MY PERSPECTIVES

1

Student's Book
Podręcznik dla liceów i techników

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Dbajmy o środowisko, zróbmy to dla młodych pokoleń.

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Starter 1

- *human being – appearance, personality*
- *days of the week, months, seasons*
- *cardinal and ordinal numbers*
- *the verb 'to be'*
- *personal pronouns*
- *alphabet, spelling*
- *introducing yourself*
- *describing people*

1 Read out the letters.

Vowels:
A [eɪ] **E** [iː] **I** [aɪ] **O** [oʊ] **U** [juː] and sometimes **Y** [waɪ]

Consonants:
B [biː] **C** [siː] **D** [diː] **F** [ɛf] **G** [dʒiː] **H** [eɪtʃ] **J** [dʒeɪ]
K [keɪ] **L** [ɛl] **M** [ɛm] **N** [ɛn] **P**[piː] **Q** [kjuː] **R** [ɑr]
S [ɛs] **T** [tiː] **V** [viː] **W** ['dʌbəl juː] **X** [ɛks] **Y** [waɪ] **Z** [zɛd]

2 Read out the following abbreviations.

OK, HDTV, KFC, DVD, BBC, CNN, NBA, DJ, HBO, WWF

What do they stand for? Do you know what they mean?

3 Some letters are missing from the names of the days of the week below. Can you say which they are?

T(1)...URSDAY
MOND(2)...Y
TU(3)...SDAY
FR(4)...DAY
(5)...EDNESDAY
S(6)...NDAY
SATURDA(7)...

4 Order the time expressions from the shortest to the longest.

month century hour day decade week season millennium year minute second

5 Match the ordinal numbers (1–7) with their Polish translations (a–g).

1 thirty-first	**a** osiemdziesiąty drugi
2 fortieth	**b** czterdziesty
3 eighteenth	**c** osiemnasty
4 twenty-fifth	**d** setny
5 hundredth	**e** czterdziesty trzeci
6 eighty-second	**f** trzydziesty pierwszy
7 forty-third	**g** dwudziesty piąty

6 Complete the sentences with ordinal numbers, the names of months or seasons.

1 March is the ... month of the year.
2 December is the ... month of winter.
3 The first day of ... is in June.
4 ... is the ninth month of the year.
5 Spring, summer, ... and winter comprise the four seasons.

7 Complete the dialogue with the correct form of the verb *to be* (present and past).

A: Hello. What (1) ... your name?
B: I (2) ... Ashlyn, and you?
A: My name (3) ... Robert.
B: Nice to meet you.
A: How do you spell your name?
B: It (4) ... [eɪ] [ɛs] [eɪtʃ] [ɛl] [waɪ] [ɛn].
A: Nice. How old (5) ... you, Ashlyn?
B: I (6) ... 16 years old.
A: Where (7) ... you born?
B: I (8) ... born in Edinburgh, Scotland.

8 Match the words (1–5) with their synonyms in the box.

~~active~~ depressed furious glad happy ~~hard-working~~ kind mad polite scared terrified unhappy

busy – hard-working, active

1 cheerful – ..., ...
2 angry – ..., ...
3 nice – ..., ...
4 frightened – ..., ...
5 sad – ..., ...

9 Paraphrase the following sentences. Use personal pronouns, the correct form of the verb *to be* and words in exercise 8.

***My parents** work many hours a day.*
***They** are hard-working.*

1 My sister and I sometimes cry. ...
2 My little brother Tom runs away whenever he sees a spider. ...
3 Our neighbours always greet us and say hello. ...
4 Mrs Summer usually shouts at her children. ...
5 Mia and her sister often laugh. ...

10 Choose the correct option in the sentences to describe the picture.



In the picture I can see two people. The girl is (1) *middle-aged / young* (probably in her twenties). She is (2) *tall / short* and (3) *slim / plump*. Her hair is (4) *long / short* and (5) *fair / dark*. The boy is (6) *in his twenties / old*. His hair is (7) *dark / blond* and (8) *wavy / straight*. He's got (9) *freckles / a beard* and a (10) *scar / moustache*. They look (11) *happy / angry* and (12) *afraid / cheerful*.

Starter 2

- *friends*
- *countries and nationalities*
- *free time activities*
- *sports*
- *have/has got*
- *gerund*
- *articles: a/an, the*
- *talking about interests*

1 Match the names of the people (1–5) with the places (a–e).

1 classmate
2 e-friend/e-pal
3 best friend
4 neighbour
5 teammate

a playing field/gym
b cinema/shops
c school
d street/block of flats
e chat room

2 Write sentences. Use the nationalities in the box and the verb *to be* in the correct form.

~~American~~ Greek Japanese Polish Russian Spanish

Hillary comes from New York. She is American.

1 Yoko comes from Tokyo. ...
2 Boris and Igor come from Moscow. ...
3 Antonio comes from Madrid. ...
4 Andrea and Lidia come from Athens. ...
5 Miłosz and I come from Gdańsk. ...

3 Complete the sentences with the words in the box. Six of the words do not match any of the sentences.

Britain British German Germany Italian Italy Portugal Portuguese Scotland Scottish Turkey Turkish

1 Rome is the capital city of ... .
2 ... is Poland's neighbour to the west.
3 Great ... consists of England, ... , Wales and Northern Ireland.
4 Ankara and Istanbul are both ... cities.
5 Christiano Ronaldo is a ... football player.

4 Work in pairs. Choose the phrases in the box to talk about your hobbies.

draw jog paint play computer games play football play the guitar/piano read books ride a bike/horse skate ski watch films work out at the gym

What's your hobby?

I love reading books and watching films. And what about you?

I'm an active person. I like jogging and riding a bike.

5 Order the verbs from the most positive to the most negative.

a don't/doesn't mind
b like
c love
d hate
e dislike

6 Use the verbs in exercise 5 and make sentences so that they are true for you.

7 Use the verbs in exercise 4 to complete the sentences below.

1 Helen is very sporty, so she likes ... out at the gym.
2 Every winter, we love ... in the mountains and ... at the ice rink.
3 My mum likes ... in the park but she dislikes running fast.
4 I hate ... the piano but I still have to practise every day.
5 Simon doesn't mind ... a bike but he prefers ... a horse.

8 Choose the correct option to complete each sentence.

1 I *have / has* got a lot of friends from all over Europe.
2 My sister *haven't / hasn't* got enough time to watch films.
3 *Have / Has* you got a spare bike which I can borrow?
4 We *haven't / hasn't* got any friends living in the USA.
5 My teacher *have / has* got a new exchange programme for us.

9 Translate the Polish fragments of the sentences into English.

1 John (*ma*) ... a lot of friends.
2 (*Czy macie*) ... any classmates from abroad?
3 Theresa (*nie ma*) ... any e-friends of her age.
4 British students (*nie mają*) ... any communication problems while travelling around Europe.
5 I (*mam*) ... ten teammates who I regularly practise football with.

10 Complete the sentences with *a*, *an*, or *the*.

1 My friend's mum is ... artist who plays ... piano.
2 I've got ... old skateboard but I need ... new one.
3 Steve lives in ... USA but he has got ... second home in here, in Italy.
4 Has Adam got ... extra pair of skis?
5 We love going to ... mountains and working out at ... gym.

Starter 3

- *home*
- *routines*
- *school*
- *there is/are*
- *present simple*
- *adverbs of frequency*
- *telling the time*

1 Order the places from the smallest to the biggest.

continent country district flat room storey/floor street town

2 Complete the sentences with the words in the box.

bathroom bedroom bookcase cooker door hall kitchen living room shower sofa

1 We've got a ... and a bathtub in our ... .
2 Have you got a ... and a big fridge in your ... ?
3 There's a stylish fireplace and a comfortable ... in the ... downstairs.
4 There's a comfortable bed and a ... in the ... upstairs.
5 In our ... there is the entrance ... and a hallstand.

3 Choose the correct option to complete each sentence.

1 *There is / There are* three bedrooms in our flat.
2 How many windows *is there / are there* in this house?
3 *There isn't / There aren't* any chairs upstairs.
4 *Is there / Are there* a washing machine in your bathroom?
5 Why *isn't there / aren't there* a mirror in here?

4 Translate the Polish fragments of the sentences into English.

1 On the second (*piętrze*) ... (*nie ma*) ... any three-room flats.
2 In a big (*mieście*) ... (*są*) ... parks, fountains and monuments.
3 (*Czy są*) ... any theatres and cinemas in smaller (*miastach*) ... ?
4 (*Nie ma*) ... a (*prysznica*) ... in their bathroom.
5 (*Czy jest*) ... a wardrobe in your (*sypialni*) ... ?

5 Order the adverbs of frequency (A) and the adverbial phrases (B) from the least frequent to the most common.

A usually never always often sometimes
B twice a day once a month three times a year every day every summer

6 Match the verbs (1–6) with the words (a–f) to make phrases describing everyday routines.

1 get	**a** homework
2 go	**b** up
3 take	**c** a shower
4 make	**d** to school
5 do	**e** the bed
6 visit	**f** friends

7 Match the objects (1–5) with the school subjects (a–e) they are used in.

1 ruler, calculator, pencil	**a** art
2 trainers, ball, tracksuit	**b** geography
3 crayons, scissors, paints	**c** maths
4 map, globe, atlas	**d** foreign languages
5 CD/mp3 player, dictionary, grammar book	**e** Physical Education (PE)

8 Choose the correct option to complete each sentence.

1 I start school at 8 am, so I ... get up before 7 o'clock in order to be on time.
a never **b** sometimes **c** usually

2 We ... go to school on Saturday or Sunday. Weekends are free.
a often **b** never **c** always

3 We've got PE classes ... .
a twice a week **b** every hour **c** once a year

9 Complete the sentences with the words in the box.

do does doesn't don't go goes make makes

1 I always ... the bed before I ... to school.
2 We ... ... any exercises outside if it's raining.
3 Susan usually ... some new friends when she ... on holiday.
4 ... Tim visit friends on Monday? No, he ... ; he always visits them on Friday.

10 Complete the questions with *do* or *does*. Then match them with the answers.

1 What time ... they start school on Mondays?	**a** between 4 and 6 pm
2 When ... the children have lunch?	**b** at nine am
3 When ... your sister usually do her homework?	**c** often after 11 pm
4 When ... Simon walk his dog?	**d** usually at half past twelve pm
5 What time ... you go to bed?	**e** in the morning and in the evening

11 Complete the sentences with the words in the box.

am half o'clock pm quarter to

What time is it?

18.15 It's a (1) ... past six pm.
7.00 It's seven (2) ... .
21.50 It's ten (3) ... ten at night.
6.30 It's (4) ... past six (5) ... .
13.00 It's one (6) ... .

Starter 4

- *family*
- *pets*
- *food*
- *apostrophes*
- *this/that, these/those*
- *imperative, let's*
- *singular and plural nouns*
- *countable/uncountable nouns*

1 Complete the sentences with the words in the box. Two words do not match any of the sentences.

aunt	cousin	father	grandpa
husband	nephew	niece	wife

1 Mrs Ford is Mr Ford's ... . They've got four children.
2 My mother's sister is my ... and her ... is my uncle.
3 Peter's brother's daughter is his ... . She is two years old.
4 My ... and I have got the same grandparents.
5 My ... is my grandma's son.

2 Translate the Polish fragments of the sentences into English.

1 This is (*mojej mamy*) ... parrot.
2 That is (*ich rodziców*) ... guinea pig.
3 These are (*jego brata i siostry*) ... hamsters.
4 Those are (*jej dzieci*) ... puppies.
5 This is (*naszego taty*) ... favourite kitten.

3 Match the occasions (1–5) with the ideas (a–e) on how to best celebrate them.

1 A young nephew's birthday
2 Grandparents' wedding anniversary
3 A cousin's wedding
4 A brother's graduation
5 A best friend's party

a Let's get him a car-shaped cake and some building blocks!
b We could write a poem about the bride and the groom.
c Let's make a banner saying 'Only for Masters'!
d Why don't we prepare some of her favourite snacks and a salad?
e Let's arrange a surprise party for them!

4 What are the singular forms of the nouns in the box?

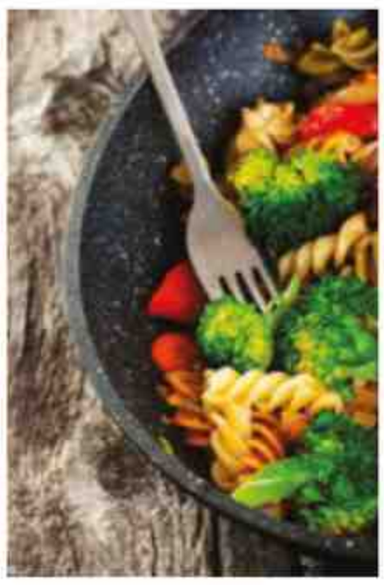
ladies *lady*

children	dishes	feet	forks	fries	glasses	halves
knives	men	mice	plates	potatoes	teeth	wives

5 Complete the recipe with the words in the box. Then choose the correct verb to complete the instructions.

cup	dressing	Ingredients	
packet	pepper	salt	tablespoon

(1) ...
- a small (2) ... of pasta
- 1 (3) ... of vegetable oil
- 1 (4) ... of grape tomatoes
- 1 yellow or green (5) ...
- 1 onion
- 1 broccoli crown
- 3 / 4 cup of Italian (6) ...
- (7) ... and pepper, to taste



INSTRUCTIONS

(8) *Bring / Pour* a large pot of water to boil.
(9) *Serve / Cook* the pasta for 7–12 minutes. Remove the pasta from the water.
(10) *Slice / Cut* each tomato in half and add it on top of the pasta.
Dice the pepper and (11) *cook / add* it to the pasta and tomatoes.
Then (12) *season / slice* the onion and (13) *add / cut* the broccoli into small pieces.
(14) *Pour / Bring* the Italian dressing over the vegetables and pasta. (15) *Cut / Season* with salt and pepper to taste. Cover and refrigerate until ready to (16) *serve / cook*.

6 Put *a* or *some* in front of the nouns.

1 ... milk, ... carton of milk
2 ... tablespoon of flour, ... flour
3 ... hot chocolate, ... chocolate bar
4 ... ham, ... slice of ham
5 ... loaf of bread, ... bread

7 Complete the questions with *How many* or *How much*.

1 ... peaches should you add to the fruit salad?
2 ... butter have we got in the fridge?
3 ... bottles of sparkling water do you want?
4 ... meals does he have a day?
5 ... beef do we need for a roast beef dinner for five people?

8 Translate the Polish fragments of the sentences into English.

1 (*Ile łyżek mąki*) ... are there in the recipe?
2 (*Polej*) ... the oil over (*makaron*) ... .
3 (*Zorganizujmy*) ... a party for them!
4 (*Pokrój szynkę w plasterki*) ... and add it to the pizza.
5 Can you bring (*bochenek chleba*) ... and a carton of milk?

Starter 5

- *body, health*
- *at the doctor's*
- *modal verbs: can, should, shouldn't, must, mustn't*
- *gerund and infinitive (basic verbs)*

1 Complete the sentences with the words in the box. Two words do not match any of the gaps.

ears feet nails nose skin teeth tongue

1 You smell with your ... .
2 You use your ... to bite and chew food.
3 You need your ... to speak.
4 You should protect your ... from the sun.
5 Your hair and ... will grow long unless you cut them.

2 Complete the sentences with the words in the box.

back ear elbow eyes finger
head knee stomach throat

1 I've got a / an / – ... ache.
2 I've got a pain in my ... .
3 I've got (a) sore ... .

3 Complete the sentences with the modal verbs in the box.

can must mustn't should shouldn't

1 ... I make an appointment with the dentist, please?
2 We ... drink a lot of mineral water when it's hot.
3 We ... call an ambulance immediately. He's seriously injured.
4 You ... smoke in hospital. It's forbidden.
5 You ... eat fast food if you want to lose weight.

4 Match the verbs (1–7) with the words and phrases (a–g) to form expressions connected with health.

1 feel	**a** a plaster
2 be in bed	**b** medicine
3 prescribe	**c** from diabetes
4 suffer	**d** with a cold
5 fight	**e** dizzy
6 examine	**f** an addiction
7 put on	**g** a patient

5 Complete the sentences with the verbs in the box. You can use the words more than once.

give have take

1 I sometimes ... a painkiller if I've got a headache.
2 A nurse can ... a patient's temperature and ... an injection.
3 I must ... a blood test to find out why I've been feeling so weak.
4 You mustn't ... this medicine if you have any allergies to it.
5 People who ... a heart attack usually feel a sharp pain in the chest.

6 Complete the dialogue with the words in the box.

chemist's eyes feel fever medicine
nose prescription should symptoms

A: Hello, what seems to be a problem?
B: I've got sore (1) ... and a runny (2) ... .
A: How long have you had these (3) ... ?
B: For about two days.
A: It sounds like you have hay (4) ... .
B: What (5) ... I do, doctor?
A: You shouldn't spend too much time outdoors and you ought to take this (6) ... twice a day.
B: Can I get it without a (7) ... ?
A: Yes, of course. It's available at every (8) ... .
B: Thank you doctor.
A: You're welcome. I hope you (9) ... better in a few days.

7 Complete the sentences with the verbs in the box.

get getting take taking to get to take

1 He wants ... up jogging to lose weight.
2 She enjoys ... up at 6 am.
3 ... this medicine twice a day for five days.
4 He needs ... some rest to recover.
5 I often ... the flu in autumn.
6 I suggest ... a few days off to relax.

8 Complete the sentences with the correct form of the verbs in the box. Two verbs do not match any of the gaps.

feel have hope look smell sound taste

1 Sue ... unhealthy. She's very pale.
2 Mr Adams ... good.
3 This medicine ... bitter.
4 Your voice ... bad.
5 Chris ... a broken arm.

Starter 6

- *clothes*
- *shops*
- *shopping for clothes*
- *culture*
- *present simple*
- *present continuous for future arrangements*
- *present perfect*

1 Put the words in the box into the appropriate category.

cap	coat	dress	hat	helmet	jacket
jeans	jumper	pyjamas	shoes	shorts	
socks	sweatshirt	tracksuit	trainers		

1 head ..., ...
2 chest ..., ...
3 legs ..., ...
4 feet ..., ...
5 whole body ..., ...

2 Complete the sentences with the words in the box.

blouses	earrings	gloves	high heels	ties

1 Do you often wear ..., Kate? No, I prefer T-shirts.
2 Does Professor Harrison wear ... or bow ties?
3 She likes wearing gold ... .
4 Put on a pair of ... to keep your hands warm.
5 Some women don't like wearing ... . Trainers are much more comfortable.

3 Choose the correct option to complete each sentence.

1 I only wear *cotton / polyester* clothes in summer. I prefer natural materials.
2 *Silk / Fleece* sweatshirts are warmer and more practical during the winter.
3 My grandma usually uses *linen / denim* tablecloths.
4 A *leather / plastic* belt is a great accessory to an elegant suit.
5 *Rubber / Silk* boots are best if it rains.

4 Complete the sentences with the correct form of the verbs in the box.

come	go	organise	start	visit

1 I am ... an **art gallery** next Friday.
2 We aren't ... to the **theatre** tomorrow.
3 Are you ... to see Sonia's **performance** tonight?
4 He is ... a **photography course** next week.
5 She is ... a **poetry workshop** over the next two weeks.

5 Translate the sentences into English. Use the words and phrases in bold in exercise 4 and the present continuous tense.

1 Jutro zaczynamy warsztaty poetyckie.
2 Czy oni organizują kurs fotograficzny w przyszłym miesiącu?
3 Oni nie wybierają się do galerii sztuki w przyszłą sobotę.
4 Czy ona przychodzi na twoje przedstawienie dzisiaj wieczorem?
5 Za trzy dni idę do teatru.

6 Complete the sentences with the correct form of the verbs in the box.

be	paint	play	see	take

1 ... Josh ever ... to a rock concert?
2 My best friend ... never ... part in a dancing class.
3 ... you ... any good comedies recently?
4 These artists ... already ... in 320 performances.
5 This painter ... ... anything for three months.

7 Translate the Polish fragments of the sentences into English. Use present tenses.

1 My art teacher (*organizuje*) ... her first exhibition this Saturday.
2 How often (*chodzicie*) ... to the theatre?
3 Listen. Someone (*gra na gitarze*) ... upstairs.
4 (*Czy kiedykolwiek byłeś*) ... to a film marathon?
5 Mrs Gordon (*nie widziała*) ... a good performance for ages.

8 Complete the dialogue between a shop assistant and a customer with the missing sentences (a–e).

A: (1) ...
B: I'm looking for a pair of slim fit jeans.
A: What size do you take?
B: (2) ...
A: Here you are.
B: (3) ...
A: Of course, the fitting rooms are over there.
B: (4) ...
A: They're £30, but if you've got a loyalty card, they are half price.
B: (5) ...

a How much are they?
b Can I try a small size?
c Oh, that's great. Here's my card.
d How can I help you?
e Can I try them on?

Starter 7

- *travelling*
- *holidays*
- *nature*
- *past simple*
- *past continuous*
- *so/such*
- *adjectives – comparative and superlative*

1 Match the means of transport (1–5) to the words and expressions (a–e).

Travelling

1 by car
2 by plane
3 by train
4 by ship
5 on foot

a deck, harbour, life jacket
b airbag, spare wheel, petrol station
c boarding pass, take-off, airport
d way, pavement, hike
e compartment, platform, railway station

2 Complete the sentences with the words in the box.

around Asia | bus stop | delay | destination | tram

1 We travelled … last year. It was amazing.
2 I missed the last … home yesterday, so I had to take a taxi.
3 She got off at the third … because of the heavy traffic and continued on foot.
4 They didn't choose a popular holiday … because they didn't want to be among thousands of tourists.
5 Luckily, I caught my flight home without any … .

3 Complete the sentences with the correct form of the verbs in the box.

do | explore | ride | snorkel | sunbathe

He took this photo while …

1 they were … on the beach.
2 she was … a camel in the desert.
3 we were … in the ocean.
4 I was … a sightseeing tour of Berlin.
5 you were … that cave.

4 Where might you ask the questions? Match the questions (1–5) with the places (a–e).

1 Who did you book a double room for, sir?
2 Can we light a fire outside the tent?
3 How much is a bed in an 8-person room?
4 Can I have a brochure about the local attractions?
5 Do you have any audio guides?

a in a youth hostel
b in a museum
c at a campsite
d at a tourist information office
e in a hotel

5 Choose the correct option to complete each sentence.

1 They *cut / were cutting* the trees down when a forest warden suddenly *appeared / was appearing*.
2 She *hiked / was hiking* in the mountains when, all of a sudden, a storm *hit / was hitting*.
3 They *drove / were driving* along the motorway when the earthquake *was beginning / began*.
4 They *sailed / were sailing* when tsunami *was hitting / hit* the coast.

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

1 The streets are … dirty in this city.
2 Nature protection is … an important issue.
3 Why are wolves … endangered?
4 Lizards are … amazing animals!
5 It was … a horrible disaster!

7 Complete the sentences with the correct form of the adjectives in the box.

bad | big | dangerous | exciting | hot

1 Death Valley is one of the … places on Earth. It's often more than 50°C there.
2 Sahara is the … desert in the world.
3 Exploring volcanoes is as … as chasing tornadoes.
4 Earthquakes are … than storms.
5 Plastic bags are … type of packaging for the environment.

8 Look at the photo and complete the description. Use the words in the box in the correct form.



amaze | back | run | show | sleep | thing

This photo (1) … an unusual campsite.
In the foreground there is a tent. Inside we can see a (2) … bag. In front of the tent there are two stools and some other (3) … . Next to the tent there is a big bear. It looks so (4) … , but the campers probably (5) … away from the tent when they saw it. In the (6) … we can see some yellow flowers and bushes.

Starter 8

- *work*
- *technology*
- *social life*
- *future simple*
- *be going to*

1 Match the people (1–5) with their ideal jobs (a–e).

1 Gina writes good texts.	**a** I think she will be an engineer.
2 Frida doesn't mind working in the air.	**b** She is going to be a journalist.
3 Kate is interested in technology.	**c** She may be a flight attendant or even a pilot.
4 Tim likes joining in debates about social issues.	**d** I'm sure he will be a politician.
5 Kevin is into zoology.	**e** He is going to be a vet.

2 Match the verbs (1–5) with the phrases (a–e).

1 apply	**a** a job interview
2 attach	**b** a CV
3 work	**c** money
4 attend	**d** full time
5 earn	**e** for a job

3 Put the words in the box into the appropriate category.

air conditioning	charger	disc	earphones	
keyboard	mouse	printer	satnav	seat belt
speakerphone	steering wheel		touch screen	

1 a mobile phone: ...

2 a computer: ...

3 a car: ...

4 Complete the sentences with *will* or *won't* and the words in the box.

be	invent	land	live	use	work

1 I hope scientists ... ... a cure for cancer this century.
2 Space shuttles ... probably ... on Mars in 50 years.
3 Electric cars ... ... more common than traditional cars in big cities in 2050.
4 I believe people ... ... less and ... longer in the future.
5 I'm sure young people ... ... traditional postcards to send greetings in ten years' time.

5 Complete the sentences with *will* or *am/is/are going to*.

1 My cousin ... work in an office after his studies.
2 I'm sure you ... work in a garage in the future.
3 I believe my brother ... work in a laboratory after leaving school.
4 ... you ... work in a kitchen all your life?
5 Nancy and Peter ... work on a farm next month.

6 Complete the gaps with one word only.

1 Try ... apply ... a new job.
2 She won't agree ... work in ... office.
3 We ... going to look ... a faster computer.
4 ... they invent ... flying car soon?
5 Who ... going to work ... a farm?

7 Name the jobs in the pictures (a–f).

a


b


c


d


e


f


8 Work in pairs. Discuss the questions.

1 Which job is the most difficult?
2 Which job is the easiest?
3 Which job is the most exciting/boring?
4 What's your dream job?

1 Who are you?

IN THIS UNIT YOU LEARN

VOCABULARY
- human being, personality
- feelings and emotions
- hobbies and interests
- free time activities
- likes and dislikes

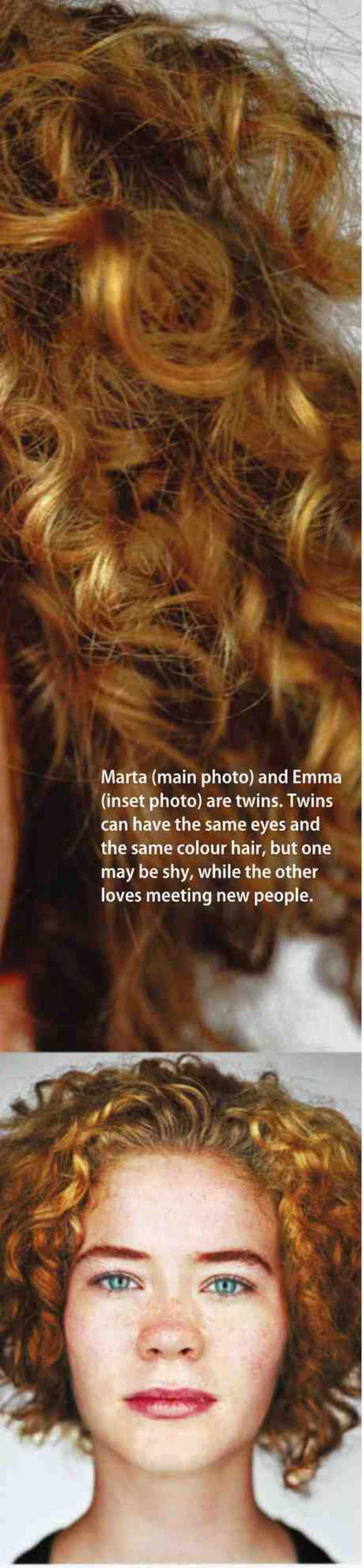
GRAMMAR
- present simple
- present continuous
- gerund and infinitive

SKILLS
Listening
- interests and things people like
- true/false, multiple choice

Reading
- showing emotions
- multiple choice, matching

Speaking
- talking about likes and dislikes
- introducing yourself

Writing
- introductory email



Marta (main photo) and Emma (inset photo) are twins. Twins can have the same eyes and the same colour hair, but one may be shy, while the other loves meeting new people.

1A Vocabulary

Personality

Describing and talking about personality

1 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 Look at the photo and read the caption. Are you like any members of your family?
2 Choose two or three words in the box to describe yourself.

cool	friendly	funny	happy	honest	intelligent
kind	loud	nasty	nice	popular	shy

3 Think of two or three words that other people might use to describe you.
4 Were your answers to questions 2 and 3 the same or different? Why?

2 Match the pairs of words that have a similar meaning. Use a dictionary if necessary. Then think of someone you know that you can describe with each pair of words.

1 smart	**a** relaxed
2 calm	**b** happy
3 helpful	**c** intelligent
4 cheerful	**d** kind

3 Choose the correct option to complete each sentence.

1 I'm *active / lazy* at the weekend. I usually do some sport and go out with my friends.
2 He's *confident / nervous* about giving presentations because he doesn't like making mistakes.
3 She's very *sociable / shy* and has a lot of friends.
4 Our coach is *serious / easy-going* and lets us listen to music before basketball practice.
5 Ken is very *hard-working / talented*. He isn't the best, but he really wants to succeed.
6 Luis is really *loud / quiet*. You always know when he's in a room!
7 Maria's very *honest / funny* – she always makes her classmates laugh.
8 Sam usually helps his little sister with her homework. He's very *nasty / kind*.

4 Choose three adjectives in the exercises above to describe yourself.

1 I think I'm … because … .
2 I don't think I'm … because … .
3 People say I'm … because … .

5 Work in pairs. Take turns to describe people in your class, but don't say their names. Can your partner guess who you're talking about?

She's calm, helpful and cheerful.

Is it Julia?

No. She's also very active – but a little bit shy.

Oh, is it Anna?

6 Work in pairs. Think of a famous person and make a list of words to describe him/her. Then read your list to the class. Can the class guess your person?

1B Listening

Listening to people talking about their interests and things they like

1 Look at the picture and the caption. Answer the questions.

1 What do you think DJ Spooky means by 'We're all nature'?
- **a** We are made of trees.
- **b** We are part of the planet.
- **c** We are animals.

2 What type of music do you think DJ Spooky makes?
- **a** hip-hop
- **b** classical
- **c** rock

3 What types of music do you enjoy? Hip-hop? Rock? Pop? Jazz? Some other kind?

2 Listen to the dialogue between two students (Anna, Bruno) meeting for the first time at a party. Answer the questions. 2

Who …
1 listens to the school radio station?
2 plays an instrument?
3 plays sports?
4 listens to DJ Spooky?
5 is looking for new music?

3 Are the sentences true (T) or false (F)? Listen again to check your answers. 2

1 Bruno and Anna like the music at the party.
2 Bruno likes hip-hop, rock and electronics.
3 Anna plays the guitar.
4 DJ Spooky mixes many styles of music.
5 DJ Spooky has a serious personality.
6 Anna knows DJ Spooky's music.

4 Work in pairs. Practise asking and answering questions about interests.

Are you into music / sports / books?

Yes, I am. / No, not really.

What kind of music / sports / books do you like?

I'm into rock / baseball / science fiction.

5 Listen to a boy talking about video games, then choose the correct answer to each question. 3

1 What's the boy's favourite video game?
- **a** a driving game
- **b** a shooting game
- **c** a strategy game

2 Which is not necessary to play *League of Legends*?
- **a** English skills
- **b** a good internet connection
- **c** a group of players in the same room

3 What is the boy's opinion about the maps in LoL?
- **a** He thinks there should be more of them.
- **b** He doesn't like their quality.
- **c** He doesn't understand them.

4 How good was a Polish gamer at IEM in 2017?
- **a** He won the competition.
- **b** He was defeated in the semi-finals.
- **c** Polish gamers didn't actually take part.

6 Listen again and decide if the following sentences are true (T) or false (F). 3

1 *League of Legends* is a game designed for teams.
2 The speaker is a professional gamer.
3 The best gamers win cash prizes at IEM.
4 The speaker is looking for some new players for his team.



National Geographic Explorer DJ Spooky uses music and art to make people think about the environment and the world around them. He says, 'We're all nature.'

1C Grammar 1

Present simple and present continuous

Talking about interests and free time activities

1 Look at the sentences in the Grammar box. Focus on the verbs in bold.

Present simple and present continuous

Present simple

*DJ Spooky **plays** really good music. He's talented.*
*I **play** the guitar – a little bit.*

Present continuous

*He can't hear you. He's **listening** to music now.*
*I'**m looking** for some new music to listen to. Can you recommend something?*

More explanation in Grammar reference on p. 24.

2 Answer the questions about the sentences in the Grammar box.

1 Which tense describes an activity happening now or around now?
2 Which tense describes something that happens regularly or all the time?

More practical exercises in Grammar practice on p. 25.
Do exercises 1–4.

3 Complete the information about DJ Spooky. Use the present simple of the verbs in brackets.

DJ Spooky's real name (1) ... (*be*) Paul D Miller. He (2) ... (*live*) in New York but he (3) ... (*have*) fans all over the world. They (4) ... (*love*) his shows – especially the way he (5) ... (*use*) music and pictures together. 'I (6) ... (*like*) to think of music not just as music, but as information,' he says. 'Art and music and science and technology (7) ... (*not be*) separate things.' At his concerts, people (8) ... (*hear*) music, (9) ... (*see*) pictures of the natural world, and most of all, (10) ... (*learn*).

4 Complete the short dialogues with the *-ing* form of the verbs in the box.

do enjoy live play read sit stay study take wait

1 A: What are you ... out there?
B: We're ... tennis, but we can't find the ball.
2 A: Why are you ... in your room?
B: I'm ... for a friend to call, but she's late.
3 A: Is your brother ... a new language at college?
B: No, he isn't ... languages any more.
4 A: I'm ... a book by a Chilean author at the moment.
B: Oh, are you ... it?
5 A: Is your sister still ... with her friends near the college?
B: No, she isn't. She's ... in one of the college rooms now. It's much better.

5 Complete the dialogue with the present simple or the present continuous forms of the verbs in the box.

be (x2) do go play wait want work

A: What (1) ... you ... right now?
B: I (2) ... to Ella's house.
A: Who (3) ... Ella?
B: She (4) ... a friend from my basketball team. We (5) ... basketball after school on Tuesdays. (6) ... you ... to come?
A: Sorry, I can't. I (7) ... for Tony because we (8) ... together on a science project.

6 Translate the Polish fragments of the sentences into English.

1 Why (*używasz*) ... my mobile phone? Give it back to me at once!
2 This girl (*nie odwiedza*) ... our library very often.
3 I can't go out with you today. I (*uczę się*) ... for the history test.



1D Reading

VOCABULARY BUILDING Adjective complements

Complements follow verbs like *be*, *become*, *look* and *seem*. They are usually adjectives and we often use them to describe emotions.

She ***looks nervous.*** *I'm* ***bored.*** *You* ***seem angry.***

1 Look at the table and choose the best words to complete the sentences.

Start to experience an emotion: *become / get*	*afraid*	*angry*
	bored	*excited*
Experience an emotion: *feel / be*	*frightened*	
	nervous	
Appear to experience an emotion: *look / seem*	*upset*	*worried*

1 Are you ... ? Don't worry. The test won't be that bad.
2 I'm getting ... about my holiday next week.
3 They feel ... about their exams next month.
4 Dan ... upset about something, but I don't know what the problem is.
5 You ... nervous about the test, but I'm sure you'll do well.

READING

Understanding a text about emotions

2 Read about previewing a text. Preview the article and answer the questions.

Before you read a text, preview it. This will help you understand what it's about before you read it carefully.

- Look at the title. What is the text probably about?
- Look at any pictures. What do they tell you about the text?
- Read the first and last paragraph. What are the main ideas?
- Read captions of each paragraph. Do they give you a general idea what they are about?

3 Read the article. Match each paragraph with one of the ideas (a–e).

a There are four types of feelings.
b Animals experience emotions.
c Some animals understand human feelings.
d Seeing people is an important part of communication.
e Humans experience many different feelings.

4 Read the article again. Choose the correct option to complete each sentence.

1 Recent scientific research ... the idea that we experience many very different feelings.
a proves
b disagrees with
c says nothing about

2 According to researchers, feeling nervous is basically the same as being ... .
a sad
b angry
c afraid

3 People everywhere show their emotions ... .
a on their face
b in their voice
c through their words

4 Horses understand people's feelings because ... .
a horses' brains are like people's brains
b they work closely with people
c people teach them to understand

5 Carl Safina believes that human and animal emotions are ... .
a very different
b similar
c impossible to compare

6 According to the article, animals ... with each other.
a share their emotions
b communicate in 'animal language'
c often feel angry

7 In the article, the author tells readers ... .
a how to hide their feelings
b how to look for other people's feelings
c how to understand animals

5 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the questions.

1 What did you learn from the article?
2 Did the article change your thinking about animals and emotions?
3 Do you think it's true that we should have some discussions face to face? Why? Give examples.

6 Work in pairs. Describe the picture, then discuss the questions.

1 How is the man in the middle of the photo feeling?
2 Do you usually show your emotions to others?
3 Tell your partner about a situation when you felt anxious or relieved.



IT'S WRITTEN ALL OVER YOUR FACE

4 **I. How are you feeling right now?**

Excited? Bored? Worried? Upset? How many possible answers are there? Interested, nervous, relaxed, angry, lonely … the list goes on. We feel so many different things, so feelings can seem very complicated. But recent scientific research actually says this might not be completely true.

II. Basic feelings

A group of scientists at the University of Glasgow in Scotland say that people only experience four basic feelings: sad, happy, angry and afraid. All of the other feelings we describe are really part of one of the basic four. So if you feel worried or nervous, that's fear. If you're relaxed or excited, that's happiness. If you're bored or lonely, that's sadness. Many scientists also say that people all over the world can see these feelings in the faces of the people around them. In fact, we're so good at it, we can easily understand the feelings on the face of a cartoon.

Try it! Look at the pictures and match each one with a basic feeling – *sad, happy, angry, afraid.*

THE FOUR BASIC FEELINGS



III. Not just for humans

Our faces show our feelings so clearly that even some animals know how we feel. Scientists at the University of Essex in the UK say that horses can identify happy or angry faces and can even recognise these feelings on the faces of strangers. This makes sense because horses live and work closely with humans in many places. They enjoy being with happy people. They also learn to avoid angry people whenever possible. Scientists want to know more. Can we expect animals to recognise other feelings, too? The research continues.

IV. What do animals feel?

It's not just horses that recognise human emotions. Animal expert Carl Safina believes that other animals experience many of the same feelings people have. 'They play. They act frightened when there's danger. They relax when things are good,' he says. In his book *Beyond Words: What Animals Think and Feel*, Safina explains that dogs, elephants and even whales* show their feelings and understand the feelings of other animals. He tells the story of a whale who rescued a seal* from danger, and says that elephants love meeting their friends and become very sad when a friend or family member dies. Scientists say that emotions help animals to survive. For example, research shows that animals who don't feel fear don't live for very long.

V. Face time

Understanding feelings is important. In fact, it's so important that people's faces usually tell others exactly how they feel, and these feelings are often obvious to us. We can use this information to make communication easier, or sometimes to know what other people are thinking or feeling, even when they don't tell us. So, when you need to talk about something important, try to have a face-to-face conversation – or at least a video chat.

whale *a large sea mammal that breathes through the top of its head*
seal *a sea mammal with thick fur and flippers*



1E Grammar 2

Verb patterns: verb + *-ing* or infinitive with *to*

Talking about likes and dislikes using different verb patters

1 Work in pairs. Discuss the following topics.

1 Name two or three things you love doing.
2 Name two or three things you hate doing.
3 Tell your partner why you love/hate doing them.

2 Look at the Grammar box. Focus on the verbs in bold and the forms of verbs that follow them.

Verbs + *-ing* or infinitive with *to*

*They **enjoy** being with happy people.*
*They also **learn** to avoid angry people whenever possible.*
*Scientists **want** to know more.*
*Elephants **love** meeting their friends.*

More explanation in Grammar reference on pp. 24–25.

3 Look again at the sentences in the Grammar box. Complete the table with the verbs in bold in your notebook.

Verbs followed by …	
the *-ing* form	*to* + infinitive
enjoy	…
…	…

More practical exercises in Grammar practice on p. 25. Do exercises 5–7.

4 Choose the correct option to complete each sentence. Are any of the sentences true for you?

1 I suggest *talking / to talk* to someone when you feel lonely.
2 Whenever I feel happy, I want *sharing / to share* it with my friends!
3 I always manage *making / to make* myself feel better when I discuss my problems with someone.
4 I can't help *feeling / to feel* closer to my friends when I share how I feel with them.
5 My friends and I don't mind *telling / to tell* each other about our feelings.

5 Complete the text with the verb + *-ing* or the infinitive with *to*. Sometimes both options are possible.

We can't help (1) … (*smile*) when the people around us smile. And when we see our friends laugh, it makes us want (2) … (*laugh*), too. It's almost impossible to avoid (3) … (*share*) the feelings of the people around us. But this doesn't stop with being happy, sad, angry or afraid. It affects us physically, too! Our own body temperature actually begins (4) … (*drop*) when we watch someone put their hand in ice water.

Why are we able to feel the emotions of the people around us? Humans need (5) … (*understand*) each other well because we spend a lot of time working together. When we don't manage (6) … (*get on*), we may start (7) … (*fight*) – and that's bad for everyone.

6 Complete the short dialogues with the correct form of the verbs in the box. Sometimes more than one option is possible.

bother	help	not tell	receive
send	share	talk	write

1 A: I hate ... you, but can I ask for some advice?
B: I don't mind ... you, but I can't talk right now. I'm late for class!

2 A: Do you promise ... my secret?
B: I'm not sure! Sometimes I can't help ... secrets!

3 A: I like ... about my feelings in a notebook.
B: I don't do that. I prefer ... to someone face-to-face.

4 A: I plan ... you a postcard from my holiday.
B: Oh, thanks. I love ... postcards.

7 Choose the correct option to complete both sentences.

1 The story is so sad that I can't ... crying when I talk about it.
If you need my ..., call me and I'll come as soon as possible.
a stop **b** opinion **c** help

2 I don't really ... travelling long distances.
I enjoy many types of music ... rock, rap or heavy metal.
a like **b** mind **c** such

3 I'm ... bored with your jokes. Please don't tell me anymore.
The trip starts at 6 am so I suggest ... up earlier than usual tomorrow.
a becoming **b** waking **c** getting

8 Translate the Polish fragments of the sentences into English.

1 You shouldn't (*unikać rozmawiania*) ... to your parents if you think they could help you.

2 Polish pupils (*zaczynają uczyć się*) ... at school at the age of six or seven.

3 Look! Jack (*próbuje otworzyć*) ... the door, but it's locked.

4 (*Nienawidzę proszenia*) ... others for help but I really need your help this time, Jimmy.

9 For sentences 1–4, complete the second sentence so that it has the same meaning as the first. Use the words in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 It's not a problem if I have to get up early on Saturdays.
MIND
I ... early on Saturdays.

2 They always have a good time when they take part in a singing competition.
ENJOY
They always ... in a singing competition.

3 I think it would be a good idea to talk to the head teacher first.
SUGGEST
I ... to the head teacher first.

4 This test is too difficult for most of the students to pass.
MANAGE
Most of the students ... this test.



A family enjoying hiking in a forest.

1F Speaking

Talking about likes and dislikes

1 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 When you meet someone new, what information do you usually learn about them?
2 What are you interested in knowing about other people?
3 What do you want them to know or not know about you?

2 Look at the photo and the caption below. What do you think these mailboxes say about the people they belong to?

3 Listen to the dialogue. Which topics do the people talk about? 5

baseball hiking football tennis running

4 Listen again. Complete the missing information in the profiles. 5

Name: Juan	Name: Becky
Doesn't like: (1) *playing team sports*	Loves: (4) …
Doesn't mind: (2) …	Best thing about it: (5) …
Likes: (3) …	Doesn't like: (6) …
Favourite place: *the Black Mountains*	Doesn't mind: (7) …

5 In your notebook make some notes about your own interests. Include the following topics: sports, music, hobbies and school subjects.

I like:
Best thing about it:
I don't mind:
I can't stand:

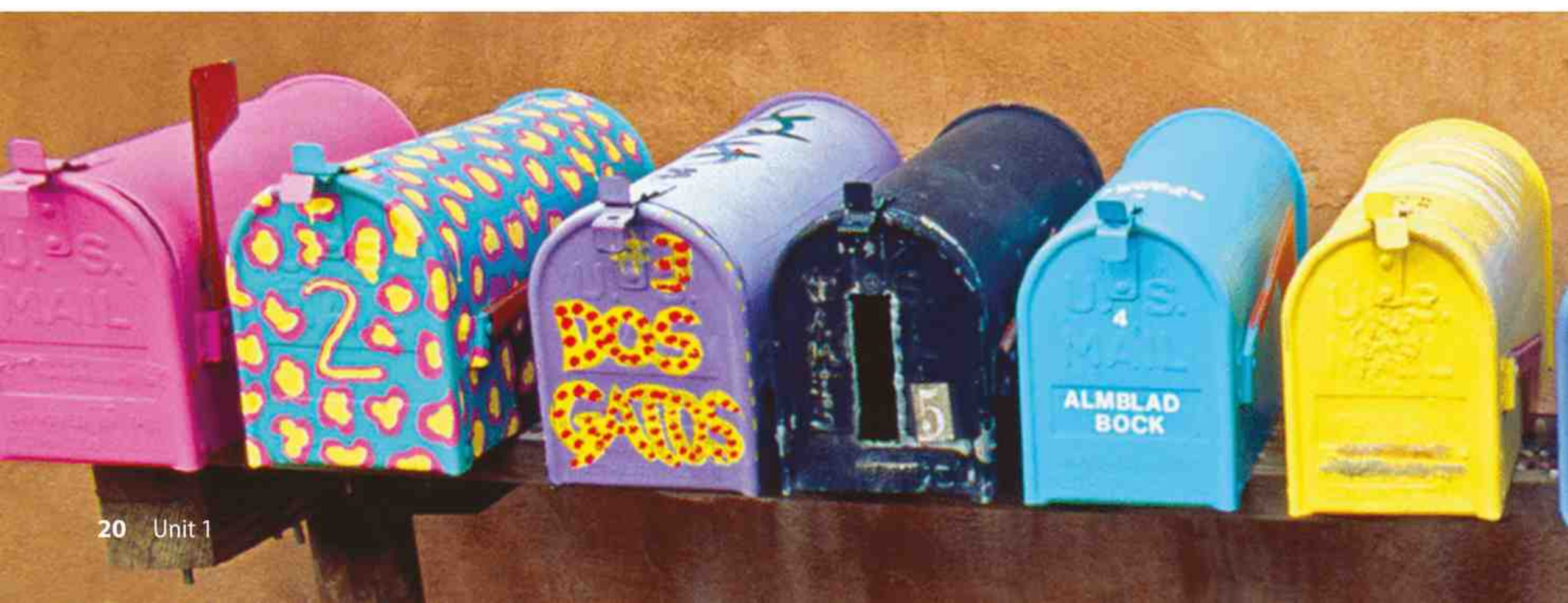
6 Work in pairs. Use your notes and the expressions in the Useful language box to make dialogues about likes and dislikes.

Useful language

Talking about likes and dislikes

Are you into … ?
Do you have a favourite … ?
What do you think of … ?
I'm really into …
I love to …
I'm not that interested in …
I don't mind …
I can't stand …
That's cool! / Really? / Wow!

People express themselves in many ways, including with mailboxes!



1G Writing

An introductory email

Writing an email to introduce yourself

1 Read the email from a Spanish student to a Polish student. Do you think they already know each other? Explain your answer.

Email Message

Hello Tomek,

My name's Timoteo. My friends call me Timo. I'm from Granada, Spain. I'm a student in Year 9.

My favourite subjects are art and music. I love drawing superhero comics, and I play the drums. I'm also really into football. I'm a great player! (But my friends don't always agree!)

What about you? Are you into sports? What are your favourite subjects?

I look forward to hearing from you.

Best wishes,

Timo

2 What information does the email give about the sender?

an interesting personal fact
hobbies and interests
description of personality
favourite music
favourite school subjects
name
home town
favourite foods
something his friends think
things he would like to know about Tomek

3 **WRITING TIPS** Using informal language

When we write to a friend or someone of our own age, we usually use informal language. Find examples of the following in the email in exercise 1.

1 an informal greeting
2 contractions
3 informal vocabulary and expressions
4 informal questions
5 an informal ending

4 Work in pairs. Imagine you are going to write an email to a student your age in another country. Think what you could write about yourself.

Include the following information:

- your name and home town,
- your hobbies and interests,
- what others think or say about you,
- ask the student two things you would like to know about them.

Write between 80 and 130 words.

More about an introductory email in Writing guide on p. 150.

5 Work in pairs. Exchange your emails. Check each other's work. Does it use the language from the Useful language box correctly and is it informal enough?

Useful language

Introducing yourself

I'm from …
I'm a student in Year …
My favourite subjects are …
I'm also really into …

Asking questions

What about you?
Are you into … ?
What are your favourite … ?



Skills Review 1

ENGLISH IN USE

Pary zdań

1 Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach.

1 It doesn't ... sense to discuss this problem again.
It's hard to ... friends in a new school.
a have **b** gain **c** make

2 Don't tell Ron about my problems, please. He can't ... a secret.
Where do you ... your books?
a hold **b** manage **c** keep

3 My dream is to be ... my father.
Don't talk to me ... that, please.
a like **b** such **c** as

4 She looks different. I can't ... her.
I know it's you. It's easy to ... you by your voice.
a notice **b** recognise **c** hear

5 The expressions on our faces usually ... others how we feel.
Can you ... me why you're late again?
a say **b** tell **c** speak

Parafrazy zdań

2 W następujących zdaniach spośród podanych propozycji wybierz tę, która może najlepiej zastąpić zaznaczony fragment.

1 *Actually*, I'm late for the meeting.
a At the moment
b In fact
c Probably

2 I *don't mind telling* them the truth.
a am not against telling
b wouldn't like to tell
c don't think I should tell

3 My grandma *can't stand talking* to rude people.
a doesn't talk
b can't wait to talk
c hates talking

4 My sister *can't help spending so much money*, because she loves shopping.
a isn't able to spend much money
b would like to spend more money
c finds it difficult to stop spending money

5 People *should try to hide their feelings from animals.*
a should teach animals more about feelings.
b should not let animals know how they feel.
c should help animals understand human feelings.

Minidialogi

3 Uzupełnij poniższe minidialogi, wybierając brakującą wypowiedź jednej z osób.

1 A: What time does the concert start?
B: ...
A: Great! We've got enough time to eat something.
a For two hours.
b Two hours ago.
c In two hours.

2 A: What does your new boyfriend look like?
B: ...
a He's tall and handsome.
b He likes sport and music.
c He's funny, but a little bit too loud.

3 A: Are you into listening to music?
B: ...
a Of course, I do.
b Sure, I love it.
c Yes, I can do it.

4 A: I'm not that interested in tennis. ... you?
B: It's my favourite sport, actually.
a What about
b How are
c Is that

5 A: ... ?
B: I'd like to go to the park, but it's raining.
a What do you do in the afternoons?
b What are you doing this afternoon?
c Do you do anything in the afternoons?

Uzupełnianie zdań

4 Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

1 Please don't bother me. I (write / email) ... at the moment.

2 It's raining again, so we can't go for a walk. What (you / want / do) ... instead?

3 We (not / mind / meet) ... our aunt but we don't want to meet our cousin.

4 Jeff is crazy about English. He (learn / lots / new / words) ... whenever he's got the time.

5 Dad is in the garage at the moment. He (try / repair) ... my bike.

Słowotwórstwo

5 **Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.**

1 I'd like to thank you for your ... advice.
HELP

2 Most people believe that ... is more important than appearance.
PERSON

3 What kind of ... does your brother do?
SEARCH

4 I can see some ... in her eyes.
SAD

5 Jack is usually ... when he paints.
RELAX

Uzupełnianie luk

6 **Uzupełnij zdania wyrazem, który najlepiej pasuje.**

1 I always help my school friends ... their maths.
2 Jack is a confident person, but a ... bit shy.
3 He doesn't listen to this kind of music ... more.
4 Please, be quiet. I ... listening to the news.
5 We all like his shows, especially the ... he talks to the audience.

Tłumaczenie fragmentów zdań

7 **Przetłumacz fragment zdania w nawiasie na język angielski.**

1 I usually (*uprawiam sport*) ... at weekends.
2 Do you have your (*ulubiony rodzaj*) ... of music?
3 There are some students who (*nie mają nic przeciwko uczeniu się matematyki*) ... .
4 (*Chcemy pójść*) ... to a concert next week.
5 Where (*planujesz pójść*) ... after classes?

LISTENING

8 **Usłyszysz dwukrotnie wywiad z młodym śpiewakiem operowym. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.** 6

1 Lewis took part in Zaragoza singing competition because ... .
a he applied for the contest on time
b another singer withdrew from the contest
c he received the invitation form the organisers

2 As a young boy, Lewis ... .
a was unaware he had a powerful voice
b dreamt of being a well-known singer
c went to the opera house to listen to music

3 Lewis's music teacher advised him to ... .
a continue playing the piano
b try to write his own lyrics
c focus on singing only

4 Lewis wanted to be a professional ... .
a swimmer
b football player
c basketball player

SPEAKING

9 **Rozmawiasz z kolegą/koleżanką o wyborze kandydata na przewodniczącego szkoły. Nie zgadzasz się z jego/jej opinią na temat osoby kandydującej na to stanowisko. Poniżej podane są cztery kwestie, które musisz omówić z kolegą/koleżanką:**

- zdolności organizacyjne kandydata/kandydatki,
- umiejętność kierowania grupą ludzi,
- odpowiedzialność,
- współpraca z dyrekcją i nauczycielami.

WRITING

10 **Zaprzyjaźniłeś/Zaprzyjaźniłaś się z poznaną niedawno osobą. Napisz o tym e-mail do kolegi z Londynu.**

- Przedstaw okoliczności, w jakich poznałeś/poznałaś tę osobę.
- Opisz jego/jej wygląd.
- Napisz, jak spędzacie wspólnie czas.
- Wyjaśnij, dlaczego zamierzasz kontynuować tę znajomość.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Jack,

I've met a fantastic person.

...

Take care,

XYZ

Grammar reference 1

GRAMMAR 1 Present simple and present continuous

Present simple (czas teraźniejszy prosty)

Czasu *present simple* używamy do opisywania:

- czynności o charakterze stałym:

  *I'**m** 14 years old. I **live** in Warsaw. I've **got** two sisters.*

- czynności powtarzających się i nawyków w teraźniejszości:

  *My school day always **starts** at 8.00.*
  *I **play** football every Saturday.*

- faktów, zjawisk oraz prawd oczywistych:

  *Water **boils** at 100°C. There **are** 24 hours in a day.*

W zdaniach twierdzących w trzeciej osobie liczby pojedynczej (*he/she/it*) do czasownika dodajemy końcówkę *-s*. *He live**s** in Rome.*

W pozostałych osobach (*I/you/we/they*) czasownik jest w formie podstawowej tak jak w zdaniach przeczących po *don't* i *doesn't* oraz w pytaniach po *do* lub *does*.

Zdania twierdzące	Zdania przeczące
I/You/We/They ***drink*** milk.	I/You/We/They ***don't drink*** milk.
He/She/It ***drinks*** milk.	He/She/It ***doesn't drink*** milk.

Pytania	Krótkie odpowiedzi
Do you/we/they ***drink*** milk?	Yes, I/we/they ***do***. No, I/we/they ***don't***.
Does he/she/it ***drink*** milk?	Yes, he/she/it ***does***. No, he/she/it ***doesn't***.

Zasady pisowni:

- Gdy czasownik kończy się na *-o, -s, -ss,-sh, -ch, -x, -z*, dodajemy do niego *-es*.

  *He watch**es** football every Saturday.*

- Gdy czasownik kończy się na spółgłoskę + *-y*, zamieniamy *-y* na *-i* i dodajemy *-es*.

  *She stud**ies** English.*

Present continuous (czas teraźniejszy ciągły)

Czasu *present continuous* używamy, gdy opisujemy:

- czynności, które odbywają się w momencie mówienia:

  *I'**m not playing** football now because it's **raining**.*

- czynności, które odbywają się w szerzej rozumianej teraźniejszości:

  *I'**m reading** a good book today.*

- sytuacje o charakterze tymczasowym:

  *My brother **is studying** in Spain until next June.*

Czas *present continuous* tworzymy za pomocą odpowiedniej formy czasownika *to be* (*am*, *are*, *is*) oraz czasownika głównego z końcówką *-ing*.
W zdaniach przeczących dodajemy *not* po *am*, *are*, *is*.
W pytaniach umieszczamy *am/are/is* przed podmiotem.

Zdania twierdzące	Zdania przeczące
I'***m studying*** science. We/You/They ***are studying***.	I'***m not studying*** maths. We/You/They ***aren't studying***.
He/She ***is studying***. It ***is raining***.	He/She ***isn't studying***. It ***isn't raining***.

Pytania	Krótkie odpowiedzi
Am I ***playing***?	Yes, I ***am***. No, I'***m not***.
Are we/you/they ***playing***?	Yes, we/you/they ***are***. No, we/you/they ***aren't***.
Is he/she/it ***playing***?	Yes, he/she/it ***is***. No, he/she/it ***isn't***.

Zasady pisowni:

- Gdy czasownik główny ma jedną sylabę i kończy się na spółgłoskę, dodajemy *-ing*:

  *work – work**ing***

- Gdy czasownik ma jedną sylabę i kończy się na spółgłoskę po pojedynczej samogłosce (oprócz *w*, *x* lub *y*) zazwyczaj podwajamy ostatnią literę:

  *stop – sto**pp**ing, sit – si**tt**ing, plan – pla**nn**ing*

- Gdy czasownik kończy się na *-e*, literę tę usuwamy przed dodaniem końcówki *-ing*:

  *make – mak**ing***

Ćwiczenia 1–4

GRAMMAR 2 Verb patterns: Verb + *-ing* or infinitive with *to*

Czasownik + bezokolicznik	*agree, decide, expect, hope, learn, manage, need, offer, plan, promise, seem, want, would like*
Czasownik + czasownik z końcówką *-ing*	*avoid, can't help, consider, enjoy, finish, not mind, suggest*
Czasownik + czasownik z końcówką *-ing* lub czasownik + bezokolicznik	*begin, continue, hate, like, love, prefer, start*

Czasownik + bezokolicznik (*infinitive*)

Po niektórych czasownikach (*want*), stosujemy bezokolicznik (*to be*).

*I **want to be** more active.*

Czasownik + czasownik z końcówką *-ing* (*gerund*)

Po niektórych czasownikach (*enjoy*), stosujemy czasownik z końcówką *-ing* (*gerund – meeting*).

*I **enjoy meeting** new people.*

Czasownik + *gerund* lub czasownik + bezokolicznik (*infinitive*)

Po niektórych czasownikach (*like*), możemy zastosować gerund albo bezokolicznik.

*They **like sharing/like to share** information.*

Ćwiczenia 5–7

Grammar practice

1 Complete the short dialogues. Use the notes to write present simple questions and answers.

1 A: you / live in Argentina? *Do you live in Argentina?*
B: yes *Yes, I do.*

2 A: he / play football?
B: no

3 A: they / know Beatriz?
B: yes

4 A: we / ready?
B: yes

5 A: I / late?
B: no

6 A: you / like school?
B: yes

7 A: she / study languages?
B: yes

8 A: you two / want some help?
B: no

2 Complete the sentences using the present continuous form of the verbs in the box.

expect	get	have	stay	study	take	talk	try

1 I ... for my final exams.
2 My brother ... to find a part-time job.
3 They ... in a hotel.
4 We ... a lot of fun!
5 You ... a German class, right?
6 She ... an email from her teacher.
7 I think he ... to the new student. He's very outgoing.
8 It's pretty loud in here. I ... a headache.

3 Choose the correct option to complete each sentence.

1 Please be quiet. We *watch / are watching* a film.
2 Phillip *plays / is playing* football every week for the school team.
3 I can't come out this evening. I *study / am studying* for the geography test.
4 What *do you do / are you doing* in the kitchen? You *make / are making* a real mess!
5 It *takes / is taking* twenty minutes to get to the town centre from the school.
6 We *just sit / are just sitting* at home right now because it *rains / is raining* really heavily.

4 Translate the Polish fragments of the sentences into English.

1 (*Znamy*) ... his first name but not his last name.
2 (*On woli*) ... football to basketball.
3 (*Uczysz się*) ... to play the guitar very quickly.
4 (*Czy ona uczy się*) ... Spanish?
5 (*Wciąż myślę*) ... about the test.
6 (*Odrabiamy*) ... homework right now.

