

Impulse 3

STUDENT'S BOOK



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B1+

Catherine McBeth Patricia Reilly
with Joanna Sobierska-Paczesny

Nr MEiN 1129/3/2021

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Uwaga! Podręcznik wieloletni. Odpowiedzi do zadań z ikoną  zapisuj w zeszycie.

B1+

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0.1 Look after yourself!

Well-being • Present tenses

- 1 **SPEAK** How are these pictures related to looking after yourself?



- 2 **SPEAK** Describe the pictures in exercise 1 using some of the words and phrases from the box. Then answer the questions.

fish give energy grains high in sugar
immune system junk food keep fit pancakes
reduce stress spend time outdoors stay up late
stretch your muscles take care of your back

- How well do you look after yourself?
- Does your school help you keep healthy?

- 3 **1.01** Listen to Cat talking about her school and answer the questions.

- Has Cat started a new school?
- Do students at her school get a lot of physical activity?
- Why does she like her school?
- Why doesn't she eat in the canteen?

- 4 **Study the grammar table below and complete the names of the tenses.**

- 5 **Change the underlined words so the sentences are true for you. Write one negative and one affirmative sentence for each.**

- We're studying French now.
We aren't studying French now. We're studying English.
- We study English once a week.
- I'm sitting next to my cousin at the moment.
- I've studied at this school for four years.
- I often eat pancakes for breakfast.
- We've already done twenty exercises.

- 6 **Complete the sentences with the correct forms of the verbs in brackets.**

- How many sandwiches he usually (take) to school?
- I (try) this recipe many times, but it doesn't work.
- she (finish) her dinner yet?
- you (eat) Thai food? It smells delicious.
- He (not bake) the cake yet.
- I'm sorry, our restaurant (not serve) gluten-free food.
- Please be quiet, Phoebe (sleep).

- 7 **SPEAK** Answer the questions.

- What have you eaten today?
- What do you usually eat at school?
- How much physical activity have you had this week?
- How much do you usually exercise?

Key Grammar

Present tenses

We use the present ¹ to talk about activities going on at the moment of speaking or short-term situations.

We use the present ² to talk about things that happened at an unstated time in the past, things that started in the past and are still true, or actions with visible results.

We use the present ³ to talk about permanent or typical situations and habits.

Present simple

+	We do PE four times a week.
-	I don't get stressed often.
?	Does your school help you look after yourself? Yes, it does . / No, it doesn't .
Wh-?	What do you usually do after school? Who helps them at home?

Present continuous

+	I'm studying at Middleton High this year.
-	We're not eating in the canteen for the time being.
?	Are you looking for a new school at the moment? Yes, I am . / No, I'm not .
Wh-?	Where is he going now? What is happening ?

Present perfect simple

+	I have already lost some weight.
-	They haven't opened the canteen yet.
?	Have you ever cooked a meal yourself? Yes, I have . / No, I haven't .
Wh-?	Which countries has she visited so far? Who has eaten the cake?

1 **SPEAK** What is your favourite kind of holiday? Why?

2 Match the words from the box to the correct categories 1–4. Some words match more than one category.

accommodation air atmosphere brochure
desert ferry hiking hill package holiday
plane planets space station spaceship
the Sun the Moon tour guide
travel agency trekking valley

- 1 Means of transport: *ferry*, ...
- 2 Tourism: *accommodation*, ...
- 3 Space: *air*, ...
- 4 Landscape features: *desert*, ...

3 **SPEAK** Complete the questions with the words from the box. Then ask and answer the questions in pairs.

book destination explore sightseeing

- 1 Is the Moon an interesting tourist ?
- 2 Would you like to a space flight?
- 3 Could tours to Mars become popular in the future?
- 4 Why do people want to other planets?

4 **1.02** Listen and tick the sentences you hear.

- a I'm going to study physics and mathematics.
- b Humans will always want to explore space.
- c If technology continues to develop, we're going to go to Mars soon.
- d I'll go and talk to the guide about it.
- e I think a lot of people will be interested in a space adventure.
- f Living on Mars isn't going to be easy because we need to produce air and water.

5 Study the grammar table below and complete it with examples a–f from exercise 4.

6 Choose the correct options.

- 1 The high cost of space exploration means that sightseeing on Mars *won't be* / *isn't going to be* for everyone.
- 2 I know how to book a flight, I *help* / *'ll help* you.
- 3 I have a feeling it *isn't going to be* / *won't be* easy.
- 4 They *will send* / *are going to send* three spaceships to the station next month.
- 5 The year 2024 *will be* / *is going to be* a leap year.
- 6 The spaceship is having some problems, so I don't think they *will land* / *are going to land* on the Moon this time.

7 Read the **WATCH OUT** box and complete the sentences with the correct forms of the verbs in brackets.

- 1 If this rocket (have) problems with landing, we (not send) astronauts on the next mission.
- 2 There (be) a full moon tonight.
- 3 Welcome to our hotel. I hope you (like) it here.
- 4 When the spaceship (enter) Mars's atmosphere?
- 5 I (call) you when I (book) the trip for us.
- 6 I'm tired. When we (get) to the hotel, I (lie) down for a while.

WATCH OUT

if/when + present simple

We do not use future tenses after *if/when*.

We use the present simple instead.

If I'm lucky, I will become an astronaut.

When we go to Mars, I'll be there.

8 **SPEAK** Answer the questions.

- 1 Do you think space tourism will happen during your lifetime?
- 2 Would you like to go on a space holiday? Why/Why not?

Key Grammar

will	be going to
We use will to talk about:	We use be going to to talk about:
- decisions made at the moment of speaking, e.g. ¹ . - hopes and predictions about the future based on opinions, e.g. ² . - facts about the future, e.g. ³ .	- plans for the future, e.g. ⁴ . - predictions about the future based on something we know, e.g. ⁵ , ⁶ .
☒ Space tourism will be a fashionable thing.	☒ I'm going to study astronomy.
☐ It won't be cheap.	☐ I'm not going to be a scientist.
☐ Will it happen soon? Yes, it will . / No, it won't .	☐ Are you going to come with us? Yes, I am . / No, I'm not .
Wh- ☐ When will they come back home?	Wh- ☐ What time is she going to arrive?

1

FRIENDS FOR LIFE



1 **SPEAK** Look at the photo and answer the questions.

- Why are these people looking at their phones instead of talking to each other?
- Do you agree that playing with your phone while in the company of friends or family is impolite? Why/Why not?



2 **SPEAK** Read the comments. Do you think queen_of_hearts is telling the truth? Why/Why not?



happyP

Lol, why so sad, everyone?



sam_777

Maybe they're uncomfortable against that wall. 😂



tippy

Are these your friends or is that a bus queue?



queen_of_hearts

I never choose a screen over my friends. 😊

Comment



Personal qualities • Friends and foes



- 1 Read the words in the box. Which two describe you best? Why?

friendly honest imaginative kind loyal mature
patient polite reliable responsible sensitive
sociable tolerant

- 2 **KEY WORDS** Read the information and complete the table with the negative forms of the adjectives from exercise 1. Check the wordlist on page 21.

Negative prefixes		
We make the negative form of some adjectives with prefixes.		
dis-	im-/in-/ir-	un-
dishonest	immature	unfriendly

- 3 Complete the sentences with the negative forms of the adjectives in brackets.

- Old Mr Wright is so (friendly) and (polite) that no one here likes him.
- I'm sorry, but Clara is too (mature) and (responsible) to be a babysitter.
- Don't expect her to understand your problems. She's (sensitive) and (imaginative).
- You knew and you didn't tell me? That's (honest) and (loyal).
- A good teacher cannot be (kind) or (patient).

- 4 **KEY WORDS** Check the meaning of the highlighted words. Answer the questions.

acquaintance • best friend/mate • classmate
close friend • colleague • enemy
flatmate (UK) / roommate (US)
next-door neighbour • opponent • relative • rival
sibling • stranger • teammate • travel buddy

Which of the words describe people ...

- we are related to or have a positive emotional relationship with? *best friend/mate, ...*
- with whom there is a competition or conflict? *enemy, ...*
- whom we meet in particular places or situations, but don't have to have an emotional relationship with? *acquaintance, ...*

- 5 Match some of the highlighted words from exercise 4 to definitions 1–8.

- your brother or sister
- a member of your family (not your parents or siblings)
- someone that you share a flat with (not family)
- someone who competes against you in sport
- someone who competes with you for success, love, money or power
- someone you know, but not well
- someone you don't know at all
- someone you work with

- 6 Look at the personal qualities in exercise 1 again. Which ones are most important for:

1 a friend?

2 a neighbour?

3 a teacher?

4 a teammate?

- 7 **1.03** Listen to four people talking about people they know. Match speakers 1–4 to people a–d. Which adjectives from exercises 1 and 2 does each speaker use?

a a classmate

c a flatmate

b neighbours

d a relative

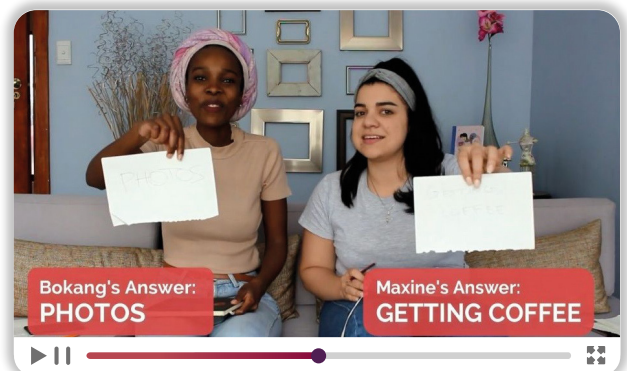
- 8 **SPEAK** Choose three people you know and describe them. Use the adjectives from exercises 1 and 2.

Maja is my close friend. She's friendly and sociable, but she's also impatient!

- 9 **SPEAK** Answer the questions about your partner. Then check your answers in pairs.

- How many siblings does your partner have?
- What is his/her favourite school subject?
- What are his/her positive character traits?
- Who is his/her best mate?

- 10 **SPEAK** In the photo, Bokang and Maxine are taking a best friend challenge. They are answering questions about each other and their friendship. Look at the video still and answer the questions.



- Describe the photo. How are Bokang and Maxine feeling?
- In your opinion, what question are they answering?
- Have you ever taken a friendship quiz? Would you like to? Why/Why not?

FAST FINISHERS

Write five questions for your own friendship quiz, e.g. *What kind of music do we both love?*

Defining and non-defining relative clauses

1 **SPEAK** Answer the questions.

- Is there a place where you'd like to live one day? Where is it? Why would you like to live there?
- Do you know someone who does a job which you'd like to do one day? What do they do?

2 Read the text. How are Tom and Edward connected?

Tom was a boy **who** lived in the poorest part of London. He dreamed of a better life, **which** would be free of cold and hunger. He found a place **where** he could sit and watch the rich people **that** lived in the royal palace. He always went there **when** he had nothing else to do. One day, he met a boy **whose** beautiful clothes suggested he lived in the palace. This was Prince Edward. **His father, who was the king, ruled the whole country.** The boys looked like twins, but the lives **which** they lived were very different. Curious to see the other side of life, the boys switched places. It was a decision **that** would change their lives forever.

3 Read the text again and answer the questions.

- How many relative clauses can you find?
- Find nouns defined by the relative clauses. Which **word(s)** do we use to refer to:
 - people?
 - objects and abstract ideas?
 - locations?
 - a moment in time?
 - possession?
- Look at the underlined sentences in exercise 2. Would they still make sense without the relative clauses?

4 Look at the video still and study the grammar table. Check your answers to exercise 3.

Key Grammar

Defining relative clauses

A defining relative clause gives essential information that defines the noun. We can replace relative pronouns *who* and *which* with *that*.

Tom was a boy *who/that* lived in the poorest part of London.

The lives *which/that* they lived were very different.

He found a place *where* he could sit and watch the rich people.

Non-defining relative clauses

A non-defining relative clause gives extra, but not essential, information about the noun. We always use commas with non-defining relative clauses and we cannot omit the relative pronoun.

In non-defining relative clauses, we cannot replace *who/which* with *that*.

He dreamed of a better life, *which* would be free of cold and hunger.

His father, *who* was the king, ruled the whole country.

5 **SPEAK** Complete phrases 1–5 with the correct relative pronouns. Then tell your partner about 1–5.

- a place you like to hang out with your friends
- an object is important to one of your relatives
- a time a stranger helped you
- a person is one of your neighbours
- a relative surname is different than yours

6 Join the sentences using a non-defining relative clause. Make any necessary changes.

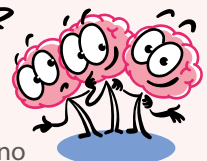
- Ted is my friend. His mum is my mum's colleague.
Ted, whose mum is my mum's colleague, is my friend.
- Edinburgh is a beautiful city. My father was born there.
- My next-door neighbours are really friendly. They used to live in Canada.
- That was the final match of the season. It was our best season ever.
- Freddie Mercury is my favourite singer. His songs are all-time classics.

7 Choose the correct options and rewrite the sentences. Add commas where necessary. Which relative pronoun(s) can be omitted?

- My dad *who / whose* loves tennis taught me to play.
My dad, who loves tennis, taught me to play.
- My best friend *who / whose* birthday is on the same day as mine is three hours older than me.
- Remember that week *when / which* we were doing our exams? It was really hot.
- She found a flatmate *which / that* she can trust.
- The city of Ankara *where / which* is the capital of Turkey is in Asia.

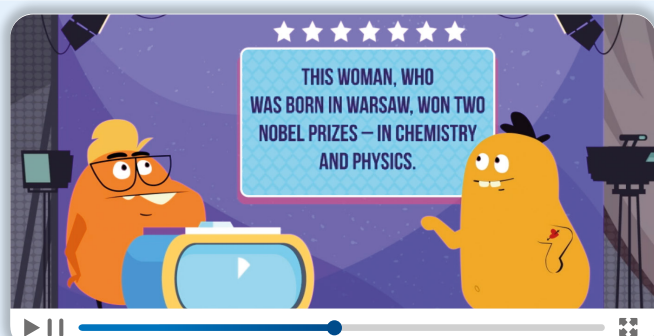
#BRAINTEASER

Everywhere you go, I am always with you. I'm with all the people who you love and also with those who are strangers. Without me, your enemy is no longer your enemy, and your friend is no longer your friend. What am I?



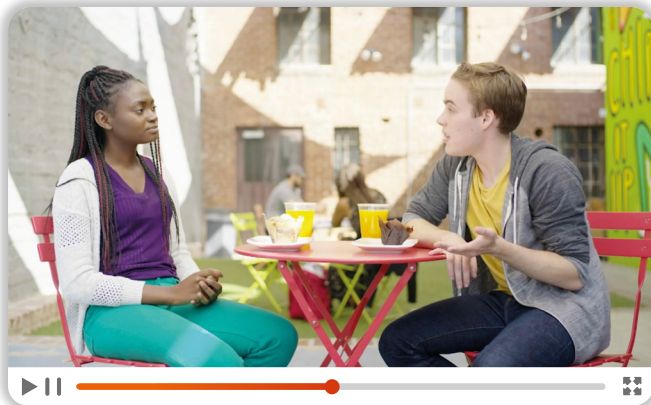
FAST FINISHERS

Prepare a meme or a cartoon whose text uses relative pronouns.



1 **SPEAK** Tell each other about two gifts you received – one that made you really happy and one that disappointed you.

2 **1.04** Listen to the dialogue and answer the questions.



- 1 What gifts are mentioned?
- 2 What do they decide to buy?

3 **1.04** Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?

Key Phrases

Reaching an agreement

Making suggestions

Shall/Should we (buy) (him) ...?

What/How about (a video game)?

Why don't we get (him) (a comic)?

Agreeing and disagreeing

Yes, that sounds like a great idea/a good plan!

Yes, sounds good to me.

It's not (my/his/her ...) thing. / (Sudoku) isn't really (my/his/her ...) thing.

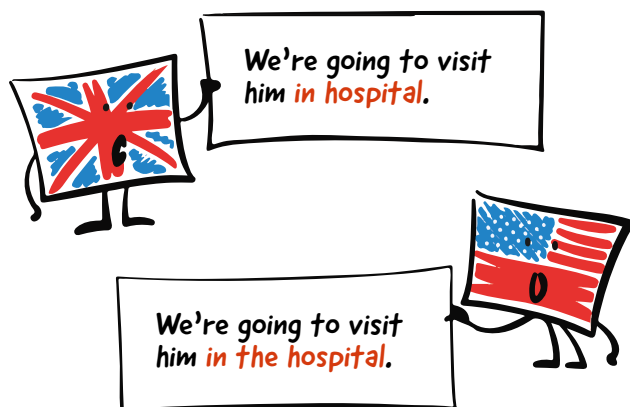
(He's) not really into (sudoku).

I (don't) think (he's) a fan of ...

Checking with others

Does that sound OK?

What do you think/reckon? Do you agree?



4 **Complete the dialogue with some of the phrases from the Key Phrases box.**

Ryan Remember we're going to visit Jason in the hospital after school today?

Monica Oh, I completely forgot!

Ryan ¹ something to cheer him up?

Monica Yes – that sounds like a great idea!

Ryan Let's get him a sudoku puzzle book! That's something that he can do in the hospital. What do you think?

Monica I don't think he's someone who does sudoku really. It's not his thing.

Ryan OK, what about a video game then?

Monica It's not a bad idea, but can he play video games in the hospital? ² get him a comic? That'll make him laugh!

Ryan Great, how about a couple of comics then? Does ³?

Monica Yes, ⁴ to me. Let's do it!

5 Find four more phrases to add to the Key Phrases box in the dialogue in exercise 4. What is their function? Use the Key Phrases headings to help you.

6 **SPEAK** Role-play the dialogue using the Key Phrases. Then change roles and do the task again.

Uczeń A Twoja znajoma obchodzi urodziny.

Wraz z innym kolegą / inną koleżanką* (uczeń B) chcecie kupić jej prezent. W rozmowie z uczniem B porusz następujące cztery kwestie:

- zainteresowania znajomej,
- pomysły na prezent,
- cenę prezentu,
- sposób/miejsce zakupu.

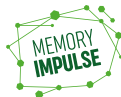
Uczeń B Rozmawiasz z kolegą/koleżanką (uczeń A) na temat wyboru prezentu urodzinowego dla Waszej znajomej. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- uzupełnij listę zainteresowań znajomej o inne, niewspomniane przez ucznia A,
- nie zgódź się z pomysłem ucznia A na prezent i uzasadnij swoje zdanie,
- zaproponuj inny pomysł na prezent oraz cenę, która byłaby, Twoim zdaniem, rozsądna,
- po ustaleniu prezentu i jego ceny, zgódź się na sposób zakupu lub zaproponuj inne miejsce zakupu.

FAST FINISHERS

At a summer camp you made a friend who is now coming to visit you. You and your best friend want to take him/her out. Write five different suggestions about what you can do together. Use the Key Phrases.

*W całej serii Impulse zastosowano kolejność form męska/żeńską. Zachęcamy jednak do zapoznania się z tendencjami etykietalnymi współczesnej polszczyzny.



- 1 Match 1–6 and a–f to make phrases. Use three of the phrases to describe your classmates.

- | | |
|--------------|--------------|
| 1 wide | a make-up |
| 2 full/thin | b appearance |
| 3 heavy | c smile |
| 4 fair/pale | d skin |
| 5 physical | e lips |
| 6 blond/dark | f hair |

- 2 Read the definition. What is the origin of the word 'doppelganger'?

doppelganger /'dɒp(ə)l,gæŋə(r)/ noun [C]
someone who looks like someone else; lookalike
From the German compound noun *Doppelgänger*:
Doppel (= double) + *Gänger* (= walker)

- 3 Read the **WATCH OUT | SKILLS** box and identify topic sentences in the text. In which paragraph will you find answers to the following questions?

- Why are people interested in doppelgangers?
- Is it possible to meet your doppelganger by chance?
- What should you do to find your doppelganger?

WATCH OUT | SKILLS

Topic sentences

A topic sentence is usually the first sentence in a paragraph. It often summarises what the paragraph is about.

- 4 **SPEAK** Discuss the questions from exercise 3.
- 5 **1.05** Read the text on page 11 and check your answers to the questions in exercise 3.
- 6 Choose the correct options.
- Santana and Isobel
 - love to go shopping together.
 - have identical hairstyles.
 - liked the story of the British lookalikes.
 - met through social media.
 - Doppelganger finder apps
 - can find a match for absolutely everyone.
 - start by searching for people who live close to you.
 - search through photos on different websites.
 - can help you describe your face.
 - Thanks to a doppelganger finder app, one girl
 - played a joke on someone with her lookalike.
 - created a successful social media project.
 - found three of her lookalikes in Ireland.
 - helped millions of people find their doubles.
 - Doppelgangers
 - always have more in common than casual acquaintances.
 - usually find they are distant relatives.
 - sometimes feel a special bond.
 - are a fascinating topic for researchers.

- 7 Answer the questions.

- What is the theory about doppelgangers?
- What do you have to do if you want to have a profile on a doppelganger finder website or app?
- What did Sara and Shannon do?
- How did Niamh find her doppelgangers?
- How do we feel about people who look like us? Why?

- 8 Read the **WATCH OUT** box and complete the sentences with indefinite pronouns and ideas from the text.

- Everyone* wants to believe *they're unique*.
- Santana asked her parents if there was .
- Our doppelgangers can be .
- Many twin strangers say they feel that they share .

WATCH OUT

Indefinite pronouns

Things: *something, anything, nothing, everything*

Places: *somewhere, anywhere, nowhere, everywhere*

People: *someone, anyone, no one, everyone*

- 9 **KEY WORDS** Match the highlighted words and phrases from the text to definitions 1–7.

- all the parts of your face
- clothes for two people that are the same or similar
- in a shape of an oval
- a lot of hair above your eyes
- to tie your hair at the back or on the top of your head
- red-coloured hair on a chin and face
- not to tie your hair

- 10 **SPEAK** Answer the questions.

- Can you think of any ways in which having a lookalike could be negative?
- Why do some people try to be celebrity lookalikes?
- Would you like to meet/find your doppelganger? Why/Why not?

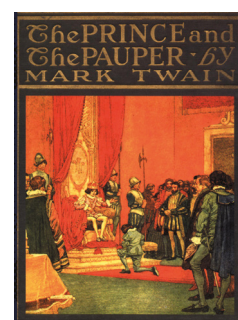


FAST FINISHERS

Imagine you have just met your doppelganger. What do you want to know? Write six questions you could ask him/her.



Reread the story in exercise 2 on page 8, which is the beginning of *The Prince and the Pauper* by Mark Twain. Find out how the story ends.



Where's your doppelganger?

Everyone wants to believe they're unique, but there's a theory that everyone has seven lookalikes somewhere in the world, so theoretically someone looking just like you could walk into the same room at any time. In 2015, when two British lookalikes with huge **ginger beards** sat next to each other on a plane, their photo went viral. Just like a tweet of seventeen-year-old Santana Gutierrez, who lives in San Diego, USA, and her doppelganger. Santana was at a shopping mall when she met Isobel, who was collecting money for charity. Isobel didn't just have the same wide smile and dark hair **put up in a ponytail**, she really looked like Santana's sibling. Santana even asked her parents if there was anything she should know.

Because our doppelganger can be anywhere in the world, many people search for theirs using special apps and websites. After uploading your picture, you add a description, such as the shape of your face, eyes, eyebrows and nose. There are drawings to guide you if you don't know whether you have an **oval-shaped** or a square face, thin or full lips, **thick** or thin **eyebrows**, etc. Then the app tries to match your face with others from its database. Some results are surprising, but some come pretty close.

Some twin stranger stories are amazing. Shannon from Ireland and Sara from Sweden look so alike that one day, just for fun, they surprised Shannon's dad.



They dressed in **matching outfits** and put on the same make-up (nothing heavy, but nevertheless making them look identical). It took him a few moments to tell them apart! Another Irish girl, Niamh Geaney from Dublin, actually found a few doppelgangers when she participated in a social media project. First there was Karen, who lived just an hour away from her. Soon, Niamh located two more: Luisa from Italy and Irene, also from Ireland. They all have the same fair skin, and they **wear their long dark hair loose**. Thanks to this success, the project turned into a website which has been used by more than four million people searching for their twin strangers.

So, why are we so fascinated by the idea of doppelgangers? Research shows that we generally trust people whose **facial features** are similar to ours. Historically this made sense because such people were probably our relatives, and not enemies. Although nowadays you may have nothing more in common with your doppelganger than with any other acquaintance, many twin strangers say they feel that they share something more than just physical appearance.

GLOSSARY

go viral – rozprzestrzeniać się w zawrotnym tempie

participate in – uczestniczyć w

tell sb/sth apart – rozróżniać (kogoś/coś)

Did you know?

💡 According to a recent survey, the chance of having a doppelganger somewhere in the world is about 1 in 135. But the probability of having exactly the same facial features is one in a trillion!

Conflicts and problems

- 1 Complete the questions with the words from the box. There are two extra words.

angry annoy argument disagree forgive
hurtful hurts relationship

- a Is it important to have a good with your classmates?
b What do you usually about with your friends?
c Do you get easily?
d What do you do when a friend says something to you?
e Do you easily when a friend you?

- 2 **1.06 SPEAK** Listen and match speakers 1–3 with questions a–e from exercise 1. There are two extra questions. Then answer all the questions.

1 2 3

- 3 Read Upset Kitty's forum post. What advice would you give her?

Upset Kitty

I've got a problem with my BFF, Cheryl. I **make friends** easily, so I get on well with most of my classmates, but when Cheryl came to our school, we immediately noticed

we had so much in common! But lately she's started to **get on my nerves**. It's like she wants to **get into a fight with me**. It makes no difference what we're talking about, if I say 'black', she says 'white'.

I usually **give in** and agree with her because I want to **be on good terms with her**, but I've had enough. Last week, we **had a disagreement about** whether to go rollerblading or watch a movie, and she **got so upset with me** that she left and we haven't talked since. I'd like to **make up with her**, but, on the other hand, I'm still **annoyed with her** because of her behaviour. How do I convince her to do what I want from time to time without having another argument?

Share | Comment

BFF = best friend forever

- 4 **KEY WORDS** Match the highlighted expressions from the text in exercise 3 to definitions 1–9.

- 1 get along with sb
2 have/get new friends
3 annoy sb
4 want something to change/end
5 be friends with sb after a fight
6 have an argument about sth
7 have a very bad argument with sb
8 be/get irritated with sb (two expressions)
9 agree to do what someone else wants

- 5 Read the replies to Kitty's post and complete them using the highlighted expressions from exercise 3.

Kitty, remind Cheryl that to be ¹ terms friends should care about each other's opinions and needs. The key to good friendship is simple: don't ² annoyed when you ³ a disagreement about something, but try to reach a compromise instead.

HELPFUL

Kitty, if U always get ⁴ each other's ⁵ , are you sure you really have so much in common? Also, Cheryl's behaviour is rather childish. She doesn't sound like someone U want to be friends with. But even if you do – WHY do you give ⁶ to her all the time???

Jasmine Blossom

My BFF, like me, is VERY impatient, so we ⁷ fights all the time. But in the end we always laugh about it. And we usually make ⁸ and do the things we each wanted to do. So, I watch her favourite series with her, and she helps me solve my crosswords. Oh, and tell Cheryl that trying new things is actually GOOD for her.

REBELLIOUS

- 6 Read the **WATCH OUT** box and translate the fragments in brackets into English.

- 1 If you want to (*pogodzić się z kimś*), start by saying you're sorry.
2 I (*zaprzyjaźniłam się*) with Shannon in first grade.
3 (*Nie denerwuj się na mnie*), but I can't go jogging with you anymore.
4 I don't want to (*kłócić się*) with you, so let's both take a deep breath and think before we say anything hurtful.
5 (*Mam dość*) of your lies! I don't think I can trust you anymore.

WATCH OUT

False friends

Some Polish phrases have 'false friends' in English. They might look the same, but they don't mean the same thing.

zdenerwować się na kogoś = **get upset with someone** (≠ get nervous)

- 7 **SPEAK** How do you usually handle disagreements with your best friend(s)? Describe the last time you had a fight with one of them.

FAST FINISHERS

What could you do to make a friend, relative, colleague or teacher forgive you? Write down your ideas about the best way to apologise to each of them.

A radio programme about friendships

1 **SPEAK** Answer the questions.

- Are there different kinds of friends/friendships? What are they?
- Do you have more online or offline friends? Which of them sometimes get on your nerves? Why?

2 **KEY WORDS** Read the text and match some of the highlighted expressions to definitions 1–6.**THE SIX TYPES OF FRIENDS YOU NEED ... AND THE ONE YOU DON'T!****The friends you need:**

 The 'brutally honest' friend – this friend will never **lie** to you. They will always **tell** you **the truth**, even when it hurts, because they care about you.

 The 'shared interest' friend – someone who you can share a specific hobby with, be it sporty, crafty or plain crazy!

 The 'life and soul of the party' – although not the most reliable friend, they are fun to **hang out with** and will always **cheer you up** and **make you laugh**.

 The 'mentor/motivator' – this is someone who you always respect. They inspire and **support** you, and encourage you to step out of your comfort zone.

 The 'well-connected' friend – this sociable friend knows everyone and will put you in touch with anyone that you need to meet.

 The 'loyal best friend' – last, but definitely not least, this is the friend that you always **get on with** and never **fall out with**. They will never **judge** you, and they will always forgive you!

And the one to avoid:

 The 'fake bestie' – they act like you are best friends, making plans and promising to **keep in touch**. But in the end they always **let you down** ...

- not tell lies
- spend a lot of time with sb
- maintain contact
- criticise
- make jokes or be funny for others
- help someone achieve their goals

3 Read the **WATCH OUT** box and complete the table with three more phrasal verbs from the text.

Separable	Inseparable
let (someone) down, ...	get on with (someone), ...

WATCH OUT Separable and inseparable phrasal verbs

You can insert other words between separable phrasal verbs, but inseparable phrasal verbs can't be separated.
*In the end they always **let** you **down**.*
*You always **get on with** your best friend.*

4 **1.07** Listen and repeat the phrasal verbs. Is the stress on the verb or the particle?

fall out get on hang out let down

5 Look at the website of a radio programme and answer the questions.

- What topics are discussed this month?
- What ideas may be mentioned in this week's episode of the programme?

**This month's topic – FRIENDSHIP****REAL PEOPLE • REAL PROBLEMS • REAL LIFE**

Previous talks: conflicts (Sat 5 Oct), types of friends (Sat 12 Oct)

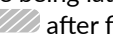
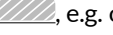
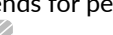
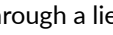
This week: friends ON or OFFLINE?

Next week: friends & \$\$\$\$

6 **1.08** Listen and answer the questions.

- Who is talking?
- Where are they?
- What is their relationship?
- What are they talking about?
- Whose voice do you hear near the end?

7 **1.08** Listen again. Complete the table.

FRIENDSHIPS	
A person can only have ¹  close friends – should they be real-life or online?	
ONLINE	 no 'real-life tests' like being late, having a bad day or ²  after fights  finding people ³  , e.g. online games  practising foreign languages  if you are having ⁴  , you can talk to people in a situation like yours
REAL-LIFE	 difficult to make friends for people who are rather ⁵   ⁶  to see through a lie

8 **SPEAK** In your opinion, what is the ideal number of friends to have in your life (online and offline)? **FAST FINISHERS**

 Look at the text in exercise 2 again. What type of friend are you? Do you have friends of each kind listed (online or offline)? Write a post about it.



Robin Dunbar, a British anthropologist, suggested we can only have five BFFs. Find out more about his theory of layers and share it with your class.

Reflexive pronouns and each other

- 1 **1.09** Listen to part of the radio programme from the previous lesson again. What advice would you give?
- 2 Read some sentences from the radio programme. Answer the questions.
- 3 Look at the video still and study the grammar table. Complete the sentences with the reflexive pronouns from the box.

himself itself themselves yourself yourselves

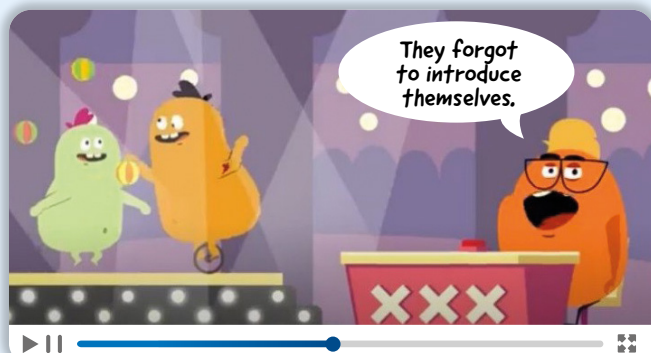
Key Grammar

Reflexive pronouns

Reflexive pronouns are used when the same person is the subject and object of an action.

The reflexive pronoun needs to match the subject. The suffix *-self* has the plural form *-selves*.

singular	I don't even buy myself such things. Do you see ¹ himself as a good friend? He burnt ² himself while ironing. She buys herself nice stuff all the time. This phone is broken – it constantly turns ³ itself off.
plural	We end up arguing instead of enjoying ourselves. All this food is for you – help ⁴ yourself! Can people call ⁵ themselves friends if they've never met?



Grammar Reference >> 20

- 4 Match the sentence halves.
- | | |
|-----------------------|---------------------------|
| 1 She taught | a yourself! |
| 2 We watched | b themselves new clothes. |
| 3 You have to respect | c herself Russian. |
| 4 They bought | d himself. |
| 5 He often talks to | e ourselves on video. |

- 5 **SPEAK** Complete the questions with the verbs in brackets and the correct reflexive pronouns. Then ask and answer the questions.
- Have you ever **taught** (teach) a new skill?
 - What do you **do** (see) doing in five years' time?
 - Where do you and your friends go to **enjoy** (enjoy)?
 - Have you ever **hurt** (hurt) in an accident?
 - Do you and your classmates ever **record** (record) in class?
- 6 Match examples 1–2 to pictures A–B.

Key Grammar

each other

- They bought **themselves** gifts.
- They bought **each other** gifts.

We use **each other** when each person does the same action for/to the other person.



- 7 Complete the sentences with the correct reflexive pronouns or **each other**.
- My two cats don't like **each other**. They fight a lot!
 - I love hanging out with my friends. We make **each other** laugh.
 - Some friends of mine are in a band. They call **themselves** 'The Rockettes'.
 - My first friend and I have kept in touch with **each other** since we were five.
 - I've got a problem with my tablet. It keeps turning **itself** off.
- 8 Look at the prompts and write six sentences starting with **Good friends should/shouldn't ...**. Use **each other**.

listen (to)

let (someone) down

support

be jealous (of)

fall out (with)

talk (to)

fight (with)

look after (someone)

Good friends should listen to each other.

FAST FINISHERS

Your friend/sibling/flatmate is very egoistic. Make a list of things to tell them about what is wrong with their behaviour and your relationship. Try to use reflexive pronouns and **each other**.

1 What kind of person makes a good flatmate? What character traits would you not accept?

2 Choose the correct paraphrase.

- 1 The boy that I'm working with is not very nice to me.
 - a My colleague is rather impolite.
 - b My mate is very irresponsible at work.
- 2 I think they will have a lot of fun.
 - a I feel they will be very amusing.
 - b It sounds like they will enjoy themselves.
- 3 Please keep in touch.
 - a Can you hold my hand?
 - b Call me or email me soon.
- 4 My boyfriend and I had matching outfits at the Christmas party.
 - a My boyfriend and I wore clothes of similar colours and patterns.
 - b My boyfriend and I became a couple during the Christmas party.

3 Read the **WATCH OUT** box and choose the correct options.

- 1 My siblings, *who's* / *whose* room is very messy, always ask me to help them tidy it up.
- 2 Her next-door neighbour has a dog *that's* / *whose* very friendly.
- 3 My travel buddy, *who's* / *whose* been to many places, always has interesting stories to tell.
- 4 The house, *which* / *whose* history goes back to the 17th century, is beautiful but a bit cold.
- 5 The penguin *that's* / *whose* life was in danger is now feeling better.

WATCH OUT

who, which, whose, who's, that's

We use **who** for people and **which** for things and animals. But for possession we use **whose** for people, animals and things. **Who's** always means **who is/has**. **That's** always means **that is/has**.

4   Complete the text with one word in each gap.

Hi Tilda,

Sorry I haven't been in touch, but nothing in my life seems to be going right at the moment. My parents are upset ¹  me because of my not-so-great marks. I ²  them down, they say. But I'm not writing to complain. 😊 Remember Martha from our primary school? Well, she's in a band now, and her concert is next week. It's at the ROCK IT! club, ³  owner is her friend. Martha says she can give us both free tickets. What do you think? We haven't talked IRL for ages, and I'm sure we will enjoy ⁴ ! We could wear ⁵  outfits – the same black T-shirts and jeans, you know, like we used to do at school :)

So, let me know what you think!

Gina

Send

5   Choose the correct options.

- 1 You look a bit upset. Why  tell me what's wrong?
 - A you not
 - B don't you
 - C you aren't
- 2 I always try to be  with everyone.
 - A on good terms
 - B making friends
 - C to get on
- 3 A ponytail looks good, but for such a special occasion I prefer to  my hair loose.
 - A wear
 - B put
 - C make
- 4 They haven't talked to each other since they fell  last month.
 - A off
 - B away
 - C out
- 5 Dad, have you seen my coat? I can't find it .
 - A nowhere
 - B anywhere
 - C somewhere

6   Choose the correct translation.

- 1  (*Może poszlibyśmy*) to a concert this weekend?
 - A We may go
 - B Would we go
 - C Shall we go
- 2 I think I'd look good in a ponytail.  (*Jak sądzisz?*)
 - A What do you reckon?
 - B How you think?
 - C Do you like?
- 3 I know a place  (*gdzie robią*) the best pizza.
 - A where do they make
 - B where they're doing
 - C where they make
- 4 They only invited their  (*krewnych i najbliższych przyjaciół*) to the wedding.
 - A family and close acquaintances
 - B relatives and closest friends
 - C cousins and mates

FAST FINISHERS

 Imagine you had an interesting experience when you were looking for a flatmate. Write a social media post about it.



TILDA & GINA 😊

An informal email about a problem

To: dearsally@allaboutlife.jog
From: Tom Johnson
Subject: 'Friends' edition of the 'All about life' podcast

Dear Sally,

- 1 I saw the information about the special edition of your podcast, and I wonder if you can help me with a problem which is related to a friend of mine.
- 2 So, this friend – let's call him Joe – used to be a close friend, but we hardly see each other anymore. I mean, we didn't fall out – he just stopped getting in touch, and we don't hang out together now. To be honest, it feels like he's let me down.
- 3 Anyway, what I really mean is that I'm worried about 'Joe'. We used to go out and enjoy ourselves, but now he seems to be quite unsociable. Joe's sister, who's my classmate, says he hardly ever goes out. Basically, I want to support him if he's unhappy, but I don't want to force the situation if he doesn't want to be friends anymore. What should I do?
- 4 Well, that's enough about my problem! I'm really looking forward to hearing your reply.

Best wishes,
Tom

PS I know you can't reply directly, but I hope you can discuss my problem on the podcast!

Send



- 1 **SPEAK** Look at the advert. What kind of problems do you think you could hear about in the podcast?

'All about life'
podcast

*is preparing a special
edition all about friends*

**Have you got
a problem to
resolve?**

Email Sally at
dearsally@allaboutlife.jog

- 2 Read Tom's email. Then write one sentence to summarise the problem that he is writing about.
- 3 Complete the sentences with information from the advert and Tom's email. Use defining or non-defining relative clauses.
 - 1 Sally is someone who _____.
 - 2 This podcast, which _____.
 - 3 Tom is writing about a problem which _____.
 - 4 Tom and Joe, who _____.
 - 5 Joe's sister, who _____.

- 4 Read the email again and match paragraphs 1–4 to descriptions a–d.
 - a introduction to the situation
 - b concluding phrase, closing greeting and postscript
 - c opening greeting and reason for writing
 - d more detailed information about the situation
- 5 Look at Tom's email and complete the Key Phrases box.

Key Phrases

Talking about problems

I ¹ _____ if you can help me.

I have a problem which is ² _____ to (a friend of mine).

We ³ _____ see each other anymore.

It ⁴ _____ like he's let me down.

We ⁵ _____ to ..., but now ...

What ⁶ _____ I do?



6 Write sentences using the prompts.

- 1 I / regularly / read / blog / and / wonder / you / help / I
- 2 problem / related / my ex / act / very rudely / towards / I
- 3 dad / hardly / have / time / I / anymore
- 4 It / feel / like / no one / can / understand / I
- 5 We / used / talk / everything / but / now / they / not have / time / me
- 6 What / should / I / do / make / she / stop / ?

7 Complete the table with the words in bold in Tom's letter.

Informal linkers	
To give more detail about a topic	To change topic
So, ...	Anyway, ...

8 Choose the correct options.

Dear Sally,
 I wonder if you can help me with a problem.
¹ **Basically** / **Anyway**, my sister is always borrowing my things, even without asking. I mean, I don't mind sharing things with her, but I think she should ask first!
² **Anyway** / **I mean**, what I want to know is how I can talk to my sister without making her angry.
³ **So** / **To be honest**, I guess I feel bad because I'm older, so I should set a good example.
⁴ **Well** / **Basically**, that's enough about my problem. I'm looking forward to listening to your podcast!
 All the best,
 Laila

Send

Key Phrases

An informal email

Beginning an email

Dear ...,

Hi, ..., / Hello, ...,

Giving the purpose of writing

I decided to write to you because ...

I saw the information about ..., and I wonder if you can help me (with a problem).

Ending an email

I'm looking forward to (listening to your podcast)!

I'm really looking forward to (hearing your reply).

I can't wait to hear from you.

Best wishes,

All the best,

9 Do the writing task. Follow the steps in the Writing Planner.

Ostatnio pogorszyły się Twoje relacje z przyjacielem/ przyjaciółką. Napisz e-mail do osoby prowadzącej vloga dla nastolatków, w którym:

- przedstawisz, jak wyglądały dotychczas Wasze relacje,
- wyjaśnisz, jak się one ostatnio zmieniły,
- opisziesz swoje uczucia z tym związane,
- poprosisz o radę, jak to zmienić.

Długość tekstu powinna wynosić od 100 do 150 słów.

Dear Casey,

I decided to write to you because I think the advice you give on your vlog is very helpful.

WRITING PLANNER

THINK

Make notes about the situation and how it is a problem. What did it use to be like? What has changed? How does it make you feel (e.g. sad, stressed, frustrated)? Have you tried to do something about it (e.g. talk with your friend)?

PREPARE

Organise your notes into four paragraphs:

- 1 opening greeting and reason for writing,
- 2 introduction to the situation / reasons for it,
- 3 more detailed information about the situation / your feelings,
- 4 concluding phrase and closing greeting.

WRITE

Write your email. Use your notes and the Key Phrases.

CHECK

Read your email and answer the questions:

- Have you included and developed all four bullet points?
- Is your text within the word limit (100–150 words)?
- Have you checked your email for spelling mistakes?

FAST FINISHERS

Do you ever read advice columns or websites? Can their authors really help someone they do not know? Prepare a list of advantages and disadvantages of taking advice from such sources.



VOCABULARY

1 Choose the odd word out.

- 1 rival, sibling, opponent, enemy
- 2 disloyal, unreliable, immature, irritated
- 3 get on sb's nerves, fall out with, hang out with, be annoyed with
- 4 ponytail, haircut, features, blond
- 5 forgive, lie, support, get on

2 Complete the sentences with the correct forms of the words from the box. There are two extra words.

cheer classmate colleague heavy next-door patient sensitive tail thing

- 1 My dog, which is very funny, always me up when I'm sad.
- 2 She's so that she reads the ending of the book after the first chapter.
- 3 Our neighbour is rather rude and unfriendly.
- 4 Fourteen-year-old girls really shouldn't wear such make-up.
- 5 Matthew and Brook were in primary school.
- 6 That was a very remark, and you should apologise to her.
- 7 Basketball isn't really my , I'm not a team player.



GRAMMAR

3 Correct the mistakes in the sentences.

- 1 The house where stands at the top of the hill belongs to my relatives.
- 2 The little boy hurt itself.
- 3 They've been rivals ever since they first played against themselves.
- 4 A child which siblings are younger is usually very responsible.
- 5 This is a great game, I'm sure we'll enjoy ourself.

4 Translate into English.

- 1 Watch out, or (*poparzysz się*).
- 2 My mother, (*która jest brutalnie szczerą*), said she hated my dress.
- 3 The teacher asked the new students to (*przedstawić się*).
- 4 I visit my old roommate every time (*gdy jestem w Cardiff*).
- 5 We (*prawie się nie widzimy*) anymore.

USE OF ENGLISH

1 2 3 4 5 6 7 8

5 Complete each pair of sentences with the same word.

- 1 Is this the app you used to find your long-lost relatives?
I know it wasn't your fault.
- 2 If you continue to be so dishonest, you'll never any friends.
We sometimes have fights, but we up very quickly.
- 3 Snow White got her name because of her skin.
A good teacher should be honest and when giving marks to their students.
- 4 I found a really good to convince my mum to let me go camping.
I had a(n) with my flatmate about which colour is best for our kitchen.
- 5 They're not twins, but they look so much alike that it's difficult to them apart.
Don't trust him, he used to lies at every turn when we were dating.

6 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to five words in each gap.

- 1 (Mary / enjoy / oneself) at the party last night?
- 2 No one said a word after Mark lost that goal, but he still (feel / he / let / they) down.
- 3 Many people write to me about (problem / be / related) making friends in a new school.
- 4 I don't know why she doesn't want to go rollerblading with us – it (sound / good / I).
- 5 Anna has to do a project for geography, and I wonder (you / help / she).

LISTENING

- 7 1.10 Listen to a podcast about making friends and complete the gaps in the leaflet.

HOW TO OVERCOME YOUR SHYNESS AND MAKE FRIENDS

NEW SCHOOL? • NEW FRIENDS? • NEW BEGINNINGS?



If you're one of those shy people who don't say anything because they don't want others to ¹ – here's how you can change it!

- Believe in yourself – if you're shy, you're probably a ² person – that's great friend material.
- Take it easy – don't try to ³ at once.
- Asking someone about ⁴ can help you learn what they like to do.
- Having ⁵ is the best beginning.

SPEAKING

- 8 Answer the questions.

- 1 Describe someone who really gets on your nerves.
- 2 Do you know anyone who is a great travel buddy? What makes someone a good travel companion?
- 3 Do you get on with your parents/siblings? Why/Why not?
- 4 Have you ever had a fake bestie?



- 9 Read the instructions and do the task. Then change roles and do the task again.

Uczeń A

Masz nowego współlokatora / nową współlokatorkę (uczeń B) i ustalasz z nim/nią zasady, jakie będą obowiązywać w Waszym wspólnym mieszkaniu. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B:

podział obowiązków związanych ze sprzątaniami

godziny nauki i rozrywek

zapraszanie gości

korzystanie ze wspólnych przestrzeni (łazienka, kuchnia)

Uczeń B

Rozmawiasz ze swoim nowym współlokatorem / swoją nową współlokatorką (uczeń A), który/która chce ustalić zasady, jakie będą panować w Waszym wspólnym mieszkaniu.

W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- nie zgódź się na proponowane Ci obowiązki domowe i zaproponuj inne rozwiązanie,
- zaproponuj inny przedział godzin przeznaczonych na rozrywkę,
- nie zgódź się na zaproponowane zasady zapraszania gości,
- zaproponuj inny sposób korzystania ze wspólnych przestrzeni.

Rozmowę rozpoczyna uczeń A.

WRITING

- 10 Read the instructions and do the task.

Do Twojej klasy dołączyła osoba, której zachowanie powoduje szereg przykrych sytuacji. Chcesz poprawić atmosferę w klasie, ale potrzebujesz porady, jak to zrobić. Napisz e-mail do gazety dla nastolatków, prosząc o pomoc. W wiadomości:

- przedstaw charakter nowego ucznia/uczenicy,
- opisz przykrą sytuację z jego/jej udziałem,
- wyjaśnij, jak próbowaliście wspólnie z pozostałymi uczniami rozwiązać problem,
- poproś o radę.

Długość tekstu powinna wynosić od 100 do 150 słów.

Dear Ally,

I read your advice column all the time, and now it's my turn to ask for help.

- SPEAK** Read the quote and answer the questions. Use the words in the word cloud.

Your friend is the man who knows all about you and still likes you.

(Elbert Hubbard, American writer, 1856–1915)

- Does a friend need to know everything about you?
- In your opinion, what negative character traits or situations are acceptable in a friend or friendship, and which aren't? Why?



1.2 Defining and non-defining relative clauses

Relative clauses (zdania przydawkowe) dostarczają nowych informacji o opisywanych w zdaniu głównym osobach i rzeczach. Dzieli się na: **defining** (definiujące) oraz **non-defining** (niedefiniujące).

Defining relative clauses (zdania przydawkowe definiujące) zawierają informacje pomagające dokładniej określić, o kim lub o czym jest mowa w zdaniu głównym. Bez tych informacji zdanie nie miałoby sensu, np. *He is the man **who** lives next door.*

UWAGA!

Zdania przydawkowe definiujące nie oddzielamy przecinkami od zdania głównego.

W miejsce polskich zaimków: *który, która i które* w języku angielskim stosujemy następujące zaimki względne:

- **who/that** – w odniesieniu do osób, np.
*Santana met a stranger **who/that** looked like her.*
- **which/that** – w odniesieniu do zwierząt, roślin, przedmiotów i pojęć abstrakcyjnych, np.
*The videos **which/that** Niamh made soon went viral.*
- **whose** – gdy określamy przynależność, np.
*This is the girl **whose** brother is my teammate.*
- **where** – gdy określamy miejsce, np.
*Niamh's website is a place **where** people can look for their doppelgangers.*
- **when** – gdy określamy czas, np.
*Last summer was **when** we first met.*

UWAGA!

Jeżeli po zaimku względnym *who/that* lub *which/that* występuje rzeczownik lub zaimek osobowy, to zaimek względny możemy całkowicie pominąć, np.

*The blog (**which/that**) my flatmate created is about fashion.*

Pozostałych zaimków względnych (*whose, where* oraz *when*) nie można pominąć w żadnych okolicznościach.

Non-defining relative clauses (zdania przydawkowe niedefiniujące) zawierają dodatkowe informacje o osobach lub rzeczach opisywanych w zdaniu głównym. Bez tych informacji zdanie wciąż miałoby sens, np.

*In the photo, **which** soon went viral, we can see Santana and Isobel laughing.*

Jeżeli pada konkretne imię lub nazwa, to mamy zwykle do czynienia ze zdaniem niedefiniującym, np. *Sandra, **who** is my best friend, loves musicals.*

UWAGA!

Zdanie przydawkowe niedefiniujące oddzielamy przecinkami od zdania głównego.

W zdaniach niedefiniujących zaimki: *who* i *which* nie mogą zostać zastąpione przez *that*. Pozostałych zaimków używamy bez zmian:

- **who** – w odniesieniu do osób, np.
*John, **who** is my cousin, is studying medicine in Madrid.*
- **which** – w odniesieniu do zwierząt, roślin, przedmiotów i pojęć abstrakcyjnych, np.
*This restaurant, **which** is my favourite, has a great choice of pasta dishes.*
- **whose** – gdy określamy przynależność, np.
*Niamh, **whose** story fascinated many people, set up a website to help others.*
- **where** – gdy określamy miejsce, np.
*On Niamh's website, **where** millions of people have signed up, you can search for your double.*
- **when** – gdy określamy czas, np.
*Last weekend, **when** it was my birthday, my parents took me out to dinner.*

UWAGA!

W zdaniach przydawkowych niedefiniujących w żadnych okolicznościach nie można pominąć zaimka względnego.

1.7 Reflexive pronouns and each other

Reflexive pronouns

Reflexive pronouns (zaimki zwrotne) zastępują polskie *się* oraz *sobie*.

W przeciwieństwie do polskich zaimków zwrotnych zaimki angielskie odmieniają się przez osoby i liczby.

<i>I → myself</i>	<i>I made myself a cup of tea and started reading.</i>
<i>you → yourself</i>	<i>You shouldn't blame yourself for falling out with Jim.</i>
<i>he → himself</i>	<i>He told himself to calm down and answered the phone.</i>
<i>she → herself</i>	<i>She looked at herself in the mirror and smiled.</i>
<i>it → itself</i>	<i>Why is the radio playing? Did it turn itself on again?</i>
<i>we → ourselves</i>	<i>We introduced ourselves to the other guests and took our seats.</i>
<i>you → yourselves</i>	<i>If you don't behave yourselves, I'll call your parents.</i>
<i>they → themselves</i>	<i>Frightened to death, they locked themselves in the house and called the police.</i>

Angielskie zaimki zwrotne często towarzyszą następującym czasownikom: *behave, blame, buy, call, convince, cut, enjoy, help, hurt, introduce, look at, prepare, promise, see, teach, tell, treat.*

each other

Zaimka **each other** używamy, kiedy ludzie robią coś sobie lub dla siebie nawzajem, np.:

*Joe and Tim are good friends. They help **each other** with their homework.*

*Gina and I gave **each other** Christmas presents. She gave me a scarf, and I gave her some gloves.*

*Henry proposed to his girlfriend, and she said yes. They love **each other** very much.*

Zaimek **each other** często towarzyszy następującym czasownikom: *call, can't stand, dislike, get on, give, hate, help, know, like, listen to, look at, love, need, phone, see, speak to, talk to, turn off, understand.*

- KEY WORDS

VOCABULARY 1 MP3 01

acquaintance	/ə'kweɪntəns/	znajomy
best friend/mate	/ˌbest 'frend/ 'meɪt/	najlepszy przyjaciel
classmate	/ˈklɑːsˌmeɪt/	kolega z klasy
close friend	/ˈkləʊs 'frend/	bliski przyjaciel
colleague	/ˈkɒliːg/	współpracownik
(dis)honest	/ˌ(dɪs) 'ɒnɪst/	(nie)szczyry, (nie)uczciwy
(dis)loyal	/ˌ(dɪs) 'lɔɪəl/	(nie)lojalny
enemy	/ˈenəmi/	wróg
flatmate (UK)/ roommate (US)	/ˈflætˌmeɪt/ 'ruːmˌmeɪt/	współlokator
(im)mature	/ˌ(ɪm) məˈtʃə/	(nie)dojrzały
(im)patient	/ˌ(ɪm) peɪʃənt/	(nie)cierpliwy
(im)polite	/ˌ(ɪm) pəˈlaɪt/	(nie)uprzejmy
(in)sensitive	/ˌ(ɪn) senˈsɪtɪv/	(nie)wrażliwy
(in)tolerant	/ˌ(ɪn) təˈlərənt/	(nie)tolerancyjny
(ir)responsible	/ˌ(ɪ) rɪˈsponsəbəl/	(nie)odpowiedzialny
next-door neighbour	/ˌnekstˌdɔː 'neɪbə/	sąsiad (przez ścianę)
opponent	/əˈpəʊnənt/	przeciwnik
relative	/ˈrelatɪv/	krewny
rival	/ˈraɪvəl/	rywal
sibling	/ˈsɪblɪŋ/	rodzeństwo, brat/siostra
stranger	/ˈstreɪndʒə/	nieznajomy
teammate	/ˈtiːmˌmeɪt/	kolega z drużyny
travel buddy	/ˈtrævel ˌbʌdi/	kompan, towarzysz podróży
(un)friendly	/ˌ(ʌn)ˈfrendli/	(nie)przejazny
(un)imaginative	/ˌ(ʌn)ɪ məˈdʒɪnətɪv/	(mało) pomysłowy
(un)kind	/ˌ(ʌn)ˈkaɪnd/	(nie)życzliwy, (nie)miły
(un)reliable	/ˌ(ʌn)riˈlaɪəbəl/	(nie)rzetelny
(un)sociable	/ˌ(ʌn)ˈsəʊʃəbəl/	(nie)towarzyski

READING MP3 02

beard	/bɪəd/	broda
blond/dark hair	/ˌblɒnd/ˌdɑːk 'heə/	blond/ciemne włosy
bond	/bɒnd/	więź
casual	/ˈkæʒuəl/	przypadkowy
chin	/tʃɪn/	podbródek
doppelganger	/ˈdɒpəlˌgæŋɡə/	sobowtór
double	/ˈdʌbəl/	sobowtór, dubler
facial features	/ˌfeɪʃəl 'fiːtʃəz/	rysy twarzy
fair skin	/ˌfeə 'skɪn/	jasna karnacja
full/thin lips	/ˌfʊl/ˌθɪn 'lɪps/	pełne/wąskie usta
ginger	/ˈdʒɪndʒə/	rudą (kolor)
hairstyle	/ˈheəˌstɑɪl/	fryzura, uczesanie
heavy make-up	/ˌhevi 'meɪkˌʌp/	mocny makijaż
lookalike	/ˈlʊkəˌlaɪk/	sobowtór
matching outfits	/ˌmætʃɪŋ ˈaʊtˌfɪts/	pasujące stroje
oval-shaped	/ˈəʊvəlˌʃeɪpt/	owalny
pale	/peɪl/	blady
physical appearance	/ˌfɪzɪkəl əˈpiərəns/	wygląd zewnętrzny
ponytail	/ˈpəʊnɪˌteɪl/	kucyk (upięcie włosów)
put your hair up	/ˌpʊt jə 'heə ˌʌp/	związać/upiąć włosy
similar	/ˈsɪmɪlə/	podobny
thick eyebrows	/ˌθɪk ˈaɪˌbraʊz/	grube brwi
wear your hair loose	/ˌweə jə 'heə 'luːs/	nosić rozpuszczone włosy
wide smile	/ˌwaɪd 'smɑɪl/	szeroki uśmiech

VOCABULARY 2 MP3 03

annoy	/əˈnoɪ/	denerwować
apologise	/əˈpɒlədʒaɪz/	przepraszać
be/get annoyed (with sb)	/ˌbiˌget əˈnɔɪd (wɪð ˌsʌmbədi)/	zdenewrować się (na kogoś)
be on good terms (with sb)	/ˌbi ɒn ɡʊd 'tɜːmz (wɪð ˌsʌmbədi)/	być w dobrych relacjach (z kimś)
be/get upset (with sb)	/ˌbiˌget ʌpˈset (wɪð ˌsʌmbədi)/	zdenewrować się (na kogoś)
behaviour	/biˈheɪvjə/	zachowanie
BFF = best friend forever	/ˌbiˌefˈef/ˌbestˌfrendˌfɔːvə/	najlepszy przyjaciel (na zawsze)
childish	/ˈtʃaɪldɪʃ/	dziecinny

compromise	/ˈkɒmprəmaɪz/	kompromis
convince	/kənˈvɪns/	przekonać
disagree	/ˌdɪsəˈɡriː/	nie zgadzać się
forgive	/fəˈɡɪv/	wybaczyć
get into a fight	/ˌget ˌɪntuː ə 'faɪt/	pokłócić się
get nervous	/ˌget 'nɜːvəs/	spiać się, stać się podenerwowanym
get on sb's nerves	/ˌget ɒn ˌsʌmbədɪz 'nɜːvz/	denerwować kogoś
give in	/ˌɡɪv ˈɪn/	ustąpić
handle	/ˈhændəl/	radzić sobie
have a disagreement (about sth)	/ˌhæv ə ˌdɪsəˈɡriːmənt (əˌbaʊt ˌsʌmθɪŋ)/	nie zgadzać się z kimś, mieć z kimś różnicę zdań
have an argument	/ˌhæv ən ˈɑːɡjʊmənt/	pokłócić się
have had enough	/ˌhæv hæd ˈɪnʌf/	mieć dość
hurt	/hɜːt/	zranić
hurtful	/ˈhɜːtful/	przykry, raniący
irritated	/ˈɪrɪˌteɪd/	poirytowany
make friends	/ˌmeɪk 'frendz/	zaprzyjaźnić się
make up (with sb)	/ˌmeɪk ˌʌp (wɪð ˌsʌmbədi)/	pogodzić się (z kimś)
relationship	/rɪˈleɪʃənʃɪp/	relacja, związek
trust	/trʌst/	ufać

LISTENING MP3 04

avoid	/əˈvɔɪd/	unikać
bestie	/ˈbesti/	najlepsza przyjaciółka
brutally honest	/ˌbruːtəli 'ɒnɪst/	brutalnie szczerzy
cheer sb up	/ˌtʃɪə ˌsʌmbədi ˌʌp/	rozweselić kogoś
comfort zone	/ˈkɒmfət ˌzəʊn/	strefa komfortu
crafty	/ˈkraːfti/	pomysłowy, zmyślny
encourage	/ɪnˈkʌrɪdʒ/	zachęcać
fake	/feɪk/	nieprawdziwy
fall out (with sb)	/ˌfɔːl ˈaʊt (wɪð ˌsʌmbədi)/	pokłócić się (z kimś)
friendship	/ˈfrendʃɪp/	przyjaźń
get on well (with sb)	/ˌget ɒn 'wel (wɪð ˌsʌmbədi)/	dogadywać się (z kimś)
hang out (with sb)	/ˌhæŋ ˈaʊt (wɪð ˌsʌmbədi)/	spędzać z kimś czas
judge	/dʒʌdʒ/	oceniać, osądzać
keep in touch	/ˌkiːp ɪn 'tʌtʃ/	być w kontakcie
layer	/ˈleɪə/	warstwa
let sb down	/ˌlet ˌsʌmbədi ˈdaʊn/	zawieść kogoś
lie	/laɪ/	kłamać
make sb laugh	/ˌmeɪk ˌsʌmbədi ˈlɑːf/	rozśmieszyć kogoś
plain	/pleɪn/	po prostu
shared interest	/ˌʃeəd ˈɪntrəst/	wspólne zainteresowania
support	/səˈpɔːt/	wspierać
tell the truth	/ˌtel ðə 'truːθ/	mówić prawdę
the life and soul of the party	/ðə ˌlaɪf ən ˌsəʊl əv ðə 'pɑːti/	dusza towarzystwa
well-connected	/ˌwel kəˈnektɪd/	ze znajomościami, koneksjami

USE OF ENGLISH MP3 05

couple	/ˈkʌpəl/	para, związek
IRL = in real life	/ˌaɪ ˌɑːr ˌel/ɪn ˌriːl ˌlaɪf/	w świecie realnym
pattern	/ˈpætən/	wzór



Categorising

One way to learn words is to put them into categories. This way you will think of all the words in one category as 'related' and remember them better. They could be in one group because:

- they are grammatically the same (e.g. nouns),
- they can be used to describe a particular object, person or phenomenon, e.g. your school, grandfather, last summer or friendship,
- they relate to the same topic, e.g. weather,
- they are all easy or difficult for you.

What were the topics of each lesson in this unit? Can you see how the vocabulary in each lesson is related to it? Try to divide some of the vocabulary in the wordlist into two more categories that make sense to you.

2 MAKING MUSIC



1 **SPEAK** Look at the photo and answer the questions.

- How are these girls feeling? What makes you think so?
- Why do people participate in festivals like this – in mud and rain?

2 **SPEAK** Read the comments. Do you agree with partyboy? Would you also like to join in the fun? Why/Why not?



sandy
I ❤️ your party outfits!



partyboy
😂 wow, send the address and I'm on the train tonight!



katie07
Hope you brought a change of clothes ladies. 😂



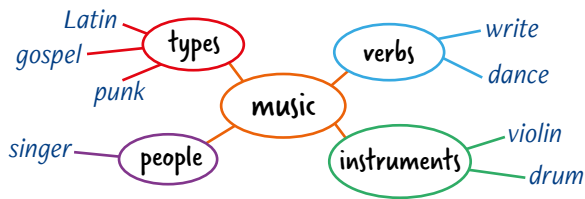
leoman
So, who's playing tonight? And do you even care? 😊

Comment





- 1 Complete the vocabulary map with as many words connected with music as you can.



- 2 **SPEAK KEY WORDS** Check the meaning of the highlighted words. Then answer the questions.

- What famous **conductors** or DJs do you know?
- Have you ever **sung karaoke**? If not – why not? If yes – what did you sing?
- Do you know what a **sound engineer** does?
- Do you know who **composed** your favourite pieces of **classical music**? Who is the **composer** behind your favourite songs?

