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A2+/B1

Password Reset







macmillan education

Teacher's Book

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Unit 4 easily confused words; word formation (nouns)
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GRAMMAR CHALLENGE, pp108-112

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Unit 2 *when* with past simple and past continuous
Unit 3 *been* and *gone*
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1 What a character!

VOCABULARY personality

1› Look at pictures A and B. Do you think you would like to meet these people? Why?/Why not? *Students' own answers*

2› Work in pairs and do the quiz. *Students' own answers*

Do you ...

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





3› In your notebook, match the adjectives below with sentences 1–10 in exercise 2. Which of the adjectives describe you? Compare your answers in pairs.

funny 9 patient 3 confident 5 honest 1 sociable 8 reliable 7 sensitive 6 bossy 4 ambitious 10 generous 2

4› Divide the adjectives into positive, negative and neutral. Write the answers in your notebook.

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

Possible answers:
Positive: hard-working, helpful, friendly, kind, clever, modest, polite
Negative: dishonest, silly, rude, lazy, nasty, mean
Neutral: talkative, quiet, serious, shy

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

6› In your notebook, match the adjectives with their opposites.

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

7› In your notebook, complete the sentences with the correct adjectives from exercise 4.

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

8› CD 1.02 Listen to the girl and boy from exercise 1 talking about their personalities. In your notebook, write down three adjectives to describe each person.

Speaker 1: *shy, hard-working, bossy*
Speaker 2: *lazy, rude, clever*

» **Vocabulary challenge!** Unit 1, page 108, exercise 1

9› What are you and your friends like? Work in pairs. Tell your partner about yourself or your best friend. Use adjectives from the lesson and the phrases below. *Students' own answers*

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

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

You can't tell a book by its cover.

I think this sentence is true because ...
- some people look shy/really sociable/look bored/really interested
- first impressions are sometimes false. For example, my friend/brother/classmate ...

I don't think this sentence is true because ...
- eyes tell the truth • expression shows feeling

LISTENING AND VOCABULARY 1

listening for detail • emotions • personality


Pretty Little Liars


The Big Bang Theory


Stranger Things

1〉 Work in pairs and discuss the questions.

Students' own answers

1 Which TV series do you watch? Why?
2 Look at the pictures. Do you know these characters from TV series? What are they like?
3 Think of some other TV or film characters. Describe them to your partner.

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

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

Want to be in a TV series?
Well, here's your chance!

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

See you on Saturday!

3〉 CD 1.03 Listen to a film director talking about three characters in a new TV series. In your notebook, complete the gaps with a word or a phrase. Write no more than three words.

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

» **Vocabulary challenge!** Unit 1, page 108, exercise 2

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

Dialogue 1

1 Why is Ella angry? *because Charlie is going to say things about her family and give away her secrets*
2 What does Charlie want? *money*

Dialogue 2

3 Why is Sophie worried? *she's got a test and she needs to get good marks*
4 How can Charlie help her? *he can sell her the anwers*

5〉 In your notebook, complete the sentences with adjectives below.

proud stressed nervous embarrassed upset

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

6〉 Complete the sentences about yourself in your notebook. *Students' own answers*

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

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

Students' own answers

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

1 GRAMMAR

Present simple and present continuous

1 Work in pairs. Write two sentences in your notebook about a) something you do every day and b) something somebody in your class is doing now. *Students' own answers*

2 CD 1.05 LANGUAGE IN CONTEXT Read and listen to the dialogue. Find examples of the present simple and present continuous.

Possible answers:
present simple: Jenni doesn't write very often. / Mike and I enjoy a lot of the same things.
present continuous: I'm writing an email to my English friend. / I'm using English, but not for my homework.

Lisa Hi! What are you doing? Is it your English homework?
Tomek No! I'm writing an email to my English friend. So, yeah, I'm using English, but not for my homework!
Lisa Do you write to him every week?
Tomek Yes, sometimes twice a week. I'm staying with him this summer so we're arranging lots of things at the moment. He lives in London. Should be fun!
Lisa Brilliant! My friend Jenni doesn't write very often. She does a lot of sports and she's always busy. She's competing in a big event on Saturday. She doesn't write about anything else! We don't have similar interests really. She likes sports – I don't. I read a lot – she doesn't.
Tomek That's a shame. Mike and I enjoy a lot of the same things. I think that's important for a good friendship.
Lisa You're right. Can I write to Mike too?

3 ANALYSE Copy and complete the table in your notebook with the correct words.

Present simple	
Affirmative	I often [1] *write* letters. Lisa often [2] *writes* letters.
Negative	I [3] *don't* often write letters. He [4] *doesn't* often write letters.
Yes/No question	[5] *Do* you often write letters? [6] *Does* she often write letters?
Wh- question	When [7] *does* Jodi write letters?

Present continuous	
Affirmative	I [8] *'m / am writing* an email to my English friend. She [9] *'s / is writing* an email to her English friend.
Negative	I [10] *'m / am not writing* an email to my English friend. He [11] *isn't / is not writing* an email to his English friend.
Yes/No question	[12] *Is* he writing an essay? [13] *Are* you writing an essay?
Wh- question	What [14] *are* the students writing?

4 In your notebook, complete the rules with the name of the correct tense: *present simple* or *present continuous*.

1 We use the *present simple* to talk about regular actions and routines.
2 We use the *present continuous* to talk about something that is happening now.
3 We use the *present simple* for things that are generally true.
4 We use the *present continuous* to talk about something that is temporary, or happening around now.
5 We use the *present continuous* for a future arrangement.

5 In your notebook, match the sentences from the dialogue with rules 1–5 in exercise 4.

2a I'm using English, but not for my homework!
1b Do you write to him every week?
4c We're arranging lots of things at the moment.
3d He lives in London.
5e I'm staying with him this summer.

? WHAT'S RIGHT?
(1) He often plays video games.
2 He plays often video games.
(3) She doesn't usually tidy her room.

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

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

7 PRACTISE Choose the correct option to complete the sentences. Write the answers in your notebook.

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

8 In your notebook, complete the emails with the correct form of the verbs in brackets. Use the present simple or present continuous.

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

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

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

10› Work in pairs. Read out your sentences. Can your partner guess the false ones? *Students' own answers*

A *I never watch TV at the weekend.*

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

Verb + *-ing* form / infinitive

1› Work in pairs. What do you usually like doing after school? What would you like to do after school today? *Students' own answers*

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

1 What is Amelia's job? *She's an actress.*

2 Do you like her lifestyle? Why? / Why not? *Students' own answers*



Amelia's blog

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

But life is so busy at the moment. Every morning I get up at about 6.30 – yes, that's 6.30 – and go to the studio. I would like to stay in bed and spend more time sleeping, but filming starts at 8.00. I don't enjoy getting up early, but I don't have a choice!
I'm working a lot with Jack Reeves this week. I love acting with him. He's really helpful. He doesn't mind giving me advice when we're filming. He's agreed to help me with my lines too. I suggested practising our words together and he said yes!
Anyway, it's evening now. I don't want to do anything, just watch TV. I'm just looking forward to going to bed. It's a busy week, but I hope to relax at the weekend. More tomorrow!

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

verb + *-ing* form	verb + *to* + infinitive
spend time, enjoy, love, doesn't / don't mind, suggest, look forward to	*would like, agree, want, hope*

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

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

verb + -ing form: be keen on, can't stand
verb + to + infinitive: plan, refuse, decide, offer, promise
both: continue

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



Amelia 18:40

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

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

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

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

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

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

Harry *is typing …*

» **Grammar challenge!** Unit 1, page 108, exercise 1

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

1 My friend asked me to help him with his homework and I said yes. AGREED
I *agreed to help* my friend with his homework.

2 I invited Mark to the party, but he didn't want to go. REFUSED
Mark *refused to go* to the party.

3 I'm not patient when I have to wait in a queue. CAN'T STAND
I *can't stand waiting* in a queue.

4 I think our trip to London will be fantastic. LOOKING FORWARD
I *'m looking forward to (going on)* our trip to London.

5 It's fun to learn foreign languages. ENJOY
I *enjoy learning* foreign languages.

6 I worked on this essay for an hour. SPENT
I *spent an hour working* on this essay.

7 Anna would really like to go to this party on Thursday. KEEN
Anna is really *keen on going* to the party on Thursday.

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

1 What / you / like / do / on Saturdays?
What do you like doing on Saturdays?

2 What / you / plan / do / during the next holiday?
What do you plan to do during the next holiday?

3 What / you / spend most time / do / in the evenings?
What do you spend most time doing in the evenings?

4 What / you / can't stand / do / at home?
What can't you stand doing at home?

5 What job / you / want / do / after school?
What job do you want to do after school?

6 When / you / usually / stop / watch TV / at night?
When do you usually stop watching TV at night?

1 READING AND VOCABULARY

reading for detail • hobbies and interests







1 Work in pairs. Which of the hobbies sound the most interesting / boring to you? Put them in order starting from the most interesting. *Students' own answers*

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

2 In your notebook, match the definitions with the names of hobbies below. There is one extra hobby. Which of the hobbies would you like to try? Why?

zine writing cryptozoology online genealogy vlogging BMXing

1 *BMXing* is bike racing for people who like extreme sports. You need a special bike to do difficult tricks.
2 *Vlogging* is making video journals on the web about your life and interests.
3 *Online genealogy* is researching family history and creating an online family tree.
4 *Cryptozoology* is studying the mythical or legendary animal creatures such as Big Foot, Chupacabra or unicorns.

3 Do the quiz to find out what your hobbies say about your personality. Compare your score in pairs. How true are the descriptions for you? *Students' own answers*

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

Which description mentions people who

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

QUIZ

1 You are outdoors. You spend your time
a playing sports games with your friends.
b jogging.
c reading a book or a magazine.
4 d taking photos of the nature around you.

2 When you're on the bus or tram, you usually
a talk to a friend on your mobile phone.
b think about your next project or task.
3 c worry about your problems.
d watch others.

3 When it rains and you cannot go outside, you often
1 a watch TV or play computer games.
b help your parents around the house.
c listen to music or do puzzles.
d look out of the window and dream.

4 During breaks between lessons, you usually
1 1 a chat with other students.
b check your emails or go on Facebook.
c read something or listen to music.
d go outside and spend your time in the fresh air.

5 When you have a free day, you
a spend it with family or friends.
b spend your time reading books or magazines.
3 c do nothing and just relax.
d browse the Internet for new ideas.

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



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

1 You constantly change your pastimes. (text D)
You take up different hobbies all the time.
2 You enjoy spending time with other people. (text A)
Mixing with others is your true hobby.
3 You have aims in your life. (text B)
You are goal-oriented ...
4 You don't like going to parties very much. (text C)
You aren't ... a partygoer.
5 You adapt easily to new situations. (text D)
... you accept changes without any problems.

A (4–7) BMXer

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

B (8–12) Genealogist

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

C (13–16) Vlogger

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

D (17–20) Cryptozoologist

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

Vocabulary development

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

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

Love,
Dominica

7〉 Now look at the highlighted phrases in texts A–D and check your answers to exercise 6.