5 Choose the two options that can complete each sentence.

1 They ... talking to each other.
a enjoy **b** like **c** want

2 I ... to learn to talk about my feelings.
a can't help **b** want **c** need

3 We ... asking our mother for advice.
a prefer **b** suggest **c** agree

4 Can you ... to write about your experience?
a consider **b** begin **c** manage

5 He ... to believe his brother is telling the truth.
a seems **b** enjoys **c** wants

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

1 sister / I / my / to / hope / talk / to
2 wants / to / my / explain / feelings / me / She
3 We / emotions / mind / don't / about / talking
4 hate / You / your / sharing / feelings
5 know / would / He / to / it / like / about / more
6 My / get / lazy / she / seems / to / good / is / friend / marks / but

7 Complete the sentences with the verbs in brackets. Use one *-ing* form and one infinitive form in each sentence.

1 I really enjoy ... . I want ... a new book every week. (*read*)
2 I suggest ... some new people. You can expect ... new people by joining a club. (*meet*)
3 They seem ... painting. Even when they're in a bad mood, they can't help ... it. (*enjoy*)
4 He agreed ... to the cinema with us. He didn't consider ... out for dinner afterwards, though. (*go*)
5 Do you mind ... for Ella? We need ... about ten minutes. (*wait*)

Wordlist Unit 1 7

VOCABULARY p. 13

a little bit (adv) /ə 'lɪtl bɪt/ troszkę, nieco
active (adj) /'æktɪv/ aktywny
calm (adj) /kɑ:m/ spokojny
caption (n) /'kæpʃən/ podpis pod obrazkiem
cheerful (adj) /'tʃɪəfl/ radosny
classmate (n) /'klɑ:smeɪt/ kolega/koleżanka z klasy
confident (adj) /'kɒnfɪdənt/ pewny siebie
cool (adj) /ku:l/ spokojny, opanowany; świetny
easy-going (adj) /ˌi:zi'gəʊɪŋ/ opanowany, wyrozumiały
friendly (adj) /'frendli/ przyjazny
funny (adj) /'fʌni/ zabawny; śmieszny
go out with (phr v) /ˌgəʊ 'aʊt wɪð/ spotykać się z
happy (adj) /'hæpi/ radosny; szczęśliwy
hard-working (adj) /ˌhɑ:d'wɜ:kɪŋ/ pracowity
helpful (adj) /'helpfl/ pomocny
honest (adj) /'ɒnɪst/ uczciwy, szczery
intelligent (adj) /ɪn'telɪdʒənt/ inteligentny
kind (adj) /kaɪnd/ uprzejmy
laugh (v) /lɑ:f/ śmiać się
lazy (adj) /'leɪzi/ leniwy
loud (adj) /laʊd/ głośny
make mistakes (phr) /ˌmeɪk mɪ'steɪks/ popełniać błędy
nasty (adj) /'nɑ:sti/ okropny, złośliwy; niemiły
nervous (adj) /'nɜ:vəs/ nerwowy; zdenerwowany
nice (adj) /naɪs/ miły, sympatyczny
personality (n) /ˌpɜ:sə'næləti/ osobowość
perspective (n) /pə'spektɪv/ punkt widzenia
popular (adj) /'pɒpjʊlə/ popularny, lubiany
quiet (adj) /'kwaɪət/ cichy, spokojny
relaxed (adj) /rɪ'lækst/ opanowany; odprężony
serious (adj) /'sɪəriəs/ poważny
shy (adj) /ʃaɪ/ nieśmiały
smart (adj) /smɑ:t/ bystry
sociable (adj) /'səʊʃəbl/ towarzyski
succeed (v) /sək'si:d/ odnosić, osiągnąć sukces
take turns (phr) /teɪk 'tɜ:nz/ robić coś na zmianę
talented (adj) /'tæləntɪd/ utalentowany
twin (n) /twɪn/ brat bliźniak/siostra bliźniaczka

LISTENING p. 14

achievement (n) /ə'tʃi:vmənt/ osiągnięcie
amazing (adj) /ə'meɪzɪŋ/ zdumiewający
attend (v) /ə'tend/ brać udział w
be into (phr v) /ˌbi: 'ɪntə/ interesować się, pasjonować się czymś
be on a team (phr) /ˌbi: ɒn ə 'ti:m/ być w drużynie
cash prize (n) /ˌkæʃ 'praɪz/ nagroda pieniężna
check out (phr v) /ˌtʃek 'aʊt/ sprawdzać, zbadać
competition (n) /ˌkɒmpə'tɪʃn/ konkurs, zawody
connection (n) /kə'nekʃn/ połączenie
defeat (v) /dɪ'fi:t/ pokonać
design (v) /dɪ'zaɪn/ zaprojektować
driving game (n) /'draɪvɪŋ ˌgeɪm/ gra wyścigowa
environment (n) /ɪn'vaɪrənmənt/ środowisko naturalne
event (n) /ɪ'vent/ wydarzenie
exciting (adj) /ɪk'saɪtɪŋ/ pasjonujący
gamer (n) /'geɪmə/ gracz
gaming (n) /'geɪmɪŋ/ granie w gry
graphics (n) /'græfɪks/ grafika
necessary (adj) /'nesəseri/ konieczny
quality (n) /'kwɒləti/ jakość
scenario (n) /sə'nɑ:riəʊ/ scenariusz
semi-final (n) /ˌsemi'faɪnl/ półfinał
shooting game (n) /'ʃu:tɪŋ ˌgeɪm/ strzelanka
sound (v) /saʊnd/ brzmieć
strategy game (n) /'strætədʒi ˌgeɪm/ gra strategiczna
take part (phr) /ˌteɪk 'pɑ:t/ brać udział
tournament (n) /'tʊənəmənt/ turniej
type (n, v) /taɪp/ rodzaj; pisać na klawiaturze
well-known (adj) /ˌwel'nəʊn/ sławny, znany
win (v) /wɪn/ wygrać

GRAMMAR 1 p. 15

activity (n) /æk'tɪvəti/ zajęcie
all over the world (phr) /'ɔ:l ˌəʊvə ðə 'wɜ:ld/ na całym świecie
enjoy (v) /ɪn'dʒɔɪ/ cieszyć się z, lubić
especially (adv) /ɪ'speʃəli/ szczególnie
language (n) /'læŋgwɪdʒ/ język
real (adj) /rɪəl/ prawdziwy
science (n, adj) /'saɪəns/ nauka; naukowy
separate (adj) /'sepərət/ osobny
show (n, v) /ʃəʊ/ pokaz, seans; pokazać
stay (v) /steɪ/ pozostawać, mieszkać
technology (n) /tek'nɒlədʒi/ technologia

READING pp. 16–17

according to (prep) /ə'kɔ:dɪŋ tə/ według, zgodnie z
afraid (adj) /ə'freɪd/ wystraszony; pełen obaw
angry (adj) /'æŋgri/ zły, rozgniewany
anxious (adj) /'æŋkʃəs/ zaniepokojony
at least (conj) /ət 'li:st/ co najmniej
avoid (v) /ə'vɔɪd/ unikać
basic (adj) /'beɪsɪk/ podstawowy
become (v) /bɪ'kʌm/ stać się
believe (v) /bɪ'li:v/ wierzyć
bored (adj) /bɔ:d/ znudzony
brain (n) /breɪn/ mózg
breathe (v) /bri:ð/ oddychać
carefully (adv) /'keəfəli/ ostrożnie
cartoon (n) /kɑ:'tu:n/ kreskówka, komiks
closely (adv) /'kləʊsli/ blisko, ściśle
compare (v) /kəm'peə/ porównywać
complicated (adj) /'kɒmplɪkeɪtɪd/ skomplikowany
danger (n) /'deɪndʒə/ niebezpieczeństwo
die (v) /daɪ/ umierać
different (adj) /'dɪfrənt/ inny, różny
disagree (v) /ˌdɪsə'gri:/ nie zgadzać się
exactly (adv) /ɪg'zæktli/ dokładnie
excited (adj) /ɪk'saɪtɪd/ podekscytowany
expect (v) /ɪk'spekt/ oczekiwać
experience (v, n) /ɪk'spɪəriəns/ doświadczać; doświadczenie
explain (v) /ɪk'spleɪn/ wyjaśniać, wytłumaczyć
face-to-face (adj), **face to face** (adv) /ˌfeɪs tə 'feɪs/ twarzą w twarz
fear (n) /fɪə/ strach, lęk
feeling (n) /'fi:lɪŋ/ uczucie
flipper (n) /'flɪpə/ płetwa
frightened (adj) /'fraɪtnd/ przerażony
fur (n) /fɜ:/ futro, sierść
happiness (n) /'hæpinəs/ szczęście
hide (v) /haɪd/ ukrywać
human (adj) /'hju:mən/ ludzki
identify (v) /aɪ'dentɪfaɪ/ zidentyfikować, rozpoznać
important (adj) /ɪm'pɔ:tnt/ ważny
impossible (adj) /ɪm'pɒsəbl/ niemożliwy
lonely (adj) /'ləʊnli/ samotny
make sense (phr) /ˌmeɪk 'sens/ mieć sens
mammal (n) /'mæml/ ssak
obvious (adj) /'ɒbviəs/ oczywisty
prove (v) /pru:v/ udowodnić
recent (adj) /'ri:snt/ niedawny
recognise (v) /'rekəgnaɪz/ rozpoznawać
relieved (adj) /rɪ'li:vd/ uspokojony; uszczęśliwiony
rescue (v) /'reskju:/ ratować
research (n) /rɪ'sɜ:tʃ/ badania naukowe
sad (adj) /sæd/ smutny
sadness (n) /'sædnəs/ smutek
scientific (adj) /ˌsaɪən'tɪfɪk/ naukowy
scientist (n) /'saɪəntɪst/ naukowiec
seal (n) /si:l/ foka
seem (v) /si:m/ wydawać się jakimś
similar (adj) /'sɪmɪlə/ podobny
story (n) /'stɔ:ri/ opowieść, historia
stranger (n) /'streɪndʒə/ nieznajomy/ nieznajoma
survive (v) /sə'vaɪv/ przetrwać, przeżyć
thick (adj) /θɪk/ gruby
understand (v) /ˌʌndə'stænd/ rozumieć
upset (adj) /ˌʌp'set/ zmartwiony, zdenerwowany
whale (n) /weɪl/ wieloryb
whenever (adv) /wen'evə/ gdziekolwiek
worried (adj) /'wʌrid/ zmartwiony
worry (v) /'wʌri/ martwić się

GRAMMAR 2 pp. 18–19

actually (adv) /'æktʃuəli/ właściwie, faktycznie
advice (n) /əd'vaɪs/ rada
bother (v) /'bɒðə/ kłopotać (się)
dislikes (n) /dɪs'laɪks/ rzeczy nielubiane
drop (v) /drɒp/ spadać, upuszczać
likes (n) /laɪks/ upodobania; rzeczy lubiane
locked (adj) /lɒkt/ zamknięty na klucz
manage (v) /'mænɪdʒ/ radzić sobie, zdołać
not mind (phr) /nɒt 'maɪnd/ nie mieć nic przeciwko
pass an exam (phr) /ˌpɑ:s ən ɪg'zæm/ zdawać egzamin
physically (adv) /'fɪzɪkli/ fizycznie
postcard (n) /'pəʊstkɑ:d/ pocztówka
prefer (v) /prɪ'fɜ:/ woleć
promise (v) /'prɒmɪs/ obiecywać
receive (v) /rɪ'si:v/ otrzymywać
send (v) /send/ wysyłać
share (v) /ʃeə/ dzielić (się)
suggest (v) /sə'dʒest/ proponować
trip (n) /trɪp/ wycieczka

SPEAKING p. 20

belong to (phr v) /bɪ'lɒŋ tə/ należeć do
express (v) /ɪk'spres/ wyrażać

go camping (phr) /ˌgəʊ 'kæmpɪŋ/ jechać na biwak/pod namiot
hiking (n) /'haɪkɪŋ/ wędrowanie, turystyka piesza
mailbox (n) /'meɪlbɒks/ skrzynka na listy
own (adj) /əʊn/ własny
way (n) /weɪ/ sposób

WRITING p. 21

age (n) /eɪdʒ/ wiek
contraction (n) /kən'trækʃn/ forma ściągnięta, skrócona
description (n) /dɪ'skrɪpʃn/ opis
ending (n) /'endɪŋ/ zakończenie
enough (adv) /ɪ'nʌf/ dosyć
exchange (v) /ɪks'tʃeɪndʒ/ wymienić się
greeting (n) /'griːtɪŋ/ pozdrowienie
home town (n) /ˌhəʊm 'taʊn/ miasto rodzinne
in Year 9 (phr) /ɪn ˌjɪə 'naɪn/ w dziewiątej klasie
informal (adj) /ɪn'fɔːml/ nieoficjalny
introduce (v) /ˌɪntrə'djuːs/ przedstawiać się
know each other (phr) /'nəʊ ˌiːtʃ 'ʌðə/ znać się nawzajem
sender (n) /'sendə/ nadawca
tips (n) /tɪps/ wskazówki

SKILLS REVIEW pp. 22–23

appearance (n) /ə'pɪərəns/ wygląd zewnętrzny
as a result (phr) /əz ə rɪ'zʌlt/ w efekcie
can't stand (phr) /ˌkɑːnt 'stænd/ nie móc czegoś znieść
enrol (v) /ɪn'rəʊl/ zapisywać się
handsome (adj) /'hænsəm/ przystojny
hold (v) /həʊld/ trzymać
immediately (adv) /ɪ'miːdiətli/ natychmiast
instead of (prep) /ɪn'sted əv/ zamiast, w zamian
invent (v) /ɪn'vent/ wynaleźć
lyrics (n) /'lɪrɪks/ słowa, tekst piosenki
mad (adj) /mæd/ szalony, wściekły
notice (v) /'nəʊtɪs/ zauważać
probably (adv) /'prɒbəbli/ prawdopodobnie
recognise (v) /'rekəgnaɪz/ rozpoznawać
registration (n) /ˌredʒɪ'streɪʃn/ rejestracja, zapisy
rude (adj) /ruːd/ niegrzeczny
spend (v) /spend/ wydawać (pieniądze); spędzać czas

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/ frazowy
(conj)	conjuction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Choose the correct option to complete both sentences.

1 What ... of games do you prefer?
I must learn to ... faster on the keyboard.
a play
b use
c type

2 It was very ... of you to wait for me.
I am not into this ... of music.
a kind
b style
c nice

3 What time does the last ... start?
He didn't want to ... me his SMSes.
a break
b show
c text

4 Please do not ... these glasses. They break easily.
You need to add a ... of oil to this mixture.
a touch
b drop
c bit

2 Translate the Polish fragments of the sentences into English.

1 This candidate seems too (*cichy i poważny*) ... .
He isn't at all suitable.

2 We must meet (*twarzą w twarz*) ... instead of talking on the phone.

3 Do you know anything about the most (*ostatnie badania*) ... on human emotions?

4 Who (*jest właściwie*) ... interested in our project?

5 I want (*odnieść sukces*) ... in the school competition.

3 Complete the sentences with the correct form of the word in capitals.

1 This email is ... . It's written to a friend.
FORMAL

2 If you ... with our decision, you can always leave the team.
AGREE

3 He is a ... person. His voice is unique.
TALENT

4 We need a good internet ... to use this app.
CONNECT

5 I am perfectly prepared. It is my coach's best ... .
ACHIEVE

4 For sentences 1–4, complete the second sentence so that it has the same meaning as the first. Use the words in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 He lives next door.
IS
He ... .

2 We like buying books.
MONEY
We like ... on books.

3 I'd like to participate in this competition.
TAKE
I'd like ... in this competition.

4 I feel fear when I see a spider.
AM
I ... of spiders.

2 Where the heart is

IN THIS UNIT YOU LEARN

VOCABULARY
- places to live
- different and unique houses
- rooms and furniture
- home equipment
- suffix *-ion*

GRAMMAR
- past simple
- used to
- past continuous

SKILLS
Listening
- living in different places around the world
- true/false, multiple choice

Reading
- living on international space station
- multiple choice

Speaking
- living in unusual places
- giving reasons

Writing
- a blog post – a description of a place

CRITICAL THINKING
- analysing facts and opinions

TED TALK
- houses made from local materials



TED speaker, Elora Hardy, designs houses using local bamboo in Bali, Indonesia.

2A Vocabulary

Describing where you live

Describing places to live

1 Look at the inside of the house in the photo. What things do you see?

an armchair	art/decorations	a chair	a door	a light
a refrigerator	a sofa	stairs	a table	a window

2 Work in pairs. Describe the photo. Answer the questions.

1 Who do you think lives in this house? Why do you think so?
2 Would you like to live in a house like this? Why?/Why not?
3 Tell your partner about the most memorable place you stayed overnight.

3 Complete the city descriptions with the words in the boxes.

~~business~~	lively	old-fashioned	residential	shopping district	walkable

A new city: Songdo, South Korea

Songdo International Business District is a 'planned' city in South Korea. It includes a (1) *business* area where companies like Samsung have offices, a (2) ... with shops and restaurants, and also (3) ... areas where people live. This includes a skate park and a lake with boats to hire. There's also a (4) ... and exciting entertainment area, with a concert hall, an arts centre and cinemas. Everywhere in the city is (5) ... , so people don't need to use their cars much. Bikes are very popular, too. None of the buildings in the city is (6) ... because the city is only a few years old.

crowded	historic	modern	rural	suburban	traditional	~~urban~~

An ancient city: Mexico City

Mexico City is about seven hundred years old. The city centre feels very busy and (7) *urban*, with busy shopping streets which sometimes get very (8) ... . However, Chapultepec Park, in the middle of the city, is the largest city park in Latin America. It has an amusement park, a swimming pool and an old castle. There aren't many (9) ... buildings in the (10) ... city centre. Construction began in the 1500s, so many buildings are old and (11) ... . There are, however, modern office buildings in Santa Fe, the city's business district. And there are homes and apartment buildings in the more quiet (12) ... areas, which grew around the city centre in recent times. There are also many beautiful (13) ... areas – areas without buildings – near Mexico City, like Desierto de los Leones National Park, which is actually within the city limits.

4 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the questions.

1 Are there cities like Songdo or Mexico City in your country? How are they similar?
2 Would you prefer to live in an urban, suburban or rural area? Why? Consider:
   - shops and restaurants
   - green spaces and parks
   - transport
   - entertainment (cinemas, arts, parks)

2B Listening

Listening to people talking about living in different places around the world

1 Listen to the news report about living in Vienna, Austria. Choose the correct words to complete each sentence. 8

1 Vienna is one of the world's most *pleasant / expensive* cities.

2 The boy lives in a *modern / historic* area near the city centre.

3 He says that people in New York pay *more / less* to go out with friends.

4 The girl says that the *underground is / restaurants are* open 24 hours.

5 She *lives / works* in the suburbs.

6 She says the suburbs *are / aren't* boring.

2 Listen to the recording about a famous village in Poland. Decide if the sentences are true (T) or false (F). 9

1 Zalipie is a district of Krakow. ...
2 Public places are also decorated. ...
3 Smoke used to make the walls of houses dirty. ...
4 There is a competition held in Zalipie every winter. ...
5 The tradition of painting houses ended in 1974. ...

3 Listen again. Choose the correct option to complete each sentence. 9

1 The tradition of decorating the houses started ... .
a quite recently
b in 1948
c over 100 years ago

2 The winner of the competition is the person who ... .
a takes the most beautiful photo
b paints their house most beautifully
c adds the most interesting object to the museum

3 The museum is located in ... .
a the house of a local artist who died in 1974
b a building which used to be a church
c the Women Painters' House

4 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 Would you rather live in Zalipie, Vienna, Songdo or Mexico City? Why?
2 Nearly half of the world lives in rural areas. What are the pros (good things) and cons (bad things) about living in a rural area?
3 Look at the photo of the container house on p. 31. Would a house like this fit in your town or city?

A nicely decorated house in Zalipie, Poland



Rozumienie ze słuchu: *prawda/fałsz, wybór wielokrotny*

2C Grammar 1

Past simple, *used to*

Using past simple and used to to describe past events

1 Work in pairs. Answer the questions from the news report about Vienna. Listen again to check your answers. 8

1 When did the boy's family move to Vienna?
2 Why did they move to Vienna?
3 Where did they stay when they first arrived?
4 Why did the girl's family move to the suburbs?

Past simple

*We **moved** here five years ago.*
*I **didn't like** it at first.*
***Did** you **meet** new friends? Yes, I **did**. I **met** a lot of people.*
*Where **did** you **live** when you were a child? I **lived** in Madrid.*

More explanation in Grammar reference on p. 42.

2 Look at the Grammar box. Match the two parts of the sentences to make rules about the past simple.

1 For affirmative statements about the past,
2 For negative statements about the past,
3 For questions about the past,
4 We use the past simple to talk about

a we use *didn't* + infinitive
b actions completed in the past.
c we use infinitive + *ed* (regular verbs) or past simple form (irregular verbs).
d we use *did* + infinitive

More practical exercises in Grammar practice on p. 43.
Do exercises 1–3.

3 Put the past simple form of the verbs in the correct column in your notebook.

~~be~~ ~~become~~ decide have ~~like~~ live make meet move see take think want work

Regular	Irregular
liked	*was/were* *became*

4 Complete the sentences with some of the verbs in exercise 3.

1 When I was twelve, my family ... to Hong Kong.
2 At first, my brother and I ... it was a wonderful place to live – so busy and lively.
3 We ... in an apartment near the business district, and we ... a lot of new people.
4 But our father and mother both ... very hard in their new jobs and they were never at home.
5 We soon ... bored with our life there and ... to move back home.

In some places, like London, England, entire neighbourhoods are made of shipping containers.

5 Use the past simple to complete the text about an interesting living situation.

When did Brenda Kelly (1) ... (*become*) interested in very small houses? When she was just thirteen years old. She (2) ... (*draw*) plans and pictures and (3) ... (*dream*) of building her own small house.
A few years later, she (4) ... (*be*) ready for a house, but she (5) ... (*not have*) a lot of money to spend on it. One day, she (6) ... (*see*) some shipping containers at a container terminal* and she (7) ... (*think*) it would be cool to live in one.
Brenda (8) ... (*not be*) sure it was possible to make a house from a container. She did research and found people who (9) ... (*make*) houses with materials that used to be something else. It (10) ... (*not take*) long for her to find help and start building.

terminal *a dock or port where ships load and offload goods*

used to

*My dad **used to** work in a bank.*
*We **didn't use to** live in a container house; we lived in a flat.*
***Did** you **use to** visit the city centre a lot? No, we **didn't**.*

More explanation in Grammar reference on p. 42.

6 Look at the Grammar box above. Answer the questions.

1 Do the sentences say exactly when the past habits, routines or states happened?
2 How do we form questions and negatives with *used to*?
3 Can we use the past simple to talk about past habits, routines or states as well as *used to*?

More practical exercises in Grammar practice on p. 43.
Do exercises 4–5.

7 Choose the correct options to complete the text.

Brenda Kelly's house (1) *travels / used to travel* the world on trucks, trains and boats carrying products from place to place. But shipping containers (2) *aren't / didn't use to be* the only building material that (3) *are / used to be* something else.
In the mountains of Chile, there's a house that (4) *flies / used to fly* – because (5) *it's / it used to be* an old aeroplane. And at a farm in the Netherlands, you can stay in a train hotel that (6) *carries / used to carry* passengers every day – and it has a kitchen sink (7) *that's / that used to be* a car tyre!



2D Reading

All the comforts of home

An astronaut looks at Earth out of a porthole (a window) on the International Space Station.

VOCABULARY BUILDING Suffix *-ion*

Using suffixes to make nouns

We can use the suffix ***-ion*** to make the noun form of many common verbs. There are several ways to do this:

-ion: communicate ⟶ *communication*

-ation: imagine ⟶ *imagination*

Add *-ion* to the end of the word: direct ⟶ direction

1 Read the Vocabulary building box. Then complete the table in your notebook. Use a dictionary if necessary. Listen and check your answers. 10

Verb	Noun
accommodate	(1) …
construct	(2) …
direct	(3) …
educate	(4) …
(5) …	exploration
locate	(6) …
(7) …	transport / transportation

2 Complete the text with words from exercise 1.

The International Space Station is a base for space (1) … and research. It travels 400 kilometres (249 miles) above the Earth, always moving in an east-to-west (2) … . Moving at 28,000 kilometres (17, 398 miles) per hour, it passes over the same (3) … on Earth every four minutes. Rockets (4) … astronauts to and from the ISS, which can (5) … six astronauts at one time.

READING

Understanding a text about living on international space station

3 Work in pairs. Describe the photo then discuss.

1 What things in the photo do you have in your own bedroom?
2 What do you think these rooms are like in a space station: bathroom, kitchen, living room, dining room?
3 Tell your partner about your visit to an unusual place.



11 **'The size is similar to an old telephone box*,'** said Japanese engineer Koichi Wakata as he was giving a video tour of his bedroom in the International Space Station (ISS). 'It's a little taller than my height. There's a sleeping bag here, which is very comfortable. It's fixed* to the wall so I don't float away.' Wakata, who lived on the ISS three different times, had two computers in his room: one for official ISS business and a second for internet access. He also had a camera and earphones for communication with family and friends back home on Earth. His room also had a small lamp for reading in bed, but instead of a wardrobe for his clothes, he kept them in a small storage locker. There simply wasn't room for a table or chair.

The ISS accommodation didn't offer Wakata many luxuries, but it provided a lot of the basic comforts of a usual home. He and the other astronauts ate packaged food in a small kitchen and dining area, which had an oven but no fridge. Wakata couldn't have a shower in the ISS, but Italian astronaut Samantha Cristoforetti, who spent 199 days on the space station, explained that when she was living there, every astronaut had an area where they washed, brushed their teeth and so on. 'But you don't have a sink,' she explains. When she was washing, she used very small amounts of water from small containers and a special 'no-rinse' soap and shampoo.

As astronaut Scott Kelly tweeted, 'All the comforts of home. Well, most of them.'

telephone box *a small booth where people could use public phones*
fixed *stuck, fastened*

The International Space Station (ISS) timeline

1984 The US government decided to build a space station for scientific research, education and space exploration.

1990s The Russian, Canadian, Japanese and European space programmes agreed to help with the construction.

1998 The Russian space agency sent the first part of the ISS into space, working with the other countries.

1998 to 2009 Astronauts added to the ISS to improve the accommodation on it.

4 Read about skimming. Then skim the article. Choose the best description of the article (a–d).

> To skim, read a text quickly without focusing on all of the words. Only look for main ideas. Read the title and the first sentence of each paragraph, and notice familiar and repeated words throughout the text.

a It explains how engineers designed the living areas of the International Space Station.
b It gives examples of problems that astronauts have living in the International Space Station.
c It gives a description of the living areas in the International Space Station.
d It talks about how people will build homes on Mars.

5 **Choose the correct option to complete each sentence.**

1 Koichi Wakata's ... is the size of an old telephone box.
a wardrobe **b** bedroom **c** bed

2 The bed is ... .
a on the floor **b** on the wall **c** under the table

3 There are no ... in Koichi's bedroom.
a chairs **b** clothes **c** computers

4 Wakata could *not* use ... on the ISS.
a a fridge **b** an oven **c** earphones

5 Look at the timeline. Originally, the ISS was ... programme.
a a Russian **b** a Japanese **c** an American

CRITICAL THINKING

Analysing facts and opinions

> A fact is something that is true for everyone, for example, *Tokyo is in Japan*. An opinion is something you believe, but you can't prove, for example *Tokyo is the world's most exciting city*. We often mix fact and opinion when we communicate, so it's important to think about what is fact and what is opinion.

6 **Look at the Critical thinking box. Are the sentences fact (F) or opinion (O)?**

1 The bedroom is small.
2 The sleeping bag is very comfortable.
3 The computer provides internet access.
4 The food in space isn't very tasty.
5 There's no shower on the ISS.

7 **Work in pairs. Follow the steps.**

1 Scott Kelly thinks that the ISS has most of the comforts of home. Do you agree or disagree? Why?
2 Make a list of six things to take with you to live on the ISS. You will have basic food and water but you may choose to bring special food or drinks.
3 Now remove five things from the list. Decide which is the most useful thing and explain your choice. Give reasons why you reject the other things.



Rows of canal boats and houseboats

2E Grammar 2

Past continuous

Using past continuous to describe ongoing past events

1 Can you remember who did what, according to the article? Match the two parts of the sentences.

1 When he was living on the ISS, Koichi Wakata
2 When Samantha Cristoforetti was working in space, she
3 When Scott Kelly was doing his research, he

a washed with 'no-rinse' soap.
b sometimes stopped to send tweets back to Earth.
c often spoke with friends and family at home.

Past continuous

*Koichi Wakata **was giving** a tour of his bedroom in the ISS.*

*Koichi Wakata **wasn't living** on the space station when he described his bedroom there.*

*When Samantha Cristoforetti **was living** there, every astronaut had an area where they washed.*

More explanation in Grammar reference on pp. 42–43.

2 Look at the Grammar box. Choose the correct options to make rules about the past continuous.

1 The bold expressions describe *ongoing actions or events / general situations* in the past.
2 All of them are formed with the past simple of *be / have* and a verb in the *-ed / -ing* form.

3 Read the text. For each verb in bold, choose S (ongoing past situation) or A (past action or event).

The perfect home

When Charlotte Tindle (1) **was preparing** to move to London to study music, her college (2) **suggested** student housing at a price of £1,000 per month. That's £36,000 for three years! The Tindles (3) **were making** plans to pay for Charlotte's housing when Mr Tindle (4) **had** an idea: why not spend the money on a houseboat and then sell it afterwards? And so the family (5) **bought** one. While they (6) **were cleaning** and (7) **repairing** the boat, friends (8) **joined** in and helped. Charlotte says that living in her unusual house is an adventure, but 'it is my home,' she says.

1 ... **2** ... **3** ... **4** ... **5** ... **6** ... **7** ... **8** ...

More practical exercises in Grammar practice on p. 43. Do exercises 6–8.

4 Read the text in exercise 3 again. Disagree with these statements.

1 Charlotte wasn't expecting to leave home.
Yes, she was. She was preparing to move to London to study music.
2 Before she went to college, Charlotte was living with a roommate.
3 Charlotte was planning to live on a boat when she went to college.
4 The Tindles were expecting the college to pay for Charlotte's housing.
5 The Tindles were relaxing while Charlotte's friends cleaned the boat.

5 Complete the text with the past simple or the past continuous forms of the verbs in brackets.

Coming together and mixing

When Yinka Ilori (1) ... (*grow up*), his parents often (2) ... (*advise*) him to think about becoming an engineer. Instead, when he finished high school, he (3) ... (*choose*) to study furniture design. Three years after he (4) ... (*graduate*), while he (5) ... (*try*) to develop his own style, he (6) ... (*do*) a project where he took two old chairs and made them into one new one. He then (7) ... (*realise*) that his work was about storytelling and different cultures coming together and mixing. He (8) ... (*develop*) these ideas when an art expert (9) ... (*find*) his work online and invited him to show it at Milan Design Week – the world's largest design fair.

6 Translate the Polish fragments of the sentences into English. Use the past continuous.

1 Why (*nie słuchaliście*) ... to the woman and to her advice on how to decorate a living room?
2 (*Naprawiałem*) ... the light in the cellar when my neighbour came and offered to help me.
3 (*Oni szukali*) ... for a place to live in the suburbs for some time but they finally decided to stay in the city centre.
4 My mother (*nie planowała*) ... to do any shopping but when she saw some beautiful curtains for the bedroom, she just had to buy them.
5 During his two-week stay in the Netherlands, Mick (*mieszkał w domu na łodzi*) ... on a canal.

7 Read the text. Choose the correct option to complete each gap.

When I was a teenager, I used to live in a small village in the south of Poland. I liked it because we had a big house with a lot of space and I had my own bedroom. I (1) ... do my homework or study there, though. My father built a study especially for me and my brother. It was in the attic. When it was ready, my brother and I could decide how to decorate and furnish it. We (2) ... for over two weeks, but the effect was fantastic! How (3) ... it? We put a lot of posters on the walls and we fixed loudspeakers on two of the walls. The sound was awesome when we (4) ... to our favourite music!

1 **a** didn't use to
b used to
c did

2 **a** decorated
b were decorating
c didn't decorate

3 **a** did we arrange
b we arranged
c we were arranging

4 **a** did listen
b didn't use to listen
c were listening



Yinka Ilori 'upcycles' old tables and chairs. He says, 'The UK is a very multicultural place: there are so many cultures here …, and it's nice to try and put that into furniture.'

8 For sentences 1–4, complete the second sentence so that it has the same meaning as the first. Use the words in capitals. Do not change the form of this word. You may write between two and five words in each gap.

1 Did your neighbours move here from an urban or a rural area?
USE
... live in an urban or rural area before moving here?

2 Construction of the new amusement park took over a year.
WERE
They ... the new amusement park for over a year.

3 He shared a flat with two other students during his studies in Wrocław.
WAS
He shared a flat with two other students ... in Wrocław.

4 How much time did the artist spend photographing traditional wooden houses in Zakopane?
TAKING
How long ... of traditional wooden houses in Zakopane?

TEDTALKS Magical houses, made of bamboo



> “With creativity and commitment, you can create beauty and comfort and safety, and even luxury, out of a material that will grow back.”
>
> **ELORA HARDY**

AUTHENTIC LISTENING SKILLS

Understanding the main idea of the text

Listening for gist

When you listen, don't try to understand every word. Try to relax and focus on what you do understand, not what you don't understand. Notice words that the speaker repeats or stresses, and the types of words that are used a lot, for example, adjectives. Try to work out the connections between the words you understand.

1 Listen to the extract from the TED Talk. Choose the topics Elora talks about. 12

a doors
b windows
c shapes
d construction materials

BEFORE YOU LISTEN

2 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

six-storey	bespoke home	tented bed	figure out
acoustic insulation	clump	harvest	concrete
hollow	durable	foster	pile

WHILE YOU LISTEN

3 Listen to the extract from the TED Talk about the speaker. Check if you know the words and phrases in the box. TED 2.0

designer	bamboo	building material
earthquake-resistant	sustainable material	footprint

4 Listen to part 1 of the talk. Choose the correct option to complete each sentence. TED 2.1

1 … drew a fairy mushroom house.
a When Elora was a child, her mother
b Last year, Elora
c When she was a child, Elora

2 The curved roof helps keep the house … .
a dry
b cool
c warm

3 It's easy to … a person who is using the bathroom.
a hear
b see
c avoid

5 Listen to part 2 of the talk. Are the sentences true (T) or false (F)? TED 2.2

1 Bamboo is a grass.
2 Bamboo grows very slowly.
3 Bamboo is light and strong.
4 Hardy wants to build a school from bamboo.
5 The Green School used sustainable materials.



6 Listen to part 3 of the talk. Choose the correct option to complete each sentence. TED 2.3

1 Elora builds models of her houses *to help sell houses to her customers / to test the design*.

2 She prefers to build doors that are *balanced / not shaped like teardrops*.

3 Bamboo grows back quickly, so it is *a safe / an environmentally friendly* material.

7 VOCABULARY IN CONTEXT

Listen to the sentences from the TED Talk. Check if you know the meaning of the phrases in the box.
TED 2.4

didn't feel right	I've got to tell you
treat you well	makes perfect sense

8 Work in pairs. Discuss the questions.

1 What is one thing that just *doesn't feel right* in your town or city?

2 Has someone ever *just had to tell you* something? What was it?

3 Who is one person who has *treated you well*?

4 In your city, what material *makes perfect sense* to build with?

AFTER YOU LISTEN

9 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the following topics.

You are looking for a new house. You can choose from three houses built of different materials: bamboo, glass and metal or brick.

1 Choose a house in which you'd like to live and give reasons for your choice.

2 Give arguments why you reject the other two options.

CHALLENGE

Make a three-slide presentation about your dream house.

Include the information about building materials, location and rooms inside.

Use relevant headings, texts and photos in your presentation.

2F Speaking

Useful language

Giving reasons

Use *The reason …, because, so* and *as* to give reasons.

__The reason__ he went there was to get away from his money problems.

He went __because__ his business failed.

She thought life was too hard, __so__ she left.

__As__ he loved living a simple life in a tiny house, he didn't want to leave.

Talking about living in unusual places

1 Work in pairs. Discuss the questions.

1. For you, is the idea of living alone on a tropical island exciting or scary?
2. Think back to your answers to exercise 7 on page 33 about what you would like to take with you to live on the ISS. Would your answers be different for life on a tropical island? For example, what clothes would you take? How would you protect yourself from the sun? How would you get food?
3. What parts of civilisation would you miss the most?

2 Listen to the dialogue. Are the sentences true (T) or false (F)? 13

1. David became rich and, as a result, he bought the island.
2. There was a small community of people already living on the island, so David joined them.
3. Denika left because she wasn't completely comfortable on the island.
4. David has electricity on the island because he set up a solar power system.
5. David says that moving to the island was a big mistake because he's not happy living alone.

3 Read the Useful language box. Then, in small groups, take turns giving the reasons for the items you talked about taking to a tropical island in exercise 1. Try to use all of the expressions in the box.

I'd want a computer because …
I'd need a mobile phone.
The reason I'd want a music system is …
I'd need a swimsuit as …

4 Think of five things that you use every day. Explain why they are important to you, using the Useful language.

I need my backpack every day because …

5 Do you think your items would still be useful on a tropical island? With a group of three, plan a list of eight items to take, two for each of the following categories:

- health
- safety
- entertainment
- transport

Give reasons for each item.

Shuri Castle in Naha, Japan

2G Writing

A blog entry – a description of a place

Writing a blog entry about a dream home or an interesting place

1 Think of a home that you really like (but not your own home). It can be a place you have seen or visited – a friend's house or a famous place such as a castle. Answer the questions.

1 Where is it?
2 What does it look like?
3 When did you go there?
4 How old is it?
5 Why is it special?
6 Who lives there (or used to live there)?
7 What did you see or do there?

2 Read about Kana's visit to the castle. Answer the questions.

Shuri Castle is a brilliant castle in the city I'm from – Naha, Japan. I went there last year when my cousin was visiting from Tokyo, because the castle is famous in our area. The oldest part is about seven hundred years old. It has many beautiful buildings, pretty gardens and huge gates. That's the reason I like it. It's unlike any other place I've ever seen. A king used to live there, but now it is like a museum. When we were taking a tour, the tour guide showed us the inside of the castle and told us about its history. It's definitely the coolest house I've ever seen.

1 Where is Shuri castle?
2 When did Kana go there?
3 How old is it?
4 Why is it special?
5 Who used to live there?
6 What did Kana do there?

3 Write six general questions that you can use to write about any visit to a place. Use the words in the Writing strategies box.

Who lives there? / Who used to live there?

Writing strategies

Describing a visit to a place

You can describe a visit to a place by answering the questions *Who?, What?, When?, Where?, Why?* and *How?*

4 WRITING TIPS Using adjectives

a Read the description in exercise 2 again. In your notebook write the adjectives the writer uses to describe the castle.

b We use adjectives to make descriptions more interesting. Which adjectives can you use to describe the home you chose in exercise 1?

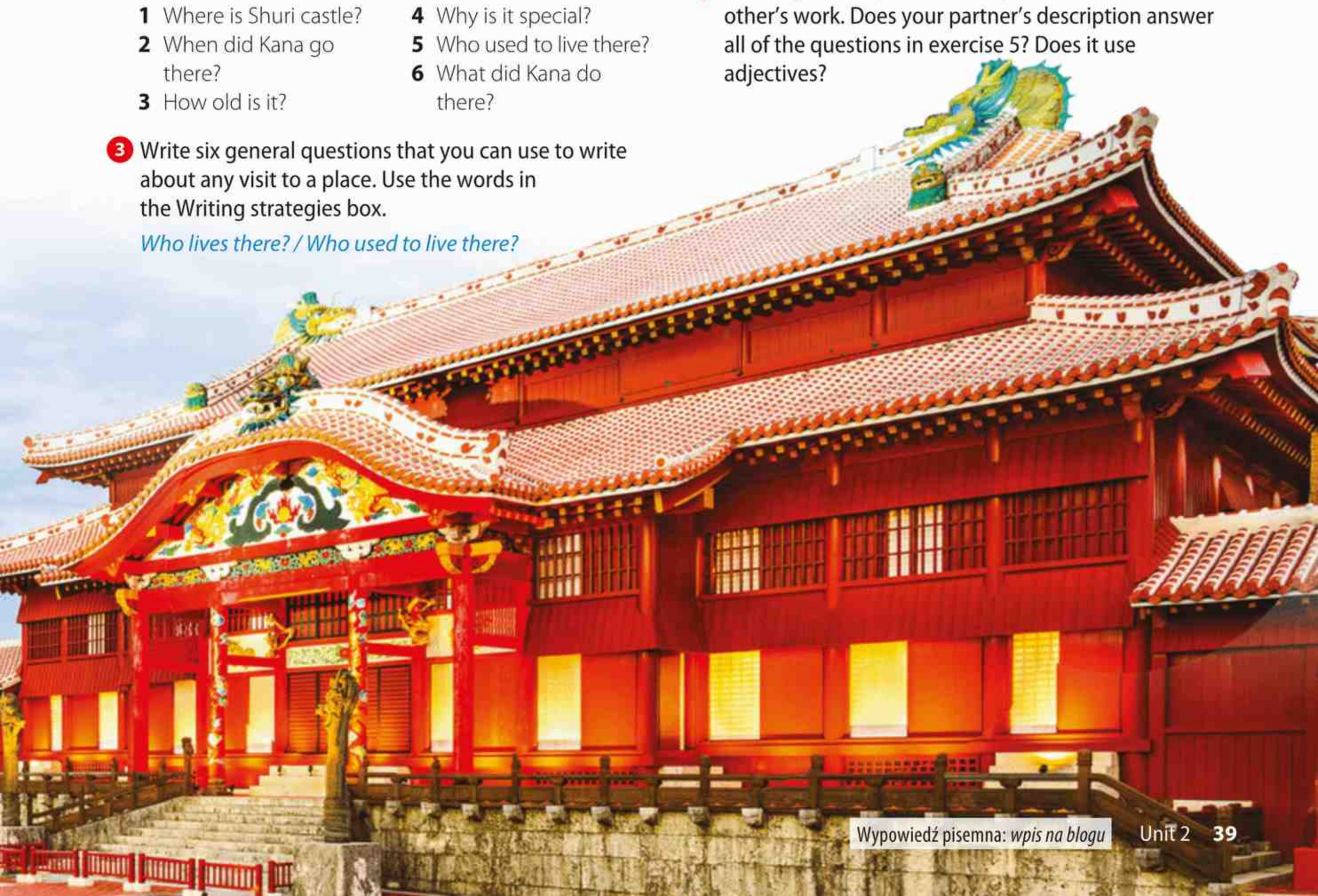
5 Write a short blog entry with a description of the place you talked about in exercise 1.

Include the following information:
- Where is it and who does it belong to?
- When and why did you visit it?
- What did you see and do there?
- Give some advice to the readers who want to visit the place, too.

Write between 80 and 130 words.

More about a blog entry – a description of a place in Writing guide on p. 151.

6 Exchange descriptions with a partner. Check each other's work. Does your partner's description answer all of the questions in exercise 5? Does it use adjectives?



Skills Review 2

ENGLISH IN USE

Pary zdań

1 Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach.

1 Most of us were bored ... his old jokes.
Even today, some people build their houses ... stones.
a of **b** with **c** from

2 Instead ... buying a new house, they rented one.
None ... the buildings in this district has an air conditioning system.
a on **b** to **c** of

3 The flat is very small. There's no ... for a wardrobe.
John, is there enough ... for me in your car?
a area **b** territory **c** room

4 That jacket doesn't ... me. It's too big.
This ugly building doesn't ... in with its surroundings.
a go **b** fit **c** match

Parafrazy zdań

2 W następujących zdaniach spośród podanych propozycji wybierz tę, która może najlepiej zastąpić zaznaczony fragment.

1 At last we found *the accommodation* that had all the things we'd been looking for.
a equipment in the flat
b somewhere to live
c decoration in the house

2 They've built a lot of beautiful houses *in recent times*.
a many years ago.
b for some time.
c not so long ago.

3 *When I opened the door, I saw a cat sitting on the printer.*
a A cat sat down on the printer when I opened the door.
b When I opened the door, a cat was sitting on the printer.
c While I was opening the door, a cat sat on the printer.

4 *He went to another country because his business failed.*
a He went to another country, so his business failed.
b The reason he went to another country was that his business failed.
c After he went to another country, his business failed.

5 I don't like living *in a rural area* because none of my friends live nearby.
a in the country
b in the centre of the city
c within the city limits

Minidialogi

3 Uzupełnij poniższe minidialogi, wybierając brakującą wypowiedź jednej z osób.

1 A: When did they build this house?
B: ...
A: Wow! I didn't know it was so old.
a About 200 years ago.
b For two centuries.
c Since 1779.

2 A: ...
B: Painting the walls with my brother.
a What would you like to do?
b Is there anything I could do to help you?
c What were you doing yesterday at four?

3 A: ...
B: Actually, it was my brother's.
a Who helped you decorate the house?
b Whose idea was it to put the desk in the corner?
c Did anybody advise you how to arrange furniture?

4 A: When did John's family move to Vienna?
B: ...
a For over one year.
b In one year's time.
c About one year ago.

Słowotwórstwo

4 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 Last week I went with my younger brother to an ... park.
AMUSE

2 There's a new hotel in the city which offers cheap ... .
ACCOMMODATE

3 I need a larger ... to keep the food in.
CONTAIN

4 There are no shops in this district, because it is a ... area.
RESIDENT

Uzupełnianie luk

5 Uzupełnij zdania jednym wyrazem, który najlepiej pasuje.

1 In my living room there is a sofa, ... is very comfortable.
2 It didn't ... long for me to build my own house.
3 Many young people now live in a place that ... to be a department store.
4 While they ... renovating their house, they found a box with some money in it.

Uzupełnianie zdań

6 **Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.**

1 While John (*paint / wall*) ... in his room, he fell off the ladder he was standing on.
2 Last week Mary was looking for a nice sofa, but she (*not / find*) ... what she wanted.
3 When I was a child, my family (*use / live*) ... in Kenya; now we live in Canada.
4 Where (*child / stay*) ... when they first arrived in France?

READING

7 **Przeczytaj tekst. Dobierz właściwy nagłówek (a–f) do każdej oznaczonej części tekstu (1–4).**
Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

1 ...
More and more Americans are buying what they need online. As a result, shopping malls across the country are closing their doors. Even the Westminster Arcade, which opened in 1892 in Providence, Rhode Island, has fallen on hard times. However, the owners of America's first shopping mall have found a solution.

2 ...
Instead of pulling the shopping mall down, the developers decided to transform it into micro lofts. There is still a commercial area on the first floor, but the second and third floor were turned into micro apartments. There are 38 units, ranging from 225 to 300 square feet.

3 ...
These modern micro apartments are designed mostly for young, single professionals moving to the city. The number of Americans who live alone is steadily rising. Such young people are generally financially independent and possess few personal belongings, so they don't mind living in small apartments and enjoying an alternative way of life.

4 ...
At the Westminster Arcade, each micro apartment comes fully furnished. This includes a twin bed, a small kitchen table, a sofa, a TV set and a dresser. There is also a fully-equipped bathroom. The kitchen has a mini fridge, a sink, a dishwasher and a microwave. On the top floor there are washers, dryers and a room for keeping bikes or other large objects that won't fit in the apartments.

a THE NEW RESIDENTS
b A COSTLY TRANSFORMATION
c BASIC EQUIPMENT AT YOUR DISPOSAL
d TOO SMALL FOR YOUNG PEOPLE TO LIVE IN
e THE POWER OF A NEW TREND
f GIVING A SECOND LIFE

SPEAKING

8 **Opisz zdjęcie.**



1 What changes do you think the new owners will make to the house?
2 Would you like to live in a large block of flats or a small house? Why?
3 Describe the last time you, or someone you know, renovated the house.

WRITING

9 **Pomagałeś/Pomagałaś swoim rodzicom podczas remontu waszego domu. Napisz e-mail do kolegi z Londynu.**

- Poinformuj, dlaczego zdecydowaliście się na remont domu.
- Napisz o zmianach, jakich dokonaliście.
- Opisz problem, który pojawił się podczas prac remontowych i wyjaśnij, jak go rozwiązaliście.
- Przedstaw opinię rodziców na temat ostatecznego efektu waszej pracy.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Hi Jim,
We have just finished renovating of our house.
...
Take care,
XYZ

Grammar reference 2

GRAMMAR 1 Past simple, used to

Past simple (czas przeszły prosty)

Czasu *past simple* używamy do opisywania:

- czynności, które się rozpoczęły i zakończyły w przeszłości:

  *We **built** the house last year.*

- sekwencji wydarzeń, np. w opowiadaniu, lub serii czynności w przeszłości:

  *We **bought** the container on eBay and the company **delivered** it to us. We **worked** on it for six months.*

- rutynowych czynności i sytuacji w przeszłości:

  *I often **played** basketball after school.*

- czynności lub wydarzeń odbywających się w dłuższym okresie:

  *I **grew up** in Jabłonna, near Warsaw.*

W zdaniach twierdzących pojawia się forma przeszła czasownika. Dla czasowników regularnych jest to forma podstawowa czasownika z końcówką *-ed* lub *-d*, a dla czasowników nieregularnych jest to odpowiednia forma, którą można znaleźć w tabeli czasowników nieregularnych na str. 158–159.

W zdaniach przeczących po *did not (didn't)* używamy formy podstawowej czasownika, podobnie jak w pytaniach po operatorze *did*.

Zdania twierdzące	Zdania przeczące
I/You/He/She/It/We/They ***visited*** London last year.	I/You/He/She/It/We/They ***didn't visit*** London last year.

Pytania	Krótkie odpowiedzi
Did I/you/he/she/it/we/they ***visit*** London last year?	Yes, I/you/he/she/it/we/they ***did***. No, I/you/he/she/it/we/they ***didn't***.

Czasownik *to be* ma dwie formy w czasie *past simple*: ***was*** i ***were***.

*I/he/she/it **was** oraz we/you/they **were**.*

*It **was** a beautiful traditional house.*

*We **were** very happy there.*

Zasady pisowni:

- Do większości czasowników regularnych dodajemy końcówkę *-ed*: *walk – walk**ed***
- Do czasowników zakończonych na *-e*, dodajemy końcówkę *-d*: *like – like**d***
- Gdy czasownik zakończony jest na *-y*, zmieniamy *-y* na *-i* i dodajemy *-ed*: *tr**y** – tri**ed***;
  nie zmieniamy *-y* na *-i* gdy czasownik kończy się na *-y* po samogłosce: *pla**y** – pla**yed***
- W większości czasowników kończących się pojedynczą spółgłoską po pojedynczej samogłosce, podwajamy ostatnią spółgłoskę przed dodaniem końcówki *-ed*: *stop – sto**pp**ed*; nie podwajamy spółgłoski, jeśli jest to ***w***, ***x*** lub ***y***: *fix – fix**ed***.
- Niektóre czasowniki mają nieregularną formę w zdaniach twierdzących:

  *build – **built**, come – **came**, find – **found**, go – **went**, have – **had**, take – **took***

Określenia czasu używane z *past simple:*

yesterday, last week/month/year, a week/month/year ago, in 1999, when I was a child

Used to

Konstrukcji ***used to*** + bezokolicznik używamy, gdy mówimy o:

- sytuacjach i czynnościach, które regularnie miały miejsce w przeszłości, a obecnie nie mają już miejsca:

  *They **used to** live in Mexico, but now they live in the USA.*

Zdania przeczące i pytania z *used to* tworzymy tak jak w czasie *past simple*.

Zdania twierdzące	Zdania przeczące
I/You/He/She/It/We/They ***used to*** live in a big house.	I/You/He/She/It/We/They ***didn't use to*** live in a big house.

Pytania	Krótkie odpowiedzi
Did I/you/he/she/it/we/they ***use to*** live in a big house?	Yes, I/you/he/she/it/we/they ***did***. No, I/you/he/she/it/we/they ***didn't***.

Ćwiczenia 1–5

GRAMMAR 2 Past continuous

Past continuous (czas przeszły ciągły)

Czasu *past continuous* używamy, gdy opisujemy:

- czynności i wydarzenia trwające w określonym momencie w przeszłości:

  *We **were walking** to school at 7.30 in the morning.*

- dwie lub więcej czynności, które trwały jednocześnie w przeszłości:

  *While they **were modernising** the house, we **were redesigning** the garden.*

- czynności i wydarzenia trwające w przeszłości, które są tłem dla innych pojedynczych zdarzeń:

  *They **were looking** for an apartment when they discovered a houseboat.*

- sytuacje w przeszłości, które były kontynuowane przez dłuższy czas:

  *In 2014, he **was living** in Berlin.*

W zdaniach twierdzących używamy formy przeszłej czasownika *to be* (*was* lub *were*) i czasownika głównego z końcówką *-ing*. W zdaniach przeczących dodajemy *not* po *was/were*. W pytaniach *was* lub *were* umieszczamy przed podmiotem.

Zdania twierdzące	Zdania przeczące
I/He/She ***was painting*** the room. We/You/They ***were painting*** the room.	I/He/She ***wasn't painting*** the room. We/You/They ***weren't painting*** the room.

Pytania	Krótkie odpowiedzi
Was I/he/she/it ***painting*** the room?	Yes, I/he/she/it ***was***. No, I/he/she/it ***wasn't***.
Were we/you/they ***painting*** the room?	Yes, we/you/they ***were***. No, we/you/they ***weren't***.

Ćwiczenia 6–8

Grammar practice

1 Choose the correct option to complete each sentence.

1 Did you *see / saw* Beata's new house?
2 We *weren't / didn't* live in an apartment.
3 The company *was recycled / recycled* old shipping containers.
4 Where did you live when you *were / was* a child?
5 Why did your family *move / moved* to Prague?
6 Last year my brother *find / found* a really good apartment.

2 Complete the dialogue with the past simple of the verbs in brackets.

A: (1) ... (*you see*) the documentary on TV last night about small houses?
B: No, (2) I ... (*not*). (3) ... (*be*) it good?
A: Yes, it (4) ... (*be*). It (5) ... (*show*) people around the world living in tiny spaces – houseboats, tiny apartments. They (6) ... (*interview*) a guy who (7) ... (*live*) in his van at the beach.
B: Why? (8) ... (*he not have*) a job?
A: Yes, he (9) ... (*do*). But he (10) ... (*want*) to save money. And he (11) ... (*go*) surfing every day, before or after work!

3 Put the words in the correct order to make questions.

1 you / Did / the house / by yourself / build / ?
2 free / Was / container / the shipping / ?
3 a shipping container / easy / Was it / to find / ?
4 easy / to move / the container / Was it / ?
5 electricity supply / to the / you connect / Did / the house / ?





4 Complete the dialogues with *used* or *use*.

A: Didn't you (1) ... to live in Argentina?
B: No, I didn't, but my grandparents (2) ... to live there. They lived in an apartment in Buenos Aires, and I (3) ... to visit them every summer for a few weeks.
A: We live just outside the town. We didn't (4) ... to live in the suburbs, but now we do.
B: Where did you (5) ... to live?
A: We (6) ... to live in the country. It was wonderful. We (7) ... to have a farm and horses. I didn't (8) ... to ride them though.

5 Look at the photos above. Answer the questions.

1 What are these home furnishings now?
2 What did they use to be?

6 Write sentences in the past continuous.

1 My parents / live in Jakarta
2 We / stay in a hotel and look for a house
3 I / walk to school and think about my homework
4 They / not look for a new house
5 You / not try to sell your houseboat

7 Choose the correct option to complete each sentence.

1 My dad was working in Dubai when he *met / was meeting* my mother.
2 I *prepared / was preparing* to move away for college when I changed my plans.
3 When I was looking through some old photos, I *found / was finding* a photo of our old house.
4 While we *stayed / were staying* at my grandmother's house, my uncle visited us every afternoon.

8 Complete the dialogue with the past simple or the past continuous of the verbs in brackets.

A: How (1) ... (*your parents / find*) your new apartment?
B: My dad (2) ... (*drive*) to work when he (3) ... (*see*) a man putting up a 'to let' sign. He (4) ... (*stop*) the car right away. The man (5) ... (*drive*) away, but my dad (6) ... (*shout*), 'Hey, wait!', and the man (7) ... (*stop*).
A: Was the man surprised?
B: Yes, but then my dad (8) ... (*ask*) to see the apartment. While he (9) ... (*look*) around, he (10) ... (*call*) my mum and (11) ... (*tell*) her to come and see it. She (12) ... (*love*) it, too. So they (13) ... (*rent*) it!

