

Impulse 2

STUDENT'S BOOK



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A2+/B1

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with Karolina Kotorowicz-Jasińska

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

A2+/B1

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0 Starter	0.1 My free time p4		0.2 My style p5	
	Vocabulary: Free-time activities Grammar: Present simple and present continuous		Vocabulary: Clothes Grammar: Comparatives and superlatives	
1 Food for health	Vocabulary 1	Grammar 1	Speaking	Reading
	p8 Types of food • Preparing food p23 Wordlist	p10 Quantifiers p22 Grammar Reference	p11 Giving instructions (cooking) 📖 Odgrywanie ról Cooking verbs	pp12–13 An article about the best brain foods 📖 Wybór wielokrotny Healthy mind 🔊 Regular plural noun endings
2 Amazing people	p14 Illnesses and treatment p23 Wordlist	p24 Personality adjectives p39 Wordlist	p26 Used to p38 Grammar Reference	p27 Asking for and giving opinions 📖 Odgrywanie ról
	p28–29 An article about unique strengths 📖 Zdania z lukami, Odpowiedzi na pytania Achievements	p30 Injuries • Disability p39 Wordlist	p40 Schoolwork • Distance learning p55 Wordlist	p42 Present perfect with ever/never/just/ already/yet 🔊 Past participle regular verb endings p54 Grammar Reference
3 Love to learn	p43 Asking for and giving information (after- school activities)	p44–45 Reviews of student activity weeks 📖 Zdania z lukami Learning new skills	p46 University • Exams • School life p55 Wordlist	p56 Science and scientists p71 Wordlist
	p58 Past perfect p70 Grammar Reference	p59 Checking information – question tags 🔊 Intonation in question tags 📖 Odgrywanie ról	pp60–61 An article about two young scientists 📖 Zdania z lukami Technology	p62 Using electronic equipment p71 Wordlist
4 Invention	p72 Transport p87 Wordlist	p74 Future forms p86 Grammar Reference	p75 Buying tickets	pp76–77 An interview with a world- schooled teen 📖 Odpowiedzi na pytania World travel
	p78 Types of holiday • Holiday equipment 🔊 Stress in compound nouns p87 Wordlist	p88 Describing works of art • Selfies p103 Wordlist	p90 The passive: present and past p102 Grammar Reference	pp92–93 An article about a wildlife photographer 📖 Uzupełnianie streszczenia Photography
5 Let's go!	p94 Performing arts p103 Wordlist	p104 The media p119 Wordlist	p106 Reported speech p118 Grammar Reference	pp108–109 An article about advertising to teenagers 📖 Dobieranie nagłówków do akapitów Advertising 🔊 Word stress
	p110 Appearance p119 Wordlist	p120 Social media p135 Wordlist	p122 Second conditional p134 Grammar Reference	p123 Asking for and giving advice Adjectives describing bad mood 📖 Odgrywanie ról
6 Bravo!	p126 Technology-related problems p135 Wordlist	p127 An article about online safety 📖 Wybór wielokrotny Online security and safety	p128 Culture 1: Love British food	p129 Culture 2: Time out
	p129 Culture 3: Against a brick wall	p130 Culture 4: Work or leisure?		

0.3 My memories		p6	0.4 My planet		p7
Vocabulary: Jobs Grammar: Past simple			Vocabulary: The environment Grammar: Articles		
Listening	Grammar 2	Use of English	Writing	Revision	
p15 A conversation about healthy sleeping habits Healthy habits 📖 Odpowiedzi na pytania	p16 Gerunds and infinitives p22 Grammar Reference	p17 Grammar and vocabulary practice 📖 Transformacje zdań (zadanie otwarte), Wybór wielokrotny (zdania), Gramatykalizacja	pp18–19 An informal email with an invitation 📖 E-mail prywatny	pp20–21 Vocabulary, Grammar 📖 Use of English Tłumaczenie fragmentów zdań (zadanie zamknięte) Reading Dobieranie zdań do tekstów i uzupełnianie streszczenia w jęz. angielskim Writing E-mail prywatny	
p31 A radio programme about an amazing person Helping others 📖 Silent letters 📖 Tekst z lukami (tabela)	p32 Past continuous p38 Grammar Reference	p33 Grammar and vocabulary practice 📖 Minidialogi (zadanie otwarte), Wybór wielokrotny (tekst)	pp34–35 A blog post about a person 📖 Wpis na blogu	pp36–37 Vocabulary, Grammar 📖 Use of English Transformacje zdań (zadanie zamknięte), Uzupełnianie luk w tekście jednym wyrazem Listening Wybór wielokrotny Speaking Rozmowa na podstawie ilustracji	
p47 A podcast about learning a language Learning techniques 📖 Zdania z lukami 📖 Dobieranie zdań do wypowiedzi	p48 Present perfect with <i>for</i>, <i>since</i> and <i>How long ...?</i> p54 Grammar Reference	p49 Grammar and vocabulary practice 📖 Minidialogi (zadanie zamknięte), Transformacje zdań (zadanie otwarte), Uzupełnianie luk w tekście jednym wyrazem	pp50–51 A formal email of enquiry 📖 List formalny z zapytaniem	pp52–53 Vocabulary, Grammar 📖 Use of English Wybór wielokrotny (zdania), Tłumaczenie fragmentów zdań (zadanie otwarte) Reading Dobieranie nagłówków do akapitów Speaking Odgrywanie ról	
p63 A talk about an innovative product Adjectives describing products 📖 Tekst z lukami (plakat)	p64 Defining relative clauses p70 Grammar Reference	p65 Grammar and vocabulary practice 📖 Tłumaczenie fragmentów zdań (zadanie otwarte), Transformacje zdań (zadanie otwarte)	pp66–67 A blog post about a gadget 📖 Wpis na blogu	pp68–69 Vocabulary, Grammar 📖 Use of English Gramatykalizacja, Tłumaczenie fragmentów zdań (zadanie otwarte) Listening Tekst z lukami (formularz) Speaking Rozmowa na podstawie materiału stymulującego	
p79 A conversation about an extreme cyclist Extreme adjectives 📖 Odpowiedzi na pytania	p80 Modal verbs: present and past p86 Grammar Reference	p81 Grammar and vocabulary practice 📖 Uzupełnianie luk w dialogu, Gramatykalizacja, Sety leksykalne – dwa zdania (zadanie otwarte), Uzupełnianie luk w tekście jednym wyrazem	pp82–83 A letter of complaint Air travel 📖 List formalny z zażaleniem	pp84–85 Vocabulary, Grammar 📖 Use of English Transformacje zdań (zadanie otwarte) Reading Dobieranie zdań do tekstów i uzupełnianie streszczenia w jęz. polskim Writing List formalny z zażaleniem	
p95 An audio guide to a virtual art tour Visual arts 📖 Word stress 📖 Tekst z lukami (tabela)	p96 The passive: modal verbs and future tenses p102 Grammar Reference	p97 Grammar and vocabulary practice 📖 Tłumaczenie fragmentów zdań (zadanie zamknięte), Uzupełnianie luk w tekście jednym wyrazem	pp98–99 A blog post about a cultural event Adjectives describing an event 📖 Wpis na blogu	pp100–101 Vocabulary, Grammar 📖 Use of English Transformacje zdań (zadanie otwarte), Gramatykalizacja Listening Dobieranie zdań do wypowiedzi Reading Dobieranie zdań do luk Speaking Rozmowa na podstawie ilustracji	
p111 A radio news bulletin Reporting verbs 📖 Odpowiedzi na pytania	p112 Zero and first conditionals p118 Grammar Reference	p113 Grammar and vocabulary practice 📖 Słownictwo, Tłumaczenie fragmentów zdań (zadanie zamknięte), Transformacje zdań (zadanie otwarte)	pp114–115 A blog post with a report Personality adjectives 📖 Wpis na blogu	pp116–117 Vocabulary, Grammar 📖 Use of English Słownictwo Reading Wybór wielokrotny Speaking Rozmowa na podstawie materiału stymulującego	
p127 A radio phone-in about surviving without your mobile Phrasal verbs 📖 Sentence stress 📖 Dobieranie zdań do wypowiedzi	p128 Indefinite pronouns p134 Grammar Reference	p129 Grammar and vocabulary practice 📖 Tłumaczenie fragmentów zdań (zadanie zamknięte), Transformacje zdań (zadanie zamknięte)	pp130–131 A forum post about an event 📖 Wpis na forum	pp132–133 Vocabulary, Grammar 📖 Use of English Wybór wielokrotny (zdania), Sety leksykalne – dwa zdania (zadanie otwarte), Transformacje zdań (zadanie otwarte) Listening Wybór wielokrotny Speaking Odgrywanie ról	
pp140–143 Speaking Tests		pp144–153 Extra Grammar Practice		p154 Irregular Verbs	
				pp155–156 Communication	

- 1 Match the verbs from box A to the words and phrases from box B to make as many free-time activities as you can. Which activities are in the photos?



A do eat go listen to play watch

B horror films karate mountain biking pop music sport sushi the guitar to a concert yoga

do karate, do sport, ...

- 2 **1.01 SPEAK** Listen to Leo and Iris doing a quiz and tick the sentences you hear.

- a What are you doing? ✓
- b How often do you play sport?
- c I don't like watching my favourite team.
- d I live in Manchester.
- e We hardly ever go to the away matches.
- f I love it!
- g Do you listen to music?
- h I'm waiting to get my pocket money this week to buy some tickets.

- 3 Study the grammar tables and complete them with examples a–h from exercise 2.

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

- a sister / what / doing / is / your / ?
What is your sister doing?
- b are / my / the radio / listening / to / parents
- c me / go / wants / to / the cinema / who / with / to / ?
- d chocolate / ever / eat / I / hardly
- e watch / I / films / rarely / horror

- 5 Read the **WATCH OUT** box and complete the mini-dialogues. Use the correct forms of the verbs in brackets and some of the sentences from exercise 4.

- 1 X: *What is your sister doing?*
Y: I *don't know* (not know), but she *usually has* (usually/have) her English lesson at this time.
- 2 X: I *am looking for* (look for) an interesting horror film to watch on holiday. *Do you know* (you/know) any good horror stories?
Y: I'm afraid I don't. *I don't know* (I don't know).
- 3 X: Oh, hi, Trevor. What *are you buying* (you/buy)?
Y: Some sweets. *I usually buy* (usually/buy), but today I *really want* (really/want) some.
- 4 X: What's that noise? Who *is speaking* (speak) so loudly?
Y: No one. *That's all* (that's all).

WATCH OUT

Czasowniki statyczne

Czasowniki statyczne (*state verbs*), np. **believe, hate, know, like, love, mean, need, prefer, understand, want**, nie przyjmują końcówki **-ing**, nawet jeśli opisują coś, co ma miejsce w momencie mówienia:
I don't believe you. I think you're lying.

- 6 **SPEAK** Which of the free-time activities from exercise 1 do you often/sometimes/rarely/never do? How often do you do them?

Key Grammar

Present simple

Czasu *present simple* używamy, by opisać:

- powtarzające się regularnie czynności, np.: ¹ b, ² *go*, ³ *watch*
- upodobania, np. ⁴ *likes*, ⁵ *loves*
- stałe sytuacje i stany, np. ⁶ *lives*

Przysłówki częstotliwości: *always* (zawsze), *sometimes* (czasami), *usually* (zwykle), *often* (często), *hardly ever* (rzadko kiedy), *rarely* (rzadko), *never* (nigdy)

	I/You/We/They	He/She/It
	I <i>hardly ever watch</i> films.	Tim <i>often plays</i> football.
	We <i>don't play</i> tennis.	Mia <i>doesn't eat</i> sushi.
	<i>Do you listen</i> to pop music? Yes, I <i>do</i> ./No, I <i>don't</i> .	<i>Does it sleep</i> a lot? Yes, it <i>does</i> ./No, it <i>doesn't</i> .
Wh- 	What <i>do they do</i> ?	Where <i>does he live</i> ?
Subject 	Who <i>lives</i> here? How many people <i>come</i> to their matches?	

Key Grammar

Present continuous

Czasu *present continuous* używamy, by opisać:

- czynności wykonywane w momencie mówienia, np. ⁷ *is watching*
- czynności trwające tylko przez pewien czas, np. ⁸ *is staying*

Określenia czasu: *now* (teraz), *at the moment* (w tej chwili), *today* (dziś), *this week* (w tym tygodniu)

	I	You/We/They	He/She/It
	<i>I'm dreaming</i> .	<i>You're eating</i> .	<i>He's writing</i> .
	<i>I'm not sleeping</i> .	<i>We aren't dancing</i> .	<i>She isn't walking</i> .
	<i>Am I reading</i> a book? Yes, I <i>am</i> ./ No, I <i>am not</i> .	<i>Are they jumping</i> ? Yes, they <i>are</i> ./ No, they <i>aren't</i> .	<i>Is it playing</i> with a ball? Yes, it <i>is</i> ./ No, it <i>isn't</i> .
Wh- 	What <i>am I doing</i> ?	Why <i>are you crying</i> ?	Where <i>is he going</i> ?
Subject 	Who <i>is leaving</i> ? How many people <i>are singing</i> ?		

Clothes • Comparatives and superlatives

- 1 **SPEAK** Match the clothes from the box to the categories below. Some clothes match more than one category.

coat dress gloves hoodie jacket jeans joggers
jumper leggings shirt shoes skirt suit
sunglasses trainers trousers

- 1 you wear these on the upper parts of your body:
coat, ...
- 2 boys don't usually wear these:
- 3 you don't usually wear these in the summer:
- 4 you always wear two of these:
- 5 these items cover your legs:
- 6 this consists of two or more different items:

- 2 **1.02** Listen to a dialogue. Are the statements true (T) or false (F)?

- 1 The jeans which the boy likes are the cheapest. **F**
- 2 He needs a bigger size.
- 3 He gets the nicest jeans from the sale section.
- 4 The smaller jeans are also more expensive.
- 5 The teenager decides to buy the largest jeans.
- 6 He wants to find a better offer in another shop.

- 3 Study the grammar table and complete the gaps with the adjectives from exercise 2.

Key Grammar

Stopniowanie przymiotników

Stopniowanie przymiotników (*comparison of adjectives*) pozwala na porównywanie dwóch lub więcej przedmiotów i osób.

Wyrażenia przydatne przy porównaniach to:

- **than** (niż), np. *This hoodie looks better on you **than** that one.*
- **(not) as ... as** (nie tak ... jak), np. *Jumpers are **not as** warm **as** winter jackets.*
- **too** (zbyt), np. *These jeans are **too** big.*
- **enough** (wystarczająco), np. *This offer is not good **enough**.*

Tworząc stopień niższy i najniższy, używamy przysłówków **less** (mniej) i **the least** (najmniej):

*The blue leggings are **less** comfortable, but the black ones are **the least** comfortable.*

Przymiotniki (Adjectives)	Stopień równy (Positive)	Stopień wyższy (Comparative)	Stopień najwyższy (Superlative)
krótkie	cheap	cheaper	¹ the cheapest
	big	² 	the biggest
	nice	nicer	³
zakończone na y	happy	happier	the happiest
długie	expensive	more expensive	the most expensive
nieregularne	good	⁴ 	the best
	bad	worse	the worst

- 4 Compare the items in the photos using the adjectives from the box. Write two sentences about each pair: one with a comparative adjective, and one with **(not) as ... as**.

colourful expensive short warm



- 1 Coat B is warmer than coat A. Coat A is not as warm as coat B.

- 5 Read the **WATCH OUT** box and complete the sentences with the adjectives and adverbs in brackets in the correct form.

- 1 You can do the shopping in a supermarket **more quickly** (quickly) than in a mall.
- 2 It's too hot for this shirt – I need something (thin).
- 3 It's (safe) and (fast) to buy shoes in a shop than online.
- 4 Helen is (lazy) student in our class, and Drew works (hard) of all.
- 5 When my mum works from home, she can dress (comfortably) than for the office.

WATCH OUT

Stopniowanie przysłówków

- przysłówki zakończone na **-ly, -ily**:
slowly – **more slowly** – **the most slowly**
easily – **more easily** – **the most easily**
- przysłówki nieregularne:
fast – **faster** – **the fastest**, **early** – **earlier** – **the earliest**,
hard – **harder** – **the hardest**, **well** – **better** – **the best**,
badly – **worse** – **the worst**

- 6 **SPEAK** Rewrite the statements using the words in bold. Then say if you agree with them.

- 1 Joggers are less elegant than jeans. **MORE**
Jeans are more elegant than joggers.
- 2 Designer shoes are not cheap enough. **EXPENSIVE**
- 3 Women are busier than men. **LESS**
- 4 Teenagers work faster than adults. **SLOWLY**
- 5 People look better in hoodies than in suits. **WORSE**

0.3 My memories

Jobs • Past simple

1 Find one job that does not match each category. Then match four of the jobs below to photos A–D.

- 1 They work in an office: receptionist, architect, chef, secretary, accountant
- 2 They work outdoors: builder, hairdresser, postman, lifeguard, gardener
- 3 They work in health care: dentist, nurse, doctor, surgeon, soldier
- 4 They work with computers: IT specialist, builder, programmer, web designer, games tester

2 1.03 Read Rory's memories. Answer the questions.

- 1 What job did Rory dream of when he was little?
- 2 What did his friends want to become?
- 3 Did his plans change over the years, or did they stay the same?



When I was little, most of the boys I knew wanted to be soldiers, police officers or firefighters. But not me. I wanted to be a builder. It was my big dream until I turned seven or eight. You know – these guys were strong, drove huge trucks and spent the whole day outdoors. I admired them so much! But then I found out how hard this job really was and I changed my mind. How about you? What did you want to become when you were a child?

3 Study the grammar table and find all the examples of the past simple in exercise 2.

Key Grammar

Past simple

Czasu **past simple** używamy, mówiąc o zdarzeniach, które wydarzyły się w określonym momencie w przeszłości.

Formy czasownika **to be** w czasie **past simple** to **was, wasn't (was not), were i weren't (were not)**, np.:

At 8 pm last night, we **were** at home. Suddenly, there **was** a loud noise.

Pytania z **was i were** tworzymy przez inwersję, np.:

Was the film interesting? How many people **were** there at the cinema?

Formy czasu **past simple** czasowników regularnych tworzymy przez dodanie końcówki **-ed** lub **-d**. Form czasowników nieregularnych musisz nauczyć się na pamięć (→ str. 154).

Określenia czasu: **yesterday** (wczoraj), **a week ago** (tydzień temu), **last summer** (ubiegłego lata), **in 2018**, itp.

I/You/He/She/It/We/They

	I wanted to be a firefighter.
	I didn't get the job.
	Did your sister work as a nurse?
Wh- ?	Where did you learn Spanish?
Subject ?	What happened ? How many students took part in the competition?



4 Change the sentences into the past simple. Use the time expressions in brackets.

- 1 My teacher is very nice to us today. (yesterday)
My teacher was very nice to us yesterday.
- 2 The mechanic doesn't know how to repair my dad's car. (last month)
- 3 Do firefighters have special training? (in the 1960s)
- 4 I go to see a doctor. (three weeks ago)
- 5 How many nurses work at your school? (in 2019)
- 6 I keep a pet snake. (when I was ten)

5 Complete the sentences with the past simple form of the verbs in brackets. Then add words or numbers to make the sentences true for you.

- 1 I **came** (come) to this school when I was _____.
- 2 I _____ (not study) English until the age of _____.
- 3 When I was younger, I _____ (hate) _____.
- 4 I _____ (not have) a smartphone until I was _____.
- 5 I first _____ (meet) my classmates in _____.

6 **SPEAK** Answer Rory's question from exercise 2. What is your dream job now? Why?

- 1 Henderson Island is ^aa small island between ^bNew Zealand and South America. It hasn't got any inhabitants and it's 114 km from the nearest town on the next island. Jennifer Lavers, an environmental activist at the University of Tasmania, travelled to Henderson to investigate ^cpollution. When she first saw photos of ^dthe island online, it looked perfect. All the beaches were nice and clean. But Lavers was shocked when she arrived: there were plastic bags everywhere! Now she thinks that there are about thirty-seven million pieces of plastic from the ocean on the island.

HENDERSON ISLAND THEN



AND NOW



- 2 'Megacities' are cities with more than ten million inhabitants. There are currently forty-seven around ^ethe world. The biggest of all is Tokyo, Japan, with more than thirty-eight million residents. When you compare photos of Tokyo from the last century and today, the differences are amazing. The buildings are now higher. ^fThe tallest skyscraper is the 'Tokyo Skytree' at 634 m. Also, Tokyo is now famous for ^gneon signs. The city uses a lot of energy, but it is trying to be more eco-friendly and produce more electricity from wind and solar power.

TOKYO, JAPAN THEN



AND NOW



- 1 Which of the landscape features from the box can you see in the photos on this page?

beach city countryside island lake
mountain ocean river seaside town village

- 2 1.04 Read the texts. Complete the sentences.

- There are no *inhabitants* on Henderson Island.
- Jennifer Lavers works as an
- A megacity is a city with over residents.
- There are megacities around the world.
- The Tokyo Skytree is the skyscraper in Tokyo.

- 3 Study the grammar table and complete the gaps with examples a–g from the texts.

Key Grammar

Przedimki

Przedimek nieokreślony (*indefinite article*) *a/an* stosujemy przed rzeczownikiem policzalnym w liczbie pojedynczej:

- gdy mówimy o danej osobie/rzeczy po raz pierwszy, np. *A bird landed on my balcony this morning.*
- gdy dana osoba/rzecz jest „jedną z wielu”, np. ¹*a*

UWAGA: *a small island*, ale *an island*; *a house*, ale *an hour*

Przedimek określony (*definite article*) *the* stosujemy:

- gdy mówimy o danej osobie/rzeczy po raz kolejny, np.: *The bird is still on my balcony.*; ²
- gdy osoba/rzecz, o której mówimy, jest znana rozmówcy lub jedyna w swoim rodzaju, np.: *the king*, *the sun*, ³
- z elementami krajobrazu, np.: *at the seaside*, *in the mountains*, *by the lake*, *on the beach*
- przed przymiotnikami w stopniu najwyższym, np. ⁴
- przed niektórymi nazwami państw, np.: *the USA*, *the UK*, *the Netherlands*

Nie stawiamy przedimków:

- przed rzeczownikami niepoliczalnymi, kiedy mówimy o czymś ogólnie, np.: *money*, *love*, *time*, ⁵
- przed ogólną nazwą grupy osób lub rzeczy, np.: *athletes*, *men and women*, ⁶
- przed nazwami większości państw i miast, np.: *Poland*, ⁷
- w wyrażeniach takich jak: *at home*, *to school*, *in bed*, *by bike*

Extra Grammar Practice >> 145

- 4 1.05 Complete the text with *a/an*, *the* or no article (–). Listen and check.

I live in ¹*a* small village. It's ² smallest village in the country – there are only 300 inhabitants! We have three shops, all of them on ³ main road. But I'm not complaining – there is ⁴ forest nearby, there are ⁵ wild animals, and we are close to ⁶ seaside.

- 5 **SPEAK** Complete the sentences with *the* or no article (–). Are the sentences true or false for you? Why?

- I love spending holidays on *the* beach.
- We often plant trees in my city.
- I'm truly worried about pollution where I live.
- My town is best place to live.

1

FOOD FOR HEALTH



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

- What is the woman thinking about?
- What would you choose in her situation?



2 **SPEAK** Read the comments. Choose one and reply to it.



Louis97

OMG! I love chocolate! 😊



Auggie17

The apple 100% – tasty & healthy! 💪



MeLLy

Only apples – I ❤️ vegan.



SpookySteve

Haha! Story of my life – my parents say fruit, I say sweets!

Comment



Types of food • Preparing food

- 1 **SPEAK** Name your most and least favourite product in each category from the box. Are your tastes similar?

dairy drinks fruit meat and fish sweets vegetables

My favourite dairy product is yoghurt. I hate warm milk, though!

- 2 Do the food quiz below.

KNOW YOUR INGREDIENTS!

- | | |
|--|---|
| 1 Which of these can you use instead of sugar? | 4 Which of these is NOT seafood? |
| a honey | a beef |
| b crisps | b prawns |
| c pancakes | c salmon |
| 2 Which of these can be in a sandwich? | 5 Which of these vegetables is NOT green? |
| a pumpkin | a onion |
| b cream cheese | b broccoli |
| c cream | c spinach |
| 3 Which of these contains flour? | 6 What can you do with an apple? |
| a yoghurt | a squeeze |
| b rolls | b blend |
| c cereal | c peel |

- 3 **KEY WORDS** Read the forum posts and match the highlighted words to categories 1–4.

- | | |
|---|------------------|
| 1 spices and seasoning: salt , ... | 3 dairy products |
| 2 vegetables | 4 cooking verbs |



Hi, guys. I'm going for a picnic with my family on Saturday, and I need to bring some food. Any recipes for a healthy snack that looks delicious and is easy to make?



How about some tacos? You need a box of taco shells, some chicken, three **peppers** (different colours), one **cucumber**, a small pot of **sour cream**, a jar of tomato sauce and a little **salt** and **chilli powder**.

Cut the chicken into small pieces, **add** two pinches of salt, and then **fry** the meat in a little olive oil. Add the tomato sauce and some chilli powder. Then put the meat inside the taco shells and add the vegetables and sour cream. Of course, cut the cucumber and the peppers first 😊 You may also **squeeze** some lemon juice on top. You can take the ingredients with you and make the tacos just before **serving** them. Oh, and if there is a vegetarian among you, you can always replace the chicken with tofu. Good luck!

- 4 **SPEAK** Think of a healthy picnic snack that uses three ingredients from the quiz and the forum posts. Tell your partner how to make it.

- 5 **1.06 SPEAK** Complete the sentences with the words from exercises 2 and 3. Listen and check. Then decide which sentences are true for you.

- I usually have a bowl of **cereal** with y_____ and fruit for breakfast.
- I don't often eat meat, but when I do, I only have good quality b_____.
- No one in my family eats p_____s – we all hate seafood.
- I'm allergic to dairy, so I don't add any s_____ c_____ to soup.
- As a child I didn't like green vegetables, like b_____ or s_____.

- 6 **KEY WORDS** Translate into English. Use the highlighted words. There is one extra word.

box • carton • jar • packet • pinch • pot

- How many **jars of honey** (słoików miodu) are there in the cupboard?
- We need two _____ (pudełka czekoladek) – one for Mary and one for Rachel.
- How many _____ (kartonów mleka) are there in the fridge?
- Grandma asked me to get her a _____ (paczkę chipsów).
- The soup has no taste. Add a _____ (szczyptę soli), OK?

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



- Where do you think you could find a photo like this?
- Do you think posting photos of food on social media is a good idea? Why/Why not?
- Would you like to make such a dessert for a picnic?

FAST FINISHERS

- Plan your perfect menu for one day.

1.2 Grammar 1

Quantifiers

1 **SPEAK** What are calorie counter apps? Why do you think people count calories?

2 **1.07** Read the ad and answer the questions.

- 1 Who is FitUpp for? 2 How does the app work?

HEALTHY EATING MADE EASY!



Are you wondering **how much weight** you can lose by improving your diet? Or maybe you just want a healthier diet and need **a little help**? Try FitUpp – a new app which counts **how many calories** you eat every day. Just enter **every meal** and **each snack** that you have had into the app and learn whether you are eating **too many calories**. You can also find out if you are getting **enough vitamins** and **minerals**. The app will tell you if you eat **too much sugar** or **fat**, too. There aren't **many apps** like this available, and it doesn't take **much time** to install FitUpp, so why wait?

3 **Complete the table with the underlined nouns from exercise 2. Then add the foods from exercises 2 and 3 on page 9.**

Rzeczowniki policzalne (Countable nouns)	calories, <i>meal</i> , ... crisps, <i>pancakes</i> , ...
Rzeczowniki niepoliczalne (Uncountable nouns)	weight, <i>help</i> , ... honey, <i>cream cheese</i> , ...

4 **Look at the video still and study the grammar table below. Then complete the gaps with the missing quantifiers.**

Key Grammar

Określniki ilości

Określników ilości (*quantifiers*) używamy, aby podać liczbę lub ilość czegoś lub zapytać o nią.

Określnik	Rzeczowniki policzalne	Rzeczowniki niepoliczalne
kilka, trochę	<i>a few</i>	<i>a little</i>
	<i>some</i>	
mało	<i>few</i>	<i>little</i>
dużo	<i>a lot of/lots of</i>	
dużo (w pytaniach i przeczeniach)	<i>many</i>	<i>much</i>
wystarczająco dużo	<i>enough</i>	
za dużo	<i>too many</i>	<i>too</i> ¹
za mało	<i>too few</i>	<i>too little</i>
każdy	<i>each</i> / ²	–
żadne (w przeczeniach); jakiś (w pytaniach)	<i>any</i>	
ile?	<i>how</i> ³ ?	<i>how much?</i>

5 Choose the correct options.

FitUpp – Users' Forum

- I know I should count calories, but it seems like a ¹ *little* / *lot of* work. 😊 ² *Many* / *Each* time I try, I get tired quickly. How ³ *much* / *many* times a day do you people use the app?
- I use it after ⁴ *many* / *every* meal or snack. I started a ⁵ *little* / *few* weeks ago, and the results are amazing.
- ⁶ *Much* / *Some* people think using the app takes ⁷ *too much* / *enough* time, but that's not true. Only ⁸ *a few* / *a little* minutes a day, and you can lose ⁹ *any* / *a lot of* weight very quickly.

6 **SPEAK** **Complete the sentences with one word in each gap. Then decide which sentences are true for you. Compare your answers.**

- I think using a calorie counter takes too *much* time.
- I don't follow diets at all.
- I'm not sure I have vitamins in my diet.
- My parents say I eat too sweets.
- I have a healthy breakfast at home morning.
- Unfortunately, I eat very vegetables.

7 **SPEAK** **Translate into English. Then answer questions 1–2 and say if you agree with statements 3–4.**

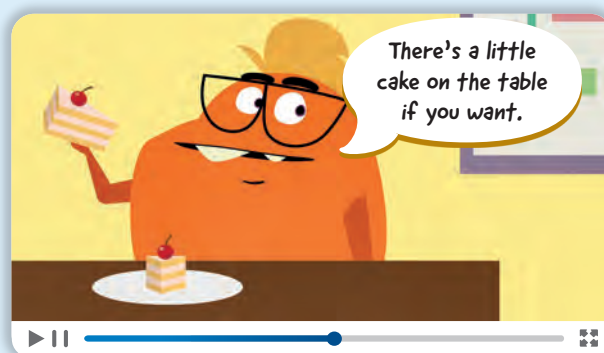
- Czy w Twoim mieście są jakieś restauracje wegetariańskie?
Are there any vegetarian restaurants in your town?
- Ile jedzenia wyrzuca Twoja rodzina każdego tygodnia?
- Wszystkie dzieci jedzą za dużo słodyczy.
- Młodzi ludzie powinni jeść dużo owoców i warzyw, trochę mięsa i nabiału oraz bardzo mało cukru.

FAST FINISHERS

Write sentences about five products that are in your fridge and five that are not (as far as you remember.) Use different quantifiers.

There are a few eggs.

There isn't any cola.

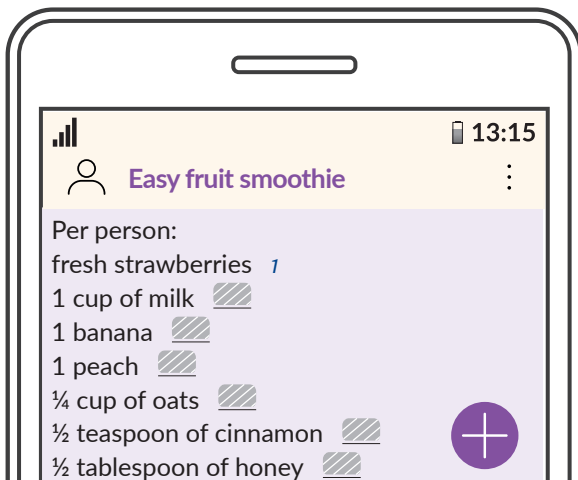


Giving instructions (cooking)

- 1 **SPEAK** Name three healthy snacks or drinks that you can have after coming back from the gym.
- 2 Look at the video still. What do you think Katya is learning to make?



- 3 **1.08** Listen to the dialogue. In what order does Malik mention the ingredients?



- 4 **1.08** Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?

Key Phrases

Giving instructions

Ordering

First ... Next ... Then ... Finally ... Last ...

Giving instructions

It's important (not) to ...	You have to ...
Chop the fruit, and I'll ...	Add some (oats) if you're hungry.
Be careful not to ...	Shall I (mix it) now?
Try (not) to ...	And now?
That's great.	

Asking questions

What do we have to do?	Is this correct?
What do I do with ...?	Is that OK, or should I ...?
How do I ...?	Shall I (mix it) now?
What's next?	And now?
What now?	
Like this?	

- 5 Complete the mini-dialogues with two words in each gap. Use the Key Phrases.

- 1 A: Take two eggs out of the fridge.
B: *Shall I* mix them with the flour?
A: Yes, please.
- 2 A: What do _____ with the onion?
B: _____ have to do is fry it in a pan.
_____ to burn it.
- 3 A: Next, add some tomato sauce to the soup.
B: Done! _____?
A: Add a pinch of salt.
- 4 A: First get the bananas. _____ them into small pieces.
B: _____?
A: No, a bit smaller.

- 6 **1.09** **SPEAK** Listen and check your answers to exercise 5. Then practise the dialogues in pairs.

- 7 **KEY WORDS** Complete the sentences with the highlighted verbs.

boil • chop • cool • mix • pour • prepare

- 1 *Chop* the onions before you add them to the soup.
- 2 To make pancakes, _____ some flour with a little milk, an egg, and a pinch of salt.
- 3 First, _____ the sauce: wash the tomatoes, cut them into small pieces and _____ them in a pot with a little water.
- 4 After a few minutes, _____ the tea into cups.
- 5 Allow the biscuits to _____ before serving.

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

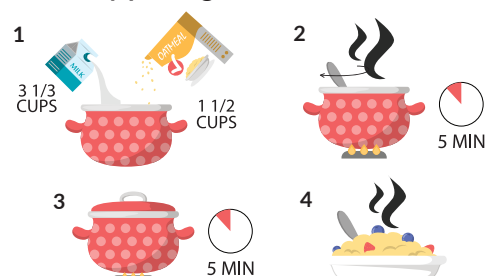
Uczeń A Zaproponuj koledze/koleżance* przygotowanie swojej ulubionej prostej potrawy. Wytłumacz, jak ją przygotować. W trakcie rozmowy odnieś się do następujących kwestii:

- składniki potrzebne do przygotowania potrawy,
- na co należy uważać w trakcie jej przygotowania,
- jak podawać potrawę.

Uczeń B Poproś kolegę/koleżankę o doprecyzowanie jednej ze wskazówek. W trakcie rozmowy zadawaj pytania, np. co masz zrobić w następnej kolejności.

FAST FINISHERS

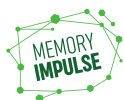
- Look at the pictures and write the recipe for milk and berry porridge.



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

1.4 Reading

An article about the best brain foods



- 1 **SPEAK** Add five products to the categories below. Which of them do you like and dislike?

Foods that are good for you: *broccoli, olive oil, ...*
Foods that are bad for you: *crisps, cola, ...*

- 2 **SPEAK** What do you eat when you are stressed? Do you have a special diet before an exam?

- 3 Read the definition and decide which of the foods from the box are examples of superfoods.

superfoods /'su:pəfu:dz/ noun [C] foods with a lot of antioxidants or vitamins which can improve your health and keep away some diseases

avocados berries cornflakes fruit yoghurt garlic
honey nuts pumpkin seeds salmon spinach

- 4 Read the first paragraph of the text quickly and choose the best summary.

The text gives advice about

- a food to help you feel and think better.
- b superfoods that help you perform better at sports.
- c the best kinds of food for young people to eat.

- 5 **1.10** Read the text and choose the correct options.

- 1 When you eat dark chocolate,
 - A it's important to take care with the amount.
 - B you immediately feel happier and calmer.
 - C it causes problems with your blood sugar.
- 2 When you don't drink enough water,
 - A your mood will be much worse.
 - B it will not change your memory.
 - C you will find it more difficult to concentrate.
- 3 If you don't get enough B vitamins, you
 - A are often likely to feel hungry between meals.
 - B will have low energy, but will be happy.
 - C should eat more foods like beans and fish.
- 4 According to the text, nuts
 - A deliver energy slowly.
 - B can make you feel more cheerful.
 - C are better than proteins or wholegrains.
- 5 You should eat eggs and bananas
 - A because they contain a lot of serotonin.
 - B only four times a week.
 - C to help your body produce serotonin.

- 6 **KEY WORDS** Look at the highlighted words and phrases in the text. Use their correct forms to complete the sentences below.

- 1 A few almonds or a piece of mango every day can help you *reduce* stress and you before exams.
- 2 Some people eat sugary snacks to them when they feel sad, but I prefer bananas.
- 3 I never , even if I'm very busy. I try to eat regularly.
- 4 Nuts are an example of a snack that slowly.
- 5 When you don't drink enough water, you may have , from happiness to sadness.

- 7 Find nine plural nouns in the definition and the box in exercise 3. How are their endings pronounced? Copy and complete the table below.

/s/	/z/	/ɪz/
<i>antioxidants</i>	<i>superfoods</i>	

- 8 **1.11** Listen and check your answers to exercise 7. Then listen again and repeat.

- 9 **SPEAK** Answer the questions.

- 1 After reading the text, do you feel like changing anything in your daily diet?
- 2 Do you agree that what we eat is important to how we feel and how fast we learn new things?



FAST FINISHERS

You've just got a message from a friend complaining that he/she is feeling stressed and finds it hard to concentrate. Write a list of changes you suggest he/she makes in his/her diet.



Choose two superfoods from exercise 3 and find some information online about how they improve your health. Are you going to include them in your diet? Why/Why not? Tell the class.



Mind what you eat!

Everyone knows that a healthy diet is good for both your body and your mind. Eating the right foods, especially superfoods, is important for the way you feel and think. You don't have to make many changes to make a difference! Here are some suggestions – look online for other ideas.

Feeling stressed?

Foods that are high in magnesium (Mg) can make you feel calmer. Dark chocolate is good, but don't eat more than fifty grams at a time. When you eat lots, your blood sugar goes up quickly and then falls. A few almonds (around twelve) will give you about twenty percent of the magnesium your body needs every day. Mangos are a great fruit to help you calm down because they contain a chemical that reduces stress. You should also reduce fast food and sugary snacks.

You've got a test and you need to concentrate?

Blueberries can help to improve your brain function. One study showed that students did tasks ten percent faster and better after drinking blueberry juice. Also, remember to drink enough water – around two litres a day. Drinking too little water can cause low energy and mood changes, and then it's harder to study or remember information.

GLOSSARY

blood sugar – poziom cukru we krwi

chemical – substancja chemiczna

protein – białko



Blueberries can help to improve your brain function.



You will find B vitamins and a lot of protein in peas, beans and lentils.

No energy?

The body can't get or make energy without B vitamins. You will find them in beans and peas, fish and seafood, wholegrains and green vegetables. Low blood sugar can also make you feel tired, so you must eat regularly to keep your blood sugar at a good level. Don't skip any meals, and choose foods that give you energy slowly, like nuts – try thirty grams of nuts a day.

You want to improve your mood?

Serotonin is the 'happiness hormone', so eat foods that help the body to make it, such as eggs and bananas. Studies show that just a few bananas a week can cheer you up! Also, make sure you're eating enough protein. The chemicals in protein are necessary for the brain. You will find a lot of protein in foods such as fish and eggs, and vegetables such as peas, beans and lentils.



A few almonds will give you twenty percent of the magnesium your body needs every day.

1 **SPEAK** Answer the questions.

- Are you allergic to any foods?
- Do you often catch colds? What do you do to feel better when you have a cold?

2 In each sentence, choose two options that can complete the gap.

- I always catch a cold / the flu / a cough in winter.
- I'm not going – I have a bad *backache* / *stomach ache* / *throat ache*.
- I stayed at home because of a high *fever* / *infection* / *temperature*.
- I feel *ill* / *unwell* / *hurt* – I need to see a doctor.
- If you want to feel better, you need to take *medicine* / *painkillers* / *treatment*.

3 **1.12 KEY WORDS** Complete the advice with the highlighted phrases. There are two extra phrases. Listen and check.

allergic reaction • **use nose drops** • **food poisoning**
heart attack • **make an appointment** • **sore throat**
take an aspirin

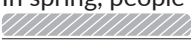
- Have some syrup. Do you have a *sore throat* as well?
- Take some painkillers and  with the dentist.
- Perhaps it's the flu. You should stay in bed and . If it doesn't help, see your GP.
- A rash? Isn't that a/an ? Go to the chemist's – they should be able to give you some medicine.
- It might be . Stay in bed, don't try to eat anything, and drink lots of water.

4 **1.13** Listen to five short recordings. Match the speakers' problems to the advice from exercise 3.

- 1  2  3  4  5 

5 Look at the photo at the bottom of the page. What do you think its purpose is? Read the text and match the photo to one of the rules.

6 **KEY WORDS** Complete the sentences with the highlighted words and phrases from the text. There are four extra highlighted words.

- What are the typical *symptoms* of food poisoning?
- In spring, people who have allergies  a lot.
- Use hand sanitiser to keep the  off your hands and  the flu.
- To improve your , take a lot of vitamins C and D.
- Can you get me some nose drops from the chemist's? I've got a .
- Every week, more than twenty students .

7 **SPEAK** Answer the questions. Then share your ideas with the rest of the class.

- What should you do to prevent infections and stay healthy?
- Suggest some natural ways of treatment for the following problems:
 - a sore throat,
 - a headache.

 FAST FINISHERS

 Make a list of the three worst pieces of advice you received when you were feeling ill.

ATTENTION STUDENTS!

More and more students in our school **are coming down with the flu**.

How do you avoid getting ill?

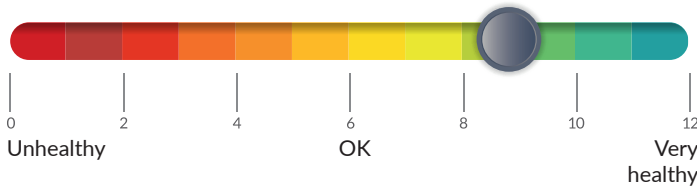
Here are some basic rules to **prevent illnesses**.

- Wash your hands regularly. Always use soap.
- Don't touch your face. Your nose and eyes are the most common ways through which **germs** enter your body, so keep them clean!
- If you have a cough or a **runny nose**, make sure you cover your face with your elbow when you **sneeze** or **cough**.
- Do not share food with other students. In flu season, it's better to stick to your own lunch.
- Eat green vegetables – they **boost your immune system**.
- Drink a lot of water to avoid **dehydration**.
- Work out and go outdoors. Regular exercise helps your body **fight off infections**.
- And the last and final warning: if you have any **symptoms** of a cold or flu, stay at home!



A conversation about healthy sleeping habits

- 1 **SPEAK** On a scale from 1 to 12, how healthy is your lifestyle?



- 2 **1.14 KEY WORDS** Read and listen to the interview answers. Which speaker is most similar to you?

HOW DO YOU STAY HEALTHY?

It's important to **take care of** yourself. I **keep fit**. I have an exercise routine, and I stick to it. I **spend time outdoors** when I can. When I **get active** regularly, I don't get stressed.

Aarav

I try to go to bed early and get up at the same time every day. That way, I **get enough sleep** and I wake up refreshed. I sometimes **stay up** late at the weekend, so I usually **sleep in** then.

Josie

I'm careful about what I eat and drink, but I don't always manage to have a healthy diet. I should **give up** caffeine and fizzy drinks, and **cut down on** sugary snacks, especially before bed as they can keep me awake.

Darryl

- 3 Look at the highlighted phrases from exercise 2. What do you think they mean?
- 4 **Which of the highlighted phrases from exercise 2 are phrasal verbs? Use them to complete the sentences below.**
- I definitely drink too much coffee. I shouldn't drink so much, so I need to it.
 - I have a lot of studying to do, so maybe I will late tonight.
 - She should fast food completely if she wants to keep fit.
 - They don't have to get up early tomorrow. They can until 10 am.
- 5 **SPEAK** Answer the questions.
- How many hours' sleep do you get?
 - Do you have a routine before bed?
 - What can you do to get a good night's sleep?



- 6 **1.15** Listen to a conversation. Which topic from exercise 5 do Kaylee and Erin not discuss?
- 7 **1.15** Listen to the conversation again and correct the sentences.
- Few experts think teenagers should start school later.
Lots of experts think teenagers should start school later.
 - Kaylee usually feels tired at about 10 pm.
 - Teenagers should sleep at least ten hours a night.
 - Scientists say school should start at 10 am at the earliest.
 - It's a good idea to switch off electronics at least three hours before bed.
 - You should have some sugary snacks or fizzy drinks before bed.
- 8 **1.15** Listen to the conversation again and answer the questions.
- Why aren't teenagers sleepy in the evening?
Because their brain starts producing melatonin *later than a child's brain*.
 - What time does Kaylee usually wake up?
At .
 - What happens when you don't get enough sleep?
It's hard to .
 - What happened to Kaylee on her way to school?
She almost .
 - What can you do to fall asleep more easily?
You can make your room .
 - What should Kaylee give up before bedtime?
She should stop having .
- 9 **SPEAK** Would you like to start and finish school later? Why/Why not?

FAST FINISHERS

Create a crossword puzzle in which SLEEP is the mystery word. Use words from the unit. Don't forget to include the clues!

- 1 **SPEAK** Do the quiz. Check your results on page 155. Are the results similar to your answers to exercise 1 on page 15?

How healthy are your habits?

- 1 How much sleep do you normally get every day?
 - a 6 hours or less
 - b 7–8 hours
 - c 8 hours or more
- 2 How many meals a day do you have?
 - a 1–3
 - b 4
 - c 5 or more
- 3 How many portions of vegetables do you eat every day?
 - a fewer than 2
 - b 2–4
 - c 5 or more
- 4 How often do you snack on sweets or crisps?
 - a every day
 - b sometimes
 - c never

- 2 **1.16** Listen to Molly and Keith doing the quiz from exercise 1. Then decide which answers they choose in questions 1–4: a, b or c. Check their results on page 155.

Question 1 – Molly: answer b, Keith: ...

- 3 **Look at the video still and study the grammar table. Complete the table with examples a–f from the dialogue in exercise 2.**
- a I know I need to sleep more.
 - b I spend a lot of time online before going to bed.
 - c It's hard to fall asleep later.
 - d At least you admit doing it wrong!
 - e Eating enough vegetables is extremely important.
 - f We should both work harder to make our lifestyles healthier.

- 4 Choose the correct options.

- 1 I go to bed at 9 pm *to get* / *getting* enough sleep.
- 2 It's important *to drink* / *drinking* plenty of water.
- 3 *To spend* / *Spending* time outdoors is good for you.
- 4 The doctor suggested *to do* / *doing* more exercise outdoors.
- 5 Karen is keen on *to cycle* / *cycling*.

- 5 **Read the WATCH OUT box. Then complete the Verb patterns table with the verbs from the box. Add as many verbs as you can. Use a dictionary to help you.**

admit agree begin can't stand choose decide dislike
enjoy forget hate help hope like learn love miss
need offer plan practise promise refuse start want

Verb patterns	
Verb + gerund	admit, ...
Verb + to-infinitive	agree, ...
Verb + to-infinitive or gerund	begin, ...

WATCH OUT

begin, like, love, hate, prefer, start

Po niektórych czasownikach, np. *begin, like, love, hate, prefer, start*, mogą wystąpić obie formy, jednak mówiąc o upodobaniach, częściej używamy formy z końcówką *-ing*:
I love dancing. I love to see you happy.

- 6 **Complete the sentences with the correct forms of the verbs in brackets. Then write three sentences of your own.**
- 1 Mark admitted *skipping* (skip) breakfast regularly.
 - 2 I want *to go* (go) swimming later.
 - 3 Will can't stand *listening* (listen) to people talking about food!
 - 4 They promised *to eat* (eat) healthy snacks.
 - 5 I'm planning *to download* (download) that new calorie counter app.
 - 6 I love *watching* (watch) documentaries about different cultures.

FAST FINISHERS

- Write five questions you would ask on a first date. Use a gerund or infinitive in each question.**

Are you keen on singing?

Key Grammar

Konstrukcje czasownikowe

Formy z końcówką *-ing* (*gerund*) używamy:

- po czasownikach takich jak: *admit, finish, give up, suggest*, np. ¹ *d*
- jako podmiotu zdania, np. ² *Doing this is important.*
- po przyimkach, np. ³ *After finishing the course, ...*

Bezokolicznika z *to* (*to-infinitive*) używamy:

- po czasownikach takich jak: *decide, need, want, would like*, np. ⁴ *I want to sleep more.*
- w zdaniach celowych, np. ⁵ *To finish the course, ...*
- po przymiotnikach (np. *necessary, easy*), np. ⁶ *It is necessary to work harder.*





1 **SPEAK** Is there any food that you do not like but eat because someone wants you to? How about when you were a child?

2 Read the **WATCH OUT** box. Then rewrite the sentences using the words in capitals.

1 Parents often force their children to eat vegetables. **MAKE**

Parents often make their children eat vegetables.

2 Teachers don't let us share food at school. **ALLOW**

3 At Ben's Pan, they allow customers to bring their own coffee. **LET**

4 Please don't make me go there. **FORCE**

WATCH OUT

Bezokolicznik

Bezokolicznik z to (to-infinitive):

allow somebody **to do** something (pozwolić komuś coś zrobić)

force somebody **to do** something (zmusić kogoś, żeby coś zrobić)

Bezokolicznik bez to (bare infinitive):

let somebody **do** something (pozwolić komuś coś zrobić)

make somebody **do** something (zmusić/skłonić kogoś, żeby coś zrobić)

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

1 Mike dislikes cooking for the whole family. **NOT**
Mike *does not like* to cook for the whole family.

2 I had some biscuits for breakfast. **A**
I had *some* for breakfast.

3 How did you force Maggie to eat broccoli? **MAKE**
How did you *make* broccoli?

4 Mia said we could go for a pizza on Saturday. **SUGGESTED**
Mia *suggested* for a pizza on Saturday.

5 It's very hard to count calories. **IS**
Counting very hard.

6 My mum doesn't let me eat fast food for dinner. **ALLOW**
My mum *doesn't allow* eat fast food for dinner.

4 Choose the correct options.

1 If you have problems falling asleep, why don't you cut down *some* caffeine drinks in the afternoon?

A out B to C on

2 Both spinach and lettuce are high *in* minerals.

A in B with C for

3 Finally, add a *pinch* of salt and your soup is ready!

A piece B pinch C packet

4 I'm afraid you cannot really *fight off* allergies.

A prevent B fight off C boost

5 I love sleeping *on* Saturdays – it makes me relaxed and refreshed for the whole weekend.

A out B up C in

6 The hardest part of my new diet is *skipping* supper.

A skipping B reducing C leaving

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

1 There *are too few eggs* (be / few / egg) to make an omelette for everyone.

2 In the interview last month, teenagers *admitted* (admit / stay) up too late on weekdays.

3 I *don't stand up* (not stand / get up) so early in the morning.

4 Our parents *don't allow us to eat* (not allow / we) eat sweets in the evening.

5 I only have a minor infection, but my parents *are staying* (make / I / stay) at home today.

6 *There is* (there / be) toast for me?

#BRAINTEASER

A man looks at a photo in a photo album and says, 'I haven't got any brothers or sisters, but that man's father is my father's son.' Who is in the photo?



6 **SPEAK** Answer the question. Talk about each of the four points.

How do you stay healthy? Talk about:

- your diet,
- your sleeping habits,
- getting active,
- personal tips for taking care of your health.

FAST FINISHERS

Imagine you are a parent. What do you make your kids do? What do you allow them to do? Write four different sentences.

Subject: Fun Run

To: Lisa, Adam

From: Rosa

X

Hi, guys,

I'm writing to tell you about a special event. It's our school's health week soon. My class is organising this event, and we're going to have a Fun Run in the local park. It's only five kilometres, and you don't need to run – you can walk or skateboard round the park instead. It costs five pounds to enter, but the money is going to SportsAid, a charity for young athletes.

The Fun Run's on Saturday 20th September at 10.30 am. Anyone can come! Would you like to come, too? It'll be great fun, and you always say you want to keep fit and spend time outdoors. Please, please come! Mum says you can both stay for the weekend, so we can meet up with my friends in the evening. Also, you could help us to organise the event – you could be in charge of snacks and soft drinks. What do you say? I can't wait to hear your news. Text me when you know if you're coming or not because I have to register you for the event.

Love,

Rosa

Send



- 1 **SPEAK** Does your school organise any events to promote sport and other healthy activities?

- 2 Read the email quickly and answer the questions.

- 1 What is the event?
- 2 Who can take part?
- 3 Where and when is it?
- 4 How could Lisa and Adam help?
- 5 What does Rosa ask them to do when they know if they're coming?

- 3 Read the email again and number parts a–e in the correct order.

- a Greeting someone
- b Giving the reason for writing
- c Asking for help
- d Asking for a reply
- e Inviting to an event

- 4 Read two jumbled-up emails. Number the parts of each email in the correct order.

- 1 a I'm writing to tell you that I'm ill and I can't come to your run on Saturday. I've got the flu 🤒 Mum says I need to stay in bed for at least a week.
- b Hi, Rosa,
- c Let me know! I can't wait to hear from you.
- d Thanks for the email – it's great to hear you're doing well.
- e Cheers, Adam
- f But maybe we could meet next weekend? Would you like to come to my house? My parents are organising a barbecue. We are going to have a lot of good food.

- 2 a Love, Lisa
- b But I'd like you to do something for me – can you ask your mum to write to my parents about our plan? It's better this way if we want my parents to let me spend the whole weekend at your place.
- c I'm looking forward to seeing you!
- d Thanks for the invitation! I'd love to take part in this run! And the idea of staying for the weekend is great, too!
- e Hello, Rosa,

- 5 Study the Key Phrases box. Then read the emails in exercises 2 and 4 again. Which Key Phrases did the authors use in their emails?

Key Phrases	
An informal email with an invitation	
Beginning	Asking for help
Hi,/Hello, ..., How are you? I hope you're well/ everything is fine.	Could you help me with the ..., please? I'd like you to do something for me. I'd appreciate your help with ...
Giving the reason for writing	Ending an email
I'm writing to tell you about .../ask you to ... The reason I'm writing is that ... I want to let you know about .../ask you if ...	I'm looking forward to seeing you. I can't wait to hear from you. All the best, .../Cheers, ... Talk to you soon!/See you soon!
Inviting	Accepting or rejecting an invitation
I'd like you to come to ... Would you like to join us (for ...)? I'm writing to invite you to ...	I'd love to ..., but ... This/The picnic/party/ workshop is a great idea! Thanks for the invitation, but ... I'm sorry, but I can't ...

- 6 Express these ideas in English. Use the Key Phrases.

- 1 Zaprosz kolegę/koleżankę na obiad do swojego domu.
Would you like to come to dinner at my house?
- 2 Poproś kolegę/koleżankę o przyniesienie sałatki na Twoją imprezę urodzinową.
- 3 Poproś kolegę/koleżankę o pomoc w zrobieniu kanapek na wieczór filmowy, który organizujesz.
- 4 Zaprosz kolegę/koleżankę na warsztaty o roli snu dla zdrowia nastolatków.
- 5 Podziękuj koledze/koleżance za zaproszenie na imprezę i poinformuj, że niestety nie możesz przyjść.

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

Pomagasz w organizacji tygodnia zdrowego odżywiania w swojej szkole. W e-mailu do kolegi/koleżanki z innej szkoły:

- napisz, jaki cel ma impreza,
- poinformuj go/ją o szczegółach dotyczących imprezy,
- zaprosz kolegę/koleżankę do uczestnictwa w imprezie,
- poproś o pomoc w organizacji akcji.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi! I want to let you know about the Healthy Eating Week that my school is organising.

WRITING PLANNER

THINK

- Pomyśl o szczegółach imprezy, o której będziesz pisać (np.: warsztaty zdrowego gotowania, spotkania z dietetykami).
- Zaplanuj, o jakiego rodzaju pomoc poprosisz kolegę/koleżankę (np.: zrobienie zakupów na warsztaty, wykonanie plakatu informacyjnego).

PREPARE

- Przy każdym podpunkcie z ćwiczenia 7. wynotuj zwroty z ramki Key Phrases, których użyjesz, by go rozwinąć.
- Zaplanuj układ swojego e-maila. Wykorzystaj jako wzory ćwiczenie 3. oraz e-mail Rosy.

WRITE

Napisz e-mail, wykorzystując swoje notatki i zwroty z ramki Key Phrases. Pamiętaj o nieformalnych zwrotach grzecznościowych na rozpoczęcie i zakończenie e-maila.

CHECK

Sprawdź swój e-mail i odpowiedz sobie na pytania:

- Czy rozwinąłeś/rozwinęłaś wypowiedź we wszystkich czterech podpunktach polecenia?
- Czy długość e-maila wynosi 100–150 słów?
- Czy e-mail zawiera zwroty grzecznościowe charakterystyczne dla listów nieformalnych i jest poprawny językowo?

- 8  Exchange your emails and write a reply accepting or rejecting the invitation.

FAST FINISHERS

 Make a shopping list for a school healthy cooking workshop. Think about:

- what ingredients participants are going to need to make healthy dishes,
- how much of each ingredient they are going to need (e.g. three bags of brown rice).

Find more information online about the charity for young athletes Rosa mentioned in her email. What does it do? Who supports it? Share your findings with the class.



VOCABULARY

1 Choose the correct options.

- Patients with high blood sugar have to *cut down on* / *come down with* sweets.
- I need to go to the chemist's to buy some *medicine* / *treatment*.
- Don't stay *up* / *in* too long – you've got school tomorrow morning.
- One bowl of *cereal* / *crisps* for breakfast is not enough for me, I'm afraid.
- Luckily, it's only a mild infection and I don't have a *fever* / *pain*.
- To avoid *dehydration* / *a rash*, drink a glass of water when you wake up and before you go to bed.

2 Complete the sentences.

- I'd like to have some salted peanut tart with *sour* cream on top for dessert.
- First, freeze the lemon – it will be easier to s_____ the juice afterwards.
- Flour and milk are the main i_____ of pancakes.
- Tom isn't at school today due to serious food p_____.
- My favourite sandwich is with c_____ cheese and smoked salmon.
- Go for a walk! You spend too little time o_____.

GRAMMAR

3 Complete the sentences with one word in each gap.

- How *much* salt do you think I should add?
- Unfortunately, _____ classmates have accepted the invitation to my barbecue.
- Is there _____ garlic in this sauce?
- Put _____ honey in your tea – it's healthier.
- How _____ guests are coming for dinner?
- Add only a _____ chilli powder to the curry. I won't eat it if it's too spicy.

4 Complete the conversation with six verb forms from the box.

chopping to chop cooking to cook doing
to do helping to make preparing

Pete I promised ¹ *to make* dinner for my mum tonight, but I'm not very keen on ² _____.

Mike I'll help you. It's easier ³ _____ something together. Let's make some pasta with tuna. It's easy and fast – ⁴ _____ everything will take no more than thirty minutes.

Pete OK, what do I do?

Mike Start with ⁵ _____ the onions.

Pete Sure thing! Thanks for ⁶ _____ me.

USE OF ENGLISH

1 2 3 4 5 6 7 8

5 Choose the correct translation.

- What can I do to _____ (uniknąć zachorowania) ill in winter?
A avoid getting
B try to get
C prevent from getting
- Leave _____ (trochę chleba) – we can make French toast tomorrow.
A little bread
B a little bread
C any bread
- Do we have _____ (wystarczająco dużo) jars to put the jam in?
A too many
B enough
C too much
- Many students admit _____ (że jedzą) unhealthy snacks.
A to eat
B eat
C eating
- Tina's mum _____ (każe jej) eat three portions of veggies a day.
A allows her to
B makes her
C makes her to

READING

6a Match texts A–D to statements 1–3. There is one extra text.

- This text contains facts that are a warning for Sharon. 
- In this text Sharon gets advice about a doctor's appointment. 
- In this text the author quotes the opinion of an authority. 

A

Sharon,
I'm writing to let you know that I'm staying longer at my parents' house as I got really ill at the weekend. I started to feel very tired soon after I arrived. At first I thought it was just stress (after all the exams recently, you know), but then I got a high fever and a lot of muscle pain. It was really bad. I went to see a doctor, and it turned out it was the flu. I need a few more days to get better, but I'm not coming back to our apartment. You know – infections spread really fast, and I don't want anyone to get ill because of me. Also, you need to be really careful. The doctor here thinks many people don't treat the flu seriously, but the complications might be very bad. Let me know if you're OK.
Keisha

B

Feeling ill? Here's some advice on how to get better quickly!

- ! Stay at home and in bed.
- ! Keep warm.
- ! Drink plenty of water.
- ! Take paracetamol or ibuprofen to lower your temperature and relieve muscle aches.

And remember!

- ! You can't cure the flu, but can ease the symptoms.
- ! There is no need to make a doctor's appointment – you can get help from the chemist's.

**MIND YOUR
FLU
MANNERS!**

C

THE WORST FLU SEASON IN YEARS

This year's flu season is the most damaging and dangerous of all those we have experienced in the last few years. According to the United States Centers for Disease Control and Prevention (CDC), the last time the USA was under such a threat was in 2009 during the 'swine flu' epidemic. Here are some statistics so far:

- 7.7% of all people in the US who need medical care suffer from flu-like symptoms (fever, muscle pain, fatigue).
- 55% of flu patients need hospital treatment.
- 20,000 patients have died.
- 70% of all flu cases are H3N2 virus – the more dangerous type.

D

Hi, Mum! I don't feel very well. I think I have a fever.

Poor dear. Anything else apart from the fever? Any aches?

No, but I'm very tired.

Then stay in bed! It could be the flu.

My roommate sent me a message saying that she's got the flu. That was two days ago. She's at her parents' now.

When were you in contact with her?

Last week, before she left.

That's it then!

Do I have to see a doctor?

Not now. Only if you get worse. Now just lie down, have some tea, and I'll call you after work. And do you remember that I warned you about going out when you're ill? You must stay at home until you are completely better!

6b   Read texts A–D again and complete Sharon's email below.

Keisha,

How are you feeling? I fell ill ¹ *two days* after you sent the message. I had most of the typical flu symptoms – fever, tiredness, although I didn't have ² . I didn't go to the doctor and I only tried to ease the symptoms. I read this brochure with guidelines for people who are ill, and instead of making an appointment, I went to ³  and bought some pills to lower my temperature. I slept a lot and ⁴  to avoid dehydration. To be honest, I did get a bit scared when I got ill, you know. I'd read an article a few days before about how bad this flu season is. More than half of flu patients have to go ⁵ ! Also, most of those cases come from a much ⁶  kind of the virus. I'm sending you the link to the article so that you can read it, too.

Anyway, I'm glad that this is almost over for both of us.

When are you coming back?

Love, Sharon

WRITING

7   Read the instructions and do the task.

Dom kultury znajdujący się/działający w Twoim mieście organizuje dla nastolatków warsztaty na temat zdrowego snu. Napisz do kolegi/koleżanki e-mail, w którym:

- zaprosisz go/ją na to wydarzenie,
- opisziesz, jaka jest Twoja rola w przygotowaniu warsztatów,
- przedstawisz szczegóły dotyczące warsztatów,
- uzasadnisz, dlaczego warto wziąć udział w takim wydarzeniu.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, Kuba,

I want to let you know about the Healthy Sleep workshop that my local community centre is organising.

SPEAK Look at the photo on page 8. Guess what the woman decides to have. What makes you think so? Use the words in the word cloud.

blood sugar cut down on
cheer up mood blueberries
unhealthy healthy
delicious allergic vitamins packet prevent illnesses calories prepare sweets brain taste high in magnesium



1.2 Quantifiers

Quantifiers (określniki ilości) to wyrażenia, których używamy, by podać przybliżoną liczbę lub ilość czegoś. W zależności od rodzaju zdania (twierdzące/przeczące/pytające) i występującego w nim rzeczownika (policzalny/niepoliczalny), używamy różnych określników ilości.

Znaczenie	Rzeczownik policzalny w l. mn.	Rzeczownik niepoliczalny	Przykład
za wiele, za dużo	<i>too many</i>	<i>too much</i>	I've eaten <i>too many</i> chocolates. He used <i>too much</i> salt and the soup was disgusting.
wiele, dużo	<i>many</i>	<i>much</i>	Do you eat <i>many</i> sweets? She hasn't done <i>much</i> exercise.
	<i>lots of / a lot of</i>		This dessert has <i>a lot of</i> calories. I drink <i>lots of</i> water to stay hydrated.
kilka, trochę	<i>some</i>		We've got <i>some</i> apples in the basket. There is <i>some</i> water on the floor.
	<i>a few</i>	<i>a little</i>	Can you get <i>a few</i> tomatoes, please? Now add <i>a little</i> chilli powder.
mało	<i>few</i>	<i>little</i>	This café is never crowded because <i>few</i> people know about it. They have <i>little</i> money, so they don't eat out.
za mało	<i>too few</i>	<i>too little</i>	We have <i>too few</i> potatoes to make chips for everybody. I have <i>too little</i> time to bake a cake.
wystarczająco dużo	<i>enough</i>		There aren't <i>enough</i> gyms in our town. Make sure you buy <i>enough</i> flour.
żadne, jakieś	<i>any</i>		We didn't have <i>any</i> symptoms. Is there <i>any</i> cola left?
Ile...?	<i>How many ...?</i>	<i>How much ...?</i>	<i>How many</i> apps do you use every day? <i>How much</i> coffee does she drink?

UWAGA!

Lots of i *a lot of* używamy zwykle w zdaniach twierdzących, a *much* i *many* – w zdaniach przeczących i pytaniach, np.:

We need *a lot of* oranges to make orange juice.
There are *lots of* germs on smartphones and other electronic devices.
Did you skip *many* meals when you were stressed about the exams?
Pete doesn't drink *much* coffee.

UWAGA!

Określników *each* i *every* (każdy) używamy z rzeczownikami policzalnymi w liczbie pojedynczej, np.:

Tommy had a chocolate biscuit in *each* hand.
Every day is different.

