking country, enabling students to draw comparisons with life in their own country.

A *Can do* statement sets the learning outcomes for the lesson.

Students can listen to the reading text to answer a gist question.

Strategy boxes provide useful pointers for developing skills.

More detailed comprehension of the text is checked through a variety of exam style tasks to help prepare students for the Basic or Extended Matura exam.

Students are encouraged to work out the meaning of highlighted words from the context.

1.7 I can understand a website about London and inventions.

Reading

- In pairs. Brainstorm words and places that you associate with London.
- Listen and read the home page of a website about a tour of London. What is the theme of the tour?
- Read the Reading strategy and then find these words in the website and work out their meaning.
antibiotic generator telegraph

18 **Can do statement**
Nie przejmuj się, jeśli nie rozumiesz wszystkich słów tekstu. Spróbuj na podstawie kontekstu domyślić ich znaczenia. Warto również przyjąć się wyrazom i zdaniom stojącym obok nieznanego słowa i dzięki temu domyślić się jego znaczenia.

4 Read the home page again. Match the right question 1-6 to each paragraph A-D. Two questions do not match any of the paragraphs. (S)

Which discovery ...
1 was a step forward in global communication? **D**
2 was rejected by the public? **D**
3 makes something used by all of us every day? **B**
4 was developed from ancient history? **D**
5 has become too successful? **A**
6 had a dangerous early design? **C**

5 **VOCABULARY** Match the highlighted words in the website to their definitions. Listen and check. (S)

1 used by a lot of people, in many places
2 a new form of something that is better than an earlier form
3 (v) send an electronic signal or coded message
4 (adj) producing the result that is wanted
5 (adv) in a way that is not planned, by chance
6 (n) introducing new things, ideas or ways of doing sth
7 (n) the moment of having a great idea
8 (v) to make or find something for the first time
9 (v) organise a system so that it works well
10 (n) an important stage in the development of something
11 (v) to fix sth in place so that it can be used

LONDON - CITY OF IDEAS WALKING TOUR
London's ideas and innovations have spread around the world. Come and join the tour to visit the sites where inspiration struck! To reserve a place on the tour click here.

A St Mary's Hospital
This is where in 1928 – and partly by accident – Alexander Fleming discovered penicillin. It was the first antibiotic – a kind of medicine that treats infections. This medical breakthrough has saved millions of lives. However, over time the drugs have been over-used, and they are becoming less effective. Today scientists all over the world are searching for new forms of antibiotics. Where will the next great discovery be made?

B The Royal Institute
The first electricity generator was invented in 1831 by Michael Faraday. This was an important milestone for modern living! Think of everything you've plugged in or switched on today. Generators provide nearly all of the power in our electric power grids. They convert the energy in fuels like coal and gas into electricity.

C Junction of Bridge Street and Great George Street
Invented by John Preece Knight in 1868, the first traffic lights were installed here. They have been used all over the world to coordinate traffic systems on the roads. Unfortunately, Knight's original gas lights exploded in 1869 and the idea wasn't used again in the UK until electric lights were fitted 50 years later.

D 50 Upper Mall, Hammersmith
In 1816, Francis Ronalds transmitted an encoded message through an eight-mile-long piece of wire. It was the first message sent by electric telegraph. Twenty years later, Samuel Morse produced an improved version of the technology, which became popular and widely used for sending long-distance messages quickly.

6 Read and choose the correct words from Ex 5 to complete the review of the tour. (S)

Five stars!
The walking tour is great. We were completely by a few years ago, and we were so glad we did. Now we recommend it to everyone! This year's tour is different and the new version is even better! It's so much fun to imagine you are standing in the exact spot where a scientist was reached. Some of the places are easier to find because tourist plaques have been to tell you the history, but the tour includes lesser-known places, too, and the guide the route so that it's a well-organised tour. It's amazing to think of all the that have come out of London over the years – and many of them are still you can (Though I don't think you can) a telegraph message any more! We love the tour, and so do our kids. I think experiencing something is a really and fun way to learn and remember it.

7 **Match and think** In pairs. What do you think the items below have in common? Research them and find out.
film projector, Esperanto, kerosene lamp, bagel, windscreen wipers

8 Find out more about one of the inventions. Write a short paragraph. (S)

Culture video
The discovery of penicillin

Think and share critical thinking routines encourage students to make connections between new ideas and their own knowledge, and to identify in what ways their thinking has been broadened by what they have learned.

Culture videos extend the cultural content of the lesson topic and are accompanied by worksheets.

1.7 I can understand a website about inventions.

Reading

- Read the text and choose the best headline.
A 4,000 computer coders, 2,500 teams, 90 countries, one competition and one winner.
B 4,000 computer coders, 2,500 teams, 90 countries, one competition and one winner.
C 4,000 computer coders, 2,500 teams, 90 countries, one competition and one winner.
D 4,000 computer coders, 2,500 teams, 90 countries, one competition and one winner.
- Read the Reading strategy on page 18 and the strategy to work out the meaning of a highlighted word in the text.
- Answer the questions. Write full answers.
1 How many members of the competition were there? **4,000**
2 How many teams took part? **2,500**
3 How many countries took part? **90**
4 How many competitions were there? **one**
5 How many winners were there? **one**
- Choose the correct alternative.
1 The software is a **winning** one.
2 The software is a **winning** one.
3 The software is a **winning** one.
4 The software is a **winning** one.
- Choose the correct alternative.
1 The software is a **winning** one.
2 The software is a **winning** one.
3 The software is a **winning** one.
4 The software is a **winning** one.

Culture video
The discovery of penicillin

Choose the words to complete the gaps.

A **boarding school** is a school where you live and sleep.

uniform **boarding school** **dormitory**

Show answers **Reset**

The Classroom Presentation Tool provides interactive activities for teachers to use in class on an interactive whiteboard to practise core vocabulary.

1 Culture video
Football academy

2 Watch the video and answer the questions.
1 Which sports do you think are the most popular in the UK?
2 Which sports are popular in your country?
3 Which sports are popular with girls and boys?

3 Watch the video and answer the questions.
1 Which sports are popular with girls and boys?
2 Which sports are popular with girls and boys?
3 Which sports are popular with girls and boys?

4 Watch the video again. Choose the correct answer. A, B or C.
1 The academy is a special football school where:
A a professional footballer lives and works.
B a professional footballer lives and works.
C a professional footballer lives and works.
2 The academy is a special football school where:
A a professional footballer lives and works.
B a professional footballer lives and works.
C a professional footballer lives and works.

Lesson 8 is a skills lesson designed to develop students' confidence in listening, with practice of exam style tasks.

Students answer questions with a topic link to the listening texts. Students develop their ability to think critically.

A *Can do* statement sets the learning outcomes for the lesson.

Students do a listening comprehension task in the style of a Basic or Extended Matura exam question.

Students practise listening for gist to encourage them to listen for general meaning.

Think and share critical thinking routines encourage active reasoning and explanation, with the opportunity for students to think about their ideas before comparing them with a partner.

I can listen to a conversation about the internet and four extracts about technology **1.8**

Listening

1 What year was the internet invented?
1969 1971 1973 1991

2 **1.8.1** Listen and check your answer to Ex 1. What inventions or developments do the other years refer to?

3 **1.8.2** Listen again. Are the sentences true (T) or false (F)?
1 The first computer network consisted of just five computers. **F**
2 The first international email was sent in 1973. **T**
3 Danny's mum got her first computer in the 1990s. **F**
4 The World Wide Web was invented in 1992. **F**
5 Now there are 3 billion websites. **F**

4 Put the inventions in order. **1.8.3**
A The first handheld computer
B The first computer programmer
C The first video game
D The design for the chips in smartphones

5 **1.8.4** Listen to four speakers talking about computers and technology. Write the dates of each development in Ex 4. Are there any surprises? **1.8.5**

6 **1.8.6** Listen again. Match sentences A-E to the speakers 1-4. One sentence doesn't match any of the recordings. **1.8.7**
The speaker ...
A talks about someone who was an inspiration in their life
B is leading a workshop on apps and mobile phones
C talks about an organisation that is not well known
D is advertising an event
E describes how a device has evolved.

7 **Think and share** In groups. Choose an invention or discovery and make notes about it to present to the group. Think about:
- how they have changed the way we live
- what benefits they have brought us
- what people used before they were common
1 Agree on the three most important inventions / discoveries we can't live without.
2 Are there any inventions that you think the world would be better without? Why?

Culture
Interneto lingvo
ESPERANTO

I can listen to a conversation about Esperanto and four extracts about the topic **1.8**

Listening

1 **1.8.1** Listen and answer the questions.
1 What was Esperanto and who created it?
2 What was the main reason for creating it?
3 What was the main reason for creating it?
4 What was the main reason for creating it?

2 Look at the picture. What is the machine? Why was it important in World War I?
Information online and audio video.

3 **1.8.2** Listen again. Then decide if the statements are true or false.
1 Esperanto was created in 1880.
2 Esperanto was created in 1880.
3 Esperanto was created in 1880.
4 Esperanto was created in 1880.

4 In the UK, not many people know about how the Polish code breakers helped the British in World War I. In the UK, not many people know about how the Polish code breakers helped the British in World War I. In the UK, not many people know about how the Polish code breakers helped the British in World War I.

5 **1.8.3** Listen to four speakers talking about Esperanto. Match sentences A-E with the speakers. One sentence doesn't match any of the recordings.
The speaker ...
A is talking about a person who was an inspiration in their life
B is leading a workshop on apps and mobile phones
C talks about an organisation that is not well known
D is advertising an event
E describes how a device has evolved.

Culture
The discovery of penicillin

Workbook Lesson 1.8

Lesson 9

Lesson 9 is a skills lesson designed to develop students' confidence and fluency in writing. In level 3, students write forum posts, emails, a formal letter, an article and opinion essays.

A *Can do* statement sets the learning outcomes for the lesson.

Lead-in questions introduce the topic of the lesson. The open-ended questions develop students' ability to think critically.

A short exercise checks students' understanding of the model text.

The model text provides support and guidance for the students' own writing, with examples of key phrases in context.

This exercise focuses on useful structures from the text that students can use in their own writing.

Strategy boxes provide useful pointers for developing skills.

The *Language focus* box highlights and practises useful phrases.

Students are directed to write a text, with clear instructions on how to structure it.

Students plan their writing, making notes to help them organise their ideas and activate the topic vocabulary.

Check your work boxes encourage students to review their written work.

1.9 Learn Write & Review

Writing Forum post: review

1 Answer the questions.

- What's a review? What kind of things do we write reviews about?
- When you buy something, do you find out information about the product first? How?
- Are reviews useful? Why / Why not?
- Have you ever given advice or written a review?

2 Read the forum post. What is the writer reviewing?

3 Read again and answer the questions.

- Why has Jenima decided to write on the forum?
- What three features does she appreciate?
- What three uses does she mention for them?

MissJenimaTee

Hi - Jenima here. This is my first post, so here goes! I've just bought some new wireless headphones. I looked at many online reviews before buying, so I wanted to post a review of my own.

I had my old headphones for three years. They finally stopped working last month. I've always loved music, so I wanted new ones to replace them.

I've had the new headphones for a week now, and I love them! They're light and comfortable and the battery holds a charge for ages. The sound quality is amazing! They were really easy to set up, too.

I use them on the train and in the gym, and for listening to audio books at night. I might even use them to study! I wouldn't hesitate to recommend this model.

4 Read the strategy and forum post again and find examples of structures 1-5. Match them to the uses A-E.

- present perfect with *just*
- past simple
- present perfect with *for / since*
- present simple
- for / go to*

A. to express how or why something is used
B. to express a recent experience
C. to express a past activity which has ended
D. to express a fact that is true now
E. to express an experience in the time up to now

5 Read the forum post again. Highlight examples of the present simple and present perfect.

A task review

1. Use the present perfect *to* or *have* to express a recent experience.

2. Use the present perfect *to* or *have* to express a past activity which has ended.

3. Use the present perfect *to* or *have* to express a fact that is true now.

4. Use the present perfect *to* or *have* to express an experience in the time up to now.

6 Read the forum post again. Highlight examples of the present simple and present perfect.

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4. Use the present perfect *to* or *have* to express an experience in the time up to now.

7 Write your forum post.

8 Check your work.

Did you:

- use a range of tenses, infinitives of purpose and expressing function with *to*?
- develop all of the points in the task in Ex 6a?
- use phrases for a tech review?
- check your spelling and grammar?

1.9 Learn Write & Review

Writing Forum post: review

1 Look at the first paragraph of the video review. Is it a positive or negative review?

2 Read the forum post again. Highlight examples of the present simple and present perfect.

A task review

1. Use the present perfect *to* or *have* to express a recent experience.

2. Use the present perfect *to* or *have* to express a past activity which has ended.

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Did you:

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- develop all of the points in the task in Ex 6a?
- use phrases for a tech review?
- check your spelling and grammar?

Lesson 11

Lesson 11 is a Skills trainer lesson with task types that are commonly found in the Basic or Extended Matura exam. In units 1–4, students practise Basic level Matura style tasks and in units 5–8, they do Extended level exam tasks. They also learn to employ useful strategies for approaching the tasks.

The *Strategy* boxes provide useful pointers for developing exam skills. Each strategy builds on previous skills lessons and students can develop the strategies they need for success in the Basic or Extended Matura exam.

1.11 Skills trainer

Reading

Użytkowanie informacji i rozumienie celów głównych myśli i intencji

Pytania do tekstu odnoszą się do informacji szczegółowych (wypisujących we fragmencie tekstu) lub wymagają określenia głównej myśli (całego tekstu). Uważaj, czego dotyczy dane pytanie, ponieważ w odwołaniu odpowiedzi.

- Pytania dotyczące informacji szczegółowych występują w tej samej kolejności, co odpowiedzi na nie w tekście. Odnieś się do fragmentu, który odnosi się do danego pytania.
- Gdy odpowiadasz na pytania związane z główną myślą tekstu, skup się na jego ogólnej wymowie, a nie na szczegółach. Nieopracowane epizody odpowiedzi będą w tym przypadku odnosiły się raczej do fragmentów tekstu, a nie do całości.

Having a strong network of friends has many advantages, like offering support when we are down. For most of us, our family and friends are a very important part of our lives. Friends help us understand who we are and what we want and research shows that strong friendships can make us feel less tense in everyday situations. But some scientists also claim that we usually make friends with people who are similar to us and we could all benefit from opening up to those who are different from us. The tendency of 'birds of a feather to flock together', which sociologists call homophily, often shapes the way in which we think about both our own group and other groups. For example children in school group themselves by everything from their family to social and cultural backgrounds to some less important characteristics like hairstyle. Soon, we can find our social world divided along lines of age, social class, political views, religion and race. Of course, it is only natural that we like some people more than others. But in some cases more negative stereotypes may take over. We may see our own group as 'better' – more interesting, entertaining, or informed – and other groups as 'less cool' or 'fun'. We can also dislike people from outside our own social circle and as groups move further apart, they can end up living in different neighbourhoods, attending different schools and having different views on life. Lack of personal contact means lack of opportunities to learn about others' habits, thoughts and feelings. And when we can't rely on facts, we build an image of others based on stereotypes instead.

The research suggests that having friends who belong to other groups can be good for us. We become more comfortable about mixing with people who aren't 'just like us' and we change our false beliefs about them. We learn how to be tolerant of our differences. This can make us more open-minded towards other groups. Trying to understand the perspectives of other people benefits both ourselves and the whole of society.

1 Read the strategy. Read the text. Choose the correct answer A, B, C or D. [5]

- In the first paragraph, which is NOT mentioned as an advantage of having a strong social network?
 - A having a group of people to rely on
 - B enjoying a busy social life
 - C learning more about one's own life situation
 - D feeling more calm and relaxed
- In sociology, the term 'homophily' refers to...
 - A people from different cultures
 - B characteristics of different species of birds
 - C making friends with people you have things in common with
 - D stereotypes about people wearing glasses
- Negative stereotypes about other groups may result from...
 - A living in the same neighbourhood
 - B feeling worse than other people
 - C a lack of knowledge about their lifestyle
 - D winning some facts about their habits
- According to research,
 - A having friends from different groups is bad for your identity
 - B negative attitudes are changed to only one group of people
 - C we should focus on our relationships with people who are 'just like us'
 - D there are many benefits of having friends who are different from us
- Which is the best title for the text?
 - A Connecting across differences
 - B The importance of friendship networks
 - C Outcasts in schools
 - D Opposites attract

Listening

Łukowanie i rozumienie celów głównych myśli i intencji

Twoim zadaniem jest dopasować fragmenty tekstu do mówiących o nich zdań. Może to wymagać rozpoznanie głównej myśli danego fragmentu. Należy zwrócić uwagę na styl wypowiedzi, ton głosu i dobór słownictwa. To pomoże ci określić różnice między rozmówcami.

2 Read the strategy. You will hear four people talking about online communication and social networking sites. Match the sentences (A–E) to the recordings (1–4). There is one extra sentence. [5]

The speaker ...

- A starts a discussion in a radio programme
- B describes how he/she was attacked online
- C talks about online deception for financial gain
- D advises on sharing information on the internet
- E shares his/her personal experience about meeting a partner

1.11 Skills trainer

Use of English

Użytkowanie informacji i rozumienie celów głównych myśli i intencji

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Workbook Lesson 1.11 focuses on different skills and task types to those practised in the Student's Book.

Lesson 12 presents the **Word list** from the unit and can be used in conjunction with the **How to learn vocabulary** lesson in the Workbook. The Workbook lesson provides strategies for autonomous learning outside the classroom.

The **Word list** is organised by topic so that students can easily find and review the unit vocabulary.

The part of speech for each word is given in brackets.

The phonetic script for each word is given to help students with pronunciation. Additional audio is available on the Classroom Presentation Tool providing a pronunciation guide for all words and phrases in the Word list.

Word list 1.12

Computers and technology (pl. 1.12)

- access (v) /'æksɪs/ używać dostępu
- back up (ph) /bæk ʌp/ robić kopię zapasową
- battery (n) /'bætri/ bateria
- headband (adj) /'hedbənd/ nakładka
- internet (n) /'ɪntənɪt/ internet
- mouse (n) /maʊs/ mysz
- screen (n) /skri:n/ ekran
- software (n) /'swɜːtweɪ/ oprogramowanie
- update (v) /'ʌpdeɪt/ aktualizować
- upload (v) /'ʊpləʊd/ przesyłać
- website (n) /'websaɪt/ strona internetowa
- work (v) /wɜːk/ pracować

Mobile phones (pl. 1.12)

- camera (n) /'kæmə/ kamera
- charger (n) /'tʃɑːdʒə/ ładowarka
- display (n) /'dɪspleɪ/ wyświetlacz
- keyboard (n) /'ki:bɔːd/ klawiatura
- memory (n) /'meməri/ pamięć
- message (n) /'mesɪdʒ/ wiadomość
- network (n) /'netwɜːk/ sieć
- password (n) /'pa:swɜːd/ hasło
- screen (n) /skri:n/ ekran
- signal (n) /'sɪɡnəl/ sygnał
- speaker (n) /'spi:kə/ głośnik
- text (v) /tekst/ pisać
- voice (n) /vɔɪs/ głos
- video (n) /'vi:diəʊ/ wideo
- web (n) /web/ sieć
- work (v) /wɜːk/ pracować

Other (pl. 1.12)

- able (adj) /'eɪbəl/ zdolny
- address (n) /'ædres/ adres
- advice (n) /əd'vaɪs/ rada
- allow (v) /ə'laʊ/ pozwalać
- amuse (v) /ə'mju:z/ bawić
- appear (v) /ə'piə/ pojawiać się
- arrive (v) /ə'raɪv/ przybywać
- ask (v) /æsk/ pytać
- attract (v) /ə'trækt/ przyciągać
- avoid (v) /ə'vɔɪd/ unikać
- be (v) /bi:/ być
- become (v) /bɪ'kʌm/ stać się
- begin (v) /bɪ'ɡɪn/ zaczynać
- bring (v) /brɪŋ/ przynosić
- build (v) /bɪld/ budować
- buy (v) /baɪ/ kupować
- can (v) /kən/ móc
- change (v) /tʃeɪndʒ/ zmieniać
- choose (v) /tʃu:z/ wybierać
- close (v) /kloʊz/ zamykać
- compare (v) /kəm'peɪ/ porównywać
- consider (v) /kən'sɪdə/ rozważać
- cost (v) /kɒst/ kosztować
- create (v) /kri'eɪt/ tworzyć
- cut (v) /kʌt/ ciąć
- decide (v) /dɪ'saɪd/ decydować
- defend (v) /dɪ'fend/ bronić
- depend (v) /dɪ'pend/ zależeć
- describe (v) /dɪ'skraɪb/ opisywać
- discover (v) /dɪ'skʌv/ odkrywać
- do (v) /du:/ robić
- draw (v) /draʊ/ rysować
- drive (v) /draɪv/ prowadzić
- eat (v) /i:t/ jeść
- enjoy (v) /ɪn'dʒɔɪ/ cieszyć się
- enter (v) /'entə/ wchodzić
- escape (v) /ɪ'skeɪp/ uciekać
- expect (v) /ɪk'spekt/ oczekiwać
- explain (v) /ɪk'spleɪn/ tłumaczyć
- express (v) /ɪk'spres/ wyrażać
- fail (v) /feɪl/ nie powieść
- find (v) /faɪnd/ znajdować
- finish (v) /'fɪnɪʃ/ kończyć
- fix (v) /fiks/ naprawiać
- fly (v) /flaɪ/ latać
- forget (v) /fə'get/ zapomnieć
- give (v) /gɪv/ dawać
- go (v) /ɡo/ iść
- grow (v) /ɡrəʊ/ rosnąć
- guess (v) /'ɡes/ zgadywać
- have (v) /həv/ mieć
- help (v) /help/ pomagać
- hide (v) /haɪd/ ukrywać
- hold (v) /həʊld/ trzymać
- hope (v) /həʊp/ nadzieja
- hurt (v) /hɜːt/ krzywdzić
- include (v) /ɪn'klu:d/ zawierać
- introduce (v) /ɪn'trə'dus/ przedstawiać
- keep (v) /ki:p/ trzymać
- know (v) /nəʊ/ wiedzieć
- last (v) /lɑːst/ trwać
- leave (v) /li:v/ opuszczać
- learn (v) /lɜːn/ uczyć się
- lead (v) /li:d/ prowadzić
- live (v) /lɪv/ żyć
- lose (v) /lɒz/ tracić
- love (v) /lʌv/ kochać
- make (v) /meɪk/ robić
- mean (v) /mi:n/ oznaczać
- meet (v) /mi:t/ spotykać
- move (v) /mu:v/ przemieszczać
- need (v) /ni:d/ potrzebować
- open (v) /ə'pen/ otwierać
- order (v) /'ɔːdə/ zamawiać
- own (v) /əʊn/ posiadać
- pass (v) /pɑːs/ przechodzić
- pay (v) /peɪ/ płacić
- play (v) /pleɪ/ grać
- plan (v) /plæn/ planować
- put (v) /pʊt/ kłaść
- read (v) /ri:d/ czytać
- reach (v) /ri:tʃ/ osiągać
- remember (v) /rɪ'membə/ pamiętać
- reply (v) /rɪ'plaɪ/ odpowiadać
- run (v) /rʌn/ biec
- say (v) /seɪ/ mówić
- see (v) /si:/ widzieć
- sell (v) /sel/ sprzedawać
- send (v) /send/ wysłać
- separate (v) /sə'peɪt/ oddzielać
- set (v) /set/ ustawiać
- show (v) /ʃəʊ/ pokazywać
- sleep (v) /sli:p/ spać
- slow (v) /sləʊ/ spowalniać
- start (v) /stɑːt/ zaczynać
- stop (v) /stɒp/ zatrzymać
- take (v) /teɪk/ brać
- talk (v) /tɔːk/ mówić
- teach (v) /ti:tʃ/ uczyć
- tell (v) /tel/ mówić
- think (v) /θɪŋk/ myśleć
- throw (v) /θrəʊ/ rzucać
- turn (v) /tɜːn/ obracać
- use (v) /ju:s/ używać
- visit (v) /'vɪzɪt/ odwiedzać
- wait (v) /weɪt/ czekać
- walk (v) /wɔːk/ iść
- want (v) /wɒnt/ chcieć
- watch (v) /wɒtʃ/ obserwować
- wear (v) /weə/ nosić
- win (v) /wɪn/ wygrywać
- work (v) /wɜːk/ pracować
- write (v) /raɪt/ pisać
- wrong (v) /rɒŋ/ być nie tak
- year (n) /jiə/ rok

The translations make the vocabulary accessible to students of all levels.

How to learn vocabulary 1.12

Word building

Wyrazy z jednej rodziny przyjmują w języku angielskim różne formy, w zależności od tego, jaką część mowy tworzą – rzeczownik, czasownik czy przymiotnik. Gdy tworzymy nowe wyrazy, często dodajemy przedrostki lub przyrostki. Czasami, aby uzyskać efekt poprawnej gramatyki, trzeba też wprowadzić niewielkie zmiany w wyrazie bazowym. Przymiotnik Rzeczownik

Warto zapamiętać wyrazy pochodne w słowniku razem ze słowami reprezentującymi ich zastosowanie. Na przykład: Jack is a very **able** guide, and tourists always love the tour he gives. I don't know if I **passed** the test, but I did it to the best of my **ability**. Jeśli tworzymy papierowy słownik, pozostaw miejsce na inne wyrazy z tej samej rodziny. Z kórymi możesz się spotkać w przyszłości. Na przykład: enable (czasownik), disability (rzeczownik), unable (przymiotnik).

1 Read the information above. Complete the tables showing some of the different ways of changing adjectives to nouns.

PATTERN A -ity or -or-	
able	ability
possible	possibility
responsible	responsibility
curious	curiosity
generous	generosity
stupid	stupidity

PATTERN B -ness	
kind	kindness
happy	happiness
sad	sadness
mad	madness
fit	fitness

PATTERN C -ence or -ance	
important	importance
independent	independence
silent	silence
different	difference

2 Read the sentences and choose the correct alternative.

- My sister has been ill and she still says she is **weak / weakness** and tired most of the time.
- It's so embarrassing I got that question wrong – I can't believe how **stupid / stupidity** I was.
- I don't use paper dictionaries – online ones are much more **useful / usefulness**.
- You'd better stop driving and have a rest because **tired / tiredness** can be very dangerous.
- I really don't like **violent / violence** in films.

3 Complete the sentences with the correct form of the words below.

able creative curiosity distant fit generous happiness importance kindness mad possible probability sadness silent

- It's very _____ to remember your passport when you go to the airport – don't forget it.
- The thing I notice most about the countryside is the _____ – there is no noise of traffic at all.
- I've got some _____ news – Emma's cat has died, and she's very upset.
- Money doesn't always make people _____, but I think it can help.
- They bought expensive presents for everyone, so I thanked them for their _____.
- Shakespeare often shows love as a kind of _____ – lovers do crazy things.
- My brother's a _____ fanatic – he goes to the gym every day.
- What's the _____ between Warsaw and Katowice by road? It's about 300 km!
- I think there's a small _____ that it might snow tomorrow. It's getting quite cold.
- I like people who are _____ to animals; I don't stand people who treat them badly.
- I think it's _____ the snow will be late.
- It almost always is. _____ she asks so many questions and is interested in everything.
- We are looking for a _____ designer who will have lots of new and interesting ideas.
- Marcus shows great _____ as a footballer – he could even be a professional one day.

Alert maturzysta! Podczas egzaminu maturalnego na poziomie rozszerzonym sprawdzana jest wiedza z zakresu słownictwa. Zadanie może zawierać dłuższy tekst lub kilka zdań. You are a great musician, and you have the _____ (ABLE) to become a concert pianist one day. Umiejętność tworzenia wyrazów pochodnych jest przydatna również wtedy, gdy naszym zadaniem podczas matury na poziomie rozszerzonym jest przekształcenie zdania (transformacja). What other people think is of no importance to me. (NOT) What other people think is of no importance to me.

4 Read the strategy. Choose five words that you think will be useful for you to remember. Write them in your vocabulary book in the adjective and noun forms. Write a sample sentence for each word.

Strategy boxes provide useful pointers for developing skills for effective vocabulary learning, both at home and in the classroom.

Students are given guidance about different things they will focus on when learning new vocabulary.

Students practise the strategy using the unit **Word list**.

Lesson 1.12 Closer

Find the answer to the word puzzle.

What clothing does a house wear?

See the next screen for the answer

Lesson 1.12

Address

The Classroom Presentation Tool provides closer activities for teachers to show in class on an interactive whiteboard.

Lesson objectives

Vocabulary: free time activities and chores

Grammar: present tense review, adverbs of frequency

Warm up

- Discuss students' usual routine. Ask what time they usually get up during the week and at weekends. Ask what they often do at the weekend and if their routine is different during the summer holidays.

Exercise 1

ANSWERS

It's a bakery. You can buy bread, cakes and chocolate biscuits.

Exercise 2 1.02

ANSWERS

- 4 a.m. is the time she sets her alarm for.
5 a.m. is the time she starts work.
12 p.m. is the time she serves in the shop until.
9 p.m. is the time she goes to bed.

Exercise 3 1.03

ANSWERS

Habits and routines: get up, start work, get to work, go home, go to bed
Chores and responsibilities: clean the kitchen, mix the ingredients, serve in the shop, sweep the floor, tidy up
Free time activities: play video games, chat online, go to the gym

Exercise 4

- Tell students to turn to page 124 in their Student's Books to read through the rules and refresh their memories before continuing with the lesson.

Exercise 5

- Check the form for each tense and find a couple of examples as a class first.

Exercise 6

- Let students check in pairs before checking answers as a class.

ANSWERS

- 1 get up 2 is training
3 is working 4 helps 5 write

Exercise 7

- Ask students a few questions using the adverbs to check meaning, e.g. *Do you always hang out with friends after school?*
- Now ask students to turn to page 124 in their Student's Books.

Exercise 8 1.04

Audio script page 166

ANSWER

He works at a swimming pool.

0.1 Early bird

- Free time activities and chores vocabulary
- Present tense review
- Adverbs of frequency

INTRODUCTION

- 1 Look at the photo. What kind of shop is this? What can you buy there? Read the blog and check your answers.



- 2 Read and listen to the blog. What do these times refer to?
4 a.m. 5 a.m. 12 p.m. 9 p.m.

My Summer Job

This summer I'm doing an unusual summer job! I have to get up really early. I'm working in the bakery on the High Street, and I start work at 5 o'clock every morning. (I'm not joking – that's early!)

When I get to work, I always help clean the kitchen. Then I mix the ingredients for the first recipe – bread. While the bread is baking, we make the cakes and all the other delicious things that the bakery sells. Today we're making chocolate biscuits. I always make notes while I'm working and try to learn as much as possible.

The bakery opens at nine. I usually serve in the shop until 12 o'clock. Then it's the end of my day. I sweep the floor and tidy up and then I can go home. After work I relax! I sometimes play video games, and I usually chat online with my friends. But I never go to the gym! I'm too tired! I go to bed at 9 o'clock and I set my alarm for 4 a.m. I know it probably sounds crazy, but I love it! Thanks for reading this! I'm logging off now!

- 3 Complete the table with examples from the blog. Which ones do you do regularly? Listen and repeat.

Habits and routines	Chores and responsibilities	Free time activities

- 4 Check the rules for **Present simple** and **Present continuous** on page 124.

- 5 Find examples of the present simple and present continuous in the blog post.

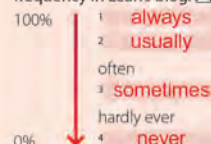
- 6 Complete the sentences with the present simple or the present continuous form of the words in brackets.

- 1 I _____ (get up) at 7.30 on school days.
2 Marcin _____ (train) to be a chef at the moment.
3 Paul _____ (work) at the leisure centre this morning.
4 She _____ (help) look after her sisters at weekends.
5 I _____ (write) my blog every day after work.

Adverbs of frequency

Pamiętaj! Przysłówki częstotliwości stosujemy w czasie **present simple**, aby wyrazić, jak często coś robimy.

- 7 Read the rules and find the missing adverbs of frequency in Leah's blog.



GRAMMAR BOOSTER P. 124

- 8 Listen to Josh talking about his summer job. Where does he work?

- 9 Listen again and write the sentences with correct adverbs of frequency.

- 1 Josh / be / late for work
2 The pool / open / at nine
3 He / support / the lifeguards
4 Josh and his friend / help out in the kids' club
5 The club / be / fun
6 Josh / go home / at 4 o'clock

- 10 Write sentences that are true for you. Add adverbs of frequency where necessary.

- 1 get up / at half past six
2 have lunch / in the school canteen
3 think about / the summer holidays / right now
4 do jobs / in the house / every day
5 hang out / with my friends
6 study for my Matura exams / this year

- 11 In pairs. Ask and answer questions about the activities in Ex 10.

- 12 Write a message (80–130 words) to a friend telling him/her about what you do every day.

Exercise 9 1.04

ANSWERS

- 1 Josh is hardly ever late for work.
2 The pool usually opens at nine.
3 He sometimes supports the lifeguards.
4 Josh and his friend often help out in the kids' club.
5 The club is always fun.
6 Josh never goes home at 4 o'clock.

Exercise 10

Differentiation

- Invite individual students to read out a sentence. Ask for a show of hands each time to see who else wrote the same sentence.

ANSWERS

Students' own answers

Exercise 11

Differentiation

- Support weaker students by giving them time to prepare the questions, e.g. *What time do you get up?*

Exercise 12

- Ask students to swap with a partner and read each other's message.

Further practice

Workbook page 4

Grammar booster page 124

- 1 Look at the photo. What sport does it show? Who do you think the people watching are?
- 2 1.05 Read and listen to the news interview. How many sports are mentioned?



Nathan Hulme is a teenage sports star. Next month he is playing in the national championships. What's his sport? Basketball. But this is wheelchair basketball – and it's very competitive!

I So Nathan, have you always liked sport?

N Yes – I've always played a sport. I've enjoyed swimming, tennis and cricket since I was really young.

I Can you tell me about your experience, Nathan?

N I've been in a wheelchair for three years and at first, it was difficult. At first, I was disappointed. I thought sport was over for me. But with training and effort, I've learned to play again – just differently. I've been on the regional team for six months.

I How does it feel?

N I used to get quite sad, after the accident, but, I've been a different person since I discovered wheelchair sport!

I And this is Nathan's mum. I'm sure you are very proud of what he has achieved.

M Yes! We have come to every match even if Nathan is embarrassed!

To read more about Nathan's story visit the website www.news...



- 3 **VOCABULARY** 1.06 Read the interview again. Find words with the opposite meanings. Listen and repeat.

1 pleased – **disappointed**

2 happy – **sad**

3 cooperative – **excited**

4 proud – **embarrassed**

- 4 **GRAMMAR** Check the rules for **Present perfect** with *for* and *since* on page 125.

- 5 Find three examples of the present perfect with *for* or *since* in the dialogue.

- 6 Complete the sentences with *for* or *since*.

1 I have been in the volleyball team **since** September.

2 We haven't won a match **for** two months!

3 I've trained for this marathon **for** a year!

4 It's been my dream to be a dancer **since** I was six.

5 I haven't been horse riding **for** six years.

6 I've improved my fastest time **since** I started training with a friend.

Past participles

Uważaj! Niektóre formy imiesłowów czasu przeszłego są nieregularne. Należy się ich nauczyć na pamięć.

He became – he's become She rode – she's ridden

- 7 Complete the table with the irregular past participles of these verbs.

1 begin – began – **begun**

2 choose – chose – **chosen**

3 forget – forgot – **forgotten**

4 swim – swam – **swum**

5 break – broke – **broken**

6 eat – ate – **eaten**

GRAMMAR BOOSTER P. 125

- 8 1.07 Listen to three people talking about sports and achievements. Complete the notes.

Name	Sport	How long?	Achievement?
Nick		since for	
Ali		since for	
Jasmine		since for	

- 9 Ask your partner how long they have done their favourite sports and activities. Use the present perfect with *for* and *since* to answer.

How long have you played football?

I've played since I was six, but I've been on the team for three months.

Calendrier Sport

Exercise 4

- Tell students to turn to page 125 in their Student's Books to read through the rules and refresh their memories before continuing with the lesson.

Exercise 5

- Check when we use *for* and *since*. Ask: Do we use 'since' with a period of time or to say when something started? (when something started).

ANSWERS

I've enjoyed swimming, tennis and

cricket since I was really young.

I've been in a wheelchair for three years.

I've been on the regional team for six

months.

I've been a different person since I

discovered wheelchair sport.

Exercise 7

- After checking answers, ask students to turn to page 125 in their Student's Books.

Exercise 8 1.07

Audio script page 166

ANSWERS

Nick: cycling, since age 13 / for three years, won regional indoor cycling competition last year

Ali: running, since age 14 / for four years, club record for 400 m

Jasmine: dance, since age 6 / for 10 years, passed exams to go to dance school

Exercise 9

- Give students a few minutes to prepare their questions.

ANSWERS

Students' own answers

Differentiation

- Do the activity as a class mingle. Students walk around asking different students and making notes.
- Hold a class feedback session by asking various students to talk about their classmates.

Further practice

Workbook page 5

Grammar booster page 125

Lesson objectives

Vocabulary: feelings and emotions

Grammar: present perfect with *for* and *since*

Warm up

- Ask students if they like to watch the Olympics or other big sporting events. Ask: *What is your favourite sport? Do you ever watch the Paralympics? What difficulties might Para athletes have?*

Exercise 1

- Use the photo to check *wheelchair*.

ANSWERS

(wheelchair) basketball; the spectators could be friends and family

Exercise 2 1.05

- Ask follow-up questions about the text, e.g. *How long has he been in a wheelchair?* (three years). *How does he feel about his disability?* (he is positive that he can still play sport).

ANSWERS

Four: basketball, swimming, tennis and cricket

Exercise 3 1.06

- Play the audio for students to listen and repeat. Check stress and pronunciation.

Optional activity

- Tell students to choose four of the words and write sentences that are true for them.

Lesson objectives

Vocabulary: culture and events

Grammar: past tense review, dynamic and stative verbs

Warm up

- Write *Art and Music* on the board.
- Divide the class into small groups to brainstorm as many words as they can that are related to the topic. Tell them to write the words in a list.
- When students read the texts, they check if their ideas are mentioned.

Exercise 1

- Divide the class into pairs to discuss the photos, then share their ideas with the class.
- Ask students if they have ever been to a festival. Ask what they did and what they could see and listen to there.

ANSWER

They show a live concert or festival and street art.

Exercise 2 1.08

ANSWERS

A T-shirt and a poster, and a selfie with an artist

Exercise 3 1.09

- Invite students to come to the board and write further ideas (see suggested answers in brackets below).

ANSWERS

Event / Place: music festival, concert, exhibition, art gallery, museum (theatre, cinema)

Performer: band, artist (actor)

Product: music, song, street art, painting, graffiti (play, film, soundtrack)

Other: audience, exhibit (special effects)

Exercise 4

- Tell students to turn to page 125 in their Student's Books to read through the rules and refresh their memories before continuing with the lesson.

Exercise 5

Optional activity

- Check the pronunciation of the -ed endings /ɪd/ (started, suggested), /ɪd/ (loved) and /t/ (walked).
- Ask students if they can add two more words to each category.

ANSWERS

Regular -ed past: started, loved, wanted, suggested (walked)

Irregular past: went, was / were, hid, could, got, bought, saw, won, brought

0.3 A great day out

- Culture and events vocabulary
- Past tense review
- Dynamic and stative verbs

INTRODUCTION

- 1 In pairs. Describe the photos. What do they show? What kind of cultural activity do you enjoy?



- 2 Read and listen to the reviews. What souvenirs did the writers get?

Last night I went to an open-air music festival in the park. A band I really like were playing. It was sunny all day, but while we were listening to the first song, it started raining! Luckily, we were standing at the back near some tents, so we hid from the rain but we could still hear the music. The rest of the audience got soaked! I loved the concert! I bought a T-shirt and a poster.

Last Saturday I went to an exhibition at the art gallery. I didn't want to go when Mum suggested it, but then I saw it was a street art exhibition and I was more interested. I'm glad I went. It was great! There were paintings from famous graffiti artists as well as local sprayers who won a competition to take part. My favourite exhibit was a piece of a real wall that they brought to the museum for the show. I was looking at it when the artist walked into the room! I even got a selfie with him!

- 3 Read the reviews again. Find 14 words for events and culture and put them in the table. In pairs, add more examples. Listen and repeat.

Event / Place	Performer	Product	Other
music festival			

Kultura • Wypowiedź pisemna Email

- 4 Check the rules for **Past simple** and **Past continuous** on page 125.

- 5 Find the past simple verbs in the reviews and complete the table. There are three regulars and eight irregular past simple verbs.

Regular -ed past	Irregular past form
started	went

- 6 Read the sentences. Tick the action that started first.

- The orchestra was playing when we arrived.
the orchestra was playing. We arrived.
- It started to snow while we were watching the film.
It started to snow. We were watching the film.
- I was waiting for a friend when I saw a famous actor.
I saw a famous actor. I was waiting for a friend.
- It was raining when we left the festival.
It was raining. We left the festival.

Dynamic and stative verbs

Pamiętaj: czasowniki dynamiczne wyrażają czynności: walk, go, listen, stand, hide ...

Czasowniki statyczne opisują stany, wyrażają opinie bądź fakt, że coś do kogoś należy: be, think, prefer, like, have got, understand ...

Czasowniki statyczne raczej nie występują w czasach ciągłych (continuous).

- 7 Find two more examples of dynamic and stative verbs in the text.

GRAMMAR BOOSTER P. 125

- 8 Complete the sentences with the past simple or past continuous form of the words in brackets.

- I really **loved** (love) her performance in the play.
- We **were rushing** (rush) to get to the theatre on time when the car broke down.
- I **thought** (think) her music was better when she was in the band.
- The audience **were** still **clapping and cheering** (clap and cheer) when the actors left the stage.
- I really **wanted** (want) to get tickets for their concert but they were sold out already.

- 9 Write an email (80–130 words) to a friend describing an event you have recently been to. Describe what happened using the past simple and the past continuous.

Exercise 6

- Do the first item with the class as an example.

ANSWERS

- The orchestra was playing.
- We were watching the film.
- I was waiting for a friend.
- It was raining.

Exercise 7

- After checking answers, ask students to turn to page 125 in their Student's Books.

ANSWERS

Dynamic: buy, see
Stative: love, want

Exercise 8

- Let students compare with a partner before checking answers as a class.

Exercise 9

- Refer students to the list they made in the warm up to help with ideas.

Differentiation

- Support weaker students by allowing them to stick more closely to the models provided on the page. Help them with vocabulary.

Further practice

Workbook page 6

Grammar booster page 125

- Look at the photos below and describe what you can see. How do you travel to school?
- Read and listen to the article. What is the link between the two photos?

NEWS

Lifestyle

For most people their journey to work or school is affected by traffic. The rush hour is the busiest time – trams and buses are the most crowded, and the roads are full of big cars, bigger lorries and brave people on bikes all trying to get in and out of the city at the same time. But for one man in Germany, the daily commute is a more peaceful experience. He has found a way to make his journey to and from the office faster and nicer: he swims to work in Munich's Isar River.

Benjamin saw the city getting busier and the traffic more aggressive and stressful. Travelling by bike was getting more dangerous. One day he saw an advert for a special bag that keeps your valuables dry in the water. And he decided, why not?

In summer, he checks the river temperature, packs his suit and laptop in the bag, and jumps in! The journey usually takes about half an hour, but it can be quicker, and the best time he has achieved is 12 minutes.

Benjamin is happy to swim in temperatures as cold as 10°C, but he admits that it's better in the summer! And his idea has become more popular – up to 30 people now do the swim-commute – Benjamin's website offers advice for people to help them do it safely.



Comments

- VOCABULARY** Read the article again. Find five types of transport and put them in the table. Listen and repeat. Can you add any more?

Private	Public	Business

- GRAMMAR** Check the rules for **Comparatives and superlatives** on page 126.
- Look at the table. Then listen and decide if the sentences are true or false.

	Train	Car	Bike
Cost	££	£££	£
Time	30 mins	20 mins	25 mins
Crowded	*****	*	*
Danger	**	***	****
Environment	+++	--	+++++

- Listen again and correct the false statements.
 - Look and complete the sentences about the transport options in Ex 5. Use comparatives (c) or superlatives (s).
- Travelling by car / expensive (s)
 - Travelling by train / slow / travelling by bike (c)
 - The train is / crowded (s)
 - Travelling by train / dangerous (s)
 - Travelling by car / bad for the environment (s)
 - Travelling by bike / fast / travelling by car (c)

Comparatives and superlatives with ever

Przyimiotniki w stopniu wyższym i najwyższym możemy stosować razem z przysłówkiem *ever*, jeśli chcemy podkreślić, że dana cecha występuje do chwili obecnej.
That's the worst traffic jam I've ever seen.
The metro is busier than ever these days.

GRAMMAR BOOSTER P. 126

- In pairs. Compare the transport options where you live. Give examples and reasons. Decide which are the best and worst options.

I think travelling by car is more stressful than travelling by train.

Why's that?

Well, the train is more crowded, but the roads are busier than ever – and you can't park anywhere.

Podrozowanie i turystyka

7

Lesson objectives

Vocabulary: transport

Grammar: comparatives and superlatives

Warm up

- Revise words from the previous lesson.
- Divide the class into pairs. Tell students each to choose four words from the previous lesson and describe them to their partner (without saying the actual word) for him/her to guess, e.g. *an event with lots of bands* (music festival).

Exercise 1

- Do a quick poll. Tell students to organise themselves into groups of how they travel to school, e.g. all the students who walk should stand together, as should those who catch the bus.

Exercise 2

- After checking the answer, ask questions about the text, e.g.
What does the writer think about cycling? (you need to be brave, it's stressful and dangerous).
Where does he swim? (in a river).
What 'valuable' things do you think he puts in his bag? (his watch, wallet, phone).
When does he prefer swimming? (in the summer).

ANSWER

Both photos show people travelling to work.

Exercise 3

- Invite students to come to the board and write further ideas (see suggested answers in brackets below).

ANSWERS

Private: car, bike (taxi, motorbike, scooter)

Public: tram, bus (train, ferry, underground)

Business: lorry (van)

Exercise 4

- Tell students to turn to page 126 in their Student's Books to read through the rules and refresh their memories.
- Ask students to find examples in the text (comparatives: *bigger lorries, more peaceful, faster, nicer, busier, more aggressive, (more) stressful, more dangerous, quicker, better, more popular*; superlatives: *busiest time, most crowded, best time*).

Exercise 5

- Pause in between each statement to give students time to study the table.

Audio script page 166

ANSWERS

1 F 2 F 3 T 4 T 5 T

Exercise 6

ANSWERS

- Travelling by train is more expensive than travelling by bike.
- Travelling by car is the quickest.

Exercise 7

- After checking answers, ask students to turn to page 126 in their Student's Books.

ANSWERS

- Travelling by car is the most expensive.
- Travelling by train is slower than travelling by bike.
- The train is the most crowded.
- Travelling by train is the least dangerous.
- Travelling by car is the worst for the environment.
- Travelling by bike is faster than travelling by car.

Differentiation

- Support weaker students by helping them with the form (e.g. item 1 'most' expensive and not 'more').

Exercise 8

- Monitor, checking correct use of each form.

Further practice

Workbook page 7

Grammar booster page 126

Lesson objectives

Vocabulary: food and drink

Grammar: countable and uncountable nouns, quantifiers

Warm up

- Write on the board: *I drink ___ glasses of water a day.*
- Tell students to mingle and find out how many glasses they each drink. Students then arrange themselves in a line from the most to least.
- You can repeat with other statements related to the article in Ex 2.

Exercise 1

- Do the activity as a class, eliciting ideas and writing them on the board.

ANSWERS

Students' own answers

(The quiz mentions getting enough sleep, drinking enough water, not eating too much sugar, eating enough fruit and vegetables.)

Exercise 2 1.13

- Divide the class into same-level pairs to compare their own lifestyle to the advice in the article.

Exercise 3 1.14

ANSWERS

Healthy: water, milk, fruit, vegetables, juice

Unhealthy: tea, coffee, fizzy drinks, sweets, chocolate

Exercise 4

- Tell students to turn to page 126 in their Student's Books to read through the rules and refresh their memories before continuing.

Exercise 5

ANSWERS

- How much sleep do I need a night?
- How many glasses of water should I drink every day?

Exercise 6

- After checking answers, ask students if they know the answers to the questions. Elicit ideas, but don't confirm at this stage.

Exercise 7 1.15

- Ask students if they were surprised by any of the information.

Audio script page 166

ANSWERS

- a maximum of six grams a day
- 40–60 grams
- You don't need to eat meat every day.
- 21

0.5 How are you doing?

- Food and drink vocabulary
- Countable and uncountable nouns
- Quantifiers

INTRODUCTION

- In pairs. Brainstorm things you can do to be healthy. Then look at the quiz. How many of your ideas are mentioned?
- Listen and do the quiz. How healthy is your lifestyle?

Lifestyle check!

- How many hours of sleep do I need a night?
a) 12 hours b) 8 hours c) 9 hours



Sleep is really important for both physical and mental health. Teenagers need 8½–9 hours of sleep a night to stay healthy and happy. If you don't get enough sleep over a few days or even weeks, you start to find it difficult to concentrate.

- How much water should I drink every day?
a) 1–2 glasses b) 3–4 glasses c) 6–8 glasses



Water is in all drinks – milk, tea, coffee, etc. You need to drink 6–8 drinks a day. If doesn't have to be water, but water is best because other drinks can have too much caffeine or sugar in them. Try not to have too many cups of coffee. Choose water!

- What does too much sugar look like?
a) 1 fizzy drink b) 1 chocolate bar c) 1 packet of sweets



Fizzy drinks contain a lot of sugar. One fizzy drink is already more than the healthy amount of sugar per day. In fact, it's a trick question – they all have too much sugar. It's OK to have a fizzy drink, a few sweets or a bit of chocolate once in a while, but not every day.

- What's enough fruit and vegetables for a healthy diet?
a) an apple a day b) 5 portions c) a glass of juice

We are encouraged to eat at least five portions of fruit and vegetables every day to get enough vitamins to stay healthy. Even if you don't eat much for breakfast, try to have a little juice and you've had one portion.



- five portions of vegetables (and two of fruit)
- It's fine to have treats once in a while but not every day.

Exercise 8

- After checking answers, ask students to turn to page 126 and 127 in their Student's Books.

ANSWERS

- countable nouns: too many, a few
- uncountable nouns: too much, a bit of, a little
- both: a lot of, (not) enough

Exercise 9

Differentiation

- Support weaker students by checking if each food item is countable or uncountable.

- VOCABULARY** Read the tips again. Find as many food and drink words as you can. Write them in two lists: *healthy* and *unhealthy*. Listen and repeat.
- GRAMMAR** Check the rules for **Countable and uncountable nouns** on page 126.
- Read questions 1 and 2 in the quiz again. Rewrite them with the following question words. Be careful not to change the meaning.
 - How much ...
 - How many ...
- Complete the questions with *How much / many*.
 - How much** salt can I eat in a day?
 - How much** protein do I need every day?
 - How much** meat do I need to eat every day?
 - How many** eggs can I eat in a week?
 - How many** portions of vegetables do you recommend?
 - How many** treats can I have?
- Listen to Anna asking about health and diet and answer the questions in Ex 6.

Quantifiers

- In pairs. Check the meaning of the phrases from the questionnaire and answer the questions.

Jackie kwantyfikatory stosujemy z:

- rzeczownikami policzalnymi?
- rzeczownikami niepoliczalnymi?
- jednymi i drugimi?

too much caffeine too many cups of coffee
a lot of sugar a bit of chocolate
enough sleep / vegetables a few sweets
a little juice do not eat much for breakfast
do not get enough sleep / vitamins

GRAMMAR BOOSTER P. 126

- Complete the sentences with quantifiers from Ex 8.

- It's OK to have **a little** salt every day, but 10 grams is **too much**.
- You don't need **much** protein. People are surprised that 50–60 grams is **enough**.
- Lots of people eat **too much** meat. They should eat more vegetables.
- You can eat **a few** eggs every day – it's fine to eat quite **a lot of** eggs in a week.
- It's OK to have **a bit of** chocolate.
- Think about your diet and lifestyle and make sentences with the following.
 - I eat enough ...
 - I probably eat too much / too many ...
 - I've had a lot of ... this week.
 - I eat a few ...
 - I should drink more / less / fewer ...

Exercise 10

Optional activity

- Tell students to walk around the class discussing their sentences. Tell students to give each other advice using 'should', e.g. *You should keep a bottle of water in your bag.*
- Do class feedback by checking their advice.

Further practice

Workbook page 8

Grammar booster page 126

1 Look at the photos and say what is happening. What do you think of TV talent shows?



2 **10.3.18** Read and listen to the interview. What is Dee's plan, if she doesn't win?

Tony OK – so we're here at the auditions for the new TV talent show, and I'm talking to Dee. She's here to enter the talent show, is that right?

Dee I'm not just here to enter the show, I'm going to win it!

Tony Wow – OK! So you're feeling confident, then?

Dee Well – this is my dream, so I have to believe in it!

Tony Fair enough. What time is your audition?

Dee It starts at 11, and then lunch is at 12 and there are more auditions later. The whole thing finishes at 4 o'clock, which is lucky because I'm singing in a concert at school this evening.

Tony Busy schedule!

Dee Yes! It's busy at the moment, but I'm going to leave school in June. I'll have more time after that.

Tony So what do you think will happen if you win?

Dee I'll probably be on TV a lot and I'll meet lots of famous people. I'm going to be a star!

Tony And have you thought about what will happen if you don't win?

Dee Sure! I'll go back to my studies. I want to study media studies at university. So I'll get a degree, get a job, get married – the usual stuff!

Tony Well, good luck, Dee!

3 **VOCABULARY** **10.3.17** Read the interview again. Find five life events and five show business experiences. In pairs, can you think of any more life events? Listen and check.

4 **GRAMMAR** Check the rules for **Future forms** on page 127.

5 Look at the underlined sentences in the interview. Which of the sentences is:

- a future intention?
- a future event that has a timetable or schedule?
- a prediction about probable future events?
- a definite future arrangement?

6 Complete the sentences with the present simple, present continuous, *going to* or *will*. Use the verbs in brackets. **10.3.19**

- 1 I've decided I _____ medicine at university. (study)
- 2 I _____ to the salon before the audition tomorrow to get my hair done. (go)
- 3 The bus _____ at ten past nine, so you'd better be there on time! (leave)
- 4 I want to be an accountant! The work _____ very exciting, but the pay _____ good. (be)
- 5 Have you heard? There's a rumour that she _____ the wedding! I can't wait for the next show! (cancel)
- 6 I'm going away for university, but I _____ and live in the village when I'm older. (come back)

Qualifying adverbs

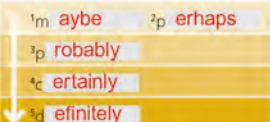
Przysłówki z formami czasu przyszłego stosujemy, gdy mówimy o bardziej lub mniej określonych pomysłach na przyszłość.

I'll probably go to university, but I haven't decided yet. Maybe I'll apply to a few places. I'm definitely going to study history!

GRAMMAR BOOSTER P. 127

7 Check the meaning of the adverbs, then add them to the diagram. **10.3.20**

certainly definitely maybe perhaps probably



8 Make these sentences true for you. Use the adverbs to make them more accurate. **10.3.21**

- 1 This weekend I'm ...
- 2 When I leave school I'm ... going to ...
- 3 I think in the future I ... will ...
- 4 I ... won't ...

Życie prywatne • Kultura • Mówienie Opis (historia)

ANSWERS

Life events: leave school, study (media studies), get a degree, get a job, get married (get engaged, get divorced, leave home, retire, get a driving licence, buy a home, have children)

Show business experiences: enter a talent show, sing in a concert, be on TV, meet famous people, be famous / a star

Exercise 4

- Tell students to turn to page 127 in their Student's Books to read through the rules and refresh their memories before continuing.
- Ask: *How is the meaning of the present continuous and the present simple different when we talk about the future?* (the present continuous is used for a definite arrangement and the present simple is used for timetabled events).

Exercise 5

ANSWERS

Intention: I'm going to leave school in June.

Event with timetable: The whole thing finishes at four o'clock.

Prediction: I'll go back to my studies.

Definite future arrangement: I'm singing in a concert at school this evening.

Exercise 6

- Tell students to read the whole sentence and think about the context before completing each one.

Mixed ability

- Support weaker students by giving them the choice of two tenses.
- Stronger students can explain why the future form they have chosen is correct.

ANSWERS

- 1 'm going to study
- 2 'm going
- 3 leaves
- 4 won't be, will be
- 5 is going to cancel
- 6 'll come back

Exercise 7

- Read through the grammar box with the class before they complete the exercise.
- After checking answers, ask students to turn to page 127 in their Student's Book.

Exercise 8

- Divide students into groups to compare their sentences.
- Monitor and check that they are using the correct future forms.

Further practice

Workbook page 9

Grammar booster page 127

Lesson objectives

Vocabulary: life events and show business

Grammar: future forms, qualifying adverbs

Warm up

- Write quantifiers (see Ex 8 on page 8) on separate pieces of paper and put them up around the class.
- Say different nouns from the previous lesson and ask students to point to the correct quantifier.

Exercise 1

- Discuss the photos and question as a class.

ANSWERS

Students' own answers

Exercise 2 **10.3.16**

- Once they have read and listened to the dialogue, divide the class into pairs to read it aloud.

ANSWER

She plans to study media studies and get a degree, then get a job.

Exercise 3 **10.3.17**

- Divide the class into pairs. Give them five minutes to make notes of other life events.
- Invite students to write their ideas on the board (see suggested answers in brackets below).

Lesson objectives

Vocabulary: science vocabulary

Grammar: zero and first conditional

Warm up

- Divide the class into groups to play a grammar game.
- Write sentences on the board, each with a future form which includes a mistake, e.g.
I'll go to the dentist tomorrow morning.
The bus is arriving at four o'clock.
I probably go to university.
This Saturday I'll go to the cinema.
- Students discuss the sentence in their groups. They get one point for identifying the mistake and another for correcting the sentence.

Exercise 1

- Discuss the photo and question as a class.
- Divide the class into pairs and give students one minute to brainstorm school subjects.

ANSWER

It's a science class (physics or chemistry). The students are doing an experiment with a beaker of clear liquid.

Exercise 2 1.18

- Check students understand *boiling point* (= when the liquid becomes a vapour).

ANSWER

water

Exercise 3 1.19

- Ask students what might help them identify some of the nouns (the articles *a* or *an* before them).

ANSWERS

Nouns: fakt, plyn, gaz, wyniki, eksperyment, teoria, laboratorium
 Verbs: podgrzewać, mieszać, dodać, mierzyć, chłodzić, zamarzać, zapisać, wrzeć, sprawdzić

Exercise 4

- Tell students to turn to pages 127 and 128 in their Student's Books to read through the rules and refresh their memories.
- Check the form of each conditional using the examples in the grammar tables.

Exercise 5

ANSWERS

Statements:

If you heat water to 100 degrees, it boils. (Z)

If I add salt, the boiling point will go up. (F)

If you cool water to zero degrees, it freezes. (Z)

0.7 In the lab

- Science vocabulary
- Zero and first conditional

INTRODUCTION

- Look at the photo and say what the people are doing. What school subject is shown? In pairs, brainstorm as many school subjects as you can.



- LISTEN** Read and listen to the dialogue. What are they experimenting with?

Rosie OK – so, let's start with a fact. If you heat water to 100 degrees, it boils. It changes from a liquid to a gas.

Frank Right! Everyone knows that!

Rosie All right, genius! So what will happen to the boiling point if I mix in some salt?

Frank Umm ... Will it change?

Rosie Yes. If I add salt, the boiling point will go up. Let's measure it.

Frank ... 103 degrees! If you cool water to zero degrees, it freezes. Does salt change that, too?

Rosie Yes, look, when you mix in salt, the water doesn't freeze at zero degrees. It needs to be colder.

Frank Excellent! Let's record those results. I'll write them down if you read them out to me. So this is why the sea doesn't freeze unless it's really cold.

Rosie Exactly! Sea water has salt in it. OK, what's the next experiment?

Frank OK. If you boil water on a high mountain, does the boiling point change?

Rosie My theory is, if you go higher, the boiling point is lower. So if you're on Everest, you won't be able to make a cup of tea.

Frank I suppose not! We can't really test that in the lab. Let's look it up.

- VOCABULARY** **LISTEN** Read the dialogue again.

Find science words – six nouns and eight verbs. In pairs, agree a translation. Listen and repeat. **LISTEN**

Nouns: fact, liquid, gas, results, experiment, theory, ab

Verbs: heat, mix, add, measure, cool, freeze, record, boil, test

- GRAMMAR** Check the rules of the **Zero conditional** and the **First conditional** on pages 127 and 128.

- Read the dialogue again and find examples of the zero and first conditional. Find six statements and two questions.

- Complete the sentences with the zero conditional and the verbs below. **LISTEN**

burn cook cool float freeze melt

- If you leave a chocolate bar in the sun, it **melts**.
- If you put ice cubes in a drink, they **float**.
- If you put food in a hot oven, it **cooks**.
- If you put wood on a fire, it **burns**.
- If you put water in the fridge, it **cools**.
- If you put water in the freezer, it **freezes**.

- Choose the correct alternative. Then write 0 or 1 for the zero or first conditional. **LISTEN**

- We'll do the experiment if we **have got** / will have the equipment. **1**
- If she **adds** / will add the chemicals, the liquid will heat up. **1**
- When you **will heat** / **heat** silver to around 960°C, it melts. **0**
- If it **doesn't rain** / won't rain for another month, the plants will die. **1**
- Unless** / When you have a telescope, you won't see the comet. **1**
- We'll damage** / We damage the bench if we don't put a mat down. **1**

- Write a response to this message on a science forum. Make a suggestion and describe what will happen in the experiment. **LISTEN**

Hi everyone! My little brother is excited about science and he wants to know if there's an activity or experiment he can do at home. Can you suggest anything?

When you mix in salt, the water doesn't freeze at zero degrees. (Z)
 I'll write them down if you read them out to me. (F)

This is why the sea doesn't freeze unless it's really cold. (Z)

If you go higher, the boiling point is lower. (Z)

So, if you're on Everest, you won't be able to make a cup of tea. (F)

Questions:

What will happen to the boiling point if I mix in some salt? (F)

If you boil water on a high mountain, does the boiling point change? (Z)

Exercise 6

Differentiation

- Support weaker students by translating the verbs in the box.

Exercise 7

Differentiation

- Support weaker students by telling them which conditional form each sentence is. They then circle the form.

Exercise 8

Mixed ability

- Discuss ideas as a class first and write key words on the board. If you have access to the internet in class, tell students to search for 'STEM experiments for children' for suggestions.

Further practice

Workbook page 10

Grammar booster page 127



INTRODUCTION

- 1 Look at the photos and say what the people are doing. How often do you go online?
- 2 **1.20** Read and listen to the advice article. What is a 'digital detox'? What do you think 'hooked on' means?

Hooked on Tech?

Reports show that the average person checks their phone over 200 times a day. And 73% of people say they would struggle to keep away from a screen for a single day. Too much screen time can cause headaches, dry eyes and back and neck pain. Teenagers have problems concentrating at school and trouble sleeping. Studies also suggest that our mental health can suffer if we spend too much time online. So perhaps it's time for a digital detox! Put down your phone, switch off your tablet and read these helpful tips!

If it sounds scary, you needn't switch off completely. Start by giving yourself a maximum daily limit. You should be realistic, but it must be a challenge, too. Allowing six hours daily screen time is not a detox!

You mustn't set impossible targets. Try to stop using tech at specific times. You shouldn't have your phone on in the car. You don't have to use it at mealtimes! You can switch off your laptop when you finish your homework in the evening. One important rule is no screens at night! Two hours before bed time, you have to switch off all your devices and don't touch them until morning. Emails, posts, notifications? They can all wait.

It may help to find a detox buddy. You should choose someone who will help motivate you.

Technology has made our lives easier in so many ways. But many people have become so dependent on it, it's like an addiction. We all need to think more about how much we use it.

- 3 **VOCABULARY** **1.21** Read the article again. Find eight health problems associated with technology. Have you experienced any of them yourself? Listen and repeat.

- 4 **GRAMMAR** Check the rules for **Modals of obligation** on page 128.

- 5 Find sentences with modal verbs that we use to ...

- express an obligation or make a strong recommendation.
- give advice.
- tell someone that something is optional or not necessary.
- say that something is prohibited or forbidden.

- 6 Complete the sentences with an appropriate modal verb.

- 1 You **mustn't** use your phone while driving. It's against the law.
- 2 81% of people say you **shouldn't** talk on the phone at mealtimes. You **should** focus on the people you're with.
- 3 Over 40% of adults think you **shouldn't** check messages while watching TV with the family but 75% of young people think you **needn't** worry.
- 4 You **must** use headphones on public transport – you **shouldn't** bother everyone else with your music and videos.
- 5 You **must** remember to switch off your phone in the cinema.
- 6 You **shouldn't** talk on the phone in the supermarket while you pay for your shopping. It's not polite.

- 7 In pairs. Compare and justify your choices. Does everyone have the same opinion of the detox 'rules'?

- 8 In pairs. Make four rules or recommendations for a healthier approach to technology. Explain the positive effects.

Nauka i technika • Zdrowie • Mówienie Opis istraszni



ANSWERS

A 'digital detox' means taking a break from or cutting down your use of technology and online apps. 'Hooked on' means to be addicted to something.

Exercise 3 1.21

ANSWERS

headaches, dry eyes, back pain, neck pain, problems concentrating, trouble sleeping, mental health problems, addiction

Exercise 4

- Tell students to turn to page 128 in their Student's Books to read through the rules and refresh their memories.

Exercise 5

ANSWERS

Obligation / Strong recommendation: You mustn't set impossible targets. It must be a challenge.

Advice: You should be realistic. You shouldn't have your phone in the car. You should choose someone who will help motivate you.

Optional or not necessary: You don't have to use it at mealtimes! If it sounds scary, you needn't switch off completely. We all need to think more about how much we use it.

Prohibited / Forbidden: Two hours before bed time, you have to switch off all your devices.

Differentiation

- Support weaker students by translating the uses.

Exercise 6

Mixed ability

- Go through the first three sentences with the class eliciting which of the uses in Ex 5 each is expressing.

Exercise 7

Optional activity

- Set up a class debate. Divide the class into those who agree with detoxing and those who don't (regardless of their personal views).
- Give students five minutes in the groups to prepare their arguments.

Exercise 8

- Display students' work around the class and give students time to read each other's work.

Further practice

Workbook page 11

Grammar booster page 128

Lesson objectives

Vocabulary: health problems associated with technology

Grammar: modals of obligation

Warm up

- Write the following discussion statements on the board:
I use my phone too much.
I'd like to spend less time on my 'screens'.
My parents don't understand how important social media is for teenagers.
- Divide the class into groups to discuss the statements.
- Do class feedback asking for a summary from each group for each statement.

Exercise 1

- Look at the photos and discuss the question as a class.

ANSWERS

Students' own answers

Exercise 2 1.20

- After reading the article and checking the answers, discuss as a class students' use of digital items. Ask what apps they use and if they would like to use them less. Ask where they use their phones and in what situations it could be dangerous (walking on the street, for example). Ask if they would like to try a detox.

Lesson objectives

Video: understand a conversation about gadgets for a new laptop

Vocabulary: computers and technology

Warm up

- Write *gadgets* on the board in a circle.
- Ask students to come to the board in pairs and write any words they know, e.g. *memory stick*. Encourage them to think about what gadgets they have and use at home.

Exercise 1

- Encourage students to share their ideas.

SUGGESTED ANSWERS

- 1 They are talking about how to use the laptop.
- 2 Students' own answers

Exercise 2 1.22

- Play the video. Ask students to check their ideas for Ex 1, and then answer the questions.

Video transcript page 166

ANSWER

Ex 2a: The things that Max has plugged in to his laptop.

Differentiation

- Give weaker students a copy of the audio script to follow while they listen.

Exercise 3

- Refer students to the Word Power box before they describe the pictures. (The Word Power activities are a useful part of vocabulary acquisition for the students. The exercises review, explore and extend the vocabulary so it's important to encourage the students to do them either in the class or in their own time.)
- Encourage students to use the phrases from the Real English exercise if they can too.

ANSWERS

A tablet B anti-virus program
C external hard drive D memory stick
E wireless mouse

Exercise 4

- Check the translations before students match the sentences.

ANSWERS

- 1 przesyłać zdjęcia
- 2 robić kopie zapasowe plików
- 3 program antywirusowy
- 4 mysz bezprzewodowa
- 5 ekran dotykowy

1 Making ideas happen

I can talk about computers and technology.

1.1

Getting online

- 1 Look at the video still and answer the questions.
 - 1 What do you think they are talking about?
 - 2 Do you ever help your family with technology? What do you help with?
- 2 a 1.22 Max is talking to his grandad about his new laptop. Watch or listen. What is his grandad asking about?

b Watch or listen again. Are the sentences true (T) or false (F)? Correct the false ones.

 - 1 The laptop was a Christmas present. **F**
 - 2 Max's grandad is curious about technology. **T**
 - 3 Max's grandad knows a lot about gadgets. **F**
 - 4 Max only saves his work on his laptop. **F**
 - 5 Max can use his laptop to talk to his friends. **T**

REAL ENGLISH Watch or listen again. Choose the best definition for the words and phrases from the dialogue.

- 1 Max's laptop is **brand new**.
A new and expensive B **new and unused**
- 2 A memory stick is a **handy** gadget.
A **convenient and useful** B cheap
- 3 Max says the touchscreen is too **fiddly** to use.
A easy B **sensitive and difficult**

WORD POWER Using generic terms

gadget / device
We often use generic words for types of objects. They can be useful to ask or to talk about something you can't remember the name of.
What's that fitness gadget Dad got for his birthday called? This is the device I use when I back up my files.

- 3 **VOCABULARY** Match the computers and technology words below to the pictures and use **gadget or device** to describe them.

anti-virus program external hard drive
memory stick tablet wireless mouse



- 4 Read the sentences and translate the words in **bold** into Polish. Then match the pairs of sentences.

- 1 I want to **transfer** photos to my laptop. **b**
 - 2 I need to **back up** files for my coursework. **d**
 - 3 You should install an **anti-virus** program. **c**
 - 4 For fiddly jobs, the **wireless** mouse is great. **a**
 - 5 My new laptop has a **touchscreen**. **e**
- A You can **click on** icons more easily.
B Can I borrow your **memory stick**?
C It will **protect** software and all your files.
D I need a new **external** hard drive.
E It means I can **interact** directly with my apps.

- 5 In pairs. Answer the questions.

- 1 Which of the things in Ex 3 do you use?
- 2 What do you use them for?
- 3 Which do you think is the most important / useful? Why?

- 6 **MEDIATION** Your English friend has the following questions. Choose one and give them advice. Use the words from exercises 3 and 4. Swap roles and choose another problem.

I think my computer has a virus! What should I do?
I have all my schoolwork and my precious photos on my laptop. What if I lose it?
I've downloaded a music app on my phone. How do I use it?

- 7 **VOCABULARY BOOSTER** Now practise **Computers and technology** vocabulary on page 108.

- a kliknąć ikony
- b karta pamięci
- c zabezpieczać oprogramowanie
- d zewnętrzny twardy dysk
- e korzystać z

Exercise 5

- Divide students into small same-level groups to discuss the questions.

Exercise 6

Differentiation

- Give weaker students time to make notes and decide which vocabulary to use from the lesson first.
- Encourage stronger students to discuss more than one of the problems.

Exercise 7

- Now tell students to turn to page 108 in their books. You can find the teaching notes for the next part of this lesson on page 126.

Further practice

Workbook page 12

Grammar

Expressing purpose and function: *to + verb*, *for + verb + -ing*

1 Remember the video? Look at the sentences and complete the rules.

It's a thing **for** transferring files and photos.
I use it **to** back up all my files.
It's **for** connecting to my wireless mouse.
You use it **to** improve the sound.

- Aby określić przeznaczenie przedmiotu – do czego on służy – stosujemy konstrukcję:

1 **It's for** + verb + -ing + object

Uwaga! Przyimek **for** stosujemy przeważnie wtedy, gdy mówimy o **czynności** / rzeczy.

- Aby wyjaśnić, dlaczego coś robimy, stosujemy konstrukcję:

2 **We use it to** + verb + object

Uwaga! Przyimek **to** stosujemy przeważnie wtedy, gdy mówimy o **czynności** / rzeczy.

GRAMMAR BOOSTER P. 128

2 Complete the sentences with *for* or *to*. Write the things being described.

- A location in a computer **for** keeping documents together.
- You use this **to** help you go to a website address or a file location quickly.
- A device you plug into a computer **to** listen to music.
- A device outside a computer used **for** storing data.
- A gadget you use **to** save and transfer files.

3 Complete the sentences with the verb in brackets using *to + verb* or *for + -ing*.

- I copied my essay onto a memory stick (print out) at school.
- Some people join social networking sites (stay in contact) with friends abroad.
- A search engine is (find) information and documents on the internet.
- I did a course (learn) more about computer programming.
- Skype is a service (make) free video calls.
- I switched the computer on (send) an email.
- A: What's this button for?
B: It's (turn on) the wi-fi.
- We got up early yesterday (watch) the match on the internet.

need / need to

Czasownik *need* stosujemy, gdy potrzeba posiadania czegoś jest dla nas istotna lub naprawdę ważna.

I **need** a data stick to transfer these photos.

Zwrot *need to* stosujemy, gdy jakaś czynność jest niezbędna.

You **need to** enter your password to access the website.

4 Read the rules and write sentences using *need* / *need to*.

- enter the network key / connect / wi-fi
You **need to** enter the network key to connect to the wi-fi.
- a username / identify yourself / on the site
- a password / unlock / this laptop
- reset your password / every three months
- connect to the scanner / save / the document

GRAMMAR BOOSTER P. 128

5 1.23 Listen and match the descriptions 1–4 to the objects A–D.

6 THINK AND SHARE Write definitions for the objects in Ex 5 with *to + verb*, or with *for + verb + -ing*.7 MEDIATION Imagine you are in a computer shop in the UK with your family. Your mum wants to buy a device, but you can't remember what it's called. Choose a device from the box and make sentences with *for* and *to* to explain what you need.

anti-virus program external hard drive laptop case
memory stick mobile phone charger music software
screen protector touch screen USB cable
wireless mouse

It's a small device for storing data.

You use it to transfer data from one device to another.

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Exercise 3

ANSWERS

- 1 to print out 2 to stay in contact
- 3 for finding 4 to learn
- 5 to make 6 to send
- 7 for turning on 8 to watch

Exercise 4

- Write the sentences from the Grammar box on the board and ask students to identify the different forms (*need* + noun and *need* + infinitive).
- Ask students to write the sentences, then match them to the uses.
- Now ask students to turn to pages 128 and 129 in the Student's Book. You can find the teaching notes for the next part of this lesson on page 142.

ANSWERS

- 2 You need a username to identify yourself on the site.
- 3 You need a password to unlock this laptop.
- 4 You need to reset your password every three months.
- 5 You need to connect to the scanner to save the document.

Exercise 5 1.23

- Check students know what the objects are before listening (MP3 player, headphones, games controller, tablet).

Audio script page 166

ANSWERS

- 1 B 2 C 3 A 4 D

Exercise 6

SUGGESTED ANSWERS

- A You use it to listen to music.
- B You use them to listen to music. / They are for listening to music.
- C You use it to play games. / You use it for controlling actions in a game.
- D You use it to surf the internet. / It's for surfing the internet.

Exercise 7

- Remind students that their role in a mediation activity is to act as an intermediary between others, in this case their mum and the shop assistant.

Differentiation

- Weaker students can work in pairs to make sentences before doing the role-play.
- Stronger students can try different items to practise the language with.

Further practice

Workbook page 13

Grammar booster page 128

Lesson objective

Grammar: express purpose and function: *to + verb*, *for + verb + -ing*, and *need / need to*

Warm up

- Review vocabulary by reading definitions from Lesson 1.1, e.g. *You use this to back up files* (external hard drive), for students to guess the word.

Flipped classroom grammar video

- You can either show the Flipped classroom video here, or after the grammar presentation box, to reinforce the rules in context.
- Play the video and pause at 0:37 to ask: *What form do we use after 'for'?* (-ing).

- Pause at 0:52 and ask: *What form do we use after 'to'?* (infinitive).
- Play the next part, which explains meaning. Pause at 2:16 and see if students can form a negative sentence before revealing the answer.
- Pause at 2:37 and see if students are able to form a question.
- Repeat the same procedure with the examples for *to + infinitive*.
- Now ask students to turn to page 128 and 129 in their Student's Books. You can find the teaching notes for the next part of this lesson on page 142.

Exercise 2

ANSWERS

- 1 folder 2 link 3 speaker
- 4 external hard drive 5 memory stick

Lesson objectives

Life skills: analyse and identify fake news

Vocabulary: real and fake news

Warm up

- Ask students where they get their news and how often they get it.
- Write their ideas on the board. Ask them what kind of news they like to read about (e.g. celebrity gossip, local news, world news).

Exercise 1

- Divide the class into same-level pairs to discuss the questions.
- Ask a few pairs to share their answers.

SUGGESTED ANSWER

- 3 Fake news is made-up stories, manipulated to look real. You can usually identify fake news because it contains spelling mistakes and isn't published by a credible news source. (Also see audio script 1.25 on page 166.)

Optional activity

- Print out some headlines from different online news sources.
- Invite students to discuss what the stories behind the headlines might be.

Exercise 2

- Ask students to read the blog and answer the question.

ANSWERS

real news, misleading news, fake news, hate hoaxes and clickbait

Exercise 3

- In their same-level pairs from Ex 1, ask students to discuss the questions.
- Invite students to share their answers with the class.

ANSWERS

- 1 It wants us to think before we click and share a story in case it's fake.
- 2 Because the context, a photo, a quote or the story itself might be real, but other details might be misleading.
- 3 They are trying to influence public opinion.
- 4 Because it uses lies to make people dislike a specific group of people.
- 5 Because they can make money from the advertising.

Exercise 4

- Divide students into groups to discuss the headlines.
- Ask groups to share their answers with the class.

1.3

I can evaluate and improve how I identify fake news

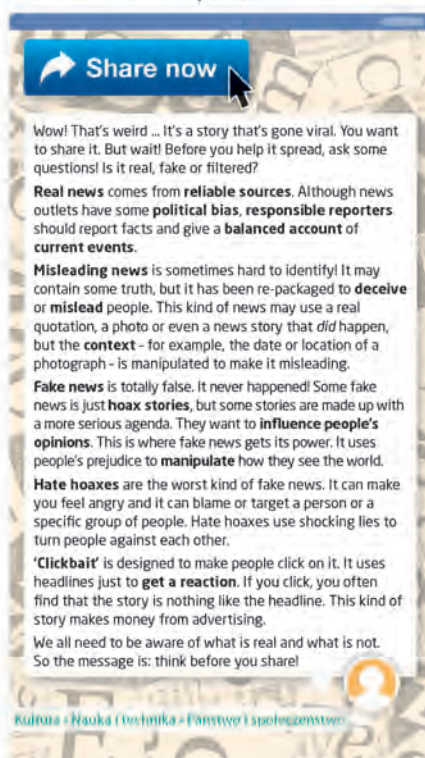
Life skills Analysing online news

- 1 In pairs. Look at the online news stories. Answer the questions.

- 1 Which of these stories would you click on? Why?
- 2 Do you think all/any of them are real?
- 3 What is 'fake news'? How can you identify it?



- 2 Read the blog about online news stories. What are the five kinds of news story it identifies?



- 3 Read the blog again and answer the questions.

- 1 What does the blog want you to do before you share a story online? Why?
- 2 Why are misleading stories harder to define as fake news?
- 3 What are the writers of many fake news stories trying to do?
- 4 Why is a hate hoax the worst kind of fake news?
- 5 Why do people create clickbait stories?

- 4 **THINK AND SHARE** In pairs. Look at the headlines in Ex 1. What kind of news stories do you think they are?

- 5 **VOCABULARY** In pairs. Check the meaning of the words in bold and use them to complete the table. Listen and repeat.

Real news	Fake news	Both

WORD POWER Internet neologisms

- 6 Find the internet neologisms below in the blog and explain them in your own words. Can you think of any more examples?

clickbait fake news go viral hate hoax

- 7 Listen to a podcast about how to recognise fake news. Complete the advice.

- 1 Check the **website** – make sure the spelling and the ending are correct.
- 2 Look at the **adverts**. Low quality **ads** can mean low quality news!
- 3 Check other sources. Is it in the **national** or **local** news?
- 4 Check the **key facts**. The places and the people should exist!
- 5 Look at the **photos**. Do they really support the story? You can do an image search to check locations.
- 6 **Type** keywords and 'hoax' into a fact-checking website.

- 8 **ROUND UP** Answer the questions.

- What have you learned about identifying fake news?
- Will it change the kinds of stories you believe or share online?
- Why is it important to fact-check all kinds of stories?

- 9 **THINK AND SHARE** In groups. Find and present a story that you think is fake news. Explain what it's about, what its purpose is, and why you think it's fake.

Exercise 5 1.24

- Put students into pairs to discuss the new words and complete the table.
- Play the audio for students to listen and repeat.

ANSWERS

Real news: reliable sources, responsible reporters, balanced account

Fake news: deceive, mislead, hoax stories, influence people's opinions, manipulate, hate hoaxes, clickbait, get a reaction

Both: political bias, current events, context

Exercise 6

- Put students into same-level pairs to describe the meaning of the words.

Exercise 7 1.25

- Play the audio. Let students compare their answers in pairs before listening again.

Audio script page 166

Exercise 8

Optional activity

- Ask students to write their ideas in the form of a poster with hints and tips.

Exercise 9

- This task could be set for homework and discussed in the next lesson.

Further practice

Workbook page 14

Word Power photocopiable worksheet

Teacher's Resource Centre

Speaking

Photo description

- 1 Look at the photos. What can you see? Then read the 'news' headlines and match them to the photos.



1 **ANGRY STUDENTS THREATEN MORE VIOLENCE!**

They just don't want to do exams!

2 **THE ENGINEERS WERE STUDENTS!**

3 **FINANCIAL PANIC AS BANKS RUN OUT OF MONEY!**

- 2 Is there anything about the photos and headlines that makes you suspicious?
- 3 **1.26** Listen to a student describing one of the photos and answer the questions.
- Which photo is the student describing?
 - Can you add any details to the description of the scene?
 - Do you agree with their interpretation? Why / Why not?
- 4 **1.26** Read the Phrasebook. Listen again and tick the phrases that you hear.

Language of interpretation
 It looks to me as if ... Perhaps it's / they're ...
 It could be ... I wonder if it's ...
 You can't really see ...
 (...) makes me think ...
 (...) suggests to me that ...
 This looks like a (political protest) to me.
 All the people look quite angry / bored / busy.

- 5 In pairs. Look at the 'news' stories again and think critically. Are they real?
- 6 Now read the true context of the photos. How does the combination of the photos and headlines mislead the reader?
- The students were peacefully protesting. The protest is real, but the reason and the violence are not. (Misleading news – blaming students)
 - There is no financial panic. These people are actually waiting to meet their favourite author. (Fake news – trying to scare people)
 - The photo shows a bridge being built, not collapsing. The engineers were not students. (Hate hoax – against young people)
- 7 In pairs. Choose a photo and plan a description of it using phrases from the Phrasebook.

Guided conversation

- 8 Do any of your friends ever share fake news stories online? What is your reaction?

- 9 **1.27** Read the task and then listen to a student doing the task.

- Do you find their arguments convincing? Why?
- Do you think they handle the situation well?

Your friend has shared a story on a social network. You have checked it out and it's fake news. Tell them why you think so.

- the clues that made you doubt it
- ask what your friend has done to verify it
- your interpretation of what it shows
- your advice before sharing stories like this

- 10 In pairs. Read the Phrasebook. Agree a Polish translation for each expression.

Phrasebook Acknowledging what someone has said

I can agree with that.

That's a fair point.

Maybe you're right.

Well, now that you mention it ...

Questioning what someone has said

I'm not sure that's really true.

Don't you think there might be another explanation?

That just doesn't sound very likely to me.

Have you checked the facts on another site?

Did you research the background of the story?

- 11 In pairs. Choose photo A or B and a role below and make notes.

Student A: You shared this story. Think of reasons why you might believe it.

Student B: You think the story is fake. Think of ways to convince your friend it's a hoax.

- 12 In pairs. Do the task in Ex 9. Use your ideas from Ex 11 and phrases from the Phrasebook. Then swap roles.

Lesson objective

Speaking: describe a photo and have a guided conversation

Warm up

- Ask students what news they read or heard this morning.
- Invite the class to ask questions and discuss any stories mentioned.
- Ask students to suggest if the news was from a reliable source or fake.

Exercise 1

ANSWERS

1 B 2 C 3 A

Exercise 2

- Draw students' attention to the use of capital letters and exclamation marks.

Exercise 3 **1.26**

Audio script page 167

ANSWER

- 1 The student is describing photo B.

Exercise 4 **1.26**

ANSWERS

It could be ...

You can't really see ...

... makes me think ...

it looks like a ...

all the people ...

This looks like a political protest to me.

Exercise 5

- Discuss as a class what might lead students to think the headlines or photos are not what they seem.

Exercise 6

- Once students have read the descriptions, discuss them as a class. Ask students if they are surprised or if their ideas from Ex 5 were the same.

Exercise 8

- Discuss the questions as a class.

Exercise 9 **1.27**

Audio script page 167

Differentiation

- Listen again and ask students to identify where each bullet point is answered.

Exam tip

- Explain to students that it's important that they refer to all of the bullet points in the task, and extend their ideas too.

Exercise 10

ANSWERS

Mogę się z tym zgodzić.

Słuszna uwaga.

Być może masz rację.

Coż, teraz gdy o tym wspomniałeś ...

Nie jestem pewien, czy to rzeczywiście prawda.

Czy sądzisz, że może być inne wytłumaczenie?

Jak dla mnie, to po prostu nie brzmi zbyt wiarygodnie.

Czy sprawdziłeś fakty na innej stronie?

Czy zbadałeś kontekst tej historii?

Exercise 11

Mixed ability

- Divide the class into same-level pairs.
- Give weaker students the audio script for Ex 9 to use as a model.

Exercise 12

- Monitor and make notes of good examples as well as language that needs correcting.
- Praise any good examples and invite corrections for any mistakes.

Further practice

Workbook page 15

Lesson objectives

Reading: understand a language presentation text about a young inventor

Vocabulary: developing and sharing ideas

Warm up

- Divide students into pairs. Ask them to think of three gadgets (but not to tell their partner).
- Students take turns to describe their gadgets, e.g. *You use it to ... ; It's for listening to ...*
- To increase the challenge, limit students to three sentences for each gadget.
- Play a song while they are brainstorming, e.g. 'Wonderful World' by James Morrison.

Exercise 1

- Write on the board: *A curious mind can travel far*. Ask students what they think the title means (the person with a curious mind will achieve many things).
- Ask students to discuss the question in pairs and make a list of qualities (e.g. curiosity, creativity, problem solving, patience).

Exercise 2 1.28

- Use the text as a basis for teaching the vocabulary. Ask a few basic questions to check understanding, moving quickly on to the vocabulary work.

ANSWERS

He is curious and hard-working.
It went viral after a TV appearance in the USA.

Exercise 3

ANSWERS

- 1 He learned how to fix gadgets that had been thrown away.
- 2 He built a battery and a generator.
- 3 He needed them to start his own radio station.
- 4 He was invited to attend a science summer camp in Freetown and then was invited to the USA to participate in and lead workshops.
- 5 He has spoken at international conferences and given lectures to engineering students.

Exercise 4

- Point out that students are looking for two words, and not pairs of words.

ANSWERS

curious and ability

1.5 I can talk about ideas and inventions.

Bright ideas for a better world

- 1 What does it take to be an inventor? What qualities do you need?
- 2 Read and listen to the profile. What qualities does he have? How did his story go viral?



A CURIOUS MIND CAN TRAVEL FAR

An inventor needs curiosity, a good idea and some luck. Kelvin Doe grew up in Freetown, Sierra Leone – a city of frequent power cuts, where you had to make your own luck – and even your own power. But for a curious child, there were opportunities, too. Kelvin **noticed** that people threw away broken electric devices and he began to **wonder** how they worked. Aged ten, he started to collect discarded gadgets and **figure out** how to fix them. Soon he started to mix and match spare parts. Aged thirteen, he built a battery and a generator. At fifteen, Kelvin, or 'DJ Focus', made a radio transmitter and used it to start his own radio station to give young people in his community a place to discuss things and learn.



A researcher from an American university heard about Kelvin's ability and invited him to take part in a science summer camp in Freetown. He **entered** a competition, and his project – a generator built of scrap metal – was the winner. As a result, in 2012 he was invited to spend time in the USA, **participating** in research projects and **leading** workshops on some of his own inventions. After a TV appearance, his story went viral!

Since 2012 Kelvin has **spoken** at international conferences and **given** lectures to engineering students. He has met world leaders to discuss the problems facing young people in Africa. He has chosen to **focus on** developing a range of products that use solar power for everyday devices. He has become one of the most respected young inventors in Africa.

- 3 Read the profile again and answer the questions.

- 1 What did Kelvin learn to do when he was ten?
- 2 What did he make when he was thirteen?
- 3 Why did he need a radio transmitter?
- 4 What opportunities was he offered as a result?
- 5 How has Kelvin shared his ideas?

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WORD POWER Suffix -ity

- 4 Which two words can you find in the profile? Complete the rule.

able – ability creative – creativity
curious – curiosity generous – generosity

The suffix -ity is used to turn **adjectives** into **nouns**.

- 5 Use one word from each pair to complete the sentences.

- 1 Kelvin was **able** to make new devices from parts that he found.
- 2 Kelvin's **creativity** is obvious in the many imaginative things he has developed.
- 3 Kelvin was **curious** about how things work.
- 4 Thanks to the **generosity** of sponsors, Kelvin was able to travel to the USA.

- 6 VOCABULARY Find the verbs below in the profile. Then match 1–9 to A–I to make sharing and developing ideas collocations. Listen and repeat.

- | | |
|---------------|-------------------------|
| 1 notice | A how to do sth |
| 2 wonder | B in a project or event |
| 3 figure out | C a conference |
| 4 enter | D how sth works |
| 5 participate | E a workshop |
| 6 lead | F that sth happens |
| 7 speak at | G a range of products |
| 8 give | H a lecture |
| 9 focus on | I a competition |

- 7 Complete the questions with the words in Ex 6.

- 1 Have you ever **wondered** how something works? What was it? How can you find out?
- 2 Would you like to **participate** in a scientific research project? Why / Why not?
- 3 Give an example of something you **figured out** how to do by yourself. Was it difficult?
- 4 How would you feel if you had to **speak at** a conference? Why?
- 5 Have you ever heard someone **give** a lecture? What was the subject?
- 6 If you were an inventor, what area would you **focus** on? Why?

- 8 THINK AND SHARE In pairs. Ask and answer the questions in Ex 7.

- 9 VOCABULARY BOOSTER Now practise **Developing and sharing ideas** vocabulary on page 109.

Exercise 5

Differentiation

- Ask stronger students to write a sentence for each of the words that are not used in Ex 5, e.g. *I'm not very creative – I can't draw.*

Exercise 6 1.29

- Use L1 to check the meaning of the phrases. Refer back to the text in Ex 2 where the verbs are in bold.

ANSWERS

1 F 2 D 3 A 4 I 5 B
6 E 7 C 8 H 9 G

Exercise 7

- Tell students to use the main text to help them complete the questions.

Exercise 8

- Give students a few minutes to discuss the questions.

Optional activity

- Ask students to think of a person who has invented something that has had a big impact on our lives.
- Ask students to use the new vocabulary to write a short description of him/her.

Exercise 9

- Now ask the students to turn to page 109 in their books. You can find the teaching notes for the next part of this lesson on page 127.

Further practice

Workbook page 16

Word Power photocopiable worksheet
Teacher's Resource Centre

Grammar

Present perfect and past simple contrast



1 Read and complete the sentences from the article on page 16.

- 1 Kelvin Doe _____ in Freetown, Sierra Leone.
- 2 Kelvin _____ that people threw away broken electric devices.
- 3 Aged thirteen, he _____ a battery and a generator.
- 4 Since 2012, Kelvin _____ at international conferences.
- 5 He _____ world leaders.
- 6 He _____ one of the most respected young inventors in Africa.

2 Complete the rules with past simple or present perfect.

Stosujemy ¹

- gdy mówimy o czynności zakończonej w określonym momencie w przeszłości.
- z określeniami czasu takimi jak *last year* czy *this morning*.

Stosujemy ²

- gdy mówimy o wydarzeniach, które rozpoczęły się w przeszłości i wciąż trwają.
- z wyrazami *just*, *already* oraz *yet*, aby pokazać związek z teraźniejszością.
- z przysłówkami *ever* oraz *never*, gdy mówimy lub pytamy o przeszłe doświadczenia, ale nie określamy ich czasu.
- z wyrazami *for* oraz *since*, gdy mówimy o tym, jak długo lub od kiedy coś trwało.

3 Read the rule and complete the sentences.

Często razem z czasem *past simple* stosujemy czas *present perfect*. Wówczas za pomocą czasu *present perfect* wprowadzamy jakieś wydarzenie lub pytamy o nie, a za pomocą czasu *past simple* odpowiadamy lub podajemy szczegóły.

- 1 _____ (James / just / get a place) on a green energy programme at the university. He (start) there last week.
- 2 _____ (you / ever / ride) an electric motorbike? Yes, I have. My uncle (buy) one in 2017.

GRAMMAR BOOSTER P. 129

4 Read the sentences. Is the second statement true or false?

- 1 James has bought an electric motorbike. James has got an electric motorbike now. **T**
- 2 He went to the shop to get it yesterday afternoon. James is still at the shop. **F**
- 3 He has just taken his motorbike out for a test-drive. He is riding his bike now. **T**
- 4 He's already uploaded some photos to social media. The photos are on the internet now. **T**
- 5 He did a live review on his eco-living vlog this morning. James is live online now. **F**
- 6 Hundreds of people logged on to watch him at 10 o'clock. The viewers are watching the live stream now. **F**

5 1.30 Listen to a radio show about Emily Cummins, a young inventor. What two inventions do they talk about?

6 Translate these questions. Use the present perfect or the past simple.

- 1 How long has Emily been interested in engineering?
- 2 How long has Emily focused on products to help people?
- 3 When did she enter a design competition?
- 4 Where did she test her fridge design?
- 5 How long have people used the fridge?
- 6 What has Emily done since leaving university?

7 1.30 Listen again and answer the questions in Ex 6 using the past simple or present perfect.

8 **THINK AND SHARE** In pairs. Ask and answer the questions. Give more information using the past simple.

Have you or has anyone you know ever ...

- entered a competition?
- won a prize?
- made something from recycled materials?
- mended something?
- invented something?



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Exercise 1

- Check answers, then ask students to identify which sentences use the present perfect and the past simple.

ANSWERS

- 1 grew up
- 2 noticed
- 3 built
- 4 has spoken
- 5 has met
- 6 has become

Exercise 2

- Ask students to match the uses to the sentences in Ex 1. (Sentences 1–3 are examples of a specific occasion in the past. Sentence 4 is an example of present perfect with *since*. Sentences 5 and 6 are events that started in the past and are still continuing.)

ANSWERS

- 1 Past simple
- 2 Present perfect

Exercise 3

- Check answers, then ask students to turn to pages 129 and 130 in their Student's Books. You can find the teaching notes on page 143.

ANSWERS

- 1 James has just got a place, started
- 2 Have you ever ridden, bought

Exercise 5 1.30

Audio script page 167

ANSWERS

- a water carrier and a solar-powered fridge

Exercise 6

ANSWERS

- 1 Od jak dawna Emily interesuje się inżynierią?
- 2 Od jak dawna Emily koncentruje się na produktach, żeby pomagać ludziom?
- 3 Kiedy wzięła udział w konkursie poświęconym projektowaniu?
- 4 Gdzie przetestowała swój projekt lodówki?
- 5 Od jak dawna ludzie używają tej lodówki?
- 6 Czym zajmuje się Emily, odkąd skończyła uniwersytet?

Exercise 7 1.30

ANSWERS

- 1 ... since she was four years old.
- 2 ... since she left school.
- 3 ... in 2006.
- 4 ... in Africa.
- 5 ... for over 10 years.
- 6 She has spoken at conferences and given lectures.

Exercise 8

- Hold a class feedback, inviting students to share any interesting answers.

Further practice

Workbook page 17

Grammar booster page 129

Lesson objective

Grammar: present perfect and past simple contrast

Warm up

- Play a memory game. Make statements about the text on page 16.
- Students work in teams (with books closed) and decide if the statements are true or false, e.g.
Kelvin Doe grew up in South America. (F)
Kelvin is a DJ. (F)
He won a competition. (T)
He has appeared on TV. (T)
He hasn't met anyone famous. (F)

Flipped classroom grammar video

- Use the video to present the grammar, pausing and asking questions before the explanation is revealed.
- Pause at 00:30 and ask: *Which tense do we use for unfinished time periods?* (present perfect). *Are they still in the car?* (yes).
- Pause at 1:35 and ask: *What word can we use with the present perfect to indicate a continuing situation?* (still). *To indicate 'very recently'?* (just). *To indicate something hasn't happened?* (yet).
- Pause at 2:06 and ask: *How do we form questions?* *What word tells us that he hasn't used a GPS before?* (never).
- Play the remainder which explains the uses of each of the adverbs.

Lesson objectives

Reading skills: deal with unknown words

Vocabulary: inventions

Warm up

- Ask students if they have visited London. Ask those students who have what their favourite place was.

Exercise 1

- Do the exercise as a class activity. Write students' ideas on the board.

SUGGESTED ANSWERS

Places: Big Ben, Buckingham Palace,

St Paul's Cathedral, Trafalgar Square

Words: ancient, beautiful, crowded, multi-cultural, expensive

Culture note

St Mary's Hospital is in the City of Westminster and was opened in 1845. It first took patients in 1851. Many of the royal family were born there.

The Royal Institution was founded in 1799. It is an independent charity dedicated to connecting people with the world of science. You can see workshops, theatre events and lectures.

Exercise 2 1.31

ANSWER

ideas and innovation

Exercise 3

ANSWERS

antibiotic: medicine that treats infections

generator: a machine that produces electrical power

telegraph: a method of sending and receiving messages by electrical signal

Exercise 4

Exam tip

- Encourage students to underline key words and phrases which match the questions.

Exercise 5 1.32

- Tell students to refer back to the strategy to help them with the exercise.
- Allow students to compare their answers in pairs. Then play the audio for them to check answers.

ANSWERS

- 1 widely used 2 improved version
3 transmit 4 effective 5 by accident
6 innovation 7 inspiration
8 discover 9 coordinate
10 milestone 11 install

1.7

I can understand a website about London and inventions.

CULTURE

Reading

- In pairs. Brainstorm words and places that you associate with London.
- 1.31 Listen and read the home page of a website about a tour of London. What is the theme of the tour?
- Read the Reading strategy and then find these words in the website and work out their meaning.

antibiotic generator telegraph

Strategia

Nieznane słowa

Nie przejmuj się, jeśli nie rozumiesz wszystkich słów tekstu. Spróbuj na podstawie kontekstu dorozumieć ich znaczenie. Warto również przyrównać się wyrazom i zdaniom stojącym obok nieznanego słowa i dzięki temu domyślić się jego znaczenia.

- Read the home page again. Match the right question 1–6 to each paragraph A–D. Two questions do not match any of the paragraphs.

Which discovery ...

- was a step forward in global communication? D
- was rejected by the public?
- makes something used by all of us every day? B
- was developed from ancient history?
- has become too successful? A
- had a dangerous early design? C

- VOCABULARY 1.32 Match the highlighted words in the website to their definitions. Listen and check.

- used by a lot of people, in many places
- a new form of something that is better than an earlier form
- (v) send an electronic signal or coded message
- (adj) producing the result that is wanted
- (adv) in a way that is not planned, by chance
- (n) introducing new things, ideas or ways of doing sth
- (n) the moment of having a great idea
- (v) to make or find something for the first time
- (v) organise a system so that it works well
- (n fig) an important stage in the development of something
- (v) to fix sth in place so that it can be used

LONDON – CITY OF IDEAS WALKING TOUR

London's ideas and innovations have spread around the world. Come and join the tour to visit the sites where inspiration struck! To reserve a place on the tour click [here](#).

A St Mary's Hospital

This is where in 1928 – and partly by accident – Alexander Fleming discovered penicillin. It was the first antibiotic – a kind of medicine that treats infections. This medical breakthrough has saved millions of lives. However, over time the drugs have been over-used, and they are becoming less effective. Today scientists all over the world are searching for new forms of antibiotics. Where will the next great discovery be made?



B The Royal Institute

The first electricity generator was invented in 1831 by Michael Faraday. This was an important milestone for modern living! Think of everything you've plugged in or switched on today. Generators provide nearly all of the power in our electric power grids. They convert the energy in fuels like coal and gas into electricity.



C Junction of Bridge Street and Great George Street

Invented by John Peake Knight in 1868, the first traffic lights were installed here. They have been used all over the world to co-ordinate traffic systems on the roads. Unfortunately, Knight's original gas lights exploded in 1869 and the idea wasn't used again in the UK until electric lights were fitted 50 years later.



D 60 Upper Mall, Hammersmith

In 1816, Francis Ronalds transmitted an encoded message through an eight-mile-long piece of wire. It was the first message sent by electric telegraph. Twenty years later, Samuel Morse produced an improved version of the technology, which became popular and widely used for sending long-distance messages quickly.



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Nauka i technika • Podróżowanie i turystyka • Wiedza o krajach anglojęzycznych • Rozumienie tekstów pisanych Dobro rozumie

Exercise 6

ANSWERS

- 1 discovered 2 accident 3 improved
4 inspiration 5 milestone 6 installed
7 coordinates 8 innovations
9 widely used 10 transmit
11 effective

Exercise 7

- Tell students to choose one item to research.
- If you have access to the internet in class, give students time to research in class. Alternatively, the task can be set for homework.

ANSWER

They were all invented by Polish people.

Exercise 8

Mixed ability

- Give weaker students a few sentence stems to help them structure their paragraph, e.g. *It was invented by ...*, *It is used for ...*
- Display students' paragraphs around the class. Students walk around and read each other's work.

Further practice

Workbook page 18

Culture video: The discovery of penicillin

6 Read and choose the correct words from Ex 5 to complete the review of the tour.

******* Five stars!**

The walking tour is great. We
 1 _____ it completely by
 2 _____ a few years ago,
 and we were so glad we did. Now
 we recommend it to everyone! This
 year's tour is different and the new
 3 _____ version is even better!
 It's so much fun to imagine you are
 standing in the exact spot where
 4 _____ struck or where a
 scientific 5 _____ was reached.
 Some of the places are easier to
 find because tourist plaques have
 been 6 _____ to tell you the
 history, but the tour includes lesser
 known places, too, and the guide
 7 _____ the route so that it's
 a well-organised tour. It's amazing to
 think of all the 8 _____ that
 have come out of London over the
 years – and many of them are still
 9 _____. (Though I don't think
 you can 10 _____ a telegraph
 message any more!) We love the tour,
 and so do our kids. I think experiencing
 something is a really 11 _____
 and fun way to learn and remember it!

7 **THINK AND SHARE** In pairs. What do you think the items below have in common? Research them and find out.

film projector Esperanto
 kerosene lamp bagel
 windscreen wipers

8 Find out more about one of the inventions. Write a short paragraph.

Culture videos:
 The discovery of penicillin



Nauka i technika • Rozumienie ze słuchu Prawda/fałsz • Dobieranie

19

Listening

1 What year was the internet invented?

1969 1971 1973 1991

2 1.33 Listen and check your answer to Ex 1. What inventions or developments do the other years refer to?

3 1.35 Listen again. Are the sentences true (T) or false (F)?

- The first computer network consisted of just five computers. **F**
- The first international email was sent in 1973. **T**
- Danny's mum got her first computer in the 1990s. **F**
- The World Wide Web was invented in 1992. **F**
- Now there are 3 billion websites. **F**

4 Put the inventions in order.

- The first handheld computer
- The first computer programmer
- The first video game
- The design for the chips in smartphones

5 1.34 Listen to four speakers talking about computers and technology. Write the dates of each development in Ex 4. Are there any surprises?

6 1.34 Listen again. Match sentences A–E to the speakers 1–4. One sentence doesn't match any of the recordings.

The speaker ...

- talks about someone who was an inspiration in their life.
- is leading a workshop on apps and mobile phones.
- talks about an organisation that is not well known.
- is advertising an event.
- describes how a device has evolved.

7 **THINK AND SHARE** In groups. Choose an invention or discovery and make notes about it to present it to the group. Think about:

- how they have changed the way we live.
 - what benefits they have brought us.
 - what people used before they were common.
- Agree on the three most important inventions / discoveries we can't live without.
 - Are there any inventions that you think the world would be better without? Why?

Exercise 3 1.33

Mixed ability

- Divide the class into mixed-ability pairs to correct the false sentences.
 (1 The first computer network consisted of just four computers.
 3 Danny's mum got her first computer in the 1980s.
 4 The World Wide Web was invented in 1991.
 5 There are more than 1 billion websites.)

Exercise 4

- Check students understand *handheld computer* (= a device you can hold in your hand and store in your pocket) and *chip* (= the processing and memory component of a computer) before they do the activity.
- Elicit ideas, but don't confirm the answers.

Optional activity

- Students work in groups and talk about when they first got the items in Ex 4 (and any other devices). Extend to a class discussion about communication before 'devices'.

Exercise 5 1.34

Audio script page 167

ANSWERS

A 1984 B 1815 C 1952 D 1980s

Exercise 6 1.34

ANSWERS

A 2 B – C 3 D 1 E 4

Exercise 7

- Put students into groups to share ideas and make notes. Give students five to ten minutes to discuss.
- Bring groups together to discuss their lists and ideas.

Optional activity

- Decide on the most important inventions as a class and write them on the board. Write any other useful vocabulary that comes up in the discussion.

Further practice

Workbook page 19

Lesson objective

Listening: identify correct and incorrect information and distinguish between speakers

Warm up

- Ask students if they prefer to email or text as a form of communication.
- Ask students to name forms of communication before email was invented. Discuss the pros and cons (if they feel there are any).

Exercise 1

- Do the exercise as a class activity. Elicit ideas, but don't confirm the answer.

Exercise 2 1.33

- Play the audio for students to check their answer to Ex 1. Ask if any of the information surprised them.

Audio script page 167

ANSWERS

The internet was invented in 1991.

1969: the US government connected four computers (ARPANET)

1971: the earliest form of email was sent

1973: the first international message was sent to the UK

Lesson objective

Writing: write a review on a forum about an electronic device

Warm up

- Do a spelling test, choosing words related to technology from the unit.
- Students write the words individually, and then compare in pairs.
- Invite students to write the words on the board.

Exercise 1

- Divide the class into pairs to discuss the questions, then share their ideas with the class.

Exercise 2

ANSWER

wireless headphones

Exercise 3

ANSWERS

- Because she has read reviews before buying and wants to write a review of her own.
- They are light and comfortable, have good sound quality and were really easy to set up.
- on the train, in the gym, listening to audio books

Exercise 4

- Read through the Writing strategy and give students time to do the exercise individually.

Differentiation

- To support weaker students, find and underline examples of the language first before they match them to the uses.

ANSWERS

- B (I've just bought ...)
- C (I looked ...)
- E (I've had the new headphones for a week now.)
- D (The sound quality is amazing!)
- A (... and for listening to audio books ...)

Optional activity

- Students read through the phrases in the Language focus box and find examples in the review.

Exercise 5

- Give students a few minutes to choose a device, and then find phrases in the Language focus box they will need.
- Divide the class into same-level pairs to describe their device.

1.9 I can write a review

Writing Forum post review

1 Answer the questions.

- What's a review? What kind of things do we write reviews about?
- When you buy something, do you find out information about the product first? How?
- Are reviews useful? Why / Why not?
- Have you ever given advice or written a review?

2 Read the forum post. What is the writer reviewing?

3 Read again and answer the questions.

- Why has Jemima decided to write on the forum?
- What three features does she appreciate?
- What three uses does she mention for them?



MissJemimaTee
1 0 0

Hi – Jemima here. This is my first post, so here goes! I've just bought some new wireless headphones. I looked at many online reviews before buying, so I wanted to post a review of my own.

I had my old headphones for three years. They finally stopped working last month. I've always loved music, so I wanted new ones to replace them.

I've had the new headphones for a week now, and I love them! They're light and comfortable and the battery holds a charge for ages. The sound quality is amazing! They were really easy to set up, too.

I use them on the train and in the gym, and for listening to audio books at night. I might even use them to study! I wouldn't hesitate to recommend this model!

4 Read the strategy and forum post again and find examples of structures 1–5. Match them to the uses A–E.

- present perfect with **just** **B**
 - past simple **C**
 - present perfect with **for / since** **E**
 - present simple **D**
 - for / to** **A**
- A to express how or why something is used
B to express a recent experience
C to express a past activity which has ended
D to express a fact that is true now
E to express an experience in the time up to now

Strategy

Rozwijanie umiejętności pisania

Upewnij się, że stosujesz odpowiedni zakres struktur oraz czasów gramatycznych. Pomyśl o kontekście wypowiedzi oraz treściach, które chcesz przekazać. Dobierz najlepiej pasujące do nich czas.

Language focus

A tech review

A positive review

It's / They're ... small / light / powerful / fast.
The screen resolution is great.
The battery holds a charge for ages.
It's / They're easy ... to set up / use / interact with / program / personalise.
It's / They're good value for money.
I would (highly) recommend this model.

A negative review

It's / They're ... small / heavy / under-powered / slow.
The built-in camera is (pretty) rubbish.
You have to constantly ... charge the batteries / replace the ink cartridge.
It's / They're really ... tough / difficult to ... set up / use / interact with / program / personalise.
It's a waste of money.
I can't / wouldn't recommend this model.

5

In pairs. Use the Language focus to tell your partner about a device you use a lot. Would you recommend it? Why / Why not?

6

a Read the task. What are the four things you need to include in your forum post?

You have just bought a new electronic device and you are writing a post on a UK technology forum.

- Identify yourself and the device you are reviewing.
 - Say why you're posting a review.
 - Review the item giving your opinion on its performance.
 - Give your reaction to the product and say how you will use it.
- You should write 80–130 words.

b Plan your work.

- Choose which device you will write about. Decide if you want to write a positive or a negative review.
- Make notes about the four points in the task and organise them into four paragraphs. Think about what tenses you will use.
- Underline useful language from the Language focus you want to use in your forum post.

c Write your forum post.

7

CHECK YOUR WORK

- Did you:
 - use a range of tenses, infinitives of purpose and expressing function with **for**?
 - develop all of the points in the task in Ex 6a?
 - use phrases for a tech review?
 - check your spelling and grammar?

Exercise 6a

- Elicit devices and write them on the board before students do the task.
- Ask students to match the four points to sentences in the review in Ex 3.

Exercise 6b

- Read through the task and check that everyone understands what to do.
- Monitor and check that students are making useful notes and organising their ideas into paragraphs.

Exercise 6c

- Ask students to write their review.

Exercise 7

- Read through the Check your work points.
- Ask students to look at their review and make any changes in relation to the points and rewrite it.

Mixed ability

- Allow weaker students to stick more closely to the model text in Ex 3 as they write their review. They swap the vocabulary they need to match their idea.
- Ask students of similar levels to swap their work with each other. They underline any errors and, at the bottom of the post, write one thing they liked about it.

Further practice

Workbook page 20

Language review

Grammar

- 1 Complete the sentences with **to** or **for** and the correct form of the verbs below.

convert listen log monitor take track

- You need a working set of headphones to the online lecture.
 - He won a reward for inventing a device lost pet animals.
 - It is a professional camera photos under water.
 - What is the best program videos to other formats?
 - You will need to register in.
 - I use a watch my heart rate during the workout.
- 2 Translate the words and phrases in brackets into English.
- Lucy has been on the phone (od) ages trying to book tickets for tomorrow's concert.
 - How long is it since your mum (po raz ostatni pojechała) on holiday?
 - Sam (nigdy nie musiał) to do any household duties when he was a child.
 - How many tweets (opublikowałaś) in the last twelve hours?
 - When (zakochałeś się) in love for the first time?
 - My father (pracuje) in the same company for 20 years now.
 - It is the first time I (używam) the anti-virus programme and I must say it is quite effective.
 - I (właśnie zamówiłam) a new laptop as my old one broke down completely.

Vocabulary

- 3 Complete the sentences with one word. Choose the correct answer: A, B or C.

- I have always dreamed of travelling to B places. Has anyone seen the TV B? I can't turn the TV on.
A pilot B remote C golden
- Never forget to C up files on your computer. Football results are usually on the C of the newspaper.
A rear B forward C back
- Kate Moss will always remain a fashion A. Click on the A to launch the application.
A icon B sign C link
- An external B drive is a storage device located outside a computer. It is B for me to remember all the different passwords for my accounts.
A pen B hard C tough

- The doctor told me to change behind the C. A touch C is easier to clean than a traditional keyboard.
A monitor B wall C screen
- I've lost the memory A with my entire presentation on it. My dad bought me a new hockey A.
A stick B bat C net

- 4 The words in **bold** are incorrect. Find the correct word in the other sentences to complete each sentence.

- Why did you **figure** the competition?
- Didn't you **lead** that your phone was missing?
- Everyone has to **notice** in a coding project.
- Who's going to **enter** at the conference?
- I am preparing to **speak** a lecture.
- Could you **participate** on the task at hand, please.
- We **focus** workshops on online privacy.
- I can't **give** out how the system works.

- 5 Read the text and choose the correct answer: A, B or C.

I didn't get into journalism A accident. I had always dreamed of making the world a better place by exposing injustices and C other people's opinions. So when I got a job at a popular newspaper, I thought it would be a A for my career. It was, but I struggled to find reliable A of information. Being objective and reporting facts without political B was another challenge. Also, I felt overwhelmed by responsibility. In our digital era, every word you write may B within seconds and people expect access to information on C events 24/7. Finally, while journalism should be accurate and fair, I came across some A used practices like B the readers with 'half-truths'. Spreading sensational news might be an A way to attract audiences but it had nothing to do with my view of professional ethics.

- A by B with C through
- A improving B intending C influencing
- A springboard B milestone C lampost
- A sources B origins C roots
- A base B bias C basis
- A transmit B go viral C interact
- A nowadays B immediate C current
- A widely B highly C deeply
- A mistaking B misleading C mismatching
- A effective B efficient C aggressive

- 6 In pairs. Solve the anagrams related to computers and IT technology. Then choose two other words from the unit and make anagrams.

- ripent = printer
- ashedproeh = hardware
- batlet = tablet
- safertwo = software
- lewissier = wireless
- fernsrat = transfer

Look at the lesson aims for this unit. What can you now do well? Choose one area for more practice if necessary.

Kultura • Nauka i technika • Znajomość środków językowych Wielokrotny wybór • Tłumaczenie fragmentów zdań

21

- Monitor the groups as they work together and when you are correcting completed exercises make notes of the errors, especially the common ones, to go over at the end of the class.
- Don't correct the groups' answers, just put a dot next to the answers they need to rethink in order to encourage students to notice and correct their own mistakes.

Differentiation

- Set the review page as a mini test.
- All students complete the page individually within a set time limit.
- Check answers in class allowing students to discuss and correct their answers.
- Use peer and teacher correction to explain why answers are incorrect.

Exercise 1

ANSWERS

- 1 to listen 2 for tracking
3 for taking 4 for converting
5 to log 6 to monitor

Exercise 2

ANSWERS

- 1 for 2 last went 3 has never had
4 have you posted 5 did you fall
6 has worked 7 've used
8 have just ordered

Exercise 4

ANSWERS

- 1 enter 2 notice 3 participate
4 speak 5 give 6 focus 7 lead
8 figure

Exercise 6

- Divide the class into pairs to solve the anagrams. Tell them to look at the vocabulary presentation pages to help them if necessary.

ANSWERS

- 2 headphones 3 tablet 4 software
5 wireless 6 transfer

Reflect

- Ask students to go back through the unit and look at the *Can do* statements for each lesson.
- Students reflect on what they have learned in the unit and consider any areas where they think they might need further practice.
- Supply students with one of the photocopiable worksheets from the Teacher's Resource Centre if required to give students practice in any areas of weakness.

Further practice

Workbook page 21

Lesson objective

Language review: review the grammar structures and vocabulary from the unit

Warm up

- Play *Snowman* with words from the unit.
- Divide the class into two teams.
- Draw lines on the board to represent letters, e.g. _ _ _ _ (mouse).
- Invite each team to take turns to guess the letters. Each time they get a wrong answer, draw a part of a snowman on the board (round head, round body, arms, eyes, nose, mouth). When students get a letter correct, write it in the correct place.
- The team to guess the word first wins.

Exercises 1, 2, 3, 4 and 5

- Divide the class into mixed-ability groups of four.
- Explain that each student in the group must complete the exercise in the book, and they should work together so that they all have the same answers. This will help stop the dominant students taking over.
- The students cannot move on to the next exercise until you have approved the previous exercise and all corrections, if necessary, have been made.
- There is no time limit for the activity, but the focus is on the students working together, supporting and learning from each other.

Lesson objective

Skills trainer: familiarisation and practice of Basic Matura reading and listening exam tasks

Warm up

- Ask students what parts of the exam they find the most difficult. Discuss ways in which students can reduce their stress levels when exams are approaching, e.g. making a study schedule, studying in groups to support each other, taking regular breaks.

Exercise 1

- Help students to understand what they can expect in the Matura exam by reading the strategy together.
- Write these questions on the board, and tell them to skim through the text in one minute to answer:
1 *Is the text about one topic or four different topics?* (one topic).
2 *How many answer options does each question have?* (4).
- Divide the class into mixed-ability pairs to read and match questions 1–4 to the paragraphs. Tell students not to answer the questions at this stage but to get used to identifying where the answers are.

ANSWERS

Question 1 and 2: paragraph 1

Question 3: paragraph 2

Question 4: paragraph 3

- As students do the exercise, tell them to cross out the answers they know are definitely wrong, write a question mark next to the ones they are not sure about and a tick for the answers they know are correct.

