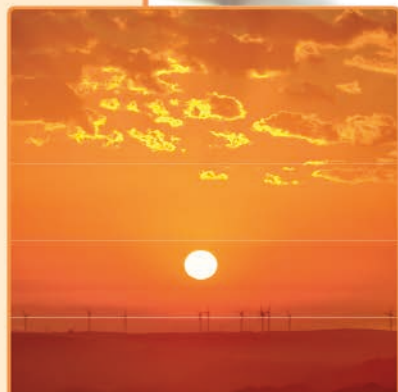


Marta Rosińska Lynda Edwards

A2+/B1

Password Reset



Podręcznik dopuszczony do użytku szkolnego w nowych typach szkół, uwzględniający podstawę programową kształcenia ogólnego określoną w rozporządzeniu Ministra Edukacji Narodowej z dnia 30 stycznia 2018 r. (Dz.U. 2018 poz. 467), przeznaczony do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: dr. Mariusza Marcza, dr. Łukasza Salskiego, dr. Marzeny Kryszczuk.

Poziom ESOKJ: A2+/B1

Etap edukacyjny: III

Typ szkoły: szkoły ponadpodstawowe (liceum ogólnokształcące i technikum)

Zakres kształcenia: podstawowy i rozszerzony

Poziom zaawansowania: III.1.P, III.1.R

Rok dopuszczenia: 2019

Nr ewidencyjny w wykazie: 954/1/2019

Podręcznik dopuszczony do użytku szkolnego, uwzględniający podstawę programową kształcenia ogólnego określoną w rozporządzeniu Ministra Edukacji Narodowej z dnia 27 sierpnia 2012 r. (Dz. U. poz. 977 z późn. zm.), przeznaczony do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: dr. Mariusza Marcza, dr. Łukasza Salskiego, dr. Marzeny Kryszczuk.

Poziom ESOKJ: A2+/B1

Etap edukacyjny: IV

Typ szkoły: szkoły ponadgimnazjalne

Zakres kształcenia: podstawowy i rozszerzony

Poziom zaawansowania: IV.1.P, IV.1.R

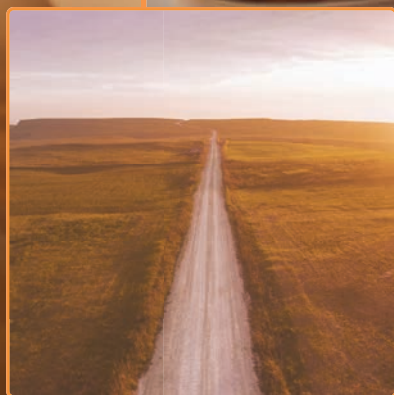
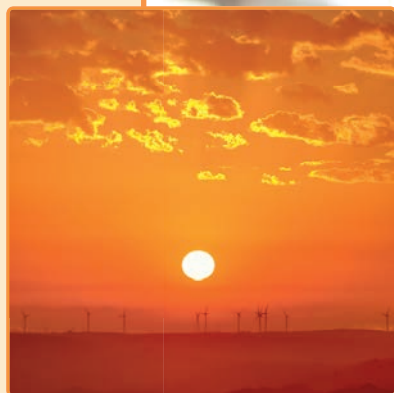
Rok dopuszczenia: 2019

Nr ewidencyjny w wykazie: 955/1/2019

Marta Rosińska Lynda Edwards

A2+/B1

Password Reset



	VOCABULARY	LISTENING AND VOCABULARY	GRAMMAR
1 What a character! Człowiek, Życie prywatne p14 Review 1	p4 personality	p5 listening for detail Uzupełnianie zdań, Pytania otwarte, Rozmowa z odgrywaniem roli vocabulary: emotions, personality	pp6–7 present simple and present continuous; verb + -ing form / infinitive Transformacje zdań
2 A good sport Sport p26 Review 2	p16 sports	p17 listening for gist and detail Dobieranie vocabulary: extreme and dangerous sports, professional sports	pp18–19 used to and past simple; past continuous and past simple
3 Welcome home! Miejsce zamieszkania p38 Review 3	p28 houses and locations	p29 listening for gist, intention, context and detail; distinguishing fact and opinion Wybór wielokrotny vocabulary: living in a town	pp30–31 present perfect: How long? for / since; present perfect and past simple: just, already, yet
4 Study time Edukacja p50 Review 4	p40 school and schoolwork	p41 listening for detail Pytania otwarte, Wybór wielokrotny vocabulary: the education system	pp42–43 past simple and past perfect; modals of deduction: may / might / could, can't, must
pp52–53 TEST PRACTICE 1–4: Rozumienie ze słuchu Uzupełnianie luk, Dobieranie • Rozumienie pisanych tekstów Wybór wielokrotny • Znajomość środków językowych Dobieranie, Uzupełnianie zdań			
5 A work of art Kultura p64 Review 5	p54 participating in culture	p55 listening for gist and detail Uzupełnianie streszczenia, Wybór wielokrotny vocabulary: art, phrasal verbs	pp56–57 will and going to; must, have to, need to, can
6 To spend or not to spend? Zakupy i usługi p76 Review 6	p66 shops and services; products; buying and selling	p67 listening for gist, detail, intention and context Dobieranie vocabulary: shopping online, verbs and prepositions	pp68–69 comparatives and superlatives; as ... as, too, enough; relative clauses Transformacje zdań
7 Back to nature Świat przyrody, Podróżowanie i turystyka p88 Review 7	p78 landscape and geographical features	p79 listening for gist and detail Dobieranie, Uzupełnianie zdań, Wybór wielokrotny vocabulary: weather and climate	pp80–81 zero and first conditional; second conditional Transformacje zdań
8 It works! Nauka i technika p100 Review 8	p90 using technical equipment	p91 listening for detail and context; distinguishing fact and opinion Wybór wielokrotny vocabulary: technical failures	pp92–93 the passive: present simple, past simple; the passive: present perfect; will, review of all forms Transformacje zdań
pp102–103 TEST PRACTICE 5–8: Rozumienie ze słuchu Wybór wielokrotny • Rozumienie pisanych tekstów Uzupełnianie streszczenia • Znajomość środków językowych Mini dialogi, Transformacje zdań			
VOCABULARY CHALLENGE, pp108–112			
Unit 1 personality adjectives; personality (verb collocations); synonyms, compound words Unit 2 sports people (word formation); verb collocations; collocations with <i>beat</i> and <i>win</i> 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			

READING AND VOCABULARY	SPEAKING	WRITING	ENGLISH IN USE	STEP BY STEP
pp8-9 reading for detail Dobieranie vocabulary: hobbies and interests	p10 meeting people Rozmowa z odgrywaniem roli, Wybór wielokrotny	p11 a personal profile Profil internetowy grammar: adverbs of degree	p12 like, would like and look like Tłumaczenie fragmentów zdań, Uzupełnianie luk sterowanych, Transformacje zdań	p13 listening Uzupełnianie zdań
p15 Wordlist 1 pp20-21 reading for detail, gist and intention Wybór wielokrotny, Dobieranie vocabulary: sports equipment and sports events	p22 talking about a past event Rozmowa z odgrywaniem roli, Tłumaczenie	p23 an email E-mail vocabulary: adjectives	p24 used to and be used to Minidialogi, Uzupełnianie zdań, Uzupełnianie luk otwartych	p25 English in use Dobieranie, Wybór wielokrotny
p27 Wordlist 2 pp32-33 reading for gist and detail Dobieranie zdań do luk w tekście 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, Uzupełnianie luk sterowanych, Tłumaczenie fragmentów zdań	p37 reading Dobieranie
p39 Wordlist 3 pp44-45 reading for gist and detail Dobieranie nagłówków do części tekstu, Uzupełnianie streszczenia vocabulary: teaching and learning; technology in education	p46 expressing and justifying an opinion Uzupełnianie dialogu, Rozmowa z odgrywaniem roli	p47 a letter of enquiry List z zapytaniem grammar: indirect questions	p48 Uzupełnianie zdań, Tłumaczenie fragmentów zdań, Uzupełnianie luk	p49 writing E-mail
p51 Wordlist 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 Tłumaczenie wskazówek, Rozmowa z odgrywaniem roli	p61 a competition entry Zgłoszenie do konkursu grammar: and, but, because and so	p62 Uzupełnianie luk sterowanych, Transformacje zdań, Układanie fragmentów zdań	p63 listening Dobieranie
p65 Wordlist 5 pp70-71 reading for gist and detail Wybór wielokrotny, Uzupełnianie streszczenia vocabulary: advertising	p72 in a clothes shop Rozmowa z odgrywaniem roli	p73 a product review Recenzja produktu	p74 fit, match and suit Tłumaczenie fragmentów zdań, Minidialogi, Słotwórstwo	p75 reading Uzupełnianie dialogu
p77 Wordlist 6 pp82-83 reading for gist and detail Dobieranie, Uzupełnianie dialogu vocabulary: natural disasters	p84 a 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 Uzupełnianie luk sterowanych, Transformacje zdań, Tłumaczenie fragmentów zdań	p87 English in use Uzupełnianie luk, Tłumaczenie fragmentów zdań
p89 Wordlist 7 pp94-95 reading for detail Dobieranie 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 Uzupełnianie zdań, Minidialogi, Transformacje zdań	p99 speaking Rozmowa na podstawie materiału stymulującego
p101 Wordlist 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** active and passive

p120 TEST EACH OTHER Student A
pp121-124 WRITING BANK

p125 TEST EACH OTHER Student B
pp126-129 LEXICAL PATTERNS

pp130-138 AUDIOSCRIPT
p139 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> In your notebook, 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. Write the answers in your notebook.

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> In your notebook, 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>  In your notebook, 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!

B



A



- 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. In your notebook, 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



Pretty Little Liars



The Big Bang Theory



Stranger Things

1> Work in pairs and discuss the questions.

- 1 Which TV series do you watch? Why?
- 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> **CD 1.03** Listen to a film director talking about three characters in a new TV series. In your notebook, complete the gaps with a word or a phrase. Write no more than three words.

- 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> **CD 1.04** Listen to students at the audition reading two sections from a scene and, in your notebook, answer the questions.

Dialogue 1

- 1 Why is Ella angry?
- 2 What does Charlie want?

Dialogue 2

- 3 Why is Sophie worried?
- 4 How can Charlie help her?

- 5> In your notebook, 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 in your notebook.

- 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/koleżanki i powiedz, jak ta osoba się zwykle zachowuje.)

Present simple and present continuous

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

- 2> **CD 1.05 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 Jenni 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 in your notebook 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> In your notebook, 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> In your notebook, 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.

? WHAT'S RIGHT?

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

- 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> **PRACTISE** Choose the correct option to complete the sentences. Write the answers in your notebook.

- 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.

- 8> In your notebook, 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. UGH! I ⁷ (*not like*) maths and science.
And the teacher ⁸ (*give*) us a test today! What ⁹ (*you / do*) later today?
Love,
Emily

- 5 > **PRACTISE** Read the chat session with Amelia.
In your notebook, complete it with the correct form of the verbs in brackets.



Amelia

+ 18:40

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 in your notebook so that it means the same as the first, using the verbs given. Do not change the verbs given.

- My friend asked me to help him with his homework and I said yes. **AGREED**
I my friend with his homework.
- I invited Mark to the party, but he didn't want to go. **REFUSED**
Mark to the party.
- I'm not patient when I have to wait in a queue. **CAN'T STAND**
I in a queue.
- I think our trip to London will be fantastic. **LOOKING FORWARD**
I our trip to London.
- It's fun to learn foreign languages. **ENJOY**
I foreign languages.
- I worked on this essay for an hour. **SPENT**
I on this essay.
- 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 in your notebook. Then ask and answer the questions in pairs.

- What / you / like / do / on Saturdays?
- What / you / plan / do / during the next holiday?
- What / you / spend most time / do / in the evenings?
- What / you / can't stand / do / at home?
- What job / you / want / do / after school?
- When / you / usually / stop / watch TV / at night?

- 9 > **NOW YOU DO IT** Write six sentences about things that you do or don't do at the weekends, using **always, sometimes, usually** and **never**. Include two sentences which are false.

- 10 > Work in pairs. Read out your sentences. Can your partner guess the false ones?

A *I never watch TV at the weekend.*

B *I don't think it's true. You sometimes watch TV.*

Verb + -ing form / infinitive

- 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.

- What is Amelia's job?
- 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!

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

verb + -ing form	verb + to + infinitive
<i>spend time</i>	<i>would like</i>

- 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



- 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> In your notebook, 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> Read the descriptions (A–D) again and answer the questions (1–5). Write the answers in your notebook.

Which description mentions people who

- 1 are happy alone as well as with friends?
- 2 love socialising?
- 3 aren't very interested in sports?
- 4 prefer meeting their friends via the Internet?
- 5 like doing new things?

QUIZ

- 1 You are outdoors. You spend your time
 - a playing sports games with your friends.
 - b jogging.
 - c reading a book or a magazine.
 - d taking photos of the nature around you.
- 2 When you're on the bus or tram, you usually
 - a talk to a friend on your mobile phone.
 - b think about your next project or task.
 - c worry about your problems.
 - d watch others.
- 3 When it rains and you cannot go outside, you often
 - a watch TV or play computer games.
 - b help your parents around the house.
 - c listen to music or do puzzles.
 - d look out of the window and dream.
- 4 During breaks between lessons, you usually
 - a chat with other students.
 - b check your emails or go on Facebook.
 - c read something or listen to music.
 - d go outside and spend your time in the fresh air.
- 5 When you have a free day, you
 - a spend it with family or friends.
 - b spend your time reading books or magazines.
 - c do nothing and just relax.
 - d browse the Internet for new ideas.

Your score: Add up your points: a=1, b=2, c=3, d=4



5> Read the descriptions again and find sentences which have a similar meaning to the sentences below. Write the answers in your notebook.

- 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)

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 Skype **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.

Vocabulary development

6> Complete the text with the correct prepositions in your notebook.

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 Snapchat or Skype 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, but 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> In your notebook, 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?
- 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

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 ...



1> Describe the picture and answer the questions.

- Do you think these teenagers are enjoying the party? Why do you think so?
- What could they be talking about?

2> **CD 1.06** 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 anybody 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 in your notebook. 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 1.07** Listen to two dialogues at a party. Are the sentences true or false? Write the answers in your notebook.

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> In your notebook, 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 o jedzeniu na przyjęciu.
B Powiedz, że jest świetne.
- A Powiedz, że uwielbiasz grać w siatkówkę.
B Odpowiedz, że nie interesujesz się sportem.

8> **CD 1.08** Listen to the recordings (1–5) and choose the correct replies (A–C). Write the answers in your notebook.

- | | |
|---------------------------------------|--------------------------------|
| 1 A I really enjoy our school discos. | 4 A Mark is really nice. |
| B My boyfriend loves discos. | B Nice to meet you, Jane. |
| C Discos are so boring! | C Good luck! |
| 2 A Why not? | 5 A She's funny and confident. |
| B I'm not really sure. | B She's busy now, I'm afraid. |
| C Really? Me too. | C She goes to school with me. |
| 3 A Why not? | |
| B Don't worry about it. | |
| C Not really, sorry. | |

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 imprezy;
- powiedzcie, skąd znacie Alana.



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!

WRITING

a personal profile

1

! 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

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

- 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 in your notebook. 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



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> In your notebook, 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.

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 not a very / really hard-working person.
- 5 I think I tend to be extremely / pretty talkative.

5> In your notebook, 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 in your notebook. 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 (*szukuje 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. Write the answers in your notebook.

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 socialising 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> In your notebook, 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.

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

- 1 What are your favourite colours when it comes to clothes and decorating a room?
I prefer ... to ... because it makes me feel more optimistic / it suits me.
- 2 What colour combinations would you never wear?
I would never wear ... and ... together because for me they look really bad / they don't go with each other.
- 3 What colours are fashionable at the moment? Why?
I think that the most fashionable colours at the moment are ...
- 4 Is it important to be fashionable? Why?/Why not?
- 5 Who is the trendiest person you know? Why do you think he / she is trendy?

1> Read the instructions for the listening task in exercise 5 and answer the questions.

- 1 What is the topic of the interview?
- 2 What do you expect the coach to say?
- 3 What should you concentrate on while listening: the main message of the recording or the specific information related to the gaps in the sentences?

2> **CD 1.09** Listen to the interview in exercise 5 and answer the questions.

- 1 How does Nathalie help teenagers?
- 2 How does the interviewer react to what Nathalie says?
- 3 Are you surprised by what Nathalie says in the interview?



Tip

Zadanie polegające na uzupełnieniu zdań na podstawie nagranej wypowiedzi wymaga zrozumienia szczegółowych informacji przekazanych w nagraniu. Do prawidłowego uzupełnienia luk może być potrzebne przetworzenie usłyszanej informacji tak, aby pasowała ona do luki pod względem logicznym i gramatycznym.

3> Paraphrase the sentences from the interview. Focus on the words in bold. What kind of changes did you have to make in order to complete the second sentence?

- 1 'I **support** young people in their self-development.'
Nathalie young people in their self-development.
- 2 'I **advise** teenagers, their parents and teachers.'
Nathalie Richardson to teenagers, their parents and teachers.
- 3 'Young people mainly measure their **success** by how good their test results are.'
Teenagers often believe that they are **only** as as their grades.
- 4 'Young people often **forget** about all the other aspects such as personal qualities.'
Teens should always about their good personality traits.

4> Work in pairs. Decide how many words you think are missing in each gap in exercise 5 and what part of speech these words could be.

5> **TEST IT!** **CD 1.09** Usłyszysz dwukrotnie wywiad z doradcą na temat mocnych stron nastolatków. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–6. Luki należy uzupełnić w języku angielskim.

- 1 Nathalie Richardson helps young people change their and attitude.
- 2 Teenagers often don't that they have many strengths.

3 Parents and teachers usually have no to coach young people.

4 is a quality that a lot of young people can demonstrate.

5 Some teenagers discover that they are good at well.

6 Realising your strengths helps you become more .

6> Look at the strengths below. Then answer the questions.

self-esteem passion intelligence intuition kindness manners hard work creativity empathy determination

- 1 Which of the strengths above do you have, and how might they help you in life?
- 2 Which strengths would you like to have and why?
- 3 Is it possible to develop these strengths? If so, how?

7> **CD 1.10** Listen to a student talking about her strong and weak sides. Do you share any of her strengths or weaknesses?

8> **CD 1.10** Listen again. Complete the summary of the recording with the correct words or expressions below. There are six extra words/expressions.

attends ambitious strengths decides do well goes bossy confidence recommends weaknesses find out who you are advice confident ambition are good

Anna ¹ to a secondary school and she ² talking to a coach. She believes such an experience helps you ³ and learn why you ⁴ in some areas, but don't succeed in others. She now knows that it depends on your ⁵ and ⁶ . She realises her strong sides include ⁷ and ⁸ . She is also aware of her weaker points such as being a little too ⁹ . Anna is trying to use the coach's ¹⁰ and she can see the results of her transformation.

9> **TEST IT!** **CD 1.11** Usłyszysz dwukrotnie wypowiedź na temat cech charakteru, które gwarantują sukces w życiu. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–5. Luki należy uzupełnić w języku angielskim.

History shows that you don't have to be ¹ to be successful. People who really succeed in life have a lot of ² and passion. In order to achieve success, you just need to work hard on what you are ³ in doing. This is ⁴ for teenagers who worry that they don't have any big talents. Success will eventually come to people who ⁵ hard and take time to get to ⁶ who they are.

🏠 Complete all the exercises on this page in your notebook.

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 |

—/6

2> Complete the text with appropriate words.

HOBBIES BY ZODIAC SIGNS



When you know the zodiac sign of a person, you can guess what he or she is ¹___ in. It may not always be true but a lot of 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 (20 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.

—/6

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.

—/10

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

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

—/5

5> React to the sentences. More than one reaction is possible.

- What are you into?
- How do you know Luke?
- What do you think of Jackie?
- I really love dancing.
- Are you having a good time at the party?

—/5

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

- dream / a / of / I / famous / becoming / actor / often
- I / extremely / an / person / ambitious / am
- my / talkative / be / quite / a / best friend / can / person
- a / boring / is / rather / this / party
- good / terribly / I / am / a / not / swimmer

—/5

7> Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.



Personality / Osobowość

ambitious /æm'biʃəs/ ambitny
bossy /'bɒsi/ apodyktyczny, władczy
clever /'klevə(r)/ mądry, sprytny
confident /'kɒnfɪd(ə)nt/ pewny siebie
dishonest /dis'ɒnɪst/ nieuczciwy, nieszczerzy
easygoing /i:zi'gəʊɪŋ/ wyluzowany, spokojny
friendly /'frendli/ przyjazny, życzliwy
funny /'fʌni/ zabawny
generous /'dʒenərəs/ hojny
hard-working /hɑ:d'wɜ:(r)kɪŋ/ pracowity
helpful /'helpf(ə)l/ pomocny
honest /'ɒnɪst/ uczciwy, szczerzy
independent /,ɪndɪ'pendənt/ niezależny
kind /kaɪnd/ miły
lazy /'leɪzi/ leniwy
loyal /'lɔ:əl/ lojalny
mean /mi:n/ skąpy
modest /'mɒdɪst/ skromny
nasty /'nɑ:sti/ 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 /ru:d/ nieuprzejmy
sensitive /'sensətɪv/ wrażliwy
serious /'sɪəriəs/ poważny
shy /ʃaɪ/ nieśmiały
silly /'sɪli/ niemądry, głupi
sociable /'səʊʃəb(ə)l/ towarzyski
talkative /'tɔ:kətɪv/ gadatliwy, rozmowny
your good/bad points /jə(r)'gʊd, 'bæd ,pɔɪnts/ twoje mocne/słabe strony

Personality expressions /
Wyrażenia związane z osobowością

be the centre of attention /,bi ðə 'sentə(r) əv
 ə'tenʃ(ə)n/ być w centrum uwagi
get into trouble /,get ,ɪntə 'trʌb(ə)l/ wpadać
 w tarapaty, kłopoty
keep secrets /,ki:p 'si:krəts/ dochować tajemnicy
let sb down /,let ,səmbədi 'daʊn/ zawieść kogoś,
 sprawić zawód
trust sb /'trʌst ,səmbədi/ ufać komuś

Emotions / Emocje

embarrassed /ɪm'bærəst/ zażenowany
nervous /'nɜ:(r)vəs/ zdenerwowany, nerwowy
proud of sth /'praʊd əv ,sʌmθɪŋ/ dumny
 z czegoś
stressed /strest/ zestresowany
tired /'taɪə(r)d/ zmęczony
upset /ʌp'set/ zmartwiony, poruszony
worried /'wʌrɪd/ zaniepokojony, zmartwiony

Hobbies and interests /
Pasje i zainteresowania

biking /'baɪkɪŋ/ jazda na rowerze
blogging /'blɒɡɪŋ/ prowadzenie bloga
collecting things /kə'lektɪŋ, θɪŋz/ kolekcjonowanie rzeczy
cooking /'kʊkɪŋ/ gotowanie
do crosswords /,du: 'krɒs,wɜ:(r)ds/ rozwiązywać
 krzyżówki

do sports/yoga /,du:'spɔ:(r)ts, 'jəʊgə/ uprawiać
 sport / praktykować jogę
drawing /'drɔ:ɪŋ/ rysowanie
find sth interesting/boring /,faɪnd ,sʌmθɪŋ
 'ɪntrəstɪŋ, 'bɔ:ɪŋ/ uważać coś za ciekawe/nudne
find sth so-so /,faɪnd ,sʌmθɪŋ 'səʊ,səʊ/ uważać,
 że coś jest średnie, takie sobie
fishing /'fɪʃɪŋ/ wędkarstwo
gardening /'gɑ:(r)d(ə)nɪŋ/ ogrodnictwo, prace
 w ogrodzie
get bored with an activity /,get 'bɔ:(r)d wɪð ən
 æk'tɪvəti/ znudzić się jakimś zajęciem
get involved in an activity /,get ɪn'vɒlvəd ɪn ən
 æk'tɪvəti/ zaangażować się w jakieś zajęcie
go clubbing /,gəʊ 'klʌbɪŋ/ chodzić do klubów
go swimming/running /,gəʊ'swɪmɪŋ, 'rʌnɪŋ/ iść
 popływać/pobiegać
hiking /'haɪkɪŋ/ chodzenie na piesze wycieczki
jogging /'dʒɒɡɪŋ/ jogging, bieganie
listening to music /,lɪs(ə)nɪŋ tə 'mju:zɪk/
 słuchanie muzyki
photography /fə'tɒɡrəfi/ fotografowanie
play card and board games /,pleɪ 'kɑ:(r)d ænd
 'bɔ:(r)d ,ɡeɪmz/ grać w gry karciane i planszowe
play computer games /,pleɪ kəm'pjʊ:tə(r) ,ɡeɪmz/
 grać w gry komputerowe
play the guitar /,pleɪ ðə ɡɪ'tɑ:(r)/ grać na gitarze
rollerblading /'rɒlə(r)bleɪdɪŋ/ jazda na rolkach
skateboarding /'skeɪt,bɔ:(r)dɪŋ/ jazda na
 deskorolce
social networking /,səʊʃəl 'netwɜ:(r)kɪŋ/ media
 społecznościowe
take drums lessons /,teɪk 'drʌmz ,les(ə)nz/ brać
 lekcje gry na perkusji
taking photos /,teɪkɪŋ 'fəʊtəʊz/ fotografowanie

Talking about hobbies and interests /
Mówienie o pasjach i zainteresowaniach

be a fan of /,bi ə 'fæn əv/ być fanem czegoś
be fond of /,bi 'fɒnd əv/ bardzo coś lubić
be interested in /,bi 'ɪntrəstɪd ɪn/ interesować się
 czymś
be into /,bi 'ɪntə/ interesować się czymś
be keen on /,bi 'ki:n ɒn/ przepadać za czymś
be mad about /,bi 'mæd ə,bəʊt/ szaleć na
 punkcie czegoś
don't mind sth /,dɒnt 'maɪnd ,sʌmθɪŋ/ nie mieć
 nic przeciwko czemuś
have a passion for /,hæv ə 'pæʃ(ə)n fə(r)/
 pasjonować się czymś, mieć zamiłowanie do
 czegoś
prefer sth to sth /prɪ'fɜ:(r) ,sʌmθɪŋ tə ,sʌmθɪŋ/
 woleć coś od czegoś
take up a hobby /,teɪk ,ʌp ə 'hɒbi/ zająć się
 jakimś hobby

Other words / Inne wyrazy

achieve a lot /ə'tʃi:v ə ,lɒt/ osiągnąć wiele
admit /əd'mɪt/ przyznawać (że coś jest prawdą)
advice /əd'vaɪs/ rada
ambition /æm'biʃ(ə)n/ ambicja
audition for a part /ɔ:'dɪʃ(ə)n fə(r) ə ,pɑ:(r)t/ brać
 udział w przesłuchaniu do roli (aktorskiej)
behaviour /bi'heɪvjə/ zachowanie
bunch of people /'bʌntʃ əv ,pi:p(ə)l/ grupa ludzi,
 paczka

castle /'kɑ:s(ə)l/ zamek, pałac
classmate /'kla:s,meɪt/ kolega/koleżanka z klasy
coach /kəʊtʃ/ trener, doradca
confidence /'kɒnfɪd(ə)ns/ pewność siebie
creativity /,kri:'eɪtɪvɪ/ pomysłowość
decide /di'saɪd/ decydować
determination /,dɪ,tə:'mɪneɪʃ(ə)n/ determinacja
dream of sth /'dri:m əv ,sʌmθɪŋ/ marzyć o czymś
dreamer /'dri:mə(r) / marzyciel/marzycielka
extremely /ɪk'stri:mli/ niezwykle, wyjątkowo
family tree /'fæm(ə)li ,tri:/ drzewo genealogiczne
find out who you are /,faɪnd 'aʊt hʊ jə ə:/
 dowiedzieć się, kim się jest
friendship /'frendʃɪp/ przyjaźń
get top marks /,get ,tɒp 'mɑ:(r)ks/ dostawać
 najlepsze oceny
give advice /gɪv əd'vaɪs/ udzielać rad
go red /,gəʊ 'red/ czerwienić się
goal-oriented /'gəʊl,ɔ:'rientɪd/ nastawiony na cel
how come ...? /,həʊ 'kʌm/ jak to się stało,
 że ...?
keep a blog /,ki:p ə 'blɒɡ/ prowadzić bloga
keep quiet /,ki:p 'kwaɪət/ milczeć, zachowywać
 w sekrecie
look forward to /,lʊk 'fɔ:(r)wəd tə/
 niecierpliwie czekać na coś, oczekiwać czegoś
make people laugh /,meɪk ,pi:p(ə)l 'lɑ:f/
 rozbawiać ludzi
mix with others /'mɪks wɪð ,ʌðə(r)z/ udzielać się
 towarzysko
not be your cup of tea /,nɒt ,bi jə(r) ,kʌp əv 'ti:/
 nie przepadać za czymś
on your own /ɒn jə(r) 'əʊn/ sam/sama,
 samodzielnie
organising /'ɔ:g(ə)nɪzɪŋ/ organizowanie,
 porządkowanie
partygoer /'pɑ:(r)ti,ɡəʊə(r)/ imprezowicz/
 imprezowiczka
promise /'prɒmɪs/ obietnica
quite/pretty /'kwaɪt, 'prɪti/ dość
recommend /,rekə'mend/ polecać
refuse /rɪ'fju:z/ odmawiać
rely on /rɪ'laɪ ,ɒn/ polegać na kimś
share your passion /,ʃeə(r) jə(r)'pæʃ(ə)n/ dzielić
 się swoją pasją
speak in public /,spi:k ɪn 'pʌblɪk/ przemawiać
 publicznie
stay up late /,steɪ ,ʌp 'leɪt/ położyć się późno
 spać
strengths /streŋθs/ mocne strony
support /sə'pɔ:t/ wspierać
talented /'tələntɪd/ utalentowany
tell jokes /,tel 'dʒɔ:ks/ opowiadać dowcipy
tell lies /,tel 'laɪz/ kłamać
tend to do sth /'tend tə ,du: ,sʌmθɪŋ/ robić coś
 zwykle; mieć tendencję do czegoś
text your friends /'tekst jə(r) ,frendz/ wysyłać
 wiadomości tekstowe do znajomych
training /'treɪnɪŋ/ przeszkolenie
waste time /,weɪst 'taɪm/ tracić czas
What a character! /,wɒt ə 'kærəktə(r)/
 Ależ charakterek!
your personal profile /jə(r) 'pɜ:(r)s(ə)nəl ,prəʊfaɪl/
 własny profil, własne konto

Challenge!

adore /ə'dɔ:(r)/ uwielbiać
broad-minded /brɔ:d'maɪndɪd/ tolerancyjny
chill out /tʃɪl 'aʊt/ relaksować się
computer geek /kəm'pjʊ:tə(r) ,gi:k/ maniak
 komputerowy
enjoy /ɪn'dʒɔɪ/ lubić
enthusiast /ɪn'θju:ziæst/ entuzjasta, miłośnik

fan /fæn/ fan
jealous /'dʒeləs/ zazdrosny
keen reader /,ki:n 'ri:ðə(r)/ zapalony czytelnik/
 zapalona czytelniczka
leisure activity /,leɪʒə(r) æk'tɪvəti/ hobby,
 rozrywka
lover /'lʌvə(r)/ miłośnik (czegoś)
moody /'mu:di/ humorzasty

party animal /,pɑ:(r)ti 'ænim(ə)l/ bywalec imprez,
 imprezowicz
pastime /'pɑ:s,taim/ rozrywka, hobby
rebellious /ri'beljəs/ buntowniczy
relax /rɪ'læks/ relaksować się, odpęczać się
sports fan /'spɔ:(r)ts ,fæn/ kibic sportowy
sympathetic /,sɪmpə'θetɪk/ współczujący
unwind /ʌn'waɪnd/ rozluźniać się, odpęczać

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> In your notebook, 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 1.12** 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 in your notebook with the sports below. Then add the sports from exercise 2 to each column.