Wordlist Unit 2 14

VOCABULARY p. 29

amusement park (n) /əˈmjuːzmənt ˌpɑːk/ park rozrywki
apartment building (n) / əˈpɑːtmənt ˌbɪldɪŋ/ apartamentowiec; budynek mieszkalny
area (n) /ˈeəriə/ obszar, strefa
armchair (n) /ˈɑːmtʃeə/ fotel
company (n) /ˈkʌmpəni/ firma, przedsiębiorstwo
concert hall (n) /ˈkɒnsət ˌhɔːl/ sala koncertowa; filharmonia
crowded (adj) /ˈkraʊdɪd/ zatłoczony
decoration (n) /ˌdekəˈreɪʃən/ dekoracja
district (n) /ˈdɪstrɪkt/ dzielnica
entertainment (adj, n) /ˌentəˈteɪnmənt/ rozrywkowy; rozrywka
hire (v) /haɪə/ wynajmować
historic (adj) /hɪˈstɒrɪk/ historyczny
however (adv) /haʊˈevə/ jednak, jednakże
include (v) /ɪnˈkluːd/ zawierać, obejmować
inside (n) /ˌɪnˈsaɪd/ wnętrze, środek
light (n) /laɪt/ światło
lively (adj) /ˈlaɪvli/ tętniący życiem, gwarny; ożywiony
memorable (adj) /ˈmemərəbəl/ niezapomniany
modern (adj) /ˈmɒdn/ nowoczesny
office building (n) /ˈɒfɪs ˌbɪldɪŋ/ biurowiec
old-fashioned (adj) /ˌəʊldˈfæʃnd/ staromodny
refrigerator (n) /rɪˈfrɪdʒəreɪtə/ lodówka
residential (adj) /ˌrezɪˈdenʃl/ mieszkalny
rural (adj) /ˈrʊərəl/ wiejski
shopping district (n) /ˈʃɒpɪŋ ˌdɪstrɪkt/ dzielnica handlowa
stairs (n) /steəz/ schody
stay overnight (phr) /ˈsteɪ ˌəʊvəˈnaɪt/ zostać na noc
suburban (adj) /səˈbɜːbən/ podmiejski
traditional (adj) /trəˈdɪʃənəl/ tradycyjny
urban (adj) /ˈɜːbən/ miejski
walkable (adj) /ˈwɔːkəbl/ przyjazny pieszym

LISTENING p. 30

a couple of (adv) /ə ˈkʌpl əv/ kilka, kilkoro
add (v) /æd/ dodawać
additional (adj) /əˈdɪʃənl/ dodatkowy
certainly (adv) /ˈsɜːtnli/ na pewno, oczywiście
come up with (phr v) /ˌkʌm ˈʌp wɪð/ wymyślić
container house (n) /kənˈteɪnə ˌhaʊs/ dom z kontenera
cost (v) /kɒst/ kosztować
disappointed (adj) /ˌdɪsəˈpɔɪntɪd/ rozczarowany
exhibition (n) /ˌeksəˈbɪʃən/ wystawa
expensive (adj) /ɪkˈspensɪv/ drogi, kosztowny
fit (v) /fɪt/ pasować do
flowery (adj) /ˈflaʊəri/ kwiecisty
folk art (n) /ˈfəʊk ˌɑːt/ sztuka ludowa
grow (v) /grəʊ/ rosnąć
judge (v) /dʒʌdʒ/ oceniać; osądzać
kennel (n) /ˈkenl/ buda
ornament (n) /ˈɔːnəmənt/ ozdoba
overcrowded (adj) /ˌəʊvəˈkraʊdɪd/ przeludniony
pattern (n) /ˈpætn/ wzór
pleasant (adj) /ˈplezənt/ przyjemny
pros and cons (n) /ˈprəʊz ən ˈkɒnz/ wady i zalety
public transport (n) /ˌpʌblɪk ˈtrænspɔːt/ komunikacja publiczna
refresh (v) /rɪˈfreʃ/ odświeżyć
retouch (v) /ˌriːˈtʌtʃ/ retuszować
safe (adj) /seɪf/ bezpieczny
smoke (n) /sməʊk/ dym
suburb (n) /ˈsʌbɜːb/ przedmieście
surface (n) /ˈsɜːfɪs/ powierzchnia
thanks to (prep) /ˈθæŋks tə/ dzięki komuś/ czemuś
throughout (adv) /θruˈaʊt/ wszędzie
underground (n, adj) /ˈʌndəgraʊnd/ metro; podziemny
unique (adj) /juːˈniːk/ wyjątkowy, niepowtarzalny
uniqueness (n) /juːˈniːknəs/ wyjątkowość, niepowtarzalność
view (n) /vjuː/ pogląd, opinia
village (n) /ˈvɪlɪdʒ/ wieś

GRAMMAR 1 p. 31

arrive (v) /əˈraɪv/ przyjeżdżać, przybywać
completed (adj) /kəmˈpliːtɪd/ zakończony
container (n) /kənˈteɪnə/ kontener
draw plans (phr) /ˈdrɔː ˌplænz/ kreślić plany
entire (adj) /ɪnˈtaɪə/ cały
habit (n) /ˈhæbɪt/ zwyczaj, nawyk
move (v) /muːv/ przeprowadzać się
neighbourhood (n) /ˈneɪbəhʊd/ dzielnica
outside (adv) /ˌaʊtˈsaɪd/ na zewnątrz
state (n) /steɪt/ stan
terminal (n) /ˈtɜːmɪnl/ terminal kontenerowy
truck (n) /trʌk/ ciężarówka
tyre (n) /taɪə/ opona
vote (v) /vəʊt/ głosować

READING pp. 32–33

accommodate (v) /əˈkɒmədeɪt/ zakwaterować
accommodation (n) /əˌkɒməˈdeɪʃn/ zakwaterowanie
comfort (n) /ˈkʌmfət/ wygoda, udogodnienie
communicate (v) /kəˈmjuːnɪkeɪt/ komunikować (się)
communication (n) /kəˌmjuːnɪˈkeɪʃən/ komunikat; komunikacja
construct (v) /kənˈstrʌkt/ budować
construction (n) /kənˈstrʌkʃn/ budowa
container (n) /kənˈteɪnə/ pojemnik
dining area (n) /ˈdaɪnɪŋ ˌeəriə/ jadalnia
direct (v) /dɪˈrekt/daɪˈrekt/ skierować
direction (n) /dɪˈrekʃn/daɪˈrekʃn/ kierunek
earphones (n) /ˈɪəfəʊnz/ słuchawki
educate (v) /ˈedjʊkeɪt/ kształcić, edukować
education (n) /ˌedjʊˈkeɪʃən/ edukacja
engineer (n) /ˌendʒɪˈnɪə/ inżynier
exploration (n) /ˌeksplәˈreɪʃən/ badanie; poszukiwanie
explore (v) /ɪkˈsplɔː/ badać; zwiedzać
fasten (v) /ˈfɑːsn/ zapinać (się)
fastened (adj) /ˈfɑːsnd/ zapięty
fixed (adj) /fɪkst/ przymocowany
float (v) /fləʊt/ unosić się swobodnie
government (n) /ˈgʌvnmənt/ rząd
height (n) /haɪt/ wysokość, wzrost
imagination (n) /ɪˌmædʒəˈneɪʃən/ wyobraźnia
imagine (v) /ɪˈmædʒɪn/ wyobrażać (sobie)
improve (v) /ɪmˈpruːv/ udoskonalać, poprawiać, polepszać
instead of (prep) /ɪnˈsted əv/ zamiast
locate (v) /ləʊˈkeɪt/ umieścić, postawić
location (n) /ləʊˈkeɪʃən/ miejsce; położenie
locker (n) /ˈlɒkə/ szafka
luxury (n) /ˈlʌkʃəri/ luksus
no-rinse (adv) /ˌnəʊˈrɪns/ bez spłukiwania
on Earth (phr) /ɒn ˈɜːθ/ na ziemi
originally (adv) /əˈrɪdʒnəli/ pierwotnie
oven (n) /ˈʌvn/ piekarnik
packaged (adj) /ˈpækɪdʒd/ zapakowany
pass (v) /pɑːs/ mijać coś
per hour (prep) /pər ˈaʊə/ na godzinę
provide (v) /prəˈvaɪd/ dostarczać, zaopatrywać
reject (v) /rɪˈdʒekt/ odrzucać
room (n) /ruːm/ miejsce, przestrzeń; pokój
sink (n) /sɪŋk/ zlew; umywalka
size (n) /saɪz/ rozmiar
sleeping bag (n) /ˈsliːpɪŋ ˌbæg/ śpiwór
soap (n) /səʊp/ mydło
step (n) /step/ krok
storage locker (n) /ˈstɔːrɪdʒ ˌlɒkə/ szafka, skrytka
stuck (adj) /stʌk/ zablokowany
suffix (n) /ˈsʌfɪks/ przyrostek
telephone box (n) /ˈteləfəʊn bɒks/ budka telefoniczna
transport (n) /ˈtrænspɔːt/ transport, przewóz
transport (v) /trænˈspɔːt/ transportować, przewozić
transportation (n) /ˌtrænspɔːˈteɪʃən/ transport
wardrobe (n) /ˈwɔːdrəʊb/ szafa; garderoba

GRAMMAR 2 pp. 34–35

advise (v) /ədˈvaɪz/ radzić, doradzać
afterwards (adv) /ˈɑːftəwədz/ potem, później
arrange (v) /əˈreɪndʒ/ urządzać
attic (n) /ˈætɪk/ strych
awesome (adj) /ˈɔːsəm/ niesamowity
cellar (n) /ˈselə/ piwnica (BrE)
fair (n) /feə/ targi
fix (v) /fɪks/ przymocować
furnish (v) /ˈfɜːnɪʃ/ umeblować, urządzać
furniture design (n) /ˌfɜːnɪtʃə dɪˈzaɪn/ wzornictwo mebli
graduate (v) /ˈgrædʒueɪt/ kończyć studia
grow up (phr v) /ˌgrəʊ ˈʌp/ dorastać
houseboat (n) /ˈhaʊsbəʊt/ barka mieszkalna
housing (n) /ˈhaʊzɪŋ/ zakwaterowanie; budynek mieszkalny, lokal
join in (phr v) /ˌdʒɔɪn ˈɪn/ przyłączyć (się) do
loudspeaker (n) /ˌlaʊdˈspiːkə/ głośnik
multicultural (adj) /ˌmʌlti'kʌltʃərl/ wielokulturowy
neighbour (n) /ˈneɪbə/ sąsiad/sąsiadka
price (n) /praɪs/ cena
realise (v) /ˈrɪəlaɪz/ uświadamiać sobie
roommate (n) /ˈruːmmeɪt/ współlokator/ współlokatorka
row (n) /rəʊ/ rząd
study (n) /ˈstʌdi/ gabinet do pracy
wooden (adj) /ˈwʊdn/ drewniany

TED TALK pp. 36–37

acoustic insulation (n) /əˈkuːstɪk ˌɪnsjʊˈleɪʃn/ izolacja akustyczna
artisan (n) /ˌɑːtɪˈzæn/ twórca
balanced (adj) /ˈbælənst/ wyważony
Balinese (adj) /ˌbɑːlɪˈniːz/ pochodzący z Bali
bamboo (n) /bæmˈbuː/ bambus

battle (v) /'bætl/ zmagać się
bespoke home (n) /bɪˌspəʊk 'həʊm/ dom na zamówienie
blueprint (n) /'bluːprɪnt/ projekt, plan
brick (n) /brɪk/ cegła
bug (n) /bʌg/ robak
clump (n) /klʌmp/ kępa (roślin)
combine (v) /kəm'baɪn/ łączyć
commitment (n) /kə'mɪtmənt/ zaangażowanie
compressive (adj) /kəm'presɪv/ sprężający
concrete (n) /'kɒŋkriːt/ beton
craftsmanship (n) /'krɑːftsmənʃɪp/ kunszt
create (v) /kri'eɪt/ tworzyć
creativity (n) /ˌkriːeɪ'tɪvəti/ kreatywność
curve (v, n) /kɜːv/ wyginać; łuk
designer (n) /dɪ'zaɪnə/ projektant/projektantka
dry (adj) /draɪ/ suchy
durable (adj) /'djʊərəbl/ wytrzymały, trwały
earthquake-resistant (adj) /ˌɜːθkweɪkrɪ'zɪstənt/ odporny na trzęsienie ziemi
engineering (n) /ˌendʒɪ'nɪərɪŋ/ inżynieria
entirely (adv) /ɪn'taɪəli/ całkowicie
extraordinary (adj) /ɪk'strɔːdnri/ wyjątkowy
fairy (adj) /'feəri/ jak z bajki, bajkowy
figure out (phr v) /ˌfɪgər 'aʊt/ zrozumieć
floor (n) /flɔː/ podłoga, piętro
footprint (n) /'fʊtprɪnt/ ślad
formula (n) /'fɔːmjʊlə/ przepis, wzór
foster (v) /'fɒstə/ stymulować
grass (n) /grɑːs/ trawa
gravity (n) /'grævəti/ grawitacja
grow back (phr v) /ˌgrəʊ 'bæk/ odrosnąć
handmade (adj) /ˌhænd'meɪd/ ręcznie robiony
harvest (v) /'hɑːvɪst/ zbierać plony
hesitate (v) /'hezɪteɪt/ wahać się
hinge (n) /'hɪndʒ/ zawias
hollow (adj) /'hɒləʊ/ pusty w środku
lightweight (adj) /'laɪtweɪt/ lekki
mushroom (n) /'mʌʃrʊm/ grzyb
overlook (v) /ˌəʊvə'lʊk/ mieć widok na
pile (n) /paɪl/ sterta
pivot (n) /'pɪvət/ oś
plant (v, n) /plɑːnt/ sadzić, siać; roślina
pod (n) /pɒd/ strąk
pole (n) /pəʊl/ słup, maszt
ravine (n) /rə'viːn/ wąwóz
rectangular (adj) /rek'tæŋgjʊlə/ prostokątny
replicate (v) /'replɪkeɪt/ powielać, odtworzyć
roof (n) /ruːf/ dach
run out of (phr v) /ˌrʌn 'aʊt əv/ wyczerpywać się
scale (adv) /skeɪl/ w skali
shaped (adj) /ʃeɪpt/ w kształcie
shoot (n) /ʃuːt/ pęd rośliny
site (n) /saɪt/ miejsce
six-storey (adj) /'sɪksˌstɔːri/ sześciopiętrowy
slam (v) /slæm/ trzaskać
species (n) /'spiːʃiːz/ gatunek
steel (n) /stiːl/ stal
strength (n) /streŋθ/ siła
sustainable (adj) /sə'steɪnəbl/ nienaruszający równowagi ekologicznej; zrównoważony
taper (v) /'teɪpə/ zwężać się
teardrop (n) /'tɪədrɒp/ łza
tensile (adj) /'tensaɪl/ rozciągliwy
tented bed (n) /ˌtentɪd 'bed/ łóżko z baldachimem
timber (n) /'tɪmbə/ drewno
treat (v) /triːt/ traktować
tried-and-true (adj) /ˌtraɪdən'truː/ sprawdzony
ultimately (adv) /'ʌltɪmətli/ ostatecznie
unproductive (adj) /ˌʌnprə'dʌktɪv/ bezowocny, nieproduktywny
usable (adj) /'juːzəbl/ użyteczny, użytkowy
valley (n) /'væli/ dolina
value (v) /'væljuː/ cenić, wyceniać
well-crafted (adj) /ˌwel'krɑːftɪd/ dobrze wykonany
woven pod (n) /'wəʊvn pɒd/ pleciony kokon

SPEAKING p. 38

community (n) /kə'mjuːnəti/ społeczność
definitely (adv) /'defɪnətli/ zdecydowanie nie dla mnie
desert island (n) /ˌdezət 'aɪlənd/ bezludna wyspa
fabulous (adj) /'fæbjʊləs/ fantastyczny
lucky (adj) /'lʌki/ szczęśliwy, mający szczęście
protect (v) /prə'tekt/ chronić (się)
rent (v) /rent/ wynajmować
rich (adj) /rɪtʃ/ bogaty
set up (phr v) /ˌset 'ʌp/ zakładać, organizować
solar power (n) /'səʊlə ˌpaʊə/ energia słoneczna
swimsuit (n) /'swɪmsuːt/ kostium kąpielowy

WRITING p. 39

castle (n) /'kɑːsl/ zamek
gate (n) /geɪt/ brama
huge (adj) /hjuːdʒ/ ogromny, olbrzymi
take a tour (phr) /ˌteɪk ə 'tʊə/ wziąć udział w wycieczce
tour guide (n) /'tʊə ˌgaɪd/ pilot wycieczek, przewodnik

SKILLS REVIEW pp. 40–41

alternative (adj) /ɔːl'tɜːnətɪv/ alternatywny
at your disposal (phr) /ət jɔː dɪ'spəʊzl/ do twojej dyspozycji
belongings (n) /bɪ'lɒŋɪŋz/ rzeczy
commercial (adj) /kə'mɜːʃl/ handlowy, komercyjny
dishwasher (n) /'dɪʃˌwɒʃə/ zmywarka
dresser (n) /'dresə/ komoda, kredens
equipment (n) /ɪ'kwɪpmənt/ wyposażenie, sprzęt
fall off (phr v) /ˌfɔːl 'ɒf/ spadać z
fallen on hard times (phr) /'fɔːlən ɒn ˌhɑːd 'taɪmz/ nastały ciężkie czasy
independent (adj) /ˌɪndɪ'pendənt/ niezależny
ladder (n) /'lædə/ drabina
loft (n) /lɒft/ loft
nearby (adj, adv) /ˌnɪə'baɪ/ pobliski; w pobliżu
object (n) /'ɒbdʒekt/ przedmiot
possess (v) /pə'zes/ posiadać
printer (n) /'prɪntə/ drukarka
pull down (phr v) /ˌpʊl 'daʊn/ rozbierać coś, zburzyć
range from … to (phr) /'reɪndʒ frəm … tə/ wahać się od… do
renovate (v) /'renəveɪt/ odnawiać, remontować
rise (v) /raɪz/ rosnąć
shopping mall (n) /'ʃɒpɪŋ ˌmɔːl/ centrum handlowe (AmE)
solution (n) /sə'luːʃn/ rozwiązanie
steadily (adv) /'stedɪli/ stale, systematycznie
stone (n) /stəʊn/ kamień
surroundings (n) /sə'raʊndɪŋz/ otoczenie, środowisko

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjuction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Choose the correct option to complete each sentence.

1 Sam wants to move to a … area, so we must find a nice village to live in.
a urban **b** rural **c** suburban

2 They are looking for a flat in a … district that has a school nearby.
a walkable **b** residential **c** unique

3 What is the … of this office building? 100 or 150 metres?
a size **b** height **c** surface

4 You should put these things in the … if they need to be kept underground.
a attic **b** shed **c** cellar

2 Translate the Polish fragments of the sentences into English.

1 My teacher (*poradził mi*) … to add some steel parts to the project.

2 If you want to rent this flat, (*musisz umeblować*) … it first.

3 Afterwards she (*przymocowała różne kawałki*) … of wood to the wall.

4 Who (*zaopatrywał nas*) … with these handmade boxes last year?

3 Health and happiness

IN THIS UNIT YOU LEARN

VOCABULARY
- health
- illnesses
- common health problems
- treating ill people
- natural medicine
- synonyms

GRAMMAR
- quantifiers
- how much/many
- phrasal verbs

SKILLS
Listening
- common health problems
- treating 'the whole person'
- multiple choice

Reading
- unusual health condition
- multiple choice, matching

Speaking
- expressing opinions about health
- agreeing and disagreeing
- asking follow-up questions

Writing
- an opinion blog post

CRITICAL THINKING
- making ideas clear



This teen in Tokyo, Japan, shows that good food can make people both healthy and happy.

3A Vocabulary

Being well

Talking about health and being well

1 Work in pairs. Describe the photo, then answer the questions.

1 What is the boy happy about?
2 What things do you need to feel happy?
3 Tell your partner about a situation when your friends made you really happy.

2 Which parts of the body can you see in the photo?

arm	chest	ear	elbow	finger	foot	hand	head
knee	leg	mouth	neck	nose	shoulder	stomach	throat

3 Look at the photo. What parts of the body can tell you if a person is happy?

4 Read the text. Match the words in bold (1–11) with the definitions (a–k).

A doctor in the jungle

In Cameroon, it isn't always easy to find a (1) **hospital** when you're (2) **unwell**. But if you're lucky, a doctor may find you. Almost every weekend, Dr Georges Bwelle and his assistants take care of the (3) **health** needs of about 500 people in small villages in the jungle. They see (4) **patients** with a variety of (5) **illnesses** and (6) **injuries** and give people (7) **medicine**. Dr Bwelle also provides items that people need to make their lives better, like (8) **glasses**. Why does he do it? Helping people to be (9) **healthy** brings a lot of (10) **happiness** to Dr Bwelle. 'To make people laugh, to reduce the (11) **pain**, that's why I'm doing this,' he says.

a problems with the body or the mind
b the condition of someone's body and mind
c a feeling when something hurts
d something worn over the eyes to help you see
e something to make you feel better when you are ill
f people who are ill and need help from a doctor
g the condition of feeling good and not sad
h a place where ill and injured people get treatment
i ill
j well, not ill
k when a part of the body is hurt

5 Are the words illnesses (IL), injuries (IN), or symptoms* (S)? Use a dictionary if necessary. Check your answers with a partner.

a broken arm	a stomachache	seasickness
the flu	a broken leg	a high temperature
a headache	pain	a backache

symptom *a change in the body that shows you are ill or injured*

6 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the questions.

1 Do you do anything to stay healthy? Do you eat healthily? Do you do any exercise? Something else?
2 When you're ill or hurt, do you take medicine? Why?/Why not? If so, what kind? Do you try anything else to deal with the problem?

3B Listening

Listening to texts about common health problems and treating 'the whole person'

1 Read the questionnaire about your experience of going to the doctor. You can choose more than one answer for each question.

1 When or why do you go to the doctor?
- because of an illness
- for a check-up (a routine health check)
- to talk about a problem you have
- other reasons

2 What does the doctor usually do?
- checks my height and weight
- gives me medicine
- asks questions about my health and happiness (*Have you been sick? Do you feel any pain?*)
- asks about symptoms

3 What other things does the doctor talk to you about?
- family
- food
- staying healthy (exercise, getting enough sleep, etc.)

2 Work in pairs. Compare your answers in exercise 1 and discuss the questions below.

1 Do you both go to the doctor for the same reasons?
2 Do you talk to the doctor about other things in your life? Why?/Why not?

3 Read the sentences. Then listen to a lecture about 'whole-person' health care. Which ideas (1–3) does the speaker discuss? 15

1 Many doctors look after a person's health and happiness, not only a patient's illness.
2 The World Health Organization says that many hospitals need to think more about people and the world they live in.
3 Dr Paul Tournier believed that only medicine could make people healthy.

4 Listen to the lecture again. Choose the correct option to answer each question. 15

1 What examples of common health problems does the speaker give?
a broken arms and cuts
b high temperature and flu
c sleeping problems

2 What did Dr Tournier mean by 'the whole person'?
a all illnesses of a person at once
b a person and his/her all family
c all aspects of a person's life, not only health

3 What does the World Health Organization say that health is connected to?
a people's work and families
b money and entertainment
c good relations with the doctor

4 According to the lecture, what can help us stay healthy?
a proper diet
b a lot of medicines
c lots of sweets

5 **MY PERSPECTIVE – SPEAKING**

Work in small groups. Discuss the questions.

1 Do you visit the same doctor for all health problems, or do you visit different doctors?
2 Is your doctor an 'illness' doctor or a 'whole-person' doctor? Which type of doctor do you prefer? Why?
3 Is there anything you would like your doctor to do differently? What?



3C Grammar 1

Quantifiers, *how much/many*?

Using quantifiers to express quantity

1 Look at the sentences in the Grammar box. Which words express or ask about quantity?

Quantifiers

a … *some doctors and nurses still think about illnesses.*
b … *many doctors and nurses still need to change.*
c *Doctors might ask a few questions about food …*
d *Do you eat a lot of fruit and vegetables?*
e *That's why the doctor tells you … to eat only a little sugar.*
f *How much stress do you have in your life?*

More explanation in Grammar reference on p. 58.

2 Look at the words and expressions in exercise 1. Answer the questions.

1 Which words go with countable nouns? Which ones go with uncountable nouns?
2 In sentences a–f, which words describe a large number or amount? Which ones describe a small number or amount?
3 Which other words do you know that express quantity?

More practical exercises in Grammar practice on p. 59.
Do exercises 1–4.

3 Choose the correct options to complete the text.

Nature's pharmacy

(1) *A lot of / Many of* the medicine we use today comes from plants. For example, aspirin, a common pain medicine, used to come from (2) *some / a* tree.
An important cancer drug comes from Pacific yew trees, but after (3) *some / any* years of cutting them down, there weren't (4) *some / many* trees left. Then in the 1990s, scientists learnt how to make the medicine without killing the trees, or even causing (5) *many / much* damage. A (6) *few / little* health products also come from animals. For example, (7) *many / much* people take (8) *a few / a little* fish oil in their diet to stay healthy.

4 Complete the questions with *How much* or *How many*. Listen to the interview and check your answers. Then answer the questions. 16

1 … plants in Tanzania can you use as medicine?
2 … traditional doctors did you interview?
3 … time did you spend on the project?
4 … information did you collect?

5 Choose the correct option to complete each dialogue.

1 A: I think I'm getting ill.
B: … ?
A: I've got a high temperature and a headache.
a What are your symptoms
b What are your injuries
c What are your illnesses

2 A: I've been quite nervous recently.
B: You should be more relaxed. … in your life?
A: Oh, quite a lot, especially at work. My boss is a real monster!
a Do you eat many sweets
b Are there any illnesses
c How much stress do you have



Services like the Royal Flying Doctor Service in Australia work to provide medical care for people in remote areas.

3D Reading

VOCABULARY BUILDING Synonyms

A synonym is a word that has a similar meaning to another word. Writers often use synonyms to add variety to a text. Synonyms should be the same part of speech. One way to check if two words are synonyms is to use the words in the same place in a sentence. If the sentences have the same meaning, the words are synonyms.

1 Read the first sentence. Then complete the second sentence with a synonym of the word in bold.

block	calm	frightening	realise	sore

1 Ashlyn Blocker was a **quiet** baby.
Her parents felt lucky to have such a ... child.
2 It was red and looked **painful**.
The doctor carefully touched her ... eye.
3 At first, he didn't **understand**.
After checking, he began to ... that Ashlyn wasn't like most other kids.
4 'It was **scary**,' says her mother.
That idea was very ... .
5 Now doctors are studying Ashlyn to understand how her body can **stop** pain.
It may help them to develop new medicines to ... pain.

READING

Understanding a text about the girl who doesn't feel pain

2 Read about understanding the time and order of events. Then read the article. Number the events from the article in the correct order.

Understanding the time and order of events can help you understand the whole text. Look for dates, ages, time expressions such as *When …* and adverbs of order such as *then*, *after that* and *next*.

a There is something wrong with Ashlyn's eye.
b Ashlyn's doctors discover other people with the same illness.
c The doctor discovers that Ashlyn doesn't feel pain.
d Doctors study Ashlyn to learn more.
e Ashlyn's parents feel lucky. *1*
f Ashlyn's parents feel unlucky.
g Her parents take her to the doctor.

3 Read the article again and match the headings (a–f) with the paragraphs (1–6).

a NATURAL WARNING SIGN
b UNIQUE, BUT NOT ALONE
c HOPE AND HELP FOR OTHERS
d NOTHING SPECIAL, ACTUALLY
e MORE DANGERS WITH EACH DAY
f IT SHOULD HURT, BUT IT DIDN'T

4 Read the article again. Choose the correct option to complete each sentence.

1 As a baby, Ashlyn Blocker didn't cry because ... .
a she was never hungry
b she didn't feel pain
c she was a quiet child

2 Her parents took her to the doctor because she ... .
a didn't cry
b was upset
c had an eye problem

3 Feeling no pain is dangerous because you can easily ... .
a injure yourself
b hurt someone else
c become ill

4 Ashlyn's illness is ... .
a common in some places
b very unusual
c often seen in young babies

5 Doctors may use Ashlyn's case to help people who ... .
a can't feel or smell anything
b have a lot of pain
c have eye problems

6 The article was written to ... .
a explain what caused Ashley's condition
b present life of a person who feels no pain
c inform what medicines are available for people like Ashley

CRITICAL THINKING Making ideas clear

To make sure their ideas are clear, writers often:
- report what someone said
- give examples
- say the same thing using different words

5 Read the Critical thinking box. Then find the ideas below in the article. Which strategy does the writer use to make each idea clear?

1 As a small baby, Ashlyn Blocker seemed very happy.
2 Pain is necessary.
3 Pain keeps us from danger.
4 Mr and Mrs Blocker were afraid for their daughter.
5 Ashlyn isn't the only person with her condition.
6 Ashlyn is comfortable with her condition.

6 Work in pairs. Discuss the questions.

1 Which ideas in the text would you like to know more about?
2 What questions would you like to ask Ashlyn, her parents or her doctors?

Feeling NO PAIN

17 (1) ... Ashlyn Blocker was a quiet baby. She didn't cry even when she was hungry. At first, her parents felt lucky to have such a calm child. But then, when Ashlyn was eight months old, Mr and Mrs Blocker noticed a problem with her eye. It was red and looked painful, so they took her to the doctor. As he checked Ashlyn, the doctor carefully touched her sore eye. Patients – especially babies and children – usually don't like this and they try to move away. Ashlyn didn't do this. The doctor was surprised and, at first, he didn't understand. But after checking, he began to realise that Ashlyn wasn't like most other kids because Ashlyn didn't feel pain. Her body turned pain off.

(2) ... You may think this sounds like a good thing – no pain means never getting hurt, right? But we feel pain for a reason. It has an important purpose: it tells us that our body has an injury or illness. Pain also helps to keep us safe. When a child touches a hot oven, the pain says 'Danger!' and stops a more serious injury.

(3) ... After discovering that their daughter couldn't feel pain, the Blockers no longer felt lucky. 'It was scary,' says her mother, Tara Blocker, because Ashlyn could easily injure herself and not know it. That idea was very frightening. As Ashlyn began to grow up and move around more, and to walk, keeping her safe every day became more and more of a challenge.

(4) ... No one had ever come to Ashlyn's doctors with this condition*, and at first they thought she might be the only case in the world. But they found out that there were others with the condition – a whole family in Pakistan and eight other kids who lived nearer to Ashlyn, in the US.

(5) ... Now doctors are studying Ashlyn and other people who don't feel pain. They want to understand the condition and help people who have it. But they also want to understand how the body can stop pain. It may help them to develop new medicines to block pain – good news for anyone who experiences a lot of it.

(6) ... What's it like to feel no pain? Ashlyn deals with the condition well and has a happy life. She says, 'It's just me. It's all I've ever known.'

condition *health problem*

'It's just me. It's all I've ever known.'

Ashlyn Blocker



3E Grammar 2

Phrasal verbs

Using phrasal verbs to talk about what makes us happy

1 Look at the sentences in the Grammar box. Point to the verbs.

Phrasal verbs

Ashlyn's body turned pain ***off****.*
As Ashlyn began to grow ***up*** *and started to move around more …*
They found ***out*** *that there were others with the condition.*
Ashlyn deals ***with*** *the condition well and has a happy life.*

More explanation in Grammar reference on p. 58.

2 Answer the questions about the sentences in the Grammar box.

1 What part of speech are the words in bold?
2 These words combine with verbs to make phrasal verbs. Do they come before or after the verb?
3 What's different about the first one?

More practical exercises in Grammar practice on p. 59. Do exercises 5–9.

3 Are the phrasal verbs separable or inseparable? Make sentences with each phrasal verb. Then check your answers on pp. 58–59.

1 put on
2 turn on
3 get on (with)
4 give up
5 hang out
6 hand in
7 look into
8 look after
9 work out (at the gym)
10 take out

WHAT MAKES TEENS HAPPY?



- Good health
- Exercise
- Good diet (a lot of fresh fruit, eating breakfast)
- Enjoying school
- Friendly classmates

Source: World Health Organization

4 Read the information about research carried out by the World Health Organization. Match each statement below with a reason for happiness.

1 My school friends and I **get on** well – they're nice.
2 I go to the gym and **work out** once or twice a week.
3 I **gave up** sugary foods. I also have a bowl of cereal every morning.
4 I almost always **hand in** my homework on time. I don't mind doing it.
5 I'm not ill very often because I **look after** myself.

5 Translate the Polish fragments of the sentences into English.

1 (*Nie zakładaj*) … a sweater until it gets really cold.
2 (*Kiedy włączyłem radio*) … on, it didn't work at all.
3 My mum tells me that I (*przesiaduję z kolegami*) … too much. But I cannot stay in all the time!
4 This is a strange problem. I have to (*przyjrzeć mu się*) … carefully to understand what really happened.
5 Don't keep any sharp objects in your pockets. (*Wyciągnij je*) … and put them on the table.

Znajomość środków językowych: *tłumaczenie fragmentów zdań*

6 Complete the sentences using phrasal verbs in exercises 1–3. Then listen to the dialogue and check your answers. 18

1 Some scientists ... teenagers' happiness.
2 Did they ... what makes us happy?
3 I feel happy when I ... my headphones ... and listen to some music.
4 For me, it's TV. I always feel happy when I ... it ... .
5 Happy teenagers ... with their friends a lot.
6 I ... the rubbish ... every day!

7 Listen to the dialogue again. What things do the speakers say make teenagers unhappy? 18

8 Look at the facts about what makes teens unhappy. Then complete the advice with verbs and particles from the chart below. Two particles are used twice.

WHAT MAKES TEENS UNHAPPY?



- Poor health
- No exercise, a lot of TV
- Poor diet (a lot of sugary foods, no breakfast)
- School stress/not having time to do schoolwork
- Bullying

Verbs						
deal	give	hand	look	put	take	turn

Particles				
after	in	off	up	with

Advice

1 ... yourself so you don't become ill.
2 ... a sport or another physical activity.
3 ... drinking sweet drinks, like cola, every day. Save them as a weekend treat.
4 Don't ... your homework ... . it ... on time.
5 ... bullying by telling an adult about it. Ask for help.
6 Don't watch TV just because it's on. You can always ... it ... !

9 Choose the correct option to complete both sentences.

1 I was born in Poznań, but I grew ... in Katowice.
I'm thinking of taking ... a winter sport like skiing or snowboarding.
a off **b** on **c** up

2 We have to ... into this problem carefully. It's more serious than we thought.
I have no idea where my phone is. Can you help me ... for it, Mike?
a all **b** look **c** take

3 There was nobody in the living room but the TV was on, so I ... it off.
Mr Jackson drove past the old church, ... left and saw the building he was looking for.
a put **b** turned **c** looked

10 MY PERSPECTIVE – SPEAKING

What do you think helps make people happy? Use the verbs in the box or your own ideas. Write five sentences. Then discuss your sentences with a partner.

belonging to	dealing with	giving up
looking after	putting on	taking up
talking to friends about		

I think belonging to groups of similar people makes us happy.

11 Your friend, who's in a very bad mood, has visited you. You'd like to make him/her feel better. You've got three ideas – choose one and say why you reject the others.

- cinema
- sport/physical activities
- shopping

A boy jumps from the U Bein Bridge into Taungthaman Lake, Myanmar.



3F Speaking

Expressing opinions about health and happiness

1 Do you agree or disagree with the statements? Why?/Why not? Tell a partner.

1 People should be free to smoke cigarettes anywhere.
2 People should not be allowed to smoke in restaurants, cafés, cinemas and other public places.
3 The government should ban (completely stop) smoking because it is bad for everyone's health and wellbeing.

2 Listen to four people talking about smoking. Match each speaker (1–4) with the correct sentence (a–e). There is one extra sentence, which you do not need. 19

This speaker:

a often sees negative effects of smoking.
b doesn't smoke in places where others don't accept it.
c would like to stop smoking but cannot.
d has smokers in their family.
e wants smoking to be forbidden.

1 Speaker 1: ...
2 Speaker 2: ...
3 Speaker 3: ...
4 Speaker 4: ...

3 Work in small groups. For each topic, think of three or more arguments *for* the statement and three or more arguments *against* the statement.

1 The government should ban junk food.
2 Schools should make students get more exercise.
3 Using a phone while walking or cycling should be illegal.
4 Students shouldn't have to do a lot of homework.
5 It's more important to have one very good friend than lots of friends.

4 Look at the phrases in the Useful language box. Working with another small group, take turns arguing for and against the points in exercise 3.

Useful language

Giving your opinion
I think ... / I believe ...
In my opinion ...

Disagreeing
Really / Are you kidding? I'm not sure about that.
I don't agree.
Sorry, but I don't think so.

Asking follow-up questions
Why do you say that?
Could you explain that a bit more?

Conceding a point
You're right that ...
Well, that's true ...



People ride their bikes through Bonsecours Basin Park in Montreal, Canada.

3G Writing

A blog post

Writing a blog post about staying healthy

1 Rank the ways to stay healthy in order from 1 (the most important) to 8 (the least important). Discuss your answers with a partner.

exercise every day
don't smoke cigarettes
see a doctor every six months
see friends and family
finish schoolwork on time
have a healthy diet
get plenty of sleep
wear a seatbelt

2 Read the blog post. Then answer the questions 1–2.

Agree or disagree: exercising every day is the best way to stay healthy.

While it's true that doing a little exercise every day is good for you, I think that more intensive workouts may result in injury.

Besides, physical effort can make people eat too much. We all probably know someone who exercises and then eats a lot of junk food as a form of reward. This certainly doesn't improve their health. I believe that if we want to be in the best of health, we should first make sure we have a healthy diet.

For me, exercising isn't the most important thing in life. It certainly isn't necessary to go to the gym, you could try walking to school instead of going by bus or car. And introducing fresh and healthy food into your diet can also help you live healthily.

1 Does the writer agree or disagree with the statement 'Exercising every day is the best way to stay healthy'?
2 According to the writer, what does exercise sometimes make people do?

3 Read the Useful language box. Then read the blog post again. Find four expressions from the box in the blog post.

4 Work in pairs. Say if you agree or disagree with each statement and why.

1 Happiness is more important than health.
2 The best way to stay healthy is to stay happy.
3 It's more important to feel OK than to be healthy.

5 **WRITING TIPS** Organising points in a blog post

a Read the blog post in exercise 2 again. How many main points does the writer make? How are these organised?
b How does the writer introduce each point? Which expressions does he/she use?
c Choose one of the statements you discussed in exercise 4. Think of three points you can make about it and write a sentence introducing each one.

6 Write a blog post about the statement you chose in exercise 5, saying whether you agree or disagree with it. Use the Useful language and your ideas in exercise 5. Write between 80 and 130 words.

More about a blog post in Writing guide on p. 152.

7 Exchange blog posts with a partner. Check each other's work and comment on the content. Does it use the Useful language correctly? Do you agree with your partner?

Useful language

Acknowledging other ideas
While it's true that … , I think …
It may be right that … , but …

Giving your opinion
I believe … *In my opinion, …* *For me, …*

Giving reasons for your opinion
One reason I think this is … *I think it's clear that …*
… because …



Skills Review 3

ENGLISH IN USE

Uzupełnianie zdań

1 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

1 People should eat a ... of fresh fruit and vegetables.
a many **b** lots **c** variety

2 Jill helps her parents ... after her elderly grandparents.
a look **b** watch **c** see

3 How often do you go to a doctor ... a check-up?
a to **b** for **c** on

4 Pain is actually important for our survival because it helps to ... us safe.
a stay **b** feel **c** keep

5 My grandpa ... up smoking last month.
a stopped **b** gave **c** finished

Tłumaczenie fragmentów zdań

2 Wybierz odpowiedź, która jest poprawnym tłumaczeniem fragmentu zdania podanego w nawiasie.

1 I eat (*kilka*) ... apples every day.
a a little **b** few **c** a few

2 There's (*niewiele*) ... juice left in the bottle.
a little **b** any **c** few

3 The sale of fast food (*powinno być zakazane*) ... .
a should be banned
b should forbid
c shouldn't be banned

4 We must (*wręczyć*) ... our essays to our teacher tomorrow.
a put on
b hand in
c turn on

5 My sister often (*spędza wolny czas*) ... with her friends.
a put on
b gets on
c hangs out

3 Przetłumacz fragment zdania w nawiasie na język angielski.

1 (*Ile stresu*) ... do young people usually have in their lives?
2 My doctor tells me to eat (*bardzo mało*) ... sugar.
3 The girl didn't cry because she (*nie czuła bólu*) ... .
4 (*Ile posiłków*) ... a day should we have?
5 (*Ćwiczę*) ... at the gym twice a week.

Pary zdań

4 Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach.

1 Sorry, I can't deal ... this problem now.
Doctors have found other people ... this condition.
a for **b** with c to

2 ... up a sport and you'll soon start feeling better.
It won't ... too much time.
a Turn / turn **b** Take / take **c** Bring / bring

3 Then he began to ... that she had a problem.
When you ... you are well-prepared for the exam, you can deal with any stress.
a realise **b** find **c** know

4 Doctors realised it might be the only ... of the disease in the world.
It must hurt you, but in this ... , you should consult a specialist.
a situation **b** case **c** event

5 It ... a big challenge to keep her safe on a day-to-day basis.
The weather changed yesterday and it ... warmer.
a stayed **b** became **c** started

Słowotwórstwo

5 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 Jane feels ... today, so she can't go jogging. WELL
2 I don't think money always brings ... . HAPPY
3 It's easy to gain ... , but it's far more difficult to lose it. WEIGH
4 We're trying not to eat ... foods, they're very unhealthy. SUGAR
5 You should stay in hospital for further ... . TREAT
6 When I go to the doctor, he always measures my ... . HIGH

Uzupełnianie luk

6 Uzupełnij luki w zdaniach wyrazem, który najlepiej pasuje.

1 It's nice to have so many people to ... care of you when you're sick.
2 What do you do to deal ... headaches?
3 Betty's mother took her to hospital because there was something ... with her eye.
4 I wonder what it would be like to ... no pain.

LISTENING

7 Usłyszysz dwukrotnie cztery wypowiedzi na temat zdrowia i stylu życia. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (a–e).
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. 20

This speaker

a is talking about the different aspects of a healthy lifestyle.
b is a person who has adopted a different lifestyle.
c advertises a special gadget to help change our bad habits.
d suffers from leading an unhealthy lifestyle.
e criticises someone else for not caring about their health.

1	2	3	4
...	...	...	...

WRITING

9 Niedawno postanowiłeś/postanowiłaś prowadzić zdrowy styl życia. Napisz e-mail do kolegi z Londynu.

- Napisz, kto zachęcił cię do zmian i dlaczego.
- Wyjaśnij, jakie zmiany wprowadziłeś/wprowadziłaś.
- Opisz rezultaty wprowadzonych zmian.
- Przedstaw reakcję rodziców na twoją decyzję.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Hi Jack,

Can you believe what I did two months ago? I changed my lifestyle.

...

Take care,
XYZ

SPEAKING

8 Popatrz na Plakat 1 i Plakat 2.
Jesteś w jury szkolnego konkursu na plakat dotyczący zdrowego trybu życia. Masz do wyboru dwa plakaty.

- Wybierz plakat, który twoim zdaniem będzie najbardziej odpowiedni i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugi plakat.

Plakat 1



Plakat 2



Odpowiedz na pytania.

1 Is it possible to have a healthy lifestyle in the modern world? Why?/Why not?
2 How important is having a good meal programme?

Grammar reference 3

GRAMMAR 1 Quantifiers

Quantifiers (określniki ilościowe)

some, any

- używamy w odniesieniu do rzeczowników policzalnych w liczbie mnogiej i do rzeczowników niepoliczalnych
- *some* możemy używać również w pytaniach, gdy spodziewamy się odpowiedzi „tak":

  *Did they give you **some** advice?*

  Yes, they did.
- *any* używamy w pytaniach i zdaniach przeczących:

  *Have you got **any** apples?*

  *They didn't buy **any** grapes.*

	Rzeczowniki policzalne	Rzeczowniki niepoliczalne
Zdania twierdzące	He took **some** vitamins.	They drank **some** tea.
Zdania przeczące	She didn't have **any** vitamins.	We didn't take **any** fish oil.
Pytania	Do you have **any** ideas?	Did you take **any** medicine?

much, many, a lot of, a little, a few

Rzeczowniki policzalne

- *a lot of* (wiele/dużo) i *a few* (kilka) używamy w zdaniach twierdzących z rzeczownikami policzalnymi w liczbie mnogiej:

  ***A lot of** doctors treat the whole person.*

  *There are **a few** types of tea that are like medicine.*
- *many* i *a lot of* (wiele/dużo) używamy w zdaniach przeczących i pytaniach:

  *I don't know **many/a lot of** natural medicines.*

  *Did your doctor give you **many/a lot of** pills?*

Rzeczowniki niepoliczalne

- *a lot of* (wiele/dużo) i *a little* (trochę) używamy w zdaniach twierdzących z rzeczownikami niepoliczalnymi:

  *I have **a lot of** milk for all of us.*

  *There's **a little** tea in the pot.*
- *much* i *a lot of* (w znaczeniu „dużo") używamy w zdaniach twierdzących i pytaniach:

  *There isn't **much/a lot of** time.*

  *Do you have **much/a lot of** work to do?*

How much? How many? (Ile?)

- *How much* używamy z rzeczownikami niepoliczalnymi, gdy pytamy o ilość:

  ***How much** sugar do you want?*
- *How many* używamy z rzeczownikami policzalnymi, gdy pytamy o liczbę:

  ***How many** doctors work here?*

Ćwiczenia 1–4

GRAMMAR 2 Phrasal verbs

Phrasal verbs (czasowniki złożone/frazowe)

- Czasowniki złożone składają się z czasownika i partykuły (przyimka, np. *down*, lub przysłówka, np. *well*).
- Niektóre czasowniki złożone możemy rozdzielić za pomocą rzeczownika lub zaimka. Rzeczownik może pojawić się przed partykułą, lub po partykule:

  *Did you **write down** the information?*

  *Did you **write** the information **down**?*
- Zaimek może się znaleźć tylko pomiędzy czasownikiem i partykułą:

  *His friend **picked** him **up** at six o'clock.*

  *His friend ~~**picked up**~~ him at six o'clock.*
- Wielu czasowników złożonych nie można rozdzielać.

  *Can you **wait for** me?*

  ~~*Can you **wait** me **for**?*~~

  *Will you **look after** my bag?*

  ~~*Will you **look** my bag **after**?*~~

  *His car **broke down** on the way to work.*

  *Did his car **break down** yesterday?*

  *Their car didn't **break down**.*

Warto zauważyć, że *down* w zdaniach powyżej nie odnosi się bezpośrednio do kierunku. Ta partykuła często nie jest stosowana w swoim podstawowym znaczeniu (w dół).

Phrasal verbs

Nierozdzielne

belong to – należeć do
come in – wejść do
complain of – skarżyć się na
deal with – zajmować się, dotyczyć
eat out – jeść poza domem
get on (with someone) – mieć dobre relacje (z kimś)
go in – wchodzić
grow up – wychowywać się, dorastać
hang out – spędzać czas
lie down – położyć się
look after – opiekować się, zajmować się
look around – rozejrzeć się
look for – szukać
look into – badać
sit down – siadać
speak about – rozmawiać o
take off (fly) – startować
wake up – budzić się
work out (at a gym) – ćwiczyć

Rozdzielne
bring back – przynosić
call back – oddzwonić
carry out – wykonywać, kontynuować
fill in – wypełniać
find out – dowiedzieć się
give up – zrezygnować, rzucić
hand in – wręczyć
keep up – nadążać, dotrzymywać kroku
pass on – przekazywać
pick up – podnosić, odebrać
put on clothes – wkładać ubrania
put on music, film – włączać, nastawiać muzykę, film
put off – odkładać
take off (clothing) – zdejmować (ubrania)
take up – zająć się
take out – wyjmować, wyciągać
turn down – odrzucać, ściszać
turn off – wyłączać, zakręcać
turn on – włączać, odkręcać
write down – zapisywać

Ćwiczenia 5–9

Grammar practice

1 Choose the correct option to complete each sentence.

1 A: Do you have *any / many* information about going to the doctor for our school check-up?
B: No, I don't. I'm expecting to get a letter with *much / some* instructions.
2 A: Did the doctor give you *any / many* medicine?
B: No, she didn't give me *some / any*.
3 A: How *much / many* nurses work at your school?
B: There are a *little / few*. Three or four, I think.

2 Complete the sentences with the words in the box.

a little	any	isn't any	many	much	some

1 I don't have ... aspirin.
2 Sorry, but do you have ... time to help me?
3 There are ... flowers growing in the garden.
4 We have some milk, but not ... .
5 How ... plants did she write about?
6 There ... food in the fridge – it's empty.

3 Complete the questions with *How much* or *How many*.

1 A: ... doctors work in this hospital?
B: About 30.
2 A: ... days were you sick?
B: Three.
3 A: ... schoolwork did you miss?
B: A lot! I missed two tests!
4 A: ... money do you have?
B: Sorry, I don't have any.
5 A: ... brothers does she have?
B: Two.

4 Translate the words in brackets into English.

1 I'm taking (*mało*) ... medicine.
2 Hurry up – we don't have (*dużo*) ... time.
3 Experts earn (*dużo*) ... money.
4 Can you give me (*jakieś*) ... advice?
5 I need (*trochę*) ... information.
6 How (*ile*) ... days was your holiday?

5 Complete the sentences with the phrasal verbs in the box.

eat out	lie down	pick up
put on	take off	turn down

1 When I ... , I try to order healthy food.
2 I need to stop at the pharmacy to ... some medicine.
3 Are you feeling OK? Maybe you should ... .
4 Could you ... the music? I have a headache.
5 I'm tired, so I just want to ... a film and relax.
6 You look hot. Would you like to ... your coat?

6 Rewrite four sentences in exercise 5 with the verbs separated. Two sentences have inseparable phrasal verbs.

7 Put the words in order to make sentences. For separable phrasal verbs, write two answers.

1 pain / deal / do / with / How / you / ?
2 down / name / this / of / medicine / Write / the
3 carried / Who / out / research / the / ?
4 He / headache / of / complained / a
5 nurse / you / looking / Which / is / after / ?
6 this / in / form / Please / fill

8 Choose the correct particle to complete each sentence.

1 My dad looked *around / after* me when I was sick.
2 Everyone wants their kids to be healthy when they grow *up / over*.
3 It's cold. Would you like to put a sweater *on / off*?
4 Who does this medicine belong *for / to*?
5 I don't feel well. Can I lie *down / off*?
6 The helicopter bringing the doctor just took *up / off*.

9 Complete each dialogue with a verb or particle.

1 A: May I speak with to Dr Wilson, please?
B: He isn't here now. I'll ask him to ... you back.
2 A: I'm really tired every day. I don't sleep well.
B: What time do you wake ... in the morning?
A: About 4.30.
3 A: Excuse me. May I go ... now?
B: Yes, please do. The doctor is ready to see you.
4 A: Did you find ... what the problem was?
B: The doctor said it was a cold.
5 A: Are you OK? You look quite ill.
B: I don't feel well. Perhaps I'll ... down for a while.

Wordlist Unit 3 21

VOCABULARY p. 47

arm (n) /ɑːm/ ręka, ramię
backache (n) /'bækeɪk/ ból kręgosłupa/ pleców
be well (phr) /biː 'wel/ dobrze się czuć
body (n) /'bɒdi/ ciało
both (conj, pron) /bəʊθ/ zarówno … jak i …; obydwa
broken (adj) /'brəʊkn/ złamany
chest (n) /tʃest/ klatka piersiowa
condition (n) /kən'dɪʃn/ stan
deal with (phr v) /'diːl wɪð/ zajmować się
ear (n) /ɪə/ ucho
elbow (n) /'elbəʊ/ łokieć
finger (n) /'fɪŋgə/ palec
flu (n) /fluː/ grypa
foot (n) /fʊt/ stopa
glasses (n) /'glɑːsɪz/ okulary
hand (n) /hænd/ dłoń
happiness (n) /'hæpinəs/ szczęście
head (n) /hed/ głowa
headache (n) /'hedeɪk/ ból głowy
health (n) /helθ/ zdrowie
healthy (adj) /'helθi/ zdrowy
high temperature (n) /ˌhaɪ 'temprətʃə/ wysoka temperatura
hospital (n) /'hɒspɪtl/ szpital
hurt (v, adj) /hɜːt/ boleć; zranić; ranny
ill (adj) /ɪl/ chory
illness (n) /'ɪlnəs/ choroba
injured (adj) /'ɪndʒəd/ ranny
injury (n) /'ɪndʒəri/ uraz, obrażenia
knee (n) /niː/ kolano
leg (n) /leg/ noga
medicine (n) /'medsn/ lekarstwo
mind (n) /maɪnd/ umysł
mouth (n) /maʊθ/ usta
neck (n) /nek/ szyja
nose (n) /nəʊz/ nos
pain (n) /peɪn/ ból
patient (n) /'peɪʃnt/ pacjent
reduce (v) /rɪ'djuːs/ zmniejszać
seasickness (n) /'siːsɪknəs/ choroba morska
shoulder (n) /'ʃəʊldə/ ramię, bark
stomach (n) /'stʌmək/ brzuch, żołądek
stomachache (n) /'stʌməkeɪk/ ból brzucha/ żołądka
symptom (n) /'sɪmptəm/ objaw
take care (phr) /ˌteɪk 'keə/ opiekować się, dbać
throat (n) /θrəʊt/ gardło
treatment (n) /'triːtmənt/ leczenie
unwell (adj) /ʌn'wel/ chory
variety of (phr) /və'raɪəti əv/ wiele różnych, rozmaitych

LISTENING p. 48

check-up (n) /'tʃekʌp/ badanie kontrolne
common (adj) /'kɒmən/ częsty, powszechny
cut (n) /kʌt/ skaleczenie
diet (n) /'daɪət/ dieta
fix (v) /fɪks/ naprawiać
health-care (n) /'helθkeə/ opieka zdrowotna
height (n) /haɪt/ wzrost
lecture (n) /'lektʃə/ wykład
look after (phr v) /ˌlʊk 'ɑːftə/ opiekować się
proper (adj) /'prɒpə/ właściwy, odpowiedni
sick (adj) /sɪk/ chory
sleep (n) /sliːp/ sen
sunscreen (n) /'sʌnskriːn/ krem z filtrem UV
treat (v) /triːt/ leczyć
weight (n) /weɪt/ waga
whole-person (adj) /ˌhəʊl'pɜːsn/ holistyczny

GRAMMAR 1 p. 49

alone (adj) /ə'ləʊn/ samotny
available (adj) /ə'veɪləbl/ dostępny
cancer (n) /'kænsə/ nowotwór
case (n) /keɪs/ przypadek
cause (v) /kɔːz/ powodować
challenge (n) /'tʃælɪndʒ/ wyzwanie
collect (v) /kə'lekt/ zbierać
cut down (phr v) /ˌkʌt 'daʊn/ wycinać
damage (n) /'dæmɪdʒ/ uszkodzenie, zniszczenie
drug (n) /drʌg/ lek; narkotyk
fruit (n) /fruːt/ owoc, owoce
heading (n) /'hedɪŋ/ nagłówek
injure (v) /'ɪndʒə/ zranić się
interview (v) /'ɪntəvjuː/ przeprowadzać wywiad
medical care (n) /'medɪkl ˌkeə/ pomoc medyczna
painful (adj) /'peɪnfl/ bolesny
painless (adj) /'peɪnləs/ bezbolesny
pharmacy (n) /'fɑːməsi/ apteka
purpose (n) /'pɜːpəs/ cel
quantity (n) /'kwɒntəti/ ilość

READING pp. 50–51

make sure (phr) /ˌmeɪk 'ʃɔː/ upewnić się
realise (v) /'rɪəlaɪz/ uświadomić sobie, zdawać sobie sprawę
sore (adj) /sɔː/ bolesny, obolały
turn off (phr v) /ˌtɜːn 'ɒf/ wyłączyć
vegetables (n) /'vedʒtəblz/ warzywa
warning sign (n) /ˌwɔːnɪŋ 'saɪn/ sygnał, znak ostrzegawczy
yew tree (n) /'juː ˌtriː/ cis

GRAMMAR 2 pp. 52–53

belong to (phr v) /bɪ'lɒŋ tə/ należeć do
bully (v) /'bʊli/ znęcać się nad kimś
carry out (phr v) /ˌkæri 'aʊt/ przeprowadzać coś
find out (phr v) /ˌfaɪnd 'aʊt/ dowiedzieć się
get on with (phr v) /ˌget 'ɒn wɪð/ mieć dobre relacje z
give up (phr v) /ˌgɪv 'ʌp/ rzucić coś, zerwać z czymś
hand in (phr v) /ˌhænd 'ɪn/ oddać, wręczyć
hang out with (phr v) /ˌhæŋ 'aʊt wɪð/ spędzać z kimś czas
headphones (n) /'hedfəʊnz/ słuchawki nauszne
look for (phr v) /ˌlʊk 'fɔː/ szukać
look into (phr v) /ˌlʊk 'ɪntə/ przyjrzeć się czemuś; badać coś
mention (v) /'menʃn/ wspominać, nadmieniać
part of speech (n) /ˌpɑːt əv 'spiːtʃ/ część mowy
phrasal verb (n) /ˌfreɪzl 'vɜːb/ czasownik złożony/frazowy
pick up (phr v) /ˌpɪk 'ʌp/ odebrać (ze szkoły)
poor (adj) /pʊə/ słaby
put off (phr v) /ˌpʊt 'ɒf/ odłożyć coś na później
put on (phr v) /ˌpʊt 'ɒn/ włożyć, założyć
reason (n) /'riːzn/ powód; przyczyna
rubbish (n) /'rʌbɪʃ/ śmieci
sharp (adj) /ʃɑːp/ ostry
sugary (adj) /'ʃʊgəri/ zawierający cukier
take out (phr v) /ˌteɪk 'aʊt/ wyrzucać, usuwać; wyciągać
take up (phr v) /ˌteɪk 'ʌp/ zająć się czymś
tune out (phr v) /ˌtjuːn 'aʊt/ odciąć się, wyłączyć się
turn on (phr v) /ˌtɜːn 'ɒn/ włączać
work out at the gym (phr v) /ˌwɜːk 'aʊt ət ðə 'dʒɪm/ ćwiczyć na siłowni

SPEAKING p. 54

addiction (n) /ə'dɪkʃn/ uzależnienie
admit (v) /əd'mɪt/ przyznać (się)
annoy (v) /ə'nɔɪ/ drażnić, denerwować
ban (v) /bæn/ zakazywać, zabraniać
be allowed to do (phr) /biː ə,laʊd tə 'duː/ mieć pozwolenie, żeby coś zrobić
be right (v) /biː 'raɪt/ mieć rację
cigarette (n) /ˌsɪgə'ret/ papieros
completely (adv) /kəm'pliːtli/ zupełnie
cough (v, n) /kɒf/ kaszleć, kaszel
cough syrup (n) /'kɒf ˌsɪrəp/ syrop na kaszel
forbid (v) /fə'bɪd/ zabraniać
forbidden (adj) /fə'bɪdn/ zabroniony, zakazany
force (v) /fɔːs/ zmuszać
illegal (adj) /ɪ'liːgl/ nielegalny
junk food (n) /'dʒʌŋk ˌfuːd/ niezdrowa żywność
nevertheless (adv) /ˌnevəðə'les/ niemniej, mimo to
non-smoker (n) /ˌnɒn'sməʊkə/ osoba niepaląca
prescription (n) /prɪ'skrɪpʃn/ recepta
rule (n) /ruːl/ zasada, reguła
smell (n) /smel/ zapach
used to (adj) /'juːst tʊ/ przyzwyczajony do
wellbeing (n) /ˌwel'biːɪŋ/ dobry stan zdrowia
whoever (prep) /huː'evə/ ktokolwiek

WRITING p. 55

clear (adj) /klɪə/ jasny, zrozumiały
content (n) /'kɒntent/ zawartość, treść
fitness (n) /'fɪtnəs/ sprawność fizyczna
plenty (adv) /'plenti/ mnóstwo
result in (phr v) /rɪ'zʌlt ɪn/ doprowadzać do
reward (n) /rɪ'wɔːd/ nagroda
seatbelt (n) /'siːt ˌbelt/ pas bezpieczeństwa
wear (v) /weə/ nosić na sobie

SKILLS REVIEW pp. 56–57

advertise (v) /ˈædvətaɪz/ reklamować (się); promować
attitude (n) /ˈætɪtjuːd/ postawa, stosunek do czegoś
complex (adj) /ˈkɒmpleks/ złożony
consult (v) /kənˈsʌlt/ poradzić się
disease (n) /dɪˈziːz/ choroba
elderly (adj) /ˈeldəli/ starszy
fall asleep (phr) /ˌfɔːl əˈsliːp/ zasnąć
gain weight (phr) /ˌgeɪn ˈweɪt/ przybrać na wadze
lifestyle (n) /ˈlaɪfstaɪl/ styl życia
meal (n) /miːl/ posiłek
wonder (v) /ˈwʌndə/ zastanawiać się, dziwić się

(n) noun – rzeczownik
(v) verb – czasownik
(adj) adjective – przymiotnik
(adv) adverb – przysłówek
(phr) phrase – wyrażenie
(pron) pronoun – zaimek
(phr v) phrasal verb – czasownik złożony/frazowy
(conj) conjuction – spójnik
(prep) preposition – przyimek

LEXICAL EXERCISES

1 Complete the text with the words in the box. Two words do not match any of the gaps.

Care challenge elderly enjoying rule treatment

The concept behind Whole-Person (1) ... is to find the best way to look after people with different needs and to consider each of them in turn. Patients often need specialised (2) ... , but there are clear rewards for those who can take up the (3) ... as many patients often end up (4) ... better, healthier lives.

2 Choose the correct option to complete both sentences.

1 That patient had a large ... on his knee.
First, you ... the material with sharp scissors.
a hurt
b cut
c belt

2 They never ... me to stay longer than I want at a party.
Using ... is always a bad solution.
a force
b need
c advise

3 Why do you ... to my ideas so often?
A knife is a useful ... to have in the kitchen.
a thing
b object
c ban

4 Her healthy attitude resulted ... her passing all of the final exams.
Let's meet ... 20 minutes! Is that OK?
a after
b for
c in

5 Who does this bag belong ... ?
Say hello ... your sister.
a to
b for
c at

3 Complete the sentences with the correct form of the word in capitals.

1 Watch more comedies because crying with ... is actually very healthy.
LAUGH

2 Helen fell ... while I was telling her a fairy-tale.
SLEEP

3 Take care of your ... as it affects your general health.
FIT

4 Adam's ... to alcohol ruined his family life.
ADDICT

5 Our organisms send us different ... when something is wrong.
WARN

4 For sentences 1–5, complete the second sentence so that it has the same meaning as the first. Use the words in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 My uncle must stop smoking because it's making his ilness worse.
UP
Because of an illness my uncle has ... smoking.

2 I hurt my foot while running yesterday.
INJURY
I ... now after going running yesterday.

3 The appliance stopped working after a while.
ITSELF
The appliance switched ... after a while.

4 When did you learn about the accident?
OUT
When did you ... the accident?

5 We were allowed to look at these documents.
US
They ... look at these documents.

4 Learning

IN THIS UNIT YOU LEARN

VOCABULARY
- education
- types of schools
- school subjects
- school projects
- practical life skills
- life-long learning

GRAMMAR
- comparatives and superlatives: adjectives and adverbs
- comparative forms

SKILLS
Listening
- school projects around the world
- true/false, multiple choice

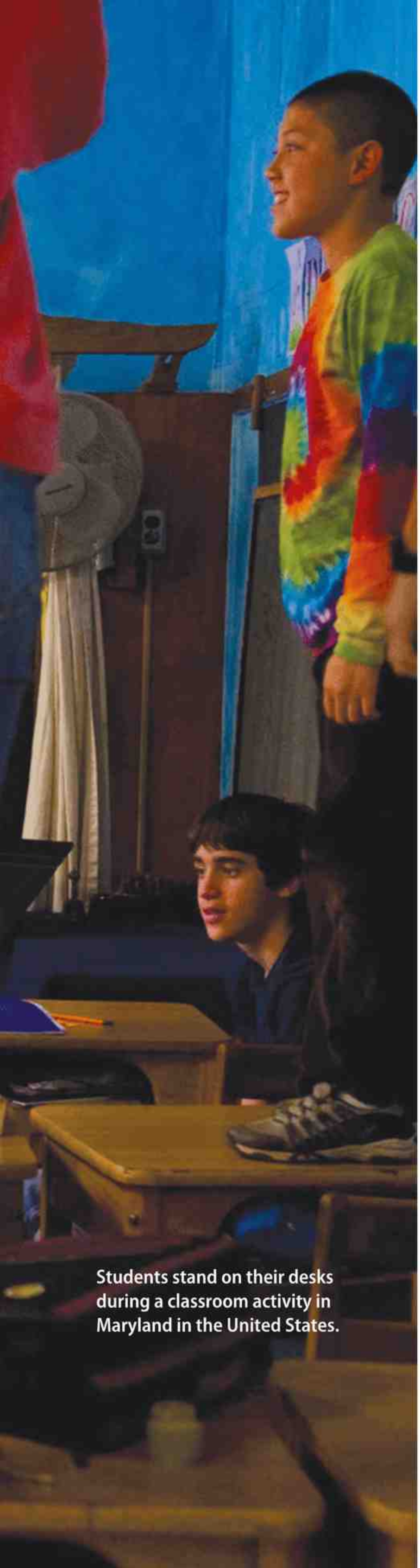
Reading
- outdoor skills course
- practical life skills
- true/false, matching

Speaking
- asking about opinions
- making comparisons
- making decisions

Writing
- an enquiry email

CRITICAL THINKING
- analysing quotations

TED TALK
- important skill for success



Students stand on their desks during a classroom activity in Maryland in the United States.

4A Vocabulary

Education

Talking about school and education

1 Work in pairs. Look at the photo. Find the items and name as many other school objects as possible.

a blackboard | a desk | a notebook | a pen | a student | a teacher

2 Match the verbs (1–6) with their objects (a–f). Use a dictionary if necessary.

1 develop	**a** geography / maths / science / art
2 study	**b** (good / bad) grades / an education
3 get	**c** (primary / secondary / private / state) school
4 take	**d** (new) skills
5 attend	**e** creative / hard-working
6 be	**f** a test / exams

3 Choose the correct options to complete the descriptions of three different schools.

- The Indian government provides (1) *state / private* schools for all children. But when students don't live near a school and can't afford to travel, it's difficult for them to get (2) *bad grades / an education*. The solution? Teachers travel to the students! (3) *Primary / Secondary* school students (up to age 12), and students in the first two years of (4) *primary / secondary* school (ages 13 and 14) can attend 'train platform schools'. The students are very (5) *creative / hard-working*. Some older students are even already at the station because they have jobs there!
- Students of the Khan Academy (6) *attend / study* geography, maths, science and other subjects online by watching videos. After watching, they can take short (7) *grades / tests* to check their progress. Most Khan Academy students are teens taking classes in addition to their usual studies. They want extra work to develop (8) *skills / studies* in certain subjects and to do better in exams. As the videos are online, students from around the world can (9) *take / get* the classes.
- Students who (10) *attend / get* the Zip Zap Circus School in Cape Town, South Africa, don't study maths and science; they (11) *take / learn* entertainment skills. Zip Zap is a private (12) *education / school*, but it isn't expensive. In fact, unlike most private schools, it's free. The main purpose of the school is to help students learn to live and work together – and to have fun.

4 Work in pairs. Describe the photo, then answer the questions.

1 Why are the students standing on their desks?
2 When you study, do you prefer sitting at a desk or moving around?
3 Tell your partner about an unusual lesson you had in your school.

5 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the questions.

1 Is your school a state school or a private school? What are the differences between the two? Think about cost, class size, teachers, building(s), etc.
2 Which subjects from this list are you taking? Which classes are your favourites? Why?

arts (music, drama) | computing classes | history | language | literature | maths (algebra, geometry) | science (biology, chemistry)

3 Do any of your classes include online learning? Which one(s)?

4B Listening

Listening to texts about different school projects around the world

1 Have you ever talked to a student from another country? If you have, what was it like? If not, would you like to? What are the benefits of talking to people from other countries?

2 Listen to two students talking about a project at school. Are the sentences true (T) or false (F)? 22

1 Karina's class is video-chatting with students around the world.
2 They are watching films to learn about each other's countries.
3 They learnt about the school week in Japan.
4 They discussed school clothes in England.
5 Maria, in Brazil, is going to take an important examination soon.
6 Karina says that teenagers in other countries are very different.

3 Listen again. Complete the notes. 22

Karina's favourite class: (1) ...
Project: video-chatting with students in Brazil, (2) ..., Japan, England and (3) ... .
People usually learn about America from (4) ... .
Some Japanese kids go to school on Saturday for sports or to (5) ... .
Kids in the UK start school at the age of (6) ... .
Maria is taking extra classes in (7) ... and (8) ... .
Teenagers everywhere have a lot in (9) ... .

4 Listen to a teacher talking to students. Choose the correct option to answer each question. 23

1 What was the name of the project?
a Friends all over Europe.
b Students from four countries.
c The school from Bosnia and Herzegovina.