8〉 In your notebook, complete the questions with the verbs below.

play get do go find

1 How often do you *go clubbing / swimming / running*?
2 Do you *do sports / yoga / crosswords*? How often?
3 How easily do you *get bored with an activity / involved in a new activity*?
4 Do you *find* reading books *interesting / boring / so-so*? Why? / Why not?
5 How often do you *play computer games / card and board games*?

» **Vocabulary challenge!** Unit 1, page 108, exercises 3 and 4

9〉 Work in pairs. Ask and answer the questions from exercise 8. *Students' own answers*

10〉 Write a reply to Dominica's email in exercise 6 (100–150 words). Use ideas and language from the exercises in this lesson. Underline the new words or phrases you have used. Include this information: *Students' own answers*

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

Dear Dominica,
Thanks for your email. Let me tell you about myself ...

1 SPEAKING

meeting people



1〉 Describe the picture and answer the questions.

Students' own answers

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

2〉 CD 1.06 Read and listen to the dialogue. Answer the questions.

1 Where are the speakers? Do they know each other well or are they strangers? *The speakers are two young people, guests at a birthday party. They are strangers. / They don't know each other.*
2 Where are they from? *Matt is British, Paula is Polish.*
3 What similar interests do they have? *They both like dancing and listening to music.*

Matt Hi. You look like you don't know anybody here.
Paula You're right. I'm new here. I'm Polish and I've just arrived in Britain.
Matt Wow! Your English is great. I'm Matt and I'm Tom's cousin. And you?
Paula My name's Paula and I'm Tom's new classmate. Nice to meet you, Matt.
Matt Nice to meet you too. So what are you into?
Paula Well, I love dancing and listening to music. What about you?
Matt Me too! I'm also quite keen on sports. I really like football and cricket.
Paula Well, sports aren't really my cup of tea, but I think they must be a great hobby.
Matt Yes, they are! Anyway, what do you think of the music here?
Paula It's really great!

3〉 Read the dialogue again and complete the Phrase Bank in your notebook. Translate the expressions into Polish.

Phrase Bank

► Introducing yourself
I'm [1] *Tom's* *cousin. / Hi, I'm Paula.*
Nice to [2] *meet* *you (too).*

► Talking and asking about interests and opinions
So what are you [3] *into?* */ What do you do in your free time?*
Well, I [4] *love* */ adore dancing and listening to music.*
I'm quite [5] *keen* *on sports.*
Sports aren't really my cup of [6] *tea.* */ I don't really like ...*
What do you [7] *think* *of the music / food here?*
It's [8] *really* *great / awesome / OK!*

► Reacting to what people say
Really? Wow! | *That's great! / That's cool!*
What about you? / And you? | *Why not?* | *Me too.*

4〉 Work in pairs. Practise reading the dialogue, changing the words in red. *Students' own answers*

5〉 CD 1.07 Listen to two dialogues at a party. Are the sentences true or false? Write the answers in your notebook.

Dialogue 1
1 Mark is enjoying the party. *T*
2 Claire knows a lot of people at the party. *F*
3 All three speakers are keen on dancing. *T*

Dialogue 2
1 Charlie and the boy are neighbours. *T*
2 The girl is in the same class as Charlie. *T*
3 The girl is not very happy in her new class. *F*

6〉 In your notebook, put the words in the correct order to make sentences.

1 here / I / know / people / many / don't
I don't know many people here.
2 you / do / Charlie / so / how / know / ?
So how do you know Charlie?
3 of / they / great bunch / are / people / a
They are a great bunch of people.
4 you / how / know / him / come / ? *How come you know him?*
5 you / party / a / good time / having / are / at / the / ?
Are you having a good time at the party?

7〉 Work in pairs. Role-play the dialogues, using the prompts below. *Possible answers:*

1 A Zapytaj kolegę/koleżankę, czy dobrze się bawi na przyjęciu. *Are you having a good time at the party?*
B Odpowiedz. *Oh yes. It's a fantastic / great party.*
2 A Zapytaj kolegę/koleżankę, co sądzi o jedzeniu na przyjęciu. *What do you think of the food here?*
B Powiedz, że jest świetne. *It's great / awesome.*
3 A Powiedz, że uwielbiasz grać w siatkówkę. *I am keen on playing volleyball.*
B Odpowiedz, że nie interesujesz się sportem. *Well, sport isn't my cup of tea.*

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

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

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

Students' own answers

Jesteś na grillu (*barbecue*), zorganizowanym przez Twojego przyjaciela Alana. Rozpocznij rozmowę z osobą, której nie znasz. W rozmowie:
- przedstawcie się sobie nawzajem;
- opiszcie swoje hobby;
- powiedzcie, co sądzicie na temat imprezy;
- powiedzcie, skąd znacie Alana.

WRITING 1

a personal profile

PenPal SCHOOLS



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

1〉 Read the description of PenPal Schools, a popular online site for students. Work in pairs and answer the questions below. *Students' own answers*

1 What do you think of this site? What similar sites do you know?

2 Imagine you joined PenPal Schools. What information about yourself would you like to share with the other members?

3 How important is it to have an interesting photo on your personal profile? Do you upload selfies or photos of you taken by other people?

2〉 Read a personal profile from PenPalSchools.com. Match headings a–e with the paragraphs in your notebook. There is one extra heading.

2 a personal information and hobbies

b family and friends

3 c appearance and personality

1 d why you are writing

4 e who you are looking for



PenPal SCHOOLS

Hi from Jessica and Josh.

❶ We want to have one profile for the two of us, because it's something different. We are interested in the same things and want to meet friends who are like us.

❷ We are 17 years old and we both come from Boston, USA. We are students at a local high school. We dream of becoming musicians. I'm into rock music, but Josh prefers metal music. I'm learning to play the guitar and Josh is taking drum lessons.

❸ We are both tall, have dark hair and almost look like twins, but we are very different people. I'm quite confident, very easygoing and extremely talkative. Josh can be rather shy, pretty serious and a bit quiet, but he's a great friend!

❹ We're looking for friends who share our passion for music. Please write soon and tell us about yourself and your life.

3〉 In your notebook, complete the Phrase Bank, using words and expressions from the profile.

Phrase Bank

▸ Giving personal information

I'm 17 years old and I [1] *come from the USA.*
I dream [2] *of becoming a good photographer.* | *I'm* [3] *into sports.*
I'm very easygoing and I [4] *can be pretty lazy sometimes.*
I want to meet people [5] *like me.*
I'm [6] *looking for friends who share my passions.*

Watch out!

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

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

4〉 Read the *Watch out!* tip and choose the words which describe you best. Give examples. *Students' own answers*

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

1 I'm ***very*** / ***quite*** confident.

2 I can be ***a bit*** / ***terribly*** bossy sometimes.

3 People say I'm a ***rather*** / ***pretty*** serious person.

4 I'm not a ***very*** / ***really*** hard-working person.

5 I think I tend to be ***extremely*** / ***pretty*** talkative.

5〉 In your notebook, complete the profile with appropriate words. Then number the paragraphs in the correct order.

Hi,

3 a I'm [1] *pretty / very / extremely / terribly* ambitious and really want to achieve a lot in my life. Sometimes I can be a [2] *bit / little* shy, but I'm learning to be more self-confident. I'll need that when I become a dancer!

4 b I'd love to meet people who are [3] *like* me and who have similar interests.

1 c I'm Lucy. I [4] *come* from Canada. I'm a seventeen-year-old high school student. I'm pretty tall and I have dark hair and brown eyes.

2 d I've got a few hobbies. I'm [5] *interested* in music and dancing. I really would [6] *like* to become a professional dancer when I finish school. I'm also [7] *keen* on sports. My favourite sports are ice hockey and cycling. In my [8] *free* time I often read books and I also [9] *keep* a blog.

Please write to me!

Lucy

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

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

1 ENGLISH IN USE

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

Students' own answers



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

We prefer [1] *to wear* (*nosić*) certain colours simply because we like them. We probably very often [2] *don't know* (*nie wiemy*) why we tend to go for, for example, blue but avoid green. Businesses, however, take a more serious approach to colours and [3] *are good at* (*są dobrzy w*) using them to influence their customers. Marketing specialists realise that almost 85% of customers decide [4] *to buy* (*kupić*) something mainly on the basis of the colour of the product. As a result, companies spend their time [5] *analysing* (*analizując*) what we call the psychology of colour. So, restaurants regularly [6] *use* (*używają*) red to stimulate appetite, while yellow [7] *appears* (*pojawia się*) in shop windows to attract attention. Purple, on the other hand, is often the colour of beauty products, because it makes us think of relaxation.

3 Match the questions with the answers in your notebook. Then translate them into Polish.

d 1 What's he like? *Jaki on jest?*
a 2 What would he like to do? *Co chciałby robić?*
b 3 What does he look like? *Jak on wygląda?*
c 4 What does he like doing? *Co lubi robić?*

a He'd like to go to the cinema. *Chciałby pójść do kina.*
b He's tall and very handsome. *Jest wysoki i bardzo przystojny.*
c He loves swimming and cycling. *Uwielbia pływać i jeździć na rowerze.*
d He's a bit shy but very friendly. *Jest trochę nieśmiały, ale bardzo przyjacielski.*

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

1 I really ___ (*lubię*) wearing blue clothes. This colour suits me.
a mind (b) enjoy c prefer

2 My mum ___ (*nigdy nie nosi*) black clothes because it makes her feel depressed.
a doesn't often wear
b hardly ever wears
(c) never wears

3 Mark suggested ___ (*pójść*) to the cinema on Saturday night.
(a) going b to go c go

4 Anna ___ (*szykuje się*) for a party at the moment. We're leaving in about 15 minutes.
a gets ready b get ready (c) is getting ready

5 I have no idea ___ (*jaka ona jest*). I hope she's nice.
a what she likes (b) what she's like
c what she looks like

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

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

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

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

1 I'd like to start a course in photography – it sounds really interesting. **UP**
I'm thinking about *taking up* photography – it sounds really interesting.

2 I always choose light colours over dark ones. **PREFER**
I *prefer light colours to* dark ones.

3 She's a keen reader of crime stories. **FOND**
She *is fond of reading* crime stories.

4 I lose interest in things very quickly. **BORED**
I *get bored* very quickly.

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

Students' own answers

1 What are your favourite colours when it comes to clothes and decorating a room?
I prefer … to … because it makes me feel more optimistic / it suits me.

2 What colour combinations would you never wear?
I would never wear … and … together because for me they look really bad / they don't go with each other.