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

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

- 6>  Complete the sentences in your notebook 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 1.13** Listen to four people talking about different sports. In your notebook, write down the names of the sports. Give reasons for your answers.

Speaker 1: 
Speaker 2: 
Speaker 3: 
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 ...

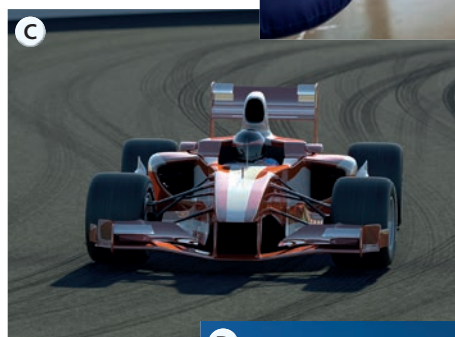
- it can save lives
- children learn how to swim / keep fit / work in a team

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> In your notebook, match pictures A–D with four of the dangerous sports below. What do the other sports involve?

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



3> CD 1.14 Listen to a TV programme. In your notebook match the pictures from exercise 2 with the film titles 1–4.

- | | |
|-------------------------|------------------------------|
| 1 <i>Senna</i> | 3 <i>127 Hours</i> |
| 2 <i>The Crash Reel</i> | 4 <i>Million Dollar Baby</i> |

4> CD 1.14 Listen again. In your notebook, match the statements a–e with the speakers: Holly, Davy, Kyle, Alex. There are two statements which match the same speaker.

This speaker

- | | |
|---|--|
| a | mentions a sport that is usually more popular for men. |
| b | believes that the film teaches viewers a lot about a sport. |
| c | talks about competition between two people. |
| d | chooses a film about a person who doesn't become a champion. |
| e | describes a film about a person who couldn't move. |

5> What films about dangerous sports can you remember? Did you enjoy them? Discuss with your partner.

6> Complete the sentences in your notebook with the correct form of the words below.

injured 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 1.15 Listen to Gail and Mark talking about dangerous sports. In your notebook, write down two positive and two negative points about the dangerous sports they mention.

» Vocabulary challenge! Unit 2, page 108, exercise 2

8> WHAT DO YOU THINK? Work in pairs. Discuss the questions, using the prompts below.

- 1 What can you do to practise an extreme sport as safely as possible?
check your equipment • wear a helmet • train well
• go with other people • wait for good weather
- 2 Do films about extreme sports encourage young people to do dangerous things?
Yes: it's fun / it's exciting to ... go fast / climb high
• they want to imitate famous people ...
No: a film is just a story • see problems • not want to take risks

Used to and past simple

- 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. In your notebook, 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 in your notebook with the correct words.

Present 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>was</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> In your notebook, 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 in your notebook 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 use to</u> they <u>used to</u> to play tennis with a hard ball?
Wh- question	Where ⁴ <u>did they use to</u> they <u>used to</u> to play tennis?

- 7> Complete the rules with *used to* or the past simple in your notebook. 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** In your notebook, 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) sports lessons at primary school, but now we love playing football.
- Where did you use to (you go) canoeing when you were younger? I'd like to try it.
- Did Mr Banks use to (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> In your notebook, 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 trained (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 five thirty 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 and now she only swims a couple of times a week.



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

- 1 What TV programmes / watch / last week / ?
- 2 What / hate / eat / when you were younger / ?
- 3 What subjects / enjoy at school / when you were a child / ?
- 4 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.

Past continuous and past simple

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

2> **CD 1.16 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 in your notebook 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 from the dialogue a–d with the correct rules 1–4.**

- 1 We use the past continuous to talk about an action that was in progress at a particular moment in the past.
- 2 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).

3 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.

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

5> **PRACTISE** Choose the correct option to complete the sentences. Write the answers in your notebook.

- 1 I *was walking* / *walked* home when I *was seeing* / *saw* Terry and I *was waving* / *waved* at him.
- 2 The bell *was ringing* / *rang* while the teacher *was explaining* / *explained* the rules of the game.
- 3 When we *were arriving* / *arrived* at the football match, it *was raining* / *rained* really hard.
- 4 At lunchtime Dave *was coming* / *came* over and *was asking* / *asked* me to play in the tennis match.
- 5 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*.

? WHAT'S RIGHT?

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

6> **In your notebook, 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

7> **In your notebook, complete the sentences in your own words.**

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

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

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

- 1 at 8.30 this morning 3 fifteen minutes ago
- 2 this time yesterday 4 at lunchtime on Sunday

- 1> Work in pairs. In your notebook, 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.



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> Read texts 1–3. Choose the correct answer and write it in your notebook.

What are the three texts about?

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

- 4> Read the texts again. Choose the correct answers and write them in your notebook.

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 twenty 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!

- 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.

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!

- The technology in sport helps
 - mainly the athletes.
 - both the athletes and the referees.
 - mainly the referees.

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 changed sports shoe production completely.

- 5 > Read the texts again. Answer the questions a–d in your notebook. 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?

Vocabulary development

- 6 > In your notebook, 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

- | | |
|--------------|----------------|
| 1 hit | 5 save |
| 2 break | 6 bounce |
| 3 compete in | 7 take part in |
| 4 score | |

- 7 > In your notebook, 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 > In your notebook, complete the definitions with the highlighted words from Text 2.

- Sportspeople who take part in sporting events are called .
- Another name for 'sportspeople' is .
- People who support their favourite teams 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?

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



- 2> **CD 1.17** Read and listen to the dialogue. In your notebook, 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 in your notebook.

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, changing the words in red. Use the prompts below and your own ideas.

I fell off a chair in a café. I broke my friend's iPad.

I got on the wrong train. I put on someone else's trainers.

- 5> **CD 1.18** Listen to questions 1–4 and, in your notebook, 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 audioscript on page 132.

1 2 3 4

a Plenty. We would stay outdoors for most of the day.

b It didn't happen until I was ten 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. In your notebook, 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 in your notebook 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 zatrueś/zatruełaś.

3 A Powiedz, że na obozie sportowym trenowałeś 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 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> In your notebook, 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 football match
- 3 A cycling race in 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 in your notebook.

- 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. Write them in your notebook.

sporting event result atmosphere concert
match day

! Watch out!

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

4> In your notebook, 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 in your notebook 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 an old friend of mine from school. 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 miało tam miejsce;
- wyraż swoją opinię o tej imprezie.

1> Put the sentences in the correct order to make a logical dialogue. Write the answers in your notebook.

- a It was really great!
- b The fact that he talked about how to become a good footballer.
- c So, what did he say about that?
- d How was the meeting with Robert Lewandowski?
- e Well, he gave a lot of useful tips about tactics in football.
- f What did you like the most about it?
- g 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 and write them in your notebook.

1 X Did you enjoy the match?
Y It was pretty boring.
X ☐

- a Sounds great.
- b What a shame!
- c Never again!

2 X How was your weekend?
Y It was a total disaster.
X ☐

- a What went wrong?
- b What made it so good?
- c Don't even ask!

3 X Let's go bungee jumping.
Y ☐
X I'm surprised. I thought you liked them.

- a Great. I'm really into that!
- b I can't. I don't feel very well.
- c 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 ☐
X Just like me! I think it was just good luck.

- a You must be joking!
- b I couldn't believe my eyes.
- c He can be ambitious, you know.

3> Choose the correct word to complete each pair of sentences.

- 1 He ☐ to swim regularly when he was younger.
I ☐ my new wetsuit and it felt very comfortable.
a went b took c used
- 2 Does she still ☐ yoga?
They didn't ☐ any sports while they were on holiday.
a do b play c compete
- 3 It isn't easy to ☐ world records these days.
How did he manage to ☐ his arm again?
a beat b hit c break
- 4 The team just couldn't ☐ a goal for the whole match.
How many points did you ☐ in this competition?
a score b kick c get

5 In the end, she ☐ the decision not to go to the sea.
Last year I ☐ part in a marathon, but I didn't do very well.

- a made b had c took

4> In your notebook, match the sentences with the Polish translations.

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

! Watch out!

used to + infinitive

be used to + -ing form

5> In your notebook, translate the sentences, using *used to* or *be used to*.

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

6> In your notebook, complete the text with appropriate words. Put one word in each space.



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!

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

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

- 1> Work in pairs. Describe the pictures. Then answer the questions below.



- 1 Have you ever won anything? What was it? How did it make you feel?
- 2 Why do people run marathons?
- 3 How easy / difficult is it for you to accept a situation in which you lose e.g. in a competition / argument?

- 2> Look at the pictures in exercise 1 again. Decide what you could say to each of the people.

- 3> Read the sentences. In what situations may people say them? Try to imagine and describe these situations.

- a Why doesn't he take up a sport?
- b I think he's right.
- c He's very demanding.
- d It was quite disappointing, I'm afraid.
- e It's not the end of the world. Cheer him up!



Tip

Gdy wykonujesz zadanie polegające na dobieraniu właściwych reakcji do nagranych wypowiedzi, najpierw bardzo dokładnie przeczytaj podane opisy reakcji i zastanów się, jakiej sytuacji mogą one dotyczyć.

- 4> **CD 1.21** Listen to four sentences. Match them with the correct responses from exercise 3. There is one extra response.

- 1 ☐ 2 ☐ 3 ☐ 4 ☐

- 5> **TEST IT! CD 1.22** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (a–e). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- 1 ☐ 2 ☐ 3 ☐ 4 ☐

- a My football team came second in an important tournament.
- b Yes, I did when I was at school.
- c I dream of winning a gold medal.
- d Don't even ask! I crossed the line last!
- e No, in fact I wasn't, because my leg was in plaster.



Tip

Wykonując zadanie polegające na dobraniu właściwej reakcji do nagranej wypowiedzi, uważaj na tak zwane 'false friends', czyli angielskie słowa, które wyglądają lub brzmią podobnie do polskich słów/sformułowań, których użyłbyś/użyłabyś reagując na wypowiedź z nagrania po polsku.

- 6> Read the statements and questions 1–3 and choose the correct reaction (a or b).

- 1 X: Mary, I'm thinking of spending a weekend on my yacht. Would you like to join me?
Y: ☐
a Great idea! It would be fantastic to go on a race!
b Great idea! I'd love to go sailing with you!
- 2 X: Tim, what do you think about the last FC Barcelona match?
Y: ☐
a They were absolutely terrifying!
b They hardly scored a goal.
- 3 X: Terry, do you know who the world champions in football are at the moment?
Y: ☐
a The current champions are France.
b The actual champions are France.



Tip

Wykonując zadanie polegające na dobraniu właściwej reakcji do nagranej wypowiedzi, uważaj na sformułowania, które wykorzystują te same słowa. Mogą one wyglądać bardzo podobnie, ale używane są w odmiennych sytuacjach.

- 7> Read the situations and choose the correct answer.

- 1 Jack! You need to be more careful! You've stepped on my foot again!
a You should be sorry for that!
b I feel sorry for myself.
c I'm sorry. I didn't mean it.
- 2 Do you remember it's Annie's birthday next week?
a Yes, I do. What would you like to get?
b Yes, I do. Can you help me get something for her?
c I don't get it! Why should we buy her anything?!
- 3 I can't come to your party because I'm away at a sports camp this week.
a Are you having a good time there?
b Have you got the time?
c Have you got any time off?

- 8> Work in pairs. Look at the incorrect options in exercise 6. In what situations could you use them?

- 9> **TEST IT! CD 1.23** Usłyszysz dwukrotnie pięć wypowiedzi (1–5). Do każdej z nich dobierz właściwą reakcję (A, B lub C).

- | | |
|---------------------------------|--|
| 1 A It's no use.
B Why not?! | 3 A I'm afraid so.
B Don't give up! |
| C You're welcome. | C I could give it a try. |
| 2 A How can you say that?! | 4 A That's so cool!
B She's not really my type. |
| B Why do you think so? | C Why not? |
| C What you've said may be true. | 5 A Sorry, I can't.
B Yes, it's wonderful.
C The first day was OK. |

Complete all the exercises on this page in your notebook.

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 .

—/8

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.

—/7

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?

—/6

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 ten years ago?

—/4

5> Complete the mini-dialogues with the appropriate words.

- 1 X How was the match yesterday?
Y It was a total ¹ ! We lost really badly.
- 2 X Did you enjoy your sports camp?
Y Yes, it was really ² . But I couldn't ³ my eyes when I saw some classmates from my primary school there!
- 3 X So ⁴ was your weekend?
Y Well, I went surfing in the ocean. A big wave came and I almost drowned. I was scared like ⁵ before.

—/5

6> Replace the underlined adjectives with their synonyms.

I went to watch a volleyball match. It was really nice. My team played very well. They won in the end. It was a good result. The atmosphere was great too. I really liked the match. It was very interesting!

—/4

7> Work in pairs and test each other.

Student A: go to page 120.
Student B: go to page 125.



Sports / Dyscypliny sportowe

athletics /æθ'letiks/ lekkoatletyka
 badminton /'bædmɪntən/ badminton
 basketball /'bɔːskɪt bɔːl/ koszykówka
 boxing /'bɒksɪŋ/ boks
 canoeing /kə'nuːɪŋ/ kajakerstwo
 climbing /'klaɪmɪŋ/ wspinaczka
 cycling /'saɪk(ə)lɪŋ/ jazda na rowerze, kolarstwo
 do judo/karate/weightlifting /,duː 'dʒuːdɔː, 'kɑːrɑːti, 'weɪt,lɪftɪŋ/ uprawiać dżudo/karate/
 podnoszenie ciężarów
 football /'fʊt,bɔːl/ piłka nożna
 go swimming/skiing /,gəʊ 'swɪmɪŋ, 'skiːɪŋ/
 uprawiać pływanie/narciarstwo
 golf /gɒlf/ golf
 gymnastics /dʒɪm'næstiks/ gimnastyka
 handball /'hænd,bɔːl/ piłka ręczna
 horse racing /'hɔːs ,reɪsɪŋ/ jazda konna,
 jeździectwo
 ice hockey /'aɪs,hɒki/ hokej na lodzie
 individual/team sports /,ɪndɪ'vɪdʒuəl, 'tiːm
 ,spɔː(r)ts/ sporty indywidualne/zespołowe
 long jump /'lɒŋ,dʒʌmp/ skok w dal
 motor racing /'məʊtə(r) ,reɪsɪŋ/ wyścigi
 samochodowe
 play tennis/rugby /,pleɪ 'tenɪs, 'rʌŋbi/ grać
 w tenisa/rugby
 rowing /'rəʊɪŋ/ wioślarstwo
 sailing /'seɪlɪŋ/ żeglarstwo
 skating /'skeɪtɪŋ/ łyżwiarstwo
 ski jumping /'skiː ,dʒʌmpɪŋ/ skoki narciarskie
 skiing /'skiːɪŋ/ narciarstwo
 snowboarding /'snəʊ,bɔː(r)dɪŋ/ jazda
 na snowboardzie
 surfing /'sɜː(r)fɪŋ/ surfing
 swimming /'swɪmɪŋ/ pływanie
 table tennis /'teɪb(ə)l ,tenɪs/ tenis stołowy
 volleyball /'vɒli,bɔːl/ siatkówka
 weightlifting /'weɪt,lɪftɪŋ/ podnoszenie ciężarów
 wrestling /'res(ə)lɪŋ/ zapasy

Extreme and dangerous sports /
Sporty ekstremalne i niebezpieczne

bungee jumping /'bʌndʒɪː ,dʒʌmpɪŋ/ skoki
 na bungee
 canyoneering /,kænjən'niəriŋ/ eksploracja
 kanionów, jaskiń
 free running /'friː ,rʌnɪŋ/ bieg miejski
 z elementami widowiskowych akrobacji
 mountain climbing /'maʊntɪn ,klaɪmɪŋ/
 wspinaczka wysokogórska
 parachuting /'pærə'fjuːtɪŋ/ spadochroniarstwo

Professional sports / Sport profesjonalny

champion /'tʃæmpɪən/ mistrz/mistrzyni
 coach /kəʊtʃ/ trener/trenerka
 compete for sth /kəm'piːt fə(r) ,sʌmθɪŋ/ walczyć,
 konkurować o coś
 competition /,kɒmpə'tɪʃ(ə)n/ zawody, konkurencja

get injured /,get 'ɪndʒə(r)d/ doznać kontuzji,
 zranić się
 spectator /spek'teɪtə(r)/ widz, kibic
 support /sə'pɔː(r)t/ kibicować komuś
 train /treɪn/ trenować
 trainer /'treɪnə(r)/ trener/trenerka

Sports equipment / Sprzęt sportowy

ball /bɔːl/ piłka
 bat /bæt/ rakieta (do tenisa stołowego), kij
 (do baseballu)
 board /bɔː(r)d/ deska (do surfingu,
 do snowboardu)
 boat /bəʊt/ łódka
 football boot /'fʊt,bɔːl ,buːt/ but piłkarski,
 korek
 gloves /glʌvz/ rękawice
 goal /gəʊl/ bramka
 goggles /'gɒg(ə)lz/ gogle narciarskie, okulary
 pływackie
 helmet /'helmit/ kask
 net /net/ siatka
 racket /'rækɪt/ rakieta (do tenisa, badmintonu)
 skates /skeɪts/ łyżwy
 ski /skiː/ narta
 trainers /'treɪnə(r)z/ buty sportowe
 wetsuit /'wet,suːt/ pianka do nurkowania,
 surfowania

Sporting events / Wydarzenia sportowe

break a record /,breɪk ə 'rekɔː(r)d/ pobić rekord
 compete in/take part in a sporting
 event /kəm'piːt ɪn, teɪk 'pɑː(r)t ɪn ə 'spɔː(r)tɪŋ
 ɪ'vent/ startować/brać udział w zawodach
 sportowych
 competitive /kəm'petətɪv/ ambitny, lubiący
 współzawodnictwo
 competitor /kəm'petɪtə(r)/ zawodnik/
 zawodniczka
 game /ɡeɪm/ gra, rozgrywka
 bounce/hit/throw a ball /baʊns, 'hɪt, θrəʊ
 ə 'bɔːl/ odbijać/uderzać/rzucać piłkę
 match /mætʃ/ mecz
 race /reɪs/ wyścig
 referee /,refə'riː/ sędzia sportowy
 save/score a goal /,seɪv, ,skɔː(r) ə 'gəʊl/ bronić/
 strzelać gola
 supporter /sə'pɔː(r)tə(r)/ kibic sportowy
 tournament /'tɔʊə(r)nəmənt/ turniej, zawody

Other words / Inne wyrazy

a good sport /ə ,ɡʊd 'spɔː(r)t/ osoba, która
 zachowuje się wspaniałomyślnie w trudnych
 sytuacjach; dobry kolega/koleżanka
 achievement /ə'tʃiːvm(ə)nt/ osiągnięcie
 be afraid of insects /bi ə ,freɪd əv 'ɪnseks/ bać
 się owadów
 break somebody's iPad /,breɪk ,sʌmbədɪz
 'aɪpæd/ uszkodzić czyjś iPad
 bring sb luck /brɪŋ ,sʌmbədi 'lʌk/ przynosić
 komuś szczęście

chant /tʃɑːnt/ skandować
 cheer /tʃɪə(r)/ kibicować, wiwatować
 climb /klaɪm/ wspinać się
 crash /kraʃ/ zderzyć się, rozbić się
 current /'kʌr(ə)nt/ aktualny
 do exercise /,duː 'eksə(r)saɪz/ wykonywać
 ćwiczenie, ćwiczyć
 demanding /dɪ'mɑːndɪŋ/ wymagający
 encourage /ɪn'kʌrɪdʒ/ zachęcać
 energetic /,enə(r)'dʒetɪk/ energiczny
 exciting /ɪk'saɪtɪŋ/ fascynujący, ekscytujący
 fall down /fɔːl 'daʊn/ upaść, przewrócić się
 fall off a chair /fɔːl ɒf ə 'tʃeə(r)/ spaść z krzesła
 feel sick /fiːl 'sɪk/ czuć się niedobrze, mieć
 mdłości
 feel sorry about oneself /fiːl ,sɒri ə ,bəʊt
 wʌn'self/ uzalać się nad sobą
 fight /faɪt/ walczyć
 football pitch /'fʊt,bɔːl ,pɪtʃ/ boisko do piłki
 nożnej
 frightened /'fraɪt(ə)nd/ przestraszony
 get on the wrong train /,get ɒn ðə ,rɒŋ 'treɪn/
 wsiąść do niewłaściwego pociągu
 give something a try /ɡɪv ,sʌmθɪŋ ə 'traɪ/
 spróbować czegoś
 go to a sports camp /,gəʊ tə ə 'spɔː(r)ts ,kæmp/
 jechać na obóz sportowy
 goalkeeper /'gəʊl,kɪ:pə(r)/ bramkarz/bramkarka
 gym /dʒɪm/ siłownia
 have bad luck /hæv 'bæd ,lʌk/ mieć pecha
 have time off /hæv ,taɪm ɒf/ mieć wolne
 hole /həʊl/ dziura
 hurt your back /hɜː(r)t jə(r) 'bæk/ doznać urazu
 pleców
 incredible /ɪn'kredəb(ə)l/ niesamowity,
 niewiarygodny
 join a swimming club /,dʒɔɪn ə 'swɪmɪŋ ,klʌb/
 wstąpić do klubu pływackiego
 keep fit /kiːp 'fɪt/ być w dobrej formie
 leisure centre /'leɪʒə(r) ,sentə(r)/ centrum
 rekreacyjne, ośrodek sportowy
 muscles /'mʌs(ə)lz/ mięśnie
 play sth outdoors/indoors /,pleɪ ,sʌmθɪŋ
 ,əʊt'dɔː(r)z, ɪn'dɔː(r)z/ uprawiać sport
 na powietrzu/w hali
 plaster /'plɑːstə(r)/ gips
 pool /puːl/ basen
 result /rɪ'zʌlt/ wynik
 run a half marathon /,rʌn ə ,ha:f 'mæərəθ(ə)n/
 biegać w półmaratonie
 scream /skriːm/ krzyczeć, wrzeszczeć
 skate park /'skeɪt ,pɑː(r)k/ plac z przeszkodami
 do jazdy na deskorolce
 sporting career /'spɔː(r)tɪŋ kə,rɪə(r)/ kariera
 sportowa
 waves /weɪvz/ fale
 What a shame! /,wɒt ə 'ʃeɪm/ Jaka szkoda!
 wonderful /'wʌndə(r)f(ə)l/ wspaniały, cudowny

Challenge!

athlete /'æθliːt/ lekkoatleta/lekkoatletka
 bang your head /,bæŋ jə(r) 'hed/ uderzyć się
 w głowę
 beat another team / your rival /,biːt ə ,nʌðə(r)
 'tiːm, jə(r) 'raɪv(ə)l/ pokonać inną drużynę /
 swojego rywala
 beat the world record / the champion /,biːt
 ðə ,wɜː(r)ld 'rekɔː(r)d, ðə 'tʃæmpɪən/ pobić rekord
 świata / pokonać mistrza
 break your leg /,breɪk jə(r) 'leg/ złamać nogę
 canoeist /kə'nuːɪst/ kajakarz/kajakarka
 check your equipment /tʃek jə(r) ɪ'kwɪpmənt/
 sprawdzać swój sprzęt
 climber /'klaɪmə(r)/ alpinista/alpinistka

cyclist /'saɪklist/ rowerzysta/rowerzystka, kolarz/
 kolarzka
 footballer /'fʊt,bɔːlə(r)/ piłkarz/piłkarka
 go climbing /,gəʊ 'klaɪmɪŋ/ wspinać się, uprawiać
 wspinaczkę
 golfer /'gɒlfə(r)/ golfista/golfistka
 gymnast /'dʒɪmnæst/ gimnastyk/gimnastyczka
 jockey /'dʒɒki/ dżokej/dżokejka
 make a decision /,meɪk ə dɪ'sɪʒ(ə)n/ podejmować
 decyzję
 put your life in danger /,pʊt jə(r) ,laɪf ɪn
 'deɪndʒə(r)/ narażać życie
 rugby player /'rʌŋbi ,pleɪə(r)/ zawodnik/
 zawodniczka rugby
 sailor /'seɪlə(r)/ żeglarz/żeglarka

ski jumper /'skiː ,dʒʌmpə(r)/ skoczek narciarski
 skier /'skiːə(r)/ narciarz/narciarka
 take risks /teɪk 'rɪks/ podejmować ryzyko
 take up a sport /teɪk ,ʌp ə 'spɔː(r)t/ rozpocząć
 uprawianie jakiegoś sportu
 tennis player /'tenɪs ,pleɪə(r)/ tenisista/tenisistka
 win a gold medal / by two points /,wɪn ə
 ,ɡəʊld 'med(ə)l, bæɪ tuː ,pɔɪnts/ zdobyć złoty
 medal, wygrać dwoma punktami
 win the World Cup /,wɪn ðə 'wɜː(r)ld ,kʌp/
 wygrać mistrzostwa świata
 wrestler /'reslə(r)/ zapaśnik/zapaśniczka

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> In your notebook, 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 1.24** Listen and repeat the highlighted words from exercise 3.

5> In your notebook, 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 1.25** Listen to two people talking about their new homes. Which houses are they talking about? Write the answers in your notebook.

Speaker 1: Speaker 2:

7> **CD 1.25** Listen again. Which of the words from exercise 5 are mentioned?

8> Choose the correct option to complete the sentences. Write the answers in your notebook.

- 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 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 answer 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 (F) or against (A) 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 1.26** Listen to four recordings about the development in Green Park. Match them with the text types below in your notebook.

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

5> **CD 1.26** Listen again and choose the correct answers. Write the answers in your notebook.

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 in your notebook.

- | | |
|------------|-------------------------------|
| 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 1.27** Listen to a report about when young people leave home. Are the statements facts (F) or opinions (O)? Write the answers in your notebook.

- 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 132 and find phrases which show facts and opinions. Write them in your notebook.

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

Present perfect: *How long?* *for/since*

1> Work in pairs and discuss the question.

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

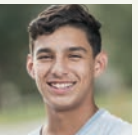
2> **LANGUAGE IN CONTEXT** Read the comments in an online article called *Moving On*. Do the writers mention any of your points from exercise 1?**MOVING ON**

Readers' comments



HAYLEY,
Chester

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 bigger garden. I've been happy here and I want to stay!



JAZ,
Bournemouth

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.

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 copy them into your notebook.

4> In your notebook, 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?
How long?	How long ⁷ you your own bedroom? How long ⁸ he his own bedroom?

5> Choose the correct option to complete the rules. Write the answers in your notebook.

- 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> In your notebook, 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* in your notebook.

- | | |
|---------------------------------------|---------------------------------------|
| 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 in your notebook. 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** In your notebook, 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> In your notebook, 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 ...?

- have your smartphone
- live in your house
- know your best friend
- learn English
- be in this classroom
- like your favourite band
- have that hairstyle

Present perfect and past simple; *just, already, yet*

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

2> **CD 1.28 LANGUAGE IN CONTEXT** Read and listen to the dialogue. Answer the questions.

- Has Lucy moved?
- Why can't Mason have her poster of Beyoncé?
- 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 in your notebook.

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

- We use to talk about people's experiences. The exact time is not important.
- To talk about something that happened at a specific time in the past we use .
- 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? In your notebook, copy and complete the table with the correct words and phrases from the box.

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

Past simple	Present perfect

6> **PRACTISE** Choose the correct option to complete the sentences. Write the answers in your notebook.

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

7> In your notebook, complete the sentences with the correct present perfect or past simple form of the verbs in brackets.

- 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.
- 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.
B I (see) it this morning before we (start) getting ready for the trip.



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. Write the answers in your notebook.

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

9> In your notebook, 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 / yet) your new bookcase? There's a lovely modern one in this room. I'll send you a photo right away!

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.

- two skills you haven't learned yet, but would like to learn in the future
- 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 is a bed in the middle of the room ...

- 5> Read the text, ignoring the gaps. Choose the best title. Write the answer in your notebook.

- a A global village
b The beauty of Copenhagen
c A perfect place to visit

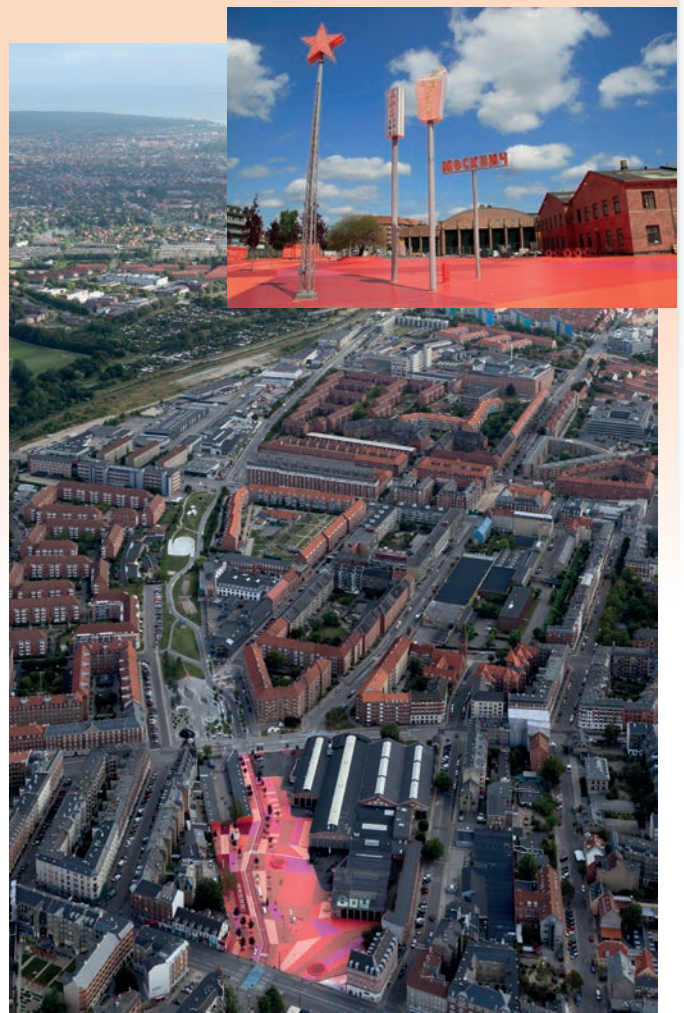
You've probably heard of interior design: the art of decorating and furnishing rooms and flats. The goal of interior designers is to make the place where people live and work look beautiful and be comfortable to live in. But have you ever heard of urban design?