2 How did the students contact each other?
a They spent time together after school.
b They had video conferences.
c They sent letters.

3 What is the Convertible Mark?
a A style of music popular in Bosnia and Herzegovina.
b The money used in Bosnia and Herzegovina.
c The jungle in Bosnia and Herzegovina.

4 How many students does the teacher need for this year's project?
a six **b** seven **c** ten

5 The information in the following sentences is incorrect. Listen to the recording again and correct it. 23

1 Last year's project took four months.
2 Polish students worked with students from Greece.
3 Students discussed their favourite school subjects.
4 This year, students will do the project with a school from Portugal.

6 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 Do you like the idea of video-chatting with students in other countries? Why?/Why not?
2 Say two or three things you know about another country – food, sports, weather, products they make, and so on. Where did you learn the information?
3 What questions would you ask a student from another country? Think of one question about school and one question about another topic.

New communication technologies, like video-chatting, are helping students around the world connect and learn about each other.



Rozumienie ze słuchu: *prawda/fałsz, wybór wielokrotny*

4C Grammar 1

Comparatives and superlatives

Comparing different people, things and situations using adjectives and adverbs

1 Look at the examples in the Grammar box. Answer the questions.

Comparative and superlative adjectives

Comparative

Learning from a person is ***more interesting than*** *learning from a book.*
She's a bit ***older than*** *we are.*
Talking to someone is ***easier than*** *reading.*

Superlative

I think doing projects is ***the best*** *way to learn.*

More explanation in Grammar reference on p. 76.

1 Which form uses *than* after an adjective?
2 Which form uses *the* before an adjective?
3 What are the plain adjective forms for these items?
more interesting *easier* *older* *the best*

More practical exercises in Grammar practice on p. 77.
Do exercises 1–2.

2 Complete the sentences with the correct form of the adjectives in brackets.

1 Studying for a short time every day is ... (*useful*) than studying all night before a test.
2 Breakfast is the ... (*important*) meal.
3 A light lunch is ... (*good*) than a big one because a big lunch can make you sleepy.
4 Studying is important, but the ... (*good*) way to learn a new skill is by using it.
5 Learning a new language is ... (*easy*) than learning maths or science.

3 Look at the examples in the Grammar box. Then answer the questions.

Comparative and superlative adverbs

a *I learn* ***better*** *by talking to people than by reading.*
b *Everyone works* ***the hardest*** *before important exams.*

More explanation in Grammar reference on p. 76.

1 Which sentence is comparative? Which is superlative?
2 What is the superlative adverb form of *good*?
3 What is the comparative adverb form of *hard*?

More practical exercises in Grammar practice on p. 77.
Do exercises 3–4.

4 Complete the sentences with the comparative or superlative adverb forms of the words in the box.

careful good hard often quiet

1 I work ... in history than I do in English.
2 Jack speaks ... of all of us in class, so it's hard to hear him.
3 My grades are improving. I did ... in my final exam than in the mid-term one.
4 Pietro misses lessons ... than the other students, because he isn't very well.
5 I checked the essay section of the test ... because that's where I usually make a lot of mistakes.

5 For sentences 1–4, complete the second sentence so that it has the same meaning as the first. Use the words in capitals. Do not change the form of this word. You may write between two and five words in each gap.

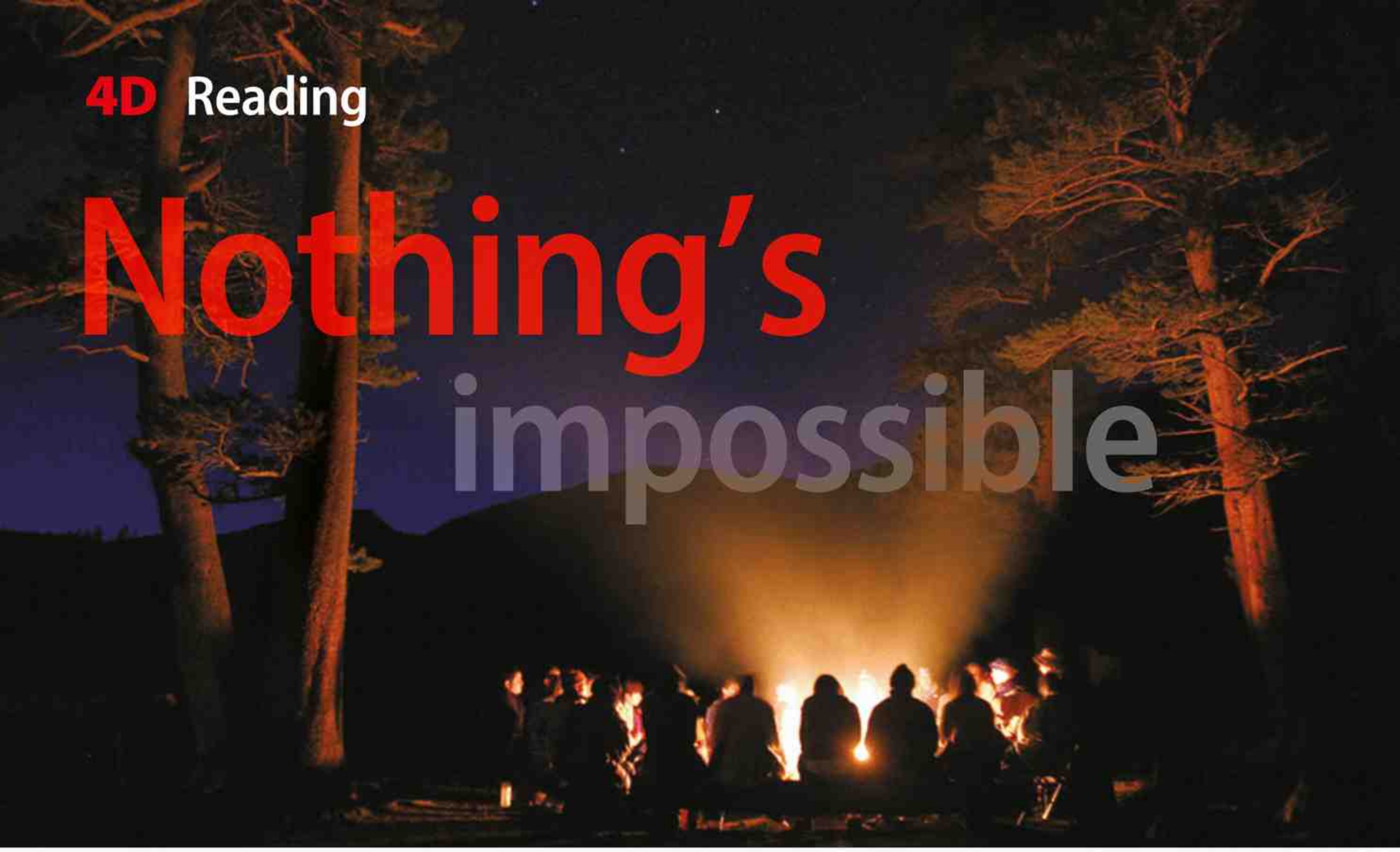
1 Our breaks at secondary school are longer than they were at primary school.
WERE
Our breaks at primary school ... at secondary school.
2 Sylvia is the most creative girl in the arts club.
THAN
No other girl in the arts club ... Sylvia.
3 Jackie is more careful than Jimmy when they do maths tasks.
DOES
Jackie ... than Jimmy.
4 All other foreign languages at our school are more difficult than English.
THE
English is ... at our school.

6 Translate the Polish fragments of the sentences into English.

1 During a test, students sit (*ciszej niż*) ... during a regular lesson.
2 Private schools (*są droższe niż*) ... state schools, but they often provide a better education.
3 The computing club is only (*dla najpracowitszych*) ... students.
4 What are (*najważniejsze umiejętności*) ... if you want to be a teacher?
5 Of all the girls in the dance club, Sheila dances the (*najpiękniej*) ... .

4D Reading

Nothing's impossible



VOCABULARY BUILDING Suffixes *-ful/-less*

Using suffixes to create adjectives

We can create adjectives by adding a suffix to some nouns. The suffix *-ful* means *with* and *-less* means *without*. But be careful – you can't always make opposites using *-ful* and *-less*. For example, the opposite of grateful isn't ~~*grateless*~~, but *not grateful*.

1 **Read the Vocabulary building box. Choose the correct option to complete the sentences from the article. Use a dictionary if necessary.**

1 The kayak trip was *stressful / stress-free* because of stormy weather.

2 I am *thankful / not thankful* for this amazing opportunity.

3 One *careful / careless* mistake could really hurt someone.

4 Working closely with students from other cultures is a great way to learn this *useful / useless* lesson.

5 There were moments when she felt afraid and *hopeful / hopeless*.

2 **Make two or three sentences about yourself using the words in exercise 1.**

For me, taking exams is stressful.

READING

Understanding a text about the importance of learning practical life skills

3 **Read about scanning. Then read the sentences (1–5) from the article. Scan the article to see if the sentences are true (T) or false (F).**

When you answer questions about a text, you need to find specific information. Looking through a text just for this information is called *scanning*. When you scan:

- focus on the information you are looking for,
- think what type of information it is: a name, a date, a number, etc.
- let your eyes go over the text a few lines at a time. When you see useful information, stop and read closely.

1 Students in Singapore have a three- or five-day outdoor skills course as part of their education.

2 Students learn outdoor skills as a reward for their hard work on more important school subjects like maths.

3 A student named Angelique said the course was a terrible experience and she would never do it again.

4 In the future, students will take the outdoor skills course with people from other schools.

5 According to the article, one student described the course as 'impossible'.

'The rocks were *really* hard to grab.
Then something magic happened.
I climbed over the rock wall and made it!
I didn't know I could make it that high.'

– A blogger named Singapore Student

24 In Singapore, primary and secondary school students take outdoor skills courses as part of their studies. They're usually three or five days long and include rope and rock climbing, going to sea in a small boat called a kayak, sleeping in a tent each night, taking long walks in the jungle and learning to start a fire. It's real life. One careless mistake could really hurt someone. So should outdoor skills really be taught at school? Why does the Singapore government think this should be part of every student's education?

Minister for Education Ng Chee Meng says that the challenge of the outdoor course helps students develop skills like critical thinking, working together and good communication – abilities that are necessary for work and life. He believes that these skills are as important as traditional subjects like maths, science, literature and so on. (**1**) …

What do the students think? 'It was so good!' said one teenager after the course. According to blogger Singapore Student, 'It makes you a more independent and caring person.' Angelique, another student in Singapore, had such a good experience that she went back for a twenty-one-day course. 'It helped me to grow stronger,' she says.(**2**) … She says there were moments when she felt afraid and hopeless – she thought the trip was too hard. But she remembered that 'smooth seas never made a skilled sailor' and felt brave enough to continue against the storm. 'I am thankful for this amazing opportunity, and I would do it again,' she says.

(**3**) … After 2020, however, all students will do the course in groups from several different schools. Why does this matter? People from China, Malaysia, India and other cultures live closely together in Singapore. Good communication skills are more important now than ever in order for people to live and work together. Working closely with students from other cultures is a great way to learn this useful lesson.

One student said it this way: 'There is nothing to be afraid of and nothing's impossible.' And that's a great lesson to learn.

4 Read the text again. Match sentences (a–e) with the gaps (1–3) in the text. There are two sentences which you do not need.

a The kayak trip was stressful because of stormy weather.
b Students need to learn from books, but for some lessons, reading isn't as useful as doing.
c Many countries are introducing this style of courses in their schools.
d But the next course was much more boring than the first experience.
e Right now, students attend courses with groups from their own school.

5 Listen to the recording and check your answers. 24

6 Work in pairs. Discuss the questions.

1 The article asks if outdoor skills should be taught at school. What do you think? Why?
2 Angelique says she felt afraid and hopeless at times, but that she would do it again. What difficult experience have you had that you learnt something from?
3 In the future, students from different communities and schools will take the course together. How will difficult experiences outdoors help them learn to communicate?
4 What skills does Ng Chee Meng believe students learn outdoors? Do you agree with him that they are as important as the traditional subjects? Why?

CRITICAL THINKING Analysing quotations

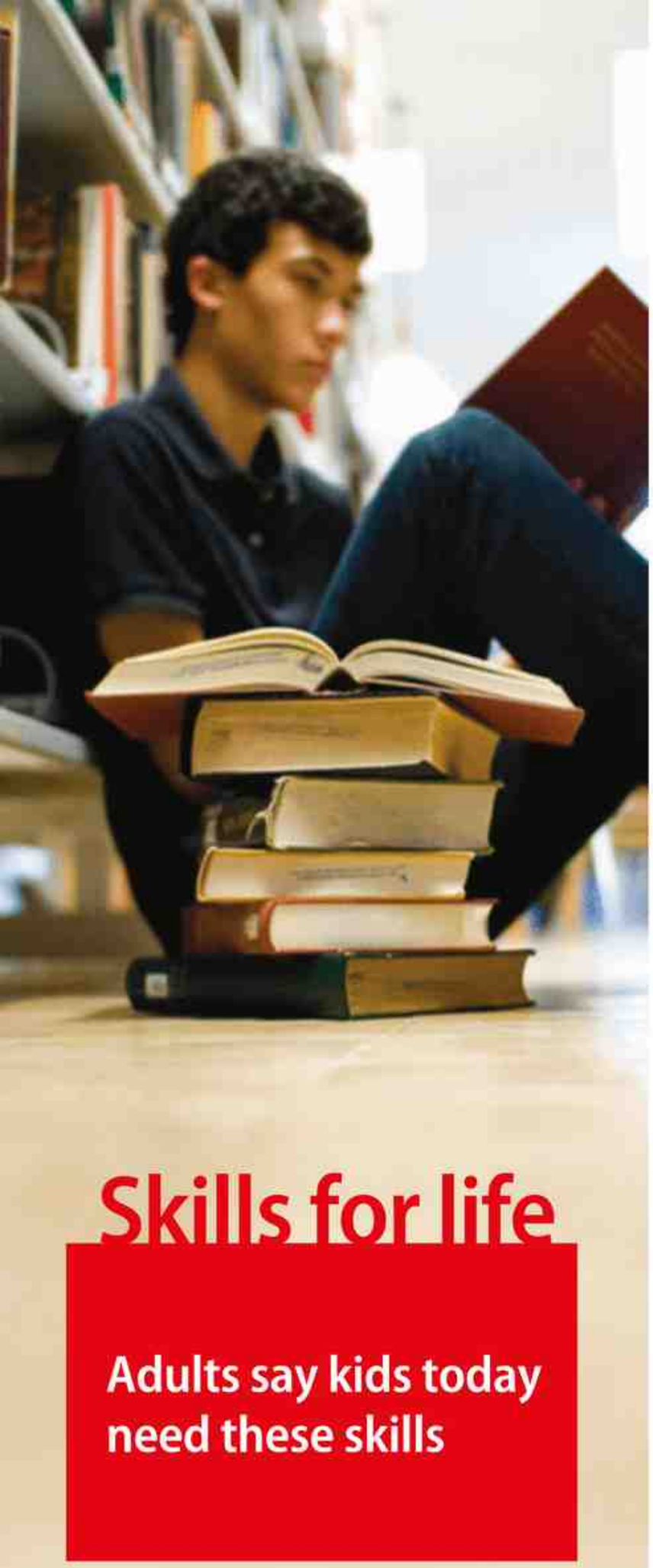
7 Read the Critical thinking box. Work in pairs. Discuss the questions.

> Quotations (quotes) are the original words of real people and are marked with quotation marks (Example: 'It was good,' she said). Writers use quotes to clearly show people's ideas or opinions. Writers may agree with the quotes and use them as supporting evidence, or they may argue against them. Writers sometimes use quotes from different people to show two sides of an argument.

1 How many separate quotes are used in the text?
2 What does each quote show about the outdoor skills course?
3 Why do you think the author used quotes instead of just explaining the ideas in his own words?
4 Does the article include different points of view? Why do you think the author used the quotes that are used?

8 **You are going to take an outdoor skills course. You're talking to an organiser of the course and want to learn some details. Discuss the following topics:**

- safety,
- skills which are practised,
- equipment you need to take,
- the cost of the course and additional fees.



Skills for life

Adults say kids today need these skills

Very important / useful
Communication
Reading

Important / useful
Maths
Working together
Writing
Logic (clear thinking)
Science

Not very important / useful
Sports
Music
Art

4E Grammar 2

Comparative forms

Using comparative forms to talk about different life skills

1 What can you remember about the outdoor skills course in Singapore?

- activities
- skills developed
- challenges faced by students

Comparative forms

a *Outdoor skills are **as important as** the traditional subjects.*
b *For some lessons, reading is**n't as useful as** doing.*
c *She thought the trip was **too hard**.*
d *She felt **brave enough** to continue against the storm.*
e *I was**n't brave enough**, so I gave up.*
f *It was **so** good!*
g *Angelique had **such** a good experience.*

More explanation in Grammar reference on pp. 76–77.

2 Look at the examples in the Grammar box. Match the comparative forms (1–7) with their meanings (a–f).

1 *as* (adjective) *as* *d*
2 *not as* (adjective) *as*
3 *too* (adjective)
4 (adjective) *enough*
5 *not* (adjective) *enough*
6 *so* (adjective)
7 *such a/an* (adjective + noun)

a just the right amount
b more than wanted/needed
c makes something stronger (two examples)
d compares two similar things
e less than wanted/needed
f says two things are not similar

3 Look at the Grammar box. For sentences (a–g) below choose the correct option so that the sentences (in the Grammar box and here) mean the same.

a Outdoor skills and traditional subjects *have / don't have* the same importance.
b For some lessons, reading and doing are *equal / not equal*.
c The trip was *the right level of difficulty / more difficult than she wanted*.
d She *had / didn't have* the right level of bravery to continue.
e I had *less / more* bravery than I needed.
f The expression ***It was so good*** is *stronger than / not as strong as* ***It was good***.
g Angelique's experience was perhaps *better / worse* than she expected.

More practical exercises in Grammar practice on p. 77. Do exercises 5–7.

4 Look at the information on the left. Then complete the sentences with (*not*) *as* … *as* and the adjective in brackets.

According to the research …

1 writing and maths skills are … (*important*) communication and reading skills.
2 science is … (*useful*) maths.
3 sports are … (*useful*) science.
4 communication is … (*important*) reading.
5 art is … (*useful*) working together.

5 Work in small groups. Discuss the questions about the *Skills for life* information.

1 What do you think *useful* means? To whom? For what?
2 Do you agree with the research? Why?/Why not? Make your own comparisons of the skills using (*not*) *as* … *as* sentences.

6 Choose the correct option to complete the text.

Some people feel that secondary school students shouldn't study art because it (1) … to be a real school subject. But research shows that art education is (2) … to improve students' grades in their other classes. This is especially true in cases when traditional subjects are (3) … that students can't do well in them. Art classes also help students connect with each other, work together and express themselves. People make similar arguments about sport. Also, although some students find sport activities (4) … , having some physical exercise during the school week is (5) … benefit that all schools decide to keep it. Thus, they might not be (6) … other subjects, but both art and sport are obviously necessary in secondary schools.

1 **a** is too serious
b isn't serious enough
c is as serious as

2 **a** such a powerful
b too powerful
c powerful enough

3 **a** so challenging
b such a challenging
c challenging enough

4 **a** too difficult
b as difficult as
c such a difficult

5 **a** too valuable
b so valuable
c such a valuable

6 **a** as important as
b too important
c important enough

7 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 Do you agree with the paragraph in exercise 6? Why?/Why not?
2 Make sentences giving your opinion about art, sport and other classes using *too* … and (*not*) … *enough* sentences. Use the words in the box and other adjectives you know.

challenging	important	interesting	serious	useful

8 Complete each sentence with *such* or *so*.

1 Music is … an important part of my life.
2 His experience with team sports was … important to him.
3 Their art class was … good – it made them look forward to school.
4 I had … a good maths teacher last year that I've decided I'd like to study maths at college.
5 Working together is … a useful skill that I think everyone should learn it and practise it at school.
6 The reading skills I learnt made me do … much better in my exams.

9 Write two sentences that are true for you for each item. Share your ideas with a partner.

1 (*School subject*) is / isn't as (adjective) as (school subject).

Maths is as hard as science.

2 (*School subject*) is too (adjective).
3 (*School subject*) isn't (adjective) enough.
4 My (*school subject*) class is so (adjective)!
5 I had such a(n) (adjective) (*school subject*) class that I (*result*).

Students practise in a music class.



TEDTALKS Don't eat the marshmallow

> "That child already, at four, understood the most important principle for success, which is the ability to delay gratification."

JOACHIM DE POSADA

AUTHENTIC LISTENING SKILLS

Understanding non-native speakers of English

English speakers with accents

About 75% of the English spoken in the world is spoken by people who speak it as a second language. This means that you will hear many different pronunciations of both vowels and consonants. Identifying features of different accents can help you understand them more easily.

1 Read the Authentic listening skills box. Then listen to two people saying the sentence below. Which sentence is spoken by a Spanish speaker? Which sentence is spoken by an English speaker? 25

*I think we have found **the** most important factor for success.*

2 Listen to the sentences. Notice the words in bold. What's the difference between Joachim's pronunciation and the English speaker's pronunciation? 26

1. Johnny, I am going to leave you here with a marshmallow for fifteen **minutes**.
2. As soon as the door closed … two out of three ate **the** marshmallow.
3. Five **seconds**, ten **seconds**, forty **seconds**, fifty **seconds** …
4. And **they** found **that** 100 percent of the children that had not eaten the marshmallow were successful.

BEFORE YOU LISTEN

3 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

patience	marshmallow	equivalent	one out of three
put something back		delay	reproduce
apply	cash register	all walks of life	debt

WHILE YOU LISTEN

4 Listen to the extract from the TED Talk about the speaker. Check if you know the words and phrases in the box. TED 4.0

principles	gratification	factor
applications	drop out	self-discipline

5 Listen to part 1 of the talk. Complete the sentences. TED 4.1

1. A researcher worked with children who were … years old.
2. The researcher told the children to wait for … minutes.
3. Children who did not eat the marshmallow would have … marshmallows.
4. This is the same as an adult waiting for … for coffee.
5. … out of … children looked at the marshmallow and then put it back.



6 Listen to part 2 of the talk. Answer the questions.
TED 4.2

1 How old were the kids when the researchers met with them again?
2 How does Joachim describe the successful kids?
3 How does he describe the unsuccessful kids?
4 What country did Joachim do his next experiment in?

7 **Listen to part 3 of the talk. Are the sentences true (T) or false (F)? Correct the false sentences.** TED 4.3

1 One girl in Colombia ate only the outside of the marshmallow.
2 Joachim says that the girl shouldn't work in a bank.
3 Joachim says that the marshmallow principle should be taught in Korea.

8 **VOCABULARY IN CONTEXT**

Listen to the sentences from the TED Talk. Check if you know the meaning of the phrases in the box.
TED 4.4

were in trouble	make it to	in other words	go into

9 **Complete the sentences so they are true for you.**

1 *I was in trouble* when …
2 I hope I can *make it to* …
3 When I finish my education, I'd like to *go into* …

AFTER YOU LISTEN

10 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the following topics.

A friend asks you about the most important factor for success.

1 Choose one out of the following factors:
- patience
- following the rules
- intelligence

and give reasons for your choice.

2 Give arguments why you reject the other two options.

CHALLENGE

Make a three-slide presentation about your own experiment.
- What kind of gratification could you ask people to delay?
- What prize could you offer to those who manage to delay gratification?
- How many people would be able to do it?

Use relevant headings, texts and photos in your presentation.

4F Speaking

Asking about opinions and making comparisons

1 **MY PERSPECTIVE**

Work in pairs. Discuss the questions.

1 What do you think of taking classes during the school holidays? Have you done this, or would you consider it?
2 What are the pros and cons of studying during school holidays?

2 Look at the list of courses.

- Computer skills: Create a website and learn how to write code for apps and games
- Indoor climbing: Learn climbing skills on a 15-metre climbing wall
- Science lab: Do fun and exciting experiments in the laboratory
- Art camp: Drawing, painting, photography – anything you're interested in
- Sports: Play football, baseball, basketball and other sports
- Video-making: Write and produce short films

3 Then listen to two students talking about choosing a summer school course. Which four courses do they mention? 27

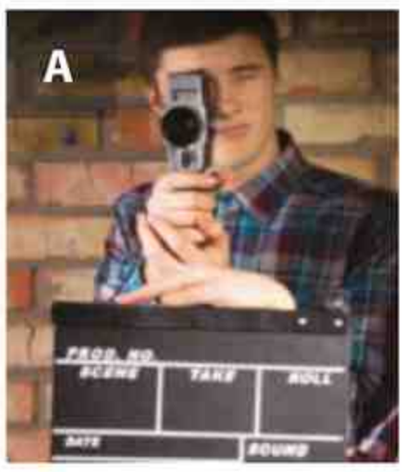
4 Complete the sentences. Then listen again and check your answers. 27

better choice	fun enough
more interesting	most interesting
such a cool	too much like school

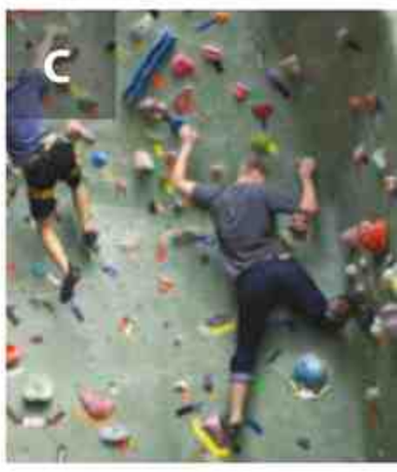
1 Which ones look the ... ?
2 I'm not sure about computer skills. It's ... !
3 The sports classes look ... .
4 Do you think it's ... for a two-week course?
5 Video-making is ... subject.
6 That's a ... than indoor climbing!

5 What course do the students decide to take?

6 You're looking for some new ways to spend your free time in an interesting way. The youth centre in your town offers some new courses for teenagers. Look at the offer and choose one activity that suits you best. Give reasons for your choice, then explain why you reject the other two options.







Answer the following questions:

1 What kind of activities are the most popular among young people these days? Why?
2 What could your school do to make its offer more attractive for students?

Useful language

Asking about opinions

Which ones look the most interesting / useful / exciting?
Is it too boring / long / expensive?
Do you think it's fun / useful / exciting enough?

Making comparisons

(The sports classes) look more interesting.
(Science lab) isn't as interesting / useful / exciting as (Art camp).
(Computer skills) looks the most interesting / useful / exciting.

Making a decision

I think (Art camp) is the best choice.
(Indoor climbing) is the most interesting.

Wypowiedź ustna: *rozmowa na podstawie materiału stymulującego*

4G Writing

An enquiry email

Writing an enquiry email to summer school

1 Read the email asking for information about a course. Which elements (a–j) can you see in the email? Number them in the correct order.

Email Message

Dear City Summer School,

I saw your ad for the two-week course in video-making on vacationcourses.com. I am writing because I would like to ask some questions.

First, does each student make a video, or do students work in groups to produce projects?
Second, can you tell me if students have to choose to make a story or a documentary, or is it possible to do both?

Thank you in advance for any information you can give me. I look forward to hearing from you.

Yours sincerely,

Alex Alongi

a the reason for the email
b the main message of the email
c greeting *√ 1*
d thanking the person for helping the writer
e where the writer saw the advertisement
f the writer's address
g the writer's name
h closing statement asking for a reply
i the writer's reason for wanting to do the course
j polite closing expression

2 WRITING TIPS Using polite expressions

a Read the email in exercise 1 again. Find the polite expressions in the email.
b How could you write these expressions in an email to a friend?

3 Read the Useful language box. Use the expressions in the box to write an email asking questions about the course you chose. Use the email in exercise 1 as a model.

Include the following information:
- how you learnt about the course,
- why you chose to join,
- ask about the cost of the course and accessories,
- ask about dates/times of meetings/classes.

Write between 80 and 130 words.

More about an enquiry email in Writing guide on p. 153.

4 Exchange emails with a partner. Check each other's work. Does it use the structure from exercise 1 and the language from the Useful language box? Is it polite enough?

Useful language

Saying how you know about the person or company you're writing to
I saw your ad / website / poster…

Saying why you're writing
I'm writing because I'd like more information / I have some questions / I'd like to ask about …

Saying thank you
Thank you (in advance) for …



High school students work on a robot that they invented in a robotics club.

Skills Review 4

ENGLISH IN USE

Parafrazy zdań

1 **W następujących zdaniach spośród podanych propozycji wybierz tę, która może najlepiej zastąpić zaznaczony fragment.**

1 *I can't afford to study* at the best school in the city.
a I don't have enough money to study
b I'm not talented enough to study
c I can't decide whether to study

2 At this summer camp you can develop the skills that are *necessary* for life.
a useless **b** wanted **c** needed

3 *The exam was the right level of difficulty for us.*
a We found the exam too difficult for us.
b The exam wasn't easy enough for us.
c We expected the exam to be as hard as it was.

4 The project the teacher asked us to do was *challenging* for us.
a easy **b** hard **c** useful

2 **Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.**

1 Maths is important. Foreign languages are important, too.
AS
Maths is ... foreign languages.

2 No other student in school is a better volleyball player than Brian.
IS
Brian ... volleyball player at school.

3 Lucy didn't expect the exam to be so difficult.
TOO
The exam ... for Lucy.

4 The book was too long to read in one day.
ENOUGH
The book was ... to read in one day.

5 Nobody in the class speaks as quietly as Peter.
THE
Peter speaks ... of all the students in the class.

Uzupełnianie zdań

3 **Wybierz odpowiedź, która poprawnie uzupełnia zdania.**

1 The main ... of the school is to educate children.
a purpose **b** reason **c** subject

2 Next week I'm ... a very important exam.
a passing **b** taking **c** making

3 The government ... schools for all children.
a decides **b** chooses **c** provides

4 What subjects does this school ... ?
a learn **b** study **c** teach

5 Steve graduated ... Harvard University last year.
a with **b** from **c** on

4 **Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.**

1 Which of these (*class / be / you*) ... favourite ones?

2 Mike (*take / course*) ... in English this semester. He likes it a lot.

3 I promised my parents (*improve / I / grade*) ... in all subjects.

4 (*you / make / friend*) ... when you were at primary school?

5 Nick (*be / busy*) ... person I know.

Słowotwórstwo

5 **Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.**

1 Carol is an intelligent and ... student. CREATE

2 It makes no ... to me whether we stay or go. DIFFER

3 Joanne is a ... driver. That's why she needs some more driving lessons. CARE

4 I'm ... that you helped me yesterday. What can I do for you in return? THANK

5 It was ... for the teacher to read my friend's terrible handwriting. POSSIBLE

6 Can any of you suggest a ... to the problem? SOLVE

7 Ron's situation seems to be ... . Unfortunately, we can't help him. HOPE

Uzupełnianie luk

6 **Uzupełnij zdania wyrazem, który najlepiej pasuje.**

1 Mrs Wilson always tries to help her students ... good grades.
2 In some countries children go to school at the ... of five.
3 Is studying ... better than studying in a group?
4 What does the word *primary* ... ?
5 Do you think that art should be a ... of every student's education?

READING

7 **Przeczytaj trzy teksty związane ze szkołą. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.**

Tekst 1

One afternoon after school, I found a live mouse in the drawer of my desk. Later, I told my students and other teachers about my reaction. When I came into the classroom a few days afterwards, I saw a beautiful rose on my desk. I looked for a card to find out who the rose was from. However, instead of a card there was a paper mouse. I laughed when I discovered who had done it. I was surprised that it was the quietest girl in my class! When I looked at her, she was sitting there with a big smile on her face. I smiled back.

1 The text is about
- **a** a trick played by a teacher on a student.
- **b** an incident that turned out to have a funny ending.
- **c** a situation which angered a teacher.

Tekst 2

Are you interested in increasing your vocabulary, improving your spelling or developing general English skills? If you are, why don't you take part in the *Spelling Bee Competition*?

The competition is open to all students.

Send us an application form by Monday, May 7th.

The first part will be held during school hours on May 21st.
The highest scorers in the classroom competitions will then compete the next afternoon, May 22nd, at 1.00 pm in the school hall.

The school winner will be awarded a prize and qualify for the *National Spelling Bee Competition*.

2 Which is <u>true</u> about the *Spelling Bee Competition*?
- **a** Students must apply for the contest by May 21st.
- **b** All participants at school level will receive an award.
- **c** Two parts of the competition are held at school.

Tekst 3

Dear Kevin,

I'm writing to you because I think you have come across such a situation in the past. Whenever we are writing a test in English, we have to struggle, not with the content but with the time. We always seem to run out of time. The best students sometimes manage to get over half of the paper done but still leave many questions unanswered. We feel that something should be done to change the situation, yet we don't want to hurt our teacher. She is such a nice person and is, in fact, an excellent teacher. Her lessons are wonderful. What is the best solution?

Take care,

Robert

3 Robert has written the letter to Kevin to
- **a** ask him for advice.
- **b** offer him help with learning English.
- **c** complain about his English lessons.

SPEAKING

8 **Rozmawiasz z kolegą/koleżanką na temat organizacji balu na zakończenie nauki w szkole. Poniżej podane są cztery kwestie, które musisz omówić.**

- wybór miejsca na bal
- menu
- muzyka
- koszty organizacji balu

Rozmowę rozpoczyna kolega/koleżanka.

WRITING

9 **Założyłeś/Założyłaś szkolną gazetkę wraz z innymi uczniami szkoły. Napisz list do kolegi z Glasgow.**

- Podaj tytuł i powód założenia gazetki.
- Przedstaw funkcje, jakie przydzieliliście sobie.
- Opisz, jakie tematy będziecie poruszać w gazetce.
- Poinformuj o planach na przyszłość związanych z gazetką.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Hi, Harry.

I've got some great news! Together with my school friends, I've set up a school magazine …

Take care,

XYZ

Grammar reference 4

GRAMMAR 1 Comparatives and superlatives

Comparatives and superlatives (stopniowanie przymiotników i przysłówków)

Stopniowanie przymiotników

- Przymiotników w stopniu wyższym używamy wraz z *than* do porównywania ludzi i rzeczy:

  My grandfather is ***older than*** *my father.*

- Przymiotników w stopniu najwyższym poprzedzonych przedimkiem *the* używamy do porównywania jednej osoby lub rzeczy z dwiema lub więcej podobnymi osobami lub rzeczami:

  Raul is ***the oldest*** *of my cousins.*

Przymiotniki krótkie

Przymiotnik	stopień wyższy	stopień najwyższy
old	*old**er***	*the old**est***
big	*bigg**er***	*the bigg**est***
easy	*easi**er***	*the easi**est***

Zasady ortograficzne

- do krótkich przymiotników, dodajemy *-er/-est*:

  *short – short**er** – the short**est***

- do krótkich przymiotników, zakończonych na *-e*, dodajemy *-r/-st*:

  *safe – saf**er** – the saf**est***

- w przypadku krótkich przymiotników, zakończonych na *-y*, zamieniamy *-y* na *-i* i dodajemy *-er/-est*:

  *noisy – noisi**er** – the noisi**est***

- w przypadku krótkich przymiotników, zakończonych na pojedynczą spółgłoskę po pojedynczej samogłosce, podwajamy ostatnią spółgłoskę i dodajemy *-er/-est*:

  *big – bigg**er** – the bigg**est***

Przymiotniki długie

Przymiotnik	stopień wyższy	stopień najwyższy
difficult	***more** difficult*	*the **most** difficult*
important	***more** important*	*the **most** important*
interesting	***more** interesting*	*the **most** interesting*

Przymiotniki nieregularne

Przymiotnik	stopień wyższy	stopień najwyższy
bad	*worse*	*the worst*
far (distance)	*farther*	*the farthest*
far (extent)	*further*	*the furthest*
good	*better*	*the best*
late	*later*	*the latest/last*
little	*less*	*the least*
many/much	*more*	*the most*

Ćwiczenia 1–2

Stopniowanie przysłówków

Konstrukcji „przysłówek w stopniu wyższym + czasownik" używamy do porównywania dwóch działań.

Formę stopnia wyższego jednosylabowych przysłówków tworzymy przez dodanie końcówki *-er*.

Przysłówek	stopień wyższy	stopień najwyższy
fast	*fast**er***	*the fast**est***
late	*lat**er***	*the lat**est***
slowly	***more** slowly*	*the **most** slowly*

Przysłówki nieregularne

Przysłówek	stopień wyższy	stopień najwyższy
well	*better*	*the best*
badly	*worse*	*the worst*

Ćwiczenia 3–4

GRAMMAR 2 Comparative forms

COMPARATIVE FORMS

as … as – tak … jak

- Jeśli chcemy powiedzieć, że dwie rzeczy lub osoby są takie same, używamy konstrukcji:

  ***as** + przymiotnik w stopniu równym + **as**.*

  Maths is ***as difficult as*** *science.*

- Jeśli chcemy powiedzieć, że jedna rzecz lub osoba różni się od innej, używamy konstrukcji:

  ***not as** + przymiotnik w stopniu równym + **as**.*

  The primary school ***isn't as big as*** *the secondary school.*

too and ***(not) enough*** – ***zbyt*** i ***(nie) dość***

- Konstrukcja „*too* + przymiotnik" oznacza zbyt … np. *too big* – zbyt duży

  Konstrukcji tej używamy, żeby powiedzieć, że opisywana cecha jest wyższej wartości niż ta oczekiwana:

  I didn't finish my homework. It was ***too difficult****.*

- W zdaniach przeczących używamy *not* przed *too*:

  I finished my homework. It ***wasn't too difficult****.*

- Konstrukcji „przymiotnik + *enough*" używamy, żeby powiedzieć, że opisywana cecha jest dokładnie taka, jakiej oczekujemy:

  The teacher's instructions were ***clear enough****.*

- Konstrukcji „przymiotnik + *not enough*" używamy, żeby powiedzieć, że opisywana cecha nie jest wystarczająca:

  We didn't finish the project. The class ***wasn't long enough****.*

- Wyrażenia z *too* i *enough* często poprzedzają zdania podrzędne, które dostarczają dodatkowych informacji o tej sytuacji. Zdania te rozpoczynają się od konstrukcji „*to* + bezokolicznik":

  The weather ***wasn't good enough*** *to use the kayak.*

so, such

- *So* używamy przed przymiotnikiem w celu jego wzmocnienia:

  My outdoor skills class was ***so exciting****.*

- *Such* używamy przed połączeniem przymiotnik + rzeczownik w celu wzmocnienia tego połączenia. Przed rzeczownikiem policzalnym w liczbie pojedynczej dodajemy przedimek *a/an*:

  I had ***such a good science teacher*** *last year.*

- *So* i *such* mogą również poprzedzać zdanie podrzędne, które pokazuje skutek czynności z pierwszego zdania. Zdanie drugie zaczyna się od *that*:

  My outdoor skills class was ***so exciting that*** *I decided to stay for another hour.*

Ćwiczenia 5–7

Grammar practice

1 Write sentences with comparatives that give your opinion.

1 studying / watching TV (*enjoyable*)
I think *studying is more enjoyable than watching TV.*

2 languages / science (*important*)
I think ... .

3 reading / writing (*hard*)
I think ... .

4 information on the internet / information in books (*interesting*)
I think ... .

5 studying late at night / studying early in the morning (*good*)
I think ... .

2 Complete the sentences with the superlative form of the adjectives in brackets.

1 ... (*hard*) part of the school year is final exams.
2 For me, ... (*bad*) part of PE is running.
3 ... (*important*) subject in primary school these days is information technology.
4 Friday is ... (*good*) day of the week.
5 English is ... (*popular*) foreign language.

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

1 than at night / I study / in the morning / better
2 more quickly than / Dave finished / I did / the science exam
3 than the other / on the project / harder / groups / Our group worked
4 his maths test / than in / He did worse / in his science test
5 learnt French / faster than / They learnt German / they

4 Complete the sentences with the superlative form of the adverbs in the box.

badly	fast	hard	late	slowly	well

1 A: I have a test tomorrow. How can I learn a list of vocabulary words ... ?
B: You should try flash cards. But you learn ... by studying a little bit every day for several weeks.

2 A: The heavy rain caused a lot of traffic delays. Who arrived at school ... ?
B: I did. I think my bus driver drove ... .

3 A: I work ... in maths, because it's the most difficult subject.
B: Me, too. I always do ... in maths tests. I never get good marks.

5 Write sentences *with (not) as … as* that are true for you.

1 playing sports / watching TV (*relaxing*)
2 taking a test / writing an essay (*stressful*)
3 the weekend / weekdays (*busy*)
4 walking / taking the bus (*enjoyable*)
5 speaking English / reading English (*easy*)

6 Complete the second sentence so that it has the same meaning as the first. Use the words in the box.

enough (x2)	too short	too difficult	too wet

1 The weather wasn't dry enough to play outside.
The weather was ... outside.

2 There's the right amount of space in the classroom for two more desks.
There's ... .

3 The exam wasn't easy enough for me to complete in an hour.
The exam ... .

4 Was there the right number of textbooks for the whole class?
Were there ... ?

5 We aren't tall enough to join the basketball team.
We're ... .

7 Complete the sentences with *so* or *such*.

1 That was *such* an interesting lesson.
That lesson was ... interesting.

2 The test was ... difficult.
It was ... a difficult test.

3 The assignment was ... long that I couldn't finish it.
It was ... a long assignment that I couldn't finish it.

4 It was ... a good outdoor skills course that I wanted to do it again.
The outdoor skills course was ... good that I wanted to do it again.

Wordlist Unit 4 28

VOCABULARY p. 63

afford (v) /ə'fɔːd/ mieć na coś pieniądze, stać kogoś na coś
attend (v) /ə'tend/ uczęszczać, chodzić do
attend state school (phr) /ə'tend 'steɪt ˌskuːl/ uczęszczać do szkoły państwowej
certain (adj) /'sɜːtn/ pewny
computing classes (n) /kəm'pjuːtɪŋ ˌklɑːsɪz/ zajęcia z kodowania
cost (n) /kɒst/ koszt
develop (v) /dɪ'veləp/ rozwijać
develop new skills (phr) /dɪ'veləp ˌnjuː 'skɪlz/ rozwijać nowe umiejętności
get an education (phr) /ˌget ən ˌedjʊ'keɪʃən/ zdobywać wykształcenie
get good grades (phr) /ˌget ˌgʊd 'greɪdz/ dostawać dobre stopnie
grade (n) /greɪd/ ocena
hard-working (adj) /ˌhɑːd'wɜːkɪŋ/ pracowity
move around (phr v) /ˌmuːv ə'raʊnd/ przemieszczać się
platform (n) /'plætfɔːm/ peron
primary school (n) /'praɪməri ˌskuːl/ szkoła podstawowa
private school (n) /'praɪvət ˌskuːl/ szkoła prywatna
progress (n) /'prəʊgres/ postęp
provide (v) /prə'vaɪd/ zapewniać
science (n) /'saɪəns/ przedmioty przyrodnicze
secondary school (n) /'sekndəri ˌskuːl/ szkoła średnia
short test (n) /ʃɔːt 'test/ kartkówka
state school (n) /'steɪt ˌskuːl/ szkoła państwowa
study (v) /'stʌdi/ studiować, uczyć się
take a test/exam (phr) /ˌteɪk ə 'test/ ɪg'zæm/ podchodzić do testu/egzaminu

LISTENING p. 64

connect (v) /kə'nekt/ łączyć
convertible (adj) /kən'vɜːtəbl/ wymienialny
cooperate (v) /kəʊ'ɒpəreɪt/ współpracować
cycling trip (n) /'saɪklɪŋ trɪp/ wycieczka rowerowa
elementary school (n) /elɪ'mentəri ˌskuːl/ szkoła podstawowa (AmE)
extra class (n) /ˌekstrə 'klɑːs/ dodatkowa lekcja
guess (v) /ges/ przypuszczać, sądzić
have something in common (phr) /'hæv ˌsʌmθɪŋ ɪn 'kɒmən/ mieć coś wspólnego
public school (n) /ˌpʌblɪk 'skuːl/ szkoła prywatna (BrE), szkoła państwowa (AmE)
record (v) /rɪ'kɔːd/ nagrywać
relate (v) /rɪ'leɪt/ odnosić się
ski-jumping (n) /'skiːˌdʒʌmpɪŋ/ skoki narciarskie

GRAMMAR 1 p. 65

comparative (n) /kəm'pærətɪv/ stopień wyższy
final exam (n) /'faɪnəl ɪg'zæm/ egzamin końcowy
graduate from (v) /'grædʒueɪt frəm/ kończyć studia/szkołę
hard (adj) /hɑːd/ trudny, ciężki
improve (v) /ɪm'pruːv/ poprawiać, udoskonalać
light (adj) /laɪt/ lekki
mid-term exam (n) /'mɪdˌtɜːm ɪg'zæm/ egzamin semestralny
sleepy (adj) /'sliːpi/ senny
superlative (n) /suː'pɜːlətɪv/ stopień najwyższy

READING pp. 66–67

additional fee (n) /əˌdɪʃənl 'fiː/ dodatkowa opłata
argue against (phr) /'ɑːgju ə'genst/ argumentować przeciwko czemuś
argument (n) /'ɑːgjʊmənt/ spór, dyskusja
at a time (adv) /ət ə 'taɪm/ na raz, za jednym razem
careful (adj) /'keəfl/ uważny, ostrożny
careless (adj) /'keələs/ nieostrożny, niedbały; lekkomyślny
caring (adj) /'keərɪŋ/ troskliwy
evidence (n) /'evɪdns/ dowód, dowody
grab (v) /græb/ chwytać, łapać
grateful (adj) /'greɪtfl/ wdzięczny
hopeful (adj) /'həʊpfl/ pełen nadziei
hopeless (adj) /'həʊpləs/ beznadziejny
matter (v) /'mætə/ mieć znaczenie
opportunity (n) /ˌɒpə'tjuːnəti/ okazja
quotation marks (n) /kwəʊ'teɪʃn ˌmɑːks/ znak cudzysłowu
quotation/quote (n) /kwəʊ'teɪʃn/kwəʊt/ cytat
rope (n) /rəʊp/ lina
safety (n) /'seɪfti/ bezpieczeństwo
sailor (n) /'seɪlə/ żeglarz
smooth (adj) /smuːð/ spokojny
start a fire (phr) /ˌstɑːt ə 'faɪə/ rozpalić ognisko
stormy (adj) /'stɔːmi/ burzowy
tent (n) /tent/ namiot
thankful (adj) /'θæŋkfl/ wdzięczny
useful (adj) /'juːsfl/ użyteczny, przydatny
useless (adj) /'juːsləs/ bezużyteczny

GRAMMAR 2 pp. 68–69

although (conj) /ɔːl'ðəʊ/ chociaż
brave (adj) /breɪv/ odważny
bravery (n) /'breɪvəri/ odwaga
challenging (adj) /'tʃælɪndʒɪŋ/ wymagający
equal (adj) /'iːkwəl/ równy
express oneself (phr) /ɪk'spres wʌn'self/ wyrażać siebie
expression (n) /ɪk'spreʃn/ wyrażenie
face (v) /feɪs/ stanąć przed, wobec
importance (n) /ɪm'pɔːtns/ znaczenie
important (adj) /ɪm'pɔːtnt/ ważny
in a music class (phr) /ɪn ə 'mjuːzɪk ˌklɑːs/ na lekcji muzyki
look forward to (phr v) /ˌlʊk 'fɔːwəd tə/ oczekiwać na coś z niecierpliwością
obviously (adv) /'ɒbviəsli/ oczywiście, w oczywisty sposób
powerful (adj) /'paʊəfl/ silny, wpływowy
practise (v) /'præktɪs/ ćwiczyć, trenować
valuable (adj) /'væljʊbl/ wartościowy

TED TALK pp. 70–71

application (n) /ˌæplɪ'keɪʃən/ zastosowanie
apply (v) /ə'plaɪ/ mieć zastosowanie
be in trouble (phr) /ˌbiː ɪn 'trʌbəl/ mieć kłopoty
cash register (n) /'kæʃ ˌredʒɪstə/ kasa sklepowa
consonant (n) /'kɒnsənənt/ spółgłoska
debt (n) /det/ dług
delay (v) /dɪ'leɪ/ opóźniać
drop out (phr v) /ˌdrɒp 'aʊt/ rezygnować; porzucać
equivalent (n) /ɪ'kwɪvələnt/ odpowiednik
factor for (n) /'fæktə fə/ czynnik
follow a rule (phr) /ˌfɒləʊ ə 'ruːl/ postępować zgodnie z regułą
go into (phr v) /ˌgəʊ 'ɪntə/ obrać jako zawód
goal (n) /gəʊl/ cel
gratification (n) /ˌgrætɪfɪ'keɪʃn/ wynagrodzenie
in other words (phr) /ɪn ˌʌðə wɜːdz/ innymi słowy
make it (phr) /'meɪk ɪt/ dać radę
marshmallow (n) /ˌmɑːʃ'mæləʊ/ pianka cukrowa
patience (n) /'peɪʃəns/ cierpliwość
principle (n) /'prɪnsəpl/ zasada
pronunciation (n) /prəˌnʌnsi'eɪʃn/ wymowa
put something back (phr v) /'pʊt ˌsʌmθɪŋ 'bæk/ odkładać coś (z powrotem)
reproduce (v) /ˌriːprə'djuːs/ powielać, kopiować
salesperson (n) /'seɪlzˌpɜːsn/ sprzedawca
self-discipline (n) /ˌself'dɪsɪplɪn/ samodyscyplina
vowel (n) /'vaʊəl/ samogłoska
walk of life (phr) /ˌwɔːk əv 'laɪf/ zawód, zajęcie

SPEAKING p. 72

choice (n) /tʃɔɪs/ wybór
climbing wall (n) /'klaɪmɪŋ ˌwɔːl/ ściana wspinaczkowa
consider (v) /kən'sɪdə/ rozważać
edit (v) /'edɪt/ edytować
indoor climbing (n) /ˌɪn'dɔː 'klaɪmɪŋ/ wspinaczka na sztucznych ściankach
screen time (n) /'skriːn ˌtaɪm/ czas przed monitorem (telewizora, komputera)
sign up (phr v) /ˌsaɪn 'ʌp/ zapisać się
suit (v) /suːt/ pasować komuś
website (n) /'websaɪt/ strona internetowa
youth centre (n) /'juːθ ˌsentə/ ośrodek młodzieżowy

WRITING p. 73

closing (adj) /'kləʊzɪŋ/ kończący, zamykający
documentary (n) /ˌdɒkjʊ'mentəri/ film dokumentalny
enquiry (n) /ɪn'kwaɪəri/ zapytanie
in advance (adv) /ɪn əd'vɑːns/ z góry
polite (adj) /pə'laɪt/ grzeczny
reply (n) /rɪ'plaɪ/ odpowiedź
Yours sincerely (phr) /ˌjɔːz sɪn'sɪəli/ Z poważaniem

SKILLS REVIEW pp. 74–75

anger (v) /'æŋgə/ rozgniewać, zezłościć
application form (n) /ˌæplɪ'keɪʃn ˌfɔːm/ podanie o przyjęcie
apply for (v) /ə'plaɪ fə/ ubiegać się o, składać wniosek o
care (v) /keə/ dbać
come across (phr v) /ˌkʌm ə'krɒs/ natknąć się (na)

compete (v) /kəm'piːt/ konkurować
contest (n) /'kɒntest/ konkurs, zawody
differ (v) /'dɪfə/ różnić się
drawer (n) /'drɔː/ szuflada
foreign language (n) /ˌfɒrɪn 'læŋgwɪdʒ/ język obcy
get over (phr v) /ˌget 'əʊvə/ przejść przez; poradzić sobie z
handwriting (n) /'hændˌraɪtɪŋ/ charakter pisma
in return (phr) /ɪn rɪ'tɜːn/ w zamian
magazine (n) /ˌmægə'ziːn/ czasopismo
paper (n) /'peɪpə/ arkusz egzaminacyjny
participant (n) /pɑː'tɪsɪpənt/ uczestnik
qualify (v) /'kwɒlɪfaɪ/ zakwalifikować się
run out of (phr v) /ˌrʌn 'aʊt əv/ wyczerpać się
solve (v) /sɒlv/ rozwiązywać
spelling (n) /'spelɪŋ/ pisownia, ortografia
struggle (v) /'strʌgl/ zmagać się

(n) noun – rzeczownik
(v) verb – czasownik
(adj) adjective – przymiotnik
(adv) adverb – przysłówek
(phr) phrase – wyrażenie
(pron) pronoun – zaimek
(phr v) phrasal verb – czasownik złożony/frazowy
(conj) conjuction – spójnik
(prep) preposition – przyimek

LEXICAL EXERCISES

1 Complete each sentence with the correct option.

1 In the UK, children start ... school at the age of 11.
a private **b** primary **c** secondary

2 Dennis has got the best ... in physics this year.
a grade **b** quote **c** reward

3 I'm afraid of ... people because they often break things.
a hopeless **b** careless **c** painless

4 Young people should understand the ... of regular learning.
a evidence **b** difference **c** importance

5 Our form teacher was ... in the staffroom.
a obviously **b** especially **c** completely

2 Choose the correct option that best reflects the meaning of the word or phrase in italics.

1 The *battery on my laptop died* while I was using it during the break.
a the laptop screen went black
b the laptop needs to be replaced
c the laptop worked more slowly

2 Henry often *makes spelling mistakes*.
a has bad pronunciation
b doesn't care about grammar
c writes words incorrectly

3 When you *are a student attending a boarding school*, you usually wear a school uniform.
a attend a state school
b live and study at a school
c participate in extra classes

4 Our head teacher *rejected* my application for an additional art class.
a did not accept
b delayed making a decision
c understood

5 Before you decide to *skip classes*, try to find a better solution.
a be late for school
b miss some lessons
c stay longer at school

3 Complete each sentence with the word that best fits the gap.

1 Students should focus ... understanding the subject rather than learning things by heart.

2 I guess that every student ... forward to the summer holidays.

3 How often do you listen to authentic recordings in a foreign ... class?

4 It is a better idea to sign ... for an outdoor course than play computer games.

5 Why do some teachers not inform us about the short tests ... advance?

4 Translate the Polish fragments of the sentences into English.

1 Ann wanted (*uczęszczać do szkoły państwowej*) ... in her neighbourhood.

2 Do you know that you can (*podjąć dodatkowe zajęcia*) ... in the school canteen?

3 When we went camping, everybody (*musiał rozpalić ognisko*) ... if they wanted a hot meal.

4 Sometimes you must (*stanąć przed najtrudniejszym*) ... challenge and simply accept it. It won't be easy.

5 Complete the sentences with the correct form of the words in the box.

do	make

1 Betty ... some progress in maths last year.

2 Simon always ... his best in PE classes.

3 I hate ... mistakes during tests.

4 Greg ... fine in the previous chemistry class.

5 She prefers ... exercises to learning by heart.

5 Family and friends

IN THIS UNIT YOU LEARN

VOCABULARY
- family
- friends
- events and celebrations
- feelings and emotions
- everyday activities
- leisure time
- traditions
- suffix *-al*

GRAMMAR
- present perfect and past simple
- present perfect with *since*, *for*, *already*, *just*, *yet*

SKILLS

Listening
- greetings around the world
- family traditions
- family conflicts
- multiple choice, matching

Reading
- important birthday
- important cultural traditions
- main idea/topic of the text
- true/false

Speaking
- inviting someone
- accepting and rejecting invitations

Writing
- informal invitations

A group of friends perform on a subway car in New York City, US.



5A Vocabulary

How's it going?

Talking about family and friends

1 Work in pairs. Describe the photo, then answer the questions.

1. Why are they performing in this place?
2. Do you enjoy performances of artists in public places?
3. Tell your partner about a situation when you saw a group of people doing unusual things in public.

2 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Which of your friends and family members are important if you want to talk about difficult things? If you need advice? If you want to have fun? If you want to learn about something?

When I need help with my homework, I usually ask my dad.

3 Copy the table below. Write the words in the correct column. Use a dictionary if necessary. Add one or two words of your own to each column.

aunt | best friend | bow | brother | classmate | colleague | cousin | friend of a friend | grandfather | grandmother | hug | kiss | neighbour | say hello | shake hands | sister | stranger | teammate (sports) | uncle | wave

Family	Other people	Greetings
...	...	...

4 Follow the steps. Then compare your ideas with a partner.

1. Choose three words from the 'Family' column. Then write a definition for each family member.

   Your aunt is your mother or father's sister.

2. Put the people in the 'Other people' column in order of closeness to you (1 = the closest).
3. Which greeting do you use for each person? Are there any greetings you use that aren't on the list?

   I usually greet my best friend with a hug. When I meet a stranger for the first time, we usually just say hello.

5 Describe a person in your life using the following information. Can your partner guess who it is?

- male or female?
- how you greet them
- where they live
- age
- something you usually do together

He's 45 years old. He lives in a town two hours from here. I usually greet him with a hug. When I see him, we usually play football.

Is he your cousin?

No, he isn't. My cousins are all my age.

Is he your uncle?

Yes, that's right!

5B Listening

Listening to people talking about greetings around the world

1 The table shows how we greet the people around us. Listen to the podcast and match each column of the table with a speaker. Write the number of the speaker at the bottom. 29

People	Types of greetings		
Strangers	kiss	shake hands	bow, wave
People I've met	kiss	shake hands	bow, wave
Friends	kiss and hug	wave	bow, wave
Best friends	kiss and hug	hug	bow, wave, say hello
Family	kiss and hug	shake hands, hug, kiss	show respect
Speaker	...	...	...

2 Listen again. Choose the correct option to complete each sentence. 29

1 In Chen's family, respect *is more important than / isn't as important as* hugs and kisses.
2 Chen's parents *talk about / show* their love with their actions.
3 Bowing is a way of showing *respect / agreement*.
4 Luiza doesn't kiss her friends when *she says hello / she's in a hurry*.
5 Luiza *kisses / doesn't kiss* her sister.
6 Hugh *hugs / doesn't hug* his cousins.
7 Hugh always shakes hands with his *teachers at school / tennis coach*.

3 Listen to a radio programme. Choose the correct option to complete each sentence. 30

1 The Nowaks and the Kowalskis live in ... .
a a city in Italy
b a city in Poland
c a village in Poland

2 Jan's and Adam's sons fought over ... .
a a girl
b a car
c a garden

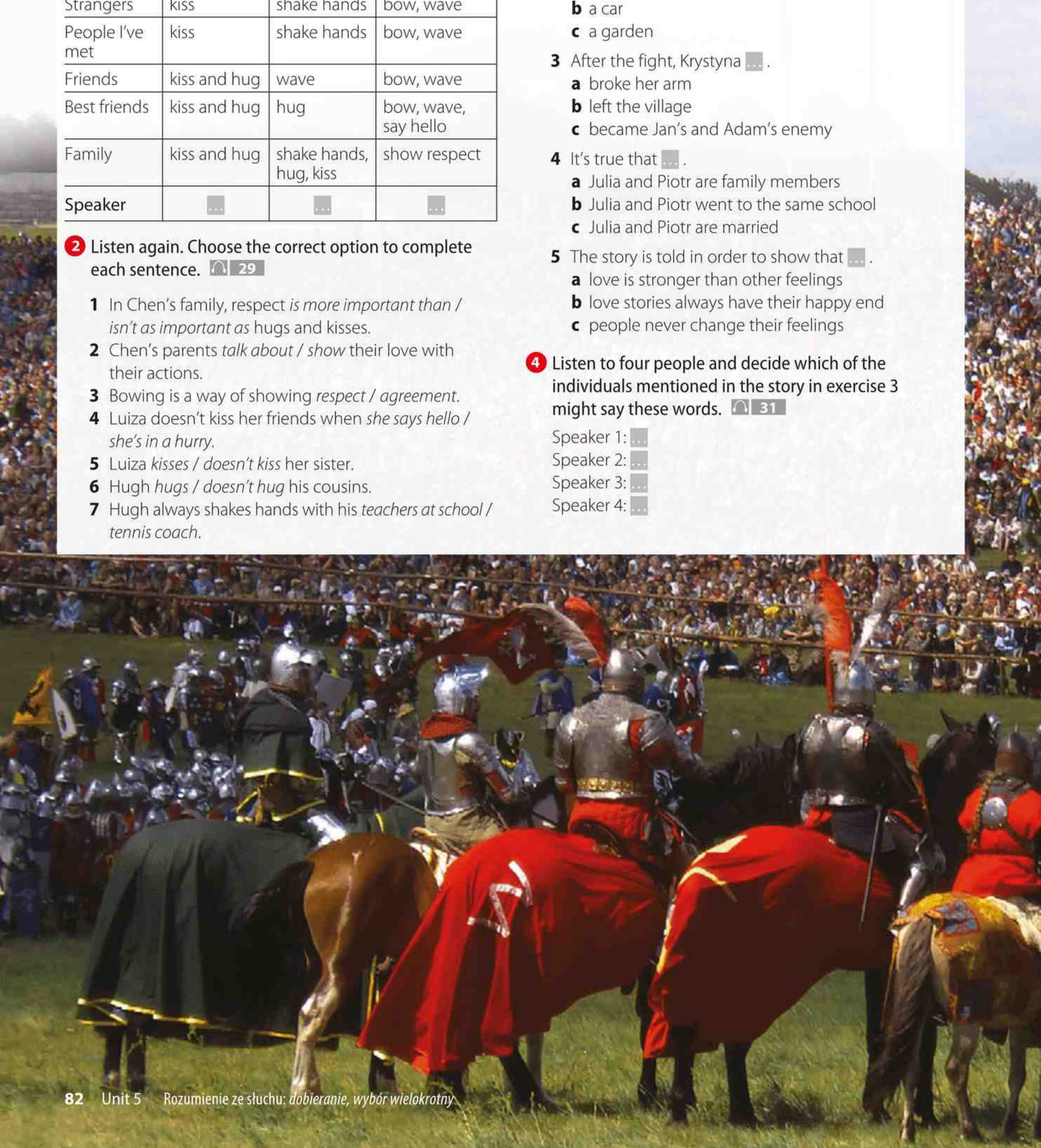
3 After the fight, Krystyna ... .
a broke her arm
b left the village
c became Jan's and Adam's enemy

4 It's true that ... .
a Julia and Piotr are family members
b Julia and Piotr went to the same school
c Julia and Piotr are married

5 The story is told in order to show that ... .
a love is stronger than other feelings
b love stories always have their happy end
c people never change their feelings

4 Listen to four people and decide which of the individuals mentioned in the story in exercise 3 might say these words. 31

Speaker 1: ...
Speaker 2: ...
Speaker 3: ...
Speaker 4: ...



