

MARTA **ROSIŃSKA**
LYNDA **EDWARDS**



NEW

PASSWORD

A2+/B1

Nr MEiN 1131/1/2022

STUDENT'S BOOK

 **macmillan**
education

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A2+/B1

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

STUDENT'S BOOK

 **macmillan**
education

	VOCABULARY	GRAMMAR 1	LISTENING AND VOCABULARY	GRAMMAR 2
1 WHAT A CHARACTER! Człowiek, Życie prywatne	p4 personality	p5 present simple and present continuous 📖 Gramatykalizacja	p6 listening for detail 📖 Zdania z lukami, Odpowiedzi na pytania, Rozmowa z odgrywaniem roli vocabulary: emotions, personality	p7 verb + -ing form / infinitive 📖 Transformacje zdań (zadanie otwarte)
p13 WORDLIST 1				
2 A GOOD SPORT Sport	p16 sports	p17 used to and past simple	p18 listening for gist and detail 📖 Dobieranie (zdań do wypowiedzi) vocabulary: extreme and dangerous sports, professional sports	p19 past continuous and past simple
p25 WORDLIST 2				
3 WELCOME HOME! Miejsce zamieszkania	p28 houses and locations	p29 present perfect: <i>How long? for / since</i>	p30 listening for gist, intention, context and detail; distinguishing fact and opinion 📖 Wybór wielokrotny vocabulary: living in a town	p31 present perfect and past simple; <i>just, already, yet</i> 📖 Gramatykalizacja
p37 WORDLIST 3				
4 STUDY TIME Edukacja	p40 school and schoolwork	p41 past simple and past perfect	p42 listening for detail 📖 Tekst z lukami, Wybór wielokrotny vocabulary: the education system	p43 modals of deduction: <i>may / might / could, can't, must</i>
p49 WORDLIST 4				
pp52–53 TEST PRACTICE 1–4:	Rozumienie ze słuchu <i>Zdania z lukami, Dobieranie (zdań do wypowiedzi)</i> • Rozumienie tekstów pisanych <i>Wybór wielokrotny</i> • Znajomość środków językowych <i>Minidialogi (zadanie zamknięte), Sety leksykalne (dwa zdania)</i>			
5 A WORK OF ART Kultura	p54 participating in culture	p55 will and going to	p56 listening for gist and detail 📖 Tekst z lukami (tabela), Wielokrotny wybór, Odpowiedzi na pytania vocabulary: art, phrasal verbs	p57 <i>must, have to, need to, can</i> 📖 Tłumaczenie fragmentów zdań (zadanie otwarte), Gramatykalizacja, Transformacje zdań (zadanie otwarte)
p63 WORDLIST 5				
6 TO SPEND OR NOT TO SPEND? Zakupy i usługi	p66 shops and services, products, buying and selling	p67 comparatives and superlatives; <i>as ... as, too, enough</i> 📖 Transformacje zdań (zadanie otwarte)	p68 listening for gist, detail, intention and context 📖 Dobieranie (zdań do wypowiedzi) vocabulary: shopping online, verbs and prepositions	p69 relative clauses
p75 WORDLIST 6				
7 BACK TO NATURE Świat przyrody, Podróżowanie i turystyka	p78 landscape and geographical features	p79 zero and first conditional 📖 Transformacje zdań (zadanie otwarte)	p80 listening for gist and detail 📖 Dobieranie, Zdania z lukami, Odpowiedzi na pytania, Wybór wielokrotny vocabulary: weather and climate	p81 second conditional 📖 Transformacje zdań (zadanie otwarte)
p87 WORDLIST 7				
8 IT WORKS! Nauka i technika	p90 using technical equipment	p91 the passive: present simple, past simple, present perfect, <i>will</i> 📖 Transformacje zdań (zadanie otwarte)	p92 listening for detail and context; distinguishing fact and opinion 📖 Wybór wielokrotny vocabulary: technical failures	p93 reported speech 📖 Transformacje zdań (zadanie otwarte)
p99 WORDLIST 8				
pp102–103 TEST PRACTICE 5–8:	Rozumienie ze słuchu <i>Wybór wielokrotny</i> • Rozumienie tekstów pisanych <i>Dobieranie (zdań do luk)</i> • Znajomość środków językowych <i>Minidialogi (zadanie otwarte), Transformacje zdań (zadanie zamknięte)</i>			

VOCABULARY CHALLENGE, pp108–112

- Unit 1** personality adjectives; personality (verb collocations); synonyms, compound words
- Unit 2** sportspeople (word formation); verb collocations; collocations with *beat* and *win*
- Unit 3** location (verb collocations); easily confused words
- Unit 4** easily confused words; word formation (nouns)
- Unit 5** forms of culture; prepositional phrases
- Unit 6** services; polysemous words
- Unit 7** adjectives; polysemous words
- Unit 8** easily confused words; predictions

p104 CULTURE 1: Popular sports
p105 CULTURE 2: Schools in Australia

p106 CULTURE 3: Festivals and celebrations
p107 CULTURE 4: National identity

pp113–116 SPEAKING TESTS 1–4
pp117–119 SPEAKING BANK

READING AND VOCABULARY		SPEAKING	WRITING	ENGLISH IN USE
pp8-9 reading for detail Dobieranie vocabulary: hobbies and interests		p10 meeting people Rozmowa z odgrywaniem roli	p11 a personal profile Profil internetowy grammar: adverbs of degree	p12 like, would like and look like Tłumaczenie fragmentów zdań (zadanie zamknięte), Wybór wielokrotny (tekst), Transformacje zdań (zadanie otwarte)
pp14-15 REVIEW 1				
pp20-21 reading for detail, gist and intention Wybór wielokrotny, Dobieranie (zdań do tekstów) vocabulary: sports equipment and sports events		p22 talking about a past event Rozmowa z odgrywaniem roli	p23 an email E-mail vocabulary: adjectives	p24 used to and be used to Minidialogi (zadania zamknięte), Sety leksykalne (dwa zdania), Uzupełnianie luk w tekście jednym wyrazem
pp26-27 REVIEW 2				
pp32-33 reading for gist and detail Dobieranie (zdań do luk), Uzupełnianie streszczenia w języku angielskim vocabulary: rooms and furniture		p34 describing a picture Rozmowa na podstawie ilustracji vocabulary: describing a room	p35 a blog entry Wpis na blogu grammar: so and such	p36 Transformacje zdań (zadanie zamknięte), Wybór wielokrotny (tekst), Tłumaczenie fragmentów zdań (zadanie otwarte)
pp38-39 REVIEW 3				
pp44-45 reading for gist and detail Dobieranie (nagłówków do akapitów), Zdania z lukami vocabulary: teaching and learning; technology in education		p46 expressing and justifying an opinion Uzupełnianie luk w dialogu, Rozmowa z odgrywaniem roli	p47 a letter of enquiry List z zapytaniem grammar: indirect questions	p48 Sety leksykalne (dwa zdania), Tłumaczenie fragmentów zdań (zadanie zamknięte), Słowotwórstwo
pp50-51 REVIEW 4				
• Mówienie Rozmowa z odgrywaniem roli • Wypowiedź pisemna Wpis na blogu				
pp58-59 reading for gist and detail Wybór wielokrotny vocabulary: literature and reading		p60 arranging to go out Rozmowa z odgrywaniem roli	p61 a competition entry Zgłoszenie do konkursu grammar: and, but, because and so	p62 Wybór wielokrotny (tekst), Transformacje zdań (zadanie zamknięte), Gramatyzacja
pp64-65 REVIEW 5				
pp70-71 reading for gist and detail Wybór wielokrotny, Uzupełnianie streszczenia w języku angielskim vocabulary: advertising		p72 in a clothes shop Rozmowa z odgrywaniem roli	p73 a product review Wpis na forum	p74 fit, match and suit Tłumaczenie fragmentów zdań (zadanie zamknięte), Minidialogi (zadanie otwarte), Słowotwórstwo
pp76-77 REVIEW 6				
pp82-83 reading for gist and detail Dobieranie (zdań do tekstów), Uzupełnianie streszczenia w języku polskim vocabulary: natural disasters		p84 stimulus-based discussion Rozmowa na podstawie materiału stymulującego vocabulary: holiday activities	p85 a paragraph of an essay Rozprawka vocabulary: green issues	p86 prepositions of place Wybór wielokrotny, Transformacje zdań (zadanie zamknięte), Tłumaczenie fragmentów zdań (zadanie otwarte)
pp88-89 REVIEW 7				
pp94-95 reading for detail Dobieranie (zdań do luk) vocabulary: ICT technology; predictions		p96 making complaints Rozmowa z odgrywaniem roli	p97 a paragraph of a letter to the editor List do redakcji	p98 collocations with invent and discover Sety leksykalne, Minidialogi (zadanie zamknięte), Transformacje zdań (zadanie otwarte)
pp100-101 REVIEW 8				
• Mówienie Rozmowa na podstawie materiału stymulującego • Wypowiedź pisemna Wpis na forum				

GRAMMAR CHALLENGE, pp108-112

- Unit 1** verb patterns after *stop* and *try*
- Unit 2** *when* with past simple and past continuous
- Unit 3** *been* and *gone*
- Unit 4** *when* with past simple and past perfect
- Unit 5** the difference between *must* and *have to*
- Unit 6** comparison with *less* and *least*
- Unit 7** *unless*
- Unit 8** the active and passive

p120 **TEST EACH OTHER** Student A
pp121-124 **WRITING BANK**

p125 **TEST EACH OTHER** Student B
pp126-133 **GRAMMAR REFERENCE**

pp134-137 **LEXICAL PATTERNS**
pp138-150 **AUDIOSCRIPT**
p151 **IRREGULAR VERBS**

1

WHAT A CHARACTER!

VOCABULARY

personality

- 1 Look at pictures A and B. Do you think you would like to meet these people? Why?/Why not?



- 2 Work in pairs and do the quiz.

Do you ...

1	usually admit it when something is your fault?	✓	✗
2	happily spend money on presents for your family and friends?	✓	✗
3	usually wait calmly for buses or trains?	✓	✗
4	like telling people what to do?	✓	✗
5	often speak in public and enjoy it?	✓	✗
6	cry during sad films?	✓	✗
7	always do what you tell your friends you'll do?	✓	✗
8	go out a lot with your friends in your free time?	✓	✗
9	make people laugh when you tell jokes?	✓	✗
10	work hard to be as good as possible at things?	✓	✗

- 3 Match the adjectives below with sentences 1–10 in exercise 2. Which of the adjectives describe you? Compare your answers in pairs.

funny patient confident honest sociable
reliable sensitive bossy ambitious generous

- 4 Divide the adjectives into positive, negative and neutral.

hard-working dishonest talkative silly quiet
helpful friendly kind rude serious clever
lazy shy nasty modest polite mean

- 5 **CD 1.01** Listen and repeat the words from exercises 3 and 4.

- 6 Match the adjectives with their opposites.

1 generous	a nasty
2 hard-working	b dishonest
3 shy	c talkative
4 quiet	d rude
5 nice	e lazy
6 honest	f confident
7 polite	g mean

- 7 Complete the sentences with the correct adjectives from exercise 4.

- Miss Parks is very . When I couldn't think of ideas for my project, she gave me lots of useful advice.
- My brother is a bit . He never pays for anything when we go out! And he earns a lot of money!
- I was really when I was younger, and I never did any work at home at all!
- Did you know that Zoe has won lots of quiz competitions? She's very and never talks about them.
- Our new classmate, Harry, is very . The teacher always has to tell him to be quiet!
- Kyle works hard in class and doesn't smile very often. He's so .

- 8 **CD 1.02** Listen to the girl and boy from exercise 1 talking about their personalities. Write down three adjectives to describe each person.

Speaker 1:

Speaker 2:

VOCABULARY CHALLENGE! Unit 1, page 108, exercise 1

- 9 What are you and your friends like? Work in pairs. Tell your partner about yourself or your best friend. Use adjectives from the lesson and the phrases below.

My good points are that ... • As for my bad points ...
I am a bit / quite ... because ... • I can be ... at times.
I tend to be ... when ...

- 10 **WHAT DO YOU THINK?** Read and discuss the English saying below. What do you think it means? Do you think it is true? Use the ideas below to help you.

You can't tell a book by its cover.

I think this sentence is true because ...

- some people look shy/really sociable / look bored/really interested
- First impressions are sometimes false. For example, my friend/brother/classmate ...

I don't think this sentence is true because ...

- eyes tell the truth • expression shows feeling

- 1 Work in pairs. Write two sentences about
a) something you do every day and b) something
somebody in your class is doing now.

- 2 **CD 1.03 LANGUAGE IN CONTEXT** Read and listen
to the dialogue. Find examples of the present simple
and present continuous.

Lisa Hi! What are you doing? Is it your English homework?

Tomek No! I'm writing an email to my English friend. So, yeah, I'm using English, but not for my homework!

Lisa Do you write to him every week?

Tomek Yes, sometimes twice a week. I'm staying with him this summer, so we're arranging lots of things at the moment. He lives in London. Should be fun!

Lisa Brilliant! My friend Jenny doesn't write very often. She does a lot of sports and she's always busy. She's competing in a big event on Saturday. She doesn't write about anything else! We don't have similar interests really. She likes sports – I don't. I read a lot – she doesn't.

Tomek That's a shame. Mike and I enjoy a lot of the same things. I think that's important for a good friendship.

Lisa You're right. Can I write to Mike too?

- 3 **ANALYSE** Copy and complete the table with the correct words.

PRESENT SIMPLE

Affirmative	I often ¹ letters. Lisa often ² letters.
Negative	I ³ often write letters. He ⁴ often write letters.
Yes/No question	⁵ you often write letters? ⁶ she often write letters?
Wh- question	When ⁷ Jodi write letters?

PRESENT CONTINUOUS

Affirmative	I ⁸ an email to my English friend. She ⁹ an email to her English friend.
Negative	I ¹⁰ an email to my English friend. He ¹¹ an email to his English friend.
Yes/No question	¹² he writing an essay? ¹³ you writing an essay?
Wh- question	What ¹⁴ the students writing?

- 4 Complete the rules with the name of the correct tense: **present simple** or **present continuous**.

- We use the to talk about regular actions and routines.
- We use the to talk about something that is happening now.
- We use the for things that are generally true.
- We use the to talk about something that is temporary or happening around now.
- We use the for a future arrangement.

- 5 Match the sentences from the dialogue with rules 1–5 in exercise 4.

- I'm using English, but not for my homework!
- Do you write to him every week?
- We're arranging lots of things at the moment.
- He lives in London.
- I'm staying with him this summer.

- 6 Which of the time expressions do we NOT use with the present simple?

often sometimes right now on Mondays never
always once a month at the moment usually hardly ever

- 7 **WHAT'S RIGHT?** Choose the correct sentences.

- He often plays video games.
- He plays often video games.
- She doesn't usually tidy her room.

- 8 **PRACTISE** Choose the correct option to complete the sentences.

- Sara **usually does** / **does usually** her homework before dinner, but today she **does** / **is doing** it after dinner instead.
- I **live** / **am living** in London, but I **stay** / **am staying** with my friend in Manchester for a few days.
- My brother **doesn't watch** / **isn't watching** TV very often. He **spends** / **is spending** a lot of time on his computer.
- Do you go** / **Are you going** swimming every Friday? **Do you play** / **Are you playing** tennis on Fridays too?
- 'What **do you do** / **are you doing** later today?'
'I **go** / **am going** to town. Do you want to come?'
- How often **does your dad travel** / **is your dad travelling** for work?
- My dad **works** / **is working** in the US at the moment.

- 9 Complete the emails with the correct form of the verbs in brackets. Use the present simple or present continuous.

Hi Emily,
How are you? I'm in class and I ¹ (wait) for the teacher. It's an English class, and at the moment we ² (read) a book by Agatha Christie. It's really good. ³ (you / like) Agatha Christie? ⁴ (you / often / study) crime writers at school? Oh, the teacher ⁵ (come). Speak later! Bye!
Eva

Hi Eva,
Great to hear from you. I'm at school too, but it's lunchtime. On Tuesdays we ⁶ (have) maths and science in the afternoon. UGHH! I ⁷ (not like) maths and science. And the teacher ⁸ (give) us a test today! What ⁹ (you / do) later today?
Love,
Emily

- 10 **NOW YOU DO IT** Write six sentences about things that you do or don't do at weekends, using **always**, **sometimes**, **usually** and **never**. Include two sentences which are false. Read out your sentences. Can your partner guess the false ones?

- I never watch TV at the weekend.
- I don't think it's true. You sometimes watch TV.



The Witcher



The Queen's Gambit



Star Wars: The Mandalorian

1 Work in pairs and discuss the questions.

- 1 Do you watch TV series? Why? / Why not?
- 2 Look at the pictures. Do you know these characters from TV series? What are they like?
- 3 Think of some other TV or film characters. Describe them to your partner.

2 Read the notice. What is the purpose of the text?

- a To advertise a new TV series about a school.
- b To find some actors for a new TV series.
- c To ask for comments about a new TV series.

Want to be in a TV series?

Well, here's your chance!

We are filming a new series in this area and we're looking for people to play some of the small parts. The series is about a secondary school and we need YOU to audition for the parts of students in the classes. So – would you like to be on TV? Do you have some free time at the weekends to do the filming? Do you like acting? Then come along on Saturday, 15 June, to Eastlight Theatre for an audition. We start at 9 a.m.

See you on Saturday!

3 Listen to a film director talking about three characters in a new TV series. Complete the sentences.

- 1 The film director wants to  to act in the series.
- 2  is Charlie's biggest fault.
- 3 Ella tries to be the  of attention all the time.
- 4 Sophie finds tests and exams very .
- 5 Both Charlie and Sophie are  to the people they care about.

VOCABULARY CHALLENGE! Unit 1, page 108, exercise 2

4 Listen to students at the audition reading two sections from a scene and complete the answers to the questions.

Dialogue 1

- 1 Why is Ella angry?
Because Charlie is going to give away the secrets .
- 2 What does Charlie want money for?
For being .

Dialogue 2

- 3 Why is Sophie worried?
She's got a test and she needs to .
- 4 Why does Sophie always forget everything she knows during a test?
She gets .
- 5 Why does Sophie care about good marks so much?
She'd like her parents to feel .
- 6 What does Ella offer to do?
She offers .

5 Complete the sentences with adjectives below.

proud stressed nervous embarrassed upset

- 1 Liam is good at sports. He's  of his medals.
- 2 Carl likes acting, but he always gets  before he goes on stage.
- 3 Ian is a new student. He's very shy. He gets  and goes bright red if the teacher asks him a difficult question.
- 4 Pam is in the same class as Ella. She gets very  when she has too much work to do. Ella tells her to relax.
- 5 Laura got  in class yesterday, because her marks were the worst in the class. She nearly cried.

6 Complete the sentences about yourself.

- 1 I am proud of .
- 2 I get nervous when .
- 3 I get stressed when .
- 4 I get embarrassed when .

7 Role-play the dialogue, using the prompts in brackets.

- Student A Hi, how are you feeling after the test?
- Student B  (Powiedz, jak się czujesz.)
- Student A Well, it's finished! Hey – what do you think of the new student, Liam?
- Student B  (Opisz osobowość nowego kolegi.)
- Student A Really? Why do you say that?
- Student B  (Uzasadnij swoją opinię na temat kolegi i powiedz, jak on się zwykle zachowuje.)

1 Work in pairs. What do you usually like doing after school? What would you like to do after school today?

2 LANGUAGE IN CONTEXT Read Amelia's blog and answer the questions.

- 1 What is Amelia's job?
- 2 Do you like her lifestyle? Why? / Why not?



Amelia's BLOG

Morning guys! The new series is fantastic and I'm so happy to be in it!

But life is so busy at the moment. Every morning I get up at about 6.30 – yes, that's 6.30 – and go to the studio. I **would like to stay** in bed and **spend more time sleeping**, but filming starts at 8.00. I don't **enjoy getting up** early, but I don't have a choice!

I'm working a lot with Jack Reeves this week. I **love acting** with him. He's really helpful. He **doesn't mind giving** me advice when we're filming. He's **agreed to help** me with my lines too. I **suggested practising** our words together and he said yes!

Anyway, it's evening now. I don't **want to do** anything, just watch TV. I'm just **looking forward to going** to bed. It's a busy week, but I **hope to relax** at the weekend. More tomorrow!

Like • Share 1 2

3 ANALYSE Which verbs are followed by the infinitive and which ones by the -ing form? Copy and complete the table with the highlighted verbs from the blog.

verb + -ing form	verb + to + infinitive
spend time	would like

4 Put the verbs below in the correct columns in the table in exercise 3. One verb can go in both columns with no change of meaning. Which one?

plan refuse be keen on decide continue
can't stand offer promise

5 PRACTISE Read the chat session with Amelia. Complete it with the correct form of the verbs in brackets.

Hannah Hi Amelia. What are you planning ¹ (do) after this series? Do you want to continue ² (work) in TV?

Amelia Good question. After this series I want ³ (act) in the theatre! It's good to have a real audience.

Luke Hi Amelia. What do you look forward to ⁴ (do) most when you start a new project?

Amelia That's hard! I like the excitement, but I hate ⁵ (learn) my words!

Ruth Hi Amelia! What do you like ⁶ (do) when you're not working?

Amelia Well, I'm pretty sociable, and I get bored quite easily, so I enjoy ⁷ (go) out. And I have a passion for sports, so I love ⁸ (watch) my favourite football team play!

Harry is typing ...

GRAMMAR CHALLENGE! Unit 1, page 108, exercise 1

6 Complete the second sentence so that it means the same as the first, using the verbs given. Do not change the verbs given.

- 1 My friend asked me to help him with his homework and I said yes. **AGREED**
I my friend with his homework.
- 2 I invited Mark to the party, but he didn't want to go. **REFUSED**
Mark to the party.
- 3 I'm not patient when I have to wait in a queue. **CAN'T STAND**
I in a queue.
- 4 I think our trip to London will be fantastic. **LOOKING FORWARD**
I our trip to London.
- 5 It's fun to learn foreign languages. **ENJOY**
I foreign languages.
- 6 I worked on this essay for an hour. **SPENT**
I on this essay.
- 7 Anna would really like to go to this party on Thursday. **KEEN**
Anna is really to the party on Thursday.

7 NOW YOU DO IT Write questions from the prompts. Then ask and answer the questions in pairs.

- 1 What / you / like / do / on Saturdays?
- 2 What / you / plan / do / during the next holiday?
- 3 What / you / spend most time / do / in the evenings?
- 4 What / you / stand / do / at home?
- 5 What job / you / want / do / after school?
- 6 When / you / usually / stop / watch TV / at night?



- 1 Work in pairs. Which of the hobbies sound the most interesting/boring to you? Put them in order starting from the most interesting.

drawing collecting things skateboarding cooking
taking photos social networking listening to music
gardening playing computer games fishing jogging
rollerblading blogging biking hiking

- 2 Match the definitions with the names of hobbies below. There is one extra hobby. Which of the hobbies would you like to try? Why?

zine writing cryptozoology online genealogy
vlogging BMXing

- 1 is bike racing for people who like extreme sports. You need a special bike to do difficult tricks.
- 2 is making video journals on the web about your life and interests.
- 3 is researching family history and creating an online family tree.
- 4 is studying the mythical or legendary animal creatures such as Big Foot, Chupacabra or unicorns.
- 3 Do the quiz to find out what your hobbies say about your personality. Compare your score in pairs. How true are the descriptions for you?
- 4 **CD 1.06** Read the descriptions (A–D) again and match them with questions (1–6). There are two extra questions.
- Who looks for specific tasks to do?
 - Who is fascinated by technology?
 - Who suffers without friends?
 - Who doesn't like learning?
 - Who likes doing extraordinary things?
 - Who likes sharing his/her thoughts?

Quiz

1 You are outdoors. You spend your time

- playing sports games with your friends.
- jogging.
- reading a book or a magazine.
- taking photos of the nature around you.

2 When you're on the bus or tram, you usually

- talk to a friend on your mobile phone.
- think about your next project or task.
- worry about your problems.
- watch others.

3 When it rains and you cannot go outside, you often

- watch TV with your family.
- help your parents around the house.
- listen to music or do puzzles.
- look out of the window and dream.

4 During breaks between lessons, you usually

- chat with other students.
- check your emails or go on a social networking site.
- read something or listen to music.
- go outside and spend your time in the fresh air.

5 When you have a free day, you

- spend it with family or friends.
- spend your time reading books or magazines.
- talk to your friends online.
- browse the Internet for new ideas.

A (4–7) BMXer

Mixing with others is your true hobby and the only activity which makes you really happy. You relax by talking to people and doing things together. You don't like spending time on your own; instead you prefer team sports and project work. You adore going to parties and social networking sites! You're also **mad about** music. You listen to it all the time.

B (8–12) Genealogist

You are goal-oriented and you get bored easily when there is nothing to do. You are **keen on** new tasks and you don't mind challenges. You enjoy organising activities for others and you are good at it. You feel comfortable on your own and with your friends, but you dislike too much noise. You're **fond of** learning anything new! You are a great **fan of** documentary and nature programmes.

C (13–16) Vlogger

You like thinking a lot, reading, writing or blogging about life, feelings and problems of all sorts. You **are into** music, literature and film. You aren't a sports fan or a partygoer. You don't go clubbing, but you don't mind socialising. You **prefer** chatting with friends on social networking sites **to** going out. A lot of people say you are a bit sensitive.

D (17–20) Cryptozoologist

You are a bit of a dreamer. You **take up** different hobbies all the time. You are **interested in** different, often unusual things, but you don't have any specific aims in your life. You are easygoing and you accept changes without any problems. You relax best by doing nothing or browsing the Internet to find some strange facts. Friends are important to you, but going out isn't your cup of tea. You prefer texting your friends rather than actually meeting them.

5 Read the descriptions again and find sentences which have a similar meaning to the sentences below.

- 1 You constantly change your pastimes. (text D)
- 2 You enjoy spending time with other people. (text A)
- 3 You have aims in your life. (text B)
- 4 You don't like going to parties very much. (text C)
- 5 You adapt easily to new situations. (text D)

- 3 How easily do you **bored with an activity / involved in a new activity?**
- 4 Do you reading books **interesting / boring / so-so?** Why? / Why not?
- 5 How often do you **computer games / card and board games?**

VOCABULARY CHALLENGE! Unit 1, page 108, exercises 3 and 4

Vocabulary development**6** Complete the text with the correct prepositions.

Hi,
Let me tell you about myself. I'm Dominica. I'm 16 years old. I have a passion for dancing, and I also love blogging. I'm mad ¹ dance, so I go to dance classes twice a week. I also keep a blog about modern dance. I'm keen ² music, especially rock and blues. I'm a great fan ³ reggae too. I'm ⁴ modern technologies and I'd like to take ⁵ vlogging, but I need to get a good camera first. I'm not really interested ⁶ socialising online because I prefer meeting my friends in real life ⁷ having online conversations with them. Taking photos is also one of my hobbies. I love taking pictures of people and buildings. I'm not too fond ⁸ sports, though I don't mind cycling.
How about you?
Love,
Dominica

7 Now look at the highlighted phrases in texts A–D and check your answers to exercise 6.**8** Complete the questions with the verbs below.

play get do go find

- 1 How often do you **clubbing / swimming / running?**
- 2 Do you **sports / yoga / crosswords?** How often?

9 Work in pairs. Ask and answer the questions from exercise 8.**10** Write a reply to Dominica's email in exercise 6 (100–150 words). Use ideas and language from the exercises in this lesson. Underline the new words or phrases you have used. Include this information:

- how old you are and where you come from,
- what you like doing in your free time,
- which activities you're not too keen on.

Dear Dominica,

Thanks for your email. Let me tell you about myself ...

Critical thinking

Look at the picture. Work in pairs and answer the questions.

- 1 Many people believe that photography is a fascinating activity. Why do you think it is the case? What's interesting about it?
- 2 What makes a good photograph?
- 3 Why do some people dislike it when somebody wants to photograph them?

1 Describe the picture and answer the questions.

- Do you think these people are enjoying themselves? Why do you think so?
- What could they be talking about?



2 CD 1.07 Read and listen to the dialogue. Answer the questions.

- Where are the speakers? Do they know each other well or are they strangers?
- Where are they from?
- What similar interests do they have?

Matt Hi. You look like you don't know anyone here.

Paula You're right. I'm new here. I'm Polish and I've just arrived in Britain.

Matt Wow! Your English is **great**. I'm Matt and I'm Tom's **cousin**. And you?

Paula My name's **Paula** and I'm Tom's new **classmate**. Nice to meet you, **Matt**.

Matt Nice to meet you too. So what are you into?

Paula Well, I love **dancing and listening to music**. What about you?

Matt Me too! I'm also quite keen on **sports**. I really like **football and cricket**.

Paula Well, **sports aren't** really my cup of tea, but I think **they** must be a great hobby.

Matt Yes, they are! Anyway, what do you think of the **music** here?

Paula It's really **great**!

3 Read the dialogue again and complete the Phrase Bank. Translate the expressions into Polish.

PHRASE BANK

Introducing yourself

I'm ¹ cousin. / Hi, I'm Paula.

Nice to ² you (too).

Talking and asking about interests and opinions

So what are you ³? / What do you do in your free time?

Well, I ⁴ /adore dancing and listening to music.

I'm quite ⁵ on sports.

Sports aren't really my cup of ⁶. / I don't really like ...

What do you ⁷ of the music/food here?

It's ⁸ great/awesome/OK!

Reacting to what people say

Really? Wow! | That's great! / That's cool!

What about you? / And you? | Why not? | Me too.

4 Work in pairs. Practise reading the dialogue, changing the words in red.

5 CD 1.08 Listen to two dialogues at a party. Are the sentences true or false?

Dialogue 1

- Mark is enjoying the party.
- Claire knows a lot of people at the party.
- All three speakers are keen on dancing.

Dialogue 2

- Charlie and the boy are neighbours.
- The girl is in the same class as Charlie.
- The girl is not very happy in her new class.

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

- here / I / know / people / many / don't / .
- you / do / Charlie / so / how / know / ?
- of / they / great bunch / are / people / a / .
- you / how / know / him / come / ?
- you / party / a / good time / having / are / at / the / ?

7 Work in pairs. Role-play the dialogues, using the prompts below.

- A Zapytaj kolegę/koleżankę*, czy dobrze się bawi na przyjęciu.
B Odpowiedz.
- A Zapytaj kolegę/koleżankę, co sądzi na temat potraw/jedzenia podanego na przyjęciu.
B Powiedz, że jest świetne.
- A Powiedz, że uwielbiasz grać w siatkówkę.
B Odpowiedz, że nie interesujesz się sportem.

* W całej serii Password kolejność form męska/żeńską dostosowano do Informatora o egzaminie maturalnym z języka angielskiego od roku szkolnego 2022/2023. Zachęcamy jednak do zapoznania się z tendencjami etykietalnymi współczesnej polszczyzny.

8 CD 1.09 Listen to the recordings (1–5) and choose the correct replies (a–c).

- a I really enjoy our school discos.
b My boyfriend loves discos.
c Discos are so boring!
- a Why not?
b I'm not really sure.
c Really? Me too.
- a Why not?
b Don't worry about it.
c Not really, sorry.
- a Mark is really nice.
b Nice to meet you, Jane.
c Good luck!
- a She's funny and confident.
b She's busy now, I'm afraid.
c She goes to school with me.

9 Work in pairs. Read the instructions and role-play the dialogue. Use the expressions from the Phrase Bank.

Jesteś na grillu (*barbecue*) zorganizowanym przez Twojego przyjaciela Alana. Rozpocznij rozmowę z osobą, której nie znasz. W rozmowie:

- przedstawcie się sobie nawzajem,
- opiszcie swoje hobby,
- powiedzcie, co sądzicie na temat spotkania,
- powiedzcie, skąd znacie Alana.

- 1** Read the description of PenPal Schools, a popular online site for students. Work in pairs and answer the questions below.

PenPal Schools is one of the most popular sites for students who want to find friends all over the world and cooperate with them on various international projects. Members from over 150 countries join 'online classrooms' and share their opinions and ideas in writing to learn from each other about the world, different cultures and values. It's a truly international experience!

- 1 What do you think of this site? What similar sites do you know?
- 2 Imagine you joined PenPal Schools. What information about yourself would you like to share with the other members?
- 3 How important is it to have an interesting photo on your personal profile? Do you upload selfies or photos of you taken by other people?

- 2** Read a personal profile from PenPalSchools.com. Match headings a–e with the paragraphs. There is one extra heading.

- a personal information and hobbies
- b family and friends
- c appearance and personality
- d why you are writing
- e who you are looking for

PenPal SCHOOLS Hi from Jessica and Josh.

- 1 We want to have one profile for the two of us because it's something different. We are interested in the same things and want to meet friends who are like us.
- 2 We are 17 years old and we both come from Boston, USA. We are students at a local high school. We dream of becoming musicians. I'm into rock music, but Josh prefers metal music. I'm learning to play the guitar and Josh is taking drum lessons.
- 3 We are both tall, have dark hair and almost look like twins, but we are very different people. I'm quite confident, very easygoing and extremely talkative. Josh can be rather shy, pretty serious and a bit quiet, but he's a great friend!
- 4 We're looking for friends who share our passion for music. Please write soon and tell us about yourself and your life.

- 3** Complete the Phrase Bank, using words and expressions from the profile.

PHRASE BANK

Giving personal information

I'm 17 years old and I ¹ the USA.
I dream ² a good photographer. | I'm ³ sports.
I'm very easygoing and I ⁴ be pretty lazy sometimes.
I want to meet people ⁵ me.
I'm ⁶ friends who share my passions.

! Watch out

Aby określić stopień natężenia jakiejś cechy, przed niektórymi przymiotnikami możemy zastosować przysłówki:

a little / a bit funny
quite/rather/pretty funny
very/really/extremely/terribly funny

- 4** Read the **Watch out!** tip and choose the words which describe you best. Give examples.

I'm quite confident because I am not afraid to speak in front of the class.

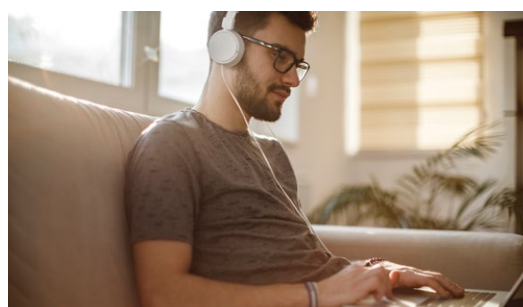
- 1 I'm **very** / **quite** confident.
- 2 I can be **a bit** / **terribly** bossy sometimes.
- 3 People say I'm a **rather** / **pretty** serious person.
- 4 I'm a **little** / **really** interested in history.
- 5 I think I tend to be **extremely** / **pretty** talkative.

- 5** Complete the profile with appropriate words. Then number the paragraphs in the correct order.

Hi,
a I'm ¹ ambitious and really want to achieve a lot in my life. Sometimes I can be a ² shy, but I'm learning to be more self-confident. I'll need that when I become a dancer!
b I'd love to meet people who are ³ me and who have similar interests.
c I'm Lucy. I ⁴ from Canada. I'm a seventeen-year-old high school student. I'm pretty tall and I have dark hair and brown eyes.
d I've got a few hobbies. I'm ⁵ in music and dancing. I really would ⁶ to become a professional dancer when I finish school. I'm also ⁷ on sports. My favourite sports are ice hockey and cycling. In my ⁸ time I often read books and I also ⁹ a blog.
Please write to me!
Lucy

- 6** Write a personal profile (100–150 words) about yourself for a social networking site. Include the following points:

- your name, age, nationality;
- your personality;
- your hobbies and interests;
- your pet hates.





- 1 Work in pairs. What are your favourite colours when it comes to clothes and interior design? Which colours are the most popular to wear in your class? What colours are in and out of fashion at the moment?

- 2 Read the text and translate the Polish parts of the sentences into English.

We prefer ¹ (*nosić*) certain colours simply because we like them. We probably very often ² (*nie wiemy*) why we tend to go for, for example, blue but avoid green. Businesses, however, take a more serious approach to colours and ³ (*są dobrzy w*) using them to influence their customers. Marketing specialists realise that almost 85% of customers decide ⁴ (*kupić*) something mainly on the basis of the colour of the product. As a result, companies spend their time ⁵ (*analizując*) what we call the psychology of colour.

So, restaurants regularly ⁶ (*używają*) red to stimulate appetite, while yellow ⁷ (*pojawia się*) in shop windows to attract attention. Purple, on the other hand, is often the colour of beauty products, because it makes us think of relaxation.

- 3 Match the questions with the answers. Then translate them into Polish.

- 1 What's he like?
 - 2 What would he like to do?
 - 3 What does he look like?
 - 4 What does he like doing?
- a He'd like to go to the cinema.
 - b He's tall and very handsome.
 - c He loves swimming and cycling.
 - d He's a bit shy but very friendly.

- 4 Choose the answer a, b or c which means the same as the Polish part of the sentence in brackets.

- 1 I really (*lubię*) wearing blue clothes. This colour suits me.
a mind b enjoy c prefer
- 2 My mum (*nigdy nie nosi*) black clothes because it makes her feel depressed.
a doesn't often wear
b hardly ever wears
c never wears
- 3 Mark suggested (*pójść*) to the cinema on Saturday night.
a going b to go c go
- 4 Anna (*szykuje się*) for a party at the moment. We're leaving in about 15 minutes.
a gets ready b get ready c is getting ready
- 5 I have no idea (*jaka ona jest*). I hope she's nice.
a what she likes b what she's like
c what she looks like

- 5 Read the text and choose the correct answer: a, b or c.

Psychologists say that your favourite colour really matters. It ¹ other people about your personality and feelings. People who love red and ² wear clothes in this colour are very active individuals. They are keen ³ sports and action movies. People who prefer yellow and blue like peace and quiet while those who like orange enjoy meeting people because they are very ⁴ by nature. Individuals who prefer black would like ⁵ in control of others while those who like white are independent. As you can see, colours show more than you think.

- | | | |
|----------------|------------|--------------|
| 1 a is telling | b tells | c tell |
| 2 a now | b rarely | c often |
| 3 a of | b on | c at |
| 4 a sensitive | b sensible | c sociable |
| 5 a to be | b being | c be forward |

- 6 Complete the second sentence so that it means the same as the first, using the word given. Use no more than four words. Do not change the word given.

- 1 I'd like to start a course in photography – it sounds really interesting. **UP**
I'm thinking about photography – it sounds really interesting.
- 2 I always choose light colours over dark ones. **PREFER**
I dark ones.
- 3 She's a keen reader of crime stories. **FOND**
She crime stories.
- 4 I lose interest in things very quickly. **BORED**
I very quickly.
- 5 Why don't you add more salt? The dish will taste better. **TRY**
You could more salt. The dish will taste better.
- 6 We are very tired, so we need a break from work. **STOP**
We need to because we are very tired.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 What do you think makes this woman's job rewarding and hard at the same time?
- 2 Would you like to work as a volunteer at a place like this one? Why? / Why not?
- 3 Is it a good idea to try to turn your hobby into a job?

Vocabulary MP3 01

admit	/əd'mɪt/	przyznawać (że coś jest prawdą)
advice	/əd'vaɪs/	rada
ambitious	/æm'bɪʃəs/	ambitny
bossy	'bɒsi/	apodyktyczny, władczy
clever	/'klevə(r)/	mądry, sprytny
confident	/'kɒnfɪd(ə)nt/	pewny siebie
dishonest	/dɪ'sɒnɪst/	nieuczciwy, nieszczerzy
friendly	/'fren(d)li/	przyjazny, życzliwy
funny	/'fʌni/	zabawny
generous	/'dʒen(ə)rəs/	hojny
get top marks	/'get ,tɒp 'mɑː(r)ks/	dostawać najlepsze oceny
give advice	/'gɪv əd'vaɪs/	udzielać rad
go red	/'gəʊ 'red/	czerwienić się
hard-working	/'hɑːd'wɜː(r)kɪŋ/	pracowity
helpful	/'helpf(ə)l/	pomocny
honest	/'ɒnɪst/	uczciwy, szczerzy
kind	/'kaɪnd/	miły
lazy	/'leɪzi/	leniwy
make people laugh	/'meɪk ,piːp(ə)l 'lɑːf/	rozbawiać ludzi
mean	/'miːn/	skąpy
modest	/'mɒdɪst/	skromny
nasty	/'nɑːsti/	okropny, niemiły
nice	/'naɪs/	miły
patient	/'peɪʃ(ə)nt/	cierpliwy
polite	/'pə'laɪt/	uprzejmy
quiet	/'kwaɪət/	cichy
reliable	/'rɪ'laɪəb(ə)l/	godny zaufania, niezawodny
rude	/'ruːd/	nieuprzejmy
sensitive	/'sensɪtɪv/	wrażliwy
serious	/'sɪəriəs/	poważny
shy	/'ʃaɪ/	nieśmiały
silly	/'sɪli/	niemądry, głupawy
sociable	/'səʊʃəb(ə)l/	towarzyski
speak in public	/'spiːk ɪn 'pʌblɪk/	przemawiać publicznie
stay up late	/'steɪ ,ʌp 'leɪt/	kleść się późno spać
talkative	/'tɔːkətɪv/	gadatliwy, rozmowny
tell jokes	/'tel 'dʒɔːks/	opowiadać dowcipy
tend to do sth	/'tend tə ,duː ,səmθɪŋ/	robić coś zwykle; mieć tendencję do czegoś
tired	/'taɪə(r)d/	zmęczony
What a character!	/'wɒt ə 'kærɪktə(r)/	Ależ charakterek!

Grammar 1 MP3 02

friendship	/'fren(d)ʃɪp/	przyjaźń
audition for a part	/'ɔː dɪʃ(ə)n fə(r) ə ,pɑː(r)t/	brać udział w przesłuchaniu do roli (aktorskiej)
be the centre of attention	/'bi ðə 'sentə(r) əv ə ,tenʃ(ə)n/	być w centrum uwagi
embarrassed	/'ɪm'bærəst/	zażenowany
get into trouble	/'get ,ɪntə 'trʌb(ə)l/	wpadać w tarapaty, kłopoty
keep quiet	/'kiːp 'kwaɪət/	milczeć, zachowywać w sekrecie

Challenge! MP3 08

adore	/'əːdɔː(r)/	uwielać
broad-minded	/'brɔːd'maɪndɪd/	tolerancyjny
chill out	/'tʃɪl 'aʊt/	relaksować się
computer geek	/'kəm'pjʊːtə(r) ,giːk/	maniak komputerowy
enjoy	/'ɪn'dʒɔɪ/	lubić
enthusiast	/'ɪn'θjuːzɪəst/	entuzjasta, miłośnik

keep secrets	/'kiːp 'siːkrəts/	dochować tajemnicy
let sb down	/'let ,sʌmbədi ,daʊn/	zawieść kogoś, sprawić zawód
loyal	/'lɔɪəl/	lojalny
nervous	/'nɜː(r)vəs/	zdenerwowany, nerwowy
proud of sth	/'praʊd əv ,sʌmθɪŋ/	dumny z czegoś
stressed	/'strest/	zestresowany
tell lies	/'tel 'laɪz/	kłamać
trust sb	/'trʌst ,sʌmbədi/	ufać komuś
upset	/'ʌp'set/	zmartwiony, poruszony
waste time	/'weɪst 'taɪm/	tracić czas
worried	/'wʌrɪd/	zaniepokojony, zmartwiony

Grammar 2 MP3 04

decide	/'diːsaɪd/	decydować
look forward to	/'lʊk 'fɔː(r)wəd tə/	niecierpliwie czekać na coś, oczekiwać czegoś
refuse	/'nɪːfjuːz/	odmawiać
your good/bad points	/'jəʊ(r) 'ɡʊd, 'bæd ,pɔɪnts/	twoje mocne/słabe strony

Reading and vocabulary MP3 05

be a fan of	/'bi ə 'fæn əv/	być fanem czegoś
be fond of	/'bi 'fɒnd əv/	bardzo coś lubić
be interested in	/'bi 'ɪntərəstɪd ɪn/	interesować się czymś
be into	/'bi 'ɪntə/	interesować się czymś
be keen on	/'bi 'kiːn ɒn/	przepadać za czymś
be mad about	/'bi 'mæd ə ,bəʊt/	szaleć na punkcie czegoś
biking	/'baɪkɪŋ/	jazda na rowerze
blogging	/'blɒɡɪŋ/	prowadzenie bloga
collecting things	/'kɒlɪk'tɪŋ ,θɪŋz/	kolekcjonowanie, zbieranie rzeczy
cooking	/'kʊkɪŋ/	gotowanie
do crosswords	/'duː ,krɒs,wɜː(r)dz/	rozwiązywać krzyżówki
do sports / yoga	/'duː 'spɔː(r)ts, 'jəʊgə/	uprawiać sport / praktykować jogę
don't mind sth	/'dɒnt 'maɪnd ,səmθɪŋ/	nie mieć nic przeciwko czemuś
drawing	/'driːŋ/	rysowanie
dreamer	/'driːmə(r)/	marzyciel / marzycielka
easygoing	/'iːzi'ɡəʊɪŋ/	wyluzowany, spokojny
family tree	/'fæm(ə)li ,triː/	drzewo genealogiczne
find sth boring / interesting	/'faɪnd ,səmθɪŋ 'bɔːrɪŋ, 'ɪntərəstɪŋ/	uważać coś za nudne/ciekawe
find sth so-so	/'faɪnd ,səmθɪŋ 'səʊ ,səʊ/	uważać, że coś jest średnie, takie sobie
fishing	/'fɪʃɪŋ/	wędkarstwo
gardening	/'ɡɑː(r)d(ə)nɪŋ/	ogrodnictwo, prace w ogrodzie
get bored with an activity	/'get 'bɔː(r)d wɪð ən æk'tɪvəti/	znudzić się jakimś zajęciem
get involved in an activity	/'get ɪn'vɒlvɪd ɪn ən æk'tɪvəti/	zaangażować się w jakieś zajęcie
go clubbing	/'ɡəʊ 'klʌbɪŋ/	chodzić do klubów

go running / swimming	/'gəʊ 'rʌnɪŋ, 'swɪmɪŋ/	bieganie / pływanie
goal-oriented	/'gəʊl,ɔːrɪntɪd/	nastawiony na cel
have a passion for	/'hæv ə 'pæʃ(ə)n fə(r)/	pasjonować się czymś, mieć zamiłowanie do czegoś
hiking	/'haɪkɪŋ/	chodzenie na piesze wycieczki
jogging	/'dʒɒɡɪŋ/	jogging, bieganie
keep a blog	/'kiːp ə 'blɒɡ/	prowadzić bloga
listening to music	/'lɪs(ə)nɪŋ tə 'mjuzɪk/	stuchanie muzyki
mix with others	/'mɪks wɪð ,ʌðə(r)z/	udzielać się towarzystwo
not be your cup of tea	/'nɒt ,bi jə(r) ,kʌp əv 'tiː/	nie przepadać za czymś
on your own	/'ɒn jə(r) 'əʊn/	sam/sama, samodzielnie
organising	/'ɔːg(ə)nɪzɪŋ/	organizowanie, porządkowanie
partygoer	/'pɑː(r)tɪ ,ɡəʊə(r)/	imprezowicz / imprezowiczka
photography	/'fə'tɒɡrəfi/	fotografowanie
play card and board games	/'pleɪ 'kɑː(r)d ənd 'bɔː(r)d ,ɡeɪmz/	grać w gry karciane i planszowe
play computer games	/'pleɪ kəm'pjʊːtə(r) ,ɡeɪmz/	grać w gry komputerowe
prefer sth to sth	/'prɪfə 'stʰ ,səmθɪŋ tə ,səmθɪŋ/	woleć coś od czegoś
rollerblading	/'rɒlə(r) ,bleɪdɪŋ/	jazda na rolkach
skateboarding	/'skeɪt ,bɔː(r)dɪŋ/	jazda na deskorolce
social networking	/'səʊʃəl 'netwɜː(r)kɪŋ/	media społecznościowe
take up a hobby	/'teɪk ,ʌp ə 'hɒbi/	zająć się jakimś hobby
taking photos	/'teɪkɪŋ 'fəʊtəʊz/	fotografowanie
text your friends	/'tekst jə(r) ,frendz/	wysyłać wiadomości tekstowe do znajomych

Speaking MP3 06

bunch of people	/'bʌntʃ əv 'piːp(ə)l/	grupa ludzi, paczka
classmate	/'klɑːs ,meɪt/	kolega/koleżanka z klasy
how come ...?	/'haʊ 'kʌm/	jak to się stało, że...?

Writing MP3 07

achieve a lot	/'əʊ'tʃiːv ə ,lɒt/	osiągnąć wiele
dream of sth	/'driːm əv ,səmθɪŋ/	marzyć o czymś
extremely	/'ɪk'striːmli/	niezwykle, wyjątkowo
play the guitar	/'pleɪ ðə ɡɪ'tɑː(r)/	grać na gitarze
quite / pretty	/'kwaɪt, 'prɪti/	dość
rather	/'rɑːðə(r)/	dość, raczej, niż/aniżeli
share your passion	/'ʃeə(r) jə(r) 'pæʃ(ə)n/	dzielić się swoją pasją
take drum lessons	/'teɪk 'drʌm ,les(ə)nz/	brać lekcje gry na perkusji
terribly	/'terəb(ə)l/	okropnie
your personal profile	/'jə(r) ,pɜː(r)s(ə)nəl 'prəʊfaɪl/	własny profil, własne konto

relax	/'rɪləks/	relaksować się, odpocząć
rely on	/'rɪ laɪ ,ɒn/	polegać na kimś
sports fan	/'spɔː(r)ts ,fæn/	kibic sportowy
sympathetic	/'sɪmpə'tetɪk/	współczujący
unwind	/'ʌn'waɪnd/	rozluźniać się, odpocząć



Complete all the exercises from this section in your notebook.

VOCABULARY

- 1 Write the adjectives with the opposite meaning. Then suggest three other pairs of adjectives with opposite meanings.

- 1 lazy h - w g
- 2 serious f y
- 3 mean g s
- 4 silly c r
- 5 rude p e
- 6 talkative q t

- 2 Complete the text with appropriate words.



Hobbies in the stars

When you know the personality of a person, you can guess what they are ¹ in. It is usually not true, but some people of the same star sign often ² up the same hobbies. For example, Aries (21 March – 19 April) and Gemini (21 May – 20 June) individuals ³ active to passive pastimes and they easily get ⁴ with activities such as reading or watching TV. Taurus (2 April – 20 May) and Pisces (19 February – 20 March) individuals, on the other hand, choose artistic hobbies. They are ⁵ painting, music, singing or dancing. Virgos (23 August – 22 September) and Capricorns (22 December – 19 January) are ⁶ of more intellectual activities, so they tend to read a lot.

GRAMMAR

- 3 Complete the mini-dialogues with the correct forms of the verbs in brackets. Use the present continuous or present simple.

- A Why ¹ (Veronica / cry)? She usually ² (smile) all the time.
 B She's upset because she ³ (have) a lot of problems at school at the moment.

- A What ⁴ (Josh / like)?
 B He's quite shy, so he ⁵ (not / be keen on) group or team activities. He often ⁶ (go) cycling on his own.

- A Where ⁷ (you / go) this summer?
 B I ⁸ (not know) yet. I usually ⁹ (go) to the seaside, but this year may be different. Most of my friends ¹⁰ (plan) a holiday in the mountains, so I'll probably go with them.

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

- 1 I avoid (spend) time with people I don't know. So, if you don't mind, I'd like (stay) at home.
- 2 I can't stand (listen) to metal music, but I'm quite keen on (listen) to punk music.
- 3 I always hope (make) new friends wherever I go and I never refuse (talk) to strangers.
- 4 When I decide (do) something, I always do it. When I promise (help) someone, I never forget to do it.
- 5 I hate (do) team sports, so I'm not planning (take) part in the basketball tournament.

- 5 Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.

ENGLISH IN USE

- 6 **TRANSFORMACJE ZDAŃ** Wykorzystując podane wyrazy, uzupełnij zdania tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów i form podanych wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 1 Grace enjoys playing board games with her friends. **KEEN**
 Grace board games with her friends.
- 2 I'm not fond of gardening – I get bored easily. **CUP**
 Gardening isn't – I get bored easily.
- 3 Jess would like to take up a new hobby. **OF**
 Jess up a new hobby.
- 4 I tend to get stressed when I have to speak in public. **USUALLY**
 I when I have to speak in public.
- 5 How long does it take you to learn to play a new song on a guitar? **SPEND**
 How much time to play a new song on a guitar?
- 6 Ken can't wait to go to his friend's birthday party – he's such a party animal! **FORWARD**
 Ken to his friend's birthday party – he's such a party animal!

- 7 **MINIDIALOGI (ZADANIE ZAMKNIĘTE)** Uzupełnij poniższe minidialogi (1–3). Wybierz spośród podanych opcji brakującą wypowiedź. Zakreśl jedną z liter: A, B albo C.

- 1 X ☐?
 Y I'm a huge fan of hiking.
 X Wow, that's so cool!
 A What are you up to?
 B What are you into?
 C What are you doing?
- 2 X I'm taking part in a swimming race this weekend.
 Y ☐!
 X Thanks, I'll need it.
 A Good idea!
 B Good luck!
 C Goodbye!
- 3 X Hi, How are you?
 Y ☐.
 A Yes, I'm sure.
 B Sorry, I'm late.
 C I'm fine, thanks.



LISTENING

- 8 **CD 1.10 ZDANIA Z LUKAMI** Usłyszysz dwukrotnie wykład na temat osobowości. Na podstawie informacji zawartych w nagraniu uzupełnij zdania tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

Personality lecture – notes

- 1 In the past, psychologists believed that personality traits were stable, so you wouldn't be able to them.
- 2 Nowadays, research shows that it is possible, although it's not .
- 3 First of all, you need to define to achieve – which personality trait you'd like to change.
- 4 The most important thing is that if you really want to change, you have to your plan and never give up – even if you feel nervous at the beginning.
- 5 You have to yourself because science shows that change is possible.



SPEAKING

- 9 **ROZMOWA Z ODGRYWANIEM ROLI** Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę zaczyna uczeń A.

Uczeń A

Rozpoczynasz zajęcia na wakacyjnym kursie językowym za granicą. Rozmawiasz z nowo poznaną osobą, która będzie z Tobą w grupie. W rozmowie z uczniem B omów poniższe cztery kwestie.

podstawowe informacje (wiek, kraj pochodzenia)

hobby i zainteresowania

powody wyboru kursu za granicą

ulubione sposoby spędzania czasu na wakacjach

Uczeń B

Rozpoczynasz zajęcia na wakacyjnym kursie językowym za granicą. Właśnie poznałeś/poznałaś osobę, która będzie z Tobą w grupie. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- nie zgódź się z którymś stwierdzeniem ucznia A,
- powiedz, że lubisz udzielać się towarzystwo / lubisz poznawać nowych ludzi,
- powiedz, że niezbyt odpowiada Ci sposób spędzania czasu wolnego, który lubi uczeń A,
- zaproponuj uczniowi A wspólne spędzenie popołudnia.

WRITING

- 10 **WPIS NA BLOGU** Przeczytaj polecenie i wypowiedz się na poniższy temat.

Chciałbyś/Chciałabyś podzielić się na międzynarodowym blogu opinią na temat osoby, którą podziwiasz. Zredaguj wpis (100–150 wyrazów), w którym:

- wyjaśnisz, kim jest ta osoba i czym się zajmuje,
- opisziesz, jakie cechy charakteru ma ta osoba,
- wyjaśnisz, dlaczego podziwiasz tę osobę i w jaki sposób bierzesz z niej przykład,
- zachęcisz innych uczestników forum do podzielenia się informacją o tym, kogo podziwiają.

Napisz wypowiedź w języku angielskim. Rozwiń wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznaną polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc słów w podanych już zdaniach zaczynających wypowiedź). Oceniane są: umiejętność pełnego przekazania informacji, spójność i logika wypowiedzi, zakres środków językowych oraz poprawność środków językowych.

*Hi Everybody,
Today, I'd like to write about somebody who I really admire.*

...

2

A GOOD SPORT

VOCABULARY

sports

- 1 Read the web forum entries below. Which person do you agree with? Why?

Leocool I'm really into sports. I love playing football, swimming and doing a bit of everything really!

Anna I don't do much sport. I prefer watching it on TV – especially big events like the Olympics.

FrodoB I'm a bit lazy, but I'd like to do some sports, maybe start swimming or learn to play tennis.

Becky17 I HATE sports!

Jasper I have loads of sports apps on my phone and I play them all the time.

- 2 Match the sports below with the sports apps 1–16. Do you do any of these sports, or do you know someone who does? Discuss in pairs.

boxing basketball football swimming ice hockey
gymnastics weightlifting motor racing rowing
karate cycling surfing skating table tennis
snowboarding volleyball



- 3 **CD 1.11** Listen and repeat the words from exercise 2.

- 4 Work in pairs. Which of the sports in exercise 2 are
a) team sports?
b) individual sports?
c) both?

- 5 Copy and complete the table with the sports below. Then add the sports from exercise 2 to each column.

handball tennis judo rugby badminton sailing
athletics canoeing skating golf long jump skiing

play (team sports, games)	go (most sports ending in -ing)	do (other sports)

- 6 Complete the sentences with the correct verb + sport from exercises 2 and 5. Use the correct form of the verbs.
- I often at the weekends at my local pool or in the sea if it's not too cold.
 - My best friend regularly. She likes going down rivers where bigger boats can't go.
 - I with about six of my friends quite often. It's just for fun. I love moving on the ice.
 - My uncle . He trains every day. He's got really strong muscles now.
 - My family every winter in the mountains. I learned when I was quite young, and now I can go quite fast.
 - When you , you need to be energetic to jump up and hit the ball over the net.

- 7 **CD 1.12** Listen to four people talking about different sports. Write down the names of the sports. Give reasons for your answers.

Speaker 1:

Speaker 3:

Speaker 2:

Speaker 4:

VOCABULARY CHALLENGE! Unit 2, page 108, exercise 1

- 8 Think about a sport and write down some information about it, but do not give its name. Use the prompts below. Read out your information for the class to guess the sport.

This is an individual sport / a team sport.

You usually play it outdoors/indoors.

In this sport you need to fight / throw a ball / jump / run.

You wear / don't wear special clothes.

- 9 **WHAT DO YOU THINK?** Work in pairs and discuss the question, using the prompts below. Give reasons for your opinion.

Which sports do you think are good for children to do at school? Why?

I think swimming/basketball is good for children because ...

- it can save lives.
- they learn how to swim / keep fit / work in a team.

1 Tell your partner about a sport or a hobby that you did when you were younger but don't do now.

2 **LANGUAGE IN CONTEXT** Read the text. Write down three things that have changed about tennis.

Some interesting things you might NOT know about sports!

Tennis is a very popular sport today and people play it all over the world. I **learned** to play ten years ago, when I was five years old. I **didn't belong** to a club – my dad **taught** me, and I **won** lots of competitions at school. But ... **did you know** that tennis today is very different from the original game? When it **started**, people didn't use to play it outdoors. This was because in the game they used to hit the ball against the walls of a room! The balls used to be smaller and heavier and the racket used to be smaller too. The rules also used to be very different! Players could hit the balls into openings in the walls – like goals! It **was** a hard, fast game!



3 **ANALYSE** Look at the underlined past simple forms in the text. Then copy and complete the table with the correct words.

PAST SIMPLE

Affirmative	I ¹ <u>learned</u> to play tennis 10 years ago.
Negative	He ² <u>didn't belong</u> to play tennis 10 years ago.
Yes/No question	³ <u>Did you know</u> you learn to play tennis 10 years ago?
Wh- question	When ⁴ <u>did you know</u> you learn to play tennis?

4 Which of the highlighted verbs in the text in exercise 2 are regular and which are irregular?

5 Copy and complete the table with the past simple forms of the verbs below. When do we need to double the consonant when adding the -ed ending?

hear run cry kick live carry hope catch
try see write hurry watch walk close play
have plan

verb + -ed	verb + -d	verb ending in -y → -i + -ed	irregular verbs
opened, stopped	loved	worried	went

6 Find sentences with *used to* in the text in exercise 2. Then copy and complete the table with the correct words.

USED TO

Affirmative	They ¹ <u>used to</u> to play tennis indoors.
Negative	They ² <u>didn't use to</u> to play tennis outside.
Yes/No question	³ <u>Did they</u> to play tennis with a hard ball?
Wh- question	Where ⁴ <u>did they</u> to play tennis?

7 Complete the rules with *used to* or the past simple. Sometimes more than one answer is correct. Then match the rules with sentences a–c below.

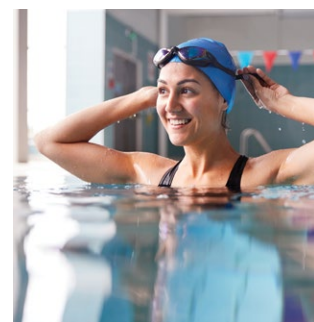
- We use used to to talk about past actions and past states.
 - We use used to to stress that things which were true in the past are different now.
 - We use used to for actions that happened only once.
- a I went to a sports club every Friday when I was younger.
b I won a swimming competition when I was eight.
c We used to live near the town centre but now we don't.

8 **PRACTISE** Complete the sentences with the correct form of *used to* and the verbs in brackets.

- I used to (go) swimming with my friend every Friday after school. It was fun.
- My brother and I used to (not like) PE lessons at primary school, but now we love playing football.
- Where did you go (you go) canoeing when you were younger? I'd like to try it.
- Mr Banks / (be) your football coach? He's our coach now and he's brilliant.
- We used to (not do) gymnastics at school. Now we've got some new equipment and we can join an after-school club.

9 Complete the text with the correct form of the verbs in brackets. Use *used to* where possible.

Jenna ¹ started (start) swimming when she was eight and she ² joined (join) the local swimming club a year later. She ³ trains (train) twice a week after school, but then she ⁴ became (become) really fast, and they asked her to train early mornings as well. She ⁵ got up (get up) at 5.30 and swim for an hour and a half before school! Jenna ⁶ swam (swim) for the UK in the last Olympics, but she ⁷ didn't win (not win) a medal. The following year she ⁸ gave up (give up) competitive swimming, so now she only swims a couple of times a week.



10 **NOW YOU DO IT** Write questions from the prompts. Use the past simple (questions 1–2) and *used to* (questions 3–4).

- What TV programmes / watch / last week / ?
- What / hate / eat / when you were younger / ?
- What subjects / enjoy at school / when you were a child / ?
- What music / listen to / when you were small / ?

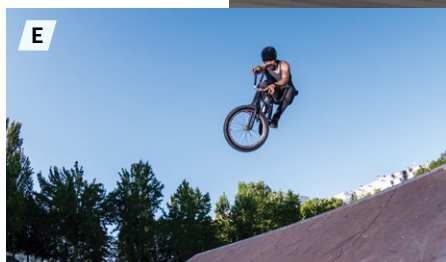
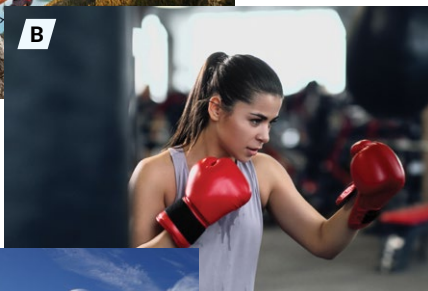
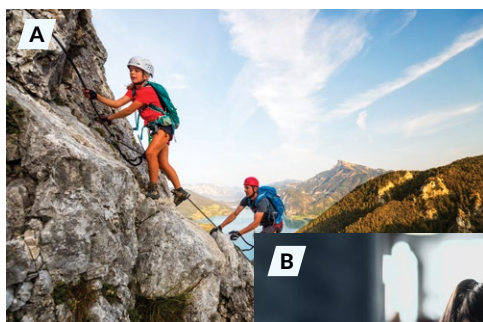
11 Work in pairs. Ask and answer the questions in exercise 10. Include at least two sentences in your answer.

1 Work in pairs and discuss the questions.

- 1 What dangerous or extreme sports do you know?
- 2 Would you like to take up an extreme sport? Why? / Why not?
- 3 Do you like films about famous sportspeople? Why? / Why not?

2 Match pictures A–E with five of the dangerous sports below. What do the other sports involve?

parachuting snowboarding boxing bungee jumping
 canyoneering free running mountain climbing
 BMXing motor racing

3 **CD 1.13** Listen to five people talking about films connected with sport. Match the pictures from exercise 2 with the film titles 1–5.

- | | | |
|------------------|-------------|---------|
| 1 Rush | 3 127 Hours | 5 Creed |
| 2 The Crash Reel | 4 The Ride | |

4 **CD 1.13** Listen again. Match the statements A–F with the speakers 1–5. There is one extra statement.

This speaker's film

- A suggests that doing sport can help you with your problems.
 B talks about rivals and their relationship in private life.
 C does not talk about the typical aspects of sport.
 D tells the story of a great sporting champion.
 E talks about a person who has to give up his favourite sport.
 F describes the story of a person who has to escape from somewhere.

5 What films about dangerous sports can you remember? Did you enjoy them? Discuss with your partner.6 Complete the sentences with the correct form of the words below.

injure support coach compete spectator
 champion train

- 1 The  were very happy when their team won the match.
- 2 Mr Briars is a boxing , and he regularly  several young boxers after school.
- 3 I always go to swimming competitions to  my sister, who is very fast.
- 4 Jack got  last week in a basketball game, so he can't play at the moment.
- 5 Our school volleyball team will  for an important prize this month.
- 6 My dream is to become a tennis  and win the big, gold cup at Wimbledon!

7 **CD 1.14** Listen to Gail and Mark talking about dangerous sports. Write down two positive and two negative points about the dangerous sports they mention.

VOCABULARY CHALLENGE! Unit 2, page 108, exercise 2

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 What can you do to practise an extreme sport, such as climbing, as safely as possible?
- 2 How can weather affect doing a sport?
- 3 Why do people decide to take up climbing or any of its forms?

1 What are you doing now? What were you doing at this exact time yesterday?

2 **CD 1.15** **LANGUAGE IN CONTEXT** Read and listen to the dialogue. How did Lola get hurt?



Andy Hi Lola! I called you half an hour ago, at 6.30.
 Lola I'm sorry, Andy. I left my phone in the bedroom. I was watching the women's football final downstairs. England won! Was it important?
 Andy No, not really. I'm going swimming later. Do you want to come?
 Lola I'd love to, but I can't. I hurt my back while I was playing volleyball yesterday. I've got to rest.
 Andy Oh no! How did it happen?
 Lola It was so silly, really. The sun was shining and it was a great afternoon for a match. I jumped for a ball but the sun was in my eyes. I didn't see Dani. She was jumping for it too. She crashed into me and I fell on my back.
 Andy Oh, poor you!

3 **ANALYSE** Find the past continuous forms in the dialogue. Then copy and complete the table with the correct words.

PAST CONTINUOUS

Affirmative	I ¹ volleyball yesterday. They ² volleyball yesterday.
Negative	I ³ volleyball yesterday. They ⁴ volleyball yesterday.
Yes/No question	⁵ you volleyball yesterday? ⁶ she volleyball yesterday?
Wh- question	Where ⁷ you / he volleyball yesterday?

4 Match sentences a–d from the dialogue with the correct rules 1–4.

- We use the past continuous to talk about an action that was in progress at a particular moment in the past.
- We often use the past simple and past continuous together. We use past simple for actions in the past that happened when another action was in progress (past continuous).
- We use the past simple to talk about completed actions in the past that happened one after another.

4 We use the past continuous to describe the background situation of a story.

- She crashed into me and I fell on my back.
- The sun was shining.
- I hurt my back while I was playing volleyball yesterday.
- I was watching the women's football final at 6.30.

5 **PRACTISE** Choose the correct option to complete the sentences.

- I **was walking** / **walked** home when I **was seeing** / **saw** Terry and I **was waving** / **waved** at him.
- The bell **was ringing** / **rang** while the teacher **was explaining** / **explained** the rules of the game.
- When we **were arriving** / **arrived** at the football match, it **was raining** / **rained** really hard.
- At lunchtime Dave **was coming** / **came** over and **was asking** / **asked** me to play in the tennis match.
- While dad **was driving** / **drove** my sister to the leisure centre, a cat **was running** / **ran** across the road and they **were nearly crashing** / **nearly crashed**.

6 **WHAT'S RIGHT?** Choose the correct sentence. There may be more than one correct answer.

- I was waiting for the bus when I met Karen.
- While I was waiting for the bus, I met Karen.
- I was waiting for the bus while I met Karen.

7 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or past continuous.

A few years ago the Tour de France ¹ (start) in Yorkshire, in the UK. The sun ² (shine) and people all over the world ³ (watch) the first stage of the race on TV. Thousands ⁴ (wait) for the competitors at the finish line. They ⁵ (want) the famous British rider Mark Cavendish to win. Mark was nearly there! But then a disaster happened! When he ⁶ (cycle) past the leaders, he ⁷ (hit) another rider and they ⁸ (fall) to the ground. Mark ⁹ (not win), but when he ¹⁰ (look) up, all the people ¹¹ (cheer). Unfortunately, he couldn't continue the race because of his fall.

GRAMMAR CHALLENGE! Unit 2, page 109, exercises 1 and 2

8 Complete the sentences in your own words.

- I was getting breakfast when _____.
- My friends and I found a gold necklace while _____.
- After the last lesson, I hurried home and _____.
- While the teacher was explaining the grammar, _____.

9 **NOW YOU DO IT** Work in pairs. Ask and answer questions about what you were doing at the times below.

- What were you doing at 8.30 this morning?
- I was sitting on the bus to school.

- at 8.30 this morning
- this time yesterday
- fifteen minutes ago
- at lunchtime on Sunday

- 1 Work in pairs. Write down at least two sports disciplines in which the following pieces of equipment are used.

ball gloves helmet net skates racket skis
goal goggles bat wetsuit

- 2 Work in pairs. Match sentences 1–5 with pictures A–E. Then do the quiz. Check your answers on page 119.

A



B



C



D



E



- 4 Read the texts again. Choose the correct answers.

Text 1

DO YOU WANT TO LEARN SOME FASCINATING FACTS ABOUT YOUR FAVOURITE SPORTS? THEN COME AND VISIT OUR MUSEUM.

Don't miss the exhibition about the history of the tennis ball. Learn some fascinating facts about it.

- The tennis ball was the idea of Charles Goodyear, who spent 20 years trying to construct a rubber ball that did not smell bad or break easily.
- Goodyear's invention helped other sports, like football, develop because players could now bounce and hit the ball with no problem.
- The original colour of tennis balls was white or black. They became yellow only in 1972 to be more visible for TV viewers.