Differentiation

- Encourage students to underline the parts of the text that correspond to the answers. Give them time in pairs to check that they have underlined the same parts and to discuss and agree on their final answers.

Exercise 2 1.35

- Read the Listening strategy box with the class. Go through each of the items they should be listening for. Ask:
What different contexts might they be? (radio show, conversation, interview, lecture).
What might the intention be (in relation to the contexts just given)? (to discuss a problem / subject, to give information about a certain subject).
How can we identify different tones? (the speaker might sound surprised, angry, upset).

1.11 Skills trainer

Reading

Odróżnianie informacji szczegółowych od głównej myśli tekstu

Pytania do tekstu odnoszą się do informacji szczegółowych (występujących we fragmencie tekstu) lub wymagają określenia głównej myśli (całego tekstu). Ustalenie, czego dotyczy dane pytanie, pomoże ci w odnalezieniu odpowiedzi.

- Pytania dotyczące informacji szczegółowych występują w tej samej kolejności, co odpowiedzi na nie w tekście. Odszukaj akapity, który odnoszą się do danych pytań.
- Gdy odpowiadasz na pytania związane z główną myślą tekstu, skup się na jego ogólnej wymowie, a nie na szczegółach. Niepoprawne opcje odpowiedzi będą w tym przypadku odnosiły się raczej do fragmentów tekstu, a nie do całości.

Having a strong network of friends has many advantages, like offering support when we are down. For most of us, our family and friends are a very important part of our lives. Friends help us understand who we are and what we want and research shows that strong friendships can make us feel less tense in everyday situations. But some scientists also claim that we usually make friends with people who are similar to us and we could all benefit from opening up to those who are different from us. The tendency of 'birds of a feather to flock together', which sociologists call homophily, often shapes the way in which we think about both our own group and other groups. For example children in school group themselves by everything from their family to social and cultural backgrounds to some less important characteristics like hairstyle. Soon, we can find our social world divided along lines of age, social class, political views, religion and race.

Of course, it is only natural that we like some people more than others. But in some cases more negative stereotypes may take over. We may see our own group as 'better' – more interesting, entertaining, or informed – and other groups as less 'cool' or fun. We can also dislike people from outside our own social circle and as groups move further apart, they can end up living in different neighbourhoods, attending different schools and having different views on life. Lack of personal contact means lack of opportunities to learn about others' habits, thoughts and feelings. And when we can't rely on facts, we build an image of others based on stereotypes instead.

The research suggests that having friends who belong to other groups can be good for us. We become more comfortable about mixing with people who aren't 'just like us' and we change our false beliefs about them. We learn how to be tolerant of our differences. This can make us more open-minded towards other groups. Trying to understand the perspectives of other people benefits both ourselves and the whole of society.

1 Read the strategy. Read the text. Choose the correct answer: A, B, C or D.

- In the first paragraph, which is NOT mentioned as an advantage of having a strong social network?
A having a group of people to rely on
B enjoying a busy social life
C learning more about one's own life situation
D feeling more calm and relaxed
- In sociology, the term *homophily* refers to ...
A people from different cultures.
B characteristics of different species of birds.
C making friends with people you have things in common with.
D stereotypes about people wearing glasses.
- Negative stereotypes about other groups may result from ...
A living in the same neighbourhood.
B feeling worse than other people.
C a lack of knowledge about their lifestyle.
D learning some facts about their habits.
- According to research,
A having friends from different groups is bad for your identity.
B negative attitudes are changed to only one group of people.
C we should focus on our relationships with people who are 'just like us'.
D there are many benefits of having friends who are different from us.
- Which is the best title for the text?
A Connecting across differences
B The importance of friendship networks
C Outcasts in schools
D Opposites attract

Listening

Strategia Szukanie wskazówek w zadaniach na dopasowywanie

Twoim zadaniem jest dopasowanie fragmentów tekstu do mówiących o nich zdań. Może to wymagać rozpoznania głównej myśli danego fragmentu, kontekstu wypowiedzi lub intencji autora. Słuchając nagrania, zwróć uwagę na styl wypowiedzi, ton głosu i dobór słownictwa. To pomoże ci określić różnice między rozmówcami.

2 Read the strategy. You will hear four people talking about online communication and social networking sites. Match the sentences (A–E) to the recordings (1–4). There is one extra sentence.

The speaker ...

- starts a discussion on a radio programme.
- describes how he/she was attacked online.
- talks about online deception for financial gain.
- advises on sharing information on the internet.
- shares his/her personal experience about meeting a partner.

Basic Matura exam tip

- Tell students that this exam task will always feature monologues and there will be no dialogues.

- Before playing the audio, tell students not to do the task on this first listen, and that they should identify the context and what the speaker's intention is.

- Tell students to read the statements before they do the task.

Audio script page 168

Further practice

Workbook page 22

Unit Test

How to learn vocabulary

- Before the students do the *How to learn vocabulary* page in their Workbooks for homework, it will be useful for them to have some tips and strategies.
- Ask students if they already write patterns of words in their notebooks. Ask if they find it useful.
- It's good for students to be able to identify types of words and how they can be changed to make other words. This is particularly useful when it comes to Use of English tasks, where students are expected to form words or choose the correct form to complete sentences.
- Divide the class into pairs and ask them to look at the word list and circle any words where two forms are listed (e.g. *manufacture* (v), *manufacturing* (n)).
- Tell students to write a sentence that contains each of the words to show how it is used differently depending on the form (e.g. *Robots are used to manufacture cars. There are several car manufacturing factories in my town.*).
- Explain to students that recording the words in this way will help them to remember how they are used.

Study skills

- Online dictionaries often list a few example sentences for your chosen word.
- If you have access to computers in class, tell students to choose four or five words from the word list that they don't remember. They can search for the word and choose one of the example sentences to write in their notebook.

Word list

- After the students have done the *How to learn vocabulary* page, ask them to choose two words from each pattern in Ex 1 and write a sentence for each.

Further practice
Workbook page 23

Computers and technology (pp 12 and 106)

- access** (v) /'ækses/ uzyskać dostęp
- back up files** /'bæk ap 'faɪlz/ Pliki /kopia zapasowe
- battery life** /'beɪtri laɪf/ żywotność baterii
- broadband** (adj) /'brɔ:dbænd/ szerokopasmowy
- camera quality** /'kæmərə 'kwɒləti/ jakość aparatu
- charge** (v) /tʃɑ:ʒ/ ładować (np. akumulator)
- click on icons** /'kɪk on 'aɪkɒnz/ klikać ikony
- external hard drive** (n) /'ekstənl 'haɪd 'draɪv/ zewnętrzny twardy dysk
- folder** (n) /'fɔ:ldə(r)/ katalog
- headphones** (n pl) /'hedfəʊnz/ słuchawki
- internal storage** /'ɪntənl 'stɔ:ʒɪ/ pamięć wewnętrzna
- log in** (v) /ləʊ 'ɪn/ logować się
- memory stick** (n) /'meməri 'stɪk/ karta pamięci
- message** (n) /'mesɪdʒ/ wiadomość
- overall dimensions** /'əʊvərl 'dɪmənʃnz/ wymiary całkowite
- paste** (v) /peɪst/ wstawić /wkleić
- plug in** (v) /plʌg 'ɪn/ podłączyć (do prądu)
- post** (v) /pəʊst/ napisać, zamieścić
- post a message online** /'pəʊst ə 'mesɪdʒ onlajn/ zamieścić wiadomość w internecie
- processing speed** /'prəʊsesɪŋ 'spi:dl/ szybkość przetwarzania
- protect software** /'prɒtɛkt 'sɒftweə(r)/ chronić oprogramowanie
- screen clarity** /'skri:n 'klærəti/ jasność ekranu
- search engine** (n) /sɜ:tʃ 'endʒɪn/ wyszukiwarka
- social network** (n) /səʊʃl 'netwɜ:k/ portal społecznościowy
- touchscreen** (n) /'tʌʃskri:n/ ekran dotykowy
- transfer photos** /'trænzfə: 'fəʊtəz/ przesyłać zdjęcia
- type** (v) /taɪp/ pisać na klawiaturze
- unfriend** (v) /'ʌn'trend/ usunąć z listy przyjaciół
- upload** (v) /'ʌp'ləʊd/ wgnać, przesłać dane, załadować pliki (np. na serwer)
- username** (n) /'ju:zənm/ nazwa użytkownika
- wi-fi** (n) /'waɪfaɪ/ sieć bezprzewodowa
- wireless mouse** /'waɪələs 'maʊs/ myszka bezprzewodowa

Real English (p.12)

- brand new** (adj) /brænd 'nju:/ całkiem nowy
- handy** (adj) /'hændi/ poręczny, przenośny
- fiddly** (adj) /'fɪdli/ nieporęczny

Analysing news online (p.14)

- balanced account** /'bælənsd ə'kaʊnt/ zbilansowane konto
- context** (n) /'kɒntekst/ kontekst
- current events** /'kʌrənt 'evnts/ obecne wydarzenia
- deceive** (v) /di'si:v/ oszukiwać
- get a reaction** /get ə rɪ'ækʃn/ uzyskać reakcję
- hoax stories** /'həʊks 'stɔ:ʒɪ/ zmyślona historia
- influence people's opinions** /ɪnfluəns 'pi:plz 'ɔ:pɪnjənz/ wpływać na opinie ludzi
- mislead** (v) /'mɪs'li:d/ zwodzić
- political bias** /'pɒlɪtɪkl 'bi:əs/ polityczna stronniczość

reliable sources /rɪ'laɪəbl 'sɔ:ʒɪ/ wiarygodne źródła

- responsible** /rɪ'spɒnsəbl/ odpowiedzialny
- reporters** /rɪ'pɔ:təz/ odpowiedzialni reporterzy

Developing and sharing ideas (pp.16 and 109)

- analyse** (v) /'ænləz/ analizować
- analysis** (n) /'ænəlaɪs/ analiza
- design** (v) /dɪ'zeɪn/ projektować
- designer** (n) /dɪ'zeɪnə(r)/ projektant
- develop** (v) /dɪ'veləp/ rozwijać
- development** (n) /dɪ'veləpmənt/ rozwój
- enter a competition** /'entə ə 'kɒmpə'tɪʃn/ wziąć udział w zawodach
- figure out how to do (sth)** /'fɪɡər aʊt 'haʊ tə 'du: / rozgryźć, jak coś zrobić
- focus on doing (sth)** /'fəʊkəs on 'du:ɪŋ/ skupić się na robieniu czegoś
- give a lecture** /'gɪv ə 'lektʃə(r)/ wykładać (np. na uczelni)
- invent** (v) /ɪn'vent/ wynaleźć
- invention** (n) /ɪn'venʃn/ wynalazek
- lead a workshop** /li:d ə 'wɜ:kʃɒp/ poprowadzić warsztaty
- manufacture** (v) /'mænju'tʃekʃəri/ wytwarzać
- manufacturing** (n) /'mænju'tʃekʃəri/ produkcja
- market** (n) /'mɑ:kt/ rynek
- marketing** (n) /'mɑ:ktɪŋ/ marketing
- notice that (sth) happens** /'nəʊtɪs ðæt ... 'hæpənz/ dostrzec, że coś się dzieje
- participate in a project or event** /'pɑ:tɪpɪt ɪn ə 'prɒdʒekt or 'evnt/ brać udział w projekcie lub wydarzeniu
- produce** (v) /prə'dju:s/ produkować
- product** (n) /'prɒdʌkt/ produkt
- promote** (v) /prə'məʊt/ promować
- promotion** (n) /prə'məʊʃn/ promocja
- research** (n) /rɪ'sɜ:tʃ/ badania
- researcher** (n) /rɪ'sɜ:tʃə(r)/ badacz
- speak at a conference** /spi:k at ə 'kɒnfərəns/ przemawiać na konferencji
- wonder how (sth) works** /wʌndə 'haʊ ... 'wɜ:ks/ zastanawiać się, jak coś działa

Adjective + preposition (p.109)

- accustomed to** (adj) /ə'kʌstəmd tə/ przyzwyczajony do
- aware of** (adj) /ə'weə əv/ świadomy (czegoś)
- curious about** (adj) /'kjʊəriəs əbaʊt/ ciekawy (czegoś)
- familiar with** (adj) /fə'mɪliə wɪð/ obczany z
- obsessed with** (adj) /əb'sesd wɪð/ mający obsesję na punkcie
- qualified to** (adj) /'kwɒlɪfaɪd tə/ kwalifikujący się do
- responsible for** (adj) /rɪ'spɒnsəbl fɔ:(r)/ odpowiedzialny za
- successful at** (adj) /sək'sesfl ət/ odnoszący sukcesy w dziedzinie

London's inventions (p.18)

- by accident** (adv) /baɪ 'æksɪdənt/ przez przypadek
- co-ordinate** (v) /kəʊ'ɔ:dɪneɪt/ koordynować
- discover** (v) /dɪ'skʌvə(r)/ odkrywać
- effective** (adj) /ɪ'fektɪv/ skuteczny
- improved version** /ɪm'pru:v dʒə:ʃn/ wersja udoskonalona
- innovation** (n) /ɪnə'veɪʃn/ innowacja
- inspiration** (n) /ɪnspə'reɪʃn/ inspiracja
- install** (v) /ɪn'stɔ:l/ instalować
- milestone** /'maɪlstəʊn/ kamień milowy
- transmit** (v) /trænz'mɪt/ transmitować, przysyłać

widely used szeroko stosowany

- Speaking** (p.15)
- Language of interpretation**
- It looks to me as if ...** /ɪt 'lʊks tə mi: əz ɪf/ Wydaje mi się, jakby ...
- Perhaps it's / they're ...** /pə'hæps ɪt's, ðeɪ(r)/ Być może to jest / są ...
- It could be ...** /ɪt 'kʊd bi/ To mogłoby być ...
- I wonder if it's ...** /aɪ 'wʌndər ɪf ɪt's/ Zastanawiam się, czy to jest ...
- You can't really see ...** /ju: 'kæn't ri:zli si:/ Nie możesz tak naprawdę dostrzec ...
- ... makes me think ...** /... meɪks mi: θɪŋk/ ... sprawia, że sądzę ...
- ... suggests to me that ...** /... sʌdʒests tə mi: ðæt/ ... sugeruje mi, że ...
- This looks like a political protest to me.** /ðɪs lʊks laɪk ə 'pɒlɪtɪkl 'prɒtest tə mi:/ Według mnie to wygląda jak protest polityczny.
- All the people look quite angry / bored / busy.** /ɔ:l ðə pi:pl lʊk 'kwɑɪt 'æŋɡrɪ, 'bɔəd, 'bʊzi/ Wszyscy ci ludzie wyglądają na dość rozniewanych / znudzonych / zajętych.

Acknowledging what someone has said

- I can agree with that.** /aɪ kæn ə'ɡri: wɪð ðæt/ Mogę się z tym zgodzić.
- That's a fair point.** /ðæt's ə 'fɛə 'pɔɪnt/ Szusna uwaga.
- Maybe you're right.** /meɪbi ju: 'raɪt/ Być może masz rację.
- Well, now that you mention it ...** /wel, naʊ ju: 'menʃn ɪt/ Coż, teraz gdy o tym wspomniałeś ...

Questioning what someone has said

- I'm not sure that's really true.** /aɪm 'nɒt 'ʃʊə ðæt's ri:zli 'tru:/ Nie jestem pewien, czy to rzeczywiście prawda.
- Don't you think there might be another explanation?** /dɒnt ju: θɪŋk ðeə maɪt bi: ənəðər 'eksplə'neɪʃn/ Czy sądzisz, że może być inne wytłumaczenie?
- That just doesn't sound very likely to me.** /ðæt dʒʌst dʌznt 'saʊnd vɛrɪ 'laɪkli tə mi:/ Jak dla mnie, to po prostu nie brzmi zbyt prawdopodobnie.
- Have you checked the facts on another site?** /həv ju: tʃekd ðə 'fæktz on ənəðə 'saɪt/ Czy sprawdziłeś fakty na innej stronie?
- Did you research the background of the story?** /dɪd ju: rɪ'sɜ:tʃ ðə 'bækgraʊnd əv ðə 'stɔ:ri/ Czy zbadałeś to opowieść?

Writing: A forum post: a tech review

- built-in camera** /bɪlt ɪn 'kæmərə/ wbudowany aparat
- good value for money** /ɡʊd 'vælju: fɔ: 'mʌni/ jakość w dobrej cenie
- hold a charge for ages** /həʊld ə 'tʃɑ:ʒ fɔ: 'eɪʒəz/ być naładowany przez wieki (o baterii)
- interact with** (v) /ɪntə'rekt wɪð/ wchodzić w interakcję z
- recommend** (v) /re'kɒmɛnd/ zalecać
- replace** (v) /rɪ'pleɪs/ zastępować
- screen resolution** /skri:n 'rezi:ljʊʃn/ rozdzielczość ekranu
- set up** (v) /set 'ʌp/ przygotować, montować
- tough** (adj) /tʌf/ ciężki, trudny
- under-powered** (adj) /ʌndə 'paʊəd/ o zbyt małej mocy
- waste of money** /weɪst əv 'mʌni/ strata pieniędzy

Unit 1 Word list

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Lesson objective

Vocabulary: strategies for word building

Warm up

- Divide the class into mixed-ability groups of four.
- Tell them to choose four words each from the word list.
- The groups take turns to give a definition of their words for the other groups to guess.

Study skills

- The aim of learner training is to produce effective, independent language learners. By helping students explore how they learn most effectively and encouraging them to take responsibility for their learning, we can foster autonomous learning. We can do this by developing learning strategies and study skills.
- The aim of the *How to learn vocabulary* Workbook lesson for Unit 1 is to give students practice in noticing differences in word patterns and identifying nouns, verbs and adjectives.

Lesson objective

Vocabulary: facing challenges

Warm up

- Review vocabulary from Unit 1.
- Divide the class into teams of four. Read sentences with one missing word, saying 'beep' to indicate where it is missing. (Use the sentences from Vocabulary booster page 109 or use your own.)
- Each team that guesses the missing word correctly gets a point.

Exercise 1

- Divide the class into mixed-ability pairs to match and discuss the questions.

ANSWERS

apprenticeship – praktyka
degree – stopień naukowy
internship – staż
job – posada

Exercise 2 1.41

- Don't spend too much time on the texts. These help to set the context, but the focus is the vocabulary.

Optional activity

- Divide students into groups of three and give them one text each to read. They then tell each other about the person in their text.

ANSWERS

Zach is going to university.
Emily has started an apprenticeship.
Jackson is doing an internship.

Exercise 3

- Students check their answers in pairs.

ANSWERS

- Because they were always telling him to study and he felt under a lot of pressure.
- He got good results and a place at university.
- She couldn't cope with the discipline at school, getting up early, or being treated like a kid.
- No, he's going to continue his studies.

Exercise 4

- The Word Power activities extend the vocabulary so it's important to encourage the students to do this either in the class or in their own time.
- Check the answers in the table before students complete the sentences.

ANSWERS

1 concentrate 2 expectation
3 qualification 4 inspire
5 appreciate

1 qualify 2 inspiration 3 expect
4 concentrate 5 appreciate

2 What next?

I can talk about the challenges of education.

2.1

Learning for life

- VOCABULARY** Match these words to their translations. Then answer the questions.

apprenticeship degree internship job
posada staż praktyka stopień naukowy

- What is the difference between the four?
- Which one will you choose when you leave school? Why?

- 1.41** Read and listen about three young people. What different choices have they made since finishing school?

Changing perspectives

I used to get annoyed with my parents because they were always on my case about studying and passing exams. I felt huge **pressure** from their expectations. But now I've got my results – and my place at university – I appreciate that they were trying to help! (I didn't use to see it that way!) Now I'm **determined** to do well and really go for my degree.



Zach



Emily

I've just finished the first term of my engineering apprenticeship, and when I look back at myself last year, I feel like a different person! I could always **cope with** the academic side of studying, and I did well, but I used to **struggle with discipline** at school. I didn't use to concentrate in class, I hated getting up early and I used to get **frustrated** with being treated like a kid. But now I'm doing something I'm passionate about I'm more **inspired** to **rise** to the challenge!



Jackson

I'm doing an internship. I work part-time at a media company and get practical training on the job. I know qualifications are really important, and I'm going to continue my studies, but I'm **convinced** that this experience will help me get ahead! I used to worry about unemployment but this placement has given me **confidence** in myself. I feel much more positive about my opportunities! It's going to be hard work, but I think it's going to be OK!

- Read the texts again and answer the questions.

- Why did Zach disagree with his parents in the past?
- What happened to make him change his mind?
- What aspects of school did Emily find difficult?
- Is Jackson finished with education?

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Człowiek • Edukacja • Praca

WORD POWER Suffixes -ion, -ition, -ation

We can use these suffixes to make verbs into nouns: -ion -ition -ation.

- Complete the table with words from the text. Then complete the sentences below with the correct word.

1	concentration
expect	2
qualify	3
4	inspiration
5	appreciation

- It takes years to _____ as a doctor.
- My cousin is my _____ – she's so clever.
- My parents _____ me to study hard.
- If I study with music, I can _____ better.
- I really _____ the support that you gave me.

- VOCABULARY** **1.42** Check the meaning of the words in **bold**. Then use them to complete the sentences. Listen and check.

- When I'm doing something I love, I have much more self-_____. I'll even get up early!
- My parents put a lot of _____ on me to study. But they also _____ me to succeed.
- I was worried about finding employment but now I think I'll _____ to the _____.
- I'm _____ to carry on and get good qualifications at university.
- At school I felt _____ by the things I had to do. I _____ with the rules.
- I think work experience is a great way to increase your _____.

- VOCABULARY BOOSTER** Now practise **facing challenges** vocabulary on page 110.

Optional activity

- Say the words, tapping out the stressed syllables, for students to repeat (/,kɒns(ə)n'treɪf(ə)n/, /,ekspek'teɪf(ə)n/, /,kwɒlɪfɪ'keɪf(ə)n/, /,ɪnspə'reɪf(ə)n/, /ə,pri:'fɪ'eɪf(ə)n/).

Exercise 5 1.42

- Once students have listened and checked their answers, play the audio again for students to repeat, paying attention to pronunciation and stress.

ANSWERS

- discipline 2 pressure, inspired
- rise (to the) challenge
- determined 5 frustrated, struggled
- confidence

Differentiation

- Give weaker students time to check meanings in a (bilingual) dictionary.
- Encourage stronger students to try and work out the meanings of the words from the context.

Exercise 6

- Now tell students to turn to page 110 in their books. You can find the teaching notes for the next part of this lesson on page 128.

Further practice

Workbook page 24

Word Power photocopiable worksheet
Teacher's Resource Centre

Grammar

used to

- 1 Read and complete the sentences from the article. Then complete the rules. How do you form the question and negative forms?

Did I really use to be so stressed?

I ¹ **used to** get annoyed with my parents.

I didn't ² **use to** concentrate in class.

Używamy ¹ **used to** w zdaniach oznajmujących, ale ² **use to** w przeczeniach i pytaniach.

- 2 Complete the rules and then tick the matching sentence.

¹ **used to** stosujemy w zdaniach oznajmujących, natomiast ² **use to** w przeczeniach i pytaniach. *Used to* stosujemy, gdy mówimy o sytuacjach, które miały miejsce w przeszłości, ale uległy zmianie.

I didn't use to hand in my homework on time.

☐ I still don't hand in my homework late.

☐ I hand in my homework on time these days.



GRAMMAR BOOSTER P. 130

- 3 Complete the dialogue between Zach and his dad using the correct form of *used to* and the words in brackets.

Zach Wow, Dad! Look at all these photos. Is this you? Did you ¹ (have) long hair?

Dad Ha ha. Yes! I ² (be) pretty cool when I was at university!

Zach If you say so, Dad! You definitely ³ (wear) weird clothes!

Dad They're not weird! That ⁴ (be) trendy! You'll see – it will be cool again.

Zach Were you a good student, Dad? Or did you ⁵ (get into trouble)?

Dad In my first year I was a bit of a rebel.

I ⁶ (skip) lectures and I

⁷ (not / hand in) essays on time.

Zach What?

Dad Well, I ⁸ (not / understand) how important qualifications were!

Zach So you ⁹ (be) more fun!

Dad And you ¹⁰ (not / be) so cheeky!

be / get used to

Konstrukcję *be / get used to (doing) something* stosujemy, gdy mówimy o wielokrotnym robieniu czegoś (lub nierobieniu).

I'm not used to getting up early.

I can't get used to my new job.

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

1 My sister sometimes but my mum never knew. (skip school)

2 I don't think I could a school uniform. (wear)

3 Writing essays is hard if you it. (be)

4 Students in the UK have to away from home. (live)

GRAMMAR BOOSTER P. 131

- 5 1.43 Listen to a new university student. Why is going to university an achievement for him?

- 6 1.43 Write questions about Joe's experience with *used to*. Then listen again and write answers.

1 Q: he / imagine he could be a student?

A: he / watch the students walk past

2 Q: Joe / study hard at school?

A: he / read a lot as a child

3 Q: people / give him books?

A: he / borrow books from libraries

4 Q: he / read a lot of modern novels?

A: he / read Shakespeare and Chaucer

- 7 1.44 Listen and complete the sentences with the correct form of *used to*. Then listen and check.

1 I watch them coming and going.

2 People in my neighbourhood have high expectations.

3 Being homeless was tough but I suppose I it.

4 I living on my own.

5 I've had to going to lectures and studying hard.

- 8 In pairs. Discuss how your attitudes or habits have changed. Use the correct form of *used to*.

• Something you worried about when you were young.

• Something you used to do in primary school.

• Something you can do now that you used to struggle with.

• A bad habit that you don't do any more.



Exercise 3

ANSWERS

- 1 used to have 2 used to be
3 used to wear 4 used to be
5 used to get into trouble
6 used to skip 7 didn't use to hand in
8 didn't use to understand
9 used to be 10 didn't use to be

Exercise 4

- Read the grammar box. Read the first example sentence again and ask: *Did she get up early before?* (no). *Is it easy getting up early now?* (no).
- Read the second example sentence and ask: *How does she feel about the job?* (She's finding it difficult still.)
- Ask: *What part of speech do we use after 'be / get used to?' (-ing form of verb or noun).*
- Now ask students to turn to page 131 in their books. You can find the teaching notes on page 144.

ANSWERS

- 1 used to skip school
2 get used to wearing 3 aren't used to
4 get used to living

Exercise 5 1.43

Audio script page 168

ANSWER

Because he was homeless for a while.

Exercise 6 1.43

ANSWERS

- 1 Did Joe use to imagine he could be a student? No, he used to watch the students walk past.
2 Did he use to study hard at school? No, he didn't use to work hard, but he used to read a lot.
3 Did people use to give him books? Yes, and he also used to borrow books from libraries.
4 Did he use to read a lot of modern novels? Yes, but he didn't use to read Shakespeare and Chaucer.

Differentiation

- Divide students into mixed-ability pairs to ask and answer the questions.

Exercise 7 1.44

ANSWERS

- 1 used to 2 didn't use to
3 got used to 4 wasn't used to
5 get used to

Exercise 8

- Students discuss the sentences in same-level pairs.

Further practice

Workbook page 25

Grammar booster page 130

Lesson objective

Grammar: *used to* and *be / get used to*

Warm up

- Ask: *What was your favourite toy / TV programme when you were young?*
- As students discuss their favourite memories, if they naturally use *used to*, write their examples on the board.
- If not, prompt them with some of your own and see if they can do the same.

Exercises 1 and 2

- Ask students to complete the sentences and rules in the grammar box, using the text on page 24 to help them.

Flipped classroom grammar video

- Use the video to present the grammar. (Note that it includes explanations for *would* which you can include or skip.)
- Pause at 00:23 and ask: *Why do we use 'used to'?* Then play and listen to the explanation.
- Pause at 00:52 and ask how the negative form is different (*use to*, not *used-to*).
- Pause at 01:28 and ask: *How do we form a question? Is she a journalist now?*
- Play the remainder of the video, which presents the forms.
- Now ask students to turn to pages 130 and 131 in their books. You can find the teaching notes on page 144.

Lesson objectives

Life skills: analyse ability to manage time effectively

Vocabulary: time management

Warm up

- Ask students to call out activities and things that happen in their daily lives (e.g. sport, homework, clubs, meeting friends).
- Have an open class discussion about how they fit these things into their week. Ask: *How do you decide what to do if there isn't enough time?*

Exercise 1

- Tell students to think about their week ahead. Ask them what activities are urgent or not urgent, important or not important.
- Discuss the question as a class, but don't confirm the answer.

Exercise 2 1.45

Audio script page 168

ANSWER

It helps you understand the difference between what is important, what is urgent, and what is important and urgent.

Exercise 3 1.45

- After playing the audio, divide students into same-level pairs to add the tasks to the priority matrix.

ANSWERS

- an English test (tomorrow)
- project (due next week)
- volleyball game (tonight)
- watch cat videos on YouTube

Exercise 4 1.46

- Pause the audio after each sentence for students, in their pairs, to discuss the words.
- They can check their ideas in the word list on page 35.

Audio script page 169

Exercise 5

- Give students time, in their pairs, to complete the quiz with the words.

ANSWERS

- prioritise
- commitments
- deadline
- productive
- get ahead
- effectively
- time management
- urgent
- to-do list

Exercise 6

- Encourage students to share their findings with the class.

2.3 I can use strategies to help with my time management.

Life skills Time management

- Are you good at time management? Look at the priority matrix. How do you think it can help organise your time?

	Urgent	Not urgent
Important	1	2
Not important	3	4

- Listen to a radio phone-in and check your ideas.

- Listen again and write tasks in the priority matrix. Then add the tasks below.
 - an English test (tomorrow)
 - project (due next week)
 - volleyball game (tonight)
 - watch cat videos on YouTube

- VOCABULARY** Listen to sentences with the time management words below. What do you think they mean? Check their meaning.

commitments deadline effectively get ahead
prioritise productive time management
to-do list urgent

- Complete the quiz on the right with words from Ex 4.

- What kind of time manager are you? Take the quiz and find out! In pairs, discuss your answers.

WORD POWER Suffix -ise

The suffix *-ise* can be used to transform some nouns and adjectives into verbs.

- Choose the right word to complete the sentences.
 - I handed in my assignment late, so I had to apologise / apologise.
 - You need to decide which tasks to prioritise / priority.
 - I'm stressed! I'm under a lot of pressure / pressurise at the moment.
 - Have you written your personalise / personal statement for your application?

- In pairs. Answer the questions and make notes.

- What tasks and commitments do you have this week? When are the deadlines? Write a to-do list.
- Which commitment gets top priority this week? Fill in a priority matrix for your tasks.

- ROUND UP** In groups. What strategies do you use to get things done? Can you recommend any to the group? What did you use to struggle with? Is there anything that you think you will do differently from now on?

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Edukacja • Życie prywatne • Mówienie Rozmowa wstępna

Differentiation

- Students work in same-level pairs and read the questions to each other, noting down their partner's answers.
- They work out their partner's score and read them their answer.

Exercise 7

- Check pronunciation of the *-ise* words
(/ə'pɒlədʒaɪz/, /praɪ'brɪtaɪz/, /'preʃərəɪz/, /'pɜ:(r)s(ə)nəlaɪz/).

Exercise 8

- Students draw a matrix grid in their notebooks and use their ideas from the warm up and Ex 1 to complete it.

Tick tock, tick tock

- Do you struggle with what to do?

- Yes, I'm busy all the time but I have too much to do.
- Yes, I forget important ² and I don't feel like I get anything done.
- Yes, I sometimes find it hard to get started.
- No, I always meet the ³ with time to spare.

- Is there anything you do that stops you being ⁴?

- I'm stressed!
- I'm always rushing to do the next thing.
- I put things off. I'll start it later...
- No, I make time to relax but when I'm working I focus on what's important.

- Which sentence describes you best?

- I work really hard but I don't ⁵.
- I feel out of control a lot of the time.
- I worry about failing so I don't start.
- I use strategies to help me work ⁶.

Mostly a's: Try using the ⁷ matrix. It will help you figure out what's ⁸ and what's important.

Mostly b's: OK – you need to give yourself reminders. Start by getting yourself a planner. Write a ⁹ every day and try to cross things off.

Mostly c's: Sounds like some of your tasks feel too big to cope with. Think about breaking tasks down. Start small and keep going!

Mostly d's: You've got it sorted! Share your tips with friends.

Bread
Milk

Phone mum
tonight

Exercise 9

- Students discuss the questions in small same-level groups.

Optional activity

- Students write a blog post with tips for time management.
- Students share the posts and vote on the top five best tips.

Further practice

Workbook page 26

Word Power photocopiable worksheet

Teacher's Resource Centre

Speaking Preliminary interview

- Write three questions about school priorities and free time commitments, but don't show your partner.
- Read the strategy. Take turns to ask and answer your questions from Ex 1. Use phrases from the Phrasebook to ask for repetition or give yourself time to think.

Strategia

Objaśnianie, parafrazowanie i zyskiwanie na czasie
Jeśli chcesz coś objaśnić (wyrazić w bardziej klarowny sposób) lub sparafrazować (powtórzyć to samo w inny sposób), zastosuj wyrażenia wprowadzające wyjaśnienia. Przydadzą ci się też zwroty, których używamy, gdy chcemy poprosić kogoś o powtórzenie lub dać sobie czas do namysłu.

Phrasebook

Clarifying what you've said

What I mean is ...
What I meant is / was ...
What I'm saying is ...
What I was trying to say is / was ...
In other words, ...
(Maybe) I wasn't clear (enough) ...

Giving yourself time to think

That's an interesting question!
So, you're asking me what I think about ...
Well, I suppose I'd have to say ...

Asking for repetition

I'm sorry, can you say that again?
Would you mind repeating that, please?
Can you say that more slowly, please?

- In pairs. Ask and answer the questions. Use phrases from the Phrasebook.
 - What subjects do you study?
 - What sports or free time activities do you do?
 - What strategies do you use to manage your studies and your free time activities?
- What problem do the photos show?

Guided conversation

- Listen to a conversation between a student and a teacher. What is the problem?
- Listen again and tick the phrases from the Phrasebook that you hear. How would you complete these phrases if you were in this situation?

Phrasebook

Language of apology

I'm really sorry ...
I can only apologise.
I realise I should have ...
I'm sorry to say that ...
I must apologise, but ...

Making suggestions

Perhaps you should ...
You really ought to ...
I'd like you to try ...
Have you thought about ...
I'd suggest that you ...

- Read the roles and make notes.

Student:

You were supposed to hand in a piece of coursework today. You haven't finished it.

- Explain what the assignment was.
- Apologise and explain your reason for not finishing it.
- Say what you need in order to complete it.
- Promise to manage your time better in future and explain how you intend to do it.

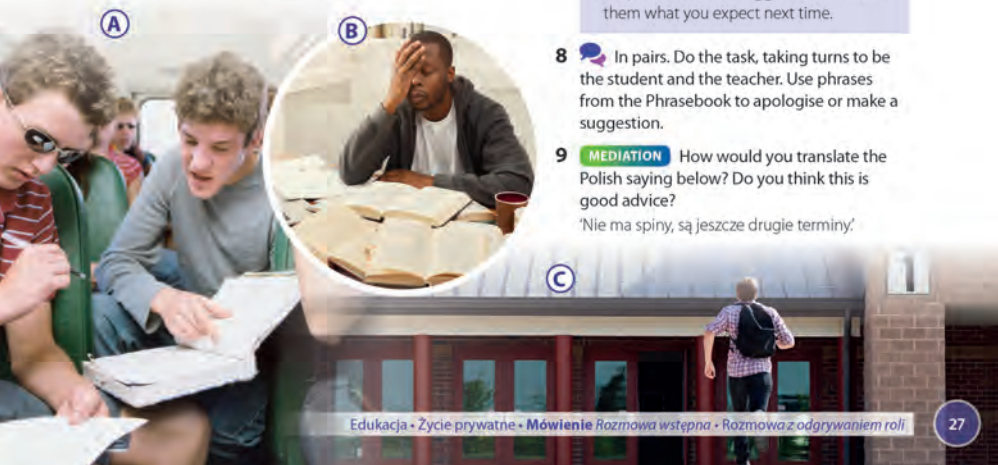
Teacher:

- Acknowledge the reasons but remind them it's not the first time work is late.
- Ask if he/she has any strategies for better time management.
- Respond to his/her suggestions and tell them what you expect next time.

- In pairs. Do the task, taking turns to be the student and the teacher. Use phrases from the Phrasebook to apologise or make a suggestion.

- MEDIATION** How would you translate the Polish saying below? Do you think this is good advice?

'Nie ma spiny, są jeszcze drugie terminy.'



Edukacja • Życie prywatne • Mówienie Rozmowa wstępna • Rozmowa z odgrywaniem roli

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Lesson objective

Speaking: conduct an interview and have a guided conversation

Warm up

- Ask students what their priorities are for the day ahead.
- Ask students to share any problems they have with the things they have to do today. Encourage the class to offer solutions and ideas.

Exercise 1

- Students can refer back to their notes from the previous lesson, if necessary.

Exercise 2

- Read through the strategy box with the students. Ask students to read through the Phrasebook phrases and think about how they will incorporate them into their question and answer session.

Exercise 3

- Give students time to consider the questions before they share their answers in pairs.

Differentiation

- Allow weaker students time to make notes before speaking.
- Tell stronger students that they should try to use three of the Phrasebook phrases as they chat. Their partner ticks them off as they hear them.

Exercise 4

- Discuss the question as a class. Ask for a show of hands for who has been in each situation.

ANSWER

The consequences of bad time management.

Differentiation

- To give students extra practice in describing photos, ask them in pairs to choose two photos and describe the details.

Exercise 5 1.47

Audio script page 169

ANSWER

The student hasn't done a lab report because she didn't manage her time very well.

Exercise 6 1.47

- Students complete the sentences in pairs once they have listened again.

ANSWERS

I'm really sorry ...

I can only apologise. I realise I should have ...

Perhaps you should ...

I'd like you to try ...

Have you thought about ...

Exam tip

- Explain to students that it's important that they react appropriately to the examiner's questions and comments.

Exercise 7

- Divide students into same-level pairs.

Mixed ability

- Give weaker students the audio script for Ex 5 to use as a model.

Exercise 9

ANSWER

Don't get stressed, you can always resit / retake an exam.

Further practice

Workbook page 27

Lesson objectives

Video: understand a video of a job interview

Vocabulary: personality and skills

Warm up

- Write anagrams of five jobs (e.g. architect, dentist, firefighter, journalist, chef) on the board.
- Divide students into pairs or small groups and give them five minutes to unscramble the words. The team who works out the jobs first wins.

Exercise 1

- Encourage students to share their ideas (see bold words in the video transcript on page 169 for possible answers).

Exercise 2a 2.02

- Ask students to work in pairs and make a list of Aisha's positive and negative points.

Video script page 169

SUGGESTED ANSWER

Yes, she's a good choice for the job. She's sporty and plays in a football team. She has experience of working in a shop (although not a sport shop) and comes across as very capable and hardworking. She has experience of computers so working with the shop computer / cash register would be no problem for her.

Exercise 2c

ANSWERS

1 B 2 A 3 A 4 B

Exercise 3 2.02

- After checking answers, divide students into same-level pairs to discuss the meanings. They can check their ideas in the word list on page 35.

ANSWERS

enthusiastic, physically fit, dealing with people, quick to learn, working under pressure

Exercise 4 2.03

ANSWERS

- 1 competitive 2 patient
3 working under pressure
4 enthusiastic 5 physically fit
6 taking initiative 7 dealing with people
8 quick to learn 9 honest
10 following instructions

Exercise 5

- Students work in their pairs to suggest jobs.

SUGGESTED ANSWERS

- 1 professional footballer 2 teacher
3 architect 4 fitness instructor
5 factory worker 6 reporter / journalist
7 air steward / ground staff

2.5

I can understand a video about personality and skills.

The world of work

- 1 Look at the video still and answer the questions.

- What do you think they are talking about?
- What skills do you need to work in a shop?

- 2 a 2.02 Aisha has an interview for a job. Watch or listen. Is she a good choice for the job? Why / Why not?

- b Watch or listen again. Choose the correct alternative.

- At the moment, Aisha **has** / hasn't got a job.
- Aisha **is** / isn't interested in sport.
- Aisha has just started **football** / **cycling**.
- Aisha **has** / hasn't got other interests outside sport.
- There are three staff, so the job is quite **easy** / **demanding**.

- c **REAL ENGLISH** Watch or listen again. Choose the correct meaning for these phrases.

- a big sports fan
A wielki sportowy wentylator
B wielki fan sportu
- I've done well
A dobrze mi poszło
B wykopałem studnię
- to count on someone
A liczyć na kogoś
B policzyć osoby
- to be in touch
A być dotykany
B być w kontakcie

- 3 **VOCABULARY** 2.02 Listen again and tick the personality and skills words Aisha uses. Check their meaning.

I'm ... competitive enthusiastic
honest patient
physically fit quick to learn
I'm good at ... dealing with people
following instructions
taking initiative
working under pressure



- 4 2.03 Use the words to complete the sentences. Listen and check.

- My brother is really _____ – when he loses a match he gets upset. But he's playing professionally now!
- You have to be quite _____ to work with young children. They can be frustrating when they're tired!
- If you're good at _____ you'll do well here. I need the designs for the apartment block by Monday!
- Kate is so _____, she makes everyone feel positive. I'd definitely recommend her fitness classes.
- You have to be _____ to work here. There's a lot of lifting and carrying, and the factory is huge.
- You need to work independently a lot, so we're looking for someone who's good at _____. You'll have to find your own stories.
- Alastair is good at _____ – even when customers are frustrated because the flight is delayed or the weather is bad.
- The bridge plans are quite complicated, but you're _____ so I think you'll figure it out in no time! Let's go and meet the builders.
- If you make a mistake in the coding, just be _____ and tell me. We can always fix it so that the software still works.
- Don't try to be creative – we need someone who is good at _____ and paying attention to detail. The restaurant has a reputation!

- 5 In pairs. Can you think of a job that matches each sentence in Ex 4?

- 6 **THINK AND SHARE** In groups. What skills and characteristics do you think you would need for the jobs below?

firefighter hairdresser personal trainer pilot
small business owner vet

- 7 **VOCABULARY BOOSTER** Now practise **Personality and skills** vocabulary on page 111.

28

Człowiek • Praca • Mówienie Opis ilustracji

- 8 engineer 9 computer programmer
10 chef

Exercise 7

- Now tell students to turn to page 111 in their books. You can find the teaching notes for the next part of this lesson on page 129.

Further practice

Workbook page 28

Grammar

Present perfect continuous

- 1 Remember the video? Match the rules to the sentences.

Czas *present perfect continuous* stosujemy:

- dla czynności, które rozpoczęły się niedawno i wciąż trwają.
- z określeniami oraz *since*, gdy chcemy powiedzieć, jak długo trwała czynność.
- dla czynności, która miała miejsce ostatnio i ma wpływ na to, co dzieje się obecnie.

A *I've been working there every weekend for nine months.*

B *I've been going to an after-school club in computer programming.*

C *I'm frustrated because I've been trying to find a job for weeks.*

- 2 Complete the rules.

Zdania oznajmujące w czasie *present perfect continuous* tworzymy według wzoru:

1 **have** / has + 2 **been**

+ forma -ing.

Przeczenia: haven't / 3 **hasn't** + been

+ 4 **-ing form**

Pytania: Have / 5 **Haven't** lub How long

+ have / has + 6 **been**

+ forma -ing.

GRAMMAR BOOSTER P. 131

- 3 Complete the sentences with the correct form of the present perfect continuous using the words in brackets.

- How long _____ (John / look) for a job?
- They _____ (study) for the exam since January.
- She _____ (not / work) here for a long time.
- _____ (you / learn) English since primary school?
- Ellie is frustrated. She _____ (wait) for her exam results for ages!
- I _____ (try) to write my CV all evening.

Present perfect continuous vs Present perfect simple



- 4 Complete the rules below with the present perfect or present perfect continuous.

Używamy ¹

- z czasownikami dynamicznymi, takimi jak *work*, *go* i *live*, aby podkreślić, że czynność trwa.

Używamy ²

- z czasownikami statycznymi, takimi jak *love*, *be* i *have*, które z reguły nie występują w czasach *continuous*.
- kiedy czynność jest zakończona, ale skupiamy się na efekcie tej czynności.
- kiedy mówimy, ile razy coś się wydarzyło.
- z *ever* i *never*, kiedy opowiadamy o doświadczeniach w przeszłości i pytamy o nie.

GRAMMAR BOOSTER P. 132

- 5 Write questions for a job interview. Use the present perfect simple or the present perfect continuous.

- How many times / you / apply / for this programme
- How long / you / work at the sports centre
- you / enjoy / your job?
- How long / you / study / drama
- How long / be interested in theatre
- you / ever / produce / a play

- 6 2.04 Listen to an interview for a work placement. Tick the questions you hear in Ex 5.

- 7 2.04 Listen again and complete the notes.

Current job? _____

How long? _____

Interested in? _____

What studying? _____

Produced a play before? _____

- 8 Use the notes to write sentences. Would you give her the job?

She's been working at the sports centre.

- 9 **THINK AND SHARE** In pairs. Ask and answer questions using *How long ... ?*

go to this school have (a possession / a pet)
know (a person) like (singer or band)
play (a sport / an instrument) study (a subject)

A How long have you been going to this school?
B I've been here for three years.

Praca

29

ANSWERS

1 B 2 A 3 C

Exercise 3

ANSWERS

- 1 has John been looking 2 've been studying 3 hasn't been working
4 Have you been learning 5 's been waiting 6 've been trying

Exercise 4

- After checking answers, ask students to turn to page 132 in their books. The teaching notes are on page 145.

ANSWERS

- 1 Present perfect continuous
2 Present perfect simple

Exercise 5

ANSWERS

- How many times have you applied for this programme?
- How long have you been working at the sports centre?
- Have you been enjoying your job?
- How long have you been studying drama?
- How long have you been interested in theatre?
- Have you ever produced a play?

Exercise 6 2.04

Audio script page 169

ANSWERS

Questions 1, 2, 4 and 6

Exercise 7 2.04

ANSWERS

Current job: runs dance classes at sports centre

How long: since last year

Interested in: theatre and performing arts

What studying: drama and English literature

Produced a play before: Yes, the senior musical

Exercise 8

Differentiation

- Give weaker students words they need in a jumbled order.

Exercise 9

- Put students who know each other well together to do this activity.

Optional activity

- Students tell the class about their partner to practise third person forms.

Further practice

Workbook page 29

Grammar booster page 131

Lesson objective

Grammar: present perfect continuous and present perfect simple contrast

Warm up

- Say true/false sentences about yourself as an introduction to the grammar, e.g. *I've been working here for five years. I've been playing tennis since 2005.*
- Students decide if each statement is true or false.

Flipped classroom grammar video

- Use the video to present the language.
- Play the video. Pause at 00:23 and ask: *How long has he been working on the model? (since January). Is he still working on it? (yes).*

- Pause at 01:14 and ask: *When do we use the present perfect simple and not the continuous?* Then play and listen to the explanation.
- Play the remainder of the video, which presents the forms.
- Now ask students to turn to page 131 and 132 in their books. You can find the teaching notes on page 145.

Exercise 1

Optional activity

- Play the video from Lesson 2.5 again, pausing after each sentence and asking: *How long has she been working? Is she still attending the after-school club? How long has she been looking for a job?*

Lesson objectives

Reading: understand an article about education in Poland

Reading skills: find specific information in an article

Vocabulary: education

Warm up

- Write on the board: *What might be the consequences of not having an education?* Students work in groups and make a list.
- Discuss the question as a class, asking students to share their ideas.

Exercise 1

- Do the exercise as a class activity. Write students' ideas on the board. Ask: *In what situation might you risk your life to get an education?*

Culture note

Victor Hugo was a French poet, novelist and dramatist. Though regarded in France as one of their country's greatest poets, he is better known abroad for such novels as *Notre-Dame de Paris* (1831) and *Les Misérables* (1862).

Exercise 2 2.05

ANSWER

The main aim of the article is to explain how Polish students continued to get an education, even under difficult circumstances.

Exercise 3

Exam tip

- Tell students to read all of the options carefully and identify which section of the text the answer will be in.
- Point out that a good strategy for multiple-choice exercises is to underline key words both in the text and in their selected answer.
- Give students time to compare and discuss their answers.
- For any incorrect answers, help students to understand why their chosen answer is incorrect.

Exercise 4 2.06

ANSWERS

- 1 fees 2 fund 3 movement
4 curriculum 5 course
6 certificate 7 candidate
8 signature 9 campus
10 tuition 11 universal right

Exercise 5

- Divide students into same-level pairs or small groups to do this activity.

2.7

I can understand an article about education in Poland.

CULTURE

Reading

1 In pairs. Answer the questions.

- How important is education? Would you risk your life to get an education? Why / Why not?
- What do you know about 'The Flying University' – Uniwersytet Latający – and its students?

2 Read and listen to the article about the Flying University and check your ideas in Ex 1. What is the main aim of the article?

3 Read the article again. Choose the correct answer: A, B, C or D.

- The Flying University ...
A was active for between five and six years.
B was hidden in a teacher's house.
C grew out of a secret organisation for women.
D operated from a hidden campus.
- Studying and teaching at the university was ...
A limited to men only.
B free for men and women.
C only for famous Poles.
D was risky and illegal.
- In the 20th century ...
A teachers and lecturers taught in classrooms under the ground.
B there was no need for secret teaching.
C 18,000 Polish students graduated from university.
D the secret network covered all levels of education.
- Which is the best summary of the Victor Hugo quote?
A Education keeps you out of prison.
B Education opens doors in life.
C Education gives you freedom.
D Education helps to shut down prisons.
- The article is about ...
A famous Polish people who have studied secretly.
B the sacrifices that people make to get an education.
C a tradition in Poland that has been going since the 19th century.
D a famous Polish aviation school.

prevent zapobiegać
endured przetrwał

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Edukacja • Wiedza o kraju ojczystym • Rozumienie tekstów pisanych Wielokrotny wybór



THE FLYING UNIVERSITY

Fighting for an education

In modern Poland there are over 450 universities, where students can study a range of subjects. Kraków University is one of the oldest and most prestigious in Europe. And yet, several times in Polish history – and even within living memory – Polish students have had to fight for their right to an education.

A divided nation

In the 19th century, Poland was a divided nation. Warsaw was under Russian control, and the Polish language and culture were under threat. One opportunity that was denied to many was university education.

1885–1905

It all started in 1882 as a secret movement to allow women to study. It grew into a network of secret, illegal lectures and classes allowing Polish students, both men and women, to study and gain qualifications. It became known as 'The Flying University'. There was no campus, and no classrooms. In fact, lectures had to be held in private homes in different locations to prevent students and lecturers from being arrested. The curriculum covered social sciences, language, history, natural sciences and teacher training. A course lasted 5–6 years, with 8–11 hours of study per week. The Flying University fees were only 2–4 roubles a month. These fees funded a secret library of books for student use. In the 20 years that it operated, the Flying University educated thousands of young Polish men and women, including famous names such as Maria Skłodowska-Curie, Zofia Nałkowska and Janusz Korczak.

The secret school flies again

History is complicated, and the need for underground tuition didn't end with Polish independence. Fortunately, the spirit of the Flying University endured. Under Nazi occupation in the Second World War, and again under Soviet rule, a secret network of teachers risked imprisonment and even death to teach in the Underground Teaching Network. Teachers and university lecturers organised classes, lectures and exams which allowed thousands of students across Poland to access primary, secondary and university education. During the war years, at least 18,000 high school students passed their final exams in secret and received certificates with false dates and signatures. When the war ended, they were accepted as candidates at Polish universities.

Global importance

In Poland today, education is a universal right for boys and girls from the age of six. Around the world, where students are still fighting for the right to learn, the spirit and ideals of the Flying University still echo. For many, education means freedom. In the words of Victor Hugo, 'He who opens a school door closes a prison.'

Differentiation

- Depending on class size, split the class into groups and give them two or three words each. Each group writes their sentences.
- Re-group the students so that they can share their examples.

Exercise 6

- Ask students to summarise the text orally first.
- Set the task as a writing activity for homework.

Differentiation

- Tell students to underline key parts of the text.
- Students then write the key sentences, editing them together as they go so that they make sense.
- Finally, they try to include any new words that haven't been used.

Further practice

Workbook page 30

Culture video: Oxford and Cambridge universities



Listening

- 1 In pairs. What are some of the problems people face to get an education?
- 2 **2.07** Listen to six extracts about education and check your ideas from Ex 1.
- 3 **2.07** Listen to six extracts and choose the correct answer: A, B or C. **2.06** Match the highlighted words in the article to their definitions. Listen and check.
 - 1 The extract about civil rights is from a ...
A TV documentary. **B** radio show. C concert.
 - 2 In Wales today
A most people speak Welsh. B children are punished for speaking Welsh. **C** Welsh is a school subject.
 - 3 The protest is about ...
A the price of education. B the quality of education.
C the right to an education.
 - 4 The charity is asking for ...
A £3 from each person. **B** a monthly donation. C £130 million.
 - 5 The news item is about a school where there are ...
A eleven students. B lots of fights. C transport problems.
 - 6 What is the clip about Louis Braille from?
A a diary **B** a biography C an autobiography

4 In pairs. Discuss the questions.

- 1 Why have all these people and groups fought for their education?
- 2 What does education enable people to do?

5 **2.08** Listen to a conversation about Malala Yousafzai. Why did she continue her education in the UK?

Strategia Określanie odbiorcy i celu wypowiedzi
Kiedy słuchasz nagrania, lepiej rozumiesz jego treść, gdy określisz, kto jest odbiorcą wypowiedzi (do kogo dana osoba się zwraca) oraz jej cel (dlaczego ktoś mówi). Na przykład rozmówca może próbować:

- poinformować o czymś słuchacza
- przekonać słuchacza do czegoś
- ogłosić coś
- wyjaśnić coś
- opisać coś
- udzielić rady
- zabawić słuchacza



6 **2.08** Read the Listening strategy. Then listen again and decide if each sentence is true or false. **2.06**

- 1 Lucy is reading an autobiography. **T**
- 2 Anya has never heard of the author. **F**
- 3 Lucy has been reading the book for a few weeks. **F**
- 4 Lucy mentions three kinds of media that Malala used. **T**
- 5 Anya supports the issues that Malala campaigns about. **T**
- 6 Lucy is enjoying the book. **T**

7 **THINK AND SHARE** In groups. Find out more about Malala's activism. Then write and give a short presentation about her. **2.08**

Čłowiek • Edukacja • Państwo • społeczeństwo • Wiedza o krajach anglojęzycznych • **Rozumienie ze słuchu** Wielokrotny wybór • Przewidywanie

4 **VOCABULARY** **2.06** Match the highlighted words in the article to their definitions. Listen and check. **2.06**

- 1 (n) the money that students pay to do their studies
- 2 (v) to provide money for something, usually sth official
- 3 (n) a group of people who share the same aims
- 4 (n) the subjects and topics that are taught at a school or college
- 5 (n) a period of study at a school or university
- 6 (n) an official document that proves that you have a qualification
- 7 (n) a person who is applying for something
- 8 (n) someone's name written to give a document authority
- 9 (n) the buildings and geographic area that make up a university
- 10 (n) a formal word for teaching
- 11 (n) something that everyone in a society is allowed to do

5 Use the words in Ex 4 to make sentences about education in Poland. **2.06**

We have to pay fees to study at university.

6 **MEDIATION** How would you explain the Flying University to a British friend? Summarise the article using as many of the words in Ex 4 as possible.



Culture video:
Oxford and Cambridge universities

Lesson objective

Listening: identify information in extracts and identify correct and incorrect information

Warm up

- Write on the board: *Welsh, Braille, tuition fees, Malala Yousafzai and women's rights.*
- Students work in groups and talk about how each of these things (or person) might link to the subject of education. Don't confirm answers at this stage as students will find out in Ex 2 and 5.
- Play a song while they are brainstorming ideas, such as 'Another Brick in the Wall' by Pink Floyd.

Exercise 1

- Discuss the question as a class.

Exercise 2 **2.07**

- Students listen and check their ideas from the warm up and Ex 1. Ask if any of the information surprised them.

Audio script page 170

ANSWERS

Extract 1: Black and white students couldn't study in the same schools.
Extract 2: Welsh wasn't taught in schools and children were punished for speaking it.
Extract 3: Tuition fees are making it financially difficult for some students to go to university.

Extract 4: Communities in Africa don't think it's appropriate for girls to be educated.

Extract 5: There aren't enough students to keep a school open.

Extract 6: Access to books was difficult for blind children.

Exercise 3 **2.07**

- Tell students to read through the sentences and all the options.
- Allow students to check any unknown words before playing the audio again.

Exam tip

- Tell students to cross through answers that they are sure are incorrect. When they listen again, they should check any remaining answers they are not sure about and confirm those which they are sure about.

Exercise 4

- Read the questions and encourage class discussion.

Exercise 5 **2.08**

Audio script page 170

ANSWER

Because the Taliban were threatening to kill her.

Exercise 6 **2.08**

- Read through the strategy box with the students. Ask students to identify what kind of listening text it is (a conversation between two friends) and what the purpose of their conversation is (to talk about a book one of them is reading about Malala Yousafzai).
- Once students have checked answers, ask them to correct the false sentences.

Exercise 7

- If students have access to the internet in class, allow them to work in groups to find more information.

Differentiation

- Set the task for homework. Give students a word limit appropriate for their level (80–130 words).

Further practice

Workbook page 31

Lesson objective

Writing: write an email to a friend

Warm up

- Check what students remember from the Flying University text in Lesson 2.7.
- Make true/false statements, e.g. *The Flying University started as a secret organisation to train teachers.* Students work in groups to try and remember the answers (without checking!). Groups get a point for every correct answer.

Exercise 1

- Students discuss the questions in pairs.
- Ask students to share their ideas with the class. Ask students what kind of summer jobs they would like to do.

Exercise 2

ANSWERS

1 D 2 C 3 E 4 B 5 A

Exercise 3

ANSWERS

- a summer job at the sports centre
- She felt nervous.
- She's worked in a shop before.
- She wants a more interesting job than her current one, with more money, because she needs to save for a trip.
- She asks Leah to ask her mum for a reference.

Exercise 4

- Tell students to underline the parts of the text that match the bullet points.

ANSWERS

She has included all of the information but has written more than 130 words.

Exercise 5

- Read the introduction and the phrases in the Language focus box.

ANSWERS

I was wondering if ...
I hope she won't mind. Let's Skype soon ...
Would that be all right?

Optional activity

- Ask students to rewrite Amanda's sentences using different phrases from the Language focus box, e.g. *I just wanted to ask if your mum ...*

Exercise 6a

Mixed ability

- Brainstorm ideas as a class and write their ideas on the board. Elicit advantages and ideas for relevant experience they could include.

2.9 I can write an email to a friend about a job interview

Writing An email to a friend

1 In pairs. Answer the questions.

- Have you ever been for an interview?
- How would you prepare for an interview?
- Would you like to do a summer job? Why / Why not?

2 Match these words to their translations.

- | | |
|---------------|-----------------|
| 1 application | A wynagrodzenie |
| 2 CV | B referencje |
| 3 part-time | C życiorys |
| 4 reference | D podanie |
| 5 wages | E na pół etatu |

3 Read the email. Answer the questions.

- What job has Amanda applied for?
- How did she feel before the interview?
- What experience does she have?
- Why does she want the job?
- What does she ask Leah for?

Hi Leah

I've just got back from an interview for a summer job at the sports centre. I think it went OK. I hope so, anyway! I was quite nervous.

It's a lifeguard job. I've been working part-time at the corner shop in our neighbourhood since last winter, but I wanted to do something a bit more interesting. The pay is better, too. I need to save some money for travelling next year.

They asked me about experience and references. I was wondering if it would be possible for your mum to write me a reference? The work we did at the beach café last year would be good experience. I hope she won't mind.

I hope you and your family are well. Let's Skype soon and talk about plans for the summer! Would that be all right?

See you soon,
Amanda

4 Read the task. Has Amanda included all the information in the task?

You have just had a job interview at a sports centre. Write an email to your English-speaking friend:

- tell them how you think it went
- explain what the job was and give reasons why you wanted to do it
- explain why you need the job
- politely ask for some help with the application

You should write 80–130 words.

Polite requests and showing consideration

We use phrases for polite requests and showing consideration when we want to be more polite or formal.

Making polite requests

I was wondering (if / whether) ...
I just wanted to ask ... I don't know if ... ?
Could you please ... ? Would you mind ... ?
Would it be possible for you / your mum to ... ?
Let's Skype soon ...

Showing consideration

I hope you don't / she won't mind!
I'd be really grateful. I'd really appreciate it.
Would that be all right?

5 Read the Language focus. Which phrases does Amanda use?

6 a Read the task. Summarise to a partner what you have to do.

You have just been for an interview for an internship in London. Write to your English-speaking friend:

- tell them how you think the interview went and how you felt.
 - explain what it was for and mention some relevant experience or studies.
 - mention some advantages of the internship and why you are doing it.
 - politely ask for something to help with the application.
- You should write 80–130 words.

b Plan your work. Answer these questions about each point in the task.

- How did the interview go? How did you feel?
- What kind of internship is it?
- What are the advantages of the internship? Valuable experience for the future? Location? Famous company? Pay?
- Use language from the Language focus to make a polite request and finish your email with a friendly ending.

c Write your email.

7 CHECK YOUR WORK Did you:

- use language from the world of work?
- use phrases for polite requests and showing consideration?
- check your spelling and grammar?

Exercise 6b

- Students use their ideas in Ex 6a to answer the questions.

Exercise 6c

- Ask the students to write a first draft. Remind them at this stage they shouldn't worry about accuracy but should concentrate on organising their ideas.
- Monitor and help students with language.

Exercise 7

- Read through the Check your work points and ask the students to look at their first draft and make any changes in relation to the points and rewrite it.

Differentiation

- Set the writing task for homework. Give each student a partner and tell them to email each other their letters.
- Students can give each other feedback at the beginning of the next lesson or via email.

Further practice

Workbook page 32

Language review

Grammar

1 Find the errors in the underlined parts of the sentences and correct them. Use *used to*, *be used to*, *get used to* or the *past simple*. 

- My younger sister used to crying every time she got a bad mark at school, but not any more.
- In the past I felt uncomfortable speaking in front of the class, but I got used to it now.
- You are never too old to study. My neighbour used to receive her master's degree when she was 55.
- Did you used to miss classes when you were at school?
- Dan is not used to share a room so living in student accommodation will be a new experience for him.
- I wasn't used to spend much time learning Spanish at school but now I regret it.

2 Translate the phrases in brackets into English. 

- Mark is in trouble. He still (nie zrobił) his homework.
- I (znam) Kate since elementary school. We are really good friends.
- Ann (nigdy nie studiowała) abroad but she is going on an exchange to Germany.
- I (czytam) this book for two weeks now, but I still haven't finished it.
- How long (on gra) in the school orchestra? I didn't know he was so talented.
- (Czy pracowałeś) on your chemistry project all day? You look exhausted.

Vocabulary

3 Complete the sentences with the correct answer: A, B or C. 

- You must learn to **C** with stress if you want to survive in the world of show business.
A struggle B overcome C cope
- I am **A** that education should focus on students' strengths, not weaknesses.
A convinced B confident C committed
- Working **A** constant pressure can lead to professional burn-out.
A under B in C with
- Sarah might be inexperienced but she is disciplined and **B** to learn.
A good B quick C speedy
- Many parents find it difficult to be **B** when disciplining their children.
A ambitious B patient C reliable
- I was **C** to take up creative writing by my English teacher.
A determined B disciplined C inspired

4 Complete the sentences with the missing words. The first letters have been given. 

- The d for registration is 15 March. No applications will be accepted after this date.
- Mastering time m skills will help you to do more in less time.
- You need to learn to p instead of wasting your time on less important tasks.
- What's the point of t lists if you're not doing any of the tasks planned?
- Work smarter, not harder. The fact that you devote more time to learning doesn't always mean that you learn more e.
- You need to deal with the matter immediately. It's u !

5 Match sentence beginnings 1–8 to the endings A–H. 

- Many students work part-time to cover their **D**
 - To qualify as a doctor, you need to complete at least a six-year **F**
 - Students should have a say on school subjects included in the **G**
 - Most legal documents require a(n) **C**
 - In order to receive the certificate, you must score over 70% in your **H**
 - All candidates are required to fill in **A**
 - Access to education should be a **E**
 - The teacher offered the struggling student **B**
- A an online application form.
B extra tuition.
C signature.
D university fees.
E universal right for all children.
F course of study.
G curriculum.
H final exam.

6 Write down the five most difficult words from the unit wordlist. Swap your list with another student. Write five sentences with the words missing. In pairs, guess the missing words. 

-
-
-
-
-

Look at the lesson aims for this unit. What can you now do well? Choose one area for more practice if necessary.

they should work together so that they all have the same answers. This will help stop the dominant students taking over.

- The students cannot move on to the next exercise until you have approved the previous exercise and all corrections have been made.
- There is no time limit for the activity but the focus is on the students working together, supporting and learning from each other.
- Monitor the groups as they work and when you are correcting completed exercises make notes of the errors to go over at the end of the class.
- Don't correct the groups' answers, just put a dot next to the answers they need to rethink in order to encourage students to notice and correct their own mistakes.
- For students who choose to work individually, as with the groups, don't set a time limit and monitor and help as necessary. Ask them to find another student to compare and check their answers with.

Exercise 1

ANSWERS

- 1 used to cry 2 'm used to it / 've got used to it 3 received 4 Did you use to miss 5 is not used to sharing 6 didn't use to

Exercise 2

ANSWERS

- 1 hasn't done 2 've known 3 has never studied 4 've been reading 5 has he been playing 6 Have you been working

Exercise 4

ANSWERS

- 1 deadline 2 management 3 prioritise 4 to-do 5 effectively 6 urgent

Exercise 6

- Put students into pairs. Tell them to 'beep' their missing words as you did in the warm up activity in Lesson 2.1.

Reflect

- Ask students to go back through the unit and look at the *Can do* statements for each lesson.
- Students reflect on what they have learned in the unit and consider any areas where they think they might need further practice.
- Supply students with one of the photocopiable worksheets from the Teacher's Resource Centre if required to give students practice in any areas of weakness.

Further practice

Workbook page 33

Lesson objective

Language review: review the grammar structures and vocabulary from the unit

Warm up

- Divide students into same-level pairs. Ask them to choose six words from the unit.
- Students work in their pairs to make up a short anecdote or story using the six words. Invite some students to share their stories with the class.
- Weaker students can write sentences to show the meaning of the words.

Exercises 1, 2, 3, 4 and 5

Exam tip

- Go through each exercise with the class and ask: *What do you have to do? What strategies can you use to help you?*
- Tell the students that a good strategy for the multiple-choice activity in Ex 3 is to look at the options and cross out any that they know are definitely incorrect.
- They then look at the words before and after the gap, the context and whether the word collocates with either of the adjoining words.

- Ask students to choose if they want to work in groups or individually.
- If they are working in groups, explain that each student in the group must complete the exercise in the book, and

Lesson objective

Skills trainer: familiarisation and practice of Basic Matura Use of English, speaking, writing and listening exam tasks

Warm up

- Ask: *What can you do to prepare for the Use of English exam?* Elicit students' ideas and write a list on the board (e.g. learn collocations, phrasal verbs and idioms).

Exercise 1

- Read the Use of English strategy box with the students. Remind students they have already done several multiple-choice activities in the unit.
- Ask students to do the task individually first.
- Check answers as a class identifying what students got wrong.
- Ask students to identify phrasal verbs and other collocations, e.g. *break up*, *take part*.

Exercise 2

- Read through the Speaking strategy box with the students.
- Use one of the photos from the unit to elicit example answers to each of the questions in the strategy box.
- Now ask students to do the task in pairs using the photo on the page.

Exam tip

- Encourage students to use more complex sentences with linkers and relative clauses rather than short simple sentences.

Differentiation

- Set the writing task and ask students to work on it, then invite individual students to come and do the speaking task with you one-to-one. Choose three or four students, and during the next exam practice lesson be sure to choose a different set of students so each student gets a turn.

Exercise 3

- Read through the Writing strategy box with the students.
- Go through the task instructions and make sure students understand what they have to do. Ask: *How many bullet points should you refer to?* (all of them).

2.11 Skills trainer

Use of English

Strategia Weryfikowanie wyboru

Zanim dokonasz wyboru poprawnej odpowiedzi, upewnij się, że rozważyłeś/aś wszystkie trzy opcje odpowiedzi, dopasowując je do luk w obu zdaniach. Niektóre wyrazy będą pasowały tylko do jednej luki, a do drugiej nie.

- Przeczytaj opis strategii. Przeczytaj pary zdań. Wybierz opcję (A, B lub C) najlepiej uzupełniającą oba zdania.

- It's difficult to **B** in touch with old schoolmates.
Do breathing techniques to **B** stress under control.
A stay B keep C bring
- They broke **C** after fifteen years of marriage.
There is no point in looking **C** each unknown word in a dictionary.
A down B into C up
- Everyone is supposed to take **C** in the project.
When Sam was only twelve years old, he played the **C** of Macbeth in a school performance.
A place B role C part
- You cannot use the printer. It's out of **A**.
The soldiers were given an **A** to evacuate.
A order B action C instruction
- Could you give me a **A** with the numbers, please?
The small **A** of a clock indicates which hour it is.
A hand B leg C shoulder

Speaking

Strategia Opisywanie zdjęć

Kiedy opisujesz ilustrację, stosuj w wypowiedzi różne czasy i konstrukcje gramatyczne. Za pomocą czasu *present continuous* – opisz, co się dzieje na zdjęciu; *present perfect* – co się właśnie wydarzyło; *past simple* – opowiedz o swoich doświadczeniach z przeszłości, nawiązując do sytuacji ze zdjęcia; *future simple* – opisz, co się twoim zdaniem za chwilę wydarzy; *could / might be / would like* – rozważaj różne możliwości; *looks like* – zastanów się, kim mogą być ludzie na zdjęciu. Co za tym przemawia? Pamiętaj, aby uważnie się przyjrzeć całej scenie. Jakie istotne, ciekawe szczegóły widać w tle lub na pierwszym planie?

Strategia Interpretowanie zdjęć

Kiedy odpowiadasz na pytanie wymagające interpretacji jednego z aspektów sceny przedstawionej na ilustracji, pamiętaj, aby uzasadnić swoją opinię, odwołując się do widocznych na zdjęciu elementów.

- Przeczytajcie opis strategii. Pracujcie w parach. Przyjrzyjcie się ilustracji i odpowiedzcie na pytania.



34

Człowiek • Życie prywatne • Edukacja • Znajomość środków językowych Wielokrotny wybór • Mówienie Opis ilustracji • Wypowiedź pisemna Wiadomość na blogu • Rozumienie ze słuchu Dobieranie

- Do you think the students are interested in the cooking workshop? What makes you think so?
- Would you like to have cooking lessons at school? Why / Why not?
- Describe a situation when you prepared a meal everybody liked.

Writing

Strategia Rozwijanie wypowiedzi pisemnej

Wynotuj istotne informacje i zwroty związane ze wszystkimi czterema podpunktami zadania. Pamiętaj, aby w temacie każdego z podpunktów zamieścić dodatkowe informacje. Jeśli któryś z podpunktów składa się z dwóch elementów, odnieś się do każdego z nich i przynajmniej jeden opis wyczerpująco. Zwróć uwagę na to, jakie czasowniki zastosowano w każdym z podpunktów. Pomogą ci określić, na czym należy się skupić.

- Przeczytaj opis strategii i treść zadania. Wynotuj informacje odnoszące się do każdego z czterech podpunktów. Napisz tekst o długości 80–130 słów.

W zeszłym tygodniu wybrałeś/aś się grupą przyjaciół do tzw. escape roomu. Celem gry było znalezienie wskazówek i rozwiązanie zagadki w wyznaczonym przez organizatorów czasie. Podziel się swoimi wrażeniami na blogu:

- Zrelacjonuj przebieg zabawy.
- Opisz swój udział w rozwiązaniu zagadki i zaangażowanie pozostałych uczestników.
- Wyraź opinię na temat edukacyjnej wartości tego typu gier.
- Zaproponuj przygotowanie podobnego projektu w jednej z sal w twojej szkole.

Listening

Strategia Rozpoznawanie słów kluczowych w zadaniach na dopasowywanie

W zadaniach na dopasowywanie wyrażenia A–E mogą wydawać się do siebie podobne. Przeczytaj je uważnie i podkreśl słowa kluczowe, dzięki którym można określić, kim są rozmówcy i jakie mogą być ich zamiary. Za każdym razem, gdy dopasowujesz zdania do rozmówców, jeszcze raz przeczytaj wszystkie opcje odpowiedzi.

- Przeczytaj opis strategii. Usłyszysz cztery wypowiedzi o edukacji i przydatnych w życiu umiejętnościach. Dopasuj zdania (A–E) do rozmówców (1–4). Jedno zdanie podano dodatkowo.

The speaker ...

- A **4** is a businessperson talking about the importance of life skills and qualifications.
- B **1** explains how certain skills may be gained at an early age.
- C **2** reports the findings of a survey on university education.
- D **3** describes young people's educational wishes.
- E **2** invites listeners to take part in a training event.

Exam tip

- Tell the students that it's important to organise their writing well. Tell them to start the blog by describing the game in general. As this is the first bullet point, make sure they know not to write too much at the start as they need to keep to the word count. Then they give more specific information as per the other bullet points.

Exercise 4 2.09

- Read through the Listening strategy box with the students.
- Tell students to underline key words in the sentences.
- Play the audio and ask students to write the numbers of those they are sure of.
- Tell students to write notes to help them with ideas before playing the audio again.

Audio script page 170

Further practice

Workbook page 34

Unit Test

How to learn vocabulary

- Before the students do the *How to learn vocabulary* page, ask them if they have problems remembering sets of words. Ask if they have any strategies of their own to help them remember words.
- Ask them to share their strategies and feedback with the class.
- Students learn languages in different ways – some students are more visual learners and need to see sentences or even pictures, other students learn languages better through listening and speaking. This *How to learn vocabulary* page should help visual learners and those who associate words through listening.
- Divide the class into pairs and ask them to look at the word list. Tell them to choose four words. They should write two of these words in a 'silly' sentence and use two of them to draw pictures to help them to remember them.
- Students share their sentences and pictures with other pairs.
- Invite students to share their ideas with the class.

Study skills

- There are other visual ways to help students to remember vocabulary. Mind maps can be particularly useful for learning groups of topic-related vocabulary.

Word list

- After the students have done the *How to learn vocabulary* page, ask them to choose a topic and a group of words and draw them as a mind map in their notebooks.

Further practice

Workbook page 35

Facing challenges (pp.24 and 110)

- 1 challenge (n) /tʃelɪndʒ/ wyzwanie
2 confidence (n) /kənfaɪdəns/ pewność siebie
3 convinced (adj) /kən'vɪnst/ przekonany
4 cope with (v) /kɒp wɪð/ radzić sobie z
5 determined (adj) /dɪ'tɜːmɪnd/ zdecydowany

- 6 discipline (n) /dɪ'sɪplɪn/ dyscyplina
7 frustrated (adj) /frʊ'streɪtɪd/ sfrustrowany
8 inspire (v) /ɪn'spaɪə/ inspirować
9 inspired (adj) /ɪn'spaɪəd/ zainspirowany

- 10 pressure (n) /ˈpreʃər/ presja
11 struggle (v) /ˈstrʌɡl/ usiłować, starać się
12 academic achievement /ˌækə'demɪk ɔːʃɪv'mənt/ osiągnięcie naukowe
13 anti-social behaviour /ˌænti'soʊʃl bɪ'heɪvjər/ zachowanie antyspołeczne

- 14 mental health issues /ˌmentl 'helθ ɪʃʊz/ problemyka zdrowia psychicznego
15 negative body image /ˌneɡətɪv 'bɒdi ɪmɪdʒ/ negatywnie postrzeganie swojego ciała
16 parental expectations /ˌpərentl ɪk'spek'teɪʃnz/ oczekiwania rodziców

- 17 peer pressure /ˌpiə ˈpreʃər/ presja rówieśnicza
18 social anxiety /ˌsəʊʃl æŋ'zaɪəti/ fobia społeczna
19 student debt /ˌstjuːdnt ˈdet/ kredyt studencki

- 20 taking criticism /ˌteɪkɪŋ 'krɪtɪsɪzəm/ przyjmować krytykę
21 Are you an ideal student? (p.110)
22 bullying (n) /ˈbʊlɪŋ/ zastraszanie

- 23 cheat (v) /tʃiːt/ oszukiwać, ściągać
24 concentrate (v) /ˌkɒnsən'treɪt/ skupiać się, koncentrować się
25 copy schoolwork / homework /kɒpi 'sku:lwɜːk, 'həʊmwɜːk/ spisywać pracę domową

- 26 fail an exam /feɪl ən ɪɡ'zæm/ oblać egzamin, nie zdać egzaminu
27 get a good/bad mark /get ə ɡʊd, ˌbəd 'mɑːk/ otrzymać dobrą/złą ocenę
28 hand homework in /hænd 'həʊmhwɜːk ɪn/ oddać pracę domową

- 29 pass an exam /pɑːs ən ɪɡ'zæm/ zdać egzamin
30 revise (v) /rɪ'veɪz/ powtarzać

- 31 Time management (p.28)
32 commitments (n pl) /kəmɪ'tments/ zobowiązania
33 deadline (n) /ˈdedlaɪn/ termin (wykonania pracy)

- 34 effectively (adv) /ɪfektɪvli/ skutecznie
35 get ahead /get ə'heɪd/ przyspieszyć karierę
36 priorities (n pl) /praɪə'reɪtɪz/ priorytety

- 37 productive (adj) /prɒdʊktɪv/ wydajny
38 time management (n) /ˈtaɪm ˌmænɪdʒmənt/ zarządzanie czasem
39 to-do list (n) /tə 'duː lɪst/ lista rzeczy do zrobienia

- 40 urgent (adj) /ˈɜːdʒənt/ pilny
41 Personality and skills (pp.28 and 111)
42 capable (adj) /ˈkeɪpəbəl/ zdolny (do zrobienia czegoś)

- 43 competitive (adj) /kəm'petɪtɪv/ lubiący współzawodnictwo
44 conscientious (adj) /kɒn'sɪʃəns/ obowiązkowy
45 deal with people /diːl wɪθ 'piːpl/ radzić sobie z ludźmi

- 46 demanding (adj) /dɪ'mændɪŋ/ wymagający

- 47 easy-going (adj) /iːzi ˈɡəʊɪŋ/ bezproblemowy
48 efficient (adj) /ɪfɪʃnt/ efektywny
49 enthusiastic (adj) /ˌentʃuːzjə'stɪk/ entuzjastycznie nastawiony

- 50 fair (adj) /feɪr/ uczciwy
51 follow instructions /fɒləʊ ɪn'strʌkʃnz/ podążać za wskazówkami / instrukcją
52 grumpy (adj) /ˈɡrʌmpɪ/ gburawaty

- 53 hard-working (adj) /hɑːd 'wɜːkɪŋ/ pracowity
54 honest (adj) /ˈɒnɪst/ szczerzy
55 independent (adj) /ɪndɪ'pendənt/ niezależny

- 56 lazy (adj) /leɪzi/ leniwy
57 patient (adj) /ˈpeɪʃnt/ cierpliwy
58 physically fit (adj) /fɪzɪkli 'fɪt/ w formie

- 59 quick to learn (adj) /kwɪk tə 'lɜːn/ szybko uczący się, zdolny
60 reasonable (adj) /ˌriːznəbəl/ rozsądny, uzasadniony
61 relaxed (adj) /rɪ'læksd/ zrelaksowany

- 62 strict (adj) /strikt/ surowy
63 take initiative /teɪk ɪnɪʃɪə'tɪv/ przejąć inicjatywę
64 work under pressure /wɜːk ʌndə 'preʃər/ pracować pod presją

- 65 Real English (p.28)
66 a big sports fan /ə ˌbɪɡ 'spɔːts ˌfæn/ wielki fan sportu
67 be in touch /biː ɪn 'tʌʃ/ być w kontakcie

- 68 count on (s.o.) /kaʊnt ɒn 'səʊ/ liczyć na kogoś
69 I've done well /aɪv ˌdʌn 'wel/ Dobrze mi poszło
70 Fighting for an education (p.36)
71 campus (n) /ˈkæmpəs/ kampus, miasteczko uniwersyteckie

- 72 candidate (n) /ˌkændɪdət/ kandydat
73 certificate (n) /ˌsɜːtɪfɪkət/ świadectwo, certyfikat
74 course (n) /kɔːrs/ kurs, tok

- 75 curriculum (n) /ˌkʌrɪkʊləm/ program nauczania
76 fees (n pl) /fiːz/ opłaty
77 fund (v) /fʌnd/ finansować

- 78 movement (n) /ˈmʊvmənt/ ruch
79 signature (n) /ˌsɪɡnəʃər/ podpis
80 tuition (n) /tʃuːʃn/ czesne
81 universal right /ˌjuːnɪvɜːsl ˈraɪt/ coś, do czego każdy ma prawo

- 82 Speaking (p.27)
83 Asking for repetition
84 Can you say that more slowly, please? /kən juː seɪ ðæt ˌmɔː 'sləʊli ˌplɪz/ Czy mógłbyś powiedzieć to wolniej, proszę?

- 85 I'm sorry, can you say that again? /aɪm ˌsɒri kən juː seɪ ðæt ə'ɡeɪn/ Przepraszam, czy możesz powiedzieć to jeszcze raz?
86 Would you mind repeating that, please? /wʊd juː maɪnd ɪˈpiːtɪŋ ðæt ˌplɪz/ Czy miałbyś coś przedwko powtórzeniu tego?

- 87 Giving yourself time to think (p.27)
88 So, you're asking me what I think about ... /səʊ juː ɔːkɪŋ miː wɪt ɪz ɪŋk ˌaʊt/ A więc pytasz mnie, co sądzę o ...
89 That's an interesting question! /ðæt ɪz ən ɪn'terɪstɪŋ ˌkwɛstʃən/ To interesujące pytanie!

- 90 Well, I suppose I'd have to say ... /wel ɪz ɪ sə'pəʊz ɪd ˌhæv tə seɪ/ Cóż, jak sądzę, musiałbym powiedzieć ...

- 91 Clarifying what you've said (p.27)
92 In other words, ... /ɪn ˌɒðə ˌwɜːdz/ Innymi słowy ...
93 (Maybe) I wasn't clear (enough) ... /meɪbi ɪ wəznt ˌkɪə ɪnəf/ (Być może) nie wyraziłem się (dość) jasno ...

- 94 What I mean is ... /wɒt ɪ ˈmiːn ɪz/ Mam na myśli to, że ...
95 What I meant is / was ... /wɒt ɪt ˈment ɪz, wəz/ Miałem na myśli to, że ...
96 What I was trying to say is / was ... /wɒt ɪ wəz ˌtraɪɪŋ tə seɪ ɪz, wəz/ Próbuję / próbowałem powiedzieć, że ...

- 97 What I'm saying is ... /wɒt ɪm ˌseɪɪŋ ɪz/ Mówię, że ...
98 Language of apology (p.27)
99 I can only apologise. /aɪ kən ɒnli ˌæpələʊz/ Mogę tylko przeprosić.

- 100 I must apologise, but ... /aɪ mʌst ˌæpələʊz bʊt / Muszę przeprosić, lecz ...
101 I realise I should have ... /aɪ ˌrɪəlaɪz ɪ ʃʊd ˌhəv/ Zdąłem sobie sprawę, że powinienem ...
102 I'm really sorry ... /aɪm ˌriːli ˌsɒri/ Jest mi naprawdę przykro ...

- 103 I'm sorry to say that ... /aɪm ˌsɒri tə seɪ ðæt/ Przykro mi to mówić, że ...
104 Making suggestions (p.27)
105 Have you thought about ...? /həv juː ˈθɒt ˌaʊt/ Czy myślałeś o ...?

- 106 I'd like you to try ... /aɪd ˌlaɪk juː tə ˌtraɪ/ Chciałbym, żebyś spróbował ...
107 I'd suggest that you ... /aɪd ˌsəʒest ðæt juː/ Sugeruję, żebyś ...
108 Perhaps you should ... /pə'hæps juː ʃʊd/ Zapewne powinienś ...

- 109 You really ought to ... /juː ˌriːli ˌɔːt tə/ Naprawdę powinienś ...
110 Writing (p.32)
111 Making polite requests
112 Could you please ...? /kʊd juː ˌplɪz/ Czy mógłbyś ...?

- 113 I don't know if ... /aɪ ˌdʌnt ˌnəʊ ɪf/ Nie wiem, czy ...?
114 I just wanted to ask ... /aɪ ˌdʒʌst wɒntɪd tə ˌɑːsk/ Chciałem tylko zapytać ...
115 I was wondering (if / whether) ... /aɪ wəz ˌwʌndərɪŋ ɪf, wɪðə/ Zastanawiałem się, (czy) ...

- 116 Let's Skype soon ... /lets ˌskʌp ˌsuːn/ Połączmy się wkrótce przez Skype ...
117 Would it be possible for you/your mum to ...? /wʊd ɪt biː ˌpɒsəbəl fɔː juː, jɜː ˌmʌm tə/ Czy mógłbyś / twoja mama mogłaby ...
118 Would you mind ...? /wʊd juː maɪnd/ Czy miałbyś coś przeciwko ...?

- 119 Showing consideration
120 I hope you don't / she won't mind! /aɪ ˌhəʊp juː ˌdʌnt, ʃiː wɒnt ˌmaɪnd/ Mam nadzieję, że nie masz / ona nie ma nic przeciwko!
121 I'd be really grateful. /aɪd biː ˌriːli ˌɡreɪtfl/ Byłbym naprawdę wdzięczny.

- 122 I'd really appreciate it. /aɪd ˌriːli ˌæprɪʃɪət ɪt/ Naprawdę bym to docenił.
123 Would that be all right? /wʊd ðæt biː ˌɔːl ˌraɪt/ Czy to byłoby w porządku?

Lesson objective

Vocabulary: strategies for remembering vocabulary

Warm up

- Divide the class into mixed-ability groups.
- Say definitions for some of the words in the word list, choosing words from different categories so that students revise a variety of topics, e.g. (anti-social behaviour) *doing something that upsets and intimidates other people, but isn't actually breaking the law* (cheat) *to do something that isn't right but makes it easier to succeed* (priorities) *important things that must be done before other things* (capable) *able to do something*

(take initiative) *to decide in an independent way what to do and when to do it*
(campus) *an area of land that contains all the main buildings of a university.*

- The groups get a point for each correct answer.

Study skills

- The aim of the *How to learn vocabulary* Workbook lesson is to give students tips to remember words. Explain that they can use the strategies to remember the words while they are talking, or making notes / drawing pictures in their vocabulary notebooks.

Lesson objective

Vocabulary: describing places

Warm up

- Play a memory chain game to revise countries and places.
- Say: *I went to France and I saw the Eiffel Tower.* The next student repeats your sentence and then adds his/her own country and place, e.g. *I went to France and I saw the Eiffel Tower. Then I went to Spain and I saw La Sagrada Familia.*

Exercise 1

- Encourage students to share their ideas with the class.

Exercise 2 2.14

- Ask questions about the texts, e.g. *What sort of tourists like Vietnam and Thailand? (backpackers). What is a World Heritage Site? (a place that is recognised as being of outstanding international importance). What is a 'bucket list'? (a list of things you want to do in your life).*

ANSWERS

Vietnam, Canada and Thailand

Differentiation

- Divide students into groups of three and give them one text each to read. Students read the text and then come together as a group to tell each other about the country they read about.

Optional activity

- Divide students into groups to decide on a five-item bucket list. Invite groups to share their ideas and write a list on the board. Who has the best ideas?

Exercise 3

- Read through the Word Power box.
- Let students check their answers in pairs before asking individual students to read the completed sentences.

Exercise 4 2.15

- Tell students to check the context in both the main text and the sentences to help them match the words.

Differentiation

- Support weaker students by translating the key words for them.
- Stronger students can work in pairs and use the words to talk about their own past experiences on holiday.

3 Wish you were here

I can talk about travel and holidays.

3.1

Globetrotting

- In pairs. Describe the photos. Which place would you most like to visit? Why?
- 2.14 Read and listen to the travel website. Which three countries are featured?

Where's your next dream destination?

By Anya Miller



The backpacker trail

Backpackers will love vibrant, **lively** Vietnam! Drink a cup of strong Vietnamese coffee and you're ready to **explore**. Book a boat tour to Ha Long Bay, which is a UNESCO World Heritage Site. You're sure to be captivated by the beauty of the scenery! For a **cultural** stop, head to Hue, where the **historic** walled city can still be seen.



The wide open country

Canada's dramatic **landscape** should be on everyone's bucket list! From the **peaceful** open spaces of the Yukon Wildlife Preserve to the **excitement** of whale watching in the Bay of Fundy. Visitors who love the great **outdoors** won't be disappointed. Toronto, which is one of the most cosmopolitan cities in the world, offers culture too. The Old Town, where the famous food market is located, is worth a visit.



Looking for paradise?

Tourists whose goal is a **relaxing** beach holiday, whether it's on a budget or in **luxury**, should head for the tropical beaches of Krabi Province in Thailand. Or go to the famous Full Moon Party that takes place on Koh Pha Ngan island every month. The party, which attracts thousands of backpackers, has become a must-see for younger travellers.

WORD POWER Suffix -al

The suffix **-al** can be used to make nouns into adjectives.
nation > national origin > original
centre > central culture > cultural

- Complete the sentences with the pairs of words.

- Choose a hotel near the **centre**. A **central** location is great for exploring.
- The **origin** of the tradition is unknown, but this is the **original** home of the tribe.
- This small **nation** has just called a **national** election.
- Peru has an ancient **culture** but many of its **cultural** landmarks have been destroyed.

- VOCABULARY** 2.15 In pairs. Use the **highlighted** travel and tourism words in the website to complete the sentences. Listen and check.

- Kraków is a **historic** city.
- I wish I could stay in a **luxury** hotel, but it's so expensive.
- The island is known for its **lively** nightlife.
- The dramatic **landscape** has attracted painters for centuries.
- I can't wait to get out into the great **outdoors** and the fresh air.
- I just want a **relaxing** beach holiday after all the stress of exams.
- I'd like to have a **cultural** experience, like going to a play, or seeing a concert.
- Guests are free to **explore** the museum and gardens in their own time.
- I just want my holiday to be filled with **excitement**!
- The café is a **peaceful** oasis in this busy city.

- MEDIATION** Use the information about Canada to complete the gaps. Paraphrase the information in your own words. Use up to three words.

What to do and see in Canada!

Visit the Bay of Fundy to ¹ **explore** the old town where you can ² **explore** the local market. Want some ³ **relaxing** beach holiday? Go up to the Yukon Wildlife Preserve.

- VOCABULARY BOOSTER** Now practise **Describing places** vocabulary on page 112.

Exercise 5

- Students focus on the Canada text to complete the summary.
- Support students by doing the first item together as a class. Encourage different answers as long as they match the main message in the text.

SUGGESTED ANSWERS

- go whale watching
- cultures
- forget to visit
- buy food
- fresh air / peace

Optional activity

- Divide students into same-level pairs to write a similar short summary of the Vietnam and Thailand texts.

Exercise 6

- Now tell students to turn to page 112 in their books. You can find the teaching notes on page 130.

Further practice

Workbook page 36

Word Power photocopiable worksheet

Teacher's Resource Centre

Grammar

Defining relative clauses



1 Read the sentences from

page 36. Then complete the rules.

- Visitors **who** love the great outdoors won't be disappointed.
 - Or go to the famous Full Moon Party **that** takes place on Kho Pha Ngan island every month.
 - Tourists **whose** goal is a relaxing beach holiday should head for Krabi Province.
- A Zdania względnie ograniczające występują przeważnie po **rzeczownikach** / przed rzeczownikami, które opisują.
- B Zdanie względnie ograniczające **jest** / **(nie jest)** wydzielane przecinkami.
- C Gdy mówimy o osobach, stosujemy **who**, o zwierzętach lub rzeczach - **which**, o miejscach - **where**, a o przynależności - **whose**.

GRAMMAR BOOSTER P. 132

2 Complete the dialogue with *who*, *whose*, *which* or *where*.

- Tim I've just booked a ticket to New Zealand!
- Jay Cool! Are you going to the place ¹ **where** they filmed *Lord of the Rings*?
- Tim Yeah! The guide book ² **which** I read shows all the locations.
- Jay When are you going?
- Tim Well the guy ³ **who** I spoke to at the travel agent's said that autumn is beautiful, so I'm going in April.
- Jay What? Oh yes, their autumn is our spring.
- Tim Exactly. And the people ⁴ **whose** house I'm renting spend the winter in Europe - our summer!

Omitting pronouns

W zdaniach możemy pomijać zaimki osobowe w funkcji dopełnienia, lecz nie wolno nam pomijać zaimków pełniących funkcję podmiotu.

Thanks for having (us)! I stayed with (us) summer.
Thanks for having (us)! I stayed with (us) summer.

3 Read the rule. Then write sentences with defining relative clauses. In which sentences can we omit the relative pronouns?

- I spoke to the man in the ticket office. He said the train is cancelled. (The man ...)
- We have bought these tickets. They aren't valid on this train. (The tickets ...)
- I can see the lady from the train. Her wallet was stolen by pickpockets. (That's the ...)
- We visited the cave houses in Tunisia. They filmed the original *Star Wars* film there. (We visited ...)

GRAMMAR BOOSTER P. 133

Non-defining relative clauses



4 Read the sentences and complete the rules.

- Toronto, which is one of the most cosmopolitan cities in the world, offers culture too.
 - Head to Hue, where the historic walled city can still be seen.
 - The party, which attracts thousands of backpackers, has become a must-see.
- A W zdaniach względnych opisujących stosujemy **who**, **which**, **where** oraz **whose**, ale nie stosujemy **that**.
- B Zdanie względne opisujące znajduje się przed **rzeczownikiem** / **po** rzeczowniku i podaje dodatkowe informacje z nim związane.
- C Na początku zdania względnego opisującego znajduje się **comma**. Na końcu znajduje się przecinek lub kropka.

GRAMMAR BOOSTER P. 133

5 Complete the facts about London with *who*, *which*, *whose* or *where*.

- London, **which** has a population of over 8 million, is the capital of the UK.
- Its population includes many people **whose** parents were born abroad.
- The most famous inhabitant is the Queen, **who** lives in Buckingham Palace.
- People say that the Tower of London, **where** many famous prisoners were executed, is full of ghosts.
- Adele, **who** was born in London in 1988, is one of England's best-known singers.
- The Tube, **which** opened in 1863, is the oldest underground railway system in the world.

6 Rewrite each pair of sentences as a single sentence with a non-defining relative clause.

- The flight took off at last. It was nearly cancelled because of the weather.
- Jun is going to live in Beijing. His dad is Chinese.
- The tour guide told us all about the palace. He used to work in the stables as a child.
- The boat trip on the Mekong River starts tomorrow. It looks amazing in the brochure.
- We were tired after the journey. It lasted six hours.
- The beach is covered with litter and bottles. It used to be beautiful.

7 **THINK AND SHARE** In pairs. Take turns to define these places and people. Use defining or non-defining relative clauses.

- the Eiffel Tower
- the Copernicus Science Centre
- a tour guide
- backpackers
- Canada
- the Wawel

Podróżowanie i turystyka

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Optional activity

- Divide students into mixed-ability pairs to rewrite the dialogue replacing the country, places and activities.
- Students can share their new dialogues with the class.

Exercise 3

ANSWERS

- The man who is in the ticket office said the train is cancelled.
- The tickets (which) we bought are not valid on this train.
- That's the lady who had her wallet stolen by pickpockets.
- We visited the cave houses in Tunisia where they filmed *Star Wars*.

Flipped classroom grammar video

- Play the video and pause at 01:19 to ask: *What does a non-defining relative clause give us?*
- Pause at 1:28 to ask: *Does the sentence make sense without it?*
- Pause at 2:37 to ask: *What punctuation do we use?*

Exercise 4

- After checking answers, ask students to turn to page 133 in their books. The teaching notes are on page 146.

Exercise 6

- Check *stables* (= a building where horses are kept) before students start.

ANSWERS

- The flight, which was nearly cancelled because of the weather, took off at last.
- Jun, whose dad is Chinese, is going to live in Beijing.
- The tour guide, who used to work in the stables as a child, told us all about the palace.
- The boat trip on the Mekong River, which looks amazing in the brochure, starts tomorrow.
- We were tired after the journey, which lasted six hours.
- The beach, which used to be beautiful, is covered with litter and bottles.

Exercise 7

Differentiation

- Support weaker students by giving them sentence stems to complete.
- Students write sentences and then compare them in pairs.

Further practice

Workbook page 37

Grammar booster page 132

Lesson objective

Grammar: defining and non-defining relative clauses

Warm up

- Make true/false statements about the texts in Lesson 3.1, e.g. *Toronto has a World Heritage Site* (F – it's Vietnam). *There's a party every month on Kho Pha Ngan island* (T). *You can watch dolphins in the Bay of Fundy* (F – whales). *Hue has a historic walled city* (T). *Vietnam is lively* (T).

Exercise 1

- Ask students to read the sentences and complete the rules in pairs.

Flipped classroom grammar video

- Use the video to present the grammar.
- Play the video and pause at 0:15 to ask: *Which relative pronoun do we use for people?*
- Pause at 1:26 to ask: *What relative pronoun do we use for places?*
- Pause at 1:49 to ask: *Why do we use 'whose'?*
- Pause at 2:35 to ask: *What relative pronouns do we use for things?*
- Now ask students to turn to pages 132 and 133 in their books. The teaching notes are on page 146.

Exercise 2

- Once students have completed the dialogue, ask them to read it in pairs.

Lesson objectives

Life skills: understand about being an ethical consumer

Vocabulary: ethical issues

Warm up

- Divide students into teams. Read out statements about places using relative clauses, e.g. *This is a place where you can relax, swim and sunbathe* (a beach). *This is a young person who travels around with a rucksack* (a backpacker). *This is a place that is recognised for its beauty* (a World Heritage Site).
- Each team writes the answer and holds it up. Each team that gets it correct gets a point.

Exercise 1

- Check any vocabulary students don't understand before they do the task.

Exercise 2

- Discuss the quotation as a class.
- Ask: *What did you have for breakfast this morning? Where do you think it came from?*

ANSWER

The quote means that things we use and food we eat come from all around the world.

Exercise 3

- Divide students into same-level pairs to discuss the questions.

ANSWERS

- Being an ethical consumer means buying products which were ethically produced and/or which are not harmful to the environment and society.
- It's a movement that pays farmers fairly for their products.
- It's created a huge rise in demand for copper, gold and silver, and other minerals.
- To choose what is best for you financially and in this case not to buy things that are bad for the environment or society.

Exercise 4 2.16

- Let students check their answers in pairs before listening to check.

ANSWERS

- human rights
- child labour
- animal cruelty
- environmental issues
- ethical consumer
- fair trade
- working conditions
- campaign group

3.3

I can understand what it is to be an ethical consumer.

Life skills Global citizenship

- Which of the factors below influences your shopping habits? Put them in three categories: very important, important, not important.

animal rights brand convenience
environmental issues fashion human rights
materials price product origin

- In pairs. Read the quotation in the leaflet and discuss what you think it means.

- Read the leaflet and discuss the questions.

- How would you define an 'ethical consumer'?
- Why is fair trade better for producers?
- What effect has the rise in mobile phone technology had?
- What does it mean to 'vote with your wallet'?

- VOCABULARY** 2.16 Match the highlighted collocations from the leaflet to their definitions. Listen and check.

- The basic rights that everyone has to be treated fairly.
- The use of children to do jobs for which they are too young, often illegally.
- Treating animals badly.
- Questions and problems associated with the natural environment.
- Someone who makes choices about buying things based on moral grounds.
- A business arrangement that supports producers by paying fair prices.
- The arrangements connected with your job and the time you spend doing it.
- An association that co-ordinates activities to raise awareness or influence opinions.

- 2.17 Listen to a radio show. Which issues from Ex 1 do they talk about?

- 2.17 Listen again. What is 'fast fashion' and why is it a problem for the environment?

- THINK AND SHARE** Match the people to the statements. There is more than one answer.

coffee company coffee grower
ethical coffee company ethical consumer
poorer consumer

- 'I don't mind paying higher prices if it means helping people.'
 - 'I worry about prices. I need to feed my family.'
 - 'I have to compete in a difficult market place.'
 - 'I'd like to pay more to help people, but I can't afford it.'
 - 'I have made a commitment to support farmers and producers.'
- ROUND UP** In groups. Plan a shopping trip. Set yourself a budget and discuss what you can buy from where as an ethical consumer.

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Człowiek • Praca • Zakupy i usługi Świat przyrody • Państwo i społeczeństwo



Before you finish eating breakfast in the morning, you've depended on half the world.

Martin Luther King



BECOMING AN ETHICAL CONSUMER

Are you against animal cruelty? Do you care about environmental issues and human rights? Are you against child labour? Most of us would answer 'Yes'. However, we should ask ourselves these questions every day!



A fairer breakfast

You can start by simply putting different things in your shopping basket. Fairtrade is a movement which campaigns for the rights of farmers around the world to be paid fairly for their products. Look out for the Fairtrade logo on the products you buy – coffee, chocolate, sugar.



Ethical technology?

Over 8 billion mobile phone users worldwide have created a huge rise in demand for copper, gold and silver and other minerals. These are often mined in countries where the working conditions are dangerous and the profits may go to finance war. However, organisations like the American campaign group Enough! are working to stop this. They put pressure on big technology companies to make sure that the materials they put in our devices are sourced responsibly.

Difficult decisions

Being an ethical consumer isn't easy. And not all of us can afford the luxury of choice. But if all of us vote with our wallets, then big brands and global companies will start to pay attention.



Exercise 5 2.17

Audio script page 171

ANSWERS

Fashion and human rights in relation to child labour (they also touch on environmental issues).

Exercise 6 2.17

- Ask further questions about the listening, e.g. *Who are cheaper to pay?* (children). *Is it easy to know if big companies are using child labour?* (no – it's often hidden). *How can we check if child labour is used?* (check websites to see if they are part of Fair Wear).

ANSWERS

Fast fashion is cheaper clothes that are made quickly to capture this season's trends. Clothes are bought, worn and thrown away in a single season.

Exercise 7

- Tell students that there is more than one answer and that they can match more than one person to each statement.

ANSWERS

- ethical consumer
- poorer consumer, coffee grower
- ethical coffee company
- poorer consumer, coffee company
- ethical coffee company, ethical consumer

Exercise 8

- Invite students to share their lists with the class and explain why they chose to shop in certain places.

Further practice

Workbook page 38

Speaking Photo description

- Look at these photos. What aspects of the fashion industry do they represent?
- 2.18** Listen to a student describing one of the photos. Which photo is he talking about?
- 2.18** Listen again. Which of the phrases from the Phrasebook does the student use to describe the photo?

Phrasebook**Talking about photos**

It looks like / doesn't look like a promotional photo.
The style is more like photo-journalism.
The people are / aren't posing for the camera.
It's a selfie / holiday snap / promotional photo.
Maybe it's from a news report / magazine article / lifestyle blog / social media account / advert.
In the foreground / background / centre ...
On the left / right ...

Strategia**Parafrazowanie**

Jeśli nie znasz jakiegoś słowa, zastosuj poniższe wyrażenia, aby wyjaśnić jego zastosowanie lub uzasadnić obecność:

You use it to ...
It looks like ...
It's the thing you use to ...

- Take turns to describe one of the photos using phrases from the Phrasebook.

Stimulus-based discussion

- In pairs. Read the strategy. What would be your priority if you went shopping for the following items? Use the ideas below. Discuss your reasons.

colour ethical policy materials / ingredients
price quality style

- Snacks and drinks for a class party
 - Food for a family celebration
 - A special present for your mum
 - Team sweaters for an event at school
- Read the Phrasebook. Label the sections with three of the headings from the ideas in Ex 5.

Phrasebook**Expressing preference**

I prefer ...
I like the ... (adjective) ... one best.

I don't really like ...

1 **Price**

Good value A bargain

Too cheap / expensive A waste of money

2 **Quality**

(not) good enough for ...

top / bottom of the range

flimsy / thin / tacky / cheap

solid / strong / tasteful / good quality

3 **Style**

pocket(s) zip(s) button(s)

plain patterned bright



- Read the task and decide which hoodie to buy. Then do the task using phrases from the Phrasebook.

Your school volleyball team wants to buy matching hoodies for a tournament in two weeks. Look at three products and choose the best option.

	£9.99 Colours available: black, white, red, green, pink, blue made in Vietnam
	£21.99 made in the UK organic cotton
	£15.99 Colours available: black, green, pink made in Thailand (certified by Fair Wear)

Człowiek • Zakupy i usługi • Państwo i społeczeństwo • Mówienie Opis ilustracji • Rozmowa z odgrywaniem ról

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Lesson objective

Speaking: describe a photo and have a guided conversation

Warm up

- Initiate a class discussion about where students buy their clothes and if they know where they come from. Ask them the last clothing item they bought.

Optional activity

- Bring items of clothing and food items (e.g. T-shirt, coffee) into class.
- Tell students to look at the labels and compare where each item comes from.
- Ask students to share their ideas about the environmental or social impact of these items (e.g. transport, labour, carbon footprint).

Exercise 1

- Discuss the photos as a class. Write key words on the board.

ANSWERS

Photo A shows a factory in Asia with young women making jeans.

Photo B shows rich westerners shopping in a trendy designer shop.

Exercise 2 2.18

Audio script page 171

ANSWER

The student is describing photo A.

Exercise 3 2.18

- Ask students to look through the phrases for talking about photos and try to remember or guess which ones were used in the description.
- Play the audio again for students to tick the phrases.

ANSWERS

this looks like ...

The women aren't posing for the camera.

It doesn't look like a promotional photo.

The style is more like photo-journalism.

Maybe it's for a news report ...

Optional activity

- Divide students into same-level pairs. Tell them to use the phrases from the Phrasebook to discuss the other photo.

Exercise 4

- Read through the strategy with the students.
- Monitor and help students as they discuss their chosen photo.

Exercise 5

- Do the first one together as a class so students know what to do.

Exercise 6

- Tell students to read through the Phrasebook in their pairs and help each other with any vocabulary items they don't know.
- Check with the class if there are still any items they don't know.

Exercise 7

- Read the task and check that everyone understands what they have to do.
- Divide the class into new same-level pairs or small groups to discuss the hoodies using phrases from the Phrasebook.

Optional activity

- Tell students to write a mini dialogue and present it to the class.
- Ask the class questions about each dialogue to check they were listening.

Further practice

Workbook page 39

Lesson objectives

Video: understand a video about a trip to Oxford

Vocabulary: sightseeing and events

Warm up

- Have a class discussion about favourite places students have visited. Ask if they like to visit historic places.

Exercise 1

- Encourage students to share their ideas.

ANSWERS

- tourist information office
- things for tourists to do

Exercise 2a 2.19

- Play the video. Ask students to check their ideas in Ex 1, and then answer the questions.

Video transcript page 171

ANSWERS

They decide to visit Christ Church College and to go on an open-top bus ride.

Exercise 2c

ANSWERS

- keen on
- flying visit
- miss out on
- hang around

Optional activity

- Tell students to translate the phrases into Polish to check understanding further.

Exercise 3 2.20

- Check the words in the box before students match them.

ANSWERS

- street performer
- gift shop
- queue

Exercise 4 2.21

- Play the audio again for students to listen and repeat.

ANSWERS

- tourist trap
- alternative tour
- entrance fee
- local residents
- vibrant
- authentic
- iconic sights

Exercise 5

- Discuss the question as a class.

ANSWERS

- local resident
- iconic sights
- tourist traps
- authentic
- queues
- entrance fee

Exercise 6

- Students plan their tours in pairs. Monitor, helping with vocabulary as necessary.
- Invite pairs to share their ideas with the class.

3.5 I can talk about what to do on holiday.

Sightseeing

- Look at the video still and answer the questions.

- Where do you think the people are?
- What kind of information is the woman giving the two visitors?
- What are the most popular tourist attractions in your area?

- Lauren and Adam are visiting Oxford. Watch or listen. What are the two things they decide to do?

- Watch or listen again. Choose the correct alternative.

- Adam and Lauren are going to be in Oxford for a few **hours** / days.
- They **want** / **don't want** to go and look at paintings and statues.
- They **have** / **don't have** to pay for tickets for the Harry Potter tour.
- On the bus tour there's **a real person** / **an audio recording** to explain the sights.
- Adam / **Lauren** wants to go shopping.
- There is / **isn't** a lot of time before the bus leaves.

- REAL ENGLISH** Watch or listen again. Replace the words in **bold** with informal words and phrases from the dialogue.

flying visit hang around keen on miss out on

- I'm really not very **enthusiastic about** Harry Potter, actually.
- My cousin came for a **very short visit** on his way to the airport.
- If you're late you'll be **unable to take part** in the most popular activities.
- Don't **wait and be slow** or you'll miss the train.

- VOCABULARY** Match three of the tourism words below to the photos. Listen and check.

alternative tour authentic entrance fee gift shop iconic sights local residents queue street performer tourist trap vibrant



- VOCABULARY** Now match the remaining seven tourism words in Ex 3 to their definitions below. Listen and check.

- (n, informal) a place that attracts lots of visitors where everything (food, drinks, services, etc.) is over-priced
- (n) a guided tour that aims to show a different side to a place, beyond the tourist hot spots
- (n) the money you have to pay to visit an attraction
- (n) the people who live and work in a certain area
- (adj) full of life and energy
- (adj) true and accurate, not fake or made for tourists
- (n) very famous places to visit

- Use the correct form of the words from Ex 3 to complete the advert. Would you go on a tour like this? Why / Why not?

Alternative tours of Oxford

- Be guided by a ¹ who knows the city well.
- Visit all of the ² and take photos.
- Avoid ³ with lots of people and visit less well-known sights.
- Eat ⁴ food in local restaurants.
- Don't stand in ⁵ with other tourists (the ⁶ to a choice of places is included in the price).

BOOK NOW!

- THINK AND SHARE** Imagine you are welcoming a group of exchange students to your town. Answer the questions and then plan an alternative tour.

- What are the iconic sights of your town or region? Are there any tourist traps?
- What do you think is an authentic experience?

- VOCABULARY BOOSTER** Now practise **Sightseeing and events** vocabulary on page 113.

Exercise 7

- Now tell students to turn to page 113 in their books. You can find the teaching notes on page 131.

Further practice

Workbook page 40

Grammar

Modal verbs: *should*, *ought to*, *had better*

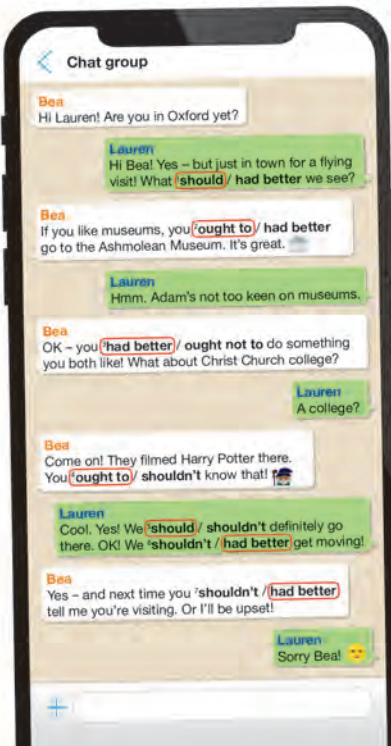
1 (2.22) Remember the video? Listen and complete the sentences from the dialogue. [S]
What should we see?
You definitely ¹ **shouldn't** miss that.
I'd better book two places for you now.
We ² **'d better** not hang around then.
I really ³ **ought** get some presents.
You ought not to forget your student ID.

2 Complete the rules. [S]

- *Should*, *ought to* oraz *had better* stosujemy, aby udzielić rady / zaproponować pomoc.
- *Should* oraz *'ought to* / *had better* mają takie samo znaczenie.
- *'Ought to* / *'had better* stosujemy, gdy chcemy wyrazić, że stanie się coś złego, gdy ktoś nie zastosuje się do rady.

GRAMMAR BOOSTER P. 133

3 Read the text messages. What is the conversation about? Then choose the correct alternatives. [S]



4 (2.23) Complete the notes with an appropriate modal. Then listen and check. [S]

Backpacking – Vietnam

1 **Should** I go? ← Yes!!

2 **Must** book flights soon – the prices are going up.

Need to save money – get a weekend job.

How long to go? Two weeks? Layla says I **should** / **ought to** go for a month.

What **should** I see?

3 **Must** go to Ha Long Bay.

4 **Ought to** stay in Hanoi for a bit.

Paperwork! **Must** get a visa! And **mustn't** overstay. ↑ Organise this soon!! ↑

5 **Must** take malaria tablets. ← (Phone doctor)

must

Za pomocą czasownika *must* wyrażamy silną rekomendację, np. *If you're in Paris, you really must go to the Louvre Museum.*

Za pomocą czasownika *must* wyrażamy także obowiązek. *You must have a valid visa to enter Australia.*

5 Read the use of *must*. Which sentences in Ex 4 express obligation and which express strong recommendation? [S]

GRAMMAR BOOSTER P. 133

6 Read these travellers' problems. Write a piece of advice for each. Use the words in brackets and one of the ideas below. [S]

a postcard appropriate clothes late at night
some tablets the queue your pocket

- Someone stole my mobile phone out of my pocket on the train. (*shouldn't*)
- My hotel is in a bad neighbourhood. (*mustn't*)
- I get travel sick when I read or look at a computer screen on the train. (*ought*)
- I love this sculpture, but you're not allowed to take photographs. (*should*)
- Look! Are all those people waiting for the tour bus? (*'d better*)
- I want to go and visit a famous temple today. (*must*)

7 In groups. Lauren and Adam are coming to visit you for a day. Plan what they should do. Think about the things below.

activities authentic experiences culture
entertainment food to try security
sights and/or tourist traps souvenirs transport

Podróżowanie i turystyka

41

Exercise 1 2.22

- Play the audio for students to listen and complete the sentences.

Differentiation

- Play the video from Lesson 3.5 again.
- Students watch and complete the sentences.

Exercise 3

- After completing the exercise and answering the question, divide students into mixed-ability pairs to read the messages.

ANSWER

The conversation is between two friends about what places to visit in Oxford.

Exercise 4 2.23

- Tell students that they won't hear the exact phrases and that the notes are paraphrased.
- Give them time to read the notes and predict the answers before they listen.

Audio script page 171

Exercise 5

ANSWERS

Sentences 2, 5, 6 and 9: strong recommendation

Sentence 7 and 8: obligation

Exercise 6

ANSWERS

- 1 You shouldn't keep your mobile phone in your pocket.
- 2 You mustn't go out late at night.
- 3 You ought to take some tablets.
- 4 You should buy a postcard of it.
- 5 I/We'd better join / get in the queue.
- 6 You must wear appropriate clothes.

Exercise 7

- With weaker students, brainstorm some ideas as a class first.
- Divide the class into same-level groups and tell students to make notes.

Optional activity

- Students present their ideas from Ex 7. The class votes for the best ideas.

Further practice

Workbook page 41

Grammar booster page 133

Lesson objective

Grammar: modal verbs: *should*, *ought to*, *had better*

Warm up

- Revise *should* and vocabulary from the unit.
- Tell students that you are a tourist in their city or town. Make statements about activities you want to do, e.g. *I want to go somewhere lively this evening. I want to stay in a luxury hotel. I want to visit a cultural site. I want to visit a historic place. I want to enjoy the outdoors with beautiful landscape.*
- Write *You should ...* on the board.
- Divide the class into small same-level groups. After each statement, students discuss where you should go.

- Play a song in the background while they are working, e.g. 'Budapest' by George Ezra.

Flipped classroom grammar video

- You can either show the Flipped classroom video here, or after the grammar presentation box, to reinforce the rules in context.
- Play the video and pause at 1:08 to ask: *What modal verbs do we use to give advice? Which one is stronger?*
- Pause at 1:32 to ask: *What verb form follows 'should' and 'ought to'?*
- Pause at 3:24 to ask: *How do we form a negative sentence using 'had better'?*
- Now ask students to turn to pages 133 and 134 in their books. You can find the teaching notes on page 147.

Lesson objectives

Reading: understand a language presentation text about multicultural Britain

Reading skills: find specific information in three texts

Vocabulary: food and migration

Warm up

- Ask students what kind of foods they like from other countries. Ask them where their family buys international food or which restaurants they like to visit.

Exercise 1

- Divide the class into pairs to discuss their ideas.

Culture note

In the first half of the 19th century, a few thousand Italians moved to the UK due to the Napoleonic wars. Nowadays, the region of the UK where most Italians live is London. There are over 50,000 Italians. In Manchester there are 25,000 Italians.

There are many Polish shops all over the UK as well as speciality aisles in big supermarkets. Poles who live in the UK can buy all their favourite products including sweets, soup, bread and even carp for Christmas!

Britain's high streets and supermarkets are famous for embracing international cuisine. Most towns have an Indian and/or Chinese restaurant or takeaway. In most cities you will be spoilt for choice with Polish pierogi, Thai soup, Italian ravioli or Japanese sushi.

Exercise 2 2.24

- Ask general questions about the texts, e.g. *Which texts talk about a specific nationality?* (A and B). *What kinds of texts are they?* (A is a website advert, B is a promotional flyer, C is a book review).

ANSWER

international food

Exercise 3

- Tell students to read all of the options carefully and identify which section of the text the answer is in.
- Encourage students to underline key words both in the text and in their selected answer.
- Give students time to compare and discuss their answers.
- For any incorrect answers, help students to understand why their chosen answer is incorrect.

3.7 I can understand a text about multicultural Britain

CULTURE

Reading

- In pairs. Answer the questions.
 - Do you enjoy trying new foods from different countries? Where do you try them?
 - Is there a particular kind of food that you like? Where does it come from?
 - Is there a dish that you associate with your home? Why?
- 2.21** Read and listen to the texts. What is their common theme?