- 3 **1.11** Listen and match speakers 1–3 to the jobs from the box.

conductor DJ sound engineer

1 2 3

- 4 **KEY WORDS** Read the job descriptions of the people from exercise 3 and check the meaning of the highlighted words and phrases.

I love any music that is **rhythmical**. Mixing **beats** and experimenting with **rhythms** to see what my **audience** enjoys is my life. I don't have one **repertoire** as every crowd is different – clubbers at one club can **boo** the same set that others were **cheering** to. But I don't mind. Nothing compares to standing behind the decks and watching people dance to your music.

My job takes technical skills, but also a good ear. You have to know how to set up a **sound system** to get the most out of it. I have **amplifiers**, **speakers**, **mikes**, electric guitars and **percussion** which need to work together perfectly. My **amps** are so strong that, when I **turn the volume up**, it hurts my ears, so I often work in **noise-cancelling headphones**. Thanks to me you enjoy the best sound quality at concerts.

All musicians know how to **read music**, but I synchronise them and set the mood. When someone comes to an **audition** because they want to work with our orchestra, whether they play the **cello**, the **trumpet** or the **flute**, we want to know if they *feel* the music. **Rehearsals** are about technique – repeating everything millions of times, but the concert – that's about *feeling* it.

- 5 Complete the text with some of the highlighted words from exercises 2 and 4. The first letters are given.

David Garrett is a world famous violin player whose ¹r_____ has something for every music lover. His albums mix different types of music, including his own (he's also a ²c_____, ³c_____ (e.g. Mozart) and modern (e.g. Coldplay or Queen). His shows are full of energy, and the ⁴a_____ always ⁵c_____ for a long time, asking for more.



David Garrett

- 6 **KEY WORDS** Complete the sentences so they are true for you. Look up any words you do not know or information you need.

- I think _____ is a very talented **songwriter**.
- There are _____ film **soundtracks** on my **playlists**.
- My favourite **theme music** comes from _____, which is a film / computer game / TV series.
- I like _____, who had a **hit album** last year called _____.
- I am a huge fan of _____ music, and I often **stream** / **download** it from _____.

- 7 **SPEAK** Compare your answers from exercise 6 with a partner.

- 8 **SPEAK** Describe the video still and answer the questions.



- The boy is a musician. Why do you think he is recording the sounds of nature?
- Do you think it's important to know what inspired the music you listen to?
- What do you think could be a good source of inspiration for a musician?

FAST FINISHERS

- What kind of career connected with music seems the most interesting to you? Why?

2.2 Grammar 1

Present perfect continuous and present perfect simple

1 **SPEAK** Answer the questions.

- Have you ever watched any musical films or TV series? Which ones?
- Have you ever sung in the school choir or participated in a school concert?

2 **1.12** Listen to a dialogue.

Are the statements true (T) or false (F)?

- Alex was inspired by watching the musicals. T / F
- This wouldn't be the first musical in their school. T / F
- Some students have experience in music. T / F

3 Look at the video still and study the grammar table. Complete the table with examples a-c from the dialogue in exercise 2.

- Sally **has been having** music lessons since she was five.
- I **'ve been talking** to some people recently.
- Have you been listening** to me? I bet you haven't because you look confused.

Key Grammar

Present perfect continuous

We use the present perfect continuous to talk about:

- actions that started in the past and continue in the present, emphasising their duration or repetition, e.g. ¹ **I've been resting** all afternoon.
- actions that have just finished when we can see their effects or consequences, e.g. ² **We haven't been talking** to her lately.
- repeated actions in the recent (unspecified) past, often with *lately*, *recently*, e.g. ³ **Have you been waiting?** Yes, I **have**. / No, I **haven't**.

I/You/We/They	He/She/It
⁺ I have been resting all afternoon.	It has been snowing since yesterday.
⁻ We haven't been talking to her lately.	He hasn't been going to football practice.
[?] Have you been waiting? Yes, I have . / No, I haven't .	Has she been studying? Yes, she has . / No, she hasn't .



Grammar Reference >> 36

Irregular verbs >> 154-155

4 Complete the sentences with the present perfect continuous forms of the verbs in brackets.

- His ears are ringing because he **has been listening** (listen) to music with the volume turned all the way up.
- They don't know what to do because they **haven't been paying** (not pay) attention to the teacher.
- How long **have they been playing** (they / play) together in this band?
- You're doing much better today. **Have you been practising** (you / practise) lately?
- Andrew Lloyd Webber is a talented composer who **has written** (write) hit musicals for decades.

5 Look at the box and answer the questions.

Key Grammar

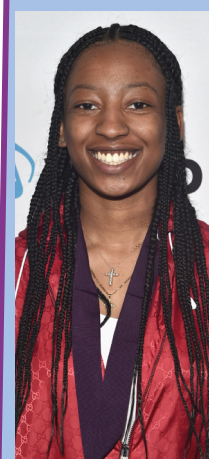
Present perfect continuous and present perfect simple

We've been learning Portuguese since September.

We've already learned two tenses.

- Which tense do we use when the action is unfinished and the focus is on the action or process?
- Which tense do we use to show the present result of a finished action when the focus is on the result?

6 Complete the text with the correct forms of the verbs in brackets. Use the present perfect simple or continuous.



WondaGurl is a music producer from Canada.

Her real name is Ebony Oshunrinde, and, although she's only in her twenties, she ¹ **has achieved** (achieve) a lot. She ² **has produced** (produce) records since she was a teenager. Since then, she ³ **has been working** (work) hard to make a name for herself and ⁴ **has produced** (produce) records for artists such as Rihanna and Drake. More recently, she ⁵ **has experimented** (experiment) with a new sound, psychedelic rap, with singer Lil Uzi Vert, and she ⁶ **has just started** (just / start) mentoring other young producers.

7 **1.13** Correct the mistakes in the questions. Listen and check your answers.

- Have your best friend ever lied to you?
- Have you ever perform in public?
- How long have you learning English?
- Have you ever been seeing your favourite singer or band in concert?
- How long you have been working on this exercise?

8 **SPEAK** Answer the questions in exercise 7.

FAST FINISHERS

- Write three sentences about yourself and three questions to your partner using the present perfect continuous and appropriate time expressions.

Describing photos • Speculating about people's feelings

1 **SPEAK** Look at the photo and answer the questions.



- 1 Where are the people?
- 2 How do you think they are feeling?
- 3 What has happened to make them feel like this?

2 **1.14** Listen to a dialogue and answer the questions. Were your guesses in exercise 1 correct?

- 1 How is Matt feeling? Why?
- 2 What advice does Jake give him?

3 **1.14** Complete parts of the dialogue from exercise 2 with the words from the box. Then listen again and check.

guess looks say seem too

- Jake I'm so excited! Aren't you?
- Matt What? Oh, yes, they're my favourite band.
- Jake And yet you don't look ¹ excited.
- Jake So what is it? You ² upset.
- Matt Well, I asked Clarisse to come to this concert with me, but she said no.
- Jake And I ³ you feel hurt?
- Matt She's just posted a picture of herself with Karen and Diane somewhere over there by the stage. And she ⁴ like she's enjoying herself.
- Jake Oh! Let me see. Yes, I'd ⁵ she's pleased to be here.

4 **1.14** Study the Key Phrases box. Then listen again. Which Key Phrases did you hear?

Key Phrases

Describing photos – speculating about people's feelings

He doesn't look too/very (excited).
 He looks/seems (really) (upset).
 She doesn't seem to be (having fun).
 I guess they feel (hurt).
 Maybe she is/isn't/was/wasn't ...
 It looks/seems like she is (enjoying herself).
 She looks like she's (enjoying herself).
 It's possible (that) ...
 She might be (angry) because ...
 I believe he/she is (happy).
 I'd say he/she is (pleased).

5 Complete the description of the photo. Use the Key Phrases.



In the picture, I can see two people ¹ in the foreground and one ² in the background. They're all standing in some room or a hallway under a sign that says 'CASTING', so I ³ this is some kind of audition for a film, a play or a musical. I ⁴ it is a show where you need to sing or act because they're holding sheets of paper, with text or lyrics probably. So I'd ⁵ the people in the picture are singers or actors. They ⁶ seem too stressed about the casting, though. On the contrary, it seems ⁷ they're both in a good mood. ⁸ they've done this before, or perhaps they've been practising a lot and are just very well prepared. It looks like they're waiting in line, so it's possible they've been waiting there for some time now.

***in the foreground** = na pierwszym planie

***in the background** = na drugim planie/w tle

6 **SPEAK** Describe the photos and answer the questions. Student A, look below. Student B, look at page 156.

In the picture, I can see ...

Student A



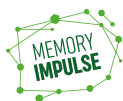
- 1 What is the girl thinking about?
- 2 Do you prefer to play or listen to music? Why?
- 3 Tell me about a situation when you or someone you know had a problem with a musical or artistic performance.

FAST FINISHERS

Go to page 153 and describe one of the posters. Speculate about who the people are, what they are doing and how they are feeling.

2.4 Reading

An article about the influence of music on the brain



1 Choose the correct options. Which statements are true for you?

- I always listen to music when I *repeat* / *revise* for tests or exams.
- I really need to improve my reading *skills* / *knowledge*.
- I'm very good at analysing situations and *correcting* / *solving* problems.
- I would like to *attend* / *make* a speed-reading course.
- I have inherited my language *abilities* / *knowledge* from my parents.
- I try to do things like crosswords that can *improve* / *fix* my memory.
- I think *never-ending* / *lifelong* learning will be necessary in my future career.

2 **SPEAK** Look at the words in the box. Do you think music can affect these things? Do you think it affects them in a positive or negative way?

ability to concentrate happiness how you exercise
learning foreign languages maths ability
memory movement your dreams

3 Scan the text and check your answers to exercise 2. Which things were not mentioned in the text?

4 **1.15** Read the text. Are the statements true (T), false (F) or is there no information in the text (NI)? Correct the false statements.

- You mainly use one part of the brain when you listen to music. T / F / NI
- Listening to music while studying improves your reading skills. T / F / NI
- You usually have happy memories from the past when you listen to your favourite song. T / F / NI
- Humans were able to speak languages before they learned to make music. T / F / NI
- Well-chosen music helps you use less oxygen as you exercise. T / F / NI
- If you feel stressed when you study, listening to slow music is a good idea. T / F / NI

5 Read the text again and complete the sentences.

- If you have a strong bridge between the two sides of your brain, you will have no problems with _____, _____ and _____.
- To concentrate on your studies better and for a longer period of time, you should _____.
- Learning to play an instrument for over a year improves your _____.
- People with memory problems should _____.
- When you exercise, listening to music stops your brain from _____.
- Dopamine released to the brain can help you deal with _____, _____ and _____.

6 **KEY WORDS** Match the highlighted words from the text to definitions 1–6.

- concentrate
- gets someone's attention and prevents them from concentrating on something
- deal with; put information in order to organise it
- awake and knowing what's going on
- raises level of activity
- makes stronger

7 Complete the text with the correct forms of the words from exercise 7.

HOW MUSIC DIDN'T HELP ME STUDY



My favourite metal band was playing the night before my biology test. I really wanted to go, but felt bad knowing I should study. Then I heard from someone that energetic music¹ _____ your brain and helps you study. That² _____ my determination to go. 'Perfect! I'll go to the concert and then study!' I thought. And so I did. What a stupid idea that was! I came home late and sat down to revise. My teacher speaks very fast, so I usually just take notes during the lesson and then³ _____ everything at home. Unfortunately, I was so⁴ _____ thinking about what had happened at the concert that I couldn't⁵ _____ on the material even for five minutes. Then, I started getting more and more tired (it was 2 am after all), and although I was doing my best to stay⁶ _____, I simply fell asleep. The next day I failed my exam. I guess I need to read more about how to use music for studying.

8 **SPEAK** Answer the questions.

- Now that you know how music influences your brain, do you think students should listen to music in class? Why/Why not?
- What music
 - helps you study?
 - makes you feel happy?
 - makes you want to continue exercising?
- Are there any other situations when music helps you?



FAST FINISHERS

Create a playlist for studying, exercising or making someone feel better. Include at least five pieces of music and justify your choices.



Music and your brain

Music is fun and relaxing. It allows us to express ideas and feelings – but did you know it's also good for your brain? We've been doing some research, and we've found six important benefits.

Thinking

When you listen to music, you activate many different parts of the brain to **process** the rhythm, tune and sound. This ⁵ **strengthens** a part of the brain called the corpus callosum, the bridge between the right and left sides of the brain. People with a strong corpus callosum are better at solving problems, making decisions and planning. Studies also show that students' maths and reading skills improve if they ¹⁰ study music.

Focus

Background music without lyrics is good for studying or working, as it can help you concentrate. How? It stimulates brainwaves – faster rhythms help you stay **alert** and **focus** for longer. So, if you're revising for exams, ¹⁵ turn on your favourite classics or themes from your favourite films (remember to choose the fast ones!) and learn more effectively.

Memory

Has a piece of music ever taken you back to a particular time or place? That's because music activates the parts of the ²⁰ brain involved in controlling memory. Even better – listening to music actually improves memory. In the world of lifelong education, where what you've learned at university might not be enough in ten years' time, attending various courses all your life will be common practice. As you grow older ²⁵ and your memory gets worse, listening to music while studying might be the answer.

Language

People who play a musical instrument for at least fourteen months are better at learning foreign languages. Adults who only learned music as children and haven't ³⁰ played since still have this ability. Why? People have been making and listening to music for much longer than they have been using language. Scientists believe that communicating through language developed from humans' use of music. When you train musically, your ³⁵ language abilities develop, too.

Physical ability

Want to exercise for longer? Listen to music! It **stimulates** you (for best results, try house, hip hop and dance) and can help you exercise more efficiently and use less oxygen. Not only that – when you get tired, it helps you ⁴⁰ carry on. That's because when the body sends a signal to the brain to stop, music **distracts** the brain from reacting to this message.

Mood

Have you ever felt happier after listening to music? When you listen to music, the brain releases dopamine, ⁴⁵ the 'feel-good' chemical. It's the perfect answer to your pre-examination stress, nerves and panic attacks. Try especially slow beat music that slows down your heart rate as well.

GLOSSARY

brainwave – fala mózgową

corpus callosum – ciało modzelowate

Did you know?

💡 A typical teen spends up to four hours a day listening to music. That's about 6,280 songs a year!

Music and performance



- 1 Match photos A-D to definitions 1-4. Complete the descriptions of the photos.

- a group of musicians playing classical music, e.g. in a ballet
- a group that plays and sings to traditional music
- a story told through singing to classical music, requiring singers to sing very high and very low notes
- a kind of play with singing and dancing, often based on pop or rock songs

- 2 1.16 Listen and match the recordings with two pictures from exercise 1. Then use vocabulary from exercise 1 to say what you hear.

1 2

- 3 **SPEAK** **KEY WORDS** Do the quiz below. Then check your results on page 156.

How important is music to you?

- What's most important to you in a song?
 - It should be something you can sing or dance to.
 - Whether the **lead singer** has an interesting **voice**.
 - A **catchy melody** – I want to feel something when I hear it.
- At a concert you probably
 - stand where you can dance and chat with people.
 - notice how the **concert hall** influences the **sound quality**.
 - stand at the back because jumping and shouting to the music isn't your thing.
- If a singer or band you like goes **on tour**, you
 - go and have fun from the first moment of the concert, even if the **support band** is bad.
 - quickly buy tickets before they **sell out**.
 - get the **live album** afterwards (if it has good reviews) – it's as good as a **live performance**.
- When a singer you like **releases** a new single, you
 - quickly learn the **song lyrics** so you can **sing along**.
 - download it immediately.
 - wait and see if it is a **hit** before you download it.
- You like singers and bands that
 - tour** regularly and appear at **open-air festivals**.
 - don't just **entertain**, but also bring something new to the music world.
 - record** your favourite kind of music.
- You
 - like to experiment and listen to everything from opera to **buskers**.
 - know all the current and classic hits including their **cover versions**.
 - usually listen to friends' **playlists**; you don't make your own.



r



f d



o s r



s l

- 4 Complete the description of the picture using some of the highlighted words from exercise 3 in the correct form.



SUPERGROUP is 1 Europe again!

All concert tickets have 2 !

Those of you who didn't manage to get them – you'll have to wait for the live album, which will be 3 on 24 May.

In the meantime, the talented 4 you see in this picture is performing 5 of SUPERGROUP's hits.

- 5 **SPEAK** Complete the questions using some of the highlighted words from exercise 3. Then ask and answer the questions.

- What three songs with a melody do you always sing to?
- Have you ever been to an open-air ?
- Which bands/singers are really good at their fans at concerts?
- Do you know the of your favourite songs in English?
- Why do perform? To earn money or to practise in front of a live audience?
- Do you feel that most singers/bands perform as well as on their studio albums?
- Do you prefer original versions of classic hits or their modern by contemporary artists? Can you name some artists who such songs?



FAST FINISHERS

Write a short note about your favourite artist using the vocabulary from this lesson.

Short interviews about music and feelings

1 SPEAK Answer the questions.

- What music do you listen to when you're sad? Why?
- What kind of music irritates or annoys you? Why?

2 KEY WORDS Read the highlighted words below. Find out the meaning of the words you don't know. Match some of the words to pictures a-i.

angry • bored • calm • content • embarrassed
happy • jealous • joyful • kind • lonely
optimistic • pessimistic • sad • satisfied • scared
surprised • sympathetic



3 1.17 Listen to four pieces of music. How do they make you feel?

1 2 3 4

4 KEY WORDS Read the WATCH OUT box.

Match the highlighted nouns below to the highlighted adjectives from exercise 2 and put them in the correct categories.

anger • boredom • calmness • contentment
embarrassment • fear • happiness • jealousy • joy
kindness • loneliness • optimism • pessimism
sadness • satisfaction • surprise • sympathy

-ment	content – contentment, ...
-ness	calm – calmness, ...
-ism/-ion	optimistic – optimism, ...
other	angry – anger, ...

WATCH OUT

Abstract nouns

Many adjectives have noun forms, e.g. *free* – *freedom*. Feelings and emotions are abstract nouns – you can't see, hear, smell, touch or taste them. Typical abstract noun endings include *-ment*, *-ness*, *-ism* and *-ion*.

5 1.18 Read the questions. What do you think people might reply? Make notes and listen to five interviews. Did the speakers mention any of your ideas?

- What do you think of music in public spaces, e.g. shops and lifts?
- Should people be able to listen to music on public transport?
- Are buskers annoying or entertaining?

6 1.18 Listen and match speakers 1–5 to statements A–F. There is one extra statement.

Which speaker

- A describes feeling embarrassed about something?
B is angry about something?
C expresses surprise about something?
D mentions music that makes them feel calm?
E listens to other people's music when they're bored?
F thinks music makes people more friendly to others?

1 2 3 4 5

7 1.18 Listen again. Are the statements true (T) or false (F)? Correct the false statements.

- Robberies and vandalism went down in stations that started playing classical music. T / F
- Slow pop music makes people shop faster. T / F
- By law, you have to wear headphones if you listen to music on public transport. T / F
- International Busking Day was created a few years ago. T / F
- Some people dislike the combination of crowds and energetic music on a train. T / F

8 SPEAK Ask and answer the questions from exercise 5. Do you agree with the speakers? Why/Why not?



FAST FINISHERS

Think about films that you liked for their music. Write down two or three titles and the feelings the music in them left you with.



Go online and listen to a piece of music entitled *Weightless* by Marconi Union, then google the idea behind it. Do you think it works? Write a short note about it.

- 1 **SPEAK** Choose the correct options so that the sentences express your opinion. Find out if your partner agrees with you.

- Most love songs are / aren't the same.
- Folk music is / isn't joyful and energetic.
- Not everyone / Everyone loves Christmas songs.
- Live performances are seldom / often disappointing compared to studio albums.

- 2 **1.19** Listen to sentences a–f. How do the speakers check if the listeners agree with them?

- The music isn't there for the shoppers, is it?
- They weren't enjoying the music, were they?
- Music has that effect, doesn't it?
- You sang along to the song, didn't you?
- You've seen them in concert, haven't you?
- She hasn't bought the tickets, has she?

- 3 Look at the video still and study the grammar table. Complete the table with examples a–f from exercise 2.

Key Grammar

Question tags

To form question tags, we use auxiliary verbs in the correct tense and a pronoun that goes after the auxiliary verb.

Affirmative verb + negative tag

Buskers entertain people, don't they?

¹ C, ² , ³ .

Negative verb + affirmative tag

You aren't bored, are you?

⁴ , ⁵ , ⁶ .

We use the same form (affirmative or negative) as the verb in the main sentence to agree with a question tag and the opposite to disagree.

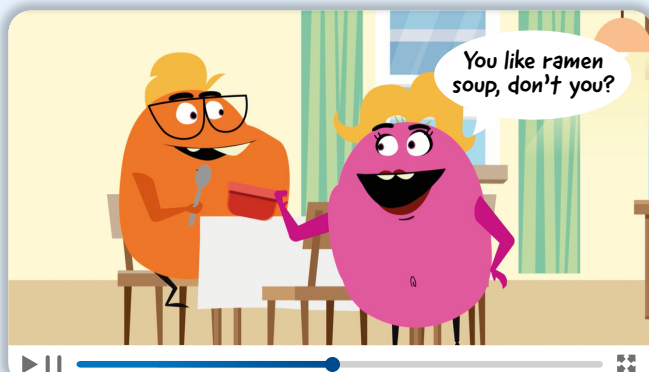
He doesn't like rap music, does he?

No, he doesn't. = I agree.

Yes, he does. = I disagree.

When the speaker asks a real question, their intonation at the end of the sentence goes up. ↗

When they're only asking for confirmation, it goes down. ↘



- 4 **1.20** Complete the question tags. Then listen and check.

- Jazz music is fantastic, ?
- You don't like singing, ?
- The last English class was fun, ?
- We didn't go to the same primary school, ?
- You've never played a musical instrument, ?

- 5 **1.21** Listen and decide if the speakers are asking for information or confirmation.

- You've downloaded the playlist, haven't you?
- He doesn't like rap music, does he?
- Ariana Grande sang this song, didn't she?
- Classical music is relaxing, isn't it?

- 6 **SPEAK** Answer the questions from exercise 4. Pay attention to your intonation.

- 7 **SPEAK** Study the grammar table and complete it with examples a–c.

- What bands do you usually listen to?
- Who is music in shops for?
- The radio is too loud. Could you turn it down?

Key Grammar

Questions with prepositions at the end

The preposition comes at the end of a question when the main verb needs a preposition, e.g. ¹ b, ² , or is a phrasal verb (switch off, cheer up, let down, etc.), e.g. ³ .

- 8 **1.22** Complete the questions with the correct prepositions. Then listen and check.

- When your favourite song comes on the radio, do you turn the volume ?
- What music do you like dancing ?
- If you have a problem, who do you talk ?
- Where do you come ?
- What kind of music are you interested ?
- What are you thinking ?

- 9 **SPEAK** Ask and answer the questions from exercise 8.

FAST FINISHERS

Imagine you are going to interview a celebrity or a music star. Prepare five questions for them. Use as many words from this unit as possible as well as question tags. Try to use different tenses.

1 SPEAK Can you dance? What kind of dance would you like to learn if you had the opportunity?

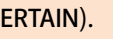
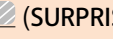
2 Make nouns from the words below.

- | | | |
|---------------|-------------|------------|
| 1 compose | 3 embarrass | 5 refer |
| 2 concentrate | 4 kind | 6 rehearse |

3   Complete the text with the correct words formed from the words in capitals.



Breakdancing,

also known as b-boying, is a form of dancing to ¹ *rhythmical* (RHYTHM) hip hop music that includes a variety of acrobatic movements. It started as a form of street dancing in New York in the 1970s. The ²  (DANCE) were usually African-American or Puerto Rican boys, but, thanks to the Internet and movies, breakdancing is now popular around the world. ³  (PERFORM) of the best b-boys (although girls do breakdancing, or b-girling, too) always gather a great audience. And no wonder. The jumps and handstands combined with energetic beats are extremely ⁴  (ENTERTAIN). It takes years of practice, but it's a great way to have fun, ⁵  (STRONG) your muscles, and improve balance and coordination. Thousands of young people do it for their own ⁶  (SATISFY), learning at home from YouTube videos, but there are also competitions where the best of the best compete for the title of master. Since it is a great show that requires great skills, you might not be ⁷  (SURPRISE) to learn that starting in 2024, breakdancing will be an Olympic sport.

4 Correct the mistakes in the sentences.

- 1 She wrote beautiful sad songs to deal with her loneliness.
- 2 You haven't seen my headphones, did you?
- 3 The audience has cheering for fifteen minutes, and I don't think they're going to stop soon.
- 4 Hey, what's the title of that album you've been listening?
- 5 A song with a catching melody that you can't stop hearing in your head is called an earworm.

5   Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- 1 Pink  (tour) Europe for five months, and this is her last concert.
- 2 Look at all those people standing there. What  (they / wait)?
- 3 He  (not release / records) lately.
- 4 Chopin composed over fifty mazurkas,  (he)?
- 5  (she / seem / be) jealous of her sister.

6   Choose the correct options.

- 1 X: It was a very entertaining show, wasn't it?
Y: 
A Yes, it was so much fun.
B You're right, it wasn't.
C I know! I've never seen anything so boring.
- 2 X: 
Y: I know! I'm very unhappy with it myself.
A He doesn't look too satisfied with how the audition went.
B The lead singer seems content about your audition.
C I guess your audition has gone as well as expected.
- 3 X: 
Y: He became their conductor five months ago.
A He hasn't auditioned for them before, has he?
B When did he start playing the flute?
C How long has he been with this orchestra?

#BRAINTEASER

Four friends all play musical instruments. Put them in the order of how long they have been playing.

- 1 Ben hasn't been learning as long as Carla.
- 2 Debbie has just started learning.
- 3 Alex has been playing for six years.
- 4 Carla has been playing for half as long as Alex.



FAST FINISHERS

 Write a short note about how your taste in music has changed over the last five years.



music

**Folkly**

Guys, has anyone out there been to a good music festival? What do you recommend? Teens are allowed at some of them, aren't they? Finally turning sixteen this year and my parents are letting me go. 😊

**ARTie**

Or maybe you've heard about an interesting art festival? Looking for something to do this summer, and that's an awesome idea, isn't it? Share, pls.

**ARTie**

Oh, and have you had any problems or bad experiences there?

**FestiFan @Folkly@ARTie**

- 1 I've got a great one for you – Latitude Festival – an incredible mix of arts. It's been going since 2006. It takes place every year over four days in July at Henham Park, Suffolk. Tickets for over-16s cost around £200, including camping, but day and weekend teen tickets are cheaper. Make sure you buy them early, as they sell out fast.
- 2 Last year, there were seven music stages to choose from, with a huge variety of bands and music styles, from rap and folk to electronic. In addition, there was theatre, film, literature and comedy. The sound quality and special effects were excellent. Don't miss the Sunrise Arena, I've seen some brilliant performances there. Teenagers should definitely check out the Teen Area – their workshops have always been the best thing about the festival.
- 3 The festival is well-planned and there isn't much I'd change. However, there should be more showers as they get crowded. The food was fantastic, but small bottles of water cost £2.50, which is too expensive.
- 4 With something for everyone and the tickets good value, it's well worth going to. I'd recommend it especially to teenagers who love music and trying new things.

**ARTie**

Thanks, FestiFan!!! That sounds perfect! 😊
I've already bought the tickets for next year.
Can't wait!

**Folkly**

Latitude is just what I've been looking for!

**HipHopGirl**

I'm too young to go yet, but I love reading about your experiences. Anyone else know of any other festivals?



1 SPEAK Look at the first three forum posts and answer Folkly and ARTie's questions.

2 Read the forum posts by FestiFan and answer the questions. Write the number of the paragraph where you found the answer.

- 1 What was the name of the festival? Where and when was it?
- 2 Does the reviewer recommend the festival or not? Who to?
- 3 What positive things does the review mention about the festival? What was the best thing?
- 4 Was there anything the reviewer didn't like or thought could be better?



- 3 Read the forum post by FestiFan and the questions in exercise 2 again. What information is included in each paragraph? Complete the text plan.

Paragraph 1: *general information (name, time, location, etc.)*

- 4 Look at the forum post by FestiFan again and complete the Key Phrases box.

Key Phrases

Giving recommendations

1 miss ...
You should definitely 2 it .
You definitely shouldn't (arrive late).
I'd recommend this band 3 everyone, especially ...
Make 4 you (buy tickets) early.
It's well 5 (seeing).
I've got a great one for you.
The workshops are the best 6 about the festival.
There were seven stages to choose 7 .

- 5 Rewrite the sentences using the Key Phrases.

- The support band is great.
Don't miss .
- I think everyone should see this band live.
Make sure you .
- It's a good idea to go to the festival, especially if you like indie music.
I'd recommend .
- Buy the ticket.
It's well worth .
- The best place to stand is at the front.
You should .

- 6 Complete the forum post replying to ARTie and Folkie. Use the Key Phrases box to help you.



HipHopGirl

I've 1 for you: Pol'and'Rock! It's the biggest music festival in Europe where you get in for FREE! Can you imagine? I 2 this festival to all rock and metal fans out there! There are many stages and different kinds of music to 3 from and you'll get a chance to see both the giants of Polish and international rock and new talents who are just entering the charts.
It's well 4 going to but make 5 you arrive early or it might be difficult to find a place at the campsite. Also, you definitely 6 bring your best or most expensive clothes – the festival is just one big mud field, which some people find to be a problem. But the atmosphere is fantastic!

- 7 Do the writing task. Follow the steps in the Writing Planner.

Napisz na forum muzycznym relację z koncertu, który widziałeś/widziałas na żywo lub na nagraniu. W swoim wpisie:

- podaj informacje o artyście oraz czasie i miejscu koncertu,
 - zrelacjonuj przebieg koncertu oraz jego najciekawszy moment,
 - wyjaśnij, jakie problemy wystąpiły podczas wydarzenia,
 - poleć ten koncert konkretnej grupie ludzi.
- Długość tekstu powinna wynosić od 100 do 150 słów.

I knew I had to see this concert as soon as

I heard about it!

WRITING PLANNER

THINK

Choose a concert or festival. Make notes about it. Include basic information (e.g. name of the event, artist(s), time, location) and its good and bad points (e.g. price, sound quality, atmosphere, special effects).

PREPARE

Look at the paragraph plan from exercise 3 and write a plan for your post. Use the model text on page 32 to help you.

WRITE

Write your post. Use your notes and the Key Phrases.

CHECK

Read your post and answer the questions:

- Have you included and developed all four bullet points?
- Is your text within the word limit (100–150 words)?
- Have you checked your post for spelling mistakes?

FAST FINISHERS

Imagine you are part of a forum about music. Someone from the US wants to get to know Polish music. Write a short forum post and recommend some artists.

Find some information about a music show that could be interesting to see live or on video. Prepare a flyer with basic information about it to encourage your friends to check it out.



VOCABULARY

1 **Complete the sentences.**

- ## GRAMMAR

3 Choose the correct options.

- ## LISTENING

READING

34

7b Read texts A–D again and complete the blog post.

A



OLDIE BUT GOLDIE

DJ Wika – possibly the most amazing person at any party she goes to. Or, more likely, leads as a DJ. Her grey hair behind the decks has surprised many clubbers, but her music never disappoints them. This joyful and energetic woman over eighty years old breaks all stereotypes about seniors. She's played with other, often much younger, DJs and loves experimenting with her audiences. Her mission is to activate other senior citizens. By teaching at a University of the Third Age and organising parties for senior citizens, she wants to share her passion for life with others and give them joy. So take your grandma or grandad with you and check DJ Wika out at the Rock Club this Friday night!

B

NIGHT OF LEGENDS!

CAMELOT CINEMA invites all music fans to spend the night (8 pm–6 am) with the giants of rock, pop, blues and rap.

Adult content, adults only.

Tickets go on sale Friday,

8 November at 9 am.

Be quick, they sell out fast!

Due to the great popularity of our events, we've limited ticket sales to one per person. Come and watch movies about the greatest musicians of all times:

Queen, Elton John, Ray Charles and others!

Quizzes with great prizes for everyone in the audience.

For details, visit [our website](#) 

C

Dear Sammy,

I know you've been dying to hear about that gospel concert.

To be honest, it was strange. They're a world-famous gospel choir, but I don't believe they brought the whole group – there were only ten singers. I've seen their concerts online, and there should be more. The singers had great voices, but they kept inviting people on stage and giving them mikes, so we were listening to the members of the audience embarrassing themselves. So ... I saw them, I heard them, but ... you've got nothing to be jealous of. Sad, isn't it?

Write back soon!

Love, Olga

Send

D

Attention Charity Concert team!

- The doors open at 5 pm – students checking tickets must be there half an hour early. The breakdancers will already be there – their rehearsal is earlier in the afternoon. If the theatre room is locked, respect their privacy! Decorations team – when the dancers have finished rehearsing, you go in to prepare the stage. Make sure you have all the decorations ready and sorted the day before. There will be no time for it on the day of the concert. Organise them according to the show listing! You'll prepare the stage for each show between performances (five-minute breaks).
- Questions? Email me!



W piątek mogłam zobaczyć w akcji jedną z najbardziej niezwykłych kobiet polskiej sceny klubowej. Mimo swoich ponad ¹ [redacted] DJ Wika potrafi rozruszać każdego – żałujcie, jeśli Was tam nie było! Wyjątkowy dobór muzyki największych z największych

można było też usłyszeć kilka dni później w kinie. Niestety, ze względu na treść niektórych piosenek bilety dostępne były jedynie dla ² [redacted], więc tylko uczniowie najstarszych klas mogli wziąć w tym udział. Tym niemniej była to muzyczna uczta!

Gratulacje dla organizatorów naszego szkolnego koncertu! Grupa rockowa musi jeszcze popracować nad brzmieniem, ale za to zespoły jazzowy i reggae były niesamowite! Niestety ominął mnie występ grupy breakdance, ale widziałam ich próbę, która odbyła się ³ [redacted] – zapowiadało się genialnie! Jeśli zaś chodzi o koncert gospel, to mam wrażenie, że przyjechała ⁴ [redacted], ale ich głosy są niepowtarzalne, więc usłyszeć ich na żywo to wielkie przeżycie! Takich tygodni życzyłabym sobie więcej!

Olga S.

SPEAKING

8  Describe the photos and answer the questions.

Uczeń A

- 1 Why are these people playing in the street together?
- 2 Would you ever consider performing in the street to earn some money?
- 3 Describe an amateur performance that you have seen.



Uczeń B

- 1 What do you think the occasion is for this performance?
- 2 Do you ever listen to music played by an orchestra?
- 3 Describe a street parade or festival that you have seen or taken part in.



 Look back at the photo on page 22. Imagine you are one of these girls. Write a comment describing your experiences which you could post under the picture on your social media account.

2.2 Present perfect continuous and present perfect simple

Present perfect continuous

Czasu *present perfect continuous* używamy do opisu:

- czynności, które rozpoczęły się w określonym momencie w przeszłości i trwają do teraz (kiedy chcemy położyć nacisk na ich czas trwania), np. *I've been sitting here for hours!*
- czynności i zdarzeń, które powtarzały się regularnie w niedalekiej przeszłości, np. *They've been rehearsing for weeks.*
- czynności i zdarzeń, które trwają od jakiegoś czasu, czego skutki są teraz widoczne, np. *It's been raining all day today, so everything is wet.*

Odmiana czasowników w czasie *present perfect continuous*: *have/has + been + czasownik z końcówką -ing*.

Affirmative	Negative
<i>I/You/We/They have been waiting for ages!</i> <i>He/She/It has been practising the song since early this morning.</i>	<i>I/You/We/They haven't been going out much recently.</i> <i>He/She/It hasn't been working for weeks.</i>
Yes/No questions	Short answers
<i>Have I/you/we/they been doing homework every day?</i> <i>Has he/she/it been running for the last hour?</i>	Yes, I/you/we/they <i>have</i> . No, I/you/we/they <i>haven't</i> . Yes, he/she/it <i>has</i> . No, he/she/it <i>hasn't</i> .
Wh- questions	Subject questions
<i>Why have you been crying all evening?</i> <i>What has she been doing after school lately?</i>	<i>Which dogs have been barking?</i> <i>Who has been helping you with schoolwork?</i>

Określenia czasu typowe dla *present perfect continuous* to:

- since* (od) + określony moment w przeszłości, np. *I have been learning to play the cello since last year.*
- for* (od) + przedział czasowy, np. *Dad has been trying to fix my bike for three hours.*
- recently/lately*, np. *Has he been using his phone a lot lately?*
- all (day)*, np. *We've been studying all morning!*
- how long*, np. *How long have you been preparing for this role?*

Present perfect simple

Czasu *present perfect simple* używamy do opisu:

- doświadczeń, które miały miejsce w nieznanym/nieokreślonym momencie w przeszłości lub na przestrzeni całego naszego życia, np.

Have you ever seen this film? We've already seen it twice.

- przeszłych wydarzeń, których skutki są widoczne w chwili mówienia, np. *He hasn't finished writing yet.*
- czynności, które rozpoczęły się w określonym momencie w przeszłości i trwają w chwili mówienia, np. *I've been a sound engineer for three years now.*

Odmiana czasowników w czasie *present perfect simple*: *have/has + past participle* (imiestów bierny).

Określenia czasu typowe dla *present perfect simple* to: *ever, never, just, already, before, yet, for, since* oraz *how long*.

UWAGA!

State verbs (czasowniki opisujące stan) zazwyczaj nie występują w formie ciągłej (*continuous*), nawet jeżeli opisujący stan trwa nieprzerwanie od jakiegoś czasu. Do czasowników opisujących stan zaliczają się m.in.: *know, understand, believe, want, need, love, hate, like, prefer, have* (w znaczeniu „mieć”), *seem, look* (w znaczeniu „wyglądać”) oraz *hear*.

2.7 Question tags • Questions with prepositions at the end

Question tags

Question tags (pytania rozłączne) występują zarówno w języku polskim, jak i angielskim. Używamy ich, kiedy szukamy u rozmówcy potwierdzenia naszych słów. W języku polskim stosujemy wówczas wyrażenia: *tak?* oraz *prawda?*, np. *Twój tata jest prawnikiem, tak?* W języku angielskim natomiast pytania rozłączne tworzymy za pomocą czasownika posiłkowego typowego dla danego czasu gramatycznego (*be, do, have* albo *will*). Jeśli zdanie główne jest twierdzące, to pytanie rozłączne przyjmie formę przeczenia (i odwrotnie).

present continuous	<i>You're not leaving now, are you?</i>
past continuous	<i>She was lying, wasn't she?</i>
present simple	<i>You don't go to our school, do you?</i>
past simple	<i>They got married in 2012, didn't they?</i>
present perfect	<i>We haven't watched this episode, have we?</i>
present perfect continuous	<i>It has been snowing all weekend, hasn't it?</i>
past perfect	<i>You hadn't known Sue before you moved here, had you?</i>
will (future simple)	<i>It will look good like that, won't it?</i>

UWAGA!

Pytania rozłączne z czasownikiem *be* w czasach: *present simple* i *past simple* nie zawierają czasownika *do*, ale czasownik *be*, np.: *They aren't angry with us, are they?*
It was an open-air concert, wasn't it?

UWAGA!

Pytania rozłączne z *I am* zawierają czasownik *be*, ale w formie *aren't*, np. *I'm always right, aren't I?*
Pytania rozłączne z *I'm not* zachowują się w sposób regularny, np. *I'm not an expert, am I?*

UWAGA!

Pytanie rozłączne w zdaniu rozkazującym zawiera czasownik *will*, np. *Turn the music down, will you?*

Questions with prepositions at the end

Pytania z przyimkiem na końcu tworzymy, gdy:

- pytamy o słowo, do którego odnosił się ten przyimek, np. *He was talking to her. → Who was he talking to?*
- czasownik, którego używamy to *phrasal verb* (czasownik frazowy), np. *What are you looking for?*
- czasownik, którego używamy wymaga użycia przyimka, np. *What are you listening to?*

- KEY WORDS

VOCABULARY 1 MP3 06

amp/amplifier	/æmp/ˈæmplɪfaɪə/	wzmocniacz
audience	/ˈɔːdiəns/	widownia, słuchacze
audition	/ˈɔːdɪʃən/	przesłuchanie, casting
beat	/bi:t/	rytm, uderzenie
boo	/bu:/	buczeć, wygwizdywać
cello	/ˈtʃeləʊ/	wiolonczela
cheer	/tʃiə/	wiwatować, wznosić okrzyki
classical music	/ˈklæsɪkəl ˈmjuːzɪk/	muzyka klasyczna
compose	/kəmˈpəʊz/	komponować
composer	/kəmˈpəʊzə/	kompozytor
conductor	/kənˈdʌktə/	dyrygent
DJ	/ˈdiːdʒeɪ/	DJ
download	/ˈdaʊnˈləʊd/	ściągać z Internetu
flute	/flu:t/	flet
headphones	/ˈhedˌfəʊnz/	słuchawki
hit album	/ˈhɪt ˈælbəm/	popularny album
inspire	/ɪnˈspaɪə/	zainspirować, natchnąć
mike	/maɪk/	mikrofon
noise-cancelling	/ˈnɔɪz ˌkænsəlɪŋ/	redukujący hałas
percussion	/pəˈkʌʃən/	perkusja
playlist	/ˈpleɪˌlɪst/	playlista
read music	/ˈriːd ˈmjuːzɪk/	czytać nuty
rehearsal	/ˈriːhɜːsəl/	próba
repertoire	/ˈrepəˌtwaɪə/	repertuar
rhythm	/ˈrɪðəm/	rytm
rhythmical	/ˈrɪðmɪkəl/	rytmiczny
sing karaoke	/ˌsɪŋ ˌkæriˈaʊki/	śpiewać karaoke
songwriter	/ˈsɒŋˌraɪtə/	autor piosenek
sound engineer	/ˈsaʊnd ˌendʒɪˌniə/	inżynier dźwięku
sound system	/ˈsaʊnd ˌsɪstəm/	nagłośnienie
soundtrack	/ˈsaʊnd ˌtræk/	ścieżka dźwiękowa
speaker	/ˈspiːkə/	głośnik
stream	/stri:m/	streamować
talented	/ˈtæləntɪd/	utalentowany
theme music	/ˈθiːm ˌmjuːzɪk/	motyw muzyczny
trumpet	/ˈtrʌmpɪt/	trąbka
turn the volume down	/ˌtɜːn ðə ˈvɒljuːm ˈdaʊn/	ściszyć
turn the volume up	/ˌtɜːn ðə ˈvɒljuːm ˈʌp/	podgłośnić

GRAMMAR 1 MP3 07

choir	/kwaɪə/	chór
mentor	/ˈmentɔː/	być mentorem
music producer	/ˈmjuːzɪk prəˌdjuːsə/	producent muzyczny
psychedelic rap	/ˌsaɪkəˌdelɪk ˈræp/	rap psychodeliczny

READING MP3 08

activate	/ˈæktɪveɪt/	aktywować
alert	/əˈlɜːt/	czujny, uważny
attend	/əˈtend/	uczęszczać
chemical	/ˈkemɪkəl/	związek chemiczny
concentrate	/ˈkɒnsənˌtreɪt/	koncentrować się
distract	/dɪˈstrækt/	rozpraszać, odciągać uwagę
dopamine	/ˈdɒpəmiːn/	dopamina
efficiently	/ɪˈfɪʃəntli/	wydajnie, efektywnie
fix	/fɪks/	naprawić
focus	/ˈfəʊkəs/	skupić się
improve	/ɪmˈpruːv/	polepszyć (się)
knowledge	/ˈnɒlɪdʒ/	wiedza
language abilities	/ˈlæŋɡwɪdʒ əˌbɪlətɪz/	umiejętności językowe
lifelong learning	/ˌlaɪfˌlɒŋ ˈliːnɪŋ/	nauka przez całe życie
memory	/ˈmeməri/	pamięć
movement	/ˈmuːvmənt/	ruch
process	/ˈprəʊses/	przetwarzać
resolve	/ˈrɒlv/	postanowienie
revise	/ˈrɪvaɪz/	powtarzać, np. do egzaminu
skills	/skɪlz/	umiejętności
solve	/sɒlv/	rozwiązać
stimulate	/ˈstɪmjəleɪt/	stymulować
strengthen	/ˈstrenθən/	wzmocniać
tune	/tjuːn/	melodia

VOCABULARY 2 MP3 09

ballet	/ˈbæleɪ/	balet
busker	/ˈbʌskə/	artysta uliczny
catchy melody	/ˌkætʃi ˈmelədi/	chwytliwa melodia
concert hall	/ˈkɒnsət ˌhɔːl/	sala koncertowa
contemporary	/kənˈtempərəri/	współczesny
cover version	/ˈkʌvə ˌvɜːʃən/	przeróbka muzyczna, cover
current	/ˈkʌrənt/	bieżący
entertain	/ˌentəˈteɪn/	zabawiać
folk band	/ˈfɒk bænd/	zespół ludowy
hit	/hɪt/	przebój, hit
lead singer	/ˌliːd ˈsɪŋə/	główny wokalista
live album	/ˌlaɪv ˈælbəm/	album koncertowy
live performance	/ˌlaɪv pəˈfɔːməns/	koncert, występ
on tour	/ˌɒn ˈtʊə/	na trasie (koncertowej)
open-air festival	/ˌəʊpənˌeə ˈfestival/	festiwal na wolnym powietrzu
orchestra	/ˈɔːkɪstrə/	orkiestra
perform	/pəˈfɔːm/	występować
playlist	/ˈpleɪˌlɪst/	lista utworów
record	/rɪˈkɔːd/	nagrywać
release	/rɪˈliːs/	wypuszczać na rynek
sell out	/ˌsel ˈaʊt/	wyprzedać
sing along	/ˌsɪŋ əˈlɒŋ/	śpiewać razem (z kimś, z piosenką)
song lyrics	/ˈsɒŋ ˌlɪŋks/	tekst piosenki
sound quality	/ˈsaʊnd ˌkwɒlɪti/	jakość dźwięku
support band	/səˈpɔːt ˌbænd/	zespół występujący przed koncertem głównej gwiazdy
tour	/tʊə/	podróżować, jechać w trasę koncertową
voice	/vɔɪs/	głos

LISTENING MP3 10

anger	/ˈæŋɡə/	gniew
angry	/ˈæŋɡri/	zdenerwowany
bored	/ˈbɔːd/	znudzony
boredom	/ˈbɔːdəm/	nuda
calm	/kɑːm/	spokojny
calmness	/ˈkɑːmnəs/	spokojny, spokój
content	/kənˈtent/	zadowolony
contentment	/kənˈtentmənt/	zadowolenie
embarrassed	/ɪmˈbærəst/	zawstydzony, zakłopotany
embarrassment	/ɪmˈbærəsmənt/	wstyd, zakłopotanie
fear	/fiə/	strach
happiness	/ˈhæpɪnəs/	szczęście
happy	/ˈhæpi/	szczęśliwy
jealous	/ˈdʒeləs/	zazdrosny
jealousy	/ˈdʒeləsi/	zazdrość
joy	/dʒɔɪ/	radość
joyful	/ˈdʒɔɪfəl/	radosny
kind	/kaɪnd/	życzliwy
kindness	/ˈkaɪndnəs/	życzliwość
loneliness	/ˈlɒnəlɪnəs/	samotność
lonely	/ˈlɒnli/	samotny
optimism	/ˈɒptɪˌmɪzəm/	optymizm
optimistic	/ˌɒptɪˈmɪstɪk/	optymistyczny
pessimism	/ˈpesəˌmɪzəm/	pesymizm
pessimistic	/ˌpesəˈmɪstɪk/	pesymistyczny
sad	/sæd/	smutny
sadness	/ˈsædnəs/	smutek
satisfaction	/ˌsætɪsˈfækʃən/	zadowolenie, satysfakcja
satisfied	/ˈsætɪsfaid/	zadowolony
scared	/skeəd/	wystraszony
surprise	/səˈpraɪz/	niespodzianka, zaskoczyć
surprised	/səˈpraɪzd/	zaskoczony
sympathetic	/ˌsɪmpəˈθetɪk/	współczujący, wyrozumiały
sympathy	/ˈsɪmpəθi/	współczucie
weightless	/ˈweɪtləs/	lekki, w stanie nieważkości

USE OF ENGLISH MP3 11

balance	/ˈbæləns/	równowaga
earworm	/ˈiəˌwɜːm/	melodia wpadająca w ucho
handstand	/ˈhændˌstænd/	stanie na rękach
mazurka	/məˈzɜːkə/	mazurek (utwór i taniec)

3

MYSTERIES



1 **SPEAK** Look at the photo and answer the questions.



- Why are some people so fascinated by such ancient structures?
- What do you think of the idea that such places were built by aliens?
- Do you think taking a picture of a place like this with a person in it makes it less perfect or more interesting?

2 **SPEAK** Read the comments. What does norbie mean by what he says in his comment? Listen to what or whom?



memaggie

Wow ... very romantic. 😊



puzzledPete

Been to such a place myself – unbelievable atmosphere. 🤩



norbie

They do make you stop and listen, don't they?



lil_rebel

When your parents ask, 'So, what's your plan for life?' 😊



flowergirl

Seen any druids hiding behind those stones?

Comment



Extreme adjectives • Descriptive adjectives

- 1 Look at the words in the box. Which are positive/negative/neutral?

amazing amusing awful fascinating frightening
horrible huge original strange tiny unforgettable

- 2 **SPEAK** Describe pictures A-D using the words from exercise 1. What do you know about these objects and places? What do they all have in common?



- 3 **KEY WORDS** Read the text and check the meaning of the highlighted words. Then answer the questions.

Which mystery book(s) or film(s) ...

- 1 is/are perfect for science fiction lovers?
- 2 talk(s) about problems many teenagers face?
- 3 would you choose to read/watch?

Teens recommend

Can you recommend a good book or film?
I love mystery stories!



If you like science fiction, I recommend **The Maze Runner** – you'll be **delighted**. A boy wakes up with no memory in the middle of a **mysterious** maze, and, together with other teens, he has to escape. There are a few **dramatic** bits, as the maze is dangerous, and it's a really **thrilling** and original story. Both the film and the book which it's based on are very **enjoyable**! The story is set in the future, so it's not the best for fans of **ancient** history.



Stranger Things is an **intriguing** story about a boy who disappears but keeps sending **puzzling** messages to his mum. When other **curious** things start happening in the town, the boy's friends begin to investigate. The story's got some amusing bits because these friends are a bit strange and not very popular. Generally, the plot is quite **terrifying**, as you quickly realise some horrible **alien** beings are behind it all. Many alien series are **disappointing**, but not this one!



Jay Asher's **13 Reasons Why** is an **inspiring** book that criticises bullying. In the story, a girl commits suicide, and her friends find it **unbelievable**, as she seemed to have no problems. Then they get tapes explaining her reasons – a lot of tiny unpleasant things that became too much for her. I guess it is **thought-provoking**, which is great. But the experiences of the characters might be too **true to life** for very sensitive teens.

- 4 **KEY WORDS** Match the highlighted words a-h from exercise 3 to the definitions 1-8.

- 1 very happy
- 2 very old
- 3 making you think about something important
- 4 unusual or strange
- 5 confusing or difficult to understand or solve
- 6 exciting
- 7 too unlikely to be true
- 8 strange, different or not from this planet

- 5 **SPEAK** Talk about books or films you have read/seen using the highlighted adjectives from exercise 3.

I loved A Spy in the House! It's entertaining and original. It's very enjoyable.

- 6 **1.24** Listen to three descriptions of mysteries and match them to pictures A-D from exercise 2. There is one extra picture.

- 1 2 3

- 7 **1.24** Listen again and answer the questions.

- a Which adjectives are used to describe each place/object?
- b Which speaker mentions
 - 1 a theory which might or might not be true?
 - 2 a story of one mystery replaced by another?
 - 3 unknown creators of something fantastic?

- 8 **SPEAK** Look at the video still and answer the questions.



- 1 What are the heads in the picture called, and where are they?
- 2 What do you think might be the story behind them?
- 3 What's the strangest or the most mysterious place you've visited or heard of?

FAST FINISHERS

Which of the places and objects described in this lesson would you like to see? Why?

Modal verbs of deduction and speculation

- 1 **SPEAK** Look at the photo. What do you think it shows?



- 2 **1.25 SPEAK** Listen to two students speculating about the photo. Do you agree with them? Why/Why not?
- 3 Study the examples from the dialogue and complete the table with the correct modal verbs.
- The girl **can't be** a real mermaid.
 - She **must have put** the tail on for some reason.
 - The whole thing **might be** a performance.

Key Grammar

Modal verbs of deduction and speculation

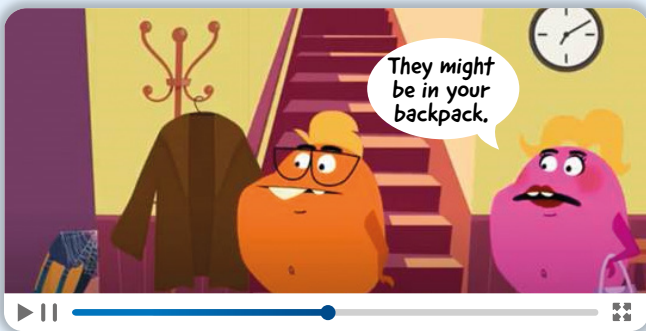
To talk about the present, we use the modal verb + infinitive, and to talk about the past, we use the modal verb + perfect infinitive (have + past participle).

We use ¹ **must** when we think that something is definitely true.

We use **could** and ² **might** when we think something is possibly true.

We use ³ **can't** when we think something is definitely not true.

Present	Past
The figure must be man-made.	Someone must have put it there on purpose.
It might happen .	It might have been a work by a modern artist.
It could be a costume.	They could have created this figure especially for the show.
This can't work .	They couldn't/can't have discovered it recently.



- 4 Look at the photo and read what people said about it. Complete the sentences with **must**, **could**, **might** or **can't**. Do you agree with the speculations?

- It **could be** spring, or it **could be** summer. I'm not sure.
- The place **could be** in a town or a city, because there aren't any tunnels like this in the countryside.
- She is wearing a dress, so she **could be** on her way to a run. Definitely not.
- She **could know** the photographer, or he **could be** a stranger.



- 5 Look at the photo and complete the sentences. Use modal verbs and the verbs in brackets.

- He **must have** (have) bad news.
- He **must have** (win) something.
- He **must have** (get) a new job.
- He **must have** (hear) something wonderful.
- He **must have** (ask) a girl he likes on a date. If so, she **must have** (say) 'Yes!'



- 6 Complete the text with present or past deductions/speculations. Use modal verbs and the correct forms of the verbs in brackets.



It ¹ **could be** (be) a museum, or it ² **could be** (be) a temple. It's not clear. The man ³ **must have** (like) the sculpture because he is taking a photo of it. I suppose he ⁴ **must be** (be) a history or art student. I'm not sure, but he ⁵ **must have** (do) a project about this sculpture recently, and that's why he's there. Also, there ⁶ **must be** (be) any rules about not allowing photos there. The photographer ⁷ **must have** (take) the photo recently because the man's phone looks a bit old.

#BRAINTEASER

A woman was found dead in a field. There were no signs of murder or fight. She was wearing a backpack. What could have happened?



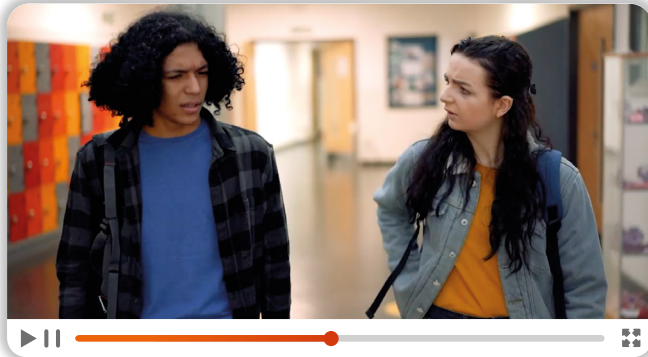
FAST FINISHERS

- Look at the photos on page 153 and write a few sentences speculating about what they show.

Expressing certainty and doubt

- 1 **SPEAK** Do you ever lose or misplace things? If so, what do you do to find them?

- 2 **1.26** Listen to the dialogue and answer the questions.



- 1 What can't Sam find?
2 Where do they think the missing item might be?

- 3 **Complete the sentences from the dialogue with the words from the box.**

absolutely definitely doubt might perhaps wonder

- 1 I think I used them at lunchtime, but I'm not certain.
2 You didn't use them then.
3 They be in your bag.
4 I if they're in your locker.
5 I that they're there.
6 Julia Are you sure you actually brought them to school today?
Sam Well ... I can't remember! I didn't.

- 4 **1.26** Listen to the dialogue again. Which Key Phrases did you hear?

Key Phrases

Expressing certainty and doubt

Expressing certainty

There's no doubt that ... / No doubt ...
It's/That's definitely ... / You definitely didn't ...
I'm sure/certain/positive (that) ...
It's/They're sure to (come).
It's clear that ...
Clearly/Obviously ...

Expressing doubt

I'm not (absolutely/really) certain/sure (that) ...
It's unlikely that ... / I doubt that ...
It isn't likely that ...
Maybe/Perhaps ...
... might (not) ...
I wonder if/whether ...

- 5 **Rewrite the sentences in exercise 3 replacing the words from the box and the underlined ones with their synonyms. Use the Key Phrases.**

1 I think I used them at lunchtime, but I'm not really sure.

- 6 **SPEAK** **Complete the mini-dialogues with two words in each gap. Use the Key Phrases. Then practise the dialogues in pairs.**

X: I ¹ Mark found his phone.

Y: It's ² he didn't. He hasn't answered any of my calls and he's inactive on social media.

X: Do you think they'll find the plane that disappeared soon?

Y: Perhaps. But it's ³ they'll find all the parts as it crashed into the ocean.

X: Did you hear about this guy who found a huge amount of treasure in the sea?

Y: No, but if it's true, they're ⁴ show it on the news today.

X: There's ⁵ that everyone will be talking about it for weeks.

- 7 **Write sentences from the prompts.**

- 1 It / not be / likely / they / be / home / now.
2 There / be / no doubt / no one / live / here / lately.
3 It / be / clear / man / can / not / speak / Spanish.
4 He / be / sure / feel / embarrassed / his mistake.
5 I / be / positive / she / hide / huge / secret.
6 She / not be / absolutely / certain / when / she / last / see / her keys.

- 8 **SPEAK** **Role-play the dialogue using the Key Phrases.**

Rozmawiasz z kolegą/koleżanką o wspólnej znajomej, z którą nie mieliście kontaktu od paru tygodni. Zastanawiacie się, co może być przyczyną braku wiadomości od niej, ale każde z Was ma inne informacje i inne domysły. W rozmowie poruszcie następujące cztery kwestie:

kiedy ostatni raz każde z Was z nią rozmawiało lub widziało się osobiście

możliwe przyczyny braku kontaktu od tamtej pory

jej ostatnie posty w mediach społecznościowych

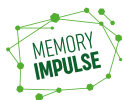
możliwe przyczyny nieobecności w mediach społecznościowych

FAST FINISHERS

Your friend wants to organise his/her birthday party in a mystery-themed escape room. Make a list of three arguments for and three against such an idea using the Key Phrases.

3.4 Reading

An article about mystery writers

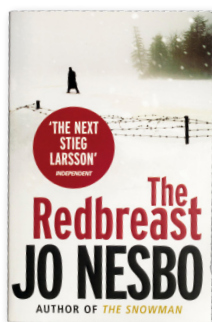
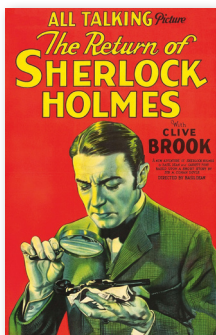
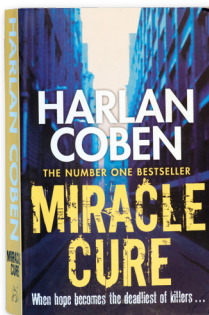


- 1 **SPEAK** Complete the gaps with the correct forms of some of the words from the box. Then answer the questions.

author chapter character column magazine
novel print publish review thriller

- Think about the last book that you read. Did you enjoy it? Who were its main ?
- Who's the of your favourite book(s)? Which titles or series are popular among teenagers nowadays?
- Do you prefer to read or short stories? Why?
- Do you read any newspapers or ? Why/Why not?
- Where do you look for of books or films to help you decide which ones to read or watch?

- 2 **SPEAK** Do you know the authors/books in the pictures? Have you read any of them? If not, would you like to? Why/Why not?



- 3 **1.27** Read sentences 1–6 and guess the correct options. Then read the text on page 43 and check.

- In the past, the first version of a book was often *given out for free* / *printed in magazines*.
- Arthur Conan Doyle *didn't like* / *loved* the character of Sherlock Holmes very much.
- Agatha Christie wrote her first detective story to *earn some money* / *win a bet*.
- Harlan Coben / Jo Nesbø produces TV series and writes for magazines.
- Harlan Coben / Jo Nesbø gets great reviews thanks to his sense of humour.
- Jo Nesbø is also a *police investigator* / *musician*.

- 4 Read the text again and match authors A–D to statements 1–5. One author matches two statements.

Which author

- changed their mind about following an artistic career?
- questioned their own character because of their books?
- has an impressive gift of observation?
- learned to create stories from a relative?
- used their knowledge from other work for their books?

- 5 **KEY WORDS** Match the highlighted words from the text to definitions 1–8.

- a book that sells a lot of copies and makes a lot of money
- a story, especially about something imagined
- a person who writes reviews of books
- a particular type of book, characterised by defined features
- someone who's good at telling stories
- a book that is popular and influences other books
- a series of events in a story
- one part of a longer story, presented separately in print or on TV

- 6 Complete the blog entry with the correct forms of the highlighted words from the text.

BOOKWORM RECOMMENDS

OK, so, I put away the last Sherlock Holmes novel, I watched the last ¹ of the Sherlock series with Benedict Cumberbatch, and I decided to switch from ² to some modern mystery and thrillers. ³ of death and mystery are my favourite ⁴ , so I did some research and decided to review one of the ⁵ by Patricia Cornwell for you. Both her fans and book ⁶ agree that she's a great ⁷ , so last night I opened *Postmortem*, her debut novel and the first of the Kay Scarpetta series. Its ⁸ is based on a series of real murders, so I thought it might be more exciting than total fiction. And how was it? Unbelievable! I couldn't put it down! It's fast-paced, it's intriguing, it's all you're looking for in a thriller. I might just finish it tonight and start the next one tomorrow! Five stars!



Masters of Mystery

We all know their books and their famous main characters – but do you know anything about the authors behind them?

A



Arthur Conan Doyle
(1859–1930)

Although Arthur Conan Doyle was a master storyteller thanks to fantastic **tales** his mother told him in childhood, he definitely didn't want to write – his dream was to become a doctor. Doyle was studying medicine when one of his professors impressed him with his gift for observation, logic and deduction so much that he felt it deserved a story. That's how the idea of Sherlock Holmes was born. Like most novels back then, *A Study in Scarlet* wasn't printed in a book form with chapters but in **episodes** in a magazine. Its success convinced Doyle that writing was a good occupation. He wrote a lot, and, in fact, he preferred his other characters to Sherlock Holmes. Not a huge fan of this hero, he finally decided it was time to say goodbye, and in the December 1893 episode Holmes was killed, causing twenty thousand readers to stop buying the magazine. Not surprisingly, a few years later Sherlock mysteriously returned to life.



B



Agatha Christie
(1890–1976)

Agatha Christie's detective stories are among the absolute **classics**. Christie was a born **storyteller**, who read many children's books and was writing her own stories by the time she was eighteen. But her first detective story was the result of a bet with her sister, who didn't believe Agatha could write one. The book (*The Mysterious Affair at Styles*) has the typical Christie **plot**: murder in the first chapter and then the investigation. During World War I, Christie worked in a hospital pharmacy, which enabled her to write about poisons realistically in her books. Asked about the inspiration for her most famous character, Hercule Poirot, she said he was based on Belgian immigrants she saw in England.