3 What colours are fashionable at the moment? Why?
I think that the most fashionable colours at the moment are …

4 Is it important to be fashionable? Why?/Why not?

5 Who is the trendiest person you know? Why do you think he / she is trendy?

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

1 What is the topic of the interview? *teenagers' strengths*
2 What do you expect the coach to say? *Students' own answers*
3 What should you concentrate on while listening: the main message of the recording or the specific information related to the gaps in the sentences? *The task requires one to listen for detailed information. It is important to concentrate on the information related to the gapped sentences in the summary.*

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

1 How does Nathalie help teenagers? *She helps young people to discover their strengths and to improve their personal lives.*
2 How does the interviewer react to what Nathalie says? *He agrees with Nathalie's point of view.*
3 Are you surprised by what Nathalie says in the interview? *Students' own answers*

Tip

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

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

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

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

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

1 Nathalie Richardson helps young people change their *behaviour* and attitude.
2 Teenagers often don't *realise / know* that they have many strengths.
3 Parents and teachers usually have no *training / professional training* to coach young people.
4 *Creativity* is a quality that a lot of young people can demonstrate.
5 Some teenagers discover that they are good at *organising things / events* well.
6 Realising your strengths helps you become more *self-confident*.

6 Look at the strengths below. Then answer the questions. *Students' own answers*

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

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

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

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

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

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

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

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

1 REVIEW 1

Complete all the exercises on this page in your notebook.

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

1 lazy	hard-working
2 serious	funny
3 mean	generous
4 silly	clever
5 rude	polite
6 talkative	quiet

__/ 6

2 Complete the text with appropriate words.

Hobbies by Zodiac Signs

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

__/ 6

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

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

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

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

__/ 10

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

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

__/ 5

5 React to the sentences. More than one reaction is possible. *Possible answers:*

1 What are you into? *I love skiing. / I am keen on dancing.*
2 How do you know Luke? *Actually, he's my best friend. / He's my new classmate.*
3 What do you think of Jackie? *She's easygoing and very helpful.*
4 I really love dancing. *Really? / That's cool!*
5 Are you having a good time at the party? *Oh yes, it's really great.*

__/ 5

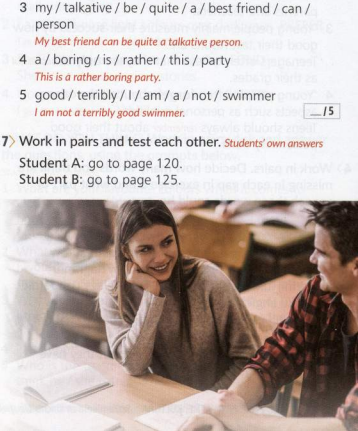
6 Put the words in the correct order to make sentences.

1 dream / a / of / I / famous / becoming / actor / often
I often dream of becoming a famous actor.
2 I / extremely / an / person / ambitious / am
I am an extremely ambitious person.
3 my / talkative / be / quite / a / best friend / can / person
My best friend can be quite a talkative person.
4 a / boring / is / rather / this / party
This is a rather boring party.
5 good / terribly / I / am / a / not / swimmer
I am not a terribly good swimmer.

__/ 5

7 Work in pairs and test each other. *Students' own answers*

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



WORDLIST 1

Personality / Osobowość

ambitious /æmˈbɪʃəs/ ambitny
bossy /ˈbɒsi/ apodyktyczny, władczy
clever /ˈklevə(r)/ mądry, sprytny
confident /ˈkɒnfɪd(ə)nt/ pewny siebie
dishonest /dɪsˈɒnɪst/ nieuczciwy, nieszczery
easygoing /ˌiːziˈgəʊɪŋ/ wyluzowany, spokojny
friendly /ˈfrendlɪ/ przyjazny, życzliwy
funny /ˈfʌni/ zabawny
generous /ˈdʒenərəs/ hojny
hard-working /ˌhɑːdˈwɜː(r)kɪŋ/ pracowity
helpful /ˈhelpf(ə)l/ pomocny
honest /ˈɒnɪst/ uczciwy, szczery
independent /ˌɪndɪˈpendənt/ niezależny
kind /kaɪnd/ miły
lazy /ˈleɪzi/ leniwy
loyal /ˈlɔɪəl/ lojalny
mean /miːn/ skąpy
modest /ˈmɒdɪst/ skromny
nasty /ˈnɑːsti/ okropny, niemiły
nice /naɪs/ miły
patient /ˈpeɪʃ(ə)nt/ cierpliwy
polite /pəˈlaɪt/ uprzejmy
quiet /ˈkwaɪət/ cichy
reliable /rɪˈlaɪəb(ə)l/ godny zaufania, niezawodny
rude /ruːd/ nieuprzejmy
sensitive /ˈsensətɪv/ wrażliwy
serious /ˈsɪərɪəs/ poważny
shy /ʃaɪ/ nieśmiały
silly /ˈsɪli/ niemądry, głupi
sociable /ˈsəʊʃəbl(ə)l/ towarzyski
talkative /ˈtɔːkətɪv/ gadatliwy, rozmowny
your good/bad points /jɔː(r) ˈgʊd, ˈbæd ˌpɔɪnts/ twoje mocne/słabe strony

Personality expressions / Wyrażenia związane z osobowością

be the centre of attention /ˌbi ðə ˈsentə(r) əv əˌtenʃ(ə)n/ być w centrum uwagi
get into trouble /ˌget ɪntə ˈtrʌb(ə)l/ wpadać w tarapaty, kłopoty
keep secrets /ˌkiːp ˈsiːkrəts/ dochować tajemnicy
let sb down /ˌlet ˌsʌmbədi ˈdaʊn/ zawieść kogoś, sprawić zawód
trust sb /ˈtrʌst ˌsʌmbədi/ ufać komuś

Emotions / Emocje

embarrassed /ɪmˈbærəst/ zażenowany
nervous /ˈnɜː(r)vəs/ zdenerwowany, nerwowy
proud of sth /ˈprəʊd əv ˌsʌmθɪŋ/ dumny z czegoś
stressed /strest/ zestresowany
tired /ˈtaɪə(r)d/ zmęczony
upset /ʌpˈset/ zmartwiony, poruszony
worried /ˈwʌrɪd/ zaniepokojony, zmartwiony

Hobbies and interests / Pasje i zainteresowania

biking /ˈbaɪkɪŋ/ jazda na rowerze
blogging /ˈblɒgɪŋ/ prowadzenie bloga
collecting things /kəˈlektɪŋ, θɪŋz/ kolekcjonowanie rzeczy
cooking /ˈkʊkɪŋ/ gotowanie
do crosswords /ˌduː ˈkrɒsˌwɜː(r)ds/ rozwiązywać krzyżówki
do sports/yoga /ˌduː ˈspɔː(r)ts, ˈjəʊgə/ uprawiać sport / praktykować jogę
drawing /ˈdrɔːɪŋ/ rysowanie
find sth interesting/boring /ˌfaɪnd ˌsʌmθɪŋ ˈɪntrəstɪŋ, ˈbɔːrɪŋ/ uważać coś za ciekawe/nudne
find sth so-so /ˌfaɪnd ˌsʌmθɪŋ ˈsəʊˌsəʊ/ uważać, że coś jest średnie, takie sobie
fishing /ˈfɪʃɪŋ/ wędkarstwo
gardening /ˈgɑː(r)dn(ə)ɪŋ/ ogrodnictwo, prace w ogrodzie
get bored with an activity /ˌget ˈbɔː(r)d wɪð ən ækˈtɪvətɪ/ znudzić się jakimś zajęciem
get involved in an activity /ˌget ɪnˈvɒlvd ɪn ən ækˈtɪvətɪ/ zaangażować się w jakieś zajęcie
go clubbing /ˌgəʊ ˈklʌbɪŋ/ chodzić do klubów
go swimming/running /ˌgəʊ ˈswɪmɪŋ, ˈrʌnɪŋ/ iść popływać/pobiegać
hiking /ˈhaɪkɪŋ/ chodzenie na piesze wycieczki
jogging /ˈdʒɒgɪŋ/ jogging, bieganie
listening to music /ˈlɪs(ə)nɪŋ tə ˈmjuːzɪk/ słuchanie muzyki
photography /fəˈtɒgrəfɪ/ fotografowanie
play card and board games /ˌpleɪ ˈkɑːd(r)d and ˈbɔː(r)d ˌgeɪmz/ grać w gry karciane i planszowe
play computer games /ˌpleɪ kəmˈpjuːtə(r) ˌgeɪmz/ grać w gry komputerowe
play the guitar /ˌpleɪ ðə gɪˈtɑː(r)/ grać na gitarze
rollerblading /ˈrəʊlə(r)ˌbleɪdɪŋ/ jazda na rolkach
skateboarding /ˈskeɪtˌbɔː(r)dɪŋ/ jazda na deskorolce
social networking /ˌsəʊʃəl ˈnetwɜː(r)kɪŋ/ media społecznościowe
take drums lessons /ˌteɪk ˈdrʌmz ˌles(ə)nz/ brać lekcje gry na perkusji
taking photos /ˈteɪkɪŋ ˈfəʊtəʊz/ fotografowanie

Talking about hobbies and interests / Mówienie o pasjach i zainteresowaniach

be a fan of /ˌbi ə ˈfæn əv/ być fanem czegoś
be fond of /ˌbi ˈfɒnd əv/ bardzo coś lubić
be interested in /ˌbi ɪntrəstɪd ɪn/ interesować się czymś
be into /ˌbi ˈɪntə/ interesować się czymś
be keen on /ˌbi ˈkiːn ɒn/ przepadać za czymś
be mad about /ˌbi ˈmæd əˌbaʊt/ szaleć na punkcie czegoś
don't mind sth /ˌdəʊnt ˈmaɪnd ˌsʌmθɪŋ/ nie mieć nic przeciwko czemuś
have a passion for /ˌhæv ə ˈpæʃ(ə)n fə(r)/ pasjonować się czymś, mieć zamiłowanie do czegoś
prefer sth to sth /prɪˈfɜː(r) ˌsʌmθɪŋ tə ˌsʌmθɪŋ/ woleć coś od czegoś
take up a hobby /ˌteɪk ʌp ə ˈhɒbi/ zająć się jakimś hobby