A *Welcome to NONNA'S KITCHEN!*

Can you imagine life without pizza? Or fabulous Italian ice cream? When my great-grandmother arrived in Britain in 1909 there weren't any Italian restaurants in town. She opened Nonna's Kitchen to share the delicious treats and familiar flavours from her Italian childhood. Cooking for people helped her make a connection with people in her new home, and keep a connection to Italy, her homeland.

Three generations later, we are just as passionate about our food, our heritage and our ingredients. Book a special meal or a celebration with us today and join the family for dinner!

To reserve, phone 0638 74936 or click [here](#).

B **POLSKI SKLEP – OPENING SOON!**

Due to the popularity of our city-centre shop, we are opening another shop in the old town! Come and discover the flavours of Poland!

Feeling a little bit homesick?

Get all your favourite brands to remind you of home! We have soft drinks, pickles, biscuits and even yoghurts for when you just want something familiar!

Planning a neighbourhood party?

We now have a deli counter and Polish bakery so that you can share all our traditional delicacies with your friends and neighbours.

Seasonal specials – need a Polish Christmas cake? St Marcin pastries? A lamb-shaped cake for Easter? Pop in and pick them up!

We look forward to welcoming you to our new shop!

C Myers covers British culinary history in detail in his ambitious new book and he certainly has given us lots of fascinating information! From the arrival of the Romans to the modern day, we get an overview of 'British' cuisine. Our dishes have been heavily influenced by migration and invasion over the centuries. For example, the Romans brought many now common vegetables, including onions, leeks and peas to Britain. Norman French had an impact in the kitchen and gave us many English words for food like beef and pork. In more recent times, other people and cultures have brought their traditions and ingredients and contributed their flavours to create a vibrant food culture. This is visible in the restaurants and shops on modern British high streets and in the kitchen cupboards of British homes. If you are passionate about history and gastronomy, this is certainly a fascinating read.

GLOSSARY

overview przegląd

treats smakołyki

heritage dziedzictwo

brands marki

lamb-shaped o kształcie baranka

3 Read three texts about multicultural Britain. Choose the correct answer: A, B or C.

- Text A is about ...
 - a party at a restaurant.
 - ☒ the background and family history behind a local restaurant.
 - the history of Italian food in Britain.
- The aim of text B is to ...
 - ☒ promote and inform people about a new business in town.
 - promote Polish culture in Britain.
 - encourage people to travel to Poland on holiday.
- Text C is ...
 - An extract from a book about food in Britain.
 - about a restaurant that serves food inspired by history.
 - ☒ a review of a new book about food in Britain.

42 Zakupy i usługi • Żywność • Wiedza o kulturze krajów anglojęzycznych i kraju ojczystym • Rozumienie tekstów pisanych Wielokrotny wybór

Exercise 4 2.25

Differentiation

- Support weaker students with a translation of the words.
- Stronger students work in pairs to work out the meaning of the words.

Exercise 5 2.26

ANSWERS

- celebration
- contributes
- delicacy
- childhood
- homesick
- familiar
- connection
- heritage
- cuisine
- popularity

Exercise 6

- Ask for a show of hands for who likes *bigos* and when they eat it.

ANSWERS

- onion
- sausage
- white cabbage
- mushrooms
- Christmas
- the day before
- a long time

Differentiation

- Put students into mixed-ability pairs so that the stronger student can help with translation.

Further practice

Workbook page 42

Culture video: The world on your plate

- 4 **VOCABULARY** 2.25 In pairs. Find these food and migration words in the text. Work out their meaning from the context. Listen and repeat.

celebration childhood
connection contribution cuisine
delicacy familiar heritage
homesick popularity

- 5 **2.26** Complete the paragraph with the correct forms of words from Ex 4. Listen and check.

Every year we have a birthday ¹ for my gran. She's Spanish and so each person ² with a traditional Spanish ³ to eat. Gran loves this as it reminds her of her ⁴ in Spain. When she arrived in the UK she was very ⁵ and loved eating ⁶ food to keep a ⁷ to Spain. She's very proud of her Spanish ⁸ and Spanish ⁹, which has gained ¹⁰ in the UK since she arrived.

- 6 **MEDIATION** Read the description of bigos. Then complete the email.

Bigos to tradycyjne polskie danie, które gotuje się w jednym dużym garnku. Potrawa przyrządzana jest z białej kapusty, grzybów, kielbasy i cebuli. Musi być długo gotowana, tak aby wszystkie smaki mogły się rozwinąć. Ludzie często zostawiają bigos na noc i jedzą go dopiero następnego dnia, ponieważ wtedy lepiej smakuje. Bigos jest często jedzony przy specjalnych okazjach, szczególnie w Święta Bożego Narodzenia.

Hi Harry
You asked me about a traditional Polish dish. Well there are a few, but my favourite is bigos. You make it with ¹, ², ³, and ⁴.
We usually eat it at ⁵ and so my mum makes it ⁶ because it tastes better. It takes ⁷ to cook but tastes amazing!

Culture videos:
The world on your plate

Listening

- 1 What kinds of food do you know from these countries? Can you match the dishes below to the countries? Read the strategy and check the pronunciation of the dishes.

China India Ireland Jamaica Nigeria Romania

colcannon jerk chicken jiaozi dumplings jollof rice vindaloo

Strategia

Nazwy miejsc i wyrazy zapożyczone
Czasem trudno jest zrozumieć nazwy miejsc oraz wyrazy zapożyczone, ponieważ, widząc nazwę, słuchacz oczekuje innej wymowy. Zawsze możesz sprawdzić w słowniku, jak wymawia się dane słowo. Przyjrzyj się zapisanym powyżej nazwom dań i spróbuj się domyślić, jak się je wymawia.

- 2 **2.27** Listen to six extracts about food from around the world and check your ideas. Match the speakers to the dishes in Ex 1.

- 3 **2.28** Listen again. Choose the correct answer: A, B or C.

- Chi is calling to ...
A ask her grandma for a recipe. **B** invite her friend to a family meal. C recommend a restaurant.
- The radio advert is for ...
A a market that sells reggae music. B a shop that sells barbecue equipment. **C** a restaurant that serves Jamaican food.
- Yu Yan is looking forward to ...
A a home-cooked treat. B trying Polish pierogi. C a meal in a restaurant.
- The speaker is ...
A reading from a guide book. B recommending a restaurant. C asking for directions.
- The speaker is describing ...
A a traditional recipe from Ireland. B a family celebration. C a memory from his/her childhood.
- The speaker was ...
A born and raised in the UK. B born and raised in Romania. C born in Romania and raised in the UK.

- 4 In pairs. Which dish from Ex 3 would you like to try?

- 5 **2.29** Listen to two friends discussing a recipe. Where is the dish from? What are the two main ingredients?

- 6 **2.30** Listen again. Are the sentences true (T) or false (F)?

- Rhonda is looking for suggestions to help her with a community project. **F**
- The dish Jada recommends is a family favourite. **T**
- You can buy all the ingredients in the supermarket. **F**
- The ingredients are fruit, nuts and a kind of insect. **F**
- It's a dish that you can make very quickly. **F**

- 7 **THINK AND SHARE** In groups. Write a short blog post for your English-speaking friends on Polish cuisine. Discuss these questions.

- What dishes do you associate with festivals and celebrations in Poland?
- How could you share them with someone from another culture?
- Which Polish dishes do you think could go global, like pizza, hamburgers or sushi?

Żywność i życie prywatne • Wiedza i kultura • Nauka języczna • Rozmowa ze słuchaczem • Wskazywanie na mapie

Exercise 3 2.27

- Tell students to read through all of the options. In same-level pairs, they can discuss what they remember from the first listening and mark in pencil what they think the correct answer is.
- Students listen and check their guesses.
- Allow them time to discuss again before doing class feedback.

Optional activity

- Either give students further written questions about the texts or ask questions in open class, e.g. *What type of listening text is each one?* (1 voicemail, 2 radio advert, 3 conversation, 4 conversation, 5 TV cooking programme, 6 podcast). *What ingredients does jollof rice have in it? How long has the Jamaican restaurant been in Brighton? What are Japanese dumplings similar to? Where is the best place in the UK to get a curry? When did people start eating colcannon? What's the difference between the winter and summer versions of sarmale?*

Exercise 5 2.28

Audio script page 172

ANSWERS

It's from Jamaica, and the main ingredients are ackee (a fruit) and saltfish.

Exercise 7

- Divide the class into small same-level groups to share ideas and make notes. Give students 5–10 minutes to discuss the questions.
- Invite groups to share their ideas with the class.

Optional activity

- Students write and record a radio advert for a festival or restaurant including ideas from Ex 7.
- Students can record their adverts on their phones or read them out to the class. The class votes for the best.

Further practice

Workbook page 43

Lesson objective

Listening: identify information and distinguish between speakers

Warm up

- Ask students what their favourite international food item is.
- Ask if they can describe what it looks like, tastes like and if they have ever tried to make it – was it a success?!

Exercise 1

- Read through the strategy box with the students before they match the countries and foods in pairs.
- Encourage them to have a go at pronouncing the more difficult words.
- Don't confirm answers at this stage.

Optional activity

- If you have access to the internet or students are allowed to access their mobile phones in class, allow them to search for the foods to check what they are and how to pronounce them.

Exercise 2 2.27

- Ask students if any of the information surprised them.

Audio script page 171

ANSWERS

- Nigeria – jollof rice
- Jamaica – jerk chicken
- China – jiaozi dumplings
- India – vindaloo
- Ireland – colcannon
- Romania – sarmale

Lesson objective

Writing: write a descriptive email

Warm up

- Play food bingo with the words from the previous lesson.
- Tell students to write down five food items from the previous lesson.
- Call out food words from the lesson and students cross the words off their list if called. The first student to cross off all their words wins.

Exercise 1

- Divide the class into pairs to discuss the questions.
- Ask students to share their ideas with the class.

Exercise 2

ANSWERS

- 1 shepherd's pie
- 2 meat and potatoes
- 3 winter Sundays with his grandpa
- 4 a cold day

Exercise 3

- Students can check in pairs before checking answers with the class.

Exercise 4

- Read through the Word Power box with the students. Check understanding by asking who is 'you' in the email (everyone).

ANSWERS

You cook the meat ...
You boil the potatoes ...
you cover the meat ...
you should definitely try ...

Exercise 5

- Read through the phrases in the Language focus box. Ask: *Is 'like' a verb in the examples given?* (no, it's a preposition or conjunction). Check what it means (*similar to* or *feels like* – *it seems to be*).

ANSWERS

a noun
It tastes like a spicy stew ...
and makes me hungry, makes me think of winter ...

Exercise 6

- Elicit some food items and some initial ideas as examples before students make their phrases.

Exercise 7a and b

- Tell students to read the task and in the meantime draw a copy of the mind map on the board.

3.9

I can write an email to a friend about a favourite dish.

Writing A descriptive email

1 Answer the questions.

- 1 What kind of food do you like to eat?
- 2 Do you cook at home? Do you help in the kitchen?
- 3 Do you think it's important that young people learn to cook? Why / Why not?

2 Read Daniel's email and answer the questions.

- 1 What is Daniel's favourite dish?
- 2 What are the main ingredients of the dish?
- 3 What does the dish make Daniel think about?
- 4 When does Daniel recommend that the dish should be eaten?

Hi Magda,

A Thanks for your email. Your recipe sounds amazing. Here's a description of my favourite food!

B It's a family dish that my mum makes. It's called shepherd's pie. Traditionally it was made by shepherds.

C Basically, it's meat and potatoes! You cook the meat with onions and vegetables. You boil the potatoes and mash them. Then you cover the meat with the mashed potato and cook it all in the oven. We eat it with green vegetables, like peas.

D It tastes like a spicy stew because it's got white pepper in it. When it's cooking, it smells amazing and makes me hungry. It makes me think of winter Sundays with my grandpa.

E This is a great dish for a cold day. For a traditional British dish, you should definitely try shepherd's pie. Write soon,
Dan

3 Read the email again. Match these topics to their paragraphs.

- 1 Flavours and associations **D**
- 2 Origins **B**
- 3 Opinion and recommendation **E**
- 4 Ingredients and cooking method **C**
- 5 Reason for writing **A**

WORD POWER The pronoun you

4 How does Daniel describe how the dish is made? Read the rules and find examples of the impersonal you in Dan's email.

We use the personal pronoun *you* informally to mean people in general.

You can't make an omelette without breaking eggs.
'You' is used to talk about how you do something, or for making general recommendations.

Language focus Descriptive language

5 Find examples of the phrases below in the email. What part of speech follows the comparisons using the senses?

Comparisons using the senses:
Smells like Sounds like
Tastes like Feels like
Looks like

Talking about responses:

... makes me hungry / happy / homesick
... makes me think about
... reminds me of

6 Use the phrases to make sentences to describe a dish you like.

St. Martin's pastries look a bit like croissants.

7 a What are the four things you need to include in your email?

Write an email to an English-speaking friend to describe one of your favourite dishes:

- explain its origins and who makes it or when you first tasted it.
- talk about the main ingredients and describe how it is made.
- explain what it tastes like and what it makes you think of.
- finish your email with a recommendation. You should write 80–130 words.

b Complete this mind map of Daniel's email. Use a similar mind map to brainstorm words and phrases for your dish. Check the meaning of any ingredients and cooking words that you don't know.



c Plan your work. Make notes for each point in the task and organise your ideas into paragraphs.

d Write your email.

8 CHECK YOUR WORK Did you:

- include all of the points in the task?
- use phrases from the Language focus to describe your dish?
- organise your email into clear paragraphs with topics?
- check your spelling and grammar?

Mixed ability

- Allow weaker students to stick more closely to the model text as they write their email.
- Allow students of similar levels to swap their work with each other. They underline any errors and, at the bottom of the email, write one thing they liked about it and one thing that could be improved.

- Tell students to write a second draft after reading through the Check your work points.

Further practice

Workbook page 44

Word Power photocopiable worksheet

Teacher's Resource Centre

Language review

Grammar

1 Choose the best answer: A, B or C.

- My eldest brother, **A**, in London now, is a tourist guide. The other ones are still at school.
A who lives B that lives C whose living
- X: Are you planning to go away this year?
Y: I haven't decided yet. Maybe I will go to Portugal, **B**, this summer.
A whose uncle lives there B where my uncle lives C which my uncle lives in
- We went to the Edinburgh Festival, **C** one of the biggest art festivals in the world.
A whose B where is C which is
- What's the name of the hotel **A** in last month?
A which you stayed B where you stayed C that stayed
- Can you recommend a good restaurant with regional food?
The new restaurant in town, **C**, a TV cooking programme, is great.
A which won the chef B that the chef won C whose chef won
- The hotel, **A**, was very expensive.
A which was on the beach B was on the beach C that was on the beach

2 Read the text and choose the correct answer: A, B or C.

Top tips for globetrotters

- You **1 C** always keep your documents at hand. Also, you ought **2 A** a digital copy of your passport and visas, just in case your luggage gets stolen.
 - You **3 B** better not forget your student ID if you don't want to miss out on discounts on train tickets and tourist attractions.
 - Emergencies happen. Wherever you go, you ought **4 B** a travel insurance policy.
 - Do some research before you travel to find out what you **5 C** see and which places you shouldn't **6 C** your time on.
 - You ought **7 B** disrespect local customs. You don't want to offend anybody.
 - Use your common sense. You **8 A** better avoid getting into dangerous situations.
- | | | |
|--------------|---------------|----------|
| 1 A ought | B need | C should |
| 2 A to make | B make | C made |
| 3 A have | B had | C has |
| 4 A buy | B to buy | C buying |
| 5 A better | B ought | C must |
| 6 A to waste | B have wasted | C waste |
| 7 A to | B not to | C to not |
| 8 A had | B would | C should |

Vocabulary

3 Complete the sentences with the correct words below.

alternative gift historic luxury outdoors

- Our five-star hotel provides a wide range of **luxury** accommodation options.
- The **gift** shop sells everything from fridge magnets and key chains to quality artistic items.
- Footpaths make this area a really special place for lovers of the great **outdoors**.
- The **historic** city of Kraków, dating back to the 7th century, is a top tourist attraction in Poland.
- A(n) **authentic** tour is a good way to experience the foreign culture and avoid tourist traps.

4 Complete the sentences with the missing words. The first letters have been given.

- Child I **a** about is unacceptable! Children should spend their time playing and learning.
- We can no longer ignore serious environmental **i** ssues, such as climate change.
- Being an e **t**hical consumer means making shopping decisions based on moral grounds.
- Poor working c **o**nditions, such as a high level of noise, may put workers' health at risk.
- The environmental c **a**mpaign group is protesting against plans to build 1,500 new homes.
- A man was arrested on charges of animal c **r**uelty after he left his dog in a hot car.

5 Choose the option (A, B or C) that best explains the word or phrase in bold.

- My mum is really keen on French **cuisine**.
A kitchen design B movement in painting
C style of cooking
- Seagulls are a **familiar** sight in coastal towns.
A common B rare C similar
- The Asian **heritage** course aims to provide students with a basic knowledge of Asian cooking.
A memory **B** tradition C taste
- The shop offers various **delicacies** from the Mediterranean region.
A souvenirs B jewellery **C** gourmet dishes
- The spicy smell of gingerbread cookies made her feel **homesick**.
A miss home B ill C sleepy
- As an introvert, Kate finds it difficult to **make a connection** with other people.
A talk on the phone B get online **C** make friends

Speaking

6 In pairs. Discuss things you need when you are travelling. What could you not travel without?

Look at the lesson aims for this unit. What can you now do well? Choose one area for more practice if necessary.

- The students cannot move on to the next exercise until you have approved the previous exercise and all corrections, if necessary, have been made.
- There is no time limit for the activity but the focus is on the students working together, supporting and learning from each other.
- Monitor the groups as they work together and when you are correcting completed exercises make notes of the errors, especially the common ones, to go over at the end of the class.
- Don't correct the groups' answers, just put a dot next to the answers they need to rethink in order to encourage students to notice and correct their own mistakes.
- For students who choose to work individually, as with the groups, don't set a time limit and monitor and help as necessary. Tell students who are working individually to find another student to compare and check their answers with.

Differentiation

- Set the Language review page as a mini test.
- All students complete the page individually within a set time limit.
- Check answers in class allowing students to discuss and correct their answers.
- Use peer and teacher correction to explain why answers are incorrect.

Exercise 6

- With weaker classes, brainstorm possible items and write a list on the board.

Differentiation

- Students make a top-ten list of essential items to pack.
- They compare their lists with another pair explaining their choices.

Further practice

Workbook page 45

Lesson objective

Language review: review the grammar structures and vocabulary from the unit

Warm up

- Review vocabulary from the unit.
- Split the class into two teams. Two volunteer students sit with their backs to the board facing their team. Write a word from the unit on the board and the class takes turns to explain the word using synonyms, antonyms, relative clauses or example sentences. No one can say, whisper or write the word. The student with his/her back to the board must guess it.
- Repeat the activity with different words and two new students each time.

Differentiation

- Play the Flipped classroom grammar videos from Lessons 3.2 and 3.6 before the students do Ex 1 and 2 to review defining / non-defining relative clauses and modal verbs.

Exercises 1, 2, 3, 4 and 5

- Ask students to choose if they want to work in groups or individually.
- If they are working in groups, explain that each student in the group must complete the exercise in the book, and they should work together so that they all have the same answers. This will help stop the dominant students taking over.

Lesson objective

Skills trainer: familiarisation and practice of Basic Matura listening and reading exam tasks

Warm up

- On the board write: *Use of English, Reading, Writing, Speaking, Listening.*
- Ask the students to rank the sections on how confident they feel about each one (1 is not confident at all and 5 is very confident).
- The students compare their ranking with their partner.
- Ask: *Are you confident about the same things? What can you do to increase your confidence for the exams?*

Basic Matura exam tip

- Focus on the multiple-choice listening part of the test. Ask: *How many times will you be able to listen to the audio? (twice). How many multiple-choice items will there be? (six). What kinds of things might you listen to? (a variety of monologues and dialogues).*

Exercise 1 2.29

- Help the students to understand what they can expect in the Matura exam by reading the strategy together.
- Play the first speaker on the audio and allow students to talk in pairs to decide which is the correct answer.
- Tell students to listen again and specifically listen for any phrases that relate to A, B or C.
- Tell students that there will always be distractors and ask them to identify them and explain why they are wrong.
- Play the remaining five speakers and follow a similar pattern, checking distractors and correct answers.

Audio script page 172

Mixed ability

- Give weaker students a copy of the audio script after they have completed the task so that they can check their answers and work out why they may have selected the incorrect answer.

Exercise 2

- Read through the Reading strategy box with the students.
- Give them one minute to skim-read all of the texts and check what kind of texts they are (1 is a story extract, 2 is a newspaper article and 3 could be a blog or an extract from a magazine article).

3.11 Skills trainer

Listening

Wybieranie poprawnej odpowiedzi

Gdy wybierasz odpowiedź w teście wielokrotnego wyboru, uważaj na opcje odpowiedzi, w których występują te same słowa, co w nagraniu, lecz mają tu zupełnie inne znaczenie. Poprawna opcja odpowiedzi zawiera ten sam przekaz, co wypowiedź rozmówcy, ale może być on wyrażony innymi słowami.

- 1 Przeczytaj opis strategii. Wysłuchaj sześciu wypowiedzi. Odpowiedz na pytania. Wybierz A, B lub C.

- The new lanes ...
A aren't going to open until 3 September.
B will operate six days a week.
C have been designed as tram transportation to the city centre.
- The announcement is addressed to people who are going to take part in ...
A a guided tour of a city.
B an event in a museum.
C a science lecture.
- Both speakers think that ...
A people doing dangerous sports are irresponsible.
B climbing Mount Everest is a good way to celebrate one's birthday.
C it is possible to get addicted to mountain walking.
- The aim of the speaker is to ...
A complain about Sara's behaviour.
B describe Sara's personality.
C point out that people can be positive in spite of a difficult life.
- The man is interested in buying ...
A photography equipment.
B a bike.
C a gun.
- Dorothy calls to ...
A postpone an appointment.
B talk about her doctor's appointment.
C suggest meeting in a fancy restaurant.

Reading

Rozpoznawanie rodzaju tekstu

Gdy zadanie wymaga zrozumienia tekstu pisanego, warto się najpierw zastanowić, z jakiego rodzaju tekstem mamy do czynienia. Czy jest to, na przykład, reklama, notatka, opis, fragment wiadomości, akapit powieści, wpis na blogu lub w dzienniku. Ustal rodzaj tekstu, zwracając uwagę na styl pisania oraz dobór słownictwa. Znajomość rodzaju tekstu jest pomocna szczególnie, gdy odpowiadasz na pytania o główną myśl tekstu, kontekst wypowiedzi czy cel jej napisania.

- 2 Przeczytaj opis strategii. Przeczytaj tekst. Odpowiedz na pytania. Wybierz A, B, C lub D.

- 1 Dorothy felt as if she were going up in a balloon. The north and south winds met where the house stood, and made it the exact center of the cyclone. In the middle of a cyclone the air is generally still, but the great pressure of the wind on every side of the house raised it up higher and higher, until it was at the very top of the cyclone; and there it remained and was carried miles and miles away as easily as you could carry a feather. It was very dark, and the wind howled horribly around her, but Dorothy found she was riding quite easily.

- 1 The text is about ...
A a balloon crashing into a house.
B a building being swept away by a tornado.
C travelling in a storm.

- 2 UK EXPLORER FLOWN OUT OF PAPUA NEW GUINEA JUNGLE

British explorer Benedict Allen has been flown out of the jungle in Papua New Guinea and is expected home on Sunday. His agent said he was sick and exhausted. In a blog post from September, Mr Allen wrote: 'Just like the good old days, I won't be taking a sat phone, GPS or companion. Or anything else much.' Before setting off, he told the BBC he was hoping to make contact with a tribe from a cloud forest. He said he was unsure how they would receive him. His last text message read: 'What could possibly go wrong?'. Benedict Allen has filmed a number of his adventures for BBC documentaries and written books on exploration.

- 2 The text comes from ...
A a book on remote tribes.
B a news story about a risky project.
C an explorer's travel blog.

- 3 The number of fatal incidents in the mountains is rising. Still, some people ignore the risk and overestimate their abilities. What continuously surprises me is the sight of some 'daredevils' hiking the most challenging paths, wearing sandals and bermudas. Here are some tips for those who want to enjoy the climb without risking their lives. First of all, flip-flops might not be the best choice for a trip to the mountains. Always wear proper walking boots and proper clothes. Secondly, the route you take should be right for your physical condition. Finally, never, ever go hiking alone.

- 3 The text was written to ...
A give advice to inexperienced tourists.
B make fun of hikers and mountaineers.
C warn people against climbing.

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Rozpoznawanie i trasyfikacja • Rozumienie ze słuchu Wielokrotny wybór • Rozumienie tekstów pisanych Wielokrotny wybór

- Tell students that in multiple-choice reading tasks, there will similarly be distractors.
- As students do the exercise, tell them to cross out the answers they know are definitely wrong, write a question mark next to the ones they are not sure about and a tick for the answers they know are correct.
- After checking answers, ask students to explain why the other answers are incorrect.

Optional activity

- Divide the class into groups of three and give each student one text. Each student writes four questions about their text.
- Students swap questions and answer them.

Further practice

Workbook page 46

Unit Test

Describing places (pp.36 and 112)

- 1 **cultural** (adj) /kʌltʃərəl/ kulturalny
 2 **excitement** (n) /ɪk'saɪtmənt/ ekscytacja
 3 **explore** (v) /ɪk'splɔːr/ odkrywać, badać
 4 **historic** (adj) /hɪ'stɒrɪk/ historyczny
 5 **landscape** (n) /'lændskeɪp/ krajobraz
 6 **lively** (adj) /'laɪvli/ tętniący życiem
 7 **luxury** (n) /'lʌkʃəri/ luksus
 8 **outdoors** (n) /aʊt'dɔːz/ tereny na świeżym powietrzu
 9 **peaceful** (adj) /'piːsfəl/ spokojny
 10 **relaxing** (adj) /rɪ'leɪkɪŋ/ relaksujący
 11 **bay** (n) /beɪ/ zatoka
 12 **cave** (n) /keɪv/ jaskinia
 13 **cliff** (n) /klɪf/ klif, urwisko
 14 **desert** (n) /dɛzət/ pustynia
 15 **hill** (n) /hɪl/ wzgórze
 16 **iceberg** (n) /'aɪsbɜːg/ góralodowa
 17 **ocean** (n) /'oʊʃn/ ocean
 18 **rock** (n) /rɒk/ skała
 19 **valley** (n) /'vælɪ/ dolina
 20 **waterfall** (n) /'wɔːtəfɔːl/ wodospad
 21 **wood** (n) /wʊd/ las, drewno
 22 **basic infrastructure** /beɪsɪk 'ɪnfrastrʌktʃə/ podstawowa infrastruktura
 23 **carbon footprint** /kɑːbən 'fʊtprɪnt/ ślad węglowy
 24 **cultural heritage** /kʌltʃərəl 'herɪtɪdʒ/ dziedzictwo kulturowe
 25 **environmental damage** /ˌɪnvaɪrənməntl 'dæɪdʒ/ niszczenie środowiska
 26 **fragile ecosystem** /'frædʒl ə'kɒsɪstəm/ delikatny ekosystem
 27 **limited resources** /lɪmɪtɪd rɪ'sɔːsɪz/ ograniczone zasoby
 28 **mass tourism** /mæs 'tuɪzəm/ masowa turystyka
 29 **package holiday** /'pækɪdʒ 'hɒlədeɪ/ wakacje zorganizowane
 30 **tourist hot spots** /tuəɪst 'hɒt-spɒts/ miejsce modne wśród turystów
 31 **visitor facilities** /'vɪzɪtə fə'saɪlɪtɪz/ obiekty dla turystów
 32 **Global citizenship (p.36)**
 33 **animal cruelty** (n) /ˌæɪməl 'kruəlti/ okrucieństwo wobec zwierząt
 34 **campaign group** (n) /kæm'peɪn grʊp/ grupa prowadząca kampanię
 35 **child labour** (n) /tʃɪldrɪd 'leɪbər/ praca dzieci
 36 **environmental issues** (n pl) /ˌɪnvaɪrənməntl 'ɪʃʊz/ zagadnienia związane ze środowiskiem
 37 **ethical consumer** (n) /'eθɪkəl kən'sjuːmənt/ etyczny konsument
 38 **Fairtrade** (n) /'feɪtɹeɪd/ sprawiedliwy handel
 39 **human rights** (n pl) /'hjuːmən raɪts/ prawa człowieka
 40 **working conditions** (n pl) /'wɜːkɪŋ kən'dɪʃnz/ warunki pracy
 41 **Sightseeing and events (pp.40 and 112)**
 42 **alternative tour** /ɔːlternə'tɪv 'tuːr/ wycieczka alternatywna
 43 **authentic** (adj) /ə'tentɪk/ autentyczny
 44 **entrance fee** /'entɹəns 'fiː/ opłata za wstęp
 45 **gift shop** /gɪft 'ʃɒp/ sklep z prezentami
 46 **iconic sights** /aɪ'kɒnɪk 'saɪts/ symbole danego miejsca
 47 **local residents** /ləkəl 'rezɪdənts/ miejscowi mieszkańcy
 48 **queue** (n) /kjuː/ kolejka
 49 **street performer** /stri:t pə'fɔːməntər/ artysta uliczny
 50 **tourist trap** /tuəɪst 'træp/ miejsce tłumnie odwiedzane przez turystów

vibrant (adj) /'vaɪbrənt/ żywy, intensywny

- 1 **ask for directions** /æsk fɔː dɪ'rekʃnz/ pytać o drogę
 2 **eat out** /iːt 'aʊt/ jeść na mieście
 3 **explore the local area** /ɪk'splɔːr ðə ləʊkəl 'eəriə/ odkrywać lokalną okolicę
 4 **go on a guided tour** /gəʊ ɒn ə 'gaɪdɪd 'tuːr/ na wycieczce z przewodnikiem
 5 **go sightseeing** /gəʊ 'saɪtsiːɪŋ/ iść zwiedzać
 6 **hire bikes** /haɪə 'baɪks/ wynająć rowery
 7 **get to know the local people** /get tə nəʊ ðə ləʊkəl 'piːpl/ poznawać miejscową ludność
 8 **read a map / guide book** /riːd ə 'mæp, 'gaɪdbʊk/ czytać mapę / przewodnik
 9 **shop for souvenirs** /ʃɒp fɔː suːvənɪz/ kupować pamiątki
 10 **celebrity book signing** /sə'lebrəti 'bʊk 'saɪnɪŋ/ podpisywanie książki przez celebrytę
 11 **classical music concert** /'klæsɪkəl 'mjuːzɪk kɒnsɜːt/ koncert muzyki klasycznej
 12 **contemporary dance performance** /kən'tempərəri 'dɑːns pɔːfɔːmɑːns/ pokaz tańca współczesnego
 13 **folk music festival** /fɒk 'mjuːzɪk 'festɪvəl/ festiwal muzyki ludowej
 14 **interactive craft demonstration** /ɪntər'æktɪv 'kraʊft demən'strəʃən/ interaktywny pokaz rękodzieła
 15 **open mic night** /əʊpən 'maɪk naɪt/ noc, gdy każdy może wystąpić na scenie
 16 **poetry reading** /'pəʊtri 'riːdɪŋ/ czytanie poezji
 17 **stand-up comedy** /stænd 'ʌp kɒmɪdi/ komedia jednego aktora
 18 **sushi masterclass** /suːʃi 'mɑːstəklaːs/ warsztaty sushi
 19 **woodland sculpture trail** /'wʊdlənd 'skʌltʃəpə 'treɪl/ szlak rzeźby drewnianej
 20 **audience members (n pl)** /'ɔːdiəns 'membəz/ osoby z publiczności
 21 **artisan** (n) /ɑː'tɪzən/ rzemieślnik
 22 **author** (n) /ə'ðɔːr/ autor
 23 **chef** (n) /ʃef/ szef kuchni
 24 **choreographer** (n) /kɒrɪ'ɒɡrəfər/ choreograf
 25 **comedian** (n) /kɒ'miːdiən/ komik
 26 **conductor** (n) /kən'dʌktər/ dyrygent
 27 **musician** (n) /mjuːzɪʃn/ muzyk
 28 **poet** (n) /'pəʊt/ poeta
 29 **sculptor** (n) /skʌlptər/ rzeźbiarz

Real English (p.40)

- 1 **hang around** /hæŋ ə'raʊnd/ obijać się
 2 **miss out on** /mɪs 'aʊt ɒn/ stracić okazję, przegapić
 3 **keen on** /kiːn ɒn/ zainteresowany, zapalony do czegoś
 4 **flying visit** /'flaɪŋ vɪzɪt/ przelotna wizyta
 5 **Multicultural Britain (p.42)**
 6 **celebration** (n) /sə'lɛbrɪ'eɪʃn/ obchody
 7 **childhood** (n) /tʃɪldr'hʊd/ dzieciństwo
 8 **connection** (n) /kə'neɪʃn/ więź, związek
 9 **contribution** (n) /kən'trɪ'bjuːʃn/ wkład, udział
 10 **cuisine** (n) /kwiː'ziːn/ kuchnia (np. polska)
 11 **delicacy** (n) /dɪ'lɪkə'si/ smakołyk
 12 **familiar** (adj) /fə'mɪliər/ znany, obczany
 13 **heritage** (n) /'herɪtɪdʒ/ dziedzictwo
 14 **homesick** (adj) /'həʊmsɪk/ tęskniący za domem
 15 **popularity** (n) /pɒpjʊ'lərə'ti/ popularność
 16 **Speaking (p.39) Talking about phrases**
 17 **In the foreground / background / centre** ... /ɪn ðə 'fɔːgraʊnd, 'bækgraʊnd, 'sentər/ Na pierwszym planie / W tle / Na środku ...

It looks like / doesn't look like a promotional photo. /ɪt lʊks laɪk, 'dʌznt lʊk laɪk ə prə'mɒʃənəl 'fəʊtəʊ/ Wygląda jak / Nie wygląda jak promocyjne zdjęcie.
 It's a selfie / holiday snap / promotional photo. /ɪts ə 'selfi, 'hɒlədeɪ snæp, prə'mɒʃənəl 'fəʊtəʊ/ To selfie / fotka z wakacji / zdjęcie promocyjne.
 Maybe it's from a news report / magazine article / lifestyle blog / social media account / advert. /meɪbɪz ɪts frəm ə 'njuːz rɪ'pɔːt, mæɡə'ziːn ɑːrtɪkl, laɪfstɑɪl 'blɒɡ, 'səʊʃl 'miːdiə ɑːkaʊnt, 'ædvɜːt/ Może to jest wzięte z wiadomości / artykułu z czasopisma / blogu o stylu życia / konta z portalu społecznościowego / reklamy.
 On the left / right ... /ɒn ðə 'left, 'raɪt/ Po lewej / prawej stronie ...
 The people are / aren't posing for the camera. /ðə piːpl ə, ɑːnt 'pəʊzɪŋ fɔː ðə 'kæmərə/ Ludzie (nie) pozują do zdjęcia.
 The style is more like photo-journalism. /ðə staɪl ɪz mɔːr laɪk 'fəʊtəʊ 'dʒəːnəlɪzəm/ To zdjęcie ma raczej charakter reporterski.

Expressing preference

- 1 **I don't really like ...** /aɪ 'dɒnt 'riːli laɪk/ Nie za bardzo mi się podoba ...
 2 **I like the ... one best.** /aɪ laɪk ðə 'wʌn 'beɪst/ Najbardziej podoba mi się ten (przymiotnik).
 3 **I prefer ...** /aɪ prɪ'fɜːr/ Wolę ...

Price

- 1 **A bargain** (n) /ə 'bɜːɡɪn/ okazja (cenowa)
 2 **A waste of money** /ə 'weɪst əv 'mʌni/ strata pieniędzy
 3 **Good value** /ɡʊd 'væljuː/ wart swojej ceny
 4 **Too cheap / expensive** /tuː 'tʃiːp, ɪk'spensive/ Zbyt tani / drogi

Quality

- 1 **(not) good enough for ...** /(nɒt) ɡʊd ɪnəʊ 'fɜːr/ (nie) wystarczająco dobry dla
 2 **films / thin / tacky / cheap** (adj) /fɪlms, θɪn, 'tæki, 'tʃiːp/ liche / cienkie / tandety / tani
 3 **solid / strong / tasteful / good quality** (adj) /sɒlɪd, strɒŋ, 'tæstfʊl, ɡʊd 'kwɒləti/ porządny / mocny / gustowny / dobrej jakości
 4 **top / bottom of the range** /tɒp, bɒtəm əv ðə 'reɪndʒ/ z górnej / dolnej półki

Style

- 1 **bright** (adj) /braɪt/ jasny
 2 **button** (n) /bʌtn/ guzik
 3 **patterned** (adj) /'pætənd/ wzorzysty
 4 **plain** (adj) /pleɪn/ gładki
 5 **pocket** (n) /'pɒkɪt/ kieszka
 6 **zip** (n) /zɪp/ suwak

Writing: A descriptive email (p.44)

Comparisons using the senses

- 1 **feels like** /fiːlz laɪk/ czuje się jak
 2 **looks like** /lʊks laɪk/ wygląda jak
 3 **smells like** /smelz laɪk/ pachnie jak
 4 **sounds like** /saʊndz laɪk/ brzmi jak
 5 **tastes like** /teɪsts laɪk/ smakuje jak

Talking about responses

- 1 **... makes me happy** /meɪks miː 'hæpi/ ... czyni mnie szczęśliwym
 2 **... makes me homesick** /meɪks miː 'həʊmsɪk/ ... sprawia, że tęsknię za domem
 3 **... makes me hungry** /meɪks miː 'hʌŋɡri/ ... sprawia, że czuję głód
 4 **... makes me think about** /meɪks miː θɪŋk ə'bəʊt/ ... sprawia, że myślę o
 5 **... reminds me of** /rɪ'maɪndz miː əv/ ... przypomina mi o

How to learn vocabulary

- Before the students do the *How to learn vocabulary* page in their Workbooks for homework, it will be useful for them to have some tips and strategies.
- Explain that using different intensifiers can help them to express themselves more effectively and with more variety. They can make creative writing more exciting and anecdotes more engaging.
- Students will need to learn which intensifiers can be used with certain adjectives as there aren't rules that they can apply.

Study skills

- Students can use other strategies to help them remember which intensifiers go with which adjectives. For example, they can treat them as collocations and write sentences that are personal to them that include friends and family, e.g. *Marta is an absolutely amazing friend.*

Word list

- Once the students have done the *How to learn vocabulary* page, ask them to think of other words in Polish that fit into the topic areas covered in this unit and that they'd like to know in English.
- Tell the students to look up the words, then create a new page in their vocabulary notebooks. Suggest to the students that they try different methods of recording the words until they find the one most suited to their learning style.

Further practice

Workbook page 47

Lesson objective

Vocabulary: ways of using intensifiers to make adjectives weaker or stronger

Warm up

- Divide the class into mixed-ability groups of four.
- Give each group a letter or letters of the alphabet and tell them to choose four words from the word list for their section of the alphabet.
- The groups take turns to give a definition of their words for the other groups to say the word.
- The groups win a point for each correct answer.

Study skills

- The aim of the *How to learn vocabulary* Workbook lesson is to help students use intensifiers to make adjectives stronger or weaker. Explain that they can make adjectives stronger or weaker by adding certain words in front of them.
- Adjectives can be divided into two categories – gradable and ungradable – but we need to learn which intensifiers can be used with each kind.

Lesson objective

Vocabulary: house and home

Warm up

- Divide the class into teams of four and tell them they have two minutes to write down as many words relating to *Home* as they can. They can be rooms, objects or chores (e.g. *kitchen*, *bookcase*, *do the ironing*).
- Ask different groups to add their words to the board in the different categories.
- The teams get a point for every word that no other group has.

Exercise 1

- Encourage students to share their ideas with the class.

Exercise 2 2.34

ANSWER

Homes will be getting smaller.

Optional activity

- Write these numbers on the board: *11 billion*, *2.5 billion*, *28*, *2030*.
- Tell students to find the information in the text that matches the numbers.

Differentiation

- Write on the board: *Cities are getting bigger. There are more people living in cities.*
- Ask students what types of adjectives are being used (comparative adjectives) and what is needed to form them (-er or more).

Exercise 3

- Read through the Word Power box with the class.
- Refer back to your examples and ask students how to rewrite them with double comparatives: *Cities are getting bigger and bigger. There are more and more people living in cities.*

ANSWERS

- 1 In the coming decades, homes will be getting smaller and smaller.
- 2 Different ways of living are becoming more and more common.
- 3 Cities are becoming more and more crowded.

Exercise 4 2.35

- Use the photos to check meaning of 'living-pod' and 'house'.
- Discuss the words as a class and invite students to draw an example of each type of house on the board.

4 Planet home

I can describe houses and homes.

4.1

The way we live

- 1 In pairs. Describe the photos. Answer the questions.
 - 1 Who do you think the homes are designed for?
 - 2 Which one would you rather live in?
 - 3 How would you describe the place where you live?
- 2 2.34 Read and listen to the article about housing in the future. What changes does it predict we will see?



The way we live is

changing

What is a home? Many of us live in a suburban neighbourhood in a home that can be described in simple sales terms: a spacious house, a charming cottage, a practical bungalow. But as time passes, the way we live is changing.

By the end of this century, the world population will have increased to over 11 billion and by 2050 an additional 2.5 billion people will have moved from rural to urban areas. In 2014, there were 28 mega-cities. By 2030, 41 cities will have achieved mega-city status.

Not even older city homes like narrow terraced houses and high-rise flats will be enough to accommodate all these new residents. In the coming decades, homes will be getting smaller. Tokyo is famous for its compact living-pods, but soon more and more people will be living in smaller and smaller studio apartments as our urban populations explode.

As cities become more crowded, homes become less and less affordable. Modern homes will see more generations of the same family living together, as well as more single adults house sharing – or alone. Where do you see yourself in ten years' time? Where will you be living?



WORD POWER Emphasis: double comparatives

Look at the highlighted phrases in the article. We use double comparatives to emphasise that something is changing.

- 3 Read the rules and rewrite the sentences using double comparatives.

- 1 In the coming decades, homes will be getting smaller.
- 2 Different ways of living are becoming more common.
- 3 Cities are becoming more crowded.

- 4 VOCABULARY 2.35 Look at the words for different types of homes. What is the main characteristic of each one? Listen and repeat. Which one do you live in?

apartment bungalow cottage flat house living-pod studio terraced house

- 5 a 2.36 Put the describing houses and homes words below in the following categories – location, size, style. Listen and check.

charming compact high-rise narrow practical rural spacious suburban urban

- b Match them to the houses and homes they describe in Ex 4.

- 6 Rewrite the underlined phrases using words from Exs 4 and 5.

- 1 My dream home is a delightful small house in the countryside.
- 2 Many older people like a functional single-storey house.
- 3 House prices in fashionable city-centre locations are too high for most people to afford.
- 4 In the 1960s, apartments in huge tower-blocks became fashionable, but they aren't popular now.
- 5 I've seen those space-efficient micro-apartments on TV – they don't look very comfortable!
- 6 My sister is renting a one-room flat in an area out of town.

- 7 THINK AND SHARE In pairs. Use words from Exs 5 and 6 to describe your current and dream home. Explain your ideas and give examples.

- 8 VOCABULARY BOOSTER Now practise house and home vocabulary on page 114.

Exercise 5a 2.36

- Support students by doing the first item together as a class.

ANSWERS

Location: rural, suburban, urban
Size: compact, high-rise, narrow, spacious
Style: charming, practical

Exercise 5b

SUGGESTED ANSWERS

charming cottage, compact living-pod, high-rise flat, narrow terraced house, practical flat, rural cottage, spacious house, suburban house, urban apartment

Exercise 6

ANSWERS

- 1 charming cottage
- 2 practical bungalow
- 3 urban
- 4 high-rises
- 5 living-pods
- 6 studio

Exercise 7

Differentiation

- Bring in pictures of different houses for students to describe.

Exercise 8

- Now tell students to turn to page 114 in their books. You can find the teaching notes on page 132.

Further practice

Workbook page 48

Word Power photocopiable worksheet

Teacher's Resource Centre

Grammar

Future perfect and future continuous

1 Look at the underlined examples of the future perfect and future continuous in the article on page 48. Then read and complete the rules.

- Czas *future perfect* opisuje działanie ukończone w określonym momencie w przyszłości.
- Formy czasu *future perfect* tworzymy według wzoru
1 _____ + past participle.
- Czas *future continuous* opisuje czynność, która będzie trwać w przyszłości.
- Formy czasu *future continuous* tworzymy według wzoru
2 _____ + forma _____.



2 Complete the sentences with time phrases from the article.

- 1 _____ of this century, the world population will have increased.
- 2 _____, homes will be getting smaller.
- 3 _____, 41 cities will have achieved mega-city status.

GRAMMAR BOOSTER P. 135

3 Choose the correct form of the verbs to complete these sentences.

- 1 By the end of the next decade, the world population will have increased / be increasing by 1 billion.
- 2 In the next ten years, more and more adults will be living / have lived alone.
- 3 About a year from now, I'll be at university. I will have moved out / be moving out of my parents' house.
- 4 A few hundred years into the future, humans will be living / have lived on other planets.
- 5 In the foreseeable future, more and more people will have worked / be working from home.
- 6 By 2050, 100% renewable energy will be powering / have powered our homes.

4 2.37 Listen to a podcast about a TV show from the past. Match the predictions to the years.

- | | |
|----------|-------------------------------|
| b 1 1965 | a eating worms |
| f 2 1967 | b life on Mars, paper clothes |
| e 3 1968 | c floating bicycles |
| d 4 1969 | d bank cards |
| g 5 1979 | e plastic grass |
| a 6 1981 | f touchscreen technology |
| c 7 1983 | g home computers |
| | h mobile phones |

5 2.37 Listen again and complete the predictions. Use the future perfect or the future continuous.

By the beginning of the 21st century ...

- 1 scientists _____ (discover) alien life on Mars.
- 2 people _____ (use) computers in their homes.
- 3 plastic grass _____ (replace) real grass.
- 4 people _____ (eat) worms for dinner.
- 5 commuters _____ (travel) to work on floating bicycles.

6 In pairs. Discuss the predictions. Which ones were accurate?

7 Write the sentences using the future continuous or the future perfect.

In the next 50 years ...

- 1 more and more people / eat insects for protein
- 2 more generations / live together
- 3 the first people / move to Mars
- 4 Warsaw / become a mega-city
- 5 robots / replace many human jobs
- 6 oil and gas / run out

8 **THINK AND SHARE** In groups. Discuss the questions.

By the time you are 25 / 35 / 45 ...

- will you have ... left home? bought a house? got married? got a job? passed your driving test?
- will you be living in your hometown? working in an office?

By the time I'm 25, I think I will have left home.
I don't think I'll be living in my hometown any more.
I want to see the world!

Miejsce zamieszkania • Nauka i technika

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Exercise 3

- Tell students to read the sentences carefully to work out if it's a completed action in the future or an action that is continuing.

Exercise 4 2.37

- Check meaning of *worm* (= a creature with a long soft body and no bones or legs) and *float* (= to be lighter than air) before students listen.

Audio script page 172

Exercise 5 2.37

- Check *commuters* (= people who travel regularly to and from work) before students start.

ANSWERS

- 1 will have discovered
- 2 will be using
- 3 will have replaced
- 4 will (all) be eating
- 5 will be travelling

Differentiation

- Support weaker students by giving them a copy of the audio script to check their answers.
- Ask stronger students to use the notes in Ex 4 to write two more sentences (e.g. *People will be using computers in their homes. People will be using mobile phones.*).

Exercise 6

- Divide the class into same-level pairs to discuss the predictions, then share their ideas with the class.

Exercise 7

- Elicit the first sentence and write it on the board.

ANSWERS

- 1 More and more people will be eating insects for protein.
- 2 More generations will be living together.
- 3 The first people will have moved to Mars.
- 4 Warsaw will have become a mega-city.
- 5 Robots will have replaced many human jobs.
- 6 Oil and gas will have run out.

Exercise 8

- Tell students to write sentences with the ideas before they discuss them.
- Ask students to describe what the other members of their group will be doing / will have done.

Further practice

Workbook page 49

Grammar booster page 135

Lesson objective

Grammar: future perfect and future continuous

Warm up

- Tell students to each think of a sentence beginning with *I live* and including two words from the previous lesson, e.g. *I live in a charming cottage.*
- Students mingle asking each other: *Where do you live?*
- Hold a class feedback asking, e.g. *Where does Jakub live?*

Exercise 1

- Tell students to read the sentences and complete the rules in pairs.

ANSWERS

- 1 will have 2 will be, -ing

Lesson objectives

Life skills: understand adverts about houses

Vocabulary: renting houses

Warm up

- Tell the class true and false statements about yourself, e.g. *By the end of today I will have taught five classes. At eight o'clock this evening I'll be swimming at the local pool.*
- Students guess which are false.
- Students write two of their own statements (one future continuous and one future perfect). In pairs, students guess which statements are false.

Exercise 1

- Encourage students to share their ideas. As a class, try to put the factors in order of importance.

Exercise 2

- Tell students not to worry about the abbreviations for now.
- Ask follow-up questions, e.g. *Which house is big?* (B – spacious). *Do you have to share the bathroom in advert A?* (no – private). *Is advert C advertising a house?* (no – she's looking for a house). *Which house is good for someone with a car?* (D – parking).

ANSWERS

1 A 2 A, D 3 B

Advert C is the odd one out as it's advertising a housemate rather than a room or apartment.

Exercise 3

- Play the audio so that students can listen and repeat.

ANSWERS

1 private 2 bills 3 available
4 a reference 5 shared 6 for rent
7 housemate 8 an enquiry
9 residential neighbourhood
10 furnished 11 suit

Exercise 4

ANSWERS

1 per calendar month 2 per week
3 including 4 excluding 5 good sense of humour 6 non-smoker

Exercise 5

- Ask follow-up questions about the listening, e.g. *What is the woman's tone in conversation 1?* (not polite). *What sort of student does the woman want?* (an older student). *What is the girl's tone in conversation 2?* (friendly). *What do they decide to do?* (they arrange a visit to the house).

Audio script page 173

ANSWERS

A and D

4.3

I can understand adverts and respond to them.

Life skills Understanding and responding to adverts

- Imagine you are leaving home and looking for somewhere to live. Which of these things are important to you?

the people you'll live with the type of house
the location of your home the cost
a safe neighbourhood good transport links

- Read the adverts. Answer the questions. Which advert is the odd one out?

Which place ...

- has the most rules?
- is suitable for a working person?
- is in the town centre?



Compact furnished studio apartment for rent in quiet **residential neighbourhood**. Private bathroom, kitchen. Would **suit** graduate student or young professional. No pets. No parties. NS. Available now. £700 pcm excl. bills. **Enquiries and references** please email yourroom@myhouse.com

Hey! Are you friendly, fun, reliable – and reasonably tidy? We are four university students looking for another **housemate** to share our bright, spacious flat. Large **furnished** room. Modern **private** bathroom. **Shared** well-equipped kitchen and cosy living room. Central location – good public transport links. **Available** from next month. £450 pcm incl. **bills**. Give us a ring on 07895 036 45.

Need a housemate? I am an exchange student from Poland. I'm in town for six months and I'm looking for somewhere to stay. I'm friendly and fun and I promise I'll do my washing up! Please call me – I need somewhere from next month. Magda 07545 426 59.

TO RENT
Room for rent in private house. Shared kitchen, bathroom, living room. Would suit quiet, laid-back, cat-loving professional. GSOH preferred! Garden, parking, good access to city centre. £100 p/w incl. bills. Please phone early evening as I work nights. Anna 01263 742 56

Mojeśce zamieszkania – Mówienie Rozmowa wstępna

- VOCABULARY** Match the accommodation words in **bold** in adverts A and B to their definitions (1–11). Listen and check.

- for the use of one person or a group, not public
- a printed or written statement of the money owed for a service
- able to be bought or used
- a written statement about you by someone who knows you
- used by several people
- available to use in exchange for a regular payment
- people (not family) who live together in a shared house
- a request for information about something
- an area that has houses and not factories or offices
- a house or flat with the furniture
- be appropriate for

WORD POWER Abbreviations and acronyms

Adverts often use abbreviations (shortened form of a word) and/or acronyms (words made from the first letters of the words in the phrase) to save space.

- Read the information above. Match the abbreviations and acronyms to their full forms. Listen and check.

- | | |
|---------|------------------------|
| 1 pcm | A excluding |
| 2 p/w | B non-smoker |
| 3 incl. | C per calendar month |
| 4 excl. | D good sense of humour |
| 5 GSOH | E per week |
| 6 NS | F including |

- Listen. Which of the adverts (A–D) is Magda calling about?

- Listen again and make notes about the housemates, location, rules and pets.

- MEDIATION** You have found accommodation for your English-speaking friend. Complete your email with information from advert B.

I've found the right accommodation for you. It's a **room** with furniture in a **student flat** so you'll have to **share**. But it has its own **bathroom**. You'll have to share the **kitchen**. You can move in **next month**. The **rent** is only £450 a **month** including **bills**. You need to call **07895 036 45**. Let me know what you think.

- ROUND UP** In pairs. Answer the questions.

- What do you think are the challenges of living in a shared house?
- What are the advantages and disadvantages?
- What qualities and characteristics make a good housemate?

Exercise 6

- Let students check their answers in pairs before doing class feedback.

ANSWERS

Conversation 1:

Housemates: family with young children
Location: residential area, 5 km from the city centre

Rules: must be quiet, especially in the evening, no parties, no guests

Pets: not allowed

Conversation 2:

Housemates: just Anna

Location: suburbs, 10 mins by bus to the university

Rules: be considerate / not noisy during the day

Pets: a cat (Alfie)

Exercise 7

- Point out that students may not find all the words that they need in advert B.

Differentiation

- Support weaker students by giving them the words for the gaps in a jumbled order.
- Ask stronger students to write an email about one of the other adverts.

Exercise 8

- Once students have made notes in pairs, put them into groups to discuss their ideas. Have a class discussion.

Further practice

Workbook page 50

Word Power photocopiable worksheet

Teacher's Resource Centre



Speaking Stimulus-based discussion

- 1 In pairs. Look at the photos and explain which place you would like to live in.
- 2 **2.41** Listen and number the photos.
- 3 **2.41** Listen again and tick the phrases that you hear. Use the phrases to describe the homes in Ex 1.

Phrasebook

Describing a home

It looks very stylish / spacious / comfortable
 It has a relaxed / friendly atmosphere
 It's certainly practical / compact
 It's (not) very neat / tidy / cosy / modern
 It's a bit messy / untidy

- 4 Read the adverts and match them to the photos.

ROOMS AVAILABLE

- 1 Room available in relaxed family house. Safe residential area. £70 p/w – can be less if you're happy to do some housework. Call Karen on 01258 354 78
- 2 Student accommodation available near the university. Safe and secure location. Private room in modern building. Shared bathroom and kitchen. £350 PCM for more information call 0800 521 64 or go to www.mystudentroom.co.uk
- 3 Room available in city centre. Private bathroom. Use of shared living room and kitchen. £500 PCM excl. bills Call the agency on 020 1580 53

WORD POWER Exclamatory sentences:
so and such

- 5 Complete the rules. Then comment on the photos using so and such.
- We use **so** and **such** for emphasis, to make a statement stronger.
 It's **so** (expensive / cheap / messy / tidy)!
 It's **such** a (good deal / cosy house / nice area).
 We use **so** with **adjectives** / nouns.
 We use **such** with **adjectives** / (adjective + noun)

- 6 Read the task below and take turns to do it. Use phrases from the Phrasebook and **so** and **such**.

You need to choose somewhere to live for your summer school accommodation. Which of the three would you choose? Explain your choice. Why did you reject the other options?

Guided conversation

- 7 In pairs. You are going to call to ask some more questions about the place you chose in Ex 6. Brainstorm the questions you want to ask.
- 8 Read the task and make notes. Which of your questions from Ex 7 will you need?

You are going to ring up and enquire about accommodation for a summer school course in the UK. Below you will find four topics to mention during the conversation.

- Say who you are and why you need a room.
- Ask about the area – location and safety.
- Ask about the price and what it includes.
- Give personal background information.

- 9 **2.42** Listen to a student doing the task. Answer the questions.

- 1 Which of the properties is she enquiring about?
- 2 Does she develop all of the topics?
- 3 What aspect of the task could she improve on?

- 10 **2.42** Listen again and complete the phrases in the Phrasebook.

Phrasebook

Making a phone enquiry

I'm a ¹ at the university.
 I'm looking for ² for two months this summer.
³ some student accommodation.
 It says the rent is £350 per month. ⁴ all bills are included in that, please?
 And is it in a ⁵ ?
 So it's a ⁶ ?
 I'm not really ⁷, anyway.
 Yes, please. ⁸ the 9th of July for two months.

Miejsce zamieszkania • Mówienie Rozmowa z odgrywaniem roli • Rozmowa na podstawie materiału stymulującego

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Exercise 4

ANSWERS

1 A 2 B 3 C

Exercise 5

Optional activity

- Divide students into same-level pairs to describe other photos in the Student's Book. Monitor to ensure correct use of **so** and **such**.

Exercise 6

- Remind students to use phrases from the Phrasebook.

Differentiation

- Support weaker students by giving them time to plan their answers.
- Stronger students could write a short summary of their decision and reasons.

Exercise 7

- Elicit the questions to the board so that students can check them in Ex 9.

Exercise 8

- Brainstorm key words for each bullet point and write them on the board.

Exercise 9 **2.42**

- Do a first listening task asking students to check if any of their questions from Ex 7 were asked.

Audio script page 173

ANSWERS

- 1 Property 2 in Ex 4
- 2 No, she deals with each point, but doesn't develop them.
- 3 She could ask more follow-up questions (e.g. to negotiate the price). She could also use more sophisticated language and try to be less nervous / more natural.

Exercise 10 **2.42**

ANSWERS

- 1 summer school student
- 2 somewhere to stay
- 3 I think you have
- 4 Can you tell me if
- 5 good area
- 6 safe neighbourhood, is it?
- 7 a party person
- 8 I need it from

Further practice

Workbook page 51

Word Power photocopiable worksheet

Teacher's Resource Centre

Lesson objective

Speaking: use a text for a guided conversation

Warm up

- Initiate a class discussion about where students would like to live if they went to university, e.g. in a shared house, stay at home or in a hall of residence.
- Ask students how possible they think it will be for them to own their own home in the future.

Exercise 1

- Discuss the photos as a class. Write key words on the board.
- Then divide the class into pairs to discuss which place students would like to live in.

Exercise 2 **2.41**

- Ask students what words were the same as those they used in Ex 1.

Audio script page 173

ANSWERS

1 C 2 A 3 B

Exercise 3 **2.41**

ANSWERS

It doesn't look very cosy.
 It's tidy and ...
 It has a relaxed atmosphere.
 It's certainly compact ...
 It's not very cosy.

Optional activity

- Tell students to describe the photos in detail as they would for the photo description task in the exam.

Lesson objectives

Video: understand a language presentation video about paranormal phenomena

Vocabulary: paranormal phenomena

Warm up

- Ask students if they believe in ghosts or other unexplained phenomena.
- Write any useful vocabulary on the board as you discuss.

Exercise 1

- Encourage students to share their ideas with the class.

ANSWERS

Students' own answers

Exercise 2a 2.43

- Play the video. Ask students to check their ideas for Ex 1, and then answer the questions.

Video transcript page 173

ANSWER

Dan

Exercise 2b 2.43

ANSWERS

- one about paranormal activity
- a noise in the house
- because it's in the garden
- Izzie (their sister)
- She didn't want to disturb them.

Exercise 2c 2.43

ANSWERS

- 1 A 2 A 3 B 4 B

Exercise 3 2.44

- Divide the class into same-level pairs to discuss the meanings of the words.
- Then pair students with another pair to check any remaining words.
- Play the audio for students to repeat. Check stress and pronunciation.

Exercise 4

ANSWERS

- 1 stimuli 2 data 3 mediums
4 synopses 5 hypotheses

Exercise 5

- Once students have completed the TV guide and reviews, discuss the question as a class.
- Play a song in the background while students are working, e.g. 'Ghost Town' by The Specials.

ANSWERS

- supernatural phenomenon
- mysterious events
- claim
- haunted
- have doubts
- sensible explanation
- be certain of
- ridiculous
- proof
- practical joke

4.5

I can talk about paranormal activity.

Paranormal phenomena

- 1 Look at the video still and answer the questions.

- Where do you think they are?
- How would you describe their expressions?
- What do you think the lesson is going to be about?

- 2 a 2.43 Chloe and Dan are at home watching TV. Watch or listen. Who is more scared, Chloe or Dan?

- b Watch or listen again. Answer the questions.

- What kind of TV show have Chloe and Dan just watched?
- What do they hear?
- How do they know it isn't the dog?
- Who do they discover upstairs?
- Why didn't Izzie tell them she was home?

- c REAL ENGLISH Watch or listen again. Choose the correct translation.

- a load of rubbish
A stek bzdur
B ładunek śmieci
- a wimp
A oferma
B bicz
- well into
A zaabsorbowany
B być już dobrze w
- spooked
A zastraszony
B wystraszony

- 3 VOCABULARY 2.44 Check the meanings of the paranormal phenomena words and phrases below. Listen and repeat.

be certain of claim haunted have doubts
mysterious events practical joke proof
ridiculous sensible explanation
supernatural phenomenon

WORD POWER Irregular plurals

- 4 Some words have an irregular plural. Use your dictionary and find the irregular plurals below.

Singular: phenomenon Plural: phenomena
stimulus – 1
datum – 2
medium – 3
synopsis – 4
hypothesis – 5



- 5 Read and complete the TV guide and reviews with the words in Ex 3. Would you watch this programme?

Watch now Add to my list Recently watched

INVESTIGATING THE Paranormal

A documentary about a possible ¹ at an old mine. With so many strange and ² going on, local people are starting to ³ that the mine is ⁴. The investigators ⁵ at first, but the more they look, the more they struggle to find a ⁶. Keep an open mind – there's one thing you can ⁷: there really are things that we can't explain!

★★★★ I watched this last night. It was interesting – and scary! Leave the lights on!

★ One star – this is a ⁸ programme. It's not even an investigation, just a load of special effects and no ⁹!

★★ I think it's all just a ¹⁰. I think it's someone who wants to make money.

- 6 THINK AND SHARE Do you watch films or TV programmes about the paranormal? Why / Why not?

- 7 VOCABULARY BOOSTER Now practise Paranormal phenomena vocabulary on page 115.

Exercise 6

- Discuss the questions as a class.

Exercise 7

- Now tell students to turn to page 115 in their books. You can find the teaching notes on page 133.

Further practice

Workbook page 52

Word Power photocopiable worksheet

Teacher's Resource Centre

Grammar

Modal verbs *must*, *may*, *might*, *could*, *can't*

1 Remember the video? Read the sentences from the dialogue. Which three sentences express possibility? Which two sentences express that the speaker is certain?

- 1 It **must** be the paranormal.
- 2 It **can't** be Mum and Dad.
- 3 It **could** be a poltergeist!
- 4 Things **may not** be what they seem.
- 5 A window **might** be open.

2 Match the modal verbs 1–5 to their meanings A–D. One meaning matches two sentences.

- A It's impossible.
- B It's possible.
- C I don't think it's possible.
- D It's certain.

Look out!

Gdy rozważamy jakąś możliwość lub spekulujemy na jakiś temat, nie stosujemy *can* ani *mustn't*.

It may / might be a ghost! It **can't** be a ghost!

It can't be the dog. It **mustn't** be the dog.

GRAMMAR BOOSTER P. 136

3 Complete the sentences with *must*, *might* (not) or *can't*.

- 1 That's ridiculous. It **can't** be a poltergeist. They don't exist!
- 2 Listen. I can hear Mum's voice. They **must** be back from the theatre.
- 3 OK. It **might** be a ghost. But until we have proof, I have my doubts.
- 4 Don't go down to the cellar. You **might not** come back!
- 5 Until we're certain of the facts, we have to accept that it **might** be a practical joke.

Speculating about the past

Kiedy spekulujemy na temat wydarzeń w przeszłości, używamy *must* / *can't* / *might* / *may* / *could* + *have* + past participle.

4 Complete the example sentences with the words below.

can't have could have might have must have

It **could have** been the wind. (It's possible that it was the wind.)

It **must** have been a hoax. (I'm sure it was a hoax.)

They **can't have** seen a ghost. (I'm sure they didn't see a ghost.)

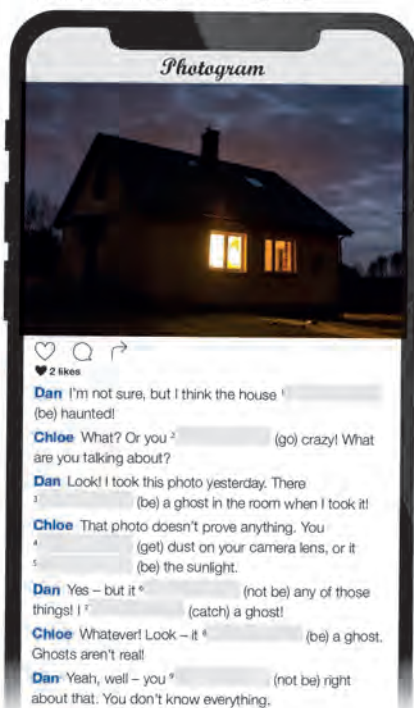
It **might have** been my brother playing a practical joke. (It's possible that it was my brother.)

GRAMMAR BOOSTER P. 136

5 Rewrite the sentences using past modals.

- 1 The noise **can't** be the dog.
- 2 It **could** be Mum and Dad coming home.
- 3 It **can't** be anything supernatural!
- 4 It **must** be birds on the roof.
- 5 It **might not** be anything to worry about.
- 6 There **may** be someone in the garden.

6 Look at the photo and complete the comments. Use modals in the present or the past.



7 2.45 Listen to six situations. For each situation, make notes. Think about:

- where it is
- what they're doing
- who the people are
- what time of day it is
- why they are there

8 In pairs. Compare your ideas.

A. What do you think? Where's number 1?

B. I think it **must** be a city because of ... The people **might** be ... because ...

9 **THINK AND SHARE** In groups. Have you ever seen a ghost or experienced a mysterious event? Discuss your experience and suggest explanations. Could it really be a paranormal phenomenon?

Człowiek

S3

- Pause at 1:35 to ask: *When do we use 'can' or 'could'?*
- At 1:50 the video goes on to explain other forms not presented in the Student's Book. Use the extended video for stronger students.
- Now ask students to turn to pages 136 and 137 in their books. You can find the teaching notes on page 149.

Exercise 4

- After checking answers, ask students to turn to pages 136 and 137 in their books. You can find the teaching notes on page 149.

ANSWERS

- 2 must have 3 can't have
4 might have

Exercise 5

ANSWERS

- 1 The noise **can't** have been the dog.
- 2 It **could** have been Mum and Dad coming home.
- 3 It **can't** have been anything supernatural!
- 4 It **must** have been birds on the roof.
- 5 It **might not** have been anything to worry about.
- 6 There **may** have been someone in the garden.

Exercise 6

- Point out that sometimes more than one answer is possible.

SUGGESTED ANSWERS

- 1 might / could be
- 2 might have gone
- 3 must have been
- 4 might / could / may have got
- 5 might / could / may have been
- 6 might not have been
- 7 could / might have caught
- 8 can't have been
- 9 might / may not be

Optional activity

- Students read the dialogue in pairs.

Exercise 7 2.45

- Play the audio once. Tell them to make notes before playing the audio again. Note that there are no right or wrong answers.

Exercise 8

- Encourage students to describe what they heard to back up their ideas.

Exercise 9

- Invite students to share anything interesting with the class.

Further practice

Workbook page 53

Grammar booster page 136

Lesson objective

Grammar: modal verbs *must*, *may*, *might*, *could*, *can't*; speculating about the present and past

Warm up

- Divide the class into same-level pairs to write a mini exchange using two of the Real English phrases from the previous lesson.
- Ask pairs to read their exchange to the class and say 'beep' instead of the phrase. The class guesses the phrase.

Exercise 1

ANSWERS

Sentences 3, 4 and 5 express possibility. Sentences 1 and 2 express certainty.

Differentiation

- Play the video from 4.5 again for students to hear the sentences in context.

Exercise 2

ANSWERS

- 1 D 2 A 3 B 4 C 5 B

Flipped classroom grammar video

- Play the video to consolidate the grammar.
- Pause at 1:05 to ask: *What modals do we use to speculate about situations?*
- Pause at 1:22 to ask: *What do we use 'can't' for?*
- Pause at 1:28 to ask: *When do we use 'must'?*

Lesson objectives

Reading: understand a language presentation text about Stonehenge

Reading skills: understand the general idea of a text

Vocabulary: mystery and speculation

Warm up

- Ask students what they know about Stonehenge and ask if any students have ever visited it.

Exercise 1

- Divide the class into same-level pairs to discuss the questions.

Culture note

Stonehenge is in the south-west of England near to Salisbury. It has been a UNESCO World Heritage site since 1986. It hasn't always been a tourist attraction. At the start of the 20th century, it was in a state of collapse and was bought by Cecil and Mary Chubb for £6,600 in 1915. They donated the site to public ownership in 1918. The government oversaw a number of projects to improve and repair it and it is now run by English Heritage. In 2013 it underwent a £27 million renovation with a new visitor centre and work carried out to further protect the stone.

Exercise 2 3.02

- Ask follow-up questions about the text, e.g. *How many people visit it each year?* (1.5 million). *Where did the stones come from?* (Wales). *What do some people think about the stones?* (that they are sacred, magical or powerful). *What is the most unlikely theory about the stones?* (that they are a landmark for aliens). *How wide is the main circle?* (30 metres).

ANSWERS

how it was constructed and why it was built

Exercise 3

- Read through the strategy box with the class.
- Tell students to read the text again, particularly the sentences before and after each gap.
- Point out that students should look for references like pronouns, synonyms or antonyms to help them match the sentences to the gaps.
- Give students time to compare and discuss their answers in pairs before checking as a class.
- For any incorrect answers, help students to understand why their chosen answer is incorrect.

4.7

I can understand an article about Stonehenge.

CULTURE

Reading

- Look at the photo of Stonehenge. Discuss the questions in pairs.
 - Describe the monument. What is it made of?
 - What do you think it was built for?
 - Why do you think people visit monuments like this?
- Read and listen to the article about Stonehenge. What are the two big unanswered questions? Were any of your ideas mentioned?

- Match sentences A–F to gaps 1–5 in the article. One sentence does not match any of the gaps.

- Some of the biggest stones, which are called sarsens, may already have been there, buried in the earth.
- We do know that in the early 20th century the monument was restored and renovated in a way that would not be approved of today.
- The largest are about 4 m tall and weigh about 25,000 kilos each.
- It was an astonishing achievement for people who had very little technology.
- Many people with alternative ideas and modern interpretations of ancient beliefs worship at the site.
- One idea is that it is the burial site of an important leader.

Strategia Akapity

Dłuższe teksty dzielą się na akapity. Każdy akapit wyróżnia myśl przewodnią. Czytając treść akapitu, określ jego tematykę. To ci pomoże właściwie podsumować treść lub zrozumieć kluczowe myśli w tekście i odszukać najważniejsze informacje.

STONEHENGE

Stonehenge is one of the UK's biggest tourist attractions, and one of the world's greatest mysteries. About 1.5 million people visit the site every year, and many scholars have spent their entire careers studying it. Despite all the attention, there are two big questions about this ancient monument that remain unanswered.

The first mystery is its construction. The individual stones are huge! ¹ C. And some of these stones come from the Preseli Hills in south Wales. That's a distance of about 300 kilometres. So the question is, how did the Stone Age builders move these enormous stones such a distance, before the invention of the wheel? ² D. Some experts think that they must have used some form of transport – probably made of tree trunks. They might have rolled the stones across the land on the tree trunks, or they may have made wooden rafts and sailed them down rivers, or even across the sea.

But why did they choose stones from so far away? It must have taken hundreds of men to move them. Recent investigations show that the stones' original location might have been considered sacred, so people may have believed

they were magical or powerful. ³ A. Recent research supports this theory, because there is some evidence that the rocks were on Salisbury Plain many centuries before humans arrived. People may have been attracted to that location because the huge, mysterious stones were already there.

The second mystery of Stonehenge is why it was built at all. Of course, there are several theories. ⁴ F. The area around Stonehenge has over 300 smaller graves, which contained bones and ancient artefacts. Other people say that the circle could be a giant solar calendar, or a place to study the stars. There are even some people who put forward the idea that Stonehenge might have been a landmark for aliens arriving from outer space!

This last theory seems unlikely. However, the fact is that we cannot be certain and many of the theories remain as speculation. There are even some stories on the internet that suggest that the whole monument is a fake! ⁵ B. Some of the stones were moved, and even set in concrete to make the site safe for visitors. So from the geologists and archaeologists to alien-hunters, we do know that the mysteries of Stonehenge will be puzzling us for many years to come.

GLOSSARY
roll – toczyć
raft – tratwa
sacred – święty
burial site – miejsce pochówku

FACTFILE
Stonehenge is in Wiltshire, England (about 140 kilometres south-west of London). It is about 4,500–5,000 years old. The main circle is 30 m wide. Scholars think it must have taken 30 million hours of labour to build it. In modern times, thousands of people visit the monument on midsummer's night and stay awake to watch the sunrise.

Exercise 4 3.03

- Play the audio again. Students listen and repeat.

ANSWERS

- speculation
- puzzling
- remain unanswered
- some form of
- investigations
- evidence
- a theory
- put forward the idea

Differentiation

- Support weaker students by allowing them to use bilingual dictionaries.
- Stronger students can work in pairs to work out the words.

Exercise 5

- Tell students to read through the text before they try to fill the gaps.

- Give students time to compare and discuss their answers in pairs before checking as a class.

ANSWERS

- puzzling
- investigations
- evidence
- remain unanswered
- theory
- some form of
- speculation
- put forward the idea

Exercise 6

- Tell students to read the text again carefully. Then tell them to underline the key facts in the text.
- When they write the summary, tell them not to copy whole sentences from the original text.

Further practice

Workbook page 54

Culture video: Stonehenge

4 VOCABULARY 3.03 Match the highlighted investigating mystery words and phrases in the article to their definitions. Listen and check. [S]

- 1 (n) the act of forming opinions about something without having all the facts
- 2 (v) to make someone confused because they don't understand something
- 3 (v) to be still in a state without a definite answer
- 4 (n) an unspecified type of something
- 5 (n) an official examination of the facts of a situation
- 6 (n) the facts, signs or objects that make you believe something is true.
- 7 (n) a formal set of ideas that is intended to explain something
- 8 (v) suggest or promote an idea

5 Read and complete the text with the words in Ex 4. [S]

Stonehenge is one of approximately 1,300 stone circles in Britain providing historians with a ¹ riddle from the past. Part of the problem is that archaeological ² were largely carried out in the 18th and 19th centuries, before the sites were given protection as part of our heritage. As a result, much of the original ³ of human activity has been removed or lost, and many questions ⁴. The ⁵ that these places were meeting point seems likely, but the exact purpose is still a matter of ⁶. In many locations, people have ⁷ of a link to the solar calendar, especially the summer solstice on June 21st.

6 MEDIATION In groups. Write and make a short presentation about Stonehenge. Summarise the main points of the article on page 54. [S]



Podrózowanie i turystyka • Kultura • Wiedza o krajach angloskoryzycznych Rozumienie ze słuchu Wielokrotny wybór • Dobieranie

Listening

1 In pairs. Answer the questions.

- 1 Which of these famous and mysterious creatures have you heard of? Where do their stories come from?



2 3.04 Listen to six speakers and number the creatures in Ex 1 in the order you hear them. Then match these alternative names to three of the creatures. [S]

Nessie Sasquatch the Abominable Snowman

3 3.04 Listen again. Choose the correct answer: A, B or C. [S]

- 1 The tour guide is ...
A telling a joke. B describing a photograph.
C talking about a recent sighting.
- 2 The speaker is ...
A giving a lecture. B telling a ghost story.
C reporting from a monster hunt.
- 3 The local man says that ...
A the statue brings customers to his business. B he has seen the creature. C he doesn't believe the old stories.
- 4 The Kraken is said to live in the sea around ...
A Greece. B England. C Norway.
- 5 The name 'the Abominable Snowman' originated ...
A in 1921. B in a film. C from Tibetan.
- 6 This mythical creature appears most often ...
A on rivers. B as a horse. C in lakes.

4 In pairs. Have you heard of any other sightings of strange and mysterious animals around the world? Do you think they are convincing? Why?

5 3.05 Listen to four speakers talking about mysterious creatures. Match statements A–E to the speakers 1–4. There is one statement that you don't need. [S]

- The speaker ...
- A predicts that evidence for the creature will be found in the next ten years.
 - B doesn't believe that the animal exists.
 - C is doubtful of mysterious phenomena in general.
 - D has done a lot of research on the topic.
 - E suggests that the animal may move between locations.

6 In pairs. Which speaker do you agree with the most? Why? Which creatures are the most / least likely to exist?

Optional activity

- Either give students further written questions about the texts or ask questions in open class, e.g. *What could the sightings of Nessie be?* (animals, tree trunks). *In what part of England could you see the Beast of Bodmin?* (Cornwall). *Does Al Jenson think Big Foot exists or not?* (he's not sure that it doesn't exist). *Where could you see the Kraken?* (off the coast of Norway). *What type of creature is the Yeti?* (a bear-like creature). *What is the Forth and Clyde?* (a canal).

Exercise 4

- If students can't think of any other examples, set this as a homework task.

Exercise 5 3.05

- Tell students to read the five sentences and underline the key words.
- Focus on sentences A and E and ask students to think of synonyms for *ten years* and *locations*.
- Check answers and then focus on speakers 2 and 4 again and ask what the synonyms were (*decade, places*).

Exam tip

- Remind students that they won't hear the same words in the audio as in the sentences.

Audio script page 174

ANSWERS

A 2 B – C 1 D 3 E 4

Exercise 6

- Divide the class into pairs to share ideas and make notes.
- Invite students to share their ideas with the class.

Optional activity

- Students write a diary entry about a sighting of one of the creatures. They should describe where they were, what they were doing, and what the creature did.

Further practice

Workbook page 55

Lesson objective

Listening: understand extracts and identify specific information

Warm up

- Ask students if they can name any famous mysterious creatures. Ask: *Which country are they from? What are they known for?* Ask students if they know any films that include mysterious creatures (e.g. *Pirates of the Caribbean* – the Kraken, *Smallfoot* – the Yeti).

Exercise 1

- Divide the class into same-level pairs to discuss the questions.
- Ask students if they think any are real.

Exercise 2 3.04

- Ask students if any of the information surprised them.

Audio script page 174

ANSWERS

- 1 Loch Ness Monster (Nessie)
- 2 Beast of Bodmin
- 3 Big Foot (Sasquatch)
- 4 Kraken
- 5 Yeti (the Abominable Snowman)
- 6 Kelpies

Exercise 3 3.04

- Tell students to read through all of the options. In pairs, they discuss what they remember from the first listening and mark the answers in pencil.
- Students listen and check their answers.

Lesson objective

Writing: write a forum post giving an opinion

Warm up

- Tell students to draw a spaceship and an alien in their notebooks, but to keep it a secret from the other students.
- Once students have completed it, tell them to share their picture in groups.
- Discuss the similarities and differences between their pictures.
- Note: this is usually quite an interesting task because it's probable that all the pictures will be very similar. We have quite set ideas of how these things look!

Exercise 1

- Divide the class into pairs to discuss the questions.
- Ask students to share their ideas with the class.

Exercise 2

ANSWERS

- 1 He/she has just watched an online video about an alien landing.
- 2 lots of people witnessed the landing, the video evidence looks realistic, there must be aliens somewhere
- 3 similar stories have been hoaxes, there hasn't been an official investigation

Exercise 3

ANSWER

structure 2

Exercise 4

- Read through the strategy box with the students. Check what a rhetorical question is by asking: *Do you need an answer?*

ANSWERS

Can it be real? – focus on a key issue
Have aliens really visited this time? – make the text sound more dynamic

Exercise 5

ANSWERS

Many people believe ..., On the one hand, ..., But on the other hand, ..., However, ..., Although ..., it seems unlikely ..., so-called, they say ..., genuine proof, In conclusion ...

Exercise 6

- Point out that students are to use the words and phrases from the Balancing arguments section of the Phrasebook.
- Do the first item on the board as an example to show students what to do.

4.9 I can write a forum post giving my opinion.

Writing A forum post: giving your opinion

- 1 In pairs. Have you changed your mind about mysteries and the paranormal? Discuss what, if anything, made you change your mind.
- 2 Read the forum post about aliens. Answer the questions.
 - 1 What made the writer write the forum post?
 - 2 What three arguments for the idea does the writer give?
 - 3 What two factors make the writer doubt the story?

Have aliens visited our planet?

I've just watched another online video about a so-called alien landing somewhere in America. Although many people believe that this time it's true, a lot of similar stories have turned out to be hoaxes. Can it be real?

On the one hand, they say lots of people witnessed the mysterious events, and the video evidence looks very realistic. But on the other hand, there hasn't been an official investigation, and lots of questions remain unanswered. I have my doubts.

I do agree that it seems unlikely that we're alone in this huge universe. There must be aliens somewhere. However, we have seen so many practical jokes, and so little genuine proof.

In conclusion, there has been a lot of excitement about this story, but in a few weeks it will have been forgotten when another supernatural phenomenon will be puzzling people online. Have aliens really visited this time? I, for one, remain unconvinced.

- 3 Choose the paragraph plan that best describes the structure of the post.
 - 1 introduction – arguments for – arguments against – conclusion
 - 2 introduction – alternating points for and against – conclusion

Pytania retoryczne

Pytania retoryczne to pytania, które nie wymagają odpowiedzi. Dzięki nim można:

- skupić uwagę czytelnika na kluczowym zagadnieniu.
- podkreślić szczególne zagadnienie lub punkt widzenia we wnioskach.
- nadać tekstowi bardziej dynamiczne brzmienie i zapewnić radość z czytania.

- 4 Read the strategy and find two examples of rhetorical questions in the forum post. Match them to the uses in the strategy.

- 5 Read the Phrasebook and complete it with the headings below. Find examples in the forum post.

balancing arguments conclusion opinion
setting up the topic speculation

Introducing and structuring your ideas

Setting up the topic

There's a lot of speculation ...
Might / Will there be ... ? Many people believe ...

Balancing arguments

On the one hand ... On the other hand ...
However, ... Although ...
In spite of ... / Despite (the fact that) ...

Opinion

Some people are convinced that ...
Others put forward the idea that ...
... seems likely / unlikely, ... some form of ...

Speculation

Sceptical: so-called evidence, people claim, they say ... apparently ...
Neutral: genuine proof, convincing evidence, the enquiry reports

Conclusion

Ultimately / On the whole, I think that ...
Overall, ...

- 6 Join these ideas with the words and phrases from section 2 of the Phrasebook.

- 1 I think aliens must exist. I have never seen good evidence.
- 2 Humans have the capability to go into space. We have only explored a small part of the universe.
- 3 Many UFO sightings are practical jokes. Many people are convinced they are real.

- 7 a Read the task. Do you agree with the prediction? Why?

You've just watched an old episode of *Tomorrow's World* in which they predict that we will soon find life on Mars. Write a forum post (80–130 words) giving your opinions on the topic.

- Explain why you are posting on the forum.
- Speculate about the possibility of alien life.
- Say what kind of life you think we might find.
- Make a prediction for what will happen in the search.

- b Plan your work. Make notes for each point in the task and organise your ideas into paragraphs. Choose phrases from the Phrasebook. Use a rhetorical question.

- c Write your forum post.

- 8 **CHECK YOUR WORK** Did you:
 - use phrases from the Phrasebook?
 - use rhetorical questions?
 - check your spelling and grammar?

SUGGESTED ANSWERS

- 1 I think aliens must exist. On the other hand, / However, I have never seen good evidence.
- 2 Although / Despite the fact that humans have the capability to go into space, we have only explored a small part of the universe.
- 3 Despite the fact that / Although many UFO sightings are practical jokes, many people are convinced they are real.

Exercise 7a

- Read through the task with the class.
- Remind students that *Tomorrow's World* is a TV programme about inventions (see Lesson 4.2).

Exercise 7b and c

- Tell students to look back at the previous lessons in the unit to help them with vocabulary and language.
- Students make their notes and write their forum post.

Mixed ability

- Ask students of similar levels to sit together.
- Spend time with each group giving support and helping with sentence formation and organisation.

Exercise 8

- Read through the Check your work points and ask the students to revise their forum post, if necessary.

Further practice Workbook page 56

Language review

Grammar

1 Read the text and choose the correct alternative.

5 October: I can't believe it! I'm holding the keys to my new flat! It **might** / **can't** need some work, but this time next month I **will have drunk** / **will be drinking** coffee and admiring the view.

12 October: The builder still isn't here. He **had to forget** / **must have forgotten** about our meeting. Maybe I will do some work myself. It **can't be** / **couldn't be** that difficult. The door bell is ringing – it **can** / **must** be the builder.

30 October: The builder has promised he will **have** / **had** finished the work by Christmas. There is a hole in the kitchen floor. He claims he **can't have damaged** / **may not have damaged** it, as he hasn't started work in the kitchen yet. There **can** / **must** be a poltergeist in the flat!

10 December: Moving in, finally! I **must be eating** / **will be eating** Christmas dinner among building materials. I **won't have bought** / **won't be buying** the sink by the 24th, so I **will be** / **must be** washing the dishes in the bath.

5 January: I've flooded the neighbour downstairs! I've contacted the plumber but he probably **may** / **won't** have repaired it by next week ...

Vocabulary

2 Choose the option (A, B or C) that best explains the word or phrase in bold.

1 I'm lucky to live in a nice **suburban neighbourhood**, with hardly any vandalism.
A rural area B central location **C area outside the city centre**

2 Renting an apartment in **high-rise** buildings in Manhattan must cost a fortune.
A multi-storey B luxury C modern

3 Our **compact** living pods feature an open-plan kitchen, a living room and a small bedroom.
A light and spacious **B** small but well-planned
C long and narrow

4 My parents live in a **terraced house**.
A bungalow with a big terrace
B single-family home
C house joined to other houses in a row

5 For urgent **enquiries**, please contact our 24-hour hotline number.
A references B agreements **C** questions

6 Mark has bought himself a practical **studio apartment** in the city centre.
A place where musicians record music
B artist's workshop
C flat with one main room

3 Translate the phrases in brackets into English.

1 There must be a (rozsądne wyjaśnienie) for the spooky figure in the photo. It's probably just an optical illusion.

2 Don't be (śmieszny) You can't really believe that nonsense about UFOs.

3 There are many (tajemnicze zdarzenia) associated with the Bermuda Triangle.

4 The whole incident turned out to be just another (psikus) for April Fools' Day.

5 The house was said to be (nawiedzony) by the ghost of its former owner.

6 Some people believe in (zjawiska nadprzyrodzone), such as ghosts or miracles.

4 Complete the sentences with the missing words or phrases that have a similar meaning to the phrases in brackets. The first letters have been given.

1 You need to base your opinions on facts, not **s** **peculation** (guesswork).

2 The complexity of brain mechanisms continues to be p **uzzling** (confusing and intriguing) to both scientists and the general public.

3 Although thousands of people around the world believe in ghosts, there is no objective e **vidence** (proof) of their existence.

4 Despite the development of science, plenty of questions concerning the human condition r **emain** **unanswered** (haven't been answered yet).

5 Some people p **ut** **f** **orward** (come up with) the idea that pyramids were built by an alien civilisation.

6 The results of the recent **i** **nvestigation(s)** (research) suggest that dark matter makes up about a quarter of the mass of the universe.

Speaking

5 In groups. Use ten of the phrases below to make notes for a short ghost story. Present it to the rest of the class.

axe creature darkness fear fog footsteps
full moon ladder midnight mirror scream
silence spooky storm thunder

Look at the lesson aims for this unit. What can you now do well? Choose one area for more practice if necessary.

- There is no time limit for the activity but the focus is on the students working together, supporting and learning from each other.
- Monitor the groups as they work together but don't correct the groups' answers. Just make a note of common errors to go over at the end.
- After each group has completed an exercise, they give one of their books to another group. They circle any mistakes or change their own work if any answers are different and they believe the other group's answers are correct.
- For students who choose to work individually, as with the groups, don't set a time limit and monitor and help as necessary. Tell students who are working individually to find another student to compare and check their answers with.

Error correction

- Write any of the errors you noted on pieces of paper and give them out to pairs of students to correct.
- Ask different pairs to write their error on the board with the correction to see if the class agrees.

Differentiation

- Set the review page as a mini test.
- All students complete the page individually within a set time limit.
- Check answers in class, using peer and teacher correction to explain why answers are incorrect.

Exercise 3

ANSWERS

- 1 sensible explanation 2 ridiculous
3 mysterious events 4 hoax
5 haunted 6 unexplained phenomena

Exercise 5

Differentiation

- Set the task for homework and invite students to read their stories at the beginning of the next class.

Further practice

Workbook page 57

Lesson objective

Language review: review the grammar structures and vocabulary from the unit

Warm up

- Review vocabulary from the unit.
- Divide the class into a few teams and read descriptions of words, e.g.
I live in Scotland in a big lake. (Nessie).
I've got a GSOH. (good sense of humour).
People like to visit me and I'm about 4,500 years old. (Stonehenge).
I'm another word for untidy. (messy).
I'm a tall building where people live. (high-rise).
I haven't got any stairs so I'm very practical to live in. (bungalow).
I'm more compact than a studio flat. (living-pod).

- Students discuss the answer in their teams, write down the word and all hold up their answer at once. Each team gets a point for a correct answer.

Exercises 1, 2, 3 and 4

- Ask students to choose if they want to work in groups or individually.
- If they are working in groups, divide the class into same-level groups of four. Explain that each student in the group must complete the exercise in the book, and they should work together so that they all have the same answers.
- Tell them they cannot move on to the next exercise until you have approved the previous exercise and all corrections, if necessary, have been made.

Lesson objective

Skills trainer: familiarisation and practice of Basic Matura Use of English, speaking and writing exam tasks

Warm up

- Ask: *What tips do you already know for doing well in exams?* Elicit a few ideas (e.g. Always read the questions carefully. Check your answers to make sure they are correct. Try to predict the content before you listen or read.).
- Remind students that doing well in exams is about exam technique as well as ability, and these sections in the book allow them to practise and improve their exam technique.

Exercise 1

- Help the students to understand what they can expect in the Matura exam by reading the strategy together.
- Ask: *What sort of language will be tested in Use of English?* (a large range, including tenses, passives, collocations, phrasal verbs and linking words).
- Point out that there could be two gaps for grammar and three for vocabulary (or vice versa).
- Tell the students to read through the text first before they read it again and choose the correct answers.
- Have a class discussion about why the other options are incorrect (particularly the phrasal verbs).

Exercise 2

- Read through the Speaking strategy box with the students.
- Tell students to read the task and the questions below to help them plan their answer.
- Divide the class into groups of three. One student acts as the examiner and asks the questions.
- Students swap roles.

Exam tip

- Tell the students not to get distracted and start talking about something not related to the task. They should focus on the photo and make their comments, opinions, experiences and speculation relevant to the photo and the questions.

Exercise 3

- Read through the Writing strategy box with the students.
- Tell students to read the task and the beginning of the email.
- Check answers and why the two sentences couldn't be used.

ANSWERS

Sentences 2 and 4 could not be used.

4.11 Skills trainer

Use of English

Wykluczanie niepoprawnych odpowiedzi

Gdy dobierasz wyrazy do luk w tekście, przeczytaj całe zdanie, w którym znajduje się luka. Najpierw wyklucz te odpowiedzi, które uważasz za niepoprawne. Jeśli pozostała więcej niż jedna opcja odpowiedzi, przeczytaj po cichu zdanie, wstawiając w lukę pozostałe opcje. Jeśli masz poczucie, że zdanie z jednym wyrazów brzmi lepiej, prawdopodobnie znalazłeś/aś poprawną odpowiedź.

- Przeczytaj opis strategii. Przeczytaj tekst. Wybierz opcje odpowiedzi poprawnie uzupełniające tekst: A, B lub C.

A \$100M PROJECT TO SEARCH FOR ALIENS

A \$100m project to search for alien life still hasn't found anything after a whole year. The Breakthrough Listen project is 'C' of giant radio telescopes which listen out for alien signals. The radio telescopes scan through billions of radio channels, looking for signals 'that might indicate the presence of technology developed by civilizations outside our Solar System,' 'C' to Breakthrough Listen.

Last year, the project targeted a star called Tabby's Star, which had unusual light patterns. But the most likely explanation was that 'B' was a large number of comet fragments which caused the dimming and not alien life.

Dr Andrew Siemion, director of the Berkeley SETI Research Center said, 'The work that 'C' so far is a starting point for deeper and fuller analysis in the future.'

Speaking at the project's launch in 2015, Professor Stephen Hawking said, 'Somewhere in the cosmos, perhaps, intelligent life may be watching these lights of 'A', aware of what they mean.'

- | | | |
|----------------------|-----------------|---------|
| 1 A run out | B make sure | |
| C made up | | |
| 2 A in agreement | B based | |
| C according | | |
| 3 A this | B it | C there |
| 4 A was completed | B has completed | |
| C has been completed | | |
| 5 A ours | B our | C us |

Speaking

Uzasadnianie wyboru

Jeśli udzielając odpowiedzi, musisz dokonać wyboru jednej z dwóch lub trzech propozycji, zawsze uzasadnij swój wybór.

- Przeczytaj opis strategii oraz zadanie. Następnie przyjrzyj się zdjęciom. Wybierz jedno z nich i odpowiedz na pytania.



Jesteś jurorem w szkolnym konkursie na najciekawszą wizję miasta przyszłości. Masz do wyboru trzy prace, które zostały zakwalifikowane do finału.

Wybierz pracę, która twoim zdaniem powinna wygrać. I uzasadnij swój wybór.

Wyjaśnij, dlaczego odrzucasz pozostałe opcje.

- How do you think everyday life will be different when you are 40?
- Would you like to travel to space one day? Why / Why not?
- Why do you think some people dream of travelling into space?

Writing

Sprawdzanie gotowego tekstu pod kątem założeń

Gdy piszesz tekst, na przykład list lub e-mail, najpierw uważnie przeczytaj polecenie. Na koniec upewnij się, że gotowy tekst spełnia wszystkie założenia.

- Read the strategy and the task. Decide which two of the four sentences below could NOT be used as a direct continuation of the opening line provided.

- My parents had bought a new DVD and I wanted to try it.
- Guess what! I organised a sci-fi and fantasy film marathon with my friends last weekend.
- It was my friend's sixteenth birthday and I wanted to organise a surprise party for him.
- But I am a sci-fi freak and so are my friends, so we wanted to celebrate our favourite genre.

Hi Tom,

I'm writing to tell you about the sci-fi and fantasy film marathon which I organised with my friends last weekend.

Razem z przyjaciółmi zorganizowałeś/aś maraton filmów fantasy i science-fiction. Napisz list do koleżanki z Wielkiej Brytanii:

- Wyjaśnij, co skłoniło was do realizacji pomysłu.
- Opisz miejsce, w którym odbyła się impreza.
- Zrelacjonuj przebieg imprezy i opisz reakcje ze strony gości.
- Wyraź swoją opinię na temat rosnącej popularności gatunków fantasy i science-fiction.

- Teraz napisz e-mail/list. Powinieneś napisać 80–130 słów (nie wliczając w to wyrazów polecenia).



Miejsce zamieszkania • Życie prywatne • Kultura • Świat przyrody • Znajomość środków językowych Wielokrotny wybór • Mówienie Rozmowa na podstawie materiału stymulującego • Wypowiedź pisemna List

Exercise 4

- Read through the Writing strategy box with the students.
- Go through the task instructions and make sure students understand what they have to do.

Differentiation

- Set the writing task under timed conditions to give students practice of the time they will have during the exam.

Exam tip

- Tell the students to read through their email, look back at the notes and make sure they have covered all the points in the task.

Further practice

Workbook page 58
Unit Test

How to learn vocabulary

- Before the students do the *How to learn vocabulary* page in their Workbooks for homework, it will be useful for them to have some tips and strategies.
- Ask students in which situations you would use formal and informal language (e.g. Formal: job application letters, reports, essays. Informal: text messages, comments on forums).
- Ask students to work in pairs and make a list of ways we can make our language more formal in written or spoken English (e.g. full forms rather than contractions, indirect questions, neutral adjectives and intensifiers, using sentences with more complicated structures, objective language and avoiding emotions).

Word list

- Ask students to look at the 'Making a phone enquiry' set of phrases in the word list. Ask if the phrases are more formal or informal (they are quite formal).

Extended practice

- After the students have done the *How to learn vocabulary* page, tell them to work in pairs and write a mini dialogue that is very formal.
- They swap their dialogues with another pair. They first read it and then write it again using informal language.

Further practice
Workbook page 59

House and home (p.48 and 114)

- area** (n) /'eəriə/ obszar, rejon
attic (n) /'ætik/ strych
block of flats (n) /blɒk əv 'flæts/ blok mieszkalny
bungalow (n) /'bʌŋɡələʊ/ domek parterowy
cellar (n) /'selə/ piwnica
charming (adj) /'tʃɑːmɪŋ/ czarujący
chimney (n) /'tʃɪmni/ komin
city home (n) /'sɪti haʊm/ miasto pochodzenia
compact (adj) /kəm'pækt/ funkcjonalny /funkcjonalnie urządzone/
cottage (n) /'kɒtɪdʒ/ chatka, domek na wsi
dining room (n) /'daɪnɪŋ ru:m/ jadalnia
drive (n) /draɪv/ podjazd
extension (n) /'ekstənʃən/ dobudówka
fence (n) /fens/ płot
garage (n) /'ɡærɪdʒ/ garaż
hedge (n) /hedʒ/ żywopłot
high-rise (adj) /'haɪ raɪz/ w wieżowcu
lawn (n) /lɔːn/ trawnik
living-pod (n) /'lɪvɪŋ pɒd/ kapsuła do spania
living room (n) /'lɪvɪŋ ru:m/ salon, pokój dzienny
narrow (adj) /'nærəʊ/ wąski
neglected (adj) /nɪ'ɡlektɪd/ opuszczony, zaniedbany
neighbourhood (n) /neɪbə'hʊd/ sąsiedztwo, okolica
patio (n) /'peɪtɪəʊ/ patio, taras
porch (n) /pɔːtʃ/ weranda, ganek
run-down (adj) /rʌn daʊn/ zniszczony, zdezastrowany
rural (adj) /'rʊərəl/ wiejski
shabby (adj) /'ʃæbi/ niedźny, słaby
space-efficient (adj) /speɪs ɪ'fɪʃnt/ efektywnie wykorzystujący przestrzeń
spacious (adj) /'speɪʃəs/ przestronny
suburban (adj) /sʌ'bʊrən/ podmiejski
terraced house (n) /'terəs haʊs/ dom w zabudowie szeregowej
tidy (adj) /'taɪdi/ czysty, schludny
urban (adj) /'ɜːbən/ miejski
well-kept (adj) /wel 'kept/ dobrze utrzymany
well-maintained (adj) /wel meɪn'teɪnd/ dobrze utrzymany

Understanding and responding to adverts (p.50)

- available** (adj) /ə'veɪləbl/ dostępny
bill (n) /bɪl/ rachunek
enquiry (n) /ɪn'kwɪəri/ zapytanie
for rent (n) /fɔː 'rent/ do wynajęcia
furnished (adj) /'fɜːnɪʃd/ umeblowany
housemate (n) /'haʊsmet/ współlokator
reference (n) /'refrəns/ referencje, osoba polecająca
residential neighbourhood (n) /rezɪ'denʃl neɪbə'hʊd/ okoliczny teren mieszkalny /okoliczna zabudowa mieszkaniowa
shared (adj) /ʃeəd/ wspólny, dzielony
suit (v) /suːt/ pasować

Real English (p.52)

- a load of rubbish** /ə 'ləʊd əv 'rʌbɪʃ/ stek bzdur
a wimp /ə 'wɪmp/ oferna
spooked /spuːkt/ wystraszony
(be) well into /bi 'wel ɪntə/ zaangażowany
Paranormal phenomena (p.52)
be certain of /bi 'seɪn əv/ być pewnym czegoś

- claim** (v) /kleɪm/ twierdzić
haunted (adj) /'haʊntɪd/ nawiedzony
have doubts /hæv 'daʊts/ mieć wątpliwości
mysterious events /mɪ'stɪəriəs ɪ'vents/ tajemnicze wydarzenia
practical joke (n) /'præktɪkl 'dʒɒk/ figiel, psikus
ridiculous (adj) /'rɪdɪkjələs/ absurdalny, śmieszny
sensible explanation /sensəbl ˌeksplə'neɪʃən/ rozsądne wytłumaczenie
supernatural phenomenon /ˌsʊpə'nætʃrəl fə'nɒmɪnən/ zjawisko nadprzyrodzone
Adjectives (p.115)
disappointed (adj) /dɪsə'pɔɪntɪd/ rozczarowany
fascinated (adj) /fæ'sɪneɪtɪd/ zafascynowany
nervous (adj) /nɜːvəs/ zdenerwowany
shocked (adj) /ʃɒkt/ zszokowany

Extreme adjectives (p.115)

- astounding** (adj) /ə'staʊndɪŋ/ zadziwiający, niesłychany
filthy (adj) /'fɪlθi/ brudny, plugawy
furious (adj) /'fjʊəriəs/ wściekły
gorgeous (adj) /'ɡɔːʒəs/ wspaniały
hideous (adj) /'hɪdiəs/ paskudny, okropny
hilarious (adj) /hɪ'lɛəriəs/ komiczny, zabawny
revolting (adj) /rɪ'vɒlɪŋ/ wstrętny, odrażający
spotless (adj) /'spɒtɪs/ nieskazitelny, czysty

Stonehenge (p.54)

- investigation** (n) /ɪn'vestɪ'geɪʃən/ śledztwo, dochodzenie
put forward the idea /'puːt fɔːrwəd ðə aɪ'diə/ wysunąć pomysł
puzzling (adj) /'pʌzllɪŋ/ zagadkowy
remain unanswered /rɪ'meɪn ʌn'ɔːnsəd/ pozostać bez odpowiedzi
some form of /səm fɔːm əv/ pewna forma czegoś

Speaking (p.51)

Describing a home-

- It looks very stylish / spacious / comfortable.** /ɪt lʊks veri 'staɪlɪʃ, 'speɪʃəs, 'kʌmfərtəbəl/ Wygląda bardzo stylowo / przestronnie / komfortowo.
It has a relaxed / friendly atmosphere. /ɪt hæz ə rɪ'læksd, 'frendli ˌætmo'sfɪə/ Ma relaksującą / przyjazną atmosferę.
It's certainly practical / compact. /ɪts 'sɜːtənli 'præktɪkl, kəm'pækt/ Bez wątpienia jest praktyczny / funkcjonalny.
It's very neat / tidy / cosy / modern. /ɪts veri 'niːt, 'taɪdi, 'kaʊzi, 'mɜːdn/ Był bardzo czysty / schludny / przytulny / nowoczesny.
It's a bit messy / untidy. /ɪts ə bɪt 'mesi, ʌn'taɪdi/ Jest nieco zabalaganiony / nieposprzątny.

Making a phone enquiry

- I'm a summer school student at the university.** /aɪm ə 'sʌmə 'skʊl stju'dnt at ðə juːnɪ'vɜːsəti/ Uczę się na letnim kursie na uniwersytecie.
I'm looking for somewhere to stay for two months this summer. /aɪm lʊkɪŋ fɔː 'sʌmwɛə tə steɪ fɔː tuː mʌnθs ðɪs 'sʌmə/ Szukam miejsca, w którym mógłbym się zatrzymać przez dwa miesiące tego lata.

- I think you have some student accommodation.** /aɪ θɪŋk juː hæv sʌm stju'dnt ˌækɒmə'deɪʃən/ Sądzę, że macie noclegi dla studentów.
It says the rent is £350 per month. Can you tell me if all bills are included in that, please? /ɪt seɪz ðə 'rent ɪz ʊrɪ 'hʌndrəd ən 'fɪfti paʊndz pɜː 'mʌnθ kən juː tel miː ɪf ɔːl 'bɪlz ɔː ɪn'klʊdɪd ɪn ðæt 'plɪz/ Tu jest napisane, że czynsz wynosi 350 funtów miesięcznie. Czy możesz mi powiedzieć, czy ta kwota zawiera rachunki?
And is it in a good area? /ænd ɪz ɪt ɪn ə ɡʊd 'eəriə/ A czy jest położone w dobrym miejscu?
So it's a safe neighbourhood, is it? /soʊ ɪt ɪz ə 'seɪf neɪbə'hʊd ɪz ɪt/ Więc to jest bezpieczna okolica, prawda?
I'm not really a party person, anyway. /aɪm nɒt riːəli ə pɑːti pɜːsn ˌeniweɪ/ Właściwie nie jestem towarzyską osobą.
Yes, please. I need it from the 9th of July for two months. /jes plɪz ɪn 'niːd ɪt frɒm ðə 'naɪnθ əv dʒʊˌlaɪ fɔː tuː 'mʌnθs/ Tak, proszę. Potrzebuję go od 9 lipca na dwa miesiące.

Writing: A forum post giving your opinion (p.58)

Setting up the topic:

- There's a lot of speculation ...** /ðereɪz ə lɒt əv 'spekju'leɪʃən/ Jest wiele domysłów ...
Right/Will there be ...? /raɪt/ 'wɪl ðeə biː/ Czy może być / będzie ...?
Many people believe ... /meni piːpl bi'liːv/ Wiele osób wierzy ...

Balancing arguments

- On the one hand ...** /ɒn ðə 'wan haend/ Z jednej strony ...
On the other hand ... /ɒn ðə 'ðɔː haend/ Z drugiej strony ...
However ... /haʊ'evə/ Jednakże ...
Although ... /ə'lðəʊ/ Choć ...
In spite of ... / Despite (the fact that) ... /ɪn 'spaɪt əv, dɪ'spaɪt (ðə fækt ðæt)/ Pomimo (tego, że) ...

Opinion

- Some people are convinced that ...** /səm piːpl ə kən'vɪnst ðæt/ Niektórzy ludzie są przekonani, że ...
Others put forward the idea that ... /ðəʊz ˌpuːt fɔːrwəd ðə aɪ'diə ðæt/ Inni wysunęli pomysł, aby ...
... seems likely / unlikely. /sɪmz 'laɪkli, ʌn'laɪkli/ ... wydaje się prawdopodobne / nieprawdopodobne.

Speculation

- Skeptical: so-called evidence, people claim, they say ... apparently ...** /'skeptɪkl, sɔː kɔːld 'eɪdɪns, piːpl kleɪm, ðeɪ seɪ ˌəpərəntli/ Sceptyczny: tak zwany dowód, ludzie twierdzą, oni mówią ... podobno ...
Neutral: genuine proof, convincing evidence, the enquiry reports /njuːtrəl, ˌdʒenjuɪn 'pruːf, kən'vɪnsɪŋ ˌeɪdɪns, ðə ɪn'kwɪəri rɪ'pɔːts/ Neutralne: prawdziwy dowód, przekonujący dowód, śledztwo dowodzi

Conclusion

- Ultimately / On the whole, I think that ...** /ʌltɪmətli, ɒn ðə 'həʊl, aɪ θɪŋk ðæt/ Ostatecznie / Ogólnie rzecz ujmując, sądzę, że ...
Overall ... /əʊvərl/ Podsumowując ...

Lesson objective

Vocabulary: strategies for using formal and informal language

Warm up

- Divide the class into same-level pairs. Tell students to make a dialogue (they can write it or remember it if they wish). The dialogue should contain as many of the adjectives and/or extreme adjectives from the word list as they can manage. Tell them that they also need to revise intensifiers from lesson 3.12 and try to include these too.
- Give the pairs five minutes to work on their dialogues.
- Invite pairs to read their dialogues to the class. Students vote for the best ones.

Study skills

The aim of the *How to Learn vocabulary* Workbook lesson is to give students practice in identifying when to use formal or informal language.

Lesson objectives

Video: understand a conversation about getting fit and eating healthily

Vocabulary: health and fitness

Warm up

- Divide the class into groups to play 'charades', where they mime actions.
- Prepare pieces of paper with phrases related to sport, e.g. *play basketball, go horse riding, do gymnastics, play volleyball, go skiing, do athletics*.
- A student from each team takes turns to mime the phrase to their group.
- The first group to guess correctly gets a point.

Exercise 1

- Ask students to share their ideas.

SUGGESTED ANSWER

an interview with a tae kwon do medallist

Exercise 2a 3.10

- Play the video. Students check their ideas in Ex 1 and answer the question.

Video transcript page 174

ANSWER

Dan beat his friend Harry.

Exercise 2b 3.10

- Give students time to read through the sentences and write their answers in pencil. Then they listen or watch again to check their answers.

Exercise 2c 3.10

ANSWERS

- 1 get ripped 2 out of shape
3 couch potato 4 it was close!
5 tough

Exercise 3 3.11

ANSWERS

rozвивać wytrzymałość, zmniejszyć spożycie cukru, nabrać pewności siebie, poprawić kondycję, stracić oddech, przestać jeść smięciowe jedzenie, przejść na dietę, oprawić elastyczność, zwiększyć siłę, stracić na wadze

Exercise 4

ANSWERS

- 1 get out of breath
2 get fit
3 give up junk food
4 cut down on sugar
5 go on a diet
6 build stamina
7 increase strength
8 lose weight
9 improve flexibility
10 gain confidence
It's an advert for a gym or personal trainer.

5 How are you feeling?

I can talk about health and fitness.

5.1

No pain, no gain!

- 1 Look at the video still and answer the questions.

- 1 What is happening in the photo?
2 What is the sport?

- 2 a 3.10 Dan is talking to a journalist. Watch or listen. Who did Dan beat in the competition?

- b Watch or listen again. Number these events from the video in order.

- 3 He started eating healthier food.
1 Dan was really unfit.
5 He exercised and trained with his friend Harry.
6 They both entered a tae kwon do competition.
2 Dan realised he had to change his lifestyle.
4 He joined a gym and started doing tae kwon do.

- c REAL ENGLISH Watch or listen again. Match the phrases to their definitions.

couch potato get ripped it was close!
out of shape tough

- 1 diet and exercise to have defined, visible muscles
2 not physically fit
3 someone who does no exercise, and just sits around
4 the result could easily have been different
5 severe, demanding

- 3 VOCABULARY 3.11 In pairs. Check the meaning of the health and fitness phrases and decide on a Polish translation for each one. Listen and repeat.

build up stamina cut down on sugar
gain confidence get fit get out of breath
give up junk food go on a diet improve flexibility
increase strength lose weight

- 4 Read and complete the advert with the phrases in Ex 3. What is it for?

**HEY YOU!
YES, YOU!**

Do you ¹ just going upstairs, or running for the bus?
We all know we should do more exercise to ², but we avoid the gym. We know we should ³ like burgers and shakes, or ⁴ in all those fizzy drinks – we wonder if we should ⁵. That's why I'm here to help!
Tell me your goals! Do you dream of being a marathon runner? – Let's ⁶!

Do you want big muscles? We'll ⁷!
If you just want to ⁸ to get into your favourite jeans again, or maybe ⁹ so you can touch your toes – I can help you achieve your goals. One thing's for sure, whatever you want to achieve, getting fit will help you ¹⁰. You can do whatever you want from there!



WORD POWER Do / Go / Play

- 5 Complete these rules with *do*, *go* and *play*.

We use ¹ **go** with sports and activities in the -ing form.

We use ² **play** with team sports and competitive sports where we play against another player.

We use ³ **do** with individual sports and activities.

- 6 Write *go*, *play* or *do*. Which ones do you do?

aerobics badminton basketball cycling
hiking martial arts skiing tennis yoga

- 7 THINK AND SHARE Discuss these questions.

- Which of these would you find the hardest to give up?

burgers chocolate crisps fizzy drinks

- What other things should we cut down on to have a healthier lifestyle?
- What do you think is the best way to get fit?

- 8 VOCABULARY BOOSTER Now practise **Health and fitness** vocabulary on page 116.

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Zdrowie • Sport • Mówienie Rozmowa wstępna • Opis ilustracji.

Exercise 6

ANSWERS

Go: cycling, hiking, skiing

Play: badminton, basketball, tennis

Do: aerobics, martial arts, yoga

Exercise 8

- Now tell students to turn to page 116 in their books. You can find the teaching notes on page 134.

Further practice

Workbook page 60

Word Power photocopiable worksheet

Teacher's Resource Centre

Grammar

Ability in the past: *could*, *couldn't*, *managed to*, *was / were able to*



1 Remember the video? Look at the rules. Then match them to the sentences.

- 1 *Could* oraz *couldn't* stosujemy, gdy mówimy o umiejętnościach z przeszłości.
 - 2 Nie stosujemy *could* / *couldn't*, gdy mówimy o możliwości zrobienia czegoś w przeszłości. Wówczas stosujemy czasownik *managed* lub konstrukcję *was / were able to*.
 - 3 Gdy mówimy o zdolności do zrobienia czegoś w określonej sytuacji, stosujemy konstrukcję *was / were able to*.
 - 4 Zwrot *managed to* stosujemy, gdy mówimy o szczególnym osiągnięciu, o dokonaniu czegoś trudnego.
- a I've just managed to beat Harry in my first competition.
 - b I couldn't even run upstairs without getting out of breath.
 - c I was able to swim when I was four.
 - d Harry managed / was able to persuade me to get fit.

GRAMMAR BOOSTER P. 137

2 Read and choose the correct alternative.

- 1 *Could* / *Did* you manage to do ten press ups in training this morning?
- 2 Harry used to be really good at taekwondo. He even *managed to* / *could* beat the regional champion once.
- 3 When I opened my eyes, I realised I *managed* / *was able* to see under water.
- 4 When I was six, I *didn't manage to* / *couldn't* dive off the high diving board, but now I can.
- 5 Today I *managed to* / *could* run 5 km!
- 6 Dan has gained confidence in the last year. Before, he *wasn't able to* / *couldn't* say hello to me!

3 Complete the dialogue using the correct form of *could* or *managed to*.

- A Hey Matt! How's it going? 1 _____ win your taekwondo competition?
- B Yes – I even 2 _____ beat Harry this time!
- A That's amazing. This time last year you 3 _____ even run up the stairs!
- A I know! I'm happy I've 4 _____ sort my life out!
- B I'm impressed. I must admit, I didn't think you 5 _____ do it! But you 6 _____ prove me wrong!
- A Thanks! Why weren't you at the gym this morning?
- B I meant to, but I 7 _____ get out of bed.
- A OK – come with me tomorrow. No excuses!



4 3.12 Listen to Josh talking about his sister and choose the correct answer.

- 1 Josh says Holly ...
A *could* swim but she *couldn't* walk.
B *could* swim before she *could* walk.
- 2 When Holly became a teenager, Josh ...
A *couldn't* keep up with her.
B *managed* to win a race.
- 3 When she was fourteen, Holly ...
A *could* only swim in local competitions.
B *managed* to get into the national team.
- 4 When Holly hurt her shoulder ...
A she *couldn't* exercise at all.
B she *couldn't* swim for three months.
- 5 Josh was worried because ...
A he *wasn't able to* cheer her up.
B he thought her dream was over.
- 6 When Holly got fit again, Josh ...
A *managed* to join the team too.
B *was glad* he'd been able to help.

5 Complete these sentences from Holly's training diary. Use the verbs below in their correct form. Then put them in the correct order.

able to (x2) could couldn't managed to (x3)

- a I _____ swim 200 metres.
- b I _____ get back in the swimming pool.
- c I _____ come second!
- d I _____ even swim 100 metres.
- e I _____ compete in a race.
- f I _____ complete a training swim.

6 **THINK AND SHARE** In pairs. Remember the story that Josh told. Tell the story from Holly's point of view.

I've always loved swimming! I *could* swim before I *could* walk! ...

Sport • Zdrowie

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Exercise 3

- After checking answers, ask students to read the dialogue in pairs.

ANSWERS

- 1 Did you manage to 2 managed to
3 couldn't 4 managed to 5 could
6 managed to 7 couldn't

Exercise 4 3.12

Audio script page 174

Differentiation

- Play the audio once through first and write the following questions on the board: *How many times did Josh beat Holly when they were young?* (once). *Who is serious about swimming?* (Holly). *How often did she train?* (every day). *How long could Holly not swim for?* (three months). *Is Josh sad that he's not on the team?* (no).

Exercise 5

ANSWERS

- a managed to b managed to
c managed to d couldn't
e was able to f was able to

- 1 b 2 d 3 f 4 a 5 e 6 c

Exercise 6

Differentiation

- Support weaker students by giving them the audio script to help them.
- Stronger students can work in pairs to make sentences.

Optional activity

- Tell students to write sentences about their own past abilities.
- Encourage students to share their sentences with the class.

Lesson objective

Grammar: ability in the past: *could*, *couldn't*, *managed to*, *was / were able to*

Warm up

- Tell students to write *play*, *do* and *go* in big letters on separate pieces of paper.
- Say sports from Lesson 5.1 (aerobics, badminton, basketball, cycling, hiking, martial arts, skiing, tennis, yoga).
- Students hold up the correct verb form.
- Speed up as you go along to keep students on their toes!

Exercise 1

- Tell students to read the sentences and match them to the rules in pairs.

ANSWERS

- 1 b 2 d 3 c 4 a

Flipped classroom grammar video

- Use the video to present the grammar.
- Play the video and pause at 1:27 to ask: *What forms do we use to express ability?*
- Pause at 1:45 to ask: *What is the difference in meaning between each sentence?*
- Use the rest of the video to check form.
- Now ask students to turn to pages 137 and 138 in their books. You can find the teaching notes for the next part of this lesson on page 150.

Exercise 2

- After students have chosen the correct answers, tell them to match the uses to 1–4 in the grammar box (1, 2 and 5: specific difficult achievement; 3: specific past ability; 4 and 6: general ability).

Lesson objectives

Life skills: use strategies to be a good mediator

Reading: understand a text about mediation

Vocabulary: mediation skills

Warm up

- Tell students that your mum and sister (or brother) have had an argument.
- Ask students what would make a good mediator in this situation and what they would do to try to improve the situation (e.g. someone who will listen to each person and help them find a way to settle the argument).