C



Harlan Coben
(born 1962)

Basically every one of Harlan Coben's thirty-plus thrillers is a worldwide **best-seller**, and some of his titles have been turned into films and TV series. Coben's main character isn't a detective but a sports agent who always tries to help when he learns about problems his friends

and relatives are experiencing. **Book critics** praise Coben for both his talent for noticing details and his sense of humour. Aside from writing books, Coben also works as a creator and producer for Netflix, and writes essays and columns for various newspapers and magazines.

D



Jo Nesbø
(born 1960)

Scandinavian thrillers, with their uniquely dark atmosphere, are at the top of the **genre** thanks to Jo Nesbø, among others. He tried many jobs, working as a stockbroker, then a journalist, before finally following an artistic career as a writer and rock musician. Harry Hole, Nesbø's famous police investigator, is tough and excellent at his job but terrible at handling everyday life. Nesbø's books have received many awards, but he's also been criticised for unnecessarily long descriptions of violence. It actually made him stop and wonder how much violence there was within him. After some soul-searching, though, he decided that it had nothing to do with who he was. Like many thriller writers, he simply has a great imagination.

GLOSSARY

bet – zakład (o coś)

stockbroker – makler giełdowy

7 SPEAK Answer the questions.

- 1 Would you like to read the book recommended in exercise 6? Why/Why not?
- 2 Do you like to read detective stories? Why/Why not?
- 3 In your opinion, why are thrillers so popular?
- 4 How important is it to know something about the author of a book when reading it?



FAST FINISHERS

Make a list of five crime fiction books, films or TV series that you enjoyed and choose adjectives from page 39 that describe them best.



In 1926, Agatha Christie disappeared. Find out what happened and write a short report about this mystery.

1 **SPEAK** Where do you usually check the news: on the radio, television, the Internet or social media? Why?

2 **SPEAK** Choose the correct options and answer the questions.

- Can you name three English language daily *magazines / newspapers*?
- What topics are currently on the *first / front* pages of newspapers in your country?
- Is there a *journalist / publisher* whose articles you enjoy?
- When was the last time you read a(n) *review / interview* with someone famous? Who was it with?
- In your view, do the media *report / represent* the news objectively?

3 **KEY WORDS** Look at the collocations with the word **news**. Complete the text with the highlighted words in the correct forms.



- news about the missing ship appeared on Cuban television at 3 pm three days ago. The news
- around the world within hours. At first, it seemed so unbelievable we all thought it must be
- news, but it wasn't. A huge cruise ship with over three thousand people on board simply disappeared off the radars. Since then, the first news
- in all news
- has been about the missing ship, but no one seems to know what could have happened to it.

4 **SPEAK** Look at the picture and the headline. What do you think might have happened?



5 **1.28** Listen to part of a commentary to the article in exercise 4. Were your guesses correct? Answer the questions.

- What happened?
- How did the news get around the world?
- What is the author's opinion about it?

6 Read the text and check your answers to exercise 5.

☰
🔍



It wasn't even a journalist's report, for goodness' sake! Some guy put a video on their social media, and, within a few hours, the whole world was talking about it. Over their morning coffee, **viewers of breakfast television** were watching the hosts insisting that the strange blinking lights passing the plane must have been a UFO and doing interviews with experts **presenting** their theories of a freak weather incident or a military plane. Same thing on every **channel**. But can we believe it? Let's face it, everyone who **covered** it just showed the same video made by one plane passenger. ONE! Because everyone else was asleep. Has anyone even talked to this guy? **Journalism** these days is not about facts. The more sensational and dramatic the news, the more likely it is to **make the headlines**. To make matters worse, no one checks their **sources**. Even **documentaries** on well-known **networks** sometimes lack well-checked information. So, these lights are really strange, but I won't be surprised when this turns out to be yet another fake.

7 **KEY WORDS** Complete the sentences with the correct forms of the highlighted words from exercise 6.

- television is more about lifestyle than heavy political topics.
- Many were upset when the *Children Know More* programme on TVKids was cancelled.
- The news about the UFO immediately made the.
- The Loch Ness Monster Revealed* I saw last night every aspect of this mystery, from folk legends to scientific research.
- Make sure you check that information in at least three before you use it.
- The BBC is a British television which has many different, such as BBC News, BBC One and CBeebies.
- Investigative is about finding an important topic and searching out all the facts about it.

8 **SPEAK** Answer the questions.

- How important is it to watch the news? Why?
- Have you ever read or seen news that turned out to be fake?
- Can you recommend a good documentary? Why do you find it interesting?

FAST FINISHERS

Imagine you want to find out about teenagers' habits concerning the use of mass media. Prepare a set of questions to ask your classmates using the words from this lesson.

A podcast about the Voynich manuscript

1 **SPEAK** Look at the picture of a manuscript in exercise 4 and answer the questions.

- How old do you think the manuscript is?
- What could it be about?
- Where do you think it comes from?

2 **KEY WORDS** Read part of a story and complete adverb categories 1–3 with: *manner, time and place*. Then match the highlighted words to the three categories.



My last job was to find a treasure map. I searched **everywhere**, but couldn't find it. I was in yet another hotel, tired. I called my client and said, 'There's no map. I quit. See you **tomorrow**.' I went **downstairs** for dinner. I **quickly** realised that two men sitting two tables away were talking about my map. Unfortunately, other people were talking **noisily**, and I couldn't hear very **well** what the pair were saying. But **eventually** I moved close enough. 'I found the map, but someone stole it from me **yesterday**,' one were saying. I froze. (...)

- Adverbs of describe where an action happens.
- Adverbs of tell us when an action happens, how long it takes or when it finishes.
- Adverbs of tell us how an action is done.

3 Read the **WATCH OUT | SKILLS** box and the information about the podcast. Then look at the key words from the podcast and choose the most likely answers in 1–3.

code decode experts manuscript mysterious
partially solve unknown language

- The language in the manuscript is probably a language
 - we don't speak now, like Latin.
 - that nobody knows anything about.
- The podcast hosts probably mention
 - how people have tried to find answers.
 - why people enjoy reading old manuscripts.
- It is possible that
 - someone has managed to understand some of the manuscript.
 - nobody will ever understand the manuscript.

WATCH OUT | SKILLS**Using key words to predict**

Key words can give you an idea of what you might hear. Thinking about this before you listen means you can check your guesses as you listen.

4 **1.29** Listen to the podcast and check your guesses.

That's Fascinating
Great mysteries

The Voynich manuscript became famous in 1912. It doesn't look remarkable, but it's written in an unknown language. But whose language was it? Is it a code, or a lost language?

What other mysteries surround it?

5 **1.29** Listen again and choose the correct options.

- The Voynich manuscript
 - contains over 240 drawings of people and plants.
 - was created by someone who could draw very well.
 - is definitely over 1,400 years old.
- There's evidence that the author of the manuscript
 - was fluent in the language.
 - translated a lot of words into a code.
 - invented the language for this book.
- The manuscript became famous
 - after Emperor Rudolph II bought it from Voynich.
 - because for 250 years no one knew where it was.
 - thanks to a book-dealer who it is named after.
- Which is true about the manuscript?
 - Leonardo da Vinci wrote it.
 - Its author was an English philosopher.
 - It wasn't written by Voynich.
- The man talking about the manuscript is someone who
 - currently owns of the manuscript.
 - simply knows a lot about it.
 - is working on decoding it with the Ardic family.

6 **SPEAK** Answer the questions.

- What do you think makes the Voynich manuscript most fascinating?
- Do you like solving mysteries? Why/Why not?

FAST FINISHERS

If you wanted to write a secret diary, how would you encrypt it? Why?

Find out the story of the Antikythera mechanism and record a podcast about it.



1 **1.30** Listen to the story of the Roanoke people and answer the questions.



- 1 When and where did the story take place?
- 2 Who were the Roanoke people?
- 3 What do you think might have happened to them?

2 Read the story and put events a–e in chronological order.

During the second part of the 16th century, the English **were colonising** lands in America. From this time comes the story of the Roanoke Colony, established by John White. While the 116 people that he **had brought** from England **were setting up** their homes, John White **sailed** back to England. He **left** nine days after his daughter **had given** birth to the first Roanoke child, and he **came** back a long three years later. He **was** amazed to see that the whole colony **had vanished** and **hadn't left** any clues except for two words. Someone **had written** 'CRO' on one of the trees and 'Croatoan' on a fence. What **happened** to the Roanoke colonists? To this day, no one knows.

- a White's granddaughter is born. 
- b White returns to Roanoke. 
- c Someone writes 'Croatoan' on a fence. 
- d White brings 116 people to Roanoke. 
- e White goes back to England. 

3 Look at the video still and study the grammar table. Complete the rules with *before* or *while*.

Key Grammar

Past tenses

We use the **past simple** to talk about a completed action that happened in the past or an action which interrupted another action, e.g.:

*While they were setting up their homes, John White **sailed** back to England.*

We use the **past continuous** (*was/were + -ing* form) to talk about actions which happened ¹  other actions were taking place, actions that were interrupted by other actions in the past or actions that were in progress in the past, e.g.:

*During the second part of the 16th century, the English **were colonising** lands in America.*

We use the **past perfect** (*had + past participle*) to talk about an action that happened ²  another action in the past. That other action can be described using the past simple or the past continuous, e.g.:

*He **was** amazed to see that the whole colony **had vanished**.*

Grammar Reference >> 52

Irregular Verbs >> 154–155

4 Read the text and choose the correct options.

The giant heads – or 'moai' – on Easter Island are a mystery. In 1722, Jacob Roggeveen, a Dutch explorer, ¹ **was sailing / had sailed** the Pacific because he ² **was looking for / looked for** a new continent. He ³ **had found / found** Easter Island instead, and on it – something he ⁴ **never saw / had never seen** before – the moai.

The Rapa Nui people ⁵ **made / had made** them out of rock between 1250 and 1500. ⁶ **After / By the time** they had carved them, they somehow ⁷ **moved / had moved** the huge, heavy statues around the island. One theory is that they cut down all the trees and ⁸ **then / while** used them to roll the statues. Another theory is that they transported the statues by 'rocking' them forwards. The scientists who suggested this theory ⁹ **already did / had already done** an experiment with a copy of one of the statues, moving a copy of it a hundred metres after they had tied ropes to the head. However, this method wouldn't work well on hills. Perhaps the statues will always be a mystery!

5 Complete the sentences with the correct forms of the verbs in brackets.

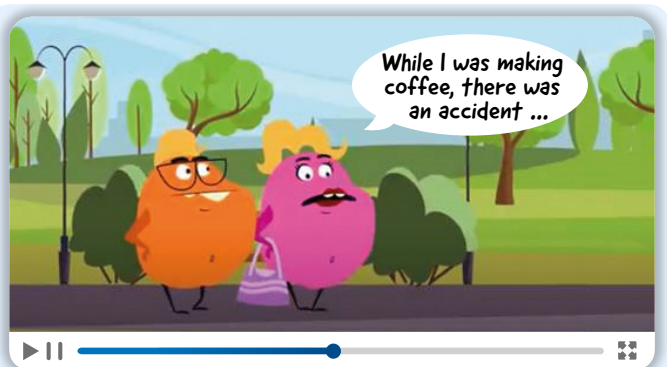
- 1 It was a difficult case, as someone  (remove) all traces of the crime before the detectives  (arrive).
- 2 Agatha Christie  (come up with) the idea for *The Secret Adversary* while she  (listen) to strangers talking in a tea shop.
- 3 As soon as I  (enter) the room, I  (know) someone  (be) there during my absence.
- 4 While I  (read) my great-grandmother's diary, I  (come across) a name of a relative I  (never / hear) of before.

6 **SPEAK** Tell each other about things that you:

- 1 hadn't done/known before you came to this school.
- 2 had expected/heard about this school that turned out to be right/wrong.
- 3 started doing at some point in your life, but got interrupted and didn't finish.

 FAST FINISHERS

 Look at Grammar Reference on page 52 and find time expressions often used with the past perfect and past continuous. Use them to write six sentences about your last weekend.



1 **SPEAK** Do you know any stories about ghosts or ancient curses?

2 Complete the adjectives with the correct endings: **-ful, -ous, -ing, -able/-ible**.

- | | |
|-----------|------------|
| 1 aw | 5 puzzl |
| 2 curi | 6 thrill |
| 3 horr | 7 unbeliev |
| 4 mysteri | 8 wonder |

3 Complete the sentences with the correct words formed from the words in brackets.

- Would you like to watch a (document) about ancient buildings?
- I must say that the explanation of this strange incident was rather (disappoint).
- I'm not certain (journal) is a good profession for you.
- Sam (careful) put the key in the lock and tried to turn it.

4 Choose the correct translation.

- (*Jesteśmy pewni*) that the series will be a success.
A We wonder
B We're positive
C We're sure to
- It's a man-made structure; the picture shows it (*bardzo dobrze*).
A amazing B very good C very well
- By the time the archaeologists returned with tools, the mummy (*zniknęła*) from the tomb.
A has disappeared
B was disappearing
C had disappeared
- (*Bez wątpienia*) he'll have a good explanation for it.
A Unlikely B No doubt C Not doubting
- It was (*niewiarygodna opowieść*) about life-threatening adventures.
A an unbelievable tale
B a thought-provoking history
C a strange plot
- It was fake news, but it (*szybko się rozeszła*).
A spread quickly
B went out fast
C covered with speed

5 Read the **WATCH OUT** box and choose the correct options. There may be more than one correct answer.

- The news **was / were** so depressing that we turned off the TV.
- I don't like the way our media **were / was** covering this story.
- Many / A lot of** news we get today cannot be trusted.
- Why **haven't / hasn't** the media presented the other side of the story?
- Is / Are** there any news about the lost children?

WATCH OUT

News & the media

News in English is uncountable, and, because of that, it is followed by verbs in the singular.

We say: All the **news** we've received so far **was** frightening.

We cannot say *many news* or *the news are*.

The media can be followed both by verbs in the singular or plural (traditionally – plural).

We say: **The media are** covering the story. **The media has** been following this story for weeks.

6 Complete the second sentence with up to four words so that it means the same as the first one. Use the word in capitals.

- They left all their things so I'm sure they left in a hurry. **MUST**
They left all their things so they in a hurry.
- He wrote the story without checking any facts. **NOT**
When he wrote the story he any facts.
- You'll definitely enjoy the tour of the old temples. **BE**
The tour of the old temples .
- We didn't get any news from him last week. **NO**
There from him last week.

7 **1.31** Listen to these sentences. Do we ever stress the auxiliary verb in the past perfect?

- Sam had seen a ghost.
- Had Sam been to the lake?
- Sam hadn't watched the film.

8 Complete the text with one word in each gap.

Legends of ancient curses protecting tombs of pharaohs have been told for centuries, yet there were no stories to prove them true. So, when Howard Carter found the tomb of Tutankhamun and the news ¹ the headlines, everyone was excited, but also waiting to see if the curse was true. Soon, the first of the tomb explorers, Lord Carnarvon, cut himself ² he was shaving, got infected and died. Arthur Conan Doyle believed some ancient curse must ³ killed him, and many stories started circulating. When more members of the expedition died, their deaths were on the ⁴ page of every newspaper. Carter himself died of cancer sixteen years after he ⁵ opened the tomb. It ⁶ therefore not likely that his death had anything to do with the curse. Yet mystery lovers still say these deaths could ⁷ have been a coincidence.



FAST FINISHERS

For each adjective in exercise 2, give an example of something or someone it could describe. Then write five sentences using your ideas.



Cleo's Curious Blog

Hi, I'm Cleo. Everyone knows the big stories in their local area, but I love finding the little curiosities and unbelievable tales of strange incidents, events and legends. The world is full of them, and I intend to find and share with you as many as I can. If you like my stories – feel free to share them. If you have your own – I'd love to hear from you!

THE GREEN CHILDREN OF WOOLPIT

- A** As my family and I were hiking through the countryside, we came across Woolpit, a village with a curious legend from the 12th century.
- B** Apparently, the villagers found strange green-skinned children, a boy and a girl, who were hiding in the fields. The siblings were extremely confused and exhausted. They spoke a mysterious language and ate only green beans. After they'd lived with the villagers for some time, though, they got used to eating normally. Soon afterwards, they noticed the green was slowly disappearing.
- C** Unfortunately, the boy died of an unexplained illness. When the girl had finally learned English, she explained they had come from St. Martin's Land. She couldn't remember clearly, however, how they had got to Woolpit.
- D** So, what happened there? Various theories exist. Some believe they could have been aliens, others that they must have come from some lost land. Quite simply, though (and I agree with this explanation), they might have been Flemish immigrants, as there were a lot of them in England back then. No one knows for sure!



Mimi

What a cool story! I think they might have been fairies.



Legend_Hunter

Wow, there's a similar story where I come from, even though it's very far from Woolpit (checked on the map). There might be something to the alien theory. 😊



Awesome! Do tell!!!



LuckyLuke

I'm such a fan of your blog. This is one of your best stories so far. It reminded me of the story of Hansel and Gretel a bit, don't you think? Without the witch of course. 😊



Kraken

Thanks, Cleo! I'm Flemish, so you made me curious. I'm going to investigate this story. In return, I'm going to tell you a legend from my country. Would others please share theirs?



1 SPEAK Are you interested in myths and legends? Do you know any?

2 Read the story from Cleo's Curious Blog. Which paragraph(s) ...

- 1 give(s) the main events?
- 2 relate(s) comments or theories about the events?
- 3 introduce(s) the setting of the story?

3 Read the blog again and answer the questions.

- 1 Who is/are the main character/characters?
- 2 Where does the story take place?
- 3 When does it happen?
- 4 What are the main events?
- 5 What is the blog writer's opinion about the story?

4 Read the **WATCH OUT | SKILLS** box and find examples of 1–4 in the blog post.

- 1 Descriptive adjectives:
- 2 Modals of deduction and speculation:
- 3 Different tenses:
- 4 Adverbs of manner, place and time:

WATCH OUT | SKILLS

Making your writing more interesting

Use a variety of adverbs (of manner, time and place) and tenses. You can also use a variety of adjectives, including extreme adjectives which carry a stronger meaning, e.g. *huge* (very big).

5 Rewrite the sentences replacing the underlined adjectives with the words from the box and adding the adjectives in brackets.

ancient delighted exhausted freezing tiny
unforgettable

- 1 The box, which was very small, looked fascinating. (heavy) *The heavy box, which was tiny, looked fascinating.*
- 2 We were very happy to receive a present. (unexpected)
- 3 When I touched the box, it was very cold. (curious)
- 4 My story about the box is very memorable. (mysterious)
- 5 After these events, we were very tired. (unbelievable)
- 6 The box looked very old. (strange)

6 Study the Key Phrases box. Which Key Phrases did Cleo use in her blog post?

Key Phrases

Linking phrases

Ordering events in a story

As we entered the castle, we heard a strange noise.

When she saw the man, her heart stopped.

We heard thunder, and, (soon) afterwards, a storm broke out.

I found it while I was cleaning my desk.

After we had bought this painting, strange things started happening.

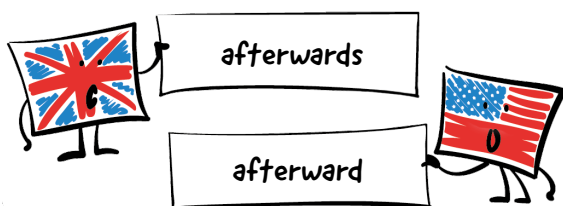
Showing logical relationship

It was freezing in there, so we put on our jackets. I was frightened. I needed to see what was inside, though.

Most news bulletins covered the story, and, as a result, everyone was talking about it.

We walked slowly in order to make as little noise as possible.

They failed. However, they kept trying.



7 Read the WATCH OUT box and complete the sentences with afterwards or after.

- the princess had disappeared, the guards of the castle started complaining about strange noises at night.
- There was a huge crash and the house went dark.
- Let's go to the museum, and we'll have dinner.
- They stopped by a cottage and, a short discussion, decided to spend the night there.

WATCH OUT

Afterwards vs after

Afterwards is an adverb and means 'later'.

After is a preposition/conjunction and must be followed by a noun, e.g. after sunset, after some time, or by a clause, e.g. after she left.

8 Join the sentences using the words in brackets. Make any necessary changes.

- Alex touched the gift. His heart was beating fast. (as)
- One cold dark evening, someone knocked on the door. I opened it. (so)
- I looked outside. There was no one there, but I saw a package. (when)
- I opened the box. I wanted to see what was in it. (order)
- We were looking at the letter. We heard a strange sound. (while)
- The lights had suddenly gone out. We were sitting in the darkness. (result)

9 Choose three sentences from exercise 8 and rewrite them using the adverbs from the box or your own ideas.

calmly carefully fast gently loudly quickly
slowly suddenly

10 Do the writing task. Follow the steps in the Writing Planner.

Ustyszałeś/Ustyszałaś ostatnio bardzo ciekawą historię i chcesz się nią podzielić z innymi. Napisz wpis na blogu, w którym:

- wyjaśnisz, gdzie i kiedy historia miała miejsce,
- przedstawisz osobę/osoby biorące w niej udział,
- opiszesz, co się wydarzyło,
- przedstawisz swoją opinię/teorię na temat tego wydarzenia.

Długość tekstu powinna wynosić od 100 do 150 słów.

Today, I have a bit of my family history to tell you.

Last week, I visited my grandma, and she told me this really intriguing story.

WRITING PLANNER

THINK

Think about the story you want to tell. Decide on the place and time it took place (e.g. in the 1980s, in Olsztyn), then think about who the main characters are (e.g. your grandfather's friends) and what happened (e.g. someone disappeared). Form your own opinion about the events and the mystery.

PREPARE

Make notes and organise them into paragraphs. Next to each bullet point, note down the Key Phrases and other words you want to use.

WRITE

Write your blog post. Use your notes and the Key Phrases.

CHECK

Read your blog post and answer the questions:

- Have you included and developed all four bullet points?
- Is your text within the word limit (100–150 words)?
- Have you checked your blog post for spelling mistakes?

FAST FINISHERS

Write a short summary (fifty words) of a legend from your country or the area where you live.

VOCABULARY

- 1 Match the extreme adjectives from the box to adjectives 1–6.

ancient exhausted freezing horrible puzzling
thrilling

- 1 old 3 exciting 5 bad
2 cold 4 tired 6 strange

- 2 Complete the sentences with the words from the box. There are two extra words.

calmly channel episode plot spreads though
thought-provoking tiny

- Thanks to social media, news today faster than ever before.
- Factfulness* was a book that made me question a lot of my beliefs.
- The of this film follows a typical Cinderella story – a poor hard-working guy and a rich girl fall in love.
- CNN was the first all-news television in the US.
- The letters in the script were so that I couldn't read them.
- Despite being scared, she told us everything was OK.

GRAMMAR

- 3 Write sentences for the pictures. Use past tenses or modal verbs of deduction and speculation.



compose music /
suddenly / wind /
blow away / sheets



leave / window open /
result / cat / escape



walk / slow / perhaps /
exhausted



might / the Loch Ness
monster



believe / aliens / can / build / pyramid

- 4 Choose the correct options.

- Seven best-sellers in the last three years? You must **be** / **have been** a great storyteller.
- I know I've seen him before. I can't remember where, **though** / **when**.
- It's **unlikely** / **likely** that you'll win the lottery twice, yet one guy did.
- He was speaking **quiet** / **quietly** in order not to frighten the animal.
- They searched the entire jungle and **eventually** / **when** found the ruins of an ancient structure.

USE OF ENGLISH

1 2 3 4 5 6 7 8

- 5 Complete the text with one word in each gap.



The small town of Lajamanu in Australia, ¹ is hundreds of miles from the sea, had a surprise recently. It started raining fish! The fish were alive when they hit the ground, so they ² have been alive when they were up in the sky. Residents were sitting in their homes watching, but, as soon as it was over, they went out and collected as many fish as they could – they were happy it ³ not rained crocodiles!

The question remains – what ⁴ have been the reason for this weather phenomenon? Scientists have asked ⁵ that question, but they haven't found an answer ⁶ . One possibility is a tornado. Tornadoes can lift up water and fish from rivers and drop them far away. There have been reports from different countries around the world of frogs, coins and even birds raining from the sky.

- 6 Choose the correct options.

- 1 X: Why is she crying?

Y:

X: Well, that's unlikely, I heard them talking a moment ago.

- A She might have had a fight with her boyfriend.
B That'll make her laugh.
C They hadn't heard from her in a while.

- 2 X: What do you think this mysteries story is like?

Y:

X: I'm not sure I agree. His last book wasn't very scary.

- A Oh, I didn't like it very much.
B It's sure to be frightening.
C He's not really into mystery or horror.

- 3 X: They say NASA might have received a message from aliens.

Y: It must be fake news.

X:

- A Perhaps we'll find out in the next episode.
B Why couldn't it be true? One day it may happen.
C I agree. It seems it has already been decoded.

READING

7 Read the text and choose the correct options.



The mystery of the Princes in the Tower is the most mysterious murder story in English history. The boys were the sons of King Edward IV, whose death in April 1483 made his oldest son, Edward, the king. As Edward V was only thirteen, he needed an adult to help him, a protector. His mother wanted someone who had been a loyal servant to Edward's father, but his Uncle Richard got the job instead. It's very likely that the ambitious uncle wasn't fond of his nephew, who stood in his way to the throne. Edward V and his younger brother were staying in the Tower of London when, in July 1483, their uncle declared himself King Richard III, and the boys suddenly disappeared, causing a lot of speculation about what had happened to them. This only increased when in 1503, a servant admitted he had killed the princes by the order of Richard III, and afterwards Sir Thomas More wrote a 'history' of the disappearance. Shakespeare's play written about a century later showing Richard as the murderer didn't help Richard's case either. According to many historians, though, the details are even more curious. There was another ambitious person dreaming of the throne – Henry Tudor. After fighting against Richard III,

Henry finally became king in 1485. But instead of immediately searching for the princes, he was silent for about a year, which suggests he might have been the murderer or could have known the boys were still alive. He didn't call Richard a murderer until 1486. Also, till the end of his reign, Henry had problems with a man who claimed that he was Edward V. Henry put him in prison, but never openly said the man was lying.

In 1674, the skeletons of two children were found in the Tower. The king, Charles II, had no doubt they were the princes, so they were buried in Westminster Abbey. In 1933, the Westminster Abbey archivist L.E. Tannery and an anatomist, W. Wright, examined the bones. They weren't totally positive, but said that perhaps these were the princes. Yet it seems likely that their aim was not to discover the truth behind the bones but to prove they really were the princes'. Currently, scientists are comparing the DNA of the bones to that of a woman whose great-great-great-great (etc.) grandmother was the boys' aunt. It might show whose bones they are, but it won't show who killed the boys.

- 1 When Edward V became king of England,
 - A he and his uncle liked each other very much.
 - B some of his servants were disloyal to him.
 - C Richard was supposed to officially help him.
 - D his mother asked his father's servants to protect him.
- 2 Shakespeare's play
 - A was one of the reasons people believe Richard was the murderer.
 - B shows Richard had no helpers when he murdered the boys.
 - C was the source of a book written by Sir Thomas More.
 - D was perhaps based on first-hand knowledge.
- 3 Henry Tudor
 - A must have known Richard had killed the princes.
 - B knew the princes were still alive when he became king.
 - C accused Richard III of murder immediately after he became the king of England.
 - D might have thought the man in prison really was Edward V.
- 4 The text suggests that the 1933 studies of the bones found in 1674
 - A showed that there is no doubt these were the princes.
 - B were rather subjective and unreliable.
 - C helped scientists doing DNA research find the answers.
 - D will be confirmed by the current studies.
- 5 The author of this text
 - A criticises the way historians describe the story of the princes.
 - B shows there are more questions than answers to this story.
 - C proves the princes were killed by their ambitious uncle.
 - D tries to uncover the truth about the boys' death.

WRITING

8 Read the instructions and do the task.

Usłyszysz/Usłyszysz informację o tajemniczym wydarzeniu. Zredaguj wpis na blogu, w którym:

- opiszysz to wydarzenie,
- nie zgodzisz się z przedstawioną teorią na temat tego, co się wydarzyło,
- przedstawisz swoją własną teorię na ten temat,
- zapytasz swoich czytelników o opinię na temat Twojej teorii i ich zdanie na temat tego wydarzenia.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, everyone! Exciting story today!

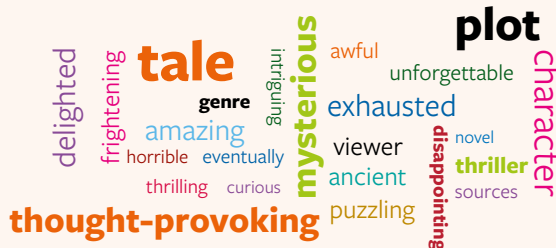


SPEAK Read the quote and answer the questions. Use the words in the word cloud.

There is always a pleasure in unravelling a mystery.

(Elizabeth Gaskell, English writer, 1810–1865)

- How do you understand the quote?
- In books and films mysterious people are exciting. How about in real life?
- What mysteries make life exciting, and what mysteries can be destructive?



3.2 Modal verbs of deduction and speculation

Czasowników modalnych: **must**, **might**, **could** oraz **can't** używamy do wyrażania przypuszczeń i domysłów, często w oparciu o nasze obserwacje, np.
*It's the only brick house in this street. She **must** live here.*

Wybór konkretnego czasownika modalnego zależy od tego, na ile jesteśmy pewni danej informacji.

W zdaniach odnoszących się do teraźniejszości po czasowniku modalnym występuje bezokolicznik, np. *They **might** be right.* (Możliwe, że mają rację.)

W zdaniach odnoszących się do przeszłości po czasowniku modalnym występuje bezokolicznik czasu przeszłego (*have + past participle*), np. *They **might** have been right.* (Możliwe, że mieli rację.)

Czasownik **must** – prawdopodobieństwo graniczące z pewnością

Present	Past
You must know Mike – he's your neighbour!	It must have rained all night. There are puddles everywhere.

Czasowniki **might** oraz **could** – możliwość/prawdopodobieństwo

Present	Past
They could be brothers because they both have curly brown hair and green eyes.	I don't know why she didn't turn up. She might have had a lot of work.

Czasownik **can't** – brak możliwości

Present	Past
You can't be serious! There is no way I'm doing that.	He can't have left his glasses at home. He was wearing them on the school bus.

UWAGA!

W zdaniach odnoszących się do przeszłości zamiast **can't** można użyć **couldn't**, np. *They **couldn't** have met Dan at the party. They weren't even in town then!*

3.7 Past tenses: past simple, past continuous, past perfect

Past simple

- Czas **past simple** opisuje czynności, które wydarzyły się w określonym momencie w przeszłości lub przerwały inną czynność, np.:
*I first **met** Duncan two years ago.*
*We **were** eating breakfast when they **arrived**.*
- Zdania twierdzące w czasie **past simple** tworzymy, korzystając z tzw. drugiej formy czasownika (w czasownikach regularnych: końcówka **-ed**). W zdaniach przeczących występuje **didn't**, a w pytaniach – **did**.

Affirmative	Negative
We played some games. She went out.	They didn't return to England. You didn't win the game.
Yes/No questions	Short answers
Did he call you?	Yes, he did . / No, he didn't .
Wh- questions	Subject questions
Where did they go last night?	What made you so sad?

- Określenia czasu typowe dla **past simple** to m.in.: *yesterday, the day before yesterday, (three days) ago, last (summer), on (24 June), in October, in 2020, in May 2002, then, when, afterwards.*

Past continuous

- Czas **past continuous** stosujemy do opisu czynności, które trwały w określonym momencie w przeszłości, a także czynności stanowiących tło dla innych czynności lub przez inne czynności przerwanych, np.:
*Yesterday at 9 pm I **was reading** in my bed.*
*They **were driving** to work the other day when they saw a rainbow.*
*He **was working** on a song when you called.*
- Zdania w czasie **past continuous** tworzymy wg następującego wzoru: **was/were + czasownik z końcówką -ing**. W zdaniach przeczących występuje **wasn't/weren't**, a w pytaniach – **was/were**.

Affirmative	Negative
I was waiting at home. You were baking a cake.	It wasn't raining at all. We weren't sleeping then.
Yes/No questions	Short answers
Was she riding her bike? Were they listening to music?	Yes, she was . / No, she wasn't . Yes, they were . / No, they weren't .
Wh- questions	Subject questions
Why were you chopping the onions?	Who was cooking dinner?

- Określenia czasu typowe dla **past continuous** to m.in.: *in the (morning), at (10 am), at that time, then, when, while, as.*

Past perfect

- Czas **past perfect** opisuje czynności, które miały miejsce przed innymi czynnościami z przeszłości, np.
*I suddenly realised that I **had seen** that show before.*
- Zdania twierdzące w czasie **past perfect** tworzymy wg następującego wzoru: **had + past participle**. W zdaniach przeczących występuje **hadn't**, a w pytaniach – **had**.

Affirmative	Negative
We had finished school by then.	You hadn't met him before.
Yes/No questions	Short answers
Had she won a race?	Yes, she had . / No, she hadn't .
Wh- questions	Subject questions
Where had she met him?	How many people had come to the exhibition?

- Określenia czasu typowe dla **past perfect** to m.in.: *by the time, by then, ever, never, already, before, after.*

- KEY WORDS

VOCABULARY 1 MP3 12

alien	/ˈeliən/	obcy
amazing	/əˈmeɪzɪŋ/	niesamowity, wspaniały
amusing	/əˈmjuːzɪŋ/	zabawny
ancient	/ˈeɪnfənt/	starożytny
commit	/kəˈmɪt/	popętnić
curious	/ˈkjʊəriəs/	osobliwy; ciekawy (świata)
delighted	/dɪˈlaɪtɪd/	zachwycony
disappointing	/ˌdɪsəˈpɔɪntɪŋ/	rozczarowujący
dramatic	/drəˈmætɪk/	dramatyczny
enjoyable	/ɪnˈdʒɔɪəbəl/	przyjemny
frightening	/ˈfraɪtənɪŋ/	straszny
huge	/hjuːdʒ/	ogromny
inspiring	/ɪnˈspaɪərɪŋ/	inspirujący, porywający
intriguing	/ɪnˈtriːɡɪŋ/	intrygujący
investigate	/ɪnˈvestɪɡeɪt/	badać, dociekać
maze	/meɪz/	labirynt
mysterious	/mɪˈstɪəriəs/	tajemniczy
original	/əˈrɪdʒənəl/	oryginalny, niezwykły
puzzling	/ˈpʌzəlɪŋ/	zagadkowy
suicide	/ˈsuːsaɪd/	samobójstwo
tape	/teɪp/	taśma
terrifying	/ˈterɪˈfaɪɪŋ/	przerażający
thought-provoking	/ˈθɔːtˌpraʊvəkiŋ/	skłaniający do przemyśleń
thrilling	/ˈθrɪlɪŋ/	porywający, ekscytujący
tiny	/ˈtaɪni/	malutki
true to life	/ˌtruː tə ˈlaɪf/	realistyczny
unbelievable	/ˌʌnbɪˈliːvəbəl/	niewiarygodny
unforgettable	/ˌʌnfəˈɡetəbəl/	niezapomniany

GRAMMAR 1 MP3 13

man-made	/ˌmænˈmeɪd/	stworzony przez człowieka
mermaid	/ˈmɜːmeɪd/	syrena
sculpture	/ˈskʌlptʃə/	rzeźba
temple	/ˈtempəl/	świątynia

SPEAKING MP3 14

doubt	/daʊt/	wątpić, wątpliwość
locker	/ˈlɒkə/	szafka

READING MP3 15

best-seller	/ˌbestˈselə/	bestseller
book critic	/ˌbʊk ˈkrɪtɪk/	krytyk literacki
chapter	/ˈtʃæptə/	rozdział
character	/ˈkærɪktə/	postać
classic	/ˈklæsɪk/	klasyk
column	/ˈkɒləm/	kolumna
episode	/ˈepɪsɔd/	odcinek
essay	/ˈeseɪ/	esej
fast-paced	/ˌfɑːst ˈpeɪst/	szybki, dziejący się w szybkim tempie
genre	/ˈʒɒnrə/	gatunek (np. filmowy, literacki, muzyczny)
gift	/ɡɪft/	dar, talent
imagination	/ɪˌmædʒɪˈneɪʃən/	wyobraźnia
impress	/ɪmˈpres/	wzbudzić podziw
investigation	/ɪnˌvestɪˈɡeɪʃən/	dochodzenie
magazine	/ˌmæɡəˈziːn/	magazyn, czasopismo
novel	/ˈnɒvəl/	powieść
occupation	/ˌɒkjʊˈpeɪʃən/	zawód
pharmacy	/ˈfɑːməsi/	apteka
plot	/plɒt/	fabuła
poison	/ˈpɔɪzən/	trucizna
print	/prɪnt/	drukować, druk
publish	/ˈpʌblɪʃ/	wydawać, publikować
review	/rɪˈvjuː/	recenzja
storyteller	/ˈstɔːrɪˈtɛlə/	opowiadacz, gawędziarz

tale	/teɪl/	opowieść
thriller	/ˈθrɪlə/	thriller, dreszczowiec
tough	/tʌf/	nieustępliwy, hardy
violence	/ˈvaɪələns/	przemoc

VOCABULARY 2 MP3 16

breakfast television	/ˌbrekfəst ˈteliˌvɪʒən/	telewizja śniadaniowa
breaking news	/ˌbreɪkɪŋ ˈnjuːz/	wiadomości z ostatniej chwili
channel	/ˈtʃænəl/	kanal
cover	/ˈkʌvə/	relacjonować
daily newspaper	/ˌdeɪli ˈnjuːzˌpeɪpə/	gazeta codzienna, dziennik
documentary	/ˌdɒkjʊˈmentəri/	film dokumentalny
fake news	/ˌfeɪk ˈnjuːz/	fałszywe wiadomości
front page	/ˌfrʌnt ˈpeɪdʒ/	pierwsza strona (gazety)
headline	/ˈhedˌlaɪn/	nagłówek
interview	/ˈɪntəˌvjuː/	wywiad
journalism	/ˌdʒɜːnəlɪzəm/	dziennikarstwo
journalist	/ˌdʒɜːnəlɪst/	dziennikarz
make the headlines	/ˌmeɪk ðə ˈhedˌlaɪnz/	trafić na pierwsze strony gazet
network	/ˈnetˌwɜːk/	sieć telewizyjna
news bulletin	/ˌnjuːz ˈbʊlɪtɪn/	serwis informacyjny
news item	/ˌnjuːz ˈaɪtəm/	wiadomość, temat (w wiadomościach)
present	/ˈpriːznt/	przedstawić (informacje)
publisher	/ˈpʌblɪʃə/	wydawca
report	/rɪˈpɔːt/	relacjonować
source	/sɔːs/	źródło
spread	/spred/	rozprzestrzeniać (się)
viewer	/ˈvjuːə/	widz

LISTENING MP3 17

adverb	/ˈædvɜːb/	przysłówek
decode	/diːˈkəʊd/	odszyfrować
downstairs	/ˌdaʊnˈsteəz/	na dole, piętro niżej
encrypt	/ɪnˈkript/	zakodować, zaszyfrować
eventually	/ɪˈventʃuəli/	ostatecznie, w końcu
fluent	/ˈfluːənt/	biegły, płynny
inside	/ɪnˈsaɪd/	wewnątrz
Latin	/ˈlætɪn/	język łaciński
manner	/ˈmænə/	sposób
manuscript	/ˈmænɪʃpˌskɪpt/	manuskrypt, rękopis
noisily	/ˈnɔɪzɪli/	hałaśliwie
partially	/ˈpɑːʃəli/	częściowo

GRAMMAR 2 MP3 18

carve	/kɑːv/	rzeźbić
clue	/kluː/	wskazówka, trop
colonist	/ˈkɒlənɪst/	osadnik, kolonista
establish	/ɪˈstæblɪʃ/	założyć, utworzyć
fence	/fens/	ogrodzenie
rock	/rɒk/	kołysać, bujać
rope	/rəʊp/	lina, sznur

USE OF ENGLISH MP3 19

coincidence	/ˌkəʊɪnsɪdəns/	zbieg okoliczności
curse	/kɜːs/	klątwa
pharaoh	/ˈfeərəʊ/	faraon
tomb	/tuːm/	grobowiec

WRITING MP3 20

curiosity	/ˌkjʊəriˈɒsəti/	ciekawość
exhausted	/ɪɡˈzɔːstɪd/	wyczerpany
Flemish	/ˈflemɪʃ/	Flamand, flamandzki
freezing	/ˈfriːzɪŋ/	mroźny, lodowaty

REVISION MP3 21

be fond of	/bi ˈfɒnd əv/	lubić (coś/kogoś), darzyć (kogoś) sympatią
reign	/reɪn/	panowanie
silent	/ˈsaɪlənt/	milczący
unravel	/ʌnˈrævəl/	rozwiązywać, rozwikłać

4 WHAT NEXT?

1 **SPEAK** Look at the photo and answer the questions.



- In your opinion, why did the girl take this job?
- Imagine you're a customer at this place. What's your reaction to her reading?
- Do you think the girl is planning a career connected with customer service?

2 **SPEAK** Read the comments. Why do you think the girl is reading a book at work? Do you agree with bookworm's comment?



ANGELa

Taking a little break, are we? 😊



kP

Girl, I don't think you'll be working there too long. 😏



MS33

Wow, fancy place, do they pay well? 💰



bookworm

Can't blame the girl for READING, I never part with my book either. 🙄

Comment



Future goals, plans and aspirations • Life stages



- 1** **SPEAK** Look at the words and phrases in the box. Which do you think will be part of your future? Why?

buy a house get a car get divorced get married
go to college/university have children
learn to drive leave home leave school
pass your exams rent a flat retire start work

- 2** **KEY WORDS** Put the highlighted stages of life in chronological order. Then match the phrases from exercise 1 to the corresponding life stages.

adolescence • childhood • early adulthood
middle age • retirement

- 3** Do the quiz below.

what next?

- 1** What would you rather do?
 - a **Study abroad** because it's more interesting even if more expensive.
 - b Go to a local university or college.
- 2** At university, it's better to
 - a **get a degree** in your preferred field as quickly as possible.
 - b **go on an exchange** even if it means you'll graduate later.
- 3** If you have some spare time, you'll take courses that help you
 - a **get your driving licence**.
 - b **acquire** better **people skills** to communicate with others more effectively.
- 4** During your university time, the summers should be spent
 - a doing any part-time job that pays well.
 - b **doing an apprenticeship** with a company or institution that specialises in your field.
- 5** As soon as you **graduate** from university, you plan to
 - a **settle down** because a steady job and your own family are the key to happiness.
 - b **set up your own business**.

- 4** **SPEAK** Check your scores on page 153 and read your results below. Do you agree with them? Why/Why not?

More stars ★★★★★

You want to develop in many different directions. You'd like to enjoy yourself, **explore the world**, and experience different cultures. You want to have friends all over the world and **start a family**, because people and relationships are the most important thing in your life, both private and professional.

More moons ☾☾☾☾

You're a practical person, and it's very important for you to be independent. You want to have money and **get the know-how** to be on your own, both in your private and professional life. You like to be your own boss, so you'd like to be able to move out, finish your education and **be financially independent** as quickly as possible.

- 5** **1.32 KEY WORDS** Complete the sentences with the correct forms of the highlighted verbs from exercises 3 and 4. Listen and check.



I definitely want to ¹ **start** my own business one day, probably a café or a restaurant, and ² **become** financially independent. But I believe I should first get a part-time job as a waiter, then ³ **do** an apprenticeship with one of the chain cafés and afterwards work for them for a few years to see how the food business works.



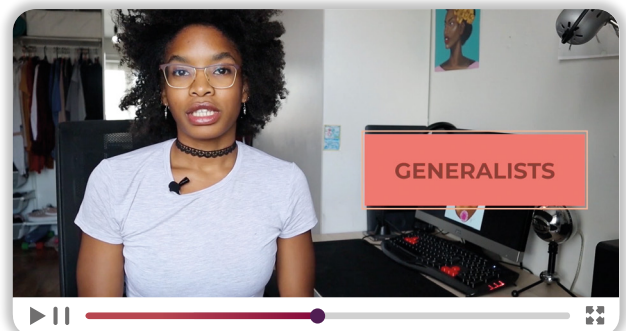
I live in Wellington, New Zealand. In my country, people who didn't get a chance to ⁴ **go** on an exchange or ⁵ **travel** abroad usually ⁶ **visit** the world for a year after they ⁷ **finish** a degree. It's only after this journey that we usually consider ⁸ **have** a family and getting a serious job.



My parents are insisting that I go to university, but I want to be a wedding planner, and I believe in this profession degrees are not that important. I should rather ⁹ **learn** people skills to be able to work well with my clients and provide them with what they want. The second thing is to ¹⁰ **gain** the know-how about how such events are organised – but again, they don't teach that at school.

- 6** **SPEAK** Tell your partner about your future plans using vocabulary from this lesson.

- 7** **SPEAK** Describe the video still and answer the questions.



- 1** Who do you think is a generalist? See the definition on page 156 and check.
- 2** Why do you think Storm, who is a computer animator, needs to be a generalist to do her job well?
- 3** What kind of life experience or knowledge will be useful in your future career?

FAST FINISHERS

In your future career, you can become a generalist or a specialist. Read the definitions on page 156 again and write two pros and cons for each approach.

- 1 **SPEAK** Which of these things will take place in your life over the next ten years? Which won't? Why do you think so?

graduating from university

getting a job

starting a family

travelling the world

getting your own place

- 2 **1.33** Listen to the dialogue and complete the sentences with a month or a number.

- Mark will be rafting on the first weekend of _____.
- Joey will have got her degree by _____.
- Mark won't be thinking about settling down until he's thirty or _____.
- Angie thinks that Mark won't have had enough fun until he turns _____.

- 3 Look at the video still and study the grammar table. Complete the rules with *have* or *be*.

Key Grammar

Future continuous

We use the future continuous to talk about actions that will be in progress at a specific time in the future.

I will be entertaining distant relatives that weekend.

Form: *will/won't* + ¹ _____ + *-ing form*.

Time expressions: *at five o'clock, on 5 February, in January, in five years' time, this/next week/month/year, (at) this time next week.*

+	Jerry will be running a marathon next Sunday.
-	I won't be thinking about settling down at twenty-three.
?	Will you be studying tomorrow at 7 pm? Yes, I will . / No, I won't .
Wh-?	Where will she be living in 10 years' time?

Future perfect

We use the future perfect to talk about actions that will be completed before a specific time in the future.

She will have got her degree by then.

Form: *will/won't* + ² _____ + *past participle*.

Time expressions: *by five o'clock/5 February/2030/ (the end of) next year, by the time (subject + verb), by the age of eighteen.*

+	He will have got his driving licence by 5 May.
-	I won't have started a family by then.
?	Will you have had enough fun by then? Yes, I will . / No, I won't .
Wh-?	How much money will they have spent by the end of their holiday?

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

- _____ (he / study) at university in three years' time?
- By six o'clock this evening, I _____ (not finish) dinner.
- At seven o'clock tomorrow morning, I _____ (have) breakfast.
- By the age of twenty, we _____ (graduate) from high school.

- 5 Complete the sentences with your own ideas. Use the future continuous.

- At 8:30 tomorrow morning, I _____
- In May, I _____
- This time next week, I _____
- In ten years' time, I _____

- 6 Complete the sentences about yourself. Use the future perfect.

By the age of twenty-three, ...

- I _____ (leave) home.
- I _____ (finish) studying.
- I _____ (find) a job.
- I _____ (rent) a flat.
- I _____ (travel) abroad.

- 7 Rewrite the sentences using the future continuous or future perfect.

- The teacher will correct our exams on Monday.
By Tuesday, the teacher _____.
- My brother has his first driving lesson tomorrow from 9:00 to 10:00.
At 9:30 tomorrow, my brother _____.
- Will we become legal adults when we are eighteen?
_____ by the age of twenty?
- We aren't doing work experience next week.
On Wednesday next week, we _____.

- 8 **SPEAK** What will you be doing in the summer holidays? What will you have done by the end of this week?

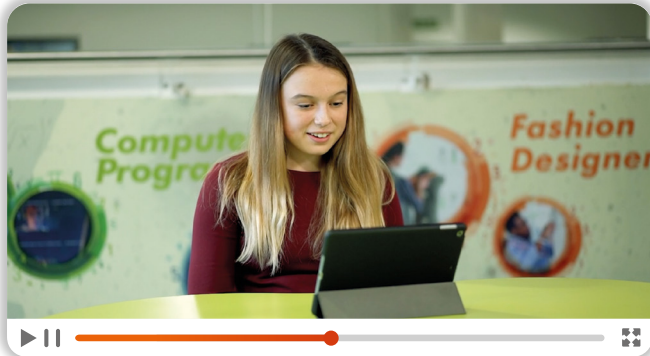
FAST FINISHERS

- Imagine yourself at the age of forty. What will you have achieved? What will/won't you be doing? Write six sentences.



1 **SPEAK** Answer the questions.

- 1 Have you ever had a formal interview or an oral exam?
- 2 What did they ask you? Were you nervous?

2 **1.34** Listen and answer the questions.

- 1 When does Bea's course begin?
- 2 Where has Bea been learning Spanish up to now?
- 3 Does she have any certificates in Spanish?
- 4 Has she ever been to Spain?

3 **Complete the sentences with the words from the box. Then study the Key Phrases box and check your answers.**

best for forward pleased time too

- 1 _____ to meet you _____!
- 2 I'll do my _____ to help you.
- 3 OK, that's all _____ now.
- 4 We're looking _____ to meeting you soon.
- 5 Thanks for your _____.

4 **1.34** Listen to the dialogue again. Which Key Phrases did you hear?**Key Phrases****A formal conversation**

Pleased to meet you.
 Pleased to meet you too!
 Thank you for inviting me.
 I'd like to ask you for some information / a few questions ...
 Of course. I'll do my best to help you.
 What would you like to know?
 I'm/We're looking forward to seeing/meeting you ...
 Thanks for your time.
 It was nice meeting you.
 (Just) Let me know if you need anything else/any more information.

5 **Rewrite the sentences using the words in brackets and the Key Phrases.**

- 1 I want to know something about you. (information)
- 2 Of course I'll help you. (best)
- 3 I can't wait to meet you. (forward)
- 4 I'm glad we talked. (time)
- 5 Call me if you want anything. (let / anything else)

6 **SPEAK** **Complete the mini-dialogues using the Key Phrases. Then practise the dialogues in pairs.**

X: Hello, I'm Gill. Pleased ¹ _____ you.

Y: Hello, thank you ² _____ me to this interview.

X: Now, I'd like to ask ³ _____ some information about your education so far.

Y: Of course. What would you ⁴ _____?

X: Thanks for your time. We're looking forward ⁵ _____ you here in the summer.

Y: Thank you. It was ⁶ _____ you.

7 **SPEAK** **Read the instructions and do the task. Then change roles and do the task again.**

Uczeń A W związku z planowanym wyjazdem do USA na roczną wymianę uczniowską, bierzesz udział w rozmowie kwalifikacyjnej w biurze organizującym to wydarzenie. Porusz w rozmowie następujące kwestie:

powody, dla których chcesz wyjechać

przebieg Twojej dotychczasowej nauki języka angielskiego

poziom znajomości języka angielskiego oraz zdobyte certyfikaty

doświadczenie w samodzielnym podróżowaniu

Rozmowę rozpoczyna uczeń A

Uczeń B Jesteś pracownikiem biura organizującego uczniowskie wymiany z USA. Rozmawiasz z osobą, która chce wyjechać na taką wymianę (uczeń A). W zależności od tego, jak potoczy się rozmowa, porusz wszystkie lub wybrane kwestie:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- zapytaj o powody, dla których wybrał/wybrała USA,
- zapytaj: gdzie, jak długo i w jaki sposób uczył/uczyła się języka angielskiego,
- wyraż wątpliwość, czy uczeń A poradzi sobie samodzielnie przez rok w obcym kraju.

FAST FINISHERS

Imagine you are going to take a language course abroad. Make a list of five questions you would like to ask the language school before you leave home.



Find out what exchange programmes are available in English-speaking countries for Polish high school students. Which one would you like to go on? Why?

4.4 Reading

An article about laws regarding teenagers

- 1  **SPEAK**  Complete the questions with the words from the box. Answer the questions.

election government heads minister
politicians president queen

DO YOU KNOW ...

- the system of ¹ [] in the US and UK? Which one has a prime ² [] and a king or ³ [], and which one a ⁴ []? Do you know their names?
- the titles and names of the ⁵ [] of state of any other English-speaking countries?
- the date of the next presidential ⁶ [] in your country?
- the names of leading ⁷ [] in your country?

- 2 **SPEAK** Look up the meaning of the phrases from the box. Which can a person your age do legally in your country? Which have you done?

dye your hair get a part-time job
get your driving licence have your ears pierced
ride a moped travel independently

- 3 Scan the text on page 59. How many expressions from exercise 2 can you find? What other activities are mentioned?

- 4  **1.35**   Read the article and match sentences A–F to gaps 1–6 in the text. Then listen and check your answers.

- A And if you can't wait to be your own boss, at sixteen you can also set up your own business!
- B However, evidence shows that sixteen and seventeen-year-olds are more likely to vote than those aged over eighteen.
- C Every second of every day, three people around the world receive a life-saving blood transfusion.
- D And you only need to wait until you're seventeen to take your test in Ireland, Austria and the UK.
- E However, you must be over eighteen to make more permanent changes.
- F Most commercial pilots start work in their twenties, but 19-year-old Luke Elsworth is one of Britain's youngest.

- 5 Read the **WATCH OUT | SKILLS** box and find three places in the text where the writer gives examples. Which of the phrases in the box are not used?

WATCH OUT | SKILLS

Recognising examples

Sometimes examples appear at the beginning of a sentence: *For example, ... For instance, ...* Sometimes they are introduced in the middle of a sentence: *like, such as, including, e.g. (= for example).*

- 6  Answer the questions. Use expressions for giving examples and information from the text.

- In which countries can you vote at the age of sixteen?
- Where can you get a learner's driving licence before you're fifteen?
- Where can you be a blood donor at the age of seventeen?
- What must all young people in the UK do until the age of eighteen?
- How can young people in Britain change their appearance at the age of sixteen?

- 7 **KEY WORDS**  Match the highlighted words and phrases from the text to definitions 1–6.

- documents on which you mark which candidate you choose in an election
- illegal (two expressions)
- reach the age when you are legally an adult
- govern a country
- permission given by parents
- formally choose who will become e.g. a president

- 8  Complete the sentences with information from the text. Use the words in brackets.

- In the UAE, you [] (vote) until [].
- In most countries with presidential systems you must [] if you want [] (run / country).
- You need [] (permission) to ride [] in many countries.
- Donating blood saves lives, but in most countries, such as Canada, it [] (against / law) if you're [].
- In the UK, you can dye your hair before you [] (come / age), but you can't [].
- In Scotland, you can get your [] (ballot) and vote after [] sixteen.

- 9 **SPEAK** Decide what you think should be the legal age to do the things below. Give reasons.

- represent yourself at court
- have a bank account
- sell things online
- decide about your health and body (both medical and cosmetic procedures)

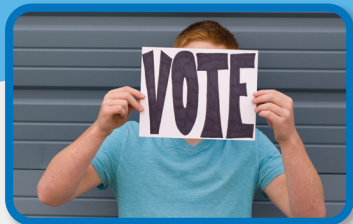
FAST FINISHERS

-  Make a list of five things you would like to be able to do legally at your age.

Compare the legal ages for topics mentioned in the text with your country. What can you do earlier? What do you have to wait longer for?

SURPRISING THINGS THAT TEENS CAN DO!*

Although you don't **come of age** in most countries until you're eighteen, it's surprising what teens **CAN** do around the world. Have a look at our list and let us know what you think!



1 Vote

If you're about to turn sixteen in Austria, Brazil or Scotland, then you'll be receiving your first **ballot papers** soon. In most other countries, though, you can't take part in elections until you're eighteen.

¹ But if you live in the United Arab Emirates, you'll have to wait until you're twenty-five!



2 Operate vehicles

Did you know that you can fly a glider before you can drive a car? For instance, in Britain you can fly solo at fourteen with your parents' permission, and at sixteen without. But don't get your hopes up – it's **prohibited** to fly a plane with an engine until you're over eighteen! ² Although you can ride a moped (with **parental permission**) at the age of fifteen in many countries, you probably won't have started driving by then. But in some American states many young people will already have obtained their learner's licence by their fifteenth birthday! ³



3 Be a politician

If voting and giving someone else the job of **running the country** is not enough for you because you want to do it yourself, you'll have to wait a bit longer. To become a head of state, e.g. a president, usually you need to wait till you've turned thirty-five or more. Unless you're the first-born of a king or queen – they can become heads of state at any age, even if they're just a child. The current king of Toro in Uganda, Oyo, became a monarch when he was three (but, growing up, he still had to go to school like any other teenager).

GLOSSARY

blood donor – krwiodawca

operate a vehicle – prowadzić pojazd

pint – pół kwarty (0,57 litra)



4 Give blood

Did you know that donating one pint of blood can save up to three lives? ⁴ In some countries, like Japan, Canada and Britain, you can give blood at the age of seventeen. If you start then, imagine how many lives you will have saved by the time you're thirty!



5 Work

Even if you won't be working full-time for another few years, it's not **against the law** to get a part-time job while you're studying in most countries. In Britain, you can leave school at sixteen, although you must continue with some kind of education (e.g. an apprenticeship or part-time vocational course) until the age of eighteen. ⁵



6 Change your 'look'

Teens in Britain can dye their hair without permission at the age of sixteen. Legally, sixteen-year-olds can also make changes such as having their ears pierced. ⁶ Always think carefully before doing anything you might regret!

Any surprises? Let us know! When can you do these things in YOUR country?

*But remember – even though you can do something without your parents' permission, it's always better to tell them what you're up to! ;)

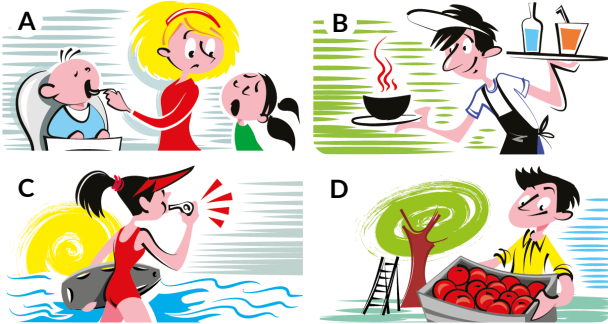
Did you know?

💡 American scientist Alia Sabur didn't wait to do things at the usual times. She got a black belt in taekwondo at the age of nine, started university when she was ten, and became the world's youngest professor at the age of eighteen!



- 1 **SPEAK** Match four of the jobs from the box to pictures A–D. Then choose two jobs that you would like and two jobs that you would not like to do.

babysitter charity worker
checkout assistant/shop assistant delivery boy/girl
fruit picker lifeguard pet sitter
summer camp supervisor tour guide
waiter/waitress



- 2 Scan texts A–C in exercise 3. Where do you expect to find each of them? Who wrote them and to whom?

- 3 **KEY WORDS** Read texts A–C and match some of the highlighted words and phrases to definitions 1–8.

A Ready for a **full-time job**?
Our company is looking for **office workers**!

Learn many **transferable skills** that could be useful in your future career, whatever it will be.
Acquire any **qualifications** you lack while actually doing the job!
Candidates please contact the university career centre.

B **ATTENTION, STUDENTS LOOKING FOR TEMPORARY JOBS!**

Not sure what you want to **do for a living** but need some money?
Come to the career centre!
Willing to **work long hours**?
Not afraid of **manual work**?
You'd rather work weekends or late **shifts**? We've got something for you!
Not sure what to pick?

We offer career advice and help students find **vocational courses** that match their interests.

C **Why become a freelancer?**
PROS: + **work flexitime** – I decide when to work and when to rest
+ **varied assignments** – forget **repetitive** office work
+ **sometimes well-paid**
CONS: – **breaks between assignments** can be **challenging**

- 4 **1.36** Listen to two students talking about their plans. Who plans to do these things, Ben (B) or Alice (A)?

- 1 apply for a vocational course
- 2 do a degree
- 3 get a part-time job
- 4 go to university
- 5 explore the world
- 6 write a CV

- 5 Complete the questionnaire with some of the highlighted words from exercise 3. Some letters are given.

Still undecided what you want to do for a ¹ v ? Need career advice? Consider the questions below.

- Are you looking for a ² mp job or a permanent, ³ full- one?
- What's better for you – ⁴ x t or regular ⁵ s with fixed working hours?
- Are you good at ⁶ m l work requiring skill or physical strength?
- Do the freedom and risks of being a ⁷ r l r sound exciting or scary to you?
- Would you rather have a ⁸ well- a job (e.g. lawyer) or a rewarding one (e.g. nursery teacher)?
- Do you have any ⁹ q f ns or ¹⁰ r n l skills? Do you know what jobs they would be useful for?

- 6 **SPEAK** Answer the questions from exercise 5. Can you suggest a job for your partner?

FAST FINISHERS

Look at the vocabulary from this lesson and make a list of adjectives describing jobs. Which of them describe your ideal job? What kind of job could it be?

- 1 get knowledge or skills needed for a job
- 2 do something as a job
- 3 someone who doesn't have a job at one company, but offers their services to many
- 4 requiring you to do the same things again and again
- 5 the period of work time in a workplace where some people work during the day and others during the night
- 6 which lasts for a short period of time
- 7 skills that can be used in many different jobs
- 8 classes teaching skills needed for a particular job

1 **SPEAK** Answer the questions.

- 1 What steps do people take to look for a job?
- 2 What advice would you give to someone who is going for a job interview?

2 **KEY WORDS** Complete the job advert with the highlighted phrases below.

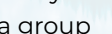
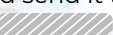
apply for • do • earn • experience • field
fill out • in charge of • provide

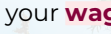
WILD SUMMER CAMPS

are looking for supervisors

Who can ¹  the job? Anyone over eighteen.



Looking to **work in the** ²  of education? Gain experience with us! If you've got what it takes to **be** ³  a group of kids all day long, then go to our website and ⁴  the application form or **write a CV** and send it to our office. We'll be asking you to ⁵  **references** later.

Professional ⁶  welcome but not a must. ⁷  your **wages** while having fun!

We're also looking for young energetic people to ⁸  **voluntary work** at our day camps all over the States.

3 Read the **WATCH OUT** box and complete the sentences with **wage** or **salary**.

- 1 Do you know the average monthly  of a doctor in your country?
- 2 A pet sitter's average  in the US is \$15 an hour, although professionals charge much more.

WATCH OUT**wage vs salary**

Both **wage** and **salary** mean money you earn, but we use them for different situations. **Wage** depends on how many hours a week/month you work, and **salary** is a fixed amount you get every month or year.

4 **SPEAK** Imagine you applied for the job advertised in exercise 2. What questions could they ask you at the job interview?5 **1.37** Listen to a job interview and check your answers to exercise 4. Then choose the correct options.

- 1 Leo is *careful* / *patient* / *insensitive*.
- 2 This job is a chance for him to get *money* / *experience* / *qualifications*.
- 3 At this point, Leo is a qualified *babysitter* / *lifeguard* / *social worker*.
- 4 Leo knows a bit about *medical treatment* / *history* / *practising sports with kids*.
- 5 At the camp, he'll be working with kids around *six* / *eleven* / *fifteen* years of age.

6 **1.37** Listen again and complete the sentences with up to four words.

- 1 Leo wants this job mainly because in the future he would like .
- 2 Leo has been building his CV for  now.
- 3 Leo will be both a professional  when the camp begins.
- 4 Leo is usually on good terms with .
- 5 At the camp, Leo will be responsible for the .
- 6 The staff from the local youth club  for Leo.

7 **SPEAK** Role-play the job interview. Then change roles and do the task again.

Student A Interview your partner for the job from exercise 2. You can use the questions from the recording or your own questions from exercise 4.

Student B Answer A's questions and try to be a better candidate than Leo.

 FAST FINISHERS

 Imagine you are going away for a week and need a pet sitter. Write some questions to ask candidates for this job.



Find out how to make a good impression at a job interview (e.g. how to dress, behave and talk). Prepare a list of *dos* and *don'ts*.