Come and play a game of tennis using old-type balls and have fun!

Lots of interactive displays waiting for you!

- 1 What is the writer's purpose in writing the text?
- To inform about interesting sports.
 - To advertise the museum.
 - To show the importance of sports inventions.
 - To interest readers in tennis.

Text 2

SPORTS AND TECHNOLOGY made friends some time ago. The world of sport became terribly **competitive** because more and more **athletes** wanted to break world records. Technological inventions allow those who compete in sporting events to run or swim faster, and score or save more goals. IT also helps sports **referees** to make right decisions quickly. One such example is Hawk-Eye. This computer system uses a camera that takes photos along the lines on the football pitch. The computer analyses the information and sends it to the referee. In this way, it's easier to make sure the final result is fair and that both the **competitors** and the **supporters** are happy!

- 2 The technology in sport helps
- mainly the athletes.
 - both the athletes and the referees.
 - football fans see what's going on.
 - mainly the referees.

Sports trivia quiz

- 1 People did not use swimming goggles before the 20th century. **T / F**
- 2 Modern wetsuits are an American invention. **T / F**
- 3 King of England Henry VIII (1491–1547) had a pair of football boots. **T / F**
- 4 Table tennis players use rackets. **T / F**
- 5 The highest speed you can reach on skis is 120 km/h. **T / F**

- 3 **CD 1.16** Read texts 1–3. Choose the correct answer.

What are the three texts about?

- famous inventors in the world of sports
- the use of technology in sport
- products which made a change
- competition in sport

Text 3

Hi,

I love skateboarding and I can't imagine doing this sport without my sneakers. I take part in different skateboarding competitions. I believe that my favourite sneakers bring me luck. I learned not long ago that these shoes were also lucky for their designer, Paul Van Doren.

Can you believe that Van Doren left school at the age of 14?

He took a boring job at a shoe factory, and that's how his career began. He started to make shoes according to people's individual needs. A client could come in the morning to order the trainers and then collect them in the afternoon. What a cool idea – don't you think?

The business did very well and now the shoes break records of popularity among young people.



- 3 Why did Paul Van Doren become successful?
- His first job was very interesting.
 - He made standard types of shoes.
 - He took an innovative approach to designing shoes.
 - He made shoes that brought luck to people.

- 5 Read the texts again. Answer the questions a–d. There is one question which has no answer in any of the texts.

In which text does the author

- talk about somebody who became famous all over the world?
- talk about something which helps more than one group of people?
- say it is possible to try out something?
- suggest that he/she is surprised by something?

- People who are fans of a particular sports team are called .
- People who make sure that the sportspeople follow the rules are called (e.g. in football).
- Professional sportspeople are usually very – they always try to win and be better than others.

VOCABULARY CHALLENGE! Unit 2, page 109, exercise 3

- 9 Work in pairs. Imagine you are famous sportspeople. Take turns to ask and answer the questions below to interview each other. Use as many words and phrases from the exercises in this lesson as possible.

- What is your greatest success?
- Why do you think you are so successful?
- How often do you train?
- What equipment do you usually use?
- What's your dream in your sporting career?
- What sporting events do you watch on TV?

Vocabulary development

- 6 Match the nouns below with one or two verbs to make collocations. Then find the phrases in the texts in exercise 4 and check your answers.

a ball a record a sporting event a goal

- hit
- break
- compete in
- score
- save
- bounce
- take part in

- 7 Complete the sentences with the phrases from exercise 6. Use the correct form of the verbs.

- In sports like tennis or squash you must the ball really hard, while in basketball you must be good at it.
- The team played very well. They three and their goalkeeper a lot of .
- Thirty two teams in the FIFA World Cup every four years.
- All athletes want to records because the best sportspeople are rich and famous.

- 8 Complete the definitions with the highlighted words from Text 2.

- Sportspeople who take part in sporting events are called .
- Another name for 'sportspeople' is .

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- What makes people go for challenges like this one?
- How did he feel when he finished his journey?
- What do you think his next challenge could be?

1 Look at the cartoons. What do you think is happening?



2 CD 1.17 Read and listen to the dialogue. Make a list of all the bad things which happened to Tim.

- Anna Hi Tim. How's life? How was your long weekend?
 Tim Don't even ask! It was the worst time of my life!
 Anna You must be joking! You went to the seaside on a sports camp, didn't you? What went wrong?
 Tim Well, the first day went OK. We went swimming and played different games, but after that it was a total disaster. While I was playing a basketball match, I fell and banged my head really badly. I couldn't do any sports anymore!
 Anna Oh, I'm so sorry to hear that.
 Tim But that was just the beginning! The next day I ate something bad and I felt sick all day long. The day after that I lost my wallet. Can you believe it?
 Anna Oh no! You really had bad luck. That sounds horrible!
 Tim Yes, it does. It was just awful. Anyway, what did you do?
 Anna My weekend was really great. I didn't go away, but I had a great time with my friends. We went to the cinema and to the skate park. We met some new friends as well.
 Tim That sounds really cool. What a shame I didn't stay here!

3 Read the dialogue again and complete the Phrase Bank.

PHRASE BANK

Talking and asking about a past event

1 was your long weekend? | What went 2 ?
 The first day 3 OK. | But that was just the 4 !
 The 5 day, I ...

Describing feelings and emotions

It was the worst/best time of my 6 !
 It was a total 7 .
 It was really awful/great.

Reacting to what people say

Don't even 8 ! | You must be 9 !
 I'm so 10 to hear that.
 That 11 pretty horrible/cool!

4 Work in pairs. Practise reading the dialogue in exercise 2, changing the words in colour. Use the prompts below and your own ideas.

I fell off a chair in a café.
 I got on the wrong train.
 I broke my friend's tablet.
 I put on someone else's trainers.

5 CD 1.18 Listen to questions 1–4 and match them with the correct replies a–e below. There is one extra reply. Then work in pairs and ask and answer the questions from the transcript on page 140.

1 ☐ 2 ☐ 3 ☐ 4 ☐

- a Plenty. We would stay outdoors for most of the day.
 b It didn't happen until I was 10 years old.
 c It was a week ago. Do you honestly think I remember?
 d You must be joking!
 e It was the worst time of my life!

6 CD 1.19 Listen to Liam's story. Write the numbers of the questions you can answer based on his story. Then listen again and answer these questions.

- 1 Where did Liam stay during last year's camp?
 2 What happened on the first day of the camp?
 3 What did the trainer decide to do one night?
 4 Why was Liam afraid of insects?

7 CD 1.20 Listen to the sentences from the story and complete them with the correct words and phrases.

- 1 , everything was fine, but our trainer woke us up.
 2 I was scared like .
 3 , I pretended to be brave and finished the walk.
 4 , we went back to sleep.
 5 , I woke up and screamed, 'A spider!'
 6 I couldn't .

8 Work in pairs. Role-play the dialogues, using the prompts below.

- 1 A Zapytaj kolegę/koleżankę, jak minął mu/jej pierwszy tydzień na obozie sportowym.
 B Powiedz, że nie był udany, ponieważ zgubiłeś/zgubiłaś jakiś sprzęt sportowy i nie mogłeś/mogłaś trenować.
 2 A Zapytaj, co się nie udało podczas wycieczki.
 B Powiedz, że zgubiłeś/zgubiłaś portfel, a następnego dnia czymś się zatrąłeś/zatrąłaś.
 3 A Powiedz, że na obozie sportowym trenowałeś/trenowałaś z Leo Messim.
 B Wyraż niedowierzanie.

9 Work in pairs. Read the instructions and prepare a dialogue. Use the expressions from the Phrase Bank.

Opowiedz koledze/koleżance z Irlandii o jakimś ciekawym wydarzeniu, które miało miejsce podczas wakacji. W rozmowie:

- powiedz, gdzie i z kim spędziłeś/spędziłaś wakacje,
- opisz wakacyjne wydarzenie,
- powiedz, jak się wtedy czułeś/czułaś,
- zapytaj kolegę/koleżankę o jego/jej wakacje.





1 Match the pictures with the names of famous sporting events below. Do you find these events interesting? Why? / Why not?

- 1 The Wimbledon Championships
- 2 A Champions League game
- 3 The Tour de France
- 4 A Super Bowl game in the USA

2 Read the email about a sporting event and say what each paragraph is about. Complete gaps 1–4 with sentences a–d.

- a The match and the concert were absolutely fantastic!
- b It's the most exciting sporting event here in the USA.
- c It was really entertaining.
- d What a wonderful result!

Dear Piotr,
Thanks for your email. Here is my news.
Last weekend I went to watch the Sunday Super Bowl match in New Jersey. ¹ It's almost like a national holiday!
The atmosphere was just amazing. Everybody was chanting and cheering for their team. I was supporting the Seattle Seahawks and they won 43:8 in the end. ²
I also enjoyed the music show during the break. The concert is always one of the greatest music performances in the USA. This year it was Bruno Mars and the Red Hot Chili Peppers. ³ I had lots of fun. ☺
All in all, it was the best Super Bowl ever. ⁴ So, the day was just incredible!
Have you got similar sporting events in Poland? Let me know.
Bye for now,
Jimmy

3 Read the email again and find the adjectives used to describe the things below.

sporting event result atmosphere concert match day

! Watch out

Kiedy piszesz e-mail, unikaj stosowania pospolitych przymiotników, takich jak: **good, nice, interesting**. Zastąp je rzadszymi synonimami, np.: **exciting, fascinating, amazing**.

4 Replace the underlined words with the adjectives from the **Watch out!** box. Use **was** if necessary.

- 1 The match was good.
- 2 The atmosphere during the tournament was great.

- 3 The goalkeeper played well.
- 4 The competition was interesting.
- 5 The tournament was really nice.
- 6 The race was nice to watch.

5 Read the email. Write sentences to develop each paragraph, using the prompts in brackets.

Hi Julia,
I've got something to tell you. I went to see a volleyball match yesterday. It took place at ¹ (Napisz, gdzie odbył się mecz i kto brał w nim udział).
The atmosphere was ² (Napisz, jaka była atmosfera i komu kibicowałeś/kibicowałaś).
Guess what! I met a famous sportsperson at the game. ³ (Napisz, kogo spotkałeś/spotkałaś, i opisz swoje wrażenia). I had a chance to talk to him about ⁴ (Napisz, o czym rozmawiałeś/rozmawiałaś z tą osobą).
And then, to my surprise, I realised that one of the players was my childhood friend. ⁵ (Opisz jego grę i zachowanie na boisku). All in all, I think the match was a fantastic experience.
How are you? Please write and tell me your news.
All the best,
Jacek

6 Read the instructions and do the writing task.

Napisz do kolegi/koleżanki ze Szkocji e-mail (100–150 słów) i opisz w nim jakąś ciekawą imprezę sportową, którą oglądałeś/oglądałaś w telewizji lub w której uczestniczyłeś/uczestniczyłaś. W e-mailu:

- napisz, jaka to była impreza oraz gdzie i kiedy się ona odbyła,
- opisz atmosferę panującą podczas tej imprezy,
- zrelacjonuj jakieś ciekawe wydarzenie, które się tam odbyło,
- wyraż swoją opinię o tej imprezie.

- 1** Put the sentences in the correct order to make a logical dialogue.
- It was really great!
 - The fact that he talked about how to become a good footballer.
 - So, what did he say about that?
 - How was the meeting with Robert Lewandowski?
 - He gave a lot of useful tips about tactics in football.
 - What did you like the most about it?
 - Well, I suppose it sounds interesting if you're into football.

- 2** Choose the correct answers a, b or c to complete the mini-dialogues.

- 1** X Did you enjoy the match?
Y It was pretty boring.
X
- Sounds great.
 - What a shame!
 - Never again!
- 2** X How was your weekend?
Y It was a total disaster.
X
- What went wrong?
 - What made it so good?
 - Don't even ask!
- 3** X Let's go bungee jumping.
Y
- I'm surprised. I thought you liked them.
 - Great. I'm really into that!
 - I can't. I don't feel very well.
 - I'm sorry, but extreme sports aren't my cup of tea.
- 4** X You were probably quite shocked when you saw him with a gold medal around his neck.
Y
- Just like me! I think it was just good luck.
 - You must be joking!
 - I couldn't believe my eyes.
 - He can be ambitious, you know.

- 3** Complete each pair of sentences with one word.

- 1**
- He ... to swim regularly when he was younger.
 - I ... my new wetsuit and it felt very comfortable.
- 2**
- Does she still ... yoga?
 - They didn't ... any sports while they were on holiday.
- 3**
- It isn't easy to ... world records these days.
 - How did he manage to ... his arm again?
- 4**
- The team just couldn't ... a goal for the whole match.
 - How many points did you ... in this competition?
- 5**
- Mary is a quite careful person and she doesn't usually ... any risks.
 - Next year, I'd like to ... part in a marathon race. I hope I'll do well.

- 4** Match the sentences with the Polish translations. Compare your answers with other students.

- I used to train for six hours every day.
 - I was used to training for six hours every day.
- Byłem/Byłam przyzwyczajona do trenowania po sześć godzin dziennie.
 - Kiedyś trenowałem/trenowałam po sześć godzin dziennie.

! Watch out

used to + infinitive
be used to + -ing form

- 5** Translate the sentences, using *used to* or *be used to*.

- Byli przyzwyczajeni do pływania w zimnej wodzie.
- Kiedy byłem młodszy, pływałem w zimnej wodzie.
- Czy w szkole podstawowej graliście w różne gry?
- Czy byłeś przyzwyczajony do wczesnego wstawania?
- Nie chodziłam z moim tatą na mecze piłki nożnej.
- Nie byliśmy przyzwyczajeni do chodzenia na tak długie spacer.

- 6** Complete the text with appropriate words. Put one word in each gap.



When Kamil Stoch won another gold medal at the Winter Olympic Games in 2018 in South Korea, the whole of Poland went crazy again. People ¹ the competition on TV, supporting the ski jumper. A new generation of his fans wanted to learn as ² as possible about their idol. Many were surprised that Stoch took up ski jumping when he

was only four! His first coach says that as a child Kamil was always determined to compete ³ the Olympic Games. He was used to ⁴ very hard because his dream was to win a medal at this prestigious competition. His dream ⁵ true when he beat his rivals in Sochi in 2014! More success followed. Between 2014 and 2021 he stood up on the podium to collect either the bronze, silver or gold medal for his individual jumps or for the Polish ski jumping team. No wonder many people consider him to be one of the greatest Polish athletes.

- 7 WHAT DO YOU THINK?** Work in pairs. Ask and answer the questions, using the prompts below.

- Which sportsperson do you admire most? Why?
I really admire ... because he/she ...
- How do young people keep fit?
Young people often go ... or play ...
Some of them do ...
- Is sport an important part of your life?
I could / couldn't imagine my life without sport because ...
- Tell us about a situation when you or a friend got injured while doing a sport.

Vocabulary MP3 09

a good sport	/əˈɡʊdˈspɔː(r)t/	osoba, która zachowuje się wspaniałomyślnie w trudnych sytuacjach; dobry kolega / dobra koleżanka
athletics	/æθˈletiks/	lekkoatletyka
badminton	/ˈbædmɪntən/	badminton
basketball	/ˈbɑːskɪtˌbɔːl/	koszykówka
boxing	/ˈbɒksɪŋ/	boks
canoeing	/kəˈnuːɪŋ/	kajakarstwo
cycling	/ˈsaɪk(ə)lɪŋ/	jazda na rowerze, kolarstwo
do judo / karate / weightlifting	/ˈdʊːˈdʒuːdæʊ, kəˈrɑːti, ˈweɪtˌlɪftɪŋ/	uprawiać judo/karate/ podnoszenie ciężarów
energetic	/ˌenəˈdʒetɪk/	energiczny
fight	/faɪt/	walczyć
football	/ˈfʊtˌbɔːl/	piłka nożna
go skiing / swimming	/ˌɡəʊˈskiːɪŋ, ˈswɪmɪŋ/	uprawiać narciarstwo/ pływanie
golf	/ɡɒlf/	golf
gymnastics	/dʒɪmˈnæstɪks/	gimnastyka
handball	/ˈhændˌbɔːl/	piłka ręczna
ice hockey	/ˈaɪsˌhɒki/	hokej na lodzie
individual / team sports	/ˌɪndɪˈvɪdʒʊəl, ˈtiːmˌspɔː(r)t/	sporty indywidualne/ zespołowe
judo	/ˈdʒuːdæʊ/	judo
karate	/kəˈrɑːti/	karate
keep fit	/ˌkiːpˈfɪt/	być w dobrej formie
long jump	/ˈlɒŋˌdʒʌmp/	skok w dal
motor racing	/ˈməʊtə(r)ˌreɪsɪŋ/	wyścigi samochodowe
muscles	/ˈmʌs(ə)lz/	mięśnie
play sth outdoors / indoors	/ˌpleɪˈsʌmθɪŋ ˌaʊtˈdɔː(r)z, ˌɪnˈdɔː(r)z/	uprawiać sport na powietrzu / w hali
play rugby / tennis	/ˌpleɪˈrʌŋbi, ˈtenɪs/	grać w rugby/ tenisa
pool	/puːl/	basen
rowing	/ˈrəʊɪŋ/	wioślarstwo
rugby	/ˈrʌŋbi/	rugby
sailing	/ˈseɪlɪŋ/	żeglarsstwo
skating	/ˈskeɪtɪŋ/	łyżwiarstwo
skiing	/ˈskiːɪŋ/	narciarstwo
snowboarding	/ˈsnəʊˌbɔː(r)dɪŋ/	jazda na snowboardzie
surfing	/ˈsɜː(r)fɪŋ/	surfing
swimming	/ˈswɪmɪŋ/	pływanie
table tennis	/ˈteɪb(ə)lˌtenɪs/	tenis stołowy
tennis	/ˈtenɪs/	tenis
volleyball	/ˈvɒliˌbɔːl/	siatkówka
waves	/ˈweɪvz/	fale
weightlifting	/ˈweɪtˌlɪftɪŋ/	podnoszenie ciężarów

Grammar 1 MP3 10

join a swimming club	/ˌdʒɔɪn ə ˈswɪmɪŋˌklʌb/	wstąpić do klubu pływackiego
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Listening and vocabulary MP3 11

achievement	/əˈtʃiːvm(ə)nt/	osiągnięcie
BMXing	/ˌbiːˈemˈeksɪŋ/	jazda na rowerze typu BMX
bungee jumping	/ˈbʌndʒɪˌˌdʒʌmpɪŋ/	skoki na bungee
canyoneering	/ˌkænjəˈniəriŋ/	eksploracja kanionów, jaskiń
champion	/ˈtʃæmpiən/	mistrz/mistrzyni
climb	/klaɪm/	wspinać się
coach	/kəʊtʃ/	trener/trenerka
compete for sth	/kəmˈpiːt fə(r)ˌsʌmθɪŋ/	walczyć, konkuruwać o coś
competition	/ˌkɒmpəˈtɪʃ(ə)n/	zawody, konkurencja
fall down	/fɔːlˈdaʊn/	upaść, przewrócić się
free running	/ˈfriːˈrʌnɪŋ/	bieg miejski z elementami widowiskowych akrobacji
get injured	/getˈɪndʒə(r)d/	doznać kontuzji, zranić się
hole	/həʊl/	dziura
motor racing	/ˈməʊtəˈreɪsɪŋ/	wyścigi samochodowe i motocyklowe
mountain climbing	/ˈmaʊntɪnˌklaɪmɪŋ/	wspinaczka
parachuting	/ˈpærəˌʃuːtɪŋ/	wysokogórska spadochroniarstwo
spectator	/spekˈteɪtə(r)/	widz, kibic
support	/səˈpɔː(r)t/	kibicować komuś
train	/treɪn/	trenować
trainer	/ˈtreɪnə(r)/	trener/trenerka

Grammar 2 MP3 12

hurt your back	/ˌhɜː(r)tˌjə(r)ˈbæk/	doznać urazu pleców
leisure centre	/ˈleɪʒə(r)ˌsentə(r)/	centrum rekreacyjne, ośrodek sportowy

Reading and vocabulary MP3 13

athlete	/ˈæθliːt/	sportowiec
ball	/bɔːl/	piłka
bat	/bæt/	rakiетка (do tenisa stołowego), kij (do baseballu)
board	/bɔː(r)d/	deska (do surfingu, do snowboardu)
bounce / hit / throw a ball	/ˌbaʊns, ˈhɪt, θrəʊ ə ˈbɔːl/	odbijać/uderzać/ rzucać piłkę
break a record	/ˌbreɪk ə ˈrekɔː(r)d/	pobić rekord
bring sb luck	/ˌbrɪŋ ˌsʌmbədi ˈlʌk/	przynosić komuś szczęście
compete in / take part in a sporting event	/kəmˈpiːtɪn, ˌteɪk ˈpɑː(r)tɪn ə ˈspɔː(r)tɪŋ ɪˌvent/	startować / brać udział w zawodach sportowych
competitive	/kəmˈpetɪtɪv/	ambitny, lubiący współzawodnicstwo

competitor	/kəmˈpetɪtə(r)/	zawodnik/ zawodniczka
demanding	/dɪˈmɑːndɪŋ/	wymagający
do exercise	/ˌdʊːˈeksə(r)saɪz/	wykonywać ćwiczenie, ćwiczyć
football boot	/ˈfʊtˌbɔːlˌbuːt/	but piłkarski, korek
football pitch	/ˈfʊtˌbɔːlˌpɪtʃ/	boisko do piłki nożnej
game	/geɪm/	gra, rozgrywka
gloves	/ˈglʌvz/	rękawice
goal	/ɡəʊl/	bramka
goggles	/ˈɡɒɡ(ə)lz/	gogle narciarskie, okulary
helmet	/ˈhelmt/	plywakie
match	/mætʃ/	kask
net	/net/	mecz
race	/reɪs/	siatka
racket	/ˈræktɪ/	wyścig
referee	/ˌrefəˈriː/	rakieta (do tenisa, badmintonu)
result	/rɪˈzʌlt/	sędzia sportowy
save / score a goal	/ˌseɪv, ˌskɔː(r) ə ˈɡəʊl/	wynik
skates	/skeɪts/	bronić/strzelać gola
ski	/skiː/	łyżwy
sporting career	/ˈspɔː(r)tɪŋ kəˌrɪə(r)/	narta
supporter	/səˈpɔː(r)tə(r)/	kariera sportowa
tournament	/ˈtʊə(r)nəmənt/	kibic sportowy
trainers	/ˈtreɪnə(r)z/	turniej, zawody
wetsuit	/ˈwetˌsuːt/	buty sportowe
		strój, kombinezon do nurkowania, surfowania

Speaking MP3 14

be afraid of insects	/bi ə ˈfreɪd əv ˈɪnsektz/	bać się owadów
break somebody's tablet	/ˌbreɪk ˌsʌmbədɪz ˈtæblət/	uszkodzić czyjś tablet
fall off a chair	/fɔːl ˌɒf ə ˈtʃeə(r)/	spaść z krzesła
feel sick	/fiːl ˈsɪk/	czuć się niedobrze, mieć mdłości
frightened	/ˈfraɪt(ə)nd/	przestraszony
get on a wrong train	/ˌget ɒn ə ˈrɒŋ ˈtreɪn/	wsiąść do niewłaściwego pociągu
go to a sports camp	/ɡəʊ tə ə ˈspɔː(r)tɪs ˌkæmp/	jechać na obóz sportowy
have bad luck	/hæv ˈbæd ˌlʌk/	mieć pecha
scream	/skriːm/	krzyczeć, wrzeszczeć
skate park	/ˈskeɪt ˌpɑː(r)k/	plac z przeszkodami do jazdy na deskorolce
What a shame!	/ˌwɒt ə ˈʃeɪm/	Jaka szkoda!

Writing MP3 15

incredible	/ɪnˈkredəb(ə)l/	niesamowity, niewiarygodny
wonderful	/ˈwʌndə(r)fʊl/	wspaniały, cudowny

Challenge! MP3 16

athlete	/ˈæθliːt/	lekkoatleta/ lekkoatletka
bang your head	/ˌbæŋ ˌjə(r) ˈhed/	uderzyć się w głowę
beat another team / your rival	/ˌbiːt əˌnʌðə(r) ˈtiːm, ˌjə(r) ˈraɪv(ə)l/	pokonać inną drużynę / swojego rywala
beat the world record / the champion	/ˌbiːt ðə ˈwɜː(r)ld ˈrekɔː(r)d, ðə ˈtʃæmpiən/	pobić rekord świata / pokonać mistrza
break your leg	/ˌbreɪk ˌjə(r) ˈleg/	złamać nogę
canoeist	/kəˈnuːɪst/	kajakarz/ kajakarka
check your equipment	/ˌtʃek ˌjə(r) ɪˈkwɪpmənt/	sprawdzać swój sprzęt
climber	/ˈklaɪmə(r)/	alpinista/ alpinistka
climbing	/ˈklaɪmɪŋ/	wspinaczka
cyclist	/ˈsaɪklɪst/	rowerzysta/ rowerzystka
footballer	/ˈfʊtˌbɔːlə(r)/	piłkarz/piłkarka
go climbing	/ˌɡəʊ ˈklaɪmɪŋ/	wspinać się
golfer	/ˈɡɒlfə(r)/	golfista/golfistka
gymnast	/ˈdʒɪmnæst/	gimnastyk/ gimnastyczka
horse racing	/ˈhɔːs ˌreɪsɪŋ/	wyścigi konne
jockey	/ˈdʒɒki/	dżokej/dżokejka
make a decision	/ˌmeɪk ə dɪˈsɪʒ(ə)n/	podejmować decyzję
put your life in danger	/ˌpʊt ˌjə(r) ˌlaɪf ɪn ˈdeɪndʒə(r)/	narażać życie
rugby player	/ˈrʌŋbi ˌpleɪə(r)/	rugbysta/ rugbystka
sailor	/ˈseɪlə(r)/	żeglarz/żeglarka
skier	/ˈskiːə(r)/	narciarz/narciarka
ski jumper	/ˈskiː ˌdʒʌmpə(r)/	skoczek narciarski
ski jumping	/ˈskiː ˌdʒʌmpɪŋ/	skoki narciarskie
take risks	/ˌteɪk ˈrɪskz/	podejmować ryzyko
take up a sport	/ˌteɪk ˌʌp ə ˈspɔː(r)t/	rozpocząć uprawianie jakiegoś sportu
tennis player	/ˈtenɪs ˌpleɪə(r)/	tenista/ tenisistka
win a gold medal / by two points	/ˌwɪn ə ˈɡəʊld ˈmed(ə)l ˌbaɪ tuː ˈpɔɪnts/	zdobyc złoty medal, wygrać dwoma punktami
win the world cup	/ˌwɪn ðə ˈwɜː(r)ld ˌkʌp/	wygrać puchar świata
wrestler	/ˈreslə(r)/	zapaśnik/ zapaśniczka
wrestling	/ˈres(ə)lɪŋ/	zapasy



Complete all the exercises from this section in your notebook.

VOCABULARY

1 Complete the sentences with the appropriate words.

- 1 People use in table tennis to hit the ball.
- 2 In drivers wear helmets on their heads.
- 3 To go skating you need a pair of .
- 4 Skiers wear to protect their eyes.
- 5 Boxers use boxing to fight.
- 6 Windsurfers put on before they go into the sea.
- 7 In players use their hands to hit the ball over the net.
- 8 You need a boat to go .

2 Complete the sentences with the missing words.

Use the correct form of the verbs.

- 1 When I was at school, I used to take p t in many sporting e ts.
- 2 The footballer s d a goal, but the r e said it was offside.
- 3 Jill goes c g in the country every Friday. She has a really nice, modern mountain bike.
- 4 More than 300 million s rs watched the finals on TV.
- 5 Usain Bolt won the gold medal at the Olympic Games and became the world c n.

GRAMMAR

3 Make sentences, using the prompts and the past simple or past continuous.

- 1 While / I / swim in the sea, I see / a shark.
- 2 you / go / to the gym yesterday?
- 3 We / not win / the match because the other team / be / much better.
- 4 My brother / fall off his bike while he / cycle.
- 5 When / I / finish my training / I / go home straightaway.
- 6 What / your sister / do at five o'clock yesterday?

4 Find and correct a mistake in each sentence.

- 1 Did Peter used to do much exercise when he was younger?
- 2 I used to running a lot when I was at university.
- 3 He not used to like football when he was a boy.
- 4 What sports she used to play 10 years ago?

5 Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.

ENGLISH IN USE

6 UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM

WYRAZEM Przeczytaj tekst. Uzupełnij każdą lukę (1–6) jednym wyrazem tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

I don't usually remember exactly what I was doing on a given day a few months or years ¹ . However, I do remember that on Saturday afternoon, 10 October 2020, I was ² TV, hoping that Iga Świątek would become the first Polish champion at a Grand Slam tournament – and she did! It was a great achievement, as Iga was only 19 when she ³ the Roland-Garros in Paris, her first major tournament. Another of Iga's impressive victories was winning the tournament in Rome in May 2021, in which she ⁴ the former champion Karolina Plíšková 6-0 in just 46 minutes! However, tennis was not the first sport that Iga and her sister Agata did regularly: when they were children they ⁵ to practise swimming. However, when her sister started to ⁶ tennis, Iga switched into tennis too – luckily for Polish fans.

READING

7 WYBÓR WIELOKROTNY Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

It is the winter of 1891–1892 in Springfield, USA. A group of students are waiting for their PE lesson to start in the college gym. It's too cold to train outside, and the young men would like to burn off energy with some exciting new game. They have already tried doing lots of different types of exercise, but none of them work. As a result, the boys become bored and start behaving badly. It seems that nothing can replace the outdoor sports, such as football or lacrosse, in which they could exercise their muscles by running, fighting with each other or hitting and throwing a ball.

James Naismith, a PE teacher and a great fan of team sports enters the story at this point. Springfield college gives him two weeks to create a new game. Two other teachers tried this before, but they couldn't invent anything. Mr Naismith has to think quickly because the bored students are noisy and start getting into trouble with the other teachers. He has to remember the following things. The new game should be fast and exciting, but also demanding, so the students stay interested. There should be two teams which play against each other. There shouldn't be a lot of physical contact between players so they don't get injured or hurt themselves. Finally, it should be a game which you can play indoors, in limited space.

James Naismith writes 13 rules which describe how to bounce and throw the ball, what the players and the referee can and cannot do and how long the game





should take. On 21 December 1891, he plays it with his students for the first time. They use a football and two fruit baskets hanging from opposite sides of the gym. This is how basketball was born, out of the creative mind of a 31-year-old teacher and elements of different team sports such as rugby, American football and European football, known as soccer in the United States.

Everybody liked the game and it quickly became really popular. In 1936, after only 45 years, it was played at the Olympic Games for the first time. Luckily, James Naismith was alive to see this great success of his invention.

Nowadays, basketball is one of the most popular sports around the world. It has got many fans, and some of its best players, such as Michael Jordan, Kobe Bryant or LeBron James, have become legends – even people who are not interested in the sport know their names.

1 According to the article,

- A people played basketball outdoors at first.
- B you can't play basketball very fast.
- C it is easy to get injured playing basketball.
- D people enjoyed playing basketball from the beginning.

2 From the first paragraph we can conclude that the students

- A were not very energetic.
- B did not enjoy doing indoor exercise.
- C trained too hard.
- D felt it was too cold to do exercise.

3 James Naismith was asked to invent a game which would

- A be exciting but not very fast.
- B involve lots of physical contact.
- C be demanding but quite safe for the players.
- D be a fast outdoor sport.

4 James Naismith

- A did not live long enough to see basketball in the Olympic Games.
- B was under 30 when he invented basketball.
- C invented the game of basketball in 1892.
- D was asked to come up with a new game after others failed.

5 Which is the best title for the article?

- A How The History of Basketball Was Made
- B What Makes Basketball Incredible
- C Basketball – the American Dream
- D The Real Legends of Basketball

SPEAKING

8 ROZMOWA Z ODGRYWANIEM ROLI Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę zaczyna uczeń A.

Uczeń A

Weźmiesz wkrótce udział w zawodach sportowych, w których będziesz reprezentować swoją szkołę. Rozmawiasz z kolegą/koleżanką z zagranicy, którego/którą chcesz zaprosić na te zawody. W rozmowie z uczniem B omów poniższe cztery kwestie.

czas i miejsce zawodów

rola kibiców i atmosfera na trybunach

powody, dla których trenujesz ten sport

Twoje sportowe sukcesy i porażki

Uczeń B

Przebywasz na wymianie międzynarodowej w szkole w Polsce. Rozmawiasz z kolegą/koleżanką z klasy o zbliżających się szkolnych zawodach sportowych. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- zapytaj ucznia A, jak popularne są szkolne zawody sportowe w Polsce,
- wyraż wątpliwość, czy będziesz rozumieć, co się dzieje na zawodach, nie znając języka polskiego,
- opowiedz o swojej ulubionej dyscyplinie sportu.

WRITING

9 E-MAIL Przeczytaj polecenie i wypowiedz się na poniższy temat.

Napisz do kolegi/koleżanki z Anglii **e-mail**

(100–150 wyrazów) i opisz w nim zawody sportowe, w których uczestniczyłeś/uczestniczyłaś, reprezentując swoją szkołę. W e-mailu:

- napisz, jakie to były zawody oraz gdzie i kiedy się odbyły,
- opisz, od jak dawna reprezentujesz szkołę w zawodach sportowych i jak często trenujesz,
- poinformuj, jaki Ty i/lub Twoja drużyna osiągnąłeś/osiągnęłaś/osiągnęła/osiągnęliście wynik,
- wyraż swoją opinię na temat zawodów i opisz, jak się na nich czułeś/czułaś.

Napisz wypowiedź w języku angielskim. Podpisz się jako XYZ. Rozwiń wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznaną polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc słów w podanych już zdaniach zaczynających wypowiedź). Oceniane są: umiejętność pełnego przekazania informacji, spójność i logika wypowiedzi, zakres środków językowych oraz poprawność środków językowych.

Hi Peter,

Thanks for your email. Here is my news.

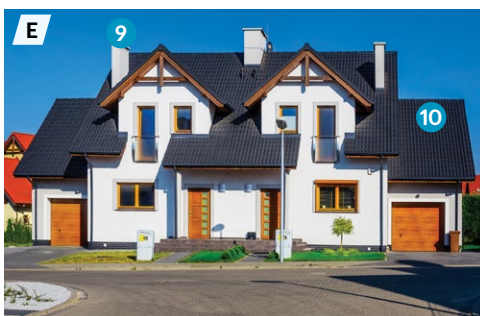
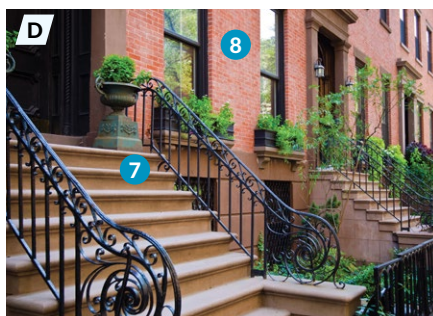
...

3

WELCOME HOME!

VOCABULARY

houses and locations



1 What do / don't you like about where you live?

2 Work in pairs. Ask and answer the questions.

Would you prefer to live

- 1 in a city or in the countryside?
- 2 in a flat or in a house?
- 3 in your country or in another country?

3 Match the posts with the pictures. Which house or home do you like best? Why?

- 1 My friend's new **farmhouse**! Her neighbours are cows!
- 2 That's our **block of flats**. We live on the top floor!
- 3 Moved yesterday. Modern, **detached**. Cool!
- 4 My English friend's **terraced house** in York.
- 5 Gran's new **bungalow**. No stairs inside – great!
- 6 My uncle's new **semi-detached**. He's got great neighbours!

4 **CD 1.21** Listen and repeat the highlighted words from exercise 3.

5 Match the words below with items 1–12 in the pictures in exercise 3.

- | | | |
|--------------|---------------|----------|
| a roof | e chimney | i lawn |
| b front door | f path | j fence |
| c balcony | g stone steps | k gate |
| d brick wall | h drive | l garage |

6 **CD 1.22** Listen to two people talking about their new homes. Which houses are they talking about?

Speaker 1: Speaker 2:

7 **CD 1.22** Listen again. Which of the words from exercise 5 are mentioned?

8 Choose the correct option to complete the sentences.

- 1 My brother's parked his car on the **path** / **drive**, and now dad can't get his car into the garage.
- 2 Unfortunately, the **chimney** / **roof** is blocked and we can't light a fire.
- 3 We have two dogs, so we have a wooden **fence** / **wall** to stop them from getting out of the garden.
- 4 I like standing on the **stairs** / **balcony** outside my bedroom window to look at the view.
- 5 We have three **stone** / **grass** steps outside our front door.
- 6 The **gate** / **door** to our garden doesn't shut very well.
- 7 Our new flat is on the first **part** / **floor** of the building.

VOCABULARY CHALLENGE! Unit 3, page 109, exercise 1

9 Work in pairs. Tell your partner about your home. Use the words and phrases from this lesson and the questions below to help you.

- 1 Where is your house? Where do you live?
- 2 What sort of house is it? How old is it?
- 3 How many rooms does it have? Is there a garden?
- 4 What does your house look like?

10 What is your dream house like? Where is it? How big is it?

11 **WHAT DO YOU THINK?** Work in pairs. Discuss the question, using the prompts below.

Which is more important: the building you live in or the area around your home? Why?

The building is more important because ...

have big rooms / space for things • be nice to look at

The area is more important because ...

noisy or quiet • nice neighbours •

close to public transport • close to the shops

1 Work in pairs and discuss the question.

What do you think is easy or difficult when you move house? Why?

2 **LANGUAGE IN CONTEXT** Read the comments in an online article called *Moving On*. Do the writers mention any of your points from exercise 1?

MOVING ON

Readers' comments

.....

We're moving to a new town soon because my dad's got a new job. I HATE the idea. **We've lived here for ten years.** All my friends are here. I've known my best friend since I started school and I'll miss her so much. I don't want a bigger bedroom or a nicer garden. I've been happy here and I want to stay!

HAYLEY, Chester

.....

How long have you had your own bedroom? For me the answer is never! I've shared a room with my older sister since I was born. I haven't had space for my clothes or posters. But now we're moving to a new town and we're buying a bigger house. It's going to be really good! I LOVE the idea.

JAZ, Bournemouth

3 **ANALYSE** Look at the highlighted present perfect form in the text in exercise 2. Find other examples of the present perfect in the two comments and write them down.

4 Copy and complete the table with the correct words. Include full forms as well as short forms.

PRESENT PERFECT

Affirmative	I ¹ my own bedroom for five years. She ² her own bedroom for five years.
Negative	I ³ my own bedroom for five years. He ⁴ his own bedroom for five years.
Yes/No question	⁵ you your own bedroom for a long time? ⁶ she her own bedroom for a long time?
Wh- question	How long ⁷ you your own bedroom? How long ⁸ he his own bedroom?

5 Choose the correct option to complete the rules.

- To make the present perfect we use: subject + have / has + **past participle** / **past simple**.
- We use the present perfect to talk about activities that began in the past and are **finished** / **still continuing**.
- We use **for** / **since** to talk about a period of time.
- We use **for** / **since** to say when a period of time started.

6 Copy and complete the table with the correct forms of the verbs below.

want hear have play know be teach study
work think write hope find speak drive

Regular past participle	Irregular past participle	
walk – walked	the same form as the past simple	different form to the past simple
	leave – left – left	eat – ate – eaten

7 **PRACTISE** Complete the phrases with *for* or *since*.

- | | |
|---------------------------------------|---------------------------------------|
| 1 <input type="text"/> two days | 6 <input type="text"/> 8.30 |
| 2 <input type="text"/> the end of May | 7 <input type="text"/> six months |
| 3 <input type="text"/> half an hour | 8 <input type="text"/> 2013 |
| 4 <input type="text"/> a fortnight | 9 <input type="text"/> my birthday |
| 5 <input type="text"/> 4th December | 10 <input type="text"/> we moved here |

8 Complete the sentences. Use the present perfect form of the verbs in brackets and *for* or *since*.

- My grandparents (*live*) in an old farmhouse they got married.
- Jon's a new student and we (*know*) him a month.
- (*you / have*) that painting in your living room very long?
- Helen and Katy (*speak*) two languages they were very young.
- Our garden gate (*be*) broken a couple of months.
- I (*not / see*) Dan's room he redecorated it.

9 **NOW YOU DO IT** Complete the sentences with your own ideas. Include both affirmative and negative sentences.

My brother has studied engineering for two years.

Mr Banks hasn't taught us since 2013.

- for three days.
- since the beginning of term.
- for five years.
- for an hour.
- since yesterday evening.
- since I took the exam.

10 Compare your sentences with a partner.

11 Write questions with *How long* using the prompts below. Then ask and answer the questions in pairs. Use *for* and *since* in your answers.

- *How long have you had your smartphone?*
- *I have had it since last October.*

How long have you ...?	
a have your smartphone	
b live in your house	
c know your best friend	
d learn English	
e be in this classroom	
f like your favourite band	
g have that hairstyle	

1 Work in pairs and discuss the questions.

- 1 Are there any recent building developments in your area? Do you like them? Why? / Why not?
- 2 Would you like to live there?

2 Look at the picture of a new building development. What are the good and the bad points of building the new houses?



3 Read some people's opinions about the new development. Are they for or against it? Are your ideas from exercise 2 mentioned?

- 1 I think it's good to build more houses for young families in the area.
- 2 The development will destroy the park. People use it for walking and relaxing.
- 3 There will be lots more traffic in this area and more traffic jams!
- 4 It will be good for local businesses.
- 5 The building is nice and modern. It will make the area look more modern and attractive.
- 6 People who live near here won't have a nice view across the park.

4 **CD 1.23** Listen to four recordings about the development in Green Park. Match them with the text types below.

- | | |
|-----------------------------|---------------------|
| a a voicemail message | c an advert |
| b part of a radio programme | d part of a meeting |

5 **CD 1.23** Listen again and choose the correct answers.

Text 1: Which sentence is true about the development?

- a There will be twelve new flats.
- b Eight flats are going to have two bedrooms.
- c There will be twenty parking spaces.

Text 2: What is Gary doing?

- a expressing his opinion
- b encouraging people to fight the plan
- c persuading the woman to give her point of view

Text 3: What is the man's opinion?

- a The flats are good for people and businesses in the town.
- b The Keep Green Park group is right.
- c The town needs new shops and businesses.

Text 4: Why does Tim want to go to the meeting?

- a to give his opinion
- b to support the protest
- c to explain some new plans

6 Match the adjectives 1–7 from the texts with their opposites a–g.

- | | |
|------------|-------------------------------|
| 1 close to | a dangerous |
| 2 quiet | b expensive |
| 3 cheap | c far from |
| 4 safe | d old-fashioned / traditional |
| 5 crowded | e clean |
| 6 polluted | f empty |
| 7 modern | g noisy |

7 **CD 1.24** Listen to a report about when young people leave home. Are the statements facts or opinions?

- 1 Young people stay at home today longer than they used to.
- 2 Young people used to get their own place when they started work.
- 3 Young people don't move out because it's too expensive to get a house.
- 4 The majority of young people would like to have their own homes.
- 5 Young people should leave their parents' homes early.

8 Read the transcript on page 141 and find phrases which show facts and opinions.9 **WHAT DO YOU THINK?** Work in pairs. Discuss the question, using the prompts below. Is it better to leave home when you're young or stay with your parents as long as possible? Why?

I think it's better to ...

leave: can do what you like • be independent • share a flat with friends

stay: be cheaper • no housework • help from family



1 Work in pairs. Make a list of things people have to do before they move to a new flat/house.

2 **CD 1.25** **LANGUAGE IN CONTEXT** Read and listen to the dialogue. Answer the questions.

- 1 Has Lucy moved?
- 2 Why can't Mason have her poster of Beyoncé?
- 3 What does Lucy show Mason?

Mason Hi Lucy! Ian's told me that you're moving soon. Is that right?

Lucy Yep. At the weekend! My parents have bought a new bungalow. Well, actually, they bought it a year ago and have spent time doing it up since then.

Mason Have you packed yet?

Lucy I started packing yesterday. I've already put a few things in boxes, but I haven't done everything yet. I've got so much rubbish in my room. It's taking me ages.

Mason Well, don't throw away your old poster of Beyoncé. I'll take it if you like.

Lucy Sorry, Mason, I threw it away last week! Ah – mum's just sent me a photo of the new house. Here it is. It's lovely, isn't it?

Mason You're so lucky. It's enormous!

3 Copy examples of the present perfect and past simple from the dialogue.

4 **ANALYSE** Complete the rules with *the present perfect* or *the past simple*. Find the example sentences for each of the rules below in the dialogue in exercise 2.

- 1 We use to talk about people's experiences. The exact time is not important.
- 2 To talk about something that happened at a specific time in the past we use .
- 3 We use to give news. To give more details of news (about time and place) we use .

5 Which tense do we use with the time expressions below? Copy and complete the table with the correct words and phrases from the box.

before two years ago last Wednesday on 1 March
since I started this school until now in my life
in 2000 recently ever / never

Past simple	Present perfect

6 **PRACTISE** Choose the correct option to complete the sentences.

- 1 I've *met* / *met* Jacky three years ago.
- 2 I've *never tried* / *didn't try* wallpapering.
- 3 *Have you ever shared* / *Did you share* a room before?
- 4 We've *never lived* / *didn't live* abroad before.
- 5 Sheila's *moved* / *moved* house many times.
She *has moved* / *moved* again last month.

7 Complete the sentences with the correct present perfect or past simple form of the verbs in brackets.

- 1 **A** Hi Tom. Are you happy about moving out?
I (you / *ever live*) on your own before?
- B** Yeah. I (live) on my own a year ago. Do you remember when I (go) to Spain for my scholarship? I (dream) of living on my own since then.
- 2 **A** I'm so angry. My laptop (disappear)!
- B** Oh no! Where (you leave) it?
- A** I (leave) it on the desk in our hotel room.

! Tip

- **Just, yet** and **already** are words we often use with the present perfect.
- **Just** means that something happened a very short time ago. We usually use it in positive sentences.
Hannah has just finished painting the park bench.
- **Yet** is used in questions and negative sentences to talk about things we expect to happen.
Have they moved yet? I haven't packed my bags yet.
- We use **already** in positive sentences to talk about something that happened before.
I've already read the book.
- Sometimes, we use **already** in questions to show that we are surprised that something happened so quickly.
Have you already cleaned the bathroom? That's great!

8 Put *just, yet* or *already* in the correct places to complete Lucy's comments.

- 1 I've finished packing my clothes. (just)
- 2 I haven't emptied my desk. (yet)
- 3 I've told all my mates my new address. (already)
- 4 Have you seen a photo of the house? (yet)

9 Complete the email with the correct form of the verbs in brackets.

Hi Emma,
I (just / arrive) in England and everything's fine. My plane (land) on time and Katy's dad (collect) me from the airport. I (meet) all of Katy's family – they're really kind and they (give) me a lovely bedroom on the top floor of their house. I (already / have) my first cup of English tea! I (not unpack / yet) because I wanted to email you. By the way, (you / buy) your new bookcase yet?
Anyway, speak to you soon,
Elsa

GRAMMAR CHALLENGE! Unit 3, page 109, exercises 1 and 2

10 **NOW YOU DO IT** Tell your partner about the things below.

- 1 two skills you haven't learned yet, but would like to learn in the future
- 2 two funny situations which happened to you when you were young

- 1 Look at the pictures of two rooms. Which room looks more interesting to you? Why?



- 2 Look at the pictures in exercise 1 again. Which items below are *not* shown in the photos?

armchair bath bed bedside table carpet bookshelf
chair cupboard curtains cushion fireplace fridge
lamp microwave mirror oven pictures radiator
shower sofa table toilet washing machine
wardrobe

- 3 Which pieces of furniture do you usually find in the rooms below? Use the words from exercise 2 and your own words.

bedroom bathroom study
dining room living room kitchen

- 4 Work in pairs. Describe one of the rooms from exercise 1. Use the prepositions and phrases below.

next to • in the middle (of the room) • in the corner •
on ... in • behind • by the window • bright light •
dark blue • wooden • modern

There's a carpet on the floor.

- 5 **CD 1.26** Read the text, ignoring the gaps, and choose the best title.

- a Cheap options for a great bedroom
- b Top designs in teenage bedrooms
- c Smart bedroom makeovers
- d Making your bedroom tidier

Are you good at coming up with ideas to do up your bedroom? Or just the opposite? You have no idea where to start? ¹ And they aren't always so simple!

We spoke to some top expert vloggers in the field and here is what they have advised teenagers looking for modern and unusual, yet functional, bedroom designs. First of all, it's a good idea to get some inspiration from magazines, blogs, or vlogs, decide on a theme, and together with your family, agree on the budget.

Now, it's time for decisions. ² Whichever option you choose, remember that according to some people, certain colours can affect the way we feel. For example, painting the walls blue may help you with more creative tasks while painting them red will improve your concentration. If you are afraid to choose bright colours, paint your walls white and then add some colourful accessories such as stickers, posters or pictures. Another idea to make your bedroom more original is to paint a fun pattern on the ceiling.

Secondly, consider ways to upgrade the furniture you already have. ³ Imagine repainting bookcases, shelves or photo frames, and getting creative in the process.

Thirdly, if you want to give your bedroom a unique look, you may think of some extravagant ideas. Some teenage rooms have a bed hanging from the ceiling or a lofted bed. To do that properly, you need to get a professional! You don't want to fall out of your bed in the middle of the night, do you?

Last but not least, don't forget about designing places to put your things away. ⁴ That will save some space on the floor for some soft rugs or a bedside carpet. Your bedroom needs to be cosy but practical at the same time.



6 Read the text again and complete gaps 1–4 with sentences a–e. There is one extra sentence.

- a It's budget-friendly, eco-friendly, and what's more, it can be fun.
- b Do you want to paint or wallpaper your bedroom walls?
- c Go for options that you can hang on the walls.
- d When did you last change the look of your bedroom?
- e One way or another, some useful advice from professional interior designers may help you make the right decisions.

7 Complete the email with the information from the text in exercise 6.

Hi Maya,
How are you? How's your bedroom makeover going? I've just read an article about teenage bedroom makeovers, and I thought you might be interested in the ideas from it. The article gives ¹ on how to make your bedroom both original and functional. I like the advice about colours and adding interesting ² to the ceiling rather than just the walls. Good idea, isn't it? Then, they mention renovating your old furniture. Certainly, it's a low-budget option, but what's more important, if you recycle things in this way, you protect ³. I love the idea! Are you repainting any bookcases or shelves?
Another idea is to hang a bed from the ceiling, which sounds great. But, they say, ⁴ an expert is necessary when you do it.
Have a look and let me know what you think.
Take care,
Alice

8 Work in pairs and discuss the questions.

- 1 Do you find the tips from the text in exercise 6 useful? Why? / Why not?
- 2 How do children's rooms change as they grow up?
- 3 What would you like to change in your bedroom if you had the chance?

Vocabulary development

9 Read the text in exercise 6 again, and find what the following adjectives describe. What do the expressions mean? Which could you use to describe a room where you live?

cosy bright colourful practical functional
unique soft

10 Read the text and the sentences in exercise 6 again. Find the verbs which go with the words *flat* and *room*. Then add three other verbs.

- | | |
|-----------|---------------|
| 1 f _ _ h | 4 d _ _ u _ _ |
| 2 d _ _ n | 5 w _ _ r |
| 3 d _ _ e | 6 p _ _ t |
- a room a flat**

11 Translate the Polish parts of the sentences into English. Use the phrases from exercise 10.

- 1 Yesterday we _ _ _ (wytapetowaliśmy i umebłowaliśmy) our new flat.
- 2 My parents _ _ _ (zamierzają odnowić) our house next year.
- 3 Sheila _ _ _ (maluje pokój) yellow today. It's her favourite colour.
- 4 I _ _ _ (chciałabym zaprojektować) a house for my family.

VOCABULARY CHALLENGE! Unit 3, page 109, exercises 2 and 3

12 Work in pairs. Imagine you are taking part in a competition for the most unusual, yet practical teenage bedroom. Draw your design, and add the description of furniture, colours and extra features. When you finish, present your idea to the rest of the class using the prompts below. Vote for the best design.

In my plan, the room is located in a park / city centre, etc.
There is a sofa and two armchairs in the middle.
There's a ... in the corner.
The walls are dark/light green and the carpet is ...
It's spacious and ...
People can relax/play ... here.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 Who would love to live in a house like this? Think about the age, personality, profession and interests.
- 2 Can you imagine living in a house like this? Why? / Why not?

- 1 Read a list of the most hated household jobs in the UK mentioned in an opinion survey. Choose three which are the best and three which are the worst for you.

dusting • vacuuming/h Hoovering • doing the shopping
doing the dishes / washing up • making the bed
doing the ironing • cleaning the bathroom • cooking
taking the rubbish out • tidying the desk • making meals
sweeping the floor

- 2 **CD 1.27** Read the text and listen to Gemma describing a picture of her best friend. Which of the questions does she answer?

- | | |
|-------------------------------|-------------------------------|
| 1 Who is in the picture? | 6 What is the person wearing? |
| 2 What does she look like? | 7 How does the person feel? |
| 3 Where is the person? | |
| 4 What is the person doing? | |
| 5 What kind of person is she? | |



Gemma Well, this picture shows my friend Emma in her living room. She is lying on the floor in the middle of the room. She is wearing rubber gloves because she is cleaning the floor. In front of her there is a bottle of cleaning liquid and a brush. I think she looks quite angry. She is screaming at someone to help her do the job.

- 3 Read the description in exercise 2 and complete the Phrase Bank.

PHRASE BANK

Describing a photo

This picture ¹ a woman in her kitchen.
She is ² a kitchen apron and rubber gloves.
She has ³ started to clean the floor.
I think she ⁴ quite angry because she's screaming.

Describing location

On the right/left there is ...
She is ⁵ on the floor ⁶ the middle of the room.
In ⁷ of / Behind her there is a bottle of cleaning liquid and a brush.

- 4 Work in pairs. Cover the text in exercise 2 and describe the picture.

- 5 Match adjectives 1–5 with their opposites below. There is one extra word. Which words describe your bedroom?

uncomfortable cosy light spacious
messy/untidy old-fashioned

- | | | |
|---------|---------------|--------------|
| 1 small | 3 modern | 5 clean/tidy |
| 2 dark | 4 comfortable | |

- 6 **CD 1.28** Listen to a student describing the picture below in an oral exam. Find three incorrect elements in his answer.



- 7 Now describe the photo and correct the false details.

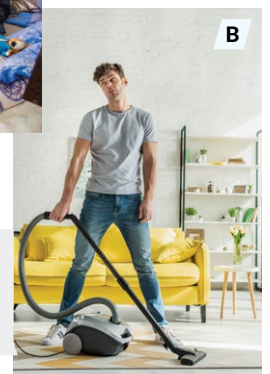
- 8 **CD 1.28** Listen again. Complete the sentences with the words and phrases from the recording. Check your answers with the transcript on page 141.

- I can see a teenage boy in a bedroom.
- The room dark, but very tidy.
- It he's using a calculator.
- I he's doing his homework because ...
- he just likes doing his homework on the floor.

- 9 Work in pairs. Choose one of the pictures below and describe it to your partner. Include two false details in your description. Your partner has to guess the false information. Then ask and answer the questions.



Why do you think the room is so messy?



Do you think the man likes cleaning the living room? Why? / Why not?

- 1 Read the text about Leamington Spa, a town in England which was voted the happiest town to live in the UK. What is special about this town?

Leamington Spa, a picturesque town in central England, has been voted the happiest town to live in the UK. Well, you'd think that it won this prize because it's pretty, lively and has a lot of fashionable shops and cafés, plus it's situated in the beautiful area of Warwickshire, but the reasons are a bit different. The people from different towns in the UK answered the following questions and their answers decided on the final result.

- 1 How good are the local services?
- 2 How safe do you feel in your area?
- 3 How friendly are your neighbours?



- 2 Work in pairs. Think about your home town and answer the questions from the text in exercise 1. Is your town a happy town?

- 3 Work in pairs. Choose five things which are the most important to you in a city or a town. Give reasons for your answers.

beautiful views by a river/lake cycle paths
sports facilities lots of green areas
interesting historical monuments great clubs/discos
good schools and universities peace and quiet
next to the seaside/mountains

- 4 Read the blog entry. What four topics does the blogger write about?

Paragraph 1	Introduction	Paragraph 4	
Paragraph 2		Paragraph 5	
Paragraph 3			

Sue's BLOG

Hi everyone! I've just heard that my home town, Leamington Spa, was voted the happiest place to live in the UK.

Leamington Spa is a medium-sized town situated in central England, and it is such an incredible place to live in!

For most people Leamington Spa is famous for its little streets, cafés and tea rooms and very friendly people. For me, there is more to Leamington than that. I really love the fact that it's a lively place where young people can find things to do. There are cinemas, theatres, night clubs and cultural events organised every week.

One of the most popular attractions is the Aviary, a beautiful Victorian-style café in the heart of Jephson Gardens. It is the place to try a real English cup of tea and wonderful pastries.

If you haven't been to Leamington Spa yet, you must come. It's so amazing that you won't want to go back home!
That's all for now.

- 5 Read the Phrase Bank. Which of the phrases does the blogger use?

PHRASE BANK describing a place

Describing size and location

It is a small / medium-sized / large town with a population of ...
It is situated in the south/north of Poland.

Describing attractions

It is famous for ... The first stop for visitors is ...

Giving an opinion

I think it is the most amazing/exciting place in England.
I really love the fact that ...

Inviting to visit

If you haven't been to Leamington Spa yet, you must come.
Why don't you come to Leamington Spa and see it for yourself!

! Watch out

Wyraz **so** stosujemy przed przymiotnikami.

Such stosujemy przed przymiotnikiem i następującym po nim rzeczownikiem.

Po **so** i **such** często używamy zdania zaczynającego się od **that**:

The exercise was so difficult that nobody could do it.
It was such a lovely day that we went to the beach.

- 6 Complete the sentences with **so** or **such**.

- 1 Gdańsk is a popular place with visitors.
- 2 London is big!
- 3 My home town is a small place that nobody has ever heard of it.
- 4 Zakopane is crowded in the winter!
- 5 The Science Museum is an interesting place that you need the whole day there.

- 7 Write sentences to develop each point.

Use the prompts in brackets to help you.

- 1 My home town is really great. (*Opisz główne atrakcje Twojego miasta*).
- 2 The place I visited was fantastic. (*Napisz, co Ci się w nim najbardziej podobało*).
- 3 I've just been to the new leisure centre. (*Opisz, co tam można robić*).
- 4 I haven't visited London yet. (*Napisz, dlaczego chciałbyś/chciałabyś zwiedzić to miasto*).

- 8 Read the instructions and do the writing task.

Zredaguj **wpis na blogu** (100–150 słów) na temat ciekawej miejscowości, którą niedawno odwiedziłeś/odwiedziłaś.

W swojej wypowiedzi:

- opisz położenie i wielkość tej miejscowości,
- napisz, co Ci się najbardziej tam podobało,
- opisz, jakie wydarzenia kulturalne bądź sportowe miały tam miejsce,
- zachęć czytelników bloga do odwiedzenia tego miejsca.

1 Work in pairs. Is the meaning of the sentences similar or different? Give reasons.

- 1 a We have to redecorate our flat.
b We have to do up our flat.
- 2 a Ann has lived in Warsaw for a year.
b Ann moved to Warsaw one year ago.
- 3 a I have just vacuumed the carpet.
b I haven't hoovered the carpet yet.
- 4 a I live in a rather quiet area.
b My neighbourhood isn't too noisy.
- 5 a This flat seems cheap.
b This apartment costs too much.

2 Choose the answer that means the same as the underlined phrase or sentence.

- 1 John has lived in Bristol for two years.
a John moved to Bristol two years ago.
b John lived in Bristol for two years.
c John left Bristol two years ago.
- 2 We really have to do up our house. We bought it 10 years ago.
a furnish b design c renovate
- 3 The sink is full! Could you do the dishes, please?!
a cook b wash up c sweep
- 4 Our flat is almost ready, but we still need to buy the chairs.
a we haven't bought the chairs yet
b we have just bought the chairs
c we cannot buy any chairs
- 5 I last saw my English family two weeks ago. They were moving house then.
a I saw my English family for two weeks.
b I haven't seen my English family for two weeks.
c I did not see my English family two weeks ago.

3 Read the text and choose the correct answer: a, b or c.



I'm an architect and I love travelling because it gives me the chance to see a lot of buildings and get inspired. I have ¹ come back from the south of France. I like the architecture there, but I really loved the Bubble Palace and its history.

This amazing villa is 1200 m² big, so it is very ². It has ten rooms, three swimming pools and ... an amphitheatre! Its creator, Antti Lovag, wanted to ³ a completely round house that would have beautiful views of the seaside. In 1991, a famous fashion designer ⁴ it in order to show his collections of art and clothes there.

I must say I ⁵ a house like that. It was ⁶ unusual that now I would like to construct a similar one somewhere in my own country.

4 Translate the Polish parts of the sentences into English. Use no more than five words.

- 1 When (*przyjechałeś*) in Paris?
- 2 John (*wyjechał do Londynu*) the day before yesterday.
- 3 (*Czy mieszkaliście*) in Warsaw 10 years ago?
- 4 Sally (*ma ten samochód od*) many years, and she really likes it.
- 5 My younger sister loves (*chodzić na plac zabaw*).
- 6 Carrie (*jest taka nieuporządkowana*) that nobody wants to share a room with her.
- 7 (*Czy posprzątałeś*) the living room yet? The guests are coming any time now!
- 8 I (*skończyłam malować*) my room last week.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 What may the family members appreciate about living together? What problems may they sometimes experience?
- 2 How common is it for Polish families to live together as three generations?



- | | | |
|---------------------|-------------|-------------|
| 1 a yet | b just | c since |
| 2 a spacious | b empty | c small |
| 3 a do | b furnish | c design |
| 4 a have bought | b bought | c buy |
| 5 a have never seen | b never saw | c never see |
| 6 a such | b very | c so |

Vocabulary MP3 17

apartment / flat	/əˈpɑː(r)tment, flæt/	mieszkanie
balcony	/ˈbælkəni/	balkon
block of flats	/ˈblɒk əv ˈflæts/	blok
brick / thick wall	/ˈbrɪk, ˈθɪk ˈwɔːl/	mur z cegieł / gruby mur
bungalow	/ˈbʌŋɡəˌləʊ/	dom parterowy
chimney	/ˈtʃɪmni/	komin
detached house	/dɪˈtætʃt ˈhaʊs/	dom wolnostojący
drive	/draɪv/	podjazd
farmhouse	/ˈfɑː(r)mˌhaʊs/	dom na wsi, na farmie
fence	/fens/	plot, ogrodzenie
front door	/ˈfrʌnt ˈdɔː(r)/	drzwi wejściowe
garage	/ˈɡærɑːʒ/	garaż
garden	/ˈɡɑː(r)d(ə)n/	ogród
gate	/geɪt/	brama, furtka
lawn	/ˈlɔːn/	trawnik
on the first / top floor	/ɒn ðə ˈfɜː(r)st, ˈtɒp ˈfloː(r)/	na pierwszym / najwyższym piętrze
path	/pɑːθ/	ścieżka
public transport	/ˈpʌblɪk ˈtrænsˌpɔː(r)t/	transport publiczny
roof	/ruːf/	dach
semi-detached house	/ˌsemiˈdɪtætʃt ˈhaʊs/	blizniak
stairs	/ˈsteə(r)z/	schody
stone step	/ˈstəʊn ˈstep/	kamienny stopień, schodek
terraced house	/ˈterəst ˈhaʊs/	dom szeregowy
welcome home	/ˌwelkəm ˈhəʊm/	witaj w domu, witamy w domu
wooden	/ˈwʊd(ə)n/	drewniany

Grammar 1 MP3 18

fortnight	/ˈfɔː(r)tnaɪt/	dwa tygodnie
move house	/muːv ˈhaʊs/	przeprowadzać się
redecorate	/riːˈdekeɪreɪt/	zmienić wystrój wnętrza, przemeblować

Listening and vocabulary MP3 19

be for/against sth	/bi ˈfɔː(r), əˈɡenst ˌsʌmθɪŋ/	być za czymś / przeciwko czemuś
build/construct	/bɪld, kənˈstrʌkt/	budować / stawiać budynek
building development	/ˈbɪldɪŋ dɪˌveləpmənt/	nowa zabudowa
cheap	/tʃiːp/	tani
clean	/kliːn/	czysty
close to	/kləʊs tə/	blisko (czegoś)
crowded	/ˈkraʊdɪd/	załoczony
dangerous	/ˈdeɪndʒərəs/	niebezpieczny
empty	/ˈempti/	puasty
expensive	/ɪkˈspensɪv/	drogi, kosztowny
far from	/ˈfɑː(r) frəm/	daleko od (czegoś)
housing	/ˈhaʊzɪŋ/	mieszkania, domy
modern	/ˈmɒd(ə)rən/	mieszkalne nowoczesny
move into	/muːv ˈɪntuː/	wprowadzać się do
noisy	/ˈnɔɪzi/	głośny, hałaśliwy
old-fashioned	/ˌəʊld ˈfæʃ(ə)nd/	staromodny
polluted	/pəˈluːtɪd/	zanieczyszczony
quiet	/ˈkwaɪət/	cichy
safe	/seɪf/	bezpieczny
traditional	/trəˈdɪʃ(ə)nəl/	tradycyjny

Grammar 2 MP3 20

pack/unpack	/pæk, ʌnˈpæk/	pakować się / rozpakowywać się
share a room with sb	/ˈʃeə ə ˈruːm wɪθ ˌsʌmbədi/	dzielić z kimś pokój

Reading and vocabulary MP3 21

armchair	/ˈɑː(r)mˌtʃeə(r)/	fotel
bath	/bɑːθ/	wanna
bathroom	/ˈbɑːθruːm/	łazienka
bed	/bed/	łóżko
bedroom	/ˈbedruːm/	sypialnia
bedside table	/ˌbedsaɪd ˈteɪb(ə)l/	stolik nocny, szafka nocna
bookshelf	/ˈbʊkˌʃelf/	regał na książki
bright	/braɪt/	jaskrawy, jasny
by the window	/baɪ ðə ˈwɪndəʊ/	przy oknie
carpet	/ˈkɑː(r)pɪt/	dywan / wykładzina
ceiling	/ˈsiːlɪŋ/	sufit
chair	/tʃeə/	krzesło
colorful	/ˈkʌlə(r)f(ə)l/	kolorowy
cosy	/ˈkəʊzi/	przytulny
cupboard	/ˈkʌbə(r)d/	szafka kuchenna
curtains	/ˈkɜː(r)t(ə)nz/	zastony
dark blue	/ˌdɑː(r)k ˈbluː/	ciemnoniebieski
decorate / do up a room	/ˈdekeɪreɪt, duː ˈʌp ə ˈruːm/	odnawiać, remontować pokój
design a room	/dɪzaɪn ə ˈruːm/	projektować pokój
dining room	/ˈdaɪnɪŋ ˈruːm/	jadalnia
dishwasher	/ˈdɪʃˌwɒʃ(ə)r/	zmywarka
fridge	/ˈfrɪdʒ/	lodówka
fireplace	/ˈfaɪəˌpleɪs/	kominek
furnish/paint a room	/ˈfɜː(r)nɪʃ, peɪnt ə ˈruːm/	meblować / malować pokój
functional	/ˈfʌŋkʃənəl/	funkcjonalny
furniture	/ˈfɜː(r)nɪtʃ(ə)r/	meble
hang	/hæŋ/	powiesić, zwieszać się
interior	/ɪnˌtɪəriə(r)/	projektant wnętrz
designer	/dɪˈzaɪnə(r)/	w rogu
in the corner	/ɪn ðə ˈkɔːnə/	kuchnia
kitchen	/ˈkɪtʃən/	lampka
lamp	/læmp/	salon
living room	/ˈlɪvɪŋ ˈruːm/	łóżko
lofted bed	/ˌlɒftɪd ˈbed/	umieszczone na antresoli
makeover	/ˈmeɪkˌəʊvə(r)/	przemiana
microwave	/ˈmaɪkraʊweɪv/	kuchenka mikrofalowa
mirror	/ˈmɪrə/	lustro
oven	/ˈʌv(ə)n/	piekarnik
pattern	/ˈpætə(r)n/	wzór, deseń
photo frame	/ˈfəʊtəʊ freɪm/	ramka na zdjęcie
picture	/ˈpɪktʃə/	obraz, obrazek
poster	/ˈpəʊstə(r)/	plakat
put sth away	/pʊt ˌsʌmθɪŋ əˈweɪ/	odłożyć coś (na miejsce)
radiator	/ˈreɪdɪeɪtə/	kaloryfer
shower	/ˈʃaʊə(r)/	prysznic
sofa	/ˈsəʊfə/	kanapa
soft	/sɒft/	miękki
sticker	/ˈstɪkə(r)/	naklejka
study	/ˈstʌdi/	gabinet
table	/ˈteɪb(ə)l/	stół
toilet	/ˈtɔɪlət/	toaleta
upgrade	/ˌʌpˈɡreɪd/	ulepszyć

wallpaper	/ˈwɔːlˌpeɪpə(r)/	tapeta
wallpaper a room	/ˈwɔːlˌpeɪpə(r) ə ˈruːm/	tapetować pokój
wardrobe	/ˈwɔː(r)dɹəʊb/	szafa
washing machine	/ˈwɒʃɪŋ məˌʃiːn/	pralka

Speaking MP3 22

apron	/ˈeɪprən/	fartuch
cleaning liquid	/ˈkliːnɪŋ ˌlɪkwɪd/	środek czyszczący
clean the bathroom	/ˌkliːn ðə ˈbɑːθruːm/	sprzątać łazienkę
comfortable / uncomfortable	/ˈkʌmfətb(ə)l, ʌnˈkʌmfətb(ə)l/	wygodny / niewygodny
dark	/dɑː(r)k/	ciemny
do the dishes / wash up	/ˌduː ðə ˈdɪʃɪz, wɒʃ ˈʌp/	zmywać naczynia
do the shopping	/ˌduː ðə ˈʃɒpɪŋ/	robić zakupy
do your homework	/ˌduː ʒə(r) ˈhəʊmˌwɜː(r)k/	odrabiać pracę domową
dust	/dʌst/	ścierać kurze
iron the clothes	/ˌaɪə(r)n ðə ˈkləʊðz/	prasować ubrania
light	/laɪt/	jasny
make meals	/ˌmeɪk ˈmiːlz/	przygotowywać posiłki
make the bed	/ˌmeɪk ðə ˈbed/	ścielić łóżko
messy	/ˈmesi/	niechlujny, nie-uporządkowany
rubber gloves	/ˌrʌbə(r) ˈɡlʌvz/	gumowe rękawice
small	/smɔːl/	mały
spacious	/ˈspeɪʃəs/	przestronny
sweep the floor	/ˌswiːp ðə ˈfloː(r)/	zamiatać podłogę
take the rubbish out	/ˌteɪk ðə ˈrʌbɪʃ ˈaʊt/	wynosić śmieci
tidy/untidy	/ˈtaɪdi, ʌnˈtaɪdi/	czysty, schludny / niechlujny, brudny
tidy the desk	/ˌtaɪdi ðə ˈdesk/	porządkować biurko
vacuum / Hoover	/ˈvækjuəm, ˈhuːvə(r)/	odkurzać

Writing MP3 23

beautiful view	/ˌbjuːtɪf(ə)l ˈvjuː/	piękny widok
by a river/lake	/baɪ ə ˈrɪvə(r), ˈleɪk/	nad rzeką / jeziorem
cycle path	/ˈsaɪk(ə)l ˈpəːθ/	ścieżka rowerowa
famous for sth	/ˈfeɪməs fɔː(r) ˌsʌmθɪŋ/	znany, słynny z czegoś
green areas	/ˌɡriːn ˈeəriəz/	tereny zielone
historical monument	/hɪˌstɒrɪk(ə)l ˈmɒnjəmənt/	zabytek, pomnik
home town	/ˈhəʊm ˌtaʊn/	miasto rodzinne
medium-sized / large town	/ˌmiːdiəm ˈsaɪzd, ˈlɑː(r)dʒ ˌtaʊn/	średnie / duże miasto
next to the seaside / mountains	/ˌnekst tə ðə ˈsiːsaɪd, ˈmaʊntɪnz/	nad morzem / w górach
population	/ˌpɒpjəˈleɪʃ(ə)n/	populacja
sports facilities	/ˈspɔː(r)ts ˌfəˌsɪlɪtɪz/	obiekty sportowe

Challenge! MP3 24

cook	/kʊk/	kucharz
cooker	/ˈkʊkə(r)/	kuchenka
cushion	/ˈkʊʃ(ə)n/	poduszka (na kanapę, krzesło)
do the housework	/ˌduː ðə ˈhaʊsˌwɜː(r)k/	wykonywać prace domowe
go home	/ˌɡəʊ ˈhəʊm/	iść do domu
live next door to your best friend	/ˌlɪv ˌnekst ˈdɔː(r) tə ʒə(r) ˌbest ˈfrend/	mieszkać obok swojego przyjaciela / swojej przyjaciółki
live on an estate	/ˌlɪv ɒn ən ˈɪsteɪt/	mieszkać na osiedlu
live on the main road / right on the beach	/ˌlɪv ɒn ðə ˈmeɪn ˈrəʊd, raɪt ɒn ðə ˈbiːtʃ/	mieszkać przy głównej drodze / przy / na samej plaży
pillow	/ˈpɪləʊ/	poduszka (do spania)
rug	/rʌɡ/	dywanik
sink	/sɪŋk/	zlewozmywak
washbasin	/ˈwɒʃˌbeɪs(ə)n/	umywalka



Complete all the exercises from this section in your notebook.