¹ Instead, they are architects who transform the landscape of whole cities, towns or villages. One example of an urban designer's work is Superkilen, a kilometre-long park in Norrebro – a district of Copenhagen where people of almost 60 nationalities live.

One of the main aims of the project was to revitalise the park. ² The park is divided into three parts: the Red Square, the Black Market and the Green Park and you can find lots of park benches, bike lanes, playgrounds, sports fields, outdoor gyms and picnic areas there.

What's interesting is that the designers made a lot of effort to make the place as international as possible. So, the park is full of features which come from the home countries of Norrebro's inhabitants. ³

The place is an excellent example of urban design where architecture, landscape, art and social needs come together. It's an area where people feel at home despite originally coming from different countries. An idea worth following, don't you think?



6> Read the text again and complete gaps 1–3 with sentences a–e. There are two extra sentences. Write the answers in your notebook.

- a For example, there are litter bins from England, a fountain from Morocco, a sculpture from Spain and neon signs from Russia.
- b However, an even more important idea was to unite the people who live there by giving them a place where they would like to meet and spend time together.
- c People like socialising and having a good time there.
- d Urban designers do not design or do up flats, they don't paint or wallpaper rooms.
- e What makes the area so unusual, however, is its very modern design.

7> Read the texts below and choose the correct summary of the article in exercise 6.

- 1 The text is about the Danish capital and its revitalisation programmes. It describes the work of some designers who created a number of areas where people from various cultures live and work together.
- 2 The text is about interior and urban design. It describes an international urban project in Copenhagen, which has been very successful in uniting the people living there. The text also explains why the place attracts so many visitors.
- 3 The text is about urban design. It mentions a particular project in the capital of Denmark and the reasons why it was created. The text describes what the area looks like and how the people living there pass their time.

8> Work in pairs and discuss the questions.

- 1 What do you think of the idea behind the park in Superkilen?
- 2 Would you like to live in an area like that? Why (not)?
- 3 Are there any revitalised areas where you live? What are they? What can people do there?

Vocabulary development

9> Match the words to make compound expressions. There are four extra words. Which of the compound expressions is written as one word?

bench fit lane play sports park litter
gym picnic field basketball bike ground
plant desk outdoor area bin

10> Match some of the compound nouns from exercise 9 with the photos below. Which of the expressions are *not* in the photos?



11> 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. Write the answers in your notebook.

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

12> Translate the Polish parts of the sentences into English in your notebook. Use the phrases from exercise 11.

- 1 Yesterday we _ _ _ (wytapetowaliśmy i umeblowaliśmy) 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

13> Work in pairs. Imagine you are taking part in a competition for the best park project in your town or city. Draw a diagram of the park in your notebook and label the features you would like to have there. Then describe your park to your partner, using the prompts below.

In my plan, the park is located in ...

There is / are ... there.

It has got ...

People can relax/play here because ...

- 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/hovering • 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 1.29** Read the text and listen to Jemma 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? | |



Jemma 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 again. Complete the Phrase Bank in your notebook.

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> In your notebook, 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 1.30** Listen to a student describing the picture below in an oral exam. Find three incorrect elements in his answer.

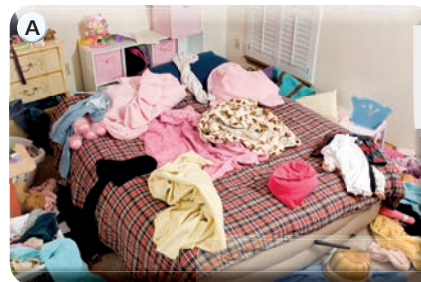


- 7> Now describe the photo and correct the false details.

- 8> **CD 1.30** Listen again. In your notebook, complete the sentences with the words and phrases from the recording. Check your answers with the transcript on page 132.

- 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.



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





Leamington Spa

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 picturesque 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?

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?

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

4> Read the blog entry. What four topics does the blogger write about? Write the answers in your notebook.

Paragraph 1 Introduction Paragraph 4

Paragraph 2 Paragraph 5

Paragraph 3

Sue's world

Tuesday, 5th Feb, 14:52

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** in your notebook.

- 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 in your notebook 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, i:

- opisz położenie i wielkość tej miejscowości,
- napisz, co Ci się najbardziej tam podobało,
- opisz, jakie wydarzenia kulturalne bądź sportowe miały tam miejsce,
- napisz, jak spędziłeś/spędziłaś tam czas,
- 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 our flat up.
- 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. Write the answers in your notebook.

- 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 ten 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. Write the answers in your notebook.



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 just 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 spacious. It has ten rooms, three swimming pools and ... an amphitheatre! Its creator, Antti Lovag, wanted to ³ design a completely round house that would have beautiful views of the seaside. In 1991, a famous fashion designer ⁴ bought it in order to show his collections of art and clothes there.

4> In your notebook, 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 ten 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 nieporządną 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.

5> **WHAT DO YOU THINK?** Work in pairs. Ask and answer the questions, using the prompts below and your own ideas.

- 1 Would you like to live in a big city like London or New York? Why?/Why not?
It would be great because ... lots of things to do and see • interesting cultural/sports events • no problem finding a job
I wouldn't like it because ... too noisy • too busy • lots of traffic jams and pollution
- 2 Would you make a good flatmate? Why?/Why not?
I think I'd be a good/terrible flatmate because ... tidy/untidy • hate/don't mind housework • can/can't cook • have/don't have annoying habits
- 3 What are your neighbours like?
- 4 What do you like least about the area where you live?



I must say I ⁵ never saw a house like that. It was ⁶ so unusual that now I would like to construct a similar one somewhere in my own country.

- | | | |
|---------------------|-------------|-------------|
| 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 |

**Tip**

Gdy wykonujesz zadanie polegające na dobieraniu nagłówków do części tekstu, pamiętaj, że nagłówki dotyczą głównej myśli całego akapitu, a nie szczegółowych informacji. Podsumuj szczegóły, aby dowiedzieć się, o czym jest tekst.

- 1> Read the paragraph and choose the correct heading. Why are the other answers incorrect?

Many people today live a long way from their families and friends. This means that a lot of older people are alone and often depend on the people who live near them for help. We should do our best to look after these people and help them with housework or check that they're OK from time to time. Sometimes they just like having somebody to talk to.

- a Talk to your family
- b Be a good neighbour
- c Depend on your friends

**Tip**

Najpierw przeczytaj cały tekst, aby zorientować się, czego dotyczy każdy akapit. Spróbuj samodzielnie streścić go w myślach. Następnie przeczytaj podane nagłówki i sprawdź, czy któryś z nich odpowiada Twojemu podsumowaniu. Znajdź w tekście te fragmenty, które wskazują na właściwą odpowiedź, i podkreśl je.

- 2> Read the paragraph below. In your notebook, write down a sentence to summarise it.

It's your birthday and you're celebrating with a party at home. You've got the music, the food and drink and you've invited all your friends. Ready? No. Don't forget to warn the people who live next door. It's polite and then they won't complain about the noise! The party will be over tomorrow, but the people next door will be there for a long time. Stay on their right side!

- 3> Read the headings below. Are any of them close to your summary? Choose the correct heading for the text in exercise 2.

- a Always make your party plans carefully
- b Have a good birthday celebration
- c Keep a good relationship with your neighbours

**Tip**

Pamiętaj, że informacje zawarte w treści zadania są sformułowane inaczej niż w tekście. W trakcie czytania zwróć uwagę na wyrazy oraz zwroty o znaczeniu zbliżonym do treści nagłówków. Sprawdź, czy zostały użyte w tym samym kontekście.

- 4> In your notebook, match the headings a–c with the short texts 1–3. Find words and phrases in the sentences which are connected to the words and phrases used in the headings.

- a Geographical stereotypes
- b Legal problems
- c Reasons for stress

- 1 Arguments with neighbours can cause a lot of worry and sometimes make people feel upset.
- 2 In the UK people often tell the police about neighbours who break the law. For example, they might report that you have trees that are too tall.
- 3 People in the north of England are friendlier to their neighbours than people in the south.

- 5> **TEST IT!** Przeczytaj poniższy tekst i do każdego akapitu (1–4) dobrać właściwe pytanie (A–F). Dwa z nich zostały podane dodatkowo i nie pasują do żadnej części tekstu. Zapisz numery akapitów w zeszyty i obok nich wpisz litery A–F.

- A How can I find out about the history of Książ Castle?
- B What do we know about the history of Książ Castle?
- C What are the arrangements for the castle guests?
- D What events are held at Książ Castle?
- E Is the Książ Castle hotel comfortable?
- F What is there to see in Książ Castle?

VISITOR INFORMATION

1

Książ Castle, which is located in Wałbrzych, is the 3rd biggest castle in Poland. It was built in the 13th century by Duke Bolko I. Back then, it was a stone fortress, sometimes called *the key to Silesia*.

Over the centuries, the castle belonged to Polish, Czech, Hungarian and German aristocratic families. World War 2 left it in ruin, but fortunately, in recent years, many of its rooms have been renovated and the castle now attracts thousands of tourists every year.

2

The castle is open from Monday to Sunday. There are different routes around it depending on which period in history you are most interested in. The baroque rooms are especially worth seeing because of their unique furniture, wall and ceiling decorations and beautiful works of art. If you like mysteries and frightening stories, take part in a special night tour. Who knows? Perhaps you will even meet some of the ghosts which still haunt the place.

3

Apart from being a museum, the castle organises art exhibitions, conferences and wedding receptions. Guests can stay in the castle hotel situated in a beautiful park near the main building. There is also a palm house with over 200 species of exotic plants and rare flowers to be admired under one roof!

4

Because of its rich history and architecture, Książ Castle is a popular place for visitors for a day out. We recommend that you book your visit in advance. There are special prices for organised tours, but individual visits are of course an option too. Tickets are available online. Let's not forget that Książ Castle is located in a picturesque part of Poland, so you may want to see more of the region at the same time!



🏠 Complete all the exercises on this page in your notebook.

1> Copy and complete the table with the words below.

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

Inside the house	Outside the house	Types of buildings

—/20

2> Match 1–6 with a–f to make phrases.

- | | |
|-------------------|--------------|
| 1 vacuum / Hoover | 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 |

—/6

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*).

—/7

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?

—/12

5> Use the prompts to write the sentences in 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*)

—/7

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 .

—/4

7> Complete the description of the picture with appropriate words.

This picture ¹ two young people in the ² of a room. They ³ on the floor talking to each other. I ⁴ that they are looking at the plan of their flat or house. ⁵ the picture I can also see some boxes and a ladder. The people ⁶ happy because they are smiling.



—/6

8> Complete the text with appropriate words.

Kraków is ¹ on the Vistula River in the south of Poland. It's famous ² its history, architecture and night life. It's a large town with a ³ of about 760 000 people. The first stop for ⁴ is the Old Town and the Wawel Castle. If you haven't visited this town yet, you must ⁵ .

—/5



9> Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.

Types of houses and flats /
Typy domów i mieszkań

apartment/flat /ə'pɑ:(r)tment, flæt/ mieszkanie
block of flats /blɒk əv 'flæts/ blok
bungalow /'bʌŋgələʊ/ dom parterowy
detached house /di'tætʃt, haʊs/ dom wolnostojący
farmhouse /'fɑ:(r)m, haʊs/ dom na wsi, na farmie
semi-detached house /,semi'di'tætʃt, haʊs/ bliźniak
terraced house /'terəst, haʊs/ dom szeregowy

Parts of houses / Części domu

balcony /'bælkəni/ balkon
brick/thick wall /,brɪk, θɪk 'wɔ:l/ mur z cegieł/ gruby mur
chimney /'tʃɪmni/ komin
drive /draɪv/ podjazd
fence /fens/ płot, ogrodzenie
fireplace /'faɪə(r), pleɪs/ kominek
front door /,frʌnt 'dɔ:(r)/ drzwi wejściowe
garage /'gærɑ:ʒ/ garaż
garden /'gɑ:(r)d(ə)n/ ogród
gate /geɪt/ brama, furtka
lawn /lɔ:n/ trawnik
on the first/top floor /ɒn ðə, fɜ:(r)st, ,tɒp 'flɔ:(r)/ na pierwszym/najwyższym piętrze
path /pɑ:θ/ ścieżka
roof /ru:f/ dach
stairs /steə(r)z/ schody
stone step /stəʊn 'step/ kamienny stopień, schodek
wooden /'wʊd(ə)n/ drewniany

Living in a town (adjectives) /
Życie w mieście (przymiotniki)

cheap /tʃi:p/ tani
close to /kləʊz tə/ blisko (czegoś)
crowded /'kraʊdɪd/ zatłoczony
dangerous /'deɪndʒərəs/ niebezpieczny
expensive /ɪk'spensɪv/ drogi, kosztowny
far from /'fɑ:(r) frəm/ daleko od (czegoś)
modern /'mɒd(ə)rən/ nowoczesny
noisy /'nɔɪzi/ głośny, hałaśliwy
old-fashioned /,əʊld 'fæʃ(ə)nd/ staromodny
polluted /pə'lju:tɪd/ zanieczyszczony
quiet /'kwaɪət/ cichy
safe /seɪf/ bezpieczny
traditional /trə'dɪʃ(ə)nəl/ tradycyjny

Rooms / Pomieszczenia

bathroom /'bɑ:θ, ru:m/ łazienka
bedroom /'bedru:m/ sypialnia
dining room /'daɪnɪŋ, ru:m/ jadalnia
kitchen /'kɪtʃən/ kuchnia
living room /'lɪvɪŋ, ru:m/ salon
study /'stʌdi/ gabinet

Furniture / Meble

armchair /'ɑ:(r)m,tʃeə(r)/ fotel
bath /bɑ:θ/ wanna
bed /bed/ łóżko

bedside table /,bedsaɪd 'teɪb(ə)l/ stolik nocny, szafka nocna
bookshelf /'bʊkʃelf/ regał na książki
bright red /braɪt 'red/ jaskrawoczerwony
carpet /'kɑ:(r)pɪt/ dywan/wykładzina
chair /tʃeə(r)/ krzesło
cupboard /'kʌb(ə)rɪd/ szafka kuchenna
curtains /'kɜ:(r)t(ə)nz/ zasłony
dark blue /,dɑ:(r)k 'blu/ ciemnoniebieski
dishwasher /'dɪʃ,wɒʃ(ə)r/ zmywarka
fireplace /'faɪə(r),pleɪs/ kominek
fridge /frɪdʒ/ lodówka
lamp /læmp/ lampka
microwave /'maɪkrə,weɪv/ kuchenka mikrofalowa
mirror /'mɪrə(r)/ lustro
oven /'ʌv(ə)n/ piekarnik
picture /'pɪktʃə(r)/ obraz, obrazek
poster /'pəʊstə(r)/ plakat
radiator /'reɪdɪ,eɪtə(r)/ grzejnik, kaloryfer
shower /'ʃaʊə(r)/ prysznic
sofa /'səʊfə/ kanapa
table /'teɪb(ə)l/ stół
toilet /'tɔɪlət/ toaleta
wallpaper /'wɔ:l,peɪpə(r)/ tapeta
wardrobe /'wɔ:(r)dɾəʊb/ szafa
washing machine /'wɒʃɪŋ məʃi:n/ pralka

Expressions with room/flat /
Zwroty z wyrazami „pokój/mieszkanie”

decorate/do up a room /'dekəreɪt, ,du: 'ʌp ə ,ru:m/ odnawiać, remontować pokój
design a room /di'zain ə ,ru:m/ projektować pokój
furnish/paint a room /'fɜ:(r)nɪʃ, 'peɪnt ə ,ru:m/ meblować/malować pokój
redecorate /,ri:'dekəreɪt/ zmienić wystrój wnętrza, przemeblować
share a room with sb /'ʃeə(r) ə ,ru:m wɪθ ,sʌmbədi/ dzielić z kimś pokój
wallpaper a room /'wɔ:l,peɪpə(r) ə ,ru:m/ tapetować pokój

Jobs in the house / Prace domowe

clean the bathroom /,kli:n ðə 'bɑ:θ,ru:m/ sprzątać łazienkę
do the dishes/wash up /,du: ðə 'dɪʃɪz, wɒʃ 'ʌp/ zmywać naczynia
do the shopping /,du: ðə 'ʃɒpɪŋ/ robić zakupy
dust /dʌst/ ścierać kurze
iron the clothes /,aɪə(r)n ðə 'kləʊðz/ prasować ubrania
make meals /,meɪk 'mi:lz/ przygotowywać posiłki
make the bed /,meɪk ðə 'bed/ ścielić łóżko
sweep the floor /,swi:p ðə 'flɔ:(r)/ zamiatać podłogę
take the rubbish out /,teɪk ðə ,rʌbɪʃ 'aʊt/ wynosić śmieci
tidy the desk /,taɪdi ðə 'desk/ porządkować biurko
vacuum/h Hoover /'vækju:əm, 'hu:və(r)/ odkurzać

Describing a room (adjectives) /
Opis pokoju (przymiotniki)

clean /kli:n/ czysty
comfortable/uncomfortable /'kʌmfətb(ə)l, ʌn'kʌmfətb(ə)l/ wygodny/niewygodny
cosy /'kəʊzi/ przytulny
dark /dɑ:(r)k/ ciemny
light /laɪt/ jasny
messy /'mesi/ niechlujny, nieuporządkowany
small /smɔ:l/ mały
spacious /'speɪʃəs/ przestronny
tidy/untidy /'taɪdi, ʌn'taɪdi/ czysty, schludny/ niechlujny, brudny

Describing a place / Opis miejsca

beautiful view /,bju:təf(ə)l 'vju:/ piękny widok
by a river/lake /baɪ ə 'rɪvə(r), 'leɪk/ nad rzeką/ jeziorem
cycle path /'saɪk(ə)l 'pɑ:θ/ ścieżka rowerowa
famous for sth /'feɪməs fə(r), ,sʌmθɪŋ/ znany, słynny z czegoś
green areas /,grɪ:n 'eəriəz/ tereny zielone
historical monument /hɪ'stɒrɪk(ə)l 'mɒnjəmənt/ zabytek, pomnik
home town /'həʊm ,taʊn/ miasto rodzinne
medium-sized/large town /,mi:diəm 'saɪzd, 'lɑ:(r)dʒ ,taʊn/ średnie/duże miasto
next to the seaside/mountains /,nekst tə ðə 'si:,saɪd, 'maʊntɪnz/ nad morzem/w górach
peace and quiet /'pi:s ənd 'kwaɪət/ cisza i spokój
population /,pɒpjə'seɪʃ(ə)n/ populacja
sports facilities /'spɔ:(r)ts fə'sɪlɪtɪz/ obiekty sportowe

Other words / Inne wyrazy

apron /'eɪprən/ fartuch
be for/against sth /,bi 'fɔ:(r), ə'genst ,sʌmθɪŋ/ być za/czymś/przeciwko czemuś
build/construct /bɪld, kən'strʌkt/ budować/ stawiać budynek
building development /,bɪldɪŋ di'veləpmənt/ nowa zabudowa
cleaning liquid /'kli:nɪŋ ,lɪkwɪd/ środek czyszczący
feel at home /fi:l ət 'həʊm/ czuć się jak u siebie w domu
fortnight /'fɔ:(r)tnaɪt/ dwa tygodnie
furniture /'fɜ:(r)nɪtʃə(r)/ meble
housing /'haʊzɪŋ/ mieszkania, domy mieszkalne
interior design /,ɪn,tɪəriə(r) di'zain/ architektura wnętrz, wystrój wnętrz
ladder /'lædə(r)/ drabina
move into /mu:v 'ɪntu:/ wprowadzać się do...
pack/unpack /pæk, ʌn'pæk/ pakować się/ rozpakowywać się
public transport /,pʌblɪk 'trænsɒ:(r)t/ transport publiczny
rubber gloves /,rʌbə(r) 'glʌvz/ gumowe rękawice
welcome home /'welkəm həʊm/ witaj w domu, witamy w domu

Challenge!

carpet /'kɑ:(r)pɪt/ dywan
cook /kʊk/ kucharz
cooker /'kʊkə(r)/ kuchenka
cushion /'kʊʃ(ə)n/ poduszka (na kanapę, krzesło)
do the housework /,du: ðə 'haʊs,wɜ:(r)k/ wykonywać prace domowe
do your homework /,du: jə(r) 'həʊm,wɜ:(r)k/ odrabiać pracę domową
go home /,gəʊ 'həʊm/ iść do domu

in the city centre/in the suburbs /ɪn ðə 'sɪti ,sentə(r), ɪn ðə 'sʌbɜ:(r)bz/ w centrum miasta/ na przedmieściach
live just outside a city /,lɪv dʒʌst ,aʊt'saɪd ə ,sɪti/ mieszkać tuż za miastem
live next door to your best friend /,lɪv ,nekst 'dɔ:(r) tə jə(r) ,best 'frend/ mieszkać obok swojego przyjaciela/swojej przyjaciółki
live on an estate /,lɪv ɒn ən 'ɪsteɪt/ mieszkać na osiedlu

live on the main road/on the beach /,lɪv ɒn ðə ,meɪn 'rəʊd, ɒn ðə 'bi:tʃ/ mieszkać przy głównej drodze/przy plaży
move house /mu:v 'haʊs/ przeprowadzać się
pillow /'pɪləʊ/ poduszka (do spania)
rug /rʌɡ/ dywanik
sink /sɪŋk/ zlewozmywak
washbasin /'wɒʃ,beɪs(ə)n/ umywalka

4

Study time

VOCABULARY school and schoolwork

- 1> What is your favourite school day? Why?
- 2> Write in your notebook 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 1.31** Listen to five students talking about different school subjects. Write down the name of the subject in your notebook. Which words helped you to decide?
 - 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
- 5> Read the students' comments in the transcript on page 133. Which comments do you agree with? Why?
- 6> Complete the blog in your notebook with the correct form of the verbs below.

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

- 7> **CD 1.32** 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

my blog

home

contact



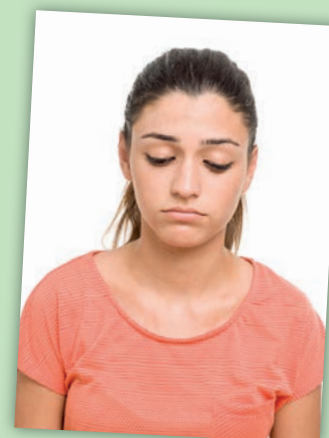
The Ups and Downs of my school week!

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 answer the questions.

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

2> Read the text below. Choose the correct answer and write it in your notebook.

What is the purpose of the text?

- a to give information about famous directors
- b to advertise a famous school
- c 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, screen writers 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!

5> CD 1.34 Listen to a conversation between Will and Karolina. Answer the questions.

- 1 Do Will and Karolina sound like good friends? What gives you this impression?
- 2 Why does Karolina feel uncertain about going to the Film School?
- 3 Why does Karolina's mum advise her against going to the Film School?
- 4 What advantages does Will mention of going to the Film School?
- 5 Does Karolina sound more certain of her choice at the end of the conversation?

6> In your notebook, 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 1.35 Listen to Karolina's voicemail message. Choose the correct answer and write it in your notebook.

Why has Karolina decided to accept the offer?

- a She wants to meet talented people.
- b She is more talented than she thought.
- c She needs challenges to develop as an actress.
- d 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

3> CD 1.33 Listen and complete the text in exercise 2 in your notebook.

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

Past simple and past perfect

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.

- Why couldn't Abbey answer the phone?
- What is Pete's problem?
- 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. In your notebook, copy and complete the table with the correct words.

Past perfect	
Affirmative	I ¹ <u>practised</u> a lot before the test last week.
Negative	I ² <u>practised</u> a lot before the test last week.
Yes/No question	Had you ³ <u>a lot</u> before the test last week?
Wh-question	Why ⁴ <u>you</u> ⁵ <u>a lot</u> 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.

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

6>  Make sentences in your notebook, using the past perfect and the linking words in brackets.

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

7> In your notebook, complete the email with the correct form of the verbs in brackets. Use the past simple or past perfect.

Hi Tim,

Yesterday 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 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

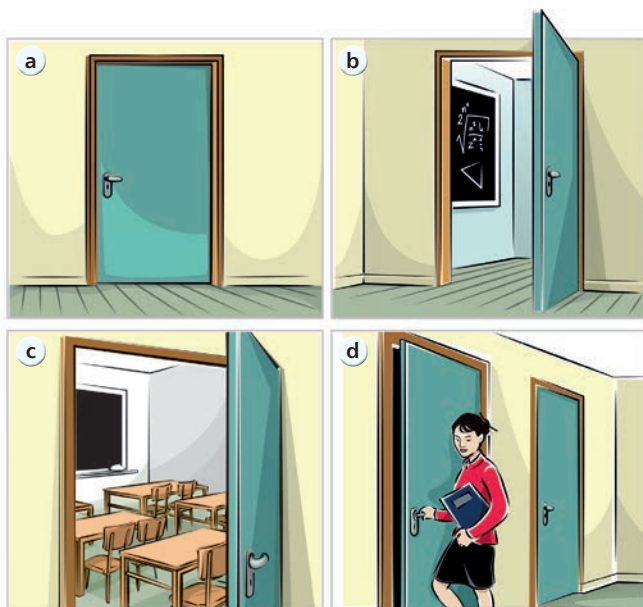
» **Grammar challenge!** Unit 4, page 110, exercises 1 and 2

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

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

Modals of deduction: *may/might/could, can't, must*

- 1> Which after-school club would you like to join? Why?
- 2> **CD 1.36 LANGUAGE IN CONTEXT** Read the dialogue and, in your notebook, 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 5 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!

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

- 3> **ANALYSE** Look at the highlighted phrases in the dialogue and answer the question below. Write the answers in your notebook.

Which of the highlighted forms means ...?

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

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

- That might be Fran's brother.
- That may be Fran's brother.
- That must be Fran's brother.

- 5> **PRACTISE** Match the beginnings of sentences 1-3 with endings a-c. Write the answers in your notebook.

- A
- They must be tired because
 - They can't be tired because
 - 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
- You must know Rosa because
 - You might know Rosa because
 - 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> In your notebook, rewrite the sentences using **must, can't, could, may or might**.

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

- 7> **Complete the sentences with your own ideas in your notebook.**

- You can't be hungry .
- Patrick might be upset today .
- Polish must be difficult for people to learn .
- That boy must be new to the school .
- He could come from a rich family .
- 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> Read the text in exercise 4. What is each paragraph about?

- 4> Read the text again. In your notebook, match headings a–f with paragraphs 1–4. There are two extra headings.

- a The unexpected result
- b No future for books
- c A scientist with original thinking
- d Generations differ
- e Helping poor learners
- f Difficult questions

1

You probably haven't heard of Professor Sugata Mitra, but you may love his ideas about education and exams. Professor Mitra comes from India, but works at a university in Great Britain. He has changed the way people think about **teaching and learning methods**. He's especially well-known for his unusual 'Hole in the Wall' experiments. In 2013, he also received a TED Prize (a prize given to people who want to make a better world) for his extraordinary ideas about education.

2

The 'Hole in the Wall' project took place in a number of poor cities across the world. The idea was to put a computer connected to the Internet in a wall and allow children, who had no knowledge of English or IT, to use it for free. His experiment showed that the children did not need any teachers or training to teach themselves how to use **information technology** and how to find out more about different topics online. This surprised a lot of people and made them wonder about the future of education.

3

Not long ago at a conference, Professor Mitra shocked the world, especially teachers, even more when he suggested that students should have access to internet-connected devices during exams. In his opinion, students have changed since the first exams centuries ago. Then they could use only their mind, pen and paper to answer the **exam questions**. Nowadays, people learn in completely different ways than their parents. They use computers and the Internet to find answers to questions rather than **learn by heart**! So, the tests should show that and concentrate on testing different skills!

4

However, there are voices that Professor Mitra's ideas are unrealistic and hard to put into practice. Many people believe that modern technology is not enough to teach students properly and that students need teachers for guidance and advice on what and how to learn. Some people also criticise his approach because it does not encourage learners to pay attention to more traditional skills like understanding mathematical **times tables**, correcting **spelling mistakes** or **handwriting** as computers will do that for them. One way or another, what he says makes people think about education and students' needs. Tradition or innovation? Time will tell!



- 5> 📖 Read the Polish summary of the text in exercise 4. Complete the summary so that it sounds logical and true to the original text.

Cześć,

Właśnie znalazłem ¹ na temat wykorzystywania technologii w szkole, który może nam się przydać do projektu z angielskiego.

Dotyczy on profesora Sugaty Mitry oraz jego podejścia do edukacji. Tekst opowiada o słynnym ² profesora Mitry, zwanym *Hole in the Wall*, oraz wspomina o nagrodzie TED, którą profesor otrzymał za swoje ³ w dziedzinie edukacji.

Projekt *Hole in the Wall* został przeprowadzony w kilku biednych miastach świata i miał na celu pokazanie, że dzieci są w stanie nauczyć się korzystać z ⁴ i wyszukiwać informacje online bez pomocy nauczycieli. Według mnie to ciekawy pomysł, nie sądzisz?

Profesor Mitra uważa też, że współcześni uczniowie przyswajają wiedzę inaczej niż ci w poprzednich pokoleniach. Na przykład, nie muszą uczyć się ⁵, bo wszystkie potrzebne informacje mogą znaleźć w sieci.

Tekst wspomina też o tym, że pomysły profesora wzbudzają pewne kontrowersje. Po pierwsze: są uważane za trudne ⁶. Po drugie: przeciwnicy profesora uważają, że uczniowie potrzebują wsparcia i doświadczenia ⁷ by wiedzieć, czego i kiedy się uczyć. Tak więc mamy argumenty zarówno za takim podejściem do edukacji, jak i przeciw niemu.

Daj znać, co o tym sądzisz.

Paweł

- 6> Work in pairs and discuss the questions.

- 1 Do you think new technologies are useful in schools? Why?/Why not?
- 2 What do you think about Professor Mitra's ideas?

Vocabulary development

- 7> In your notebook, 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> In your notebook, 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> 📖 In your notebook, write a short letter to your English teacher, using the model below.

Dear Mr / Ms Dilks,

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 (+ -ing) ¹ (napisz, co chcielibyście robić na zajęciach). I would like to work more on my grammar, vocabulary, and ² (napisz, jaką umiejętność chciałbyś / chciałybyś 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



- 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 in your notebook.

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> In your notebook, complete the dialogue, using the prompts in brackets. Do not change the words given. You may write between 2 and 6 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 in your notebook.

- 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 in your notebook.

- /, 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> In your notebook, 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 |
| 3 How many hours of | places in London? |
| 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:

 2, 3 or 4 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,

Adam Pytalski

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 szyk zdań twierdzących, np.

I would like to know how much the course costs.

NIE: (...how-much-does-the-course-cost?)

5> In your notebook, 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. Write the answers in your notebook.

- 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,
- opisz swoje doświadczenie i dokonania w narciarstwie,
- 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 /pɑ:s/ 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> Choose the correct word to complete each pair of sentences. Write the answers in your notebook.