1 **SPEAK** Answer the questions.

- 1 What do you like about the area where you live?
- 2 Is there anything you would like to change about it?

2 Read the text and answer the questions.

Dear Amy,
 Sorry for the silence, the voluntary work is exciting but time-consuming. ^aIf all goes well, we'll **be able to** get free calendars for all residents showing rubbish pick-up dates. This way they **won't need to** call the waste facility to find out. We were also trying to get free public transport for all students, but ^bwe **won't be able to** get that. We'll **need to** find a compromise. Maybe just for under-14-year-olds? Our new project is to convince the authorities to renovate the old city gates, but ^cI **will have to** do a lot of research about their history first. Anyway, it's great to shape the world around you, and the city mayor says I'll probably be working full-time for the council when I finish school. I'll call you as soon as I have a minute!
 Karen

Send

- 1 What projects did Karen get involved in?
- 2 Where did they succeed and where not fully?
- 3 Why does she need to do research?

3 Look at the video still and study the grammar table. Complete the rules with a–c from exercise 2.

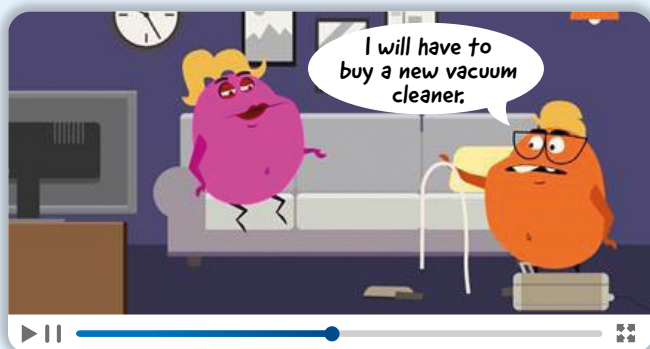
Key Grammar

Future modals

The future form of modals *be able to/have to/need to* is formed using **will** – like with any other verb.

Two modals, *can* and *must*, do **not** have a future form. They are replaced with future forms of other modals: *can* is replaced with *be able to*, e.g. ¹ , ² , *must* is replaced with *have to*, e.g. ³ .

	Present	Future
Ability or possibility	<i>can/can't</i> (not) <i>be able to</i>	<i>will/won't be able to</i>
Obligation and necessity	<i>must / have to</i> <i>need to</i>	<i>will have to</i> <i>will need to</i>
No obligation or necessity	<i>don't have to</i> <i>don't need to</i>	<i>won't have to</i> <i>won't need to</i>



4 Correct the sentences. Which ones are true for you?

- 1 We **won't can** leave school until we're eighteen.
- 2 I **will must** take a test if I want to ride a moped.
- 3 I **won't needing** to retake my exams in September.
- 4 I **will to need to** buy a new English book next year.
- 5 We **will can** speak English fluently in the future!

5 1.38 Listen and repeat the sentences. Pay attention to how **to is pronounced**.

- 1 You'll have to go for an interview.
- 2 You won't have to send a CV.
- 3 Will I have to pass a test?

6 Study the grammar table and complete the rules with **future tenses** or **present simple**.

Key Grammar

Future time clauses

We use ¹ immediately after the time expressions *when*, *as soon as* and *until*.

We use ² in the other part of the sentence.

*I'll be working full-time for the council **when** I finish school.*

*I'll call you **as soon as** I have a minute.*

*I won't be thinking about settling down **until** I'm thirty.*

7 Complete the sentences with the correct forms of the verbs in brackets.

- 1 I (learn) to drive as soon as I (be) old enough.
- 2 When you (get) home tonight, I (sleep), so please be quiet.
- 3 I (not look) for a job until I (get) my degree.
- 4 As soon as my brother (finish) his exams, we (go) on holiday.
- 5 I (think) about you until we (meet) again!

8 Choose the correct options.

- 1 As a freelancer, you will **not have to** / **mustn't** work shifts.
- 2 Please send us your reference letters as soon as you **can** / **will be able to**.
- 3 If you get an A in this quiz, you won't **need to** / **must** do the extra assignments.
- 4 I will get married when I **will meet** / **meet** the right person.
- 5 She won't buy a car until she **finds** / **will find** a job.
- 6 With this salary, I won't **be able to** / **can** renovate my flat for another three years.

FAST FINISHERS

Make a list of five things you will not be able to do until you turn eighteen and five things you will be able to do when you get a job. Then write sentences using future modals and future time clauses.

1 SPEAK Are the statements true (T) or false (F)? Give reasons for your answers.

- 1 Adolescence is the best time to settle down. T / F
- 2 As a retired teacher, she has plenty of professional experience in education. T / F
- 3 Being a politician involves manual work. T / F
- 4 Freelancing is a great way to study abroad. T / F

2 Choose the odd word out.

- 1 go to college / on an exchange / for an apprenticeship
- 2 acquire skills / salary / qualifications
- 3 repetitive / full-time / ballot job
- 4 start work / permission / a family
- 5 challenging / people / transferable skills
- 6 take / pass / make a driving test

3 Translate into English.

- 1 I'm so excited! This time next week, (będę jechać na wymianę) to Austria.
- 2 Are you looking for (pracy na pełen etat)?
- 3 I'm turning sixteen this October, so I (nie będę mogła głosować) in the elections.
- 4 Driving a car without a licence (jest niezgodne z prawem).
- 5 (Czy potrzebuję pozwolenia rodziców) to join the club if I'm sixteen?
- 6 If you want to get a degree, you (będziesz musiał odbyć praktyki) this summer.
- 7 (Jak tylko zdam) my driving test, I'll get my own car.

4 Choose the correct options.

- 1 X: We only hire adults. When do you come of age?
Y:
A I do that all the time.
B Oh, I'll be turning eighteen next month.
C I don't. But I have parental permission.
- 2 X: I'm filling out this complicated application. I've heard you've done it before.
Y:
X: Thanks a lot.
A I won't be able to do this.
B Yes, I have. And I'll have to fill it out again soon.
C That's correct. I'll do my best to help.
- 3 X: Hello, do you need career advice?
Y:
X: Well, you've come to the right place.
A Yes, I'm not sure what I want to do for a living.
B No, I think I'll be working as a firefighter.
C It was nice meeting you.

5 Complete each pair of sentences with the same word.

- 1 His ambition is to our country one day.
I'm training hard, so I think I will be able to a marathon next year.
- 2 I don't think he'll ever married.
This apprenticeship will allow me to the know-how needed in this field.
- 3 I'm forward to seeing you next week.
Why are you at me with surprise?
- 4 I like to sleep in the morning, so I usually work the afternoon .
In the future, office work might from company offices to working from home.
- 5 When do you think you'll settle and start a family?
I think the CV will look better if you move your name a bit and to the left.

6 Complete the sentences so that they are true for you.

- 1 When I'm financially independent, I'll be .
- 2 The best way to get the know-how for my dream job is to .
- 3 By the time I'm thirty I will have .
- 4 I think freelancing as a career choice is .
- 5 This summer I will finally be able to .

7 SPEAK Compare your sentences from exercise 6 with your partner and give reasons for your answers.

#BRAINTEASER

The average person sleeps for about eight hours a night – one third of a 24-hour day! If you sleep for eight hours every night for the rest of your life, how many years will you have slept for by the age of ninety-nine?



FAST FINISHERS

Choose five phrases from exercise 2 and use them to write sentences about yourself.

Find examples of transferable skills. Why are they important? What jobs could they be useful for?



A Dear Mr Brown,

B I am writing in response to the advertisement about environmental projects I have seen on your website. I am interested in doing voluntary work, so I would like to apply for a position in one of the projects you offer. Also, I would be grateful if you could send me some additional information.

C

D

E Firstly, let me provide some information about myself. I am currently studying landscape architecture at university, as it is my dream to make the world a greener place. I have been involved in various environmental projects since primary school, and I was the head of the Green Earth society at my high school, so I have both some theoretical knowledge and the know-how that could be useful in such projects.

F As for my questions, the advertisement mentions that the projects are in the UK. Could you tell me where exactly the projects are located and whether it is possible to choose a location?

G Secondly, I would like to know when the projects begin. I will be doing my end-of-year exams in spring, and I will not be able to travel until the end of June. **H** Finally, regarding the accommodation, I was wondering if the volunteers can choose where to stay. I would like to use this opportunity to get to know British culture more closely, and I believe the best way to do it would be to stay with a family.

I Many thanks for your help. I look forward to hearing from you.

J Yours sincerely,

Sam Johnson

Send

1 SPEAK Answer the questions.

- Have you ever had a summer job or done voluntary work? When and where was it?
- What summer job or voluntary work would you like to do? Why?

2 SPEAK Look at the advertisements. Which job would you like to apply for? Why?



APPLY FOR THE BEST SUMMER JOB IN THE WORLD!

Students 14+ wanted as summer camp supervisors.

Share your language and culture, help with activities and environmental projects, and stay at a great place for free! Interested?

Reply to Imelda Green at i.green@fabsummer.pam



PLANT TREES AND HAVE FUN!

Voluntary work on environmental projects in the UK.

Free food and accommodation (camping, shared dormitories or local homestay).

Some grants are available to cover travel costs.

Enquiries to Jack Brown, jb@enviro.dev

3 Read Sam's letter of application. Which advertisement did Sam reply to?

4 Read Sam's letter again and match parts A–J to descriptions 1–10.

- standard phrase to end a letter
- standard phrase to say you need information
- opening greeting for formal letters and emails
- closing greeting for formal letters and emails
- introducing a request for information
- second request for information
- third request for information
- reason for writing
- standard phrase to introduce yourself
- standard phrase to say you want to work for the company

5 Study the Key Phrases box and rewrite the sentences using more formal phrases.

- I'm writing to answer your ad.
- I want to do voluntary work.
- It would be nice if you could send me more information.
- Firstly, the ad says I can choose the location.
- I'm waiting for your reply.
- About a place to stay, I'd like to know how you choose the families.
- Best, John Sparrow
- Now, I have some questions, your advert says you're located in Wales.

Key Phrases

A formal letter of application

Beginning a formal letter

Dear Sir or Madam,

Dear Mr/Ms Brown,

Giving the purpose of writing

I am writing in response to ...

I am interested in doing ...

I am writing to apply for ...

I would like to apply for ...

Giving information

Firstly, let me provide some information about ...

I thought you would like to know that ...

Asking for information

As for my questions, the advert mentions ...

Regarding (the accommodation), ...

I would be grateful if you could ...

I would appreciate it if you could ...

Ending a formal letter

I look forward to hearing from you.

Yours sincerely, / Yours faithfully, / Regards,

WATCH OUT

Yours faithfully vs Yours sincerely

Dear Sir or Madam → *Yours faithfully*

Dear Mr/Ms ... → *Yours sincerely*

6 Read the WATCH OUT box below and choose the correct answers in rules 1–3.

- The word order in indirect questions is the same as / different from direct questions.
- We use / don't use *do*, *does* or *did* in indirect questions.
- When the direct question doesn't start with a question word (*Wh-* or *How*), we use either *if/do* or *whether* in the indirect question.

WATCH OUT

Indirect questions

We use indirect questions when we want to be more polite or formal.

Direct questions:	Indirect questions:
When do the projects begin?	<i>I would like to know when the projects begin.</i>
Can we choose where we stay?	<i>I was wondering if we can choose where we stay.</i>

7 Find two more indirect questions in Sam's letter. What would the direct questions be?

8 Change the direct questions into indirect questions.

- Is the accommodation free?
I would like to know _____.
- When does the job start?
Could you tell me _____?
- Will I have to send my CV?
I would also like to know _____.
- What are the activities?
I was wondering _____.

9 Do the writing task. Follow the steps in the Writing Planner.

Znalazłeś/Znalazłaś ogłoszenie o pracy wakacyjnej dla uczniów i studentów. W odpowiedzi na nie napisz list formalny na 200–250 słów, w którym przedstawisz siebie jako właściwego kandydata/ właściwą kandydatkę na to stanowisko. Opisz swoje zainteresowania i doświadczenie oraz poproś o dodatkowe informacje dotyczące obowiązków i zakwaterowania.

WRITING PLANNER

THINK

Think about the kind of summer job you would like to do (e.g. fruit picking, pet sitting, helping at a restaurant or in a shop). Make notes about your interests and any relevant experience (e.g. helping your parents or neighbours). Make a list of things you could ask about regarding the duties and accommodation (e.g. working hours, accommodation, wages).

PREPARE

Write a plan for your letter. Use the model letter on page 64 to help you.

WRITE

Write your letter. Use your notes and the Key Phrases. Remember to use formal language and the correct phrases to start and end your letter.

CHECK

- Read your letter and answer the questions:
- Have you included and developed both parts of the instruction?
 - Is your text within the word limit (200–250 words)?
 - Have you checked your letter for spelling mistakes?

FAST FINISHERS

Imagine you are considering replying to Imelda Green's advert in exercise 2. Make a list of questions to ask about the job. Then change them into indirect questions.

VOCABULARY

- 1 Complete the text with the correct words formed from the words in the box. There are two extra words.

challenge govern manual profession
regard retire transfer qualify

Many older people are afraid that as soon as they reach ¹ _____ age, they will be asked to leave the company and be replaced with younger workers. While this does happen, it's a bad strategy, and the ² _____ should prevent such situations. People who have worked for the company for years have a lot of ³ _____ experience that cannot be replaced with theoretical knowledge. True, ⁴ _____ the use of modern technologies in business, young people might have more technical ⁵ _____ and skills. However, when it comes to ⁶ _____ tasks that involve many aspects of the company's business, nothing can beat years of experience, so such workers should be valued.

- 2 Unscramble the words to complete the sentences.

- I will be _____ from university and looking for a job next year. UGDANATIGR
- A perfect candidate will have both theoretical knowledge and practical _____ of our systems. ONWK-OWH
- Most parents agree that _____ is a difficult time as teenagers need a lot of attention and empathy. ECEDSALENOC
- In order to participate in presidential _____ in Poland, you need to be over eighteen. SOTILEECN
- Can you provide _____ letters from your previous jobs? ENERFECER
- I'm interested in doing a(n) _____ with your company this summer. NIPIPAPSHERETC

GRAMMAR

- 3 Correct the mistakes in the sentences.

- We will doing job interviews next week, and I hope we will find a perfect candidate.
- You will must do a vocational course if you want to work as a gardener here.
- Fortunately, Mia will needn't to work shifts – we're open from 2 pm to 11 pm.
- Will your sister has got a degree by her twenty-fifth birthday?
- I'd like to know will I work long hours.
- You won't be fully financially independent until you won't get a well-paid job.

- 4 Translate into English.

- _____ (Nie będę pracować) between 12 and 15 July because my sister is getting married then.
- It's unlikely _____ (ustatkuję się) by the time I'm twenty-five.
- By the end of the course _____ (będziecie umieli prowadzić) a car like a professional driver.
- Jake won't call you _____ (dopóki nie skończy) his biology project.
- Students who get over 95 percent on this assignment _____ (nie będą musieli pisać) the final test.

USE OF ENGLISH

1 2 3 4 5 6 7 8

- 5 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- My best friend will explore the world as soon as _____ (she / finish / university).
- Tony believes a student exchange _____ (be / good / worth / do).
- I wonder _____ (dad / get / annoyed) me for selling his old bike.
- I'm sure I _____ (set up / own) business by the time I'm thirty.
- He _____ (can / not / teach) at my school last year – I know all the teachers there.
- _____ (you / be / pay) me the salary I asked for?

- 6 Choose the correct paraphrase.

- I am writing to answer your advert in *The Times*.
A in response to
B to appreciate
C because I'm grateful for
- I'm sure he works for the government.
A It might be his work
B He must work
C He is able to work
- Ian went to study abroad three years ago, and he is enjoying it very much.
A has been studying abroad for three years
B might have studied abroad three years ago
C had studied abroad for three years
- I changed jobs because my boss was annoying me.
A was very challenging
B was making me nervous
C was getting on my nerves
- I don't think that with her qualifications she will get a well-paid job.
A It can't be B It's unlikely C I wonder whether

LISTENING

7 1.39 Listen and match speakers 1–4 to statements A–E. There is one extra statement.

Which speaker

- A mentions previous experience that might be useful?
- B suggests that this is a life-changing moment for many people?
- C changed their mind about the degree they want?
- D is giving advice on how to become financially independent?
- E says they're different from their peers?

- 1
- 2
- 3
- 4

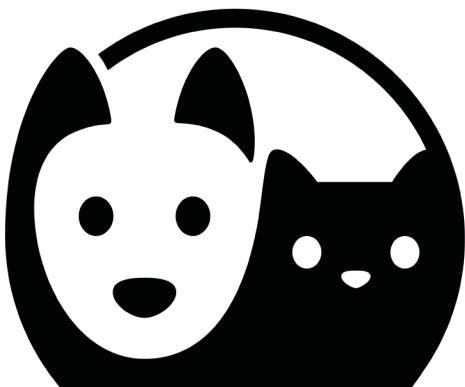
SPEAKING

8 Look at the photos and do the task.

Po zakończeniu roku szkolnego planujesz podjąć pracę wakacyjną. Masz do wyboru trzy oferty pracy.

- Wybierz tę ofertę, która będzie dla Ciebie najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

LOCAL ANIMAL SHELTERS
are looking for paid
VOLUNTEERS to help **TAKE CARE**
of their cats and dogs



- **ESCAPE THE CITY**
- **SPEND THE SUMMER ON A FARM**
- **LEARN PRACTICAL SKILLS**
- **EARN MONEY**



SUMMER OFFICE JOBS FOR STUDENTS
Looking for temporary employment?
We'll put you in touch with companies
whose job offers match your skills.

Hundreds of jobs available!



- 1 Do you think it's better for teenagers to enjoy their summer holiday or to find a summer job? Why?
- 2 What do you think makes a job rewarding?

Look back at the photo on page 54. Imagine someone posted it and the quote below on social media as a comment on teens' attitude to work. Write your own comment to this post. Use the words in the word cloud.

*Developing a good work ethic is key.
Apply yourself at whatever you do,
whether you're a janitor or taking your
first summer job because that work ethic
will be reflected in everything you do in life.*

Tyler Perry
(American actor, writer,
director and producer, born 1969)

apply for a job
well-paid
leave home
fill out an application
manual job
wages
rent a flat
set up my own business
will have to
temporary job
do sth for a living
office worker
go to college/university
repetitive
CV
get a car
won't be able to
waiter/waitress
financially independent
acquire/lack qualifications
transferable skills
salary
part-time job
come of age
know-how
in charge of
work long hours
challenging



4.2 Future continuous • Future perfect

Future continuous

Czas *future continuous* stosujemy, mówiąc o czynnościach, które będą trwać w określonym momencie w przyszłości, np.

This time tomorrow, I will be taking my driving theory test.

Odmiana czasowników w czasie *future continuous*:

will + be + czasownik z końcówką -ing. Forma tego czasu, podobnie jak czasu *future simple*, jest jednakowa dla wszystkich osób.

Affirmative	Negative
I/You/He/She/It/We/They <i>will be working</i> at 3 pm.	I/You/He/She/It/We/They <i>won't be looking</i> for a job in December.
Yes/No questions	Short answers
<i>Will I/you/he/she/it/we/they be living</i> here in ten years' time?	Yes, I/you/he/she/it/we/they <i>will</i> . No, I/you/he/she/it/we/they <i>won't</i> .

Określenia czasu typowe dla *future continuous* to m.in.:
at (six o'clock), on (15 May), in (August), in (two) years' time, this (month), next (year), this time next (week).

Future perfect

Czasu *future perfect* używamy do opisu czynności, które zakończą się przed określonym momentem w przyszłości, np.

They will have started the presentation before we get there.

Odmiana czasowników w czasie *future perfect*: *will + have + past participle*. Forma tego czasu, podobnie jak czasu *future simple*, jest jednakowa dla wszystkich osób.

Affirmative	Negative
I/You/He/She/It/We/They <i>will have built</i> a house by the age of fifty.	I/You/He/She/It/We/They <i>won't have got</i> a degree by the end of next year.
Yes/No questions	Short answers
<i>Will I/you/he/she/it/we/they have written</i> three pages by noon?	Yes, I/you/he/she/it/we/they <i>will</i> . No, I/you/he/she/it/we/they <i>won't</i> .

Określenia czasu typowe dla *future perfect* to m.in.:
by (two o'clock), by (15 July), by (2050), by (the end of) next (year), by the time (subject + verb), by the age of (thirty).

4.7 Future modals • Future time clauses

Future modals

Modal verb	Future form	Meaning	Example
<i>can('t)</i> <i>(not) be able to</i>	<i>will/won't be able to</i>	(brak) umiejętności lub możliwości	<i>She will be able to help you prepare for the job interview.</i> <i>I won't be able to participate in the conference.</i>
<i>must</i> <i>have to</i>	<i>will have to</i>	wewnętrzny przymus zrobienia czegoś, obowiązujące zasady zewnątrzny nakaz zrobienia czegoś	<i>I'll have to go to the library tomorrow.</i> <i>You'll have to switch off your mobiles.</i> <i>They'll have to finish the project on Sunday.</i>
<i>don't have to</i>	<i>won't have to</i>	brak obowiązku wykonania danej czynności	<i>We won't have to take part in the workshop.</i>
<i>(don't) need to</i>	<i>will/won't need to</i>	konieczność wykonania danej czynności (lub jej brak)	<i>You'll need to answer a few questions first.</i>

Future time clauses

Future time clauses (zdania okolicznikowe czasu przyszłego) często zawierają wyrażenia: *when* (kiedy), *as soon as* (jak tylko) oraz *until* (do czasu, gdy), po których występuje czas *present simple*, np.:

I'll cook dinner when you get home.

We'll go on holiday as soon as you finish school.

They won't leave until it stops raining.

UWAGA!

Kiedy chcemy podkreślić, że jakaś czynność będzie musiała się zakończyć, zanim inna czynność będzie miała miejsce, po: *when*, *as soon as* oraz *until* używamy czasu *present perfect*, np.:

We'll watch a film when I've washed up.

You'll be able to have some cake when you've finished your dinner.

He won't be pleased with himself until he's won a tournament.

- KEY WORDS

VOCABULARY 1 MP3 22

acquire people skills	/ə,kwaɪə'pi:pəl'skɪlz/	nabyć umiejętność nawiązywania kontaktu z ludźmi
adolescence	/ˌædə'lesəns/	wiek dojrzewania
be financially independent	/bi faɪ,nænʃiəli ˌɪndɪ'pendənt/	być niezależnym finansowo
childhood	/'tʃaɪld,hʊd/	dzieciństwo
consider	/kən'sɪdə/	rozważyć
customer service	/ˌkʌstəmə'sɜ:vɪs/	obsługa klienta
do an apprenticeship	/ˌdu: ən ə'prentɪʃɪp/	odbywać praktykę
early adulthood	/ˌɜ:li ə'dʌlt,hʊd/	wczesna dorosłość
explore the world	/ɪk'splɔ: ðə 'wɜ:ld/	zwiedzać świat
field	/fi:ld/	dziedzina
generalist	/'dʒenərəlɪst/	osoba, która posiada szeroki zakres umiejętności i wiedzy
get a degree	/ˌget ə dɪ'ɡri:/	otrzymać stopień naukowy
get the know-how	/ˌget ðə 'nəʊ,həʊ/	zдобыć praktyczną wiedzę
get your driving licence	/ˌget jə 'draɪvɪŋ ˌlaɪsəns/	uzyskać prawo jazdy
go on an exchange graduate	/ˌɡəʊ ɒn ən ɪks'tʃeɪndʒ/	pojechać na wymianę ukończyć szkołę lub studia
middle age	/ˌmɪdəl 'eɪdʒ/	wiek średni
part-time job	/ˌpɑ:t,tʰaɪm 'dʒɒb/	praca na pół etatu lub w niepełnym wymiarze godzin
profession	/prə'feʃən/	zawód
provide	/prə'vaɪd/	zaopatrywać
retirement	/rɪ'taɪəmənt/	emerytura
set up your own business	/ˌset 'ʌp jər ˌəʊn 'bɪznəs/	założyć swoją firmę
settle down	/ˌsetəl 'daʊn/	ustatkować się
specialist	/'speʃəlɪst/	specjalista
start a family	/ˌstɑ:t ə 'fæməli/	założyć rodzinę
study abroad	/ˌstʌdi ə'brɔ:d/	studiować za granicą
wedding planner	/'wedɪŋ ˌplænə/	organizator ślubów

READING MP3 23

against the law	/ə,ɡenst ðə 'lɔ:/	niezgodny z prawem
ballot papers	/'bælət ˌpeɪpəz/	karty do głosowania
come of age	/ˌkʌm əv 'eɪdʒ/	osiągnąć pełnoletność
dye	/daɪ/	farbować
election	/'ɪlekʃən/	wybory
glider	/'ɡlaɪdə/	szybowiec
government	/'ɡʌvənmənt/	rządy, rząd, rządzenie
head of state	/ˌhed ɒv 'steɪt/	głowa państwa
moped	/'mæʊpəd/	motorower
parental permission	/pə'rentəl pə'mɪʃən/	pozwolenie rodziców
pierce	/pɪəs/	przekłuwać
politician	/'pɒlə'tɪʃən/	polityk
presidential	/'prezɪ'denʃəl/	prezydencki
prime minister	/'praɪm 'mɪnɪstə/	premier, prezes rady ministrów
prohibited	/prəʊ'hɪbɪtɪd/	zabroniony, zakazany
run a country	/'rʌn ə 'kʌntri/	rządzić krajem
vote	/vəʊt/	głosować

VOCABULARY 2 MP3 24

acquire qualifications	/ə,kwaɪə ˌkwɒlɪfɪ'keɪʃənz/	zдобыć kwalifikacje
assignment	/ə'saɪnmənt/	zadanie
career	/kə'riə/	kariery, ścieżka zawodowa
challenging	/'tʃælɪndʒɪŋ/	wymagający, stanowiący wyzwanie
do sth for a living	/'du: ˌsʌmθɪŋ fər ə 'lɪvɪŋ/	zarabiać czymś na życie
fixed	/fɪkst/	stały, ustalony
freelancer	/'fri:lɑ:nsə/	wolny strzelec
full-time job	/'fʊl,tʰaɪm 'dʒɒb/	praca na pełen etat
lack	/læk/	nie posiadać, odczuwać brak
lifeguard	/'laɪf,ɡɑ:d/	ratownik

manual work	/ˌmænɪjəl ˌwɜ:k/	praca fizyczna
nursery	/'nɜ:səri/	żłobek
office worker	/'ɒfɪs ˌwɜ:kə/	pracownik biurowy
permanent	/'pɜ:mənənt/	trwały, stały
repetitive	/'rɪ'petətɪv/	monotonny
rewarding	/'rɪ'wɔ:dɪŋ/	dający satysfakcję
shift	/'ʃɪft/	zmiana
temporary job	/'tempərəri dʒɒb/	praca tymczasowa
transferable skills	/'træns,fɜ:rəbəl 'skɪlz/	uniwersalne umiejętności
vocational course	/'vəʊ,keɪʃənəl 'kɔ:s/	szkolenie zawodowe
well-paid	ˌwel'peɪd/	dobrze płatny
work flexitime	ˌwɜ:k ˌfleksɪ'taɪm/	mieć elastyczne godziny pracy
work long hours	ˌwɜ:k ˌlɒŋ ˌaʊəz/	długo pracować

LISTENING MP3 25

apply for a job	/ə,plai fər ə 'dʒɒb/	ubiegać się o pracę
be in charge of	/bi ɪn 'tʃɑ:dʒ əv/	być odpowiedzialnym za
build a CV	ˌbɪld ə ˌsi: 'vi:/	budować CV
do voluntary work	ˌdu: ˌvɒləntəri ˌwɜ:k/	pracować jako wolontariusz
earn	/ɜ:n/	zarabiać, zdobywać, zyskiwać
fill out an application	ˌfɪl ˌaʊt ən əpli'keɪʃən/	wypełnić formularz zgłoszeniowy
fixed amount	ˌfɪkst ə'maʊnt/	stała ilość
good impression	ˌɡʊd ɪm'preʃən/	dobry wrazenie
job interview	ˌdʒɒb ˌɪntə'vjʊ:/	rozmowa o pracę
potential candidate	ˌpə,tənʃəl ˌkændɪdət/	potencjalny kandydat
professional	ˌprə'feʃənəl/	profesjonalista, fachowiec
professional experience	ˌprə,feʃənəl ɪk'spiəriəns/	doświadczenie zawodowe
provide references	ˌprə,vaɪd ˌrefərənsɪz/	dołączyć referencje
qualified	ˌkwɒlɪfaɪd/	wykwalifikowany, nadający się
salary	/'sæləri/	pensja
social worker	/'səʊʃəl ˌwɜ:kə/	pracownik socjalny
volunteer	ˌvɒlən'tiə/	wolontariusz, ochotnik; pracować/zgłaszać się na ochotnika
wages	/'weɪdʒɪz/	placa godzinowa
work in a field	ˌwɜ:k ɪn ə 'fi:ld/	pracować w dziedzinie
write a CV	ˌraɪt ə ˌsi: 'vi:/	napisać CV

GRAMMAR 2 MP3 26

city council	ˌsɪti ˌkaʊnsəl/	rada miejska
city mayor	ˌsɪti ˌmeə/	burmistrz
compromise	ˌkɒmpromaɪz/	kompromis
involved	ˌɪn'vɒlvəd/	zaangażowany
renovate	/'renəveɪt/	odnowić, odrestaurować
waste facility	ˌweɪst ˌfə,sɪlɪti/	zakład utylizacji odpadów

USE OF ENGLISH MP3 27

career choice	ˌkə'riə ˌtʃɔɪs/	wyбір ścieżki zawodowej
dream job	ˌdri:m 'dʒɒb/	wymarzona praca
hire	/'haɪə/	zatrudnić
turn eighteen	ˌtɜ:n ˌeɪ'ti:n/	skończyć 18 lat

WRITING MP3 28

accommodation	ˌə,kɒmə'deɪʃən/	zakwaterowanie
advert	/'ædvɜ:t/	ogłoszenie, reklama
dormitory	/'dɔ:mitri/	sala sypialna, akademik
environmental project	ˌɪn,vairən,məntəl ˌprɒdʒekt/	projekt ekologiczny
grant	ˌɡra:nt/	grant, stypendium
landscape architecture	ˌlænd,skeɪp ˌɑ:kɪ'tektʃə/	architektura krajobrazu
mention	/'menʃən/	wspomnieć
summer job	/'sʌmə ˌdʒɒb/	praca wakacyjna
theoretical knowledge	ˌθiə'retɪkəl ˌnɒlɪdʒ/	wiedza teoretyczna

REVISION MP3 29

employment	ˌɪm'plɪmənt/	zatrudnienie
janitor	/'dʒænitə/	woźny
reflect	/'rɪfleks/	odzwierciedlać
work ethic	ˌwɜ:k ˌeθɪk/	etyka pracy

5

ENVIRONMENT



1 **SPEAK** Look at the photo and answer the questions.

- What emotions do you see in this picture?
- Why do you think most of these young people decided to be there?

2 **SPEAK** Read the comments. Do you think Dan might be right?



Friday_Fan

Fridays For Future!!! Let's ALL go out and protest! 💪



Lolly

Yes, we've got to start somewhere!



Dan

Shouldn't Greta finish school first to really know what she's talking about?



Albie

Exactly. It's more complicated than Greta Thunberg thinks ...

Comment



The environment • Protecting the planet



- 1** Match the verbs from box A to the nouns from box B to make phrases. Can any of the verbs go with other nouns you know that are connected to the environment?

A

give up look after plant recycle reduce save

B

the environment plastic pollution trees
waste water

- 2** **SPEAK** Look at the activities from exercise 1 and answer the questions.

- Which do you do to help the environment?
- Which can people in your school do?
- Which should the government do more about?

- 3** **SPEAK** Look at photos A–H. Which show problems? Which show eco-friendly solutions?



GREEN TEEN SAYS ...

DO

- ▶ **Ban** plastic bags
- ▶ Recycle gadgets
- ▶ **Protect endangered species**
- ▶ Plant trees
- ▶ Make everyone use **renewable energy**
- ▶ Build **wind farms** and increase the use of **solar power**
- ▶ Find out about **global warming** and **climate change**

DON'T

- ▶ **Cut down** trees and **destroy** forests – think of **deforestation** when you waste paper
- ▶ **Pollute** rivers, seas and oceans
- ▶ Use **pesticides** – they should be banned
- ▶ **Throw away** old clothes – **mend** them instead! If you don't need them, give them to charity
- ▶ Send rubbish to **landfills** – recycle, reuse and **repurpose** things as much as possible

- 4** **KEY WORDS** Check the meaning of the highlighted words from exercise 3. Then match the advice in the poster to photos A–H. Would you add anything to the poster?

- 5** Match some of the highlighted words from the poster in exercise 3 to definitions 1–9. Which exist or are used in your country?

- the process of removing trees from an area of land
- the slow increase in the temperature of the Earth
- types of animals or plants that may soon become extinct
- the changes that are thought to affect the world's weather
- forms of energy that use natural processes, e.g. wind
- chemicals used for killing insects
- places with turbines to produce energy from the wind
- energy from sunlight
- a large hole in the ground where waste is buried

- 6** **2.01** Complete the sentences with the correct verbs. Then listen to a street interview. Does Kamil agree or disagree with the statements? What do you think?

- It's OK to clothes. It's too much work to mend them.
- It's a good idea to things, for example make old clothes into a bag.
- It's not young people's job to endangered species.
- The government should make sure companies don't rivers and seas with chemicals and other waste.
- When people forests, it can cause serious problems.
- It's impossible to plastic bags. People will always use them.

- 7** **SPEAK** Describe the video still and answer the questions.



- Why is the child walking with such a tool?
- Look at the picture and the words 'environment' and 'community'. How are they connected?
- Is your local or school community doing anything to look after the local environment? What else could they do?

FAST FINISHERS

- Design a **dos** and **don'ts** poster that would help take care of your local environment.

5.2 Grammar 1

The passive

- 1 **SPEAK** Look at the labels. What do they mean? Is information like this important to you? Why/Why not?



- 2 **2.02** Listen to a school announcement. Which sentences did you hear?
- New waste bins **were set up** in the hallways.
 - The bins **aren't marked** with colours and symbols.
 - Have** instructions **been posted** around the school?
 - Classrooms **are being equipped** with huge recycling bins.
 - All the bins **are going to be exchanged**.
 - The recycling **needs to be done** by you!
 - The park that **had been destroyed** to clear the area before our school was built.
 - The bricks and stones **weren't being cleared away** from the courtyard last year.
 - We hope that our school **will be awarded** a 'Green School' certificate by the city council.

- 3 **Look at the video still and study the grammar table. Complete the table with examples a-i from exercise 2.**

Key Grammar

The passive

We often use the passive when the focus is on the action, when we don't know who performed the action or when this information is not important.

Form: the correct tense of **be** + (not) + past participle + (by).

- present simple passive **b**
- past simple passive
- future passive with **will** (hopes/predictions)
- future passive with **be going to** (plans)
- present continuous passive
- past continuous passive
- present perfect passive
- past perfect passive
- passive with modal verbs



Grammar Reference ➤ 84

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

- Where **will** the clothes **be sent**? (will / send)
- the materials (going to / improve)?
- My jacket (will / have to / mend) in time for the party.
- the invitations to the clothes swap (had / send) before the place for it (book)?
- So far, this new technology (has / introduce) in over twenty companies.
- Renewable energy (use) more and more to power our households.

- 5 **Complete the text with the correct passive forms of the verbs in brackets.**



4Ocean is a company that makes bracelets from rubbish in our oceans. It ¹ (start) by two surfers, Andrew Cooper and Alex Schulze, in 2017, when they saw that something ² (need / do) about the rubbish on the beach and in the sea. Since the beginning, the bracelets, which ³ (make) from rubbish from the ocean and recycled materials, ⁴ (sell) to raise money for pulling more rubbish out of the water. Today the company sells many different products. It has over 150 staff, and more people ⁵ (employ) in the future. At the moment, a plan ⁶ (develop) to make sure 4Ocean's products get recycled, not thrown back in the water that they ⁷ (fish out) of before they were turned into accessories. 4Ocean hopes that in the future, the fished out rubbish ⁸ (sell) to industry for repurposing.

- 6 **Rewrite the sentences in the passive.**

- He isn't going to repair the TV.
*The TV **isn't going to be repaired**.*
- We won't reuse these newspapers.
- They were cutting down lots of trees.
- The government hadn't stopped water pollution in time.
- People should use more renewable energy.
- You don't need to wash plastics before you throw them into a recycling bin.

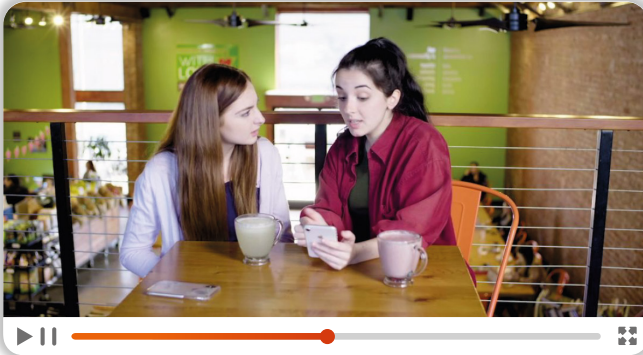
- 7 **SPEAK** Do you think ideas like 4Ocean encourage people to care more for the environment? Why/Why not?

FAST FINISHERS

What ecological changes have been introduced in your school/city/country lately? Write six sentences using the passive.

Comparing and contrasting

- 1 **SPEAK** What do you take into account when buying something new?
- 2 **2.03** Listen to the dialogue. Did Laura and Marta mention any of your ideas from exercise 1?



- 3 **Complete the dialogue with the words from the box.**

also as better less one than

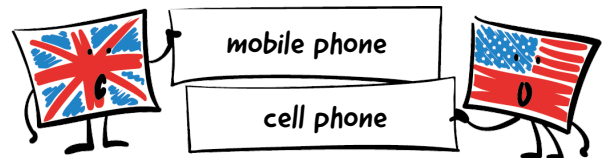
- Laura I need a new cell phone. Do you know if there are any eco-friendly ones?
- Marta Let's see ... These two are more eco-friendly than most phones.
- Laura Why's that?
- Marta Well, this one creates ¹ waste. The case is made of recycled plastic, and it's easy to repair.
- Laura That's great! So it lasts longer ² most phones. What about the other one?
- Marta It also uses recycled materials, but you can't repair it easily.
- Laura What about quality? Are other smartphones better than these two?
- Marta I'd say they're ³ good as most smartphones. The camera on this one is great. It lets you take amazing photos, even at night.
- Laura Sounds good.
- Marta How much are you thinking of spending?
- Laura Oh, the cheaper, the ⁴!
- Marta I'd get the second ⁵, then. Not only is it green, but it's ⁶ a great deal.

- 4 **Study the Key Phrases box and check your answers to exercise 3.**

Key Phrases

Comparing and contrasting

It's/They're (greener) than ...
 It's/They're more/less (eco-friendly) than most phones.
 It creates more/less pollution.
 What about the other one?
 It's/They're (not) as (useful/expensive) as (that one/those ones).
 Are other phones better than these two?
 The (cheaper), the (better).
 I'd get the second one.
 Not only is it (eco-friendly), but it's also (a great deal).



- 5 **Translate into English. Use the Key Phrases. Then practise the dialogue in pairs.**

X: I want to buy a TV. ¹ (Im mniejszy, tym lepszy).

Y: Then how about this one? ² (On jest nie tylko dobrej jakości), but it's also inexpensive.

X: ³ (A ten drugi)? On the same shelf? It's a bit bigger, but I think it would fit.

Y: ⁴ (On nie jest tak tani, jak tamten). But the picture is better quality.

X: Are other TVs ⁵ (bardziej przyjazne środowisku od tych dwóch)?

Y: No, not really. To save more energy you'd have to pay much more.

X: Then I think ⁶ (wzięłabym ten drugi).

- 6 **SPEAK** **Look at the photos and do the task.**

Rozważasz kupno jednego z dwóch plecaków przedstawionych na zdjęciach. Porównaj je i powiedz, który z nich wybierasz. Uzasadnij swój wybór i wyjaśnij, dlaczego odrzucasz drugą propozycję.



€35

WE CARE ABOUT THE ENVIRONMENT ♥

- 100% recycled materials
- no chemical dyes
- two-year guarantee



only €18

OUR LATEST LINE

- modern design
- lots of practical pockets

- 7 **SPEAK** Listen to your partner. Answer the questions.

- 1 Did your partner choose the same backpack as you?
- 2 Did they use arguments you didn't think of?
- 3 Which Key Phrases did they use?

FAST FINISHERS

Imagine you need to buy some hair or skin care products. Write a short dialogue with a shop assistant, discussing your options.

5.4 Reading

An article about the fashion industry and the environment

- 1 Write as many words and expressions as you can related to the environment. Then look at the heading of the article on page 75. Which of your words do you think will be in the article?

climate change, renewable energy, ...

- 2 Match some of the words from the box to pictures 1–6. Scan the article and find more words connected with clothes and accessories. Which of them would suit you?

baggy trousers casual shirt denim jacket gloves
hoodie leggings ripped jeans sunglasses



- 3 Read the article quickly and choose the correct option.

The article is about

- 1 the best way to organise your wardrobe.
- 2 how your clothes choices could benefit the environment.
- 3 eco-friendly fashion designers and producers.

- 4 **2.04** Read the article again and choose the correct options.

- 1 The title suggests that
 - a having fashionable clothes is bad for the environment.
 - b there is a link between what's in our wardrobes and the environment.
- 2 The first paragraph suggests that
 - a the number of items of clothing we have is important.
 - b the contents of our wardrobe do not affect the environment much.
- 3 The last paragraph recommends readers to
 - a talk to other people about their clothes.
 - b do something about the contents of their own wardrobe.
- 4 Look for any repeated words or phrases. The main message of the text is:
 - a To help the environment, we need to reduce the amount of clothes we have, and a capsule wardrobe is a good way to do this.
 - b In order to protect the environment, everyone should buy fewer pairs of jeans, recycle their clothes and use more accessories.

- 5 Read the article again and complete the summary.

Your Clothes and the Environment

Everyone knows we should save endangered species, yet we don't usually think of limiting the amount of clothes we own as something that could help ¹ . But we're wrong. Clothes production uses a lot of resources. For instance, cotton for one pair of jeans needs lots of water and pesticides to grow, and then harmful chemicals are used to ² .

Thirty-two kilos of CO₂ ³ while making just one pair. Also, we produce more clothes than we need. In America, three Olympic swimming pools ⁴ with clothes that people give away every hour. The situation in the UK is similar, and although a lot of that ends up recycled or donated to charity, millions of items will be simply ⁵ . That's why you should challenge yourself to own a capsule wardrobe – only ⁶ clothing. Then mix and match them as much as you can.



- 6 **KEY WORDS** Match the highlighted words and phrases in the text to definitions 1–8.

- 1 causing damage or problems
- 2 making goods in big quantities in a factory
- 3 not desired or no longer desired
- 4 damaged so much that it's almost unusable
- 5 small things that you wear with clothes as decoration
- 6 an important product that people use regularly
- 7 chemical or natural substances that add colour to fabrics
- 8 a branch of the economy that produces clothes

- 7 **SPEAK** Answer the questions.

- 1 What do you think about the idea of a capsule wardrobe in general?
- 2 Think about the contents of your wardrobe. How many things do you have? Is there anything you've never worn?
- 3 Which ten items of clothing would you definitely keep if you wanted to create a capsule wardrobe?



FAST FINISHERS

Imagine your school is organising a recycling project. Come up with three ways to repurpose something that normally ends up in rubbish bins into something useful or decorative.

Could your wardrobe help save the planet?

How many clothes do you own? 20 items? 50? 100? When we think of protecting the environment, we usually think of things like saving endangered species, using renewable energy or reducing deforestation. We don't think about how many clothes we have. Here's why we should.

The **fashion industry** is one of the most **harmful** industries to the planet. Huge amounts of energy and natural resources are used to produce clothes. Consider a pair of jeans. Around 15,000 litres of water were used to grow the cotton for them, over 300 grams of pesticides were used on the cotton, and chemicals were used for **dyes** that colour the material.

Manufacturing the jeans produced 32 kilos of carbon dioxide, as much as driving 125 kilometres. Add to that the energy that was used to transport and sell them. Multiply those figures for each item you have and you start to see the size of the problem.

That's not all – fashion produces a lot of waste. Worldwide, 100 billion new pieces of clothing are produced every year, but each item is worn 30% less than in the past. Enough **unwanted** clothes, some quite **worn out** but some brand new, are collected every hour in America to fill three Olympic swimming pools! In the UK alone, experts predict that 680 million items of clothing will be thrown away next spring. Some will be given to charity or recycled, but an astonishing 235 million items will end up in landfill.



But we all want to look good too! A capsule wardrobe could be the answer – simply put, it's having a small number of clothes and using them to make as many different outfits as possible. For example, each pair of trousers should go with lots of different tops.

Use **accessories**, such as belts, scarves or jewellery, to add variety to each outfit. For a true capsule wardrobe, the limit is 37 items – could you do it? Try!

Nothing is going to be done about the environment problem unless we all take action. We can each start with our wardrobe!

MAKE YOUR WARDROBE GREENER

- 1 Organise your wardrobe. What do you wear? Put anything you don't wear to one side.
- 2 Live with your wardrobe for three months. Don't buy anything new.
- 3 Donate or recycle anything you haven't worn. Even worn out clothes can be recycled.
- 4 Start creating your capsule wardrobe. Before you buy anything new, ask yourself:
 - Do I really need it?
 - Is it good quality?
 - Will I wear it regularly?
 - Can I wear it with lots of other items in my wardrobe?



Tip! Try the three rule: one casual, one smart and one in-between for each **'staple'**, for example, jeans or pairs of shoes.

Did you know?

💡 Every year, 2 billion pairs of jeans are manufactured worldwide.

1 **SPEAK** Answer the questions.

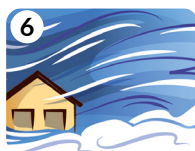
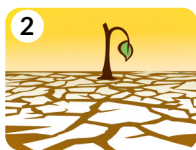
- 1 Which of the following is a problem in your country? Why?

air quality air/water pollution floods forest fires
hurricanes illegal fishing/hunting oil spills
rising sea levels smog tornadoes
toxic waste tsunamis

- 2 Which do you consider the biggest ecological problem of our planet? Why?

2 **KEY WORDS** Match the highlighted words to pictures 1–6.

avalanche • blizzard • drought • earthquake
melting ice caps • volcanic eruption

3 **KEY WORDS** Match 1–8 and a–h to make collocations. Can you give any examples of numbers 2, 4 and 5?

- | | |
|-------------------|---------------------|
| 1 acid | a effect |
| 2 extinct | b emissions |
| 3 greenhouse | c fuel |
| 4 fossil | d species |
| 5 natural | e habitat |
| 6 nuclear | f layer |
| 7 CO ₂ | g rain |
| 8 ozone | h accident/disaster |

4 **2.05** Listen to an eco-activist and check your answers to exercise 3. What examples of numbers 2, 4 and 5 were given?5 Complete the text with words from exercises 1–3.

WATER

We cannot live without water, and yet we don't seem to care about it. Huge oil ¹ _____ on the sea surface pollute the water, killing birds and fish. ² _____ waste from factories all over the world goes straight into our rivers and from there to the seas and oceans. Add to that ³ _____ rain, and soon clean, drinkable water might be the most expensive thing on the planet.

But water can also cause problems. Because of global warming, ice ⁴ _____ are ⁵ _____, and, consequently, the sea levels are ⁶ _____, threatening coastal areas. Heavy rains cause ⁷ _____ that destroy villages and crops. In winter, rain is replaced by snow, which is nice, but ⁸ _____ cause total paralysis of transport. Also, in the mountains, ⁹ _____ can be a huge threat to both people and animals.

6 Complete the texts with words and phrases from exercises 1–3.

THREATS TO ANIMALS

Not only air and water pollution harm animals. The side-effects of the ¹g _____ e _____ and the changing weather include huge ²d _____ and forest fires. These destroy not only animals themselves but also their natural ³h _____ so that even those which survive have less space to live. Add to that illegal ⁴f _____ (think about that when you buy fish or seafood) and hunting, which threaten to put a lot of animals on the ⁵e _____ species list, and you see that we need to start protecting our animals.



RING OF FIRE

This is the nickname of the seismic belt on the Pacific Ocean where about 81% of the world's ⁶e _____ occur. These, combined with volcanic ⁷e _____ not just above the water level but also underwater, make this area quite dangerous to live in. If a volcano erupts underwater, it causes ⁸f _____ – huge waves which destroy everything near the sea.

CO₂

Human activities have already made a hole in the ozone ⁹l _____. Surely you don't want to contribute to climate change any further, do you? So, what can you do? ¹⁰F _____ fuels must be banned, and all countries need to pass laws against their use, so try to choose green politicians. For the time being, eat only food that is grown locally so that the carbon ¹¹e _____ caused by transporting it to you are minimal.

7 **SPEAK** Answer the questions.

- How are people in your country educated about the ecological problems mentioned in this lesson?
- Does education in your country make people care about the environment? Why/Why not?
- What are some effective ways of getting people to lead greener lives?

 FAST FINISHERS

 The last text in exercise 6 mentions eating local food. Write down the products you eat regularly and mark the ones you should be eating less of. How ecological is your diet? How could it be made greener?



A radio programme about an environmental campaign



- 1 What materials do you know? Make a list.
metal, silver, gold, wool, cotton, ...

- 2 **2.06 KEY WORDS** Check the meaning of the highlighted words. Try to guess which complete the text. Then listen and check.

aluminium • bamboo • brick • cardboard
concrete • denim • foam • iron • leather
nylon • polystyrene • rock/stone • rubber
sand • steel



Keep your plastic out of the ocean!

Marine pollution is a huge problem. There are 18,000 pieces of plastic litter per square kilometre of our oceans and every year 100,000 turtles, dolphins, whales, seals and other marine animals are killed by it. Over 80% of turtles are affected by marine rubbish.

HOW LONG DOES IT TAKE RUBBISH TO BREAK DOWN AT SEA?

- 1 boxes: 3 months – 5 years
- Plastic bags: 10–20 years
- 2 shoes: 25–40 years
- 3 cups: 50 years
- 4 cans: 200 years
- Plastic bottles: 450 years
- 5 fishing nets: over 600 years
- Glass bottles: 1,000,000 years

When these things do break down, they can be eaten by fish – and then we eat the fish.

Stop marine pollution NOW!

- 3 **SPEAK** What do you have or see around you that is made of the highlighted materials in exercise 2?

- 4 Read the **WATCH OUT** box and rewrite the sentences using the nouns as adjectives.

- 1 My jacket is made of leather. *It's a leather jacket.*
- 2 These tins are made of aluminium.
- 3 The sculpture is made of stone.
- 4 The nets are made of nylon.
- 5 The cushion is made of foam.

WATCH OUT

Nouns as adjectives

Some nouns can be used as adjectives. This often happens with names of materials, e.g.

This bag is made of plastic. (noun)

It's a plastic bag. (noun as an adjective)

- 5 **2.07** Listen to the radio programme. Are the statements true (T) or false (F)? Correct the false statements.

- 1 In the past, people thought it would be necessary to recycle plastic. T / F
- 2 People put more than eight million tonnes of plastic in the oceans each year. T / F
- 3 Carolina Sevilla used Instagram to begin a beach clean-up campaign. T / F
- 4 Photos of beach clean-ups are only sent to Carolina by people from Costa Rica. T / F
- 5 You have to do your beach clean-up at a specific time every month. T / F
- 6 The majority of Instagram users are aged thirteen to thirty. T / F



- 6 **2.07** Listen again and answer the questions.

- 1 How is plastic different from other recyclable materials?
- 2 Why is 9% stressed so much by the presenter?
- 3 How have our ideas about plastic changed over the years?
- 4 What seems to be the presenter's attitude to people on boats?
- 5 Why was it important for the campaign that Carolina shared other people's photos?
- 6 Why were young people a good target for the campaign?
- 7 What do the presenters suggest to the listeners at the end of the programme?

- 7 **SPEAK** What do you think of Carolina's campaign? What could you do about marine pollution?

FAST FINISHERS

Use your opinion from exercise 7 to write a short comment you could post on Carolina's Instagram profile.



Find other ecological initiatives started by ordinary people. Pick one and prepare a short presentation convincing other students to join it.

have/get something done

- 1 **SPEAK** Which of these things do you do yourself, and which do other people do for you?

change the locks cut the grass mend clothes
paint the walls repair your bike/phone

- 2 **2.08** Listen to the dialogue and decide if statements a–c are true (T) or false (F). Then listen again and answer questions d–f.
- a Frank **wasn't having his hair dyed** when he saw Jess last week. T / F
- b Jess's dad **got the new roof designed** by a specialist company. T / F
- c Jess's mum **must have all her plants replanted**. T / F
- d Why **has** Jess's dad **had all of the power installations removed**?
- e **Will** Jess **get a vegetable garden planted**?
- f What **does** Jess's mum **have delivered** to their home?

- 3 Look at the video still and study the grammar table. Then add examples from exercise 2 to the table.

Key Grammar

have/get something done

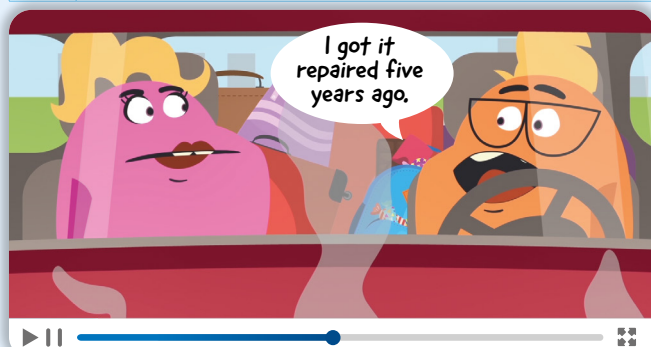
Have/get something done is used when we ask, pay or order someone to do something for us. We don't do the action ourselves.

We're going to have them put back in.

Will you have solar panels fitted?

Form: *have/get* in the correct tense + object + past participle of the verb describing the action

+	We have the grass cut every week. My neighbour got all her locks changed . You really must have your hair cut . ¹ b , ²
–	I didn't have the garden replanted after all. Dad hasn't got the car repaired yet. ³
?	Did you have your house cleaned ? Yes, I did. / No, I didn't. Are you getting your nails done at the moment? Yes, I am. / No, I'm not. ⁴
Wh-?	How often do you have your car washed ? When will you have your new car delivered ? ⁵ , ⁶



- 4 **2.09** Complete the sentences with the correct forms of the words in brackets. Use *have/get something done*. Then listen and check.

- 1 **Present continuous**
We (have / them / install) right now.
- 2 **Past simple**
Dad (get / new installations / design) by a smart-home company.
- 3 **Present perfect**
My dad has actually (have / all of the power installations / remove).
- 4 **Past continuous**
I (have / my hair / cut).

- 5 Choose the correct options.

- 1 They got *pine trees planted* / *planted pine trees* around their house.
- 2 Martha *has dyed her hair* / *has her hair dyed* once a month.
- 3 I *must get turned my prom dress* / *must get my prom dress turned* into a cocktail dress before your wedding.
- 4 He *is cooking his meals* / *is having his meals cooked* by a famous chef.
- 5 We are going to *get serviced our car* / *get our car serviced* at the garage before we leave.

- 6 Rewrite the sentences using *have/get something done*.

- 1 Someone is going to repair my TV for me.
I'm going to .
- 2 The dustmen haven't picked up the recycling yet.
We .
- 3 The gardener will cut down half of their trees for them.
They .
- 4 The government needed to hire a company to clean up the coastline.
The government .
- 5 Someone was turning the plastic bags into raw plastic for the company.
The company .

- 7 **SPEAK** Play Twenty Questions. Student A – think of an object. Student B – ask questions using the passive and *have/get something done* to guess what it is.

Is it made of cardboard/wool? Can you have it delivered?

FAST FINISHERS

- Think about what you and your family get done/ repaired/arranged for you. Write five sentences using *have/get something done* in various tenses.

1 **SPEAK** Answer the questions.

- 1 What materials are the things you use on a daily basis made of?
- 2 What is going to happen to them when you don't need them anymore?

2 Choose the correct options.

- 1 I don't understand how some people still don't believe in the *greenhouse* / *warming* effect.
- 2 Volcanic *explosions* / *eruptions* are dangerous, but they are a beautiful sight.
- 3 The dodo is a typical example of a(n) *extinct* / *dead* species.
- 4 More and more people are turning to *sun* / *solar* power.
- 5 *Acid* / *Fossil* fuels such as coal should be replaced by more ecological ones as soon as possible.
- 6 Oil *spills* / *spots* kill a lot of marine animals.

3 Correct the mistakes in the sentences.

- 1 Are others cars you sell equally ecological?
- 2 Raising sea levels threaten historic cities like Amsterdam and Venice.
- 3 Not only is wind power ecological, and it's also cheap.
- 4 The old landfill is been converted into a ski slope right now.
- 5 Do you know how to melt old clothes?
- 6 Please note that from now on bio waste will be taking away every Monday.

4 Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.

- 1 You need under three hours to get to the national park. **LESS**
You need _____ to get to the national park.
- 2 My sister had worn this dress a few times before she gave it to me. **BEEN**
This dress _____ my sister a few times before she gave it to me.
- 3 Someone has installed solar panels on our roof recently. **HAD**
We _____ on our roof recently.
- 4 If we plant more trees in the cities, it will be cooler in the summer. **THE**
_____ in the cities, the cooler it will be in the summer.
- 5 You can ask them to deliver it to your home. **DELIVERED**
You _____ to your home.
- 6 Plant dyes are more ecological than chemical ones. **AS**
Chemical dyes _____ plant dyes.

5 Complete the text with the correct words formed from the words in the box. There are two extra words.

break danger ecological emit harm new
pollute want

Do you think the actions of eco-activists who block roads and factories do any good? They protest against CO₂ ¹ _____ and air ² _____ that is caused by factories by climbing up their chimneys and tying themselves to them. They try to protect ³ _____ species by blocking roads leading to forests. Personally, I think all of them could help the environment much more by working on ecological solutions. We need new cheap ways of producing ⁴ _____ energy, filters to clean up ⁵ _____ or toxic waste and ideas for repurposing ⁶ _____ goods, such as clothes, furniture or electronic devices. That's the way to a cleaner Earth!

6 **2.10** Listen and mark the word stress. Then listen again and repeat the words.

comprehension deforestation education emission
pollution suspicion



#BRAINTEASER

Some pieces of coal and a scarf were found on the ground. They weren't put on the ground, but they weren't dropped. What were the things used for, and why were they on the ground?

 **FAST FINISHERS**

 Write a short text about an object you own. When and where was it produced? From what materials? How is it used, and what is going to happen to it later?

MY GREEN INSPIRATION

By Greengirl

Each week I write about someone or something that's helping the environment. This week I've been finding out all about the amazing bamboo bikes.

- 1** Bamboo bikes have been around since 1896. Only the frame is made of bamboo. They're a great choice if you care about the environment, plus there are some top-class ones.
- 2** Bamboo bikes are really eco-friendly, unlike traditional ones. Bamboo grows really fast (some species can grow 4 cm an hour!). It can be grown anywhere without pesticides as well! There's no deforestation. Once a year, you cut off what you need, and the plant keeps growing.
- 3** As well as being lighter than most metal bikes, they're smooth to ride because the bamboo frame is flexible. While testing one, I hit a hole in the ground, but I hardly noticed it. Bamboo is very tough, too.
- 4** You can get pretty much any type you want – mountain, racing, hybrid ... or design your own one! There are lots of websites selling kits that contain everything you need. Some companies even run workshops to help you.
- 5** At the moment, they're only sold online, but that could change in the future. So, bamboo bikes are definitely the way to go!

Next week, I'll be writing about sunglasses. Join me then!



93 COMMENTS

- 1** **SPEAK** Look at the picture and the caption. Do you think bamboo bikes are a good idea? What do you think makes them eco-friendly?
- 2** Read the blog post about bamboo bikes. Does the blogger think they are a good idea? How do you know?
- 3** Read the blog post again. Match questions a–e to paragraphs 1–5.
 - a Why are they good for the environment?
 - b Where can you get them?
 - c What other advantages are there?
 - d What exactly are they?
 - e What types can you have?
- 4** Read the **WATCH OUT | SKILLS** box and match sentences 1–5 to sentences with a similar meaning in the blog. Why are the sentences in the text more appropriate for a blog?
 - 1 Bamboo bikes are definitely the best option.
 - 2 It is possible to obtain many different types of bicycle, such as a mountain bike, racing bike or a hybrid bike.
 - 3 There are many websites that sell complete kits for building bamboo bicycles.
 - 4 Next week, I am going to write about sunglasses.
 - 5 In addition, it can be grown anywhere without pesticides.

WATCH OUT | SKILLS

Writing a blog

A blog is usually written in an informal style. When writing a blog, you should:

- use short paragraphs to make it easy to read;
- use style-appropriate punctuation, e.g. contractions, exclamations marks;
- talk directly to the reader using a friendly tone, colloquial language and idioms;
- use informal connectors (e.g. *and*, *too*, *also*) to link your ideas.

Key Phrases

Informal linking phrases

Joining ideas

They are tough as well as eco-friendly.

It can be grown anywhere without pesticides as well.

They're a great choice if you care about the environment, plus there are some top-class ones.

Bamboo doesn't need special soil, and it also doesn't cause deforestation.

You can get pretty much any type you want or design your own one.

Contrasting ideas

Either you can buy a ready-made one, or you can build your own one.

Bamboo might seem delicate, but it is very tough.

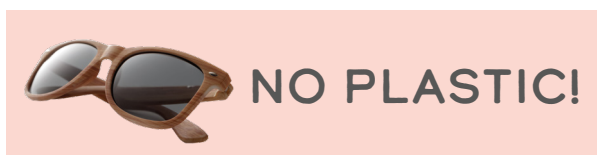
Bamboo bikes are really eco-friendly, unlike traditional ones.

While metal decomposes over decades, bamboo needs a maximum of only a few years.

5 **Complete the sentences with some of the Key Phrases from the Key Phrases box.**

- 1 The bikes are not expensive, they last a long time.
- 2 lasting a long time, the bikes are not expensive.
- 3 The bikes are not expensive, and they last a long time .
- 4 The bikes are not expensive, and they last a long time.
- 5 You can either buy the bikes online in a shop.
- 6 You can buy the bikes online, not in a shop.

6 **Look at the *No plastic!* fact file. Then rewrite sentences 1–6 using the words in brackets. Write three more sentences using *too*, *but* and *also*.**



- The frames in these sunglasses are made from wood.
- Wood from old skateboards is used to make the frames.
- The wood is strong and flexible. The sunglasses are very light.
- It allows us to repurpose old skateboards. Otherwise they would be thrown away.
- They're available in different styles. If you normally wear glasses, you can get prescription ones.
- If you break the glass, it can be replaced.
- If you throw the frames away, they don't harm the environment. No plastic is used.
- Each pair is unique.



- 1 Skateboard wood is very strong. It's flexible. (as well as)
- 2 You don't need to use plastic. You don't need to use much metal. (or)
- 3 We need to repurpose old skateboards. They will be thrown away. (either, or)
- 4 The frame is made of wood, so it's eco-friendly. There are some great designs. (plus)
- 5 The frames are made of wood. Most glasses frames aren't. (unlike)
- 6 The sunglasses look cool. No trees were cut down to make them. (also)

7 **Do the writing task. Follow the steps in the Writing Planner.**

Kupieś/Kupiłaś produkt reklamowany jako wyjątkowo ekologiczny. Zredaguj wpis na blogu, w którym:

- opiszysz ten produkt,
- wyjaśnisz, na czym polega jego ekologiczność,
- przedstawisz swoją opinię na temat tego produktu,
- zarekomendujesz go lub nie i poprosisz czytelników o ich opinię na ten temat.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, everyone. Since we all need to be eco-friendly today, I decided to buy products that are as eco-friendly as possible.