VOCABULARY

1 Copy and complete the table with the words below.

roof mirror bungalow chimney curtains path
oven semi-detached drive wardrobe lawn fridge
fence dishwasher terraced gate wallpaper balcony
washbasin block of flats

Inside the house	Outside the house	Types of buildings

2 Match 1–6 with a–f to make phrases.

- | | |
|-------------------|--------------|
| 1 vacuum/hover | a the floor |
| 2 furnish / do up | b a flat |
| 3 sweep/clean | c a meal |
| 4 make | d the dishes |
| 5 make/prepare | e the carpet |
| 6 wash/do | f the bed |

3 Complete the sentences with the correct forms of the words in brackets.

- We live in the city centre, and it's a bit (*danger*) here.
- This town is quite (*crowd*) and (*pollute*). I dream of living somewhere else.
- My room is quite (*space*) but often very (*mess*).
- My parents bought a new leather sofa. It is very (*comfort*). The old one was broken and rather (*comfort*).

GRAMMAR

4 Complete the sentences. Use the present perfect form of the verbs in brackets and *for* or *since*.

- We (*live*) here a long time.
- I (*have*) this flat 2012.
- Mark (*not do*) any cleaning two weeks.
- I (*not sleep*) well a couple of days.
- (*Martha / live*) here she was born?
- (*you / move*) house your childhood?

5 Use the prompts to write the sentences in the present perfect or past simple.

- I / not do my homework. (*yet*)
- Nigel / tidy his room. (*already*)
- We're really happy! We / move into our new house. (*just*)
- Dominica / do any cleaning. (*yesterday*)
- Jack and Jill / make something to eat for the guests. (*already*)
- They / not clean the house. (*yet*)
- My parents / buy a new flat. (*last week*)

6 Rewrite the sentences, using *so* or *such*. Add any necessary words.

- Poznań is so nice. Poznań is .
- Their flat is such a cosy place. Their flat .
- Our neighbours are so friendly. Our neighbours .
- Zakopane is so busy in the season. Zakopane .

7 Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.

ENGLISH IN USE

8 TŁUMACZENIE FRAGMENTÓW ZDAŃ (ZADANIE OTWARTE) Przetłumacz na język angielski fragmenty zdań podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

- Alice (*dzieli pokój*) with her younger sister since they moved to a new flat.
- I love this armchair – I (*mam go od*) four years.
- Why (*nie spakowałeś*) your bags yet? Hurry up!
- My uncle (*pomalował moją sypialnię*) last week – it looks really nice and cosy.
- (*Przeprowadzamy się*) next year – our flat is getting too small for us.
- I really like this part of town because it's got (*mnóstwo terenów zielonych*).
- Kraków (*jest położony nad*) the Vistula river.
- France (*jest słynna z*) beautiful architecture and historical monuments.

9 WYBÓR WIELOKROTNY (ZDANIA) Przeczytaj zdania. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B albo C.

- The huge plant in my grandparents' bedroom stands the window.
A over B between C by
- I haven't seen the latest Bond film , but I'd like to do it soon.
A already B yet C just
- My dad has worked at the new company last month.
A since B for C in
- There's a café the right, behind the clothes shop.
A in B for C on
- I love my best mate Tina's bedroom. It's so that you feel safe and comfortable there from the moment you enter.
A cosy B light C small
- Redecorating our kitchen has been an excellent idea! We're so happy about the way it looks now.
A that B such C so





LISTENING

- 10** CD 1.29 **WYBÓR WIELOKROTNY** Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

Tekst 1.

- 1 From what the speaker says, we can guess that
 A the flat was too expensive for him.
 B the flat was a good idea for a single person.
 C living in the flat had a lot of disadvantages.

Tekst 2.

- 2 The speaker mentions disagreeing with her mother about
 A vacuuming.
 B cleaning the bathroom.
 C ironing.
- 3 When you start living together with someone, you should first
 A tell the people what to clean.
 B clean the flat really well.
 C talk about your attitudes to cleaning.

Tekst 3.

- 4 Ben has always wanted
 A to live in a big house.
 B to have a dog.
 C to have a garden.
- 5 Ben is worried because
 A he will have to spend a lot of time in the car.
 B he will have to unpack all his things.
 C he does not live near his friends anymore.
- 6 Who is not mentioned in the conversation?
 A Ben's sister
 B Ben's parents
 C Ben's brother

SPEAKING

- 11** **ROZMOWA NA PODSTAWIE ILUSTRACJI** Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie nawzajem pytania i odpowiadajcie na nie.

Uczeń A



- 1 How does the boy like to spend his free time?
 2 What do you like about your room?
 3 Tell us about the last time you saw a really well-designed room.

Uczeń B



- 1 Do you think the room is comfortable? Why? / Why not?
 2 How much can you tell about a person by looking at their room?
 3 Tell us about the last time you changed something in your room.

WRITING

- 12** **WPIS NA BLOGU** Przeczytaj polecenie i wypowiedz się na poniższy temat.

Odwiedziłeś/Odwiedziłaś ostatnio ciekawe miejsce w Polsce, które jest mało znane, a które – Twoim zdaniem – mogłoby być atrakcyjne dla turystów z zagranicy. Zredaguj **wpis na blogu**, w którym:

- napiszesz, co to za miejsce, i opiszysz jego położenie,
- opiszysz, co Ci się tam najbardziej podobało i co Cię zaskoczyło,
- wyjaśnisz, dlaczego to miejsce mogłoby być atrakcyjne dla turystów,
- zachęcisz czytelników bloga do opisanie podobnych miejsc w Polsce.

Napisz wypowiedź w języku angielskim. Rozwiń wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc słów w podanych już zdaniach zaczynających wypowiedź). Oceniane są: umiejętność pełnego przekazania informacji, spójność i logika wypowiedzi, zakres środków językowych oraz poprawność środków językowych.

New Entry

Title: Do you know your country?

Hi everybody. You'll never guess what an amazing place I visited recently.

...

4

STUDY TIME

VOCABULARY

school and schoolwork

1 What is your favourite school day? Why?

2 Write down some more subjects to add to the word wall.

history, IT, foreign languages, chemistry, physics, maths, religious education (RE), music and drama, art, physical education (PE), Polish

3 Work in pairs. Ask and answer the questions. Give reasons for your opinions.

- 1 What was your favourite subject at primary school?
- 2 Which subject would you like to learn more about?
- 3 Which subject do you think will be most useful to you in the future?
- 4 Which new subject would you like to learn at school?
- 5 Which subject is the most difficult for you to learn?
- 6 Which subject do you think is most important for all students of your age to learn?

4 CD 1.30 Listen to five students talking about different school subjects. Write down the name of the subject. Which words helped you to decide?

1 2 3 4 5

5 Read the five students' comments in the transcript on page 142. Which comments do you agree with? Why?

6 Complete the blog post with the correct form of the verbs below.

revise give (x2) miss take (x2) have (x2) pass fail
copy get (x2)

7 CD 1.31 Listen and repeat the phrases from exercise 6.

8 Choose the correct option to complete the sentences. Which of them are true for you?

- 1 I have never **missed** / **copied** a mate's homework.
- 2 I always **revise** / **remember** for tests and exams.
- 3 I hate **taking** / **passing** exams.
- 4 I usually **give** / **take** notes in class.
- 5 Our teacher never **takes** / **gives** us tests on Mondays.
- 6 I often **get** / **pass** low marks in one subject at school.
- 7 My parents get angry if I **fail** / **miss** lessons.
- 8 It's more important for me to **pass** / **take** tests than to **get** / **succeed** high marks.
- 9 I have never **revised** / **failed** an important test or exam.



VOCABULARY CHALLENGE! Unit 4, page 110, exercise 1

9 **WHAT DO YOU THINK?** Work in pairs and discuss the question. Use the ideas below to help you.

- What do you think makes a good school? Why?
- experienced teachers • interesting lessons
 - small classes • computers in classrooms
 - have a lot of fun • learn more



THE UPS AND DOWNS OF MY SCHOOL WEEK!

The Ups



- 1 Our history teacher ☐ us a test yesterday, and I ☐ top marks.
- 2 I ☐ notes in geography for my friend who was off sick, and she bought me a chocolate cupcake!
- 3 We ☐ an English exam last week, and I ☐. Great!
- 4 I ☐ a presentation in class, and everyone liked it.



The Downs



- 5 I ☐ a few maths lessons, and the teacher told my parents. They were NOT happy.
- 6 I ☐ for hours for a biology test, but I still ☐ very low marks.
- 7 I ☐ my best mate's homework, and the teacher found out. She sent me to the headteacher.
- 8 We ☐ our end-of-year exams, and I ☐ chemistry. I have to ☐ it again next week!

- 1** Work in pairs and think of the last time you didn't do well in a test. Why do you think it happened? Why do students sometimes fail tests?

2 LANGUAGE IN CONTEXT Read the conversation and answer the questions.

- 1 Why couldn't Abbey answer the phone?
- 2 What is Pete's problem?
- 3 Why is Pete angry with Abbey at the end of the conversation?

Abbey Hi Pete! You rang and left a message. I had just started my piano class when you called, so I couldn't get it. What's wrong?

Pete I failed another test in maths yesterday, and I think I may have to repeat the year ...

Abbey Why do you think you failed it? Had you studied hard for it? I had done lots of practice before mine.

Pete Well, I had revised a lot before we had the test. I had spent the whole weekend doing it, in fact. I'm just stupid.

Abbey You just need to put your mind to it and concentrate on it. You see, I hadn't understood maths until I decided to work on it very hard.

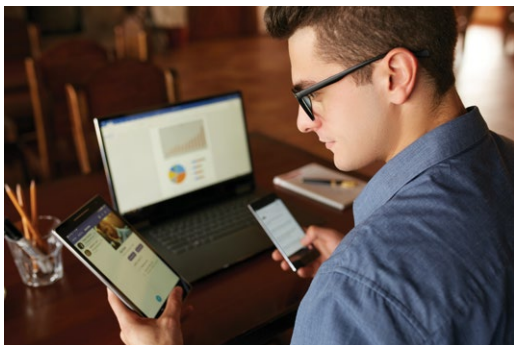
Pete Easier said than done. What about the other subjects I have to study too? Yesterday at school I almost fell asleep because I had had to prepare for a biology test. It never ends!

Abbey I can hear your tablet going bling bling. You turn off you notifications when you study, don't you?

Pete Never! I need to be in touch with my friends, so why would I?

Abbey To concentrate! Oh Pete!

Pete Oh Abbey, you sound like my mum! Speak to you later.



- 3 ANALYSE** Look at the underlined past perfect forms in the dialogue in exercise 2. Copy and complete the table with the correct words.

PAST PERFECT

Affirmative	I ¹ (go) practised a lot before the test last week.
Negative	I ² (drive) practised a lot before the test last week.
Yes/No question	Had you ³ (travel) a lot before the test last week?
Wh- question	Why ⁴ (get) you ⁵ (have) a lot before the test last week?

- 4** Choose the correct option to complete the rule.

We use the past perfect to talk about an action that happened **before** / **after** another action in the past.

- 5 PRACTISE** Decide which action happened first in each sentence.

- 1 The student passed the test finally after he'd studied hard for it.
- 2 When I came to school, I realised that I had left my school bag at home.
- 3 Before I left the house, Rob had rung me to tell me about the extra homework we had to do for that day.
- 4 The teacher felt tired because she had had eight lessons that day.
- 5 We hadn't done all the exercises when the bell rang.

- 6** Write the two sentences as one, using the past perfect and the linking words in brackets.

- 1 He didn't do well in the test. He didn't study hard for it. (because)
- 2 I went shopping. I got the bus home. (after)
- 3 He didn't get an A in his test. He got depressed. (because)
- 4 He read his notes many times. He wrote an essay. (after)
- 5 I failed the previous test. I worked hard for the next one. (because)
- 6 I got to my class. The teacher started the lesson. (when)

- 7** Complete the email with the correct form of the verbs in brackets. Use the past simple or past perfect.

Hi Tim,

Last week I ¹ (go) to London for two days for a science festival. I ² (drive) to the station and left my car in the car park and ³ (travel) up by train. After I ⁴ (get) to the festival venue, I ⁵ (have) a terrible thought. I ⁶ (forget) to buy a parking ticket! They are so strict at Southampton Station! Two months ago they ⁷ (fine) my father there 80 pounds because his parking ticket ⁸ (fall) off the windscreen. He warned me not to forget mine. So, I ⁹ (worry) about it. When I finally ¹⁰ (get) back to the car I ¹¹ (find) that they ¹² (leave) a ticket for 80 pounds again!

Mike

GRAMMAR CHALLENGE! Unit 4, page 110, exercises 1 and 2

- 8 NOW YOU DO IT** Complete the sentences about yourself. Then compare your answers with a partner.

- 1 Before I started school, I had never .
- 2 By the age of 10, I had already .
- 3 Before I learned English, I had sometimes .
- 4 Before I got my first computer, I hadn't .
- 5 By the time I was 14, I had .

1 Work in pairs and answer the questions.

- Can you name any famous schools for actors, singers or dancers in Poland or another country?
- Would you like to study in a school like this? Why? / Why not?

2 Read the text below. Choose the correct answer.

What is the purpose of the text?

- to give information about famous directors
- to advertise a famous school
- to advise students about starting a career in the film industry



Do you love film and drama? Do you want to study at one of the most prestigious ¹ in the world? If so, look no further than the city of Łódź and its famous Łódź Film School, also called 'łódzka filmówka'. It is a ² for future actors, directors, cameramen and women, screenwriters and TV producers. It's considered to be one of Europe's leading visual arts educational institutions with a wide ³ of graduate and post-graduate programmes and cutting-edge technology to teach you how to succeed in the world of media. Its well-known ⁴ include some of the greatest names in the film world – Andrzej Wajda, Krzysztof Kieślowski, Małgorzata Szumowska and Dorota Kędzierzawska. The school is popular with young ⁵ from all over the world, so hurry up if you want to apply!

3 CD 1.32 Listen and complete the text in exercise 2.

4 Read Karolina's email. How does she feel about going to Łódź Film School? Why do you think she feels like this?

Hi Will,
You won't believe it! I've got a place! Łódź Film School has accepted me on an acting course, and I can start in October. Everyone says that I'm so lucky – but now I'm not sure. There are lots of pros, but there are some cons too. Am I mad to even think about saying no?
Karolina

5 CD 1.33 Listen to a conversation between Will and Karolina. Complete the notes which Karolina made in her diary.

Cons:

- a long commute to and from school – ¹ on the train every day,
- other people more talented than me (despite ² I won last year 😊),
- in mum's opinion, acting ³.

Pros:

- an opportunity to meet new people (might help make me ⁴?),
- a really famous school in Poland!
- you don't have ⁵ to study there!

6 Complete Will's email to a friend with the words below.

academic famous advantages career talented free
state opportunity specialise

Hi Jack,
I think Karolina should go to Łódź Film School because it's a good ¹ for her. There are lots of ². She'll be with other ³ students and she can ⁴ in acting, which she loves. It's a ⁵ school, not private – so it's completely ⁶. She will no longer have to study ⁷ subjects like maths or biology, but will have lots of specialist classes like acting, singing and dance. I think one day Karolina will be very ⁸ and have a successful ⁹!
Will

7 CD 1.34 Listen to Karolina's voicemail message. Choose the correct answer.

Why has Karolina decided to accept the offer?

- She wants to meet talented people.
- She is more talented than she thought.
- She needs challenges to develop as an actress.
- She wants to understand herself better.

8 Do you think Karolina has made the right decision? Why? / Why not?

9 WHAT DO YOU THINK? Work in pairs. Discuss the question, using the prompts below.

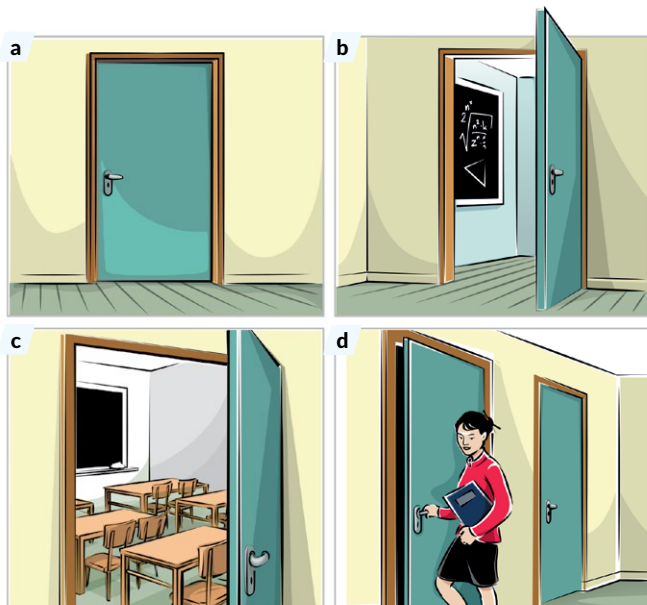
In many countries secondary school students do not study any artistic subjects such as music, art, drama, etc. Do you think it's a good idea? Why? / Why not?

YES: time for other subjects / not everybody is talented / not many students may be interested

NO: art subjects develop students' personalities / teach about culture / improve creativity

1 Which after-school club would you like to join? Why?

2 **CD 1.35 LANGUAGE IN CONTEXT** Read the dialogue and label the rooms in the pictures a–d with the correct numbers. Then answer questions 1–4.



Tessa Hi Olly! Are you looking for the new Mandarin club too?

Olly Yeah. I thought it was in Room 5. But **it can't be in there** because the door's locked.

Tessa I know. And **it can't be in Room 6** because they're doing extra maths in there – Dan said.

Olly It could be in Room 8. That's empty.

Tessa Mmm. **It might be** – but I think they have a meeting about the skiing trip in there at five o'clock.

Olly This is silly. **It could be anywhere!** I'll phone Maddy. She's going too and she must know where it is. She's so organised.

Tessa Good idea. Ah – look. Miss White said we're going to have a talk by a Chinese lady at this first meeting. And there's a Chinese lady, **she may be our teacher** and she's going into ...

Olly So **it must be in Room 10**. Yes!

- 1 What are Tessa and Olly looking for?
- 2 How do they know the meeting isn't in Room 5 or 6?
- 3 Why does Olly think Maddy will know the room?
- 4 How do Tessa and Olly find the room?

3 **ANALYSE** Look at the highlighted phrases in the dialogue and answer the question below. Write down the answers.

Which of the highlighted forms means ...?

- a I'm sure it is.
- b I'm sure it isn't.
- c It's possible it is (three forms).

4 Read the sentences. Which sentence suggests that something is most and least certain?

- 1 That might be Fran's brother.
- 2 That may be Fran's brother.
- 3 That must be Fran's brother.

5 **PRACTISE** Match the beginnings of sentences 1–3 with endings a–c.

- A 1 They must be tired because
- 2 They can't be tired because
- 3 They might be tired because
- a they've only just started jogging.
- b they've just arrived from the USA.
- c they've just finished a 10 km run.
- B 1 You must know Rosa because
- 2 You might know Rosa because
- 3 You can't know Rosa because
- a she only started in our class today.
- b you were in the same primary school.
- c she's a friend of your sister's.

6 Rewrite the sentences using **must, can't, could, may** or **might**.

- 1 The woman looks very young. It's possible she is 20 years old, but I am not sure.
The woman .
- 2 I'm sure playing the guitar isn't very difficult. My sister plays it and she learned very quickly.
Playing the guitar .
- 3 I'm sure Patsy is very clever because she got all the questions in the test correct.
Patsy .
- 4 I think that word means 'heavy'. But I'm not sure, so let's look in the dictionary.
That word .
- 5 I'm sure it's cold outside because Jack's wearing a hat and a thick scarf!
It .
- 6 It's possible that Ben is in the library. I'll go in and check.
Ben .

7 Complete the sentences with your own ideas.

- 1 You can't be hungry .
- 2 Patrick might be upset today .
- 3 Polish must be difficult for people to learn .
- 4 That boy must be new to the school .
- 5 He could come from a rich family .
- 6 That can't be Gary's brother .

8 **NOW YOU DO IT** Work in pairs. Discuss the after-school activities below. Use modals of deduction and your own ideas. Give reasons for your answers. Use the adjectives below to help you.

difficult easy interesting boring useful expensive

- | | | |
|---------------------|-----------|-----------------|
| 1 learning Japanese | 3 cookery | 5 extra English |
| 2 photography | 4 drama | 6 judo |

Learning Japanese must be very difficult. You need to learn pictures for words.

- 1 Read the sentences. Which of the activities do you often do in your school? Which of them do you find the most interesting and useful?

We ...

- 1 do online projects / do projects online.
- 2 work on improving our IT skills.
- 3 prepare PowerPoint presentations for homework.
- 4 use digital textbooks and online dictionaries.
- 5 use interactive whiteboards in our lessons.
- 6 learn how to look for information on the Net.
- 7 use smartphones and apps to study different subjects.

- 2  Work in pairs. In what other ways can you use technology at school? Make a list.

- 3  **CD 1.36** Read the text in exercise 4. What is each paragraph about?

- 4   Read the text again. Match headings A–F with paragraphs 1–4. There are two extra headings.

- A Learning the real digital skills
- B Digital tools are not enough
- C Technology is useless
- D Technology enters the classroom
- E New technologies needed
- F When there's too much technology



1 

Information technology in education may have been something new a few decades ago, but now no one could imagine schools without digital tools, Internet communicators and learning apps. In the digital era, technology supports **teaching and learning methods**, helps teachers and students have access to information, allows them to communicate with one another and revise the knowledge through online, often interactive, games. What had been unthinkable for centuries became our reality long ago!

2 

Some schools see technology as a magic solution that will automatically transform learning and provide students with all the modern skills. As a result, they digitalise their classrooms and switch to online learning platforms. Although it may sound perfect, unfortunately it isn't. A study conducted a few years ago showed that students' creativity levels are much lower now in comparison to older generations. This suggests that, on its own, technology won't solve all the problems in education. It seems that what students need is training in creative and innovative thinking supported by technology.

3 

Why do students seem to find it more and more difficult to get creative? The reason could be that these days they mainly consume modern media in a passive way, such as watching videos, reading memes, copying and pasting information for their school assignments or simply scrolling down the screen without making sense of what they've seen or read. They may be less interested in creating things because almost everything is given to them on a plate. They have access to so much information that it leads to problems with attention and focus and makes **learning by heart** or taking notes seem a useless, time-consuming task. Why should you memorise anything if it's available on your computers 24/7? Why practise **handwriting** if you use touch-screen devices? Sensible questions, aren't they?

4 

For sure, one thing that schools should concentrate on is how to teach learners to be more selective consumers of information, and what's more important perhaps, how to turn young media consumers into people who have all the digital skills to produce creative online content. Such people could, for example, easily create a multimedia presentation to help with difficult **exam questions**, design an online game to practise **times tables** or help get rid of some typical **spelling mistakes**. They would have no problem creating an infographic or recording a podcast to present their knowledge or express their views. Do you think it would be a step in the right direction?

5 Read the sentences and complete them with the information from the text in exercise 4.

- 1 These days, it's a school without technology.
- 2 Some schools see technology as problems.
- 3 According to some studies, learners in the past used than they are now.
- 4 Students consume a lot of media but often don't understand what .
- 5 Many students believe that heart and writing by hand are a waste of time.
- 6 Producing creative online content is possible when students .

6 Work in pairs and discuss the questions.

- 1 How do you use technology to access information and to learn?
- 2 Do you agree that young people mostly use modern technology to consume information in a passive way? Why? / Why not?
- 3 What do you think of learning things by heart and taking notes? How useful could these skills be?
- 4 Would you like to study online from home rather than go to school? Why? / Why not?

Vocabulary development

7 Complete the sentences with the correct prepositions below. Which statements do you agree or disagree with? Why?

of by to (x2) on

- 1 Students should have access internet-connected devices during the exams.
- 2 Many students can't make sense what they read.
- 3 Teachers should pay more attention spelling mistakes.
- 4 Students should concentrate only subjects which interest them.
- 5 Learning things heart can be useful.

8 Match the highlighted words and expressions in the text in exercise 4 with the definitions below.

- 1 You may make them when you write an essay.
- 2 You learn them when you begin to study maths.
- 3 You need to answer them in an exam.
- 4 This is the way you write using a pen or a pencil.
- 5 These are strategies which teachers use to teach or students use to learn.
- 6 It's the study or use of computers and electronic systems.
- 7 You do it when you have to memorise something.

VOCABULARY CHALLENGE! Unit 4, page 110, exercises 2 and 3

9 Write a short letter to your English teacher, using the model below.

Dear Mr/Ms ...,

You wanted us to give you ideas about how to make our lessons more interesting. Here are my suggestions.

I think we could spend more time ¹ (napisz, co chcielibyście robić na zajęciach). I would like to work more on my grammar, vocabulary and ² (napisz, jaką umiejętność chciałbyś/chciałabyś doskonalić).

I would also like to use computers and the Internet more often. For example, we could ³ (napisz, w jaki sposób moglibyście wykorzystać nowe technologie na lekcjach angielskiego).

I hope my ideas will be useful to you.

Kind regards,
xyz

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 Why do you think these Japanese students have to clean their classroom?
- 2 Would you like to go on a school exchange to Japan or any other Asian country? Why? / Why not?

- 1 Work in pairs. Which of the things below were important to you when you were choosing your secondary school?

after-school classes top marks close to your home
friendly atmosphere lots of friends great teachers
foreign languages well-equipped classrooms

- 2 **CD 1.37** Read and listen to the dialogue and answer the questions.

- What do Harry and Ann think about a good school? What arguments do they give?
- Which person do you agree with more? Why?



Harry Look! I've just read an interesting article on the Internet about schools. It says that the best school is one where students feel good. I don't think so, do you?

Ann Yes, I do, absolutely! For me, a good school is where I feel comfortable and where I like the other students and teachers. Don't you agree?

Harry In my opinion, a friendly atmosphere isn't enough. Personally, I think that a good school is about getting top marks in exams because schools must prepare you for university and your future career.

Ann I am not sure I agree. In my view, a good education means more than just excellent exam results. A good school should prepare you for life with other people, not just your future career. What's more, a friendly school helps you learn. There's less competition between students, less stress.

Harry Well, you may be right, but I still think that if you want to achieve something in your life, you must study hard and do well in your exams. What do you think?

Ann True, but a school should do both – offer a good education and a friendly atmosphere!

- 3 Read the dialogue again and complete the Phrase Bank.

PHRASE BANK

Introducing an opinion

For ¹ a good school is ... | In my ² /view ...
Personally, I ³ /believe that ...

Asking for an opinion

Don't you ⁴ ? What do you think?

Agreeing and disagreeing

Yes, ⁵ . | I don't ⁶ so, do you? | I am not ⁷ I agree.
You may be ⁸ , but I still think that ...
It's ⁹ , but ...

- 4 Work in pairs. Role-play the dialogue in exercise 2.

- 5 Complete the dialogue, using the prompts in brackets. Do not change the words given. You may write between two and four words in each gap.

X Oh no! Another group project! Why can't we just work on our own on a project for a change? ¹ (**think**) that it would be a good idea to see what we can do by ourselves?

Y I'm afraid I don't agree. ² (**view**), groupwork is good for young people and teaches them how to cooperate with others.

X I ³ (**sure**) that I fully agree with it. You ⁴ (**right**) to some extent, but it's usually one person in a group that works hard, isn't it?

Y ⁵ (**believe**) that it depends on the group. I've never felt left alone, and I've been part of lots of successful group projects.

X ⁶ (**true**), it depends on the people, but I still don't want to take my chances! I just do things faster, and I'd like to work on my own.

Y Well, think it over. Cooperation is one of the most important skills that we should develop!

- 6 **CD 1.38** Listen to two dialogues and answer the questions.

- What is the topic of each dialogue?
- What do the speakers disagree about in dialogue 1?
- Which speaker feels unsure about their opinion in dialogue 2? What makes you think so?

- 7 **CD 1.39** Listen to the sentences from the dialogues. Complete them with the correct words and phrases.

- , I really hate them.
- , I think that's good.
- , I've never thought about it.
- , I prefer the American system.

- 8 Work in pairs. Prepare a dialogue to discuss the question below. Use the prompts and your own ideas.

Is it a good idea to study two foreign languages at the same time?

Student A Is it a good idea to study two foreign languages at the same time?

Student B yes, absolutely / useful / know / many languages

Student A not think so / my opinion / take too much time / difficult / learn different grammar and vocabulary at the same time

Student B yes / personally think / easier to learn when / we / be younger

Student A you be right / but / learning a language / be quite expensive / you need / buy / books / or go to a course

Student B disagree / can learn a language online / be cheaper

1 Work in pairs and answer the questions.

- 1 Do you like learning foreign languages? Why? / Why not?
- 2 What are the advantages of learning a foreign language at a language school abroad?

2 Match beginnings of the questions 1–4 with endings a–d. Then read the advertisement below and answer them.

- | | |
|------------------------------------|--|
| 1 Do you | a are the groups? |
| 2 How big | b offer trips to visit places in London? |
| 3 How many hours of English a week | c the lessons start? |
| 4 When do | d are there? |

SUMMER COURSES IN THE HEART OF LONDON

The English Language Centre offers:

-  two-, three- or four-week English courses from June to September
-  20–30 hours of English a week with native speakers
-  all levels (A1–C2)
-  lots of extra conversation classes, sightseeing trips and evening entertainment on offer
-  small groups (4–8 students)

3 Read the letter. Does it sound formal or informal? Why?

Dear Sir/Madam,

I am writing to ask about your English courses in London advertised online.

I am a 17-year-old Polish student. I would like to come for a two-week course and have classes with a native speaker.

I need to take a speaking exam at the end of my school, so I would like to improve my speaking skills in English. Do you offer conversation classes as well? I would also like to ask how much the course costs and when exactly the courses begin and end. Please let me know how many hours of English a week there are.

Your advertisement mentions extra activities for students. Could you give me some more information about them? I would like to know if you offer trips to visit some places in London or some extra sports classes.

I look forward to hearing from you soon.

Yours faithfully,
XYZ

4 Which questions from exercise 2 has Adam asked? What differences can you see?

! Watch out

W listach z zapytaniem często stosujemy pytania pośrednie, aby uprzejmie wyrazić prośbę, np. o jakąś informację. Pytania te zaczynają się od zwrotów typu: *I would like to know ...*, *I would like to ask ...*, *I wonder ...*, *Could you tell me ...?* Stosujemy w nich zbytek zdań twierdzących, np.

I would like to know how much the course costs.
(NIE: ...how much does the course cost?)

5 Rewrite the questions as indirect questions, using the phrases below.

I would like to know / ask ...
Could you tell me ... I wish to know ...
Could you give me some information about ...

- 1 Does the school have a computer lab?
- 2 What coursebooks do you use?
- 3 Have you ever had any students from Poland?
- 4 What language exams can I take at your school?
- 5 Do students do any projects online?
- 6 Where can I find more information about the teachers?

6 Find more formal phrases in Adam's letter that have the same meaning as the phrases below.

- 1 I want to know about ...
- 2 I want to speak better in English.
- 3 I want more information about ...
- 4 The ad says ...
- 5 How much is the course?
- 6 Please send me an answer quickly.
- 7 Love,

7 Express the ideas below in English, using formal phrases.

- 1 Napisz, że chciałbyś/chciałabyś się więcej dowiedzieć o dodatkowych szkolnych zajęciach komputerowych.
- 2 Poproś o informacje na temat egzaminów z języków, jakie oferuje szkoła.
- 3 Zapytaj, czy musisz podejść do końcowego testu.
- 4 Poproś o podanie ceny kursu.
- 5 Zapytaj, czy podczas kursu szkoła oferuje nocleg i wyżywienie (*food and accommodation*).

8 Read the instructions and do the writing task.

Chciałbyś/Chciałabyś wyjechać na wakacyjny kurs nauki jazdy na nartach (*skiing course*) organizowany we Włoszech. Napisz **list** do biura turystycznego, które organizuje takie wyjazdy, z prośbą o informacje (100–150 wyrazów). W liście:

- przedstaw się i podaj cel listu,
- wyjaśnij, dlaczego chcesz wziąć udział w kursie,
- zapytaj o metody nauczania i cenę kursu,
- dowiedz się, czy biuro pomoże Ci znaleźć nocleg.

- 1 Work in pairs. Read the dictionary definitions of the verb **pass**. Write a sentence to illustrate each meaning in your notebook.

pass /pɑːs/ VERB

- 1 go past something
- 2 be successful in a test
- 3 put something into somebody's hands, e.g. salt, a newspaper
- 4 spend time doing something, e.g. pass a day

- 2 Use a monolingual dictionary to find different meanings of the words below. Translate them into your own language.

course note (noun) board class

- 3 Complete each pair of sentences with one word.

- 1
 - I ... the last bus home yesterday, so I had to walk back.
 - When I was sick I did not go to school, so I ... a lot of lessons.
- 2
 - If you need more information, ... it up online.
 - The new student did not ... very confident when he walked into the classroom.
- 3
 - In my ..., teachers should use modern technology in their classes.
 - We stayed in a hotel which had a lovely ...
- 4
 - A two-... meal in this restaurant costs less than £5.
 - During my English ... I learned a lot of grammar.
- 5
 - How often do you ... online projects at school?
 - Does he ... well in physics?

- 4 Choose the answer a, b or c which means the same as the Polish parts of the sentences in brackets.

- 1 The exam which we (zdawaliśmy) yesterday was very difficult. I'm a bit worried about my results.
a took b passed c failed
- 2 I (nie poznałam żadnych nowych kolegów z klasy) until you introduced me to them.
a wasn't meeting any new classmates
b hadn't met any new classmates
c have never met any new classmates
- 3 I don't know what schools in Africa are like, but I think they (mogą być) totally different from ours.
a should be b must be c could be
- 4 (Czy kiedykolwiek byłeś) abroad before you went to London last week?
a Did you ever go b Had you ever been c Were you ever
- 5 World leaders should (zwracać uwagę na) teachers in poorer countries and help them out.
a take notes for b concentrate on c pay attention to
- 6 Mary left the room when she (skończyła) the test.
a had finished b has finished c finished

- 5 Complete the text with the correct form of the words below. There are two extra words.

stress revise motivate study act pass attend

Today's students may be more ¹ than ever before. Studies confirm that the pressures of getting top grades, studying, trying to balance after-school ² with family life leads to a lot of stress. What further adds to this problem is also the fact that young people try to keep up with social media and manage their online identity. It's all time-consuming and involves emotions. Ultimately, the more stress, the less you can learn effectively. Some stress may be ³ , but too much of it affects your memory in a bad way. Your ⁴ and concentration suffer as a result. Therefore, it's important for ⁵ to know how to cope with stress and regulate their emotions. It's also crucial for teachers to understand the problem and not to put students under too much pressure.

- 6 **WHAT DO YOU THINK?** Choose one statement below. Do you agree or disagree with it? Present your opinion to the class, using the prompts below and your own ideas. Include at least one opposing argument.

- 1 Schools don't prepare students for real life.
learn a lot of / little theory • have a lot of / few practical classes • learn / not learn useful things
- 2 Lessons should be 60 minutes long so that students can learn things better.
a good/bad idea • feel tired • can/cannot concentrate • learn more • have time to revise
- 3 Only excellent students should go to university.
fair/unfair • everybody should have the chance • weak students can/cannot achieve success

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 Why do you think all the children have their hands up? What question could they have heard?
- 2 What do you think the children's school looks like on the inside and the outside?

Vocabulary MP3 25

art	/ɑː(r)t/	zajęcia plastyczne
be off sick	/bi 'ɒf ,sɪk/	być nieobecny z powodu choroby
biology	/baɪ'ɒlədʒi/	biologia
chemistry	/'kemɪstri/	chemia
class	/'kloːs/	klasa; zajęcia, lekcja
classroom	/'kloːs,ruːm/	klasa, sala lekcyjna
copy	/'kɒpi	przepisywać
homework	/'həʊm,wɜː(r)k/	pracę domową
fail an exam	/'feɪl ən ɪg 'zæm/	nie zdać egzaminu
foreign languages	/'fɒrɪn 'læŋɡwɪdʒɪz/	języki obce
geography	/'dʒɪː'ɒɡrəfi/	geografia
get a low/top mark	/'get ə 'ləʊ, 'tɒp 'mɑː(r)k/	dostać niską/najwyższą ocenę
give a presentation	/'ɡɪv ə ,prez(ə)n'teɪʃ(ə)n/	przedstawić prezentację
have an exam	/'hæv ən ɪg 'zæm/	mieć egzamin, podchodzić do egzaminu
headteacher	/'hed'tiːtʃə(r)/	dyrektor/dyrektorka szkoły
history	/'hɪst(ə)ri/	historia
IT	/'aɪ 'tiː/	informatyka
keep fit and healthy	/'kiːp 'fɪt ænd 'helθi/	dbać o zdrowie i dobrą formę
maths	/'mæθs/	matematyka
miss (a lesson)	/'mɪs ə 'les(ə)n/	opuścić (lekcję)
music and drama	/'mjuzɪk ænd 'drɑːmə/	zajęcia muzyczno-teatralne
pass an exam	/'pɑːs ən ɪg 'zæm/	zdać egzamin
physical education	/'fɪzɪk(ə)l ,edʒ(ə)'keɪʃ(ə)n/	wychowanie fizyczne
physics	/'fɪzɪks/	fizyka
Polish	/'pɒlɪʃ/	język polski
presentation	/'prez(ə)n'teɪʃ(ə)n/	prezentacja
primary / secondary school	/'praɪməri, 'sekənd(ə)ri, 'skuːl/	szkoła podstawowa/średnia
religious education	/'rɛlɪdʒəs ,edʒ(ə)'keɪʃ(ə)n/	religia
remember dates	/'rɪ,membə(r) 'deɪts/	zapamiętywać daty
revise for a test	/'rɪ,vəɪz fə(r) ə 'test/	powtarzać do sprawdzianu
study time	/'stʌdi, 'taɪm/	czas na naukę
take an exam	/'teɪk ən ɪg 'zæm/	podchodzić do egzaminu
take notes	/'teɪk 'nəʊts/	robić notatki
useful	/'juːsf(ə)l/	użyteczny
write code	/'raɪt 'kəʊd/	przydany programować, pisać programy komputerowe

Grammar 1 MP3 26

concentrate on sth	/'kɒns(ə)n'treɪt ɒn ,səmθɪŋ/	koncentrować się na czymś
do well in sth	/'duː 'wel ɪn ,səmθɪŋ/	uzyskać dobry wynik z czegoś (np. z testu)
strict	/'strɪkt/	surowy, wymagający

Listening and vocabulary MP3 27

academic / arts subject	/'ækə'demɪk, ɑː(r)ts 'sʌbdʒɪkt/	przedmiot akademicki/ artystyczny
advantage	/'əd'vɑːntɪdʒ/	zaleta, korzyść
advice	/'əd'vaɪs/	rada, porada
apply	/'ə'plai/	ubiegać się o miejsce, składać podanie o przyjęcie
art lover	/'ɑː(r)t ,lʌvə(r)/	miłośnik sztuki
career	/'kæ'rɪə(r)/	kariera
choice	/'tʃɔɪs/	wybór
course	/'kɔː(r)s/	kurs; danie
challenge	/'tʃæləndʒ/	wyzwanie
drama	/'drɑːmə/	teatr, aktorstwo
famous	/'feɪməs/	słynny, znany
film academy	/'fɪlm ə'kædəmi/	szkoła filmowa
free	/'friː/	bezpłatny
graduate	/'ɡrædʒʊət/	absolwent/ absolwentka
higher school	/'haɪə skuːl/	szkoła wyższa
information	/'ɪnfə(r)'meɪʃ(ə)n/	informacja
opportunity	/'ɒpə(r)'tjuːnəti/	możliwość, okazja, szansa
practice lines	/'præktɪs laɪnz/	ćwiczyć rolę
pros and cons	/'prəʊz ən 'kɒnz/	za i przeciw, zalety i wady
specialise in sth	/'speʃəlaɪz ɪn ,səmθɪŋ/	specjalizować się w czymś
state / private school	/'steɪt, 'praɪvət 'skuːl/	szkoła państwowa/ prywatna
talented	/'tæləntɪd/	utalentowany
well-known for sth	/'wel'nəʊn fə(r) ,səmθɪŋ/	dobrze znany z czegoś
win a prize for	/'wɪn ə 'praɪz fə(r)/	zdobyc nagrodę za coś

Grammar 2 MP3 28

clever	/'klevə(r)/	zdolny, mądry
cookery	/'kʊk(ə)ri/	kuchnia, gotowanie
difficult	/'dɪfɪk(ə)lt/	trudny
join an after-school club	/'dʒɔɪn ən ,ɑːftə'skuːl 'klʌb/	wziąć udział w zajęciach pozalekcyjnych
library	/'laɪbrəri/	biblioteka
locked	/'lɒkt/	zamknięty na klucz

Reading and vocabulary MP3 29

concentrate on sth	/'kɒnsəntreɪt ɒn ,səmθɪŋ/	koncentrować się na czymś
conduct a study	/'kɒn,dʌkt ə 'stʌdi/	przeprowadzić badanie
device	/'di'vaɪs/	urządzenie, przyrząd
digital skills	/'dɪdʒɪtl skɪlz/	umiejętności związane z obsługą narzędzi cyfrowych
digital textbook	/'dɪdʒɪt(ə)l 'teks(t),bʊk/	podręcznik elektroniczny
digital tools	/'dɪdʒɪtl tuːlz/	narzędzia cyfrowe
do projects online	/'duː 'prɒdʒekts ɒn,lain/	wykonywać projekty przez Internet
exam questions	/'ɪg 'zæm ,kwɛstʃ(ə)nz/	pytania egzaminacyjne
grammar	/'ɡræmə(r)/	gramatyka

handwriting
have access to sth
improve your IT skills

/'hænd,rʌɪtɪŋ/
/'hæv 'ækses tə ,səmθɪŋ/
/'ɪm,pruːv jə(r) 'aɪ 'tiː,skɪlz/

information technology
knowledge
learn by heart

/'ɪnfə(r),meɪʃ(ə)n tek'nɒlədʒi/
/'nɒlɪdʒ/
/'lɜː(r)n baɪ 'hɑː(r)t/

learning methods
look for information on the Net
make sense of sth

/'lɜː(r)nɪŋ ,meθədz/
/'lɒk fə(r) ,ɪnfə(r)'meɪʃ(ə)n ɒn ðə ,net/
/'meɪk 'sens əv ,səmθɪŋ/

pay attention to sth

/'peɪ ə'tenʃ(ə)n tə ,səmθɪŋ/

sensible

/'sensəbl/

solution
spelling mistakes
step in the right direction

/'sə'ljuːʃ(ə)n/
/'speliŋ mɪ'steɪks/
/'step ɪn ðə raɪt dɪ'rekʃən/

teaching methods
times table

/'tiːtʃɪŋ ,meθədz/
/'taɪmz ,teɪb(ə)l/

use interactive whiteboards / apps
vocabulary

/'juːz ɪntər,æktɪv 'waɪt,bɔː(r)dz, 'æps/
/'vɒkə'bʊləri/

Speaking MP3 30

competition	/'kɒmpə'tɪʃ(ə)n/	konkurencja
designer clothes	/'diːzaɪnə(r), 'kləʊðz/	modne ubrania od znanych projektantów
equal	/'iːkwəl/	równy, jednakowy
exam results	/'ɪg 'zæm rɪ,zʌltz/	wyniki egzaminu
friendly atmosphere	/'fren(d)li ,ætmos'fiə(r)/	przyjazna atmosfera
uniform	/'juːnɪfɔː(r)m/	szkolny mundur
well-equipped classroom	/'wel,kwɪpt 'kloːs,ruːm/	dobrze wyposażona sala lekcyjna

Writing MP3 31

accommodation	/'ə,kɒmə'deɪʃ(ə)n/	zakwaterowanie
computer lab	/'kəm'pjjuːtə(r), 'læb/	sala komputerowa
English course	/'ɪŋɡlɪʃ ,kɔː(r)s/	kurs angielskiego
entertainment	/'entə(r)'teɪnmənt/	rozrywka
wonder	/'wʌndə(r)/	zastanawiać się

English in Use MP3 32

achieve success	/'ə,tʃiːv sək'ses/	osiągać sukces
board	/'bɔː(r)d/	deska; tablica
pass	/'pɑːs/	wyminąć coś; zdać (egzamin); podawać, przekazywać; spędzać czas
poor	/'pɔː(r)/	biedny
theory	/'θiəri/	teoria

Challenge! MP3 33

attention	/'ə'tenʃ(ə)n/	uwaga
break	/'breɪk/	przerwa szkolna
classmate	/'kloːsmeɪt/	kolega/koleżanka z klasy
concentration	/'kɒns(ə)n'treɪʃ(ə)n/	koncentracja
examination	/'ɪg,zæmɪ'neɪʃ(ə)n/	egzamin
knowledge	/'nɒlɪdʒ/	wiedza
lunchtime	/'lʌntʃ, 'taɪm/	pora obiadowa, przerwa obiadowa
notebook	/'nəʊt,bʊk/	zeszyt
parents' evening	/'peərənts 'iːvniŋ/	wywiadówka
playground	/'pleɪ,ɡraʊnd/	dzieńdzieniec szkolny
presentation	/'prezən'teɪʃən/	prezentacja
pupil	/'pjʊːp(ə)l/	uczeń/uczenica
revision	/'rɪ'vɪʒ(ə)n/	powtórzenie
school certificate	/'skuːl sə(r)'tɪfɪkət/	świadcstwo ukończenia szkoły
school report	/'skuːl rɪ'pɔː(r)t/	okresowa ocena pracy ucznia
sports field	/'spɔː(r)ts 'fiːld/	boisko
staff meeting	/'staːf ,miːtɪŋ/	rada pedagogiczna
textbook	/'teks'tbʊk/	podręcznik



Complete all the exercises from this section in your notebook.

VOCABULARY

- 1 What do teachers and students usually do at school? Copy and complete the table with the correct words below.

fail a test give tests hand in homework get top marks
miss lessons learn times tables concentrate on grammar
prepare exam questions give a presentation mark homework

Teachers	Students	Both

- 2 Complete each pair of sentences with the words below. There are three extra words.

take revise make pass look do

- 1 a I my homework in the evenings.
b We a lot of online projects.
2 a It's easy to spelling mistakes when you don't concentrate properly.
b I couldn't sense of what the teacher was saying, so I asked her to explain it again.
3 a I can't this test today because I'm not prepared.
b Please, listen carefully and notes.

GRAMMAR

- 3 Complete the text with the correct form of the verbs in brackets. Use the past simple, present perfect or past perfect.

Hi Justin,
I have really great news. I ¹ (pass) my English exam. I ² (cannot) believe my eyes when I ³ (see) the results last night. I ⁴ (get) an A! I ⁵ (not have) such a good mark in English before then. It's true. I ⁶ (study) very hard for it the whole week before, which I ⁷ (never / do) before. Anyway, I ⁸ (never / be) so proud of myself. I may go to England in the summer, so I will improve my English even more. Maybe I can find a job there. ⁹ (you / think) of working in the summer? Perhaps you could join me in London? Let me know.
Natalie

- 4 Rewrite the sentences, using *must*, *can't*, *could*, *may* or *might*. Sometimes more than one answer is possible.

- 1 I'm sure this man isn't our teacher. He's too young.
2 I'm not sure who she is. Maybe a new student?
3 I'm sure our teacher knows the answer. She's so clever!
4 I'm not sure this is the best way to study English.
5 I'm sure this book isn't mine. Mine is at home.

- 5 Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.

ENGLISH IN USE

- 6 **SŁOWOTWÓRSTWO** Uzupełnij każdą lukę (1–6), przekształcając wyraz podany w nawiasach tak, aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisanych wyrazów.

Drumduan Upper School in Scotland is one of over 1,100 Steiner Schools scattered across different parts of the world. These schools, inspired by an Austrian philosopher Rudolph Steiner, ¹ (*concentration*) on creativity and discovering the world under the teacher's guidance. Steiner schools try to make learning practical and ² (*use*). There are also no formal ³ (*examine*) because Steiner teachers believe they create too much stress for students. In the secondary school, ⁴ (*academy*) subjects are not taught separately. Instead, there are three main lesson blocks: sciences, humanities and arts, and weekly subject lessons in English, French and maths. Steiner schools also organise lots of group projects, games and trips. That's because in Steiner education all the ⁵ (*inform*) needs to be put into practice. For example, during a trip students might be asked to build a canoe, which is a great lesson in mathematics, physics and chemistry. What's also interesting is that Steiner schools avoid ⁶ (*compete*) between students. Instead, they aim to offer an atmosphere in which students grow and develop.

READING

- 7 **DOBIERANIE ZDAŃ DO TEKSTÓW I UZUPEŁNIANIE STRESZCZENIA W JĘZYKU ANGIELSKIM** Przeczytaj cztery teksty (A–D). Następnie wykonaj zgodnie z poleceniami zadania 7.1 i 7.2.

Tekst A

WRITE CODE AND GET CREATIVE!

WHO? Anyone between 13 and 18

WHEN? Every Saturday, between 10 and 11.30 a.m.

WHAT? Choose the path you want:
Coding, Game Design or Get Creative

WHERE? Polytechnic campus

HOW? Check our website at www.idtechn.com

Tekst B

www.idtechn.com

Welcome to the ID Courses website!

We offer after-school courses in three age groups: 6–9, 10–12, and 13–18 years' of age.

Tech Semester is our most popular course – come to weekly meetings for three months, do interesting projects and get a certificate.

More questions? Use the contact form on our website!



Tekst C

Hi Shane,
You wanted me to tell you something about the Tech Semester course I completed. Well, I loved it! I chose the Get Creative programme because I wanted to learn how to start my own video channel. I feel I learned lots of new skills! The computer lab was great and the instructor, Elena, created a great atmosphere, so I wasn't afraid of any challenges. I also made some new friends – there were only five of us, so we quickly got to know each other. Actually, I'm thinking of doing another course of theirs. Would you like to join me?
Alice

Tekst D

Leo: Hi Alice, your chemistry channel is amazing! You make this subject look so interesting!

Alice: Thanks, Leo. That's because chemistry IS interesting!

Leo: Well, for me it's difficult. I've never done well in any test. Even when I concentrate in class, back home I just don't understand anything. Maybe I'm not clever enough.

Alice: Leo, come on! Our chemistry teacher is really strict, but I'm sure you can get better grades.

Leo: Thanks, Alice. Those videos you have uploaded recently are so good. You're really talented!

Alice: Not really. I improved my IT skills because I finished a course, so it's much easier for me to edit videos.

Leo: Technology is one thing, but you can really make sense of it, you know. Somehow chemistry seems easier with you.

7.1 Przeczytaj zdania 1–3 i dopasuj do każdego zdania właściwy tekst (A–D). Uwaga: jeden tekst nie pasuje do żadnego zdania.

1	In this text you can learn about the author's instructor.	
2	This text includes different opinions about a subject at school.	
3	This text tells you what time a course starts.	

7.2 Przeczytaj wiadomość Alice do jej kolegi. Uzupełnij luki 4–7 zgodnie z treścią tekstów (A–D) tak, aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku angielskim. W każdą lukę można wpisać maksymalnie dwa wyrazy.

Hello Ben,
Thank you for all the positive comments you posted on my channel. I'm doing my best to make 4 and attractive. Do you remember the Get Creative course which I wrote to you about last month? I think you like my latest videos so much because I learned there really useful 5 . I'm actually thinking of joining a coding course in spring. It lasts 6 , so I'll finish it before the holidays. Why don't you join me? All the ID courses take place on the 7 , not far from where you live. I've already asked Shane, but he is too busy preparing for exams.
Cheers,
Alice

SPEAKING

8 ROZMOWA Z ODGRYWANIEM ROLI Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę zaczyna uczeń A.

Uczeń A

Przebywasz na obozie językowym w Szkocji. Planujesz zdawać międzynarodowy egzamin z języka angielskiego. Rozmawiasz z kolegą/koleżanką z Niemiec, który/która właśnie zdał/zdała taki egzamin. W rozmowie z uczniem B omów poniższe cztery kwestie.

stopień znajomości języka angielskiego

powód wyboru egzaminu

Twoje mocne i słabe strony, jeśli chodzi o język angielski

ulubione sposoby uczenia się języków obcych

Uczeń B

Rozmawiasz z koleżanką/kolegą z Polski, który/która chce zdawać międzynarodowy egzamin z języka angielskiego, a który Ty właśnie zdałeś/zdałaś. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z którymś stwierdzeniem ucznia A tak, aby musiał/musiła podać kolejne argumenty,
- uważasz, że bardzo pomocne jest słuchanie podcastów oraz oglądanie filmów i seriali w języku angielskim,
- zaproponuj uczniowi A, że pokażesz mu, jakie są największe trudności na egzaminie.

WRITING

9 LIST Z ZAPYTANIEM Przeczytaj polecenie i wypowiedz się na poniższy temat.

Chciałbyś/Chciałabyś wyjechać na obóz językowo-sportowy w Wielkiej Brytanii. Napisz list do organizatorów z prośbą o informacje. W liście:

- wyjaśnij, dlaczego chcesz wziąć udział w obozie, i opisz swój poziom znajomości języka angielskiego,
- zapytaj o metody nauczania i częstotliwość zajęć,
- dowiedz się, jakie dyscypliny sportu można uprawiać na obozie,
- poproś o informacje dotyczące pokoi, w których mieszkają uczestnicy.

Dear Sir/Madam,

I am writing to ask about your language and sports courses by the seaside.

...



Complete all the exercises from this section in your notebook.

Rozumienie ze słuchu Zdania z lukami

1 CD 1.40 Usłyszysz dwukrotnie rozmowę Annie i Marka na temat nauczycieli z poprzedniej szkoły. Na podstawie usłyszanych informacji uzupełnij luki w zdaniach 1–6. Luki należy uzupełnić w języku angielskim.

- 1 Mark couldn't go to the shopping centre because he had to .
- 2 Annie went to the bookshop to buy .
- 3 Annie spotted her ex-teacher while he was looking at some .
- 4 Mark still has a book he from the teacher.
- 5 Both Annie and Mark thought Mr Binns was a teacher.
- 6 Mark wants to become a because of Mr Binns.

Rozumienie ze słuchu Dobieranie (zdań do wypowiedzi)

2 CD 1.41 Usłyszysz dwukrotnie pięć wypowiedzi na temat sportu. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker	
A advertises a sports event on TV.	
B suggests taking up a career in sports.	
C encourages people to support a local team.	
D presents a special offer for spectators.	
E complains about a lack of sport opportunities.	
F wants people's opinions about salaries in sport.	

Rozumienie tekstów pisanych Wybór wielokrotny

3 Przeczytaj poniższe teksty (1–3). Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

Tekst 1

The new house is fantastic, and I especially love my room. You'll see it when you come to stay. I've persuaded mum and dad to have a party to celebrate moving in. They've said I can plan it all! So I wondered if you could maybe give me a hand? You've had a lot of parties, and I'd love it if you could give me some help with getting the house ready – moving furniture and putting up lights, and so on. Please say yes. It'll be great fun!

- 1 The writer of the text wants to
 - A** advise a friend about buying new furniture.
 - B** ask for help with organising a party.
 - C** suggest a friend helps decorate her bedroom.
 - D** persuade parents to organise a party.

Tekst 2

As we cycled along the path, Dave pointed out an old house that you could just see through the trees. 'It's been empty for years,' he said. 'Let's go in and have a look.' I wasn't really very keen on the idea because it looked very old and dirty. The windows were broken and it was dark inside. I had a bad feeling about it. But, as usual, I agreed with Dave's suggestion and we went up to the front door. It was a heavy, brown, wooden door and it was closed. 'Strange,' said Dave. 'It was open before.' He pushed and the door opened. We walked over broken glass and bits of wood and stone on the floor. 'This is new too,' Dave pointed at an old piece of carpet and a cup with some water in it. Suddenly, I felt that we weren't alone.

- 2 Dave is surprised because
 - A** the house is in a worse condition than before.
 - B** the writer didn't agree with his suggestion.
 - C** the writer doesn't want to go into the house.
 - D** he notices some changes since he last came.

Tekst 3

LOOKING FOR A NEW HOUSE? You've come to the right place.

Just enter your name and address and the type of house you're looking for and you'll see a range of properties that might suit you. Click on a picture and you can have a virtual tour of the house! It's quick and very easy. If you see a house you like, contact us directly on the phone number below and we can give you more information. We have been in the estate agency business for 20 years.

**Our experience combined
with this new technology
will guarantee you satisfaction!**

- 3 The text gives
 - A** advice about what to consider when buying a house.
 - B** information about what type of house will suit you.
 - C** instructions about using a website to buy a house.
 - D** a recommendation about which agent to use to buy a house.





Znajomość środków językowych

Minidialogi (zadanie zamknięte)

4 Uzupełnij poniższe minidialogi (1–5). Wybierz spośród podanych opcji brakującą wypowiedź. Zakreśl jedną z liter: A, B albo C.

- 1 X Don't you mind getting up so early?
Y ☐
X Really? I hate it.
A Don't even ask!
B Not at all. I'm used to it.
C You must be joking!
- 2 X How was your summer camp?
Y It was a total disaster.
X ☐
A That's pretty cool.
B It's no use.
C I'm sorry to hear that.
- 3 X Personally, I think that taking photos is fascinating.
Y ☐
A It must be a great hobby.
B I feel quite strongly about it.
C That sounds horrible!
- 4 X ☐
Y Not really, it's not my cup of tea.
X I love swimming.
A Are you a keen reader?
B Are you into sport?
C Are you a party animal?
- 5 X What's your strong point?
Y ☐
A I'm really into skating.
B I don't mind skating.
C In fact, I'm good at skating.

Znajomość środków językowych Sety leksykalne

5 W zadaniach 1–5 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

- 1 ☐
• I must ... attention so that I don't make a mistake.
• I had to ... £20 for the new goggles.
- 2 ☐
• My exam results arrived this morning, but I haven't looked ... them yet!
• You shouldn't look ... the answers before you've tried the exercise.
- 3 ☐
• We had a great view when we lived on the tenth ...
• I dropped a glass on the kitchen ... and it broke.
- 4 ☐
• We ... a test yesterday, and it was really hard.
• After doing homework for an hour, I ... a break.
- 5 ☐
• Joe ... some new friends when he was abroad.
• I ... lots of mistakes in my test. That's why I failed it.

Mówienie Rozmowa z odgrywaniem roli

6 Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń B.

Uczeń A

Twój kolega / Twoja koleżanka z Anglii odwiedził/odwiedziła Cię podczas wakacji. Chcielibyście wybrać się na mecz siatkówki, rozgrywany w ramach Mistrzostw Europy w innym mieście. W rozmowie z uczniem B omów poniższe cztery kwestie.

koszty biletów
i forma płatności

koszty dojazdu
na mecz

ewentualny nocleg
po meczu

zwiedzanie miasta,
w którym odbywa się
turniej

Uczeń B

Jesteś kolegą/koleżanką ucznia A. Przebywasz u niego podczas wakacji. Ustalacie szczegóły wspólnego wyjazdu na mecz siatkówki, rozgrywany w ramach Mistrzostw Europy w innym mieście. W zależności od tego, jak rozmowa się potoczy, porusz wszystkie/ wybrane kwestie.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Wolałbyś/Wolałabyś wrócić do domu po meczu niż nocować poza domem.
- Nie masz zbyt wiele pieniędzy na drogie bilety w lepszym sektorze.



Wypowiedź pisemna Wpis na blogu

7 Przeczytaj polecenie i wypowiedz się na poniższy temat.

Od niedawna masz nowe hobby. Zredaguj **wpis** do zamieszczenia na blogu (100–150 wyrazów). W swojej wypowiedzi:

- opisz swoje nowe hobby,
- wyjaśnij, dlaczego podoba Ci się to hobby,
- opisz ostatnie zajęcia związane z Twoim hobby, w których uczestniczyłeś/uczestniczyłaś,
- poleć to hobby czytelnikom bloga i zapytaj o ich ulubioną formę spędzania czasu wolnego.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Hi everyone! Guess what! I've just taken up a new hobby!

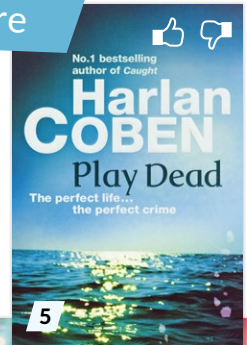
...

5

A WORK OF ART

VOCABULARY

participating in culture



- 1 Which of the activities below do you most enjoy doing? When did you last do them?

listening to music reading books watching TV
going to the theatre going to the cinema
going to a museum or art gallery

- 2 Match items a–f with pictures 1–6 posted on a social network homepage. Which would you like?

- a open-air music festival d crime thriller
b art exhibition e award-winning film
c TV series f classic play

- 3 Complete the comments with the words below. Then match the comments with the pictures 1–6.

fantasy director album effects band live series
episode soundtrack

- 1 The concert was **amazing**. My favourite played . I already have their latest . **I'm a big fan of** folk music.
- 2 I love this. It's an **excellent** TV , and I can't wait for the next . I get really angry if I miss one.
- 3 It's really entertaining! **I'm not that keen on** films, but movies like *Alice in Wonderland* are cool! Tim Burton is a **brilliant** and the special are great. I've downloaded the too.

novels paintings actors play performance abstract plot costumes

- 4 I think most modern art is **just rubbish**. It's too for me, but similar to Kandinsky's **really make me think**.
- 5 I hear it's good, but I don't really like crime . I read one last month and I just couldn't understand the – **I found it very disappointing**.
- 6 I saw the *Hamlet* last week. It was **really moving**! The all gave an excellent . I loved the that they wore too – they were well designed.

- 4 CD 1.42 Listen and repeat the words and phrases from exercise 3.

- 5 Look at the highlighted words and phrases for giving an opinion in exercise 3. Divide them into positive and negative.

- 6 CD 1.43 Listen to three recordings and answer the questions.

Text 1: A Where is the speaker?
B What is he looking at?
C Does he like it? Why? / Why not?

Text 2: A Where could you hear this?
B What does the speaker want the listeners to do?

Text 3: A Where are the speakers?
B How are their opinions different?

- 7 Are the sentences true or false? Correct the false ones.

- 1 You hear a soundtrack at a concert.
2 An episode is part of a TV series.
3 Abstract paintings are sometimes difficult to understand.
4 Actors wear costumes in a play or film.
5 An entertaining film is disappointing.
6 If something is rubbish, you like it.

VOCABULARY CHALLENGE! Unit 5, page 110, exercise 1

- 8 Work in pairs. Tell your partner about the things below. Use the questions in brackets to give more information.

- 1 a TV channel you never watch (Why don't you like it?)
I never watch Channel 7. There are a lot of commercials and I've seen all the programmes before.
- 2 a book you've read recently (What was it about?)
- 3 your favourite radio station (Why do you like it?)
- 4 a film you found disappointing (What did you expect?)
- 5 a reality TV show you watch (What's it about?)

1 Which band or singer would you like to hear play live?

2 **CD 1.44 LANGUAGE IN CONTEXT** Read and listen to the dialogue. Why is Eric not sure about going to the concert? What decision does he take in the end?

Tim Hi! I'm going to get tickets for the concert on Friday in town. Do you want me to get you one too? The Vamps are playing. I think it will be fantastic!

Eric I love their music! Are you going to get cheap or expensive tickets?

Tim I'm not going to pay more than £20 a ticket, maybe £30.

Eric I don't know. I don't think the concert will finish before 11.30, and I'm going to help my brother redecorate on Saturday. We're going to start early – about 7.30.

Tim No, it won't be that late. You'll have a great time. And, you'll be in bed before midnight. Say yes!

Eric OK. You've persuaded me. I've got to run now. Look at the time! I'm going to be late for class. And you're going to miss the bus to town!

Tim Fine! I'll get you a ticket too. I'll give you a ring when I've got them.

3 ANALYSE Look at the underlined sentences with *will* in the dialogue. Copy and complete the patterns below.

Will

Affirmative	subject + will +
Negative	subject + + verb (without to)
Question	+ subject + verb (without to)?
Short forms	I'll, you , he'll, she'll

4 Complete the sentences with the correct form of *will*.

- I think (I / win) the competition.
- Helen (not / be) late. She's very punctual.
- Alex (drive) us to the concert.
- How long (the concert / last)?
- A** (the band / play) all their top songs?
B Yeah. I think they .

5 Look at the highlighted sentences with *going to* in the dialogue in exercise 2. Study the pattern below and write positive and negative sentences and questions.

subject + *be going to* + verb

- (+) I am going to get the tickets for the concert.
- (+) She .
- (-) They .
- (?) you ?
- (?) When he ?

6 Decide if the sentences below describe future predictions or future intentions.

- It will be fantastic!
- I'll get you some tickets too.
- I'm not going to pay more than £20 a ticket.
- I'm going to be late for class.

7 Complete the rules with *will* or *going to*. Then match the rules with the sentences from exercise 6.

Intentions

- We use to decide at the moment of speaking.
- We use when we have already made the decision.

Predictions

- To make predictions based on what we see, we use .
- To say what we believe or think about the future we use .

8 PRACTISE Complete the sentences with *will* or *going to* to show the correct type of intention.

- I (buy) a guitar soon. I'd like to learn to play.
- A** I need to phone Marie.
B OK. I (wait) for you here.
- Our teacher (not / give) us a test on Friday. Thank goodness!
- What's the name of the artist? Let me see. I (look) online.
- A** What would you like to drink?
B I (have) a coffee.

9 Choose the correct option to complete the sentences giving predictions.

- I'm going to / I'll fall. Quick – catch me!
- Terry isn't going to / won't be late. I know it. He's always at least half an hour early!
- That girl's just won the competition. She looks very emotional. She's going to / 'll cry!
- I think he's going to / he'll win the race tomorrow. He's practised a lot.
- In 20 years' time people aren't going to / won't read paper books anymore. Everyone is going to / will have electronic ones.

10 NOW YOU DO IT Write sentences about the future. Write about:

- some things you're going to do tonight / next weekend / in your next holiday,
- things that will change in your school in 20 years' time,
- things you probably won't do in the summer holidays,
- the kind of music which will be popular next year.

11 Work in pairs. Tell your partner about your plans and predictions. Ask and answer questions to give more information.

- I'm going to watch some TV tonight.
- Really? What are you going to watch?



1 Work in pairs and answer the questions.

- Do you like visiting museums and art galleries? Why? / Why not?
- What's the most interesting exhibition you've seen?

2 **CD 1.45** Listen to a girl talking about culture. Choose the correct answer. Do you agree with her opinion?

What is the girl's opinion about culture at school?

- Schools go on too many trips to art galleries and museums and it's a waste of time.
- We need to study modern cultural forms as well as classical ones.
- Modern music and writing is better than classical.

3 Describe the pictures. Use the words and phrases below to help you.

look closely at the exhibits admire
listen carefully look interested/bored
experience art stand in front of a sculpture

4 **CD 1.46** Listen to the conversation between Olivia, Luke and Jim. What is the conversation about? Do the speakers always agree with each other?5 **CD 1.46** Listen to the conversation again and complete the table below.