- 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.
a caught b lost c missed
- 2 If you need more information, it up online. The new student did not very confident when he walked into the classroom.
a look b check c see
- 3 In my , teachers should use modern technology in their classes. We stayed in a hotel which had a lovely .
a opinion b view c room
- 4 A two- meal in this restaurant costs less than £5. During my English I learned a lot of grammar.
a lesson b course c dinner
- 5 How often do you online projects at school? Does he well in physics?
a make b do c go

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

- 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 I wasn't meeting any new classmates.
b I hadn't met any new classmates.
c I have never met any new classmates.
- 3 I don't know the lady over there, but I think it (*może być*) our new headteacher.
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 Some students in my class never (*zwracają uwagę*) to the teacher's explanations and then they have problems with their homework.
a take notes b concentrate c pay attention

- 6 Mary left the room when she (*skończyła*) the test.
a had finished b has finished c finished

- 5> In your notebook, complete the text with the correct form of the verbs below. There are two extra verbs.

revise **study** **communicate** **learn** **take**
write **do** **publish**

What are the most important elements of a good education? Some people think that it is about excellent teaching methods and good exam preparation. Others claim that what is important is the ability to ¹ good notes, ² by heart and regularly ³ the material covered in class. There are, however, some people who believe that it is relations between the teacher and his/her learners that matter the most. This is the opinion of Dariusz Chętkowski, a secondary school teacher of Polish from Łódź, who ⁴ his diary a few years ago called *Z budy. Czy spuścić ucznia z łańcucha?* and who ⁵ a popular blog about education called BelferBlog. His message is that teachers and learners have to ⁶ to work as a team. He also believes that teachers and students should have the chance to comment on each other's work and learn from each other.



- 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

1> Read the writing task below and answer the questions.

- 1 What's the topic of the email? Who are you writing to?
- 2 How many points do you need to cover in the task?
- 3 How many words can you include?

Niedawno rozpocząłeś/rozpoczęłaś naukę w nowej szkole. Napisz e-mail do koleżanki z Irlandii (100–150 wyrazów) i:

- wyjaśnij, dlaczego zmieniłeś/zmieniłaś szkołę i jak czujesz się w nowym miejscu,
- opisz szkołę oraz nowych kolegów / nowe koleżanki,
- opisz jakieś wydarzenie, które miało miejsce podczas pierwszego dnia w szkole,
- zaproś koleżankę do siebie i zaproponuj jakieś atrakcje podczas wizyty.

2> Read the task in exercise 1 again and the example letter below. Find the parts where the student covers the points from the task. Which point has the writer NOT mentioned?

Hi Tony,

I'm writing to tell you about my new school.

My dad got a new job and we had to move to a different town. I'm not very happy because I had lots of friends at my old school and I liked all the teachers.

The new school is much bigger than my old one and it's got a big swimming pool and a fantastic canteen! I like my new classmates too. I've already made some good friends. One of them lives near me and we get the bus to school together.

On my first day I got lost at school, but I met a boy called Jack who showed me where to go and took me round the school. We're good friends now.

Why don't you come and stay with us next month?

That's it for now. I hope to hear from you soon.

XYZ

3> What can you write to include the missing point?

4> Read the writing task below. In your notebook, match sentences 1–4 to each point a–d in the task. Then use the prompts in brackets to develop each point.

Kilka dni temu wzięłeś/wzięłaś udział w jakimś konkursie w szkole. Napisz e-mail do kolegi z Anglii (100–150 wyrazów), i:

- a wyjaśnij, dlaczego wzięłeś/wzięłaś udział w konkursie,
- b opisz jakieś wydarzenie, które miało miejsce podczas tego konkursu,
- c powiedz, które miejsce zajęłeś/zajęłaś i jak się w związku z tym czułeś/czułaś,
- d wspomnij, czy zamierzasz wystartować w kolejnym konkursie i wyjaśnij, dlaczego.

- 1 I didn't win a prize, but it was a lot of fun. (How did you feel?)
- 2 I'd like to try again next year. (Why would you like to take part next year?)
- 3 Guess what! A famous pop star came to the competition. (What happened?)
- 4 I entered the singing competition for school students because ... (Why did you enter?)



Tip

Po napisaniu pracy przeczytaj ją ponownie i sprawdź, czy nie zawiera błędów ortograficznych, gramatycznych lub leksykalnych.

5> Read a student's email below. Find and correct six mistakes a–f the candidate has made. Write the answers in your notebook.

- a błędne użycie przyimka (1)
- b nieprawidłowa forma czasownika (1)
- c niewłaściwy czas (2)
- d błąd ortograficzny (3)
- e błędna forma czasu przeszłego (3)
- f niewłaściwa forma czasownika (4)

Hi Suzanne,

- 1 I'm writing to tell you about a school competition I entered. I was in a swimming competition in last week at school. I enjoy to swim and I'm quite good, so I hoped to get a prize.
- 2 There were lots of spectators at the swimming pool. But something terrible happened. I was falling in while I was waiting to start and everyone laughed at me!
- 3 Of course, then I didn't swim very wel. My friend beat me and wined the race easily. I was very disappointed.
- 4 My sports teacher wants me to try again. But I don't want enter any more competitions. It made me feel so bad. That's it for now. I hope to hear from you soon. XYZ

6> Read the instructions and do the writing task.

TEST IT! Za kilka dni czekają Cię ważne egzaminy w szkole. W liście do przyjaciela z USA (100–150 wyrazów):

- napisz, jakie to egzaminy, i czy są dla Ciebie trudne,
- opisz, w jaki sposób przygotowujesz się do egzaminu,
- napisz, jak poszły ci egzaminy w zeszłym roku,
- zapytaj kolegę, w jaki sposób on uczy się do egzaminów oraz poproś go o wskazówki.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Complete all the exercises on this page in your notebook.

- 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
___	___	___

___/6

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

take revise make pass learn 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.
- 4 a We have to ___ a lot of things by heart.
b I like it when we ___ in groups during our lessons.

___/4

- 3> Complete the text with the correct form of the verbs in brackets. Use the past simple 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

___/9

- 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

- 5> Rewrite the questions as indirect questions.

- 1 Where is your new school?
Could you tell me ___?
- 2 Have you ever got an A in any test?
I'd like to ask ___.
- 3 Did you do well in your maths test last week?
I'd like to know ___.
- 4 Does he often copy the other students' homework?
I must know ___.
- 5 When do you start school?
Please tell me ___.

___/5

- 6> Match 1–5 with a–e.

- 1 I believe that you can't teach without modern technology.
- 2 Don't you agree that school uniforms are terrible?
- 3 I don't think they are good students.
- 4 In my view, teaching is a demanding job.
Do you agree?
- 5 What do you think of e-books?
a Absolutely! They make us all look the same.
b You may be right. They seem a bit lazy.
c I disagree. I think it's possible.
d Yes. What's more, it's a very stressful one!
e In my opinion, they are great and light to carry!

___/5

- 7> Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.



School subjects / Przedmioty szkolne

art /ɑ:(r)t/ zajęcia plastyczne
biology /baɪˈɒlədʒi/ biologia
chemistry /ˈkemɪstri/ chemia
foreign languages /ˌfɒrɪn ˈlæŋɡwɪdʒɪz/ języki obce
geography /dʒiːˈɒɡrəfi/ geografia
history /ˈhɪst(ə)ri/ historia
IT /aɪ ˈti:/ informatyka
maths /mæθs/ matematyka
music and drama /ˈmjuzɪk ən ˈdrɑ:mə/ zajęcia muzyczno-teatralne
physical education /ˌfɪzɪk(ə)l ˌedʒʊˈkeɪʃ(ə)n/ wychowanie fizyczne
physics /ˈfɪzɪks/ fizyka
Polish /pɒlɪʃ/ język polski
religious education /rəˌlɪdʒəs ˌedʒʊˈkeɪʃ(ə)n/ religia

Schoolwork / Nauka w szkole

copy homework /ˌkɒpi ˈhəʊm.wɜ:(r)k/ przepisywać pracę domową
fail an exam /ˌfeɪl ən ɪɡˈzæm/ nie zdać egzaminu
get a low/top mark /ˌɡet ə ˌləʊ ˌtɒp mɑ:(r)k/ dostać niską/najwyższą ocenę
give a presentation /ˌɡɪv əˌprez(ə)nˈteɪʃ(ə)n/ przedstawić prezentację
have an exam /ˌhæv ən ɪɡˈzæm/ mieć egzamin, podchodzić do egzaminu
miss (a lesson) /ˌmɪs əˈles(ə)n/ opuścić (lekcję)
pass an exam /ˌpɑ:s ən ɪɡˈzæm/ zdać egzamin
revise for a test /ˌrɪˌvaɪz fɜ:(r) əˈtest/ powtarzać do sprawdzianu
take an exam /ˌteɪk ən ɪɡˈzæm/ podchodzić do egzaminu
take notes /ˌteɪk nəʊts/ robić notatki

Education system / System edukacji

academic/arts subject /ˌækəˈdemɪk, ɑ:(r)ts ˈsʌbdʒɪkt/ przedmiot akademicki/artystyczny
advantage /ədˈvɑ:ntɪdʒ/ zaleta, korzyść
career /kəˈrɪə(r)/ kariera
famous /ˈfeɪməs/ słynny, znany
free /fri:/ bezpłatny
opportunity /ˌɒpə(r)ˈtju:nəti/ możliwość, okazja, szansa
primary/secondary school /ˈpraɪməri, ˈsekənd(ə)ri ˌsku:l/ szkoła podstawowa/średnia
specialise in sth /ˌspeʃəlaɪz ɪn ˌsʌmθɪŋ/ specjalizować się w czymś
state/private school /ˈsteɪt, ˈpraɪvət ˌsku:l/ szkoła państwowa/prywatna
talented /ˈtæləntɪd/ utalentowany

Teaching and learning / Nauczanie i uczenie się

concentrate on sth /ˈkɒns(ə)nˌtreɪt ɒn ˌsʌmθɪŋ/ koncentrować się na czymś
digital textbook /ˌdɪdʒɪt(ə)l ˈteks(t)ˌbɒk/ podręcznik elektroniczny

do projects online /ˌduː ˈprɒdʒekts ˈɒnlaɪn/ wykonywać projekty przez internet
exam questions /ɪɡˈzæm ˌkwɛstʃ(ə)nz/ pytania egzaminacyjne
have access to sth /ˌhæv ˈækses təˌsʌmθɪŋ/ mieć dostęp do czegoś
improve your IT skills /ɪmˌpruːv jə(r) ˌaɪ ˈtiːskɪlz/ doskonalić swoje umiejętności informatyczne
information technology /ˌɪnfə(r)ˌmeɪʃ(ə)n ˌtekˈnɒlədʒi/ technologie informacyjne
learn by heart /ˌlɜ:(r)n baɪ ˈhɑ:(r)t/ uczyć się na pamięć
learning methods /ˈlɜ:(r)nɪŋ ˌmeθədz/ metody uczenia się
look for information on the Net /ˌlʊk fɜ:(r) ˌɪnfə(r)ˌmeɪʃ(ə)n ɒn ðə ˌnet/ szukać informacji w internecie
make sense of sth /ˌmeɪk ˈsens əv ˌsʌmθɪŋ/ zrozumieć coś, odgadnąć znaczenie czegoś
pay attention to sth /ˌpeɪ əˈtenʃ(ə)n tə ˌsʌmθɪŋ/ zwracać na coś uwagę, przywiązywać wagę do czegoś
spelling mistakes /ˈspeliŋ mɪˌsteɪks/ błędy ortograficzne
teaching methods /ˈtiːtʃɪŋ ˌmeθədz/ metody nauczania
times table /ˈtaɪmz ˌteɪb(ə)l/ tabliczka mnożenia
use interactive whiteboards/apps /ˌjuːz ɪntərˌæktɪv ˈwaɪtˌbɔ:(r)dz ˌæps/ korzystać z tablic interaktywnych/aplikacji

Other words / Inne wyrazy

accommodation /əˌkɒməˈdeɪʃ(ə)n/ zakwaterowanie
achieve success /əˈtʃiːv səkˈses/ osiągać sukces
advice /ədˈvaɪs/ rada, porada
approach /əˈprəʊtʃ/ podejście
be off sick /bi ˈɒf ˌsɪk/ być nieobecny z powodu choroby
board /bɔ:(r)d/ deska; tablica
canteen /ˌkænˈtiːn/ stołówka
challenge /ˈtʃæləndʒ/ wyzwanie
class /kla:s/ klasa; zajęcia, lekcja
classroom /ˌkla:sˌru:m/ klasa, sala lekcyjna
clever /ˈklevə(r)/ zdolny, mądry
competition /ˌkɒmpəˈtɪʃ(ə)n/ konkurencja
computer lab /ˌkəmˈpjʊ:tə(r) ˌlæb/ sala komputerowa
cooking /ˈkʊk(ə)ri/ kuchnia, gotowanie
course /kɔ:(r)s/ kurs; danie
designer clothes /ˌdiːzəna(r) ˌkləʊðz/ modne ubrania od znanych projektantów
device /diˈvaɪs/ urządzenie, przyrząd
difficult /ˈdɪfɪk(ə)l/ trudny
do well in sth /ˌduː ˈwel ɪn ˌsʌmθɪŋ/ uzyskać dobry wynik z czegoś (np. z testu)
drama /ˈdrɑ:mə/ teatr, aktorstwo
e-books /ˈiːbʊks/ książki elektroniczne
encourage /ɪnˈkʌrɪdʒ/ zachęcać
English course /ˈɪŋɡlɪʃ ˌkɔ:(r)s/ kurs angielskiego

enter a sports competition /ˌentə(r) ə ˈspɔ:(r)ts ˌkɒmpəˈtɪʃ(ə)n/ brać udział w zawodach sportowych
entertainment /ˌentə(r)ˈteɪnmənt/ rozrywka
equal /ˈiːkwəl/ równy, jednakowy
exam results /ɪɡˈzæm rɪˌzʌltz/ wyniki egzaminu
extraordinary /ɪkˈstrɔːdɪn(ə)ri/ nadzwyczajny
friendly atmosphere /ˌfren(d)li ˈætəməsˌfɪə(r)/ przyjazna atmosfera
grammar /ˈɡræmə(r)/ gramatyka
guidance /ˈɡaɪdəns/ wskazówki, porady
headteacher /ˈhedˈtiːtʃə(r)/ dyrektor/dyrektorka szkoły
hole /həʊl/ dziura
join after-school club /ˌdʒɔɪn ɑːftə(r)ˌsku:l ˈklʌb/ wziąć udział w zajęciach pozalekcyjnych
keep fit and healthy /ˌkiːp ˈfɪt ənd ˈhelθi/ dbać o zdrowie i dobrą formę
library /ˈlaɪbrəri/ biblioteka
locked /lɒkt/ zamknięty na klucz
look sth up /ˌlʊk ˌsʌmθɪŋ ˈʌp/ sprawdzać coś (w słowniku, Internecie)
make friends /ˌmeɪk ˈfrendz/ zaprzyjaźniać się
pass /pɑ:s/ wyminąć coś; zdać (egzamin); podawać, przekazywać; spędzać czas
poor /pɔ:(r)/ biedny
pros and cons /ˈprɒz ənd ˈkɒnz/ za i przeciw, zalety i wady
put into practice /ˌpʊt ɪntuː ˈpræktɪs/ wdrożyć, zastosować w praktyce
receive /rɪˈsiːv/ otrzymywać
remember dates /rɪˌmembə(r) ˈdeɪts/ zapamiętywać daty
school competition /ˌsku:l kɒmpəˈtɪʃ(ə)n/ zawody szkolne
sing in public /ˌsɪŋ ɪn ˈpʌblɪk/ śpiewać publicznie
skills /skɪlz/ umiejętności
stressful /ˈstresf(ə)l/ stresujący
strict /strɪkt/ surowy, wymagający
study time /ˈstʌdi ˌtaɪm/ czas na naukę
theory /ˈθiəri/ teoria
uniform /ˈjuːnɪfɔ:(r)m/ mundur szkolny
useful /ˌjuːsf(ə)l/ użyteczny, przydatny
vocabulary /vəˈkæbjʊləri/ słownictwo
well-known for sth /welˈnəʊn fɜ:(r) ˌsʌmθɪŋ/ dobrze znany z czegoś
well-equipped classroom /welɪˌkwɪpt ˈkla:sˌru:m/ dobrze wyposażona sala lekcyjna
wonder /ˈwʌndə(r)/ zastanawiać się
win a prize for /ˌwɪn əˈpraɪz fɜ:(r)/ zdobyć nagrodę za coś
write code /raɪt ˈkəʊd/ programować, pisać programy komputerowe

Challenge!

attention /əˈtenʃ(ə)n/ uwaga, zainteresowanie
break /breɪk/ przerwa szkolna
classmate /ˌkla:sˌmeɪt/ kolega/koleżanka z klasy
concentration /ˌkɒns(ə)nˈtreɪʃ(ə)n/ koncentracja
examination /ɪɡˌzæmɪˈneɪʃ(ə)n/ egzamin
information /ˌɪnfə(r)ˌmeɪʃ(ə)n/ informacja
knowledge /ˈnɒlɪdʒ/ wiedza

lunchtime /ˈlʌntʃ ˌtaɪm/ pora obiadowa, przerwa obiadowa
notebook /ˈnəʊtˌbɒk/ zeszyt
parents' evening /ˌpeərənts ˈiːvniŋ/ wywiadówka
playground /ˈpleɪˌɡraʊnd/ dziedziniec szkolny
presentation /ˌprez(ə)nˈteɪʃ(ə)n/ prezentacja
pupil /ˈpju:p(ə)l/ uczeń/uczennica

revision /rɪˈvɪʒ(ə)n/ powtórzenie
school certificate /ˌsku:l sə(r)ˈtɪfɪkət/ świadectwo ukończenia szkoły
school report /ˌsku:l rɪˈpɔ:(r)t/ okresowa ocena pracy ucznia
sports field /ˈspɔ:(r)ts ˌfi:ld/ boisko
staff meeting /ˈstɑ:f ˌmiːtɪŋ/ rada pedagogiczna
textbook /ˈteks(t)ˌbɒk/ podręcznik

Rozumienie ze słuchu Uzupełnianie luk

- 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

- 2> **CD 1.41** Usłyszysz dwukrotnie wypowiedzi czterech osób na temat sportu. Na podstawie usłyszanych informacji do każdej osoby (1–4) dopasuj zdanie (A–E), które jej dotyczy. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz numery wypowiedzi w zeszyte i obok nich dopisz litery A–E.

The speaker

- | | |
|---|--|
| A | presents a special offer for spectators. |
| B | complains about a lack of sport opportunities. |
| C | wants people's opinions about salaries in sport. |
| D | advertises a sports event on TV. |
| E | suggests taking up a career in sports. |

Rozumienie pisanych tekstów Wybór wielokrotny

- 3> Przeczytaj poniższe teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz numery pytań w zeszyte i obok nich wpisz litery A, B lub C.

Text 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 suggest a friend helps decorate her bedroom.
 - B advise a friend about buying new furniture.
 - C ask for help with organising a party.

Text 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 writer doesn't want to go into the house.
 - B he notices some changes since he last came.
 - C the house is in a worse condition than before.

Text 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 twenty 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 instructions about using a website to buy a house.
 - C a recommendation about which agent to use to buy a house.

Znajomość środków językowych Dobieranie

- 4> **CD 1.42** Usłyszysz dwukrotnie pięć wypowiedzi. Do każdej z nich dobierz właściwą reakcję (A–F). Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A It was a total disaster!
 B Not really. It isn't my cup of tea.
 C In fact, I'm good at skating.
 D I feel quite strongly about it.
 E I'm not sure I agree.
 F Not at all. I'm used to it.

Znajomość środków językowych Uzupełnianie zdań

- 5> Przeczytaj poniższe zdania. Wybierz wyraz A, B lub C tak, aby pasował do obu zdań w każdym zestawie (1–5). Zapisz numery pytań w zeszyte i obok nich dopisz właściwe litery.
- 1 I must attention so that I don't make a mistake. I had to £20 for the new DVD.
 A spend B pay C give
- 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.
 A up B for C at
- 3 We had a great view when we lived on the tenth . I dropped a glass on the kitchen and it broke.
 A floor B level C ground
- 4 We a test yesterday and it was really hard. After doing an hour of homework I a break.
 A passed B took C made
- 5 Joe some new friends when he was abroad. I lots of mistakes in my test. That's why I failed it.
 A met B made C found

- 6> Work in pairs and do the speaking task. Then swap roles and do the task again.

Mówienie Rozmowa z odgrywaniem roli

Uczeń A

Twoja koleżanka z Anglii odwiedziła Cię podczas wakacji. Chciałabyście wybrać się na mecz siatkówki rozgrywany w innym mieście w ramach Mistrzostw Europy. 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

(Rozmowę rozpoczyna uczeń B.)

Uczeń B

Jesteś kolegą/koleżanką ucznia A. Przebywasz u niej/niego podczas wakacji. Ustalacie szczegóły wspólnego wyjazdu na mecz siatkówki rozgrywany w innym mieście w ramach Mistrzostw Europy. Rozpoczynasz rozmowę. 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 wrócić do domu po meczu niż nocować poza domem.
- Nie masz zbyt wiele pieniędzy na drogie bilety w lepszym sektorze.



- 7> Read the instructions and do the writing task in your notebook.

Wypowiedź pisemna Wpis na blogu

Od niedawna masz nowe hobby. Zredaguj wpis do zamieszczenia na blogu (100–150 wyrazów) i:

- opisz swoje nowe hobby,
- wyjaśnij, dlaczego Ci się to hobby podoba,
- 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!

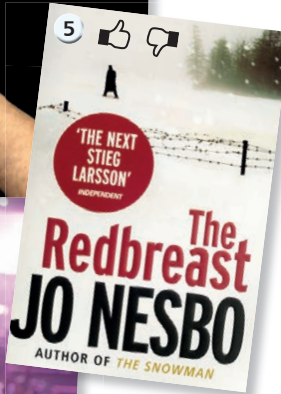
* * *

That's all for now.
XYZ

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> In your notebook, 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> In your notebook, 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 band played live. I already have their latest album. **I'm a big fan of** folk music.
- 2 I love this. It's an **excellent** TV series and I can't wait for the next episode. I get really angry if I miss one.
- 3 It's really entertaining! **I'm not that keen on** crime films, but movies like *King Arthur* are cool! Guy Ritchie is a **brilliant** director and the special effects are great. I've downloaded the soundtrack too.

novels paintings actors play performance
abstract plot costumes

- 4 I think most modern art is **just rubbish**. It's too abstract for me, but paintings similar to Kandinsky's **really make me think**.
- 5 I hear it's good but I don't really like crime novels. I read one last month and I just couldn't understand the plot – **I found it very disappointing**.
- 6 I saw the play *Hamlet* last week. It was **really moving**! The actors all gave an excellent performance. I loved the costumes that they wore too – they were well designed.

- 4> **CD 2.01** 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. Write the answers in your notebook.

- 6> **CD 2.02** Listen to three recordings and answer the questions in your notebook.

- 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. Write the answers in your notebook.

- You hear a soundtrack at a concert.
- An episode is part of a TV series.
- Abstract paintings are sometimes difficult to understand.
- Actors wear costumes in a play or film.
- An entertaining film is disappointing.
- 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.

- 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.
- a book you've read recently (What was it about?)
- your favourite radio station (Why do you like it?)
- a film you found disappointing (What did you expect?)
- a reality TV show you watch (What's it about?)

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 2.03** Listen to a girl talking about culture. Choose the correct answer and write it in your notebook. 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 2.04** Listen to the conversation between Olivia and Luke. What is the conversation about? Do the speakers always agree with each other?

5> Complete the e-mail with the information from the listening in exercise 4. Write no more than two words in each gap.

Hi Tom,

How are things?

I talked to Olivia about our ¹ for school and she has agreed to do it with us. At first, she wasn't ² about it because she normally prefers to ³ art in real museums or galleries. I told her that the *British Museum with Google* site is a fantastic thing as it allows you to see the exhibits from prehistory to ⁴ and to learn about them from people like curators and ⁵ . That convinced her, although she still wants to ⁶ to a real art gallery. Would you like to join us? Ah, one last thing, we must agree on ⁷ of the presentation. Any ideas?

Take care,

Luke

6> Match the phrasal verbs in bold in sentences 1–5 with their meanings a–e below. Write the answers in your notebook.

- 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 pm 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> In your notebook, 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 2.05** Listen to Carrie giving a short class presentation. Choose the correct answer and write it in your notebook.

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 2.05** Listen again and answer the questions, using the beginnings given.

- 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?

Will and going to

1> Which band or singer would you like to hear play live?

2> **CD 2.06 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 + <i>will</i> +
Negative	subject + + verb (without <i>to</i>)
Question	+ subject + verb (without <i>to</i>)?
Short forms	I'll, you , he'll, she'll

4> Complete the sentences with the correct form of *will* in your notebook.

- 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 in your notebook.

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.

3 I'm not going to pay more than £20 a ticket.

4 I'm going to be late for class.

7> Complete the rules with *will* or *going to* in your notebook. 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* in your notebook 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. Write the answers in your notebook.

- 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?

Must, have to, need to, can

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 fifteen 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, but you can't sing using playback.

CAN WE COUNT ON YOU?

3> Read the notice again. Are the statements true or false? Write the answers in your notebook.

- 1 You do not need to have a very good voice to join the competition.
- 2 At the audition students must sing a song that is chosen by the teacher.
- 3 You can't sing your own song.

4> **ANALYSE** Find sentences with *have to*, *must* and *can* in the text in exercise 2. Then, in your notebook, 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> In your notebook, 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. |

? WHAT'S RIGHT?

- 1 You mustn't hand in your homework late.
- 2 You don't have to hand in your homework late.

6> **PRACTISE** Translate the fragments in brackets into English. Use *must*, *have to* and *can*.

- 1 (Nie wolno nam) skip a single practice.
- 2 Mark (nie może) talk to us now.
- 3 (Czy musisz) show your ID at the museum?
- 4 (Czy możemy) take part in the competition?
- 5 (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.

7> **PRACTISE** Choose the correct option to complete the rules at a museum. Write the answers in your notebook. If both options are possible, write B.

- 1 You *must* / *mustn't* leave bags at the entrance.
- 2 You *mustn't* / *don't have to* touch the statues.
- 3 You *mustn't* / *don't have to* pay to visit it on Fridays.
- 4 You *need to* / *have to* have a valid ticket.
- 5 You *have to* / *need to* leave by six o'clock.
- 6 You *don't need to* / *mustn't* buy a museum map.

8> In your notebook, 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 / need / not). He ⁶ (have / tell) Miss Masters after class.

>> Grammar challenge! Unit 5, page 110, exercises 1 and 2

9> In your notebook, rewrite the sentences using the words given.

- 1 Eating high-calorie food is not allowed when you are a ballet dancer. **MUSTN'T**
You food when you are a ballet dancer.
- 2 Is it necessary for me to play a musical instrument? **NEED** play a musical instrument?
- 3 It isn't necessary for Jessica to come to the audition. **HAVE** Jessica to the audition.
- 4 Looking after your voice is necessary when you are a singer. **MUST** your voice when you are a singer.

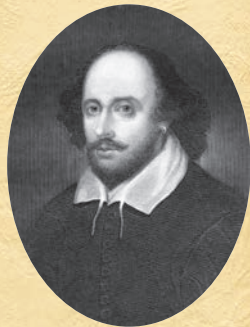
10> **NOW YOU DO IT** Work in pairs. What rules do you have at home? Use the prompts below to ask and answer questions. Add your own ideas.

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

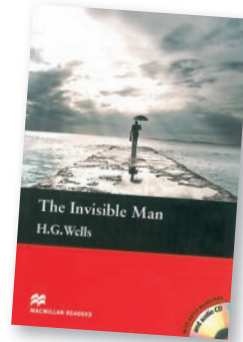


- 1 James Bond is the main character of a spy story. T/F
- 2 William Shakespeare wrote dramas and poetry. T/F
- 3 A novel is the same as a short story. T/F
- 4 Cinderella comes from a fairy tale. T/F
- 5 Henryk Sienkiewicz was a famous playwright. T/F
- 6 Science fiction novels are similar to fantasy 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 cover of the book and its title. What kind of a story is it? What could the story be about?
- 4> Read the text on the back cover. Would you like to read the whole book and find out what happens? Why? / Why not?

When a mysterious stranger arrives in a small English village, the villagers are shocked by the strange clothes he wears that cover his whole body, and even his face. The stranger is a scientist, and he continues his experiments in the village. But what are these experiments? And what is the stranger trying to hide?

- 5> Read the extract from *The Invisible Man* by H.G. Wells. How many characters does it mention? Who are they?

In the story ...

The Invisible Man is talking to his friend, Dr Kemp. He is telling him about his previous experiments and explaining to him how he made himself invisible.

The Invisible Man stopped. He did not say anything for a minute or two.

'I remember the day that I became invisible very well,' he continued. 'It was a beautiful, cold, sunny day in January. I went for a walk in the park. I knew I had to work quickly because I had no more money. I went back to my room and had lunch, and then went to sleep.'

'I woke up after about an hour,' continued the Invisible Man. 'Someone was knocking on the door. It was my landlord. He was worried. What was I doing in the room? Why all the noise? What was that cat noise? He came into the room and started looking at things. I told him to go. He refused. In the end I pushed him out of the door and locked it. He shouted at me outside the door, but I didn't listen.'

'But this worried me,' he continued. 'I knew that I didn't have very much time. I couldn't move to another room because I didn't have enough money. There was only

one way to **escape** – invisibility. It was the answer to all my problems. But first I needed to find some place for my **diaries**. There's a shop in Great Portland Street where you can send letters and they look after them for you. It's not cheap, but it seemed the best answer. I found a box, put my diaries in it, took it to the Post Office and posted them. I was ready.'

'So what did you do next?' asked Dr Kemp.

'I went back to my room,' answered the Invisible Man. 'The first thing I needed was the drugs to take the colour out of my **blood**. I drank them and sat down and waited. After a few minutes there was a knock at the door. It was the landlord again. He wanted me to leave the house immediately. But when he saw me he looked very frightened and ran off back down the stairs. I shut the door, and locked it, and looked in the mirror. My face was completely white, like a white stone.'

'It was a long night,' continued the Invisible Man. 'My body hurt all over, and I thought for some time I was dying. But in the early morning I looked at my hands. They were almost invisible. After another hour or two I was completely invisible.'

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6> 📖 In your notebook, match the highlighted words in the text with the definitions below.

- 1 something you cannot see
- 2 to say you will not do something that someone has asked you to do
- 3 the red liquid that flows around your body
- 4 run away
- 5 a book in which you write about your experiences every day
- 6 a man who owns a house/flat which people can rent

7> Read the text again. Choose the correct answers and write them in your notebook.