Other words / Inne wyrazy

achieve a lot /əˈtʃiːv ə ˌlɒt/ osiągnąć wiele
admit /ədˈmɪt/ przyznawać (że coś jest prawdą)
advice /ədˈvaɪs/ rada
ambition /æmˈbɪʃ(ə)n/ ambicja
audition for a part /ɔːˈdɪʃ(ə)n fə(r) ə ˌpɑː(r)t/ brać udział w przesłuchaniu do roli (aktorskiej)
behaviour /bɪˈheɪvjə/ zachowanie
bunch of people /ˈbʌntʃ əv ˌpiːp(ə)l/ grupa ludzi, paczka
castle /ˈkɑːs(ə)l/ zamek, pałac
classmate /ˈklɑːsˌmeɪt/ kolega/koleżanka z klasy
coach /kəʊtʃ/ trener, doradca
confidence /ˈkɒnfɪd(ə)ns/ pewność siebie
creativity /ˌkriːeɪˈtɪvətɪ/ pomysłowość
decide /dɪˈsaɪd/ decydować
determination /dɪˌtɜːmɪˈneɪʃ(ə)n/ determinacja
dream of sth /ˈdriːm əv ˌsʌmθɪŋ/ marzyć o czymś
dreamer /ˈdriːmə(r)/ marzyciel/marzycielka
extremely /ɪkˈstriːmlɪ/ niezwykle, wyjątkowo
family tree /ˈfæm(ə)lɪ triː/ drzewo genealogiczne
find out who you are /ˌfaʊnd ˈaʊt hʊ jʊ ɑː/ dowiedzieć się, kim się jest
friendship /ˈfrendʃɪp/ przyjaźń
get top marks /ˌget ˌtɒp ˈmɑː(r)ks/ dostawać najlepsze oceny
give advice /ˌgɪv ədˈvaɪs/ udzielać rad
go red /ˌgəʊ ˈred/ czerwienić się
goal-oriented /ˈgəʊl ɔːrientɪd/ nastawiony na cel
how come …? /ˌhaʊ ˈkʌm/ jak to się stało, że …?
keep a blog /ˌkiːp ə ˈblɒg/ prowadzić bloga
keep quiet /ˌkiːp ˈkwaɪət/ milczeć, zachowywać w sekrecie
look forward to /ˌlʊk ˈfɔːwə(r)d tə/ niecierpliwie czekać na coś, oczekiwać czegoś
make people laugh /ˌmeɪk ˌpiːp(ə)l ˈlɑːf/ rozbawiać ludzi
mix with others /ˈmɪks wɪð ˌʌðə(r)z/ udzielać się towarzysko
not be your cup of tea /ˌnɒt ˌbi jɔː(r) ˌkʌp əv ˈtiː/ nie przepadać za czymś
on your own /ˌɒn jɔː(r) ˈəʊn/ sam/sama, samodzielnie
organising /ˈɔːgə(ə)nʌɪzɪŋ/ organizowanie, porządkowanie
partygoer /ˈpɑːtɪˌgəʊə(r)/ imprezowicz/imprezowiczka
promise /ˈprɒmɪs/ obietnica
quite/pretty /kwaɪt, ˈprɪtɪ/ dość
recommend /ˌrekəˈmend/ polecać
refuse /rɪˈfjuːz/ odmawiać
rely on /rɪˈlaɪ ɒn/ polegać na kimś
share your passion /ˌʃeə(r) jɔː(r) ˈpæʃ(ə)n/ dzielić się swoją pasją
speak in public /ˌspiːk ɪn ˈpʌblɪk/ przemawiać publicznie
stay up late /ˌsteɪ ʌp ˈleɪt/ położyć się późno spać
strengths /strenθs/ mocne strony
support /səˈpɔːt/ wspierać
talented /ˈtaləntɪd/ utalentowany
tell jokes /ˌtel ˈdʒəʊks/ opowiadać dowcipy
tell lies /ˌtel ˈlaɪz/ kłamać
tend to do sth /ˈtend tə ˌduː ˌsʌmθɪŋ/ robić coś zwykle; mieć tendencję do czegoś
text your friends /ˌtekst jɔː(r) ˌfrendz/ wysyłać wiadomości tekstowe do znajomych
training /ˈtreɪnɪŋ/ **przeszkolenie**
waste time /ˌweɪst ˈtaɪm/ tracić czas
What a character! /ˌwɒt ə ˈkærɪktə(r)/ Ależ charakterek!
your personal profile /jɔː(r) ˈpɜː(r)s(ə)nəl ˌprəʊfaɪl/ własny profil, własne konto

Challenge!

adore /əˈdɔː(r)/ uwielbiać
broad-minded /ˌbrɔːdˈmaɪndɪd/ tolerancyjny
chill out /ˌtʃɪl ˈaʊt/ relaksować się
computer geek /kəmˈpjuːtə(r) ˌgiːk/ maniak komputerowy
enjoy /ɪnˈdʒɔɪ/ lubić
enthusiast /ɪnˈθjuːzɪæst/ entuzjasta, miłośnik
fan /fæn/ fan
jealous /ˈdʒeləs/ zazdrosny
keen reader /ˌkiːn ˈriːdə(r)/ zapalony czytelnik/zapalona czytelniczka
leisure activity /ˈleʒə(r) ækˈtɪvətɪ/ hobby, rozrywka
lover /ˈlʌvə(r)/ miłośnik (czegoś)
moody /ˈmuːdɪ/ humorzasty
party animal /ˌpɑː(r)tɪ ˈænɪm(ə)l/ bywalec imprez, imprezowicz
pastime /ˈpɑːsˌtaɪm/ rozrywka, hobby
rebellious /rɪˈbeljəs/ buntowniczy
relax /rɪˈlæks/ relaksować się, odprężać się
sports fan /ˈspɔː(r)ts ˌfæn/ kibic sportowy
sympathetic /ˌsɪmpəˈθetɪk/ współczujący
unwind /ʌnˈwaɪnd/ rozluźniać się, odprężać

2 A good sport

VOCABULARY sports

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

Leocool	I'm really into sports. I love playing football, swimming, and doing a bit of everything really!
Anna	I don't do much sport. I prefer watching it on TV – especially big events like the Olympics.
FrodoB	I'm a bit lazy, but I'd like to do some sports, maybe start swimming or learn to play tennis.
Becky17	I HATE sports!
Jasper	I have loads of sports apps on my phone and I play them all the time.

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

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



1 table tennis
2 swimming
3 weightlifting
4 basketball
5 surfing
6 snowboarding
7 cycling
8 ice hockey
9 motor racing
10 rowing
11 volleyball
12 boxing
13 gymnastics
14 football
15 karate
16 skating

3 CD 1.12 Listen and repeat the words from exercise 2.

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

a) team sports: basketball, ice hockey, volleyball, football
b) individual sports: weightlifting, surfing, snowboarding, boxing, karate, skating
c) both: table tennis, swimming, cycling, motor racing, rowing, gymnastics

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

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

play (team sports, games)	go (most sports ending in *-ing*)	do (other sports)
handball, tennis, rugby, badminton, golf, table tennis, basketball, ice hockey, volleyball, football	*sailing, canoeing, skating, skiing, swimming, surfing, snowboarding, cycling, rowing,*	*judo, long jump, weightlifting, motor racing, boxing, gymnastics, karate*

6 Complete the sentences in your notebook with the correct verb + sport from exercises 2 and 5. Use the correct form of the verbs.

1 I often *go swimming* at the weekends at my local pool or in the sea if it's not too cold.
2 My best friend *goes canoeing / sailing / rowing* regularly. She likes going down rivers where bigger boats can't go.
3 I *go skating* with about six of my friends quite often. It's just for fun. I love moving on the ice.
4 My uncle *does weightlifting*. He trains every day. He's got really strong muscles now.
5 My family *goes skiing / snowboarding* every winter in the mountains. I learned when I was quite young and now I can go quite fast.
6 When you *play volleyball*, you need to be energetic to jump up and hit the ball over the net.

7 CD 1.13 Listen to four people talking about different sports. In your notebook, write down the names of the sports. Give reasons for your answers.

Speaker 1: *cycling*
Speaker 2: *surfing*
Speaker 3: *athletics*
Speaker 4: *boxing*

» **Vocabulary challenge!** Unit 2, page 108, exercise 1

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

This is ... an individual sport/a team sport.
You usually play it outdoors/indoors.
In this sport you need to fight/throw a ball/jump/run.
You wear/don't wear special clothes.

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

Which sports do you think are good for children to do at school? Why?
I think swimming / basketball ... is good for children because ...
- it can save lives
- children learn how to swim / keep fit / work in a team

LISTENING AND VOCABULARY

listening for gist and detail • extreme and dangerous sports • professional sports

2

1〉 Work in pairs and discuss the questions.
Students' own answers

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

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

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









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

C 1 *Senna*
A 3 *127 Hours*
D 2 *The Crash Reel*
B 4 *Million Dollar Baby*

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

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

5〉 What films about dangerous sports can you remember? Did you enjoy them? Discuss with your partner. *Students' own answers*

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

injured support coach compete spectator champion train

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

7〉 CD 1.15 Listen to Gail and Mark talking about dangerous sports. In your notebook, write down two positive and two negative points about the dangerous sports they mention.
positive: it's exciting; you keep fit
negative: you take risks; you might have an accident; you can break a leg; you can bang your head

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

8〉 **WHAT DO YOU THINK?** Work in pairs. Discuss the questions, using the prompts below. *Students' own answers*

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

2 GRAMMAR

Used to and past simple

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

2› LANGUAGE IN CONTEXT Read the text. In your notebook, write down three things that have changed about tennis.



Some interesting things you might NOT know about sports!

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

place, balls, rackets, rules

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

Present simple	
Affirmative	I [1] *learned* to play tennis 10 years ago.
Negative	He [2] *didn't learn* to play tennis 10 years ago.
Yes/No question	[3] *Did* you learn to play tennis 10 years ago?
Wh- question	When [4] *did* you learn to play tennis?

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

regular verbs: learn, start *irregular verbs: teach, win, be, know*

5› In your notebook, copy and complete the table with the past simple forms of the verbs below. When do we need to double the consonant when adding the *-ed* ending?

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

verb + *-ed*	verb + *-d*	verb ending in *-y* → *-i* + *-ed*	irregular verbs
kicked, watched, walked, played, planned	*heard, lived, hoped, closed*	*cried, carried, tried, hurried*	*ran, caught, saw, wrote, had*

We double the consonant when there is a vowel before the final consonant.

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

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

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

1 We use *past simple / used to* to talk about past actions and past states. *a*
2 We use *used to* to stress that things which were true in the past are different now. *c*
3 We use *past simple* for actions that happened only once. *b*

a *I went to a sports club every Friday when I was younger.*
b *I won a swimming competition when I was eight.*
c *We used to live near the town centre but now we don't.*

8› PRACTISE In your notebook, complete the sentences with the correct form of *used to* and the verbs in brackets.

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

9› In your notebook, complete the text with the correct form of the verbs in brackets. Use *used to* where possible.

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



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

1 What TV programmes / watch / last week / ?
What TV programmes did you watch last week?
2 What / hate / eat / when you were younger / ?
What did you hate eating when you were younger?
3 What subjects / enjoy at school / when you were a child / ?
What subjects did you use to enjoy at school when you were a child?
4 What music / listen to / when you were small / ?
What music did you use to listen to when you were small?

11 Work in pairs. Ask and answer the questions in exercise 10. Include at least two sentences in your answer. *Students' own answers*

Past continuous and past simple

1 What are you doing now? What were you doing at this exact time yesterday? *Students' own answers*

2 CD 1.16 LANGUAGE IN CONTEXT Read and listen to the dialogue. How did Lola get hurt?

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

She was playing volleyball and hurt her back. Someone crashed into her. They were jumping for the same ball.