What?	Where?	Opening hours	How much?	What's good about it?
British Museum (Luke)	1 	24/7	free	many exhibits, easy access, tickets never 2 
The Prado Museum (Jim)	Madrid, Spain	3 	£7.5 (reduced price)	paintings showing Spanish history, booking the day and 4  of the visit in advance; long opening hours
The Palace of Versailles (Olivia)	near Paris, France	9.00–6.30	5 	real experience of the palace and the 6  ; long opening hours

6 Match the phrasal verbs in bold in sentences 1–5 with their meanings a–e below.

- We **went round** the exhibition with a guide. It was very interesting.
 - I think the concert will **sell out** soon, so you'd better get your ticket now.
 - Go on the website and click on any picture. You can **find out** all about it.
 - You must watch the new series on TV. **It is on** at 7.30 p.m. on Thursdays.
 - The painter didn't think many people would like the exhibition, but **it turned out** to be very successful.
- learn
 - you can see it
 - in the end it was
 - looked at different things at
 - have no more tickets

7 Complete the sentences with the correct phrasal verbs from exercise 6.

- What  in your area at the moment that you'd like to see?
- Do you prefer to  a gallery with a friend or alone? Why?
- What film you've recently seen  to be very good?
- Which bands' concerts usually  very fast? Why?
- What is an interesting piece of information about culture you  recently?

8 **CD 1.47** Listen to Carrie giving a short class presentation. Choose the correct answer.

What is Carrie's presentation about?

- Countries and cities which have the best piano players.
- A famous artist who painted pictures of pianos in the street.
- An idea to encourage people to play and discuss music.
- The best way to learn how to play the piano.

9 **CD 1.47** Listen again and complete the answers to the questions.

- What is the *Play me, I'm yours* project about? In the project, people .
- Why did Luke Jerram want to put pianos in the streets? His dream was to .
- How did the people respond to the *Play me, I'm yours* project? The idea turned .

10 Work in pairs. Do you think the *British Museum with Google* and *Play Me, I'm Yours* projects are good? Why? / Why not? How successful could they be to interest young people in art and music?

- 1** Can you sing? Would you like to sing well? What do you think professional singers have to do to sing well?
- 2** **LANGUAGE IN CONTEXT** Read the notice. Do you think a lot of students will audition to enter the competition? Why?/ Why not?

TV SONG COMPETITION

The school is entering a TV song competition and we have to have at least 15 singers. We can't miss this chance. So, would you like to join us?

• DO I NEED TO BE TALENTED?

No, you don't have to be very talented, but you must love singing. You must also be enthusiastic. That's enough. We can teach you the rest.

• DO WE HAVE TO PRACTISE A LOT?

Yes. The competition starts in six weeks, so we have to meet and practise three times a week. You mustn't be late and you can't skip a practice. There's a lot to do.

• DO I HAVE TO AUDITION TO JOIN THE GROUP?

Yes. We're going to hold auditions on Thursday afternoon. You'll have to sing a short song. You can sing somebody else's song or your own if you prefer.

CAN WE COUNT ON YOU?

- 3** Read the notice again. Are the statements true or false?

- You do not need to have a very good voice to join the competition.
- At the audition students must sing a song that is chosen by the teacher.
- You can't sing your own song.

- 4** **ANALYSE** Find sentences with *have to*, *must* and *can* in the text in exercise 2. Then copy and complete the tables with the correct words.

Have to

Affirmative	You ¹ / He ² practise a lot.
Negative	You ³ / He ⁴ practise a lot.
Yes/No question	⁵ we practise a lot?
Wh- question	When ⁶ they practise?

Must

Affirmative	You/He ¹ arrive on time.
Negative	You/He ² arrive late.
Yes/No question	³ we arrive early?
Wh- question	When ⁴ we arrive?

Can

Affirmative	You/He ¹ sing one song.
Negative	You/He ² sing one song.
Yes/No question	³ we sing one song?
Wh- question	When ⁴ we sing one song?

- 5** Match the sentences a–d from the text in exercise 2 with the explanations 1–4 below.

- | | |
|---------------------------------------|-----------------------|
| a You don't have to be very talented. | 1 It's necessary. |
| b You must love singing. | 2 It isn't necessary. |
| c You mustn't be late. | 3 It isn't allowed. |
| d You can sing somebody else's song. | 4 It's allowed. |

- 6** **WHAT'S RIGHT?** Choose the correct sentence.

- You mustn't hand in your homework late.
- You don't have to hand in your homework late.

- 7** **PRACTISE** Translate the fragments in brackets into English. Use *must*, *have to* and *can*.

- (Nie wolno nam) skip a single practice.
- Mark (nie może) talk to us now.
- (Czy musisz) show your ID at the museum?
- (Czy możemy) take part in the competition?
- (Muszę) prepare a song for the competition.

! Watch out!

We often use *need to* instead of *have to*. Both structures are very similar in meaning.

- 8** **PRACTISE** Choose the correct option to complete the rules at a museum. If both options are possible, write B.

- You *must* / *mustn't* leave bags at the entrance.
- You *mustn't* / *don't have to* touch the statues.
- You *mustn't* / *don't have to* pay to visit it on Fridays.
- You *need to* / *have to* have a valid ticket.
- You *need to* / *have to* leave by six o'clock.
- You *don't need to* / *mustn't* buy a museum map.

- 9** Complete the dialogue with the correct forms of the words in brackets.

- Lisa If you want to be in the school play, you ¹ (need / sign) a list on the noticeboard.
- Jim ² (I / have / say) which part I want?
- Lisa No, you ³ (not / need / choose) a part yet.
- Jim My brother wants to help with the lighting. ⁴ (he / have / sign) the list too?
- Lisa No, ⁵ (he / not / need). He ⁶ (have / tell) Miss Masters after class.

GRAMMAR CHALLENGE! Unit 5, page 110, exercises 1 and 2

- 10** Rewrite the sentences using the words given.

- Eating high-calorie food is not allowed when you want to lose weight. **MUSTN'T**
You food when you want to lose weight.
- Is it necessary for me to play a musical instrument? **NEED**
play a musical instrument?
- It isn't necessary for Jessica to come to the audition. **HAVE**
Jessica to the audition.
- Looking after your voice is necessary when you are a singer. **MUST**
your voice when you are a singer.

- 11** **NOW YOU DO IT** Work in pairs. What rules do you have at home? Use the prompts below to ask and answer questions. Add your own ideas.

- tidy my room • stay out late • cook
- A Do you have to tidy your bedroom?
- B Yes, I have to tidy my bedroom regularly.



- 1  Work in pairs and do the quiz. Check your answers on page 119.

Quiz



- 1 James Bond is the main character of a spy story. T/F
- 2 William Shakespeare wrote dramas and poetry. T/F
- 3 A novel is the same as a short story. T/F
- 4 Cinderella comes from a fairy tale. T/F
- 5 Henryk Sienkiewicz was a famous playwright. T/F
- 6 Science fiction novels are similar to fantasy novels. T/F
- 7 Thorgal is the main hero of an American graphic novel series. T/F



- 2  Work in pairs. Tell your partner about

- 1 a book that was a bit too serious for you.
- 2 a story that is funny and easy to read.
- 3 a scary story.
- 4 a book that was so exciting that you couldn't put it down.
- 5 a book that you found a bit depressing.

- 3 Look at the photos of the famous detectives from different film series. Do you recognise them? What makes these detectives special?



- 4 Read the key words from the detective story you are going to read. What do you think the story could be about?

blackmail businessman letters powder
New York crime novel writer threaten dizzy
signature jealous poison

- 5 **CD 1.48** Read the extract from a detective story. How many characters does it mention? Who are they? What do you learn about them?

Harry Cooper was one of the most recognised businessmen whose fame and fortune made him almost a celebrity. He had only recently come to New York to close another business deal. This time he arrived in the city in the company of his girlfriend Sarah Bailey, an **aspiring** crime novel writer. They had been a couple for over a year, and there were even rumours that they had got married in secret. Mr Cooper's beaming smile, muscular and tanned body, stylish clothes, **wit** and charitable nature made him very popular with people, which often made Ms Bailey green with envy. Harry Cooper was a brand. As simple as that.

The detective was looking at the traffic outside, feeling a little nervous. Harry Cooper knocked and walked in. Although he acted in a cool, calm and collected way, you could feel his stress and worrisome thoughts. He was much taller and even more handsome than on TV. The detective stood up and greeted him.

'Oh! You're a woman!' Cooper exclaimed. 'I assumed, quite wrongly, for which I apologise, that you were a man. You see, where I come from there aren't many female detectives. Pleasure to meet you Ms Casey Webb.'

'What can I do for you Mr Cooper?' the detective asked in the most serious manner possible.

'You will probably consider me **insane**, but a friend of mine said last night that you solved the mystery of her husband's disappearance and that you were like Sherlock Holmes, very sharp-minded. Perhaps I'm just going crazy, or perhaps it's some kind of a **hoax**, but there's something wrong here.'

'Carry on, Mr Cooper. What's bothering you exactly?'

'I get lots of letters from folks from all over the world. Some thank-you letters, some requests for a donation. They come by post, but recently ...' he paused.

'Recently what?' inquired the detective.

'Recently, I find them on my doorstep outside my office. They have no stamps, they aren't hand-written like others, and ...'

'Does anyone threaten you or blackmail you in them?' asked Casey.

'That's the problem. They read like love letters, but whenever they arrive, actually a few hours after I open them, I feel dizzy. Sometimes I feel I hallucinate. Then, all the symptoms **fade away**, and I'm back to normal. My partner says I'm imagining things. In fact, she doesn't know I'm here.'

The detective inspected Mr Cooper's face closely. He clearly looked worried and puzzled. The man pulled the letters out of his briefcase and handed them over to Ms Webb. There was nothing unusual about them, just ordinary letters.

Just when the detective was about to say that she didn't have the slightest clue what to do about them, Harry Cooper produced one more letter, one that he hadn't opened before.

'Perhaps this one will help,' he said with some hope in his voice. 'It came just before I left for New York.'

The detective opened the letter carefully and noticed that the paper was covered with some colourless and **odourless** powder. She licked the paper, and at that time the world began to spin around her, and before she fell to the ground, she managed to say 'It's pois ...'

Harry Cooper stood there motionless. He glanced at the letter, and to his horror he saw that this time the letter was hand-written and signed. He couldn't believe the name and surname he saw there.

He called for an ambulance, but he knew that Ms Webb couldn't be rescued no matter what he or anyone else did. What he knew, though, was who he needed to pay a visit to now.

6 Match the highlighted words and expressions in the text with their definitions.

- 1 disappear
- 2 ability to say clever things
- 3 a false warning about something dangerous; a joke
- 4 having no smell
- 5 mad/crazy
- 6 wanting to be (someone)

7 Read the text in exercise 5 again. Choose the correct answers.

- 1 Where is the conversation taking place?
 - a at Mr Cooper's office
 - b at the detective's office
 - c in the street
 - d at the police station
- 2 Which fact about Mr Cooper was mentioned first?
 - a Who his partner was.
 - b What worries him.
 - c Why he was visiting New York.
 - d What he looks like.
- 3 Why did Mr Cooper decide to see the detective?
 - a His acquaintance recommended the detective's services.
 - b He'd already heard about the detective in England.
 - c The detective was famous for solving similar cases.
 - d His partner suggested seeing the detective.
- 4 During the conversation
 - a the detective asked for more details.
 - b the man talked about his business deals.
 - c the man showed very few emotions.
 - d the detective felt quite nervous.
- 5 At the end of the extract, Mr Cooper
 - a tried to save Ms Webb's life.
 - b noticed that the letter was like all the others.
 - c panicked and didn't know what to do.
 - d worked out who was behind the letters.

8 Read the sentences. Which information in the text is stated directly and which indirectly?

- 1 Mr Cooper looked fit and attractive.
- 2 Mr Cooper felt a lot of respect for Ms Webb.
- 3 The detective had no idea how to solve the case.
- 4 The letters seemed ordinary.

9 Work in pairs and discuss the questions.

- 1 Who does Mr Cooper suspect? Why? Why did the suspect want to poison him?
- 2 What do you think may happen next in the story?
- 3 Would you like to read the whole story? Why? / Why not?
- 4 Would you like to work as a detective? What are the pros and cons of this profession?

Vocabulary development

10 Read the sentences. Which of the adjectives in bold describes a feeling and which an opinion?

- 1 He looked very **frightened** and ran off back down the stairs.
- 2 I think the film was quite **frightening**.

11 Complete each pair of sentences with the correct **-ed** and **-ing** adjectives formed from the verbs below.

bore surprise depress interest excite

- 1 a I found the book very . I couldn't put it down.
b I was in this book. It had a great plot.
- 2 a The story made me really because it was so sad.
b This is the most story I've ever read. I cried all the time.
- 3 a I was really by how the book ended.
b The ending of the book was very . I didn't expect anything like that.
- 4 a A new book by this author will be out soon. I can't wait. I'm so .
- b The adventures of the main heroes were really .
- 5 a The short story we read in class was so I almost fell asleep.
b I was so with the book that I decided not to read it any more.

VOCABULARY CHALLENGE! Unit 5, page 110, exercise 2

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 What do you think makes the James Bond series so popular all over the world?
- 2 Which Polish actors could play the role of James Bond? What makes you say that?

- 1 **CD 1.49** Read and listen to the dialogues. How are the teenagers going to spend their weekend?

1

Chris Hi Tom. Are you free on **Sunday afternoon**?

Tom Why? What's on?

Chris I'd like to **go to a photo festival at the Film Centre**. I've heard it's brilliant. Would you like to come with me?

Tom Sounds great! I'd love to come. What time does it start?

Chris **At 7**, so why don't we meet **in front of the Centre** at **6:45**?

Tom **Fine by me**.

Chris **Cool!**
See you there.

Tom See you.



2

Bob Emma, what are you doing at the weekend? On **Saturday**, there's a **live rap gig** on at the **Rock&Dance Club**. Shall we go?

Emma I'm afraid I can't. **It's my sister's birthday and we're going to have a party**.

Bob Oh, I see. How about meeting on **Sunday** then? We could **go for a pizza**.

Emma Good idea! What time shall we meet?

Bob Let's meet at about **four o'clock**.

Emma I'm sorry, but **that's a bit too early for me**. How about **five o'clock**?

Bob Sounds perfect! Let's meet **at the bus stop**.

Emma OK. See you.

- 2 Read the dialogues again and complete the Phrase Bank.

PHRASE BANK

Asking about plans

Are you ¹ on Friday? | What are you doing ² .

Inviting

Would you like to ³ with me to the photo festival?

How about ⁴ on Sunday?

Let's ⁵ at about four o'clock.

Why ⁶ we meet tomorrow?

Accepting invitations

Sounds great! I'd ⁷ to come.

Good ⁸ ! / Fine by me.

Refusing invitations

I'm ⁹ I can't.

I'm sorry, but **that's a bit too early for me**.

- 3 Choose the correct preposition to complete the sentences.

- Let's meet **on** / **at** Friday afternoon **at** / **in** front of the cinema.
- Can we meet **at** / **on** the bus stop **at** / **on** six o'clock?
- Are you busy **in** / **at** the weekend? There's a great concert **on** / **in** the new Metal Club.
- It's Jane's birthday tomorrow. I'm going **on** / **to** her birthday party. It starts at **about** / **on** 7 p.m.
- Let's go to the cinema **on** / - next Monday.

- 4 Work in pairs. Practise reading the dialogues from exercise 1, changing the words in red.

- 5 **CD 1.50** Listen to a telephone conversation between two friends. Which of these details do the speakers mention?

- the name of the show
- the type of show
- the time and place of the show
- the price of the tickets
- the meeting time
- transport to the show

- 6 **CD 1.50** Listen again. Complete the sentences with the correct words. How do you say them in your own language?

- Sure, what's .
- When is it .
- Let me .
- on a minute.
- I'll in touch next week.
- to you soon.

- 7 What would you say in the following situations?

- Zapytaj Ann o jej plany na jutrzejszy wieczór.
- Powiedz Tomowi, że z chęcią przyjdiesz na jego przyjęcie urodzinowe.
- Wyraż smutek, że nie możesz przyjść na grilla do Marka, i podaj przyczynę.
- Zaproponuj Natashy wyjście do kina.
- Przyjmij zaproszenie od kolegi/koleżanki na kawę, proponując jednak inny termin spotkania.

- 8 Work in pairs. Role-play the dialogue, using the expressions from the Phrase Bank. Then swap roles and do the task again.

Uczeń A

Zaproponuj koledze/koleżance wspólne spędzenie wieczoru, np. spacer w ciekawym miejscu, wyjście na koncert lub do kina. Uzgodnij miejsce i dokładny czas spotkania.

Uczeń B

Jesteś zainteresowany propozycją wspólnego spędzenia czasu z kolegą/koleżanką. Zaproponuj:

- inny sposób spędzenia wieczoru,
- inny czas spotkania.



! Watch out

W pracy, oprócz zdań pojedynczych, stosuj zdania złożone. Używaj następujących spójników:
because – aby wyrazić przyczynę, **so** – aby wyrazić rezultat, **but** – aby wyrazić kontrast oraz **and** – aby podać dodatkowe informacje.

4 Join the sentences, using *and*, *but*, *because* and *so*.

- I am good at singing. I think I'll do well in this competition.
- We would love to take part in the show. We are a bit stressed out.
- He wants to win the first prize. He would like to give the prize money to charity.
- I can draw well. I am brilliant at taking photographs.
- I've won the art competition. My painting was the most original.
- We have performed on stage before. We have some experience of acting.

5 Put the sentences below under headings 1–3. Then join the sentences, using linking words and the expressions from the Phrase Bank.

- General introduction
- Talents and achievements
- Reasons for taking part in the show

- I attend a theatre group.
- I can make people laugh.
- I will get some stage experience.
- I have won a few art competitions.
- I am 17 years old.
- The show will make me famous.
- I am good at acting.
- I am a secondary school student.
- I think I have a comic talent.
- I will donate the award money to my favourite charity.

6 Read the instructions and do the writing task.

Marzysz o tym, by wystąpić w międzynarodowym konkursie talentów. Napisz swoje **zgłoszenie** (100–150 słów). W swojej wypowiedzi:

- opisz swoje umiejętności,
- wymień dotychczasowe osiągnięcia w tej dziedzinie,
- wyjaśnij, dlaczego chcesz wziąć udział w tym konkursie,
- poproś o przesłanie regulaminu konkursu (*the rules of the competition*).

1 Look at the pictures and answer the questions.

- Who are these people? What are they famous for?
- Why do you think people take part in talent shows?

2 Read the competition entry. Why does the author want to take part in the talent show *Dance is Me*?

Dear Sir/Madam,

I am writing on behalf of my group to apply for the international talent show *Dance is Me* which will take place in June this year.

We are high school students and we form a dance group. We dance different styles such as hip hop and modern dance. We can also sing well. We have already performed on stage, so we have some experience of dancing in public. What is more, we design our own stage costumes.

We believe we are gifted dancers. We would like to appear on your show for a number of reasons. Firstly, we are good at entertaining people. Secondly, we think we are ready to perform live on TV, and finally, we think it will simply be an exciting experience.

We would be grateful if you could send us an application form and information about the dates of the audition.

We look forward to your reply.

Karen Dobson

3 Complete the Phrase Bank with the correct words and phrases below.

act won awards acting musicians
 compose our own music
 getting 2nd place in a photography competition

PHRASE BANK

Talking about your talents and achievements

We have already performed on stage / 1

We are gifted dancers / talented 2

We are good at entertaining people / dancing / 3

Our achievements include winning an award in a hip hop dance show / 4

Adding information

What is more, we design our own stage costumes / 5

We can also sing/dance/6 well.

Ordering your points

Firstly, ... | Secondly, ... | Finally, ...

1 Read the sentences. Choose the two correct answers. Explain why the other options are incorrect.

1 We have a great plan for the weekend. We stay at home, order a pizza and watch three movies.

- a must c want to
b are going to d have to

2 Teenagers like films which are .

- a interested c surprising
b scary d excited

3 A good movie should have a great .

- a soundtrack c chapter
b plot d blockbuster

2 Read the text and choose the correct answer: a, b or c.



Going to the cinema is probably one of the most popular pastimes, and cinema owners do their best to attract customers using the most advanced technologies. However, ¹ about going to a cinema where technology isn't the main attraction? ² are plenty of unusual cinemas which offer their customers memorable experiences. If you are looking for something ³ , why not consider the following places. One example is The Sci-fi Dine-in Theatre Restaurant in Orlando Florida, where cinemagoers sit under the stars in cabriolet cars, eat and watch sci-fi movies. ⁴ idea to attract movie lovers are the so-called hot tub cinemas which are popping up across the world. People who choose to go to such places will have an opportunity to watch a film sipping a cold drink and relaxing in a hot-water bath. The places are full of people, so it seems that you ⁵ invest in modern technology to make money!

- 1 a how b why c if
2 a They b There c These
3 a excited b excite c exciting
4 a Another b More c An
5 a mustn't b cannot c don't have to

3 Choose the answer which means the same as the underlined phrase.

1 It is necessary to book tickets for this show early.

- a You should book tickets
b You have to book tickets
c You could book tickets

2 It's our plan to meet tomorrow at the theatre.

- a We're going to meet
b We will meet
c We would like to meet

3 The book was so amazing that I couldn't put it down.
a finish it b even start it c stop reading it

4 She is a gifted musician, so she'll take part in this music festival.

- a is interested in music
b has a talent for music
c knows a lot about music

5 I'll check what's on. Maybe we could go and see a movie.

- a what film they are showing at the cinema
b what time they will show the film
c what the film is about

4 Find and correct a mistake in each sentence.

- 1 Are you used to get up early?
2 Have you to practise the piano every day?
3 Young musicians mustn't to stop dreaming of making a career in the music industry.
4 Are you allow to take part in this TV talent show?
5 Does she needs to go to this audition?
6 Let's go to the cinema in the next weekend.
7 How about go to the art gallery?

5 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary.

- 1 Mark (not / be allowed / go) to the concert because it was too late.
2 Our plans have changed and we (not / go / watch) the match at home.
3 How about (meet / five o'clock) in front of the theatre?
4 I have no idea what time the festival starts. Why (you / not / find) and let me know?
5 Sheila (not be used / speak) in public.
6 My sister is so gifted that she (take part / several acting competitions) since last year.

6 WHAT DO YOU THINK? Work in pairs and answer the questions.

- 1 What do you think of the unusual cinemas from the text in exercise 2?
2 What types of films do you usually watch in cinemas?
3 What are your favourite films? Who are your favourite actors?

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 What professions are involved in making a film? What are their responsibilities?
2 If you were an actor/actress, what films would you like to play in? Why?

Vocabulary MP3 34

a work of art	/ə'wɜː(r)k ɒv ,ɑː(r)t/	dzieło sztuki
abstract	/ˈæbstrækt/	abstrakcyjny
actor	/ˈæktə(r)/	aktor
album	/ˈælbəm/	album, płyta
amazing	/ə'meɪzɪŋ/	niezwykły
art exhibition	/,ɑː(r)t ,eksɪ'bjʃ(ə)n/	wystawa sztuki
award-winning	/ə'wɔː(r)d ,wɪnɪŋ	nagrodzony film
film	'fɪlm/	
band	/bænd/	zespół muzyczny
brilliant	/ˈbrɪljənt/	znakomity, fantastyczny
classic play	/,klæsɪk 'pleɪ/	sztuka klasyczna
costumes	/ˈkɒstjʊ:mz/	kostiumy
crime thriller	/ˈkraɪm ,θrɪlə(r)/	kryminał
download	/ˌdaʊn'ləʊd/	pobierać z Internetu
entertaining	/,entə(r)'teɪnɪŋ/	rozrywkowy, zajmujący
episode	/ˈepɪsəʊd/	odcinek (serialu)
excellent	/ˈeksələnt/	doskonały
fantasy film	/ˈfæntəsi ,fɪlm/	film z gatunku fantazy
film director	/,fɪlm daɪ'rektə(r)/	reżyser filmowy/ reżyserka filmowa
find sth disappointing	/,faɪnd ,sʌmθɪŋ ,dɪsə'pɔɪntɪŋ/	rozczarować się czymś
go to a museum / art gallery	/,gəʊ tə ə 'mjuː'ziːəm, 'ɑː(r)t ,gæləri/	chodzić do muzeum/galerii
go to the cinema / the theatre	/,gəʊɪŋ tə ðə 'sɪnəmə, ðə 'θɪətə(r)/	chodzić do kina/ teatru
It really makes you think.	/ɪt ,riəli ,meɪks jʊ 'θɪŋk/	To zmusza/daje do myślenia.
look at sth	/ˈlʊk ət ,sʌmθɪŋ/	patrzeć na coś
lyrics	/ˈlɪŋks/	tekst piosenki
moving	/ˈmuːvɪŋ/	wzruszający, poruszający
open-air music festival	/əʊpən,eə(r) 'mjuːzɪk ,festɪv(ə)l/	plenerowy festiwal muzyczny
painting	/ˈpeɪntɪŋ/	obraz
performance	/pə(r)'fɔː(r)məns/	występ, przedstawienie
play live	/,pleɪ 'laɪv/	występować na żywo
plot	/plot/	fabula
rubbish	/ˈrʌbɪʃ/	tandeta, bzdura
soundtrack	/ˈsaʊnd(ɪ),træk/	ścieżka dźwiękowa
special effects	/,speʃ(ə)l ɪ'fekts/	efekty specjalne
TV series	/tiː ,viː 'sɪəriːz/	serial telewizyjny

Grammar 1 MP3 35

artist	/ˈɑː(r)tɪst/	artysta/artystka
persuade	/pə(r)'sweɪd/	przekonywać kogoś, namawiać
popular	/ˈpɒpjələ(r)/	popularny

Listening and vocabulary MP3 36

admire	/əd'maɪə(r)/	podziwiać
be on	/bi'ɒn/	mieć miejsce, odbywać się
classical literature	/,klæsɪk(ə)l 'lɪtərətʃə(r)/	literatura klasyczna
experience art	/ɪks'piəriəns ,ɑː(r)t/	doświadczać sztuki
find out	/faɪnd 'aʊt/	dowiedzieć się
go round	/gəʊ 'raʊnd/	zwiedzać
guide	/gaɪd/	przewodnik
in the end	/ɪn ði 'end/	w końcu
listen carefully	/lɪs(ə)n ,keəf(ə)li/	uważnie słuchać
look bored/ interested	/lʊk bɔː(r)d, 'ɪntərəstɪd/	wyglądać na znudzonego/za-interesowanego
look closely at the exhibits	/lʊk ,kləʊsli ət ði ɪg'zɪbɪts/	przyglądać się z bliska eksponatom
play the piano	/,pleɪ ðə pi'ænəʊ/	grać na pianinie
sculpture	/ˈskʌlptʃə(r)/	rzeźba
sell out	/sel 'aʊt/	wyprzedać
turn out	/tɜː(r)n 'aʊt/	okazać się (czymś)

Grammar 2 MP3 37

audition	/ɔː'dɪʃ(ə)n/	przesłuchanie (aktora, piosenkarza)
enter a competition	/,entə(r) ə ,kɒmpə'tɪʃ(ə)n/	brać udział w konkursie
enthusiastic practice	/ɪn,θjuː'ziːstɪk/	entuzjastyczny trening, próba

Reading and vocabulary MP3 38

aspiring	/ə'spaɪərɪŋ/	dążący/dążąca do szantażu
blackmail	/ˈblækmeɪl/	znużony/nudny
bored / boring	/bɔː(r)d, 'bɔːrɪŋ/	nie móc czegoś odłożyć, nie móc się od czegoś oderwać
can't put sth down	/ˈkɑːnt ,pʊt ,sʌmθɪŋ 'daʊn/	przygnębiony/ przygnębiający
depressed / depressing	/dɪ'prest, dɪ'presɪŋ/	mający zawroty głowy
dizzy	/ˈdɪzi/	dramat
drama	/ˈdrɑːmə/	podekscytowany/ ekscytujący
excited / exciting	/ɪk'saɪtɪd, ɪk'saɪtɪŋ/	zanikać
fade away	/feɪd ə'weɪ/	bajka
fairy tale	/ˈfeəri ,teɪl/	zabawny
funny	/ˈfʌni/	komiks
graphic novel	/,græfɪk 'nɒv(ə)l/	bohater
hero	/ˈhɪərəʊ/	oszustwo
hoax	/həʊks/	szalony/szalona
insane	/ɪn'seɪn/	zainteresowany, interesujący
interested / interesting	/ˈɪntərəstɪd, 'ɪntərəstɪŋ/	zazdrosny/ zazdrosna
jealous	/ˈdʒeləs/	

main character	/ˌmeɪn 'kærɪktə(r)/	główna postać
novel	/ˈnɒv(ə)l/	powieść
odourless	/ˈəʊdələs/	bezwonny
playwright	/ˈpleɪraɪt/	dramatopisarz/ dramatopisarka
poem	/ˈpəʊɪm/	wiersz
poetry	/ˈpəʊɪtri/	poezja
poison	/ˈpɔɪz(ə)n/	trucizna
powder	/ˈpaʊdə(r)/	proszek
scary	/ˈskeəri/	przerażający
serious	/ˈsɪəriəs/	ważny
short story	/ʃɔː(r)t 'stɔːri /	opowiadanie
spy story	/ˈspaɪ ,stɔːri /	historia szpiegowska
surprised / surprising	/sə(r)'praɪzd, sə(r)'praɪzɪŋ/	zdziwiony/ zadziwiający
threaten	/θret(ə)n/	grozić
wit	/wɪt/	byłskotliwość

Speaking MP3 39

gig	/gɪg/	występ, koncert
invite	/ɪn'vaɪt/	zapraszać
refuse	/rɪ'fjuːz/	odmawiać

Writing MP3 40

act	/ækt/	grać, występować w filmie/sztuce
attend a theatre group	/ə'tend ə 'θɪətə(r) ,gruːp/	być członkiem grupy teatralnej
compose your own music	/kəm,pəʊz jər əʊn 'mjuːzɪk/	komponować swoją własną muzykę
dance show	/ˈdɑːns ʃəʊ/	występ taneczny
design costumes	/dɪ,zəɪn 'kɒstjʊ:mz/	projektować kostiumy
draw	/drɔː/	rysować
entertain people	/,entə(r)'teɪn ,piːp(ə)l/	zabawiać ludzi
gifted	/ˈɡɪftɪd/	utalentowany
have a comic talent	/həv ə ,kɒmɪk 'tælənt/	mieć talent komediowy
make sb famous	/meɪk ,sʌmbədi 'feɪməs/	rozsławić kogoś
musician	/mjuː'zɪʃ(ə)n/	muzyk
perform on stage	/pə(r)'fɔː(r)m ɒn ,steɪdʒ/	występować na scenie
prize	/praɪz/	nagroda
talent show	/ˈtælənt ,ʃəʊ/	konkurs talentów
talented	/ˈtæləntɪd/	utalentowany
win awards	/wɪn ə'wɔː(r)dz/	zdobycwać nagrody

Challenge! MP3 41

antique	/æn'tiːk/	antyczny, starożytny
apologise for sth at the time	/ə'pɒlədʒaɪz fə 'sʌmθɪŋ/	przeprzeć za coś wtedy, w tym samym czasie
audience	/ˈɔːdiəns/	publiczność
be known for sth	/bi'neʊn fə 'sʌmθɪŋ/	być z czegoś znanym
big screen	/bɪg 'skriːn/	duży ekran
blockbuster channel	/ˈblɒk,bʌstə(r) /	hit kinowy
chapter	/ˈtʃæp(ə)l/	kanal telewizyjny
documentary	/ˈtʃæptə(r)/	rozdział (książki)
do sth in secret	/dʌ 'sʌmθɪŋ ɪn 'sɪːkɪt/	film dokumentalny
exhibits	/ɪg'zɪbɪts/	zrobić coś w sekrecie

fall to the ground	/fɔːl tə ðə graʊnd/	upaść na ziemię
front cover	/frʌnt 'kʌvə(r)/	okładka
glance at sth	/glɑːns ət 'sʌmθɪŋ/	zerknąć, rzucić na coś okiem
in the company of	/ɪn ðə 'kʌmpəni ɒv/	w czymś towarzystwie
make sth up	/meɪk 'sʌmθɪŋ ʌp/	zmyślić coś
opera	/ˈɒp(ə)rə/	opera
pay a visit to somebody/ somewhere	/peɪ ə 'vɪzɪt tə 'sʌmbədi, 'sʌmwɛə/	złożyć wizytę komuś/gdzieś
phone-in programme	/ˈfəʊnɪn 'prəʊgræm/	program z telefonicznym udziałem słuchaczy, widzów
reality show	/rɪ'æləti ,ʃəʊ/	reality show

romcom	/ˈrɒmkɒm/	komedія romantyczna
stage	/steɪdʒ/	scena, estrada
stand up	/stænd ʌp/	wstać
station	/ˈsteɪʃ(ə)n/	stacja (telewizyjna, radiowa)
statue	/ˈstætʃuː/	posąg



Complete all the exercises from this section in your notebook.

VOCABULARY

1 Match 1–7 with a–g to form compound nouns.

- | | |
|-----------------|--------------|
| 1 open-air | a tale |
| 2 art | b festival |
| 3 TV | c exhibition |
| 4 abstract | d painting |
| 5 graphic | e film |
| 6 fairy | f novel |
| 7 award-winning | g series |

2 Answer the questions.

- What does a playwright write?
- What does a TV series consist of?
- What do poets write?
- What do we call the story in a book or a film?
- What do we call the music in a film?

3 Choose the correct option to complete the text.

I really love going to concerts, so when I heard my favourite ¹*band / gig* was coming to play in my town I was ²*excited / exciting*. I went to get the tickets, but the lady in the ticket office told me they had already sold ³*out / off*. I was really ⁴*disappointing / disappointed*. But then something ⁵*amazing / amazed* happened. It turned ⁶*out / up* that a friend of mine had tickets but couldn't go. That was bad luck for him, but ⁷*excellent / moving* news for me. I was so happy to see my favourite musicians playing ⁸*live / alive* a week later.

4 Complete the text with appropriate prepositions.

I was so tired that I went ¹ sleep. When I woke up ² an hour, I felt much better. I didn't know what to do ³ a minute, but then I decided to go ⁴ a walk. Unfortunately, it started raining, so ⁵ the end I had to go back ⁶ my hotel. It wasn't a good day. ☹

GRAMMAR

5 Complete the sentences with the correct form of the words in brackets. Use *will* or *going to*.

- Next weekend *(we / take part)* in the talent show.
- A lot of people believe that *(cinemas / disappear)* in the future.
- What *(you / do)* after your classes today?
- I'm sure *(I / not / become)* a famous singer in the future. I'm just not good enough.
- I *(not / go out)* at the weekend. I have too much homework to do.
- (people / read)* books in 20 years' time? I don't think I can answer this question.

6 Translate the Polish parts of the sentences into English. Use the correct forms of *must* or *have to*.

- (Nie wolno rozmawiać)* at the cinema.
- (Czy musisz mieć)* tickets for this photo exhibition or is it free?
- (Mary musi iść spać)* early – she's got an exam tomorrow morning.
- (Nie muszę robić)* any homework for tomorrow, so I can watch a film tonight.
- (Czy musicie czytać)* many set books at school?
- (Nie wolno pobierać muzyki)* without paying for it.
- (Czy Tom musi pomóc ci przy)* this art project?
- (Nie wolno mi przystąpić do)* this competition because I'm too young.

7 Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.

ENGLISH IN USE

8 GRAMATYKALIZACJA Uzupełnij zdania 1–8. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy tak, aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

- I love this film director, but I found his *(late / film / disappoint)*. I think the plot was just too complicated for me.
- You *(not / need / have)* a very strong voice to sing in a school choir, but you should have a good ear for music.
- Look at that long queue – luckily we bought the tickets online, so we *(not / have / wait)* in it.
- They open the festival grounds two hours before it starts – how *(meet / three o'clock)* next to the entrance?
- This book is brilliant – I can't *(put / it)*.
- My sister and I *(go / watch)* some television series tonight – would you like to join us?
- (I / have)* be 18 to join this drama course?
- Please remember that you *(must / use)* a flash to take photographs in this room. Camera flashes damage the paintings.





9 TRANSFORMACJE ZDAŃ (ZADANIE

ZAMKNIĘTE) W zadaniach 1–5 spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego (fragmentu) zdania. Zakreśl jedną z liter: A, B albo C.

- French comedies are usually very entertaining.
A well-made
B fun to watch
C intelligent
- The play was really moving and we spent the rest of the evening talking about it.
A was very scary
B was very good
C made us very emotional
- Look at that woman! I think that she is planning to go on stage!
A she goes
B she is going to go
C she wanted to go
- Mark is really good at playing the piano.
A Mark must play the piano really well.
B Mark needs to play the piano really well.
C Mark can play the piano really well.
- You have to have a ticket to enter this exhibition.
A It is necessary for you to have
B You shouldn't have
C You mustn't have

LISTENING

10 CD 1.51 TEKST Z LUKAMI (FORMULARZ)

Usłyszysz dwukrotnie rozmowę pracownika domu kultury z klientem. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–5) tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

DOCUMENTARY FILM FESTIVAL: TICKET RESERVATION FORM	
NUMBER OF TICKETS:	1
DATE: 2	a 16 th September b 17 th September c 18 th September d 16 th – 18 th September
TYPE OF TICKET:	3
ORGANISATION:	school film club (to be confirmed)
DISCOUNT PRICE (per one ticket):	4
CUSTOMER DETAILS	
NAME: Chris Jones	
CONTACT DETAILS: 5 (mobile number)	

SPEAKING

11 ROZMOWA Z ODGRYWANIEM ROLI Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

Uczeń A

Brałeś/Brałaś ostatnio udział w konkursie fotograficznym. Chcesz zaprosić kolegę/koleżankę z Kanady do galerii sztuki na wystawę zdjęć z tego konkursu. W rozmowie z uczniem B omów poniższe cztery kwestie.

konkurs i jego wyniki

lokalizacja galerii i godziny otwarcia

powody, dla których interesujesz się fotografią

Twoje sukcesy i porażki w tej dziedzinie

Uczeń B

Przebywasz na wymianie międzynarodowej w szkole w Polsce. Kolega/Koleżanka z klasy zaprasza Cię na wystawę zdjęć do galerii sztuki. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie odmów uczniowi A i zaproponuj inny termin,
- zapytaj ucznia A, jak popularna jest fotografia w Polsce,
- pogratuluj uczniowi A jego sukcesów,
- uważasz, że fotografia to ciekawe/nieciekawe hobby.

WRITING

12 LIST – ZGŁOSZENIE DO KONKURSU Przeczytaj polecenie i wypowiedz się na poniższy temat.

Chcesz wziąć udział w międzynarodowym konkursie tanecznym. Napisz **list** do organizatorów i wyraż chęć wzięcia w nim udziału. W swoim liście:

- wyjaśnij, w jakim celu piszesz,
- opisz swoje umiejętności i osiągnięcia,
- wyjaśnij, dlaczego chciałbyś/chciałabyś wziąć udział w tym konkursie,
- poproś o przesłanie dat przesłuchań (*auditions*) i regulaminu konkursu.

Napisz wypowiedź w języku angielskim. Podpisz się jako XYZ. Rozwiń wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznaną polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc słów w podanych już zdaniach zaczynających wypowiedź). Oceniane są: umiejętność pełnego przekazania informacji, spójność i logika wypowiedzi, zakres środków językowych oraz poprawność środków językowych.

Dear Sir/Madam,

I am writing to apply for the International Dance Competition which will take place in September this year.

...

6

TO SPEND OR NOT TO SPEND?

VOCABULARY

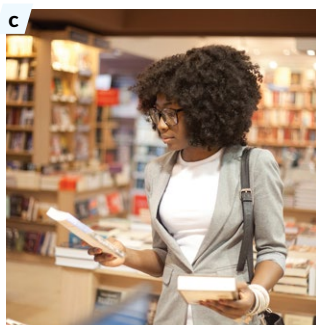
shops and services • products
• buying and selling

1 Work in pairs and discuss the questions.

- 1 How often do you go shopping in shopping centres?
- 2 What do you usually buy online?
- 3 Do you prefer to go shopping with a friend or by yourself? Why?

2 Look at the pictures. Which shops below do they show?

newsagent's sports shop jeweller's butcher's
baker's chemist's shoe shop clothes shop
toy shop flower shop bookshop DIY shop



3 **CD 2.01** Listen and repeat the names of the shops in exercise 2.

4 Read the shopping list. Which shops does Keira need to go to?

SHOPPING LIST

- | | |
|---|----------------------------------|
| 1 chocolate cake | 7 novel |
| 2 roses (for Mum's birthday) | 8 T-shirt (for me!) |
| 3 football shirt | 9 pair of summer shoes (for me) |
| 4 a chicken (for Sunday dinner) | 10 doll (for Katy's baby sister) |
| 5 shampoo | 11 magazine |
| 6 silver earrings (for my best friend's birthday) | 12 white paint (for Dad) |

5 Cover the shops in exercise 2. Choose a product from the shopping list. Ask your partner to name the shop where you can buy it.

6 Read the email. Then complete sentences 1–6 below with the highlighted words and phrases.

Hi Denny,
I had a great day at **the sales**! Pam and I got some **real bargains**. Nearly everything in the sports shop was **half-price**, so if you want anything, go soon – I think they'll sell out before the weekend. I spent all my **cash** in 15 minutes, so then I had to use my **credit card**. It's easier to spend a lot of money when you're paying by card! But I **can't afford** to spend any more money for a month!
Mia

- 1 These shoes were only £20 – a  .
- 2 Do you fancy coming to  with me later today? There are some great special offers.
- 3 Can you pay for the coffees? I haven't got any  on me.
- 4 I'd love to buy that jacket, but I really   it.
- 5 My dad pays by  card for anything that's very expensive.
- 6 You must get those jeans – they're 50% off –  .

7 **CD 2.02** Listen to three dialogues in different shops and answer the questions for each dialogue.

- 1 Which shop are they in?
- 2 Do they buy anything? If yes, what?
- 3 How do they pay?

VOCABULARY CHALLENGE! Unit 6, page 111, exercise 1

8 Work in pairs. Ask and answer the questions.

- 1 Do you like shopping? Why? / Why not?
- 2 What do you least like buying?
- 3 What's your favourite shop?

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 Would you be able to buy more things for €1 in a Polish supermarket or in a Norwegian supermarket?
- 2 Why do you think there are differences between the prices of the same products in different countries?



- 1** Work in pairs. Discuss your experience of using auction sites. Have you ever used them? If yes, what have you bought?

2 LANGUAGE IN CONTEXT Read the article and answer the questions.

In the article

- 1 which is the most expensive thing?
- 2 which is the biggest thing?
- 3 which is the most unusual thing?

I DON'T BELIEVE IT!

Can you believe some of the things people buy and sell online! Prices online are **lower** than in the shops (although the quality is sometimes **worse**), but some things are just really crazy! One of **the strangest** things for sale was – no, I'm not joking – a whale! But, luckily, the animal swam off before anyone was silly enough to buy it! Something that was **bigger** than the whale and even **more expensive** was a whole town in the USA! Someone actually bought Bridgeville in California in 2002 for \$1.7 million. Another auction sale was a person's life! Ian Usher's wife left him and he wanted a **better** life, so he sold everything he owned! He got £192,000 and is now living a **happier** life on a tropical island. **The most expensive** thing someone has ever sold online is a very big boat – it cost \$140 million in 2005. I'm sure something stranger, bigger and **more unusual** will be on an auction site soon!

- 3 ANALYSE** Copy and complete the table with the highlighted adjectives from the article. How do we form comparative and superlative forms when an adjective ends in -y? When do we double the consonant?

	Comparative adjective	Superlative adjective
Short adjectives: + -er, -est		
low	1	the lowest
big	2	the biggest
strange	stranger	3
happy	4	the happiest
Long adjectives: more, most		
expensive	5	6
unusual	7	the most unusual
Irregular adjectives		
good	8	the best
bad	9	the worst

- 4** Find examples of comparative and superlative adjectives in the article in exercise 2. Choose the correct option to complete the rules.

- 1 We use **than / then** when we compare two things.
- 2 We usually use **a / the** with a superlative adjective.
- 3 We usually use a **comparative / superlative** adjective to compare two things or people.
- 4 We use a **superlative / comparative** adjective to compare more than two things or people.

- 5 PRACTISE** Complete the sentences with the correct form of the adjectives below.

good cheap long difficult tasty

- 1 I bought the perfume in the shop. It only cost £25!
- 2 The meal today was a lot than the one we had yesterday!
- 3 Janine got an A – the grade in the class.
- 4 I think the question in the test was number 14.
- 5 The second film was than the first. It was four hours!

GRAMMAR CHALLENGE! Unit 6, page 111, exercise 1

! Tip

- To say that two things are equal, we use:
as + adjective + as, e.g.:
This pink T-shirt is as pretty as the blue one.
- To say that two things are different, we use:
not as + adjective + as, e.g.:
Their second album is not as good as the first one.
- To say that there is more of something than necessary or acceptable, we use:
too + adjective, e.g.:
The price of poster was too high for me.
- To say that there is less of something than necessary or acceptable, we use **not + adjective + enough**, e.g.:
The offer was not interesting enough for me to accept.

- 6** Rewrite the sentences, using (*not*) **as ... as, too** or **enough** and the words in bold.

- 1 Both Paris and London are interesting. **AS**
Paris .
- 2 The first shop was smaller than the second one. **NOT AS**
The second shop .
- 3 The book was very long, and I couldn't read it. **TOO**
The book was .
- 4 Learning English is easier than learning French. **DIFFICULT**
Learning English .
- 5 John has got more books than me. **MANY**
I .
- 6 My mum and dad both have exciting jobs. **AS**
My mum's job .

- 7** Complete the second sentence so that it means the same as the first. Use **enough** or **too**.

- 1 I'm too short to reach that shelf. I'm not .
- 2 It's too expensive for me to buy. It isn't .
- 3 It's warm enough to go out without a coat.
It isn't .
- 4 It's near enough to walk there. It isn't .

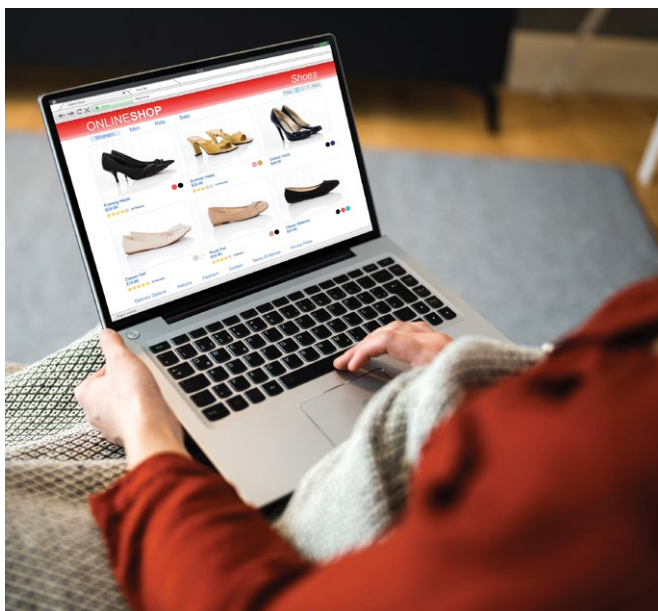
- 8 NOW YOU DO IT** Work in pairs. Compare two school subjects, two shops and two towns that you know, using adjectives of your choice and (*not*) **as ... as**.

- 1 What are the advantages and disadvantages of buying things online? Copy and complete the table with your own ideas.

Advantages	Disadvantages
<i>It's easy.</i>	<i>You can't try things.</i>

- 2 Would you buy the things below online? Why? / Why not?

shoes a coat a car a bicycle a book music
a magazine a plane ticket a dog a tennis racket
a language course food



- 3 Choose the correct option to complete the comment.

I have an online ¹account / bank with a big bookshop. I ²paid / ordered an expensive book last week, and they ³delivered / sent it on Thursday. However, it was the wrong book, so I ⁴resent / returned it immediately, and they ⁵refunded / transferred my money.

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1 2

- 4 **CD 2.03** Listen to five speakers talking about online shopping. Who is each speaker talking to? There is one extra answer.

- a television viewers
b the manager of an online shop
c people in a supermarket
d an older person
e listeners to a radio station
f people who visit an online shop

- Speaker 1:
Speaker 2:
Speaker 3:
Speaker 4:
Speaker 5:

- 5 **CD 2.03** Listen again. Match statements a–f with speakers 1–5. There is one extra statement.

This speaker	
a wants people to give their opinions about shopping online.	
b explains why shopping online is very useful.	
c complains about something he/she bought online.	
d makes an announcement about time left for shopping.	
e gives instructions how to shop online.	
f gives information about how to get help with online shopping.	

- 6 Complete the sentences with the prepositions below.

for (x2) by (x2) on to about

- 1 The store sent me the wrong books, and I had to complain it.
2 Is it safe to pay things online credit card?
3 My brother spends loads of money bicycle equipment. Big boxes arrive post every week!
4 The shirt had a hole in it, and I returned it the shop the next day.
5 I'm saving a new coat, so I must stop buying things online!

- 7 Work in pairs and discuss the questions.

- 1 Do you prefer to complain about something by email, on the phone or in person? Why?
2 Are you saving for anything at the moment? If yes, what is it?
3 If you are not saving for anything at the moment, what would you like to save for?
4 Have you ever returned something to a shop? Why? What was it? How did you feel?

- 8 **CD 2.04** Listen to a conversation between two friends. Do they agree or disagree with each other on the opinions below?

- a Looking for special offers in physical shops is enjoyable.
b People will prefer to shop online in the future.
c Physical shops will probably no longer exist in the future.
d Doing shopping online saves you time.

- 9 **CD 2.04** Listen again and order the statements in exercise 8 as they appear in the recording.

- 10 **WHAT DO YOU THINK?** Work in pairs. Discuss the question, using the prompts below.

Do you agree that in the future we'll do all our shopping online and there will be no shops?

Yes: no time to go shopping • be quick and easy

No: want to look at things in shops • go with friends

1 Work in pairs and answer the questions.

- 1 What is an influencer? What do they do? Why are companies interested in hiring them?
- 2 Have you ever bought anything because an influencer recommended it? If yes, were you happy with the product afterwards?

2 **CD 2.05** **LANGUAGE IN CONTEXT** Read and listen to the dialogue. What does Joe want to do? How does Alice feel about Joe's idea?

- Joe I finally know what I want to do in life! At last!
- Alice Wow! What's that?
- Joe I want to become an influencer.
- Alice A what?
- Joe An influencer is a person who is, for example, a very popular blogger and whose opinions people value. As a result, when the influencer says something is worth having, people get it. Sounds brilliant, doesn't it?
- Alice But you don't even blog! How do you want to become one?
- Joe I've got in touch with a company which wants to employ young people to look after their online presence and keep a blog for them. They produce trendy clothes that sell worldwide. I could start like that, and then become a real star, you know!
- Alice But you aren't into fashion?!
- Joe Well, I can always try, can't I? Although the blog I would really like to write would be about cars ...
- Alice So why don't you contact a company that sells cars?
- Joe That's a thought! Anyway, do you think it's a good idea? I mean, to become an influencer?
- Alice If it's a job where you will be happy, I guess you could try ...

3 **ANALYSE** Read the underlined sentences with relative pronouns. Complete the rules with **which**, **who**, **where**, **whose** and **that**.

We use relative clauses to specify what we are talking about and give additional information about people, things and places.

- 1 We use or **that** to talk about people.
- 2 We use or to talk about things and places.
- 3 We use to talk about places.
- 4 We use to show that someone/something belongs to someone/something.

! Watch out!

You can omit the relative pronoun if it comes **before** another noun or a pronoun, e.g.:
The company (which/that) I contacted a month ago offered me a job.

4 Choose the correct option to complete the sentences.

- 1 The shopping centre, **which** / **whose** was in an old power station, was closed.
- 2 The woman **who** / **whose** dog attacked our cat came to our house to apologise.

- 3 I can't remember the boy **which** / **who** crossed the finishing line first.
- 4 China and India are the two countries **which** / **where** most people live.
- 5 The bus **which** / **whose** leaves at 9.45 does not go through the city centre.
- 6 The boy **that** / **which** lives next door plays the piano really well.

5 Complete the sentences with the correct relative pronoun where necessary.

- 1 The commercial we made won the 2nd place in the competition.
- 2 I'd like to work at a place I could do creative things.
- 3 The students ideas will win will get a special prize.
- 4 A copywriter is a person creates adverts.
- 5 What's the name of the girl book you borrowed?
- 6 A woman we asked for the way told us how to get to the station.
- 7 Can you think of any influencers you'd like to meet in person?
- 8 My older brother lives in a country people drive on the left.
- 9 The bakery sells the tastiest bread in town is situated across the street from my apartment.

6 Connect the two sentences using relative pronouns.

- 1 A young man won the competition. He got a prize.
- 2 Extra Ten is an advertising company. A lot of creative people work there.
- 3 There is a competition. Its rules are on the school website.
- 4 Jack found the keys. He had lost the keys.
- 5 You are looking at the billboard. My father created the billboard.
- 6 We bought the shoes. The shoes were half-price.
- 7 I bought my notebook at a local shop. I can't remember the name of the shop.
- 8 I'm reading a book. It has got lovely illustrations.

7 Correct one mistake in each of the sentences below. Make any necessary changes.

- 1 The man lives next door is a copywriter.
- 2 We are looking for people which are creative.
- 3 I like working with people who ideas inspire me.
- 4 The dress what I bought was good value for money.
- 5 I lost the new pen where I bought this morning.
- 6 My dad, whose is 60 today, loves birthday parties.

8 **NOW YOU DO IT** Complete the statements with ideas which are true for you. Work in pairs and exchange your ideas. Justify your opinions.

- 1 The person (who) I admire is ...
- 2 I often buy clothes which ...
- 3 The place where I like going shopping is ...
- 4 The person whose achievements I am proud of is ...





6 Work in pairs and answer the questions.

- 1 Do you like watching adverts online? Why? / Why not?
- 2 Would you like to create a commercial for a well-known company? Which company? Why? / Why not?

Vocabulary development

7 Match the highlighted words and expressions from the text with the definitions below.

- 1 someone who buys and uses a product:
- 2 methods used to promote and sell a product:
- 3 a type of product made by a particular company:
- 4 easy to remember when you hear it:
- 5 actions taken by a company to advertise a product:
- 6 be attractive or interesting to someone:
- 7 become popular very quickly on the Internet:

8 Complete the sentences with the correct words and expressions from exercise 7.

- 1 Teenage like shopping, so they are important to advertisers.
- 2 Most young people have their favourite of clothes.
- 3 I can hear people singing music they've heard on the radio all the time.
- 4 Some are just brilliant, but they take a lot of time to prepare and cost the companies a lot of money.
- 5 A good advertisement should many people.
- 6 Companies use a lot of to make people buy their products.
- 7 Really funny memes the moment they appear on the net.

VOCABULARY CHALLENGE! Unit 6, page 111, exercises 2 and 3

9 Work in pairs. Prepare a short presentation about a TV commercial that you both know. Talk about what makes this advertisement work. Present your ideas to the class. Use the questions below to help you.

- 1 What does it advertise?
- 2 Who is it for? Who does it appeal to?
- 3 What does it show? Is it interesting to watch?
- 4 Is the slogan catchy? What does it communicate to the customer?
- 5 Does it make you want to buy the product?



4 Read the text in exercise 3 again and choose the correct answers.

- 1 Where do you think this text would appear?
 - a in a speech
 - b in a teenage magazine
 - c in an encyclopedia
 - d on a company website
- 2 Organising competitions for fan-made commercials is a method companies use to
 - a attract young people's attention.
 - b teach young people how to use social media.
 - c spend a lot of money.
 - d please young people.
- 3 Which piece of information was stated last?
 - a The video was chosen by the general public.
 - b A lot of people watched the winning video.
 - c The video cost the company nothing.
 - d The video made the viewers laugh.
- 4 Which conclusion could you draw from the text?
 - a The winning video was interesting from beginning to end.
 - b The young person who made the winning clip is one of the most successful bloggers ever.
 - c Companies do their best to make young people advertise their products for free.
 - d Young people love watching commercials.

5 Complete the summary of the text in exercise 3.

Hello everyone!

I've just read an article about a ¹ organised a competition for the best fan-made commercial. The firm is called Tesla, and as you may know, it's run by Elon Musk. His company encouraged young people to ² for its latest car model. The idea proved ³ as many people entered the contest. The ⁴, a famous tech blogger, was announced on Twitter. The prize was ⁵ to the car's launch party. This homemade commercial was so popular it went viral and ⁶ the car better than any professionally-made commercial would do. It made me think about our school. Could we make a funny commercial that would advertise our school? Something original, surprising and humorous? I'm attaching the link to the article. Read it and let me know what you think of it.
Yours,
Eve



1 **CD 2.07** Read and listen to the conversation in a shop and answer the questions.

- 1 What does the girl buy? What size and colour?
- 2 Why is this item perfect for her?
- 3 How much does she pay? Is it a good price?

Shop assistant Good afternoon. How can I help you?
 Customer Good afternoon. I'm looking for **a summer dress to wear to a party**.
 Shop assistant Are you looking for any particular colour or style?
 Customer I'm not sure. Something that would suit me. I like most colours.
 Shop assistant OK. What size are you?
 Customer I'm a **38**.
 Shop assistant How about this one? **Flowery dresses** are in at the moment, and we have some on sale.
 Customer Oh, I'm sorry, but I don't really like **flowery clothes**. Is there anything else?
 Shop assistant Maybe this **blue one**. I'm sure it'll suit you.
 Customer It's **lovely**. Could I try it on, please?
 Shop assistant Yes, of course. The fitting room is over there.

Shop assistant And is it OK? Does it fit you?
 Customer Yes, it's perfect. It'll go with **my shoes**. How much is it, please?
 Shop assistant Actually, it's on sale. It's **£17.99**.
 Customer Oh, great. It's a real bargain! Can I pay by credit card?
 Shop assistant Of course.

2 Match the parts of the sentences from the box.

PHRASE BANK

Buying clothes

Shop assistant:

- | | |
|-----------------------|-----------------------------------|
| 1 How can I | a any particular colour or style? |
| 2 We have some | b on sale. |
| 3 It'll | c fit you? |
| 4 Are you looking for | d are you? |
| 5 Does it | e help you? |
| 6 What size | f suit you. |

Customer:

- | | |
|--------------------------|-----------------------|
| 1 I'm | a for a summer dress. |
| 2 How much | b with my shoes. |
| 3 Can I pay | c try it on, please? |
| 4 I am looking | d is it, please? |
| 5 It's perfect. It'll go | e by credit card? |
| 6 Could I | f a 38. |

3 Work in pairs. Practise reading the dialogue, changing the words in red.

4 **CD 2.08** Listen to two dialogues in shops. Choose the correct answers.

Dialogue 1

- 1 The person wants to buy **a new phone / a new phone accessory**.
- 2 The person **doesn't like / likes** the items shown by the shop assistant.
- 3 The customer **buys / doesn't buy** the item he wants in the shop.

Dialogue 2

- 1 The conversation takes place in **a shoe shop / a sports shop**.
- 2 The customer **is / isn't** interested in buying a particular product.
- 3 The shop assistant is trying to encourage the customer to buy **two / three** products.

5 **CD 2.08** Listen again. Complete the sentences from the dialogues with the correct words.

- 1 Hello, would you like any **h**?
- 2 Have you got **a** with football on it?
- 3 I'm afraid we've **r** out of those.
- 4 You could **o** them from our online shop.
- 5 You're **w**.
- 6 I'm just **I**.
- 7 They're on special **o**.
- 8 They're **h**-**h** now.

6 Work in pairs. Role-play the dialogues, using the prompts below.

- 1 **A** Zapytaj sprzedawcę o koszt jakiegoś produktu.
B Podaj cenę i powiedz, że to prawdziwa okazja.
- 2 **A** Zapytaj, czy możesz przymierzyć spodnie.
B Potwierdź i powiedz, gdzie jest przymierzalnia.
- 3 **A** Zapytaj o model smartfona w innych kolorach.
B Powiedz, że modele w tym kolorze zostały sprzedane i zaproponuj zakup w sklepie internetowym.
- 4 **A** Zapytaj klienta, jaki rozmiar ubrań nosi.
B Podaj rozmiar i zapytaj, czy ten sweter jest w wyprzedaży.
- 5 **A** Zapytaj, w czym możesz pomóc.
B Powiedz, że tylko się roglądasz.

7 Work in pairs. Read the instructions and prepare a dialogue. Use the expressions from the Phrase Bank.

Uczeń A

Pracujesz w ekskluzywnym sklepie odzieżowym w Londynie. Obsłuż klienta/klientkę w uprzejmy sposób. Postaraj się, aby wydał/wydała jak najwięcej pieniędzy.

- Poinformuj, że ubrania w rozmiarze/kolorze/fasonie, o które pyta klient/klientka, nie są dostępne.
- Zachęć klienta/klientkę do obejrzenia innych produktów znajdujących się w ofercie sklepu.

Uczeń B

Jesteś w ekskluzywnym sklepie odzieżowym w Londynie. Szukasz ubrań na przyjęcie urodzinowe, ale nie chcesz wydać zbyt dużo pieniędzy.

- Powiedz sprzedawcy, jakich ubrań szukasz.
- Zapytaj o inny kolor/fason/rozmiar.
- Zapytaj, gdzie jest przymierzalnia.

1 Work in pairs. Which of these things are the most important to you when you choose a new phone or a computer? Why?

- 1 It's cheaper than other products.
- 2 It's the trendiest model on the market.
- 3 It's good quality.
- 4 It's the best I can afford.
- 5 It has fantastic reviews on the Net.
- 6 It's a model which all my friends have got.

2 Read the forum entry and answer the questions.

- 1 Why has Frank bought the phone?
- 2 What does he like and dislike about it?

You've asked for opinions about the newest Peach X phones, so here is mine.

I love technology, and I buy new gadgets all the time. I just want to stay up-to-date and have the best quality stuff. So, I decided to buy the Peach X. Well, it isn't the cheapest phone and it only comes in black, but it's faster and easier to use than my previous phone. What I like about this model is that there are lots of useful apps and games on it and they are great. The screen is not as big as it should be in a modern phone, but it's not such a problem. The biggest disadvantage is the battery. I have to charge my phone twice a day or it goes dead. It's very disappointing. It may be suitable for people who don't play games on their phones, but for me it's not good enough. Sorry ☹

★★★★★

3 Which of the phrases below are used in the text? Translate them into your own language.

PHRASE BANK reviewing a product

What I like about this model ...
 Another good thing is that ...
 The biggest advantage/disadvantage is that ...
 It may be suitable for people who ...
 For me it's not good enough.
 It's not as good as I hoped.
 I'm really pleased/happy with it.
 I recommend this product to everyone.

4 Write your sentences to review the products below. Use the prompts and the expressions from the Phrase Bank.

- 1 **laptop:** light to carry • keeps breaking down all the time
What I like about this model of laptop is that it's light to carry. A big disadvantage is that it keeps breaking down all the time.
- 2 **rollerblades:** good quality • fast • strange colour
- 3 **school bag:** trendy • lots of pockets • for people who do not want to spend too much money
- 4 **top:** nice and soft • great colours and patterns • only small sizes
- 5 **tablet:** not easy to use • not many apps • comes in different colours

5 Translate the product reviews below, using the words and phrases from exercises 2, 3 and 4.

- 1 Kupiłem ten tablet miesiąc temu i jestem z niego bardzo zadowolona. Jest szybki i łatwy w użyciu. Był tańszy niż inne, ale jest dobrej jakości. Wygląda fajnie i działa dobrze.
- 2 Mam tę deskorolkę (skateboard) od trzech miesięcy, ale nie jest taka dobra, jak myślałem. Największą wadą jest to, że ma za małe koła (wheels). Nie jest wystarczająco dobra.
- 3 Kupiłem ten czytnik książek elektronicznych (e-reader), ponieważ lubię nowe gadżety. Jego największą zaletą jest duży ekran. Nie polecam tego produktu, bo często się zawiesza (go dead).

6 Read the writing task in exercise 7. Choose a product and make a list of words and phrases for each point of the task. Use the plan below to help you.

• Product	• The best feature
• Reasons for buying	• Other people's opinions
• Advantages	

7 Read the instructions and do the writing task.

Na forum internetowym chciałbyś/chciałabyś podzielić się opinią na temat jakiegoś produktu, który niedawno kupiłeś/kupiłaś. Zredaguj **wpis** (100–150 wyrazów). W swojej wypowiedzi:

- wyjaśnij, dlaczego kupiłeś/kupiłaś ten produkt i jak długo go masz,
- wymień zalety produktu,
- opisz te cechy produktu, z których nie jesteś zadowolony/zadowolona,
- napisz, co o tym produkcie sądzą inni jego użytkownicy.

- 1 Choose the correct English translation of the sentences below.

- 1 *Kupiłam tę torebkę na wyprzedaży.*
I bought this bag **at the sales** / **at a discount**.
- 2 *Te spodnie nie są na mnie dobre.*
These trousers don't **fit** / **suit** me.
- 3 *Wyprzedaliśmy już ten model laptopa.*
This model of laptop has **run out** / **sold out**.
- 4 *Te trampki nie są zbyt wygodne.*
These trainers **aren't too comfortable** / **aren't uncomfortable**.
- 5 *Gdzie mogę to przymierzyć?*
Where can I **try it on** / **put it on**?

- 2 Match sentences 1–3 with explanations a–c.

- 1 These trousers fit me perfectly. **a** I look good in it.
- 2 This red top suits me. **b** The two things go together.
- 3 This bag matches my shoes. **c** The size is just right.

- 3 Choose the answer which means the same as the Polish parts of the sentences in brackets.

- 1 The person (*której pomysły*) are the best will represent the school in the art competition.
a whose ideas
b which ideas
c who has ideas
- 2 I (*nie jestem wystarczająco bogata*) to shop in this department store. Everything here is so expensive.
a am not too rich
b am not very rich
c am not rich enough
- 3 I bought these shoes half-price. (*Ale okazja!*)
a What an occasion!
b What a bargain!
c What a chance!
- 4 (*Jaki jest Pani rozmiar?*) We have these tops in small and medium only.
a What size are you?
b What size would you like?
c What size are they?
- 5 Do you think this dress (*pasuje*) me? I don't think I look good in red.
a suits
b fits
c matches

- 4 Complete the mini-dialogues.

- 1 **X** Can I help you?
Y . I'm just looking.
- 2 **X** Why don't you get this bag?
Y .
X I could lend you some if you want.
- 3 **X** ?
Y Absolutely not! I prefer comfortable, casual clothes like jeans and T-shirts.
- 4 **X** Can I try this skirt on?
Y Yes. ?
X I'm a 38.

- 5 Copy and complete the table with the correct form of the adjectives. Write the adjectives with the opposite meaning where possible.

Noun	Adjective	Opposite
fashion		
pleasure		
expense		
comfort		

- 6 Complete the text with the correct forms of the words in brackets.

Brochures, flyers and leaflets have ¹ (*be*) around for some time now, and to be honest, not many people pay attention to them anymore. No one has fun ² (*read*) them, so advertising companies have had to use other means to make us notice their products or services. Places offering ³ (*entertain*) to people seem the best choice as they attract thousands of potential customers on a regular basis. One example could be an event where the organisers give each visitor a little stamp on the hand so that they may leave and be allowed back in. In many clubs or at concerts these stamps are simply ⁴ (*advertise*). Experts say that it's a good ⁵ (*market*) trick because people look at their hands all the time, and the brand is with them for the whole evening. The eventgoers may not be even fully aware of the ⁶ (*commerce*) effect that a small stamp has on them. Advertising at its best!

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 How many different reasons can you think of for why people want to visit this place?
- 2 How similar/different is this market to a market in Poland? In what way?
- 3 Do you like visiting markets? Why? / Why not?



Complete all the exercises from this section in your notebook.

VOCABULARY

1 Where could you buy the items below?

a basketball some meat white paint a silver ring
some bread a magazine

2 Choose the correct answer.

- I couldn't afford this camera because ☐.
a I could only order it online
b it was too expensive
- The shoes were a real bargain because ☐.
a they were half-price
b the shop refunded the money
- This advert is catchy because ☐.
a it's easy to remember
b it advertises a famous brand
- This product appeals to young people, so ☐.
a don't buy it b they buy it
- I don't like myself in red because it ☐.
a simply doesn't fit me b doesn't suit me at all
- I don't like buying things online because of the ☐.
a pop-up adverts b free gifts

3 Complete the sentences with the correct prepositions.

- The customer complained ☐ the quality of the phone and returned it ☐ the shop.
- My brother never spends his pocket money ☐ anything. He's just saving it ☐ a new bike.
- The shop had run ☐ of the books I wanted, so I ordered them online and they arrived ☐ post.
- Giving ☐ flyers in the streets doesn't make people buy the products.

GRAMMAR

4 Translate the Polish parts of the sentences into English.

- This model of car ☐ (*jest najtańszy*).
- This sofa ☐ (*wygląda na mniej wygodną*) than that one.
- Spending money ☐ (*jest łatwiejsze niż*) saving it.
- Purple ☐ (*jest najmniej modnym*) colour at the moment.
- ☐ (*Jestem zbyt młody*) to drive a car.
- This computer ☐ (*nie jest wystarczająco szybki*) for this software.

5 Translate the sentences into English.

- Karen jest osobą, która dużo wie o marketingu.
- Uczniowie, których projekty będą ciekawe, otrzymają najwyższe oceny.
- Chciałabym pracować w miejscu, w którym jest dużo młodych ludzi.
- Nie lubię reklam, które są nudne i nieoryginalne.
- Reklama, o której Ci mówiłem, jest właśnie w telewizji.

6 Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.

ENGLISH IN USE

- 7 **SŁOWOTWÓRSTWO** Przeczytaj tekst. Uzupełnij każdą lukę (1–7), przekształcając wyrazy podane w ramce w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

advantage cheap arrive little comfort
expensive big produce

ONLINE SHOPPING? DEFINITELY NOT FOR CATS!

Most people would agree that shopping online is easier, faster and often ¹ ☐ expensive than going to a regular shop. Of course, there are ² ☐ like tennis rackets or shoes which we shouldn't really buy online. This is because it might turn out that they are not ³ ☐ enough. However, I'd never expected to have this kind of problem when I chose to buy a cat backpack online. When the backpack ⁴ ☐, it was much smaller than I had expected. My cat hated staying in it because there wasn't enough space for her to move around. It was its only ⁵ ☐ – otherwise, it looked great. In the end, I returned it and bought a different backpack in the local pet shop. This time, I went for the ⁶ ☐ model they had on offer.

READING

- 8 **ROZUMIENIE TEKSTÓW PISANYCH (DOBIERANIE, UZUPEŁNIANIE STRESZCZENIA)** Przeczytaj cztery teksty (A–D). Wykonaj zadania 8.1 i 8.2 zgodnie z poleceniami.