- 1 On the day the man became invisible
 - a he ate a meal.
 - b he had no financial problems.
 - c he did not do any physical activity.
 - d it was warm.
- 2 When the landlord came to visit the Invisible Man for the first time, he
 - a asked why he was so quiet.
 - b was looking for something.
 - c did not want to leave the room.
 - d seemed relaxed.
- 3 The man wanted to become invisible because he
 - a did not want anyone to know the truth.
 - b could not afford to move house.
 - c wanted to run away.
 - d was in a hurry to send his letters.
- 4 Why did the man remember the day he became invisible?
 - a The weather was unusual.
 - b It was an incredible event in his life.
 - c He had set the date long before.
 - d The landlord asked him to leave on that day.
- 5 In what order do the events of the story happen?
 - a The hero takes the invisibility drugs, has lunch and argues with the landlord.
 - b The hero argues with the landlord, takes the invisibility drugs and has lunch.
 - c The hero has lunch, argues with the landlord and takes the invisibility drugs.
 - d The hero takes the invisibility drugs, argues with the landlord and has lunch.
- 6 What is the extract of the story about?
 - a a medical experiment
 - b a friendship between two men
 - c a reason why someone had to disappear
 - d an argument about money

8> Read the sentences. Which information in the text in exercise 5 is stated directly and which indirectly? Write the answers in your notebook.

- 1 The Invisible Man was in a hurry to disappear.
- 2 The landlord was furious with the Invisible Man.
- 3 The Invisible Man's diaries were precious to him.
- 4 The Invisible Man looked very pale when he looked at himself in the mirror.

9> Work in pairs and discuss the questions.

- 1 Why do you think the Invisible Man had to hide his diaries? What could be in them?
- 2 What do you think might happen next in the story?
- 3 Would you like to read the whole story? Why? / Why not?
- 4 Would you like to become invisible for some time? Why? / Why not?

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> 📖 In your notebook, 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 **bored**. I couldn't put it down.
b I was **surprised** in this book. It had a great plot.
- 2 a The story made me really **depressed** because it was so sad.
b This is the most **interesting** story I've ever read. I cried all the time.
- 3 a I was really **excited** by how the book ended.
b The ending of the book was very **boring**. 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 **excited**.
b The adventures of the main heroes were really **exciting**.
- 5 a The short story we read in class was so **boring**, I almost fell asleep.
b I was so **surprised** with the book that I decided not to read it any more.

» Vocabulary challenge! Unit 5, page 110, exercise 2

12> Work in pairs. Choose three books which you would like to read at school. Present your ideas to the class. Use the questions below to help you.

- 1 Which three books would you like to read at school?
- 2 What kind of books are they?
- 3 What do you think of these books? Why have you chosen them?



- 1) **CD 2.07** 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 **4 o'clock**.

Emma I'm sorry but **that's a bit too early for me**. How about **5 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 in your notebook.

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 4 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. Write the answers in your notebook.

- Let's meet **on** / **at** Friday afternoon **at** / **in** front of the cinema.
- Can we meet **at** / **on** the bus stop **at** / **on** 6 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 2.08** 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 2.08** Listen again. Complete the sentences with the correct words in your notebook. 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? Write the answers in your notebook.

- 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 grill do Marka, podając 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.



1> Look at the pictures and answer the questions.

- 1 Who are these people? What are they famous for?
- 2 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 in your notebook.

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, ...

! 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*. Write the answers in your notebook.

- 1 I am good at singing. I think I'll do well in this competition.
- 2 We would love to take part in the show. We are a bit stressed out.
- 3 He wants to win the first prize. He would like to give the prize money to charity.
- 4 I can draw well. I am brilliant at taking photographs.
- 5 I've won the art competition. My painting was the most original.
- 6 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. Write the answers in your notebook.

- 1 General introduction
- 2 Talents and achievements
- 3 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 seventeen 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 in your notebook.

Marzysz o tym, by wystąpić w międzynarodowym konkursie talentów. Napisz swoje zgłoszenie (100–150 słów) i:

- 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> Read the sentences. Choose the two correct answers and write them in your notebook. 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
 - b are going to
 - c want to
 - d have to
- 2 Teenagers like films which are .
 - a interested
 - b scary
 - c surprising
 - d excited
- 3 A good movie should have a great .
 - a soundtrack
 - b plot
 - c chapter
 - d blockbuster

2>  Read the text and choose the correct answer: a, b or c. Write the answers in your notebook.



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. Write the answers in your notebook.

- 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. Write the answers in your notebook.

- 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>  In your notebook, complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than seven words.

- 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 / 5 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?



Tip

W tym zadaniu usłyszysz wypowiedzi czterech osób dotyczące podobnej tematyki. Wypowiedzi te mają różną formę, odbywają się w różnych miejscach i mają różny cel. W trakcie słuchania skup się na zrozumieniu ogólnego sensu każdej wypowiedzi, a nie na informacjach szczegółowych. Zastanów się, jaka jest główna myśl każdego tekstu.

- 1> Read the transcripts of what two speakers say in the listening task. Choose the correct answers and write them in your notebook. Explain why the other answers are wrong. Which phrases or sentences helped you decide?

Speaker 1:

Today we're talking about *Dancing Stars* which started last night. A new TV talent show is always a topic for discussion and *Dancing Stars* has definitely started people talking. Social media has been full of comments, both positive and negative, from people who watched the programme. There were the normal complaints about how bad the dancers and the judges were, but most people seemed to enjoy the show. Let us know your opinions – on the usual number.

- 1 The speaker
- explains what was wrong with the show.
 - invites people to come on the show.
 - describes reactions to the programme.

Speaker 2:

Did you see last night's *Young Musician*? I thought it was OK but I wasn't that impressed. The four judges are quite experienced but for me they're a bit too old! Unlike the new US show! That's got judges in their teens who are really enthusiastic. The musicians there are really much more talented too. Have you seen it? What do you think?

- 2 The speaker
- mentions her dislike of young judges.
 - compares two shows.
 - wants an opinion from her friend.



Tip

Niektóre pytania w tym zadaniu dotyczą intencji osoby, która się wypowiada. Może ona coś reklamować, rekomendować, recenzować, proponować lub składać skargę. W trakcie słuchania zastanów się, co jest intencją mówiącego.



- 2> In your notebook, match comments a–f with questions 1–6.

Which speaker is

- complaining about something?
 - advertising a programme?
 - recommending a film?
 - inviting someone to a show?
 - reviewing a film?
 - apologising for not buying something?
- I've got some extra tickets. Would you like to come?
 - I saw it last night and it's definitely worth seeing. Don't miss it!
 - I'm so sorry I didn't get that book for you when I was in town. I completely forgot!
 - The actors were quite good, but the story wasn't very interesting. This film probably won't be very popular.
 - We paid a lot of money for seats near the front but we had a very poor view of the stage. We could see very little of the action.
 - The new show starts on Wednesday. Scott Davis and Mandy Bailey present an evening of wonderful entertainment. Channel 4, 7.30 – a programme for the whole family.

- 3> **CD 2.09** Listen to two speakers talking about talent shows. Choose the correct answers and write them in your notebook. Then find phrases / sentences in the transcript on page 135 that helped you choose the answer.

What is the intention of each speaker?

Speaker 1:

- The speaker invites people to watch a show.
- The speaker encourages the listeners to take part in a show.

Speaker 2:

- The speaker reviews a new talent show.
- The speaker recommends a new talent show.

- 4> **TEST IT!** **CD 2.10** Usłyszysz dwukrotnie wypowiedzi czterech osób na temat różnych wydarzeń kulturalnych. Na podstawie usłyszanych informacji do każdej wypowiedzi (1–4) dopasuj zdanie (A–E), które jej dotyczy. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz numery wypowiedzi w zeszycie i obok nich dopisz litery A–E.

- | |
|---|
| A The speaker warns people about an offer. |
| B The speaker describes the topic of an exhibition. |
| C We learn the cheapest events to go to. |
| D You can hear this announcement in a theatre. |
| E The speaker recommends a review programme. |

Complete all the exercises on this page in your notebook.

- 1> Match 1–7 with a–g to form compound nouns. Sometimes more than one answer is possible.

- | | |
|-----------------|--------------|
| 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 |

___/7

- 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?

___/5

- 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.

___/8

- 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. ☹

___/6

- 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 twenty years' time? I don't think I can answer this question.

___/6

- 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 muszą 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 możesz mi pomóc przy*) this art project?
- ___ (*Nie dam rady przystąpić do*) this competition because I'm too young.

___/8

- 7> Complete the dialogue with appropriate words.

- Fleur** Are you ¹___ tonight?
Jim I'm ²___ I'm not, but I'm not ³___ anything on Saturday evening. Why are you asking?
Fleur I'd ⁴___ to go to a dance festival with you. Saturday is fine, too.
Jim Where is it ⁵___?
Fleur At the Grand Theatre. It starts ⁶___ seven o'clock. Would you like to ⁷___?
Jim Sure. ⁸___ meet at 6.30 ⁹___ front of the theatre.
Fleur ¹⁰___ about meeting inside the theatre? It's a bit cold outside now.
Jim OK. Good ¹¹___.

___/11

- 8> Choose the correct option to complete the text.

I've always been good ¹**in / at** taking photographs, ²**so / because** I've decided to take part in a photography competition. My mum says I will win and, ³**what's more, / firstly**, become a famous photographer one day because I'm so ⁴**gifted / interested**. I hope she's right, ⁵**but / and** I've never won any ⁶**prizes / prices** in any competitions so far.

___/6

- 9> Work in pairs and test each other.

Student A: go to page 120.
 Student B: go to page 125.

Participating in culture / Udział w wydarzeniach kulturalnych

abstract /'æbstrækt/ abstrakcyjny
actor /'æktə(r)/ aktor
album /'ælbəm/ album, płyta
art exhibition /,ɑ:(r)t 'eksi'biʃ(ə)n/ wystawa sztuki
award-winning film /ə'wɔ:(r)d ,wɪnɪŋ 'fɪlm/ nagrodzony film
band /bænd/ zespół muzyczny
classic play /,klæsɪk 'pleɪ/ sztuka klasyczna
costumes /'kɒstju:mz/ kostiumy
crime thriller /,kraɪm 'θrɪlə(r)/ kryminał
episode /'epɪsəʊd/ odcinek (serialu)
film director /,fɪlm daɪ'rektə(r)/ reżyser filmowy/ reżyserka filmowa
go to a museum/gallery /,gəʊ tə ə 'mju:zi:əm, 'gæləri/ chodź do muzeum/galerii
go to the cinema/the theatre /,gəʊ tə ðə 'sɪnəmə, ðə 'θiətə(r)/ chodź do kina/teatru
open-air music festival /'əʊpən,æə(r) 'mju:zɪk 'festɪv(ə)l/ plenerowy festiwal muzyczny
painting /'peɪntɪŋ/ obraz
performance /pə(r)'fɔ:(r)məns/ występ, przedstawienie
play live /,pleɪ 'laɪv/ występować na żywo
plot /plɒt/ fabuła
soundtrack /'saʊnd(ɪ)træk/ ścieżka dźwiękowa
special effects /,speʃ(ə)l 'ɪfekts/ efekty specjalne
TV series /,ti: 'vi: 'sɪəri:z/ serial telewizyjny

Adjectives and phrases / Przymiotniki i zwroty

amazing /ə'meɪzɪŋ/ niezwykle
brilliant /'brɪljənt/ znakomity, fantastyczny
entertaining /,entə(r)'teɪnɪŋ/ rozrywkowy, zajmujący
excellent /'eksələnt/ doskonały
find sth disappointing /,faɪnd ,səmθɪŋ ,dɪsə'pɔɪntɪŋ/ rozczarować się czymś
It really makes you think. /ɪt ,ri:əli ,meɪks jə 'θɪŋk/ To zmusza/daje do myślenia.
moving /'mu:vɪŋ/ wzruszający, poruszający
rubbish /'rʌbɪʃ/ tandeta; bzdura

Phrasal verbs / Czasowniki złożone

be on /bi 'ɒn/ mieć miejsce, odbywać się
find out /faɪnd 'aʊt/ dowiedzieć się
go round /gəʊ 'raʊnd/ zwiedzać
sell out /sel 'aʊt/ wyprzedać
turn out /tɜ:(r)n 'aʊt/ okazać się (czymś)

Literature and reading / Literatura i czytelnictwo

can't put sth down /'kɑ:nt ,pʊt ,səmθɪŋ 'daʊn/ nie móc czegoś odłożyć, nie móc się od czegoś oderwać

drama /'dra:mə/ dramat
fairy tale /'feəri ,teɪl/ bajka
funny /'fʌni/ zabawny
graphic novel /,græfɪk 'nɒv(əl)/ komiks
hero /'hɪərəʊ/ bohater
main character /,meɪn 'kærɪktə(r)/ główna postać
novel /'nɒv(əl)/ powieść
playwright /'pleɪraɪt/ dramaturg/dramatopisarz/dramatopisarka
poem /'pəʊɪm/ wiersz
poetry /'pəʊtri/ poezja
scary /'skeəri/ przerażający
serious /'sɪəriəs/ poważny
short story /'ʃɔ:(r)t ,stɔ:ri/ opowiadanie
spy story /'spai ,stɔ:ri/ historia szpiegowska

-ed/-ing adjectives / Przymiotniki zakończone końcówką -ed/-ing

bored/boring /bɔ:(r)d, 'bɔ:ɪŋ/ nudny/znudzony
depressed/depressing /dɪ'prest, dɪ'presɪŋ/ przygnębiony/przygnębiający
excited/exciting /ɪk'saɪtɪd, ɪk'saɪtɪŋ/ podekscytowany/ekscytujący
interested/interesting /'ɪntrəstɪd, 'ɪntrəstɪŋ/ zainteresowany/zainteresujący
surprised/surprising /sə(r)'praɪzd, sə(r)'praɪzɪŋ/ zdziwiony/zadziwiający

Other words / Inne wyrazy

a work of art /ə 'wɜ:(r)k ɒv ,ɑ:(r)t/ dzieło sztuki
act /ækt/ grać, występować w filmie/sztuce
admire /əd'maɪə(r)/ podziwiać
announcement /ə'naʊnsmənt/ ogłoszenie, komunikat
artist /'ɑ:(r)tɪst/ artysta/artystka
arts festival /,ɑ:(r)ts 'festɪv(ə)l/ festiwal sztuki
arts project /,ɑ:(r)ts 'prɒdʒekt/ projekt artystyczny
attend a theatre group /ə'tend ə 'θiətə(r) ,gru:p/ być członkiem grupy teatralnej
audition /'ɔ:(r)dʃ(ə)n/ przesłuchanie (aktora, piosenkarza)
blood /blʌd/ krew
classical literature /,klæsɪk(ə)l 'lɪtrətʃə(r)/ literatura klasyczna
dance show /'da:ns ʃəʊ/ występ taneczny
design costumes /dɪ,zəɪn 'kɒstju:mz/ projektować kostiumy
diary /'daɪəri/ dziennik, pamiętnik
download /,daʊn'ləʊd/ pobierać z internetu
draw /drɔ:/ rysować
enter a competition /,entə(r) ə ,kɒmpə'tɪʃ(ə)n/ brać udział w konkursie
entertain people /,entə(r)'teɪn ,pi:p(ə)l/ zabawiać ludzi

entertainment /,entə(r)'teɪnmənt/ rozrywka
enthusiastic /ɪn,θju:zɪ'æstɪk/ entuzjastyczny
escape /ɪ'skeɪp/ uciekać
event /ɪ'vent/ wydarzenie, impreza
exhibit /ɪg'zɪbɪt/ eksponat
experience /ɪk'spiəriəns/ doświadczać czegoś
experiment /ɪk'sperɪmənt/ eksperyment
fake /feɪk/ fałszywy
financial problems /faɪ,nænʃ(ə)l 'prɒbləmz/ kłopoty finansowe
gifted /'gɪftɪd/ utalentowany
gig /gɪg/ występ, koncert
go for a walk in the park /,gəʊ fə(r) ə 'wɔ:k ɪn ðə pɑ:(r)k/ iść na spacer do parku
guide /gaɪd/ przewodnik
have a comic talent /həv ə ,kɒmɪk 'tælənt/ mieć talent komediowy
invisible /ɪn'vɪzəb(ə)l/ niewidzialny
invite /ɪn'vaɪt/ zapraszać
judge /dʒʌdʒ/ juror/jurorka
landlord /'lænd(ə)d, lɔ:(r)d/ właściciel/właścicielka mieszkania
look closely /lʊk 'kləʊsli/ przyglądać się z bliska
lyrics /'lɪrɪks/ tekst piosenki
make sb famous /,meɪk ,sʌmbədi 'feɪməs/ rozślawić kogoś
musician /'mju:zɪʃ(ə)n/ muzyk
perform on stage /pə(r)'fɔ:(r)m ɒn ,steɪdʒ/ występować na scenie
persuade /pə(r)'sweɪd/ przekonywać kogoś, namawiać
play the piano /,pleɪ ðə pi'ænəʊ/ grać na pianinie
pop culture /'pɒp ,kʌltʃə(r)/ popkultura
popular /'pɒpjələ(r)/ popularny
practice /'præktɪs/ trening, próba
prize /praɪz/ nagroda
recommend /,rekə'mend/ polecać, rekomendować
refuse /rɪ'fju:z/ odmawiać
review /n'vju:/ recenzować
sculpture /'skʌlptʃə(r)/ rzeźba
seat /si:t/ miejsce (w kinie, teatrze)
talent show /'tælənt ʃəʊ/ konkurs talentów
talented /'tæləntɪd/ utalentowany
topic /'tɒpɪk/ temat
win awards /wɪn ə'wɔ:(r)dz/ zdobywać nagrody

Challenge!

after an hour /,ɑ:ftə(r) ən 'aʊə(r)/ po godzinie
antique /æn'tɪ:k/ antyk
audience /'ɔ:diəns/ publiczność
big screen /bɪg 'skri:n/ duży ekran
blockbuster /'blɒk,bʌstə(r)/ hit kinowy
channel /'tʃæn(ə)l/ kanał telewizyjny
chapter /'tʃæptə(r)/ rozdział (książki)
documentary /,dɒkjə'ment(ə)ri/ film dokumentalny
exhibits /ɪg'zɪbɪts/ eksponaty

for a minute /fə(r) ə 'mɪnɪt/ przez minutę
front cover /frʌnt 'kʌvə(r)/ okładka
go for a walk /,gəʊ fə(r) ə 'wɔ:k/ iść na spacer
go to sleep /,gəʊ tə 'sli:p/ iść spać
in the end /ɪn ðɪ 'end/ w końcu
look after sth /lʊk 'ɑ:ftə(r) ,səmθɪŋ/ opiekować się, zajmować się czymś
look at sth /'lʊk ət ,səmθɪŋ/ patrzeć na coś
look in the mirror /lʊk ɪn ðə 'mɪrə(r)/ patrzeć w lustro
opera /'ɒp(ə)rə/ opera

phone-in programme /,fəʊnɪn 'prəʊgræm/ program z telefonicznym udziałem słuchaczy, widzów
reality show /ri'æləti ʃəʊ/ reality show
romcom /'rɒm,kɒm/ komedia romantyczna
shout at sb /'ʃaʊt ət sʌmbədi/ krzyczeć na kogoś
stage /steɪdʒ/ scena, estrada
station /'steɪʃ(ə)n/ stacja (telewizyjna, radiowa)
statue /'stætʃu:/ posąg

6

To spend or not to spend?

VOCABULARY shops and services • products • buying and selling

1> Work in pairs and discuss the questions.

- How often do you go shopping in shopping centres?
- What do you usually buy online?
- 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 2.11 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

- chocolate cake
- roses (for Mum's birthday)
- football shirt
- a chicken (for Sunday dinner)
- shampoo
- silver earrings (for my best friend's birthday)
- novel
- T-shirt (for me!)
- pair of summer shoes (for me)
- doll (for Katy's baby sister)
- magazine
- 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 in your notebook.

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 fifteen 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!

See you soon

Mia

- These shoes were only £20 – a **real bargain**.
- Do you fancy coming to the **sales** with me later today? There are some great special offers.
- Can you pay for the coffees? I haven't got any **cash** on me. Thanks.
- I'd love to buy that jacket but I really **can't afford** it.
- My dad pays by **credit card** for anything that's very expensive.
- You must get those jeans – they're 50% off – **half price**.

7> CD 2.12 Listen to three dialogues in different shops and answer the questions. Write the answers in your notebook.

- Which shop are they in?
- Do they buy anything? If yes, what?
- How do they pay?

>> Vocabulary challenge! Unit 6, page 111, exercise 1

8> Work in pairs. Ask and answer the questions.

- Do you like shopping? Why?/Why not?
- What do you most like buying?
- What do you least like buying?
- What's your favourite shop?
- How often do you buy things you can't afford?
- How do you usually pay for things in shops?

- 1> What are the advantages and disadvantages of buying things online? In your notebook, 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. Write the answers in your notebook.



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.

Like • Share

1 2

- 4> **CD 2.13** Listen to four speakers talking about online shopping. Who is each speaker talking to? Write the answers in your notebook. There is one extra answer.

- a people in a supermarket
- b television viewers
- c an older person
- d the manager of an online shop
- e listeners to a radio station

Speaker 1:

Speaker 2:

Speaker 3:

Speaker 4:

- 5> **CD 2.13** Listen again and match statements a–e with speakers 1–4 in your notebook. There is one extra statement.

This speaker

- a wants people to give their opinions about shopping online.
- b makes an announcement about shopping online.
- c gives instructions how to shop online.
- d complains about something he/she bought online.
- e explains why shopping online is very useful.

- 6> In your notebook, 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 2.14** Listen to a conversation between two friends. Do they agree [A] or disagree [D] with each other on the opinions below? Write the answers in your notebook.

- 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 2.14** 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

Comparatives and superlatives; *as ... as, too, enough*

1> Work in pairs and answer the questions.

- Do you know any online auction sites? Have you ever bought or sold something there? Did you pay more or get less for it than you wanted to?
- If you haven't used an auction site, would you like to? Why?/Why not?

2> LANGUAGE IN CONTEXT Read the article and answer the questions.

In the article

- Which is the most expensive thing?
- Which is the biggest thing?
- 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 **cheaper** than in the shops (although the quality is sometimes **worse**) but some things are just really crazy! One of **the strangest** things recently 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		
cheap	1	the cheapest
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. Write the answers in your notebook.

- We use **than / then** when we compare two things.
- 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 Write the comparative and superlative forms of the adjectives below in your notebook.

fat scary comfortable angry intelligent nice
interesting healthy

6> In your notebook, complete the sentences with the correct form of the adjectives below.

talented good cheap long difficult tasty

- I bought the perfume in the shop. It only cost £25!
- The meal today was a lot than the one we had yesterday!
- Janine got an A – the grade in the class.
- I think the question in the test was number 14.
- The second film was than the first. It was four hours!
- I'm sure Tim will win the competition. He's than all the other people.

>> 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 we need, we use:
too + adjective, e.g.:
The price of poster was too high for me.
- To say that there is less of something than we need, we use **not + adjective + enough**, e.g.:
The offer was not interesting enough for me to accept.

7> Rewrite the sentences in your notebook, using (not) *as ... as, too or enough* and the words in bold.

- Both Paris and London are interesting. **AS** Paris .
- The first shop was smaller than the second one. **NOT AS**
The second shop .
- The book was very long and I couldn't read it. **TOO**
The book was .
- Learning English is easier than learning French. **DIFFICULT**
Learning English .
- John has got more books than me. **MANY**
I .
- My mum and dad both have exciting jobs. **AS**
My mum's job .

8> In your notebook, 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 .
- 5 I'm too impatient to wait in this queue. I'm not .

9> **NOW YOU DO IT** Work in pairs. Compare the things below, using adjectives below and other adjectives of your choice. Use (not) *as ... as*.

**big expensive popular good difficult easy
old tall short unusual near**

- | | |
|--------------------------|--|
| 1 two shops in your town | 4 two capital cities or towns you know |
| 2 two bands | |
| 3 two school subjects | 5 two of your friends |

Relative clauses

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 Do you know any influencers? Why have they become so popular?

2> **CD 2.15 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 is it?

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 that 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 place 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*. Write the answers in your notebook.

We use relative clauses to specify what we are talking about and give additional information about people, things and places.

- 1 We use / *that* to talk about people.
- 2 We use / to talk about things and places.
- 3 We use to talk about places.
- 4 We use to show that someone/something belongs to someone.

! 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> In your notebook, 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?

5> 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.

6>  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.

7> **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 ...



1> Work in pairs. Think of some products or services you can buy in Poland, their logos and advertising slogans. Then answer the questions below.

- 1 What do the logos and slogans tell the customers about the product/service?
- 2 Which one appeals to you the most? Why?

2> Match comments 1–5 with pictures a–e in your notebook. Which comments do you agree with and which do you disagree with? Why?

- 1 I love watching **commercials** on TV. Some are really funny.
- 2 Giving out **flyers** in the street does not make much sense. Nobody reads them!
- 3 Selling products with a **free gift** is a good idea. I always buy magazines with free DVDs in them.
- 4 **Pop-up adverts** on the Internet are really annoying. I can't stand them!
- 5 I don't think people pay much attention to **billboards** in the street. I don't, anyway.

3> Read the text on the right and answer the question.

What would be a good title for the text?

- a The most successful advertising campaign ever
- b The success of amateur advertising
- c The most creative man on Earth
- d Favourite teenage brands

Is it possible to earn a lot of money using just a cheap video camera and YouTube or Facebook? The answer is yes if you know how to interest young people. Youngsters are hard to please, so companies must use **marketing tricks** to make them notice their **brand**, like it and talk about it.

A competition for a fan-made commercial is an example of such a trick – you simply ask young **consumers** to come up with cool and original ads for one of your products. One of the most well-known companies which have used this idea is Tesla – a U.S. car company run by Elon Musk. In March 2017, Tesla launched a competition for the best home-made advertisement of its latest car model. The idea **appealed** to young people who entered the contest in large numbers. Two months later, when the results were announced, it turned out that the most **catchy** commercial was made by a well-known tech blogger – Marques Brownlee.

Marques made a spot which was not only humorous and surprising, but also held the viewers' attention until the last second. Although the successful blogger did not get to keep the car, he was invited to attend its launch party. I wouldn't mind that, would you? Of course, the commercial **went viral**, and attracted a lot of attention.

Wouldn't you say that it was a successful **advertising campaign**? I certainly would. No money was invested and so much interest was created!

4> 📖 Read the text in exercise 3 again. Choose the correct answers and write them in your notebook.

- 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> 📖 In your notebook, complete the summary of the text.

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

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. Write the answers in your notebook.

- 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> 📖 In your notebook, 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. Think of a TV commercial that you both know. How effective is it? 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?

- 1> **CD 2.16** 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 in your notebook.

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 2.17** Listen to two dialogues in shops. Choose the correct answers and write them in your notebook.

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 2.17** Listen again. Complete the sentences from the dialogues with the correct words in your notebook.

- 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 l___.
- 7 They're on special o___.
- 8 They're 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 MP4 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 rozglądasz.

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

Uczeń A

Pracujesz w droгим 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 dość droгим 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 ☹

★★★★★



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 Kupiłam 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 in your notebook 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 słów) i:

- 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.

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.

1> Choose the correct English translation of the sentences below. Write the answers in your notebook.

- 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> In your notebook, 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 a, b or c which means the same as the Polish parts of the sentences in brackets. Write the answers in your notebook.

- 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 in your notebook.

- 1 X Can I help you?
Y **I'm just looking**.
- 2 X Why don't you get this bag?
Y **I could lend you some if you want**.
- 3 X **Absolutely not!**
Y Absolutely not! I prefer comfortable, casual clothes like jeans and T-shirts.
- 4 X Can I try this skirt on?
Y Yes. **I'm a 38**.

5> In your notebook, 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	in fashion	out of fashion
pleasure	pleasure	displeasure
expense	expensive	cheap
comfort	comfortable	uncomfortable

6> In your notebook, complete the text with the correct forms of the words in brackets.



Escape rooms ¹ **have been** around for some time now. They are popular with people of all ages. When they began, they were just places where people had fun ² **to solve** puzzles. Over the years, however, companies have realised that they could set up their own escape rooms where they could still offer ³ **entertainment** to people but at the same time also advertise their products to them. One example could be an installation which was created to draw people's ⁴ **attention** to one of a TV channel's series. The idea was to let people experience what the characters from the series went through. Most experts agree that it's a brilliant ⁵ **marketing** trick as the escape room goers are not fully aware of the ⁶ **commercial** side of their adventure. Advertising at its best!

1> Work in pairs and answer the questions.

- 1 Do you ever buy things you don't later need or use? Why do you think that is?
- 2 How often do you buy things because of the adverts you have watched?



Tip

Kiedy zadanie polega na uzupełnieniu rozmowy na podstawie kilku krótszych tekstów różnego typu, najpierw dokładnie przeczytaj wszystkie teksty, a następnie dokładnie je przeanalizuj. Zwróć uwagę na to, że aby poprawnie uzupełnić lukę, należy nie tylko znaleźć potrzebną informację, ale również odpowiednio ją przetworzyć, np. zmienić część mowy, albo zastosować synonim.

2> Read the texts below. In which text (A or B) do you find the information below?

- 1 why teenagers feel the pressure to buy things
- 2 how shopaholics feel
- 3 possible reasons for shopping addiction
- 4 who most shopaholics are

A Hi, I'd like to offer my voice in this discussion too. I'm very sorry for all these teenagers who are addicted to anything, shopping included, but don't you think that it isn't just their fault? I mean, we live in times where we are bombarded with TV adverts, encouraged to be trendy, to spend, spend, spend. Teens buy things because adults buy them too. Shouldn't we first ask adults to give a good example before we put all the blame on young people? And one more thing, who on earth gives all these credit cards to teenagers???

B Do you know anyone addicted to shopping? Do you know how to spot a shopaholic? Use the advice below.

People with CBD:

- often go shopping on their own,
- are excited before going to the shops and very low when they come back home,
- are mainly female,
- have messy rooms full of stuff they don't use,
- often borrow money to finance their shopping.

3> Read the texts in exercise 2 again. Then complete the sentences below.

- 1 Adults should not blame teenagers for .
- 2 Teenagers often buy a lot of things because they watch shown on TV.
- 3 People addicted to shopping often alone.
- 4 Shopaholics don't keep tidy.

4> TEST IT! Przeczytaj teksty A–C. Uzupełnij luki 1–5 w czacie zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.

A Tom, help please! My younger sister is a shopaholic! I always knew she loved shopping, but now it's become an addiction. For the last six months or so, she has spent all her free time in the shops and buys stuff that she doesn't need. She doesn't want anybody to know she's been shopping. When I ask her about these shopping trips, she isn't interested in a conversation about it. I don't want to tell our parents in order not to worry them, but I think I need some help. What shall I do? Any ideas? Love, Helen

B Psychotherapists say that people with compulsive shopping problems, like all other addicts, suffer from some mental problems. Shopaholics often have other problems in their lives, and use shopping as a way of relaxing. However, after they buy lots of stuff, they feel guilty, which makes them even unhappier. People with such an addiction should probably undergo some form of therapy.

C Dear Students
We've just set up a support group for anyone who feels they need help with any problem they may have with themselves, a member of their family or a friend. All you need to do is to contact us and we'll find you a specialist to help you deal with your problem. If you want, please come to our meeting this Wednesday. We're going to discuss addictions and how to help people who suffer from them.

Alex, SUPER SCHOOL SUPPORT

Hi Helen, thanks for getting in touch. I'm sorry to hear about your sister. When did it all start?

Hi Tom. Thanks for getting back so soon. It began ¹ .

I think you should ² , don't you?