5C Grammar 1

Present perfect and past simple

Using present perfect and past simple to talk about unspecified/specified past

1 Look at the Grammar box and read the sentences from the podcast. Match each sentence (a–d) with the best description (1–4).

Present perfect and past simple

a *I've **never hugged** my dad.*

b *They've **given** me the things I need.*

c *When she first **arrived** from Japan, Yuki was uncomfortable with all the hugging and kissing.*

d *But she's **learnt** to hug and kiss like a Brazilian now!*

More explanation in Grammar reference on p. 92.

The sentence refers to …

1 an action in the past with a result in the present.
2 a situation that started in the past and continues to the present.
3 an experience or experiences that happened at an unspecified time.
4 a completed action that happened at a specified time in the past.

More practical exercises in Grammar practice on p. 93.
Do exercises 1–4.

2 Choose the correct option to complete each sentence.

1 I *took / have taken* a few different foreign language courses.
2 Have you ever *be / been* to Brazil?
3 They've *always / ever* lived in this town.
4 *We've / We* never tried Japanese food in our lives.
5 On our holiday to India last year *we met / we've met* some interesting people.
6 I *haven't travelled / didn't travel* to many different countries.

3 Complete the text with the present perfect forms of the verbs in brackets.

Hi Jack, we (1) … (*be*) here in Olsztyn for only two days but we (2) … (*already see*) so many great places. On the first day we went to the Planetarium; the sky shows were amazing. Today has also been a busy day: we (3) … (*just come*) back from the Warmia Chapter Castle. What a magnificent building it is! And I (4) … (*learn*) that Nicolas Copernicus used to live there. Cool, huh? And here's the best part: my dad (5) … (*book*) a trip to Grunwald for tomorrow. (6) … (*you hear*) about the re-enactment of the famous battle that they organise there every July? Well, I'm going to see it live! More news soon, take care.

4 Choose the correct option to complete the text.

I first (1) *took / have taken* part in the staging of the battle of Grunwald six years ago, and I (2) *didn't miss / haven't missed* a single event since then. It (3) *became / has become* an international event now – Grunwald attracts knights from Germany, Italy, France, Czechia, Slovakia, Hungary, Russia, Belarus, Ukraine and even the USA, who come here every July to re-enact the battle that (4) *took / has taken* place here in 1410. It's an expensive hobby – I (5) *spent / have spent* a few thousand zlotys on armour and weapons, but it's a fantastic experience to be here and recreate past times. Additionally, I (6) *made / have made* dozens of friends from all over Europe who share the same passion as me, and that's what really matters!

5 Use the words to make questions about experiences. Use the past simple or the present perfect.

1 you meet anyone from another country?
2 how / you celebrate on the last day of primary school?
3 you ever visit a theme park with your friends?
4 what events / you celebrate with friends?
5 what / you do last weekend?

6 Work in pairs. Ask and answer the questions in exercise 5.

Re-enactment of the Battle of Grunwald, Poland

5D Reading

VOCABULARY BUILDING Suffix *-al*

The suffix *-al* usually means *related to*. For example, *national* means *related to a nation*.

1 Read the sentences from the article (1–4). Match the words in bold with the correct meaning (a–d).

1 A girl's fifteenth birthday is a huge **social** occasion for many Latin American families.
2 The tradition has become **international**, spreading through Central and South America.
3 It marks a time of important **personal** change.
4 The event has both personal and **historical** importance.

Connected with …

a many countries
b the past
c a person
d groups of people

2 Complete the sentences with the adjectives in the box.

cultural	emotional	traditional	typical

1 The *fiesta de quince años* is hundreds of years old. It's a … Mexican celebration.
2 Certain things are expected at most parties. At a … party, the girl's father removes her shoes.
3 The party brings out strong feelings. The shoe-changing can be a very … moment.
4 It's part of the Mexican way of life, but many countries don't have a … tradition like this.

3 What adjectives can you make from the nouns in the box? Be careful. You need to remove a letter from some nouns.

centre	music	nature	politics	profession

READING

Understanding a text about important birthday

4 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the questions.

1 What are the most important celebrations in your family?
2 What do you think is the most important birthday in a person's life? Why?
3 Are there any unique social celebrations in your city or country?

5 Read the article and choose the topic and the main idea.

1 Topic
a Latin American celebrations
b The *fiesta de quince años*
c Becoming an adult

2 Main idea
a The culture of ancient Mexico has affected all of Latin America.
b The *fiesta de quince años* shouldn't be more important than a wedding.
c A girl's fifteenth birthday is one of the most important celebrations for Latin American families.

6 Read the article again. Are the sentences true (T) or false (F)?

1 According to the article, *fiesta de quince años* is one of the biggest celebrations for Latin American families.
2 In the US, the *fiestas* usually aren't as big as weddings.
3 The history of the *fiesta* goes back more than 500 years.
4 The celebration usually has an informal beginning.
5 New shoes show that the girl has become a young woman.

7 Read the comments on the article. Write one of your own, making some connection with your own life or culture.

Comments

BeijingGuy Interesting post! I'm Chinese, and I've just celebrated my *Guan Li* – a twentieth birthday celebration for boys. We also celebrate a girl's fifteenth birthday. We call it *Ji Li*. Both of these are like the fiesta de quince años – we celebrate becoming men and women.

Agnieszka In Poland, we don't have a cultural tradition like this, but for us, eighteen is a big birthday. We usually have a party with friends. You can vote and drive a car when you're eighteen. I haven't had my eighteenth birthday yet – one more year!

Haruto We have a celebration in Japan called *Seijin-no-Hi*. It's on the second Monday in January, and twenty year olds wear traditional clothes, receive gifts and have parties. My sister has already celebrated this, but I'm not old enough yet.

8 Design your perfect party. Where is it held? Who do you invite? What do you do?



A father and daughter celebrate at a *fiesta de quince años*.

From **child** to **adult** – in one day

32 Delilah Bermejo, a New Yorker with family history in Puerto Rico and Colombia, says that 'it's the most important day' of a girl's life. The *fiesta de quince años* – a girl's fifteenth birthday celebration – is a huge social occasion for Latin American families, and is one of life's biggest celebrations. Friends and relatives come together to celebrate a girl's passing from childhood into the adult world. It marks a time of important personal change. According to Ed Hassel, manager of a company that provides food for parties in New York, the celebrations are now 'bigger than the weddings I do. We're talking 125, 150, 175 people. And they're taking Saturday night, my most expensive night.'

The event has both personal and historical importance. Families have held special celebrations for fifteen year olds for at least 500 years – since the time of the Aztecs in Mexico. At age fifteen, Aztec boys became warriors – men old enough to fight in a war – and girls became women with adult rights and duties.

In the past, parties were usually small, with a few friends and family members. It was a chance for the young woman to meet young men. Only very rich families had big *fiestas*. Since the arrival of Europeans in the Americas, the tradition has become international, spreading through Central and South America and into North America. Nowadays, big celebrations are popular with the nearly 60 million Latinos in the US and Canada.

Friends and family take an active part in a traditional Mexican *fiesta de quince años*. A 'man of honour', usually a member of the girl's family, accompanies the *quinceañera* throughout the celebration. She also chooses a 'court', often fourteen girls and fourteen boys, one for each year of her life. They stay near the *quinceañera*, join all of the dances, and look after her on her special day. The celebration often begins with a formal ceremony before it becomes a more usual birthday party with food and dancing. Families with more money usually have bigger parties. A typical ceremony ends with the girl's father removing the flat shoes that she wore to the party and replacing them with a pair of more grown-up shoes with a high heel. This can be an emotional moment. It means that the person who walked into the party as a girl leaves the party as a young woman.



Many young people celebrate *Coming of Age Day* in Japan when they turn 20.

5E Grammar 2

Present perfect

Using present perfect with since, for, already, just and yet

1 Look at the Grammar box. Choose the correct option to complete the explanation for each sentence in the Grammar box.

Present perfect with *for*, *since*, *already*, *just* and *yet*

a *Families* ***have celebrated*** *the fiesta de quince años* ***for*** *about 500 years.*
b ***Since*** *the arrival of Europeans in the Americas, the tradition* ***has become*** *international.*
c *I'm Chinese, and I'****ve just celebrated*** *my 'Guan Li.'*
d *I* ***haven't had*** *my eighteenth birthday* ***yet*** *– one more year.*
e *My sister* ***has already celebrated*** *this.*

More explanation in Grammar reference on pp. 92–93.

a This sentence refers to *a period of time / a certain time in the past.*
b This sentence refers to a certain event in the *past / present* and the situation afterwards.
c This event happened *in the recent past / a long time ago.*
d This *has / has not* happened up to now.
e This has happened, *but we don't know / and we know* when.

More practical exercises in Grammar practice on p. 93. Do exercises 5–8.

2 Complete the dialogues with *for* and *since*.

1 A: I haven't seen my cousins ... last month.
B: Really? I haven't seen mine ... almost three years.
2 A: We've been friends ... ten years.
B: Yeah, I guess you're right. We've known each other ... we were five years old.
3 A: Has your brother been in the running club ... long?
B: Not really. He's been a member ... January.

3 Complete the questions with *you* and the correct form of the verbs in brackets. Then work in pairs to answer each question with *for* and *since*.

1 How long ... (*know*) your best friend?
2 How long ... (*live*) in the home you now live in?
3 How long ... (*study*) English?
4 How long ... (*attend*) the school you go to now?

4 Complete the text with *just*, *already* or *yet*.

'Comedy is kind of a language, so you're connected and relating.' – Gad Elmaleh

Moroccan-born comedian Gad Elmaleh has taken a lot of English lessons in his life, but jokes that he doesn't really speak English (1) ... . However, that hasn't stopped him from performing comedy for American audiences. Although he arrived in the US fairly recently, he's (2) ... done shows in New York, Los Angeles and lots of cities in between. He's (3) ... completed a tour of more than ten US cities, and plans to continue performing.

Although Gad has (4) ... started his comedy career in America, he's (5) ... been a superstar in Europe – especially France. In the US, he hasn't become that popular (6) ... . His career, like his English, is a work in progress.

5 Put the words in the correct place in each sentence.

1 A: I've heard a really funny joke. (*just*) Why is *U* the happiest letter?
2 B: Because it's in the middle of *fun*. Sorry, but I've heard that one! (*already*)
3 A: OK, here's one you probably haven't heard. (*yet*) Why is six afraid of seven?
4 B: Because seven ate nine! My brother has told me that one! (*already*)

6 For sentences 1–5, complete the second sentence so that it has the same meaning as the first. Use the words in capitals. Do not change the form of this word. You may write between two and five words in each gap.

1 The Wilsons moved in here in January and they still live here.
SINCE
The Wilsons ... January.

2 The window was closed a moment ago. Now it is open.
JUST
Someone ... the window.

3 When did you first meet your best friend?
LONG
... your best friend?

4 Mum asked me to take out the rubbish. It's still in the corridor.
YET
I haven't ... .

5 My neighbour isn't very polite. The last time he said hello to me was a week ago.
FOR
My neighbour isn't very polite. He hasn't ... a week.

7 Translate the Polish fragments of the sentences into English.

1 (*Właśnie znalazłem*) ... the perfect place to organise my fifteenth birthday party!
2 Peter has been my best friend (*odkąd przyszedł*) ... to our school.
3 (*Jak długo znasz*) ... your teammates?
4 (*Świętowałem już*) ... my birthday this year. How about you?

8 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Answer the questions. Use the present perfect.

1 What have you done recently that you're proud of?

My homework is due next week, and I've already finished writing it.

I've just passed my grade three piano test.

2 What have you done for a long time that you're proud of?

I've been on the football team for five years.

I've taken art classes on Saturdays since I was eleven years old.

3 What haven't you done yet, but would like to do?

I haven't learnt to play a musical instrument yet, but I'd like to.

I haven't read a novel in English yet, but I want to read one.



Birthday celebrations are important get-togethers for many families around the world. This family is celebrating in Brazil.

5F Speaking

Useful language

Asking if someone is available

Are you busy next Saturday?
Are you around / free on Sunday?
Are you doing anything on Tuesday night?

Saying if you are available or not

I (don't) think so.
It depends.
I'm not sure.
I'll have to ask my parents.
I need to check my schedule.

Accepting an invitation

Sure, I'd love to.
That sounds great!

Saying *no* to an invitation

Thanks for inviting me, but I'm afraid I'm busy.
Sorry, I can't make it. But thank you for inviting me.

Inviting someone, saying 'yes' and 'no' to invitations

1 MY PERSPECTIVE

How do you think the students in the photo feel? Why? What exactly has happened?

2 Listen to the dialogue. What important life event is mentioned? 33

3 Listen again. Which things have the students done? Discuss them. 33

1 order the food and drinks
2 sort out the music
3 send out the invitations
4 buy the balloons
5 decorate the room
6 schedule a meeting with Davina

They've ordered the food and drinks, but …

4 Work in pairs. You're going to have a party to welcome a new student, Delia in your school. Discuss the following aspects of the party:

- day and time
- location
- type of food
- attractions

5 Work in pairs. Take turns to invite each other and say whether you can or can't go. Use expressions from the Useful language box.

Students celebrate their graduation.



5G Writing

Informal invitations and replies

1 Read the three notes A, B and C. Match each one with the correct purpose (1–3).

1 making an invitation
2 saying 'no' to an invitation
3 accepting an invitation

A

Hey Sylvia,
I'm having a birthday party on Saturday the 25th from 5.00 to 10.00 at my house. We're going to have pizza and watch a film. Can you make it?
RSVP
Joanna

B

Hi Davina,
Thanks for inviting me to your graduation party. I'd love to come. What should I wear? Should I bring anything? Let me know ASAP!
Lena

C

Anders,
Thank you for the invitation to your New Year's party. I'm sorry, but I can't make it. I've already made other plans.
Lucas
PS I hope you have a great time!

2 In each note, point to the expressions used for making, accepting or saying '*no*' to an invitation.

3 In informal notes, we sometimes use abbreviations. Find an abbreviation in each note. Which one means the following?

1 Let me know if you can come.
2 as soon as possible
3 I also want to say …

Writing strategies

Politely making and replying to invitations

- When you write an invitation, give the time, date, location and type of event. Remember to ask the person to let you know if they can come.
- When you accept an invitation, begin by saying *thank you*. It can be polite to offer to bring something (food or drinks, for example).
- When you say *no* to an invitation, begin by saying *thank you*. Apologise that you can't make it, and say why – without giving too many details. It can be polite to end by saying you hope they enjoy the event and offering to make plans another time.

4 **WRITING TIPS** Politely making and replying to invitations

Work in pairs. Read the invitation below and the Writing strategies box. Together, write one sentence inviting someone to a celebration, one sentence accepting and one sentence saying '*no*'.

Hi Sylvia,
Hope everything's well with you. I'm writing to invite you to my birthday party. I'm 16 next week, and it's a big day for me: all my classmates have already had their birthdays and I was the only 15-year-old left in class. The party is next Saturday (the 25th) from 5.00 to 10.00 pm at my house. It's going to be fun, there'll be about 15 people. I've invited Mitch, so you'll have an opportunity to chat him up :)
Do you know how to get to my place? If you take a number 35 bus from the centre, the fifth stop is right in front of my house.
It will be great to see you on Saturday! Hope you can make it.
RSVP
Joanna

5 **Think of a celebration you would like to have. Write an informal invitation to your partner.**

Include the following information:
- place and time of the celebration,
- why is the occasion important to you,
- who else has been invited,
- directions how to get to the place.

Write between 80 and 130 words.

More about invitations in Writing guide on p. 154.

6 **Exchange invitations. Then write a reply to your partner's invitation. Check each other's work.**

Skills Review 5

ENGLISH IN USE

Słowotwórstwo

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 I feel these two countries will never come to an ... .
AGREE

2 My family got together at a party organised in ... of our grandpa's 70th birthday.
CELEBRATE

3 Can I ask you something very ... ?
PERSON

4 Our teachers often tell us about the ... of education.
IMPORTANT

5 We are waiting for our uncle's ... .
ARRIVE

6 The head teacher made a very ... speech on graduation day.
EMOTION

7 What are your funniest memories from ... ?
CHILD

Parafrazy zdań

2 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 People in Poland started celebrating Halloween in the 1990s.
SINCE
People in Poland ... the 1990s.

2 We haven't seen our cousin Anthony since May.
TIME
The last ... our cousin Anthony was in May.

3 Robert turned eighteen last week. We had a big party.
BECAUSE
We had a big party ... eighteen last week.

4 The last time my parents visited Paris was five years ago.
NOT
My parents ... Paris for five years.

5 We have been friends since 2015.
IN
We ... 2015.

Uzupełnianie zdań

3 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

1 When you greet someone, you should ... hands with them from two to five seconds.
a wave **b** shake **c** bow

2 Sit the people around the table in ... of importance.
a order **b** line **c** system

3 The Americans celebrate Thanksgiving Day ... the fourth Thursday of November.
a in **b** at **c** on

4 Their emotional reunion ... some strong feelings.
a brought out **b** handed in **c** put on

5 I always stay ... all night to celebrate the New Year.
a wake **b** awake **c** woke

4 Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

1 I started reading the book last Sunday. I (*already / read / 155 / page*) ... .

2 When we first (*arrive / London*) ... , we didn't know our way around. It's a huge city.

3 In Japan bowing is (*way / greeting*) ... each other.

4 My (*sister / eighteen / birthday*) ... was a huge occasion to get together for my family.

5 How long (*you / work*) ... for this company?

Uzupełnianie luk

5 Uzupełnij luki w zdaniach wyrazem, który najlepiej pasuje.

1 Mary and Lucy have known each other for at ... ten years.

2 I don't understand how some women can spend all day wearing high-... shoes. It must hurt their feet.

3 Jimmy ... taken part in many sports competitions since he's started going to his new school.

4 I've never been ... Greece. I hope to go there this summer.

5 Where ... you spend last winter?

Tłumaczenie fragmentów zdań

6 **Wybierz odpowiedź, która jest poprawnym tłumaczeniem fragmentu zdania podanego w nawiasie.**

1 Mum (*przytuliła*) ... her little son and then went to work.
a waved
b bowed
c hugged

2 Young people should show more (*szacunek*) ... to the elderly.
a favour
b respect
c agreement

3 I took hundreds of photos (*podczas*) ... my visit to India.
a during
b when
c while

4 Mr Johnson runs a company that (*dostarcza*) ... the catering for parties.
a spreads
b organises
c provides

5 Ken speaks Italian very well (*chociaż*) ... he moved to Italy only a year ago.
a however
b although
c since

LISTENING

7 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.** 34

1 The speaker is talking ... .
a at a birthday party
b during a graduation day ceremony
c at a class meeting

2 What did both speakers like about the party?
a the choice of music.
b the selection of dishes.
c the decoration of the room.

3 Maggie is calling Mark to ... .
a invite him to a meeting
b ask him to help Monica
c inform him about a change in plans

SPEAKING

8 **Opisz zdjęcie.**



1 Do you think the people are enjoying one another's company? Why?/Why not?
2 Do you make friends easily? Why?/Why not?
3 Describe the last time you got together with your friends.

WRITING

9 **Niedawno uczestniczyłeś/uczestniczyłaś w zjeździe rodzinnym. W e-mailu do koleżanki napisz:**

- z jakiej okazji zorganizowany został zjazd,
- jak przebiegały przygotowania do zjazdu,
- co sprawiło ci największą radość podczas zjazdu,
- o twoich planach zorganizowania zjazdu absolwentów twojej szkoły.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Dear Susan,

I had a wonderful weekend. My family had a reunion.

...

Take care,

XYZ

Grammar reference 5

GRAMMAR 1 Present perfect and past simple

Present perfect

Czasu *present perfect* używamy, gdy mówimy o sytuacjach, które wydarzyły się w przeszłości, bez podawania ich dokładnych dat.

Czasu *present perfect* używamy do opisywania:

- sytuacji w przeszłości, których skutki dostrzegamy w teraźniejszości:

  *I**'ve lost** my keys and can't get into my house.*

- sytuacji, które zaczęły się w przeszłości i trwają do chwili obecnej:

  *We**'ve** always **lived** in this house.*

- doświadczeń, które miały miejsce w bliżej nieokreślonym czasie w przeszłości:

  *She**'s travelled** to Canada several times.*

- sytuacji, które zaistniały w przeszłości, ale nie mówimy kiedy:

  *He**'s changed** school many times.*

Czas *present perfect* tworzymy za pomocą *have/has + past participle* (imiesłów bierny) czasownika głównego.

Imiesłów bierny tworzymy, dodając do formy podstawowej czasownika regularnego końcówkę *-ed*. Istnieje grupa czasowników nieregularnych i te mają różne formy, np. *gone, done, sung, written*.

Zdania twierdzące	Zdania przeczące
I/You/We/They **have travelled** *a lot.*	*I/You/We/They* **haven't travelled** *a lot.*
He/She/It **has travelled** *a lot.*	*He/She/It* **hasn't travelled** *a lot.*

Pytania	Krótkie odpowiedzi
Have *I/you/we they* **travelled** *a lot?*	*Yes, I/you/we/they* **have**. *No, I/you/we/they* **haven't**.
Has *he/she/it* **travelled** *a lot?*	*Yes, he/she/it* **has**. *No, he/she/it* **hasn't**.

ever (kiedykolwiek), ***never*** (nigdy), ***always*** (zawsze)

- Przysłówka *ever* używamy w pytaniach, gdy chcemy odnieść się do sytuacji, która miała miejsce w całym dotychczasowym życiu. *Ever* zawsze stoi przed czasownikiem głównym:

  *Have you **ever** tried Indonesian food?*

- Przysłówka *never* używamy, gdy chcemy zaznaczyć, że dana sytuacja nigdy nie wydarzyła się w całym dotychczasowy życiu. *Never* zawsze stoi przed czasownikiem głównym:

  *I've **never** been to Peru.*

- Uwaga: Przysłówka *never* nie używamy w pytaniach:

  ~~*Have you never been to China?*~~

  A: *Have you **ever** been to China?*

  B: *No, I've **never** been to China.*

- Przysłówka *always* używamy, żeby powiedzieć, że jakaś sytuacja ma miejsce przez całe czyjeś życie:

  *We've **always** lived in this house.*

Present perfect i past simple

- Czasu *present perfect* używamy w odniesieniu do przeszłości, gdy nie podajemy, kiedy sytuacja się wydarzyła:

  *He**'s travelled** abroad many times.*

- Gdy chcemy dokładnie podać datę wydarzenia z przeszłości, używamy czasu *past simple*:

  *He **was** in Norway **last year**.*

Have been* i *have gone

- Obie formy mogą oznaczać, że ktoś gdzieś przebywał, lecz różnią się kontekstem:

  gone oznacza, że ktoś pojechał gdzieś i jeszcze nie wrócił;

  been oznacza, że ktoś już wrócił:

  *Tom **has gone** to Italy. (He's on his holiday there now.)*

  *Jean **has been** to Italy. (She's now back home.)*

Ćwiczenia 1–4

GRAMMAR 2 Present perfect with *for*, *since*, *already*, *just* and *yet*

Present perfect z *for* (od) i *since* (od)

- Przyimka *for* używamy, gdy mówimy, jak długo dana czynność/sytuacja trwa:

  *I've **known** Layla **for** four years.*

- Przyimka *since* używamy, gdy mówimy o tym, od jakiego momentu coś się zaczęło:

  *He**'s lived** in Warsaw **since** 2016.*

Present perfect z *just* (właśnie), *already* (już) i *yet* (już/jeszcze nie)

W czasie *present perfect* używamy:

- ***just***, gdy mówimy o czymś, co wydarzyło się przed chwilą:

  *We**'ve just heard** a very funny joke.*

- ***already***, gdy mówimy o czymś, co już się wydarzyło, nie wspominając kiedy:

  *We**'ve already invited** our friends to the party.*

- ***yet*** w pytaniach, gdy chcemy się dowiedzieć, czy coś już się wydarzyło:

  ***Have** you **bought** the snacks **yet**?*

- ***yet*** w zdaniach przeczących, gdy mówimy, że coś jeszcze się nie wydarzyło, ale jest oczekiwane:

  They ***haven't arrived yet****. But don't worry, they should be in five minutes.*

Ćwiczenia 5–8

Grammar practice

1 Complete the questions with the present perfect of the verbs in the box.

be	kiss	meet	play	see	take

1 *Have* you ever ... to a big wedding?
2 ... Michaela ... the car?
3 ... Erika ... your new house?
4 ... your brother ... football with my friend Jakob?
5 ... your grandparents ever ... you?
6 ... I ... your uncle before?

2 Complete the answers. Then match each answer with a question in exercise 1.

a No, she ... . Ricardo took it to go to work. *2*
b Yes, of course they ... – every time I've visited them!
c Yes, I ... . I have a lot of older cousins, so I've been to five or six huge ones.
d No, you ... . That was my older brother.
e Yes, he ... . They've played together a few times.
f No, she ... . I haven't invited her over yet.

3 Complete the dialogue with one word in each gap.

A: Have you (1) ... been abroad on holiday?
B: Yes, I (2) ... . I (3) ... to Turkey last year.
A: You're lucky. I've (4) ... been out of the country.
B: (5) ... you had holidays here, though?
A: Oh, yes. My aunt and uncle live in the mountains, and my family (6) ... stayed with them a few times.
B: That's great. I (7) ... never been to the mountains. I'd love to go.
A: Well, my uncle (8) ... bought an apartment there. Perhaps your family could rent it.

4 Translate the Polish fragments of the sentences into English.

1 (*Czy kiedykolwiek widziałeś*) ... my cousin from LA?
2 (*Spotkaliśmy ją*) ... when we went to Rob's wedding.
3 (*Czy byłeś*) ... at the seaside last year?
4 (*Właśnie wróciliśmy*) ... from the best holidays ever.
5 Tom's sister (*nauczyła się już*) ... three foreign languages.

5 Put the words in order to make sentences.

1 gone / Sarah / just / has / out
2 primary school / known / We've / since / each other
3 I / seen / Jaime / yet / haven't
4 for / rained / hasn't / It / three weeks
5 that / already / film / seen / We've

6 Choose the correct option to complete each sentence.

1 Have you been friends *for / since* a long time?
2 They've had the same teacher *for / since* three years.
3 So you've lived in Singapore *for / since* 2010?
4 Her grandmother has called every year on her birthday *for / since* Layla was born.
5 You've been my next-door neighbour *for / since* my whole life.
6 We've made each other laugh *for / since* the first time we met.

7 Complete the sentences with the present perfect of the verbs in brackets and *for* or *since*.

1 My cousin ... (*live*) in Madrid ... fifteen years.
2 They ... (*know*) Ed ... he was a baby.
3 We ... (*be*) friends ... primary school.
4 You ... (*have*) the same friends ... ten years.
5 I ... (*not see*) you ... last summer.
6 I ... (*meet*) him every Friday ... three months.

8 Choose the correct option to complete the dialogues.

1 *already / yet*
A: Have you met your new neighbour ... ?
B: Yes, I have ... met him.

2 *yet / just*
A: I've ... seen Rory.
B: Oh, really? I haven't seen him ... .

3 *already / just*
A: I've ... had lunch today. How about you?
B: I've ... finished it.

4 *just / yet*
A: I haven't celebrated my fifteenth birthday ... . Has your brother?
B: Yes, he's ... celebrated it. His birthday was last week.

Wordlist Unit 5 35

VOCABULARY p. 81

bow (v) /baʊ/ kłaniać się
closeness (n) /'kləʊsnəs/ bliskość
colleague (n) /'kɒli:g/ kolega/koleżanka z pracy
female (adj) /'fi:meɪl/ żeński, kobiecy
greet (v) /gri:t/ witać
hug (v, n) /hʌg/ przytulać, uścisk
in order (adv) /ɪn 'ɔ:də/ w kolejności/ porządku
male (adj) /meɪl/ męski
member (n) /'membə/ członek/członkini
perform (v) /pə'fɔ:m/ występować na scenie; wykonywać utwór
performance (n) /pə'fɔ:məns/ występ
say hello (phr) /ˌseɪ he'ləʊ/ pozdrawiać
shake hands (phr) /ˌʃeɪk 'hændz/ podać sobie dłonie
stranger (n) /'streɪndʒə/ nieznajomy
subway car (n) /'sʌbweɪ ˌkɑ:/ wagon metra (AmE)
teammate (n) /'ti:mmeɪt/ kolega/koleżanka z zespołu
wave (v) /weɪv/ machać ręką

LISTENING p. 82

agreement (n) /ə'gri:mənt/ zgoda, porozumienie
announce (v) /ə'naʊns/ ogłaszać, oświadczać
approve of (phr v) /ə'pru:v əv/ akceptować, pochwalać
be in a hurry (phr) /'bi: ɪn ə 'hʌri/ śpieszyć się
cheek (n) /tʃi:k/ policzek
coach (n) /kəʊtʃ/ trener
conquer (v) /'kɒŋkə/ podbić, pokonać
enemy (n) /'enəmi/ wróg
faithful to (adj) /'feɪθfl tə/ wierny
fence (n) /fens/ płot; ogrodzenie
go out with (phr v) /ˌgəʊ 'aʊt wɪð/ chodzić z kimś
hate (n, v) /heɪt/ nienawiść, nienawidzić
jealous (adj) /'dʒeləs/ zazdrosny
luckily (adv) /'lʌkɪli/ na szczęście
make up (phr v) /ˌmeɪk 'ʌp/ pogodzić się
proof (n) /pru:f/ dowód
refer (v) /rɪ'fɜ:/ odnosić się
respect (n, v) /rɪ'spekt/ szacunek, szanować
wish (v, n) /wɪʃ/ życzyć (sobie), życzenie

GRAMMAR 1 p. 83

armour (n) /'ɑ:mə/ zbroja
attract (v) /ə'trækt/ przyciągać
battle (n) /'bætl/ bitwa
book (v) /bʊk/ zarezerwować
dozen (n) /'dʌzn/ tuzin
knight (n) /naɪt/ rycerz
magnificent (adj) /mæg'nɪfɪsənt/ wspaniały
passion (n) /'pæʃn/ pasja
recreate (v) /ˌri:kri'eɪt/ odtwarzać
re-enact (v) /ˌri:ɪ'nækt/ rekonstruować, odtwarzać
re-enactment (n) /ˌri:ɪ'næktmənt/ rekonstrukcja
sky show (n) /'skaɪ ʃəʊ/ pokaz gwiazd w planeterium
stage (v) /steɪdʒ/ wystawiać, inscenizować
weapon (n) /'wepən/ broń

READING pp. 84–85

accompany (v) /ə'kʌmpəni/ towarzyszyć
affect (v) /ə'fekt/ wpływać na
ancient (adj) /'eɪnʃənt/ starożytny
arrival (n) /ə'raɪvl/ przybycie, przyjazd
bring out (phr v) /ˌbrɪŋ 'aʊt/ wywoływać np. uczucia
celebrate (v) /'seləbreɪt/ obchodzić, świętować
celebration (n) /ˌselə'breɪʃn/ świętowanie
ceremony (n) /'serɪməni/ uroczystość, ceremonia
court (n) /kɔ:t/ dwór
cultural (adj) /'kʌltʃrəl/ kulturowy; kulturalny
duty (n) /'dju:ti/ obowiązek
emotional (adj) /ɪ'məʊʃənəl/ emocjonalny
flat shoes (n) /ˌflæt 'ʃu:z/ buty na płaskim obcasie
grown-up (adj) /'grəʊnʌp/ dorosły
high heels (n) /ˌhaɪ 'hi:lz/ wysokie obcasy
historical (adj) /hɪ'stɒrɪkl/ historyczny
hold (v) /həʊld/ organizować, odbywać
international (adj) /ˌɪntə'næʃnəl/ międzynarodowy
mark (v) /mɑ:k/ zaznaczać
nation (n) /'neɪʃn/ naród
national (adj) /'næʃnəl/ narodowy
nearly (adv) /'nɪəli/ prawie, niemal
occasion (n) /ə'keɪʒn/ okazja
personal (adj) /'pɜ:snəl/ osobisty
politics (n) /'pɒlətɪks/ polityka
profession (n) /prə'feʃn/ zawód, profesja
relative (n) /'relətɪv/ krewny
remove (v) /rɪ'mu:v/ zdejmować; usuwać
replace (v) /rɪ'pleɪs/ zastępować
right (n) /raɪt/ prawo (do czegoś)
social (adj) /'səʊʃl/ towarzyski
spread (v) /spred/ rozprzestrzeniać się
typical (adj) /'tɪpɪkl/ typowy, charakterystyczny
warrior (n) /'wɒriə/ wojownik
wedding (n) /'wedɪŋ/ ślub

GRAMMAR 2 pp. 86–87

audience (n) /'ɔ:diəns/ publiczność, widownia
career (n) /kə'rɪə/ życie zawodowe; kariera
come of age (phr) /ˌkʌm əv 'eɪdʒ/ osiągnąć pełnoletniość
comedian (n) /kə'mi:diən/ komik; satyryk
corridor (n) /'kɒrɪdɔ:/ korytarz
fairly (adv) /'feəli/ dosyć, dość
get-together (n) /ˌgettə'geðə/ spotkanie (np. rodzinne)
in progress (adv) /ɪn 'prəʊgres/ w toku
in the middle of (prep, adv) /ˌɪn ðə 'mɪdl əv/ pośrodku; w środku
joke (n) /dʒəʊk/ dowcip, żart
letter (n) /'letə/ litera
novel (n) /'nɒvl/ powieść
period (n) /'pɪəriəd/ okres
proud of (adj) /praʊd əv/ dumny z
recently (adv) /'ri:sntli/ niedawno, ostatnio
tour (n) /tʊə/ podróż, objazd, wycieczka
turn (18) (phr) /ˌtɜ:n eɪ'ti:n/ skończyć (18) lat

SPEAKING p. 88

attraction (n) /ə'trækʃn/ atrakcja
depend (v) /dɪ'pend/ zależeć
order (v) /'ɔ:də/ zamawiać
schedule (v, n) /'ʃedju:l/,'skedʒu:l/ zaplanować, harmonogram
send out (phr v) /ˌsend 'aʊt/ rozsyłać
set up (phr v) /ˌset 'ʌp/ rozstawiać
sort out (phr v) /ˌsɔ:t 'aʊt/ uporządkować

WRITING p. 89

abbreviation (n) /əˌbri:vi'eɪʃn/ skrót
apologise (v) /ə'pɒlədʒaɪz/ przepraszać
ASAP (as soon as possible) (adv) /ˌeɪ es eɪ 'pi:/ jak najszybciej
chat somebody up (phr v) /'tʃæt ˌsʌmbədi 'ʌp/ podrywać kogoś
get to (phr) /'get tə/ dostać się do, dojechać
graduation party (n) /ˌgrædʒu'eɪʃn ˌpɑ:ti/ przyjęcie z okazji ukończenia szkoły
RSVP (z francuskiego: répondez s'il vous plaît) (phr) /ˌɑ:r es vi: 'pi:/ uprasza się o odpowiedź
stop (n) /stɒp/ przystanek

SKILLS REVIEW pp. 90–91

get together (phr v) /ˌget tə'geðə/ spotykać się
high-heeled (adj) /ˌhaɪ'hi:ld/ na (wysokich) obcasach
importance (n) /ɪm'pɔ:tns/ znaczenie
reunion (n) /ˌri:'ju:niən/ zjazd
speech (n) /spi:tʃ/ przemówienie
stay awake (phr) /steɪ ə'weɪk/ nie spać

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjuction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Choose the correct option to complete each sentence.

1 Can you believe that half of my ... friends are called Steve?
a male
b female
c strange

2 You don't often talk about your ... matters if you are shy.
a typical
b certain
c personal

3 Honest partners, such as husbands and wives, are ... to each other.
a proud
b faithful
c jealous

4 More and more young people want to ... historic events.
a perform
b re-enact
c conquer

5 Every ... had their own horse and sword.
a battle
b weapon
c knight

2 Choose the correct option to complete both sentences.

1 Who ... you all the best?
I want to thank you for your kind ... .
a hugs
b wishes
c greetings

2 Don't forget to ... a table in advance.
Why don't you get her a nice ... as a present?
a book
b trip
c mark

3 She thinks she is ... but she's wrong.
You have a ... to vote when you turn 18.
a fair
b duty
c right

4 Girls ought to wear ... shoes more often instead of high heels.
If you are looking for a bigger ... , try posting an advertisement online.
a flat
b light
c outdoor

5 Please ... smoking in the corridor.
Get off the bus at the fifth ... .
a stop
b start
c step

3 For sentences 1–5, complete the second sentence so that it has the same meaning as the first. Use the words in capitals. Do not change the form of this word. You may write between two and five words in each gap.

1 They are continuing the research on their family.
PROGRESS
The research on their family ... .

2 Greg first started performing in the theatre when he turned 18.
OF
After Greg ... , he started performing in the theatre.

3 Poles celebrate Independence Day on November 11th.
HELD
In Poland, Independence Day ... on November 11th.

4 Luckily, my neighbours have stopped arguing and are friends again.
UP
Luckily, my neighbours ... .

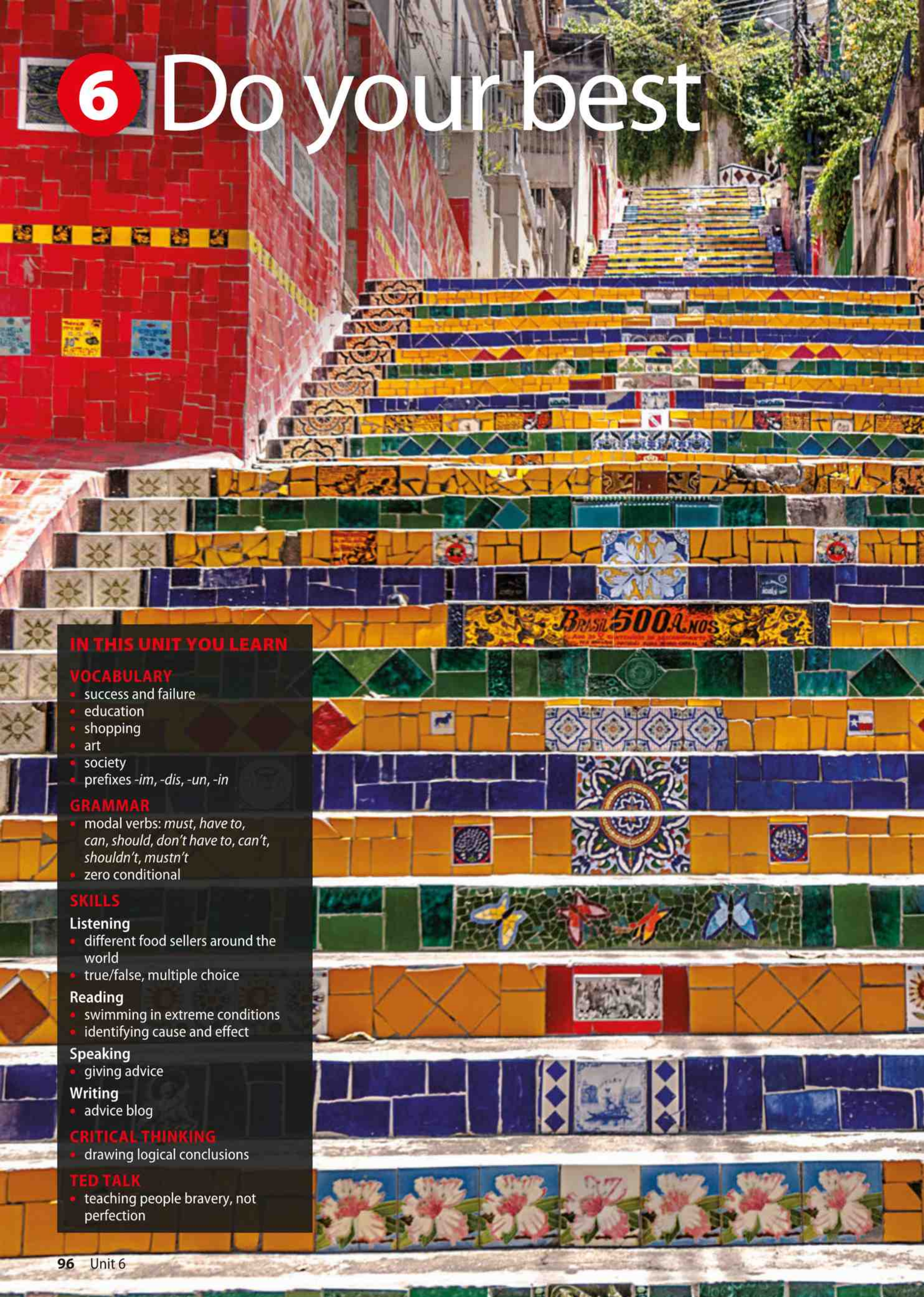
5 Sandra has been Tom's girlfriend ever since his last birthday.
OUT
Sandra ... Tom since his last birthday.

4 Complete the text with the correct form of the words in the box. Two words do not match any of the gaps.

accept	approve	child	member	relative	speech

Ann has always wanted to have a magnificent wedding ever since her (1) ... . As a result, she has planned to invite all of her (2) ... to the ceremony. (3) ... of her family love celebrating different occasions. She was happy because all of them (4) ... of her decision and liked the boy she had fallen in love with.

6 Do your best



IN THIS UNIT YOU LEARN

VOCABULARY
- success and failure
- education
- shopping
- art
- society
- prefixes *-im*, *-dis*, *-un*, *-in*

GRAMMAR
- modal verbs: *must*, *have to*, *can*, *should*, *don't have to*, *can't*, *shouldn't*, *mustn't*
- zero conditional

SKILLS

Listening
- different food sellers around the world
- true/false, multiple choice

Reading
- swimming in extreme conditions
- identifying cause and effect

Speaking
- giving advice

Writing
- advice blog

CRITICAL THINKING
- drawing logical conclusions

TED TALK
- teaching people bravery, not perfection



The Selaron Steps in Rio de Janeiro, Brazil, are made from pieces of tile found around the city and donated from around the world.

6A Vocabulary

Goals and expectations

Discussing success and failure, talking about being perfect

1 Work in pairs. Describe the photo, then answer the questions.

1 Do you think this place attracts tourists? Why?/Why not?
2 Would you like to go there? Why?/Why not?
3 Tell your partner about your last visit to a place that impressed you.

2 Match the words in bold with their definitions.

1 'I have not **failed**. I've just found 10,000 ways that won't work.' – Thomas Edison
2 'The only place where **success** comes before work is in the dictionary.' – Anonymous
3 'Have no fear of **perfection**; you'll never reach it.' – Salvador Dali
4 'Beauty is about being comfortable in your own skin. It's about knowing and **accepting** who you are.' – Ellen DeGeneres
5 'Practice makes **perfect**.' – Anonymous
6 'Practice doesn't make perfect. Practice reduces the **imperfection**.' – Toba Beta
7 'True success is overcoming the fear of being **unsuccessful**.' – Paul Sweeney

a having no mistakes or problems (n)
b finished without success (v)
c without mistakes (adj)
d the correct or wanted result (n)
e not getting the correct or wanted result (adj)
f not being exactly right (n)
g feeling that something is OK or normal (v)

3 Match the opposites. Use a dictionary if necessary.

1 perfection	**a** unsuccessful
2 success	**b** fail
3 perfect	**c** imperfect
4 succeed	**d** imperfection
5 accept	**e** reject
6 successful	**f** failure

4 Complete the sentences with the correct form of the words in brackets.

1 She's not afraid of ... (*fail*).
2 If he wants to ... (*success*), he has to work hard.
3 There are some small ... (*imperfect*) on the painting but it is still very beautiful.
4 Thomas Edison was a ... (*success*) inventor.
5 His first three experiments were all ... (*success*) and he had to try again.
6 It's an excellent example of the 19th century painting. It's ... (*perfection*).
7 The copy is ... (*perfect*), you can see a few small differences.

5 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the questions.

1 Have you ever failed? What did you do next? Do you think failure can lead to success?
2 Can someone be 'too perfect?' Why?/Why not?

6B Listening

Listening to podcasts about different fruit and vegetable sellers around the world

1 Work in pairs. Discuss the questions.

1 Can you think of a food that doesn't look good but tastes delicious?
2 Have you ever eaten a food that looked perfect but didn't taste very good?
3 Have you ever been surprised by a food or drink? For example, something that looked sweet but tasted spicy?

2 Listen to a podcast about a fruit seller in Tokyo. Are the sentences true (T) or false (F)? 36

1 Senbikiya is a small grocery shop in Tokyo.
2 Senbikiya isn't a very expensive shop.
3 In Japan, giving fruit as a gift started recently.
4 In Japan, fruit is a popular gift because it is something you don't need.
5 The carrots on this page probably don't come from Senbikiya.

3 Listen to a podcast about a fruit and vegetable seller in France. Choose the correct option to complete each sentence. 37

1 Intermarché sells fruit and vegetables that are
a ugly and popular. **b** perfect but not popular. **c** ugly and not popular.

2 Customers like the Intermarché's fruit and vegetables because of the
a funny way they look. **b** price alone. **c** taste and price.

3 In many countries, most 'ugly' fruit and vegetables are
a given to animals. **b** thrown away. **c** sold to supermarkets.

4 Rejecting imperfect fruit and vegetables ... food.
a wastes **b** lowers the price of **c** improves the flavor of

5 Now, ... are choosing to eat imperfect fruit and vegetables.
a only very hungry people **b** most farmers **c** more people

4 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the questions.

1 Do you think Senbikiya would be successful in your country? Why?/Why not?
2 Which shop would you prefer: Senbikiya or Intermarché? Why?
3 Are there any interesting or unusual shops in your neighbourhood?
4 Is fruit a luxury in your country, or would it be a very strange gift?
5 Does it matter if vegetables and fruit don't look perfect? Why?/Why not?

5 **CHOOSE**

1 Think of products other than food where a perfect appearance is important. Make a list of three or four things. Then think of products where an imperfect appearance is acceptable. Make a list of three or four things. Compare your lists with a partner.

Perfect appearance important: *new cars*, ...

Imperfect appearance acceptable: *soap*, ...

2 In pairs, make a list of situations where a person's appearance is important. When do people dress nicely and try to look as perfect as possible?
3 In small groups, think about how people present themselves on social media. Do you think people try to present themselves as more perfect and successful than they are in real life? Do you feel pressure to do this?



Look at the carrots. Do you think they still taste normal?

6C Grammar 1

Modals

Understanding and using modal verbs

1 Work in pairs. Discuss the questions.

1 What social media sites and apps do you use?
2 What kind of photos of yourself do you put online?
3 How do people use social media to make their lives look more interesting than they are? Do you do this?

2 Read the text about social media. What is it important to do? What is it important not to do?

Rules for the perfect profile?

According to the rules, you have to be at least thirteen years old to open an account on Instagram, Facebook, Snapchat and other social media apps, but of course anyone eighteen or over can join. Although the rules say younger kids can't join, you don't have to prove your age, so a lot of them still join. This worries some experts. Research shows that the 'perfect lives' kids see on social media can cause them to feel bad about their own lives. Parents should explain to kids that what people show online isn't the whole picture, and they mustn't take it too seriously. The Imperfect Tribe, a group that started on Instagram, agrees. They say we shouldn't try to look perfect on social media. In fact, members of the group must show themselves as real people online.

Modal verbs

Obligation

a *You **have to** be at least thirteen to open an account.*
b *Members of the group **must** show themselves as real people online.*

Prohibition

c *The rules say younger kids **can't** join.*
d *They **mustn't** take it too seriously.*

Permission

e *Anyone eighteen or over **can** join.*

Lack of obligation

f *You **don't have to** prove your age.*

Advice

g *Parents **should** explain to kids that what people show online isn't the whole picture.*
h *They say we **shouldn't** try to look perfect on social media.*

More explanation in Grammar reference on p. 110.

3 Look at the examples (a–h) in the Grammar box. Match them with the correct meanings (1–7).

1 It would be a good idea to do this.
2 It would be a good idea NOT to do this.
3 You are allowed to do this.
4 You are NOT allowed to do this. (two examples)
5 You personally think that something is necessary to do.
6 It is necessary to do this.
7 It isn't necessary to do this.

More practical exercises in Grammar practice on pp. 110–111. Do exercises 1–5.

4 Choose the correct options to complete the quotes.

'We have a strict uniform policy at my school. Boys (1) *have to / can't* wear black pants, but girls (2) *shouldn't / can* choose a skirt or pants. Girls' skirts (3) *mustn't / must* cover the knees. You (4) *can't / don't have to* loosen your tie at school during the day, and girls (5) *have to / mustn't* let their socks fall down.' – Park, Korea

'We don't have a uniform, so we (6) *can't / don't have to* wear a tie or jacket. We (7) *can / should* wear mostly what we like, though we (8) *have to / mustn't* come to school in beach clothes or something like that. The rules aren't specific, but they say we (9) *mustn't / should* look neat.' – Sofia, Italy

5 Work in pairs. Are there rules about how to dress at your school? What advice would you give a new student about what to wear?

6 Complete the text with the words in the box.

can	can't	have to	must	should

Dressing for the temples of Thailand

Visitors to Thailand (1) ... visit the amazing temples. But there are some rules you (2) ... follow to be respectful. First, you (3) ... wear shoes in the temples. Second, you (4) ... wear clothes that cover your shoulders and arms, and your knees. But in most temples there are no rules about covering your head – you (5) ... enter without a hat or headscarf.

7 Complete the second sentence so that it has the same meaning as the first one.

1 It's forbidden for students to leave school without permission.
Students ... leave school without permission.

2 There's no need for you to wear official clothes every day.
You ... wear official clothes every day.

3 It's not a good idea to spend a lot of time on your mobile.
You ... spend a lot of time on your mobile.

4 Students have the option to stay for extra lessons if they want.
Students ... stay for extra lessons if they want.

5 It is necessary for all students to complete homework on time.
All students ... complete homework on time.

Not so fast



Lewis Pugh swims in Lake Imja, Mount Everest.

VOCABULARY BUILDING Prefixes

Using prefixes to change the meaning of words

A prefix can be added to the beginning of a word to change the meaning. Some prefixes give words the opposite meaning, for example:

im- (*imperfect* = not perfect)
dis- (*disagree* = not agree)
un- (*unsuccessful* = not successful)
in- (*informal* = not formal)

1 Work in pairs. Read the information about prefixes. Then complete the words below with *im-*, *dis-*, *in-* or *un-*. Use a dictionary if necessary.

Why being comfortable can be bad for your career

CEO Kathy Bloomgarden says that if you want to succeed, you need to be (1) ...comfortable. She believes that it's (2) ...possible to grow unless you have challenges. She realised that only speaking one language was a (3) ...advantage in business, so she learnt Arabic and Chinese.

Why being patient may not help you learn a new language

Blogger Benny Lewis believes that the best way to learn a language is to be (4) ...patient. If you really want to succeed, you must be (5) ...able to wait. He says that if you start talking to people, your fear will (6) ...appear. And talking to people is an (7) ...expensive way to learn!

2 Complete the sentences in your notebook so they are true for you. Share your ideas with a partner.

1 I feel *comfortable / uncomfortable* when ...
2 For me, it would be *possible / impossible* to ...
3 One *advantage / disadvantage* of the place I live in is ...
4 I feel *patient / impatient* when ...
5 I'm usually *able / unable* to ...
6 Something I would like to see *appear / disappear* is ...
7 For me, it's *perfect / imperfect* that ...
8 I *agree / disagree* with ...

I feel comfortable when I'm relaxing with my friends.

READING

Understanding a text about swimming in extreme weather conditions, identifying cause and effect

3 Work with a partner. Look at the photo and describe it, then answer the questions.

1 How do you think the man is feeling? Why?
2 Would you ever try something like this?
3 Tell your partner about a situation when your success cost you a lot of effort.

4 Read the article. Answer the questions.

1 Why does Lewis Pugh swim?
2 Where did he plan a high-altitude swim?
3 What style of swimming was successful for him for most of his career?
4 What style of swimming was successful for the Lake Imja swim?
5 What lesson did Pugh learn through failure?

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What are you really good at? What would you do if all of a sudden you failed at it? For 'pioneer swimmer' and National Geographic Adventurer of the Year Lewis Pugh, swimming has been a way to share his passion for the environment with the world. He has swum in every ocean in the world and in some dangerous places where people thought swimming would be impossible.

He swims to raise awareness for issues like global warming, but the swims often take place in extremely cold temperatures. After one scary and dangerous swim at the North Pole, Lewis reached a conclusion: no more cold-water swimming.

But in 2010, he heard about the snow disappearing from the Himalayas and wanted to tell the world about it. He made the decision to swim two kilometres (1.2 miles) across Lake Imja, a very cold lake near Mount Everest, at 5,300 metres (17,388 feet) above sea level. On his first attempt, he failed.

Unable to breathe normally at the high **altitude***, he almost drowned. The experience was frightening.

However, Pugh learnt something. He usually swims as fast as possible, fighting against the water. After all, don't all athletes try to be the fastest? But that was a disadvantage at high altitude. Members of his team said that he must forget everything he knew about swimming and swim slowly. Instead of struggling against the water, he must stay relaxed and move easily through it.

Two days after his near-death experience, Pugh returned to the lake for another try. He remained calm and slowly swam across it successfully. From his failure, he learnt an important lesson: if at first you don't succeed, try something different – especially when you think you already know everything.

altitude *how high something is above the level of the sea*

5 Read about identifying cause and effect. Then read the article again and match the causes with the effects.

Readings often present causes and effects – events that lead to other situations or results. Understanding cause and effect can help you understand how the ideas in the reading are connected.

Lewis was afraid, so he decided he wouldn't swim in cold water ever again.

1 Pugh was afraid.
2 Pugh wanted people to know about global warming.
3 Pugh failed to swim across Lake Imja.
4 Pugh changed his swimming style.

a He went swimming near Mount Everest.
b He decided he wouldn't swim in cold water ever again.
c He succeeded in swimming across Lake Imja.
d He changed his swimming style.

6 Match the pairs of synonyms from the article.

1 fight	**a** scary
2 frightening	**b** decision
3 calm	**c** attempt
4 try	**d** struggle
5 conclusion	**e** relaxed

CRITICAL THINKING Making inferences

Learning to draw logical conclusions and understanding the meaning that isn't directly stated

Making inferences means drawing logical conclusions.

Inference helps readers understand a meaning that isn't directly stated. For example, the article tells us that Lewis did two very difficult swims.

It doesn't say directly that he's a strong swimmer, but we can draw conclusions that he is a strong swimmer.

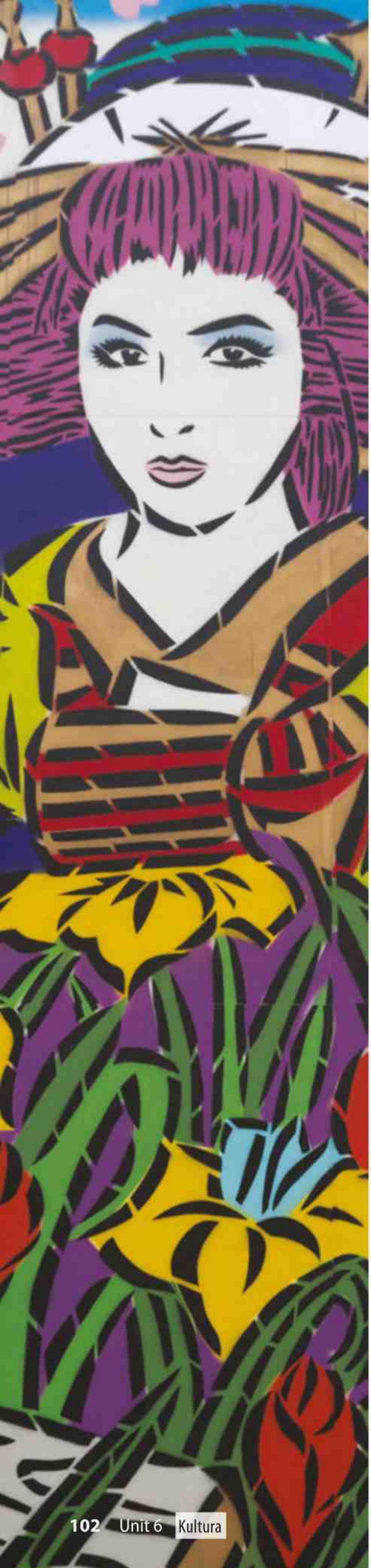
7 Choose the correct adjective describing Pugh and finish the sentences. Find the information in the article.

Pugh is hard-working because he has swum in every ocean in the world.

1 Pugh is *confident / shy* ...
2 Pugh is *successful / unsuccessful* because ...
3 Pugh is *afraid / brave* because ...
4 Pugh is *weak / strong* because ...

8 **MY PERSPECTIVE – SPEAKING**

Work in groups. What do you think about Lewis Pugh's extreme swimming? Is it brave to do something like that for a good cause? Or is it too dangerous?



6E Grammar 2

Zero conditional

Using Zero conditional to express general truths, ideas and giving advice

1 Work in pairs. Answer the questions.

1 What do you really enjoy doing for fun?
2 Can you imagine a job that would pay you to do something you love?

Zero conditional

The zero conditional with *if* and *when* is used to talk about things that are generally or always true. The result clause can include main verbs and modals.

*When you **do** what you love, you **love** what you do.*
*If you **don't risk** failure, you **can't succeed**.*
*When you **make** mistakes, you **can learn** a lot.*

More explanation in Grammar reference on p. 110

2 Look at the examples in the Grammar box. Then answer the questions.

1 In each sentence, what verb tense is used in the *if* or *when* clause?
2 What verb tense is used in the result clause of each sentence?

More practical exercises in Grammar practice on p. 111. Do exercises 6–10.

3 Complete the text with clauses (a–f).

a you travel to New York
b you aren't stopped from painting on walls
c it doesn't feel like work
d people want to buy an artist's work
e if you work hard
f art galleries can sell it

When you love your job, (1) *c*. That's definitely the case with street artist Lady Aiko. If (2) ..., you may see her work on buildings – and in art galleries. Some street artists have to work in secret, but when your work is as good as Lady Aiko's, (3) ... . In fact, you get paid to paint on them. And if a street artist's work becomes popular, (4) ... . When (5) ..., the artist is doing something right.

Lady Aiko is successful because of bravery and persistence. When she started out, most street artists were men, and people were surprised to see a woman street artist. Lady Aiko shows that (6) ..., you can change people's expectations.

Zero conditional to give advice

The zero conditional with *if* and *when* is used with the imperative to give advice.
*If you **love** street art, **go** to Rio de Janeiro.*
*When you **go**, **visit** the Selaron Steps.*

The zero conditional with *if* and *when* is also used with *should* + infinitive without *to* to give advice.
*When you **go** to Rio, you **should try** speaking a little Portuguese.*
*If you **visit** the Selaron Steps, you **should take** a lot of photos.*

4 Look at the Grammar box. Complete the sentences with the correct form of the verbs in brackets.

1 If you want to be an artist, ... (*do*) it – just start painting.
2 When you aren't sure what to do, you should just ... (*keep*) painting – don't stop.
3 If you ... (*want*) to grow as an artist, ... (*look*) at other people's work.
4 When you ... (*be*) ready for people to see your work, you can ... (*put*) your photos on the internet.
5 When you feel like you're failing, ... (*try*) to learn from the experience.

Lady Aiko painted this image in Dubai in 2016.

5 Choose the correct options to complete the text.

Escadaria Selaron

If you (1) *go / will go* to Rio de Janeiro, you (2) *visit / should visit* the Escadaria Selarón – the Selarón Steps. Artist Jorge Selarón started work on the steps as a hobby in 1990, but soon learnt that if you (3) *love / should love* something, it can become your life's work. Before starting the steps, Selarón was a struggling painter. But soon, the steps became popular with both locals and tourists. When you first see the steps, you immediately (4) *notice / noticed* a lot of green, yellow, and blue – the colours of the Brazilian flag. According to Selarón, originally from Chile, the steps are his gift to the people of Brazil. When you (5) *can look / look* closely, you can see hundreds of words and pictures in the tiles. Selarón said that each tile tells a story. If that's true, then the stairs, made with thousands of tiles, (6) *had / have* thousands of stories to tell.



6 Complete the sentences with the words in the box.

If	like	should	try	When	work

1 If you ... street art, you should look for Lady Aiko's work.
2 ... street artists become famous, they can make a lot of money.
3 If you ... hard at something, your ability usually improves.
4 When you fail, ... to learn from it.
5 ... an artist wants a bigger audience, they can put their artwork on the internet.
6 When you find something you love doing, you ... make time for it.

7 Choose the correct option so that it has the similar meaning to the first sentence.

1 If you don't practise, you don't improve your skills.
a You should practise to become better.
b You can be good at something without practising.
c If your skills don't improve, you should stop practising.

2 If you want to be famous, you should put your work on the internet.
a You won't become famous if you put your work on the internet.
b Putting your work on the internet is a good idea if you want to be famous.
c Don't put your work on the internet if you want to be famous.

8 CHOOSE

1 Tourists enjoy seeing the work of Lady Aiko in New York and Jorge Selarón in Rio de Janeiro. Work in pairs. Think of things in Poland that tourists enjoy seeing. Tell people to see them using zero conditional sentences. Then present your work to another pair.