Tekst A

Hello everyone!

Do you know that our student council is organising a White Monday school fair on November 25th? The idea of White Monday is that we do not buy or sell any new things – you can bring anything that you don't need anymore and give it away, exchange, rent or repair it. Let's change our customer habits and save the planet!

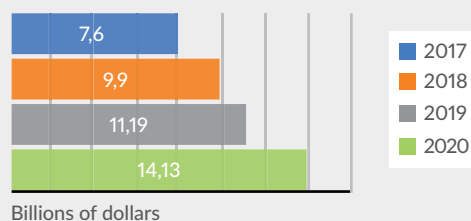
Join us on Monday between 10 a.m. and 2 p.m. in the school gym.

Steve Jones – the student council secretary

Tekst B

We are in the middle of an environmental crisis. So, do we really need to organise yet another Black Friday – the busiest shopping day of the year in the USA? Do we really need all the things we buy on Black Friday? The amount of money spent on Black Friday is growing year by year. Can this trend be changed?

Money spent on Black Friday online sales ONLY





Tekst C

Hello Sue,
Thanks for the information about Black Friday. I can't believe that so many people keep buying more and more things. I used to be the same. But at one point, I realised I had a wardrobe full of ugly clothes which I had bought just because they were cheaper than usual. It made me change my mind about this whole idea.
So, I'd really like to help you promote White Monday in our school. Please let me know how I could help.
Let's stay in touch,
Alicja

Tekst D

WHITE MONDAY SCHOOL FAIR

Chris Hi, I've got a scooter, but I don't want to give it away – do you think someone might want to rent it?

Alice Absolutely! Make sure you have it with you at the fair.

Robert What about the 'repair' mentioned in the poster? Does it mean that I can bring something broken and someone might repair and use it?

Alice Exactly. What did you have in mind?

Robert I have a broken record player. I'm not going to repair it because I don't collect vinyl records.

Alice Bring it to the fair – someone might want to take it!

8.1 Dopasuj do każdego zdania (1–3) właściwy tekst (A–D).

Uwaga: jeden tekst nie pasuje do żadnego zdania.

1	This text aims to make people think about their choices.	
2	This text gives additional information about an event.	
3	This text invites people to take part in an event.	

8.2 Przeczytaj wiadomość Alicji do przyjaciółki. Uzupełnij luki 4–7 zgodnie z treścią tekstów (A–D) tak, aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku polskim. W każdą lukę można wpisać maksymalnie trzy wyrazy.

Cześć Kasia,
co u Ciebie słychać? Ja powoli przyzwyczajam się do nauki w amerykańskiej szkole. W następny poniedziałek zgłosiłam się do pomocy przy organizacji White Monday school fair, czyli kiermaszu rzeczy używanych, który będzie miał miejsce w ⁴. Będzie można oddać rzeczy, których się nie używa lub nie nosi, wymienić się nimi lub je ⁵. Będzie też można przynieść coś, co nie działa – może ktoś będzie chciał to naprawić.
To potrzebna akcja – wszyscy powinniśmy bardziej świadomie kupować nowe rzeczy. Tylko w USA ⁶ przez Internet w Czarny Piątek wzrosła prawie dwukrotnie w przeciągu czterech lat! Ja sama mam w domu pełno ⁷, które kupowałam wtedy tylko dlatego, że miały atrakcyjną cenę. A jak Tobie podoba się taki pomysł?
Pozdrowienia,
Alicja

SPEAKING

9 ROZMOWA Z ODGRYWANIEM ROLI Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę zaczyna uczeń A.

Uczeń A

Pracujesz w swojej miejscowości w sklepie z produktami regionalnymi. Rozmawiasz z klientem/klientką z zagranicy i starasz się namówić go/ją na zakup. W rozmowie z uczniem B omów poniższe cztery kwestie.

produkty regionalne w ofercie

oferta produktów wykonanych ręcznie (handmade)

możliwość zakupu towarów przez Internet

aktualne promocje

Uczeń B

Jesteś turystą/turystką z zagranicy. Robisz zakupy w sklepie z produktami regionalnymi. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/ wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- zapytaj, skąd pochodzi produkt, który Cię interesuje,
- dowiedz się, ile kosztuje dostawa za granicę przy zakupach online,
- zapytaj o inny kolor produktu, który Cię interesuje.

WRITING

10 E-MAIL Przeczytaj polecenie i wypowiedz się na poniższy temat.

Odwiedziłeś/Odwiedziłaś nowo otwarty sklep sportowy o bardzo dużej powierzchni i bogatym asortymencie. W e-mailu do koleżanki:

- opisz lokalizację i wielkość sklepu,
- napisz, co tam kupiłeś/kupiłaś,
- wyjaśnij, co Ci się tam najbardziej podobało,
- wyraż opinię, co należałoby w nim zmienić.

Napisz wypowiedź w języku angielskim. Podpisz się jako XYZ. Rozwiń wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc słów w podanych już zdaniach zaczynających wypowiedź). Oceniane są: umiejętność pełnego przekazania informacji, spójność i logika wypowiedzi, zakres środków językowych oraz poprawność środków językowych.

Hi Ella,

I hope you're well. I've recently been to a new place.

...

7

BACK TO NATURE

VOCABULARY

landscape and geographical features

1 Work in pairs and answer the questions.

- 1 What's your favourite place to spend a holiday – in the city or in the country? Why?
- 2 Do you read website reviews when you plan a holiday? Why? / Why not?

2 Read the website reviews at the bottom of the page. Match the words in bold with items in the pictures. Which place would you prefer to visit? Why?

3 CD 2.09 Listen and repeat the words from exercise 2.

4 Complete the blog extracts with the correct words from exercise 2.

- 1 We live on the  in Cornwall. There's a lovely  nearby where rare birds live. It's a short journey by boat. I don't get seasick because the  aren't usually high.
- 2 Today we walked along an old  through the . We saw some unusual trees and animals. Then we went up a small  and the view across the  between the hills was great.
- 3 My friend has a cottage near the , and her dad often goes climbing – right up to the snow on the top! She showed me a photo of him by an amazing . He looked very wet!

5 Work in pairs. Use the Internet to find examples of these geographical features.

- | | |
|---------------------|--------------------|
| 1 a tropical island | 4 a wide lake |
| 2 a high waterfall | 5 a long river |
| 3 a large forest | 6 a mountain range |

6 CD 2.10 Close your eyes and listen to someone describing a path. Try to imagine the things you pass on the way. After the recording, say what you saw and where you went. What could you see at the end?

VOCABULARY CHALLENGE! Unit 7, page 111, exercise 1

7 WHAT DO YOU THINK? Work in pairs. Ask and answer the questions. Use the ideas below to help you.

- 1 Which parts of the Polish countryside would you recommend to tourists? Why?
People should go to ... because ... • I love it because ...
- 2 Which natural attraction in another country would you like to visit? Why?
I'd like to go to ... in ... • The reason is ... / I saw it in a film / I read about it in a book / a friend went there.
- 3 Describe a trip to the countryside you went on recently. Where did you go and what was it like?
I went to ... with ... • During the trip we ... • I enjoyed / didn't enjoy it because ... weather/noise ...

HOLIDAY REVIEWS



Mike It takes half an hour to get to the **coast** from the airport, but along the route the scenery is beautiful. The hotel is excellent and it's right on the **beach**. From our room we had an amazing view of the blue, blue **sea** and we could also see across to a small **island**. One day it was very windy and there were lots of **waves**, so we couldn't go swimming. Good hotel, lovely area. Highly recommended.

Click to rate  



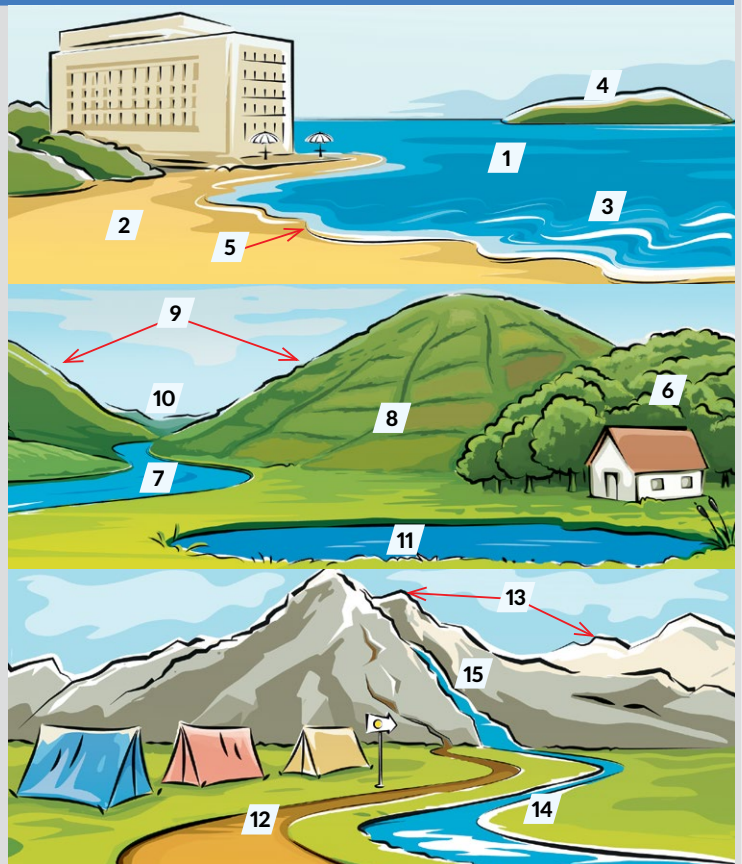
Amy The holiday cottage is very close to the New Forest National Park. It's a great place to go for country walks. We went across the **fields** to the **forest** and we also followed a small **river** which runs along the bottom of a **valley** between two **hills**. We stopped at a **lake** to have a picnic. A really relaxing holiday.

Click to rate  



Sean We stayed in a tent on the Mountain View campsite, and it was fantastic. We had a great view of the **mountains**, and there were lots of walks you could go on. We went along a easy **path** up the mountain, which followed a pretty **stream**. When we got quite high up, there was an amazing **waterfall**. The water was coming down fast from the top of the mountain and it was freezing! A wonderful place to stay.

Click to rate  



1 What are your plans for the next weekend? Do they depend on the weather? How?

2 **CD 2.11** **LANGUAGE IN CONTEXT** Read and listen to the dialogue and answer the questions.

- Is Kate definitely going to the countryside at the weekend? Why? / Why not?
- Why will Kate be happy if Alice goes with her?
- Will they definitely leave at 8.30? Why? / Why not?
- What problem do Kate and Alice have in cars?

Alice What are you doing at the weekend, Kate?

Kate If the weather's fine, we'll go to the countryside and visit my aunt and uncle. How about you?

Alice A boring weekend as usual.

Kate Come with us! If you come too, I won't have to spend all the time with my family!

Alice Brilliant! What time are you leaving?

Kate We're going by car and if dad isn't too tired, we'll leave at about 8.30. It's only half an hour.

Alice That's fine. When I travel a long way in a car, I get carsick.

Kate Me too. But if I don't read or look down a lot, I'm usually OK. And bring your swimming things – if the water's warm, we may go swimming. Their house is right on the beach!



3 **ANALYSE** Copy and complete the table with the correct verb forms from the dialogue in exercise 2.

Conditional clause	Result clause
Zero conditional	
If / When + present simple	Present simple
When I ¹ a long way in a car,	I ² carsick.
If I ³ read or look down a lot,	I ⁴ usually OK.
First conditional	
If + present simple	Will / won't / may
If you ⁵ too,	I ⁶ spend all the time with my family.
If the weather ⁷ warm,	we ⁸ swimming.

4 Complete the rules with **zero conditional** or **first conditional**.

- We use the to talk about things that are generally true.
- We use the to talk about something that will happen if something happens first and is a real possibility.

5 **PRACTISE** Complete the sentences with the correct form of the verbs in brackets. Use the zero or first conditional.

- If it (rain) tomorrow, we (not go) swimming – we (stay) at home.
- I usually (go) to bed early when I (be) tired.
- If people (park) in the wrong place, they (have) to pay a fine.
- If I (not feel) well tomorrow, I (not go) to school.
- My brother (get) stressed if he (not have) time to do his work.
- If you (add) cheese to white sauce, it (taste) delicious.

6 Complete the second sentence so that it means the same as the first.

- I must finish my homework tonight or my teacher will be angry.
My teacher will be angry if I .
- You should wear a thick coat outside or you'll be cold.
You'll be cold if you .
- I need eight hours of sleep every night or I don't concentrate well.
I don't concentrate well if I .
- Hurry up or we'll be late.
We'll be late if you .
- I can't eat strawberries because I get ill.
I get ill if I .
- Don't try to jump over the stream. I don't want you to fall in!
If you try to jump over the stream, you .

GRAMMAR CHALLENGE! Unit 7, page 111, exercise 1

7 Complete the sentences so that they are true for you. Compare your answers in pairs.

- My mum gets angry if I .
- I get stressed when .
- I phone my friend if I .
- Our teacher gives us homework if .
- I turn my phone off if .

8 **NOW YOU DO IT** Work in pairs. Tell your partner about your plans for the next weekend and how different things may change your plans. Think about:

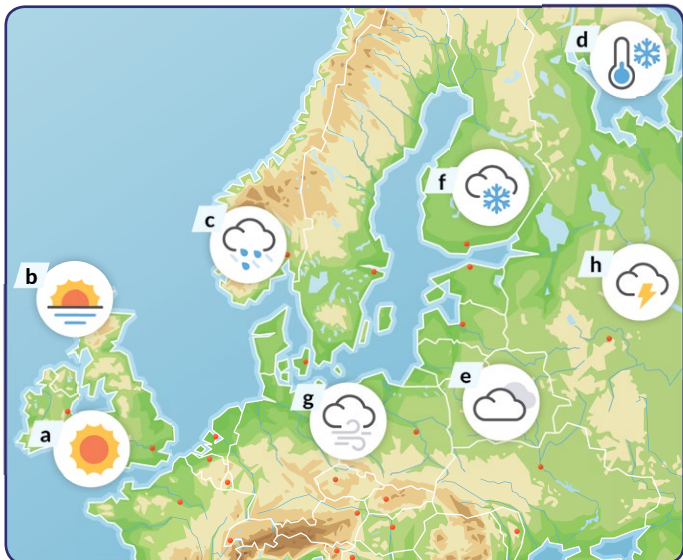
- the weather, e.g. *If it snows, I'll build a snowman.*
- how you feel, e.g. *If I'm tired, I'll stay in bed.*
- other people's decisions, e.g. *If my mum wants to go shopping, I'll go too.*

GRAMMAR REFERENCE page 132

1 What's your favourite and least favourite type of weather?

2 Write the adjectives which describe the weather. Then match the words with weather symbols a–h.

- | | | |
|----------------|----------|-----------|
| 1 rain / rainy | 4 fog / | 7 storm / |
| 2 sun / | 5 wind / | 8 frost / |
| 3 cloud / | 6 snow / | |



3 CD 2.12 Listen to Julia talking about weather. What does she say about the weather in the places below?

- a on a tropical island
- b in Switzerland
- c in some countries near the North Pole

4 CD 2.12 Listen again and match sentences a–e with parts 1–4 of the monologue. There is one extra sentence.

- a Sunshine is more important than the temperature.
- b The time of year can change people's moods.
- c People don't always show the way they feel.
- d People don't usually understand the importance of the weather.
- e The weather can give people a more positive attitude to life.

5 Choose the word which matches each definition. Then check the meaning of the other word in a dictionary.

- 1 the usual weather conditions in a country or region
 - a weather
 - b climate
- 2 how hot or cold it is
 - a heat
 - b temperature
- 3 the bright flashes of light that appear in the sky during a storm
 - a lightning
 - b thunder
- 4 information about what the weather will be like
 - a prediction
 - b forecast
- 5 very cold
 - a frozen
 - b freezing

6 Complete the sentences with the correct words from exercise 5.

- 1 Nearly every country will suffer from changes in the future.
- 2 Skating on a lake might be dangerous.
- 3 My mood changes every day depending on the.
- 4 When the is over 30 degrees, I get uncomfortable.
- 5 It's important to know the at the start of your day.
- 6 My dog gets scared at the sound of the during a storm.
- 7 I don't enjoy going for walks in winter when it's.

7 Do you agree with the statements in exercise 6? Why? / Why not?

8 CD 2.13 Listen to someone talking about the start of a holiday. Answer the questions.

- 1 How did they get to the airport?
- 2 What time did they arrive at the airport?
- 3 Why didn't they miss their flight?
- 4 How long did they have to wait at the airport?
- 5 Why did they go on holiday to Switzerland?

9 CD 2.13 Listen again and choose the correct answers.

- 1 The speaker does not mention
 - a the time she and her family started their journey.
 - b the reason for the accident on the way to the airport.
 - c the time she and her family arrived at the airport.
 - d the reason why it was very cold in the departure hall.
- 2 Which information in the recording has been stated indirectly?
 - a There was a lot of snow.
 - b The accident involved two cars.
 - c The planes did not take off on time.
 - d The passengers were tired and hungry.
- 3 How does the speaker feel about the snow in Switzerland?
 - a happy
 - b disappointed
 - c surprised
 - d angry

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 Why would some people prefer to go on a holiday in winter?
- 2 Where do people spend winter holidays in Poland? What makes these areas attractive?
- 3 How do you think weather changes are going to influence tourist attractions?



1 What are the advantages and disadvantages of having a pet? What sort of pet would you get? Why?

2 LANGUAGE IN CONTEXT Read the email and answer the questions.

- Has Bethan got a dog?
- What do Bethan's parents think about having a dog?
- Has Chris got a dog?

Hi Chris,
I'm trying to persuade mum and dad to get a dog. I would LOVE a dog, but they say that if we had a dog, it would make a lot of mess and they would have a lot of work. That isn't true! If we had a dog, I'd look after it myself. I'd take it for walks every day in the forest. It would be great exercise! If it made a lot of mess, I could clean it up. And if we trained it well, it wouldn't bark or annoy people. I'm not sure if a big or a small dog would be better. If I were older, I'd have two or three! What sort of dog would you get if you could have one?
Speak soon,
Bethan

3 ANALYSE Copy and complete the table with the correct verb forms from the text in exercise 2.

Conditional clause	Result clause
Second conditional	
If + past simple	would / could + verb
If we ¹ a dog,	it ² a lot of mess.
If it ³ a lot of mess,	I ⁴ clean it up.
If I ⁵ older,	I'd have two or three!

4 Look at the examples of conditional forms in the email in exercise 2 and choose the correct answers.

- We use the second conditional to talk about
 - a real past situation or event.
 - an imagined present or future situation or event.
 - a probable future situation or event.
- In second conditional sentences, we can use the past simple form **was / were** with: I / he / she instead of **was / were**.

5 WHAT'S RIGHT? Choose the correct sentence.

There may be more than one correct answer.

- If I won the lottery, I would travel around the world.
- I would travel around the world if I would win the lottery.
- If I won the lottery, I could travel around the world.

6 PRACTISE Choose the correct option to complete the sentences.

- If I **would have / had** a lot of money, I'd buy a new tablet.
- If we **will live / lived** near the beach, I'd go swimming every day.
- I **didn't work / wouldn't work** hard in my maths class if I didn't enjoy the subject.
- If they taught Spanish at your school, **will / would** you study it?
- Where would you go on holiday if you **can / could** choose anywhere in the world?
- My dad **taught / would teach** me to drive if I wanted to, but I don't!

7 Complete the second sentence based on the first one.

- I don't play tennis because we don't live near a tennis club. If we .
- The water is cold, so we can't go swimming. If the water .
- My sister has problems at school because she doesn't do her homework. If my sister .
- I haven't got the money so I can't buy a new coat. If I .
- I might win the competition and then go on a trip round the world! If I .
- I'm not very tall so I can't reach the top shelf. If I .

8 Complete the sentences with your own ideas. Compare your answers in pairs.

- If I were the prime minister, I .
- If I were my teacher, I .
- If I were famous, I .
- If I were older, I .

9 Write questions from the prompts.

- what / you / do / if / find / a hundred euros in the street?
- who / you / talk to / if / you / have / a problem at school?
- where / you / go on holiday / if / you / can choose any destination?
- you / tell / your friend / if / you / see her boyfriend with someone else? Why?
- what / question / you / ask / if / you / meet / your favourite singer?
- what / you / change about yourself / if / you / have / the opportunity?

10 NOW YOU DO IT Work in pairs. Ask and answer the questions in exercise 9.

- What would you do if you found a hundred euros in the street?
- I'd take it to a police station.
- Would you? I'd keep it and buy some clothes.

- 1 Match the pictures with six of the words below.

hurricane earthquake drought flood
volcano eruption wildfire avalanche tsunami

- 2 Work in pairs and do the quiz. Check your answers on page 119.

Did you know?

- 1 Most earthquakes last around **one / five** minute(s).
- 2 **9% / 90%** of avalanche accidents are caused by the victims themselves.
- 3 Cyclones, hurricanes and typhoons **are / are not** the same thing.
- 4 Tsunamis are caused by **earthquakes / avalanches**.
- 5 There are about **500 / 350** active volcanoes in the world.
- 6 The most terrible flood in Polish history took place in **1997 / 2001**.

- 3 **CD 2.14** Read the texts A–D below and answer the questions.

- 1 What are all the texts about in general?
- 2 Where do you think text C would appear?
- 3 How would you sum up the way most people feel about climate change?

A

Do you want to **survive** extreme weather conditions?
Here are some things you should **NEVER** do when
a thunderstorm **strikes**:

- take a bath or a shower (you might get an electric shock)
- keep your laptop or phone plugged in
- hide under a tree

**Sounds obvious? You won't believe how many people
still ignore this advice every single day.
Don't be like them!**

BE SMART AND STAY SAFE!

C

- ◆ The word *volcano* comes from the name of the Roman god of fire.
- ◆ If you count its underwater part, Mauna Loa volcano in Hawaii is higher than Mount Everest.
- ◆ Lava can reach a temperature of over 1200°C.
- ◆ The *Ring of Fire* area of the Pacific is home to 75% of the world's volcanoes.
- ◆ Most volcanic eruptions **are caused by** movement of tectonic plates.

FACTFILE

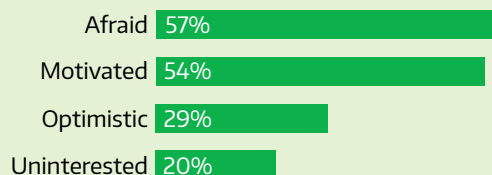
B

Hi Mateusz,
I won't be able to join you for the long weekend in Poland. We have been struck by another hurricane, and all flights have been cancelled. Alberto (that's the name of the hurricane – silly, isn't it?) has **affected** lots of people in my part of Florida – almost 200 houses have been destroyed, and many others have no electricity. There were reports yesterday that some kids **went missing**, but fortunately the emergency services managed to find and **rescue** them. You know, normally I love living here, but the hurricane season is really getting on my nerves. I'm not surprised that so many of our neighbours are thinking of moving away!!!
Anyway, I'll get in touch when I know about the flights, OK?
Take care,
Jack

D

HOW DO THE WORLD'S TEENS FEEL ABOUT CLIMATE CHANGE?

Worry about climate change is affecting more people as global warming becomes more visible. Climate change anxiety is also felt among young people who, naturally, worry about their future. Unless the world's governments implement some serious measures, the temperature may rise by up to 5%!





5



6

- 4 Read the texts in exercise 4 again and match statements 1–3 with texts A–D. There is one extra text.

1	In this text we learn of a story with a happy ending.	
2	This text tells us that people often behave irresponsibly.	
3	This text mentions the consequences of taking no action.	

- 5 Read the texts in exercise 3 again and complete the email below.

Cześć Łukasz,
Mówiłeś niedawno, że szukasz materiałów do prezentacji na temat katastrof naturalnych i ocieplenia klimatu. Natrafiłem ostatnio na kilka ciekawych informacji na ten temat. Czy wiesz, na przykład, że podczas burzy z piorunami trzeba ¹ od prądu? Jakby tego było mało, nie tylko nie wolno chować się pod drzewami, ale też ² . Trudno mi w to uwierzyć, ale podobno to prawda. Znalazłem też kilka informacji na temat wulkanów. Wyobraź sobie, że tylko ³ wulkanów na Ziemi nie znajduje się w rejonie Pacyfiku, zwanym „Pierścieniem Ognia”, a temperatura lawy może ⁴ 1200 stopni Celsjusza. Nie znalazłem, niestety, wiele informacji na temat huraganów, ale mam kolegę, który z powodu huraganu ⁵ na długi weekend! Jeśli chodzi o ten drugi temat, to mam informacje o tym, jak młodzi ludzie ⁶ . Pociągające jest natomiast to, że ponad 50% z nich ⁷ zmian. Mam nadzieję, że przydadzą Ci się te rzeczy. Jakby co, poniżej wklejam linki do artykułów.
Trzymaj się,
Adam

- 6 Read the texts in exercise 3 again and answer the questions.

In which text do you find out

- about the author's attitude to how something is called?
- why some natural disasters take place?
- that some people do not listen to advice?
- that the author believes something is annoying?
- about something simple that may save lives?

- 7 Work in pairs and answer the questions.

- What recent natural disasters have you heard about? What happened?
- What natural disasters occur in Poland? Where?

Vocabulary development

- 8 Match the highlighted words and expressions from the texts with their synonyms below.

- | | |
|-------------------------------|--|
| 1 save | 4 had a strong effect on |
| 2 disappeared | 5 stay alive in a difficult or dangerous situation |
| 3 happen because of something | 6 happen suddenly |

- 9 Complete the sentences with either *disaster* or *people*. What other words could you use in these sentences?

- The **struck** when everybody was asleep.
- The **survived** the flood.
- The **affected** thousands of people across Florida.
- The **went missing** after the earthquake.
- The **was caused by** terribly strong winds.

- 10 Work in pairs and translate the sentences in exercise 9 into your own language.

- 11 Complete the news report with the correct form of the highlighted verbs from exercise 3.

A powerful earthquake ¹ Italy in 2016. It ² the region of Lazio the worst with hundreds of dead and injured. The firefighters and paramedics rushed to the neighbourhood to ³ those under the ruins of the buildings, hoping to find those who had ⁴ the tragedy. Parents were trying to find their children who had ⁵ missing. It was really heartbreaking. Rescue teams from all over the world flew to Italy to help those in need.



VOCABULARY CHALLENGE! Unit 7, page 111, exercises 2 and 3

- 12 Work in pairs. Imagine you have survived an earthquake while on holiday abroad and behaved like a hero. You are answering a journalist's questions about your survival. Take turns to ask and answer the questions below.

- Where and when did the earthquake strike?
- What happened during the disaster?
earth shake • buildings fall down • people scream for help
• no electricity • no phone signal
- How many people did you rescue? Who did you have to search for? How did you find them?
- How did you feel during the disaster?
- Do you expect an award for your actions? Why? / Why not?

- 1 Work in pairs and answer the questions about the activities below.

trip to botanic gardens bird-watching
fishing do/go sightseeing trip to a safari zoo
going horse-riding trip to an aquarium
diving in a coral reef watching a dolphin show
visit to a palm house

- Which activities can you do in Poland?
- Which activities would you find most interesting? Why? Which wouldn't you like to try? Why?
- What could you learn if you did these activities?

- 2 **CD 2.15** Read the speaking task below and listen to Amy doing the task. Which place does she like best? Why? Do you agree with her choice? Why? / Why not?

You are going on holiday with your family this summer. What type of trip will you choose? Why are you rejecting the other options?



Amy Well, if I could go on one of these holidays during the summer, I'd choose a trip to a safari zoo because I like observing animals and I could learn a lot about their life and behaviour. I'm also interested in Africa, so this option seems the most interesting to me. I wouldn't go for horse-riding because I can't ride a horse. Another reason is that I'd prefer to go to an exotic country. I'm not so keen on looking at plants either, so a trip to a palm house wouldn't really interest me too much. What's more, palm houses don't have any animals!

- 3 Read Amy's answer again and complete the Phrase Bank.

PHRASE BANK

Expressing preference

If I ¹ go on one of these holidays, I'd choose a trip to a safari zoo.

I'd go for picture number 3 because I'd love to go horse-riding. This ² /idea/activity seems the most interesting to me.

I'm not ³ on looking at plants, so a trip to a palm house wouldn't ⁴ me too much.

Giving arguments and reasons

Firstly, because ... | Another ⁵ is that ...

⁶ palm houses don't have any animals.

- 4 Cover the text in exercise 2 and practise doing the task in exercise 2 in pairs. Use the phrases from the Phrase Bank.

- 5 **CD 2.16** Choose the correct reaction (a–c) to the recorded questions (1–3).

- a Oh, you're welcome!

b Well, I'm not that keen on going to the mountains.

c What a dull thing to do! You must be joking!
- a A trip to a big city is something I'd love to do.

b If I were you, I'd just lie on the beach the whole time.

c It would be no fun to go to the lakes.
- a I'd love to go cycling!

b I don't care what he does.

c I'm interested in art.
- a Wow! That sounds really exciting!

b I'm not sure I can agree.

c A beach holiday is always the best choice for me!

- 6 Work in pairs. Take turns to do the speaking task.

Popatrz na zdjęcia (1–3). Twój nauczyciel geografii planuje trzydniową wycieczkę krajoznawczo-turystyczną do jednego z regionów Polski. Wyraż swoje zdanie na temat trzech poniższych propozycji wycieczek.

- Wybierz tę propozycję, która będzie, Twoim zdaniem, najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 1 Read the headlines. Do you agree or disagree with these statements? Give reasons.

1 YOUNG PEOPLE DO NOT CARE ABOUT GREEN ISSUES!

- 2 Teenagers are not interested in charity work. They only care about their future jobs and money.

- 3 Individual people can't help the environment, so why bother?



- 2 Read one paragraph from a student's essay about the first statement in exercise 1. Does the student agree with the statement? What arguments does he/she give?

I must say I totally disagree with the opinion that teenagers do not care about green issues. As far as I am concerned, young people show a lot of interest in environmental problems and do their best to protect nature. First of all, most of the teens I know have a greater understanding of problems such as climate change, recycling or animal protection than their parents. They study this at school and learn about various green issues on the Internet. I would also add that our generation is the first one which knows so much about recycling. For example, many of my friends sort rubbish and support all kinds of school campaigns to help the environment.

- 3 Read the paragraph in exercise 2 again and find the three elements mentioned in the tip below.

! Watch out

Każdy akapit rozprawki ma określoną budowę i zwykle zawiera następujące elementy:

- zdanie wprowadzające (**topic sentence**), w którym możesz przedstawić swoją opinię lub określić, o czym jest akapit,
- uzasadnienie Twojej opinii wyrażone w 2–3 zdaniach (**supporting sentences**),
- przykłady na poparcie Twojego stanowiska (**examples**).

- 4 Match the highlighted expressions from the paragraph with the categories below.

- a presenting opinions
- b giving examples
- c listing ideas

- 5 Work in pairs. Tell your partner why you agreed or disagreed with the opinions in exercise 1. Give reasons and use the phrases from exercise 4.

- 6 Read the topic sentences of two paragraphs below. Which of the sentences a–d could you include in each paragraph? Which are not suitable? Give reasons for your answers.

- 1 A lot of adults claim that young people are lazy. I would like to share my point of view on this and say that I completely disagree with this comment.

- a First of all, I believe that young people are busy doing lots of different things, both at school and after school.
- b Firstly, teenagers just think about money and want to have all the new gadgets.
- c Young people attend many extra classes, they do sports and learn foreign languages.
- d In my opinion, young people are not hard-working at all. They spend most of their time watching TV or playing computer games.

- 2 Some people say that teenagers dislike reading books, and I must agree with this statement.

- a In my view, books are boring for many young people because they take too long to read.
- b Young people should read at least 20 books every year at school.
- c Instead of reading books, young people prefer to go out and enjoy themselves.
- d Reading is not interactive, so it does not appeal to teenagers.

- 7 Work in pairs. Choose one of the topic sentences in exercise 6.

- Discuss the topic and brainstorm extra ideas.
- Make a list of useful words and phrases.
- Then write a full paragraph, using your ideas and the correct sentences from exercise 6.

- 8 Which of the things below do you or your family do? Do you think they help the environment? Why? / Why not?

avoid using plastic bags • sort rubbish
ride a bike to work or school • recycle paper
take part in environmental campaigns
not waste food • save water • turn off dripping taps
use energy-saving light bulbs

- 9 Read the instructions and do the writing task.

Na forum internetowym przeczytałeś/przeczytałaś komentarz sugerujący, że człowiek sam nie może nic zrobić, aby poprawić stan środowiska naturalnego. Nie zgadzasz się z tym punktem widzenia. Napisz **akapit rozprawki** (ok. 100–150 wyrazów), w którym przedstawisz swoje stanowisko w tej sprawie i je uzasadnisz.

1 **Work in pairs. Read the sentences, then explain why the answers given below are wrong, and suggest the correct answer.**

- There are a lot of great walking in the countryside.
a streets b c roads
- If people more about dangerous plants, they would avoid them.
a b know c would know
- There have been a lot of victims of the recent in the mountains in Nepal. There are still people under the snow.
a flood b volcanic eruption c
- Everyone who rubbish helps the environment.
a b separates c divides
- Snow always disappears when it .
a will rain b would rain c

2 **Read the text. Choose the correct answer: a, b or c.**

There are a lot of plants which look innocent but which may, in fact, be quite dangerous. One of them is the buttercup, a yellow flower which is a typical part of the countryside ¹. The buttercup is ² toxic plant found in most fields. If you ³ it, it may cause painful red marks on your skin. If you ate it by any chance, you ⁴ as the toxins can damage your organs and nervous system really badly. Buttercups are also dangerous to animals like cows. There have been stories of farmers who say that their cows did not ⁵ after they had eaten this pretty-looking flower. So next time you go walking in the countryside, stay away from this beautiful but poisonous plant!



- a view b scenery c climate
- a a b the c any
- a would touch b touched c touch
- a died b could die c will die
- a survive b rescue c escape

3 **Choose the answer that means the same as the underlined phrase or sentence.**

- The boy went missing after the earthquake. He wasn't reunited with his family until a month later.
a lost his way
b disappeared
c returned
- The region is flat and it's good for trekking.
a looks beautiful
b has no hills
c is full of mountains

3 The only way we can afford such a great holiday is to find a last-minute offer.

- We won't be able to afford such a great holiday unless we find a last-minute offer.
 - We can't afford a great holiday because there are no last minute offers.
 - We will have a great holiday if we don't choose a last-minute offer.
- 4** The disaster affected thousands of people in this region of the world, leaving many of them homeless.
a had a strong effect on
b shocked
c saved
- 5** I don't have much money, so I can't help this charity.
a If I have money, I won't help this charity.
b If I have money, I always help this charity.
c If I had more money, I'd help this charity.

4 **Choose the correct preposition.**

- on / at an island 4 at / in the mountains
- in / on the beach 5 on / in the country
- by / after the sea

5 **Translate the Polish parts of the sentences into English. Use no more than five words.**

- We had to stop climbing. It got (*tak mgliście, że*) we decided not to risk our lives.
- We'll go for a walk (*jeśli nie będzie padało*). Otherwise, we'll stay at home.
- The travellers wouldn't keep getting lost (*gdyby mieli*) a good map.
- (*Ta powódź była*) the worst in the last 50 years.
- Jenny (*mieszkała nad morzem*) for 10 years before she moved to Glasgow.
- When the summer is hot, (*spędzamy wakacje na*) the countryside.
- If the (*prognoza pogody będzie*) good, we'll go to the beach.
- (*Na Twoim miejscu*), I'd go to the lakes.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- What can you say about the climate, nature and possible tourist attractions of the place in the photograph?
- Would a place like this be a good idea for a two-week holiday? Why? / Why not?

Vocabulary MP3 51

amazing view	/əˈmeɪzɪŋ ˈvjuː/	niezwykły widok
back to nature	/ˈbæk tə ˈneɪtʃə(r)/	powrót do natury
beach	/biːtʃ/	plaża
bridge	/brɪdʒ/	most
coast	/kəʊst/	wybrzeże
field	/fiːld/	pole
forest	/ˈfɒrɪst/	las
get seasick	/ˌget ˈsiːsɪk/	dostać choroby morskiej
hill	/hɪl/	wzgórze
island	/ˈaɪlənd/	wyspa
lake	/leɪk/	jezioro
landscape and geographical features	/ˈlændʃəp ʌn dʒiːəˌɡræfɪk(ə)l ˈfiːtʃə(r)z/	krajobraz i cechy geograficzne
mountain	/ˈmaʊntɪn/	góra
mountain range	/ˈmaʊntɪn ˈreɪndʒ/	łańcuch górski
national park	/ˌnæʃ(ə)nəl ˈpɑː(r)k/	park narodowy
natural attraction	/ˌnætʃ(ə)rəl əˈtrækʃ(ə)n/	atrakcja przyrodnicza
path	/pɑːθ/	ścieżka
rare bird	/ˈrɛə(r) ˈbɜː(r)d/	rzadko występujący ptak
river	/ˈrɪvə(r)/	rzeka
salty	/ˈsɔːlti/	słony
scenery	/ˈsiːn(ə)ri/	sceneria, krajobraz
sea	/siː/	morze
stream	/ˈstriːm/	strumień
tropical	/ˈtrɒpɪk(ə)l/	tropikalny
valley	/ˈvæli/	dolina
waterfall	/ˈwɔːtə(r)fɔːl/	wodospad
wave	/weɪv/	fala

Grammar 1 MP3 52

build a snowman	/ˌbɪld ə ˈsnəʊmæn/	lepić bałwana
get carsick	/ˌget ˈkɑː(r)sɪk/	dostać choroby lokomocyjnej

Listening and vocabulary MP3 53

attitude	/ˈætɪtjuːd/	nastawienie, postawa
cancel	/ˈkæns(ə)l/	odwołać, anulować
climate	/ˈklaɪmət/	klimat
cloud	/klaʊd/	chmura
cloudy	/ˈklaʊdi/	pochmurny
departure hall	/dɪˈpɑːtʃə(r) ˈhɔːl/	hala odlotów
flight	/flaɪt/	lot
fog	/fɒɡ/	mgła
foggy	/ˈfɒɡi/	mglisty
forecast	/ˈfɔː(r)kɑːst/	prognoza
freezing	/ˈfriːzɪŋ/	lodowato, przerożliwie zimno
frost	/frɒst/	mroź
frosty	/ˈfrɒsti/	mroźno
frozen	/ˈfrəʊz(ə)n/	zamrożnięty
get an impression	/ˌget ən ɪmˈpreʃ(ə)n/	odnosić wrażenie
heat	/hiːt/	upać, gorąco
ice	/aɪs/	lód

icy	/ˈaɪsi/	lodowaty, oblodzony
influence	/ˈɪnfluəns/	wpływać, oddziaływać
lightning	/ˈlaɪtnɪŋ/	błyskawica
mood	/muːd/	nastroj
motorway	/ˈməʊtə(r)weɪ/	autostrada
North Pole	/ˈnɔːθ ˈpəʊl/	Biegun Północny
prediction	/prɪˈdɪkʃ(ə)n/	przewidywanie, przepowiednia
rain	/reɪn/	deszcz
rainy	/ˈreɪni/	deszczowy
season	/ˈsiːz(ə)n/	pora roku
set off	/set ˈɒf/	wyruszać
shine	/ʃaɪn/	świecić (o słońcu)
snow	/snəʊ/	śnieg
snowy	/ˈsnəʊi/	śnieżny, ośnieżony
storm	/stɔː(r)m/	burza
stormy	/ˈstɔː(r)mɪ/	burzowy
sun	/sʌn/	słońce
sunny	/ˈsʌni/	słoneczny
sunshine	/ˈsʌnʃaɪn/	światło słoneczne
temperature	/ˈtempərɪtʃə(r)/	temperatura
thunder	/ˈθʌndə(r)/	grzmot
weather	/ˈweðə(r)/	pogoda
wind	/wɪnd/	wiatr
windy	/ˈwɪndi/	wietrzny

Grammar 2 MP3 54

make a mess	/ˌmeɪk ə ˈmes/	nabrudzić, nabałaganić
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Reading and vocabulary MP3 55

affect	/əˈfekt/	mieć wpływ (na coś)
avalanche	/ˈæv(ə)lɑːntʃ/	lawina
be caused by	/ˌbi ˈkɔːzd baɪ/	być wywołanym, spowodowanym przez coś
climate change	/ˈklaɪmət ˌtʃeɪndʒ/	zmiana klimatu
drought	/draʊt/	susza
earthquake	/ˈɜː(r)θkweɪk/	trzęsienie ziemi
electric shock	/ɪˌlektɪk ˈʃɒk/	porażenie prądem
electricity	/ɪˌlekˈtrɪsəti/	elektryczność
flood	/flʌd/	powódź
go missing	/ˌgəʊ ˈmɪsɪŋ/	zagać
heartbreaking	/ˈhɑː(r)tˌbreɪkɪŋ/	smutny, rozdzierający
hurricane	/ˈhʌrɪkeɪn/	serce
move away	/muːv əˈweɪ/	huragan
natural disaster	/ˈnætʃ(ə)rəl dɪˈzɑːstə(r)/	wyprowadzać się
plugged in	/ˈplʌgd ˈɪn/	kłeska żywotowa
rescue	/ˈreskjuː/	podłączony/ podłączona/ podłączone do prądu
scream	/skriːm/	ratować
search for	/ˈsɜː(r)tʃ fə(r)/	krzyczeć, wołać
shake	/ʃeɪk/	poszukiwać
silly	/ˈsɪli/	kogoś/czegoś
strike	/straɪk/	drzeć
		głupi, głupio
		uderzać

survive	/sə(r)ˈvaɪv/	przetrwąć, przeżyć
tectonic plates	/ˈtekˌtɒnɪk ˈpleɪts/	plyty tektoniczne
tragedy	/ˈtrædʒədi/	tragedia
tsunami	/tsuːˈnɑːmi/	tsunami
volcano	/vɒlˈkeɪnəʊ/	wybuch wulkanu
eruption	ˌɪrəpʃ(ə)n/	
wildfire	/ˈwaɪldfaɪə(r)/	niekontrolowany ogień, pożar

Speaking MP3 56

aquarium	/əˈkweɪnəm/	akwarium
bird-watching	/ˈbɜː(r)d ˌwɒtʃɪŋ/	obserwowanie ptaków
botanic garden	/bəˈtænɪk ˈɡɑː(r)d(ə)n/	ogród botaniczny
dive in the coral reef	/ˌdaɪv ɪn ðə ˈkɒrəl ˈriːf/	nurkować na rafie koralowej
do / go sightseeing	/ˌduːˌgəʊ ˈsaɪtˌsiːŋ/	zwiedzać
dolphin show	/ˌdɒlfɪn ʃəʊ/	pokaz delfinów
dull	/dʌl/	nudny
fishing	/ˈfɪʃɪŋ/	wędkowanie
go horse-riding	/ˌgəʊ ˈhɔː(r)s ˌraɪdɪŋ/	jeździć konno
holiday activities	/ˈhɒlɪdeɪ ækˌtɪvətiːz/	zajęcia wakacyjne
palm house	/ˈpɑːm haʊs/	palminiarnia, oranżeria
plant	/plɑːnt/	roślina
safari zoo	/səˈfɑːri ˌzuː/	zoo safari
trip	/ˈtrɪp/	wycieczka

Writing MP3 57

animal protection	/ˈænɪm(ə)l prəˌtektʃ(ə)n/	ochrona zwierząt
environmental problems	/ɪnvaɪr(ə)nˌment(ə)l ˈprɒbləmz/	problemy ekologiczne
generation	/ˌdʒenəˈreɪʃ(ə)n/	pokolenie
green issues	/ɡriːn ˈɪʃuːz/	kwestie ekologiczne
plastic bags	/ˌplæstɪk bæɡz/	plastikowe torby
protect nature	/prəˈtekt ˈneɪtʃə/	chronić przyrodę
recycle paper	/ˈriːsaɪk(ə)l ˌpeɪpə(r)/	utylizować papier
sort rubbish	/sɔː(r)t ˈrʌbɪʃ/	segregować śmieci
support a campaign	/səˌpɔː(r)t ə kæmˈpeɪn/	wspierać kampanię
take part in an environmental campaign	/teɪk ˌpɑː(r)t ɪn ən ɪnvaɪr(ə)nˌment(ə)l kæmˈpeɪn/	brać udział w kampanii ekologicznej
turn off dripping taps	/tɜː(r)n ɒf ˌdrɪpɪŋ ˈtæps/	zakręcać ciekące krany
use energy-saving bulbs	/juːz ˌenə(r)dʒi ˌseɪvɪŋ ˈbʌlbz/	używać żarówek energooszczędnych
waste food	/weɪst ˈfuːd/	marnować żywność

English in Use MP3 58

buttercup	/ˈbʌtə(r)kʌp/	jaskier
poisonous	/ˈpɔɪz(ə)nəs/	trujący

Challenge! MP3 59

beg	/beg/	błagać; żebrać
brehtaking	/ˈbreθˌteɪkɪŋ/	zapięający dech
calm	/kɑːm/	spokojny (o morzu)
deep	/diːp/	głęboki
disaster	/dɪˈzɑːstə(r)/	katastrofa; fiasko, klęska
flat	/flæt/	plaski
high	/haɪ/	wysoki
hilly	/ˈhɪli/	pagórkowaty
miss sb/sth	/ˈmɪs ˌsʌmbədi ˌsʌmθɪŋ/	tęsknić za kimś / spóźnić się na coś
rough	/rʌf/	wzbudzony (o morzu)
sandy	/ˈsændi/	piaszczysty
save	/seɪv/	oszczędzać; ratować, ocalić
shallow	/ˈʃæləʊ/	płytki
steep	/stiːp/	stromy
stony	/ˈstəʊni/	kamienisty
touch	/tʌtʃ/	dotykać; dotyczyć
wave	/weɪv/	fala; pomachać ręką



Complete all the exercises from this section in your notebook.

VOCABULARY

- 1 Find ten geographical features in the word snake below. Which of them are connected with water?



wildfire island hurricane sea boat fall plants fields forest strike river environment valley hills lake ice mountain sea earth stream

- 2 Translate the sentences into English.

- 1 Jest pochmurnie i mgliście.
- 2 Jest wietrznie, ale słonecznie.
- 3 Jest śnieżnie i mroźnie.
- 4 Jest deszczowo i burzowo.

- 3 Complete the sentences with the pairs of words below.

rescued, earthquake avalanche, caused
flood, affected survive, drought
went missing, struck

- 1 A lot of people after the tsunami in Thailand.
- 2 The was by some skiers.
- 3 Many children didn't another terrible in this part of Africa. The lack of water killed at least 260,000 people in Somalia.
- 4 I'm only alive because my father me from the ruins of our house after the in our village.
- 5 The recent in Great Britain the whole country really badly. A lot of houses and shops were completely under water.



- 4 Complete each pair of sentences with one word.

- 1 a I never listen to forecasts.
b People's moods often depend on the .
- 2 a I wouldn't want to live in a hot .
- b change is a really important problem.
- 3 a I don't like going out when it is outside in winter.
b When the temperature falls below point, I start feeding the birds.

GRAMMAR

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

- 1 If I (be) you, I (put) a warm coat on. It's really cold outside.
- 2 If the weather (stay) nice, we (go) for a walk this afternoon.
- 3 When spring (come), the weather (change) for the better.
- 4 (you / go) to live in a tropical country if you (have) lots of money to buy a house there?
- 5 (you / go) with me to the seaside if it (be) sunny tomorrow?
- 6 If you (heat) up ice, it (turn) into water.

- 6 Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.

ENGLISH IN USE

- 7 TRANSFORMACJE ZDAŃ (ZADANIE ZAMKNIĘTE)

W zadaniach 1–6 spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego (fragmentu) zdania. Zakreśl jedną z liter: A, B albo C.

- 1 I get seasick every time I travel by sea.
A I might get seasick if I travelled on the sea.
B I get seasick if I travel on the sea.
C I used to get seasick when I travelled on the sea.
- 2 We can't go skiing because there isn't enough snow.
A We can go skiing when it starts snowing.
B We might go skiing later if it starts snowing.
C We could go skiing if there was more snow.
- 3 I won't ride a bike to school if it rains.
A I will ride a bike to school only if it doesn't rain.
B I won't ride a bike to school because it rains.
C Unless it rains, I don't ride a bike to school.
- 4 In my opinion, children should be taught how to protect the environment.
A I would also add
B As far as I am concerned
C Another reason is that
- 5 A lot of people were rescued after the 2004 Indian Ocean earthquake and tsunami.
A were affected
B were saved
C went missing
- 6 A big earthquake struck Japan, but luckily there were no victims.
A touched
B attacked
C happened in



LISTENING

- 8 CD 2.17 DOBIERANIE** Usłyszysz dwukrotnie pięć wypowiedzi na temat natury. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This person

- A complains about one aspect of spending a holiday near nature.
- B describes a kind of therapy connected with nature.
- C didn't expect to enjoy being close to nature during a holiday.
- D expresses her disappointment with some people's attitude.
- E suggests where to go to be close to nature on a holiday.
- F gives an example of how climate change is going to influence their life.

- 9 CD 2.18 ODPOWIEDZI NA PYTANIA** Usłyszysz dwukrotnie wypowiedź Alexandra. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–4 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku angielskim.

- 1 Why does the speaker need to slow down on her holiday?
- 2 What sports does the speaker's father like doing on holiday?
- 3 Who does the speaker's mother spend time with in her work?
- 4 In the speaker's opinion, how should people spend their holiday?

SPEAKING

- 10 ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO** Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania.

Popatrz na zdjęcie 1., zdjęcie 2. i zdjęcie 3.

Twoja rodzina planuje spędzić tydzień wakacji w miejscu blisko natury, z dala od miasta. Wybierz tę propozycję, która wydaje Ci się najbardziej odpowiednia dla Twojej rodziny, i uzasadnij swój wybór. Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

- 1 Do you think that every holiday should be an educational experience? Why? / Why not?
- 2 Why do some people prefer to spend their holiday abroad rather than in their own country?



WRITING

- 11 WPIS NA FORUM** Przeczytaj polecenie i wypowiedz się na poniższy temat.

Ostatnio przeczytałeś/przeczytałaś artykuł sugerujący, że nie ma sensu uczyć młodsze dzieci, jak dbać o środowisko naturalne. Nie zgadzasz się z tym punktem widzenia. We wpisie na forum internetowym:

- opisz argument, który podaje autor artykułu,
- przedstaw swój pogląd na tę sprawę,
- uzasadnij swoje stanowisko i podaj swoje argumenty,
- zachęć czytelników forum do wyrażania swoich opinii na ten temat.

Napisz wypowiedź w języku angielskim. Rozwiń wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc słów w podanych już zdaniach zaczynających wypowiedź). Oceniane są: umiejętność pełnego przekazania informacji, spójność i logika wypowiedzi, zakres środków językowych oraz poprawność środków językowych.

Children and green issues

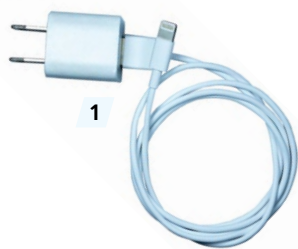
Hi everybody. I've recently read an article whose author claims that teaching young children how to take care of the environment makes no sense ...

8

IT WORKS!

VOCABULARY

using technical equipment



1 How much time do you usually spend on your phone or computer every day? Do you ever switch your phone off? Why? / Why not?

2 Match the words below with the items in pictures 1–11.

touch screen monitor icon webcam desktop
charger USB port mouse keyboard
on/off button headphones

3 CD 2.19 Listen and repeat the words and phrases from exercise 2.

4 Complete the sentences with the correct words from exercise 2.

- I always use to listen to music on the train so I don't disturb other people.
- I get a lot of fingerprints on the of my smartphone.
- Can I use your phone ? My mobile has just stopped working.
- The on the of my PC are really useful for opening files you want quickly.
- You can't see the letter 'e' any more on my – I've used it so much!

5 Complete the survey questions with the verbs below.

send post take make check go on
leave visit

Our phones and computers are really important to us, but we wondered just HOW important. Answer our survey questions to find out the answer.

How often do you do these things?

a lot • not very often • hardly ever

- ☐ calls on your phone?
- ☐ your email?
- ☐ a comment online?
- ☐ photos or videos on your phone?
- ☐ websites?
- ☐ text messages?
- ☐ a social networking site?
- ☐ a voice message?



6 Work in pairs. Do the survey in exercise 5. Then present the answers to the class.

7 CD 2.20 Listen to a boy talking about his answers to the survey in exercise 5. Which of the activities in exercise 5 does he NOT do very often?

VOCABULARY CHALLENGE! Unit 8, page 112, exercise 1

8 Work in pairs. Tell your partner about the things below.

- a good website you've browsed recently
- a great series you watch online
- a new electronic item you've bought recently
- what you like or dislike about your phone, tablet or laptop

9 WHAT DO YOU THINK? Work in pairs and discuss the question. Use the ideas below to help you.

Do you agree that young people spend too much time on their phones and computers? Why? / Why not?

Yes: should read more books • do sports • meet people more

No: can communicate with more people • develop important skills • learn things • have fun

1 What jobs do you think robots do now and what jobs will they do in the future?

2 **CD 2.21** **LANGUAGE IN CONTEXT** Read and listen to an interview from a robot exhibition. Do the people mention the same jobs as you did in exercise 1?

Interviewer Professor Green, the robots at this exhibition are new and have been designed recently. But how long ago was the first robot invented?

Prof Green Well, the first real robot was made in 1954. However, robots were not used widely in the US then. In the 1980s, most robots were made in Japan.

Interviewer Are robots used in space exploration?

Prof Green Yes, they are. Since 1997, five robots on wheels have been sent to Mars!

Interviewer Where else are robots used now?

Prof Green They are used in many workplaces. For example cars are now built by robots. Soon they will be used in people's homes everywhere. Our houses will be cleaned by robots and our meals will be cooked by robots!

Interviewer And what about your job? Will students be taught by robots in the future?

Prof Green No, I'm safe. Robots haven't been designed yet to think like people think. Students have always been taught by teachers and that will continue!

3 **ANALYSE** Look at the underlined verb forms in the dialogue. Then, copy and complete the table with the correct words.

	Present simple passive: <i>am/is/are + past participle</i>	Past simple passive: <i>was/were + past participle</i>	Present perfect passive: <i>has/have + been + past participle</i>	Will passive: <i>will + be + past participle</i>
Affirmative	Robots ¹ in many workplaces.	The first robot was made in 1954.	These robots ⁵ recently.	Our houses will be cleaned by robots in the future.
Negative	Robots aren't used in education.	Robots ³ widely then.	Robots haven't been designed to think yet.	Students ⁷ by robots.
Yes/No question	² robots in space exploration?	Were robots used widely in the US?	Have robots been sent to Mars?	Will students ⁸ by robots?
Wh-question	Where are robots used now?	When ⁴ the first robot ?	Where ⁶ robots sent?	When will our meals be prepared by robots?

4 Which sentences are active and which are passive?

- 1 A student left a laptop in a classroom.
- 2 Smartphones are often stolen from classrooms.
- 3 These robots have been made recently.
- 4 We won't use plugs anymore in the near future.

5 **PRACTISE** Are the rules about using the passive true or false?

We use the passive

- 1 when we don't know the person who does the action.
- 2 when the person who does the action isn't important.
- 3 when we are interested in who or what does something.

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

- 1 by / *Macbeth* / written / was / Shakespeare / .
- 2 be / by / solar power / everything / will / charged / .
- 3 in this country / hasn't / published / this book / been / yet / .
- 4 sold / these computers / in the shopping centre / are / .
- 5 printed / from your computer / this file / was / ?
- 6 been / new PC / yet / delivered / your / has / ?

GRAMMAR CHALLENGE! Unit 8, page 112, exercise 1

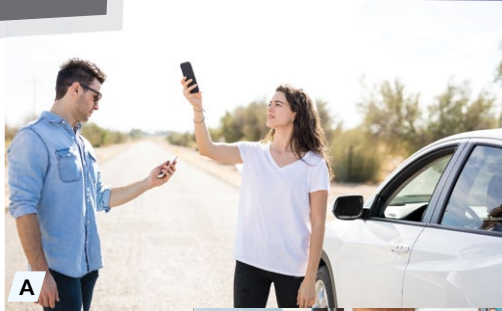
7 Rewrite the active sentences using the passive.

- 1 They won't produce these laptops after the end of this year. These laptops .
- 2 They've sold millions of these phones all around the world. Millions .
- 3 Someone phoned me last night, but I don't know who the caller was. I .
- 4 They didn't include the instructions with the new TV, and dad's having trouble setting it up. The instructions .
- 5 They store a lot of paintings at the back of the gallery, and people don't ever see them. A lot of paintings .
- 6 Where did they make this delicious cheese? Where .
- 7 They'll broadcast the new TV series next month. The new TV series .
- 8 People haven't seen wild wolves in England for a very long time. Wild wolves .

8 **NOW YOU DO IT** Work in pairs. Tell your partner about the things below.

- 1 something new in your area that was built last year
- 2 something interesting that has been advertised recently
- 3 a product that is made in Poland
- 4 something that is done every day at your school
- 5 something you think will be invented in the future

GRAMMAR REFERENCE page 133



1 Discuss the questions.

- Do you often have problems when you're using technology? What kind of problems are the worst?
- What is happening in the pictures? How do you think the people are feeling? Would you feel the same?

2 Complete the comments on the website with the words and phrases below.

nothing worked a funny noise phone signal
out of order internet connection crashed
broke down ran out

Had a technical problem?
Here's your chance to share your stories!

- Where I live there's often no ! I have to stand in the garden to phone my friends.
- We've got a very slow in our area. It takes forever to get on some websites. Sometimes we lose it completely!
- My PC last week. The screen went blue and . I lost all my files.
- I was on holiday last month and my phone battery . I'd forgotten to take my charger! Terrible!
- We were driving along the motorway and my dad's car . It was an electrical problem, and we had to get someone to fix it.
- The cashpoint near my home is again! That's the third time this month.
- My hairdryer is making . I think it's going to stop working soon.

3 Have you had any technical problems recently? What happened?

4 **CD 2.22** Listen to some people talking in four different situations. Where might you hear them speaking? Choose the correct option.

Text 1: at home / at school / in a shop

Text 2: in an IT lesson / at a technology exhibition / in a computer factory

Text 3: on a train / at a garage / on the road

Text 4: at a police station / on the radio / at school

5 **CD 2.22** Listen again. Choose the correct answers.

Text 1: What does the boy want to do?

- buy some new games
- ask someone to repair his laptop
- get a new computer

Text 2: What is the group going to do last?

- have lunch
- meet at 3 p.m.
- go to a lesson about computers

Text 3: What was the problem with the car?

- The woman ran out of petrol.
- The car stopped for no clear reason.
- There was a funny noise in the engine.

Text 4: Which is the correct order of events in Jack's story?

- Jack completed his project, clicked on the link and contacted the police.
- Jack clicked on the link, contacted the police and completed his project.
- Jack clicked on the link, completed his project and contacted the police.

6 Have you had a computer virus recently? What happened?

7 **CD 2.23** Listen to someone describing a survey about computer problems. Make notes in English or Polish to describe some of the findings of the survey.

8 **CD 2.23** Listen again. Are the statements facts or opinions?

- A majority of the people surveyed reported recent computer problems.
- Computer viruses are more complicated than before.
- Progress in technology means viruses are harder to fight.
- The speaker has personal experience with such problems.

9 Work in pairs. Discuss the questions, using the prompts below.

- What do you do when you have a problem with an electrical or electronic device (a computer, phone, car, TV, hairdryer, etc.)?
- When do you do the things below? Why?
 - try to fix it yourself
 - ask a friend to fix it
 - look online for advice about how to fix it
 - pay an expert to fix it
 - buy a new one

If my hairdryer isn't working, ... • If I lose my internet connection, ... • If the tyre of my bike is flat, ... • If water comes out of the dishwasher, ...

- 1** Have you ever lost your smartphone? What did you do? If not, what would you do if you lost it?

2 LANGUAGE IN CONTEXT Read the message and answer the questions.

- What things were left in the classroom?
- Who found them?
- Why did May write the message to Paul?

Paul,
Someone said on the school radio that a cleaner **had found** a laptop and a new smartphone in Room 10. He said that someone **had left** the laptop on a desk and the phone – on a cupboard shelf. Could this be your phone? Last night you told me that someone **had stolen** it from you. I called your brother, but he said that you **were waiting** for a doctor to see you. I talked to the school secretary, but she told me that you **could phone** her if you were ill and that **you would need** to describe your phone in detail. She also said that students **lost** their electronic gadgets because they didn't keep them in their bags. Maybe you were in a hurry and left your phone at school? Phone the school secretary when you get back from the doctor and let me know if it's your phone.
Bye, May

3 ANALYSE Look at the highlighted forms in the text. Then copy and complete the table with the correct words.

Direct speech	Reported speech
present simple "Every year students lose their electronic items."	past simple She said that every year students ¹ their electronic items.
present continuous "He is waiting for a doctor to see him."	past continuous He said you ² for a doctor to see you.
present perfect "A cleaner has found a laptop and a new smartphone in Room 10."	past perfect He said a cleaner ³ a laptop and a new smartphone in Room 10.
past simple "Someone stole it from me."	past perfect You told me that someone ⁴ it from you.
will "You will need to describe your phone in detail."	would She said you ⁵ to describe your phone in detail.
can "He can phone me."	could She told me that you ⁶ her.

4 Are the rules about using reported speech true or false?

- We use reported speech to tell other people what to say.
- We can use both *say* and *tell* to report statements.
- When we use *tell*, we don't have to mention the person being spoken to.

! Tip

In reported speech, we also need to change:

- expressions referring to time and place, e.g. *now* → *then* / *at that time*, *today* → *that day*, *yesterday* → *the day before*, *tomorrow* → *the next/following day*, *three hours ago* → *three hours earlier/before*, *here* → *there*
- possessive adjectives and pronouns, e.g. *my* → *his/her*, *our* → *their*, *this/these* → *that/those*, *I* → *he/she*, *we* → *they*, *me* → *him/her*, *us* → *them*

5 PRACTISE Change the underlined verbs so that they are in reported speech. Do you think the sentences are true?

- The inventor said that robots will replace teachers in schools in the future.
- The man said that you can learn a foreign language using special apps, without a teacher.
- The shop assistant said that all electronic devices break down after two or three years.
- The woman said that hackers have used computer viruses to break into many banks and institutions all over the world.
- The engineer said that technology is developing really fast nowadays.

6 Rewrite the sentences in reported speech.

- 'I lost my headphones last week', Peter said.
- 'My computer has crashed – I can't do anything on it', Craig told me.
- 'You will get a full refund', the shop assistant said.
- 'The dishwasher is making funny noises', my mother said.
- 'I can't fix this keyboard', my brother told me.
- 'I try not to waste electricity', Sheila said.

7 Complete the second sentence so that it means the same as the first. Use no more than five words. Do not change the words given.

- 'They filmed *Game of Thrones* in Ireland', the actor said.
The actor said that *Game of Thrones* in Ireland.
- 'We have just sold out of all the latest game consoles', the shop assistant said to me.
The shop assistant told sold out of all the latest game consoles.
- 'I can't take the mouse back to the shop because I don't have the receipt', Mia said.
Mia said that the mouse back to the shop because she didn't have the receipt.
- 'Dangerous jobs will be done by robots in the near future', the man said.
The man said that done by robots in the near future.

8 NOW YOU DO IT Work in pairs. Use the reported speech to talk to each other about the most interesting piece of news you've heard recently.



- 1 Work in pairs. Look at the posters for the following science fiction films. What do the stories in them have in common? Do you like any of these films? Why? / Why not? If you haven't seen any of them which one would you like to watch?
- 2 Work in groups. Read the definition of Artificial Intelligence (AI). Make a list of things you know about this technology. How is it used? In what areas of life? Compare your lists as a class.
- 3 Work in pairs. Look at the images 1–3 and choose one that could be used to advertise a festival devoted to Artificial Intelligence that would attract young people. Why do you reject the other ones?
- 4 **CD 2.24** Read the text and answer the questions.

Artificial Intelligence (AI)

the use of computer technology to make computers and other machines think and do things in the way that people can

1 What uses of AI are mentioned in the text?

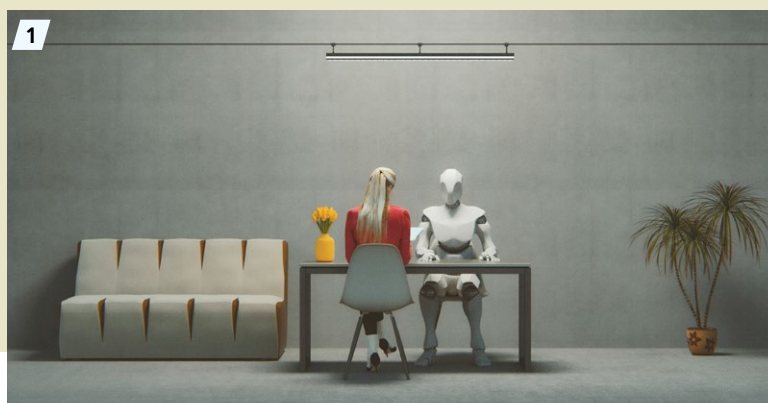
2 Why isn't Tom's friend keen on AI?

AI – OUR HOPES AND FEARS

'I'm excited about the prospects that AI will bring', said Tom in a casual conversation last weekend. ¹ To be honest, I've never been fascinated by technological gimmicks, **virtual reality**, augmented reality, **innovative** apps or super **smart devices**. Call me old-fashioned, but I believe humans should think for themselves, solve their own problems and analyse information using their brains, intuition and knowledge.

So, when Tom came up with that sentence, I knew I would have to defend my position. ² We already communicate with machines like chatbots, for example, when we contact customer helplines. There are even special artificial programming languages such as Python or C++ that enables this human-like interaction. I've heard of autonomous vehicles like driverless cars and locomotives that are likely to hit our roads and rail tracks one day thanks to AI technology that will be able to imitate the behaviour of human drivers. ³ Not really, I'd rather talk to a real human and not leave driving to a machine! Anyway, Tom carried on like a true digital native, and you could see how his excitement wasn't going to wear off. He was particularly keen on the use of AI in the fields like medicine where very **advanced** healthcare apps which will be able to spot the signs of many diseases, diagnose them, **process** the data and send it to your GP. Fair enough. That's a big advantage, I must admit.

I didn't want to spoil Tom's enjoyment, but I thought I should ask him about the downsides of AI such as its questionable ethics. ⁴ What will happen to this information? Who will take advantage of it? We need some new legal solutions to prevent identity theft or **Internet fraud**. What about, for example, deepfakes when AI can produce fake voices or deliver images of people saying whatever the designer wants. It's already happening! Tom went quiet for a moment and then replied 'Without AI you wouldn't be able to see Peter Crushing, as Grand Moff Tarkin, speak in *Rogue One: A Star Wars Story* as if he was alive!' Well, I'm not a *Star Wars* fan, so again I didn't share his enthusiasm.

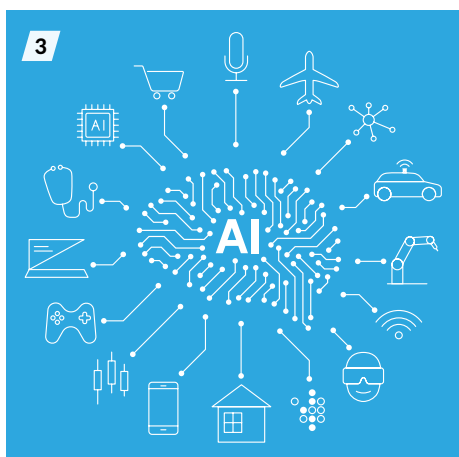
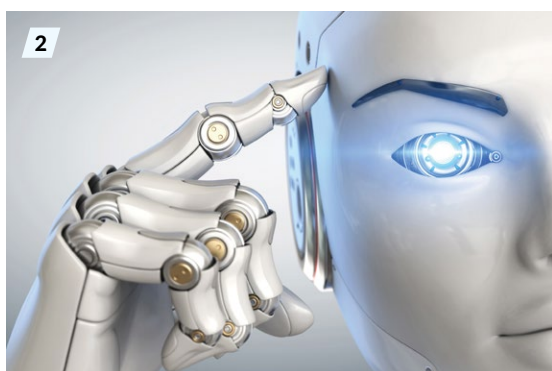


5 Read the text again. Complete gaps 1–4 with sentences A–E. There is one extra sentence.

- A Do I approve of the ideas or like them at least?
- B He also admitted that it might be a problem.
- C Well, perhaps not all that he said sounded **revolutionary** or unacceptable to me.
- D For example, AI technology will be able to collect lots of data about all of us.
- E Tom said he'd just been to an amazing AI festival, and that I needed to hear all the news.

6 Read the text in exercise 3 again and complete the email below.

Hi Rob,
I've just read an interesting blog entry about AI. The blogger, who seems quite sceptical about it, described ¹ with his friend about the technology. The blogger's friend had been to some AI festival and sounded ² about it, especially its use in the field of medicine. It might interest you because AI will allow future doctors, like you, to get the information about ³ and their health problems through an app. What I found interesting was the ethical aspect of this technology such as deepfakes. I agree with the blogger that we must introduce new laws to make sure that AI won't ⁴ unethically. I'll send you the link to the blog. Worth reading ☺
Take care,
Nina



7 Work in pairs and answer the questions.

- 1 Do you share Tom's excitement about AI, or are you more sceptical? Why?
- 2 Would you like to have your body monitored all the time for health reasons? Why? / Why not?
- 3 Who may benefit from deepfakes? What are the threats associated with them?

Vocabulary development

8 Complete the sentences with the correct highlighted words from the text in exercise 4.

- 1 We will spend more and more time in **(rzeczywistości wirtualnej)**, playing games or communicating with other people.
- 2 AI may cause **(rewolucyjne)** changes in our lives.
- 3 I think that AI is a very **(innowacyjną i zaawansowaną)** technology.
- 4 This **(inteligentne urządzenie)** helps you learn more about your health.
- 5 This app will **(przetworzy)** the information for you, saving you lots of time.
- 6 AI technology may make **(oszustwa internetowe)** easier to commit.

VOCABULARY CHALLENGE! Unit 8, page 112, exercises 1 and 2

9 Work in pairs. Imagine you are working on an innovative app which will make young people's lives easier. Work in pairs and make notes, then describe your app to the class. Use the phrases below to help you.