Not really. My mum would be very upset, and my dad would probably be angry with her.

Well, it's up to you, but I'd do if it was my sister. I read that people with a shopping addiction often feel ³ for some other reason and that's why they shop like crazy. Ask your sister if she has a problem.

I have, but she does not want ⁴ about it. Can you think of any other solution?

Yes, I've just remembered. On our school board, there is ⁵ about a support group opening up in our school. Do you want me to find out more about it?

Why not? Anything to help my sister. Thanks.

🏠 Complete all the exercises on this page in your notebook.

1> Where could you buy the items below?

a pair of swimming goggles some meat
some roses white paint a silver ring
some bread a magazine Lego blocks

—/8

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 there are too many .
a pop-up adverts b free gifts

—/6

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, but the shop assistant said I could order them online and they would arrive post.
- Giving flyers in the streets doesn't make people buy the products.

—/4

4> Complete the second sentence so that it means the same as the first. Use the word given.

- I'm not old enough to drive a car. **TOO**
I'm .
- Tom's jokes are not as funny as Jack's. **THAN**
Jack's jokes .
- There is no worse place to do shopping than this one. **WORST**
This is .
- This computer is too slow for this software. **ENOUGH**
This computer .
- This advertising slogan isn't as clever as the other one. **MORE**
The other advertising slogan is .
- Both pairs of shoes are really comfortable. **AS**
These shoes the other ones.

—/6

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.

—/5

6> 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.

—/4

7> Complete the text with the missing words.



I've just bought a new camera and I must say I'm really ¹d with it. It's good ²y and it takes really great photos. Another good ³g about it was the price as it was only £100. What I also ⁴e about it is its colour. It's bright green and it looks very trendy! I ⁵d it to everyone who loves photography.

—/5



8> Complete the dialogue in a clothes shop with appropriate words or phrases.

- Shop assistant** Hello, how ¹ you?
Customer I'm ² a nice top to match this skirt.
Shop assistant OK. What size ³?
Customer Medium.
Shop assistant ⁴ this one?
Customer It looks perfect. Can I ⁵?
Shop assistant Of course. The ⁶ room is over there.

—/6

9> Work in pairs and test each other.

Student A: go to page 120.
Student B: go to page 125.

Shops and services / Sklepy i usługi

baker's /'beɪkə(r)z/ piekarnia
bank /bæŋk/ bank
bookshop /'bʊkʃɒp/ księgarnia
butcher's /'bʊtʃə(r)z/ sklep mięsny
chemist's /'kemists/ apteka
clothes shop /'kləʊðz ʃɒp/ sklep odzieżowy
DIY shop /,di: aɪ 'waɪ ʃɒp/ sklep dla majsterkowiczów
flower shop /'flaʊə(r) ʃɒp/ kwiaciarnia
hairdresser's /'heə(r),dresə(r)z/ fryzjer
jeweller's /'dʒu:ələ(r)z/ jubiler
newsagent's /'nju:z,eɪdʒ(ə)nts/ kiosk
optician's /ɒp'tʃɪ(ə)nz/ optyk
plumber /'plʌmə(r)/ hydraulik
post office /'pəʊst ɒfɪs/ poczta
shoe shop /'ʃu: ʃɒp/ sklep obuwniczy
shopping centre /'ʃɒpɪŋ ,sentə(r)/ centrum handlowe
sports shop /'spɔ:ts ʃɒp/ sklep sportowy
toy shop /'tɔɪ ʃɒp/ sklep z zabawkami
travel agent's /'træv(ə)l 'eɪdʒ(ə)nts/ biuro podróży

Goods / Towary

boots /bu:ts/ buty, kozaki
chocolate cake /'tʃɒklət ,keɪk/ ciasto czekoladowe
coat /kəʊt/ płaszcz, kurtka
doll /dɒl/ lalka
football shirt /'fʊt,bɔ:l ʃɜ:(r)t/ koszulka piłkarska
jacket /'dʒækɪt/ kurtka, marynarka, żakiet
Lego blocks /'legəʊ ,blɒks/ klocki Lego
magazine /,mægə'zi:n/ czasopismo
necklace /'neɪkləs/ naszyjnik
(a) pair of summer shoes /ə 'peə(r) əv ,sʌmə(r) 'ʃu:z/ para letnich butów
phone cover /'fəʊn ,kʌvə(r)/ etui na telefon
ring /rɪŋ/ pierścionek
rose /rəʊz/ róża
shampoo /ʃæm'pu:/ szampon
silver earrings /,sɪlvə(r) 'iəriŋz/ srebrne kolczyki
trainers /'treɪnə(r)z/ buty sportowe
white paint /,waɪt 'peɪnt/ biała farba

Buying and selling / Kupowanie i sprzedawanie

at the sales /ət ðə 'seɪlz/ na wyprzedaży
can't afford /,kɑ:nt ə'fɔ:(r)d/ nie móc sobie na coś pozwolić
cash /kæʃ/ gotówka
cheap /tʃi:p/ tani
expensive /ɪk'spensɪv/ drogi
half price /hɑ:f 'praɪs/ za połowę ceny
pay by credit card/in cash /,peɪ baɪ 'kredit ,kɑ:(r)d, ɪn 'kæʃ/ płacić kartą kredytową/ gotówką
real bargain /,rɪəl 'bɑ:(r)gɪn/ prawdziwa okazja
shopping list /'ʃɒpɪŋ ,lɪst/ lista zakupów

Shopping online / Zakupy przez internet

browse websites /,braʊz 'web,sajts/ przeglądać strony internetowe
click on sth /'kɪk ɒn ,sʌmθɪŋ/ klikać na coś

deliver /dɪ'lɪvə(r)/ dostarczać
have an online account /,hæv ən ,ɒnlaɪn ə'kaʊnt/ mieć konto internetowe
order /'ɔ:(r)də(r)/ zamawiać
refund your money /rɪ'fʌnd jə(r) 'mʌni/ zwracać pieniądze
shop online /ʃɒp 'ɒnlaɪn/ robić zakupy przez internet
shopping website /'ʃɒpɪŋ ,web,sajt/ sklep internetowy

Verbs and prepositions / Czasowniki i przyimki

arrive by post /ə'raɪv baɪ 'pəʊst/ przyjść pocztą
complain about sth /kəm'pleɪn əbʌt ,sʌmθɪŋ/ składać na coś reklamację
pay by card /,peɪ baɪ 'kɑ:(r)d/ płacić kartą
pay for sth /'peɪ fə(r) ,sʌmθɪŋ/ płacić za coś
return sth to a shop /rɪ'tɜ:(r)n ,sʌmθɪŋ tə ə 'ʃɒp/ zwracać coś do sklepu
save for sth /'seɪv fə(r) ,sʌmθɪŋ/ oszczędzać na coś
spend money on sth /,spend 'mʌni ɒn ,sʌmθɪŋ/ wydawać na coś pieniądze

Advertising / Reklama

advert/advertisement /'ædvɜ:(r)t, 'ædvɜ:(r),taɪzɪŋ/ reklama
advertise /'ædvə(r)taɪz/ reklamować
advertising campaign /,ædvə(r),taɪzɪŋ kæm'peɪn/ kampania reklamowa
advertising slogan /,ædvə(r),taɪzɪŋ 'sləʊɡən/ hasło reklamowe
appeal to sb /ə'pi:l tə ,sʌmbədi/ podobać się komuś (przemawiać do kogoś)
billboard /'bɪl,bɔ:(r)d/ billboard
brand /brænd/ marka
catchy /'kætʃi/ chwytliwy, wpadający w ucho
commercial /kə'mɜ:(r)ʃ(ə)l/ reklama, spot reklamowy
consumer /kən'sju:mə(r) konsument/ konsumentka
free gift /,fri: 'ɡɪft/ bezpłatny dodatek, upominek reklamowy
give out flyers /ɡɪv ,aʊt 'flaɪə(r)s/ rozdawać ulotki
go viral /gəʊ 'vaɪə(r)əl/ stać się bardzo popularnym
marketing tricks /'mɑ:(r)kɪtɪŋ ,trɪks/ chwyt marketingowe
pop-up adverts /'pɒp,ʌp 'ædvɜ:(r)ts/ reklamy w formie wyskakujących okienek w sieci

Shopping for clothes / Kupowanie ubrań

fit /fɪt/ pasować
fitting room /'fɪtɪŋ ,ru:m/ przymierzalnia
go with sth /'gəʊ wɪθ ,sʌmθɪŋ/ pasować do czegoś
match /mætʃ/ pasować (o doborze ubrań); łączyć
on sale /ɒn 'seɪl/ w przecenie; w sprzedaży
on special offer /ɒn ,speʃ(ə)l 'ɒfə(r)/ w promocji
run out of sth /,rʌn 'aʊt əv ,sʌmθɪŋ/ wyprzedać coś, skończyć się

shop assistant /'ʃɒp ə'sɪst(ə)nt/ ekspedient/ ekspedientka
size /saɪz/ rozmiar
suit /su:t/ pasować komuś
try something on /,traɪ ,sʌmθɪŋ 'ɒn/ przymierzać coś

Other words / Inne wyrazy

addiction /ə'dɪkʃən/ uzależnienie
announce the results /ə'naʊns ðə rɪ'zʌlts/ ogłosić wyniki
attract attention /ə'trækt ə'tenʃən/ przykuwać uwagę
battery /'bæt(ə)ri/ bateria
carry shopping bags /,kæri 'ʃɒpɪŋ ,bægz/ nosić torby z zakupami
charge your phone /'tʃɑ:(r)dʒ jə(r) 'fəʊn/ ładować telefon
charity auction /'tʃærəti ,ɔ:kʃ(ə)n/ aukcja charytatywna
comfortable /'kʌmfɪtəb(ə)l/ wygodny
compulsive /kəm'pʌlsɪv/ nałogowy
crazy /'kreɪzi/ szalony
feature /'fi:tʃə(r)/ funkcja; cecha
go dead /gəʊ 'ded/ przestać działać
go to the checkout /gəʊ tə ðə 'tʃekʌʊt/ iść do kasy
home-made /,həʊm'meɪd/ przygotowany w domu, zrobiony samodzielnie
hold attention /həʊld ə'tenʃ(ə)n/ przykuwać uwagę
launch party /'lɔ:ntʃ ,pɑ:ti/ przyjęcie z okazji wypuszczenia produktu na rynek
model /'mɒd(ə)l/ model
own /əʊn/ posiadać
please /pli:z/ dogadzać komuś, zadowalać kogoś
pleased /pli:zd/ zadowolony
pocket money /'pɒkɪt ,mʌni/ kieszonkowe
product review /,prɒdʌkt rɪ'vi:jə/ ocena produktu
quality /'kwɒləti/ jakość
seller /'selə(r)/ sprzedawca
set up your computer /,set 'ʌp jə(r) kəm'pjʊ:tə(r)/ konfigurować komputer
share sth with sb /'ʃeə(r) ,sʌmθɪŋ wɪθ ,sʌmbədi/ dzielić coś z kimś
shopaholic /'ʃɒpə'hɒlɪk/ osoba uzależniona od zakupów
store /stɔ:(r)/ sklep
successful /sək'sesf(ə)l/ udany, odnoszący sukcesy
to spend or not to spend? /tə 'spend ɔ:(r) 'nɒt tə ,spend/ wydawać czy nie wydawać?
support group /sə'pɔ:t ,gru:p/ grupa wsparcia
trendy /'trendi/ modny, na czasie
tropical island /'trɒpɪk(ə)l 'aɪlənd/ wyspa tropikalna
undergo therapy /,ʌndə'gəʊ 'θerəpi/ poddawać się terapii
unwanted /ʌn'wɒntɪd/ niechciany
wardrobe /'wɔ:(r)dɹəʊb/ szafa
whale /weɪl/ wieloryb

Challenge!

book a holiday /,bʊk ə 'hɒlɪdeɪ/ rezerwować wakacje
change your glasses /,tʃeɪndʒ jə(r) 'glɑ:sɪz/ zmieniać okulary

clip /klɪp/ teledysk; spinka (do włosów)
company /'kʌmpə(n)i/ firma; towarzystwo
fix your pipes /,fɪks jə(r) 'paɪps/ naprawiać rury
get a haircut /,get ə 'heə(r),kʌt/ obcinać włosy
gift /ɡɪft/ upominek; talent

open an account /,əʊpən ən ə'kaʊnt/ otwierać rachunek
market /'mɑ:(r)kɪt/ targ; rynek
post a parcel /,pəʊst ə 'pɑ:(r)s(ə)l/ nadawać paczkę

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. In your notebook, match the words in bold with items in the pictures. Which place would you prefer to visit? Why?

3> CD 2.18 Listen and repeat the words from exercise 2.

4> In your notebook, 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> Give non-Polish 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 2.19 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.

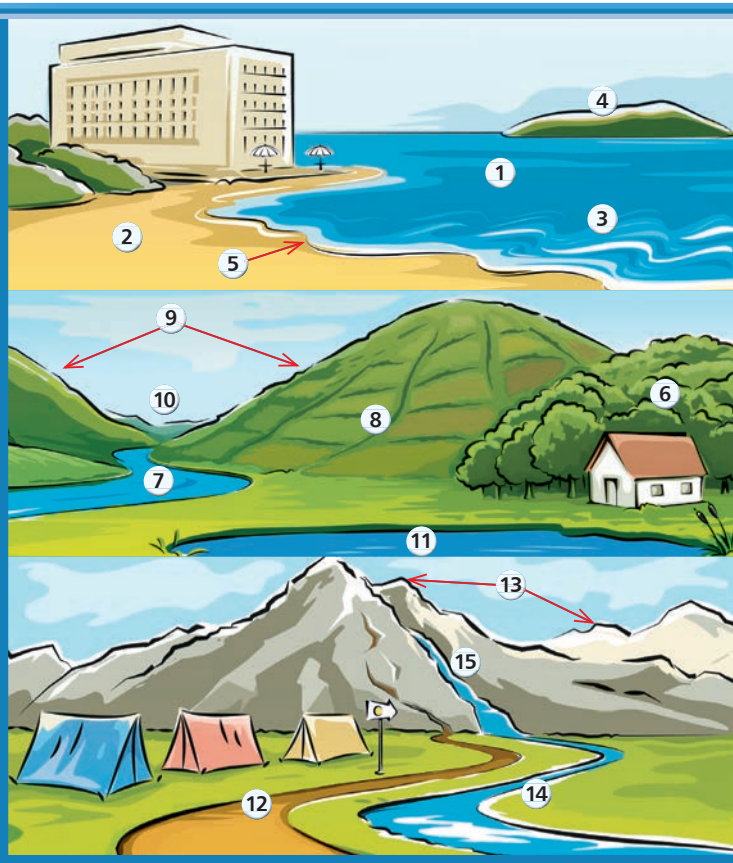
Click to rate ▲ ▼

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 an 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's your favourite and least favourite type of weather?

2> In your notebook, 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 2.20** 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 2.20** Listen again and, in your notebook, 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 and write the answers in your notebook. 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> In your notebook, 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? Are they true for you?

8> **CD 2.21** Listen to someone talking about the start of a holiday. In your notebook, complete the sentences with the correct words from the recording. Use no more than three words.

- 1 We drove along to get to the airport.
- 2 We were delayed by .
- 3 We had to spend at the airport.
- 4 We couldn't eat or drink anything because there were at the airport.
- 5 We were going on a holiday to Switzerland.

9> **CD 2.21** Listen again and choose the correct answers. Write them in your notebook.

- 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 c surprised
b disappointed d angry

10> Work in pairs. Discuss the questions, using the prompts below.

- 1 In your opinion, what's the best weather to
a go for walk in the countryside? b study?
c have a party outside?
- 2 Has the climate changed in recent years in your country?
No: some floods/storms ... but the same as in my childhood ...
Yes: rainier • colder in winter • more snow/storms • drier in summer • more floods
- 3 How do you think the weather will change in the future?
In the future it will become ...
hotter/colder/drier/stormier ...
That's because ...

Zero and first conditional

- 1> What are your plans for next weekend? Do they depend on the weather? How?
- 2> **CD 2.22 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** In your notebook, 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* in your notebook.

- 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** In your notebook, 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> In your notebook, 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 fall in.

» **Grammar challenge!** Unit 7, page 111, exercise 1

- 7> Complete the sentences in your notebook 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.*

Second conditional

- 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** In your notebook, 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. Write the answers in your notebook.

- 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*.

? WHAT'S RIGHT?

- 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.

- 5> **PRACTISE** Choose the correct option to complete the sentences. Write the answers in your notebook.

- 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!

- 6> In your notebook, 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 .

- 7> Complete the sentences with your own ideas in your notebook. 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 .

- 8> Write questions from the prompts in your notebook.

- 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?

- 9> **NOW YOU DO IT** Work in pairs. Ask and answer the questions in exercise 8.

- A What would you do if you found a hundred euros in the street?
B I'd take it to a police station.
A Would you? I'd keep it and buy some clothes.

- 1> In your notebook, 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> Read the texts A–C below and answer the questions.

- 1 What are all the texts about, in general?
- 2 Where do you think text C could appear?
- 3 How does Jack from text B feel about the weather where he lives?

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!

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

C FACTFILE

- 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.



Vocabulary development

7> In your notebook, 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 |

8> In your notebook, 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.

9> Work in pairs and translate the sentences in exercise 8 into your own language.

10> In your notebook, 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

11> 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?

4> Read the texts again. In your notebook, complete the conversation below with one to three words. Write your answers in Polish.

Cześć Łukasz. Nadal przygotowujesz tę prezentację o katastrofach naturalnych?

Tak, muszę ją skończyć do piątku. Dlaczego pytasz?

Wrzuciłem Ci na dysk kilka informacji, które mogą Ci się przydać. Wiedziałeś, na przykład, że na czas burzy z piorunami trzeba ¹ laptopa z sieci?

Naprawdę?!

Co więcej, nie tylko nie wolno chować się pod drzewami, ale też ² .

Niesamowite. Masz coś jeszcze?

Tak. Podobno tylko ³ wulkanów na Ziemi nie znajduje się w rejonie Pacyfiku zwanym „Pierścień Ognia”, a temperatura lawy może ⁴ 1200 stopni Celsjusza.

Fascynujące! A masz może coś o huraganach?

Nie, nie znalazłem żadnych informacji, ale mam kolegę w ⁵ i wyobraź sobie, że z powodu huraganu ⁶ nie może przyjechać do nas do Polski na długi weekend. Ten huragan zniszczył w jego okolicy aż ⁷ .

To okropne! Mam nadzieję, że nic mu się nie stanie. W każdym razie, dzięki za pomoc!

5> 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?

6> Work in pairs and answer the questions.

- What recent natural disasters have you heard about? What happened?
- What natural disasters occur in Poland? Where?

- 1> Work in pairs and answer the questions about the activities below.

trip to botanic gardens bird-watching
trip to a safari zoo going horse-riding
trip to an aquarium diving in a coral reef fishing
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 2.23** 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 in your notebook.

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 2.24** Choose the correct reaction (a–c) to the recorded questions (1–3). Write the answers in your notebook.

- 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 oferty.



- 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> In your notebook, 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 twenty 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
never waste food • save water • turn off dripping taps
use energy-saving light bulbs**

- 9> Read the instructions and do the writing task.

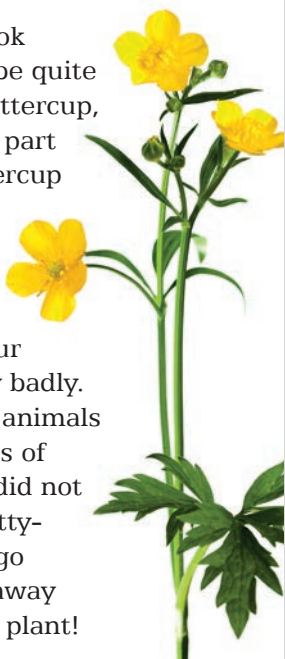
Na forum internetowym przeczytałeś/przeczytałaś komentarz sugerujący, że człowiek sam nie może nic zrobić, aby poprawić stan środowiska naturalnego. Nie zgadzasz się z tym punktem widzenia. Napisz akapit rozprawki (ok. 100–150 wyrazów), w którym przedstawisz swoje stanowisko w tej sprawie i je uzasadnisz.

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 and write it in your notebook.

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 correct answer that means the same as the underlined phrase or sentence. Write the answers in your notebook.

- 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

- The only way we can afford such a great holiday is to find a last-minute offer.
a We won't be able to afford such a great holiday unless we find a last-minute offer.
b We can't afford a great holiday because there are no last minute offers.
c We will have a great holiday if we don't choose a last-minute offer.
- 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
- 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 and write it in your notebook.

- 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 in brackets into English. Use no more than five words. Write the answers in your notebook.

- We had to stop climbing. It got (*tak mogliście, 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.

6> Work in pairs and play 'Categories'. Think of a word for each category below, starting with the letter given. The winner is the person who has the most points. You get one point if you have got the same answer as your partner or two points if your answers are different.

	Country	Animal	Natural disaster	Geographical feature
H	Honduras			
F				
C				
D				

**Tip**

Wykonując zadanie polegające na uzupełnianiu luk otwartych, zastanów się, jaką częścią mowy jest brakujące słowo. Pamiętaj, aby dokładnie przyrzeć się słowom, które znajdują się przed luką i po niej. Mogą one sugerować, jaką częścią mowy należy lukę uzupełnić.

1> Read the sentences and decide which of the words in italics cannot be used to complete the gap.

- It was a hotel.
quietly – comfortable – terrible – perfect
- The boat looks amazing.
really – absolutely – total – truly
- Move , please.
slowly – good – away – quietly
- you leave, you need to get a visa.
After – Before – When – Who

2> Read the comments (1–2) and, in your notebook, complete the gaps with the words below. There are two extra words in each set.

the of who a on which

- 1 Life on a houseboat is ¹ solution for people
² love freedom and want to travel a lot ³
 a low budget along all the canals. It's definitely
 not for individuals dreaming ⁴ a career in
 a multinational company!

being could may into really would gives

- 2 I ⁵ love to own my own houseboat and turn
 it ⁶ a home. Imagine ⁷ able to sail around
 your country and spending your time so close to
 nature ☺. It ⁸ not be very comfortable, but it
 certainly ⁹ you a lot of freedom.

3> TEST IT! Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem tak, aby powstał spójny i logiczny tekst. Zapisz odpowiedzi w zeszycie. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów.

To live life on a boat is definitely not an option for everyone. ¹ I decided to get my own houseboat, I thought that it wasn't for me either. I had a regular job and a boyfriend that made fun ² these 'liveaboards' who dreamed of travelling from place to place. Then one day I bumped into an old friend who ³ just bought a houseboat and was planning to move aboard. She invited me to see it, and I went to ⁴ a look, just out of curiosity. Guess what?! I fell in love ⁵ it.

**Tip**

Wykonując zadanie polegające na wyborze właściwego tłumaczenia fragmentu zdania, zastanów się nad sytuacją, w jakiej zdanie mogło zostać wypowiedziane. Zwróć uwagę na określenia czasu, które mogą wskazać Ci poprawną odpowiedź. Uważaj na warianty będące dosłownymi tłumaczeniami polskiego fragmentu zdania oraz na błędnie przetłumaczone kolokacje.

4> Read the sentences. Answer the questions. Then, in your notebook, translate the fragment in brackets.

- I (mam) a houseboat for five years.
Which tense should you use in the English translation of the Polish phrase?
- I don't fancy (mieszkać) on a houseboat. It's for young people only!
Which verb form are you going to use after the verb 'fancy': an infinitive or an *-ing* form?
- (Nie wolno Ci) travel to countries where it's dangerous.
Do you need to use the form of 'must' or 'have to' in your translation?

5> Read the sentences and the translations of the Polish fragments in brackets. Decide why the given translations are incorrect.

- If I was braver, (podróżowałbym) round the world in my van. ~~I will travel~~
- My girlfriend (była już w Paryżu) twice. ~~went~~
- If you (zmienisz zdanie), let me know. ~~will change your mind~~
- (Jest mi zimno). Could you close the window please? ~~It's cold to me~~

6> TEST IT! W zdaniach (1–5), spośród podanych odpowiedzi (A–C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie poprawnie uzupełniającym lukę. Zapisz odpowiedzi w zeszycie.

- My parents (podróżowali) a lot when they were young.
A have travelled B used to travel
C were travelling
- If (nie będzie padało), we'll go to the beach.
A it doesn't rain B it won't rain
C it didn't rain
- Which country (zwiedziłabyś) if you won a lot of money?
A are you going to visit B will you visit
C would you visit
- I (nie znoszę) travelling. I just love being at home!
A can't help B can't stand
C can't imagine
- How long (zajmuje Ci) to get to school in the mornings?
A does it take you B is it taking you
C takes you



🏠 Complete all the exercises on this page in your notebook.

1> Find ten geographical features in the word snake below. Which of them are connected with water?



___/10

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.

___/4

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.

___/5



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.

___/6

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.

___/12

6> Complete the second sentence so that it means the same as the first.

- 1 Sightseeing sounds like a good idea. I'd love ___.
- 2 My choice is to go bird-watching. If I could ___.
- 3 I think everybody should recycle rubbish. As far as ___.
- 4 Let me say what I think about zoos. I would like to express my ___.
- 5 I think that what you are saying is completely wrong. I totally ___ you are saying.
- 6 I also think that swimming in a lake is a great way to relax. What's ___.

___/6

7> Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.

Landscape and geographical features / Krajobraz i cechy geograficzne

beach /bi:tʃ/ plaża
coast /kəʊst/ wybrzeże
field /fi:ld/ pole
forest /'forɪst/ las
hill /hɪl/ wzgórze
island /'aɪlənd/ wyspa
lake /leɪk/ jezioro
mountain /'maʊntɪn/ góra
mountain range /'maʊntɪn ˌreɪndʒ/ łańcuch górski
path /pɑ:θ/ ścieżka
river /'rɪvə(r)/ rzeka
sea /si:/ morze
stream /stri:m/ strumień
valley /'væli/ dolina
waterfall /'wɔ:tə(r)fɔ:l/ wodospad
wave /weɪv/ fala

Weather and climate / Pogoda i klimat

cloud /klaʊd/ chmura
cloudy /'klaʊdi/ pochmurny
fog /fɒɡ/ mgła
foggy /'fɒɡi/ mglisty
frost /frɒst/ mróz
frosty /'frɒsti/ mroźno
ice /aɪs/ lód
icy /'aɪsi/ lodowaty, oblodzony
rain /reɪn/ deszcz
rainy /'reɪni/ deszczowy
snow /snaʊ/ śnieg
snowy /'snaʊi/ śnieżny, ośnieżony
storm /stɔ:(r)m/ burza
stormy /'stɔ:(r)mi/ burzowy
sun /sʌn/ słońce
sunny /'sʌni/ słoneczny
wind /wɪnd/ wiatr
windy /'wɪndi/ wietrzny

Natural disasters / Klęski żywiołowe

affect /ə'fekt/ mieć wpływ (na coś)
avalanche /'ævəˌlɑ:ntʃ/ lawina
be caused by /bi 'kɔ:zd baɪ/ być wywołanym, spowodowanym przez coś
drought /draʊt/ susza
earthquake /'ɜ:(r)θ,kweɪk/ trzęsienie ziemi
flood /flʌd/ powódź
go missing /,gəʊ 'mɪsɪŋ/ zaginąć
hurricane /'hʌrɪkeɪn/ huragan
rescue /'reskjʊ:/ ratować

strike /straɪk/ uderzać
survive /sə(r)'vaɪv/ przetrwać, przeżyć
tsunami /tsu:'nɑ:mi/ tsunami
volcano eruption /vɒl'keɪnəs ɪ'rʌpʃ(ə)n/ wybuch wulkanu
wildfire /'waɪld,faɪə(r)/ niekontrolowany ogień

Holiday activities / Zajęcia wakacyjne

bird-watching /'bɜ:(r)d ,wɒtʃɪŋ/ obserwowanie ptaków
botanic garden /bə'tænɪk 'gɑ:(r)d(ə)n/ ogród botaniczny
dive in the coral reef /,daɪv ɪn ðə 'kɒrəl ,ri:f/ nurkować na rafie koralowej
do/go sightseeing /,du:, gəʊ 'saɪt,sɪ:ɪŋ/ zwiedzać
dolphin show /,dɒlfin 'ʃəʊ/ pokaz delfinów
fishing /'fɪʃɪŋ/ wędkowanie
go horse-riding /,gəʊ 'hɔ:(r)s ,raɪdɪŋ/ jeździć konno
palm house /'pɑ:m haʊs/ palmiarnia, oranżeria
safari zoo /sə'fɑ:ri ,zu:/ zoo safari
trip to an aquarium /'trɪp tə ən ə'kwɛəriəm/ wycieczka do akwarium

Green issues / Kwestie ekologiczne

environmental problems /ɪnˌvaɪrən'ment(ə)l 'prɒbləmz/ problemy ekologiczne
animal protection /'ænɪm(ə)l prə'tekʃ(ə)n/ ochrona zwierząt
plastic bags /,plæstɪk bægz/ plastikowe torby
protect the environment /prə'tekt ðɪ ɪnˌvaɪrən'ment/ chronić środowisko
recycle paper /'ri:'saɪk(ə)l ,peɪpə(r)/ utylizować papier
sort rubbish /sɔ:(r)t 'rʌbɪʃ/ segregować śmieci
take part in environmental campaign /teɪk ,pɑ:(r)t ɪn ɪnˌvaɪrən'ment(ə)l kæm'peɪn/ brać udział w kampanii ekologicznej
turn off water taps /tɜ:(r)n ,ɒf ,wɔ:tə(r) 'tæps/ zakręcać krany
use energy-saving bulbs /ju:z ˌenə(r)dʒɪ ,seɪvɪŋ 'bʌlbz/ używać żarówek energooszczędnych
waste food /weɪst 'fu:d/ marnować żywność

Other words / Inne wyrazy

active volcano /,æktɪv vɒl'keɪnəs/ czynny wulkan
amazing view /ə'meɪzɪŋ 'vju:/ niezwykły widok
attitude /'ætɪ,tju:d/ nastawienie, postawa
back to nature /,bæk tə 'neɪtʃə(r)/ powrót do natury
bridge /brɪdʒ/ most

build a snowman /ˌbɪld ə 'snəʊmæn/ lepić bałwana
buttercup /'bʌtə(r),kʌp/ jaskier
cancel /'kæns(ə)l/ odwołać, anulować
catastrophe /kə'tæstrəfi/ katastrofa
climate change /ˌklaɪmət 'tʃeɪndʒ/ zmiana klimatu
delay /dɪ'leɪ/ opóźnienie
depart /dɪ'pɑ:(r)t/ odjeżdżać
dull /dʌl/ nudny
electric shock /ɪˌlektɪk 'ʃɒk/ porażenie prądem
electricity /ˌelɪk'trɪsəti/ elektryczność
flight /flaɪt/ lot
generation /ˌdʒenə'reɪʃ(ə)n/ pokolenie
get an impression /ˌget ən ɪm'preʃ(ə)n/ odnosić wrażenie
get carsick /ˌget 'kɑ:(r),sɪk/ dostać choroby lokomocyjne
get seasick /ˌget 'si:,sɪk/ dostać choroby morskiej
heartbreaking /'hɑ:(r)t,breɪkɪŋ/ smutny, rozdzierający serce
influence /ɪnfluəns/ wpływać, oddziaływać
make a mess /ˌmeɪk ə 'mes/ nabrudzić, nabałaganić
mood /mu:d/ nastrój
motorway /'məʊtə(r),weɪ/ autostrada
move away /mu:v ə'weɪ/ wyprowadzać się
national park /ˌnæʃ(ə)nəl 'pɑ:(r)k/ park narodowy
natural attraction /ˌnætʃ(ə)rəl ə'trækʃ(ə)n/ atrakcja przyrodnicza
plant /plɑ:nt/ roślina
plugged in /plʌgd ɪn/ podłączony/podłączona/ podłączone do prądu
poisonous /'pɔɪz(ə)nəs/ trujący
rare bird /reə(r) 'bɜ:(r)d/ rzadki ptak
salty /'sɔ:lti/ słony
scenery /'si:nəri/ sceneria, krajobraz
scream /skri:m/ krzyczeć, wołać
search for /'sɑ:(r)tʃ fə(r)/ szukać kogoś/czegoś
season /'si:z(ə)n/ pora roku
set off /set ɒf/ wyruszać
shake /ʃeɪk/ drzeć
shine /ʃaɪn/ świecić (o słońcu)
silly /'sɪli/ głupi, głupio
support a campaign /səˌpɔ:(r)t ə kæm'peɪn/ wspierać kampanię
tectonic plates /tek'tɒnɪk 'pleɪts/ płyty tektoniczne
tragedy /'trædʒədi/ tragedia
tropical /'trɒpɪk(ə)l/ tropikalny
wildlife /'waɪld,laɪf/ dzika przyroda

Challenge!

beg /beg/ błagać; żebrać
breath-taking /'breθ,teɪkɪŋ/ zapierający dech
calm /kɑ:m/ spokojny (o morzu)
climate /'klaɪmət/ klimat
deep /di:p/ głęboki
disaster /dɪ'zɑ:stə(r)/ katastrofa; fiasko, klęska
flat /flæt/ płaski
forecast /'fɔ:(r)kɑ:st/ prognoza
freezing /'fri:zɪŋ/ lodowato, przeraźliwie zimno

frozen /'frəʊz(ə)n/ zamrożony
heat /hi:t/ upał, gorąco
high /haɪ/ wysoki
hilly /'hɪli/ pagórkowaty
lightning /'laɪtnɪŋ/ błyskawica
miss sb/miss sth /'mɪs ,sæmbədi, ,sæmθɪŋ/ tęsknić za kimś/spóźnić się na coś
prediction /prɪ'dɪkʃ(ə)n/ przewidywanie, przepowiednia
rough /rʌf/ wzburzony (o morzu)

sandy /'sændi/ piaszczysty
save /seɪv/ oszczędzać; ratować, ocalić
shallow /'ʃæləʊ/ płytki
steep /sti:p/ stromy
stony /'stəʊni/ kamienisty
temperature /ˌtemprɪtʃə(r)/ temperatura
thunder /'θʌndə(r)/ grzmot
touch /tʌtʃ/ dotykać; dotyczyć
wave /weɪv/ fala; pomachać ręką
weather /'weðə(r)/ pogoda

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 in your notebook.

touch screen monitor icon webcam desktop
charger USB port mouse keyboard
on/off button headphones

3> **CD 2.25** Listen and repeat the words and phrases from exercise 2.