When you visit Poland, you should see …

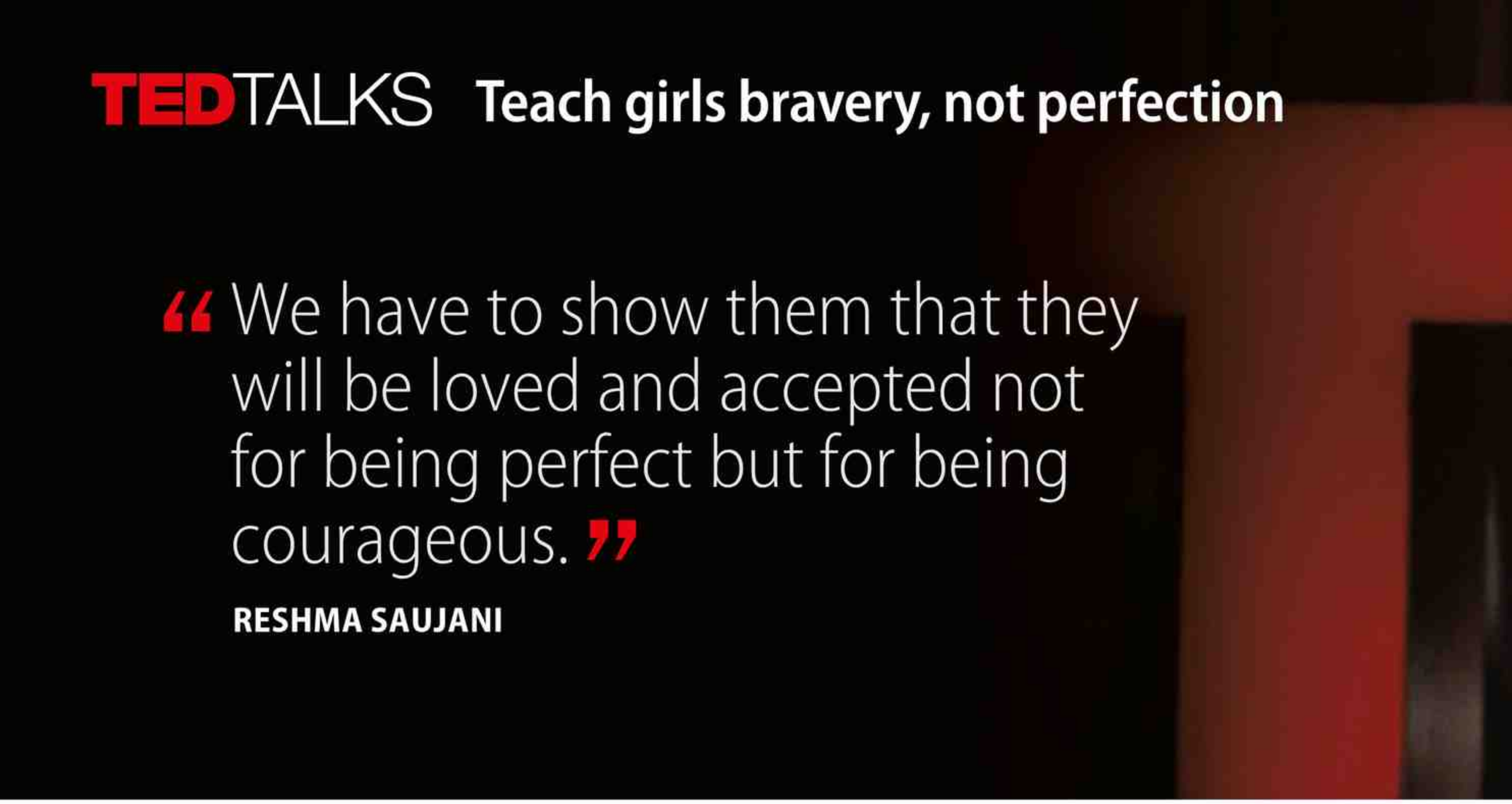
2 Exercise 4 gives tips for street artists. Think of something you know about – learning a language, doing a sport, taking photographs – and write tips for doing it. Use zero conditional sentences.

When you want to learn photography, you should start by …

3 Jorge Selarón used broken tiles to create beauty. Think of a place in your area that isn't beautiful. Imagine how you could use recycled materials to make it beautiful. Work in groups and discuss the ideas for improvement. Use zero conditional sentences.

When an area is ugly and dirty, people don't go there. When you make it beautiful, …

TEDTALKS Teach girls bravery, not perfection



AUTHENTIC LISTENING SKILLS

Understanding authentic speakers and different accents

Contrast

A contrast is when a speaker shows that two ideas, facts, or situations are different. Words and phrases such as *but*, *however* and *on the other hand* often mark contrasts.

We're taught to smile pretty, play it safe, get all As. Boys, on the other hand, are taught to play rough.

1 Read the Authentic Listening Skills box. Match the contrasting ideas in the extracts from the TED Talk.

1 She tried, she came close, but ...
2 She'd think that her student spent the past twenty minutes just staring at the screen. But ...
3 Girls are really good at coding, but ...
4 We have to begin to undo the socialisation of perfection, but ...
5 This was my way to make a difference … The polls, however, ...

a if she presses 'undo' a few times, she'll see that her student wrote code and then deleted it.
b we've got to combine it with building a sisterhood* that lets girls know that they are not alone.
c it's not enough just to teach them to code.
d she didn't get it exactly right.
e told a very different story.

sisterhood *a group of girls or women who work together and help each other*

2 Listen to the extracts and check your answers in exercise 1. 39

BEFORE YOU LISTEN

3 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

assignment	avoid	blank	disrupt the status quo
failure	fundraiser	humiliating	polls
election	require	rewarded	risk
stare at	trial	votes	working career

WHILE YOU LISTEN

4 Listen to the extract from the TED Talk about the speaker. Check if you know the words in the box. TED 6.0

code	support	socialise	perseverance	brave

5 Listen to part 1 of the talk. Choose the correct option to complete each sentence. TED 6.1

1 Reshma Saujani started her career working in ... .
a politics
b banking
c marketing

2 She wanted to have a more active role in government to ... .
a make more money
b change things
c raise money for other people

3 She tried for an elected job in government ... .
a and won
b but changed her mind
c and lost badly



4 She tells the story about running for government to show that ... .
   a she was perfect
   b she was brave for the first time in her life
   c she was always brave

6 Listen to part 2 of the talk. Which sentences refer to boys and which to girls? TED 6.2

1 *Girls* are taught to avoid risk and failure.
2 ... are taught to smile pretty, play it safe, get all As.
3 ... are taught to play rough, swing high, crawl to the top of the monkey bars and then just jump off headfirst.
4 ... are rewarded for taking risk.
5 ... are raised to be perfect.
6 ... are raised to be brave.

7 VOCABULARY IN CONTEXT

Listen to the sentences from the TED Talk. Check if you know the meaning of the words and phrases in the box. TED 6.3

run	struggling	supportive network
potential		courageous

8 Work in pairs. Discuss the questions.

1 Think of a time when you had to be *courageous*. What happened?
2 Have you ever *run* for a position, for example, captain of a sports team? What was it? What would you like to run for?
3 Have you ever seen a person's *supportive network* in action? What was the reason?
4 Do you think everyone has the *potential* to do something good or brave? What do you have the *potential* to do?
5 Is there anything that you have to *struggle* to achieve? What?

AFTER YOU LISTEN

9 MY PERSPECTIVE – SPEAKING

Think of something you have learnt to do – speak a language, play a musical instrument, play sport or something else. Work in groups and discuss.

1 What was the skill or activity?
2 What challenges did you face?
3 What kind of mistakes did you make while learning it?
4 What advice would you give to someone learning the activity?

6F Speaking

Useful language

Requested advice

When you don't understand something in class, ***you should*** *ask your teacher for help.*

If you need more maths practice, ***try*** *downloading a maths app.*

Why don't you …

Uninvited advice

If the computer isn't working, ***you might want to try*** *restarting it.*

I can see you don't have a phone signal. I got a signal near the window, and ***that may work for you****.*

I'm not sure, but I think *this door is locked after 6.00.*

You may / might *need to use the side entrance.*

Giving advice

1 Discuss the questions with a partner.

1 Who do you usually ask for advice? Why?
2 Have you ever given advice? What about?

2 Read the question and advice. What word do you think is missing?

Q&A

SS **Sam S:** My friend is good at …, but won't speak in class or use her … because she's afraid of making a mistake. She wants her … to be perfect before she uses it. What should I say to her?

AP **Ania P:** If she wants to speak …, she should just start speaking …. Nobody notices mistakes.

SR **Sixtos R:** She should learn to love mistakes. The only way to improve is to make mistakes, especially when you have a teacher there to correct you.

RD **Ron D:** Why not start an … film club? When you watch a film, you naturally want to talk about it. You could have an '…-only' rule for the club.

IM **Igor M:** I agree that she shouldn't worry about mistakes, just keep trying. If you want to improve your …, try speaking it often.

3 Work in pairs. Discuss the questions.

1 Which advice do you think is the most helpful?
2 Can you think of other advice that would be useful for improving your English?
3 Have you ever heard any advice for speaking English that didn't work for you?

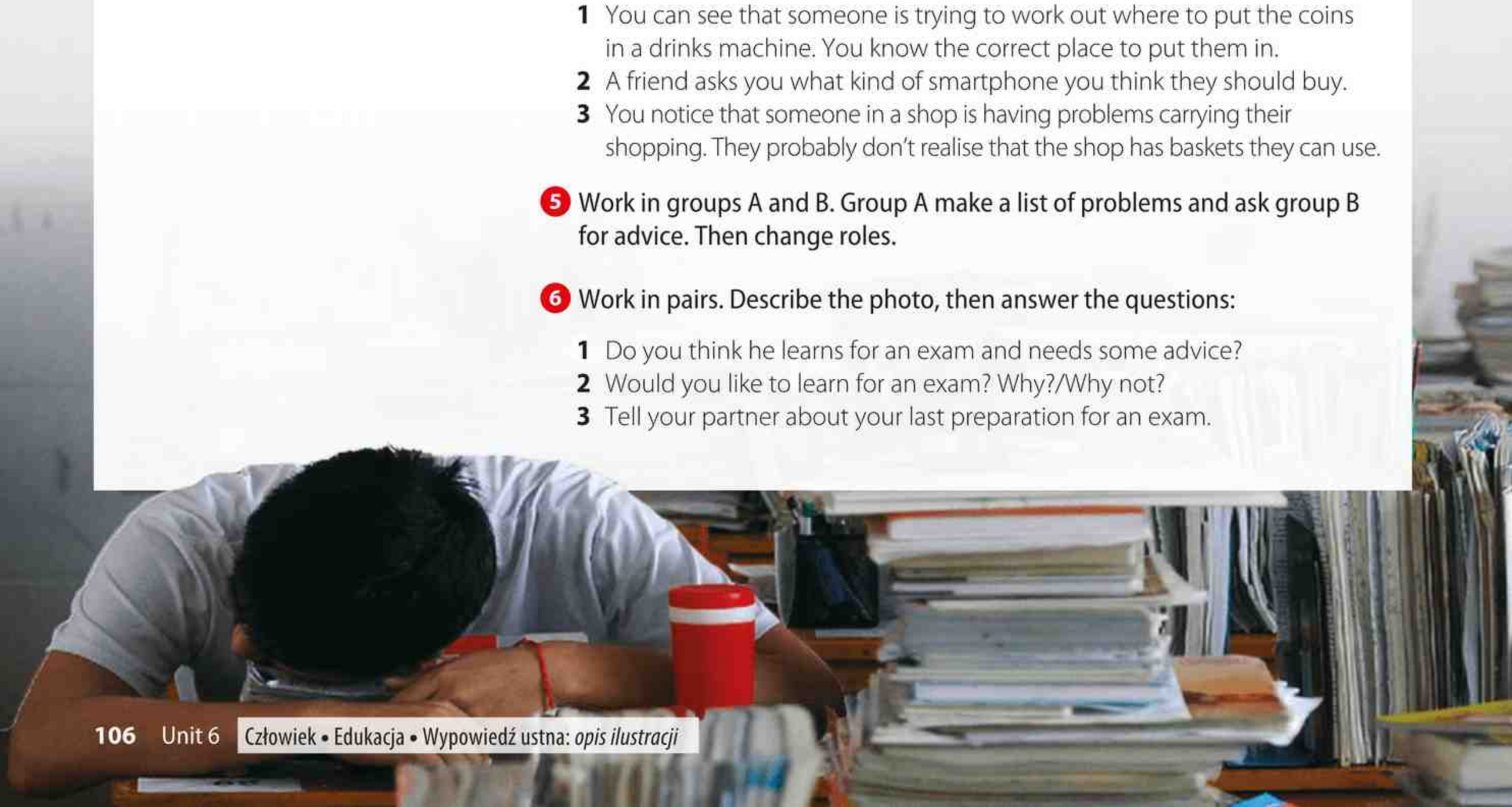
4 Look at the Useful language box. Work in small groups and take turns giving advice for the situations below.

1 You can see that someone is trying to work out where to put the coins in a drinks machine. You know the correct place to put them in.
2 A friend asks you what kind of smartphone you think they should buy.
3 You notice that someone in a shop is having problems carrying their shopping. They probably don't realise that the shop has baskets they can use.

5 Work in groups A and B. Group A make a list of problems and ask group B for advice. Then change roles.

6 Work in pairs. Describe the photo, then answer the questions:

1 Do you think he learns for an exam and needs some advice?
2 Would you like to learn for an exam? Why?/Why not?
3 Tell your partner about your last preparation for an exam.



6G Writing

An advice blog

Writing an advice blog

1 Work in pairs. Discuss the questions.

1 How do you prepare for exams?
2 How do you feel before or during exams? Do you often feel worried or stressed?
3 What do you do to reduce your worry or stress?

2 Read the advice blog. Answer the questions below.

Dealing with exam stress

It's natural to feel stressed when you have an exam. In fact, if you don't feel at least a little stressed, you probably aren't working hard enough. Stress can help make us study, but if we have too much stress, it can make us sick and reduce our chances of success. I asked my friends how they deal with exam stress. Here are their top six tips.

- No one is perfect. Do your best, but remember: it won't help you to have a lot of stress and worry about getting 100 percent every time.
- When you're preparing for an exam, eat well. Your brain needs food! Eat plenty of fresh fruit and vegetables.
- If you feel stressed out, talk to another student about it. It helps remind you that your feelings are normal.
- You may want to stay up late studying, but you should get plenty of rest. If you're too tired, you won't learn as well, and you may get ill.
- Exercise is one of the best ways to fight stress and clear your mind. When you're planning your exam preparation, you should include regular physical activity.
- On exam day, remember to breathe. When you breathe deeply, you feel more relaxed!

If you follow these tips, you'll improve your chances of exam success. Good luck!

1 What problem does the text talk about? ...
2 How many solutions does the text give? ...
3 Have you ever used any of these tips? If so, which ones? ...
4 Which two tips do you think are the most important or useful? ...

Writing strategies

Explaining problems and solutions in a blog entry

A problem-solution paragraph usually begins with a sentence that introduces the topic. Then it answers these questions.

- What is the problem?
- Why is it a problem?
- What is the solution / are the solutions?

It will often include a concluding sentence.

3 **WRITING TIPS** Explaining problems and solutions

Does the blog in exercise 2 include all of the information mentioned in the Writing strategies box?

4 **Choose one of the problems. Ask your classmates for possible solutions.**

- You are often late meeting friends, arriving at school, etc.
- You spend too much time on social media when you should be studying.
- You do too many activities – sports, music, etc. You enjoy them all, but you're too busy.

1 What exactly is the problem? Give details.
2 Why is it a problem? Give two or three reasons.
3 What are the possible solutions?

5 **Work in pairs, write a short blog entry where you discuss a problem that affects young people and give some advice or solutions to it.**

Include the following information:

- What is the problem and who is affected?
- Why is it a problem?
- What are possible solutions to the problem?
- Offer three to five solutions.
- Share your personal experience in dealing with the problem.

Write between 80 and 130 words.

More about advice blog in Writing guide on p. 155.

6 **Work in pairs. Exchange your blogs and check each other's work. Does your partner answer the questions in the Writing strategies box?**

Skills Review 6

ENGLISH IN USE

Pary zdań

1 Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach.

1 Scientists have invented a mind-reading machine; however, it still doesn't ... all that well.
How does our sense of taste ... ?
a act **b** work **c** do

2 National Energy Day is celebrated every year to ... attention to the benefits of saving energy and money.
He is a good judge, so I think he will soon ... a conclusion.
a take **b** draw **c** bring

3 After all the interviews I'd had, I finally succeeded ... getting a job.
Party leaders discussed issues connected with current affairs ... secret.
a in **b** for **c** at

4 Happiness is ... enjoying all of the simple things that life can offer.
Professor Smith gave a lecture ... life in India.
a on **b** for **c** about

5 Do you want to buy this bike? I'll give you a good ... .
What's the ... of the ticket?
a cost **b** price **c** pay

Parafrazy zdań

2 W następujących zdaniach spośród podanych propozycji wybierz tę, która może najlepiej zastąpić zaznaczony fragment.

1 There is a lift in this office building, so the employees *don't have to* climb the stairs if they don't want to.
a can't **b** mustn't **c** needn't

2 You *aren't allowed to* drive on the right in Australia.
a mustn't **b** don't need **c** needn't

3 *It might be a good idea to* buy your own book but it isn't essential because you can always borrow mine.
a You should **b** You can **c** You must

4 We will never discover new countries *if we don't have* the necessary courage to travel.
a if we have
b unless we have
c until we have

5 Have you ever *run for the position of* school representative?
a been chosen
b helped to choose
c tried to be

3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 She wants to be a painter. She must enroll for art classes.
IF
... to be a painter, she must enroll for art classes.

2 You should take a risk. Then you will succeed.
NOT
You won't succeed ... a risk.

3 It's forbidden for students to use the internet during the exams.
MUST
Students ... the internet during the exams.

4 It's not necessary for you to show your passport when you cross the border.
HAVE
You ... show your passport when you cross the border.

5 If you want to be good at maths, try doing more exercises.
WHY
... try doing more exercises if you want to be good at maths?

Słowotwórstwo

4 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 Our school uniforms are very ... . That's why we don't like wearing them.
COMFORTABLE

2 It's getting warmer. I think the snow will soon ... .
APPEAR

3 The bus driver got a little ... with the noisy passengers.
PATIENT

4 It was an ... party, so we didn't have to wear elegant clothes.
FORMAL

5 The ... of living in this town is that there's nothing to do at weekends.
ADVANTAGE

READING

5 Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w luki 1–3 litery, którymi oznaczono brakujące zdania (a–e), tak aby otrzymać logiczny i spójny tekst.
Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

How Emily started her business

Like a lot of teenagers, Emily dreamt of having her own car. She asked her parents to buy her one when she was sixteen. (1) ... They told her she should work to save up the money herself. It upset her, but she understood she would have to work for everything in life. She started babysitting. After a few months, she saved only $350, not enough money to buy a car. (2) ... When she complained to her parents about that, they suggested she should start her own business. She thought it was ridiculous, but her parents were serious. So she had to look for ideas of things to do. Since she always loved making jewellery, she decided to set up a company selling *custom-made* jewellery, that is pieces of jewellery specially made for a particular person. Emily used the babysitting money she had and an extra $350 her parents gave her to start a small company. (3) ... Together they began selling the jewellery items at a kiosk in the shopping mall. The demand for the unique jewellery helped the company grow faster than she expected.

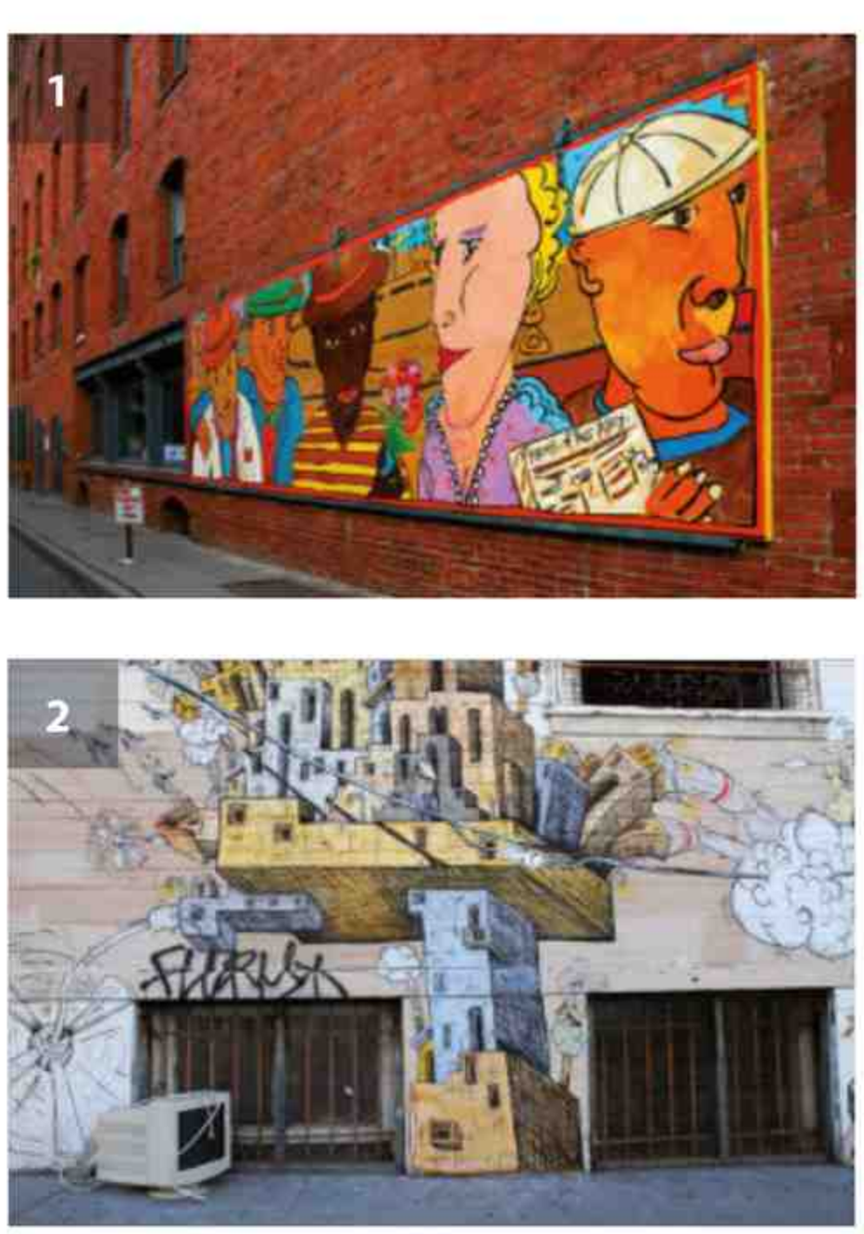
Emily's ambition was a success. It also helped her achieve her original goal – to buy a car.

a Her mother agreed to help her run it and became her business partner.
b They realised that a car was a must in the business and decided to buy one.
c It was clear to Emily that in that way she would never make her dream come true.
d Soon the jewellery started to be more and more popular.
e However, they didn't want to buy her a car.

SPEAKING

6 Popatrz na Zdjęcie 1, Zdjęcie 2 i Zdjęcie 3. Przygotowujesz prezentację na temat współczesnej sztuki, w której możesz zamieścić jedno zdjęcie przedstawiające mural. Masz do wyboru trzy zdjęcia.

- Wybierz zdjęcie, które będzie, twoim zdaniem, bardziej odpowiednie i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe zdjęcia.





WRITING

7 Mimo swoich obaw podjąłeś/podjęłaś się zadania, dzięki któremu odniosłeś/odniosłaś sukces.
Zredaguj na ten temat wpis na swoim blogu.

- Opisz zadanie, które miałeś/miałaś wykonać.
- Wyjaśnij, dlaczego obawiałeś/obawiałaś się podjęcia wykonania tego zadania.
- Uzasadnij, dlaczego nie należy obawiać się podejmowania nowych wyzwań.
- Przedstaw, jak odniesiony przez ciebie sukces wpłynie na twoje plany na przyszłość.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Hi everybody,
We are often afraid to do things which finally turn out to be our success. It was like that in my case. ...
So next time you have to do something you believe is too difficult for you, take the risk. It will pay off.
XYZ

Grammar reference 6

GRAMMAR 1 Modals: obligation, prohibition, permission, advice

Czasowniki modalne wyrażające: nakaz, zakaz, pozwolenie i rady

must, have to

Nakaz lub konieczność wyrażamy za pomocą czasowników modalnych **must**, **have to**.

Must używamy, kiedy osoba mówiąca odczuwa wewnętrzną potrzebę zrobienia czegoś.

*I **must** remember to call David.* (I think it's very important.)

Have to używamy dla wyrażenia konieczności wynikającej z czynników zewnętrznych, reguł, nakazów i przepisów.

*I **have to** hand in my homework by 3.00.*

*All students **have to** take final exams to graduate.*

Have to używamy, jeśli chcemy zapytać, czy coś jest konieczne.

*Do **I have to** buy a ticket?*

*Do we **have to** arrive at 8.00?*

don't/doesn't have to

Don't/doesn't have to wyraża, że coś nie jest konieczne, lub ktoś nie musi czegoś robić.

*You **don't have to** wear shoes here.* (But it's OK if you want to wear shoes.)

*You **don't have to** come to the meeting – it's optional.*

mustn't, can't

Zakaz wyrażamy za pomoca czasowników modalnych **mustn't** i **can't.**

*You **mustn't** enter this part of the building.* (It isn't allowed.)

*You **mustn't** wear shoes in the temple.* (It's very important that you don't wear shoes.)

*You **can't** park here.* (It's against the rules.)

Mustn't wyraża silniejszy zakaz niż **can't**.

can

Can oznacza pozwolenie.

*You **can** use this computer to check your email.* (It's allowed.)

***Can** I use my phone here?* (Is it allowed?)

should, shouldn't

Should i **shouldn't** używamy do udzielania rad.

*You **should** hire a private tour guide at the museum. You'll learn a lot more that way.*

*You **shouldn't** go on a group tour – it's too noisy.*

Ćwiczenia 1–5

GRAMMAR 2 Zero conditional

Zerowy tryb warunkowy stosujemy do:

- wyrażania ponadczasowych prawd oraz przedstawiania zjawisk, które są stałe, jeśli spełnione są określone warunki:

  If you practise, you improve.

  If you don't practise, you don't improve.

- udzielania rad:

  If you want to win, try harder.

  If you see a painting by Banksy, take a picture of it.

  Don't forget to visit some art galleries when you go Buenos Aires.

Zerowy tryb warunkowy tworzymy za pomocą czasów teraźniejszych. Kolejność zdań jest dowolna. Jeśli zdanie rozpoczyna się od *if/when*, wtedy drugie zdanie oddzielamy przecinkiem.

*You can't succeed **if/when** you don't try.*

***If/When** you don't try, you can't succeed.*

Ćwiczenia 6–10

Grammar practice

1 Choose the correct option to complete each sentence.

1 You *don't have to / can't* use your phone here. It's against the rules.
2 According to the rules, you *shouldn't / have to* say how old you are when you sign up for a social media account.
3 *Should / Can't* I wear a tie on Friday evening? Is it formal?
4 You *must / mustn't* return the library book by Friday.
5 We *mustn't / should* wear shoes here. We have to take them off.
6 *Have to / Can* I wear these boots to school?
7 You *can / shouldn't* wear that old T-shirt to school – it's too dirty.
8 We *don't have to / have to* dress up for the party – it's casual.

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

1 uniform / you / Do / wear / a / to / have / ?
2 arrive / must / We / for / on time / class / the
3 can't / You / this / computer / use
4 can't / midnight / after / They / phone / the / use
5 to / this / for / have / pay / we / Do / ?
6 we / wait / Shouldn't / Alex / for / ?

3 Look at the signs. Complete the sentences with *must*, *mustn't*, *don't have to*, *can*, *can't* and *should*.

1 2 3 4 5 6



1 You *can* ride a bicycle on this road.
2 You ... go at exactly 50 kilometres per hour, but you mustn't drive faster.
3 You ... eat or drink here.
4 You ... drive slowly as there are children around here.
5 You ... use your phone here.
6 You ... stop.

4 Complete the sentences with *can*, *have to*, *must*, *should* in the correct form.

1 You *have to* wear a tie. It's an official exam.
2 I ... forget my laptop. I need it for my presentation.
3 You ... pay – it's free.
4 They ... park there. It's illegal.
5 You ... change your shirt. It's dirty.
6 Children ... use the library. It's open to everyone.

5 Translate the Polish fragments of the sentences into English.

1 I (*muszę pamiętać*) ... to call my sister and talk to her.
2 You (*nie wolno ci jeździć rowerem*) ... on a motorway.
3 He (*powinien uczyć się*) ... Spanish as he's going to study in Spain.
4 (*Czy muszę kupić bilet*) ... to watch this art exhibition?
5 (*Nie musisz przychodzić*) ... to this class. It's optional.
6 (*Czy mogę skorzystać z*) ... wi-fi here? What's the password?

6 Match the two parts of the sentences.

1 Artists like it
2 It can hurt
3 You should ask permission
4 Artists sell their work
5 We learn a lot
6 Tourists look out for street art

a if people say they don't like one of your paintings.
b if they become well known.
c when people travel to see their work.
d when they visit big cities.
e when you want to paint in a public space.
f when we make mistakes.

7 Make zero conditional sentences using the information.

1 I have time / I paint
When ... .
2 it can be beautiful / something is imperfect
If ... .
3 we learn from them / we make mistakes
When ... .
4 we practise / we develop our skills
If ... .
5 you relax / you enjoy your work more
When ... .

8 Use the words to write sentences with *you* + the present simple.

1 If / want / learn about painting / take a class.
2 Try / see some street art / when / go to Paris.
3 If / need / finish something / accept imperfection.
4 Ask for help / aren't sure what to do.
5 If / have time / visit the art galleries.

9 Complete the dialogue with the verbs in the box.

can find	get	go	google	know	try

A: When you (1) ... to Warsaw next month, (2) ... to see some street art.
B: Is there a lot of street art in Warsaw?
A: If you (3) ... where to look, you (4) ... it.
B: So where should I look?
A: When you (5) ... 'Warsaw street art', you (6) ... a list of art and artists.

10 Translate the Polish fragments of the sentences into English.

1 We learn better and faster (*kiedy powtarzamy*) ... every day.
2 We get fit (*jeśli ćwiczymy*) ... regularly.
3 Don't forget to visit some museums (*kiedy pojedziesz*) ... to London.
4 You can succeed (*jeśli spróbujesz*) ... .
5 (*Nie możesz prowadzić samochodu*) ... in Poland if you are under eighteen.
6 (*Kiedy jesteś*) ... at the airport, don't leave your luggage unattended.

Wordlist Unit 6 40

VOCABULARY p. 97

accept (v) /ək'sept/ akceptować
beauty (n) /'bjuːti/ piękno
fail (v) /feɪl/ nie udać się, ponieść porażkę
failure (n) /'feɪljə/ porażka
imperfect (adj) /ɪm'pɜːfɪkt/ niedoskonały
imperfection (n) /ˌɪmpə'fekʃn/ niedoskonałość
overcome (v) /ˌəʊvə'kʌm/ przezwyciężyć, pokonać
perfect (adj) /'pɜːfɪkt/ doskonały
perfection (n) /pə'fekʃn/ doskonałość
reject (v) /rɪ'dʒekt/ odrzucać
succeed (v) /sək'siːd/ osiągać sukces
success (n) /sək'ses/ sukces
unsuccessful (adj) /ˌʌnsək'sesfl/ nieudany

LISTENING p. 98

customer (n) /'kʌstəmə/ klient
delicious (adj) /dɪ'lɪʃəs/ pyszny
extremely (adv) /ɪk'striːmli/ niezwykle, wyjątkowo
flavour (n) /'fleɪvə/ smak
gift shop (n) /'gɪft ʃɒp/ sklep z upominkami
gift-giving (n) /'gɪftˌgɪvɪŋ/ obdarowywanie prezentami
grocery store (n) /'grəʊsəri ˌstɔː/ sklep spożywczy
lower (v) /'ləʊə/ obniżać
melon (n) /'melən/ melon
spicy (adj) /'spaɪsi/ pikantny
sweet (adj) /swiːt/ słodki
taste (v) /teɪst/ smakować; próbować
throw away (phr v) /ˌθrəʊ ə'weɪ/ wyrzucać
ugly (adj) /'ʌgli/ brzydki
waste (v) /weɪst/ marnować

GRAMMAR 1 p. 99

account (n) /ə'kaʊnt/ konto
app (n) /æp/ aplikacja
be allowed to do (phr) /biː əˌlaʊd tə 'duː/ mieć pozwolenie, żeby zrobić
cover (v) /'kʌvə/ zakrywać
expert (n) /'ekspɜːt/ specjalista, ekspert
headscarf (n) /'hedskɑːf/ chustka na głowę
jacket (n) /'dʒækɪt/ kurtka
look neat (phr) /ˌlʊk 'niːt/ wyglądać schludnie
loosen a tie (phr) /ˌluːsn ə 'taɪ/ rozluźnić krawat
mostly (adv) /'məʊstli/ głównie
obligation (n) /ˌɒblɪ'geɪʃn/ obowiązek
pants (n) /pænts/ spodnie (AmE)
permission (n) /pə'mɪʃn/ pozwolenie, zgoda
personally (adv) /'pɜːsnəli/ osobiście
policy (n) /'pɒləsi/ polityka
prohibition (n) /ˌprəʊɪ'bɪʃn/ zakaz
prove (v) /pruːv/ udowodnić
real (adj) /rɪəl/ prawdziwy
research (n) /rɪ'sɜːtʃ/ badania naukowe
respectful (adj) /rɪ'spektfl/ pełen szacunku
skirt (n) /skɜːt/ spódnica
social media (n) /ˌsəʊʃl 'miːdiə/ media społecznościowe
socks (n) /sɒks/ skarpety
strict (adj) /strɪkt/ surowy, ścisły
temple (n) /'templ/ świątynia
uniform (n) /'juːnɪfɔːm/ mundurek
visitor (n) /'vɪzɪtə/ gość, odwiedzający

READING pp. 100–101

advantage (n) /əd'vɑːntɪdʒ/ korzyść, przewaga; zaleta
agree (v) /ə'griː/ zgadzać się
all of a sudden (adv) /ˌɔːl əv ə 'sʌdn/ nagle
altitude (n) /'æltɪtjuːd/ wysokość n.p.m.
appear (v) /ə'pɪə/ pojawiać się; wydawać się
attempt (n) /ə'tempt/ próba
awareness (n) /ə'weənəs/ świadomość
business (n) /'bɪznəs/ interes, praca
calm (adj) /kɑːm/ spokojny
CEO (n) /ˌsiː iː 'əʊ/ prezes, dyrektor naczelny
challenge (n) /'tʃælɪndʒ/ wyzwanie
coach (n) /kəʊtʃ/ trener
comfortable (adj) /'kʌmftəbl/ wygodny
confident (adj) /'kɒnfɪdənt/ pewny siebie
decision (n) /dɪ'sɪʒn/ decyzja
disadvantage (n) /ˌdɪsəd'vɑːntɪdʒ/ wada
disagree (v) /ˌdɪsə'griː/ nie zgadzać się
disappear (v) /ˌdɪsə'pɪə/ znikać
drown (v) /draʊn/ topić się, tonąć
fight against (v) /ˌfaɪt ə'genst/ walczyć przeciwko
frightening (adj) /'fraɪtnɪŋ/ przerażający
global warming (n) /ˌgləʊbl 'wɔːmɪŋ/ globalne ocieplenie
impatient (adj) /ɪm'peɪʃnt/ niecierpliwy
impossible (adj) /ɪm'pɒsəbl/ niemożliwy
inexpensive (adj) /ˌɪnɪk'spensɪv/ niedrogi
inference (n) /'ɪnfərəns/ wnioskowanie na podstawie czegoś
instead of (prep) /ɪn'sted əv/ zamiast
lazy (adj) /'leɪzi/ leniwy
near-death (adj) /ˌnɪə'deθ/ zagrażający życiu
patient (adj) /'peɪʃnt/ cierpliwy
possible (adj) /'pɒsəbl/ możliwy
raise (v) /reɪz/ podnosić
reach a conclusion (phr) /ˌriːtʃ ə kən'kluːʒn/ dojść do wniosku
return (v) /rɪ'tɜːn/ wracać
scary (adj) /'skeəri/ przerażający, straszny
sea level (n) /'siː ˌlevl/ poziom morza
sink (v) /sɪŋk/ zatonąć
state (v) /steɪt/ ustanowić; stwierdzić
strong (adj) /strɒŋ/ silny
struggle (v) /'strʌgl/ zmagać się
tough (adj) /tʌf/ trudny
try (v) /traɪ/ próbować
unable (adj) /ʌn'eɪbl/ niezdolny
uncomfortable (adj) /ʌn'kʌmftəbl/ niewygodny
unsuccessful (adj) /ˌʌnsək'sesfl/ nieudany, bez powodzenia
weak (adj) /wiːk/ słaby

GRAMMAR 2 pp. 102–103

art gallery (n) /'ɑːt ˌgæləri/ galeria sztuki
artist (n) /'ɑːtɪst/ artysta
artwork (n) /'ɑːtwɜːk/ dzieło sztuki
audience (n) /'ɔːdiəns/ publiczność, widownia
expectation (n) /ˌekspek'teɪʃn/ oczekiwanie
painter (n) /'peɪntə/ malarz
persistence (n) /pə'sɪstəns/ upór
steps (n) /steps/ schody
street art (n) /'striːt ˌɑːt/ sztuka uliczna
tile (n) /taɪl/ kafelek, płytka

TED TALK pp. 104–105

assignment (n) /ə'saɪnmənt/ zlecone zadanie
banking (n) /'bæŋkɪŋ/ bankowość
blank (adj) /blæŋk/ pusty
bust (n) /bʌst/ plajta
code (v) /kəʊd/ kodować, programować
courageous (adj) /kə'reɪdʒəs/ odważny
delete (v) /dɪ'liːt/ usuwać
disrupt the status quo (phr) /dɪs'rʌpt ðə ˌsteɪtəs 'kwəʊ/ zakłócać, zniszczyć istniejący stan rzeczy
election (n) /ɪ'lekʃn/ wybory
fundraiser (n) /'fʌndˌreɪzə/ organizator zbiórki pieniędzy
humiliating (adj) /hjuː'mɪlieɪtɪŋ/ upokarzający
negotiate (v) /nɪ'gəʊʃieɪt/ negocjować
network (n) /'netwɜːk/ sieć
perseverance (n) /ˌpɜːsɪ'vɪərəns/ wytrwałość
poll (n) /pəʊl/ badanie opinii publicznej
potential (n) /pə'tenʃl/ potencjał, szansa
require (v) /rɪ'kwaɪə/ wymagać
rewarded (adj) /rɪ'wɔːdɪd/ nagrodzony
risk (n) /rɪsk/ ryzyko
run for a position (phr) /rʌn fər ə pə'zɪʃən/ startować (np. w wyborach)
sisterhood (n) /'sɪstəhʊd/ grupa wsparcia, solidarność kobiet
socialise (v) /'səʊʃəlaɪz/ nauczyć się reguł funkcjonowania w społeczeństwie
stare at (v) /'steər ət/ wpatrywać się
support (v) /sə'pɔːt/ popierać
supportive (adj) /sə'pɔːtɪv/ pomocny
trial and error (phr) /'traɪəl ən 'erə/ próby i błędy
votes (n) /vəʊts/ głosy w wyborach
working career (n) /ˌwɜːkɪŋ kə'rɪə/ kariera zawodowa

SPEAKING p. 106

download (v) /ˌdaʊn'ləʊd/ ściągać, pobierać
lock (v) /lɒk/ zamykać na klucz
phone signal (n) /'fəʊn ˌsɪgnl/ sygnał telefoniczny
restart (v) /ˌriː'stɑːt/ uruchamiać ponownie
side entrance (n) /'saɪd ˌentrəns/ boczne wejście

WRITING p. 107

breathe deeply (phr) /ˌbriːð 'diːpli/ głęboko oddychać
exam preparation (n) /ɪg'zæm ˌprepə'reɪʃn/ przygotowanie do egzaminu

physical activity (n) /ˌfɪzɪkl æk'tɪvəti/ aktywność fizyczna
remind (v) /rɪ'maɪnd/ przypominać
rest (n) /rest/ odpoczynek
stay up late (phr) /ˌsteɪ ʌp 'leɪt/ nie kłaść się spać do późna
stressed (adj) / 'strest/ zestresowany
worried (adj) /'wʌrid/ zmartwiony

SKILLS REVIEW pp. 108–109

achieve a goal (phr) /əˌtʃiːv ə 'gəʊl/ osiągać cel
courage (n) /'kʌrɪdʒ/ odwaga
cross the border (phr) /ˌkrɒs ðə 'bɔːdə/ przekraczać granicę
enroll for (phr v) /ɪn'rəʊl fə/ zapisać się na
fit (adj) /fɪt/ w dobrej formie fizycznej
judge (n) /dʒʌdʒ/ sędzia/sędzina
representative (n) /ˌreprɪ'zentətɪv/ przedstawiciel/przedstawicielka

(n) noun – rzeczownik
(v) verb – czasownik
(adj) adjective – przymiotnik
(adv) adverb – przysłówek
(phr) phrase – wyrażenie
(pron) pronoun – zaimek
(phr v) phrasal verb – czasownik złożony/frazowy
(conj) conjuction – spójnik
(prep) preposition – przyimek

LEXICAL EXERCISES

1 Choose the correct option to complete both sentences.

1 Our class loves travelling by ... because we always socialise during the journey.
The skier trusted her ... so much that she couldn't manage without him.
a coach
b train
c racer

2 You are a ... person if you can wait for a long time.
Doctors should deal with every ... respectfully.
a patient
b calm
c visitor

3 If the storm continues, the damaged yacht will ....
Some people confuse a ... with a washbasin.
a bath
b sink
c bottom

2 Complete the text with the correct form of the words in the box. Two words do not match any of the gaps.

enjoy expect fail perfect prohibit success tough

The Enemy of Good is Perfect

The wonderful lives we see in the media are fake. The perfect outfits and the perfect bodies. That's not reality. What is real are (**1**) .... What makes us better and more human is attempting something, facing (**2**) ... and then trying again. What builds character and (**3**) ... is having to struggle. But for women the rules seem different. Men get the luxury of being able to specialise. Women are (**4**) ... to be perfect at everything. Am I a good girlfriend? Am I dressed in the right brands? Am I dieting right? Perfection never leaves room for improvement. And perfection never lets us be (**5**) .... But having the confidence to ignore the perfection around us can be difficult.

3 Choose the correct option to complete each sentence.



1 The couple are in a ....
a gift shop
b grocery store
c coffee shop

2 Jack looks ....
a worried
b relaxed
c confident

3 He is trying to ... their relationship.
a accept
b reject
c improve

4 Melanie ... to take the flowers from him.
a agrees
b refuses
c struggles

5 According to Melanie, Jack ... when she needed him.
a disappeared
b appeared
c failed

6 She doesn't want him to ... about the past event.
a ask
b talk
c learn

7 Tell me what you eat



IN THIS UNIT YOU LEARN

VOCABULARY
- food
- meals, flavours
- future of food
- food supply
- nature
- threats and environment protection
- suffixes *-er*, *-ment*, *-ance*, *-tion*

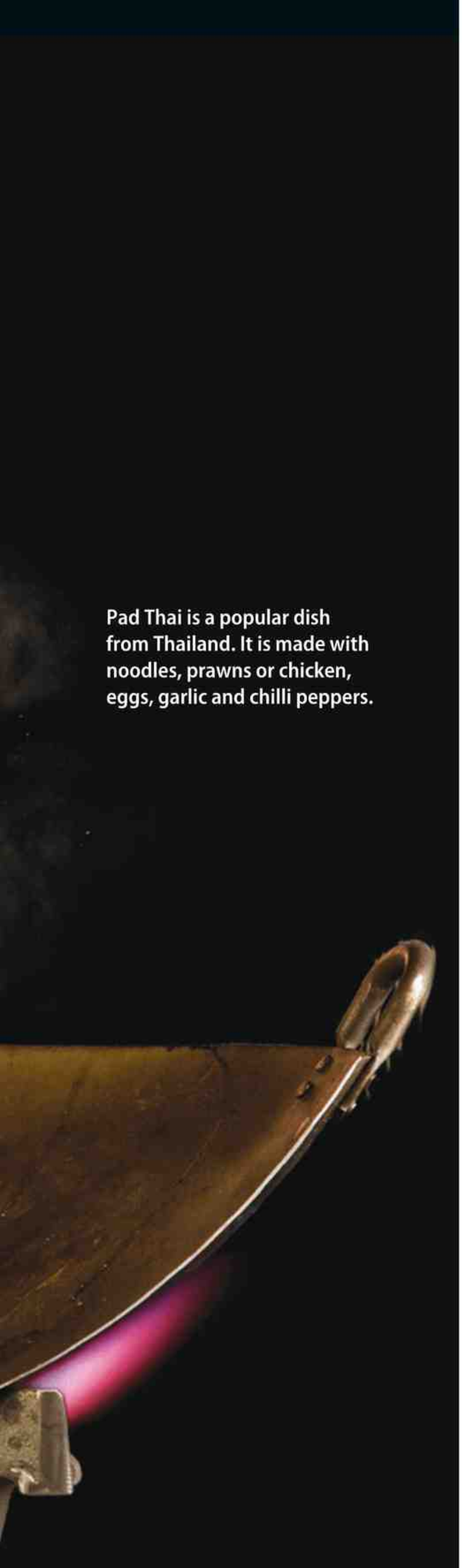
GRAMMAR
- predictions and future arrangements
- first conditional

SKILLS
Listening
- future of food
- different food tastes
- matching, true/false, multiple choice

Reading
- bees – the most important farmers
- impact of bees on food supply
- identifying main idea of paragraphs
- matching, true/false

Speaking
- making suggestions
- making decisions
- describing food

Writing
- review



Pad Thai is a popular dish from Thailand. It is made with noodles, prawns or chicken, eggs, garlic and chilli peppers.

7A Vocabulary

Food, drink and flavours

Talking about food around the world

1 Work in pairs. Discuss the questions.

- What's your favourite food? Would you like the food in the photo?
- Is there any food you really don't like? What is it? Why don't you like it?

2 Match each food or drink with a type and a flavour. (Two don't match with a flavour.) Use a dictionary if necessary.

Food / Drink	Type	Flavour
chilli powder	fruit	salty
lemon	vegetable	sweet
coffee	meat	sour
strawberry	spice	bitter
potato crisps	drink	spicy
tomato	dessert	
ice cream	snack	
beef		

chilli powder → spice → spicy

3 Think of at least one more food or drink for each of the five flavours. Make a list in your notebook.

4 Match the food or drink (1–8) with the best description (a–f). Two do not have a description.

1 curry **2** french fries **3** prawns **4** ice cream **5** pasta **6** tea **7** tomato **8** apple

a Most people think of this food as Italian, but many experts think it probably came from Chinese noodles originally.
b This is a spicy food originally from India. The strong flavour comes from the hot pepper and other spices that cooks use.
c Many people think this red fruit is a vegetable, because it is often used in salads or salty sauces. People in Mexico first grew and ate it more than 2,000 years ago.
d Like coffee, this drink is bitter. People often add sugar to make it sweet. People in China were probably the first to drink it, but now it's popular around the world.
e This salty food is similar to chips. People eat it as a snack or with a meal. No one is sure, but it may come from Belgium.
f This dessert often comes in sweet fruit flavours like strawberry. It's very cold, and may come from China, but became very popular in Italy and the UK about three hundred years ago.

5 **MY PERSPECTIVE – SPEAKING**

Work in pairs. You and your partner are going to host a food festival in your school. Discuss the following topics:

- types of food available
- date and location of the event
- participants
- additional attractions

7B Listening

Listening to people talking about future of food and different food tastes

1 Work in pairs. Look at the photo. Why do you think people want to grow vegetables under the sea?

2 Listen to the dialogue. Which two of the topics (a–c) do the people talk about? Write 1 and 2 in the order you hear them. There is one extra topic. 41

a food for the future
b the importance of smell
c tasting what we see

3 Listen to the dialogue again. Are the sentences true (T) or false (F)? 41

1 Kasia and Mark are talking about a school project.
2 Mark gives Kasia something spicy to taste.
3 Kasia tastes more with her nose closed.
4 The nose is more important than the mouth for tasting.
5 When Kasia has a cold, the only thing she can taste is sweet food.
6 There will be a lot more people on Earth in about thirty years.
7 In the future, meat might come from laboratories instead of farms.
8 Scientists are already growing fruit under the sea.
9 More land will be necessary for farms in the future.

4 You will hear these words in exercise 5. Five of them are not items of food. Can you name them?

almond beetroot cashew coated cocoa
jar lecsó order pickle square stew swallow

5 Listen to four people talking about their experiences of different tastes. Choose the correct option for each question. 42

1 Who didn't try lecsó?
a the speaker
b the speaker's children
c the speaker's wife

2 Which item does Speaker 2 **not** like added to nuts?
a sugar
b salt
c chilli pepper

3 What happened after Speaker 3 ate the pickles?
a Her grandma became angry.
b She had to replace the jar of pickles.
c She felt unwell.

4 What do we learn about Speaker 4?
a He doesn't like any chocolate.
b He only likes sweet chocolate.
c He likes all kinds of chocolate.

5 How many speakers liked the tastes they experienced?
a one
b two
c three

6 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Discuss the questions.

1 Do you think it will be possible to grow food in laboratories or under the sea in the future?
2 Would you like to eat food from laboratories, or from under the sea? Why?/Why not?
3 What other ways are there of growing enough food for all the people on Earth? Can you think of any?



Divers look after an underwater basil farm in Italy.

7C Grammar 1

Predictions and arrangements

Using different tenses to talk about predictions and arrangements

1 Look at the examples in the Grammar box. Answer the questions.

Predictions and arrangements

Talking about future arrangements

a *I'm **giving** my presentation next Thursday.*

b *I'm **going to** try that with my brother sometime.*

Making predictions

c *There **will** be nearly ten billion people on Earth in 2050.*

d *We're **going to** need more food.*

e *I guess we **won't** need as much land for farms.*

f *We **might** 'grow' meat in laboratories.*

g *We **might not** have farm animals for food.*

More explanation in Grammar reference on p. 126.

1 What time period do all the sentences talk about: the present or the future?
2 Which sentence, a or b, describes a more certain or fixed arrangement?
3 What is the shortened form of *will not*?
4 Which is more certain: *will* or *might*?

More practical exercises in Grammar practice on p. 127.
Do exercises 1–6.



2 Choose the correct option to complete the text.

The science department (1) ... a discussion next Monday from 3.00 to 4.00 about the future of food, and all students are invited to attend. According to Mr Yamada, 'Scientists think there (2) ... nearly ten billion people on Earth in 2050. As the population increases, we (3) ... need more food. We (4) ... to continue raising animals for food, because it uses a lot of energy.' According to Mr Yamada, this is where the science starts to get interesting. 'To feed everyone in 2050, we (5) ... meat in laboratories.' Yamada also says that scientists are working on new ways to grow food. 'Right now, researchers (6) ... with new ways of growing food, for example growing it in underground tunnels,' he explains. 'In 2050, underground farmers (7) ... to worry so much about the weather!'

1 **a** is holding **b** might hold **c** won't hold
2 **a** will be **b** are being **c** are
3 **a** might not **b** will **c** will not
4 **a** are going **b** might need **c** won't be able
5 **a** are 'growing'
b will 'grow'
c might have to 'grow
6 **a** might not experiment
b will experiment
c are experimenting
7 **a** won't have
b aren't having
c will be able

3 Complete each sentence. Use one verb with *going to* and one verb in the present continuous.

1 My dad *is buying* (*buy*) a 3D food printer next week because he thinks food printing *is going to be* (*be*) the next big thing.
2 We ... (*have*) dinner with our vegetarian friends next week, so I ... (*eat*) vegetarian food this weekend to see what it's like.
3 Layla ... (*give*) a presentation tomorrow about how future farmers ... (*grow*) vegetables underwater.
4 I ... (*have*) a big steak dinner tomorrow night, and I ... (*enjoy*) it, because there won't be much real meat in the future!

4 **MY PERSPECTIVE – SPEAKING**

Work in groups. Look at the list of special occasions. Pick one and plan activities and a way to celebrate. Compare your plans with another group.

birthday	end of a sports season	good grades
graduation	university acceptance	wedding

It's Mark's birthday. We're going to have a party at the park on Saturday. We're going to eat at 1.00 pm.

7D Reading

VOCABULARY BUILDING Suffixes

Adding *-er*, *-ment* or *-ance* to some verbs creates nouns.

- *-er* is added to mean 'a person who does something' (*work* → *worker*).
- *-ment* is added to mean 'the result of the verb' (*enjoy* → *enjoyment*).
- *-ance* is added to mean 'a specific instance of the verb happening' (*perform* → *performance*).
- *-tion* is added to mean 'a state or a process described by the verb' (*concentrate* → *concentration*).

Note the spelling rules for *-er* suffixes:

When a verb ends in a consonant, *-er* can be added (*worker*).

When a verb ends in one vowel + *b*, *d*, *f*, *l*, *m*, *n*, *p* or *t*, the final letter is usually doubled (*runner*).

When a verb ends in *e*, add *-r* (*baker*).

1 Read the Vocabulary building box. Then add a suffix to items 1–5 to make a noun. Use a dictionary if necessary.

People

1 employ – ...
2 listen – ...

Other nouns

3 achieve – ...
4 disappear – ...
5 operate – ...

READING

Understanding a text about the most important farmers

2 Read the first two paragraphs of the article. Find three more nouns that are made from verbs.

3 Read about identifying the main theme of a paragraph. Then read the article and put letters for the headings (a–f) next to the correct paragraph.

Each paragraph of a text usually has a different main idea. By identifying the main idea of each paragraph, we can better understand the whole text. Usually, focusing on the nouns and verbs in a paragraph helps you identify its main ideas.

a Staying in one place
b The most important workers on the farm
c Once upon a time
d Protecting our farms
e Our greatest achievement?
f A long history together

4 Read the article again. Are the sentences true (T) or false (F)?

1 People began farming about 10,000 years ago.
2 Plants can't grow food on their own.
3 Bees were domesticated 5,000 years ago in Europe.
4 Bees sometimes cause problems because they eat plants.
5 The number of bees has increased recently.

5 Match the farming vocabulary from the article (1–8) with the best definition (a–h).

1 agriculture
2 livestock
3 community
4 crop
5 grow
6 harvest
7 plant
8 season

a animals raised for meat
b a food plant
c to collect food from plants
d farming
e part of the year
f to put a plant into the ground
g to give a plant what it needs to develop
h a group of people who live or work together, or who have something in common

6 Work in pairs. Cover the article. Tell each other what you have learnt about these things.

- How agriculture changed the lives of humans.
- Why bees are important.
- A reason why bees may be disappearing.

7 CHOOSE

1 Read the labels on the photo. Discuss in pairs. What food have you eaten recently that would be gone if bees disappeared?

2 Write a shopping list for a dinner party. All dishes must use food that's pollinated by bees.

3 Use the internet to find more information about the decreasing bee population. Write a list of things that people can do to help.

'Almost all the fruits and nuts, and a lot of the vegetable varieties that we eat require some insect – usually bees – for pollination.'

SAM DROEGE, BEE EXPERT



The most important farmers

43 ... Before the first farms appeared, humans were hunters, following animals and the seasons from place to place. Along with the meat they killed, they ate fruit, vegetables and nuts that they found as they travelled. And then, in different places all over the world, people began farming. This happened at least 10,000 years ago.

... One requirement of farming is that people stay in one place. Farmers need time to plant crops in the spring, care for them through the summer and harvest them in the autumn. Livestock that is raised for meat needs to stay where there is a good supply of food and water.

... This required people to work together as a community: some farmed, some tended to the livestock, some built houses or cooked. Farmers had to work hard to keep everyone fed, but none of this was possible without one creature: bees. These hard-working insects transfer pollen from plant to plant. This causes healthy plants to produce fruit and vegetables, both on farms and in nature. Without bees, most plants can't make the things people eat – from apples to corn to tomatoes. Eventually, people began keeping bees in order to help with the crops as well as provide honey.

... Experts believe that bees were domesticated 4,500 years ago in Egypt. This allowed for more crops, and bigger cities and towns to grow. As villages and towns grew, people built more and more houses to live in and buildings to store food. Bees come in handy here, too. Experts think that containers made from beeswax started being used for storage at least 9,000 years ago.



... We've been to the moon, but agriculture is probably the biggest human success story. You may not think about it often, but almost everything you eat every day is a product of farming. By growing our food rather than finding it or hunting for it, we have allowed ourselves to think new thoughts and make new things. We have turned our villages into towns and our towns into great cities and created the modern world – all possible only because of bees.



... Recently, the number of bees has dropped. Why? Some insects eat plants, so farmers use chemicals to kill these insects. But this also can kill bees. We now know that the disappearance of bees around the world is an increasing problem and these chemicals are one of the causes. If we keep losing bees, we may soon have difficulty growing food. Some experts believe that if farmers continue using chemicals, the bee population will continue to fall. Fortunately, farmers are beginning to understand the situation and are finding safer ways to fight the insects that cause problems. Farming will continue to be our greatest success story only if we protect the bees.



The countryside near Kars, Turkey

7E Grammar 2

First conditional

Using first conditional to talk about possible or likely future

1 Look at the examples in the Grammar box and answer the questions.

First conditional

*If we **protect** the bees, farming **will continue** to be our greatest success story.*
*If we **keep** losing bees, we **may** soon **have** difficulty growing food.*
*If farmers **continue** using chemicals, the bee population **will continue** to fall.*
*If we **don't change** the law, farmers **won't decide** to reduce the use of chemicals on their own.*
*Bees **will return** only when we **stop** using dangerous chemicals.*

More explanation in Grammar reference on pp. 126–127.

1. Which clause gives us the result of a possible action, the *if* clause or the other clause?
2. Are the actions in the result clauses possible or not?
3. What tense is used for the *if* or *when* clause?
4. What tense is used in the result clause?
5. Which is more certain, *if* or *when*?

More practical exercises in Grammar practice on p. 127. Do exercises 7–10.

2 Complete the text with the phrases (a–d).

The Balyolu – Turkey's Honey Road

If you go walking in the countryside near the Turkish city of Kars, (1) *d* – or several. For centuries, the local people have raised bees for the honey they make. And you'll certainly have a chance to taste some if (2) ... . If you taste carefully, (3) ... as you move along the trail. But watch out! If (4) ... , you could ruin your trip with a stomachache!

a you walk the Honey Road

b you eat too much honey

c you may notice the changing flavours in the honey

d you might meet a beekeeper*

beekeeper *a person who takes care of bees and gathers their honey*

3 Choose the best option to complete the text.

Saving food traditions for the future

The Honey Road was the idea of National Geographic Explorer Catherine Jaffee. Why is honey important to her? All over the world, young people are moving from rural areas to cities. If they (1) *leave / will leave* their villages, they (2) *didn't / won't* continue to learn about their own local food and food traditions – like beekeeping. She believes that if we (3) *don't / will* keep traditions like beekeeping alive, (4) *we / we may* lose them forever – and lose part of who we are. Thanks to efforts like this, (5) *will / when* future generations look back, (6) *they will / they* thank us for keeping foods and traditions alive.

4 Complete the text about urban beekeeping with the correct form of the verbs in the box. Use *may*, *might* and *will*. Use negative structures in some of the sentences.

be (x2)	finish	follow	grow	make
not give	not know	notice	take	

When you (1) ... high school, some of you (2) ... what to do with your free time in the future. If that's the case, why not become an urban beekeeper? Next time you're in a big city like Warsaw, Krakow or Toruń, if you (3) ... a closer look, you (4) ... unusual structures on the roofs of some buildings. These are beehives arranged into small apiaries. They were made legal (or easier to keep) in 2015, so you don't need any special permission; you (5) ... allowed to set up your own apiary if you (6) ... sure it is at least 10 metres away from any roads or buildings. If you (7) ... some other simple rules, your bee colony (8) ... and may become quite profitable, but even if it (9) ... you enough money to live on, it (10) ... a really original and relaxing hobby.

5 Choose *if* or *when* to complete the dialogues. Then listen and check your answers. 44

1 A: Are you coming to Kars next month?
B: Yes. *When / If* I get there, I'll call you.

2 A: It may rain tomorrow.
B: *When / If* it rains, the bees won't be active.

3 A: We have one more hour to work on our project today.
B: *When / If* we work quickly, we may finish it.

4 A: I have an appointment with Mr Sato tomorrow.
B: *When / If* you see him, say hello for me.

5 A: I might go shopping this afternoon. I'd like to get some ice cream for this evening.
B: Well, *if / when* you go, could you get some honey for me?

6 Work in pairs. Write your own endings to the sentences. Use *will*, *may*, *could* and *might*. Use negative structures in some of your sentences.

1 If I get hungry before the end of school today, I …
2 When I have dinner tonight, I …
3 If my friends and I have lunch together next week, we …
4 When I get home from school today, I …
5 If we go to a restaurant for my next birthday, we …
6 If the weather's good at the weekend, …

7 Translate the Polish fragments of the sentences into English.

1 (*Być może naukowcy będą musieli*) ... invent synthetic food if the number of people on Earth keeps growing so fast.
2 Genetically modified food (*nie stanie się*) ... popular if scientists don't prove that it is safe for our health.
3 (*Gdy moje pszczoły zaczną*) ... making honey, my agricultural company will finally start to generate some profit.

8 **MY PERSPECTIVE – SPEAKING**

Work in groups. Discuss what you have learnt in this unit by making 'conditional chains'. Start with the following.

1 If we protect bees, …

protect bees ⟶ no pollen problem ⟶ plants grow well ⟶ plants make food ⟶ people have enough food for the future

A: *If we protect bees, there will be no pollen problem.*
B: *If there is no pollen problem, plants will grow well.*
C: *If plants grow well, they'll make food.*

2 If people leave rural areas to live in cities, …

not enough people to work ⟶ farms and factories close ⟶ villages start to die ⟶ more people leave ⟶ cities become overcrowded

3 If we grow vegetables underwater, …



A beekeeper collects honey – one of the world's most ancient foods.

7F Speaking

Making suggestions and decisions

1 Work in pairs. Describe the photo, then answer the questions.

1 Are the people in the photo enjoying their visit to the restaurant? Why?/Why not?
2 What kind of restaurants do you prefer when you go out?
3 Tell your partner about a situation when you were not satisfied with the service at a restaurant.

Useful language

Making suggestions

How about … ?
I think we should have …
We could cook …
Why don't we … ?
Maybe we should …
What about … ?

Describing food

It's a kind of …
It's popular in …
It's really good with …
It's a little salty / fairly sweet / kind of sour / delicious.

Making decisions

We'll have plenty of (pizza) and (salad.)
I'll put that on the invitation.