WRITING PLANNER

THINK

Decide which product/idea you want to blog about (e.g. a shampoo, a detergent, clothes, shoes, a reusable bottle, a recycled paper notebook). Research how it's produced and from what kinds of materials. Check how ecological the packaging is.

PREPARE

Write a plan for your post. Use the model blog post on page 80 to help you. Next to each bullet point, note down the Key Phrases and other words you want to use.

WRITE

Write your blog post. Use your notes and the Key Phrases.

CHECK

- Read your blog post and answer the questions:
- Have you included and developed all four bullet points?
 - Is your text within the word limit (100–150 words)?
 - Have you checked your blog post for spelling mistakes?

FAST FINISHERS

Write a few comments under Greengirl's blog post about various aspects of bamboo bikes. Try to present both sceptical and enthusiastic opinions.



Find out what eco-friendly materials can replace traditional ones in our everyday use of products. Would you be willing to use them instead of regular ones? Why/Why not?

VOCABULARY

- 1** **Unscramble the words to complete the sentences.**
- Due to prolonged lack of rain, we're experiencing a huge this year. **HURTGOD**
 - One way to an old sweater is to make a pillow out of it. **ESPEORRUP**
 - Do you like my ? All these clothes are second-hand. **FUTIOT**
 - Dropping in the street is against the law. **TILETR**
 - If you have a choice between a plastic bag and a box, choose the box, because it's greener. **DRADRAOCB**
 - Ragbag is a company that collects used plastic bags and turns them into , such as stylish bags and pouches. **SECISACEROS**
- 2** **Complete the sentences with the correct prepositions.**
- Not just the government, but every one of us needs to look the environment.
 - These shoes are too worn to be given to charity.
 - It's easy to be green – start by giving plastic straws, bottles and so on.
 - Green activists stopped the government from cutting the local forest.
 - Instead of throwing old clothes, give them to charity.



GRAMMAR

- 3** **Do the sentences mean the same?**
- The volunteers are going to rebuild the homes of the hurricane victims.
The hurricane victims are going to have their homes rebuilt by the volunteers.
 - Elephants were being hunted for their tusks, which were sold at high prices.
A number of people had elephants hunted because they wanted their tusks.
 - The factory must have its toxic waste cleaned before throwing it out.
The factory has to pay someone to clean its toxic waste before they can throw it out.
 - We had the furniture built from recycled materials.
Our furniture was built using materials that came from recycling.
 - He has his house cleaned twice a month.
He cleans his house every two weeks.

4 Choose the correct options.

- These clothes are *manufactured* / *manufacturing* using only recycled materials.
- The new owners *will have tested the water* / *will have the water tested* by the health department.
- Think how much food will *be wasted* / *waste* in your home next year and try to prevent it.
- We *had* / *were* our house redesigned to stop heat from escaping in the winter.
- On average, over 1500 litres of water *have it used* / *are used* to produce one bar of chocolate.

USE OF ENGLISH

1 2 3 4 5 6 7 8

5 Translate into English.

- Did you feel that? I'm not sure, but (to mogło być) a slight earthquake.
- (Czy oni będą w stanie pojechać) with us?
- The use of plastic straws (musi zostać wyeliminowane) completely.
- The level of smog in our city (wzrósł niewiarygodnie) during the last few years.
- Count me in for the Earth Day. I promise I (że was nie zawiodę).
- I'd like to know (czy kwaśne deszcze niszczą) grass and trees.

6 Complete the text with one word in each gap.

Sammy, I have exciting news! You know how my parents always say that I can't waste my time and even summers are about personal development? And remember how last year I ¹ forced to work at the local café for a month to learn the value of money? Well, I decided to beat them to it and find something 'educational' for this summer by myself. I found this cool volunteering programme that I ² positive you'll like, so we could do it together. It's about helping save the coral reef in Australia. It couldn't be more perfect, ³ it? I mean – Australia! We have been talking about going there ⁴ years! It would be great ⁵ you could let me know ASAP if you can go, as I'm afraid they won't let me go by myself and Dad will come up with something much less exciting. Call me!

READING

- 7  Read the text and match headings A-F to paragraphs 1-4. There are two extra headings.

- A Combining two passions
- B On the way to extinction
- C Flying ecologically
- D A metaphor for our future
- E Saving the butterflies
- F In galleries instead of landfills



1

There are many ways to make a statement and contribute to saving our planet. American artist Paul Villinski creates beautiful works of art with a green message. He repurposes objects that have been damaged or thrown away, such as work gloves, furniture, cans and bottles, into decorative items. His exhibits include wings, birds and flying machines. He not only breathes new life into these things, but also saves the environment, since they don't end up being thrown out.

2

His favourite components are old beer cans, which he turns into butterflies. Hundreds of colourful butterflies, flying around on a wall, looking real and delicate, prove that aluminium cans are a perfect material to work with. For Villinski, transforming the old cans into butterflies has more than one meaning. It shows his fascination with flight, but it also symbolises transformation and spreads ecological awareness.

3

Monarch butterflies, Villinski's favourite, are a good example of how climate change and deforestation influence the environment. Every year, these beautiful creatures migrate from Mexico to Canada and back, and it's one of the most beautiful sights on Earth. However, they're endangered and might soon be lost as deforestation and herbicides threaten their natural habitat. In Mexico – they have less and less forests to live in. Along the way – fewer and fewer plants to feed on. Also, global warming is making them leave too early, when there's no food along the way.

4

Villinski wants his audience to consider the fate of the monarch butterfly. It is often said that a butterfly is delicate and easily destroyed – but so are we. Villinski believes we have forgotten that we're part of the animal kingdom. And, just like any other animal, we cannot exist without an ecosystem. We're not as independent as we might think. That's what Villinski's work helps us to remember.

LISTENING

- 8  2.11 Listen to two recordings and choose the correct options.

Text 1

- 1 According to Jeremy, Earth Day
 - A is mostly about communities picking up litter in their neighbourhoods.
 - B aims mainly to prevent deforestation.
 - C is actually a project that goes on constantly.
- 2 Which is not mentioned as the Earth Day Network's aim?
 - A Helping to create more eco-friendly companies.
 - B Making people feel that they need to be more involved in green issues.
 - C Influencing lawmakers to make them think of the environment.
- 3 Jeremy says that every single person is important because
 - A every one of us can be in the government if we want to.
 - B environmental problems can be solved at the community level.
 - C in the elections we can put in power people who care about environmental issues.
- 4 Jeremy's message is that
 - A there aren't enough green areas in the world.
 - B saving the planet needs to be done at many levels at the same time.
 - C more people should participate in the Earth Day clean-ups.

Text 2

- 5 Because so many forests are cut down,
 - A more trees should be planted to give animals a place to live.
 - B new species become threatened with extinction.
 - C people have more wood, which is good for the economy.
- 6 The text suggests that EverEarth is a green company because
 - A they grow their own trees for wood.
 - B their packaging is 100% recyclable.
 - C each customer is asked to plant a tree in return for their product.



- SPEAK**  Read the quote and look at the photo on page 70. Write some comments that people could have left under this photo on the Internet. Use the questions below to help you.

Since our leaders are behaving like children, we will have to take the responsibility they should have taken long ago.
Greta Thunberg (environmental activist, born 2003)

- Do you identify with either the image or the quote?
- Does the quote make you interpret the photo differently?

5.2 The passive

The *passive* (strona bierna) w języku angielskim jest stosowana w następujących sytuacjach:

- kiedy wykonawca czynności jest nieistotny, nieznany lub oczywisty, np.
*The school gym **was renovated** last year.*
- kiedy chcemy położyć szczególny nacisk na samą czynność, a nie na jej wykonawcę, np. *Rubbish which **cannot be recycled** is sent to landfills.*
- kiedy zależy nam na zachowaniu neutralnego tonu wypowiedzi i nie chcemy nikogo obarczać winą, np.
*The lake **has been polluted**, and many animals are now at risk.*

Tworzenie strony biernej

Stronę bierną w języku angielskim tworzymy, odmieniając czasownik *be* we właściwym czasie, a następnie dodając do niego formę *past participle* czasownika głównego.

Aby podać wykonawcę czynności, należy użyć słówka *by*, np.:

Who **were** these trees **planted** by?

They **were planted** by a group of volunteers.

	Affirmative	Negative	Yes/No questions
present simple	Storks are protected in this area.	Food waste isn't recycled in my town.	Is this website updated daily?
present continuous	A wind farm is being built here.	New laws aren't being discussed .	Are the videos being edited now?
past simple	Natural habitats were destroyed .	The landfill wasn't relocated .	Was the mayor reelected ?
past continuous	My car was being repaired .	Stalls weren't being set up .	Were we being gossiped about ?
present perfect	100 kg of food have been donated .	Their decision has been criticised .	Has smoking been banned ?
past perfect	The factory had been refurbished .	The tin cans hadn't been reused .	Had the protesters been fined ?
will (future simple)	Volunteers will be rewarded .	The forest won't be cut down .	Will the activist be interviewed ?
be going to	Plastic bags are going to be banned .	Protesters aren't going to be punished .	Are the bins going to be installed ?
modal verbs	The book must be returned this week.	The students might not be expelled .	Can global warming be stopped ?

5.7 have/get something done

Konstrukcji *have/get something done* używamy, kiedy chcemy powiedzieć, że dana czynność nie została wykonana przez nas, tylko zlecona innej osobie, najczęściej specjalście lub fachowcowi w danej dziedzinie i zwykle za opłatą, np. *I **had my hair cut** yesterday.* (Czynność została wykonana przez fryzjera). Forma z czasownikiem *get* jest mniej formalna od formy z czasownikiem *have*.

UWAGA!

Konstrukcja *have/get something done* nie ma bezpośredniego odpowiednika w języku polskim, np.:

We are going to change the locks. = Mamy zamiar wymienić zamki. (zrobimy to sami)

We are going to have the locks changed. = Mamy zamiar wymienić zamki. (zrobi to fachowiec)

Tworzenie zdań z *have/get something done*

Jeżeli mamy do czynienia ze zwykłym czasownikiem, zdania tworzymy następująco: *have/get* (w odpowiednim czasie) + dopełnienie + *past participle*, np. *She **has her bedroom painted** every two years.*

Jeżeli mamy do czynienia z czasownikiem modalnym, zdania tworzymy następująco: czasownik modalny (w odpowiednim czasie) + *have/get* + dopełnienie + *past participle*, np. *She **needs to have her bedroom painted** soon.*

	Affirmative	Negative	Yes/No questions
present simple	We have the hedge trimmed every month.	We don't have the hedge trimmed .	Do you have the hedge trimmed ?
present continuous	She's getting the dress shortened .	She's not getting the dress shortened .	Is she getting the dress shortened ?
past simple	I had a tooth removed .	I didn't have a tooth removed .	Did I have a tooth removed ?
past continuous	You were getting your watch repaired .	You weren't getting your watch repaired .	Were you getting your watch repaired ?
present perfect	They've had CCTV installed .	They haven't had CCTV installed .	Have they had CCTV installed ?
past perfect	We'd had solar panels fitted .	We hadn't had solar panels fitted .	Had we had solar panels fitted ?
will (future simple)	He'll get the carpet cleaned .	He won't get the carpet cleaned .	Will he get the carpet cleaned ?
be going to	I'm going to have the shower replaced .	I'm not going to have the shower replaced .	Am I going to have the shower replaced ?
modal verbs	You can have your car washed here.	You can't have your car washed here.	Can you have your car washed here?

- KEY WORDS

VOCABULARY 1 MP3 30

ban	/bæn/	zakazać
chemical	/ˈkemɪkəl/	substancja chemiczna
climate change	/ˈklaɪmət ˈtʃeɪndʒ/	zmiana klimatu
community	/kəˈmjʊːnəti/	społeczność, wspólnota
cut down	/ˌkʌt ˈdaʊn/	wycinać, ścinać
deforestation	/diːˈfɒrɪˈsteɪʃən/	wylesianie, wycinanie lasów
destroy	/diˈstrɔɪ/	niszczyć
eco-friendly	/iːkəʊˈfrendli/	przyjazny dla środowiska
endangered species	/ɪnˌdeɪndʒəd ˈspiːʃiːz/	gatunek zagrożony wyginięciem
environment	/ɪnˈvaɪrənmənt/	środowisko
global warming	/ˌɡləʊbəl ˈwɔːmɪŋ/	globalne ocieplenie
green	/ɡriːn/	ekologiczny
increase	/ɪnˈkriːs/	wzrastać
landfill	/ˈlændˌfɪl/	wysypisko
mend	/mend/	naprawiać
pesticides	/ˈpestɪsaɪd/	pestycydy
plant	/plɑːnt/	sadzić
pollute	/pəˈluːt/	zanieczyszczać
protect	/prəˈtekt/	chronić
renewable energy	/rɪˌnjuːəbəl ˈenədʒi/	energia odnawialna
repurpose	/rɪˈpɜːps/	zmienić przeznaczenie
reuse	/riːˈjuːz/	użyć ponownie
rubbish	/ˈrʌbɪʃ/	śmieci, odpadki
solar power	/ˈsəʊlə ˈpaʊə/	energia słoneczna
throw away	/ˌθrəʊ əˈweɪ/	wyrzucać
turbine	/ˈtɜːbaɪn/	turbina
wind farm	/ˈwɪnd ˌfɑːm/	elektrownia wiatrowa

READING MP3 31

accessories	/əkˈsesəriz/	akcesoria
capsule wardrobe	/ˌkæpsjʊl ˈwɔːdrəʊb/	garderoba kapsułowa
carbon dioxide	/ˌkɑːbən daɪˈɒksaɪd/	dwutlenek węgla
contents	/ˈkɒntents/	zawartość
cotton	/ˈkɒtən/	bawełna
dye	/daɪ/	barwnik
fashion industry	/ˈfæʃən ˌɪndəstri/	branża odzieżowa
harmful	/ˈhɑːmfəl/	szkodliwy
in-between	/ɪnˈbiːtwiːn/	pośredni, przejściowy
manufacture	/ˌmænʃjəˈfæktʃə/	produkować
natural resources	/ˌnætʃərəl nˈzɔːsɪz/	bogactwa/zasoby naturalne
staple	/ˈsteɪpl/	podstawowy
unwanted	/ʌnˈwɒntɪd/	niechciany
worn out	/ˌwɔːn ˈaʊt/	zużyty

VOCABULARY 2 MP3 32

acid rain	/æˈsɪd ˈreɪn/	kwaśny deszcz
avalanche	/ˈævələˌɑːntʃ/	lawina
blizzard	/ˈblɪzəd/	zamieć śnieżna
CO2 emissions	/ˌsiː ˈəʊ ˈtuː ɪˌmɪʃənz/	emisja dwutlenku węgla
coastal area	/ˌkəʊstəl ˈeəriə/	strefa przybrzeżna
crops	/krɒps/	uprawy, plony
disaster	/diˈzɑːstə/	katastrofa
drought	/draʊt/	susza
earthquake	/ˈɜːθˌkweɪk/	trzęsienie ziemi
extinct species	/ɪkˌstɪŋkt ˈspiːʃiːz/	wymarły gatunek
fossil fuel	/ˈfɒsɪl ˌfjuːəl/	paliwo kopalne
greenhouse effect	/ˈɡriːnˌhaʊs ɪˌfekt/	efekt cieplarniany
melting ice caps	/ˌmeltɪŋ ˈaɪs ˌkeɪps/	topniejące czapy lodowe
natural habitat	/ˌnætʃərəl ˈhæbɪtæt/	naturalne środowisko (życia)
nuclear accident	/ˌnjuːklɪər ˈæksɪdɪnt/	wypadek jądrowy/nuklearny
ozone layer	/ˈəʊzəʊn ˌleɪə/	warstwa ozonowa
prevent	/prɪˈvent/	zapobiegać
seismic	/ˈsaɪzmɪk/	sejsmiczny

surface	/ˈsɜːfɪs/	powierzchnia
threat	/θret/	zagrożenie
volcanic eruption	/vɒlˌkænɪk ɪˈrʌpʃən/	wybuch wulkanu

LISTENING MP3 33

aluminium	/ˌæləˈmɪniəm/	aluminium
bamboo	/ˌbæmˈbuː/	bambus
brick	/brɪk/	cegła
cardboard	/ˈkɑːdˌbɔːd/	karton
concrete	/ˈkɒŋkriːt/	beton
cushion	/ˈkʊʃən/	poduszka
denim	/ˈdenɪm/	materiał dżinsowy
foam	/fəʊm/	pianka, gąbka
iron	/ˈaɪən/	żelazo
leather	/ˈleðə/	skóra
litter	/ˈlɪtə/	śmieci, śmieci
marine	/məˈriːn/	morski
nylon	/ˈnaɪlən/	nylon
paraphrase	/ˈpærəˌfreɪz/	parafraza
polystyrene	/ˌpɒliˈstɑɪriːn/	polistyren
rubber	/ˈrʌbə/	guma
sand	/sænd/	piasek
steel	/stiːl/	stal
stone/rock	/stəʊn / rɒk/	kamień

GRAMMAR 2 MP3 34

coastline	/ˈkəʊstˌlaɪn/	linia brzegowa
pine tree	/ˈpaɪn ˌtriː/	sosna
raw	/rɔː/	nieprzetworzony

USE OF ENGLISH MP3 35

chimney	/ˈtʃɪmni/	komini
convert	/kənˈvɜːt/	przekształcać
threaten	/ˈθretən/	zagrażać

WRITING MP3 36

bike frame	/ˈbaɪk freɪm/	rama rowerowa
decompose	/ˌdiːkəmˈpəʊz/	rozkładać się
flexible	/ˈfleksəbəl/	elastyczny, giętki
frames	/freɪmz/	oprawki
hybrid	/ˈhaɪbrɪd/	hybrydowy
soil	/sɔɪl/	gleba

REVISION MP3 37

awareness	/əˈweənəs/	świadomość
coral reef	/ˌkɒrəl ˈriːf/	rafa koralowa
ecosystem	/ˈiːkəʊˌsɪstəm/	ekosystem
fate	/feɪt/	los
herbicide	/ˈhɜːbɪsaɪd/	środek chwastobójczy
kingdom	/ˈkɪŋdəm/	królestwo
migrate	/maɪˈɡreɪt/	migrować
polyester	/ˌpɒliˈestə/	poliester
prolonged	/prəˈlɒŋd/	długotrwały
straw	/stroː/	słomka (do picia)

Collocations

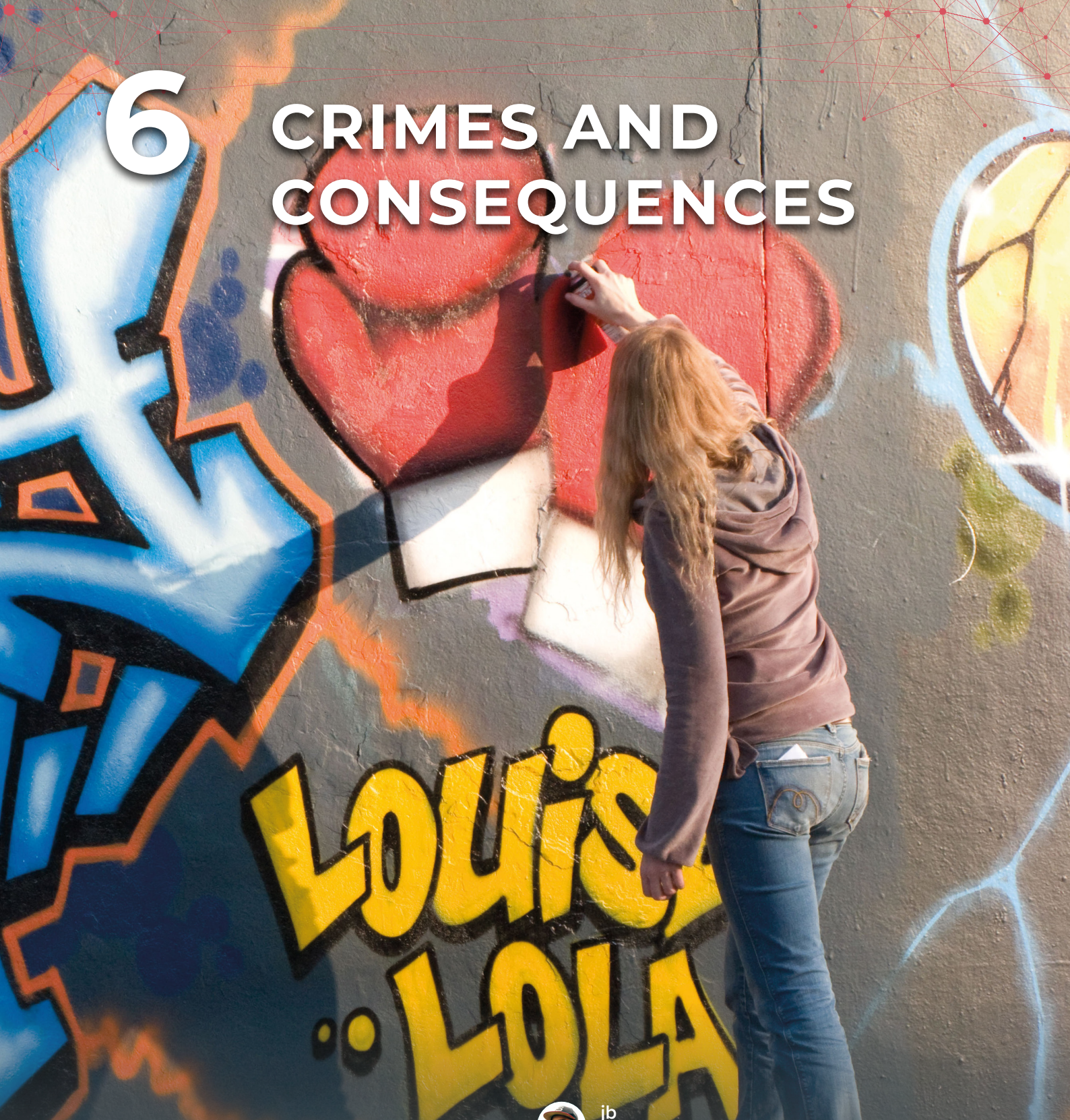
Words are easier to remember when you give them context or attach them to something you already know, for example, a word they collocate with. Collocations are pairs of words that sound natural to a native speaker. For instance, we usually say *Merry Christmas* and *Happy Easter*, but not *Merry Easter* even though *merry* and *happy* are synonyms. Look at the collocations below and find more collocations in this unit. In each collocation, mark the word that is easier for you. Then try to learn the whole expression, e.g. by preparing flashcards with the easy word on one side and the whole phrase on the other.

recycle plastic/waste
endangered species



6

CRIMES AND CONSEQUENCES



1 **SPEAK** Look at the photo and answer the questions.

- Do you think there's more graffiti around this area? What makes you think so?
- Do you agree that spraying graffiti on abandoned public walls is vandalism?
- How should people who damage public property be punished?

2 **SPEAK** Read the comments and add one of your own.



jlb
Boxing gloves? 😬 pity anyone who gets in your way! 😊



cat
Pity the owner of that wall!!!! 😡



Dan
Very original ... 😞 What are you, eight?



lea
It's like Thelma and Louise! ❤️

Comment



Crime and criminals • Punishments



- 1 Look at the words in the box. Do you remember their meaning?

arrest court detectives escape guilty illegal
innocent judge prison punish rob
security officers steal victim

- 2 **SPEAK** Look at the cartoons. Can you guess the story behind them?



- 3 **2.12** Listen to six crime stories. Which ones match the cartoons in exercise 2?

- 4 **2.12 KEY WORDS** Listen again and complete the table with words from the crime stories. If you are not sure, use a dictionary.

Crime	Criminal
1	arsonist
burglary	2
3	murderer
4	robber
shoplifting	5
6	smuggler
7	thief (thieves)
8	vandal

- 5 **SPEAK** How serious are the crimes listed in exercise 4? Give reasons for your answers.

We think that the most/least serious crime is ... because ...

- 6 **SPEAK KEY WORDS** Choose punishments for the criminals in exercise 4. Use the highlighted words or your own ideas.

do community service • get a life sentence
go to prison • pay a fine

- 7 **2.13** Listen and find out how the stories from exercise 3 ended. Match 1–6 with a–f. Did any of the people escape justice? Did the punishments match yours from exercise 6?

- | | |
|-------------------|--|
| 1 The murderer | a went to court. |
| 2 The smuggler | b went to prison for forty months. |
| 3 The robber | c paid a £200 fine. |
| 4 The vandal | d was arrested thanks to social media. |
| 5 The burglar | e was allowed to travel. |
| 6 The shoplifters | f got a life sentence. |

- 8 **SPEAK** Look up *forensic science* in the wordlist on page 101 and look at the video still from Angela's vlog. Then answer the questions.



- Describe the picture. What do you think the students are doing in the lab?
- Do you think the work of a forensic scientist is difficult/interesting? Why/Why not?
- Do you think TV crime shows such as CSI show the truth about the work of forensic labs? Why/Why not?

FAST FINISHERS

Imagine a funny crime story and create a comic strip or write the beginning of a story about it.

A burglar got stuck in a chimney while trying to break into a house in Oxford ...

6.2 Grammar 1

Second conditional · I wish and If only (present and future wishes)

- SPEAK** If you could change something about your life, what would it be?
- 2.14** Listen to the conversation and answer the questions.
 - What does the boy have to do?
 - What does he want from the girl?
 - What does she want in return?
 - What might the relationship be between them?
- 2.14** Who says these sentences, the boy or the girl? Listen again and check.
 - If those **were** my grades, I **would find** the time.
 - Your bike **wouldn't break** so often if you **didn't abuse** it so much.
 - If you **promised** to repair my bike, I **could** spare a few minutes.
 - I **would find** someone else if I **were** you.
- Look at the video still and study the grammar table. Then complete sentences 1–6 with your own ideas.

Key Grammar

Second conditional

We use the second conditional to talk about hypothetical situations in the present or future.

Form: *if* + past simple/continuous (hypothetical situation) and *would/could* + infinitive (result).

In the first and third person singular, we can use *were* instead of *was*, e.g. *If I **were** a famous pop star, I would own a private jet.*

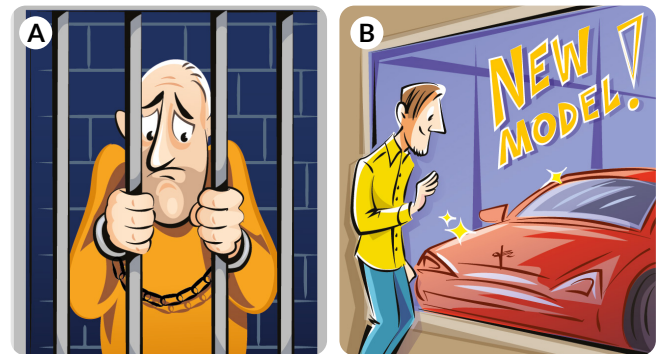
When we want to give advice, we can use the phrase *If I were you* ..., e.g. *If I **were** you, I would apologise to Clarissa.*



Grammar Reference >> 100 Irregular verbs >> 154–155

- If someone stole my phone, I _____.
- If someone bullied my friend, I _____.
- If _____, I wouldn't agree to do it.
- If _____, I would learn a new language.
- If _____, I would call the police.
- If I had €1,000,000, _____.

- Match sentences 1–2 to pictures A–B.



- I wish I were rich. I wish I had a lot of money.
- If only I knew a good lawyer. If only I could afford one.

- Study the grammar table and read the examples from exercise 5. Complete the rule with *present simple* or *past simple*.

Key Grammar

I wish / If only (present and future wishes)

We use *I wish / If only* + _____ to talk about present or future wishes, e.g.

I wish / If only we knew the answer to this question.

In the first and third person singular, we can use *were* instead of *was*, e.g.

I wish / If only I were at the beach.

- Choose the correct options.

- I wish we **can** / **could** go home early today.
- If only I **were** / **had been** outside now – it's so hot!
- I wish I **knew** / **had known** how to help you, but I don't.
- I wish my parents **were** / **are** less strict.
- If only I **had** / **have** a pet. I wouldn't be so lonely.

- Write sentences using *I wish/If only*.

- I don't have many friends.

*If only I **had more** friends!*

- I'd love to be eighteen already!

- I don't know how to make carrot cake.

- I can't dance tango.

- I don't speak Japanese.

- I'd love to have a new bike!

FAST FINISHERS

Go back to your ideas from exercise 1 and write seven sentences about yourself using the second conditional and *I wish / If only*.

Talking about problems and solutions

1 **SPEAK** Have you or someone you know ever lost something or had something stolen? What did you do about it?

2 **2.15** Listen to the dialogue and complete the sentences.



- 1 The girl had her bike _____.
- 2 She regrets that she didn't _____ and that she _____.
- 3 The boy's advice is to _____.
- 4 The first thing they'll do will be to _____.

3 **2.15** Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?

Key Phrases

Talking about problems and solutions

Problems

You won't believe it (but) ...
What a pain/nightmare!

Regrets

If only I/we (knew) ...
I wish I/we (could) ...
I regret that ...
I'm sorry that ...

Consoling someone

Don't panic/worry.
It's going to be all right.
We'll sort it out.
Everything'll be OK!
No use crying over spilt milk.

Solutions/Next steps

What shall I/we do?
Let's make a plan.
You probably need to ...
You/We should definitely ...
Yes, otherwise ...
It would be a good idea to ...
You might want to ...
But first, maybe ...?
If I were you, I'd ...
Yes, I'll do that.

4 Complete the dialogues. Use the Key Phrases. Then act out the dialogues in pairs.

A X: ¹ _____ (what / nightmare)! My friends brought some people I don't know to my party, and they trashed my apartment! My parents are going to kill me!

Y: ² _____ (it / all right). Peter and I will help you clean up, and we'll see what's really damaged.

³ _____ (let / make / plan).

B X: ¹ _____ (you / not / believe), but someone broke into my email account and sent stupid emails to my friends and teachers.

Y: Don't worry, ² _____ (we / sort out). First, let's change your password.

X: I wish I could go back in time!

Y: Well, ³ _____ (no use / cry / milk). Let's get to work.

C X: Someone took my bank card out of my wallet. I regret that I left it on the desk during the break.

Y: ¹ _____ (might / want / report) to the head teacher and maybe the police?

X: ² _____ (yes / do / that).

Y: ³ _____ (but / first / should) block the card?

5 **SPEAK** Read the instructions and do the task. Then change roles and do the task again.

Uczeń A

Jesteś na wycieczce w Nowym Jorku i w sklepie zorientowałeś/zorientowałaś się, że ukradziono Ci portfel i dokumenty. Rozmawiasz o tym z obsługą sklepu (uczeń B). W dialogu porusz następujące cztery kwestie:

opisz, co Ci skradziono

wyjaśnij, gdzie i kiedy ostatni raz miałeś/miałaś dokumenty i co potem robiłeś/robiłaś

poproś o pomoc i sugestię dalszych kroków

wyraż żal, że dobrze nie zabezpieczyłeś/zabezpieczyłaś swoich rzeczy

Uczeń B

Pracujesz w sklepie w Nowym Jorku. Osoba, która padła ofiarą kradzieży (uczeń A), prosi Cię o pomoc. W rozmowie porusz następujące kwestie:

- dowiedz się, gdzie prawdopodobnie dokonano kradzieży,
- wyraż współczucie i pociesz ofiarę kradzieży,
- zasugeruj sposób rozwiązania problemu i kroki, które należy podjąć (zablokowanie kart kredytowych, zgłoszenie na policję),
- zaoferuj pomoc w skontaktowaniu się z policją.

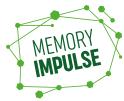
Rozmowę rozpoczyna uczeń A

FAST FINISHERS

Imagine your friend messaged you saying she had borrowed something belonging to her parents without asking and lost it. Write back consoling her and giving advice.

6.4 Reading

A news article about criminal creatures



- 1 **SPEAK** Look at the names of animals in the box. Which do you think is the most intelligent? Why?

camel cat cheetah dolphin fox parrot
pigeon rat seabird squirrel wolf

- 2 **SPEAK** Have you ever heard of an animal that:
a committed a crime?
b helped to catch a criminal?

- 3 Scan the text on page 91. How many examples of animals from exercise 2 can you find?

- 4 **2.16** Read the article and match headings A–E to stories 1–3. There are two extra headings. Listen and check.

- A The prisoners' friend
B Animals can be good citizens
C Give me my snack!
D A very expensive Indian meal
E Help charity to help animals

- 5 Read the article again and choose the correct options.

- 1 The rats in Tinsukia
A sat in the machine for twelve days.
B shredded all the banknotes in the machine.
C were all able to escape through the cable hole.
D caused the cash machine to break down.
- 2 The cat in Arapiraca
A led the police to a tunnel dug by prisoners.
B is part of a mystery that hasn't been solved.
C managed to escape from the hands of the guards.
D belonged to a smuggler who often brought things in.
- 3 Sam the seagull was able to
A get people to buy him snacks.
B get food for other birds as well.
C get Sriaram's attention away from himself.
D avoid the security cameras.
- 4 The story of Sam the seagull
A made the area where Sam lives popular on the Internet.
B was used by the Doritos company in a video ad.
C should be a warning to bird lovers how not to behave.
D was used by charities to get people to help animals.

- 6 Can you remember these facts from the text?

- 1 How did the rats get into the machine?
2 How much money did they destroy?
3 What was the white cat carrying with him?
4 Where was Sam the seagull caught on camera?
5 What was Sam's favourite snack?

- 7 **KEY WORDS** Match the highlighted words from the text to definitions 1–6.

- 1 someone who people think has committed a crime
2 see something happen, especially a crime
3 objects that a thief has obtained illegally
4 adjective to describe someone who breaks the law
5 adjective to describe someone who respects the law
6 adjective to describe the feelings of someone who thinks there's something illegal going on

- 8 **SPEAK** Answer the questions.

- 1 What would you do if you witnessed Sam the seagull shoplifting?
2 Which of the three news stories do you like the most? Why?
3 Can animals ever be considered responsible for crimes? Give reasons for your answers.



FAST FINISHERS

The article suggests there are also stories about law-abiding animals. Make up the details of one of these stories and write a short post about it.

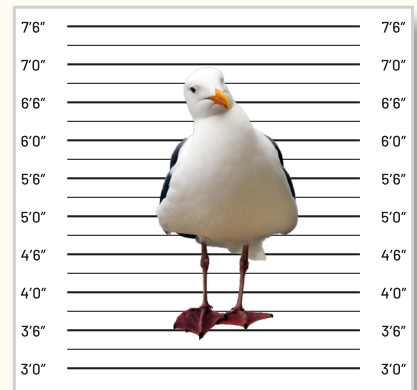
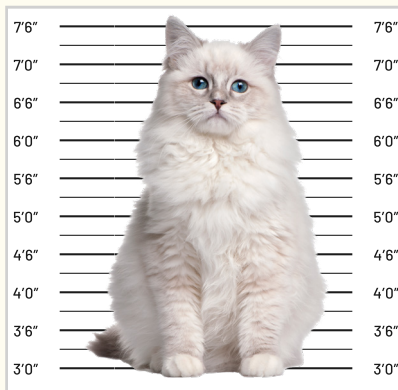


The Hatton Garden Heist is considered the biggest burglary in English history. Find out the details of the crime. Who were the burglars? What was stolen? How did they commit the crime? Share your findings with the class.



Criminal Creatures

A shoplifting seagull, bank-robbing rats and a smuggling cat – here are some unusual crime suspects!



1

Rats ate their way through banknotes worth nearly €18,000 inside a cash machine near Tinsukia in Assam, India. Apparently, the bank-robbing rodents had got into the machine through a hole for the electric cables. Technicians arrived to repair the machine twelve days after it stopped working. And it's good they discovered the problem, or the rats could have eaten even more money! Local police chief Prakash Sonowal said a **suspect's** lifeless body had been found among the shredded banknotes. The rest of the gang must have escaped. Photos of the ruined banknotes went viral on social media.

2

When a small white cat was stopped as it tried to enter the prison gates in Arapiraca, Brazil, officers were right to be **suspicious**. Attached to the cat's body were a mobile phone and charger, memory cards and batteries, drill bits and two saws. Was the feline smuggler part of a big escape plan? Were the prisoners attempting to dig a tunnel? Maybe stopping them from getting their hands on the smuggled goods prevented their escape? But which of the 263 prisoners was behind it? It might have been a bigger plan involving more than one prisoner. Unless the cat talks, we'll probably never know ...

3

What would you do if you saw a shoplifter? Some customers at a newsagent's in Aberdeen, Scotland, started paying for the **stolen goods** because they thought it was so funny – the thief was a bird!

Named 'Sam' by locals, the **law-breaking** seagull used to walk into the shop, steal a bag of crisps, and calmly walk out. Then he opened the bag with his beak and shared the treat with his friends. According to shopkeeper Sriaram Nagarajan in an interview on the BBC, Sam always waited patiently for the perfect moment – he wouldn't go in unless Sriaram was busy. The seagull's thefts were caught on security cameras, and if you watch the video, you'll see that his favourite snacks are cheese-flavoured Doritos.

Experts from a bird protection charity warn that we shouldn't feed seagulls in urban areas. If we feed them, they become dependent on humans and they can even become violent. So, if you see Sam, don't treat him to a bag of Doritos!

GLOSSARY

beak – dziób
drill bit – wiertło
saw – piła

shredded – poszatkowany
urban – miejski

Check out these stories about **law-abiding** animals:



The parrot that witnessed a murder



The dog that caught a burglar



The horses that chased vandals

- 1**  **SPEAK** Read the names of the international organisations in the box. What do you know about them?

Amnesty International European Union Greenpeace
NATO Red Cross United Nations
World Health Organisation

- 2** Scan the website in exercise 3 and find three more international organisations. In what areas are they active?
- 3** **KEY WORDS**  Read the website and match some of the highlighted words to definitions 1–7.

What would it be like if you could shape and help protect global **law and order**?

Just participate in one of these model student conferences! These formal events imitate the meetings of real institutions and discuss the same topics, but all the participants are students who wish to learn about these institutions.



If two countries have a legal disagreement, the **International Court of Justice** holds a **trial**. The ICJ **jury** listen to both sides' lawyers, consider international laws and **regulations**, and give their **verdict** on who's right.

When someone **accuses** governments, rulers or organisations of such horrible crimes as genocide, large scale attacks against civilians, using child soldiers, or killing and torture of prisoners, then it is the **International Criminal Court's** job to **judge** them. The court **tries** them as it would try any criminal. It listens to the witnesses and **charges** the guilty according to international law. Now you can be one of the ICC's judges and help to deliver justice through your judgments!

So many children around the world are starving or treated badly. They need help and protection. **UNICEF** doesn't have the **authority** to **prohibit** anything or **grant** anyone any rights, but it brings in help and works with governments, suggesting what legal changes could be **adopted** to help **defend** the rights of children.

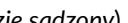
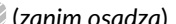
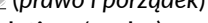
Which of the model student conferences would you like to join?

- 1 power to make decisions
- 2 safe and peaceful situation due to people not breaking the law
- 3 officially make something illegal
- 4 protect from harm or attack
- 5 officially accuse someone of a crime
- 6 allow someone to have something
- 7 say someone did something wrong or illegal

- 4** **KEY WORDS**  Complete the table with some of the highlighted words from exercise 3. How do you say them in Polish?

Verb	Noun (person)	Abstract noun
1 	judge	2 
regulate	–	3 
4 	–	trial

- 5**  Translate into English. Use the words in bold.

- 1  (Rząd przyjął) a law that  (przyznaje więcej praw) to homeowners. (adopt / grant)
- 2 UNICEF  (nie ma uprawnień, by zabronić) child labour. (authority / prohibit)
- 3 They  (postawili zarzuty) the dictator with murder, and he  (będzie sądzony) by the ICC. (charge / try)
- 4  (W trakcie procesu), the jury listen to the witnesses  (zanim osądzą) on whether  (osoba oskarżona) is guilty. (trial / verdict / accuse)
- 5 The lawyer  (broniący przestępcy) thought  (osąd) of the court was fair. (defend / judgment)
- 6  (Nowe przepisy) should help to bring  (prawo i porządek) to a city that is full of crime. (regulation / order)

- 6** **SPEAK** Do you think young people can influence politicians and change the world? How?



FAST FINISHERS

-  If you could participate in one of the model conferences described in exercise 3, which would it be? Why? Write down your arguments.



Find out how young people can help one of the organisations from exercise 1. Make a poster inviting students from your school to participate.

A radio phone-in about cybercrime

1 **SPEAK** Answer the questions.

- What cybercrimes do you know?
- Do you know anyone who has been a victim of cybercrime?
- How do you protect yourself from online fraud or identity theft?

2 **KEY WORDS** Check the meaning of the highlighted words. Then complete the text with some of them. There may be more than one correct answer.

click on a link • con (someone) • cyber bullying
 fraudster • hacker • identity theft • junk mail
 login details • open an attachment
 protect (yourself) • (phishing) scam • spam

**Meet the 'Scammer Grannies'!**

The mission of the 'Scammer Grannies' was simple: to con their own grandchildren! They wanted to show how easy it is for anyone to be the victim of online fraud.

First, the Scammer Grannies learnt to create a fake email address. Then, they persuaded their grandchildren to

1  on a link or open an 2 . Four out of five of their victims fell for their 3  scams!

To 4  yourself from the Scammer Grannies (or any other online fraudsters!):

- never give your full 5  details – anyone could be a potential 6  or conman
- never turn off filters for spam or 7  mail
- 8  is a crime – if you see it, report it!

Remember: if something looks too good to be true, it probably is!

3 Complete the table with some of the highlighted words from exercise 2.

Verb	Noun (crime)	Noun (person)
to bully	1 	bully (bullies)
to commit fraud	fraud	2 
3 	a con	conman (conmen)
to hack	hacking	4 
to scam	5 	scammer(s)

4 **2.17** Listen to part of a radio phone-in. Which topics from the box are mentioned?

burglary corporate data theft cyber bullying
 hacking identity theft online fraud
 phishing scams smuggling stalking

5 Read the **WATCH OUT | SKILLS** box and match phrases 1–5 with intentions a–e.

- What a great idea – great job, you guys!
 - It's awful! I wish you'd stop ...
 - If I were you, I'd stay away from ...
 - I think you should ...
 - You can find lots of details on this website.
- a to advise people against something
 b to congratulate
 c to give information
 d to complain
 e to suggest changes

WATCH OUT | SKILLS**Identifying intentions**

You can often identify a speaker's intention by listening to their intonation and tone of voice, and the expressions they use.

6 **2.17** Listen again and match the speakers to sentences A–F. There is one extra sentence.**This speaker**

- A suggests legal changes to make cybercrime less of a problem.
 B recommends laws that victims of cybercrime could use to fight back.
 C makes people aware of how to protect themselves from one kind of cybercrime.
 D gives information about online resources for victims of cybercrime.
 E congratulates somebody who warned people about cybercrime.
 F complains that there's too much cybercrime going on.

Jake	Eliza	Shakir	Moira	Maxi
				

7 **SPEAK** Which of the five callers were victims of cybercrime? What crimes were they victims of?8 **SPEAK** What do you think about the Scammer Grannies' methods of teaching young people cybersafety? What are other effective ways to do that? **FAST FINISHERS**

 Based on the information from this lesson and your own knowledge, create a small infographic about cybercrimes and how to protect yourself against them.



Find a website for cybercrime victims. Is the information helpful? Would you use it or recommend it? Why/Why not?

I wish and If only (past regrets) • Third conditional

- 1 **SPEAK** Look at pictures A–D. Do you think these people regret something?



- 2 **2.18** Listen and match speakers 1–5 to pictures A–D from exercise 1. There is one extra speaker.

1 2 3 4 5

- 3 **2.19** Look at the video still, study the examples and complete the rule with the correct tense.

- I wish I **had chosen** a more hidden wall or **hadn't done** it at all.
- If only I **hadn't taken** the geckos with me.
- I wish I **hadn't gone** into that cave.
- If only I **had known** it was a garden party.

Key Grammar

I wish / If only (past regrets)

We use I wish / If only + to talk about past regrets.



Grammar Reference >> 100

Irregular verbs >> 154–155

- 4 **2.19** Complete the sentences. Then listen and check.

- I wish I (think) a bit more about it before I put a couple of them in a box to take home.
- If only I (ask) about the details!
- I wish I (not be) so thrifty.
- If only I (consider) their size!

- 5 **2.20** Study the grammar table and complete the sentences. Then listen and check.

Key Grammar

Third conditional

We use the third conditional to talk about the imaginary consequences of past events that never happened, so they are now impossible.

Condition	Result
If + past perfect,	would + have + past participle
If I had known it was a garden party,	I would have dressed in something more casual.

- The airport security (not stop) me if I (leave) them where I found them.
 - If I (think) about it for a moment, I (realise) they must belong to a huge animal.
 - If I (not do) it, I (not get) the fine.
 - If I (buy) the more expensive lock, it (be) stronger and they (not able to steal) my bike.
- 6 **2.21** Read the headlines. Then use them to write sentences in the third conditional.

Police stop robbers from stealing huge diamond

Murderer arrested after parrot witnesses crime

THIEVES IDENTIFIED ON SHOP CCTV

AUTHORITIES FINE TOURIST AFTER HE JUMPS IN FOUNTAIN

- 7 **2.22** Look at people's regrets. Write sentences using I wish / If only and/or the third conditional.
- If only I hadn't clicked on that link! I got a virus!
If I hadn't clicked on that link, I wouldn't have got a virus.
 - I regret that I left the window open!
 - I'm sorry I didn't study more yesterday. I failed today's test because of it.
 - I'm so sorry I fell out with my sister last night – my mum was really upset.
 - Unfortunately, I didn't respect the speed limit, and the police gave me a ticket.
- 8 **SPEAK** How would your life have been different if you had been born one hundred years earlier?

FAST FINISHERS

Use the third conditional to write five sentences about how differently your life would have gone if something hadn't happened.

Grammar and vocabulary practice

1 **SPEAK** What superpower would you like to have if you could be a superhero for one day?

2 Write sentences about the pictures using the prompts.



wish / have crystal ball /
can / see / robbers



if / know / which /
be / prince / I / kiss / it



you / not be / so brave /
I / be / lion



only / be / hamster

3 Complete the sentences with the correct words formed from the words in brackets.

- Last night, the police caught the _____ (arson) who'd set the church on fire.
- Do you trust his _____ (judge) of the situation?
- He was accused of _____ (thief) by his colleagues.
- All the immigrants who entered the country _____ (legal) will be deported.
- I heard some _____ (suspect) noises in the garage. Let's take a look in there.
- Never open _____ (attach) in emails from people you don't know.

4 Choose the correct options.

I always thought other people were victims of cybercrimes, but me – I'm a ¹ _____ person who never goes to the dark side of the net and downloads only legal content. And I never open emails from strangers. Then, one day, I clicked ² _____ a link my friend sent me via social media. Only it wasn't really my friend – the link was sent by a virus. I wish I ³ _____ about it for a moment – this guy never sends such stuff! One click and I was a victim of identity ⁴ _____. The bank says my money is gone. The police are looking for the guy who pretended to be me. If they catch him, he'll be ⁵ _____. Unfortunately, it's quite possible he'll never be found, so he might escape ⁶ _____. Or worse – con someone else!

- | | | | |
|--------------|---------------|-------------|-----------|
| 1 A legal | B law-abiding | C fraudster | D guilty |
| 2 A in | B with | C at | D on |
| 3 A were | B had | C thought | D have |
| | thinking | thought | thought |
| 4 A theft | B steal | C thief | D robbery |
| 5 A defended | B prohibited | C punished | D granted |
| 6 A justice | B authority | C jury | D witness |

5 Translate into English.

- Złodziej sklepowy będzie musiał wykonywać prace społeczne przez trzy tygodnie.
- Gdybym tylko znał swoje prawa, gdy zdecydowałem się iść do sądu bez prawnika.
- Nie zapłaciłbyś kary, gdybyś nie rzucał śmieci na ulicy.
- Gdybym był na twoim miejscu, zadzwoniłbym na policję.
- Wszystko będzie dobrze!

6 Complete each pair of sentences with the same word.

- Don't worry, we'll _____ this out!
You must _____ your rubbish – it's the law.
- You need to change the first _____ of your application – it's too informal.
It's expected that the murderer will get a life _____.
- If I get this job, I'll be in _____ of taking three dogs for their daily walks.
Unfortunately, the police often _____ graffiti artists with vandalism.
- You had your wallet stolen?! What a _____!
I fell while snowboarding, and now I feel _____ in my left ankle.
- Juvenile courts _____ cases of people who haven't reached adulthood.
I'll _____ to call you as soon as I can.
- The new government promises to bring law and _____ to the country.
Hi, I'd like to _____ a pepperoni pizza and a coke, please.

7 Listen to the sentences. Does the intonation rise or fall on the words in bold?

- I wouldn't leave your bag there if I were you.
- Many crimes **wouldn't** have been solved if scientists **hadn't** discovered DNA.

8 **SPEAK** Work in groups of four. Create a story, adding sentences to the chain. Start with *If I won a million dollars ...*

If I won a million dollars, I would buy an island.

If I bought an island, I would ...

#BRAINTEASER

One bright winter's day, a body was found in a field. A man had been murdered, but there weren't any footprints. If it hadn't snowed, there would have been footprints on the grass. If the sun hadn't come out, there would have been footprints in the snow. What was the weather like at the time of the murder?



FAST FINISHERS

If you could be anyone (real or fictional), who would you be and why? Write four sentences.

Should cyber bullying be illegal? **Yes** or **No**

1 Most people agree that cyber bullying is cruel and must be stopped. Some go as far as to claim it should be made illegal. There is a difference, **however**, between stopping something and delegitimising it. In fact, there are as many arguments for making cyber bullying illegal as there are against this position.



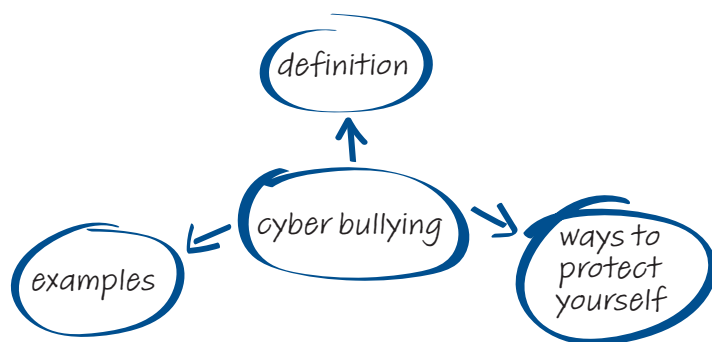
2 One of the main arguments for making cyber bullying illegal is that it is similar to hacking or hate speech, and they are officially banned. Those in favour of making it illegal say that the law should cover **not only** physical crimes **but also** psychological ones. **Furthermore**, if cyber bullying were illegal, it would put off other potential bullies. They would think twice if they knew they would be punished.

3 On the other hand, some opponents of this idea argue that too many people, especially young ones, could go to prison if cyber bullying were illegal. **In addition**, they say that there is a huge difference between *saying terrible things* online and *doing* them in real life. **Moreover**, they point out that cyber bullying is already covered by existing laws, so it does not need extra laws.

4 **To sum up**, making cyber bullying illegal has its pros and cons. It may stop potential Internet bullies, but it may also mean sending many people to prison. Personally, I am in favour of making it illegal. **Nevertheless**, the punishment should be obligatory education for the bullies, not a prison sentence.



- 1 **SPEAK** What do you know about cyber bullying? Discuss.



- 2 Read the essay. Is the writer for or against making cyber bullying illegal?

- 3 Match paragraphs 1–4 to descriptions a–d.

- a arguments against
- b arguments for
- c conclusion (including the writer's opinion)
- d introduction to the debate

WATCH OUT | SKILLS

For-and-against essay

An essay is usually written in a formal style. When writing a for-and-against essay, you should:

- use separate paragraphs of balanced length for separate kinds of arguments (e.g. for and against);
- finish the first paragraph with a thesis showing what kind of essay it is;
- have a closing paragraph summing up your arguments;
- use formal language and a neutral tone, e.g. no contractions, exclamation marks, questions, colloquial language or idioms;
- use formal connectors showing addition, contrast and conclusion (e.g. *furthermore*, *however*) to link your ideas.

- 4 Complete the table with the words and phrases in bold in the essay.

Key Phrases		
A for-and-against essay		
Addition	Contrast	Conclusion
and	but	All in all,
also	although	To conclude,
besides	yet	Summing up,
1	5	8
2	6	
3	7	
4		

- 5 Choose the correct options.

Are school rules necessary?

- All societies need rules to keep discipline, and schools are no different. **Moreover** / **Nevertheless**, schools would be more stressful if there weren't any rules.
- However** / **Although** school rules can be useful, they shouldn't be too strict because childhood is the only time in life when we can be free!
- Rules are necessary **not only** / **moreover** in society in general, but also at school.
- Some school rules can make life easier. **All in all** / **However**, rules such as wearing a uniform prevent students from expressing their own personality.
- School rules promote fairness and respect. They **also** / **although** make life safer and more comfortable for both students and teachers.
- On the one hand, there are many reasons for having school rules. **In addition** / **On the other hand**, society has already got plenty of laws, so it wouldn't matter if school rules didn't exist.

- 6 **SPEAK** Read the arguments in exercise 5 again. Write them under *For* or *Against*. Can you think of any more arguments?

Are school rules necessary?

For:

Ⓐ *all societies need rules ...*

Against:

Ⓑ *childhood is the only time in life when we can be free!*

- 7 Do the writing task. Follow the steps in the Writing Planner.

Napisz rozprawkę na 200–250 słów przedstawiającą argumenty za i przeciw wprowadzeniu w szkołach rygorystycznych zasad zachowania.

WRITING PLANNER

THINK

Think about ways in which strict school rules could be a good or a bad thing. Use ideas from exercise 6 and your own ideas (e.g. rules about students' behaviour, appearance, allowed devices). Think about your introduction and conclusion.

PREPARE

Make notes and organise them into four paragraphs:

- introduction to the debate,
- arguments for or against,
- the opposite point of view,
- conclusion (can include your opinion).

WRITE

Write your essay. Use your notes and the Key Phrases. Remember about formal language.

CHECK

Read your essay and answer the questions:

- Have you included and developed both parts of the instruction?
- Is your text within the word limit (200–250 words)?
- Have you checked your essay for spelling mistakes?

FAST FINISHERS

A popular punishment for students in traditional English-speaking schools is detention – making the students stay after hours, just sitting in a classroom, doing extra work or cleaning the classroom. Write a list of arguments for and against such a punishment.



Find some rules that are typical of British or American high schools. How are they different from the ones in your country? Would you introduce them in your school? Why/Why not?

VOCABULARY

1 Name these criminals.

What do you call someone who ...

- 1 takes money or property illegally, e.g. from a bank?
- 2 steals something from a shop?
- 3 damages someone else's property on purpose?
- 4 deliberately sets fire to buildings?
- 5 breaks into buildings in order to steal things?
- 6 illegally takes goods or people into or out of country in secret?



2 Complete the sentences with the correct forms of the words from the corresponding box. There is one extra word in each box.

authority suspect victim witness

- 1 A security guard doesn't have the [] to arrest you.
- 2 The [] in this case is a young ginger-haired woman, and she's wanted by the police.
- 3 There were no [] to the theft, so the detective asked for CCTV footage.

con grant prohibit scam

- 4 The phone [] was simple – he called people, pretending to be a bank worker, and asked them for their passwords.
- 5 Women in Poland were [] the right to vote in 1918.
- 6 I was [] into buying this car – I was told it worked well, but it doesn't.

GRAMMAR

3 Complete the sentences with the correct forms of the verbs from the box.

be/install oversleep/not ring speak
stop/not find take/wear teach

- 1 The police [] the search if they [] new witnesses last night.
- 2 If I [] you, I [] security cameras here.
- 3 I wish someone [] me how to swim when I was little.
- 4 People [] you seriously if you [] smart clothes instead of hoodies all the time.
- 5 If only I [] French! I could work in Paris.
- 6 I [] this morning if the phone [].

4 Make sentences using the prompts. Add any other necessary words. Do not change the order of the words given.

- 1 my computer / be / safer / if / I / install / an anti-virus program when I bought it?
- 2 I / wish / know / karate.
- 3 he / not become / a criminal / if / he / not hang out / the wrong people / during his adolescence.
- 4 you / let / me / go / if / be / already eighteen?
- 5 only / someone / tell me / taking sand / this beach / be / illegal!
- 6 the boys / have / more money / if / not spend / so much / computer games / every month.

USE OF ENGLISH

1 2 3 4 5 6 7 8

5 Complete the text with one word in each gap.

A holiday is that happy time when you let go of your worries, relax and ¹ [] the world, enjoying all it has to offer. But in order for this time to be truly carefree, you should protect ² [] and your property. To avoid burglary – make sure you have good locks as well ³ [] some sort of security system. If you're still worried – ⁴ [] a simple Internet camera set up in your flat, which will allow you to see that there's nothing going on there. While on the road, keep your things with you at all times. Theft is one of the worst things that can happen to a traveller, and ⁵ [] goods are usually gone for good. Also, make sure you know what's forbidden where you're headed. In some countries the strangest things are ⁶ [] the law and can cost you money. For instance, if you build sandcastles on the beach in Eraclea, in Italy you will pay a ⁷ [] of up to €250. That could certainly ruin your holiday!

6 Complete the second sentence with up to five words so that it means the same as the first one.

- 1 Someone has installed security cameras in our home for us.
We [] in our home.
- 2 The police talked to some witnesses, but how many? How many witnesses []?
- 3 It would be a good idea to block your credit card.
You might [] your credit card.
- 4 The witness probably hid something from the judge.
The witness might [] from the judge.
- 5 They will probably postpone the trial.
The trial will probably [].
- 6 I'd love to be at home now.
I wish [] at home now.

READING

7   Read the articles about animals on duty and complete Joe's email.




WINGED AND FELINE SPIES WERE AMONG US?

Would you get suspicious if a drone kept flying over your garden? Wouldn't you think someone was spying on you? But what if a cat wandered through? Or a pigeon sat on your roof?

In the 1970s, that pigeon might have had a CIA camera strapped to it, and a raven may have dropped a listening device on your windowsill. Most people would treat them as part of the landscape, so animals have often been used to gather important information.

This is called intelligence – knowing what's going on in the world, what other heads of state are planning and people in the streets are thinking. Intelligence is an important part of protecting a country against attacks or defending it if an attack happens. These days, intelligence agencies rely on electronic bugs, infrared cameras, etc., but the history of animal spies is fascinating.

[READ MORE ...](#)

K-9 UNITS

Canine units are a crucial part of the security and defence forces. Thanks to their excellent sense of smell, dogs can be trained to tell apart dozens of different substances. They can find explosives, thus preventing terrorist attacks, or help police drug departments detect illegal substances. In New Zealand, where bringing in fresh fruit from abroad is prohibited, they help security officers stop tourists from smuggling in even the smallest grape.

Naturally, such jobs require specially trained dogs. The CIA dog school, for instance, is the next step for puppies from service dog training or prisoner rehabilitation programmes, where puppies are given to prisoners for company. Caring for them helps the prisoners' rehabilitation, while training the pups gives them something to do.

It's unlikely that K-9 units will be replaced by technology any time soon!

[READ MORE ...](#)

Tammy,

I have something for you, since you're such an animal lover – animals in the service of the police and other special forces! I've just read these articles (links attached), and it seems animals can make great spies. Not only because you can train them, but also because most people don't ¹  if they see them around. Did you ever think of that? Apparently, a few decades ago, birds were used ²  or listen to them. Of course, most animals have been replaced by modern technology, but dogs are still 'on the force'. And they don't just sniff out drugs or bombs. In New Zealand, if a tourist tries to ³  (which is illegal), the dogs working with security officers find it in their luggage. These dogs go to special schools, sometimes more than one. I was surprised to learn that some puppies start out as prisoners' dogs. Puppies in prison keep prisoners company and ⁴  by them. A very interesting idea! The author believes technology can't ⁵  the way it did other animals, and I agree!

Write back soon,
Joe

[Send](#)

WRITING

8   Read the instructions and do the task.

Niektórzy uważają, że uczniowie łamiący szkolny regulamin powinni być karani pracami społecznymi na rzecz szkoły. Napisz rozprawkę (200–250 słów), w której przedstawisz argumenty za takim rozwiązaniem i przeciw niemu.



SPEAK Read the quote and answer the questions. Use the words in the word cloud.

People who don't expect justice don't have to suffer disappointment.

Isaac Asimov (American writer, 1920–1992)

- What is the tone of this quote? Angry? Scared? Bitter?
- Do you agree with what it suggests about the justice system?
- People sometimes take justice and the law into their own hands. Should they? Why/Why not?

6.2 Second conditional • I wish and If only (present and future wishes)

Second conditional

Zdania w drugim okresie warunkowym opisują hipotetyczne sytuacje w teraźniejszości lub przyszłości oraz ich potencjalne skutki, np.

*If criminals **weren't punished**, crime rates **would go up**.*

Zdarzenia opisane w drugim okresie warunkowym są w opinii osoby wypowiadającej zdanie stosunkowo mało prawdopodobne, np.

*I **would be** very surprised if it **snowed** in April.*

Tworzenie zdań w drugim okresie warunkowym

Condition	Result
If + past simple,	would + infinitive
If the man wasn't guilty,	he would have an alibi.
If you exercised regularly,	you wouldn't get tired so fast.
Result	Condition
would + infinitive	if + past simple
She would come to the court	if she could .
We wouldn't report it	if we didn't think it was serious.

UWAGA!

Zamiast *if ... not* możemy czasami użyć *unless* (jeśli nie; chyba że), np.:

*They **wouldn't** organise a press conference **if** they **didn't** have any news.*

*They **wouldn't** organise a press conference **unless** they had some news.*

UWAGA!

W pierwszej i trzeciej osobie liczby pojedynczej zamiast *if ... was* możemy użyć *if ... were*, np.:

*If I **were** a detective, I **would** solve this case in less than a week.*

Udzielając komuś rady, możemy użyć wyrażenia:

*If I **were** you, np.: If I **were** you, I **wouldn't** trust this woman. (Na twoim miejscu nie ufałbym tej kobiecie.)*

I wish and If only (present and future wishes)

I wish oraz *If only* używamy, aby wyrazić żal, że nasza sytuacja wygląda tak, a nie inaczej, np.

*I **wish** I was a millionaire! (Gdybym tylko był milionerem!)*

Po *I wish* i *If only* występuje wówczas czasownik w *past simple*. Tak samo jak w drugim okresie warunkowym, w pierwszej i trzeciej osobie liczby pojedynczej formę *was* można zastąpić formą *were*, np.:

*I **wish** they **lived** somewhere else!*

*If **only** she **was/were** my girlfriend!*

6.7 I wish and If only (past regrets) • Third conditional

I wish and If only (past regrets)

Za pomocą *I wish* i *If only* można również wyrazić ubolewanie dotyczące zdarzeń z przeszłości. Wówczas po *I wish* i *If only* występuje czas *past perfect*, np.:

*I **wish** I **had followed** his advice! (Szkoda, że nie posłuchałem jego rady.)*

*If **only** I **hadn't forgotten** about your birthday! (Żałuję, że zapomniałam o twoich urodzinach.)*

Third conditional

Zdania w trzecim okresie warunkowym opisują hipotetyczne sytuacje z przeszłości, które nigdy nie miały miejsca, oraz ich niedoszące przeszłe skutki. Innymi słowy, trzeci okres warunkowy umożliwia gdybanie nad tym, co mogło się stać w przeszłości, gdyby (również w przeszłości) zostały spełnione określone warunki, np.:

*If they **had interviewed** the victim's colleagues, they **would have solved** the case sooner. (Gdyby przesłuchali współpracowników ofiary, szybciej rozwiązaliby tę sprawę.)*

*I **wouldn't have failed** yesterday's test if I **had known** about it.*

(Nie oblałbym wczorajszego sprawdzianu, gdybym o nim wiedział.)

Tworzenie zdań w trzecim okresie warunkowym

Condition	Result
If + past perfect,	would + have + past participle
If he hadn't listened to them,	he would have got into trouble.
If I hadn't believed your story,	I wouldn't have defended you.
Result	Condition
would + have + past participle	if + past perfect
The police officer would have arrested them	if they had broken the law.
She wouldn't have stolen the sandwich	if she had had enough money to buy it.