3 ANALYSE Find the past continuous forms in the dialogue. Then copy and complete the table in your notebook with the correct words. *was watching, was playing, was shining, was jumping*

Past continuous	
Affirmative	I [1] *was playing* volleyball yesterday. They [2] *were playing* volleyball yesterday.
Negative	I [3] *wasn't playing* volleyball yesterday. They [4] *weren't playing* volleyball yesterday.
Yes/No question	[5] *Were* you *playing* volleyball yesterday? [6] *Was* she *playing* volleyball yesterday?
Wh- question	Where [7] *were* you/*was* he *playing* volleyball yesterday?

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

1 We use the past continuous to talk about an action that was in progress at a particular moment in the past. *d*
2 We often use the past simple and past continuous together. We use past simple for actions in the past that happened when another action was in progress (past continuous). *c*
3 We use the past simple to talk about completed actions in the past that happened one after another. *a*
4 We use the past continuous to describe the background situation of a story. *b*

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

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

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

? WHAT'S RIGHT?
1 I was waiting for the bus when I met Karen.
2 While I was waiting for the bus, I met Karen.
3 I was waiting for the bus while I met Karen.

6 In your notebook, complete the sentences with the correct form of the verbs in brackets. Use the past simple or past continuous.

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

» Grammar challenge! Unit 2, page 109, exercises 1 and 2

7 In your notebook, complete the sentences in your own words. *Students' own answers*

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

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

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

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

2 READING AND VOCABULARY

reading for detail, gist and intention • sports equipment and sports events

1 Work in pairs. In your notebook, write down at least two sports disciplines in which the following pieces of equipment are used.

ball gloves helmet net skates racket skis goal goggles bat wetsuit

Possible answers:
ball: football, tennis
gloves: boxing, skiing
helmet: motor racing, skiing
net: volleyball, tennis
skates: skating, roller skating
racket: tennis, badminton
ski: skiing, ski jumping
goal: football, ice hockey
goggles: skiing, swimming
bat: table tennis, baseball
wetsuit: surfing, diving

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



SPORTS TRIVIA QUIZ

C 1 People did not use swimming goggles before the 20th century. *(known in the 14th century)* T / F

D 2 Modern wetsuits are an American invention. T / F

A 3 King of England Henry VIII (1491–1547) had a pair of football boots. T / F

B 4 Table tennis players use rackets. *(they use bats)* T / F

E 5 The highest speed you can reach on skis is 120 km/h. *(over 252 km/h)* T / F

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

What are the three texts about?

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

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

Text 1

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

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

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

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

Lots of interactive displays waiting for you!

1 What is the writer's purpose in writing the text?
a To inform about interesting sports.
b To advertise the museum.
c To show the importance of sports inventions.

Text 2

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

2 The technology in sport helps
a mainly the athletes.
b both the athletes and the referees.
c mainly the referees.

Text 3

Hi,

I love skateboarding and I can't imagine doing this sport without my sneakers. I take part in different skateboarding competitions. I believe that my favourite sneakers bring me luck. I learned not long ago that these shoes were also lucky for their designer, Paul Van Doren. Can you believe that Van Doren left school at the age of 14? He took a boring job at a shoe factory, and that's how his career began. He started to make shoes according to people's individual needs. A client could come in the morning to order the trainers and then collect them in the afternoon. What a cool idea – don't you think?

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



3 Why did Paul Van Doren become successful?
a His first job was very interesting.
b He made standard types of shoes.
c He changed sports shoe production completely.

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

In which text does the author
a talk about somebody who became famous all over the world? *Text 3*
b talk about something which helps more than one group of people? *Text 2*
c say it is possible to try out something? *Text 1*
d suggest that he / she is surprised by something? *no answer in the texts*

Vocabulary development

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

a ball a record a sporting event a goal

1 hit *hit a ball*
2 break *break a record*
3 compete in *compete in a sporting event*
4 score *score a goal*
5 save *save a goal*
6 bounce *bounce a ball*
7 take part in *take part in a sporting event*

7 In your notebook, complete the sentences with the phrases from exercise 6. Use the correct form of the verbs.

1 In sports like tennis or squash you must *hit* the ball really hard, while in basketball you must be good at *bouncing* it.
2 The team played very well. They *scored* three *goals* and their goalkeeper *saved* a lot of *goals*.
3 Thirty two teams *compete / take part* in the FIFA World Cup every four years.
4 All athletes want to *break* records because the best sportspeople are rich and famous.

8 In your notebook, complete the definitions with the highlighted words from Text 2.

1 Sportspeople who take part in sporting events are called *competitors*.
2 Another name for 'sportspeople' is *athletes*.
3 People who support their favourite teams are called *supporters*.
4 People who make sure that the sportspeople follow the rules are called *referees* (e.g. in football).
5 Professional sportspeople are usually very *competitive* – they always try to win and be better than others.

» **Vocabulary challenge!** Unit 2, page 109, exercise 3

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

Students' own answers

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

2 SPEAKING

talking about a past event

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

Students' own answers



2 CD 1.17 Read and listen to the dialogue. In your notebook, make a list of all the bad things which happened to Tim.

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

He fell and banged his head while playing basketball, so he couldn't do any sports anymore; he ate something bad and felt sick all day long; he lost his wallet.

3 Read the dialogue again and complete the Phrase Bank in your notebook.

Phrase Bank

▸ **Talking and asking about a past event**
[1] *How was your long weekend?* | *What went* [2] *wrong?*
The first day [3] *went OK.* | *But that was just the* [4] *beginning!*
The [5] *next day, I …*

▸ **Describing feelings and emotions**
It was the worst / best time of my [6] *life!*
It was a total [7] *disaster.*
It was really awful / great.

▸ **Reacting to what people say**
Don't even [8] *ask!* | *You must be* [9] *joking!*
I'm so [10] *sorry to hear that.*
That [11] *sounds pretty horrible / cool!*

4 Work in pairs. Practise reading the dialogue, changing the words in red. Use the prompts below and your own ideas. *Students' own answers*

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

5 CD 1.18 Listen to questions 1–4 and, in your notebook, match them with the correct replies a–e below. There is one extra reply. Then work in pairs and ask and answer the questions from the audioscript on page 132.

e 1 ___ *d* 2 ___ *c* 3 ___ *a* 4 ___ *Extra: b*

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

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

1 Where did Liam stay during last year's camp?
in the middle of a forest
2 What happened on the first day of the camp?
3 What did the trainer decide to do one night?
He took the students for a walk in the dark.
4 Why was Liam afraid of insects?

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

1 *In the beginning*, everything was fine, but *one night* our trainer woke us up.
2 I was scared like *never before*.
3 *Anyway*, I pretended to be brave and finished the walk.
4 *After that*, we went back to sleep.
5 *Suddenly*, I woke up and screamed, 'A spider!'
6 I couldn't *believe my eyes*.

8 Work in pairs. Role-play the dialogues, using the prompts below. *Possible answers:*

1 A Zapytaj kolegę/koleżankę, jak minął mu/jej pierwszy tydzień na obozie sportowym.
How was your first week at the sports camp?
B Powiedz, że nie był udany, ponieważ zgubiłeś/zgubiłaś jakiś sprzęt sportowy i nie mogłeś/mogłaś trenować.
It was awful. I lost my trainers / skates / racket and I couldn't train.
2 A Zapytaj, co się nie udało podczas wycieczki.
What went wrong during the trip?
B Powiedz, że zgubiłeś/zgubiłaś portfel, a następnego dnia czymś się zatrułeś/zatrułaś.
I lost my wallet and the next day, I ate something bad.
3 A Powiedz, że na obozie sportowym trenowałeś z Leo Messim. *I trained with Leo Messi at the sports camp.*
B Wyraź niedowierzanie. *You must be joking!*

9 Work in pairs. Read the instructions and prepare a dialogue. Use the expressions from the Phrase Bank. *Students' own answers*

Opowiedz koledze/koleżance o jakimś ciekawym wydarzeniu, które miało miejsce podczas wakacji. W rozmowie:
- powiedz, gdzie i z kim spędziłeś/spędziłaś wakacje;
- opisz wakacyjne wydarzenie;
- powiedz, jak się wtedy czułeś/czułaś;
- zapytaj kolegę/koleżankę o jego/jej wakacje.

WRITING 2
an email









1 In your notebook, match the pictures with the names of famous sporting events below. Do you find these events interesting? Why?/ Why not?

1 The Wimbledon Championships *D*
2 A Champions League football match *C*
3 A cycling race in the Tour de France *A*
4 A Super Bowl game in the USA *B*

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

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

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

3 Read the email again and find the adjectives used to describe the things below. Write them in your notebook.

sporting event result atmosphere concert match day

sporting event: exciting
result: wonderful
atmosphere: amazing
concert: fantastic, great, entertaining
match: fantastic
day: incredible

Watch out!

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

4 In your notebook, replace the underlined words with the adjectives from the *Watch out!* box. Use *was* if necessary. *Possible answers:*

1 The match was good. *exciting*
2 The atmosphere during the tournament was great. *amazing*
3 The goalkeeper played well. *was amazing*
4 The competition was interesting. *exciting*
5 The tournament was really nice. *fascinating*
6 The race was nice to watch. *exciting*

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

Hi Julia,

I've got something to tell you. I went to see a volleyball match yesterday. It took place at [1] ___ (*Napisz, gdzie odbył się mecz i kto brał w nim udział*). *It took place at the local stadium. It was the Polish school championship final, so the best two teams were playing.*

The atmosphere was [2] ___ (*Napisz, jaka była atmosfera i komu kibicowałeś/kibicowałaś*). *The atmosphere was fantastic. I supported my friends who played/were playing for our school.*

Guess what! I met a famous sportsperson at the game. [3] ___ (*Napisz, kogo spotkałeś/spotkałaś, i opisz swoje wrażenia*). *Bartosz Kurek / Mariusz Wlazły came to see the match and talk to the players and coaches. It was absolutely fantastic.*

I had a chance to talk to him about [4] ___ (*Napisz, o czym rozmawiałeś/rozmawiałaś z tą osobą*). *I had a chance to talk to him about his trainings and plans for the next season.* And then, to my surprise I realised that one of the players was an old friend of mine from school. [5] ___ (*Opisz jego grę i zachowanie na boisku*). *It was amazing to watch him play so well.* All in all, I think the match was a fantastic experience.

How are you? Please write and tell me your news.

All the best,

Jacek

6 Read the instructions and do the writing task. *Students' own answers*

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

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

2 ENGLISH IN USE

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

2 a It was really great!
4 b The fact that he talked about how to become a good footballer.
5 c So, what did he say about that?
1 d How was the meeting with Robert Lewandowski?
6 e Well, he gave a lot of useful tips about tactics in football.
3 f What did you like the most about it?
7 g Well, I suppose it sounds interesting if you're into football.

2〉 Choose the correct answers a, b or c to complete the mini-dialogues and write them in your notebook.

1 X Did you enjoy the match?
Y It was pretty boring.
X ___
a Sounds great.
(b) What a shame!
c Never again!

2 X How was your weekend?
Y It was a total disaster.
X ___
(a) What went wrong?
b What made it so good?
c Don't even ask!