1.7 Gerunds and infinitives

Czasowników z końcówką -ing używamy:

- po niektórych czasownikach, zwłaszcza wyrażających emocje, np.: *admit, avoid, can't stand, consider, continue, don't mind, enjoy, finish, give up, keep (on), miss, practise, spend time, stop*:
Do you enjoy *going* to the gym?
I don't mind *having* dinner at home.
- jako podmiotu zdania, np.:
Eating five portions of fruit and vegetables is important for teenagers' health.
Cooking is much easier than it seems.
- po niektórych przyimkach, np. *about, after, before, in, of, on, without*:
I always have a glass of milk *before going* to bed.
My sister isn't keen *on hiking*.
Think *about giving up* caffeine and sugary snacks.

Bezokolicznik z to stosujemy:

- po niektórych czasownikach, zwłaszcza wyrażających plany, intencje, decyzje i zamiary, np.: *afford, agree, choose, decide, deserve, expect, forget, help, hope, intend, learn, need, offer, plan, pretend, promise, refuse, remember, seem, start, try, want, would like*:

I decided *to become* a vegetarian.

My sister promised *to do* the shopping this week.

- aby wskazać na cel jakiejś czynności, np.:

Did they stand up *to see* better?

I took part in the course *to improve* my cooking skills.

- po niektórych przymiotnikach, np.:

It's not difficult *to make* bread.

Was the programme interesting *to watch*?

UWAGA!

Po niektórych czasownikach (np.: *like, love, hate* czy *prefer*) może wystąpić zarówno forma z końcówką -ing, jak i bezokolicznik z *to*.

Mówiąc o ogólnych upodobaniach, częściej używamy czasownika z końcówką -ing, np.

Mum hates *spending* time indoors.

Bezokolicznik z *to* stosujemy natomiast w odniesieniu do czynności, które wykonujemy często lub regularnie, np.

I like *to go* to the gym with my best friend.

- KEY WORDS

VOCABULARY 1 MP3 01

add	/æd/	dodać
beef	/bi:f/	wołowina
blend	/blend/	zmiksować
bowl	/bəʊl/	miska
box	/bɒks/	pudełko, opakowanie
broccoli	/ˈbrɒkəli/	brokuły
carton	/ˈkɑːtən/	karton
cereal	/ˈsɪəriəl/	płatki śniadaniowe
chilli powder	/ˈtʃili ˈpaʊdə/	chili w proszku
cream	/kri:m/	śmietana
cream cheese	/ˈkri:m ˈtʃiːz/	serek kanapkowy
crisps	/ˈkrisps/	chipsy
cucumber	/ˈkjuːkʌmbə/	ogórek
cut	/kʌt/	pokroić
dairy	/ˈdeəri/	produkty mleczne
delicious	/dɪˈlɪʃəs/	pyszny
flour	/ˈflaʊə/	mąka
fry	/fraɪ/	smażyć
healthy	/ˈhelθi/	zdrowy
honey	/ˈhʌni/	miód
ingredients	/ˈɪnˈɡriːdiənts/	składniki
jar	/dʒɑː/	stoik
olive oil	/ˈɒlɪv ɔɪl/	oliwa z oliwek
onion	/ˈɒnjən/	cebula
packet	/ˈpækɪt/	paczka
pancake	/ˈpænk.eɪk/	naleśnik
peel	/pi:l/	obrać
pepper	/ˈpepə/	papryka
pinch (of sth)	/pɪntʃ/	szczypta (czegoś)
pot	/pɒt/	pojemnik, kubeczek (np. jogurtu)
prawns	/prɔːnz/	krewetki
pumpkin	/ˈpʌmpkɪn/	dynia
recipe	/ˈresəpi/	przepis
roll	/rəʊl/	bułka
salmon	/ˈsæmən/	łosoś
salt	/sɔːlt/	sól
sauce	/sɔːs/	sos
seafood	/ˈsiːfuːd/	ryby i owoce morza
serve	/sɜːv/	podawać
sour cream	/ˈsaʊə ˈkri:m/	kwaśna śmietana
spices/seasoning	/ˈspiːsɪz/ˈsiːzənɪŋ/	przyprawy
spinach	/ˈspɪnɪdʒ/	szpinak
squeeze	/skwiːz/	wycisnąć
sweets	/swiːts/	słodycze
taco shells	/ˈtækəʊ ʃelz/	muszle do taco
taste	/teɪst/	smak
tasty	/ˈteɪsti/	smaczny
vegan	/ˈviːgən/	weganin; wegański
vegetarian	/ˈvedʒəˈteəriən/	wegetarianin; wegetariański
yoghurt	/ˈjɒgət/	jogurt

GRAMMAR 1 MP3 02

calorie counter app	/ˈkæləri ˈkaʊntər æp/	apka do liczenia kalorii
count calories	/ˈkaʊnt ˈkælərɪz/	liczyć kalorie
fat	/fæt/	tłuszcz
follow a diet	/ˈfɒləʊ ə ˈdaɪət/	przestrzegać diety
lose weight	/ˈluːz ˈweɪt/	schudnąć
minerals	/ˈmɪnərəlz/	minerały
vitamins	/ˈvɪtəmiːnz/	witamina

SPEAKING MP3 03

boil	/bɔɪl/	gotować
chop	/tʃɒp/	posiekać
cool	/ku:l/	schłodzić
cup (AmE)	/kʌp/	jednostka objętości równa ok. 240 ml
mix	/mɪks/	wymieszać
oats	/əʊts/	płatki owsiane
pour	/pɔː/	wlać
prepare	/prɪˈpeə/	przygotować
smoothie	/ˈsmuːði/	koktajl
tablespoon (of sth)	/ˈteɪbəlˌspuːn/	łyżka (czegoś)
teaspoon (of sth)	/ˈtiːspuːn/	łyżeczka (czegoś)

READING MP3 04

blueberries	/ˈbluːbəriːz/	borówka amerykańska
brain function	/ˈbreɪn ˈfʌŋkʃən/	praca mózgu
calm	/kɑːm/	spokojny
calm down	/ˈkɑːm ˈdaʊn/	uspokoić (się)
cheer up	/ˈtʃɪər ˈʌp/	podnieść na duchu
concentrate	/ˈkɒnsənˈtreɪt/	skupić się
give energy	/ˈɡɪv ˈenədʒi/	uwalniać energię
go up	/ˈɡəʊ ˈʌp/	rosnąć
high in (magnesium)	/ˈhaɪ ɪn (ˈmæɡˈniːziəm)/	bogaty w (magnez)
lentils	/ˈlentɪlz/	soczewica
make changes	/ˈmeɪk ˈtʃeɪndʒɪz/	wprowadzać zmiany
mind	/maɪnd/	umysł
mood changes	/ˈmuːd ˈtʃeɪndʒɪz/	zmiany nastroju
peas	/piːz/	groszek
reduce stress	/rɪˈdjuːs ˈstres/	zmniejszać stres
seeds	/siːdz/	nasiona, pestki
skip meals	/ˈskɪp ˈmiːlz/	opuszczać posiłki
wholegrains	/ˈhəʊlˌɡreɪnz/	produkty pełnoziarniste

VOCABULARY 2 MP3 05

allergic reaction	/əˈlɜːdʒɪk rɪˈækʃən/	reakcja alergiczna
backache	/ˈbæk.eɪk/	ból pleców
be allergic (to sth)	/bi əˈlɜːdʒɪk/	mieć alergię (na coś)
boost the immune system	/ˈbuːst ðɪ ˈɪmjʊːn ˌsɪstəm/	wzmocnić układ odpornościowy
catch a cold	/ˈkætʃ ə ˈkəʊld/	przeziębienie
chemist's	/ˈkemɪsts/	apteka
come down with the flu	/ˈkʌm ˈdaʊn wɪð ðə ˈfluː/	zachorować na gripę
cough	/kɒf/	kaszel; kasłać
dehydration	/ˈdiːhaɪˈdreɪʃən/	odwodnienie
feel ill/unwell	/fiːl ˈɪl/ˈʌnˈwel/	złe się czuć
fight off infections	/ˈfaɪt ɒf ɪnˈfekʃənz/	zwalczać infekcje
flu season	/ˈfluː ˈsiːzən/	sezon grypowy
food poisoning	/ˈfuːd ˌpɔɪzənɪŋ/	zatrucie pokarmowe
germs	/dʒɜːmz/	zarazki
GP (general practitioner)	/ˈdʒɪː ˈpiː (ˌdʒenərəl ˈpræktɪʃənə)/	internista, lekarz rodzinny
hand sanitiser	/ˈhænd ˌsænɪtaɪzə/	płyn do dezynfekcji rąk
heart attack	/ˈhɑːt əˈtæk/	zawał serca
hurt	/hɜːt/	boleć; obolały
make an appointment (with the dentist)	/ˈmeɪk ən əˈpɔɪntmənt (wɪð ðə ˈdentɪst)/	umówić się na wizytę (u dentysty)
prevent illnesses	/prɪˈvent ˈɪlnəsɪz/	zapobiegać chorobom
red spots/rash	/ˈred ˈspɒts/ræʃ/	wysypka
runny nose	/ˈrʌni ˈnəʊz/	katar
sneeze	/sniːz/	kichać
sore throat	/ˈsɔː ˈθrəʊt/	bolące gardło
symptom (of sth)	/ˈsɪmptəm/	objaw (czegoś)
take an aspirin	/ˈteɪk ən ˈæsprɪn/	wziąć aspirynę
take medicine/painkillers	/ˈteɪk ˈmedəʃən/ˈpeɪnˌkɪləz/	brać leki/środki przeciwbólowe
treatment	/ˈtriːtmənt/	leczenie
use nose drops	/juːz ˈnəʊz drɒps/	zapuszczać krople do nosa
warning	/ˈwɔːnɪŋ/	ostrzeżenie

LISTENING MP3 06

cut down on	/kʌt ˈdaʊn ɒn/	ograniczyć
get active	/ˈget ˈæktɪv/	zacząć się ruszać
get enough sleep	/ˈget ɪˌnʌf ˈsliːp/	wysypiać się
give sth up	/ˈɡɪv ˌsʌmθɪŋ ˈʌp/	zrezygnować z czegoś
have a routine	/ˈhæv ə ruːˈtiːn/	mieć swój rytuał
keep fit	/ˈkiːp ˈfɪt/	dbać o kondycję
rest	/rest/	odpocząć
sleep in	/sliːp ˈɪn/	pospać dłużej
spend time outdoors	/ˈspend ˌtaɪm ˌaʊtˈdɔːz/	spędzać czas na świeżym powietrzu
stay up	/ˈsteɪ ˈʌp/	nie kłaść się spać
take care of yourself	/ˈteɪk ˈkeər əv jəˌself/	dbać o siebie

WRITING MP3 07

charity	/ˈtʃærəti/	organizacja dobroczynna
event	/ɪˈvent/	impreza, wydarzenie
fun run	/ˈfʌn ˌrʌn/	bieg charytatywny
workshop	/ˈwɜːkˌʃɒp/	warsztaty

2

AMAZING PEOPLE



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

- How do you think the person is feeling?
- Would you like to become an astronaut? Why/Why not?



2 **SPEAK** Read the comments. Choose one and reply to it.



54321

Do you think he's scared?



girlygirl

Maybe it's a she??? A beautiful lady with a strong character! 🤔



Natalka16p

You need to be really tough to do this! R.E.S.P.E.C.T. 💪



YogiB

Agree! Truly inspiring!

Comment



Personality adjectives

- 1 **RECYCLE** **SPEAK** Use the personality adjectives from the box to describe characters from TV shows or films.

brave calm creative friendly generous
honest independent kind optimistic
patient pleasant

Batman is very brave because he fights criminals who are much stronger than him.

- 2 Read the text. Who do you think is the best candidate? Why?

- 3 **KEY WORDS** **SPEAK** Complete the definitions with the highlighted personality adjectives from the text. Then think of someone you know for each adjective.

- A **courageous** person is brave and isn't frightened of dangerous situations.
- A **relaxed** person is relaxed and does not worry too much.
- A **curious** person is very interested in learning more about something.
- A **practical** person is very practical and can make good decisions.
- A **hard-working** person always puts a lot of effort into their work.
- You can trust a **reliable** person to do what they say they will do.

My brother is hard-working and talented.

- 4 **WRITE** Write definitions for the remaining seven adjectives.

A self-confident person believes in his or her abilities and doesn't feel worried or frightened.

- 5 **1.17** Listen to a news programme to find out who won the show. What does the winner think about the programme?

- 6 **SPEAK** Read the **WATCH OUT** box. Ask and answer questions about the people below.

- someone famous
- your best friend
- someone from your family
- your favourite teacher

What is Robert Lewandowski like?

What does your best friend look like?

What does your mum like?

WATCH OUT

like

What **is** Sam **like**? (Jaki jest Sam? Jakie ma cechy charakteru?)

He's courageous and self-confident.

What **does** Sam **look like**? (Jak wygląda Sam?)

He's tall with brown hair.

What **does** Sam **like**? (Co lubi Sam?)

He likes football and films.

COULD YOU BE AN ASTRONAUT?



SUZIE



KERRY



TIM

In the exciting show *Astronauts: Do You Have What It Takes?*, astronaut Chris Hadfield and a team of experts choose one winner from twelve incredible contestants. The lucky winner can join the European Space Agency programme. Now, there are only three contestants left: Suzie, Kerry and Tim. Who will win?

“ Suzie is my favourite. She did very well in the physical challenges. She's **courageous** and not afraid to face her fears. She's **sensible** – she never does anything silly.

I expect Suzie or Kerry could win. Suzie seems **self-confident** and **reliable** – you can depend on her if there is a problem. She's **hard-working**, too, and keeps up with her training. Kerry's **enthusiastic** about becoming an astronaut – that's important.

“ It should be Kerry. She's a **talented** pilot, and she can be really proud of herself because she's got all the necessary skills. She also seems **cheerful** and **sociable**.

I think Tim could win. He always stays **cool** and he never panics in a crisis. He stays **positive** when things go wrong and deals well with difficult situations.

“ I think Tim is the best. He's **curious** and really **smart**. He loves finding out about science and comes up with new ideas.

- 7 **SPEAK** Look at the video still. It shows a girl who fell off a horse two years ago and is now trying to ride again. Describe the video still and answer the questions.



- What fears do you think the girl is facing?
- Would you like to meet this girl? What could you learn from her?

FAST FINISHERS

What would you like to change about your character? Give reasons. Write 4–5 sentences.

I'd like to be more/less ... because ...

2.2 Grammar 1

Used to

- 1 **SPEAK** What were you like as a child? What did you like to do?

I was very curious as a child. I asked a lot of questions.

- 2 **SPEAK** Read the blog post and the comments. Are you more like Clara or Robert?

How much do we change over the years?

14
Apr. 19



Dear readers,

I met one of my childhood friends yesterday. We went to the same primary school, and we got on really well. We used to spend every free moment together. But yesterday we didn't have anything to talk about. She's a completely changed person!

Do our characters change? Are we all different from what we were before? How about you? Did you use to be different in the past, or are you still the same?



I don't think character changes that much over the years. In the past, I was very shy, and I didn't like talking to strangers. In primary school, I had trouble finding friends to play with. Once in the second grade I refused to go to school at all! And I'm still pretty shy today.

REPLY



I'm not the same person that I was in the past. I used to be quiet, and now I'm sociable and self-confident. I used to stay at home most of the time, and I didn't use to have many friends. But now I go out almost every day! My personality is completely different now.

REPLY

- 3 Look at the video still and study the grammar table. Find all the examples of *used to* in exercise 2.

Key Grammar

Used to

Konstrukcji *used to/didn't use to* + bezokolicznik używamy, mówiąc o stanach lub powtarzających się czynnościach z przeszłości, które obecnie nie mają już miejsca.

Forma: *used to* + bezokolicznik

+	My family <i>used to</i> live in the UK.
-	I <i>didn't use to</i> ride a horse.
?	Did you <i>use to</i> be shy as a kid? Yes, I <i>did</i> ./No, I <i>didn't</i> .
Wh-?	Where <i>did</i> you <i>use to</i> go on holiday?
Subject?	Who <i>used to</i> teach you maths in primary school?

- 4 Rewrite the sentences as negatives and questions.

1 I went to the water park yesterday.

I didn't go to the water park yesterday.

Did you go to the water park yesterday?

2 My grandad used to run five miles every day.

3 They left on time.

4 I used to leave for school at 6 am.

5 We used to have a pet rabbit.

- 5 Read the **WATCH OUT** box and look at the underlined past simple verbs in exercise 2. Which ones could you replace with *used to* + infinitive? Rewrite the sentences where possible.

We used to go to the same primary school.

WATCH OUT

used to a czas past simple

Jeżeli mówimy o czynnościach powtarzających się w przeszłości, możemy użyć zarówno czasu *past simple*, jak i *used to*. Konstrukcji z *used to* użyjemy, gdy chcemy podkreślić, że dana czynność lub sytuacja nie ma już miejsca.

Mówiąc o jednorazowym wydarzeniu z przeszłości, używamy tylko czasu *past simple*.

- 6 Write 3–4 sentences answering the questions from the blog post in exercise 2. Use:

- two sentences with *used to* (positive and negative),
- at least one sentence in the past simple,
- one sentence with *be* or *can*.

FAST FINISHERS

Write five sentences about yourself when you were a kid. Use the prompts below or your own ideas.

- your school
- your pets
- your hobbies
- your parents' jobs

I used to go to primary school in Sopot.



Asking for and giving opinions



- 1 **SPEAK** Look at the photo and read about the ArcelorMittal Orbit. What do you think it would be like to go on the slide?

The ArcelorMittal Orbit is a 114.5-metre-high observation tower and slide in London. It was built for the 2012 Summer Olympic and Paralympic Games.

- 2 Look at the video still. Logan and Mae are talking about their experience at the ArcelorMittal Orbit Slide. Who do you think enjoyed it more?



- 3 **1.18** Listen to the dialogue and check your answer to exercise 2. Then complete the sentences from the dialogue with the opinion adjectives from the box.

amazing boring brilliant disappointing exciting

- 1 Logan What did you think? Did you enjoy it?
Mae Wow! It was *brilliant*. Totally awesome.
- 2 Mae I thought it was a really [] experience.
- 3 Logan Well, we waited at the bottom for ages, and then it was over so quickly. If you ask me, it was [].
- 4 Mae But didn't you think the views from the top were incredible?
Logan Yes, the views were [].
- 5 Logan Did you enjoy the ride down the slide?
Mae I thought it might be [], but it was the best bit in my opinion.
- 4 **1.18** Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?

Key Phrases

Asking for and giving opinions

Asking for opinions

What do/did you think (of ...)?
Did you enjoy it?
Don't/Didn't you think that ...?
What's your opinion (of ...)?
What do you reckon?

Giving opinions

I reckon (that) ...	To be honest, ...
I think/thought ...	Frankly, ...
I believe ...	It was an exciting experience.
I (really) feel/felt that ...	I hated it.
In my opinion/view ...	I (really) loved/enjoyed it.
If you ask me, ...	I (really) enjoyed myself.

Opinion adjectives

amazing, awesome, awful, boring, brilliant, cool, disappointing, exciting, fantastic, incredible, terrible

- 5 Look at the Key Phrases again and complete the mini-dialogues with one word in each gap.

- 1 Ann What did you *think* of the party?
Matt To be [], I thought it was boring.
Ann Why? I thought it was really cool. I really [] myself.
- 2 Drew If you [] me, that space programme on BBC Two was absolutely amazing.
Finn I agree. It was really exciting.
- 3 Gran What's your [] of the new head teacher?
Trish I think he is very enthusiastic.
- 4 Lou Did you enjoy the rollercoaster ride?
Cal No, I didn't. In fact, I [] it.
Lou Yeah, me too.

- 6 **1.19 SPEAK** Listen and check your answers to exercise 5. Then practise the dialogues in pairs.

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

Uczeń A Zaproponuj koledze/koleżance wspólne spędzenie wieczoru, np. spacer w ciekawym miejscu, wyjdźcie na koncert lub do kina. Przedstaw swoją opinię o wybranych miejscach i zapytaj o opinię kolegi/koleżanki.

Uczeń B Jesteś zainteresowany propozycją wspólnego spędzenia czasu z kolegą/koleżanką.

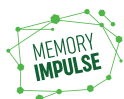
- Wyraź swoją opinię na temat miejsca zaproponowanego przez kolegę/koleżankę.
- Zaproponuj inne miejsce i sposób spędzenia wieczoru.

FAST FINISHERS

You have just visited a great theme park/water park. Write a post on social media recommending a visit. Use the Key Phrases and opinion adjectives from this lesson.

2.4 Reading

An article about unique strengths



- 1 Complete the collocations with the verbs from the box. There are two extra verbs.

be become do get learn make start win

- 1 *win* a race, a prize, a competition
- 2 fit, a good job, good grades
- 3 a language, something new, to surf
- 4 famous, popular, rich
- 5 money, friends, a difference
- 6 part of a team, happy, proud

- 2 **SPEAK** Choose five things from exercise 1 that you would like to achieve in the next ten years. Say how you want to achieve them.

- 3 Look at the photos on page 29 and answer the questions.

- 1 Describe the girl. What is she doing? What personal qualities do you think she has?
- 2 What are the people doing in the other picture?
- 3 Read the title of the article. What do you think it means?

- 4 Read the **WATCH OUT | SKILLS** box. Then read the article quickly and choose the best summary.

- 1 It is an article about how technology can improve people's lives and help them in their careers.
- 2 It is an article describing how people have recovered from accidents and adapted to change.
- 3 It is an article that gives information about the powers and abilities people wish they could have.

WATCH OUT | SKILLS Określanie głównej myśli tekstu

- W określeniu głównej myśli tekstu pomoże Ci szczególnie uważne przeczytanie jego tytułu, wstępu oraz nagłówków poszczególnych części.
- Jeśli nadal nie masz pewności, jakie jest przesłanie tekstu, przeczytaj ponownie pierwszy i ostatni akapit.
- Nie musisz rozumieć wszystkich słów z tekstu, aby zrozumieć jego główną myśl.

- 5 **1.20** Read the article carefully and complete the sentences with up to three words in each gap.

- 1 Chiara started modelling when she was *fifteen*.
- 2 She learnt to walk again months after her accident.
- 3 Chiara's is an important part of her image.
- 4 Orlando can remember exceptionally well.
- 5 After Orlando's accident, his hurt for weeks.
- 6 Orlando was surprised when journalists said he was a .

- 6 Answer the questions about the article.

- 1 What happened when Chiara was thirteen?
She had a terrible accident.
- 2 Why did an Italian designer write to Chiara?
- 3 Why is Chiara studying?
- 4 What happened to Orlando during a baseball game?
- 5 What connection can Orlando make between dates and days of the week?
- 6 What is Orlando's opinion of himself?

- 7 **KEY WORDS** Match the highlighted phrases from the article to definitions 1–7.

- 1 When you *grow*, you improve and become stronger.
- 2 An is something that you are able to do.
- 3 When you , you do well in something.
- 4 If you are to do something, you won't let anyone or anything stop you from doing it.
- 5 When something is a great , it means someone has achieved something important.
- 6 When something is , it is very, very good or one of a kind.
- 7 When you , you stop trying to do something because it's too difficult.

- 8 **SPEAK** Answer the questions.

- 1 Why do you think online trolls wrote cruel comments about Chiara?
- 2 What exceptional ability would you like to have? Why?
- 3 Give an example of a campaign similar to the one Chiara took part in. What was it about? Was it successful?



FAST FINISHERS

- Plan a campaign to make people aware of a problem at your school. Make notes about the theme, activities, a celebrity you'd like to invite, etc.



Find some information about Stephen Wiltshire. What is amazing about him? What would it be like to have his abilities? Tell the class.



UNIQUE strengths

We might all dream of being famous, but ordinary people are incredible in so many different ways! We can adapt to new things, learn and **grow**, as these two inspiring people show.

5 **Never give up**

Chiara Bordi is a very positive and confident person. This young Italian model went on the first of many photo shoots in 2015, at the age of fifteen. However, just a short time before that, the idea of modelling seemed impossible. When Chiara was 10 thirteen, she had a terrible accident on her way home from a dance show. She lost part of her left leg and took nine months to walk again. Then an Italian designer wrote to Chiara and asked her to model her new product – a decorative prosthetic leg covered in crystals. Instead of hiding her disability, Chiara 15 made it part of her image. It was a brave thing to do! Recently, she did a photo shoot for a campaign promoting equality in modelling. She also came third in the *Miss Italia* beauty contest, even though online trolls wrote lots of cruel comments about her – an amazing **accomplishment!** Chiara is **determined** to focus 20 on what she can do, not what she can't do. Will she become a world-famous model? Perhaps. For now, she's studying hard, hoping to become a doctor.

An accident that made a genius

Orlando Serrell has got a fantastic memory for dates. He's 25 **exceptional** because he didn't use to have this **ability** until he was ten. Then, one day during a baseball game, the ball hit his head hard. He recovered, but had a bad headache for weeks. Soon, Orlando discovered that he could easily say what day of the week any date was – but only dates after his accident. Years 30 later, he can still do it. Not only that, but he also knows exactly what he did and what the weather was like on any date since that day! Orlando was surprised when scientists, newspapers and TV shows were all interested in his experience and called him a 'genius'. He thinks he's ordinary.

35 **See? We can all be inspiring humans.**

We can have a talent or skill, and work hard to succeed.

We humans are awesome!

GLOSSARY

beauty contest – konkurs
piękności

decorative – ozdobny

equality – równość

photo shoot – sesja zdjęciowa

prosthetic leg – proteza nogi



- 1 **SPEAK** What do you think it takes to be a doctor? Would you like to become one?

- 2 **SPEAK** Choose the odd word out. Explain your choice.

- 1 ankle, finger, toe, leg (*part of a hand, not a leg*)
 2 arm, shoulder, neck, foot
 3 stomach, ear, cheek, forehead
 4 knee, elbow, back, wrist
 5 chest, toe, back, stomach

- 3 **Complete the sentences with the odd words out from exercise 2. Use plural forms if necessary.**

- 1 In the gym you shouldn't wear any rings on your *fingers*.
 2 Don't drink coffee on an empty *stomach*. You might feel sick.
 3 To relax, lie on your *back* and take deep breaths.
 4 Children's *teeth* grow really fast – they need new shoes every three months!
 5 I don't want to dance with him – he keeps stepping on my *toes*!

- 4 **1.21** Listen and match recordings 1–6 to pictures a–f.



I *bruised* my knee.



I *scalded* my hand.



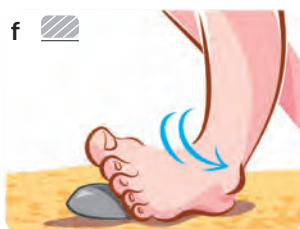
I *dislocated* my arm.



A cat *scratched* my cheek.



I *sprained* my thumb.



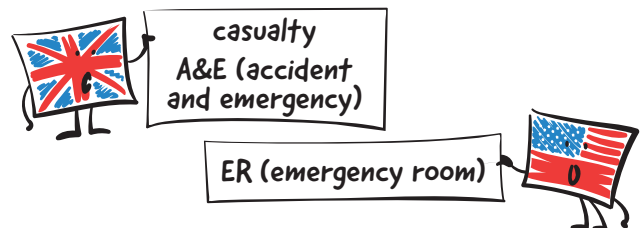
I *dislocated* my ankle.

- 5 **KEY WORDS** Complete the captions in exercise 4 with the correct forms of the highlighted verbs.

break • bruise • cut • dislocate • scratch • sprain

- 6 **1.22 KEY WORDS** Choose the correct options to complete the texts. Listen and check.

- a Last summer, I had a bike accident. I cut my forehead and my cheek. There was quite a lot of ¹ *blood / muscle*. They took me to the ER, and the surgeon cleaned and dressed the ² *injections / wounds*. They ³ *healed / bled* quickly, but I still have ⁴ *scars / injuries* here.
- b A friend of mine barely ⁵ *survived / injured* a car accident. He broke both his legs and injured his ⁶ *spine / bones* pretty badly – the doctors said he might never walk again! He spent a few months with both legs in a ⁷ *bandage / plaster cast*. But he's OK now. Luckily, he doesn't even need a ⁸ *wheelchair / vaccine*.



- 7 **KEY WORDS** Match the sentence halves.

- 1 People who are *blind* a a wheelchair sometimes
 2 *Deaf* people communicate need an *assistance dog*.
 3 *Disabled* people in b who helps people with
 4 A *carer* is someone *disabilities*.
 c in *sign language*.
 d learn how to read Braille.

- 8 **SPEAK** Describe the photo using the words from exercise 7. Then answer the questions.



- 1 How does the woman in the wheelchair feel?
 2 What personal qualities does a carer need to have?

FAST FINISHERS

- Look at exercise 6 again. Write a similar story about yourself or someone you know. Use words from this lesson.

A radio programme about an amazing person

1 **SPEAK** Answer the questions.

- Do you, or does someone you know, help people with disabilities? How?
- How can we make life easier for people who cannot see or hear?

2 **SPEAK** Look at the text about a radio series. The radio station wants listeners to suggest amazing people. Who would you suggest?

Do you know someone amazing? *Our World* is doing a radio series on ordinary but inspiring people who **change society** for the better! Do they help others **achieve their goals**? Did they **start a campaign** or **an online petition** to change the world? Or maybe they **raised money** for a good cause? Whatever it is, we want to know how those people **made a difference**. At the end of the series, one of them will win an award!

Email or call us with your suggestions!

✉ inspiringpeople@radio3 ☎ 0207 365 6987

16.30 This week in *Our World*, Daniel Hansen talks about his inspiration, Jade Chapman. Jade recently won an award for her campaign.



3 **SPEAK** **KEY WORDS** Complete the statements with the correct forms of the highlighted words from the text in exercise 2. Do you agree with the statements? Why/Why not?

- Starting* an online petition is a waste of time.
- Every year, you should a personal goal.
- It's a great feeling to a difference to someone else's life.
- Every day, modern technology society for the better.
- money for a good cause can sometimes be frustrating because you don't get to see the result.
- Sometimes it's easy to a campaign, but it's hard to finish it.

4 **1.23** Identify the silent letters in the words from the box. Then listen, check and repeat.

campaign climb designer difference exciting
favourite hour knowledge listener walk write

5 Read the **WATCH OUT | SKILLS** box and look at the texts in exercise 2. Then read exercises 6 and 7 and try to guess the answers to questions 1–3 below.

- Who is the interview about?
- What language do the sisters use to communicate?
- Why did Jade win an award?

WATCH OUT | SKILLS Przewidywanie treści nagrania

Przed wysłuchaniem nagrania przeczytaj zadania, które go dotyczą. Pozwoli Ci to zorientować się, o czym będzie mowa.

6 **1.24** Listen to the radio programme and check your answers in exercise 5. Then number the events in the order they happened.

- Jade won an award. ☐
- Students and teachers at Jade's school did a sign language course. ☐
- Jade wanted to help her sister. **1**
- Jade started a campaign and called it 'Let Sign Shine'. ☐
- Jade appeared on TV and in a national newspaper. ☐
- Thousands of people signed Jade's online petition. ☐

7 **1.24** Listen again and complete the table.

	How many?
1 Deaf people in the UK	87,000
2 People who know sign language	
3 Deaf people who go to ordinary schools	%
4 People who signed the petition	
5 The prize Jade won	£
6 Students who took the sign language course	

8 **SPEAK** Answer the questions.

- Do you know someone at your school (a teacher or a student) who is trying to make a difference? How?
- Would you like to raise money for a good cause? Why/Why not?

FAST FINISHERS

Imagine you are going to interview Jade Chapman for a school magazine. Note down three questions you would like to ask her.

What's your advice for all the young people out there who would like to make a difference?



Make a list of ten basic expressions that people usually learn first when they begin to study a foreign language. Then find out how to show them in British Sign Language. Share your findings with the class.

- 1 **SPEAK** What is your favourite kind of music? Do you ever listen to blues, jazz or soul?

- 2 **1.25 SPEAK** Read the dialogue. Would you like to see Ray?

Ben Why didn't you pick up when I called you last night? What were you doing?

Gran I was watching a film, Ray. It was about Ray Charles.

Ben Who?

Gran You don't know him? Ray Charles is a legend!
^aHe started a new type of music – soul. He was blind from the age of seven, and
^bwhile he was attending a school for deaf and blind children, he learnt to compose music. He won thirteen Grammy Awards and sold millions of albums. And he achieved all that despite his disability. Life was hard on him, but he never gave up.

Ben So, how about the film?

Gran It was great. Jamie Foxx played the main part. Imagine that 'when he was learning his script for the film, he was also studying Braille to find out what it's like to be blind. And he didn't use anybody's help in the scenes when he was playing the piano – he did it all by himself!

Ben That sounds really interesting. Can I borrow the DVD?



- 4 Find more examples of the past continuous in the dialogue in exercise 2.

- 5 **SPEAK** Choose the correct options. Are the sentences true or false for you?

- 1 When I *walked* / *was walking* to school this morning, I *saw* / *was seeing* a police car.
- 2 At 5 am, I *slept* / *was sleeping*.
- 3 I *went* / *was going* to the cinema last week.
- 4 Last Sunday, the sun *shone* / *was shining* all afternoon, so I *went* / *was going* to the park.
- 5 This time yesterday, I *didn't do* / *wasn't doing* anything. I *just relaxed* / *was just relaxing*.
- 6 I *arrived* / *was arriving* at school late this morning. My classmates *already worked* / *were already working*.

- 6 **WATCH OUT** Read the **WATCH OUT** box. Then translate the fragments in brackets into English. Use *while* where possible.

- 1 I was helping mum in the kitchen *while Mike was lying* (podczas gdy Mike leżał) on the couch.
- 2 (Gdy trenowaliśmy), an accident happened.
- 3 (Kiedy rozpoczęli kampanię), thousands of people began sending emails.
- 4 The whole team celebrated (kiedy osiągnęliśmy cel).
- 5 (Kiedy jechałem na rowerze), I lost my balance and crashed into a tree.
- 6 What were you talking about (kiedy zaczął się film)?

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

Key Grammar

Past continuous

Czasu *past continuous* używamy do opisywania:

- jednej lub kilku równoczesnych czynności lub wydarzeń, które trwały w określonej chwili w przeszłości, np. ¹
- wydarzenia, które trwało w przeszłości i podczas którego miało miejsce inne wydarzenie, wyrażone w czasie *past simple*, np. ²

Forma: *was/were* + czasownik z końcówką *-ing*

Czasu *past simple* używamy, mówiąc o dłuższych lub krótszych czynnościach zakończonych w przeszłości, np. ³

	I/He/She/It	You/We/They
	I <i>was resting</i> .	You <i>were riding</i> a bike.
	He <i>wasn't sleeping</i> .	They <i>weren't working</i> .
	<i>Was it running</i> ? Yes, it <i>was</i> ./No, it <i>wasn't</i> .	<i>Were you reading</i> ? Yes, we <i>were</i> ./No, we <i>weren't</i> .
<i>Wh-</i> 	What <i>was I saying</i> ?	Why <i>were you crying</i> ?

WATCH OUT

when i while

Dwie części zdania łączymy za pomocą spójników: *when* (kiedy) lub *while* (podczas gdy). Spójnika *while* możemy użyć wyłącznie przed zdaniem w czasie *past continuous*.

While he was playing football, the ball hit his head.

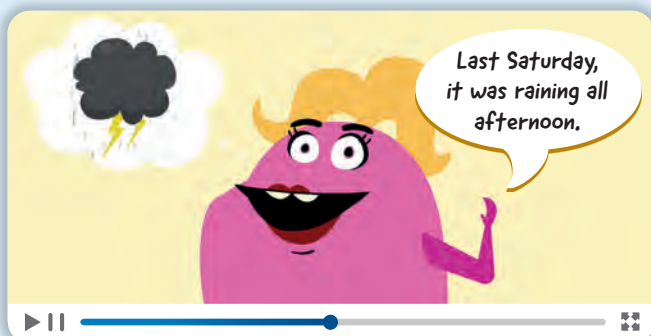
The ball hit his head while he was playing football.

When she was riding her bike home, she had an accident.

She was riding her bike home when she had an accident.

FAST FINISHERS

Write an opening sentence for four different books using *when* or *while*. Try to choose different types of books, e.g. a romance, a horror, a war drama, a diary etc.



1 SPEAK Describe a situation in which you were:

- positive
- sensible
- creative

Last week, while I was doing my art homework, I was really creative.

2 1.26 **Number the sentences in the correct order to make a dialogue. Listen and check.**

- I agree! Perhaps you'd like to join the course, too? What do you think?
- How is your sign language course going, Warren? **1**
- Really? That's surprising! So you are enjoying it?
- If you ask me, it's brilliant what you're doing. You never know when these skills will become useful.
- I am! I really feel that I'm learning something useful! It was a good idea to do the course.
- It's going very well, thank you! Sign language is not that difficult to learn.

3 1.27 **SPEAK** **Complete the gaps to make logical mini-dialogues. Listen and check. Then practise the dialogues in pairs.**

- X: *Did you have a good* weekend?
Y: Yes, I did, thanks. We had a party on Saturday and a picnic on Sunday.
- X: How ?
Y: It's going quite well, thank you. Italian is not that difficult to learn.
- X: What do you think of this new show?
Y: quite boring.
X: Really? I think it's amazing!
- X: I went on the rollercoaster yesterday.
Y: Did ?
X: No, not at all! It was awful.

4 Read the WATCH OUT box. Then translate the sentences into English.

- Byli przyzwyczajeni do dostawania nagród.
They were used to getting awards.
- Kiedyś dostawaliśmy więcej pracy domowej.
- Niektórzy pacjenci nigdy nie przyzwyczajają się do bycia na wózku.
- Tom kiedyś był pracowity.
- Czy jesteś przyzwyczajony do spotykania sławnych ludzi?

WATCH OUT *used to, be used to, get used to*

I used to live alone. (Kiedyś mieszkalam sama.)
I was used to living alone. (Byłam przyzwyczajona do samotnego mieszkania.)
I got used to living alone. (Przyzwyczaiałam się do samotnego mieszkania.)

5 Choose the correct options.

- Karen is usually *sociable* / *patient*, but not when she is stuck in a traffic jam.
- Children are often under pressure to *succeed* / *achieve* in school.
- Sue was *determined* / *inspiring* to win the competition.
- I had a really bad cold, and it took me a lot of time to *survive* / *recover*.
- After the accident, she went *deaf* / *blind* in one eye.

6 **Choose the correct options.**

An amazing fighter

Monika Kuszyńska is a famous Polish singer and songwriter. She ¹ the lead vocalist in a band called Varius Manx. On 28 May 2006, Monika and the other band members had a serious car accident – their car crashed into a tree. Everyone survived, but some of the band members suffered bad ² . Monika suffered the most. As a result of the accident, she is unable to walk.



Monika Kuszyńska during the Eurovision Song Contest 2015

What makes Monika amazing?

She never ³ after the accident. Life was difficult at first, but Monika was patient, positive and ⁴ to get her life back. She ⁵ in a wheelchair and overcame difficulties. She represented Poland in the Eurovision Song Contest in 2015. Monika ⁶ married in 2011 and became a mother five years later. In 2015, her biography was published. Its title? *My Second Life*.

- | | | |
|-----------------------|---------------------|---------------------|
| 1 A was used to being | B got used to being | C used to be |
| 2 A injuries | B sprains | C treatments |
| 3 A succeeded | B gave up | C grew |
| 4 A adapted | B determined | C hard-working |
| 5 A used to being | B used to be | C got used to being |
| 6 A was getting | B used to get | C got |

#BRAINTEAZER

Perry used to drive a car, but he didn't use to drive a new car. So what did he use to drive?



FAST FINISHERS

Write a short blog post about your favourite celebrity. Say what makes him/her amazing.



Hi there! Welcome to my blog. Today I want to tell you about another inspiring person I read about.

Soap for health

- [1] Samir Lakhani is a young American businessman who wants to make a difference. He helps people in developing countries to be healthier.
- [2] As a student, Samir was a volunteer in Cambodia. He saw that many children got ill because their families couldn't afford to buy soap. While he was staying in a hotel, he came up with a solution. Hotel guests used the soap once and threw it out. Samir realised that recycling this soap could save lives, so he started a non-profit organisation called Eco-Soap Bank.
- [3] Today, as a rich businessman, Samir gives English classes to his staff to improve their education. In addition, he is developing other ecology projects.
- [4] Samir can be an inspiration because he is generous, enthusiastic and creative. Although he is young, he is very successful. In my opinion, he shows that anyone can change the world.



- 1 **SPEAK** Imagine you are a rich businessperson who wants to make a difference. What would you like to do? Choose from the prompts below or use your own ideas.

- build hospitals
- transport drinking water
- donate big sums of money
- give jobs to local people

I'd like to ... because ...

I think it's important to ...

- 2 Look at the photos. How do you think they are connected? Read the blog post and find out. Why did Samir start Eco-Soap Bank?
- 3 Read the blog post again and match paragraphs 1–4 to descriptions a–d.
 - a Main achievements
 - b Introduction, with a short summary about the person
 - c Conclusion, with a personal opinion
 - d Other things the person has done

- 4 Study the Key Phrases box. Then read the blog post again. Which of the Key Phrases did the blogger use?

Key Phrases

A blog post about a person

Introduction

Today I want to tell you about ...

Recently I read about ...

He/She is (an American teacher/actor) who ...

He/She lives (in the south/north of England).

Main achievements

He/She is famous for ...

While he/she was ...-ing, he/she ...

He/She hasn't stopped there.

In addition, he/she ...

Conclusion

He/She shows that ...

He/She really made a difference.

I admire him/her because ...

He/She can be an inspiration because ...

5 Translate into English. Use the Key Phrases.

- 1 Among her many achievements, she *was famous for* (słynęła z) her charity work.
- 2 This is an example of a politician who really (coś zmienia).
- 3 Larry achieved his aim, but he (nie zaprzestał swojej działalności).
- 4 (Podziwiam) Naomi Campbell because she is strong and determined to help the people of sub-Saharan Africa.
- 5 This teacher (jest dla mnie inspiracją).

6 Look at the **WATCH OUT** box and the underlined conjunctions in the blog post. Complete the text below with *because*, *so* or *although*.

WATCH OUT

Spójniki (conjunctions):
because, so, although

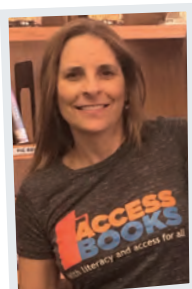
Za pomocą spójników łączymy ze sobą dwie części zdania:

*Many children don't go to school **because** (ponieważ) their families can't afford it.*

***Although** (Mimo że) life was difficult, Chiara didn't give up.*

*Jade wanted to help her sister, **so** (więc) she started a campaign.*

- While the American academic Rebecca Constantino was researching language literacy, she discovered that school libraries in poor areas were not very good. Young people didn't have access to interesting books, ¹*so* they were doing worse at school. ² the schools had some books, they were old and in bad condition.
- Rebecca set up the non-profit organisation Access Books ³ she wanted to improve school libraries in poor areas.
- Many of the libraries were in bad condition, ⁴ the group decorated them.
- The group also offered author visits ⁵ they wanted to interest young people in books and writing.
- The group wants local people to get involved, ⁶ they ask students, parents and staff to help decorate the libraries.



7 Join the sentences with *because*, *so* or *although*. Make any necessary changes, and take care with punctuation.

- 1 Rebecca's organisation has provided over 1.5 million books. She wants to do more.
Although Rebecca's organisation has provided over 1.5 million books, she wants to do more.
- 2 Her work certainly made me think. I didn't realise there was a problem.
- 3 You might not know Rebecca's name. She is someone I admire, and she inspires me.
- 4 Now, young people in these schools are more interested in reading. They are doing better at school.

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

Obejrzałeś/Obejrzałaś filmową biografię osoby, która pomaga innym i może inspirować młodych ludzi. Podziel się informacjami o tej osobie na swoim blogu.

- Przedstaw tę osobę.
- Opisz jej główną działalność.
- Napisz, czym się jeszcze zajmuje i jakie ma plany.
- Wyraź swoją opinię na temat tej osoby i uzasadnij, dlaczego może inspirować młodych ludzi.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi everyone! Today, I want to tell you about a very inspiring person.

WRITING PLANNER

THINK

- Pomyśl, o jakiej prawdziwej lub fikcyjnej osobie napiszesz (np.: Janina Ochojska, Jurek Owsiak, osoba działająca na rzecz Twojej lokalnej społeczności).
- Zastanów się, co zrobiła lub robi ta osoba, by inspirować i pomagać innym (np.: organizuje imprezy charytatywne lub zbiórki pieniędzy, przeprowadziła kampanię informacyjną).

PREPARE

- Przy każdym podpunkcie z ćwiczenia 8. wynotuj zwroty z ramki Key Phrases, których użyjesz, by go rozwinąć.
- Zaplanuj układ swojego tekstu. Wykorzystaj jako wzór wpis z ćwiczenia 2.

WRITE

Napisz tekst, wykorzystując swoje notatki i zwroty z ramki Key Phrases.

CHECK

- Sprawdź swój tekst i odpowiedz sobie na pytania:
- Czy rozwinąłeś/rozwinęłaś wypowiedź we wszystkich czterech podpunktach polecenia?
- Czy długość tekstu wynosi 100–150 słów?
- Czy tekst jest poprawny językowo?

FAST FINISHERS

Write three sentences about how you help other people. Use a different conjunction in each sentence.

VOCABULARY

- 1 In each sentence, choose two adjectives that can complete the gap. In one sentence, all three adjectives are correct.
- She's such a *reliable* / *kind* / *pleasant* girl – she always smiles at people.
 - If you want to succeed as a singer, you need to be *talented* / *determined* / *hard-working*.
 - Mae used to be an extremely *curious* / *smart* / *courageous* kid. She asked lots of questions and wanted to know about everything.
 - People who are *sociable* / *positive* / *courageous* usually have more friends.
 - If you ask me, firefighters should be not only determined, but also *creative* / *confident* / *careful* when they rescue people.
 - I think you need to be more *friendly* / *sensible* / *enthusiastic* about choosing your future goals.

- 2  Complete the sentences with the correct words.

- When I cut my thumb, it was *bleeding* heavily, so I had to go to casualty.
- Do you have a special a  i  t , such as playing an instrument or memorising quickly?
- The new ecology project can definitely make a d  f  r  n  in developing countries.
- After the accident, Linda couldn't walk for a few months and had to be in a  h   a  r.
- How are you going to a  i  v  all your goals?
- Deaf people use s  n  I     to communicate.
- What can we do to help people with physical  s  b  I  i  s with everyday activities?

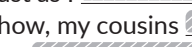
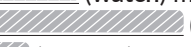
GRAMMAR

- 3  Complete the sentences with the words from the box. Use *used to* where possible.

decide encourage have not chat not come
not stay play spend

- Back in primary school, I *used to play* basketball regularly, but now I only watch it.
- When we were children, we  home alone, only with an adult.
-  you  as many friends in the old days as you do now?
- Where  your family  their summer holidays?
- I  that I wanted to be a model at the age of ten.
- My parents  me to become a pilot, but then they changed their minds.
- My classmates and I  so much online, but now we mainly use instant messengers to communicate.
- I invited Peter to my party, but he .

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

- How fast *was George driving* (George / drive) when the accident *happened* (happen)?
- I  (run) with my earphones on, and I  (not hear) the car.
- Just as I  (watch) my favourite show, my cousins  (come) to visit, so I  (turn off) the TV.
- While the model  (get) ready for the photo shoot, the photographer  (talk) to his assistant.
- The contestants  (not help) each other when there  (be) a problem.
- Why  (you/not take) notes during Mrs Jenkin's lecture? I think she  (see) it and that's why she  (ask) you all those questions later on!

USE OF ENGLISH

1 2 3 4 5 6 7 8

- 5  Choose the correct paraphrase.

- I was going home when there was an accident.
A While I was going home, there was an accident.
B When there was an accident, I was at home.
C There was an accident after I got home.
- There aren't enough volunteers to support the disabled.
A There are more volunteers than disabled people.
B There are too few volunteers to support the disabled.
C None of the volunteers support the disabled.
- I used to drink more coffee.
A I drink less coffee now.
B I didn't drink as much coffee as I do now.
C I drink as little coffee as I did before.
- I'm not used to being famous.
A I was more famous in the past.
B I'm not famous now, but I was in the past.
C Being famous is new to me.
- No one in our class is more hard-working than Jack.
A Jack is less hard-working than other students in our class.
B Jack is the most hard-working student in our class.
C All of the students are as hard-working as Jack.



6 Complete the text with one word in each gap.

The celebrity I admire the ¹most is Zoe Saldana. She's a famous actress and she earns ² of money, but she is very modest. Her success didn't come overnight – she is successful ³ she has worked very hard all her life. Zoe ⁴ to be a talented and hard-working child. ⁵ she was young, Zoe studied ballet. Then she decided to become an actress. She is now famous ⁶ playing in sci-fi films, but she also appeared in the TV series *Law and Order*. ⁷ she was working on the show, she received her first film role.

In one of her interviews, Zoe Saldana admitted having Hashimoto's disease. Despite her health problems, she has achieved ⁸ lot in her professional life.



LISTENING

7 1.28 Choose the correct options.

Text 1

- Which of these did the sisters not do?
 - Encourage people to throw away plastic bags.
 - Make their government change the law in their country.
 - Start their own business.

Text 2

- What happened to Mum?
 - She cut her forehead.
 - She fell down the stairs.
 - She sprained her wrist.
- Delia and her mum decide to
 - wait until Lauren comes home.
 - call Lauren and inform her about the accident.
 - go to the ER immediately.

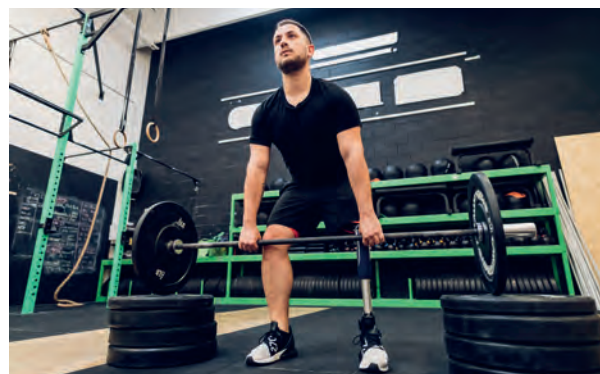
Text 3

- Which of the following is stated in the dialogue as a fact, not an opinion?
 - Disabled contestants can successfully compete with healthy people.
 - Disabled celebrities' problems overshadow their talents.
 - Viewers pay too much attention to the contestants' problems, and not enough to how good they are at something.
- Which statement is true about the Polish contestant in *Dancing with the Stars*?
 - She cannot walk.
 - She cannot hear.
 - She cannot see.
- The girl from the American show
 - took part in an international sports event.
 - is a professional skater.
 - won the first prize at the winter Olympics.

SPEAKING

8 Describe the photo and answer the questions.

Student A



- What can you say about this man's character?
- Do you go to the gym regularly? Explain why.
- Tell us about a situation when you or someone you know overcame difficulties to achieve a goal.

Student B



- What injuries can people suffer when they do sport?
- Do you think young people should avoid dangerous sports, such as mountain biking or parkour?
- Tell us about a situation when you or someone you know had a sports injury.

SPEAK Read the quote and explain what it means. Do you agree or disagree with it? Can you give examples from your own life? Use the words in the word cloud.

Our character is not defined in the good times, but in the hard times.

Paul Brodie (Canadian saxophonist, 1934–2007)



2.2 Used to

Konstrukcji **used to** + bezokolicznik używamy, aby opisać:

- czynności i sytuacje, które powtarzały się w przeszłości, ale teraz już nie mają miejsca, np.
*As a child, Susan **used to** ride a horse every day.* (W dzieciństwie Susan codziennie jeździła konno.)
- stany z przeszłości, które już nie trwają, np.
*I **used to** be more confident when I was younger.* (Kiedy byłem młodszy, byłem bardziej pewny siebie.)

Tworzenie zdań z **used to**: **used to** + bezokolicznik

Zdania twierdzące (affirmative)	Zdania przeczące (negative)
<i>I/You/He/She/It/We/They used to drink a lot of tea.</i>	<i>I/You/He/She/It/We/They didn't use to be brave.</i>
Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (short answers)
<i>Did I/you/he/she/it/we/they use to have many friends?</i>	<i>Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.</i>
Pytania szczegółowe (Wh- questions)	Pytania o podmiot (subject questions)
<i>Where did I/you/he/she/it/we/they use to spend New Year's Eve?</i>	<i>Who used to pick you up from school? Which students used to go to school by bus?</i>

UWAGA!

Do opisu czynności, które powtarzały się regularnie w przeszłości, możemy użyć zarówno **used to**, jak i czasu **past simple**. Stosując **used to**, kładziemy nacisk na to, że czynność lub stan nie mają już miejsca i definitywnie należą do przeszłości, np.:

*When I was in Year 12, I **used to** study for five hours a day.*

*In the summer, we **swam** in the sea almost every day.*

Do opisu czynności jednorazowych, które miały miejsce w przeszłości, używamy wyłącznie czasu **past simple**, np.

*I **entered** the classroom and **took** my seat.*

2.7 Past continuous and past simple

Czasu **past continuous** używamy, aby opisać:

- czynności, które trwały w określonym momencie w przeszłości, np.
*At 3 pm we **were walking** the dog.* (O 15-ej wyprowadzaliśmy psa.)
- czynności, które były tłem dla innych wydarzeń, np.
*Sean **was walking** to the hospital when he saw a woman with a guide dog.* (Sean szedł do szpitala, kiedy zauważył kobietę z psem przewodnikiem.)
- czynności, które trwały w tym samym momencie w przeszłości, np.
*While the nurse **was putting** a bandage on my wound, my parents **were talking** to the doctor.* (Podczas gdy pielęgniarka zakładała bandaż na moją ranę, moi rodzice rozmawiali z lekarzem.)

Odmiana czasowników w czasie **past continuous**

Zdania w czasie **past continuous** tworzymy wg następującego wzoru: **was/were** + czasownik z końcówką **-ing**.

Zdania twierdzące (affirmative)	Zdania przeczące (negative)
<i>I/He/She/It was raising money for charity. You/We/They were learning sign language.</i>	<i>I/He/She/It wasn't running very fast. You/We/They weren't giving her an injection.</i>
Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (short answers)
<i>Was I/he/she/it bleeding badly? Were you/we/they changing the bandage?</i>	<i>Yes, I/he/she/it was. No, I/he/she/it wasn't. Yes, you/we/they were. No, you/we/they weren't.</i>
Pytania szczegółowe (Wh- questions)	Pytania o podmiot (subject questions)
<i>Why was I/he/she/it crying? What were you/we/they doing?</i>	<i>Who was looking at your scars? How many people were helping the victim?</i>

UWAGA!

Opisując wydarzenia z przeszłości, często stosujemy spójniki: **when** (kiedy, gdy) oraz **while** (kiedy, podczas gdy). Spójnika **while** używamy z czynnościami wyrażonymi w czasie **past continuous**. Spójnik **when** występuje zwykle z czynnościami wyrażonymi w czasie **past simple**, ale można go użyć również z czasem **past continuous**, np.:

*Clare sprained her ankle **while/when** she was skiing.*

***While/When** she was skiing, Clare sprained her ankle.*

*Ben was playing handball **when** he broke his left arm.*

***When** he broke his left arm, Ben was playing handball.*

Zwróć uwagę na miejsce przecinków w zdaniu!

UWAGA!

Czasu **past simple** używamy, aby opisać:

- czynności, które wydarzyły się w określonym momencie w przeszłości, np.
*Samuel **had** an accident three years ago.* (Trzy lata temu Samuel miał wypadek.)
- czynności, które następowały kolejno po sobie, np.
*I **took** my phone and **dialled** 999.* (Wziąłem telefon i wybrałem numer 999.)

Określenia czasu typowe dla **past simple** to m.in.: *yesterday, the day before yesterday, (three days) ago, last (summer), on (24 August), in October, in 2018, in June 1997, then.*

- KEY WORDS

VOCABULARY 1 MP3 08

brave	/breɪv/	odważny
calm	/kɑːm/	spokojny
cheerful	/'tʃɪəfəl/	wesoły, pogodny
come up with sth	/ˌkʌm ʌp wɪð ˌsʌmθɪŋ/	wymyślić coś
contestant	/kən'testənt/	uczestnik konkursu
cool	/kuːl/	opanowany
courageous	/kə'reɪdʒəs/	odważny
creative	/kri'eɪtɪv/	kreatywny
curious	/'kjʊəriəs/	ciekawny
deal with	/'diːl wɪð/	radzić sobie z
depend on	/dɪ'pend ɒn/	polegać na
do well	/'duː 'wel/	mieć dobre wyniki
enthusiastic	/ɪn'θjuːzɪ'æstɪk/	pełen entuzjazmu
face (your fears)	/feɪs (jə 'fiəz)/	stawić czoła (lękom)
frightened (of sth)	/'fraɪtənd/	przestraszony (czymś)
friendly	/'frendli/	sympatyczny
generous	/'dʒenərəs/	szczodry, wspaniałomyślny
hard-working	/'hɑːd 'wɜːkɪŋ/	pracowity
have what it takes	/'hæv wɒt ɪt 'teɪks/	mieć w sobie to, co potrzebne
honest	/'ɒnɪst/	uczciwy, szczery
incredible	/ɪn'kredəbəl/	niesamowity
independent	/ɪn'dɪ'pendənt/	niezależny
keep up with sth	/'kiːp ʌp wɪð ˌsʌmθɪŋ/	być z czymś na bieżąco
kind	/kaɪnd/	uprzejmy
optimistic	/'ɒptɪ'mɪstɪk/	optymistyczny
panic	/'pænɪk/	panikować
patient	/'peɪjənt/	cierpliwy
pleasant	/'plezənt/	sympatyczny
positive	/'pɒzətɪv/	pozytywny
relaxed	/rɪ'læksd/	zrelaksowany
reliable	/rɪ'laɪəbəl/	godny zaufania
self-confident	/'self 'kɒnfɪdənt/	pewien siebie
sensible	/'sensəbəl/	rozsądny
silly	/'sɪli/	głupi
smart	/'smɑːt/	mądry
sociable	/'səʊjəbəl/	towarzyski
talented	/'tæləntɪd/	utalentowany
trust	/'trʌst/	ufać
worry	/'wʌri/	martwić się

SPEAKING MP3 09

amazing/awesome	/ə'meɪzɪŋ/'ɔːsəm/	niesamowity
awful	/'ɔːfəl/	okropny
boring	/'bɔːrɪŋ/	nudny
brilliant	/'brɪljənt/	znakomity
cool	/kuːl/	super
disappointing	/'dɪsə'pɔɪntɪŋ/	rozczarowujący
exciting	/'ɪk'saɪtɪŋ/	ekscytujący
for ages	/'fɔː 'eɪdʒɪz/	strasznie długo
ride	/'raɪd/	przejażdżka, zjazd
slide	/'slaɪd/	zjeżdżalnica

READING MP3 10

ability	/ə'bɪləti/	umiejętność
accomplishment	/ə'kʌmplɪʃmənt/	osiągnięcie
adapt to	/ə'dæpt tə/	przystosować się do
become famous	/bɪ'kʌm 'feɪməs/	stać się sławnym
career	/kə'riə/	kariera
covered in sth	/'kʌvəd ɪn ˌsʌmθɪŋ/	pokryty czymś
cruel	/'kruːəl/	okrutny
determined to do sth	/dɪ'tɜːmɪnd tə ˌduː ˌsʌmθɪŋ/	zdecydowany, by coś zrobić
exceptional	/'ɪk'seɪʃənəl/	wyjątkowy
focus on	/'fəʊkəs ɒn/	skupić się na
give up	/'gɪv ʌp/	poddać się
grow	/'grəʊ/	rozwijać się
hide	/'haɪd/	ukrywać
image	/'ɪmɪdʒ/	wizerunek
inspiring	/'ɪn'spaɪərɪŋ/	inspirujący
ordinary	/'ɔːdənəri/	zwykły
recover from (an accident)	/rɪ'kʌvə frəm (ən 'æksɪdənt)/	dojść do siebie po (wypadku)
succeed	/'sək'sɪːd/	osiągnąć sukces

VOCABULARY 2 MP3 11

A&E/casualty (Br)/ER (AmE)	/ˌeɪ ənd 'iː/'kæʒuəlti/ ˌiː 'ɑː(r)/	szpitalny oddział ratunkowy
assistance dog	/ə'sɪstəns dɒg/	pies asystujący
bandage	/'bændɪdʒ/	bandaż
blind	/'blaɪnd/	niewidomy
bleed	/'bliːd/	krwawić
blood	/'blʌd/	krw
bone	/'bəʊn/	kość
break your arm/leg	/'breɪk jər 'ɑːm/'leg/	złamać rękę/nogę
bruise your knee	/'bruːz jə 'niː/	nabić sobie siniaka na kolanie
carer	/'keərə/	opiekun
cut your hand	/'kʌt jə 'hænd/	skaleczyć się w rękę
deaf	/def/	niestyszający
disability	/'dɪsə'bɪləti/	niepełnosprawność
disabled	/'dɪs'eɪbld/	niepełnosprawny
dislocate your thumb	/'dɪsləkeɪt jə 'θʌm/	zwichnąć kciuk
heal	/'hiːl/	wygoić się
injection	/'ɪndʒekʃən/	zastrzyk
injure	/'ɪndʒə/	zranić się
injury	/'ɪndʒəri/	uraz, rana
muscle	/'mʌsəl/	mięsień
plaster cast	/'plɑːstə kɑːst/	gips
read Braille	/'riːd 'breɪl/	czytać w alfabecie Braille'a
scar	/'skaː/	blizna
scratch your cheek	/'skrætʃ jə 'tʃiːk/	zadrapać się w policzek
sign language	/'saɪn ˌlæŋɡwɪdʒ/	język migowy
spine	/'spain/	kręgosłup
sprain your ankle	/'spreɪn jər 'æŋkəl/	skręcić kostkę
surgeon	/'sɜːdʒən/	chirurg
survive an accident	/'sʌvaɪv ən 'æksɪdənt/	ocaleć z wypadku
treatment	/'triːtmənt/	leczenie
wheelchair	/'wiːl'tʃɛə/	wózek inwalidzki
wound	/'wuːnd/	rana

LISTENING MP3 12

achieve your goals	/ə'tʃiːv jə 'ɡəʊlz/	osiągnąć cele
change society (for the better)	/'tʃeɪndʒ sə'saɪəti (fə ðə 'betə)/	zmieniać społeczeństwo (na lepsze)
frustrating	/'frʌ'streɪtɪŋ/	frustrujący
inspiration	/'ɪnspə'reɪʃən/	inspiracja
make a difference	/'meɪk ə 'dɪfrəns/	zmienić coś na lepsze
raise money	/'reɪz 'mʌni/	zbierać pieniądze
start an online petition/a campaign	/'stɑːt ən ˌɒnlaɪn pə'tɪʃən/ə kæm'peɪn/	uruchomić petycję internetową/kampanię

USE OF ENGLISH MP3 13

overcome	/'əʊvə'kʌm/	przezwyciężyć
suffer	/'sʌfə/	ucierpieć
suffer bad injuries	/'sʌfə ˌbæd 'ɪndʒərɪz/	odnieść poważne obrażenia

WRITING MP3 14

achievement	/ə'tʃiːvmənt/	osiągnięcie
developing countries	/'dɪveləpɪŋ 'kʌntrɪz/	kraje rozwijające się
donate	/'dɒnə'teɪt/	wpłacić datkę
get involved	/'get ɪn'vɒlvd/	zaangażować się
literacy	/'lɪtərəsi/	umiejętność czytania i pisania
save lives	/'seɪv 'laɪvz/	ratować życie
set up	/'set ʌp/	utworzyć, założyć
volunteer	/'vɒlən'tiə/	wolontariusz

Personalizacja

Aby skuteczniej przyswoić sobie nowe słownictwo, spróbuj uczyć się go w spersonalizowanym kontekście. Na przykład rzeczownik „injection” lepiej zapamiętasz w zdaniu: *My little brother Patryk hates all injections.*



3 LOVE TO LEARN



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

- What does the photo show?
- Does the situation in the photo resemble the way you study or used to study at home?



2 **SPEAK** Read the comments. Choose one and reply to it.



Ziggie_Townson

Oh, no! I hate online learning ...



Patkax19

Remember the pandemic and the lockdown? I really missed school so much ...



Conrad

Anybody else studying for their finals? I want this to be over ... 🤔



Filipex

I'd like to learn English online. Any tips?

Comment



Schoolwork • Distance learning

- 1 Add as many words as you can to the categories below.

- School objects: *whiteboard, desk, ...*
- School subjects: *Science, PE, ...*
- Places at school: *canteen, library, ...*

- 2 **SPEAK** What do you think a good teacher should be like? Discuss using the personality adjectives on page 25.

- 3 **SPEAK** Answer the questions.

- 1 Would you like to study without a teacher? Why/Why not?
- 2 What is distance learning?
- 3 Have you ever done an online course? Do you think they are a good way to learn?

- 4 **1.29** Read and listen to three people. Decide which question from exercise 3 each of them is answering.

A We had that when the school was closed because of a virus. We stayed at home for three weeks, and in order not to **fall behind with** our schoolwork, we had to do a lot of things at home by ourselves. We all wanted to get our **school certificates** and **leave school** on time! The teachers emailed us **assignments** and projects to do. Sometimes we used **video conferencing apps** like Zoom, but not very often.



B I was thinking about doing a German course to **improve my grades** and **practise** before my final exams. But I did some research, and there was no language school nearby that I could **attend**, so I decided to learn online. I must say online education really works for me! It's much easier to **concentrate** in my own room than in a classroom full of people. I **have conversations** with a native speaker and other students. I have no problems **expressing myself** anymore, and my **accent** is **getting better**, too.



C Well ... 'I wouldn't mind' is the first answer that I can think of! Let's face it, we all often complain about **strict** teachers and their **high expectations**. But more seriously, I think it's impossible to learn a new skill and **gain knowledge** without assistance. You have to have someone to **supervise** and **motivate** you!



- 5 Match speakers A–C from exercise 4 to statements 1–4 below. There is one extra statement.

- 1 I tried to improve my grades by taking an online course, but it didn't work.
- 2 I had to try a new form of learning due to a difficult situation.
- 3 You can't really learn without a teacher present.
- 4 I made a decision to try distance learning, and it turned out to be great for me.

A B C

- 6 **KEY WORDS** Complete the questions with the correct forms of the highlighted words and phrases from exercise 4.