Our app will let you ...
It will also make it possible to ...
It will be really innovative because ...
It will be especially useful to ...
It will cost ... / It will be free.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 Where might the woman be? How can you describe her emotions?
- 2 What changes might the future bring to the ways in which people work?

1 Work in pairs. Answer the questions.

- Have you ever bought anything faulty which you did not return to the shop? If so, why didn't you do it?
- What items do people take back to the shops most often? Why?

2 **CD 2.25** Read and listen to the dialogue. What is the problem with the tablet?



- Shop assistant: Good morning. Can I help you?
- Customer: Yes. I bought this tablet last week, and I'm afraid it isn't working properly.
- Shop assistant: Oh, I see. What exactly is the problem with it?
- Customer: I think it's **just stuck**. The screen doesn't respond at all.
- Shop assistant: Have you tried **switching it off and on again**?
- Customer: Yes, I have, but it didn't help.
- Shop assistant: Oh well. Would you like to exchange it or get your money back?
- Customer: Actually, I'd like **to get a full refund**, please.
- Shop assistant: Have you got the receipt, please?
- Customer: I'm afraid I haven't. I think I've lost it.
- Shop assistant: Well, I'm terribly sorry, but we can't give you a refund without the receipt.
- Customer: Oh, this isn't fair. I bought it here. Perhaps I could speak to the manager?
- Shop assistant: **Well, it might be difficult as he's in a meeting. I'm sorry I can't be of more help.**

3 Who do you think usually says the sentences below: the shop assistant (SA) or the customer (C)?

PHRASE BANK

- I'm afraid it's broken down.*
- Have you got the receipt, please?*
- I'd like to get a full refund, please.*
- Would you like to exchange it for a new one?*
- Would you like us to repair it for you?*
- Well, actually I'd like my money back.*
- What exactly is the problem with it?*
- I think there's something missing.*

4 Work in pairs. Practise reading the dialogue in exercise 2, changing the words in red. Use the prompts below and your own ideas.

Product	Problem	Solution
wireless headphones	they don't play any music	try charging them
camera	it doesn't turn on	try using new batteries
computer game	crashes	try reinstalling it

5 **CD 2.26** Listen to someone calling a help desk. Complete the sentences with the correct words.

- The customer is calling about his problem with . He can't get to the Net.
- The help desk technician asks about the in the modem.
- She suggests the card and putting it back in again.
- In the end, the customer wipes the card with a and the modem starts working.

6 **CD 2.26** Write sentences from the prompts. Then listen again and check your answers.

- work / make it / I / can't
- all / it's / just / working / not / at
- again / try / putting / it / back / in / please
- afraid / it's / I'm / problem / the same / still

7 Complete the dialogue using the correct form of the words in brackets. Use no more than three words.

- X Good morning, can I help you?
- Y Hello, I'm afraid my cell phone ¹ (*break*).
- X OK. What exactly is the problem?
- Y Well, I simply can't ² (*make*) work.
- X All right. Would you like ³ (*change*) for a new one?
- Y Actually, I'd like a full refund please.

8 Work in pairs and role-play the dialogues.

- 1 A Zapytaj klienta, w czym tkwi problem.
B Opisz problem techniczny w Twoim komputerze.

- 2 A Poproś o zwrot pieniędzy za wadliwy towar.
B Poproś o paragon.

- 3 A Poproś klienta, aby wyłączył i włączył telefon.
B Powiedz, że już to zrobiłeś/zrobiłaś, ale nie przyniosło to żadnego rezultatu.

- 4 A Opisz jakiś problem techniczny i zapytaj, co masz zrobić w tej sytuacji.
B Zaproponuj jakieś rozwiązanie.

9 Work in pairs. Role-play the dialogue, using the language from this lesson. Then swap roles and do the task again.

Uczeń A

Chcesz zwrócić do sklepu uszkodzony odtwarzacz DVD. Rozmawiasz ze sprzedawcą.

- Powiedz, kiedy kupiłeś/kupiłaś produkt, i opisz jego wady.
- Powiedz, czego oczekujesz od sklepu.

Uczeń B

Jesteś sprzedawcą w sklepie RTV AGD. Rozmawiasz z klientem, który chce zareklamować kupiony produkt. Twój szef polecił Ci, aby proponować klientom naprawę lub wymianę towaru i nie dokonywać zwrotu kosztów bez jego zgody.

- 1** Work in pairs. Read the list of the possible negative effects of overusing technology. Which two of these problems are the most serious? Why do you think so?

PEOPLE WHO OVERUSE TECHNOLOGY OFTEN:

- feel depressed and stressed,
- do not have close relationships with others,
- have problems with concentration,
- have health problems such as neck and back pain,
- waste a lot of electricity and cause pollution,
- put on weight quickly,
- sleep badly.

- 2** Read the letter to the editor of a magazine about the problem of overusing technology. Which of the points from the list in exercise 1 are mentioned?

Dear Editor,

I am writing in connection with the article you published last Friday in your online edition of *Hot Issues*. The author of the article thinks that young people spend too much time online and have all kinds of problems because of it. I must say I agree with this view.

People who spend a lot of time on social media rarely meet their friends face-to-face. As a result, they cannot read the body language of other people very well and understand how others feel. They also communicate using few words or just emoticons. That's why I am not surprised when I hear that many young people have few close friends and often feel depressed or lonely.

What's more, when people are connected to the Net non-stop, their bodies and minds feel that they should always be ready to react to new messages. Consequently, they feel tense and they are stressed. Also, the stress has a negative effect on their memory, and they often cannot concentrate for longer periods of time. What's worse, people who spend on average five hours a day online often cannot remember simple things very well.

I know that life without technology is impossible, but isn't it time to stop and think about it all? If we do not want to get addicted to smartphones, we should spend less time with our smart devices and more time with real people. I look forward to reading other people's comments on the article.

Yours faithfully,
XYZ

- 3** Read the letter in exercise 2 again. Which of the tasks (1-2) does it match? Give reasons for your choice.

Task 1

Przeczytałeś/Przeczytałaś w czasopiśmie internetowym artykuł na temat skutków nadużywania nowoczesnych technologii internetowych. Napisz list do redakcji czasopisma, w którym zgodzisz się z opinią autora, podasz przykłady takich nadużyć i zaproponujesz rozwiązania tych problemów.

Task 2

Przeczytałeś/Przeczytałaś w czasopiśmie internetowym artykuł na temat niewłaściwego wykorzystania nowych technologii przez młodych ludzi. Napisz list do redakcji czasopisma, w którym zgodzisz się z opinią autora, podasz przykłady takich nadużyć i przedstawisz ich skutki.

- 4** Which of the expressions can you find in the letter in exercise 2? Copy and complete the table with the correct phrases. Then translate them into your own language.

As a result, ... What's more, ... What's worse, ...
Unfortunately, ... So, ... In addition, ... Sadly, ...
Another thing is that ... Consequently, ... That's why ...
Also, ... I'm not surprised when I hear that ...

Expressing a result	
Saying how you feel about a problem	
Adding information	

- 5** Connect the sentences using the words and phrases from exercise 4.

- 1 People overuse smartphones. They have poor eyesight. *Unfortunately, people overuse smartphones. As a result, they have poor eyesight.*
- 2 Cars are very convenient. People use them more than they should.
- 3 Children play too many computer games. Their concentration at school is poor.
- 4 Teenagers spend hours in front of the computer screen. They have no time for their homework.
- 5 People produce too much rubbish. They waste a lot of energy.
- 6 Children eat too much junk food and do little exercise. They become overweight and unfit.
- 7 Adults spend too much time in front of their computers. Their children do the same.
- 8 There are too many subjects to study at school. Students do not do well in all of them.

- 6** Work in pairs. Read the writing task in exercise 7. Discuss the questions and make notes.

- 1 How popular are computer games among children?
- 2 How much time do you think children spend on their computers or phones playing computer games?
- 3 What problems may this cause? Think about their schoolwork, friendships, fitness.
- 4 Can playing computer games make children aggressive? In what way?

- 7** Read the instructions and do the writing task.

W internetowym wydaniu czasopisma młodzieżowego przeczytałeś/przeczytałaś artykuł na temat negatywnego wpływu gier komputerowych na dzieci. Napisz **akapit listu** (100-150 wyrazów) do redakcji czasopisma, w którym zgodzisz się z opinią autora i przedstawisz negatywne skutki grania w gry komputerowe zbyt długo i często.

1 Which of the words in 1–5 can you NOT use with the words in bold?

- 1 innovative / digital / virtual **world**
- 2 get / give / complain **a refund**
- 3 make / do / take **decisions**
- 4 smart / innovative / fresh **device**
- 5 use / discover / invent **a new machine**

! Watch out

invent = wynaleźć coś zupełnie nowego

discover = odkryć, odnaleźć coś, co już istniało, często przez przypadek

2 Complete the gaps with **invent** or **discover**.

- | | |
|---|-------------------------------------|
| 1 ☐ a new land | 4 ☐ a story |
| 2 ☐ a smartphone | 5 ☐ a secret |
| 3 ☐ the truth | 6 ☐ an app |

3 Complete each pair of sentences with one word.

- 1 ☐
 - When I have some free time, I just ... the Net.
 - Most customers come to our shop just to ... before they buy things online.
- 2 ☐
 - If you want to make it work, just press this ...
 - I've lost a ... on my trousers.
- 3 ☐
 - Will you ... this letter for me, if you're going out now?
 - Why don't you ... a comment and tell us what you think?
- 4 ☐
 - My battery ... out, so I couldn't contact anyone.
 - We ... out of milk, so I had to go to the shop to get some.
- 5 ☐
 - You must do it. That's an ...
 - I'm afraid this lift is out of ...
- 6 ☐
 - When my mum was cleaning the attic, she ... some old letters.
 - Alexander Fleming ... penicillin by chance.

4 Choose the correct answer to complete the mini-dialogues.

- 1 **X** What seems to be the problem with your phone?
Y ☐
X Have you charged it properly?
a I just can't switch it back on.
b I'd like a full refund, please.
c I don't think it's my fault.
- 2 **X** I can't get connected.
Y ☐
X I have no idea.
a What would we do? **b** What will be done?
c What do we do?
- 3 **X** ☐
Y Do you know how to fix it?
X No, but my dad does.
a We have a brand new TV set.
b I have to return the blender to the shop.
c My hairdryer is making a funny noise.

- 4 **X** We've lost the connection completely.

Y ☐

- a** What's worse, the battery is very low too.
b As a result, we will be able to contact them in a minute.
c In addition, we need to send an email.

- 5 **X** I'm afraid I've broken your remote control.

Y ☐

- a** Take care. **b** Watch out! **c** Never mind.

5 Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.

- 1 People will invent a lot of new gadgets in the future. **BE**
A lot of ☐ in the future.
- 2 They did not make all the necessary changes on time, so the project failed. **MADE**
All the necessary changes ☐ on time, so the project failed.
- 3 It may be a good idea to turn the device off and on again. **TRY**
Why don't ☐ off and on again?
- 4 The gun is the worst thing that has ever been invented. **WORSE**
People ☐ than the gun.

6 Work in pairs. Take turns to give definitions of these words below. Ask your partner to guess the word. Use the phrases to help you.

charger webcam headphones broadband keyboard
screen saver mouse app software upload exchange
break down cyberbullying click on

It's something used for ... • We use it / need it to ... •
You can see it ... • It's made of ... •
It's what you do when you ... • It means ...

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 Do we rely too much on technology these days? Why? / Why not? How long would you be able to survive without the Internet or electricity?
- 2 Would you like to try living like people did 100 years ago for a week or two? Why? / Why not? What could be interesting about it?

Vocabulary MP3 60

charger	/ˈtʃɑː(r)dʒə(r)/	ładowarka
check your emails	/ˌtʃek ʒə(r) ˈiːmeɪlz/	sprawdzać e-maile
desktop	/ˈdesktoʊp/	pulpit (w komputerze)
disturb	/dɪˈstɜː(r)b/	przeszkadzać
go on a social networking site	/gəʊ ɒn ə ˌsəʊʃ(ə)l ˈnetwɜː(r)kɪŋ ˌsaɪt/	wchodzić na portal społecznościowy
headphones	/ˈhedfəʊnz/	sluchawki
icon	/ˈaɪkən/	ikona
It works!	/ɪt ˈwɜː(r)ks/	To działa!
keyboard	/ˈkiːboː(r)d/	klawiatura
laptop	/ˈlæptɒp/	laptop
leave a voice message	/ˌliːv ə ˈvoɪs ˌmesɪdʒ/	zostawić wiadomość głosową
make a call	/ˌmeɪk ə ˈkɔːl/	dzwonić
monitor	/ˈmɒnɪtə(r)/	monitor
mouse	/maʊs/	myszka
on / off button	/ɒn, ˈɒf ˌbʌt(ə)n/	włącznik / wyłącznik
PC (personal computer)	/piː ˈsiː, ˌpɜː(r)s(ə)nəl kəmˈpjʊːtə(r)/	pecet, komputer osobisty
post a comment	/ˌpəʊst ə ˈkɒment/	zamieszczać komentarz
screen	/skriːn/	ekran
send a text message / text	/ˌsend ə ˈtekst ˌmesɪdʒ, ˈtekst/	wysłać SMS
smartphone	/ˈsmɑː(r)tʃəʊn/	smartfon
survey	/ˈsɜː(r)veɪ/	ankieta
take photos / videos	/ˌteɪk ˈfəʊtəʊz, ˈvɪdɪəʊz/	robić zdjęcia / nagrywać filmy
touch screen	/ˈtʌtʃ skriːn/	ekran dotykowy
USB port	/ˌjuː ɛs ˈbiː ˌpɔː(r)t/	port USB
useful	/ˈjuːsf(ə)l/	przydatny, użyteczny
visit / browse a website	/ˌvɪzɪt, ˌbraʊz ə ˈwebsaɪt/	odwiedzać / przeglądać stronę internetową
webcam	/ˈwebkæm/	kamera internetowa

Grammar 1 MP3 61

broadcast	/ˈbrɔːdkɑːst/	transmitować, nadawać
design	/dɪˈzaɪn/	projektować
exhibition	/ˌeksɪˈbɪʃ(ə)n/	wystawa
gadget	/ˈgædʒɪt/	gadżet
instructions	/ɪnˈstrʌkʃ(ə)nz/	instrukcja
plug	/plʌɡ/	wtyczka

Listening and vocabulary MP3 62

battery	/ˈbæʃ(ə)ri/	bateria
be out of order	/biː ˌaʊt əv ˈɔː(r)də(r)/	być uszkodzonym, niesprawnym
break down	/breɪk ˈdaʊn/	popuścić się
computer virus	/kəmˈpjʊːtə(r) ˈvaɪrəs/	wirus komputerowy
crash	/kræʃ/	popuścić się, zawiesić (np. o komputerze)
engine	/ˈendʒɪn/	silnik

fix sth	/ˈfiks ˌsʌmθɪŋ/	naprawiać coś
lose files	/ˌluːz ˈfaɪlz/	tracić pliki
make a funny noise	/ˌmeɪk ə ˈfʌni ˈnɔɪz/	wydawać dziwne odgłosy
no phone signal	/ˌnəʊ ˈfəʊn ˈsɪɡn(ə)l/	brak sygnału telefonicznego
not work	/ˌnɒt ˈwɜː(r)k/	nie działać
petrol	/ˈpetrəl/	benzyna
run out	/rʌn ˈaʊt/	skończyć się, wyczerpać
slow internet connection	/sləʊ ˈɪntə(r)net kəˌnekʃ(ə)n/	wolne połączenie internetowe
switch sth on / off	/ˌswɪtʃ ˌsʌmθɪŋ ˈɒn, ˈɒf/	włączać / wyłączać

Grammar 2 MP3 63

app	/æp/	aplikacja
cleaner	/ˈkliːnə(r)/	sprzątac / sprzątaczką
receipt	/ˈriːsiːt/	paragon
take sth back to a shop	/ˌteɪk ˌsʌmθɪŋ ˈbæk tə ə ˌʃɒp/	zwracać coś do sklepu
waste electricity	/ˌweɪst ɪˌlektˈrɪsɪti/	marnować energię elektryczną

Reading and vocabulary MP3 64

advanced	/ədˈvɑːnst/	zaawansowany
artificial	/ˌɑː(r)tɪˈfɪʃ(ə)l/	sztuczny
augmented reality	/ˌɔːɡˌmentɪd ˈriːæləti/	rzeczywistość rozszerzona (połączenie świata prawdziwego i komputerowego)
autonomous vehicle	/ˌɔːtənəməs ˈviːɪkl/	pojazd autonomiczny
brain	/breɪn/	mózg
casual	/ˈkæʒ(ə)l	swobodna, luźna
conversation	/ˌkɒnvə(r)ˈseɪʃ(ə)n/	rozmowa
deepfake	/ˈdiːpfek/	cyfrowa technika łączenia obrazów wykorzystywana do oszustw internetowych
defend one's position	/dɪˈfend wʌnz pəˈzɪʃ(ə)n/	bronić swojego stanowiska
digital native	/ˌdɪdʒɪt(ə)l ˈneɪtɪv/	„cyfrowy tubylec”, osoba swobodnie posługująca się cyfrowymi technologiami
downside	/ˈdaʊnsaɪd/	wada
enable	/ɪˈneɪbl/	umożliwiać
gimmick	/ˈɡɪmɪk/	trik, sztuczka; gadżet
identity theft	/aɪˈdentɪti θeft/	kradzież tożsamości
image	/ˈɪmɪdʒ/	wizerunek
imitate	/ˈɪmɪteɪt/	naśladować
innovative	/ˈɪnəvətɪv/	innowacyjny
internet fraud	/ˈɪntə(r)net frɔːd/	oszustwo internetowe
legal solutions	/ˌliːɡəl səˈluːʃənz/	rozwiązania prawne
old-fashioned	/ˌəʊld ˈfæʃ(ə)nd/	staromodny
process	/ˈprəːses/	przetwarzać

prospect	/ˈprɒspekt/	szanse; perspektywy
questionable	/ˈkwɛstʃənəbl/	wątpliwy; problematyczny
rail tracks	/ˈreɪl trækks/	tory kolejowe
revolutionary	/ˌrevəˈluːʃ(ə)n(ə)ri/	rewolucyjny
smart device	/ˌsmɑː(r)t ˈdɪvaɪs/	inteligentne urządzenie
spot	/spɒt/	zauważyć
take advantage of sth	/ˌteɪk ədˈvɑːntɪdʒ əv sʌmθɪŋ/	wykorzystać coś
virtual reality	/ˌvɜː(r)tʃʊəl ˈriːæləti/	wirtualna rzeczywistość

Speaking MP3 65

be broken down	/biː ˌbrɒkən ˈdaʊn/	być popsutym
be / get stuck	/biː ˌget ˈstʌk/	zawiesić się, zaciąć
common problem	/ˌkɒmən ˈprɒbləm/	powszechny problem
complain about sth	/kəmˈpleɪn əˌbaʊt ˌsʌmθɪŋ/	składać reklamację na coś
exchange	/ɪksˈtʃeɪndʒ/	wymieniać
faulty	/ˈfɔːlti/	wadliwy
get a full refund	/get ə ˌfʊl ˈriːfʌnd/	dostać zwrot całej sumy
help desk	/ˌhelp desk	technik
technician	tekˈnɪʃ(ə)n/	komputerowy
insert a card	/ɪnˌsɜː(r)t ə ˈkɑː(r)d/	wkładać kartę
MP4 player	/ˌem piː ˈfɔː(r) ˌpleɪə(r)/	odtwarzacz MP4
not work properly	/nɒt ˌwɜː(r)k ˈprɒpə(r)li/	nie działać prawidłowo
reinstall	/ˌriːɪnˈstɔːl/	przeinstalować
wipe	/waɪp/	wycierać

Writing MP3 66

cause pollution	/ˌkɔːz pəˈluːʃ(ə)n/	powodować zanieczyszczenie
convenient	/kənˈviːniənt/	wygodny, praktyczny
emoticon	/ɪˈməʊtɪkən/	emotikon
get addicted to sth	/get əˈdɪktɪd tə ˌsʌmθɪŋ/	uzależniać się od czegoś
have a negative effect on sb	/həv ə ˌnegatɪv ɪˈfekt ɒn ˌsʌmbədi/	mieć na kogoś negatywny wpływ
lonely	/ˈləʊnli/	samotny
on average	/ɒn ˈævəʃ(ə)rɪdʒ/	średnio, przeciętnie
relationship	/ˌriːlɪʃ(ə)nʃɪp/	związek, relacja
tense	/tens/	spięty, zdenerwowany
unfit	/ʌnˈfɪt/	w złej kondycji fizycznej

English in Use MP3 67

digital	/ˈdɪdʒɪt(ə)l/	cyfrowy
discover	/dɪˌskʌvə(r) ə ɱnjuː	odkrywać nowy
a new land / a secret / the truth	ˈlænd, ə ˈsiːkrət, ðə ˈtruːθ/	ład/sekret/prawdę
lose the connection	/ˌluːz ðə kəˌnekʃ(ə)n/	tracić połączenie
make / take a decision	/ˌmeɪk, ˌteɪk ə dɪˈsɪʒ(ə)n/	podejmować decyzję

Challenge! MP3 68

broadband	/ˈbrɔːdˌbænd/	stałe łącze internetowe, Internet szerokopasmowy
click on sth	/ˈkɪk ɒn ˌsʌmθɪŋ/	klikać coś
database	/ˈdeɪtəˌbeɪs/	baza danych
definitely	/ˈdef(ə)nətli/	zdecydowanie, z pewnością
download	/ˌdaʊnˈlɔːd/	pobierać pliki z Internetu
electronic / electric device	/ˌelekˈtrɒnɪk, ˌɪˈlektɪk dɪˈvaɪs/	urządzenie elektroniczne / elektryczne
hardware	/ˈhɑːd(r)ˌweə(r)/	sprzęt komputerowy
Internet access	/ˈɪntə(r)ˌnet ˈækses/	dostęp do Internetu
it is certain that	/ɪt ɪz ˈsɜː(r)t(ə)n ˌðæt/	jest pewne, że...
it is likely that	/ɪt ɪz ˈlaɪkli ˌðæt/	jest prawdopodobne, że...
perhaps	/pəˈrʃ(ə) ˈhæps/	być może
remote control	/ˌriːməʊt kənˈtrɒl/	pilot (do telewizora)
software	/ˈsɒf(t)ˌweə(r)/	oprogramowanie
text editor	/ˈtekst ˌedɪtə(r)/	edytor tekstu
there is a chance that	/ðəə(r) ɪz ə ˈtʃɑːns ˌðæt/	jest szansa, że...; jest prawdopodobne, że...
upload	/ˌʌpˈlɔːd/	załadować (pliki na serwer)



Complete all the exercises from this section in your notebook.

VOCABULARY

1 Complete the sentences with the correct words below.

battery connection apps keyboard webcam screen
signal charger device headphones

- When the phone runs out, we need a .
- We use a to make videos on our computers and a pair of to listen to the sound.
- A is used to type words on the .
- It is possible to download thousands of on one smart .
- We lost the internet and then the phone crashed too.

2 Choose the correct verb. Sometimes both verbs are correct.

- make** / **post** comments online
- browse** / **visit** websites
- make** / **take** photos with your smartphone
- do** / **make** phone calls
- make** / **send** text messages
- post** / **send** an email
- display** / **show** information on the screen

3 Complete the text with the phrases below. There is one extra expression.

social networking sites virtual reality digital books
innovative technologies voice messages

Digital natives are people who grow up with technology. They spend most of their time in a ¹ or never very far away from it. They can't imagine their lives without logging in to ² which they use to communicate with their friends. They also change their profile pictures every five minutes and are in love with all kinds of ³ which they learn to use within five minutes or so. One thing they never do is leave ⁴ on other people's phones. It's so old-fashioned!



GRAMMAR

4 Rewrite the active sentences in the passive. Start each sentence with the words in bold.

- This company produces **good laptops**.
- Someone stole **my tablet** yesterday.
- They will invent **new computer games**.

- This shop has sold out of **all the latest game consoles**.
- Columbus discovered **America** in 1492.
- Robots will tidy up **our houses** in the future.
- The police have just found **the stolen painting**.
- People buy **millions of new phones** every year.

5 Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.

ENGLISH IN USE

6 SETY LEKSYKALNE (DWA ZDANIA) W zadaniach 1–5 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

- I need to return this keyboard to the shop. It's ... of order.
 - Sorry I didn't phone you last night – my battery ran ...
- Do you think it's possible to ... addicted to the Internet?
 - My new monitor isn't working; I hope I'll ... a full refund.
- I couldn't use any social media on my holiday because we had a very slow ... at the campsite.
 - Can you repeat what you were saying? I lost the ... for a while when I was in the lift.
- I can't take the SIM ... out of the modem – I think it's stuck.
 - Excuse me, can I pay by credit ... here?
- If you want to have easy access to your bank, you need to ... a special application.
 - How often do you ... music from the Internet?

7 TRANSFORMACJE ZDAŃ Uzupełnij zdania tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów zdań. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 'One day robots will replace people in most workplaces', the man said.
The man said that people in most workplaces one day.
- I wonder who invented the touch screen – I think it's great.
I wonder who the touch screen – I think it's great.
- The company has developed a new app which allows users to connect to their electronic devices remotely.
A new app which allows users to connect to their electronic devices remotely the company.
- 'Are solar panels popular in your country?', the woman asked.
The woman asked me popular in my country.
- 'Our team has discovered a new medicine', the scientist said.
The scientist said that a new medicine.



READING

8 DOBIERANIE Przeczytaj tekst. Do każdej części tekstu (1–4) dobierz właściwy nagłówek (A–F).

Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

- A Education with AR
- B See it before you go there
- C Disadvantages of AR
- D Coming to the rescue
- E New possibilities to help patients
- F It's not just games and entertainment

WELCOME TO THE FUTURE

1

When people see someone using their Augmented Reality smart glasses, they tend to think it is someone playing a game or entering a virtual world full of their favourite heroes. However, Augmented Reality, or AR, is a technology which is likely to influence every sphere of life and every branch of technology, from medicine and education to advertising and public safety.

2

Medicine is always open to technologies which can help doctors do their job in a more effective way. Thanks to AR, surgeons will be able to virtually get inside a patient's body without cutting it – and then plan surgeries and treatment. The technology is also a powerful tool for students of medicine – they will be able to practise the theory they study, for example learn the anatomy of the human body, and use simulations of patients. Some medical institutions are already introducing elements of AR into their programmes.

3

Another sphere of life in which AR is likely to help protect and save lives is public safety. When people are in some kind of emergency, for example a fire, accident or earthquake, they will immediately connect to the Internet to check what is happening and where to find a way out. Special apps using geolocation might show them directions to safety, while firefighters and paramedics will wear AR glasses which will allow them to find people who need help in areas which are most dangerous.

4

AR is also certain to influence the way we rest, for example, to help us choose our potential holiday destinations more carefully. Thanks to AR glasses, we will be able to take a walk around Tokyo, Melbourne or Paris, or look around a famous beach in Spain or Italy, and imagine what it would be like to be there – to see it, hear it and almost feel it. Wouldn't you like to try it?

9 ZDANIA Z LUKAMI Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu z zadania 8 tak, aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

- 1 According to the author, AR is soon going to on all spheres of life.
- 2 Using AR, doctors will be able and treat them more effectively.
- 3 People working in emergency services will use AR glasses to help them are in danger.
- 4 Thanks to AR, it'll be easier to choose for our holiday.

SPEAKING

10 ROZMOWA Z ODGRYWANIEM ROLI Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

Uczeń A

Przebywając za granicą na wymianie międzyszkolnej, kupiłeś/kupiłaś dostęp do Internetu. Nie jesteś zadowolony/zadowolona z usługi, bo połączenie jest bardzo wolne. Rozmawiasz z pracownikiem firmy, w której wykupiłeś/wykupiłaś usługę. W rozmowie z uczniem B omów poniższe cztery kwestie.

przyczyna zakupu usługi

konsekwencje braku dostępu do Internetu

powód złożenia reklamacji

oczekiwane rozwiązanie

Uczeń B

Pracujesz w firmie dostarczającej Internet. Rozmawiasz z niezadowolonym klientem. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej wszystkie/ wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- przeproś ucznia A za niedogodności,
- zapytaj ucznia, czy oczekuje rekompensaty,
- zaproponuj uczniowi A dodatkową usługę.

WRITING

11 LIST DO REDAKCJI Przeczytaj polecenie i wypowiedz się na poniższy temat.

Przeczytałeś/Przeczytałaś ostatnio artykuł, w którym autor potępia wykorzystywanie nowych technologii przez młodych ludzi. Nie zgadzasz się z takim stanowiskiem, ponieważ uważasz, że są sytuacje, w których nowe technologie zapewniają młodym ludziom łączność ze światem i innymi ludźmi. Napisz **akapit listu** do redakcji, w którym nie zgodzisz się z opinią autora i przedstawisz korzyści wynikające z korzystania przez młodzież z technologii.

*Dear Editor,
I am writing in connection with the article
you published last month.*

...



Complete all the exercises from this section in your notebook.

Rozumienie ze słuchu Wybór wielokrotny

- 1** **CD 2.27** Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

Tekst 1.

- 1** What does the speaker suggest that they should do first?

A Go in a car together.
B Go to a birthday party.
C Meet for a coffee.

Tekst 2.

- 2** The speaker mentions that the climbers

A got injured during their trip.
B were found yesterday.
C did not have a lot of experience.

- 3** According to the speaker, the climbers have been criticised because

A they don't want to pay the costs of the rescue operation.
B they set off despite the weather forecast.
C they didn't have an insurance policy.

Tekst 3.

- 4** According to the woman, what's the biggest problem with fake products?

A They can be dangerous to people.
B They always break down.
C They only work for a short time.

- 5** What does the expression 'one in ten' refer to?

A The number of people who have bought a fake electronic product online.
B The number of people who bought products online which did not work.
C The number of people who bought products which caused an electronic fire or shock.

- 6** Which products were NOT mentioned as an example of a fake product?

A batteries
B laptops
C toys



Rozumienie tekstów pisanych Dobieranie (zdań do luk)

- 2** Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1-4) literę, którą oznaczono brakujące zdanie (A-E), tak aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

If you live in the Lynton area, then your shopping experience is going to get a lot better very soon!

¹ Many high street shops have closed in the last few years, and people have had to travel to Moorstown to get a lot of the products they want. Moorstown is over 10 kilometres away, which means that a weekly shopping trip can take quite a long time.

Morrisco's is not a new chain. It has been open for over 15 years and has more than a hundred stores across England. ² People who shop at Morrisco's know that they are going to get a good product for a good price. The staff are well trained and always helpful and cheerful.

The new store will be the biggest store in Lynton and plans to be open 16 hours a day. An enormous car park will be free to customers and the store will be easy to get to from the motorway. Customers will be pleased not to have to fight their way through Lynton town traffic jams. A regular bus service will also run to the store from Lynton town centre. ³

Morrisco's will also help those who have problems travelling or with little time for shopping. It will be possible to order most of its products from its website and these can be delivered to your home for a small charge. ⁴ This service will be free. The question most people are asking is why Morrisco's hasn't opened a store here before!

- A So, although its position on the outskirts of Lynton may seem a strange decision to some people, in fact, this will benefit nearly everyone.
B Morrisco shops are also well-known for offering products which you can't buy in any other chains.
C Superstore chain Morrisco's is opening a new branch next autumn.
D Alternatively, your order can be left for you to collect at various points around Lynton – for example, at petrol stations and post offices.
E It sells a wide range of products from food to clothes and is well known for being neither very expensive nor very cheap.



Znajomość środków językowych Minidialogi (zadanie otwarte)

3 Uzupełnij minidialogi 1–5 tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

- 1 X Can I borrow your new book?
Y
X That's OK. Maybe later.
- 2 X Hello.
Y Oh, hello. I'm looking for a short black jacket. Do you have any?
X What about that one over there?
- 3 X Would you like to meet for coffee later?
Y
X No problem. How about tomorrow?
- 4 X Hello. I'm Susie's brother, Mick.
Y
X The same!
- 5 X Great party, isn't it?
Y
X Me too. Fantastic food and music!

Znajomość środków językowych Transformacje zdań (zadanie zamknięte)

4 W zadaniach 1–5 spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego zdania. Zakreśl jedną z liter: A, B albo C.

- 1 'There are a lot of rare birds in this forest.' the teacher said.
A The teacher told us there have been a lot of rare birds in that forest.
B The teacher told us there had been a lot of rare birds in that forest.
C The teacher told us there were a lot of rare birds in that forest.
- 2 I'm sure James is here because his bicycle is outside.
A James must be here
B James can be here
C James needs to be here
- 3 These earrings are cheaper than the necklace.
A as expensive as
B are less expensive than
C not as cheap as
- 4 I last saw Rita five weeks ago.
A I didn't see Rita for five weeks.
B I hadn't seen Rita for five weeks.
C I haven't seen Rita for five weeks.
- 5 Someone saw a strange animal in the town centre yesterday.
A A strange animal is seen
B A strange animal was seen
C A strange animal has been seen

Mówienie Rozmowa na podstawie materiału stymulującego

5 Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania.

Popatrz na zdjęcia 1–2. Wraz z kolegami i koleżankami bierzesz udział w kampanii mającej na celu zachęcenie młodzieży do czynnego spędzania wakacji. Wyraź swoje zdanie na temat wykorzystania w kampanii dwóch poniższych propozycji plakatu.

- Wybierz ten plakat, który, Twoim zdaniem, będzie najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- 1 Is it important to spend your holidays in an active way? Why? / Why not?
- 2 Is it a good idea to spend your holidays always in the same place? Why? / Why not?

Wypowiedź pisemna Wpis na forum

6 Przeczytaj polecenie i wypowiedz się na poniższy temat.

Na międzynarodowym forum internetowym chciałbyś/chciałabyś podzielić się opinią na temat problemu liczby młodych ludzi w Twojej grupie wiekowej uzależnionych od oglądania seriali telewizyjnych (*binge watching*). Zredaguj **wpis** (100–150 wyrazów), w którym:

- opiszesz to zjawisko,
- podasz prawdopodobne przyczyny nasilenia się tego zjawiska,
- zaproponujesz, w jaki sposób można poprawić sytuację,
- zapytasz, co na temat zaproponowanych rozwiązań myślą inni użytkownicy forum, i dowiesz się, jakie inne rozwiązania proponują.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

*More and more teenagers are addicted to television
I am writing about the problem of young people and TV series.*

...

- 1 Work in pairs. Match the names of the sports below with their country of origin. Which sports can you see in the pictures?

cricket rugby baseball lacrosse football polo
snooker tennis darts golf American football

- 1 England 2 India 3 the USA 4 Scotland

- 2 Work in pairs. Think of sports which are popular in Poland. What are they? Which is the most popular? Why?

- 3 Use a dictionary to find Polish names of the sports venues below. Which sports from exercises 1 and 2 are played there?

ice rink court field running track stadium course
pitch swimming pool ski slope gym

- 4 Work in pairs and answer the questions about the sports in exercises 1 and 2.

- Which sports from exercise 1 do you know?
- Which of the sports from exercise 1 and 2 do you play or watch on TV?
- Are any new sports / forms of physical activity becoming popular in Poland?
- What sports are encouraged during your PE lessons? What other sports would you like the school to offer? Why?

- 5 Read the texts 1–3. Which of the sports would you like to try? Why?

Text 1

CRICKET

is a very popular game in England, Australia, India, Pakistan and the Caribbean. Its history goes back to the 13th century, but the official rules date back to 1788. There are two teams in cricket – each team has 11 players. The players use bats and a cricket ball. Each team takes its turn (called an innings) to bat. The bowler (the player who throws the ball) delivers the ball to the batsman (the player who bats) who tries to hit the ball with his bat away from the other team so he can run to the other end of the pitch and score a run. The main cricket ground in England is called *Lord's* and it is in London. Cricket matches may sometimes last for up to five days.

- Where do you think this text would appear?
 - in a speech
 - in an encyclopaedia
 - in a daily newspaper
 - in an advertisement

Text 2

Hi Tomek,
How are you? Do you remember when I told you I had an invitation to see a speedway match and that I didn't fancy going? Well, I went and I'm glad I did. The sport is totally new to me, but I must say I really got into it. I went to see the races (called heats) with my host family. There is a cool new speedway stadium in Łódź where I'm staying. I didn't leave as I said I would if it was boring! The two teams did their best to win, and I actually supported the Polish riders. I was impressed by their skills on the track! The motorcycles have no brakes, and they go as fast as 110 km/h. The riders race anticlockwise, which I found interesting too. Anyway, have you ever been to a speedway match? I'm considering having a go at the sport. I'll get in touch on FB tonight. Take care, Matt

- Which sentence is true about Matt?
 - He is thinking of taking up speedway.
 - He wanted to go the speedway match.
 - He only watched part of the match.
 - Matt didn't want the Polish riders to win.



A



B



C

- 6 Read the texts again. Choose the correct answers.

- 7 Complete the sentences with the words below.

non-contact fast-paced into last rules

- Cricket matches often forever.
- Mark has really got lacrosse – he finds the game very exciting.
- Basketball is a really game. There's always a lot of action on the court.
- I only go to watch games because I don't like fighting in sport.
- I really don't understand the of cricket. They are too complicated for me.

- 8 **CD 2.28** Work in groups of three. Look through the information about sports in the texts in exercise 5 again. Then close your books and listen to the quiz questions. Write down the answers.

Text 3

Are you into sports? Would you like to keep fit? Are you looking for a new sports activity which you can easily afford? Why don't you join our lacrosse club?

Although it's America's first sport and a Native American invention, it's becoming more and more popular in our country. Lacrosse is a combination of basketball, football and hockey. It is a very fast-paced sport. The players, ten in each team, use sticks called crosse. The crosse has a net, and the aim of the game is to score as many goals as possible using the crosse with the ball inside it.

Lacrosse is a perfect sport for everybody. Men will love it because men's lacrosse is a very physical game. Women will enjoy it because women's lacrosse is a non-contact game. Children will also be excited playing the children's version called POP lacrosse.

Come to our club to watch a game for free. You'll get addicted straightaway!

- What does the leaflet say about lacrosse?
 - It is an inexpensive sport.
 - It is the most popular sport in the USA.
 - It is a sport mainly for adults.
 - It is unlike any other sport.

1  Read the questions. Check the meaning of the words in blue in a dictionary. Then answer the questions in pairs.

- Does your school have **well-equipped classrooms** / **a multimedia library** / **a big gym** / **a sports field** / **a canteen** / **a computer lab**?
- Which of these school things do you carry in your school bag regularly: **a pencil case**, **a ruler**, **a rubber**, **compasses**, **a set square**, **crayons**, **felt-tip pens**, **a highlighter**, **glue**?
- How important are **good grades** to you? Can you **retake tests** when you **fail** them? Are there many students at your school who finish the school year with **a distinction**? What forms of **assessment** are used in your school: tests, quizzes, presentations, group projects, others?

2  Work in pairs. Imagine that you have to describe your typical school and school year to a foreign student. Discuss the points below.

- number of terms, lessons per week and per day
- types of tests / students' assessment
- class sizes
- sports teams
- uniforms

3 **CD 2.29** Listen to James talking about a typical school day and a school year in Australia. What differences and similarities to the Polish school day and school year are there?

4 **CD 2.29**   Listen again. Complete the fact file below.

- The Australian school year consists of four ¹ .
- Students start their ²  in December.
- Lessons at school usually start at ³ .
- All the schools have ⁴  that take part in competitions.
- ⁵  must be worn in all Australian schools.
- The initiative where parents collect other children on the way to school is called ⁶ .

5  Work in pairs. Which educational system appeals to you more, Australian or Polish? Why?

6 Read the following opinions about schools in Poland. Do you agree with them? Why? / Why not?

1 Polish schools prepare students for the future.

2 Teamwork is strongly encouraged in Polish schools.

3 There is enough time in Polish schools for creativity or independent thinking.

4 There are too many tests and exams in the Polish educational system.

7 Read the posts. Summarise what they say about the educational system in Australia.

What do you like most about Australian schools? Send us your opinions!

 1 I'm British, and I'm here in Australia with my parents. I'm attending a high school in Canberra, and it's great. My school concentrates on developing communication skills and teamwork. We do a lot of project work, and we are really pushed to **collaborate** with each other. The Australian society, like the British one, is multicultural, so I get to work with people from various backgrounds. Another good thing is LOTE (Languages Other Than English), which means that I study French and Spanish for four hours every week. In the UK foreign languages are not a **priority**, so I can catch up here. 😊

 2 I'm Polish, and I'm currently at a high school in Perth. For me, the school here is quite different from the one in Poland. They pay more attention to interpersonal skills, self-expression and presentation skills. We have to record podcasts and vodcasts and learn a lot on e-learning platforms. My teachers also use formative assessment, which means I get a lot of **feedback** about my work. Their comments are very useful, and it's easier to **make progress**.

 3 I'm Indonesian by birth. My parents moved to Sydney three years ago. I attend a high school there. What I like the most is that my teachers use alternative **assessment** methods on top of the traditional ones. So, we have tests and quizzes, but I can also get marks by completing other **assignments** such as presentations, groupwork or student research. There's also a big emphasis on physical education, which suits me as I'm into sport!

8  Work in pairs. Choose aspects of the Australian educational system which seem the most interesting to you. Share your ideas with the class.

9  Work in pairs. Match the highlighted words from the text in exercise 7 with their synonyms (1–6). Spend two minutes learning the words. Then test each other.

- | | |
|--------------|----------------------------|
| 1 improve | 5 something very important |
| 2 cooperate | 6 advice / useful comments |
| 3 evaluation | |
| 4 tasks | |

10 Work in pairs. Find out about a school in Poland which uses alternative methods of teaching and assessing the students. Prepare a short PowerPoint presentation about it and show it to the rest of the class. Include the points below.

- teaching methods
- after school activities
- testing methods
- the role of the teacher

1 Work in pairs. Describe pictures A and B, and answer the questions.

- Which New Year's celebrations are the most similar to Polish ones? In what way?
- What other New Year's festivals or celebrations have you heard about?
- Would you like to spend New Year in a foreign country? Why? / Why not?

2 Match the English words with their Polish equivalents.

- | | |
|-------------|--------------|
| 1 prayer | a fajerwerki |
| 2 greet | b świece |
| 3 fireworks | c prezent |
| 4 candles | d przywitać |
| 5 gift | e modlitwa |

3 Read the text below and answer the questions.

- What do people who live in Canada do to celebrate New Year?
- Why do people in India pray on New Year's Day?
- Why do people in some parts of Poland leave the floors dirty on New Year's day?
- Which of these traditions are the same or similar to each other?

AT THE NEW YEAR ...

In Canada, people living in big cities usually go out to clubs and bars. Those who live in the countryside often have a polar bear swim. They take off their clothes and jump into cold rivers. Some others, especially in the province of Quebec, go ice fishing with groups of their friends. On this day, Canadians exchange gifts and light fireworks. They also follow the tradition of first footing. This means a young man is expected to enter the house at midnight on New Year's Eve to bring good luck. A traditional food on this day is black-eyed pea soup.

People in Poland celebrate their New Year like most people in the world. They usually throw a party or take part in street festivals. However, there are some less known traditions people keep or superstitions they believe in associated with this day. For example, in some parts of Poland people don't clean their floors on this day in order not to 'sweep out' good luck for the coming year. Some people write down things that worry them on a red piece of paper and burn it to greet the new year without problems. These traditions are only regional. However, there is one national obsession connected with New Year: all your debts must be paid, all books returned and apologies made before midnight comes to make sure you'll have a prosperous year!

In India, people celebrate an ancient Hindu festival called Deepawali or Diwali, the festival of lights, in autumn every year. It lasts for five days. Before the Diwali night, people clean their houses and decorate them with fresh flowers. On the actual night, they dress up in new clothes, light special candles and pray to Lakshmi, the goddess of wealth. The prayers are followed by a firework display, a big family meal and an exchange of gifts.



4 Match words 1–7 with a–g to make phrases. Then check your answers in the text.

- | | |
|---------------|---------------------|
| 1 exchange | a fireworks/candles |
| 2 throw | b a festival |
| 3 follow/keep | c houses |
| 4 celebrate | d gifts |
| 5 decorate | e superstitions |
| 6 light | f a party |
| 7 believe in | g a tradition |

5 Work in pairs. Which of the New Year's celebrations do you find the most interesting? Why?

6 **CD 2.30** Listen to a conversation between Helen and Janek. Complete the notes.

HOGMANAY

- Place:** Scotland
- Customs:** First footing – people visit each other after midnight. These objects bring good luck: a piece of coal or a ¹ . People believe that if a tall ² stranger comes to your house, it will bring you good luck.
- Traditional food:** haggis, pork with ³ , ⁴ in apple

MARDI GRAS

- Place:** Different countries and New Orleans, USA
- Traditional Mardi Gras colours:** ⁵
- Customs:** People organise great ⁶ ; people throw beads and make floats.
- Traditional food:** traditional cinnamon King Cake and ⁷

7 Work in pairs. Decide which of these suggestions is the best way to spend New Year. Give reasons for your opinion and explain why you wouldn't choose other options.

- organise a small party for friends at home
- go to the cinema or theatre
- take part in a street party
- go to a big fancy dress party
- watch a live broadcast of a music concert at home
- go away to the mountains
- travel to an exotic country
- do nothing special

1 Read the text in which a woman describes her identity. Use it as a model to describe yourself. Then answer the questions.

Hi, who am I?

I'm a proud woman, a hard-working scientist, a devoted mother, married, a trustworthy friend, half-Polish, half-English of Latin origin, a friendly neighbour, a helpful colleague, a tolerant citizen, a member of a sports club, a charity worker, a Protestant.

- 1 Which part of your identity are you most proud of?
- 2 What problems may people who come from a mixed background face?
- 3 Would it be easy for you to live abroad for a long period of time? Why? / Why not?

2 Read the extract from a blog written by a British student who is half-Polish. Do you agree with his comments about Poland? Why? / Why not?

☰

Hi everyone,

1

I'm British, but my grandparents on my mother's side are Polish. My mum always insisted that I should visit the land of my **ancestors**. My grandparents and my mum speak Polish quite well, follow the news from Poland and stick to some Polish traditions. I also went to Poland a few times as a child, so I remembered some things. Yet, when my parents suggested I do a course at a Polish university I wasn't sure. I felt more British than Polish, and I didn't want to live abroad. Anyway, I decided to give it a go. Just for a year!

2

I'd expected to feel the so-called culture shock, but it wasn't so bad. Polish people are very **hospitable**. They say 'Guest in the home, God in the home' and they really mean it! My grandmother prepared me for the amount of food at dinner time. There is always too much of it, and as soon as you empty your plate, you'll be given more to eat! So, I follow my grandmother's advice, and I always leave something on my plate so that no one offers me more food!

3

As for the people themselves, they are generally very friendly, but they complain a bit too much for me. Another thing is that Polish people are too **direct** sometimes. They speak their mind. They would say 'I don't like red', while I might say 'Red isn't exactly my favourite colour' when I talk to someone I don't know very well. I was brought up in the English culture where directness is usually avoided.

4

However, what I admire in Polish people are **family values**. They have always been important in my family back in Britain, but somehow less important among my friends. For me family often comes first, that's how I was brought up, but people in Britain tend to keep themselves to themselves, and meet their parents or relatives less often than here. I think I prefer the Polish way.

5

On the whole, being in Poland has been a great experience for me. I get to know my **roots**. It helps me understand why my grandparents and my mother think the way they do. I feel more British than Polish, but I'm beginning to notice that certain things are not so 'foreign' to me because they have always been part of my life. I'm glad I have had the chance to understand this part of my **cultural identity**.

That's all for now.

Jan



3 Match the highlighted words in the text with their Polish equivalents.

- | | |
|-----------------------|---------------------|
| 1 gościnny | 4 korzenie |
| 2 przodkowie | 5 wartości rodzinne |
| 3 tożsamość kulturowa | 6 bezpośredni |

4 Read the text again. Match headings a–f with paragraphs 1–5. There is one extra heading.

- | | |
|------------------------|--------------------|
| a Different character | d Why Poland? |
| b Good to be warned | e Strange customs |
| c More aware of myself | f Keeping in touch |

5 **CD 2.31** Listen to a Polish student, Szymon, talking about his life in Britain. What does he like about living in the UK?

6 **CD 2.31** Listen again. Choose the correct answers.

- 1 Szymon **has just arrived in London** / **has been in London for some time**.
- 2 There are **fewer** / **more** Asians than Poles in West London.
- 3 Szymon says that the multicultural character of Britain **appeals to him** / **doesn't appeal to him**.
- 4 British people **are not keen on Polish food** / **like Polish food** now.
- 5 Generally, Polish people **have little difficulty** / **have difficulty** getting used to life in Britain.

7 **CD 2.31** Complete the sentences with the words below. Then listen and check.

community culture customs delicacy home

- 1 When you live abroad, you have to respect the local
- 2 More and more Poles live in Britain, so most big towns have a big Polish
- 3 I don't know many people who come from a different
- 4 For many people London has become a second
- 5 Beetroot has become a in Britain. The British never ate so much of it as they do now and never loved it as much either!

8 Work in pairs and discuss the questions.

- 1 Are Polish people tolerant of other cultures? Why? / Why not?
- 2 Would you like to live in Britain? Why? / Why not?
- 3 What may be difficult about living in a multicultural society?

9 PROJECT TASK Turn to page 125 and do the project task.



CHALLENGE

UNIT 1 VOCABULARY CHALLENGE

- 1 Match the personality adjectives below with speakers 1–5.

jealous rebellious moody broad-minded
sympathetic

- 1 It doesn't matter what you tell me. I won't be shocked.
- 2 I don't want to talk to anybody. Leave me alone.
- 3 Valerie is talking to Mark. That's wrong. She's my girlfriend.
- 4 I'm so sorry to hear about your argument with Pat. Do you want to talk about it?
- 5 I don't agree with my parents and I'm not going to do what they say!

- 2 Match sentences 1–5 with explanations a–e.

- 1 You can't trust Jerry.
 - 2 Mary would never let you down.
 - 3 Jessica can keep secrets.
 - 4 Kate loves to be the centre of attention.
 - 5 Tom always gets into trouble.
- a You can rely on him/her.
b He/She won't tell anybody things you've said.
c You shouldn't believe what he/she says.
d He/She often has problems at school.
e He/She wants people to listen to and look at him/her.

- 3 Match words a–d with the words below which have a similar meaning. Then complete sentences 1–2 with appropriate words.

pastime enthusiast chill out leisure activity
adore unwind fan enjoy

- a love
b hobby
c lover
d relax

- 1 My favourite is going to the cinema because I best by watching a good movie. I'm a real sci-fi film .
- 2 Snowboarding is a great for me because I when I do winter sports. I also skiing.

- 4 Match 1–4 with a–d to form collocations.

- 1 party a reader
- 2 computer b fan
- 3 sports c geek
- 4 keen d animal

UNIT 1 GRAMMAR CHALLENGE

Some verbs can be followed by both the **-ing** form and the infinitive, but they change their meaning.

STOP

I **stopped going to** drama classes. (stop an activity)

I often **stop to chat to** friends on my way home from school. (in order to chat)

TRY

I **tried to text** my friend, but my phone wasn't working. (I tried but failed)

The soup tasted horrible, so I **tried adding** more salt. (I did an experiment)

- 1 Choose the correct option to complete the sentences.

- 1 I tried **learning / to learn** five English words every day, and I got better.
- 2 I was late for school because I stopped **to chat / chatting** to an old friend.
- 3 Helena stopped **to wear / wearing** glasses a long time ago. She has contact lenses now.
- 4 I tried **to finish / finishing** my homework before bed, but I was too tired.

UNIT 2 VOCABULARY CHALLENGE

- 1 What do we call the people who do different sports? Copy the table and complete it with the names of sportspeople.

sailing rugby golf cycling athletics gymnastics
skiing climbing ski jumping horse racing wrestling

+ -er / -or	+ player	+ -ist	other
footballer	tennis player	canoeist	

- 2 Choose the correct verbs to complete the text.

Jamie Barton ¹**took / did** up a lot of dangerous sports when he was a teenager because he liked ²**doing / taking** risks. One day, he ³**went / did** climbing, but it was raining and he didn't ⁴**look / check** his equipment. Jamie fell and ⁵**kicked / broke** his leg. He also ⁶**broke / banged** his head, and he was unconscious for a few hours. Another climber, Tom Bailey, saw him and helped him. Tom ⁷**put / took** his own life in danger to save Jamie. Jamie ⁸**did / made** the decision to climb in bad weather. In my opinion, that was wrong.

3 Complete the headlines with the correct form of **beat** or **win**.

You **beat** somebody or something you are playing against.
You **win** a game, a competition, a prize.

- 1 GERMANY THE WORLD CUP FINAL
- 2 RADWAŃSKA DIDN'T HER BIGGEST RIVAL
- 3 POLAND BY TWO POINTS
- 4 CAN ANYONE THE 200M WORLD RECORD?
- 5 STOCH ANOTHER GOLD MEDAL
- 6 It's impossible to the champion.
Usain Bolt rules!
- 7 ENGLAND EASILY AUSTRALIA
IN THE CRICKET MATCH

UNIT 2 GRAMMAR CHALLENGE

1 Read sentences a and b and notice the difference between the past simple (completed action) and past continuous (action still in progress). Answer the question below for each sentence.

Did Jane start cooking the dinner before or after Mark came home?

- a When Mark came home, Jane was making dinner.
- b When Mark came home, Jane made dinner.

2 In each pair, which sentence, a or b, goes before the sentence in bold?

- 1 a When I got to class, Maggie was telling a joke.
b When I got to class, Maggie told a joke.
 I didn't hear the beginning.
- 2 a When the bell rang, we were doing the last exercise.
b When the bell rang, we did the last exercise.
 We were quite late for break.

UNIT 3 VOCABULARY CHALLENGE

1 Complete the sentences with the words below.

outside main suburbs city right on
an estate next door

- 1 We live on a road and it's a bit noisy.
- 2 I live to my best friend which is cool.
- 3 We live in the now, but mum would like to live in the centre.
- 4 My uncle lives just London and commutes to work every day.
- 5 In summer we rent a house that is the beach.
- 6 I live on like a lot of my friends – all our houses look the same.

2 Choose the correct words to complete the sentences.

- 1 a Let's go **home** / **house**. It's quite late.
b We're moving **house** / **home** next week.
- 2 a I bought a new **cooker** / **cook**.
b He's a great **cooker** / **cook**.
- 3 a When you do **housework** / **your homework**, you work on school stuff.
b When you do **your homework** / **housework**, you clean and tidy your house.
- 4 a Washbasins are in the **bathroom** / **kitchen**.
b Sinks are in the **kitchen** / **bathroom**.
- 5 **Rugs** / **carpets** are smaller than **carpets** / **rugs**.
- 6 a Cushions are on a **sofa** / **bed**.
b Pillows are on a **bed** / **sofa**.

3 Complete the text with the correct words from exercise 2 above.

My friend and I have just found a nice new flat to rent, so we're ¹ soon. We decided to share the ², so I will do things like tidying up, and she will make the meals because she's a good ³. The flat is almost ready to move into. We just need a ⁴ in our kitchen to wash up in and a ⁵ in the bathroom to wash our hands in. We already have a big ⁶ in the living room, but we still need a couple of ⁷ to put on the floor in our bedrooms. A few ⁸ to decorate the sofa would also be a good idea! We're going to make it as cosy as possible.

5 hours ago

5 1

UNIT 3 GRAMMAR CHALLENGE

1 Match sentences 1–2 with explanations a–b.

- 1 Gary has gone to his friend's house.
- 2 Gary has been to his friend's house.
- a Gary went to his friend's house and came back.
- b Gary went to his friend's house and is still there.

2 Complete the sentences with **been** or **gone**.

- 1 I've to the shops. Here are the biscuits you wanted.
- 2 Paul has to the library. You can wait for him if you like.
- 3 I haven't to school today because I'm feeling a bit ill. Have you got any notes for me?
- 4 Jack's holiday starts today. He hasn't to the airport yet because he can't find his passport!

UNIT 4 VOCABULARY CHALLENGE

1 Answer the questions. What do the other words mean?

What do we call

- someone in the same class as you: a **classmate** or a **pupil**?
- the paper you give your parents at the end of every year: a **school report** or a **school certificate**?
- this book: a **textbook** or a **notebook**?
- the time when your parents talk to your teachers: a **parents' evening** or a **staff meeting**?
- the place where you play football: a **playground** or a **sports field**?
- the time for relaxing between lessons: **lunchtime** or a **break**?

2 Write nouns formed from the words below, using -ation, -ion, -edge.

- | | | | |
|---------------|--|-----------|--|
| 1 educate | | 5 attend | |
| 2 know | | 6 revise | |
| 3 inform | | 7 examine | |
| 4 concentrate | | 8 present | |

3 Complete the sentences with the correct nouns from exercise 2 above.

- We need to find some about English-speaking countries for this project.
- Some students don't pay much in class.
- Regular of material is important in .
- is really important in the exams.
- You need a good of IT if you want to get this job.

UNIT 4 GRAMMAR CHALLENGE

1 Read sentences 1 and 2 and decide which action happened first. Then match sentences a and b below with 1 and 2.

- When Joe arrived, the exam started.
- When Joe arrived, the exam had started.
 - The teachers quickly handed out the exam papers.
 - The teachers allowed him to join other students.

2 Complete the sentences in two ways to show what happened after or before the event.

- When I arrived at school, ...
 - I went to my classroom.
 - the lesson had already begun.
- When we got our homework back from the teacher, .
- When I woke up this morning, .
- When Jill checked her emails, .
- When I phoned my friend, .

UNIT 5 VOCABULARY CHALLENGE

1 Match the words and phrases below with the headings 1–6. Sometimes more than one answer is possible.

chapter exhibits audience channel romcom
front cover documentary statue stage opera
blockbuster phone-in programme big screen
antique reality show station

- | | |
|----------------|----------------|
| 1 on TV | 4 in a cinema |
| 2 in a theatre | 5 on the radio |
| 3 in a book | 6 in a museum |

2 Choose the correct preposition to complete each pair of sentences.

- Mr Thompson arrived in Paris the company of his girlfriend.
Jack and Teresa married secret.
- The detective stood to greet her client.
The story of the missing necklace was made .
How could I have believed it?
- The policeman apologised his rude words.
Mr Cooper was known his passion for fast cars.
- The detective glanced the letter and noticed there was no stamp.
The man drank what was in the glass, and that time his face went white.
- When I was in London I had to pay a visit 221 Baker Street.
The thief was shot, and fell the ground.

UNIT 5 GRAMMAR CHALLENGE

1 Match the sentences with the correct explanations.

- I **must** learn my words for the school play.
- I **have to** learn my lines for the school play.
 - The teacher's told me to.
 - I really want to learn them.

2 Match the sentences with the correct explanations.

- I must go to bed early tonight.
 - I'm really tired.
 - My mum said so.
- I have to finish this homework.
 - I want to do it.
 - The teacher wants it tomorrow.
- I must watch the new TV show.
 - My friend says it's good.
 - The teacher wants us to write about it in class.
- I must go to the art exhibition.
 - I love the painter.
 - I'm doing a project on the painter.
- I have to see the headteacher tomorrow.
 - I like her a lot.
 - I did something wrong in class.

UNIT 6 VOCABULARY CHALLENGE

- 1 Where do you go or who do you call to do the activities below? Match the words below with phrases 1–6.

hairstylist's plumber post office bank
travel agent's optician's

- | | |
|------------------|-----------------------|
| 1 fix your pipes | 4 post a parcel |
| 2 book a holiday | 5 change your glasses |
| 3 get a haircut | 6 open an account |

- 2 Complete the sentences with the correct words below. Use each word twice.

market gift company clips

- This has fantastic advertising campaigns.
- Some people prefer doing their shopping at the local .
- I often buy products when there is a free attached.
- John is really good . He's got a great sense of humour.
- Some video are so funny that everybody wants to share them online.
- He has a true for performing.
- Teenagers are an attractive part of the to advertisers.
- Girls often wear hair .

- 3 Use a dictionary to check the different meanings of the words below. Then write your own sentences with them to illustrate the different meanings.

competition free to change

UNIT 6 GRAMMAR CHALLENGE

We use **less** and **the least** to make a negative comparison.

- a All the questions in the test are difficult, but question 1 is **less difficult** than question 2.
b Question 3 is the **least difficult** question in the test.

- 1 Write sentences from the prompts, using **less** and **the least**.

- This TV programme / interesting / the programme last night.
- This phone / expensive / in the shop. It's only £15.
- This film / frightening / the previous one.
- This is / popular song / the band has ever recorded.
- This cookbook / useful / the one we had before.
- This joke / funny / I've ever heard!

UNIT 7 VOCABULARY CHALLENGE

- 1 Complete the sentences with the adjectives below.

deep rough shallow flat steep breathtaking
calm stony high hilly

- The hill was not very (only 400 m), but it was very , so it was hard to climb. My legs hurt when we got to the top!
- The lake was so that we couldn't see the bottom. I only swim in water because I like to be able to stand up.
- Our hotel beach was and not comfortable to walk or lie on! I prefer sandy beaches.
- We had a view of the scenery from the cottage window.
- The boat trip to the island was great because the sea was . When it's , I get seasick!
- We often go cycling in the countryside. It's easier to cycle when it's but areas are much prettier.

- 2 Work in pairs. Name the parts of speech of the words in **bold**. Then explain what these words mean in each sentence. Use a dictionary to help you if necessary.

- a I **missed** my family a lot.
b I **missed** the bus.
- a There were huge **waves** so we didn't go swimming.
b My mum always **waves** me goodbye.

- 3 Complete each pair of sentences with the correct form of one of the words below. There are two extra words.

touch tragedy beg save disaster earn

- a I the material and it felt very soft.
b The tsunami a lot of people.
- a The tornado has been the worst natural ever to strike this country.
b My school marks are a total .
- a I her to tell me the truth.
b The boy was homeless and in the streets.
- a The boy has a lot of money.
b The girl a lot of lives.

UNIT 7 GRAMMAR CHALLENGE

We can replace **if + not** with **unless** in zero and first conditionals.

*I'll meet you at 12.30 **unless** the train's late. (if the train isn't late)*

*My mum is bad-tempered in the morning **unless** she has two cups of coffee! (if she doesn't have)*

- 1 Rewrite the sentences, using **unless**.

- I'll walk home after school if it doesn't rain.
- Dad usually drives us to the station if he isn't at work.
- My sister will go to university if she doesn't fail her exams.
- We'll go to see a film if you haven't got a better idea.
- I'll get up early tomorrow if I don't go to bed very late.
- The chicken takes 20 minutes to cook if it isn't frozen.

UNIT 8 VOCABULARY CHALLENGE

1 Choose the correct option to complete the sentences.

- 1 If you want to share your photos with friends, you can **upload** / **download** them online.
- 2 My gran says she's too old to understand and use **electric** / **electronic** devices! I don't think that's true.
- 3 I want to change TV channels. Have you seen the TV **pilot** / **remote control**?
- 4 Our English teacher always asks us to use a **text editor** / **database** to write an essay at home.
- 5 Our connection is so slow. We definitely need **broadband** / **internet access**.
- 6 I bought some new **software** / **hardware** to make the computer more secure.
- 7 You need to **click on** / **touch on** an icon to go to the file.

2 Read the sentences and complete them with the words below. Then translate the sentences into your own language. Which of these statements do you agree with?

will is perhaps likely chance

- 1 VR technology definitely change our lives forever.
- 2 Scientists are to invent a time machine one day.
- 3 There is a that we will have more free time in the future.
- 4 It certain that we will live longer.
- 5 we will have robots at home to do things for us in the next century.

3 Complete the sentences with your own ideas. Use the phrases from exercise 2 above and expressions below to help you.

become faster disappear become virtual
discover a new medicine have fewer children
use more technology be replaced by smart devices

- 1 People in the future.
- 2 Personal computers in the next few years.
- 3 With new technologies doctors one day.
- 4 Schools in 20 years' time.
- 5 I in the near future.

UNIT 8 GRAMMAR CHALLENGE

We use the passive form when we are focusing more on the action. When we use the active form, we are focusing more on the person who did the action.

- 1 *This music was composed by Chopin.* (We are focusing on the music.)
- 2 *Chopin composed this music.* (We are focusing on Chopin.)

1 Write one active and one passive sentence for each prompt.

- 1 Apple / invent / the iPhone
- 2 special examiners / mark / our exams / next month
- 3 Ben's Garage / service / my dad's car / every year
- 4 a bear / bite / a zoo-keeper / last week

🕒 2 minuty

Rozmowa wstępna

1 Work in pairs and answer the questions.

- 1 Do you have a lot of interests outside school? What are they?
- 2 What's your best friend like? Do you share the same interests?
- 3 Where can you do sport in your area?
- 4 What's your favourite sport to watch? Why?

🕒 4 minuty **Zadanie 1.** Rozmowa z odgrywaniem roli

2 Work in pairs and do the task. Then swap roles and do the task again.

Uczeń A

Ty i Twój kolega / Twoja koleżanka z Anglii, który/która przebywa u Ciebie podczas wakacji, chcecie wspólnie uprawiać jakiś sport. W rozmowie z uczniem B omów poniższe cztery kwestie.

wybór dyscypliny sportowej

częstotliwość zajęć

lokalizacja i transport

koszt zajęć

(Rozmowę rozpoczyna uczeń A.)

Uczeń B

Jesteś kolegą/koleżanką ucznia A z Anglii. Rozmawiacie na temat wspólnego uprawiania sportu w czasie wakacji. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej **wszystkie/wybrane** punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- nie zgódź się z którymś stwierdzeniem ucznia A,
- nie przepadasz za sportem, który chce uprawiać uczeń A,
- nie chcesz trenować wieczorami.

🕒 3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji

3 Take turns to describe the picture and answer the three questions.



- 1 Do you think the people are enjoying the meal? Why? / Why not?
- 2 Do you spend a lot of time with your family? Why? / Why not?
- 3 Tell me about a recent family event.

🕒 5 minut **Zadanie 3.**

Rozmowa na podstawie materiału stymulującego

4 Work in pairs. Take turns to do the task and answer the two questions.

Popatrz na plakaty 1-2. Bierzesz udział w szkolnej kampanii mającej na celu zachęcenie dzieci do uprawiania sportu. Wyraż swoje zdanie na temat wykorzystania w kampanii zaproponowanych poniżej plakatów.

- Wybierz ten plakat, który, Twoim zdaniem, będzie bardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- 1 Do teenagers have enough time to do sport regularly? Why? / Why not?
- 2 Do you think that watching sporting events on TV encourages more people to do sports? Why? / Why not?

🕒 2 minuty

Rozmowa wstępna

1 Work in pairs and answer the questions.

- 1 Where would you like to live in the future? Why?
- 2 How do you help your parents with the housework?
- 3 Are you happy about your school timetable? Why? / Why not?
- 4 Do you go to any after-school classes? Why? / Why not?

🕒 4 minuty **Zadanie 1.** Rozmowa z odgrywaniem roli**2 Work in pairs and do the task. Then swap roles and do the task again.****Uczeń A**

Twój kolega / Twoja koleżanka ze Szkocji zamierza zatrzymać się na miesiąc w Twoim domu. Rozmawiasz z nim/nią na temat pobytu w Polsce. W rozmowie z uczniem B omów poniższe cztery kwestie.

Twoje mieszkanie/
Twój dom

posiłki

formy spędzania
wolnego czasuubrania, które
mogą się przydać

(Rozmowę rozpoczyna uczeń A.)

Uczeń B

Jesteś kolegą/koleżanką ucznia A ze Szkocji i zamierzasz spędzić miesiąc w jego/jej domu. Rozmawiasz z nim/nią na temat swojego pobytu. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej **wszystkie/wybrane** punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- nie zgódź się z którymś stwierdzeniem ucznia A,
- jesteś wegetarianinem/wegetarianką,
- nie odpowiada Ci sposób spędzania czasu wolnego, który proponuje uczeń A.

🕒 3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji**3 Take turns to describe the picture and answer the three questions.**

- 1 Do you think the students are working or chatting? Why?
- 2 Do you enjoy working in groups? Why? / Why not?
- 3 Tell me about the most interesting lesson you've had at school recently.

🕒 5 minut **Zadanie 3.**Rozmowa na podstawie
materiału stymulującego**4 Work in pairs. Take turns to do the task and answer the two questions.**

Popatrz na zdjęcia 1-2. Planujesz zamieszkać w innym kraju. Możesz przeprowadzić się do jednego z dwóch poniższych miast za granicą.

- Wybierz to miasto, które bardziej Ci odpowiada, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz wybór drugiego z miast.



- 1 Do you think it's difficult to move to another country? Why? / Why not?
- 2 What are the advantages of living in the countryside?

🕒 2 minuty

Rozmowa wstępna

1 Work in pairs and answer the questions.

- 1 What do you enjoy watching on TV in your free time?
- 2 Have you seen a good film recently? Why did you like it?
- 3 Do you prefer going shopping with friends or family? Why?
- 4 What's the best thing you've bought this year? Why?

🕒 4 minuty **Zadanie 1.**

Rozmowa z odgrywaniem roli

2 Work in pairs and do the task. Then swap roles and do the task again.

Uczeń A

Wraz z kolegą/koleżanką ze Stanów Zjednoczonych zamierzacie kupić dla jego/jej rodziców upominek z Polski. Rozmawiacie na ten temat. W rozmowie z uczniem B porusz poniższe cztery kwestie.

typowe produkty
z Polski

miejsce
zakupu

koszt
prezentu

wielkość
paczki

(Rozmowę rozpoczyna uczeń B.)

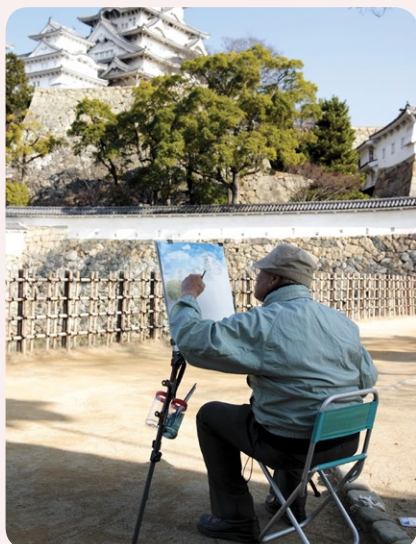
Uczeń B

Jesteś kolegą/koleżanką ucznia A ze Stanów Zjednoczonych. Rozmawiacie na temat zakupu dla Twoich rodziców upominku z Polski. Rozpoczynasz rozmowę. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej **wszystkie/wybrane** punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- nie zgódź się z którymś stwierdzeniem ucznia A,
- nie chcesz wydawać zbyt dużo pieniędzy na prezent,
- nie masz zbyt wiele miejsca w walizce.