3 X Let's go bungee jumping.
Y ___
X I'm surprised. I thought you liked them.
a Great. I'm really into that!
b I can't. I don't feel very well.
(c) I'm sorry, but extreme sports aren't my cup of tea.

4 X You were probably quite shocked when you saw him with a gold medal around his neck.
Y ___
X Just like me! I think it was just good luck.
a You must be joking!
(b) I couldn't believe my eyes.
c He can be ambitious, you know.

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

1 He ___ to swim regularly when he was younger.
I ___ my new wetsuit and it felt very comfortable.
a went b took (c) used

2 Does she still ___ yoga?
They didn't ___ any sports while they were on holiday.
(a) do b play c compete

3 It isn't easy to ___ world records these days.
How did he manage to ___ his arm again?
a beat b hit (c) break

4 The team just couldn't ___ a goal for the whole match.
How many points did you ___ in this competition?
(a) score b kick c get

5 In the end, she ___ the decision not to go to the sea.
Last year I ___ part in a marathon, but I didn't do very well.
a made b had (c) took

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

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

Watch out!
used to + infinitive
be used to + *-ing* form

5〉 In your notebook, translate the sentences, using *used to* or *be used to*. *Possible answers:*

1 Byli przyzwyczajeni do pływania w zimnej wodzie.
They were used to swimming in cold water.
2 Kiedy byłem młodszy, pływałem w zimnej wodzie.
When I was younger, I used to swim in cold water.
3 Czy w szkole podstawowej graliście w różne gry?
Did you use to play different games in primary school?
4 Czy byłeś przyzwyczajony do wczesnego wstawania?
Were you used to getting up early?
5 Nie chodziłam z moim tatą na mecze piłki nożnej.
I didn't use to go to football matches with my dad.
6 Nie byliśmy przyzwyczajeni do chodzenia na tak długie spacery. *We were not / weren't used to going for such long walks.*

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



When Kamil Stoch won another gold medal at the Winter Olympic Games in 2018 in South Korea, the whole of Poland went crazy again. People [1] *watched / followed* the competition on TV, supporting the ski jumper. A new generation of his fans wanted to learn as [2] *much* as possible about their idol. Many were surprised that Stoch took up ski jumping when he was only four! His first coach says that as a child Kamil was always determined to compete [3] *in* the Olympic Games. He was used to [4] *working / training / practising* very hard, because his dream was to win a medal at this prestigious competition. His dream [5] *came* true when he beat his rivals in Sochi in 2014!

7〉 WHAT DO YOU THINK? Work in pairs. Ask and answer the questions, using the prompts below. *Students' own answers*

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

1〉 Work in pairs. Describe the pictures. Then answer the questions below. *Students' own answers*





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

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

Possible answers:
1 Well done! / Congratulations! / You deserve it! / You did a fantastic job, congratulations!
2 Try to relax, everything is going to be OK. / The doctor/physiotherapist will be here any minute. / Relax, try not to worry. / Lie down.
3 Go on! You are doing great! / The finish line is really close. / Don't give up!

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

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

Possible answers:
a suggesting ways to make someone happier / healthier / less bored
b agreeing with someone's opinions
c talking about a sportsperson and, e.g. their needs
d discussing an experience, e.g. film or a concert
e trying to find a positive side of a situation

Tip

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

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

e 1 ___ *a* 2 ___ *d* 3 ___ *c* 4 ___ *extra response: b*

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

b 1 ___ *d* 2 ___ *a* 3 ___ *e* 4 ___ *extra response: c*

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

Tip

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

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

1 X: Mary, I'm thinking of spending a weekend on my yacht. Would you like to join me?
Y: ___
a Great idea! It would be fantastic to go on a race!
(b) Great idea! I'd love to go sailing with you!

2 X: Tim, what do you think about the last FC Barcelona match?
Y: ___
(a) They were absolutely terrifying!
b They hardly scored a goal.

3 X: Terry, do you know who the world champions in football are at the moment?
Y: ___
(a) The current champions are France.
b The actual champions are France.

False friends: 3b

Tip

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

7〉 Read the situations and choose the correct answer.

1 Jack! You need to be more careful! You've stepped on my foot again!
a You should be sorry for that!
b I feel sorry for myself.
(c) I'm sorry. I didn't mean it.

2 Do you remember it's Annie's birthday next week?
a Yes, I do. What would you like to get?
(b) Yes, I do. Can you help me get something for her?
c I don't get it! Why should we buy her anything?!

3 I can't come to your party because I'm away at a sports camp this week.
(a) Are you having a good time there?
b Have you got the time?
c Have you got any time off?

8〉 Work in pairs. Look at the incorrect options in exercise 6. In what situations could you use them? *Students' own answers*

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

1 A It's no use.
B Why not?!
(C) You're welcome.

2 A How can you say that?!
(B) Why do you think so?
C What you've said may be true.

3 A I'm afraid so.
B Don't give up!
(C) I could give it a try.

4 (A) That's so cool!
B She's not really my type.
C Why not?

5 A Sorry, I can't.
(B) Yes, it's wonderful.
C The first day was OK.

2 REVIEW 2

Complete all the exercises on this page in your notebook.

1 Complete the sentences with the appropriate words.

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

__/ 8

2 Complete the sentences with the missing words. Use the correct form of the verbs.

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

__/ 7

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

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

__/ 6

4 Find and correct a mistake in each sentence.

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

__/ 4

5 Complete the mini-dialogues with the appropriate words.

1 X How was the match yesterday?
Y It was a total [1] *disaster*! We lost really badly.
2 X Did you enjoy your sports camp?
Y Yes, it was really [2] *great*. But I couldn't [3] *believe* my eyes when I saw some classmates from my primary school there!
3 X So [4] *how* was your weekend?
Y Well, I went surfing in the ocean. A big wave came and I almost drowned. I was scared like [5] *never* before.

__/ 5

6 Replace the underlined adjectives with their synonyms.

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

__/ 4

Possible answers:
I went to watch a volleyball match. It was really ~~nice~~ entertaining.
My team played very well. They won in the end. It was a ~~good~~ wonderful result. The atmosphere was ~~great~~ amazing / fantastic too. I really liked the match. It was ~~very interesting~~ exciting!

7 Work in pairs and test each other.

Student A: go to page 120.
Student B: go to page 125.
Students' own answers



» SPEAKING TEST 1, page 113

WORDLIST

Sports / Dyscypliny sportowe

athletics /æθ'letiks/ lekkoatletyka
badminton /'bædmɪntən/ badminton
basketball /'bɑ:skɪtˌbɔ:l/ koszykówka
boxing /'bɒksɪŋ/ boks
canoeing /kə'nu:ɪŋ/ kajakarstwo
climbing /'klaɪmɪŋ/ wspinaczka
cycling /'saɪk(ə)lɪŋ/ jazda na rowerze, kolarstwo
do judo/karate/weightlifting /ˌdu: 'dʒu:dəʊ, kə'rɑ:ti, 'weɪtˌlɪftɪŋ/ uprawiać dżudo/karate/podnoszenie ciężarów
football /'fʊtˌbɔ:l/ piłka nożna
go swimming/skiing /ˌgəʊ 'swɪmɪŋ, 'ski:ɪŋ/ uprawiać pływanie/narciarstwo
golf /gɒlf/ golf
gymnastics /dʒɪm'næstɪks/ gimnastyka
handball /'hændˌbɔ:l/ piłka ręczna
horse racing /'hɔ:s ˌreɪsɪŋ/ jazda konna, jeździectwo
ice hockey /'aɪsˌhɒki/ hokej na lodzie
individual/team sports /ˌɪndɪ'vɪdʒuəl, 'ti:m ˌspɔ:(r)ts/ sporty indywidualne/zespołowe
long jump /'lɒŋˌdʒʌmp/ skok w dal
motor racing /'məʊtə(r) ˌreɪsɪŋ/ wyścigi samochodowe
play tennis/rugby /ˌpleɪ 'tenɪs, 'rʌgbi/ grać w tenisa/rugby
rowing /'rəʊɪŋ/ wioślarstwo
sailing /'seɪlɪŋ/ żeglarstwo
skating /'skeɪtɪŋ/ łyżwiarstwo
ski jumping /'ski: ˌdʒʌmpɪŋ/ skoki narciarskie
skiing /'ski:ɪŋ/ narciarstwo
snowboarding /'snəʊˌbɔ:(r)dɪŋ/ jazda na snowboardzie
surfing /'sɜ:(r)fɪŋ/ surfing
swimming /'swɪmɪŋ/ pływanie
table tennis /'teɪb(ə)l ˌtenɪs/ tenis stołowy
volleyball /'vɒlɪˌbɔ:l/ siatkówka
weightlifting /'weɪtˌlɪftɪŋ/ podnoszenie ciężarów
wrestling /'reslə(l)ɪŋ/ zapasy

Extreme and dangerous sports / Sporty ekstremalne i niebezpieczne

bungee jumping /'bʌndʒi: ˌdʒʌmpɪŋ/ skoki na bungee
canyoneering /ˌkænjə'nɪərɪŋ/ eksploracja kanionów, jaskiń
free running /'fri: ˌrʌnɪŋ/ bieg miejski z elementami widowiskowych akrobacji
mountain climbing /'maʊntɪn ˌklaɪmɪŋ/ wspinaczka wysokogórska
parachuting /'pærəˌʃu:tɪŋ/ spadochroniarstwo

Professional sports / Sport profesjonalny

champion /'tʃæmpɪən/ mistrz/mistrzyni
coach /kəʊtʃ/ trener/trenerka
compete for sth /kəm'pi:t fə(r) ˌsʌmθɪŋ/ walczyć, konkurować o coś
competition /ˌkɒmpə'tɪʃ(ə)n/ zawody, konkurencja
get injured /ˌget 'ɪndʒə(r)d/ doznać kontuzji, zranić się
spectator /'spekˌteɪtə(r)/ widz, kibic
support /sə'pɔ:(r)t/ kibicować komuś
train /treɪn/ trenować
trainer /'treɪnə(r)/ trener/trenerka

Sports equipment / Sprzęt sportowy

ball /bɔ:l/ piłka
bat /bæt/ rakietka (do tenisa stołowego), kij (do baseballu)
board /bɔ:(r)d/ deska (do surfingu, do snowboardu)
boat /bəʊt/ łódka
football boot /'fʊtˌbɔ:l ˌbu:t/ but piłkarski, korek
gloves /glʌvz/ rękawice
goal /gəʊl/ bramka
goggles /'gɒg(ə)lz/ gogle narciarskie, okulary pływackie
helmet /'helmɪt/ kask
net /net/ siatka
racket /'rækɪt/ rakieta (do tenisa, badmintonu)
skates /skeɪts/ łyżwy
ski /ski:/ narta
trainers /'treɪnə(r)z/ buty sportowe
wetsuit /'wetˌsu:t/ pianka do nurkowania, surfowania