UWAGA!

Również w trzecim okresie warunkowym zamiast *if ... not* możemy czasami użyć *unless* (jeśli nie; chyba że), np.:

*He **would have gone** to prison for twenty years **if** he **hadn't** returned the stolen goods.*

*He **would have gone** to prison for twenty years **unless** he had returned the stolen goods.*

- KEY WORDS

VOCABULARY 1 MP3 38

arson	/ˈɑːsən/	podpalenie
arsonist	/ˈɑːsənɪst/	podpalacz
burglar	/ˈbɜːglər/	włamywacz
burglary	/ˈbɜːgləri/	włamanie
do community service	/ˌduː kəˈmjʊːnəti ˌsɜːvɪs/	wykonywać prace społeczne
escape justice	/ɪˈskeɪp ˈdʒʌstɪs/	uciec przed wymiarem sprawiedliwości, uniknąć kary
forensic science	/fəˈrenzɪk ˈsaɪəns/	kryminalistyka
get a life sentence	/ˈget ə ˈlaɪf ˈsentəns/	dostać dożywocie
go to prison	/ˈgəʊ tə ˈprɪzən/	pójść do więzienia
murder	/ˈmɜːdə/	morderstwo
murderer	/ˈmɜːdələr/	morderca
pay a fine	/ˈpeɪ ə ˈfaɪn/	zapłacić grzywnę
punish	/ˈpʌnɪʃ/	ukarać
punishment	/ˈpʌnɪʃmənt/	kara
rob	/rɒb/	okraść, obrabować
robber	/ˈrɒbə/	bandyta, rabuś, złodziej
robbery	/ˈrɒbəri/	rabunek, napad, rozbój
shoplifter	/ˈʃɒp,lɪftər/	złodziej sklepowy
shoplifting	/ˈʃɒp,lɪftɪŋ/	kradzież sklepowa
smuggler	/ˈsmʌɡlə/	przemytnik
smuggling	/ˈsmʌɡlɪŋ/	przemyt
theft	/θeft/	kradzież
thief	/θiːf/	złodziej
vandal	/ˈvændəl/	wandal
vandalism	/ˈvændə,lɪzəm/	wandalizm

READING MP3 39

chase	/tʃeɪs/	ścigać
commit a crime	/kəˈmɪt ə ˈkraɪm/	popęlić przestępstwo
feline	/ˈfiːlɪn/	zwierzę z rodziny kotów; koci
law-abiding	/ˈbɔːəˈbaɪdɪŋ/	przestrzegający prawa
law-breaking	/ˈbɔːˈbreɪkɪŋ/	naruszający prawo
obtain	/əbˈteɪn/	otrzymać, uzyskać
rodent	/ˈrəʊdənt/	gryzoń
seagull	/ˈsiːˌɡʌl/	mewa
stolen goods	/ˌstəʊlən ˈɡʊdz/	skradzione towary
suspect	/ˈsʌspekt/	podejrzany (podejrzana osoba)
suspicious	/səˈspɪʃəs/	podejrzany, podejrzliwy
witness	/ˈwɪtnəs/	świadek; być świadkiem

VOCABULARY 2 MP3 40

accuse	/əˈkjuːz/	oskarżać
adopt	/əˈdɒpt/	przyjmować
authority	/ˈɔːˈθɒrəti/	władza
case	/keɪs/	sprawa (sądowa)
charge	/tʃɑːdʒ/	wnieść oskarżenie
child labour	/ˈtʃaɪld ˈleɪbə/	zatrudnianie nieletnich
defend	/dɪˈfend/	bronić, występować w obronie
genocide	/ˈdʒenəsaɪd/	ludobójstwo
grant	/ɡrɑːnt/	nadać
International Court of Justice	/ˌɪntəˌnæʃənəl ˌkɔːt əv ˈdʒʌstɪs/	Międzynarodowy Trybunał Sprawiedliwości
International Criminal Court	/ˌɪntəˌnæʃənəl ˈkrɪmɪnəl ˌkɔːt/	Międzynarodowy Trybunał Karny
judge	/dʒʌdʒ/	osądzić
judgment	/ˈdʒʌdʒmənt/	wyrok, osąd
jury	/ˈdʒʊəri/	ława przysięgłych
law and order	/ˌbɔː ənd ˈɔːdə/	ład i porządek, prawo i porządek
prohibit	/prəˈhɪbɪt/	zakazać, zabronić
regulate	/ˈregjəleɪt/	regulować (prawnie)
regulation	/ˌregjəˈleɪʃən/	przepis, regulacja prawna
trial	/ˈtraɪəl/	proces, rozprawa sądowa
try	/traɪ/	sądzić

UNICEF (United Nations International Children's Emergency Fund)	/ˈjuːnɪsef/ˌjəˌnaɪtɪd ˌneɪʃənz ˌɪntəˌnæʃənəl ˈtʃɪldrənz ɪˌmɜːdʒnsɪ ˈfʌnd/	Fundusz Narodów Zjednoczonych na rzecz Dzieci
verdict	/ˈvɜːdɪkt/	werdykt, wyrok

LISTENING MP3 41

bully	/ˈbʊli/	dręczyciel, osoba znęcająca się nad innymi
click on a link	/ˌklɪk ɒn ə ˈlɪŋk/	kliknąć link
con	/kɒn/	oszukać
conman	/ˈkɒnˌmæn/	oszust, kanciarz, naciągacz
cyber bullying	/ˈsaɪbəˌbʊlɪŋ/	cyberprzemoc, nękanie w Internecie
cybercrime	/ˈsaɪbəˌkraɪm/	cyberprzestępczość
fraud	/frɔːd/	oszustwo, defraudacja
fraudster	/ˈfrɔːdstə/	oszust
hack	/hæk/	włamać się do komputera lub sieci komputerowej
hacker	/ˈhæka/	haker
identity theft	/aɪˈdɛntɪti θeft/	kradzież danych osobowych
junk mail	/ˈdʒʌŋk meɪl/	niechciane materiały reklamowe przesłane pocztą
login details	/ˈlɒɡɪn ˌdiːteɪls/	szczegóły logowania
open an attachment	/ˌəʊpən ən ə ˈtæʃtmənt/	otworzyć załącznik
phishing	/ˈfɪʃɪŋ/	wytłudzanie poufnych informacji z komputera
protect (yourself)	/prəˈtekt (jəˌself)/	chronić (siebie)
scam	/skæm/	przekręt, wyłudzenie; oszukać
scammer	/ˈskaema/	oszust, kanciarz
spam	/spæm/	spam, niechciana poczta elektroniczna; spamować

GRAMMAR 2 MP3 42

CCTV (closed circuit television)	/ˌsiː ˌsiː ˌtiː ˈviː / ˌkləʊzd ˌsɪrkit ˈteliˌvɪʒən/	kamery, zamknięta sieć telewizyjna
fine	/faɪn/	ukarać grzywną
speed limit	/ˈspiːd ˌlɪmɪt/	ograniczenie prędkości
ticket	/ˈtɪkɪt/	mandat

USE OF ENGLISH MP3 43

deport	/dɪˈpɔːt/	deportować
immigrant	/ˈɪmɪɡrənt/	imigrant
juvenile court	/ˌdʒuːvənəl ˈkɔːt/	sąd dla nieletnich

WRITING MP3 44

fairness	/ˈfeənəs/	sprawiedliwość
hate speech	/ˈheɪt spiːtʃ/	mowa nienawiści
put sb off	/ˌpʊt ˌsʌmbədi ˈɒf/	odstraszać kogoś
strict	/strikt/	surowy, restrykcyjny

REVISION MP3 45

bug	/bʌɡ/	urządzenie do podsłuchu
canine	/ˈkeɪnɪn/	psi, z rodziny psowatych
infrared camera	/ˌɪnfəˌred ˈkæməərə/	kamera na podczerwień
intelligence	/ˌɪnˈtelɪdʒəns/	wywiad
sniff sth out	/ˌsnɪf ˌsʌmθɪŋ ˈaʊt/	wywęszyć coś
spy	/spaɪ/	szpieg, szpiegować

Word families

When you learn a new word, look at the whole family of words that can be made from it. Try to organise them in a table: nouns (abstract, people, objects), adjectives, verbs, adverbs. You might also want to check if any of them have prefixes to form opposite meanings.

Look at the words in this unit, pick six and find as many words in their families as you can. Use a dictionary to help you.

Noun - object	Noun - person	Abstract noun	Verb	Adjective	Adverb
-	accused	accusation	accuse	accused / accusing	accusingly



7

TIME FLIES!



1 **SPEAK** Look at the photo and answer the questions.



- Is this a fancy or casual birthday party? What makes you think so?
- What do you think they're going to do next?
- Why is celebrating anniversaries so important to us?

2 **SPEAK** Read the comments. Lilou159 says to make a wish, as if birthday candles could magically make it come true. Why do we believe that?



Cameron

Happy b-day, hope you're having a good one! 😄



kitty

One of these days, doughnuts won't fit all the candles. 😊



kyle

My grandma says getting older is only fun when you're young. 😊



lilou159

Wish for something awesome before you blow those candles out! 🎂

Comment

...



- 1 **SPEAK** A lot of people claim that their school years were the best time of their lives. Do you feel that they are right? Why/Why not?

- 2 **RECYCLE** Complete the sentences with the words from the box.

eat get help hit lifestyle mess organised
sleep tidy

- Do you believe you lead a healthy _____?
- Do you _____ out of bed as soon as the alarm goes off, or do you _____ the snooze button?
- Do you leave your room in a _____ or _____ it up before you go to school?
- Are you a(n) _____ person?
- How often do you _____ out?
- Do you get enough _____?
- How much do you _____ out at home?

- 3 **SPEAK** Pick two questions from exercise 2 and walk around the classroom asking your classmates. Then tell your partner what you found out.

- 4 **KEY WORDS** Match the highlighted phrases to pictures A–G. Some pictures match more than one phrase.

be in a rush • catch up on your reading
chill out on the sofa • feed your pet • have a lie-in
have a quiet night in • have/invite someone over
sleep in • stay out late • turn in early



- 5 **KEY WORDS** Look again at the pictures in exercise 4. Which of them shows someone who probably:

- has a **rich social life**?
- leads an **inactive** or **unhealthy** lifestyle?
- loves **peace and quiet**?
- has a **hectic/stressful** life?
- leads a **nocturnal** lifestyle?

- 6 **RECYCLE** Complete texts A–C with the highlighted words from exercises 4 and 5.

A
I attend drawing lessons after school and have to help out with my younger siblings, so my life is pretty ¹ _____ – I'm basically in a ² _____ all week, trying to keep up with my busy daily schedule. That's why at weekends I love some ³ _____ and quiet so that I can ⁴ _____ a lie-in. Sometimes I don't get out of bed till noon, ⁵ _____ up on my reading. Books are my escape.

B
I wouldn't be able to function without a rich ¹ _____ life, so most nights I ² _____ out late with my friends or invite them ³ _____ to my place. It's so much fun to eat out or go clubbing. But this kind of lifestyle is a bit ⁴ _____. That's why on Sundays I ⁵ _____ in. I keep hitting the snooze button till noon, and then I ⁶ _____ out on the sofa watching my favourite shows. You know – recharging my batteries. 😊

C
I try to lead an active and healthy lifestyle. I tidy my room in the morning to have more time later. After school, I help my mum with shopping and cooking. Then I go for a jog with our two Labradors, ¹ _____ them, and then do my homework and have a quiet night ² _____. I usually ³ _____ in around 10 pm so that I can get up early – a ⁴ _____ lifestyle and staying up till 2 am is definitely not for me!

- 7 **SPEAK** Describe your lifestyle and habits. Would they be different if you lived somewhere else, e.g. in a different country?

- 8 **SPEAK** Sophie is a German student who went on a school exchange. Look at the video still from her vlog and answer the questions.



- Describe the picture. Where do you think she went?
- What could have been different, cool or difficult for her in this school?
- Would you like to go on an exchange to a country with a totally different culture?

FAST FINISHERS

- RECYCLE** Describe your ideal day or week in six sentences. Use the vocabulary from this lesson.

Reported speech

- 1 **SPEAK** Have you ever missed someone's important day (e.g. birthday, graduation)? Why?
- 2 **2.22** Listen to the message and number the sentences in the order you hear them. Do you agree with Meg's dad's decision?
- He told me **I was going to be** ready for the next test.
 - I really thought **it wasn't** that difficult.
 - You said **you were counting** on me.
 - He said **he had seen** these problems before.
 - My chemistry teacher told my parents that **I would have to attend** summer courses.
 - I really thought **I could handle** it.
 - My chemistry teacher told my parents that **I had to retake** the last two tests.
 - He said that way back before we were even born, **our dad had had** exactly the same problems with Mr B.!
 - I told my parents yesterday that **I had studied** hard with Mike the previous day.
- 3 Look at the video still and study the grammar table. Then complete it with examples a-i from exercise 2.

Key Grammar

Reported statements

We use reported speech to report something that someone said. We need to change the tenses that the speaker originally used. We also change pronouns, possessive adjectives, and expressions of time and place.

Direct speech	Reported speech
present simple	→ past simple ¹ b
present continuous	→ past continuous ²
past simple	→ past perfect ³
past perfect	→ past perfect ⁴
present perfect	→ past perfect ⁵
will	→ would ⁶
can	→ could ⁷
must/have to	→ had to ⁸
be going to	→ was/were going to ⁹



- 4 Rewrite the sentences from exercise 2 in direct speech.
a 'You're going to be ready for the next test.'
- 5 Rewrite the sentences using reported speech.
- Sam: 'No one has achieved such a score before.'
Sam said that no one had achieved such a score before.
 - Jamie: 'I won the competition because I had practised for months.'
 - My grandma: 'I'm not going to use this recipe again.'
 - My mum: 'You must survive without social media for a few days.'
 - The company: 'We can solve this problem.'
- 6 Study the grammar table and sentences a-d. Then match the sentences to the rules.
- He **suggested** I should take one test a week.
 - I **asked** Mr B. to give me two weeks.
 - My dad **told** me not to go to any parties.
 - My brother, Mike, has **offered** to help me.

Key Grammar

Reported requests, offers, suggestions and commands

Requests

'Please give me two weeks!' → ¹ b

Offers

'I'll help you.' → ²

Suggestions

'I suggest one test a week.' → ³

Commands

'Don't go to any parties.' → ⁴

- 7 **2.23** Listen and match the sentences to the speakers.
- He asked me to call back when I got the message.
 - My friend suggested that we should meet at midday.
 - The shop assistant offered to help me.
 - She told us not to leave bags unattended.
- 1 2 3 4
- 8 Rewrite the sentences using reported requests, offers, suggestions and commands.
- Ann (to the teacher): 'Can you give us an example, please?'
 - The teacher: 'How about working in pairs?'
 - My classmate: 'I could help you.'
 - The teacher: 'Don't start exercise 7 yet.'
- 9 **SPEAK** Report three things your teacher said during this lesson.

FAST FINISHERS

- Write five sentences reporting a conversation between characters in a film/TV series.

A stimulus-based conversation

1 **SPEAK** What are the best activities to make a birthday party more fun?

2 **2.24** Look at the pictures, listen to the message and answer the questions.



- 1 Which activity did he choose? Why?
- 2 Why didn't he like the other options?

3 **2.24** Listen again and complete the Key Phrases.

Key Phrases

A stimulus-based conversation

Choosing one option

I think it's a ¹ / good bet because ...
 First of all, it's great because ...
 It also has the advantage of (a huge choice of) ...
 There are ² of different things to do there.
 I'd definitely go for (option one) since ...
 More people will be intrigued by / interested in ...
 I think/believe it's the best choice.
 I suppose it's more appropriate/eye-catching than ...

Rejecting other options

As for the other (two), ...
 ... isn't for everyone.
 Not everyone enjoys / is drawn to ...
 Some people might ³ to ...
 I really dislike ⁴ that ...
 That's a huge argument against it.
 It's (crowded) compared ⁵ ...
 So, that's (probably) the least appealing option.

4 **Write sentences from the prompts.**
Use the Key Phrases.

- 1 think / safe / bet / is / entertaining
- 2 has / advantage / showing / wide choice / activities
- 3 painting / simply / not / everyone
- 4 dislike / fact / show / only / one kind of art
- 5 third poster / be / least appealing / option
- 6 it / not / eye-catching / compared / the other one

5 **SPEAK** Look at the photos and do the task. Student A, look at the task below. Student B, look at page 156.

Twoja szkoła organizuje Klub Planszówek. Poproszono Cię o pomoc w wybraniu plakatu, który będzie go reklamował. Powiedz, który plakat wybierasz, i wyjaśnij, dlaczego odrzucasz drugą propozycję.



Exercise your **BRAIN** the **FUN** way
 Improve your strategic thinking
 and problem solving skills

BOARD GAMES

Fridays, 4 pm - room 207



Meet new people!
 Fun and laughter guaranteed!

Join the Board Games Club
 Fridays, 4 pm - room 207

6 **SPEAK** Answer the questions.

- 1 Do you think board games will disappear because of the growing number of computer/online games? Why/Why not?
- 2 Does it make sense to learn to knit or make pottery or jewellery these days? Why/Why not?

FAST FINISHERS

Create a slogan for a poster that would encourage young people to spend more of their time on creative or artistic activities.



7.4 Reading

A timeline about time-fillers

1 SPEAK Look at the pictures on page 107. Do you recognise these things? Have you ever used them?

2 Read the **WATCH OUT | SKILLS** box and decide if the sentences 1–4 present facts or opinions.

- Fans argued that it was great.
- Three years later, Facebook reported that the number of registered users had reached 30 million.
- People complain that social media are damaging our social skills.
- According to research, kids who play video games have better reflexes.

WATCH OUT | SKILLS

Facts vs opinions

Texts you read present both facts and people's opinions. To learn to recognise them, look at the phrases below.

Introducing facts

It is reported / (someone) reported that ...
Statistics show that ...
According to research, ...
(Someone) announced that
(e.g. 800 million) people ...

Introducing opinions

Some people said / It is said (that) ...
People argue/claim/complain that ...
Experts suggest that ...
Perhaps/Maybe ...

3 Scan the text on page 107 and find three examples of presenting opinions and facts.

4 **2.25** Read the text and answer the questions.

- How many Rubik's Cubes have been sold?
- Who are the main characters in the *Mario Bros* video games, and who are their enemies?
- What language(s) could Furbies speak?
- How much time do people spend on Facebook every day?
- What's the difference between the original *Pokémon* and *Pokémon GO*?

5 Read the text again and complete the summary with up to five words in each gap.

Historia (niejednego) szaleństwa

Od czasu do czasu świat ogarnia szal na punkcie nowego trendu, ale tylko niektóre przetrwały próbę czasu. W latach 80. nie wszyscy wierzyli, że ¹ _____ będzie długotrwała, ale minęło 40 lat, a na całym świecie odbywają się zawody, na których najlepsi układają ją w ² _____ czasie. Bracia Mario są ikonami rynku rozrywki. Na początku *Mario Bros* ³ _____ w salonach gier, a potem również w wersji na ⁴ _____. W latach 90. pojawiła się kolejna zabawka, która jest z nami do dziś – Furby. Jej największa atrakcja – fakt „uczenia się” angielskiego – okazała się być kłopotliwa, ponieważ podejrzewano, że Furby może być używany ⁵ _____. Media społecznościowe to szaleństwo nowego tysiąclecia. Największa z platform, Facebook, ⁶ _____ zdobyła 30 milionów użytkowników. Z kolei obecnie na rynku hitami są gry z rozszerzoną rzeczywistością, takie jak *Pokémon GO*.

6 KEY WORDS Complete phrases 1–8 using the highlighted words from the text. Then match them to definitions a–h.

- _____ out and about
- _____ arcades
- a _____ gadget
- follow the latest _____
- _____ the Rubik's Cube
- _____ out games for _____ reality / consoles
- a popular time-_____
- _____ a comeback

- a device/object that many people want to have
- put console/augmented reality games on the market
- be successful again after a long break
- a place to play video games on money-operated machines
- something that a lot of people like to do in their free time
- leave home or go out
- turn the cube until each side is one colour (on a classic six-colour cube)
- join in the activity that has suddenly gained popularity

7 Complete the text with the highlighted words and phrases from the text.

I was never one to ¹ _____ the latest crazes. If all of my friends owned a ² _____-have gadget within weeks of its launch, I simply laughed at them. If Xbox ³ _____ a new adventure game for their console, or if a classic game ⁴ _____ a comeback – I didn't get excited about it. I had my own time-⁵ _____, like playing chess or ⁶ _____ Sudoku puzzles. If I played games, it was in a vintage ⁷ _____ arcade they'd opened near my grandparents' house. And if the weather was nice, I liked to get out and ⁸ _____ and explore the real world. And then my cousin showed me the ⁹ _____ reality games, like Minecraft Earth. And now I'm hooked! I walk around parks and streets and see them on my phone screen filled with Minecraft objects.

8 SPEAK Answer the questions.

- What else could you add to the timeline? Justify your choices and compare them with your partner.
- Do the things on your list waste time? Do any of them save time? Do they have any other advantages?
- Do you agree with the saying: 'Time you enjoy wasting is never wasted'?



FAST FINISHERS

How can the saying 'Don't waste your life living somebody else's life' be understood in the age of social media? Do you agree with it? Write a short post illustrating your point of view.

Timeline: filling time through the decades!

Check out this timeline of the most popular **time-fillers** over the years. What would you add? Send us your ideas!

1980

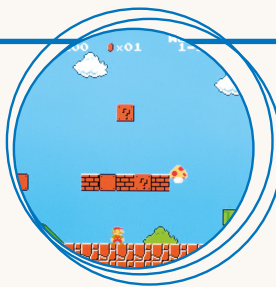
Rubik's Cube

When the Rubik's Cube **craze** began in 1980, some people said that it would never last. But more than 350 million cubes have been sold since then, and competitive ⁵ 'cubers' are constantly setting new world records for the fastest time to **solve the cube** – which is less than five seconds now! If you'd like to try your hand at it, then go to YouTube, where lots of 'cubers' are offering to share their secrets!



1983

Mario Bros



Do you remember Mario and Luigi? These brothers – some people argued that they were twins – were plumbers who had to battle strange creatures that came ¹⁰ out of the sewers under New York City. In the early 1980s, players crowded the **video arcades** to see if they could defeat the creatures. Soon afterwards, Nintendo announced that they were **bringing out** *Super Mario Bros* for home computers and game consoles.

1998

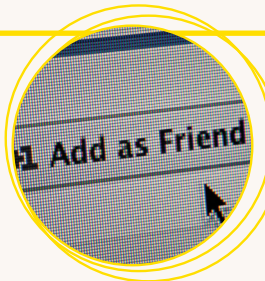
Furby

A robotic creature called *Furby* was the '**must-have**' new **gadget** of 1998. Furbies ¹⁵ spoke their own language (Furbish) – replying 'doo-dah' ('yes') or 'boo' ('no') when their owner told them to do something. They were also able to 'learn' English to such an extent that the US National Security Agency actually banned them from its buildings because some people claimed that they could repeat top-secret information! Relunched in 2016 with speech recognition chips, *Furby* is still going strong.



2004

Facebook



²⁰ Facebook wasn't the first social networking site of the new millennium, but when it was introduced, it soon became the leading one. It gained 1,200 users in the first twenty-four hours, and a mere three years later reported that the number of registered users had reached 30 million. Nowadays, more than a billion people around the world devote a total of 950 million hours a day ²⁵ to Facebook, documenting their own lives or following those of other people!

2016

Pokémon GO

Twenty years after the original Pokémon craze, the 'pocket monsters' made a comeback in Pokémon GO. This time, players **following the latest craze** had to use the GPS on their mobiles to find **augmented reality** creatures. Some people complained that the game was a health hazard because players were too distracted ³⁰ and didn't pay enough attention to their surroundings, but fans argued that it was a great way to **get out and about** and explore your area. Clearly, many people agreed – after just two years, the Pokémon Company announced that it had had more than 800 million downloads.



What's next?

What do you think the next big craze will be? Some experts suggest that mobile devices will vanish ³⁵ in twenty years' time, so perhaps we'll be playing games on chips implanted in our bodies. Or maybe the old twentieth century time-fillers will **make a comeback**.

Did you know?

💡 The Rubik's Cube is named after its inventor, Hungarian professor of architecture Ernő Rubik.

GLOSSARY

chip (microchip) – mikroprocesor

plumber – hydraulik

sewers – kanalizacja

speech recognition – rozpoznawanie mowy

Reporting verbs

- 1 **SPEAK** Do you complain a lot? Why/Why not? If yes, what about?

- 2 Complete the table with the reporting verbs from the box. You can use a dictionary to help you. Some verbs match more than one category.

add admit agree ask claim complain
confirm explain invite promise refuse say
shout tell wonder

verb + to	verb + object + to	verb + that	verb + if
agree	ask	agree	ask

- 3 **KEY WORDS** Check the meaning of the highlighted reporting verbs. Then match six of them to definitions a–f.

advise • announce • apologise • argue • assure
confess • deny • forbid • insist • persuade
point out • report • reveal • threaten • warn

- a to tell someone that something is dangerous
b to say firmly that something must be done
c to tell someone something that was a secret
d to make a public or official statement
e to give reasons why you believe something
f a phrasal verb that means 'to tell someone something'



- 4 Match the statements to some of the highlighted reporting verbs from exercise 3.

- 1 'No, I really don't waste time playing games on my phone!' *deny*
- 2 'We will be the biggest social networking site in the world.'
- 3 'I'm really sorry I put that information on Twitter.'
- 4 'The company must give me a refund!'
- 5 'Be careful. If you download programs from this website, you can get a virus.'
- 6 'You should get him a historical novel, he loves history.'

- 5 Read the text and choose the correct options. Who do you think the police might arrest next?



The Daily News ¹reported / assured that a murder had been committed yesterday afternoon. A man was arrested, but he ²warned / denied that he had committed the crime. He ³assured / threatened the investigators that he had been at work from 9:00 until 5:00. When the police questioned his business partner, she ⁴insisted / persuaded that he had not been in the office all day. Later, the police ⁵revealed / confessed that the same fingerprints had been found in the office and at the crime scene, ⁶announcing / advising that they were about to make a second arrest.

- 6 Look again at the reporting verbs in exercise 5. Which verb pattern from exercise 2 do they all follow?

- 7 2.26 Listen and match the verbs from the box to recordings 1–5.

announce confess insist persuade warn

- 1 3 5
2 4

- 8 **SPEAK** Take turns and guess what these people actually said.

- 1 Luis invited us to dinner.

Why don't you come over for dinner?

- 2 Sam denied that he'd taken my book.
3 John insisted that I should see that movie.
4 Ian forbade me to follow him.
5 Carrie assured her parents her sister would be taken care of.
6 Mary pointed out that it was time to go home.
7 Tia argued that we should stay longer.

FAST FINISHERS

- Choose two reporting verbs from exercise 3 and draw simple pictures or cartoons illustrating their meaning.

- 1 **SPEAK** What expressions related to time are there in your language?
- 2 **KEY WORDS** Read the dialogue and look at the highlighted expressions. Can you guess what they mean? Are there any similar expressions in your language?
- Max Where's Abby? We're **running out of time**!
- Gail You know her. She never plans anything and is never **on time**. She needs to learn to **manage her time**. Oh, there she is! **Better late than never**, Abby!
- Abby I'm not late, am I? This morning my mum suggested I should **make time for** some physical activities. So I said '**There's no time like the present**' and went rollerblading.
- Max Let me guess. **Time flies when you're having fun**, and you forgot all about the cake.
- Abby Well ... Kind of ... But I'm here, and we still have almost three hours, so I say – **perfect timing**.
- Gail No, it's not. We should be almost done by now!
- Max OK, calm down. We **can't turn back the clock**. Let's just get to work and hope nothing goes wrong. **Time will tell** if we can make it before the party.

- 3  Read the **WATCH OUT** box and match sentences 1–4 with some of the highlighted idioms and sayings from exercise 2.

- You should do something now rather than waiting until later.
- It's better to arrive late than not to arrive at all.
- Time seems to pass quickly when you're having a good time.
- We can't change things that have already happened, even if we regret them.

WATCH OUT Understanding idioms and sayings

An idiom is an expression which has a meaning that is different from the literal meaning of the words. Idioms and sayings are used to add interest.

Time will tell! = We'll learn the results of our actions in the future.

- 4  Match some of the highlighted expressions from exercise 2 to definitions 1–5.
- organise your time
 - arriving at the correct time
 - the right moment to do something
 - not have much time to finish something
 - find the time for something/someone despite being busy



- 5  2.27 Look at the quiz questions and guess the answers. Then read the **WATCH OUT | SKILLS** box, listen to the radio programme and check.

It's QUIZ time!

Test yourself with questions from your favourite radio quiz. This week it's all about TIME!

- Which country has the most time zones?**
 - USA
 - France
 - China
- Which time traveller travels in a TARDIS?**
 - Hermione Granger
 - Marty McFly
 - The Doctor
- What do we call the study of measuring time?**
 - etymology
 - horology
 - metronomy
- Which calendar do most countries use?**
 - the Julian calendar
 - the Gregorian calendar
 - the lunar calendar
- How long does it take for the Earth to make a complete turn on its axis?**
 - less than twenty-four hours
 - twenty-four hours exactly
 - more than twenty-four hours

WATCH OUT | SKILLS

Avoiding distractors

The speakers might mention all the possible answers, but only one is correct. Read all the options before listening so that you know what the distractors are.

- 6  2.27   Listen again and complete the sentences with up to four words in each gap.
- France's territories cover  because they are spread all over the world.
 - Marty McFly uses the time machine to , which makes a huge difference in Marty's current life.
 - The words 'horology' and 'hour' both  word.
 - At first, Rachel says we have a lunar calendar because months  are of similar length.
 - Around the sixteenth century, the Gregorian calendar .
 - The idea of leap years helps Rachel  'less than twenty-four hours' is the correct answer.
- 7 **SPEAK** Do you know any other films or TV series about time travel? Which ones would you recommend?

 FAST FINISHERS

 An Anglo-Saxon tradition says that in leap years, on the 29 February, women can propose to men. Write a short comment with your opinion on this.

Reported questions

- 1 **SPEAK** Do you ever watch quiz shows? If you do, how often do you know the answers?



- 2 **2.28** Listen to the dialogue. Tick the sentences you hear.

- The host asked if I knew which country had the most time zones.
- The guy asked which time traveller travelled in a TARDIS.
- He asked whether I'd remembered to take my metronome with me.
- He asked what we called the calendar that most countries use today.
- He asked how long it would take for the Earth to go around the Sun twice.

- 3 Look at the video still and study the grammar table and the underlined phrases in exercise 2. Then answer questions 1–5.

Key Grammar

Reported questions

We use reported questions to report a question that someone asked.

Questions with Yes/No answers

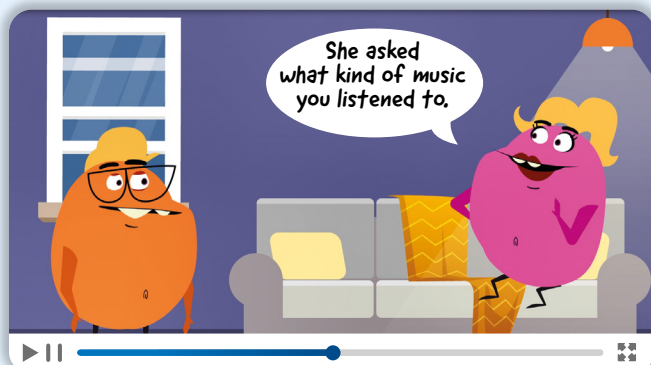
'Do you want to go on air?' →

The radio station asked if/whether Rachel wanted to go on air.

Questions that begin with Wh-/How

'What do we call the study of measuring time?' →

He asked what we called the study of measuring time.



Grammar Reference >> 116

- Are the tense changes the same as in reported statements?
- Do we use question marks in reported questions?
- When do we use *if/whether*?
- How does the word order change in reported questions?
- What happens in questions with *do/does/did*?

- 4 **2.29** Listen and repeat the direct and reported questions. Which words are stressed in reported questions?

- a 'Can you repeat the question?'
b She asked if I could repeat the question.
- a 'Who invented the calendar?'
b He asked who had invented the calendar.

- 5 Rewrite the quiz presenter's questions as reported questions. Think about whether they are Yes/No or Wh-/How questions, and remember to change the tenses.

- 'Will the year 2100 be a leap year?'
- 'What is a nanosecond?'
- 'How many babies have been born this year in the world?'
- 'Is Daylight Saving Time going to be abandoned in favour of winter or summer time?'
- 'Who created the phrase: *Time waits for no man*'?

- 6 Rewrite the reported questions as direct questions.

- I asked her where she was from.
'Where are you from?'
- He asked me if I would learn more languages in the future.
- She asked him how long he had lived in his current home.
- I asked them if they were going out that weekend.
- I asked her whether she had any hobbies.
- She asked me when I had last played board games.



- 7 **SPEAK** Ask your partner the direct questions from exercise 6. Then report your partner's answers.

Where are you from, Ala?

I'm from Lublin, Poland.

I asked Ala where she was from, and she told me that she was from Lublin.

FAST FINISHERS

- Imagine you have interviewed your favourite book/movie/TV series character. Write a forum entry about this interview, reporting five questions and answers.



Find the answers to the quiz questions in exercise 5 and report them to the class.

1 **SPEAK** What is your family's favourite way of spending free time together?

2  Match the sentence halves.

- 1 Do your parents insist
 - 2 What latest craze
 - 3 Do you own any
 - 4 What do you do to get
 - 5 Do you agree that there's no time
 - 6 When was the last time you had a quiet
- a must-have gadgets?
 - b some peace and quiet when you need it?
 - c night in?
 - d on playing old-fashioned games?
 - e like the present?
 - f are your classmates following? Are you following it?

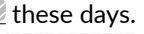
3 **SPEAK** Answer the questions from exercise 2.

4 Choose the correct options.

- 1 Psychologists *advice* / *advise* that parents should monitor kids' screen time.
- 2 Board games like Dixit are a(n) *safe* / *easy* bet when you're looking for a gift.
- 3 Many games try to make a *comeback* / *return* and fail.
- 4 My dad *denied* / *refused* to give me money for a video games console.
- 5 You need to remember that not everyone *enjoys* / *entertains* competitive games.
- 6 Having to choose between kayaking, playing chess and eating out, the third option seems the least *appealing* / *interested* to me.

5  Complete the sentences with the words from the box. There are two extra words.

advantage arcades assured match object
pointed revealed rush timing

- 1 The sales assistant  us that it was a very popular game.
- 2 Between school, my violin lessons and aikido, I'm always in a  these days.
- 3 Board games also have the  of giving the family an opportunity to spend time together.
- 4 I've only ever seen video  in American movies. We don't have them here.
- 5 Jeremy, perfect ! I was just telling them how you had broken that *Pokémon GO* record.
- 6 Maybe we shouldn't ask the players to give us too much personal information, as someone might  to it.
- 7 Alice  out that we're always hanging out at my house, so tonight I'm going over to her place.

6   Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- 1 I wish I could tell you more about it, but we  (run / time) already.
- 2 I asked her  (why / she / stare) at me, but she just looked away and walked off.
- 3 Marie  (offer / explain / me) how to play *Crazy Eights*, and I said yes.
- 4 Mark said that his plan for the winter break  (be / catch) all the TV series he'd missed.
- 5 Mum said that if  (want / stay) late, I needed to call her every hour.
- 6 The company announced they  (not / raise / prices) of game subscriptions for the following two years.
- 7 Andrew  (apologise / criticise) my ideas.

7   Complete each pair of sentences with the same word.

- 1 With so many friends and acquaintances, you must have a  social life.
If I were , I'd definitely spend my leisure time exploring the world.
- 2 I didn't sleep well last night, so I'll  in early tonight.
It seems that every time you  a page of this book, there's a plot twist.
- 3 I can't believe he can  the Rubik's Cube without looking at it.
How did Holmes manage to  this mystery?
- 4 How about we all  our favourite games on this trip?
Did you hear that they're going to  out part four of this game next year?
- 5 Salome invited us  to her summer house for the weekend. Shall we go?
I was staring at the words 'game ' and couldn't believe I'd lost.

#BRAINTEASER

I asked the same question all day long, but people replied with a different answer every time. They insisted that they were telling the truth, and I can confirm that their answers were always correct! What was my question?



FAST FINISHERS

 What do your parents think of your lifestyle and free-time activities? Do they agree with your choices? Write a social media post about it using vocabulary from this unit and reported speech.

It's NOT all fun and games

by Laura Graft



Introduction → Imagine a teenager's room: books everywhere, a skateboard against the wall, music playing from the computer. And the owner of these things? Sleeping with her head on her desk. The purpose of a teen's life is to have a good time? I don't think so! High school is actually a lot of hard work.

Main body 1 → Take a look at the survey 'Your last school day' conducted in our school. Asked how many hours people had spent on school, commuting and homework, forty percent replied they'd spent between seven and nine hours on these activities, while over half said it had been between nine and ten hours. That means it was 7 pm before the vast majority of them were free! Add to that dinner and family time, and I'd like to know how we're supposed to make time for our hobbies.

Main body 2 → The survey also asked how many hours we had spent sleeping, and guess what? Contrary to what people believe – that teenagers stay up all night – over ninety percent reported that they'd slept eight to ten hours. Only one in ten didn't get enough sleep. But do the maths – ten hours for school plus ten hours of sleep. Not much left, huh? Eight out of ten students said they'd divided these few remaining hours between friends and family, sports and activity clubs.

Conclusion → Time flies when you're having fun? Maybe. How would we know? Our time certainly flies when we've got school. So all of you guys working so hard – hang in there, summer will be here in just two months, and then we can sleep all day and stay up all night!

1 **SPEAK** Do the survey below.

Your last school day

How long did you spend ...

- at school?  hours
- travelling to/from school?  minutes / hours
- doing your homework?  minutes / hours
- sleeping?  hours

How much free time did you have?  hours

How did you spend your free time?



2 Read Laura's article. Are any of the answers the same as your answers to exercise 1?

3 Read the article again. Which part(s):

- a provide(s) final thoughts on the issue?
- b present(s) the topic?
- c talk(s) about various aspects of the issue?

4 Read the **WATCH OUT | SKILLS** box and find examples of a–f in the article.

- a contractions
- b exclamation marks
- c questions
- d addressing the reader
- e idioms
- f colloquial vocabulary

WATCH OUT | SKILLS

Writing an article

An article is usually written in an informal style. When writing an article, you should:

- have a title;
- try to make the first paragraph interesting to draw the reader in;
- use separate main body paragraphs of balanced length for separate aspects of the issue;
- have a closing paragraph with final thoughts/opinions;
- use informal language and a chatty tone, e.g. contractions, exclamation marks, questions, addressing the reader, idioms and colloquial grammar and vocabulary.

5 Choose the informal sentence in each pair.

- 1 a Time waits for no one, so don't waste it!
b The important things shouldn't be postponed, because at some point it might be too late for them.
- 2 a They've planned tons of cool stuff for the weekend.
b A variety of exciting activities have been planned for the weekend.
- 3 a It was then quite natural to wonder what they should do.
b What would you do in their place?
- 4 a It is no surprise that they like to sleep longer at weekends.
b You can't blame them for sleeping in at weekends!
- 5 a The alternative? Let's see ...
b Other options need to be considered.

6 **Study the Key Phrases box. Put the expressions of quantity in order, from the smallest to the biggest. Which ones can be written in percentages?**

Key Phrases

Talking about statistics

a large proportion (of)	one in four
almost half	over ninety percent
eight out of ten	the (vast) majority (of)
half of the people	the minority (of)
more than half / over half	

7 **Find six statistics in Laura's article. Write each one in a different way.**

8 **SPEAK** **Look at the 'Time management' survey results. Can you think of any other ways in which teenagers waste and save their time? Make a list.**

SURVEY RESULTS – time management

- 1 What did you do to save time yesterday?
 - About a quarter of my class said that they had got up earlier so that they'd have more time.
 - Fifty percent had used public transport because it was quicker than walking.
 - Ninety-five percent had used technology to save time (e.g. for doing chores at home).
- 2 How did you waste time yesterday?
 - Ten percent of respondents said that they had spent too much time sleeping.
 - About half of the people in my class reported that they had watched too much TV.
 - The majority, eighty-five percent, admitted that they had wasted time online.

9 **Do the writing task. Follow the steps in the Writing Planner.**

Napisz artykuł na 200–250 słów o tym, jak nastolatki zarządzają swoim czasem. Przedstaw sposoby na oszczędzanie czasu. Napisz też, jak jest on marnowany.

WRITING PLANNER

THINK

Think about ways of saving and wasting time. Use ideas from exercise 8 and your own ones. Think about the title, an interesting introduction and the conclusion.

PREPARE

Make notes and organise them into four paragraphs:
1 introduction to the problem of time management
2 ways to save time
3 ways to waste time
4 conclusion (can include your opinion or helpful suggestions).

Next to each point, note down the Key Phrases and other words you want to use. Use Laura's article to help you.

WRITE

Write your article. Use your notes and the Key Phrases.

CHECK

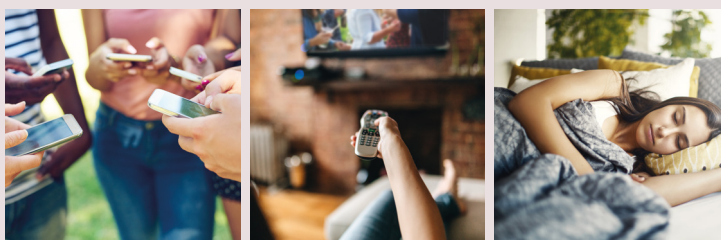
Read your article and answer the questions:
 – Have you included and developed both parts of the instruction?
 – Is your text within the word limit (200–250 words)?
 – Have you checked your article for spelling mistakes?

 FAST FINISHERS

 **What advice would you give to someone who is never on time? Make a list of suggestions.**



Find out how much time a teenager leading a healthy lifestyle can spend in front of the screen. How does your life compare to these numbers? Are you spending too much time glued to the screen? Why?



VOCABULARY

- 1** Complete the idioms about time.
- There's no time like _____.
 - Time will _____.
 - Time flies when _____.
 - Better late _____.
 - Perfect _____.
 - You can't turn _____.
- 2** Complete the sentences with the correct prepositions.
- We should turn _____ early tonight, as we're leaving early in the morning.
 - Dad, is it OK if I invite my two best mates _____ tomorrow night?
 - We've been stuck at home for weeks now. We really need to get out and _____ more.
 - Movie marathons are a good way to catch _____ on a particular series.
 - For a morning person like me, sleeping _____ till noon is really a waste of time.
 - I'd love to stay _____ late, but there's really nothing much to do in this town after 10 pm.
 - He pointed _____ that the fans were not as excited about their new game as in previous years.

GRAMMAR

- 3** Complete the second sentence so that it means the same as the first one.
- 'Have you slept enough?' she asked.
She asked _____.
 - 'I've never played this game!' he said.
He denied _____.
 - 'We're leading a rather nocturnal life at the moment,' she said.
She said _____.
 - 'Please don't reveal my magic trick to anyone,' he asked.
He told _____.
 - 'If you touch my things one more time, I'll tell Mum what you did,' she said.
She threatened _____.
- 4** Write sentences using the prompts. Put reporting verbs into the past simple.
- Blake / argue / console games / better / computer games
 - label / warn / game / include / adult language
 - my school counsellor / suggest / should / lead / less / hectic life
 - game master / ask / everyone / play / game / before
 - mum / say / dislike / fact / I / chill / sofa / every Sunday afternoon
 - I / advise / my cousin / have a quiet night in

USE OF ENGLISH

1 2 3 4 5 6 7 8

- 5** Complete the text with the correct words formed from the words in capitals.

Captains of the school football team or class presidents are often objects of admiration and ¹ _____ (JEALOUS) – they're cool and have rich social lives. But a computer geek like me is supposed to lead a boring and ² _____ (ACTIVE) lifestyle. Not true. Yes, I'm glued to the screen, but I'm like a private investigator. You see, in the world of virtual gaming there are ³ _____ (THEFT) who steal people's gaming accounts, take over their items and sell them to other gamers for real money. When that happens to my friends, I try to help. Last week it was my friend Bill. He'd got some update emails from the game distribution service and didn't read them ⁴ _____ (CAREFUL) enough. Just clicked on the link and ... lost access to his account. It's ⁵ _____ (BELIEVE) how easy it is to trick people. I helped him recover his account. Studying how hackers work is my hobby now, but, in the future, I'd like to work for the government. I'll be ⁶ _____ (STRENGTH) their security and keeping them safe against hacker attacks. Now, that's cool, isn't it?

- 6** Choose the correct options.



Time Travel: Doctor Who

For anyone ¹ _____ lives on another planet and doesn't know, *Doctor Who* is the longest-running science-fiction TV programme ever. It ² _____ one of my favourite programmes since I was a kid. I ³ _____ five years old when I first persuaded my parents ⁴ _____ me stay up late to watch it. And I was hooked. So I was really happy when someone ⁵ _____ me that the next Doctor ⁶ _____ a woman. 'About time,' I thought! Jodie Whittaker became the Doctor when Peter Capaldi ⁷ _____ 'regenerated' (the Doctor's race, Time Lords, renew themselves, changing their character and appearance). Travelling through time, the Doctor met a lot of famous people, including Leonardo da Vinci and Einstein, and made me wish I ⁸ _____ time-travel! If it ever happened, I ⁹ _____ to Ancient Rome or Renaissance Italy. And you?

- | | | | |
|-----------------|-------------|-------------------|-------------------|
| 1 A who's | B who | C whose | D where |
| 2 A were | B was | C has been | D had been |
| 3 A should be | B was being | C would have been | D must have been |
| 4 A for letting | B let | C to let | D letting |
| 5 A said | B explained | C told | D announced |
| 6 A is | B will be | C would have been | D was going to be |
| 7 A would be | B was | C was getting | D has |
| 8 A were able | B can | C could | D will be able to |
| 9 A travelled | B travel | C will travel | D would travel |

LISTENING

7 2.30 Listen to two recordings and choose the correct options.

Text 1

- According to Judy, the real problem with teens' time management is that they
 - waste time between assignments.
 - have too much homework.
 - schedule their work far too late.
 - have too many activities.
- Judy explains
 - in what ways procrastination is bad for us.
 - the psychological reasons why people procrastinate.
 - how the Pomodoro method helps deal with procrastinating.
 - how to decide how much time you need for a given activity.
- The main idea of the podcast is to
 - make people aware that they're wasting their lives.
 - show that it's possible to do all your work and still have time for yourself.
 - promote the apps that use the Pomodoro technique.
 - encourage people to take a break from time to time.

Text 2

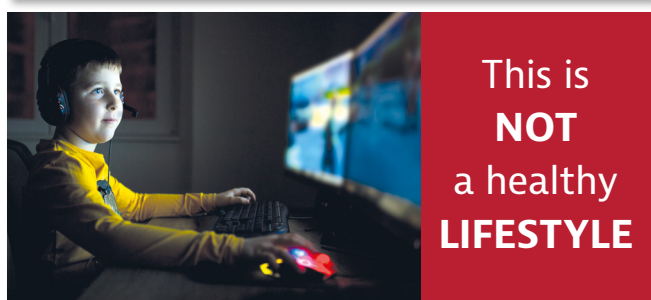
- Which of the following is stated in the dialogue as an opinion, not a fact?
 - The apps work well for responsible kids.
 - The Pomodoro method really works.
 - The simpler the app, the better.
- Which of the following reflects the caller's feelings about time management apps?
 - He is concerned they do more harm than good.
 - He is enthusiastic about such apps for adults.
 - He is upset they didn't help his children.

SPEAKING

8 **SPEAK** Look at the photos and do the task.

W Twojej szkole planowana jest kampania o potrzebie prowadzenia aktywnego trybu życia. Poproszono Cię o wybranie plakatu promującego tę kampanię. Z poniższych plakatów:

- wybierz ten, który, Twoim zdaniem, najlepiej zachęci młodzież do zainteresowania się kampanią, i uzasadnij swój wybór;
- wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- Do you think a lot of teenagers are addicted to their phones or computers?
- Do you think board games will slowly die out in favour of augmented reality games?

SPEAK Read the quote and answer the questions.

It is the time you have wasted for your rose that makes your rose so important.

(Antoine de Saint-Exupéry, French writer, 1900–1944)

- What does it mean that the time wasted on something makes it important? Do you agree with it?
- Do you think that the time given to the rose was really wasted? Why/Why not?
- Should we always try to spend our time on something that others would consider important, valuable or educational?



WRITING

9 Read the instructions and do the task.

Portal internetowy dla młodzieży ogłosił konkurs na artykuł o tym, jak młodzi ludzie spędzają wolny czas. Zredaguj artykuł (200–250 słów), w którym opisziesz, jak młodzi ludzie mogliby aktywnie wykorzystać wolny czas i zasugerujesz, jak ich do tego zachęcić.

7.2 Reported speech

Mowa zależna służy do przytaczania naszych wypowiedzi lub wypowiedzi innych osób, np. 'I'm in a rush,' Tom said. → Tom said that he was in a rush.

Czasowniki wprowadzające mowę zależną

Aby przytoczyć czyjeś słowa w mowie zależnej, używamy tzw. *reporting verbs*, np.: say czy tell. Różne czasowniki występują w różnych konstrukcjach składniowych.

- czasownik + (to somebody) + that, np.: complain, confess, explain, say, shout: They **explained** that they wanted to have a quiet night in.
- czasownik + somebody + that, np.: assure, inform, promise, tell, threaten, warn: The receptionist **assured** us that the area was safe.
- czasownik + that, np.: add, admit, agree, announce, answer, argue, claim, comment, confirm, deny, insist, point out, report, reveal: Henry **denied** that his life had become too hectic.
- czasownik + bezokolicznik z to, np.: agree, refuse: She **refused** to write the essay for me.
- czasownik + somebody + bezokolicznik z to, np.: advise, forbid, invite: My cousins **invited** me to stay at their holiday home in France.
- czasownik + if, np.: ask, wonder: I **wondered** if you had told me the truth.

Zmiany w czasach gramatycznych

Jeżeli czasownik wprowadzający zdanie w mowie zależnej występuje w czasie przeszłym, wówczas należy zmienić czas gramatyczny w przytaczanej wypowiedzi.

Direct speech	Reported speech
Present simple 'The school fair starts on Friday afternoon.'	Past simple The head teacher informed us that the school fair started on Friday afternoon.
Present continuous 'We're flying to Las Vegas this summer.'	Past continuous They announced that they were flying to Las Vegas that summer.
Past simple 'I had a really bad headache.'	Past perfect Mum admitted that she had had a really bad headache.
Past perfect 'We had never done it before.'	Past perfect They added that they had never done it before.
Present perfect 'She has written one chapter.'	Past perfect Mick said that she had written one chapter.
will (future simple) 'A train will be cheaper.'	would Dad told us that a train would be cheaper.
can 'He can't do it on his own.'	could Sally argued that he couldn't do it on his own.
must/have to 'You must be quiet.'	had to The teacher said that we had to be quiet.
be going to 'I'm going to chill out tonight.'	was/were going to Ed said that he was going to chill out that night.

UWAGA!

Jeżeli przytaczane zdanie jest wciąż prawdziwe w chwili, kiedy je przytaczamy, możemy pominąć zmianę czasu, np.:

'I **feed** my dog twice a day.' → Sam told me that he **feeds** his dog twice a day.

Inne rodzaje zdań w mowie zależnej

- Aby przytoczyć czyjąś prośbę (a request), używamy konstrukcji: ask + somebody + (not) + bezokolicznik z to, np.: 'Can you open the window?' → The teacher **asked us to open** the window.
'Please don't do that.' → My friend **asked me not to do** that.
- Aby przytoczyć czyjąś propozycję (an offer), stosujemy konstrukcję: offer + bezokolicznik z to, np.: 'I'll make you a cup of tea.' → She **offered to make** me a cup of tea.
- Aby przytoczyć czyjąś sugestię (a suggestion), użyjemy konstrukcji: suggest + czasownik z końcówką -ing, np.: 'Let's have fish and chips for lunch.' → He **suggested having** fish and chips for lunch.
- Aby przytoczyć czyjeś polecenie lub rozkaz (a command), stosujemy konstrukcję: tell + someone + (not) + bezokolicznik z to, np.: 'Turn down the volume!' → He **told me to turn down** the volume.
'Don't go out in the rain!' → They **told me not to go out** in the rain.

Inne zmiany w mowie zależnej

Jeżeli czasownik wprowadzający zdanie w mowie zależnej występuje w czasie przeszłym, poza czasami gramatycznymi należy także zmienić niektóre wyrażenia:

- określniki czasu i miejsca: now – then/at that time; today – that day; tonight – that night; yesterday – the day before; last (month) – the (month) before; tomorrow – the next/following day; next (week) – the following (week); (three hours) ago – (three hours) before/earlier;
- zaimki wskazujące: this – that; these – those.

7.7 Reported questions

Aby w mowie zależnej przytoczyć czyjeś pytanie, używamy czasownika ask. Zwróć uwagę na to, że czasy gramatyczne, określenia czasu i miejsca oraz zaimki wskazujące zmieniają się w pytaniach w taki sam sposób jak w zdaniach twierdzących, np. 'Are you doing anything **tonight**?' → He asked if I **was doing** anything **that night**.

Yes/No questions

Przytaczając pytania ogólne, stosujemy konstrukcję ask + (someone) + if/whether. Po if/whether pytanie przyjmuje szyk zdania oznajmującego, np.:

'Can you play the piano?' → They **asked (me) whether** I could play the piano.

Wh- questions

Przytaczając pytania szczegółowe, używamy konstrukcji: ask + (someone) + zaimek pytajny. Po zaimku pytanie przyjmuje szyk zdania oznajmującego, np.:

'How long did it take you to write the essay?' → He **asked (me) how long** it had taken me to write the essay.

- KEY WORDS

VOCABULARY 1 MP3 46

be in a rush	/ˌbi ɪn ə ˈrʌʃ/	śpieszyć się
catch up on your reading / favourite series	/ˌkætʃ ʌp ɒn jɔː ˈriːdɪŋ / ˌfeɪvərət ˈsɪəriːz/	nadrabiać zaległości w czytaniu/oglądaniu ulubionego serialu
chill out on the sofa	/ˌtʃɪl ˈaʊt ɒn ðə ˈsəʊfə/	relaksować się na kanapie
doughnut	/ˈdəʊ.nʌt/	pączek
eat out	/iːt ˈaʊt/	jeść poza domem
fancy	/ˈfænsi/	wykwintny, wymyślny
feed your pet	/ˌfiːd jə ˈpet/	nakarmić swojego zwierzęcia
have a lie-in	/ˌhæv ə ˈlaɪ.ɪn/	połazić
have a quiet night in	/ˌhæv ə ˌkwaɪət ˌnaɪt ˈɪn/	spędzić noc w zaciszu domowym
have/invite someone over	/ˌhæv / ɪnˌvaɪt ˌsʌmwʌn ˈəʊvə/	zaprosić kogoś do siebie
hectic	/ˈhektɪk/	gorączkowy, szaleńczy
help out	/ˌhelp ˈaʊt/	pomóc
hit the snooze button	/ˌhɪt ðə ˈsnuːz ˌbʌtən/	nacisnąć przycisk drzemki
inactive	/ɪnˈæktɪv/	nieaktywny
lead a (healthy) lifestyle	/ˌliːd ə (ˌhelθi) ˌlaɪfˌstɑɪl/	prowadzić (zdrowy) styl życia
lifestyle	/ˌlaɪfˌstɑɪl/	styl życia
nocturnal	/ˌnɒkˈtɜːnəl/	nocny
organised	/ˈɔːɡənəɪzd/	zorganizowany
peace and quiet	/ˌpiːs ənd ˌkwaɪət/	cisza i spokój
recharge one's batteries	/ˌriːtʃɑːdʒ ˌwʌnz ˈbætəriːz/	naładować swoje baterie
rich social life	/ˌrɪʃ ˌsəʊʃəl ˌlaɪf/	bogate życie towarzyskie
sleep in	/ˌsliːp ˈɪn/	spać do późna
stay out late	/ˌsteɪ ˈaʊt ˌleɪt/	wracać do domu późno
stressful	/ˈstresfəl/	stresujący
tidy up	/ˌtaɪdi ˈʌp/	posprzątać
turn in early	/ˌtɜːn ɪn ˈɜːli/	wcześniej się położyć
unhealthy	/ˌʌnˈhelθi/	niezdrowy

SPEAKING MP3 47

appealing	/əˈpiːlɪŋ/	pociągający
board game	/ˈbɔːd ˌɡeɪm/	gra planszowa
eye-catching	/ˌaɪˌkætʃɪŋ/	wpadający w oko
knit	/nɪt/	robić na drutach
pottery	/ˈpɒtəri/	garncarstwo

READING MP3 48

augmented reality	/ˌɔːɡ.mentɪd ˌriːæləti/	rzeczywistość rozszerzona
battle	/ˈbætl/	walczyć (z czymś), zwalczać
bring out	/ˌbrɪŋ ˈaʊt/	wprowadzić na rynek
craze	/ˈkreɪz/	trend
crowd	/kraʊd/	tłoczyć się
devote	/diˈvəʊt/	poświęcić
distracted	/diˈstræktɪd/	rozkojarzony, rozproszony
follow the latest craze	/ˌfɒləʊ ðə ˌleɪtɪst ˈkreɪz/	podążać za najnowszym trendem
get (sb) out and about	/ˌget (ˌsʌmbədi) ˈaʊt ənd əˈbaʊt/	wyciągnąć kogoś z domu
health hazard	/ˈhelθ ˌhæzəd/	zagrożenie dla zdrowia
implant	/ɪmˈplɑːnt/	wszczepić
make a comeback	/ˌmeɪk ə ˈkʌmˌbæk/	powrócić
mere	/mɪə/	sam, tylko
must-have gadget	/ˌmʌstˌhæv ˈɡædʒɪt/	niezbędny gadżet
relaunch	/ˌriːˈlɔːntʃ/	ponownie wprowadzić na rynek
solve the Rubik's Cube	/ˌsɒlv ðə ˈruːbɪks ˌkjuːb/	ułożyć kostkę Rubika
time-filler	/ˌtaɪm ˌfɪlə/	wypełniacz czasu
try your hand at sth	/ˌtraɪ jə ˈhænd ət ˌsʌmθɪŋ/	spróbować swoich sił w czymś
video arcades	/ˌvɪdiəʊ ɑːˌkeɪdz/	salony gier

VOCABULARY 2 MP3 49

admit	/ədˈmɪt/	przyznać (się)
advise	/ədˈvaɪz/	doradzić
announce	/əˈnaʊns/	ogłosić
apologise	/əˈpɒlədʒaɪz/	przeprzeć

argue	/ˈɑːɡju/	uzasadnić, argumentować
assure	/əˈʃʊə/	zapewnić
claim	/kleɪm/	twierdzić
complain	/kəmˈpleɪn/	skarżyć się, narzekać
confess	/kənˈfes/	przyznać, wyznać
confirm	/kənˈfɜːm/	potwierdzić
deny	/diˈnaɪ/	zaprzeczyć
firmly	/ˈfɜːmli/	stanowczo
forbid	/fəˈbɪd/	zabronić
insist	/ɪnˈsɪst/	nalegać
make a statement	/ˌmeɪk ə ˈsteɪtmənt/	wydać oświadczenie
persuade	/pəˈsweɪd/	przekonać
point out	/ˌpɔɪnt ˈaʊt/	zaznaczyć, podkreślić
purpose	/ˈpɜːpəs/	cel
refuse	/rɪˈfjuːz/	odmówić
report	/rɪˈpɔːt/	zrelacjonować, poinformować
reveal	/rɪˈviːl/	wyjawiać
threaten	/ˈθretən/	zagrozić
warn	/wɔːn/	ostrzec
wonder	/ˈwʌndə/	zastanawiać się

LISTENING MP3 50

axis	/ˈæksɪs/	oś
(be) on time	/ˌ(bɪ) ɒn ˈtaɪm/	(być) o czasie/na czas
Better late than never!	/ˌbetə ˌleɪt ðən ˈneɪvə/	Lepiej późno niż wcale!
(have) perfect timing	/ˌ(hæv) ˌpɜːfɪkt ˈtaɪmɪŋ/	(mieć) idealne wycucie czasu
leap year	/ˌliːp ˌjɪə/	rok przestępny
lunar	/ˈluːnə/	księżycowy
make time for sb/sth	/ˌmeɪk ˈtaɪm fə ˌsʌmbədi ˌsʌmθɪŋ/	znaleźć dla kogoś/na coś czas
manage your time	/ˌmænɪdʒ jə ˈtaɪm/	zarządzać swoim czasem
run out of time	/ˌrʌn ˈaʊt əv ˈtaɪm/	nie mieć już czasu
(There's) no time like the present.	/ˌ(ðeəz) nəʊ ˌtaɪm laɪk ðə ˈprezənt/	Co masz zrobić jutro, zrób dziś.
Time flies when you're having fun.	/ˌtaɪm ˌflaɪz wen jə ˌhævɪŋ ˈfʌn/	Czas szybko leci, kiedy się świetnie bawisz.
Time will tell.	/ˌtaɪm wɪl ˈtel/	Czas pokaże.
time zone	/ˌtaɪm zəʊn/	strefa czasowa
You can't turn back the clock.	/jə ˌkɑːnt tɜːn ˌbæk ðə ˈklɒk/	Nie da się cofnąć czasu.

USE OF ENGLISH MP3 51

game subscription	/ˌɡeɪm sʌbˌskɪpʃən/	subskrypcja gry
leisure time	/ˈleʒə ˌtaɪm/	czas wolny
monitor	/ˈmɒnɪtə/	monitorować, kontrolować
screen time	/ˈskriːn ˌtaɪm/	czas spędzony przed ekranem

WRITING MP3 52

commute	/kəˈmjʊːt/	dojeżdżać
conduct	/kənˈdʌkt/	przeprowadzić
contrary to	/ˌkɒntrəri tə/	wbrew
fun and games	/ˌfʌn ənd ˌɡeɪms/	dobra zabawa
hang in there	/ˌhæŋ ɪn ðeə/	trzymaj się
minority	/maɪˈnɒrəti/	mniejszość
percent	/pəˈsent/	procent
postpone	/pəʊsˈpəʊn/	opóźnić
proportion	/prəˈpɔːʃən/	proporcja
quarter	/ˈkwɔːtə/	kwadrans, ćwierć
save time	/ˌseɪv ˈtaɪm/	oszczędzać czas
survey	/ˈsɜːveɪ/	ankieta
time management	/ˌtaɪm ˌmænɪdʒmənt/	zarządzanie czasem
(vast) majority	/ˌ(vɑːst) məˈdʒɒrɪti/	(znaczna) większość
waste time	/ˌweɪst ˈtaɪm/	marnować czas

REVISION MP3 53

assignment	/əˈsaɪnmənt/	wyznaczone zadanie
be stuck somewhere	/ˌbi ˈstʌk ˌsʌmwɛə/	ugrzęznąć gdzieś
game master	/ˌɡeɪm ˌmɑːstə/	mistrz gry
glued to sth	/ˌɡluːd tə ˌsʌmθɪŋ/	przyklejony do czegoś
hooked	/hʊkt/	uzależniony, mający bzika na jakimś punkcie
label	/ˈleɪbəl/	etykieta, naklejka
longest-running	/ˌlɒŋɡɪstˈrʌnɪŋ/	najdłużej grany
private investigator	/ˌpraɪvət ɪnˈvestɪɡeɪtə/	prywatny detektyw
procrastinate	/prəˈkræstɪneɪt/	zwlekać, odkładać na później
school counsellor	/ˈskuːl ˌkaʊnsələ/	psycholog szkolny, pedagog szkolny
time-tracking app	/ˌtaɪm ˌtrækɪŋ æp/	aplikacja do śledzenia czasu

8 SPORT



1 **SPEAK** Look at the photo and answer the questions.



- Do you wish you had watched these ice skaters in action? Why/Why not?
- Do you find this picture visually appealing? Why/Why not?
- Does the picture remind you of others, just taken in different settings? Why do people like to take such group photos?