- 1 Which school does your best friend *attend*?
- 2 Which one of your teachers has the highest *e* ?
- 3 Are you currently *f* *b* with any subject?
- 4 Which grades are you planning to *i* soon?
- 5 How do your parents *m* you to study hard?
- 6 Which school tasks are the most difficult for you to *c* on?

- 7 **SPEAK** Answer the questions from exercise 6.

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



- 1 Which skill(s) can you practise with these materials?
- 2 Should learning be fun in your opinion? Why/Why not?

FAST FINISHERS

- Write 4–5 sentences about the best teacher you have ever had. Use at least five words or phrases from the lesson.



Present perfect with ever/never/just/already/yet

1 **SPEAK** Think about your education and answer the questions.

- Who was your strictest teacher?
- What is your most useful skill?

2 **1.30** Listen to a dialogue and number sentences a–g in the order you hear them.

- Have you ever had a great teacher like him?
- The Varkey Foundation has just nominated him for the Global Teacher Prize.
- He hasn't published anything yet.
- More than forty of his students have won the Philosophy Olympiad in Poland.
- Has the guy won any other prizes yet?
- I've never studied anything with Lego.
- When did he get it?

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

Key Grammar

Present perfect z *ever/never/just/already/yet*

Czasu *present perfect* używamy, aby:

- opisać czynność, która (nie) wydarzyła się w nieznanym lub bliżej nieokreślonym czasie, np.: ¹ c, 
- opisać czynność, która właśnie się wydarzyła (bez określania dokładnego czasu), a jej efekty są widoczne, np.: ² 
- zapytać o czyjeś dotychczasowe czynności lub doświadczenia (bez pytania o datę), np.: ³ 

Określenia czasu: *ever* (kiedykolwiek), *never* (nigdy), *just* (właśnie), *already* (już), *yet* (jeszcze – w zdaniach przeczących; już – w pytaniach)

Kiedy mówimy o konkretnych wydarzeniach z przeszłości lub pytamy o nie, używamy czasu *past simple*, np.: ⁴ 

	I/You/We/They	He/She/It
	I <i>have already eaten</i> .	She <i>has just arrived</i> .
	They <i>haven't finished</i> yet.	He <i>has never studied</i> .
	<i>Have</i> we ever met? Yes, we <i>have</i> ./No, we <i>haven't</i> .	<i>Has</i> it started yet? Yes, it <i>has</i> ./No, it <i>hasn't</i> .
Wh- 	What <i>have</i> you done?	Where <i>has</i> he been?



4 Write the past participle forms of the verbs from the box. Which of them are irregular?

achieve ask be come cut decide do
feel finish fry give go hurt make mix
see seem sleep suffer trust wake
watch win worry

5 **1.31** Listen and put the past participle forms of the regular verbs from exercise 4 in the correct column.

/d/	/t/	/ɪd/
achieved, ...	asked, ...	decided, ...

6 **1.32** Listen and check your answers to exercise 5.

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

- I *haven't met* (not meet) our new teacher yet.
-  (you / visit) Jim yesterday?
- I  (come) to this town when I was twelve.
- We  (have) five tests last week.
- I  (not see) Zoella's new video yet.
-  (you / take) the English test yet?

8 Read the **WATCH OUT** box and rewrite the sentences using the adverbs in brackets.

- We've watched the grammar video. (already)
We've already watched the grammar video.
- We've finished doing exercise 7. (just)
- We've learnt the present perfect. (already)
- We haven't solved the Brain Teaser. (yet)
- We've worked on a project together. (never)
- Have you motivated anyone to study? (ever)
- Has the bell rung? (yet)

WATCH OUT

Przysłówki

Przysłówka *yet* (już/jeszcze) używamy w zdaniach przeczących oraz w pytaniach i stawiamy go zawsze na końcu zdania.

Przysłówki: *ever, never, just* i *already* stawiamy po czasowniku *have*, a przed czasownikiem głównym.

9 **SPEAK** Look at exercise 8 again. Decide if sentences 1–5 are true for you, and answer questions 6–7.

FAST FINISHERS

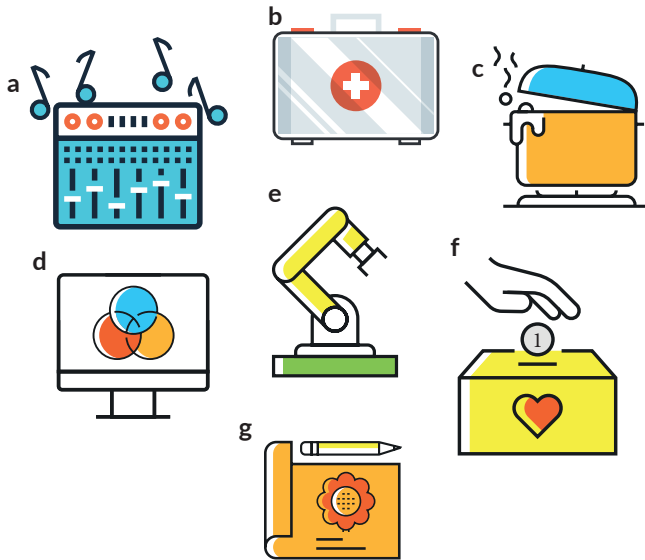
Rewrite sentences 1–5 from exercise 8 so that they have the opposite meaning. Use suitable adverbs of time.

- We haven't watched the grammar video yet.*

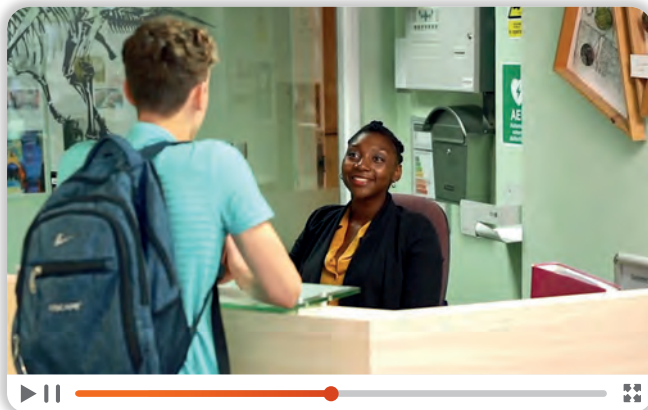
Asking for and giving information (after-school activities)

- 1 **SPEAK** Match after-school activities 1–7 to pictures a–g. Then decide which of the activities you would like to do.

- | | |
|--------------------------|---------------------------|
| 1 graphic design classes | 5 charity work |
| 2 cookery course | 6 music production course |
| 3 robotics course | 7 first-aid course |
| 4 drawing classes | |



- 2 **1.33** Look at the video still. Where do you think the people are? Listen to the dialogue and check your predictions.



- 3 **1.33** Study the Key Phrases box. Then listen again and complete the sentences from the dialogue with the correct Key Phrases.

- 1 Joe I'm *looking for* information about one of the after-school activities.
 Secretary Yes, of course. Which activity ?
 Joe The rock choir.
- 2 Joe I've heard it's very popular. now?
 Secretary Yes, that would be best. It last year.
- 3 Joe Ah, I've got . What time ?
 Secretary It's from 4:15 to 5:45.

Key Phrases

Asking for and giving information (after-school activities)

Asking for information

I'm looking for information about ...
 I'd like to sign up for (the Japanese course).
 What time does the course start?
 What time is it on?
 Could you give me the dates and times of the classes?
 Has the course started yet?
 Do I need to register/sign up now?
 How often does the course run?
 I've got one more question.
 Thanks for your help.

Giving information

The course is on (Mondays) from (5) to (6) pm.
 This activity is for everyone.
 It's the perfect time to register.
 Which activity are you interested in?
 Have you (sung in a choir) before?
 This class filled up quickly last year.
 Everyone can take part/sign up.
 Just ask if you need any more information.

- 4 **1.34** **SPEAK** Complete the mini-dialogues with two words in each gap. Listen and check. Then practise the dialogues in pairs.
- 1 A I'd like to learn how to cook.
 B Sure! Have *you done* a cookery course before?
- 2 A Hello! I'm looking about charity work in your school.
 B What would you like to know?
- 3 A Here is the registration form I'd like you to fill in. Just you have any questions.
 B OK, thanks help.
- 4 A Is it still possible to the robotics course?
 B Yes, it is, but it's filling up quickly.

- 5 **SPEAK** Choose one of the activities from exercise 1 and role-play the dialogue below. Use the Key Phrases. Then change roles and do the task again.

Uczeń A Chcesz zapisać się na zajęcia pozaszkolne. Zapytaj sekretarza/sekretarkę, co powinieneś/powinnaś zrobić, żeby zapisać się na wybrane zajęcia. W trakcie rozmowy dopytaj o szczegóły dotyczące zajęć.

Uczeń B Pracujesz w sekretariacie ośrodka kultury i prowadzisz zapisy na zajęcia pozaszkolne. Udziel koledze/koleżance informacji, o które zapyta. W trakcie rozmowy poproś o dodatkowe informacje dotyczące aplikanta/aplikantki.

FAST FINISHERS

Write five questions that you could ask the school secretary to find out more about one of these courses:

- How to become a magician
- Gaming for beginners
- Haiku masterclass
- Elementary manga

3.4 Reading

Reviews of student activity weeks

1 **SPEAK** Answer the questions.

- What are the qualities of a good student?
- Does school teach you any useful practical skills? What are they?

2 **RECYCLE** Choose two words that make a collocation with each word in bold.

- do** a course / a task / a driving licence
- secondary / primary / upper **school**
- take up** classes / school / a course
- get good** grades / a test / a certificate
- cooking / elementary / strict **course**
- learn** a skill / to drive / an activity

3 Read the reviews on page 45 quickly. Which of the activities would you like to do?

4 **1.35** **WATCH OUT | SKILLS** Read the **WATCH OUT | SKILLS** box. Then read the reviews again and complete the table.

Name	Alice		
Age	16		
Number of days	6		
New skills they learnt	- how to <i>drive</i>	- how to	- how to

WATCH OUT | SKILLS

Wyszukiwanie szczegółowych informacji

Czasem w celu wyszukania określonych informacji nie trzeba dokładnie czytać całego tekstu ani zrozumieć każdego słowa. Wystarczy „przeskanować” tekst wzrokiem, aby odnaleźć w nim konkretne dane.

5 **RECYCLE** Read the reviews again and complete the sentences with up to four words in each gap.

- Alice hasn't passed her test yet because *she's too young*.
- Apart from driving, Alice tried other activities, such as _____ and _____.
- Ben couldn't go online because _____.
- After the cooking course Ben tried _____.
- The robotics course participants organised _____ to check how their robots worked.
- Cora would also like to do courses in _____, _____ and _____.

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

- During the course, we *experimented with* different computer programs.
- By the end of the school year, I'm hoping to _____ the skill of giving presentations so that nobody can beat me.
- I was afraid that we'd have to read a lot of theory during the course, but it turned out to be very _____.
- Each _____ in the fun run received a T-shirt with a logo on it.
- Attending the cooking course was a perfect _____ to meet famous chefs.
- How many after-school activities are you going to _____ for this year?
- How old do you need to be to _____ the gym?

7 **SPEAK** Ask each other about different activities and skills from this lesson using *Have you ever ...?* Use the collocations from exercise 2 to help you.

Have you ever learnt to cook?

Yes, I have! My parents taught me.

No, I haven't, but I must learn.

8 **SPEAK** Think about the new skills from the text that Alice, Ben and Cora have learnt. Choose the most and the least useful one. Give reasons.

FAST FINISHERS

Imagine you have just completed an activity week, but you are very disappointed. You were hoping to learn many new skills, but you have not. Write a negative review for the website. Choose one of the activity weeks from the text or use your own idea.

Find information about activity courses near to where you live. Which of them would you like to do? Tell the class.

LEARN NEW SKILLS!

Reviews: Amazing activity weeks

Search reviews ...



+ Add your review

There are some great activity weeks out there, but don't just take our word for it – find out what the participants have said!

PGL Learner Driver Course, Boreatton Park, Shropshire

- Have you always wanted to learn to drive, but you haven't turned seventeen yet? Don't worry – this six-day activity course is for thirteen- to sixteen-year-olds! As I've wanted to get behind the wheel for years, this was the perfect **opportunity**! I really was allowed to drive a proper car – a Mini Cooper! Obviously we didn't drive on real roads, but we had plenty of practice every morning at a special off-road location. Have I passed my driving test yet? No, I haven't – unfortunately that's not legal yet! But I have learnt how to drive and park a car, and how to pass the theory test. As well as that, I tried quad-biking and go-karting, and made some great new friends! The accommodation was tops, too.

Alice (16)

❤️ 32 💬 7



Root Camp Cookery Course, Locations include Hereford, Suffolk, Scotland

- Whether you've been a mini-chef for years or you've just started cooking, I'd definitely recommend that you **join** Root Camp. I've learnt to bake bread, catch fish and survive for a week without wi-fi! Honestly, it was great fun meeting everyone else and camping on the Isle of Bute in Scotland. I've enjoyed cooking since I was a kid, but I never realised it could be so creative! This course has definitely inspired me. Since coming home, I've **experimented with** some new dishes. I've uploaded photos of them on Instagram – have a look [here!](#) (By the way, this six-day course is for fifteen- to twenty-one-year-olds.)

Ben (15)

❤️ 26 💬 18



Fire Tech Robotics Course, Lancing College, Brighton

- I've just finished a Robotics course at Fire Tech. What an amazing week! If you've ever wanted to **master** robotics, this is the course for you. I've learnt to design my own robot, build it using a VEX IQ kit, and program it in ROBOTC language. It was very **practical**, and we tested our robots in real competitions. We worked in teams, and it was really exciting to see whose robots would win. I also learnt to write computer code. This one-week course is for under-seventeens, and other Fire Tech courses that you can **sign up for** include app design, video game design and digital music production. I've already put them on my wish list!

Cora (16)

❤️ 27 💬 3



1 **SPEAK** Answer the questions.

- 1 Which subjects are you good at? Which ones aren't you so good at? Why?
- 2 Have your grades improved since last year?
- 3 Have you decided yet what you'd like to do after you finish school? Would you like to continue your education or find a job?

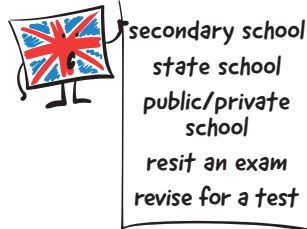
2 **SPEAK KEY WORDS** Decide which secondary school subjects you need to be good at to study these subjects at university. Say why.

economics • engineering • law • literature
media and communication • veterinary science

3 **1.36** Look at the photos and think about which university subjects from exercise 2 the people study. Then listen and match speakers 1–3 to photos A–C.4 **1.37 KEY WORDS** Complete the text with the highlighted phrases. Then listen and check.

academic results • do a degree • do well
graduate from • top student • private school
public university

Hi. I'm Jayden, and I'm studying law at a ¹ public university in California, which is cheaper than a private one. It wasn't easy to get in, that's for sure. If you want to ² do a degree in law, you have to ³ graduate from in high school first. Well ... that was not my case. I went to a ⁴ private school, I was a bit spoilt and lazy, and my ⁵ academic results were poor. So I had to retake my final exams. Luckily, everything ended well. I managed to successfully ⁶ do well high school, and now I can study what I've always wanted to. I've been a ⁷ top student since I came here!

5 **SPEAK KEY WORDS** Ask and answer the questions. If your answer is Yes, tell your partner when it last happened.

Have you ever ...

- 1 forgotten to **do your homework**?
- 2 **copied homework** from a classmate?
- 3 forgotten to **revise** for an important test?
- 4 rewarded yourself with a chocolate bar after **taking a test**?
- 5 been convinced that you wouldn't **pass an exam** or a class test?
- 6 **resat a test** because you got a poor grade at the first attempt?
- 7 taken a **mock exam**?
- 8 **failed an exam** or an important class test?

Have you ever forgotten to do your homework?

Yes, I have. In fact, I forgot to do my homework yesterday!

6 **KEY WORDS** Choose the correct options.

- 1 It's OK to *copy* / *make* someone else's homework from time to time.
- 2 *Revising* / *Repeating* for exams and tests with friends is more effective.
- 3 When you *correct* / *resit* a test and get a 5, it's unfair to students who got a 5 at the first attempt.
- 4 It's not the end of the world when you *pass* / *fail* a test because you can always retake it.
- 5 It's important to study hard the night before *passing* / *taking* an exam.
- 6 Students should write *mock* / *final* exams a few times a year.

7 **SPEAK** Do you agree or disagree with the statements in exercise 6? Why? Discuss in pairs. **FAST FINISHERS**

 Imagine you have to find out more about your friend's learning habits. Add four more questions to exercise 5 that can give you more information about how your friend studies.

Have you ever pretended to study while in fact you were playing games in your bedroom?

A podcast about learning a language

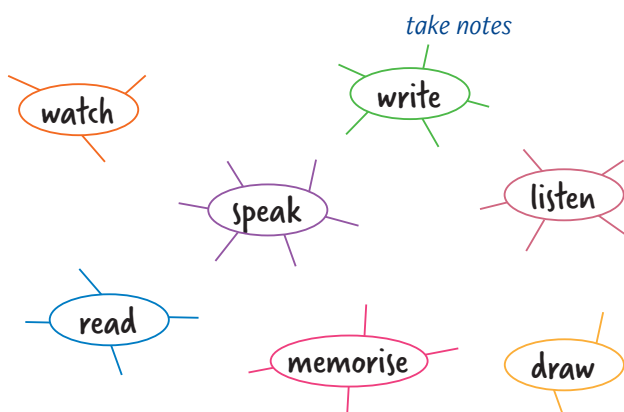
- 1 **SPEAK** Look at the highlighted learning techniques. Which of them have you used in your English class, and which in self-study?

do a conversation exchange • draw mind maps
follow instructions • listen to podcasts
learn (something) by heart • record yourself
set up a study group • take notes
use educational apps • use sticky notes
watch video tutorials

In class, I've taken notes and ...

In self-study, I've used educational apps and ...

- 2 **KEY WORDS** Put the learning techniques from exercise 1 into the categories below. Some techniques could go in more than one category.



- 3 **1.38** Look at the photo and read the information about the podcast. Which of these things do you think you will hear? Listen and check.
- people speaking in lots of different languages
 - people speaking about how they've learnt foreign languages



Let's speak a foreign language!

To celebrate our 50th podcast, tell us what you've loved so far, and send us your top tips!

- 4 **1.38** Read the **WATCH OUT | SKILLS** box and exercise 5. Then listen again. Take notes so you can do the task in exercise 5.

WATCH OUT | SKILLS

Notatki

Podczas słuchania staraj się robić notatki. Nie musisz zapisywać pełnych zdań – notuj informacje, które są potrzebne do udzielenia odpowiedzi na pytania podane w zadaniu.

- 5 Complete the sentences. Use your notes from exercise 4.

- Jacob practises every morning while *walking to school*.
- Ania and her friends have memorised _____.
- Ania's advice for the listeners is to _____.
- Cathy loves watching _____.
- Rashid started learning a new language in _____.
- Nuala met Almudena when _____.

- 6 **1.38** Listen again and match speakers 1–5 to sentences A–F. There is one extra sentence.

This speaker

- appreciates flexible study hours.
- is about to start a course for beginners.
- uses special software to speak like a native speaker.
- regularly practises online with native speakers.
- learns a foreign language through lyrics.
- is struggling to learn the new alphabet.

- Jacob from Cardiff
- Ania from Poland
- Cathy from Glasgow
- Rashid from London
- Nuala from Dublin

- 7 **SPEAK** Answer the questions.

- Which of the techniques mentioned in exercise 1 and the podcast did you not know before?
- Which of the techniques would you like to try?
- What tip(s) would you add to the podcast?

FAST FINISHERS

Try to remember and write down the lyrics of your favourite English song. Then check online and correct any mistakes.

Present perfect with for, since and How long ...?

1 **SPEAK** Answer the questions.

Have you ...

- 1 ever helped a classmate to improve his/her grades?
- 2 thought about going to university yet?
- 3 started revising for your next test yet?

2 **1.39** Listen to a dialogue. Answer the questions.

- 1 When did Dan begin the speed-reading course?
- 2 How long does the course last?
- 3 How many more levels of the course does Dan's friend still need to complete?

3 **Look at the video still and study the grammar table. Complete the table with examples 1–4 from the dialogue in exercise 2.**

- 1 How long have you been on it?
- 2 I haven't learnt a new skill for a while now.
- 3 You've wanted to do that for months!
- 4 I've definitely improved since the beginning of the course.

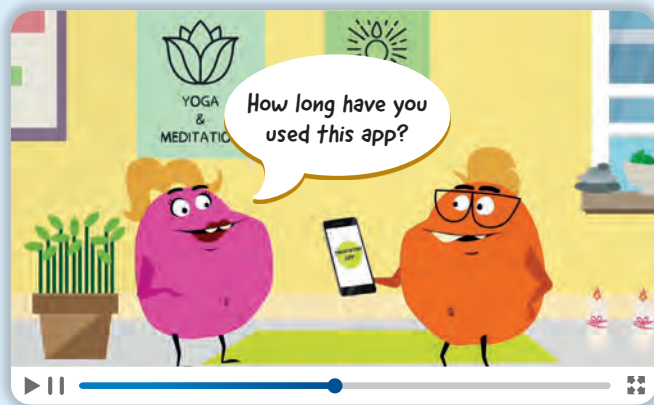
Key Grammar

Present perfect z for, since i How long ...?

Czasu *present perfect* używamy, mówiąc o czynnościach i stanach, które rozpoczęły się w przeszłości i wciąż trwają.

W zdaniach w czasie *present perfect* często stosujemy:

- a *for* + czas trwania czynności, np.: 3, 
- b *since* + moment w przeszłości, kiedy dana czynność się zaczęła, np. 
- c *How long* + pytanie o czas trwania czynności, np. 



Grammar Reference >> 54

4 **Complete the table with the phrases from the box. Then add two more of your own.**

2017 a long time a week ages an hour
eight o'clock I was twelve last week Monday
this morning two years

for	since
a long time, ...	

5 **1.40** **Complete the text. Write one word in each gap or put the verbs in brackets into the present perfect. Listen and check.**

Max Polhill has loved technology ¹ *since* he got his first computer at the age of two. Soon, he began writing computer codes, and in 2012 he designed his first game app, 'Stellar Alien'. ²  then, he ³  (*create*) many games, music videos and animations. He has even set up his own company! ⁴  long ⁵  (*he / have*) it? Well, Max ⁶  (*run*) his own company, Xavier Games, ⁷  the age of fourteen. When you ask him about his business plans, he says he ⁸  (*not decide*) ⁹ , but he promises to do something really cool.

6 Read the **WATCH OUT** box. Then translate the sentences into English.

- 1 Uczę się języków obcych od prawie pięciu lat.
I've studied foreign languages for almost five years.
- 2 Jak długo trwa jedna lekcja?
- 3 Jak długo tutaj jesteś?
- 4 Znam Marka od lutego.
- 5 Od rana boli mnie głowa.
- 6 Mam lekcje hiszpańskiego dwa razy w tygodniu.

WATCH OUT

Trwające czynności

Kiedy mówimy o stanach lub czynnościach, które zaczęły się w przeszłości i nadal trwają, używamy czasu *present perfect*, a nie czasu *present simple*, mimo że w języku polskim używamy wtedy czasu teraźniejszego.
I've lived here for two years. (Mieszkam tutaj od dwóch lat.)

7 **SPEAK** **Complete the sentences with information that is true for you. Use the present perfect and for or since. Then ask and answer questions with How long.**

- 1 I've *been* (be) in this room *for forty minutes*.
- 2 I  (have) this English coursebook .
- 3 Our English teacher  (know) us .
- 4 I  (be) at this school .
- 5 I  (live) in my house .

How long have you been in this room?

I've been in this room for forty minutes.

 FAST FINISHERS

 Which two things would you like other people to know about you? Write four sentences in the present perfect – two with *since*, two with *for*.

I've played chess since I was five. I've played chess for ten years.

Grammar and vocabulary practice

1 **SPEAK** Answer the questions.

- Are you falling behind with any subject at the moment?
- What helps you concentrate when you're studying?
- What motivates you to study hard?

2 Read the sentences and suggest what questions or sentences could come before them.

- Which classes are you interested in?
I'm looking for information about one of your courses.
- I've heard it's very interesting.
- Have you done a cookery course before?
- Just ask if you need anything.

3 **1.41** **SPEAK** Choose the correct options to make logical mini-dialogues. Listen and check. Then practise the dialogues in pairs.

- X: I'm looking for some information about your summer courses.
Y: ☐
A Have you done it before?
B What would you like to know?
C I've heard they are very good.
- X: I've got one more question.
Y: ☐
A That would be best.
B Just ask if you need more information.
C What is it?
- X: Do I need to sign up now?
Y: ☐
A No, thanks for your help.
B Yes, this is a good time to register.
C Yes, you can sign up during the first class.
- X: ☐
Y: Yes, I have, but not a vegetarian cooking course.
A Have you done a cookery course before?
B Do you have any more questions?
C Which course are you interested in?

4 **1.42** **SPEAK** Complete the second sentence with up to six words so that it means the same as the first one.

- Michael last swam in the ocean in 2010.
Michael hasn't *swum in the ocean since* 2010.
- The last time I failed an exam was three years ago.
I three years.
- How long has Beth studied abroad?
When studying abroad?
- I did my assignment last night.
I have already .
- I regret to say that you have failed the exam.
I regret to say that you have not .

5 **1.42** **SPEAK** Complete the dialogue with one word in each gap. Listen and check. Are you more like Grace or Andy?

- Grace Have you started preparing for the exam ¹ *yet*?
- Andy Well, not really. But I have ² good notes, so I think it'll be enough to read them through a couple of times.
- Grace Really? I plan to learn all the details ³ heart. I ⁴ drawn some mind maps to memorise the material better.
- Andy Wow! When ⁵ you start doing all that?
- Grace Three weeks ⁶ . I usually take a month to revise ⁷ an important exam.
- Andy That's crazy! I think it's more important to understand what I'm learning than to remember every detail.

#BRAINTASER

Jill, Phil and Will are triplets who all love running, and have just turned sixteen. Jill and Phil have just joined an Athletic Club, although they started running when they were twelve. Will hasn't joined the club yet, but he's already been a runner for six years. They often run five-kilometre races together, but Jill and Phil have just run a ten-kilometre race, too. None of them has run a marathon yet, but Jill has already won a half-marathon!



- Who started running first?
- Who has run the furthest?

6 **SPEAK** Imagine that you are telling a new student about your school. Student A, talk about points 1–2. Student B, talk about points 3–4.

- | | |
|---------------------------|---------------------------|
| 1 places in your school | 3 teachers' expectations |
| 2 after-school activities | 4 languages you can learn |

FAST FINISHERS

Describe the best or the worst day you have recently had at school. Write 3–4 sentences using the vocabulary from this unit.

3.9 Writing

A formal email of enquiry

1 **SPEAK** Answer the questions.

- 1 Have you ever written a formal letter in Polish?
- 2 Which of these people can you write a formal letter to?

a friend a teacher a company a family member a newspaper editor a language school office

2 Look at the brochure advertising a summer camp. Would you like to join it?



Do you like active holidays?
Would you like to learn something useful this summer?



To find out more, visit www.activeteens.co.net

If you don't want to be bored during your holiday, sign up for our summer camp!
We have plenty of activities waiting for you:

five different water sports

robotics and programming

arts and crafts activities

survival courses and lots of games!

**So, what do you feel like doing? Water-skiing?
Cooking? Creating digital music?
Or maybe mastering robotics? We have it all!**

3 Read the email and answer the questions.

- 1 How did Zofia learn about the summer camp?
- 2 Does she know how much to pay for the camp?

X

Dear Sir or Madam,

I am a sixteen-year-old secondary school student from Poland. I have recently read a brochure advertising your offer and I am writing to obtain some more information.

Firstly, I would like to ask about the activities during the camp. How many courses can I choose? Is it possible to do a different course each week, or two or more courses at the same time?

Secondly, could you provide me with more details of the accommodation? What are the available accommodation choices? Could you email me all the details and prices?

Finally, I need to know when to register. When is the deadline? Do I need to pay the full price when I sign up, or is it possible to make the payment later?

I look forward to hearing from you.

Yours faithfully,
Zofia Marcińska

Send

4 Study the Key Phrases box. Then read the email again and find the underlined phrases in the Key Phrases box.

Key Phrases
A formal email of enquiry
Beginning a formal email
Dear Sir or Madam,
Dear Mr/Mrs XYZ,
Giving the reason for writing
I am ..., and I would like to ...
The reason I am writing is that ...
I want to enquire about ...
I am writing to obtain information/ask you/enquire about ...
I would like to find out about ...
Asking for information
I would like to ask (you) about ...
Is it possible to ...?
Could you provide me with (more details about/of) ...?
I need to know ...
Do I need to ...?
Could you email me ...?
Linking words and phrases
To begin with, ...
Firstly, .../First (of all), ...
Secondly, .../Second, ...
What is more, .../Moreover, ...
Finally, ...
Ending a formal email
I look forward to your reply/to hearing from you.
Yours faithfully,
Yours sincerely,

5 Complete the email using the Key Phrases.

Dear Mr Thompson,
I have just registered for the Elementary Manga online course that you are going to teach. ¹ *I am writing to* learn more about our online meetings.
² _____, could you send me some information about the online tools that are necessary?
³ _____ download any specific apps?
Secondly, I ⁴ _____ about certificates. Do I get one at the end of the course?
⁵ _____, can you ⁶ _____ details about homework? Is it necessary to do extra things individually?
I look forward to hearing from you.
Yours ⁷ _____,
Ben Smith

Send

WATCH OUT

Zakończenie listu formalnego

Dear Sir or Madam, → Yours faithfully,
Dear Mr/Mrs XYZ, → Yours sincerely,

6 Translate into English.

- 1 Piszę, aby zadać kilka pytań o egzamin.
I am writing to ask a few questions about the exam.
- 2 Czy muszę wykonać wszystkie polecenia?
- 3 Jestem uczniem szkoły średniej i właśnie przeczytałem Państwa broszurę o kursach egzaminacyjnych.
- 4 Czy mogliby Państwo przesłać mi szczegóły dotyczące cen?
- 5 Ponadto chciałbym dowiedzieć się o metody nauczania.
- 6 Czekam na Państwa odpowiedź dotyczącą lekcji pływania.

7 Read the brochure and decide if you would like to join the academy.



Do you have problems remembering dates?
Are you tired of learning everything by heart?

SMART academy
Join us for our super cool weekend course!

Sign up for thirty hours with our great teachers, and you can learn to:

- » use lots of practical study methods,
- » solve problems,
- » perform tasks creatively,
- » revise for tests and exams effectively,
- » take notes like a pro.

We have different levels for different students.

Come to the introductory meeting on Saturday and learn more!

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

Niedawno przeczytałeś/przeczytałaś broszurę informacyjną akademii, która oferuje kursy efektywnego uczenia się. Niestety, nie mogłeś/mogłaś uczestniczyć w spotkaniu organizacyjnym. W e-mailu do akademii:

- napisz, jak dowiedziałeś/dowiedziałaś się o ich kursie i w jakim celu piszesz list,
- wyjaśnij, dlaczego interesują Cię takie kursy,
- zapytaj o szczegóły dotyczące organizacji kursów,
- poproś o przesłanie pełnej oferty.

Długość tekstu powinna wynosić od 100 do 150 słów.

Dear Sir or Madam, ...

WRITING PLANNER

THINK

- Pomyśl, jaką ofertę mogła zaprezentować akademii w swojej ulotce. Wykorzystaj broszurę z ćwiczenia 7. lub własne pomysły.
- Zaplanuj, jakie informacje na swój temat podasz adresatowi (np.: wiek, typ szkoły, do której uczęszczasz, zainteresowania).
- Zaplanuj, o jakie informacje zapytasz (np.: metody nauczania, oferowane poziomy zaawansowania, ceny, dostępne zniżki, itp.).

PREPARE

- Przy każdym podpunkcie z ćwiczenia 8. wynotuj zwroty z ramki Key Phrases, których użyjesz, by go rozwinąć.
- Zaplanuj układ swojego tekstu. Wykorzystaj jako wzór e-mail z ćwiczenia 3.

WRITE

Napisz e-mail, wykorzystując swoje notatki i zwroty z ramki Key Phrases. Pamiętaj o formalnym stylu e-maila oraz odpowiednich zwrotach grzecznościowych na jego rozpoczęcie i zakończenie.

CHECK

- Sprawdź swój tekst i odpowiedz sobie na pytania:
- Czy rozwinąłeś/rozwinęłaś wypowiedź we wszystkich czterech podpunktach polecenia?
 - Czy długość e-maila wynosi 100–150 słów?
 - Czy e-mail zawiera wyrażenia charakterystyczne dla listów formalnych i jest poprawny językowo?

FAST FINISHERS

 Think of a private language course and create a brochure to advertise it. Use catchy slogans to attract participants. You can use graphics and different colours to make it interesting.

VOCABULARY

1 Complete the sentences.

- My parents have really high *expectations* of my academic career.
- What can I do to *improve* my grades?
- I hate learning vocabulary lists by *heart*.
- My parents were rich, so they could afford to send me to the most expensive *private* school in England.
- At the beginning of the school year, many teachers *experimented* with new teaching methods, but not all of them work.

2 Match the words from box A to the words from box B to make phrases. Use the phrases to complete sentences 1–6.

A distance graduate join keep motivate revise

B a summer camp for from learning practising students

- What are you going to study when you *graduate from* secondary school?
- In my opinion, a good teacher should *motivate*, not only test them.
- When we can't go to school for more than two weeks, we switch to *distance* and study at home.
- Would you like to *join* the geography test together?
- In July, I plan to *keep* for young programmers.
- Don't give up! You can improve your grades if you *practise*.

GRAMMAR

3 Complete the sentences with the correct forms of the verbs from the box.

buy fall behind learn not study sing want

- How long *has* Rita *wanted* to learn to drive?
- Last year, I *fell behind* with my schoolwork.
- We *didn't study* at all last weekend.
- Look, Eve *has bought* a new car!
- Have you learned* to cook yet?
- I *never sing* in a choir.

4 Write sentences about yourself or someone you know using time expressions 1–6. Use the verbs from the box.

attend graduate have improve learn meet read study

- three years ago
 - since the summer holidays
 - in 2015
 - yet
 - never
 - last month
- 1 *My brother graduated from college three years ago.*

USE OF ENGLISH

1 2 3 4 5 6 7 8

5 Choose the correct options.

- I tried* learning a language while you are sleeping?
A Do you ever
B Have you ever
C Did you ever
- Yesterday, I *was reading* this book for two hours.
A was reading
B read
C have been reading
- During the course, the participants can experiment *with* light and water.
A on
B at
C with
- Homework is cheating*, and teachers usually punish it.
A Copying
B Doing
C Making
- Magda has been very ill *since* the weekend.
A for
B since
C at
- Last night I watched a film at my place with *a* friend.
A –
B the
C a
- Your essays are really good, but you still need to practise *writing* letters.
A write
B to write
C writing

6 Translate into English.

- When did you get* (Kiedy otrzymałeś) your university degree?
- I *am interested in* (jestem zainteresowany założeniem) a study group. Are you in?
- Have *you called her* (już do niej dzwoniłeś)?
- I *learned to make coq-au-vin* (podczas gdy uczęszczałem do) Super Chef School.
- I *used to listen to* (kiedyś słuchałem) podcasts quite often.
- Sherry *learned to speak* (nauczyła się mówić) Portuguese fluently when she lived in Brazil.
- I *know Anne* (znam Annę od) many years.

READING

- 7  Read the interview and match questions A–F to paragraphs 1–4. There are two extra questions.

- A How did you get inspired?
- B What are you working on at the moment?
- C How long have you been interested in this activity?
- D How did you learn to make personalised accessories?
- E How would you encourage people to learn this skill?
- F What has been your proudest moment so far?

Give it a **GO!**

BLOG

Login / Register

Learn how to make your own accessories



What's your skill?

In today's post, Mo tells us about his latest craft project: personalised accessories.

1 

I've loved designing T-shirts since I was about thirteen. It all started one summer while I was staying with my grandma – she taught me how to decorate clothes and since then I haven't stopped doing it. It was only last year I began to make accessories, too – mainly bags and shoes, but as you can see, my hobby goes back a long time.



2 

An important moment for me was when I took a course a couple of years ago. I used to be a complete amateur, but that changed after I attended special classes. My skills improved greatly. But I didn't stop there. To master my skills, I read other people's blogs and I often watch tutorials online.

3 

As you know, I haven't gone public with my hobby, so I haven't entered any competitions or won any prizes yet. But yes, there was one time when I felt very positive and confident about what I do. Two months ago, I sold one of my designs! One of my friends bought a bag that I had personalised. Since then, a few friends have asked me for some personalised things, so I'm making things for them.

4 

Well, I could say that if you're really interested in this activity, it's fairly easy to start. All you need is lots of creativity and an eye for detail. You can find a lot of inspiration online – read blogs, watch tutorials, follow people who do similar things on social media. You can also find out if there are any design classes where you live.

SPEAKING

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

Uczeń A

Jesteś zainteresowany udziałem w wakacyjnym kursie wspinaczkowym. Dzwonisz do szkoły organizującej kurs, aby uzyskać więcej informacji na jego temat. W trakcie rozmowy zapytaj o:

czas trwania kursu

wymagania od uczestników

termin zapisów

organizację zajęć

Uczeń B

Pracujesz w sekretariacie szkoły organizującej kursy wspinaczkowe. Podczas rozmowy z uczniem A udziel odpowiedzi na jego pytania. W trakcie rozmowy:

- zapytaj o doświadczenie osoby aplikującej,
- udziel odpowiedzi na inne pytania, jeśli je zada.

SPEAK Describe the photo on page 40. How does it make you feel? Use the words in the word cloud.

experiment with online course express yourself
sticky notes grades video degree activities
university attend practical improve after-school activities
concentrate distance learning coursebook learn by heart
assignment graduate study group



3.2 Present perfect with *ever*, *never*, *just*, *already* and *yet*

Czasu *present perfect* używamy do opisu:

- czynności i zdarzeń, które miały miejsce w nieznanym bądź nieokreślonym momencie w przeszłości, np.
I have read all of Jane Austen's novels. (Przeczytałem wszystkie powieści autorstwa Jane Austen.)
- doświadczeń, które miały miejsce na przestrzeni całego naszego życia, np.
They have never been abroad. (Oni nigdy nie byli za granicą.)
- przeszłych wydarzeń, których skutki są widoczne w chwili mówienia, np.
We haven't finished the biology project yet. (Nie skończyliśmy jeszcze projektu z biologii.)

Odmiana czasowników w czasie *present perfect*

Zdania w czasie *present perfect* tworzymy wg następującego wzoru: *have/has + past participle* (imiesłów bierny). Forma *past participle* w przypadku czasowników regularnych jest taka sama jak forma *past simple* i tworzymy ją poprzez dodanie do bezokolicznika końcówki *-ed*. Formy *past participle* czasowników nieregularnych znajdują się w trzeciej kolumnie tabeli na stronie 154. Książki ucznia.

Zdania twierdzące (affirmative)	Zdania przeczące (negative)
<i>I/You/We/They have graduated from college.</i> <i>He/She/It has won a diving competition.</i>	<i>I/You/We/They haven't taken the final exam.</i> <i>He/She/It hasn't completed the course.</i>
Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (short answers)
<i>Have I/you/we/they fallen behind with schoolwork?</i> <i>Has he/she/it left the canteen?</i>	Yes, I/you/we/they <i>have</i> . No, I/you/we/they <i>haven't</i> . Yes, he/she/it <i>has</i> . No, he/she/it <i>hasn't</i> .
Pytania szczegółowe (Wh- questions)	Pytania o podmiot (subject questions)
<i>Why have you erased the blackboard?</i> <i>Where has she put the key?</i>	<i>Who has finished the exercise?</i> <i>How many students have presented their posters?</i>

Określenia czasu typowe dla *present perfect*

W zdaniach opisujących doświadczenia, które miały miejsce na przestrzeni całego naszego życia, używamy przysłówków: *ever* oraz *never*:

- ever* (kiedykolwiek) – w pytaniach, np.
Have you ever cheated in an exam? (Czy kiedykolwiek ściagałeś na egzaminie?)
- never* (nigdy) – w zdaniach przeczących, np.
Santiago has never spoken English abroad. (Santiago nigdy nie rozmawiał po angielsku za granicą.)

W zdaniach opisujących czynności (nie)wykonane w niedawnej przeszłości, których skutki są widoczne w chwili mówienia, używamy przysłówków: *just*, *already* oraz *yet*:

- just* (właśnie, przed chwilą), np.
The kids have just finished their homework. (Dzieci właśnie skończyły odrabiać pracę domową.)
- already* (już), np.
We've already done the exercises on this page. (Rozwiązaliśmy już zadania z tej strony.)
- yet* (jeszcze nie) – w zdaniach przeczących, np.
I haven't practised this song yet. (Nie ćwiczyłem jeszcze tej piosenki.)
- yet* (już) – w pytaniach, np.
Has the head teacher called their parents yet? (Czy dyrektor zadzwonił już do ich rodziców?)

UWAGA!

Przysłówki: *never*, *just* oraz *already* stawiamy w zdaniu pomiędzy czasownikiem *have* a formą *past participle*, np. *We have never watched a film in class.*

Przysłówek *yet* stawiamy zawsze na końcu zdania, np.: *She hasn't handed in her assignment yet. Have they been punished yet?*

3.7 Present perfect with *for*, *since* and *how long*

Czasu *present perfect* używamy również do opisu czynności, które rozpoczęły się w określonym momencie w przeszłości i wciąż trwają, np.

Emma has been in our class for two years. (Emma jest w naszej klasie od dwóch lat.)

Określenia czasu typowe dla *present perfect*

W zdaniach opisujących czynności, które rozpoczęły się w przeszłości i trwają w chwili mówienia, używamy przysłówków: *for* oraz *since*. Określają one czas trwania (*for*) albo moment rozpoczęcia (*since*) danej czynności:

- since* (od) + określony moment w przeszłości, np.:
I haven't seen my classmates since June. (Nie widziałem moich kolegów z klasy od czerwca.)
- for* (od) + przedział czasowy, np.:
Sarah and I have been on the school volleyball team for two years. (Sarah i ja od dwóch lat gramy w szkolnej drużynie siatkarskiej.)

UWAGA!

Jeśli chcemy odnieść się do momentu opisanego szczegółowo w czasie *past simple*, w którym rozpoczęła się czynność trwająca do dziś, możemy użyć wyrażenia *since then* (od tego czasu), np.:

We moved to Manchester in 1999. We have lived in the same house since then. (W 1999 roku przeprowadziliśmy się do Manchesteru. Od tego czasu mieszkamy w tym samym domu.)

UWAGA!

Aby zapytać o czas trwania lub moment rozpoczęcia czynności, pytanie w czasie *present perfect* należy rozpocząć od *How long ...?*, np.

How long has Anna worked as a biology teacher? (Od jak dawna Anna pracuje jako nauczycielka biologii?)

UWAGA!

Czasy: *present perfect* i *past simple* często przeplatają się ze sobą, np.:

A *Have* you ever *been* to the UK?

B Yes, we *have*. We *visited* my aunt and uncle in London in 2016.

- KEY WORDS

VOCABULARY 1 MP3 15

accent	/ˈæksnt/	akcent
assignment	/əˈsainmənt/	zadanie, zadana praca
assistance	/əˈsistəns/	pomoc, wsparcie
attend (school)	/əˈtend (sku:l)/	chodzić do (szkoły)
concentrate	/ˈkɒnsənˌtreɪt/	skupić się
distance learning	/ˈdɪstəns ˌlɜːnɪŋ/	nauczanie zdalne
do a project	/ˌduː ə ˈprɒdʒekt/	wykonać projekt
do research	/ˌduː nɪˈsɜːtʃ/	wyszukać informacje
express yourself	/ɪkˈspres jəˌself/	wystawić się
fall behind with schoolwork	/ˌfɔːl biˈhaɪnd wɪθ ˈsku:l wɜːk/	mieć zaległości w nauce
gain knowledge	/ˌgeɪn ˈnɒlɪdʒ/	zdobycie wiedzy
get better	/ˌget ˈbetə/	poprawiać się
have a conversation	/ˌhæv ə ˈkɒnvəˈseɪʃən/	przewodzić rozmowę
high expectations	/ˌhaɪ ˌekspekˈteɪʃənz/	wysokie oczekiwania
improve your grades	/ɪmˌpruːv jə ˈɡreɪdz/	poprawić oceny
learn a new skill	/ˌlɜːn ə njuː ˈskɪl/	nabyć nową umiejętność
leave school	/ˌliːv ˈsku:l/	skończyć szkołę
motivate	/ˈməʊtɪveɪt/	motywować
native speaker	/ˌneɪtɪv ˈspiːkə/	rodzimy użytkownik języka
practise	/ˈpræktɪs/	ćwiczyć
school certificate	/ˌsku:l səˈtɪfɪkət/	świadczenie szkolne
strict	/ˈstrɪkt/	surowy
supervise	/ˈsuːpvaɪz/	nadzorować
video conferencing app	/ˌvɪdiəʊ ˈkɒnfərənsɪŋ æp/	oprogramowanie do wideokonferencji

SPEAKING MP3 16

after-school activities	/ˌɑːftə ˈsku:l ækˈtɪvətɪz/	zajęcia pozaszkolne
charity work	/ˈtʃærəti wɜːk/	wolontariat
cooking course	/ˈkʊkəri kɔːs/	kurs gotowania
drawing classes	/ˈdrɔːɪŋ ˌklaːsɪz/	lekcje rysunku
fill up	/ˌfɪl ˈʌp/	zapełniać się
first-aid course	/ˌfɜːst ˈeɪd kɔːs/	kurs pierwszej pomocy
graphic design classes	/ˌɡræfɪk dɪˈzajɪn ˌklaːsɪz/	zajęcia z projektowania graficznego
music production course	/ˌmjuːzɪk prɒˈdʌkʃən kɔːs/	kurs na producenta muzycznego
register	/ˈredʒɪstə/	zarejestrować się
registration form	/ˌredʒɪˈstreɪʃən fɔːm/	formularz rejestracji
robotics course	/ˌrəʊˈbɒtɪks kɔːs/	kurs robotyki
sing in a choir	/ˌsɪŋ ɪn ə ˈkwaɪə/	śpiewać w chórze

READING MP3 17

activity course	/ækˈtɪvətɪ kɔːs/	kurs/zajęcia w jakiejś dziedzinie aktywności
beat	/biːt/	pokonać
disappointed	/ˌdɪsəˈpɔɪntɪd/	rozczarowany
do a task	/ˌduː ə ˈtɑːsk/	wykonać zadanie
experiment with	/ɪkˈsperiˌment wɪð/	eksperymentować z
give a presentation	/ˌɡɪv ə ˈprezənˈteɪʃən/	przedstawić prezentację
join a camp	/ˌdʒɔɪn ə ˈkæmp/	pojechać na obóz
learn to drive	/ˌlɜːn tə ˈdraɪv/	nauczyć się prowadzić
master	/ˈmɑːstə/	opanować
opportunity	/ˌɒpəˈtjuːnəti/	okazja
participant	/ˌpɑːˈtɪsɪpənt/	uczestnik
pass your theory test/driving test	/ˌpɑːs jə ˈθiəri test/ ˈdraɪvɪŋ test/	zdać egzamin teoretyczny/egzamin na prawo jazdy
practical	/ˈpræktɪkəl/	praktyczny
primary/secondary school	/ˌpraɪməri/ˈsekəndəri sku:l/	szkoła podstawowa/średnia
sign up for a course	/ˌsaɪn ˌʌp fər ə ˈkɔːs/	zapisać się na kurs
survive	/səˈvaɪv/	przeżyć
take up classes/a course	/ˌteɪk ˌʌp ˌklaːsɪz/ ə ˈkɔːs/	zapisać się na zajęcia/kurs
turn (17)	/ˌtɜːn (ˌsevernˈtiːn)/	ukończyć (17) lat

VOCABULARY 2 MP3 18

academic results	/ˌækəˈdemɪk rɪˈzʌltz/	wyniki w nauce
continue education	/ˌkɒnˌtɪnjuː ˌedʒəˈkeɪʃən/	kontynuować naukę
copy homework	/ˌkɒpi ˈhəʊm wɜːk/	spisać od kogoś pracę domową

do a degree	/ˌduː ə ˈdiːɡriː/	zdobycie stopień naukowy
do well	/ˌduː ˈwel/	mieć dobre wyniki
do your homework	/ˌduː jə ˈhəʊm wɜːk/	odrobić pracę domową
economics	/ˌekəˈnɒmɪks/	ekonomia
engineering	/ˌendʒɪˈnɪərɪŋ/	inżynieria
fail an exam	/ˌfeɪl ən ɪɡˈzæm/	oblać egzamin
graduate from school (AmE)	/ˌɡrædʒueɪt frəm ˈsku:l/	ukończyć szkołę
law	/lɔː/	prawo
literature	/ˈlɪtrətʃə/	literatura
media and communication	/ˌmiːdiə ənd kəˌmjʊːnɪˈkeɪʃən/	media i komunikacja
mock exam	/ˈmɒk ɪɡˈzæm/	egzamin próbny
pass an exam	/ˌpɑːs ən ɪɡˈzæm/	zdać egzamin
poor results	/ˌpɔːr rɪˈzʌltz/	słabe wyniki
public school (BrE)/ private school (AmE)	/ˌpʌblɪk ˈsku:l/ ˌpraɪvət ˈsku:l/	szkoła prywatna
public university	/ˌpʌblɪk juːˈnɪvɜːsəti/	uniwersytet publiczny
resit an exam (BrE)/ retake an exam (AmE)	/ˌriːsɪt ən ɪɡˈzæm/ rɪːˌteɪk ən ɪɡˈzæm/	ponownie przystąpić do egzaminu
revise for a test (BrE)/ review for a test (AmE)	/ˌrɪˌvaɪz fər ə ˈtest/ rɪˌvjuː fər ə ˈtest/	powtarzać materiał do testu
secondary school (BrE)/ high school (AmE)	/ˌsekəndəri sku:l/ ˌhaɪ sku:l/	szkoła średnia
state school (BrE)/ public school (AmE)	/ˌsteɪt sku:l/ ˌpʌblɪk ˈsku:l/	szkoła publiczna
take a test	/ˌteɪk ə ˈtest/	przystąpić do testu
top student	/ˌtɒp ˈstjuːdənt/	prymus
veterinary science	/ˌvetənəri ˈsaɪəns/	weterynaria

LISTENING MP3 19

do a conversation exchange	/ˌduː ə ˈkɒnvəˈseɪʃən ɪksˌtʃeɪndʒ/	rozmawiać z kimś na zmianę w swoim i jego ojczystym języku
draw mind maps	/ˌdrɔː ˈmaɪnd məps/	rysować mapy myśli
flexible study hours	/ˌfleksəbəl ˈstʌdi ˌaʊəz/	elastyczne godziny nauki
follow instructions	/ˌfɒləʊ ɪnˈstrʌkʃənz/	wykonywać polecenia
learn sth by heart	/ˌlɜːn ˌsʌmθɪŋ baɪ ˈhɑːt/	nauczyć się czegoś na pamięć
listen to podcasts	/ˌlɪsən tə ˈpɒdˌkɑːsts/	śłuchać podcastów
lyrics	/ˈlɪŋks/	słowa piosenki
memorise	/ˈmeməraɪz/	uczyć się na pamięć
record yourself	/ˌrɪˈkɔːd jəˌself/	nagrywać swój głos
set up a study group	/ˌset ˌʌp ə ˈstʌdi ɡruːp/	stworzyć grupę osób uczących się wspólnie
struggle	/ˈstrʌɡəl/	borykać się
take/make notes	/ˌteɪk/ˌmeɪk ˈnəʊts/	robić notatki
use educational apps	/ˌjuːz ˌedʒəˈkeɪʃənəl æps/	używać aplikacji edukacyjnych
use sticky notes	/ˌjuːz ˈstɪki ˌnəʊts/	używać karteczek samoprzylepnych
watch video tutorials	/ˌwɒtʃ ˌvɪdiəʊ ˌtjuːtɔːriəlz/	oglądać filmiki instruktażowe

GRAMMAR 2 MP3 20

last	/lɑːst/	trwać
level	/ˈlevəl/	poziom
speed-reading course	/ˌspiːd ˌriːdɪŋ kɔːs/	kurs szybkiego czytania

USE OF ENGLISH MP3 21

race	/reɪs/	wyścig
regret	/rɪˈɡret/	żałować
run a marathon/ half-marathon	/ˌrʌn ə ˈmæərəθən/ ˌhɑːf ˈmæərəθən/	przebiec maraton/półmaraton
triplets	/ˈtrɪpləts/	trojaczki

WRITING MP3 22

enquire about sth	/ɪnˈkwaɪə əˌbaʊt ˌsʌmθɪŋ/	zapytać o coś
make a payment	/ˌmeɪk ə ˈpeɪmənt/	dokonać wpłaty
obtain	/əbˈteɪn/	uzyskać
perform a task	/ˌpɜːfm ə ˈtɑːsk/	wykonać zadanie
solve a problem	/ˌsɒlv ə ˈprɒbləm/	rozwiązać problem
survival course	/səˈvaɪvəl kɔːs/	kurs przetrwania

4 INVENTION



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

- Where could you see a model like this?
- Do you like going to science museums and exhibitions? Why/Why not?

2 **SPEAK** Read the comments and decide which one you like the most.



Zoe Tribbiani

We never go on trips like this ... 😞



magda_m

Same here! Only to history museums! 😡



Judyyy

Booooooring! This looks like an exhibition for babies. 😊



p_a_u_l_a

no no, it's a model of how electricity works! We're making a similar installation at school.

Comment



1 Add as many words as you can to the categories below.

- Fields of science: *astronomy, ...*
- Jobs connected with science: *engineer, ...*
- Electronic devices: *printer, ...*

2 Look at photos A–D in exercise 3. What do you think these things are? Use your imagination!

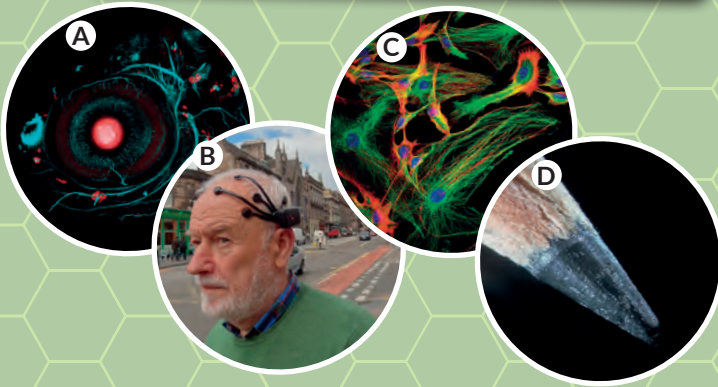
3 **2.01 KEY WORDS** Read texts 1–4. Then match the texts to photos A–D.

1 How can you write or draw something and rub it out if you don't like it? A scientist **came up with** the solution in 1795 by putting graphite between two pieces of wood. Engineers **developed** the idea, and that's how they **invented** the popular modern pencil!

2 Believe it or not, this is part of a mouse's brain! A biologist took the picture when she was **researching** how the brain works. She hopes to **make** some exciting **discoveries**.

3 Imagine wearing this! Researchers **created** this invention to record brain activity. They **designed** the device to fit on someone's head. They **were doing research** to see how people's feelings change when they go to different places.

4 It might look like modern art, but it's a fish's eye. The zebrafish's eye reacts to movement in water, and scientists are hoping to **discover** how exactly it does this. They are **doing experiments** to find out.



4 **KEY WORDS** Read the texts again. Match the verbs from box A to the nouns from box B to make collocations. Some nouns can go with more than one verb. Check your answers in the texts.

A create come up with design develop discover
do invent make research

B a device a discovery an experiment an idea
an invention research a solution something

create an invention, ...

5 **2.02** Choose the correct words and answer the questions. Choose from the names below. Listen and check.

How much do you know about science?

- Who **discovered** / **invented** penicillin?
- Who **discovered** / **invented** the radio?
- Who **discovered** / **developed** radium and polonium?
- Who **made** / **came up with** the idea of the Internet?
- Who **did** / **discovered** that the sun was at the centre of the universe?
- Who **developed** / **researched** electricity?
- Who **researched** / **created** the first LED [light-emitting diode]?



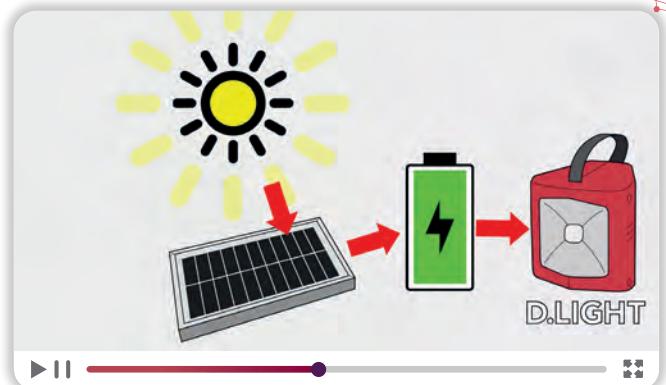
Nicolaus Copernicus • Oleg Losev • Maria Skłodowska-Curie
Alexander Fleming • Tim Berners-Lee • Benjamin Franklin
Guglielmo Marconi

6 **SPEAK** Complete the missing verbs. Then answer the questions.

Which of these would you like to do in the future?

- discover* a new planet
- d n a device to save lives
- c with a solution for people who have no electricity
- r alternatives to plastic
- i a new machine to create electricity
- d p a system to reduce pollution

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



- How do you think the *d.light* device works?
- Who do you think this invention is for?
How helpful is it?

FAST FINISHERS

Design a machine that could make your own or somebody else's life easier. Draw a sketch presenting how it works. Describe it and caption all the key elements.



4.2 Grammar 1

Past perfect

1 SPEAK Have you heard of any teenage scientists, inventors or businesspeople? If so, tell your partner who they are/were.

2 Read the text and answer the questions.

- Why did Shubham start working on a new Braille printer?
- What did he use to build his printer?

Teenagers are sometimes great inventors. At the age of thirteen, Shubham Banerjee from California designed a working Braille printer. It wasn't a completely new idea. A printer for blind people had existed before, but it was very expensive – over \$2,000! No wonder people hadn't bought these printers very often. When Shubham learnt about the price of Braille printers, he decided to make a cheaper one. He used a Lego kit which his parents had bought him and some basic tools worth about \$5 to develop this new device. He called it 'Braigo' (Brai-lle + Le-go). He won a top prize for his invention, but he didn't stop working. By the time he finished school a few years later, he had already designed an app and a web platform, and had even started his own company!



3 Look at the video still and study the grammar table. Then read sentences 1–4 and decide which of them are true according to the text.

- After Shubham designed his device, he found out the price of a Braille printer.
- A Braille printer had been available in shops before the teenager came up with his idea.
- Shubham owned a Lego kit before creating his printer.
- He became a businessman after he graduated from high school.

Key Grammar

Past perfect

Do relacjonowania zdarzeń, które następowały jedno po drugim, używamy czasu *past simple*. Jeśli jednak chcemy podkreślić, że jedno z wydarzeń miało miejsce wcześniej niż inne, dla wcześniejszego wydarzenia użyjemy czasu *past perfect*, np.

Shubham *designed* an app, *started* a company, and then *finished* school. = By the time Shubham *finished* school, he *had designed* an app and *had started* his own company.

Forma: *had* ('d) + past participle

Określenia czasu: *after* (po tym, jak), *before* (zanim), *by the time* (do czasu, gdy), *until* (dopóki nie), *when* (kiedy).

I/You/He/She/It/We/They

+	I <i>had known</i> about it.
–	They <i>hadn't done</i> any research.
?	<i>Had</i> she <i>told</i> you about it? Yes, she <i>had</i> ./No, she <i>hadn't</i> .
Wh-?	Where <i>had</i> he <i>lived</i> before?

4 **2.03** Complete the text with the correct past simple or past perfect forms of the verbs in brackets. Listen and check.

Who invented crisps?

In 1853, George Crum was cooking in a restaurant in Saratoga Springs. When he found out that a customer ¹*had complained* (complain) about his chips, Crum ²*decided* (decide) to cut the potatoes thinner. The customer ³*complained* (complain) again. By this time, Crum ⁴*had* (have) enough! He ⁵*cut* (cut) the potatoes as thin as he could, and he ⁶*cooked* (cook) them in hot oil. The customer ⁷*loved* (love) them – and Crum ⁸*invented* (invent) crisps!



5 **SPEAK** Make questions using the past simple or past perfect. Then answer the questions.

- who / complain / about the chips?
Who complained about the chips?
- the customer / complain again?
- why / Crum / have enough?
- how / Crum / cook the really thin potatoes?
- what / he / invent?

6 **SPEAK** Tell your partner about something that happened to you or someone else in the past. Use the past perfect.

Last month, my dad was going on a business trip. When he was in a taxi on the way to the airport, he realised that he had forgotten his passport. Luckily, he ...

FAST FINISHERS

Make five sentences about what you did this morning. Use the past perfect in each sentence.

When I got up, Mum had already made breakfast.



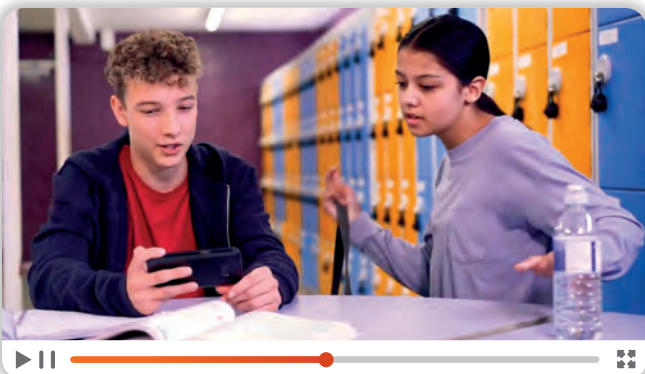
Checking information – question tags

- 1 **SPEAK** Look at the photo. Why do people go to watch light shows?



- 2 **2.04** Listen to Joe and Kate talking about going to a light show. What do they agree about the following?

- 1 the time to go 2 what to eat



- 3 **2.04** Study the Key Phrases and the **WATCH OUT** box. Then complete the sentences with the question tags below. There is one extra question tag. Listen and check.

doesn't it? do we? do you? don't you?
isn't there? wasn't there? weren't there?

- It starts at 6 pm, *doesn't it?*
- There was a lot to see last time, _____
- There were a lot of cafés, _____
- We don't have to buy tickets, _____
- There is a bus stop nearby, _____
- You want to go, _____

Key Phrases

Checking information – question tags

Checking about the present

The show starts at 8 pm, *doesn't it?*
We need to buy tickets, *don't we?*
It's on for four nights, *isn't it?*
We've got the tickets, *haven't we?*

Checking about the past

They checked the prices, *didn't they?*
We didn't see it last time, *did we?*
There wasn't much to do, *was there?*
There were crowds of people, *weren't there?*

WATCH OUT

Question tags

Pytanie typu **question tag** zamieszczone na końcu zdania oznacza zwykle, że oczekujemy od rozmówcy potwierdzenia informacji (= *prawda? nieprawda? co nie?*).

Do zdań twierdzących dodajemy **question tags** w formie przeczącej:

*You are ready, **aren't you?***

Do zdań przeczących dodajemy **question tags** w formie twierdzącej:

*Dad didn't go to the office yesterday, **did he?***

Question tags mają zazwyczaj intonację wznoszącą: *You finish school at 3 pm, **don't you?** ↗*

- 4 **2.05** Complete the question tags. Then listen and repeat with rising intonation.

- We didn't see the show last year, *did we?*
- You've got the passports and tickets, _____?
- Paul hates light shows, _____?
- Dad isn't going on the slide with us, _____?
- There is a restaurant nearby, _____?
- You enjoyed the Science Museum the most, _____?

- 5 **SPEAK** Complete the mini-dialogues. Use some of the sentences from exercise 4. Then practise the dialogues in pairs.

- A: *Dad isn't going on the slide with us, is he?*
B: No, I don't think he is. He hates crowded places.
- A: _____
B: I don't know, I've never been here before.
- A: I really enjoyed our weekend trip to London.
B: _____
A: Yes, I did! It was really fascinating.
- A: OK, the taxi is here.
B: _____
A: Yes, I have them in my pocket.

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

Uczeń A Proponujesz koledze/koleżance wspólne wyjście na wystawę w muzeum nauki. W trakcie rozmowy porusz następujące kwestie:

- jaki jest temat wystawy,
- gdzie się ona odbywa,
- jak tam dotrzecie,
- gdzie i kiedy kupicie bilety.

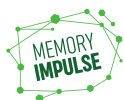
Uczeń B Kolega/Koleżanka proponuje Ci wyjście na wystawę w muzeum nauki. W trakcie rozmowy dopytaj go/ją o trzy różne informacje, używając **question tags**.

FAST FINISHERS

What would you rather do next weekend – see a light show or go to a science exhibition? Explain your choice.

4.4 Reading

An article about two young scientists



- 1 **SPEAK** Which discoveries and inventions do you think have changed the world the most? Choose from the box or use your own ideas.

electricity painkillers paper penicillin the car
the Internet the radio the telephone the wheel vaccines

- 2 **2.06** Look at the photos and the title of the text on page 61. Which words from exercise 1 do you think will appear in the text? Read the text and check your answers.

- 3 Read the **WATCH OUT | SKILLS** box. Then read the text again and answer the questions.

- The text is probably from
 - a popular science website.
 - an online science textbook.
- The text is probably for
 - researchers at university.
 - people who are interested in science.
- What does the writer want to do?
 - Instruct people how to make an invention.
 - Inform scientists about new research and inventions.
 - Encourage young people to invent things.
 - Advise people how to be successful inventors.

WATCH OUT | SKILLS

Określanie kontekstu tekstu

Aby określić kontekst tekstu, zastanów się, skąd może on pochodzić, oraz dla kogo i w jakim celu został napisany.

- 4 **Read the text again and complete the sentences.**

- It takes *20–30 seconds* to charge your mobile with Eesha's device.
- You can use the supercapacitor to charge _____.
- Eesha designed _____ when she was a student.
- Vaccines are important because _____.
- As a baby, Anurudh didn't get his vaccines because _____.
- The title of the article 'Science making a difference' means that science helped _____.