🕒 3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji

3 Take turns to describe the picture and answer the three questions.



- 1 Why do you think the man is painting the building?
- 2 Do you enjoy painting or going to art exhibitions? Why? / Why not?
- 3 Tell me about a recent class visit to a museum.

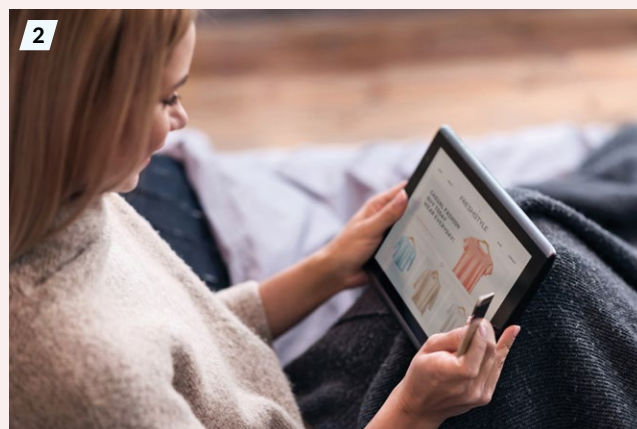
🕒 5 minut **Zadanie 3.**

Rozmowa na podstawie materiału stymulującego

4 Work in pairs. Take turns to do the task and answer the two questions.

Popatrz na zdjęcia 1–2. Chcesz kupić strój na bal szkolny. W jaki sposób najchętniej dokonasz zakupu?

- Wybierz tę formę zakupu, która najbardziej Ci odpowiada, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego nie skorzystasz z drugiej formy zakupu.



- 1 What are the disadvantages of buying clothes in second-hand shops?
- 2 A lot of people don't repair old clothes but throw them away and buy new ones. Is this a good thing? Why? / Why not?

🕒 2 minuty

Rozmowa wstępna

1 Work in pairs and answer the questions.

- 1 What's the most beautiful place to visit in the area where you live?
- 2 What season of the year do you like best? Why?
- 3 What's your favourite gadget?
- 4 What do you use a computer for?

🕒 4 minuty **Zadanie 1.** Rozmowa z odgrywaniem roli**2 Work in pairs and do the task. Then swap roles and do the task again.****Uczeń A**

Zamierzacie z kolegą/koleżanką z Irlandii podczas wakacji wspólnie podróżować po Polsce. W rozmowie z uczniem B omów poniższe cztery kwestie.

miejsca atrakcyjne
turystycznie

koszty podróży
i formy płatności

środki
transportu

zakwaterowanie

(Rozmowę rozpoczyna uczeń B.)

Uczeń B

Jesteś kolegą/koleżanką ucznia A z Irlandii i wspólnie zamierzacie podczas wakacji podróżować po Polsce. Rozpoczynasz rozmowę. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej **wszystkie/wybrane** punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- nie zgódź się z którymś stwierdzeniem ucznia A,
- nie odpowiada Ci rodzaj zakwaterowania, który zaproponował uczeń A,
- wolisz podróżować transportem publicznym.

🕒 3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji**3 Take turns to describe the picture and answer the three questions.**

- 1 Why do you think the people are playing a game?
- 2 How do you like to travel while on holiday?
- 3 Tell me about a long journey you've been on recently.

🕒 5 minut **Zadanie 3.**

Rozmowa na podstawie materiału stymulującego

4 Work in pairs. Take turns to do the task and answer the two questions.

Popatrz na zdjęcia 1–2. Zamierzasz spędzić wakacje nad morzem. Znalazłeś/Znalazłaś w Internecie dwie oferty biur podróży.

- Wybierz tę ofertę, która bardziej Ci odpowiada, i uzasadnij swój wybór.
- Uzasadnij, dlaczego odrzucasz drugą propozycję.



- 1 How do teenagers in Poland like to spend their holidays?
- 2 What's important for people when choosing a holiday destination?

Unit 1

Introducing yourself Przedstawianie się

I'm Tom's cousin. Jestem kuzynem Toma.

Hi, I'm Paula. Cześć, mam na imię Paula.

Nice to meet you. Miło Cię poznać.

Nice to meet you too. Mnie również.

Mark, this is Claire. Claire, this is Mark. Marku, to jest Claire.

Claire, poznaj Marka.

At a party Na przyjęciu

So how do you know Charlie? Skąd znasz Charliego?

How come you know him? Jak się poznaliście?

Actually, he's my best friend. Właściwie to on jest moim przyjacielem.

Are you having a good time at the party? Czy dobrze bawisz się na tej imprezie?

I don't know many people here. Nie znam tu zbyt wielu osób.

So, why don't we go and dance? Może zatańczymy?

Talking about interests and opinions

Wyrażanie upodobań i opinii

So, what are you into? Czym się interesujesz?

What do you do in your free time? Co robisz w wolnym czasie?

Well, I love / adore dancing and listening to music. Uwielbiam tańczyć i słuchać muzyki.

I'm quite keen on sports. Bardzo lubię uprawiać sport.

Sports aren't really my cup of tea. / I don't really like ... Sport to nie moja bajka. / Nie lubię...

What do you think of the music / food here? Co sądzisz o tutejszej muzyce / tutejszym jedzeniu?

It's really great / awesome / OK! Jest naprawdę super/ekstra/ OK!

Reacting to what people say

Reagowanie na wypowiedzi

Really? Naprawdę?

Wow! Wow!

That's great! / That's cool! To wspaniale! / Super!

What about you? / And you? A co z tobą? / A ty?

Why not? Dlaczego nie?

Me too. Ja również.

Unit 2

Talking about a past event

Relacjonowanie przeszłych wydarzeń

How was your long weekend? Jak minął Ci długi weekend?

What went wrong? Co poszło nie tak?

The first day went OK. Pierwszy dzień był OK.

But that was just the beginning! Ale to był dopiero początek!

The next day, I ... Następnego dnia ...

In the beginning ... Na początku, ...

One night ... Pewnej nocy...

After that ... Potem...

Suddenly, ... Nagle...

Anyway, ... W każdym razie...

Describing feelings and emotions

Opisywanie uczuć i emocji

It was the worst / best time of my life! To była najgorsza / najlepsza chwila w moim życiu!

It was a total disaster! To była kompletna porażka!

It was really awful / great. Było beznadziejnie/świetnie.

I was scared like never before. Jeszcze nigdy tak się nie bałem/bałam.

I couldn't believe my eyes. Nie mogłem/mogłam uwierzyć własnym oczom.

Reacting to what people say

Reagowanie na wypowiedzi

Don't even ask! Nawet nie pytaj!

You must be joking! Chyba żartujesz!

I'm so sorry to hear that. Przykro mi to słyszeć.

That sounds pretty horrible / cool! Brzmi okropnie/super!

Unit 3

Describing a picture Opisywanie ilustracji

This picture shows a woman in her kitchen. To zdjęcie przedstawia kobietę w kuchni.

She is wearing a kitchen apron and rubber gloves. Ma na sobie fartuch i gumowe rękawice.

She has just started to clean the floor. Właśnie zaczęła myć podłogę.

I think she looks quite happy because she's smiling. Wydaje mi się, że jest szczęśliwa, ponieważ się uśmiecha.

In the photo I can see ... Na zdjęciu widzę...

The room seems dark. Pokój wydaje się ciemny.

It looks like ... Wygląda na to, że...

I believe / I think ... Uważam / Myślę, że...

Describing location Opisywanie położenia

On the right / left there is ... Po prawej/lewej stronie znajduje się...

She is lying on the floor in the middle of the room. Ona leży na podłodze na środku pokoju.

Behind / In front of her there is ... Za nią/Przed nią znajduje się...

Unit 4

Introducing an opinion Przedstawianie opinii

For me a good school is ... Według mnie dobra szkoła to taka...

In my opinion / view, ... Moim zdaniem...

Personally, I think / believe that ... Osobiście myślę/uważam, że...

To be honest, ... Szczerze mówiąc, ...

To tell you the truth, Prawdę mówiąc, ...

If you ask me, ... Jeśli o mnie chodzi, to...

Asking for an opinion Pytanie o opinię

Don't you agree? Zgadzasz się?

What do you think about ...? Co myślisz o...?

Do you think it's a good idea to ... Czy uważasz, że to dobry pomysł, aby...

Agreeing and disagreeing**Zgadzanie się i niezgadzanie z opinią**

Yes, absolutely. Tak, oczywiście.

I don't think so, do you? Ja tak nie myślę, a ty?

I am not sure I agree. Nie jestem pewien/pewna, czy się zgadzam.

You may be right, but I still think that ... Być może masz rację, jednak myślę, że ...

It's true, but ... To prawda, ale ...

Unit 5

Asking about plans Pytanie o plany

Are you free on Friday? Czy jesteś wolny/wolna w piątek?

What are you doing on Sunday? Co robisz w niedzielę?

Inviting Zapraszanie

Would you like to come with me to the photo festival?

Czy chciałbyś/chciałabyś pójść ze mną na festiwal fotografii?

How about meeting on Sunday? A może spotkamy się w niedzielę?

Let's meet at about four o'clock. Spotkajmy się o czwartej.

Why don't we meet tomorrow? Co powiesz na spotkanie jutro?

Accepting invitations Przyjmowanie zaproszenia

Sounds great. I'd love to come. To brzmi świetnie. Z chęcią przyjdę.

Good idea! / Fine by me. Świetny pomysł! / Dla mnie OK.

Refusing invitations Odrzucanie zaproszenia

I'm sorry, / afraid I can't. Przykro mi, ale nie mogę.

I'm sorry, but that's a bit too early for me. Przepraszam, ale to trochę za wcześnie dla mnie.

Speaking on the phone Rozmowa telefoniczna

Hi Alex, it's Stephanie. Have you got a minute? Cześć Alex, mówi Stephanie. Czy masz chwilę?

What's up? Co słychać?

When is it on? Kiedy to się odbywa?

Let me check. Zaraz sprawdzę.

Hang on a minute. Zaczekaj chwilę.

I'll get in touch next week. Skontaktuję się z Tobą w przyszłym tygodniu.

Speak to you soon. Do usłyszenia.

Unit 6

In a clothes shop Zakupy w sklepie odzieżowym

How can I help you? W czym mogę pomóc?

Would you like any help? Czy mogę w czymś (Panu/Pani) pomóc?

I am looking for a summer dress. Szukam letniej sukienki.

I'm just looking. Tylko się rozglądam.

Are you looking for any particular colour or style? Czy szuka Pan/Pani konkretnego koloru/fasonu?

We have some on sale. Mamy niektóre na wyprzedaży.

They are on special offer. Są teraz w promocji.

What size are you? Jaki rozmiar Pan/Pani nosi?

I'm a 38. Noszę rozmiar 38.

Could I try it on, please? Czy mogę to przymierzyć?

It'll suit you. To będzie Panu/Pani pasować.

Does it fit you? Czy dobrze leży?

It's perfect. It'll go with my shoes. Jest idealny/idealna. Będzie pasować do moich butów.

How much is it, please? Ile to kosztuje?

Can I pay by credit card? Czy mogę zapłacić kartą kredytową?

I'm afraid we've run out of those. Obawiam się, że nie mamy już tego modelu.

You could order them from our online shop. Może Pan/Pani je zamówić w naszym sklepie internetowym.

Unit 7

Expressing preference Wyrażanie preferencji

If I could visit one of these places, I'd choose a trip to a safari zoo. Gdybym mógł/mogła wybrać jedno z tych miejsc, wybrałbym/wybrałabym wycieczkę na safari.

I'd go for picture number 1 because I'd love to go horse-riding. Wybieram zdjęcie numer 1, ponieważ chciałbym/chciałabym pojeździć konno.

This option / idea seems the most interesting to me. Tę opcję/pomysł uważam za najciekawszą/najciekawszy.

I'm not keen on looking at plants, so a trip to a palm house wouldn't interest me too much. Nie przepadam za oglądaniem roślin, więc wycieczka do palmiarni nie zainteresowałaby mnie.

It would be fun to go to the lakes. Fajnie byłoby pojechać nad jezioro.

A trip to the city sounds pretty exciting. Wycieczka do miasta brzmi nieźle.

Walking up and down hills wouldn't interest me too much. Nie interesuje mnie za bardzo chodzenie po górach.

Sunbathing is a rather dull thing to do. Opalanie się jest raczej nudnym zajęciem.

Giving arguments and reasons**Wymienianie argumentów**

Firstly, because ... Po pierwsze, ponieważ...

Another reason is that ... Inny powód to...

What's more, palm houses don't have any animals. Co więcej, w palmiarniach nie ma żadnych zwierząt.

Unit 8

Making complaints Składanie reklamacji

I bought this tablet last week and I'm afraid it isn't working properly. Kupiłem/Kupiłam ten tablet w zeszłym tygodniu i obawiam się, że nie działa prawidłowo.

What exactly is the problem with it? Na czym dokładnie polega problem?

I'm afraid it's broken down. Obawiam się, że się zepsuł.

I think there's something missing. Wydaje mi się, że brakuje jakiejś części.

Have you got the receipt, please? Czy mogę prosić o rachunek?

Would you like us to repair it for you? Czy chciałby Pan / chciałyby Pani, abyśmy to naprawili?

Would you like to exchange it for a new one? Czy chciałby Pan / chciałyby Pani wymienić go na nowy?

I'd like to get a full refund, please. Chciałbym/Chciałabym otrzymać pełny zwrot kosztów.

Well, actually I'd like my money back. Chciałbym/Chciałabym otrzymać zwrot pieniędzy.

Perhaps I could speak to the manager. Jeśli to możliwe, chciałbym/chciałabym rozmawiać z kierownikiem sklepu.

Calling a help desk Pomoc techniczna

Hello, Customer Helpline, what can I do for you? Słucham, pomoc techniczna, w czym mogę pomóc?

It just isn't working at all. To w ogóle nie działa.

I can't make it work. Nie wiem, jak to naprawić.

Try putting the card back into the modem. Proszę spróbować ponownie włożyć kartę do modemu.

What exactly should I do? Co dokładnie mam zrobić?

I'm afraid it's the same problem. Obawiam się, że to ciągle nie działa.

It isn't my fault. To nie moja wina.

It works! Thanks a lot. Teraz działa! Dziękuję bardzo.

You're welcome. It's a common problem. Nie ma za co.
To częsty problem.

I'm happy I could help. Cieszę się, że mogłem/mogłam Panu/ Pani pomóc.

Quizzes – answer key

UNIT 2, page 20, exercise 2

1 F (known in 14th century) 2 T 3 T
4 F (they use bats) 5 F (over 252 km/h)

UNIT 5, page 58, exercise 1

1 T 2 T 3 F 4 T 5 F 6 F 7 F

UNIT 7, page 82, exercise 2

1 one 2 90% 3 are (these are different names are used in different parts of the world)
4 earthquakes 5 500 6 1997

Review 1 page 14, exercise 5

Complete the questions in your notebook with the words from the box. Then use the questions to interview your partner.

doing proud like sociable

- 1 Are you a person? Why do you think so?
- 2 What's your best friend .
- 3 Is crosswords interesting for you? Why?/Why not?
- 4 What are you of?

Review 2 page 26, exercise 5

Make sure you understand the words and phrases below.

- Ask student B to write sentences with the words.
- Check the sentences for mistakes (logic, grammar and spelling). Has the student used the words correctly?

wrestling racket compete long jump coach

Review 3 page 38, exercise 7

Read the questions and make sure you can answer them. Then test your partner.

- 1 What does an *interior designer* do?
- 2 What is a *semi-detached house* in Polish?
- 3 What is the opposite of *modern*?
- 4 Where in the house do you usually keep a *bin*?
- 5 What do you call a large building where people live, with a lot of different floors?

Review 4 page 50, exercise 5

Write questions from the prompts in the past perfect or past simple. Then interview your partner.

- 1 How long / you / learn English before you went to secondary school?
- 2 you / like your last school? Why?/Why not?
- 3 When / you / last fail a test really badly?
- 4 you / ever / forgotten something important before you came to school

Review 5 page 64, exercise 7

Are the sentences true or false? Check the answers. Then test your partner.

- 1 A film director makes films.
- 2 If something is entertaining, people cry.
- 3 Playwrights write poems.
- 4 If tickets sell out, it means the performance is popular.
- 5 Novels are longer than short stories.

Review 6 page 76, exercise 6

Are the sentences true or false? Check the answers. Then test your partner.

- 1 If something is 50% off, it's half price.
- 2 You can buy cakes at the butcher's.
- 3 You can see a commercial in a magazine.
- 4 Customers can return products to the shops.
- 5 If something suits you, you look good in it.

Review 7 page 88, exercise 6

Read the expressions and make sure you understand them. Then ask your partner to draw these items to check if he/she understands the meaning.

- 1 a steep mountain
- 2 a rough sea
- 3 a volcano eruption
- 4 a thick forest
- 5 a cloudy sky

Review 8 page 100, exercise 5

Translate the sentences into your own language. Then ask your partner to translate them back into English.

- 1 Save it to the desktop.
- 2 How often do you upload your pictures to a social networking site?
- 3 The signal has just been switched on.
- 4 My PC has just crashed again!
- 5 Click on this icon.

Writing checklist

Przed napisaniem pracy

- ✓ Przeczytaj uważnie polecenie i podkreśl najważniejsze informacje.
- ✓ Zaplanuj treść wypowiedzi i zapisz swoje pomysły. Obok każdego punktu zadania zanotuj odpowiednie wyrazy i zwroty.

Email

Niedawno brateś/brataś udział w uroczystości rodzinnej. Napisz e-mail do kolegi z Anglii (100–150 wyrazów), w którym:

- wyjaśnisz, z jakiej okazji zorganizowano tę uroczystość,
- opisziesz przebieg uroczystości,
- opisziesz jakiegoś członka rodziny i wyjaśnisz, jak układają się relacje między wami,
- poinformujesz kolegę o innej zbliżającej się uroczystości i zaprosisz go na nią.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Hi Alfie,

I'm writing to tell you about a celebration I went to. It was my grandad's birthday last Saturday, and he was seventy years old! My Mum arranged a big party for him.

The party was at an elegant hotel, and mum invited lots of members of our family. we had a delicious meal and after we had eaten, something unusual happened. Mum knows a famous singer and she had asked her to perform especially for grandad. He was surprised!

My favourite uncle was there too – Uncle Dave. He's a lot older than me, but we get on very well. He's very sporty and he likes fishing, like me. He also makes me laugh a lot.

It's Uncle Dave's birthday in the summer while you're here. Would you like to come to the party? I'd love you to meet him and the rest of the family.

I hope to hear from you soon.

XYZ

Przekaż wszystkie zawarte w poleceniu informacje i odpowiednio rozwiń każdą z nich (opisz dodatkowe szczegóły i podaj przykłady).

Upewnij się, że informacje w e-mailu są logicznie powiązane ze sobą. Stosuj odpowiednie zaimki osobowe, aby nawiązać do osób lub rzeczy opisanych wcześniej.

Stosuj zwroty typowe dla sytuacji opisanej w zadaniu, np. aby kogoś gdzieś zaprosić, możesz użyć zwrotu *Would you like ...?*

Podziel swój e-mail na logiczne akapity. Możesz zachować kolejność informacji ustaloną w poleceniu.

Blog entry

Niedawno byłeś/byłaś na koncercie. Zredaguj wpis do zamieszczenia na międzynarodowym blogu (100–150 wyrazów) i:

- podaj podstawowe informacje o koncercie i wykonawcy/wykonawcach,
- opisz problem, jaki pojawił się podczas koncertu,
- wyraż swoją opinię na temat koncertu i uzasadnij ją,
- napisz, na jakie koncerty chciałbyś/chciałabyś pójść w najbliższym czasie, i wyjaśnij, dlaczego.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Stosuj zarówno zdania pojedyncze, jak i złożone. Używaj różnorodnych konstrukcji gramatycznych, np. czasów przeszłych, przyszłych i teraźniejszych.

Hi everyone! I've just got back from a concert!

George Markby, a new singer, performed at the Tower Theatre, and I went with three of my friends to see him. He sings and plays modern folk music and he's been very popular since he appeared on stage at the Alstonbury Festival in the summer.

During the concert, one of my friends suddenly felt ill and he had to leave. He had a bad stomach ache. What a pity! He had really wanted to see George.

The concert was wonderful and George sang really well. His voice sounded amazing in the theatre and at the end the audience shouted for more!

Sam Smith is going to give a concert in the same theatre soon, and I'd love to go to that performance as well. He's a really exciting new singer with a brilliant voice too.

That's it for now!

W liście do przyjaciół i znajomych posługuj się językiem potocznym, np. stosuj formy skrócone, zdania wykrzyknikowe i wyrażenia kolokwialne, takie jak: *he's*, *What a pity!*, *I'd love to*, *That's it for now!*

Unikaj powtarzania tych samych wyrazów, np. słowa takie jak *good*, *interesting*, *nice* zastąp synonimami *exciting*, *brilliant*, *amazing*.

Writing checklist

Po napisaniu pracy

Przeczytaj ją ponownie i sprawdź:

- ✓ Czy przekazałeś/przekazałaś wszystkie informacje wymienione w zadaniu?
- ✓ Czy odpowiednio je rozwinąłeś/rozwinęłaś, podając dodatkowe szczegóły i przykłady?
- ✓ Czy podzieliłeś/podzieliłaś wypowiedź na akapity?
- ✓ Czy wypowiedź jest zrozumiała dla odbiorcy? Czy informacje są logicznie i spójnie powiązane?
- ✓ Czy zastosowałeś/zastosowałaś zdania pojedyncze i złożone oraz różnorodne konstrukcje gramatyczne?
- ✓ Czy użyłeś/użyłaś urozmaiconego słownictwa?
- ✓ Czy w pracy nie ma błędów leksykalnych, gramatycznych lub ortograficznych?
- ✓ Czy liczba wyrazów w pracy nie przekracza limitu 150 słów?
- ✓ Czy pismo jest czytelne?

Unit 1 PERSONAL PROFILE Profil w Internecie

Giving personal information

Przedstawianie siebie i nawiązywanie kontaktów

I'm 17 years old and I come from the USA. Mam 17 lat i pochodzę z USA.

I dream of becoming a good photographer. Marzę, aby zostać dobrym fotografem.

I'm into sports. Interesuję się sportem.

I'm very easygoing and I can be pretty lazy sometimes. Jestem niekonfliktowy/niekonfliktowa, czasem bywam leniwy/leniwa.

I want to meet people like me. Chciałbym/Chciałabym poznać ludzi podobnych do mnie.

I'm looking for friends who share my passions. Szukam znajomych, którzy mają podobne zainteresowania.

Please write soon and tell us about yourself and your life.

Proszę, napisz do nas i opowiedz o sobie i o swoim życiu.

I'd love to meet people who have similar interests. Chętnie poznam osoby o podobnych zainteresowaniach.

Unit 2 EMAIL E-mail

Thanks for your email. Here's my news. Dziękuję za Twój e-mail. Oto, co u mnie nowego.

How are you? Please write and tell me your news. Jak się masz? Napisz, proszę, co u Ciebie słychać.

Last weekend I went to watch the Sunday Super Bowl match in New Jersey. W zeszły weekend poszedłem/poszłam na niedzielny mecz Super Bowl w New Jersey.

The atmosphere was just amazing. Atmosfera była po prostu niesamowita!

Everyone was chanting and cheering for their team. Wszyscy skandowali i wiwatowali na cześć swojej drużyny.

It's the most exciting sporting event here in the USA.

To najbardziej ekscytująca impreza sportowa w Stanach Zjednoczonych.

All in all, it was the best Super Bowl ever. Podsumowując, to najlepszy mecz Super Bowl w historii.

The day was just incredible. Ten dzień był po prostu cudowny!

Unit 3 BLOG ENTRY Wpis na blogu

Describing size and location

Opisywanie wielkości i położenia

It is a small / medium-sized / large town with a population of ...

Jest to małe / średniej wielkości / duże miasto z populacją liczącą...

It is situated in the south / north of Poland. Jest położone na południu/północy Polski.

Describing attractions Opisywanie atrakcji

It is famous for ... Jest znane z...

The first stop for visitors is ... Pierwszym miejscem wartym odwiedzenia jest...

Giving an opinion Wyrażanie opinii

I think it is the most amazing / exciting place in England.

Myślę, że jest to najbardziej niezwykle / ekscytujące miejsce w Anglii.

I really love the fact that ... Uwielbiam to, że...

Inviting to visit Zachęcanie do odwiedzenia

If you haven't been to Harrogate yet, you must come.

Jeśli jeszcze nie byłeś/byłaś w Harrogate, musisz odwiedzić to miejsce.

Why don't you come to Harrogate and see it for yourself?

Przyjedź do Harrogate, aby zobaczyć to miejsce na własne oczy.

Unit 4 A LETTER OF ENQUIRY List z zapytaniem

I am writing to ask about your English language courses in London advertised online. Piszę z zapytaniem o reklamowane w Internecie kursy języka angielskiego w Londynie.

I would like to know how much the course costs. Chciałbym/Chciałabym się dowiedzieć, jaki jest koszt kursu?

Please let me know how many hours of English a week there are. Proszę o informację na temat liczby godzin języka angielskiego w tygodniu.

Your advertisement mentions extra activities for students.

Could you give me some more information about them?

W Państwa ogłoszeniu jest mowa o dodatkowych zajęciach dla uczniów. Czy mogę prosić o przesłanie bardziej szczegółowych informacji na ten temat?

I look forward to hearing from you soon. Z niecierpliwością czekam na Państwa odpowiedź.

Yours faithfully Z poważaniem

Unit 5 COMPETITION ENTRY Zgłoszenie do konkursu

Talking about your talents and achievements

Opisywanie zdolności i osiągnięć

We have already performed on stage / won awards.

Już występowaliśmy na scenie / zdobywaliśmy nagrody.

We are gifted dancers / talented musicians. Jesteśmy utalentowanymi tancerzami/muzykami.

We are good at entertaining people / dancing / acting.

Potrąfimy zabawiać publiczność / tańczyć / występować na scenie.

Our achievements include winning an award

in a hip hop dance show / getting second place in

a photography competition. Do naszych osiągnięć można

zaliczyć zdobycie nagrody w konkursie tańca hip-hop / zdobycie drugiego miejsca w konkursie fotograficznym.

Adding information

Podawanie dodatkowych informacji

What is more, we design our own stage costumes / compose our own music. Co więcej, projektujemy swoje własne kostiumy / komponujemy muzykę.

We can also sing / dance / act well. Potrafimy również dobrze śpiewać / tańczyć / odgrywać role.

Ordering your points

Wymienianie argumentów w kolejności

Firstly, ... Secondly, ... Finally, ... Po pierwsze..., Po drugie..., W końcu...

Unit 6 PRODUCT REVIEW Recenzja produktu**Reviewing a product** Recenzowanie produktu

What I like about this model ... W tym modelu podoba mi się to, że...

Another good thing is that ... Kolejną zaletą jest to, że...

The biggest advantage / disadvantage is that ... Największą zaletą / wadą jest to, że...

It may be suitable for people who ... Może być odpowiedni dla osób, które...

For me it's not good enough. Dla mnie to nie jest wystarczająco dobre.

It's not as good as I hoped. Liczyłem/Liczyłam na coś lepszego.

I'm really pleased / happy with it. Jestem z niego naprawdę zadowolony/zadowolona.

I recommend this product to everyone. Polecam ten produkt każdemu.

Unit 7 A PARAGRAPH OF AN ESSAY

Akapit rozprawki

Presenting opinions Przedstawianie opinii

I must say I totally disagree with the opinion that ... Przyznam, że zupełnie nie zgadzam się z opinią, że...

As far as I am concerned ... Jeśli o mnie chodzi, ...

It seems to me ... Wydaje mi się, że...

Giving examples Podawanie przykładów

For example, ... Na przykład...

For instance, ... Na przykład...

Listing ideas Wymienianie argumentów

First of all, ... Po pierwsze, ...

I would also add that ... Dodałbym/Dodałabym również, że...

To start with, ... Zacznę od tego, że...

Unit 8 A PARAGRAPH OF A LETTER TO THE EDITOR

Akapit listu do redakcji

Expressing a result Opisywanie rezultatu

As a result, ... W rezultacie...

Consequently, ... W konsekwencji...

That's why ... Dlatego...

Saying how you feel about a problem

Zaznaczenie swojego stanowiska wobec jakiejś kwestii

What's worse, ... Co gorsza, ...

Sadly, ... To smutne, że...

Unfortunately, ... Niestety, ...

I'm not surprised when I hear that ... Nie jestem zaskoczony/zaskoczona, gdy słyszę, że...

Adding information

Podawanie dodatkowych informacji

What's more, ... Co więcej, ...

In addition, ... Ponadto...

Another thing is that ... Kolejną rzeczą jest to, że...

Also, ... Również...

Review 1 page 14, exercise 5

Complete the questions in your notebook with the words from the box. Then use the questions to interview your partner.

nervous board games enjoy spend

- 1 How do you time with your friends?
- 2 Is playing fun for you? Why? / Why not?
- 3 What makes you the most .
- 4 What type of parties do you the most? Why?

Review 2 page 26, exercise 5

Make sure you understand the words and phrases below.

- Ask student A to write sentences with the words.
- Check the sentences for mistakes (logic, grammar and spelling). Has the student used the words correctly?

sailing helmet get injured rowing competitor

Review 3 page 38, exercise 7

Read the questions and make sure you can answer them. Then test your partner.

- 1 What can you *redecorate*?
- 2 What is a *bungalow* in Polish?
- 3 What is the opposite of *crowded*?
- 4 Where in the house do you usually keep *an oven*?
- 5 What do you call a house on a farm?

Review 4 page 50, exercise 5

Write questions from the prompts in the past perfect or past simple. Then interview your partner.

- 1 you / ever / take part in a competition when you were in primary school? Do you think it was a good idea?
- 2 you / have / good teachers at your primary school? Tell me about them.
- 3 When / you / start to study English?
- 4 you / revise a lot before the last maths test? Why? / Why not?

Review 5 page 64, exercise 7

Are the sentences true or false? Check the answers. Then test your partner.

- 1 If something is moving, it makes you laugh.
- 2 Fairy tales are based on facts.
- 3 Stage experience is very important for actors.
- 4 If a film is rubbish, it's enjoyable to watch.
- 5 The main hero is the same as the main character.

Review 6 page 76, exercise 6

Are the sentences true or false? Check the answers. Then test your partner.

- 1 If you buy things at the sales, you pay a higher price.
- 2 You buy sports equipment at a DIY shop.
- 3 You can hear leaflets on the radio.
- 4 If something fits you, it's the right size.
- 5 If you pay for something by cash, it means you have money on you.

Review 7 page 88, exercise 6

Read the expressions and make sure you understand them. Then ask your partner to draw these items to check if he/she understands the meaning.

- 1 hills next to a lake
- 2 lightning
- 3 a sunny sky
- 4 an island next to the coast
- 5 a rough sea

Review 8 page 100, exercise 5

Translate the sentences into your own language. Then ask your partner to translate them back into English.

- 1 Where's the on/off button?
- 2 The information will be displayed on the screen.
- 3 This TV set is making a funny noise.
- 4 My tablet gets stuck all the time.
- 5 My new laptop has a touch screen.

Culture 4 page 107, exercise 9

PROJECT TASK Prepare a brochure about Poland for a student from Great Britain who is going to come to study at your school. Include information about:

- the attitude of Polish young people towards foreigners (how friendly, tolerant, hospitable they are)
- your school (the time you start lessons, subjects, extra school activities, grades)
- the most popular ways of spending free time (places to go to, popular sports)
- meals and meal times in Poland (types of meals, typical Polish dishes, delicacies from Poland)

Check your brochure for any language mistakes before you give it to your teacher.

GRAMMAR 1 present simple and present continuous

Czasu **present simple** używamy, aby opisać:

- czynności i sytuacje rutynowe:
He often reads in the evenings.
- sytuacje stałe, niezmiennie:
Jane lives in New York.

W zdaniach w czasie **present simple** używamy często następujących wyrażen:

- a** *never, hardly ever, rarely, sometimes, often, usually, always.*
Określenia te występują w zdaniu przed czasownikiem głównym i po czasownikach posiłkowych:
I often sleep till late. She doesn't usually help out around the house., ale: *Mark is usually late.*
- b** *every day/week/month, from time to time, once/twice/three times a day/week/month* itp.
Tych określeń używamy na początku lub na końcu zdania:
She goes swimming twice a week.

Zdania twierdzące i przeczące

I/You/We/They	come don't come	here every year.
He/She/It	comes doesn't come	

Pytania i krótkie odpowiedzi

Do	I/you/we/they	often travel?	Yes, I do. No, they don't.
Does	he/she/it		Yes, he does. No, she doesn't.
How/Where	do does	I/you/we/they he/she/it	travel?

Czasu **present continuous** używamy, aby opisać:

- sytuacje trwające w momencie mówienia o nich:
Laura is studying at the moment.
- sytuacje, które trwają w bieżącym okresie, niekoniecznie w chwili, gdy o nich mówimy:
I am going to work by bus this week.
- czynności zaplanowane na przyszłość (na ogół niezbyt odległą):
We are writing a test next Monday.

W zdaniach w czasie **present continuous** zwykle używamy następujących określeń czasu:

- a** *now, at the moment* – dla wyrażenia czynności odbywających się w tej chwili.
- b** *today, these days, this week, this month, this summer* – dla wyrażenia czynności lub sytuacji mających miejsce w bieżącym okresie.
- c** *tomorrow, next week/month/Sunday* – dla wyrażenia czynności zaplanowanych w nieodległej przyszłości.

Zdania twierdzące i przeczące

I	am/'m not	reading	now.
You/We/They	are/aren't		
He/She/It	is/isn't		

Pytania i krótkie odpowiedzi

Am	I	sleeping?	Yes, I am. / No, I'm not.
Are	you/we/they		Yes, they are. / No, they aren't.
Is	he/she/it		Yes, he is. / No, he isn't.
What	am	I	doing?
	are	you/we/they	
	is	he/she/it	

GRAMMAR 2 verb + -ing form / infinitive

Bezokolicznika (*infinitive*) ze słowem **to** używamy:

- po większości czasowników i zwrotów oznaczających plany, decyzje, wolę, zamiary, np. *want, would like, plan, decide*:
I'm planning to take Spanish classes this year.
- po takich czasownikach jak: *agree, refuse, offer, promise, hope*:
She promised to buy something for dinner.

Czasownika z końcówką **-ing** (*gerund*) używamy:

- po czasownikach wyrażających emocje, np. *like, love, hate, can't stand, enjoy, don't mind*:
I love listening to rock music.
- po czasownikach i wyrażeniach zawierających przyimek, np. *keen on, look forward to*:
We were keen on seeing the concert.
- po niektórych czasownikach i zwrotach, np. *continue, spend time, suggest*:
Mark spent a lot of time practising before the show.

GRAMMAR CHALLENGE! Student's Book, page 108, UNIT 1

Po niektórych czasownikach możemy użyć zarówno bezokolicznika, jak i czasownika z końcówką **-ing**, należy pamiętać jednak, że wybór formy czasownika ma wpływ na znaczenie wypowiedzi:

- 1a** *I met them at the theatre, so we stopped to talk for a while.*
(Spotkałem/Spotkałam ich w teatrze, więc zatrzymaliśmy się, żeby porozmawiać przez chwilę.)
- 1b** *We stopped talking when the film started.*
(Przestaliśmy rozmawiać, kiedy zaczął się film.)
- 2a** *The teacher tried to explain everything to us.*
(Nauczyciel próbował nam wszystko wyjaśnić.)
- 2b** *The meat tasted awful. I tried adding some salt, but it didn't help.* (Mięso było niedobre. Spróbowałem/Spróbowałam dodać soli, ale nie pomogło.)

GRAMMAR 1 used to and past simple

Czasu **past simple** używamy, aby opisać:

- czynności lub sytuacje, które wydarzyły się jeden raz w określonym momencie w przeszłości:
I started a Spanish course last week.
- czynności lub sytuacje, które powtarzały się przez jakiś czas w przeszłości:
Our biology teacher never gave us homework for the weekend.

Tworzenie regularnych form czasu **past simple**:

- Do większości czasowników dodajemy końcówkę **-ed**:
want – wanted, wash – washed, enjoy – enjoyed.
- Jeśli czasownik kończy się na literę **-e**, dodajemy do niego końcówkę **-d**:
arrive – arrived, like – liked, live – lived, love – loved.
- Jeśli czasownik kończy się na spółgłoskę + **-y (cry)**, **y** zamieniamy na **i** oraz dodajemy **-ed**:
study – studied, cry – cried, carry – carried.
- W przypadku krótkich czasowników zakończonych spółgłoską, podwajamy ostatnią literę i dodajemy **-ed**:
plan – planned, stop – stopped.

Wiele czasowników ma nieregularne formy czasu przeszłego, np.:
write – wrote, give – gave, think – thought, come – came.

W **past simple** często używamy następujących określeń czasu:
yesterday, the day before yesterday (przedwczoraj), *last Monday/ week/ year, a few minutes/ hours/ days/ weeks/ years ago, in 1985, on 12 September 2009.*

Zdania twierdzące i przeczące

I/You/We/They He/She/It	arrived came	on time.
	didn't arrive didn't come	

Pytania i krótkie odpowiedzi

Did	I/you/we/they he/she/it	study yesterday?	Yes, I did. No, we didn't.
Why/ Where/ When	did	I/you/we/they he/she/it	study?

Konstrukcji **used to + czasownik** używamy, aby opisać przeszłe czynności lub sytuacje, które regularnie powtarzały się w przeszłości i uległy już zmianie:

I used to study a lot, but now I don't have to.

Zdania twierdzące i przeczące

I/You/We/They He/She/It	used to	drink coffee.
	didn't use to	

Pytania i krótkie odpowiedzi

Did	I/you/we/they he/she/it	use to	drink coffee / be popular?	Yes, I did. No, he didn't.
Why/ How often	did	I/you/we/they/he/ she/it	use to	drink coffee?

GRAMMAR 2 past continuous and past simple

Czasu **past simple** używamy, aby opisać:

- czynności lub sytuacje, które wydarzyły się w określonym momencie w przeszłości:
I met John two years ago.
- ciąg następujących po sobie wydarzeń z przeszłości:
When they saw the smoke, they called the fire brigade and ran to help the victims.

Czasu **past continuous** używamy, aby opisać:

- zdarzenia lub sytuacje, które trwały w określonym momencie w przeszłości:
I was watching TV at 5 p.m. yesterday.
- zdarzenia i sytuacje, które stanowiły tło dla innych wydarzeń:
While I was getting ready to leave, the door bell rang.

Zdania twierdzące i przeczące

I/He/She/It	was/wasn't	sleeping	at 2 a.m.
You/We/They	were/weren't		

Pytania i krótkie odpowiedzi

Was	I/he/she/it	sleeping	when she came?	Yes, she was. No, I wasn't.
Were	you/we/they			Yes, they were. No, we weren't.
What	was	I/he/she/it	doing yesterday at 3 p.m.?	
	were	you/we/they		

GRAMMAR CHALLENGE! Student's Book, page 109, UNIT 2

Zwróć uwagę, że czas **past simple** opisuje czynności zakończone w przeszłości, a **past continuous** – czynności lub sytuacje, które trwały w określonym momencie w przeszłości:

Dad left when I came.

(Tata wyszedł, zanim przyszedłem/przyszłam; nie spotkaliśmy się.)

Dad was leaving when I came.

(Tata wychodził, kiedy przyszedłem/przyszłam; spotkaliśmy się.)

GRAMMAR 1 present perfect: *How long?*
for/since

Czasu **present perfect simple** używamy, aby opisać sytuację lub stany, które rozpoczęły się w przeszłości i trwają do chwili obecnej.

Zazwyczaj stosujemy tu przyimki:

- **for** (aby powiedzieć, jak długo trwa jakaś czynność lub sytuacja):
I've known him for many years / for a few weeks / for only two days.
- **since** (aby powiedzieć, od kiedy trwa jakaś sytuacja):
She's lived abroad since last year / since 1999 / since May.

Zdania twierdzące i przeczące

I/You/We/They	have lived / haven't lived	here for five years.
He/She/It	has lived / hasn't lived	

Pytania i krótkie odpowiedzi

Have	I/you/we/they	finished?	Yes, I have. No, you haven't.
Has	he/she/it		Yes, he has. No, she hasn't.
How long	have	I/you/we/they	had a pet?
	has	he/she/it	

GRAMMAR CHALLENGE! Student's Book, page 109,
UNIT 3

- Form **have/has been** używamy, aby powiedzieć, że osoba, która udała się w jakieś miejsce, już powróciła.
She has been to the shop and bought lots of sweets.
- Form **have/has gone** używamy wtedy, gdy jakaś osoba dokądś się udała, ale jeszcze nie powróciła.
She has gone to the shop, but she should be back any minute now.

GRAMMAR 2 present perfect and past simple;
just, already, yet

Czasu **present perfect** używamy, aby opisać własne lub czyjeś doświadczenia z przeszłości, bez podawania dokładnej daty:

I have been to London three times.

W zdaniach w czasie **present perfect** często używamy takich określeń, jak: **before** (przedtem), **since I started this school** (odkąd zacząłem/zaczęłam tę szkołę), **until now** (do tej pory), **in my life** (w moim życiu), **recently** (ostatnio), **never/ever** (nigdy/kiedykolwiek).

Czasu **past simple** używamy, aby opisać czynności lub sytuację, które wydarzyły się w określonym momencie w przeszłości:

I visited my friend yesterday.

W zdaniach w czasie **past simple** często używamy takich określeń, jak: **two years ago**, **last Wednesday**, **on 1 March**, **in 2000**.

Czasu **present perfect** często używamy, aby przekazać wiadomość o jakimś wydarzeniu. Gdy podajemy dodatkowe szczegóły tego wydarzenia (czas, miejsce), używamy czasu **past simple**:

A She has bought a beautiful dress for the party.

B Really? Where did she buy it?

A She was in Paris last week. She bought it there.

Czas **present perfect simple** stosujemy z wyrazami:

- **just** (właśnie) i **already** (już) w zdaniach twierdzących oraz pytaniach:
I have just talked to the teacher.
Has his lesson already finished?
- **yet** (już, jeszcze nie) w zdaniach przeczących i pytaniach:
Have they prepared the project yet?
Julia hasn't done her homework yet.

GRAMMAR 1 past simple and past perfect

Czasu **past perfect** używamy, aby opisać czynności, sytuacje lub zdarzenia z przeszłości, które miały miejsce przed innymi przeszłymi zdarzeniami, często wyrażonymi w czasie **past simple**:

*The students **had cleaned up** the mess **before** the teacher **arrived**.
I **got** to the theatre and **realised** that I **had left** my ticket at home.*

Zdania twierdzące i przeczące

I/You/We/They/ He/She/It	had been	there before.
	hadn't been	

Pytania i krótkie odpowiedzi

Had	I/you/we/they he/she/it	arrived?	Yes, we had. No, she hadn't.
-----	----------------------------	----------	---------------------------------

Wyrażenia **after**, **before** oraz **by the time** często pojawiają się w zdaniach, w których należy użyć czasu **past perfect**. Zwróć uwagę na sposób ich użycia.

*He **had had** many problems with chemistry **before** he took extra lessons.*

*After he **had taken** extra lessons, his grades improved.*

*By the time I got to the airport, the plane **had already left**.*

GRAMMAR CHALLENGE! Student's Book, page 110, UNIT 4

Czasu **past simple** używamy, aby opisać wydarzenia, które nastąpiły jedno po drugim (chronologicznie), a czasu **past perfect**, aby podkreślić, że jedno z wydarzeń wydarzyło się wcześniej:

*When Sam **came home**, mum **went to bed**.*

(Kiedy wrócił, mama poszła spać – dopiero po tym, jak on wrócił.)

*When Sam **came home**, mum **had gone to bed**.*

(Kiedy wrócił, mama już spała – poszła spać wcześniej.)

GRAMMAR 2 modals of deduction: **may/might/could, can't, must**

- Czasowników modalnych **may/might/could** używamy, aby powiedzieć, że jakieś zdarzenie jest możliwe lub prawdopodobne:

*He **could be** one of the new students.*

(Być może to jest jeden z nowych uczniów.)

*The man **might be** a teacher.*

(Być może ten mężczyzna jest nauczycielem.)

- Czasownika modalnego **must** używamy, aby wyrazić przypuszczenie graniczące z pewnością:

*They **must be** in the computer lab.*

(Oni z pewnością są w sali komputerowej.)

- Formy **can't** używamy, aby z dużym prawdopodobieństwem powiedzieć, że coś jest niemożliwe:

*They **can't be** at home.*

(Niemożliwe, by byli w domu.)

GRAMMAR 1 will and going to

Will używamy, aby opisać:

- decyzje, które są podejmowane w trakcie mówienia, bez wcześniejszego planowania:
OK, I'll go to the shop and get the milk.
Don't worry about the washing-up, I'll do it in a moment.
- przewidywania dotyczące zdarzeń lub sytuacji przyszłych:
I'm sure you'll pass the exam.
I think they'll be late.

Zdania twierdzące i przeczące

I/You/We/They	will stay	here.
He/She/It	won't stay	

Pytania i krótkie odpowiedzi

Will	I/you/we/they he/she/it	open the door?	Yes, I will.
			No, it won't.

Konstrukcji **be going to** używamy, aby opisać:

- zamierzenia i plany na przyszłość:
I'm going to buy a new car soon.
- przewidywania dotyczące czynności lub sytuacji, które wkrótce się wydarzą, gdyż wskazują na to obecne okoliczności:
Look at the clouds. It's going to rain soon.

Zdania twierdzące i przeczące

I	am going to 'm not going to	watch a film tonight.
You/We/They	are going to aren't going to	
He/She/It	is going to isn't going to	

Pytania i krótkie odpowiedzi

Am	I	going to read it?	Yes, I am.
			No, I'm not.
Are	you/we/they		Yes, we are.
			No, they aren't.
Is	he/she/it		Yes, he is.
			No, she isn't.

Mówiąc o przyszłości, często używamy następujących wyrażań: **tomorrow** (jutro), **the day after tomorrow** (pojutrze), **tonight** (dziś wieczorem), **next week / month / year / summer** (w przyszłym tygodniu/miesiącu/roku, w przyszłe wakacje), **soon** (wkrótce), **in the future** (w przyszłości), **in two minutes / several hours / a few years** (za dwie minuty/kilka godzin/kilka lat).

GRAMMAR 2 must, have to, need to, can

Czasownika modalnego **must** używamy, aby wyrazić:

- wewnętrzny nakaz/potrzebę:
I must go now – I don't want to miss the beginning of the film.
(Muszę już iść – nie chcę się spóźnić na początek filmu.)

Czasownika modalnego **mustn't** używamy, aby wyrazić:

- zakaz:
You mustn't touch anything in the museum.
(W muzeum nie wolno Ci niczego dotykać.)

Czasownika modalnego **can** używamy, aby wyrazić:

- możliwość lub przyzwolenie:
You can touch whatever you want – it's an interactive museum.
(Możesz dotykać czego chcesz – to jest muzeum interaktywne.)

Czasownika modalnego **can't** używamy, aby wyrazić:

- brak przyzwolenia lub możliwości:
You can't enter the VIP zone without a special ticket.
(Nie możesz wejść do strefy VIP bez specjalnego biletu.)

Have to używamy, aby wyrazić:

- konieczność lub zewnętrzny nakaz:
She has to read three novels this month.
(W tym miesiącu ona musi przeczytać trzy powieści.)
- brak konieczności lub nakazu:
You don't have to watch the play if you don't want to.
(Nie musisz oglądać tej sztuki, jeżeli nie chcesz.)

Zdania twierdzące i przeczące; pytania i krótkie odpowiedzi

I/You/We/They	must	leave now.	
He/She/It	mustn't		
Must	I/you/we/ they/he/ she/it	go so soon?	Yes, you must. No, we don't have to.

Zdania twierdzące i przeczące; pytania i krótkie odpowiedzi

I/You/We/They	can	watch this film.	
He/She/It	can't		
Can	I/you/we/ they/he/ she/it	watch this film?	Yes, you can. No, he can't.

Zdania twierdzące i przeczące; pytania i krótkie odpowiedzi

I/You/We/They	have to / need to don't have to / don't need to	stay at home.	
He/She/It	has to / needs to doesn't have to / doesn't need to		
Do	I/you/we/they	have to / need to	do it now?
Does	he/she/it		
			Yes, they do. No, I don't.
			Yes, she does. No, he doesn't.

GRAMMAR CHALLENGE! Student's Book, page 110, UNIT 5

Must i **have to** często stosuje się wymiennie.

Must stosujemy w sytuacjach, w których sami podejmujemy decyzję, że musimy coś zrobić (wewnętrzny przymus).

I must read this book!

(Bardzo chcę przeczytać tę książkę.)

Czasownik **have to** stosujemy w sytuacjach, w których ktoś każe nam coś zrobić (zewnętrzna konieczność).

We have to read a lot of books at school.

(Nauczyciele każą nam je czytać.)

GRAMMAR 1 comparatives and superlatives; as ... as, too, enough

Przymiotniki odpowiadają na pytania: *jaki? jaka? jakie?*:

It's an expensive shop. I'm tired.

Stopniowanie przymiotników służy do wyrażania porównań.

Przymiotniki stopniujemy według poniższych zasad:

	Stopień wyższy	Stopień najwyższy
Przymiotniki jednosylabowe		
	+er longer	+est the longest
long		
Przymiotniki wielosylabowe		
	more more expensive	most the most expensive
expensive		
Przymiotniki nieregularne		
good	better	the best
bad	worse	the worst
old	older/elder (sister, brother etc.)	the oldest/eldest (sister, brother etc.)

Pamiętaj o następujących zasadach ortograficznych:

- jeśli przymiotnik jest zakończony pojedynczą samogłoską przed pojedynczą spółgłoską, podwajamy ostatnią literę:
big – bigger – the biggest.
- do przymiotników zakończonych na -e dodajemy -r, -st:
fine – finer – the finest.
- w dwusylabowych przymiotnikach zakończonych na -y zamieniamy -y na -i oraz dodajemy końcówkę -er lub -est:
funny – funnier – the funniest.

Uwaga!

Przed przymiotnikami w stopniu najwyższym stawiamy **the**:

This is the most expensive laptop in the shop.

Gdy porównujemy dwie osoby, rzeczy lub zjawiska, stosujemy **than** (niż): *English is easier to learn than Chinese.*

GRAMMAR CHALLENGE! Student's Book, page 111, UNIT 6

Przymiotniki możemy też stopniować, używając **less** (mniej) i **the least** (najmniej):

This book is less interesting than the one I read last week.

Jack is the least shy person in our class.

Najczęściej stosowane konstrukcje z przymiotnikami to:

- **as + przymiotnik + as** (tak ... jak):
Ann is as tall as her mother.
(Anna jest tak wysoka jak jej mama.)
- **too + przymiotnik** (zbyt):
The price was too high. (Cena była zbyt wysoka.)
- **(not) + przymiotnik + enough** ((nie) dość, (nie) wystarczająco)
The bag wasn't big enough, so I took it back.
(Torba nie była wystarczająco duża, więc ją oddałam/ oddałam.)

GRAMMAR 2 relative clauses

Zdania przydawkowe (odpowiadające na pytania: *jaki? który?*) zawierają istotną informację o rzeczowniku w zdaniu głównym, bez której zdanie to nie byłoby logiczne i sensowne. W zdaniach przydawkowych używamy następujących **zaimków względnych**:

- **who / that** – w odniesieniu do osób:
I met a man who won the lottery last year.
- **which / that** – w odniesieniu do rzeczy:
I've got an old camera which still takes very good pictures.
- **where** – w odniesieniu do miejsc:
They took us to a shop where you can buy hand-made jewellery.
- **whose** – aby określić, do kogo należy jakaś rzecz:
I saw a TV programme about a man whose wife spent all their money on shoes and clothes.

Zamiast zaimka **where** można użyć **which / that ... + in**.

W zdaniach z zaimkiem **where** nie używamy **in**:

This is the village which I grew up in.

or *This is the village where I grew up.*

Uwaga!

W zdaniach przydawkowych możliwe jest opuszczenie spójników: **who / which / that**, jeśli pełnią one w zdaniu funkcję dopełnienia, np.:

Can I see the phone (which / that) you bought last week?

(**which / that** = dopełnienie).

Zaimka względnego nie można pominąć, jeśli jest on podmiotem zdania podrzędnego:

That's the woman who drives that red Porsche.

(**who** = podmiot)

GRAMMAR 1 zero and first conditional

Zdań warunkowych zerowego stopnia używamy, aby opisać zasady i reguły oraz często powtarzające się zdarzenia, czynności lub zjawiska:

When the temperature is below 0°C, water freezes.

If it is sunny, I usually walk to school.

Uwaga!

W zdaniach warunkowych zerowego stopnia spójnik **if** często możemy zastąpić spójnikiem **when**:

I usually feel much better if / when I go jogging in the morning.

Zdań warunkowych pierwszego stopnia używamy, aby opisać czynności lub sytuacje, które prawdopodobnie lub przypuszczalnie będą miały miejsce w przyszłości po spełnieniu określonego warunku:

I'll go out if it stops raining.

Uwaga!

W zdaniu nadrzędnym zamiast **will** możemy wykorzystać czasowniki modalne **may / might**:

If it doesn't stop snowing, we may / might have to leave a day later.

Zero conditional

If + present simple	present simple
If you heat the water up to 100°C,	it boils.
If you don't do your homework,	you get bad marks.

First conditional

If + present simple	will / may / might
If you don't hurry up,	we will miss the train.
If you are late,	they may leave without you.

GRAMMAR CHALLENGE! Student's Book, page 111, UNIT 7

W zdaniach warunkowych zerowego i pierwszego stopnia możemy używać spójnika **unless = if not** (jeżeli nie; chyba że):

We'll go out unless it rains. = We'll go out if it does not rain.

Uwaga! Po **unless** nie stosujemy przeczeń:

We'll go out unless it rains. NIE: ~~doesn't rain~~.

GRAMMAR 2 second conditional

Zdań warunkowych drugiego stopnia używamy, aby opisać mało prawdopodobne albo praktycznie niemożliwe sytuacje z teraźniejszości lub przyszłości, lub aby udzielić komuś rady:

If I had a lot of money, I would donate some of it to a children's hospital.

If I were you, I would consult a doctor immediately.

Uwaga!

W zdaniach warunkowych drugiego stopnia, w zdaniu podrzędnym (po spójniku), możemy używać formy **were** w odniesieniu do wszystkich osób:

If he were younger, he would recover more quickly.

W zdaniu nadrzędnym zamiast **would** możemy użyć czasownika modalnego **could**:

If we had more time, we could go for a walk.

Second conditional

If + past simple	would / could
If I won the lottery,	I would travel around the world.
If she didn't like you,	she wouldn't invite you to her party.
If I had a car,	I could take my friends for a ride.

O ile w zdaniu warunkowym pierwszego stopnia warunek jest możliwy do spełnienia, o tyle w zdaniu warunkowym drugiego stopnia jest on mało prawdopodobny lub niemożliwy. Stąd słowo **if** w pierwszym okresie znaczy **jeżeli/jeśli**, a w drugim okresie **gdyby**:

if you watch the forecast = jeżeli będziesz oglądał/oglądała prognozę (prawdopodobnie będziesz)

if she comes = jeśli ona przyjdzie (jest prawdopodobne, że przyjdzie)

if I were rich = gdybym był bogaty/była bogata (ale tak nie jest)

if it was warmer = gdyby było cieplej (ale nie jest)

GRAMMAR 1 the passive: present simple, past simple, present perfect, will

Stronę biernej używamy:

- gdy nie wiemy, kto jest wykonawcą czynności:
When was the computer invented?
- gdy jest nieistotne, kto jest wykonawcą czynności:
A smartphone was found in the school canteen.

Stronę bierną tworzymy za pomocą czasownika **be**, w odpowiednim czasie, liczbie i osobie, oraz **trzeciej** formy czasownika.

Present simple: am / is / are + past participle

Zdania twierdzące	Coffee is grown in Brazil. These cars are made in Germany.
Zdania przeczące	Coffee isn't grown in Poland. These cars aren't made in Japan.
Pytania ogólne	Is coffee grown in Brazil? Are these cars made in Japan?
Pytania szczegółowe	Where is coffee grown? Where are these cars made?

Past simple: was / were + past participle

Zdania twierdzące	It was built in 1354. They were arrested yesterday.
Zdania przeczące	It wasn't built in 1345. They weren't arrested two days ago.
Pytania ogólne	Was it built in 1354? Were they arrested yesterday?
Pytania szczegółowe	When was it built? Why were they arrested yesterday?

Present perfect: have / has been + past participle

Zdania twierdzące	They have been invited. The class has been cancelled.
Zdania przeczące	They haven't been invited. The class hasn't been cancelled.
Pytania ogólne	Have they been invited? Has the class been cancelled?
Pytania szczegółowe	Who have they been invited by? Why has the class been cancelled?

Future simple: will + be + past participle

Zdania twierdzące	The parcel will be delivered tomorrow. The project will be finished soon.
Zdania przeczące	The parcel won't be delivered tomorrow. The project won't be finished soon.
Pytania ogólne	Will the parcel be delivered tomorrow? Will the project be finished soon?
Pytania szczegółowe	When will the parcel be delivered? When will the project be finished?

GRAMMAR CHALLENGE! Student's Book, page 112, UNIT 8

Stronę bierną stosujemy, gdy chcemy, aby uwaga odbiorcy była skupiona na czynności, a nie na jej wykonawcy:

His smartphone was stolen. (Jego smartfon został skradziony.)

Stronę czynnej używamy, gdy bardziej interesuje nas wykonawca czynności:

A boy from another school stole his smartphone. (Chłopiec z innej szkoły ukradł jego smartfon.)

GRAMMAR 2 reported speech

Mowy zależnej w języku angielskim używamy, aby relacjonować wypowiedzi innych osób lub swoje własne, nie przytaczając ich dosłownie.

- *'I am trying to fix my keyboard.'* – cytata (mowa niezależna)
- *I told him that I was trying to fix my keyboard.* – relacja (mowa zależna)

Używając mowy zależnej, stosujemy następstwo czasów.

present simple 'I use my laptop every day.' 'This camera doesn't work.'	past simple He said he used his laptop every day. They said that camera didn't work.
present continuous 'I am writing an email.' 'They aren't listening to music.'	past continuous She said she was writing an email. You said they weren't listening to music.
present perfect 'We have just made a new app.' 'She hasn't sent the message.'	past perfect They said they had just made a new app. He said she hadn't sent the message.
past simple 'We bought this monitor yesterday.' 'You didn't pass the test.'	past perfect She said they had bought the monitor the day before. She said you hadn't passed the test.
will 'I will become a famous scientist one day.' 'They won't fix this soon.'	would She said she would become a famous scientist one day. They said they wouldn't fix this soon.
can 'I can drive.' 'We can't help you today.'	could She said she could drive. They said they couldn't help us that day.

W mowie zależnej zmieniają się również niektóre określenia czasu i miejsca.

today	that day
at the moment	at that moment
now	then
yesterday	the day before / the previous day
last week / month / year	the week / month / year before
two days / weeks / years ago	two days / weeks / years before
tomorrow	the next / following day
next week / month / year	the next / following week / month / year
this	that
these	those
here	there

LEXICAL PATTERNS

ADJECTIVES WITH PREPOSITIONS

addicted to	uzależniony od (czegoś)	Fiona is addicted to chocolate.
afraid of	przestraszony, bojący się (czegoś)	I am afraid of spiders.
bored with	znudzony (czymś)	Joe was bored with his job.
close to	bliski, niedaleko (od jakiegoś miejsca)	I live close to the beach.
delayed by	opóźniony przez (coś)	The plane was delayed by the fog.
different from	inny niż ...	I am quite different from my brother.
disappointed with	zawiedziony (kimś/czymś)	Jim was disappointed with the exam results.
famous for	znany z ...	New York is famous for yellow taxis.
far from	daleki, daleko położony od ...	Warsaw is far from the sea.
fed up with	zniechęcony, mający (czegoś) dość	I am fed up with jogging every day.
(be) fond of	lubić kogoś/coś	Tom is fond of football.
full of	pełen (czegoś)	The shop was full of people.
good/bad at	dobry/słaby (w czymś)	Ann is good/bad at biology.
guilty of	winny (czegoś)	He was found guilty of murder.
happy about/with	zadowolony z (czegoś)	Tom was happy about/with his new car.
important for	ważny dla (kogoś/czegoś)	Sport is very important for me.
interested in	zainteresowany (czymś)	Susan is interested in travelling.
involved in	zaangażowany w (coś)	Steve is involved in politics.
keen on	zainteresowany (czymś)	Our kids are keen on computers.
mad about	zwariowany na punkcie (czegoś)	Bill is mad about cars.
nice to	miły dla (kogoś)	Be nice to people!
pleased with	zadowolony z (czegoś)	I was pleased with the job interview.
polite to	uprzejmy dla (kogoś)	Receptionists must be polite to all guests.
proud of	dumny z (kogoś/czegoś)	Jack was proud of his son.
ready for	gotowy na (coś)	Are you ready for the test?
responsible for	odpowiedzialny za (coś)	Sheila is responsible for the whole project.
similar to	podobny do (kogoś)	Mike looks similar to his dad.
suitable for	odpowiedni dla (kogoś)	The film is not suitable for children.
surprised by	zaskoczony (czymś)	I was surprised by the news.
useful for/to	użyteczny dla (kogoś)	Your advice is very useful for/to us.
well-known for	znany z (czegoś)	London is well-known for Big Ben.
worried about	zmartwiony (czymś)	I am worried about my history exam.

NOUNS WITH PREPOSITIONS

access to	dostęp do (czegoś)	Every student should have access to the Internet.
advantage/disadvantage of	zaleta/wada (czegoś)	The biggest advantage of travelling is that you learn about other cultures. One of the disadvantages of the job is the long hours I work.
advice about	rada dotycząca (czegoś)	The teacher gave some advice about how to learn Italian quickly.
apology for	przeprosiny za (coś)	I must make an apology for my behaviour.
attention to	uwaga, zainteresowanie (czymś)	Please pay attention to details.
campaign against	kampania przeciwko (czemuś)	We joined a campaign against smoking.
effect on	wpływ, oddziaływanie na (coś)	The war had a large effect on fuel prices.
influence on	wpływ na (coś)	Music has positive influence on children.
information about	informacja o (czymś)	Could you give us some information about the course?
passion for	zamiłowanie do (czegoś)	I have a passion for music.
picture of	obraz, zdjęcie (kogoś/czegoś)	I took a picture of a snake.
prize for	nagroda za (coś)	Reymont received the Nobel Prize for literature.
punishment for	kara za (coś)	A fine is a punishment for speeding.
reason for	powód, przyczyna (czegoś)	What was the reason for the accident?
recipe for	przepis na (coś)	This is a recipe for lasagne.
story about	historia, opowiadanie (o czymś)	Have you heard the story about the accident?
talent for	talent do (czegoś)	Paul has no talent for singing.
victim of	ofiara (czegoś/kogoś)	I was a victim of bullying at school.
view of	widok (na coś)	Every room has a view of the sea.
interest in	zainteresowanie (czymś)	Lee has an interest in sport.

VERBS WITH PREPOSITIONS

agree/disagree with	zgodzać się / nie zgodzać się (z kimś)	I don't think I agree with you. Teenagers often disagree with their parents.
apologise for	przepraszać za (coś)	I apologise for my mistake.

LEXICAL PATTERNS

appeal to	podobać się komuś, przemawiać do (kogoś)	Does this film appeal to you?
apply for	ubiegać się o (coś)	I would like to apply for the job.
arrive in	przybyć, przyjechać do (jakiegoś miejsca)	The train arrives in Rome at 8.30.
ask for	pytać, prosić o (coś)	You can always ask someone for help.
belong to	należać do (kogoś)	Does this laptop belong to you?
care about	troszczyć się o (kogoś)	Good parents care about their children.
click on sth	kliknąć (w coś)	Click on the link to open this website.
compete for sth / in sth / with sb	konkurować, rywalizować o (coś) / w (czymś) / z (kimś)	Bob will compete for the gold medal / in the Olympics / with other players.
complain about	narzekać na (coś/kogoś)	People often complain about the weather.
concentrate on	koncentrować się, skupiać na (czymś)	I find it hard to concentrate on a difficult task.
connect to	podłączyć się do (czegoś), połączyć się z (czymś)	Enter the password to connect to the Internet.
consist of	składać się z (czegoś)	The course consists of four parts.
depend on	polegać na (czymś/kimś); zależeć od (czegoś)	I can always depend on my friends.
discriminate against	dyskryminować (kogoś)	It is illegal to discriminate against disabled people.
dream of	marzyć o (czymś)	He dreams of going to the Moon.
exchange sth for sth	wymienić coś na coś	Can I exchange these shoes for a smaller size?
fail to do sth	nie zdołać czegoś zrobić	Lynn failed to come to the lesson on time.
fight against	walczyć przeciw (czemuś), zwalczać (coś)	Many governments fight against terrorism.
hear from sb about / of sth	dostać wiadomość od kogoś / usłyszeć, dowiedzieć się o czymś	I would like to hear from you again about / of the situation.
invite sb to	zaprosić kogoś na (coś/gdzieś)	Chris invited his girlfriend to dinner on Friday.
look at	patrzeć na (coś)	Look at the picture on page 37.
look for	szukać (czegoś)	Can you help me look for my keys? I cannot find them.
make sense of	zrozumieć (coś)	Did you make sense of the lecture?
pay for	płacić za (coś)	You must pay for the tickets before you enter the gallery.
prefer sth to sth	woleć coś od czegoś	Max prefers meat to vegetables.
recommend sth to sb	polecić coś komuś	I can recommend the film to comedy lovers.
return sth to	zwrócić coś (gdzieś, np. do sklepu)	She returned the dress to the store as it was too large.
revise for	powtarzać, uczyć się do (czegoś)	Ian is revising for the exam.
save for	oszczędzać na (coś)	We are saving for a trip around the world.
sentence sb to	skazać kogoś na (coś)	The judge sentenced him to prison.
share sth with	dzielić coś, wspólnie korzystać z czegoś z (kimś)	Rob shares a room with his brother.
shout at	krzyczeć na (kogoś)	Don't shout at me! I'm not deaf.
specialise in	specjalizować się w (czymś)	Joe specialises in organic chemistry.
spend money on	wydawać pieniądze na (coś)	I have spent all my money on a new MP3 player.
take part in	brać udział w (czymś)	Will you take part in the school play?
talk about	mówić, rozmawiać o (kimś/czymś)	They often talk about basketball.
teach about	uczyć (czegoś)	Mr Johnson teaches us about human rights.
thank for	dziękować za (coś)	Thank you for your help.
think about/of	myśleć o (kimś/czymś)	What do you think about/of the book?
wait for	czekać na (coś/kogoś)	I'll wait for you at the station.
work on sth	pracować nad (czymś)	Scientists are working on a cure for cancer.
worry about	martwić się o (coś/kogoś)	Martha often worries about the future.
write to sb	pisać do (kogoś)	Ellen is writing an email to her boyfriend.

PHRASAL VERBS

be into	interesować się (czymś)	Bobbie is into IT.
be on	odbywać się, mieć miejsce	The concert is on at 7 p.m.
break down	zepsuć się	The car broke down in the middle of the road.
break into	włamać się	Someone broke into our house when we were away.
can't put sth down	nie móc się oderwać (od czegoś)	The book was so fascinating that I couldn't put it down .
cheer up	rozchmurzyć się, rozweselić się	Cheer up! Look at the bright side.
chill out	zrelaksować się	We often meet to chill out at weekends.
cut down on	ograniczyć (coś)	I've cut down on sweets to lose weight.
do sth up	odnowić coś (dom, meble itp.)	We did the house up before moving in.
eat in / take away	jeść na miejscu / na wynos	Are these burgers to eat in or take away ?
eat out	jeść poza domem	I hate cooking, so I eat out very often.
find out	dowiedzieć się	Visit our website to find out more about our products.
give out	rozdać	Sue gives out fliers to students at school.

LEXICAL PATTERNS

go round	zwiedzać (coś)	Jess went round all art galleries in New York.
go with	pasować do siebie (o ubraniach, kolorach itp.)	This scarf goes nicely with every outfit.
grow up	dorosnąć	I want to be a doctor when I grow up .
hang on	zaczekać	Hang on a minute, please.
keep to	trzymać się, przestrzegać (czegoś)	You must keep to a workout schedule to get fitter.
let somebody down	zawieść, rozczarować (kogoś)	You can trust me, I won't let you down .
look after	zajmować się kimś	Lea sometimes looks after her baby brother.
look forward to	nie móc się doczekać (czegoś)	I look forward to hearing from you.
look sth up	sprawdzić coś	Students look new words up in a dictionary.
mess sth up	zepsuć coś	Don't try to mend the fridge or you'll mess it up more.
put on (weight)	przytyć	You'll put on weight if you eat fast food every day.
put sth on	założyć coś na siebie	It was raining so he put on his raincoat.
run out of	wyczerpać, skończyć się (o czymś)	Stop the car. We've run out of petrol.
sell out	wyprzedać	The tickets for the show are sold out .
set off	wyruszyć	We set off for London early in the morning.
set sth up	ustawić, skonfigurować coś (np. computer)	Can you help me set up my new computer?
sort out	rozwiązać, rozwikłać (np. problem)	Have you sorted out the problem yet?
stay up (late)	późno chodzić spać	When I stay up late , I can't get up for school.
switch on/off	włączyć/wyłączyć	Switch the light on . It's getting dark. Please switch off your mobile phones before the lesson.
take sth back	oddać, zwrócić coś do sklepu	She took the skirt back to the store as it was too large.
take sth out	wynieść coś (np. śmieci)	Take the garbage out before you leave.
take up a hobby	zająć się jakimś hobby	Sue has taken up karate.
try out	wypróbować coś	You must try out the new restaurant. It's fantastic!
try sth on	przymierzyć coś	Can I try this shirt on ?
turn into	zmienić się w ...	The frog turned into a handsome prince.
turn off	wyłączyć	Turn off the air conditioner. It's too cold.
turn out	okazać się	It turned out that she was a friend of my sister.
wash up	umyć, zmyć (naczynia)	Tim washed up after lunch.