4> Complete the sentences with the correct words from exercise 2 in your notebook.

- 1 I always use to listen to music on the train so I don't disturb other people.
- 2 I get a lot of fingerprints on the of my smartphone.
- 3 Can I use your phone ? My mobile has just stopped working.
- 4 The on the of my PC are really useful for opening files you want quickly.
- 5 You can't see the letter 'e' any more on my – I've used it so much!

5> In your notebook, complete the survey questions with the verbs below.

send post take make check go on
leave visit



6> Work in pairs. Do the survey in exercise 5. Then present the answers to the class.

7> **CD 2.26** Listen to a boy talking about his answers to the survey in exercise 5 and answer the question.

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.

- 1 a good website you've browsed recently
- 2 a great series you watch online
- 3 a new electronic item you've bought recently
- 4 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

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

- 1 calls on your phone?
- 2 your email?
- 3 a comment online?
- 4 photos or videos on your phone?
- 5 websites?
- 6 text messages?
- 7 a social networking site?
- 8 a voice message?



1) Discuss the questions.

- 1 Do you often have problems when you're using technology? What kind of problems are the worst?
- 2 What is happening in the pictures? How do you think the people are feeling? Would you feel the same?

2) In your notebook, complete the comments on the website with the words and phrases below.

phone signal crashed nothing worked ran out
broke down out of order a funny noise
internet connection

Had a technical problem?
Here's your chance to share it!

Comment 1 7

- 1 Where I live there's often no ! I have to stand in the garden to phone my friends.
- 2 We've got a very slow in our area. It takes forever to get on some websites. Sometimes we lose it completely!
- 3 My PC last week. The screen went blue and . I lost all my files.
- 4 I was on holiday last month and my phone battery . I'd forgotten to take my charger! Terrible!
- 5 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.
- 6 The cashpoint near my home is again! That's the third time this month.
- 7 My hairdryer is making . I think it's going to stop working soon.

3) Work in pairs. Have you had any technical problems recently? What happened?

4) CD 2.27 Listen to some people talking in four different situations. Where might you hear them speaking? Choose the correct option. Write the answers in your notebook.

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 2.27 Listen again. Choose the correct answers and write them in your notebook.

Text 1: What does Charlie want to do?

- a buy some new games
- b ask someone to repair his laptop
- c get a new computer

Text 2: What is the group going to do last?

- a have lunch
- b meet at 3 p.m.
- c go to a lesson about computers

Text 3: What was the problem with the car?

- a The woman ran out of petrol.
- b The car stopped for no clear reason.
- c There was a funny noise in the engine.

Text 4: Which is the correct order of events in Jack's story?

- a Jack completed his project, clicked on the link and contacted the police.
- b Jack clicked on the link, contacted the police and completed his project.
- c Jack clicked on the link, completed his project and contacted the police.

6) Have you had a computer virus recently? What happened?

7) CD 2.28 Listen to someone describing a survey about computer problems. In your notebook, make notes in English or Polish to describe some of the findings of the survey.

8) CD 2.28 Listen again. Are the statements Facts (F) or Opinions (O)? Write the answers in your notebook.

- 1 A majority of the people surveyed reported recent computer problems.
- 2 Computer viruses are more complicated than before.
- 3 Progress in technology means viruses are harder to fight.
- 4 The speaker has personal experience with such problems.

9) Work in pairs. Discuss the questions, using the prompts below.

- 1 What do you do when you have a problem with an electrical or electronic device (a computer, phone, car, TV, hairdryer etc.)?
- 2 When do you do the things below? Why?
 - a try to fix it yourself
 - b ask a friend to fix it
 - c look online for advice about how to fix it
 - d pay an expert to fix it
 - e 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, ...

The passive: present simple, past simple

- 1> Have you ever lost your smartphone? What did you do? / What would you do if you lost it?

- 2> **LANGUAGE IN CONTEXT** Read the notice on a school noticeboard and answer the questions.

- 1 What things were left in a classroom?
- 2 Who found them?
- 3 Where are they now?

LOST AND FOUND

A laptop and a new smartphone **were left** in Room 10 yesterday after school. They **were found** by a cleaner and they were given to the headteacher this morning. The laptop was left on a desk and the phone was found on a cupboard shelf. As they **weren't found** together, they were probably left by different people. All lost property like this **is kept** in the headteacher's office, so if you think one of these things belongs to you, please see the school secretary.

Remember to keep laptops and phones in your bags.

Every year many electronic items **are lost** or sometimes stolen from classrooms because they **aren't kept** in bags.

BE CAREFUL!

- 3> **ANALYSE** Look at the highlighted passive forms in the text. Then copy and complete the table in your notebook with the correct words.

Present simple passive: am / is / are + past participle

Affirmative	Lost property ¹ kept in the office.
Negative	Lost property ² kept in the classroom.
Yes/No question	³ lost property ⁴ in the office?
Wh-question	Where ⁵ lost property ⁶ .

Past simple passive: was / were + past participle

Affirmative	The laptop ⁷ left on a desk.
Negative	The laptop ⁸ left on a cupboard shelf.
Yes/No question	⁹ the laptop ¹⁰ in a classroom?
Wh-question	Where ¹¹ the laptop ¹² .

- 4> Which sentences are active (A) and which are passive (P)? Write the answers in your notebook.

- 1 a A student left a laptop in a classroom.
b A laptop was left in a classroom.
- 2 a The laptop was found by a cleaner.
b A cleaner found the laptop.
- 3 a People often steal smartphones from classrooms.
b Smartphones are often stolen from classrooms.

- 5> **PRACTISE** Are the rules about using the passive true (T) or false (F)? Write the answers in your notebook.

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.

? WHAT'S RIGHT?

- 1 The computer is stolen yesterday.
- 2 The computer was steal yesterday.
- 3 The computer was stolen yesterday.

- 6> Put the words in the correct order to make sentences in your notebook.

- 1 my / was / last week / car / repaired
- 2 by / *Macbeth* / written / was / Shakespeare
- 3 sold / these computers / in the shopping centre / are
- 4 printed / from your computer / this file / was / ?
- 5 in this country / published / this book / isn't
- 6 found / the police / by / the burglar / wasn't

- 7> Rewrite the active sentences in the passive in your notebook.

Active: *They sell computer games here.*

Passive: *Computer games are sold here.*

A

- 1 They make these cars in Japan.
- 2 Someone delivers our letters every day.
- 3 They don't film this TV series in England.
- 4 Bell's Electronics sell this printer online.
- 5 Lots of people love this book.
- 6 Where do they store the new laptops?

B

- 1 Someone wrote this book five hundred years ago.
- 2 Thousands of people downloaded this song.
- 3 Ms Jakes marked this homework on Monday.
- 4 They didn't build this house three hundred years ago.
- 5 When did someone invent the first computer?
- 6 They didn't find the burglar until six months later.

- 8> Write the quiz questions from the prompts in your notebook. Use the present and past simple passive.

- 1 What language / speak / in Brazil?
a Spanish b Portuguese
- 2 When / the Eiffel Tower / build?
a 1789 b 1889
- 3 In which country / Ferrari cars / produce?
a Italy b France
- 4 In which country / *Game of Thrones* / film?
a Switzerland b Ireland
- 5 Which flavour / not use / in Neapolitan ice cream?
a chocolate b banana

- 9> Work in pairs. Ask and answer the questions from exercise 8. Check your answers on page 119.



The passive: present perfect, will; review of all forms

- 1> What jobs do you think are now done by robots? What jobs do you think will be done by robots in the future?
- 2> **CD 2.29 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. Now, robots 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, in your notebook, copy and complete the table with the correct words.

Present perfect passive: has/have + been + past participle

Active	People have designed these robots recently.
Passive	These robots ¹ <u> </u> recently.

Will passive: will + be + past participle

Active	Robots will clean our houses in the future.
Passive	Our houses ² <u> </u> by robots in the future.

- 4> In your notebook, change the statements into negative sentences and questions.

- These robots have been designed recently.
- Our houses will be cleaned by robots in the future.

- 5> **PRACTISE** In your notebook, complete the sentences with the correct form of the verbs in brackets. Use the present perfect passive.

- Dad's new PC (not / deliver) yet.
- I (not / invite) to Pete's party.

- the band's new song (release) yet?
- The problem with my sister's car (just / fix).
- the posters for the campaign (print)?
- Our exam results (send) out! They'll arrive tomorrow!

- 6> Find and correct the mistakes in the predictions about future homes. Write the answers in your notebook. Do you think the predictions are true?

What won't people do in the future?

- Windows won't be clean because they'll clean themselves.
- We won't make our beds – they will make by robots.
- Plugs and sockets won't be using because everything will be wi-fi.
- We won't charge our phones – everything is charged by solar power.
- We won't write by hand any more – everything will type.

» Grammar challenge! Unit 8, page 112, exercise 1

- 7> In your notebook, rewrite the active sentences using the passive.

- They won't produce these laptops after the end of this year.
These laptops .
- They've sold millions of these phones all around the world.
Millions .
- Someone phoned me last night but I don't know who the caller was.
I .
- They didn't include the instructions with the new TV and dad's having trouble setting it up.
The instructions .
- They store a lot of paintings at the back of the gallery and people don't ever see them.
A lot of paintings .
- Where did they make this delicious cheese?
Where ?
- They'll broadcast the new TV series next month.
The new TV series .
- 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.

- something new in your area that was built last year
- something interesting that has been advertised recently
- a product that is made in Poland
- something that is done every day at your school
- something you think will be invented in the future

- 1> Read the definition of Augmented Reality. How does it work? Have you had the chance to use it?
- 2> Describe the pictures below. What do you think the AR technology makes possible, in each case?
- 3> Read the text and answer the questions.
 - 1 What aspects of life are changing because of AR?
 - 2 Why might AR technology appeal to people?

Augmented Reality (AR) – the technology of putting images or information produced by a computer on top of a real view, image, video, etc. so that the user can see both at the same time

A GUIDE TO AR

Augmented Reality (AR) technology is already changing the way we look at the world. While computer games encourage players to move into the artificial world of **virtual reality**, AR creates a completely new experience. It combines **digital** information and images with the real world and so lets us see, hear or feel more. Four people have shared with us their thoughts and experiences of using this technology.

A

In my case, AR proved very useful when I decided to redecorate my room. I don't really have a 3D imagination which means I'm not very good at visualising places. So, to make the right decisions I turned to AR. I downloaded an **app** which let me place on my phone screen different items of furniture around the space I wanted to change. I was able to check for the right size and colour. It was amazing. The room is ready now and it looks perfect – thanks to an AR app!

B

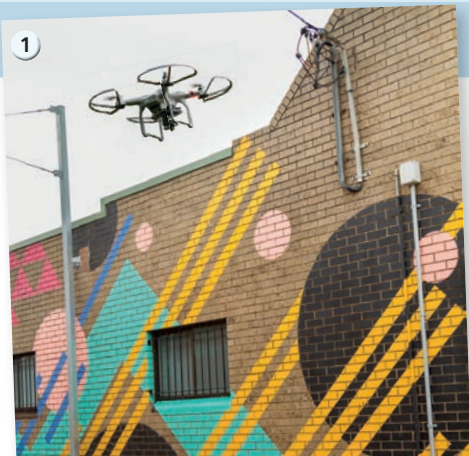
My first experience with AR was when I went on holiday with my friend Jack. He's mad about technology, so wherever we went, he used an AR map on his phone. It was a bit annoying, because he was always glued to the screen! However, the app turned out to be very useful on one occasion. It was when we arrived in Milan, but had no place to stay. The hotels we had tried didn't have any free rooms, so Jack just zoomed in on the street with his AR map and it **displayed** lots of available accommodation options in the area. That's when I became more convinced. 😊

C

As an artist who creates murals, I like to look for **innovative** ideas to make my work special. Recently, I read a fascinating article about AR and drones. It made me think of how I could use this technology in my work. Murals are huge images painted on the walls of buildings. Making them is difficult and takes a lot of time. However, if I had an AR computer programme and a drone, I could project my paintings over any wall, street or building very easily. The images could even move and be in 3D! I hope I will be able to try this one day.

D

I have always thought that AR is something that companies may use to advertise their products. However, I have recently found out that it can also be successfully used to raise awareness of important causes. I was doing my shopping when I saw a huge billboard with a photo of a very ill person who needed a blood donation. It turned out that when you passed a **smart device** over a special sticker on your arm, a virtual blood donation took place. Every time somebody donated their virtual blood, their device **automatically connected to** the billboard and the patient on the photo started looking healthier. This clever use of AR really convinced me to take action and I later became a blood donor myself.



- 4) 📖 Read the text in exercise 3 again and, in your notebook, answer questions 1–6.

Which person (A–D)

- 1 would like to use AR technology in his / her work?
- 2 made an AR image for a charity campaign?
- 3 appreciated AR technology after some time?
- 4 helped a friend by using AR technology?
- 5 used AR technology to complete a project?
- 6 decided to do something after looking at an AR image?

- 5) Find and correct six factual mistakes in the summary of the text in exercise 3. Write the answers in your notebook.

The text comes from an internet forum and discusses the advantages and disadvantages of Augmented Reality (AR) technology. The author of the first text says that AR helped her furnish her whole flat. She found the technology useful because it's difficult for her to imagine things. The second comment was made by a girl who came across the technology while travelling on business with her friend. She was not completely sure of the usefulness of AR apps. The third person mentioned how he uses AR technology in his work and the last comment came from a person who appreciated the use of AR in an advertising campaign.

- 6) Work in pairs and answer the questions.

- 1 Which of the uses of AR mentioned in exercise 3 do you like the most? Why?
- 2 Do you think that progress in technology will make the future better or worse?

Vocabulary development

- 7) 🏠 In your notebook, complete the sentences with the correct highlighted words from the text in exercise 3.

- 1 We will spend more and more time in (*rzeczywistości wirtualnej*), playing games or communicating with other people.
- 2 If you want to use AR technology, you just need to download a special (*aplikacja*).
- 3 Your AR camera (*połączy się automatycznie*) to the Internet.
- 4 I think that AR is a very (*innowacyjny*) technology.
- 5 This (*inteligentne urządzenie*) helps you learn more about the things you see.
- 6 The screen (*pokaże*) more information about a given product.
- 7 (*Cyfrowe*) books will one day replace traditional ones.

» **Vocabulary challenge!** Unit 8, page 112, exercises 1 and 2

- 8) Work in pairs. Imagine you are working on an innovative app which will make young people's lives easier. 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.



1> Work in pairs. Answer the questions.

- 1 Have you ever bought anything faulty which you did not return to the shop? If so, why didn't you do it?
- 2 What items do people take back to the shops most often? Why?

2> **CD 2.30** 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)? Write the answers in your notebook.

Phrase Bank

- 1 I'm afraid it's broken down.
- 2 Have you got the receipt, please?
- 3 I'd like to get a full refund, please.
- 4 Would you like to exchange it for a new one?
- 5 Would you like us to repair it for you?
- 6 Well, actually I'd like my money back.
- 7 What exactly is the problem with it?
- 8 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
MP4 player	it doesn't play any music	try charging it
camera	it doesn't turn on	try using new batteries
computer game	crashes	try reinstalling it

5> **CD 2.31** Listen to someone calling a help desk.

Complete the sentences with the correct words in your notebook.

- 1 The customer is calling **___** about his problem with **___**. He can't get **___** to the Net.
- 2 The help desk technician asks about the **___** in the modem.
- 3 She suggests **___** the card **___** and putting it back in again.
- 4 In the end, the customer wipes the card with a **___** and the modem starts working.

6> **CD 2.31** In your notebook, write sentences from the prompts. Then listen again and check your answers.

- 1 work / make it / I / can't
- 2 all / it's / just / working / not / at
- 3 again / try / putting / it / back / in / please
- 4 afraid / it's / I'm / problem / the same / still

7> In your notebook, 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 **___** (*made*) 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 Zasugeruj 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 (*DVD player*). 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.

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.



- 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?
- 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.

WRITING

a paragraph of a letter to the editor

8

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? In your notebook, 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. Write the answers in your notebook.
 - 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? Write the answers in your notebook.

- 1 certain / 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* in your notebook.

- | | |
|-------------------------------------|---------------------------------|
| 1 <input type="text"/> a new land | 4 <input type="text"/> a story |
| 2 <input type="text"/> a smartphone | 5 <input type="text"/> a secret |
| 3 <input type="text"/> the truth | 6 <input type="text"/> an app |

3> Choose the correct word to complete each pair of sentences and write it in your notebook.

- 1 When I have some free time, I just the Net. Most customers come to our shop just to before they buy things online.
a check b surf c browse
- 2 If you want to make it work, just press this . I've lost a on my trousers.
a switch b button c belt
- 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?
a post b get c make
- 4 My battery , so I couldn't contact anyone. We of milk, so I had to go to the shop to get some.
a gave up b ran out c cut down
- 5 You must do it. That's an . I'm afraid this lift is out of .
a access b application c order
- 6 When my mum was cleaning the attic, she some old letters. Alexander Fleming penicillin by chance.
a invented b found c discovered

4> Choose the correct answer to complete the mini-dialogues and write it in your notebook.

- 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 shall 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> In your notebook, 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 It's probable that one day we will have only virtual friends. **LIKELY**
We only virtual friends one day.
- 3 I may meet a famous scientist at the conference, if I'm lucky. **CHANCE**
There meet a famous scientist at the conference if I'm lucky.
- 4 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.
- 5 It may be a good idea to turn the device off and on again. **TRY**
Why don't off and on again?
- 6 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 ...



Tip

W tym zadaniu należy wybrać jedną z ilustracji i uzasadnić swój wybór. Możesz odnieść się do niektórych szczegółów zdjęcia, aby wyjaśnić, dlaczego je wybierasz, ale nie opisuj całej ilustracji.

- 1> Read the speaking task below and extracts from two students' answers. Which answer is better? Why?

Wraz z kolegami i koleżankami przygotowujesz prezentację na temat roli nowych technologii w komunikacji między ludźmi. Wyraż swoje zdanie na temat dwóch proponowanych zdjęć, które moglibyście wykorzystać w prezentacji.

- Wybierz to zdjęcie, które wydaje Ci się bardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- A I would choose the first picture for the presentation. It shows some young people. They are outside and they're sitting on some stairs, I think. They're wearing summer clothes so I think it's quite warm. One boy is using a tablet and I think the others are using mobile phones. They look happy.
- B I would choose the first picture. It shows young people using technology to communicate and for me it shows clearly that technology is important to everyone today. They are probably sending texts or emails to their family or friends. It's also a good picture because it shows people using technology outside. Today we can keep in touch wherever we are.



Tip

Pamiętaj, że w tym zadaniu, oprócz wyboru jednej z ilustracji, należy również wyjaśnić, dlaczego odrzuca się pozostałe. Nie poświęcaj zbyt wiele czasu na omawianie tylko wybranej ilustracji.

- 2> Read another student's answer. What reasons does the student give for choosing one picture and rejecting the other one?

I would choose the second picture. That's because it shows some young people using technology at work to communicate with other people. I believe it is very important to have online meetings because our lives are very busy today and it helps save time. Also, we do not need to travel so much and this helps the environment. It makes everything quicker and easier and that's good. The other picture, however, shows teenagers using phones and tablets, but I am not sure if they are really communicating. Maybe they are looking at photos or browsing the Net. In my opinion the second picture shows the idea of communicating with technology more clearly.

- 3> Copy the table into your notebook and complete it with the phrases below.

The people look happy. • It shows clearly ...

The reason I chose this is because ... • I would choose picture 1/2. • The photo shows ... • However, the other picture isn't so good. • In my opinion, the best picture is ... • That's because ... • I wouldn't choose the other picture. • The people are probably ...

Choosing a picture	Giving reasons	Referring to the pictures	Rejecting a picture

- 4> Work in pairs. Take turns to do the speaking task and answer the two questions.

TEST IT! Wraz z kolegami i koleżankami z klasy zamierzasz wziąć udział w kampanii, której celem jest zainteresowanie dzieci naukami ścisłymi. Wyraż swoje zdanie na temat dwóch poniższych plakatów, które moglibyście wykorzystać w kampanii.

- Wybierz to zdjęcie, które wydaje Ci się bardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- 1 At what age do you think children should learn to use computers? Why?
- 2 How can modern technology be used in medicine?

Complete all the exercises on this page in your notebook.

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. ___/5

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 ___/7

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!



___/4

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. ___/8

5> Match questions 1–5 with answers a–e.

- What seems to be the problem with your phone?
- What exactly should I do?
- Would you like us to repair it?
- Have you got the receipt?
- Could you switch it off and on, please?

- I think I've lost it.
 - I'm afraid I've already tried that.
 - Actually, I'd like my money back.
 - Why don't you try reinstalling the software?
 - I'm afraid it's broken down.
- ___/5

6> Complete the sentences with your own ideas.

- Young people spend too much time in front of their computers. As a result, .
- My PC crashed and that's why .
- More and more young people are unfit. Consequently, .
- Our teachers don't allow us to use mobile phones during the lesson. What's worse, .
- I'd like to read more books, but unfortunately .
- Children shouldn't use sites such as Facebook. What's more, . ___/6

7> Work in pairs and test each other.

- Student A: go to page 120.
Student B: go to page 125.

Using technical equipment / Korzystanie ze sprzętu technicznego

battery /'bæt(ə)ri/ bateria
charger /'tʃɑː(r)dʒə(r)/ ładowarka
check your emails /,tʃek jə(r) 'i:meɪlz/ sprawdzać e-maila
desktop /'desk,tɒp/ pulpit (w komputerze)
go on a social networking site /gəʊ ɒn ə ,səʊʃ(ə)l 'net,wɜː(r)kɪŋ ,saɪt/ wchodzić na portal społecznościowy
headphones /'hed,fəʊnz/ słuchawki
icon /'aɪkən/ ikona
keyboard /'kiː,bɔː(r)d/ klawiatura
laptop /'læp,tɒp/ laptop
leave a voice message /,liːv ə 'vɔɪs ,mesɪdʒ/ zostawiać wiadomość głosową
make a call /,meɪk ə 'kɔːl/ dzwonić
monitor /'mɒnɪtə(r)/ monitor
mouse /maʊs/ myszka
MP4 player /,em piː 'fɔː(r),pleɪə(r)/ odtwarzacz MP4
on/off button /'ɒn, 'ɒf ,bʌt(ə)n/ włącznik/wyłącznik
PC (personal computer) /,piː 'siː, ,pɜː(r)s(ə)nəl kəm'pjyutə(r)/ pecet, komputer osobisty
post a comment /,pəʊst ə 'kɒment/ zamieszczać komentarz
screen /skriːn/ ekran
send a text message/text /,send ə 'tekst ,mesɪdʒ, 'tekst/ wysyłać SMS
smartphone /'smɑː(r)t,fəʊn/ smartfon
take photos/videos /,teɪk 'fəʊtəʊz, 'vɪdɪəʊz/ robić zdjęcia/nagrywać filmy
touch screen /'tʌtʃ skriːn/ ekran dotykowy
USB port /,juː es 'biː ,pɔː(r)t/ port USB
visit/browse a website /,vɪzɪt, ,braʊz ə 'web,saɪt/ odwiedzać/przeglądać stronę internetową
webcam /'web,kæm/ kamera internetowa

Technical failures / Awarie techniczne

be out of order /biː ,aʊt əv 'ɔː(r)də(r)/ być uszkodzonym, niesprawnym
break down /breɪk 'daʊn/ popsuć się
computer virus /kəm'pjyutə(r) 'vaɪrəs/ wirus komputerowy
crash /kræʃ/ popsuć się, zawiesić (o komputerze)
fix sth /'fiks ,səmθɪŋ/ naprawiać coś
lose files /,luːz 'faɪlz/ tracić pliki
make a funny noise /,meɪk ə ,fʌni 'nɔɪz/ wydawać dziwne odgłosy
no phone signal /'nəʊ ,fəʊn 'sɪgn(ə)l/ brak sygnału telefonicznego
not work /,nɒt 'wɜː(r)k/ nie działać
run out /rʌn 'aʊt/ skończyć się, wyczerpać
slow internet connection /sləʊ 'ɪntə(r),net kə'nekʃ(ə)n/ wolne połączenie internetowe

ICT technology / Technologia informatyczna

app /æp/ aplikacja
connect automatically to the Internet /kə'nekt ,ɔːtə'mætɪkli tə ðə 'ɪntə(r),net/ łączyć się automatycznie z internetem
digital /'dɪdʒɪt(ə)l/ cyfrowy
display /dɪ'spleɪ/ wyświetlać, pokazywać (na ekranie)
innovative technology /,ɪnə'veɪtɪv tek'nɒlədʒi/ innowacyjne technologie
smart device /,smɑː(r)t dɪ'vaɪs/ inteligentne urządzenie
virtual reality /,vɜː(r)tʃʊəl rɪ'æləti/ wirtualna rzeczywistość

Complaining / Składanie reklamacji

be broken down /biː ,brʊkən 'daʊn/ być popsutym
be/get stuck /biː ,get 'stʌk/ zawiesić się, zaciąć
common problem /,kɒmən 'prɒbləm/ powszechny problem
complain about sth /kəm'pleɪn ə,bəʊt ,səmθɪŋ/ składać reklamację na coś
crash /kræʃ/ zawiesić się, paść (np. o komputerze)
exchange /ɪks'tʃeɪndʒ/ wymieniać
faulty /'fɔːlti/ wadliwy
get a full refund /get ə ,fʊl 'riːfʌnd/ dostać zwrot całej sumy
help desk technician /,help desk tek'nɪʃ(ə)n/ technik komputerowy
insert a card /ɪn,sɜː(r)t ə 'kɑː(r)d/ wkładać kartę
not work properly /,nɒt ,wɜː(r)k 'prɒpə(r)li/ nie działać prawidłowo
receipt /riː'siːt/ paragon
reinstall /,riː'ɪnstɔːl/ przeinstalować
switch sth on/off /,swɪtʃ ,səmθɪŋ 'ɒn, 'ɒf/ włączać/wyłączać
take sth back to a shop /,teɪk ,səmθɪŋ 'bæk tə ə ,ʃɒp/ zwracać coś do sklepu
wipe /waɪp/ wycierać

Other words / Inne wyrazy

advanced /əd'vɑːnst/ zaawansowany
artificial /,ɑː(r)tɪ'fɪʃ(ə)l/ sztuczny
augmented reality /ɔːg'mentɪd rɪ'æləti/ rzeczywistość rozszerzona (połączenie świata prawdziwego i komputerowego)
available /ə'veɪləb(ə)l/ dostępny
battery life /'bæt(ə)ri ,laɪf/ czas pracy baterii
belong to sb /bɪ'lɒŋ tə ,səmbədi/ należeć do kogoś
blood donation /'blʌd dəʊ,nɪʃən/ oddanie krwi
broadcast /'brɔːd,kɑːst/ transmitować, nadawać
cause pollution /,kɔːz pə'luːʃ(ə)n/ powodować zanieczyszczenie
charity campaign /'tʃærəti kæm,peɪn/ akcja charytatywna

cleaner /'kliːnə(r)/ sprzątac/sprzątaczką
convenient /kən'viːniənt/ wygodny, praktyczny
design /dɪ'zaɪn/ projektować
digital native /,dɪdʒɪt(ə)l 'neɪtɪv/ „cyfrowy tubylec”, osoba swobodnie posługująca się cyfrowymi technologiami
discover a new land/a secret/the truth /dɪ'skʌvə(r) ə njuː 'lænd, ə 'siːkrət, ðə 'truːθ/ odkrywać nowy ląd/sekret/prawdę
disturb /dɪ'stɜː(r)b/ przeszkadzać
donate /dəʊ'neɪt/ ofiarować
donor /'dɔːnə(r)/ dawca
emoticon /i'məʊtɪkən/ emotikon
engine /'endʒɪn/ silnik
exhibition /,eksɪ'bɪʃ(ə)n/ wystawa
flavour /'fleɪvə(r)/ smak
gadget /'gædʒɪt/ gadżet
get addicted to sth /get ə'dɪktɪd tə ,səmθɪŋ/ uzależniać się od czegoś
get online /get 'ɒnlaɪn/ łączyć się z internetem
glued to the screen /,gluːd tə ðə 'skriːn/ przyklejony/przyklejona do ekranu
have a negative effect on sb /həv ə ,negətɪv i'fekt ɒn ,səmθɪŋ/ mieć na kogoś negatywny wpływ
image /'ɪmɪdʒ/ wizerunek
influence sth (verb) /'ɪnfluəns ,səmθɪŋ/ wpływać na coś
instructions /ɪn'strʌkʃ(ə)nz/ instrukcja
It works! /ɪt 'wɜː(r)ks/ To działa!
keep in touch /,kiːp ɪn 'tʌtʃ/ utrzymywać z kimś kontakt
lonely /'ləʊnli/ samotny
lose the connection /,luːz ðə kə'nekʃ(ə)n/ tracić połączenie
lost property /,lɒst 'prɒpə(r)ti/ rzeczy znalezione
make/take a decision /,meɪk, ,teɪk ə dɪ'sɪʒ(ə)n/ podejmować decyzję
old-fashioned /,əʊld 'fæʃ(ə)nd/ staromodny
on average /ɒn 'ævə(r)ndʒ/ średnio, przeciętnie
pass /pɑːs/ przesuwąć
petrol /'petrəl/ benzyna
plug /plʌg/ wtyczka
relationship /rɪ'leɪʃ(ə)nʃɪp/ związek, relacja
scientific /,saɪən'tɪfɪk/ naukowy
scientist /'saɪəntɪst/ naukowiec
service a car /,sɜː(r)vɪs ə 'kɑː(r)/ serwisować samochód
socket /'sɒkɪt/ gniazdko elektryczne
solar panels /,səʊlə(r) 'pæn(ə)lz/ panele słoneczne
sticker /'stɪkə(r)/ naklejka
survey /'sʊː(r)veɪ/ ankieta
tense /tens/ spięty, zdenerwowany
unfit /ʌn'fɪt/ w złej kondycji fizycznej
useful /'juːsf(ə)l/ przydatny, użyteczny
waste electricity /,weɪst ɪ'lek'trɪsəti/ marnować elektryczność
zoom in /zuːm 'ɪn/ przybliżać, powiększać

Challenge!

broadband /'brɔːd,bænd/ stałe łącze internetowe, internet szerokopasmowy
click on sth /'kɪk ɒn ,səmθɪŋ/ klikać na coś
database /'deɪtə,bɛɪs/ baza danych
definitely /'def(ə)nətli/ zdecydowanie, z pewnością
download /,daʊn'ləʊd/ pobierać pliki z internetu

electronic/electric device /,elek'trɒnɪk, ɪ'lektrɪk dɪ'vaɪs/ urządzenie elektroniczne/elektryczne
hardware /'hɑːd(r),weə(r)/ sprzęt komputerowy
internet access /ɪntə(r),net 'ækses/ dostęp do internetu
it is certain that /ɪt ɪz 'sɜː(r)t(ə)n dəɪt/ jest pewne, że...
it is likely that /ɪt ɪz 'laɪkli dəɪt/ jest prawdopodobne, że...

perhaps /pə(r)'hæps/ być może
remote control /rɪ,məʊt kən'trəʊl/ pilot (do telewizora)
software /'sɒf(t),weə(r)/ oprogramowanie
text editor /'tekst ,edɪtə(r)/ edytor tekstu
there is a chance that /ðeə(r) ɪz ə 'tʃɑːns dəɪt/ jest szansa, że...; jest prawdopodobne, że...
upload /,ʌp'ləʊd/ załadować (pliki na serwer)

Rozumienie ze słuchu Wybór wielokrotny

- 1> **CD 2.32** Usłyszysz dwukrotnie sześć nagrań. Z podanych odpowiedzi (A–C) wybierz właściwą, zgodną z ich treścią. Zapisz numery pytań w zeszycie i obok nich wpisz litery A, B lub C.