Exercise 1

- Divide the class into pairs to discuss the questions, then share their answers with the class.
- Ask students if they have been in a similar situation.

Exercise 2 3.13

Audio script page 175

ANSWERS

Bodybuilding. The main message is that you can be a bodybuilder even if you are a vegan.

Exercise 3 3.13

- Divide the class into pairs to discuss their answers before class feedback.

ANSWERS

- He's a bodybuilder.
- It focuses on nutrition and veganism.
- the challenge of building muscle
- on his blog

Exercise 4 3.14

- Play the audio once. Tell students to discuss their ideas in pairs.
- Play the audio again to check answers.

Audio script page 175

ANSWERS

No, he doesn't. He says you have to eat meat to be strong (the bodybuilder said you don't need meat).

Exercise 5

- Ask further questions about the text, e.g. *What are the main points?* (Listen, Check, Think, Advice or opinion). *What should you do if you don't understand?* (ask questions). *What things should you consider about the text / speech?* (tone and register). *Should you always give all of the information?* (no – just what's required). *What should you make clear?* (if you are giving an opinion).

5.3 I can use strategies to be a good mediator.

Life skills Mediation

- Look at the picture. How can these people communicate? What do you think are the most important skills when you:
 - help someone else to communicate?
 - translate information for someone?
 - pass on information to someone who needs it?
- Listen to a podcast about health and nutrition. What sport does it focus on? What is the main message?
- Listen again and answer the questions.
 - Who is the person giving the advice?
 - What does the podcast focus on?
 - What challenge does he discuss in more detail?
 - Where can someone find more information?
- Now listen to this exchange. Do you think the speaker gives the correct information? Why / Why not?
- Read the leaflet about mediation skills. What could the speaker in Ex 4 do better?



- VOCABULARY** Match the highlighted mediation skills words in the leaflet to their definitions (1–9). Listen and check.
 - (adv) to match correctly and truly in every detail
 - (v) to change something to make it more suitable for a situation
 - (n) the situation in which something happens, that helps you to understand it
 - (v) to check something for a second time to make sure it is correct
 - (n) the most important facts in a situation or process
 - (n) the ability to make sensible decisions after carefully considering a situation
 - (n) a situation in which e.g. a comment or an instruction is not understood correctly
 - (n) the level and style of a text or speech that is appropriate in a situation
 - (n) the way in which someone speaks, especially expressing emotion or feeling
- Complete the message about bodybuilding. Translate the words in brackets.

Kulturyzacja wegan

1. (it's possible to be) weganinem i kulturystą. Trzeba tylko 2. (make careful choices) tego, co się je. Trzeba spożywać 3. (enough protein) i to, co ważniejsze, białka 4. (the right kind of protein).

5. (Good choices are) takie zboża, jak brązowy ryż i owoce, nasiona, takie jak komosa ryżowa, orzechy, a także warzywa, np. groch, fasola, a nawet ziemniaki. Możesz być weganinem i kulturystą, lecz musisz 6. (word hard), aby to osiągnąć. Ludzie rozumieją także, że jest to wybór właściwy dla 7. (the environment). Coś, o czym warto pomyśleć! Jeśli potrzebujesz więcej informacji, wejdź na stronę www.veganbodybuilding.pl.

- ROUND UP** Summarise the information from the podcast for a) a friend who is vegan and wants to get into bodybuilding, b) a friend who is into bodybuilding who is interested in nutrition.

Mediation skills

Listen

In any situation, if you are going to pass on information, you need to understand it yourself. Read or listen carefully. Make sure you understand the context. Make sure you understand the detail.

Check

Check your own understanding – and double check that the person you're explaining to has understood. Don't be afraid to ask questions. Do you understand? Is there anything else you need to know?

Think

Think about how you can express the information accurately. Remember: it's not about you, and how you would say something – you are passing on the original. So consider the following.

- Tone:** the general attitude of the original speaker or message – is it enthusiastic? Angry? Polite? Getting this right can avoid accidental misunderstandings.
- Register:** is the style formal or informal? Is this important in the way you pass the information on?

Adapt for the situation. Think about what someone wants or needs to know in the situation. Use your judgement. Do they need all the details or is a summary more useful? Make sure that the key information is passed on.

Advice or opinion

Are they asking for advice? If someone has asked for your opinion, give it, but make it clear it's your opinion. But remember – if your opinion hasn't been asked for, keep it to yourself!

SUGGESTED ANSWER

He could have listened to the podcast more carefully and then checked the information about not needing to eat meat to build muscle. He could also have expressed the information more accurately and clearly.

Exercise 6 3.15

Mixed ability

- Divide the class into mixed-ability pairs. Encourage peer teaching.

ANSWERS

- accurately
- adapt
- context
- double check
- key information
- judgement
- misunderstanding
- register
- tone

Exercise 7

- Tell students to read through the text first before they translate the phrases.
- Ask pairs of students to compare their translations. Ask: *Are they the same?* *Is there more than one way to translate each phrase?*

ANSWERS

- można być
- dokonywać ostrożnych wyborów
- wystarczająco dużo białka
- właściwego rodzaju białka
- dobrymi wyborami
- ciężko pracować
- środowiska

Exercise 8

- Tell students to use the information from the listening and Ex 7 to help them.

Further practice
Workbook page 62



Speaking Mediation

- 1 In pairs. Explain the advantages of doing a sport. What are some advantages of doing sport in a group?

Are you ready for a challenge? URBAN BOOT CAMP IS BACK! It's tough! It works!

Come along and join in – no gym, no membership fees – just hard work and results.

Personal trainers Ania and Tomek lead a 90-minute workout for people who are serious about improving their fitness. Rain or shine, we'll work hard to increase your strength and stamina!

No excuses! Be ready to push yourself!

Classes run three times a week – locations will be posted on the website. www.urbanbootcamp
Students £3 / session

Strategia

Zmianianie stylu wypowiedzi

Gdy przekazujesz jakąś informację, zastanów się, jak dostosować słownictwo do nowego kontekstu sytuacyjnego.

- 2 In pairs. Read the strategy. Then read the Word Power and tell your partner about the advert above. Make sure you give all the information about the sports centre.

WORD POWER Use of articles

The first time we talk about something we use *a / an*:

Ania and Tomek lead a 90-minute workout.

For future references to the same thing we use *the*:

The classes run three times a week.

If there is only one of something in an area (or in the world) we use *the*:

I'd prefer to go to the swimming pool.

Stimulus-based discussion

- 3 Look at these phrases and complete the sentences for your fitness goals.

Phrasebook

Talking about goals

My aim / objective is ...

I need help with ...

What I really want to achieve ...

I'm (not that) serious about ...

I need flexibility / commitment because ...

To stay motivated I need ...

I'm happy just to go along and ...

- 4 3.16 Read the task and look at the adverts. Then listen to a student doing the task. Which sports club does she choose? Why?

You and your friends have decided you want to join a sports club. Look at these three leaflets and decide which one is best. Explain your choice and why you rejected the other two.

A



B



C



- 5 3.16 Listen again. What does the candidate forget to mention?

- 6 In pairs. Do the task in Ex 4. Use the phrases from the Phrasebook. Then discuss these questions.

- Are there any negative impacts for teenagers getting seriously into sport and fitness?
- Do you think it's important to follow the latest fitness trends? Why / Why not?

Sport • Zdrowie • Mówienie • Rozmowa wstępna • Rozmowa na podstawie materiału stymulującego

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Lesson objective

Speaking: mediation and a stimulus-based discussion

Warm up

- Ask students what sports they like to play. Ask about how often they train or do the sport and what they like best about it.
- Ask students how they would recommend their sport to other people.

Exercise 1

- Write *Advantages of sport* on the board and put a circle around it.
- Give students a few minutes to discuss their ideas and invite them to come to the board and write them around the circle.

SUGGESTED ANSWERS

keeps you fit and healthy, makes you happy, make new friends, visit other places (if taking part in competitions), builds confidence, improves skills in other areas of life if you are good at working in a team

Exercise 2

- Read through the strategy and the Word Power box with the class.
- Check what students understand 'changing register' to mean (passing on information in an appropriate way depending on who the listener is).
- Elicit how students could start giving the information, e.g. *I've just read an advert about a boot camp ...*

Exercise 3

- Tell students to read through the Phrasebook phrases. Check any words they don't understand.
- If students don't do a sport, tell them to do the activity based on the boot camp advert.

Differentiation

- With weaker students, choose a sport and brainstorm some sentence endings as a class.

Exercise 4 3.16

- Look at the adverts with the class and ask questions, e.g. *How are each of the activities different?* (they focus on different types of training). *What class would you choose to go to (if any)? What class is good if you don't have any money?* (the aerobics-style class).

- Then play the audio.

Audio script page 175

ANSWER

She chooses C because it has free classes for students and she needs to be motivated.

Exercise 5 3.16

- Tell students to read the task again before they listen.

ANSWER

She doesn't say why she's rejecting advert A.

Exercise 6

- Divide the class into pairs to do the task in Ex 4.
- Tell them to make notes about the questions before discussing.

Exam tip

- Students will also have to answer two more general questions around the same topic area in the exam so encourage students to give full answers.

Differentiation

- Weaker students can use the list of advantages from Ex 1 to help them write matching disadvantages.

Further practice

Workbook page 63

Word Power photocopiable worksheet

Teacher's Resource Centre

Lesson objectives

Reading: understand a text about a medical discovery

Vocabulary: medicine and illness

Warm up

- Write *DNA* on the board. Ask the students what they think it means (*deoxyribonucleic acid*) and what it is (*a chemical in our cells which carries genetic information*). Ask why knowing about our DNA is important (*a thorough understanding of the human genome can have important medical, social and legal impacts – from its use in court cases to the discovery of new therapies for genetic diseases*).

Exercise 1

- Discuss the questions as a class and write any useful vocabulary on the board.

Exercise 2 3.17

- Ask further questions about the text, e.g. *Does DNA only relate to humans?* (no – all living things). *What does DNA look like?* (a ladder). *Did Rosalind show Watson and Crick her report?* (no – a colleague did). *Why is 'discover' in speech marks?* (because they didn't actually discover it themselves). *Who won an award?* (Watson and Crick – the Nobel Prize).

ANSWER

Rosalind Franklin

Optional activity

- Tell students to read the text with the audio. As students read, play a song in the background for them to listen to, e.g. 'Doctor, Doctor' by The Thompson Twins.

Exercise 3

- Tell students to read the sentences carefully before matching.
- Remind them to look for similar words or paraphrasing.

Exercise 4 3.18

- Also check *blueprint* (= an early plan of how something might be achieved) and *household name* (= a famous person that most people know about).

ANSWERS

1 C 2 G 3 E 4 J 5 H 6 I
7 A 8 D 9 B 10 F

5.5 I can understand a text about a medical discovery.

Medical research

- 1 In pairs. Answer the questions.

- What famous or recent medical innovations or discoveries do you know?
- How many famous scientists can you name?

- 2 3.17 Read and listen to the article about the discovery of DNA. What is DNA? Who discovered its structure?

- 3 Match the paragraphs (1–5) to the sentences (A–E). 3

- The discovery is important for medicine but also for the study of biology overall.
- Two scientists stole a report and pretended they had done the research.
- Two scientists claimed to have made an amazing discovery.
- The discovery was made using the work of another scientist from another university.
- The two scientists are famous but that is not the whole story.

- 4 VOCABULARY 3.18 Match the words to make medicine and illness collocations used in the article. Listen and check. 3

- | | |
|-------------------|--------------------|
| 1 incredible | A a research paper |
| 2 prevent | B a contribution |
| 3 treat | C breakthrough |
| 4 search for | D research |
| 5 perform | E symptoms |
| 6 publish | F the credit |
| 7 publish | G diseases |
| 8 ground-breaking | H experiments |
| 9 recognise | I findings |
| 10 give | J a cure |

- 5 In pairs. Tell the story of the discovery of DNA from each point of view.

- Watson and Crick
- Rosalind Franklin

- 6 VOCABULARY BOOSTER Now practise *Medicine and illness* vocabulary on page 117.



DISCOVERING THE SECRET OF life?

- 1 On the 28th of February 1953, James Watson and Francis Crick met friends for lunch and announced that they had 'discovered the secret of life'. This discovery was the structure of deoxyribonucleic acid – DNA.

- 2 The discovery of DNA has given scientists a better understanding of genetics. As a result, doctors can predict and prevent some diseases, instead of simply treating symptoms with medication or searching for a cure. Understanding DNA helps us to understand the fundamental structure of all living things. It is sometimes referred to as the 'blueprint for life'. It was an incredible breakthrough.

- 3 To this day, Watson and Crick are household names. But there is another name we should know, which history had all but forgotten.

- 4 In the winter of 1953, while Watson and Crick were working on their research, they visited fellow scientists in London, who were performing similar experiments. Rosalind Franklin was also researching the structure of DNA and was working on a report to share her discoveries. Although she hadn't published her findings, she had concluded that DNA was made up of two chains of protein, connected like a ladder. She had made X-rays of the structure and written a report. When Watson and Crick visited her lab they were shown her research by a colleague. Rosalind didn't know that they had seen her X-rays and her unpublished research paper. With this additional information, Watson and Crick went on to 'discover' the structure of DNA.

- 5 Although there is evidence that Watson had seen Rosalind's ground-breaking research, he and his partner were given all the credit for the discovery and they became famous. Not only this, Watson convinced Rosalind to delay publishing her report until after they had published theirs. Watson and Crick won the Nobel Prize for Medicine in 1962. Sadly, Rosalind Franklin had died four years before. It took a lot longer for her contribution to be recognised.

blueprint – plan, strategia



Optional activity

- Tell students to choose five of the phrases and write sentences to show their meaning, e.g. *I performed an interesting experiment in science class last week. I worked with my friend on a project but she was given all the credit.*

Exercise 5

Differentiation

- Support weaker students by telling them to underline the key points in the text, then to tell the story in four or five sentences.
- Stronger students do a role-play in pairs as Watson (or Crick) and Rosalind Franklin.

Exercise 6

- Now tell students to turn to page 117 in their books. You can find the teaching notes for the next part of the lesson on page 135.

Further practice

Workbook page 64

Grammar

Narrative tenses: past simple and past perfect

- 1 Look at the sentence from the article on page 64 and complete the rules. 

Watson and Crick won the Nobel Prize for Medicine in 1962. Sadly, Rosalind Franklin had died four years before.

- 1 _____ stosujemy, gdy mówimy o wydarzeniu, które zakończyło się w przeszłości.
- 2 _____ stosujemy, gdy mówimy o czynności, która miała miejsce przed inną czynnością w przeszłości.
- 3 Zdania w czasie *past perfect* tworzymy według wzoru: podmiot + _____ + (not) + forma _____.

GRAMMAR BOOSTER P. 138

Time references

Określenia związane z czasem, takie jak *before*, *after*, *by the time*, *when* stosujemy, aby wyrazić kolejność wykonanych czynności.

- 2 Complete the sentences with *before*, *after* or *by the time*. 

- 1 _____ Watson and Crick were given the Nobel Prize, Franklin had died.
- 2 _____ Watson and Crick had visited Franklin's lab, they published their paper on DNA.
- 3 _____ Franklin published her paper, Watson and Crick had published theirs.

GRAMMAR BOOSTER P. 138

- 3 Choose the correct alternative. 

In 1979, scientists in the USA, studied / had studied pairs of identical twins who were / had been separated at birth and who were / had been adopted by different families. Some of them met / had met their brother or sister as adults. The university found / had found that the identical twins had / had had similar personalities, and that they made / had made similar decisions in their lives, even if they grew up / had grown up in different families!



- 4 Complete the rest of the article with the correct form of the past simple or past perfect. 

One set of twins ¹ _____ (be) adopted at four weeks old, and ² _____ (meet) for the first time when they ³ _____ (be) 39 years old. The study ⁴ _____ (reveal) that, at school, both of them ⁵ _____ (be) good at maths but bad at spelling. But the biggest coincidence was that both of them ⁶ _____ (get married) twice, to women called Linda and Betty!

Past simple and past continuous



- 5 Look at the sentences from the article on page 64 and match the sentences to the correct uses below. 

- 1 In the winter of 1953, while Watson and Crick were working on their research, they visited fellow scientists in London.
- 2 Rosalind Franklin was researching the structure of DNA and was also working on a report to share her discoveries.

- A Używamy czasów *past simple* i *past continuous* w jednym zdaniu, żeby pokazać, że jedna czynność zakłócała drugą.
B Używamy dwóch zdań w czasie *past continuous*, żeby pokazać, że obie czynności występowały w tym samym czasie.

GRAMMAR BOOSTER P. 139

- 6 Complete the sentences with the correct past simple, past continuous or past perfect form of the verbs in brackets. Use the words in **bold** to help you. 

- 1 **By the time** the professor _____ (win) the prize, she _____ (make) several important discoveries.
- 2 I _____ (visit) her in her lab **while** she _____ (work) on her latest theory.
- 3 She _____ (perform) experiments **and** _____ (do) ground-breaking research at that time.
- 4 I _____ (interview) her just **after** she _____ (finish) her report.
- 5 **While** we _____ (talk), lots of other journalists _____ (call) to speak to her.
- 6 **When** I _____ (finish) my documentary, I _____ (realise) she _____ (not speak) to any of the others. I was the only one!
- 7 **After** thousands of people _____ (watch) my documentary, they _____ (give) me an award for journalism.

- 7  In groups. Tell a story using the words below and the sentence to start. Use the narrative tenses on the page.

clown car elephant sit escape café police laugh medal angrily happily scarily finally

While I was trying to get to sleep, I was thinking that it had been a very strange day. It all started

Nauka i technika

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- Now ask students to turn to pages 138 and 139 in their books. You can find the teaching notes on page 151.

Exercise 2

- After checking answers, ask students to turn to pages 138 and 139 in their books. The teaching notes are on page 151.

ANSWERS

- 1 By the time 2 After 3 Before

Optional activity

- Draw time lines for each sentence to further explain the grammar.

Exercise 3

- Tell students to read through the text first to get a sense of 'time'.

Exercise 4

ANSWERS

- 1 was adopted 2 met 3 were
4 revealed 5 had been
6 had got married

Exercise 5

- Read the sentences with the class, then tell them to match the grammar forms.

ANSWERS

- 1 A 2 B

Flipped classroom grammar video

- Play the video again, this time focusing on the past simple and past continuous.
- Now ask students to turn to page 139 in their books. The teaching notes are on page 151.

Exercise 6

- As previously, tell students that it's important to read the sentences first to get an idea of the timeline.

ANSWERS

- 1 won, had made
2 visited, was working
3 was performing, (was) doing
4 interviewed, had finished
5 were talking, called
6 finished, realised, hadn't spoken
7 had watched, gave

Exercise 7

Differentiation

- Weaker students can write sentences using the words. Tell them to use the sentences in Ex 6 to help them.

Further practice

Workbook page 65

Grammar booster page 138

Lesson objective

Grammar: narrative tenses: past simple, past continuous and past perfect; time references

Warm up

- Divide students into two teams.
- Invite one student from each team to come and sit at the front of the class with their back to the board.
- Write a collocation from Lesson 5.5 on the board (e.g. *incredible breakthrough*).
- The teams describe the phrase and the first student (at the board) to guess correctly gets a point for their team.
- New students come to the front and play again with another collocation.

Exercise 1

- Read the sentences with students and give them one minute to complete the grammar forms.

ANSWERS

- 1 past simple 2 past perfect
3 had, past

Flipped classroom grammar video

- Use the video to present the grammar. The video includes the past continuous (up to 1:24) as well – this part can be skipped until Ex 5.
- Play the video and pause at 1:27 to ask: *What action happened first?*
- Use the rest of the video to check the form of other past narrative tenses, including past perfect.

Lesson objectives

Reading: understand a language presentation text about medical progress

Reading skills: identify specific ideas in a text

Vocabulary: medical research

Warm up

- Ask students if they have ever had to go to hospital. Ask them (if they are happy to share) where they were and what happened.
- Write any useful language on the board.

Exercise 1

- Do the exercise as a class activity. Ask students to relate the activity to their own local hospital and their ideas in the warm up.

Culture note

Joseph Lister: While his method, based on the use of antiseptics, is no longer employed, his principle – that bacteria must never gain entry to an operation wound – remains the basis of surgery to this day.

Florence Nightingale: Although she was English, she was actually born in Italy, in Florence, where her parents were on a long honeymoon. She was known as 'the lady with the lamp' because at night she carried a lantern on her night visits when she went to check the soldiers were comfortable.

Exercise 2 3.19

ANSWERS

clean hands and equipment, cleaning wounds

Mixed ability

- Put students into mixed-ability groups.
- Give them five minutes to discuss the text together and share their knowledge of any unknown vocabulary (although not the highlighted words).
- Check any words that they don't know in open class.

Exercise 3

- Tell students to read the questions and options before they read the text again.

Exercise 4

ANSWERS

patients' wounds, Lister's methods, Nightingale's methods
The Lister and Nightingale examples refer to one person. The 'patient' example refers to more than one person.

5.7 I can understand texts about medical progress.

CULTURE

Reading

- 1 What do you think hospitals and medicine were like 100, 200 or 500 years ago? What has changed? What caused the changes?
- 2 Read and listen to two texts about how hospital care has changed. What simple ideas have improved hospital treatments in the last 150 years?

Thank goodness for progress!

If you're ill in the UK today, there are hospitals run by highly trained doctors, surgeons and nurses. Treatments and operations are done in bright, clean rooms with sterile equipment. But imagine what it was like 200 or 300 years ago.

Before scientists discovered the connection between germs and illness, people believed that diseases were caused by bad smells. For hundreds of years, doctors treated patients with strange and dangerous techniques, such as bleeding (using live leeches or cutting a patient to release 'bad blood') and trepanning (cutting holes in patients' heads to let the illness 'escape').

In medieval Britain you might have visited the local barber instead of a doctor. They could cut your hair, pull your teeth out or perform experimental surgery! Although surgeons were gradually developing anaesthetic techniques, it was a very risky business! It wasn't until the 19th century that medicine became close to what we know today.

Did you know?

In Britain, surgeons are still called Mr or Mrs instead of Dr because they are proud of the strange history of surgery!

These days, we can diagnose illness with tests and prevent some of the most terrible diseases with vaccinations. Surgeons can perform operations and transplants that were simply not possible even 50 years ago!

3 Read again and choose the correct answer.

- 1 The first text ...
 - A is based on the writer's opinions.
 - B is a factual text.
 - ☒ C contains both facts and the writer's opinions.
 - D is a factual text based on historical events.
- 2 Up until the 19th century ...
 - A everyone believed in magic.
 - ☒ B many ideas and treatments were unscientific.
 - C your hairdresser was also a qualified surgeon.
 - D people thought smells cured diseases.
- 3 During the 19th century ...
 - A Lister realised that bacteria made food go bad.
 - ☒ B more patients survived operations.
 - C Lister developed Pasteur's germ theory.
 - D Lister and Nightingale learned from their experience in a war-time hospital.
- 4 The second article gives Lister and Nightingale credit for ...
 - A making nursing a more respected profession.
 - ☒ B making the connection between hygiene standards and survival.
 - C making hospitals safer and more successful.
 - D making the link between food and infection.
- 5 The main message of the two texts is ...
 - A Lister and Nightingale represent the beginning of modern medicine.
 - B medical processes are much safer than they used to be.
 - ☒ C something that seems simple now made a big change to medicine.
 - D there weren't any doctors 200 years ago.

MEDICAL PIONEERS

Joseph Lister (1827–1912)

An English surgeon, who pioneered antiseptic surgery.

Lister noticed that a lot of patients who had survived difficult operations later died in hospital. He realised that the deaths after surgery might be due to germs which entered patients' wounds and caused infection. This was known as germ theory.

Nobody had made the connection before, and hygiene standards in hospitals hadn't been high until Lister made sure that doctors in his hospital had clean hands and equipment, and that they cleaned patients' wounds. The number of patients who died after operations fell dramatically and surgeons all over the world started to adopt Lister's methods.

Florence Nightingale (1820–1910)

A ground-breaking English nurse who is known as the founder of modern nursing.

At the age of 24, Nightingale decided to become a nurse, although it was a job that was seen as inferior and unsuitable for a woman of her social status. During the Crimean War she went to work in military hospitals, treating wounded British soldiers. The hospitals were crowded, dirty and chaotic and she revolutionised the way they were run. Using Nightingale's methods, hospitals became cleaner and better organised, and nurses learned how to prevent the spread of illness. Following her example, many more women became nurses, and it became a respected and valued job.

Glossary
sterile / sterilise – sterylizować / sterylizować
germ – zarazek
leech – pijawka
anaesthetics – anestezjologiczny
pioneer – zapoczątkować
antiseptic – antyseptyczny
founder – założyciel
chaotic – chaotyczny

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Zdrowie • Nauka i technika • Wiedza o krajach anglojęzycznych i kraju ojczystym • Rozumienie tekstów pisanych Wielokrotny wybór

Exercise 5 3.20

- Focus the students' attention on the highlighted words and ask if they know the meaning of any of them.
- Divide the class into same-level pairs to try to work out the meaning from the context.
- Tell them to write their own definitions for the words, then check their answers in a dictionary.
- Play the audio for students to listen and repeat. Check stress and pronunciation.

Exercise 6

Differentiation

- Support weaker students by giving them a bilingual dictionary to look up words they will need before they start the activity.

Exercise 7

- Divide the class into groups and tell them to choose one of the people.
- If you have access to the internet, allow them to research in class. If not, set the task for homework.
- Students share their findings in the next class.

Further practice

Workbook page 66

Word Power photocopyable worksheet

Teacher's Resource Centre

Culture video: Joseph Lister: the father of modern medicine



WORD POWER Saxon genitive

Remember we use *'s* to show possession. In the plural, we use *'s*.

4 Find examples of *'s* / *'s* in the text. Explain the difference.

5 **VOCABULARY** 3.20 Check the meaning of the highlighted medical research words and phrases in the text. Listen and repeat.

6 In pairs. Choose five medical words or phrases from the text and take turns to describe them. Can your partner guess the word?

- A It's a thing that a doctor does, in a hospital.
- B Treat patients?
- C No, it's a serious treatment.
- D Oh – an operation!

7 **THINK AND SHARE** In groups. Research one of these three Polish medical pioneers. Share your research.

- A Maria Skłodowska-Curie – the use of X-ray to diagnose illness
- B Wiktor Marian Dęga – the use of exercise to help recovery after surgery
- C Janusz Zeyland – the use of vaccinations to protect children from infectious disease

Culture video:
Joseph Lister: the father of modern medicine

I can understand four people speaking about medical advances and an interview about women in science.

5.8

Listening

1 In pairs. What do you think are the most important medical breakthroughs in the last 150 years? Why?

DNA germ theory penicillin and antibiotics vaccinations X-rays

2 3.21 Listen to four speakers talking about developments in medicine and science. Tick the discoveries in Ex 1 that they talk about.

3 3.22 Listen again. Match the speakers to the statements. There is one statement that you don't need.

The speaker ...

- A mentions scientists witnessing something they didn't understand. 3
- B mentions an important global research project. 4
- C talks about infecting a patient to stop them becoming sick. 1
- D describes the personal impact of a scientific breakthrough. 5
- E mentions a potential problem with a medical discovery / development. 2

Strategia

Rozróżnianie rozmówców

Aby trafnie ocenić, z jakiego rodzaju tekstem słuchanym masz do czynienia (na przykład wiadomości, wywiadem, opowiadaniem), zadaj sobie pytania:

- Kto mówi? Ile osób rozmawia?
- Jakiego rodzaju informacje podają?
- Dlaczego rozmawiają (czy informują o czymś, udzielają rady lub wyjaśniają, co zaszło)?

4 3.22 Listen to an interview with a scientist about scientific discoveries. What is the 'Matilda Effect'?

5 3.22 Listen again and choose the correct answers: A, B, C or D.

- 1 Dr Lyle is going to talk about a phenomenon ...
A that has been happening since 1993.
B within the world of scientific research.
C the interviewer does not believe in.
D that shows women get too much credit.
- 2 An essay about the Matilda Effect was written in ...
A 1911 B 1958 C 1993 D 1895
- 3 The speaker mentions Watson and Crick because ...
A they won a Nobel Prize.
B they discovered DNA.
C DNA is a really important discovery.
D they didn't credit Franklin's work.
- 4 Maria Skłodowska-Curie is an example of the 'Matilda Effect' because she ...
A won the Nobel prize twice.
B couldn't become a member of the French academy of science.
C worked with her husband, Pierre Curie.
D won a prize for chemistry.
- 5 About the future of the problem the speaker is ...
A pessimistic. B hopeful.
C delighted. D angry.

6 In pairs. Discuss the following.

- How would you feel if your work was overlooked in this way? What would you do?
- Why do you think it takes more than one person to reach an important medical breakthrough?

Zdrowie i Nauka i Technika • Rozumienie ze słuchu • Ciężkość • Wskazywanie

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Exercise 3 3.21

Differentiation

- Dictate the following words and phrases (dictate the words in a random order so that the information in brackets doesn't match). Students listen again and match the information:

Edward Jenner (English doctor)

Maurice Hilleman (developed MMR vaccine)

penicillin discovered (1928)

germ theory accepted (end of 19th century)

mapping the human genome (1990–2003)

Exercise 4 3.22

Audio script page 175

ANSWER

This is a term used to describe overlooking women in science and giving the credit to their male colleagues.

Exercise 5 3.22

- Before listening again, ask students to work through the exercise and mark the answers they think are correct in pencil.
- Play the audio for students to check their answers.

Optional activity

- Write the following dates on the board. Students listen again and write notes about what happened on these dates:
1993 (the phrase 'Matilda Effect' was first used).
1895 (Matilda Gage wrote an essay about the phenomenon of overlooking women in science).
1958 (Esther Lederberg's husband, Joshua, won a Nobel Prize, despite them working together researching the genetics of bacteria).
1911 (Maria Curie was refused membership of the French academy of science).

Lesson objective

Listening: distinguish between speakers and identify specific information

Warm up

- Divide the class into groups of four.
- Say words or phrases in Polish from the culture reading texts (use the highlighted words in the texts and words from the glossary).
- Students work together (without their books) to write the word in English.
- The first group to write the word and hold it up gets a point.

Exercise 1

- Check that students understand what *germ theory* refers to (the ideas in the Joseph Lister text). Discuss the questions as a class.

ANSWERS

Students' own answers

Exercise 2 3.21

Audio script page 175

ANSWERS

1 vaccinations 2 penicillin and antibiotics 3 germ theory 4 DNA

Exercise 6

- Divide the class into pairs or small groups and give students 5–10 minutes to discuss the questions.
- Hold a class feedback session for students to share the main ideas of their discussion.

Further practice

Workbook page 67

Lesson objective

Writing: write a newspaper article

Warm up

- Write *boot camp* on the board. Ask students if they can remember what it is (from Lesson 5.4).
- Divide the class into groups to discuss any other forms of 'fashionable' exercise they can think of.

Culture note

The term *boot camp* comes from the military training camp for new recruits in the US armed forces, with very harsh discipline.

Exercise 1

- Check as a class if any of their ideas from the warm up are in the box.
- Divide the class into pairs to discuss the exercise trends.
- Invite students to share their ideas with the class. Ask: *Have you tried any of these? What was good (or not) about it?*

ANSWERS

boot camp: usually held outside and involves a variety of strength training and cardio exercises
cross fit: a fitness program that combines a wide variety of functional movements into a timed or scored workout
HIIT: High Intensity Interval Training – a form of interval training designed to burn maximum calories
spinning: an exercise class on a static bike
strength training: a type of exercise specialising in the use of weights and resistance to build muscle strength
yoga: a set of physical and mental exercises, originally from India, intended to give control over the body and mind
Zumba: a brand name for a type of exercise in which you do dance moves and other exercises to Latin American music, usually in a class with other people

Exercise 2

ANSWER

High Intensity Interval Training. It's different because it aims to burn calories in a short amount of time.

Exercise 3

ANSWERS

- A main paragraphs (paragraphs 3 and 4)
 B title of a newspaper article (1)
 C conclusion (5)
 D introduction (2)

Exercise 4

- Ask students how the figurative language reflects what it is describing, e.g. *a walk in the park is usually a relaxing, easy activity.*

5.9 I can write a newspaper article about fitness.

Writing A newspaper article

- 1 In pairs. Which of the following fitness trends have you heard of? What do they involve?

boot camps cross fit HIIT spinning
strength training yoga Zumba

- 2 Read the newspaper article. What is HIIT and how is it different?

1 A HIT OF HIIT

2 You might have noticed a strange new word appearing on gym noticeboards and class timetables. Perhaps you're on a fitness forum and everyone is talking about HIIT. High Intensity Interval Training arrived from the USA (like so many trends do!) and has spread like wildfire across the fitness community!

3 It's a trend for our busy modern lifestyles. HIIT sessions usually last about half an hour. You will do 20–90 seconds of high-intensity activity, followed by a short time to recover, before another burst of high-intensity effort. Sounds like a walk in the park? It's not! But it's a very effective way to get fit and burn calories in a very short workout.

4 I used to be a bit of a couch potato, but in the last six months I have been training in the gym. I thought I had got my fitness sorted, so I went along to try a HIIT class. Wow! It's high intensity, all right! I managed to keep up with the pace, but it was close! My muscles were on fire. The last five minutes were an uphill struggle!

5 I like to try new things, and I'm glad I went along, but I don't think I'll change my routine to include HIIT. My fitness goals are different. I want to build strength and increase my flexibility. But if you want to get fit, and you want to do it quickly, give HIIT a go. But don't say I didn't warn you!



- 3 Read and complete the sentences. Match the paragraphs 1–5 in the article to the descriptions A–D. [S]

conclusion introduction main paragraphs
title of a newspaper article

- A The _____ give more information to help explain events.
 B The _____ makes the reader want to read the story.
 C The _____ gives the writer's final opinion, recommendation, explains the consequences or what happens next.
 D The _____ should make people curious and want to read more.

Figurative language

- 4 Newspaper articles use figurative language to bring a story to life. Match the highlighted phrases in the article to the meanings.

- A a really easy activity
 B quickly and out of control
 C to be a very difficult task

- 5 In pairs. What do these examples of figurative language mean? Then use them to rewrite the sentences below. [S]

conditions are ripe pointing the finger at
flying under the radar

- 1 It's a trend that has been around for a while but it was going unnoticed until very recently.
 2 The situation is perfect for this to become the biggest trend of the year.
 3 There's no point in blaming junk food advertisers for our bad diet. We need to take responsibility.

- 6 a Read the task and underline the two elements you need to include. [S]

People are always looking for new fitness ideas. Write an article in which you describe a way of getting fit and healthy and give advice on who it would benefit and why (200–250 words).

b Plan your work. [S]

- 1 Think of a title that will attract readers' attention.
 2 Use the paragraph plan in Ex 3 to structure your writing.
 3 Remember to use a paragraph for each element of the task.
 4 Think of two examples of figurative language to use in your article.

c Write your article. [S]

- 7 CHECK YOUR WORK Did you:

- use a range of narrative tenses and modals for ability?
- cover both elements of the task?
- use figurative language?
- check your spelling and grammar?

ANSWERS

- A a walk in the park
 B spread like wildfire
 C nearly destroyed me

Exercise 5

ANSWERS

- 1 flying under the radar
 2 conditions are ripe
 3 pointing the finger

Exercise 6a

ANSWERS

describe a way of getting fit, give advice on who it would benefit

Exercise 6b

- Monitor and check that students are making useful notes and organising their ideas into paragraphs.

Exercise 6c

- Ask students to swap their articles and read them.
- Ask them if based on the article they would try the fitness trend.

Mixed ability

- Support weaker students by discussing which health trend they would like to focus on. Help with vocabulary.
- Tell students to stick closely to the model in Ex 2 to help them.

Further practice

Workbook page 68

Language review

Grammar

1 Translate the phrases in brackets into English. [S]

I ¹ (zawsze potrafiłem biegać) long distances and I decided to prove to myself I could run the Warsaw marathon. I ² (stałem) at the starting line, waiting for the race to start. I knew I ³ (zrobiłem) my best to prepare physically but I was really nervous. Finally, the race started. I immediately ⁴ (zapomniałem) about the stress and concentrated on running and putting one foot in front of another. The first fifteen kilometres were really enjoyable. I ⁵ (biegłem) at a good pace and I ⁶ (udało mi się) overtake quite a few runners. But then a disaster happened. I tripped over the pavement and hurt my knee. Luckily, I ⁷ (zapakowałem) some painkillers in my bag. They helped a bit, but I was still in pain. I was frustrated when I realised I ⁸ (nie byłem w stanie biec) as fast as before. By the end of the marathon, I was completely exhausted. Every part of my body was screaming to stop. But I didn't give up. When I finally reached the finishing line, I sat on the footpath and started to cry. Nothing ⁹ (mogło) compare to the sense of achievement I felt at that moment. I had just ¹⁰ (udało mi się ukończyć) the marathon in less than four hours.

2 Complete the second sentence so that it has the same meaning as the first sentence. Use the word given but do not change its form. Use no more than five words, including the word given. [S]

- After the operation, Pete couldn't even raise his arm. WASN'T
Pete _____ his arm after the operation.
- During the film, my coach rang. WATCHING
While _____, my coach rang.
- Sarah succeeded in completing the challenge despite being extremely tired. TO
Sarah _____ despite being extremely tired.
- I was already managing my own fitness business when I quit my job. STARTED
I _____ fitness business before quitting my job.
- Could you ride a two-wheel bike when you were in nursery school? ABLE
_____ a two-wheel bike when you were in nursery school?
- When we arrived at the shop, there was hardly any diving equipment left. SOLD
By the time we arrived at the shop, they _____ of the diving equipment.

Vocabulary

3 Complete the phrases. [S]

My goals:

- ¹ **lose** weight (to get into size 38 again)
- ² **gain** more confidence
- not get out of ³ **breath** when running for the bus!
- improve ⁴ **flexibility** (can't even touch my toes)
- build ⁵ **up** stamina

To-do list:

- cut ⁶ **down** on triple chocolate cookies (ouch)
- ⁷ **give** up junk food altogether
- ⁸ **do** HIIT at least twice a week!

4 Use the word in brackets to form a word that fits the gap. [S]

- It's difficult to get one's **research** (search) published in a reputed journal.
- The coach should recognise each player's **contribution** (contribute).
- The discovery of penicillin was a major **breakthrough** (break) in medicine.
- I would like to learn to speak English more **accurately** (accurate), with fewer mistakes.
- The easiest way to avoid **misunderstandings** (understand) is to respect the other players.
- Don't wait for others to tell you what to do – use your own **judgement** (judge).

5 Complete the sentences with the words below. There are two words that you don't need. [S]

diagnose germs spread standards
survive transplants treat vaccinations

- Despite the team's best efforts, the patient didn't **survive** the operation.
 - What steps have been taken to prevent the **spread** of the virus?
 - Screening tests may help to **diagnose** the disease at an early stage.
 - Some species of mosquitoes carry **germs** which cause harmful diseases in humans.
 - Doctors should **treat** the causes of an illness, not only the symptoms.
 - Thanks to **vaccinations**, diseases such as polio and diphtheria are becoming things of the past.
- 6 In groups. Discuss the quotations with your partner. Do you agree with them? Why / Why not?
'Gold medals are made out of sweat, blood and tears,' Gabby Douglas
'The only way to prove that you're a good sport is to lose,' Ernie Banks
'Serious sport is war minus the shooting,' George Orwell

Look at the lesson aims for this unit. What can you now do well? Choose one area for more practice if necessary.

Zdrowie • Sport • Nauka i technika • Znajomość środków językowych Tłumaczenie fragmentów zdań • Parafraza zdań • Słownictwo • Zadania z luką

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Lesson objective

Language review: review the grammar structures and vocabulary from the unit

Warm up

- Review vocabulary from the unit.
- Divide the class into teams. Read sentences with one missing word (say 'beep' to indicate where it is missing), e.g.
I eat far too many sweets. I really must (cut) down on sugar.
I'd really like to build up (stamina) and run further.
My gran often gets (out) of breath when she walks up stairs.
You should (double) check information that you don't understand.

Scientists often publish their (findings) in scientific magazines.

Rosalind Franklin did (ground)-breaking research into DNA.

It's important to keep a (wound) clean so it doesn't get infected.

Children have (vaccinations) to stop them from getting serious diseases.

- Students work together to work out the missing word. Each team that guesses correctly gets a point.

Exercises 1, 2, 3, 4 and 5

- Divide the class into mixed-ability groups of four.
- Explain that each student in the group must complete the exercise in the book, and they should work together so that they all have the same answers. This will help stop the dominant students taking over.

- The students cannot move on to the next exercise until you have approved the previous exercise and all corrections, if necessary, have been made.
- There is no time limit for the activity but the focus is on the students working together, supporting and learning from each other.
- Monitor the groups as they work together, and when you are correcting completed exercises make notes of the errors, especially the common ones, to go over at the end of the class.
- Don't correct the groups' answers, just put a dot next to the answers they need to rethink in order to encourage students to notice and correct their own mistakes.

Differentiation

- Set the review page as a mini test.
- All students complete the page individually within a set time limit.
- Check answers in class allowing students to discuss and correct their answers.
- Use peer and teacher correction to explain why answers are incorrect.

Exercise 1

ANSWERS

- 1 've always been able to run
- 2 stood 3 had done 4 forgot
- 5 ran 6 managed to 7 had packed
- 8 wasn't able to run 9 could
- 10 managed to finish

Exercise 2

ANSWERS

- 1 wasn't able to raise
- 2 I was watching the film
- 3 managed to complete the challenge
- 4 had already started my own
- 5 Were you able to ride
- 6 had sold most

Exercise 6

- Divide the class into groups to discuss the quotes. Encourage students to explain their ideas and give examples where possible.
- Invite students to share anything interesting from their discussion with the class.

Further practice

Workbook page 69

Lesson objective

Skills trainer: familiarisation and practice of Extended Matura reading, listening and Use of English exam tasks

Warm up

- Ask students what parts of the exam they find the most difficult. Discuss ways in which students can reduce their stress levels when exams are approaching.
- Tell students that from this point onwards, the tasks will be the Extended Matura style.

Exercise 1

- Explain that this reading task is an example of an Extended Matura task type.
- Ask them how it is different. (They match five sentences to four gaps, and not three gaps as in the Basic Matura.)
- Help the students to understand what they can expect in the Matura exam by reading the strategy together.
- Tell students to work through the stages of the strategy to complete the task.
- Divide the class into mixed-ability pairs to check their answers.

Exercise 2 3.23

- Note: this task is a Basic Matura task, although this particular task is very similar to the Extended paper.
- Read through the Listening strategy box with the students.
- Tell students to read the sentences and to predict what the main theme of the texts might be.
- Play the audio and tell students to listen and match as many of the sentences as they can.
- Give students time in their pairs to compare and discuss their answers before listening again to confirm their answers.

Exam tip

- Remind students that the sentences won't contain words or phrases from the listening texts.

Audio script page 176

5.11 Skills trainer

Reading

Przewidywanie rodzaju brakującej informacji

Przeczytaj tekst z lukami i określ jego główną myśl. Następnie przeczytaj go jeszcze raz, uważnie. Zastanów się, jakiego rodzaju informacji może brakować w lukach. Wreszcie sprawdź, czy twoje przewidywania pasują do opcji odpowiedzi. Spróbuj wstawić wybrane zdania w luki i jeszcze raz przeczytaj całość. Zanim dokonasz ostatecznego wyboru, sprawdź, czy wyrażenia znajdujące się wokół luk pasują do wybranych odpowiedzi (na przykład, czy występujące w nich zaimki, takie jak *it, this* lub takie przysłówki jak *there* pasują do elementów wstawianego zdania).

- 1 Przeczytaj opis strategii. Przeczytaj tekst. Dopasuj zdania A–E do luk 1–4 w tekście. Jedno zdanie nie pasuje do żadnej luki.

Carl Honoré, author of the book *In Praise of Slow*, changed his life when he found himself looking at a book of bedtime stories for the busy parent. That is when he realised how little time he spent on what should be the most important things in life, and decided to get out of the fast lane and slow down.

He says the modern world's addiction to speed is destroying health and quality of life. '1 We should list all the tasks we have to do for a week, and start cutting from the bottom upwards, from what's least important to us. The next step is to switch off the gadgets, turn off the wi-fi, and have moments where we can fully relax. He also suggests a speed audit: stopping and checking whether we are doing something too fast, as well as finding a slow ritual, such as gardening or yoga.

Maybe some individuals will make changes after reading Carl Honoré's book. '2 It is Denmark that scores highest on the UN's first World Happiness report. Danes work on average less than Britons do, and earn less per household too. A higher proportion of women work – but a much lower proportion (of both sexes) work very long hours.

Is that it then? Work less? Don't they want more? According to Professor Christian Bjørnskov, this is not a true picture of the Danish attitude. 'Danes are ambitious,' he says, 'but they don't like to show their ambition. They like to succeed but not in public. It means you can mix with all kinds of people, no matter what their social or financial status is. '3 It also means that there's no right or wrong life so you can choose the life that fits you.'

Living in a country like Denmark would be great. '4 Hopefully, though, it is possible to learn a few lessons from the Danes and from slowing down.

- A Also, instead of rushing around all day, you should fill up your energy tank, meeting family and friends.
B So you play golf with your dustman or you're in a tennis club with someone living a completely different life to you.

Życie prywatne • Zdrowie • Sport • Rozumienie tekstów pisanych • Dohieranie • Rozumienie ze słuchu • Dobieranie • Znajomość środków językowych *Parafrazuj zdania*

- C But some countries enjoy an entire culture where everyone is more chilled and less success-oriented.
D His main advice is to do less and to learn how to divide time between specific activities.
E Living this kind of life in the UK, on the other hand, would be hard, as everyone here is so focused on achievement.

Listening

Wyszukiwanie określonych informacji

Uważnie przeczytaj treść zadania i podkreśl w zdaniach A–E słowa kluczowe. Słuchając nagrania, skup się na informacjach z nimi związanych. Dopasuj wypowiedzi rozmówców do najbliższych im opcji odpowiedzi. Sprawdź swoje odpowiedzi podczas drugiego słuchania.

- 2 Przeczytaj opis strategii. Wysłuchaj czterech wypowiedzi. Dopasuj zdania A–E do rozmówców 1–4. Jedno zdanie nie pasuje do żadnego rozmówcy.

This speaker mentions ...

- A medical treatment for terminal diseases involving contact with nature.
B ideas for living a long and peaceful life.
C the impact of nature on mental well-being.
D the limited effectiveness of prescription drugs.
E someone's way of reducing work-related stress.

Use of English

Rozpoznawanie konstrukcji gramatycznych podczas przekształcania zdań

Przeczytaj oba zdania. Zwróć uwagę na słowa kluczowe. Zdecyduj, jaką konstrukcję gramatyczną należy zastosować. Przekształcenia zdań mogą wymagać zastosowania różnych czasów gramatycznych, składni, czasowników modalnych i frazowych itd. Żadne błędy gramatyczne ani ortograficzne nie są akceptowane.

- 3 Przeczytaj strategię. Uzupełnij drugie zdanie tak, aby znaczyło to samo, co zdanie pierwsze. Wykorzystaj podane wyrazy, lecz nie zmieniaj ich form. Wpisz nie więcej niż pięć wyrazów, łącznie z podanym słowem.

- 1 Little Rosie is excited about going to the zoo tomorrow. LOOKING
Little Rosie _____ to the zoo tomorrow.
2 It is possible that you offended her with your tactless remark. MAY
You _____ your tactless remark.
3 If there is a tie, there will be a sudden-death to determine the winner. EVENT
In _____, there will be a sudden-death to determine the winner.
4 I would cut down on sweets if I were you. HAD
You _____ sweets.

Exercise 3

- Tell students that this exercise is also an Extended Matura-style task.
- Tell students to read the rubric and then check understanding. Ask: *How many words should you write? (1 to 5). Can you change the words in capitals? (no).*
- Tell students to complete the task individually before they check their answers in pairs.

ANSWERS

- 1 is looking forward to going
- 2 may have offended her with
- 3 the event of a tie
- 4 had better cut down on

Exam tip

- Tell students that this task type tests lexis only. The focus is on word formation (e.g. prefixes, suffixes).

Further practice

Workbook page 70

Unit Test

Health and fitness (pp.60 and 116)

- 1 **build up stamina** /bɪld ʌp 'stæmɪnə/ zwiększać wytrzymałość
 2 **cut down on sugar** /kʌt daʊn ɒn 'ʃʊɡə/ ograniczać spożycie cukru
 3 **gain confidence** /geɪn kən'fɪdəns/ zyskać pewność siebie
 4 **get fit** /get fɪt/ nabrać kondycji
 5 **get out of breath** /get aʊt əv 'breɪθ/ nie móc złapać tchu
 6 **give up junk food** /gɪv ʌp ʤʌŋk fuːd/ przestać jeść niezdrowe jedzenie
 7 **go on a diet** /ɡoʊ ɒn ə 'daɪət/ przejść na dietę
 8 **improve flexibility** /ɪm'pruːv ˌfleksə'bɪləti/ stać się bardziej giętkim
 9 **increase strength** /ɪn'kriːs ˌstreŋθ/ zwiększyć siłę
 10 **lose weight** /lʊz 'weɪt/ schudnąć
 11 **allergy** (n) /'ælɜːdʒi/ alergja
 12 **calories** (n pl) /'kæləriːz/ kalorie
 13 **carbohydrates** (n pl) /ˌkɑːboʊ'hɑːdreɪts/ węglowodany
 14 **dairy products** /'deəri ˌprɒdʌkts/ produkty mleczne, nabiał
 15 **fats** (n pl) /fæts/ tłuszcze
 16 **fruit** (n) /fruːt/ owoc
 17 **fruit and vegetables** /fruːt ɒn 'vedʒəbəlz/ owoce i warzywa
 18 **junk food** /ʤʌŋk fuːd/ niezdrowe jedzenie
 19 **portion** (n) /'pɔːʃn/ porcja
 20 **protein** (n) /'prəʊtiːn/ proteina, białko
 21 **raw** (adj) /raʊ/ surowy
 22 **vegan** (adj) /'veɡən/ wegański
 23 **vegetables** (n pl) /ˌvedʒəbəlz/ warzywa
 24 **vegetarian** (n) /ˌvedʒə'teəriən/ wegetarianin
 25 **cardio workout** /ˌkɑːdio ˌwɜːkaʊt/ trening cardio (wysiłkowy)
 26 **lunges** (n pl) /'lʌndʒz/ wykroki
 27 **press ups** (n pl) /'pres ʌps/ pompki
 28 **pull ups** (n pl) /'pʊl ʌps/ podciąganie się
 29 **sit ups** (n pl) /'sɪt ʌps/ brzuski
 30 **strength training** /ˌstreŋθ ˌtreɪnɪŋ/ trening siłowy

Talking about effort and progress (p.116)

- 1 **a personal best** /ə ˌpɜːsnəl ˌbest/ indywidualny najlepszy wynik
 2 **come a long way** /kʌm ə ˌlɒŋ ˌweɪ/ przejść długą drogę
 3 **dig deep** /dɪɡ ˌdiːp/ zagłębić się
 4 **hit the wall** /hɪt ðə ˌwɔːl/ osiągnąć maksimum
 5 **Race English (p.60):**
 6 **couch potato** /kaʊtʃ ˌpəʊteɪtəʊ/ kanapowy leń
 7 **get ripped** /get ˌrɪpt/ rzeźbić muskulaturę
 8 **it was close** /ɪt wɒz ˌkloʊz/ Było blisko!
 9 **out of shape** /aʊt əv ˌʃeɪp/ nie w formie
 10 **tough** /tʌt/ trudny, ciężki
 11 **Mediation (p.62):**
 12 **accurately** (adv) /əˌkɜːrətli/ dokładnie, precyzyjnie
 13 **adapt** (v) /əˈdæpt/ dostosować, przystosować się
 14 **context** (n) /ˈkɒntekst/ kontekst
 15 **double check** (v) /ˈdʌbl ˌtʃek/ sprawdzić ponownie

- 1 **judgement** (n) /ˈdʒʌdʒmənt/ opinia, wyrok
 2 **key information** (n) /ˈkiː ˌɪnfəˌmeɪʃn/ kluczowa informacja
 3 **misunderstanding** (n) /ˌmɪsʌndəˈstændɪŋ/ nieporozumienie
 4 **register** (n) /ˈredʒɪstəri/ zarejestrować
 5 **tone** (n) /toʊn/ ton, barwa dźwięku

Medicine and illness (pp.64 and 117)

- 1 **give credit** /gɪv ˌkredɪt/ uznawać zasługi
 2 **ground-breaking research** /ˌɡraʊnd ˌbreɪkɪŋ ˌriːsɜːtʃ/ przełomowe badania
 3 **incredible breakthrough** /ɪnˌkredəbəl ˌbreɪkθruː/ niesamowity przełom
 4 **perform experiments** /pəˈfɔːm ɪkˌsperɪmənts/ przeprowadzać eksperymenty
 5 **prevent diseases** /prɪˈvent dɪˈziːzɪz/ zapobiegać chorobom
 6 **publish a research paper** /pʌblɪʃ ə ˌriːsɜːtʃ ˌpeɪpər/ opublikować pracę naukową
 7 **publish findings** /pʌblɪʃ ˌfaɪndɪŋz/ opublikować wyniki
 8 **recognise a contribution** /ˌrekəɡnaɪz ə ˌkɒntrɪˈbjuːʃn/ uznać (czyjś) wkład
 9 **search for a cure** /sɜːtʃ fər ə ˌkjʊəri/ szukać lekarstwa
 10 **treat symptoms** /triːt ˌsɪmptəmz/ leczyć objawy
 11 **admit** (v) /ədˈmɪt/ przyznawać
 12 **amazing** (adj) /əˈmaɪzɪŋ/ zdumiewający
 13 **get ill** /get ɪl/ zachorować
 14 **input** (n) /ɪnˈpuːt/ wkład
 15 **look for** /lʊk fɜː/ szukać
 16 **new** (adj) /njuː/ nowy
 17 **progress** (n) /ˈprɒɡres/ postęp
 18 **recognise** (v) /ˌrekəɡnaɪz/ rozpoznawać, uznawać
 19 **results** (n pl) /rɪˈzʌlts/ wyniki
 20 **share** (v) /ʃeə/ udostępniać, dzielić
 21 **signs** (n pl) /saɪnz/ objawy
 22 **stop** (v) /stɒp/ przestawać
 23 **study** (v) /ˈstʌdi/ uczyć się
 24 **take care of** /teɪk ˌkeər əv/ dbać o
 25 **discovery** (n) /dɪˈskʌvəri/ odkrycie
 26 **experiment** (n) /ɪkˌsperɪmənt/ eksperyment
 27 **invention** (n) /ɪnˈvenʃn/ wynalazek
 28 **lab** (n) /leɪb/ laboratorium
 29 **microscope** (n) /ˈmaɪkrəˌskəʊp/ mikroskop
 30 **virus** (n) /ˈvaɪrəs/ wirus
 31 **ambulance** (n) /ˌæmbjʊləns/ karetka, ambulans
 32 **anaesthetist** (n) /əˌnɪstəˈbiːst/ anestezjolog
 33 **general practitioner (GP)** /dʒenərəl ˌpræktɪʃənərɪ/ lekarz ogólny, internista
 34 **hospital ward** /ˌhɒspɪtəl ˌwɔːd/ oddział szpitalny
 35 **make a discovery** /meɪk ə dɪˈskʌvəri/ dokonać odkrycia
 36 **medical practice** /ˌmedɪkəl ˌpræktɪs/ gabinet lekarski
 37 **nurse** (n) /nɜːs/ pielęgniarka
 38 **operating theatre** /ˌɒpəreɪtɪŋ ˌθiətər/ blok operacyjny
 39 **paramedic** (n) /ˌpærəˈmedɪk/ ratownik medyczny

- 1 **pharmacist** (n) /ˈfɑːməsɪst/ farmaceuta
 2 **pharmacy** (n) /ˈfɑːməsi/ apteka
 3 **physiotherapist** (n) /ˌfɪziəʊˈtherəpɪst/ fizjoterapeuta
 4 **receptionist** (n) /rɪˈsepʃənɪst/ recepcjonistka
 5 **rehabilitation centre** /ˌrɪˌæbɪlɪˈteɪʃn ˌsentər/ centrum rehabilitacji
 6 **surgeon** (n) /ˈsɜːdʒən/ chirurg
 7 **waiting room** /ˈweɪtɪŋ ruːm/ poczekalnia

Medical pioneers (p.66)

- 1 **diagnose illness** /ˌdaɪəɡnoʊz ˌɪlɪnz/ diagnozować chorobę
 2 **germs** (n pl) /dʒɜːmz/ zarazki
 3 **hygiene standards** /ˌhaɪdʒɪn ˌstændərdz/ standardy higieniczne
 4 **operation** (n) /ˌɒpəˈreɪʃn/ operacja
 5 **prevent the spread** /prɪˈvent ðə ˌspred/ zapobiegać rozprzestrzenianiu się
 6 **survive** (v) /səˈvaɪv/ przeżyć
 7 **transplant** (n) /ˈtrænzˌplɑːnt/ przeszczepienie
 8 **treat patients** /triːt ˌpeɪʃnts/ leczyć pacjentów
 9 **vaccinations** (n pl) /ˌvæksɪˈneɪʃnz/ szczepienia
 10 **wound** (n) /waʊnd/ rana

Speaking: Talking about goals (p.63)

- 1 **I need flexibility / commitment because** ... /aɪ niːd ˌfleksə'bɪləti, kəmɪtˌmɛnt bɪˈkɔːz/ Potrzebuję elastyczności / zaangażowania, ponieważ ...
 2 **I need help with** ... /aɪ niːd ˌhelp wɪθ/ Potrzebuję pomocy przy ...
 3 **I'm happy just to go along and** ... /aɪm ˌhæpi ʤʌst tə ɡoʊ əˈlɒŋ ənd/ Wystarczy mi, jeśli po prostu pójdę ...
 4 **I'm (not that) serious about** ... /aɪm (nɒt ðæt) ˌsɪəriəs əˈbaʊt/ Podchodzę (nie tak) poważnie do ...
 5 **My aim / objective is** ... /maɪ ˌeɪm, əbɪdʒekˌtɪv ɪz/ Moim celem jest ...
 6 **To stay motivated I need** ... /tə steɪ ˌməʊtɪveɪd aɪ ˌniːd/ Aby pozostać zmotywowanym, potrzebuję ...
 7 **What I really want to achieve** ... /wɒt aɪ ˌriːli ˌwaɪnt tə ˌætʃɪv/ Tym, co naprawdę chcę osiągnąć ...

Writing: A newspaper article (p.68)

- 1 **a walk in the park** /ə ˌwɔːk ɪn ðə ˈpɑːk/ spacer po parku
 2 **conditions are ripe** /kənˈdɪʃnz ə ˌruːp/ warunki są odpowiednie
 3 **flying under the radar** /ˌflaɪŋ ˌʌndə ðə ˌreɪdər/ przejść niezauważony
 4 **nearly destroyed me** /ˌneəli dɪˈstrɔɪd mi/ niemal mnie wykończyły
 5 **my muscles were on fire** /maɪ ˌmʌsəlz wɜː ɒn ˌfaɪəri/ mięśnie mnie paliły
 6 **pointing the finger at me** /ˌpɔɪntɪŋ ðə ˌfɪŋɡər ət ˌmiː/ wytykać mnie palcem
 7 **spread like wildfire** /spreɪd ˌlaɪk ˌwaɪldˌfaɪəri/ rozprzestrzeniać się jak pożar
 8 **like wildfire** /laɪk ˌwaɪldˌfaɪəri/ jak pożar

How to learn vocabulary

- Before the students do the *How to learn vocabulary* page in their Workbooks for homework, it will be useful for them to have some tips and strategies.
- Explain that learning groups of expressions that go with verbs can be useful, for example learning which expressions we can use with *get* or *take*.
- Students can use mind maps or other strategies that they find useful to make a note of the expressions in their notebooks.

Word list

- Once the students have done the *How to learn vocabulary* page in the Workbook, ask them to look through the Unit 5 word list and find any delexicalised verbs (e.g. *get fit*, *go on a diet*, *come a long way*, *get ripped*, *give the credit*, *get ill*, *take care of*, *go along*).

Extended practice

- Divide the class into groups of four. Tell them they are going to have a spelling bee (a spelling competition). Working together, they cut or tear a piece of paper into 20 cards. They choose 20 difficult words from the unit word list and write each one on one of the cards. They then swap their set of cards with another group and place the cards face down on the table.
- Going round in a clockwise direction, students take turns to pick up a card and read out the word. The student on their left has to spell out the word. If it is correct, they keep the card. If it is not correct, the card is returned to the bottom of the pile.
- They continue until all the words have been spelled correctly and see who has the most cards.

Further practice

Workbook page 71

Lesson objective

Vocabulary: using delexicalised verbs

Warm up

- Write the verbs *have*, *take* and *make* on the board and give an example of an everyday expression for each verb, e.g. *have a shower*, *take a photo*, *make the bed*.
- Divide the class into pairs.
- Give students three minutes to write as many expressions for each verb as they can.
- Tell pairs to compare their expressions with another pair.
- Do class feedback and ask students if they know what we call these types of expressions (delexicalised verbs).

Study skills

- The aim of the *How to learn vocabulary* Workbook lesson is to study delexicalised verbs and to build students' vocabulary. It encourages them to use more variety in productive skills, while building their vocabulary for receptive skills.
- It is almost impossible to see delexicalised verbs by themselves. They must be seen with other words around them.
- Students probably know and use many delexicalised verbs already. Students often learn them in groups, for example expressions with *have*.

Lesson objectives

Life skills: telling wrong from right

Vocabulary: phrasal verbs

Warm up

- Write four columns on the board with the headings *up, on, off* and *out*.
- Divide the class into groups of three. Tell groups to work together to think of as many verbs as they can to match the prepositions in order to make phrasal verbs, e.g.
up: *clear up, get up, grow up, hurry up, eat up, put up, turn up, stand up*
on: *put on, get on, carry on*
off: *get off, put off, take off, turn off*
out: *get out (of), figure out, work out, hang out*.
- Invite groups to share their phrasal verbs with the class and write a list on the board.
- Tell each group to choose two or three phrasal verbs and write sentences to show their meaning.

Exercise 1

- Encourage students to share their ideas with the class.

Exercise 2 3.29

- Check *cheat on* (= be unfaithful to) and *keep quiet* (= not tell anyone about something).
- Discuss the question as a class. Ask for a show of hands for which is the most difficult moral dilemma.

Exercise 3

- Divide the class into pairs. They read and ask the questions for their partner and then tell them their score.

ANSWERS

Students' own answers

Exercise 4 3.30

ANSWERS

- 1 make something up 2 sort out
3 point out 4 look back
5 come across 6 carry on
7 pass on 8 look through

Exercise 5

- Read through the Word Power box with the students.
- To check understanding, write on the board:
1 *We couldn't get on the bus.*
2 *Can you clear up your mess?*
Ask: *Can you separate the phrasal verbs?* (1 no, 2 yes). Ask students to rewrite sentence 2 using a pronoun (*Can you clear it up?*).

ANSWERS

- 2 I made the answers up.
5 I passed the book on to Alice.

6 Do the right thing

I can use phrasal verbs to talk about moral dilemmas.

6.1

Telling wrong from right

- Answer the questions.
1 Is it important to be honest all the time?
2 Can you think of any situations where it's OK to be dishonest? Why / Why not?
3 What is a moral dilemma? Think of an example.
- 3.29 Read and listen to a quiz about moral dilemmas. Which do you think is the most difficult moral dilemma?
- Answer the questions in the quiz. How many points did you score? 15
- VOCABULARY 3.30 Match the highlighted phrasal verbs in the quiz to the meanings. Use the context to help you. Listen and check. 15

1 invent (something)	5 find (something) by chance
2 solve a problem	6 continue
3 make someone aware of (something)	7 give (something) to someone else
4 look at and think about (something) again	8 read (something) quickly

WORD POWER Phrasal verbs: separable or inseparable

Some phrasal verbs are separable (they can be separated), others are inseparable (they can't be separated). With separable phrasal verbs, the object can come before or after the particle (*out, on, up*).

Let's try to sort the problem out.

Let's try to sort out the problem.

When the object is a pronoun (*her, it, them*) it can only come before the particle.

Try and sort it out.

With inseparable phrasal verbs, the object always comes after the particle, even when it's a pronoun.

I came across a 150 note. → I came across it.

- Read about phrasal verbs. Then rewrite the sentences where it's possible to separate the phrasal verbs. 15

- I can't carry on with the test.
- I made up the answers.
- She pointed out my mistakes.
- Can I look through your photos?
- I passed on the book to Alice.
- He looked back on the day with pride.

- THINK AND SHARE Look at your answers to the quiz again. Explain your reasons. In pairs, take it in turns to ask follow-up questions and justify your choices.

- VOCABULARY BOOSTER Now practise Phrasal verb vocabulary on page 118.

T2

Człowiek • Życie prywatne • Mówienie Rozmowa wstępna

What would YOU do?

Would you do the right thing if you were in a moral dilemma? Take our quiz and find out!

- If I came across a wallet in the school corridor,
a) I'd hand it in to the office.
b) I'd take it home.
c) I'd leave it there.

- If I found out a friend's girlfriend/boyfriend was cheating on him/her,
a) I wouldn't tell my friend. I wouldn't want to upset him/her.
b) I'd tell my friend straight away. I couldn't keep quiet about it.
c) I'd speak to the girlfriend/boyfriend and try to sort it out.

- If I didn't know the answer to a question in an exam,
a) I'd look at my neighbour's answers.
b) I wouldn't waste time on it. I'd carry on with the rest of the exam.
c) I'd make something up quickly!

- If I ate at a pizzeria and they forgot to put everything on the bill,
a) I wouldn't say anything.
b) I'd point out their mistake.
c) I'd leave some extra money on the table instead.

- If I found a test on my teacher's desk in an empty classroom,
a) I'd look through the questions.
b) I'd take a photo and pass it on to my friends.
c) I wouldn't look at it.

Look back at the situations. Would you act differently if there was someone watching you?

Optional activity

- For further practice, tell students to write sentences using the phrasal verbs from the warm up activity.
- If it is possible to split the phrasal verbs, they should write two sentences to show this.

Exercise 6

Optional activity

- Students work in pairs and write one more 'dilemma' question with three options to add to the quiz.
- They swap their dilemma with another pair and discuss the new one.

Exercise 7

- Now tell students to turn to page 118 in their books. You can find the teaching notes for the next part of this lesson on page 136.

Further practice

Workbook page 72

Word Power photocopiable worksheet

Teacher's Resource Centre

Grammar

Second conditional

1 Read the sentences from the quiz and complete the rules.

- If I came across a wallet in the school corridor, I'd hand it in to the office.
- If I found a test on my teacher's desk in an empty classroom, I wouldn't look at it.
- Would you do the right thing if you were in a moral dilemma?

- Drugi okres warunkowy odnosi się do 'przeszłości / sytuacji nieprawdopodobnej lub hipotetycznej'.
- W drugim okresie warunkowym kolejność przyczyny i skutku ***jest / nie*** jest ważna.
- Cause: if + ³ **past simple**
- Result: ⁴ **would / wouldn't** + base form of verb

GRAMMAR VIDEO

2 Complete the rules about the first and second conditional. Then match them to the sentences.

- (**Drugi**) okres warunkowy stosujemy, gdy mówimy o obecnie nieprawdopodobnej lub hipotetycznej sytuacji.
 - (**Pierwszy**) okres warunkowy stosujemy, gdy mówimy o sytuacji, która prawdopodobnie wystąpi w przyszłości.
- A **a** If you answer honestly, you'll find out what kind of person you are.
- B **b** If I came across a £50 note in the street, I'd give it to the police.

GRAMMAR BOOSTER P. 139

3 Complete the sentences with the correct second conditional form of the verbs in brackets.

- If I _____ (see) someone who was lost I _____ (help) them.
- People _____ (not drop) so much litter if there _____ (be) more bins.
- What _____ (you do) if you _____ (see) your friend shoplifting?
- If I _____ (catch) my friend cheating, I _____ (tell) the teacher.
- He _____ (not tell) your secrets if you _____ (ask) him not to.
- What _____ (say) if you _____ (know) your friend was lying to you?

4 Write complete sentences or questions using the second conditional.

- her boyfriend lie to / her / she break up with him
- I make up / a story / I not have / a train ticket
- I / have / £5 million / I give some to charity
- they / know / the truth / they tell us?
- I / pretend to be ill / have a history test tomorrow
- what / you do / you damage / a car in the car park?

5 3.31 Listen and number the moral dilemmas that are being discussed. There is one sentence that you don't need.

- The speaker ...
- thinks her friend is lying to her. **1**
 - Isn't sure who vandalised school property. **4**
 - thinks his parents don't know about his bad grade. **3**
 - has found an expensive item.
 - thinks her friend got too much change from a shop. **2**
 - came across a lottery ticket. It might be a winner. **5**

6 3.31 Listen again and match the reaction to each speaker.

- A tell the head teacher **4**
- B go back and explain the mistake **2**
- C not claim the money **5**
- D be disappointed **3**
- E never speak to her again **1**

7 Write sentences using the second conditional. Make **if** clauses out of the sentences in Ex 5 and result clauses out of the sentences in Ex 6.

- 1 If her friend lied to her she would never speak to her again.

could and might

Możemy używać **might** i **could** w drugim okresie warunkowym. **Could** znaczy „(być) w stanie”, a **might** oznacza „prawdopodobnie (coś zrobić)” i wyraża niepewność.

8 Read the sentences. What is the difference in meaning?

- If I had the money, I would buy a laptop.
- If I had the money, I might buy a laptop.
- If I had the money, I could buy a laptop.

GRAMMAR BOOSTER P. 139

9 **THINK AND SHARE** In pairs. Ask and answer questions to find out what you would both do in these situations:

- Your best friend asks to borrow 100 euros.
 - You break your friend's headphones by accident.
 - You see someone steal a mobile phone in a shop.
- A If your best friend asked to borrow 100 euros... what would you do?
- B Well, I'd ask her why she wanted it. If she had a good reason... I might try to help.

Człowiek • Życie prywatne • Rozumienie ze słuchu • Dobieranie

73

Lesson objective

Grammar: second conditional

Warm up

- Write on the board *If I have time ... and I'll be sad if ...*
- Give students an example for each, e.g. *If I have time, I'll go for a run later. I'll be sad if I miss my favourite programme tonight.*
- Ask: *What grammar form is it?* (first conditional). *When do we use it?* (for real possibilities in the future).
- Students complete the sentences with their own ideas and compare in pairs.

Flipped classroom grammar video

- Use the video to present the grammar.
- Play the video and pause at 0:31 to ask: *What do we use the second conditional for?*
- Pause at 0:44 to ask: *How do we form the second conditional?*
- Play the rest to check the form.

Exercise 1

- Tell students to read the sentences and complete the rules.

Exercise 2

- Check how the first conditional is formed: *if* + present simple + *will*.
- Now ask students to turn to page 139 in their books. You can find the teaching notes on page 152.

Exercise 3

- Tell students to look at the beginning of the sentence to help them with which form should come first.

ANSWERS

- saw, 'd help
- wouldn't drop, were
- would you do, saw
- caught, 'd
- wouldn't tell, asked
- would you say, knew

Exercise 4

ANSWERS

- If her boyfriend lied to her, she would break up with him.
- I would make up a story if I didn't have a train ticket.
- If I had £5 million, I would give some to charity.
- If they knew the truth, would they tell us?
- I would pretend to be ill if I had a history test tomorrow.
- What would you do if you damaged a car in the car park?

Differentiation

- Support weaker students by giving them the first part of the sentence.
- Stronger students discuss the question in item 6 after finishing the exercise.

Exercise 5 3.31

- Tell students to read the options first.
- Audio script page 176

Exercise 7

- Remind students they can't make a sentence with item D in Ex 5.

ANSWERS

- If she was sure who vandalised the school property, she would tell the head teacher.
- If his parents knew about his bad grade, they would be disappointed.
- If she got too much change from a shop, she would go back and explain the mistake.
- If he found a lottery ticket, he wouldn't claim the money.

Exercise 8

- Read the explanation in the grammar box and do the exercise as a class.
- Now ask students to turn to pages 139 and 140 in their books. The teaching notes are on page 152.

ANSWERS

Sentences 2 and 3 are less definite than sentence 1 because they suggest that he/she might not buy it (but in sentence 1 he/she would buy it).

Further practice

Workbook page 73

Grammar booster page 139

Lesson objectives

Life skills: understand how to deal with a moral dilemma

Vocabulary: talking about moral dilemmas

Warm up

- Play a chain game to revise the second conditional.
- Divide the class in two and tell them to stand in two circles. Say: *If the weather was good this weekend, I'd go to the mountains.* Ask for a volunteer student to continue, and prompt them by saying: *If I went to the mountains, ...*
- Students continue the chain in their circles until everyone has spoken.

Exercise 1

- Divide the class into same-level pairs to discuss the questions.
- Invite one or two students to share their ideas with the class.

Exercise 2

ANSWER

Zanim podejmiesz trudną decyzję, uważnie rozważ wszystkie możliwości i spróbuj wyobrazić sobie moralne i praktyczne konsekwencje, jakie będzie mieć twoja decyzja.

Exercise 3

- Check *funeral* (= a ceremony that takes place when someone dies) before students read the texts.
- Students read individually, then give them a few minutes to discuss their ideas in pairs.
- Invite students to share their decisions with the class.

Exercise 4 3.32

Audio script page 177

ANSWERS

She is talking about situation 2. Ben advises her not to rush into anything and to forget about it.

Exercise 5

ANSWERS

- 1 Because Amber can't be sure her friend copied the story.
- 2 That Cassie might get into trouble.
- 3 She might look mean and jealous, and she still might not get the prize.
- 4 and 5 Students' own answers

Exercise 6

- Give students a few minutes to read and discuss the phrases in pairs.
- Check through the Phrasebook with students, explaining any vocabulary that they don't know.

6.3

I can use strategies to deal with moral dilemmas

Life skills

Dealing with a moral dilemma

- 1 Have you ever faced a moral dilemma? What did you do? Did you use any of the strategies below?
Ask a friend / parent for advice.
Speak to an authority figure e.g. a teacher, policeman.
'Sleep on it' – wait to make a decision.
- 2 Read this extract from an online advice blog. Check the highlighted words and translate the advice into Polish. Do you think it's good advice?

Before you make a difficult decision, consider all the different options carefully, and try to imagine the moral and practical consequences that your decision will have.

- 3 In pairs. Read the moral dilemmas. What do you think is the best thing to do in each situation?

Help me if you can.org



G-shock One of my friends missed school yesterday. She told the teachers that she had gone to a funeral, but I know that she went to a concert. Now the students in our class want to buy her a card because they feel sorry. What should I do?



MissA I entered a competition at school. I worked very hard but I didn't win. The thing is, I think that the person who won copied her work from the internet. Is that fair?



LouisLouis I saw my 13-year-old brother with a group of friends yesterday. They were bullying a younger boy. He told me that he's never done it before, and that the others in the group made him do it. What now?

- 4 Listen to Amber talking to her friend Ben about one of the situations in Ex 3. Which situation is it? What does Ben advise her to do?

- 5 Read the blog post advice in Ex 2 again. In pairs, discuss the questions.
1 Why did Ben advise Amber not to take any action in her situation?
2 What moral reason did he give for his advice?
3 What consequences might there be for Amber if she tells the organisers?
4 Do you think Ben gave the right advice? Why / Why not?
5 Do you think Amber will take his advice? Would you?

- 6 **VOCABULARY** Read the phrases for talking about moral dilemmas in the Phrasebook. Check the meaning of the words in **bold**.

Talking about moral dilemmas
What's the matter?
What are you going to do?
It's really tempting to ...
Don't rush into anything.
It's a difficult decision to make.
Have you thought about what might happen?
Have you got the full picture?
As I see it, there are several different options.
It was really similar to something I ...
Maybe it's just a coincidence.
What if (you're wrong)?
Make sure you think about all the moral / practical consequences.
You do realise that people will think (you're mean and jealous); don't you?
How does that make you feel?

- 7 Listen to the dialogue again. Which phrases from the Phrasebook do you hear? Who says them? Write A (Amber) or B (Ben).

Language focus
We use the second conditional expression *If I were you* to give advice:
If I were you, I'd speak to your parents.

- 8 **THINK AND SHARE** In pairs. Choose one of the other situations from Ex 3. Role-play a conversation. Use the questions from the Phrasebook and offer your advice with *If I were you*.
- 9 Write a short web post response and offer your advice. Use your ideas from Ex 8, the Phrasebook and the second conditional.
- 10 **ROUND UP** In groups. Look back at your advice from Ex 3. Would you advise the same solutions now? Why / Why not? Explain to the group.



Çocukların Eğitimi ve Kültür Bakanlığı

Exercise 7 3.32

ANSWERS

Ben:
What's the matter?
What are you going to do?
Don't rush into anything.
Have you thought about what might happen?
Have you got the full picture?
Maybe it's just a coincidence.
What if (you're wrong)?
You do realise that it would make you look mean and jealous, don't you?
How does that make you feel?
Amber:
It's really tempting to ...
It's really similar to something I ...

Exercise 8

Differentiation

- Support weaker students by giving them the audio script from Ex 4.
- Stronger students can role-play both of the remaining situations.

Exercise 9

Optional activity

- Tell students to write their responses on a piece of paper.
- Display the responses on the classroom wall. Students read them and decide who gives the best advice.

Further practice

Workbook page 74

Speaking Photo description

- Look at the photos and answer the questions.
 - What social issues do the photos show?
 - Do you have problems like this where you live?
 - Do you think there's a moral dilemma in any of these photos? What is it?
- In pairs. Choose one photo and answer the questions.
 - What would you do in this situation?
 - Have you ever been in a situation like this? What happened?
 - How do you think the people in photos A and B feel? Why?
- Remember the Speaking strategy on page 34. Take turns to describe the photo. Use your ideas from Ex 2.



Guided conversation

- Read the task below. What do you think someone should do in this situation?

While you are staying in the UK, you see two pickpockets at work on a busy tourist street. Talk to your friend about what you should do. Below are four topics that you need to mention in the conversation.

- what you were doing at the time
- what you saw
- a description of the pickpockets
- what you should do about what you saw

- 3.33 Listen to a student completing the task. Did they include all the points in the task?

- Read the Phrasebook and complete the phrases with the words below.

of them other pickpockets them tourists

Phrasebook

Quantifiers

One of ¹ **them** was tall / a boy / a man / blonde.

The ² **other** was a girl / a woman / short / dark-haired.

Neither of the ³ **pickpockets** saw me / looked dangerous / hurt anyone.

Both ⁴ **of them** were wearing black hoodies and jeans / baseball caps / suits and ties.

None of the ⁵ **tourists** noticed anything / saw them / shouted.

- 3.33 Listen again and circle the descriptions of the pickpockets in Ex 6.

- Use the phrases in the Phrasebook to describe the people in the photos.

- Read the task below and take a minute to think about the situation and what you want to say.

On an exchange visit in the UK you saw two shoplifters at work in a crowded souvenir shop. You are phoning the police to tell them about what you saw. Below are four topics that you need to mention in the conversation.

- who you are and where you're staying
- where you were and what you saw
- a description of the shoplifters
- your reaction to the incident

- In pairs. Now take it in turns to do the task. Use phrases from the Phrasebook.

Człowiek • Państwo i społeczeństwo • Mówienie Opis ilustracji • Rozmowa z odgrywaniem roli

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Exercise 3

- Refer students back to the Speaking strategy box on page 34 of their Student's Book. Tell them to use it as a guide when they discuss the photo.

ANSWERS

Students' own answers

Exercise 4

- Tell students to read the task. Ask if they know what a *pickpocket* is or if they can work out what it is from the context (= someone who steals from someone's pocket or bag, especially in a crowded place).
- Invite students to share their ideas.

ANSWERS

Students' own answers

Exercise 5 3.33

Audio script page 177

ANSWER

Yes, all of the points are covered.

Exercise 6

- Invite individual students to read out the completed phrases.
- Check L1 translations for *one of*, *neither*, *both* and *none*.

Exercise 7 3.33

- Elicit the questions to the board so that students can check them in Ex 9.

ANSWERS

One of them was tall.
The other was a girl.

Exercise 8

ANSWERS

Students' own answers

Exercise 9

- Tell students to read the task. Ask if they know what a *shoplifter* is or if they can work out what it is from the context.

Differentiation

- Support weaker students by giving them more time to prepare. Let them make notes.
- Stronger students can work in pairs, taking turns to describe the situation.

Exercise 10

ANSWERS

Students' own answers

Further practice

Workbook page 75

Lesson objective

Speaking: describe photos and have a guided conversation

Warm up

- Write on the board: *If I could make the world better I would ...*
- Invite students to complete the sentence with their own ideas. It can be serious or something fun.
- If students come up with any of the social issues that are on the page, write key vocabulary that might be useful on the board.

Exercise 1

- Discuss the photos as a class and write key vocabulary on the board.

Exercise 2

Differentiation

- Divide the class into three groups and assign them one photo each.
- Regroup the students so that there is a student from each original group in the new groups. They share what they discussed and decide if they agree with each other.

ANSWERS

Students' own answers

Lesson objectives

Video: understand a language presentation video about breaking the law

Vocabulary: crime and punishment

Warm up

- Ask students if they think surveillance cameras are a good thing. Encourage them to explain their answers.

Exercise 1

- Look at the photo with the class. Go through the questions and elicit ideas.

ANSWERS

Students' own answers

Exercise 2a 3.34

Video transcript page 177

ANSWERS

Both of them – Dad was on his phone in his car and Amy went through a red light on her bike.

Exercise 2b

ANSWERS

- Dad was not seen by a policeman.
- Amy was not in the car with him at the time, but she saw him on the phone in the car.
- Amy's actions didn't cause a road accident.

Exercise 2c

ANSWERS

- A
- A
- B
- B

Exercise 3 3.35

- Divide the class into pairs to discuss and match the words.

ANSWERS

- get a fine
- break the law
- get arrested
- surveillance camera
- go to prison
- legal / illegal
- witness
- cause a crash
- get caught
- consequence

Exercise 4

ANSWERS

- broke the law
- illegal
- get caught
- surveillance camera
- witness
- got a fine
- caused a crash
- got arrested
- go to prison
- consequences

Exercises 5 and 6

ANSWERS

Students' own answers

6.5 I can talk about crime and punishment.

Breaking the law

- Look at the video still and answer the questions.

- Where are the people in the photo?
- What do you think the relationship is between the people?
- How would you describe their mood?
- How do you usually travel to school?

- a 3.34 Amy and her dad have just arrived home. Watch or listen. Who has done something wrong?

- Watch or listen again. Are the sentences true (T) or false (F)? Correct the false ones.

- Dad was using his mobile phone while driving.
- Dad is cross because a policeman saw him.
- Amy was in the car with him at the time.
- Dad realises that Amy broke the rules, too.
- Amy's actions caused a road accident.
- Neither of them wants Mum to know they broke the rules.

- REAL ENGLISH Watch or listen again. Choose the correct translation.

- That's no excuse!
A To żadna wymówka!
B To nie przeprosiny!
- rush hour
A godzina szczytu
B w pośpiechu

- I bet it is!
A Nie wierzę!
B Założę się!

- jump the lights
A skakać przez światła
B przejechać na czerwonym świetle

- VOCABULARY 3.35 Match the breaking the law words and phrases to their definitions. Listen and check.

break the law cause a crash consequences
get a fine get arrested get caught go to prison
legal / illegal surveillance camera witness

- be ordered to pay money as a punishment
- doing something that is against the rules of a country
- be taken to the police station as a suspect in a crime
- a camera that records vehicle speeds on the road
- to be sent to a place where people are kept as punishment for crime
- allowed / not allowed by law
- someone who sees a crime being committed
- do something which makes a vehicle hit another vehicle, obstacle or person
- be found or seen while doing something wrong
- a result of something that has happened



- Complete Amy's social media post with the correct form of the words in Ex 3.



- Do you agree with Amy? Why / Why not? In pairs, imagine you are friends with Amy on social media. Prepare a response to her post.

- THINK AND SHARE In pairs. Discuss the questions.

- Have you ever broken the law? Why?
- What discourages you from breaking the law?
- What stops you breaking rules?

- VOCABULARY BOOSTER Now practise Crime and punishment vocabulary on page 119.

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Człowiek • Państwo i społeczeństwo • Mówienie Opis ilustracji

Exercise 7

- Now tell students to turn to page 119 in their books. You can find the teaching notes on page 137.

Further practice

Workbook page 76

Grammar

Third conditional

1 Remember the video? Match the sentence halves from the dialogue.

- 1 If a policeman had seen you,
- 2 If I'd thought about it,
- A I wouldn't have answered the call.
- B you would have got a fine!

2 Answer the questions.

- 1 Did a policeman see Dad on the phone?
- 2 Did Dad think before taking the call?

3 Read the rules and complete the example with the words in brackets.

Trzeci okres warunkowy stosujemy, gdy mówimy o zmyślonych sytuacjach z przeszłości i o tym, jak mogłyby się one w rezultacie czegoś zmienić. Zdania z trzecim okresem warunkowym tworzymy według wzoru: *if + past perfect, would have + past participle*.
If they ¹ (break) the law, they ² (get) a fine.

Look out!

W języku piśmym w trzecim okresie warunkowym zwykle nie stosujemy formy skróconej czasownika *have*, lecz w języku mówionym skracamy ją, wymawiając /əv/.

Written form: *would have /d have /wouldn't have*

Spoken form: *would've /d've /wouldn't've*



GRAMMAR BOOSTER P. 140

4 Rewrite the second conditional sentences as third conditional. What is the difference in meaning?

- 1 If you broke the law, there would be consequences.
- 2 If she hurt somebody, she would feel terrible.
- 3 They would be ashamed if they got caught shoplifting.
- 4 I would tell the truth if the police asked me questions.

5 Write third conditional sentences and questions.

- 1 the police / not catch / the criminal / if / she / not leave / fingerprints
- 2 if / he / see / the speed camera / he / not / break the speed limit
- 3 they / vandalise / the bus shelter / if / the police officer / not turn up
- 4 you / spray graffiti / if / your friends / tell you to?
- 5 I / phone the police / if / see him dealing drugs
- 6 if / she / have money for food / she / not start / shoplifting

6 3.36 Listen to five mini-dialogues and match them to the summary sentences.

- A The boys sprayed graffiti on the school. They got into trouble. **3**
- B The boy crossed the road without looking. He caused a crash. **1**
- C The woman parked in the wrong place. She got a fine. **5**
- D The thief left evidence at the jewellery shop. He and his gang got arrested. **2**
- E My friend cheated on her school work. She failed the assignment. **4**

7 Write one sentence about each of the dialogues.

1 If the boys hadn't sprayed graffiti, they wouldn't have got into trouble.

Expressing regret, I wish...

Za pomocą trzeciego okresu warunkowego często wyrażamy żal lub krytykę.

If I'd known it was illegal, I wouldn't have done it.
If you'd told me there was a camera, I wouldn't have slowed down!

Aby podkreślić, jak bardzo czegoś żałujemy, możemy zastosować konstrukcję *I wish...*

I wish I had seen the speed camera.

I wish I hadn't listened to you!

8 3.36 Read the rules and listen to the mini-dialogues again. Write sentences with *I wish...* to reflect the people's regrets.

- 1 walk and text
I wish I hadn't been walking and texting!
- 2 drop my wallet
- 3 upload the photos to Instagram
- 4 download an essay from the internet
- 5 park in a disabled space

GRAMMAR BOOSTER P. 140

9 Complete the sentences so they are true for you. Use the third conditional.

- 1 If I'd missed the bus this morning ...
- 2 If I had forgotten to do my homework ...
- 3 If I had seen a really great film last night ...
- 4 If I had revealed someone else's secret ...
- 5 If I had hurt my best friend's feelings ...
- 6 If I had left my lunch at home ...

Życie prywatne • Państwo i społeczeństwo • Rozumienie ze słuchu Dobieranie

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Lesson objective

Grammar: third conditional

Warm up

- Divide the class into groups of three. Tell each group to choose five words from the previous lesson and write a short story using the words.
- Groups share their story with the class.

Flipped classroom grammar video

- Use the video to present the grammar.
- Play the video and pause at 0:21 to ask: *Did she wear something smart?*
- Pause at 0:29 to ask: *Did her friend tell her? Why / Why not?*
- Play the rest of the video to check meaning and form.

Exercise 1

ANSWERS

1 B 2 A

Exercise 2

ANSWERS

1 No, he didn't. 2 No, he didn't think.

Exercise 3

- Read the rules with students. After they complete the gaps, ask: *Did they break the law? Did they get a fine?*
- Now ask students to turn to page 140. You can find the teaching notes on page 153.

ANSWERS

1 had broken 2 would have got

Exercise 4

ANSWERS

- If you had broken the law, there would have been consequences.
 - If she had hurt somebody, she would have felt terrible.
 - They would have been ashamed if they had got caught shoplifting.
 - I would have told the truth if the police had asked me questions.
- The meaning changes to a real past situation with an imagined result.

Exercise 5

ANSWERS

- The police wouldn't have caught the criminal if she hadn't left fingerprints.
- If he had seen the speed camera, he wouldn't have broken the speed limit.
- They would have vandalised the bus shelter if the police officer hadn't turned up.
- Would you have sprayed graffiti if your friends had told you to?
- I would have phoned the police if I had seen him dealing drugs.
- If she had had money for food, she wouldn't have started shoplifting.

Exercise 6 3.36

Audio script page 177

Exercise 7

Differentiation

- Support weaker students by giving them the sentence stems.

SUGGESTED ANSWERS

Note: the clauses can also be swapped.

- If one of them hadn't dropped his wallet, they wouldn't have been caught.
- If he hadn't uploaded the picture, his head teacher wouldn't have called his mum.
- If she hadn't copied the essay from the internet, she would have got a good grade.
- If she hadn't parked in the disabled space, she wouldn't have got a fine.

Exercise 8 3.36

- After checking answers, ask students to turn to page 140 in their books for the next part of the lesson. The teaching notes are on page 153.

ANSWERS

- I wish I hadn't dropped my wallet.
- I wish I hadn't uploaded the photo to Instagram.
- I wish I hadn't downloaded an essay from the internet.
- I wish I hadn't parked in a disabled space.

Further practice

Workbook page 77

Grammar booster page 140

Lesson objectives

Reading: understand a language presentation text about social change in the UK

Reading skills: understand how to scan a text for key information

Vocabulary: change and protest

Warm up

- Write *law* on the board.
- Ask students to think of as many words as they can for breaking the law (see page 119 of the Student's Book).
- Students come to the board and write their ideas.
- Play a song while they are brainstorming, e.g. 'I Want to Break Free' by Queen.

Exercise 1

- Divide the class into pairs to answer the questions.
- Invite students to share their ideas with the class.

Culture note

When the Industrial Revolution was at its height, very few laws had been passed by Parliament to protect the workers. This is probably because many factory owners were Members of Parliament or knew MPs.

Factories were run for profit and children were employed for four simple reasons: there were plenty of them in orphanages and they could be replaced easily if accidents occurred, they were much cheaper than adults, they were young enough to be bullied – adults would not have stood for that.

Some factory owners were better than others when it came to looking after their workforce. Some owners expected their child workers to receive a basic amount of education.

The 1918 Representation of the People Act was the start of female suffrage in Great Britain. The bill was passed by an overwhelming majority in the House of Commons (385 for to 55 against) – an element of support that surprised the Suffragettes and other suffragist movements.

Exercise 2 3.37

ANSWERS

the introduction of a minimum age for work, compulsory education and that all citizens over the age of 18 could vote

6.7

I can understand an article about social change in the UK.

CULTURE

Reading

- 1 In pairs. Look at the pictures and answer the questions.
 - 1 What do you think they show?
 - 2 How have you benefited from these changes in society?
- 2 3.37 Read and listen to the article about laws that changed British society. What are the three big changes?



THE FIGHT FOR OUR RIGHTS:

three laws that changed British society

In modern Europe we **take** aspects of modern **society** for **granted**. But basic rights like education and representation are a relatively recent development. They were **campaign**ed and fought for – and in some cases only won in the last 100 years.

The right to a childhood A

Factory Act 1833 – illegal for children under nine to work; children aged 9–13 must have two hours of education per day; illegal for children under 18 to work at night.

In the 19th century factories opened in towns and cities across the UK. Working conditions were terrible. People worked 15-hour shifts, six days a week, and many of the workers were children. Although **in theory** factories were not supposed to employ children under nine, **in practice** this was common. Families, who needed the money, were happy to **lie about** their children's age, and factory owners were happy to be **lied to**. The Factory Act of 1833 was the beginning of our modern concept of childhood – a time to develop and grow, free from the responsibilities of working. Today the **minimum age** for part-time work is 13. For full-time work it is 18.

Society is built on laws and ideas. Ideas are always changing. If you could change something in society today, what would it be?

The right to an education B

Education Act 1870 – local governments must create enough school places for all children aged 5–13.

Although the Factory Act required children to go to school for two hours per day, in reality there weren't enough schools to educate all the children. At first, factory owners didn't want an educated workforce. However, as the machinery became more advanced, educated workers became more valued. Towards the end of the 19th century it was the industrialists who **pushed for** better education, building schools to accommodate their workers' children. Although, free education for everyone didn't arrive in Britain until 1944, the Education Act of 1870 was the start of basic education. **Compulsory** education in the UK starts at age five.

The right to vote C

Representation of the People Act 1918 – men over 21 and women over 30 allowed to vote.

1918 is a date that is now widely celebrated as the year that women got the vote. However, until that year, voting was more restricted than people might imagine. Before World War I, voting was only open to men who owned property and they were a small percentage of the total population. The Representation of the People Act in 1918 gave all men over the age of 21 the right to vote. And women? It was decided that because women had contributed during the war, and due to the increasing pressure from campaigners, that women over 30 would be given the vote as long as they owned property or were married to someone who did. Women had to wait another 10 years to have the same rights as men. Today – all **citizens** over 18 are allowed to vote.

GLOSSARY

working conditions – warunki pracy
shift – zmiana
industrialist – przemysłowiec
restricted – ograniczony

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Edukacja • Praca • Państwo i społeczeństwo • Wiedza o krajach anglojęzycznych i kraju ojczystym • Rozumienie tekstów pisanych Dobieranie

Exercise 3

- Read the strategy box with the class.
- Remind students that this is an Extended Matura-style task.
- Tell students to underline key words in the sentences and then give them three minutes to identify where in the text the answer might be (they don't need to find the exact answer at this point, but to get a general idea by skimming for the information).
- Check their ideas, then give them further time to complete the task individually before checking in pairs.

ANSWERS

1 B 2 A 3 C 4 B

Exercise 5

Optional activity

- If students have access to the internet in class or are allowed to use their mobile phones, let them research the answers in pairs and then feed back in English on the findings.

Exercise 6

- Tell students to write the summary, giving them a word limit of 150 words.

Further practice

Workbook page 78

Culture video: UK Youth Parliament



- 3 Match texts A–C to questions 1–4. There is one text that fits two questions.
- In which text does the writer talk about ...

- 1 a change that was brought in by pressure from bosses?
- 2 people using deception to break the law?
- 3 how two groups of people were treated differently?
- 4 an idea that wasn't fully established until the next century?

Strategia

Szybkie czytanie w celu odszukania konkretnej informacji
Gdy chcemy znaleźć w tekście konkretną informację, warto szybko przeczytać tekst, wypatrując synonimów i parafraz tego, czego szukamy. Gdy znajdziemy pożądaną informację, uważnie ją przeczytajmy, aby się upewnić, że to o nią chodziło i że właściwie ją rozumiemy.

- 4 **VOCABULARY** **3.38** Look at the **highlighted** words and phrases in the article and check their meaning. Listen and repeat.

- 5 In pairs. Discuss the following questions.

- 1 What's the **minimum** age in Poland for getting a job?
- 2 From what age is education **compulsory**?
- 3 What is an example of an issue that people are **campaigning** about today?
- 4 Which rights or services do you think that people **take** for granted?

- 6 **MEDIATION** Your parents are interested in the differences between Polish and UK laws. Give them a short summary of the three laws in the article.



Culture videos
UK Youth Parliament



I can understand a lecture about social change for women and four speakers talking about protest.

6.8

Listening

- 1 In pairs. Describe the photos below. What do they have in common and how are they different?

- 2 **4.02** Listen to an interview. What issue are they discussing?

- 3 **4.02** Listen again and choose the correct answer.

- 1 In 1918 women in Britain had been campaigning ...
A to end the war.
B for revolution.
☒ C for decades.
D to become politicians.
- 2 In the second half of the 19th century the campaign ...
A was successful.
B was small.
C had support from everyone.
☒ D was growing.
- 3 Before the war a group of activists ...
☒ A changed tactics to get attention.
B were arrested, but didn't go to prison.
C tried to kill the king.
D attacked people in power.
- 4 As a consequence of the First World War ...
A all campaigning for women's rights stopped.
B men and women were given equal rights.
☒ C women had to take on men's responsibilities.
D people changed their ideas about violent protest.
- 5 In reply to the final question, the professor ...
A doesn't think that illegal protest was useful.
B points out that women would have got the vote anyway.
☒ C suggests that the activists were committed to social change.
D supports the use of illegal actions for change.

- 4 **4.03** Listen to four students talking about activism. Match the statements A–E to the speakers. There is one statement that you don't need.

The speaker ...

- A believes some people don't think about what they're saying. **3**
- B thinks that violence can never be justified.
- C wants to join the system instead of fighting it. **2**
- D has campaigned online and on the streets. **1**
- E talks about a protest that went too far. **4**

- 5 In pairs. Ask and answer the questions. Which speaker's views do you agree with the most? Why?

- 6 **THINK AND SHARE** In groups. Read this quotation from John F. Kennedy and discuss the questions.

'Those who make peaceful revolution impossible will make violent revolution inevitable.'

- 1 What do you think it means?
- 2 Do you think that the right to protest peacefully is an important one in a democratic society?



Optional activity

- Either give students further written questions about the texts or ask questions in open class, e.g. *How long did women campaign for? (50 years). How were women punished when they protested? (they were fined). What happened when they weren't listened to? (they started violent protests). How did some people feel about the protests? (they didn't agree with the action).*

Exercise 4 4.03

- Remind students that this is an Extended Matura-style task. Ask: *How many speakers will you hear? (four). How many sentences don't you need? (one).*
- Tell students to read through the five sentences and underline key words.
- Remind students that they won't hear the same words as in the sentences.
- Play the audio twice so students can check their answers.

Audio script page 178

Exercise 5

- Divide the class into same-level pairs to share ideas and make notes. Give students 5–10 minutes to discuss.
- Play the audio again if necessary so that students can make notes.
- Invite pairs to share their ideas with the class.

Optional activity

- Divide the class into groups to discuss the issues that the protesters in the audio were talking about. Tell them to discuss if this is something they would protest about. If not, what would they be prepared to protest about, and why?

Exercise 6

- Divide the class into groups to discuss the quote and the questions.

ANSWER

The quote means that those who will not heed a peaceful revolution only make the 'revolutionists' more forceful in order to be heard to make the change(s) they are attempting to make.

Further practice

Workbook page 79

Lesson objective

Listening: identify specific information and different speakers

Warm up

- Write on the board: *How do people campaign for social change?*
- Divide the class into same-level pairs and give them two minutes to discuss the question.
- Write useful vocabulary and ideas on the board to help them, e.g. *campaign, march, sign petitions, go on strike, boycott, protest, organise a rally.*

Exercise 1

- Look at the photos and discuss them and the questions as a class.

ANSWERS

They both show protests. The first one shows protesters vandalising a car, whereas the second one looks like a peaceful march.

Exercise 2 4.02

Audio script page 178

ANSWER

women's right to vote

Exercise 3 4.02

- Tell students to read through all of the options and cross out any that they are sure are incorrect.
- Allow them time to discuss in pairs before doing class feedback.

Lesson objective

Writing: write a for and against essay

Warm up

- Play a game with new words from the unit.
- Divide the class into groups and give each group a board pen.
- Say one word from part of a collocation or phrasal verb, e.g. *break*. The first team to come to the board and write *the law* gets a point.
- Other possible collocations: *cause (a crash)*, *surveillance (camera)*, *sort it (out)*, *make something (up)*, *pass it (on)*, *minimum (age)*, *take for (granted)*.

Exercise 1

- Students discuss the questions in pairs.
- Tell students to think about the statements that are statistics – do they think they would be similar or different in Poland?

ANSWERS

- 1 statistic 2 opinion 3 statistic
4 opinion

Exercise 2

ANSWERS

They aren't effective. They are a way to make money from the fines. People only slow down when they are at the camera. The writer is in favour of the cameras.

Exercise 3

- Read through the explanation of topic sentences with the class.

Exercise 4

ANSWERS

Paragraph 1: how cars cause accidents
Paragraph 2: the reasons why people are against cameras
Paragraph 3: why cameras are good
Paragraph 4: why we should have speed cameras

Exercise 5

- Read the Language focus box and check students understand the meanings.

ANSWERS

There are advantages ..., Moreover ..., What is more ..., They argue ..., They point out ..., ... statistics show, studies suggest ..., All in all ...

Exercise 6

SUGGESTED ANSWERS

- 1 Statistics show that there are over six million public and private cameras watching us in the UK.
- 2 Findings suggest that cameras reduced accidents by 17–39% and road deaths by up to 68%.

6.9

I can write a for and against essay about video surveillance

Writing A for and against essay

- 1 In pairs. Read these statements. Are they opinions or statistics? Do you agree with the opinions?

- 1 There are over six million public and private cameras watching us in the UK.
- 2 Most people are honest and law-abiding.
- 3 Cameras reduced accidents by 17–39% and road deaths by up to 68%.
- 4 People are only honest when they think they are being watched.

- 2 Read the essay. What arguments are there against speed cameras? Is the writer in favour of them?

- 1 One of the most dangerous ways to travel is in a car. Yet millions of people jump in the car without thinking twice. And every year there are millions of accidents. Many of these accidents are caused by drivers speeding. We have to ask: if we had more speed cameras, would our roads be safer?



- 2 People who are against speed cameras say they aren't effective. They argue that they are just a way for local government to make money in fines. What is more, they point out that although people slow down for the cameras, they speed up again as soon as they know they can get away with it.

- 3 Statistics do seem to support the cameras. They show that where there are cameras, people do slow down, and this means that there are fewer accidents. Moreover, the accidents are less serious. In fact, studies suggest that if we added another 1,000 cameras on our roads, we could save 190 lives a year.

- 4 Surely, most people would support more cameras, if they knew they saved lives? Speeding is breaking the law and drivers should be more worried about causing a crash than getting caught and getting a fine. If more speed cameras mean safer roads then I, for one, am in favour!

Language focus

Topic sentences

We use topic sentences at the beginning of a paragraph to make the structure of a for and against essay clear. A topic sentence summarises a paragraph. It expresses the main idea of that paragraph.

- 3 Match the topic sentences A–D to the paragraphs 1–4.

- 2 A Not everyone is in favour of this idea.
- 1 B Have you travelled by car recently?
- 3 C However, there are advantages.
- 4 D All in all, I think the choice is clear.

- 4 Read the essay again with the topic sentences. What is the main idea of each paragraph?

Language focus

For and against essay

- 5 Tick the phrases which are used in the essay.

1 Making a point

There are (clear) advantages / disadvantages ...

One argument in favour of / against ...
In fact ...

2 Making a further point

Moreover, Furthermore, What is more ... Not only this, but ...

3 Referencing other sources to support a point

People say ... They / People argue ...
They / People point out ...

(studies / statistics) show ...
(the findings) suggest ...

4 Concluding

In conclusion ... To conclude ...
All in all ... To sum up ...

- 6 Use the phrases in section 3 to write sentences about items 1 and 3 in Ex 1.

- 7 a Read the task. What sort of public places do you think have cameras?

There are more and more public places under video surveillance. Write an essay giving arguments for and against monitoring people's behaviour and activities. (200–250 words).

Strategia

Spisywanie wniosków

W ostatnim akapicie rozprawki podsumuj swoje przemyślenia i zawrzyj je w trafnym końcowym zdaniu.

- b Plan your work.

- 1 Make notes about the advantages and disadvantages of public video surveillance.
- 2 Put your arguments into two paragraphs.
- 3 Make notes for an introduction and conclusion.
- 4 Write a topic sentence for each paragraph.

- c Write your essay.

- 8 CHECK YOUR WORK Did you:

- use paragraphs with topic sentences?
- use language from the Language focus?
- check your spelling and grammar?

Exercise 7a

ANSWERS

Students' own answers

Exercise 7b

- Read through the strategy with the class. Then ask students to match the points to the model essay in Ex 2.

Differentiation

- Do the planning as a class.
- Write the headings in item 1 on the board and elicit ideas from the class.
- Use another section of the board for arguments for and against.
- Gather ideas for topic sentences.
- Once you feel you have all the information students will need on the board, they write their essays.

Further practice

Workbook page 80

- If students are struggling with topic sentences, tell them to write their paragraphs first and then ask themselves: *What's going on in this paragraph? Why have I chosen to include this information? Why is the paragraph important in the context of my argument? What point am I trying to make?* This should help them to write an appropriate topic sentence.

Language review

Grammar

1 Choose the correct answer: A, B or C.

- I would have gone to the cinema with you if I **B** to work yesterday.
A didn't have B hadn't had C wouldn't have
- If **C**, I wouldn't experiment with orange hair dye anymore.
A you were me B were I you C I were you
- It **B** funny if it hadn't been such a bad joke.
A will have been B could have been C had been
- I'd **A** it if you didn't buy me socks for every single birthday.
A appreciate B appreciated C had appreciated
- I **C** I hadn't eaten it. I'm allergic to fish.
A'd like B had better C wish
- A** hurt people's feelings if I'd said what I really thought?
A Would I have B Had I C Did I

2 Complete the second sentence so that it has the same meaning as the first sentence. Use no more than five words.

- The driver was stopped by the police for breaking the speed limit.
The police wouldn't have stopped the driver _____ the speed limit.
- Do you think I should report the incident to the headteacher?
Would you report the incident to the headteacher if _____?
- My neighbour regrets not installing an anti-theft system in his car.
My neighbour wishes _____ an anti-theft system in his car.
- How could you leave your wallet on the window sill? No wonder someone took it.
Nobody _____ your wallet if you hadn't left it on the window sill.
- The reason why people don't like Graham is that he is a liar.
People would like Graham if _____ liar.
- It's a pity I didn't lock the door.
I wish _____ the door.

Vocabulary

3 Complete the sentences. Use only one word in each gap.

- The government needs to carry **on** with the reforms to maintain social support.
- Which age group do you think is most likely to push **for** social change?
- In theory, elementary education is free in Poland, but in **practice** parents pay for a lot of things.
- The man tried to get his wife to lie to **make** up an alibi for him.
- The police came **across** the painting by chance whilst working on a different case.
- School in the UK is **compulsory** between the ages of five and sixteen.

4 Match the sentence beginnings (1–8) to the endings (A–H).

- It is a really difficult decision **G**
 - Don't rush **E**
 - Don't take action until you've got the full **C**
 - What if the whole incident was just **F**
 - The fact that the answers are really **D**
 - When things don't go to plan, it's **B**
 - Take time to consider all your **H**
 - The decision might have serious moral **A**
- A consequences.
B tempting to blame others for your problems.
C picture.
D similar doesn't mean they cheated.
E into anything until you're sure you know what you're doing.
F a coincidence?
G to make.
H options.

5 Translate the phrases in brackets into English.

- A 20-year-old ¹ _____ (został aresztowany) for selling drugs at the university campus. He ² _____ (został złapany) while trying to sell ³ _____ (nielegalną) substances to an undercover police officer.
A man almost ⁴ _____ (spowodował wypadek) by failing to stop at a stop sign in the city centre. A ⁵ _____ (świadek) recognised the black Toyota the man was driving and called the police. The driver may now face anything from a ⁶ _____ (mandat) to a prison sentence.

Speaking

6 In groups. Put the behaviours below in order from 1 to 7 for how dishonest they are. 1 means the most dishonest action. Justify your choices.

- copying another student's answers during an exam
- borrowing money from a friend and not returning it
- riding a public transport bus without a ticket
- taking all the credit for team work on a school project
- lying about one's life on social networking sites
- lying to parents about one's grades

Look at the lesson aims for this unit. What can you now do well?
Choose one area for more practice if necessary.

Człowiek • Życie prywatne • Państwo i społeczeństwo • Znajomość środków językowych Wielokrotny wybór • Parafraza zdań • Tłumaczenie fragmentów zdań • Zadania z luką

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Exercise 1

- Tell the students to read the sentences and think about how they would complete the gaps before they look at the options.
- Then they look at the options and cross out the ones they are sure are not correct.

Exercise 2

ANSWERS

- 1 if he/she hadn't broken
- 2 you were me
- 3 he had installed
- 4 would have taken
- 5 he wasn't a
- 6 I had locked

Exercise 5

ANSWERS

- 1 was arrested 2 got/was caught
- 3 illegal 4 caused a crash
- 5 witness 6 fine

Exercise 6

Differentiation

- Once students have ordered the behaviours in groups, put them with another group to discuss and justify their order.
- Invite groups to share their ideas with the class. Can the class agree on the same order?

ANSWERS

Students' own answers

Optional activity

- Write any of the errors you noted in Ex 6 on pieces of paper and give them out to pairs of students to look at and correct.
- Ask different pairs to write their error on the board with their correction and check to see if the rest of the class agrees.

Further practice

Workbook page 81

Lesson objective

Language review: review the grammar structures and vocabulary from the unit

Warm up

- Divide the class into pairs.
- Tell them to choose at least one Real English phrase and five other items of taught vocabulary from any of the lessons in the unit.
- Give them a choice of writing a short anecdote with the vocabulary or a short dialogue. The dialogue or anecdote can be funny, ridiculous or serious (but it has to make sense).
- Invite students to present their pieces to the class.

Exercises 1, 2, 3, 4 and 5

- Give students a reasonable time limit for each of the exercises.
- Tell them to complete one exercise individually and then check in pairs.
- Check answers by inviting one student to come to the front. He/She asks the class for their answers and writes them on the board. The class discuss any answers that they don't agree about.
- Once the class are happy with the answers, confirm if they are correct or not and help with correction.
- Move on to the next exercise and follow the same procedure inviting a different student to lead the class feedback for each exercise.

Lesson objective

Skills trainer: familiarisation and practice of Extended Matura speaking, writing, listening and Use of English exam tasks

Warm up

- Focus on the speaking part of the test and ask: *How many of the points should you refer to? (all four of them). Who usually starts the conversation? (the examiner).*
- Tell students that the task on this page is an Extended Matura-style task. Ask: *What kind of situations do you think you will have to talk about? (situations that correspond to the students' life experience). Will the instructions be in Polish or English? (Polish).*

Exercise 1

- Help the students to understand what they can expect in the Matura exam by reading the strategy together.
- Tell the students to read the task, then think about the order and prepare a few notes using the phrases.

ANSWERS

beginning: B, E
opinion: A, C, D

Exercise 2

- Divide the class into mixed-ability groups of three and assign them roles – A: American friend, B: student and C: moderator. Try to ensure that there is one confident speaker in each group.
- A and B discuss the situation in the task. C listens and assesses B. Then students change roles and repeat.

Exercise 3

- Read through the Writing strategy box.
- Ask: *What is a thesis statement? (It's a single sentence that expresses the main idea of an essay. It makes a claim, directly answering a question. Generally, the thesis statement can be the last line of the first paragraph or essay.)*

Differentiation

- Tell students to fully plan out the essay (including the thesis statement).
- Encourage them to look back through the unit for vocabulary and phrases that they can use in their essay.

Exam tip

- Students won't have marks deducted if they write up to 20 words over or under the required word count.

6.11 Skills trainer

Speaking

Planowanie rozmowy

Po przeczytaniu polecenia do rozmowy z odgrywaniem roli zastanów się, w jakiej kolejności będziesz omawiać 4 podane kwestie. Ty rozpoczynasz rozmowę, pamiętaj więc, aby zacząć od przedstawienia jej tematu.

- 1 Przeczytaj opis strategii oraz zadanie. Ułóż podane tematy w takiej kolejności, w jakiej - twoim zdaniem - najlepiej je omówić. Następnie zdecyduj, które z wyrażen A-E należy użyć na początku wypowiedzi i które z nich służą do wyrażania opinii o problemie opisanym w ćwiczeniu.

- A The way I see it, ...
B Guess what happened ...
C In my view, ...
D As far as I am concerned, ...
E Let me tell you about ...

Twój kolega z klasy został przylapany na ściąganiu podczas egzaminu. Rozmawiasz na ten temat z kolegą ze Stanów Zjednoczonych. Poniżej podane są 4 kwestie, które musisz omówić podczas rozmowy:

- okoliczności zdarzenia
- reakcja ze strony innych uczniów
- konsekwencje wyciągnięte w stosunku do ucznia
- twoja opinia na temat ściągania
- (Rozmowę rozpoczyna zdający.)

- 2 Teraz wykonaj zadanie.

Writing

Właściwe stawianie tezy

Jeśli piszesz rozprawkę, pamiętaj, aby na końcu pierwszego akapitu sformułować tezę. Dobra teza rozprawki z argumentacją za i przeciw powinna jasno określać dyskutowany temat, lecz nie zawierać opinii. Celem rozprawki jest zaprezentowanie zarówno argumentów za, jak i przeciw, w zrównoważony sposób. Dopiero w ostatnim akapicie powinieneś wyrazić swoją opinię, napisać, po której stronie się opowiadasz.

- 3 Read the strategy and the task. Write an example thesis statement for this task using either *benefits and drawbacks* or *advantages and disadvantages*.

Coraz więcej ludzi decyduje się zamieszkać na terenie osiedli zamkniętych, czyli w strzeżonych i ogrodzonych od reszty zabudowań obiektach wyposażonych we wspólne udogodnienia. Napisz rozprawkę, w której przedstawisz plusy i minusy takiego wyboru.

Listening

Odróżnianie faktu od opinii

Niektóre zadania na słuchanie wymagają odróżniania faktów od opinii. Fakty to obiektywne stwierdzenia, których prawdziwości można dowiedzieć. Opinie natomiast są subiektywne i można z nimi dyskutować. Zwróć uwagę na zwroty wprowadzające fakty/opinie. In my opinion, ... The way I see it, ... I strongly believe that ... itd. - występują przed opiniami. Natomiast takie wyrażenia, jak According to the statistics, ... The latest findings confirm that ... Researchers have discovered ... przeważnie odnoszą się do faktów.

- 4 Przeczytaj opis strategii. Usłyszysz trzy nagrania. Wybierz poprawną odpowiedź: A, B lub C.

- 1 The man ...
A describes the cover of a historical novel.
B criticises the plot of the latest romance film.
C recommends an apparently kitschy TV drama.
- 2 The advertisement is aimed at people who are interested in buying ...
A portable IT equipment.
B a practical surveillance system.
C advanced door security fittings.
- 3 Which is stated as an opinion, not a fact?
A Mobile phones are taken into the exam room.
B The difficulty of the exam affected the number of cases of cheating.
C Cheating points to problems with the examination system.

Use of English

Szukanie wskazówek

W zadaniach otwartych z lukami zawsze najpierw przeczytaj cały tekst, aby zrozumieć kontekst. Następnie skup się na kolejnych zdaniach i przeanalizuj zastosowane słownictwo - wyrazy stojące przed każdą z luk i po niej. Zastanów się, jaka część mowy pasuje do luki. Czy powinien to być rzeczownik, przymiotnik, czasownik, a może przysłówki? Przeczytaj wszystkie podane wyrazy i spróbuj je dopasować do luk. Jeśli trzeba, dostosuj ich formę. Sprawdź, czy wybrana odpowiedź stanowi logiczną całość ze zdaniem zarówno pod względem gramatycznym, jak i znaczeniowym.

- 5 Przeczytaj opis strategii. Uzupełnij luki (1-4) wyrazami z ramki w odpowiedniej formie. Dwa wyrazy zostały podane dodatkowo.

few good increase little raise serve

Emergency ¹ **services** were called out on Monday after a boy was bitten by a snake at Minard. The incident has spread panic over the ² **increased** snake activity during the recent heatwave. But reptile expert Angie Julian says 'Snakes are cold-blooded, so in order to warm up they lie in the sun. With the unusually warm weather, people are coming out as ³ **well**, which leads to more encounters. Because the weather is normally cooler, there have been ⁴ **fewer** encounters in Scotland.'

Człowiek • Miejsce zamieszkania • Edukacja • Świat przyrody • Mówienie Rozmowa z odgrywaniem roli • Wypowiedź pisemna Rozprawka • Rozumienie ze słuchu Wielokrotny wybór • Znajomość środków językowych Słownictwo

Exercise 4 4.04

- Explain that this is an example of an Extended Matura-style task.
- Help the students to understand what they can expect in the Matura exam by reading the strategy together.
- Ask if they know how it is different from the Basic Matura. (The texts are longer and there is usually one dialogue and two monologues.) Ask students what type of listening texts they will be (dialogues, adverts, announcements, lectures, radio programmes, voicemail, etc.).
- Play the audio twice giving students time to check their answers in between each listening.

Audio script page 178

Differentiation

- Set up the writing task and tell students to make a start on this and the Use of English task.
- While the students are working, invite students to do the speaking task with you acting as the examiner.

Further practice

Workbook page 82

Unit Test

How to learn vocabulary

- Before the students do the *How to learn vocabulary* page in their Workbooks for homework, it will be useful for them to have some tips and strategies.
- Divide the class into pairs. They should choose two phrasal verbs each from the word list and test their partner on the meaning.
- Tell students to discuss if they think the phrasal verbs can be separated or not and also if the meaning is literal or not.

Word list

- After the students have done the *How to learn vocabulary* page, ask them to choose a strategy for recording phrasal verbs and use it to write the phrasal verbs from the word list into their vocabulary notebook.

Extension activity

- Divide the class into teams of four students.
- Write phrasal verbs that the students are familiar with all over the board.
- Give the teams three minutes to write as many sentences as possible with the phrasal verbs on the board. Each phrasal verb is to be used in one sentence only.
- Hold a class feedback session. Invite groups to read out their sentences and check meaning as a class.