- 5 **KEY WORDS** Complete the definitions with the correct forms of the highlighted words and phrases from the text.

- If something *runs out*, there isn't any more of it left.
- When a machine _____, it produces electricity.
- When someone _____ a solution to a problem, he or she solves it.
- You _____ a phone when you plug it in and put electricity into it.
- When someone or something changes position, it's called _____.
- When wheels _____, they go round in a circle.

- 6 **KEY WORDS** Complete the sentences with the correct forms of the words and phrases from exercise 5.

- I think the best way to *generate power* is solar energy.
- Scientists _____ how to create a vaccine for COVID-19 very quickly.
- You can't use this camera – the battery _____. You should plug it in to _____ it.
- The _____ of water can produce electricity.
- When you press this button, the wheels start to _____.

- 7 **SPEAK** Imagine you are judges in a competition for young scientists. Who do you think should win – Eesha or Anurudh? Give reasons. Think about how helpful each invention is for your community and for the whole world.



FAST FINISHERS

Create a science and technology word snake. The last letter of one word is the first of the next one. Write as many words as you can.

SCIENCEENGINEER



Choose one of the everyday objects below. Find out who invented it and what the reason behind the invention was. Would you like someone to improve this invention? How? Tell the class.

- ballpoint pen
- correction fluid (e.g. Tipp-Ex)
- velcro
- Post-it notes
- microwave oven
- safety pin
- bubble wrap
- whistle



SCIENCE MAKING A DIFFERENCE

Could you invent something that makes the world a better place? These two young people did that, and you could too! Find out what inspired them and how they did it.

Has your phone battery ever **run out** just when you needed to use it? Well, that could soon be a thing of the past! Eesha Khare, a young American engineer, has invented a device that could **charge** a phone in just 20–30 seconds! Not only that, but you'd have battery power for far longer. It's called a 'supercapacitor', and it could be used for any electronic device, even cars. For her device, Eesha used materials that she had designed at the University of California. Eesha has always loved chemistry, so it's no surprise she wanted to improve technology using it. Eesha's device isn't just good news for tech-loving teenagers. It could help millions of people in countries where not everyone has electricity at home – not just to charge phones, but perhaps fridges, cookers and lights too. Eesha won a \$50,000 science prize for her invention.



Anurudh Ganesan created a simple, safe way to transport vaccines to remote health clinics. Vaccines protect people from diseases and save millions of lives every year. In some countries, health workers have to take vaccines long distances by bike or even on foot in containers with ice. If the vaccines get too warm, they don't work.

Anurudh lives in the USA, but he was born in India. When he was a baby, his grandparents took him to a health clinic. When they arrived, however, they found the vaccines there had all been damaged by the heat. The ice that kept the vaccinations cool had melted before the health worker reached the clinic. It was a common problem.

When Anurudh was fifteen, he wanted to **work out** a solution. He designed a trailer with a fridge on it – the Vaxxwagon. It uses **movement** instead of electricity to keep the fridge cool. When someone pulls the trailer, the wheels **turn** and **generate power**.

His invention has already won an international science prize, and now Anurudh's dream is to create better health care all over the world.

So, what are you waiting for? Your invention could be the next big thing!

GLOSSARY

container – pojemnik

supercapacitor – superkondensator

trailer – przyczepa

Using electronic equipment

1 **SPEAK** Answer the questions.

- How often do you upload photos and videos to social media?
- Do you own a digital camera or video camera, or do you use your smartphone to take photos and record videos?
- What do you do with your smartphones, tablets, chargers, etc. when they get old or broken?

2 Look at the pictures, read the brochure and choose the best title.

- How to delete files from your device
- Ways of recycling e-waste
- A guide to recycling small electronics

Every device with a battery and a **power switch**, such as mobile phones, tablets, MP3 players or digital cameras, is an example of small electronics. When you no longer need your device, you should donate it to someone who can still use it or take it to a recycling point.

What is e-waste?

E-waste refers to all electronic equipment and gadgets that are at the end of their useful life. You can **recycle** almost 100% of e-waste.

What to do before recycling or donating

- **Back up** your **data**. **Transfer** your files to a **hard drive** or **the cloud**. **Save** them there for later, to put on your new device.
- Remove all **storage devices**. Make sure that no **memory cards**, **SIM cards** or **USB flash drives** are **attached**.
- Go to '**Settings**' on your device to **disconnect** your social media and email accounts.
- Before getting rid of your **equipment**, **delete** all data and **reset** the system.

3 **2.07 KEY WORDS** Choose the correct options. Listen and check.

- Mia** That's a great new laptop you have, Dean! You aren't planning to throw away the old one, are you?
- Dean** Yes, in fact I am. Why?
- Mia** Well, we should ¹**recycle** / **disconnect** all old electronics. Take it to a recycling point, or an electronics shop.
- Dean** No way! I've got too much personal ²**data** / **equipment** on there – I don't want anyone to access it.
- Mia** Of course not! You have to ³**delete** / **back up** all the files and photos first. You can do it by ⁴**transferring** / **resetting** the whole system. Make sure you ⁵**back up** / **recycle** your data first to ⁶**the cloud** / **a SIM card** or a ⁷**power switch** / **USB flash drive**.
- Dean** You know a lot about all that, don't you, Mia?
- Mia** That's because I did all these things with my mobile last month. But I made a mistake and I forgot to ⁸**delete** / **disconnect** my Facebook account and then I had some problems later on. Can you imagine?

4 Translate into English.

Hi, Olga,

You've recently told me you read a brochure ¹*about recycling e-waste* (o recyklingu elektrośmieci). I've got an old tablet which I no longer use, and I'd like to donate it to my local library. I've already ²_____ (przeniósłem swoje pliki) and ³_____ (zapisalem wszystkie dane w chmurze). ⁴_____ (Skasowałem też) all my passwords and ⁵_____ (odłączyłem wszystkie nośniki danych). Is there anything else I need to do, or can I ⁶_____ (zresetować system) now?

Let me know,

Peter

Send

5 **SPEAK** Look at pictures 1 and 2 in exercise 2 and do the task below. Then change roles and do the task again.

Your class is organising a campaign in your school. The goal is to inform students about recycling e-waste. You are now choosing a photo to use in your campaign. In your opinion, which of the photos is better? Why?

 FAST FINISHERS

-  Make a list of all the small electronics that you own. Note down how old they are, what condition they are in and when they will need replacement.

Find information about recycling points available in your neighbourhood. Find out when they are open and what devices you can bring. Tell the class.



A talk about an innovative product

1 **SPEAK** Have you ever spent a lot of money on an expensive gadget that later you did not use? If so, what was it? If not, what advice could you give your friends to avoid such a situation?

2 Look at the photo below. What do you think this gadget is? Read the review and check.

Play your music with this **innovative high-quality wireless** speaker. It's **attractive** because it's also a lamp that changes colour when you touch it, with six different colours to choose from. It's a **useful, well-made** and **easy-to-use** gadget, and at around \$20 it's not expensive. It's practical and **reliable**.



TechRachel (★★★★★)

To Favourites



3 **SPEAK** Check you understand the highlighted adjectives from the review. Then use them to describe gadgets that you own or would like to own.

My new school backpack is very well-made.

The new iPhone is very innovative.

4 **KEY WORDS** Look at the highlighted negative adjectives below and find their opposites in the review. Which negative adjectives use negative prefixes or suffixes? How do you form the other ones?

badly-made • hard-to-use • impractical
inexpensive • low-quality • unattractive
unreliable • useless

practical – impractical (negative prefix)

5 **2.08** Look at the photo in exercise 6 and answer the questions. Then listen to a talk about the product and check.

- 1 What do you think the product is?
- 2 What do you think the packaging is made from?
- 3 Do you think it harms the environment?
- 4 Which words could you use to describe this product?

6 Read the **WATCH OUT | SKILLS** box. Then look at the poster and decide what information you need in each gap.

DID YOU KNOW?

- » We recycle less than ¹ (number) percent of plastic bottles.
- » Between five and ² tonnes of plastic bottles end up in the sea every year.

THE SOLUTION: OOHOS!

What is it?

- » A small round ³ with a 'skin' that you can eat.

Are Oohos environmentally friendly?

- » Yes! That's because they don't ⁴.

Is the product available in shops yet?

- » No. The inventors have tested it, but you can't ⁵ anywhere yet.

If you'd like to see how Oohos work, you can ⁶ uploaded by the inventors.



WATCH OUT | SKILLS

Znajdowanie w nagraniu brakujących informacji

Przed wysłuchaniem nagrania przeczytaj treść zadania, aby zorientować się, jakich informacji brakuje w lukach, np. liczb, dat, rzeczowników, przymiotników itd. Gdy słuchasz nagrania, skoncentruj się na brakujących elementach.

7 **2.08** Listen to the talk again and complete the poster in exercise 6 with up to three words in each gap.

8 **SPEAK** Answer the questions.

- 1 Would you buy an Ooho? Why/Why not?
- 2 What other ways of avoiding the use of plastic bottles do you know?



FAST FINISHERS

Imagine your school is organising a charity event to celebrate Earth Day. Make a list of five things from your bedroom that you would like to donate to an online second-hand sale. Add short descriptions to advertise your items.

1 **SPEAK** Answer the questions.

- What does it take to become a scientist or an inventor?
- Do you know anyone who is interested in chemistry or physics and would like to become a scientist in the future? What is this person doing to achieve his/her goal?

2 Do you remember the talk about Oohos? Complete the sentences with information from the talk in the previous lesson.

- Skipping Rocks Lab* is a company whose aim is to produce an alternative to plastic bottles.
-  is the city where Skipping Rocks Lab is based.
- Ooho is a product which/that doesn't create .
- People who/that have tried Ooho say .
- The speaker hopes that there will be a day when .

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

Key Grammar

Zdania przydawkowe definiujące

Zdań przydawkowych definiujących (*defining relative clauses*) używamy, aby podać niezbędną informację dotyczącą osoby, rzeczy lub miejsca, o którym mówimy. Używamy w nich następujących zaimków względnych (*relative pronouns*):

- which* lub *that* w odniesieniu do rzeczy, np. ¹ c
- who* lub *that* w odniesieniu do ludzi, np. ² 
- where* w odniesieniu do miejsc, np. ³ 
- whose* w odniesieniu do posiadania, np. ⁴ 
- when* w odniesieniu do czasu, np. ⁵ 

Zdanie przydawkowe definiujące zwykle następuje bezpośrednio po rzeczowniku, do którego się odnosi. Nie stawiamy przed nim przecinka.



4 Join the sentences using defining relative clauses. Make any necessary changes.

- Alexander Graham Bell is the man. He invented the telephone.
Alexander Graham Bell is the man who invented the telephone.
- Tutelo Heights was a town in Canada. Bell started his experiments there.
- He used a magnet. It turned sound into electricity.
- The 10th March 1876 was the day. On that day, Bell made the first successful telephone call to his assistant, Thomas Watson.
- Watson heard the words. Bell spoke the words into the telephone.
- Bell is the man. His invention changed the way we communicate.

5 Read the **WATCH OUT** box. Then cross out the relative pronoun in sentences 1–6 where possible.

- How much are the speakers *which* you told me about?
- I'd like to watch the video *which* has almost one million views.
- Can you remind me of the name of the man *who* invented LEDs?
- Is this the girl *that* we met at the exhibition last week?
- I'd like you to meet the neighbour *who* I've told you about.
- This is the recycling point *that* recycles old car batteries.

WATCH OUT

Pominięcie zaimka względnego

Zaimki względne: *who*, *which* i *that* można pominąć, gdy bezpośrednio po nich następuje rzeczownik lub zaimek osobowy, np.:

*I have downloaded the files *which/that* you sent.* =

I have downloaded the files you sent.

ALE

*I met the man *who/that* invented the device.* →

nie można pominąć zaimka

6 Complete the sentences so that three are true and one is false for you.

- I'd like to work in a place where ...
- I'm looking forward to the day when ...
- I love reading books about teenagers who ...
- I've got a friend whose ...

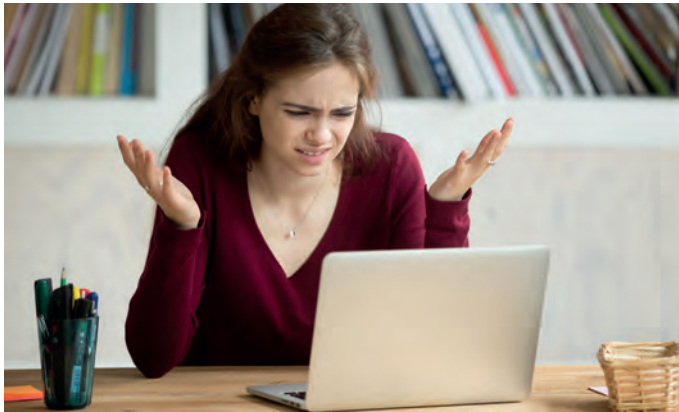
7 **SPEAK** Read your partner's sentences from exercise 6. Try to guess which of them is false. FAST FINISHERS

 Write sentences about your favourite things, e.g. a place where you relax, a film that you have watched many times, a dish which you enjoy eating, a friend who you like a lot etc. Use defining relative clauses.

#BRAINTEASER

A woman had two sons who were born on the same hour of the same day of the same year. But they were not twins. How could this be so?





1 **SPEAK** Answer the questions.

- How often do you back up your data (e.g. projects, photos) to the cloud, a hard drive or a USB flash drive?
- Have you ever lost data that you had on your computer or phone? What happened?

2 **2.09** Complete the mini-dialogues using the words in brackets in the correct form and question tags. Listen and check. Then practise in pairs.

- A: You *backed up the data, didn't you?* (back up / data)
B: Yes, I did. I uploaded all the data to the cloud.
- A: The teacher *gave you homework, didn't he?* (give / you / homework)
B: Well, unfortunately yes, he did. We need to do a group project.
- A: The speakers *aren't working, are they?* (not work)
B: No, they aren't. You need to turn them on.
- A: *There was a light show in the Old Town last night, wasn't there?* (be / light show)
B: Yes, there was, and it was amazing! I just love light shows.

3 Choose the correct options.

- I have no idea when Christopher Columbus *invented / discovered* America.
- In order to turn off the device, just press the *battery / power* switch.
- Oh no! I've just *removed / reset* the system in my laptop, and all my work is gone!
- This is the hospital where doctors *discover / develop* new medications.
- Make sure you *save / delete* the document before closing it.

4 Join the sentences using relative pronouns. If necessary, change the order of the sentences. Omit the relative pronoun if possible.

- The boy won the science competition last year. Ask him.
Ask the boy who won the science competition last year.
- The teacher told us to do this project. Let's send an email to him.
- I watched the documentary. You had recommended it.
- I downloaded the film yesterday. We can watch it.
- This is my old camera. It takes the best photos.
- This tablet hasn't got the apps. I need these apps.

5 Translate into English. Write up to six words in each gap.

- When we arrived at the museum, the show *had already finished* (już się skończył).
- I talked to a man *who invented* (który wynalazł) several electronic devices.
- My happiest moment was *when I won the science competition* (kiedy wygrałem konkurs naukowy).
- I *had read the book* (już przeczytałem tę książkę) before the teacher told us to do so.
- We went to the restaurant *where we ate* (gdzie jedliśmy) a few times before.
- We were all amazed because we *had never seen* (nigdy nie widzieliśmy) such a great show before.

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

- It was our first visit to a science festival.
NEVER
We *had never been* to a science festival before.
- First John did some research, and then he wrote the article.
DONE
Before John wrote the article, *he had done some research*.
- Let's go to the lab in which we usually have chemistry.
WHERE
Let's go *to the lab where we usually have chemistry*.
- All of the guests went home, and then Mark arrived.
HAD
When Mark arrived, all of the guests *had gone home*.
- We didn't prepare a presentation, so we couldn't take part in the science competition.
BECAUSE
We couldn't take part in the science competition *because we didn't prepare a presentation*.
- I read an article online. This man is the author of the article.
WHICH
This is the author *of the article which I read online*.

7 **SPEAK** Answer the questions.

- What do you usually do on your smartphone?
- How does technology help you with schoolwork?

FAST FINISHERS

Write a list of ten interview questions for your favourite celebrity. Each question should end with an appropriate question tag.

You were born in Barbados, weren't you?

You love horses, don't you?



1 **SPEAK** Answer the questions.

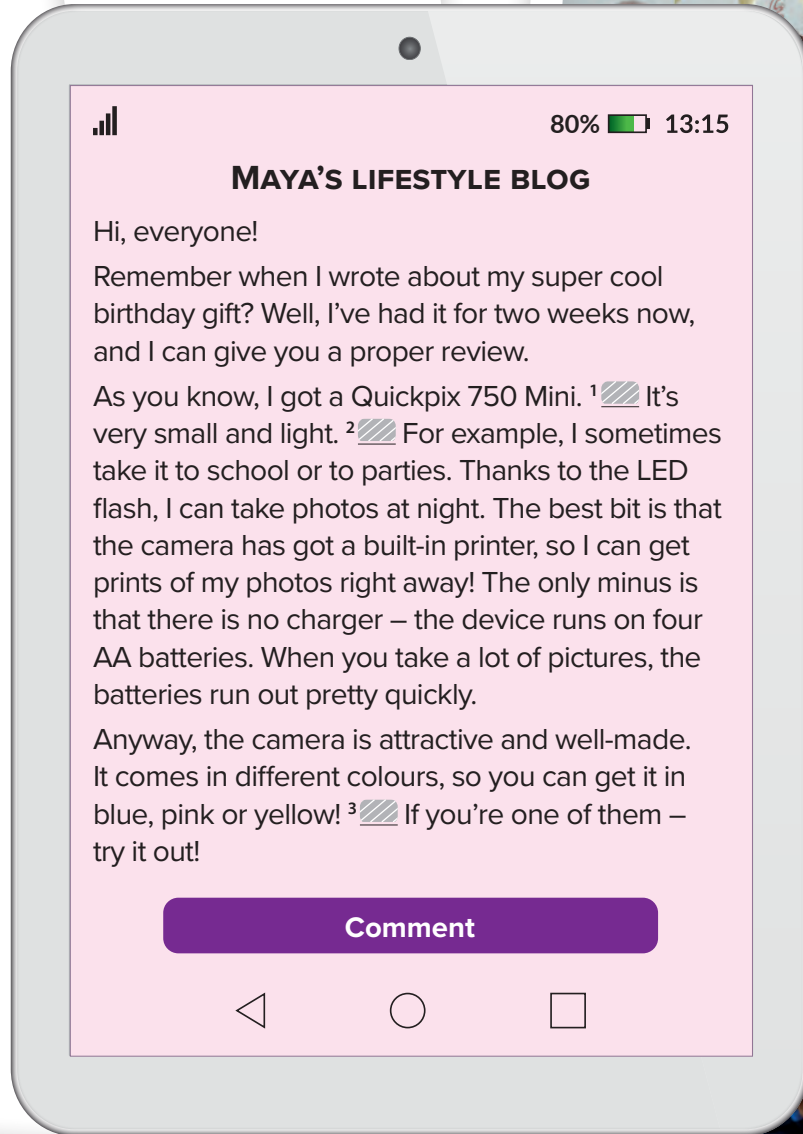
- 1 Have you got any family photo albums at home? If so, do you like looking at them?
- 2 Do you or your parents make photo prints from your holiday photos, or do you just save the digital copies?

2 Read the blog post ignoring the gaps. What kind of gadget does the author write about?

- a a smartphone-sized photo printer
- b an instant camera
- c a multi-device pocket charger

3 Complete the sentences with the correct relative pronouns. Then put sentences a–d into gaps 1–3 in the text. There is one extra sentence.

- a The device is a gift for people *who* like keeping memories.
- b I can take it to places  it's difficult to use a big camera.
- c This is the gadget  I got for my birthday.
- d It's the camera  I'd dreamt of for a long time.



4 Study the Key Phrases box. Then read the blog post again. Which Key Phrases did the author use in her post?

Key Phrases

A blog post about a gadget

Starting a blog post

Hi, everyone!

Did you read my previous post?

Remember when I wrote about ...?

Describing a device

Origin

I got/bought this gadget (last week).

I've had it for ...

It's the ... I've dreamt of.

I got something that I'd wanted for a long time.

Description and parts

Thanks to ..., I/you can ... The best bit is that ...

It's got a built-in ... The only minus is that ...

Qualities

The ... is practical and well-made.

It comes in different colours.

It's light/rather heavy/quite big.

Making a recommendation

This gadget is great for teenagers/children.

I can recommend it to anyone who ...

You should get it if you need ...

Try it out!

5 Read the task and Bart's blog post below. Which points in the instructions did he skip?

Niedawno dostałeś/dostałaś w prezencie urządzenie, o którym od dawna marzyłeś/marzyłaś. Podziel się swoimi wrażeniami na blogu.

- Napisz, z jakiej okazji dostałeś/dostałaś prezent.
- Opisz krótko, jak działa urządzenie.
- Wymień co najmniej jedną wadę urządzenia.
- Napisz, komu polecasz ten gadżet.



Hi! Bart the Gadgeteer again! 😊 Did you read my previous post about the Sharkey waterproof speaker? I'd wanted my parents to buy me one for months. And here's what I think about it.

It's a Bluetooth speaker which you can connect to your smartphone. That means it's a device which you can carry with you everywhere. When you charge the battery to the full, it runs for three days. It's also very important for me that the speaker is waterproof, so I can use it by the pool. Do I recommend it? Sure!

Talk to you soon!



6 Translate into English. Then decide where in Bart's blog post the sentences should go.

- 1 Urządzenie jest dobre dla wszystkich, którzy słuchają muzyki na dworze.
- 2 Dostałem go jako prezent na zakończenie szkoły.
- 3 Chociaż głośnik jest mały i lekki, dźwięk jest wysokiej jakości.
- 4 Niestety, głośnik jest dość drogi.

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

Właśnie kupiłeś sobie wymarzony gadżet elektroniczny. Podziel się swoimi wrażeniami na blogu.

- Poinformuj, co to jest za urządzenie.
- Napisz, dlaczego tak bardzo chciałeś/chciałaś je mieć.
- Opisz, jak działa i jakie są jego cechy.
- Poleć gadżet swoim czytelnikom.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, everyone! Guess what I've just bought!

WRITING PLANNER

THINK

- Zdecyduj, o jakim prawdziwym lub fikcyjnym urządzeniu napiszesz (np.: uciekający budzik, ładowarka bezprzewodowa, latająca deskorolka).
- Zastanów się, co potrafi i jakie cechy ma Twoje urządzenie (np.: czy jest poręczne, przydatne, nowoczesne, jaką ma cenę). Pomyśl, jakie może mieć wady (np.: ciężkie, głośne, dostępne tylko w dwóch kolorach).
- Zdecyduj, komu możesz polecić ten gadżet (np.: uczniom i studentom, miłośnikom nowoczesnych urządzeń).

PREPARE

- Przy każdym podpunkcie z ćwiczenia 7. wynotuj zwroty z ramki Key Phrases i inne wyrażenia, których użyjesz, by go rozwinąć.
- Zaplanuj układ swojego tekstu. Wykorzystaj jako wzór wpis z ćwiczenia 2.

WRITE

Napisz tekst, wykorzystując swoje notatki i zwroty z ramki Key Phrases.

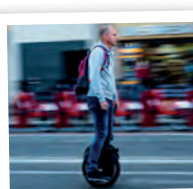
CHECK

- Sprawdź swój tekst i odpowiedz sobie na pytania:
- Czy rozwinąłeś/rozwinęłaś wypowiedź we wszystkich czterech podpunktach polecenia?
- Czy długość tekstu wynosi 100–150 słów?
- Czy tekst jest poprawny językowo?

FAST FINISHERS

Imagine you could get any gadget you want for your next birthday. What would it be? Why? Choose from the gadgets below or use your own ideas.

- a self-cleaning water bottle
- a self-balancing one-wheel electric scooter
- a drone quadcopter with return-to-home function



VOCABULARY

- 1 Match the verbs from box A to the nouns from box B to make phrases. Use the correct forms of the phrases to complete the sentences.

A back up charge do invent make work out

B a device a discovery a solution research the battery your data

- Doctors should *do research* into the causes of cancer, not just into the ways of treatment.
- A professor from my university which could change the world of medicine.
- People expect world leaders to to the global health crisis.
- How come nobody has yet which could do homework for students?
- It's safe to to the cloud every couple of days.
- How long does it take you to in your smartphone?

- 2 Move around the adjectives in bold to make the sentences correct.

- These are **digital** *wireless* headphones – all you need is a Bluetooth connection.
- People no longer need **practical** cameras, because they can take high-quality photos with their smartphones.
- This computer is **reliable**! It's old, and I can't do anything with it!
- This car is not very **useless** for a family of four – it's too small.
- This new gadget looks very **wireless**.
- You need **attractive** equipment to make good measurements.

GRAMMAR

- 3 Complete the sentences with the correct past simple or past perfect forms of the verbs in brackets.

- I *took* (take) the chemistry test again because I *had failed* (fail) the previous attempt.
- Oh no! I (close) the document, but I (not save) it first.
- Benjamin (be) sad because he (not make) any friends at school yet.
- (you / be) surprised that our physics teacher (design) such a machine?
- By the time I (wake up), everyone (leave) the house.
- When the screen (go) black, I (realise) that I (press) the wrong button.
- They (cut off) electricity because we (not pay) the bill.

- 4 Join the sentences using relative pronouns. Then tick the sentences in which the relative pronoun can be omitted.

- I'm going to ask my sister's friend. Her dad is a biologist.
I'm going to ask my sister's friend whose dad is a biologist.
- I've read about an interesting invention. It could make the environment cleaner.
- I have an old mobile phone. My mum used to use it.
- Iga Świątek is a sportsperson. I really admire her.
- Do you remember the name of the actor? He played Einstein.
- Let's go to the library in the city centre. I found this book there.

USE OF ENGLISH

1 2 3 4 5 6 7 8

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

- While we *were doing an experiment* (do / experiment) in the chemistry lab, suddenly there was a loud explosion.
- Today in our IT class we (learn / back up) our data to the cloud.
- (you / have / lunch) at school yesterday?
- There (be / few / prize) to offer one to each participant.
- By the time I told her not to do anything, she (reset / all / settings).
- (you / finish / do) your homework yet?

- 6 Translate into English. Write up to five words in each gap.

- Have you ever heard* (Czy kiedykolwiek słyszałeś) of Oohos?
- (Po zaprojektowaniu urządzenia), the engineers tested it in the UK.
- The new version of the app (jest bardziej praktyczna od) the old one.
- I (wolę kupować wysokiej jakości) electronics, even though they are expensive.
- After the computer (przestał działać), I took it to a recycling point.
- (Czy naukowcy kiedyś pomyśleli) how to improve the gadget?



LISTENING

- 7 2.10 Listen to a dialogue and complete the form.

Name

¹ Aaron

Surname

²

Email address

aaron.stew@xmail.gmt

Phone number

00 44 ³

Number of tickets

2 ▼

Date

⁴

Time

12:00 ▼

Bank card

⁵

Valid

25/02

CVV

⁶

☐ I agree to the [Terms](#) and [Privacy Policy](#).

Next step

- SPEAK** Read the quote and explain what it means. Do you agree or disagree with it? Use the words in the word cloud.

To invent, you need a good imagination and a pile of junk.

Thomas A. Edison (American inventor, 1847–1931)

research experiment develop create solution innovative reliable useless
digital discovery design useful invention
invent well-made equipment alternative generate

SPEAKING

- 8 Look at the photos and do the task.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.
Wybierasz się na warsztaty w ramach festiwalu nauki organizowanego w Twoim mieście. Zdecyduj, na które warsztaty przedstawione na zdjęciach chcesz się zapisać.

- Powiedz, które warsztaty interesują Cię najbardziej i uzasadnij dlaczego.
- Wyjaśnij, dlaczego odrzucasz dwie pozostałe propozycje.



4.2 Past perfect

Czas *past perfect* opisuje wydarzenia, które miały miejsce przed innymi wydarzeniami z przeszłości. Użycie czasu *past perfect* pozwała ustalić, która spośród kilku czynności została wykonana jako pierwsza, np.

*I couldn't phone you because the battery on my phone **had run out**.* (Nie mogłem do Ciebie zadzwonić, bo wyczerpała mi się bateria w telefonie.)

To dlatego czas *past perfect* występuje zawsze w towarzystwie czasu *past simple*.

Odmiana czasowników w czasie *past perfect*

Zdania w czasie *past perfect* tworzymy wg następującego wzoru: **had** (= 'd) + **past participle** (imiesłów bierny). Imiesłów bierny czasowników regularnych tworzymy tak samo jak formę *past simple* – poprzez dodanie do bezokolicznika końcówki -ed. Formy *past participle* czasowników nieregularnych znajdują się w trzeciej kolumnie tabeli na stronie 154. Książki ucznia.

Zdania twierdzące (affirmative)	Zdania przeczące (negative)
I/You/He/She/It/We/They had designed a few gadgets.	I/You/He/She/It/We/They hadn't used the new software.
Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (short answers)
Had I/you/he/she/it/we/they studied that chemical reaction?	Yes, I/you/he/she/it/we/they had . No, I/you/he/she/it/we/they hadn't .
Pytania szczegółowe (Wh- questions)	Pytania o podmiot (subject questions)
Where had I/you/he/she/it/we/they presented the discovery?	Who had done the research?

Określenia czasu typowe dla *past perfect*

- **before** (zanim), np.
*My little sister shut down the laptop **before** I had saved my work.* (Moja młodsza siostra wyłączyła laptopa zanim zapisałam swoją pracę.)
- **after** (po tym, jak; kiedy już), np.
***After** he'd invented the Braille printer, Shubham Banerjee started his own company.* (Po tym, jak wynalazł swoją drukarkę braillowską, Shubham Banerjee założył własną firmę.)
- **when** (kiedy), np.
*I had just finished reading the article **when** Mum called me for dinner.* (Właśnie skończyłem czytać artykuł, kiedy mama zawołała mnie na obiad.)
- **by the time** (zanim; do czasu, kiedy) + *past simple*, np.
*We had done three different experiments **by the time** the bell rang.* (Wykonaliśmy trzy różne doświadczenia, zanim zadzwonił dzwonek.)
- **until** (aż do) + *past simple*, np.
*She hadn't had anything to eat **until** I made her a sandwich.* (Nic nie jadła, dopóki nie zrobiłem jej kanapki.)

UWAGA!

Zastosowanie czasu *past perfect* może niekiedy całkowicie zmienić znaczenie wypowiedzi, np.:

She took her seat when the teacher entered the classroom. (= Zająła swoje miejsce wtedy, kiedy do klasy wszedł nauczyciel.)

*She **had taken** her seat when the teacher entered the classroom.* (= Zdążyła zająć swoje miejsce, zanim nauczyciel wszedł do klasy.)

4.7 Defining relative clauses

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

W języku polskim w zdaniach przydawkowych używamy zaimków: który, która i które. W zależności od tego, do czego odnosi się zdanie przydawkowe, w języku angielskim stosujemy następujące zaimki:

- **who/that** ➡ w odniesieniu do osób, np.
*Do you know anyone **who/that** could help me choose a reliable PC?* (Czy znasz kogoś, kto mógłby mi pomóc wybrać niezawodny komputer stacjonarny?)
- **which/that** ➡ w odniesieniu do zwierząt, roślin, przedmiotów i pojęć abstrakcyjnych, np.
*Don't forget to print the document **which/that** is attached to the message.* (Nie zapomnij wydrukować dokumentu, który jest dołączony do wiadomości.)
- **whose** ➡ gdy określamy przynależność, np.
*My mum has a friend **whose** son is a computer programmer.* (Moja mama ma koleżankę, której syn jest programistą komputerowym.)
- **where** ➡ gdy określamy miejsce, np.
*The recycling point is the place **where** the residents leave their e-waste.* (Punkt recyklingu to miejsce, w którym mieszkańcy zostawiają swoje elektrośmieci.)
- **when** ➡ gdy określamy czas, np.
*Do you remember the day **when** we bought our first gaming laptop?* (Czy pamiętasz dzień, w którym kupiliśmy nasz pierwszy laptop gamingowy?)

UWAGA!

Zdania przydawkowe definiujące nie oddzielamy przecinkiem od zdania głównego, np.

*This isn't the SIM card; **which/that** I use every day.*

UWAGA!

Jeżeli bezpośrednio po zaimku względnym *who/that* lub *which/that* występuje rzeczownik (np. *the woman*) lub zaimek osobowy (np. *she*), to zaimek względny możemy całkowicie pominąć, np.:

*The computer technician (**who/that**) my mum called was on holiday.* (mum = rzeczownik)

*The wireless speaker (**which/that**) they recommended is very easy to use.* (they = zaimek osobowy)

*I don't know anyone **who/that** uses this service.* (uses = czasownik)

*Do you have a cable **which/that** will work with my phone?* (will work = czasownik)

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

- KEY WORDS

VOCABULARY 1 MP3 23

alternative (to sth)	/ɔ:l'tɜ:nətv/	alternatywa (dla czegoś)
come up with	/kʌm 'ʌp wɪθ/	wymyślić, opracować
create	/kri'eɪt/	stworzyć
design	/di'zain/	zaprojektować
develop	/di'veləp/	opracować
device	/di'vaɪs/	urządzenie
discover	/di'skʌvə/	odkryć
discovery	/di'skʌvəri/	odkrycie
do experiments	/du: ɪk'spɪrɪmənts/	robić eksperymenty
do research	/du: n'sɜ:tʃ/	robić badania
electricity	/ɪlek'trɪsəti/	elektryczność
invent	/ɪn'vent/	wynaleźć
invention	/ɪn'venʃən/	wynalazek
LED (light-emitting diode)	/ˌel ɪ 'di: (laɪt ɪ'mɪtɪŋ 'daɪəd)/	dioda emitująca światło
make a discovery	/ˌmeɪk ə dɪ'skʌvəri/	dokonać odkrycia
make an invention	/ˌmeɪk ən ɪn'venʃən/	dokonać wynalazku
penicillin	/ˌpenə'sɪlɪn/	penicylina
pollution	/pə'lju:ʃən/	zatrucie środowiska
react to	/ri'ækt tə/	reagować na
record	/rɪ'kɔ:d/	rejestrować
reduce	/rɪ'dju:s/	zredukować
research	/rɪ'sɜ:tʃ/	badać
rub out	/rʌb 'aot/	wymazać
scientist	/ˈsaɪəntɪst/	naukowiec
universe	/ˈju:nɪvɜ:s/	wszechświat

GRAMMAR 1 MP3 24

inventor	/ɪn'ventə/	wynalazca
kit	/kɪt/	zestaw
tool	/tu:l/	narzędzie

SPEAKING MP3 25

crowded	/ˈkraʊdɪd/	załoczony
light show	/laɪt ʃəʊ/	pokaz światel
science exhibition	/ˈsaɪəns ˌeksɪbɪʃən/	wystawa naukowa

READING MP3 26

ballpoint pen	/ˌbɔ:lpɔɪnt 'pen/	długopis kulkowy
bubble wrap	/ˌbʌbəl ræp/	folia bąbelkowa
charge	/tʃɑ:dʒ/	ładować
cooker	/ˈkʊkə/	kuchenka
correction fluid	/kə'rekʃən ˌflu:ɪd/	korektor w płynie
damage	/ˈdæmɪdʒ/	uszkodzić
disease	/di'zi:z/	choroba
generate power	/ˌdʒenəreɪt 'paʊə/	wytwarzać energię
heat	/hi:t/	upać, gorąco
melt	/melt/	roztopić się
microwave oven	/ˌmaɪkrəweɪv 'ʌvən/	kuchenka mikrofalowa
movement	/ˈmu:vmənt/	ruch
plug in	/ˌplʌg 'ɪn/	podłączyć do prądu
Post-it notes	/ˈpəʊstɪt ˌnəʊts/	karteczki samoprzylepne
press a button	/ˌpres ə 'bʌtən/	wcisnąć guzik
produce	/prə'dju:s/	wytwarzać
pull	/pɒl/	ciągnąć
reach	/ri:tʃ/	dotrzeć do
remote	/rɪ'məʊt/	odległy
researcher	/rɪ'sɜ:tʃə/	badacz
run out	/ˌrʌn 'aot/	wyczerpać się
safety pin	/ˈseɪfti pɪn/	agrafka
solar energy	/ˌsəʊlər ˈenədʒi/	energia słoneczna
solve	/sɒlv/	rozwiązać
transport	/ˈtræns'pɔ:t/	transportować
turn	/tɜ:n/	obrać się
vaccine/vaccination	/ˈvæksɪn/ˌvæksɪ'neɪʃən/	szczepionka
velcro	/ˈvelkrəʊ/	rzep
wheel	/wi:l/	koło
whistle	/ˈwɪsəl/	gwizdek
work out	/ˌwɜ:k 'aot/	opracować

VOCABULARY 2 MP3 27

access (sth)	/ˈækses/	mieć dostęp (do czegoś)
attach	/ə'tætʃ/	przymocować
back up	/ˌbæk 'ʌp/	zrobić kopię zapasową
data	/ˈdeɪtə/	dane

delete	/di'li:t/	usunąć
disconnect	/ˌdɪskə'nekt/	odłączyć
electronics	/ˌelek'trɒnɪks/	sprzęt elektroniczny
equipment	/ɪ'kwɪpmənt/	sprzęt
e-waste	/ɪ'tweɪst/	elektrośmieci
file	/faɪl/	plik
gadget	/ˈgædʒɪt/	gadżet
get rid of	/ˌget 'rɪd əv/	pozbyć się
hard drive	/ˈhɑ:d draɪv/	dysk twardy
memory card	/ˈmeməri kɑ:d/	karta pamięci
password	/ˈpɑ:s,wɜ:d/	hasło
power switch	/ˈpaʊə swɪtʃ/	przycisk zasilania
recycle	/ri:'saɪkl/	poddać recyklingowi
recycling point	/ri:'saɪklɪŋ pɔɪnt/	punkt zbiórki odpadów do recyklingu
reset	/ˌri:'set/	zresetować
save	/seɪv/	zapisać
settings	/ˈsetɪŋz/	ustawienia
SIM card	/ˈsɪm kɑ:d/	karta SIM
storage device	/ˈstɔ:ndʒ dɪˌvaɪs/	nośnik danych
the cloud	/ðə 'klaʊd/	chmura, dysk w chmurze
transfer	/ˈtræns'fɜ:/	przenieść
upload photos	/ʌp,ləʊd 'fəʊtəʊz/	wstawiać zdjęcia
USB flash drive	/ju: es ˌbi: 'flæʃ draɪv/	pamięć USB, pendrive

LISTENING MP3 28

attractive	/ə'træktɪv/	atrakcyjny
badly-made	/ˌbædli 'meɪd/	słabo wykonany
easy-to-use	/ˌi:zi tə 'ju:z/	prosty w obsłudze
end up	/ˌend 'ʌp/	skończyć (np. gdzieś)
environmentally-friendly	/ɪnˌvaɪrənˌmentəli 'frendli/	przyjazny dla środowiska
hard-to-use	/ˌhɑ:d tə 'ju:z/	trudny w obsłudze
harm	/hɑ:m/	szkodzić
high-quality	/ˌhaɪ 'kwɒləti/	wysokiej jakości
impractical	/ɪm'præktɪkəl/	niepraktyczny
inexpensive	/ˌɪnɪk'spensɪv/	niedrogi
innovative	/ɪ'nəveɪtɪv/	innowacyjny
low-quality	/ˌləʊ 'kwɒləti/	niskiej jakości
packaging	/ˈpækɪdʒɪŋ/	opakowanie
practical	/ˈpræktɪkəl/	praktyczny
reliable	/rɪ'laɪəbəl/	niezawodny, solidny
speaker	/ˈspi:kə/	głośnik
unattractive	/ˌʌnə'træktɪv/	nieatrakcyjny
unreliable	/ˌʌnrɪ'laɪəbəl/	zawodny
useful	/ˈju:sfəl/	przydatny, użyteczny
useless	/ˈju:sləs/	nieprzydatny, bezużyteczny
well-made	/ˌwel 'meɪd/	dobrze wykonany
wireless	/ˈwaɪələs/	bezprowadowy

WRITING MP3 29

built-in	/ˌbɪlt 'ɪn/	wbudowany
connect	/kə'nekt/	podłączyć
flash	/flæʃ/	flesz
instant camera	/ˌɪnstənt 'kæməərə/	aparat drukujący zdjęcia
right away	/ˌraɪt ə'weɪ/	natychmiast
run	/rʌn/	działać
self-balancing	/ˌself 'bælənsɪŋ/	samorównoważący się
self-cleaning	/ˌself 'kli:nɪŋ/	samoczyszczący
try out	/ˌtraɪ 'aot/	wypróbować
waterproof	/ˈwɔ:təˌpru:f/	wodoodporny

Synonimy i antonimy

Synonimy to wyrazy o takim samym lub bardzo zbliżonym znaczeniu, a antonimy – wyrazy o przeciwnym znaczeniu. Ucząc się nowego słowa, spróbuj przypomnieć sobie lub znaleźć w słowniku jego synonim i/lub antonim, np.: *useful* = *helpful* ≠ *useless*.



5 LET'S GO!



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

- What are the people waiting for?
- How do you think the people are feeling?
- How can you spend the time if you're waiting in a traffic jam?



2 **SPEAK** Read the comments. Which one would you give a 'like' to? Why?



Wendy_W

OMG! Why are all these people there? 🙄



Brunox

People used to queue like this at borders. Can you imagine?



Diana_De

Really? In Europe?



LittlePrincess

I'd rather stay at home than travel like this – honestly!



Krzysiek_Kowal

Couldn't they just take a plane? ㄟ(っ)_/

Comment





- 1** **SPEAK** Complete the table with the means of transport from the box. How do people get around where you live?

boat bus canoe coach plane scooter ship
train tram underground

Travel by land (road/rail)	Travel by air	Travel by water
bus, ...		

- 2** **KEY WORDS** Read the titles of the texts and look at the photos. Add the means of transport in the titles to the table in exercise 1.

HOT-AIR BALLOONS

Travel is all about getting out of your comfort zone, so how about **taking a trip** in a hot-air balloon? You can fly over these beautiful rocks in the region of ¹ *Cappadocia, Turkey*. The views are incredible!



RAZZLE DAZZLE FERRY

Sail to your **destination** across the River Mersey on this pop-art ferry. If you buy a **return ticket** and **set off** in the morning, you'll have time to **explore** the Wirral Transport Museum on the other side before you come back to ² in the afternoon. The return **fare** is £3.70.



RICKSHAW

While you're in ³, **hire** a rickshaw to **get around**, and **take a tour** of the top tourist sites. There are no traffic jams on Sunday mornings, when the centre is closed to motor **vehicles**.



CABLE CAR

If you aren't afraid of heights, you can travel all over the city of ⁴ by cable car. Mi Teleférico is the largest cable car system in the world, with twenty stations and six lines, like a 'metro' in the sky! It's also very cheap – a **single ticket** costs just 3 bolivianos (33 pence) per **ride**. Cars **depart** every twelve seconds.



- 3** **2.11** Read the texts in exercise 2 and complete gaps 1–4 with the place names from the box. Then listen and check. Can you answer the bonus question?

Cappadocia, Turkey La Paz, Bolivia
Liverpool, England Mexico City, Mexico

- 4** Complete the sentences with some of the highlighted words from the text.

- You can buy a *return ticket* if you like, but the *fare* will be the same as two single tickets.
- Due to road works, the city centre is closed to all motor .
- In order to avoid the morning traffic, we decided to around noon.
- If you want to get to the other side of the river, the best way is to on a ferry.
- my city is easy thanks to its huge metro system.
- Let's a car at the airport – it may be expensive, but we'll be independent and can go wherever we want.

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



- What means of transport can you see in the photo?
- How would you feel in this place?
- What is your favourite means of transport?

FAST FINISHERS

Recall your last family holiday or school trip and complete the table.

Destination	
Fellow travellers	
Length of holiday	
Means of transport	
Distance	
Tourist sites visited	
Local food tried	

5.2 Grammar 1

Future forms

1 **SPEAK** When do you usually pack for a holiday – far in advance or last minute? Have you ever forgotten to pack anything important?

2 **2.12** Look at the postcards and read the dialogue. Where do you think Pola and Suzie are going? Listen and check.



Pola Just imagine – a week-long May weekend by the pool! Have you packed yet?

Suzie No, not yet. ¹I'm going to pack tomorrow afternoon. And you?

Pola Almost. We don't need many things, mind you – just a few T-shirts, some shorts, flip-flops and a swimsuit. I've checked the forecast. ²It's going to be very hot at the south coast the entire week.

Suzie Perfect! ³What time are we leaving on Saturday?

Pola ⁴The plane takes off at eleven, so we need to leave home at 8:30.

Suzie ⁵How are we going to get to the airport?

Pola ⁶I'll call Bartek and ask him to give us a lift.

Suzie Good idea. ⁷Oh, we'll definitely have a great time!

3 Look at the video still and study the grammar table. Complete the table with the missing examples 1–7 from the dialogue in exercise 2.

4 Complete the mini-dialogues with the correct future forms of the verbs in brackets.

1 A: What do you think the future holds for you?

B: I'm not sure. I'll *probably go* (probably / go) to university. What about you?

2 A: We *are going to go* (go) to the cinema tonight. The film *starts* (start) at seven. Do you want to come with us?

B: I don't know yet. I *will let* (let) you know within an hour.

3 A: Do you have a lot of homework for tonight?

B: I'm afraid so. I *will stay up* (stay up) late to finish everything.

4 A: Oh my gosh ... Look at the sky!

It *is going to rain* (rain) any minute.

B: You're right! I *will go* (go) upstairs and close the window.

5 Complete the sentences with the correct forms of the words in brackets. Use future forms.

1 Oh, no! A traffic jam! We're *going to be late* (be / late)!

2 Remember that we *are going to go* (go) to Ben's birthday party tonight.

3 Hurry up! The lecture *is going to begin* (begin / 30 minutes).

4 The cable car is free of charge today, so it *is going to be* (be / busy) than usual.

5 You haven't studied enough, so you probably *are going to fail* (not pass / exam).

6 What time *is the train going to depart* (train to Munich / depart)?

6 **SPEAK** Talk about your plans for: 1) tonight, 2) this weekend, 3) this summer, 4) next year. Use correct future forms.

FAST FINISHERS

Look at the conversation in exercise 2 again. Make a similar dialogue between two people who are going on a skiing trip to Zakopane by train. Use several different future forms.



Key Grammar

Formy czasu przyszłego

Do opisywania przyszłości służą czasy: *present continuous* i *present simple* oraz konstrukcje: *will* + bezokolicznik i *going to* + bezokolicznik.

Plany i intencje

- a *will* + bezokolicznik: spontaniczne decyzje podejmowane w momencie mówienia, np. 6
- b *going to* + bezokolicznik: zamierzenia i plany na przyszłość, np.: 1, 2
- c czas *present continuous*: czynności szczegółowo zaplanowane na niedaleką przyszłość, np. 3
- d czas *present simple*: harmonogramy lub rozkłady, np. 4

Przewidywania

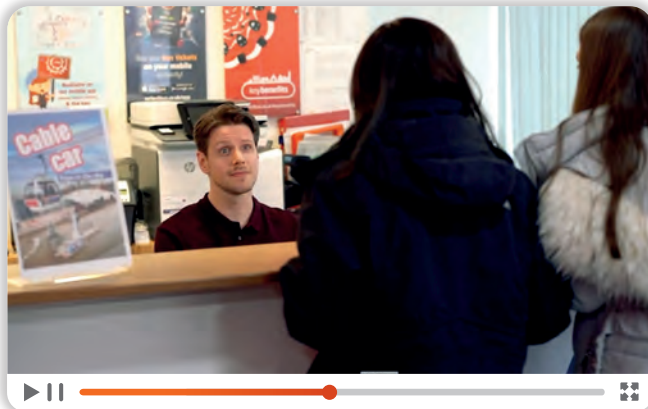
- e *will* + bezokolicznik: przewidywania i prywatne opinie lub nadzieje dotyczące przyszłości, np. 5
- f *going to* + bezokolicznik: przewidywania dotyczące niedalekiej przyszłości, na które wskazują obecne okoliczności lub wyraźne oznaki, np. 7

- 1 **SPEAK** Read the caption under the photo. Have you ever travelled by cable car? If so, was it in the city or in the mountains? If not, would you like to?



The Emirates Air Line – a cable car link across the River Thames in London.

- 2 **2.13 SPEAK** Describe the video still. Then listen to the dialogue and answer the questions.



- Why doesn't Kate buy return tickets?
- Why do you think the ticket agent asks the girls about their age?
- In your opinion, what are the advantages of making this journey by cable car?

- 3 **2.13** **SPEAK** Study the Key Phrases box. Then complete the dialogue with the missing questions. Listen again and check.

Ticket agent 1 *Can I help you?*
Kate Yes, I'd like tickets for the cable car, please.
Ticket agent Are you travelling now?
Kate Yes. 2 *_____*
Ticket agent About ten minutes.
 3 *_____*
Kate Two singles, please – we'll be coming back on the Tube.
Ticket agent OK. Are you over fifteen?
Kate Yes – we're both sixteen.
 4 *_____*
Ticket agent It's £4.50 single, so that'll be £9.00.
Kate £9.00?
Ticket agent Yes. 5 *_____*
Kate I'll pay cash, please.

Key Phrases

Buying tickets

Ticket agent

Can I help you?
 Are you travelling now?
 Single or return?
 Are you over (fifteen)?
 It's valid for twenty-four hours.
 The tickets are cheaper when you buy them online/
 book them in advance.
 Cars run/depart every (thirty seconds).
 Are you paying (in) cash or (by) card?
 I'm sorry, we only accept (cash).
 There is a cash machine (over there).

Customer

I'd like tickets for the (cable car), please.
 Can I have a one-day pass/a single ticket to ...?
 How much does a travel card/return ticket/tram pass cost?
 How much is it?
 Is there a discount for students?
 How long does it take?
 How long is the ride?
 How often do the (cable cars) depart/run?
 I'll pay (in) cash/by card.
 Can I pay by card, please?

- 4 **2.14** **SPEAK** Look at the Key Phrases again and complete the mini-dialogues with the missing questions.

1 A: *Can I pay by card, please?*

B: I'm sorry, we only accept cash.

2 A: I'd like a single ticket, please.

B: It's £5.50.

3 A: Yes, I'd like two single tickets for the ferry, please.

B: Sure! *_____*

A: No, we're setting off in the afternoon.

4 A: *_____*

B: Well, not yet. In fact, my fifteenth birthday is tomorrow.

5 A: *_____*

B: Trains depart every thirty minutes.

- 5 **2.14** **SPEAK** Listen and check your answers to exercise 4. Then choose one dialogue and continue it in pairs.

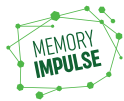
- 6 **SPEAK** Read the instructions and do the speaking task. Student A, look at page 155. Student B, look at page 156.

FAST FINISHERS

Write a short message to your Australian friend explaining what type of ticket he/she should buy to travel around your area cheaply, and where he/she can buy it.

5.4 Reading

An interview with a world-schooled teen



1 Complete the collocations.

- 1 *travel* by train / by bus / by ferry
- 2 t *take* a tour / a trip / a flight
- 3 g *get* on a train / off a train / lost
- 4 g *go* on foot / sightseeing / anywhere I want
- 5 t *take* the underground / a bus / a taxi
- 6 s *stay* at a hotel / with a friend / at home

2 **SPEAK** Do the task below. Use the collocations from exercise 1.

Imagine you are allowed not to go to school for a year and to travel wherever you want instead. Make a list of places you would like to visit and means of transport you want to use. Compare your lists in groups of four.

3 Read the summary below. Then read the interview on page 77 quickly and correct the mistakes in the summary. What do you think of such an idea?

The interview is with a boy called Miro who stopped going to school last year and instead started homeschooling. It's a project in which teenagers don't go to school, but they are educated at home. Together with his friends, Miro has stayed at home and has been responsible for what he is studying.

4 **2.15** Read the interview again and find:

- 1 two countries Miro has already visited *Guatemala, ...*
- 2 four countries he'd like to visit
- 3 four of Miro's hobbies and interests
- 4 Miro's favourite subjects

5 Read the interview and the comments again and answer the questions.

- 1 Where did Miro use to live? *In Los Angeles.*
- 2 How many countries has Miro visited so far?
- 3 What is the biggest disadvantage of world-schooling?
- 4 How does Miro define 'unschooling'?
- 5 According to Miro, what are the keys to successful travelling?
- 6 Whose comments under the interview are generally positive?

6 **SPEAK** **KEY WORDS** Complete the questions with the highlighted words and phrases from the interview. Use the definitions in brackets to help you find the correct words. Then answer the questions in pairs.

- 1 Which region in your country has got a *vibrant culture*? (*a culture that is lively and exciting*)
- 2 Which *extremely good* tourist sites in Poland have you visited? (*extremely good*)
- 3 What are two *places for visitors* in your area? (*so good or important that everyone should see them*)
- 4 Where in your area can you meet *people*? (*having similar interests and opinions*)
- 5 Which two things do you enjoy doing in your *time when you can do what you want*?
- 6 Which activities that you engage in regularly give you a sense of *being part of a group*? (*feeling that you're a part of a group*)
- 7 When you travel, do you try to *take little luggage so that your bags are not too heavy*?

7 **SPEAK** Answer the questions.

- 1 Which comment in the interview do you agree with the most? Why?
- 2 Why do people decide to take up world-schooling?
- 3 From your perspective, what are the advantages and disadvantages of world-schooling? Name at least two of each.

FAST FINISHERS

Write a comment expressing your opinion that you could post under the interview.



Search for stories of Polish children and teenagers who sailed around the world with their families instead of attending school. Tell the class about your findings. Share your opinion on the families' lifestyle.

Miro Siegel's Real World-Schooling Adventure

A few years ago, Miro Siegel and his mother set off from their home in Los Angeles and began traveling. Since then, Miro hasn't been to school – he is being educated through 'world-schooling'. Homeschooling Teen magazine asked Miro about his experiences.



5 How many countries have you visited? Which one(s) did you like best?

I've been to fourteen countries, and Guatemala and Peru are at the top. Guatemala for its colorful and vibrant culture, and Peru for its outstanding archaeological sites.

10 What other countries are on your list of must-see places you want to visit?

Greece, Turkey, Japan and India.

What do you like best about traveling?

15 Definitely the freedom that comes with it. The world is full of places to explore, and I think it's foolish to stay in one place for the majority of your life.

Is there a negative side to being a world traveler?

20 The largest problem I can see is that there's a severe lack of community whilst traveling.

I've yet to meet any other like-minded people my age during my five years on the road.

What do you like doing in your spare time?

25 I read, write, or play video games. We're currently living in a mountain town, and I enjoy hiking up the mountains.

How would you describe the concept of 'unschooling' and what it means to you?

30 Unschooling simply means I have the freedom to do what I want. I'm in charge of my own education, so I can study what I want, when I want and how I want.

Do you have any favorite subjects?

Literature is certainly at the top, and I like mythology.

35 What have you learned from your adventures?

I've learned that the world is a safe place, and that everything will work out in one way or another.

Where do you see yourself five years from now?

40 I honestly don't know. I haven't planned that far ahead yet. Eventually, I want to become a writer, but I don't know how that's going to happen.

What would you recommend to other teens who might like to travel?

45 Don't be afraid, and pack light. Those are the two keys to travel. Be open to new experiences, and step outside of your comfort zone.



3 comments



BlueSkyAnnie | 15 mins ago



Sounds fantastic! Life's a journey – if you don't travel, you won't know what you're missing! Where are you going next on your travels?



JoGo | 45 mins ago



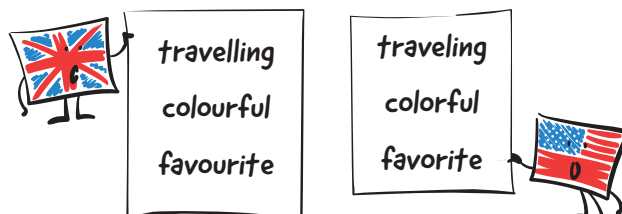
My parents have decided to take me and my sister on a trip to Asia. 😊 We're going to Thailand and Vietnam, and we aren't coming back until August. Our plane leaves on Monday – I can't wait!



GreG | 3 hrs ago



The idea of world-schooling sounds OK, but I wouldn't like to change places with Miro. To me, it looks like he's got no real friends. He mostly spends time with his mum ... It's nice when you don't need to go to school and you can travel the world instead, but I couldn't do it. My mates are more important to me, you know.



Types of holiday • Holiday equipment

1 **SPEAK** Answer the questions.

- 1 What are your favourite holiday destinations?
Use the words from the box or your own ideas.

city countryside forest hills lakes mountains
seaside theme park tropical beach

- 2 When you are packing, do you make a list of things to take or use a packing app? Why/Why not?

2 **2.16 KEY WORDS** Put the highlighted words into the correct categories. Listen and check.

all-inclusive holiday • backpacking holiday
B&B • beach holiday • campsite • chalet
city break • cruise • guest house • guidebook
hiking • hostel • package holiday • sightseeing
sleeping bag • sunbathing • sunscreen • tent
torch • tour • trekking

Types of holidays: *all-inclusive holiday, ...*

Accommodation: 

Holiday activities: 

Holiday equipment: 

3 **2.17** Which of the words from exercise 2 are compound nouns? Listen and repeat. Did you notice the stress pattern?4 **SPEAK** Answer the questions using the highlighted words from exercise 2.

- Which types of holidays are good for sunbathing?
cruise, ...
- What do you need at a campsite?
- How do people spend their time during a backpacking holiday?
- What is usually the main activity during a city break?

5 **2.18** Listen to a phone-in radio programme and match speakers a–c to statements 1–4. One of the speakers matches two statements.

a LeAnn b Stella c Greg

- This person's accommodation is going to be elegant and comfortable. 
- This person isn't going to travel by air. 
- This person is going to need a sleeping bag. 
- This person is leaving the UK first. 

6 **2.18** Listen again and complete the summary with one word in each gap. Use the highlighted words and phrases from exercise 2.

The first listener is going on a ¹ *backpacking* holiday, during which she is going to go ²  a lot.

The second listener is going on a ³  around the Caribbean Islands in one week. She is going with her husband, and they are going to spend time ⁴  on the ship.

The third listener is going to spend the next month at a ⁵ , sometimes in a ⁶  and sometimes in a ⁷ .

7 Translate into English.

- I don't like camping because I hate *sleeping in a tent* (*spania w namiocie*).
-  (*Wędrówki i chodzenie po górach*) aren't really my thing – that's why I don't go on backpacking holidays.
- I don't feel like planning anything this year, so  (*jadę na zorganizowane wczasy*).
- Why don't you take the guidebook, and I  (*spakuję krem z filtrem*).
-  (*Zatrzymamy się w ślicznym pensjonacie*) next to the beach.
-  (*Latarka i śpiwór to*) must-haves if you're going camping.

8 **SPEAK** Student A, describe photo 1. Student B, describe photo 2. Then answer the questions. Use the adjectives from the box.

amazing boring expensive fascinating
relaxing terrible tiring

- What are the advantages and disadvantages of the types of holidays in the photos?
- Which of these trips would you prefer? Why?

 **FAST FINISHERS**

 You have just found an offer of a perfect holiday, but you do not want to go alone. Write a note to your friend inviting him/her to join you. Use at least five words from this lesson.

Just a quick one to let you know that I've found a perfect holiday for us.

A conversation about an extreme cyclist

- 1 **SPEAK** Imagine you are going to take a trip around the world. Name at least one advantage and one disadvantage of choosing the following means of transport:

• a bike • a boat • a car • a plane

- 2 **2.19 KEY WORDS** Match the highlighted extreme adjectives to the regular adjectives with a similar meaning (a–j). You can use a dictionary to help you. Listen and check.

amazing • ancient • awful • delicious • delighted
exhausted • freezing • huge • tiny • unforgettable

a bad	f old
b big	g small
c cold	h tasty
d happy	i tired
e memorable	j nice

amazing – nice

- 3 **2.20** Read the text. Then replace the regular adjectives with extreme adjectives. Listen and check.

I've just heard about a young woman called Vedangi Kulkarni who's going to cycle round the world. It's a ¹big *huge* challenge. She'll be ²tired when she finishes, but I'm sure she'll have a/an ³nice time. It'll be a/an ⁴memorable trip – she's going to travel through fifteen countries across four continents. I bet she'll be ⁵happy if she succeeds!

- 4 **WATCH OUT** Read the **WATCH OUT** box and answer the questions using extreme adverbs of degree and extreme adjectives. Do you know where these places are?

- Are the paellas in Valencia tasty?
Yes, they are. They're absolutely delicious!
- Are the Giza pyramids old?
- Is Istanbul a big city?
- Is it cold in winter in Siberia?
- Is Monaco a small country?
- Is the Yucatán Peninsula a nice place to visit?

WATCH OUT Przysłówki stopnia (adverbs of degree)

Z przymiotnikami neutralnymi używamy przysłówków stopnia: *really, quite* i *very*, np.: *very nice, quite happy*.
Z przymiotnikami mocnymi używamy takich przysłówków stopnia jak: *absolutely, completely, really* i *totally*, np.: *absolutely unforgettable, totally delicious*.

- 5 **2.21** Listen to a conversation between Derek and Gina. What do they think of Vedangi Kulkarni's travel plans? Would they like to go on a similar trip?

- 6 **2.21** Listen again and choose the correct options in the Fact File.

FACT FILE



Vedangi Kulkarni

Occupation: Studies ¹Sports Management / Economics at Bournemouth University.

Age: ²17 / 19 years old

Country of origin: ³the UK / India

Current objective: To cycle around the world in ⁴80 / 100 days and ⁵film / write about her journey.

Previous trips include: Cycling ⁶from London to Brighton / across the Himalayas.

- 7 **2.21** Listen again and answer the questions.

- Why does Vedangi want to complete her trip in 100 days?
To beat the world record.
- What is the current world record?
- How many kilometres will Vedangi have to cycle every day?
- How far is the trip in total?
- Where will Vedangi's journey begin and end?
- What does Derek mean by saying that cycling around the world is 'out of his comfort zone'?

- 8 **SPEAK** Say what you think of Vedangi's plans. Use extreme adjectives and appropriate adverbs of degree.

FAST FINISHERS

Give an example of: 1) a situation in which you felt absolutely awful, 2) a time when you were really exhausted, 3) an experience that was totally unforgettable.



Search the web for advice for long-distance bikers, including preparing your bike, proper clothes, equipment and tips for the journey. Share your findings with the class.

1 **SPEAK** Answer the questions.

- Do you ever cycle to school? Why/Why not?
- Are there enough cycle paths where you live? If so, do you use them a lot? If not, would you like this to change?

2 **2.22** Listen to Derek talking to his mum about Vedangi Kulkarni. Decide who says the following things, Derek or Mum. There is one extra sentence.

Vedangi Kulkarni:

- can ride a bike very well. *Mum*
- had to see a doctor and do some check-ups before the tour.
- was able to complete the tour due to special assistance.
- didn't have to compete with anyone.
- mustn't ride without a helmet.
- has to take some time off.
- should write a book about her tour.

3 Look at the video still and study the grammar table. Then translate sentences 1–7 from exercise 2 into Polish.

Key Grammar

Czasowniki modalne w czasie teraźniejszym i przeszłym

Czasowniki modalne (*modal verbs*) pozwalają nam wyrazić prośbę, nakaz, zakaz i przyzwolenie.Pytania i krótkie odpowiedzi z *can*, *could*, *may*, *must* i *should*:
'Can I open the window?' 'No, you *can't*.'Pytania i krótkie odpowiedzi z *be able to*:
'Was Tommy *able to* swim at the age of five?' 'Yes, he *was*.'Pytania i krótkie odpowiedzi z *have to*:
'Do I *have to* buy a ticket?' 'Yes, you *do*.'
'Did you *have to* wait?' 'Yes, I *did*.'

Czas teraźniejszy

- | | |
|---|---|
| • <i>can</i> (mogę, potrafię) | • <i>mustn't</i> (nie mogę, nie wolno mi) |
| • <i>can't</i> (nie mogę, nie potrafię) | • <i>may</i> (mogę) |
| • <i>could</i> (mógłbym) | • <i>may not</i> (nie mogę, nie wolno mi) |
| • <i>couldn't</i> (nie mógłbym) | • <i>have to</i> (muszę, ze względu na okoliczności zewnętrzne) |
| • <i>should</i> (powinienem) | • <i>don't have to</i> (nie muszę) |
| • <i>shouldn't</i> (nie powinienem) | • <i>'m able to</i> (jestem w stanie) |
| • <i>must</i> (muszę, odczuwam konieczność) | • <i>'m not able to</i> (nie jestem w stanie) |

Czas przeszły

- | | |
|--|--|
| • <i>could</i> (mogłem, potrafiłem) | • <i>was able to</i> (mogłem, byłem w stanie) |
| • <i>couldn't</i> (nie mogłem, nie potrafiłem) | • <i>wasn't able to</i> (nie mogłem, nie byłem w stanie) |
| • <i>had to</i> (musiąłem) | |
| • <i>didn't have to</i> (nie musiąłem) | |

4 **Choose the correct options.**

- May* / *Must* I borrow your helmet for a few hours?
- Daily practice *could* / *was able to* help you become a better cyclist.
- You *mustn't* / *don't have to* get on the bus without a ticket! You'll get a fine if you're caught.
- I *should* / *had to* pay a fortune for the travel card.
- We *have to* / *can* book a room now if we want to go to Zakopane for the long weekend.
- You *mustn't* / *don't have to* hire a car if you don't want to.

5 **Choose the correct options.**

Change the bus for a bike

Cycling to school or work ¹ have many benefits. For instance, you ² pay for a monthly pass. Also, cycling for thirty minutes after a hard day ³ reduce stress. In a recent experiment, researchers found that riding a bike to school in the morning ⁴ increase pupils' concentration levels. On one day of the experiment, the participants ⁵ study effectively for three hours without a break! Clearly, the advantages of cycling are great. Yet riding a bike in the streets can be dangerous. Remember you ⁶ use your phone while cycling!

- | | | |
|-------------|----------------|------------------|
| 1 a can | b was able to | c may not |
| 2 a don't | b mustn't | c couldn't |
| | have to | |
| 3 a has to | b can't | c may |
| 4 a had to | b could | c must |
| 5 a had to | b were able to | c didn't have to |
| 6 a mustn't | b couldn't | c don't have to |

6 **SPEAK** **Complete the questions with modal verbs. Then answer the questions.**

- Were you *able to* do your last English homework?
- you* ride a bike ten years ago?
- Did you *get up* early today?
- to read and write* when you were six?
- you* *do any household chores* when you were ten?