Sporting events / Wydarzenia sportowe

break a record /ˌbreɪk ə 'rekɔ:(r)d/ pobić rekord
compete in/take part in a sporting event /kəm'pi:t ɪn, ˌteɪk 'pɑ:(r)t ɪn ə ˌspɔ:(r)tɪŋ ɪ'vent/ startować/brać udział w zawodach sportowych
competitive /kəm'petətɪv/ ambitny, lubiący współzawodnictwo
competitor /kəm'petɪtə(r)/ zawodnik/zawodniczka
game /geɪm/ gra, rozgrywka
bounce/hit/throw a ball /ˌbaʊns, ˌhɪt, ˌθrəʊ ə 'bɔ:l/ odbijać/uderzać/rzucać piłkę
match /mætʃ/ mecz
race /reɪs/ wyścig
referee /ˌrefə'ri:/ sędzia sportowy
save/score a goal /ˌseɪv, ˌskɔ:(r) ə 'gəʊl/ bronić/strzelać gola
supporter /sə'pɔ:(r)tə(r)/ kibic sportowy
tournament /'tʊə(r)nəmənt/ turniej, zawody

Other words / Inne wyrazy

a good sport /ə ˌgʊd 'spɔ:(r)t/ osoba, która zachowuje się wspaniałomyślnie w trudnych sytuacjach; dobry kolega/koleżanka
achievement /ə'tʃi:vm(ə)nt/ osiągnięcie
be afraid of insects /bi ə,freɪd əv 'ɪnsekts/ bać się owadów
break somebody's iPad /ˌbreɪk ˌsʌmbədiz 'aɪpæd/ uszkodzić czyjegoś iPada
bring sb luck /ˌbrɪŋ ˌsʌmbədi 'lʌk/ przynosić komuś szczęście
chant /tʃɑ:nt/ skandować
cheer /tʃɪə(r)/ kibicować, wiwatować
climb /klaɪm/ wspinać się
crash /kræʃ/ zderzyć się, rozbić się
current /'kʌr(ə)nt/ aktualny
do exercise /ˌdu: 'eksə(r)saɪz/ wykonywać ćwiczenie, ćwiczyć
demanding /dɪ'mɑ:ndɪŋ/ wymagający
encourage /ɪn'kʌrɪdʒ/ zachęcać
energetic /ˌenə(r)'dʒetɪk/ energiczny
exciting /ɪk'saɪtɪŋ/ fascynujący, ekscytujący
fall down /ˌfɔ:l 'daʊn/ upaść, przewrócić się
fall off a chair /ˌfɔ:l ˌɒf ə 'tʃeə(r)/ spaść z krzesła
feel sick /ˌfi:l 'sɪk/ czuć się niedobrze, mieć mdłości
feel sorry about oneself /ˌfi:l ˌsɒri ə,baʊt wʌn'self/ użalać się nad sobą
fight /faɪt/ walczyć
football pitch /'fʊtˌbɔ:l ˌpɪtʃ/ boisko do piłki nożnej
frightened /'fraɪt(ə)nd/ przestraszony
get on the wrong train /ˌget ɒn ðə ˌrɒŋ 'treɪn/ wsiąść do niewłaściwego pociągu
give something a try /ˌgɪv ˌsʌmθɪŋ ə 'traɪ/ spróbować czegoś
go to a sports camp /ˌgəʊ tə ə 'spɔ:(r)ts ˌkæmp/ jechać na obóz sportowy
goalkeeper /'gəʊlˌki:pə(r)/ bramkarz/bramkarka
gym /dʒɪm/ siłownia
have bad luck /hæv ˌbæd ˌlʌk/ mieć pecha
have time off /hæv ˌtaɪm ˌɒf/ mieć wolne
hole /həʊl/ dziura
hurt your back /ˌhɜ:(r)t jə(r) 'bæk/ doznać urazu pleców
incredible /ɪn'kredəb(ə)l/ niesamowity, niewiarygodny
join a swimming club /ˌdʒɔɪn ə 'swɪmɪŋ ˌklʌb/ wstąpić do klubu pływackiego
keep fit /ˌki:p 'fɪt/ być w dobrej formie
leisure centre /'leʒə(r) ˌsentə(r)/ centrum rekreacyjne, ośrodek sportowy
muscles /'mʌs(ə)lz/ mięśnie
play sth outdoors/indoors /ˌpleɪ ˌsʌmθɪŋ ˌaʊt'dɔ:(r)z, ɪn'dɔ:(r)z/ uprawiać sport na powietrzu/w hali
plaster /'plɑ:stə(r)/ gips
pool /pu:l/ basen
result /rɪ'zʌlt/ wynik
run a half marathon /ˌrʌn ə ˌhɑ:f 'mærəθ(ə)n/ biegać w półmaratonie
scream /skri:m/ krzyczeć, wrzeszczeć
skate park /'skeɪt ˌpɑ:(r)k/ plac z przeszkodami do jazdy na deskorolce
sporting career /'spɔ:(r)tɪŋ kəˌrɪə(r)/ kariera sportowa
waves /weɪvz/ fale
What a shame! /ˌwɒt ə 'ʃeɪm/ Jaka szkoda!
wonderful /'wʌndə(r)f(ə)l/ wspaniały, cudowny

Challenge!

athlete /'æθli:t/ lekkoatleta/lekkoatletka
bang your head /ˌbæŋ jə(r) 'hed/ uderzyć się w głowę
beat another team / your rival /ˌbi:t ə,nʌðə(r) 'ti:m, jə(r) 'raɪv(ə)l/ pokonać inną drużynę / swojego rywala
beat the world record / the champion /ˌbi:t ðə ˌwɜ:(r)ld 'rekɔ:(r)d, ðə 'tʃæmpɪən/ pobić rekord świata / pokonać mistrza
break your leg /ˌbreɪk jə(r) 'leg/ złamać nogę
canoeist /kə'nu:ɪst/ kajakarz/kajakarka
check your equipment /ˌtʃek jə(r) ɪ'kwɪpmənt/ sprawdzać swój sprzęt
climber /'klaɪmə(r)/ alpinista/alpinistka
cyclist /'saɪklɪst/ rowerzysta/rowerzystka, kolarz/kolarka
footballer /'fʊtˌbɔ:lə(r)/ piłkarz/piłkarka
go climbing /ˌgəʊ 'klaɪmɪŋ/ wspinać się, uprawiać wspinaczkę
golfer /'gɒlfə(r)/ golfista/golfistka
gymnast /'dʒɪmnæst/ gimnastyk/gimnastyczka
jockey /'dʒɒki/ dżokej/dżokejka
make a decision /ˌmeɪk ə dɪ'sɪʒ(ə)n/ podejmować decyzję
put your life in danger /ˌpʊt jə(r) ˌlaɪf ɪn 'deɪndʒə(r)/ narażać życie
rugby player /'rʌgbi ˌpleɪə(r)/ zawodnik/zawodniczka rugby
sailor /'seɪlə(r)/ żeglarz/żeglarka
ski jumper /'ski: ˌdʒʌmpə(r)/ skoczek narciarski
skier /'ski:ə(r)/ narciarz/narciarka
take risks /ˌteɪk 'rɪsks/ podejmować ryzyko
take up a sport /ˌteɪk ˌʌp ə 'spɔ:(r)t/ rozpocząć uprawianie jakiegoś sportu
tennis player /'tenɪs ˌpleɪə(r)/ tenisista/tenisistka
win a gold medal / by two points /ˌwɪn ə ˌgəʊld 'med(ə)l, baɪ tu: ˌpɔɪnts/ zdobyć złoty medal, wygrać dwoma punktami
win the World Cup /ˌwɪn ðə 'wɜ:(r)ld ˌkʌp/ wygrać mistrzostwa świata
wrestler /'reslə(r)/ zapaśnik/zapaśniczka

3 Welcome home!

VOCABULARY houses and locations













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

Students' own answers

2 Work in pairs. Ask and answer the questions. *Students' own answers*

Would you prefer to live

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

3 In your notebook, match the posts with the pictures. Which house or home do you like best? Why?

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

4 CD 1.24 Listen and repeat the highlighted words from exercise 3.

5 In your notebook, match the words below with items 1–12 in the pictures in exercise 3.

10a	roof	9e	chimney
5b	front door	6f	path
1c	balcony	7g	stone steps
8d	brick wall	2h	drive
4i	lawn		
11j	fence		
12k	gate		
3l	garage		

6 CD 1.25 Listen to two people talking about their new homes. Which houses are they talking about? Write the answers in your notebook.

Speaker 1: *farmhouse* Speaker 2: *terraced house*

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

1 stone steps, chimney, roof, fence, front door
2 roof, balcony, lawn, front door, walls

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

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

» **Vocabulary challenge!** Unit 3, page 109, exercise 1

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

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

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

Students' own answers

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

Which is more important: the building you live in or the area around your home? Why?
The building is more important because …
have big rooms/space for things • be nice to look at
The area is more important because …
noisy or quiet • nice neighbours •
close to public transport • close to the shops

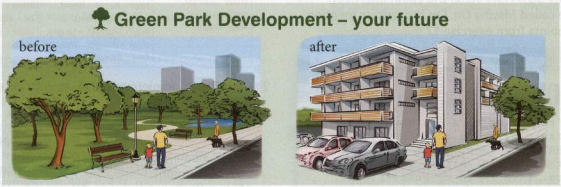
LISTENING AND VOCABULARY listening for gist, intention, context and detail • distinguishing fact and opinion • living in a town

3

1〉 Work in pairs and answer the questions. *Students' own answers*

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

2〉 Look at the picture of a new building development. What are the good and the bad points of building the new houses? *Students' own answers*



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

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

4〉 CD 1.26 Listen to four recordings about the development in Green Park. Match them with the text types below in your notebook.

4 a a voicemail message
1 c an advert
2 b part of a radio programme
3 d part of a meeting

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

Text 1: Which sentence is true about the development?
a There will be twelve new flats.
b Eight flats are going to have two bedrooms.
(c) There will be twenty parking spaces.

Text 2: What is Gary doing?
a expressing his opinion
(b) encouraging people to fight the plan
c persuading the woman to give her point of view

Text 3: What is the man's opinion?
(a) The flats are good for people and businesses in the town.
b The Keep Green Park group is right.
c The town needs new shops and businesses.

Text 4: Why does Tim want to go to the meeting?
(a) to give his opinion
b to support the protest
c to explain some new plans

6〉 Match the adjectives 1–7 from the texts with their opposites a–g in your notebook.

c 1 close to
g 2 quiet
b 3 cheap
a 4 safe
f 5 crowded
e 6 polluted
d 7 modern

a dangerous
b expensive
c far from
d old-fashioned / traditional
e clean
f empty
g noisy

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

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

8〉 Read the transcript on page 132 and find phrases which show facts and opinions. Write them in your notebook.

facts: Research shows that ..., A historical fact is that ..., Statistics show that ...
opinions: Economists believe that ..., Personally, I think that ...