Further practice

Workbook page 83

Phrasal verbs (pp.72 and 118)

- 1 **carry on** (v) /'kæri 'ɒn/ kontynuować
 2 **clear up** a mystery /'kliə 'ʌp ə 'mɪstəri/ wyjaśnić tajemnicę
 3 **clear up** the house /'kliə 'ʌp ðə 'haʊs/ posprzątać dom
 4 **come across** (v) /'kʌm ə'krɒs/ napotykać
 5 **drop out** of (v) /'drɒp 'aʊt əv/ porzucić (np. szkołę)
 6 **fit in with** (v) /'fɪt 'ɪn wɪð/ pasować do, pokrywać się z
 7 **get into a taxi** /'get 'ɪntə ə 'tæksɪ/ wsiąść do taksówki
 8 **get into trouble** /'get 'ɪntə 'trʌbl/ wpakować się w kłopoty
 9 **get on a bus** /'get 'ɒn ə 'bʌs/ wsiadać do autobusu
 10 **get on in life** /'get 'ɒn ɪn 'laɪf/ odnieść sukces w życiu
 11 **get on with** (v) /'get 'ɒn wɪð/ przyjaźnić się z
 12 **get rid of** (v) /'get 'rɪd əv/ pozbyć się
 13 **go through with** (v) /'ɡəʊ 'θruː wɪð/ zrealizować, wykonać
 14 **live up to** (v) /'lɪv 'ʌp tuː/ dorównać, sprostać
 15 **look back** (v) /'lʊk 'bæk/ patrzeć wstecz
 16 **look down on** (v) /'lʊk 'daʊn ɒn/ patrzeć z góry
 17 **look through** (v) /'lʊk 'θruː/ przeglądać
 18 **look up to** (v) /'lʊk 'ʌp tuː/ podziwiać
 19 **make up** (v) /'meɪk 'ʌp/ wymyślać
 20 **pass on** (v) /'pɑːs 'ɒn/ przekazywać dalej
 21 **point out** (v) /'pɔɪnt 'aʊt/ wytykać
 22 **put up with** (v) /'pʊt 'ʌp wɪð/ tolerować, ścierpieć
 23 **sort out** (v) /'sɔːt 'aʊt/ rozwiązać, załatwić
 24 **stand up for yourself** (v) /'stænd 'ʌp fɔː jə'self/ wstawiać się za sobą
 25 **stand up straight** /'stænd 'ʌp streɪt/ stać prosto
 26 **turn down an offer** /'tɜːn 'daʊn ən 'ɒfər/ odrzucić ofertę
 27 **turn down the music** /'tɜːn 'daʊn ðə 'mjuːzɪk/ przyciszyć muzykę
 28 **turn up the volume** /'tɜːn 'ʌp ðə 'vɒljʊm/ pogłościć muzykę
 29 **turn up unexpectedly** /'tɜːn 'ʌp ʌnɪkspektɪdli/ niepodziewanie się pojawić

Dealing with a moral dilemma (p.74)

- 1 **coincidence** (n) /kəʊnɪ'sɪdəns/ zbieg okoliczności
 2 **different options** /dɪ'fərənt 'ɒpʃnz/ różne opcje/możliwości
 3 **difficult decision** /dɪfɪkəlt dɪ'sɪʒn/ trudna decyzja
 4 **moral consequences** /'mɒrəl 'kɒnsɪkwənsɪz/ moralne konsekwencje
 5 **practical consequences** /'præktɪkəl 'kɒnsɪkwənsɪz/ praktyczne konsekwencje
 6 **really similar** /ri'ælɪ 'sɪmələ(r)/ naprawdę podobny
 7 **rush into** (v) /'rʌʃ 'ɪntə/ poganiać
 8 **the full picture** /ðə 'fʊl 'pɪktʃər/ pełny obraz
 9 **What's the matter?** /wɒts ðə 'mætə(r)/ Co się stało?

Breaking the law (pp.78 and 119)

- 1 **blackmail** (n) /'blækmeɪl/ szantaż
 2 **break the law** /breɪk ðə 'lɔː/ łamać prawo
 3 **bribery** (n) /'brɪəri/ łapówkarstwo
 4 **burglary** (n) /'bɜːləri/ włamanie
 5 **carjacking** (n) /'kɑːdʒɪŋ/ kradzież samochodu
 6 **cause a crash** /kɔːz ə 'kræʃ/ spowodować wypadek
 7 **consequences** (n pl) /'kɒnsɪkwənsɪz/ skutki, konsekwencje
 8 **drug dealing** (n) /'drʌɡ 'diːlɪŋ/ sprzedawanie narkotyków
 9 **get a fine** /'get ə 'faɪn/ dostać grzywnę/ mandat
 10 **get arrested** /'get ə'restɪd/ zostać aresztowany
 11 **get caught** /'get 'kɔːt/ zostać złapanym
 12 **go to prison** /'ɡəʊ tuː 'prɪzn/ iść do więzienia
 13 **hack** (v) /'hæk/ włamywać się (np. do sieci)
 14 **hacker** (n) /'hækər/ włamywacz (do sieci)
 15 **hacking** (n) /'hækɪŋ/ włamanie (do sieci)
 16 **joyriding** (n) /'dʒɔɪrɪdɪŋ/ jazda kradzionym samochodem
 17 **kidnapping** (n) /'kɪdnæpɪŋ/ porwanie
 18 **legal / illegal** (adj) /'liːɡl, 'ɪliːɡl/ nielegalny
 19 **nug** (v) /'nʌɡ/ rabować
 20 **mugger** (n) /'mʌɡər/ rabus
 21 **mugging** (n) /'mʌɡɪŋ/ rabunek
 22 **pickpocketing** (n) /'pɪkpɒkɪtɪŋ/ kradzież kieszonek
 23 **scam** (v) /'skæm/ oszukiwać, kantaować
 24 **scammer** (n) /'skæmə(r)/ oszust, kanciarz
 25 **scamming** (n) /'skæmɪŋ/ oszustwo, kanta
 26 **shoplift** (v) /'ʃɒplɪft/ kraść w sklepie
 27 **shoplifter** (n) /'ʃɒplɪftər/ złodziej sklepowy
 28 **shoplifting** (n) /'ʃɒplɪftɪŋ/ kradzież w sklepie
 29 **steal** (v) /'stiːl/ kraść
 30 **surveillance camera** /sə'veɪləns 'kæmə/ kamera monitoringu
 31 **theft** (n) /θeft/ kradzież
 32 **thief** (n) /θiːf/ złodziej
 33 **vandal** (n) /'vændl/ wandal
 34 **vandalise** (v) /'vændlaɪz/ niszczyć, dewastować
 35 **vandalism** (n) /'vændlɪzəm/ wandalizm
 36 **witness** (n) /'wɪtnəs/ świadek

Real English (p.76)

- 1 **I bet it is!** /'ɪ bət ɪt ɪz/ Założę się!
 2 **jump the lights** /dʒʌmp ðə 'laɪts/ nie zatrzymać się na światłach
 3 **rush hour** /'rʌʃ 'aʊər/ godzina szczytu
 4 **That's no excuse!** /ðæt s 'nɔː ðeɪ'kjuːs/ To żadna wymówka
 5 **Society: Change and protest** (p.78)
 6 **campaign** (v) /'kæmpeɪn/ prowadzić kampanię
 7 **citizen** (n) /'sɪtɪzn/ obywatel
 8 **compulsory** (adj) /kəm'pʌlsəri/ obowiązkowy
 9 **in practice** /ɪn 'præktɪs/ w praktyce
 10 **in theory** /ɪn 'θɪəri/ w teorii
 11 **lie (about / to)** (v) /'laɪ əbaʊt, tə/ kłamać o (komuś)
 12 **minimum age** /'mɪnɪməm 'eɪdʒ/

minimalny wiek (próg wiekowy)

- 1 **push for** (v) /'puʃ fɔː/ nawoływać do
 2 **society** (n) /sə'saɪəti/ społeczeństwo
 3 **take for granted** /teɪk fɔː 'græntɪd/ mieć za pewnik, uważać za rzecz oczywistą
 4 **Speaking: Quantifiers** (p.75)
 5 **both** (pron) /bəʊθ/ obaj
 6 **neither** (pron) /'neɪðə(r)/ ani
 7 **none** (pron) /nʌn/ żaden
 8 **one of them** /wʌn əv ðəm/ jeden z nich
 9 **the other** (pron) /ði 'ðə(r)/ inny, drugi

Writing: A for and against essay (p.80)

- 1 **Making a point**
 2 **In fact...** /ɪn 'fækt/ Właściwie...
 3 **One argument in favour of/against...** /wʌn ɔːɡjʊmənt ɪn fə'veər əv, əɡenst/ Argumentem za/przeciwko...
 4 **There are (clear) advantages/disadvantages...** /ðere ɑː 'kleə(r) əd,væntɪdʒɪz, dɪsəd,væntɪdʒɪz/ Są (oczywiste) zalety/wady...
 5 **Making a further point**
 6 **Furthermore, (adv)** /fɜːðə'mɔː(r)/ Ponadto
 7 **Moreover, (adv)** /mə'reʊə(r)/ Oprócz tego
 8 **Not only this, but...** /nɒt 'nɒli 'ðɪs bʊt/ Nie tylko to, lecz...
 9 **What is more...** /wɒt ɪz 'mɔː/ Co więcej...

- 1 **Referencing other sources to support a point**
 2 **(statistics) support...** /sə'tstɪstɪks sə'pɔːt/ (dane statystyczne) wspierają / zgadzają się z...
 3 **(studies) show...** /s'tʌdɪz 'ʃəʊ/ (badania) pokazują...
 4 **(the findings) suggest...** /ðə 'faɪndɪŋz sə'dʒest/ (wyniki) sugerują...
 5 **People say...** /'piːpl seɪ/ Ludzie mówią...
 6 **They / People argue...** /ði, 'piːpl ə'ɡjuː/ Oni / ludzie spierają się...
 7 **They / People point out...** /ði, 'piːpl 'pɔɪnt 'aʊt/ Oni / ludzie wskazują...

- 1 **Concluding**
 2 **All in all...** /ɔːl ɪn 'ɔːl/ Ogólnie rzecz ujmując...
 3 **In conclusion...** /ɪn kən'klʊʒən/ Na zakończenie...
 4 **To conclude...** /tu kən'klʊd/ Kończąc...
 5 **To sum up...** /tu 'sʌm 'ʌp/ Podsumowując...

Lesson objective

Vocabulary: strategies for remembering phrasal verbs

Warm up

- Play a drawing game to practise the vocabulary.
- Divide the class into two teams. Each team nominates one person to draw.
- Each 'drawer' stands at the board. Show them a word (secretly) from the word list in the Student's Book. Each student draws the word without speaking.
- The first team to guess the word wins a point.

Study skills

The aim of the *How to learn vocabulary* Workbook lesson is to remind students of the types of phrasal verbs and ways of learning them.

Lesson objective

Vocabulary: global events

Warm up

- Play *Snowman* with words from previous units.
- Divide the class into two teams.
- Draw lines on the board to represent the letters of the word, e.g. _ _ _ _ _ (witness).
- Invite each team to take turns to guess the letters. Each time they get a wrong answer, draw a part of a snowman on the board (round head, round body, arms, eyes, nose, mouth). When students get a letter correct, write it in the correct place.
- The team to correctly guess the word first gets a point.

Exercise 1

- Discuss the questions as a class.

Exercise 2 4.08

ANSWERS

Natural causes: earthquake, hurricane
Human causes: financial crisis, national election, air traffic strike
Both: avalanche

Differentiation

- Pre-teach the highlighted words before telling students to read and listen to the text.

Exercise 3

ANSWERS

1 C 2 D 3 B 4 F 5 E 6 A

Optional activity

- Tell students to write five questions about the texts.
- Students work in pairs and swap their questions, which their partner answers.
- Monitor and check their questions, using some of them for a class discussion.

Exercise 4 4.09

- Divide the class into pairs to complete the sentences.
- Check the meaning of *hit* (Florida) and *turns* (violent) in the context (*hit*: to have an unpleasant or negative effect on; *turns*: becomes).

ANSWERS

1 financial crisis 2 earthquakes
 3 hurricane 4 strike 5 protest
 6 avalanche 7 Flood 8 landslide
 9 national elections

7 What's in the news?

I can talk about the news.

7.1

This is the news

- 1 How do you get your news? Is it important to know what is going on in the world?
- 2 **4.08** Read and listen to the home page of a news website. Which stories have natural causes? Which have human causes? Which ones are both?
- 3 Match the descriptions to the stories.
 - 1 an environmental warning about possible events.
 - 2 a business story that might affect everybody.
 - 3 a sports story about a lucky escape.
 - 4 a travel story about an ongoing problem.
 - 5 a positive political story about an event.
 - 6 a recent story about a natural disaster.
- 4 **VOCABULARY 4.08** Check the meaning of the highlighted global events in the news stories and use them to complete the headlines. Listen and check.
 - 1 Bankers blamed for the _____
 - 2 Buildings shake and fall as _____ strike Mexico City
 - 3 Category 3 _____ expected to hit Florida
 - 4 Workers to _____ for better pay
 - 5 Student _____ in London turns violent
 - 6 Skiers missing after _____ in the Alps
 - 7 _____ leaves city under water
 - 8 Village buried in mud in huge _____
 - 9 Government announces _____ to be held

WORD POWER Suffix -er

- 5 Complete these nouns with the suffix -er / -r.

We can add the suffix -er to some verbs to make nouns.

insure observe report snowboard
trade vote
- 6 Find the nouns in the website. What do they have in common? Then find a noun in the text with the same function but a different suffix.
- 7 **THINK AND SHARE** In groups. Research a news story about one of the events in Ex 4. What happened? How did the country cope? Present your news story to the group.
- 8 **VOCABULARY BOOSTER** Now practise **Global events** vocabulary on page 120.

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 Mówienie Rozmowa wstępna

NEWS HEADLINES

Breaking news!

A Powerful earthquakes hit New Zealand



Two powerful earthquakes have struck the city of Christchurch overnight. Residents told our reporter that buildings had shaken and that the earthquakes had caused a landslide two miles outside the town, blocking some roads.

B Snowboarders saved from avalanche

Two snowboarders have survived an avalanche in the Canadian mountains. A local witness said, 'We heard a sound like a really loud explosion.' The boarders were off-piste when the avalanche struck.

C Hurricanes heading for paradise



Scientists warn that this year's hurricane season may be even worse. Insurers have predicted that wind and flood damage could cost millions.

D A new financial crisis?

Analysts around the world are predicting another financial crisis as stock markets slide and currency values start to drop. Our correspondent on Wall Street said that traders were panicking.

E National election passes peacefully



National elections have been held in Kenya in what seems to be peaceful circumstances. Last month many voters told us they were worried about possible violence, but election observers reported a success.

F Air traffic strike brings chaos to the skies

Air traffic controllers said they would continue their protest about new contracts. Passengers at the airport complained that they didn't have enough support as the strike continues.

Exercise 5

ANSWERS

insurer, observer, reporter, snowboarder, trader, voter

Exercise 6

ANSWER

They all refer to people.
 Possible answers: scientists, analysts

Exercise 7

- Divide students into mixed-ability groups to discuss the questions.

Differentiation

- If you have access to the internet, assign one event to each group and have them research a news story.
- Each group presents the details of their story to the class.

Exercise 8

- Now tell students to turn to page 120 in their books. You can find the teaching notes for the next part of this lesson on page 138.

Further practice

Workbook page 84

Word Power photocopiable worksheet

Teacher's Resource Centre

Grammar

Reported speech: statements



- 1 Look at the underlined examples on page 84. What were the speakers' original words? Complete the table with the correct tenses. [S]

Direct speech	Reported speech
Present simple	1
2	Past continuous
Past simple	3
Present perfect simple	4
5	could
will	6

- 2 Find an example of direct speech in the news stories and report it.

GRAMMAR BOOSTER P. 140

say and tell

- po czasowniku *say / said* przeważnie nie występuje dopełnienie bliższe
- po czasowniku *tell / told* musi wystąpić dopełnienie bliższe, np. *her, them, Tom, the BBC...*
- *that* może występować po czasowniku *say* oraz dopełnieniu bliższym stojącym po czasowniku *tell*.

- 3 Read the rules above and complete the sentences with the correct form of *say* or *tell*. [S]

- The president **told** the media that she had won the election fairly.
- The policeman **said** the accident had been quite serious.
- The geologists **said** that the earthquake registered a 5 on the Richter scale.
- James **told** the reporter he couldn't swim.

- 4 Write the reported speech using the verbs in brackets. [S]

- 'I have won the election fairly,' said the president.
The president (say)
- 'The strike is planned for next Tuesday,' she said.
She (tell)

GRAMMAR BOOSTER P. 141

- 5 4.10 Listen to the news report about an avalanche. How many people are missing?



- 6 4.10 Listen again and complete the sentences with reported speech. [S]

- Sarah Collins said that it a difficult situation there.
- She told the newsreader that it at that moment.
- She said that it snowing the Tuesday before.
- She said that the sun the day before.
- The newsreader said that a sudden rise in temperature that kind of disaster.
- She told the newsreader that she they would be found safe and well.

Time references

- 7 Look at the sentences in Ex 6 and use the underlined time references to complete the rules. [S]

Zaimki, przymiotniki dzierżawcze i określenia czasu oraz miejsca w mowie zależnej zmieniają się.

'I'll phone you tomorrow' he said to me.
He told me he'd phone me the following day.
today → that day
yesterday → 1
now → then / 2
this morning → that morning
on Tuesday → 3
last month → the month before
tomorrow → the following day
next week, month, etc. → the following week, month, etc.
here → 4

GRAMMAR BOOSTER P. 141

- 8 Report these examples of direct speech making all the necessary changes. [S]

- 'I can see the fire engines from here!' said George.
- 'It's scary to think we were skiing on the same slopes yesterday!' said the girls.
- 'I voted in a national election for the first time last month,' said Nadia.
- 'The president is coming to see the flood damage tomorrow,' said the secretary.

- 9 THINK AND SHARE Make notes about a recent event. In pairs. Share your ideas. Then report the event to another student.

My usual train was cancelled yesterday.

Magda said that her usual train had been cancelled the day before.

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Exercise 2

- Write the sentence on the board for students to check.
- Now ask students to turn to pages 140 and 141 in their books. The teaching notes are on page 154.

ANSWER

A witness said that he/she had heard a sound like a really loud explosion.

Exercise 4

- After checking answers, ask students to turn to page 141 and read the tip.

ANSWERS

- 1 said (that) he had won the election fairly
- 2 told me (that) the strike was planned for next Tuesday

Exercise 5 4.10

Audio script page 179

ANSWER

Six skiers are missing.

Exercise 6 4.10

- Students listen to the direct speech and change it to reported speech.
- Allow students to compare with a partner before checking as a class.

ANSWERS

- 1 was 2 wasn't snowing
- 3 had started 4 had been shining
- 5 could cause 6 hoped (that)

Differentiation

- Pause the audio after each item for students to complete the sentence.

Exercise 7

- Read through the grammar box with students and refer them back to Ex 6.
- After checking answers, ask students to turn to page 141. The teaching notes are on page 154.

ANSWERS

- 1 the day before 2 at that moment
- 3 the Tuesday before 4 there

Exercise 8

ANSWERS

- 1 George said (that) he could see the fire engines from there.
- 2 The girls said (that) it was scary to think that they had been skiing on the same slopes the day before.
- 3 Nadia said (that) she had voted in a national election for the first time the month before.
- 4 The secretary said (that) the president was coming to see the flood damage the next day.

Further practice

Workbook page 85

Grammar booster page 140

Lesson objective

Grammar: reported speech: statements; say and tell; time references

Warm up

- Write the words from Lesson 7.1, Ex 5 on the board. Say sentences with missing words, e.g.
The company wouldn't [insure] our house against flooding.
Who is your car [insurer]?
My mum is a fantastic [snowboarder].
You shouldn't [snowboard] off-piste if you are a beginner.
- Tell students they need to choose one of the words and decide if it's a verb or a noun (either -er or -r).

Flipped classroom grammar video

- Play the video and pause it to allow students to complete the table in Ex 1.

Exercise 1

- Once students have completed the table, ask: *What form doesn't change? (could).*

ANSWERS

'The building shook'; 'The flood damage could cost millions'; 'The traders are panicking'; 'We are worried'; 'We will continue our protest'

- 1 Past simple 2 Present continuous
- 3 Past perfect 4 Past perfect
- 5 could 6 would

Lesson objectives

Life skills: understand how to interpret data

Vocabulary: phrases to describe graphs and data

Warm up

- Ask students to think of one sentence to describe something that they did, saw or heard within the last week. Tell them to try and use something interesting or funny.
- Students mingle, saying their sentences. Tell students that they need to try and remember the other students' sentences.
- At the end, ask: *What did (Zosia) say?* Students use reported speech to report what (Zosia) said. Repeat for other students.

Exercise 1

- Divide the class into pairs to discuss the photo and question.
- Invite one or two students to share their ideas with the class.

Exercise 2

ANSWERS

Students' own answers

Exercise 3

- Read through the Word Power box with the class.

Optional activity

- Write or dictate the following sentences with the key words missing:
The teacher gave [each / every] student a test paper.
There's a photo of the landslide in [every / each] newspaper.
[All] information about the earthquake is on the website.
[All] tickets cost £10.
- Students complete the sentences with the correct word.

Exercise 4 4.11

Audio script page 179

ANSWERS

The questions relate to graph C. She would be on the 'more than 5 times a day' part of the graph. On graph B she would be on the 'online' section of the graph.

Exercise 5

ANSWERS

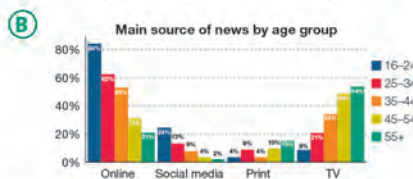
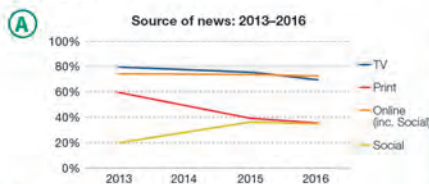
1 C 2 F 3 A 4 G 5 D
6 H 7 B 8 E

7.3 I can talk about graphs and data.



Life skills Talking about data

- In pairs. Describe the photo above. Have you ever taken part in research like this?
- Look at the graphs. Where would you be on graphs B and C?



WORD POWER each, every and all

- Complete the sentences with *each*, *every* or *all*.
each and *every* + singular countable noun
Each refers to the individual things in a group or two or more things in a group.
Every refers to all the members of a group or three or more things.
all + uncountable noun or plural countable noun
All the charts are about how people access news. *Each / every* chart shows something different.

- 4.11 Listen. Which questions match each of the graphs? Where is the girl represented in each graph?

- VOCABULARY** Check the meaning of the phrases. Then match phrases 1-8 to phrases with a similar meaning A-H.

Phrasebook	Data collocations	
1	approximately	A just under half / a quarter
2	the majority of	B fewer and fewer
3	nearly half / a quarter	C about
4	just over half / a quarter	D hardly any / a small minority
5	only a few	E nobody
6	increasing	F nearly all
7	declining	G more than half / a quarter
8	none of	H a growing number

- Complete these statements about the graphs with the words and phrases in Ex 5.

- This shows that the popularity of print media is _____ and social media as a news source is _____.
- In graph B we can see that _____ 16-24 year-olds get their news online, with _____ using social media. _____ use TV and _____ read the news in print media.
- _____ the people in graph C check the media more than once a day with _____ 20% checking it more than five times daily.
- In pairs. Write two more true statements about the data shown in the charts and one false one. Work with another pair and identify the false statements.
- ROUND UP** In groups. Read and discuss the questions.
 - Would the graphs look similar for Poland?
 - Why do you think the way we access news is changing?
 - What difference does it make where you get your news?

Exercise 6

- Give students a few minutes to read and discuss the statements in pairs.

ANSWERS

- declining, increasing
- the majority of / nearly all, just under a quarter, A small minority, hardly any / only a few
- Just under half, approximately

Differentiation

- Support weaker students by telling them which words in the Phrasebook they will need.
- Students underline the words, then use them to complete the sentences.

Exercise 7

- Tell students to refer back to the Phrasebook to help them write their sentences.
- Monitor and help students with language.

ANSWERS

Students' own answers

Exercise 8

- Divide students into small groups to discuss the questions.
- Invite groups to share their ideas with the class.

Further practice

Workbook page 86

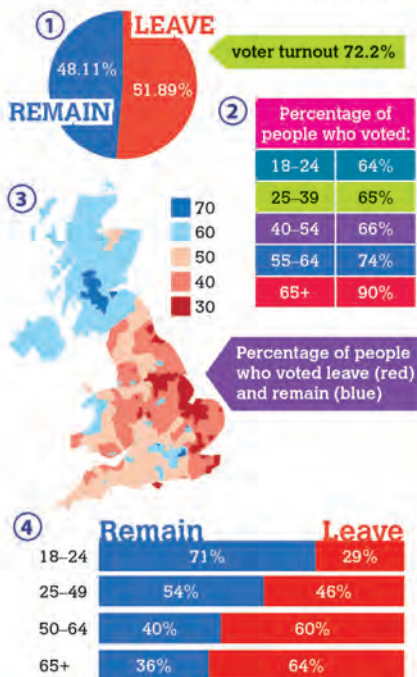
Word Power photocopiable worksheet

Teacher's Resource Centre

Speaking Talking about data

- 1 In pairs. Do you think young people in Poland are interested in politics? Why / Why not?
- 2 Look at these graphs and tables about a vote in the UK. Answer the questions. Which diagram shows ...
 - how people voted by region?
 - how people voted by age category?
 - the result overall?
 - how many people voted in different age groups?

Voting patterns in UK referendum



- 3 **MEDIATION** Complete this summary of the graphs with a maximum of five words in each gap. The graphs show how ¹ a UK referendum. A ² voted to leave. 72.2% ³ in the referendum. Fewer ⁴ than older people. In Scotland, ⁵ voted to remain. Most young people ⁶. More ⁷ voted to leave than in any other group.



Stimulus-based discussion

- 4 Read the task below. Look at the photos above and brainstorm pros and cons for each option. In pairs, compare your ideas.

Your English teacher has asked you to practise your English by listening to news from the UK and other English-speaking countries. You have three options to access it. Choose one and justify your choice. Why did you reject the other options?

- 5 **4.12** Listen to a student completing the task. Which option did they choose? Did they cover all the points?
- 6 **4.12** Read the Phrasebook. Listen again and tick the phrases you hear.

Phrasebook

Learning from real sources
It's good / useful to hear the language as well as read it
Images / subtitles help (me) to understand
I can practise listening / reading with ... I can take my time and use a dictionary with ... I can hear the new words in context with ... I can listen to different accents
Online / In a newspaper I can choose the stories I'm interested in

- 7 In pairs. Read the strategy and take turns to do the task in Ex 4. Use your ideas from Ex 4 and phrases from the Phrasebook.

Strategia

Zyskiwanie na czasie
Gdy twoja wypowiedź trwa przez dłuższy czas, nie śpiesz się, daj sobie chwilę na zastanowienie. Aby zyskać na czasie, możesz zastosować wyrażenie Let's see

Exercise 3

ANSWERS

- 1 many people voted in
- 2 majority (of people)
- 3 of people voted/went to vote
- 4 younger people voted
- 5 most people / a majority (of people)
- 6 voted to remain
- 7 people over 65 / older people

Exercise 4

- Establish as a class what the three options are: *reading a newspaper, watching the news on TV, looking at a news website.*
- Divide the class into same-level pairs and give them five minutes to discuss their ideas.
- Invite students to share their ideas and write their list of pros and cons on the board.

ANSWERS

Students' own answers

Exercise 5 4.12

Audio script page 179

ANSWERS

She chose TV news. She justified her choice well, but she didn't explain why she rejected website news.

Exercise 6 4.12

- Read through the phrases and elicit full sentences with each of the phrases that start with ..., e.g. *With a newspaper, I can take my time and ...*
- Give students a few minutes to make notes and prepare what they want to say.

ANSWERS

it's good to hear language as well as read it; ... video images, so that can help me to understand; I can practise listening

Exercise 7

- Read the strategy with the class. Elicit any other words students can use for gaining time and write them on the board (e.g. *Well, let me think ...*, *What else? Well, ...*, *I think the thing is ...*, *That's a good question ...*).

ANSWERS

Students' own answers

Optional activity

- Join pairs of students. One pair does the task while the other pair listens – they then give feedback.
- Students swap and the other pair does the task.

Further practice

Workbook page 87

Lesson objective

Speaking: mediating and having a discussion

Warm up

- Write the following on the board:
The majority of us have got a social media account.
Only a few of us cycle to school.
Nearly all of us do chores at home.
None of us watch the news on TV.
- Divide the class into two groups. Students do a class mingle in their group. They ask questions to confirm if the sentences are true or false.
- Hold a class feedback asking each group to confirm if the statements are true for their group or not. If not, they should say a sentence that is true.

Exercise 1

- Discuss the questions as a class.

Exercise 2

- Divide the class into pairs to answer the questions about the graphs.
- After checking answers, ask: *Which graph do you find easiest to read? Which graph is harder to work out?*

ANSWERS

Region: graph 3

Age category: graph 2

Overall result: graph 1

Age groups: graph 4

Lesson objectives

Video: understand a video about a phone conversation

Vocabulary: communication

Warm up

- Ask students how often, if at all, they use their landline phone at home.

Exercise 1

- Look at the photo with the class. Go through the questions and elicit ideas.

Exercise 2a 4.13

Video transcript page 179

ANSWER

She's phoned to tell him that he's been offered a job on a summer camp.

Exercise 2b 4.13

ANSWERS

- It's noisy where he is.
- Because he'd left it at home.
- To ask if he was still looking for a summer camp job.
- in 2 weeks' time
- £10 an hour
- He's going to call Nick Harvey.

Exercise 2c 4.13

ANSWERS

- nieczo pobudzone / podekscytowane
- krótko mówiąc
- To super!
- Daj znać, jak ci pojdzie!

Exercise 3 4.14

- Divide the class into mixed-ability pairs to discuss and match the words.
- Play the audio for students to listen and repeat.

ANSWERS

- call back
- dial
- engaged
- get cut off
- hang up
- hold on
- pick up
- signal
- leave a message
- wrong number

Exercise 4

ANSWERS

- signal, get cut off, call you back
- dialled, engaged
- picking up, leave a message
- Hold on, hang up
- wrong number

Exercise 5 4.15

Audio script page 180

ANSWERS

- can I speak to
- this is, speaking
- This is
- for calling back
- Speak to you

7.5 I can talk on the phone.

That's great news!

- Look at the video still and answer the questions.
 - Where are the people and what are they doing?
 - What do you think their relationship is?
- 4.13** Dan's mum is phoning him at work. Watch or listen. What has she phoned to tell him about?

b Watch or listen again. Answer the questions.

 - Why can't Dan hear his mum very well?
 - Why did Dan's mum answer his mobile?
 - Why did Nick Harvey call?
 - When can Dan start?
 - How much is the pay at the summer camp?
 - What is Dan going to do next?



- REAL ENGLISH** Watch or listen again. Translate these words and phrases into Polish. Use the context to help you.

 - a bit hyper
 - to cut a long story short
 - That's ace!
 - Let me know how it goes!
- VOCABULARY** Match the on the phone words and phrases to their definitions. Listen and check.

call back dial engaged get cut off hang up
hold on leave a message pick up signal
wrong number

- call someone who called you
 - push the numbers to make a call
 - being used
 - have a call stopped or interrupted
 - end a call
 - wait
 - answer a call
 - network access
 - give information for someone else
 - call to an incorrect number
- Complete the sentences with the correct forms of the phrases in Ex 3.
 - What did you say? The _____ is terrible here. Listen – If I _____, I'll have to _____ in five minutes.
 - I can't get through. I've _____ the number several times, but it's always _____. Shall I keep trying?
 - It's no good. He's not _____, I'll just have to _____ on his voicemail.
 - _____! Don't _____ – I have something really important to tell you!
 - Who's this? Oh – I'm sorry. I've got the _____.

- 4.15** Listen to Dan's phone call to Nick Harvey about the job and complete the phrases.

 - Hello, _____ Nick Harvey?
 - Yes, _____ Nick Harvey _____.
 - Who's calling, please?
 - _____ Dan Lomax. You rang me earlier about the social activities co-ordinator job.
 - OK, Dan. Thanks _____ soon. Bye.
 - No problem. _____ soon. Bye.

WORD POWER will and shall

We can use *will* or *shall* for offers and requests.

Offer: Shall I make an appointment for you?

Request: Will you help me prepare for my interview?

We can also use them to ask for advice or instructions and to express decisions made at the time of speaking. We use *shall* to talk about what you think you should do.

To request advice: His mobile's engaged. Shall I call him later?

Decision: I know! I'll ring him at the office.

- Are the sentences expressing an offer (O), a request (R), making a decision (D) or asking for advice (A)? Complete them with *will* or *shall*.

- You don't look good. **Shall** I call the school for you and tell them you're not coming in today? **O**
- He hung up on me! What do you think – **shall** I call him back? **A**
- If my boss calls, **will** you please tell her I've missed the bus, but I'm on my way! **R**
- It's his voicemail again. I **will** have to leave a message this time! **D**

- VOCABULARY BOOSTER** Now practise **Communication** vocabulary on page 121.

Exercise 7

- Now tell students to turn to page 121 in their books. You can find the teaching notes on page 139.

Further practice

Workbook page 88

Grammar

Reported questions: ask



- 1 Remember the video? Read the reported questions and write them in direct speech. Then choose the correct alternative to complete the rules.
- He asked whether you were still looking for a summer camp job.
 - Did he ask if I could start tomorrow?
 - And then I asked him how much the pay was.
- Aby wprowadzić w mowie zależnej pytanie, stosujemy czasownik **ask** / **tell**.
- Gdy zmieniamy mowę niezależną na zależną, czas użyty w zdaniu **zmienia się** / **nie zmienia się**.
- Zaimki oraz określenia czasu **zmieniają się** / **nie zmieniają się** w pytaniach w mowie zależnej.
- Kolejność wyrazów w pytaniu, o którym mówimy, jest taka sama jak zwykle w zdaniach **oznajmujących** / **pytaniach**, czyli podmiot występuje przed czasownikiem.
- W pytaniach w mowie zależnej **stosujemy** / **nie stosujemy** *do I did*.
- **If** / **that** lub **whether** stosujemy, gdy przytaczamy pytania zamknięte (yes / no questions).

GRAMMAR BOOSTER P. 142

- 2 Rewrite the questions using reported speech. Make all the necessary changes to tenses, pronouns and other references.

- I asked Kate: 'Have you got a new laptop?'
I asked Kate if she had got a new laptop.
- They asked us: 'How often do you use the gym?'
They asked us how often we used the gym.
- Kelko asked me: 'Can you speak Japanese?'
Kelko asked me if I could speak Japanese.
- Liz asked her mum: 'How long will it take to bake the cake?'
Liz asked her mum how long it would take to bake the cake.
- The manager asked Mitch: 'Have you worked in a restaurant before?'
The manager asked Mitch if he had worked in a restaurant before.
- Josh's parents asked us: 'Are you going to see the new film tomorrow?'
Josh's parents asked us if we were going to see the new film the following day.
- We asked the shop assistant: 'How much does the dress cost?'
We asked the shop assistant how much the dress cost.
- The policeman asked Tom: 'Did you see the accident yesterday?'
The policeman asked Tom if he had seen the accident the day before.

- 3 4.16 Listen to five phone conversations and match them to the reported questions.

The caller asked:

- who was speaking. **3**
- whether she had bought a lottery ticket recently. **1**
- what he had seen at the cinema the day before. **4**
- if she could hear him. **2**
- what time the maths test was the next day. **5**

- 4 4.16 Write the reported questions in Ex 3 as direct speech. Then listen again and check.
- A: Who's speaking?

- 5 Rewrite the conversation in reported speech.

Nick Hi Dan – Welcome to Summer Adventure Camps! How are you feeling today?

Dan I'm fine, thanks. I'm excited to meet the kids and get to work!

Nick That's great. Is there anything you need to know before we start?

Dan Yes – thanks. Is there a locker room or somewhere I can leave my stuff?

Nick Sure – here's a locker. Your stuff will be safe there for the day.

Dan Thanks – and um ... just another thing. Is there a snack bar or something in the area? I've left my lunch at home!

Nick That's no problem. We'll have lunch in the canteen with the kids, so you won't be hungry!

Nick welcomed Dan to Summer Adventure Camps and asked:

- 6 MEDIATION Imagine you are visiting an English-speaking school for a term. What do you need to know? Write five questions. Use the suggestions below.

start time? home time? breaks?
uniform / clothes? regulations? lunch – canteen?
school rules? sports? clubs?

- 7 In groups. Do the role-play. Use your questions in Ex 6. Swap roles.

Student A

You speak Polish and English. Translate Student B's questions and Student C's answers for Student B.

Student B

You are Polish. You don't speak English. Ask questions in Polish about the school.

Student C

You are English. Answer Student A's questions.

Student B: *Ci Moje gościnie zaczyna się rano: o szóstej.*

Student A: *My friend asked what time school started in the morning.*

Student C: *We have to be in school by 8:45. Lessons start at nine.*

Edukacja • Praca

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Lesson objective

Grammar: reported questions: ask

Warm up

- Divide the class into pairs and tell them to make a 'phone conversation' using phrases from Lesson 7.5.
- Play a song while they are working, e.g. 'Hanging on the Telephone' by Blondie.

Exercise 1

- Divide the class into pairs to read the examples and work out the rules.
- Ask checking questions, e.g. *What verb do you use to report a question? (ask). Do the tenses change? (yes). Is the word order the same as or different to a statement? (the same). Do we use 'do' or 'did'? (no). What words can we use to report yes/no questions? (if and whether).*

ANSWERS

- Is he still looking for a summer camp job?
- Can he start tomorrow?
- How much is the pay?

Flipped classroom grammar video

- Use the video to review reported speech.
- Play the video and pause at 0:30 (and again at 0:35) to ask: *What did his friend say (using direct speech)?*
- Pause at 1:49 (and again at 2:00) to ask: *What is the reported speech?*
- Then ask students to turn to page 142 in their books. You can find the teaching notes on page 155.

Exercise 2

ANSWERS

- They asked us how often we used the gym.

- Keiko asked me if / whether I could speak Japanese.
- Liz asked her mum how long it would take to bake the cake.
- The manager asked Mitch if / whether he had worked in a restaurant before.
- Josh's parents asked us if / whether we were going to see the film the following day.
- We asked the shop assistant how much the dress cost.
- The policeman asked Tom if / whether he had seen the accident the day before.

Exercise 3 4.16

Audio script page 180

Exercise 4 4.16

ANSWERS

- Have you bought a lottery ticket recently?
- What film did you see (yesterday)?
- Can you hear me?
- What time is the maths test tomorrow?

Differentiation

- Support weaker students by playing the audio so they hear the questions.

Exercise 5

ANSWERS

Nick welcomed Dan to Summer Adventure Camps and asked how he was feeling that day. Dan said that he was fine and that he was excited to meet the kids and get to work. Nick asked if there was anything he needed to know before they started. Dan asked if / whether there was a locker room or somewhere that he could leave his stuff. Nick said there was a locker. He said that his stuff would be safe in there for the day. Dan asked if / whether there was a snack bar or something in the area. He said that he had left his lunch at home. Nick said that it wasn't a problem and that they would have lunch in the canteen with the kids, so Dan wouldn't be hungry.

Differentiation

- Weaker students work in pairs to write the reported text for either Nick or Dan. They then pair up with another pair who has written about the other and check each other's work.

Exercise 6

- Elicit a couple of questions first and write them on the board.

Further practice

Workbook page 89

Grammar booster page 142

Lesson objectives

Reading: understand a language presentation text about the emergency services

Reading skills: understand general meaning

Vocabulary: emergency services

Warm up

- Divide the class into small groups. Tell them to write a list of as many emergency services as they know (e.g. ambulance, police, fire service, mountain rescue, air ambulance, maritime search and rescue).
- Elicit and write a list on the board.

Exercise 1

- Keep students in their groups from the warm up to discuss the questions.
- Invite groups to share their ideas.

Culture note

There are lifeboat stations all over the UK and lifeboats have been operating on the River Thames since 2002. The RNLI don't only deal with emergencies at sea, they also have a Flood Rescue Team to respond to emergencies in the UK, Ireland and beyond.

On 30 May 1940, two RNLI crews joined an armada of little ships for one of the Second World War's greatest rescues: Operation Dynamo at Dunkirk.

Mountain rescuers regularly help search for missing children and vulnerable adults, on and off the hills. They also rescue an amazing number of animals from all manner of inaccessible places.

Exercise 2

ANSWERS

The RNLI is nearly 200 years old. Mountain Rescue uses animals (dogs). Mountain Rescue rescues animals and people. Both services can be called out any time of the day or night.

Exercise 3 4.17

- Remind students that this is an Extended Matura-style task.
- Ask students to tell you what steps to go through when doing the task:
 - 1 Read through the text and the sentences first.
 - 2 Try to identify any words that reference each other.
 - 3 When they have chosen their answers, read through the text again and check that it all makes sense.

Exercise 4 4.18

ANSWERS

rescue: to save somebody from a dangerous or harmful situation

7.7

I can understand an article about the emergency services.

CULTURE

Reading

- 1 In pairs. Look at the photos. Why do people want to work in the emergency services? What do you think would be the advantages / disadvantages of this kind of job?
- 2 Read the article about two emergency services. Which service:
 - is nearly 200 years old?
 - uses animals to help?
 - rescues animals and people?
 - can be called any time of the day or night?

- 3 4.17 Read the article. There are four missing sentences. Match sentences A–E to gaps 1–4. One sentence does not match any of the gaps. Then listen and check.
 - A In almost 200 years, the charity has saved over 140,000 lives.
 - B With their help, more people of all ages go out into the outdoors.
 - C The organisation is a charity, supported by donations and by volunteers.
 - D Wherever they are, volunteers need to be ready to go in ten minutes from the time of the alarm.
 - E Local volunteer teams in different areas go out to calls from walkers, runners and sightseers.

DON'T WORRY – Help is on the way!

Every day ordinary people respond to emergencies in extraordinary situations. In the UK many people volunteer with the emergency services and when they get a call, they leave their day-to-day job to **rescue** someone in danger or **save a life**. Two of these services work in particularly difficult conditions.

A THE ROYAL NATIONAL LIFEBOAT INSTITUTION

The RNLI saves lives at sea. Since 1824 they have been helping people who **get into difficulty** in the water around Britain's coast.¹ C Their mission is to make the sea safer for everyone through emergency **prevention** and education all free of charge.

Highly trained lifeboat teams can be called on 24 hours a day, 365 days a year. They go out to **emergencies** in all weathers.

As well as lifeboats, RNLI lifeguards patrol beaches in the summer, keeping swimmers, surfers and paddlers safe. And RNLI flood teams are called in when disaster strikes and water gets to places where it shouldn't be.² A And they have offered help in many hundreds of thousands more **incidents**.

B MOUNTAIN RESCUE

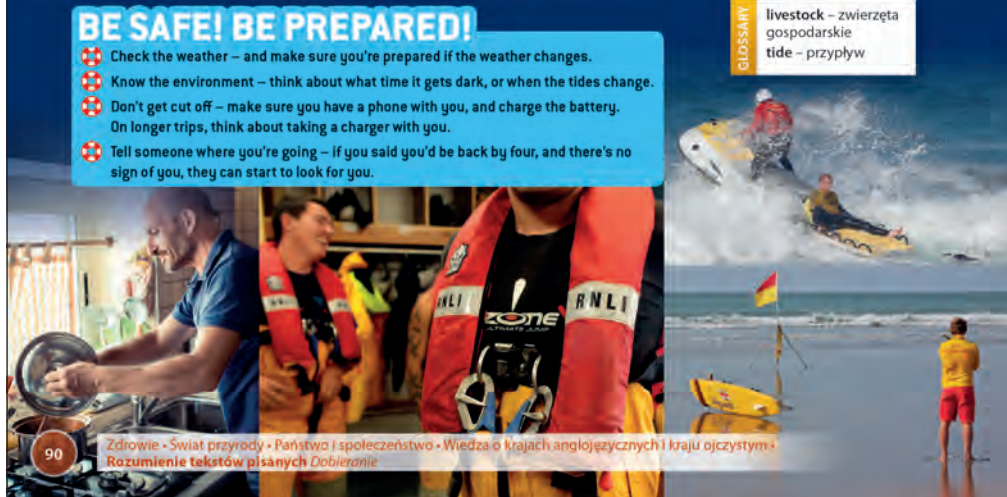
Mountain Rescue is a volunteer organisation whose purpose is to help people who get into difficulties in the wilder places – cliffs, mountains and caves.

Volunteer teams are **on call** across the country 24/7. They can use off-road vehicles, helicopters and specially trained rescue dogs to find and **reach** people wherever they get into trouble. Volunteers are trained in rope-access, cave and water rescue as well as **first aid**.³ E They may be lost or **injured**, or people could be reporting missing friends. They rescue people in trouble in all weather conditions, in very difficult situations every day of the year. Call outs can involve people, pets, livestock and even passenger trains **stranded** in bad weather. Mountain Rescue also aim to educate people to enjoy the countryside safely.⁴ B And they come back safely to tell the stories of their adventures.

BE SAFE! BE PREPARED!

- Check the weather – and make sure you're prepared if the weather changes.
- Know the environment – think about what time it gets dark, or when the tides change.
- Don't get cut off – make sure you have a phone with you, and charge the battery. On longer trips, think about taking a charger with you.
- Tell someone where you're going – if you said you'd be back by four, and there's no sign of you, they can start to look for you.

GLOSSARY
livestock – zwierzęta gospodarskie
tide – przyływy



save a life: to help somebody in danger and stop them from dying
get into difficulty: find yourself in a situation that causes problems

prevention: the act of stopping something bad from happening
emergencies: a sudden serious and dangerous situation that needs immediate action to deal with it
incidents: something that happens, especially something unusual or unpleasant

on call: waiting to be contacted in order to provide a professional service if necessary
reach: arrive at a place you have been travelling to, especially if it involves a challenge

first aid: basic medical treatment that is given before a doctor arrives or someone can be taken to hospital

injured: physically hurt
stranded: stuck in a place with no way of leaving

Exercise 5

ANSWER

The Polish Mountain Volunteer Search and Rescue Organisation

Exercise 6

ANSWERS

- 1 was started in the
- 2 rescue service
- 3 who get into difficulty
- 4 prevent accidents
- 5 employs 1,307
- 6 do specialist training

Further practice

Workbook page 90

Culture video: A day in the life of a police officer

- 4 **VOCABULARY** 4.18 Check the meaning of the highlighted emergency phrases in the article. Listen and repeat.
- 5 **MEDIATION** Read this summary. Which emergency service is it about?

Górskie Ochotnicze Pogotowie Ratunkowe (GOPR) rozpoczęło działalność w Tatrach, w 1909 roku. GOPR to służby ratownicstwa górskiego, pomagające ludziom, którzy popadli w kłopoty, będąc w górach. Jego praca pozwala na zapobieganie wypadkom oraz chronienie dzikiej przyrody. Istnieje siedem oddziałów GOPR-u, po jednym w każdym większym łańcuchu górskim w Polsce, prowadzonych przez pracowników etatowych i ochotników. GOPR zatrudnia 104 osoby na pełnym etacie oraz 1 307 ochotników. Ratownicy muszą ukończyć specjalistyczne szkolenie i zdać egzamin, zanim wolno im wyjść na szlaki i pełnić obowiązki.



- 6 Complete the gaps in the English forum post about the service.

The Polish Mountain Volunteer Search and Rescue Organisation (known as GOPR) ¹ Tatra mountains in 1909. The GOPR is a ² , helping people ³ in the mountains and working to ⁴ as well as protecting wildlife. There are seven divisions of the GOPR, one for every major mountain range in Poland, run by staff and volunteers. The GOPR ⁵ volunteers. Rescuers must ⁶ before they are allowed to go out on duty.

Culture video:
A day in the life of a police officer



Listening

- 1 Look at the photo. What service is shown? In what situations would a helicopter be an advantage?
- 2 4.18 Listen to an interview with an air ambulance paramedic. What was the last problem she went to?
- 3 4.19 Listen again. Choose the correct answer: A, B, C or D.
- The air ambulance crew always has at least ...
A two people. ☒ B three people. C four people. D five people.
 - The air ambulance doesn't fly if ...
A there are floods. ☒ C the conditions are too bad.
B it's dark. D there are explosions.
 - The operator didn't know exactly what had happened because the caller ...
☒ A had problems with the phone connection.
B wasn't well enough to speak.
C was seriously injured. D was lost.
 - The people inside the car were ...
A injured. ☒ B scared. C dead. D calm.
 - The air ambulance crew had to rescue the people from the car quickly because ...
A it was completely dark inside. B the mobile phone had stopped working.
☒ C there wasn't much air left in the car. D the car could have exploded.



Strategy

Rozpoznawanie rodzaju tekstu słuchanego

Sluchając nagrania, zwróć uwagę na te cechy, które umożliwiają określenie rodzaju tekstu (wiadomości, wywiad, reklama, ogłoszenie, opowiadanie, sztuka, recenzja) i jego tematyki. Warto zwrócić uwagę na styl mówienia (formalny lub nieformalny), kluczowe słownictwo, ton głosu, tempo wypowiedzi.

- 4 4.20 Listen to three speakers. Which two directly involve the emergency services? What does the other speaker do?
- 5 4.20 You will hear three texts twice. Choose the correct answer: A, B or C.
- The speakers are ...
A mountain rescue volunteers.
B paramedics with the ambulance service.
☒ C RNLI rescue boat crew.
 - Which of the following is stated in the piece as an opinion, not a fact?
A Hoax callers cost lives.
☒ B Hoax callers should be put in prison.
C Operators sometimes make mistakes.
 - What would be the best headline for the news report?
A Cave rescue concludes safely
B Tragedy in the mountains
☒ C Lost underground – the wait continues
- 6 **THINK AND SHARE** In pairs. Discuss the questions.
- What characteristics do you think you need to work in the emergency services?
 - What is a hoax call and what problems do hoax callers cause?
 - What can you do to avoid getting into an emergency situation?
 - What should you do if you are in an emergency situation?

Podrozczawanie i wyszukiwanie informacji - Rozumienie ze słuchu Wielokrotny wybór

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Lesson objective

Listening: identify specific information and identify speakers

Warm up

- Discuss as a class in what sorts of situations students would call each of the emergency services.
- Write useful vocabulary and ideas on the board.

Exercise 1

- Look at the photo and discuss the questions as a class.

ANSWERS

It's an air ambulance. The advantage is that it can get very ill people to hospital very quickly. It can also land in places that are perhaps not accessible by road.

Exercise 2 4.19

Audio script page 180

ANSWERS

She went to a serious accident on the mountain road outside Glen Finnoch.

Exercise 3 4.19

- Tell students to read through all of the options so that they know what to listen out for.
- Play the audio again for students to choose the correct answers.
- Allow students to compare their answers in pairs before checking as a class.

Optional activity

- Either give students further written questions about the text or ask questions in open class, e.g. *Who travels in the air ambulance?* (the pilot, a nurse, a paramedic and sometimes a surgeon). *What difficult weather conditions does she mention?* (strong winds, thick fog).

Exercise 4 4.20

- Read through the strategy with the class.
- Play the audio and ask the students to identify the situation in each extract first.
- Students listen again and answer the question.

Audio script page 180

ANSWERS

Extracts 1 and 2

The speaker in Extract 3 is a news reporter / journalist.

Exercise 5 4.20

- Remind students that this is an Extended Matura-style exercise.
- Tell students to read through the options first before playing the audio again.
- Go through the options as a class asking students to explain why the other answers are not correct.

Optional activity

- Divide the class into groups to discuss the issues of hoax calls. What would be their solution to this problem?
- Hold a class feedback and invite groups to share their ideas.

Exercise 6

- Divide the class into same-level pairs to discuss the questions.

SUGGESTED ANSWERS

- good communication skills, physically fit, good at problem solving, ability to stay calm, a strong stomach
- a telephone call made to trick or deceive someone for humorous or malicious purposes
- follow the guidelines for the situation (e.g. in the countryside, tell someone where you are going, don't set off in bad weather, etc.)
- First of all stay calm. Then check to see if anyone is hurt. Call for help.

Further practice

Workbook page 91

Lesson objective

Writing: write a formal letter or email

Warm up

- Ask students if they ever write formal letters or emails. Ask in what situations they might write one (e.g. a job application letter, requesting information from a university, making a complaint to a company, writing an email to the editor of a newspaper).

Exercise 1

- Divide the class into same-level pairs to discuss the headlines and the questions.
- Invite students to share their ideas with the class.
- Ask further questions about the headlines, e.g. *Why might students need clear plastic backpacks? Why would a primary school want to ban cakes in class? What do students think the problem might be with designer labels in school?*

Exercise 2

ANSWER

She's concerned that stricter security checks might be introduced.

Exercise 3

ANSWERS

A 4 B 2 C 3 D 1

Exercise 4

- Ask students to underline the phrases in the letter.
- When checking answers, ask students to read out the full sentence with the phrase from the letter.

ANSWERS

Of course ...

I'm sure it goes without saying ...

However, I do think ...

It is my considered opinion

Exercise 5

- This task is an opportunity for students to practise the phrases. Tell students to use the letter to help them with the kind of structures they need to use after the phrases.
- Have a class feedback session and write their ideas on the board.

ANSWERS

Students' own answers

Suggested answer for mobile phones:
For: they cause disruption and distress, mobile phones can have an impact on working memory
Against: they have many educational features (calculator, dictionary, a huge encyclopaedia), they help independent study

7.9 I can write a formal letter

Writing A formal letter / email

- In pairs. Look at these headlines about new school rules from around the world. Which do you think are a good idea? Why?

UK school bans designer labels

FRANCE BANS ALL MOBILE PHONES IN SCHOOL

US students must carry clear plastic backpacks

PRIMARY SCHOOL BANS BIRTHDAY CAKES IN CLASS

- Read the letter. What possible change is she concerned about?



Dear Mrs Henderson,

- I am writing to express my concern about a topic that I saw in the local news. The report was about the danger of violence in American schools and the need to introduce stricter security checks, and security guards and metal detectors at the doors. It mentioned that local government and schools in our area are also considering such measures. I find this idea worrying.
 - Of course, we are all shocked and saddened when we hear of another emergency in a school. I'm sure it goes without saying that no one wants to see this kind of violence here. I know that the local and national news have suggested that violence is on the rise in our country, too.
 - However, I do think that we have to be realistic. Newspapers and TV stories are often exaggerated. Both our laws and our culture are different to those in the USA. I am a student at the school and I know that the majority of the students are here to learn. There may be examples of bullying or bad behaviour in most schools, but we are not facing a security emergency.
 - It is my considered opinion that to impose security checks in schools would lead to a breakdown in trust between students and the staff. It would make us feel like criminals. Please think twice before introducing these measures.
- Yours sincerely,
Liana Logan (Year 10)

- Match the paragraphs to their functions. Which paragraph?

- A summarises and emphasises the writer's point of view?
- B shows the writer has considered the reasons for the proposal?
- C gives arguments and examples to support the writer's point of view?
- D shows an understanding of the background of the issue?

Language focus Different viewpoints

- Find examples of the language of different viewpoints in Liana's letter.

Acknowledging another viewpoint

Of course, ...

I'm sure it goes without saying ...

Although I realise / understand that ...

I completely agree that ...

Emphasising your perspective

However, I do think ...

I really must conclude ...

In my considered opinion,

I believe that ...

- In pairs. Think of two arguments for and against one of the headlines in Ex 1. Use the phrases above.



- a Read the task. What is your opinion of the proposal?

Your school is considering a complete ban on mobile phones. Write a letter to the head teacher expressing your opinion of the ban. Give examples of its effects. (200–250 words).

b Plan your work.

- Make notes for both sides of the argument.
- Use the paragraph plan in Ex 3.
- Think of an opening sentence which explains why you're writing.
- What are you going to ask the teacher to do about the proposal?

c Write your essay.

- CHECK YOUR WORK** Did you:

- + use paragraphs?
- + use language to express different viewpoints?
- + check your spelling and grammar?



Education + Państwo i społeczeństwo • Wypowiedź pisemna List formalny

Optional activity

- Divide the class into four groups and give each group a headline.
- Students discuss and share ideas making notes.
- Each group comes to the front and presents their ideas, making notes on the board.

Exercise 6a and b

- Read the task with the class.
- Give students time in pairs to make notes of the pros and cons.

ANSWERS

Students' own answers

Differentiation

- Support weaker students by providing them with ideas and giving them extra time to plan their letters, if necessary.

Exercise 7

- Ask students to swap with a partner and evaluate their partner's letter, using the checklist.

Further practice

Workbook page 92

Language review

Grammar

1 Read the text. Find and correct eight mistakes. [S]

Lucy met Roger in rather unusual circumstances. She was jogging in a park when she saw a man lying on the footpath. She ran up to him and asked what had happened. The man told that he was feeling dizzy. She helped him into a sitting position and asked him if he can breathe freely. When the man complained of chest pains, Lucy called 112. She said she thought someone is having a heart attack. The dispatcher asked that the victim was conscious and what the exact location of the emergency was. He promised the ambulance will be there shortly. While waiting for help, Lucy kept talking to the man. Fortunately, the paramedics arrived quickly and took the man to hospital. A few days later, Roger called to say her that he was leaving hospital this afternoon. He was really grateful and invited her to a thank-you dinner.

2 Complete the second sentence so that it has the same meaning as the first sentence. Use no more than five words. [S]

- 'The tornado will be back tomorrow,' the expert said.
The expert said that the tornado _____ day.
- 'Is it necessary to evacuate the residents?' the woman asked.
The woman asked _____ evacuate the residents.
- 'Can you answer the phone while I'm out this afternoon?' Mary asked me.
Mary asked me if I could answer the phone while _____.
- 'Heavy rains have caused the river to rise by 18 feet,' the weatherman said.
The weatherman said _____ the river to rise by 18 feet.
- 'How long will it take the firefighters to arrive?' the man asked.
The man asked _____ the firefighters to arrive.
- 'I can't move my legs,' the girl said.
The girl said that _____ legs.

Vocabulary

3 Complete gaps 1–8 with the correct form of the words below. There is one extra word. [S]

approximate decline increase major many minor near

Are students from our school phone addicts? What do they use their phones for? See our school survey results:

- Nearly** all students (99%) use their phones at least five times a day. The **majority** of respondents (80%) use the phone to access the internet. **More** than half (56%) can't imagine going on holiday without their phone and for 45% it is the first thing they check in the morning. The use of smartphones to read news or e-books is **increasing** (40% do so already).
- Approximately** 30% (the exact number couldn't be determined because of some unclear answers) admit to using the phone during a meal. A **declining** number of students (only 12% this year) object to the use of mobile phones at school.

4 Match the words to the sentences. There is one word you do not need. [S]

flood strike avalanche landslide
earthquake hurricane national election

- It measured 5.5 on the Richter scale and was felt over 60 miles away from its epicentre.
- The snow fell down the mountain burying five skiers.
- The water level has finally gone down.
- Harvey devastated Texas with its extremely strong winds of 130 mph.
- Unofficial results point to the victory of the Liberal Party candidate.
- The workers have walked out in response to reductions in wages.

5 Translate the words and phrases in brackets into English. [S]

- I'm sorry, I can't hear you. The _____ (zasięg) is very weak.
- I've tried to call the hotline a few times but the number is always _____ (zajęty).
- There are no operators available right now. Please _____ (zostaw wiadomość).
- Could you _____ (odebrać) the phone, please. It's been ringing for fifteen minutes now.
- To make a call to Poland, _____ (wprowadź numer) +48.
- The police dispatcher was taking down the victim's address when he _____ (połączenie zostało przerwane).

Speaking

6 In pairs. Read the role cards below, then act out the dialogue with your partner.

Conversation 1

STUDENT 1: You're calling 112 to report an emergency. Your friend has just fallen down the stairs. Write four details about the situation.

STUDENT 2: You are the emergency service operator. Write four questions you might ask a caller reporting a home accident. Begin your role-play with:

Hello, emergency service operator,

Look at the lesson aims for this unit. What can you now do well?
Choose one area for more practice if necessary.

Zdrowie • Świat przyrody • Nauka i technika • Państwo i społeczeństwo • Znajomość środków językowych Parafrazy zdań • Słownictwo • Tłumaczenie fragmentów zdań • Mówienie Rozmowa z odgrywaniem roli

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ANSWERS

- ... and asked what **had** happened
- The man **told her / said** that he was feeling dizzy.
- ... and asked him if he **could** breathe freely.
- ... she said she thought someone **was** having a heart attack ...
- The dispatcher asked **if** the victim ...
- He promised the ambulance **would** be there shortly.
- Roger called to **tell her / say** that he was ...
- leaving hospital **that** afternoon.

Exercise 2

ANSWERS

- would be back the next
- if / whether it was necessary to
- she was out that afternoon
- that the heavy rain had caused
- how long it would take
- she couldn't move her

Exercise 4

ANSWERS

- earthquake 2 avalanche
- flood 4 hurricane
- national election 6 strike

Exercise 5

ANSWERS

- signal 2 engaged
- leave a message 4 answer
- dial 6 got cut off

Optional exercise

- Set the review page as a mini test.
- All students complete exercises 1–5 individually within a set time limit.
- Check answers in class allowing students to discuss and correct their answers.
- Use peer and teacher correction to explain why answers are incorrect.

Exercise 6

- Divide the class into same-level pairs.

Differentiation

- Support weaker students by helping them with the four details and other vocabulary they may need (e.g. your location and your telephone number, a description of what happened, is the person conscious, are they hurt, what symptoms they have).
- Stronger students swap and do both roles. They can also do two conversations involving two different emergency services.

Further practice

Workbook page 93

Lesson objective

Language review: review the grammar structures and vocabulary from the unit

Warm up

- Find some recent news headlines online and print them out. Try to include a variety of stories, e.g.
Mild autumn hits retail sales in October;
Hurricane-strength Storm Deirdre to SLAM Britain with weekend of HELL;
Preliminary results from Italy's general election show the country split three ways;
Philippines villages buried by landslide after Typhoon

- Display the headlines around the class. Students walk around in pairs and discuss what they think the stories might be.
- Have a class feedback, encouraging students to share their ideas.

Exercises 1, 2, 3, 4 and 5

- Divide the class into same-level pairs.
- They work through the exercises together.

Exercise 1

- Tell students that the best way to spot the mistakes is to read the text out loud.

Lesson objective

Skills trainer: familiarisation and practice of Extended Matura reading and listening exam tasks

Warm up

- Ask students if they can identify the difference between this Extended Matura-type reading task and the Basic level task.
(Basic = students match six sentences to four paragraphs and two sentences can't be matched.
Extended = students match four sentences to three paragraphs and two of the sentences match one paragraph. The text is also longer.)
- Ask students the same question for the listening task.
(Basic = six different listening texts, six questions.
Extended = one text, five questions.)

Exercise 1

- Help the students to understand what they can expect in the Matura exam by reading the strategy together.
- Tell the students to read through the text first before they match the sentences.
- Tell students to underline and provide evidence for why they think their answer is correct before going through the answers.

Exercise 2 4.21

- Read through the Listening strategy box with the class.
- Tell students to choose answers and underline words / phrases the first time they listen.
- Give students a few minutes to discuss their answers in pairs before playing the audio again.

Audio script page 181

Exam tip

- The listening text will not be about everyday life situations, but it might occasionally be a dialogue instead of an interview.

Optional activity

- To support weaker students, give them a copy of the audio script so that they can check their answers.

Further practice

Workbook page 94

Unit Test

7.11 Skills trainer

Reading

Dopasowywanie tekstów do pytań

W tego typu zadaniu jeden tekst lub jeden fragment tekstu pasuje do dwóch pytań. Pamiętaj, że występowanie tych samych wyrazów w tekście i w pytaniu nie gwarantuje, że pasują one do siebie. Podana w tekście informacja może mieć inną wymowę niż ta ujęta w pytaniu. Aby uniknąć błędów, za każdym razem, gdy wydaje ci się, że ustaliłeś/aś poprawną odpowiedź, jeszcze raz przejrzyj wszystkie pytania i przeczytaj fragment.

- 1 Przeczytaj opis strategii. Dopasuj akapity A–C do pytań 1–4. Jeden akapit pasuje do dwóch pytań.

- In which paragraph does the author mention ...
- finding the best emergency team available? **C**
 - a rising number of mobile phone users? **B**
 - an unsuccessful attempt to request a service? **A**
 - the communication problems between different emergency service types? **A, B**

HOW AN EMERGENCY SERVICES APP IS HELPING TO SAVE LIVES

- A** Many of us think that if you call an emergency number like 911, 999 or 112, someone will answer quickly and help will arrive soon wherever we are in the world. But across Africa, this isn't always the case. In Nairobi, for example, there are more than 50 different numbers for emergency services. Ringing round trying to find an available ambulance crew can be a long process. There is a 999 emergency hotline number but it is overloaded by prank calls and rarely answered. During the recent election violence, the BBC rang the number several times but didn't get through. On one occasion, someone did pick up the phone, but hung up immediately.
- B** According to Bethuel Aliva, the owner of a training school and fire service in Nairobi, the emergency system isn't keeping up with technological change. 'People have moved on to mobile phones but I believe the emergency services are still on analogue,' says Mr Aliva. Another problem is that every 999 call goes first to the police who then start looking for the nearest ambulance or fire engine. With so many numbers for different emergency services, many of them belonging to individuals rather than agencies, the average response time is 162 minutes. The difficult navigation through the city's crowded roads causes additional delays.
- C** Caitlin Dolkart and Maria Rabinovich have come up with a solution to the problem. They have created an online platform that aims to connect people to the closest emergency team. Crews from different ambulance companies log in to the system at the start of a shift. Their locations can then be monitored by any hospital registered with Flare, the app that lets users access the platform. Emergency co-ordinators can then choose the

most appropriate vehicle based on its location, the crew's qualifications, and the equipment on board. With the exact location and directions provided by Google maps, ambulance drivers can reach their destinations much faster than before.

Listening

Odszukiwanie informacji w nagraniu

W zadaniach na słuchanie z czterema opcjami odpowiedzi do wyboru przeważnie mamy do czynienia z wywiadem. Uważnie przeczytaj polecenie i treść zadania, aby zapoznać się z tematyką rozmowy i określić, do którego z rozmówców odnoszą się informacje w pytaniach. Pierwsze cztery pytania w zadaniu występują w tej samej kolejności, co odpowiedzi w nagraniu, i wymagają odwołania się do informacji szczegółowych. Piąte pytanie wymaga zwykle określenia głównej myśli tekstu, kontekstu lub intencji rozmówcy. Jeśli nie uda ci się w trakcie pierwszego słuchania odszukać potrzebnych informacji, wyeliminuj te odpowiedzi, które są sprzeczne z nagraniem.

- 2 Przeczytaj opis strategii. Wysłuchaj wywiadu z młodą działaczką społeczną, opowiadającą o swojej pracy. Wybierz poprawną odpowiedź: A, B, C lub D.

- 1 According to the interviewer, what makes Emily special is her ...
- interest in computer games.
 - original social media profile.
 - successful business activity.
 - ambitious charity project.
- 2 Talking about young people, Emily says that they ...
- are more interested in social activity than older people.
 - don't like helping others.
 - use social media to express their opinions.
 - mistrust local initiatives.
- 3 The main aim of Go Strong is to ...
- help poor kids to become responsible adults.
 - teach fishing skills.
 - build wells in African countries.
 - provide children with sports training.
- 4 Which is NOT true, according to Emily's last answer?
- Charity work doesn't usually give you financial profits.
 - Helping others is a satisfying experience.
 - Volunteers are offered free training in exchange for their work.
 - There are many advantages of volunteering.
- 5 In the interview, Emily mostly talks about ...
- the disadvantages of running a charity.
 - helping people on a local level.
 - the role of art and sport in life.
 - young people's passive attitude to social problems.



Strategia • Treść wywiadu • Strategie słuchania • Rozumienie tekstów pisanych • Dobranie • Rozumienie ze słuchu • Wskazywanie pytań

How to learn vocabulary

- Before the students do the *How to learn vocabulary* page in their Workbooks for homework, it will be useful for them to have some tips and strategies.
- Ask the students if they use a dictionary regularly. If yes, ask them if they prefer a book or if they use an online dictionary.
- Ask students what they use their dictionaries for (e.g. the meaning of words, spelling, pronunciation or all of these things).
- Tell students to look at the word list in the Student's Book. Ask what the letters in brackets refer to (the part of speech, e.g. n = noun), and what extra information they would find in a dictionary (e.g. pronunciation, example sentences, usage, whether the noun is countable or uncountable, whether the phrasal verb is separable or not, synonyms, collocations).

Study skills

- Dictionaries are a very useful learning tool in and outside the classroom and allow students to become more autonomous learners. Most dictionaries provide the word families. When you look up a word, the dictionary will give you the other parts of speech and example sentences.

Word list

- Once the students have done the *How to learn vocabulary* page ask them to choose five of the words from the word list and check what additional information they can find out about them in their dictionary.

Further practice
Workbook page 95

Global events (pp.88 and 120)
avalanche (n) /əˈvælənʃ/ lawina
drought (n) /draʊt/ susza
earthquake (n) /ˈɜːkweɪk/ trzęsienie ziemi
epidemic (n) /epɪˈdemɪk/ epidemia
famine (n) /ˈfiːmɪn/ głód
financial crisis /ˈfaɪnənʃl kraɪsɪs/ kryzys finansowy
flood (n) /flʌd/ powódź
hurricane (n) /ˈhʌrɪkən/ huragan
landslide (n) /ˈlændslaɪd/ osunięcie się ziemi
national election /ˈnæʃnəl ɪlekʃn/ wybory narodowe
nuclear meltdown /ˈnjuːkliə ˈmelt daʊn/ topnienie rdzenia reaktora nuklearnego
oil spill (n) /ɔɪl spɪl/ wyciek ropy
protest (n) /ˈprəʊtest/ protest
strike (n) /straɪk/ uderzenie
terrorist attack /ˈterərɪst ətæk/ atak terrorystyczny
tornado (n) /tɔːˈneɪdɔː/ tornado
tsunami (n) /tsʊˈnɑːmi/ tsunami
volcanic eruption /ˌvɒlˌkənɪk ɪrəʃn/ wybuch/erupcja wulkanu
alternative (adj) /ɔːlˈtɜːnətɪv/ zastępczy, inny
conservation (n) /kənˈsɜːveɪʃn/ ochrona
consume (v) /kənˈsjuːm/ zużywać, konsumować
energy (n) /enərʒi/ energia
green (adj) /ɡriːn/ zielony, ekologiczny
habitat (n) /ˈhæbɪtæt/ siedlisko
organic (adj) /ɔːɡənɪk/ organiczny
packaging (n) /ˈpækɪdʒɪŋ/ opakowanie
pollution (n) /pəˈluːʃn/ zanieczyszczenie
recycle (v) /ˈriːsaɪkl/ przetwarzać
reduce (v) /rɪˈdjuːs/ zmniejszać
throw away (v) /θrəʊ əˈweɪ/ wyrzucać
waste (n) /weɪst/ reszki, odpady
business (n) /ˈbɪznəs/ interes, biznes
nature (n) /ˈneɪtʃər/ natura, przyroda
politics (n pl) /ˈpɒlɪtiks/ polityka
society (n) /səˈsaɪəti/ społeczeństwo
technology (n) /tekˈnɒlədʒi/ technologia

Talking about data (p.88)
a growing number /ə ˈɡrəʊɪŋ ˈnʌmbər/ rosnąca liczba
about (adv) /əˈbaʊt/ około
approximately (adv) /əˈprɒksɪmətli/ w przybliżeniu
declining (decline) (v) /dɪˈklaɪnɪŋ/ malejący
fewer and fewer /ˈfjuːər ənd ˈfjuːər/ coraz mniej
hardly any / a small minority /ˈhɑːdli ˈeni, ə ˈsmɔːl maɪnərəti/ prawie żaden / niewielka część
increasing (increase) (v) /ɪnˈkriːsɪŋ/ rosnący
just over half / a quarter /dʒʌst ˈəʊvər ˈhaːf, ˈəʊvər ə ˈkwɔːtəri/ nieco ponad połowa / ćwierć
just under half / a quarter /dʒʌst ˈʌndər ˈhaːf, ˈʌndər ə ˈkwɔːtəri/ nieco mniej niż połowa / ćwierć
more than half /mɔː ˈðən ˈhaːf/ ponad połowa
nearly all /ˈniːəli ˈɔːl/ niemal wszystkie
nearly half /ˈniːəli ˈhaːf/ niemal połowa
nobody (pron) /ˈnɒdədi/ nikt
none of (pron) /nʌn əv/ żaden z
only a few /əʊnli ə ˈfjuː/ tylko kilka
the majority of (n) /ðə maɪˈdʒərəti əv/ większość (spośród)

Communication (pp.88 and 121)
allow / prevent data roaming /əˈlaʊ / ˈprent ˈdeɪtə ˈrəʊmɪŋ/ zezwalać na / zapobiegać roamingowi danych
call back (v) /kɔːl ˈbæk/ oddzwaniać
cancel / extend your contract /ˈkænsəl / ɪkˈstend jɔː ˈkɒntrækt/ anulować / poszerzyć umowę
chat message (n) /tʃæt ˈmesɪdʒ/ wiadomość na czacie
check your messages /tʃek jɔː ˈmesɪdʒz/ sprawdzać wiadomości
dial (v) /daɪəl/ wybierać numer
disable / enable do not disturb mode /ˈdɪsˌeɪbl / ˈneɪbl ˈduː ˈnɒt dɪˈstɜːb ˈmɔːd/ włączyć / wyłączyć tryb „nie przeszkadzać”
email (n) /ˈiːmeɪl/ e-mail
engaged (adj) /ɪnˈɡeɪdʒd/ zajęty (o numerze telefonu)
get cut off /ɡet ˈkʌt ˈɒf/ mieć przerwane połączenie
greetings card /ˈɡriːtɪŋz ˈkɑːd/ kartka z życzeniami
hang up (v) /hæŋ ˈʌp/ odłożyć słuchawkę
hold on (v) /həʊld ˈɒn/ poczekać (przy telefonie)
invitation (n) /ɪnvɪˈteɪʃn/ zaproszenie
leave a message /liːv ə ˈmesɪdʒ/ zostawić wiadomość
letter (n) /ˈletər/ list
listen to your voicemail /lɪsn tə jɔː ˈvɔɪsmel/ odsłuchiwać wiadomości z poczty głosowej
note (n) /nəʊt/ wiadomość, notatka
phone call /fəʊn ˈkɔːl/ telefon (połączenie)
pick up (v) /pɪk ˈʌp/ odebrać (telefon)
postcard (n) /ˈpəʊstkɑːd/ karta pocztowa
signal (n) /ˈsɪgnəl/ zasięg
switch your phone to silent mode /swɪtʃ jɔː ˈfəʊn tə ˈsaɪlənt ˈmɔːd/ wyciszyć telefon
text message /tekst ˈmesɪdʒ/ wiadomość tekstowa
top up your credit /tɒp ˈʌp jɔː ˈkredit/ doładować konto (telefoniczne)
upgrade your phone /ʌpˈɡreɪd jɔː ˈfəʊn/ zaktualizować telefon
video call (n) /ˈvɪdiəʊ ˈkɔːl/ połączenie wideo
wrong number /rɒŋ ˈnʌmbər/ niewłaściwy numer

Real English (p.88)
a bit hyper /ə ˈbɪt ˈhaɪpər/ nieco nadpobudliwy
Let me know how it goes! /let miː nəʊ ˈhaʊ ɪt ˈɡoːz/ Powiedz mi, jak ci pójdzie!
That's ace! /ðæt ˈeɪs/ To super!
to cut a long story short /tə ˈkʌt ə ˈlɒŋ ˈstɔːri ˈʃɔːt/ krótko mówiąc

Emergency services (p.90)
emergency (n) /ɪˈmɜːdʒənsi/ sytuacja kryzysowa, nagły wypadek
first aid /fɜːst ˈeɪd/ pierwsza pomoc
get into difficulty /ɡet ˈɪntə ˈdɪfɪkəlti/ wpaść w tarapaty
incident (n) /ɪnˈsɪdənt/ wypadek, zajście
injured (adj) /ɪnˈdʒəd/ ranny
on call /ɒn ˈkɔːl/ dyżurny, wezwany
prevention (n) /prɪˈvenʃn/ zapobieganie
reach (v) /riːtʃ/ dotrzeć (do), osiągnąć
rescue (v) /ˈreskjʊ/ ratować
save a life /seɪv ə ˈlaɪf/ ocalić życie
stranded (adj) /ˈstrændɪd/ zdany na własne siły

Speaking (p.87)
Learning from real sources
I can hear the new words in context with ... /aɪ kən ˈhiə ðə ˈnjuː wɜːdz ɪn ˈkɒntekst wɪð/ Mogę usłyszeć nowe wyrazy w kontekście ...
I can listen to different accents. /aɪ kən ˈlɪsn tə dɪfərənt ˈæksents/ Mogę usłyszeć różne akcenty.
I can practise listening / reading with ... /aɪ kən ˈpræktɪs ˈlɪsnɪŋ, ˈriːdɪŋ wɪð/ Mogę ćwiczyć słuchanie / czytanie za pomocą ...
I can take my time and use a dictionary with ... /aɪ kən ˈteɪk maɪ ˈtaɪm ən ˌjuːz ə ˈdɪkʃənəri wɪð/ Mogę wykorzystać czas i posłużyć się słownikiem do ...
Images / subtitles help (me) to understand ... /ɪmɪdʒz, ˈsʌbtlaɪtʃ ˈhelp tə ˈʌndəstænd/ Obrazki / podpisy pomagają zrozumieć ...
It's good / useful to hear language as well as read it. /ɪts ɡʊd, ˈjuːsfʊl tə ˈhiə ˈlæŋɡwɪdʒ əz ˌwel əz ˈriːd ɪt/ Dobrze jest jednocześnie słyszeć języki i czytać.
Online / In a newspaper I can choose the stories I'm interested in. /ɒnlaɪn, ɪn ə ˈnjuːzpeɪpər aɪ kən ˈdʒʌz ðə ˈstɔːrɪz aɪm ˈɪntərəstəd ɪn/ Online / W gazecie mogę wybrać te opowiadania, które mnie interesują.

Writing: A formal letter/email (p.92)
Acknowledging another viewpoint
I know ... /aɪ ˈnəʊ/ Wiem ...
I realise ... /aɪ ˈrɪəlaɪz/ Zdaję sobie sprawę, że ...
I understand ... /aɪ ˈʌndəstænd/ Rozumiem ...
I'm sure it goes without saying ... /aɪm ˈʃʊər ɪt ˈɡoːz wɪðˌaʊt ˈseɪɪŋ/ Jestem pewien, że to rozumie się samo przez się.
Of course ... /əv ˈkɔːrs/ Oczywiście ...
Emphasising your perspective
However, I do think ... /haʊevər aɪ ˈduː θɪŋk/ Ja jednak sądzę ...
I really must conclude ... /aɪ ˈriːəli mʌst kənˈkluːd/ Naprawdę muszę stwierdzić na koniec ...
In my considered opinion, /ɪn maɪ kənˈsɪdəd əˈpɪnjən/ Po przemyśleniu uważam ...

Lesson objective

Vocabulary: strategies for using a dictionary

Warm up

- Divide the class into mixed-ability groups of four.
- Give each group a letter or letters of the alphabet and tell them to choose four words from the word list for their section of the alphabet.
- The groups take turns to give a definition of their words for the other groups to say the word.
- The groups win a point for each correct answer.

Study skills

- The aim of the *How to learn vocabulary* Workbook lesson is to give students practice in how to use a dictionary. It practises how to identify types of words, pronunciation and finding collocations.

Lesson objective

Vocabulary: business

Warm up

- Dictate the word *business* as an anagram.
- Divide the class into pairs to try to work out what the word is.
- Ask students to name any businesses that they think are successful and ask why they think they are successful.

Exercise 1

- Continue your discussion from the warm up asking the question to the class. Tell students that they need to think about the person running the business.

Exercise 2 4.26

ANSWERS

Business success – what does it take?

Exercise 3

Differentiation

- Tell stronger students to write correct sentences for the false items.
- Weaker students underline key information in the text.

Exercise 4 4.27

- Divide the class into mixed-ability pairs and ask them to try to work out the meanings together.
- Tell them to use any available resources (for example, bilingual and monolingual dictionaries) to clarify and check their answers.
- Do class feedback, playing the audio for students to listen and repeat. Check stress and pronunciation.

ANSWERS

entrepreneur: someone who starts their own business

product: something that is made to be sold

make a loss: to not make any profits from selling something

make a profit: to make money from selling something

start-up: a small business that has just been started

demand: a need for something to be sold or supplied

business plan: a document giving details of a company's plans for the future

supplier: a company, person, etc. that provides things that people want or need

investment: putting money, effort, time, etc. into something to make a profit

customer: a person who buys goods or a service

8 The secrets of success

I can talk about business success.

8.1

A big break?

- 1 What characteristics do you think you need to succeed in business?
- 2 4.26 Read and listen to the web article about business success. Choose the best title.
Why so many businesses fail
How to be an instant millionaire
Business success – what does it take?
- 3 Read the article again. Are the sentences true (T) or false (F)?
1 Half of all new businesses fail in their first year. **F**
2 Only 10% are still trading after ten years. **T**
3 Thomas Jefferson suggests that business success is down to chance. **F**
4 Working with a partner is a good business strategy. **T**
5 The article is pessimistic overall. **F**

- 4 VOCABULARY 4.27 Check the meaning of the highlighted business words in the article. Listen and repeat.

- 5 MEDIATION In groups. Read this quotation from Ewa Minge, Polish fashion designer. How would you summarise its meaning in English?

Możemy przepłynąć ocean, ale jeżeli z boku nie będzie płynął nikt, kto nas z pełnym sprzętem wspiera, to jak wpadniemy do wody, to nie ma szans, to jest koniec. W życiu naszym musi być drugi człowiek, a dobrze, żeby był trzeci, czwarty, piąty.
Ewa Minge, Polish fashion designer

- 6 VOCABULARY BOOSTER Now practise Business vocabulary on page 122.

Are you a wannabe **entrepreneur**? Do you have a great idea for a **product** that's just waiting to be **launched**?

Every year over 600,000 small businesses are **started** in the UK alone. But, five years later, 50% of new businesses **have been closed** and after 10 years, 90% **will be shut down**. Even those who succeed can expect to **make a loss** for three years before they **make a profit**.

And yet, if you type 'business success' into a search engine, you'll find a dozen kitchen-table **start-ups** that **were turned into a success by a stay-at-home mum**. The stories talk of rising **demand**, high profits and easy millions. Perhaps they just **hadn't been told** it's almost impossible.

So what does it take to succeed? Here are some ideas from people who knew a bit about it.

'I find that the harder I work, the more luck I seem to have.' Thomas Jefferson

Opportunities are **being created** all the time. Sometimes 'the big break' may turn up as if by chance, but for the most part, you have to be in the right place at the right time to recognise it. That comes down to hard work.

'If you really look closely, most overnight successes took a long time.' Steve Jobs

Business success is built on good planning. Have a **business plan** and put in the hours. Do your research, know your product and get to know your **suppliers**.

'Success represents the 1% of your work which results from the 99% that is called failure.' Soichiro Honda

The truth is, nobody is winning all the time. But the key to success is learning from the challenges.

'I get by with a little help from my friends.' Lennon and McCartney

OK, it's a song, but it's true. Good advice and support from friends and family make a big difference to business success. And starting a business with someone else means you will on average raise 30% more **investment** and grow your **customer** base three times as fast.

'We all have the right to our crazy dreams.'

That's Mr Honda again. Because some advice **needs to be ignored**! While they **were being told** how difficult it would be, they weren't really listening!

So, dream **big** - and go for it!



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Praca • Państwo i społeczeństwo • Mówienie Rozmowa wstępna

Differentiation

- Students write about an entrepreneur or successful business they know and include the new words.
- Stronger students write a short text showing the meaning of the words in context.
- Weaker students can write individual sentences.

Exercise 5

- Give students time in their groups to translate the quote.
- Discuss its meaning with the class.

ANSWER

You can swim across the ocean, but if there is no one swimming next to you and supporting you with the full equipment, then that's it, there's no chance, that's the end. There must be the second person in your life, and possibly the third, the fourth, and the fifth one too.

Exercise 6

- Now tell students to turn to page 122 in their books. You can find the teaching notes for the next part of this lesson on page 140.

Further practice

Workbook page 96

Grammar

Passive: all tenses



1 Match the underlined passive forms in the article to 1–10 below.

- | | |
|----------------------|------------------------|
| 1 present simple | 6 past perfect |
| 2 present continuous | 7 future simple |
| 3 past simple | 8 passive infinitive |
| 4 past continuous | 9 modal verb + passive |
| 5 present perfect | 10 by + agent |

2 Complete the rules with the words below.

czynności be by bezokolicznik imiesłowny

Orzeczenia w stronie biernej składają się z odpowiedniej formy czasownika ¹ **be** oraz ² **imiesłowny** czasu przeszłego.

Stronę bierną stosujemy, gdy chcemy się skupić bardziej na ³ **czynności**, a nie na jej wykonawcy lub gdy nie znamy wykonawcy czynności.

Gdy chcemy w zdaniu wprowadzić wykonawcę czynności, stosujemy przyimek ⁴ **by**.

Po czasownikach modalnych w stronie biernej stosujemy ⁵ **bezokolicznik** strony biernej.

GRAMMAR BOOSTER P. 142

3 Make these active sentences passive. Use *by* where necessary.

- Soichiro Honda started Honda Motor Co. in 1948.
- Honda now employs over 200,000 people.
- Two friends were developing Apple Computers in the spring of 1976.
- Apple is always launching new products and models.
- They elected Thomas Jefferson president of the USA in 1801.
- Jefferson and others had co-written the American Declaration of Independence.
- More artists have recorded the Beatles song *Yesterday* than any other song.
- Everyone will always remember the Beatles as a band who changed music.

4 4.28 Listen to the report and answer the questions with passive structures.

- What opportunity were students in Ohio given?
- What kinds of product were being sold?
- What lessons were learned in the first session?
- How often is the Young Enterprise Tent made available?
- What is the hope for the students?
- What may customers be inspired to do by the project?

5 Make passive sentences about the Young

Entrepreneurs Market using an appropriate passive form.

- space / find / at a local farmers' market
- as a result / the students / give / an insight into their products
- to date / a total of \$4000 / raise
- the young entrepreneurs / encourage / to build on their experience
- they / inspire / to go into business

6 Complete the sentences in the press release with an appropriate passive form.

I want to introduce you to a new business that ¹ (just / launch) in town! It's another example of the growing trend for 'fusion retail' – where different products ² (combine) in a single space and customers ³ (offer) a complete 'experience'. Shopping habits are changing and more and more shops and businesses ⁴ (now / develop) around a lifestyle concept. Until recently, we thought the High Street ⁵ (abandon) for the internet, but in fact it ⁶ (just / reinvent)! The new business is a bike shop with a difference! Bicycle sales and repairs ⁷ (combine) with café culture and live music to create a space where people want to hang out. Customer numbers are growing, and we predict that there are profits waiting ⁸ (make)!

7 Read the press release in Ex 6 again. Do you think this business would be successful where you live? Why / Why not?

8 THINK AND SHARE In groups, think about a product, company or brand that you like. Answer the questions and present your product to the group.

- What sort of product or business is it?
- Is it an independent business, or part of a chain?
- Do you know when it was launched? Or when it was opened in your town?
- Who are its main customers?
- How has it attracted its customers?
- Where are the products made?

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Lesson objective

Grammar: passive: all tenses

Warm up

- Divide the class into two teams.
- Ask a student from each team to sit with their back to the board.
- Write one of the vocabulary items from Lesson 8.1 on the board.
- The teams mime and/or describe the word for their team members to guess.
- Repeat with different students.

Exercise 1

- Check the forms of each tense in feedback and write them on the board.

ANSWERS

- are started
- are being created
- were turned
- were being told

- have been closed
- hadn't been told
- will be shut down
- to be launched
- needs to be ignored
- were turned into a success by a stay-at-home mum

Exercise 2

- Students complete the rules using the examples in Ex 1 and the forms on the board to help them.

Flipped classroom grammar video

- Note that the video doesn't present all the forms, but it does include how to form negatives and questions.
- Play the video and pause at 0:50 to ask: *When do we use the passive form? How is it formed?*
- Now ask students to turn to pages 142 and 143 in their books. You can find the teaching notes on page 156.

Exercise 3

ANSWERS

- Honda Motor Co. was started in 1948 by Soichiro Honda.
- 200,000 people are employed by Honda.
- Apple Computers were being developed in the spring of 1976.
- New products and models are always being launched by Apple.
- Thomas Jefferson was elected president of the USA in 1801.
- The Declaration of Independence was co-written by Jefferson.
- The Beatles' song 'Yesterday' has been recorded by more artists than any other song.
- The Beatles will always be remembered as a band who changed music.

Exercise 4 4.28

Audio script page 181

ANSWERS

- To try real-life business start-ups.
- organic breakfast muesli, handmade scarves and 3D-printed designs
- about how to clearly brand or package their product and improve it every week
- that they will be inspired to build a career in business
- Customers might be inspired to move away from big brands and shop with independent retailers.

Exercise 5

ANSWERS

- Space was found at a local farmers' market.
- As a result, the students were given an insight into their products.
- To date, a total of \$4,000 has been raised.
- The young entrepreneurs are being encouraged to build on their experience.
- They will be inspired to go into business.

Exercise 6

ANSWERS

- has just been launched
- are combined
- are offered
- are now being developed
- was being abandoned
- is just being reinvented
- are being combined
- to be made

Differentiation

- Support weaker students by telling them which tense to use for each item in Ex 5 and 6.

Exercises 7 and 8

ANSWERS

Students' own answers

Further practice

Workbook page 97

Grammar booster page 142

Lesson objectives

Life skills: understand how to make a positive impression

Vocabulary: first impressions

Warm up

- Ask for two (stronger, confident) volunteer students.
- Give each volunteer one of the roles below (secretly so the class can't hear, or on a piece of paper).
- Give each volunteer a different name and tell the class to ask them simple questions about their name, age, where they live, etc.
- The class asks questions and both students respond in role.
- Discuss with the class what they think about each student and how their behaviour affected what the students thought about them.

Roles

- Student A: You aren't confident. Answer your classmates' questions with your hands in your pockets. Don't make eye contact, and talk quietly, looking down at the floor.
- Student B: You are confident. Answer your classmates' questions with your head up. Use your hands to show things.

Exercise 1

- Discuss the photos and question as a class, relating the conversation back to the warm up.

Exercise 2

- Talk about the highlighted words in relation to the warm up. Ask what the two students in the warm up did or didn't do when they were being interviewed.

ANSWERS

The photos show degrees of nervousness: top left is extremely nervous, top right is quite nervous and shy, bottom left is confident and open, and bottom right is very confident and in control.

Exercise 3

ANSWERS

body language = mowa ciała, tone of voice = ton głosu, slouch = garbić się, stand up straight = stanąć prosto, put your hands in your pockets = wkładać ręce do kieszeni, cross your arms = krzyżować ramiona, fidget = wiercić się, gesture = gest, make eye contact = nawiązać kontakt wzrokowy, shake hands = uścisnąć dłonie

Exercise 4 4.29

Audio script page 181

8.3

I can talk about how to make a positive impression.

Life skills

Making a positive impression

- 1 In pairs. Describe the photos. How can you prepare to make a good first impression?



- 2 Read the article. Are any of your ideas mentioned? Find good and bad examples of the body language mentioned in the article, in the photos.

- 3 **VOCABULARY** Check the meaning of the highlighted first impressions phrases in the article. Agree on a translation in pairs and act them out. Then complete the mind map.



- 4 Listen to two friends talking about body language. What is the main message?

- 5 Listen again and answer the questions.

- 1 What do people and animals do to show power or confidence?
- 2 How do we show that we feel nervous or powerless?
- 3 What did Amy Cuddy's research show was also possible?
- 4 How does she suggest you can change the way you feel?



- 6 In your own words, explain what the phrase 'Fake it until you make it' means.

- 7 **ROUND UP** In pairs. Discuss situations where you think you made a good or bad impression. What did you do?

Confidence shows! Confidence counts!

First impressions are formed in a very short time. When you meet someone for the first time, always think about how your appearance, body language and tone of voice affects how they see you. Studies have shown that people who appear confident are taken more seriously, given more time and seen as more successful. You might be nervous on the inside, but there are things you can do to look as if you aren't.

- 1 Don't slouch! Stand up straight, chin up, shoulders back. Try to relax!

- 2 Place your feet about 30 cm apart, facing forward. This gives you better balance and gives your whole body an open position.

- 3 Right now – where are your hands? Don't put your hands in your pockets, and don't cross your arms. Hiding your hands is a clear sign of nerves.

- 4 Try not to fidget! Use your hands to gesture when you speak, but try to make smooth, open gestures.

- 5 Make eye contact. This is really important! When you speak to someone, look them directly in the eye – at least for a couple of seconds.

- 6 If you shake hands, do it firmly and make eye contact while you do so.

- 7 Listen to what you're saying. Try to speak carefully and directly.

- 8 Finally, listen to other people. A confident person can take the time to listen and ask questions.

ANSWER

Using body language to show you are confident and powerful, even if you don't feel this way, can help improve confidence.

Exercise 5 4.29

ANSWERS

- 1 They make themselves big and take up space.
- 2 We make ourselves smaller – we slouch, cross our arms and look at the floor.
- 3 That we can trick ourselves into being confident with our body language.
- 4 By doing a power pose before you have to do difficult things.

Exercise 6

SUGGESTED ANSWER

Pretend to feel a certain way until you do actually feel this way.

Optional activity

- Tell students to spend five minutes creating a pretend profile. They should choose a new name, age, job, likes / dislikes, etc.
- Show students how to do a power pose, as mentioned on the audio: stand with your feet apart, hands on hips and chin tilted upward.
- Students then wander around the classroom 'meeting' each other.
- Discuss as a class who they felt was confident and what effect their 'pose' had on how they felt.

Further practice

Workbook page 98

Speaking Photo description

- 1 In pairs. How would you describe the style of clothes the people are wearing in photos A–D?



- 2 Listen to students talking about the photos. Which one are they talking about?

- 3 Read the Phrasebook and check the meaning of the words in **bold**. Listen again and tick the phrases you hear.

Phrasebook

Talking about fashion and style

It's a bit too casual / formal / middle-of-the-road
 I think this look is elegant / classic / contemporary / original / vintage
 It's just (not) my style / taste / look
 I like my clothes to be comfortable / smart / trendy
 It looks a bit too expensive / fancy / scruffy (for my taste)
 I never / always buy designer labels / second-hand clothes / the latest fashions
 This is (not) suitable for a special occasion
 I don't like feeling over-dressed / self-conscious

- 4 Write two sentences about each photo using the phrases in the Phrasebook.

Language focus

Stress patterns in compound words

Stress patterns are important for clear pronunciation. The main stress is the syllable that has the most emphasis when the word is spoken. A stressed syllable is longer and louder. In compound adjectives the stress is on the second part of the compound.

- 5 Listen and repeat these words.
 old-fashioned well-dressed self-confident
- 6 Listen to the words and mark the main stresses. Practise saying them. Then try saying them in a sentence.
 self-conscious second-hand over-dressed



- 7 Describe the photo and answer the questions.
- Why do people dress smartly for interviews?
 - Do you think it's important to look or dress a certain way to make an impression? Why / Why not?
 - Talk about an occasion when you wanted to make a good impression on someone.

Guided conversation

- 8 Look at the situations below. How would they affect your clothing choices? Choose a scenario and justify your choices.

You're going to a family wedding.
 You've got an interview for a university place.
 You're going to a barbecue at a friend's house.
 You're starting at a new school.

- 9 What is the most important factor when you choose clothes for these events? Choose from the factors below.

feeling comfortable fashion
 parents' expectations
 peer pressure personal style

- 10 In pairs. Read the task below and discuss the advice you would give for each job interview. Use ideas from the Life Skills page.

Your friend has an interview for a part-time job in a new **fashion shop** / **radio station** / **law office**. He / she has asked for your advice about the interview. Make sure you give advice on these four issues:

- what to wear
- skills and qualities that they should mention
- tips for making a good impression
- advice about dealing with nerves.

- 11 In pairs. Choose one of the job interviews each and take turns to do the task. Use phrases in the Phrasebook.

Exercise 4

- Read through the Language focus box with the class.
- Elicit and write an example sentence on the board before students start.

Exercise 5 4.31

Differentiation

- Tell students to read the words first and try to work out the stress patterns themselves before playing the audio for them to check and repeat.

Exercise 6 4.32

ANSWERS

self-conscious, second-hand, over-dressed

Exercise 7

- Discuss the questions as a class.

Exercise 8

- Divide the class into small groups.
- One student is the 'secretary' and makes a note of their choices for each event.
- Regroup the students to discuss their decisions with a new set of people.

Exercise 9

- Tell students to refer back to their ideas in Ex 8. Ask: *Did any of these factors come up in your discussions?*

Exercise 10

- Explain that students should make notes for each of the places.

Exercise 11

Differentiation

- Give weaker students a bit more preparation time. Tell them to refer to any notes they made in Ex 10.
- Stronger students make notes as their partner talks of any grammatical mistakes and suggestions for better phrases or vocabulary.

Further practice

Workbook page 99

Lesson objective

Speaking: photo description and guided conversation

Warm up

- Display pictures from magazines or newspapers around the room showing people wearing different clothing.
- Students walk around the classroom in pairs discussing the photos.
- Don't give a specific task – walk around and see what students come up with.
- Write any useful vocabulary or language on the board.

Exercise 1

- Divide the class into pairs to discuss the photos.

Exercise 2 4.30

- Once students have listened, they discuss their choices in pairs. They should back their answers up with reasons when they have different answers.

Audio script page 182

ANSWERS

1 C 2 B 3 D 4 A

Exercise 3 4.30

- Divide the class into mixed-ability pairs to check and write the meanings of the words in their notebooks.

ANSWERS

It's just not my style.
 I like my clothes to be comfortable.
 It's a bit too middle-of-the-road.

Lesson objectives

Video: understand a video about image and appearance

Vocabulary: image and appearance

Warm up

- Write on the board *I love your ...* and *I think your ... is ...*
- Tell students that they need to walk around the classroom and say one positive thing about the appearance of every student they meet, e.g. *I love your curly hair! I think your T-shirt is really cool!*
- Feed back on useful vocabulary and some of the best comments.

Exercise 1

- Look at the photo with the class. Go through the questions and elicit ideas.

SUGGESTED ANSWERS

- They are on the high street looking into a shop window.
- hair, nails, nose, eyes, colour of skin (tanning products)

Exercise 2a 5.02

Video transcript page 182

ANSWERS

He decides not to have his nose pierced and to have a tattoo done instead when he is eighteen.

Exercise 2c 5.02

ANSWERS

- Co do licha ...?
- Jaki to ma sens ...?
- Bądź realistą!
- Wyluzuj!

Exercise 3 5.03

- Divide the class into mixed-ability pairs to discuss and match the words.
- Play the audio for students to check.

ANSWERS

- cosmetic surgery
- dyed hair
- fake tan
- false nails
- makeover
- hairstyle
- nose / ear / lip piercing
- shaved head
- take steroids
- tattoo

Exercises 4–7

Differentiation

- Divide the class into small groups to work through the exercises.
- Give them a time limit and monitor to check groups are working through the discussion points within the time.

8.5 I can talk about image and appearance.

Looking good, feeling great?

- Look at the video still and answer the questions.

- Where are the people and what are they doing?
- What kind of things do people do to change their appearance?

- a** Watch or listen again. Chloe and Tyler are talking outside a beauty salon. Watch or listen. What does Tyler decide to do?

- Watch or listen again. Are these sentences true (T) or false (F)?

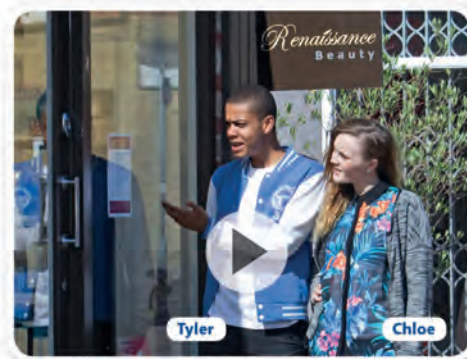
- It was Tyler's idea to go to the salon.
- Chloe wants to get her nose and her ears pierced.
- T Tyler thinks that the salon is very expensive.
- F Tyler explains a beauty treatment to Chloe.
- T Chloe has a more relaxed attitude to beauty treatments.
- F Tyler decides to get a new haircut instead.

- REAL ENGLISH** Watch or listen again. Translate these words and phrases into Polish. Use the context to help you.

- What on earth ...?
- Get real!
- What's the point ...?
- Chill out!

- VOCABULARY** Match the image and appearance words and phrases to the photos. Listen and check.

makeover take steroids tattoo
fake tan shaved head hairstyle
dyed hair nose / ear / eyebrow piercing
false nails cosmetic surgery



- Look again at the photos. Which would you most likely have done? Order them from least to most likely. In pairs, discuss your lists.

- In pairs. Discuss the statements.

- Everyone wants to look attractive.
- Feeling attractive is good for your self-esteem.
- Cosmetic surgery and makeovers are normal these days.

- In pairs. Are all beauty treatments harmless or good for our self-esteem? Discuss your ideas and think of arguments to support your opinions.

- In groups. Discuss your ideas from Ex 5 with another pair.

- VOCABULARY BOOSTER** Now practise **Image and appearance** vocabulary on page 123.



Exercise 8

- Now tell students to turn to page 123 in their books. You can find the teaching notes on page 141.

Further practice

Workbook page 100

Grammar

have / get something done



1 5.04 Remember the video?

Listen and complete the sentences from the dialogue.

- 1 I _____ anything pierced before.
2 I _____ my ears and nose pierced last year.
3 It's like _____ a layer of skin

- 4 I'll _____ a tattoo _____ instead.
5 Have you _____ your hair _____?

2 Look at the examples and complete the rules.

have something done

subject + ¹ **had** + object + past participle

get something done

subject + *get* + ² **object** +

³ **past participle**

3 Read the rules and answer the questions.

- Have lub *get something done* stosujemy, gdy prosimy o wykonanie jakiejś czynności lub płacimy za jej wykonanie innym ludziom. Kto poszedł do salonu fryzjerskiego?
Rosie: I dyed my hair over the weekend.

Marta: I had my hair dyed on Saturday.

- Gdy mówimy o czymś nieprzyjemnym, co się komuś przydarzyło, możemy też zastosować *have* lub *get*. Kto zrobił coś, co chciał zrobić?

He's had his tooth knocked out by a cricket ball.

Steve had his hair shaved to raise money for charity.

GRAMMAR BOOSTER P. 143

4 Read the scenarios and complete the transformed sentences using *have / get something done*.

- 1 Bella is doing my nails.
I'm _____ my nails _____.
- 2 Someone stole Marcin's bike.
Marcin _____ his bike _____.
- 3 Ben asked the dentist to do a whitening treatment.
Ben asked about _____ a whitening treatment _____.
- 4 Layla regrets having a friend dye her hair.
Layla regrets _____ her hair _____.
- 5 The beauty therapist put fake tan on Pippa.
Pippa _____ fake tan _____.

5 Order the words to make sentences and questions.

- 1 cut / hair / have / I / my / need / to
2 did / done / get / tattoo / where / you / your / ?
3 eyes / had / her / just / she's / tested
4 done / have / ever / you / your / had / nails / ?
5 bedroom / I'd / get / decorated / like / to / my
6 won't / mum / my hair / dyed / have / let / me

6 5.05 Listen to a conversation. What beauty treatments and cosmetic procedures do they talk about?

7 5.05 Listen again and answer the questions.

- 1 What does Darcy think of the celebrity?
2 What has the celebrity had done?
3 What is Darcy's opinion of cosmetic surgery?
4 What do Jon and Milly think is the effect on ordinary people of celebrities like this?
5 What do they decide to do at the end of the conversation?

8 In pairs. Ask and answer about these experiences. Use *Have you ever had your ... ?* Look at the grammar rules and categorise the experiences as choices or accidents.

- | | |
|-----------------|--------------------|
| 1 hair / dye | 5 phone / steal |
| 2 email / hack | 6 allowance / stop |
| 3 head / shave | 7 nose / pierce |
| 4 nails / paint | 8 eyes / test |

Reflexive pronouns and *each other*

Zaimki zwrotne stosujemy w odniesieniu do czynności w zdaniach, w których podmiot i dopełnienie odnoszą się do tej samej osoby:

The beauty therapist dyed her hair blue.

lub gdy chcemy podkreślić, że to podmiot jest wykonawcą czynności:

The salon is expensive. Perhaps I'll do it myself.

Zaimek *each other* stosujemy, gdy chcemy wyrazić, że jakaś czynność została wykonana wzajemnie przez różne osoby:

My sister and her friends tease each other about their appearance.

GRAMMAR BOOSTER P. 144

9 Complete the sentences.

- 1 Jake was looking at _____ in the mirror.
2 We looked at _____ and got the giggles.
3 The school volleyball team are proud of _____.
4 My sisters lend _____ clothes and jewellery all the time.
5 Amy and Bella had an argument. They're not speaking to _____ now.
6 My mum usually dyes her hair _____.
7 I would never pierce my ears _____.
8 I cut my nails _____.

10 THINK AND SHARE In groups. At what age do you think it's acceptable to have the following things done?

- getting your hair dyed
- getting a piercing done
- having your head shaved
- getting false nails done
- getting an extreme hairstyle
- having a makeover done

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Lesson objective

Grammar: *have / get something done*; reflexive pronouns and *each other*

Warm up

- Play a drawing game with the words from Lesson 8.5.
- Divide the class into two teams and ask for a 'drawer' from each team.
- Show the 'drawers' a word to draw on the board.
- The teams try to guess the word.

Exercises 1 and 2 5.04

- Divide the class into pairs to complete the examples and work out the rules.

ANSWERS

- 1 haven't had 2 got
3 having, removed 4 have, done
5 had, cut

Exercise 3

ANSWERS

Marta went to the salon. Alicia did something she wanted to do.

Flipped classroom grammar video

- Use the video to teach the grammar.
- Play the video and pause at 1:08 to ask: *Why do we use 'have / get something done'?*
- Play the rest to check the form.
- Now ask students to turn to pages 143 and 144 in their books. You can find the teaching notes on page 157.

Exercise 4

ANSWERS

- 1 having, done 2 had, stolen
3 having, done 4 having, dyed
5 had, put on

Exercise 5

ANSWERS

- 1 I need to have my hair cut.
2 Where did you get your tattoo done?
3 She's just had her eyes tested.
4 Have you ever had your nails done?
5 I'd like to get my bedroom decorated.
6 Mum won't let me have my hair dyed.

Differentiation

- Support weaker students by giving them the first word of each sentence.

Exercise 6 5.05

Audio script page 182

ANSWERS

hair cuts, piercings, tattoos, getting nails done, fake tan and cosmetic surgery

Exercise 7 5.05

ANSWERS

- 1 She's the best-dressed teen in London.
2 She's had her hair cut, her lip pierced, a new tattoo done, her nails done and been fake tanned.
3 Darcy would have cosmetic surgery.
4 They think it makes ordinary people feel sad and think their lives are boring by comparison.
5 They decide not to post any photos.

Exercise 8

ANSWERS

Have you ever had your ...

- 1 hair dyed? 2 email hacked?
3 head shaved? 4 nails painted?
5 phone stolen?
6 allowance stopped? 7 nose pierced?
8 eyes tested?

Choices: 1, 3, 4, 7, 8 Accidents: 2, 5, 6

Optional activity

- Do Ex 8 as a 'Find someone who' class mingle.

Exercise 9

- Ask students to turn to page 144. The teaching notes are on page 157.

ANSWERS

- 1 himself 2 each other
3 themselves 4 each other
5 each other 6 herself
7 myself 8 myself

Exercise 10

- Discuss the question as a class.

Further practice

Workbook page 101

Grammar booster page 143

Lesson objectives

Reading: understand a language presentation text about the American Dream

Reading skills: recognising and understanding complex sentences

Vocabulary: political ideals

Warm up

- Ask students if they have ever visited America. If yes, ask where they went, what they did and what the experience was like. If no, ask if they would like to go and where they would visit.

Exercise 1

- Elicit some ideas on the board, but don't confirm answers yet.
- Ask: *Do you think that the American Dream is still alive and well today?*

Culture note

British colonisation of the Americas (including colonisation by both the English and the Scots) began in 1607 in Jamestown, Virginia, and reached its peak when colonies had been established throughout the Americas. When the USA gained independence, the Thirteen Colonies became the United States of America. The British did not leave North America, however. They still ruled Upper Canada (modern Ontario) and Lower Canada (modern Quebec).

Exercise 2 5.06

SUGGESTED ANSWER

The main idea of the dream is that America is a place that you can find wealth, freedom, opportunity and a better life (if you work hard).

Exercise 3

- Remind students that this is an Extended Matura-style task.
- Elicit the steps for this type of task: read the text first, then look at the options, crossing out the ones that are definitely incorrect. Then check back with the text to work out which of the remaining options could be correct.

Exercise 4

ANSWER

In modern America, the dream is still a familiar concept (main clause), but has it lost some of its power (subordinate clause)?

Exercise 5 5.07

ANSWERS

independence: freedom from political control by other countries
equal: having the same rights or being treated the same way
rights: the moral or legal claim to have something

8.7 I can understand an article about the American Dream.

CULTURE

Reading

- In pairs. Look at the photos. How would you define 'The American Dream'?
- 5.06 Read and listen to the article about the American Dream. What is the main idea of the 'dream'?
- Read the article. Choose the correct answer: A, B, C or D.
 - The Declaration of Independence ...
 - was written in the 17th century.
 - describes a dream that Thomas Jefferson had.
 - was written in Britain.
 - expresses ideas that influenced the 'American Dream'.
 - According to the article, the discovery of gold ...
 - proved that life was easier in America.
 - meant that everyone who went there got rich.
 - convinced people that America was a place of opportunity.
 - was an illusion.
 - The article admits that many migrants ...
 - didn't find life so easy.
 - found that US society was just as traditional.
 - did manage to improve life for their families.
 - were not hopeful about the opportunities.
 - Research shows that in 21st century America ...
 - most people still believe in the dream.
 - over a third of people are migrants.
 - it is very difficult to change your social class.
 - the dream can still come true.
 - Overall, the writer of the article ...
 - believes in the reality of the American Dream.
 - thinks the American Dream is dead.
 - supports the ideals of the American Dream.
 - suggests that people have been fooled.

Strategia

Rozpoznawanie i rozumienie zdań złożonych
 Zdanie złożone składa się ze zdania nadrzędnego oraz przynajmniej jednego zdania podrzędnego. Zdanie główne jest zwykle niezależne, co oznacza, że samo w sobie ma sens. Zdanie podrzędne zależy od nadrzędnego – nie ma sensu samodzielnie.
 The Pacific Crest Trail is a hiking trail (main clause) which is 4,265 km long (subordinate clause).

- Read the strategy and find another complex sentence with a main clause and subordinate clauses. What is the main clause in this sentence and what are the subordinate clauses?

Glossary

pursuit – poślę
 barrier – przeszkoda, bariera
 territory – obszar
 oppression – prześladowania

The American Dream

All men created equal ...?

On 4th July 1776 a document was signed that started thirteen breakaway American states on a journey that would lead to **independence** from Britain and to the creation of the United States of America. It was the American Declaration of Independence. It stated, 'We hold these truths to be self-evident, that all men are created **equal**' and identified the **rights** of its citizens to 'life, liberty and the pursuit of happiness.'

These **ideals** are at the root of the 'American Dream'. It's a dream about opportunity and equality. A dream about working hard and making a better life for yourself and for your children in a society where there are no barriers to success.

The big push west

In the 19th century pioneers moved west to new lands and new territories. People came from all over Europe to escape political oppression and the traditions of European culture where **social class** and place of birth meant that **social mobility** was limited. America, and particularly the west, seemed like a place where people could **reinvent themselves**, where anything was possible. Success, **wealth** and **freedom** were there if only you were prepared to work for them. The gold rush of 1848 meant this was a land where you could find your fortune and where you could be instantly wealthy.

Feeding the fairy tale

Throughout the 20th century, literature and films promoted the ideals of the American Dream with themes of freedom, opportunity and independence. Their **optimistic** stories in a **democratic** society appealed to hopeful people all over the world. Millions of people have moved to the 'land of opportunity' in search of a better life.

Was it all a dream?

In modern America, the dream is still a familiar concept, but has it lost some of its power? A poll in 2013 revealed that only 38% of those questioned believed that it was still possible to achieve it. More research showed that the USA is one of the least socially mobile countries in the developed world. Social mobility between generations is very, very low. It would seem that for many Americans in the 21st century, the dream may be just that – a dream. But perhaps this is too **pessimistic**. For millions of people in America, and across the world, the dream is still very much alive. And for some of them, it may yet come true.

ideals: an idea about what is good and right
social class: a theoretical way of grouping people who are at the same economic level or status in a society
social mobility: the ability to move easily from one social class to another, especially the ability of poorer people to improve their status
reinvent yourself: to present yourself with a new identity or a new image
wealth: a large amount of money, property, etc. that a person owns
freedom: the state of being able to do what you want without anyone stopping you
optimistic: expecting good things to happen, or expecting success
democratic: based on the idea that all members of society are equal
pessimistic: expecting bad things to happen, or expecting failure

Exercise 6

ANSWERS

Synonyms: achieve / manage, chance / opportunity
Antonyms: wealth / poverty, success / failure

Exercise 8

ANSWERS

1 drogę ku wolności 2 amerykańskim snem 3 równouprawnienie / szansa / ciężka praca 4 wolać i dobrobyt / wolność, sukces i bogactwo 5 odzwierciedlenie 6 krainą szans 7 (nadal) chce się tam przeprowadzić i / chce tam mieszkać i 8 jest tylko snem

Further practice

Workbook page 102

Word Power photocopiable worksheet

Teacher's Resource Centre

Culture video: Ellis Island and immigration

- 5 **VOCABULARY** 5.07 Check the meaning of the highlighted political ideals words and phrases in the article. Listen and repeat.

WORD POWER Synonyms and antonyms

Synonyms are words with the same meaning. Antonyms are words with the opposite meaning to each other.

- 6 Are these words synonyms or antonyms?

achieve – manage
wealth – poverty
chance – opportunity
success – failure

- 7 Read the article and find two synonyms and one pair of antonyms. Write S or A. [S]

prosperity – ¹ **wealth (S)**
liberty – ² **freedom (S)**
³ **optimistic** –
⁴ **pessimistic (A)**

- 8 **MEDIATION** Complete this summary of the article. [S]

W 1776 roku podpisano w Ameryce dokument, który rozpoczął jej ¹ ... Idee wyrażone w Deklaracji Niepodległości są istotą tego, co ludzie nazywają ² ..., i opierają się na takich wartościach jak ³ ... Imigranci, którzy przybyli w XIX wieku, postrzegali swoje nowe życie w Ameryce jako szansę na ⁴ ... Miało to ⁵ ... w amerykańskiej literaturze i kulturze. Ameryka nazywa samą siebie ⁶ ... i wiele osób ⁷ ... wykorzystać dla siebie i swoich rodzin tę możliwość. Mimo że dziś ludzie w Ameryce czują, że amerykański sen ⁸ ... faktem pozostaje, że dla wielu osób sen ten pozostaje ciągle żywy.

Culture video:
Ellis Island and immigration

I can listen to speakers talking about the American gold rush and people talking about their American identity.

8.8

Listening

- 1 In pairs. Look at the photo and answer the questions.

- 1 Where / When do you think the photo was taken?
2 What do you think life was like in this time?



- 2 5.08 Listen to three extracts about an event in American history. What was the event?

- 3 5.08 Listen to the extracts again. Choose the correct answer: A, B or C. [S]

- 1 The speaker says that the gold rush ...
A made a lot of people very rich.
B made millions of dollars for all the miners.
C made more people poor than rich.
2 The speaker expresses disapproval of ...
A the miners for chasing a foolish dream.
B the families for distracting the miners from their work.
C the businesses taking advantage of the situation.
3 The speaker's overall attitude reflects ...
A sympathy for the miners.
B admiration for the clever entrepreneurs.
C ridicule of the failed dreamers.

- 4 In pairs. Discuss the questions.

- 1 Explain what the phrase 'mining the miners' means.
2 Do you think it was a good strategy? Why / Why not?
3 Would you have gone to California to try to strike it rich?
4 Do you think that 'gold fever' could make people give up everything and go today?

- 5 In pairs. Over 10 million Americans have Polish ancestry. Why do you think their ancestors moved to America?

- 6 5.09 You will hear four people talking about immigration. What countries do they talk about?

- 7 5.09 Listen again and match sentences A–E to speakers 1–4. One sentence doesn't match any of the recordings. [S]
The speaker mentions ...
A a popular myth about American history. 3
B a tradition that is getting lost because of migration.
C a plan to travel to find out more about his/her past. 2
D a contrast between his/her cultural group and other immigrant groups. 4
E feeling different to other people from the same background. 1

- 8 **THINK AND SHARE** In groups. Discuss the questions.

- 1 Would you consider moving to another country to have more – or different – opportunities in life? Why / Why not?
2 Approximately a third of Polish emigrants to the United States did come back to Poland after a few years. Why do you think they might have come home?

Polska i społeczeństwo • Wiedza o krajach i społeczeństwach i kraju ojczystym –
Rozumienie ze słuchu • Wielokrotny wybór • Dodatkowe

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Exercise 3 5.08

- Tell students to read through all of the options before they listen again.
- Allow them time in pairs to compare their answers before class feedback.

Optional activity

- Dictate these questions. Then play the audio again for students to answer.
Speaker 1: *How long did it take to establish towns?* (six years). *Did many people make their fortune?* (no).
Speaker 2: *What does the term '49ers' refer to?* (people who arrived in 1849). *Who did make money?* (clever business people).
Speaker 3: *How does the speaker feel about this part of history?* (not proud).