FAST FINISHERS

Plan a day cycling or walking around your neighbourhood. Draw your route and note down where you could eat, rest, swim, etc.

Grammar and vocabulary practice

1 **SPEAK** Answer the questions.

- 1 Could you live abroad for the rest of your life? Why/Why not?
- 2 Have you ever been on an all-inclusive holiday? If so, did you enjoy it? If not, would you like to go?
- 3 What is the best holiday souvenir you have ever bought for someone and/or got from someone?

2 Add one missing word to each sentence.

- 1 I paid ^{by} card for two single tickets.
- 2 The ticket is valid two hours.
- 3 How long the ride take?
- 4 There is discount for students.
- 5 How is a return ticket?

3 2.23 Complete the dialogues with 3–4 words in each gap. Use the word in brackets, but do not change its form. Listen and check.

X: Can I help you?

Y: Good morning. ¹Can I have (have) two tickets to Brighton, please?

X: Certainly. ² (or)?

Y: Returns, please. How much is that?

X: It's £4.50 each, so that'll be £9.00.

Y: Can ³ (by), please?

X: I'm sorry, we only accept cash. But there's a cash machine just around the corner.

Y: OK, thank you. One more question.

How ⁴ (take)?

X: About 25 minutes.

X: Hello, I'd like to buy a one-day travel card.

How ⁵ (is)?

Y: It's £12.

X: Is there a discount for students?

Y: Yes, twenty percent if you have a student card.

⁶ (you) cash or card?

X: Card, please. How long is it valid for?

Y: ⁷ (valid) for twenty-four hours after you use it for the first time.

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

- 1 Drew and Sharon *could read well* (can / read / good) when they were four.
- 2 Don't be late! (coach / leave) 11:46.
- 3 (you / have / use) public transport to get to the airport last Sunday?
- 4 I wanted to tell you something important last night, but I (not / able / contact) you.
- 5 I really need a rest, so I (sleep / lot) this weekend.
- 6 Do you think (you / be / married) in 2030?

5 Complete each pair of sentences with the same word.

- 1 A We're running a bit late, so let's a taxi.
B We are planning to a trip to the seaside tomorrow.
- 2 A around the city centre by car is absolutely exhausting!
B How about off at the next stop and taking a walk?
- 3 A We'd like to take a tour of the top sites.
B The season starts next month.
- 4 A Out of all activities, sightseeing is by far my least favourite.
B You might pay a lot for a package, but you definitely spend less on the spot.
- 5 A I can meet you in the canteen during the lunch.
B I intend to go on a short city once the exam session is over.

6 Complete the text with one word in each gap.

Hi, Martin,
Greetings from beautiful Poland!
We are taking a ¹tour of southern Poland. Last week, we spent a few days in Cracow – a vibrant city which used to be the



capital of Poland. We visited Wieliczka, an old salt mine, but unfortunately, we weren't ² to get inside because of some repair works.

For the last two days we have been in the Tatra mountains. We are staying at a lovely ³ house in Zakopane, and we go hiking every day. Tomorrow, we're ⁴ to climb Giewont. I hope I ⁵ manage to get to the top – I'm not very fit after eating the absolutely delicious Polish food 😊

See you back at home! Love, Gemma

Send

#BRAINTEASER

The day before yesterday I was twenty-one, and next year I will be twenty-four. When is my birthday?

 FAST FINISHERS

 Imagine you're on a tour of northern Poland. Write a post for your social media account.

A letter of complaint

1 **SPEAK** Describe the photo and answer the questions.

- Why do you think the girl is sleeping?
- Have you ever been in a similar situation?

2 **SPEAK** Number the problems that might occur during a holiday from the least to the most serious.

broken air conditioning dirty hotel room food poisoning
getting sunburnt lost luggage poor service

3 2.24 Listen to Amanda leaving a message on her friend's voicemail to tell her about a nightmare holiday. Then read Amanda's letter of complaint to the travel agency and correct four mistakes in it.

Dear Sir or Madam,

I am writing to complain about the package holiday I went on with your travel agency at the beginning of July.

The holiday I booked was a seven-night stay in Zakynthos. The flight was to **take off** at 9:05 on 3 July. I had received instructions to come to the airport and **check in** two hours before **departure**. To my surprise, when I got to the airport, it turned out that our flight was **cancelled**! No one had informed the passengers about this, and we were asked to wait at the airport for five hours for the next flight, which then was **delayed** for two hours. After we **landed**, we had to wait another hour for the coach to **transfer** us to the hotel. So, instead of the early afternoon, I reached my hotel room at midnight.

There were similar problems at the end of my stay. The **return flight** was scheduled for 10 pm on 10 July, but just one day before your employee informed us that the flight was at 12 am! As a result of the changes you made, I lost almost two days of my holiday. This is completely unacceptable, and I expect a refund for the two days I had paid for, but could not spend at the resort.

I look forward to hearing from you.

Yours faithfully,

Amanda Paulsen

Send

4 **KEY WORDS** Match the highlighted words from the letter to their Polish equivalents.

- lot powrotny – *return flight*
- odlot – 
- wystartować – 
- odprawić się – 
- odwołany – 
- przenieść, przewieźć – 
- wylądować – 

5 Read the task and Adam's letter below. Which bullet point from the task did Adam skip?

Właśnie wróciłeś/wróciłaś z wycieczki do Paryża, która nie spełniła Twoich oczekiwań. W liście do biura podróży:

- opisz warunki, w jakich spędziłeś/spędziłaś wakacje,
- napisz, co było nie do zaakceptowania,
- opisz, jakie kroki podjąłeś/podjęłaś na miejscu, aby poprawić sytuację,
- poinformuj, czego oczekujesz od organizatora wyjazdu.

Dear Mr Bennett,

I am writing to express my disappointment with the trip organised by your agency.

Two weeks ago, between 10 and 18 August, I was on holiday in Paris. I am afraid I have some complaints about that stay. First of all, the journey was not organised as you had promised. According to the brochure, a coach was supposed to pick us up from the airport, but in fact we had to travel to the hotel by underground. Also, the service at the La Maison Hotel did not meet my expectations. I complained to the manager a few times, but she refused to help me.

I expect compensation for the problems I experienced – a refund or a discount on the next trip. Moreover, I feel that you should cancel your contract with the La Maison Hotel.

I look forward to hearing from you.

Yours sincerely,

Adam Braun



6 Read options A and B covering the missing bullet point in exercise 5. Which one is better? Why?

A While the room was clean and fairly comfortable, the staff were rude and unhelpful. When a guest asked for help, the employees replied in French and ignored the request. I find the situation outrageous.

B The room was OK, but the hotel workers were rude. They just shouted something in French and didn't do anything. It was awful!

7 Study the Key Phrases box. Then match informal sentences 1–5 to their formal equivalents a–e.

- 1 I'm sorry, but it was awful.
 - 2 I want to tell you about the hotel room.
 - 3 I want my money back.
 - 4 He didn't want to talk to us.
 - 5 I'm writing about the letter you've sent me.
- a He refused to listen to our complaints.
 - b I am writing in connection with the letter I have received from you.
 - c I regret to inform you that it didn't meet my expectations.
 - d I would like to inform you about the accommodation.
 - e I expect a full refund.

Key Phrases

Letter of complaint

Formal beginning

Dear Sir or Madam,/Dear Mr/Mrs Wilson,

Reason for writing

I am writing to make a complaint about .../express my disappointment with .../complain about ...

I have some complaints about ...

I regret to/would like to inform you that (my stay) did not meet my expectations.

Describing the details

The conditions in the coach/hotel room were below standard/a lot worse than you had promised.

The manager ignored me/refused to listen to my complaint/request.

To my surprise, ...

To make matters worse, ...

... was unacceptable/outrageous.

Your expectations

I expect compensation/a full refund/a discount/an apology.

I feel that you should make sure .../improve .../employ more people/hold a training session for your staff.

Formal ending

Yours faithfully,/Yours sincerely,

8 Express these ideas in English. Use the Key Phrases.

- 1 Napisz, że pracownik biura podróży ignorował Twoje zażalenia dotyczące zepsutej klimatyzacji.
- 2 Poinformuj, że chcesz złożyć skargę na obsługę hotelu.
- 3 Zapytaj, czy możesz otrzymać zwrot kosztów podróży.
- 4 Wyraź swoją opinię na temat niezadowolających warunków w restauracji hotelowej.
- 5 Chcesz poinformować, że koszt wyjazdu był wyższy niż oczekiwałeś.

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

Właśnie wróciłeś/wróciłaś z młodzieżowej imprezy turystycznej, której organizacja odbiegała znacznie od tego, co obiecywało biuro podróży. W liście do organizatora:

- wyjaśnij, w jakiej sprawie piszesz,
- opisz, gdzie byłeś i jakie komplikacje napotkałeś/napotkałaś podczas podróży,
- napisz, co rozczarowało Cię najbardziej podczas pobytu,
- poinformuj, jakiej rekompensaty oczekujesz.

Długość tekstu powinna wynosić od 100 do 150 słów.

Dear Sir or Madam,

I am writing to make a complaint about ...

WRITING PLANNER

THINK

- Pomyśl, o jakiej imprezie turystycznej napiszesz (np.: obóz żeglarski na Mazurach, kurs językowy w Londynie).
- Zastanów się, jakie komplikacje mogłeś/mogłaś napotkać podczas podróży (np.: opóźniony autobus/samolot, długie oczekiwanie na wyjazd) oraz pobytu (brudne pokoje, brak obiecanych udogodnień).
- Zdecyduj, jakiej rekompensaty oczekujesz (np.: zwrotu części pieniędzy, zniżki na kolejny wyjazd).

PREPARE

- Przy każdym podpunkcie z ćwiczenia 9. wynotuj zwroty z ramki Key Phrases i inne wyrażenia, których użyjesz, by go rozwinąć.
- Zaplanuj układ swojego listu. Wykorzystaj jako wzór list z ćwiczenia 3.

WRITE

Napisz list, wykorzystując notatki i zwroty z ramki Key Phrases. Pamiętaj o budowie listu oraz oficjalnym powitaniu i zwrotach kończących list.

CHECK

Sprawdź swój list i odpowiedz sobie na pytania:

- Czy Twój list zawiera wszystkie informacje zawarte w czterech podpunktach polecenia?
- Czy długość listu wynosi 100–150 słów?
- Czy list zawiera zwroty charakterystyczne dla listów formalnych?

FAST FINISHERS

Choose three holiday problems from exercise 2 and decide what you can do to avoid them. Note down two suggestions for each problem.

VOCABULARY

- 1 Match the words and phrases from the box to their definitions. There are two extra words or phrases.

campsite chalet cruise ferry flight sightseeing
single ticket ~~travel card~~

- 1 *travel card* – a special ticket that allows you to travel several times without paying for each ride
 - 2 – a tiny house at a campsite
 - 3 – a journey in the air
 - 4 – a place where people on holiday can stay in tents
 - 5 – an activity of walking around a place to see interesting things
 - 6 – a boat which travels between two seaside towns or cities
- 2 Replace the underlined adjectives with the extreme adjectives from the box. There are three extra extreme adjectives.

amazing ancient awful delicious delighted
exhausted freezing huge tiny

Greetings from Paris! The holiday is ¹nice *amazing* and the food is ²tasty. We are staying at a hostel in the centre – our room is ³small, but at least it was cheap. We do so much sightseeing every day that I'm ⁴really tired, and I'm actually ⁵happy that we are leaving in two days. It's also ⁶very cold – it was not such a good idea to come here in January!

GRAMMAR

- 3 Translate into English.

- 1 Autokar odjeżdża o 11. *The coach leaves at eleven.*
- 2 Czuję, że to będzie niezapomniana wycieczka.
- 3 O nie! Spóźnimy się na samolot!
- 4 W czasie wakacji mam zamiar przeczytać trzy książki.
- 5 Zadzwoń do Ciebie wieczorem.
- 6 Moi rodzice wychodzą dzisiaj do kina.

- 4 Complete the sentences using the correct modal verb and a verb from the box. There may be more than one correct answer.

copy give report study swim take

- 1 It's not going to rain, so you *don't have to take* an umbrella.
- 2 Dad was at work yesterday, so he me a lift.
- 3 Fortunately, I for any tests last weekend, so I had a lot of free time.
- 4 You homework – it's cheating!
- 5 If you see someone by the pool at night, you it to the hotel manager.
- 6 That summer my friends didn't take me on the boat with them because I .

USE OF ENGLISH

1 2 3 4 5 6 7 8

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

- 1 I don't mind flying. **USED**
I *am used to* flying.
- 2 Travelling by car was once my favourite means of transport. **TO**
I by car.
- 3 It wasn't necessary for us to book the room in advance. **DID**
We the room in advance.
- 4 It's forbidden to leave luggage on the platform. **NOT**
You luggage on the platform.
- 5 We've arranged to meet outside the hostel at two. **ARE**
We outside the hostel at two.
- 6 I checked in to this hotel three days ago. **BEEN**
I for three days.

READING

- 6a Match texts A–D to statements 1–3. There is one extra text.

- 1 From this text you learn about an accident.
- 2 This text presents two different offers.
- 3 In this text the author makes a promise to the reader.

A

THE BEST CANOEING PACKAGE

Join us this summer
and experience a canoeing adventure!

For teenagers on their summer holiday or families looking for an adventure, our trip is a perfect way to explore the Danube delta.

Price for two guests: from 100 euros
(accommodation & canoeing)

Choose between:

- » 3 nights in a 4-star chalet (campsite recommended by Tripadvisor)
- » 2-day canoeing trip with a night in a tent

The package includes:

- » daily breakfast buffet
- » equipment
- » accident and health insurance

For better prices, book online!

B  **Adina**

Hi, Daniel! Are you free this weekend?

Hi, Adina. Why? Do you have any plans?

I do! I'm going to go on a canoeing trip and I thought you could join me. I can email you the offer.

How long is the trip?

The option I chose is for two days, with a night at a campsite. We should be back by 8 on Sunday evening.

Sorry, but I have to be at home on Sunday afternoon. It's my sister's birthday and I promised to help her organise the party.

That's a pity!

Daniel

I know 😞 Ask Ania – maybe she could go? Anyway, have a good time!

C

Hi, Ania,

Are you in Bucharest for the weekend? If so, how about a short canoeing trip? I found a great offer for a canoeing trip on the Danube, and I'd like to go next weekend. But I need someone to share the canoe with 😊 Would you be interested? You'll love it, take my word for it! And I can assure you that I'll take care of everything – you just need to be ready on Saturday morning and I can pick you up.

The offer is attached. Let me know what you think!

Adina

Send

D

Danube Delta collision – 5 injured

4 June

SHARE **COMMENT**

Five tourists were injured after two boats collided in Romania's Danube Delta last weekend. As the local police reported, Tulcea Emergency Situations Inspectorate workers were called on Saturday evening after a collision in the area where the Mustaca and Solomon channels join. Two boats with a total of 13 tourists on board crashed into each other. Five of the passengers needed medical help after the collision. One of the injured tourists is English, and two have Romanian-English nationality, according to the local police.

6b   Read texts A–D again and complete Ania's email below with up to two words in each gap.

Cześć, Mamo!

Szkoda, że nie możecie do mnie przyjechać w ten weekend. Ale skoro już wiem, że Was nie będzie, to pomyślałam, że może ja gdzieś wyjadę. Koleżanka z grupy, Adina, zaproponowała mi wspólny ¹ *weekendowy rejs kanadyjką* po rzece. Taka dwudniowa wycieczka obejmuje nocleg na ² [] i nawet częściowe wyżywienie, więc wyjazd nie jest drogi – wychodzi tylko ³ [] na osobę. Adina napisała, że zajmie się transportem i przyjedzie po mnie w ⁴ []. Mam tylko jeden problem. W zeszły weekend na rzece, po której mamy płynąć, miał miejsce ⁵ [], w którym ⁶ [] pięciu turystów. Czy myślisz, że to bezpieczne? Powinnam z nią jechać? Daj znać!

Pozdrawiam! Ania

WRITING

7   Read the instructions and do the task.

Kupiłeś/Kupiłaś bilety na podróż pociągiem z kilkutygodniowym wyprzedzeniem, aby zapłacić mniej. Kiedy pociąg ruszył, okazało się, że nie ma w nim miejsc, których numery widnieją na Twoim bilecie. Napisz **list** do zarządu kolei, w którym poinformujesz:

- co dokładnie się wydarzyło,
- co zrobiłeś/zrobiłaś w tej sytuacji i jak przebiegła podróż,
- jakiej formy zadośćuczynienia oczekujesz,
- jakie dalsze kroki podejmiesz, jeżeli Twoje oczekiwania nie zostaną spełnione.

Długość tekstu powinna wynosić od 100 do 150 słów.

Dear Sir or Madam,
I am writing to complain about a situation that I experienced on ...

SPEAK Read the quote and explain what it means. Do you agree or disagree with it? What else (apart from courage) does it take to travel?

Travel is never a matter of money, but of courage.

Paulo Coelho (Brazilian writer, 1947–)

community freezing
 pack light sightseeing accommodation trekking
 travel danger unforgettable get lost
 card complications campsite backpacking
 dangerous amazing outstanding
 exhausted like-minded



5.2 Future forms

Czasu **present simple** używamy, by opisać:

- wydarzenia zaplanowane w harmonogramach i rozkładach jazdy, np.
*The guided tour **ends** just before noon.* (Wycieczka z przewodnikiem kończy się tuż przed południem.)

Czas **present continuous** stosujemy, by opisać:

- wydarzenia zaplanowane na najbliższą przyszłość, których szczegóły zostały już ustalone, np.
*My parents **are taking** a trip to Porto next week.* (Moi rodzice w przyszłym tygodniu jadą na wycieczkę do Porto.)

Formy **be going to + bezokolicznik** używamy, by opisać:

- ogólne plany na przyszłość, które mogą ulec zmianie, np.
*After our final exams, we **are going to** travel all around the world.* (Po egzaminach końcowych zamierzamy wyjechać w podróż dookoła świata.)
- przewidywania dotyczące przyszłości oparte na obserwacji tego, co dzieje się w chwili obecnej, np.
*Your bedroom is a mess. Mum **is going to** be angry.* (W Twoim pokoju panuje straszny bałagan. Mama będzie zła.)

Konstrukcję **will + bezokolicznik** stosujemy, by wyrazić:

- przewidywania i nadzieje na przyszłość, np.:
*Let's get a return ticket – it **will** probably be cheaper than two singles.* (Kupmy bilet powrotny – pewnie będzie tańszy niż dwa bilety w jedną stronę.)
*I hope we **won't** visit any art galleries.* (Mam nadzieję, że nie odwiedzimy żadnych galerii sztuki.)
- spontaniczne decyzje podjęte w czasie mówienia, np.
You look very cold. I'll make you a cup of tea. (Wyglądasz na zmarzniętego. Zrobię Ci filiżankę herbaty.)

UWAGA!

W zdaniach z **will** często używamy przysłówków: **probably** (prawdopodobnie) i **definitely** (zdecydowanie). Ich miejsce w zdaniu jest po will, ale przed won't, np.

*He **probably** won't be back until late in the evening, but he'll **definitely** give you a lift to the train station tomorrow.*

5.7 Modal verbs: present and past

Modal verbs (czasowniki modalne) oraz inne czasowniki spełniające funkcję modalną nadają naszej wypowiedzi konkretne znaczenie, np. zakazu, nakazu czy rady. W zdaniu zawsze występują w towarzystwie innego czasownika w bezokoliczniku.

Czasowniki: **can, could, should, must** oraz **may** mają kilka cech wspólnych:

- przyjmują jednakową formę niezależnie od podmiotu;
 - w zdaniach przeczących łączą się ze słowem **not**;
 - w pytaniach stawiamy je przed podmiotem (inwersja).
- Czasowniki: **have to** i **need to** zachowują się nieco inaczej:
- ich formę w czasie teraźniejszym należy dostosować do podmiotu (**have to/has to, need to/needs to**);
 - w zdaniach przeczących występują w formie: **don't have to, doesn't have to, don't need to/doesn't need to**;
 - pytania z czasownikami **have to** i **need to** w czasie teraźniejszym tworzymy podobnie jak w czasie **present simple**, a w czasie przeszłym – jak w czasie **past simple**.

Czasowniki modalne w czasie teraźniejszym

- can** (mogę, potrafię) oraz **can't** (nie mogę, nie potrafię) – opisują czynności (nie)możliwe do wykonania lub (nie)dozwolone, a także (brak) umiejętności, np.
*We **can** climb this mountain – we're fit enough!*
*I **can't** go backpacking with you because I'm grounded.*
*This seven-year-old **can** play the guitar like a pro!*
- could** (mógłbym) – wyraża możliwość wykonania danej czynności lub grzeczną prośbę (w pytaniach), np.
*I **could** help you with the project on Saturday – what do you think?*
***Could** we borrow your tent for the weekend?*
- should** (powinienem) oraz **shouldn't** (nie powinienem) – opisują sposób postępowania uznawany za (nie)właściwy, a także służą do udzielania rad i pytania o radę, np.
*They **should** buy some sunscreen before their holiday in Crete.*
*You **shouldn't** book an all-inclusive holiday – you're too adventurous for that!*
*What **should** I do? **Should** I choose the B&B or the hostel?*

- must** (muszę) – wyraża wewnętrzny przymus zrobienia czegoś, a także opisuje obowiązujące zasady, np.
*I **must** go to the shop now because it closes at six.*
*Hikers **must** stay on the trail at all times.*
- mustn't** (nie wolno mi) – oznacza zakaz, np.
*Passengers **mustn't** leave their luggage unattended.*
- have to** (muszę) – wyraża zewnętrzny nakaz, np.
*She **has to** finish writing the essay this evening because it's due tomorrow.*
***Do** we **have to** wear our uniforms to the ceremony?*
- don't have to** (nie muszę) – oznacza brak konieczności, np.
*Dad **doesn't have to** make dinner tonight as we're all going out to eat.*
- may** (mogę) oraz **may not** (nie mogę) – wyrażają zezwolenie lub jego brak, np.
***May** I use your mobile phone?*

Czasowniki modalne w czasie przeszłym

- could** (mogłem, potrafiłem) i **couldn't** (nie mogłem, nie potrafiłem) – opisują (brak) możliwości lub (brak) umiejętności z przeszłości, np.
*Last summer visitors **couldn't** enter this part of the museum.*
***Could** you swim at the age of six?*

UWAGA!

Aby opisać coś, co było (nie)możliwe w konkretnej sytuacji w przeszłości, używamy **was/were (not) able to** lub **couldn't**, np.:

*I was running late, but I **was able to** catch the bus to the airport.*
*They **couldn't** / **weren't able to** understand what the tour guide was saying.*

Czasownik **could** używany jest tylko do opisu ogólnych możliwości i umiejętności z przeszłości.

- had to** (musiałem) – wyraża konieczność wykonania danej czynności z przeszłości, ze względu na wewnętrzny przymus lub zewnętrzny nakaz, np.
*We **had to** rebook our holiday because our flight had been cancelled.*

- KEY WORDS

VOCABULARY 1 MP3 30

be afraid of heights	/ˈbiː əˈfreɪd əv ˈhaɪts/	mieć lęk wysokości
cable car	/ˈkeɪbəl kɑː/	kolejka linowa
canoe	/kəˈnuː/	kanadyjka (łódź)
comfort zone	/ˈkʌmfət zəʊn/	strefa komfortu
depart	/dɪˈpɑːt/	odjeżdżać
destination	/ˌdestɪˈneɪʃən/	cel podróży
explore	/ɪkˈsplɔː/	zwiedzać, eksplorować
fare	/feə/	opłata za przejazd
ferry	/ˈferi/	prom
get around	/ˌget əˈraʊnd/	poruszać się (po mieście)
hire	/ˈhaɪə/	wynająć
hot-air balloon	/ˌhɒt ˈeə bæˈluːn/	balon na ogrzane powietrze
queue	/kjuː/	stać w kolejce
return ticket	/rɪˈtɜːn ˈtɪkɪt/	bilet powrotny
rickshaw	/ˈrɪkʃəʊ/	riksza
ride	/raɪd/	przejazd
rock	/rɒk/	skała
sail	/seɪl/	płynąć (statkiem, łodzią)
scooter	/ˈskuːtə/	hulajnoga
set off	/ˌset ɒf/	wyruszyć
single ticket	/ˌsɪŋɡəl ˈtɪkɪt/	bilet w jedną stronę
state border	/ˈsteɪt ˈbɔːdə/	granica państwa
take a tour (of sth)	/ˌteɪk ə ˈtuə/	objechać, zwiedzić (coś)
take a trip	/ˌteɪk ə ˈtrɪp/	wybrać się na wycieczkę
tourist site	/ˈtuərɪst saɪt/	atrakcja turystyczna
traffic jam	/ˈtræfɪk dʒæm/	korek uliczny
vehicle	/ˈviːkəl/	pojazd

GRAMMAR 1 MP3 31

coast	/kəʊst/	wybrzeże
forecast	/ˈfɔːkɑːst/	prognoza
give sb a lift	/ˌɡɪv ˌsʌmbədi ə ˈlɪft/	podwieźć kogoś

SPEAKING MP3 32

book	/bʊk/	rezerwować
cash machine	/ˈkæʃ məˈʃiːn/	bankomat
discount	/ˈdɪsˌkaʊnt/	zniżka
in advance	/ɪn ədˈvɑːns/	z wyprzedzeniem
one-day pass	/ˌwʌn deɪ ˈpɑːs/	bilet dzienny
pay in cash/by card	/ˌpeɪ ɪn ˈkæʃ/baɪ ˈkɑːd/	płacić gotówką/kartą
the Tube	/ðə ˈtjuːb/	metro w Londynie
travel card	/ˈtrævl kɑːd/	bilet okresowy
valid	/ˈvælɪd/	ważny

READING MP3 33

be in charge (of sth)	/bi ɪn ˈtʃɑːdʒ/	zarządzać (czymś)
community	/kəˈmjʊːnəti/	wspólnota
foolish	/ˈfuːlɪʃ/	niemądry
get lost	/ˌget ˈlɒst/	zgubić się
homeschooling	/ˈhəʊmˌskuːlɪŋ/	edukacja domowa
like-minded people	/ˌlaɪkˌmaɪndɪd ˈpiːpəl/	ludzie, którzy myślą podobnie
must-see places	/ˌmʌst ˈsiː ˈpleɪsɪz/	miejsca, które trzeba zobaczyć
outstanding	/aʊtˈstændɪŋ/	wyróżniający się
pack light	/ˌpæk ˈlaɪt/	spakować mało rzeczy
plan ahead	/ˌplæn əˈhed/	planować z wyprzedzeniem
spare time	/ˌspeə ˈtaɪm/	wolny czas
take a flight	/ˌteɪk ə ˈflaɪt/	polecieć samolotem
vibrant culture	/ˌvaɪbrənt ˈkʌltʃə/	bogata kultura

VOCABULARY 2 MP3 34

accommodation	/əˌkɒməˈdeɪʃən/	zakwaterowanie
all-inclusive holiday	/ˌɔːl ɪnˌkluːsɪv ˈhɒlɪdeɪ/	wczasy all inclusive
B&B	/ˌbiː ən ˈbiː/	pensjonat
backpacking holiday	/ˈbækˌpækɪŋ ˈhɒlɪdeɪ/	wakacje z plecakiem
beach holiday	/ˈbiːtʃ ˈhɒlɪdeɪ/	wakacje na plaży
campsite	/ˈkæmpˌsaɪt/	kemping
chalet	/ˈʃæleɪ/	domek letniskowy
city break	/ˈsɪti breɪk/	kilkudniowy wypad do dużego miasta
cruise	/kruːz/	rejs
guest house	/ˈgest haʊs/	dom gościnny

guidebook	/ˈgaɪdˌbʊk/	przewodnik
hiking	/ˈhaɪkɪŋ/	wędrówka po górach
hill	/hɪl/	wzgórze
hostel	/ˈhɒstəl/	hostel
package holiday	/ˌpækɪdʒ ˈhɒlɪdeɪ/	wczasy zorganizowane
sightseeing	/ˈsaɪtˌsiːɪŋ/	zwiedzanie
sleeping bag	/ˈsliːpɪŋ bæɡ/	śpiwór
sunbathing	/ˈsʌnˌbeɪðɪŋ/	opalanie
sunscreen	/ˈsʌnˌskriːn/	krem z filtrem
tent	/tent/	namiót
theme park	/ˈθiːm pɑːk/	park rozrywki
torch	/tɔːtʃ/	latarka
tour	/tuə/	podróż
travel by air	/ˌtrævl baɪ ˈeə/	podróżować samolotem
trekking	/ˈtrekɪŋ/	piesze wędrówki, trekking

LISTENING MP3 35

amazing	/əˈmeɪzɪŋ/	niezwykły
ancient	/ˈeɪnʃənt/	bardzo stary
awful	/ˈɔːfəl/	okropny
beat the world record	/biːt ðə ˈwɜːld ˈrekɔːd/	pobić rekord świata
cycle	/ˈsaɪkəl/	jechać na rowerze
delicious	/dɪˈlɪʃəs/	pyszny
delighted	/dɪˈlaɪtɪd/	zachwycony
exhausted	/ɪɡˈzɔːstɪd/	wykończony
freezing	/ˈfriːzɪŋ/	lodowaty
huge	/hjuːdʒ/	ogromny
memorable	/ˈmemərəbəl/	pamiętny
tiny	/ˈtaɪni/	malutki
unforgettable	/ˌʌnfəˈɡetəbəl/	niezapomniany

GRAMMAR 2 MP3 36

check-up	/ˈtʃekʌp/	badania kontrolne
compete	/kəmˈpiːt/	współzawodniczyć
fine	/faɪn/	mandat
helmet	/ˈhelmit/	kask

WRITING MP3 37

air conditioning	/ˈeə kənˌdɪʃənɪŋ/	klimatyzacja
apology	/əˈpɒlədʒi/	przeprosiny
cancelled	/ˈkænsəld/	odwołany
check in	/ˌtʃek ˈɪn/	odprawić się
coach	/kəʊtʃ/	autokar
compensation	/ˌkɒmpənˈseɪʃən/	rekompensata
complain (about sth)	/kəmˈpleɪn/	złożyć skargę (na coś)
complaint	/kəmˈpleɪnt/	zażalenie
conditions	/kənˈdɪʃənz/	warunki
delayed	/dɪˈleɪd/	opóźniony
departure	/dɪˈpɑːtʃə/	odlot
disappointment	/ˌdɪsəˈpɔɪntmənt/	rozczarowanie
food poisoning	/ˈfuːd ˌpɔɪzənɪŋ/	zatrucie pokarmowe
get sunburnt	/ˌget ˈsʌnˌbɜːnt/	doznać poparzenia słonecznego
land	/lənd/	wylądować
lost luggage	/ˌlɒst ˈlʌɡɪdʒ/	zgubiony bagaż
meet expectations	/ˌmiːt ˌekspekˈteɪʃənz/	spełnić oczekiwania
outrageous	/aʊtˈreɪdʒəs/	oburzający
pick up	/ˌpɪk ʌp/	odebrać
poor service	/ˌpɔː ˈsɜːvɪs/	słaba obsługa
refund	/ˈriːfʌnd/	zwrot pieniędzy
request	/rɪˈkwest/	prośba
resort	/rɪˈzɔːt/	ośrodek wczasowy
return flight	/rɪˈtɜːn ˈflaɪt/	lot powrotny
scheduled	/ˈʃedjuːld/	zaplanowany
staff	/stɑːf/	personel
take off	/ˌteɪk ɒf/	wystartować
transfer	/ˈtrænsˈfɜː/	przenieść
travel agency	/ˈtrævl ˌeɪdʒənsi/	biuro podróży
unacceptable	/ˌʌnəkˈseptəbəl/	nie do zaakceptowania

REVISION MP3 38

channel	/ˈtʃænl/	kanal
collision	/kəˈlɪʒən/	kolizja
courage	/ˈkʌrɪdʒ/	odwaga
insurance	/ɪnˈʃʊərəns/	ubezpieczenie

6 BRAVO!



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

- What can you see in the foreground and background?
- Is this a good photo for the museum website?

2 **SPEAK** Read the comments and choose your favourite. Then add one of your own.



Wonder_boy

I like museums. But I'm not a fan of people taking photos of works of art.



helenbailey

Agree! Try admiring the masterpieces for a change.



cuddle_bee

OMG! Why do people do it???
You can't see anything.



message.from.me

Isn't it enough to see the painting online? 🙄



B_I_G_S_Y 94

I hate crowds!

Comment



Describing works of art • Selfies

1 SPEAK Look at painting A on page 88 and paintings B–D on this page. Answer the questions.

- Which two come from the same artist?
- Which of these two is not a **self-portrait**?
- Which work of art is the oldest, and which one is the most modern?



2 Look at the adjectives in the box. Which ones can you use to describe paintings A–D?

boring bright brilliant colourful funny interesting
modern old-fashioned original outstanding realistic
scary shocking strange traditional ugly

3 SPEAK KEY WORDS Decide which of the highlighted adjectives below are positive, negative and neutral. Then choose one painting (A–D) and describe it using two adjectives. Can your partner guess which painting you are describing?

abstract • bold • complex • confusing • depressing
dreadful • emotional • gorgeous • imaginative
impressive • moving • mysterious • powerful • unique

4 **2.25** Listen to Dan and Emma discussing a work of art. Answer the questions.

- Which of the paintings A–D are they talking about?
- Who likes the work of art and why?
- Who doesn't like it and why?
- What does Dan describe as funny and mysterious?
- What does the guide compare self-portraits to? Do you agree with this comparison?

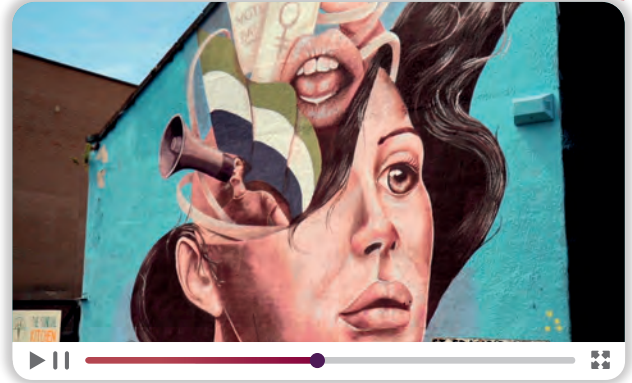
5 **2.26** Read the information about selfies on the right and complete the gaps with the highlighted words and phrases below. There are four extra phrases. Which statement do you think is not true? Listen and check.

add filters • edit • go viral • image • in focus
out of focus • selfie • selfie stick • share

6 SPEAK Imagine you are teaching someone how to take the perfect selfie. Write a list of instructions. Then swap your instructions with another pair. Have they included all the necessary steps?

- Bring a selfie stick.

7 SPEAK Describe the video still and answer the questions.



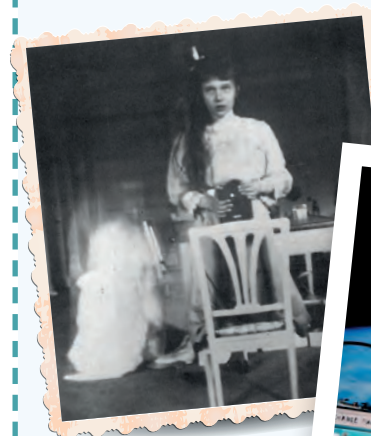
- Would you like someone to paint your portrait in a similar style?
- Imagine you are a street artist. What would you like to change in this mural?

FAST FINISHERS

Draw a self-portrait. Then describe it using six adjectives from this lesson.

Selfies: amazing but true!

- The first 'selfie' ever was taken in the mirror by thirteen-year-old Anastasia Nikolaevna, the youngest daughter of Russia's last tsar.
- The astronaut Buzz Aldrin took the first space selfie in 1966.
- The average age of selfie-takers is 23.6, and is getting younger.
- 36 percent of young people admit that they ² or ³ to their selfies before they ⁴ them online.
- Men take more selfies than women.
- You aren't allowed to use a ⁵ at Disney parks or the Colosseum in Rome.



6.2 Grammar 1

The passive: present and past

1 **SPEAK** Would you rather go to an exhibition of old photography or modern painting? Why?

2 **2.27** Listen to an interview. Then choose the correct options in the leaflet below.

Marcus is a young photographer whose first exhibition, *Faces of the City*, has just been opened in our town. It was organised by ¹the city hall / his school. Marcus was invited to ²present / sell his works after his ³family / art teacher had recommended him. All of the works that are displayed at the exhibition are ⁴city views / portraits.

What were Marcus's photographs inspired by?

One of his photographs was inspired by his favourite ⁵painting / photo.

Where are Marcus's photographs displayed?

They are displayed in the city hall.

Have Marcus's photographs been shown in other places yet?

No, they haven't.

3 Look at the video still and study the grammar table. Find more examples of the passive in the text in exercise 2 and decide which tense they are in.

Key Grammar

Strona bierna: teraźniejszość i przeszłość

Strony biernej (*the passive*) używamy, kiedy obiekt czynności pełni w zdaniu ważniejszą rolę niż jej wykonawca.

Jeśli chcemy dodać informację o wykonawcy czynności, używamy przyimka *by*. Jeśli chcemy zapytać o wykonawcę, *by* stawiamy na końcu pytania.

Forma: *to be* (w odpowiednim czasie) + *past participle*

+	Visitors are required to buy tickets. (present simple passive)
-	Children weren't allowed to see the performance. (past simple passive)
?	Have you been invited to the exhibition? (present perfect passive) Yes, I have ./No, I haven't .
Wh- ?	Who was this picture painted by?



4 **Complete the sentences with the correct passive forms of the verbs in brackets. Do you remember the answer to question 5?**

1 Currently my photographs **aren't shown** (not show) in any galleries.

2 **the winners of the photography competition** (announce) yet?

3 I'm pretty sure these works **more than a decade ago** (paint).

4 Paintings from our gallery **to art lovers all over the world** (sell).

5 Who **the telephone** (invent) by?

5 **Read the WATCH OUT box and rewrite the sentences using the passive voice. Omit by + ... where it is not necessary.**

1 Nobody has turned off the flash.
The flash **hasn't been turned off**.

2 Young artists share powerful images on social media. Powerful images ...

3 Have they invited you to take part in the exhibition?

4 A top London gallery displayed my art. My art ...

5 Modern photography doesn't fascinate me. I ...

WATCH OUT

Przyimek by

Jeżeli wykonawca czynności nie jest w danej chwili istotny, w stronie biernej możemy go pominąć, np. *The house was built ten years ago.*

Czasami jednak zdanie bez podania wykonawcy nie ma sensu, np. *I've been bitten by a dog.*

6 **Write passive questions using the prompts.**

1 Who / *Frankenstein* / write?

Who was Frankenstein written by?

2 Who / *Batman: The Dark Knight* / direct?

3 When / *America* / discover / Christopher Columbus?

4 In which century / printing / invent?

5 Where / the most expensive cars / produce?

6 How often / the Paralympics / organise?

7 Where / US dollars / print?

7 **2.28 SPEAK** Take turns to answer the quiz questions from exercise 6. Choose the correct answers from the box. Listen and check.

Christopher Nolan every four years fifteenth
in France in Washington, D.C. Mary Shelley
on 12/10/1492

1 *Frankenstein was written by Mary Shelley.*

FAST FINISHERS

Use your general knowledge to prepare a similar passive voice quiz for your classmates. Write the prompts and an answer key. Use exercises 6 and 7 as a model.

Who / 'Thank U, Next' / perform?

Talking about photos

- 1 **SPEAK** Look at photos A and B. Which one do you prefer? Would you like to meet the family which the photos show?
- 2 **2.29** Listen to a conversation. Which photo does Maggie choose for a photo competition: A or B?



- 3 **2.30** Choose the correct options. Then listen again and check.
- The photo *shows* / *presents* you and your siblings.
 - All three of you *wear* / *are wearing* sunglasses.
 - There is a beautiful landscape in the *foreground* / *background*.
 - It looks *as* / *like* a great holiday place.
 - You *are seeming* / *seem* very happy.
- 4 **2.31** Study the Key Phrases and **WATCH OUT** box. Decide which phrases are used for describing a photograph (D), and which for giving your opinion on what it shows (O).

Key Phrases

Talking about photos

The photograph shows (three people). **D**

In the picture there is/are (three people). **O**

It seems to me that ... **O**

It seems they are ... **O**

I guess the people in the photograph are (friends). **O**

In the background/foreground, there is ... **O**

On the left/On the right/In the middle, I can see ... **O**

There are four people who are (taking a photo). **O**

The people are wearing ... **O**, so they're probably ... **O**

I think the photo was taken (in the morning/on a beach). **O**

The people in the photo seem (joyful/worried). **O**

Maybe it's ... **O**

The photo is (quite unusual/very good/colourful). **O**

WATCH OUT

look (like/as if)

He **looks** (+ adjective) happy.

He **looks like** (+ noun) a famous actor.

He **looks as if** (+ phrase) he's in pain.

- 5 **2.31** Complete the photo description with one word in each gap. Use the Key Phrases. Listen and check.



The ¹ *photo shows* two women who are taking a selfie. They are wearing uniforms and holding paintbrushes. ² I can see some paintings. I guess the photo ³ in an art studio. It ⁴ the women are taking part in some kind of an art course. It ⁵ they have just finished painting a picture because they ⁶ happy and satisfied with their work. It's a very nice, cheerful photo.

- 6 **SPEAK** Describe the photos and answer the questions. Student A, look at page 155. Student B, look at page 156.

FAST FINISHERS

Find a photo you like in this book and describe it using at least five Key Phrases. Use the adjectives from page 89 to explain why you like it.



Search the Internet for an exceptional photo, e.g. one that has won a prize in a World Press Photo Contest. Tell the class what it shows and give your opinion about it.

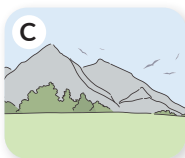
6.4 Reading

An article about a wildlife photographer

1 **SPEAK** In some parts of the world, there are selfie-free zones, where it is illegal to take selfies. Why do you think this is? Is it a good idea?

2 **RECYCLE** Match the types of photos from the box to pictures A-E.

black-and-white photo family photo landscape
portrait selfie



3 Look at the photos on this page and page 93 and read the captions. Guess the correct options in the sentences below.

- Naruto is a monkey / a wildlife charity.
- David Slater works for an animal charity / is a wildlife photographer.
- A macaque is a type of monkey / Indonesian village.

4 **2.32** Read the article and check your answers to exercise 3. Which sentences in the text confirm the answers?

5 **RECYCLE** Complete the email in Polish with the information from the text.

Cześć, Basiu!

Pamiętasz, jak niedawno dyskutowaliśmy o prawach autorskich do zdjęć, które pojawiają się w Internecie? Właśnie przeczytałem ciekawy artykuł o fotografii Davidzie Slaterze, który nie mógł ¹zarabiać na swoim najbardziej znanym zdjęciu makaka. Slater został nawet ² przez organizację PETA w imieniu makaka ze zdjęcia. PETA była zdania, że to makak powinien mieć prawa autorskie, ponieważ ³. Z drugiej strony, całą pracę w przygotowanie ujęcia włożył Slater – to on przez wiele dni ⁴. Sprawa sądowa trwała aż ⁵, ale na szczęście zakończyła się ⁶ obu stron. Slater zobowiązał się ⁷ organizacjom charytatywnym chroniącym dziką przyrodę.

Jestem ciekawa, co o tym sądzisz. Kto powinien mieć prawa autorskie do tego zdjęcia – fotograf czy makak? Pozdrawiam!

Kamil

Send

Smile, please!

It's monkey business for wildlife photographer



Macaques are fascinated by their own image. In Indonesian towns and villages, they are often seen sitting on scooters, looking at themselves in the mirror.

'Every photographer dreams of a photograph like this,' says British **wildlife photographer**

- David Slater, speaking to *The Guardian* newspaper. You have to admit it's an amazing picture – a **close-up** of a macaque with his fabulous smile. The picture soon went viral on social media, but Slater couldn't make
- money from it because people argued that he didn't own the **copyright**. Can you guess why? Who was the photo taken by? Well, it was a macaque called Naruto who took it! It was the first ever monkey selfie.
- But can a monkey own copyright? This was the subject of a two-year court battle. After the photos were published in a book called *Wildlife Personalities*, Slater was taken to court by Naruto. The monkey was represented by PETA (People for the Ethical Treatment of Animals), who argued that Naruto owned the copyright because he had taken the photo. Slater argued that he was



Wildlife charities now benefit every time Naruto's photo is used.

the owner of this image and all the other
25 photos that he took while he was working with the macaques on the Indonesian island of Sulawesi.

It's true that one of the monkeys managed to **press the shutter** for this photo, but that
30 was only after Slater had already spent days making friends with them while he was **setting up the photo shoot** in the tropical forest. The **tripod** wasn't set up by Naruto, he argued. The **lighting** and the
35 **composition** and the **background** weren't designed by the monkey.

Eventually, an agreement was reached, and Slater agreed to donate 25 percent of the money he earned from the photo to
40 wildlife charities that protect the macaques. Although he hopes never to fight another court battle with a macaque, Slater is glad that his photos have made a difference. 'Hopefully the picture contributed to saving
45 the species,' he said to *The Guardian*. 'That was the original intention all along.'

Did you know?

💡 Copyright is the right to have control over your creative work. If you own the copyright to something, other people must pay you if they want to use it.

6 KEY WORDS 📝 Complete the sentences with the highlighted words and phrases from the text. Then translate the sentences into Polish.

- 1 Before you **press the shutter**, check the settings on your camera.
- 2 When taking a [REDACTED], focus on the model's eyes.
- 3 An important part of [REDACTED] is having an idea for your photo.
- 4 If you don't know how to set up the [REDACTED] for your photo, just watch a tutorial on YouTube.
- 5 It takes longer for the photographer to design the [REDACTED], [REDACTED] and [REDACTED] than to take the actual photo.
- 6 The person who created the work owns the [REDACTED] to it.

7 SPEAK In your opinion, why does David Slater claim that 'Every photographer dreams of a photograph like this'? Talk about these issues:

- fame
- personal satisfaction
- money
- professional success



🕒 FAST FINISHERS

📝 Make a list of the last five photos that you took with your smartphone. Say who or what is in each photo and what type of photo it is: a selfie, a close-up, a landscape, an animal photo etc.



Choose three photos which have been shared online lately, and find out who owns the copyright to them. Tell the class.



Photographer David Slater was taken to court by a macaque from Indonesia.

Performing arts

1 **SPEAK** Finish the sentences to make them true for you.

- 1 The last time I went to a concert was ...
- 2 The most annoying Youtuber now is ...
- 3 A festival I'd like to take part in is ...

2 Add at least three words or phrases to each word map.

3 Read the ad on the right and answer the questions.

- 1 What event is advertised?
- 2 What kinds of artists are invited to take part?
- 3 What is happening on Wednesday 22 April?

4 **2.33 KEY WORDS** Check you understand the highlighted words. Then use them to complete the voice messages. Listen and check.

audition • gig • perform • reviews • rock band

Hi Zac! It's Kieran. Remember when I told you I was invited to an ¹ *audition* for the lead singer in the school ² *_____*? Well, they took me on, and we did our first ³ *_____* on Friday. It was at the school Performing Arts Festival, and I have to say that we rocked!!! We got some really good ⁴ *_____*, and now we might get an invitation to ⁵ *_____* outside school. Keep your fingers crossed!!!



acting • costumes • interval • main part
orchestra • play • theatre group

Hi Drew, Phoebe here. Remember when the ⁶ *theatre group* in my school was putting on a ⁷ *_____* for the Performing Arts Festival and I got the ⁸ *_____*? Well, our performance was today! We had beautiful ⁹ *_____*, and we were accompanied by a real ¹⁰ *_____*. The director came up to me during the ¹¹ *_____* and said there were some people in the audience from the local drama school who really loved my ¹² *_____*. Can you imagine? I might actually become an actress one day!




Do you **act**, **dance**, **sing in a band** or **play an instrument**?

Are you an aspiring young **songwriter**, **director** or **composer**?

Would you like to **put on a performance** in front of a **live audience**?

Sign up now for our 5th Annual Performing Arts Festival!

Auditions: Wednesday 22 April in the school hall

5 **KEY WORDS** Translate into English. Use the words and phrases from exercises 3 and 4.

- 1 *During the audition, the director* (Podczas przesłuchania reżyser) chose a few actors for his next play.
- 2 Our *_____* (szkolny zespół rockowy dał koncert) last Saturday, and the *_____* (recenzje) were great.
- 3 The school theatre group *_____* (wystawia musical), and my younger sister *_____* (gra główną rolę).
- 4 *_____* (Podczas przerwy) the actors changed their costumes.
- 5 Our theatre group was asked to *_____* (dać przedstawienie) in another school in our town.
- 6 It's my dream to *_____* (wystąpić) in front of a live audience.

6 **SPEAK** Answer the questions.

- 1 Do you play a musical instrument? If so, do you know what it is called in English?
- 2 Have you ever acted in a play? If so, what part did you play? If not, would you like to?
- 3 Do you like dancing? How often do you go dancing?

 FAST FINISHERS

 Imagine your school is organising an Annual Performing Arts Festival and you have been asked to perform. What would you like to do? Describe the details of your show/performance.

An audio guide to a virtual art tour

- 1 **SPEAK** Give examples of two cultural activities which you consider fascinating and two which you consider boring.

I think opera is fascinating.

I consider going to exhibitions totally boring.

- 2 **SPEAK KEY WORDS** Look at the highlighted types of visual art. Ask and answer questions about them using different tenses of these verbs: *admire, enjoy, see, try, understand*.

architecture • drawing • fashion design
graffiti art • graphic design • installation art

Have you ever seen any graffiti art?

Yes, I've seen graffiti art at the skate park near my house.

Do you enjoy installation art?

Not really, I don't usually understand it.

- 3 **2.34 KEY WORDS** Complete the table. Use a dictionary if necessary. Listen and check.

Verb	Noun (artist)	Noun (type of art)
paint	painter	¹ <i>painting</i>
² [shaded]	sculptor	sculpture
³ [shaded]	designer	design
photograph	⁴ [shaded]	photography

- 4 **2.34** Which syllables are stressed in the highlighted nouns from exercise 3? Draw a mark /' before each stressed syllable. Listen and check.

- 5 **2.35** Match descriptions 1–5 in the Art Quiz to artists A–E. Listen and check.

Art Quiz

- This renaissance artist was born in Italy in 1452. His most famous painting, *Mona Lisa*, is exhibited in the Louvre in Paris.
- This artist painted a lot of colourful self-portraits. She was born in Mexico in 1907.
- This surrealist artist was born in Spain in 1904. He made paintings, sculptures, films and drawings.
- This artist is famous for her installations and fashion designs. She was born in Japan in 1929.
- This pop art artist was a printmaker, photographer and film-maker. He lived in New York.



Andy Warhol



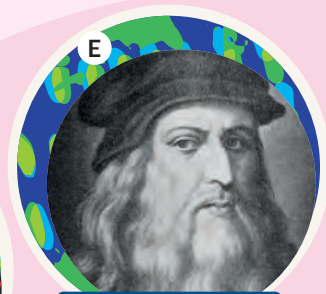
Frida Kahlo



Salvador Dalí



Yayoi Kusama



Leonardo da Vinci

- 6 **2.36** Listen to the audio guide to a virtual art tour. Which artists from exercise 5 were the artworks made by?

- 7 **2.36** Listen again and complete the table.

What is it?	When was it made?	Where is it exhibited?	Why was it made?
<i>The Two Fridas</i> : a large painting with two ¹ <i>self-portraits</i>	1939	Modern Art Museum, Mexico City	The artist started painting self-portraits after a serious ² [shaded].
<i>Campbell's Soup Cans</i> : 32 prints showing different ³ [shaded]	⁴ [shaded]	⁵ [shaded]	The artist made art from everyday images.
<i>Love is Calling</i> : an art installation which visitors can ⁶ [shaded]	⁷ [shaded]	private collection	–

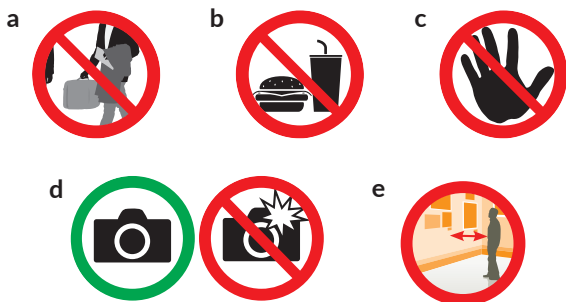
- 8 **SPEAK** Look at the types of visual art in exercises 2 and 3. Which type is your most/least favourite? Why?

FAST FINISHERS

Plan your own virtual art tour. It can feature performing arts (e.g. music and film), or visual arts (e.g. photography and painting). Write five sentences for your virtual tour audio guide.

1 **SPEAK** What rules of behaviour at a museum or theatre do you know? Do you always follow them?

2 Read the rules from an art museum. Match signs a–e to rules 1–5.



Welcome to our museum!
Please observe the following rules:

- Exhibits must not be touched. The surface of a painting or sculpture might be damaged by even the slightest contact.
- A safe distance must be kept between you and each work of art. In this way accidental touching or bumping can be avoided.
- No food or drink can be brought into the galleries by visitors. Plenty of food for thought will be provided by the art in the museum.
- Coats can be worn, but they should not be carried for the safety of the art. They may also be left in the cloakroom.
- Works of art can be photographed for personal use. However, the flash has to be turned off. Visitors who do not follow the rules will be asked to leave the museum.

3 Look at the video still and study the grammar table. Then look back at exercise 2 and find examples of passive structures.

Key Grammar

Strona bierna: czasowniki modalne i czasy przyszłe

Stronę bierną z czasownikami modalnymi i wyrażeniem *have to* oraz z *will* i *going to* tworzymy w następujący sposób:

must/mustn't should can/could may/might have to/need to am/is/are going to will	+ be	+ past participle
---	------	-------------------

+	Tickets <i>can be booked</i> online.
–	Travel bags <i>may not be left</i> in the cloakroom.
?	<i>Do</i> coats <i>have to be left</i> in the cloakroom? Yes, they <i>do</i> ./No, they <i>don't</i> .
Wh- ?	When <i>will</i> the gallery <i>be opened</i> ?

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

- Settings in this camera *don't have to be changed* for a close-up photo. (not have to / change)
- Gemma *was given* a prize for her artwork. (could / give)
- The picture *will be finished* by the artist tomorrow. (will / finish)
- The tripod *should be set up* before the camera is attached. (should / set up)
- Can you use* a selfie stick in Disneyland Paris? (can / use)
- The price of this camera *isn't going to be reduced*. (not going to / reduce)

5 Complete the text with the correct passive forms of the verbs in brackets and the verbs from the box.

ask leave practise switch off take take off

Five rules of theatre etiquette

Remember! Theatre etiquette *can be practised* before you arrive. (can)

- Come on time. Viewers who arrive late *will have to wait* in the foyer until the interval. (will)
- All mobile phones *must be switched off*. (have to)
- All hats and coats *must be left* in the cloakroom. (must)
- Photos *mustn't be taken* because it distracts the actors. (may not)
- Rubbish, including your theatre programme, *should be taken away* on or under your seat after the performance. (should not)

6 **SPEAK** Talk about rules and regulations at your school. Use the passive voice.

Mobile phones can only be used at lunch time.

FAST FINISHERS

Look around your classroom and note down four things that have to/should/could be done.



Grammar and vocabulary practice

1 **SPEAK** Answer the questions.

- 1 Why do people become professional artists?
- 2 Which famous artist would you like to meet?

2 Choose the correct options.

- 1 Press the shutter halfway down to make sure you keep the object *in* / *at* focus.
- 2 A teenager from Ohio became famous when some of her social media posts *went* / *turned* viral.
- 3 I'm going to an *audition* / *audience*, but I don't expect to get the part, to be honest.
- 4 Nobody is going to buy this sculpture because it's really *dreadful* / *gorgeous*.
- 5 Pawlikowski is my favourite film *director* / *composer*.
- 6 To celebrate the school anniversary, we are planning to put on *a musical* / *an orchestra*.

3 Rewrite the sentences using the passive voice.

- 1 They display the paintings in the local museum. The paintings *are displayed in the local museum*.
- 2 Nobody should use those laptops. Those ...
- 3 Someone has used a pencil to write this note. This ...
- 4 Where do people speak Spanish? Where ...
- 5 Adrian D. Smith designed the tallest building in the world. The ...
- 6 Can the band record the songs in your studio? Can ...

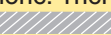
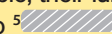
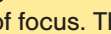
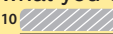
4 Choose the correct translation.

- 1 The equipment  (*został rozstawiony*) after the photographer had given clear instructions.
A was set up
B was setting up
C set up
- 2  (*Czy dodaje się filtry*) to her photos?
A If filters are added
B Are filters added
C Do you add filters
- 3 Who  (*stworzył to dzieło sztuki*)?
A was this work of art created
B is the creator of this work of art
C created this work of art
- 4 All of the artist's paintings  (*będą wystawione*) in the gallery.
A will be performed
B will be acted
C will be displayed
- 5  (*Kiedy skończyła się przerwa*), the actors were called on stage.
A After the break finished
B When the interval ended
C When the interval was ended

5 Read the **WATCH OUT** box and complete the gaps using *by* or *with*.

- 1 Whose laptop was the presentation made *with*?
- 2 The performer was hit  a stone  one of the protesters.
- 3 Grandma cut the cake into ten slices  a large knife.
- 4 She doesn't use a brush – all of her works are painted  her fingers.
- 5 I was given this portrait  my grandparents.

WATCH OUT*by and with**This wooden sculpture was created **by** a famous artist.**This wooden sculpture was created **with** a special tool.*6 2.37 Complete the text with one word in each gap. Listen and check.

This picture is about sharing food photos online, and it ¹ *was* taken in a restaurant. ²  the photo, I can see someone photographing their lunch ³  a mobile phone. There are two girls sitting at the table, their lunch ⁴  served some time ago ⁵  a waiter. In the ⁶  , there is a girl who is eating her food, but she is ⁷  of focus. The salad on the plate ⁸  like a healthy meal, and it ⁹  this is what the girl wants to show – that her diet is well-balanced. In my opinion, showing what you eat on social media is silly, and the photos that ¹⁰  shared should be more meaningful.

7 **SPEAK** Read the last sentence of the photo description in exercise 6 again. What is your opinion on sharing photos of what you eat on social media?

#BRAINTEASER

What was the highest mountain before Mount Everest was discovered?

 **FAST FINISHERS**

 Imagine you are allowed to buy any work of art that you want, whatever the price. Which/Whose work of art would you like to buy? Write three sentences explaining why.

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@cr4zy_science

posted on Apr 17, 21

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Hi, everyone!

Today I'd like to review an exceptional exhibition that I've visited. It's at an amazing place in Warsaw called the Cosmos Museum, which is a museum of illusion, light and digital art, so it's really modern. I was intrigued by the photos from the museum posted on social media and I wanted to see it for myself. I decided to go there on Saturday, and well ... so did a hundred other people! Luckily, I wasn't put off by the crowd outside waiting to buy the tickets as it was a magical experience.

It's difficult to describe the exhibits, but they are really stunning. The lights make an impression on everyone. However, all the visitors taking selfies are annoying – they should focus on the art instead! Anyway, I can recommend the museum to everyone who enjoys contemporary art. But remember to buy the tickets online – it's faster to get in!



1 SPEAK What is the most modern exhibition you have visited? When did you visit it? Did you like it? Why/Why not?

2 Read the blog post and answer the questions.

- What did the author of the post see in the museum?
- Why did she decide to go there?
- Which two things didn't she like there?
- In what order does she present the information?
 - likes and dislikes
 - recommendation
 - reason for writing the review

3 KEY WORDS Match the highlighted adjectives 1–6 to nouns a–f they describe in the text.

- | | |
|----------------|--------------|
| 1 exceptional | a art |
| 2 amazing | b exhibits |
| 3 magical | c experience |
| 4 stunning | d visitors |
| 5 annoying | e exhibition |
| 6 contemporary | f place |

4 Study the Key Phrases box. Then read the blog post again. Which Key Phrases did the author use in her post?

Key Phrases

A blog post about a cultural event

Reasons for writing the post

I'd like to review ... The premiere was ...
 This post is a review of ... The title of the (play) was ...
 I went to see it because ... It was/is based on ...
 (A friend of mine) recommended it to me.
 I was encouraged/intrigued/not put off by ...

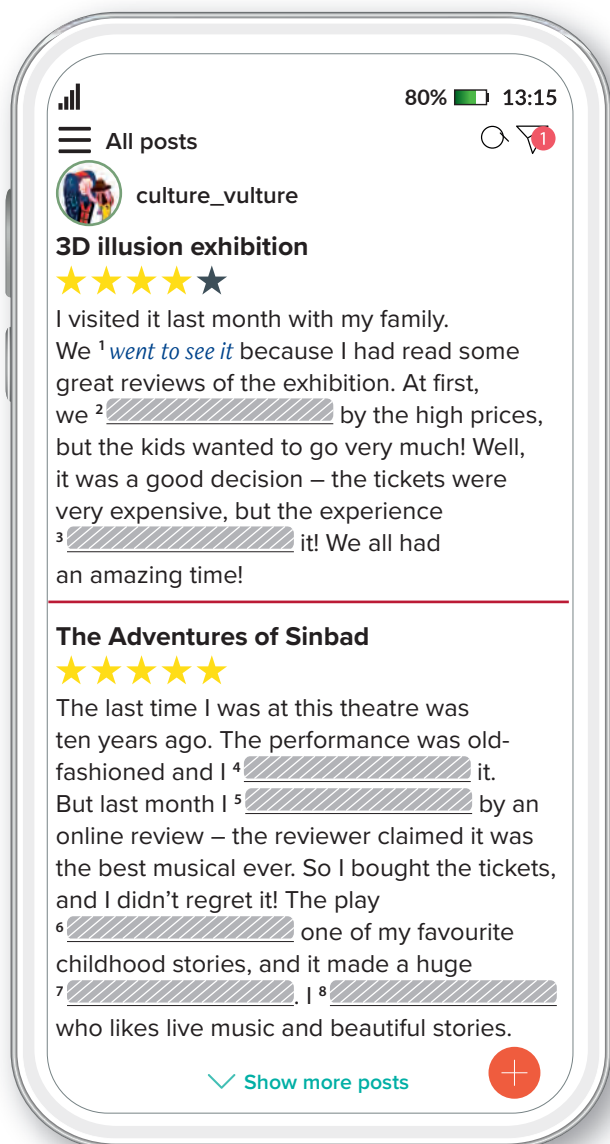
Likes and dislikes

The tickets were expensive, but it was worth it.
 It wasn't worth it.
 This is an amazing/magical (place).
 ... made an impression on me.
 I simply didn't like it.

Recommendation

I can recommend it to everyone who ...
 It's a must-see!

- 5 Read the comments on an event website and complete the gaps using the Key Phrases.



- 6 **SPEAK** Answer the questions.

- Do you know what the username in exercise 5 means?
- Would you describe yourself as a culture vulture? Why/Why not?
- Do you have any culture vultures among your friends or family members?

- 7 Translate into English. Use the Key Phrases and the highlighted adjectives from exercise 3.

- Chciałbym zrecenzować wystawę, na której niedawno byłem.
I'd like to review an exhibition I've recently been to.
- Ktoś polecił mi to wyjątkowe muzeum.
- Mogłabym zobaczyć to niezwykle miejsce jeszcze raz.
- Zniechęcili mnie denerwujący zwiedzający.
- Po prostu nie lubię sztuki współczesnej.
- Bilety na sztukę są drogie, ale to magiczne doświadczenie jest tego warte.

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

Student A

You went to see a play at the theatre last weekend. Tell student B about the details and express your opinion about it. Talk about the ticket prices and the costumes.

Student B

Ask student A about the play he/she saw at the theatre a few days ago. Ask about the actors and the seats.

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

Grupa teatralna działająca w Twojej szkole wystawia właśnie musical, który miałeś okazję zobaczyć jako dziennikarz/dziennikarka gazetki szkolnej. Podziel się swoimi wrażeniami na **blogu**.

- Opisz okoliczności, w jakich widziałeś/widziałaś przedstawienie.
- Napisz, co podobało Ci się najbardziej.
- Wskaż jedną wadę przedstawienia.
- Poleć spektakl wybranej grupie uczniów.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, guys! This post is a review of...

WRITING PLANNER

THINK

- Nadaj fikcyjnemu szkolnemu musicalowi tytuł i zdecyduj, o czym będzie opowiadał (np.: *High School Story* – historia z życia liceum, *Au Revoir Paris* – dzieje nieszczęśliwej miłości, *Secret Santa* – świąteczna komedia omyłek).
- Zastanów się, co w musicalu mogło Ci się spodobać, a co nie (np.: dobra/zła gra aktorów, wykonania piosenek, oświetlenie, kostiumy).

PREPARE

- Przy każdym podpunkcie z ćwiczenia 9. wynotuj zwroty z ramki Key Phrases oraz przymiotniki z ćwiczenia 3., których użyjesz, by go rozwinąć.
- Zaplanuj układ swojego wpisu na blogu. Wykorzystaj jako wzór tekst z ćwiczenia 2.

WRITE

Zredaguj wpis na blogu, wykorzystując swoje notatki i zwroty z ramki Key Phrases. Pamiętaj o nieformalnym stylu wpisu.

CHECK

- Sprawdź swój tekst i odpowiedz sobie na pytania:
- Czy rozwinąłeś/rozwinęłaś wypowiedź we wszystkich czterech podpunktach polecenia?
 - Czy długość tekstu wynosi 100–150 słów?
 - Czy tekst jest poprawny językowo?

FAST FINISHERS

Give examples of: an annoying song you often hear, an exceptional place you have visited, an amazing experience you have had.

VOCABULARY

- 1 Complete the sentences with the words from the box. There is one extra word.

audience close-up composition director
performance play review

- 1 As the *director*, he gets to decide who plays the main part, doesn't he?
- 2 The photo which won the award is a of the model's face.
- 3 After reading the of the musical, I thought I had to see it.
- 4 It took the photographer a few hours to design the for the portrait.
- 5 With the guitar solo at the end, it was the finest the band had ever given.
- 6 Most of the actors have never performed in front of a live .
- 2 Translate into English.
- 1 A wildlife photographer sometimes waits for hours *before pressing the shutter* (przed naciśnięciem migawki).
- 2 My hobbies are (fotografia i malarstwo).
- 3 Van Gogh (namalował ponad 30 autoportretów) between the years 1886 and 1889.
- 4 How long (trwa zazwyczaj przerwa) in a theatre?
- 5 These photos (są nieostre).