2 Look at the Useful language box. Then listen to the conversation. What are the people planning? Which expressions can you hear from the Useful language box? 45

3 Listen again. Are the sentences true (T) or false (F)? Correct the information which is wrong. 45

1 The people are going to have a barbecue.
2 Halloumi is a kind of fish.
3 Halloumi can be a little salty.
4 The vegetarians who are coming can eat bread and fish.
5 People can bring their own food.
6 They can get the knives and forks from the school.

4 Imagine you're planning a meal for a party with your class. What food and drinks would you like to include? Make notes.

5 Work in small groups. Think about the meal you are planning. Use your notes from exercise 4. Make suggestions of different food, and practise describing the different types. Use expressions from the Useful language box.

All over the world, people love to eat together and share food with friends.



7G Writing

A review

Writing a restaurant review

1 Work in pairs. Answer the questions.

1. What kind of restaurants does your town or city have?
2. What is the most popular type of casual food in your area? Do you like this food?
3. What restaurant would you go to with a visitor to your town or city? Why?

Freegan Pony, Paris

Place Auguste Baron

Opening hours: Sunday–Thursday 19.30–22.30, Friday & Saturday 19.30–23.00

Freegan Pony is a very welcoming and relaxing place to eat. We went on a Saturday evening, when it was very lively, but everyone was very pleasant and calm.

The brasserie's 'selling point' is that their experienced chefs prepare the meals with imperfect fruit and vegetables – produce that supermarkets don't want, but which is still safe to eat. This is by no means a problem – the food is simple and vegetarian, fresh and tasty.

Of course, one advantage of eating here is that it is cheaper than most restaurants in Paris. You can eat well for less than ten euros.

We would definitely recommend Freegan Pony – it's very good, cheap and it helps the environment. What's not to like?

2 Read the restaurant review. Answer the questions.

1. Where is the restaurant?
2. When is it open?
3. What is the atmosphere like?
4. What type of food does it have?
5. Is it expensive?
6. Does the writer recommend it?

Useful language

Describing a restaurant

It's in / at …
It's open on …, from … to …
It's a very (relaxing / unfriendly) place.
The service is (fast / friendly / slow).
The food is (simple / tasty / horrible).
One advantage / disadvantage of the restaurant is …
It costs about … to eat here.
I would definitely recommend … because …
I wouldn't recommend … because …

3 **WRITING TIPS** Writing a review

A review usually contains all or some of the following information. Which information below is in the review?

- where something is
- when it is open
- what it is like
- good points
- bad points
- what is different about it
- whether the writer recommends it

4 Work in small groups. Think of two or three restaurants or eating areas. Discuss where they're located, when they're open, what the atmosphere is like, and what kind of food they have.

5 Choose one place from exercise 4 and write a review of it. Use the model in exercise 1 to help you, and the expressions from the Useful language box. Write between 80 and 130 words.

More about a review in Writing guide on p. 156.

6 Exchange reviews with a partner. Check each other's work. Does it answer the questions in exercise 2?



Skills Review 7

ENGLISH IN USE

Uzupełnianie zdań

1 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

1 People have raised animals in this country ... centuries.
a until
b since
c for

2 Scientists are ... growing some fruit and vegetables under the sea.
a recently
b already
c yet

3 Would you like ... food produced in laboratories?
a to eat
b eat
c eating

4 What are ... ways of growing food?
a another
b other
c others

5 If farmers ... using chemicals, they will probably kill off many species of birds and insects.
a will continue
b continuing
c continue

2 Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

1 George will start losing weight when he (*stop / eat*) ... junk food.

2 We can't meet on Saturday because I (*fly / Rome*) ... on that day.

3 Do you think it (*be / possible / eat*) ... food replacement pills instead of real food in twenty years' time?

4 If we (*not / stop*) ... using chemicals, the bee population will continue to fall.

5 We (*go / discuss*) ... environmental issues at the conference next week.

Pary zdań

3 Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach.

1 I think this gadget may ... in handy in our kitchen.
Sometimes my dreams ... true.
a stay **b** become **c** come

2 This small village will soon ... into a popular holiday resort.
When I ... eighteen, I'll probably get my own car.
a change **b** turn **c** make

3 Watch ... ! There's a car coming!
Let's get ... of here. It's far too hot.
a on **b** out **c** off

4 Grandma does everything she can to ... everyone fed.
Please, ... these seats. I'll sit somewhere else.
a keep **b** make **c** hold

5 According ... the weather forecast, it'll be sunny tomorrow.
French fries are salty and taste similar ... crisps.
a from **b** with **c** to

Słowotwórstwo

4 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 I tried this stew, but it was too ... .
SPICE

2 His way of serving food didn't gain anybody's ... .
ACCEPT

3 My mum always buys fresh eggs and milk from a local ... when we're on holiday in the country.
FARM

4 Jonathan's sudden ... at the party didn't surprise anybody.
DISAPPEAR

5 Jack's greatest ... was winning a cooking competition for young, talented chefs.
ACHIEVE

6 I'm sorry, but my company cannot meet your ... .
REQUIRE

Parafrazy zdań

5 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 Jeff must work quickly. Then he will finish his project on time.
IF
Jeff will finish his project on time ... quickly.

2 It may rain tomorrow. Then we'll stay at home.
IT
We'll stay at home ... tomorrow.

3 It's possible that Sonia won't invite us to dinner. Then we'll eat something at home.
NOT
If ... us to dinner, we'll eat something at home.

4 We can't organise a barbecue party. First my dad must buy a new grill.
WHEN
... a new grill, we'll organise a barbecue party.

5 I've invited Susan and Mark to lunch on Saturday.
AM
I ... lunch with Susan and Mark on Saturday.

Tłumaczenie fragmentów zdań

6 Przetłumacz fragment zdania w nawiasie na język angielski.

1 Tomatoes (*są często używane*) ... in salads.
2 Let's have spaghetti for lunch (*zamiast*) ... pizza.
3 (*Będzie*) ... over 10 billion people on Earth in 30 years' time.
4 Tomorrow (*jedziemy*) ... on a school trip to the Botanical Gardens.
5 If you study hard enough, (*możliwe, że zdasz*) ... the exam.

Uzupełnianie luk

7 Uzupełnij luki w zdaniach wyrazem, który najlepiej pasuje.

1 Is ... any food you never eat?
2 It's difficult to imagine what the world would be like ... bees.
3 George would prefer to walk ... than travel by bus.
4 We may soon ... difficulty growing fruit if we don't take more care of bees.
5 Scientists are working on new ... to grow food.

LISTENING

8 Usłyszysz dwukrotnie wywiad z nastoletnim blogerem, którego pasją jest gotowanie. Które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False)?
46

1 David's grandmother encouraged him to watch a TV culinary programme.
2 David started cooking dishes, using his grandmother's recipes.
3 David decided to run two blogs on unrelated topics.
4 David's friends also placed their recipes on his blog.
5 David has a carefully-planned daily programme.

SPEAKING

9 Wspólnie ze znajomym z Wielkiej Brytanii postanowiłeś/postanowiłaś otworzyć niewielką restaurację. Porozmawiajcie o tym. Poniżej podane są cztery kwestie, które musisz omówić z nim w rozmowie.

- lokalizacja restauracji
- wystrój wnętrza
- rodzaj jedzenia
- promocja lokalu

WRITING

10 W twojej szkole zorganizowano spotkanie ze specjalistą do spraw żywienia. Napisz e-mail do koleżanki z Londynu.

- Wyjaśnij, kto zorganizował spotkanie i dlaczego.
- Opisz przebieg spotkania.
- Poinformuj, jakie materiały otrzymaliście od zaproszonego gościa.
- Zachęć koleżankę do zainteresowania się zdrowym odżywianiem.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Dear Joanne,

Yesterday I took part in a very interesting meeting with a dietician.

Take care,

XYZ

Grammar reference 7

GRAMMAR 1 Predictions and arrangements

Predictions and arrangements (przewidywania i ustalenia)

will + bezokolicznik

Konstrukcji „*will* + bezokolicznik" używamy, gdy mówimy o:

- przewidywaniach na przyszłość, co do których mamy dużą pewność, że się wydarzą:

  *Electric cars **will be** more and more popular in the next few years.*

  *It **will be** good fun!*

- spontanicznych decyzjach podjętych w chwili mówienia:

  A: The fridge is empty.

  *B: I'**ll go** to the shop and buy some food.*

- obietnicach:

  *Thanks for lending me your bike. I'**ll give** it back tomorrow.*

- propozycjach:

  *Don't worry. I'**ll help** you with the project.*

- prośbach:

  ***Will** you **bring** me something to eat, please? I'm very hungry.*

Konstrukcji „*will* + bezokolicznik" używamy po wyrażeniach: *I think, I don't think, I'm sure, I believe, I expect*

***I think** more people **will live** in big cities in the future.*

Do tworzenia pytań używamy *will*, a do tworzenia przeczeń *will not* (*won't*) i podstawowej formy czasownika.

Will często jest skracane do *'ll*. Formy skróconej używamy z zaimkami osobowymi w zdaniach twierdzących.

Zdania twierdzące	Zdania przeczące
*I/You/He/She/It/We/They **will eat** organic food.*	*I/You/He/She/It/We/They **won't eat** organic food.* (*won't = will not*)

Pytania	Krótkie odpowiedzi
***Will** I/you/he/she/it/we/they **eat** organic food?*	*Yes, I/you/he/she/it/we/they **will**.* *No, I/you/he/she/it/we/they won't.*

might, may + bezokolicznik

Konstrukcji „czasownik modalny *might, may* + bezokolicznik" używamy, gdy mówimy o:

- prawdopodobnych wydarzeniach lub sytuacjach w przyszłości:

  *We **might discover** new sources of food.*

  *The population **may not increase** so quickly.*

going to

Konstrukcji „*going to* + bezokolicznik" używamy w odniesieniu do przyszłości, gdy mówimy o:

- planach i podjętych już decyzjach:

  *I'**m going to be** in cookery school next year. It's **going to be** a lot of work.*

going to czy *will*?

- Konstrukcji *going to* używamy zazwyczaj, gdy istnieją przesłanki ku temu, że dane wydarzenie nastąpi w bliskiej przyszłości:

  *Look at these black clouds in the sky. It's **going to** rain.*

- *Will* używamy, gdy przewidujemy, że coś się wydarzy w dalszej perspektywie, lub gdy nasze przewidywania wynikają z wcześniejszych doświadczeń:

  *The world population **will be** about 10 billion in 2050.*

  *He'**ll be** late – he always is.*

Present continuous w odniesieniu do przyszłości

- Czasu *present continuous* używamy, gdy mówimy o planach na przyszłość, co do których podjęliśmy już jakieś kroki, np. umówiliśmy się.

  *We're **meeting** after school today.*

- Gdy mówimy o przyszłych planach, używamy okoliczników czasu wskazujących na przyszłość:

  *I'**m working** on my project **next week**.* (= w przyszłości)

  ***I'm working** on my project.* (= teraz)

Ćwiczenia 1–6

GRAMMAR 2 First conditional

First conditional (pierwszy tryb warunkowy)

- Pierwszego trybu warunkowego (*first conditional*) używamy w odniesieniu do sytuacji, która może się wydarzyć w przyszłości, o ile zostanie spełniony określony warunek:

  *You'll **meet** some farmers **if** you visit the countryside.*

  ***If** you go to China, you'**ll eat** a lot of delicious food.*

- Kolejność zdań może być dowolna, jednak gdy zdanie warunkowe z *if* występuje jako pierwsze, wtedy oddzielamy je przecinkiem od zdania głównego:

  ***If** you bring some cake, **I'll make** coffee.*

Zdanie z *if*	Zdanie główne
Present simple	*will* + bezokolicznik

May, might, could

- *May*, *might* i *could* mogą być użyte zamiast *will*, gdy przewidywane wydarzenia są mniej prawdopodobne:

  *If you **travel** the world, you **may discover** foods you never knew about.*

  *You **might eat** fish for breakfast if you **go** to Japan.*

  *If you **travel** in Brazil, it **could** be difficult to find vegetarian food.*

When (Gdy)

- *When* używamy, gdy mamy pewność, że dana sytuacja wydarzy się w przyszłości w określonym momencie:

  When *I go shopping later in the afternoon, I'**ll buy*** *some vegetables and meat for dinner.* (Z całą pewnością pójdę po zakupy po południu.)

  If *I go shopping, I* ***might buy*** *vegetables and meat for dinner.* (Istnieje możliwość, że pójdę po zakupy.)

Ćwiczenia 7–10

Grammar practice

1 Complete the sentences with *will* or *'ll*.

1 Food ... be more expensive.
2 We ... eat less meat.
3 Robots ... work on farms.
4 Some people ... have food 'printers' in their kitchen.
5 ... people grow more vegetables at home?

2 Put the words in the correct order to make predictions.

1 may / We / more / grow / in / food / laboratories
2 will / There / people / be / more / a lot
3 there / Will / fish / enough / be / ?
4 eat / They / fast / won't / food

3 Complete the sentences with the correct form of *going to*.

1 Look at the clouds. It*'s going to* rain on our picnic!
2 There's too much food. We ... finish it.
3 There are two pizzas for ten people. ... we ... have enough food for everyone?
4 This restaurant is very unpopular, so it ... close.
5 The cost of raising animals is increasing. ... meat ... become more expensive?

4 Complete the sentences with *going to* and the verbs in brackets.

1 ... a vegetarian diet ... (*be*) more popular in the future?
2 People ... (*eat*) more plants that grow in the sea.
3 The typical home ... (*have*) a big vegetable garden.
4 ... restaurants ... (*serve*) more local food?
5 I ... (*not change*) my way of eating.

5 Match the situations with the predictions or questions in exercise 4.

a People are becoming more interested in growing their own food.
b When they eat out, people want to know where the food comes from.
c A lot of people avoid meat these days.
d I know what I like to eat.
e The Japanese diet includes a lot of seaweed.

6 Write sentences using *will* or *going to*.

1 In the next 50 years / people live on Mars
2 By the year 2100 / most of our food come from factories
3 People like healthy food so fast food / be less popular
4 Farming is difficult so / fewer people become farmers
5 After we end the problem of hunger / the world be a better place

7 Put *will* in the correct place in each sentence.

1 If we have enough farms, we *will* be able to feed everyone.
2 You have delicious honey if you visit Kars.
3 If they leave their villages, people forget their traditions.
4 If I make a salad, you stay and have dinner with us?
5 Hannah teach us some recipes if we ask her?

8 Choose the correct option to complete each sentence.

1 If the bees don't transfer the pollen, fruit *will / won't* grow.
2 These plants don't like water, so they *might / might not* be healthy if you give it to them every day.
3 If we *don't meet / meet* any beekeepers, I'll buy some honey.
4 If we act now, we *may / may not* be able to save the bees.

9 Complete the sentences with the correct form of the words in brackets.

1 If you *choose* (*choose*) the restaurant, I *'ll make* (*make*) the reservation.
2 We ... (*see*) each other tomorrow if we ... (*not meet*) tonight.
3 If they ... (*leave*) home at 7.00, they ... (*arrive*) at the restaurant at 7.30.
4 He ... (*bring*) some food with him if you ... (*ask*) him to.
5 You ... (*be*) hungry later on if you ... (*not take*) enough food with you.
6 If you ... (*want*) to do the homework together, I ... (*come*) to your place after dinner.

10 Read the sentences. Write conditional sentences with the words in brackets.

1 I want to try the new vegetarian restaurant. I might have time. (will / if)

I'll try the new vegetarian restaurant if I have time.

2 They want to buy some Turkish honey. They might find it in town. (*may / if*)
3 The bees might be happy. Happy bees make a lot honey. (*if / might*)
4 He will finish reading the book. He will know more about bees. (*when / will*)
5 It's possible for her to interview a beekeeper. She might find one. (*might / if*)

Wordlist Unit 7 47

VOCABULARY p. 115

apple (n) /'æpl/ jabłko
beef (n) /bi:f/ wołowina
bitter (adj) /'bɪtə/ gorzki
chilli powder (n) /'tʃɪli ˌpaʊdə/ mielona papryka chilli
chips (n) /tʃɪps/ frytki (BrE)
coffee (n) /'kɒfi/ kawa
curry (n) /'kʌri/ danie z curry
dessert (n) /dɪ'zɜ:t/ deser
dish (n) /dɪʃ/ danie
drink (n) /drɪŋk/ napój
french fries (n) /ˌfrentʃ 'fraɪz/ frytki (AmE)
fruit (n) /fru:t/ owoce
garlic (n) /'gɑ:lɪk/ czosnek
host (v) /həʊst/ być gospodarzem
hot (adj) /hɒt/ ostry
ice cream (n) /ˌaɪs 'kri:m/ lody
lemon (n) /'lemən/ cytryna
meat (n) /mi:t/ mięso
noodles (n) /'nu:dlz/ kluski, makaron
pasta (n) /'pæstə/ makaron
pepper (n) /'pepə/ papryka
potato crisps (n) /pəˌteɪtəʊ 'krɪsps/ chipsy ziemniaczane
prawns (n) /prɔ:nz/ krewetki
salty (adj) /'sɔ:lti/ słony
sauce (n) /sɔ:s/ sos
snack (n) /snæk/ przekąska
sour (adj) /'saʊə/ kwaśny
spice (n) /spaɪs/ przyprawa
spicy (adj) /'spaɪsi/ pikantny
strawberry (n) /'strɔ:bəri/ truskawka
sweet (adj) /swi:t/ słodki
tea (n) /ti:/ herbata
tomato (n) /tə'mɑ:təʊ/ pomidor
vegetable (n) /'vedʒtəbl/ warzywo

LISTENING p. 116

almond (n) /'ɑ:mənd/ migdał
basil (n) /'bæzl/ bazylia
beetroot (n) /'bi:tru:t/ burak
cashew (n) /'kæʃu:/ orzech nerkowca
coated (adj) /kəʊtɪd/ powlekany, pokryty
cocoa (n, adj) /'kəʊkəʊ/ kakao; kakaowy
cold (n) /kəʊld/ przeziębienie
diver (n) /'daɪvə/ nurek
experienced (adj) /ɪk'spɪəriənst/ doświadczony
farm (n, v) /fɑ:m/ gospodarstwo, farma; uprawiać
feed (v) /fi:d/ karmić
future (n) /'fju:tʃə/ przyszłość
jar (n) /dʒɑ:/ słój, słoik
land (n) /lænd/ ziemia
lecsó (n) /'letʃəʊ/ leczo
menu (n) /'menju:/ karta dań
nut (n) /nʌt/ orzech
pickle (n) /'pɪkl/ marynaty, pikle
square meal (n) /ˌskweə 'mi:l/ solidny posiłek
stew (n) /stju:/ gulasz; potrawka
suddenly (adv) /'sʌdnli/ nagle
swallow (v) /'swɒləʊ/ połykać

GRAMMAR 1 p. 117

arrangement (n) /ə'reɪndʒmənt/ ustalenie
increase (v) /ɪn'kri:s/ wzrastać; zwiększać się
population (n) /ˌpɒpjʊ'leɪʃn/ populacja, liczba mieszkańców
shortened (adj) /'ʃɔ:tnd/ skrócony
sports season (n) /ˌspɔ:ts 'si:zn/ sezon sportowy
university acceptance (n) /ˌju:nɪ'vɜ:səti ək'septəns/ przyjęcie na studia
vegetarian (adj) /ˌvedʒɪ'teəriən/ wegetariański

READING pp. 118–119

achievement (n) /ə'tʃi:vmənt/ osiągnięcie
agriculture (n) /'ægrɪkʌltʃə/ rolnictwo
bee (n) /bi:/ pszczoła
beeswax (n) /'bi:zwæks/ wosk pszczeli
berry (n) /'beri/ jagoda
blackberry (n) /'blækbəri/ jeżyna
blueberry (n) /'blu:bəri/ czarna jagoda
broccoli (n) /'brɒkəli/ brokuł
chemicals (n) /'kemɪklz/ chemikalia
come in handy (phr) /ˌkʌm ɪn 'hændi/ okazać się przydatnym
corn (n) /kɔ:n/ kukurydza
creature (n) /'kri:tʃə/ stworzenie, istota
crop (n) /krɒp/ zbiory
cucumber (n) /'kju:kʌmbə/ ogórek
decreasing (adj) /di:'kri:sɪŋ/ malejący
disappearance (n) /ˌdɪsə'pɪərəns/ zniknięcie
domesticate (v) /də'mestɪkeɪt/ udomowić
drop (v) /drɒp/ spadać, upuszczać
eventually (adv) /ɪ'ventʃuəli/ w końcu, wreszcie
farmer (n) /'fɑ:mə/ rolnik
farming (n) /'fɑ:mɪŋ/ rolnictwo
fortunately (adv) /'fɔ:tʃənətli/ na szczęście
grapes (n) /greɪps/ winogrona
grow (v) /grəʊ/ rosnąć; hodować, uprawiać
harvest (v) /'hɑ:vɪst/ zbierać plony
honey (n) /'hʌni/ miód
hunter (n) /'hʌntə/ myśliwy
jelly (n) /'dʒeli/ galaretka
label (n) /'leɪbl/ podpis
livestock (n) /'laɪvstɒk/ bydło, żywy inwentarz
name (v) /neɪm/ nazywać
olive (n) /'ɒlɪv/ oliwka
once upon a time (phr) /'wʌns əˌpɒn ə 'taɪm/ dawno, dawno temu
operation (n) /ˌɒpə'reɪʃn/ operacja
peanut butter (n) /ˌpi:nʌt 'bʌtə/ masło orzechowe
pie (n) /paɪ/ ciasto owocowe
pineapple (n) /'paɪnæpl/ ananas
plant (n, v) /plɑ:nt/ roślina, sadzić
pollen (n) /'pɒlən/ pyłek
pollinate (v) /'pɒləneɪt/ zapylać
pollination (n) /ˌpɒlə'neɪʃn/ zapylanie
raise (v) /reɪz/ hodować; uprawiać
requirement (n) /rɪ'kwaɪəmənt/ wymóg, żądanie
season (n) /'si:zn/ pora roku
store (v) /stɔ:/ przechowywać
supply (n) /sə'plaɪ/ zapas, zaopatrzenie
tend (v) /tend/ zazwyczaj coś robić
transfer (v) /træns'fɜ:/ przenosić
worker (n) /'wɜ:kə/ robotnik; pracownik

GRAMMAR 2 pp. 120–121

alive (adj) /ə'laɪv/ żywy
along (prep) /ə'lɒŋ/ wzdłuż
apiary (n) /'eɪpiəri/ pasieka
appointment (n) /ə'pɔɪntmənt/ umówione spotkanie
beehive (n) /'bi:haɪv/ ul
beekeeper (n) /'bi:ˌki:pə/ pszczelarz
beekeeping (n) /'bi:ˌki:pɪŋ/ pszczelarstwo
chain (n) /tʃeɪn/ łańcuch
chance (n) /tʃɑ:ns/ okazja, szansa
colony (n) /'kɒləni/ kolonia
effort (n) /'efət/ wysiłek
gather (v) /'gæðə/ zbierać, gromadzić
generate (v) /'dʒenəreɪt/ generować, wytwarzać
generation (n) /ˌdʒenə'reɪʃn/ pokolenie
genetically (adv) /dʒə'netɪklɪ/ genetycznie
legal (adj) /'li:gl/ legalny
lose (v) /lu:z/ tracić
modified (adj) /'mɒdɪfaɪd/ modyfikowany
profit (n) /'prɒfɪt/ zysk
profitable (adj) /'prɒfɪtəbl/ dochodowy, opłacalny
structure (n) /'strʌktʃə/ konstrukcja
synthetic (adj) /sɪn'θetɪk/ syntetyczny, sztuczny
trail (n) /treɪl/ szlak
watch out (phr v) /ˌwɒtʃ 'aʊt/ uważać

SPEAKING p. 122

barbecue (n) /'bɑ:bɪkju:/ gril
fork (n) /fɔ:k/ widelec
halloumi (n) /hə'lu:mi/ ser z mleka owczego
knife (n) /naɪf/ nóż
service (n) /'sɜ:vɪs/ obsługa

WRITING p. 123

cheap (adj) /tʃi:p/ tani
horrible (adj) /'hɒrəbl/ paskudny, okropny
tasty (adj) /'teɪsti/ smaczny

SKILLS REVIEW pp. 124–125

balance (v) /'bæləns/ wyważać, równoważyć
chef (n) /ʃef/ szef kuchni, kucharz
cross off (phr v) /krɒs ɒf/ wykreślić (np. z listy)
forecast (n) /'fɔ:kɑ:st/ prognoza
meet one's requirements (phr) /mi:t wʌnz rɪ'kwaɪəmənts/ spełniać czyjeś oczekiwania
pill (n) /pɪl/ tabletka
recipe (n) /'resəpi/ przepis, receptura
run a blog (phr) /ˌrʌn ə 'blɒg/ prowadzić blog
unrelated (adj) /ˌʌnrɪ'leɪtɪd/ niepowiązany

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjuction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Choose the correct option to complete each sentence.

1 If you buy two pounds of ... , I will cook your favourite stew.
a basil
b beef
c beetroot

2 I'd like the dessert with ... more because I don't like nuts.
a almonds
b cashews
c blackberries

3 Cocoa tastes a bit ... without any added sugar.
a bitter
b sour
c spicy

4 Beekeepers ... their bees with sweet syrup during the winter.
a transfer
b plant
c feed

5 People ... started producing healthy food without the use of chemicals.
a originally
b eventually
c suddenly

2 Choose the correct option that best reflects the meaning of the word or phrase in italics.

1 Actually, we enjoyed the dinner. The starter was rather plain, but the main course was *delicious*.
a salty
b tasty
c spicy

2 The summer time is the time to start *harvesting* the majority of crops.
a swallowing
b collecting
c increasing

3 They *will not give permission to* hunters to enter the area.
a will domesticate
b won't allow
c may not protect

4 *We really enjoyed the service* in that restaurant.
a The waiters were extremely efficient
b We liked the menu
c They didn't serve us

5 *Watch out for nuts in dishes* if you are allergic to them.
a Look for recipes with nuts
b Don't eat dishes that don't contain nuts
c Be careful of ordering food with nuts

3 Translate the Polish fragments of the sentences into English.

1 If she (*umówi się na spotkanie*) ... with the manager, she will probably be successful.

2 Chemicals have a horrible (*wpływ na rolnictwo*) ... in many countries.

3 Can I have (*dwa słoiki miodu*) ... from this apiary?

4 Scientists are currently studying (*zniknięcie niektórych gatunków*) ... of insects.

5 Ecological farming may (*zaspokoić wymagania*) ... of a more demanding generation of consumers.

4 Complete each sentence with the word that best fits the gap.

1 Put a knife and a spoon on the right hand side of the plate and a ... on the left.
2 Nowadays, people don't want to buy ... modified food as it may be unhealthy.
3 Water turns ... ice whenever the temperature drops below zero.
4 If you become a ... , you will not eat any meat at all.
5 Bees live in ... , which are situated in something called an apiary.

8 Buyer's choice

IN THIS UNIT YOU LEARN

VOCABULARY
- shopping
- buying and selling
- advertising
- recycling
- social issues
- compound nouns

GRAMMAR
- second conditional
- defining relative clauses

SKILLS
Listening
- clothing company that cares
- recycling materials
- multiple choice

Reading
- skateboards – producing new products from old ones
- multiple choice

Speaking
- persuading people to make change

Writing
- persuasive blog post

CRITICAL THINKING
- identifying supporting information
- understanding a speaker's authority

TED TALK
- saving an island of paradise

A woman shops for shoes at a mall in Hefei, China.

8A Vocabulary

A product's life

Talking about buying things

1 Work in pairs. Describe the photo, then answer the questions.

1 How does the woman in the photo feel?
2 How do you make choices when you go shopping for clothes?
3 Tell your partner about the last time you experienced difficulties while shopping.

2 Complete the sentences with the correct words.

advertises	design	grows	manufacture	material
pick	produce	~~recycle~~	sell	~~throw away~~

1 He will *recycle* the bottles, not *throw* them *away*.
2 The company ... online and on TV.
3 The ... is made from wool and cotton.
4 The artist created a good ... for the new product.
5 Farmworkers ... the fruit after it ... .
6 Machines are used to ... the goods. Machines can ... faster than people can.
7 She is going to ... her goods at the market.

3 Choose the correct option to complete the sentences about a clothing company.

Kuyichi …

1 *designs / throws away* really cool clothes.
2 pays a fair price for cotton from the farmers who *grow / manufacture* it.
3 also uses cotton *picked / recycled* from old clothes.
4 uses factories in Tunisia, Turkey, China, India and Macedonia to *sell / manufacture* the clothes.
5 *produces / advertises* with phrases such as 'pure goods'.
6 *sells / picks* their clothes through their online store.
7 asks customers not to *throw away / recycle* old clothes.
8 wants customers to *throw away / recycle* old clothes or give them to charity.

4 **MY PERSPECTIVE – SPEAKING**

Look at the information in exercise 3. Work in pairs. Discuss the questions.

1 Kuyichi's advertisements say they are doing good in the world. Do you agree that they are? Why?/Why not?
2 Does doing good things for the world, like recycling, help sell products?
3 What advertisements have you seen recently? What did they say or show?
4 Did the adverts make you want to buy something? How did they try to persuade you?

5 How do the choices you make when shopping affect these things?

- your wallet
- the environment
- your self-esteem
- your community

8B Listening

Listening to a text about a clothing company that cares



1 Look at the infographic. Match the steps in the life of a shirt (1–6) with the labels (a–f).

a design and produce the shirt *3*
b advertise and sell it
c grow and pick cotton
d throw it away or recycle it
e manufacture the cotton material
f deliver the shirt to stores

2 Listen to a fashion podcast about Kuyichi clothes. Number the topics in the order Pietro and Agata talk about them. 48

a cotton recycling
b the design of the clothes
c cotton growers
d where you can buy them
e producing Kuyichi clothes
f reducing waste and pollution
g advertisements
h the topic of today's show *1*
i recycling Kuyichi clothes

3 Listen to the podcast again. Choose the correct option to complete each sentence. 48

1 Kuyichi is a company from ... .
a the Netherlands
b Japan
c Turkey

2 Some of their cotton growers are in ... .
a Canada **b** Brazil **c** China

3 They use recycled material ... .
a when they don't have enough cotton
b because it's cheaper
c to reduce waste

4 Pietro wears Kuyichi clothes because they ... .
a fit well **b** look good **c** are cheap

5 Pietro says that buying online is
a the easiest way
b a bit risky
c unfair for cotton growers

6 If you have old Kuyichi clothes, you shouldn't ... .
a give them to charity
b throw them away
c recycle them

7 Agata and Pietro want to ... .
a describe the offer of Kuyichi products
b present the problems Kuyichi causes
c show positive aspects of Kuyichi activities

4 **MY PERSPECTIVE – SPEAKING**

What 'good' things does Kuyichi do? Work in pairs. Make a list of the good things you can remember from the podcast. Would these make you more likely to shop at Kuyichi? Why?/Why not?

They recycle cotton from old clothes. I think that's really good because it helps to reduce waste.

8C Grammar 1

Second conditional

Talking about unlikely and imaginary situations

1 Look at the sentences in the Grammar box. Choose the correct option to complete each sentence.

Second conditional

a *If more companies **were** like Kuyichi, the world **would be** a better place.*

b *If they **didn't look** good, I **wouldn't wear** them.*

c *If you **wanted** to buy some tomorrow, that **would** probably **be** the easiest way.*

More explanation in Grammar reference on p. 144.

1 There *are / aren't* a lot of companies like Kuyichi.
2 The world *is / isn't* a better place.
3 Kuyichi's clothes *look / don't look* good.
4 The speaker *wears / doesn't wear* Kuyichi clothes.
5 It is *quite / not very* likely that the presenter will buy some Kuyichi clothes tomorrow.
6 The *if* clause of sentences **a** and **b** talks about *the past / a situation that isn't real.*
7 The *if* clause of sentence **c** talks about something that isn't *likely / unlikely.*

More practical exercises in Grammar practice on p. 145.
Do exercises 1–3.

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

1 sell anything / we wouldn't / If we / advertise, / didn't
2 your old clothes, / If you didn't / you could / throw away / recycle them
3 would sell / The store / if it were / more things / bigger
4 a coat, / you could / If / make it / I designed
5 online / sold them / We could / for less if / sell our products / we
6 if they / would / Clothes / didn't have to / be / travel so far / cheaper

First and second conditional

a *If you **look** at their advertisements, you'**ll see** phrases like 'pure goods' and 'love the world'.*

b *If I **had** money, I **would buy** this T-shirt.*

3 Look at the two sentences in the Grammar box. Answer the questions.

1 Which sentence is a first conditional? Which is a second conditional?
2 Which action in the *if* clause is more likely to happen, the one in sentence **a** or the one in sentence **b**?
3 Which tenses or verb forms do we use in the two conditionals?

More practical exercises in Grammar practice on p. 145.
Do exercises 4–5.

4 Match the two parts of the sentences. Then say whether each sentence is first conditional or second conditional.

1 If companies don't advertise,
2 If billboards were beautiful,
3 If companies didn't advertise,
4 If customers like an advertisement,
5 If companies paid workers more,

a people won't know about their products.
b people wouldn't know about their products.
c people wouldn't want to remove them.
d they would work harder.
e they will buy a product.

5 Use the words in brackets to complete the sentences. You may change the form of the words or add any other words if necessary.

1 If their clothes (*not cost / so much / he / buy*) ... their shirts and trousers more often.
2 The company's designs (*become / popular / once / it / start*) ... advertising them on TV next month.
3 The company will lose its customers (*if / it / not / improve*) ... the quality of the materials it uses.
4 Which product (*you / not / miss*) ... if it was no longer available in the shops?
5 This is the style of clothing I (*advertise / if / I / work*) ... in marketing.

6 Choose the correct options to complete the text about advertisements in cities.

The mayor of São Paulo, Brazil, wanted to make his city a better place, so he made a law banning billboards. He called outdoor advertisements a type of pollution. Other cities have now done the same thing. If you go to Chennai in India, (1) *you'll / you would* notice a difference from other big cities in India as a 2009 law ended outdoor advertising. And you won't see any billboards if you (2) *will walk / walk* down the streets of Grenoble, in France, either. Tehran, in Iran, replaced 1,500 billboards with art for ten days. The change was popular, and many people (3) *will / would* be happy if it happened again. But not every city is ready to stop advertising. If you (4) *took / take* the famous billboards away from New York's Times Square, you'd ruin one of the city's most famous tourist attractions. And would people visit Piccadilly Circus in London if its famous advertisements (5) *aren't / weren't* there?

7 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions. Take notes. Remember to use the second conditional.

1 If your town had no advertising, how would it be different?
2 How would people in your town feel if advertising were stopped?

8 Work in small groups. Using the ideas you discussed in exercise 7, prepare a presentation about why you think billboards should or shouldn't be allowed in your town or city.

8D Reading

VOCABULARY BUILDING Compound nouns

Compound nouns can be:
- two words joined to make one word, like *billboard*
- two words used together to name one thing, but not joined, like *tourist attraction*

The first word always tells us something about the second. For example, a *billboard* is a type of *board*, not a type of *bill*.

1 Read the Vocabulary building box. Then match the words to make compound nouns.

1 shopping	**a** pollution
2 air	**b** forests
3 sea	**c** bags
4 rain	**d** programme
5 recycling	**e** life

2 Complete the sentences with the compound nouns in exercise 1.

1 Many supermarkets make shoppers pay for … .
2 Plastic bags can end up in the ocean and hurt … .
3 Electric cars will help to reduce … .
4 In most countries, selling new wood products that come from … is not allowed.
5 The Body Shop was one of the first shops to have a … for customers to return empty bottles.

READING

Understanding a text about a company producing surfboards out of old fishnets

3 Work in pairs. Look at the compound nouns from the article. What do you think they mean? What kind of company do you think the article is about?

fishermen fishing boat fishnet skateboard surfboard

4 Read the article. Choose the correct answer for each question.

1 What did Kneppers and Stover find in the ocean?
a surfboards
b old bags and boxes
c lots of fish

2 Who is Kevin Ahearn?
a a member of Dave's family
b a scientist who explores the ocean
c Ben and Dave's friend and business partner

3 Where does the name of their company come from?
a a Chilean word meaning 'the waves'
b the name of the company which produces fishnets
c the name of the city where they started the business

4 Which is true about Bureo?
a They collect old nets which fishermen dropped into the sea.
b They only sell their skateboards online.
c They have shops on a few continents.

5 Read the information about pronouns. Then read the first paragraph of the article. Say what each pronoun refers to.

In a text, pronouns such as *this*, *that*, *these*, *those*, *they*, *them*, *he*, *she* and *it* refer to other things in the text. For example, *I have a* ***new skateboard***. ***It*** *was made in Chile.* Understanding these connections across sentences will help you understand the text.

1 Line 2: *they*
a their surfboards
b Ben and Dave
c the waves

2 Line 6: *this*
a surfing
b the waves
c finding trash

3 Line 8: *its*
a the world
b action
c a friend

4 Line 16: *it*
a Chile
b company
c a skateboard

CRITICAL THINKING Identifying supporting information

Writers can add specific information to make their text clearer and more interesting to read. Supporting information shows why certain facts are true or important.

6 Find the supporting information in the sentences.

1 They often find lots of trash – plastic bags, bottles, and boxes – and old fishnets.
2 They started a business in Chile, one of their favourite surfing destinations.
3 They named their company Bureo, which means *the waves* in a native Chilean language.

7 Match the sentences in exercise 6 with a reason (a–c) why the extra information was given.

a says why someone made a certain choice
b explains the meaning of an unfamiliar word
c gives specific examples of a more general word

Saving the surf

49 Ben Kneppers and Dave Stover love the ocean. And they love it most of all when they're on their surfboards. For them, there's nothing better than a day out on the waves. Unfortunately, when they go surfing, they often find lots of trash* – plastic bags, bottles and boxes – and also old fishnets. And of course this makes them unhappy. But they know that if you just complain, the world won't change on its own, so they decided to take action. Ben and Dave got together with a friend who also loves the ocean and surfing – Kevin Ahearn. They started a business in Chile, one of their favourite surfing destinations. They named their company Bureo, which means *the waves* in a native Chilean language, and it designs, produces and sells skateboards.

What's the connection between skateboards and plastic garbage* in the ocean? Fishnets are made of plastic. When workers on fishing boats need to throw away old or damaged nets, they usually just drop them into the sea. It's easy to do, and there's no easy way to get rid of them – until now. Bureo has set up a fishnet recycling programme that makes it easy to get rid of old nets. Instead of throwing them out of the boat and into the water, fishermen can leave their old nets at Bureo's recycling centres. This is almost as easy as throwing them into the sea, and the local fishermen are happy to help clean up the ocean. Bureo has a factory in Chile which turns the old nets into plastic material to make skateboards. If Bureo wasn't doing this work, tons of old fishnets would end up in the water as pollution. The company turns plastic garbage into something people want to buy.

Bureo sells its boards over the internet, and also delivers them to shops in the US, Chile, Japan and Switzerland. Skaters everywhere love them not only because they're great skateboards, but also because they know that Bureo is cleaning up the ocean, one old fishnet at a time.

WHO INVENTED SKATEBOARDS?

The first skateboards appeared in the 1940s, probably in Paris. A woman named Betty Magnuson reported seeing French children riding them in 1944, when she was working there. They made them by putting wheels on the bottom of old pieces of wood.

trash, garbage *rubbish (US English)*

One of Bureo's skateboards on top of the kind of fishnet it is made out of



8E Grammar 2

Defining relative clauses

Using defining relative clauses to give more information

1 Read the extract in the Grammar box from the article about Bureo. In each sentence, what noun does the pronoun in bold refer to?

Defining relative clauses

*They got together with a friend **who** also loves the ocean and surfing – Kevin Ahearn. Bureo has set up a fishnet recycling programme **that** makes it easy to get rid of old nets. Bureo has a factory in Chile **which** turns the old nets into plastic material to make skateboards.*

More explanation in Grammar reference on p. 144.

2 Look at the extract in the Grammar box again. Choose the correct option to complete each sentence.

1 The pronouns *that*, *who* and *which* introduce more information about the nouns that come *before / after* them.
2 The pronoun *who* refers to *people / things* and the pronouns *that* and *which* usually refer to *people / things*.
3 The information that comes after the relative pronoun is *important / not important* to the meaning of the sentence.

3 Look at the two sentences. Can we leave out the pronoun when it is the subject or the object of the relative clause?

1 Bureo has set up a fishnet recycling programme that makes it easy to get rid of old nets.
2 Bureo has set up a fishnet recycling programme (that) many fishermen use.

More practical exercises in Grammar practice on p. 145. Do exercises 6–9.

4 Put the defining relative clauses in the correct places to complete the sentences.

1 Artijulos is an interesting home-furnishings shop *b*. These are things ... – for example a vase ... .
a that used to be other things
b that specialises in 'upcycled' products
c that used to be a light bulb

2 Asher Jay is a designer ... . She brings attention to global issues ... , including environmental and human-rights issues.
a that need solutions
b who creates art and advertising

3 Local First is an organisation ... to buy from businesses ... in the same area where they're sold.
a that make their products
b that encourages consumers

4 Arthur Huang is an engineer ... . When his company designed and built a store for Nike, he used materials ... .
a who believes in using recycled products
b that were made from old bottles, cans and DVDs

French artist Paulo Grangeon makes pandas out of recycled paper. He shows the pandas at famous landmarks around the world.

5 Find the unnecessary relative pronouns in the sentences.

Recycling old clothes

1 What can you do with clothes which are too old or don't fit you any more?

2 If they're in good condition, why not give them to friends who might like them?

3 Put aside any clothes that you might wear again and look at them in a year.

4 Keep any in bright colours or with interesting patterns that you like and make them into other things, e.g. handbags or bed covers.

5 Give them to a charity which you like to help.

6 Put them in the recycling bins that the local government provides.

6 Complete each sentence with *who*, *that* or *which*, where necessary.

1 This is the shirt ... I made.

2 Shopping isn't an activity ... interests me.

3 I have a cousin ... always gives me her old clothes.

4 This is the old leather jacket ... I bought from my friend.

5 That's the shop ... we like because the clothes aren't expensive.

6 She's the friend ... went shopping with me last week.

7 Complete the text with relative pronouns where necessary.

Shopping for clothes to upcycle

Every year, about ten billion kilogrammes of old clothes and material (1) ... no one wants end up in the rubbish. Erica Domesek, the fashion designer (2) ... started the popular website psimadethis.com, wants to change that. She shows people (3) ... want to dress in an original, interesting way how to upcycle old clothes. You can use your own old things (4) ... you no longer wear, or cheap clothes (5) ... come from thrift stores*. If you're someone (6) ... loves shopping, the thrift store option is a good one. You get the pleasure (7) ... comes from shopping without the pain of spending a lot of money. In one video, Erica shows how you can choose a T-shirt in a colour (8) ... you really like, then turn it into a fashionable scarf.

thrift store *a shop that sells second-hand clothes*

8 Look at the list of words associated with shops and shopping. Use sentences with defining relative clauses to say what each thing is. Use a dictionary if necessary.

cash	checkout
clothes shop	credit card
customer	furniture shop
online shop	salesperson
second-hand shop	security guard
shopping centre	supermarket

A customer is a person who buys something in a shop.

9 Work in pairs. You're looking for an interesting piece to decorate your flat in an 'upcycle store'. The shop assistant shows you three items.







- Choose the item you would mostly like to buy. Justify your choice.
- Say why you rejected the other options.

Then, answer the questions.

1 What things make a room nice and cosy?

2 Why do things become old-fashioned or out-of-date?

TEDTALKS

Our campaign to ban plastic bags in Bali

"Go for it! Make that difference!"

MELATI AND ISABEL WIJSEN

AUTHENTIC LISTENING SKILLS

Content words

When you listen to authentic speech, you may not understand every word. However, the most important words – usually nouns and verbs – are often stressed. Listen for the stressed words and use them to figure out the meaning of what someone is saying.

1 Read the Authentic listening skills box. Then listen to part of the TED Talk. What do you notice about the underlined words? Practise saying the sentences with a partner. 50

In Bali, we generate 680 cubic metres of plastic garbage a day. That's about a fourteen-storey building. And when it comes to plastic bags, less than five percent gets recycled.

BEFORE YOU LISTEN

2 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

significant launch volunteer multi-layered approach last but not least former convincing nutritionist willingness mindset conversely hidden agendas wrapping suffocating boundless declare

WHILE YOU LISTEN

3 Listen to the extract from the TED Talk about the speaker. Check if you know the words and phrases in the box. TED 8.0

paradise campaign inspired
ban hunger strike governor

4 Listen to part 1 of the talk. Complete the notes. TED 8.1

Two images of Bali: Island of gods and island of (1) ...

Problem: most plastic bags aren't (2) ... and end up in the ocean

Solution: say (3) ... to plastic bags
Melati and Isabel: (4) ... by Mahatma Gandhi to go on a (5) ... strike

5 Listen to part 2 of the talk. Choose the correct option to complete each sentence. TED 8.2

1 The governor of Bali agreed to *meet / talk on the phone with* the girls.
2 Their campaign: for *shops and restaurants / beaches* to become 'bag-free' zones.
3 They believe that *kids / only governments* have the power to change the world.
4 They want to stop people *in shops / at the airport* and ask about their plastic bags.



6 VOCABULARY IN CONTEXT

Listen to the sentences from the TED Talk. Check if you know the meaning of the phrases in the box.

TED 8.3

do something about it	walk your talk	go for it
be the change	make that difference	

7 Complete the sentences so they are true for you.

1 Thinking of problems in the world, I'd like to *do something about* …
2 An example of a person who *walks his or her talk* is …
3 An example of a person who has *made a difference* in my life is …
4 A time in my life when I *went for it* was when I …
5 A person who is a good example for others and tries to *be the change* they want in the world is …

8 Isabel and Melati tell us to 'Go for it!' and to 'Make that difference.' What is the best reason why we should listen to them?

a They have watched other people successfully make changes in the world.
b They know that a lot of people believe that plastic bags are a serious problem.
c They've actually done what they're telling us to do, and they've succeeded.

9 MY PERSPECTIVE – SPEAKING

Inspired by Isabel and Melati, you also decided to make the world a better place. Work in small groups and discuss the following ideas:

- places where you shop
- things you buy
- packaging of products
- things you no longer need or use

Then plan a campaign and present your ideas to the class.

AFTER YOU LISTEN
CRITICAL THINKING

Understanding a speaker's authority

When you think about a speaker's message, consider their experience. When a speaker talks about things they have actually done, their argument is stronger. They have more authority.

8F Speaking

Persuading others

1 Work in pairs. Answer the questions.

1 Some shopping areas have pedestrian zones – areas that are closed to cars. Does your town or city have any pedestrian zones?
2 What are the benefits of having shopping areas with no cars?
3 What problems can be caused by closing roads?

2 Listen to the presentation. Choose the correct options to complete the paragraph. What is the speaker trying to persuade the audience to do? 51

We want to ban (1) *cars / people* from the high street. City centre (2) *entertainment / shopping* is an important part of the local economy. Research shows that people enjoy (3) *walking / eating* outdoors but don't like traffic or air pollution. A pleasant central area for (4) *families / teenagers* will mean a happier town. Allowing cars to ruin the (5) *shopping area / traffic* is wrong – people have a right to (6) *shop / feel safe*.

3 Read the Speaking strategies box. Write the strategy that matches each quotation.

… Closing roads to traffic is the right thing to do. Allowing cars to spoil our shopping area is wrong.
… Think especially of families who have young children. They just want a nice place to go shopping.
… Research shows that people who shop in the town centre enjoy walking, but don't like the car and bus traffic.

Speaking strategies

How to persuade

Use logic:
Research shows that …
Science has proven that …
If …, then …

Use emotion:
Think of …
How would you feel if …
My heart tells me that …

Use morals (right and wrong):
… is the right thing to do
It's wrong to …

4 Read the situations. In each case, how would you persuade people in your town to make a change? Brainstorm ideas as a class.

1 People throw away a lot of metal, paper and plastic instead of recycling it.
2 The city wants to build a shopping centre, but people think it will hurt local shops.
3 A lot of old clothes end up in the rubbish. There should be a good way to exchange, re-use and upcycle clothes.

5 Work in small groups. Choose an idea from exercise 4. Make a presentation persuading your audience to make a change. Use each of the three strategies in the box.



People shop for flowers in a shopping area in Barcelona, Spain.

8G Writing

A persuasive blog post

Writing a persuasive blog post

1 Work in pairs. Answer the questions.

1 Do you have performers in the shopping areas of your town or city? What kinds?

2 Do you think **busking*** should be allowed in busy shopping areas? Why?

busking *performing music in public places for money*

2 Read the blog post below. Answer the questions.

Making music shouldn't be a crime

When I went to Paris, I enjoyed the performers who played music, did tricks, or painted pictures on the pavement. My town doesn't allow street performers. We should change that.

The world's great cities have street performers: Tokyo, Edinburgh, Barcelona, Mexico City. Street performers form a relationship with the audience and they make visitors feel welcome. If we allowed them here, people would come to watch them and they would also shop. This would help the local economy.

Some street artists earn their living this way. It's wrong to stop people from doing honest work. It would be reasonable to change the rules to allow street performers. Please click on this link to join my campaign.

1 What did the author love about Paris?
2 How does the author want to change their town's shopping area?
3 How does the author use logic?
4 How does the author use ideas of right and wrong?
5 Does the blog persuade you? Why?

3 **WRITING TIPS** Using persuasive language

a Read the Writing strategies box. Match the sentences (1–5) with points from the box (a–e).

1 Have you ever visited one? How did it make you feel?
2 When I was last in our capital city, I noticed …
3 I'd like you all to write a letter to ask …
4 It works really well there, and it's very popular.
5 It seems to me that it would be better if …

b Work in groups. What three new things would you like your area to have? Why?

We should have an art gallery. If we had one, then …

c Think of three possible arguments for each thing you chose in exercise 3b, one logical, one emotional and one moral.

4 Choose one of your ideas from exercise 3 and write a blog post about it for your school website. Use the structure from the Writing strategies box. Write between 80 and 130 words.

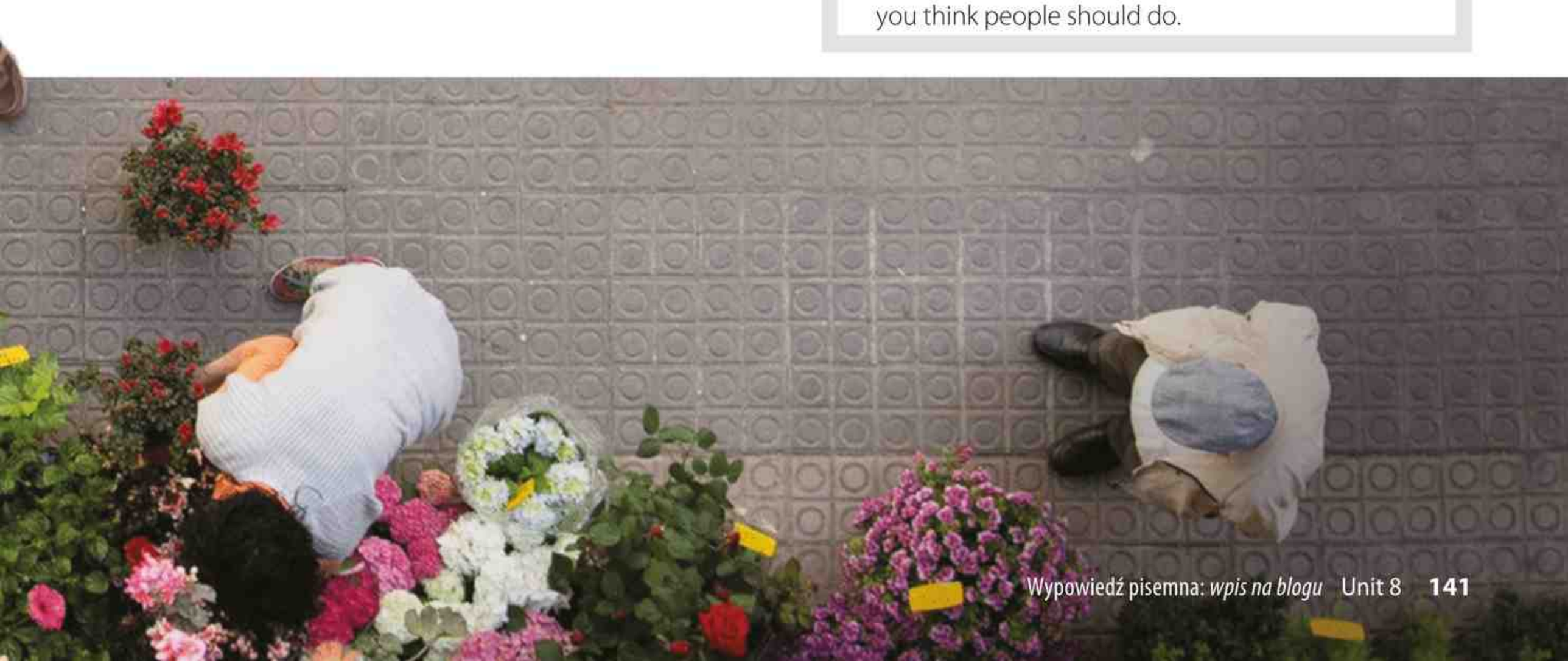
More about blog post in Writing guide on p. 157.

5 Exchange blogs with a partner. Check each other's work. Does it use the ideas from the Writing strategies box? Does it persuade you about their ideas?

Writing strategies

Persuading people to make a change

a Introduce your topic with a personal story.
b Mention successful examples of the change you're arguing for.
c Ask readers to think of their own experience and describe the emotional side of your proposal.
d Explain what's wrong and what would be right.
e End with a call to action that explains exactly what you think people should do.



Skills Review 8

ENGLISH IN USE

Słowotwórstwo

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

1 ... shouldn't throw away any of their damaged fishnets.
FISH

2 Upcycled clothes are becoming more and more ... .
FASHION

3 A fashion designer has created a ... TV programme about recycling clothes.
SUCCESS

4 Social media ... people to become more interested in global issues.
COURAGE

5 You can find lots of job ... in most newspapers.
ADVERTISE

Uzupełnianie zdań

2 Wybierz odpowiedź, która poprawnie uzupełnia zdania.

1 Lots of people don't throw away their old clothes, but give them ... charity instead.
a on **b** to **c** for

2 Some advertising campaigns ... we should 'Buy only healthy food'.
a say **b** speak **c** tell

3 The two partners named their company *Torro*, ... means 'bull' in Spanish.
a that **b** which **c** what

4 What would you do if you ... a lost dog?
a would find **b** will find **c** found

5 Mrs Jenkins is going to the market in order to ... her goods there.
a sell **b** produce **c** pick

3 Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

1 If companies (*pay / they / worker*) ... more, they would work harder.
2 Mark Brown (*be / man / who*) ... produces beautiful clothes.
3 If you (*be / able / change*) ... anything in your home, what would it be?
4 The president (*decide / make*) ... his country a safer place, so he started with fighting crime.
5 Shopping (*be / not / activity*) ... that I like the most.

Tłumaczenie fragmentów zdań

4 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 (*Producenci bawełny*) ... sell their product all over the world.
2 Don't drop (*śmieci*) ... on the streets.
3 Is it easy for you (*podjąć decyzję*) ... about what to buy your friend on his birthday?
4 I'd like to bring your (*uwagę*) ... to some urgent human rights issues.
5 In some cities there are laws (*zabraniające*) ... billboards in the streets.

Parafrazy zdań

5 Wybierz odpowiedź, która najlepiej oddaje sens wyróżnionego fragmentu zdania.

1 I didn't like my old carpet, so I *got rid of it*.
a threw it away
b put it away
c took it away

2 People often *complain about* the weather.
a suffer from
b discuss
c are dissatisfied with

3 Children often *put aside* some money in order to buy their favourite games.
a lend **b** save **c** borrow

4 I *go for* clothes shops more than any other type of shop. I spend a lot of time there.
a buy **b** like **c** stop at

5 They *manufacture* laptops in this factory.
a sell **b** design **c** produce

6 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

1 Perhaps Jane will find a second-hand shop. Then she'll buy some clothes there.
IF
... a second-hand shop, she'll buy some clothes there.

2 I am proud of my T-shirts. I made them from recycled clothes.
WHICH
I am proud of my T-shirts ... from recycled clothes.

3 Fashion programmes are interesting, so many people watch them.
NOT
If fashion programmes ..., not many people would watch them.

4 I met an interesting man at the party. He's a magician.
WHO
An interesting man ... at the party is a magician.

READING

7 Przeczytaj tekst. Dobierz właściwy nagłówek (a–f) do każdej oznaczonej części tekstu (1–4).
Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

a ANOTHER OPTION
b A LONG SHOPPING DAY
c WHAT'S IN A NAME
d DIFFERENT STRATEGIES
e A MEANINGFUL DAY FOR SHOPPERS
f A LARGE VARIETY OF ITEMS

1 ...
Black Friday is one of the major shopping events of the year in the United States. It falls anytime between November 23 and 29, on the first Friday after Thanksgiving. For millions of people it is a time to do some serious Christmas shopping. Although it's not recognised as an official US holiday, many people have the day off.

2 ...
The term *Black Friday* was invented in the 1960s. It marked the beginning of the Christmas shopping season. *Black* refers to stores moving from the *red* into the *black*. This refers to when shop owners kept their accounting records by hand. They always used red or black ink. Red ink indicated a loss and black a profit.

3 ...
Most large retailers attract customers by posting their *Black Friday* coupons and special offers online beforehand. They want to give any potential consumers time to find out about the sales and plan their shopping. Other companies wait until the last possible moment to release their *Black Friday* advertisements.

4 ...
More and more people are choosing to shop online. They don't want to wait outside early in the morning with hundreds of other shoppers or battle over the last remaining, most-wanted item. Since certain items sell out quickly, quite a few shoppers leave the store disappointed and empty-handed. Additionally, many online shops offer *pre-Black Friday* discounts, so you may not even have to wait until the big day to save money.

SPEAKING

8 Opisz zdjęcie.



1 Do people often buy things at the yard sale?
2 Where do you enjoy shopping most? Why?
3 Tell me about the last time you or somebody you know bought something in a sale.

WRITING

9 Interesujesz się powtórnym wykorzystaniem używanych ubrań. Prowadzisz blog na ten temat. Napisz o:

- powodach twojego zainteresowania się tym tematem,
- ciekawym wykorzystaniu przez ciebie używanych ubrań,
- korzyściach wynikających z powtórnego wykorzystania ubrań,
- twoich dalszych planach z tym związanych.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów.

Hi guys,

Today I want to share my experiences with second-hand clothes.

Take care,
XYZ

Grammar reference 8

GRAMMAR 1 Second conditional

Second conditional (drugi tryb warunkowy)

Drugiego trybu warunkowego (*second conditional*) używamy, gdy:

- mówimy o sytuacjach nierealnych, mało prawdopodobnych lub niemożliwych do spełnienia w teraźniejszości lub przyszłości:

  *If she **were** taller, she **could** play basketball.*

  Gdyby była wyższa, mogłaby grać w koszykówkę. (Ale ona jest określonego wzrostu i nie może tego zmienić.)

  *If he **had** more time, he**'d** learn Spanish, French and German.*

  Gdyby miał więcej czasu, uczyłby się hiszpańskiego, francuskiego i niemieckiego. (Ale on nie ma czasu i z pewnością nie będzie się uczył tych języków.)

- udzielamy rad:

  ***If** I **were** you, I **would buy** the recycled cotton bag.*

Kolejność zdań może być dowolna, jednak gdy zdanie warunkowe z *if* występuje jako pierwsze, oddzielamy je przecinkiem od zdania głównego.

*If you **had** a SellMyStuff account, you **could sell** some of your old things.*

*You **could sell** some of your old things if you **had** a SellMyStuff account.*

Zdanie z *if*	Zdanie główne
Past simple	*would* + bezokolicznik

- W zdaniu głównym zazwyczaj używamy *would*, ale gdy chcemy podkreślić, że coś jest mniej prawdopodobne, możemy użyć *could* lub *might*:

  *If I **bought** this and didn't like it, I **could give** it to you.*

  *If it **weren't** too small, I **might buy** it.*

Ćwiczenia 1–3

Różnice pomiędzy I i II trybem warunkowym

- I tryb warunkowy dotyczy możliwych lub prawdopodobnych sytuacji i wydarzeń w przyszłości.
- II tryb warunkowy dotyczy nierealnych, mało prawdopodobnych i niemożliwych sytuacji i wydarzeń zarówno w teraźniejszości, jak i w przyszłości.

  I conditional: *I'**ll buy** new hiking shoes if the size **fits** me.*

  II conditional: *I **would** buy new hiking shoes if I **had** more money.*

Ćwiczenia 4–5

GRAMMAR 2 Defining relative clauses

Defining relative clauses (zdania względne określające)

- Zdanie względne określa zdanie główne.
- W zdaniach względnych określających używamy zaimków względnych *who*, *that* i *which*:

  ***The shop that** sells second-hand furniture is near here.*

  ***The person who** sold me this shirt also made it.*

  ***Advertisements which** don't tell the truth are terrible.*

- Zdanie względne określające może definiować albo podmiot w zdaniu głównym (jak w przykładach wyżej), albo dopełnienie w zdaniu głównym:

  *I know the **person who** made this shirt.*

  *I hate **advertisements that** don't tell the truth.*

- W żadnym z powyższych przykładowych zdań nie można pominąć zaimka względnego, gdyż jest on podmiotem następującego po nim zdania podrzędnego.

  ~~*This is the shop sells beautiful upcycled lamps.*~~

- Jeżeli zaimek względny jest dopełnieniem w zdaniu po nim następującym, może zostać pominięty.

  *These are the new shoes **that** I told you about.*

  These are the new shoes I told you about.

Używamy następujących zaimków względnych:

- *who* (który/którzy) w odniesieniu do ludzi:

  *The **guy who** runs the restaurant grows his own vegetables.*

- *which* (który/którzy) w odniesieniu do rzeczy i zwierząt:

  *I couldn't find a **shop which** sold the kind of clothes I like to buy.*

- *that* (który/którzy) w odniesieniu do ludzi, zwierząt i rzeczy. Stosowanie *that* jest mniej formalne niż *who* lub *which*:

  *The **artist that** made this lamp lives in Madrid.*

  *The **work that** he does is really interesting.*

- Możemy stosować zdania względne określające do łączenia dwóch zdań pojedynczych:

  This is a table. It used to be a traffic sign.