Exercise 4

- Divide the class into pairs to discuss the questions. Play the audio to check the answer to question 1.

ANSWERS

- 1 Mining the miners means that other people made money out of them by selling them the supplies they needed.
2–4 Students' own answers

Exercise 5

Optional activity

- You could set this as a research task for homework.
- Students share their findings in the next lesson.

Exercise 6 5.09

Audio script page 183

ANSWERS

- 1 Vietnam 2 Ireland 3 Germany
4 Poland

Exercise 7 5.09

- Tell students to read through the options before listening again.

Optional activity

- Tell students to listen again and make notes about each speaker.
- Elicit and discuss any information students found interesting or surprising.

Exercise 8

- Divide the class into groups to discuss the questions. Invite students to share their ideas with the class.

Further practice

Workbook page 103

Lesson objective

Listening: identify specific information and identify speakers

Warm up

- Write on the board: *Why do people migrate to the USA?*
- Divide the class into pairs to discuss the question for two minutes.
- Write useful vocabulary and ideas on the board.
- Play a song while they are doing the task, e.g. 'America' by Razorlight.

Exercise 1

- Discuss the questions as a class. Also ask what students think he is doing.

ANSWERS

The photo represents a period of time in California, USA, when there was a gold rush. The man is panning for gold.

Exercise 2 5.08

- Ask students to identify what sort of listening text each one is (1 a podcast, 2 a conversation, 3 a lecture).

Audio script page 182

ANSWER

the gold rush

Lesson objective

Writing: write an opinion essay

Warm up

- Have a class discussion about tattoos. Ask students what age you can get a tattoo, what are popular designs, why people might get them and why people may regret getting one done.

Exercise 1

- Ask students to share their ideas with the class.
- Tell students to think back to Lesson 8.3 and discuss how people's reactions might change in different situations, e.g. a job interview, meeting the parents of a friend.

Exercise 2

ANSWERS

The writer thinks that although we shouldn't discriminate against people with tattoos, the laws against discrimination should apply more to gender, age and skin colour.

Exercise 3

ANSWERS

Paragraph 1: introduction to topic
Paragraph 2: to talk about discrimination
Paragraph 3: the legality of discrimination
Paragraph 4: conclusion and opinion

Exercise 4

- Read through the strategy with the class.

ANSWERS

- It is generally accepted ...
What is more ...
It is illegal ...
I do not mean ...
Ideally, we would not ...
... things we cannot choose
- ... people are judged ...
... being seen
- We may try not to judge, We should try to react, we must remember that, we should discriminate against, we would not judge each other, things we cannot choose

Exercise 5

- Tell students to read the Word Power box. Ask students to explain in their own words why we use introductory *It*.

ANSWERS

It is generally accepted that ...
It goes without saying that ...

Exercise 6

- Point out that students may need to change the form of other words in the sentence.

8.9 I can write an opinion essay about how to get a job

Writing An opinion essay

- In pairs. What are your first impressions of this photo?



- Read the task and the essay. What is the writer's conclusion about discrimination and tattoos?

Some people believe that discrimination against people with tattoos should be illegal. Do you think they suffer discrimination? What is your opinion of making it illegal?

It is generally accepted that first impressions are important, and that in society people are judged on their appearance. We may try not to judge, but we all do it to some degree. People with a lot of tattoos are no exception. Especially the older generation may still find tattoos more shocking and associate them with negative stereotypes.

It goes without saying that all forms of prejudice are unhelpful. We should try to react to people as individuals. However, this doesn't always happen. So it seems likely that people with tattoos do suffer some discrimination, especially if their tattoos are large, or hard to hide.

However, I think we must remember that a person with tattoos has chosen to have them done. What is more, they know that the tattoos will get attention. So being seen differently is a conscious choice. In contrast, it seems to me that laws against discrimination have been made for things that people cannot choose. It is illegal to treat someone differently because of their gender, their age or the colour of their skin.

I do not mean to say that we should discriminate against people for the things they choose. Ideally, we would not judge each other on appearance. But on balance, I don't think this kind of discrimination needs the same legal protection as the things we cannot choose.

- In pairs. Read the essay again. What is the main aim of each paragraph? Which part of the task does each paragraph correspond to?

Strategia
Pisanie zaawansowane
Stosuj różnorodne struktury gramatyczne. Łącz zdania i wyrażenia w większe całości. Uwzględnij zdania w stronie biernej czy zdania względne.

- Read the strategy and the following style notes. Find examples in the essay.
- 1 full forms are used, instead of contractions.
- 2 the passive is used to make statements less personal and more formal.
- 3 using *we* instead of *impersonal you* is considered more inclusive, and less direct.

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Człowiek • Praca • Życie prywatne • **Wypowiedź pisemna** Rozprawka

WORD POWER Introductory *It*

We often use *it* to avoid beginning a sentence with an infinitive, an -ing form or a clause, which can sound unnatural or too formal.

It is common to begin the sentence with introductory *It*.

It seems illogical to complain about this.

The introductory *It* can also be used to place greater emphasis on the second part of the sentence by reversing the order of the statement.

It's Jane who got the tattoo.

- Find two examples of introductory *It* in the essay.

- Rewrite the sentences with the introductory *It*. Decide whether the change is to reduce the formality, or to adjust the emphasis in meaning.

- To change your appearance is fun.
- That employers value first impressions is obvious.
- Pretending it isn't true is pointless.
- That society is changing goes without saying.

- Read the Phrasebook. Which phrases are used in the essay? Which paragraph are they used in?

Phrasebook Expressing opinions

Making general statements

It is generally accepted ...

I think we all recognise ...

It goes without saying ... It seems likely ...

Introducing proposals or theories

I would suggest ... It seems (obvious) to me ...

I'd like to point out ...

Adding additional points

What is more ... Furthermore ... Additionally,

In contrast, ...

Clarifying

I do not mean to say ... This does not mean ...

I don't suggest that ...

Summing up

On balance ... In conclusion ... To sum up ...

- a Read the task. What is your opinion of the statement?

People say dramatically changing your appearance will make it harder to get a job. Give examples that support or question this idea from your own experience. Why do you think people change their appearance? Give reasons. (200–250 words).

- b Write your essay.

- CHECK YOUR WORK** Did you:

- use formal language?
- use the introductory *It*?
- use the passive and *have something done* correctly?
- check your spelling and grammar?

ANSWERS

- It's fun to change your appearance.
- It's obvious that employers value first impressions.
- It's pointless to pretend it isn't true.
- It goes without saying that society is changing.

Exercise 7

ANSWERS

Paragraph 1: It is generally accepted ...

Paragraph 2: It goes without saying that ... , it seems likely

Paragraph 3: In contrast, ... What is more ...

Paragraph 4: I do not mean to say ... , But on balance ...

Exercise 8a, b

- Divide the class into pairs to discuss the task question and share ideas. Then students write their first draft.

Differentiation

- Tell weaker students to use three phrases from the Phrasebook and one instance of introductory *It*.
- Stronger students use a phrase from each section of the Phrasebook and two examples of introductory *It*.

Exercise 9

Differentiation

- Ask students to swap their essay with their partner and check it against the checklist. At this stage, add your own comments on the content.

Further practice

Workbook page 104

Word Power photocopiable worksheet

Teacher's Resource Centre

Language review

Grammar

1 Complete the gaps. Use only one word in each gap. [S]

'Just ringing to see how your preparations are going. Have you ¹ **had** the house cleaned yet? What about some decorations? Have you booked the DJ?' It was my friend Lucy. She seemed much more preoccupied with the party than I was. Sure, I had made some arrangements, but I didn't think **having / getting** the house decorated with balloons was necessary. I had cleaned the house ³ **myself**, the food had ⁴ **been** ordered in advance, the birthday cake was going to ⁵ **be** delivered soon and the playlist with my favourite songs was just ⁶ **being** created by my sister. The only thing left was my hair, so I went to the best hairdresser's to have it done ⁷ **by** a professional. I was sitting in a comfortable chair in the salon. I had just had my hair ⁸ **washed** with a nice-smelling shampoo and the hairdresser was cutting my hair when suddenly – *ring ring* – I jumped out of the chair in surprise. The hairdresser's hand slipped. We looked at ⁹ **each** other in shock. One of my eyebrows **had been / was** completely shaved off! Not the new look I had in mind.

2 Complete the sentences using the prompts in brackets and any other words. [S]

- Sue (her / hair / do) _____ yesterday.
- Customers (be / invite) _____ by the company to test the product.
- It was clear the dress (have / never / wear) _____.
- My sister and I often (share / each) _____ clothes.
- Rita bought (her) _____ a new watch last week.
- When are you going to (tattoo / remove) _____?

Vocabulary

3 Complete the sentences with the correct form of the words below. [S]

custom enterprise invent invest lose supply

- We still haven't found a reliable **supplier** of the basic components for our product.
- If I had made that **investment**, I'd be a very rich person today.
- The majority of start-ups make a(n) **loss** in their first year of business.
- Our company appreciates loyal **customers**, providing them with numerous discounts.
- Alice completely **reinvented** herself as a lifestyle guru after she lost her shop.
- As a small **entrepreneur**, he doesn't stand a chance against the bigger players in the market.

4 Translate the phrases in brackets into English. [S]

- Did you know that we form our (pierwsze wrażenia) _____ of people within ten seconds of meeting them?
- Lucy reminded herself to (nawiązać kontakt wzrokowy) _____ with the interviewer.
- Don't (wkładaj ręk do kieszeni) _____ or you may seem rude and disrespectful.
- He used to (garbić się) _____ in the corner at parties, avoiding other people.
- The perfect look for a prom wouldn't be complete without a proper (fryzury) _____.
- Less is more! You don't need cosmetics and (sztuczne paznokcie) _____ to look beautiful.

5 Complete the missing words. The first letters have been given. [S]

- A Do you agree that all citizens are e **qual** and, in consequence, deserve the same opportunities? Is it a reality or just an i **deal**?
- Does a person's social position in Poland depend on their effort, merit or the social c **lass** they come from? Are you optimistic or p **essimistic** about your own future career prospects?
- B What do you think about the level of social m **obility** between generations in Poland? For example, what are the chances of a child from a poor family having a better life than their parents do? Is it easy to achieve success when one's family has no w **ealth**: no savings or property?
- C Citizens' rights in d **emocratic** societies include, among others, the right to life, justice and f **reedom** of speech and belief. Do you know of any situations around the world when these rights have been violated? How can we prevent such situations?

Speaking

- 6 In groups. Make notes for the questions in Ex 5 and discuss them with other students. Justify your point of view and give examples.

Look at the lesson aims for this unit. What can you now do well? Choose one area for more practice if necessary.

Człowiek • Życie prywatne • Zakupy i usługi • Państwo i społeczeństwo • Znajomość środków językowych Zadania z luką • Układanie fragmentów zdań • Słownictwo • Tłumaczenie fragmentów zdań

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Exercise 2

ANSWERS

- had her hair done
- have been invited
- had never been worn
- share each other's
- herself
- have the tattoo removed

Exercise 4

ANSWERS

- first impressions
- make eye contact
- put your hands in your pockets
- slouch
- hairstyle
- false nails

Differentiation

- Set the review page as a mini test.
- All students complete exercises 1–5 individually within a set time limit.
- Check answers in class allowing students to discuss and correct their answers.
- Use peer and teacher correction to explain why answers are incorrect.

Exercise 6

Optional activity

- Set one discussion point per group and ask one student from each group to feed back on their discussion.

Further practice

Workbook page 105

Lesson objective

Language review: review the grammar structures and vocabulary from the unit

Warm up

- Say: *Hate it, it's the wrong colour.* Tell students that they need to guess what beauty treatment you have had done. Once students have guessed what it is, encourage them to form a full sentence about your problem, e.g. *You have had your hair dyed.*
- Tell students to think about (or write) similar statements.
- Students walk around the room telling each other what is wrong and guessing what procedure they have had done.

- Do class feedback by asking students, e.g. *What's wrong with Kasia? (Her nose is sore. She's had her nose done.)*

Exercises 1, 2, 3, 4 and 5

- Explain that students are going to start doing the exercises with a partner, but after each five minutes you are going to shout 'change' and they have to find another partner to work with.
- When they sit with their new partner, they compare and check the answers that they have got so far and then continue doing the exercises on the page.
- This means that students will encounter other students of different levels, some of whom will be able to help them, and others whom they will be able to help themselves.

Lesson objective

Skills trainer: familiarisation and practice of Extended Matura speaking, writing and listening exam tasks

Warm up

- Explain that you are going to dictate a paragraph. Tell students they can't write anything until you finish.
- Dictate the exam strategy from the writing section.
- When you finish, give the students a couple of minutes to individually write down anything they remember.
- Tell the class to put down their pens while you dictate the paragraph again.
- Give them a couple more minutes to add any more words and phrases.
- Dictate the paragraph a final time.
- Divide the class into mixed-ability pairs to try to reconstruct the text.
- Finally, ask different pairs to dictate a sentence to you to write on the board.

Exercise 1

- Help the students to understand what they can expect in the Matura exam by reading the strategy together.
- Ask students if they know what the first two questions will relate to. (Question 1 requires interpreting the situation, e.g. who is in the picture, where are they, what are they doing. Question 2 is a personal one referring to students' wishes, habits, etc.)

Exam tip

- There will always be people in the picture, so students should get used to describing appearance.

Exercise 2

- Remind students of the strategy box from the dictation in the warm up.
- Divide the class into same-level groups and give them a time limit to discuss their ideas and make notes.
- Refer students to pages 56 and 92 in their Student's Books to help them with phrases and organisation.

ANSWER

Two tasks: students should report on the workshops they attended, and what the benefits are of attending such a course.

Exercise 4 5.10

- Help the students to understand what they can expect in the Matura exam by reading the strategy together.
- Ask students to explain the difference between the two types of multiple-choice tasks in the Extended paper Listening (see Lesson 7.11 for an example of the other task type).

8.11 Skills trainer

Speaking

Rozmawianie o wydarzeniach z przeszłości
Jeśli jedno z pytań odnosi się do twoich doświadczeń z przeszłości, pamiętaj, aby stosować czasy przeszłe. Opisz okoliczności zajścia, powiedz, kto był w nie zaangażowany, co zrobił i jak się wtedy wszyscy czuli. Jeśli nie masz odpowiednich doświadczeń, użyj swojej wyobraźni.

- 1 Przeczytaj opis strategii i całe zadanie. Pomyśl o wydarzeniu, które chcesz opisać, odnosząc się do trzeciego podpunktu. Wynotuj przy nagłówkach, co zamierzasz powiedzieć.
 - When and where did it happen? Who was involved?
 - What did you or somebody else do?
 - How did everyone feel?



Opisz sytuację przedstawioną na ilustracji i odpowiedz na pytania.

- 1 Why do you think the man is looking so worried? What makes you think so?
- 2 How do you try to reduce stress before oral exams and presentations?
- 3 Describe a situation when you or someone you know tried to make a good first impression.

Writing

Sprawdzanie pracy pisemnej
Gdy napiszesz list formalny, przeczytaj go, aby sprawdzić, czy każdy z dwóch elementów polecenia został opisany w wyczerpujący sposób, w osobnych akapitach. Sprawdź w całym tekście poprawność zastosowanych konstrukcji gramatycznych oraz pisownię i zastanów się, czy nie ma w nim błędów językowych.

- 2 Podkreśl dwie kwestie, o których musisz napisać w liście. Wynotuj pomysły, jak rozwinąć wypowiedź na ich temat. Zapisz kluczowe wyrażenia i uporządkuj zagadnienia, o których chcesz napisać.

Niedawno brałeś/aś udział w warsztatach dotyczących wystąpień publicznych. Napisz list do organizatora, w którym zrelacjonujesz przebieg warsztatów i wyrażysz swoją opinię na temat korzyści wynikających z uczestnictwa w podobnych inicjatywach.

- 3 Teraz napisz tekst o długości 200–250 słów.

Listening

Określanie głównej myśli i kontekstu wypowiedzi w zadaniach na słuchanie
Niektóre zadania na słuchanie polegają na określeniu głównej myśli, kontekstu wypowiedzi lub intencji rozmówcy. Aby rozróżnić rozmówców, zwróć uwagę na charakterystyczne dla nich zwroty. Jeśli twoim zadaniem jest dobranie nagłówka lub tytułu do tekstu, zastanów się, która z opcji odpowiedzi najlepiej podsumowuje cały tekst, a nie odnosi się do jego fragmentów.

- 4 Przeczytaj opis strategii. Usłyszysz trzy wypowiedzi. Wybierz poprawną odpowiedź: A, B lub C.
 - 1 Which is the best title for the talk?
 - A You are as old as you feel
 - B Act your age!
 - C Forever young
 - 2 Which of the following is stated in the text as an opinion, not a fact?
 - A There was an increase in the number of new tech set-ups.
 - B There will be a rise in sales this year.
 - C Scottish higher education effectively brings out students' talents.
 - 3 The man is talking to
 - A a personal trainer.
 - B a tattoo artist.
 - C a doctor.

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Człowiek • Edukacja • Mówienie Opis ilustracji • Wypowiedź pisemna List formalny • Rozumienie ze słuchu Wielokrotny wybór

Exam tip

- Type 1: Three questions, three options – students will hear three separate texts (e.g. dialogues, adverts and announcements)
- Type 2: Five questions, four options – students will hear one text (usually an interview)

- Play the audio once with books closed. Ask students to discuss what the context is and any general details (1 a report / podcast, 2 a news report, 3 a dialogue between a tattoo artist and customer).

Audio script page 183

Mixed ability

- Give students the audio script for Speaker 2. Ask them to identify words and phrases which indicate an opinion or a fact, e.g. *according to a new report*, *Ross Stupart claims ...*, *A recent survey found that ...*

Further practice

Workbook page 106

Unit Test

Business (pp.96 and 122)

- 1 **bank account** /'bæŋk əkaʊnt/ konto bankowe
 2 **business plan** /'biznəs plæn/ biznesplan
 3 **cash** (n) /kæʃ/ gotówka
 4 **cash flow** /kæʃ 'fləʊ/ przepływ pieniędzy
 5 **competitor** (n) /kəm'petɪtə(r)/ rywal, konkurent
 6 **customer** (n) /'kʌstəmə(r)/ klient
 7 **demand** (n) /dɪ'mænd/ popyt
 8 **discount** (n) /'dɪskaʊnt/ rabat
 9 **entrepreneur** (n) /ˌɒntrəprə'naɪə(r)/ przedsiębiorca
 10 **exchange** (v) /ɪks'tʃeɪndʒ/ wymieniać
 11 **finance** (n, v) /'faɪnəns/ finanse, finansować
 12 **high street** /haɪ 'stri:t/ główna ulica handlowa
 13 **investment** (n) /ɪn'vest(mənt)/ inwestycja, lokata
 14 **investor** (n) /ɪn'vestə(r)/ inwestor
 15 **invoice** (n) /ɪn'voɪs/ faktura
 16 **make a loss** /meɪk ə 'lɒs/ przynieść stratę
 17 **make a profit** /meɪk ə 'prɒfɪt/ przynieść zysk
 18 **market share** /'mɑːkɪt 'ʃeəri/ udział w rynku
 19 **product** (n) /'prɒdʌkt/ produkt
 20 **receipt** (n) /rɪ'siːt/ paragon
 21 **refund** (n) /rɪ'fʌnd/ refundacja
 22 **refund** (v) /rɪ'fʌnd/ refundować
 23 **save** (v) /seɪv/ oszczędzać
 24 **start-up** (n) /stɑːt'ʌp/ start-up (rozpoczęcie działalności)
 25 **store** (n) /stɔː(r)/ magazynować
 26 **supplier** (n) /sə'plɑː(r)/ dostawca
 27 **take over** (v) /teɪk 'əʊvə(r)/ przejąć, kupić
 28 **turnover** (n) /'tɜːnəʊvə(r)/ obrót, strata
- Making a positive impression (p.98)**
 29 **body language** /'bɒdi 'læŋgwɪdʒ/ mowa ciała
 30 **cross your arms** /krɒs 'jɜːz/ skrzyżować ramiona
 31 **flirt** (n) /'flɜːt/ niecierpliwychy duch
 32 **gesture** (v) /'dʒestʃə(r)/ gestykulować
 33 **make eye contact** /meɪk 'aɪ 'kɒntækt/ nawiązać kontakt wzrokowy
 34 **put your hands in your pockets** /pʊt jɜː 'hændz ɪn jɜː 'pɒkəts/ włożyć dłonie do kieszeni
 35 **shake hands** /ʃeɪk 'hændz/ podać dłonie na powitanie/pozegnanie
 36 **slouch** (v) /sləʊtʃ/ garbić się, kulć
 37 **stand up straight** /stænd ʌp 'streɪt/ stać prosto
 38 **tone of voice** /təʊn əv 'vɔɪs/ ton głosu
- Image and appearance (pp.100 and 123)**
 39 **comb** (n) /kɒm/ grzebień
 40 **cosmetic surgery** /kɒz'metɪk 'sɜːdʒəri/ chirurgia estetyczna
 41 **dyed hair** /daɪd 'heəri/ farbowane włosy
 42 **fake tan** /feɪk 'ten/ sztuczna opalenizna
 43 **false nails** /fɜːls 'neɪlz/ sztuczne paznokcie
 44 **glasses** (n pl) /'glɑːsɪz/ okulary
 45 **hairbrush** (n) /'heəribrʃ/ szczotka do włosów
 46 **hairdryer** (n) /'hedraɪə(r)/ suszarka do włosów
 47 **hairspray** (n) /'heəsprɛɪ/ spray do włosów
 48 **hairstyle** (n) /'heəstaɪl/ fryzura
 49 **handbag** (n) /'hændbeɪɡ/ torebka
 50 **jewellery** (n) /'dʒuələri/ biżuteria
 51 **make-up mirror** /meɪk ʌp 'mɪrə(r)/ lusterko do makijażu
 52 **makeover** (n) /meɪkəʊvə(r)/ zmiana wizerunku

- nose / ear / eyebrow piercing** /'naʊz, 'iː, 'aɪbrəʊ 'piːsɪŋ/ kolczyk w nosie / uchu / brwi
perfume / aftershave (n) /'pɜːfjum, 'ɑːftəʃeɪv/ Perfumy / woda po goleniu
selfie stick (n) /'selfi 'stɪk/ kijek do selfie
shaved head /ʃeɪvd 'hed/ ogolona głowa
sunglasses (n pl) /'sʌŋɡləsɪz/ okulary przeciwsłoneczne
take steroids /teɪk 'stɜːrɪdɪz/ przyjmować sterydy
tattoo (n) /'tætʊ/ tatuaż
tie (n) /taɪ/ krawat
toothbrush /'tuːðbrʃ/ szczoteczka do zębów
alternative (adj) /ɔːl'tɜːnətɪv/ inny, alternatywny
attention-seeking (adj) /ə'tenʃn 'siːkɪŋ/ domagający się uwagi
conventional (adj) /kən'venʃənəl/ konwencjonalny, typowy
extrovert (adj) /'ekstrəvɜːt/ ekstrawertyczny
glamorous (adj) /'ɡləmərəs/ efektowny, wytworny
introvert (adj) /ɪn'trəvɜːt/ introwertyczny
modest (adj) /'mɒdɪst/ skromny
outrageous (adj) /aʊ'treɪdʒəs/ ekstrawagancki, skandaliczny
reserved (adj) /rɪ'zɜːvd/ powściągliwy
self-assured (adj) /self ə'sʊəd/ pewny siebie
self-conscious (adj) /self 'kɒŋfəs/ skrępowany, zżenowany
shy (adj) /ʃaɪ/ nieśmiały
- Real English (p.101)**
Chill out! /tʃɪl 'aʊt/ Wyluzuj!
Get real! /get 'riːəl/ Oprzytomniej!
What on earth ...? /wɒt ɒn 'ɜːθ/ Cóż do licha ...?
What's the point ...? /wɒts ðə 'pɔɪnt/ Jaki sens ma ...?
- The American Dream (p.102)**
democratic (adj) /dɪ'mɒkrə'tɪk/ demokratyczny
equal (adj) /'iːkwəl/ równy
freedom (n) /'friːdəm/ wolność
ideal (n) /aɪ'diəl/ ideał
independence (n) /ɪn'dɪpendəns/ niezależność
optimistic (adj) /ɒptɪ'mɪstɪk/ optymistyczny
pessimistic (adj) /pɛsɪ'mɪstɪk/ pesymistyczny
reinvent yourself (v) /rɪˌɪn'vent jɜːself/ odkryć siebie na nowo
right (n) /raɪt/ prawo
social class /səʊʃl 'klɑːs/ klasa społeczna
social mobility /səʊʃl məʊ'bɪləti/ mobilność społeczna
wealth (n) /welθ/ bogactwo

Speaking: Talking about fashion and style (p.99)

- I don't like feeling over-dressed / self-conscious.** /aɪ dɒnt laɪk fiːlɪŋ əʊvə 'drest self 'kɒŋfəs/ Nie lubię się czuć niestosownie ubrany / skrępowany.
I like my clothes to be comfortable / smart / trendy. /aɪ laɪk maɪ kləʊðz tə bi 'kʌmfərtəbl, 'smɑːt, 'trendi/ Lubię, gdy moje ubrania są wygodne / eleganckie / modne.
I never buy designer labels / second-hand clothes / the latest fashions. /aɪ nəvə baɪ dɪ'zaɪnə 'leɪblz, sekənd 'hænd kləʊðz, ðə 'leɪtɪst 'fæʃnz/ Nigdy nie kupuję marek projektantów / ubrań na wagę / najnowszych fasonów.

I always buy designer labels / second-hand clothes / the latest fashions. /aɪ əlweɪz baɪ dɪ'zaɪnə 'leɪblz, sekənd 'hænd kləʊðz, ðə 'leɪtɪst 'fæʃnz/ Zawsze kupuję marki projektantów / ubrania na wagę / najnowsze fasony.

I think this look is elegant / classic / contemporary / original. /aɪ θɪŋk ðɪs lʊk ɪz 'elɪɡənt, 'klæsɪk, kən'tempərəri, ə'reɪʒənəl/ Sądzę, że ten wygląd jest elegancki / klasyczny / nowoczesny / oryginalny.

It looks a bit too expensive / fancy / scruffy for my taste. /ɪt lʊks ə 'bɪt tuː ɪk'spensɪv, 'fænsi, 'skrʌfi fɔː maɪ 'teɪst/ Wygląda na nieco zbyt drogi / ekstrawagancki / niechlujny jak na mój gust.

It's a bit too casual / formal / middle-of-the-road. /ɪts ə 'bɪt tuː 'kæʒʊəl, 'fɔːml, 'mɪdl əv ðə 'rəʊd/ Jest nieco zbyt niedbaly / formalny / przeciętny.

It's just (not) my style / taste / look. /ɪts ʒʌst (nɒt) maɪ 'staɪl, 'teɪst, 'lʊk/ To po prostu nie w moim stylu / guście / niepodobne do mnie.

This is (not) suitable for a special occasion. /ðɪs ɪz (nɒt) suːtəbl fɔː ə 'speʃl əkeɪʒən/ To (nie) jest odpowiednie na specjalną okazję.

Writing: An opinion essay (p.104)

Making general statements

- I think we all recognise ...** /aɪ θɪŋk wiː ɔːl 'rekəɡnaɪz/ Myślę, że wszyscy uznajemy ...
It goes without saying ... /ɪt ɡəʊz wɪðəʊt 'seɪɪŋ/ Rozumie się samo przez się ...
It is generally accepted ... /ɪt ɪz 'dʒenərəli ək'septɪd/ Jest powszechnie akceptowane ...
It seems likely ... /ɪt siːmz 'laɪklɪ/ Wydaje się prawdopodobne ...

Introducing proposals or theories

- I would suggest ...** /aɪ wʊd sədʒest/ Sugerowałbym ...
I'd like to point out ... /aɪd 'laɪk tə 'pɔɪnt əʊt/ Chciałbym zwrócić uwagę ...
It seems (obvious) to me ... /ɪt siːmz ('ɒbvɪəs) tə miː/ Wydaje mi się (oczywiste) ...

Adding additional points

- Additionally, (adv)** /ə'dɪʃənəli/ W dodatku
Furthermore ... (adv) /fɜːðə'mɔː(r)/ Co więcej ...
In contrast ... /ɪn 'kɒntrɪst/ Natomiast ...

Clarifying

- I do not mean to say ...** /aɪ dʌ nt miːn tə seɪ/ Nie chcę przez to powiedzieć ...
I don't suggest that ... /aɪ dɒnt sədʒest/ Nie sugeruję, że ...

This does not mean ... /ðɪs dʌz 'nɒt miːn/ To nie oznacza ...

Summing up

- In conclusion ...** /ɪn kən'klʊʒən/ Na koniec ...
On balance ... /ɒn 'bæləns/ Ogólnie rzecz ujmując ...
To sum up ... /tə sʌm ʌp/ Podsumowując ...

Extension activity

- Write prefixes and suffixes on separate pieces of paper and stick them around the classroom (e.g. prefixes: *dis-*, *il-*, *im-*, *ir-*, *in-*, *un-*; suffixes: *-ist*, *-able*, *-ly*, *-ise*, *-able*, *-ment*, *-ness*, *-en*, *-tion*, *-ence*).
- Read out two words at a time (that match to one of the prefixes or suffixes), e.g. prefixes:
appear/ability (dis)
considerate/dependent (in)
happiness/kind (un)
legal/legible (il)
mature/possible (im)
responsible/rational (ir)
 suffixes:
believe/knowledge (able)
science/economics (ist)
bright/lonely (ness)
persist/prefer (ence)
quick/slow (ly)
correct/communicate (tion)
advert/category (ise)
knowledge/believe (able)
announce/employ (ment)
strength/length (en)
- Students listen and go and stand with the correct prefix or suffix. Once there, they work together to come up with an example sentence which includes the words.

Study skills

- Tell students to choose any one of the strategies for recording vocabulary that they have learned so far.
- They use the strategy to record a selection of the words from the *How to learn vocabulary* page.

Further practice
Workbook page 107

Lesson objective

Vocabulary: word-building word forms

Warm up

- Write the following prefixes and suffixes on the board: *un-*, *dis-* and *-er*, *-ment*.
- Divide the class into groups of four. Tell them that they have five minutes to come up with as many words as they can that have these prefixes or suffixes, e.g.
un-: *uninterested*, *unwell*, *unhappy*, *unable*, *untidy*, *uncertain*
dis-: *dislike*, *disagree*, *disappear*, *disrespectful*, *disappoint*, *dishonest*
-er: *teacher*, *firefighter*, *painter*, *warmer*, *colder*
-ment: *enjoyment*, *entertainment*, *encouragement*, *embarrassment*

- Do feedback by checking the meaning of the words.

Study skills

- The aim of the *How to learn vocabulary* Workbook lesson is to look at word-building word forms and to review prefixes and suffixes.

Word list

- Tell students to work in pairs to identify any words on the word list in the Student's Book that have a prefix or suffix.

Lesson objective

Mixed-ability practice: computers and technology

Optional activity

- Ask the students to think about yesterday and make a note of all the different things they used their smartphone, tablet or computer for.
- Divide the class into pairs to compare their answers.
- Invite groups to share with the class. Who uses technology the most?

Exercise 1 1.36

- Divide the class into groups of four. With books closed, give students two minutes to write as many computer and technology words as they know.
- Tell students to open their books and check how many of the words in Ex 1 they wrote down.
- Students then complete the sentences individually. Allow them time to check with a partner, before playing the audio for them to check answers.

Exercise 2

- Students compare their lists with another pair.
- Elicit words and write them on the board, checking that everyone understands.

Exercise 3

- When students have completed the task, write *Internet and Technology* in a circle on the board.
- Invite individual students to come up to the board and write the answers.

ANSWERS

Devices: external hard drive, memory stick, touchscreen, wireless mouse

Actions: update anti-virus program, back up files, click on icons, interact with apps, protect software, transfer photos

Exercise 4

- Explain that students need to match two words or phrases to each sentence.

ANSWERS

- wireless mouse, click on icons
- anti-virus program, protect software
- back up files, external hard drive
- memory stick, transfer photos
- touchscreens, interact with apps

Exercise 5

- Discuss the questions as a class.

Exercise 6 1.37

- Note that the Extend vocabulary is above level and intended to challenge the strongest students in the class.

1.1 Vocabulary booster

Computers and technology

- 1 **REVIEW** 1.36 Complete the sentences with the words given. Listen and check.

broadband password wi-fi

- 1 I can't get on the **wi-fi** – can you tell me the **password** for the **broadband** router, please?

block unfriend troll

- 2 If you notice a **troll** on social media, you need to **unfriend** and **block** them immediately.

access social network username

- 3 To **access** this **social network** you need an account with a **username** and password.

message online post

- 4 Think before you **post** a **message** **online** about the party!

folder log in upload

- 5 I've created a **folder** that you can **upload** your photos to – you'll need this password to **log in** securely.

charge headphones plug in

- 6 I need to **charge** my **headphones**. Can I **plug** them **in** in the kitchen?

paste search engine type

- 7 You can **type** the whole web address, or just copy and **paste** it into the **search engine**.

- 2 In pairs. Brainstorm as many computer words as you can remember under the following headings. Compare with another pair. Who has more?

Internet	Hardware	Content
download	keyboard	document

- 3 **PRACTISE** In pairs. Copy and complete the mind map with the words below.

back up files click on icons external hard drive
interact with apps memory stick protect software
touchscreen transfer photos
update anti-virus program wireless mouse



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Naouka i tekhnika

- 4 Replace the words in **bold** in the sentences with words and phrases from Ex 3.

- You can use this special controller to select the little symbols on the screen.
- You need a program to detect and delete malicious files so that you can keep your programs safe.
- It's a good idea to make copies of documents and photos regularly, and save them on a separate storage device.
- A small portable storage drive is useful if you want to move lots of images from one device to another.
- Tablets and phones have directly interactive displays that allow you to open and use specific programs with your fingers.

- 5 Are you a tech guru? Who do you give or ask for advice with computers and technology? Give examples.

- 6 **EXTEND** 1.37 Match the words for describing mobile phones and tablets to their definitions. Listen and check.

battery life camera quality internal storage
overall dimensions processing speed screen clarity

- The size and weight of the phone.
- The space that is available for saving files and photos.
- How long you can use your device before you have to charge it again.
- How good a device is at taking photos.
- How fast a computer can respond to instructions, open apps and update programs, etc.
- How clearly the pictures and text can be seen on the screen of a device.

- 7 Discuss these options and choose the best phone for each of the people below. Explain your reasons.

	Phone 1	Phone 2	Phone 3
Overall dimensions	70 x 150mm	65 x 145mm	80 x 160mm
Battery life	150g	140g	180g
Screen clarity	22 hours	26 hours	18 hours
Internal storage	****	***	****
Camera quality	***	***	****

'I need a phone for work. I need to access documents and reply to emails on the go.'

'I hardly ever use my phone for calls. I like to take photos and upload them to my social media accounts. I also watch my favourite vloggers.'

'I am on my phone all the time. It's never out of my hands – I am texting and facetimeing my friends wherever I am.'

- After checking, play the audio again for students to repeat the words, practising the stress and intonation.

ANSWERS

- overall dimensions
- internal storage
- battery life
- camera quality
- processing speed
- screen clarity

Differentiation

- To challenge stronger students, ask them to write sentences using the words in the box to show their meaning.
- With weaker students, give them example sentences with the words in them to help them to match the definitions.

Exercise 7

- Divide the class into same-level pairs to complete the task.
- Monitor while students are working and note down any errors to correct in a feedback session at the end.

ANSWERS

Students' own answers

Further practice

Workbook page 108

Developing and sharing ideas

1 **REVIEW** 1.38 Complete the sentences with the correct form of the words in brackets. Listen and check.

- 1 The _____ was given an award for her work.
Didn't she _____ the new Porsche? (design)
- 2 We're trying to _____ a cheap, clean electric car.
The _____ of reliable batteries is so important. (develop)
- 3 The _____ of computers changed modern life. What would you _____ to make life easier? (invent)
- 4 This is a factory where they _____ laptops.
Many jobs in _____ are now done by robots. (manufacture)
- 5 The _____ is popular because it's cheap.
We _____ all the toys in our local workshop. (produce)
- 6 It's really important to do _____ before starting.
I spoke to a _____ about my shopping habits. (research)
- 7 We _____ the results to help plan new products.
The _____ showed that people are eating less meat. (analyse)
- 8 We want to _____ this product to teenage boys.
The _____ campaign is all about being yourself. (market)
- 9 A good _____ can help to bring in customers.
We've asked a celebrity to _____ the product. (promote)

2 In pairs. Think of three successful products. Why do you think their products are successful? Use the words in Ex 1.

I think Coca Cola are very good at marketing. They also do a lot of research, and they change their product – for example Coke Zero.

Yes – I think that was promoted as a low-sugar drink for men.

3 **PRACTISE** Choose the correct alternative to complete the phrases in the dialogue.

- A Have you ever spoken in / at a conference?
 B No, but last month I participated in / on a project at the science fair. I led / made a workshop about electric motors.
 A I noticed then / that the science fair was on, but I couldn't figure on / out how to buy tickets. Was it good?
 B Yes it was! I didn't buy tickets. I made / entered a competition and won them!
 A Cool! Well done! What else did you do?
 B I went to listen to Elon Musk. He was making / giving a lecture about space travel.
 A Yes – he's decided to focus at / on space exploration, hasn't he?
 B Yes – but he's also developing a range / wave of electric and solar powered vehicles and a way of connecting computers to your brain ...
 A Wow! I wonder what / how that works!
 B I don't know. I'm not sure I want to try it!

4 In pairs. What area would you focus on if you were an inventor? Choose from the ideas below and explain your reasons.

electric vehicles entertainment 'green' technology
robots solar power space travel

WORD POWER Adjective + preposition

Many adjectives are followed by a preposition. Learn them as a phrase, as they don't follow a rule.

5 **EXTEND** Read the Word Power. Match the adjectives to the correct prepositions.

- | | |
|--------------|---------|
| 1 interested | A about |
| 2 famous | B at |
| 3 good | C of |
| 4 worried | D in |
| 5 proud | E for |

6 In pairs. Complete these sentences with your own ideas.

I am interested ... I am good ...
 An achievement I am proud ...
 I would like to be famous ...

7 **1.39** Match the adjectives to the prepositions. Listen and check.

- | | |
|---------------|--------------------------|
| 1 obsessed | <u>with</u> / at / in |
| 2 responsible | in / at / <u>for</u> |
| 3 successful | to / <u>at</u> / about |
| 4 curious | of / <u>about</u> / for |
| 5 aware | in / <u>of</u> / with |
| 6 familiar | at / <u>with</u> / in |
| 7 qualified | <u>to</u> / of / with |
| 8 accustomed | with / about / <u>to</u> |

8 **1.40** Complete the text with the words in Ex 7.

Inventors look at everything and ask questions. They are ¹ _____ the world. If they become ² _____ a new problem they start thinking of ways to solve it. They have to be ³ _____ many different kinds of technology and materials to come up with a solution. Inventors who are ⁴ _____ creating new products often have a team of people working with them. These helpers are ⁵ _____ do experiments, test ideas and develop products. They are ⁶ _____ working in a team and sharing ideas. Some inventors become ⁷ _____ a certain problem and put all of their time and money into it. It may seem mad, but people who were considered crazy have been ⁸ _____ some of the greatest inventions and discoveries in modern times!

Exercise 3

Differentiation

- To support weaker students, tell them to look back at page 16 in their Student's Books to help them choose the correct answers.

Exercise 4

- Divide the class into pairs to discuss the question.
- Invite students to share their ideas with the class.

ANSWERS

Students' own answers

Exercise 5

- These collocations are ones that students may have come across before and are therefore slightly easier than those that appear in Ex 7.

ANSWERS

1 D 2 E 3 B 4 A 5 C

Exercise 6

- Invite students to share their sentences with the class.

ANSWERS

Students' own answers

Exercise 7 1.39

- Divide the class into same-level pairs to complete the task.

Differentiation

- To challenge stronger students, tell them to work in pairs and choose four words each. Individually students write four sentences using the adjectives + preposition. Students share their sentences.
- To support weaker students, help with translations in L1.

Exercise 8 1.40

- Tell students to read through the text first before reading through again and completing it.

ANSWERS

- 1 curious about
- 2 aware of
- 3 familiar with
- 4 successful at
- 5 qualified to
- 6 accustomed to
- 7 obsessed with
- 8 responsible for

Further practice

Workbook page 109

Word Power photocopiable worksheet

Teacher's Resource Centre

Lesson objective

Mixed-ability practice: developing and sharing ideas

Exercise 1 1.38

- Once students have completed and checked the exercise, play the audio and focus on word stress.
- Students listen and repeat and make a note of the stress.

ANSWERS

- 1 designer, design
- 2 develop, development
- 3 invention, invent
- 4 manufacture, manufacturing
- 5 product, produce
- 6 research, researcher
- 7 analyses, analysis
- 8 market, marketing
- 9 promotion, promote

Differentiation

- To support weaker students, give them the word formations and ask them to put them in the correct place in the sentence.

Exercise 2

- Brainstorm ideas as a class. Give students categories to help with ideas, e.g. food, clothes, technology.

SUGGESTED IDEAS

Nike, Adidas, McDonald's, Apple, Samsung, Microsoft

Lesson objective

Mixed-ability practice: facing challenges

Exercise 1 2.10

- Once students have completed the quiz and checked their answers, check the meaning of any words they are unsure of.

Exercise 2

- Divide the class into mixed-ability pairs. Tell students to read the questions and options for their partner and write the answers in their notebooks. They then swap.

Exercise 3

- Tell students, in their pairs, to make notes and compare their ideas with another pair.
- Invite students to share their ideas with the class.
- Encourage students to choose two things they don't do, and try the advice for the next few weeks to see if it helps them (e.g. make a study schedule, find a quiet place to do homework away from distractions, switch off your phone when studying, ask more questions in class).

Exercise 4

Mixed ability

- Allow weaker students to check the collocations on page 24 of their Student's Books.
- For stronger students, tell them to complete the task first and then check their answers.

Optional activity

- Discuss sentences 1, 2, 3, 6, 9 and 10 with the class. Are they true for them?

Exercise 5

- Invite students to share their sentences with the class.

Exercise 6 2.11

- Note that the Extend vocabulary is above level and intended to challenge the strongest students in the class.
- After checking, play the audio again for students to repeat the words, practising the stress and intonation.

2.1 Vocabulary booster

Facing challenges

- 1 **REVIEW** 2.10 Complete the quiz with the words below. Listen and check.

bullying cheat concentrate copy schoolwork fail an exam
get a good/bad mark hand homework in pass an exam revise

- 2 **DO** the quiz. Discuss the results in pairs.

Mostly As You know you have to work hard to succeed! But make sure you take time to relax.

Mostly Bs Hmm. You're trying. Could you be a bit better organised?

Mostly Cs Come on! You need to pull your socks up! You can do it if you try!

- 3 **THINK** How could you be a better student? Think of advice for yourself.

- 4 **PRACTISE** Choose the correct alternative to complete the sentences.

- I don't mind exams because I know I work harder under **challenge** / **pressure**.
- I'm really **determined** / **discipline** to do well in my exams!
- I really **struggled** / **convinced** with some aspects of school.
- I decided to try meditation techniques to help me **challenge** / **cope with** exam stress.
- It was a documentary about the oceans that **frustrated** / **inspired** me to study marine biology.
- I study hard, but I'm not **confidence** / **convinced** that the information stays in my head!
- Athletes need to have a lot of **struggle** / **discipline** to achieve their goals.
- Working with a tutor helped me increase my **convinced** / **confidence** in maths.
- It's good to take on a **challenge** / **inspired**, even if it seems difficult.
- It's hard not to get **struggle** / **frustrated** when things don't go well.

- 5 **WRITE** Make three true sentences with the words in Ex 4 to express your experience of school and exams.

- 6 **EXTEND** 2.11 Match the life challenges to their definitions. Listen and check.

academic achievement anti-social behaviour mental health issues
negative body image parental expectations peer pressure
social anxiety student debt taking criticism

- doing things that annoy people and will get you into trouble
- doing well at school and passing exams
- feeling like you have to fit in with people in your social group
- the money that you owe for your education
- dealing with people's negative opinions of you or your behaviour
- feeling bad about the way you look
- feeling worried about how to behave in social situations
- coping with problems that affect your mood, concentration or behaviour
- pressure from your parents to do what they want you to do

- 7 **THINK** What is difficult about being a teenager? What can you do to get help if you have problems?

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Człowiek • Edukacja • Mówienie Rozmowa wstępna

Are you an ideal student?

- What's the best way to **pass** an exam?
a) Pay attention and **revise** a lot.
b) Sleep a lot.
c) **Cheat**! Write the answers on your hands.
- How do you feel if you **fail** an exam?
a) I don't know. It's never happened.
b) Motivated to try harder.
c) I don't care! I always get bad **marks**.
- What can help you **concentrate** when you're studying?
a) Taking short breaks and doing exercise.
b) Listening to the radio and chatting online.
c) Sorry - What?
- When do you **hand** your homework **in**?
a) On time!
b) A day late.
c) What homework?
- Would you ever **copy** homework?
a) Never!
b) If I really had to!
c) Sure. All the time.
- What do you think about **bullying** in schools?
a) It's a problem we all need to solve.
b) If I see it, I try to stop it.
c) I hate bullies.
- How do you feel if you get a good **mark**?
a) Relieved! I hate failing.
b) Proud - I care about school.
c) I pretend I didn't. It's not cool.

ANSWERS

- anti-social behaviour
- academic achievement
- peer pressure
- student debt
- taking criticism
- negative body image
- social anxiety
- mental health issues
- parental expectations

Differentiation

- To challenge stronger students, ask them to write sentences using the words in the box to show their meaning.
- For weaker students, give them example sentences with the words in them to help them to match the definitions.

Exercise 7

- Divide the class into same-level pairs to discuss the questions.
- Monitor while students are working and note down any errors to correct in a feedback session at the end.
- Invite students to share ideas as a class.

ANSWERS

Students' own answers

Further practice
Workbook page 110

Personality and skills

- 1 **REVIEW** 2.12 Match the words below to their definitions. Listen and check.

hard-working strict easy-going fair relaxed independent lazy

- happy to accept things without getting angry or worrying
- treating everybody equally
- putting a lot of effort into sth and doing it well
- confident and free to do things without help
- unwilling to work or put in effort
- calm and not easily worried
- demanding good behaviour

- 2 **DISCUSS** In pairs. Discuss your opinions.

- Which characteristics make a good boss or co-worker?
- Which of the words describe you? Give examples.

- 3 **PRACTISE** Complete the personal statements with the words and phrases below. Match each candidate to a job.

competitive dealing with people enthusiastic
following instructions honest patient physically fit
quick to learn taking initiative working under pressure

1 My name is Philip. I am a high school student. I love sports. I play sport every day, so I am ¹ and I'm ² — I love to win! But I'm good at ³ too, especially children. I have three little brothers, so I have learned to be ⁴.

2 I'm Rosie. I'm a student with recent sales experience. I am ⁵ and trustworthy and I'm very good at ⁶ and working without supervision.

3 My name is Ryan. I'm an ⁷ early riser looking for an opportunity to learn a trade. I am good at ⁸ and I'm ⁹, so you only have to explain things once! I'm good at ¹⁰, too, in fact I like a challenge.

A Flower shop seeks independent part-time worker for evening shifts. Must be polite and friendly and able to run the shop while manager is dealing with paperwork.

B Bakery seeks hard-working confident apprentice for morning shift. Great learning opportunity in a high-pressure environment! Must show discipline and interest in the business.

C Youth camp needs activities co-ordinator to organise sports and games activities for kids aged 7-12. Saturday afternoons 12-6 p.m.

- 4 **DISCUSS** How would you describe yourself in a personal statement? Write a personal statement. Use words from Ex 1 and Ex 3.

- 5 **EXTEND** 2.13 Match the words to their definitions. Which adjectives are positive? Listen and check.

conscientious capable demanding efficient grumpy reasonable

- having the ability to do something
- taking care to do things carefully and correctly
- able to do a task well and thoroughly without wasting time
- showing an attitude that is fair, practical and appropriate in a situation
- expecting others to work hard, not easily satisfied
- bad tempered and irritable

Człowiek • Praca • **Mówienie** Rozmowa występną

WORD POWER Negative prefix

We can add prefixes to make words negative.

un – unreasonable, undemanding, unfair, unenthusiastic
im – impatient
in – inefficient, incapable
dis – dishonest

- 6 Read the Word Power and write definitions for these negative character adjectives.

dishonest impatient incapable
inefficient unenthusiastic
unreasonable

- 7 Use positive or negative adjectives from Exs 5 and 6 to complete the sentences.

- Jane is a great co-worker. She's so — she gets everything done in half the time it takes anyone else.
- I left my Saturday job because the boss was so —. She expected us to stay late and not get paid for it.
- Come on! You have to smile and try to be friendly. I've never seen such an — welcome!
- Liam is a really — worker, he really tries hard to do everything right.
- Mrs Lloyd is a really — manager, and some of the staff wish she was more easy-going, but she does get results!
- Oh no! Will you serve this customer? He's always so —. I think he's quite rude.

of the personal statement, write one thing they liked about it and one thing that could be improved.

ANSWERS

Students' own answers

Exercise 5 2.13

- Note that the Extend vocabulary is above level and intended to challenge the strongest students in the class.
- Play the audio for students to listen and repeat the words. Help with stress and intonation.

ANSWERS

- 1 capable 2 conscientious
3 efficient 4 reasonable
5 demanding 6 grumpy

Exercise 6

- Read the Word Power box with the class. Ask: *Which two words can you add 'un' to in Ex 1?* (unfair, unrelaxed).
- Encourage students to read the words and practise the different stress patterns when we add a prefix.

ANSWERS

Students' own answers

Differentiation

- To challenge stronger students, tell them to also write example sentences containing the words.
- To support weaker students, help with translations in L1 and allow the use of dictionaries.

Exercise 7

- Monitor and help students as they do the task.
- Allow students to compare their answers with a partner before checking as a class.

Differentiation

- To support weaker students, give them the words they need to complete the sentences.

ANSWERS

- 1 efficient 2 unreasonable
3 unenthusiastic 4 conscientious
5 demanding 6 grumpy

Further practice

Workbook page 111

Word Power photocopiable worksheet

Teacher's Resource Centre

Lesson objective

Mixed-ability practice: personality and skills

Exercise 1 2.12

- Once students have completed and checked the exercise, play the audio and focus on word stress.
- Students listen and repeat.

ANSWERS

- 1 easy-going 2 fair 3 hard-working
4 independent 5 lazy 6 relaxed
7 strict

Exercise 2

- Divide the class into same-level pairs to discuss the questions.
- Monitor while students are working and note down any errors to correct in a feedback session at the end.

Exercise 3

- Once students have completed and matched the texts, tell them to identify which words helped them match each one.

ANSWERS

- 1 physically fit 2 competitive
3 dealing with people 4 patient
5 honest 6 taking initiative
7 enthusiastic 8 following instructions
9 quick to learn
10 working under pressure
1 C 2 A 3 B

Exercise 4

- Monitor while students are working and help with language.
- Ask students to swap their personal statement with a partner. They underline any errors and, at the bottom

Lesson objective

Mixed-ability practice: describing places

Exercise 1 2.30

- Check spelling by inviting individual students to write the words on the board.
- Then play the audio for students to listen and repeat. Check stress and pronunciation.

ANSWERS

1 G 2 D 3 J 4 E 5 I 6 A
7 F 8 C 9 H 10 K 11 B

Optional activity

- Describe other geographical features using relative clauses, e.g. *This is a place where you can swim and make sandcastles* (the beach).
- (Other geographical features students should know include: river, sea, lake, island, mountain.)

Exercise 2

- Divide the class into same-level pairs to discuss the questions.
- Monitor while students are working and note down any errors to correct in a feedback session at the end.
- Invite students to share their ideas as a class.

Differentiation

- Students write a short description of a place.
- Weaker students write a few sentences using the vocabulary in Ex 1.
- Stronger students can write a more detailed description.

Exercise 3

- Invite individual students to read the texts so the whole class can check their answers.

ANSWERS

1 historic 2 cultural 3 lively
4 landscape 5 explore 6 outdoors
7 excitement 8 luxury 9 peaceful
10 relaxing

Exercise 4

- Divide the class into same-level pairs to discuss the question.
- Tell students to give reasons for their choices and explain why they are not choosing the other two holidays.
- Invite students to share their ideas as a class. Ask for a show of hands to see which is the most popular holiday.

3.1 Vocabulary booster

Describing places

1 REVIEW 2.30

Complete the words with the missing vowels. Label the pictures.

- 1 o c e a n 7 b a y
2 i c e b e r g 8 c l i f f
3 w a t e r f a l l 9 v a l l e y
4 r o c k 10 h i l l
5 c a v e 11 d e s e r t
6 w o o d

2 In pairs. Describe the scenery in your area. Are there any local beauty spots that are popular with visitors?

3 PRACTISE Use the words below to complete these descriptions from a guidebook.

cultural excitement explore historic landscape lively luxury outdoors peaceful relaxing



For a wonderful city-break, come to Rome! A city packed with ancient ¹ monuments and buildings as well as museums full of ² treasures is a must-see. And with a ³ nightlife, it's a fun town to relax and unwind too.

The Lake District has a ⁴ that has inspired painters and poets for centuries. Walkers can ⁵ the great ⁶ while those looking for more ⁷ will find plenty of adventure on cliffs and in caves.



The Maldives: Though ⁸ accommodation on a private island doesn't come cheap, sun, sea and sand are free. If you want a quiet, ⁹ escape from the busy world then a ¹⁰ holiday in the Maldives could be just the thing!

4 In pairs. Which holiday would you choose?

5 EXTEND 2.31 Complete the text with the correct form of the words. Listen and check.

basic infrastructure carbon footprint cultural heritage environmental damage fragile ecosystem
limited resources mass tourism package holiday tourist hotspots visitor facilities

It is easier than ever to travel and since the first ¹ in the 1970s more of us are able to go on holidays abroad. However, as the number of tourists grows, we have become aware of the ² that is caused by ³ like Machu Picchu are over-run and the numbers are a threat to the ⁴ they have come to see. Other places cannot cope with the visitor numbers that they are now experiencing. With ⁵ like narrow roads, ⁶ like restricted water supplies and no real ⁷ local people struggle to cope. The Thai island made famous by the film *The Beach* was recently closed because thousands of boats arriving every day were damaging the ⁸ of the area. The ⁹ of tourism – the energy it uses and the pollution it creates – is out of control. If we love to travel, we must do something to make travel sustainable!

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Podrózowanie i turystyka • Świat przyrody • Wiedza o krajach anglojęzycznych

Exercise 5 2.31

- Note that the Extend vocabulary is above level and intended to challenge the strongest students in the class.
- Tell students to read through the text first before they read again and complete the gaps.
- After playing the audio for students to check their answers, play the audio again. Encourage students to repeat to practise the stress and intonation of the words.

ANSWERS

- 1 package holiday
2 environmental damage
3 mass tourism
4 Tourist hotspots
5 cultural heritage
6 basic infrastructure
7 limited resources

- 8 visitor facilities
9 fragile ecosystem
10 carbon footprint

Differentiation

- To challenge stronger students, ask them to write sentences using the words in the box to show their meaning.
- For weaker students allow them to work in pairs to support each other, and to use bilingual dictionaries.

Further practice

Workbook page 112

Sightseeing and events

1 **REVIEW** 2.32 Match 1–9 to A–I.
Listen and check.

- | | |
|---------------|----------------------|
| 1 shop for | A the local people |
| 2 go on | B a map / guide book |
| 3 eat | C bikes |
| 4 hire | D the local area |
| 5 go | E souvenirs |
| 6 explore | F directions |
| 7 get to know | G out |
| 8 read | H sightseeing |
| 9 ask for | I a guided tour |

2 In pairs. Which of the activities in Ex 1 do you enjoy? Which ones don't you enjoy? Why?

3 **PRACTISE** Complete the guide with the phrases below.

iconic sights tourist traps long queues
vibrant culture street performer entrance fees
local residents gift shop alternative tour
authentic experience

4 In pairs. Discuss the guide. Are you a tourist or a traveller? Is there really a difference?

5 **EXTEND** 2.33 Match the events and attractions below to the photos. Listen and check.

celebrity book signing classical music concert
contemporary dance performance
folk music festival interactive craft demonstration
open mic night poetry reading stand-up comedy
sushi masterclass woodland sculpture trail



6 Match the people to the events in Ex 5.

audience members artisan author chef
choreographer comedian conductor musician
poet sculptor

7 In pairs. Discuss the questions.

- Do you ever go to events or attractions like these when you are on holiday?
- Which one of these events would you most/least like to go to?
- Tell your partner about an event that you enjoyed.

Kultura • Podróżowanie i turystyka • Mówienie Opis ilustracji

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Exercise 4

ANSWERS

Students' own answers

Exercise 5 2.33

- Although the collocations in the Extend vocabulary may be above level, students may be able to use individual words that they already know to help them, e.g. *music* and *reading* (they can then find the picture that matches to the type of music and reading).
- Check answers and ask further questions to check meaning (students should use the pictures to answer), e.g. *What is sushi?* (raw fish). *What is stand-up comedy?* (a lone comedian on stage telling anecdotes or jokes).
- After checking answers, play the audio again for students to repeat the words, practising the stress and intonation.

ANSWERS

- classical music concert
- stand-up comedy
- celebrity book signing
- interactive craft demonstration
- woodland sculpture trail
- contemporary dance performance
- poetry reading
- folk music festival
- open mic night
- sushi masterclass

Exercise 6

ANSWERS

- conductor, musician
- comedian
- author
- artisan
- sculptor
- choreographer
- poet
- musician, audience members
- musician, audience members
- chef

Differentiation

- To challenge stronger students, tell them to write sentences using the words to describe the pictures / events.
- To support weaker students, help with translations in L1.

Exercise 7

Differentiation

- Do the task as a class mingle. Students walk around and ask the questions. Tell students to try and remember their friends' answers.
- Do class feedback asking students what their classmates like, where they've been and what they've enjoyed.

Further practice

Workbook page 113

Lesson objective

Mixed-ability practice: sightseeing and events

Exercise 1 2.32

- Once students have completed and checked the exercise, play the audio again so they can listen and repeat.

ANSWERS

- 1 E 2 I 3 G 4 C 5 H 6 D 7 A
8 B 9 F

Exercise 2

- Divide the class into same-level pairs to discuss the questions.
- Monitor while students are working and note down any errors to correct in a feedback session at the end.

- Invite students to share their ideas with the class.

Exercise 3

- Tell students to read through the text first before they read again and complete the gaps.
- Let students compare their answers with a partner before checking as a class.

ANSWERS

- alternative tour
- iconic sights
- tourist traps
- queues
- entrance fees
- gift shop
- vibrant culture
- street performer
- local residents
- authentic experience

Lesson objective

Mixed-ability practice: house and home

Optional activity

- Review below-level vocabulary on the topic of houses with the whole class.
- Divide the class into mixed-ability groups of four.
- Ask the students to write as many words associated with house and home as they know in one minute.
- Students check their ideas on page 114 of their Student's Books (Ex 1 and Ex 2) to see if they have the same or more words.

Exercise 1 3.06

ANSWERS

1 block of flats 2 bungalow
3 cottage 4 flat 5 house

Exercise 2

Differentiation

- Tell stronger students to write a description of their house and what's in it.

Exercise 3

Differentiation

- Divide students into same-level pairs. Stronger students can talk about their descriptions and find similarities and differences between the two houses.
- Tell weaker students to say five sentences about their homes.

Exercise 4

- After completing the exercise, tell students to read through each description with the new words to check that it still makes sense.

ANSWERS

1 charming 2 rural 3 narrow
4 compact 5 high-rise 6 urban
7 studio 8 spacious 9 suburban
10 practical

Optional activity

- Students find a picture and write their own advert for a house.
- Display the adverts around the class. Students walk around and decide which house they would most like to move into.

4.1 Vocabulary booster

House and home

- 1 **REVIEW** 3.06 Match the different kinds of homes to the photos. Which one is most like your home? Listen and check.

block of flats bungalow
cottage flat house



- 2 Look at the furniture and write the room or part of the house where you would expect to find it.

- 1 **kitchen** : fridge, cooker, table
2 **living room** : sofa, armchair, TV
3 **bedroom** : wardrobe, bed, desk
4 **bathroom** : bath, shower, toilet
5 **dining room** : table, chairs
6 **garage** : bike, car, tools

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Miejsce zamieszkania

- 3 **IN PAIRS** Describe your home.

- 4 **PRACTISE** Replace the words in **bold** with the words below. Which one would you like to live in? Why?

charming compact high-rise narrow practical rural
spacious studio suburban urban



For rent: **'pleasant'** traditional cottage in a peaceful **'countryside'** village. The property is located at the end of a **'thin'** lane surrounded by fields.



Available now: **'small'** apartment in a modern **'block'**. **'City-centre'** location with easy access to transport links and businesses. **'One-room'** layout would suit single professional or student.



For rent: **'large'** modern house in new family neighbourhood in a quiet **'edge-of-town'** location. Plenty of **'useful'** space including a garage and garden at rear.

- 5 **EXTEND** 3.07 Look and label the picture. Listen and check.

attic cellar chimney drive extension fence
hedge lawn patio porch



- 6 Check the meaning of these adjectives. Which are positive? Which are negative? Make sentences about the two houses.

neglected run-down shabby tidy well-kept well-maintained

Exercise 5 3.07

- Note that the Extend vocabulary is above level and intended to challenge the strongest students in the class.
- After checking answers, play the audio again. Encourage students to repeat to practise the stress and intonation of the words.

ANSWERS

1 attic 2 chimney 3 extension
4 porch 5 cellar 6 drive 7 patio
8 hedge 9 fence 10 lawn

Differentiation

- To challenge stronger students, ask them to write a description of the house using the words in Ex 4 and Ex 5.
- Support weaker students with translations of the words.

Further practice

Workbook page 114

Paranormal phenomena

1 **REVIEW** 3.08 Match the adjectives to the pictures. Listen and check.

bored disappointed excited fascinated frightened nervous shocked surprised



2 In pairs. Check the meaning of the following groups of words and explain the difference in meaning. How would you translate them?

- surprised shocked amazed
- nervous worried disappointed
- excited fascinated interested

3 How would you feel if you saw a ghost – or thought you saw a ghost? Use words from Ex 1.

4 **PRACTISE** Complete the words in the text. Do you know the TV show the text is describing?

One of my favourite TV shows when I was a kid was about a group of friends who go around investigating 'm...e... There's always some kind of 's... ph... like a 'c... that there's a 'h... h... or a monster in a lake or something. The investigators always 'h... their d..., and go and look for 'p... In every single episode, there is one thing you can 'b... c... o... : there is indeed a 's... e... and the friends find out that there is a scam or a 'p... j... going on. It's a 'fr... cartoon, really, but the characters are classic!

5 **EXTEND** Read the Word Power and complete the table with extreme adjectives from Exs 1 and 2. **WORD POWER** Extreme adjectives

We use extreme adjectives to emphasise an adjective's meaning, and make a description more dramatic.

Interested in 1f **ascinated** by
 silly 2r **idiculous**
 surprised 3s **hocked**

6 3.09 Match the adjectives on the left to the extreme adjectives on the right. Use a dictionary to check. Listen and check.

- | | |
|--------------|---------------|
| 1 funny | A furious |
| 2 ugly | B spotless |
| 3 surprising | C hilarious |
| 4 angry | D hideous |
| 5 pretty | E astonishing |
| 6 dirty | F revolting |
| 7 clean | G gorgeous |
| 8 unpleasant | H filthy |

7 Read the text. Replace the standard adjectives with extreme adjectives. What does it do to the meaning?

I played a 'funny practical joke on my brother the other day. You know he has a 'pretty old car from the 1960s – and he keeps it 'clean. But he is also totally 'interested in mysterious events and supernatural phenomena of all kinds. So I told him a 'silly story about mysterious events out at the lake. And 'surprisingly, he was totally hooked! We agreed to go out there and investigate. But the only strange thing out there is the 'unpleasant mud that gets on everything as soon as you leave the road. I kept telling him I had my doubts and we had to find proof. By the time we left, the car was 'dirty, and my brother was 'angry. But the 'funny thing is, he didn't realise it was a hoax! He's certain there's something out there, but he's going back in Mum's car!

Człowiek

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Lesson objective

Mixed-ability practice: paranormal phenomena

Exercise 1 3.08

- Once students have completed and checked the exercise, play the audio so students can listen and repeat.

ANSWERS

A nervous B surprised C bored
 D excited E fascinated F disappointed
 G frightened H shocked

Optional activity

- Divide the class into mixed-ability pairs. Students take it in turns to mime one of the adjectives for their partner to guess the word.

Exercise 2

- Discuss the vocabulary and translations as a whole class. When explaining the difference in meaning, encourage students to consider if the adjectives are describing a positive or negative emotion / situation, etc.

ANSWERS

- zdziwiony, zszokowany, zdumiony
- zdenierwowany, zmartwiony, rozzarowany
- podekscytowany, zafascynowany, zainteresowany

Exercise 4

- Look at the image and ask students if they watched the cartoon when they were young. Ask what used to happen in most episodes.

- Tell students to read through the text first before they read again and complete the gaps.

ANSWERS

- mysterious events
 - strange phenomena
 - claim
 - haunted house
 - have doubts
 - proof
 - be certain of
 - sensible explanation
 - practical joke
 - ridiculous
- The TV show is called *Scooby-Doo*.

Exercise 5

- Read through the Word Power box with the students.
- Highlight the fact that we add *in* to *interested* but *by* to *fascinated*.
- Give students a moment to find the correct adjectives before discussing them as a class.

Exercise 6 3.09

ANSWERS

- 1 C 2 D 3 E 4 A 5 G 6 H
 7 B 8 F

Differentiation

- To challenge stronger students, give them the list (1–8) and, with books closed, ask them to work together to try to come up with the extreme synonyms. They then check their answers in Ex 6.
- To support weaker students, help with translations in L1.

Exercise 7

- Explain that students need to use words from Ex 5 and 6.
- When students have completed the task, ask: *Which word is an adverb and not an adjective?* (surprisingly / astonishingly).

ANSWERS

- 1 hilarious 2 gorgeous 3 spotless
 4 fascinated by 5 ridiculous
 6 astonishingly 7 revolting 8 filthy
 9 furious 10 hilarious

Optional activity

- Tell stronger students to write their own anecdote using the extreme adjectives.
- Tell weaker students to write five sentences with any of the adjectives on the page.

Further practice

Workbook page 115

Word Power photocopiable worksheet
Teacher's Resource Centre

Lesson objective

Mixed-ability practice: health and fitness

Exercise 1

ANSWERS

- 1 It says 'suitable for vegetarians'.
- 2 No, it contains cheese.
- 3 wheat and milk (because they are in capital letters)
- 4 55g
- 5 160
- 6 It's raw, because the cooking instructions are on the side of the packet.

Differentiation

- Tell students to look at the package label for one minute, then close their books.
- Check what students remember with a variation of the questions in Ex 1, e.g. *What is the food item?* (pizza). *How many calories is it?* (160). *How big is a piece for one person?* (55g). *Can vegans eat it?* (no – it contains cheese). *Is it ready to eat?* (no, it needs cooking).

Exercise 2

- Check students' definitions and translations as a class.

ANSWERS

vegan = wegański, allergies = alergie, portion = porcja, calories = calorie, raw = surowy

Exercise 3 3.24

ANSWERS

A food pyramid is a triangular diagram representing the optimal number of servings to be eaten each day from each of the basic food groups.

- 1 fruit and vegetables
- 2 carbohydrates
- 3 dairy products
- 4 protein
- 5 fats
- 6 junk food

Optional activity

- Divide students into small groups to talk about what they ate yesterday and where it fits into the food pyramid.

Exercise 4

ANSWERS

- 1 give up junk food
- 2 improve flexibility
- 3 increase strength
- 4 build up stamina
- 5 cut down on sugar
- 6 go on a diet
- 7 get fit
- 8 get out of breath
- 9 lose weight
- 10 build confidence

Exercise 5 3.25

- Explain that sometimes more than one answer may be possible.

Audio script page 176

5.1 Vocabulary booster

Health and fitness

- 1 **REVIEW** Look at the information on the package and answer the questions.



4 seasons pizza

V suitable for vegetarians.

Nutrition
Serving size 1 piece (55g)
Amount per serving: calories 160

INGREDIENTS: Wheat Flour, Water, Oil, Yeast, Sugar, Salt, Baking Powder
SAUCE: Water, Tomatoes, Sugar, Herbs, Salt, Cheese, Rocket
CONTAINS: WHEAT and MILK
For cooking instructions see side of packet.

- 1 How do you know this pizza is suitable for someone who doesn't eat meat?
- 2 Is it a vegan product? Why / Why not?
- 3 What possible allergies are there?
- 4 What is a normal portion of the food?
- 5 How many calories are in a portion?
- 6 Is the food raw, or ready to eat? How do you know?

- 2 **In pairs.** Take turns to explain or translate the underlined words.

- 3 **3.24** Look and label the nutrition pyramid. What does the shape of the pyramid represent?

carbohydrates
dairy products
fruit and vegetables
junk food
protein



- 4 **PRACTISE** Match the phrases to the pictures.

build up stamina
gain confidence
give up junk food
cut down on sugar
get fit
get out of breath
go on a diet
increase strength
lose weight
improve flexibility



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- 5 **3.25** Listen to the mini-dialogues. Complete the sentences with the phrases in Ex 4.

- 1 He/she is focusing on ...
- 2 They are training to ...
- 3 They are ...
- 4 The girl has been reading about ...
- 5 The boy is ...
- 6 The woman advises the man to ...
- 7 The man is trying to ...
- 8 The boy is ...

- 6 **In pairs.** Discuss the questions.

- What are the advantages and disadvantages of training with a personal trainer?
- What kind of skills and personality do you need to be a personal trainer?

- 7 **EXTEND** **3.26** Match the exercise words to the pictures. Which ones have you done? Listen and check.

cardio workout
pull-ups
sit-ups
lunges
press-ups
strength training



- 8 **In pairs.** Which of the exercises in Ex 7 is the most difficult? Put them in order of difficulty. Explain your reasons.

- 9 Look at these phrases from the mini-dialogues and discuss their meaning. Can you think of Polish translations?

Talking about effort and progress
a personal best (PB)
come a long way
dig deep
hit the wall

ANSWERS

- 1 increasing strength
- 2 build up stamina
- 3 improving flexibility
- 4 cutting down on sugar / giving up junk food
- 5 getting out of breath
- 6 go on a diet / give up junk food
- 7 lose weight
- 8 gaining confidence

Exercise 6

- Put the pairs into groups to compare their answers.

Exercise 7 3.26

- Note that the Extend vocabulary is above level and intended to challenge the strongest students in the class.

ANSWERS

- 1 sit-ups
- 2 pull-ups
- 3 press-ups
- 4 lunges
- 5 cardio workout
- 6 strength training

Mixed ability

- Support weaker students by telling them what the exercises are in L1.
- Tell stronger students to add more exercises to the list, e.g. *bicep curls*, *squats*, *burpees*, *shuttle runs*, *a plank*.

Exercise 8

- Put the pairs into groups to discuss their lists.

Exercise 9

ANSWERS

a personal best = rekord życiowy,
come a long way = przejść długą drogę,
dig deep = wysilić się,
hit the wall = padać z nóg ze zmęczenia

Further practice

Workbook page 116

Medicine and illness

- 1 **REVIEW** 3.27 Match the words to their definitions. Listen and check.

discovery experiment invention lab
microscope virus

- a tiny living thing that can cause sickness and infection
- a room or building used for scientific research
- a scientific test that helps scientists to gain knowledge
- a new thing or idea that someone thinks of or designs for the first time
- a piece of scientific equipment for looking at very small things
- finding or learning about something that was not known about before

- 2 Choose the correct alternative to complete the sentences.

- Watson and Crick won a prize for their **invention** / **discovery** of the structure of DNA.
- My mum is a scientist. She works in a **microscope** / **lab** at the university.
- We did a series of **inventions** / **experiments** to test our theory.
- We used the **virus** / **microscope** to study plant cells in detail.
- The microscope was **discovered** / **invented** over 400 years ago.
- We still can't cure the common cold because the **lab** / **virus** that causes it changes all the time.

- 3 **PRACTISE** Read and complete the sentences with the words below.

breakthrough cure findings groundbreaking
perform prevent published recognise symptoms

- Scientists have announced an incredible **breakthrough** in their research on malaria.
- Vaccinations can **prevent** people from getting many dangerous diseases.
- We can use medicines to treat the **symptoms** of the illness, but we must develop a vaccine.
- Scientists everywhere are searching for a **cure** for cancer.
- In the lab we **perform** experiments to see how the drugs affect the virus at different stages.
- The researchers are rushing to publish their **findings** before a rival team publishes theirs.
- The scientists **published** a widely recognised research paper last year that won them a prize.
- It is important to **recognise** the contribution that teamwork has made to this research.
- The world-famous professor gave some of the **credit** for the discovery to his research students.
- Scientists in this lab are doing **groundbreaking** research, so it has to be top secret.

- 4 Read the Word Power and find an example of the three combinations in Ex 3.

WORD POWER Compound adjectives

We can combine adjectives with nouns to make compound adjectives.

last-minute

We can also combine nouns with present or past participles to make compound adjectives.

thought-provoking

time-saving

well-educated

well-known / little-known

- 5 Use the compound adjectives in the Word power to complete these sentences.

- I read a **well-known** article about the discovery of DNA – you should read it, it's interesting.
- The **last-minute** change to the experiment has given us a surprising set of results.
- Many **well-educated** people still believe strange things about health and medicine.
- This is really great **time-saving** software – I can work on something else while it analyses the data from the experiment.
- We were surprised to see the names of some **well-known** scientists on the conference list. Usually they choose big names.

- 6 **EXTEND** 3.28 Match the people to the places where they work. Two people match one place. Listen and check.

anaesthetist general practitioner (GP) nurse
paramedic pharmacist physiotherapist
receptionist surgeon

ambulance hospital ward medical practice
operating theatre pharmacy rehabilitation centre
waiting room

- 7 Complete the sentences with the words in Ex 6.

- If you need some medicine, you have to go to the **pharmacy** and ask the **pharmacist**.
- If you're not feeling well, see your **general practitioner (GP)** at your local **medical practice**.
- If there's an accident, the first people on the scene are the **paramedics** who drive an **ambulance**.
- Patients who are recovering after serious health problems might visit a **rehabilitation centre** and work with a **physiotherapist**.
- When you arrive, check in with the **receptionist** and then take a seat in the **waiting room**.
- Before an operation in the **operating theatre**, the **anaesthetist** gives the patient drugs and then the **nurse** can work without hurting them.
- After an operation a **surgeon** looks after patients in the **hospital ward**.

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ANSWERS

widely recognised, world-famous,
ground-breaking

Exercise 5

ANSWERS

- thought-provoking
- last-minute
- well-educated
- time-saving
- little-known

Exercise 6 3.28

- Note that the Extend vocabulary is above level and intended to challenge the strongest students in the class.
- Point out that two of the people in the first box match to one of the places in the second box.
- There are some tricky words to pronounce in this set. Play the audio again and encourage students to repeat to get the pronunciation and stress correct.

Differentiation

- Divide the class into mixed-ability pairs. Stronger students can help weaker students with L1 translations.
- Check as a class any words that pairs of students are not able to work out.

ANSWERS

anaesthetist – operating theatre
general practitioner (GP) – medical practice
nurse – hospital ward
paramedic – ambulance
pharmacist – pharmacy
physiotherapist – rehabilitation centre
receptionist – waiting room
surgeon – operating theatre

Exercise 7

- Put students into same-level pairs to complete the task.
- Monitor and help as students work.

ANSWERS

- pharmacy, pharmacist
- GP, medical practice
- paramedics, ambulance
- rehabilitation centre, physiotherapist
- receptionist, waiting room
- operating theatre, anaesthetist, surgeon
- nurse, hospital ward

Further practice

Workbook page 117

Word Power photocopyable worksheet

Teacher's Resource Centre

Lesson objective

Mixed-ability practice: medicine and illness

Exercise 1 3.27

Mixed ability

- Weaker students can work together to match the words and definitions.
- To challenge stronger students, write the words from the box on the board. With books closed, students either write a definition or a sentence that shows the meaning of each word.

ANSWERS

- virus
- lab
- experiment
- invention
- microscope
- discovery

Exercise 3

Differentiation

- Tell weaker students to refer back to Lesson 5.5 on page 64 of their Student's Book to help them.

ANSWERS

- breakthrough
- prevent
- symptoms
- cure
- perform
- findings
- published
- recognise
- credit
- ground-breaking

Exercise 4

- Check the meaning of each of the compound adjectives.

Mixed ability

- To support weaker students, write the L1 translation for each of the compound adjectives on the board.

Lesson objective

Mixed-ability practice: phrasal verbs

Exercise 1

- Divide the class into mixed-ability groups of four.
- Ask the students to go through each of the phrasal verbs and discuss meaning with each other. Stronger students can help weaker students with L1 translations.

ANSWERS

When the phrasal verbs are combined with the words in column A, the meaning is literal but when combined with column B, the meaning is figurative.

Exercise 2

- Discuss the questions as a class.

ANSWERS

1 Yes 2 Column A

Exercise 3

ANSWERS

get into trouble = wpaść w tarpaty,
get on in life = radzić sobie w życiu,
turn up unexpectedly = pojawić się niespodziewanie,
turn down an offer = odrzucić ofertę,
clear up a mystery = wyjaśnić zagadkę,
stand up for yourself = walczyć o swoje

Exercise 4

ANSWERS

1 come across 2 sort out 3 carry on
4 made up 5 point out
6 look through 7 pass on
8 look back

Differentiation

- Support weaker students by helping with L1 translations.

Exercise 5

- Give students 5–10 minutes to discuss the sentences.
- Invite some students to share some of their sentences with the class.

Differentiation

- To challenge stronger students, tell them to write five sentences.

Exercise 6 4.05

- Note that the Extend vocabulary is above level and intended to challenge the strongest students in the class.
- Play the audio and encourage students to repeat to practise the stress and intonation of the words.

ANSWERS

1 drop out of 2 get rid of
3 look down on 4 look up to

6.1 Vocabulary booster

Phrasal verbs

- 1 **REVIEW** What do the phrasal verbs mean when they are combined with the words in columns A and B?

A	B
get into	a taxi
get on	a bus
turn up	the volume
turn down	the music
clear up	the house
stand up	straight
	trouble
	in life
	unexpectedly
	an offer
	a mystery
	for yourself

- 2 **DISCUSS** Discuss the questions in pairs.

- Does the meaning change when the phrasal verbs are combined with the words in column B? How?
- Which column uses the phrasal verbs more literally?

- 3 **CHECK** Check the meanings of the phrasal verbs combined with column B and agree a translation.

- 4 **PRACTISE** Complete the sentences with the phrasal verbs.

carry on come across look back look through
made up pass on point out sort out

- If I _____ nasty messages and online trolls, I try to challenge them.
- I always try to _____ disagreements face-to-face. I don't like talking behind people's backs.
- When I see someone begging on the street I usually _____ walking.
- I have never _____ a story to avoid a punishment.
- I try not to _____ other people's mistakes. I know we all make them!
- If I found a secret diary I would _____ it – I'd be too curious not to!
- I try not to _____ gossip and stories about people at school.
- I'm sure when I _____ on my childhood, I will think I could have been nicer to my sister! But she's so annoying!

- 5 **PAIRS** In pairs. Which of the sentences are true for you? Make three true sentences about yourself.

- 6 **EXTEND** 4.05 Match the three-part phrasal verbs to their meanings. Listen and check.

drop out of fit in with get on with get rid of
go through with live up to look down on
look up to put up with

- leave a school or course of study unexpectedly
- remove, throw away
- feel superior to
- admire
- come up to a standard, match
- achieve or complete a task or action
- tolerate a situation
- integrate, behave appropriately as part of a group
- have a good relationship with

- 7 **READ** Read the Word Power and complete the rules with the words below.

inseparable meaning order particles
spoken written

WORD POWER: Three-part phrasal verbs

Phrasal verbs can also have three parts. They are very common in **spoken** language. In more formal **written** language, a verb or verb phrase might be preferred.

He walked out on his family.

He abandoned his family.

They are made up of one verb and two **particles**. Three-part phrasal verbs are **inseparable**. The parts are always in the same **order**.

If you change one word, you can change the **meaning** of the whole phrase.

come up with = to have an idea

come out with = to say something unexpected

- 8 **SUBSTITUTE** Substitute the words in **bold** with a suitable verb or phrasal verb from Ex 6. Make sure you don't change the meaning.

- I cannot **tolerate** this behaviour any longer!
- I wish you'd **throw away** all that junk in the garage!
- I have always **admired** my big brother.
- He talks a lot about getting a job, but he never seems to actually **achieve** it.
- I have made the difficult decision to **leave** college.
- I'm sorry, Dad, I just never feel I can **match** your expectations!
- My sister just never managed to **integrate with** the kids in the neighbourhood.

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- 5 live up to 6 go through with
7 put up with 8 fit in with
9 get on with

Optional activity

- Tell students to choose phrasal verbs and write sentences to show their meaning.
- To challenge stronger students, tell them to write five sentences.
- Weaker students can write three sentences.

Exercise 7

- Read through the Word Power box with students and elicit the answers as a class. To check understanding, ask: *Which word in the example sentence is the particle? (on). Can we change the order of three-part phrasal verbs? (no).*

Exercise 8

- Tell students to use the phrasal verbs in Ex 6 in the correct form.

ANSWERS

- 1 put up with 2 get rid of
3 looked up to 4 get on with
5 drop out of 6 live up to
7 fit in with

Differentiation

- Support weaker students by telling them which seven phrasal verbs they need to use.

Further practice

Workbook page 118

Word Power photocopiable worksheet

Teacher's Resource Centre

Crime and punishment

1 **REVIEW** 4.06 Match the crimes to the pictures. Listen and check.

hacking mugging scamming shoplifting theft vandalism



2 Read the Word Power box. In pairs, complete the table. Watch out for the words in **bold>. They don't follow the pattern.**

Crime	Criminal	Action
hacking	hacker	hack
theft	1 thief	2 steal
scamming	3 scammer	4 scam
vandalism	5 vandal	6 vandalism
mugging	7 mugger	8 mug
shoplifting	9 shoplifter	10 shoplifting

WORD POWER Suffix -er / -ing

We can add the suffixes **-ing** and **-er** to some verbs to make nouns. The suffix **-er** often refers to the person or thing who does the action. The suffix **-ing** refers to the event that is the result of the action.

3 **PRACTISE** Complete the sentences about traffic rules with the words below.

arrested breaking caught cause fine illegal
legal prison surveillance cameras witnesses

- It's **illegal** to send text messages while driving.
- It's **legal** to talk on the phone, but only with a hands-free kit.
- If you get **caught** driving too fast, you may get a **fine**.
- If you **cause** a crash, you must stop and talk to any **witnesses**.
- Anyone who doesn't wear a seatbelt is **breaking** the law.
- There are **surveillance** **cameras** on the roads and if you hurt somebody, you can get **arrested** and sent to **prison**.

4 **EXTEND** 4.07 Match the words below to their definitions. Listen and check.

blackmail bribery burglary
carjacking drug dealing
joyriding kidnapping
pickpocketing

- the crime of stealing a car and driving it for fun, usually in a fast and dangerous way
- the crime of taking someone away and keeping them prisoner, especially while asking for money for their return
- stealing money from someone else's pocket or bag, especially in crowded places
- the crime of forcing a driver to take you somewhere, using violence or threats
- the crime of selling illegal drugs
- the crime of entering a building illegally and stealing things from it
- the crime of demanding money from a person by threatening to make public a secret or private fact about them
- the crime of giving someone money to persuade them to help you to do something dishonest or illegal

5 In pairs. Which is the most serious crime and which is the least serious? Put the crimes in order of seriousness.

6 In pairs. Explain the difference between these pairs of crimes. How would you translate them?

- blackmail / bribery
- pickpocketing / shoplifting
- burglary / theft
- hacking / scamming
- joyriding / carjacking

- Once students have completed and checked the exercise, play the audio so they can listen and repeat. Check stress and pronunciation.

ANSWERS

- joyriding
- kidnapping
- pickpocketing
- carjacking
- drug dealing
- burglary
- blackmail
- bribery

Exercise 5

Differentiation

- Divide the class into small mixed-ability groups to discuss the crimes.
- Tell students to appoint a secretary to make notes and compile the final list.
- Students share their lists with the rest of the class and discuss and argue their point of view.

Exercise 6

- Divide the class into same-level pairs to discuss the crimes.
- Invite students to share their definitions and translations with the class. Does everyone agree?

ANSWERS

- Bribery and blackmail are two legal offences that involve an exchange of money. However, there is a big difference between bribery and blackmail. Bribery involves exchanging money or other valuables in order to get one's work done. Blackmail involves extortion of money or something of value by the threat of exposing discreditable information.
 - Pickpocketing is stealing from a person's pocket or bag, usually in a crowded place, whereas shoplifting is stealing from a shop.
 - Burglary is stealing from a property, whereas theft is a general term for stealing.
 - Hacking is accessing a person's computer without their knowledge or consent, whereas scamming is tricking someone.
 - Joyriding is driving fast and dangerously in a stolen car, whereas carjacking is violently stealing an occupied car.
- szantaż / przekupstwo
 - kradzież kieszonkowa / kradzież sklepowa
 - włamanie / kradzież
 - hakowanie (komputera) / przekręt
 - jazda kradzionym samochodem / kradzież samochodu

Further practice

Workbook page 119

Word Power photocopiable worksheet

Teacher's Resource Centre

Lesson objective

Mixed-ability practice: crime and punishment

Exercise 1 4.06

- Once students have completed and checked the exercise, play the audio so they can listen and repeat.

ANSWERS

A vandalism B theft C mugging
D hacking E shoplifting F scamming

Optional activity

- Ask students if they have ever been the victim of a computer crime. Invite students (if happy to do so) to share their experience with the class.
- Ask students how safe they feel buying things online and sharing their information.

Exercise 2

- Read through the Word Power box with the class.
- Let students compare their answers with a partner before checking answers as a class.

ANSWERS

Thief and vandal don't follow the pattern because they don't end in -er.

Exercise 3

- Refer students back to the table in Ex 2 to show form.

Exercise 4 4.07

- Note that the Extend vocabulary is above level and intended to challenge the strongest students in the class.

Lesson objective

Mixed-ability practice: global events

Exercise 1 4.22

- Review vocabulary on the topic of global events with the whole class.
- Divide the class into mixed-ability groups of four. Ask students to write as many words associated with global events as they know in one minute.
- Students can check on page 84 of their Student's Book to see if they have the same or more words.
- Tell students to complete the news headlines. Check spelling by inviting individual students to write the words on the board.
- Then play the audio for students to listen and repeat. Check stress and pronunciation.

Exercise 2

- Tell students to read the news stories again to match them to the categories.

ANSWERS

Business: Healthy food – healthy profits
Nature: A win for conservation
Politics: Government missing green targets
Society: A Pollution Revolution!
Technology: More gadgets – less energy?

Exercise 3

ANSWERS

1 avalanche 2 earthquake
 3 landslide 4 hurricane 5 flood
 6 national election 7 protest 8 strike

Optional activity

- Tell students to choose four of the pictures and write a new headline to match them.
- Divide the class into pairs. Students take turns to say their headlines and their partner points to the correct picture.

Exercise 4

- Divide the class into same-level pairs to discuss the events.
- Invite students to share their definitions and explanations with the class.

ANSWERS

Students' own answers

Optional activity

- Put two pairs together. Students read their definitions for the other pair to say the event.

7.1 Vocabulary booster

Global events

- 1 **REVIEW** 4.22 Complete the words with the missing vowels to make news headlines. Listen and check.

Healthy food – healthy profits

Sales of **h** **o** **r** **g** **a** **n** **i** **c** fruit and vegetables are up 6% as more people choose healthier **z** **a** **i** **t** **e** **r** **n** **a** **t** **i** **v** **e** **s** for their families.

Government missing green targets

The government has failed to **r** **e** **d** **u** **c** **e** the amount of rubbish that we **t** **h** **r** **o** **w** **a** **w** **a** **y** every year. The message is not getting through: we need to **r** **e** **c** **y** **c** **l** **e**!

A Pollution Revolution!

Shoppers are removing **p** **a** **c** **k** **a** **g** **i** **n** **g** on supermarket products and leaving it in the shop to protest about the **w** **a** **s** **t** **e** generated by all the plastic bags and wrappings.

A win for conservation

Scientists studying the Thames River in London say that the water is now a thriving **h** **a** **b** **i** **t** **a** **t** for marine life after a huge effort to clean up the water.

More gadgets – less energy?

A study shows that even as we buy more gadgets, the electricity they **c** **o** **n** **s** **u** **m** **e** may actually be dropping!

- 2 Match the headlines in Ex 1 to these news categories.

business nature politics society technology

- 3 **PRACTISE** Match the words below to the photos. Listen and check.

avalanche earthquake flood hurricane
 landslide national election protest strike



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- 4 In pairs. Agree on a definition or explanation for each of the events in Ex 3.

- 5 **EXTEND** 4.23 Match the words below to the pictures. Listen and check.

drought epidemic famine nuclear meltdown
 oil spill terrorist attack tornado tsunami
 volcanic eruption



- 6 In pairs. Discuss the questions.

- Which of the global issues in Ex 5 are natural? Which are man-made?
- Which of the events on this page can be predicted?
- Which of the events can be prevented by taking action?
- How can we help when events like these happen around the world?

Exercise 5 4.23

- Note that the Extend vocabulary is above level and intended to challenge the strongest students in the class.
- Play the audio and encourage students to repeat to practise the stress and intonation of the words.

ANSWERS

1 drought 2 tornado 3 oil spill
 4 tsunami 5 terrorist attack
 6 nuclear meltdown 7 famine
 8 volcanic eruption 9 epidemic

Exercise 6

- Give students a set time to discuss their ideas in pairs before putting them into larger groups to have a wider discussion.
- Invite students to share their answers with the class.

Differentiation

- To support weaker students, go through each of the questions in Ex 6 eliciting example answers before they discuss in pairs. Give additional help once in pairs by helping with vocabulary and ideas.

Further practice

Workbook page 120

Communication

1 **REVIEW** 4.24 Match the ways to communicate to the photos. Listen and check.

chat message email greetings card invitation letter note phone call postcard text message video call



2 In pairs. Discuss the questions.

- Which of the means of communication in Ex 1 do you use most often?
- Do you communicate with different people, differently? Why?

3 **PRACTISE** Choose the correct alternative.

- Mum never **dials** / **picks up** the phone, does she?
- Oh, I'm sorry, I've called the **engaged** / **wrong number** haven't I?
- I can't hear you. The **signal** / **hold on** around here is rubbish, isn't it?
- You didn't just **hang up** / **call back** on him, did you? That's not very polite.
- Well I can't let them know I'm late if the phone's always **dial** / **engaged** can I?
- Sorry – we just **got cut off** / **left a message**, didn't we? What were you saying?
- You didn't **hold on** / **leave a message** did you? There are no new messages in my voicemail.
- I'm nearly there. Tell them to wait for me. They can **hold on** / **hang up** for five minutes, can't they?
- I've **engaged** / **dialled** the number over and over, but it doesn't connect. It is the right number, isn't it?
- I'll ask Frances to **pick up** / **call back** later, shall I? You need to finish your homework.

4 Find the questions in Ex 3. Then complete the rules in the Word Power. Find an example of each rule in Ex 3.

WORD POWER Question tags

Question tags are common in phone calls to check understanding and agreement. A question tag is added to a statement to turn it into a question.

- If the statement is positive, the question tag is **negative**.
- If the statement is negative, the question tag is **positive**.
- The question tag uses the same auxiliary or **modal** verb as the main part of the statement.
- If there isn't an auxiliary verb in the main part of the statement, then the tag is a form of the verb **do**.

5 **EXTEND** Check the meaning of these phrases for using your mobile phone.

- listen to your voicemail
- top up your credit
- allow / prevent data roaming
- switch your phone to silent mode
- disable / enable do not disturb mode
- upgrade your phone
- cancel / extend your contract
- check your messages

6 4.25 Use the phrases in Ex 5 to complete the sentences. Listen and check.

- Dad gave me his old phone when he _____ his _____ . It's loads better than the one I had!
- If you go on holiday, you might want to _____ so you don't get a big bill.
- I've left you about ten messages! Why don't you _____ to your _____ !
- Hi Mum – please call me back! I can't make a call until you _____ my _____ .
- The service is rubbish! I'm going to _____ my _____ and find a better company.
- I've decided to _____ after 11 p.m. so that I don't get woken by calls and messages in the night.
- I didn't hear your call! I _____ my phone _____ at the cinema, and then I forgot to reset it.
- I've been offered a great new deal, so I'm going to _____ my _____ for my phone.

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Lesson objective

Mixed-ability practice:
communication

Exercise 1 4.24

- Review below-level vocabulary on the topic of communication with the whole class.
- Write *communication* in the middle of the board.
- Divide the class into groups of four and tell each group to choose a 'writer'.
- Give the 'writer' a board pen. Give students one minute to tell the 'writer' as many ways of communicating as they can think of. The 'writer' writes them on the board.
- Students check Ex 1 to see if their ideas are mentioned.

ANSWERS

- greetings card
- text message
- video call
- email
- letter
- postcard
- chat message
- phone call
- note
- invitation

Exercise 2

- Divide the class into same-level pairs to discuss the questions. Then discuss the questions as a whole class.

Exercise 3

- Check the meaning of the incorrect words as well when checking answers.

Exercise 4

- Read through the Word Power box with the class. Tell them to use the question tags in Ex 3 to help them complete the rules.
- Tell students to look at sentence 5 and ask what verb is in the main statement and tag (*can*). Point out that modal verbs follow the same pattern.

ANSWERS

Positive statement, negative tag = sentences 2, 3, 8 and 9

Negative statement, positive tag = sentences 1 and 5

No auxiliary, *do* tag = sentences 1 and 6

Optional activity

- Do some further practice of question tags by writing some statements on the board. Students complete the tags, e.g. *You've got a phone, [haven't you]?*
You haven't got my number, [have you]?
We shouldn't call him now, [should we]?
You will pick up, [won't you]?
He gave you his phone, [didn't he]?

Exercise 5

- Note that the Extend vocabulary is above level and intended to challenge the strongest students in the class.
- Tell students to use existing knowledge and dictionaries if necessary to check the meanings.
- Discuss their answers as a class.

Exercise 6 4.25

Differentiation

- To support weaker students, give them a choice of two options to complete each sentence.

ANSWERS

- upgraded (his) phone
- prevent data roaming
- listen (to your) voicemail
- top up (my) credit
- cancel (my) contract
- enable do not disturb mode
- switched (my phone) to silent mode
- extend (my) contract

Further practice

Workbook page 121

Word Power photocopiable worksheet

Teacher's Resource Centre

Lesson objective

Mixed-ability practice: business

Exercise 1 5.11

- Review below-level vocabulary on the topic of money with the whole class.
- With books closed, write *money* on the board in a circle and invite students to come and write as many money-related words around it as they can.
- Tell students to look at Ex 1 and 3 on page 122 of their Student's Books to see if they have the same or more words.

ANSWERS

A save B bank account C cash
D high street E store F discount
G exchange H receipt I refund

Exercise 2

- Divide the class into same-level pairs to discuss the questions. Then discuss the questions as a whole class.
- Extend the conversation by asking students where they save their money and how they can check how much money they have, e.g. *Do you have a mobile app? Do you check online?*

Exercise 3

Differentiation

- Tell stronger students to cover the word box and try to complete the text without the words.
- With weaker students, be on hand to translate the words in the box, if necessary.

Exercise 4

- Divide the class into same-level pairs to discuss the questions. Then discuss the questions as a whole class.

ANSWERS

Students' own answers

Exercise 5 5.12

- Note that the Extend vocabulary is above level and intended to challenge the strongest students in the class.
- Play the audio and encourage students to repeat to practise the stress and intonation of the words.

ANSWERS

1 investor 2 take over 3 cash flow
4 invoice 5 competitor 6 turnover
7 market share 8 finance

Differentiation

- To challenge stronger students, ask them to write sentences which include the words to show their meaning.
- Support weaker students by translating the definitions.

8.1 Vocabulary booster

Business

- 1 **REVIEW** 5.11 Match the words to the pictures.
Listen and check.

bank account cash discount exchange high street receipt
refund save store



- 2 **IN PAIRS** Discuss the questions.

- Do you try to save money? Why / Why not?
- What was the last thing you bought? Why did you choose it?

- 3 **PRACTISE** Complete the story with the words below.

business plan customers demand entrepreneurs
investment loss product profit supplier

Starting a business at four?

I have just read a story about one of America's youngest **entrepreneurs**, Mikaila Ulmer of Me and the Bees lemonade. According to the story, she started her business when she was just four! Her first **customers** were people in the neighbourhood, who bought cool drinks from her lemonade stand. Like all businesses, she needed some **investment** to get started, but the amount was modest, and if she made a **loss**, she had backers to help her out. Yes, that's Mum and Dad. However, it wasn't long before she began to make a **profit**. OK, I think Mum and Dad probably helped with the **business plan** too. And by the time she was nine, her **product** was on sale in a local restaurant. People were intrigued, because Mikaila is so young, and her brand was getting noticed. From those small beginnings, **demand** has increased rapidly, and instead of making the lemonade herself, she now works with a **supplier**. Me and the Bees sells over 300,000 bottles of lemonade a year, and 10% of profits goes to bee conservation groups.

122

Praca • Zakupy i usługi • Państwo i społeczeństwo • Mówienie Rozmowa występną

- 4 **IN PAIRS** Answer the questions about the story.

- Do you think it's possible to be an entrepreneur at four years old?
- What factors do you think have contributed to Mikaila's success?

- 5 **EXTEND** 5.12 Match the words to their definitions. Listen and check.

cash flow competitor finance
investor invoice market share
take over turnover

- a person or organisation that puts money into a company
- to buy control of a company or business
- the movement of money in and out of a business as goods and services are bought and sold
- a document that lists the things a customer has bought and states how much they must pay for them
- another business that provides the same product or service as you
- the total amount of money that a business makes from selling its products
- the amount that a company sells compared with other companies selling the same things
- (n) money used to run a business; (v) to provide money for a project

- 6 Copy and complete the mind map with the words from Exs 3 and 5.



Exercise 6

ANSWERS

Participants: investor, competitor, entrepreneur, customer, supplier

Developing a company: business plan, profit, market share, loss, take over

Production: product, demand

Money: cash flow, investment, finance, turnover, invoice

Further practice

Workbook page 122

Image and appearance

1 REVIEW 5.13 Look and match the words to the pictures. Which of these things do you use or wear every day? Listen and check.

hairspray selfie stick belt perfume / aftershave glasses tie handbag mirror
hairdryer hairbrush sunglasses jewellery comb make-up toothbrush



2 PRACTISE Complete the words and phrases then match them to their definitions.

A p l e r c l i n g
B t a t t o o
C h a i r s t y l e
D c o s m e t i c s u r g e r y
E m a k e o v e r
F d y e d h a i r
G f a l s e n a i l s
H f a k e t a n
I s h a v e d h e a d
J t a k e s t e r o i d s

- 1 a haircut with very, very short hair
- 2 a hole made in a part of your body so that you can wear jewellery there
- 3 a picture or design marked permanently on the skin with ink and needles
- 4 the way someone's hair is cut or arranged
- 5 surgery that is not done for medical reasons
- 6 the process of changing someone's appearance to give them a new style
- 7 hair that has had its colour changed
- 8 artificial fingernails made of acrylic and painted
- 9 using chemicals illegally to improve strength or sporting performance
- 10 a product that colours the skin to give the impression of suntan

3 In pairs. What makes people want to change the way they look? Discuss the ideas below.

celebrity style fashion magazines peer pressure
self-expression social norms

4 EXTEND 5.14 Check the meanings of the words below. Then put them in the correct place in the sentences. Listen and check.

alternative attention-seeking conventional
extrovert glamorous introvert outrageous
plain reserved self-assured self-conscious shy

- 1 My brother's quite _____ – he wants to get a job and buy a house. I'd like to lead a more _____ lifestyle though and maybe live abroad.
- 2 I envy Henry. He's so _____ – he feels comfortable in any social situation. I find meeting new people very difficult and I'm very _____.
- 3 Bella is quite _____ and doesn't like too much attention, so when she's with Monica, who is very loud and _____ she feels very uncomfortable.
- 4 Wow! That shirt is _____ – how many colours are on it?! I thought you were quite _____ and didn't like bright clothes.
- 5 I'm more of an _____ than my sister. I like to stay in and read but she's an _____ and is always out with friends.
- 6 I love watching the Oscars for all the _____ dresses, but in real life my style is quite _____.

5 Discuss in pairs. How would you describe your style?

Differentiation

- To challenge stronger students, tell them to write sentences that are true for themselves using the words in Ex 4.
- To support weaker students, give them translations of the words.

Exercise 5

- Divide the class into same-level pairs to discuss the question.

Optional activity

- Tell stronger students to write a paragraph to describe their style using the words in Ex 2 and 4.
- Weaker students can write sentences describing themselves using the words in Ex 1 and 2.

Optional activity

- Bring in some suitable fashion magazines. Students find examples of the words and phrases on the page and discuss the images.
- With stronger classes, a wider discussion on image could be set up.

Further practice

Workbook page 123

Człowiek • Życie prywatne

123

Lesson objective

Mixed-ability practice: image and appearance

Exercise 1 5.13

- Tell students to cover the wordpool and try to work out the items before checking them.

ANSWERS

A belt B comb C glasses D brush
E hairdryer F hairspray G handbag
H jewellery I make-up J mirror
K perfume / aftershave L selfie stick
M sunglasses N tie O toothbrush

Exercise 2

ANSWERS

A 2 B 3 C 4 D 5 E 6 F 7
G 8 H 10 I 1 J 9

Exercise 3

- Divide the class into same-level pairs to discuss the questions.

Optional activity

- Students join another pair to share their ideas.

Exercise 4 5.14

ANSWERS

- 1 conventional, alternative
- 2 self-assured, self-conscious
- 3 shy, attention-seeking
- 4 outrageous, reserved
- 5 introvert, extrovert
- 6 glamorous, plain

0.7b First conditional

Pierwszy okres warunkowy stosujemy, gdy mówimy o prawdopodobnych wydarzeniach oraz ich skutkach.
If you take this medicine, you'll feel better.
I'll be disappointed if I don't pass the exam.

zdanie z if		zdanie opisujące skutek	
If	Podmiot + present simple	Podmiot + will / won't	czasownik
If	you run,	you won't	miss the bus.
If	it doesn't rain,	we'll	go to the beach tomorrow.

Tip

- 1 W zdaniach rozpoczynających się od *if* nie stosujemy czasownika *will*.
- 2 Możemy też w zdaniach warunkowych zastosować spójnik *unless*, który oznacza to samo, co *if ... not*:
Water doesn't boil unless you heat it. (= *if you don't heat it*)
I won't need an umbrella unless it rains. (= *if it doesn't rain*)

0.8a have to / don't have to

Zwrot *have to* stosujemy, gdy zrobienie czegoś jest konieczne. Zwrot *don't have to* służy do wyrażania, że zrobienie czegoś nie jest konieczne.
At our school, we have to wear a uniform.
We don't have to go to school on Saturdays.

Podmiot		have to / don't have to	+ czasownik
I / We / You / They		have to / don't have to	see the dentist.
He / She / It		has to / doesn't have to	
Do/Does	podmiot		+ czasownik
Do	I / we / you / they	have to	see the dentist?
Does	he / she / it		

Tip

Gdy mówimy o zobowiązaniu, którego dotyczy konkretna pora, zamiast *have to* / *has to* można stosować *need(s)*, a zamiast *don't / doesn't have to* można stosować *don't / doesn't need to*:
I need to start my history project today, but I don't need to / needn't finish it.

0.8b must / mustn't

Must / mustn't stosujemy, gdy mówimy o konieczności:
You must pass a test before you can drive a car alone.
You mustn't copy other students' work.
Must / mustn't stosujemy również, gdy spisujemy zasady lub czujemy, że zrobienie czegoś jest bardzo ważne.

Podmiot		must / mustn't	+ czasownik
I / We / You / They / He / She / It		must / mustn't	listen to him.

Tip

- 1 Nie stosujemy to po *must / mustn't*:
You mustn't eat in the classroom.
- 2 Zwykle nie stosujemy *must* w pytaniach. Zamiast *must* stosujemy w pytaniach *have to*:
Does he have to tidy his room every day?
- 3 Zwrot *mustn't* służy do wyrażania zakazów.
You mustn't use your phone in class!
 Jeśli zastosujemy w zdaniu wyrażenie *don't have to*, oznacza to, że nie musimy czegoś robić.
There's a free concert in the park today. Let's go! We don't have to buy tickets.

0.8c should / shouldn't

Za pomocą czasownika *should / shouldn't* prosimy o rady oraz ich udzielamy. Gdy stosujemy *should*, oznacza to, że uważamy, że coś jest dobrym pomysłem. Natomiast *shouldn't* oznacza, że ktoś nie powinien czegoś robić:
You should see a doctor. You shouldn't go to work.

Podmiot	should	+ czasownik
I / We / You / They / He / She / It	should / shouldn't	get up early.

Should	podmiot	czasownik
Should	I / you / he / she / it / we / they	get up early?

Krótke odpowiedzi

Yes,	I / you / he / she / it / we / they	should.
No,	I / you / he / she / it / we / they	shouldn't.

1.2 Infinitive of purpose: to + verb / Expressing function: for + verb + -ing

Konstrukcję *to + czasownik* stosujemy, aby wyrazić, że coś zrobiliśmy w jakimś celu, gdy uzasadniamy jakąś inną czynność:
I often use my phone to search the internet. (= Stosuję telefon w określonym celu)

'Why did you borrow my phone?'

'I borrowed it to send a message.' (= Pożyczyłem go, żeby wysłać wiadomość)

Konstrukcję *for + czasownik z końcówką -ing* stosujemy, gdy mówimy o funkcji jakiegoś elementu lub urządzenia:

'What this gadget for?'

'It's for holding your camera when you take videos.' (= taka jest jego funkcja)

Podmiot	+ zdanie główne	+ to	+ podstawowa forma czasownika
He	went to his bedroom.	to	do his homework.
Podmiot	+ zdanie główne	+ for	+ czasownik z końcówką -ing
I	use this device	for	recording videos.

1.2 and 1.6 Lesson objectives

Grammar: consolidate grammar rules for infinitive of purpose: *to + verb*; expressing function: *for + verb + -ing*; present perfect and past simple, and present perfect with *already, just, still* and *yet*

- Ask: Which sentence is an example of talking about the purpose of something? (*for*). Do we use '*for*' and '*to*' to talk about an action or a thing? (an action).

Mixed ability

- Divide the class into mixed-ability pairs to do the Unit 1 Grammar booster exercises so the stronger students help the weaker students.

Grammar booster 1.2

Warm up

- Write the following sentences on the board:
It's a thing ___ transferring files and photos. (for)
I use it ___ back up all my files. (to)
 Ask students to complete the sentences with *for* or *to*.

Exercises

- 1 Answer the questions in full sentences. Use **to + a phrase** from below. 

communicate with other people relax
see more clearly get good qualifications
clean my teeth be healthy

- Why do you use a toothbrush?
I use a toothbrush.
- Why do we use phones?
- Why do people do exercise?
- Why do students go to university?
- Why do some people listen to music?
- Why do some people wear glasses?

- 2 Write about the function of these things. Use **be and for + verb + -ing**. 

- A knife / a thing / cut food
- A camera / a gadget / take photos
- A key / a thing / lock doors
- A Hoover / a machine / clean floors
- A brush / a thing / tidy your hair
- A towel / a thing / dry your hands

1.6 Present perfect and past simple contrast

Czas *past simple* stosujemy, gdy mówimy o czynności zakończonej w określonym momencie lub okresie czasu w przeszłości:

We won the match yesterday.

Czas *present perfect* stosujemy, gdy mówimy o czynnościach lub wydarzeniach przeszłych, o których nie wiemy, kiedy dokładnie zaszły lub wiedza ta nie jest dla nas istotna:

We've won a lot of matches.

Tip

- 1 W czasie *past simple* często stosujemy określenia wyrażające, kiedy coś się wydarzyło:

We had a science exam last Friday. I called my parents ten minutes ago.

- 2 W czasie *present perfect* określenia czasu nie jest niezbędne, poza, kiedy coś się wydarzyło, nie jest istotna:

I've been to three different countries.

W czasie *present perfect* możemy stosować ogólne wyrażenia dotyczące czasu, na przykład *recently*, *before* czy *in my life*:

We've had a lot of homework recently. I've eaten sushi twice in my life.

- 3 W czasie *present perfect* często stosujemy *ever*, aby rozpocząć rozmowę o własnych doświadczeniach. Jeśli jednak będziemy dopytywać o szczegóły lub podawać szczegóły swoich przeżyć, powinniśmy zastosować czas *past simple*.

'Have you ever visited your cousins in Canada?' 'Yes, I have. I went to Canada with my parents last summer.'

Present perfect with *already*, *just*, *still* and *yet*

Gdy mówimy o niedawnych wydarzeniach, stosujemy w czasie *present perfect* określenia *already*, *just*, *still* oraz *yet*. Gdy chcemy powiedzieć, że coś dopiero co się wydarzyło, stosujemy *just*:

I've just finished dinner.

Jeśli coś wydarzyło się wcześniej niż się spodziewaliśmy, stosujemy *already*:

'Where's Dad?' 'Has he already left?'

'Yes, he's already gone.'

Jeśli spodziewamy się, że coś wydarzy się w przyszłości, stosujemy *yet*:

'Have you tidied your room yet?'

'No, I haven't done it yet.'

Gdy uważamy, że coś powinno się zakończyć wcześniej, stosujemy *still*:

It's ten o'clock and I still haven't finished my homework.

Przysłówek *just* oraz *already* w zdaniach oznajmujących stawiamy między *have / has* a imiesłowem czasu przeszłego:

I've just / already done the washing-up.

Przysłówek *still* w przeczeniach stawiamy przed *haven't / hasn't*:

I still haven't done the washing-up.

Przysłówek *yet* stawiamy na końcu przeczeń i pytań:

I haven't done the washing-up yet.

Have you done the washing-up yet?

Grammar booster 1.6

Warm up

- Write *Present perfect* and *Past simple* on two separate pieces of paper. Stick them at different ends of the classroom.
- Say different time phrases and get students to point to the correct tense (e.g. *Past simple: last Friday, ten minutes ago, last summer, this morning, yesterday, in January*; *Present perfect: recently, in my life, three times, for two months, this year, yet, since February*).
- Once they have chosen, elicit a sentence from the class using the time phrase.

Learner training

- Getting students to notice how the language is used, what it means and the form is integral to learner training. It encourages them to work out how and when the tenses are used and what meaning they convey.

Exercise 1

ANSWERS

- to clean my teeth
- We use phones to communicate with other people.
- People do exercise to be healthy.
- Students go to university to get good qualifications.
- Some people listen to music to relax.
- Some people wear glasses to see more clearly.

Exercise 2

ANSWERS

- A knife is a thing for cutting food.
- A camera is a gadget for taking photos.
- A key is a thing for locking doors.
- A Hoover is a machine for cleaning floors.

- A brush is a thing for tidying your hair.
- A towel is a thing for drying your hands.

Optional activity

- Tell students to choose three objects and think of a sentence for each using the grammar.
- Divide the class into pairs. Students take turns to describe the objects to their partner (without telling them what it is) to guess what the object is.

Round up

- Invite individual students to share their sentences from the optional activity. The class guesses the object.

Exercise 1

ANSWERS

- 1 I still haven't found my bag.
- 2 Has Ben arrived yet?
- 3 We've already seen that film.
- 4 Sophie's just finished an exam.
- 5 Have you ever flown in a plane?
- 6 They haven't heard the news yet.
- 7 I've never been to the USA.

Exercise 2

ANSWERS

- 1 B 2 A 3 B 4 B 5 A

Exercise 3

ANSWERS

- 1 B 2 A 3 C 4 B
5 A 6 C 7 A 8 C

Exercise 4

ANSWERS

- 1 has been 2 's wanted 3 were
4 liked 5 did 6 designed
7 built 8 still hasn't decided
9 's just finished 10 worked

Round up

- Ask checking questions to confirm when we use both tenses, e.g.
Which tense do we use to talk about a specific occasion? (past simple).
What tense do we use if an event is continuing? (present perfect).
Which tense do we use 'just', 'already' and 'yet' with? (present perfect).
What tense do you usually use to give more information about something? (past simple).

Grammar booster

Exercises

- 1 Rewrite these present perfect sentences, inserting the adverb in brackets in the correct place. [S]

- 1 I haven't found my bag. (still)
- 2 Has Ben arrived? (yet)
- 3 We've seen that film. (already)
- 4 Sophie's finished an exam. (just)
- 5 Have you flown in a plane? (ever)
- 6 They haven't heard the news. (yet)
- 7 I've been to the USA. (never)

- 2 Choose the correct sentence: A or B. [S]

- 1 A We had a lot of homework recently.
B We've had a lot of homework recently.
- 2 A When did you start at this school?
B When have you started at this school?
- 3 A I watched this programme before.
B I've watched this programme before.
- 4 A Emily never went skiing.
B Emily's never been skiing.
- 5 A The lesson finished at half past three.
B The lesson's finished at half past three.

- 3 Read the sentences and choose the correct answer: A, B or C. [S]

- 1 Yesterday Jack _____ to the cinema with his friends.
A 's been B went C 's gone
- 2 _____ a horse?
A Have you ever ridden
B Have you never ridden
C Did you ever ride
- 3 I _____ French when I lived in France.
A speak B 've spoken C spoke
- 4 Mum _____ made dinner.
A just B 's just C just hasn't
- 5 _____ that computer last year?
A Did you buy
B Have you bought
C Do you buy
- 6 I _____ in hospital three times in my life.
A was B am C 've been
- 7 We still _____ the house.
A haven't cleaned
B have cleaned
C didn't clean
- 8 They _____ here since 2004.
A live B lived C 've lived

- 4 Complete the paragraph with the present perfect or past simple form of the verbs in brackets. [S]

My cousin is an engineering student at a university in London. He ¹ (be) there for a year. He ² (want) to be an engineer since we ³ (be) little. In those days he always ⁴ (like) building things. He's particularly interested in transport. Last year he ⁵ (do) a special project on car design. He ⁶ (design) and ⁷ (build) a model car as part of his project. He ⁸ (still / not decide) where he wants to work, but he ⁹ (just / finish) some work experience at a factory. He ¹⁰ (work) there all summer.

2.2 used to

Konstrukcję *used to* stosujemy, gdy mówimy o czynnościach, które w przeszłości wykonywaaliśmy regularnie, ale obecnie już nie wykonujemy:

I used to ride this bike every day, but I don't ride it now.

Konstrukcję *used to* stosujemy również, gdy mówimy o stanach, które miały miejsce w przeszłości, ale obecnie już nie mają miejsca:

'Did you use to have short hair?'

'No, I didn't. I used to have long hair when I was younger.'

Tip Nie stosujemy *used to*, gdy czynność była jednorazowa:
One day, I rode my bike to the beach.
(*NOT One day, I used to ride my bike to the beach.*)

Zdania oznajmujące tworzymy według wzoru: podmiot + *used to* + czasownik:

Zdania oznajmujące (+)			
Podmiot	used to	czasownik	
I / You / He / She / It / We / They	used to	listen	to pop music all the time.

Przeczenia tworzymy według wzoru: podmiot + *didn't use to* + czasownik:

Przeczenia (-)			
Podmiot	didn't use to	czasownik	
I / You / He / She / It / We / They	didn't use to	live	in this house.

Pytania tworzymy według wzoru: (zaimek pytający) + *did* + podmiot + *use to* + czasownik?

Pytania (?)				
Zaimek pytający	did	podmiot	use to	czasownik
Where	did	I / you / he / she / it / we / they	use to	live?
What	did		use to	watch on TV?

Tip *Used to* zachowuje się tak, jak czasownik regularny w czasie *past simple*. W zdaniach oznajmujących występuje forma *used to*, a w przeczeniach i pytaniach *did / didn't + use to*.

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2.2 and 2.6 Lesson objectives

Grammar: consolidate grammar rules for *used to*, *be used to* + *-ing*, *get used to* + *-ing* and present perfect continuous

Grammar booster 2.2

Warm up

- Write on the board: *I used to have long hair when I was younger. Ask: Do I have long hair now?* (no). Ask: *When do we use 'used to'?* (to talk about past habits and situations that no longer exist in the present).
- Write on the board: *One day, I used to ride my bike to the beach.*

- Ask students if it is wrong and why (we don't use *used to* for one action in the past) and encourage them to correct it.

Mixed ability

- Divide the class into same-level pairs for them to work together through the exercises at their own pace.
- You could then divide them into mixed-ability pairs for the weaker students to check their answers with the stronger students.

Exercises

1 Complete each sentence. Repeat the verb from the first half of the sentence with the correct form of *use(d) to*: affirmative or negative. [S]

- I play the guitar now, but I _____ any instruments.
- Jack doesn't live in Scotland now, but he _____ in Edinburgh.
- We don't study any languages now, but we _____ French.
- I really like basketball, but I _____ sport at all.
- We've got two dogs now, but we _____ any pets.
- I don't eat meat now, but I _____ it every day!

2 Complete the dialogue with the correct form of *use(d) to* + the verbs in brackets. [S]

- A Where ¹ _____ (you / go) on holiday when you were little?
 B We ² _____ (go) to the coast every summer. Our grandparents ³ _____ (have) an apartment by the sea. I ⁴ _____ (love) going there! What about you?
 A We ⁵ _____ (not have) many holidays. But every New Year we ⁶ _____ (visit) my uncle and aunt in Scotland. It was fun!

3 Write four questions with *use to* to ask someone about their past habits. You can use the ideas below to help you. [S]

schools hobbies TV programmes toys
 food / sweets

- _____ ?
- _____ ?
- _____ ?
- _____ ?

4 Ask a partner your questions from Ex 3. Then write sentences about your partner's past habits with *used to*. [S]

- _____
- _____
- _____

be used to + -ing

Za pomocą konstrukcji: *be + used to* + forma z końcówką *-ing* mówimy o czynnościach, które zwykle robimy obecnie:

My mum's got a shop, so she's used to working at the weekends.