GRAMMAR

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

- 1 Most of my paintings *are sold* (sell) by online shops.
- 2 Last week, a lost painting by Jackson Pollock (find) in a private collection.
- 3 The photo shoot (set up), so we can now start the session.
- 4 How many artworks can (exhibit) in the National Gallery at the same time?
- 5 This song (not play) at the band's last gig.
- 6 the photos (edit) before they are published?

- 4 Write passive sentences using the prompts.

- 1 who / this poem / write / ?
Who was this poem written by?
- 2 not much work / do / students / before the holidays
- 3 all windows / should / close / for the night
- 4 invitations / exhibition / send out / yesterday
- 5 we / asked / to do / a lot / homework / for tomorrow
- 6 classical music / play / every day / three and five o'clock

USE OF ENGLISH

1 2 3 4 5 6 7 8

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

- 1 In the audition they asked us to sing a piece of opera. **WERE**
In the audition *we were asked to sing* a piece of opera.
- 2 The museum shares online tours with visitors. **SHARED**
Online the museum.
- 3 I fell off the bike, so my trousers are dirty. **BECAUSE**
My trousers the bike.
- 4 The last time we sang this piece was a few months ago. **NOT**
We a few months.
- 5 I'm afraid we don't have enough money for the dessert. **TOO**
I'm afraid we for the dessert.

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

- 1 Those cameras *should not be touched* (should / not / touch).
- 2 It's (good / use) a selfie stick than a tripod when you take a selfie.
- 3 'These paintings are gorgeous. Mary, (you / ever / see) anything so beautiful?'
- 4 The album (probably / record) next week.
- 5 In which countries (Portuguese / speak)?
- 6 When the director arrived at the theatre, all the actors (already / leave).

LISTENING

- 7 2.38 Listen and match speakers 1–5 to statements A–F. There is one extra statement.

This person

- A describes his/her favourite work of art.
B encourages someone to visit an exhibition.
C is reviewing an artistic event.
D is planning to make a purchase online.
E gives information about buying tickets.
F suggests that the listener may not like a show.

1 2 3 4 5

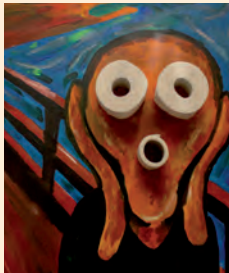
READING

- 8   Read the blog post and match sentences A–E to gaps 1–4 in the text. There is one extra sentence.

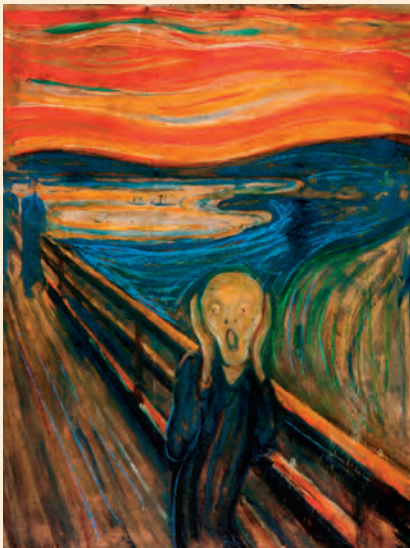
- A You can't see their faces – they're just walking along a path.
B But then I realised the two works were completely different.
C While Munch's painting is more colourful, Mensa's picture is funnier.
D There are three toilet rolls for the eyes and mouth.
E But when I showed it to my older brother, he explained the idea to me.

THE SCREAM: ORIGINAL AND MODERN

When I saw *The Scream: Bathroom Edition* by the Czech artist Kristián Mensa on Instagram, I didn't know what to think about it at first. ¹  It was Mensa's version of a famous work of art by the Norwegian painter Edvard Munch.



Munch's original *The Scream* was painted in 1893. It's very moving. In the foreground, there's a figure with a terrified expression – it looks like he's screaming. In the background, there's a red-orange sky and some dark blue water. There are also two figures in the background. ² 



The composition of Mensa's *Scream* is similar to Munch's painting, but it's a close-up of the face – the whole landscape isn't included. ³  The rest of the face, the hands and the clothes are painted.

These two works of art were made

in different centuries, but they have some things in common. Both Munch's figure and Mensa's figure have got a strange, shocking expression. I like both of them, but for different reasons. ⁴  Some people might think it's silly to make art with toilet rolls, but I think it's unique!

SPEAKING

- 9  Describe the photo and answer the questions.

Student A



- 1 What do the girls think about the work of art they are looking at?
- 2 When you think about a great work of art, what comes to your mind?
- 3 Tell us about your last visit to an art museum.

Student B



- 1 What are the actors arguing about?
- 2 Why do people become theatre actors?
- 3 Tell us about your last visit to the theatre or opera.

SPEAK Look at the photo on page 88. Guess what the people in the crowd are saying. Have you visited or would you like to visit this museum? Use the words in the word cloud.



annoying portrait exceptional magical masterpiece
Instagram artist disappointing mysterious classic
crowded brilliant queue interested famous popular
abstract

6.2 The passive: present and past

The **passive** (strona bierna) w języku angielskim stosowana jest w następujących sytuacjach:

- kiedy wykonawca czynności jest nieistotny, nieznany lub oczywisty, np.:
*This photo of my grandmother **was taken** in 1943.* (wykonawca czynności jest nieistotny lub nieznany);
*Overdue books **must be returned** by 3 January.* (wykonawca czynności jest oczywisty);
- kiedy chcemy położyć szczególny nacisk na samą czynność, a nie jej wykonawcę, np.
*Five hundred trees **have been planted** since last month.*
- kiedy zależy nam na zachowaniu neutralnego tonu wypowiedzi i nie chcemy nikogo obarczać winą, np.
*Some mistakes **have been made**.*

UWAGA!

Jeżeli chcemy wspomnieć o wykonawcy czynności wyrażonej w stronie biernej, możemy go wprowadzić za pomocą słówka **by**, np.

*The first two Harry Potter films **were directed by** Chris Columbus.*

W pytaniach **by** stawiamy na końcu, np.
*Who **was** this letter written **by**?*

UWAGA!

W wielu przypadkach zdania w stronie czynnej możemy przekształcić w zdania w stronie biernej (i odwrotnie). Zmieni się wówczas forma gramatyczna czasownika, a podmiot i dopełnienie zamienią się miejscami np.:

*Leonardo da Vinci **Painted** the Mona Lisa.* =
*The Mona Lisa **was painted by** Leonardo da Vinci.*

Tworzenie strony biernej

Stronę bierną tworzymy, odmieniając czasownik **be** we właściwym czasie, a następnie dodając do niego formę **past participle** czasownika głównego.

Present simple passive

Zdania twierdzące (affirmative)	Zdania przeczące (negative)
<i>His sculptures are displayed here.</i>	<i>I am not invited to the reception.</i>
Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (short answers)
<i>Is her style described as unique?</i>	Yes, it is . No, it isn't .
Pytania szczegółowe (Wh- questions)	
<i>When are employees offered a pay rise?</i>	

Past simple passive

Zdania twierdzące (affirmative)	Zdania przeczące (negative)
<i>These frescoes were created by Michelangelo.</i>	<i>The lecture wasn't attended by any first-year students.</i>
Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (short answers)
<i>Was I awarded a prize?</i>	Yes, I was . No, I wasn't .
Pytania szczegółowe (Wh- questions)	
<i>Where were these impressive paintings discovered?</i>	

Present perfect passive

Zdania twierdzące (affirmative)	Zdania przeczące (negative)
<i>I have been asked to speak at a conference.</i>	<i>The curator hasn't been interviewed yet.</i>
Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (short answers)
<i>Have they ever been seated in the front row?</i>	Yes, they have . No, they haven't .
Pytania szczegółowe (Wh- questions)	
<i>Why has he been rejected?</i>	

6.7 The passive: modal verbs and future tenses

Zdania w stronie biernej z czasownikami modalnymi tworzymy wg następującego wzoru: czasownik modalny + **be** + **past participle**, np.

*Tickets **must be validated** before entering the exhibition.*

W dokładnie taki sam sposób w stronie biernej zachowuje się czasownik **will**, np.

*The concert hall **will be refurbished** before the show.*

The passive with modal verbs and will

Zdania twierdzące (affirmative)	Zdania przeczące (negative)
<i>The event could be organised at the youth centre.</i>	<i>Participants won't be assisted by their teachers.</i>
Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (short answers)
<i>Can it be painted today?</i>	Yes, it can . No, it can't .
Pytania szczegółowe (Wh- questions)	
<i>Where should the document be signed?</i>	

W podobny sposób tworzymy stronę bierną z: **have to**, **need to** oraz **be going to**, np.:

*The files **have to be uploaded** by midnight.*

***Is** the event **going to be cancelled**?*

The passive with have to/need to/be going to

Zdania twierdzące (affirmative)	Zdania przeczące (negative)
<i>Dinner is going to be served at 7 pm.</i>	<i>The teachers don't need to be informed yet.</i>
Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (short answers)
<i>Do they have to be taken to hospital?</i>	Yes, they do . No, they don't .
Pytania szczegółowe (Wh- questions)	
<i>Why does the flash have to be turned off?</i>	
<i>How do the articles need to be submitted?</i>	
<i>When is the opera house going to be closed to the public?</i>	

- KEY WORDS

VOCABULARY 1 MP3 39

abstract	/ˈæbstrækt/	abstrakcyjny
add filters	/ˌæd ˈfɪltəz/	dodawać filtry
bold	/bəʊld/	odważny, krzykliwy
complex	/ˈkɒmpleks/	złożony
confusing	/kənˈfjuːzɪŋ/	niejasny
depressing	/dɪˈpresɪŋ/	przygnębiający
dreadful	/ˈdredfəl/	okropny, straszny
edit	/ˈedit/	edytować, przerabiać
emotional	/ɪˈməʊʃənəl/	pełen emocji
go viral	/ˌgəʊ ˈvaɪrəl/	stać się hitem Internetu
gorgeous	/ˈɡɔːdʒəs/	wspaniały
image	/ˈɪmɪdʒ/	wizerunek
imaginative	/ɪˈmædʒɪnətɪv/	pomysłowy
impressive	/ɪmˈpresɪv/	robiący wrażenie
in focus	/ɪn ˈfəʊkəs/	ostry
masterpiece	/ˈmɑːstəˌpiːs/	arcydzieło
modern	/ˈmɒdən/	nowoczesny
moving	/ˈmuːvɪŋ/	wzruszający
mysterious	/mɪˈstɪəriəs/	tajemniczy
out of focus	/ˌaʊt əv ˈfəʊkəs/	nieostry
outstanding	/ˌaʊtˈstændɪŋ/	wybitny
powerful	/ˈpaʊəfəl/	mocny
scary	/ˈskeəri/	przerażający
selfie	/ˈselfi/	selfie
selfie stick	/ˈselfi stɪk/	kijek do selfie
self-portrait	/ˌself ˈpɔːtrɪt/	autoportret
share	/ʃeə/	udostępniać
unique	/juːˈniːk/	wyjątkowy
work of art	/ˌwɜːk əv ˈɑːt/	dzieło sztuki

GRAMMAR 1 MP3 40

announce	/əˈnaʊns/	ogłosić
city hall	/ˌsɪti ˈhɔːl/	ratusz
display	/dɪˈspleɪ/	wystawić
disturb	/dɪˈstɜːb/	przeszkadzać
exhibition	/ˌeksɪˈbjʊən/	wystawa
telephoto lens	/ˌtelɪfəʊtəʊ ˈlenz/	teleobiektyw
wildlife	/ˈwaɪldˌlaɪf/	dzika przyroda

SPEAKING MP3 41

art studio	/ˈɑːt ˌstjuːdiəʊ/	pracownia artystyczna
joyful	/ˈdʒɔɪfəl/	radosny
landscape	/ˈlændˌskeɪp/	krajobraz
paintbrush	/ˈpeɪntˌbrʌʃ/	pędzel

READING MP3 42

background	/ˈbækˌgraʊnd/	tło
capture	/ˈkæptʃə/	schwytać
close-up	/ˈkloʊsəp/	zbliżenie
composition	/ˌkɒmpəˈzɪʃən/	kompozycja
copyright	/ˈkɒpiˌraɪt/	prawo autorskie
court battle	/ˈkɔːt ˌbætl/	batalia sądowa
fame	/feɪm/	sława
focus (on sth)	/ˈfəʊkəs/	skupić się (na czymś)
lighting	/ˈlaɪtɪŋ/	oświetlenie
press the shutter	/ˌpres ðə ˈʃʌtə/	nacisnąć spust migawki
reach an agreement	/ˌriːtʃ ən əˈɡriːmənt/	osiągnąć porozumienie
set up a photo shoot	/ˌset ʌp ə ˈfəʊtəʊ ʃuːt/	zaaranżować sesję zdjęciową
species	/ˈspiːʃiːz/	gatunek
treatment	/ˈtriːtmənt/	traktowanie
tripod	/ˈtraɪpɒd/	statyw
wildlife photographer	/ˈwaɪldˌlaɪf ˌfəˌtɒgrəfə/	fotograf dzikiej przyrody

VOCABULARY 2 MP3 43

act	/ækt/	grać
acting	/ˈæktɪŋ/	aktorstwo
audience	/ˈɔːdiəns/	widownia
audition	/ˈɔːdɪʃən/	przesłuchanie
composer	/kəmˈpəʊzə/	kompozytor
costume	/ˈkɒstjuːm/	kostium
director	/dəˈrektə/	reżyser
drama school	/ˈdraːmə skuːl/	szkoła aktorska
gig	/ɡɪɡ/	koncert
interval	/ˈɪntəvəl/	przerwa

live audience	/ˌlaɪv ˈɔːdiəns/	publiczność na żywo
main part	/ˌmeɪn ˈpɑːt/	główna rola
orchestra	/ˈɔːkɪstrə/	orkiestra
perform	/pəˈfɔːm/	występować
play	/pleɪ/	sztuka
play an instrument	/ˌpleɪ ən ˈɪnstɪmənt/	grać na instrumencie
put on a play/ performance	/ˌpʊt ɒn ə ˈpleɪ/pəˈfɔːməns/	wystawić sztukę/ przedstawienie
review	/rɪˈvjuː/	recenzja
rock	/rɒk/	być super, wymiatać
rock band	/ˈrɒk bænd/	zespół rockowy
school hall	/ˌskuːl ˈhɔːl/	szkolna aula
sing in a band	/ˌsɪŋ ɪn ə ˈbænd/	śpiewać w zespole
songwriter	/ˈsɒŋˌraɪtə/	autor piosenek
the performing arts	/ðə pəˈfɔːmɪŋ ˈɑːts/	sztuka widowiskowa
theatre group	/ˈθiətə ɡruːp/	zespół teatralny

LISTENING MP3 44

architecture	/ˈɑːkɪˌtektʃə/	architektura
design	/dɪˈzaɪn/	projektować, projekt
designer	/dɪˈzaɪnə/	projektant
drawing	/ˈdrɔːɪŋ/	rysunek
fashion design	/ˈfæʃən dɪˈzaɪn/	projektowanie mody
film-maker	/ˈfɪlmˌmeɪkə/	filmowiec
graffiti art	/ˌɡræˈfiːti ɑːt/	graffiti
graphic design	/ˌɡræfɪk dɪˈzaɪn/	projektowanie graficzne
installation art	/ˌɪnstəˈleɪʃən ɑːt/	instalacja
paint	/peɪnt/	malować
painter	/ˈpeɪntə/	malarz
painting	/ˈpeɪntɪŋ/	malarstwo
photograph	/ˈfəʊtəˌɡrɑːf/	fotografować
photographer	/fəˈtɒgrəfə/	fotograf
photography	/fəˈtɒɡrəfi/	fotografia
printmaker	/ˈprɪntˌmeɪkə/	szttycharz
sculpt	/skʌlpt/	rzeźbić
sculptor	/ˈskʌlptə/	rzeźbiarz
sculpture	/ˈskʌlptʃə/	rzeźba
visual arts	/ˌvɪʒʊəl ˈɑːts/	sztuki wizualne

GRAMMAR 2 MP3 45

accidental	/ˌæksɪˈdental/	przypadkowy
bump	/bʌmp/	potrącić
cloakroom	/ˈkləʊkˌruːm/	szatnia
distract	/dɪˈstrækt/	rozpraszać
exhibit	/ɪɡˈzɪbɪt/	eksponat
observe/follow the rules	/əbˌzɜːv/ˌfɒləʊ ðə ˈruːlz/	przestrzegać zasad

WRITING MP3 46

amazing	/əˈmeɪzɪŋ/	niesamowity
annoying	/əˈnɔɪɪŋ/	irytujący
contemporary	/kənˈtempərəri/	współczesny
culture vulture	/ˈkʌltʃə ˌvʌltʃə/	miłośnik sztuki
encouraged	/ɪnˈkʌrɪdʒd/	zachęcony
exceptional	/ɪkˈsepʃənəl/	wyjątkowy
intrigued	/ɪnˈtriːɡd/	zaintrygowany
magical	/ˈmædʒɪkəl/	magiczny
make an impression	/ˌmeɪk ən ɪmˈpreʃən/	zrobić wrażenie
old-fashioned	/ˌəʊld ˈfæʃənd/	staromodny
put sb off	/ˌpʊt ˌsʌmbədi ˈɒf/	odstraszać kogoś
review	/rɪˈvjuː/	zrecenzować
stunning	/ˈstʌnɪŋ/	zachwycający

Rodziny wyrazów

Rodzina wyrazów to grupa słów wywodzących się od jednego wyrazu podstawowego, np. *paint* – *painter* – *painting* – *paintbrush* – *paintball*. Ucząc się słownictwa z danego zakresu tematycznego, staraj się zapamiętać jak najwięcej wyrazów z każdej rodziny.



7 IN THE NEWS



1 **SPEAK** Look at the photo and think of a title for it.

2 **SPEAK** Read the comments. Choose one and reply to it.



Wonder_boyy

Many people do weird things on public transport ...



Pennsylvania Prince

Do people still buy papers??? 🤔



Mag_M

My parents do. It's such a waste of money, now that everything is available online anyway ...



Katie Gerry

Maybe adults! I check the news online. 😊



Rita Denver

My New Year's resolution – follow the news. We should know what's going on in the world, right?

Comment





- 1 **3.01** Put the types of media from the box into the correct categories. Listen and check. Which types of media are more 'traditional'?

blog magazine national TV newspaper podcast
radio satellite/cable TV social media website

- Broadcast media: *national TV, ...*
- Print media: *newspaper, magazine*
- Digital media: *blog, podcast, website, social media, satellite/cable TV*

- 2 **SPEAK** Discuss the questions from the survey. Then answer the bonus question. Compare your answers with another pair.

SURVEY: TEENS AND THE NEWS

- How important is it to you to **follow current events**?
- Where do you **get the news from**?
 - social media and YouTube
 - news websites**
 - the press** (**daily newspapers** and **magazines**)
 - online influencers** and celebrities
 - people in your life (teachers, relatives, friends)
- Which **sources of information**
 - help you understand current events?
 - only make you more confused?
- Can you **tell fact from fiction**?
- In your opinion, does the news shared on social media
 - get the facts straight**?
 - provide** accurate **updates**?

BONUS QUESTION

Which of these are true about you?

- I have no interest in **breaking news** whatsoever.
- I only look at the **headlines** and the **front pages**.
- I don't find **tabloid** newspapers **reliable**.
- I sometimes read **articles** and **interviews** online.
- **Visual info**, such as pictures or videos, helps me understand the news.

- 4 **KEY WORDS** Complete the sentences with the highlighted words from the survey.

- None of my friends follow **current** events, so they don't know what's going on in politics.
- Newspapers used to be a reliable **source** of information. Now many tabloids are unreliable.
- The shocking news about the Polish president became a **headline** in all European countries.
- The queen's accident was the **main** news during the weekend.
- The journalist was taking notes during the **interview**.
- This website used to be really good, but they no longer provide regular **updates**.

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



News

Global Video Competition Finds Finalist in Former NIS Student

3rd June 2019

News & Events ▶ News

BA STUDENT, ERIKA FELTON'S
'THIS IS NANJING' NOMINATED FOR
'FOREIGNERS ON CHINA' COMPETITION

19 Jun, 2019



- Which of these headlines tells you more about the story? Which article would you prefer to read? Why?
- Imagine you are going to enter a competition for which you need to make a documentary about the place where you live (village, town, city or country). Where do you think you could start?

FAST FINISHERS

Imagine you are a journalist working for a tabloid. Your boss has asked you to come up with some headlines to attract more readers. What could they be? Think of recent events in your country or region and write down at least three suggestions.

- 3 **3.02** Listen to a radio programme presenting the results of the survey among American teens. Complete the notes with the numbers from the box.

1/3 13 17 31% 36% 70%

- The majority of American teens between 1/3 and 13% following the news is important, we do it on a regular basis
- The main source of information for 36% of teens: friends, family or teachers
- Only 17% of teenagers learn about current events from the radio, TV news or newspapers
- This means many teens do not get information from journalists or reporters (!)
- 31% of teenagers say news organisations get the info right (only 38% say the same about celebrities/influencers)
- Only 13% prefer reading or hearing about the events, 64% prefer visual info

1 **SPEAK** What are the news headlines today?

2 Read the text and answer the questions.

- 1 Why was the painting so expensive?
- 2 Did the guests enjoy the auction? Why/Why not?

**HIGHEST PRICE EVER PAID
FOR A PAINTING AT AUCTION**


On 15 November 2017, the masterpiece *Salvator Mundi* by Leonardo da Vinci was sold at Christie's auction house in London for a record \$450,312,500, becoming the most expensive work of art ever. An auction expert explained that the buyer had paid this astronomical price because of the rarity of da Vinci's works. Fewer than twenty pieces exist altogether. Even the president of Christie's

was surprised by the amount and said he himself couldn't believe it! Those who were at Christie's that night told reporters they had never seen a more exciting auction and that it was great to be part of that experience. The auction was hosted in a very entertaining way. One of the guests told a reporter she would definitely take part in future auctions, and she was looking forward to visiting Christie's again.

3 Study the grammar table. What did you notice about the changes in tenses in reported speech?

Key Grammar

Mowa zależna

Gdy przytaczamy zdanie oznajmujące w mowie zależnej za pomocą czasownika w czasie *past simple*, np. *said* lub *answered*, wprowadzamy następujące zmiany w czasach:

Mowa niezależna (direct speech)	→ Mowa zależna (reported speech)
Present simple 'It <i>is</i> great to be part of this experience.'	Past simple → A guest <i>said</i> that it <i>was</i> great to be part of that experience.
Present continuous 'I <i>'m looking forward</i> to visiting Christie's again.'	Past continuous → She told a reporter that she <i>was looking forward</i> to visiting Christie's again.
Past simple 'The buyer <i>paid</i> an astronomical price.'	Past perfect → An expert <i>said</i> that the buyer <i>had paid</i> an astronomical price.
Present perfect 'We <i>have never seen</i> a more exciting auction.'	Past perfect → They <i>said</i> that they <i>had never seen</i> a more exciting auction.
will 'I <i>will</i> definitely take part in future auctions.'	would → She told a reporter that she <i>would</i> definitely take part in future auctions.
can 'I <i>can't</i> believe it!'	could → The president of Christie's <i>said</i> that he <i>couldn't</i> believe it.

4 **REWRITE** Rewrite the sentences in reported speech.

- 1 'We're going to study reported speech,' said our teacher.
Our teacher said that we were going to study reported speech.
- 2 'We love studying grammar,' we answered.
- 3 'I haven't studied reported speech before,' I said.
- 4 'It isn't easy,' said Kamil.
- 5 'Kamil can't do this exercise,' said Pola.
- 6 'The test will be on Monday,' said our teacher.

5 **REWRITE** Read the **WATCH OUT** box and rewrite the sentences in reported speech.

- 1 'I'm doing a survey about the news for the school magazine now,' said Pola.
Pola said that she was doing a survey about the news for the school magazine at that time.
- 2 'I watch the news on TV,' Kamil answered.
- 3 'People can't trust these tabloid journalists,' said Ala.
- 4 'I've read a lot of stories online that I don't believe,' said the teacher.
- 5 'I'll tell you a story which I read online last week,' Kamil said to his friends.

WATCH OUT

Inne zmiany w mowie zależnej

- określenia czasu i miejsca, np.:
now → *then/at that time*, *today* → *that day*, *yesterday* → *the day before*, *tomorrow* → *the next/following day*, *three hours ago* → *three hours earlier/before*, *here* → *there*
- przymiotniki dzierżawcze i zaimki:
my → *his/her*, *our* → *their*, *this/these* → *that/those*,
I → *he/she*, *we* → *they*, *me* → *him/her*, *us* → *them*

6 **SPEAK** Read the instructions and do the task. Student A, look at page 155. Student B, look at page 156.

FAST FINISHERS

- WRITE** Write four sentences reporting some gossip that people told you.

Someone said our school would cancel all class trips.



A stimulus-based discussion

- 1 **SPEAK** Imagine you are the school newspaper editor. Which headline would you choose for the front page? Why?

A J.K. ROWLING RELEASES HER NEW BOOK ONLINE FOR FREE

B — Final exams – new dates announced —

- 2 **SPEAK** Look at the photos and decide which one is the best to illustrate headline B. Say why.



- 3 **3.03** Listen to a voice message and find out which photo Ayden chose for the school newspaper. What were the reasons for his choice?

- 4 **Study the Key Phrases and find synonyms for these words.**

- 1 interests me – *appeals to me*
- 2 right – _____
- 3 choice – _____
- 4 enthusiastic about – _____
- 5 demonstrates – _____
- 6 shows – _____

Key Phrases

A stimulus-based discussion

Comparing photos

I can see/There are ... in all of the photos.
All three photos refer to/show ..., but only the first one ...
Photo 1 isn't as suitable/good as photo 2.
Picture 1 is more suitable/better for ... than the other pictures because ...

Expressing preference

I like the first one the most because ...
I'm going to choose ...
Of the three photos, the second one is the best.
In my opinion, the third option is the most suitable.
Photo number ... appeals to me the most/makes me think of/seems much more ...

Giving reasons

I'm not keen on the first/second photo because ...
I don't think it illustrates ...
I don't think it will attract readers/appeal to students/illustrate the problem well.
I wouldn't choose photo 1 because ...
Another reason is that ...
This one is much less interesting because ...

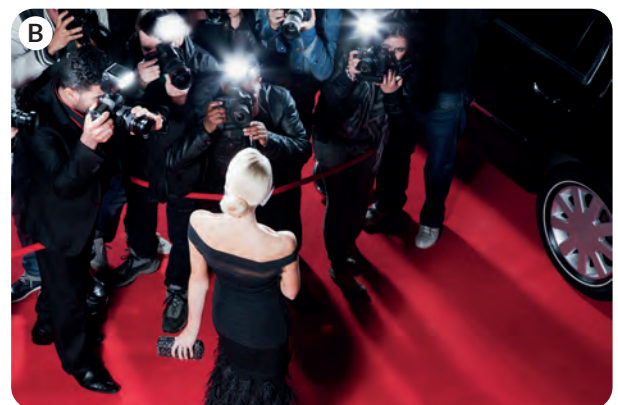
- 5 **Translate into English. Use the Key Phrases.**

- 1 *I don't think this photo* (Nie sądzę, że to zdjęcie) is good for the front page.
- 2 I'm _____ (nie podoba mi się zdjęcie) on the left.
- 3 _____ (Z tych dwóch opcji) I like the first one more.
- 4 Looking at the colours, I _____ (wybrałbym) the photo with the children.
- 5 In my opinion, the book cover on the right _____ (wydaje się o wiele ciekawsza).
- 6 This headline _____ (podoba mi się najbardziej).

- 6 **SPEAK** Do the speaking task using the Key Phrases.

Popatrz na zdjęcia A i B. Wspólnie z grupą kolegów z klasy przygotowujesz prezentację dotyczącą pracy fotografa w mediach. Wyraż swoje zdanie na temat dwóch propozycji zdjęć otwierających prezentację.

- Wybierz zdjęcie, które będzie, Twoim zdaniem, bardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



FAST FINISHERS

Imagine you are the editor of a travel magazine and you are preparing a special edition about Turkey. Look at the two postcards on page 74. Which one would you choose for the cover of the magazine? Note down three arguments explaining your choice. Use the Key Phrases.

7.4 Reading

An article about advertising to teenagers

1 SPEAK When was the last time you bought something because you saw it on TV or on social media? What was it?

2 SPEAK Choose the correct options. Then decide which statements are true for you.

- 1 I'm more likely to buy a product if an influencer *recommends* / *follows* it on social media.
- 2 I always change the channel during *product* / *commercial* breaks.
- 3 I don't think celebrities should *encourage* / *advertise* sweets, crisps and other unhealthy snacks.
- 4 I believe advertisements should tell you the *price* / *prize* of the product.
- 5 In my opinion, *cupboards* / *billboards* should not be installed close to motorways because they can distract drivers.
- 6 As a child, I used to like watching *ads* / *slogans* on TV.

3 3.04 Listen to three ads and match them to sentences a–d. There is one extra sentence.

- a This teenager talks about a cute commercial.
- b This is an advertisement for a women's product.
- c This influencer is recommending an app.
- d You can now buy this product at a lower price.

1 ☐ 2 ☐ 3 ☐

4 Look at the title, the photos and the introduction to the article and answer the questions.

- 1 Which products or services do you think the people in photos A–E are advertising?
- 2 What slogans could you add to the photos?
- 3 Which techniques could you suggest to answer the question in line 9?

5 3.05 Read the article and match headings A–F to paragraphs 1–5. There is one extra heading.

- A The coolness factor
- B Teen-focused products and services
- C A sense of belonging
- D The same as the others
- E Appearance matters
- F The hidden power of celebrities

6 KEY WORDS Match the highlighted words from the text to their definitions. Then write your own definitions for the two remaining words.

- 1 *advertising agency* – a company which creates, plans and organises promotional campaigns
- 2 ☐ – selling products at lower prices
- 3 ☐ – a series of ads promoting a product
- 4 ☐ – a group of products with its own name, produced by one company
- 5 ☐ – people who buy products or services for personal use

7 3.06 Listen and complete the table with the noun forms of the verbs. Draw a stress mark /' before the stressed syllable in each verb and noun.

Verb	Noun
'advertise	1 <i>ad'vertisement</i>
appear	2 ☐
celebrate	3 ☐
photograph	4 ☐
recommend	5 ☐

8 3.06 Listen and repeat the verbs and nouns from exercise 7. Pay attention to the correct word stress.

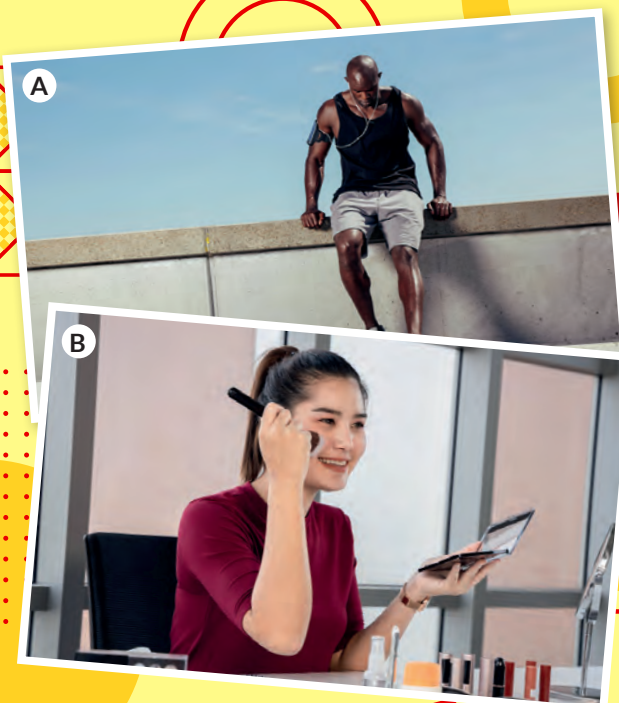
9 SPEAK Answer the questions.

- 1 What is the most shocking advertisement you have seen?
- 2 Which products do Polish influencers advertise? Do you find them reliable or unreliable?
- 3 Are brands important to you? Why/Why not?

FAST FINISHERS

Design your own brand and a product (clothes, cosmetics, digital devices etc.) Draw a prototype, describe it briefly and come up with a short plan for advertising it.

Browse the Internet and/or your social media news feed and find three advertisements. What are they for? Which advertising techniques from the text do they rely on?





Advertising for @dolescents

You may think that adolescents are too short of cash to be the goal of advertising. Well, you are wrong. Teens may have less money than adults, but there are several products and **special offers** on which they are willing to spend their pocket money. Knowing that, **brands** for teenagers use a few advertising techniques to become more attractive to them. What exactly are the advertising techniques that work for teenagers?

1

Although it might sound old-fashioned, teenagers respond to images of families enjoying spending time together. Because of high divorce rates, teens are easily influenced by the idea of a happy family. Therefore, **advertising agencies** often try to convince teenage **consumers** to buy things by presenting a perfect family image.

2

Who wouldn't like to have the same mobile, sunglasses or lipstick as a social media star? Companies are well aware of that, and they pay influencers a lot of money to recommend their products. As teenagers tend to follow the style and choices of their idols, it is much easier to sell products that appeal to large groups of **followers**.

3

Teens are particularly likely to do the same things as their peers. Few advertisements come out and explicitly say 'Everybody is doing it,' but this type of message is sent in many types of **advertising campaigns**. For example, a mobile phone commercial might show a group of teens in which everyone has their own mobile. The message is that all teens have a mobile and so should you.



4

This advertising technique is based on the idea that you can only be trendy if you have a specific product or use a specific **service**.

A perfect example of this technique is the 'I'm a Mac' campaign, which shows a Mac as a hip, cool young person, and a PC as an old-fashioned, uptight and uncool man.

5

Apart from being cool, the person who is supposed to make teenagers buy a product has to be good-looking. Girls will buy a shampoo recommended by a girl with long, beautiful, shiny hair, and boys will reach for sneakers worn by a fit sportsman. Even if it's acne cream, it needs to be presented by a teenager without spots!



GLOSSARY

adolescents – dorastający chłopcy i dziewczęta, nastolatki

acne – trądzik

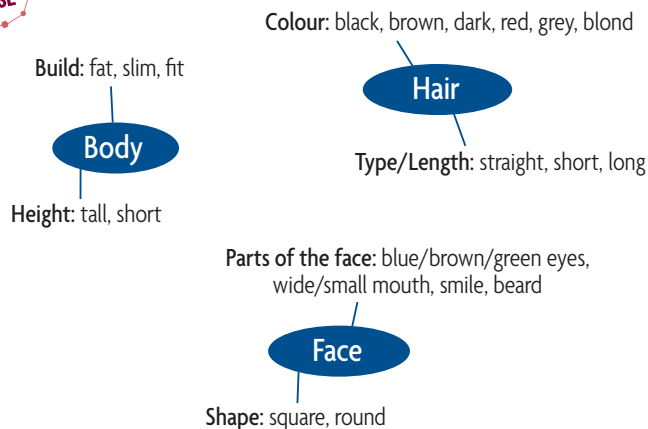
spots – pryszcze

Appearance

- 1 **SPEAK** What do you do regularly to take care of your appearance? What do you never do? Choose from the box or use your own ideas.

apply face cream/lip gloss brush your hair
cut your fingernails/toenails put on make-up
paint your fingernails/toenails shave
use deodorant wear jewellery

- 2 **SPEAK** Add three words to each word map. Then describe Lucas and Olivia using the words from the word maps.



- 3 **KEY WORDS** Add the highlighted words to the word maps in exercise 2.

bald • cheeks • chin • curly • eyebrows • eyelashes
forehead • overweight • plump • skinny • spiky

- 4 Read the ad and look at the photos of the candidates, Lucas and Olivia. Who do you think will be chosen for the campaign? Why?

Prêt-à-model is looking for people in their twenties for a new sports campaign.

Physical appearance: the candidates need to be **of** at least **medium height**, **sporty** and **muscular**. Female candidates are expected to have natural blond or **ginger** hair (not **dyed**). Men, preferably **tanned**, should not have any **facial hair** (neither beard nor **moustache**). Special features, such as **freckles** or **braces**, are more than welcome.

For casting details, email us at candidates@pret-a-model.co or visit pret-a-model.co.

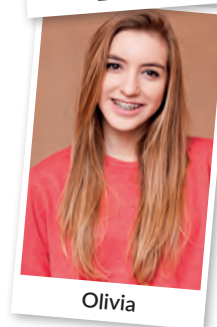
AD AGENCY looking for MODELS



- 5 **3.07** Listen to a conversation between two people from *Prêt-à-model* advertising agency and choose the correct options.



Lucas



Olivia

- Lucas does not match the description because
 - his skin is **pale**, and he's got a beard and a moustache.
 - he's too tanned.
 - he has no facial hair.
- The man thinks Olivia looks natural because
 - she isn't wearing **heavy make-up**.
 - of her **thin lips** and **fair skin**.
 - she is **blue-eyed**.
- The agency needs another photo of Olivia
 - without a **wide smile**.
 - with make-up on.
 - in sports clothes.

- 6 **KEY WORDS** Translate into English using the words from exercises 3–5.

Hi, Delia. Have you heard of Bitmoji? It's an app which you use to create your own emoji. You make a cartoon-like character whose ¹*physical appearance* (wygląd zewnętrzny) resembles your own. Later you



can use this emoji for your social media. And guess what – I've just created mine! It's a cool-looking little ² [redacted] (*niebieskooki*) guy with ³ [redacted] (*jasną skórą i krótkimi rudymi włosami*). It even has ⁴ [redacted] (*piegi i aparat ortodontyczny*)! My emoji ⁵ [redacted] (*nie ma zarostu na twarzy*), but it has got ⁶ [redacted] (*szeroki uśmiech*). You can see it every time we talk online. Do you want the link to the app? Cheers, Lee

Send

- 7 **SPEAK** Student A, describe one of your classmates without saying his/her name. Student B, guess who A is describing. Then change roles and do the task again.

FAST FINISHERS

Draw and describe your own emoji.

- 1 **SPEAK** Do you ever listen to the radio? If so, which stations?



- 2 **3.08** Read the text and choose the best headline.

- a Muscular woman hits bodybuilder
- b Poor man beaten by 82-year-old
- c Elderly woman protects her home

by Delia Dobbins

An eighty-two-year-old ex-bodybuilder, Willie Murphy, managed to protect herself and her house from a violent intruder. I talked to this extremely brave homeowner yesterday.



Mrs Murphy **informed** me that she had been home alone on Thursday night. She **said** that a man had started banging on her front door. The man **complained** that he was sick. She **answered** that she could call an ambulance for him, but **told** him that he should not try and enter the house.

Mrs Murphy **explained** to me she had dialled the emergency number to get help for the man. She **claimed** that the man had then broken into her house.

Mrs Murphy **commented**, however, that the intruder had picked the wrong house to break into! She **admitted** she had hit him with a table pretty hard. Then she **added** that she had also poured some shampoo on him. Finally, the police arrived and arrested the intruder. What a strong lady!

- 3 **KEY WORDS** Read the **WATCH OUT** box and complete the table with the highlighted reporting verbs from exercise 2. Then add the verbs below to the table. Use a dictionary to help you.

agree • confirm • remind

Czasowniki wprowadzające mowę zależną (reporting verbs)		
Czasownik + (to sb) + that	Czasownik + dopełnienie + that	Czasownik + that
say, ...	tell, ...	claim, ...

WATCH OUT

Czasowniki wprowadzające mowę zależną

- czasownik + (to sb) + that, np. say:
*I **said** (to her) **that** we were at home.*
- czasownik + dopełnienie + that, np. tell:
*I **told** her **that** we were at home.*
- czasownik + that, np. add:
*I **added** **that** we were at home.*

- 4 **3.09** Listen to a radio news bulletin. Which four types of news stories do you hear?

entertainment international local
national sports

- 5 **3.09** Read the **WATCH OUT | SKILLS** box. Listen again. Guess the meaning of the words in the box by listening to the context.

annual citizen dehydration heatwave
hosts self-defence

WATCH OUT | SKILLS

Odgadywanie znaczenia słów z kontekstu

Aby poprawnie rozwiązać zadania, nie musisz rozumieć wszystkich słów w nagraniu. Jeżeli jednak nie rozumiesz ważnego słowa, spróbuj domyślić się jego znaczenia z kontekstu.

- 6 **3.09** Listen again and answer the questions. Use full sentences.

- According to the 2020 World Happiness Report, what are the three happiest countries in the world?
The three happiest countries in the world are: Finland, Denmark and Switzerland.
- What three pieces of advice are given to help people stay safe during the hot weather?
- Why is the heatwave good for supermarkets?
- Which Olympic Games activities will take place near the Eiffel Tower? Name two.
- What should Mrs Murphy do according to the presenter?

- 7 Rewrite your answers from exercise 6 in reported speech. Use a different reporting verb from the table in exercise 3 in each sentence.

- The presenter informed the listeners that the three happiest countries in the world were Finland, Denmark and Switzerland.*

- 8 **SPEAK** Have you read or watched an interesting or amusing news story lately? What was it?

FAST FINISHERS

- Note down five things that someone said to you today. Use reported speech and five different reporting verbs.

In the morning, my mum said that she had made me some sandwiches for school.

1 **SPEAK** Answer the questions.

- Where do you check the weather forecast?
- Describe a situation in which extreme weather changed your plans.

2 **3.10** Listen to a dialogue. Decide if statements a–d are true or false.

- If Lisa doesn't study more, she will fail her exams.
- When it is hot, people eat little ice cream.
- If you stay outside between 12 and 3, it can be dangerous.
- If it is very hot at the weekend, Mark will have a barbecue.

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

Key Grammar

Zerowy okres warunkowy

Zerowy okres warunkowy (zero conditional) stosujemy, aby mówić o sytuacjach lub pytać o sytuacje, w których przyczyna zawsze wywołuje ten sam skutek, np.:
*If the temperatures **are** very high during the day, there are often storms in the evening.*

What do you do when your computer **crashes**?

1

Warunek	Rezultat
If/When + present simple, When I get bored,	present simple I watch TV.
Rezultat	Warunek
present simple I watch TV	if/when + present simple when I get bored.

Pierwszy okres warunkowy

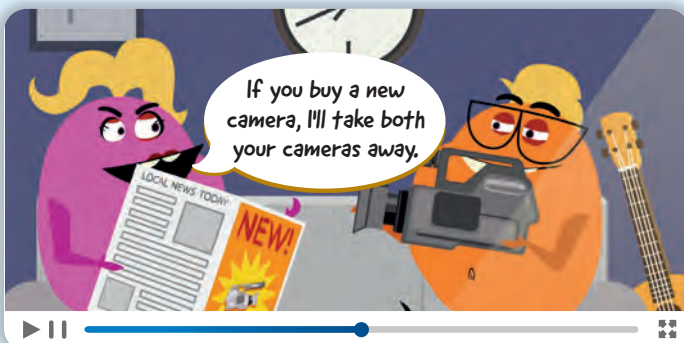
Pierwszy okres warunkowy (first conditional) stosujemy, aby mówić o czynnościach lub wydarzeniach, które prawdopodobnie będą miały miejsce w przyszłości, jeśli zostanie spełniony określony warunek, lub pytać o nie, np.:

*If you **post** something online, it **will stay** there forever.*

What **will** you **do** if your phone **breaks** again?

2

Warunek	Rezultat
If/When + present simple, If it's sunny tomorrow,	will/won't + bezokolicznik we'll go sailing.
Rezultat	Warunek
will/won't + bezokolicznik We'll go sailing	if/when + present simple if it's sunny tomorrow.

4 **Complete sentences 1–2 with zero conditionals, and sentences 3–4 with first conditionals.**

- You **learn** (learn) more if you (use) books rather than the Internet.
- When you (not check) the weather forecast, you (not know) what to wear.
- If it (be) windy this weekend, we (not go) to the seaside.
- If you (move) to a different city, who (you / miss) the most?

5 **Read the WATCH OUT box and rewrite the sentences using unless.**

- I will go to the swimming pool if it doesn't rain.
I will go to the swimming pool unless it rains.
- If the book isn't too expensive, I will buy it.
- I never get up early if I don't have to.
- I won't go to her party if she doesn't invite me.
- If you don't tell me the truth, I will be angry.

WATCH OUT

unless

unless (jeśli nie, chyba że) = if not

*If you **don't** come now, I'll leave without you. =*

Unless you come now, I'll leave without you.

6 **Translate into English. Write two different options for sentences 3 and 4.**

- I'm a lot more energetic during the day *when I go for a walk* (kiedy pójdę na spacer) in the morning.
- We will call off the garden party unless (pogoda się poprawi).
- (Jeżeli nie wyjdziemy teraz), we'll be late for school.
- (Jeżeli nie zareklamujemy) this product on social media, it definitely won't sell.
- I usually walk to school (kiedy pogoda jest słoneczna).

7 **SPEAK** Do the speaking task. Student A, look at page 155. Student B, look at page 156.

#BRAINTEASER

What five-letter word becomes shorter when you add two letters to it?



FAST FINISHERS

Imagine you are a candidate in school elections. Write four sentences for your leaflet beginning with If you choose me, ...

If you choose me, I'll introduce a recycling programme in our school.



- 1 **SPEAK** Think of a celebrity (e.g. a music show host, a news presenter, a children's programme host) and describe his/her appearance. Can your partner guess the name of the person?

- 2 Complete the text with the correct words formed from the words in brackets.

One of the ¹ *influencers* (influence) that I follow on Instagram has recently posted a photo of herself taken ten years ago. I was surprised to see that she used to be ² (weigh). It seems that my favourite ³ (celebrate) has lost at least ten pounds! She now promotes a healthy lifestyle and she has even appeared in a(n) ⁴ (advertise) for fitness equipment. I think it's great that famous people influence their ⁵ (follow) in such a positive way. Consumers really pay attention to their ⁶ (recommend).

- 3 Choose the correct translation.

- She said (*że nigdy nie czytała*) a newspaper.
A she had never read C that she has never read
B she has never read read
- They said (*że wybiorą*) three brands for the campaign.
A they would choose C that they are choosing
B they will choose choosing
- The guy finally said (*że widział*) a tall, pale teenager in the park the day before.
A he has seen C that he had seen
B that he has seen
- If the advertising agency makes a better commercial this time, more teenagers (*kupi*) our shoes.
A buy C would buy
B will buy
- You know more about the world (*kiedy czytasz*) news websites.
A unless you read C unless you don't read
B when you read

- 4 Complete the second sentence with up to five words so that it means the same as the first one. Use the words in capitals.

1 'I won't reveal my source,' the reporter said to us. **TOLD**

The reporter *told us that he wouldn't reveal* his source.

2 'Helen has given me more details,' Mike confirmed. **HIM**

Mike confirmed that more details.

3 You won't remember anything if you don't read the articles carefully. **UNLESS**

You won't remember anything the articles carefully.

4 'I'm staying with my grandparents this week,' Susan said. **HER**

Susan said grandparents that week.

5 Be quiet, or I will call the police. **IF**
 I will call the police.

6 'Shhh, the baby is sleeping now,' Gina said. **WAS**
Gina explained that .

- 5 **SPEAK** Role-play the dialogue. Then change roles and do the task again.

Student A

You have recently heard some interesting news (you read an online article or watched a current affairs programme). Tell your partner about it and answer his/her questions.

Student B

Ask for some details concerning the news which student A is telling you about. Add any information about the topic that is relevant.

FAST FINISHERS

Choose three cosmetic products you use every day and then decide which three celebrities might advertise them. What could they say in the ad?

Ernesto's BLOG

Home | Blog | Articles | FAQ | Contact

Hi, guys!

I want to tell you about something that happened yesterday. I went to a meeting with one of my favourite celebrities – Piotr Kędzierski. He is a radio presenter, but with his outstanding street style and tattoos he doesn't look like a typical journalist. Anyway, a friend of mine told me he had heard about this guest lecture at his university and said that we could go to it together.



Piotr Kędzierski

We got to the lecture room twenty minutes early, and the venue was already full. So, personally, I think the room wasn't big enough. When Kędzior came into the room, he thanked everyone for coming, made a few jokes, and then went on to tell the audience about his career. He seemed open and friendly, and he struck me as very professional.

Generally, I had a great time. I will definitely go to such meetings more often if there are any in my area. And in the meantime, I'm going to turn on Newonce radio and listen to some of Kędzior's programmes – and I suggest you do the same!

More from Ernesto soon!



120 likes



41 comments

1 **SPEAK** Look at the photo at the top of the page. What do you think is happening? Why?

2 Read the blog post and choose the correct option.

The author:

- a invited his friend to a guest lecture.
- b went to see a person that he likes.
- c thought the venue was very nice.
- d is planning to go to a similar meeting soon.

3 Read the exam task below. Then analyse Ernesto's blog post and add the missing bullet point to the exam task.

Niedawno uczestniczyłeś/uczestniczyłaś w spotkaniu z osobą znaną z mediów. Podziel się swoimi wrażeniami na blogu.

- Napisz, skąd dowiedziałeś/dowiedziałas się o spotkaniu i z kim tam poszedłeś/poszłaś.
-
- Zrelacjonuj przebieg spotkania.
- Zachęć swoich czytelników do zapoznania się z pracą/twórczością tej osoby.

4 Study the Key Phrases and match the sentence halves.

- 1 The event was elegant
- 2 Personally, I think the venue
- 3 First, the presenter thanked the audience for coming,
- 4 The interviewer struck me
- 5 The host of the ceremony became more relaxed towards
- 6 The traveller's adventures made
 - a him an extremely interesting person.
 - b and then told some jokes.
 - c the end of the gala.
 - d and well-organised.
 - e as pushy and rude.
 - f was too small for such an event.

Key Phrases

A blog post with a report

Reporting an event

First, ... Then, ...

He/She thanked the audience for ...

He/She started with a few jokes/telling us about ...

At the beginning, it was awkward/strange/difficult, but after a while ...

After that, I asked about ...

Towards the end of the meeting, we ...

Describing a person

He/She had (short black hair).

He/She seemed ...

It seemed to me that he/she was ...

He/She struck me as (self-confident/mature/vain).

I admire him/her for his/her (career/achievements).

His/Her appearance and personality make him/her (exceptional/ordinary/weird).

He/She made a good/bad impression on me because ...

Giving an opinion about the event

Personally, I think ...

The venue was very nice/rather disappointing/not big enough/just fine.

It was (not) well-organised/prepared in detail.

There were about ... people in the audience.

- 5 **SPEAK KEY WORDS** Look at the highlighted personality adjectives and say if they are positive, negative or neutral. Use a dictionary to help you. Then use them to describe three famous people or characters from TV shows or films.

bright • emotional • exceptional • mature
modest • open • ordinary • polite • professional
proud • pushy • rude • selfish • vain • weird

Harry Potter is modest and really exceptional.

- 6 **SPEAK** Look at photos A–D at the bottom of the page and describe each person's appearance. Then say what impression they make on you.

*The woman in photo A has ... She strikes me as ...
She seems ...*

- 7  Write 2–3 sentences about each of the points below. Use the Key Phrases.

- 1 Oglądałeś/Oglądałaś w telewizji wywiad ze znanym politykiem na temat, który bardzo Cię interesuje. Opisz krótko przebieg wywiadu.
- 2 Uczestniczyłeś/Uczestniczyłaś w gali rozdania nagród filmowych. Napisz, co sądzisz o prowadzącym tę uroczystość.
- 3 Znany aktor podczas wywiadu obraził dziennikarza. Napisz, co sądzisz o zachowaniu aktora.

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

Uczestniczyłeś/Uczestniczyłaś w spotkaniu ze znanym aktorem / znaną aktorką. Podziel się wrażeniami z tego spotkania na swoim **blogu**.

- Napisz, w jaki sposób zdobyłeś/zdobyłaś zaproszenia na to spotkanie i z kim tam poszedłeś/poszłaś.
- Przedstaw przebieg spotkania.
- Napisz, jakie wrażenie zrobił na Tobie aktor.
- Zachęć czytelników do obejrzenia jednego filmu z tym aktorem i uzasadnij, dlaczego warto ten film obejrzeć.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, everyone! Guess where I went last weekend!

WRITING PLANNER

THINK

- Zdecyduj, o jakiej prawdziwej lub fikcyjnej postaci napiszesz.
- Zastanów się, jak zdobyłeś/zdobyłaś zaproszenia na spotkanie (np.: od członka rodziny pracującego w mediach, z samorządu szkolnego, z internetowego fanpage'a).
- Zastanów się, jak mogło przebiegać takie spotkanie (np. czy padły pytania o najnowszy film, karierę czy życie prywatne).
- Przygotuj opis wyglądu zewnętrznego i cech osobowości bohatera/bohaterki spotkania. Pomyśl, jakie wrażenie mógł/mogła na Tobie zrobić.
- Przypomnij sobie lub wymyśl tytuł filmu, który polecisz czytelnikom.

PREPARE

- Przy każdym podpunkcie z ćwiczenia 8. wynotuj zwroty z ramki Key Phrases oraz wyrażenia opisujące wygląd i osobowość, których użyjesz, by go rozwinąć.
- Zaplanuj układ swojego tekstu. Wykorzystaj jako wzór wpis z ćwiczenia 2.

WRITE

Napisz tekst, wykorzystując swoje notatki i zwroty z ramki Key Phrases.

CHECK

Sprawdź swój tekst i odpowiedz sobie na pytania:

- Czy rozwinąłeś/rozwinęłaś wypowiedź we wszystkich czterech podpunktach polecenia?
- Czy długość tekstu wynosi 100–150 słów?
- Czy użyłeś/użyłaś wyrażen opisujących czyjś wygląd i osobowość?

FAST FINISHERS

 Imagine your school wants to invite a celebrity to give a guest lecture and has asked students for their opinion. Who would you like to invite? Make a list of your top three choices and justify them.



VOCABULARY

1 Choose the correct options.

- There are a few news websites that I usually check for *journalists* / *updates*.
- I get very emotional when I see *campaigns* / *commercials* with animals.
- The cream he advertises helps you get rid of *spots* / *braces*.
- Online *advertisement* / *advertising* is very important these days.
- I'm sure their new campaign will *sell* / *appeal* to teenagers.
- Some girls put on heavy *braces* / *make-up* before going to a party.

2 Move the words in bold around to make the sentences correct.

- The influencers' job is to inform their followers when there is a special **campaign offer** on the products they use.
- Joanna's **fair** smile makes her look very attractive.
- People with ginger hair usually have **wide** skin.
- The changes in the national exam are the **current** news today.
- The advertising **offer** will be supported by a few celebrities.
- How do you usually learn about **breaking** events?

GRAMMAR

3 Complete the text in reported speech using the correct forms of the verbs in brackets.

Sock horror – there's a lizard under the bed!

A terrified family called the RSPCA animal charity because they thought there ¹ *was* (be) a dangerous lizard in their house. They explained that the pink and brown creature ² *hid* (hide) under their teenage daughter's bed. RSPCA officer Vic Hurr told the family she ³ *visited* (visit) their home in Coventry in the UK soon to remove the creature. When she arrived on the spot, the officer realised that the lizard was just a dirty sock!



The family's teenage daughter admitted that she ⁴ *didn't clean* (not clean) her room for a while, and promised that she ⁵ *would look after* (look after) her socks better. Ms Hurr advised her to tidy her room more often, and told her to look for another 'creature,' as they usually come in pairs!

4 Make conditional sentences using the prompts from columns A and B.

- | | |
|---|--|
| A
I / have time tonight
my baby sister / be / hungry
I / not know the answers
I / be / late for dinner
Mary / check her letterbox | B
parents / always / worried
about me
find my letter
watch the news at seven
cry very loudly
you / help me with the activity? |
|---|--|

If I have time tonight, I'll watch the news at seven.

USE OF ENGLISH

1 2 3 4 5 6 7 8

5 Complete the text with the correct words formed from the words in brackets.

Pete,
 I'm choosing photos for my next blog post, and I need your help. I want to write a post on how to read the news critically. I find it truly ¹ *shocking* (shock) that many people form and express opinions based on ² *rely* (rely) sources. They don't bother to check who has written an article, or to find another piece of news written from a different point of view. And, what's even ³ *bad* (bad), they trust everything they come across. So, my post is going to encourage readers to always dig deeper. I was thinking of showing two photos of the same actress – one in which she's ⁴ *beautiful* (beautiful) dressed and posing for a glamorous photo, and another one in which she has been caught by paparazzi without any make-up on, looking tired and ⁵ *attract* (attract).

What do you think? Do you have any other ⁶ *suggest* (suggest)?

READING

6 Read the fragment of a novel on page 117 and choose the correct options.

- Who wanted to go to the pond?
 A Tom and Mary Ann
 B Agnes
 C Both the children and the teacher
 D Mr Bloomfield
- While the children were playing in the garden,
 A they followed the rules set by the teacher.
 B their father rode by.
 C their teacher got covered in dirt.
 D Agnes had a polite talk with their father.
- After the conversation with Agnes, Mr Bloomfield
 A went home alone.
 B took his children home.
 C suddenly became impolite.
 D asked Agnes to wash children's clothes.
- On her first day at Wellwood House, Agnes
 A never felt uncomfortable.
 B felt at home.
 C didn't realise things would get worse.
 D knew she had to follow Mr and Mrs Bloomfield.
- Which of the following is stated in the text as a fact, not an opinion?
 A Mrs Bloomfield wasn't able to organise a meal.
 B The Bloomfields' servants weren't hard-working.
 C Mr Bloomfield was impolite.
 D Mr Bloomfield wasn't satisfied with the food.
- What would be the best title for the story?
 A A day that ended well
 B The first hard lesson
 C Meeting Mr and Mrs Bloomfield
 D An adventure at the pond



In Chapter 2, Agnes Grey travelled to Wellwood House to meet the Bloomfield family and to be Tom and Mary Ann's governess. On the first morning, Agnes tried to give Tom and Mary Ann a lesson in the school room, but she made little progress. Then, Tom stood up and said that he was going to show Agnes their garden ...

Chapter 3

They took me to a pond – a small area of water – in the corner of the garden. Mary Ann started to throw stones into the water. The children's clothes became wet and dirty and I told them to come away from the pond. But I had no control over them – they did exactly what they wanted to and ignored what I said to them.

After a few minutes of trying to persuade them to leave the pond, I suddenly saw a man riding a horse towards us. He shouted loudly to the children, 'Get out of that water!' then he came towards me. 'I suppose you are Miss Grey,' he said coldly. 'I am surprised that you are allowing them to get their clothes dirty like this. Can't you see that Miss Bloomfield has dirt on her dress? And that Master Bloomfield's socks are wet? I request that in future, you at least keep their clothes clean!' Then he turned and continued his ride up to the house. This must be Mr Bloomfield! I was surprised that he had called his young children 'Miss' and 'Master' and I was shocked that he had not spoken to me in a more polite way.

When the children and I were called into the dining room for lunch, I saw him again. He was quite a short man and was rather thin. He was between thirty and forty years of age: he had a large mouth, pale skin, dull blue eyes, and the sort of hair which is neither fair nor brown. During lunch, he complained about the food, said the kitchen servants were lazy and told his wife that she was not even capable of organising a meal. Nothing more was said and I was very glad to leave the room with the children. I was not used to hearing people talk to each other in this way. I had never felt so embarrassed and uncomfortable in my life. I did not know it at the time, but this had been a good day compared to many of the days that would follow.

(adapted from Anne Brontë, *Agnes Grey*)

SPEAKING

7 Look at the photos and do the task.

Popatrz na Zdjęcie 1. i Zdjęcie 2. Przygotowujesz reklamę, która ma zachęcić uczniów klas ósmych do zapisów do Twojej szkoły. Zdecyduj, które z poniższych zdjęć dołączysz do reklamy jako ilustrację.

Powiedz, które zdjęcie wybierasz.

Wyjaśnij, dlaczego odrzucasz drugą propozycję.



SPEAK Read the quote and explain what it means. Do you agree or disagree with it? Use the words in the word cloud.

The people will believe what the media tells them they believe.

George Orwell (English writer, 1903–1950)

headline make-up online tabloid facts campaign advertising perfect newspaper journalist appearance politician trust fiction reliable image influencer appeal commercial image appearance politician trust



7.2 Reported speech

Wypowiedzi nasze lub innych osób możemy przytoczyć dosłownie (mowa niezależna) lub pośrednio (mowa zależna).

'The article is very long,' Kelly said. → Kelly said that the article was very long.

Zarówno w języku angielskim, jak i w języku polskim, wprowadzając mowę zależną, często zmieniamy perspektywę. Dlatego należy pamiętać o zmianie zaimków osobowych i przymiotników dzierżawczych, by zdanie w mowie zależnej miało sens.

'I can lend you my pen,' said Mike. → Mike said that he could lend me his pen.

Czasowniki wprowadzające mowę zależną

Aby przytoczyć czyjeś słowa w mowie zależnej, używamy tzw. **reporting verbs**, np.: say, tell czy claim. Różne czasowniki występują w różnych konstrukcjach składniowych:

- czasownik + (to somebody) + that, np.: complain, explain, say
He **explained** that he needed a more reliable news website.
- czasownik + somebody + that, np.: inform, promise, tell
They **informed** us that the exam had been cancelled.
- czasownik + that, np.: add, admit, agree, answer, claim, comment, confirm, promise
The reporter **confirmed** that the missing girl had been found.

Zmiany w czasach gramatycznych

Jeżeli czasownik wprowadzający zdanie w mowie zależnej występuje w czasie przeszłym, wówczas należy zmienić czas gramatyczny w przytaczanej wypowiedzi.

Direct speech (mowa niezależna)	Reported speech (mowa zależna)
Present simple 'Their articles always have intriguing headlines.'	Past simple I said that their articles always had intriguing headlines.
Present continuous 'Henry is watching a show.'	Past continuous She told us that Henry was watching a show.
Past simple 'Three students agreed to appear in the programme.'	Past perfect They confirmed that three students had agreed to appear in the programme.
Present perfect 'I have never heard of this influencer.'	Past perfect Mr Parks explained that he had never heard of that influencer.
will 'We will help you with the project.'	would They promised (us) that they would help us with the project.
can 'I can lend you the magazine.'	could Susan said that she could lend me the magazine.

Inne zmiany w mowie zależnej

Jeżeli czasownik wprowadzający zdanie w mowie zależnej występuje w czasie przeszłym, poza czasami gramatycznymi należy także zmienić niektóre wyrażenia:

- okreśniki czasu i miejsca:
now – then / at that time, last (month) – the (month) before, today – that day, tomorrow – the next/following day, tonight – that night, next (week) – the following (week), yesterday – the day before, (one hour) ago – (one hour) before/earlier
- zaimki wskazujące:
this – that, these – those

7.7 Zero and first conditionals

Zdania warunkowe pozwalają opisać to, co się stanie, jeżeli spełniony zostanie określony warunek – stąd ich nazwa. Składają się z dwóch części: jedna z nich opisuje warunek, a druga rezultat. Nie ma znaczenia, która część wystąpi jako pierwsza, ale w zdaniach rozpoczynających się od rezultatu nie stawiamy przecinka, np.:

If you **come** to the party, Susan **will be** very happy.

Susan **will be** very happy if you **come** to the party.

Zero conditional

Zdania w zerowym okresie warunkowym nie opisują konkretnych sytuacji, a ogólne prawdy o nas samych lub świecie. Stosujemy je w odniesieniu do zdarzeń i czynności, które za każdym razem przynoszą ten sam skutek, np.

If I **don't understand** something, I **ask** the teacher to explain it again. (Kiedy czegoś nie rozumiem, proszę nauczyciela, by ponownie to wytłumaczył.)

Tworzenie zdań w zerowym okresie warunkowym

Warunek	Rezultat
If/When + present simple,	present simple
When you mix red and yellow,	you get orange.
Rezultat	Warunek
present simple	if/when + present simple
I have breakfast in the garden	when it is warm outside.

First conditional

Zdania w pierwszym okresie warunkowym odnoszą się do konkretnych sytuacji w teraźniejszości lub przyszłości i ich możliwych przyszłych następstw, np.

If they **cancel** the show, Mum **will be** very disappointed.

(Jeżeli odwołają spektakl, mama będzie bardzo zawiedziona.)

Tworzenie zdań w pierwszym okresie warunkowym

Warunek	Rezultat
If + present simple,	will + infinitive
If I don't order today,	they won't give me a discount.
Rezultat	Warunek
will + infinitive	if/when + present simple
I won't recommend this book	if I don't like it.

UWAGA!

Jeżeli warunek wyrażony jest zdaniem przeczącym, zamiast if ... not możemy użyć **unless** (jeśli nie; , chyba że), np.:

You'll fail the final test **if** you **don't** pay attention in class.

You'll fail the final test **unless** you pay attention in class.

Po **unless** nigdy nie stosujemy przeczenia.