  *This is a table **that** used to be a traffic sign.*

Ćwiczenia 6–9

Grammar practice

1 Put *would* in the correct place in each sentence.

1 You see happy workers if you visited the factory.
2 If they designed cool clothes, people buy them.
3 If I gave you this shirt, you wear it?
4 David wear his new jacket if he came to the party?

2 Complete the sentences with the correct form of the verbs in brackets.

1 I ... (*not buy*) the blue shirt if I ... (*be*) you.
2 If we ... (*have*) a Kuyichi shop here, I ... (*use*) it.
3 More people ... (*buy*) designer clothes if they ... (*not cost*) so much.
4 ... (*you come*) shopping if I ... (*ask*) you?

3 Write second conditional sentences using *if* and the words in brackets.

1 He loves designing clothes. That's why he does it. (*wouldn't*)

He wouldn't design clothes if he didn't love it.

2 I don't have any money. I can't buy new clothes. (*had*)
3 You probably have some money. If not, I could pay for these shoes. (*didn't*)
4 She has to work tomorrow. She won't go shopping. (*didn't*)

4 Choose the correct option to complete each sentence.

1 If I have time on Saturday, I *would / will* go shopping.
2 We'd buy our clothes at a recycled clothes store if our town *had / has* one.
3 Will you *waited / wait* for me outside the store if I'm a few minutes late?
4 She wouldn't buy from this company if they *don't / didn't* pay their workers well.
5 If the billboards weren't here, this street *would look / looks* much better.

5 Complete the sentences with the present simple, the past simple or the *will* or *would* form of the verb.

1 If I buy the blue jacket, I *won't buy* (*not buy*) the red one.
2 Gregor will answer your questions if you ... (*have*) any.
3 If you ... (*not care*) about the workers, would you buy cheaper clothes?
4 How would you feel if you ... (*work*) in a dangerous clothing factory?
5 What ... (*you / do*) if you can't find a shirt you like?
6 I ... (*not choose*) that colour if I were you.

6 Choose the correct option to complete each sentence.

1 I want to buy a jacket *who / that* isn't too expensive.
2 Is this the shop *which / who* sells old computers?
3 They're the guys *which / who* design the skateboards.
4 The person *which / that* made this chair also designs clothes.
5 Do you know a shop *that / who* sells good used clothes?
6 My friend *which / who* runs his own shop lives in Rio.

7 Match the two parts of the sentences.

1 The shop
2 I bought this shirt in a town
3 She's the person
4 Six is the time
5 He designed the clothes
6 They're the people

a which isn't far from Paris.
b that the shops close.
c who turn old clothes into handbags.
d that I wore last week.
e which I love is over there.
f who makes upcycled furniture.

8 Look at the table. Write sentences using relative pronouns.

Person or thing	What the person or thing is	Important information
1 Mr Han	college teacher	teaches furniture design
2 Old to New	shop	sells upcycled furniture
3 Di Garcia	designer	designed my shirt
4 China Square Central	shopping centre in Singapore	has a weekend market for selling used things
5 The Sato family	our neighbours	own several clothing shops

1 Mr Han is a college teacher who teaches furniture design.

9 Combine the sentences in two ways. Use *that* or *who*.

1 I bought a jacket. It was made by hand.

The jacket I bought was made by hand.
I bought a jacket that was made by hand.

2 We saw a lamp. It used to be a coffee can.
3 We know a designer. He made my desk.
4 I bought a table. It wasn't expensive.

Wordlist Unit 8 52

VOCABULARY p. 131

charity (n) /'tʃærəti/ cele charytatywne
clothing (n) /'kləʊðɪŋ/ odzież
cotton (n) /'kɒtn/ bawełna
design (n) /dɪ'zaɪn/ projekt
fair price (phr) /ˌfeə 'praɪs/ uczciwa cena
make choice (phr) /ˌmeɪk 'tʃɔɪs/ dokonywać wyboru
manufacture (v) /ˌmænjʊ'fæktʃə/ wytwarzać, produkować
persuade (v) /pə'sweɪd/ przekonywać
phrase (n) /freɪz/ wyrażenie
pick (v) /pɪk/ zbierać
pure (adj) /pjʊə/ czysty, bez domieszek
recycle (v) /ˌriː'saɪkl/ ponownie przetwarzać
self-esteem (n) /ˌselfɪ'stiːm/ poczucie własnej wartości
wallet (n) /'wɒlɪt/ portfel
wool (n) /wʊl/ wełna

LISTENING p. 132

advertisement (n) /əd'vɜːtəsmənt/ ogłoszenie; reklama
deliver (v) /dɪ'lɪvə/ dostarczać
design (v) /dɪ'zaɪn/ projektować
directly (adv) /daɪ'rektli/dɪ'rektli/ bezpośrednio
fairly (adv) /'feəli/ sprawiedliwie, uczciwie
fashion (n) /'fæʃn/ moda
fit (v) /fɪt/ pasować (rozmiarem)
grower (n) /'grəʊə/ hodowca
likely (adj) /'laɪkli/ prawdopodobny
offer (n) /'ɒfə/ oferta
pollution (n) /pə'luːʃn/ zanieczyszczenie
produce (v) /prə'djuːs/ produkować
risky (adj) /'rɪski/ ryzykowny
shop (v) /ʃɒp/ robić zakupy
store (n) /stɔː/ sklep
unfair (adj) /ˌʌn'feə/ nieuczciwy
waste (n) /weɪst/ odpady
wear (v) /weə/ nosić na sobie

GRAMMAR 1 p. 133

banning (adj) /'bænɪŋ/ zakazujący
billboard (n) /'bɪlbɔːd/ tablica z reklamą
make a law (phr) /ˌmeɪk ə 'lɔː/ wprowadzić, ustanowić prawo
trousers (n) /'traʊzəz/ spodnie
unlikely (adj) /ʌn'laɪkli/ nieprawdopodobny

READING pp. 134–135

air pollution (n) /ˌeə pə'luːʃən/ zanieczyszczenie powietrza
clean up (phr v) /ˌkliːn 'ʌp/ posprzątać
complain (v) /kəm'pleɪn/ narzekać
compound (adj) /'kɒmpaʊnd/ złożony
damaged (adj) /'dæmɪdʒd/ zniszczony
destination (n) /ˌdestɪ'neɪʃn/ cel podróży
empty (adj) /'empti/ pusty
end up (phr v) /ˌ end 'ʌp/ skończyć (np. gdzieś)
factory (n) /'fæktri/ fabryka
fisherman (n) /'fɪʃəmən/ rybak
fishing boat (n) /'fɪʃɪŋ ˌbəʊt/ łódź rybacka
fishnet/fishing net (n) /'fɪʃnet/'fɪʃɪŋ ˌnet/ sieć rybacka
garbage (n) /'gɑːbɪdʒ/ śmieci (AmE)
get rid of (phr v) /ˌget 'rɪd əv/ pozbywać się czegoś
native (adj) /'neɪtɪv/ ojczysty; rodzimy
net (n) /net/ sieć, siatka
rain forest (n) /'reɪn ˌfɒrɪst/ las deszczowy, tropikalny
save (v) /seɪv/ oszczędzać
sea life (n) /'siː laɪf/ flora i fauna morska
shopper (n) /'ʃɒpə/ klient, kupujący
shopping bag (n) /'ʃɒpɪŋ bæg/ torba na zakupy
skateboard (n) /'skeɪtbɔːd/ deskorolka
surfboard (n) /'sɜːfbɔːd/ deska surfingowa
take action (phr) /ˌteɪk 'ækʃn/ podjąć działania
tourist attraction (n) /'tʊərɪst ə'trækʃn/ atrakcja turystyna
trash (n) /træʃ/ śmieci (AmE)
unfortunately (adv) /ʌn'fɔːtʃnətli/ niestety
wave (n) /weɪv/ fala
wheel (n) /wiːl/ koło

GRAMMAR 2 pp. 136–137

associate (v) /ə'səʊsieɪt/ kojarzyć
bed cover (n) /'bed ˌkʌvə/ narzuta na łóżko
bright (adj) /braɪt/ jasny
bring attention to (phr) /ˌbrɪŋ ə'tenʃn tə/ zwrócić uwagę na
can (n) /kæn/ puszka
cash (n) /kæʃ/ gotówka
checkout (n) /'tʃekaʊt/ kasa (w supermarkecie)
cosy (adj) /'kəʊzi/ przytulny
fashionable (adj) /'fæʃnəbl/ modny
handbag (n) /'hændbæg/ torebka
home-furnishing shop (n) /ˌhəʊm'fɜːnɪʃɪŋ 'ʃɒp/ sklep z wyposażeniem wnętrz
human rights (n) /ˌhjuːmən 'raɪts/ prawa człowieka
in good condition (phr) /ɪn ˌgʊd kən'dɪʃən/ w dobrym stanie
issue (n) /'ɪʃuː/ sprawa, zagadnienie
justify (v) /'dʒʌstɪfaɪ/ uzasadniać
landmark (n) /'lændmɑːk/ charakterystyczny obiekt
leather (adj) /'leðə/ skórzany
light bulb (n) /'laɪt ˌbʌlb/ żarówka
make into (phr v) /'meɪk ˌɪntə/ przerobić na
old-fashioned (adj) /ˌəʊld'fæʃnd/ staromodny
out-of-date (adj) /ˌaʊtəv'deɪt/ przestarzały
put aside (phr v) /ˌpʊt ə'saɪd/ odłożyć
recycling bin (n) /riː'saɪklɪŋ bɪn/ kosz do segregacji
scarf (n) /skɑːf/ szalik
second-hand (adj) /ˌseknd'hænd/ używany
security guard (n) /sɪ'kjʊərəti ˌgɑːd/ pracownik ochrony
shop assistant (n) /'ʃɒp əˌsɪstnt/ sprzedawca
thrift store (n) /'θrɪft ˌstɔː/ sklep z używaną odzieżą (AmE)
vase (n) /vɑːz/ wazon

TED TALK pp. 138–139

agenda (n) /ə'dʒendə/ terminarz
approach (n) /ə'prəʊtʃ/ podejście
ban (n) /bæn/ zakaz
based on (phr) /'beɪst ɒn/ oparty na
be the change (phr) /ˌbiː ðə 'tʃeɪndʒ/ być zmianą, zacznij zmiany od siebie
boundless (adj) /'baʊndləs/ bezgraniczny
burn (v) /bɜːn/ spalić
campaign (n) /kæm'peɪn/ kampania
clean-up (n) /'kliːnʌp/ sprzątanie
commit (v) /kə'mɪt/ zaangażować się
compromise (n) /'kɒmprəmaɪz/ kompromis
conversely (adv) /'kɒnvɜːsli/ na odwrót
convince (v) /kən'vɪns/ przekonywać
cubic (adj) /'kjuːbɪk/ sześcienny
declare (v) /dɪ'kleə/ zgłaszać do oclenia
distribute (v) /dɪ'strɪbjuːt/ rozprowadzać
do something about (phr) /ˌduː ˌsʌmθɪŋ ə'baʊt/ zrobić coś w sprawie
drain (n) /dreɪn/ rura kanalizacyjna, studzienka
former (adj) /'fɔːmə/ były, dawny
fourteen-storey (adj) /ˌfɔː'tiːnˌstɔːri/ 14-piętrowy
go for it (phr) /'gəʊ fə ɪt/ spróbuj
go on strike (phr) /ˌgəʊ ɒn 'straɪk/ zacząć strajk
governor (n) /'gʌvnə/ gubernator
hand out (phr v) /ˌhænd 'aʊt/ rozdawać
hidden (adj) /'hɪdn/ ukryty
highlight (v) /'haɪlaɪt/ podkreślać, uwypuklać
hunger strike (n) /'hʌŋgə ˌstraɪk/ strajk głodowy
indeed (adv) /ɪn'diːd/ rzeczywiście
initiative (n) /ɪ'nɪʃətɪv/ inicjatywa
inspire (v) /ɪn'spaɪə/ inspirować
last but not least (phr) /'lɑːst bət ˌnɒt 'liːst/ wreszcie, ostatni, ale nie najgorszy
launch (v) /lɔːntʃ/ wprowadzić na rynek
litter (v) /'lɪtə/ rozrzucać śmieci
mindset (n) /'maɪndset/ sposób myślenia
motivation (n) /ˌməʊtɪ'veɪʃn/ motywacja
multi-layered (adj) /ˌmʌlti'leɪəd/ wielowarstwowy
nutritionist (n) /njuː'trɪʃnɪst/ żywieniowiec, specjalista odżywiania
on a regular basis (phr) /ɒn ə ˌregjʊlə 'beɪsɪs/ na zwykłych zasadach
organic (adj) /ɔː'gænɪk/ organiczny
paradise (n) /'pærədaɪs/ raj
peaceful (adj) /'piːsfl/ pokojowy
petition (n) /pə'tɪʃn/ petycja
reusable (adj) /ˌriː'juːzəbl/ wielokrotnego użytku
short-term (adj) /ʃɔːt'tɜːm/ krótkoterminowy
signature (n) /'sɪgnətʃə/ podpis
significant (adj) /sɪg'nɪfɪkənt/ znaczący; ważny
sticker (n) /'stɪkə/ naklejka
suffocate (v) /'sʌfəkeɪt/ dusić się
sunrise (n) /'sʌnraɪz/ wschód słońca
sunset (n) /'sʌnset/ zachód słońca
supporter (n) /sə'pɔːtə/ zwolennik
volunteer (n, adj) /ˌvɒlən'tɪə/ ochotnik, ochotniczy
walk your talk (phr) /ˌwɔːk jə 'tɔːk/ poprzeć słowa czynami; robić to, co się mówi
willingness (n) /'wɪlɪŋnəs/ chęć
wrap (v) /ræp/ zawijać, pakować

SPEAKING p. 140

block (n) /blɒk/ kwartał ulic, klocek
economy (n) /ɪ'kɒnəmi/ gospodarka
high street (n) /'haɪ ˌstriːt/ główna ulica
leisure (n) /'leʒə/ czas wolny, rekreacja

pedestrian zone (n) /pə'destriən ˌzəʊn/ strefa dla pieszych
re-use (v) /ˌriː'juːz/ ponownie użyć
spoil (v) /spɔɪl/ zepsuć
traffic (n) /'træfɪk/ ruch uliczny

WRITING p. 141

busk (v) /bʌsk/ występować jako artysta uliczny
capital city (n) /ˌkæpɪtl 'sɪti/ stolica
crime (n) /kraɪm/ przestępczość
do tricks (phr) /ˌduː 'trɪks/ robić sztuczki
earn one's living (phr) /ˌɜːn wʌnz 'lɪvɪŋ/ zarabiać na życie
feel welcome (phr) /ˌfiːl 'welkəm/ czuć się jak w domu
form a relationship (phr) /'fɔːm ə rɪ'leɪʃnʃɪp/ zbudować relacje
logic (n) /'lɒdʒɪk/ logika
pavement (n) /'peɪvmənt/ chodnik
performer (n) /pə'fɔːmə/ artysta, wykonawca

SKILLS REVIEW pp. 142–143

accounting records (n) /ə'kaʊntɪŋ ˌrekɔːdz/ dokumentacja księgowa
beforehand (adv) /bɪ'fɔːhænd/ zawczasu, z góry
by hand (adv) /baɪ 'hænd/ ręcznie
coupon (n) /'kuːpɒn/ bon, talon
day off (n) /ˌdeɪ 'ɒf/ dzień wolny
discount (n) /'dɪskaʊnt/ rabat, zniżka
empty-handed (adj) /ˌempti'hændɪd/ z pustymi rękoma
indicate (v) /'ɪndɪkeɪt/ wskazywać
ink (n) /ɪŋk/ atrament
loss (n) /lɒs/ strata
magician (n) /mə'dʒɪʃn/ magik
post (v) /pəʊst/ nadać pocztą
release (v) /rɪ'liːs/ wypuścić, opublikować
retailer (n) /'riːteɪlə/ sprzedawca detaliczny
urgent (adj) /'ɜːdʒnt/ nagły
yard sale (n) /'jɑːd seɪl/ wyprzedaż garażowa (AmE)

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjuction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Choose the correct option to complete each sentence.

1 My mum loves ... handbags as they look the most elegant.
a cotton **b** woollen **c** leather

2 Why don't you wrap the ... around your neck?
a handbag **b** scarf **c** wallet

3 Let's ... some information about the new product for this campaign!
a release **b** recycle **c** reduce

4 We are currently facing the serious problem of water ... as a result of plastic bags getting to the seas and oceans.
a waste **b** pollution **c** rubbish

5 Fortunately, this billboard poster doesn't ... any risky issues into the debate.
a improve **b** introduce **c** increase

2 Choose the correct option to complete both sentences.

1 Customers support ... trade growers by buying their produce.
She has got ... hair and blue eyes.
a fair **b** straight **c** rich

2 These trousers don't ... me. They are too big.
You will be a ... person once you've started exercising.
a strong **b** fit **c** suit

3 They ... now manufacture skateboards from recycled waste.
Don't drop that ... on the pavement!
a will **b** must **c** can

4 We like playing around our ... because it is a very safe neighbourhood.
Her little brother lost a yellow ... and couldn't finish building his castle.
a square **b** block **c** wheel

5 Which ... of entertainment do you like most?
He wants to ... a strong relationship with his supporters.
a form **b** sense **c** type

3 Complete each sentence with the word that best fits the gap.

1 Recently they've opened a ... zone, which means it is free from cars and bicycles.

2 We should ask this ... guard if we can leave our shopping bags here.

3 If you ... aside some money, you will get some extra from me.

4 His dad's fishing ... is too small to live on.

5 Could you please throw ... all of these containers by putting them in the recycling bin?

4 Complete the text with the correct form of the words in the box. You can use the words more than once.

do make take

1 Let me know when she ... a choice.

2 They ... us an interesting offer when we were shopping here last week.

3 This company ... action to protect the environment many years ago.

4 We haven't ... any shopping online since we moved to the mountains.

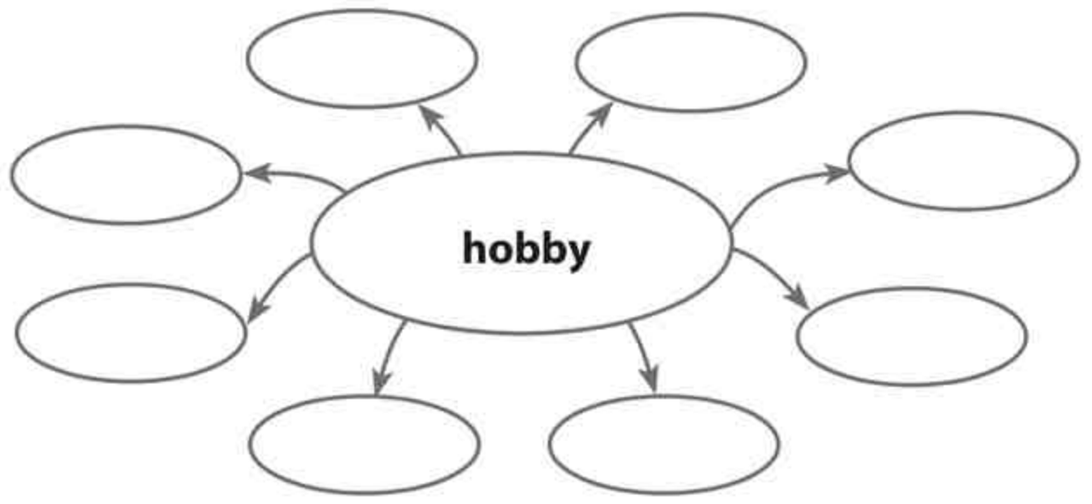
5 Look! He ... some tricks on his skateboard.

My Talk 1

MY PASSION, MY HOBBY, MY INTERESTS

1 Work in groups. Think of the different hobbies that people have. Look at the list below and add some more examples.

- playing football
- drawing
- painting
- knitting
- photography
- climbing
- running marathons
- diving



2 Work in pairs. Tell your partner about your hobby. Use the expressions below.

- I'm passionate about
- I'm keen on
- I'm into
- I'm crazy about
- I've been interested in … for … years/months/weeks
- It's fascinating to
- Playing football is great because

3 What else do young people like doing? Work in groups and think of the following issues.

- Social media – are they important in your life?
- Your image on social media – is it important?
- Addiction to the internet – fact or a myth?
- What are common problems that many teenagers face today?

4 Work in groups. Choose one of the hobbies in exercise 1 or issues in exercise 3. Find arguments why it is important for you. Make notes in your notebook.

Making a list of arguments will help you to convince others.
Remember to use real-life examples and your personal experience.
It will make your story sound more convincing and appealing.
Look at the useful expressions below.

Useful expressions and phrases for presenting arguments:

- the main thing is
- the most important thing is
- I think it is crucial because

Useful expressions when presenting arguments:

- To begin with,
- Firstly,
- Secondly,
- I think both arguments are equally important because
- I prefer … because

5 Now work individually and make an outline of the content of your presentation.

My Talk 2

THE SECRET OF A SUCCESSFUL PRESENTATION

1 Read about the general issues of the presentation.

If you want to present things with confidence and give a successful presentation, you should think about the following issues.

1 The content of the presentation
2 The structure of the presentation
3 The style of the presentation
4 Body language

2 Read about the details of the presentation.

1 The content of the presentation
- What is your idea worth sharing with others?
- Why should people listen to your story?
- What are the most important points in your presentation?

2 The structure of the presentation

Opening
- start a presentation with a positive message
- begin with a surprising fact, an anecdote, a question
- tell a joke

Main body
- key points/the messages in your presentation
- real-life examples
- statistics
- facts
- the results of your survey
- visuals: pictures or images often are effective

Conclusion
- close your presentation with a positive message
- show the positive outcome; your idea has changed your life and may change other people's lives
- ask a question to make people think further about your presentation
- thank the audience

3 The style of the presentation
- make it simple but concise
- share both your successes and failures; it will make your presentation seem more personal
- do not read from a script, try to memorise it so that you can deliver your talk without using notes
- keep rehearsing – remember: practice makes perfect

4 Body language
- stand up straight
- keep your body open
- try not to fold your arms or cross legs
- maintain eye contact with the audience
- smile and sound positive

3 Read the text below.

Interesting and appealing presentations and successful presenters are the best examples.

Following their techniques may result in a success of your own. In presentations, pay attention to:
- the opening and conclusion of the presentation,
- phrases that the presenters use,
- the way they present (body language),
- other interesting aspects of the presentation (visuals, photos, etc.),

Make notes and think about the phrases which would be useful in your presentation.

4 Make your own presentation.

Think about content, structure, style and body language. Look at the photos and the useful tips.



Do
- ✓ Smile.
- ✓ Stand up straight.
- ✓ Maintain eye contact with the audience.



Don't
- ✗ Turn your back to the audience.
- ✗ Read from your notes.
- ✗ Fold your arms.

WRITING GUIDE UNIT 1

E-mail

Prywatny e-mail jest to forma wypowiedzi pisemnej do znajomych i przyjaciół. W e-mailu używa się stylu nieformalnego, czyli można stosować:

- słownictwo i wyrażenia potoczne używane w życiu codziennym, np. *Guess what!*,
- formy ściągnięte czasowników, np. *I'm*, *she'll*, *we'd like*.

Struktura e-maila

1. Zwrot grzecznościowy.
2. Wstęp – autor podaje powód, dla którego pisze; dziękuje za otrzymany e-mail, przeprasza, że długo nie pisał lub zadaje inne pytanie w nawiązaniu do wcześniejszej korespondencji.
3. Rozwinięcie – autor rozwija różne tematy, w zależności od treści zadania.
4. Zakończenie – autor podsumowuje swój e-mail, prosi o odpowiedź.
5. Zwrot grzecznościowy, podpis.

Modelowa wypowiedź

W ramach wymiany z inną szkołą w Europie chcesz nawiązać kontakt z jednym z uczestników programu.

Napisz e-mail, w którym zachęcisz do realizacji wspólnego projektu.

- Przedstaw się i podaj powód nawiązania kontaktu.
- Napisz, dlaczego przystąpiłeś/przystąpiłaś do projektu.
- Wspomnij o swoich zainteresowaniach i napisz jak je realizujesz.
- Dowiedz się, jaką osobą jest nowy znajomy/nowa znajoma.

Hi Steve,

I'm Natalia, but all my friends call me Nat. I'm 16 and I live in Opole, Poland. My school's cooperating with yours in the Talent Project, and I'm looking for someone nice and talented to work with.

When I first heard about the exchange, I was terribly enthusiastic to develop* my interests and get to know other cultures. I love music and art, especially* modern and jazz dance. I take part in a dance workshop every weekend.

Could we create an intercultural* performance together? Are you into theidea? Can you dance?

I hope you are as energetic and hard-working as* I am. Write and tell me something about yourself.

Take care,
Nat

Autor przedstawia się i podaje powód nawiązania kontaktu.
Elementy rozwinięcia:
call me Nat, nice; talented, to work with

Autor pisze, dlaczego przystąpił do projektu.
Elementy rozwinięcia:
I was terribly enthusiastic; get to know other cultures

Autor wspomina o swoich zainteresowaniach i pisze, jak je realizuje.
Elementy rozwinięcia:
especially modern and jazz dance; every weekend

Autor chce się dowiedzieć, jaką osobą jest nowy znajomy/nowa znajoma.
Elementy rozwinięcia:
as energetic and hard-working as

* mniej powszechne wyrażenia

Przydatne zwroty i wyrażenia

Zwroty grzecznościowe/powitalne
- Hi/Hello Tim,
- Dear Alice,
- Dear Mr/Mrs Simpson,

Początek e-maila
- How are you?
- Hope you are OK.
- Many thanks for your email.

Powód napisania e-maila
- I'm writing to tell you that
- Guess what happened!
- I'm writing to apologise for
- I'm writing to invite you to
- Congratulations on your
- I really need your advice on
- Could you do me a favour?
- I'm writing to thank you for

Zakończenie e-maila
- That's all for now.
- Hope to hear from you soon.
- Please drop me a line.
- Let's keep in touch.
- Say hallo to your brother.
- Give my regards to your parents.
- Write back soon.

Zwroty grzecznościowe kończące e-mail
- Best wishes,
- All the best,
- Lots of love,
- Love,
- Take care,
- Regards,
- Yours,

Wpis na blogu (opis miejsca)

Opis to prezentacja miejsca. Autor opisu skupia się na ogólnych i szczegółowych elementach opisywanego miejsca.

Elementy opisu miejsca

- Nazwa, lokalizacja, uzasadnienie wyboru.
- Informacje dotyczące wyglądu (wiek powstania, ogólny wygląd, otoczenie, krajobraz, charakterystyczne elementy wyglądu zewnętrznego).
- Informacje dotyczące funkcji (atrakcje turystyczne, wydarzenia związane z danym miejscem).
- Opinia, refleksja i odczucia autora, zachęta do odwiedzenia danego miejsca lub odradzenie wizyty w danym miejscu.

Modelowa wypowiedź

Odwiedziłeś/Odwiedziłaś ostatnio ciekawe miejsce w Polsce. Podziel się swoimi wrażeniami na blogu podróżniczym.

- Wspomnij o okolicznościach pojawienia się w tym miejscu.
- Opisz wygląd zewnętrzny obiektu.
- Przedstaw jego funkcje i atrakcje.
- Zaprezentuj swoje odczucia i rekomendacje.

Hi there! Have you seen an interesting place recently?

Last weekend, while travelling in the north of Poland, I went along with my family to a fascinating old Teutonic castle, situated on the hill above the town of Golub-Dobrzyń. This castle was built* in the 14th century. It has a very well-preserved courtyard* with gothic windows.

To preserve some old customs,* several events are organised* throughout the year. We were lucky because we came across* a knight's tournament that was taking place. We visited the castle museum, then ate a medieval-style dinner in the castle restaurant and stayed for the night in the castle hotel.

If you also like travelling back in time, visit Golub Castle and enjoy the attractions that are on offer. It's the most interesting place I've ever visited.

Autor wspomina o okolicznościach pojawienia się w tym miejscu.
Elementy rozwinięcia:
Last weekend, in the north of Poland, along with my family

Autor opisuje wygląd zewnętrzny obiektu.
Elementy rozwinięcia:
above the town, in the 14th century, well-preserved, gothic windows

Autor przedstawia funkcje i atrakcje obiektu.
Elementy rozwinięcia:
throughout the year, knight's tournament, medieval-style

Autor prezentuje swoje odczucia i rekomendacje.
Elementy rozwinięcia:
travelling back in time, enjoy the attractions

* mniej powszechne wyrażenia

Przydatne zwroty i wyrażenia

Wstęp
- The castle/palace/cathedral is located in Warsaw, Poland.
- It is located in the north/south/east/west of Poland.
- It is situated in/on/at
- It lies on the coast/on the river/near the lake.
- It is set in the historic part/the centre/the modern part of the city.
- The place is famous for its outstanding architecture.
- It is the unique example of historical/medieval/Renaissance/modern architecture.
- The building was built in the 12th century.
- The building was rebuilt in the 15th century.

Rozwinięcie
- It was modernised in the 19th century by a famous architect.
- It is hidden away in a large park.
- The outside of the building is very well-preserved/well-maintained.
- The inside of the building is well-equipped.
- The view from the top is breathtaking/stunning.
- The pictures and the furniture date from the 16th century.
- The castle/palace/cathedral is a tourist attraction which attracts thousands of visitors.

Zakończenie
- It's the most amazing/the strangest place I have ever seen.
- The place is a must-see tourist attraction.
- The place is highly recommended.
- It's definitely worth seeing/visiting.
- I would never recommend this place.

Wpis na forum z elementami wyrażania opinii i poglądów (przedstawianie wad)

Elementy wyrażania opinii i poglądów

- Ustosunkowanie się do poruszanej kwestii lub postawionej tezy, np. niezgodzenie się z nią.
- Argumenty uzasadniające stanowisko, np. przeciw postawionej tezie.
- Uzasadnienie argumentów i/lub poparcie ich przykładami.

Modelowa wypowiedź

Jesteś na forum dotyczącym diety owocowo-warzywnej. Dołącz swoją opinię.

- Odnieś się do wątku i uzasadnij swoje stanowisko.
- Przedstaw wady zbyt jednorodnej diety dla nastolatków.
- Opisz swój sposób odżywiania się.
- Zachęć do porzucenia złych nawyków.

Agree or disagree: A diet of fruit and vegetables is the best way to stay healthy.

I disagree with this opinion. Fruit and vegetables are important in our diet, but we mustn't forget about fish, meat or eggs. I think we should consume a variety of products.*

I believe that teenagers, whose bodies are still growing, may feel weak if they eat only fruit or vegetables. Another disadvantage is the lack of some vitamins which are found* in animal products and should be delivered* in the form of supplements.

As for my eating habits, I often eat grapes and nuts but I'd rather avoid* eating cabbage, or broccoli. For me, having meals without meat or dairy products seems very difficult.

Instead of giving up* meat, young people should resign from sugary drinks or junk foods. In my opinion, a good diet is a balanced diet.

Autor odnosi się do wątku i uzasadnia swoje stanowisko.
Elementy rozwinięcia:
we mustn't forget about fish, meat or eggs

Autor przedstawia wady zbyt jednorodnej diety dla nastolatków.
Elementy rozwinięcia:
whose bodies are still growing; should be delivered in the form of supplements

Autor opisuje swój sposób odżywiania się.
Elementy rozwinięcia:
having meals without meat or dairy products seems very difficult

Autor zachęca do porzucenia złych nawyków.
Elementy rozwinięcia:
Instead of giving up meat; a good diet is a balanced diet

* mniej powszechne wyrażenia

Przydatne zwroty i wyrażenia

Wyrażanie opinii

- I disgree/I don't agree
- I can't agree
- I think that
- I believe
- In my opinion
- For me

Argumenty przeciw

- The main disadvantage of … is
- Another disadvantage of … is
- The experts claim that
- I think the opposite

Uzasadnianie argumentów

- When it comes to
- As far as … is/are concerned
- As for
- because/since/as
- that's why/as a result
- so that/(in order) to

List formalny z zapytaniem

List z zapytaniem jest to forma listu/e-maila, w której autor zwraca się do adresata z prośbą o udzielenie dodatkowych informacji bądź wyjaśnień. List ten ma charakter formalny.

Struktura listu z zapytaniem

1. Zwrot grzecznościowy.
2. Wstęp – autor listu podaje powód, dla którego zwraca się do adresata (chce uzyskać więcej informacji) lub wyraża zainteresowanie (usługą, produktem itp.).
3. Rozwinięcie – autor listu dopytuje o szczegóły, cenę, warunki.
4. Zakończenie – autor listu dziękuje za zainteresowanie jego sprawą oraz/lub prosi o odpowiedź.
5. Zwrot grzecznościowy, podpis.

Modelowa wypowiedź

Znalazłeś/znalazłaś ciekawą ofertę kursu wakacyjnego. Nie spełnia ona jednak do końca twoich oczekiwań i nie zawiera wszystkich potrzebnych ci informacji. Napisz list formalny do organizatora i opisz kurs, którym jesteś zainteresowany/zainteresowana oraz przedstaw swoje pytania.

Dear Sir or Madam,

I read your advertisement on holidayscourses.com yesterday and I am writing to enquire* about one of the holiday courses which you are offering.

I am especially interested in the two-week cooking course for vegetarians, which is being held in July, in the south of France. As the course is going to be run* by the best French chefs, it is extremely attractive but, unfortunately, I am afraid I am unable to go there for so long.* Besides, the price of the course is a little too high.

Firstly, I would like to know if it is possible to go just for one week and be charged accordingly.* Such a possibility would solve both of the above problems. I believe it would be possible to find other applicants* who would also be interested in attending a shorter programme at a reduced price. Is there a chance that you could possibly consider* organising such courses?

Next, there is no information about accommodation in the advertisement. I am curious whether this is provided* and if there is more than one option to choose from. I would also like to know if travel costs are included* in the price.

I look forward to hearing from you as soon as possible.

Yours faithfully,
Elisabeth Ward

Autor opisuje kurs, którym jest zainteresowany.
Pogłębiona realizacja:
in July, in the south of France; run by the best French chefs

Autor prezentuje elementy oferty, które nie spełniają jego oczekiwań.
Pogłębiona realizacja:
I am afraid; Such a possibility would solve both of the above problems

Autor przedstawia pytania.
Pogłębiona realizacja:
if there is more than one option to choose from

* mniej powszechne wyrażenia

Przydatne zwroty i wyrażenia

Zwrot grzecznościowy
- Dear Sir or Madam,
- Dear Sirs,
- Dear Mr/Ms Robinson,

Wstęp
- I am writing to ask/enquire
- I am writing with reference to
- I am writing in reply to

Wyrażanie zainteresowania
- I am interested in one of the language courses you offer.
- I am planning to go on a trip and I find this offer interesting.

Wyrażanie wątpliwości
- I am not sure if I can apply because I am not a UK citizen.
- I have read your advertisement but I still have some doubts concerning payment.
- It is not clear to me if the offer includes the cost of the return flight.

Dowiadywanie się o szczegóły
- I have some questions concerning your offer/product.
- I would like to know/learn more details about

Zakończenie
- I would be grateful for a prompt reply.
- I look forward to hearing from you.
- Thank you for your help.

Zwrot grzecznościowy zamykający
- Yours faithfully,
- Yours sincerely,

Wpis na forum z elementami zaproszenia

Elementy zaproszenia

- Nagłówek.
- Kto i kogo – informacja, kto i kogo zaprasza.
- Kiedy i gdzie – dokładny termin i miejsce spotkania.
- Z jakiej okazji – powód, dla którego wydarzenie jest organizowane (urodziny, sylwester, bal).
- Dodatkowe informacje – atrakcje, wymagany strój, sposób dotarcia na miejsce, prośba o potwierdzenie przybycia.
- Zwrot zachęcający – krótkie zdanie zachęcające do przyjęcia zaproszenia.

Modelowa wypowiedź

Organizujesz przyjęcie pożegnalne z powodu dłuższego wyjazdu za granicę. W mediach społecznościowych zamieść zaproszenie dla gości.

- Przedstaw powód i formę spotkania.
- Podaj czas i miejsce spotkania.
- Wyjaśnij sposób dotarcia na miejsce.
- Zachęć do uczestniczenia w spotkaniu.

TIME TO SAY GOODBYE

Hi everyone,

My parents have decided to move to India for two years so, unfortunately, I am also going. That's why I'm organising a farewell* meeting – let's say* a party.

I've booked* a table at the Masala bar for next Saturday from 6 to 10 pm. They serve Indian food, so we'll be able to check out* what I will soon be eating.

This restaurant is opposite the theatre; you can get there by bus 178 or by tram 23. Get off at the Modern Theatre stop.

Come and help me say goodbye! I'd like us to have* some nice memories* of our time together once we are living thousands of miles apart*.

I hope to see you on Saturday.
Jane

* mniej powszechne wyrażenia

Autor przedstawia powód i formę spotkania.
Elementy rozwinięcia:
My parents have decided; for two years; farewell meeting; I've booked a table at

Autor podaje miejsce i czas spotkania.
Elementy rozwinięcia:
from 6 to 10 pm; Indian food; opposite the theatre

Autor wyjaśnia sposób dotarcia na miejsce.
Elementy rozwinięcia:
Get off at the Modern Theatre stop.

Autor zachęca do uczestniczenia w spotkaniu.
Elementy rozwinięcia:
have some nice memories … once we're living thousands of miles apart

Przydatne zwroty i wyrażenia

Nagłówek
- Invitation
- Party time
- Don't miss the ceremony!

Początek
- I'd like to invite you to
- I'm organising a
- Come and celebrate New Year's Eve

Czas i miejsce
- The party will start at 8 pm on Saturday, 24th March at my home.
- The barbecue will take place next Friday from 7 to 11 pm in my garden.
- The New Year's Eve party will take place at Cristal Restaurant from 8 pm to 4 am.

Dodatkowe informacje
- To get there, take a number 17 bus and get off at the fourth stop.
- Make sure you know how to get there.
- Feel free to bring your friends.
- Please let me know if you are coming.

Zakończenie
- Can't wait to see you!
- Make sure you can come!
- Hope to see you soon!

Wpis na blogu z elementami udzielania rad

Rodzaje blogów

- Prezentacja pasji, hobby autora (np. sport, fotografia, gotowanie, malowanie itp.).
- Relacje z życia prywatnego (np. podróże, imprezy i uroczystości rodzinne).
- Instrukcja (np. poradnik lub wskazówki dla czytelników dotyczące życia osobistego, przepisów kulinarnych, majsterkowania itp.).
- Manifest poglądów (np. politycznych, religijnych itp.).

Blog może zawierać elementy wszystkich form wypowiedzi pisemnej. W blogu można znaleźć zwroty charakterystyczne dla opisu, opowiadania, ogłoszenia, zaproszenia, recenzji, raportu, wiadomości, listu.

- Pisząc wiadomość na blogu, należy zadbać o konsekwencję w stylu (nieformalny, półformalny lub formalny) w zależności od tego, kim jest odbiorca. W przypadku stylu nieformalnego można stosować formy skrócone, wyrażenia kolokwialne, równoważniki zdań, zdania wykrzyknikowe, emotikony itp.
- Blog może być urozmaicony zdjęciami, filmami, grafiką lub zawierać linki do stron internetowych.

Modelowa wypowiedź

Często słyszysz dyskusje młodych ludzi na temat bycia niedoskonałym. Porusz ten temat na swoim blogu.

- Opisz problem i jego podłoże.
- Wyjaśnij, dlaczego wizerunek jest istotny dla młodych ludzi.
- Zaproponuj sposób rozwiązania problemu.
- Poradź, jak polubić samego siebie.

Subject: Nobody's perfect

What makes you think that perfect and amazing looks are so important? In the media you can see hundreds of so-called* perfect people. They always seem very intelligent and good-looking. As a result, you may start believing* that your image counts*more than your personality and you may start trying to look and behave* like your idols. But what is wrong with the way you are? Unique features* are more exciting than perfect ones.

If there is something unusual about your appearance*, e.g. eyebrows, emphasise* it! Start a hobby or read more so that you always have something to talk about.

Always remember that if you don't like yourself, other people never will. You should enjoy every little thing you do.

Hope I've helped.

Autor opisuje problem i jego podłoże.
Elementy rozwinięcia:
What makes you think; in the media; They always seem very intelligent and good-looking;

Autor wyjaśnia, dlaczego wizerunek jest istotny dla młodych ludzi.
Elementy rozwinięcia:
trying to look and behave like your idols

Autor proponuje sposób rozwiązania problemu.
Elementy rozwinięcia:
If there is something unusual; so that you always have something to talk about

Autor radzi, jak polubić samego siebie.
Elementy rozwinięcia:
if you don't like yourself, other people never will

* mniej powszechne wyrażenia

Przydatne zwroty i wyrażenia

Wstęp
- Hi there/Hello everyone,
- I haven't written anything recently because
- Why do you …?

Rozwinięcie
- You may want to know what's going on in/at
- In order to continue
- What do you think of …?

Udzielanie rad
- Why don't you think/start …?
- You should work hard/enjoy
- How about seeing a psychologist?

Zakończenie
- Hope I've helped.
- I'm going to have a break as
- Don't hesitate to give your comments on

Wpis na forum z elementami recenzji

Recenzja jest to wypowiedź pisemna opublikowana w prasie bądź na portalu internetowym, zawierająca ocenę np. jakiegoś wydarzenia kulturalnego bądź miejsca, np. restauracji, kawiarni, miejsca spotkań.

Elementy recenzji

- Podstawowe informacje.
- Szczegółowy opis.
- Ocena miejsca, wydarzenia.
- Polecenie lub odradzenie zapoznania się z danym miejscem.

Modelowa wypowiedź

Jesteś na forum dotyczącym restauracji w jednym z miast europejskich. Dołącz swoją opinię na temat restauracji, w której byłeś/byłaś.

- Napisz, co to za restauracja i gdzie się mieści.
- Zrelacjonuj pobyt w tym lokalu.
- Oceń obsługę i atmosferę tam panującą.
- Poleć lub odradź odwiedzenie tego miejsca.

Le Mura, Genoa

Le Mura is a little restaurant located in a quiet street near the market square in Genoa.

We got there after a long trip along the Ligurian Coast* late on Tuesday evening. We were terribly hungry. We ordered the dish of the day* and a green salad, which we were served immediately. Once we had eaten the salad, however, a very nice waiter informed us that they had run out* of main courses.

The other customers looked satisfied,* the waiters sounded friendly and worked hard and the atmosphere seemed relaxing and welcoming, but we weren't relaxed; we had to look for* another restaurant.

I would never recommend this place any time after nine, but it's worth* visiting when they can serve a wide selection* of Italian food.

Autor pisze, co to za restauracja i gdzie się mieści.
Elementy rozwinięcia:
little; in a quiet street; near the market square

Autor relacjonuje pobyt w tym lokalu.
Elementy rozwinięcia:
after a long trip along the Ligurian Coast; a green salad, which we were served immediately; run out of main courses

Autor ocenia obsługę i atmosferę panującą w lokalu.
Elementy rozwinięcia:
a nice waiter; worked hard; relaxing and welcoming

Autor i odradza, i poleca odwiedzenie tego miejsca.
Elementy rozwinięcia:
any time after nine; when they can serve …

* mniej powszechne wyrażenia

Przydatne zwroty i wyrażenia

Wstęp

- The restaurant is located in the centre.
- It's on the banks of the river.
- It's on the top floor of the highest skyscraper.
- It's on the market square.
- Open 24/7

Rozwinięcie

- It's a welcoming and relaxing place.
- The atmosphere is relaxing.
- Asian food is served here.
- A wide selection of hot and spicy Asian dishes is served here.
- The food is always fresh and tasty.
- Vegetarian and vegan food is served here.
- The prices are very reasonable.
- It's cheaper than most restaurants in Warsaw.

Zakończenie

- I would definitely recommend this restaurant: the food is delicious, the service excellent and the prices reasonable.
- It's definitely worth visiting.
- It's an excellent place for family meetings.
- I would never recommend this place: the food is disgusting, the service poor and the prices too high.

Wpis na blogu z elementami wyrażania opinii i poglądów (przedstawianie zalet)

Elementy wyrażania opinii i poglądów

- Przedstawienie swojego stanowiska lub swojej opinii.
- Przedstawienie argumentów, wzmacniających stanowisko, opinię.
- Uzasadnienie argumentów i/lub poparcie ich przykładami.

Modelowa wypowiedź

Często słyszy się, że kupowanie przez internet jest najlepszą formą robienia zakupów.
Porusz ten temat na blogu.

- Odnieś się do tej opinii, uzasadniając swoje stanowisko.
- Przedstaw zalety robienia zakupów przez internet.
- Napisz, jak wybierasz sposób robienia zakupów.
- Wyraź przypuszczenie dotyczące przyszłości zakupów przez internet.

Hi everyone!

I often hear that shopping online is the best and the cheapest way to shop.

I must agree. Shopping online has become extremely popular recently. More and more people buy a variety of products online, ranging from* books and grocery items* to clothes and plane tickets.

For me, shopping online is both easy and convenient* since I don't have to leave the house or wait in a queue.* Another advantage is that I can shop at any time of the day thanks to my computer and smartphone.

I personally choose to shop online because it's cheaper and faster. But I also buy in a traditional way, especially fresh fruit and vegetables at the local market or bread at the baker's.

Many people complain that they don't have enough time to do things, so I suppose that online shopping will become more common soon, because it saves time. However, traditional shopping will never disappear.

Autor przedstawia swoje stanowisko, uzasadniając je.
Elementy rozwinięcia:
ranging from books and grocery items to clothes and plane tickets

Autor przedstawia zalety robienia zakupów przez internet.
Elementy rozwinięcia:
thanks to my computer and smartphone

Autor pisze, jak wybiera sposób robienia zakupów.
Elementy rozwinięcia:
because it's cheaper and faster; especially fresh fruit and vegetables at the local market or bread at the baker's

Autor wyraża przypuszczenie dotyczące przyszłości zakupów przez internet.
Elementy rozwinięcia:
because it saves time

* mniej powszechne wyrażenia

Przydatne zwroty i wyrażenia

Wyrażanie opinii
- I absolutely/slightly/agree
- I must agree with
- It's true that
- I think that
- I believe
- I suppose
- In my opinion
- For me

Argumenty za
- The main advantage of … is
- Another advantage of … is
- The experts claim that
- I support
- It's a good idea to

Uzasadnianie argumentów
- When it comes to
- As far as … is/are concerned
- As for
- because/since/as
- that's why/as a result
- so that/(in order) to

IRREGULAR VERBS

Infinitive	Past simple	Past participle	Meaning
be	was/were	been	być
beat	beat	beaten	bić; pokonać
become	became	become	stawać się
begin	began	begun	zaczynać
bite	bit	bitten	gryźć
blow	blew	blown	dmuchać; wiać
break	broke	broken	łamać; psuć się
bring	brought	brought	przynosić; przyprowadzać
broadcast	broadcast	broadcast	transmitować; nadawać
build	built	built	budować
burn	burnt	burnt	palić (się); płonąć
buy	bought	bought	kupować
can	could	–	móc; umieć; potrafić
catch	caught	caught	łapać, chwytać
choose	chose	chosen	wybierać
come	came	come	przychodzić, przyjeżdżać
cost	cost	cost	kosztować
cut	cut	cut	ciąć; rozcinać; przecinać
deal	dealt	dealt	dotyczyć; rozdawać
dig	dug	dug	kopać
do	did	done	robić, czynić
draw	drew	drawn	rysować
dream	dreamt	dreamt	śnić; marzyć
drink	drank	drunk	pić
drive	drove	driven	prowadzić (samochód); kierować
eat	ate	eaten	jeść
fall	fell	fallen	padać, spadać, upadać
feed	fed	fed	karmić
feel	felt	felt	czuć (się)
fight	fought	fought	walczyć
find	found	found	znaleźć
fly	flew	flown	latać
forecast	forecast	forecast	prognozować
forget	forgot	forgotten	zapominać
get	got	got/gotten	dostać, otrzymać
give	gave	given	dawać
go	went	gone	iść; jechać
grow	grew	grown	rosnąć
have	had	had	mieć
hear	heard	heard	słyszeć
hide	hid	hidden	chować, ukrywać
hit	hit	hit	uderzać
hold	held	held	trzymać
hurt	hurt	hurt	zranić; boleć
keep	kept	kept	trzymać; zachować
know	knew	known	wiedzieć, znać
lead	led	led	prowadzić; przewodniczyć
learn	learnt	learnt	uczyć się
leave	left	left	opuszczać, wyjeżdżać
lend	lent	lent	pożyczać (komuś)

Infinitive	Past simple	Past participle	Meaning
let	let	let	pozwalać
lie	lay	lain	leżeć
light	lit	lit	zapalać; oświetlać
lose	lost	lost	gubić; tracić
mean	meant	meant	mieć na myśli; znaczyć
make	made	made	robić
meet	met	met	spotykać
pay	paid	paid	płacić
prove	proved	proven	udowadniać, dowodzić
put	put	put	postawić, położyć
read	read	read	czytać
ride	rode	ridden	jeździć (np. na rowerze, konno)
ring	rang	rung	dzwonić
rise	rose	risen	rosnąć; wzrastać; wstawać
run	ran	run	biegać
say	said	said	powiedzieć, mówić
see	saw	seen	widzieć; rozumieć
sell	sold	sold	sprzedawać
send	sent	sent	wysyłać
shake	shook	shaken	potrząsać
shine	shone	shone	świecić
show	showed	shown	pokazywać
shoot	shot	shot	strzelać
shut	shut	shut	zamykać
sing	sang	sung	śpiewać
sink	sank	sunk	tonąć
sit	sat	sat	siedzieć
sleep	slept	slept	spać
smell	smelt	smelt	wąchać; pachnieć
speak	spoke	spoken	mówić
speed	sped	sped	pędzić, przyśpieszać
spend	spent	spent	wydawać (pieniądze); spędzać (czas)
spill	spilt	spilt	rozlać, rozlewać (się)
stand	stood	stood	stać; postawić
steal	stole	stolen	kraść
stick	stuck	stuck	wbijać; wtykać; lepić; kleić
stink	stank	stunk	cuchnąć
sweep	swept	swept	zamiatać
swim	swam	swum	pływać
take	took	taken	brać, zabierać
teach	taught	taught	uczyć (kogoś), nauczać
tear	tore	torn	drzeć, rozdzierać
tell	told	told	mówić, powiedzieć
think	thought	thought	myśleć; sądzić
throw	threw	thrown	rzucać
understand	understood	understood	rozumieć
wake	woke	woken	budzić się; obudzić
wear	wore	worn	nosić (ubranie)
win	won	won	wygrywać
write	wrote	written	pisać

MY PERSPECTIVES

Podręcznik dopuszczony do użytku szkolnego przez ministra do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego, zgodnie z:

	Rozporządzeniem Ministra Edukacji Narodowej z dnia 27 sierpnia 2012 w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół.	**Rozporządzeniem Ministra Edukacji Narodowej z dnia 30 stycznia 2018 w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół.**
Rzeczoznawcy	dr Anna Maria Kuzio, dr Łukasz Salski, mgr Teresa Kosyra-Cieślak	dr Anna Maria Kuzio, dr Łukasz Salski, mgr Teresa Kosyra-Cieślak
Poziom ESOKJ	A2+/B1	A2+/B1
Typ szkoły	ponadgimnazjalna	ponadpodstawowa
Etap edukacyjny	IV	III
Poziom zaawansowania określony w podstawie programowej	IV.1P IV.1R	III.1.P, III.1.R
Numer ewidencyjny w wykazie	980/1/2019	943/1/2019
Rok dopuszczenia	2019	2019

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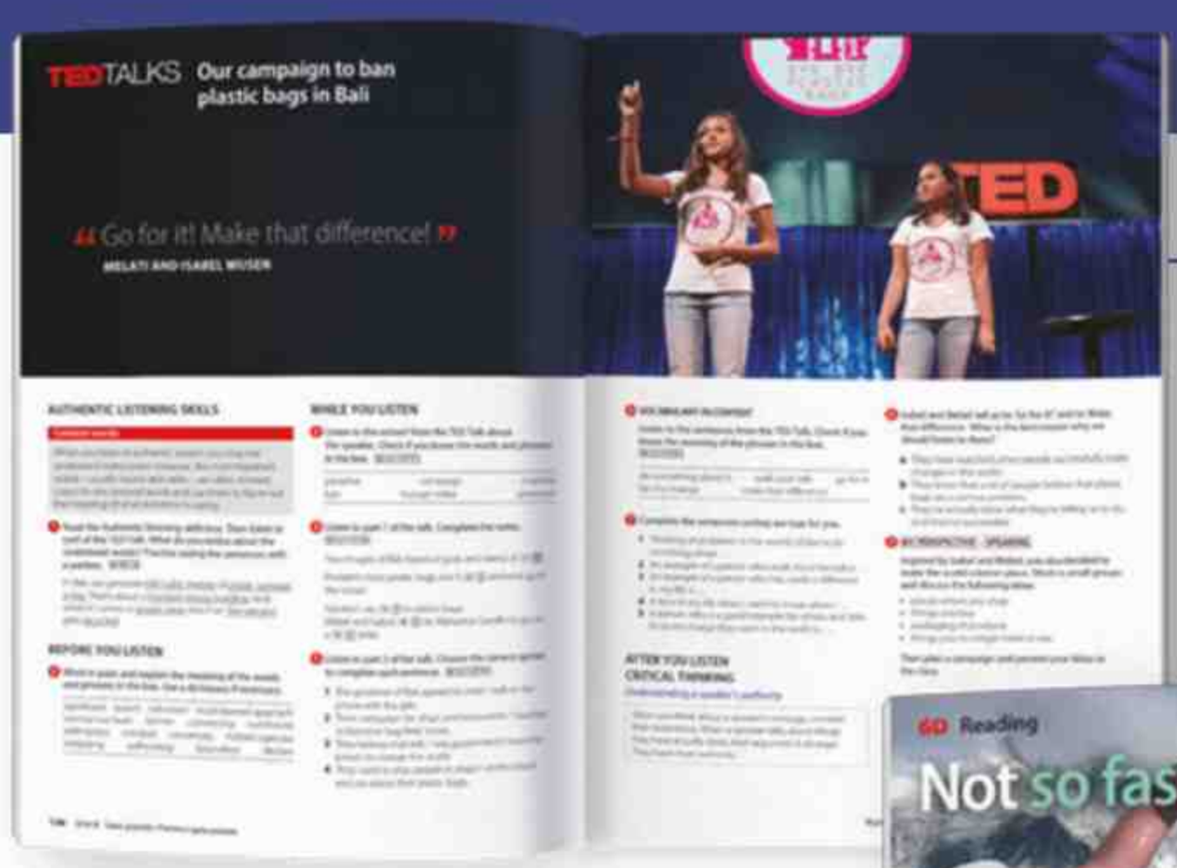
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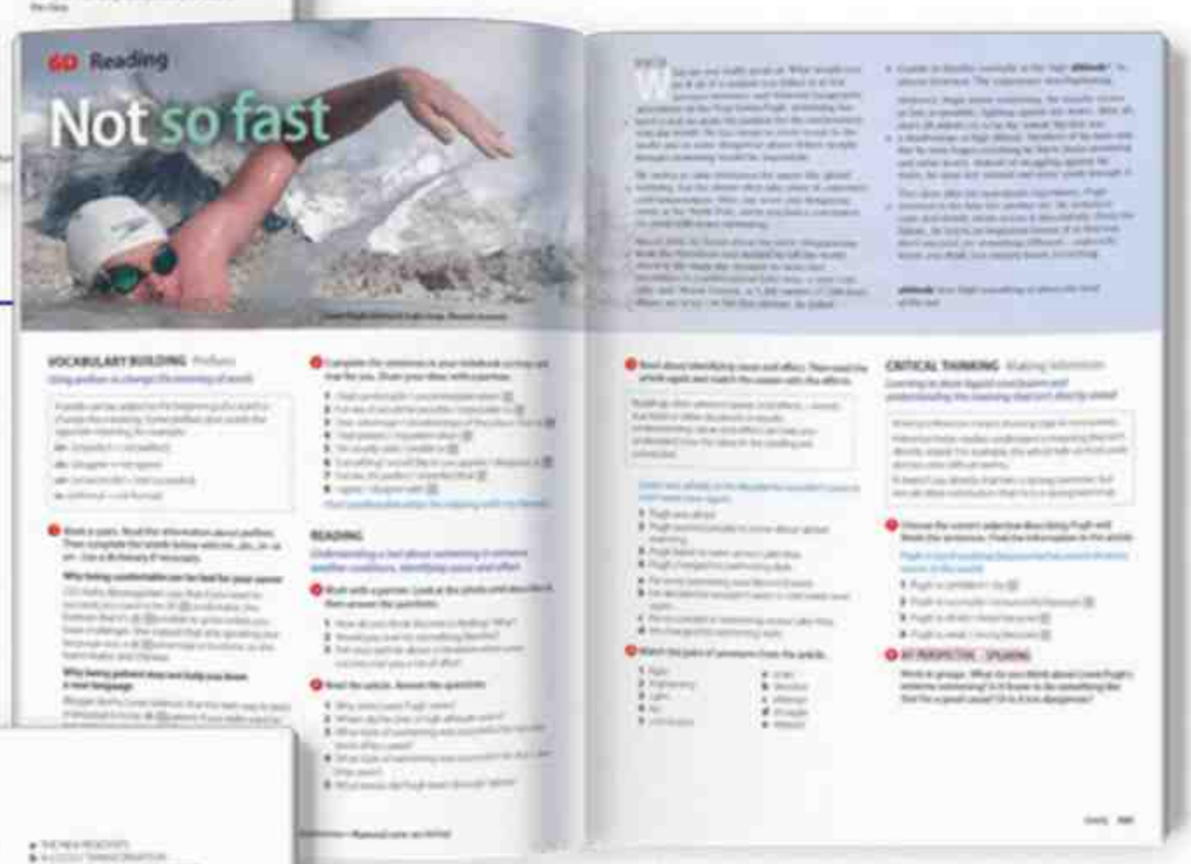
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MY PERSPECTIVES

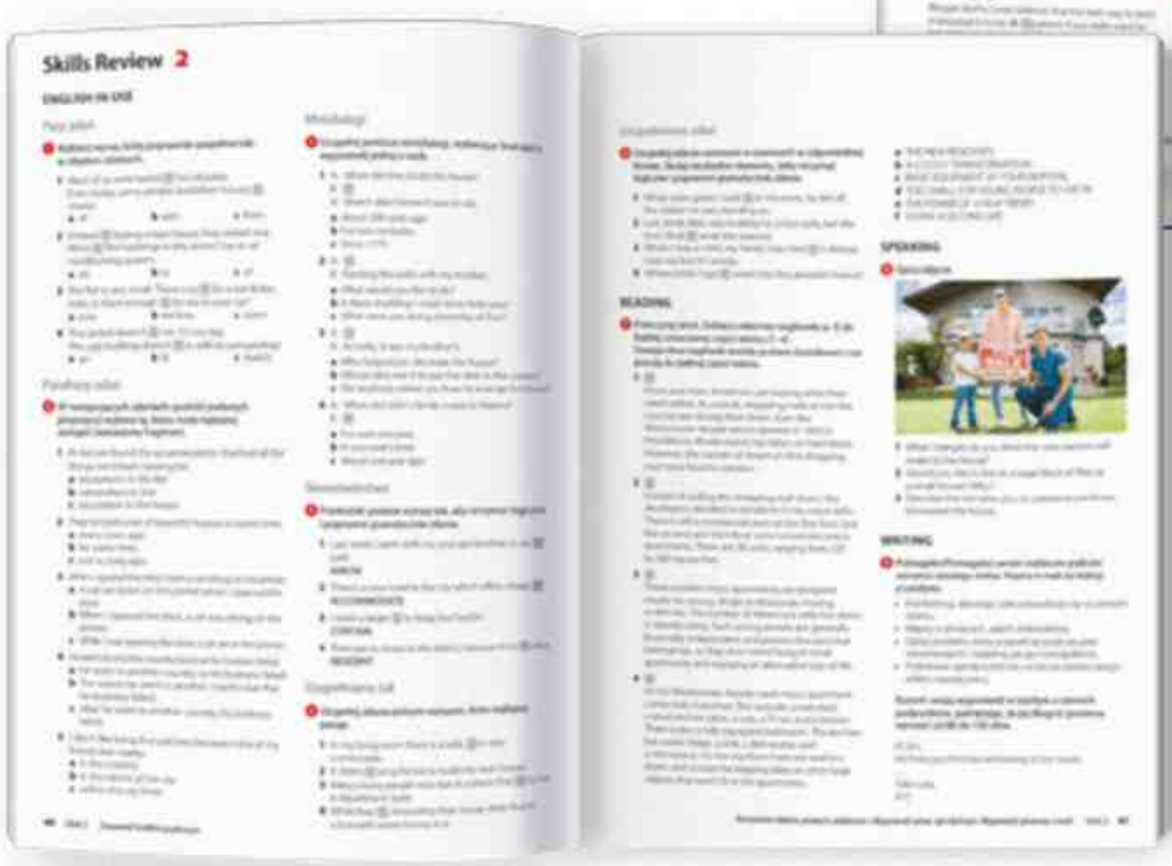
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Prezentacje TED Talks poszerzają wiedzę o świecie, skłaniają do refleksji oraz pomagają nauczyć się trudnej sztuki prezentacji i wystąpień publicznych.



Inspirujące teksty o ciekawych ludziach i ich osiągnięciach pozwalają spojrzeć na otaczający nas świat z innej perspektywy. Dają powód do analizy informacji i wyrażania własnej opinii.



MY PERSPECTIVES to skuteczne przygotowanie do egzaminu maturalnego. Podręcznik zawiera zadania typu maturalnego w poszczególnych lekcjach oraz w sekcjach powtórzeniowych *Skills Review*. Sekcja *Writing Guide* zawiera przykłady wypowiedzi pisemnych oraz listę przydatnych zwrotów i wyrażeń.

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