Zdania oznajmujące i przeczenia z konstrukcją *be used to* tworzymy według wzoru: podmiot + *be + used to* + forma z końcówką *-ing*:

Zdania oznajmujące (+) / Przeczenia (-)			
Podmiot	be	used to	forma z końcówką -ing
I	am / 'm not		
He / She / It	is / isn't	used to	studying.
You / We / They	are / aren't		

Pytania z konstrukcją *be used to* tworzymy według wzoru: (zaimek pytający) + *be + podmiot + used to* + forma z końcówką *-ing*:

be	podmiot	used to	forma z końcówką -ing
Am	I		
Is	he / she / it	used to	studying?
Are	you / we / they		

get used to + -ing

Konstrukcja *get + used to* + czasownik z końcówką *-ing* służy do mówienia o procesie, w którym przyzwyczajamy do nowych sytuacji:

I'm learning to drive. It's quite difficult because I'm used to riding a motorbike. But I'm slowly getting used to driving a car.

Zdania oznajmujące z konstrukcją *get used to* tworzymy według wzoru: podmiot + *get* (w odpowiednim czasie) + *used to* + czasownik z końcówką *-ing*:

Jack recently started at a new school.

He soon got used to being in a smaller class.

He's getting used to travelling to a new school each day.

He hasn't got used to doing homework every night yet.

He'll never get used to wearing the horrible uniform!

Exercises

5 Find the four sentences with errors and correct them. [S]

- I can't get up at 5 o'clock tomorrow! I'm used to getting up at 8!
- Did you used to watch a lot of TV when you were a child?
- I'm used to live in Germany when I was younger.
- Where did you use to go to school?
- I can't finish this pizza. I'm not used to eat so much at lunchtime!
- I've moved to the UK. I'll never be used to driving on the left!

6 Complete the paragraph with the forms of *use(d) to* indicated in brackets. [S]

My brother moved to Japan two years ago for work. He's ¹ _____ (get / use / live) in a completely different culture, but it takes time. He ² _____ (use / live) in Tokyo at the start, but now he lives in Kyoto. Before he went to Japan, he ³ _____ (not / use / speak) any Japanese, but now he speaks it quite well. When I went to visit him, it was quite a shock. I ⁴ _____ (not be / use / stay) in a big, noisy city. I ⁵ _____ (be / use / have) peace and quiet!

2.6 Present perfect continuous

Czas *present perfect continuous* stosujemy, gdy mówimy o działaniach, które rozpoczęły się w niedawnej przeszłości i nadal trwają:

I've been cleaning the house all day. (and I'm still cleaning it)

ANSWERS

- 1 and 4 are correct.
- 2 Did you use to watch a lot of TV when you were a child?
- 3 I used to live in Germany when I was younger.
- 5 I'm not used to eating so much at lunchtime!
- 6 I'll never get used to driving on the left!

Exercise 6

ANSWERS

- 1 getting used to living
- 2 used to live
- 3 didn't use to speak
- 4 I'm not used to staying
- 5 'm used to having

Round up

- Tell students to complete the following sentences:
I used to ...
I'm not used to ...
I got used to ...
- Tell students to compare their sentences with a partner. Invite students to share some of their sentences with the class.

Grammar booster 2.6

Warm up

- Write various present perfect continuous statements on separate pieces of paper and stick them around the classroom.
- Say sentences that match to the present perfect continuous statements (see sentences in brackets). Students decide which statement it matches and stand by it, e.g.
I've been tidying my bedroom. (You look tired.)
I've been playing football. (Why are you so dirty?)
We've been waiting for ages. (Sorry I'm late.)
He's been working there for a month. (How long has he been there?)
- When you match the last statement, ask students to look at it and tell you how the present perfect continuous is formed.

Exercise 1

ANSWERS

- 1 didn't use to play
- 2 used to live
- 3 used to study
- 4 didn't use to like
- 5 didn't use to have
- 6 used to eat

Exercise 2

ANSWERS

- 1 did you use to go
- 2 used to go
- 3 used to have
- 4 used to love
- 5 didn't use to have
- 6 used to visit

Exercise 3

SUGGESTED ANSWERS

- 1 Which hobbies did you use to have?
- 2 What TV programmes did you use to watch?
- 3 Did you use to have a favourite toy?
- 4 Did you use to eat a lot of sweets?

Exercise 4

SUGGESTED ANSWERS

- 1 Anna used to do a lot of drawing and painting.
- 2 She used to watch cartoons after school every day.
- 3 A doll used to be her favourite toy.
- 4 She didn't use to eat a lot of sweets.

Exercise 5

Warm up

- Tell students to read the grammar reference for *be used to + -ing* and *get used to + -ing*. Ask: *How is the meaning different from 'used to'?* (they are used to talk about being or becoming accustomed to a situation).

Exercise 1

ANSWERS

- 1 have you been doing
- 2 've been working
- 3 've been tidying
- 4 's been cleaning
- 5 have you been doing
- 6 's been staying
- 7 've been relaxing
- 8 've not been making

Optional activity

- Divide the class into pairs to write similar short dialogues using the present perfect continuous.
- Invite pairs to act out their dialogue to the class.

Exercise 2

Warm up

- Write the following sentences on the board:
 - 1 I've been decorating my bedroom this weekend.
 - 2 I've painted my bedroom grey.
- Ask: *What is the difference in meaning?* (In sentence 1 the focus is on the action – decorating – and the action is unfinished. In sentence 2 the focus is on the finished result. The activity is finished but we can see the result now.)

ANSWERS

- 1 been talking
- 2 been cooking
- 3 had
- 4 asked
- 5 never met
- 6 been playing football
- 7 have you been hiding
- 8 sent

Differentiation

- Stronger students discuss the reason for their choices and why the tense they have chosen is more appropriate.

Round up

- Ask students if there are any aspects of the tenses that they don't understand or if there are any questions about the exercises they have done.
- Play the Lesson 2.6 Flipped classroom grammar video again for the students to check and to refresh their memories about the tenses.

Grammar booster

Czas ten możemy stosować także wtedy, gdy mówimy o działaniu, które podjęliśmy ostatnio, a jego skutki mają wpływ na chwilę obecną:

'Why are you so dirty?' 'I've been playing football!'

Zdania w czasie *present perfect continuous* tworzymy według wzoru: podmiot + *have / has (not) + been + czasownik z końcówką -ing*:

Present perfect continuous			
Zdania oznajmujące (+)			
Podmiot	have / has	been	forma z końcówką -ing
I / You / We / They	have		
He / She / It	has	been	working.

Przeczenia (-)			
Podmiot	haven't / hasn't	been	forma z końcówką -ing
I / You / We / They	haven't		
He / She / It	hasn't	been	working.

Pytania w czasie *present perfect continuous* tworzymy według wzoru: *Have / Has + podmiot + been + czasownik z końcówką -ing?*:

Present perfect continuous: pytania			
Have / Has	subject	been	forma z końcówką -ing
Have	I / you / we / they		
Has	he / she / it	been	working?

W zdaniach w czasie *present perfect continuous* często stosujemy wyrażenia *How long?* / *for* / *since*, dzięki którym określamy czas trwania działania.
How long have you been working on that project? I've been working on it since February / for three months.

Exercises

- 1 Complete the dialogue. Use the present perfect continuous. □

- A You look tired, Sam. What ¹ (you / do)?
 B I ² (work) all morning. I
³ (tidy) all the rooms and Dad
⁴ (clean) all the floors.
 A Why ⁵ (you / do) all that?
 B Because Mum's coming home tomorrow. She
⁶ (stay) with a friend since Friday.
 We ⁷ (relax) – and we ⁸
 (not / make) much effort with the housework!

Present perfect continuous vs. present perfect simple

Jeden i drugi czas opisuje wydarzenia z przeszłości, powiązane z teraźniejszością.

Czas *present perfect simple* stosujemy:

z przysłówkami *ever* i *never*, gdy mówimy o przeszłych doświadczeniach lub pytamy o nie:

Have you ever studied Spanish? I've never studied a language.

gdy mówimy o czynnościach, które zakończyły się niedawno, szczególnie gdy koncentrujemy się na ich ostatecznych skutkach:

I've made a cake. Would you like some?

aby wyrazić, ile razy coś zrobiliśmy:

I've been to the USA three times.

z czasownikami statycznymi, takimi jak *I like, love, be* czy *have*:

We've had our car for six months.

Czas *present perfect continuous* stosujemy, gdy podkreślamy, jak długo trwała czynność oraz to, że trwa nadal:

'Where have you been living all this time?'

'I've been living in Edinburgh.'

Exercises

- 2 Choose the correct tense to complete the sentences. □

- 1 I've talked / been talking to my friend for hours.
- 2 We've cooked / been cooking all morning.
- 3 I've had / been having this bag since I was 13.
- 4 You've asked / been asking that question three times now!
- 5 Ben's never met / never been meeting a famous person.
- 6 Who's played football / been playing football in my garden?
- 7 Where have you hidden / have you been hiding all this time?
- 8 I've sent / been sending Sarah ten texts now!

3.2 Defining relative clauses

Zdania przydawkowe określające zaimkami względnymi *who*, *which*, *that*, *where* oraz *whose* służą do zdefiniowania osoby lub rzeczy, o której mówimy.

Jeśli zdanie podrzędne ma określać osobę, stosujemy *who* lub *that*:

Can you describe the man who / that stole your bag?

Jeśli zdanie podrzędne ma określać rzecz/obiekt, stosujemy *which* lub *that*:

France is the country which / that has the highest number of tourists.

Jeśli zdanie podrzędne ma określać miejsce, stosujemy *where*:

That's the hotel where we stayed last year.

Jeśli zdanie podrzędne ma określać przynależność, stosujemy *whose*:

She's the person whose car we bought.

Zdania przydawkowe określające wprowadzamy po rzeczowniku, który definiują. Nie jest ono oddzielone od zdania głównego żadnymi znakami interpunkcyjnymi.

Jeśli w zdaniu przydawkowym określającym wyraz *who*, *which* lub *that* odnosi się do dopełnienia, to można go pominąć:

Those are the people (who) we met on holiday. (= We met them on holiday.)

Nie możemy jednak żadnego z tych wyrazów pominąć, jeśli odnosi się on do podmiotu:

Those are the people who owned our holiday villa. (= They owned the villa.)

THE Those are the people owned our holiday villa.

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3.2 and 3.6 Lesson objectives

Grammar: consolidate grammar rules for defining and non-defining relative clauses, and modal verbs: *should*, *ought to*, *had better*

Grammar booster 3.2

Warm up

- Tell students to read through the grammar rules for defining relative clauses. Then ask checking questions, e.g.
Can we use 'that' to talk about people? (yes).
What relative pronouns can we use to talk about things or objects? (*which* or *that*).
When can we omit the relative pronoun? (when the relative pronoun is the object).
Is the main sentence punctuated? (no).

Exercises

- 1 Choose the correct relative pronoun in each sentence. **1**
- This is the church **where** / **which** we got married.
 - Is that the boy **whose** / **who** you were talking about?
 - Do you want to see the photos **who** / **that** I took at the party?
 - She's a writer **which** / **whose** books are popular all over the world.
 - I think I know the person **that** / **whose** did this.
 - The thing **which** / **where** I hate most is dishonesty.
- 2 Rewrite each pair of sentences as a single sentence. Begin with the words given, and join the sentences with **who**, **which**, **where** or **whose**. **1**
- A man won the lottery. He lives in Scotland.
The man _____
 - Fiona likes the present. I bought it.
Fiona likes the _____
 - This is a town. I grew up here.
This is the town _____
 - You found some money. What did you do with it?
What did you do with _____?
 - She's a singer. Her songs are never boring.
She's a singer _____
 - We met a boy at the bus stop. Do you know him?
Do you know the _____?
- 3 Which of the sentences you wrote in Ex 2:
- could be rewritten with the relative pronoun *that*?
 - would still be correct without any relative pronoun?

Non-defining relative clauses

Zdania przydawkowe nieokreślające z zaimkami względnymi *who*, *which*, *where* oraz *whose* wprowadzamy, aby podać dodatkowe informacje o osobie lub rzeczy, o której mowa:
My uncle, **who** was a famous explorer, travelled all over the world.
I went surfing yesterday, **which** was a new experience for me.
Last year we went to Paris, **where** we stayed in a flat near the centre.

That woman, **whose** sister I was at school with, is a famous artist.

Zdanie przydawkowe nieokreślające wprowadzamy po rzeczowniku, który opisuje, i oddzielamy je od głównego zdania przecinkami.

W tego rodzaju zdaniu nie wolno pominąć zaimka względnego, nawet jeśli odnosi się on do dopełnienia zdania:
My brother, **who** you met last weekend, has just got a new job.

NIE My brother, you met last weekend, has just got a new job.

Tip W zdaniach przydawkowych nieokreślających nie stosujemy *that*:

The film, **which** was a romantic comedy, wasn't very good.
NOT The film, **that** was a romantic comedy, wasn't very good.

Exercises

- 4 Read the pairs of sentences, then complete the missing words in the non-defining relative clauses. Use the correct relative pronoun each time. **1**
- My friend is an architect. (She lives in New York.)
My friend, _____, is an architect.
 - York is in the north of England. (I went to school there.)
York, _____, is in the north of England.
 - Thanksgiving is an American festival. (It takes place in November.)
Thanksgiving, _____, is an American festival.
 - My mum comes from Italy. (Her surname is Rossi.)
My mum, _____, comes from Italy.
 - The meal was a traditional Spanish dish. (It was delicious.)
The meal, _____, was a traditional Spanish dish.

3.6 Modal verbs: *should*, *ought to*, *had better*

Czasowniki *should*, *ought to* oraz *had better* w połączeniu z innymi czasownikami stosujemy, gdy chcemy zapytać o radę lub jej udzielić. Gdy chcemy wyrazić, że coś jest dobrym pomysłem, stosujemy formy oznajmujące, a gdy uważamy, że to zły pomysł, stosujemy przeczenie:

You **should** / **ought to** see a doctor.

You **shouldn't** / **You'd better not** go to work.

Czasowniki *should* oraz *ought to* stosujemy, gdy chcemy udzielić porady ogólnej lub dotyczącej konkretnej sytuacji, natomiast *had better* stosujemy tylko w sytuacjach nagłych, szczególnych:

That's a bad injury. You **should** / **ought to** / **you'd better** go to hospital, **ale**

Young people **should** / **ought to** sleep for eight hours each night.

NIE Young people **had better** sleep for eight hours each night.

Zdania z czasownikiem *should* / *shouldn't* tworzymy według wzoru: podmiot + *should* / *shouldn't* + czasownik. *Should* oraz *shouldn't* nie zmieniają formy, niezależnie od podmiotu (I, you, he itd.):

Zdania oznajmujące		
Podmiot	<i>should</i>	czasownik
I / You / He / She / It / We / They	should	do more exercise.

Przeczenia		
Podmiot	<i>shouldn't</i>	czasownik
I / You / He / She / It / We / They	shouldn't	eat too much sugar.

Pytania zamknięte (yes / no) z czasownikiem *should* tworzymy według wzoru: *should* + podmiot + czasownik?

Exercise 4

Warm up

- Tell students to read the rules about non-defining relative clauses. Ask: *What are the main differences between defining and non-defining relative clauses?* (In non-defining relative clauses, we punctuate the sentence with commas; if we remove the clauses, the sentence still makes sense; we can't use *that* and the pronoun can never be omitted.)

ANSWERS

- who lives in New York
- where I went to school
- which takes place in November
- whose surname is Rossi
- which was delicious

Round up

- Tell students to write four sentences that are personally about them including different relative pronouns. Students share their sentences in pairs.

Grammar booster 3.6

Warm up

- Explain that students are going to write a (pretend, and if possible amusing) problem on a piece of paper.
- Do an example first to get them started, e.g. *My cat doesn't love me*. Encourage students to give you some advice using *should*, *ought to* or *had better*.
- Give students two minutes to write their own problems.
- Students mingle stating their problems and giving each other advice.
- Ask which problem was the funniest and who was given the best advice.

Exercise 1

ANSWERS

- where
- who
- that
- whose
- that
- which

Exercise 2

ANSWERS

- The man who won the lottery lives in Scotland.
- Fiona likes the present which I bought.
- This is the town where I grew up.
- What did you do with the money which you found?
- She's a singer whose songs are never boring.
- Do you know the boy who we met at the bus stop?

Differentiation

- Give weaker students the sentences but with the words in the wrong order. They reorder them to make defining relative clauses.

Exercise 3

ANSWERS

- A 1, 2, 4 and 6 B 2, 4 and 6

Exercise 1

ANSWERS

1 B 2 B 3 A 4 C 5 B 6 C

Exercise 2

ANSWERS

- 1 You ought to ask the teacher for help.
- 2 We should call a taxi.
- 3 We'd better not leave our bags there.
- 4 They ought to take their passports with them.
- 5 You'd better go now.

Exercise 3

SUGGESTED ANSWERS

You should / ought to bring some warm clothes.
You'd better pack some gloves and a hat because it's very cold in January.
You should visit Kraków – it's beautiful at this time of year.

Optional activity

- Divide the class into mixed-ability groups to compare their advice.
- Ask students how their advice would change if it was in July.

Round up

- Ask students why we would use *had better* and not *should* in certain situations (*had better* has more urgency). Ask: *Is it possible to use 'should' or 'ought to' in a sentence with the same meaning? (yes).*

Grammar booster

Odpowiadamy na nie krótko:

Should	podmiot	czasownik
Should	I / you / he / she / it / we / they	get up earlier?

Krótkie odpowiedzi

Yes, I / you / he / she / it / we / they should.
No, I / you / he / she / it / we / they shouldn't.

Tip

Po czasowniku *should* nie stosujemy to:
You shouldn't eat so many sweets. (NIE You shouldn't to eat so many sweets.)

Zdania oznajmujące z *ought* to tworzymy według wzoru:
podmiot + *ought to* + czasownik. *Ought to* nie zmienia formy, niezależnie od podmiotu (I, you, he itd.):

Zdania oznajmujące		
Podmiot	ought to	czasownik
I / You / He / She / It / We / They	ought to	do more exercise.

Tip

Prawie nigdy nie stosujemy *ought to* w przeczeniach (*You oughtn't to ...*) ani pytaniach (*Ought I to ...?*).
Gdy chcemy utworzyć przeczenie lub pytanie, stosujemy raczej *shouldn't* oraz *Should ...?*

had better

Zdania z wyrażeniem *had better* tworzymy według wzoru:
podmiot + *had better* / *had better not* + czasownik. Wyrażenie *had better* nie zmienia się, niezależnie od podmiotu (I, you, he itd.):

Zdania oznajmujące		
Podmiot	had better	czasownik
I / You / He / She / It / We / They	had ('d) better	go now.

Przeczenia

Podmiot	had better not	czasownik
I / You / He / She / It / We / They	had ('d) better not	stay longer.

Tip

Przeważnie nie stosujemy wyrażenia *had better* w pytaniach (*Had I better ...?*). Gdy chcemy utworzyć pytanie, stosujemy raczej *Should ...?*

Exercises

- 1 Read the dialogue and choose the correct answer: A, B or C.

Filip Hi, Ed. I need some advice! I'm coming to Scotland in September, and I want to go walking in the mountains. What sort of clothes¹ bring?
Ed Well, it can be quite warm in September, so you² bring some light clothes.

You don't want to be too hot. But when you go to the mountains you³ always have some warm clothes and a waterproof coat in your bag. The weather can change very suddenly. You⁴ leave home without checking the weather forecast first.

Filip OK, thanks. I've got some boots and a backpack. Do I need anything else?

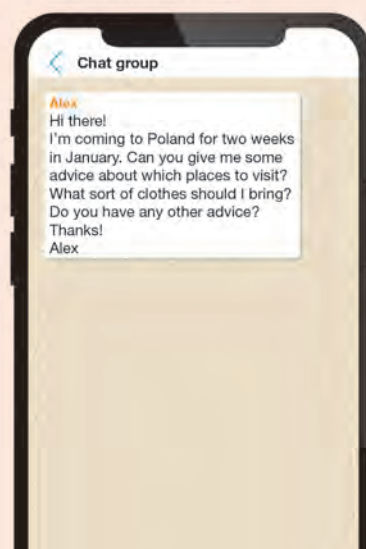
Ed You⁵ pack some good maps. You⁶ rely on your phone for directions because there might not be a signal there.

- 1 A I should B should I C I ought
- 2 A better B 'd better C 'd better not
- 3 A should B ought C should to
- 4 A oughtn't B should C shouldn't
- 5 A ought B ought to C oughtn't to
- 6 A 'd better B should C shouldn't

- 2 Rewrite the sentences about advice so that the meaning does not change. Use the words in brackets.

- 1 You should ask the teacher for help. (ought)
- 2 We'd better call a taxi. (should)
- 3 We shouldn't leave our bags there. (better)
- 4 They'd better take their passports with them. (ought)
- 5 You ought to go now. (better)

- 3 You get this message from a British friend. Write down six pieces of advice for them, using any of the modal verbs in this unit.



4.2 Future perfect

Czas *future perfect* stosujemy, gdy mówimy o czynności, która się zakończy w określonym momencie w przyszłości.

Zdania w czasie *future perfect* tworzymy według wzoru: podmiot + *will / won't + have + imiesłów czasu przeszłego*:

Zdania oznajmujące (+)				
Podmiot	will	have	imiesłów czasu przeszłego	
I / You / He / She / It / We / They	will	have	finished	this homework by midnight.

Przeczenia (-)

Podmiot	won't	have	imiesłów czasu przeszłego	
I / You / He / She / It / We / They	won't	have	finished	this homework by midnight.

Pytania w czasie *future perfect* tworzymy według wzoru: (zaimek pytający +) *will + podmiot + have + imiesłów czasu przeszłego*:

(Zaimek pytający)	will	podmiot	have	imiesłów czasu przeszłego	
Will		I / you / he / she / it / we / they	have	finished	by ten o'clock?
What	will			achieved	in five years' time?

Exercises

1 Complete the sentences. Use the future perfect form of the verbs in brackets. [S]

- Sam (leave) this school by next September.
- Don't phone Joe. He (not get up) yet.
- (you / have) lunch by half past one?
- They (not build) the new stadium by next summer.
- Next month we (live) here for ten years exactly.
- (Emma / finish) her university course in two years' time?

2 Complete the predictions so that they are true for you. Use the affirmative or negative form of the future perfect. [S]

When I'm 30 ...

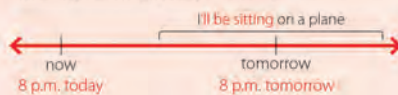
- I / move / from this town
- I / get married
- I / make / a lot of money
- I / buy / a car
- I / choose / a career

Future continuous

Czas *future continuous* stosujemy, gdy wyrażamy przewidywania lub opisujemy działania, które będą trwały w przyszłości:

What will you be doing this time tomorrow?

'This time tomorrow, I'll be sitting on a plane!'



Zdania w czasie *future continuous* tworzymy według wzoru: podmiot + *will / won't + be + czasownik z końcówką -ing*:

Zdania oznajmujące (+)				
Podmiot	will	be	forma z końcówką -ing	
I / You / He / She / It / We / They	will	be	studying	tonight.

Przeczenia (-)

Podmiot	won't	be	forma z końcówką -ing	
I / You / He / She / It / We / They	won't	be	studying	tonight.

Pytania w czasie *future continuous* tworzymy według wzoru: (zaimek pytający +) *will + podmiot + be + czasownik z końcówką -ing*:

(Zaimek pytający)	will	podmiot	be	forma z końcówką -ing	
Will		I / you / he / she / it / we / they	be	studying	tonight?
Where	will			living	in five years' time?

Tip

Pamiętaj, że czasowniki statyczne raczej nie tworzą form z końcówką *-ing*. Należą do nich czasowniki wyrażające procesy myślowe (np. *believe*), opinie (np. *like*), posiadanie (np. *have*) oraz nazywające doznania zmysłowe (np. *see*):

You'll love the movie tomorrow evening. (NIE You'll be loving the movie tomorrow evening.)

Future time expressions

Określenia związane z czasem przyszłym stosujemy zwykle w czasach *future perfect* oraz *future continuous*. Do najpopularniejszych z nich należą:

in + okres czasu: in six days, in 100 years

in + okres czasu w formie dzierżawczej + time: in six days' time, in 100 years' time

okres czasu + from now: three weeks from now, centuries from now

by + punkt w czasie (= do określonego momentu): by next Tuesday, by 2040

Kiedy stosujemy wyrażenie *this time*, nie oznacza ono chwili obecnej, lecz pewien moment w przyszłości. Jeśli mamy obecnie godzinę 11, to określenie *this time tomorrow* oznacza godzinę 11 jutro:

This time on Saturday I'll be playing tennis.

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Exercise 2

- Divide the class into mixed-ability groups to compare their sentences.
- Invite students to tell the class about their partner.

POSSIBLE ANSWERS

- I will have / won't have moved from this town.
- I will have / won't have got married.
- I will have / won't have made a lot of money.
- I will have / won't have bought a car.
- I will have / won't have chosen a career.

4.2 and 4.6 Lesson objectives

Grammar: consolidate grammar rules for future perfect and future continuous, modals of deduction: present tense; and modals of deduction: past tense

we use it? (to say that something will be finished by a particular time in the future).

Mixed ability

- Review past participle forms for the verbs in the exercises before students complete them.

Grammar booster 4.2

Warm up

- Write on the board: *midnight / finished / by / will / homework / I / have / this*
- Divide the class into pairs to reorder the sentence (*I will have finished this homework by midnight*).
- Check how we form the future perfect using the now correctly formed sentence on the board. Ask: *Why do*

Exercise 1

ANSWERS

- will have left
- won't have got up
- Will you have had
- won't have built
- will have lived
- Will Emma have finished

Exercise 3

Warm up

- Tell students to read the example sentences in the grammar explanation. Ask: *Why do we use the future continuous?* (to talk about something that will be in progress at or around a time in the future). Then elicit the form.
- Tell students to read the Tip and check which verbs we can't use with the future continuous (state verbs).

ANSWERS

- won't be working
- 'll be sitting
- 'll be drinking
- will be shining
- won't be raining
- 'll be feeling

Exercise 4

ANSWERS

- 1 C 2 B 3 C 4 A 5 B

Round up

- Write the following time phrases on the board: *in a week's time, by next Wednesday, by 2022, tonight, in two months' time.*
- Divide the class into pairs to make sentences that are true for them using the time phrases with the future perfect or future perfect continuous.
- Monitor, checking students are using the correct tense for each time phrase.

Grammar booster

Określenia czasu stawiamy na początku zdania lub na jego końcu:
In three weeks' time, we'll be relaxing on a beach.
Grandma will be making lunch when we get to her house.

Exercises

- 3 Complete the paragraph with the future continuous form of the verbs in brackets.**
- At 2 o'clock tomorrow I ¹ (not work), I ² (sit) on a beach and I ³ (drink) a cold drink. The sun ⁴ (shine) and it ⁵ (not rain)! I ⁶ (feel) very relaxed!
- 4 Choose the translation of the phrase in brackets that completes the sentence correctly.**
- Soon I (będę cię znalazł) for ten years.
 A will know you
 B will be knowing you
 C will have known you
 - Thomas (nie będzie się relaksował) at 9 o'clock tonight.
 A won't relax
 B won't be relaxing
 C won't have relaxed
 - This time next week we (skończymy) this project.
 A will finish
 B will be finishing
 C will have finished
 - I hope you (spodoba ci się) the party tomorrow night!
 A will enjoy
 B will be enjoying
 C will have enjoyed
 - (Czy będziesz uczyć się) French at 11 o'clock tomorrow?
 A Will you study
 B Will you be studying
 C Will you have studied

4.6 Modals of deduction: present tense

Czasowniki modalne *must, can't, could, may (not)* oraz *might (not)* możemy stosować, gdy wyrażamy wnioski związane z chwilą obecną. Konstrukcję *must* + czasownik stosujemy, gdy uważamy, że coś musi być prawdą:

John must be rich because he goes on holiday six times a year.
 Konstrukcję *can't* + czasownik stosujemy, gdy coś na pewno nie jest prawdą:

They can't be Australian because they don't understand English.
 Konstrukcję *could / may / might* + czasownik stosujemy, gdy coś zapewne jest prawdą:

'What's that noise?'

'It could be the wind. / It might be an animal. / It may be your imagination.'

Konstrukcję *may not / might not* + czasownik stosujemy, gdy coś zapewne nie jest prawdą:

It might not be an animal. / It may not be my imagination.

Tip

Nie stosujemy *can* ani *mustn't*, gdy przedstawiamy wnioski dotyczące teraźniejszości:
It may / might be a ghost. NIE It can be a ghost. It can't be a ghost. NIE It mustn't be a ghost.

Wnioski dotyczące teraźniejszości przedstawiamy za pomocą konstrukcji: *must / can't / could / may (not) / might (not)* + czasownik.

Podmiot	czasownik modalny	czasownik	
I / You / He / She / It / We / They	must can't could may (not) might (not)	be	happy.

Exercises

- 1 Rewrite these sentences starting with the words given and using one of the modal verbs below.**
- may not can't must could*
- It's possible that those people are criminals. Those people
 - It's certain that the new student isn't Polish. The new student
 - It's certain that you're nervous about the exam. You
 - It's possible that she doesn't understand English. She

Modals of deduction: past tense

Za pomocą czasowników modalnych *must, can't, could, may (not)* oraz *might (not)* można też wyciągać wnioski na temat przeszłych wydarzeń:

'Who's been in my room and moved all my stuff?'

'It can't have been Mum. She wasn't here this morning. Dad might have done it.'

Wnioski na temat przeszłych zdarzeń przedstawiamy za pomocą konstrukcji: podmiot + *must / can't / could / may (not) / might (not)* + *have* + imiesłów czasu przeszłego:

Podmiot	czasownik modalny	have	imiesłów czasu przeszłego	
I / You / He / She / It / We / They	must can't could may (not) might (not)	have	understood	the instructions.

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Grammar booster 4.6

Warm up

- Write on the board:
He goes on holiday six times a year.
She doesn't understand me.
There's a funny noise upstairs.
She's passed her driving test.
They are late.
- Divide the class into same-level pairs to make statements about what they think might be the situation using modals of deduction.
- Invite students to share their ideas with the class. Check meaning and form as students say their sentences.

Exercise 1

ANSWERS

- could be criminals
- can't be Polish
- must be nervous about the exam
- may not understand English

Exercises

2 Rewrite these sentences using the modal verbs given in brackets. Don't change the meaning of the sentence. 

- I'm sure that Dan didn't steal the money. (can't)
- It's possible that you broke your leg in the accident. (may)
- It's possible that Megan didn't get my message. (might)
- It's certain that we went the wrong way. (must)
- It's possible that they missed the train. (could)
- It's possible that you didn't hear the news. (may)

5.2 Ability in the past

Czasowniki *could*, *couldn't*, oraz wyrażenia *managed to* i *was/were able to* stosujemy, gdy mówimy o możliwości lub zdolności do zrobienia czegoś w przeszłości:

I could swim when I was five years old, but I couldn't ride a bike until I was ten.

The door was heavy but we managed to open it.

I'm sorry, I wasn't able to contact you last night.

Gdy mówimy ogólnie, że zrobienie czegoś w przeszłości było możliwe, stosujemy *could*:

We could speak French when we were at primary school.

Gdy mówimy, że takiej możliwości nie było, stosujemy *couldn't*:

This time last year I couldn't play the piano, and now I can!

Gdy mówimy o możliwości w szczególnej sytuacji w przeszłości, stosujemy konstrukcję *was/were able to*:

The river was deep, but we were able to cross it.

Gdy mówimy o szczególnym osiągnięciu z przeszłości, które wymagało od nas dużego wysiłku, stosujemy wyrażenie *managed to*:

He managed to save enough money to travel around Europe.

Gdy mówimy o braku możliwości w szczególnej sytuacji, możemy zastosować przeczenie w połączeniu z którymkolwiek z tych czasowników:

I couldn't / wasn't able to / didn't manage to climb the mountain because it was too high.

Tip

Nie stosujemy czasownika *could* w zdaniach oznajmujących, gdy mówimy o możliwości zrobienia czegoś w szczególnym momencie w przeszłości:

How were you able to find us? NIE How could you find us?

She was exhausted, but she managed to finish the race. NIE She was exhausted, but she could finish the race.

chyba że możliwość zrobienia czegoś była związana ze zmysłami (*feel, touch, see, hear, smell* itd.) lub procesem myślowym (*understand, believe* itd.):

I could smell something burning when I entered the house.

Suddenly, she could remember everything.

Zdania z czasownikiem *could* tworzymy według wzoru: podmiot + *could / couldn't* + czasownik:

Could oraz *couldn't* nie zmieniają form, niezależnie od podmiotu (I, you, he itd.):

Zdania oznajmujące		
Podmiot	<i>could</i>	czasownik
I / You / He / She / It / We / They	could	ride a bike ten years ago.

Przeczenia		
Podmiot	<i>shouldn't</i>	czasownik
I / You / He / She / It / We / They	couldn't	ride a bike ten years ago.

Pytania zamknięte (yes / no) z czasownikiem *could* tworzymy według wzoru: *could* + podmiot + czasownik?:

<i>Could</i>	podmiot	czasownik
Could	I / you / he / she / it / we / they	ride a bike ten years ago?

Zdania oznajmujące ze zwrotem *manage to* tworzymy według wzoru:

Podmiot	<i>managed to</i>	czasownik
I / We / You / They / He / She / It	managed to	finish the project.

Przeczenia ze zwrotem *manage to* tworzymy według wzoru:

Podmiot	<i>didn't manage to</i>	czasownik
I / We / You / They / He / She / It	didn't manage to	finish the project.

Pytania ze zwrotem *manage to* tworzymy według wzoru:

Did	podmiot	<i>manage to</i>	czasownik + ?
Did	I / We / You / They / He / She / It	manage to	finish the project?

Zdania oznajmujące ze zwrotem *be able to* tworzymy według wzoru:

Podmiot	<i>was / were</i>	<i>able to</i>	czasownik
I / He / She / It	was	able to	go to the concert.
You / We / They	were	able to	go to the concert.

Przeczenia ze zwrotem *be able to* tworzymy według wzoru:

Podmiot	<i>wasn't / weren't</i>	<i>able to</i>	czasownik
I / He / She / It	wasn't	able to	go to the concert.
You / We / They	weren't	able to	go to the concert.

Pytania ze zwrotem *be able to* tworzymy według wzoru:

Was / Were	podmiot	<i>able to</i>	czasownik + ?
Was	I / he / she / it	able to	go to the concert?
Were	we / you / they	able to	go to the concert?

Round up

- Divide the class into mixed-ability groups of four.
- Write the following sentences on the board (or dictate them for one person in each group to write):
The Loch Ness monster exists.
Elvis Presley is still alive.
Aliens live on Mars.
The Apollo moon landing was a hoax.
The American government knows that aliens exist.
Aliens sometimes kidnap humans.
Mermaids are real.
The Yeti is a polar bear living in the Himalayas.
- Tell students to discuss the sentences and then put them into order of most to least probable.
- Do class feedback and ask groups to justify their order. Does everyone agree?

5.2 and 5.6 Lesson objectives

Grammar: consolidate grammar rules for ability in the past, past simple and past perfect, and past simple and past continuous

Grammar booster 5.2

Warm up

- Write the following gapped sentences from the grammar explanation on the board:
I _____ swim when I was five, but I _____ ride a bike.
The door was heavy but we _____ open it.
I'm sorry, I _____ contact you last night.
- With books closed, divide the class into pairs to complete the sentences with the correct verb forms.
- Tell students to check their answers by reading the grammar explanation.
- Check meaning by asking questions based on the explanations in the book.

Exercise 2

Warm up

- Write the same sentences as for the first warm up on the board, but this time in the past tense:
*He **went** on holiday six times **last** year.*
*She **didn't** understand me.*
*There **was** a funny noise upstairs.*
*She **passed** her driving test **yesterday**.*
*They **were** late.*
- Divide the class into new same-level pairs to make statements again, but this time to use past modals of deduction. Monitor and help weaker students.
- Invite students to share their ideas with the class. Check meaning and form as students say their sentences.

ANSWERS

- Dan can't have stolen the money.
- You may have broken your leg in the accident.
- Megan might not have got my message.
- We must have gone the wrong way.
- They could have missed the train.
- You may not have heard the news.

Exercise 1

ANSWERS

- correct
- but we managed / were able to get to school on time
- correct
- correct
- correct
- Could you play the guitar ...
- correct
- I couldn't believe his story.

Optional activity

- Discuss as a class why the incorrect sentences are not possible.

Exercise 2

ANSWERS

- Did you manage to finish / Were you able to finish
- managed to do / was able to do
- wasn't able to finish / didn't manage to finish
- couldn't understand
- could understand
- wasn't able to finish / didn't manage to finish
- couldn't stay awake / wasn't able to stay awake / didn't manage to stay awake
- managed to do / was able to do

Round up

- Tell students to write one sentence for each verb form that relates to them personally. Students share their sentences in pairs and check that they have used the correct form.

Grammar booster 5.6

Warm up

- Draw a time line on the board and mark these two statements on it:
The other students ate all the pizza.
I got to the canteen.
- Use the statements and the time line to elicit a past perfect sentence. Draw an arrow back from 'I got to the canteen' to 'The other students ate all the pizza' to emphasise that something happened prior to another event.
- Use the other example sentences in the grammar explanation to check the order of events.

Grammar booster

Exercises

- Tick the sentences that are correct and correct those that are wrong.
 - I wasn't able to call you because I didn't have my phone.
 - There was a lot of traffic, but we could get to school on time.
 - The problem was too difficult. We couldn't solve it.
 - The pizza was enormous, but I managed to eat it all.
 - Were you able to speak to the teacher yesterday?
 - Did you manage to play the guitar when you were younger?
 - I put on my new glasses and I could see everything clearly.
 - I wasn't able to believe his story.

- Complete the dialogue using the verbs in brackets and adding a suitable expression of past ability. Sometimes more than one answer is correct.

Jake: Hi Layla. ¹ (you / finish) all that homework last night? We had so much!

Layla: I know. I ² (do) the geography and the maths, but I ³ (not finish) the physics. In fact, I ⁴ (not understand) the instructions at all.

Jake: I ⁵ (understand) the instructions, but I ⁶ (not finish) the exercises last night because I ⁷ (not stay awake)! Luckily I ⁸ (do) a bit more of it on the bus this morning.

5.6 Past simple and past perfect
Czas *past perfect* stosujemy, gdy mówimy o wydarzeniu, które miało miejsce przed innym wydarzeniem. Czynność późniejszą wyrażamy wówczas w czasie *past simple*, a wcześniejszą w czasie *past perfect*.
When I *got* to the canteen, the other students *had taken* all the food. (= Najpierw studenci zabrali całe jedzenie, następnie wszedłem do stołówki.)
I *felt* better after I *had eaten* some chocolate. (= Najpierw zjadłem czekoladę, potem poczułem się lepiej.)
Do zdań w czasie *past perfect* często wprowadzamy zdania w czasie *past simple* za pomocą określeń *when / before / by the time*.
We were late. When we *arrived*, the exam *had started*.
We were late. The exam *had started* before / by the time we *arrived*.
Zdanie w czasie *past perfect* często wprowadzamy po spójniku *after*.
We were late. We *arrived* after the exam *had started*.
Zdania oznajmujące w czasie *past perfect* tworzymy według wzoru:

5.6 Past simple and past perfect

Podmiot **had** **imię słów czasu przeszłego** **home.**
I / You / He / She / It / We / They had gone home.

Przeczenia w czasie *past perfect* tworzymy według wzoru:
Podmiot **hadn't** **imię słów czasu przeszłego** **home.**
I / You / He / She / It / We / They hadn't gone home.

Podmiot **had** **imię słów czasu przeszłego** **home.**
I / You / He / She / It / We / They had gone home.

Przeczenia w czasie *past perfect* tworzymy według wzoru:

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Podmiot	Hadn't	Imię słów czasu przeszłego	home.
I / You / He / She / It / We / They	hadn't	gone	home.

Pytania w czasie *past perfect* tworzymy według wzoru:

Had	podmiot	Imię słów czasu przeszłego	home?
Had	I / you / he / she / it / we / they	gone	home?

Tip
1 W nieformalnych wypowiedziach w języku angielskim czasownik *had* stojący po zaimku osobowym często skracamy do formy *'d*.
We *didn't* want to watch the movie, because we'd seen it twice before.
2 Zdania mogą występować w różnej kolejności, więc aby rozpoznać, która czynność wydarzyła się wcześniej, trzeba zwrócić uwagę na zastosowane w zdaniach czasy.
By the time *you arrived*, I'd cooked dinner.
I'd cooked dinner by the time *you arrived*.

Exercises

- Rewrite the sentences using the word *after* and the past perfect. Do not change the meaning of the sentences.

1 I did my homework, then I met my friends.
_____ after _____

2 We looked at lots of websites. Then we chose our holiday destination.
_____ after _____

3 Peter finished work. Then he went to the sports centre.
_____ after _____

4 The students did their exams. Then they celebrated.
_____ after _____

5 I considered all the options. Then I made a decision.
_____ after _____

- Complete the sentences with the past simple or past perfect form of the verbs in brackets.

1 The film (be) easy to understand because I (read) the book six months earlier.

2 Everyone (eat) by the time we (arrive) at the restaurant.

3 When I (see) Tom, he (change) his hairstyle.

4 Zoe (study) Spanish before she (come) to this school.

5 Who (do) all the cleaning after the party (finish)?

6 By the time I (get up), the rest of the family (go out).

Exercise 1

ANSWERS

- I met my friends after I had done my homework.
- We chose our holiday destination after we had looked at lots of websites.
- Peter went to the sports centre after he had finished work.
- The students celebrated after they had done their exams.
- I made a decision after I had considered all the options.

Exercise 2

ANSWERS

- The film was easy to understand because I had read the book six months earlier.
- Everyone had eaten by the time we arrived at the restaurant.

- When I saw Tom, he had changed his hairstyle.
- Zoe had studied Spanish before she came to this school.
- Who did all the cleaning after the party had finished?
- By the time I got up, the rest of the family had gone out.

Mixed ability

- Divide the class into same-level pairs to complete the exercises. Monitor and help with form and order of sentences.

Past simple and past continuous

Jeśli dwie czynności odbywały się w tym samym czasie, to w obu zdaniach stosujemy czas *past continuous* i łączymy je za pomocą spójnika *while*:

I was watching TV while you were talking on the phone.

Gdy chcemy wyrazić, że jedna, krótsza czynność przerwała inną, dłuższą, to stosujemy konstrukcję: *when + past simple* lub *while + past continuous*:

I was having a shower when the phone rang.

She had an accident while she was cycling to school.

Podmiot	was / were (+ not)	forma z końcówką -ing
I / He / She / It	was / wasn't	sleeping.
You / We / They	were / weren't	

Was / Were	podmiot	forma z końcówką -ing + I
Was	I / he / she / it	sleeping?
Were	we / you / they	

Exercises

3 Complete the sentences with the past simple or past continuous form of the verbs in brackets.

- Last week I (decide) to change my job.
- What (you / do) when I (phone) you last night?
- Yesterday morning the sun (shine) and the birds (sing).
- I (get dressed) quickly and I (leave) the house.
- The accident (happen) because I (not concentrate).
- While you (do) the housework, I (relax).

4 Choose the correct answer: A, B or C.

It was a dark and stormy night. The wind ¹ loudly and Hayley ² in bed. She ³ nervous. She ⁴ remember if she ⁵ the front door earlier. She ⁶ downstairs nervously. She ⁷ through the living room, when she ⁸ something very strange. Someone ⁹ the chairs. They ¹⁰ like that earlier. Suddenly she ¹¹ a noise ...

- A blew B was blowing C had blown
- A lay B was lying C had lain
- A wasn't B was C was being
- A couldn't B wasn't able C hadn't been able to
- A locked B was locking C had locked
- A went B was going C had gone
- A walked B was walking C had walked
- A noticed B was noticing C had noticed
- A moved B was moving C had moved
- A weren't B wasn't being C hadn't been
- A heard B was hearing C had heard

6.2 Second conditional

Drugi okres warunkowy stosujemy, gdy mówimy o sytuacjach niemożliwych lub nieprawdopodobnych, kiedy wyobrażamy sobie ich potencjalne skutki:

If I had a car, I'd drive to school. (= Nie mam samochodu, ale chciałbym jeździć do szkoły autem.)

Zdanie z <i>If</i>	zdanie opisujące skutek
<i>If</i> podmiot + <i>past simple</i>	podmiot + <i>would / wouldn't</i> czasownik
you went to bed earlier,	you wouldn't feel tired all the time.
Mark joined the sports club,	he'd make new friends.
I lost this phone,	my parents would be angry.

- Tip**
- Po zaimkach osobowych przeważnie stosujemy skróconą formę *'d* zamiast czasownika *would*:
If I had lots of money, I'd travel around the world.
 - W pierwszym zdaniu możemy opisać albo przyczynę, albo skutek. Jeśli na początku stoi zdanie z *if*, stawiamy po nim przecinek:
If you exercised every day, you'd be fitter. LUB *You'd be fitter if you exercised every day.*
 - W zdaniach warunkowych po zaimkach *I / he / she / it* możemy stosować formę *was* lub *were*. *Were* brzmi bardziej formalnie.
Nieformalnie: *If Mrs Thomas was our teacher, our lessons would be fantastic.*
Formalnie: *If Mrs Thomas were our teacher, our lessons would be fantastic.*

could and might

W zdaniu opisującym skutek, jeśli nie jesteśmy pewni rezultatu, to zamiast *would* możemy użyć *might*:

If I won the lottery, I'd buy a house. (= Jestem pewien.)

If I won the lottery, I might buy a house. (= Nie jestem pewien, lecz jest taka możliwość.)

W zdaniu opisującym przyczynę możemy użyć *could*, jeśli mówimy o potencjalnych, wyimaginowanych możliwościach lub umiejętnościach:

If people could fly, they wouldn't need cars!

I'd travel all around the country if I could drive.

Można też zastosować *could* w zdaniu opisującym skutek w znaczeniu *would be able to*:

If we had a bigger house, we could have the party here.

Exercises

1 Write these second conditional sentences in full.

- If / you / meet / Daniel / you / like / him*
- We / go / on holiday / if / we / have / more time*
- If / I / not need / the money / I / not do / this job*
- I / not be / so bored / if / I / have / my phone*
- If / Ben / not be / so shy / he / have more friends*
- My parents / be / surprised / if / I / study / all weekend*
- If / I / win / the lottery / I / have / a party*
- Elizabeth / help / if / you / ask / her*

2 Change the sentences in Ex 1 to make them less definite, using *might*.

6.2 and 6.6 Lesson objectives

Grammar: consolidate grammar rules for second conditional, *might* and *could*, third conditional, and past regrets with *wish*

Grammar booster 6.2

Warm up

- Write on the board: *If I had a car, I'd drive to school.*
- Ask: *Do I have a car?* (no). *Do I drive to school?* (no). *Is it an imagined situation or real?* (imagined).
- Ask also about form and check each clause including the use of a comma when we start the sentence with *if*.
- Write on the board: *If I had a car, I might drive to school.*
- Ask how the use of *might* changes the meaning (it's less sure).

Mixed ability

- Divide the class into mixed-ability pairs to do the Unit 6 Grammar booster exercises so the stronger students help the weaker students.

Exercise 1

ANSWERS

- If you met Daniel, you'd like him.
- We'd go on holiday if we had more time.
- If I didn't need the money, I wouldn't do this job.
- I wouldn't be so bored if I had my phone.
- If Ben wasn't so shy, he'd have more friends.
- My parents would be surprised if I studied all weekend.
- If I won the lottery, I'd have a party.
- Elizabeth would help if you asked her.

Exercise 2

ANSWERS

- If you met Daniel, you might like him.
- We might go on holiday if we had more time.
- If I didn't need the money, I might not do this job.
- I might not be so bored if I had my phone.
- If Ben wasn't so shy, he might have more friends.
- My parents might be surprised if I studied all weekend.
- If I won the lottery, I might have a party.
- Elizabeth might help if you asked her.

Exercise 3

Warm up

- Ask students to give you two ways in which we use the past continuous (for interrupted actions and when two activities are happening at the same time).

ANSWERS

- Last week I decided to change my job.
- What were you doing when I phoned you last night?
- Yesterday morning the sun was shining and the birds were singing.
- I got dressed quickly and I left the house.
- The accident happened because I wasn't concentrating.
- While you were doing the housework, I was relaxing.

Exercise 4

ANSWERS

- B 2 B 3 B 4 A 5 C 6 A
- B 8 A 9 C 10 C 11 A

Round up

- Write on the board: *What were you doing at eight o'clock last night?*
- Give students a moment to think of a response (real or imagined), e.g. *I was dancing in my kitchen.*
- Then tell them to think about something that happened while they were doing the activity (real or imagined), e.g. ... *but I tripped over the dog and hurt my arm.*
- Students walk around the classroom asking the question and answering, giving further information using the past simple.
- Monitor, checking correct use of both tenses.

Exercise 3

- Monitor, helping students with vocabulary as necessary.

ANSWERS

Students' own answers

Round up

- Tell students to walk around the classroom and discuss their answers to Ex 3.
- Invite students to share the interesting ideas they heard from other students.

Grammar booster 6.6

Warm up

- Dictate the following sentences for students to write in their notebooks:
If we'd seen you, we would have given you a lift.
You would have had a good time if you'd come with us.
I wish I'd listened to my parents.
I wish I lived in a warm country.
- Divide the class into small mixed-ability groups to compare their sentences and discuss the meaning of each sentence. Tell students to check their ideas in their Student's Books.
- Do class feedback by asking checking questions and eliciting the form of each sentence too, e.g. *Did we see you?* (no). *Did we give you a lift?* (no).

Exercise 1

ANSWERS

- If we'd gone to the concert, I would have seen my favourite singer.
- If Jake hadn't got up late, he wouldn't have missed the bus.
- We wouldn't have got lost if we'd followed a map.
- If you hadn't recommended the film, I wouldn't have watched it.
- I'd have answered the phone if I'd recognised the number.
- The car wouldn't have stopped if you'd remembered to put petrol in it.

Differentiation

- Support weaker students by giving them gapped sentences to complete, e.g. *If we _____ (go) to the concert, I _____ (see) my favourite singer.*

Exercise 2

ANSWERS

- I wish I'd bought those trainers yesterday.
- I wish I hadn't posted that photo online.
- I wish I hadn't shouted at my friend.
- I wish I'd worked hard for the test.

Grammar booster

3 Answer these questions so that they are true for you.

- If you could go anywhere in the world, where would you go?
- What would you change about your school if you could change one thing?
- If you had 1,000 euros, how could you use it to help other people?

6.6 Third conditional

Trzeci okres warunkowy stosujemy, gdy mówimy o wyimaginowanych sytuacjach z przeszłości oraz ich wyimaginowanych skutkach:

If we'd seen you, we would have given you a lift. (= ale was nie spotkałamy, więc was nie podwieźliśmy)

Zdanie z <i>If</i>	zdanie opisujące skutek		
<i>If</i> podmiot + forma <i>past perfect</i>	podmiot + <i>would / wouldn't have</i>	imiś słów czasu przeszłego	
you'd worked harder,	you would have	passed	your exams.
Adam hadn't gone to that party,	he wouldn't have	met	his girlfriend.
I'd listened to you,	I wouldn't have	made	that mistake.

Tip

- Zdania w trzecim okresie warunkowym mogą występować w różnej kolejności. Jeśli najpierw występuje zdanie opisujące przyczynę (zdanie z *If*), to po tym zdaniu stawiamy przecinek:
If you'd come with us, you would have had a good time. **LUB** *You would have had a good time if you'd come with us.*
- Jeśli mówimy o wyimaginowanej możliwości lub zdolności, to w zdaniu opisującym skutek zamiast czasownika *would* możemy zastosować czasownik *could*:
If I'd known about the party I could have gone to it.

Past regrets with *wish*

Jeśli żałujemy, że w przeszłości czegoś nie robiliśmy, to możemy zastosować w zdaniu konstrukcję: podmiot + *wish* + *past perfect*.

I wish I'd listened to my parents. (= Nie słuchałem swoich rodziców, a teraz tego żałuję.)

I wish I hadn't taken the money. (= Wziąłem pieniądze i żałuję tego.)

Podmiot	<i>wish / wishes</i>	podmiot	<i>past perfect</i>
I / You / We / They / He / She / It.	wish / wishes	I / you / we / they / he / she / it.	had / hadn't + come with us.

Tip

- Jeśli żałujemy czegoś, co jest związane z chwilą obecną, to możemy zastosować konstrukcję: podmiot + *wish* + *past simple*.
I wish I lived in a warm country. (= Nie mieszkam w ciepłym kraju i wcale mi się to nie podoba.)
I wish I didn't have a cold. (= Przeziębłem się i jestem z tego powodu niezadowolony.)

Exercises

1 Read the situations, then complete the third conditional sentences about them, using the same verbs. [S]

- We didn't go to the concert so I didn't see my favourite singer.
If we _____
- Jake got up late so he missed the bus.
If Jake _____
- We got lost because we didn't follow a map.
We wouldn't _____
- You recommended the film so I watched it.
If you _____
- I didn't answer the phone because I didn't recognise the number.
I'd _____
- The car stopped because you didn't remember to put petrol in it.
The car _____

2 Rewrite these statements as regrets with *I wish*. [S]

- I didn't buy those trainers yesterday, and I regret it.
I wish _____
- I posted that photo online, and I regret it.
I wish _____
- I shouted at my friend, and I regret it.
I wish _____
- I didn't work hard for the test, and I regret it.
I wish _____
- I didn't ask him for his phone number, and I regret it.
I wish _____
- I booked an expensive holiday, and I regret it.
I wish _____

3 Write some wishes about your present situation or your past actions. Then follow each wish with a conditional sentence (second conditional for wishes about the present, third conditional for wishes about the past). [S]

I wish I had a house. If I had a house I'd take it every day.

I wish I hadn't stayed up late last night. If I hadn't stayed up late, I wouldn't have been so tired this morning.

7.2 Reported speech: tense changes

Mowę zależną stosujemy, gdy chcemy komuś opowiedzieć, co ktoś powiedział. Aby ją wprowadzić, często stosujemy czasownik *say*.

W mowie zależnej występuje następstwo czasów. To oznacza, że w przytaczanej wypowiedzi stosujemy czas bardziej przeszły niż ten użyty w cytowanej wypowiedzi:

- I wish I'd asked him for his phone number.
- I wish I hadn't booked an expensive holiday.

Mixed ability

- Support students by brainstorming ideas in categories for Ex 3, e.g. school, free-time activities, possessions, family relationships.
- Elicit one or two examples before students do Ex 3.
- Monitor and check that students are forming the sentences correctly. Make notes of incorrect use or form to go over at the end.

Exercise 3

ANSWERS

Students' own answers

Round up

- Use your notes from the mixed-ability exercise to do grammar correction. Don't mention who made the mistake, and if necessary change the odd detail so that students aren't embarrassed by their mistakes. Write the incorrect sentences on the board and invite students to correct them.

Mowa niezależna	Mowa zależna
present simple → past simple	
'I like Italian food.'	He said he liked Italian food.
present continuous → past continuous	
'It isn't snowing.'	She said that it wasn't snowing.
present perfect → past perfect	
'I have been to the UK twice.'	She told me she had been to the UK twice.
past simple → past perfect	
'We didn't enjoy the movie.'	They told us that they hadn't enjoyed the movie.
past continuous → past perfect continuous	
'It was snowing this morning.'	She told me it had been snowing that morning.
can → could	
'You can come to our party.'	They said that I could come to their party.
going to	
'I'm going to make some lunch.'	He said he was going to make some lunch.
will → would	
'We won't go to the beach.'	They said they wouldn't go to the beach.

Tip

- Zastosowanie czasownika *tell* wymaga użycia dopełnienia dalszego. Natomiast czasownik *say* nie wymaga zastosowania dopełnienia:
He told us he could speak three languages.
He said he could speak three languages. (NIE He said us he could speak three languages.)
- W mowie zależnej możemy stosować spójnik *that* lub go pominąć. Obie wersje są poprawne.
He said he felt ill. = He said that he felt ill.
I told him I was leaving. = I told him that I was leaving.

Reported speech: other changes

Należy pamiętać o konieczności zmiany przymiotników dzierżawczych oraz zaimeków w mowie zależnej. Czasem zmiany wymagają również określenia związane z czasem i miejscem:

Natalie: I'm taking my art project home with me tomorrow.

Natalie said that she was taking her art project home with her the following day.

Mowa niezależna	Mowa zależna
today	that day
now	then
at the moment	at that moment
this morning	that morning
yesterday	the day before
last Tuesday / month / year	the Tuesday / month / year before
tomorrow	the following day
next Tuesday / month / year	the following Tuesday / month / year
here	there
this	that

Exercises

- Read the reported statements and write the words that the people said in direct speech. [S]

- The boys said that they were going out.
- Matthew told me that he'd just seen a ghost.
- Ellen said that she would take me to the airport.
- I told them that I didn't eat meat.
- Louise said that she was going to move to the USA.
- Dad said that I could borrow his phone.
- My friend said that I was always late.
- Katy said that she'd post my letter when she went out.

- Look at the news story and how some people reacted to it. Report what they said using *said that*. [S]

TEENAGERS LAZY AND RUDE

A recent survey has suggested that today's teenagers are lazier and less polite than any other generation ...

- Arthur
I completely agree with it! It doesn't surprise me.
- Catherine
I can't believe it. I've never met a teenager who wasn't friendly and polite.
- David
It's rubbish. I'll stop buying that newspaper. I'm going to cancel my order now!
- Alice
It's a shame that they didn't interview me and my friends. We aren't like that!

- Read the weather report and write it as reported speech. Make all of the changes necessary. [S]

Laura: 'The weather was terrible yesterday, but it's been sunny today, and most of the country have had good temperatures this afternoon. It's still nice and warm at the moment, but things will change tonight. Temperatures will be very low, and tomorrow there will be some ice.'

Laura said that:

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Exercise 1

ANSWERS

- 'We're going out.'
- 'I've just seen a ghost!'
- 'I'll take you to the airport.'
- 'I don't eat meat.'
- 'I'm going to move to the USA.'
- 'You can borrow my phone.'
- 'You're always late.'
- 'I'll post your letter when I go out.'

Differentiation

- Divide the class into pairs.
- Tell the weaker students to read the sentences and discuss with their partner what tense the direct speech statements need to be in before they do the exercise.
- Stronger students can take turns to close their books and give the direct speech equivalent of the reported sentences their partner says to them.

Exercise 2

ANSWERS

- Arthur said that he completely agreed with it. He said that it didn't surprise him.
- Catherine said that she couldn't believe it. She said that she'd never met a teenager who hadn't been friendly and polite.
- David said that it was rubbish. He said that he'd stop buying that newspaper. He said that he was going to cancel his order then.
- Alice said that it was a shame that they hadn't interviewed her and her friends. She said that they weren't like that.

Exercise 3

ANSWERS

Laura said that the weather had been terrible the day before, but it had been sunny that day, and most of the country had had good temperatures that afternoon. She said that it was still nice and warm at that moment, but things would change that night. She said that temperatures would be very low, and that the following day there would be some ice.

Round up

- Give students the chance to ask questions and check any incorrect answers. Discuss openly as class encouraging peer correction and explanation.

7.2 and 7.6 Lesson objectives

Grammar: consolidate grammar rules for reported speech: tense and other changes, reported speech: questions

Grammar booster 7.2

Warm up

- Divide students into pairs or small groups.
- With books closed, make direct speech statements (use those in the grammar reference). The group to give you a reported statement first wins a point.
- Once you have covered each of the tenses, students check their answers in the table and read the Tip and 'Other changes' section.

Differentiation

- Tell the weaker students to read the sentences and discuss with their partner what tense the direct speech statements need to be in before they do the exercise.
- In pairs, the stronger students take turns to close their books and report the sentences their partner says to them. They use the sentences from Ex 1 and 2.

Grammar booster 7.6

Warm up

- Write these sentences on the board:
 - Mum asked Joe if he wanted a cup of tea.
 - When will you finish the job?
 - She asked us where the bus station was.
- Tell students to write sentence 1 using direct speech, sentence 2 as reported speech. Then ask: *What word can we omit from Sentence 3? (us).*
- Discuss answers as a class and ask questions to check form, e.g. *Do we use 'do' or 'did' in reported questions? (no). Do we use statement or question word order? (statement).*

Exercise 1

ANSWERS

- They asked her why she wanted that job.
- They asked her if she'd worked with animals before.
- They asked her what exam results she'd got.
- They asked her what she was doing at that moment.
- They asked her if she could drive.
- They asked her if she would be available to start in September.

Exercise 2

SUGGESTED ANSWER

Rose asked Daniel what he planned to do when he left school. He said that he was going to go to university and that he'd always wanted to be an engineer. Rose said that was a good career and that he'd be able to get a good job if he did that. Daniel asked Rose what she wanted to do. She said that she was interested in journalism. He asked her if she'd have to study for that, or whether she could look for a job straight after school. She said that most journalists had done a degree, so she'd probably go to university too. He asked her what sort of journalism she was interested in and she said that she was interested in online journalism. Daniel asked her if she'd done much writing already and she said that she'd written for the school website and she had her own blog.

Differentiation

- Support weaker students by dividing the class into pairs. One of the students writes the reported questions and statements for Daniel and the other for Rosie. They then check their reports in their pairs.

Grammar booster

7.6 Reported speech: questions

Aby w mowie zależnej przytoczyć pytanie, stosujemy czasownik *ask*:

'Do you want a cup of tea, Joe?'

Mum asked Joe if he wanted a cup of tea.

'When will you finish the job?'

He asked them when they would finish the job.

Gdy przytaczamy w mowie zależnej pytania zamknięte, stosujemy spójniki *if* lub *whether*. Szyk pytający zmieniamy na szyk zdania oznajmującego i pamiętamy, aby zastosować następstwo czasów:

Mowa niezależna: pytania zamknięte (yes / no)	Mowa zależna: pytania zamknięte (yes / no)				
	Podmiot	asked	dopełnienie	if / whether	Szyk zdania oznajmującego
'Do you like pizza?'					I liked pizza.
'Have you met the new student?'	He	asked	me	if / whether	I had met the new student.
'Can you drive?'					I could drive.

Gdy przytaczamy w mowie zależnej pytania otwarte (*wh-questions*), to powtarzamy zaimkę pytającą. Zmieniamy szyk pytający na szyk zdania oznajmującego i pamiętamy, aby zastosować następstwo czasów:

Mowa niezależna: wh-questions	Mowa zależna: wh-questions				
	Podmiot	asked	dopełnienie	zaimkę pytającą	Szyk zdania oznajmującego
'Where do you live?'				where	I lived.
'What are you doing?'				what	I was doing.
'Why did you leave early?'	He	asked	me	why	I had left early.
'How are you going to pay for it?'				how	I was going to pay for it.

Tip

- Po czasowniku *ask* możemy zastosować dopełnienie bliższe lub je pominąć:
She asked where the bus station was. She asked us where the bus station was.
- W pytaniach w mowie zależnej nie stosujemy czasowników posiłkowych, takich jak *do* lub *did*, i nie zamieniamy podmiotu oraz czasownika miejscami. Szyk tego zdania jest taki sam, jak szyk zdań oznajmujących.
- W pytaniach w mowie zależnej musimy wprowadzić takie same zmiany, jak w zdaniach oznajmujących w mowie zależnej, czyli dostosować zaimki, przymiotniki dzierżawcze oraz określenia związane z czasem i miejscem.

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Exercises

- Look at the questions that Kerry was asked in an interview. Complete the reported versions of them. [S]

- Why do you want this job?
They asked her why.
- Have you worked with animals before?
They asked her if.
- What exam results did you get?
They asked her what.
- What are you doing at the moment?
They asked her what.
- Can you drive?
They asked her if.
- Will you be available to start in September?
They asked her if.

- Read the dialogue. Then write a full report of it, questions and statements. [S]

Rose What do you plan to do when you leave school?

Daniel I'm going to go to university. I've always wanted to be an engineer.

Rose That's a good career. You'll be able to get a good job if you do that.

Daniel What do you want to do?

Rose I'm interested in journalism.

Daniel Will you have to study for that, or can you look for a job straight after school?

Rose Well, most journalists have done a degree, so I'll probably go to university too.

Daniel What sort of journalism are you interested in?

Rose I'm interested in online journalism.

Daniel Have you done much writing already?

Rose Yes, I've written for the school website and I have my own blog.

8.2 Passive forms: all tenses

Stronę bierną stosujemy, gdy nie znamy wykonawcy czynności lub osoba ta nie jest istotna:

This photo was taken by me last year. It won a competition! The award will be presented next month by a famous photographer. The photo might be used on the cover of a magazine!

W zdaniach w stronie biernej stosujemy odpowiednią formę czasownika be oraz imiesłów czasu przeszłego.

Po czasownikach modalnych stosujemy *passive infinitive*, czyli be + imiesłów czasu przeszłego.

Present simple passive			
Podmiot	is / are	imiesłów czasu przeszłego	
Rice	is	sold	in this supermarket.
Apples	are	sold	

Present continuous passive			
Podmiot	is / are	being + imiesłów czasu przeszłego	
A lot of rice	is	being sold	at the moment.
A lot of apples	are	being sold	

Round up

- Divide the class into mixed-ability groups of four or five and ask them to check their report together.
- Invite a student to read out their report from Ex 2. The class check and compare their own reports against it.

8.2 and 8.6 Lesson objectives

Grammar: consolidate grammar rules for passive forms: all tenses, *have / get* something done; reflexive pronouns + *each other*

They sell rice in this supermarket.

They are selling a lot of apples at the moment.

They made this car in Italy.

The teacher has checked my homework.

The fire had destroyed the documents.

They will give the prize to the best student.

You might find the answer in this book.

- With books closed, ask the students to change them into passive sentences. They can check their answers in the Grammar booster on pages 142 and 143 of their Student's Books.
- Tell students to read the rest of the information and the Tip.

Grammar booster 8.2

Warm up

- To review the passive, write these active sentences on the board:

Mixed ability

- Divide the class into mixed-ability pairs to do the exercises so the stronger students help the weaker ones.

Past simple passive

Podmiot	was / were	imiesłów czasu przeszłego	
This car	was	made	in Italy.
These shoes	were		

Present continuous passive

Podmiot	was / were	being	imiesłów czasu przeszłego	
A lot of plastic	was	being	produced	at that time.
A lot of clothes	were			

Present perfect passive

Podmiot	has been / have been	imiesłów czasu przeszłego	
My homework	has been	checked	by the teacher.
Our essays	have been		

Podmiot	had been	imiesłów czasu przeszłego	
The documents	had been	destroyed.	

Future passive

Podmiot	will be	imiesłów czasu przeszłego	
The prize	will be	given	to the best student.

Passive with modal verbs

Podmiot	czasownik modalny	be	imiesłów czasu przeszłego	
The answer	can / might / must / should / ought to / has to	be	found.	

Tip

1. Jeśli chcemy wspomnieć o wykonawcy czynności, stosujemy przyimek *by*:
That window was broken by one of the students.
2. W przeczeniach w stronie biernej dodajemy przysłówkę *not* do czasownika posiłkowego. Przeważnie stosujemy jego formy skrócone:
My homework hasn't been checked by the teacher.
The answer can't be found online.
3. W pytaniach w stronie biernej czasownik posiłkowy stawiamy przed podmiotem:
Has your homework been checked by the teacher?
Can the answer be found online?

Exercises

- 1 Choose the correct passive sentence in each pair: A or B.

- A My bag has been stolen!
B My bag has being stolen!
- A Will this rubbish be collected tomorrow?
B Will this rubbish be collecting tomorrow?
- A Where was this computer made?
B Where this computer was made?
- A My phone is been repaired at the moment.
B My phone is being repaired at the moment.

- A This medicine should to be taken three times a day.
B This medicine should be taken three times a day.
- A He told us that the problem has been solved.
B He told us that the problem had been solved.

2 Rewrite these sentences using the passive form.

- People must put all litter in these bins.
- They made this film in the 1950s.
- They were building a lot of offices five years ago.
- Someone has left a phone in the toilets.
- You can recycle this bottle.
- They are cleaning the train at the moment.

3 Complete the paragraph with the correct passive form of the verbs in brackets.

Last night, the Young Businessperson of the Year awards took place at the Regent Hotel in London, where the guests ¹ (give) a four-course meal and ² (entertain) by some of pop music's top stars. The main award of the evening ³ (win) by 22-year-old Jason Wright. Two years ago, Jason was explaining his business idea to large companies, and it ⁴ (reject) by all of them. But now Jason has the last laugh, as his money-saving app ⁵ (download) by thousands of people all over the world since then. Jason told us: 'I ⁶ (help) so much by my friends and family that this award really should ⁷ (share) by all of them!'

8.6 have / get something done

Wyrażenie *have something done* stosujemy, gdy mówimy o czynnościach, o których wykonanie prosimy innych ludzi lub za wykonanie których im płacimy:

We're having our house decorated at the moment.

Tę samą konstrukcję możemy zastosować, gdy chcemy opowiedzieć o nieprzyjemnym doświadczeniu, któremu nie można było zapobiec:

Janice had her bike stolen last night.

Zdania z konstrukcją tą tworzymy według wzoru: podmiot + odpowiednia forma czasownika *have* + dopełnienie + imiesłów czasu przeszłego:

Podmiot	have	dopełnienie	imiesłów czasu przeszłego
I	often have	my hair	died.
She	isn't having	her ears	pierced.
We	've never had	our nails	done.

Tip

W języku nieformalnym zamiast czasownika *have* możemy zastosować czasownik *get*:
Where did you get your hair cut?
I must get that window repaired.

Grammar booster 8.6

Warm up

- Ask: *Do you cut your own hair?* (no).
Could you steal your own bike? (no).
- Elicit how to express that other people do these things with *have / get*. Elicit:
I have my hair cut at the hairdresser's.
I had my bike stolen.
- Ask what the difference in meaning is between the sentences (the first is something that we pay someone to do and the second describes something unpleasant that happened to us).

Mixed ability

- Divide the class into same-level pairs for them to work together through the exercises at their own pace.
- You could then divide them into mixed-ability pairs for the weaker students to check their answers with the stronger students.

Exercise 1

ANSWERS

- 1 A 2 A 3 A 4 B 5 B 6 B

Exercise 2

ANSWERS

- All litter must be put in these bins.
- This film was made in the 1950s.
- A lot of offices were being built five years ago.
- A phone has been left in the toilets.
- This bottle can be recycled.
- The train is being cleaned at the moment.

Optional activity

- Students who finish quickly can translate sentences 1–6 into Polish.

Exercise 3

ANSWERS

- were given
- were entertained
- was won
- was being rejected
- has been downloaded
- have been helped
- be shared

Round up

- Ask a few quick questions to check students have understood how to form the passive and when it's used, e.g.
What verb do we always need? (be).
What word can we use to say who or what did an action? (by).
What do we use after modal verbs? (the passive infinitive).

Exercise 1

ANSWERS

- I'm having my eyes tested tomorrow.
- Harry told me that his bike had been damaged in the accident.
- How often do you have your hair cut?
- Sophie had a tattoo done last summer.
- I'd like to have a swimming pool built!
- Ben had his phone taken by the teacher in the last maths lesson.
- I'm having my computer repaired at the moment.
- Have you ever had your passwords stolen?

Warm up

- Tell students to read through the Grammar booster information.
- Then tell them to close their books and test them on what they remember. Say subject pronouns and encourage students to quickly say the matching reflexive pronouns. Keep it speedy but make it fun!
- Ask students if they know when we would not usually use reflexive pronouns (when we are describing things we usually do for ourselves, e.g. getting dressed, brushing our hair, washing).
- Write the following sentences on the board:
 - Harry and George hurt themselves.
 - Harry and George hurt each other.
- Ask: *What is the difference in meaning?* (In sentence 1 Harry and George both got hurt doing something. In sentence 2 Harry hurt George and George hurt Harry.)

Exercise 2

ANSWERS

- himself
- ourselves
- yourselves
- myself
- themselves
- yourself
- herself

Exercise 3

ANSWERS

- A
- B
- A
- B
- B

Optional activity

- Ask students to describe what each of the situations might be in Ex 3.
- Discuss the possible explanations as a class and choose the best one for each situation.

Round up

- Check answers to Ex 2 and 3. Go over any incorrect answers, checking form and meaning again.

Grammar booster

Exercises

- Write sentences using the prompts. Add *have* and any other words necessary. Use an appropriate tense.

- I / my eyes / test / tomorrow
- Harry told me that / his bike / damage / in the accident
- How often / you / your hair / cut?
- Sophie / a tattoo / do / last summer
- I'd like to / a swimming pool / build!
- Ben / his phone / take / by the teacher / in the last maths lesson
- I / my computer / repair / at the moment
- you / ever / your passwords / steal?

Reflexive pronouns + each other

Zaimki zwrotne stosujemy wtedy, gdy dopełnienie czasownika odnosi się do podmiotu:

Oh, no! Dad's hurt himself!

Możemy też zastosować zaimek zwrotny w celu podkreślenia, że to podmiot jest samodzielnym wykonawcą czynności:

I made this cake myself.

Zaimek *each other* stosujemy wtedy, gdy dwie osoby (lub więcej) wykonują tę samą czynność wzajemnie względem siebie:

My friends and I help each other with our problems. (= Ja im pomagam, a oni pomagają mnie.)

Tip

- Niektóre czasowniki w połączeniu z zaimkiem zwrotnym zmieniają znaczenie:
I really enjoyed myself at the concert. (= świetnie się bawiłem/tam)
My little brother doesn't always behave himself. (= zachowuje się dobrze)
Help yourself to a piece of cake. (= weź)
 2 Konstrukcja *by* + zaimek zwrotny oznacza to samo, co *alone*:
They spent the day by themselves.

Reflexive pronouns	
Subject pronoun	Reflexive pronoun
Singular:	
I	myself
you	yourself
he	himself
she	herself
it	itself
Plural:	
we	ourselves
you	yourselves
they	themselves

Tip

Pamiętaj, że zaimki zwrotne utworzone od form *you* (w liczbie pojedynczej) oraz *you* (w liczbie mnogiej) się różnią:

This pizza is delicious, Tim. Did you make it yourself?

Be quiet, children. You must behave yourselves!

Exercises

- Complete the sentences with the correct reflexive pronoun.

- Did Paul do that painting _____?
- We got lost and we found _____ in the middle of a field!
- You look very silly, boys. You should see _____!
- I taught _____ to play the guitar.
- They're very generous. They never think about _____.
- Hello, James! Come in and make _____ comfortable.
- Anna cut _____ while she was preparing dinner.

- Choose the correct translation of each sentence: A or B.

- They looked at themselves.
A Spojrzeli na siebie samych.
B Spojrzeli wzajemnie po sobie.
- Don't hurt each other!
A Nie zraćcie się.
B Nie porańcie się wzajemnie.
- We bought ourselves a present.
A Kupiliśmy sobie prezent.
B Kupiliśmy sobie nawzajem po prezencie.
- They really liked each other.
A Naprawdę lubili siebie.
B Naprawdę się wzajemnie lubili.
- Please look after each other.
A Proszę, dbajcie o siebie.
B Proszę, dbajcie o siebie nawzajem.

King's High – the story so far!



Vicky Ash Luke Alice Patryk Camille Mr Wood, the caretaker the mystery blonde woman

1 Read about what has already happened at King's High, and answer the questions.

- 1 Why is the school caretaker in the ICT room at the beginning of the story?
- 2 How does Vicky know that Patryk is the thief?
- 3 How does Ash know that Vicky didn't write the posts on Alice's Facebook wall?
- 4 Who is the girl in the blue dress in the picture?
- 5 Why is Vicky jealous of Camille?
- 6 Who finds Vicky's scarf?
- 7 What does Camille find out about the blonde woman?



The story starts on the first day of the spring term. Mrs Bell, the English teacher, tells the class that a student has stolen a test from the teachers' room. Vicky thinks she saw the thief and describes him to Ash. After school, they decide to look for a boy wearing a blue hoodie, and they go into the ICT room. There they see a mysterious blonde woman, but have to leave before they can find out who she is. On their way out, they hear the school caretaker talking on his phone about information he wants on a school laptop.

A few days later, the students go on a school trip. Vicky and Ash are in a group with another student, Patryk. Vicky opens Patryk's rucksack and finds a blue hoodie the same as the one the thief at school was wearing. Patryk runs away and falls over in the dark. The other students help him and Patryk says that he took the test because he's very stressed about all the extra work he has to do for the secret project and the woman at Computer Club. He's very sorry.

Later in the term, Ash is doing weekend work at his uncle's hotel in Canterbury while Vicky goes to a music festival in Brighton. Ash is very surprised to see the blonde woman at the hotel. She asks Ash to call a taxi for her and tells him that she's going to meet an old friend at King's High. The woman seems very nervous.

The next day, Vicky calls Ash because she has a problem. Someone accessed her Facebook account and then posted lots of horrible comments on Alice's Facebook wall. Vicky's parents are very angry about it. Ash checks Vicky's account and realises that the location of the posts was London, but Vicky was in Brighton. However, the person who posted the comments is still a mystery.

At the end-of-term party, Ash and Vicky tell Luke about the posts and make friends again. But Alice's friend, Clare, tells them that she and Alice were in London at the weekend and it becomes clear that Alice used Vicky's password to post comments on her own Facebook wall. At the end of the party, Vicky and Ash see Patryk and the supergeeks from the Computer Club moving the computers. They also hear the school caretaker talking on his phone again about the supergeeks and their invention.

When the students go back to school for the new term, Alice isn't there any more. Patryk and the supergeeks have moved to a new room for their Computer Club, and Ash has a French exchange student to look after. Vicky is jealous of Ash's new friend, Camille. Ash and Camille are so busy that they don't have time to spend with Vicky, but at the end of the week, Vicky and Camille make friends and they decide to tell Camille about the mysterious goings on at King's High. They go to the new ICT room and find a strange document on one of the computers. Camille quickly takes a photo of it. As they are leaving the room, the caretaker arrives. He finds Vicky's scarf lying on a chair.

Camille goes back to France, but promises to study the photo of the strange document and let Vicky and Ash know what it means. While they're waiting at the airport, they see the blonde woman again. Camille thinks she knows the woman but can't remember her name or who she is. Later that evening, Camille tells them that the woman is Charlotte Jenkins. She's an American computer scientist and a multi-millionaire. They wonder what Charlotte Jenkins is doing at King's High!

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ANSWERS

- 1 He is trying to find some information on a school laptop.
- 2 She finds the hoodie that the thief had been wearing in Patryk's rucksack.
- 3 Because she was in Brighton and the posts were from a London address.
- 4 Alice's friend, Clare.
- 5 Because they are busy and don't have time to spend with her.
- 6 the caretaker
- 7 That she's a multi-millionaire computer scientist.

Differentiation

- Stronger students can read the whole text at once.
- Put weaker students into pairs. Tell them to read each paragraph in turn, then discuss in their pairs any words that they don't understand. They can ask you to explain any difficult words if necessary.

Optional activity

- Tell students to choose four words from the text that they don't understand.
- Tell them to first ask a classmate to see if they know what it means. If the classmate also doesn't know, they should both try to work out the meaning of the word from the context. If they are still not able to work it out, they should use a dictionary to check meaning. Tell them to write their own definition for each word.
- Put students into different pairs to share their vocabulary choices and definitions.

Optional activity

- Ask: *What do you think happens in episode 1 of the story?* Divide the class into same-level pairs to discuss their predictions.
- Invite students to share their ideas with the class.

Lesson objective

Extensive listening: prepare to listen to a story for pleasure and to improve listening fluency

Warm up

- Look at the illustrations of the characters and ask students what they remember about each of them and the story from earlier levels of *Vision*.
- Remind them that *King's High* is a soap opera for teenagers set in an English secondary school and they are going to listen to and read the story over the next few weeks.

Exercise 1

- Ask students to look at the main picture on page 145 and to say who the characters are. Ask: *Where are they? What's happening? What do you think is wrong with the girl with dark hair? Do you have events like this at your school?*
- As the story isn't recorded, you could ask for volunteer students to read sections of the story aloud.
- Otherwise, give students ten minutes to read the text and then discuss the questions in pairs before checking answers as a class.

Lesson objective

Extensive listening: listen to a story for pleasure and develop listening skills

Episode 1: The interview

Exercise 1

- Elicit as a class what the students know about the blonde woman. Check her name (Charlotte Jenkins).

Exercise 2

- Ask: *Why is Ash looking worried? Who do you think Vicky is talking to?*

Exercise 3 5.15

- Check students' guesses from Ex 2.

Audio script page 183

ANSWER

She wants to go to Charlotte Jenkins's talk.

Exercise 4 5.15

ANSWERS

- F (She's planning to interview Charlotte Jenkins.)
- F (She spoke to her assistant.)
- T
- T
- F (She's based in the USA, but comes to the UK about once a month.)
- F (She's speaking in a conference centre, very close to the British Museum.)

Exercise 5

- Put students into small groups to discuss the questions.
- Invite students to share their ideas with the class.

Exercise 6

Mixed ability

- Divide the class into same-level pairs.
- Give weaker students the audio script. Tell them that they need to write a summary using the conversation.
- Play the audio again for stronger students. Tell them to make notes and then write the summary.

Episode 2: The trip to London

Exercise 1

- Review what happened as a class.

SUGGESTED ANSWER

Vicky spoke to Charlotte Jenkins via Skype. She tries to persuade Ash to go with her to Charlotte's talk when they are in London for their school trip. Ash isn't sure about the idea.

Extensive listening



Episode 1

The interview

- What did you find out about the mystery blonde woman?
- Look at the picture. Where do you think Vicky and Ash are, and what's happening?
- 5.15 Listen. What does Vicky want to do next Wednesday at 1 p.m.?
- 5.15 Are the sentences true (T) or false (F)? Correct the false ones. Then listen again and check.
 - Vicky is planning to speak to Patryk about Charlotte Jenkins.
 - Vicky spoke to Charlotte Jenkins to organise an interview.
 - Their class is going to go to London next week.
 - Charlotte Jenkins says you need to go to university to work in computer science.
 - She lives in the UK.
 - She's speaking at the British Museum next week.
- Do you think some jobs are more difficult for women? Why? Do you think it's a good idea for Vicky and Ash to go to the talk next week? Why?
- Write a paragraph describing what happened in this episode.



Exercise 2

SUGGESTED ANSWERS

Vicky and Ash are in London (we can see a red bus). They're going to Charlotte's talk.

Exercise 3 5.16

Audio script page 184

ANSWER

online security

Exercise 4 5.16

Mixed ability

- Pause the audio at intervals to give students time to write their answers.



Episode 2

The trip to London

- What can you remember from the last episode? Do you think Vicky and Ash will go to the talk?
- Look at the picture. What's happening? What do you think happens next?
- 5.16 Listen. What's the talk about?
- 5.16 Answer the questions. Then listen again and check.
 - What time do the class have to meet again?
 - Why has Vicky brought hoodies?
 - How does Vicky know how to get to the talk?
 - Where in the conference centre is the talk?
 - What does Charlotte Jenkins's company spend lots of money on every year?
 - What problem does she mention with the face-recognition software?
- Why do you think Charlotte Jenkins came to the school? Why do you think Mr Wood went to her talk? What do you think happens in the next episode?
- Write a paragraph describing what happened in this episode.



ANSWERS

- 2 p.m.
- to cover their uniforms
- She's printed a map.
- room five
- research and development (to improve security)
- It's easy to hide your face.

Exercise 5

- Divide the class into pairs to discuss the questions, then share their ideas and predictions with the class.

Exercise 6

Differentiation

- Divide the class into same-level pairs.
- Play the audio again and tell students to make notes and write the summary.

King's High Episode 3
Late!

- 1 What can you remember from the last episode? Why were Vicky and Ash worried at the end?
- 2 Look at the picture. Where are they, and what's happening?
- 3 **5.17** Listen. Why is Patryk annoyed?
- 4 **5.17** Answer the questions. Then listen again and check.
 - 1 How do Vicky and Ash hide the fact that they've been out of the museum?
 - 2 How do they find out where the exhibition is?
 - 3 What's Vicky's excuse for being late?
 - 4 What does the tour guide tell them to look at?
 - 5 According to the caretaker, how will they get lots of money?
- 5 In this episode Vicky and Ash lie about where they were. Do you think it's ever OK to lie? Why? What do you think happens in the next episode?
- 6 Write a paragraph describing what happened in this episode.



King's High Episode 4
Camille solves the mystery

- 1 What can you remember from the last episode? Why did Vicky and Ash lie?
- 2 Look at the picture. Who can you see? What's happening?
- 3 **5.18** Listen. What do Vicky and Ash find out from Camille?
- 4 **5.18** Are the sentences true (T) or false (F)? Correct the false ones. Then listen again and check.
 - 1 Patryk is usually quite secretive.
 - 2 Vicky and Ash call Camille.
 - 3 Vicky's webcam isn't on at the start of the call.
 - 4 Vicky thinks they should ask Patryk about his work at the Computer Club.
 - 5 Vicky and Ash are going to go to France soon.
 - 6 Ash thinks Camille fancies him.
- 5 Do you think it's possible for girls and boys just to be friends? Why? What do you think happens in the next episode?
- 6 Write a paragraph describing what happened in this episode.



Lesson objective

Extensive listening: listen to a story for pleasure and develop listening skills

Episode 3: Late!

Exercise 1

- Review as a class what happened in the previous episode.

ANSWER

They were worried they were going to be late.

Exercise 2

- Ask: *Who do you think is the angry-looking woman?* (Students will find out in the audio that she's Mrs Bell, their teacher.)

Exercise 3 5.17

Audio script page 184

ANSWER

Because he had to eat lunch on his own.

Exercise 4 5.17

Differentiation

- Identify words from the audio script that you think your class will struggle with. Pre-teach up to six words before students listen.

ANSWERS

- 1 They put their hoodies in Vicky's bag and dry their shoes.
- 2 They find a map near the gift shop.
- 3 They didn't notice the time because they were in the Egypt section.

- 4 A model of a terraced house from Victorian times.
- 5 If they are first to patent the idea that Charlotte Jenkins is working on.

Exercise 5

- Divide the class into small groups to discuss the questions. Ask one student from each group to give a summary of their discussions.

Exercise 6

- Divide the class into mixed-ability pairs to write their paragraph.

Episode 4: Camille solves the mystery

Exercise 1

- Review as a class what happened in the previous episode.

ANSWER

They lied because they didn't want to get into trouble with their teacher.

Exercise 2

- Ask: *How do you think Vicky is feeling?* (she looks a bit jealous).

SUGGESTED ANSWERS

Vicky and Ash are in Vicky's home. Ash is talking to Camille via Skype.

Exercise 3 5.18

Audio script page 184

ANSWER

They find out that the equations are for a new body recognition software program – it identifies people by how they walk.

Exercise 4 5.18

ANSWERS

- 1 F (He doesn't usually keep secrets.)
- 2 F (She calls them.)
- 3 T
- 4 F (She thinks they should leave Patryk and the other super geeks to their work.)
- 5 T
- 6 F (Vicky thinks Camille fancies him.)

Exercise 5

- Divide the class into small groups to discuss the questions. Tell students to make notes so that they can feed back on their ideas to the class.

Exercise 6

- Discuss a summary of the episode as a class and write any useful phrases and vocabulary on the board.
- Students use the notes to write their paragraph.

Lesson objective

Extensive listening: listen to a story for pleasure and develop listening skills

Episode 5: A chat with Mr Wood

Exercise 1

- Review what happened in the last episode and discuss the questions as a class. Try to elicit any previously taught vocabulary with further questions.

Exercise 2

ANSWER

They are in the ICT (computer) room.

Exercise 3 5.19

Audio script page 185

ANSWERS

She notices that he uses American words (e.g. *garbage* and *bathroom*).

Optional activity

- Ask students if they can name any other differences between American and British English.

Exercise 4 5.19

ANSWERS

- has got a stomach problem
- Patryk's mum and dad
- geography
- collecting rubbish
- the computer
- stop looking for mysteries to solve

Exercise 5

- Divide the class into small groups to discuss the questions. Ask one student from each group to give a summary of their discussions.

Exercise 6

- Divide the class into same-level pairs.
- Give them the audio script and ask them to pull out key vocabulary and phrases to use in their writing.

Episode 6: A strange phone call

Exercise 1

- Review what happened as a class and elicit students' ideas about Mr Wood.

ANSWERS

Vicky and Ash go to the ICT room, where they bump into Mr Wood. In Vicky's opinion, he is not what he seems.

Extensive listening



Episode 5

A chat with Mr Wood

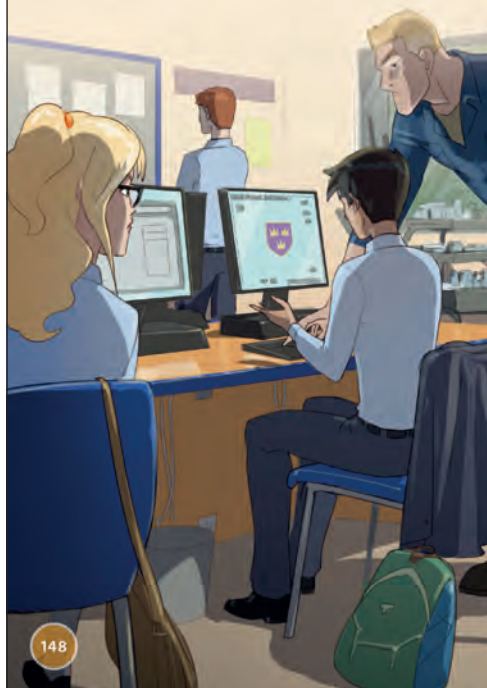
- What can you remember from the last episode? Do you think the mystery is over? Why?
- Look at the picture. Where are they? What do you think Mr Wood's doing?
- 5.19 Listen. What does Vicky notice about Mr Wood's vocabulary?
- 5.19 Choose the correct alternative. Then listen again and check.
 - Vicky is really ill / has got a stomach problem.
 - Patryk / Patryk's mum and dad will be angry if he doesn't pass his exams.
 - Ash wants to revise for geography / ICT.
 - Mr Wood is repairing something / collecting rubbish when they arrive.
 - Ash has a problem with his revision / the computer.
 - Ash thinks Vicky should stop looking for mysteries to solve / investigate Mr Wood.
- What can you repair on a computer? What do you think happens in the next episode?
- Write a paragraph describing what happened in this episode.



Episode 6

A strange phone call

- What can you remember from the last episode? What do you think of Mr Wood?
- Look at the picture. Where are Vicky and Ash? What do you think happens next?
- 5.20 Listen. What does Vicky decide to do after Mr Wood leaves?
- 5.20 Answer the questions. Then listen again and check.
 - Why does Ash go to look for Patryk?
 - Why is Vicky feeling stressed?
 - What makes Vicky suspicious?
 - Why is Ash frustrated with Vicky?
 - Where do they go?
 - Who was Mr Wood phoning?
- Do you think Vicky and Ash should be looking around in Mr Wood's office? Why? What do you think happens in the next episode?
- Write a paragraph describing what happened in this episode.



Exercise 2

ANSWER

They are in the caretaker's office.

Exercise 3 5.20

Audio script page 185

ANSWER

She decides to go to Mr Wood's office to find out what he's doing.

Exercise 4 5.20

ANSWERS

- He's got his history book.
- Because they've got exams coming up.
- Because Mr Wood was in the new Computer Club room.
- Because he thinks she's messing around and not focusing on revising.
- They go to the caretaker's office.
- He was phoning World Solutions.

Exercise 5

- Divide the class into small groups to discuss the questions. Ask one student from each group to give a summary of their discussions.

Optional activity

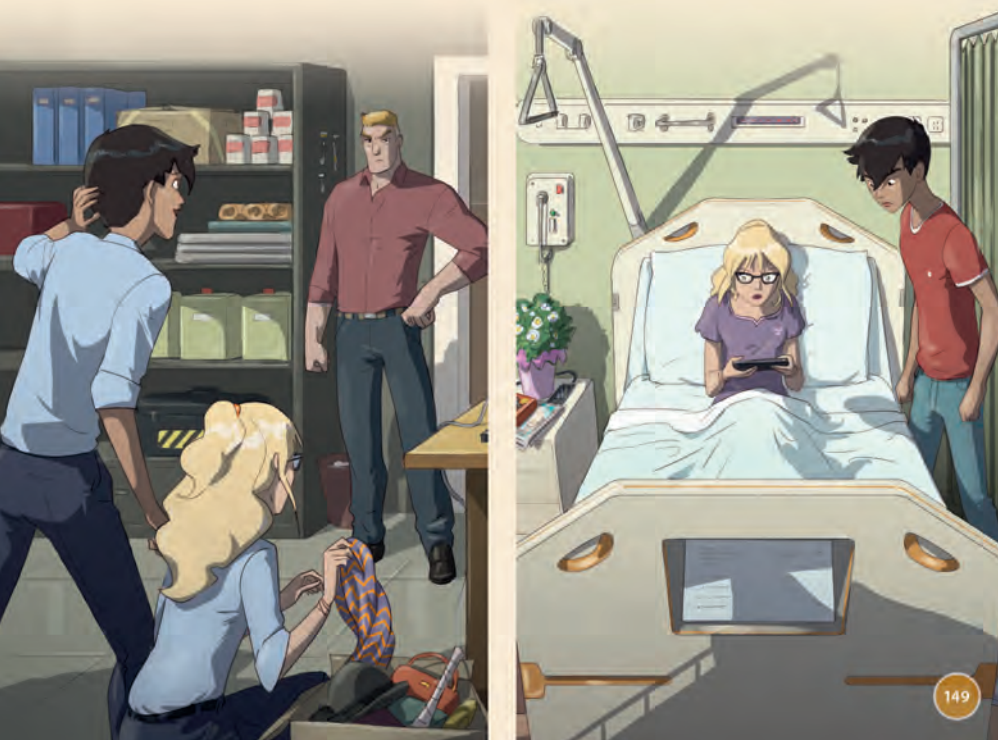
- Divide the class into mixed-ability pairs to think of advice for Vicky about her stress.
- Students share their ideas with the class and vote on the best three ideas.

King's High **Episode 7** An excuse and an emergency

- 1 What can you remember from the last episode? Why did Ash panic at the end?
- 2 Look at the picture. What's happening? What do you think happens next?
- 3 **5.21** Listen. What happens to Vicky at home?
- 4 **5.21** Answer the questions. Then listen again and check.
 - 1 What's Vicky's excuse for being there?
 - 2 Why is Vicky's scarf in Mr Wood's office?
 - 3 Why does Vicky want to go to her house?
 - 4 What three things does Ash find out about what World Solutions do/have done?
 - 5 Who does Vicky say Ash should phone?
 - 6 How did Ash contact Vicky's parents?
- 5 Have you ever been in hospital? Do you think Mr Wood is suspicious? What do you think happens in the next episode?
- 6 Write a paragraph describing what happened in this episode.

King's High **Episode 8** The World Solutions scandal

- 1 What can you remember from the last episode? What do you think is going to happen next?
- 2 Look at the picture. What do you think Vicky and Ash have found out?
- 3 **5.22** Listen. Where does Ash need to go? Why?
- 4 **5.22** Answer the questions. Then listen again and check.
 - 1 Why doesn't Vicky take her tablet?
 - 2 What happened in 2012?
 - 3 Where did the computer programmer go?
 - 4 What's Vicky's theory about David Carling?
 - 5 How has David Carling changed?
 - 6 What do they think he's planning to do today?
- 5 Do you think it's a good idea for Ash to go to the school? What do you think happens in the next episode?
- 6 Write a paragraph describing what happened in this episode.



Lesson objective

Extensive listening: listen to a story for pleasure and develop listening skills

Episode 7: An excuse and an emergency

Exercise 1

- Review what happened in the last episode and discuss the question as a class.

ANSWER

Vicky and Ash chatted with Mr Wood in the ICT room. Vicky became suspicious of his language and behaviour so she persuaded Ash to go to his office to look for evidence. They did a last caller redial and found he was talking to World

Solutions. Ash panicked because he could hear Mr Wood returning.

Exercise 2

SUGGESTED ANSWER

Vicky and Ash are looking in a box (possibly a lost property box).

Exercise 3 **5.21**

Audio script page 186

ANSWER

Her stomach ache gets worse and she collapses.

Exercise 4 **5.21**

- Before students listen again, check students understand *appendix* and *appendicitis*.

ANSWERS

- 1 That she's lost her necklace.
- 2 She lost it a few weeks ago.
- 3 Because she doesn't feel well and she has medicine at home.
- 4 They research medical things, develop cures for illnesses and work with computer programming.
- 5 He should call an ambulance.
- 6 Ash's dad had Vicky's mum's mobile number.

Exercise 5

- Divide the class into small groups to discuss the questions. Ask why it's important to tell an adult if you feel unwell.

Episode 8: The World Solutions scandal

Exercise 1

- Review what happened and elicit students' ideas. Write notes on the board.

ANSWER

Vicky collapsed and had to go to hospital.

Exercise 2

- Remind students that Vicky had seen something about a World Solutions scandal.

Exercise 3 **5.22**

Audio script page 186

ANSWERS

He needs to go in to school and get Patryk on the way because Mr Wood is going to steal their computer program.

Differentiation

- Refer to students' predictions on the board to see if they were correct.

Exercise 4 **5.22**

ANSWERS

- 1 It's broken.
- 2 There was a scandal – a computer programmer stole a new computer program from another company.
- 3 He had to leave the company and went to prison for two years.
- 4 That he is Mr Wood.
- 5 He is no longer overweight and no longer has a big nose.
- 6 He's planning to steal the program that the club are working on.

Exercise 5

- Divide the class into small groups to discuss the questions.

Exercise 6

- Elicit words and phrases to help students to write their paragraph.

Lesson objective

Extensive listening: listen to a story for pleasure and develop listening skills

Episode 9: Will Ash be in time?

Exercise 1

- Tell students to discuss the previous episode in pairs. Then elicit a summary from the class.

ANSWER

Vicky and Ash found out that Mr Wood is in fact David Carling and that he's planning to steal a computer program from the school.

Exercise 2

ANSWER

Ash is at the school. He sees Mr Wood leaving the school holding something in his hand. He's about to get into a yellow sports car.

Exercise 3 5.23

Audio script page 186

ANSWER

No, he doesn't.

Differentiation

- Tell students to make a note of up to five words they don't understand as they listen.

Exercise 4 5.23

Differentiation

- Put students into pairs to check the words that they wrote down previously. Check any words that they are unable to work out as a class.

ANSWERS

- T
- F (He said it didn't make sense.)
- T
- F (Patrik said he would phone the police.)
- T
- F (She told him it was too dangerous.)

Exercises 5 and 6

- Divide the class into pairs to discuss the questions and write the paragraph.

Episode 10: Did he escape?

Exercise 1

- Review what happened as a class and elicit students' ideas.

ANSWER

Ash went to school to try and stop Mr Wood. He was too late.

Extensive listening



Episode 9

Will Ash be in time?

- What can you remember from the last episode? What did Vicky and Ash find out?
- Look at the picture. What's happening? What do you think happens next?
- 5.23 Listen. Does Ash arrive in time to stop the thief?
- 5.23 Are the sentences true (T) or false (F)? Correct the false ones. Then listen again and check.
 - Ash told Patrik he and Vicky had found out what the Computer Club were doing.
 - Patrik said that it all made sense.
 - Ash said that Mr Wood had another identity.
 - Ash said that he would phone the police.
 - Vicky said that she had tried to phone Ash.
 - Vicky said that Ash should try to stop the thief.
- Do you think Mr Wood's plan has been successful? What do you think happens next?
- Write a paragraph describing what happened in this episode.



Episode 10

Did he escape?

- What can you remember from the last episode? How did it end?
- Look at the picture. Where is it? What's happening? What do you think happens next?
- 5.24 Listen. Does Mr Wood escape?
- 5.24 Answer the questions. Then listen again and check.
 - Who does Vicky think has been injured?
 - Why do the police arrive at the school?
 - How do they stop Mr Wood's car?
 - How has Charlotte Jenkins been helping the supergeeks?
 - What's going to happen to the profit?
 - When can Vicky go home?
 - What does Vicky say she can go to?
- If you invented something that made a lot of money, what would you do with the profit? What do you think happens next?
- Write a paragraph describing what happened in this episode.



Exercise 2

- Divide the class into pairs to discuss the picture. Tell them to comment as they would do in an exam task.
- Monitor and check the language they use. Share any useful language with the whole class.

Exercise 3 5.24

Audio script page 187

ANSWER

No, he doesn't.

Exercise 4 5.24

- Ask: *What happened to Ash's phone? Who will the walk recognition program help? What will happen to Mr Wood? Do you think Ash wants to go to the prom with Vicky?*

ANSWERS

- Ash
- Because Patrik called them.
- They block his exit.
- Her company has been financing them.
- It's going to be given to charity.
- tomorrow
- the prom

Exercise 5

- Divide the class into pairs to discuss the questions.

Exercise 6

- Divide the class into mixed-ability pairs to write their paragraph.

King's High Episode 11 Unexpected invitations

- 1 What can you remember from the last episode? How did it end?
- 2 Look at the picture. Where are they? What do you think has just happened?
- 3 5.25 Listen. What has Vicky just realised?
- 4 5.25 Choose the correct alternative. Then listen again and check.
 - 1 The other students have been told the whole / part of the truth.
 - 2 Girls / The teachers like Ash more now.
 - 3 Kara Martin asks Ash to the prom / about Mr Wood.
 - 4 Ash wants / doesn't want to go to the prom.
 - 5 Vicky says Yes / No to the invitation to the prom.
 - 6 Vicky's family news has made her happy / unhappy.
- 5 Have you ever wanted to change something you've said? What do you think happens in the next episode?
- 6 Write a paragraph describing what happened in this episode.



King's High Episode 12 The Prom

- 1 What can you remember from the last episode? Why did Vicky say no? Is she happy about her dad's job?
- 2 Look at the picture. Where are they? How do you think Vicky and Ash are feeling? What do you think will happen?
- 3 5.26 Listen. Does Vicky want to be friends?
- 4 5.26 Answer the questions. Then listen again and check.
 - 1 Where would Ash rather be?
 - 2 What does Ash wish he hadn't done? Why?
 - 3 Where does Patryk go?
 - 4 Which two people does Vicky meet when she first arrives?
 - 5 What does Ash say he'll do if Vicky wants to be friends?
 - 6 Is Vicky's family moving to the USA?
 - 7 What does Vicky suggest they investigate next?
- 5 What have you enjoyed about King's High? Who did you like most? Why?
- 6 Write a summary of what Vicky and Ash have done at King's High. Write what you think happens to them next.



Lesson objective

Extensive listening: listen to a story for pleasure and develop listening skills

Episode 11: Unexpected invitations

Exercise 1

- Discuss the last episode as a class and write key vocabulary on the board.

ANSWER

Mr Wood was arrested.

Exercise 2

ANSWER

They are at school by their lockers.

Exercise 3 5.25

- Ask: How do you think Ash feels when Vicky turns him down? How does Vicky feel? Do you think she wants to move to New York?

Audio script page 187

ANSWER

That she likes Ash.

Exercise 4 5.25

- Tell students to check their answers in pairs before doing class feedback.

ANSWERS

1 part of the 2 Girls 3 to the prom
4 wants 5 No 6 unhappy

Exercise 5

- Tell students to look at the picture for the next episode as they discuss what they think happens next.

- Ask: Would you like to move to a different country if one of your parents got a new job?

Exercise 6

- Elicit words and phrases to help students to write their paragraphs.

Episode 12: The Prom

Exercise 1

- Review what happened as a class and elicit students' ideas. Write notes on the board.

ANSWERS

Kara Martin asked Ash to the prom and Ash asked Vicky to the prom. Vicky spoke to her best friend in Manchester and told her that her dad has got a new job in New York.

Exercise 2

- Look at the picture as a class and elicit ideas and vocabulary to describe it. Write useful language on the board.
- Make sure that students can see both Ash and Vicky in the picture.

Exercise 3 5.26

- Ask: How does Ash feel? How is Patryk a good friend to Ash? How do you think Vicky feels when she first arrives and how does she feel at the end of the conversation?

Audio script page 188

ANSWER

She doesn't want to be 'just' friends. She wants to go out with Ash.

Exercise 4 5.26

ANSWERS

- 1 He'd rather be at home.
- 2 He wishes he hadn't asked her because she'd be there with him as a friend.
- 3 He goes to get them a drink.
- 4 She meets Mrs Bell and Patryk.
- 5 He says that he'll never say anything about it again.
- 6 No, they aren't.
- 7 the mugging in town (but she's joking)

Exercise 5

- Discuss the questions as a class. Elicit adjectives to describe Vicky and Ash as characters.

Exercise 6

- Tell students to use the pictures for each episode and any vocabulary notes they have to write a summary.
- Weaker students write two sentences for each episode. Stronger students write a more detailed summary.

Irregular verbs

Base form	Past simple	Past participle
be	was / were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learned / learnt	learned / learnt
leave	left	left

Base form	Past simple	Past participle
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
overcome	overcame	overcome
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/-ed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Audio and video scripts

Introduction

Lesson 0.1, Page 4, Ex 8 and 9

🔊 1.04

Josh Hi! I'm Josh. I've got a great summer job. I'm working at the swimming pool. It's hard work, but it's a lot of fun. I have to be at work by eight o'clock. I set two alarm clocks so I'm hardly ever late for work! The pool usually opens at nine. My first job is to clean the pool area. Then I sometimes support the lifeguards. My friend and I often help out in the kids' club. That's noisy but it's always fun! The pool shuts at four o'clock, but I never go home then. We're allowed to swim for an hour after work. It's a great way to keep fit. After that I usually help in the house. I look after my little brother, and I always take the dog for a walk. In the evening I sometimes watch a film and I often listen to music. I hardly ever go out in town. I can't stay out late, because I have work in the morning.

Lesson 0.2, Page 5, Ex 8 🔊 1.07

Nick My name is Nick and I'm a keen cyclist! I've always loved cycling, but I started taking it seriously when I was thirteen. I've represented my school for three years. My biggest achievement is winning the regional indoor cycling competition last year. I've got the trophy in my bedroom!

Ali My name's Ali and I love running. I've run with a club since I was fourteen. That's four years ago, now. I'm going to try out (or have a trial) for the national team next month. What's my biggest achievement? I've got the club record for the 400 metres race. I've kept it for two years now!

Jasmine My name's Jasmine and I'm a dancer. I do all kinds of dance, but my favourite is tap. I've learned dance for ten years – yeah, I started when I was just six. My biggest achievement is that I've passed the exams to go to a special dance and performance school. I'm really excited about that.

Lesson 0.4, Page 7, Ex 5 and 6

🔊 1.12

- 1 Travelling by train is less expensive than travelling by bike.
- 2 Travelling by bike is the quickest.
- 3 Travelling by train is the least dangerous.
- 4 Travelling by car is the worst for the environment.
- 5 Travelling by bike is as crowded as travelling by car.

Lesson 0.5, Page 8, Ex 7 🔊 1.15

Anna So, I have been trying to eat healthily and I am getting plenty of sleep, but I'm here to ask a few more questions about

health and nutrition. Kayla, thanks for coming on the show. Now, I have cut down on sugar but what about salt? How much salt can I eat in a day?

Kayla Well, we recommend that you watch your salt intake. Try to eat a maximum of six grams of salt per day.

Anna OK, and what about protein? How much protein do I need every day?

Kayla Well, protein is very important, but people often think they need more than they really do. For an average man or woman, between 40 and 60 grams of protein is enough.

Anna So how much meat do I need to eat every day?

Kayla Well, you don't have to eat meat every day. In fact, many people eat too much meat. Protein is in other things like fish, dairy products and eggs.

Anna I've read different things about eggs. How many eggs can I eat in a week?

Kayla Yes, eggs are fine. The latest research says you can eat 21 eggs in a week. That means a maximum of three eggs in a day.

Anna OK – and what about vegetables. We all know we need to eat vegetables, but how many portions of vegetables do you recommend?

Kayla Well – five portions a day is the recommended minimum and I agree – five portions of vegetables a day and two of fruit.

Anna OK. It's lucky I like vegetables! Last question then – how many treats can I have?

Kayla Well, it's fine to have a treat once in a while but try not to do it every day.

Unit 1

Lesson 1.1, Page 12, Ex 2 🔊 1.22

Grandad Let's see that brand new laptop you got for your birthday then, Max.

Max Sure... Here it is.

Grandad You've plugged in a lot of things! What are they all?

Max Well, that's a memory stick.

Grandad A what?

Max A memory stick. It's a thing for transferring files and photos.

Grandad That's handy! And what's this device, this black box with a flashing light?

Max That's my external hard drive. I use it to back up all my files so I don't lose everything if my laptop gets a virus or something.

Grandad That's a good idea! What's this little gadget here with a blue light?

Max That's a wireless USB. It's for connecting to my wireless mouse. I don't like laptop touchscreens, they're too fiddly. And before you ask, this is a microphone. You use it to improve the sound and to reduce noise when you speak to

somebody on Skype. And you can use it for recording things.

Grandad Hmm, fascinating stuff. And what's that for? Some kind of wireless thing for connecting directly to your brain, eh?

Max Um, no Grandad. That's my pencil case!

Lesson 1.2, Page 13, Ex 5 🔊 1.23

1

These are so cool. I use them all the time. I love listening to music.

2

I saved up and bought this at the end of the summer. I can still play my old games on it. But now I want to get the latest versions with my friends.

3

My sister got this for her birthday. She's already got hundreds of songs on it.

4

I take this everywhere with me. I love it. I can play games, watch films, listen to music, surf the internet... You can even read books on it or do your homework on the way to school.

Lesson 1.3, Page 14, Ex 7 🔊 1.25

It can be difficult to know whether an online story is real or fake. After all, strange things do happen! But fake news has some common features.

Here are some key signs of 'fake news' – look before you click!

Check the website – fake news sites often try to sound like reliable news outlets, so they may imitate a familiar site, but change the spelling slightly. Look carefully at the extension – that's the bit at the end – .com .co.uk or .pl, for example. If this has been changed, the source of the website is different, too.

Look at the adverts – many websites have adverts, but the quality of the ads may be a sign. Lots of pop-ups with photos of stars looking beautiful can be a sign that the news is unreliable.

Check other sources – is the story in the national news? Is it in the local news?

If a 'big' story isn't anywhere in the mainstream media, alarm bells should ring. Check the key facts – check names and locations with a quick internet search. If the search keeps coming back to the same article, it's probably fake. You can also run a check on the author – does he or she really exist?

Look at the photos – do they really show what they say they show? Or could the text give a false interpretation of an image? You can do an image search to compare locations. Misleading stories use old photos of similar places to support new stories.

Finally, if you still have a doubt, type key words and the word 'hoax' into a search engine. (A *hoax* is a story that aims to deceive people.) There are websites that make fact-checking these kinds of stories their job. Look at snopes.com or hoax-slayer.com or FactCheck.org.

Lesson 1.4, Page 15, Ex 3 and 4

1.26

Well, this is a photo of a city centre. There are lots of people. It looks like a political protest to me. All the people are shouting about something. The fact that they're all young makes me think that it could be a student protest. It could be in France or somewhere like that. I think that they have student protests quite often. You can't really see what they're protesting about, though. There aren't any posters or flags, so it isn't clear. That's a bit odd, isn't it? I mean, the missing details make me think the photo might have been manipulated. Some of them look angry, but the crowd definitely doesn't look violent. It looks like a peaceful protest to me.

Lesson 1.4, Page 15, Ex 9

1.27

Boy Did you see that story I shared online this morning? It's crazy how angry those students are!

Girl Um... yes I saw it. Did you research the background of the story at all?

Boy Well, I mean, I read the article. The students are angry because they don't want to do exams. They've been vandalising the city and they set the library on fire! It's terrible.

Girl Right. I just wondered, have you checked the facts on another site?

Boy No! Why do I need to do that?

Girl Well, it just doesn't sound very likely to me. Students know that they need to do exams. And, to be honest, these students don't look very angry.

Boy Hmmm. That's a fair point. They're smiling.

Girl Yes, and you can't see any damage. It looks like a peaceful protest to me.

Boy Oh. Yes.

Girl And look. You can't see what they're protesting about. That makes me think the photo has been manipulated.

Boy Yes, maybe you're right.

Girl Don't you think there might be another explanation? I think this might be fake news.

Boy Well, now that you mention it, it could be made up.

Girl If I were you, I'd check stories before sharing. You can google the facts, or type key words into a fact checker.

Boy You're right. I should have checked first. I'm going to delete the post. Thanks!

Girl No problem – I just thought I'd better tell you.

Lesson 1.6, Page 17, Ex 5 and 7

1.30

Host 1 OK today we're going to hear about a young woman from England, who has used her creativity to design some great products. She has been interested in engineering since she was four years old.

Host 2 Yes, that's right. Her grandfather is an engineer, and he inspired her to be an inventor.

Host 1 Yes. Since she left school Emily has focused on products that help people – both in Africa and at home.

Host 2 In 2006 she entered a design competition for sustainable design. That's design that will help people to live and work without damaging the environment.

Host 1 That's right. She won the competition with a water carrier to help women and children carry heavy water buckets.

Host 2 And since then, she has made headlines with another design.

Host 1 Yes, before she went to university, Emily developed a fridge. It's quite a special fridge. It runs on solar energy.

Host 2 The power of the sun to keep things cool?

Host 1 Yes! It sounds like a contradiction, doesn't it? But it's a brilliant design. It's so simple that it doesn't even need expensive solar panels to power it. It can be made with simple materials on a really small budget, and once it's built, the energy to run it is free!

Host 2 That's great!

Host 1 It's clever, isn't it? She tested the fridge in Africa in 2007 and it has helped people in small communities for over ten years now.

Host 2 It's great to hear about young people with curious minds!

Host 1 Yes, Emily is really committed to design and innovation. She has won over 25 awards and prizes. Since she finished university she has spoken at conferences, and given lectures. She wants more young people to get involved.

Host 2 Well good luck Emily! We look forward to hearing more about your ideas in the future.

Lesson 1.8, Page 19, Ex 2 and 3

1.33

Mum Danny – what are you doing?

Danny I'm just updating my blog.

Mum You can do everything online. It's funny to think we didn't have the internet when I was young. And now billions of people around the world use the internet every day.

Danny Was it invented in the 1960s?

Mum Yes, let's look it up... the idea of the internet started in the 1960s. The US government wanted a system for sharing information electronically. They started to develop it with some universities in the US. It was called ARPANET. In 1969, it connected four computers.

Danny Only four computers?

Mum Well, in 1971, some American universities started to send messages between computers. That was the earliest form of email. After that, fifteen computers were connected together. And in 1973 a computer in the US sent the first international message to the UK.

Danny Just one email?

Mum Well, it's a milestone, Danny. The network was just used by computer engineers and scientists.

Danny So when did ordinary people get online?

Mum I remember we had a computer in the 80s. But it wasn't online. In the 1980s, a British scientist called Tim Berners Lee had the idea for a global network. He imagined a connected system that anyone could join, and he called it the World Wide Web. It became a reality in 1991. By 1992, there were ten websites.

Danny Ten! I bet one of them was YouTube.

Mum No. Websites in the 1990s were just text and photos. There wasn't any music or videos on the internet. YouTube wasn't created until 2005!

Danny A world without YouTube... Wow!

Mum Look, it says that in 2014, the number of websites passed one billion, and today more than three billion people are online. Nowadays it really is a world wide web!

Lesson 1.8, Page 19, Ex 5 and 6

1.34

1

Are you a video game fan? A REAL nerd? Then this conference is for you! Come and try OXO – one of the first video games ever made, at Cambridge University way back in 1952. It's a piece of computer game history. Test your skills on games from the very beginning of video gaming. Saturday at the town hall from 2 to 4. Be there AND be square!

2

People are surprised when I tell them what I do. I'm a computer programmer. It's true that for a woman that's not a common job. But the first computer programmer EVER was a woman. Yes – Ada Lovelace – she was born in London in 1815. She was a mathematician and developed the first algorithm for the first computer – a real pioneer! So no one can tell you girls can't do it. And she's part of the reason why I do this job.

3

Did you know that a British company is at the heart of over 90% of the gadgets and devices we use today? I mean smartphones and tablets and all those other clever devices? They're called ARM. But they're not a brand you'll have heard of. They started in the 1980s and they designed the chips that are in almost all the phones and gadgets we all use daily. Have you heard of them?

OK. Thanks for coming. Let's get started. We're going to look at how portable computer technology has changed. I want to show you the first handheld computer – do any of you remember these? It's a British design called a Psion. It was launched in 1984. It looks like a calculator, doesn't it? And here's the modern version. It's got a touchscreen and it has 18 million times as much memory! The technology has moved on, folks!

Lesson 1.11, Page 22, Ex 2 1.35

1

Let's face it. Social networking sites can be a haven for toxic and malicious people. Last month I posted a holiday photo of myself posing in a long loose dress by a palm tree. To my surprise one of my Facebook 'friends' commented on the photo saying I looked overweight! Anyway, I'm not oversensitive about my looks but I learned a lesson: I modified my privacy settings and allowed access only to trusted friends.

2

Whenever you write something on social media, remember that what goes online may stay online forever and you never know when it will come back to bite you. So, think twice before you post a bikini photo or a critical comment about your boss. Do you really need everyone to know what your relationship status is or that you have just had scrambled eggs for breakfast? Keep your life to yourself and don't overshare.

3

Typically, a criminal will hack someone's contact details and send them what look like official emails. Once the victim has opened the fake email and clicked on what looks like a real link, it installs a virus, called a Trojan Horse, on their device. The criminal can then take control of the victim's computer, including bank details and even the camera on your computer, and demand money from the victim.

4

Some of my friends have met their partners via online dating services or social media. In many cases they have developed lasting and healthy relationships. But not always. We often forget about some of the risks involved in online dating: lack of direct contact, a potential disappointment with the partner in real life and, of course, the plague of false online identities. Can you talk about these problems on air? I wonder what other people's experiences are.

Unit 2

Lesson 2.2, Page 25, Ex 5 and 6

1.43

My name's Joe and I want to tell you a story about facing challenges and doing something you never believed you could do!