- KEY WORDS

VOCABULARY 1 MP3 47

accurate	/ˈækjərət/	dokładny
article	/ˈɑːtɪkəl/	artykuł
breaking news	/ˌbreɪkɪŋ ˈnjuːz/	wiadomości z ostatniej chwili
broadcast media	/ˌbrɔːdˌkɑːst ˈmiːdiə/	media audiowizualne
confused	/kənˈfjuːzd/	dezorientowany
daily newspaper	/ˌdeɪli ˈnjuːzˌpeɪpə/	dziennik
digital media	/ˌdɪdʒɪtəl ˈmiːdiə/	media elektroniczne
follow current events	/ˌfɒləʊ ˌkʌrənt ɪˈvents/	śledzić bieżące wydarzenia
front page	/ˌfrʌnt ˈpeɪdʒ/	strona tytułowa
get the facts straight	/ˌget ðə ˈfæktz streɪt/	ustalać i weryfikować fakty
get the news from	/ˌget ðə ˈnjuːz frəm/	czerpać wiadomości z/od
headline	/ˈhedˌlaɪn/	nagłówek
interview	/ˈɪntəˌvjuː/	wywiad
magazine	/ˌmæɡəˈziːn/	czasopismo
majority	/məˈdʒɒrəti/	większość
news organisation	/ˈnjuːz ˌɔːɡənəˌzeɪʃən/	serwis informacyjny, agencja informacyjna
news website	/ˈnjuːz ˌwebsaɪt/	strona z wiadomościami
on a regular basis	/ɒn ə ˌregjələ ˈbeɪsɪz/	regularnie
online influencer	/ˌɒnlaɪn ˈɪnfluənsə/	influencer
print media	/ˌprɪnt ˈmiːdiə/	prasa drukowana
provide updates	/ˌprəˌvaɪd ˈʌpdeɪts/	aktualizować informacje
source of information	/ˌsɔːs əv ˌɪnfəˈmeɪʃən/	źródło informacji
tabloid	/ˈtæblɔɪd/	brukowiec, tabloid
tell fact from fiction	/ˌtel ˌfækt frəm ˈfɪkʃən/	odróżniać fakty od fikcji
the press	/ðə ˈpres/	prasa
(un)reliable	/ˌ(ʌn)ˈrɪəɪəbəl/	(nie)godny zaufania
visual info	/ˌvɪʒʊəl ˈɪnfə/	informacja wizualna

GRAMMAR 1 MP3 48

host	/həʊst/	prowadzić
rarity	/ˈrɪərəti/	rzadkość
trust	/trʌst/	ufać

SPEAKING MP3 49

appeal to sb	/əˈpiːl tə ˌsʌmbədi/	podobać się komuś
attract	/əˈtrækt/	przyciągać
release	/rɪˈliːs/	wydać, wypuścić
suitable	/ˈsuːtəbəl/	odpowiedni

READING MP3 50

advertise	/ˈædvətaɪz/	reklamować
advertisement/advert	/ədˈvɜːtɪsmənt/ədˈvɜːt/	reklama
advertising agency	/ˈædvəˌtaɪzɪŋ ˌeɪdʒənsi/	agencja reklamowa
advertising campaign	/ˈædvəˌtaɪzɪŋ kæmˌpeɪn/	kampania reklamowa
advertising technique	/ˈædvəˌtaɪzɪŋ tekˌniːk/	technika reklamowa
brand	/brænd/	marka
commercial break	/kəˌmɜːʃjəl ˈbreɪk/	przerwa na reklamy
consumer	/kənˈsjuːmə/	konsument
divorce rates	/dɪˈvɔːs reɪts/	statystyki rozwodów
follower	/ˈfɒləʊə/	obserwujący
matter	/ˈmætə/	mieć znaczenie
peers	/piəz/	rowieśnicy
promote a product	/prəˌməʊt ə ˈprɒdʌkt/	promować produkt
promotional campaign	/prəˌməʊʃənəl kæmˌpeɪn/	kampania promocyjna
prototype	/ˈprəʊtətaɪp/	prototyp
sense of belonging	/ˌsens əv bɪˈlɒŋɪŋ/	poczucie przynależności
service	/ˈsɜːvɪs/	usługa
special offer	/ˌspeʃəl ˈɒfə/	oferta specjalna
uptight	/ʌpˈtaɪt/	sztwywny, spięty

VOCABULARY 2 MP3 51

apply face cream/lip gloss	/əˈplai ˈfeɪs kriːm/ˈlɪp ɡlɒs/	nakładać krem do twarzy/błyszczczyk
bald	/bɔːld/	łysy
beard	/biəd/	broda
blue-eyed	/ˈbluː aɪd/	niebieskooki

braces	/ˈbreɪsɪz/	aparat ortodontyczny
brush your hair	/ˌbrʌʃ jə ˈheə/	czesać włosy
build (n)	/bɪld/	budowa ciała
cheek	/tʃiːk/	policzek
chin	/tʃɪn/	broda
curly	/ˈkɜːli/	kręcone (włosy)
cut your fingernails/toenails	/ˌkʌt jə ˈfɪŋɡəˌneɪlz/ˈtəʊˌneɪlz/	obcinać paznokcie u rąk/u nóg
dyed hair	/ˌdaɪd ˈheə/	farbowane włosy
eyebrows	/ˈaɪˌbrəʊz/	brwi
eyelashes	/ˈaɪˌlæʃɪz/	rzęsy
facial hair	/ˌfeɪʃəl ˈheə/	zarost
fair skin	/ˌfeə ˈskɪn/	jasna cera
fat	/fæt/	gruby
forehead	/ˈfɒrɪd/	czoło
freckles	/ˈfreɪkəlz/	piegi
ginger hair	/ˌdʒɪŋdʒə ˈheə/	rude włosy
heavy make-up	/ˌhevi ˈmeɪkʌp/	mocny makijaż
moustache	/məˈstɑːʃ/	wąsy
muscular	/ˈmʌskjələ/	muskularny
of medium height	/əv ˌmiːdiəm ˈhaɪt/	średniego wzrostu
overweight	/ˌəʊvəˈweɪt/	z nadwagą
pale	/peɪl/	blady
physical appearance	/ˌfɪzɪkəl əˈpiərəns/	wygląd zewnętrzny
plump	/plʌmp/	pulchny
put on/wear make-up	/ˌpʊt ɒn/ˌweə ˈmeɪkʌp/	nakładać/nosić makijaż
resemble	/rɪˈzembəl/	przypominać
round	/raʊnd/	okrągły
shave	/ʃeɪv/	golić (się)
skinny	/ˈskɪni/	chudy
slim	/slɪm/	szczupły
spiky	/ˈspaɪki/	sterczący
sporty	/ˈspɔːti/	wysportowany
square	/skweə/	kwadratowy
straight	/streɪt/	prosty
tanned	/tænd/	opalony
thin lips	/ˌθɪn ˈlɪps/	ciężkie usta
use deodorant	/ˌjuːz diˈəʊdərənt/	używać dezodorantu
wear jewellery	/ˌweə ˈdʒuːəlri/	nosić biżuterię
wide smile	/ˌwaɪd ˈsmɪl/	szeroki uśmiech

LISTENING MP3 52

add (that ...)	/æd/	dodać (że...)
admit (that ...)	/ədˈmɪt/	przyznać (że...)
agree (that ...)	/əˈɡriː/	zgodzić się (że...)
answer (that ...)	/ˈɑːnsə/	odpowiedzieć (że...)
claim (that ...)	/kleɪm/	twierdzić (że...)
comment (that ...)	/ˈkoment/	skomentować (że...)
complain (to sb that ...)	/kəmˈpleɪn/	skarżyć się (komuś, że...)
confirm (that ...)	/kənˈfɜːm/	potwierdzić (że...)
dial a number	/ˌdaɪəl ə ˈnʌmbə/	wybrać numer
explain (to sb that ...)	/ɪkˈspleɪn/	wytłumaczyć (komuś, że...)
inform sb (that ...)	/ɪnˈfɔːm/	poinformować (kogoś, że...)
remind sb (that ...)	/rɪˈmaɪnd/	przypomnieć komuś (że...)
say (to sb that ...)	/seɪ/	powiedzieć (komuś, że...)
tell sb (that ...)	/tel/	powiedzieć (komuś, że...)
violent	/ˈvaɪələnt/	agresywny

WRITING MP3 53

awkward	/ˈɔːkwəd/	niezręczny, dziwny
bright	/braɪt/	bystry
disappointing	/ˌdɪsəˈpɔɪntɪŋ/	rozczarowujący
emotional	/ɪˈməʊʃənəl/	emocjonalny
exceptional	/ɪkˈsepʃənəl/	wyjątkowy
mature	/məˈtʃə/	dojrzały
modest	/ˈmɒdɪst/	skromny
open	/ˈəʊpən/	otwarty
ordinary	/ˈɔːdənəri/	zwyyczajny
polite	/pəˈlaɪt/	uprzejmy
professional	/prəˈfeʃənəl/	profesjonalny
proud	/praʊd/	dumny
pushy	/ˈpʊʃi/	nachalny
rude	/ruːd/	niegrzeczny
selfish	/ˈselfɪʃ/	samolubny
strike sb as ...	/ˈstraɪk ˌsʌmbədi æz/	wydawać się komuś (jakimś)
vain	/veɪn/	próżny
venue	/ˈvenjuː/	miejsce imprezy
weird	/wɪəd/	dziwny

8

STAY CONNECTED



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

- Why isn't the girl paying attention to anything around her?
- Is there a question you'd like to ask her?
- What could happen next?

2  Read the comments under the photo and write one of your own.



Gusia_21

Oh, no! This is so reckless!



Heavy_Hulk

Ooops ... She's lost control!



Johnny231

The phone controls the girl ... 🤖



Luke Kadinsky

I know plenty of smartphone zombies like this.



Lala_lala_lady

Me too! It's an accident waiting to happen ... 😬

Comment



1 Match pictures a–g to the items from the box.

app comment instant messaging password profile social networking sites video game


2 **3.11** **SPEAK** Listen to five descriptions and match them to five of the items from exercise 1. Then describe the remaining two items.

1 2 3 4 5

3 **SPEAK** Do the quiz. Compare your answers in pairs. Then check your results on page 156.

What's your tech style?

- How many **apps** have you **downloaded** onto your phone?
a Fewer than 50. b 50–80. c More than 80.
- How often do you **check your phone** for **updates** and **notifications**?
a 10–20 times a day. b At least 50 times a day. c As often as I can!
- How many instant messages or texts do you send every day?
a Only a few. b At least 10. c Too many to count!
- How often do you **update your profile** on social media?
a Never, I'm too busy. b Not often. c All the time.
- Do you **tag your friends** in your photos?
a Tagging? b Sometimes. c Of course! What's that?
- Have you ever **posted a comment** or **uploaded a photo** or **video** and regretted it later?
a Yes. In fact, I **delete my posts** quite often.
b Occasionally.
c No, I always think before I post an update.
- Do you ever **share** your **personal information** on social media?
a Never ever! b Sometimes. c Very often.
- Do you know how to **set a strong password**?
a I don't use passwords on my devices – so boring.
b Yes, I use the same strong password on all my devices.
c Yes! Mine's more than 10 characters long.
- Do you know how to **change your privacy settings** or **report a problem** to the **help desk**?
a No idea what that means!
b No, I ask someone else to do it for me.
c Of course!
- Have you **installed antivirus software**?
a No, what's that?
b Not yet, but I'm going to do it soon.
c Yes, and I check it regularly.

Did you know?

- The average person has 70–100 apps on their phone.
- The average millennial checks their phone 80–150 times a day.
- Worldwide, people send 23 million text messages a day.
- People upload 657 billion photos a year to social media sites.

4 **KEY WORDS** Complete the sentences with the highlighted phrases from the quiz.

- I **deleted** my last Facebook post.
- I've never **reported a problem** to the help desk of a website.
- I haven't **set a strong password** to my social media accounts because they're too difficult to remember.
- I often **upload videos** to my social media page for my friends to watch.
- A friend **tagged** me in a photo once although I'd asked him/her not to.
- I **changed my privacy settings** after someone **commented** a mean comment on my profile.
- I have a family member who **shared** too much personal information on his/her social media.

5 **SPEAK** Decide which of the sentences in exercise 4 are true for you. Ask about the details.

I deleted my last Facebook post.
Why did you do that?
6 **SPEAK** Describe the video still and answer the questions.


- What can you say about this girl?
- How long do you think you could live without using social media?

FAST FINISHERS

Imagine you can only have four apps on your phone. Which would you choose and why? Write one sentence about each app and say why you chose it.

8.2 Grammar 1

Second conditional

1 **SPEAK** What problems do you usually have with your smartphone or computer?

2 **3.12** Listen and match conversations 1–4 to sentences a–e. There is one extra sentence.

- a I'd report a problem if I couldn't log into my account.
- b If smartphones were forbidden, I wouldn't know what to do with myself.
- c I wouldn't upload a photo unless I liked it.
- d If I wasn't allowed to post on social media, I would be OK.
- e If my parents read my posts, I would change my privacy settings.

1 ☐ 2 ☐ 3 ☐ 4 ☐

3 Look at the video still and study the grammar table and the **WATCH OUT** box. Then add two examples about yourself to the table.

Key Grammar

Drugi okres warunkowy

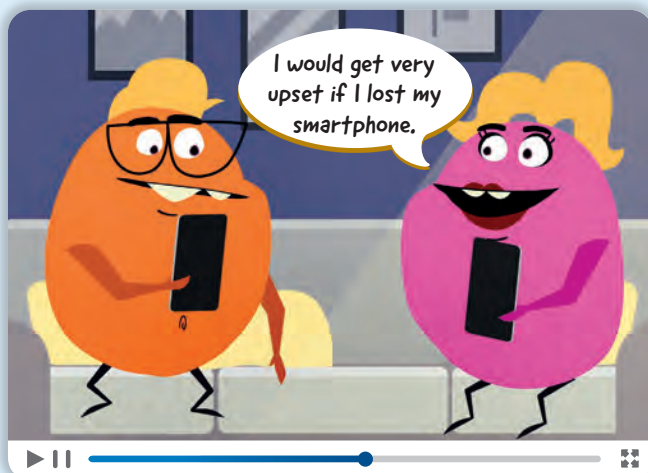
Drugi okres warunkowy (*second conditional*) stosujemy, aby mówić o mało realnych sytuacjach w teraźniejszości lub przyszłości albo pytać o nie, np.:

*If I **were** taller, I **would play** basketball.*

1

2

Warunek	Rezultat
If + past simple, <i>If I lost my smartphone,</i>	would + bezokolicznik <i>I would get very upset.</i>
Rezultat	Warunek
would + bezokolicznik <i>I would get very upset</i>	if + past simple <i>if I lost my smartphone.</i>



Grammar Reference ➤ 134

Irregular verbs ➤ 154

WATCH OUT

If I were ...

W zdaniu podrzędnym często używa się *If I were* zamiast *If I was*:

*If I **were** you, I **wouldn't** post that photo.*

4 **3.13** **SPEAK** Choose the correct options. Listen and check.

- 1 I'd text my friend if I *have* / *had* my phone with me.
- 2 If they weren't ill, they *were* / *would be* at school.
- 3 I wouldn't play video games unless I *was* / *would be* bored.
- 4 Would you be happy if your parents *write* / *wrote* comments on your social network page?
- 5 What phone *would* / *did* you buy if you had lots of money?
- 6 If you *can* / *could* choose your birthday present, would you prefer an electric scooter or a quad bike?

5 Complete the sentences with the correct forms of the verbs from the box. Use the first or second conditional.

be have let not be not let not need

- 1 I wouldn't ask you for a favour unless it *was* really necessary.
- 2 If I didn't have a social media account, I more time.
- 3 Clay won't visit you if you him know you're back in town.
- 4 I wouldn't have to charge my phone now if the battery low.
- 5 I wouldn't buy a new phone if I one.
- 6 Unless you me use your laptop, I won't be able to email Maya.

6 **SPEAK** Complete the questions with the correct forms of the verbs in brackets.

- 1 What would you do if you *read* (read) horrible comments about a classmate online?
- 2 What would you do if you (see) online bullying?
- 3 Who would you call if you (be) in trouble?
- 4 Which device would you keep if you (have to) throw all the others away?

7 **SPEAK** Ask and answer the questions from exercise 6. Write down each other's answers and then report them to the class.

If Bartek read horrible comments about a classmate online, he would ...

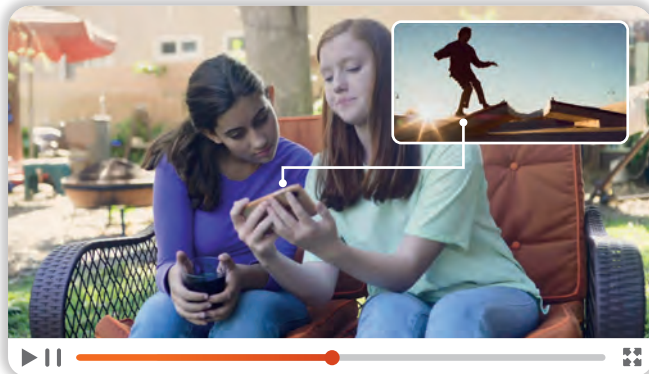
FAST FINISHERS

Answer questions 4, 5 and 6 from exercise 4. Write full sentences.

Asking for and giving advice

1 **SPEAK** Do you often ask your friends for advice? What kind?

2 **3.14** Look at the photo. What kind of advice do you think Katya is giving to Emily? Listen to the dialogue and check.



3 **3.14** Listen to the dialogue again and complete the gaps.

Katya Hey. You look **upset**. What's up?

Emily Can I ¹ *ask your advice*? My friend Alex is **mad** at me, and I ² _____.

Katya What happened?

Emily Well, I made a video of us skateboarding, and I put it online. When he found out, he was really **angry**.

Katya Maybe you should have asked him first! How would you feel if someone did that to you?

Emily A bit **annoyed** maybe, but I wouldn't really mind. I don't understand why he's so upset.

Katya Maybe he doesn't want videos of himself online.

Emily You're right, I just forgot to ask. I thought he'd be happy! What ³ _____?

Katya Well, ⁴ _____ apologise.

Emily But he isn't answering my calls! What ⁵ _____?

Katya If ⁶ _____, I'd go to his apartment. I ⁷ _____ speak to him in person.

Emily You're ⁸ _____ ... But I'm really **nervous**.

Katya You ⁹ _____ write down what you want to say first and practise it. That ¹⁰ _____.

Emily ¹¹ _____ that. Thanks!

4 **SPEAK** Study the Key Phrases box. Then practise the dialogue 2 in pairs, replacing phrases 1–11 with different Key Phrases.

Could you give me some advice? My friend Alex is mad at me. What do you think I should do?

Well, why don't you apologise?

Key Phrases

Asking for and giving advice

Asking for and accepting advice

Can I ask your advice?
 Could you give me some advice?
 I don't know what to do.
 What would you do (if ...)?
 What should I do?
 What do you think I should do?
 Do you think I should ...?
 Maybe you're right.
 You're absolutely right.
 Good idea, I'll do that.

Giving advice

If I were you, I'd ...
 You could/should/shouldn't ...
 Why don't you ...?
 That might help.
 I (don't) think it's a good idea to ...
 I (don't) think you should ...

5 **SPEAK** Ask for and give some advice about these situations. Use the Key Phrases.

- I'm playing video games instead of doing homework.
- I've forgotten the PIN for my mobile.
- I quarrelled with my parents because they limited my screen time.
- One of my classmates blocked me on social media.
- My brother keeps posting silly photos on my Facebook wall.

6 **KEY WORDS** Complete the sentences with the highlighted adjectives from the dialogue.

- I'm more than **angry** – I'm _____ at you for tagging me in the party photos!
- I'm often _____ with my best friend for not answering my texts.
- Do you usually get _____ before an important exam? I do.
- I was so _____ that you'd unfriended me on Facebook that I started to cry.

7 **SPEAK** Role-play the dialogue. Then change roles and do the task again.

Uczeń A

Kilka dni temu dwie osoby z klasy usunęły Cię z listy znajomych na Facebooku. W rozmowie ze starszym kuzynem/starszą kuzynką:

- opisz sytuację,
- podziel się swoimi przypuszczeniami, dlaczego tak się stało,
- poproś o radę, jak rozwiązać problem.

Uczeń B

Twój młodszy kuzyn/Twoja młodsza kuzynka ma problem. Udziel mu/jej kilku porad, jak go rozwiązać.

FAST FINISHERS

What were the three worst pieces of advice you have received? Note down what the problem was, whether you followed the advice, and what happened in the end.

8.4 Reading

An article about online safety

- 1 **SPEAK** What were the two biggest mistakes you have ever made while using your computer or smartphone?

- 2 **SPEAK** Name two things you can do with these things.

Speakers: *listen to music, connect to a computer, ...*

- Tablet:
- Smartphone:
- Digital camera:
- Email account:

- 3 **3.15** Complete the statements with the numbers from the box. Then read the article and check your guesses. Did anything surprise you?

23 45 75 90

- 75% of young people tag their location in photos or posts.
 - % of teenagers don't know how to change their privacy settings.
 - % of teenagers have seen online bullying.
 - % of teenagers have removed their names from photos they were tagged in.
- 4 Read the article again and choose the correct options.
- After you have posted a video,
 - you can delete all copies of it.
 - you can make sure only friends can see it.
 - other people can delete it later.
 - it is impossible to delete it everywhere.
 - What does the writer say about geotagging?
 - It means your family always know where you are.
 - You should know how to switch it off.
 - Your friends will be happy if you tag them.
 - Only your friends will see the places you go to.
 - The writer advises people
 - to only talk to friends face-to-face.
 - not to be rude when writing comments.
 - to only share personal information with friends.
 - not to write any online comments.
 - Which is not true about passwords?
 - You shouldn't share them with friends.
 - You should have a different one for each account.
 - An example of a secure password would be 'Mp55*H&m3'.
 - Not many people used the passwords 'superman' or 'football'.
 - Online bullying
 - is something you should definitely report.
 - is less common than it used to be.
 - doesn't happen as often as people think it does.
 - is more likely to be done by girls.

- 5 Read the **WATCH OUT | SKILLS** box and match the underlined reference words in the article to the people or things they refer to (1–6).

- online bullying *it*
- teens
- SamKing's friend
- Cybergirl53
- comments or videos
- passwords

WATCH OUT | SKILLS

Odkośniki

Odkośniki (*reference words*) to słowa takie jak *it, his, she, these, this, that, them, herself, one*, itd. Jeżeli będziesz w stanie wskazać, do których słów w tekście się odnoszą, będzie Ci łatwiej zrozumieć jego treść.

- 6 **KEY WORDS** Match the highlighted words from the article to their definitions. Write an example sentence for each word.

- capital letter* – the large form of a letter
Some Internet users don't use capital letters.
- the smaller form of a letter
- able to be used
- safe
- an organised series of similar things
- protection on a digital device which doesn't allow it to be used without a password

- 7 **SPEAK** Answer the questions.

- What are your thoughts after reading the statistics?
- Which of the problems mentioned in the article is most common among your friends?
- Which of the problems do you consider potentially the most serious?

FAST FINISHERS

Write a list of three DOs and DON'Ts for one of the people below.

- an elderly person learning to use the Internet
- a thirteen-year-old setting up a social media account
- your friend doing online shopping

Search the web for information about the most frequent types of Internet scams, such as the 419 scam, the software update scam, the lottery scam, phishing, or spoofing. Find out how they work and how we can protect ourselves against them. Share your findings with the class.

Digital DOs and Digital DON'Ts

23% OF TEENS
DON'T KNOW HOW TO CHANGE
THEIR PRIVACY SETTINGS

POSTING AND PRIVACY



If you post something online, it will be **available** forever. Once you've written comments or uploaded videos, people can download them. You can delete something later, but you can't delete other people's downloads! It's not just what you post that matters – who sees it is just as important.

DON'T GET PERSONAL

It's important to keep yourself safe, so never give out personal information such as your address, your phone number, your date of birth or holiday dates.



If your password is 123456 or **password**, you're using one of the top two worst passwords ever! Other popular 'bad' passwords include *superman* and *football*. If you don't use a **secure** password, your accounts won't be safe. Think of secure passwords for each account. These use a mix of **lower case** and **capital**

letters, numbers and symbols. Also, use a **pattern** or PIN **screen lock** on all your devices. Having secure passwords or screen locks is no good if you share them – don't be tempted!

75% of under-24s
GEOTAG THEIR
PHOTOS ON
SOCIAL MEDIA

Tagging your location (also called 'geotagging') in photos or posts seems like a fun way to tell your friends and family where you are – but potentially anyone could see your exact location or the places you often go. Find out how to switch geotagging off on your phone so you can control when to use it. Would you be happy if a friend tagged you without asking? Probably not! Forty-five percent of teens say they have removed their name from photos that have tagged them, so check first.



THINK FIRST

Be polite when you write comments. It's easy to be rude online, but comments can really upset people. Only say things you would say to someone face-to-face.

84% OF TEENS
HAVE SEEN
OTHERS TELL
ONLINE BULLIES TO
STOP



Bullying

Bullying on social media is more common than you might think, and girls are twice as likely to be the victims of online bullying. An astonishing ninety percent of teens have seen bullying on social media. If you see it, or someone bullies you, report it.

1,875 comments



Cybergirl153 I've seen online bullying a few times, but I didn't do anything. I regret that. If someone bullied me, I'd tell my parents.

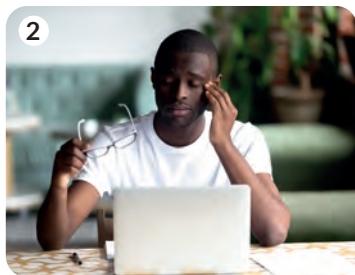


SamKing Once, I tagged a friend in a photo, and he was really embarrassed because everyone laughed at it. I always check now.

Did you know?

- There are eleven new Internet users every second.
- This year, people will spend over a billion years online. (This is everyone in the world added up).

Technology-related problems



- 1 **SPEAK** Which of the following do you spend the most and the least time on every day?

- sending messages
- checking social media
- surfing the Internet
- posting comments
- playing video games

- 2 Read texts A–C and match them to photos 1–4. There is one extra photo.

A Cyberbullying

Online abuse is more common than you may think. If someone sends you a **hurtful message** or a **threat**, you should **stand up to** the abuser, not hesitate to report him or her, and **seek help** immediately. You should also remember never to **insult** anyone on social media yourself because you never know what the other person is going through. Don't be a bully yourself!

B Video game addiction

This **disorder** is often a way to escape **stressful situations** at school or conflicts at home. Those who are affected experience **anxiety** and **anger** when the game is taken away. To **overcome** the addiction, they may need **therapy**.

C FOMO

If you can't stop checking your social media for notifications because you're afraid of missing something, you may suffer from FOMO – fear of missing out. People with this **condition**, which is also called 'fear of regret', are afraid of **missing out on** an important social opportunity, and therefore may be **unable to build relationships** in real life.

- 3 **3.16** Listen to three teenagers and match speakers 1–3 to texts A–C from exercise 2.

1 2 3

- 4 **KEY WORDS SPEAK** Divide the highlighted words and phrases from the texts into two categories: problems and solutions. Then use the words to describe what the people in the photos are experiencing.

Problems: *online abuse, hurtful message, ...*

Solutions: *stand up to sb, ...*

- 5 **KEY WORDS** Complete the sentences with one word in each gap. Use the highlighted words from the texts in exercise 2.

- Has anyone you know been a victim of online *abuse*?
- If you experienced online abuse, would you keep quiet or help?
- Do you check your phone all the time just to avoid out on an important social event?
- Which are more important for you to build at the moment – with your family or with your friends?
- Do you experience and when someone tries to stop you from playing your favourite video game?
- Is anyone you know in need of because of the way they use their social media or video games?

- 6 **KEY WORDS** Use a dictionary to complete the table. Then complete the sentences.

Verb	Noun (problem)	Noun (person)	Adjective
1	<i>abuse</i>	<i>abuser</i>	2
<i>get addicted</i>	3	4	<i>addicted/ addictive</i>

- When I realised my classmate *was abusing* other students, I immediately reported it to the teacher.
- Nicotine can be very powerful.
- Is being a Netflix good or bad?
- Today at school we had a debate on how we can prevent online .
- You should try and stand up to the – perhaps it'll make him or her stop.
- People who use language on social media must be reported to the authorities.

- 7 **SPEAK** Answer the questions from exercise 5.

FAST FINISHERS

- Choose two problems from exercise 2 and write one good and one bad piece of advice for a person experiencing them.



The extra photo in exercise 2 shows a condition called Computer Vision Syndrome. Find some information online about what causes it and how you can prevent it. Tell the class.

A radio phone-in about surviving without your mobile

- 1 **SPEAK** How old were you when you got your first mobile phone? Do you think it was too early, too late or just right?
- 2 **3.17 KEY WORDS** Read the **WATCH OUT** box and complete the texts with the highlighted phrasal verbs. Listen and check.

chill out • **hang out with** • **log off** • **meet up with**
sign out • **switch off** • **take up** • **work out**

WHAT DO YOU DO TO DISCONNECT?



Lucy

If I want to ¹ *chill out*, staring at a screen doesn't help. I go outside to relax. I try to get plenty of exercise. It's a good idea to ² a sport like volleyball or an activity like dance. When you ³, you improve your energy levels. It's fun, too.

Chatting online is fun, but it's good to ⁴ after a while. It's important to ⁵ friends in real life too! When you ⁶ friends, don't spend all the time checking your social media. It's best to ⁷ of all your social networking sites, or ideally, ⁸ your phone altogether!



Mason

WATCH OUT

Czasowniki frazowe

Rodzaje czasowników frazowych (*phrasal verbs*):

- bez dopełnienia: *I **get up** early.*
- z dopełnieniem, nierozdzielne: *I **looked at** my phone.*
*I **didn't want to miss out on** anything.*
- z dopełnieniem, rozdzielne: *He **turned off** the TV. = He **turned** the TV **off**.*

Ale uwaga: ✓ *He **turned it** off.* ✗ *He **turned off** it.*

- 3 **SPEAK** Whose advice from exercise 2 is more suitable for you? Why?
- 4 **3.18** Look at the photo and listen to a radio phone-in. Which of the statements is true?



16:30 This week in *Our World*, Sally Ann Philbin asks our listeners an interesting question – could you survive without your mobile? Got a view? Then ring or text us this afternoon.

☎ 0171 223344

- All the callers have given up using their phones for a period of time.
- All the callers are against teenagers using smartphones so often.
- All the callers are talking about whether they could stop using their phones.

- 5 **3.18** Listen again. Are the statements true (T) or false (F)?

- Elif couldn't do without a TV. *F*
- Pablo always switches off his phone at night. *T*
- Basilio thinks a digital detox would be hard if his friends weren't doing it too. *T*
- Sara uses her phone to listen to music. *T*
- Marek phones his friends a lot. *T*

- 6 **3.18** Listen again and match callers 1–5 to descriptions A–F. There is one extra description.

- A This person tried to survive without his/her phone, but something unpleasant happened.
 B This person sometimes uses his/her phone during the night.
 C This person would rather give up his/her phone than video games.
 D This person usually uses his/her phone to listen to music or play games.
 E This person would never consider doing a digital detox.
 F This person once spent a month without using his/her phone.

- | | |
|-----------|---------|
| 1 Elif | 4 Sara |
| 2 Pablo | 5 Marek |
| 3 Basilio | |

- 7 **3.19** Read the **WATCH OUT** box. Then listen to an extract from the phone-in and pay attention to the stressed words. Listen again and repeat.

WATCH OUT

Akcent zdaniowy

W zdaniu akcentowane są ważne wyrazy – te, które mówca chce podkreślić.

- 8 **SPEAK** Answer the questions.

- Which of your electronic devices could and couldn't you do without for a week? And for a month?
- Do you think it's a good idea to have technology-free time on a regular basis? Why/Why not?

FAST FINISHERS

Make a list of alternative activities you could do during a full digital detox.

Go online to check how to plan a digital detox and make it work, and what positive effects it can have. Share your findings with the class.



1 **SPEAK** What is the first thing you do when you come home from school?

2 **3.20** Listen to a report and choose the best title.

- a Screen and leisure habits in 16- to 18-year-olds
- b Social media use by 16- to 18-year-olds
- c Gaming habits in 16- to 18-year-olds

3 **3.20** Listen to the report again. Are the statements below true or false?

- 1 Almost everybody uses a smartphone. **T**
- 2 Most teens go somewhere after school. **F**
- 3 Almost nobody uses their phone for social media. **F**
- 4 Teenagers use their phones everywhere. **F**
- 5 Nowhere is technology-free. **F**

4 Look at the video still and read the sentences in exercise 3 again. Complete the missing indefinite pronouns in the grammar table. Then use them to correct the false statements from exercise 3.

Key Grammar

Zaimki nieokreślone

- Zaimków nieokreślonych (*indefinite pronouns*) używamy z czasownikiem w trzeciej osobie liczby pojedynczej, np. *Everybody is in the kitchen.*
- Inaczej niż w jęz. polskim, zaimków *nothing*, *no one/nobody* i *nowhere* używamy z czasownikami w formie twierdzącej, np. *Nobody came to my birthday party.*
- Zaimki *anything*, *anyone/anybody* i *anywhere* oznaczają *coś*, *ktoś*, *gdzieś* w pytaniach, a *nic*, *nikt*, *nigdzie* w zdaniach przeczących, np. *Have you told her anything?* No, I haven't told her *anything*.

Zdanie	Rzeczy	Osoby	Miejsca
	<i>something</i> (coś)	<i>someone/somebody</i> (ktoś)	1 (gdzieś)
	<i>everything</i> (wszystko)	<i>everyone</i> /2 (wszyscy)	<i>everywhere</i> (wszędzie)
	<i>nothing</i> (nic)	<i>no one/nobody</i> (nikt)	<i>nowhere</i> (nigdzie)
	<i>anything</i> (nic, coś)	<i>anyone/anybody</i> (nikt, ktoś)	3 (nigdzie, gdzieś)



5 Choose the correct options.

- 1 *Nobody* / *Anybody* wants to live without technology – *anyone* / *everyone* wants it!
- 2 I don't know *nobody* / *anyone* who hasn't got a smartphone.
- 3 I need to buy *something* / *nothing* for my brother. He loves gadgets!
- 4 *Anybody* / *Nobody* is allowed to use their phone in class.
- 5 Do you use your phone *somewhere* / *everywhere* you go?
- 6 *Someone* / *Everyone* was looking at their screens. *Nobody* / *Anybody* saw me.

6 Correct the sentences.

- 1 She wants to work ~~everywhere~~ near the city centre. *somewhere*
- 2 Does no one have a phone charger?
- 3 'What's wrong?' 'Anything, I'm fine.'
- 4 They didn't bring nothing to the party.
- 5 We didn't go somewhere this weekend. We stayed at home.
- 6 Someone lives in the flat. It's empty.

7 Translate into English. Use indefinite pronouns.

- 1 Nikt nie lubi poniedziałków.
Nobody likes Mondays.
- 2 Powinieneś zapytać kogoś starszego.
- 3 Zrobiłeś ostatnio coś trudnego?
- 4 Nie mogę nigdzie znaleźć ładowarki.
- 5 Byłam na zakupach, ale nic nie kupiłam.
- 6 Chcę Ci coś powiedzieć, ale nie mów nikomu.

8 **SPEAK** Complete the questions with the correct indefinite pronouns. Then answer the questions.

What would you do if:

- 1 someone asked you to do illegal?
- 2 wanted to delete all their social media accounts?
- 3 you posted you regretted?
- 4 came to your birthday party?

#BRAINTASER

Nothing is in it, but something is in it too.
Nobody is in it, but somebody is in it too.
Even, you and I are in it. What is it?



FAST FINISHERS

Make a wish list for your next birthday. Write about something you would like to get, somewhere you would like to go and someone famous you would like to meet.

- 1 **SPEAK** Describe the photo. Have you ever lost your smartphone? Did you get it back?



- 2 Study the **WATCH OUT** box and translate the sentences into Polish.

- If she was taller, she could play basketball.
Gdyby była wyższa, mogłaby grać w koszykówkę.
- If she is at home, I'll visit her.
- If I were rich, I'd buy a big house.
- If I don't know an answer to a question, I ask my classmates.
- If my brother was older, we would hang out together.

WATCH OUT**Spójnik if**

W zerowym okresie warunkowym warunek jest regularnie spełniany – **if** znaczący „kiedy”:

If I have problems, my friend helps me.

Kiedy mam kłopoty, pomaga mi mój przyjaciel.

W pierwszym okresie warunkowym warunek jest możliwy do spełnienia – **if** znaczący „jeżeli”:

If I have problems, my friend will help me.

Jeśli będę miał kłopoty, pomoże mi mój przyjaciel.

W drugim okresie warunkowym warunek jest trudny do spełnienia – **if** znaczący „gdyby”:

If I had problems, my friend would help me.

Gdybym miał kłopoty, pomógłby mi mój przyjaciel.

- 3 **Choose the correct translation.**

- I'd be grateful (gdybyś mógł zadzwonić) me later.
A if you can call B if you will call
C if you could call
- (Nikt nie chce) take part in the no-phone challenge.
A Nobody want to B Nobody wants to
C Nobody doesn't want to
- I'll definitely let you know (jeżeli będę miał) more information.
A if I have B if I will have
C unless I have
- (Czy wszyscy są) present? I've got some important news.
A Is anyone B Are everyone
C Is everybody
- (Gdyby nie podobało mi się) a photo, I wouldn't post it.
A Unless I like B Unless I liked C If I like

- 4 **Decide if the meaning of the sentences is the same (✓) or different (✗).**

- a If you lived nearby, we could hang out more often.

b We don't hang out a lot because you live far from here. ✓
- a Nobody did anything to help us.

b Everyone did something to help us.
- a We had some plans, but in the end we went nowhere.

b At first, we planned to go somewhere, but we didn't.
- a It would be a good idea to talk to your parents first.

b I'd talk to your parents if I were you.

- 5 **Choose the correct paraphrase.**

- If you didn't look at the screen so much, your eyes wouldn't hurt.

A Unless you look at the screen a lot, your eyes will hurt.

B If you stop looking at the screen, your eyes won't hurt.

C You will look at the screen more unless your eyes hurt.
- It doesn't cost anything to open an email account.

A You don't have to pay a lot to open an email account.

B You need to pay very little to open an email account.

C It costs nothing to open an email account.
- If Linda wanted to speak to Ted, he wouldn't be so upset.

A Ted is upset because Linda doesn't want to speak to him.

B Ted was upset because Linda didn't want to speak to him.

C Ted will be upset if Linda wants to speak to him.
- I don't think you should tell anyone about it.

A If I were you, I would tell someone about it.

B I think you shouldn't tell anyone about it.

C Why don't you tell someone about it?

- 6 **SPEAK** Describe a situation when:

- you found something that belonged to someone else.
- someone was using his/her phone when it wasn't allowed.

FAST FINISHERS

Draw a picture of your favourite social media page from memory. Mark its most important features. Then write short instructions for a new user.



Hi, everyone! Let me tell you what I saw today. While I was on the bus (going home from school), I saw the bus driver talking on his phone! Can you imagine! For me it was outrageous! What do you think?

GingerFoxxx / 2 hours ago / 1 comment



I can't believe it! How come a professional driver does something so reckless? From my point of view, it was extremely dangerous and someone should report it. Why? ¹ It's his job to take the passengers to their destination safely. ² It means that drivers who are making phone calls or are sending messages aren't paying attention to the road ahead of them! As a result, they are more likely to cause accidents. In fact, even changing a song on your mobile can cost people's lives.

So, if you ask me, someone should call the public transport office. ³ I'm pretty sure that he won't break the law in the future if he gets punished. And it doesn't matter whether he was using a hands-free device or not. ⁴ So, next time you see a similar situation – react! You've got my full support.

ameliel9 / 1 hour ago

1 SPEAK Is it legal or illegal to use a phone while driving in Poland? Have you ever seen a driver do it?

2 Read the statements about using mobile phones while driving. Which of them give opinions (O), and which talk about the law (L)?

- 1 You are allowed to use your mobile phone if it is fully hands-free. **L**
- 2 Mobile phones should be completely switched off while driving to avoid any distractions. **O**
- 3 Using a hand-held mobile phone while driving is illegal. **L**
- 4 Any hands-free devices need to be fully set up before you drive so you can take calls without touching the phone. **O**
- 5 It's a good idea to report drivers who take calls behind the wheel. **O**
- 6 If I was the one to decide, I'd make hands-free sets illegal too. **O**

3 Match the opinions from exercise 2 to reasons a–d. There is one extra reason.

- a A lot of evidence shows that using hands-free sets carries the same risk of accidents as hand-held phones. **O**
- b The thing is, using mobile phones makes you less focused. **O**
- c The main reason I feel this way is that a bus driver takes on a huge responsibility. **O**
- d The reason I feel this way is to stop the driver from doing it again. **O**

4 Read the forum post and complete the gaps with the sentences from exercise 3.

5 Study the Key Phrases box. Then read the forum post and comment again. Which Key Phrases did the authors use?

Key Phrases

A forum post about an event

Reporting an event

Let me tell you what happened/what I saw/what I witnessed.

I saw someone doing/using/calling ...

While I was driving/walking/waiting, something scary/outrageous/strange happened.

Giving your opinion

If you ask me, .../As far as I'm concerned, ...

To be honest, ...

I'm pretty sure that ...

Personally, I believe that ...

From my point of view, .../For me, ...

If I could/was the one to decide, I'd ...

Justifying your opinion

A lot of evidence shows that ...	If you think about it, ...
The facts suggest that ...	The reason I believe this is ...
Everybody knows that ...	The main reason I feel this way is ...
I mean, ...	The reason why ... is ...
The thing is ...	

6 Complete the forum posts. Use the Key Phrases.

CoolBeans

I had a huge argument with my parents last night. They made me close all my social media accounts today! Can you imagine? They say I can't focus on anything else! What should I do? Do your parents control your lives like this?

Blinkie17

No way! This sounds like a terrible punishment. If ¹you ask me, your parents are exaggerating. ² social media is how we spend our free time. ³ about it, this is our main source of information and contact with friends. I ⁴, this is how we function in this world, right? Talk to your parents – I'll keep my fingers crossed.

Barbara_Thompson

To ⁵, I understand why your parents did that. When I was in a restaurant the other day, I saw a group of teens sitting at a table looking at their mobiles. They weren't talking at all! From ⁶, this is not normal. The main ⁷ that we are all social animals and we need contact with other people. A lot ⁸ that teenagers don't know how to talk to one another anymore. So perhaps your parents did you a favour.

7 Express your opinion on the following situations and justify it. Use the Key Phrases.

- People speaking very loudly on the phone in public places (bus, shop, etc.)
- People using their phones while eating.
- Students secretly using their mobiles during a lesson.

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

Jadąc pociągiem na wakacje, widziałeś/widziałas małe dzieci, które przez całą drogę grały w głośne gry na telefonach rodziców, co wywołało oburzenie pasażerów. Napisz post na forum, w którym:

- opiszesz sytuację, której byłeś/byłaś świadkiem,
- przedstawisz swoją opinię na temat używania telefonów komórkowych przez dzieci,
- podasz argumenty, którymi uzasadnisz swoją opinię,
- napiszesz, jak zachowałbyś/zachowałabyś się na miejscu rodziców tych dzieci.

Długość tekstu powinna wynosić od 100 do 150 słów.

Let me tell you what I witnessed yesterday ...

WRITING PLANNER

THINK

- Pomyśl o okolicznościach zdarzenia (w jakim wieku były dzieci, w jakiego rodzaju grę grały, kto i dlaczego się oburzył, itd.)
- Zastanów się, jaka jest Twoja opinia na temat używania telefonów przez małe dzieci, i czy raczej zgadzasz się z oburzeniem współpasażerów, czy z postawą rodziców.

PREPARE

- Przy każdym podpunkcie z ćwiczenia 8. wynotuj zwroty z ramki Key Phrases, których użyjesz, by go rozwinąć.
- Zaplanuj układ swojego wpisu. Wykorzystaj wpis z ćwiczenia 4. jako wzór.

WRITE

Napisz wpis, wykorzystując notatki i zwroty z ramki Key Phrases. Pamiętaj o nieformalnych zwrotach do opisu wydarzeń i uzasadniania opinii.

CHECK

- Sprawdź swój wpis i odpowiedz sobie na pytania:
- Czy Twój wpis zawiera wszystkie informacje zawarte w czterech podpunktach polecenia?
- Czy długość wpisu wynosi 100–150 słów?
- Czy wpis zawiera zwroty charakterystyczne dla tekstów nieformalnych?

FAST FINISHERS

Imagine you are either: a) the mother/father of the children from exercise 8, or b) one of the angry passengers on the train. Write this person's reply to your forum post defending his/her point of view.

VOCABULARY

1 Choose the correct options.

- To keep your account safe, you should *set* / *share* a strong password.
- Calling Mike a nerd was very *addictive* / *hurtful*.
- Teenagers easily become *victims* / *abusers* of online hate.
- Would you report it if someone posted some rude *notifications* / *comments* on your social media profile?
- I often check the reports on weekly screen *lock* / *time* on my mobile just to make sure I'm in control.
- We do many things to make sure our online profiles are *secure* / *available*, but are they really?

GRAMMAR

2 Translate into English.

- Nobody came* (*Nikt nie przyszedł*) to school today.
- (Na twoim miejscu), I'd forgive him and move on.*
- I don't like this place – *(chodźmy gdzieś) else.*
- (Wszyscy lubią) George's jokes.*
- I'd buy a different mobile *(gdybym miał wybór).*
- I *(nie znam nikogo) who's experienced cyberbullying.*

USE OF ENGLISH

1 2 3 4 5 6 7 8

3 Choose the correct options.

- You're going to have problems with the Polish exam *if* you read all the books on the reading list.
A if
B perhaps
C unless
- Let's order a pizza today – I *used to cook* on Fridays.
A used to cook
B 'm not used to cooking
C didn't use to cook
- Can I help you? Is there *somewhere* I should call?
A somewhere
B anyone
C anything
- Later that day, I *informed, deleted* that my account *had been informed, deleted* from the platform.
A informed, deleted
B have been informed, deleted
C was informed, had been deleted
- I had invitations to three different parties last weekend, but in the end I didn't go *anywhere*.
A anywhere
B nowhere
C somewhere

4 Complete each pair of sentences with the same word.

- A We usually chill *out* in the park after school.
B Which classmates do you usually hang *out* with?
- A Have you *any* courses in digital programming?
B Tobu has recently *up* karate to get fit.
- A Rebecca Constantino *up* a non-profit organisation called Access Books.
B We *off* early in the morning because we wanted to reach Venice on the same day.
- A Who is going to play the main *in* the school play?
B If you could take *in* a special event, what would you choose?
- A Who are your favourite *in* this book?
B How many *should* a strong password have?
- A This package is too *for* me to carry upstairs.
B If you ask me, girls shouldn't wear *make-up* to school.

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

- It's never a good idea to open suspicious email attachments. **SHOULD**
You *should never open* suspicious email attachments.
- I will use your laptop only if you let me. **UNLESS**
I won't use your laptop *unless*.
- We have installed antivirus software on your PC. **HAS**
Antivirus software *has* on your PC.
- I opened this account two years ago. **HAD**
I *had* two years.
- Why don't you ignore these comments? **WERE**
Were, I'd ignore these comments.
- It wasn't a good idea to post this comment. **REGRET**
I *regret* this comment.
- I know nobody who would tag a friend on Facebook without asking permission first. **ANYBODY**
I *know anybody* who would tag a friend on Facebook without asking permission first.

LISTENING

- 6 3.21 Listen to three recordings and choose the correct options.

Text 1

- 1 Poppy is going to use an app to
 A check the bus timetable.
 B buy public transport tickets.
 C rent a bike.

Text 2

- 2 Which is not true about the speaker?
 A His classmate received some hurtful messages.
 B He advised his classmate to report online bullying.
 C He's never seen online bullying happen to anyone before.
- 3 We can expect the speaker to
 A talk to the student bullying his classmate.
 B help his classmate report the incident.
 C call off the appointment with Ava tomorrow.

Text 3

- 4 Theo's daily screen time is
 A shorter than Grace's.
 B longer than it used to be.
 C five hours on average.
- 5 According to Theo, which of the following does not help to reduce screen time?
 A Unfollowing people you don't know.
 B Hiding your phone.
 C Turning off all notifications.
- 6 From the conversation we learn
 A how much time a week the girl spends online.
 B how the boy managed to solve a problem.
 C how many followers the boy has.



SPEAKING

- 7 Read the instructions and do the task.

Uczeń A

Uważasz, że Twój przyjaciel/Twoja przyjaciółka spędza za dużo czasu, grając w gry wideo i przeglądając media społecznościowe i chcesz z nim/nią o tym porozmawiać. W czasie rozmowy porusz następujące kwestie:

- problemy przyjaciela/przyjaciółki,
- możliwe drogi wyjścia z sytuacji,
- deklaracja pomocy w problemie przyjaciela/przyjaciółki,
- propozycja wspólnego aktywnego spędzenia wolnego czasu.

Uczeń B

Uczeń A uważa, że spędzasz za dużo czasu, grając w gry wideo i przeglądając media społecznościowe. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej następujące punkty:

- poproś ucznia A o uzasadnienie opinii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty,
- dowiedz się, jakie rady na wyjście z sytuacji ma uczeń A,
- dopytaj o szczegóły pomysłu ucznia A na wspólne spędzenie wolnego czasu.



SPEAK Look at the photo on page 120.

What is the purpose of the photo? How might different people interpret it? Use the words in the word cloud.



8.2 Second conditional

Zdania w drugim okresie warunkowym odnoszą się do hipotetycznych sytuacji w teraźniejszości lub przyszłości i ich możliwych następstw. W odróżnieniu od pierwszego okresu warunkowego, drugi okres warunkowy opisuje zdarzenia i stany, które są mało prawdopodobne. Używamy go, kiedy „gdybamy” na temat teraźniejszości lub przyszłości, np.:

*I **would be** very surprised if you **deleted** your account.*

(Byłbym bardzo zdziwiony, gdybyś usunął swoje konto.)

*If they **shared** the post, more people **would see** it.*

(Gdyby udostępnili ten post, zobaczyłoby go więcej osób.)

Tworzenie zdań w drugim okresie warunkowym

Warunek	Rezultat
<i>If + past simple,</i>	<i>would + infinitive</i>
<i>If we earned more money,</i>	<i>we would live in a bigger house.</i>
<i>If you paid attention in class,</i>	<i>you wouldn't need my help.</i>
Rezultat	Warunek
<i>would + infinitive</i>	<i>if + past simple</i>
<i>She would be angry with you</i>	<i>if you uploaded this picture.</i>
<i>They would join us</i>	<i>if they didn't have to work tonight.</i>

UWAGA!

W zdaniach w drugim okresie warunkowym też możemy użyć **unless** (jeśli nie; chyba, że) zamiast **if ... not**, np.:

*He **wouldn't** text you every day **if** he **didn't** like you.*

*He **wouldn't** text you every day **unless** he liked you.*

UWAGA!

W pierwszej i trzeciej osobie liczby pojedynczej zamiast **if ... was** możemy użyć **if ... were**, np.

*If he **were** a politician, he **would** make the world a better place.*

Forma ta częściej pojawia się w wypowiedziach oficjalnych.

UWAGA!

Kiedy chcemy udzielić komuś rady, mówiąc, co zrobilibyśmy na jego miejscu, możemy zastosować zdanie w drugim okresie warunkowym rozpoczynające się od **If I were you**, np.

*If I **were** you, I **wouldn't** download any apps from this website.*
(Na Twoim miejscu nie pobierałbym żadnych aplikacji z tej strony.)

8.7 Indefinite pronouns

Indefinite pronouns (zaimki nieokreślone) służą do opisu bliżej nieokreślonych rzeczy, osób oraz miejsc. Kiedy występują w charakterze podmiotu, łączą się z czasownikiem w trzeciej osobie liczby pojedynczej, np.

*Does **anybody** know how to solve this problem?* (Czy ktoś wie, jak rozwiązać ten problem?)

Zaimki nieokreślone opisujące rzeczy:

- something** (coś) – w zdaniach twierdzących i pytaniach o charakterze prośby lub propozycji, np.:
*Brittany always has **something** interesting to say.* (Brittany zawsze ma coś ciekawego do powiedzenia.)
*Would you like **something** to drink?* (Chciałbyś coś do picia?)
- everything** (wszystko) – w zdaniach twierdzących, przeczących i pytaniach, np.
*Professor James knows **everything** about cyberbullying.* (Profesor James wie wszystko na temat prześladowania w sieci.)
- nothing** (nic) – w zdaniach przeczących, np.
*There's **nothing** left in the fridge.* (W lodówce nic nie zostało.)
- anything** (nic) – w zdaniach przeczących, np.
*I haven't posted **anything** since Monday.* (Nie opublikowałem niczego od poniedziałku.)
- anything** (coś) – w pytaniach, np.
*Would you like to change **anything**?* (Czy chciałbyś coś zmienić?)

Zaimki nieokreślone opisujące osoby:

- someone/somebody** (ktoś) – w zdaniach twierdzących, np.
*I know **someone** who could help you.* (Znam kogoś, kto mógłby Ci pomóc.)
- everyone/everybody** (wszyscy) – w zdaniach twierdzących, przeczących i pytaniach, np.
*Is **everybody** ready to go?* (Czy wszyscy są gotowi do wyjścia?)
- no one/nobody** (nikt) – w zdaniach przeczących, np.
***No one** answered the question correctly.* (Nikt nie odpowiedział poprawnie na to pytanie.)

- anyone/anybody** (nikt) – w zdaniach przeczących, np.
*I haven't tagged **anyone** in this photo yet.* (Jeszcze nikogo nie oznaczyłem na tym zdjęciu.)
- anyone/anybody** (ktoś) – w pytaniach, np.
*Does **anybody** know your password?* (Czy ktoś zna Twoje hasło?)

Zaimki nieokreślone opisujące miejsca:

- somewhere** (gdzieś) – w zdaniach twierdzących, np.
*They left the keys **somewhere** in this room.* (Zostawili klucze gdzieś w tym pokoju.)
- everywhere** (wszędzie) – w zdaniach twierdzących, przeczących i pytaniach, np.
*This service isn't available **everywhere** in the world.* (Ta usługa nie jest dostępna we wszystkich miejscach na świecie.)
- nowhere** (nigdzie) – w zdaniach przeczących, np.
*We arrived late and there was **nowhere** to sit.* (Przyjechaliśmy późno i nie mieliśmy gdzie usiąść.)
- anywhere** (nigdzie) – w zdaniach przeczących, np.
*You can't connect to wifi **anywhere** in this building.* (Nigdzie w tym budynku nie można się połączyć z wi-fi.)
- anywhere** (gdzieś) – w pytaniach, np.
*Did you go **anywhere** on Sunday?* (Czy byliście gdzieś w niedzielę?)

UWAGA!

W języku angielskim występuje zasada pojedynczego przeczenia. Oznacza to, że jeśli jakiś wyraz w zdaniu zawiera już w sobie znaczenie przeczenia, czasownik musi wystąpić w formie twierdzącej. Dzieje się tak m.in. w przypadku zaimków nieokreślonych **nothing**, **no one/nobody** oraz **nowhere**, np.:

***No one** **plays** the violin as beautifully as Ann.*

***No one** **doesn't** play the violin as beautifully as Ann.*

W języku polskim w takiej sytuacji występuje podwójne przeczenie: **Nikt nie gra na skrzypcach tak pięknie, jak Ann.**

- KEY WORDS

VOCABULARY 1 MP3 54

average	/ˈævərɪdʒ/	przeciętny
challenge	/ˈtʃæləndʒ/	wyzwanie
change your privacy settings	/ˌtʃeɪndʒ jə ˈprɪvəsi ˌsetɪŋz/	zmienić ustawienia prywatności
character	/ˈkærɪktə/	znak (na komputerze)
check your phone for sth	/ˌtʃek jə ˈfəʊn fə ˌsmʌθɪŋ/	sprawdzać coś w telefonie
delete a post	/dɪˌli:t ə ˈpəʊst/	usunąć post
download apps	/ˌdaʊnˌləʊd ˈæps/	pobierać aplikacje
help desk	/ˈhelp desk/	dział wsparcia technicznego
install antivirus software	/ˌɪnstɔːl ˌæntɪˌvaɪrəs ˈsɒftˌweə/	zainstalować oprogramowanie antywirusowe
instant messaging	/ˌɪnstənt ˈmesɪdʒɪŋ/	komunikator internetowy, czat
mean	/miːn/	podły
notification	/ˌnəʊtɪfɪ ˈkeɪʃən/	powiadomienie
post a comment	/ˌpəʊst ə ˈkɒment/	dość komentarz
reckless	/ˈrekləs/	nieostrożny
report a problem	/rɪˌpɔːt ə ˈprɒbləm/	zgłosić problem
send instant messages/texts	/ˌsend ˌɪnstənt ˈmesɪdʒɪz/ ˈteksts/	wysłać wiadomości na czacie/SMS-y
set a strong password	/ˌset ə ˈstrɒŋ ˈpɑːswɜːd/	ustawić mocne hasło
share personal information	/ˌʃeə ˈpɜːsənəl ˌɪnfəˈmeɪʃən/	udostępniać informacje osobiste
social media accounts	/ˌsəʊəl ˈmiːdiə əˌkaʊnts/	konta na portalach społecznościowych
social networking site	/ˌsəʊəl ˈnetˌwɜːkɪŋ saɪt/	portal społecznościowy
tag your friends	/ˌtæg jə ˈfrendz/	oznaczać znajomych
update	/ˈʌpdeɪt/	aktualizacja
update your profile	/ˌʌpˌdeɪt jə ˈprəʊfaɪl/	aktualizować profil
upload a photo/video	/ˌʌpˌləʊd ə ˈfəʊtəʊ ˈvɪdiəʊ/	wstawić zdjęcie/filmik
worldwide	/ˌwɜːldˈwaɪd/	na całym świecie

GRAMMAR 1 MP3 55

forbidden	/fəˈbɪdən/	zakazany
log in	/ˌlɒɡ ˈɪn/	zalogować się
low battery	/ləʊ ˈbætəri/	słaba bateria

SPEAKING MP3 56

angry	/ˈæŋɡri/	zły
annoyed	/əˈnɔɪd/	poirytowany, rozdrażniony
mad (at)	/mæd/	wściekły (na)
nervous	/ˈnɜːvəs/	zdenierowany
unfriend	/ʌnˈfrend/	usunąć ze znajomych
upset (adj)	/ʌpˈset/	smutny

READING MP3 57

astounding	/əˈstəʊnɪŋ/	zdzumiewający
available	/əˈveɪləbəl/	dostępny
bully (n, v)	/ˈbɒli/	prześadowca; prześladować
bullying	/ˈbɒliŋ/	prześadowanie
capital letter	/ˌkæpɪtəl ˈleɪtə/	wielka litera
face-to-face	/ˌfeɪs tə ˈfeɪs/	twarzą w twarz
geotagging	/ˌdʒiːəʊtæɡɪŋ/	geoznakowanie
Internet scam	/ˌɪntəˌnet skæm/	przekręt internetowy
lower case letter	/ˌləʊə ˈkeɪs ˈleɪtə/	mała litera
pattern	/ˈpætən/	wzór
screen lock	/ˈskriːn lɒk/	blokada ekranu
secure	/sɪˈkjʊə/	bezpieczny
tempt	/tempt/	kusić
upset (v)	/ʌpˈset/	zdenierować

VOCABULARY 2 MP3 58

abuse (n)	/əˈbjuːs/	złamanie się
abuse (v)	/əˈbjuːz/	złamać się
abuser	/əˈbjuːzə/	sprawca przemocy
abusive	/əˈbjuːsɪv/	obelżywy, znieważający kogoś
addict	/ˈædɪkt/	osoba uzależniona
addicted	/əˈdɪktɪd/	uzależniony
addiction	/əˈdɪkʃən/	uzależnienie

addictive	/əˈdɪktɪv/	uzależniający
anger	/ˈæŋɡə/	złość
anxiety	/æŋˈzaiəti/	niepokój, lęk
condition	/kənˈdɪʃən/	dolegliwość
cyberbullying	/ˈsaɪbəˌbɒliŋ/	cyberprzemoc
disorder	/dɪsˈɔːdə/	zaburzenie
FOMO	/ˈfəʊˌməʊ/	FOMO, strach przed wykluczeniem
get addicted	/ˌget əˈdɪktɪd/	uzależnić się
hurtful message	/ˌhɜːtfl ˈmesɪdʒ/	obraźliwa wiadomość
insult	/ɪnˈsʌlt/	obrazić
miss out on sth	/ˌmɪs ˈaʊt ɒn ˌsmʌθɪŋ/	przegapić coś
online abuse	/ˌɒnlaɪn əˈbjuːs/	złamanie się w Internecie
overcome	/ˌəʊvəˈkʌm/	przezwyciężyć
seek help	/ˌsiːk ˈhelp/	szukać pomocy
stand up to sb	/ˌstænd ˈʌp tə ˌsʌmbədi/	przeciwstawić się komuś
stressful situation	/ˌstresfʊl ˌsɪtʃuˈeɪʃən/	stresująca sytuacja
therapy	/ˈθerəpi/	terapia
threat	/θret/	groźba
unable to build relationships	/ˌʌnˌeɪbəl tə ˈbɪld rɪˈleɪʃənʃɪps/	niezdolny do budowania relacji
victim	/ˈvɪktɪm/	ofiara

LISTENING MP3 59

chill out	/ˌtʃɪl ˈaʊt/	zrelaksować się, wyluzować
hang out with	/ˌhæŋ ˈaʊt wɪθ/	wychodzić z
log off	/ˌlɒɡ ˈɒf/	wylogować się
meet up with	/ˌmiːt ˈʌp wɪθ/	spotkać się z
sign out	/ˌsaɪn ˈaʊt/	wylogować się
stare (at sth)	/steə/	gapić się (na coś)
switch off	/ˌswɪtʃ ˈɒf/	wyłączyć (się)
take up	/ˌteɪk ˈʌp/	podjąć, zacząć (uprawiać sport)
unpleasant	/ʌnˈplezənt/	nieprzyjemny
work out	/ˌwɜːk ˈaʊt/	robić trening, trenować

WRITING MP3 60

break the law	/ˌbreɪk ðə ˈlɔː/	łamać prawo
carry a risk	/ˌkæri ə ˈrɪsk/	wiązać się z ryzykiem
distraction	/dɪˈstrækʃən/	rozproszenie uwagi
do sb a favour	/ˌduː ˌsʌmbədi ə ˈfeɪvə/	zrobić komuś przysługę
exaggerate	/ɪɡˈzædʒəreɪt/	przesadzać
hand-held	/ˌhænd ˈheld/	ręczny
hands-free set	/ˌhændz ˈfriː ˈset/	zestaw głośnomówiący
keep your fingers crossed	/ˌkiːp jə ˈfɪŋɡəz ˈkrɒst/	trzymać kciuki
set up	/ˌset ˈʌp/	skonfigurować
take a call	/ˌteɪk ə ˈkɔːl/	odebrać telefon
take on a responsibility	/ˌteɪk ɒn ə rɪˌspɒnsəˈbɪləti/	wziąć na siebie odpowiedzialność
witness (sth)	/ˈwɪtnəs/	być świadkiem (czegoś)

Akronimy

Zdaniem psychologów łatwiej przyswajamy informacje przedstawione w formie wizualnej. Dlatego jeśli chcesz nauczyć się wielu słówek z tej samej dziedziny, możesz wypróbować metodę akronimów. Zapisz jeden z wyrazów w pionie jako „hasło”, a w poziomie dopisz inne słowa rozpoczynające się od kolejnych liter „hasła”. Tak przedstawione słownictwo będzie łatwiejsze do zapamiętania.

UPDATE
PATTERN
LOGIN
ONLINE
APPLICATION
DOWNLOAD



Love British food

Let's face it. British food has a rather poor reputation, especially when compared to its continental neighbours. Italian pasta, Spanish paella or French ratatouille are definitely much more elegant and popular. But do they actually taste better? Take a quick look at the guide below and you'll find out that British specialities can be just as delicious and that the saying 'British food is awful' is a mere stereotype.

1 Fish and chips



5 Ask anyone about typical British food and this is what they talk about. Fish in batter with long **thick** pieces of potato can be both street food (usually wrapped in newspaper) or a premium restaurant meal served with peas.

One thing that may surprise a tourist is the fact that the chips often have vinegar on them. This gives the meal a truly British flavour.

2 Sunday roast



15 Along with fish and chips, the roast dinner is a top British culinary experience. The central part of the meal is the meat, served with **roast** potatoes and cooked vegetables of your choice – broccoli, carrots, green peas –

all with lots of gravy. Perhaps the most unusual part of this meal is the Yorkshire pudding. While for both Brits and non-Brits *pudding* means *dessert*, in England, Yorkshire pudding is a kind of **puffy**, unsweetened cake that accompanies the main course!

3 Chip butty



fabulous! One major advantage of this snack is that it's really easy to make. Take a slice of any bread, put some butter on it, add a good handful of chips, put on your favourite sauce and cover it all with another slice of bread. Trust me, you are going to love it!

OK, it may not be the most **sophisticated** (or healthy) food, but who wouldn't like to try a sandwich with chips? It has different names in different regions (chip roll, chip bap, chip cob), but they are all equally

4 Full English



And here's another typical British meal which is far from healthy and elegant, but very tasty and able to keep your hunger away for many hours. A full English breakfast may have slightly different ingredients (depending on your preferences), but is always a combination of sausages, bacon, eggs, fried tomatoes, baked beans, fried mushrooms and toast. Clearly, it's a good way to start the day only if you don't count calories... or decide to eat very little until the evening!

40

- 1 **SPEAK** Where do these dishes come from? Which of them have you tried? Which ones would you like to try?

burger and fries chicken tikka paella pizza
ratatouille sushi tea with milk

- 2 Which of the foods from the box are in the photos? Use a dictionary to help you.

batter beans chips gravy peas
pudding vinegar

- 3 Read the introduction to the article and choose the best title.

- a Classics that every European has to try
- b A short guide to British snacks
- c Yummier than you think!

- 4 **SPEAK** Read the article quickly and rank the dishes from 1 (you would like to try the most) to 4 (you would like to try the least).

- 5 **3.22** Read the article and answer the questions.

Which of the dishes:

- a have a very simple recipe? ☐
- b may consist of different ingredients? ☐ ☐
- c contains something unexpected? ☐ ☐
- d are unhealthy? ☐ ☐
- e can be either fast food or an elegant culinary experience? ☐



- 6 **KEY WORDS** Complete the sentences with the highlighted adjectives from the text.

- 1 Giulio's is a **sophisticated** restaurant with an excellent menu and rather high prices.
- 2 Cut the bread into slices, then put some butter on them.
- 3 Your pancakes are always so ! What's your secret ingredient to make them so nice and soft?
- 4 Thanks for having us round, Mary. It was a dinner!
- 5 Can you give me the recipe for your beef? It always comes out delicious.

COMPARE CULTURES

- 7 **SPEAK** Answer the questions.

- 1 What do Polish and British food have in common?
- 2 Which Polish dish would you cook for a Brit visiting your country? Why?
- 3 In your opinion, what do other Europeans think of Polish food? Are there any stereotypes about it?

- 1 **SPEAK** Imagine you could take a break in your education for the next twelve months. What would you like to do? Use the prompts from the box or your own ideas.

do a course abroad go backpacking
help animals in a shelter learn a new language
play video games read books work in a café

- 2 **3.23** Read the article. Which of the following suggestions does the author make? Choose three answers.
- Gap years are becoming more popular.
 - Most teenagers do nothing during their gap year.
 - Taking a gap year is a good idea.
 - The definition of a gap year has changed.
 - The numbers prove that a gap year is a waste of time.
 - You can do a lot of different things during your gap year, including fun activities.