2 **SPEAK** Read the comments. What does Di_ana mean by 'something special'?



Mimi

♥ friends forever!!! 🥰🥰🥰



Di_ana

Yes, there's something special about these friendships. 🥰 Thanks to all my friends #YouthOlympicGames. 🥰



miss_luna

You guys look gorgeous! 🥰 Wish I'd seen the competition.



AiKi

You missed an awesome show! 🔥 Jealous of what these guys can do. 💪

Comment



- 1 SPEAK** Do you do sports regularly? Which sport(s) and why?

- 2**   Add as many names of sports as you can to the lists below.

do: *athletics, extreme sports, yoga, ...*

play: *football, hockey, ...*

go: *running, swimming, ...*

- 3 KEY WORDS** Read the text and check the meaning of the highlighted words. Then answer the questions.



SPORTING GREATS

The Mountain Bike World **Championship** is an important biking competition. Rachel Atherton has won

the downhill **title** an astonishing five times! She's also won the World Cup six times. That makes her the world **champion** with the most medals in downhill **mountain biking**.

Isaac Jean-Paul is a **Paralympic athlete**. He's **broken** many world **records** in **high jump**, and won two world championship medals in both high jump and **long jump**. He **holds** a high jump world record.

Kiko Matthews had never tried **rowing** before she **trained** to row 2,800 miles across the Atlantic – alone! She had to **work out** and train hard, but it was worth it. She broke the world record by almost a week and **set** a new record of fifty days!

Chloe Kim is a snowboarder. When she was just seventeen years old, she scored a perfect 100 points at the X Games! She has won three gold **medals** at the games, and she was the first woman to do 1080s back-to-back – that's a hard snowboarding trick! The X Games (short for 'Extreme Games') is a popular sports **event** which **is held** every year, where athletes **compete in** multiple disciplines. There are summer and winter games, like the Olympics.

Do you **support a team** in the World Cup? It's a football **tournament** that takes place every four years. When it was held in Russia, France's 19-year-old Kylian Mbappé became the youngest person to **score a goal** in the final since 1958. Luckily, France didn't **lose** the game; they **beat** Croatia 4–2 to win the **trophy**.

- Which team beat Croatia in Russia?
- Which sports event did Chloe Kim successfully compete in?
- Who has won more events in his/her sport than anyone else?
- Who has medals in two sports?
- Who broke a record in a sport they were new to?

- 4 KEY WORDS**  Look at the highlighted words and phrases from exercise 3 and complete the collocations.

- support a(n)
- win a match / game / championship / trophy / /
- beat a champion / another athlete / a(n)
- score points / a(n)
- break / hold / set a(n)
- lose / hold a(n) competition / match / /
- compete in a(n) competition / tournament / sports
- be a(n) champion /

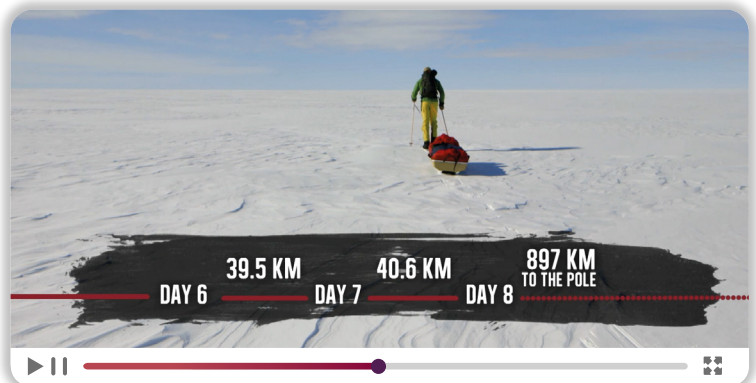
- 5 SPEAK**  Complete the questions with the correct forms of some of the verbs from exercise 4. Then ask and answer the questions in pairs.

- Have you ever a goal or an important point in a match? In which sport?
- Has your team another team recently and won a match?
- Have you ever a sports record at your school? What for?
- Does your school ever any sports events? What are they?
- Has your favourite team or athlete ever a trophy? What for?

- 6 Choose the correct options.**

- Serena Williams is a great tennis player. She usually **wins** / **beats** her opponents.
- Basketball is the best **game** / **match** in the world.
- I'd like to play in an international volleyball **game** / **match** with lots of fans watching.
- If I **played** / **trained** hard, I could be in an Olympic sports team.
- If someone **wins** / **holds** a world record in weightlifting, they are the strongest person in the world.

- 7 SPEAK** Describe the video still and answer the questions.



- Why do you think the man is there?
- How do you think he prepared for this adventure?
- Would you like to participate in an extreme sports event?

FAST FINISHERS

 How can young people be encouraged to do more sports? Make a list of suggestions.

- 1 **SPEAK** Is there a difference between watching sports on TV and live? Do you think it matters to athletes if they have a live audience?
- 2 **2.31** Listen to an interview with a football player. What does he say about:
- the key to success?
 - training at home?
 - empty stadiums?
- 3 **2.31** Listen again and put sentences a–j in the order you hear them.
- What about games without fans when the authorities finally decided **to reopen** the stadiums?
 - But **hearing** the cheering is a huge part of that.
 - You're there because you dream of **winning** the trophy.
 - We missed **hearing** the screams of excited fans.
 - It's important **to remember** that the key to success in sports is regular training.
 - You practise for months also **to hear** it.
 - It forced everyone **to stay** at home.
 - We were happy they let us **play**.
 - We hated **playing** in empty stadiums.
 - I hate **to train** alone.
- 4 Look at the video still and study the grammar table. Complete the table with examples a–j from exercise 3.

Key Grammar

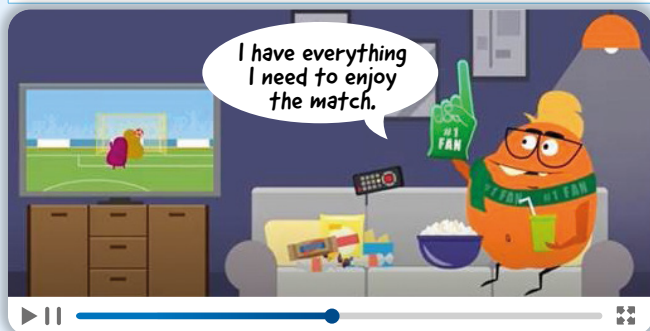
Gerunds and infinitives

Certain constructions and verbs force you to use a particular form of a verb (gerund or infinitive):

- gerund as subject of sentence, e.g. ¹ **hearing**
- gerund after certain verbs, e.g. *avoid, enjoy*: ² **hearing**
- gerund after prepositions, e.g. ³ **hearing**
- infinitive of purpose, e.g. ⁴ **to hear**
- infinitive after certain verbs, e.g. *agree, want*: ⁵ **to hear**
- infinitive after adjectives, e.g. *interesting, necessary*: ⁶ **to hear**

Some verbs (e.g. *like, prefer, love, hate, begin, continue, start*) can take either gerund or infinitive with little or no change of meaning, e.g. ⁷ **hearing**, **to hear**.

Some verbs follow the pattern verb + object + infinitive e.g. *help, advise, encourage, force, remind*: ⁸ **hearing**, **to hear**.



- 5 Complete the sentences with the correct forms of the verbs in brackets. There may be more than one correct answer.
- I usually exercise by **playing** (play) football.
 - I think **swimming** (swim) is the best workout.
 - I like **doing** (do) yoga.
 - My friends don't enjoy **competing** (compete) in sports events.
 - I think it's necessary **to do** (do) some exercise every day.
 - My best friend intends **to get** (get) fitter next month.
- 6 Read the sentences and study the grammar table. Complete the rules with *infinitive* or *gerund*.
- I'll never forget **scoring** my first goal.
 - Don't forget **to do** this and remember **to do** that in today's workout.
 - I remember **coming** out into an empty stadium.
 - We stopped **meeting** as a team.
 - I stopped **to look around** because it felt as if something was wrong.

Key Grammar

Gerunds and infinitives: change of meaning

Some verbs, like *remember, forget* and *stop*, can take either gerund or infinitive, but with a change in meaning.

- We use *remember/forget* + ¹ **to watch** to talk about an experience in the past.
- We use *remember/forget* + ² **watching** to talk about doing something in the future.
- We use *stop* + ³ **watching** to talk about finishing an activity and *stop* + ⁴ **to watch** when we stop in order to do a different activity.

- 7 Complete the text with the correct forms of the verbs in brackets.

Jagger Eaton is a young skateboarder. I can remember ¹ **watching** (watch) one of his videos on YouTube. He was incredible! He started skateboarding when he was four years old, and his dad encouraged him ² **to train** (train) hard. It's important ³ **to learn** (learn) new tricks, and Jagger enjoys ⁴ **testing** (test) his skills. ⁵ **Competing** (compete) in the X Games at the age of eleven made him the youngest competitor ever. He managed ⁶ **to win** (win) a gold medal at the games only a few years later. Now that skateboarding is an Olympic sport, Jagger is training hard in order ⁷ **to compete** (compete) and hopes ⁸ **to win** (win) his first Olympic medal.

- 8 **SPEAK** Do you watch videos of successful teen athletes like Jagger Eaton? Why/Why not?

FAST FINISHERS

- Make a list of the top three athletes that you think are good role models. Say why you think so.

Describing events and feelings

- 1 **SPEAK** Look at the photo. Where are Aisha and Elif? What do you think they are talking about?



- 2 **2.32** Listen to the dialogue and check your guesses in exercise 1.
- 3 **2.32** Complete the sentences with one sports word in each gap. Listen again and check.
- How was the match? I suppose we again.
 - I'm sure we didn't the other team. We never win.
 - The start was slow, but then we a goal ... and then two more!
 - What was the score?
 - The other scored three times, but by the time the match finished, we had scored one more goal!
 - It was so exciting. I'll never forget when we scored the final goal. It was one minute before the end of the .
- 4 **Study the Key Phrases box and complete it with words from the dialogue.**

Key Phrases

Describing events and feelings

Describing an event

The ¹ / finish was thrilling/exciting/slow/boring.

The crowd went wild / cheered.

Everyone clapped/cheered. / Everyone was clapping/cheering.

No one could have foreseen ...

Before I knew it, ... / ² the time ..., ...

No one expected that.

Finally, / In the end, / Eventually, ...

Describing your feelings

I've never been so excited/surprised/bored!

I'll never ³ ...

You'll never guess what happened!

To my/everyone's surprise ...

It was ⁴ wonderful/exciting/boring.

I had the time of my life.

We couldn't believe our eyes!

- 5 **Translate into English.**

- The start was really exciting, but (końcówka była raczej powolna).
- You'll never (zgadniesz, co się stało)!
- (Nie wierzyliśmy własnym oczom) – our team was losing!
- After our team scored the first goal, (tłum oszalał).
- It was an exciting match, and (zanim się obejrzelśmy), the first half was over.

- 6 **SPEAK** Describe the photos and answer the questions.

Student A



- How do you think the runners are feeling?
- Would you like to run a marathon? Why/Why not?
- Describe a sports event that was really exciting to watch.

Student B



- How are these athletes feeling? Why?
- Do you like to cheer for your national teams in important sporting events? Why/Why not?
- Describe a sports event when the athlete/team you were cheering for lost.

FAST FINISHERS

Imagine you want to convince your friends that your favourite sport is very interesting. Write a short social media post describing an event connected to it, encouraging people to watch it.

8.4 Reading

An article about the Refugee Olympic Team



- 1 **SPEAK** What problems of the modern world can you name?

war, hunger, ...

- 2 **SPEAK** Read the definition. Are there many refugees in your country? Which problems from exercise 1 do you think they face?

refugee /ˌrefʊˈdʒiː/ noun [C] someone who leaves their country, especially because of life-threatening events like war
Thousands of refugees have entered the camps along the borders in recent days.

- 3 Read the **WATCH OUT | SKILLS** box. Then scan the article on page 123 and find:

- when and where the idea of the Refugee Team was first introduced
- which competitions the Refugee Team participated in
- what the IOC is
- how many 'displaced people' there are
- the name of the person who started the modern Olympics.

WATCH OUT | SKILLS

Scanning

Scanning is a useful tool to read faster. When you scan, you only look for specific information. This helps you to answer questions faster and more easily.

- 4 Read the article and decide if the information below is presented as facts or opinions.

- The number of refugees is growing.
- Sport could be used to educate people.
- The Refugee Team made a lot of people aware of the refugee crisis.
- The biggest fans of the team came from a refugee camp in Kenya.
- In the future, there will be no need for such teams.

- 5 **2.33** Read the article again and match sentences A–E to gaps 1–4 in the text. There is one extra sentence.

- Although the athletes didn't win any medals, it is important to remember that they achieved something else, something incredible.
- Creating the Refugee Team was a way of doing that.
- Its ten members came from South Sudan, Syria, the Democratic Republic of Congo and Ethiopia, but competed together under the Olympic flag, the famous five coloured rings.
- That's because they wanted to make people understand the message behind the games.
- According to the UN, there are now over 25 million refugees worldwide, and numbers are increasing.

- 6 **KEY WORDS** Match the highlighted words and expressions in the text to definitions 1–7.

- make people notice something (two expressions)
- dealing with problems
- escape from a life-threatening situation or place very quickly to save yourself
- an urgent, difficult or dangerous situation concerning people who had to leave their country
- leave the places they live in
- support or encourage something
- people who had to leave their homes, but still live in their home country

- 7 Complete the sentences with the correct forms of the highlighted words and phrases from the article. There may be more than one correct answer.

- Celebrities such as Angelina Jolie help to of the problems refugees face.
- need a lot of help to start their lives over in a new location.
- I think it's a great idea to international peace through sports.
- It will take cooperation of all the European countries to solve the .
- People living in war zones are often forced to , leaving all they have behind.
- What else can be done to public to the problems of hunger and poverty?
- When the bombings began, many civilians had to .
- Yasmina's family a lot of when they moved to France.

- 8 **SPEAK** Think about the article and then follow the instructions.

- Imagine you were on the Olympic Committee. If the Olympics were extended, what physical activities would you suggest including?
- Justify your answer to question 1. How does the activity promote education and international peace?
- Should other activities, such as computer games, be included in the Olympics? Why/Why not?

FAST FINISHERS

Create a poster or a post for social media promoting the idea of the Refugee Olympic Team.



Find out about two of the athletes in the first Refugee Olympic Team. Who are they? What have they done since then?

A MESSAGE OF HOPE



The 2016 Rio Olympic Games opening ceremony introduced to the world a team like no other – a team of refugees. The idea for it had been born a year earlier at the 2015 UN Assembly as a way of making the world notice the growing number of refugees being reported to the UN and the problems connected with this crisis. The team was unique because, for the first time, the athletes had different countries of origin. ¹ They entered three different competitions: running, swimming and judo. Who were these athletes, and what was the UN expecting to happen?

The team was called the Refugee Olympic Team. Being in an Olympic team is the goal of many athletes. They dream of representing their country and winning a medal. But what do you do if you suddenly find yourself without a country? Imagine training for years at a sport and then having to **flee for your life**. Refugees suffer the loss of more than just their homes – they lose their careers, hopes and a place where they belong. ² Added to that, there are around 40 million **displaced people** – people who have been forced to **abandon their homes** but not their country.

GLOSSARY

dedication – poświęcenie, zaangażowanie

origin – pochodzenie

The International Olympic Committee (IOC) created the team to **draw attention to** this global **refugee crisis**. One could of course wonder what the IOC has to do with refugees. In fact, the main purpose of the games is not to find the best athletes, but to **promote** international peace through sport. The founder, Pierre de Coubertin, saw sport not just as a physical activity, but also as a way to educate people. ³ The IOC also wished to send a message of hope to refugees everywhere. The athletes in the Refugee Team were able to compete as equals with other national teams.

People from all over the world supported the team. ⁴ They demonstrated true Olympic spirit in their courage and dedication, despite **facing** huge **difficulties**. Not only that, it is believed their appearance helped to **raise awareness of** the problems refugees have to deal with. It's quite likely that among the biggest fans of the team were refugees from a refugee camp in Kenya, where five of the team members came from. But the team also received such a positive reaction around the world that the IOC decided to continue having a Refugee Team at the Olympics. Don't forget to look out for them next time! Hopefully one day there will be no need for such a team, and, in part at least, that may be because of sport.

Sports equipment and facilities • Problems in sport today

1 **SPEAK** Do you do any sports that require special equipment or facilities? What are they?

2 **RECYCLE** What sports use the following locations and equipment?

boots field gloves goggles helmet net pool
racket skis stadium surfboard weights

3 **KEY WORDS** Match 1–9 to a–i to make phrases. Which expressions are spelled as one word?

- | | |
|---------------------|---------|
| 1 basketball/tennis | a court |
| 2 boxing | b line |
| 3 fair | c pitch |
| 4 finishing | d play |
| 5 football | e ring |
| 6 ice | f rink |
| 7 race | g slope |
| 8 ski | h suit |
| 9 wet | i track |

4 **KEY WORDS** Read the texts and match the highlighted words and phrases to definitions 1–8.

FOOTBALL FOUL PLAY

What could have been a great show of football skills turned into a kicking match as emotions ran high in last night's semi-finals. The Spanish **referee** was forced to hand out eleven yellow cards, and three players were carried off the pitch with **severe injuries** ...



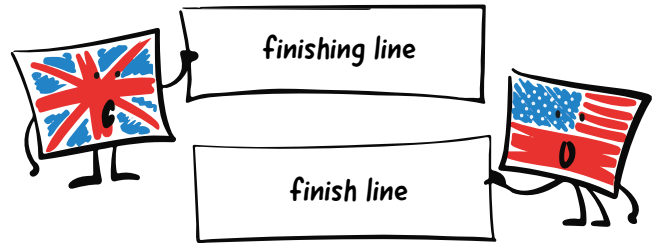
Yet again, accusations of **match-fixing** are flying around after last night's fight! Mathias seemed unable to get up after a light punch – did he **feign injury**? Hours later he was walking as if he didn't even have a **sprain**. Were the points awarded fairly? Those and other questions ...

WHO'S DOING DOPING?



Two **obstacle** runners got disqualified after testing confirmed they had taken illegal steroids. The IOC reports that **enhancing performance** with the use of drugs is a constant problem that needs to be addressed as soon as ...

- one of a series of objects runners need to jump over as they run
- illegally deciding on the result before the game
- light injury
- the opposite of 'fair play'
- very serious damage done to a person's body
- making the athlete do better
- to pretend to be hurt
- the person who ensures that players obey the rules



5 **WRITE** Complete the blog post with the highlighted words and phrases from exercises 3 and 4.



After living in California for three years, I must say it's a sport lover's paradise. The thing to do is the 'California double' – in the morning you put on your ¹ [] and hit the beach to surf, and in the afternoon you drive up to the Bear Mountain resort to snowboard or ski on fantastic ² []. We don't really have freezing temperatures away from the mountains, but Los Angeles opens lots of ³ [] so you can go skating around Christmas. And, of course, there are year-round tennis and basketball ⁴ [] and even a few football ⁵ []. Then there's jogging along the seaside or – for more serious runners – ⁶ [] running on school tracks open to the public.

6 **WRITE** Complete the questions with the correct forms of the highlighted words and phrases from exercises 3 and 4.

- Should athletes [] their performance with drugs be disqualified forever?
- Why do you think athletes [] injury during games and matches?
- Does [] play happen a lot in your school games, or does everyone play fair?
- Do you think being a football or rugby [] and judging important sport events is an interesting career?
- Have you ever [] your ankle or had a more [] injury while doing sports?

7 **SPEAK** Answer the questions from exercise 6.

FAST FINISHERS

WRITE In your opinion, what are the most serious problems in sport nowadays? Write down your top three choices.

A podcast about the benefits of sport



- 1 **SPEAK** What kinds of sports from the box do you like? Why?

individual sport indoor sport outdoor sport
summer sport team sport water sport
winter sport year-round sport

- 2 **KEY WORDS** Check the meaning of the highlighted words. Which are important for each of the sports on the poster?

accuracy • balance • confidence • coordination
fitness • flexibility • focus • skill • speed
stamina • strength



- 3 **WATCH OUT** Read the **WATCH OUT** box. Write the adjective forms of nouns 1–8 and an example sentence for each noun and adjective. Use a dictionary to check any words you are not sure of.

- 1 coordination – *coordinated*
- 2 confidence – _____
- 3 accuracy – _____
- 4 fitness – _____
- 5 flexibility – _____
- 6 focus – _____
- 7 strength – _____
- 8 skill – _____

*Sports like skiing help you become more coordinated.
My coordination has improved a lot since I took up skiing.*

WATCH OUT**Word families**

Many nouns also have an adjective form, e.g.
skill (n) – *skillful* (adj)

- 4 **2.34** Listen to a podcast about the benefits of sport. Which skills from exercise 2 are mentioned?
- 5 **2.34** Listen again and complete the notes with up to four words in each gap.

ADVANTAGES OF POPULAR SPORTS**Team sports (volleyball, basketball, etc.)**

- make you stronger, better coordinated, ¹ _____ and better at making decisions
- improve both fitness and social life

Swimming

- gentler but good for heart and strength
- beginners – swim a few pools, goal – thirty minutes twice a week
- fun fact: longest pool in the world (over 1 km) is in Algarrobo in ² _____

Cycling

- improves coordination and balance
- fun fact: people cycling regularly for three months had brains as big as those of people ³ _____ than them

Gymnastics

- develops concentration and focus and makes you more ⁴ _____
- progress comes fast, but becoming professional is rare

Skiing

- skiers are ⁵ _____ than other people doing sports
- good for balance and coordination
- fresh air improves your mood

Rowing

- makes you stronger, more coordinated and focused
- disadvantage – training on cold days (but indoor rowing machines available)
- fun fact: there have been World Indoor Rowing Championships since ⁶ _____

- 6 **SPEAK** Answer the questions.

- 1 Which sports do you like doing? What benefits do you get from them?
- 2 Which sport or sports would you like to try? Which would you not like to try? Why?

FAST FINISHERS

- Which of the highlighted skills from exercise 2 are developed in your PE lessons? How? Write a short forum entry about it.



Find out what dragon boat racing is and prepare a poster advertising the races.

Quantifiers

- 1 **SPEAK** Have you ever been on a school sports team? Which sports team would you be most interested in joining?
- 2 Read the adverts. What arguments are given for joining each team?



Do you spend **most of** your time in front of the screen? Do you have **no** stamina and **not enough** motivation to get moving?

If you'd like to lose **a couple of** kilos and have **loads of** fun, join the school athletic club. Our coaches will help you get started and encourage you to stick at it! We have **several** sections, and **every** student can find something for themselves.



Do **all** your friends play basketball, do karate or go cycling and **none of** them sound like fun?

There are **plenty of** other sports out there. Be original! Try a sport **not many** other people have tried or even heard of! Unicycle hockey and water polo offer a **great deal of** fun and both school teams are recruiting. **Neither of** these sports require special skills, and they have the same health benefits that **most** physical activities do. ☺

- 3  Look at the video still and study the grammar table. Then look at the phrases in bold in exercise 2 and complete the table with some of them.

Key Grammar

Quantifiers

We use quantifiers to say how much of something there is. The choice of the quantifier depends on whether the noun is countable or not.

Quantity	Countable nouns	Uncountable nouns	Countable and uncountable nouns
0%	1  (of) (to talk about two people or things)		2  of, 3 
	4  , few	not much, little	
	a few, 5  , several	a little	some
	many, a number of	much, 6 	a lot of, lots of, loads of, plenty of, most (of)
	both (of) (to talk about two people or things)		all (of)
100%	each, every		

- 4 Choose the correct options.

- Unfortunately, **few** / **most of** / **every** people do sport every day.
- It takes **several** / **plenty of** / **many** courage to do extreme sports like parachuting.
- No wonder I can't ride – **no** / **both** / **neither** tyre on my bike has enough air.
- Let me make a list of **all** / **every** / **each** the benefits of this sport.
- He drank most of the water, so there was **few** / **not much** / **a couple** left for me.
- I take **each** / **none** / **no** pleasure in fighting, so boxing is not for me.

- 5  Match the nouns from the box to quantifiers 1–7, then use five expressions to make sentences about you and your favourite sports. Make one of them false.

effort energy hours parents siblings
strength students time trophies

- no: 
- several: 
- none of the: 
- neither of the: 
- all (of) the: 
- not much: 
- a great deal of: 

I have no time to go jogging this Saturday.

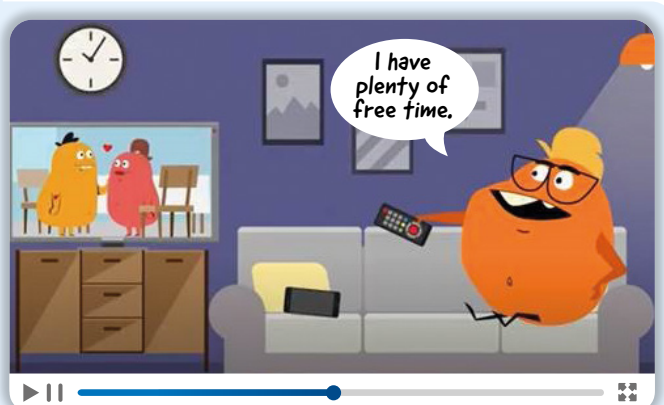
- 6 **SPEAK** Compare your sentences from exercise 5 with your partner. Can you guess which one of your partner's sentences is false?

 FAST FINISHERS

-  Design an illustration/meme/Internet ad related to sport showing differences between **few/a few** and **too much/too many/not enough**.



Find out the rules for water polo or unicycle hockey and prepare a leaflet encouraging people to play one of these sports.



Grammar and vocabulary practice

- 1 **SPEAK** Look at the pictures in exercise 2. Do you like these sports? Why/Why not?

- 2 **Match 1-4 with a-d. Write the captions in full sentences.**



- a prefer / swim / sea / not / pool
b win / few / competitions / last year
c dream / win / Winter Cup trophy
d cyclist / stop / drink / water

- 3 **Complete the sentences with the correct forms of the words from the box.**

accurate face feign fix flee outdoor

- My favourite sports are canoeing and snowboarding.
- What difficulties have you as a woman doing a male-dominated sport?
- injuries by footballers so that the other team gets punished is a common problem in today's sport.
- How is match- punished?
- The holidaymakers for their lives as a huge tsunami hit the shores of the island.
- Playing billiards is fun, but it requires great and concentration.

- 4 **Choose the correct options.**

- The cyclist rode into the bushes on the side of the road to avoid hit by the car.
A getting B get C to get
- Do you have time for training during the school year?
A much B many C plenty
- everyone's surprise, last year's champion lost in the first round.
A With B To C For
- The skier was accused of taking drugs to her performance.
A feign B fix C enhance
- The forest fires forced people in this area to their homes.
A flee for B displace C abandon

- 5 **Complete the second sentence so that it means the same as the first one. Use the word in capitals.**

- This is the first time I'm watching a tennis match that is so boring! **BORED**
I by a tennis match!
- I wish I had brought my lucky T-shirt with me for this race! **FORGOT**
I my lucky T-shirt with me for this race.
- Doing gymnastics develops your flexibility. **MAKES**
Doing gymnastics .
- My coach said I should start by jogging thirty minutes a day. **ADVISED**
My coach thirty minutes a day.
- This campaign aims to make people aware of the refugee crisis. **AWARENESS**
This campaign aims to of the refugee crisis.

- 6 **2.35** Listen and repeat the two sounds: /θ/ and /ð/.

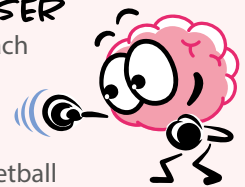
- 7 **2.36** Which sound do the words contain: /θ/ or /ð/? Make two lists. Listen and check.

athlete both breathe either the they
thing think this

#BRAINTASER

Andy, Beth, Carlos and Daniela each have a different favourite sport: volleyball, swimming, basketball and karate.

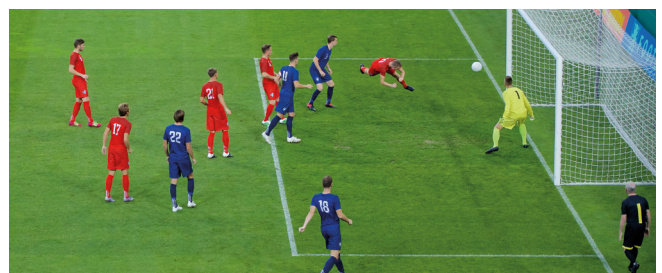
- Doing karate and playing basketball aren't things Beth likes.
- Carlos remembers playing volleyball and basketball when he was younger, but he refuses to do them now.
- Neither of the boys enjoys doing martial arts. Who prefers doing which sport?



FAST FINISHERS

- Write a short description (five or six sentences) of a sports event you saw, starting with the words: 'I'll never forget ...'**

I'll never forget the first football match I saw live. I was six and I went with my father to support our local team ...



'IN SPORT, WINNING IS EVERYTHING.'

Do you agree or disagree with this opinion? Consider the psychological and social aspects.

- A** Traditionally in sport, winning was the most important thing, and even **nowadays** the most admired athletes are those who score the most goals or break the speed records. Yet, **to my mind**, looking at it from the psychological as well as social perspective, sport has other things to offer ¹ beating your competition.
- B** Firstly, sport strengthens one's character. **One can argue that** losing can be devastating but not the same as failing. The effort put into training and competing counts at least as much. If an athlete always does their best and works hard at improving their skills, then they should feel proud of their ² , whether they win or not. Learning how to overcome one's weaknesses and how not to become discouraged is an important life lesson.
- C** In addition, to only ³ winning is to lose sight of the positive social aspects of sport. **As far as I am concerned**, doing sport can be a ⁴ way to get fit while making friends. Even individual sports like yoga can be done in a group, which helps us to meet people sharing that interest. **Furthermore**, while doing team sports we acquire social skills, such as team spirit, cooperation with others and respecting their opinions.
- D** **To conclude**, I strongly believe that there is much more to sport than just winning. Doing sports helps us to develop our character and improve social skills, all of which are essential in other areas of life. **For me**, that is more important than beating the competition.

Omer Bayar



- 1 SPEAK** Which of these things are important for you when you play sports? Order them from the most to the least important.

challenging yourself having fun with friends
interaction with others keeping in shape
proving yourself satisfaction winning

- 2** Read Omer's essay. Does he agree or disagree with the opinion in the title? Do you agree with him?

- 3** Choose the correct options to complete the essay. Use a dictionary to help you.

- | | | |
|--------------|----------------|--------------|
| 1 a apart of | b apart from | c apart with |
| 2 a achiever | b achievements | c achieving |
| 3 a focus at | b focus on | c focus of |
| 4 a great | b greatly | c greater |

- 4** Read the **WATCH OUT | SKILLS** box. Then match paragraphs A–D to descriptions 1–4.

- 1 the conclusion, summing up your opinion
- 2 agreeing/disagreeing with the statement, considering the first aspect
- 3 the introduction, explaining the statement and giving your opinion
- 4 agreeing/disagreeing with the statement, considering the second aspect

WATCH OUT | SKILLS**Writing an opinion essay**

An essay is usually written in a formal style. When writing an opinion essay, you should:

- use separate paragraphs of balanced length for separate ideas (e.g. aspects mentioned in the topic);
- consider whether you agree or disagree with the topic for each aspect separately (that means e.g. that from one perspective winning can be the most important thing, but from another not);
- finish the first paragraph with a thesis presenting your opinion;
- have a closing paragraph summing up your arguments;
- use a formal style;
- use expressions presenting logical links between arguments as well as introducing your opinion.

- 5 Study the Key Phrases box and complete it with the expressions in bold from the text.

Key Phrases

An opinion essay

Making time references

It used to be that ...

In the past, / ¹

Today, / ²

Presenting opinion

In my opinion,

It seems to me that ...

In my view,

I would argue that ...

I think that ...

³

⁴

⁵

⁶

Some people argue/say that ...

⁷

Adding points and concluding

What is more, / In addition, / ⁸

To sum up, / In conclusion, / ⁹



- 6 Complete the sentences using the Key Phrases. Do you agree or disagree?
- , schools taught team sports rather than individual sports.
 - most schools recognise that it is important to do both team and individual sports.
 - team sports are more important than individual sports, but I disagree.
 - It is true that team sports help build social skills and cooperation. However, individual sports can build other strengths.
 - individual sports encourage cooperation and allow people to develop at their own speed. , not everyone enjoys team sports.
 - , I believe it is good to do both, but they should be optional rather than obligatory.

- 7 Do the writing task. Follow the steps in the Writing Planner.

Wiele osób uważa, że na zajęciach wychowania fizycznego w szkole każdy uczeń powinien mieć prawo decydować, czy chce uprawiać sporty indywidualne czy grupowe. Napisz rozprawkę (200–250 słów), w której przedstawisz swoją opinię na ten temat, biorąc pod uwagę punkt widzenia ucznia oraz nauczyciela.

WRITING PLANNER

THINK

Think why students choosing what they want to do would be good (e.g. not everyone enjoys team sports) and why that might not be a good idea (e.g. it is important to do both team and individual sports). You can use some of the ideas and arguments from exercise 6. Decide which side you want to take.

PREPARE

Write a plan for your essay. Use the model essay on page 128 and the paragraph plan in exercise 4 to help you.

WRITE

Write your essay. Use your notes and the Key Phrases.

CHECK

Read your essay and answer the questions:

- Have you included and developed both parts of the instruction?
- Is your text within the word limit (200–250 words)?
- Have you checked your essay for spelling mistakes?

FAST FINISHERS

- Would amateur and professional sportspeople agree or disagree with the statement that winning is everything? Make a list of three arguments for both perspectives.



Some of the best athletes failed or faced huge difficulties, but managed to succeed afterwards (e.g. Kieran Behan, Bethany Hamilton, Karol Bielecki). Find a similar sports story and prepare a short note about it.



VOCABULARY

- 1 Choose the odd word out.**
- lose *a game* / *a goal* / *a score*
 - football* / *basketball* / *tennis court*
 - indoor* / *year-round* / *strength sport*
 - win *an opponent* / *a trophy* / *a championship*
 - fair* / *computer* / *foul play*
- 2 Complete the sentences with the correct words. Some letters are given.**
- If your ball keeps missing the hole, you must make your golf swing more a r t .
 - This is my favourite ski p in this area – difficult but fun.
 - So far, three athletes have been accused of taking performance e h c ng drugs.
 - Any players caught using doping will get d l f d immediately.
 - When the Polish team scored the fourth goal, the fans n wild.

GRAMMAR

- 3 Complete the sentences with the correct words.**
- many / much
 - It doesn't take practice to become quite good at snowboarding.
 - Have you won medals and titles?
 - loads of / several
 - I found interesting information about rugby on this website.
 - We've had good runners in this school but none as good as you.
 - signing up / to sign up
 - Please remember for the school table tennis competition.
 - I don't remember for this contest. How did my name get there?
 - participating / to participate
 - in a marathon has always been my dream.
 - A famous volleyball player agreed in our fundraiser.
 - neither / none
 - of my friends wants to join the tai chi classes with me, so I'll have to go alone.
 - The ski jumper is not severely injured. He has a sprained ankle, but of his legs is broken.
- 4 Make sentences from the prompts.**
- There / be / plenty / ways / get fit / no matter / what / sports / you / prefer / do / .
 - During / car races / every / driver / stop / change tyres / at least / once / .
 - I / really / miss / do / outdoor sports / when / weather / get / bad / .
 - My PE teacher / encourage / I / join / rowing club / .

USE OF ENGLISH

1 2 3 4 5 6 7 8

- 5 Complete the second sentence so that it means the same as the first one.**
- 'Remember, you have to warm up before a run!' she said to me.
She reminded me before a run.
 - Everyone was sure he was pretending to be injured. Everyone thought the injury.
 - 'Where did you put my snowboard?' he asked. He asked me snowboard.
 - You must ask a doctor to look at this injury. This injury needs by a doctor.
 - Could I ask you to send me a brochure? I would appreciate me a brochure.

READING

- 6 Read the texts and choose the correct options in 1–4. Then complete sentences 5–8.**
- Which of the following happened first chronologically?
 - Ally found the dance studio flier.
 - Grandma showed her the World Ballroom Dance Championships on TV.
 - Ally decided to learn to dance.
 - Grandma bought Ally her dancing shoes.
 - During her lessons, Ally discovered that she was good at
 - hearing the rhythm of the music.
 - moving to the rhythm of the music.
 - controlling her body.
 - moving gracefully.
 - Which of these is true?
 - Grandma's answers to Ally's questions were not very helpful.
 - Ally complained that she wasn't as good as she thought she'd be.
 - Ally was advised to watch TV and imitate the dancers' movements.
 - Ally hid the truth about her lessons from Grandma.
 - Based on the last two paragraphs, it can be said that Grandma
 - was disappointed that Ally wasn't the next Kym Johnson.
 - expected Ally to promise that next time she'd put more effort into her lessons.
 - got angry with Ally for going to parties instead of practising her steps.
 - knew all along that Ally had stopped attending her lessons.
 - Eighty percent of young people don't .
 - Things we do every day are a good way of and getting some exercise.
 - Instead of using social media communicators, try at the same time.
 - It's not possible to in a few days.

TAKING HER FIRST DANCING STEPS

Ally wouldn't have believed that she could start hating dance so quickly, after being fascinated with it for years. She must have been around five when Grandma said, 'Let me show you something beautiful,' turning on the World Ballroom Dance Championships. They'd watched the first dance, and Ally was hooked. But after attending a dance course for two weeks, she was considering quitting and throwing away the shoes Grandma had got her just two days before.

For years, she had admired the sparkling dresses, the elegant dancers, the thrilling music. Yet she never thought to try it herself until one day the familiar sight of a ball gown caught her eye at a local shopping centre. It was on a flier advertising a new dance studio. Struck by the idea, Ally ran home, impatient to show it to Grandma. She signed up on the same day.

Excitement robbed Ally of sleep the night before the class, but somehow she was full of energy. The class was over too fast. Just a couple of steps, some suggestions about listening to the music with your body, and the hour was up. To Ally, the next three days of waiting were the longest three days in her life. At the next lesson they got to know a few new steps and ... Ally saw herself in the mirror. To her horror, instead of a graceful dancer, she saw some kind of a stiff, uncoordinated robot! She missed one step, then another, too distracted by her own incompetence to think about the routine.

After that, it only got worse. Ally discovered that it's one thing to be able to recognise the rhythm of the music (an ability she'd acquired through watching the championships), but quite another to force your body to move to it. She also learned that if she wanted one part

of her body to move and the rest of it to stay still, her body simply refused to listen. Ally's world was ending. What she didn't realise was that this control of her body and the ability to move to the rhythm of music are the first huge obstacles that new dancers face. Ally was no exception, and she was heartbroken.

Grandma's excited questions were no help either. How was Ally to tell her that she was awful at it? Complain that she failed to imitate the simplest movements and got lost in the routines? She avoided the truth and told Grandma about her teacher and the other dancers instead. And all the time she was comparing herself in the dance class mirror to the dancers she'd seen on TV with Grandma, and she was getting more and more depressed. By the time the second month was over, Ally knew she wasn't made for this and quit.

She wouldn't have told Grandma about it if she had asked. But strangely, Grandma seemed to avoid the dance topic. Then one day, while they were having tea, she turned on the TV and, sure enough, a dance competition was on. Bursting into tears, Ally admitted to quitting. To her surprise, instead of being disappointed, Grandma just held her and said, 'Actually, your dance teacher tells me you're quite promising. You realise that these things take time and lots of hard work, don't you?'

Ally looked up, surprised. 'What?' 'It won't be easy. It takes plenty of sweat and blisters. Unless you learn to live with missed parties and TV shows and devote all your time to practising steps and movements, you can forget about being the next Kym Johnson. But – it will be worth it.' 'Really?' asked Ally. 'Really. So, shall we call the school? You've already missed a few lessons.' Ally smiled and nodded.

HOW TO GET MOVING AND STICK TO IT

In theory, everybody knows that exercise is part of a healthy lifestyle. However, surveys show that in practice not many people are concerned with it. One hour of physical activity a day might not be a difficult goal, yet, according to the WHO's statistics from 146 countries, eight out of ten adolescents fail to reach it. Why? It might be lack of time or money, but probably also motivation. Psychologists say that we're programmed to avoid discomfort. Unfortunately, sport is connected with that. Sweat, sore muscles, tiredness, getting wet or dirty – that's what we have against sport.

Surprisingly, everyday activities can provide solutions. They can be used to learn to live with discomfort and get us moving. Walking to school or getting off the bus two stops early is not just a little workout. On a cold rainy day such a walk will make you see that freezing or getting wet won't kill you. Similarly, choosing stairs over the lift and taking two steps at a time is a cheap alternative to an expensive gym membership with fancy machines like stair climbers, steppers, etc.

If boredom is your excuse for avoiding sports, turn exercising into a social activity, killing two birds with one stone. Forget social media and call your friends. Hearing someone's voice is so much nicer than seeing a row of emojis. And while you're waiting for them to pick up

– start walking and don't stop till you hang up. Even better – invite a friend for a walk or a jog together, or turn the next movie night into a dancing night.

And when you're ready to sweat for real, join a sports club. Make sure that your expectations are realistic, though. Gaining weight and losing stamina didn't happen overnight – and neither will losing kilos or strengthening your muscles. Instead of getting frustrated, set yourself little goals of five minutes longer training sessions or five more pushups a day, and reward yourself when you achieve them. It will make it much more fun. And no more excuses about being tired – even if you are, a good workout will actually give you energy!

WRITING

7 Read the instructions and do the task.

Każdy może uprawiać sport bez ponoszenia większych kosztów. Napisz rozprawkę (200–250 słów), w której przedstawisz swoją opinię na ten temat z punktu widzenia osoby uprawiającej sport dla zdrowia i sportowca myślącego o karierze sportowej.

SPEAK Do you think the picture and comments on page 118 illustrate the saying that sport brings people together? Why/Why not? How? Use vocabulary from this unit.



8.2 Gerunds and infinitives

Czasowników z końcówką -ing używamy:

- jako podmiotu zdania, np.:
Breaking a world record is every athlete's dream.
Rowing is more challenging than swimming.
- po niektórych czasownikach, zwłaszcza wyrażających emocje, np.: *admit, avoid, can't stand, consider, don't mind, enjoy, finish, give up, keep (on), miss, practise, spend (time):*
I can't stand watching golf.
Keep practising and your results will get better.
- po niektórych przyimkach, np.: *about, after, before, in, of, on, without:*
Do you warm up before going for a run?
I'm thinking of buying tickets to the match.

Bezokolicznik z *to* stosujemy:

- w zdaniach celowych, np.:
They trained really hard (in order) to win the game.
She did a course (in order) to become a swimming instructor.
- po niektórych czasownikach, zwłaszcza wyrażających plany, intencje, decyzje, czy zamiary, np.: *afford, agree, choose, decide, deserve, expect, forget, help, hope, intend, learn, need, offer, plan, pretend, promise, refuse, remember, seem, start, try, want, would like:*
Are you learning to drive?
She can't afford to buy a good tennis racket.
- po niektórych przymiotnikach, np.:
I was surprised to learn that he had come second in the race.

UWAGA!

Po niektórych czasownikach może wystąpić zarówno forma z końcówką -ing, jak i bezokolicznik z *to*, np.:

- begin, continue* czy *start* – bez żadnej zmiany znaczenia:
Charlie's started to do/doing yoga regularly, and he's more relaxed now.
- like, love, hate* czy *prefer* – z niewielką zmianą znaczenia (czasownik z końcówką -ing = upodobania; bezokolicznik z *to* = czynność wykonywana często lub regularnie):
I hate working out in a gym full of people.
Susan likes to make her bed first thing in the morning.
- forget, remember* czy *stop* – z całkowitą zmianą znaczenia:
forget (to-infinitive = zapomnieć, żeby coś zrobić;
gerund = zapomnieć, że się coś zrobiło)
Don't forget to call me back. (Nie zapomnij, żeby do mnie oddzwonić.)
I'll never forget visiting Rome for the first time! (Nigdy nie zapomnę, kiedy po raz pierwszy odwiedziłam Rzym!)
- remember* (to-infinitive = pamiętać, żeby coś zrobić;
gerund = pamiętać, że się coś zrobiło)
Did you remember to return the books to the library? (Czy pamiętałeś, żeby oddać książki do biblioteki?)
I don't remember meeting this man. (Nie pamiętam, żebym spotkała tego mężczyznę.)
- stop* (to-infinitive = przestać coś robić, żeby zrobić coś innego;
gerund = przestać coś robić)
We stopped to admire the view. (Zatrzymaliśmy się, żeby podziwiać widoki.)
Stop singing – I have a really bad headache. (Przestań śpiewać – bardzo boli mnie głowa.)

UWAGA!

Niektóre czasowniki występują w konstrukcji: *verb + object + to-infinitive*, np.: *advise, encourage, force, help* czy *remind*:
Our teacher encouraged us to participate in the competition.

8.7 Quantifiers

Quantifiers (określniki ilości) to wyrażenia, których używamy, by podać przybliżoną liczbę lub ilość czegoś.

Meaning	Singular countable	Plural countable	Uncountable	Countable and uncountable
żaden	<i>neither</i> (two people/things)	<i>neither of</i> (two people/things)	–	<i>no, none (of)</i>
niewiele, mało	–	<i>not many, few</i>	<i>not much, little</i>	–
kilka, trochę	–	<i>a few, a couple of, several</i>	<i>a little</i>	<i>some</i>
wiele, dużo	–	<i>many, a number of</i>	<i>much, a great deal of</i>	<i>a lot of, lots of, loads of, plenty of, most (of)</i>
oba	–	<i>both, both of</i> (two people/things)	–	–
każdy	<i>each, every</i>	–	–	–
Ile...?	–	<i>How many ...?</i>	<i>How much ...?</i>	–

UWAGA!

W zdaniach z określnikami ilości, które zawierają w sobie znaczenie przeczenia: *neither (of), no, none (of), not many, not much*, nie używamy dodatkowego przeczenia w postaci słówka *not*, np.:
Not many people are fit enough to climb this mountain.

After the fun run, there was no water left in my bottle.

UWAGA!

Zwróć uwagę na różnice w użyciu *neither* i *neither of* oraz *both* i *both of* w zdaniu:

- po *neither* występuje rzeczownik w liczbie pojedynczej, np.: *Neither boy wants to apologise.*
- po *neither of* i *both of* występuje rzeczownik w liczbie mnogiej poprzedzony słówkiem *the*, zaimkiem wskazującym (*these/those*) albo przymiotnikiem dzierżawczym (*my, your, ...*), np.: *Neither of these jackets is/are waterproof.*
- po *both* występuje rzeczownik w liczbie mnogiej, np.: *Take both sandwiches.*

- KEY WORDS

VOCABULARY 1 MP3 54

astonishing	/ə'stɒnɪŋɪŋ/	zdumiewający
beat (sb)	/'bi:t (,sambədi)/	pokonać (kogoś)
break/hold/set a record	/,breɪk/ ,həʊld/ ,set ə'rekɔ:d/	pobić/podtrzymać/ ustanowić rekord
champion	/'tʃæmpjən/	zwycięzca
championship	/'tʃæmpjənʃɪp/	mistrzostwa
compete in sth	/,kəm'pi:t ɪn ,səmθɪŋ/	konkurować w czymś
downhill	/,daʊn'hɪl/	zjazdowy (z góry, w dół)
extreme sports	/ɪk'stri:m 'spɔ:ts/	sporty ekstremalne
high/long jump	/'haɪ/ 'lɒŋ dʒʌmp/	skok wzwyż/w dal
hold an event	/,həʊld ən i'vent/	organizować wydarzenie
ice skater	/'aɪs ,skeɪtə/	łyżwiarz
lose	/lu:z/	przegrać
medal	/'medəl/	medal
mountain biking	/'maʊntɪn ,baɪkɪŋ/	kolarstwo górskie
opponent	/ə'pəʊnənt/	przeciwnik
Paralympic athlete	/'pærə,lɪmpɪk 'æθli:t/	paraolimpijczyk
rowing	/'rəʊɪŋ/	wioślarstwo
score a goal/points	/,skɔ: ə 'gəʊl/ 'pɔɪnts/	strzelić gola, zdobyć punkty
support (a team)	/sə'pɔ:t (ə 'ti:m)/	wspierać (drużynę)
title	/'taɪtl/	tytuł, miano
tournament	/'tɔʊnəmənt/	turniej
train	/'treɪn/	trenować
trophy	/'trɒfi/	puchar
weightlifting	/'weɪtlɪftɪŋ/	podnoszenie ciężarów
work out	/'wɜ:k 'aʊt/	trenować
World Cup	/'wɜ:l'd 'kʌp/	Mistrzostwa Świata

GRAMMAR 1 MP3 55

cheer	/tʃɪər/	dopingować, głośno kibicować
empty	/'empti/	pusty
reopen	/'ri:'əʊpən/	otworzyć na nowo, wznowić
stadium	/'steɪdiəm/	stadion

SPEAKING MP3 56

go wild	/,gəʊ 'waɪld/	oszaleć
foresee	/'fɔ:'si:/	przewidzieć

READING MP3 57

abandon one's home	/ə,bændən wʌnz 'həʊm/	opuścić dom
assembly	/ə'sembli/	zgromadzenie
bombing	/'bɒmɪŋ/	bombardowanie
border	/'bɔ:də/	granica
courage	/'kʌrɪdʒ/	odwaga
displaced people	/dɪs'pleɪst 'pi:pəl/	przesiedleńcy
draw attention to sth	/,drɔ: ə'tenʃən tə ,səmθɪŋ/	zwrócić na coś uwagę
escape	/'ɪskeɪp/	uciec
face difficulties	/'feɪs 'dɪfɪkəltɪz/	stawiać czoła trudnościom
flee for one's life	/'fli: fə wʌnz 'laɪf/	ratować życie ucieczką
force (sb to do sth)	/'fɔ:s (,sambədi tə 'du: ,səmθɪŋ)/	zmusić (kogoś do zrobienia czegoś)
hunger	/'hʌŋgə/	głód
International Olympic Committee	/'ɪntə,næʃənəl ə'lɪmpɪk kə'mɪti/	Międzynarodowy Komitet Olimpijski
life-threatening	/'laɪf θreɪtənɪŋ/	zagrożający życiu
peace	/'pi:s/	pokój
poverty	/'pɒvəti/	ubóstwo, bieda
promote	/'prə'məʊt/	działać na rzecz (czegoś)
recent	/'ri:sənt/	niedawny, ostatni
refugee camp	/'refju: dʒi: kæmp/	obóz uchodźców
refugee crisis	/'refju: dʒi: ,kraɪsɪs/	kryzys uchodźczy
raise awareness of (a problem)	/'reɪz ə'weənəs əv (ə 'prɒbləm)/	podnosić świadomość (dotyczącą problemu)
urgent	/'ɜ:dʒnt/	pilny, naglący
war zone	/'wɔ: zəʊn/	strefa działań wojennych

VOCABULARY 2 MP3 58

basketball	/'bɑ:skɪt,bɔ:l/	boisko do koszykówki/
/tennis court	'tenɪs kɔ:t/	kort tenisowy
boxing ring	/'bɒksɪŋ rɪŋ/	ring
constant	/'kɒnstənt/	stały
disqualify	/dɪs'kwɒlɪfaɪ/	zdyskwalifikować

drugs	/drʌgz/	środki dopingujące
enhance	/ɪn'hɑ:ns/	poprawiać
performance	pə'fɔ:məns/	wyniki
fair/foul play	/,feə/ ,fəʊl 'pleɪ/	uczciwa/nieuczciwa gra
feign injury	/'feɪn 'ɪndʒəri/	udawać kontuzję
finishing line	/'fɪnɪʃɪŋ laɪn/	linia mety
football pitch	/'fʊtbɔ:l pɪtʃ/	boisko do piłki nożnej
ice rink	/'aɪs rɪŋk/	lodowisko
light injury	/'laɪt 'ɪndʒəri/	lekka kontuzja
match-fixing	/'mætʃ ,fɪksɪŋ/	ustawianie meczu
obstacle	/'ɒbstəkl/	przeszkoda
obey the rules	/ə'beɪ ðə 'ru:lz/	przestrzegać zasad
paradise	/'pærədaɪs/	raj
punch	/pʌntʃ/	cios, uderzenie (pięścią)
racetrack	/'reɪs,trek/	tor wyścigowy
referee	/'refə'reɪ:/	sędzia (w piłce nożnej)
semifinal	/'semi'faɪnəl/	półfinał
severe injury	/'si:vɪər 'ɪndʒəri/	poważna kontuzja
ski slope	/'ski: sleɪp/	stok narciarski
sprain	/'spreɪn/	skręcenie (kostki)
steroid	/'sterɔɪd/	steryd
wetsuit	/'wet,su:t/	skafander (do nurkowania)
year-round	/'jɪə'raʊnd/	całoroczny

LISTENING MP3 59

accuracy	/'ækjʊrəsi/	dokładność, precyzja
balance	/'bæləns/	równowaga
beginner	/'bɪ'gɪnə/	początkujący
confidence	/'kɒnfɪdəns/	pewność siebie
coordination	/'kəʊ,dɪ'neɪʃən/	koordynacja
fitness	/'fɪtnəs/	sprawność fizyczna
flexibility	/'fleksə'bɪləti/	gibkość, elastyczność
focus	/'fəʊkəs/	koncentracja
indoor sport	/'ɪndə: spɔ:t/	sport halowy
outdoor sport	/'aʊtdə: spɔ:t/	sport na świeżym powietrzu
skill	/'skɪl/	umiejętność
speed	/'spi:d/	szybkość
stamina	/'stæmɪnə/	wytrzymałość
strength	/'streŋθ/	siła

GRAMMAR 2 MP3 60

coach	/kəʊtʃ/	trener
parachuting	/'pærəʃu:tɪŋ/	spadochroniarstwo
unicycle hockey	/'ju:nɪ,sakl 'hɒki/	hokej na monocyklu
water polo	/'wɔ:tə ,pəʊləʊ/	piłka wodna

USE OF ENGLISH MP3 61

billiards	/'bɪlɪədʒ/	bilard
bush	/'bʊʃ/	krzak
canoeing	/'kə'nu:ɪŋ/	kajakarstwo
holidaymaker	/'hɒlɪdeɪ,meɪkə/	wczasowicz
jogging	/'dʒɒɡɪŋ/	jogging, bieganie
martial arts	/'mɑ:ʃəl 'ɑ:ts/	sztuki walki
shore	/'ʃɔ:/	brzeg

WRITING MP3 62

admired	/əd'maɪəd/	podziwiany
devastating	/'devə,steɪtɪŋ/	druzgocący
discouraged	/dɪs'kʌrɪdʒd/	zniechęcony, zdemotywowany
keep in shape	/'ki:p ɪn 'ʃeɪp/	utrzymywać formę
obligatory	/ə'blɪɡətəri/	obowiązkowy
overcome one's weaknesses	/'əʊvə,kʌm wʌnz 'wi:kneɪsɪz/	przezwyciężyć słabości
strengthen	/'streŋθən/	wzmocniać
team spirit	/'ti:m 'spɪrɪt/	duch współpracy w zespole

REVISION MP3 63

ball gown	/'bɔ:l gaʊn/	suknia balowa
blister	/'blɪstə/	odcisk, pęcherz
effort	/'efət/	wysiłek
graceful	/'greɪsfəl/	wdzięczny, pełen gracji
incompetence	/'ɪn'kɒmpɪtəns/	niekompetencja
nod	/'nɒd/	skinąć głową
pretend	/'pri'tend/	udawać
pushup	/'pʊʃʌp/	pompka
sore muscles	/'sɔ: 'mʌsəlz/	obolałe mięśnie
sparkling	/'spɑ:kɪŋ/	błyszczący, iskrzący się
sweat	/'swet/	pot, pocić się
stiff	/'stɪf/	szttywny
quit	/'kwɪt/	zrezygnować

Music Festivals

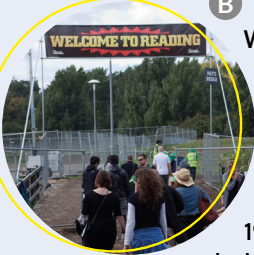
Music festivals are popular all over the world, especially among young people. Here are four really famous music festivals in the English-speaking world.

A THE GLASTONBURY FESTIVAL



The Glastonbury Festival has changed a lot since the first festival took place on a farm near the small town of Glastonbury in 1970, when it was called the Pilton Festival. Entry was just one pound and could be paid at the gate. Nowadays, tickets for the whole three days cost hundreds of pounds and sell out online in minutes. As well as the music performances, which take place on various stages, there is other entertainment available – even activities for kids, as many people who came to the festival as **carefree** teenagers still enjoy attending, now with families of their own.

B THE READING AND LEEDS FESTIVALS



When the Reading Festival started, it was a jazz festival, but the organisers have always been keen to keep up-to-date with a wide variety of music tastes. This led to the Rolling Stones being invited in 1963 and a number of punk groups in the late 1970s. Although this has helped the festival remain **relevant**, it has led to a number of clashes between fans of **rival** music forms, giving it a less family-orientated reputation than other festivals. As well as the festival in Reading, the organisers run a similar festival in Leeds, in the north of England, at the same time.



C COACHELLA



The Coachella Valley Music and Arts Festival gets its name from the area in California where it is held. It has become tremendously popular since it started in 1999 and is now a three-day festival.

The organisers make the most of the venue, with similar events being held for country music fans, death metal followers and people who enjoy classic rock. Controversially, acts appearing here are prohibited from playing at other concerts in the area for several months before and after the festival, although they are **well-rewarded** for making this sacrifice.

D LOLLAPALOOZA

Lollapalooza was the brainchild of Perry Farrell, the leader of the band Jane's Addiction. Its name comes from an **antiquated** expression meaning 'an extraordinary or unusual thing', and that is exactly what Perry wanted for the band's farewell tour: a **unique** occasion combining music, circus acts and political and environmental information. After several years 'on the road', the festival seemed to have run its course by 1997, but it burst back to life in 2003 as a fixed festival in Chicago. In addition, an overseas venue is chosen each year for an international lollapalooza festival.



GLOSSARY

act – występ, punkt programu

brainchild – pomysł

burst back to life – nagle wrócić do funkcjonowania/aktywności

1 **SPEAK** What advantages and disadvantages of music festivals can you think of?

2 **3.01** Read and listen to the article about four famous music festivals. Which text (A–D) says that:

- the festival nearly went out of existence?
- the festival isn't only for young people?
- there has been some crowd trouble at the festival?
- contracts restrict artists' ability to perform when and where they want?
- the festival isn't named after the place where it takes place?
- you have to be quick if you want to buy a ticket?

3 **KEY WORDS** Match the highlighted adjectives from the text to definitions 1–6.

- opposing, competing
- very old-fashioned
- without worries
- paid a lot
- completely different to anything else
- meaningful

4 **3.02** Listen to someone talking about an unusual music festival and answer the questions.

- What is the name of the festival?
- When does it take place?
- What can you see there?
- How is it possible to hear the music?
- Why is the reef in this area unique?
- How deep is the sea in the area?



COMPARE CULTURES

5 **SPEAK** Answer the questions.

- What is the most important music festival in your country? What do you know about it?
- What differing views do people have about the festival? Which do you agree with?



ZERO-HOURS CONTRACTS

For many years in Britain, most workers were employed on a salary, which is a fixed monthly amount of money, or on a weekly wage. A wage can be paid at an hourly rate or in some jobs, such as a salesperson, be based

5 on **performance**. Workers on weekly wages can earn overtime pay for working extra hours. Some employees who get a salary also earn overtime, but others have to work as long as necessary with no increase in pay.

Rather than being employed by a company, some people 10 find temporary work through **employment** agencies. Companies ask for staff, for example if they have a staff **shortage** due to **sickness**. Workers usually earn the legal minimum wage and don't get many of the benefits that full-time workers have, such as paid holidays and sick pay. 15 However, they can choose when to work and when not to, and there is no long **recruitment** process. There is a risk that no one will need them, but a good agency will have enough clients to make this unlikely.

Some bosses became greedy and forced workers 20 onto zero-hours contracts, which are contracts without a minimum number of working hours. Companies treated workers as agency staff and didn't pay any benefits. At the same time, they expected employees to be available for work at short notice and forbade them from 25 finding work elsewhere. Some people whose job involves travelling between customers were only paid for the time they were actually with those customers. All this meant that workers never knew how much they would earn each week.

Eventually, the government was forced to step in. Now, 30 if someone works regularly for just one employer, they must be treated as an employee. Sick pay and holiday pay have been brought back, and workers can ignore contracts which say that they can't work for anyone else. Travelling time during work hours is now also **payable**. Finally, 35 if workers have regular hours for a certain length of time, these are viewed as their contracted hours, and they must be paid for them, even if there is no work for them to do.

Zero-hours contracts still have many disadvantages, but the changes to employment law mean they are much 40 less of a problem than they used to be.

GLOSSARY

greedy – zachłanny, chciwy

overtime – nadgodziny

sick pay – wypłata za czas choroby

staff – personel



1 **SPEAK** Which of these ways of earning money do you think is the best? Why?

- a hourly pay – you get paid a certain amount for each hour's work
- b piece rate – you get paid by results, e.g. a factory worker gets paid for the number of units they make
- c monthly salary – you get a set rate of pay each month

2 **3.03** Read and listen to the article about zero-hours contracts and choose the correct options.

- 1 What does the writer claim?
 - A Some hourly paid workers are expected to do unpaid overtime.
 - B Only people earning an hourly wage can get overtime.
 - C Sometimes bosses ask staff who are paid salary to work unpaid extra hours.
- 2 Which of these advantages of agency work does the writer mention?
 - A Not having to apply for jobs.
 - B Receiving the same benefits as employed workers.
 - C Always having work available when needed.
- 3 Which of these did greedy companies do for workers on zero-hours contracts?
 - A Prohibit them from working in other places.
 - B Guarantee them a minimum number of hours.
 - C Give them plenty of warning about when they would be needed.
- 4 What changes did the government make for zero-hours workers?
 - A Benefits are paid by the government to cover the lack of benefits paid by companies.
 - B They banned clauses in contracts stopping workers from working for other employers.
 - C They guaranteed payment when someone regularly works a certain number of hours for an employer.

3 **KEY WORDS** Complete definitions 1–6 with the highlighted words from the text.

- 1 is the process of finding people to join a company.
- 2 A situation in which someone has regular paid work is called .
- 3 is the condition of being ill.
- 4 If something is then it should be paid.
- 5 When we talk about at work, we mean how well someone does their job.
- 6 A(n) is a situation in which there is not enough of something.

COMPARE CULTURES

4 **SPEAK** Answer the questions.

- 1 If you were looking for a summer job, would you prefer to get a job directly with an employer or through an employment agency? Why?
- 2 What benefits would you expect from an employer?



British Political Parties

There are many political parties in the United Kingdom, but because of the voting system in which only the winner in each **constituency** gets a seat in parliament, it is rare for any minority party to ever win one.

Of the main parties, the Conservative Party is the oldest. The party, often known as the Tory Party, was founded in 1835. It is associated with business, continuity and family values. It emphasises individual achievement rather than state aid. ¹ The main belief is that a strong, free economy will eventually lead to improved lifestyles for everyone.

The main opposition to the Conservatives is the **left-of-centre** Labour Party, which was founded in 1906 by the trade unions in order to protect the working classes. ² The new government introduced the **welfare state** to look after the unemployed and poorest in society and started the free National Health Service. Although it is now looked

back on fondly, it lost support fairly quickly at the time, and the Conservatives returned to power in 1951.

The Liberal Party, now known as the Liberal Democrats, has been a **minority party** since the early 20th century. It is often used as a **protest vote** by supporters of Labour or Conservative. ³ The Liberals are a safe alternative.

In the 2019 **election**, the Liberals won eleven percent of the vote but only eleven out of 650 seats in Parliament. The Scottish Nationalist Party (SNP), on the other hand, won just over three percent of the vote but have forty-eight seats. ⁴ As their name suggests, the SNP's main aim is complete independence for Scotland. In a **referendum** held in 2014, fifty-five percent of Scottish voters chose to remain in the UK, but, since Brexit, support for an independent Scotland has risen rapidly, and there are now calls for a new referendum to be held.