I'm 52 years old, and I have just started studying for an English literature degree at one of the UK's most famous universities. It's crazy! I didn't use to imagine I could be a student! I used to watch them coming and going in town and their lives seemed so different to mine. It sometimes feels like a dream!

When I was younger, I wasn't a good student. I didn't use to work hard. I left school without many qualifications. I suppose my parents didn't put pressure on me. But people in my neighbourhood didn't use to have high expectations. There was a lot of unemployment and people just struggled with life – they didn't dream. But my house was full of books, and I used to read every day after school.

When I left home, I got a temporary job and did OK, but when the job finished, I didn't manage to find another one, and eventually I ended up living on the streets. Being homeless was tough but I suppose I got used to it. But to take my mind off it, I used to read anything I could find. I used to borrow books from libraries and get them from charity shops. People used to give me books, because they always saw me reading.

A story is a great way to escape but I knew I had to do something to turn my life around. I started selling a homeless magazine, and I began to get my confidence back. Eventually, the local council found me a home. It might sound funny but that wasn't easy in the beginning! I wasn't used to living on my own. It was a struggle, but I was determined not to end up back on the street.

I started going to a local college, to get the qualifications I missed out on at school. And one of the teachers suggested I should apply to university.

I never imagined I would get in! I never used to dream of university – I just didn't think it was for people like me. But I applied – and they accepted me.

I used to read a lot of modern literature, but I never read Shakespeare and Chaucer – and I didn't use to write essays! I've had to get used to going to lectures and studying hard. It's a challenge, but I'm determined to succeed.

I hope if you have a dream, my story can help to inspire you. If you want something enough, and you are prepared to work, you can do anything!

Lesson 2.3, Page 26, Ex 2 and 3

1.45

Radio host OK so today we're going to be talking about time management. Yes – getting the important stuff done on time, so that you still have time to do the fun stuff! This is something we all need help with. We all sometimes feel like there isn't enough time! You can't put extra hours in the day, but you can use them more effectively! So ring in, tell me what you're struggling with, and I'll try to help. Good morning caller number 1! Let's see... It's Amy. Are you having a productive day, Amy?

Caller No! I'm stressed! I don't know why – I use a planner. It's like a huge to-do list. I write down all my commitments at the beginning of the week, and then I work all week and I get so much done, but I don't ever seem to get ahead. I'm under so much pressure, and I feel like there aren't enough hours in the day!

Host OK – that's OK. I have a suggestion for you. It's great that you're making lists, that's a really useful strategy, but you need to split your to-do list up and prioritise tasks. I use a system called a priority matrix. Have you heard of one of those?

Caller No. What is it?

Host It's a simple diagram, but it helps you understand the difference between what is important, what is urgent, and what is important AND urgent. Those are the tasks that you need to prioritise. It's basically four lists. So for example, imagine you have an English test tomorrow. That's important, right?

Caller Yes!

Host And it's tomorrow, so it's urgent as well. That's a priority. Box 1!

Caller Right, but I have other homework. I have a huge project due in next week.

Host OK that's important too, but it's not urgent right now. That's in box 2 – important but not urgent. Then imagine there's a school volleyball game tonight. You said you might go with a friend. Is that important?

Caller Sure. Well – no it's not important, but I need to confirm, I suppose.

Host OK so it's urgent – because it has a deadline, but it's not really important. What else do you have to do tonight? Look at box 1...

Caller Oh. Study for the test.

Host So you can watch the game if you finish studying, but you can't skip studying because you're going to watch the game.

Caller Now you sound like my dad! But thanks – I understand.

Host And finally there are things that aren't really important or urgent like watching cat videos on YouTube! Things you can do anytime. You can fit those in around the rest.

Caller OK – thank you. A priority matrix. Cool. I'll try it out.

Host OK – we've got time for one more caller. Hello, what are you struggling with?

Lesson 2.3, Page 26, Ex 4 🎧 1.46

commitments: I write down all my commitments at the beginning of the week.

deadline: OK so it's urgent – because it has a deadline, but it's not really important. effectively: You can't put extra hours in the day, but you can use them more effectively!

get ahead: I work all week and I get so much done, but I don't ever seem to get ahead.

priorities: ... but you need to split your to-do list up and prioritise tasks.

productive: Are you having a productive day, Amy? Have you got much done? time management: Today we're going to be talking about time management.

to-do list: It's like a huge to-do list. How am I going to get it all done?

urgent: It helps you understand the difference between what is important, what is urgent, and what is important AND urgent.

Lesson 2.4, Page 27, Ex 5 and 6

🎧 1.47

Student Um. Mr Kiely? Do you have a minute?

Teacher Sure, Anna. What's up?

Student Um, well, you know the lab report that's due in tomorrow?

Teacher Yes...

Student I'm really sorry, but I don't think I'm going to be able to finish it on time.

Teacher Anna... You've known about this deadline for a week!

Student Yes. I know. I can only apologise but...

Teacher You can apologise but you're going to have to explain, too.

Student Yes, um. OK. Well. I wrote up my notes about the experiment last Monday, right after class, and then I was going to do the rest of the report later in the week, to get it done before the deadline, but then a few other things came up and then at the weekend we had a family thing – uh – my cousin's wedding – which I'd forgotten about but I had to go to it, and then I had a French exam yesterday, so I had to prioritise that. And then I realised that I hadn't done the lab report and it's due in tomorrow and now I haven't got time, because there's a netball game tonight and I've been picked for the team.

Teacher OK. It sounds like you've been really busy.

Student Yes, I have!

Teacher But it sounds to me as if you need to think more about your time management. Would you agree?

Student Oh. Er. Yes. I suppose so.

Teacher This lab report is really important. It's part of your coursework, so it counts towards your final grade. Perhaps you should take it more seriously.

Student Right. I know. That's why I was hoping you could give me a bit more time.

Teacher Hmm. But you haven't been prioritising it.

Student Well – with the wedding and everything, I couldn't study at the weekend. I realise I should have done more work on it last week but...

Teacher OK. Have you thought about your priorities this evening? Is the netball match really so important?

Student Ummm. I guess Tatiana could take my place.

Teacher OK. I'm going to leave it up to you. You need to decide whether you're going to spend this evening working on your lab report or whether you're going to play in the match. I'm not going to pressurise you, but I want you to think about it.

Student OK.

Teacher And I'd like you to try to think about your time management. The closer we get to the exams, the more you are going to need to be in control of your commitments. You need to get in practice.

Student OK. Thanks. Um. I guess I'd better run to the library. I have a report to write.

Lesson 2.5, Page 28, Ex 2 🎧 2.02

Mark I see from your CV that you're currently working in a supermarket at weekends. How long have you been working there?

Aisha Since May. I've been working there every weekend for ten months.

Mark So why did you apply for this job?

Aisha Well, I've been **enthusiastic** about sport since I was a kid and when I saw the job advertisement I thought that it sounded perfect.

Mark Have you ever worked in a sports shop before?

Aisha No, I haven't, but I've been playing football for four years so I'm good at **working as part of a team**. I go cycling too, but I haven't been doing that for long. I've only had my bike for two months, but I love it! So, I think I'm **physically fit** and I'm definitely a big sports fan!

Mark So why are you the right person for this job?

Aisha I guess I'm good at **dealing with people** and I'm **quick to learn**. I'm **ambitious** too. I've been going to an after-school club in computer programming.

Mark How long have you been doing that?

Aisha Since September. I've done very well so far. I haven't missed a class.

Mark Great... you seem very **organised** and **reliable**. Are you someone I could count on?

Aisha Yes, definitely! Actually, I have a question. Could you tell me more about the shop?

Mark Sure. The shop's been here since 2012 but I haven't been working here long. There are only three of us here and it's always busy, so you have to be good at **working under pressure**. Well, thanks for coming in, Aisha. I'll be in touch...

Lesson 2.6, Page 29, Ex 6 and 7

🎧 2.04

Interviewer Hi, come in. What's your name?

Rosamund Rosamund. Rosamund Jones.

Interviewer Rosamund. Hmm. Your name sounds familiar. Have you ever applied for this programme before?

Rosamund Um. Yes!

Interviewer OK – that's interesting. How many times have you applied for the programme?

Rosamund Only once before this summer. Last year they said I was too young. I'm eighteen now!

Interviewer OK, Rosamund. Have you ever worked in a theatre before?

Rosamund No, I haven't. I've been working at the sports centre. I run a dance class there on Saturdays.

Interviewer Oh. Right. OK, well it definitely helps to be physically fit. How long have you been working there?

Rosamund Oh... every weekend since last year. I set the class up myself. I think I'm good at taking the initiative. But... I've been doing school drama productions for years.

Interviewer That's great. So you've been interested in theatre for a while.

Rosamund Oh yes! I've been interested in theatre and performing arts since I was in primary school. In fact, I'm going to university in September to study drama and dance.

Interviewer Drama and dance – that's good. So how long have you been studying drama?

Rosamund Well, I've studied drama as part of English literature at school. We did plays by Shakespeare, and some more modern stuff. But I haven't started studying drama at university yet. I start in September.

Interviewer Oh yes – sorry. You just said that. Well, have you ever produced a play before?

Rosamund Yes, I have. I helped produce the senior musical. It was great fun. And I have lots of ideas for other plays.

Interviewer Great! It's good that you're enthusiastic! Have you done any other backstage work?

Rosamund Well, I helped with the sound and lighting for the school show. Our school doesn't have the best equipment, but I'm quick to learn, so I'm sure I can help out with that kind of thing.

Interviewer Fine. OK, well. Thanks for coming in. We'll be in touch.

Lesson 2.8, Page 31, Ex 2 and 3

2.07

1

The ink is black. The page is white. Yes, that's a great song from 1972 – it's called 'Black and White'. It was written to celebrate a change in the law in the USA, which finally allowed black and white students to study at the same schools. The song was originally written in 1954. That was the year that the law changed, but it took much longer for the changes to really happen. The civil rights campaigns fought hard to make the law a reality so that students of all races could go to the same schools. OK – what's up next? This afternoon we're playing 'Songs that Changed the World' and if you have a suggestion please put it in. Here we have another civil rights song, this is Billie Holiday with 'Strange Fruit'.

2

S'mae! That's a Welsh greeting! My name's Sian, and I'm Welsh. I'm very proud of my Welsh heritage, and my parents brought me up to be bilingual – that means I speak both Welsh and English as a mother tongue. Only about 20% of the population in Wales speak Welsh! Because historically, Welsh wasn't seen as important. It wasn't taught in schools. In fact, children used to be punished if they were heard speaking Welsh in school. So Welsh began to die out. But the good news is that since the beginning of the 20th century people have been campaigning to bring Welsh back, and now it is taught in schools in Wales again.

3

Well, I'm here today in central London, and I'm watching thousands of young people marching. They are protesting about the cost of university education. Just to give you some background: in the UK, university education used to be free. But in 1998 the government introduced tuition fees. Now students are worried that poorer kids can't get an education. And all students leave university owing thousands of pounds. There really are thousands of people here today, but it's a peaceful demonstration.

4

What if somebody told you you couldn't go to school tomorrow? Great – right? But what if somebody told you you could never go to school again. And in fact tomorrow, next week, next month you're getting married. You're leaving your home and your family. You'll never have a job, but you'll work for the rest of your life. That's the reality facing 130 million girls around the world. Help us to keep them in school! We work with communities around the world educating people about the value of education. As Nelson Mandela said, 'Education is the most powerful weapon, which you can use to change the world.' Give just £3 a month to help us to...

5

Despite being identified as one of the best primary schools in Scotland, this school on the island of Unst is fighting to stay open. There used to be more families on the island, but as people leave, numbers at the school are falling too. With only eleven students, there isn't enough money to keep it open. Parents and students are hoping that a meeting later this month will help to keep the school open, but its future is far from certain. If it closes, students will face long bus journeys to the next village.

6

Louis Braille was only three years old when an accident in his father's workshop meant that he lost the sight in one of his eyes. By the time he was five years old he was completely blind. With the help of his parents, and his own curiosity and effort, he continued studying at one of the first schools for blind children in the world. He became frustrated with the simplified books for blind students. He wanted to learn more and he wanted to be able to read and write and have a real education. This passion led him to develop a system that is still used by blind readers today. At the age of fifteen he invented what we now call Braille.

Lesson 2.8, Page 31, Ex 5 and 6

2.08

Anya Hi Lucy. What are you reading?

Lucy Hi Anya. Oh, it's a book called *I am Malala*. We're reading it for school. It's by Malala Yousafzai.

Anya Oh. Who's Malala Yousafzai? I've heard the name... Isn't there a film about her, too?

Lucy Yes, there is. She's a girl – well she's a young woman now – but she became famous when she was a girl.

Anya Why's that?

Lucy Well, I've just started it but we learned a bit about her in school last week. She used to live in Pakistan, and the area where she lived was controlled by the Taliban. They're very strict and they can be very violent. They don't think that girls should go to school.

Anya That's not fair!

Lucy Well exactly! Malala agrees! She wanted to stay in school, and she used to write a blog about her fight to have an education. She started to talk to the newspapers and the TV, and campaign for the rights of girls online, too. It was dangerous, and she received threats. Then one day she was on a bus coming home from an exam and she was shot at.

Anya What? Who shot her?

Lucy Well, it was a political crime – the Taliban wanted to stop her spreading her ideas that they didn't agree with. Like I said, they are very strict and dangerous.

Anya Wow! But she survived?

Lucy Yes, she was taken to hospital. First in Pakistan and then in England, and she survived. But the Taliban were still angry. They threatened to kill her, so she stayed in England where she is finishing her education. But she has been campaigning ever since for the rights of girls all around the world.

Anya Hmm – there are lots of countries where girls can't get an education.

Lucy Yes, exactly. Malala has campaigned not just for girls in her own country but for girls everywhere. And people listen to her! She even won a Nobel Prize for her activism. She was only seventeen!

Anya Wow! She's pretty brave! Is the book good?

Lucy It's interesting. You can borrow it, if you want!

Anya OK, cool. I might see if I can find the film, too.

Lesson 2.11, Page 34, Ex 4 2.09

1

It is very important to teach children how to be independent and how to survive in extreme situations. This is what I learned at scout camp: first aid, swimming, building a fire, setting up a shelter in a forest at night. But also the ability to set and achieve goals, deal with pressure, express one's emotions and negotiate. What a pity there are no scout camps for management executives.

2

Do you often feel weak and powerless or find it challenging to handle difficult social situations? Whether you collaborate with others or work on individual projects, our emotional intelligence course will provide you with effective tools to build your management skills, address challenges as well as better understand yourself and interpret others. Learn more and apply now on our website or contact our customer service department.

3

Many secondary school pupils feel they are not being taught enough about managing money, parenting and dealing with personal relationships. Nearly one in two felt their lessons were not providing them with enough information on how to handle their finances, while 46% wanted to learn more about being a parent. Overall, 61% of pupils agreed that school prepared them fairly well for the opportunities, responsibilities and experiences of adult life. A further 25% said their school did this very well.

4

We tell our children that good grades and knowledge will get them to the top. We lie. Sure, you can argue that you're more likely to achieve success if you are well educated. But it is not enough. Many people come out of college knowing nothing about how to manage their time or deal with failure. I hired an intern

last year – very clever and well qualified. But when it came to the first unpleasant confrontation with a customer, he just broke down and quit. Don't get me wrong. I do think education is important, but nothing can replace emotional maturity and good social skills.

Unit 3

Lesson 3.3, Page 38, Ex 5 and 6

2.17

Host OK this morning we're doing a show called 'What shall I wear today?' and we're talking about some of the issues around fashion. Here to tell me more is Dr Sarah Green. Good morning Dr Green!

Dr Green Good morning!

Host Right so... Everyone loves new clothes. And the price of clothes has gone down, in recent years, hasn't it?

Dr Green Yes, it has. Particularly in the so-called 'fast fashion' sector.

Host What's 'fast fashion'?

Dr Green Fast fashion is cheaper clothes that are made quickly to capture this season's trends. Clothes are bought, worn and thrown away in a single season. The whole industry is becoming more disposable.

Host That's a terrible waste!

Dr Green Yes, it's terrible for the environment – and it's bad news for human rights, too.

Host Bad news all round! What's the human rights angle?

Dr Green Well, fast fashion means that there is a huge need for a cheap workforce, so that the clothes can be made quickly at low cost. Child labour is cheap.

Host So fast fashion is leading to an increase in child labour?

Dr Green It can do, yes. Many big brands try to stop it but it's very difficult to control. The supply chains in fashion are so complex, and the use of child labour is often hidden.

Host So what can we do? No one wants to wear clothes that exploit children.

Dr Green If you think it's important that kids are in school, not in factories, make sure that your favourite brands know this. Check their websites for their policies. You can find out if they are part of any schemes like Fair Wear, for example.

Host What's Fair Wear?

Dr Green Fair Wear is a foundation that works to improve conditions in clothes factories.

Host OK, great.

Dr Green And next time you buy yourself a shirt for under £10... ask yourself if someone else is paying a high price for it.

Host Yes indeed. If you have any questions on this issue, please phone us on...

Lesson 3.4, Page 39, Ex 2 and 3

2.18

OK this looks like a factory. I think it's somewhere in Asia – maybe in Vietnam or Thailand. The women aren't posing for the camera, they're just doing their jobs. It doesn't look like a promotional photo. The style is more like photo-journalism. It's a photo with a message, I think. Maybe it's for a news report or a magazine article about the fashion industry.

Lesson 3.5, Page 40, Ex 2 2.19

Assistant Hi, can I help?

Lauren Hi, yes, we're on a flying visit to Oxford and we'd like to see something special.

Assistant How long are you going to be here?

Adam Not long. We've got an afternoon. What should we see? We aren't so keen on museums or art galleries, but I think they filmed Harry Potter here somewhere. We ought to go and see that.

Assistant Yes, that's at Christ Church College. You definitely shouldn't miss that. There's a free guided tour this afternoon at 4 p.m. It's very popular – perhaps if you're interested, I'd better book two places for you now, so you don't miss out.

Lauren Great, thanks.

Assistant Here are the tickets.

Lauren Thanks. And what else should we go and see before that?

Assistant Why don't you go on an open-top bus tour? It only lasts about an hour. There's a tour guide on the bus, who can tell you about all the sights.

Adam Good idea. Should we buy the tickets here?

Assistant Yes, if you like, or you can just pay the driver when you get on. The bus stops right outside here, where that queue is.

Lauren OK! We'd better not hang around then, the queue's already quite long.

Adam Oh, I almost forgot... Have you got a map?

Assistant Of course. Here you are.

Lauren Oh, look at the souvenirs in the gift shop! I really ought to get some presents.

Adam After the tour, Lauren! We'd better get on the bus now. I think it's about to leave...

Lesson 3.6, Page 41, Ex 4 2.23

Boy I'm thinking of travelling to Vietnam next year, before I go to university. Have you been?

Girl Yes, I have. It's brilliant! You should definitely go.

Boy It's expensive though. I looked at the flights and they're going up.

Girl Well you'd better book your flight soon. You can save for the rest of the trip afterwards.

Boy I've saved up some money, but I'm not sure if I can afford it.

Girl You ought to get a weekend job!

Boy I suppose you're right. Maybe I could just go for two weeks or something. That would be cheaper.

Girl Well, I think if you want to go, you should save up and go for a month. It's a long way, and once you get there, accommodation and food and stuff aren't that expensive.

Boy OK – that's good advice. What about the sights? What should I go and see? I don't want to miss out on anything!

Girl Well... If you like dramatic landscapes, you must go to Ha Long Bay. That was amazing. And if you want to experience a big city, you ought to stay in Hanoi for a bit.

Boy OK. What about paperwork. Do I need a visa?

Girl Oh yes – you must organise your visa well in advance. It can sometimes take a few weeks to come through. And you mustn't overstay your visa in Vietnam. They're very strict about formalities.

Boy Right! I'd better apply for that.

Girl Oh – and you must take malaria tablets, too.

Boy OK – right. I think I'd better do some more planning!

Girl Yes. You ought to get a guide book and do some research.

Lesson 3.8, Page 43, Ex 2 and 3

2.27

1

Girl Hey Nina – it's Chi. Just a quick message to say my grandma, who I've told you so much about, is visiting from Nigeria soon. We're going to have a big meal with all my aunts and uncles and cousins, and authentic Nigerian jollof rice is on the menu! So if you want to try it, you ought to come along! It's rice with tomatoes, peppers and onions. It sounds simple, but it really is delicious!

2

Man Hey there people – we have some good news! The Reggae Kitchen, which has been on Brighton Sea Front for 20 years, is re-opening this month. We have a brand new barbecue corner, so if you've been missing our famous spicy Jamaican jerk chicken it's time to pick up the phone and book a table! Come to the Reggae Kitchen! A little corner of Jamaica in England.

3

Boy What are you doing this weekend?

Girl I'm going home to my parents' house in London, and I can't wait to eat my mum's jiaozi dumplings. They're my absolute favourite!

Boy Jiaozi – what are they like, Yu Yan?

Girl I guess they're a bit like dumplings from other countries – Polish pierogi, for example – but they're spicier and we eat them with soy sauce. They're delicious. You must try them sometime!

Boy Hmm. Can I get them in a restaurant?
Girl Yes, you can. Most Chinese restaurants have them, but they're nowhere near as good as the ones that my mum makes.

4

Woman Listen... The popularity of Indian food in Britain is undeniable. Birmingham, where many people from India and Pakistan have settled, is the country's curry capital. You can get the best and most authentic Indian food, whether you like a simple biryani or a super hot and spicy vindaloo curry.

Man OK – great. So where does it recommend?

Woman Um... let's see... There's an area of town called the Balti Triangle where you'll find some of the best, most authentic family-run restaurants.

Man Cool! Let's go there!

5

Man There's just no comfort food quite like Irish colcannon! The recipe has been in my family for generations – since my great-great-grandmother came to Britain in the 19th century, I think! Colcannon is such a simple dish – it's basically mashed potato with cabbage – but if you haven't tried it, you must. Here's the recipe. To serve six, you need a kilo of potatoes...

6

Girl At Christmas time, and really for any celebration, we always have sarmale. It's like the unofficial national dish of Romania, I think! It's a mixture of meat and rice, wrapped in cabbage leaves. In some regions they make it in the summer wrapped in vine leaves, but for me the traditional dish is with cabbage. It's funny, because I was born in the UK, and I've never lived in Romania, but of course we still have our traditions and our heritage, so for me, sarmale means home – home in Manchester!

Lesson 3.8, Page 43, Ex 5 and 6

2.28

Jada Hi Rhonda – I saw your message. Can I help you with something?

Rhonda Oh – Jada – thanks for calling back. Yes, please! I'm collecting recipes from the local community for a blog post. Do you have any ideas for something delicious I could include?

Jada Well, my favourite dish is ackee with saltfish. It's a dish from Jamaica and it's delicious. My grandmother makes it for breakfast on Sunday mornings. Her parents brought the recipe with them from Jamaica.

Rhonda So what is ackee? – I've never seen it in the supermarket.

Jada It's a fruit. You can get it here, but you need to go to the right shops.

Rhonda A fruit? OK.

Jada Yes. You can buy the ackee in a can if you can't get the fresh kind. It looks like a nut, or even an insect, but don't worry: it is a fruit!

Rhonda OK – so how do you make the dish?

Jada You start by preparing the saltfish. That's fish that has been preserved in salt. You have to soak it in water for an hour, so you'd better plan ahead! Then you put it in fresh water and you boil it.

Rhonda Right. Soak it, then boil it. OK.

Jada In the meantime, fry onions, garlic, tomatoes, chilli and peppers. After about six minutes you add the fish and the ackee and it's ready!

Rhonda Wow OK. What does it taste like?

Jada Some people say it tastes a bit like scrambled eggs, but it's spicy and it's unique. It's a dish that makes me feel a connection to my heritage. Grandma told me a lot about her childhood in Jamaica. I'd like to visit some day. If you want a relaxing Jamaican Sunday morning, try ackee and saltfish for breakfast this weekend!

Rhonda OK – I might give that a go.

Lesson 3.11, Page 46, Ex 1 2.29

1

Man Bus lanes built for the new Belfast Rapid Transit Glider service come into effect on Monday for the first time. The lanes will operate from 7 a.m. to 7 p.m., Monday to Saturday. The Glider buses do not start running until 3rd September, but the Department for Infrastructure said opening the lanes earlier would give motorists a chance to get used to them. The buses which will use the lanes have been described as 'a tram on wheels' and will link different parts of Belfast with the city centre.

2

Woman You will be exploring the most remote corners of the globe. Following one of the three trails throughout the evening, you will examine different aspects of the place's geographic features. Our experts will be on hand to assist you with collecting samples, determining the age of rocks and minerals or recognising poisonous mushrooms. You will have an opportunity to come face-to-face with rare animals and to find hidden treasures. There is plenty to discover so let's start our tour straight away!

3

Woman Guess what! Franklin is preparing for a Mount Everest trek. That's a great way of celebrating one's 40th birthday...

Man Really? I never understood the need to do such extremely dangerous things. Think of all the people who died trying to realise their lunatic ambitions. And what for? An adrenaline rush?

Woman You mean the sense of absolute freedom...

Man Come on, it's just stupidity... no better than taking drugs. In both cases you get dependent on something that may kill you.

Woman Now you are trivialising it. But it's true, once you reach your first peak you feel the uncontrollable desire to climb another.

4

Girl Look at Sara. She comes from a broken family, she lost her mum when she was a teenager, she dropped out of university, she can't find a steady job, she lives in a bedsit that's falling to pieces and she broke up with her boyfriend of ten years last summer. Life has never been easy for her. And does she look unhappy? No, not at all. Despite all the traumatic experiences she has been through she is the most optimistic person I've ever known. So, what doesn't kill you makes you stronger.

5

Man So which model do you recommend?

Woman The one with carbon fibre legs is definitely the lightest. The one on the right is a good choice too but it's bigger and it might be difficult to use in crowded places.

Man What about this one?

Woman It's too small. You would have to bend, which would be tiring when shooting with a long lens. Besides it's the most expensive, and six months down the road you might be interested in completely different techniques.

6

Girl Hi, it's me, Dorothy. Sorry I didn't call you yesterday, but my mum had broken her ankle and I was really busy. Anyway, about our get-together tonight: can we put it off till Monday? My mum needs me to drive her to the doctor's. I can pick you up after your dance workshops and then we can go to the cinema together. Or do you fancy going to a café first so that we don't have to watch *Julie and Julia* on an empty stomach? Call me back. Bye!

Unit 4

Lesson 4.2, Page 49, Ex 4 and 5

2.37

Presenter From 1965 until 2003 the BBC produced a TV programme called *Tomorrow's World*. It was a science show that introduced its audience to new technologies, and tried to predict trends in the future. Sometimes they were right – sometimes not so accurate! Here are some predictions from the shows, telling us what we could expect from the 21st century. The programme started in 1965.

Woman So that's it. Time to meet our alien cousins. In the next 50 years, scientists will have discovered life on Mars.

Woman OK. So now we know. Paper clothes are a cheap and easy way to stay up-to-date with the latest trends. In the future everyone will be wearing paper clothes.

Presenter Not such a good start, you might say. But two years later, in 1967:

Woman So you think all of this technology will catch on?

Man Yes, I do. Although today a computer is an expensive thing, and not many people have them, I think that in 50 years' time people will be using computers in their homes.

Woman I'm using this stylus – that's like a kind of plastic pen to draw directly on the screen.

Man That's amazing!

Woman Yes, in the future companies will have developed computers with touchscreens.

Presenter Wow! Impressive stuff. Home computers and touchscreen technology! Were the predictions getting more accurate? Let's see 1968.

Woman What's this? It looks like grass, but it's made of plastic.

Man Yes! Exactly. Plastic grass is the answer! No more arguing about whose turn it is to cut the grass. I predict that in the next century plastic grass will have replaced natural grass in suburban neighbourhoods.

Presenter Ah. But there's hope in 1969...

Woman Using cash – real money – will gradually be phased out.

Man But how will people pay for things?

Woman With cards...

Presenter Yes that's true. But it continues to be hit and miss! In 1979 they got it right again, when they predicted the use of mobile phones. But it all went wrong in the 80s. 1981:

Woman Hmm I've just tried a worm omelette. Yes – it wasn't as bad as you might think. And I think that soon we'll all be eating worms.

Presenter Um... That's a big no thank you from me! And 1983 predicted that to beat the traffic we'll be travelling to work on floating bicycles. So they didn't get it all right, but looking back, they did a pretty good job! The way we live is changing! What are your predictions for the future?

Lesson 4.3, Page 50, Ex 5 and 6

2.40

1

Woman Hello? Who's this?

Magda Oh hi. My name's Magda. I'm ringing up about the studio apartment. Can you please give me some more details?

Woman Well, it's all in the advert really. It's a compact one-room apartment with kitchen facilities and a private bathroom. It's a great space for one person to live alone. We don't allow pets.

Magda Yes. OK – so is it in a block of flats?

Woman No. It's part of our family home. We have two young children, so you'd need to be quiet. Especially in the evening... So no parties. No guests.

Magda Right. And how far is it from the university?

Woman It's in a residential area, about five kilometres from the city centre. Er... you're not a young student, are you?

Magda Um – yes. I'm an exchange student from...

Woman Oh dear. No, I'm afraid it's older students only. Thank you for your enquiry.

Magda Oh. Right... Er bye then.

2

Anna Hello? Anna speaking.

Magda Oh hi Anna. My name's Magda. I'm an exchange student from Poland. I saw your advert for a room and I just have a few questions.

Anna Oh. Sure. Well – what do you want to know?

Magda Um. How many people live in the house?

Anna Just me. And my cat, Alfie. I mentioned him in the advert in case people are, you know, allergic or something. You're not allergic to cats, are you?

Magda I'm not. I like cats.

Anna OK. Great. So let's see... The house is in the suburbs, but there's a bus into town and it takes about 10 minutes to get to the university. There's a parking space you can use, if you have a car.

Magda I don't have a car. I have a bike, though.

Anna That's fine, it will be safe in the garden. And... the only other thing is, I work nights at the hospital, so I just ask that you try to be quiet during the day. Not you know, silent – but just considerate.

Magda Sure – well, I'll be at lectures and stuff, so...

Anna Great – OK that shouldn't be a problem then. Well – if you decide you want to come and have a look at the house before you decide, you're welcome to come tomorrow.

Magda Thanks. I'd like that.

Anna OK, good. I'll see you tomorrow.

Lesson 4.4, Page 51, Ex 2 and 3

2.41

1

Boy I don't know. It's very spacious and stylish, but it doesn't look very cosy. It's like something out of a magazine. It would make me nervous – I'm sure I'd spill something, or make a mess.

2

Boy This looks like a comfortable family home. It's tidy and attractive and it has a relaxed atmosphere. It might be nice to live with a family, I suppose.

3

Boy This looks like a dorm room, although it doesn't look messy for a student! It's certainly compact and practical. It has everything you need but it's not very cosy.

Lesson 4.4, Page 51, Ex 9 and 10

2.42

Student Hello. My name is Marina. I'm a summer school student at the university. I'm looking for somewhere to stay for two months this summer. I think you have some student accommodation, don't you?

Examiner Yes, we have a number of private student rooms near the university.

Student Yes, I've seen the advert. I see that they're private rooms with shared bathroom and kitchen, aren't they?

Examiner Yes, that's right.

Student And it says the rent is £350 per month. Can you tell me if all bills are included in that, please?

Examiner Yes, it includes all bills like electricity and water. There's free wifi, too.

Student Oh, that's great. And is it in a good area?

Examiner It's very close to the university.

Student So it's a safe neighbourhood, is it?

Examiner Oh yes. You don't need to worry about coming back late at night or anything like that.

Student Well, that's good. I'm not really a party person, anyway. I'm quite shy and quiet.

Examiner Well, OK. I'm sure you'll do well at summer school. Shall I reserve a room for you?

Student Yes, please. I need it from the 9th of July for two months.

Examiner OK – no problem.

Student Thank you very much. Goodbye.

Lesson 4.5, Page 52, Ex 2 2.43

Dan Wow! That was interesting. There really are mysterious events we can't explain. It must be the paranormal...

Chloe Don't be ridiculous! You just want to believe in crop circles and aliens. Those things are usually hoaxes.

Dan Some of them may be hoaxes but it doesn't mean it's all a load of rubbish.

Chloe What could that be?

Dan It can't be Mum and Dad – they're out until late.

Chloe And Izzie's still at uni. Could it be the dog?

Dan No, the dog's in the garden.

Chloe What? It can't be the dog, so it must be a ghost? Oh, come on, don't be a wimp, let's take a look.

Dan It could be a poltergeist! Our house might be haunted!

Chloe Things may not be what they seem. A window might be open. See? It was just the wind.

Dan What's that? There must be someone in the bedroom.

Chloe It might not be anything supernatural. Let's find out.

Dan It's a ghost!

Dan Izzie! What are you doing here?

Izzie Oh hi, I've just got back. I didn't want to disturb you when I came in – you were well into that TV programme! Were you spooked?

Dan Spooked? No, not at all!

Lesson 4.8, Page 55, Ex 2 and 3

3.04

1

Of course, many – probably most – of the sightings of Nessie could have been other things: the light on the water, the movement of the water, animals or tree trunks and so on. Others are simply hoaxes or practical jokes. This is the most famous one of the Loch Ness Monster – you can see a head and a neck in the water. It was taken in 1934 by a London doctor who went to the lake to photograph birds. It's a great shot – but it was later revealed to be a fake.

2

Look. It's getting dark now. It really is pretty spooky. I'm going to switch on the night vision camera. We're out on Bodmin Moor in Cornwall, and we're hoping to catch sight of the famous Beast of Bodmin – or just The Beast, as they call it down here. This elusive giant cat has been killing sheep and wild ponies on the moor for years. Some people don't believe in it, but many will swear they have seen it in the headlights on dark nights up on the lonely moor. So we're going to set up the cameras now and...

3

Host So we're up here in Big Foot territory, in the north-west of the USA, and I'm talking to Al Jensen, a local café owner. Al, that's a big statue of Big Foot out there outside the café.

Al Sure is! He gets the tourists' attention. They stop to take selfies with Sasquatch, as we call him here, and then they often come into the café.

Host So it's just a gimmick then? Something to get the tourists through the door?

Al Well sure – the statue sure is effective. But the stories of Sasquatch are from local legends. They're no gimmick! I've never seen him but plenty of people have over the years. I'm not sure he doesn't exist – put it that way!

4

Of course there are sea monsters in so many traditions around the world. Wherever you have sailors, you have terrifying stories of monsters from the deep, such as Scylla from the Ancient Greek legend of Scylla and Charybdis, or the huge octopus they call the Kraken. This one came into English stories from the Old Icelandic sagas and talks about a fearsome creature off the coast of Norway.

5

Yeti has had a lot of names. Stories of the bear-like creature have been told in the Himalayas for centuries, but they only really came to the attention of people in the West in the early 20th century, when British mountaineers started exploring Everest. 'Yeti', from the Tibetan language, became 'the Abominable Snowman'

thanks to a 1921 newspaper article. Since then the idea of a huge, mysterious creature in the high snowy mountains has captured imaginations and been the inspiration for books, films and cartoons across the world.

6

Visitors to Falkirk shouldn't miss the dramatic statues of the Kelpies which were installed beside the Forth and Clyde canal here in 2013. The two huge horse's heads, each 30 metres high, show the mythical Kelpies. In Scottish mythology, Kelpies appear in rivers and lakes and can take many forms, but they are most often seen in the form of galloping horses. The statues are a dramatic sight to see.

Lesson 4.8, Page 55, Ex 5 3.05

1

I don't know. I'm just not convinced by the majority of stories that you see about the paranormal, and the Loch Ness Monster is no different. There often seems to be a lot of hype and so-called evidence, but not a lot of genuine proof. I've seen the latest ones online that people are saying prove something. Sure, it seems to show an animal – there's a part that looks like a flipper or something. But you have no idea how big it is, or where it was taken. It might have been taken at the zoo. So, yeah. I have my doubts, really.

2

I think that although a lot of questions remain unanswered today, modern technology will be able to answer them in the future. I am certain that by the end of the next decade, real proof of the Beast of Bodmin will have been found. It just seems unlikely to me that after all the stories about the animal going back centuries, there is nothing there to support the claims. There's no smoke without fire, as they say. So I think one day soon, we'll be watching real footage of the beast on the 10 o'clock news.

3

I'm a total Big Foot hunter! I've been coming here since I was a kid, and I will be coming back until I find him! I'm not kidding! I've read every report and watched every documentary and I'm sure that the mysterious events and sightings in this area must point to a real-life animal. He may not be a monster, that's a ridiculous name, but he might be some form of ancient bear or ape. In the foreseeable future, we will have found him, and the doubters will have to change their minds!

4

I love the idea of the Yeti – not the cartoon monster in the souvenir shop, but some form of ancient mountain animal. I think it's fascinating. It doesn't seem impossible, does it, that an animal might be living in these high, snowy mountains? And you know, the Himalayas cover a huge

area. So really, I don't believe in the Yeti – I think there could be more than one of them – and they move between wild, undiscovered places, that's why people haven't found them.

Unit 5

Lesson 5.1, Page 60, Ex 2 3.10

Journalist So, here I am with competition winner Dan Lomax. Congratulations, Dan!

Dan Thanks! It was close – I just managed to win.

Journalist Now, Dan, is it true that just a year ago you were an unfit couch potato?

Dan Yeah, I was really out of shape. I couldn't do press-ups and I couldn't even walk upstairs without getting out of breath!

Journalist And could you do any sport?

Dan No, I really couldn't! And then one day I looked at myself in the mirror and realised I just couldn't carry on like that.

Journalist So, how did you manage to get fit?

Dan First of all, I realised I was able to survive without loads of snacks and fizzy drinks every day! I went on a diet – I gave up crisps and chocolate bars, and cut down on fatty foods. I lost nine kilos.

Journalist Wow! But I guess you did something more than just eat fruit and vegetables and count calories...?

Dan Oh sure. After a couple of weeks, I joined a gym and started tae kwon do sessions. The instructor was really tough! She made us do hundreds of pull-ups and extra sit-ups even when we thought we couldn't go on.

Journalist And your friend Harry was already doing tae kwon do too?

Dan That's right. That was cool, because we could work out together. We used the exercise machines and did weights and we managed to get ripped! And now I've just managed to beat Harry in my first competition and I think he's a bit jealous!

Lesson 5.2, Page 61, Ex 4 3.12

Josh My sister Holly could swim before she could walk! She just loved swimming right from the start. I'm a pretty good swimmer myself, and I remember once in a race, when she was about eight and I was twelve, I managed to beat her in the pool – just! But then when she became a teenager, I couldn't keep up with her... she was just so fast. And then it became serious!

She started to win some local competitions, and then she managed to get into the national swimming team when she was fourteen, which is pretty amazing if you think about it. My dad used to get up at half past four every morning to take her to the pool for early-morning training – every day before school.

Then when she was seventeen, she had a problem with her left shoulder and she had to have an operation. She couldn't go to swimming training – she wasn't even allowed to go to the pool for three months – in fact at first, she wasn't able to lift her arm at all! All she could do was exercise her legs. I think she thought her dream was over.

I wanted to help, but I couldn't cheer her up. Then one morning, I went to wake her up and told her we were going to the pool. At first she couldn't swim very well – and neither could I, but we trained together, and we slowly increased our strength and fitness. Holly built up her stamina and got the flexibility back in her shoulder. She worked really hard and now she's in the national team again! I didn't manage to make the team, of course – but I'm fitter again now and I'm pleased about that, and I'm happy that I was able to help my sister when she needed me.

Lesson 5.3, Page 62, Ex 2 and 3

3.13

OK – this is my 2-minute myth-busting podcast and today I'm going to talk to you about bodybuilding. Yes. Bodybuilding – lots of people want to build muscle. They want to increase their strength. But today there's a twist. I'm a bodybuilder and I'm a vegan. Yes – you heard me. A vegan. Not just a vegetarian, but a vegan. That means no meat and no animal products at all. No eggs, no cheese, no milk.

So a lot of people think it's impossible to build muscle without eating meat, but that is simply not true. You just have to be more careful about what you eat. You need protein, and more importantly, you need the right kind of protein. You need protein that your body can actually process. There's protein in broccoli – sure – but to get enough protein from green vegetables you would have to eat about five kilos of them a day. That's just not practical. So you need to choose more carefully. Some good sources of the right kind of protein are grains like brown rice and oats, seeds like quinoa, nuts and also vegetables like peas, beans and even potatoes.

Right. The message is, being vegan and a top athlete is a choice. It's not impossible – but it's going to take some work. But as more and more people realise the health benefits of being vegan, and they understand that it's a choice that's better for animals, and better for the planet, more and more people are becoming interested. And it doesn't have to limit your other choices. Don't fall for the stereotype. Be strong. Be vegan. Be a winner. Check out my blog at www.veganbodybuilding.com for meal plans and training advice. Join the revolution!

Lesson 5.3, Page 62, Ex 4 3.14

Marta Hey Marek – what are you listening to?

Marek It's a podcast in English. It's on a fitness forum.

Marta Oh – what is it about?

Marek It's an athlete talking about health and nutrition. He's a bodybuilder.

Marta Oh – that's interesting. I'm really working hard to increase my strength at the moment. Does he have any tips?

Marek Well... He's a vegan.

Marta A vegan? That's someone who doesn't eat meat?

Marek Yeah – something like that. But worse!

Marta That's really interesting. Is it difficult to be an athlete and a vegan?

Marek Hmmm. Well. He says it's OK. He says it's better for the environment as well as being healthy. But you have to eat the right things to make sure you get all the vitamins and stuff.

Marta I'd really like to know more about that.

Marek Yeah – but it's stupid. To be strong, you have to eat meat.

Marta Does he say that?

Marek Er... no. But everyone knows it's true.

Lesson 5.4, Page 63, Ex 4 and 5

3.16

Student OK, so there are three options. Um. I think that option B looks a bit serious for me. I want to increase my general fitness, but I'm not that serious about weight lifting and getting really strong. To be honest – it looks a bit scary! Um. I would choose this one. Um – option C because there are classes. And it says there are free classes for students – that's great. Students don't have a lot of money. I'm happy to go along to classes like these because I need someone to motivate me. Yeah, so... option C is best for me.

Lesson 5.8, Page 67, Ex 2 and 3

3.21

1

Vaccinations were developed in the 18th century by an English doctor, Edward Jenner. How does a vaccination work? A doctor deliberately injects a healthy patient with a small dose of a disease. The patient's body develops immunity to it and this prevents them from becoming seriously ill with that disease. Scientists have researched and developed different vaccinations for many different diseases. For example, Janusz Leyland worked with vaccinations to protect children from tuberculosis. The MMR vaccination was developed in America by Maurice Hilleman and has protected millions of children. Today, vaccinations save the lives of millions of people every year.

2

After Fleming discovered penicillin in 1928, it took twelve years for scientists in various countries to develop it into a usable medicine. Mass-produced antibiotics were only available from the 1940s. But looking through the archives here at the museum, we can see that the development of antibiotics had a huge impact. This is an advert from the 1940s showing a doctor treating a wounded soldier on a battlefield. The caption reads, 'Thanks to penicillin, he will come home again.' And it's true, penicillin saved millions of lives in World War 2. In the decades that followed, antibiotics have been used as a kind of miracle medicine. Of course, today we are learning that with overuse, diseases become resistant to antibiotics. However, it's important to remember what an important breakthrough they were.

3

Although scientists in the 17th century had seen bacteria through microscopes, they hadn't connected bacteria with disease. It wasn't until the 19th century that scientists, doctors and nurses began to understand that germs could enter a healthy organism from outside the body and cause disease. This is now called germ theory. A doctor and a nurse in Victorian England applied germ theory to patient care and made real changes in the way that patients were treated in hospital. By the end of the 19th century, germ theory had become accepted by the medical profession, and had saved thousands of patients' lives.

4

The discovery of DNA in the early part of the 20th century was a real breakthrough for science. We are able to understand things about ourselves that we simply couldn't even imagine 100 years ago. But of course, amazing as this development was, work didn't stop with the simple discovery of the structure of DNA. From 1990 until 2003 an amazing international project was carried out, involving scientists from 20 universities in seven different countries. They were mapping the human genome – adding the details of our DNA structure to what Watson and Crick called the blueprint for life. With this data, we can begin to really understand ourselves!

Lesson 5.8, Page 67, Ex 4 and 5

3.22

Reporter So, Dr Lyle, you're here to talk about scientific discoveries and tell us about the Matilda Effect. Is that right?

Dr Lyle Yes – that's right. It's a phenomenon that people are really starting to talk about.

Reporter OK – that sounds interesting! What is the Matilda Effect? Who is Matilda?

Dr Lyle The phrase 'the Matilda Effect' was first used in 1993 to describe the habit of overlooking the contribution of women in

science, and give the credit to their male colleagues.

Reporter That doesn't seem fair!

Dr Lyle It doesn't, does it?! But it's been going on for a long time! Although the phrase 'the Matilda Effect' was first used in 1993, it's named after a wonderful woman called Matilda Joselyn Gage. She had already identified the phenomenon in 1895! She wrote an essay about it.

Reporter 1895! That's over a century ago. Can you give me some examples of the Matilda Effect?

Dr Lyle Yes, you see, the history of science is full of Matildas! Here's a famous example. We know now that Watson and Crick took more credit for discovering DNA than they should have. Rosalind Franklin had already identified the structure of DNA before them.

Reporter Oh yes. I've read about that. But they got the Nobel Prize, didn't they?

Dr Lyle Yes, they did. Another example is the biologist Esther Lederberg. She worked with her husband Joshua Lederberg for years researching the genetics of bacteria. They worked together, but only he won the Nobel Prize in 1958!

Reporter Yes – and I've also heard about the physicists Lise Meitner and Otto Hahn. She developed the theory of nuclear fission and gave it the name 'nuclear fission', but only Otto Hahn received the Nobel Prize for Chemistry in 1944.

Dr Lyle Exactly! Lise Meitner is another Matilda! And there's also Maria Skłodowska-Curie – one of the most famous and successful female scientists in history. Marie Curie was awarded the Nobel Prize twice, but in 1911 the French academy of science refused to make her a member. Only her husband, Pierre Curie, was accepted into the academy.

Reporter But she had won the Nobel Prize for Chemistry that same year!

Dr Lyle Yes – crazy isn't it? But it was like that then.

Reporter But do you think things are changing?

Dr Lyle Yes, I do – slowly. I think when we look back in history, we often see the credit for discoveries was given to just one person. But we are starting to see there was a bigger story. They were working as part of a team.

Reporter It seems important to tell the bigger story. People should get credit and recognition for their work!

Dr Lyle I completely agree. And I think that now there is more recognition that a real breakthrough is not simply one person's idea.

Reporter So people are finally realising that scientific discoveries are made because of a lot of hard work, by a lot of people. Are we moving away from a few big names getting all the big prizes?

Dr Lyle Yes, I think so. I certainly hope so!

Lesson 5.11, Page 70, Ex 2 3.23

1

Last year my father retired after a 40-year career in finance. But instead of enjoying his new stress-free life, he found himself on the brink of depression. The problem was that all his passions and social relationships had been tied up with his work, so, when he retired, he completely lost his sense of purpose. Unfortunately, the only thing his doctor did was put him on medicines, which didn't remove the real cause of the problem. Luckily we finally found a good practitioner who combined medication with effective psychotherapy sessions and physical activity. I wish more doctors had such a holistic attitude to their patients' mental health.

2

A study conducted in 24 forests across Japan found that walking among trees lowered blood pressure, the pulse rate, and levels of the hormone cortisol, which is released in response to stress. According to psychologist Dr Mathew White of Exeter University, research into the link between nature and well-being is increasingly focusing on effects on the body and brain, such as how brain activity corresponds with the experience of being in nature.

He says several projects are underway to try to develop 'green prescriptions' for exposure to nature that would be of benefit for people going through depression.

3

When I was younger, stress used to bring me down, so that a few years after university I was almost completely burnt-out, both physically and mentally. Fortunately, over time, I learned how not to get distracted by daily pressures. Now, whenever I feel stressed out, I lay out my yoga mat. After a few minutes of practice I feel the tension release. My muscles relax, my heart rate lowers. With the rising level of happy brain chemicals, all my gloomy moods go away and I stop worrying about my boss's mood swings or difficult customers.

4

I was shocked when I read the statistics showing that life expectancy in many regions of the UK had decreased drastically. Despite rising living standards, British people are more and more likely to suffer from stress-related diseases. On the other side of the spectrum there is Okinawa, a Japanese island with the highest number of 100-year-olds in the world. The Okinawans live healthy lives in close contact with nature and don't put themselves under pressure. They stay active until old age, celebrating the little things and looking after their friendships. Sound mind, sound body, right?

Vocabulary booster 5.1, Page 116, Ex 5 3.25

1

Woman Well done! That's a personal best!!

Man A personal best. Great! How much did I lift?

Woman That was 90 kilos on the squat. Well done! Are you ready for your next target?

2

Man Come on! You can do it!

Teen boy I can't! I've hit the wall.

Man You can do it! Dig deep! We're nearly at 10 km – we just need to keep going a bit longer!

3

Woman OK – that was great. Now let's stretch. It's so important to stretch out all your muscles.

Man Hey look! I can touch my toes! I couldn't do that last week!

4

Teen girl 1 So, I've been reading about clean eating. I hear Gwyneth Paltrow swears by it.

Teen girl 2 Take my advice, don't get sucked in by the fads and the celebrity hype.

5

Teen boy 1 Great! Keep jogging. Hey – did you watch the match last night?

Teen boy 2 Oof! Wait a minute... I can't talk and... run.

6

Woman OK, so tell me, what's your favourite food?

Man I love hamburgers – hamburgers with chips and deep fried onions. They're the best.

Woman Hmm. OK – well here's your meal plan. How do you feel about vegetables and salad? No more chips for you!

7

Man Only two kilos lighter! I'm so disappointed! I've worked so hard!

Woman Don't be disappointed. This is a great result. It's slow and steady. You can't expect super-fast results. It's not healthy!

8

Woman Good morning! How are you feeling today?

Teen boy Great! I feel great! I used to feel shy and self-conscious but now I just feel really good.

Unit 6

Lesson 6.2, Page 73, Ex 5 and 6 3.31

1

Girl 1 I thought I just saw Jenny on that bus.

Girl 2 Which bus? The one going into town?

Girl 1 Yes. But she told me she had to study tonight. We were going to watch a film.

Girl 2 Oh. Are you sure it was her?

Girl 1 No – I'm not. But if it was, I'd be really upset. I hate being lied to! In fact, I'd never speak to her again!

Girl 2 Wow – OK... I think you'd better check!

2

Boy 1 Oh – I got the wrong change in the shop. She gave me too much money back.

Girl 3 Oh right. Come on then.

Boy 1 Where are you going?

Girl 3 Back to the shop.

Boy 1 What? I'm going to buy myself an ice cream!

Girl 3 Really? If I were you, I'd go back and tell her.

Boy 1 Ha ha – no way!

3

Boy 2 I think I failed that maths test.

Boy 3 Oh no! Have you told your parents?

Boy 2 No – they'd just shout at me.

Boy 3 Really? It's just a term test.

Boy 2 Yeah, but they'd be disappointed. I won't tell them.

Boy 3 Suit yourself.

4

Girl 4 You know the gym got vandalised last week?

Boy 4 Yes, but nobody knows who did it.

Girl 4 Well... I think I might know.

Boy 4 Really? What are you going to do?

Girl 4 I'm not going to do anything until I'm sure.

Boy 4 OK – if you were sure, would you tell the head teacher?

Girl 4 Yes, I would! I'm really cross about it. All my volleyball practices are cancelled.

5

Boy 5 Look – here's a lottery ticket. I wonder whose it is?

Girl 5 Hey – let's check the numbers.

Boy 5 What if we won?

Girl 5 Then we'd be rich!

Boy 5 Yeah – but it's not our ticket.

Girl 5 Are you saying you wouldn't keep the money?

Boy 5 Yes. I don't think it's right.

Girl 5 You're crazy! Oh well. It's probably not a winner, anyway.

Lesson 6.3, Page 74, Ex 4 and 7

3.32

Ben What's the matter, Amber? You don't look very happy.

Amber No, well, you know that writing competition that I entered at the start of term?

Ben Yeah – I remember that. You spent hours on it. There was a good prize, wasn't there?

Amber Yes. The winner gets to meet a famous author and ask for her advice about writing.

Ben Sounds good.

Amber Well... I didn't win it.

Ben Ah – never mind. Perhaps they'll run the competition again next year.

Amber Hmm, that's not really the problem.

Ben What do you mean?

Amber Cassie McDonald won the prize.

Ben Oh – really? Cassie? I didn't think she was into writing.

Amber I know.

Ben So, what's the problem? Don't be a bad loser!

Amber I'm not. But... I'm pretty sure that Cassie copied her story from the internet. And I really wanted that prize – you know how much I want to be a writer.

Ben OK. That's not cool. So, what are you going to do?

Amber I don't know. It's really tempting to tell the organisers of the competition. Then they might give me the prize!

Ben Whoa! Don't rush into anything. Have you thought about what might happen? Have you got the full picture? Are you totally sure that she copied the story?

Amber I read her story – they put it on the school website. And it was really similar to something I've seen on a fan fiction website.

Ben But you don't know for sure that she copied it, do you? Maybe it's just coincidence. What if you're wrong? Cassie could get into big trouble if you mentioned this. And are you sure that they'd give the prize to you instead?

Amber No, I'm not sure.

Ben So, you might not get anything out of it anyway. And you do realise that it would make you look mean and jealous, don't you?

Amber Yes, I've thought about that.

Ben So, how does that make you feel?

Amber Not very happy.

Ben Is there anyone you can talk to about it?

Amber Not really. Only you.

Ben I think you have to forget about it, Amber. There must be lots of other writing competitions you could try. Why don't you have another go? You write great stories and I'm sure you'll do well.

Lesson 6.4, Page 75, Ex 5 and 7

3.33

Adult Hey – you look a bit worried. What's wrong?

Student Um. I was just doing some shopping on Cornmarket Street, and I saw two pickpockets.

Adult Oh – that's terrible.

Student Yes – they were stealing from the tourists in the crowd – you know how busy it gets.

Adult Yes, there are so many people everywhere. Did you get a good look at them?

Student One of them was tall and thin. He had glasses and blonde hair. The other was a girl. She was shorter with dark hair. And she had a pierced nose.

Adult That's a pretty good description!

Student Yes – I tried to watch them. I think I should phone the police. Have you got the number?

Adult Yes, sure. I think that's a good idea.

Student OK. I'll phone them and tell them.

Adult Yes – you can tell them everything that happened...

Student OK – thanks!

Lesson 6.5, Page 76, Ex 2 3.34

Dad All right. That's great. See you tomorrow then. Bye, Dave. Hi Amy! How was your day?

Amy Dad! You were on the phone! If a policeman had seen you, you would have got a fine!

Dad Well – um. Yeah. Sorry. It was an urgent work call. I had to sort out some stuff for the meeting tomorrow. Luckily, I didn't get caught. So, there were no bad consequences!

Amy That's no excuse! You were breaking the law! If you'd been distracted, you could have caused a crash.

Dad Well... you're right. I'm sorry.

Amy You know – you should be more aware of other road users! I've been cycling in front of you all the way home!

Dad Have you? Hang on! So, it was you that I saw at the traffic lights? You jumped the lights!

Amy Well it was red for AGES and nothing was coming. I wanted to get ahead of the traffic. It's horrible cycling in the rush hour.

Dad I bet it is, but you could have caused an accident if someone had crossed at the last minute! What would you have done if a car had come round the corner? You really need to be more careful.

Amy I looked carefully! There was no traffic, and there were no pedestrians. If a car had come round the corner, they would have seen me, anyway. Everyone has to slow down there, because of the school.

Dad They wouldn't have expected you if their traffic light was green! And they might have been speeding – did you think about that? Lots of people drive too fast.

Amy Yeah – or what if they were talking on their mobile phone, for example? That's illegal too now, Dad.

Dad OK. I take your point. If I'd thought about it, I wouldn't have answered the call. But you must be more careful, Amy! It's a good thing your mum wasn't in the car. And you're lucky there isn't a surveillance camera on that crossing.

Amy OK Dad – I'm sorry. I'll be more careful. Let's make a deal. I won't tell Mum if you won't – and we'll both try to mend our ways.

Dad Hmmm. You win! Nobody needs to know.

Mum Hello – I thought I heard voices. What are you two plotting?

Amy Nothing, Mum! Just talking about the traffic... it's terrible.

Lesson 6.6, Page 77, Ex 6 and 8

3.36

1

Girl Oh my gosh – I'm so sorry. Are you all right?

Boy Ugh.

Girl Oh dear! Oh no!
Boy It's OK. I'm OK.
Girl Oh thank goodness!
Boy I'm OK – but my bike is damaged! Didn't you see me?
Girl No! I... er... I was sending a text message.
Boy Well next time don't cross the road – look where you are going!

2
Boy Did you hear about that jewellery robbery in town?
Girl Yes – I heard it was a professional gang!
Boy I'm not sure! One of them dropped his wallet at the scene of the crime. It had his address in. They all got arrested.

3
Boy Hey cool! I tagged the school! Ha ha! I'm going to upload it to my Instagram account.
Boy Wait – no! Don't do that. Oh. Too late.

Later ...

Woman Mrs Phillips? Yes, it's the head teacher. I'm calling about your son.

4
Man So... Phoebe... this essay – it's all your own work?
Girl Oh – er – yeah. I worked really hard on that.
Man Yes. Well. It's just that your essay is exactly like this one I found on this website.
Girl Oh. Yeah. OK. Sorry.
Man Well I'm sure you know that I can't give you a grade for this.

5
Man Excuse me. You can't park your car there.
Woman It's OK – I'll only be in the shop five minutes.
Man You'll have to find another space, ma'am.
Woman Yes but it's busy and I'm late for a meeting.
Man Well, it is busy, and that's part of the reason you can't park your car there.
Woman Look – you're part of the reason I'm going to be late. Let me go, and I'll be back in two minutes.
Man Right. That's a disabled space. Are you disabled?
Woman No, I'm not. I'm in a hurry.
Man OK so I'm afraid that's a £60 fine, please. I told you not to park there.

Lesson 6.8, Page 79, Ex 2 and 3

🔊 4.02

Interviewer And now I'd like to welcome Professor Alice Gerard to the studio. We're very lucky to have Professor Gerard with us today on the anniversary of women getting the vote. Professor Gerard is an expert on women's suffrage and has written extensively on the subject. Professor Gerard, welcome to the studio.

Prof. Gerard Thank you so much for inviting me here today to talk about women's struggle to get the vote. We all know that 1918 was a key year for change in the world. The First World War ended. Russia was in revolution. And in Britain, women were allowed to vote for the first time.

Interviewer But of course, women weren't just given the vote. They had to campaign for it.

Prof. Gerard That's right, women fought for over 50 years for the vote. From the middle of the 19th century, women had been holding meetings, making speeches and writing articles, trying to convince politicians to support their ideas. More and more women were joining the movement.

Interviewer How effective was this strategy?

Prof. Gerard Well, it was very easy for the politicians to ignore. At the beginning of the 20th century a group of activists started to take less peaceful action. They started to disrupt political meetings. They were arrested and given fines but their message was still ignored. And so, in frustration, they started to break the law in order to get their message heard. They used acts of vandalism – burning post boxes and cars, and even empty buildings. The most famous images from this time show women chained to fences, and women going to prison. One woman even died, trying to get the attention of the king.

Interviewer That's shocking really. Surely the politicians noticed a woman dying? What happened next?

Prof. Gerard Well, in 1914 the war started and so many men went to fight and die, women everywhere had to take their place doing jobs that women had never done. Even the more violent activists publicly stopped protesting and helped to support the country at war. All through this time, other campaigners had carried on talking and negotiating. And slowly, people started to change their minds. If women could do men's jobs in times of war, couldn't they also take a more active role in peacetime?

Interviewer But that's a very good point. Do you think the use of violence was justified then? Did it contribute to achieving the vote?

Prof. Gerard Good question and difficult to answer. In the history of protest, using violence is always controversial, and many people disagreed with the pre-war strategy. When they look back on the history of this protest, some historians ask whether these tactics were necessary. If the more extreme activists hadn't broken the law, would the law have changed anyway? The truth is, we will never know. But today the activists from both sides are remembered for their courage and their dedication to social change.

Interviewer Thank you, Professor Gerard, for joining us today. And now...

Lesson 6.8, Page 79, Ex 4 🔊 4.03

1

Me and my friends campaign for the environment. We want to push for greener policies and make sure government is making the right decisions for our future. I do a lot on the internet – sharing messages about pollution and that kind of thing. And I have been on some marches. It felt good to do something more than just so-called 'clicktivism' – oh, er, in case you don't know that's people who think a click on social media is going to sort out world problems... Well – we carried banners and sang songs. It was peaceful! I think protests can communicate a message, but I wouldn't do anything dangerous or illegal.

2

I am really interested in politics. I vote and I try to understand what's going on in the world. But I never go to protests and demonstrations. And I certainly wouldn't break the law. My aim is to get a good education and then to work in politics. I think you can have more influence that way! I don't know if I'm going to save the world, but if I could make a difference locally, it would be worth it.

3

I think perhaps our generation takes a lot for granted. I see people on the internet talking about the things they want to change – and they talk about revolution. But I don't think they understand what it means. Revolution is more than just social change. Revolution is chaos and violence. You can't have a revolution one day, post it on Instagram and then go back to playing the X-box. I think if there was a revolution, lots of people would be unhappy. If some of these people had seen real-life revolution, they wouldn't talk about it in the same way.

4

I went to a protest in London with my cousin. At first it was fun, but by the end it was quite scary. There were police and surveillance cameras everywhere. They were filming everyone. I didn't see any problems, but I saw on the TV later that there had been some vandalism and stuff. Some people got arrested, I think, and they might get a fine, or even go to prison. I'm glad that we weren't involved in that!

Lesson 6.11, Page 82, Ex 4 🔊 4.04

1

Man I normally can't understand what attracts such wide audiences to this type of series. They often have predictable storylines and ridiculous dialogues. But this one isn't just another cheesy romance.

Woman Really? And what about its unrealistic plot and over-the-top characters?

Man OK, they might be a bit... intense, but they really give the story an emotional punch. Besides, there are some nice historical details, like how they built tower houses or how they protected themselves against enemy clans. So don't judge a book by its cover and give it a chance.

2

Man What about another pair of double metal doors, additional deadbolts, bullet-proof windows, a safe behind your bathroom mirror, a guard dog and a personal security team? Why not? Or why not just use one of our universal state-of-the-art solutions? Cost-effective, outdoor-capable and reliable, with clear footage and an easy-to-use mobile application. No wires, no worries. You can get multiple viewing angles, without having to drill holes in the walls. Your home is your castle and your security is our main concern. Get in touch with one of our representatives to learn about possible discounts.

3

Woman As new figures show, more students are cheating in GCSE and GCE A-level exams in England, with a 25% increase in the number caught last summer. Four in ten students were penalised for taking unauthorised objects like mobile phones into the exam room. Plagiarism was the second most common form of cheating. There was also an increase in students' attempts to communicate with each other during exams as well as an increase in the number of school and college staff penalised for failing to comply with exam procedures. Based on the statistics, the rise in cheating has happened at the same time as the introduction of a new, tougher format in the English and maths exams. According to education expert Layla Moran, this worrying trend throws into question whether the present examination system is fit for purpose. She claims the system puts enormous pressure on teachers and students, 'making them feel like they will succeed or fail based on only a few hours of narrowly focused exams'.

Unit 7

Lesson 7.2, Page 85, Ex 5 and 6

4.10

Newsreader And now we go over to Sarah Collins, our reporter in St Duprix in Switzerland. Sarah – the avalanche yesterday was pretty serious. What's happening there at the moment?

Reporter Well, it's a very difficult situation here, John. There's a lot of snow here, although it isn't snowing at the moment. The mountain is closed to skiers, and there's a large rescue team up there right now.

Newsreader So, what caused this avalanche to happen?

Reporter Well, it started snowing here last Tuesday and local people were surprised by the amount and intensity of the snowfall. Then the weather changed dramatically. The sun was shining all day yesterday, and temperatures rose quickly from below zero to sixteen degrees.

Newsreader And a sudden rise in temperature can cause this kind of disaster...

Reporter That's right. To put it simply, when snow gets warm, it starts to melt and move.

Newsreader So, are there any victims of the disaster?

Reporter Well, as you know, John, this is a very popular ski resort, and six skiers are missing at the moment. The rescue team has been trying to find them since early this morning. The team leader still hopes that they're somewhere safe and well.

Lesson 7.3, Page 86, Ex 4 4.11

Interviewer Excuse me – hi. I'm just doing some research about how people access the news. Do you have time to answer a few questions?

Respondent Sure. I'm just waiting for a friend.

Interviewer OK – so you're female... Um how old are you?

Respondent I'm seventeen.

Interviewer Great OK. So, first question – Do you ever read or watch the news?

Respondent Yes, I do. I'm pretty interested in current events.

Interviewer OK great. How many times a day would you say you check the news – on average?

Respondent Oh, well. I look in the morning, when I'm having breakfast, and then I read more stories on the bus to college. I sometimes have a look at lunchtime, and I usually look again on the bus home. Then, you know when I'm studying in the evening, I have news alerts on my phone, and I'll often click on something if I see it on Facebook – but then sometimes I have to double-check those stories, in case they turn out to be fake.

Interviewer Wow – so you're a real news addict!

Respondent I guess so. I think it's important to know what's going on in the world.

Interviewer OK great. Next question. Though I think you've already answered it. How do you get your news? Do you watch TV, or read a newspaper?

Respondent Um, no. Not really. I get news online. Mostly from news websites, but a bit from social media.

Interviewer OK great. Thanks for your time.

Respondent No problem.

Lesson 7.4, Page 87, Ex 5 and 6

4.12

Student OK – so I need to read the news for my English class, to improve my English. Um... Let's see... I can choose

between a newspaper, a website or the TV news. And I think I would go for the TV news. I can watch international news channels on the TV at home, or on my laptop via the internet. The main reason I have chosen it is because I think it's good to hear the language as well as read it, and try to listen and understand. With the TV news, there are video images, so that can help me to understand, but I can practise listening. Um... What else? Also, the news is on every night at a certain time, so that might help me to remember to watch it. I rejected the other options because um... I don't know where I can find a UK newspaper – maybe somewhere in town, but they're not easy to find. And I think they're probably expensive. Um, yeah, so I think TV news is the best for me.

Lesson 7.5, Page 88, Ex 2 4.13

Mum Right, I'd better dial this number that Dan left me... 0118 496 0966. I hope it isn't engaged. Come on, Dan, pick up, pick up.

Dan Hello. Funtime Summer Camp.

Mum Hi, is that Dan?

Dan Yes, speaking. Who's calling, please?

Mum It's me, Mum!

Dan Oh, hi Mum. I can't hear you very well. Hold on, it's a bit noisy here. All the kids have gone a bit hyper today! I'll call you back.

Mum No, no, don't hang up! You left your mobile at home this morning. A guy called Nick Harvey phoned from Summer Adventure Camps UK. When I answered he thought it was the wrong number so I had to call him back...

Dan Mum, I'm really busy here...

Mum And then each time I rang him back, there was no signal and we got cut off a couple of times. Anyway, to cut a long story short, he asked whether you were still looking for another summer camp job and I said yes! I hope that's OK.

Dan Oh, brilliant! Did he ask if I could start tomorrow?

Mum No, not tomorrow but he asked if you would be available to start in two weeks' time.

Dan And you said yes, right?

Mum I certainly did. And then I asked him how much the pay was.

Dan And what did he say?

Mum He said it was ten pounds an hour, working with older teenagers, and you wouldn't have to work every evening either. But you would have to work all day on Saturdays. He said to call him back as soon as you can and if he doesn't answer, leave a message.

Dan That's ace! I'll call him right now... Bye, Mum, and thanks very much! You're a star!

Mum Bye, love. Let me know how it goes.

Lesson 7.5, Page 88, Ex 5 4.15

Nick Hello, Summer Adventure Camps UK.

Dan Hello. Can I speak to Nick Harvey?

Nick Yes, this is Nick Harvey speaking. Who's calling please?

Dan This is Dan Lomax. My mum took a message earlier about the summer camp job.

Nick Hi, Dan! Good to talk to you. So, are you free to start in two weeks' time?

Dan Yes, I am. That would be great.

Nick OK – well, why don't you come here on Saturday morning and I'll tell you all about it.

Dan That sounds great! What time shall I come?

Nick How about 11 o'clock? Just come in and ask for me at Reception.

Dan OK, 11 o'clock, Saturday morning.

Nick OK, Dan. Thanks for calling back.

Dan No problem. Speak to you soon. Bye.

Nick Bye.

Lesson 7.6, Page 89, Ex 3 and 4

4.16

1

Man Hello. Can I speak to Amanda Lake, please?

Amanda Speaking. How can I help you?

Man Miss Lake, have you bought a lottery ticket recently?

Amanda Um... yes...

2

Kelly Hello. Kelly here.

Matt Hi Kelly. Can you hear me?

Kelly What? Sorry, the signal is terrible!

Matt Hang on. I'll call you back!

3

Girl Hello?

Woman Hello. Oh. Who's speaking please?

Girl It's Dana.

Woman Oh. Sorry – wrong number!

4

Archie Hi Dave – what's up?

Dave Oh hi Archie. You know you said you watched a film yesterday with your brother?

Archie Yeah.

Dave What film did you see?

Archie Um... It was called *Avengers: Infinity War*.

Dave That's it! Thanks!

5

Boy Um... Hi Marla! You didn't pick up, so I guess you're busy. Um... maybe you're studying, or something. Anyway – I just have a quick question: What time is the maths test tomorrow? OK. Call me back! Thanks! Bye!

Lesson 7.7, Page 91, Ex 4 4.18

rescue: to save somebody from a dangerous or harmful situation

save a life: to help somebody in danger and stop them from dying

get into difficulty: find yourself in a situation that causes problems

prevention: the act of stopping something bad from happening

emergencies: a sudden serious and dangerous situation that needs immediate action to deal with it

incidents: something that happens, especially something unusual or unpleasant

on call: waiting to be contacted in order to provide a professional service if necessary

reach: arrive at a place you have been travelling to, especially if it involves a challenge

first aid: basic medical treatment that is given before a doctor arrives or someone can be taken to hospital

injured: physically hurt

stranded: stuck in a place with no way of leaving

Lesson 7.8, Page 91, Ex 2 and 3

4.19

Interviewer Lisa, what kind of accidents and emergencies does the air ambulance attend?

Lisa Oh, all kinds – and each rescue is different. But air ambulances only go out when the location of the accident is difficult to get to, or when someone has to be taken to hospital really quickly. We might rescue someone in the mountains in bad weather, or help people in car crashes, fires and explosions in homes and factories, or help people affected by floods... A nurse and paramedic like myself always go with the pilot, and sometimes a surgeon goes along as well.

Interviewer It sounds dangerous...

Lisa Well, if it isn't safe to fly, we don't. One of the biggest problems can be the weather, especially strong winds or thick fog.

Interviewer Tell us about the last time you went out in the air ambulance.

Lisa Well, our phone operator told us that she'd received a call from a mobile saying that there'd been a serious accident on the mountain road outside Glen Finnoch about 30 minutes before, but she couldn't say exactly what had happened, because the signal was bad and the caller had got cut off before she could tell her all the details.

Interviewer What did you find when you arrived?

Lisa It'd been raining hard for several days and there'd been a sudden landslide, which had covered a car with a woman and three children inside.

Interviewer That's terrible... What happened?

Lisa Well, I couldn't see the woman but I could hear her. I asked her whether she and her children were all right, and she said they were really cold and very frightened, but they hadn't been injured.

Interviewer It sounds horrible, especially for the children...

Lisa It was. They were in the dark with just the light from their mum's mobile phone. She asked us if we could get them

out as soon as possible because there wasn't much oxygen left. I told her that she needed to stay calm and that we'd get them out as quickly as possible.

Interviewer So how did you get them out?

Lisa We managed to pull them out through a window.

Interviewer So, a happy ending then?

Lisa Yeah! I wish all our rescues went so well.

Lesson 7.8, Page 91, Ex 4 and 5

4.20

1

Speaker 1 OK – here's the situation. It's a family of four. They were out for a picnic on the beach at Sandy Cliffs and they've been trapped by the tide.

Speaker 2 Is anyone injured?

Speaker 1 No, they're scared, but they're OK.

Speaker 2 OK – well – we can't access the site with ropes. We don't want to risk a rock fall.

Speaker 1 I agree, the safest option is going to be from the sea. I've asked the operator to tell them we're coming.

Speaker 2 OK! Let's go! Boat number five is ready!

2

Interviewer So how long have you been a phone operator?

Operator Oh – about seven years now.

Interviewer Tell me, do you get a lot of hoax calls?

Operator We do, but we have to listen carefully and figure out what's real. And sometimes we do get it wrong, you know, we think someone's hoaxing when we should take them seriously. But the jokers, they're the worst. They think it's funny, but someone else might be trying to get through.

Interviewer That's terrible.

Operator Yes. No doubt about it, they've killed people. It's there in black and white, in the reports. I say they should lock them up, but the police can't do anything. It's a scandal.

3

Newscaster And now we return to the dramatic story of the group of scouts who became lost on a caving expedition at the weekend. The group were camping, hiking and caving in the national park. Although they had an experienced guide with them, a landslide in the hills meant that the cave entrance was blocked. Heavy rain overnight made the rescue difficult, and mobile phone messages suggested that the cave might be starting to flood. Mountain rescue volunteers have been working through the night, but for parents of the ten young people, the ordeal is not over yet. We're all keeping our fingers crossed.

Lesson 7.11, Page 94, Ex 2 4.21

Interviewer Young people nowadays are often criticised for being more interested in their PlayStation and social media profiles than in 'real-life' social activity. Our guest today proves the stereotype wrong. Welcome, Emily. You are only nineteen years old but you have already set up your own successful non-profit organisation, Go Strong, aiming at helping children from poor families.

Emily Hello. First, let me say I don't agree that young people are not into taking part in society. Of course, it might be true about some of them, but that's the same in other age groups. But it's true young people are often disappointed with the way things are handled by the older generation: politicians, the authorities and the traditional media. They don't trust institutions and prefer bringing social activity down to a more personal level. And yes, this is where social media comes into play. Thanks to them young people can exchange views, join groups, report injustices and participate in online petitions. So, young people might not always be visible in traditional media and they are not so likely to take part in high-profile events, but they are much more active when it comes to changing things in their local communities.

Interviewer And that's why Go Strong helps people in need within your own city district?

Emily Exactly. Slogans about fighting world problems sound appealing but they don't have an impact on what's really going on in your immediate environment. Don't get me wrong. It's great we are building new wells in Africa and I'm the last person to question such enterprises, but we should also take care of our own backyard.

Interviewer ...which you actually do...

Emily Yes, we assist poor families from our district in emergency situations, helping them to pay the bills. We also make sure every kid has access to adequate medical services. But we mostly concentrate on 'teaching them how to fish' rather than giving them the fish itself. I mean what we really want to do is not give them money or things but show them how to take responsibility for their lives. That's why we provide them with education and try to connect with them through sport and art. We run dance and crafts workshops. We organise meetings and teach the kids about their rights. We have our teen triathlon team and a monthly newspaper where the kids can publish their own articles. By putting more focus on education and development, we hope to prevent them from turning to crime as they get older, which is a huge problem in the area.

Interviewer So you give them an opportunity to develop their potential and a kind of moral compass. But what do YOU get from all that?

Emily Well, non-profit activity, by definition, is not expected to make a profit financially. But I would be lying if I said that I do what I do for altruistic reasons only. I don't get a paycheck but, believe it or not, I receive more than I give: a sense of purpose and success, an opportunity to learn new skills and discover hidden talents, not to mention the contact with other people who dedicate their time to helping the less fortunate. It just feels good to do something meaningful.

Unit 8

Lesson 8.2, Page 97, Ex 4 4.28

Last year in northern Ohio, schools teamed up with a business school and a local market to create an exciting opportunity for students. The Young Enterprise Market was formed.

In its first run, 44 students from Cleveland middle schools were given the opportunity to try real-life business start-ups. Space was found at a local farmers' market, and students were given the chance to bring their products for sale. The products were based on their own ideas and ranged from food products like organic breakfast muesli mix, to handmade scarves and 3D-printed designs.

The students were able to interact with real customers and start a dialogue with people who were attracted by their products.

After the first session, students had been given an insight into their product that they hadn't had before. Perhaps they realised that their branding hadn't been designed clearly or their packaging wasn't suitable. They were given the chance to make changes and try the new improved product the following session.

In the first stage, 20 market days were held, 29 student businesses were tested – and so far a total of \$4,000 has been raised. The experiment has been proved to be a success!

Now every week the Young Enterprise tent is made available to three student businesses. And a real buzz of curiosity has been created around the initiative. Organisers are often being asked who is coming next week.

Every week, new and interesting products are brought in and sold to the public. Students can see how their new marketing works, visit other stands to see how their prices compare, and have the genuine experience of making a sale – and hopefully making a profit! The hope is that these young entrepreneurs will be encouraged to build on these experiences. That they will

be inspired to try their hand at a career in business. And shoppers have been inspired to move away from big brands, big shopping malls, big business, and give the small independent traders a boost.

Lesson 8.3, Page 98, Ex 4 and 5

4.29

Boy I just watched an amazing TED talk. It really made me think.

Girl Oh that's the Technology, Entertainment and Design organisation, isn't it?

Boy Yes, that's right. They post online talks and the one I saw was by a woman called Amy Cuddy. She's a psychologist and she teaches at a business school.

Girl OK cool – so what was it about?

Boy It was about body language and other non-verbal interactions. She talked about the way we judge people because of the way they stand and move when they're interacting with us.

Girl OK – yeah, body language is important, but that's not really amazing, is it? I mean, it's not news.

Boy It is – listen, understanding body language is important, but that's not really the main message.

Girl OK – I'm listening.

Boy She talked about examples of powerful body language, like confident people making themselves big and taking up a lot of space. Animals do it, too.

Girl Yes – think about a gorilla – or a grizzly bear.

Boy Exactly! So there's one part of it, where what's going on in our minds affects our body. If we feel small and powerless, we make ourselves smaller – we slouch, we cross our arms, we look at the floor, and so on. And if we feel powerful, we do the opposite.

Girl Yes – that's classic confidence coaching. You can learn to do that. You can practise standing up straight and making eye contact – all that stuff. I still don't understand what's so amazing.

Boy Well, the point is, it works the other way round, too. Our minds can affect our bodies, but our bodies can affect our minds.

Girl OK, go on.

Boy Amy Cuddy's research showed that if you stand in a way that's powerful, it's like your body believes you. So you feel less stressed, and more powerful. It really works! And the more you do it, the more your body is convinced.

Girl So you can deceive other people, but you can also deceive yourself?

Boy Yes – Amy Cuddy calls it 'faking it until you make it'. If you practise being confident and powerful in different situations, even if you don't feel that way at the beginning, in the end you will have the confidence. It's pretty cool.

Girl OK. I'm going to try it. So what do I have to do?

Boy Well, apparently you can do a power pose – and if you did it somewhere privately, say for two minutes before a job interview or something, it will actually give you more confidence. And the more you do it, the more it works.

Girl 'Fake it until you make it'? Ha ha, OK. I'm going to google this talk. What did you say her name was?

Boy Amy Cuddy. Watch it. It's really good. Lots of people said it didn't work afterwards, but she has published more research and it's really true.

Girl Amy Cuddy – here it is!

Lesson 8.4, Page 99, Ex 2 and 3

🔊 4.30

Speaker 1 I like the look of this one. I think it looks really smart and classy. But it would have to be for a special occasion.

Speaker 2 I like my clothes to be comfortable, so this would be just my style.

Speaker 3 This one is OK, but it's just not my style. It's a bit middle-of-the-road.

Speaker 4 I love this. My look is all about vintage and original styling and I prefer to shop in independent shops.

Lesson 8.5, Page 100, Ex 2

🔊 5.02

Chloe So, this is the place. Are we going in?

Tyler I'm not sure now...

Chloe I thought that you wanted to have your nose pierced!

Tyler Well, I did. But I haven't had anything pierced before...

Chloe I got my ears and nose pierced last year. It's no big deal. It only hurts for a second.

Tyler Look at the prices! Perhaps I'll do it myself.

Chloe Are you crazy? You have to get it done professionally! You can't do it yourself.

Tyler Look at some of these other treatments – microdermabrasion? What on earth is that? It sounds painful.

Chloe I think it's like having a layer of skin removed.

Tyler From your face?! What's the point of that?

Chloe It makes your skin look better. Everyone wants to look attractive, Tyler. It's good for your self-esteem.

Tyler But all that cosmetic surgery stuff, and all those makeovers on TV... it's just so fake!

Chloe Come on, Tyler, get real. It's normal these days.

Tyler Well, I think it's just wrong. My sister and her friends are always teasing each other about their appearance. And they're only twelve!

Chloe Tyler, just chill out. So, are we going in?

Tyler Not today. I think I'll wait until I'm eighteen and I'll have a tattoo done instead.

Chloe Very convenient! By the way, you look gorgeous with that hairstyle. Have you had your hair cut?

Tyler Yeah, thanks. I thought it looked pretty good myself...

Lesson 8.6, Page 101, Ex 6 and 7

🔊 5.05

Milly Ooh, Darcy – you're not looking at Instagram again, are you?

Darcy Yes, look. It's Bella Annabella – she's the best-dressed teen in London. Did you know, she has all her clothes made for her? She has such an amazing life!

Jon Are you serious? I can't believe you follow people like that online. What's the point?

Darcy Oh, chill out, Jon. It's just a bit of fun. Hmm – she looks different today. What's she had done this time?

Milly She's had her hair cut, for a start...

Darcy And she's had her lip pierced... and isn't that a new tattoo? Wow – that's so cool...

Jon She looks like she's had her nails done – and that must be a fake tan...

Darcy You see – you are interested!

Jon Not really. I'm just saying that she's had all kinds of expensive treatments done. I think comparing yourself to people online who've had lots of cosmetic surgery done and are using all kinds of tricks and filters to make themselves look good is making people unhappy with themselves. I bet she doesn't look like that in real life!

Darcy I don't think there's anything wrong with filters – some of them are cute! And I'd have a bit of cosmetic surgery done! If it makes you feel better, and you've got the money. Why not?

Milly Darcy! I can't believe you said that! It's one thing to keep up to date with trends, but I'd never have surgery done to try and look like some model!

Jon Yeah – and I'm not sure it's even worth following these people. So many young people these days are getting depressed comparing themselves to these fake people with their fake/perfect lives.

Darcy Oh come on! It's just a bit of fun.

Jon But it's not, is it? They've had all this work done and they've had all of this money spent on them. They get their photographs taken at these parties and people get sad and think their own lives are really boring. There's nothing fun about it!

Darcy Don't be silly, Jon. You're exaggerating.

Milly I think Jon's right, you know. It's making people jealous and upset following these celebrities. I think you should unfollow them. Come on! Let's go and do something real.

Jon Yeah – and let's NOT post any pictures on the internet.

Darcy Ha ha – OK!

Lesson 8.8, Page 103, Ex 2 and 3

🔊 5.08

1

Do you know about the history of California? Let me tell you a story. In January 1848 gold was discovered in California. Following the discovery, the area was invaded by hundreds of thousands of hopeful, desperate people, who all wanted to become rich. It was called the Californian gold rush. In the six years that followed, towns were built up quickly to accommodate the miners. Gold worth millions was mined in the California hills, making a few people very rich. But many more remained as poor or got even poorer – as they had spent everything they had to get to California – the land of dreams. It was a gamble. And the majority lost.

2

Teen boy So when was the busiest period of the gold rush? You hear a lot about the 49ers – they started in 1849, right?

Woman Yes. From 1849 ships and carts were arriving daily carrying more and more families.

Teen boy So it was a real boom time for the West – a period of expansion? A get rich quick dream?

Woman That's right, though for a lot of people it remained a dream. But while the hills were being searched by desperate men for the lucky strike that would make them rich, businesses and shops were being opened in the new towns to provide for their everyday needs and mining equipment.

Teen boy And these were the really clever guys!

Woman They certainly were and they were making money fast.

Teen boy They knew where the gold really was?

Woman You could say that! Another, more reliable source of riches had been identified by a few clever business people... Not the gold in the hills, but the poor miners themselves. The business people had seen an opportunity, and they took it.

3

So where did all the money go? Just three entrepreneurs really made a significant fortune out of the gold rush, and they made it not from the gold that was hidden in the ground, but from the money that was handed over by the miners for tools, clothes, accommodation and food to feed their hungry families who had been brought to this new land, chasing a dream. It was a process that has come to be called 'mining the miners'. You know, the money that those business people made is still visible in America today, but to my mind, it's not a heritage to be particularly proud of.

Lesson 8.8, Page 103, Ex 6 and 7

5.09

1

My name is Sasha and I'm Vietnamese American. I didn't come here following the American Dream though – I didn't know anything about it! I was adopted when I was a baby and I grew up with my parents in New England. They're American, so they couldn't teach me Vietnamese. I sometimes feel a bit awkward about that when I meet other Vietnamese American families, but I guess everyone's story is different! I am learning Vietnamese, though, and I would love to go visit one day.

2

Hi – I'm TJ and I'm Irish-American. I mean, I'm American, I guess, I was born here, and so were my mom and dad, but my family was originally from Ireland. I know the stereotype is all about the St Patrick's Day parades and dying the Chicago River green – everybody finds they're a little bit Irish on 17 March... but I'm genuinely interested in Irish culture and heritage. I'm studying Irish literature and I'm going to Ireland next summer, to research my family roots. I know that in Ireland people will probably see me as another American, but it's important to me to know where I come from!

3

Have you ever heard the story about the German language in America? People say that in the 1700s there was a vote on whether the official language of America should be German or English. The story goes that it came down to a single vote – one guy who could have made America so different – and he voted for English. It's a funny thought, isn't it? A lot of people believe that it's true, but it's just an urban legend. Forty-four million Americans have some German ancestry. That's a lot of people! Most of them have been in the USA for generations. And only 5% of them speak German.

4

Did you know that Chicago calls itself the second biggest Polish city in the world, after Warsaw? That's quite surprising, isn't it? But there is a large community of Polish-Americans here. Polish people have been coming to America since 1595, but it's difficult to know the exact numbers because immigrants from Poland were often recorded as coming from Germany, Russia or Austria. One major difference about Polish immigrants, though, is that most of them didn't intend to stay. Their idea was to come to America for a few years and then return home. There are almost 10 million Americans with Polish ancestry, so some of them must have stayed!

Lesson 8.11, Page 106, Ex 4 5.10

1

Whether you like it or not, it seems rather obvious that you can't change your actual age, just like you can't change your height or shoe size. But imagine, for a moment, that you have no birth certificate and your age is simply based on the way you feel inside. How old would you say you are? As everyday experience suggests, many people feel older or younger than they really are. According to scientists, feeling younger than your years lowers the risk of depression and improves your physical health. But the mechanism works in the opposite direction too. If you feel depressed and forgetful, you are likely to feel older. In other words, how old you feel can give more information on your health than your date of birth.

2

The number of new tech companies being set up in Scotland rose sharply last year, according to a new report. There was a 77% increase on the 249 companies set up in the previous year. Tax specialist Ross Stupart claims reasons for the positive trend included the key role played by Scottish universities in developing talent and the ability of business executives to 'gain good access' to finance. A recent survey found that most of Scotland's digital technology firms were optimistic about their prospects this year. Almost a third of respondents expected sales to increase by more than 50%.

3

Man So, can I get back to my workout tomorrow?

Woman Not really. You must remember that what we've got here is actually a wound, so you shouldn't do anything too intense.

Man What about swimming? I'm planning a beach holiday next week.

Woman That might be problematic too. The water contains dirt and bacteria. And the sun can make the colours fade. You should also avoid swimming pools. No soaking in water of any kind.

Man What about baths then?

Woman You'd better stick to showers. And don't forget to use anti-bacterial soap. I know all of that may seem complicated but don't worry, it's only a matter of a few weeks. I'm sure you'll come to me to get another one done soon.

Extensive listening

Episode 1 5.15

Reader It's just before 9 a.m. Ash and Vicky are in class, waiting for Mrs Bell to come in.

Ash So, are we going to talk to Patryk about the blonde woman, Charlotte Jenkins?

Vicky No, I've been thinking about it. Patryk's been avoiding our questions, so I don't think he'll tell us anything. I had

a better idea. I've been emailing her assistant and I've arranged to interview Charlotte Jenkins tomorrow at 8 p.m. for our school magazine. That's midday for her.

Ash But Vicky, we can't do that. She'll recognise the name of the school.

Vicky No, she won't. I told her assistant the name of my old school, in Manchester!

Mrs Bell OK, everyone. Before we start, I need to give you some information about our class trip to London next Wednesday. The coach is leaving at 8 a.m. We're going to spend all day at the British Museum. We'll look around together in the morning. We're going to let you have an hour of free time for lunch from 1 p.m, but you won't be allowed to leave the British Museum. Then at 2 o'clock, we'll meet outside the England of the Past exhibition, and have a guided tour. It's about life in Victorian Britain, so it ties in with the Dickens novel we're studying. Then we'll get the coach home at 4.15. OK?

Reader It's 8.15 p.m. the next day and Vicky is doing a Skype interview with Charlotte Jenkins. Ash is listening.

Vicky So how long have you been working in the computer industry?

Charlotte Well, I've been working as a computer scientist for about thirty years, but I've been director of my own company for twenty years.

Vicky Great, thanks. And is it more difficult for a woman in the computer industry?

Charlotte Sometimes, yes. When I started, some male bosses didn't let me use my initiative. But I think it's been getting better recently. And I think the qualities of a good director are the same for men and women. You need to be organised, good at making decisions and, of course, very hard-working. And a good director also needs to be good at dealing with people – people are the most important part of any company.

Vicky Thanks. I've been considering a career in computer science. What careers advice can you give me?

Charlotte Well, getting a degree is the first step. It's also a good idea to do some work experience with a few computer companies. We offer work experience to university students so when you're a bit older you can apply for work experience here. Just go to our website and fill in an application form. We've got offices in London too, so there are opportunities in the UK.

Vicky Oh, so do you spend a lot of time in the UK?

Charlotte Yes – I'm based in the USA, but I've been coming to the UK about once a month for the past few years. Actually, I'm giving a talk in London next Wednesday about computers and security.

Vicky That sounds very interesting. Well, good luck with your talk and thank you for speaking to me.

Charlotte No problem. Bye.

Ash That's weird. If Charlotte Jenkins doesn't offer work experience to school students, why has she been visiting the Computer Club?

Vicky Ash, did you hear that? She's in London next Wednesday and they're making us go to the British Museum in London next Wednesday. Perhaps we can go to her talk. I'm going to try to find out where and what time she's speaking. Here we are. Charlotte Jenkins, from 1 p.m. to 2 p.m. And look, her talk's in a conference centre three minutes from the British Museum. We've got a free hour at 1 – we could go!

Ash But Vicky, we're not allowed to leave the museum! The teachers will go ballistic if they catch us, and my parents will ground me until next year. And she's seen both of us now, remember. She'll recognise us.

Vicky Oh, come on, Ash. There'll be hundreds of people there. We'll sit at the back – she won't see us. This is important. We've been investigating this for ages.

Ash No, Vicky. You're not going to make me do this!

Episode 2 🎧 5.16

Reader Vicky and Ash are inside the British Museum. It's 1 p.m.

Mrs Bell OK, everyone. It's more or less 1 p.m. You've got an hour free now to have lunch and look at anything that interests you. But remember – you aren't allowed to leave the museum. If anyone is caught leaving, there will be serious consequences. Please be outside the England of the Past exhibition at 2 p.m. exactly to join the tour. OK?

Ash I can't believe you've convinced me to go to see Charlotte Jenkins' talk. Right, how are we going to get out of here?

Vicky Just follow me – on the museum website a small entrance was shown at the back. It isn't used as much. Right, let's go.

Ash OK, I don't think we were seen coming out. Right, what now?

Vicky Take your uniform jacket off and put it in my bag. I've brought two hoodies to cover our uniforms.

Ash OK. So, where are we going?

Vicky Hang on. I've printed out the map. Look. It's a three-minute walk.

Ash OK, let's go before we're recognised by someone.

Ash Right, we're here. Now, how are we going to get in?

Vicky Easy. I ordered tickets online and printed them out. Here you are. We need to go to room five. We're late, so we'll need to go into the room really quietly.

Reader Vicky and Ash enter the room.

Charlotte Jenkins has already started speaking.

Ash Are there any free chairs?

Vicky I can't see – it's too dark in here. Let's just stand at the back.

Charlotte Thank you. So, I've just told you about the history of my brand. I was also asked to talk about computers and security. Some people worry about security when they're using computers. Obviously we all know we need to keep passwords secret so that nobody can log into our accounts and download our private information.

Ash You've learnt that lesson now!

Vicky Ha ha! Shh!

Charlotte But computers also help with security. Millions of dollars are spent every year by my company on research and development, and we're constantly trying to invent new programs to improve security for everyone. Face-recognition software was developed a few years ago to identify people from their features, and it's now used not only on Facebook to help tag your friends, but also by police for tracking criminals using CCTV cameras in public spaces. But unfortunately, it's easy to hide your face, and we're planning to produce something in the near future to help police identify criminals in other ways. Our development team is currently...

Charlotte ...So, to conclude, I think we can hope for big improvements in the area of public and online security in the very near future.

Vicky Wow. That's amazing. But that still doesn't explain what she's visiting the Computer Club for...

Ash Vicky. It's 1.55 – we really ought to go.

Vicky What?! Oh no. We're going to be late. Let's go.

Caretaker Hello, Wood speaking... Hi. Yes, I'm just leaving. Yes, the talk was very useful for helping me understand what's going on... very interesting. I can't speak here. I'll call you when I get back to Canterbury.

Episode 3 🎧 5.17

Reader Vicky and Ash arrive back at the British Museum.

Ash OK. Good. We're only a few minutes late, which we'll be able to explain.

Vicky Yes, but we should change out of these wet hoodies. Quickly, put your hoodie in my bag, and here's your uniform jacket.

Ash Thanks. And we ought to dry our shoes too.

Vicky Right. We'd better hurry up and find this exhibition. You know where it is, right?

Ash No. I've got no idea. Oh no.

Vicky OK, we'd better not panic. There are some leaflets over there, next to the gift shop. Maybe there's a map, too.

Ash Here's a map. OK, it's quite near here. We need to go through these two rooms and then we'll see the entrance to the exhibition, which is apparently next to the ticket office.

Vicky OK. Let's go.

Mrs Bell Where have you two been? You're late. The guided tour, which you two should be on, has already started.

Vicky I'm sorry, Mrs Bell. It's just that we didn't notice the time because we were looking at the Egypt section, which is on the other side of the building. Then, when we were trying to find this exhibition, we got really lost.

Mrs Bell OK. Well, come on. We ought to find the tour guide.

Tour guide London, which was a much smaller city in Victorian times, was a dirty and crowded place. People were coming to London from rural areas, where many people were poor, to find work. Over here is a model of a terraced house, which is the type of house most people lived in in that period. Please take a few minutes to look around it and try to notice five major differences between the model house and houses today.

Patryk Where did you two go at lunchtime? I was looking for you everywhere. I had to have lunch on my own, which wasn't much fun.

Vicky Oh, I'm sorry, Patryk. We just got a bit lost. Come on, why don't we have a look at this house then?

Reader The caretaker has just arrived back in Canterbury when he receives a call.

Caretaker Hi there. No, the journey back was terrible. The train stopped at every station, which meant it took an hour and a half to get back. Yes, it was really useful. Charlotte Jenkins is definitely planning to buy it, which means it must work. If so, every police force in the world will want it, and I can think of other uses too. So, I'd better get to it before she does. If you can patent it first, we'll make a lot of money!

Episode 4 🎧 5.18

Reader Vicky and Ash are at Vicky's house one evening, a few days after the class trip to London. They're chatting about the mystery.

Vicky OK. So, let's look at all the information we have again. The Computer Club are working on something. It must be important because they're being very mysterious about it.

Ash I agree. Patryk has acted very strangely when we've asked him about it. He isn't usually the kind of person who keeps secrets.

Vicky And they've been working on it for a long time, so it can't just be a normal school project.

Ash No, we need to discover what those equations that were on the computer were about. Maybe they've invented a phone charger that uses solar energy or a light bulb that never stops working.

Vicky Oh, it's Camille, on Skype. She must have some information for us. Hey, Camille.

Camille Hi, Vicky. Oh, I can't see you. Your webcam must be switched off.

Vicky Oh – just a minute. I'll turn it on now.

Camille Oh, I can see you now. Hi Ash! It's good that you're both there. I've got some information about those equations I photographed. I think I've worked out what they mean.

Ash You must have psychic powers, Camille. We were just talking about that.

Camille Not quite, Ash.

Vicky So...

Camille Well, it seems that the geeks are working on some kind of program which can identify people by how they walk. Everyone walks in a different way, and it tracks movements to identify how each person walks. If you use it with the face-recognition software that already exists, it will really help police to identify criminals using CCTV video.

Ash That's the same thing that Charlotte Jenkins was talking about yesterday!

Vicky So, that's it. The super geeks must be working with Charlotte Jenkins on the program. Wow. I knew Patryk was clever, but that's amazing.

Camille No wonder they're trying to keep it a secret. So, what do we do now?

Vicky Nothing.

Camille & Ash What?

Vicky Well, we've solved the mystery. That's all I wanted to do. The Computer Club are working on something that could be really important and I think we should let them work.

Ash Yes, you're right. I guess we'll hear about it when they've finished.

Camille So, that's it? Mystery solved?

Vicky Yes, mystery solved.

Camille Oh, OK. But we'll still stay in touch, right? And you're still both coming to stay with me soon, in August?

Ash Of course.

Camille Oh good. Oh, sorry guys. My dad is calling me. Dinner must be ready. Let's talk soon. Bye.

Vicky & Ash Bye.

Ash Ahh! Camille sounded really sad. I'm a bit sad too, but we have got our exams this term, so maybe it's better that we can study.

Vicky Yes... You know, I think Camille might have a bit of a crush on you.

Ash No, don't be ridiculous. We're just friends.

Vicky Like you and me?

Ash Yes, like you and me.

Episode 5 🎧 5.19

Reader Vicky, Patryk and Ash are talking by their lockers at school.

Ash Are you OK, Vicky?

Vicky Yes, but I've had a weird stomach ache all day.

Patryk Do you think you're getting ill?

Vicky No, I think I'm a bit stressed out. I've got loads of revision to do for geography and I always get stomach aches when I'm stressed. It used to be a real pain, but I'm used to them now. But I do hate feeling so stressed out...

Patryk Tell me about it. My parents will go ballistic if I fail these exams.

Ash Well, I'm going to do some geography revision in the ICT room. There's a really good website with online tests that my cousin used to use. I can show you if you want.

Vicky Yes – thanks. Patryk, are you coming?

Patryk No, it's OK. I've got, um, something to do in the new Computer Club room.

Vicky Mmm, of course you have. Catch you later.

Reader Vicky and Ash arrive at the ICT room. Mr Wood, the caretaker, is in the room already.

Ash Oh, hi, Mr Wood. Sorry, I didn't expect to see you here.

Mr Wood Oh, I'm just collecting this garbage.

Vicky Is it OK if we do some revision in here?

Mr Wood Of course. I guess you guys are pretty stressed, right? I remember all that. I always used to wait until the end of term to revise. I don't know how I passed my finals.

Vicky Oh, your finals. Did you go to university?

Mr Wood Er, yes, I, er, started university but I, er, I didn't finish. But you kids need to study so I'll leave you alone.

Ash OK... Oh no, the internet isn't working.

Mr Wood Er, let me have a look. Oh, I see. You just need to do this and this and... yes... it's OK.

Vicky Thanks, Mr Wood. Where did you learn so much about computers?

Mr Wood Oh, er, it's just a hobby. I used to be into computer games when I was younger. Right, I need to go and fix something in the girls' bathroom. Catch you later.

Ash That was nice of him.

Vicky Yes, it's weird, I'm not used to him being so friendly.

Ash Well, maybe he wasn't used to working with kids and now he's getting used to it.

Vicky Mmm, maybe. But it's a bit weird that he went to university and that he knows about computers – why is he working as a caretaker?

Ash Vicky! Being a caretaker isn't a bad job. And there could be lots of reasons why he works here. Maybe he left university because the tuition fees were too expensive and he didn't graduate, or

maybe he used to work with computers, but he didn't like it.

Vicky Mmm, I guess. But did you notice that he said 'garbage' and 'bathroom', not 'rubbish' and 'toilet'. That's a bit weird, right? Do you think he used to live in the USA?

Ash Vicky, come on. Not everything that's a bit strange is a mystery.

Vicky But...

Ash Look, we've just solved one mystery and you're already stressed out about the exams. Do you really want to start investigating another one?

Vicky No, you're right. Now, are you going to show me that website?

Episode 6 🎧 5.20

Reader Vicky and Ash are revising for their exams.

Ash Oh, no. I've just remembered Patryk's got my history book. He's probably still in the new Computer Club room. I'll just go and get it.

Vicky OK, see you in a minute. Ow!

Ash What's wrong?

Vicky I've still got this stomach ache. Ohh, I wish it didn't hurt so much. I'd be able to concentrate better if I wasn't feeling so rubbish.

Ash Really? I'd go to the doctor's if I were you.

Vicky No, it's OK. It's just stress. If we didn't have these exams, I'd be fine. Now, you go and get your book and I'll start looking through my history notes.

Vicky Did you get your book?

Ash No, no one was there, except Mr Wood.

Vicky Mr Wood. Really? What was he doing in the new Computer Club room on his own?

Ash I'm not sure. I guess he was just cleaning.

Vicky Hmm... Cleaning? I don't think so. No one's allowed in that room.

Ash But Vicky, he's the caretaker. He must have keys to all the rooms.

Vicky Hmm... I think it's a bit weird. I think we should try to find out what he was doing in there.

Ash But Vicky, I thought you wanted to get down to some serious studying instead of messing around and being nosy. If you were OK, I wouldn't mind, but you really aren't well.

Vicky No, I'm fine. Really. Come on. If we look through his stuff, we might come across something.

Ash I wish you listened to me occasionally!

Reader Vicky and Ash go to the caretaker's office.

Ash I think it's around here somewhere.

Vicky Sssh! That's it there. Look, the door's open and Mr Wood's in there. He's on the phone. If we get a bit closer, we might be able to hear him.

Mr Wood Look, I'll sort everything out. Don't worry... Yes, I'm being really careful... I'll be able to get it tomorrow, Saturday, OK? I'll be here on my own – I made up something about checking the school air conditioning. Look, I've got to go. I'll call later if I have any news, OK?... Bye.

Vicky Right, he's gone. Well, that was weird. If we check his phone, we'll see who he's been talking to.

Ash Oh, Vicky. You're so stubborn.

Vicky He won't catch us. And I wouldn't be so suspicious if he didn't act so strangely. Right, I'm going to call his last number.

Receptionist Good Morning. World Solutions. How can I help you?

Ash Vicky, he's coming back!

Episode 7 5.21

Reader Vicky and Ash are in the caretaker's office. They've just checked who he was phoning.

Mr Wood Oh, hello, you two. I thought that I'd locked that door. Er, what can I do for you?

Vicky I've lost my, erm... necklace. I came to ask if anyone had handed it in.

Mr Wood No, but you can have a look in that box there. Sometimes the teachers put things in there if I'm not here.

Vicky OK, thanks...

Mr Wood So, how long have you kids been waiting here?

Vicky Oh, we'd only just arrived when you came. So, er, my necklace isn't here... but, oh, this is my scarf. I lost it a few weeks ago. I didn't realise I'd left it at school. Great!

Mr Wood Oh, that's your scarf. I found that.

Ash Um, well, we'd better go. Thanks, Mr Wood.

Vicky Well, at least we were able to find out who he was phoning: World Solutions. If you were a caretaker in a UK school, why would you call an American company?

Ash Vicky, there could be lots of reasons. I think the exam stress is making you a bit crazy.

Vicky Ash, I'm sure there's something wrong. Can we just research World Solutions a bit?

Ash OK. Shall we go back to my place after school?

Vicky Actually, could we go to my place? My stomach's really hurting and I've got some medicine at home.

Reader Vicky and Ash are at Vicky's house, researching World Solutions online.

Ash OK, I've found their website. It looks like they do lots of different things... So, they, um, research medical stuff... ooh, they've developed cures for a few different illnesses, that's interesting. Oh, and... they also work with computer programming.

Vicky Really? Oh, wait. I've managed to find some news stories about them. Oh look, now this is interesting. Look, this

one's from 2012 and it says they had just been involved in a scandal... Ow! Ooh, my stomach's really hurting. I... I... Ow! Oh, Ash, it's really bad. I think you need to call an ambulance.

Reader Vicky has been taken to hospital. She had appendicitis and she has had an emergency operation to remove her appendix. Ash is visiting her that evening.

Ash I'm so happy you're OK. I was so worried. By the time the ambulance got to your house, you'd got so bad that you couldn't even talk.

Vicky Really? I can't remember. Thanks for calling my mum.

Ash That's OK. It's lucky my dad had her mobile number. I remembered that you'd given it to him, so I called him and got it. She didn't know that you'd had a lot of stomach aches recently – why didn't you tell her?

Vicky I didn't want to worry her. My parents were a bit stressed because my dad had some job interviews this week, and I hadn't realised it might be something serious. Anyway – enough about me. Listen, you know the article we'd just found when I collapsed...

Ash Vicky, I really don't think you should worry about that yet. You should give up solving mysteries for now and just get plenty of sleep. I'll carry on researching World Solutions, OK?

Vicky OK. Will you visit me tomorrow?

Ash Of course I will.

Episode 8 5.22

Reader Ash is visiting Vicky in hospital the next morning.

Ash OK, I've got all the things that you wanted me to bring.

Vicky Oh good – you promised to bring your tablet...

Ash Yes, I remembered to bring that! Where's yours, by the way?

Vicky It's broken. I tried to fix it myself, but I just made it worse! So, my mum's arranged to have it fixed. Have you looked at the article yet?

Ash Yes, I have.

Vicky So...

Ash Well, it turns out that there was a really big scandal with World Solutions in 2012. A computer programmer at World Solutions stole a new computer program from another company.

Vicky Really? Wow. So, what happened?

Ash Well, World Solutions made lots of money from the program. After getting caught, they agreed to pay the other company compensation. And the computer programmer who stole the program had to leave the company. He went to prison for two years.

Vicky What was his name?

Ash Erm, just a minute... David Carling. And the interesting part is that David Carling studied computer science at

university in the UK with the director of World Solutions – they were good friends with each other. The director brought him to the USA and got him the job at World Solutions. Everyone thinks the director knew what David Carling had done, but he refused to admit it. The director is still at World Solutions.

Vicky Well, that's all very interesting, but it doesn't explain why Mr Wood was calling the company.

Ash No, it doesn't.

Vicky Maybe we're missing something. Can I look at the tablet again?

Ash Sure, here you are... Look, Vicky, I don't want you to get ill again. Maybe we need to forget about this for a while.

Vicky What? You know, looking at David Carling again, he seems really familiar. It's the eyes, I think. Where have I seen him before?... Wait – Ash, you're going to think I'm crazy, but I'm sure that's Mr Wood.

Ash Oh, Vicky. It can't be him. Look: David Carling's quite overweight and Mr Wood's quite well-built. And that guy's got a really big nose.

Vicky Ash, I'm sure. Look again. Maybe Mr Wood lost lots of weight and worked out while he was in prison, and perhaps he had a nose job and had some cosmetic surgery done after he came out. And remember, he kept using American expressions. He pronounces a few words strangely too. I think he's lived in the USA.

Ash Oh no, Vicky. You're right. It is him. So, he must be trying to steal the program that the Computer Club is working on. That's why he was in the new Computer Club room.

Vicky Oh no, do you remember when he was talking on the phone? He said, 'I'll be able to get it tomorrow.' That's today.

Ash That's right. And it's Saturday today, so nobody will be there to stop him.

Vicky Ash, we've got to tell Patryk!

Ash I'll go to the school now, and I'll call Patryk on the way.

Episode 9 5.23

Reader Ash is going to the school by taxi. He calls Patryk.

Patryk Hello Ash. How are you...

Ash Patryk. I really need you to listen.

Patryk Er – OK.

Ash This is going to sound crazy but... well, Vicky and I know what you're doing with the Computer Club and we know all about Charlotte Jenkins and...

Patryk What? How? Who told you what we were doing?

Ash That's not important now. And don't worry, we haven't told anyone, but there's a problem. The caretaker, Mr Wood, is going to steal your walk-recognition program – today.

Patryk What? Sorry Ash – it sounded like you just said the caretaker was going to steal the walk-recognition program!

Ash I did. We saw Mr Wood in the new Computer Club room, so we went to his office. We heard him talking to someone on the phone so we called the number back. He was talking to someone from World Solutions. He said he was going in to school today because he was going to steal the program.

Patryk What? This doesn't make sense, Ash. Why would the caretaker steal the program? And why was he talking to someone from World Solutions?

Ash I found an article... and, well, to cut a long story short... it said that Mr Wood used to be a computer programmer, who worked for World Solutions. It said he had stolen a program from another company and was in prison. His real name is David Carling.

Patryk David Carling! Oh no, I need to tell the others. We'll all get to school as quickly as we can. I'll call the police, too.

Ash OK. I'll see you there.

Ash Hi, Vicky.

Vicky What have you been doing? Your phone's been engaged since you left the hospital. I've left about 50 messages.

Ash I'm sorry. I had to call a taxi, and then I was on the phone to Patryk.

Vicky What did he say?

Ash He knew who David Carling was. He said he was going to come to the school and that he'd call the police.

Vicky The police? Good. Are you still going to the school?

Ash Yes, of course. I'm in a taxi right now.

Vicky Oh, Ash. Please be careful.

Ash Of course I will, Vicky... OK. Oh, I'm just arriving. Hold on. Can you stop here, please? Thanks, keep the change.

Taxi driver Cheers, mate.

Ash Sorry, Vicky... Hello? Are you there? ... Oh!

Vicky Hello?

Ash Sorry, I was asking the driver if he could stop and then I got cut off.

Vicky Where are you now?

Ash I'm just outside the school. The school gates are open...

Vicky Can you see anything?

Ash No. Hang on. I'm just going into the school car park. There's a car in the car park.

Vicky It must be Mr Wood's. Can you see him anywhere?

Ash No, he must be inside. I'm going to go into the school to look for him...

Vicky Wait, Ash. It's too dangerous. The police will be there soon.

Ash No, Vicky, it might be too late if I wait. Hang on... Wait, I can see him, Mr Wood – he's just come out of the school. I think he's got an external hard drive – he must have saved the program on to it. Oh no, he's seen me!

Vicky Oh no, Ash. What's he doing?

Ash He's getting into his car. I'm too late!

Episode 10 5.24

Reader Vicky and Ash are on the phone.

Ash is at the school, trying to stop Mr Wood.

Vicky Ash... Ash! Are you OK? Have you been hurt?

Ash No, I'm fine, Vicky, but he's driving out of the school. It's too late.

Vicky Oh no, Ash. Is it really too late? Has he got away with it? Has the program really been stolen?

Ash I think so... I can't believe it...

Ash Wait. Can you hear that, Vicky? It's the police. They're arriving now. They must have been called by Patryk.

Vicky Great. What are they doing?

Ash Two of their cars have been parked in front of the exit to the car park. Mr Wood has been stopped from driving out of the car park. Wait – he's getting out of his car and he's running across the car park.

Vicky But he can't escape now.

Ash I don't know. He's refusing to stop – the police are following him, but he's really fast.

Vicky Oh no!

Ash Wait. Yes! Vicky, he's been caught.

Vicky Ash? Ash? What's happening? I think your battery has died.

Reader An hour later, Ash is visiting Vicky in hospital to tell her what happened.

Vicky So, what happened after the police caught him?

Ash Well, he was arrested and then he was taken away in the police car.

Vicky So, where were the super geeks, then?

Ash They showed up just after he'd been caught. They finally explained what was happening about the walk-recognition program. They said it had been bought by Charlotte Jenkins. It's been financed by her company for the last few months.

Vicky So, we were right about that, then.

Ash Yes, but I don't think we realised how important the program really is. They said there would be a big demand for a program like this, in every country, and it could really help the police. It could make the super geeks really rich, but they've promised to give all the money to charity. It's going to be launched as a new product next month. World Solutions is Charlotte Jenkins' biggest competitor – that's why they wanted to steal the program.

Vicky And what about Mr Wood? Did he admit that he'd stolen it?

Ash Yes, he couldn't really deny it. But he's refused to give the police any information about World Solutions. The police say he's probably going to be sent to prison for a long time.

Vicky Wow! I didn't have to persuade you to do anything this time! You know, you were really brave, Ash.

Ash Thanks. Um, so when are you going to be allowed out of hospital?

Vicky Tomorrow. I'm being made to stay at home for another week after that. Then I'm going back to school, so I'll be able to do my exams.

Ash Good. Patryk reminded me yesterday about the prom at the end of term – so you'll be able to go?

Vicky Yes. Why?

Ash Er, well... well, it wouldn't be any fun if you weren't there.

Episode 11 5.25

Reader It's Vicky's first day back at school.

Vicky, Ash and Patryk are having lunch in the canteen.

Vicky So, I'm confused. All the students know what happened, do they?

Ash No, they think Mr Wood was stealing computers and that I stopped him.

Patryk Yes, we need to keep the program a secret until it's launched next month.

Vicky Of course. You know you can trust me not to say anything, don't you?

Patryk Oh, Ash, that really pretty girl at the next table is looking at you! Since you helped catch Mr Wood, you've become very popular with the girls, haven't you? I should have got to the school before him.

Vicky That's Kara Martin, isn't it? She's in year 10.

Ash Is she? I don't know.

Patryk Oh, look. She's coming over here.

Kara Ash, could I talk to you on your own for a minute?

Ash Er, well, I'm having lunch so...

Patryk It's OK, Ash. Er, why don't you meet us by the lockers. Come on, Vicky.

Reader Ash meets Vicky by the lockers.

Ash Where's Patryk?

Vicky He had to go.

Ash You shouldn't have left me like that. It made me feel really embarrassed.

Vicky So, what did Kara Martin want?

Ash She asked me to the prom, but I said no.

Vicky Er, how come?

Ash Well, because I'd rather go with you. I've been too scared to ask you until now. Vicky, you will come to the prom with me, won't you?

Vicky Oh, Ash. I... I can't. I'm sorry, no!

Ash Oh... um, right. Sorry, I didn't mean to make you upset. I shouldn't have asked.

Vicky I'm sorry, Ash. I really am. Look, I've got to go. Bye.

Reader That evening, Vicky is at home. She's skyping Lauren, her best friend in Manchester.

Vicky Oh, Lauren, I've been a complete idiot. I feel so confused.

Lauren What's happened? What's made you so upset?

Vicky Well, Ash asked me to go to the prom with him and I said no. It made me feel so guilty to hurt him because really I wanted to say yes.

Lauren Why did you say no? You do fancy him, don't you?

Vicky Yes. Yes, I do. I can see that now. I thought we were just friends, but then a girl asked him to the prom today and it made me feel so jealous and annoyed. Oh Lauren, I really like him. I should have realised before and now it's too late. I've really blown it, Lauren, haven't I?

Lauren What do you mean, it's too late? And why on earth did you say no if you like him?

Vicky Lauren, my dad's had some job interviews and he's been offered a new job, in New York, starting next month. I'm too scared to start going out with Ash when we're going to move – again!

Episode 12 🎧 5.26

Reader Ash and Patryk are at the prom.

Patryk So, are you happy that I made you come to the prom?

Ash It was a nice idea, Patryk, but I'm just so fed up. To be honest, I wish I'd stayed at home... I wonder what Vicky's doing.

Patryk I'm sorry she said no, mate. But if you hadn't asked her to come with you, you would never have known how she really felt.

Ash If I hadn't asked her, we'd have come together as friends, and we'd all be here having fun. I wish I'd never said anything. What a mess!

Patryk Oh, Ash. There are plenty more fish in the sea. If you stop thinking about Vicky for a while, you'll start to enjoy yourself. Why don't we go and dance?

Ash I'm sorry, I just don't want to. I'll stay here. You dance. Ugh, I'm sorry. If you weren't with me, you'd have more fun.

Patryk No, it's OK. How about a drink? I'll get us a couple of cokes if you like.

Ash Yeah, OK.

Patryk OK, don't move!

Reader While Patryk is going to get the drinks, Vicky arrives at the party.

Vicky Hi, Mrs Bell.

Mrs Bell Hi, Vicky. What a lovely dress!

Vicky Thanks. Here's my ticket. Do I leave my coat here?

Mrs Bell Yes – if you give it to me, I'll give you a ticket for it... Here you are.

Vicky Er, you haven't seen Patryk or Ash anywhere, have you?

Mrs Bell Yes, they arrived about an hour ago. I think they're inside.

Vicky Thanks.

Vicky Er, can I have a coke, please?

Patryk Vicky, what a nice surprise! I thought you weren't coming.

Vicky Er, yes, I decided to come in the end. Erm, have you seen Ash?

Patryk Yes, he's over there. Look!

Vicky OK, thanks.

Vicky Er... hello Ash.

Ash Vicky, you came. Wow! What a great dress. You look amazing.

Vicky Thanks. So do you. Look, I'm sorry...

Ash You don't need to apologise, Vicky. I shouldn't have asked you. If you want to be just friends, I'll never say anything about it again...

Vicky Wait, Ash, listen. I only said no because my dad got offered a new job, and said we were moving to New York. I should have explained it properly to you, instead of running off like that. But I talked to him today, and I told him I wanted to stay here. And we aren't moving now – we're staying in Canterbury.

Ash Oh, so...

Vicky So, I don't want to be just friends. I really like you, Ash. If you say you want to go out with me, I'll be so happy.

Ash Really? I do want to. I really like you too, Vicky.

Ash Would you like to dance?

Vicky Sure.

Ash We make a great team, Vicky.

Vicky Yes, we do... Did you hear about the mugging in town today? Perhaps we could investigate that next.

Ash Vicky!

Vicky It's a joke, Ash. I've had enough mysteries this year.

Ash Ha! I'll believe that when I see it!

Notes

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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