MIND THE GAP YEAR

Every year, between 200,000 and 250,000 students in the UK decide **to take time out** from their studies.

Such a break is called a 'gap year' and originally it was a year off between secondary school and university. But

- 5 nowadays, many people in their twenties either **suspend their** university **education** or decide to take a gap year after they graduate, before starting their career. And what can they do? There are plenty of opportunities! Students decide on various projects, including travelling, **doing** **voluntary work**, or learning new skills.

There are people who think that a gap year is nothing more than a waste of time. But is it? Check out the statistics below and see for yourself. Perhaps the numbers can help you make up your mind ...

- 15 61% of gappers **took a year off** to earn money.
84% **acquired new skills** they believed to be useful.
66% of students took their studies more seriously after having a gap year.
80% of students felt that their gap year helped them get
20 a good job.
60% of gappers said the gap year helped them decide what to study.
So, are you ready to develop your life and work experience? One thing is certain: a good combination
25 of travel, work and leisure can make your gap year both unforgettable and valuable.

- 3 **Read the text again and complete the sentences.**

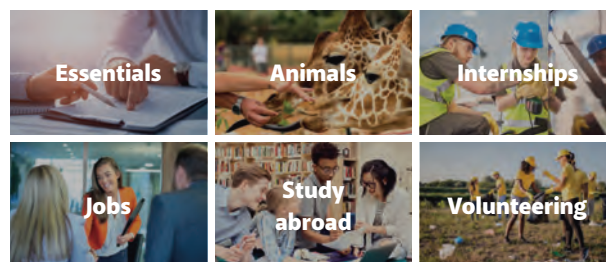
- Every year, at least 200,000 young Brits *take a gap year*.
- In the past, 'gap year' used to mean _____.
- When it comes to work, most young people claim they got _____ after their gap year.
- Academically, a gap year can help students choose _____.
- If you want your gap year to help you in your future life, you should _____.

- 4 **KEY WORDS** Complete the sentences using the highlighted phrases from the text.

- When you study before exams, remember to *take time out* to relax from time to time.
- I decided to _____ during the holiday rather than working for money.
- My mum _____ her studies to travel around Australia with my dad for a few months.
- Sometimes students have to _____ for financial reasons.
- There are lots of free online courses to help you gain knowledge and _____.

- 5 Look at the website. What information do you think you can find under each tab?

Plan your gap year!



- 6 **3.24** Listen to a dialogue and answer the questions.

- Which tabs do Julian and Elena open?
- What can you find in 'Essentials'?

- 7 **3.24** Listen to the dialogue again and decide who says the things below – Julian or Elena.

- It's difficult to plan a gap year because there are so many opportunities. *Julian*
- It's a good idea to fund your own travels.
- Internship can help develop talents.
- It's pointless to browse the essentials before making some important decisions.

- 8 **SPEAK** Which tabs on the website would you like to open and read? Why?

- 9 **SPEAK** What could a British teenager do while spending a gap year in Poland? Make a list of recommendations.

Note down three arguments for and three arguments against taking a gap year. Then research the topic online and add two more arguments to your list. Share your list with the class. State your own opinion.



Against a brick wall

- 1 **SPEAK** Do you consider graffiti a form of art or an act of vandalism? Why?
- 2 **3.25** Read the biography of a world-famous street artist. Then listen to an extract of a radio programme and correct the mistakes in the biography.

Who is he?

The identity of Banksy remains unknown. He was probably born in Bristol, England, around 1964. He became famous for his controversial and political street art created in the late 1980s. Since then, there has been a lot of speculation about Banksy's identity, but he has managed to keep it a secret – often in a very polite way. When in 2010 *The Independent* put him on the list of 100 most influential people in the world, Banksy sent them his photo ... with a band over his eyes.

Artwork

Banksy began his career as a graffiti artist in the early 1990s in London's graffiti gang DryBreadZ Crew. His early works were largely freehand, but later he started using stencils, which is how his most famous pieces were made. His signature style is characterised by powerful images, often eco-friendly and combined with slogans. His work often criticises war, capitalism, hypocrisy and greed, which makes Banksy not only an artist, but also a politician.

- 3 **3.26** Read the article below and choose the best summary.
- a While there are many contemporary street artists, just Banksy deserves attention and admiration.
 - b Banksy may be very popular, but there are other just as talented graffiti artists in the world.
 - c The artists who followed Banksy's style have become just as popular, and their work is even better.



- 4 Read the article again and answer the questions.

Which of the artists:

- 1 studied art? ☐ ☐
- 2 became popular after painting someone famous? ☐ ☐
- 3 isn't going to create anything else? ☐
- 4 were directly compared to Banksy? ☐ ☐
- 5 had proper exhibitions? ☐ ☐

- 5 **KEY WORDS** Match the highlighted adjectives from the article to definitions 1–6.

- 1 underground – secret and sometimes illegal
- 2 dead – dead
- 3 including a wide range of different things – including a wide range of different things
- 4 continuing for many years – continuing for many years
- 5 modern, relating to the present – modern, relating to the present
- 6 in opposition to government – in opposition to government

- 6 **SPEAK** Do you have any interesting graffiti or murals in your area? If so, what do you think of them? If not, would you like to? Why/Why not?

RESEARCH
IMPULSE

Search online for the works of the artists from the article. Whose style do you like the most? Which particular pieces do you consider the best? Why?

A NEW GENERATION

Everyone knows Banksy. And everyone loves him. He's one of the most **rebellious** and most creative **contemporary** street artists and his (or maybe her?) secret identity, dark humour, and social activism are widely appreciated. But hey! The world of street art and graffiti has much more than just Banksy to offer – it is deep and rich and **varied**.

A **Shepard Fairey** is an American graphic artist with a professional education – he graduated from the Rhode Island School of Design in 1992 with a BA in Illustration.

The work of art he is particularly famous for is a 2008 portrait of the presidential candidate Barack Obama, with the word 'Hope' on it. Fairey's fame in pop culture was also brought on by his clothing brand – OBEY. But he is much more than a designer from LA – his pieces can be found in top museums in both the USA and the UK.

B **Bambi**, a London-based street artist, received an undergraduate degree from the City and Guilds of London Art School and her MA degree at the University of Arts. She first gained popularity in 2010, when her portrait of the **late** singer Amy Winehouse appeared in Camden Town (a district of London). Bambi is often called 'the female Banksy', but since she doesn't like this nickname, she tends to call Banksy 'the male Bambi.' One way or another, it's impossible not to notice the similarities between the two artists – they both criticise political events and social inequalities.

C **King Robbo** was an English **underground** graffiti artist, famous not only for his works, but also for his **long-lasting** 'battle' with Banksy. The way they fought was a truly artistic one – when one of them created something, the other painted something else over it! Their street war continued for years, and it actually put a spotlight on Robbo, whose artworks made their way to one of the London galleries. Sadly, Robbo died in 2014 at the age of forty-four.

1 **SPEAK** Make a list of five high-tech companies. What are they known for?

2 Look at the words in the box. All of them appear in the article. Can you guess what the article is about just by looking at the words?

employee nap room perks productive
staff workplace

3 **3.27** Read the article and match headings a-e to paragraphs 1-3. There are two extra headings.

- a Creating good habits
- b Free of charge restaurants
- c A funfair without tickets
- d Sport-oriented campus
- e Chill-out interiors

4 **KEY WORDS** Complete the sentences with the highlighted words from the article.

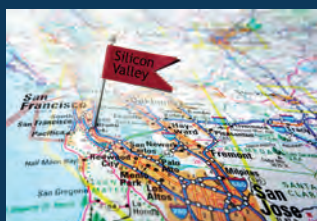
- 1 Marcus, go home, take a nap and come back tomorrow, *well-rested* and ready for school.
- 2 The new phone the previous version, but it's slightly bigger.
- 3 With all of these perks, you can this company is so highly appreciated among workers.
- 4 The apartment is small, but the rent is OK, and it's right away.
- 5 Is tobacco advertising everywhere in the world now?

5 **SPEAK** Answer the questions.

- 1 Why do you think Google offers so many things for free?
- 2 Which of the perks would you use the most often if you worked for Google?
- 3 What do you think of workers taking a break for a nap or a swim during office hours?
- 4 Could such a company exist in Poland?

Find out in which other cities in the world Google has its offices. What do you like the most about each of them? Tell the class.

Did you know?



Silicon Valley is a region in Northern California, the USA, where many IT companies are located. It is considered a global centre of high tech and innovation.

Just Google it!

When you look for information online, you most probably use Google. But Google is not only the most popular search engine in the world. It is also an American tech giant, often considered the best company to work for!

1

Google Mountain View Campus is situated in Silicon Valley, California.

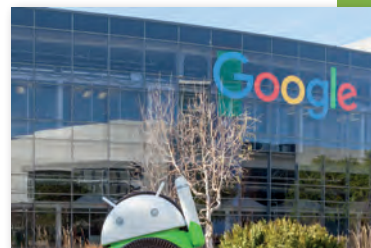
The moment you see it, you can immediately **tell why** people consider it the best workplace ever, because it actually **resembles** a theme park more than the headquarters of the most successful technology company. Multi-coloured sunbeds and colourful bikes (called gBikes) to travel around the campus for free not only look great, but they keep Google employees happy. There are many more perks which Google offers – fitness and wellness centres, group cooking classes, free meals, a bowling alley, beach volleyball and coffee tasting.



2

As a tourist, you can take a tour of the Google campus, but entry to the offices is **prohibited**.

Those who have been inside say that, just as on the outside, all of the offices are colourful and employee-friendly. For instance, the conference rooms are named after films. Apart from that, there is plenty of relaxation space. Whenever the staff feel like it, they can make use of nap rooms, massage chairs, swimming pools and much more. Clearly, Google believes that a **well-rested** worker is more productive.



3

Google takes good care of its employees not only by providing lots of things for free and by helping them chill out, but also by teaching them to become healthier and more eco-friendly.

It does this by, for example, making healthy snacks more **available** than sweet ones and by planting organic gardens in which fresh vegetables for campus restaurants are grown. In 2009, it was reported that Google had rented some goats to mow their overgrown lawns instead of using lawn mowers! Can you believe it?



Speaking tests

Units 1–2

🕒 2 minuty

Rozmowa wstępna

SPEAK Answer the questions.

- 1 What is the recipe for something you really like eating?
- 2 Who is the bravest person that you know?
- 3 Who do you admire the most? Why?
- 4 How do you deal with stress?

🕒 4 minuty **Zadanie 1.**

Rozmowa z odgrywaniem roli

SPEAK Do the task. Then change roles and do the task again.

Uczeń A

Wraz z kolegą/koleżanką ze Stanów Zjednoczonych zamierzacie przygotować Wasz wspólny urodzinowy obiad dla rodziny i przyjaciół. W rozmowie z uczniem B omów poniższe cztery kwestie:

- termin i miejsce,
- menu,
- podział obowiązków,
- lista gości.

(Rozmowę rozpoczyna uczeń A)

Uczeń B

Jesteś kolegą/koleżanką ucznia A ze Stanów Zjednoczonych. Obchodzicie urodziny w tym samym dniu. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- zapytaj ucznia A o opinię w jednej kwestii,
- nie zgódź się z uczniem A, tak aby musiał zaproponować inne rozwiązanie,
- nie odpowiada Ci termin, który proponuje uczeń A,
- nie chcesz wydać zbyt dużo pieniędzy na produkty spożywcze.

🕒 3 minuty **Zadanie 2.**

Rozmowa na podstawie ilustracji

SPEAK Describe the photo and answer the questions. Then change roles and do the task again.



- 1 Is it OK to keep your phone next to your bed? Why/Why not?
- 2 What do you do when you can't fall asleep?
- 3 Tell us about the last time you did something to improve your health.

🕒 5 minut

Zadanie 3. Rozmowa na podstawie materiału stymulującego

SPEAK Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1. i Zdjęcie 2.

Twoja klasa organizuje serię spotkań z lokalnymi bohaterami, czyli osobami, które w jakiś sposób pomagają innym i poświęcają swój czas dla lokalnej społeczności. Wyraź swoje zdanie na temat poniższych zdjęć, które będą mogły być wykorzystane do promocji wydarzenia.

- Wybierz to zdjęcie, które będzie, Twoim zdaniem, bardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- 1 What do you usually use the computer for?
- 2 Many people believe that doctors do not get enough money for their work. Do you agree? Why/Why not?

🕒 2 minuty

Rozmowa wstępna

**SPEAK** Answer the questions.

- 1 What was the best and the worst thing about your primary school?
- 2 What is the most useful device that you have?
- 3 Would you like to become a scientist in the future? Why/Why not?
- 4 What are the qualities of a good student?

🕒 4 minuty

Zadanie 1.

Rozmowa z odgrywaniem roli

**SPEAK** Do the task. Then change roles and do the task again.**Uczeń A**

Chcesz zapisać się na wolontariat, aby pomagać osobom niepełnosprawnym. W rozmowie z pracownikiem/pracownicą fundacji (ucznem B) porusz poniższe cztery kwestie:

- wymagania dla wolontariuszy,
- obowiązki,
- metody kontaktu z biurem,
- terminy spotkań.

(Rozmowę rozpoczyna uczeń B)

Uczeń B

Jesteś pracownikiem/pracownicą fundacji, która opiekuje się osobami niepełnosprawnymi i organizuje im czas wolny. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jednej kwestii,
- nie zgódź się z uczniem A, tak aby musiał zaproponować inne rozwiązanie,
- nie odpowiada Ci forma kontaktu, którą proponuje uczeń A,
- nie znasz jeszcze wszystkich szczegółów.

🕒 3 minuty

Zadanie 2.

Rozmowa na podstawie ilustracji

**SPEAK** Describe the photo and answer the questions. Then change roles and do the task again.

- 1 Which is more effective, in your opinion: learning from books or from the Internet?
- 2 What could the school do to encourage students to read more books?
- 3 Describe a situation when you tried learning a new skill.

🕒 5 minut

Zadanie 3.

Rozmowa na podstawie materiału stymulującego

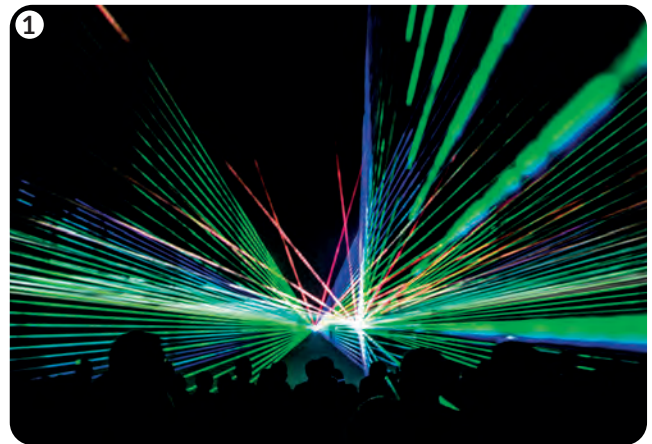
**SPEAK** Do the task and answer the questions.

Then change roles and do the task again.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Twoja klasa wygrała szkolny konkurs i w ramach nagrody może wybrać się na jednodniową wycieczkę, za którą zapłaci szkoła. Masz do wyboru trzy atrakcje.

- Wybierz tę atrakcję, która będzie, Twoim zdaniem, najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe opcje.



- 1 Do most students like school trips, in your opinion? Why/Why not?
- 2 Some people say professional gaming is not a real job. Do you agree?

Speaking tests

Units 5–6

🕒 2 minuty

Rozmowa wstępna

SPEAK Answer the questions.

- 1 Which foreign countries would you like to visit the most?
- 2 How do you like spending your summer holidays?
- 3 What do you like photographing? Why?
- 4 Why do people become professional artists?

🕒 4 minuty **Zadanie 1.**

Rozmowa z odgrywaniem roli

SPEAK Do the task. Then change roles and do the task again.

Uczeń A

Twój kolega/Twoja koleżanka z Anglii (uczeń B) chce w najbliższy weekend zwiedzić Warszawę. Planujecie wspólną wycieczkę do tego miasta. W rozmowie z uczniem B porusz poniższe cztery kwestie:

- środki transportu,
- zakwaterowanie,
- atrakcje,
- koszty.

(Rozmowę rozpoczyna uczeń A)

Uczeń B

Jesteś kolegą/koleżanką ucznia A z Anglii i chcesz w najbliższy weekend zwiedzić Warszawę. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jednej kwestii,
- nie zgódź się z uczniem A, tak aby musiał zaproponować inne rozwiązanie,
- nie odpowiada Ci zakwaterowanie, które proponuje uczeń A,
- chcesz pójść do muzeum nauki.

🕒 3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji

SPEAK Describe the photo and answer the questions. Then change roles and do the task again.



- 1 Do you ever use paper maps? Why/Why not?
- 2 How do you and your family usually get around a city you visit on holiday?
- 3 Tell us about a situation in which you or someone you know got lost while travelling.

🕒 5 minut

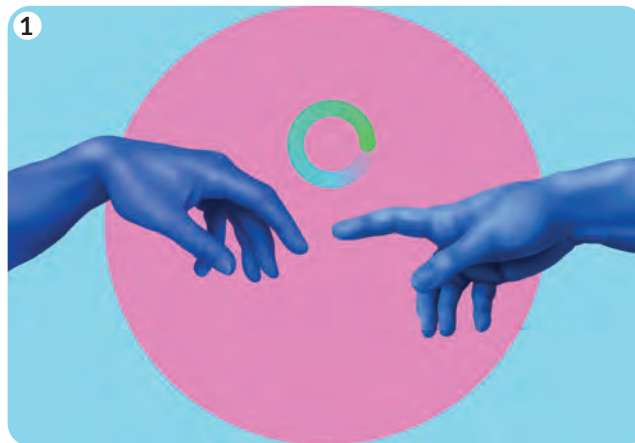
Zadanie 3. Rozmowa na podstawie materiału stymulującego

SPEAK Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Urządzasz swój pokój i chcesz powiesić na ścianie plakat. Masz do wyboru trzy plakaty.

- Wybierz ten plakat, który będzie, Twoim zdaniem, najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 1 Should there be more art classes in school?
- 2 Some people say modern art is too difficult to understand. Do you agree?

🕒 2 minuty

Rozmowa wstępna

**SPEAK** Answer the questions.

- 1 What are the good sides of social networking sites?
- 2 Would you prefer to be a news reader or a reporter?
- 3 What are the current events in your country at the moment?
- 4 What kind of information do you think is OK to make public on your profile?

🕒 4 minuty

Zadanie 1.

Rozmowa z odgrywaniem roli

**SPEAK** Do the task. Then change roles and do the task again.**Uczeń A**

Wraz z kolegą/koleżanką z Anglii (uczeń B), którego/którą poznałeś na wymianie studenckiej, przygotowujesz reklamę filmową szkoły, która organizuje takie wyjazdy. W rozmowie z uczniem B porusz poniższe cztery kwestie:

- czas trwania,
- odbiorca,
- wygląd osób występujących w reklamie,
- potrzebny sprzęt.

(Rozmowę rozpoczyna uczeń A)

Uczeń B

Jesteś kolegą/koleżanką ucznia A z Anglii. Zostaliście poproszeni/Zostałyście poproszone o przygotowanie reklamy szkoły, która organizuje wymiany studenckie. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jednej kwestii,
- nie zgódź się z uczniem A, tak aby musiał zaproponować inne rozwiązanie,
- nie odpowiadaj Ci wymagania dotyczące wyglądu aktorów, które proponuje uczeń A,
- nie chcesz wydawać pieniędzy na wypożyczenie sprzętu.

🕒 3 minuty

Zadanie 2.

Rozmowa na podstawie ilustracji

**SPEAK** Describe the photo and answer the questions. Then change roles and do the task again.

- 1 Which celebrity would you like to take a photo of?
- 2 Do you think that no private life is a fair price for being rich and famous?
- 3 Tell us about a situation when someone did not respect your privacy or the privacy of someone you know.

🕒 5 minut

Zadanie 3.

Rozmowa na podstawie materiału stymulującego

**SPEAK** Do the task and answer the questions.

Then change roles and do the task again.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Twój kolega zakłada profil na portalu społecznościowym i wybiera zdjęcie profilowe. Wyraż swoje zdanie na temat poniższych propozycji.

- Wybierz to zdjęcie, które będzie, Twoim zdaniem, najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



2



3



- 1 Why do you think teenagers make friends through social networking sites?
- 2 People think that very long screen time is bad for teenagers. Do you agree?

0.1 Present simple and present continuous

1 Choose the correct options.

- Someone *knocks* / *is knocking* at the door. Who is it?
- I *think* / *I'm thinking* this café is the best in town.
- How often *do you play* / *are you playing* team sports?
- We can't go out – it *rains* / *is raining* really hard.
- I *rarely go* / *I'm rarely going* to bed before midnight.
- Come in! I *don't study* / *I'm not studying* right now.

2 Write questions about the underlined parts of the sentences.

- I like John very much. *Who do you like very much?*
- Beth is studying French.
- Thomas watches TV every day.
- My brothers listen to heavy metal.
- Paul and Steve go to the gym regularly.

3 Complete the sentences with the correct present simple or present continuous forms of the verbs from the box.

not do go have listen (x2) prefer

- I go swimming twice a week after school.
- Which sport Lucy likes, football or tennis?
- I can't talk to you now. We are having dinner – sushi, my favourite!
- Ali doesn't like any sports, but he likes watching them.
- My dad hardly ever listens to pop music, but he prefers to Rihanna right now.

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

- How often *do you go to concerts* (you / go / concert)?
- Who listens (listen / music) so loud?
- I'm afraid I don't play (not / play / piano) or any other instrument.
- Where Lucy goes (Lucy / go)? Isn't it too late to go out?
- What kind of films do you like (your dad / like)?



0.2 Comparatives and superlatives

1 Complete the sentences with the correct forms of the adjectives and adverbs in brackets.

- It's minus eight degrees outside, so you need a warmer (warm) jacket.
- Unfortunately, these shoes are more comfortable (comfortable) than I expected. I want to return them.
- I often wear this top in the summer because of the material – it's thinner (thin) top I have.
- The new model works more badly (badly) and more slowly (slowly) than the old model.
- This is a better (good) clothes shop in town.
- Good quality jeans are usually more expensive (expensive) than poor quality jeans.

2 Correct the mistakes in the sentences. One sentence is correct.

- Buying second-hand clothes is usually cheaper ~~more cheap~~ than buying new clothes.
- I believe football isn't as exciting how baseball.
- Some people say that English is the most easy language to learn.
- Personally, I think that the most comfortable way to travel is by car.
- Are these trousers enough big, or do you want to try another pair?
- Megan isn't very good at science. She's more good at art.

3 Choose the correct translation.

- I'm afraid these activities are too easy (*są zbyt łatwe*) for your level.
A are too easily
B are easy enough
C are too easy
- This suitcase is the lightest (*jest najlżejsza*) of all.
A is the lightest
B is lighter
C is heavier
- Who is the youngest (*jest najmłodszy*) in your class?
A is the least old
B is the youngest
C are younger
- As always, George is getting ready the slowest (*najwolniej ze wszystkich*).
A the slowest of all
B slowest than others
C the most slowly of all

0.3 Past simple

1 Use the prompts to make sentences with **was** and **were**.

- Paul / late for school / yesterday
Paul was late for school yesterday.
- we / not / busy / weekend
- the nurse / nice / to you / ?
- why / you / so tired / last night / ?
- my dad / soldier

2 Complete the table.

Present	Past simple
¹ buy	bought
choose	² _____
cut	³ _____
forget	⁴ _____
give	⁵ _____
⁶ _____	knew
⁷ _____	saw
⁸ _____	sang
write	⁹ _____

3 Change the sentences into the past simple. Replace the underlined words with the words in brackets.

- Do you go out a lot? (last night)
Did you go out last night?
- I eat pizza very often. (yesterday)
- Who studies French in your class? (last year)
- Who does Tom invite to his home? (his last birthday party)
- My sister doesn't have breakfast on school days. (this morning)

4 Complete the text with one word in each gap.

I got my first job when I ¹ was sixteen. Both of our local postmen ² _____ sick, and I took their duties for two months in the summer. Every day, I ³ _____ up at six, and I delivered letters to all my neighbours. To be honest, I ⁴ _____ not realise that the job was so hard! In the evenings, all of my friends ⁵ _____ in the park playing and having fun, but I ⁶ _____ too tired to go. Believe it or not, I ⁷ _____ to sleep before eight o'clock every day!



0.4 Articles

1 Complete the sentences with **a/an**, **the** or no article (-).

- My grandparents live in a small town. _____ town is beautifully located.
- We are going on _____ trip to _____ mountains very early tomorrow. I need to be in _____ bed before nine.
- During my next holiday, I'd like to visit _____ London and _____ Paris. I'd like to go to _____ seaside, too.
- I rented _____ tiny room for _____ students. There was only _____ table and _____ bed in _____ room.

2 Correct the mistakes in the sentences.

- I spent ~~the~~ ^a month in ~~the~~ ^{the} United States.
- I have the problem. Can you help me?
- I'm afraid there is nobody at the home. Can you come later?
- I enjoy getting up in the morning, watching sun go up.
- To get to a centre faster, we can go by a car.
- My older brother is the police officer.

3 Complete the text with **a/an**, **the** or no article (-).

I live in ¹ - Los Angeles - it's ² _____ city on ³ _____ west coast of ⁴ _____ USA. In the past, it was ⁵ _____ very small place - only 141 inhabitants! It was in ⁶ _____ countryside and there were no buildings. Most of the residents were ⁷ _____ farmers. But when people started making ⁸ _____ films in ⁹ _____ Hollywood, it became very popular. Today, about 4 million people live in ¹⁰ _____ city.

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

- I want to book a house by the (house / by) sea for the summer holidays.
- Can I borrow this book _____ (for / week)?
- Mateusz works as _____ (surgeon / in) Netherlands.
- The weather is beautiful. Let's have _____ (dinner / garden).
- I _____ (see / accident) yesterday.

1.2 Quantifiers

1 Choose the correct options.

- There's rice in the bowl – you can have some for lunch.
a much b a lot of c many
- We don't recycle cans in our school.
a a few b some c any
- There are bananas in the fridge.
a a few b a little c too little
- We've got fantastic canteen at school, with great food.
a a b an c any
- We don't use salt in our cooking.
a some b many c much
- Grandma eats something sweet after meal.
a any b every c some
- I have rather friends in my school.
a many b little c few

2 Complete the second sentence so that it means the same as the first one. Use *too much*, *too many* or *(not) enough*.

What would you like to change about your diet?

- 'I have hamburgers and fries too often. I eat *too much* fast food.'
- 'Three of my daily meals are sandwiches. I eat sandwiches.'
- 'I drink too little. There isn't water in my daily menu.'
- 'I have too many sweets. There's sugar in my diet.'
- 'I need more vegetables in my diet. I don't eat vegetables.'
- 'I feel eating two thousand calories a day is not a good idea. There are calories in the food I eat.'

3 Complete the blog post with one word in each gap.



It feels like I'm on a diet all the time. I don't eat ¹ bread, I have a ² of fruit and vegetables every day, I skip supper, and so on. But there are no effects! A ³ days ago, I read an article about dieting. It said that

we can only lose weight if we are healthy, and it's not necessary to count ⁴ calorie at all. We can even have a ⁵ chocolate every now and then, as long as our other habits are healthy. For example, now I know that, like most teenagers, I don't get ⁶ sleep. So, my new life starts ... NOW! Keep your fingers crossed!

1.7 Gerunds and infinitives

1 Complete the sentences with the correct forms of the verbs in brackets. Use gerunds or infinitives. Give reasons for your answers.

- I enjoy *going* (go) for walks in the mountains.
gerund after like, love, etc.
- I'd find it hard (stop) eating chocolate. I love it!
- My brother hopes (become) a doctor in the future.
- Abi has gone to the shops (buy) some milk.
- We're thinking of (have) a party for my birthday.
- (get up) early for school is always difficult for me!

2 Correct the mistakes in the sentences. Two sentences are correct.

- I can't stand *staying* ~~to stay~~ indoors all day.
- We agreed meeting outside the cinema at eight o'clock.
- Are you interested to learn another language?
- When I'm on holiday, I miss seeing my friends.
- To listen to music is one of my favourite hobbies.
- I'd like to have a part-time job to earning some extra money.
- I don't like martial arts. I prefer playing in a team.

3 Choose the correct options.

My top tips for a healthy life

- It's important ¹ at least eight hours a night, but sometimes we just don't have the time. I'm usually tired when I get home from school, but a nap (5–10 minutes) gives me back energy.
- Did you know that ² is good for your heart? When I finish ³ my homework, I often turn on the TV and watch a comedy! It's impossible ⁴ bad when you're laughing!
- If you're stressed, you can relax by ⁵ quietly in a chair for ten minutes. It helps me when I'm worried about ⁶ for an exam, for example. (I suggest ⁷ your phone though!)

- | | | |
|-----------------|---------------|------------|
| 1 A to sleep | B sleeping | C sleep |
| 2 A to smile | B smiled | C smiling |
| 3 A did | B doing | C to do |
| 4 A feeling | B feel | C to feel |
| 5 A sitting | B siting | C sit |
| 6 A study | B studies | C studying |
| 7 A to turn off | B turning off | C turn off |

2.2 Used to

- 1  Complete Aiden's memories from his childhood holidays with the correct forms of *used to* and the verbs in brackets.



- We *didn't use to visit* (not visit) the same place every year. We (go) to different places.
- We (stay) in an apartment or in a hotel.
- I (swim) in the sea and play in the sand. I (love) building sandcastles!
- We (not play) board games or cards in the evenings. We (walk) by the sea.
- I (eat) ice cream every day!
- And you? How (you / spend) summer holidays in the past?
- (your family / have) any favourite places?

- 2  If possible, complete the sentences with *used to* and the verbs in brackets. If not, use the past simple.

- I *didn't use to work* (not work) hard. I (be) lazy.
- I (be) more sociable. I (go) out a lot.
- I (rescue) a cat from a tree once. I (be) brave, but now I'm not.
- My friends (be) more reliable than now. They (help) me when I needed them on a few occasions.
- My parents (not be) enthusiastic about my career plans. At some point, they (tell) me to look for a different job.

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

A friend of mine, Ginnie, changed completely a few years ago. She is now very positive and enthusiastic ¹*about* everything, but she didn't ² to be so optimistic. When I met her, she ³ in primary school and she seemed very calm and rather unsociable. In those days, she ⁴ to spend most of her time alone. When we ⁵ school, she moved to a different city. And then, when I ⁶ her again three years later, I hardly recognised her! She was no longer the shy and quiet girl she used to ⁷. She was sociable and confident, and I got on well with her right away.



2.7 Past continuous

- 1 Choose the correct options.

- What *did you do* / *were you doing* last weekend?
- We *had* / *were having* dinner when the doorbell rang / *was ringing*.
- I *found* / *was finding* some old photos while I *tidied* / *was tidying* my room.
- Where *did you go* / *were you going* when you fell / *were falling* off your bike?
- When I first *saw* / *was seeing* Abby, she *wore* / *was wearing* her school uniform.

- 2  Complete the text with the correct past simple or past continuous forms of the verbs from the box.

ask become do go listen not be
not have sit write

Ed Sheeran is a celebrity now, but his life wasn't always like this. At school, he ¹*didn't have* many friends, and he ² very confident.

But he loved music, and while other kids his age ³ sports, he ⁴ to music and ⁵ songs.

When Ed was older, he ⁶ to London, and later to the USA to start his music career. One day, he ⁷ in a radio studio when the presenter ⁸ him to sing something. That was the beginning of his success. That's how a shy boy ⁹ one of the most successful singers in the world.



- 3  If possible, complete the sentences with *while*. If *while* is not possible, use *when*.

- I was listening to Ed Sheeran's new album *when* a friend called.
- I fell asleep I was watching TV last night.
- we were waiting for the train, we ate our sandwiches.
- My mum was driving to work she saw an accident.
- we arrived at the party, everyone was already dancing.
- My parents met they were teaching English in Japan.

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

- While I was watching* (while / I / watch) TV, I got a lot of messages.
- I visited the Eiffel Tower (when / I / go) Paris.
- Colin broke his arm while (he / play tennis).
- We were walking to school (when / we / see) an accident.
- This time yesterday, (I / run) in the park.

3.2 Present perfect with ever/never/just/already/yet

- 1 Complete the email with the correct forms of the words in brackets. Use the present perfect.

Hi, Gran,
 We ¹ *'ve just met* (just / meet) our host families, but we
² *haven't unpacked* (not unpack / our bags / yet). I ³ *haven't sent* (just / send) an email to Mum, too. We ⁴ *haven't had* (not have / any Italian classes / yet), but we
⁵ *have seen* (already / see) the Colosseum. (We saw it on the bus on the way from the airport.) It's amazing!
 I can't wait to try the local food. Martin
⁶ *has already had* (already / have) ice cream, but I'm waiting until after dinner.
 I ⁷ *have never eaten* (never / eat) a real Italian pizza.
 Anyway, I should go now.
 Please look after my goldfish for me.
 Love,
 Lily



- 2 Complete the sentences with the correct present perfect or past simple forms of the verbs in brackets.
- My dad *has never taken* (never / take) French lessons, but he speaks quite good French.
 - We *have seen* (see) a great film last night.
 - George *stayed* (stay) at home yesterday because he was sick.
 - I *finished* (already / finish) my homework. It didn't take long.
 - I have conversations with a native speaker, but my accent *hasn't improved* (not get better / yet).
- 3 Choose the correct paraphrase.
- Have you done your homework yet?
 A Did you start doing homework?
 B Have you finished your homework?
 C Have you ever done this homework before?
 - Fraser has just gone to the shop.
 A Fraser has been to the shop today.
 B Fraser hasn't come back yet.
 C Fraser came back from the shop a while ago.
 - Sofia has loved learning English since she was a kid.
 A Sofia doesn't like learning English anymore.
 B Sofia has never enjoyed learning English.
 C Sofia likes learning English now and she liked it as a child.
 - Carlos has never been to the USA.
 A Carlos hasn't come back from the USA yet.
 B Carlos only went to the USA once.
 C Carlos hasn't visited the USA yet.

3.7 Present perfect with for, since and How long ...?

- 1 Complete the mini-dialogues with the present perfect forms of the verbs in brackets.

- A: How long *have you wanted* (you / want) to be a singer?
 B: Since I was a kid, but I *haven't sung* (not sing) in a choir before.
- A: How long *has your dad had* (your dad / have) his own company?
 B: He *has had* (have) it for ten years.
- A: How long *has your sister been* (your sister / be) in Poland?
 B: She *hasn't been* (not be) there long, but she speaks good Polish now.

- 2 Write questions in the present perfect using *How long*.

- you / live / England?
How long have you lived in England?
- your teacher / teach / at this school?
- your parents / know / each other
- you / have / your mobile phone?
- your mum / be / French teacher?
- you / be / awake today?

- 3 Complete the answers with the correct present perfect forms of the verbs in brackets and *for* or *since*.

- I *'ve lived* (live) in England *for* six years.
- My teacher *has worked* (work) here *for* about six months.
- My parents *have been* (be) married *for* twenty-five years!
- I *have had* (have) my mobile phone *since* I was twelve.
- My mum *has taught* (teach) French *since* 2003.
- I *have been* (be) awake *since* six o'clock, and I *haven't had* (not have) breakfast yet!

- 4 Choose the correct translation.

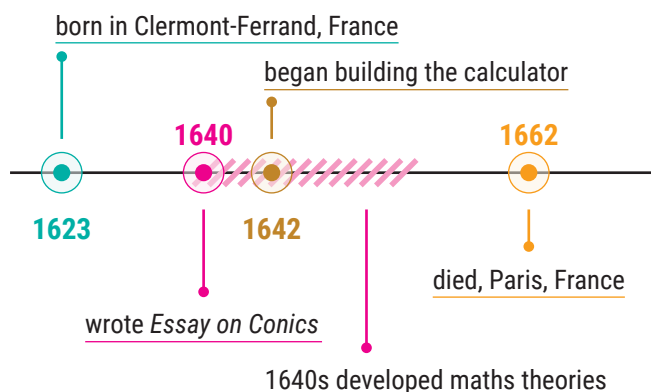
- Tom and I *are friends* (*jesteśmy przyjaciółmi od*) a decade.
 A are friends for
 B have been friends since
 C have been friends for
- My family *meets* (*spotyka się w*) Thursdays.
 A has met since
 B meets on
 C have met on
- How long do you have* (*Jak długo masz*) this computer?
 A How long do you have
 B How long have you had
 C When did you get
- It's been years *since I saw* (*odkąd widziałem*) Mark.
 A for I've seen
 B since I've seen
 C since I saw

4.2 Past perfect

1 Complete the sentences with the correct past perfect forms of the verbs in brackets.

- We couldn't do the experiment because we *hadn't read* (not read) the instructions.
- Mike was excited about his trip to France because he *hadn't been* (not go) abroad before.
- Megan couldn't buy the jeans she wanted because she *hadn't spent* (spend) all her money.
- We couldn't see the concert because we *hadn't bought* (not buy) tickets.
- When we got to the party, most people *had left* (leave).

2 Choose the correct options.



Blaise Pascal was a French mathematician and inventor, famous for inventing the first calculator.

Pascal was born in 1623. As a child, he loved maths and read lots of books about geometry. By the age of seventeen, he ¹ *wrote / had written* his first maths essay.

In 1642, he ² *began / had begun* to build a calculator. He eventually ³ *made / had made* a calculator, but only after he ⁴ *tried / had tried* fifty different designs!

Pascal ⁵ *continued / had continued* to work as a mathematician all his life. By the time he ⁶ *died / had died* in 1662, he ⁷ *developed / had developed* many maths theories.



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

- Luke was really scared on the plane as he *had never flown* (never / fly) before.
- When I came into the classroom, the exam *had already begun* (already / begin).
- We were late, but luckily the show *hadn't started yet* (not / start / yet).
- Before Kim and Trent had children, they *hadn't been married* (be / married) five years.
- Helen looked so tired you could easily see she *hadn't had* (not / have) much sleep that night.

4.7 Defining relative clauses

1 Complete the clues with relative pronouns. Then match the questions to the answers from the box.

THE TRIVIA QUIZ

- the brothers *who/that* built and flew the first aeroplane *Wright*
- the business *which* Bill Gates started
- the year *when* Mexico became independent
- the town *where* William Shakespeare was born
- the planet *which* is closest to Earth
- the US President *whose* face is on the one-dollar bill

1821 George Washington Mars Microsoft
Stratford-upon-Avon Wright

2 Join the sentences using relative pronouns.

- Martin Cooper is the man. He invented the mobile phone.
Martin Cooper is the man who invented the mobile phone.
- It was a phone. It used cellular technology.
- Sixth Avenue in New York was the street. He made the first phone call there in 1973.
- The 1970s was a time. There were a lot of innovations in technology.
- Motorola was the name of the company. It made the first phones.



3 Translate into English. Write up to five words in each gap.

- That's the chemist *whose discoveries helped* (którego odkrycia pomogły) to develop a vaccine for the virus.
- It all happened at *the time when* (czasie kiedy) we were working in the lab.
- This is the research *which we are doing* (które robimy) now.
- Who is the girl *who was ringing* (która właśnie dzwoniła) you?
- Can you take me to the place *where I once lived* (w którym kiedyś mieszkałem)?

5.2 Future forms

1 Choose the correct options.

- 1 A: What **will you / are you going to** do next summer?
B: I'm not sure. Maybe I **'ll / 'm going to** visit Grandma.
- 2 A: The guide book? It's \$6.
B: OK, I **'ll / 'm going to** take it.
- 3 A: Do you think you **'ll / 're going to** become famous one day?
B: Maybe. I think Joshua **will / is going to** achieve a lot in the future.
- 4 A: We haven't even looked at the map.
We **'ll / 're going to** get lost.
B: Don't worry. I'm sure we **'ll / 're going to** be OK.

2 Complete the dialogue with the correct present simple or continuous forms of the verbs in brackets.

- A: ¹ *Are you coming* (you / come) to the concert on Saturday night?
B: I hope so. I ² _____ (go) to Canterbury on Saturday morning because my cousin ³ _____ (get) married, but the concert ⁴ _____ (start) at nine, so I should be back by then.
A: So, what time is the wedding?
B: At twelve, but I ⁵ _____ (not stay) for the lunch afterwards. I ⁶ _____ (take) the bus back.
A: What time ⁷ _____ (the bus / leave)?
B: I think it ⁸ _____ (leave) Canterbury at 4:30, and ⁹ _____ (get) into the station here at 6:15. I'll have time to go home and get changed and meet you later.
A: OK, well I ¹⁰ _____ (meet) the others outside the Apollo at 8:30. See you then!

3 Choose the correct options.

Hi there! We've been in Mexico City for a week now, and tomorrow we ¹ _____ on a tour to some pyramids outside the city. The bus ² _____ at 8 am and it doesn't come back until 6 pm, so it ³ _____ rather tiring – especially that the temperatures have just gone up to thirty-six degrees! After that, I ⁴ _____ visit a place called Guanajuato for a few days, but I haven't booked anything yet. And that's the end of our trip. We ⁵ _____ home on Saturday. Our plane ⁶ _____ at 9:30 pm. I hope the flight ⁷ _____ smooth. Could you come and meet us at the airport? See you soon, Sylwia



- | | | |
|--------------------|---------------------|------------------|
| 1 A 'll go | B go | C 're going |
| 2 A is leaving | B is going to leave | C leaves |
| 3 A 's going to be | B 'll be | C 's |
| 4 A 'm going to | B 'll | C – |
| 5 A travel | B 're travelling | C 'll travel |
| 6 A lands | B will land | C is landing |
| 7 A is being | B will be | C is going to be |

5.7 Modal verbs: present and past

1 Choose the correct options.



A GUIDE TO TRAVELLING IN POLAND

- 1 You **should / don't have to** book everything in advance – there are a lot of guest houses where you can rent a room on the spot.
- 2 You **can / mustn't** find nice cheap accommodation in the country, often called 'agrotourism'.
- 3 You **can't / don't have to** pay in euros in Poland.
- 4 You **should / don't have to** take some cash in the local currency with you.
- 5 Luckily, you **can't / don't have to** learn the language – most people speak at least a little English.
- 6 And, of course, you **mustn't / should** try the local food – you're going to love *pierogi*!

2 Complete the sentences with past modal verbs.

- 1 I can ski really well. I _____ ski when I was five years old!
- 2 I usually have to go to bed early. Last night, I _____ go to bed at nine o'clock.
- 3 I can't speak French. When I was in France, I _____ understand a word!
- 4 We don't have to do homework at weekends. Last weekend, I _____ study at all!
- 5 I can usually remember vocabulary. In the test yesterday, I _____ remember all the new words.

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

- 1 There was no need to call an ambulance. **NOT**
We *did not have to* call an ambulance.
- 2 Was it necessary for you to show your ticket at the entrance? **TO**
_____ show your ticket at the entrance?
- 3 Sitting on the grass is forbidden here. **MUST**
You _____ the grass here.
- 4 My mum was a very good singer as a teenager. **SING**
My mum _____ as a teenager.
- 5 I advise you to take a holiday. **GO**
You _____ holiday.
- 6 It's the rule to bring a note from your parents if you miss a class. **TO**
_____ a note from your parents if you miss a class.

6.2 The passive: present and past

6.7

The passive: modal verbs and future tenses

1 Write sentences in the present simple passive.

- 1 National Selfie Day / celebrate / on 21 June.
National Selfie Day is celebrated on 21 June.
- 2 Film cameras / not use / much these days.
- 3 Smartphones / design / to include a camera.
- 4 About 3 trillion photos / take / every year.
- 5 How many photos / share / online / every day?

2 Write passive sentences in the present perfect or past simple. Use the verbs from the box. Make the sentences positive or negative to make them true.

build finish hold invent paint write

- 1 *Mona Lisa* **wasn't painted** by Vincent van Gogh.
- 2 The Eiffel Tower **was built** in 1951.
- 3 Paper **was invented** by the ancient Chinese.
- 4 The Olympic Games **were held** in Warsaw yet.
- 5 *The Hunger Games* books **have been written** by J.K. Rowling.
- 6 The Sagrada Família in Barcelona **hasn't been finished** yet.

3 Complete the sentences with the correct passive forms of the verbs from the box.

give leave not invent take upload

Did you know ...?

- 1 The first photo **was taken** in 1826 by a French scientist.
- 2 About 300 million photos **are uploaded** to Facebook every day.
- 3 Modern colour photography **wasn't invented** until the 1930s.
- 4 An award **is given** for the best photo in the news every year.
- 5 Twelve cameras **were left** on the moon when the first astronauts returned to Earth.

4 Complete the second sentence with up to four words so that it means the same as the first one.

- 1 Frank Gehry designed the Guggenheim Museum in Bilbao.
The Guggenheim Museum in Bilbao **was designed by** Frank Gehry.
- 2 Sorry, this company doesn't offer personalised designs.
I'm afraid personalised designs **aren't offered** by this company.
- 3 Was Energylandia opened in 2014?
It was opened since 2014?
- 4 One thousand visitors come to this exhibition every week.
This exhibition **is visited** one thousand people a week.

1 Complete the sentences using the correct passive forms of the verbs in brackets.

ART CLASSROOM RULES

- 1 The teacher's directions **must be followed** (must / follow) at all times.
- 2 The classroom **is cleaned** (have / clean) after each lesson.
- 3 Phones **must not be used** (must / not / use) during the lesson.
- 4 Coloured pencils and paints **are kept** (need / keep) in the cupboard.
- 5 Students **are encouraged** (going / evaluate) for the effort they make.
- 6 All works made by students **will be displayed** (will / display). Some of them **can be taken** (can / take) home with the teacher's permission.

2 Rewrite the sentences using the passive voice.

- 1 You should close all the windows before you go to bed.
All the windows should be closed before you go to bed.
- 2 Are they going to renovate the walls in the old church?
- 3 You need to keep your electronic equipment in your bag.
- 4 You can collect tickets at the theatre entrance one hour before the performance.
- 5 Visitors mustn't leave valuable things in the cloakroom.
- 6 They might expect you to wear evening dress.

3 Translate into English. Write up to five words in each gap.

- 1 You **won't be given** (nie zostaną Ci dane) any tickets for free.
- 2 Some of these paintings **will be sold** (zostaną sprzedane) even before the exhibition begins.
- 3 The old furniture **must be renewed** (musi być odnowione) before the place is opened to public.
- 4 **Should I invest** (Czy powinno się inwestować pieniądze) in art?
- 5 **Can I be asked** (Możesz zostać poproszony) to share your opinion about the performance.
- 6 **Must the lights be turned off** (Czy fleszt musi być) turned off?

7.2 Reported speech

- 1 Read the words of an actor. Then complete the news story.

'Yes, it's true that I'm making a new film, but I can't tell you much about it – it's a secret. It'll be about life on another planet, but it won't be a typical science-fiction film. I've always wanted to work with this director, but we haven't found time in our busy schedules to make a film together. We're meeting in Los Angeles next week, and we're going to start filming next month ...'

Jamie Ball stars in new sci-fi film

In his press conference last week, Jamie Ball told us that he ¹ *was making* a new film. Although he said he ² *wasn't telling* us much about it because it ³ *was* a secret, he said that it ⁴ *wasn't about* life on another planet. He also added that it ⁵ *wasn't a* typical science-fiction film. The name of the director is a mystery. Jamie told us that he ⁶ *wasn't working* with that director before, but that they ⁷ *didn't have* time in their busy schedules to make a film together. He said that they ⁸ *weren't meeting* in Los Angeles the following week, and that they ⁹ *weren't starting* filming ¹⁰ *next* month.

- 2 Write the stories in direct speech. Which story do you think did not appear in the news?

- The girl told reporters that she had seen the Loch Ness monster and that she'd taken a photo of it.
'I saw the Loch Ness monster and I took a photo of it.'
- The man said that his dog Benny could ice-skate and that he could play ice-hockey. He said there was nothing that Benny couldn't do on ice!
- A politician told us that Justin Bieber would probably be the new Canadian ambassador to the USA.
- The man said that he spent his free time travelling the world, and he knitted a sweater in each place.
- The boy said that he had been into space the previous week and that he had met a lot of aliens.

- 3 Translate into English.

- My neighbour said *that he hadn't seen any strangers* (że nie widział żadnych obcych) outside his house.
- The receptionist told us that Mr Stevens *wasn't talking* (nie może teraz rozmawiać).
- The magazine announced that it *wasn't planning to publish* (ma zamiar zacząć publikować) scientific articles.
- Mary said *she was preparing* (że się przygotowuje) for the exam, but it wasn't true.
- The auction house informed us that it *wasn't selling* (już sprzedał) the painting.

7.7 Zero and first conditionals

- 1 Choose the correct options.

- If Mary *will continue* / *continues* to be so impolite, she *doesn't* / *won't* have any friends.
- Often people *aren't* / *won't be* able to buy a house unless the bank *lends* / *doesn't lend* them money.
- Will* / *Do* you let me know if anything *will go* / *goes* wrong?
- We *will be* / *are* better informed if he *explains* / *will explain* everything to us.
- If the weather *will get* / *gets* better, we *will go* / *go* camping.
- I *always watch* / *will always watch* the news if something important *will happen* / *happens*.

- 2 Complete the text.

Meet the new Gossip Girl!

Do you know the series *Gossip Girl* which was first shown in 2007? Well, if you do, and if by any chance ¹ you *are* (be) a fan, ² you *love* (love) to hear the news: *Gossip Girl* is coming back as a sequel! The series has already received so much publicity and become so famous that if it ³ *appears* (appear) on air in 2021, as the producers have promised, it ⁴ *will probably become* (probably / become) the number one series of the year. One thing is certain – if the young actors ⁵ *will make* (make) a good impression, their careers ⁶ *will take off* (take off) immediately!

- 3 Write first conditional sentences from the prompts. Add a comma where necessary.

- if / I / get any money for my birthday / I / buy a new phone
If I get any money for my birthday, I'll buy a new phone.
- if / Louise / not send me a message / I / call her later
- you / go / to Julia's party / if / she / invite you / ?
- I / not go / unless / you / go
- what / you / do / if / not / pass your exams / ?

- 4 Translate into English. Write up to five words in each gap.

- When you get* (Kiedy dostajesz) a fine, you have to pay it within thirty days.
- If I tell you a secret, *you won't tell anyone else* (czy obiecasz) to keep it to yourself?
- When water *expands* (zamienia się w lód), it expands.
- I'll be really angry if *you call me* (on nie zadzwoni).
- We won't publish your article *if it's wrong* (chyba że go poprawisz).
- You will fall behind* (Co robisz, kiedy) you fall behind with schoolwork?

8.2 Second conditional

- 1 Complete the questionnaire using the second conditional. Then answer the questions for yourself. Check your score at the bottom of the page.

Are you safe online?

Answer these questions to find out.

- What would you do if you *saw* (see) bullying online?
 - I (not do) anything.
 - I (report) it to a teacher or parent.
 - If someone asked you for your password, (you / give) it to them?
 - It (depend) on the situation.
 - No, I (share) it with them.
 - How would you react if your parents (post) a baby photo of you online?
 - I (not mind).
 - I (ask) them to remove it.
 - (you / accept) an invitation on social media from someone that you don't know?
 - Yes, I .
 - No, I .
 - What (you / say) if an online friend (ask) you to meet them?
 - I (arrange) a time and place.
 - I (say) no.
- 2 Write questions in the first or second conditional.
- What / you / do / tonight if / your teacher / not give / you any / homework?
What will you do tonight if your teacher doesn't give you any homework?
 - If / you / can / meet any famous person, who / you / meet and why?
 - If / you / watch / TV this evening, what / you watch?
 - Where / you / go / if / you / can / fly / anywhere in the world?
 - If / you / be / the president of your country, what / you change?
- 3 Choose the correct translation.
- ☐ (Na co wydałbyś pieniądze) if you won a lottery?
 A What will you buy
 B What will you spend the money on
 C What would you spend the money on
 - I'll start earning money ☐ (jak będę miał) ten thousand followers.
 A when I have B when I'd have C when I'll have
 - ☐ (Na Twoim miejscu) I'd sit quiet and say nothing.
 A If I were you, B In your shoes C If I'd be you,
 - You'd have more time for your family ☐ (gdybyś wylogowała się) your social media.
 A if you would log off
 B if you logged off
 C if you will log off

8.7 Indefinite pronouns

- 1 Choose the correct options.



- A: Do you know ¹ anything / anyone with experience in running a successful social media account?
 B: What do you mean by 'successful'?
 A: Well, ² someone / anyone with a lot of followers. I'd like to open an account which might become my job in the future.
 B: You're going to become an influencer? That's ³ nothing / something new! I didn't realise you wanted a career like that.
 A: I do. And I'm looking for help. I'd like to know ⁴ anything / everything I need before I make my move. I've already asked ⁵ everywhere / everyone I know, but it seems they know ⁶ nothing / anything.
 B: OK, I think a friend of mine might be able to help you. I can call him and arrange a meeting.
 A: Great! We can meet ⁷ someone / somewhere in the centre on Saturday.

- 2 Translate into English. Write up to five words in each gap.

- Has anyone sent* (Czy ktoś wysłał) the file to the teacher?
- (Nikt nie ma) access to my login and password.
- I don't need help with my computer – I always (robię wszystko) myself.
- (Jeżeli ktoś zapyta), I'll be in my room all afternoon.
- (Czy możemy zaparkować gdzieś) near the stadium?
- (Wszyscy wiedzą) that you should never give out your personal information online.

Mostly a: Perhaps you need to be more careful online.
 Mostly b: You seem to understand about online safety. Well done!

MP3 61

Infinitive	Past Simple	Past Participle	
be /bi:/	was/were /wɒz/wɜ:/	been /bi:n/	być
beat /bi:t/	beat /bi:t/	beaten /'bi:tən/	pokonać
become /bi'kʌm/	became /bi'keɪm/	become /bi'kʌm/	stać się
begin /bi'gɪn/	began /bi'gæn/	begun /bi'gʌn/	zacząć
bet /bet/	bet /bet/	bet /bet/	złożyć się
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/	ugryźć
blow /blɒʊ/	blew /blu:/	blown /blɒn/	wiać
break /breɪk/	broke /brɒk/	broken /'brɒkən/	złamać, zepsuć
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	przynieść
broadcast /'brɔ:d,kɑ:st/	broadcast /'brɔ:d,kɑ:st/	broadcast /'brɔ:d,kɑ:st/	nadawać
build /bɪld/	built /bɪlt/	built /bɪlt/	budować
burn /bɜ:n/	burned /bɜ:nd/ / burnt /bɜ:nt/	burned /bɜ:nd/ / burnt /bɜ:nt/	spalić
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	kupować
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	złapać
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzən/	wybrać
come /kʌm/	came /keɪm/	come /kʌm/	przyjść
cost /kɒst/	cost /kɒst/	cost /kɒst/	kosztować
cut /kʌt/	cut /kʌt/	cut /kʌt/	ciąć
dig /dɪg/	dug /dʌg/	dug /dʌg/	kopać
do /du:/	did /dɪd/	done /dʌn/	zrobić
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	rysować
dream /dri:m/	dreamed /dremt/ / dreamt /dremt/	dreamed /dremt/ / dreamt /dremt/	marzyć
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	pić
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/	prowadzić samochód
eat /i:t/	ate /et/	eaten /'i:tən/	jeść
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	upaść
feed /fi:d/	fed /fed/	fed /fed/	karmić
feel /fi:l/	felt /felt/	felt /felt/	czuć
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	walczyć
find /faɪnd/	found /faʊnd/	found /faʊnd/	znaleźć
fly /flaɪ/	flew /flu:/	flown /flɒn/	lecieć
forbid /fə'bɪd/	forbade /fə'bæd/	forbidden /fə'bɪdən/	zabronić / zakazać
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	zapomnieć
forgive /fə'gɪv/	forgave /fə'geɪv/	forgiven /fə'gɪvən/	wybaczyć
freeze /fri:z/	froze /frɒz/	frozen /'frɒzən/	zamrażać
get /get/	got /gɒt/	got /gɒt/	dostać
give /gɪv/	gave /geɪv/	given /'gɪvən/	dać
go /gəʊ/	went /went/	gone /gɒn/	iść
grow /grəʊ/	grew /gru:/	grown /grɒn/	rosnąć
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/	wiszieć / powiesić
have /hæv/	had /hæd/	had /hæd/	mieć
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	słyszeć
hide /haɪd/	hid /hɪd/	hidden /'hɪdən/	chować
hit /hɪt/	hit /hɪt/	hit /hɪt/	uderzyć
hold /həʊld/	held /held/	held /held/	trzymać
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	zranić
keep /ki:p/	kept /kept/	kept /kept/	trzymać
know /nəʊ/	knew /nju:/	known /nəʊn/	wiedzieć

Infinitive	Past Simple	Past Participle	
lay /lei/	laid /leɪd/	laid /leɪd/	położyć
lead /li:d/	led /led/	led /led/	prowadzić
learn /lɜ:n/	learned /lɜ:nd/ / learnt /lɜ:nt/	learned /lɜ:nd/ / learnt /lɜ:nt/	uczyć się
leave /li:v/	left /left/	left /left/	opuścić
lend /lend/	lent /lent/	lent /lent/	pożyczyć komuś
let /let/	let /let/	let /let/	pozwolić
lie /lai/	lay /lei/	lain /leɪn/	leżeć
light /laɪt/	lit /lɪt/	lit /lɪt/	zapalać
lose /lu:z/	lost /lɒst/	lost /lɒst/	zgubić
make /meɪk/	made /meɪd/	made /meɪd/	zrobić
mean /mi:n/	meant /ment/	meant /ment/	znaczyć
meet /mi:t/	met /met/	met /met/	spotkać
pay /peɪ/	paid /peɪd/	paid /peɪd/	płacić
put /pʊt/	put /pʊt/	put /pʊt/	położyć
read /ri:d/	read /red/	read /red/	czytać
ride /raɪd/	rode /rəʊd/	ridden /'rɪdən/	jeździć na
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/	dzwonić
rise /raɪz/	rose /rəʊz/	risen /'rɪzən/	powstać, rosnąć
run /rʌn/	ran /ræn/	run /rʌn/	biegać
say /sei/	said /sed/	said /sed/	powiedzieć
see /si:/	saw /sɔ:/	seen /si:n/	zobaczyć
seek /si:k/	sought /sɔ:t/	sought /sɔ:t/	szukać
sell /sel/	sold /səʊld/	sold /səʊld/	sprzedać
send /send/	sent /sent/	sent /sent/	wysłać
set /set/	set /set/	set /set/	ustawić
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/	świecić
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃɒn/	pokazać
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/	zamknąć
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	śpiewać
sink /sɪŋk/	sank /sæŋk/	sunk /sʌŋk/	tonąć
sit /sɪt/	sat /sæt/	sat /sæt/	siedzieć
sleep /sli:p/	slept /slept/	slept /slept/	spać
smell /smel/	smelled /smeld/ / smelt /smelt/	smelled /smeld/ / smelt /smelt/	pachnieć, wachać
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/	mówić
spend /spend/	spent /spent/	spent /spent/	spędzać
spill /spɪl/	spilled /spɪld/ / spilt /spɪlt/	spilled /spɪld/ / spilt /spɪlt/	rozlać
stand /stænd/	stood /stʊd/	stood /stʊd/	stać
steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/	ukraść
sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/	ukłuć
swear /sweə/	swore /swɔ:/	sworn /swɔ:n/	przysięgać
swim /swɪm/	swam /swæm/	swum /swʌm/	płynąć
take /teɪk/	took /tʊk/	taken /'teɪkən/	wziąć
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/	uczyć
tear /teə/	tore /tɔ:/	torn /tɔ:n/	podrzeć
tell /tel/	told /təʊld/	told /təʊld/	powiedzieć
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/	myśleć
throw /θrəʊ/	threw /θru:/	thrown /θrɒn/	rzucić
understand /ˌʌndə'stænd/	understood /ˌʌndə'stʊd/	understood /ˌʌndə'stʊd/	rozumieć
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/	obudzić się
wear /weə/	wore /wɔ:/	worn /wɔ:n/	nosić
win /wɪn/	won /wʌn/	won /wʌn/	wygrać
write /raɪt/	wrote /rəʊt/	written /'rɪtən/	pisać

ALL STUDENTS

1.7 Grammar 2, exercise 1

How healthy are your habits?

Give yourself 3 points for each answer 'c', 2 points for each answer 'b' and 1 point for each answer 'a'.

10–12 points: You have a very healthy lifestyle. Keep it up!

7–9 points: Your lifestyle is not very bad, but you could think of improving some habits.

3–6 points: Your lifestyle is far from healthy. It's time to start taking care of yourself!

STUDENT A

5.3 Speaking, exercise 6

1 Jesteś turystą/turystką z USA. Jesteś ze swoim 10-letnim kuzynem w Liverpoolu i kupujesz w kasie bilet na prom po rzece Mersey z Pier Head do Seacombe. W trakcie rozmowy:

- zapytaj o ceny biletów i zniżki oraz zdecyduj, jakie bilety chcesz kupić,
- zapytaj o metody płatności i wybierz jedną z nich,
- zapytaj o rozkład jazdy.

2 Pracujesz w okienku biletowym stacji kolejki linowej na Kasprowy Wierch. Sprzedajesz bilety turystyce/turystce z Irlandii. Zapoznaj się z poniższymi informacjami i odpowiedz na pytania turysty/turystki.

Kasprowy Wierch Cable Car

SINGLE:

75 zlotys (27–64 years old) /
65 zlotys (5–26 and over 65 years old)

RETURN:

89 zlotys (27–64 years old) /
75 zlotys (5–26 and over 65 years old)

PAYMENT METHOD: cash or card

JOURNEY TIME: 20 minutes

Cable cars every 10 minutes



6.3 Speaking, exercise 6

1 Describe the photo and answer student B's questions.



2 Listen to student B describing his/her photo and ask him/her the questions below.

- 1 Why are the people taking photos?
- 2 What kind of photos do you usually take on holiday?
- 3 Tell us about a situation when you or someone you know had a problem while taking photos.



7.2 Grammar 1, exercise 6

1 Ask student B the questions below. Note down his/her answers.

- 1 Did you watch the news yesterday? Yes / No
- 2 Have you ever written a blog? Yes / No
- 3 Do you look at news websites every day? Yes / No
- 4 Are you thinking of becoming a journalist? Yes / No

2 Answer student B's questions.

3 Report student B's answers to another pair. Use reported speech.

Franek said he hadn't watched the news the previous day.

7.7 Grammar 2, exercise 7

1 You are about to start your own blog and you are very worried. Student B is a successful blogger. Talk to him/her about your worries. Use the first and/or zero conditional and the prompts below.

- 1 website / not work
What will happen if the website doesn't work?
What do you do when the website doesn't work?
- 2 be / too expensive
- 3 be / hacked
- 4 be / no readers
- 5 have / no time to write

2 You are an experienced journalist and student B is starting as a reporter. He/She is about to interview a celebrity for a local paper, and is very worried. Listen to student B's questions and answer them as well as you can. Use full sentences in the first and/or zero conditional.

ALL STUDENTS

8.1 Vocabulary 1, exercise 3

What's your tech style?

Mostly A: You don't use technology as much as other people. It would be good to find out more about how it works! You sometimes do things online without thinking first.

Mostly B: You know about using devices, but could you learn a bit more?

Mostly C: You're pretty tech-savvy. You're careful how you use technology.

STUDENT B

5.3 Speaking, exercise 6

- 1 Pracujesz w okienku biletowym w terminalu promowym w Liverpoolu. Sprzedajesz bilet turystyce/turystce z USA. Zapoznaj się z poniższymi informacjami i odpowiedz na pytania turysty/turystki.

Mersey Ferries (from Pier Head to Seacombe)

SINGLE:

£2.80 (over 15) / £1.40 (child)

RETURN:

£3.70 (over 15) / £1.85 (child)

PAYMENT METHOD: cash or card

JOURNEY TIME: 20 minutes

Ferries every 20 minutes



- 2 Jesteś turystą/turystką z Irlandii. Jesteś ze swoją babcią w Zakopanem i kupujesz w kasie bilet na kolejkę linową na Kasprowy Wierch. W trakcie rozmowy:

- zapytaj o ceny biletów i zniżki oraz zdecyduj, jakie bilety chcesz kupić,
- zapytaj o metody płatności i wybierz jedną z nich,
- zapytaj o rozkład jazdy.

6.3 Speaking, exercise 6

- 1 Listen to student A describing his/her photo and ask him/her the questions below.

- 1 What is the boy thinking about?
- 2 Do you prefer to take photos of people, animals or places? Why?
- 3 Tell us about a situation when you or someone you know had a problem while taking photos.



- 2 Describe the photo and answer student A's questions.



7.2 Grammar 1, exercise 6

- 1 Answer student A's questions.
- 2 Ask student A the questions below. Note down his/her answers.
 - 1 Do you watch the news every day? Yes / No
 - 2 Have you added any news websites to Favourites in your Internet browser? Yes / No
 - 3 Can you understand websites in English? Yes / No
 - 4 Will you work for a TV station in the future? Yes / No
- 3 Report student A's answers to another pair. Use reported speech.

Maja said she didn't watch the news every day.

7.7 Grammar 2, exercise 7

- 1 You are a successful blogger and student A is about to start his/her own blog. He/She is very worried. Listen to student A's questions and answer them as well as you can. Use full sentences in the first and/or zero conditional.
 - 1 forget / questions
What will happen if I forget the questions?
What do you do when you forget the questions?
 - 2 get / very nervous
 - 3 celebrity / be / rude
 - 4 celebrity / be / late
 - 5 readers / not like
- 2 You are starting as a reporter. You are about to interview a celebrity for a local paper, and you are very worried. Student A is an experienced journalist. Talk to him/her about your worries. Use the first and/or zero conditional and the prompts below.

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- bogactwo atrakcyjnych zdjęć i innych materiałów wizualnych
- ćwiczenia pobudzające myślenie krytyczne (» **THINKING IMPULSE**) i ciekawość poznawczą (» **RESEARCH IMPULSE**) oraz interesujące łamigłówki (» **#BRAINTEASER**)
- elementy świata mediów społecznościowych – sekcje nawiązujące do popularnych portali społecznościowych

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- przejrzyste oznaczone kluczowe słownictwo wraz z nagraniami audio pomagające w rozwijaniu zasobu słów
- zadania kształtujące sprawność mówienia, umieszczone w każdej lekcji, zapewniające głębokie przetwarzanie poznanego materiału
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