- 1 SPEAK** Are you interested in politics? Why/Why not? Can you name any foreign politicians or political parties?

The Republican Party and the Democratic Party are the main political parties in the USA.

- 2** **3.04** Read the article and match sentences A–E to gaps 1–4 in the text. There is one extra sentence. Then listen and check.
- A Its most famous victory came just after the end of the Second World War when it defeated Churchill's Conservatives.
 - B Those who receive the most votes become members of parliament and represent their constituents regardless of which party they support.
 - C The reason for this is that their votes are concentrated in a small number of constituencies, whereas the Liberals' votes are spread out all over the country.
 - D Conservatives believe the latter makes people dependent and unable to help themselves.
 - E This happens because they are fed up with their own party but wouldn't dream of voting for the other one.

- 3 KEY WORDS** Match the highlighted words from the text to definitions 1–7.

- 1 a system of benefits, such as unemployment benefit or sickness benefit, designed to protect those who need help
- 2 a vote by everyone in the country, not just members of parliament, on a single issue
- 3 a situation when voters vote for a party not because they necessarily support it, but to show the main parties that they don't want to vote for them
- 4 an area of the country which elects one person to parliament to represent them
- 5 on the socialist side of the political system
- 6 a political party that will never be in power because it appeals to a small number of people
- 7 an occasion when people can vote for the party they want to govern the country

COMPARE CULTURES

- 4 SPEAK** Answer the questions.

- 1 What political parties are there in your country?
- 2 Choose one party and describe their main policies and beliefs.
- 3 Work with a partner. Take turns to describe your political party and see if your partner can guess which party it is.

Play ball!

CRICKET AND BASEBALL



1 **SPEAK** What countries do you associate with the following sports?

- American football
- lacrosse
- capoeira
- sumo

2 **3.05** Read and listen to the article about two sports and answer the questions in your own words.

- In what ways are baseball and cricket similar?
- What can a pitcher do that a bowler can't?
- How long can a cricket batsman stay in without scoring?
- How does the atmosphere at cricket matches in England differ from 20-20 matches in India?
- Why does the writer think that 20-20 could become popular in the USA?

3 **KEY WORDS** Match the highlighted words from the text to definitions 1-6.

- people who move from one country to another to live
- people who hit the ball in cricket and baseball (two words)
- people who throw the ball in cricket and baseball (two words)
- people who are in charge of an organisation and decide its rules
- people who gather together in large numbers
- people who entertain spectators at sports events by carrying out choreographed dance and acrobatic movements

4 **3.06** Listen to five people talking about watching sports. Match speakers 1-5 to statements A-F. There is one extra statement.

- 1 2 3 4 5

- A I missed an important piece of action.
 B The atmosphere was disappointing.
 C It didn't last as long as we expected.
 D It wasn't easy to find our seats.
 E I was impressed by the supporters' behaviour.
 F The view wasn't as good as it should have been.

COMPARE CULTURES

5 **SPEAK** Answer the questions.

- What are the most popular sports in your country?
- What sporting event in your country would you suggest that a foreigner attend? Why?

If you are looking for two sports which could be said to represent their countries, then baseball and cricket should be high on the list. Both sports, surprisingly, originated in England and were introduced to America by immigrants from that country. The Americans preferred baseball while cricket became England's favourite summer sport.

The similarities are easy to see. In each, a ball is thrown at high speed towards a batsman who tries to hit it as far as possible without getting caught so that he or she can score runs. There are differences as well. First of all, in cricket, the ball is bowled with a straight arm.

The bowler increases the speed of their delivery by running up to the point at which he or she has to let go. In baseball, the pitcher stands still, but they can bend their arm at the elbow to propel the ball more quickly. The rules for the batters are different too. In baseball, you have a limited number of chances to hit the ball before you are out, and if you do hit it, you have to run, even if you know you will be out. In cricket, it is theoretically possible to bat all day if the bowler doesn't manage to get you out, without ever trying to score a run.

The biggest difference is the atmosphere at the two games. Cricket, in England at least, is calm and sedate. Baseball crowds are noisy and excitable, more like European football fans. For some, cricket is too slow, with even five-day matches sometimes failing to end in a win for either side. As a result, the cricket authorities have devised a shorter,

three-hour version of the game, known as 20-20. This has really taken off in India. Noisy, passionate crowds watch the fast-paced action while cheerleaders, loud pop music and fireworks add to the atmosphere, which some refer to as being 'Americanised'. It has certainly proved to be successful. Star TV paid \$2.5 billion for the television rights, stadiums are packed out, and special big screens are put up in public places for ticketless fans to watch the action.

Perhaps this new format will help cricket to return to popularity in the USA, although it is difficult to imagine it challenging baseball just yet.



Did you know?

Both cricket and baseball are the source of several idiomatic phrases.
It's (just) not cricket means that something is unfair or wrong.
To throw someone a curveball means to confuse or surprise someone.

GLOSSARY

devise – opracować, wymyślić
propel – wprowadzić w ruch
score a run – zdobyć punkt
sedate – spokojny

Speaking tests

Units 1–2

🕒 2 minuty

Rozmowa wstępna

 **SPEAK** Answer the questions.

- 1 How often do you go to concerts?
- 2 What do you usually argue about with your friends?
- 3 Do you ever help charities? If yes, how? If not, why not?
- 4 Do you play any musical instrument? If yes – what? If not, would you like to?

🕒 4 minuty **Zadanie 1.**

Rozmowa z odgrywaniem roli

 **SPEAK** Do the task. Then change roles and do the task again.

Uczeń A

W Dzień Dziecka Twoja szkoła organizuje akcję zbiórki pieniędzy na cele charytatywne. Twoim zadaniem jest organizacja koncertu, który odbędzie się w ramach tej akcji. Rozmawiasz o tym z kolegą/koleżanką ze Stanów Zjednoczonych (uczeń B), który/która w tym roku chodzi do Waszej klasy. W rozmowie z uczniem B porusz następujące cztery kwestie:

- rodzaj muzyki,
- artysta/artysty,
- organizacja koncertu,
- bilety.

(Rozmowę rozpoczyna uczeń A)

Uczeń B

Pochodzisz ze Stanów Zjednoczonych i jesteś na wymianie uczniowskiej w Polsce. Uczeń A organizuje koncert, który odbędzie się w Dniu Dziecka w związku ze zbiórką pieniędzy na cele charytatywne. Rozmawiacie o szczegółach koncertu. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- nie odpowiada Ci rodzaj muzyki, którą proponuje uczeń A – zaproponuj inne rodzaje muzyki, niż te, które proponuje uczeń A, tak aby musiał uzasadnić swój wybór lub pójść na kompromis,
- nie znasz zaproponowanego artysty – poproś o więcej szczegółów na jego/jej temat,
- zaproponuj inny sposób organizacji koncertu, np. zdobycia sprzętu,
- powiedz, że cena biletów wydaje Ci się za wysoka lub za niska.

🕒 3 minuty

Zadanie 2. Rozmowa na podstawie ilustracji

 **SPEAK** Describe the photo and answer the questions. Then change roles and do the task again.



- 1 What do you think they are fighting about?
- 2 How often do you have arguments with your family? What about?
- 3 Describe a situation when you had to apologise to someone for something you had said or done.

🕒 5 minut

Zadanie 3. Rozmowa na podstawie materiału stymulującego

 **SPEAK** Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1. i Zdjęcie 2.

Samodzielnie uczysz się grać na instrumencie muzycznym i chcesz spróbować swoich sił w zespole. Znalazłeś/ Znalazłaś dwa ogłoszenia.

- Wybierz tę ofertę, która będzie, Twoim zdaniem, najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



1

Our band **RAINFOREST** plays folk music from around the world. If you want to have fun with music, join us at our next session.

The coolest rock band ever is looking to expand!

Do you play an instrument?

Would you like to be a star?

Maybe it's **YOU** we're looking for!



- 1 Do you think every child should learn to play a musical instrument? Why/Why not?
- 2 Many people say that music helps us communicate things that our spoken language can't convey. Do you think it is true?

🕒 2 minuty

Rozmowa wstępna

**SPEAK** Answer the questions.

- 1 What is your favourite TV programme?
- 2 If you wanted to earn some money, would you do it at the weekends or during the summer?
- 3 Do you enjoy solving logical puzzles? Why/Why not?
- 4 Are there any computer-based jobs available for teenagers?

🕒 4 minuty

Zadanie 1.

Rozmowa z odgrywaniem roli

**SPEAK** Do the task. Then change roles and do the task again.**Uczeń A**

Chcesz podjąć pracę wakacyjną, ale nie wiesz jaką, i rozmawiasz o tym z kolegą/koleżanką (uczeń B). W rozmowie z uczniem B porusz następujące cztery kwestie:

- powody podjęcia pracy,
 - rodzaj pracy, jaki Cię interesuje,
 - Twoje umiejętności,
 - ilość czasu, jaką chcesz lub możesz poświęcić na pracę.
- (Rozmowę rozpoczyna uczeń B)

Uczeń B

Twój kolega/Twoja koleżanka (uczeń A) chce podjąć wakacyjną pracę i szuka porady. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- dopytaj, w jakim celu uczeń A szuka pracy (np. zdobycia doświadczenia, zarobienia pieniędzy, itp.),
- dowiedz się, jaki rodzaj pracy jego/ją interesuje i wyraż wątpliwości co do jego/jej pomysłów,
- zapytaj, czy ma wystarczające umiejętności do wykonywania tej pracy,
- wyraż wątpliwość, czy planowana ilość czasu to nie za mało lub za dużo jak na możliwości i cele ucznia A.

🕒 3 minuty

Zadanie 2.

Rozmowa na podstawie ilustracji

**SPEAK** Describe the photo and answer the questions. Then change roles and do the task again.

- 1 Do you think these people are scared? Why/Why not?
- 2 Do you like science fiction? Why/Why not?
- 3 Describe a situation when you didn't understand what was happening.

🕒 5 minut

Zadanie 3.

Rozmowa na podstawie materiału stymulującego

**SPEAK** Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1. i Zdjęcie 2.

W angielskiej szkole, w której jesteś na wymianie uczniowskiej, rusza szkolna stacja telewizyjna. Poproszono Cię o pomoc przy wyborze plakatu, który będzie reklamował to przedsięwzięcie. Masz do wyboru dwa plakaty.

- Wybierz ten plakat, który, Twoim zdaniem, najlepiej zareklamuje nową telewizję, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- 1 Do you think printed newspapers and magazines will be completely replaced by electronic versions?
- 2 How can young people be encouraged to watch or follow the news?

Speaking tests

Units 5–6

🕒 2 minuty

Rozmowa wstępna



SPEAK Answer the questions.

- 1 Do you think Earth Day actually makes people care about the environment? Why/Why not?
- 2 How do you protect yourself from cybercrime?
- 3 Is crime a problem in your area? Why/Why not?
- 4 Is it important for you to buy environmentally friendly products? Why/Why not?

🕒 4 minuty

Zadanie 1.

Rozmowa z odgrywaniem roli



SPEAK Do the task. Then change roles and do the task again.

Uczeń A

Twoja szkoła przygotowuje obchody Dnia Ziemi. Rozmawiasz z kolegą/koleżanką z USA (uczeń B), który/która jest w klasie w ramach wymiany uczniów, o organizacji wydarzenia, nawiązującego do problemów ekologicznych. W rozmowie z uczniem B porusz następujące cztery kwestie:

- problem ekologiczny, do którego nawiąże akcja,
- rodzaj wydarzenia,
- szczegóły Waszego projektu,
- podział obowiązków.

(Rozmowę rozpoczyna uczeń B)

Uczeń B

Jesteś z USA. Przebywasz w Polsce w ramach wymiany uczniów. Rozmawiasz z kolegą/koleżanką (uczeń A) o pomysłach na obchody Dnia Ziemi. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- nie zgódź się z wyborem problemu ekologicznego, tak aby uczeń A musiał bronić swojego pomysłu,
- poproś o uzasadnienie wyboru wydarzenia,
- pomóż w wyborze potrzebnych materiałów,
- zadbaj o sprawiedliwy podział obowiązków.

🕒 3 minuty

Zadanie 2.

Rozmowa na podstawie ilustracji



SPEAK Describe the photo and answer the questions. Then change roles and do the task again.



- 1 What do you think could have caused this fire?
- 2 What would you do if you saw someone drop something that could start a fire in a forest?
- 3 Describe a dangerous situation that you or someone you know was in or witnessed.

🕒 5 minut

Zadanie 3.

Rozmowa na podstawie materiału stymulującego

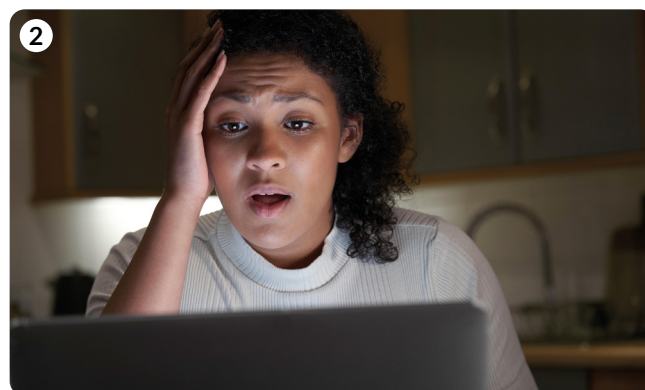
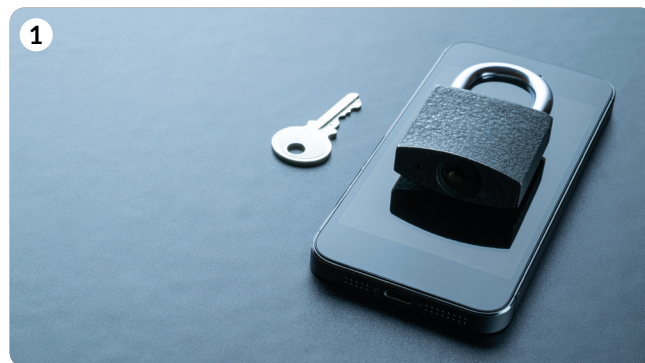


SPEAK Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Twoja szkoła organizuje Tydzień Świadomości o Bezpieczeństwie w Sieci. Twoja klasa przygotowała trzy ilustracje i musicie wybrać jedną z nich na plakat, który będzie promował tę akcję.

- Wybierz tę, która będzie, Twoim zdaniem, najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 1 Why do so many young people fall victim to cybercrime?
- 2 Should cyber safety be part of school education? Why/Why not?

🕒 2 minuty

Rozmowa wstępna

**SPEAK** Answer the questions.

- 1 How often do you invite your friends over? What do you do together?
- 2 Do you think computers will replace teachers one day?
- 3 Are you a fan of extreme sports? Why/Why not?
- 4 Are you an organised person? Why/Why not?

🕒 4 minuty

Zadanie 1.

Rozmowa z odgrywaniem roli

**SPEAK** Do the task. Then change roles and do the task again.**Uczeń A**

Planujesz imprezę noworoczną dla swoich znajomych. Rozmawiasz na ten temat ze swoim współlokatorem / swoją współlokatorką. W rozmowie z uczniem B porusz następujące cztery kwestie:

- lista gości,
- przebieg imprezy,
- planowane rozrywki,
- organizacja jedzenia i sprzątania.

(Rozmowę rozpoczyna uczeń A)

Uczeń B

Twój współlokator / Twoja współlokatorka (uczeń A) chce zaprosić znajomych na Sylwestra. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś o więcej informacji o osobach, które uczeń A chce zaprosić, i nie zgódź się na zbyt dużą liczbę gości,
- obawiasz się, że goście mogą zaglądać do Twoich rzeczy – dopytaj, jak uczeń A planuje temu zapobiec,
- chcesz wiedzieć, co goście będą jeść i pić, czy będą jakieś dekoracje i kto się tym wszystkim zajmie – poproś o szczegóły,
- chcesz mieć pewność, że wszystko będzie posprzątane – zapytaj, jak uczeń A planuje to zorganizować.

🕒 3 minuty

Zadanie 2.

Rozmowa na podstawie ilustracji

**SPEAK** Describe the photo and answer the questions. Then change roles and do the task again.

- 1 Do you think the girl is playing or learning? Why?
- 2 Do you prefer to play computer / virtual reality games or board games? Why?
- 3 Describe a situation when you tried a new form of entertainment and say whether you liked it or not.

🕒 5 minut

Zadanie 3.

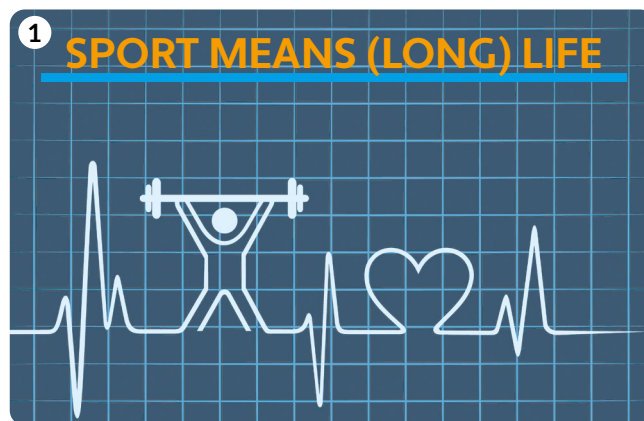
Rozmowa na podstawie materiału stymulującego

**SPEAK** Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Szkolna gazetka przygotowuje numer dotyczący sportu. Trzeba wybrać jeden z trzech projektów pierwszej strony tego numeru. Masz do wyboru trzy okładki.

- Wybierz tę, która, Twoim zdaniem, najlepiej zachęci uczniów do sięgnięcia po gazetkę, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 1 What physical activities are the most popular among teenagers? Why?
- 2 Do you think people nowadays have become obsessed with fitness and healthy lifestyles? Why/Why not?

0.1 Present tenses

1 Choose the correct options.

Hi! My name's Sharon and I'm a personal trainer. We all ¹ *know / are knowing* that it's important to exercise, but other things ² *are / are being* important for your health and well-being, too. ³ *I never eat / I'm never eating* fast food or sugary snacks and ⁴ *I drink / I'm drinking* lots of water – at least two litres a day. At the moment ⁵ *I'm relaxing / I relax* in the spa at the gym, but only for half an hour!

2 Complete the sentences with some of the time expressions from the box.

already always for the time being never
since sometimes

- We've tried this recipe – it's great.
- I've eaten sushi – is it good?
- We haven't been to a restaurant February.
- She usually jogs, but we go to the gym together.
- They're redecorating the restaurant, so they're only delivering.

3 Complete the sentences with the correct forms of the words in brackets.

- She (always / like) to cook, so no wonder she is a chef.
- Mum (have) tea with her friend at the moment.
- (you / eat) breakfast yet?
- How often (he / make) his own dinner?
- They (not drink) their juice yet.
- Why (she / sit) over there?

4 Choose the correct options.

- X: What are you doing?
Y:
X: Good idea. Your posture is never right.
A I'm stretching my muscles.
B I take care of my spine.
C Staying up late.
- X: Why haven't you eaten any pancakes?
Y:
X: Are you trying to keep fit?
A No, I haven't.
B I do, you can't see it.
C They're high in sugar.
- X: Do you eat seafood?
Y:
X: OK, I'll give you a small portion then.
A Usually I don't, but this smells really good.
B Yes, I am.
C Why are you giving it to me?

0.2 will and be going to

1 Complete each pair of sentences with the correct forms of the verbs given.

- land
 - This space mission on the south pole of the Moon.
 - SpaceX hopes this spaceship safely.
- go
 - Experts predict that, with the technology we have, we trekking on Mars within the next century.
 - If all well, the astronauts will be sent into space next month.
- not book
 - If we the holidays now, we'll have to pay twenty percent more later on.
 - I'm sorry, but this is too expensive. I this flight after all.

2 Complete the sentences with the correct forms of the verbs in brackets.

- Every star (die) one day, even our sun.
- This summer, we (go sightseeing) in European capitals.
- I (go) left, and you go right, and let's meet back here in an hour.
- We're in the desert, so it (be) very cold at night.
- When we (invent) time travel, we'll finally be able to explore other star systems.

3 Choose the correct translation.

- This place looks safe, so (zostaniemy) here for the night.
A we'll stay
B we stay
C we're going to stay
- This mountain is so huge, it's obvious that (nie wejdziemy) it in one day.
A we aren't climbing
B we won't climb
C we aren't going to climb
- The spaceship will send a report when (wyląduje) on Mars.
A it will land
B it lands
C it's going to land
- I heard that you've made your decision. (Czy będziesz pracowała) for NASA or a private space company?
A Are you going to work
B Will you work
C Are you working

1.2 Defining and non-defining relative clauses

1 Match 1–6 and a–f to make phrases.

- 1 the town
- 2 a person
- 3 the book
- 4 the day
- 5 the pharaoh
- 6 a recipe

- a when we went to the beach
- b whose tomb is in Egypt
- c where I grew up
- d that's easy to cook
- e who looks like me
- f which I lent you

2 Join the sentences using relative clauses.

- 1 She's the teacher. She gave me top marks in my test.
She's the teacher who gave me top marks in my test.
- 2 New Zealand is beautiful. They filmed the *Lord of the Rings* films there.
- 3 That was the year. I moved to this school.
- 4 The hotel over there was made famous in a film. It's very expensive.
- 5 The tennis player only speaks English. His coach is Italian.
- 6 That's the park. I met my best friend there.
- 7 My backpack is very old. It broke as I was getting on the train.

3 Complete the text with one word in each gap.



There are two sets of twins in my family. My cousins, ¹ look exactly the same, are identical twins. My mother, ² hair is straight, has a twin, but Aunt Mary's hair is curly, so they aren't identical. In our school, ³ is small and friendly, there is one set of twins. Anna and Josie, ⁴ are also my best friends, are identical twins. Most of the teachers can't tell them apart. One day, ⁵ we were on a school trip, they spent the first part of the day pretending to be each other! The teacher ⁶ class they're in usually knows which one is which, though, and she noticed what they were doing. She made them wear name labels in the afternoon.

1.7 Reflexive pronouns and each other

1 Label the pictures using the reflexive verbs from the box.

burn cut help look at talk to teach



1 *cut yourself*



2



3



4



5



6

2 Complete the sentences with the correct reflexive pronouns or each other.

- 1 When he got home, he made a cup of coffee.
- 2 Steve and Wendy have been helping with their homework.
- 3 This light turns on when it gets dark.
- 4 She designs and makes all her clothes.
- 5 We helped to take off our tight boots.
- 6 Did the children behave last night?

3 Choose the correct options.

- 1 They met *themselves* / *each other* at university.
- 2 We both hurt *each other* / *ourselves* when we were doing gymnastics.
- 3 My grandmother and grandfather look after *ourselves* / *themselves*.
- 4 In my family, we take turns to cook for *ourselves* / *each other* on Saturdays.
- 5 They helped *themselves* / *each other* to sweets without asking for permission.
- 6 They helped *each other* / *themselves* to put on their coats.

4 Translate into English.

- 1 You really shouldn't (kupić sobie) another sweater.
- 2 My friends and I (często pożyczamy sobie) earrings and bracelets.
- 3 A change of hairstyle gives people a chance to (zobaczyć siebie) as someone else.
- 4 Ian is serious, and Tom's a bit immature, so they often (kłóć się ze sobą).
- 5 He broke up with her and then (nie mógł sobie wybaczyć) afterwards.

2.2 Present perfect continuous and present perfect simple

- 1 Complete the sentences with the present perfect continuous forms of the verbs from the box. There are two extra verbs.

dance learn listen rehearse run swim



- 1 They're tired.

They for over an hour.



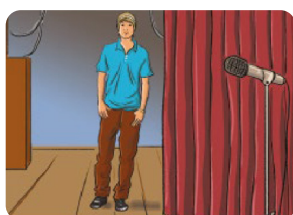
- 2 He's wet.

He in the lake.



- 3 She's hot.

She round the park.



- 4 I'm ready to perform.

I all day.

- 2 Complete the dialogues with the correct forms of the words in brackets. Use the present perfect simple.

- 1 Let's go to a gig at the Roxy.

We can't – they (close) it for renovation.

- 2 (you / ever / hear) her sing live?

No. Is she good?

- 3 I (never / learn) to play an instrument.

I can play six!

- 4 What are his albums like?

I don't know. I (never / listen) to any of them.

- 5 We (move) house three times in two years!

That's a lot of moving.

- 3 Choose the correct options.

- I still can't play this song, and I've practised / I've been practising all morning.
- Tony has seen / has been seeing his favourite band live twelve times this year.
- Can you believe it? My parents have never heard / have never been hearing of hip hop.
- I'm crying because I've watched / I've been watching a really sad film.
- They've built / 've been building that house for two years. I wonder why it's taking so long.
- We've had / 've been having our dog since he was a puppy.

- 4 Complete the sentences with the correct forms of the verbs in brackets. Use the present perfect simple or continuous.

- Your eyes are red. (you / cry)?
- (I / do) a lot of exercise lately, and (it / strengthen) my muscles.
- (he / ever / release) a live album?
- How long (you / know) about it?
- How long (you / perform) solo?
- (she / study) under this conductor for five months now.

- 5 Complete the sentences with the correct forms of the verbs from the box. Use the present perfect simple or continuous.

be look not say say see tour

- You never more beautiful.
- Where you ?
- We the country for months, and we need to take a break now.
- you a good ballet show lately?
- You a word since you arrived. Is everything OK?
- Of course he's talented! That's what I all the time.

- 6 Choose the correct options.

Bringing people together through music

What connects peace and rock music?

Mitrovica Rock School! The city of Mitrovica is divided into two parts and the idea of Rock School is to promote peace between Serbs and Albanians by allowing them to make music together.

How long has it ¹ gone / been going on?

For the past ten years the school ² brought / has been bringing musicians from these two different communities together.

Have the students ³ made / been making any records?

Yes, and students have performed live in concerts. Some bands ⁴ have been uploading / have uploaded videos to YouTube.

A lot of students have taken part, haven't they?

Yes, since the school started, over 1,200 ⁵ have attended / have been attending.

2.7

Question tags • Questions with prepositions at the end

- 7 Complete the text with the correct forms of the verbs from the box. Use the present perfect simple or continuous.

hear help not record perform play tour try

My brother is a guitarist in a band.

He ¹ _____ with his band for six months.

The band ² _____ any albums yet, but they

³ _____ a lot recently. They ⁴ _____

in some big venues, and I think one day they're going

to be famous. I ⁵ _____ them play, and I think

they're really good. At the moment, they are playing

cover versions, but my brother ⁶ _____ to

write his own songs, and I ⁷ _____ him with

the lyrics.

- 8 Complete the dialogues with the correct forms of the words in brackets. Use the present perfect simple or continuous. Add the verbs where needed.

1

X: How long _____ (she / rehearse) for this concert?

Y: Three months, but _____ (she / not learn) all the pieces yet.

2

X: _____ (you / see) my mike?

Y: Yes, I _____. It's on your desk.

3

X: Great performance. _____ (you / take) lessons?

Y: No, I _____, but I _____ (practise) a lot lately.

4

X: _____ (you / ever / hear) this DJ live?

Y: No, I _____, but I _____ (wait) for him to come to my town since I saw him on TV three years ago.

- 9 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

1 _____ (you / ever / see) that band play live?

2 _____ (I / go) to two of their concerts.

3 _____ (they / ever / play) in a band together?

4 _____ (they / perform) together for three years.

5 _____ (he / learn / Mandarin) for six months already?

6 She started her Italian course three months ago, but _____ (she / only / learn) a few phrases so far.

- 1 Choose the correct options.

- You listen to music all the time, *don't* / *haven't* you?
- He's met a famous singer, *isn't* / *hasn't* he?
- She can't play the piano, *can't* / *can* she?
- We're going to be late, *aren't* / *won't* we?
- They weren't very successful, *were* / *weren't* they?
- Your brother isn't coming to see you play, *is* / *will* he?

- 2 Complete the question tags.

- This girl hasn't auditioned for us before, _____?
- You won't tell anyone, _____?
- You took my headphones again, _____?
- She'll be all right, _____?
- Your mother isn't a composer, _____?
- All the tickets were sold out within three hours, _____?

- 3 Complete the questions with the correct prepositions. Then answer the questions.

- What kind of music do you usually listen _____?
- What school subjects are you interested _____?
- How would you feel if your favourite band broke _____?
- What do you worry _____?

- 4 Write questions about the underlined parts of the sentences.

- I've shown it to my parents.
- He took up ballet.
- She's taking care of her younger sister.
- Only three people signed up.
- The film is based on a novel by J.R.R. Tolkien.

- 5 Choose the correct translation.

- Your brother isn't coming, (*prawda*)?
A is he
B the truth
C isn't he
- All the tickets sold out within an hour, (*tak*)?
A oh yes
B didn't they
C all were
- What sports or other activities (*jesteś dobra*)?
A are you well
B are you good at
C you're good
- That music's cool. What (*śłuchasz*)?
A do you hear
B you listen
C are you listening to

3.2 Modal verbs of deduction and speculation

1 Choose the correct options.

- It's so hot today! It *must* / *can't* be the hottest day of the year so far!
- She's over an hour late. Her train *must be* / *must have been* cancelled.
- What's this for? Do you think it *could* / *must* be for grating cheese?
- I love my present. You *must have* / *must* spent hours looking for it.
- Who's that at the door? It *can't* / *could* be Adrian – he's in Canada at the moment.
- If he'd tried harder, he *could* / *can't* have won the race.

2 Complete the dialogue. Use *must*, *could/might* or *can't* in the present or past with the correct forms of the verbs in brackets.

I've lost my phone. Have you seen it?

It ¹ _____ (be) in the kitchen.
You often leave it on the table.

No, I've looked there. It ² _____ (be) somewhere in the house, though. I had it when I came home yesterday.

You ³ _____ (drop) it in the hallway when you were taking your coat off.

No, it ⁴ _____ (be) in the hallway. I didn't see it when I put my coat on just now.

You ⁵ _____ (put) it somewhere when you were tidying the kitchen.

I haven't put it anywhere.

Have you checked your pockets?
It ⁶ _____ (be) there.

Oh, I can hear it ringing. It's in the dishwasher!
I ⁷ _____ (leave) it in there when I was loading the dishwasher.

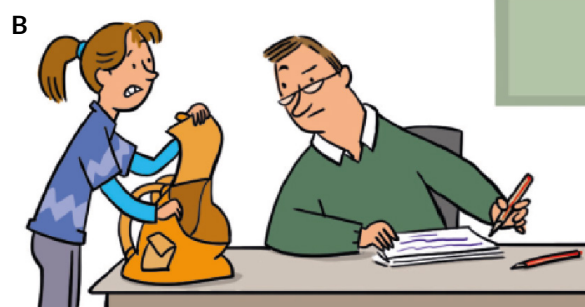
3 Rewrite the sentences using *must*, *could/might* or *can't* for speculation and deduction in the present or past.

- This ring possibly belonged to an ancient king.
- It definitely isn't made of silver.
- Perhaps it's made of gold.
- It's definitely very old.
- The ring was possibly buried with him.
- It definitely wasn't left here by accident.

4 Answer the questions about the pictures. Use the correct forms of *must*, *could/might* or *can't* for speculation and deduction.



- What is he doing? Why?
- What has probably happened?



- Why is the student upset?
- Is the teacher surprised? Why?

5 Choose the correct paraphrase.

- I'm sure she was delighted to finish her documentary.
A She might be delightful
B She must have been delighted
C It could delight her
- It's possible he got lost in the maze.
A He might have got lost
B He could get lost
C He must have got lost
- The bag definitely doesn't belong to Al – it's got a label which says 'Craig'.
A The bag can't belong
B The bag might not have belonged
C The bag doesn't have to belong
- I'm sure he didn't commit this crime.
A He must not have committed
B He might not have committed
C He couldn't have committed



3.7 Past tenses: past simple, past continuous, past perfect

1 Complete the sentences using the past forms of the verbs in brackets.

1

X: Why (you / laugh) so loud last night?

Y: I (watch) that comedy Martin (recommend) last week.

2

X: (you / finish) that book by Jo Nesbø yesterday?

Y: Yes. I (not read) any of his books before, but I loved it!

3

X: Where (you / put) my phone?

Y: Me? You (listen) to music on it last night after I (give) it back to you.

4

X: Why is your sweatshirt torn?

Y: It (catch) the door handle when I (leave) the gym.

5

X: (you / hear) that?

Y: Yes, it sounded like someone calling for help. Maybe it was the ghost of the White Princess? She (be) locked in the tower after she (fall) in love with a farmer.

6

X: Who (Jenny / talk) to at the party last night?

Y: Her old friend from Boston. They (not see) each other since she (move) to New York.

2 Complete the sentences with the words from the box.

after before by the time since then while

1 He heard a window open and someone turned on the light in the living room.

2 I got to the front door, the person who had rung the bell was gone.

3 I didn't recognise half of the people at the school reunion because I hadn't seen them we had graduated from high school.

4 Someone took my suitcase I was checking into my room.

5 They had divorced long the news hit the headlines.

6 The airport security found my suitcase my plane had left, so it will be sent on the next one.

3 Complete the sentences using the past forms of the verbs in brackets.

1 Someone (bury) the ring many years before we (move) into this house.

2 (they / discover) anything like it before?

3 They (never / read) any thrillers before I (buy) them this one.

4 You (not watch) the final scenes of the film with any surprise. (you / see) it before?

5 By the time I (get) there, the match (finish).

6 She (already / learn) to ski, so after just one lesson she (snowboard) like a professional.

4 Complete the text with the past simple, past continuous or past perfect forms of the verbs in brackets.

Last summer, my parents and I ¹ (go) sailing on Lake Ontario for two weeks. My father ² (do) some sailing when he was young, but my mother and I ³ (never / go) sailing before. We ⁴ (drive) to the coast, which ⁵ (take) about five hours. But while we ⁶ (unpack) the car, we ⁷ (realise) that we ⁸ (forget) to pack our sailing shoes – we couldn't find them anywhere. However, the next day, after we ⁹ (eat) breakfast, I noticed the box of shoes by the back door of the cottage. How ¹⁰ (they / get) there? It was a mystery!

5 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

1 Two weeks (after / they / discover) the shipwreck, divers from all over the world came to explore it.

2 Why (you / walk) through a forest in the middle of the night?

3 By the time the government solved the problem, (it / already / make) the headlines.

4 That was my first documentary. (I / not / make) films before.

5 (he / decode) the ancient scrolls when he came across a strange piece of information.

6 (he / write) best-sellers before he published this one?

4.2 Future continuous • Future perfect

- 1 Complete the sentences with the correct forms of the verbs from the boxes. Use the future continuous in sentences 1–3 and the future perfect in sentences 4–6.

have learn live sit start take

- This time next week, Jane in an exam hall. She an exam.
- This time next month Jane, fun at the beach. She to surf.
- This time next year, Jane university. She away from home.

buy find finish leave pass

- In a month's time, Jane all her exams, and she school.
- In a year's time, Jane her driving test.
- In five years' time, Jane a good job, and she her first car.

- 2 Complete the sentences with the correct forms of the verbs in brackets. Use the future perfect or the future continuous.

- Andy has gone out with his friends tonight. He (not finish) his homework by tomorrow.
- I'm looking forward to the new series of *Master Baker*. I (watch) it at 8 o'clock tonight with my parents.
- Jess and Andy have arranged to go shopping on Saturday. By 3 o'clock they (visit) more than twenty shops.
- Jess and Andy (buy) lots of clothes by the time they finish shopping.
- My aunt and uncle moved to Australia when I was ten. By this time next year, I (not see) them for six years.
- I managed to get tickets for the concert! This time next week, I (watch) my favourite band live.

- 3 Translate into English.

- She (skończy) her apprenticeship by June.
- Next week (będą się uczyć) for their exams.
- I (nie założę) my business by next month, there's not enough time.
- (Co będziesz robił) professionally at the age of twenty-eight?
- We can hire you in September. (Dostaniesz) your degree by then?

4.7 Future modals • Future time clauses

- 1 Complete the sentences. Use the correct future forms of *can*, *have to* or *need to* and the verbs in brackets.

- There isn't enough snow on the mountain, so we (not go) skiing tomorrow.
- Dan's passed his driving test, so he (drive) us to the beach next month.
- I'm bringing my portable speaker, so you (not remember) to bring yours.
- Rebecca isn't ill now, so she (run) in the marathon next week.
- There isn't a café at the zoo, so you (bring) your own lunch.
- Freya failed all her exams, so she (go) to university next year.

- 2 Choose the correct options.

- I won't go out until *I finish* / *I'll finish* my homework.
- When he passes his test, *he'll buy* / *he buys* a car.
- As soon as it *will stop* / *stops* raining, we'll go out.
- When the exams are over, *I have* / *I'll have* a big party.
- She won't check her messages until she *gets* / *will get* home from school.
- She'll buy some new headphones as soon as she *will have* / *has* enough money.

- 3 Complete the second sentence so that it means the same as the first one. Use the words in capitals.

- It won't be possible for him to get a job in France. **BE**
He a job in France.
- They will ask us to show our passports if we want to cross the border. **HAVE**
We our passports if we want to cross the border.
- We will be allowed to drive in a year. **ABLE**
We in a year's time.
- There will be no need to pay for the museum tickets. **NEED**
We for the museum tickets.
- You must be eighteen to vote. **UNTIL**
You won't be allowed to vote .



5.2 The passive

1 Choose the correct options.

- These bags *have been made* / *have made* of plastic.
- The company *recycles* / *is being recycled* old plastic bags.
- We are going *to mend* / *to be mended* more clothes in the future.
- Fewer old clothes *will be thrown* / *will throw* away.
- We collected much more rubbish last year than *had been collected* / *has been collected* the year before.

2 Complete the sentences with the correct passive forms of the verbs in brackets.

- A lot of water (can / save) if we take showers instead of baths.
- More and more glass bottles (recycle) all over the world these days.
- The beach (clean) by volunteers five times this summer.
- The fish were put in a jar while the aquarium (wash).
- These trees (often / plant) to reduce pollution.
- How many wind farms (build) in the next ten years?

3 Complete the text with the verbs in brackets in the active or passive.

In the early twentieth century, horse-drawn vehicles
 1 (replace) by cars and lorries.
 These days, horses 2 (use)
 mainly for sport. What's the future of transport?
 Pollution 3 (must / reduce).
 We 4 (not give up) our cars,
 but they 5 (can / control)
 by computers, and it looks like renewable energy
 6 (going to / use) to power them.

4 Complete the second sentence so that it means the same as the first one.

- Two hundred people had borrowed this book before me.
This book .
- Factories can make paper from old clothes.
Paper .
- They use a lot of water to make paper.
A lot of water .
- They are going to move the factory to a different place.
The factory .
- They will build a new road.
A new road .
- Environmental groups must organise more protests.
More protests .

5.7 have/get something done

1 Complete the sentences with the verbs from the box in the have/get something done form.

burn deliver make can/mend have to/recharge

- The zoo the shark aquarium bigger next year.
- Many animals their fur in last week's fire.
- When I couldn't grow my own vegetables, I my greens from a farm.
- You your leather coat here.
- I this electric car .



2 Complete the sentences with have/get something done and the correct forms of the verbs in brackets.

- She (solar panels / install) recently.
- The factory (new water filters / design) last month.
- We (should / our rubbish / pick up) more often.
- All our workers (their lungs / test) once a year.
- Right now, the authorities (new earthquake detectors / set up) all over the city.

3 Complete the second sentence so that it means the same as the first one. Use the words in capitals.

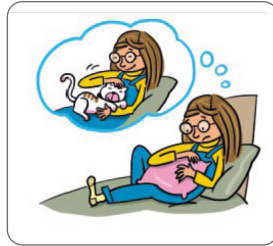
- The mechanic is repairing our car. ARE
We .
- Someone will dye this dress black for me. DYED
I black.
- Frank has paid someone to replace the water heater. HAD
Frank replaced.
- The gardener is going to turn the path into a lawn. GET
We are into a lawn.
- The factory has to hire someone to clean the lake. CLEANED
The factory has to .
- The city hired someone to remove the rubbish. GOT
The city .

6.2 Second conditional • I wish and If only (present and future wishes)

- 1 What are they thinking? Write a sentence with *I wish* or *If only* and the words given.



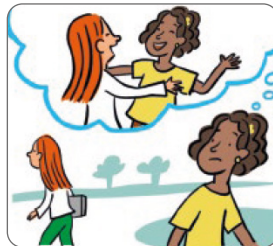
- 1 I / remember / password
I wish I could remember my password.



- 2 I / have / cat



- 3 I / ride a moped



- 4 she / be / my friend

- 2 What would you do in these situations? Write a second conditional sentence.

- You find a wallet in the street.
If I found a wallet in the street, I would take it to a police station.
- Someone sees you pick it up.
- There's money in the wallet.
- There's a phone number in the wallet.
- No one answers the phone.
- Someone accuses you of stealing the wallet.

- 3 Complete the second sentence so that it means the same as the first one.

- Even being poor wouldn't make him rob a bank.
Even if _____, he wouldn't rob a bank.
- It's DNA testing that makes forensic science so successful.
If we didn't have DNA testing, forensic science _____ so successful.
- I don't like the fact that I have to go to school today.
I wish I _____ to school today.
- He doesn't spend all his time playing only because he works all day.
He _____ playing if he didn't work all day.
- In your place, I wouldn't make him angry.
I wouldn't make him angry if _____.
- I'd like to know where to get a lot of money.
If _____ where to get a lot of money.

6.7 I wish and If only (past regrets) • Third conditional

- 1 What are they thinking? Write a sentence with *I wish* or *If only* and the words given.



- 1 I / not drive / so fast
If only I hadn't driven so fast.



- 2 I / not lose / phone



- 3 she / water / plant



- 4 he / not score / goal

- 2 Rewrite the sentences in the third conditional.

- He destroyed the carpet, so he had to pay for it.
If _____.
- I left the meatloaf on the table, so the dog ate it.
If _____.
- We didn't tell them we were coming, so they weren't at home.
If _____.
- He used a fake ID, so the shop assistant called the police.
If _____.
- You didn't pay your bills, so they cut off your Internet.
If _____.
- She didn't sign out of her account, so someone stole all her data.
If _____.

- 3 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- He _____ (not pay) the fine if he hadn't stolen the bike.
- I wish someone _____ (tell / I) about this fact sooner.
- If only _____ (I / check) the laws in this country before arriving.
- He offended the judge, so he was given a fine.
If he _____ (not offend) the judge, he wouldn't have got a fine.
- If the judge hadn't found out about the lie, he _____ (let) the accused go free.

7.2 Reported speech

1 Complete the reported sentences.

- I said, 'I've never played tennis.'
I said I _____.
- He said, 'We fixed the laptop.'
He said they _____.
- They said, 'We must go at 8:00.'
They said _____.
- He said, 'I had never seen this tango danced before.'
He said he _____.
- She said, 'I can teach you how to skate.'
She said she _____.

2 Rewrite the message in reported speech.



Sam

'I'm going to take a few days off – I'm taking part in the chess championships. I lost the last one because I hadn't prepared enough. I can win this one, but I must practise. I'll be in touch.'

3 Report what Jenny told her brother, Sam, yesterday. Use *tell*, *suggest*, *offer* and *ask*.

- Close the door.
She told him to close the door.
- Let's have ice cream.
- I'll go on this ride with you.
- Please stop talking.
- Shall we play *Pokémon GO* later?
- Don't touch the pan!

4 Choose the correct translation.

- She said that _____ (*się spieszy*).
A she is in a hurry
B she was in a rush
C she was running
- Dad said _____ (*żeby nie dotykać*) the cooker.
A don't touch
B not to touch
C no touching
- The company said they had updated the game _____ (*w zeszłym tygodniu*).
A last week
B the previous week
C a week before
- They said they _____ (*wyjadą dziś*).
A would leave now
B were going to go that day
C were leaving today

7.7 Reported questions

1 Choose the correct options.

- 'Can I have more time to think?'
She asked if she *could* / *can* have more time to think.
- 'What are you doing there?'
He asked what she *is* / *was* doing there.
- 'Did you get there on time?'
She asked whether he *had got* / *get* there on time.
- 'Where are you going to stay during your holiday?'
He asked where she *was* / *is* going to stay during her holiday.
- 'Have you ever played *Pokémon GO*?'
He asked if she *has* / *had* ever played *Pokémon GO*.
- 'What will you say to your teacher?'
She asked what he *will* / *would* say to his teacher.

2 Complete the reported questions.

- 'Have you downloaded the new app?'
Mark asked Ike _____.
- 'Which park shall we go to?'
Ellie asked Mike _____.
- 'When do you have dinner?'
Joe asked Sam _____.
- 'Is your aunt coming tonight?'
Sue asked Jen _____.
- 'Where is your brother going to live?'
Tina asked Molly _____.
- 'Can your grandmother drive?'
David asked Linda _____.

3 Translate into English.

- Dad asked _____ (*co robimy*) in his room.
- The teacher _____ (*postraszył, że powie*) my parents about this prank.
- Jake asked _____ (*kiedy wypuszczą*) a new version of the game.
- Mary asked _____ (*czy ułożyłam*) the Rubik's cube.
- The shop assistant asked whether I _____ (*kupię tę*) game.
- He _____ (*przeprosił za zniszczenie*) my chess piece.



8.2 Gerunds and infinitives

1 Choose the correct options.

- I enjoy *training* / *to train*, but I always want *winning* / *to win*!
- I'm going to the athletics track *to watch* / *watching* my friends, who are good at *to run* / *running*.
- It's important *to take* / *taking* part in competitions if you dream of *being* / *to be* in the Olympics.
- You get better by *practising* / *to practise*, but you also need to spend time *to relax* / *relaxing*.
- Throwing* / *To throw* the javelin is one of the sports that it's important *to do* / *doing* well in the decathlon.
- When you learn *to do* / *doing* a new sport, it's difficult *winning* / *to win* at first.

2 Complete the sentences with the infinitive or the gerund form of the verbs from the box.

build climb learn see take train

- They helped a new hospital in the refugee camp.
- We miss our friends back home.
- They decided every day until the 5 km race.
- to swim is important if you live near water.
- They went to India photos of the Taj Mahal.
- It's easy Mount Snowdon in Wales because it isn't very high.

3 Complete the text with the correct words formed from the words in the box. There are two extra words.

advice champion force loss make remember remind sit speech



I've always been a very competitive person, so when I started playing rugby, it was to win. My team participated in many ¹ and usually came home with trophies. But there's one empty spot on my shelf. It ² me that although we ³ the game that year, I learnt an important lesson. I remember ⁴ on a bench, upset, when a player from another team stopped to ⁵ to me. I thought he came to laugh at me, but he just wanted to ⁶ me to play more thoughtfully. It ⁷ me to rethink my strategy, and I've played much better since then.

8.7 Quantifiers

1 Match the phrases that mean the same.

- | | |
|--------------|---------------------|
| 1 not enough | a a small amount of |
| 2 only a few | b more than enough |
| 3 not much | c too little |
| 4 several | d plenty of |
| 5 loads of | e a few |
| 6 too much | f not many |

2 Make a phrase about school life with each quantifier from exercise 1. You can use the ideas from the box or your own words.

books days equipment exercise homework
sport students time

We do not do enough exercise.

3 Choose the correct options.

- There are only athletes I admire.
a few b a few c loads of
- Skiing has fitness benefits.
a much b few c lots of
- There are sports facilities in my town.
a plenty b not enough c too little
- We have of time to get there, don't worry.
a too much b loads c several
- There isn't snow on the mountain this winter.
a many b a few c much
- I've been to sports events, but no football matches.
a several b not enough c loads

4 Choose the correct options.

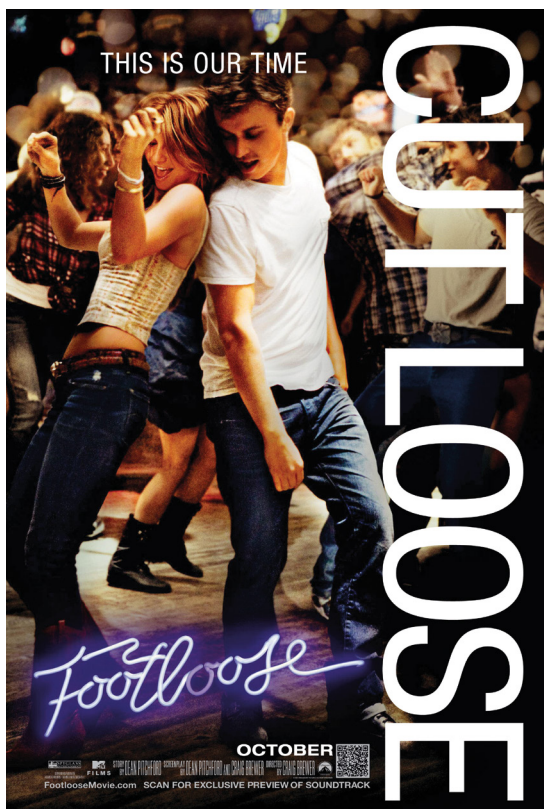
¹ people think that team sports are an important part of the school curriculum. They say that they have ² benefits. First, they encourage team spirit, which not ³ students experience outside school. Secondly, they help to develop leadership qualities – there are still ⁴ school activities that do that. Lastly, of course, they provide ⁵ opportunities for healthy exercise. However, individual sports can also give students ⁶ activity – and I certainly prefer them.

- | | |
|----------------|-------------------|
| 1 A Plenty of | C Enough |
| B Not much | D Every |
| 2 A a number | C little |
| B several | D much |
| 3 A much | C few |
| B both of | D many |
| 4 A not enough | C neither |
| B none | D not much |
| 5 A few | C plenty of |
| B a little | D a couple |
| 6 A most of | C every |
| B a number of | D a great deal of |

ALL STUDENTS

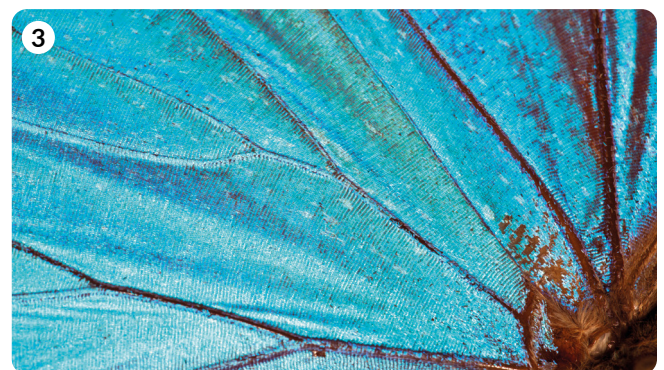
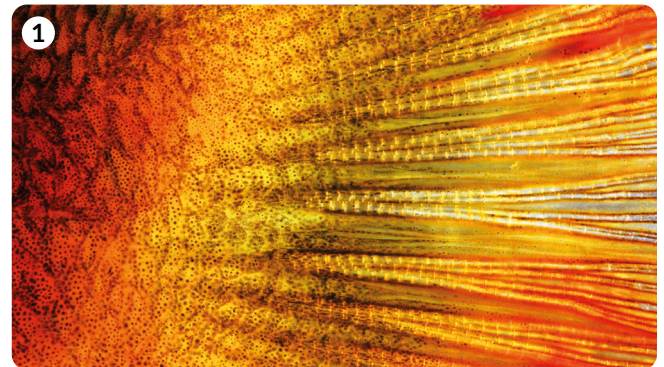
2.3 Speaking, Fast Finishers

Choose one of the film posters and describe it, guessing who the people are, what they are doing and how they are feeling.



3.2 Grammar 1, Fast Finishers

Look at the photos and write a few sentences speculating about what they show.



4.1 Vocabulary 1, exercise 4

Check your answers to the quiz: do you have more stars or moons? Then go back to page 55 and read your results.

what next?

	a	b
1	★	☾
2	☾	★
3	☾	★
4	☾	★
5	★	☾

Infinitive	Past simple	Past participle	
arise /ə'raɪz/	arose /ə'rəʊz/	arisen /ə'rɪzən/	pojawić się
awake /ə'weɪk/	awoke /ə'wəʊk/	awoken /ə'wəʊkən/	obudzić
be /bi:/	was / were /wɒz / wɜː/	been /bi:n/	być
bear /beə/	bore /bɔː/	borne /bɔːn/	znosić
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	pokonać, bić
become /bi'kʌm/	became /bi'keɪm/	become /bi'kʌm/	stać się
begin /bi'gɪn/	began /bi'gæən/	begun /bi'gʌn/	zacząć
bend /bend/	bent /bent/	bent /bent/	zginać, nachylać
bet /bet/	bet /bet/	bet /bet/	założyć się
bind /baɪnd/	bound /baʊnd/	bound /baʊnd/	wiązać, złączyć
bite /baɪt/	bit /bit/	bitten /'bɪtən/	ugryźć
bleed /bli:d/	bled /bled/	bled /bled/	krwawić
blow /bləʊ/	blew /blu:/	blown /bləʊn/	wiać
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	złamać, zepsuć
breed /bri:d/	bred /bred/	bred /bred/	hodować, wychować
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	przynieść
broadcast /'brɔ:d,kɑːst/	broadcast /'brɔ:d,kɑːst/	broadcast /'brɔ:d,kɑːst/	nadawać
build /bɪld/	built /bɪlt/	built /bɪlt/	budować
burn /bɜ:n/	burned /bɜ:nd/ / burnt /bɜ:nt/	burned /bɜ:nd/ / burnt /bɜ:nt/	spalić
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	kupować
cast /kɑːst/	cast /kɑːst/	cast /kɑːst/	rzucać
catch /kætf/	caught /kɔ:t/	caught /kɔ:t/	złapać
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzən/	wybrać
cling /klɪŋ/	clung /klɪŋ/	clung /klɪŋ/	przywrzeć, ucześcić się
come /kʌm/	came /keɪm/	come /kʌm/	przyjść
cost /kɒst/	cost /kɒst/	cost /kɒst/	kosztować
cut /kʌt/	cut /kʌt/	cut /kʌt/	ciąć
deal /di:l/	dealt /delt/	dealt /delt/	radzić sobie
dig /dɪg/	dug /dʌg/	dug /dʌg/	kopać
do /du:/	did /dɪd/	done /dʌn/	zrobić
draw /drɔː/	drew /dru:/	drawn /drɔ:n/	rysować
dream /dri:m/	dreamed /dri:md/ / dreamt /dremt/	dreamed /dri:md/ / dreamt /dremt/	marzyć
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	pić
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/	prowadzić samochód
eat /i:t/	ate /et/	eaten /'i:tən/	jeść
feel /fi:l/	felt /felt/	felt /felt/	czuć

Infinitive	Past simple	Past participle	
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	walczyć
find /faɪnd/	found /faʊnd/	found /faʊnd/	znaleźć
fit /fɪt/	fit /fɪt/ / fitted /'fɪtɪd/	fit /fɪt/ / fitted /'fɪtɪd/	pasować
flee /fli:/	fled /fled/	fled /fled/	umykać, uciekać
fly /flaɪ/	flew /flu:/	flown /fləʊn/	lecieć
forbid /fə'bɪd/	forbade /fə'bæd/	forbidden /fə'bɪdən/	zabronić, zakazać
forecast /'fɔ:kɑːst/	forecast /'fɔ:kɑːst/	forecast /'fɔ:kɑːst/	przewidywać
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	zapomnieć
forgive /fə'gɪv/	forgave /fə'geɪv/	forgiven /fə'gɪvən/	wybaczyc
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/	zamarzać, zamrażać
get /get/	got /gɒt/	got /gɒt/	dostać
give /gɪv/	gave /geɪv/	given /'gɪvən/	dać
go /gəʊ/	went /went/	gone /gɒn/	iść
grow /grəʊ/	grew /gru:/	grown /grəʊn/	rosnąć
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/	wiszieć, powiesić
have /hæv/	had /hæd/	had /hæd/	mieć
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	słyszeć
hide /haɪd/	hid /hɪd/	hidden /'hɪdən/	chować
hit /hɪt/	hit /hɪt/	hit /hɪt/	uderzyć
hold /həʊld/	held /held/	held /held/	trzymać
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	zranić
keep /ki:p/	kept /kept/	kept /kept/	trzymać
kneel /ni:l/	knelt /nelt/ / kneeled /ni:ld/	knelt /nelt/ / kneeled /ni:ld/	klękać, klęczeć
knit /nɪt/	knitted /'nɪtɪd/	knitted /'nɪtɪd/	robić na drutach
know /nəʊ/	knew /nju:/	known /nəʊn/	wiedzieć
lay /lei/	laid /leid/	laid /leid/	położyć
lead /li:d/	led /led/	led /led/	prowadzić
lean /li:n/	leant /lent/ / leaned /li:nd/	leant /lent/ / leaned /li:nd/	przechylać się
leap /li:p/	leapt /lept/ / leaped /li:pt/	leapt /lept/ / leaped /li:pt/	skakać
learn /lɜ:n/	learned /lɜ:nd/ / learnt /lɜ:nt/	learned /lɜ:nd/ / learnt /lɜ:nt/	uczyć się
leave /li:v/	left /left/	left /left/	opuścić
lend /lend/	lent /lent/	lent /lent/	pożyczyć (komuś)
let /let/	let /let/	let /let/	pozwolić
lie /lai/	lay /lei/	lain /leɪn/	leżeć
light /laɪt/	lit /lɪt/	lit /lɪt/	zapalać
lose /lu:z/	lost /lɒst/	lost /lɒst/	zgubić

Infinitive	Past simple	Past participle	
make /meɪk/	made /meɪd/	made /meɪd/	zrobić
mean /mi:n/	meant /ment/	meant /ment/	znaczyć
meet /mi:t/	met /met/	met /met/	spotkać
mistake /mɪ'steɪk/	mistook /mɪ'stʊk/	mistaken /mɪ'steɪkən/	pomylić
mow /məʊ/	mowed /məʊd/	mown /məʊn/ / mowed /məʊd/	kosić, strzyc
overcome /,əʊvə'kʌm/	overcame /,əʊvə'keɪm/	overcome /,əʊvə'kʌm/	przewyciężyć, pokonać
oversleep /,əʊvə'sli:p/	overslept /,əʊvə'slept/	overslept /,əʊvə'slept/	zaspać
pay /peɪ/	paid /peɪd/	paid /peɪd/	płacić
prove /pru:v/	proved /pru:vɪd/	proved /pru:vɪd/ / proven /'pru:vən/	udowodnić
put /pʊt/	put /pʊt/	put /pʊt/	położyć
quit /kwɪt/	quit /kwɪt/	quit /kwɪt/	rezygnować, opuszczać
read /ri:d/	read /red/	read /red/	czytać
rid /rɪd/	rid /rɪd/	rid /rɪd/	pozbyć się
ride /raɪd/	rode /rəʊd/	ridden /'rɪdən/	jeździć na
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/	dzwonić
rise /raɪz/	rose /rəʊz/	risen /'rɪzən/	powstawać, rosnąć
run /rʌn/	ran /ræn/	run /rʌn/	biegać
say /seɪ/	said /sed/	said /sed/	powiedzieć
see /si:/	saw /sɔ:/	seen /si:n/	zobaczyć
seek /si:k/	sought /sɔ:t/	sought /sɔ:t/	szukać
sell /sel/	sold /səʊld/	sold /səʊld/	sprzedać
send /send/	sent /sent/	sent /sent/	wysłać
set /set/	set /set/	set /set/	ustawić
sew /səʊ/	sewed /səʊd/	sewn /səʊn/ / sewed /səʊd/	szyć
shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/	trząść, potrząsać
shed /ʃed/	shed /ʃed/	shed /ʃed/	zrzucić, pozbyć się
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/	świecić
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/	strzelać
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/	pokazać
shrink /ʃrɪŋk/	shrank /ʃræŋk/	shrunk /ʃrʌŋk/	kurczyć się
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/	zamknąć
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	śpiewać
sink /sɪŋk/	sank /sæŋk/	sunk /sʌŋk/	tonąć
sit /sɪt/	sat /sæt/	sat /sæt/	siedzieć
sleep /sli:p/	slept /slept/	slept /slept/	spać
slide /slaɪd/	slid /slɪd/	slid /slɪd/	zjeżdżać, ślizgać się

Infinitive	Past simple	Past participle	
smell /smel/	smelled /smeld/ / smelt /smelt/	smelled /smeld/ / smelt /smelt/	pachnieć, wąchać
speak /spi:k/	spoke /spɔ:k/	spoken /'spɔ:kən/	mówić
speed /spi:d/	sped /sped/ / speeded /'spi:did/	sped /sped/ / speeded /'spi:did/	przyspieszyć
spend /spend/	spent /spent/	spent /spent/	spędzać
steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/	ukraść
stick /stɪk/	stuck /stʌk/	stuck /stʌk/	wbijąć, wtykać, przyklejać
sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/	ukłuć
stink /stɪŋk/	stank /stæŋk/	stunk /stʌŋk/	śmierdzieć
strike /straɪk/	struck /strʌk/	struck /strʌk/	uderzyć, wybić
swear /sweə/	swore /swɔ:/	sworn /swɔ:n/	przysięgać
sweep /swi:p/	swept /swept/	swept /swept/	zamiatąć
swell /swel/	swelled /sweld/	swollen /'swɒlən/ / swelled /sweld/	puchnąć
swim /swɪm/	swam /swæm/	swum /swʌm/	płynąć
swing /swɪŋ/	swung /swʌŋ/	swung /swʌŋ/	zakołysać, zamachnąć
take /teɪk/	took /tʊk/	taken /'teɪkən/	wziąć
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/	uczyć
tear /teə/	tore /tɔ:/	torn /tɔ:n/	podrzeć
tell /tel/	told /təʊld/	told /təʊld/	powiedzieć
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/	myśleć
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/	rzucić
thrust /θrʌst/	thrust /θrʌst/	thrust /θrʌst/	pchnąć
undergo /,ʌndə'gəʊ/	underwent /,ʌndə'went/	undergone /,ʌndə'gɒn/	poddać się czemuś, przejść
understand /,ʌndə'stænd/	understood /,ʌndə'stʊd/	understood /,ʌndə'stʊd/	rozumieć
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/	obudzić się
wear /weə/	wore /wɔ:/	worn /wɔ:n/	nosić
win /wɪn/	won /wʌn/	won /wʌn/	wygrać
wind /waɪnd/	wound /waʊnd/	wound /waʊnd/	nawijać, nakręcić
withdraw /wɪð'drɔ:/	withdrew /wɪð'dru:/	withdrawn /wɪð'drɔ:n/	wyciągać się
wring /rɪŋ/	wrung /rʌŋ/	wrung /rʌŋ/	wykręcić, wycisnąć
write /raɪt/	wrote /rəʊt/	written /'rɪtən/	pisać

STUDENT B

2.3 Speaking, exercise 6

Describe the photo and answer the questions below.



- 1 What do you think the students are practising and why?
- 2 In what kind of situations do you usually dance?
- 3 Tell me about a situation when you or someone you know had a problem with a musical or artistic performance.

ALL STUDENTS

2.5 Vocabulary 2, exercise 3

Check your answers for the quiz, then go back to page 28.

How important is music to you?

- Mostly 'a'** – Music in its many forms entertains you. You love listening to music that you can sing or dance to, and enjoy the social side of music.
- Mostly 'b'** – You're a music superfan, and music is your life. You know all the latest bands and singers. Your friends are always listening to your playlists.
- Mostly 'c'** – You're open-minded. You don't care if it's an original recording or a cover version as long as you like it. You listen to music if it's on, and like to get recommendations from friends.

4.1 Vocabulary 1, exercise 7, Fast Finishers

Read the definitions of a *generalist* and a *specialist*. Then go back to page 55.

GENERALIST /'dʒenərəlist/ noun [C] a person who has skills which are useful in many different jobs or activities

SPECIALIST /'speʃəlist/ noun [C] a person whose training, education or experience makes them an expert in a particular field or subject

STUDENT B

7.3 Speaking, exercise 5

Listen to Student A doing his/her task. Then look at the pictures and do the task below.

Twoja szkoła organizuje Klub Sztuki i Rękodzieła. Poproszono Cię o pomoc w wybraniu plakatu, który będzie go reklamował. Powiedz, który plakat wybierasz, i wyjaśnij, dlaczego odrzucasz drugą propozycję.



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