Tekst 1.

- 1 The girl didn't enjoy the football match
 A because her team was beaten.
 B because it wasn't an interesting game.
 C because the players didn't show their talent.

Tekst 2.

- 2 How does the teacher feel about the students' test?
 A She's confident that they'll do well.
 B She's worried that they don't know enough vocabulary.
 C She's proud that she has taught them well.

Tekst 3.

- 3 The conversation takes place
 A in an art store.
 B in the girl's house.
 C at school.

Tekst 4.

- 4 What do some people think about the climbers?
 A They were wrong to go up the mountain.
 B They should pay the cost of the rescue.
 C They should get more experience in climbing.

Tekst 5.

- 5 What conclusions can you draw from this advertisement?
 A The programme is about the most popular electronic products.
 B The programme is about electronic products that may not be authentic.
 C The programme is about finding the best value electronic products.

Tekst 6.

- 6 Which of the following is going to happen first?
 A a meeting at a coffee shop
 B a birthday party
 C a car journey together



Rozumienie pisanych tekstów Uzupełnianie streszczenia

- 2> Przeczytaj poniższy tekst. Uzupełnij w emailu luki 1–6 zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim. Zapisz odpowiedzi w zeszycie.

If you live in the Lynton area, then your shopping experience is going to get a lot better very soon! Superstore chain Morrisco's is opening a new branch next autumn. 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 ten 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 fifteen years and has more than 100 stores across England. It sells a wide range of products from food to clothes and is well known for being neither very expensive nor very cheap. 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 sixteen 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. So, although its position on the outskirts of Lynton may seem a strange decision to some people, in fact this will benefit nearly everyone.

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. Alternatively your order can be left for you to collect at various points around Lynton – for example at petrol stations and post offices. This service will be free. The question most people are asking is why Morrisco's hasn't opened a store here before!

Cześć, Aniu!

Czy wiesz, że w naszym mieście wreszcie powstanie porządny supermarket? Sieć handlowa Morrisco's postanowiła jesienią otworzyć ¹ w Lynton. Powinno Cię to ucieszyć, bo ta sieć jest znana z szerokiej gamy produktów, rozsądnych cen oraz ². Sklep powstanie na ³ miasta, ale będzie dobrze skomunikowany dzięki specjalnemu autobusowi, który będzie kursował pomiędzy sklepem a centrum miasta. W ofercie sklepu jest też możliwość dostawy produktów do wcześniej ustalonych miejsc takich jak ⁴ i ⁵. Co ważne, te dodatkowe usługi mają być ⁶ lub zupełnie darmowe. Mam nadzieję, że ucieszy Cię ta wiadomość. Wreszcie nie trzeba będzie robić zakupów w Moorstown! :)

Asia

Znajomość środków językowych Minidialogi

3> Uzupełnij dialogi 1–5. Wpisz w każdą lukę brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszycie.

- 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

4> Przeczytaj zdania 1–5 i wybierz odpowiedź A, B lub C, tak, aby drugie zdanie miało to samo znaczenie, co zdanie wyjściowe. Zapisz odpowiedzi w zeszycie.

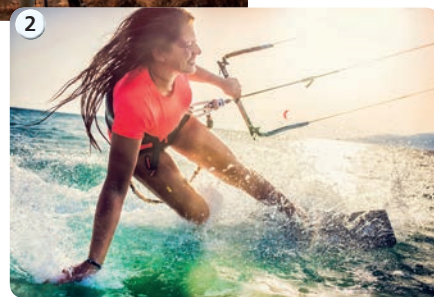
- 1 I have never eaten such a delicious meal.
This is I have ever eaten.
A a more delicious meal than
B the most delicious meal that
C so delicious a meal that
- 2 I'm sure James is here because his bicycle is outside.
James because his bicycle is outside.
A must be here
B can be here
C have to be here
- 3 My test results this week are better than they were last week.
My test results last week they are this week.
A were as good as
B weren't better as
C were worse than
- 4 I last saw Rita five weeks ago.
I Rita for five weeks.
A didn't see
B hadn't seen
C haven't seen
- 5 Someone saw a strange animal in the town centre yesterday.
Yesterday a strange animal in the town centre.
A is seen
B was seen
C has been seen

5> Work in pairs. Take turns to do the exam task and answer the two questions.

Mówienie Rozmowa na podstawie materiału stymulującego

Popatrz na zdjęcia 1–2. Wraz z kolegami i koleżankami bierzesz udział w kampanii mającej na celu zachęcenie młodzieży do czynnego spędzania wakacji. Wyraż 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.



- Is it important to spend your holidays in an active way? Why? / Why not?
- Is it a good idea to spend your holidays always in the same place? Why? / Why not?

6> Read the instructions and do the writing task in your notebook.

Wypowiedź pisemna Wpis na forum

Na międzynarodowym forum internetowym chciałbyś/ chciałybyś podzielić się opinią na temat problemu liczby młodych ludzi uzależnionych od oglądania seriali telewizyjnych (*binge watching*) w Twojej grupie wiekowej. Zredaguj wpis (100–150 wyrazów).

- Opisz to zjawisko.
- Podaj prawdopodobne przyczyny nasilenia się tego zjawiska.
- Zaproponuj, w jaki sposób można poprawić sytuację.
- Zapytaj, co na temat zaproponowanych rozwiązań myślą inni użytkownicy forum i dowiedz 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.

* * *

Please join the discussion!

1

CULTURE

Popular sports



- 1> Work in pairs. In your notebook, 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 three texts. 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 eleven 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.

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

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!

- Where do you think this text would appear?
 - in a speech
 - in an encyclopaedia
 - in a daily newspaper
- 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.
- 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.

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 **re-take 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. Consider the following points:

- number of terms, lessons per week and per day
- types of tests / students' assessment
- class sizes
- sports teams
- uniforms

3> **CD 2.34** 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 2.34** Listen again and 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?

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. In Polish, summarise orally what they say about the Australian educational system.

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 PE!

Comment

👍 8 💬 3

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> Match the highlighted words from the text in exercise 7 with their synonyms (1–6). Spend two minutes learning the words. Then test your partner. Give the synonym and ask for the word from the text.

- improve
- cooperate
- evaluation
- tasks

- something very important

- advice / useful comments

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. Consider the following points:

- teaching methods,
- after school activities,
- testing methods,
- the role of the teacher.

3

CULTURE

Festivals and celebrations

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> In your notebook, 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 in your notebook.

- 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?



4> In your notebook, 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 2.35** Listen to a conversation between Helen and Janek. Complete the missing information in your notebook.

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. In your opinion, which 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

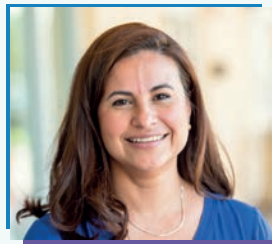
AT THE NEW YEAR ...

 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.

- 1> Read the description of the woman's 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 How easy/difficult would it be for you to live abroad for a long period of time? Why?

- 2> Read the extract from a blog written by a British student whose great grandfather was Polish. Are Jan's comments true about Poland in your opinion? 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> In your notebook, 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. In your notebook, 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 2.36 Listen to a Polish student, Szymon, talking about his life in Britain. What does he like about living in the UK?

- 6> CD 2.36 Listen again. Choose the correct answers and write them in your notebook.

- 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> In your notebook, 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 in your notebook.

**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 in your notebook.

- 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. Write the answers in your notebook.

**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> In your notebook, 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. Write the answers in your notebook.

- 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 in your notebook 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. Write the answers in your notebook.

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> In your notebook, 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–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? Write the answers in your notebook.

- 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> In your notebook, 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. Write the answers in your notebook.

- 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> In your notebook, 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 in your notebook.

- 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* in your notebook.

- 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:

- 1 someone in the same class as you: a *classmate* or a *pupil*?
- 2 the paper you give your parents at the end of every year: a *school report* or a *school certificate*?
- 3 this book: a *textbook* or a *notebook*?
- 4 the time when your parents talk to your teachers: a *parents' evening* or a *staff meeting*?
- 5 the place where you play football: a *playground* or a *sports field*?
- 6 the time for relaxing between lessons: *lunchtime* or a *break*?

- 2> In your notebook, 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> In your notebook, complete the sentences with the correct nouns from exercise 2 above.

- 1 We need to find some about English-speaking countries for this project.
- 2 Some students don't pay much in class.
- 3 Regular of material is important in .
- 4 is really important in the exams.
- 5 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 in your notebook.

- 1 When Joe arrived, the exam started.
- 2 When Joe arrived, the exam had started.
 - a The teachers quickly handed out the exam papers.
 - b The teachers allowed him to join other students.

- 2> Complete the sentences in two ways to show what happened after or before the event. Write the answers in your notebook.

- 1 When I arrived at school, ...
 - a I went to my classroom.
 - b the lesson had already begun.
- 2 When we got our homework back from the teacher, .
- 3 When I woke up this morning, .
- 4 When Jill checked her emails, .
- 5 When I phoned my friend, .

UNIT 5 Vocabulary challenge

- 1> Match the words and phrases below with the headings below in your notebook. Sometimes more than one answer is possible.

chapter exhibits audience channel romcom
front cover documentary statue stage opera
blockbuster phone-in programme big screen

- | | |
|----------------|----------------|
| 1 on TV | 4 in a cinema |
| 2 in a theatre | 5 on the radio |
| 3 in a book | 6 in a museum |

- 2> Complete each pair of sentences with the correct preposition. Write the answers in your notebook.

to into for at after

- 1 I went a walk in the park.
He did not say anything a minute or two.
- 2 I went back my room.
I went sleep.
- 3 The man looked the things in my room.
He shouted me outside the door.
- 4 I woke up an hour.
You can send them letters and they look them for you.
- 5 I looked the mirror.
 the end, I pushed him out of the door.

UNIT 5 Grammar challenge

- 1> Match the sentences with the correct explanations in your notebook.

- 1 I **must** learn my words for the school play.
- 2 I **have to** learn my lines for the school play.
 - a The teacher's told me to.
 - b I really want to learn them.

- 2> Match the sentences with the correct explanations in your notebook.

- 1 I must go to bed early tonight.
 - a I'm really tired.
 - b My mum said so.
- 2 I have to finish this homework.
 - a I want to do it.
 - b The teacher wants it tomorrow.
- 3 I must watch the new TV show.
 - a My friend says it's good.
 - b The teacher wants us to write about it in class.
- 4 I must go to the art exhibition.
 - a I love the painter.
 - b I'm doing a project on the painter.
- 5 I have to see the headteacher tomorrow.
 - a I like her a lot.
 - b 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 in your notebook.

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 in your notebook. 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> In your notebook, 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> In your notebook, complete the sentences with the adjectives below.

deep rough shallow flat steep breathtaking calm
stony high hilly

- The hill was not very (only 400m), 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> In your notebook, 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* in your notebook.

- 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 twenty minutes to cook if it isn't frozen.

UNIT 8 Vocabulary challenge

1> Choose the correct option to complete the sentences. Write the answers in your notebook.

- 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 in your notebook 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 AR 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> In your notebook, 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 in your notebook.

- 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. Rozmowę rozpoczyna uczeń A. 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 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 regular sport? 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/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 domu. Rozmawiasz z nim/nią na temat swojego pobytu. Rozmowę rozpoczyna uczeń A. 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,
- 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 nie wybrałeś 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 upominek z Polski dla jego/jej rodziców. 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 upominku z Polski dla Twoich rodziców. 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 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 wspólnie podróżować po Polsce podczas wakacji. 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 Anglii i wspólnie zamierzacie podróżować po Polsce w czasie wakacji. 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 the 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 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 zgodziłbym się/zgodziłabym się.

You may be right, but I still think that ... Być może masz rację, ale 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 sobotę?

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 4 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 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 2, ponieważ chciałbym/chciałabym jeździć 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 jest zepsuty.

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/chciałaby Pani, abyśmy to naprawili?

Would you like to exchange it for a new one? Czy chciałby Pan/chciałaby 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 Pani/Panu 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 T

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

UNIT 8, page 92, exercise 9

1 b 2 b 3 a 4 b 5 b

Review 1 page 14, exercise 7

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 7

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 9

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 7

Write questions from the prompts in the present perfect or past simple. Then interview your partner.

- 1 How long / you / learn English?
- 2 you / like your last school? Why?/Why not?
- 3 When / you / last fail a test really badly?
- 4 you / ever / use any apps to study English? If not, would you like to try?

Review 5 page 64, exercise 9

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 9

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 7

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 7

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 on Facebook?
- 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 wiadomość e-mail do kolegi z Anglii (100–150 wyrazów) i:

- wyjaśnij, z jakiej okazji zorganizowano tę uroczystość,
- opisz przebieg uroczystości,
- opisz jakiegoś członka rodziny i wyjaśnij, jak układają się relacje między wami,
- poinformuj kolegę o innej zbliżającej się uroczystości i zaproś 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 granddad's birthday last Saturday and he was seventy years old! My mum arranged a big party for him.*

The party was at a hotel and Mum invited lots of members of our family. We had a lovely meal and then something unusual happened. Mum knows a famous singer and she had asked her to perform for Granddad. He was surprised!

My favourite uncle was there – 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

Przełącz 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, was 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 was at the Glastonbury Festival in the summer.

During the concert one of my friends 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. 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 rozwinąłeś/rozwinęłaś wszystkie, 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 130 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 i 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.

Potrafimy 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...

WRITING BANK

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 7

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 7

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 9

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 7

Write questions from the prompts in the present perfect or past simple. Then interview your partner.

- 1 you / ever / revised for a test in a group? Do you think it's 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 / ever / be to Great Britain? What was it like? Would you like to go? Why?/Why not?

Review 5 page 64, exercise 9

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 9

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 7

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 8

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.

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	zgadzać się/nie zgadzać 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 pm.
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	rozdawać	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/jeziorem	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.

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

AUDIOSCRIPT

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

Hi! My name's Dean and I'm directing the 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 sixteen and he's a bit of a bad boy and he's always getting into trouble. He thinks it isn't cool to be clever 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 has 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 1.04

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 1.05

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, Jenni, 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 1.06

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 1.07

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 1.08

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 1.09

Interviewer Good morning, with us in the studio is Nathalie Richardson, a coach who supports young people in their self-development. What exactly does your job involve?

Nathalie Good morning everyone. I advise teenagers, their parents and teachers, and basically, my role is to help young people find out what they are good at. We work on changing their behaviour and attitude so that they can do better in their personal life.

Interviewer Don't teenagers know what they can and cannot do very well? Don't their parents and teachers tell them that?

Nathalie Teenagers are often unaware of what their good sides are. They mainly

measure their success by how good their test results are. They forget about all the other aspects like their personal qualities, or talents. As for adults, the situation varies from family to family, or school to school, but on the whole neither parents nor teachers are trained to coach students in a professional way.

Interviewer So what strengths do teenagers have?

Nathalie Again, it's different from person to person, but most of them discover that they are more creative than they thought they were, or some learn that they are strong in organisational skills. These are important competencies, aren't they?

Interviewer Absolutely!

Nathalie Knowing that you get something right is a real boost to your confidence.

Interviewer That's right. Ok. What about

CD 1.10

Hi, my name's Anna. I'm a secondary school student, and I want to tell you why I think it's a good idea to talk to a coach regularly. First of all, you get to know yourself much better, you find out why you succeed in some things, and fail in others. It all depends on your personal strengths and weaknesses. All you need to do is to realise what you are good at, and how to improve what you are not so good at. My coach tells me I'm very ambitious, confident and quite serious, which helps me achieve things in life. On the other hand, I'm a little too bossy and demanding, and this means I have fewer friends than I could have. She tells me to stop telling people what to do, and to smile more. And guess what? It's working. I'm making more friends than ever!

CD 1.11

Do you know that most successful people in the world are not individuals with any big natural talents but rather those who have a lot of determination and passion for what they do? You don't have to be a genius to succeed, but you have to work hard on something you are keen on, and never give up! Success is about making a lot of effort, learning from your own mistakes and improving what you do. I think this is good news for all the young people who worry that they don't have any brilliant talents, can't play any musical instruments, are poor at maths or can't run like an Olympic champion. We just need ambition and patience at the same time. Success will come to those who work hard and take time to get to know themselves.

Unit 2

CD 1.12

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

CD 1.13

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 1.14

Ron Good evening and welcome to *Sports Talk*. We asked you to phone in to tell us your favourite films about dangerous sports. First up is Holly.

Holly Hi Ron! 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 has to give up the sport. The film is about how Kevin learns to accept what happened to him. It's both sad and happy and I loved it.

Ron I like your choice, Holly. And next is Davy.

Davy 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!

Ron It's a true story as well, isn't it. Thanks Davy. Now we have Kyle.

Kyle My suggestion is *Million Dollar Baby*. It's quite an old film but it's brilliant. I like it because it's about a woman boxer. Maggie, the boxer, just loves boxing but she can't find a coach. They don't want to train women. Only Frankie agrees to train her and she wins lots of matches. She has lots of supporters who encourage her. Finally, she fights to win the title but in that fight she gets injured. In the end, she dies.

Ron Thank you, Kyle. And finally today we have Alex.

Alex OK. This is a film about motor racing – it's called *Senna*. It's about the life and

the terrible death of Ayrton Senna, the best racing driver ever. I love this film. It's exciting but it's also very sad. After being World Champion three times, Senna crashed and died in a race in 1994. This happened in front of thousands of spectators and millions of TV viewers. But the film is interesting too, and you learn a lot about motor racing and Senna's personal life as well. There are even some very funny moments in it. You should watch it!

CD 1.15

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 1.16

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 pm?
- 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.

CD 1.21

- 1 Unfortunately, Jim didn't qualify for the tournament.
- 2 Pete seems so bored.
- 3 How was Harry's performance in the match?
- 4 What's Tim like as a personal trainer?

CD 1.22

- 1 Did you use to play football?
- 2 How did you do in the race?
- 3 What's your greatest sporting achievement?
- 4 Were you at the sports camp last summer?

CD 1.23

- 1 Thanks for letting me borrow your bike Annie!
- 2 Is this really your favourite football team?! Their style of playing football is terribly boring for me!
- 3 Mike, would you like to take part in a school tennis competition?
- 4 Polly says that the new girl in our class is into volleyball.
- 5 Are you having a good time at the party?

Unit 3

CD 1.24

farmhouse block of flats detached terraced house bungalow semi-detached

CD 1.25

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 1.26

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 1.27

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 ten 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 1.28

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

Lucy Yep. At the weekend! I can't believe it. It's all happened so quickly.

Mason Have you packed yet?

Lucy I've put a few things in boxes, but I haven't done everything yet. I've got such a lot of rubbish in my room. It's taking me ages.

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

Lucy Sorry, Mason, I've already thrown it away! And all my old CDs and videos of *Friends*. 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!

Lucy I haven't written down the address yet, but I'll email it to you. You'll need it when you come to our housewarming party!

CD 1.29

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 1.30

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.

Unit 4

CD 1.31

- 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 1.32

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 1.33

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 the 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 1.34

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 as 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 1.35

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 other talented guys? 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 1.36

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 5 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 five pounds. 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 sport 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 on 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.

CD 1.42

- 1 Don't you mind getting up so early?
- 2 How was your summer camp?
- 3 Personally, I think that reading books is fascinating.
- 4 Are you into sport?
- 5 What's your strong point?

Unit 5

CD 2.01

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 2.02

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 2.03

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 2.04

Olivia What do you think of the new art project at school? Personally, I'm not sure if I really want to find out about art online I'd prefer to go to a gallery and sort of experience art for myself.

Luke I love it. I'm glad our art teacher has asked us to explore art in this way. 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 most of the 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.

Olivia It sounds interesting, especially if you can see the objects in close-up.

Luke And what's also good is that you can listen to the curators and artists talking about the works of art and learn a lot from them. Plus, you don't have to worry that the tickets may sell out. I think it's brilliant.

Olivia Ok, you have convinced me. Thanks for telling me about it. Anyway, I want to go to art gallery as well. I'm going to see what's on and then go. Fancy coming with me?

Luke Who knows? You may convince me too! So, do you want to join me and Tom for the project?

Olivia Sure! Why not?! But first we must agree on a topic, don't you think so?

Luke Absolutely. Well, I was thinking about

CD 2.05

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 the 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 in over 60 cities, including London, Sao Paulo, Toronto, Cambridge and Boston ... and more than ten million people have played or listened to them!

CD 2.06

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 2.07

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 4 o'clock.

Emma I'm sorry but that's a bit too early for me. How about 5 o'clock?

Bob Sounds perfect! Let's meet at the bus stop.

Emma OK. See you.

CD 2.08

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 2.09

1

Fans of the talent show *Watch Me!* will be pleased to know that a second series is planned for next year. The judges will all be the same as in this series and they will choose one lucky singer to become famous! Could that be you? Apply online for an audition and who knows? Maybe you'll be up on that stage in the most successful TV talent show for years.

2

I'm sure that viewers who have seen the first couple of programmes of this year's *New Talent* competition will agree with me. I do not believe it will be as successful as other talent shows we've seen on TV recently. The second programme, on Saturday, showed us more auditions, which as usual had some really terrible singers. The presenter of the programme, Marty Henman, looked beautiful in her Versace dress, but Channel Four needs to think of something new. We're all getting tired of the same old things. Moving on to the new drama on Channel Five though – now that's quite a different story!

CD 2.10

1

Hi everyone! I'm really enjoying this year's Arts Festival. There's so much to see again this year that it's difficult to choose events! But John Moore gives his opinion about lots of different shows at 10.30 every night on Channel Three and that helps a lot. It's good to listen in and use what he says to help plan your day. It's definitely helped me.

2

Welcome to The King's and we hope you will enjoy your afternoon. Today the part of Marcus will be played by Rob Brendan and there will be a question and answer session with some of the actors later in the bar. We

hope many of you will join us. I must also warn you that there will be flashing lights during this performance.

3

Thank you for phoning the Film Festival information phone line. We'd like to thank you for your support and hope that you're finding the shows entertaining. It has been brought to our attention that fake, half-price tickets are being sold at the Festival. To avoid disappointment, do not buy these tickets. Phone the ticket office direct and we'll make sure you get a seat for your favourite show at the best price.

4

Welcome to this showing of Paul Laser's latest work. People often ask why nearly all Paul's paintings are of actors and the theatre. It's quite logical. His parents were famous actors and he spent a lot of time in theatres as a child. He was fascinated by them. As soon as he started to draw, he copied what he saw – the costumes, the dressing rooms, the people and so on. These ideas still run through his work.

Unit 6

CD 2.11

newsagent's sports shop jeweller's
butcher's baker's chemist's shoe shop
clothes shop toy shop flower shop
bookshop DIY shop

CD 2.12

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 2.13

1

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!

2

It's now 8.00 p.m. and the store is closing in fifteen 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.

3

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.

4

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 2.14

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 in 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 2.15

Joe I finally know what I want to do in life! At last!

Alice Wow! What is it?

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 that 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 2.16

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 2.17

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 2.18

coast beach sea island waves
fields forest river valley hills lake
mountains path stream waterfall

CD 2.19

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 2.20

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 2.21

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 2.22

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 2.23

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 2.24

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?

Unit 8

CD 2.25

touch screen monitor icon webcam
desktop charger USB port mouse
keyboard on/off button headphones

CD 2.26

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 and 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 2.27

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 pm. 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 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 2.28

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 2.29

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. Now, robots 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 2.30

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 2.31

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 2.32

1
Sally That was a terrible match last night!
Brent Why? Because my team won?
I thought it was great!
Sally I know we lost but that's not the reason. I just didn't think anyone played very well. It was slow and a bit boring.
Brent Apart from when we scored a wonderful goal!
Sally OK, OK. I agree there was one exciting moment. But I think both teams can play a lot better.

2
For the test on Monday I'd like you all to check through the last two units and make sure you revise all the new vocabulary. I'll let you use dictionaries during the test but remember that you won't have time to look up every word! I know you've all worked really hard this term so I'm expecting good results. Just get a good night's sleep on Sunday night and try speaking English to each other before the test.

3
Annie I'm going to buy a picture for my room this afternoon. Can you come and help me choose?
Alan Yes, I'd like that. I love choosing pictures. What sort of picture do you want?
Annie I need something big and bright – to go on that wall. It looks a bit empty, doesn't it?
Alan Good idea. There are some really nice pictures in the new art store in the shopping mall. They're not too expensive either.
Annie You're right. I'd love something like the picture you've got in your room. I love the colours.
Alan Yeah, it's a print of a Spanish artist. Remember we studied him in art at school last year. I got that from the art store too.

4

There's some news coming in at the moment 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. However, today a rescue helicopter went to look for the men and luckily found them both. The men are cold and tired but they aren't hurt. People have criticised the men for climbing when the weather forecast was so bad. Rescue operations like this are not only dangerous for the rescuers but cost a lot of money too.

5

We all like to get a bargain, but did you know that a lot of cheap electronic devices we buy online and in markets aren't real and can actually be dangerous? The makers copy real products and put famous names on the boxes but often they don't work, or only work for a short time. These devices are illegal and the police are trying to stop them coming into the country. Learn more about what to be careful of when you're buying cheap electronic products in our special programme tonight at 9.30.

6

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 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!

Culture

CD 2.33

- 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 2.34

Hi, my name's James and I'm a secondary school student in Melbourne, in 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 am and stay at school until 3:30 pm, 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 sports teams that compete against one another. Playing outdoors too 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 2.35

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 2.36

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 committed crimes such as illegal fishing. But I love London for all it is and it's become my second home.

IRREGULAR VERBS

Infinitive	Past simple	Past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang out	hung out	hung out
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
leave	left	left
learn	learned / learnt	learned / learnt

Infinitive	Past simple	Past participle
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set up	set up	set up
shine	shone	shone
shoot	shot	shot
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
speed	sped	sped
spell	spelt	spelt
spend	spent	spent
split up	split up	split up
stand up	stood up	stood up
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written

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girl), 45 (classroom), 46 (boy and girl), 47 (Union Jack), 48 (students
with teacher), 49 (high school), 50 (girl with A), 53 (volleyball),
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a museum), 58 (Shakespeare), 59 (books), 60 (eating pizza, cinema),

62 (people in the cinema), 63 (art gallery), 64 (girl), 66 (a, b, c, d),
67 (woman with tablet), 70 (a, b, c, d, e), 73 (boy with a phone), 74
(key hole), 76 (camera), 79 (map of Europe, weather icons), 80 (girls
with a car), 81 (dog), 82 (1, 2, 4, 5, 6), 83 (3, destroyed building),
84 (palm house, lion, girl on a horse, Gdańsk, Tatra Mountains,
Mazury Lake District), 85 (globe and a plant), 86 (buttercup),
88 (storm), 90 (charger, earphones, on/off button, smartphone,
monitor, windows on the screen, PC, keyboard, mouse), 91 (A, B),
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- „Rewelacja!”
- „Mnóstwo słownictwa, super ciekawe teksty, świetne przygotowanie do matury.”
- „Uwielbiam Panią Martę Rosińską i jej książki.”
- „Podręcznik, w którym jest absolutnie wszystko. Uczeń nie ma czasu na nudę – nauczyciel szczęśliwy.”
- „Password – I love it!”
- „Najlepsza książka, z jaką miałam okazję pracować.”

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