PREPOSITIONAL PHRASES

at		
at first	na początku, najpierw	I enjoyed the show at first , but then I changed my mind.
at home	w domu	Mike is already at home and his roommate is still out.
at night	w nocy	Most people sleep at night .
at school	w szkole	Children are at school from 8 a.m. to 3 p.m.
at six o'clock	o godzinie szóstej	Jenny wakes up at six o'clock .
at the airport	na lotnisku	I can pick you up at the airport .
at the beginning	na początku	He went to Brazil at the beginning of the year.
at the bus stop	na przystanku autobusowym	I met Pete at the bus stop .
at the sales	na wyprzedaży	George bought both T-shirts at the sales .
at the seaside	nad morzem	We spent our holiday at the seaside .
at the weekend	podczas weekendu	She visited her granny at the weekend .
by		
by card	kartą (płacić)	Could I pay by card ?
by heart	na pamięć	We had to learn the poem by heart .
by post	drogą pocztową, pocztą	You will receive the contract by post .
by the river / lake	nad rzeką/jezioro	Houses by the river/lake are quite expensive.
by the sea	nad morzem	We took a beautiful route by the sea .
for		
for free	za darmo	The meal is for free .
for a walk	na spacer	Zoe took her dog for a walk .
for sale	na sprzedaż	The house is now for sale .
in		
in bed	w łóżku	It's already noon and he's still in bed .
in cash	w gotówce	You must pay in cash . We don't accept credit cards.
in connection with	w związku z ...	I am writing in connection with your advertisement.
in front of	przed	The monument is in front of the town hall.
in good/bad condition	w dobrym/złym stanie	The car is in good/bad condition.
in hospital	w szpitalu	Monika broke her leg and she is in hospital now.

LEXICAL PATTERNS

in my opinion/view	moim zdaniem	<i>In my opinion/view, cats are better than dogs.</i>
in public	w miejscu publicznym	<i>Do you like speaking in public?</i>
in the city centre / suburbs	w centrum miasta / na przedmieściach	<i>Would you rather live in the city centre or in the suburbs?</i>
in the corner	na rogu	<i>Write your name in the top left corner of the page.</i>
in the country	na wsi	<i>My grandparents live in the country.</i>
in the end	w końcu, wreszcie	<i>In the end, I decided not to buy the shoes.</i>
in the middle	w środku	<i>The statue is in the middle of the square.</i>
in the morning	rano	<i>I have a cup of tea in the morning.</i>
in the mountains	w górach	<i>Eliza spends each winter in the mountains.</i>
in the picture	na obrazku/zdjęciu	<i>In the picture I can see a young woman.</i>
in touch	w kontakcie	<i>I got in touch with an old friend.</i>
in winter	zimą	<i>It usually snows in winter.</i>
on		
on a diet	na diecie	<i>She doesn't eat chocolate because she is on a diet.</i>
on an estate	na terenie osiedla	<i>You can't play football on an estate.</i>
on an island	na wyspie	<i>I can see palm trees on an island.</i>
on average	średnio, przeciętnie	<i>On average, people read half a book per year.</i>
on behalf of	w imieniu kogoś	<i>I'd like to thank Mary on behalf of everyone.</i>
on Friday	w piątek	<i>The weekend starts on Friday.</i>
on sale	przeceniony (o towarze)	<i>I bought the red shoes on sale.</i>
on special offer	w promocji	<i>All items on this shelf are on special offer.</i>
on stage	na scenie	<i>The famous actress is back on stage.</i>
on the beach	na plaży	<i>The surfers gathered on the beach.</i>
on the floor	na podłodze	<i>There is no sofa, so we sit on the floor.</i>
on the main road	na głównej drodze	<i>The restaurant is on the main road.</i>
on the right/left	na prawo / na lewo	<i>The reception desk is on the right/left from the entrance.</i>
OTHER PREPOSITIONS		
according to	zgodnie z	<i>According to research, more and more people study abroad.</i>
because of	z powodu	<i>We stayed at home because of bad weather.</i>
last week	w zeszłym tygodniu	<i>I was absent from school last week.</i>
next Monday	w przyszły poniedziałek	<i>John is moving house next Monday.</i>
out of order	nieczynny	<i>The lift is out of order. We have to take the stairs.</i>
outside a city	poza miastem	<i>I enjoy living outside a city near the forest.</i>

Word formation

NEGATIVE PREFIXES

in-	insecure, invisible, incorrect
im- (before -p)	impossible, impatient, impolite
il- (before -l)	illegal
un-	unhappy, unlucky, unbelievable

NOUN SUFFIXES

-ation	educate, concentrate	education, concentration
-ion	inform, revise	information, revision
-edge	know	knowledge
-y	apologise	apology
-ment	punish	punishment
-tion	investigate	investigation
-our	behave	behaviour
-al	try	trial
-er/-or	ski, conduct	skier, conductor
-ist	cycle	cyclist

ADJECTIVE SUFFIXES

-able	fashion, comfort	fashionable, comfortable
-ing	surprise	surprising
-ive	expense	expensive
-ed	bore	bored

UNIT 1

CD 1.01

funny patient confident honest
sociable reliable sensitive bossy
ambitious generous hard-working
dishonest talkative silly quiet helpful
friendly kind rude serious clever
lazy shy nasty modest polite mean

CD 1.02

We asked some students to be honest with us and tell us about their good and bad points. Here is what they said!

1

OK, so I have to say what my good and bad points are. Tricky! Right, well I don't like meeting new people a lot, but it's fine when I have got to know them. Sometimes I just don't know what to say and I go red. I like studying and I usually do all my homework on time. Sometimes I stay up quite late to find out more information or learn more about some of the things we did in class. As for my bad points, well my sisters are younger than me and I'm always telling them to tidy up their rooms and do their homework so I suppose I can be quite bossy. They say that I'm just like mum.

2

First, the bad points – that's easy! I hate getting up in the mornings and I never do my homework on time. There's always something more interesting to do. Also, when I'm tired, I'm not always very polite to people. I know it's bad, but there's nothing I can do about it. My good points, well – I can think quickly – when I'm not too tired, and I usually get top marks in tests, and I can think of good excuses whenever I don't do my homework!

CD 1.03

Lisa Hi! What are you doing? Is it your English homework?

Tomek No! I'm writing an email to my English friend. So, yeah, I'm using English, but not for my homework!

Lisa Do you write to him every week?

Tomek Yes, sometimes twice a week. I'm staying with him this summer, so we're arranging lots of things at the moment. He lives in London. Should be fun!

Lisa Brilliant! My friend, Jenny, doesn't write very often. She does a lot of sports and she's always busy. She's competing in a big event on Saturday. She doesn't write about anything else! We don't have similar interests really. She likes sports – I don't. I read a lot – she doesn't.

Tomek That's a shame. Mike and I enjoy a lot of the same things. I think that's important for a good friendship.

Lisa You're right. Can I write to Mike too?

CD 1.04

Hi! My name's Dean and I'm directing a new series. Its action takes place in a secondary school and the stories are about students and teachers. We're looking for three people to play the following characters: Charlie, Ella and Sophie.

First of all, Charlie. Charlie is 16 and he's a bit of a bad boy and he's always getting into trouble. He thinks it isn't cool to get good marks so he doesn't care about doing his schoolwork! The worst thing about Charlie, however, is his dishonesty. You can't trust him. But family is important to Charlie. He's very loyal to his younger sister and brothers. He'll fight anyone who is rude to them.

Next, Ella. Ella is the same age as Charlie but she's very different. All the teachers love Ella! She's good-looking and clever. She always gets top marks in tests and she loves to be the centre of attention. She doesn't like students who waste their time – like Charlie! But Ella has problems too. She wants everyone to think that her family is rich, but it isn't true. Ella doesn't live in the best part of town and her father's been in prison a couple of times.

Finally, Sophie. Sophie is Ella's best friend. Sophie would like to be popular like Ella – but she isn't. Sophie isn't clever and she gets very nervous before tests and exams. She knows Ella very well and she's a loyal friend so she can keep secrets. Sophie would never let Ella down. So, now you know something about the characters, who would like to read the part of Charlie?

CD 1.05

1

Charlie Hi Ella! How's your dad?

Ella He's fine, Charlie. Why are you asking?

Charlie My mate says that the police want to talk to him about some stolen cars?

Ella Well, your mate is wrong.

Charlie Really? I think the class might be interested ... and you might be a bit embarrassed ...

Ella Stop telling lies about my family!

Charlie OK! Don't get upset! I can keep quiet – for £20.

Ella Go away, you loser!

Charlie Fine. Now it's £30.

2

Sophie Hi Ella. Are you OK? You look a bit stressed.

Ella I'm OK, thanks. Are you ready for the test tomorrow?

Sophie I'm worried because I need to get good marks this time. My dad was really cross last month. I know everything but I always forget it when I'm taking a test. I get so nervous. I'd really like to make my mum and dad proud of me.

Ella Look. I'm meeting Sam for a coffee after school. But come round later. I can test you before tomorrow.

Sophie Thanks Ella. Charlie ...

Ella What about Charlie?

Sophie He says he's got a copy of the test paper and he knows the questions. He wants £10.

Ella Don't even think about it. Charlie is a snake!

CD 1.07

Matt Hi. You look like you don't know anyone here.

Paula You're right. I'm new here. I'm Polish and I've just arrived in Britain.

Matt Wow! Your English is great. I'm Matt and I'm Tom's cousin. And you?

Paula My name's Paula and I'm Tom's new classmate. Nice to meet you, Matt.

Matt Nice to meet you too. So what are you into?

Paula Well, I love dancing and listening to music. What about you?

Matt Me too! I'm also quite keen on sports. I really like football and cricket.

Paula Well, sports aren't really my cup of tea, but I think they must be a great hobby.

Matt Yes, they are! Anyway, what do you think of the music here?

Paula It's really great!

CD 1.08

1

Simon Mark, this is Claire. Claire, this is Mark.

Mark Nice to meet you, Claire.

Claire You too. Are you having a good time at the party?

Mark Oh yes, it's a fantastic party. I love the music and the food is great too. And you?

Claire Yes, but I don't know many people here, so it's a bit strange.

Mark Well, you know me and Simon, so it's not so bad! We are the best dancers here.

Claire Oh, great. I absolutely love dancing!

Simon So why don't we go and dance?

2

Melanie So how do you know Charlie?

Steve Actually, he's my best friend. We aren't in the same class but we live next door to each other. And you? How come you know him? Are you his classmate?

Melanie Yes. His new classmate.

Steve Oh, I see. What do you think of your new class then?

Melanie They're a great bunch of people. Easygoing and extremely helpful. I feel very welcome there.

Steve That's good!

CD 1.09

1 What kind of parties are you keen on?

2 I'm totally into dancing and football.

3 Are you having a good time?

4 Hello, I'm Jane. I'm Mark's friend from school.

5 What's Mary like?

CD 1.10

Until recently, psychologists thought that you can't change your personality, like being open to new experiences or being hard-working. Such traits were long believed to be stable and not likely to change. However, new research shows that it is possible – although it's never easy. So, if you want to become more talkative, more sociable or more hard-working, you must remember that it is going to take time. First of all, you need to think about what you consider your good and bad points: do you think you are not organised enough or maybe you're too shy? You need to set a clear goal – for example, to become more sociable, more confident in the company of other people – and then work towards that goal. It might be helpful to write a change plan – it will remind you of your goal every day. Then, you need to start changing your behaviour: if you tend to avoid big social occasions, you need to plan to take part in them – maybe start with something small. A friend invites you to go clubbing? Maybe not a good idea to start with. But if someone invites you to a small party, accept it and try to mix with others. You can set yourself the goal of talking to one person you hardly know or have never met before. Also think of new activities or hobbies you might take up. If you're into jogging, why don't you find a group of people you could go with? If you have a passion for taking photos, find a photography club in your area – you may find it easier to talk to people who share your passion. Finally, stick to your plan and goal. Of course you're going to feel nervous, stressed or even scared at the beginning – but don't give up. It's the same with every goal – your determination will help you achieve it. Trust the science – and believe in yourself.

UNIT 2

CD 1.11

boxing basketball football swimming
ice hockey gymnastics weightlifting
motor racing rowing karate
cycling surfing skating table tennis
snowboarding volleyball

CD 1.12

1

This is becoming a very popular sport. I think it's because you can do it on your own or with your family and friends. You can do it for competitions or just for fun and to keep fit. I like going out in the early morning because the roads aren't busy then. If it's too busy, you can easily have an accident with a car. Drivers don't always see you although there are special paths on city roads.

2

I do this in the summer when the weather's good but a lot of people like going in the winter or spring when it's very windy and there are a lot of waves. They say that's the best time! I think the water's too cold then! I like this sport because I do it on my own and my board goes on top of my dad's car!

3

This is good for school kids because everyone can run, jump or throw, can't they? Even if you're not very good, you can try and it's good exercise. I like the 100 metres and my sister is good at the high jump. It's important in the Olympics as well.

4

Some people don't like this sport because it's two people fighting and hitting each other. They say it's dangerous because you hit the other person's head and face. But I think it's great, and you don't really hurt people because you wear special gloves. You have to practise a lot and it's good when you've got a lot of energy. Now women can do it in the Olympics too. That's brilliant.

CD 1.13

1

I'm not a fan of racing, but I loved *Rush*, and not only because Chris Hemsworth is in it! It's a film about motor racing and about two racing drivers, James Hunt and Niki Lauda. They were big rivals who took part in the same events but were friends in private life. In 1976, Niki Lauda crashed and almost died in a race; however, he came back to racing six weeks after the accident. That was an incredible achievement. I think Niki Lauda was a great champion. But I also liked the fact that although Hunt and Lauda were really competitive and wanted to win, they were able to remain friends.

2

Last year I saw an incredible film about snowboarding. It's called *The Crash Reel* and it's about two top snowboarders, Shaun White and Kevin Pearce. They compete in the same events and they become big rivals. They encourage each other to do more and

more dangerous things. Then Kevin has a bad accident and, as a result, can no longer do the sport. The film is about how Kevin learns to accept what happened to him. It's both sad and happy, and I think this is what such films should do – to teach us to accept what life brings.

3

For me, the best film about a dangerous sport is *127 Hours*. Aron Ralston falls down a deep hole while he's canyoneering. He can't climb up again because there is a big, heavy rock on his arm. He is down there for 127 hours, with no food or water. All the time he's trying to think of ways to get out. It's really thrilling. I'm not going to tell everyone the ending because you must see it yourselves!

4

Well, technically, *The Ride* is not really a sports film. However, sport plays a really important role in the life of the main character. John is a teenage boy with a difficult past, who finds it really challenging to settle in a new home and a new school. When he gets fascinated with BMX bicycles, his foster father decides to buy him one and John takes up freestyle riding. Although he often falls off the bike and gets injured, it turns out John is really talented. As we watch the film, we can see how he soon finds friends in the sport and begins to compete with the best riders. The film definitely makes you believe that sport can turn one's life around.

5

I really enjoyed the film *Creed*. It's a story of Donnie Johnson – a young man who dreams of becoming a boxer. One day, Donnie decides to change everything. He leaves his job, moves to another town and joins a boxing club. He needs to find a coach, so he has a meeting with Rocky Balboa – an old boxing champion who no longer does the sport. Rocky does not want to train Donnie at first, but in the end he agrees and together they start preparing for big fights. For me, what's interesting about this film is that it's not really about winning matches and titles but about a strong relationship between a boxer and his coach.

CD 1.14

Gail Lots of people take up dangerous sports today. They're really popular.

Mark I can't understand it. Why do people want to take risks? They might have an accident.

Gail But it's exciting and you keep fit at the same time! I'd like to try something like free running.

Mark You're crazy! Do you really want to break a leg or bang your head? Or worse!

Gail It's OK if you learn properly and are prepared. Come on! You put your life in danger every time you cross the road!

Mark Now, that's not really true!

Gail Well, you know what I mean.

CD 1.15

Andy Hi Lola! I called you half an hour ago, at 6.30.

Lola I'm sorry, Andy. I left my phone in the bedroom. I was watching the women's football final downstairs. England won! Was it important?

Andy No, not really. I'm going swimming later. Do you want to come?

Lola I'd love to, but I can't. I hurt my back while I was playing volleyball yesterday. I've got to rest.

Andy Oh no! How did it happen?

Lola It was so silly, really. The sun was shining and it was a great afternoon for a match. I jumped for a ball but the sun was in my eyes. I didn't see Dani. She was jumping for it too. She crashed into me and I fell on my back.

Andy Oh, poor you!

CD 1.17

Anna Hi Tim. How's life? How was your long weekend?

Tim Don't even ask! It was the worst time of my life!

Anna You must be joking! You went to the seaside on a sports camp, didn't you? What went wrong?

Tim Well, the first day went OK. We went swimming and played different games, but after that it was a total disaster. While I was playing a basketball match, I fell and banged my head really badly. I couldn't do any sports anymore!

Anna Oh, I'm so sorry to hear that.

Tim But that was just the beginning! The next day I ate something bad and felt sick all day long. The day after that I lost my wallet. Can you believe it?

Anna Oh no! You really had bad luck. That sounds horrible!

Tim Yes, it does. It was just awful. Anyway, what did you do?

Anna My weekend was really great. I didn't go away, but I had a great time with my friends. We went to the cinema and to the skate park. We met some new friends as well.

Tim That sounds really cool. What a shame I didn't stay here!

CD 1.18

1 How was your activity weekend?

2 Did you know that Jane's dog started a fire in her kitchen yesterday?

3 What were you doing last weekend between 1 and 2 p.m.?

4 Did you use to play outside a lot when you were young?

CD 1.19

I often go on karate sports camps with my team. My trainer always chooses unusual places for these camps because he believes that learning different skills will help us become better at karate. Last year we stayed in the middle of a forest. In the beginning, everything was fine, but one night our trainer woke us up. He said we were going for a walk in the dark. I was scared like

never before. My mates knew I was afraid of insects, especially spiders, so all the time they kept telling me, 'Look out! There's a big spider on your back!' and things like that. They were laughing but it wasn't so funny for me. Anyway, I pretended to be brave and finished the walk. After that, we went back to sleep. Suddenly, I woke up and screamed, 'A spider! There's a big spider in my bed!' All my friends woke up. They turned the lights on and to my surprise there was no spider. It was a peanut, one of the peanuts I was eating earlier on. I couldn't believe my eyes. I got frightened by a peanut!

CD 1.20

1 In the beginning, everything was fine, but one night our trainer woke us up.

2 I was scared like never before.

3 Anyway, I pretended to be brave and finished the walk.

4 After that, we went back to sleep.

5 Suddenly, I woke up and screamed, 'A spider! There's a big spider in my bed!'

6 I couldn't believe my eyes.

UNIT 3

CD 1.21

farmhouse block of flats detached terraced house bungalow semi-detached

CD 1.22

1

The house is very old and there are lots of stone steps inside and outside. It's got a real fire too and a chimney on the roof. There's a pretty garden at the back with lots of flowers and of course, there's a fence around it to stop the cows coming in! The front door is old-fashioned – it's wooden and very heavy! Difficult for thieves to get in!

2

Our new house looks quite small but it's really big inside. It's got three floors and there's a room in the roof – that's mine. There's a small balcony, but I'm not allowed to go on it because it's not very safe! The front garden is small but it's got a nice lawn and our front door's blue so it's easy to see which house is ours. We live very close to our neighbours on both sides, but the walls are thick so you can't hear them!

CD 1.23

1

Are you looking for a new home? We may have something for you! Twenty new flats will soon be for sale in this area. Twelve of them will have two bedrooms and eight will have three bedrooms. This modern new development is very close to public transport and is also close to the town centre. All the flats will have their own parking spaces. It's also in a very safe and quiet neighbourhood. Prices are low, so look at the plans and make a decision soon. Don't wait, phone us for details now!

2

Woman OK Gary. That's really interesting. So what's your message to our listeners?

Man I want to ask one thing. Do you think the new Green Park development is a bad idea? I believe that the development will make the area more crowded and polluted. If you agree, come to a meeting tonight in Green Park at 6.30. A lot of people are worried about losing the park and now is the time to act. If you can't come, go on our website – Keep Green Park and leave a comment. We need to save our green spaces. Join us and fight the development.

3

Woman Hi everyone. So, we need to discuss this new Green Park development. A lot of people are against the plans.

Man Yes, there's a group called Keep Green Park that is fighting for the plans. Do you think they're right?

Woman Maybe they are. There is already a lot of housing in the area.

Man But it isn't cheap. Young people need to be able to buy these houses. It's important for families with children.

Woman But we still need green spaces.

Man We've got a lot of green spaces. And people might come to live here from other

places. That's good news for shops in the town centre!

Woman Well, we have to make a decision about the plans soon. Does anybody else want to say something?

4

Eva? It's Tim. Hi! I've just heard about a meeting tonight – to protest about the new Green Park development. I'm thinking about going along, not to join the protest – obviously! I think your dad's plans are really good. I think I'd like to be an architect like him when I leave college! Anyway, perhaps we could go to the meeting together. We could say why we think the development's a good thing. What do you think? Call me soon. I'm taking the dog for a walk but I'll have my phone with me.

CD 1.24

Research shows that young people are staying at home for longer these days. A historical fact is that in the past youngsters left home soon after they started working and moved into a flat. Today, however, young men and women stay with their parents for at least 10 years longer! Economists believe that this is because of the cost of housing today. Also, many people don't earn a lot or are even unemployed. Statistics show, however, that most young people would prefer to move out. Personally, I think that living with your parents for a long time is not a good idea. Young people need to be independent.

CD 1.25

Mason Hi Lucy! Ian's told me that you're moving soon. Is that right?

Lucy Yep. At the weekend! My parents have bought a new bungalow. Well, actually, they bought it a year ago and have spent time doing it up since then.

Mason Have you packed yet?

Lucy I started packing yesterday. I've already put a few things in boxes, but I haven't done everything yet. I've got so much rubbish in my room. It's taking me ages.

Mason Well, don't throw away your old poster of Beyoncé. I'll take it if you like.

Lucy Sorry, Mason, I threw it away last week! Ah – mum's just sent me a photo of the new house. Here it is. It's lovely, isn't it?

Mason You're so lucky. It's enormous!

CD 1.27

Well, this picture shows my friend Emma in her living room. She is lying on the floor in the middle of the room. She is wearing rubber gloves because she is cleaning the floor. In front of her there is a bottle of cleaning liquid and a brush. I think she looks quite angry. She is screaming at someone to help her do the job.

CD 1.28

Student In the photo, I can see a teenage boy in a bedroom. The room seems dark but very tidy. The boy hasn't made his bed yet and hasn't put all the clothes away. He's sitting in the armchair and it looks like he's using a calculator. Next to him there are

some school books and his school rucksack, so I believe he's doing his homework.

Examiner Why do you think the boy is doing his homework on the floor?

Student I think he's doing his homework on the floor because his desk is a bit messy. Maybe he just likes doing his homework on the floor like many other young people.

CD 1.29

1

When I worked abroad for a few years, I used to live on the 43rd floor of an ultra modern block of flats. The view across the sea was amazing! The whole building was really well-designed and tidy, and it was located close to the city centre, so I didn't have to travel far to work. Although the street below was very noisy and crowded, up there, in my flat, it was always quiet and the air was clean. The only problem with it was that the flat was rather small and really expensive at the same time. Really expensive. I've recently moved back home and now live in a medium-sized bungalow in the suburbs with my girlfriend. The house is much more spacious and comfortable and has a big garden, so we've just bought a dog. I do miss the view from my old flat, but I don't think it would be a good place to live for us all.

2

If you're one of those people who feel exhausted by fighting the daily cleaning war, you're definitely not alone. Arguing over who does what, when and how happens to all of us if we live with other people under one roof. The problem is that very often people who share a flat or a house – whether they are a family or a group of friends – have different standards and expectations about what the words tidy and untidy mean. For example, when I was a teenager, my mother wanted the whole flat to be vacuumed every day. I hated that and thought it was way too often. How ironic that these days I clean the bathroom at least three or four times a week while mum believes it's enough to do it on Saturdays. So, what really matters is to communicate with one another – sit down, discuss your expectations and reach some form of agreement over who cleans what and when and, most importantly, do it soon after you move in together.

3

Sarah Hi Ben! Is it true that you've moved out of your flat?

Ben Hello, Sarah. Yes, it is. My parents have bought an old farmhouse to the south of the city. We've just moved in!

Sarah That sounds great! I can imagine you've got a garden now, haven't you?

Ben Yes, you're right! And the house is really spacious – we've got six rooms and a big kitchen. My bedroom is on the top floor, so it's quiet and it's got a beautiful view over the garden and a river. What's more, our village is near a lake where you can go swimming in the summer.

Sarah Wow! It sounds amazing! Does it mean that you can finally have a dog?

Ben Yes, my parents promised we would buy one when we move in and I'm sure we'll get it soon, but, you know, the move isn't all so nice and easy at it sounds. We haven't unpacked yet, and everything's so different. It doesn't feel like home yet.

Sarah Oh, I'm sure you'll love it in the end.

Ben Maybe, but right now I don't like it that much – I have to get up earlier because my dad has to drive me to school, and I don't live next door to my best friend, Jack. Public transport isn't really that good here either. I'm afraid I won't be able to spend as much time with all of you as before.

Sarah Oh, come on! You'll be fine! My parents would love to buy an apartment in the city centre. They say it would be fun and exciting, but for me it's just noise and crowds. So, stop complaining and enjoy your beautiful new home!

Ben Maybe you're right.

Sarah The best thing is that you don't have to share a room with your brother anymore.

Ben That's for sure! He can now make as much mess as he wants – in his own bedroom!

UNIT 4

CD 1.30

- 1 I love learning about plants and animals.
Everyone needs to know how we can look after the environment.
- 2 It's interesting to learn all about kings and queens but remembering all those dates is a bit boring.
- 3 I don't think we do enough. We all need to keep fit and healthy, so we should do more.
- 4 It's my favourite subject and very important today. We learn how to write code. It's easy if you start when you're really young.
- 5 I was terrible at this when I was younger but now at least people can understand what my pictures are about!

CD 1.31

give a test get top marks take notes
have an exam pass an exam
give a presentation miss a lesson
revise for a test get low marks
copy homework fail an exam take a test

CD 1.32

Do you love film and drama? Do you want to study at one of the most prestigious film academies in the world? If so, look no further than the city of Łódź and its famous Łódź Film School, also called 'łódzka filmówka'. It is a school for future actors, directors, cameramen and women, screen writers and TV producers. It's considered to be one of Europe's leading visual arts educational institutions with a wide choice of graduate and post-graduate programmes and cutting edge technology to teach you how to succeed in the world of media. Its well-known graduates include some of the greatest names in the film world – Andrzej Wajda, Krzysztof Kieślowski, Małgorzata Szumowska and Dorota Kędzierzawska. The school is popular with young film lovers from all over the world, so hurry up if you want to apply!

CD 1.33

Will They've accepted you! That's fantastic news! You must be very good at acting. They only choose a few students every year!

Karolina Yeah – it's amazing. I didn't think they would say yes. But I don't know. It's a big change. It's a really long way from my house, you know. It's an hour's journey every morning and then back again.

Will No problem – you can practise your lines on the train! And think of the good points – you'll be with lots of students who love doing the same things you do. The teachers are great there and they'll make you even better at acting.

Karolina I know. But that's part of the problem. At my school now I'm the best actress. I won several prizes last year. But at the Film Academy everyone else will probably be more talented than me!

Will Rubbish! You'll have to work harder, that's true, but that's a good thing, isn't it?

Karolina My mum's a bit worried too. She thinks that it's a hard job. She says I should choose another subject to study.

Will But she understands your passion for acting, doesn't she? She just worries about your future, but it doesn't mean she has no confidence in you.

Karolina Oh yes. I know that, but perhaps she's right?

Will Follow your passion, I'd say. And there's another advantage about going there. You'll get to know lots of people who can help you become famous and give you a good career!

Karolina That's true.

Will I think it's a great chance for you to make your dreams come true. It's one of the most famous schools in the country and it's free! Don't think about it anymore. Say yes!

Karolina I guess so, but I need to think about it again. Thanks for your advice Will.

CD 1.34

Hi Will. It's Karolina. Just wanted to let you know my final decision! You know, after chatting to you, I went away and thought a lot about what you said. And you're absolutely right – this sort of opportunity doesn't come along very often, and I think I'd be crazy to say no just because I'm a bit shy about meeting other talented people. It also made me think quite hard about myself. Is it just that I enjoy being the best? Am I too nervous about competing with talented peers? If so, then I shouldn't be thinking about a career on the stage! So cheers, Will, I'm going to accept – and that's because of your good advice!

CD 1.35

Tessa Hi Olly! Are you looking for the new Mandarin club too?

Olly Yeah. I thought it was in Room 5. But it can't be in there because the door's locked.

Tessa I know. And it can't be in Room 6 because they're doing extra maths in there – Dan said.

Olly It could be in Room 8. That's empty.

Tessa Mmm. It might be – but I think they have a meeting about the skiing trip in there at five o'clock.

Olly This is silly. It could be anywhere! I'll phone Maddy. She's going too and she must know where it is. She's so organised.

Tessa Good idea. Ah – look. Miss White said we're going to have a talk by a Chinese lady at this first meeting. And there's a Chinese lady, she may be our teacher and she's going into ...

Olly So it must be in Room 10. Yes!

CD 1.37

Harry Look! I've just read an interesting article on the Internet about schools. It says that the best school is one where students feel good. I don't think so, do you?

Ann Yes, I do, absolutely! For me, a good school is where I feel comfortable and where I like the other students and teachers. Don't you agree?

Harry In my opinion, a friendly atmosphere isn't enough. Personally, I think that a good school is about getting top marks in exams

because schools must prepare you for university and your future career.

Ann I am not sure I agree. In my view, a good education means more than just excellent exam results. A good school should prepare you for life with other people, not just your future career. What's more, a friendly school helps you learn. There's less competition between students, less stress.

Harry Well, you may be right, but I still think that if you want to achieve something in your life, you must study hard and do well in your exams. What do you think?

Ann True, but a school should do both – offer a good education and a friendly atmosphere!

CD 1.38

1

Mark So, what do you think about school uniforms?

Julia Personally, I really hate them. I think they just look so boring, and they make everybody look the same.

Mark To be honest, I think that's good. Students don't have to worry about their clothes every morning. Plus it makes everybody look equal. Students who have less money don't need to buy designer clothes, for example.

Julia I'm sorry, but I still think uniforms are awful.

2

Chris Do you think it's a good idea to have lots of extra classes every week? Everybody in Poland seems to have lots of them!

Jenny To tell you the truth, I've never thought about it. I've always had lots of extra classes, and I guess I'm used to them. I have private English and Spanish lessons, I go swimming and I have my dance classes twice a week.

Chris Wow! That must make you very tired. In the US, it's all part of your school time. When you go home, you can simply relax. If you ask me, I prefer the American system.

Jenny Well, I'm not sure myself. I've never really thought about it.

CD 1.39

1 Personally, I really hate them.

2 To be honest, I think that's good.

3 To tell you the truth, I've never thought about it.

4 If you ask me, I prefer the American system.

TEST PRACTICE 1-4

CD 1.40

Annie It's a shame you couldn't come into town with me yesterday.

Mark I know, I'm sorry. I really needed to finish some homework. Did you get me that book?

Annie Yes, you owe me £5. I saw one of our old teachers in the bookshop. We had a long chat!

Mark Was it Ms Sparks from the maths department? I saw her last week in the supermarket. She hasn't changed at all!

Annie I know. I sometimes see her around, although actually I haven't for a long time. No, this was someone we haven't seen for ages. I saw this tall guy browsing through some history books and I thought – I recognise that red hair! It was Mr Binns!

Mark Really? I haven't seen him since he left our school four years ago. He lent me a book and I've still got it.

Annie You know, he used to be my favourite teacher.

Mark He was brilliant. He definitely got me interested in history.

Annie You didn't need much encouragement really. You've always liked history.

Mark Yeah – but he's the reason I've decided to become a teacher when I leave school.

CD 1.41

1

Many people take part in sports today and this is great for their health and fitness. However, some people actually make a career in sports, and some of them earn enormous amounts of money. There are many different views about whether top sports players should earn these huge amounts. We'd like to know what you think so please leave a comment on our website. We'll publish the results at the end of the week.

2

Football isn't only a men's game, it's a women's game too! Women's football is becoming more and more popular, and there are lots of school teams as well as professional ones. One of the biggest competitions in the sport is the European championship, and this year's final is on Saturday afternoon. You can see all the highlights on our new sports channel at 7.30 p.m. and phone in with your questions for our experts. It's going to be an exciting day!

3

Have you enjoyed a good game of football recently? It's healthy and it's also a good chance to meet friends and get away from school work and computers for a while! However, it's not easy for young people in our area to do outdoor sports like football. Many local schools have sold their playing fields, so apart from the football club and the park, where can kids play? We really need more football pitches and soon!

4

Football is an expensive business – especially for those of us who prefer to support our teams by watching them live rather than in front of a TV. This year, our football club is offering an especially low price for people who want to come to every game. Go on the club website to find out more about how you can save money this year. I promise you, you'll be pleasantly surprised.

5

Have you heard the latest news about the Charlestown Comets? Our junior football team has just qualified to take part in the national championship! This incredible achievement results from the team's hard work and coach Pat Wilkinson's innovative approach! This weekend, the Comets are playing an important game in the city football grounds. So why don't you join us on Saturday to cheer for our team? They will need our positive energy. Let's help them win!

UNIT 5

CD 1.42

band play live the latest album
TV series miss an episode fantasy films
director special effects soundtrack
abstract painting crime novel plot play
actor performance costumes

CD 1.43

1

I'm not really that keen on paintings like this. I don't know why I came. I mean – is that a head or a foot? And what's that? It's just a completely black box!

2

Would you go out alone at midnight because your friend was in danger? When you know that a killer is waiting somewhere in the darkness? Katie did. Find out what happened to her! Starring Keiran Murphy and Stella Carmichael, at cinemas soon ...

3

Boy Sorry. I've got to go. I can't stand this.

Girl What do you mean? It's brilliant! I love this sound.

Boy It's rubbish! It's just noise – it's not music! You can't even hear the lyrics!

Girl Come on! It's the 21st century ...

CD 1.44

Tim Hi! I'm going to get tickets for the concert on Friday in town. Do you want me to get you one too? The Vamps are playing. I think it will be fantastic!

Eric I love their music! Are you going to get cheap or expensive tickets?

Tim I'm not going to pay more than £20 a ticket, maybe £30.

Eric I don't know. I don't think the concert will finish before 11.30, and I'm going to help my brother redecorate on Saturday. We're going to start early – about 7.30.

Tim No, it won't be that late. You'll have a great time. And, you'll be in bed before midnight. Say yes!

Eric OK. You've persuaded me. I've got to run now. Look at the time! I'm going to be late for class. And you're going to miss the bus to town!

Tim Fine! I'll get you a ticket too. I'll give you a ring when I've got them.

CD 1.45

It's very important to learn about culture but there's just one problem. In my opinion, it's sometimes really boring. I mean, at school we study history of art and classical books and poetry for exams, and we sometimes go to visit museums and art galleries. They're full of old paintings and things which aren't really interesting. My parents think it's important to study classical literature at school. They think that popular music, books and films aren't real culture. They say a lot of it is rubbish and not something to discuss at school. But it's all culture, isn't it? Schools and parents need to make it all more interesting for young people. And that includes looking at pop culture more.

CD 1.46

Olivia What do you think about the new art project at school? Personally, I don't think visiting a museum or a gallery online is ever going to replace the real experience.

Luke I don't agree with you at all. I don't really like going round art galleries and museums, and I'd be quite happy to use the British Museum with Google site to do my project.

Olivia What is it exactly? I don't think I've heard of it before.

Luke Well, it's a website which gives you online access to many exhibits of the British Museum. It uses the most advanced technology and allows you to watch various objects from prehistory to the present. You can zoom in on the objects and really see them in great detail. The site has turned out to be very successful among people around the world, especially during the pandemic when access to museums was limited or even impossible. It's awesome – and it's free. Plus, you don't have to worry that the tickets may sell out. You can listen to the curators and artists talking about the works of art and learn a lot from them.

Jim The Prado Museum in Madrid has introduced a similar possibility, but I still think that it's worth paying £7.50 for a ticket and seeing all the exhibits yourself.

Luke Didn't you have to wait in a long queue to get the tickets?

Jim No, because my parents bought them online and booked the day and time of our visit. So, it was great. And the museum is open from 10 a.m. to 8 p.m., so you can spend a whole day walking around. I'm interested in Spanish history and culture, so it was a great experience to see almost the whole history of Spain in paintings.

Olivia Luke, I agree that visiting museums online has got a lot of advantages, and I'll definitely visit the British Museum website.

On the other hand, even the best virtual reality tour will not show you the real size of rooms or buildings, for example. Sure, you can find out lots of information about a museum online, but I can't imagine visiting the Palace of Versailles online. You have to go there to see how big and magnificent it is, to go round the gardens and the park, to feel what it was like to be the King and Queen of France. I loved every minute of it! The ticket is £20, but it's worth it. It's open from 9 a.m. to 6.30 p.m., and you can also spend all day looking around.

Jim Exactly! And you probably went to Paris, too, didn't you?

Olivia Yes, I did. The Palace of Versailles is only about 20 kilometres away, and we stayed in Paris for a few days as well. It was a great trip.

Luke Shall we make a project about the pros and cons of visiting museums in different ways, then?

Olivia That's a great idea. But you know what? Let's go to our local gallery together on Saturday as well. I'll see what's on and will let you know, all right?

Jim and Luke Let's do it then!

CD 1.47

I did some research on a really interesting arts project. The name of the project is *Play Me, I'm Yours* and it's all about pianos in the street! It was started in 2008 by an artist, Luke Jerram, who had the idea of putting old second-hand pianos in streets. His plan was that anyone who was passing in the street – maybe just on their way to school or work – could sit down and play the piano if they wanted to. Other people could listen. The idea came to him when he was visiting his local laundrette to wash his clothes and observed people there. What he noticed was that people didn't talk to each other and spent their time in silence. He thought that putting a piano in there would change the situation and encourage people to listen to music and take part in a conversation about it. All Luke wanted people to do was to make music in public and to talk to other people about it. He thought music could bring people together. The idea became very popular and since then more than 1890 pianos have appeared in streets all over the world. There have been pianos placed in over 60 cities, including London, Sao Paulo, Toronto, Cambridge and Boston ... and more than 10 million people have played or listened to them!

CD 1.49

1

Chris Hi Tom. Are you free on Sunday afternoon?

Tom Why? What's on?

Chris I'd like to go to a photo festival at the Film Centre. I've heard it's brilliant. Would you like to come with me?

Tom Sounds great! I'd love to come. What time does it start?

Chris At 7, so why don't we meet in front of the Centre at 6:45?

Tom Fine by me.

Chris Cool! See you there.

Tom See you.

2

Bob Emma, what are you doing at the weekend? On Saturday, there's a live rap gig on at the Rock&Dance Club. Shall we go?

Emma I'm afraid I can't. It's my sister's birthday and we're going to have a party.

Bob Oh, I see. How about meeting on Sunday then? We could go for a pizza.

Emma Good idea! What time shall we meet?

Bob Let's meet at about four o'clock.

Emma I'm sorry, but that's a bit too early for me. How about five o'clock?

Bob Sounds perfect! Let's meet at the bus stop.

Emma OK. See you.

CD 1.50

Stephanie Hi Alex, it's Stephanie. Have you got a minute?

Alex Sure, what's up?

Stephanie I've just read that there's going to be a great dance show at the Arena, with lots of dancers from all over the world. Would you like to go?

Alex Wow! I'd love to go. You know I love dance shows. When is it on?

Stephanie Next Thursday. There's no information about the tickets or the time here, but we can check. Are you online now by any chance?

Alex Yes. Let me check. Hang on a minute. I've got it. It starts at 6 and you can order tickets online. They're £20 each. I can ask my mum to buy them if you want.

Stephanie That would be brilliant. Thanks. I'll get in touch next week to arrange where to meet.

Alex OK. I guess my dad could give us a lift.

Stephanie Great. If not, we can go by bus. Speak to you soon.

Alex Bye.

CD 1.51

Woman City Arts Centre, how can I help you?

Man Good morning. I'd like to know if I could book tickets for the documentary film festival.

Woman Of course. Can I have your name, please?

Man Chris Jones.

Woman How many tickets do you need and for which days? The festival lasts from Friday to Sunday, September 16th to September 18th.

Man I'd like to book a group ticket for 12 people.

Woman Are you an organised group?

Man Yes, we all belong to our school film club.

Woman In that case, if your school sends me an official email asking for the reservation, you will get a discount price, but only if you book the whole package, that is the tickets for all the three days of the festival.

Man That's great news. I'll phone my school office and ask them to send you an official email, then.

Woman All right, then. So, I'm booking 12 group tickets for all the three days of the festival. Do you all want to sit in the same row? I have 12 seats available in row 22. Is that OK?

Man It sounds great.

Woman I need a contact person for this reservation. Shall I contact you by phone if necessary?

Man Yes, of course. You can call me on my mobile, the number is 342 506 999.

Woman One moment. Ok, was that 342 509 999?

Man 342 506 999.

Woman OK. I've written that down. How are you going to pay? We'll need payment in advance. You can come to the centre and pay in cash, or you can make an online transfer.

Man How much will that be?

Woman The regular price for a three-day ticket is £75, but if I get the information from your school that you represent the school film club, that'll be £60 per person.

Man I think I'll collect cash from my friends and pay at the centre.

Woman OK. Just remember that we need the payment at least three days before the festival, otherwise we will have to cancel the reservation.

Man Yes, of course. Thanks a lot. Bye.

Woman Goodbye.

UNIT 6

CD 2.01

newsagent's sports shop jeweller's
butcher's baker's chemist's shoe shop
clothes shop toy shop flower shop
bookshop DIY shop

CD 2.02

1

A It's Chrissy's party on Saturday and I want to buy a new necklace. Do you like that gold one?

B Yeah – it's beautiful. But it's a lot of money. Can you afford it?

A No problem – I've got my credit card on me! I'll get it.

2

A Oh, there's Mark Pearson's new book of poems. I must buy it. I love his poems.

B That's silly! You can get it half price in the supermarket.

A But look, this one is really cheap too. I can even pay for it in cash. Yes, I'll get it.

B OK. I think I might get one too.

3

A I just love these boots. I've been looking for a pair like these for ages. I saw some in the sales last January but I didn't get them.

B Yeah – they're lovely. Are they the right colour?

A I'll ask if they've got them in black. £40 – that's a bargain.

B Oh yes, they have – look! You'll have to pay by card again.

A That's OK. I must have them. I don't often pay in cash these days. Who does?

CD 2.03

1

My name is Eva Burton, and I recently ordered a pair of boots from your website. They were on special offer. My order number is 7650932. I paid for them online, and the boots arrived by post four days ago. However, I ordered brown and they were black. I emailed you immediately and left a voicemail message yesterday, but nobody has replied. I'm really unhappy about this. Please contact me as soon as possible.

2

Gran Hello Bea. Thank you for looking at my computer. Can you explain what I have to do?

Bea That's OK, Gran. You can buy things online now! It's really easy. I've set up your computer so you can do it really quickly. Just go onto the store website. Then click on the department you want. Find what you want to buy and click on BUY NOW. That's it! They'll deliver it the next day. Easy! But don't go mad and spend too much money on things ... that's easy too!

3

Welcome to our customer service helpline. If you need information about buying and ordering goods through our website, press one. If you have any questions concerning our products, press two. For information concerning the delivery and online payment of your order, press three. If you would like to return or exchange a product, press four.

If you have other issues connected with using our webpage, press five. To talk to one of our consultants, choose six. If you don't agree to this conversation being recorded, please visit one of our stores.

4

It's now 8 p.m. and the store is closing in 15 minutes. Please go to the checkout to pay for anything you want to buy in the next five minutes. Remember that you can continue to shop online at our website when the store is closed. We will deliver any items over £20 in less than four days, and you can always return unwanted items. You can return them to the store or by post. Thank you for shopping with us today and have a nice evening.

5

This afternoon we will be talking about online shopping. Have you had good shopping experiences online? What have you complained about recently? Would you like to do all your shopping online? Do the shopping survey on our website. We'll give the results in the programme and find out what you, the listeners, think about online shopping.

CD 2.04

Chrissy I really must stop browsing shopping websites so much – I'm spending a fortune.

Rob I know the problem. It's just so easy to click on BUY NOW, and you've bought something that you may not really want.

Chrissy Absolutely. The trouble is it's too convenient. You don't have to spend ages going round shops – you can buy a new coat during your break.

Rob Very true. These days I hate travelling into town and carrying heavy shopping bags round the shops.

Chrissy Really? When I've got the time, I enjoy going round the sales with a mate and looking for bargains.

Rob Too many people for me! Just me and my laptop, and a shopping website – and I'm happy! One day shops will simply disappear. We'll do all our shopping online.

Chrissy Oh, I can't see that happening! Too many people like shopping trips!

Rob Yes, but more and more appreciate doing it online, and I'm sure this number will only increase. I'm telling you more and more people will go for this way of shopping.

Chrissy I'm afraid I disagree. More and more online shops create their physical stores in shopping centres or high streets because people want to go out and enjoy seeing and touching things.

Rob Well, time will tell.

CD 2.05

Joe I finally know what I want to do in life! At last!

Alice Wow! What's that?

Joe I want to become an influencer.

Alice A what?

Joe An influencer is a person who is, for example, a very popular blogger and whose opinions people value. As a result, when the influencer says something is worth having, people get it. Sounds brilliant, doesn't it?

Alice But you don't even blog! How do you want to become one?

Joe I've got in touch with a company which wants to employ young people to look after their online presence and keep a blog for them. They produce trendy clothes that sell worldwide. I could start like that, and then become a real star, you know!

Alice But you aren't into fashion?!

Joe Well, I can always try, can't I? Although the blog I would really like to write would be about cars ...

Alice So why don't you contact a company that sells cars?

Joe That's a thought! Anyway, do you think it's a good idea? I mean to become an influencer?

Alice If it's a job that you think would make you happy, I guess you could try.

CD 2.07

Shop assistant Good afternoon. How can I help you?

Customer Good afternoon. I'm looking for a summer dress to wear to a party.

Shop assistant Are you looking for any particular colour or style?

Customer I'm not sure. Something that would suit me. I like most colours.

Shop assistant OK. What size are you?

Customer I'm a 38.

Shop assistant How about this one? Flowery dresses are in at the moment, and we have some on sale.

Customer Oh, I'm sorry, but I don't really like flowery clothes. Is there anything else?

Shop assistant Maybe this blue one. I'm sure it'll suit you.

Customer It's lovely. Could I try it on, please?

Shop assistant Yes, of course. The fitting room is over there.

Shop assistant And is it OK? Does it fit you?

Customer Yes, it's perfect. It'll go with my shoes. How much is it, please?

Shop assistant Actually, it's on sale. It's £17.99.

Customer Oh, great. It's a real bargain! Can I pay by credit card?

Shop assistant Of course.

CD 2.08

1

Shop assistant Hello, would you like any help?

Customer Hi, I'm looking for a present for my friend. Maybe a nice phone cover?

Shop assistant How about these ones?

Customer I'm not sure. Have you got anything with football on it? My friend's very keen on football.

Shop assistant I'm afraid we've run out of those, but you could order them from our online shop.

Customer OK. I'll do that. Thanks.

Shop assistant You're welcome.

2

Shop assistant Hello, can I help you in any way?

Customer No, thanks. I'm just looking.

Shop assistant OK, but perhaps you'd like to have a look at the trainers over there. They're on special offer.

Customer Thank you. I may do.

Shop assistant Or the shorts. They're on sale as well. Or the ice skates. They're half price now.

Customer Ice skates? In the middle of the summer?! No, thank you.

UNIT 7

CD 2.09

coast beach sea island waves
fields forest river valley hills lake
mountains path stream waterfall

CD 2.10

Close your eyes and relax. You are inside a cottage and your hand is on the back door. You open the door and there is a stony path that goes across a field. Walk along the path. On your right there are some lovely red wild flowers and beyond them there is the edge of a forest. Keep straight on. On the left there is a path to a blue lake. Don't go there, keep walking and go up a small hill. At the top you can see the sea. You are near the coast. Walk down the hill and you'll see a bridge across a small, shallow stream. Go across the bridge and soon you'll smell the salty sea air. Then you are on the beach. Turn right and walk along the beach. Keep walking and look out to sea. There's an island, but it's too far to swim there.

CD 2.11

Alice What are you doing at the weekend, Kate?

Kate If the weather's fine, we'll go to the countryside and visit my aunt and uncle. How about you?

Alice A boring weekend as usual.

Kate Come with us! If you come too, I won't have to spend all the time with my family!

Alice Brilliant! What time are you leaving?

Kate We're going by car and if dad isn't too tired, we'll leave at about 8.30. It's only half an hour.

Alice That's fine. When I travel a long way in a car, I get carsick.

Kate Me too. But if I don't read or look down a lot, I'm usually OK. And bring your swimming things – if the water's warm, we may go swimming. Their house is right on the beach!

CD 2.12

1

I think the weather is a really important part of our lives because it influences everything we do! In fact, it influences us more than we think. Most of us just think that bad weather is a pain and good weather is great, but we don't watch the forecasts or think about it a lot. It's often just to know if we can play football outside or whether we'll stay in and watch TV.

2

But I didn't realise that the climate of a country or even part of a country can change the people who live there. Then I went on holiday to a tropical island. Obviously, it was very hot and sunny and I was amazed how happy the people seemed. They were always smiling and they didn't worry a lot. They were optimistic about things and very relaxed. Well, that's the impression I got, anyway!

3

The next year I went to Switzerland in winter. It's a pretty cold country and although it was close to freezing, the sun was shining and the people weren't unhappy. However, my dad told me that he'd stayed in some cold countries near the North Pole where it was often cloudy and sometimes the sun didn't shine for ages. It also got dark really early. He thought the people there were a bit depressed.

4

I can understand that. In our country the doctors have a name for the feeling people get in the winter months when it's cold and cloudy. They call it SAD – Seasonal Affective Disorder. That means that different seasons can make people feel different. If it's dark and cold or even snowy and windy outside, they don't want to go out, or even get up!

CD 2.13

Last week we flew to Switzerland on holiday. We set off at about 5.30 in the morning to catch the plane, but the weather was dreadful. It was snowing hard. There was an accident on the motorway between a lorry and a car, and we didn't make it to the airport until half ten. It turned out that all the planes had been cancelled because of the weather conditions, and we were forced to stay at the airport for seven hours! The good news was that we didn't miss the flight. The bad news was that the heating in the departure hall broke down, so it was freezing. There were so many people that there was no food or drink for all of us either! What a horrible start to the holiday! When we arrived in Switzerland, surprise surprise, it was snowing too, but we were there to go skiing after all!

CD 2.15

Well, if I could go on one of these holidays during the summer, I'd choose a trip to a safari zoo because I like observing animals and I could learn a lot about their life and behaviour. I'm also interested in Africa, so this option seems the most interesting to me. I wouldn't go for horse-riding because I can't ride a horse. Another reason is that I'd prefer to go to an exotic country. I'm not so keen on looking at plants either, so a trip to a palm house wouldn't really interest me too much. What's more, palm houses don't have any animals.

CD 2.16

- 1 Hi Mary, would you like to go walking in the mountains with me?
- 2 What are your holiday plans, Paweł?
- 3 Hi guys, any ideas about what we could do this evening?
- 4 Which type of holiday seems the most attractive to you?

CD 2.17

1

Last month I went camping with my parents. We chose a small campsite near a forest and a lake. To be honest, I wasn't really excited about this holiday at first. I thought we would be cold and uncomfortable at night and the insects would eat us alive. Well, my mistake! I couldn't have had a better time! And you know what? When we came home after that week, I realised this holiday was not only fun, but it also helped me to relax after a tough year at school.

2

My favourite place to spend a summer holiday is the seaside. However, I prefer small towns or villages rather than big tourist resorts. In my view, the worst thing that can happen to you on the beach is when people near you play very loud music. I don't mind people chatting or kids playing in the sand, but if I go to the beach, I want to listen to the waves, not loud pop music.

3

I recently read an article about forest bathing. Apparently, this phenomenon started in Japan in the 1980s. Although the name may sound a little strange, the idea behind forest bathing is simple: you go to the forest, take a walk, breathe deeply and try to connect with nature. It is based on a belief that being close to the natural world is good both for your body and your mind because it can help you get rid of stress and forget about everyday problems.

4

I felt absolutely devastated when I watched a documentary about wildfires in Australia. It was so sad to see huge areas of the land destroyed by fire and wild animals losing their home and trying to escape the catastrophe. Really heart-breaking! But the worst thing is that there are still so many people who don't believe that climate change makes these events happen more frequently! Why don't more people realise that we should all do our best to protect nature and the environment? I worry that unless we change our behaviour, we will soon all be affected by these changes.

5

When I was a child, I loved ice skating. There was a skating rink near my school, and I used to go there every day during the cold months. The winters were colder and longer than they are now. Last winter, I only managed to go skating a couple of times – not because I couldn't find the time but because it was too warm for the ice to stay. The lakes near my town didn't freeze at all. If the climate stays like this, I might not be able to skate outdoors any more in the future. I won't miss the freezing cold, but I'll definitely miss ice skating and playing in the snow.

CD 2.18

I must say that I totally disagree with the opinion that people must always spend their holiday in an active way. In my opinion, a holiday should be a time to rest and relax. During the school year, I'm really busy. Apart from going to school, I've got extra English classes and evening music school. As if this wasn't enough, I also go to the swimming pool twice a week. I'm usually in a hurry and have little time to relax. So, in the first few weeks of my summer holiday, I always want to slow down, get a lot of sleep and spend a lot of time with my friends – just hanging around, going to the beach or watching films together. My father, on the other hand, works as an IT specialist and spends a lot of time in front of his computer. So, when his holiday starts, he likes being active and spending time outdoors: he's really keen on water sports, so he spends most of his free time windsurfing or kitesurfing. When it's not windy enough, he rides a bike all day. My mother is a kindergarten teacher, and when her holiday starts, she wants to go somewhere quiet, close to nature and just read books all day. If I were in her shoes, I would probably want to have peace and quiet, too, after so many months with kids who are so noisy! In my view, people should do what they need to relax and not be influenced by what other people do and say. If someone wants to run 10 kilometres a day, it's fine – but some people might prefer to go fishing or hiking to rest.

UNIT 8

CD 2.19

touch screen monitor icon webcam
desktop charger USB port mouse
keyboard on/off button headphones

CD 2.20

I spend ages on my phone and laptop! The first thing I do in the morning is listen to my voicemail and read any emails or messages I've received. Then I go on my social networking site and look at my friends' latest news. I videochat my friends all the time instead of texting. In fact, I don't text very often. I've got some friends in England and I often talk to them in the evening. It's great to see their faces on the screen! I've also got loads of pictures on my phone – would you like to see them?

CD 2.21

Interviewer Professor Green, the robots at this exhibition are new and have been designed recently. But how long ago was the first robot invented?

Prof Green Well, the first real robot was made in 1954. However, robots were not used widely in the US then. In the 1980s, most robots were made in Japan.

Interviewer Are robots used in space exploration?

Prof Green Yes, they are. Since 1997, five robots on wheels have been sent to Mars!

Interviewer Where else are robots used now?

Prof Green They are used in many workplaces. For example cars are now built by robots. Soon they will be used in people's homes everywhere. Our houses will be cleaned by robots and our meals will be cooked by robots!

Interviewer And what about your job? Will students be taught by robots in the future?

Prof Green No, I'm safe. Robots haven't been designed yet to think like people think. Students have always been taught by teachers and that will continue!

CD 2.22

1

Betsy Hi! Are you buying a new computer game? There are some good ones over here.

Charlie No, I'm looking for a laptop.

Betsy But you got a new one last year, didn't you?

Charlie Yeah, from mum and dad, but it's crashed a few times. My brother managed to fix it before, but now I think I need a new one.

Betsy That's a pain! Can't the company replace it?

Charlie They won't because my brother fixed it before – not a proper computer guy.

2

All right everyone, may I have your attention now? Dave, will you stop making these silly noises, thank you! As you can all see, the building is enormous, so please remember that we're meeting here, in front of the virtual reality room at exactly 3 p.m. Lunch is at 12.30. After that, we're all going to

the presentation about the latest trends in computer games. On my left, you can see the robot room. Make sure you don't miss it. It's your chance to see the newest models. But, as you may remember, now we are going to room 12 for a lesson on solving the most typical problems with PCs. Follow me, please ...

3

Ruth Hi, thanks for coming out!

Man That's OK. I'm sorry you had to wait. We've been busy this evening. What's the problem?

Ruth Well, we were driving along, and suddenly I lost power. And now it won't start.

Man Have you checked the petrol?

Ruth Yes. We bought some just half an hour ago. Nothing is working – we've got no lights, no radio, nothing.

Man Mmm. Your engine looks OK. Switch it on for me.

Ruth OK – but it just turns – nothing happens.

Man Ah!

4

Interviewer Over to Jack now. What's your story?

Jack Well, last month my computer was attacked by hackers. It was my fault because I had clicked on a link in a strange email. As a result, my computer got a virus, and I couldn't open any programmes or files. Just a few hours earlier I had completed a project for school and because of what happened I couldn't send it. The message from the hackers said that they would unblock the computer if I paid them money. I wanted to do it at first, but then I called an IT company and they fixed the problem for me. I reported the whole thing to the police afterwards, but unfortunately they weren't able to track the hackers. So, one word of advice to all the listeners out there – don't click on any unknown messages. It's not worth it!

CD 2.23

The results of a survey about how often people have to deal with computer problems are very interesting. They show that over 65% of people had problems in the week before they completed the survey. Many of these problems were related to viruses. The people questioned in the survey believe that viruses aren't as simple as they used to be. I think this is because technology itself is getting more advanced. My computer was attacked by a virus last month and it caused me a lot of problems.

CD 2.25

Shop assistant Good morning. Can I help you?

Customer Yes. I bought this tablet last week, and I'm afraid it isn't working properly.

Shop assistant Oh, I see. What exactly is the problem with it?

Customer I think it's just stuck. The screen doesn't respond at all.

Shop assistant Have you tried switching it off and on again?

Customer Yes, I have, but it didn't help.

Shop assistant Oh well. Would you like to exchange it or get your money back?

Customer Actually, I'd like to get a full refund, please.

Shop assistant Have you got the receipt, please?

Customer I'm afraid I haven't. I think I've lost it.

Shop assistant Well, I'm terribly sorry, but we can't give you a refund without the receipt.

Customer Oh, this isn't fair. I bought it here. Perhaps I could speak to the manager?

Shop assistant Well, it might be difficult as he's in a meeting ... I'm sorry I can't be of more help.

CD 2.26

Help desk Hello, Customer Helpline, what can I do for you?

Customer Hello. I'm calling about the Internet modem I bought last Friday. I can't make it work.

Help desk What exactly is the problem?

Customer Well ... It's just not working at all. I can't get connected to the Net.

Help desk Did you insert the SIM card into the modem?

Customer Of course I did.

Help desk OK. Try taking it out and putting it back in again, please.

Customer Right. I've just done it. Let me have a look ... I'm afraid it's still the same problem. I think the card is broken or something. It isn't my fault. What should I do now?

Help desk Take the card out again and wipe it, please.

Customer What exactly should I wipe it with?

Help desk A dry cloth will be perfect. Then, put it back in.

Customer OK. Let me see. It works! Thanks a lot.

Help desk You're welcome. It's a common problem. I'm happy I could help.

TEST PRACTICE 5-8

CD 2.27

1

Hi. It's Helen. I was just calling to say hello! And also – could you possibly give me a lift to the restaurant tomorrow night for Katy's birthday dinner? How do I know you're going by car? Well, Katy told me that you're borrowing your dad's car to get there, so I thought I'd see if you had an extra place for me. What do you say? Maybe we could go for a coffee first? At the local café so that you'd have somewhere to park? If that doesn't work, I'll catch the 6.30 bus and see you there. Let me know. Bye!

2

Coming back to the news about a mountain rescue. Two inexperienced climbers got lost on Black Top Mountain yesterday in the snowstorm. It was far too dangerous for the rescue workers to go out then. This morning, however, a rescue helicopter went to look for the climbers and luckily found them both. The men are cold and tired, but they aren't hurt. Although everyone is happy about the successful rescue operation, there have been some voices criticising the men for deciding to go climbing despite the bad weather forecast. Rescue operations like this are not only dangerous for the rescuers but cost a lot of money too. Questions have been asked about who should cover the costs of rescue operations for people who have decided to take a trip to the mountains when severe weather is predicted. Mountain rescue teams often risk their health and their lives to look for people who go missing in the mountains. Some people suggest that the costs of rescue operations should be paid for by the irresponsible tourists. Another idea is that everyone climbing in the mountains should buy an insurance policy in case an emergency rescue is needed. More on this topic after the news.

3

Interviewer We all like to get a bargain, but did you know that a lot of the cheap electronic devices we buy online and in markets aren't authentic and can actually be dangerous? I'd like to welcome Sarah Black of Customer Protection Services to talk about what to be careful of when you're buying electronic products cheaply. Sarah, why do we need to talk about it?

Sarah Well, what happens is that some producers copy authentic products and put famous names on the boxes before selling these devices at really attractive prices. Sometimes these electrical or electronic items, which are sold in online shops, are faulty and do not work properly, or only work for a short time and break down. What's more, some of them can even be really dangerous. Just yesterday I talked to a customer who'd bought a battery for her laptop online. When she installed it, her laptop made a funny noise and caught fire. According to our data, one in ten British people has had an electrical fire or shock caused by a product which they bought online.

Interviewer That's unbelievable! Is it true that some electronic baby toys can be dangerous too?

Sarah Yes, we have received reports and complaints about fires caused by electronic toys and Christmas lights as well. On the one hand, all the online marketplaces should have responsibility for the products which are sold on their platforms. On the other, customers should also be careful – they should only buy products from sellers they trust.

Interviewer What should we pay attention to when shopping online?

Sarah First of all, compare the price – if it is much lower than the price of an original product, it is very likely to be fake. However, some sellers are clever enough to offer a price which is only a little lower. Secondly, check where the seller is based. Also, be careful about the reviews – if all the reviews of a product are enthusiastic, they're probably not to be trusted.

Interviewer Thank you, Sarah, that's definitely worth remembering. And now, let's move on to the topic of ...

CULTURE

CD 2.28

- 1 How many players are there in a cricket team?
- 2 What is Lord's?
- 3 What do players score in cricket?
- 4 What do you call a speedway race?
- 5 How fast can speedway motorcycles go?
- 6 Which direction do the speedway drivers go on the track?
- 7 Whose idea was lacrosse?
- 8 What's the name of the children's version of lacrosse?

CD 2.29

Hi, my name's James and I'm a secondary school student in Melbourne, Australia. My Polish friend Tymek asked me to describe our school, so here I go.

Our school year is made up of four terms, each lasts between 9 and 11 weeks and is followed by a two-week-long holiday. It starts in late January and it carries on until mid-December when we begin the summer break.

As for a typical school day, we kick off at 9 a.m. and stay at school until 3:30 p.m., but have a lunch break in the middle of the day. Our lessons last between 40 and 90 minutes depending on the subject. Sports are important as all schools care about physical activity from a very young age. All schools have sport teams that compete against one another. Playing outdoors also forms an important part of our school culture, in fact, and I love it because we aren't stuck inside all day long. It's also compulsory to wear uniforms.

As for class sizes, it depends on the school, but the average number of students is 30. There are school buses that take us to school. One interesting Australian invention is the so-called 'walking bus'. Parents take turns to walk a particular route to school in order to pick up children from various families on their way. Kids are safe and the members of the community learn to trust each other. That's all for now. If you have any questions, post them in the box below. Bye for now!

CD 2.30

Helen Janek, do you know what you are doing for the New Year?

Janek Yes, I'm going to see my friends in Scotland. They live in Edinburgh, so I'll have the chance to experience real Scottish New Year celebrations. I've heard a lot about them.

Helen Hogmanay, you mean?

Janek Exactly! Like in Poland people have parties all night but they also have this tradition called First Footing.

Helen What is it?

Janek Well, after midnight we're going to visit my friends' neighbours and give them a present. We're going to take a piece of coal and a special biscuit because they are believed to bring good luck. People also

believe that if a tall dark stranger comes to your house as the first guest of the new year on that night, it'll bring you a lot of good luck.

Helen You could be that stranger. You have black hair and you're tall!

Janek That's what my Scottish friends said as well! The only thing I'm not looking forward to is the food. Their traditional dish is pork with pepper or chicken in apple, steak pie and haggis. None seems tasty to me! Especially haggis which is made from a sheep's heart, liver and lungs. But anyway, how about your plans?

Helen Well, I'm staying here in London but later on in the year I'm going to the States and I'm hoping to go to New Orleans for Mardi Gras.

Janek That's Fat Tuesday, isn't it?

Helen Yes, exactly! They organise great carnival parties so I'm really looking forward to it. I must find a bright costume and a mask in traditional Mardi Gras colours – purple, green and gold. I want to throw beads in the parade and see the beautiful floats which people make. And the food sounds wonderful to me. People eat traditional cinnamon King Cake and pancakes – yummy! Can't wait!

Janek Sounds great! Have a good time.

Helen You too!

CD 2.31

Hi, my name is Szymon and I'm one of almost a million Polish people currently living in Great Britain. I came here with my parents in 2010 and we live in West London, which has one of the largest Asian populations in London but also quite a big Polish community too. At first it was quite a shock to live among so many different people whose culture and language was completely different from mine, but now I'm OK with it. I have a lot of friends from different cultures and actually one of my best friends comes from an Asian family.

In London, there are people from the Caribbean, India, Pakistan, Bangladesh as well as other Eastern European countries, and I must say I like this multicultural atmosphere. It makes London a very colourful and interesting place to live in. In my opinion, the people here are very tolerant, open-minded and kind. No one looks at you in a strange way just because you wear different clothes or you come from a different culture!

There are more and more Poles around us too and lots of Polish shops, but the most surprising thing is the fact that Polish is now the second most often heard language in Britain! Polish food is also becoming more and more popular here, so it's easy for us to buy Polish products. I can proudly say that because of us things like beetroot, kabanos and pierogi have become quite a delicacy! I read in the newspaper that on the whole Polish people have a reputation for being hard-working and happy to integrate as well as learn the language, so that's good. However, there have been problems with

some Polish people who haven't respected the local customs or have committed crimes such as illegal fishing. But I love London for all it is and it's become my second home.

IRREGULAR VERBS

MP3 69

Infinitive	Past simple	Past participle
arise	arose	arisen
awake	awoke	awoken
be	was, were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned, burnt	burned, burnt
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed, dreamt	dreamed, dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit, fitted	fit, fitted
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone

Infinitive	Past simple	Past participle
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt, kneeled	knelt, kneeled
knit	knitted	knitted
know	knew	known
lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt, leaped	leapt, leaped
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
mow	mowed	mown, mowed
overcome	overcame	overcome
oversleep	overslept	overslept
pay	paid	paid
prove	proved	proved, proven
put	put	put
quit	quit	quit
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent

Infinitive	Past simple	Past participle
set	set	set
sew	sewed	sewn, sewed
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled, smelt	smelled, smelt
speak	spoke	spoken
speed	sped, speeded	sped, speeded
spend	spent	spent
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen, swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
undergo	underwent	undergone
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
wring	wrung	wrung
write	wrote	written

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(young man using laptop and listening to music), 12 (friends
throwing bright paints on camera), 15 (men shaking hands with
friends), 16 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16), 17
(a game of tennis, girl in a swimming pool), 18 (A, B, C, D, E), 19
(girls playing volleyball), 20 (A, B, C, D, E, tennis ball illustration),
21 (skateboarder on a ramp), 22 (Grafton Street in Dublin), 23 (A),
26 (basketball players), 28 (A, B, C, D, E, F), 29 (smiling student girl,
smiling young man outdoors), 30 (flatmates sitting and talking),
32 (modern spacious living room with a fireplace, cosy house
interior with a Christmas tree, a room with a lofted bed, hanging
bed), 34 (teenager in his messy room, lazy man using vacuum

cleaner in a living room), 35 (map of United Kingdom), 36 (man
with beard in an office), 39 (child lays in a bed in a messy room,
woman sitting at a desk in her bedroom), 40 (high school students
taking a test, smiling girl in glasses, unhappy and angry girl in
glasses, thumbs up and down), 41 (man with electronic devices),
44 (elementary school classroom with computers), 46 (young man
and woman having a discussion), 47 (flag), 54 (2, 4, 6), 55 (woman
watching TV), 56 (school trip to museum with a guide, two people
admiring art), 58 (William Shakespeare), 60 (friends eating pizza,
rap concert), 62 (friends in cinema), 64 (people in gallery looking
at art), 67 (happy football fans), 68 (a, b, c, d), 70 (woman shopping
online), 72 (a, b, c, d, e), 73 (tesla car inside, tesla car outside), 75
(boy sitting with his phone), 80 (young man on white background,
young woman on white background, young Asian man on white
background), 81 (two teenagers in a garden in the countryside), 82
(map of Europe, weather icons), 83 (family with a dog), 84 (1, 2, 3,
4, 5, 6), 85 (earthquake in central Italy, 2016), 86 (greenhouse with
tropical plants, safari trip watching giraffes, woman horse riding at
sunset, Gdańsk, Kaszuby, Morskie Oko, Tatra Mountains, Poland),
87 (concept of ecology drawing), 88 (buttercup), 90 (thunderstorm),
91 (1, 2, 3), 92 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11), 92 (A, B), 94 (1), 95
(2, 3, 4), 96 (smiling woman), 100 (girl using smartphone and
headphones), 102 (rescue team with a helicopter), 103 (1, 2), 104
(A, B, C), 106 (A, B), 107 (young teenage boy smiling), 113 (family
during dinner in the backyard, 1, 2), 114 (group of students studying
together, 1, 2), 115 (senior painting Himeji Castle, 1, 2), 116 (mother
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NEW PASSWORD A2+/B1

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„Podręcznik, w którym jest absolutnie wszystko.
Uczeń nie ma czasu na nudę – nauczyciel szczęśliwy.”

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 - lekcje powtórkowe w formacie maturalnym
 - obszerne kompendia maturalne i gramatyczne w zeszycie ćwiczeń
- **intensywny rozwój umiejętności przetwarzania informacji językowej:**
 - zadania otwarte do ćwiczenia mediacji w języku angielskim i polskim
 - zadania z parafrazami, transformacjami, gramatyzacją i słowotwórstwem
- **nieoceniona pomoc w nauce słownictwa:**
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