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

Students' own answers

Is it better to leave home when you're young or stay with your parents as long as possible? Why?
I think it's better to …
leave: can do what you like • be independent • share a flat with friends
stay: be cheaper • no housework • help from family

3 GRAMMAR

Present perfect: *How long? for/since*

1 Work in pairs and discuss the question. *Students' own answers*

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

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

MOVING ON

Readers' comments



HAYLEY, Chester

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



JAZ, Bournemouth

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

3 ANALYSE Look at the highlighted present perfect form in the text in exercise 2. Find other examples of the present perfect in the two comments and copy them into your notebook.

I've known my best friend since I started school.
I've been happy here.
How long have you had your own bedroom?
I've shared a room with my older sister since I was born.
I haven't had space for my clothes or posters.

4 In your notebook, copy and complete the table with the correct words. Include full forms as well as short forms.

Present perfect	
Affirmative	I [1] *have/'ve had* my own bedroom for five years. She [2] *has/'s had* her own bedroom for five years.
Negative	I [3] *haven't had* my own bedroom for five years. He [4] *hasn't had* his own bedroom for five years.
Yes/No question	[5] *Have* you *had* your own bedroom for a long time? [6] *Has* she *had* her own bedroom for a long time?
How long?	How long [7] *have* you *had* your own bedroom? How long [8] *has* he *had* his own bedroom?

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

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

6 In your notebook, copy and complete the table with the correct forms of the verbs below.

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

Regular past participle	Irregular past participle	
walk – walked *want - wanted, play - played, study - studied, work - worked, hope - hoped*	the same form as the past simple *leave – left – left* *hear – heard – heard, have – had – had, teach – taught – taught, think – thought – thought, find – found – found*	different form to the past simple *eat – ate – eaten* *know – knew – known, be – was/were – been, write – wrote – written, speak – spoke – spoken, drive – drove – driven*

7 PRACTISE Complete the phrases with *for* or *since* in your notebook.

1 *for* two days
2 *since* the end of May
3 *for* half an hour
4 *for* a fortnight
5 *since* 4th December
6 *since* 8.30
7 *for* six months
8 *since* 2013
9 *since* my birthday
10 *since* we moved here

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

1 My grandparents *have lived* (*live*) in an old farmhouse *since* they got married.
2 Jon's a new student and we *have known* (*know*) him *for* a month.
3 *Have you had* (*you/have*) that painting in your living room *for* very long?
4 Helen and Katy *have spoken* (*speak*) two languages *since* they were very young.
5 Our garden gate *has been* (*be*) broken *for* a couple of months.
6 I *haven't seen* (*not/see*) Dan's room *since* he redecorated it.

9 NOW YOU DO IT In your notebook, complete the sentences with your own ideas. Include both affirmative and negative sentences. *Students' own answers*

My brother has studied engineering for two years.
Mr Banks hasn't taught us since 2013.

1 /// for three days.
2 /// since the beginning of term.
3 /// for five years.
4 /// for an hour.
5 /// since yesterday evening.
6 /// since I took the exam.

10 Compare your sentences with a partner. *Students' own answers*

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

How long have you …?
a ~~have~~ *had* your smartphone
b ~~live~~ *lived* in your house
c ~~know~~ *known* your best friend
d ~~learn~~ *learned* English
e ~~be~~ *been* in this classroom
f ~~like~~ *liked* your favourite band
g ~~have~~ *had* that hairstyle

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

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

Students' own answers

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

1 Has Lucy moved? *No, she hasn't.*
2 Why can't Mason have her poster of Beyoncé? *She's thrown it away.*
3 What does Lucy show Mason? *She shows him a photo of her new house.*

Mason Hi Lucy! Ian's told me that you're moving soon. Is that right?
Lucy Yep. At the weekend! My parents have bought a new bungalow. Well, actually, they bought it a year ago and have spent time doing it up since then.
Mason Have you packed yet?
Lucy I started packing yesterday. I've already put a few things in boxes, but I haven't done everything yet. I've got so much rubbish in my room. It's taking me ages.
Mason Well, don't throw away your old poster of Beyoncé. I'll take it if you like.
Lucy Sorry, Mason, I threw it away last week! Ah – Mum's just sent me a photo of the new house. Here it is. It's lovely, isn't it?
Mason You're so lucky. It's enormous!

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

present perfect: Ian's told me that ...; My parents have bought a new bungalow.; [They] have spent time doing it up since then.; Have you packed yet? I've already put a few things in boxes, but I haven't done everything yet.; I've got so much rubbish in my room.; Mum's just sent me a photo of the new house.
past simple: They bought it a year ago ...; I started packing yesterday.; I threw it away last week!

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

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

5 Which tense do we use with the time expressions below? In your notebook, copy and complete the table with the correct words and phrases from the box.

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

Past simple	Present perfect
two years ago, last Wednesday, on 1 March, in 2000	*before, since I started this school, until now, in my life, recenty, ever / never*

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

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

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

1 A Hi Tom. Are you happy about moving out?
B [1] *Have you ever lived* (*you / ever live*) on your own before?
A Yeah. I [2] *lived* (*live*) on my own a year ago. Do you remember when I [3] *went* (*go*) to Spain for my scholarship? I [4] *have dreamed/dreamt* (*dream*) of living on my own since then.
2 A I'm so angry. My laptop [5] *has disappeared* (*disappear*)!
B Oh no! Where [6] *did you leave* (*you leave*) it?
A I [7] *left* (*leave*) it on the desk in our hotel room.
B I [8] *saw* (*see*) it this morning before we [9] *started* (*start*) getting ready for the trip.

Tip

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

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

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

9 In your notebook, complete the email with the correct form of the verbs in brackets.

Hi Emma,
I [1] *'ve just arrived* (*just / arrive*) in England and everything's fine. My plane [2] *landed* (*land*) on time and Katy's dad [3] *collected* (*collect*) me from the airport. I [4] *'ve met* (*meet*) all of Katy's family – they're really kind and they [5] *have given* (*give*) me a lovely bedroom on the top floor of their house. I [6] *'ve already had* (*already have*) my first cup of English tea! I [7] *haven't unpacked yet* (*not unpack / yet*) because I wanted to email you. By the way, [8] *have you bought* (*you / buy / yet*) your new bookcase? There's a lovely modern one in this room. I'll send you a photo right away!
Anyway, speak to you soon,
Elsa

» **Grammar challenge!** Unit 3, page 109, exercises 1 and 2

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

Students' own answers

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

3 READING AND VOCABULARY

reading for gist and detail • rooms and furniture

1 Look at the pictures of two rooms. Which room looks more interesting to you? Why? *Students' own answers*





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

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

bath, cupboard, fridge, microwave, mirror, oven, pictures, radiator, shower, toilet, washing machine, wardrobe

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

bedroom bathroom study dining room living room kitchen

Possible answers:
bedroom: bed, bedside table, curtains, wardrobe, rug
bathroom: bath, shower, washbasin, mirror
study: desk, bookshelf, lamp
dining room: table, chair
living room: fireplace, sofa, cushions, carpet, wallpaper, pictures
kitchen: cooker, fridge, oven, microwave, dishwasher, bin
The rest of the pieces of furniture can be found in more than one room.

4 Work in pairs. Describe one of the rooms from exercise 1. Use the prepositions and phrases below. *Students' own answers*

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

There is a bed in the middle of the room …

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

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

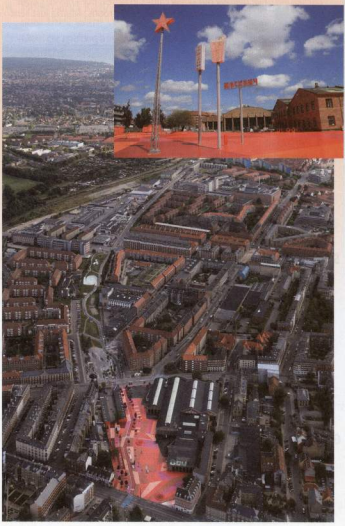
You've probably heard of interior design: the art of decorating and furnishing rooms and flats. The goal of interior designers is to make the place where people live and work look beautiful and be comfortable to live in. But have you ever heard of urban design?

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

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

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

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



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

a For example, there are litter bins from England, a fountain from Morocco, a sculpture from Spain and neon signs from Russia.

b However, an even more important idea was to unite the people who live there by giving them a place where they would like to meet and spend time together.

c People like socialising and having a good time there.

d Urban designers do not design or do up flats, they don't paint or wallpaper rooms.

e What makes the area so unusual, however, is its very modern design.

1d 2b 3a

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

1 The text is about the Danish capital and its revitalisation programmes. It describes the work of some designers who created a number of areas where people from various cultures live and work together.

2 The text is about interior and urban design. It describes an international urban project in Copenhagen, which has been very successful in uniting the people living there. The text also explains why the place attracts so many visitors.

3 The text is about urban design. It mentions a particular project in the capital of Denmark and the reasons why it was created. The text describes what the area looks like and how the people living there pass their time.

8 Work in pairs and discuss the questions.

Students' own answers

1 What do you think of the idea behind the park in Superkilen?

2 Would you like to live in an area like that? Why (not)?

3 Are there any revitalised areas where you live? What are they? What can people do there?

Vocabulary development

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

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

litter bin, park bench, bike lane, sports field, outdoor gym, picnic area,
Extra words: playground (written as one word), basketball, desk, plant, fit

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


1 *picnic area*


2 *outdoor gym*


3 *litter bin*


4 *playground*


5 *park bench*

Extra expressions: bike lane, sports field

11 Read the text and the sentences in exercise 6 again. Find the verbs which go with the words *flat* and *room*. Then add three other verbs. Write the answers in your notebook.

1 furnish
2 design **a room**
3 decorate
4 do up
5 wallpaper **a flat**
6 paint

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

1 Yesterday we *wallpapered and furnished* (*wytapetowaliśmy i umeblowaliśmy*) our new flat.

2 My parents *are planning to do up* (*zamierzają odnowić*) our house next year.

3 Sheila *is painting the room* (*maluje pokój*) yellow today. It's her favourite colour.

4 I *'d like to design* (*chciałabym zaprojektować*) a house for my family.

» **Vocabulary challenge!** Unit 3, page 109, exercises 2 and 3

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

In my plan, the park is located in …
There is / are … there.
It has got …
People can relax/play here because …

3 SPEAKING

describing a picture

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

Students' own answers

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

2 CD 1.29 Read the text and listen to Jemma describing a picture of her best friend. Which of the questions does she answer?

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

1, 3, 4, 6, 7



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

3 Read the description in exercise 2 again. Complete the Phrase Bank in your notebook.

Phrase Bank

▸ Describing a photo
This picture [1] *shows a woman in her kitchen.*
She is [2] *wearing a kitchen apron and rubber gloves.*
She has [3] *just started to clean the floor.*
I think she [4] *looks quite angry because she's screaming.*

▸ Describing location
On the right/left there is …
She is [5] *lying on the floor* [6] *in the middle of the room.*
In [7] *front of / Behind her there is a bottle of cleaning liquid and a brush.*

4 Work in pairs. Cover the text in exercise 2 and describe the picture. *Students' own answers*

5 In your notebook, match adjectives 1–5 with their opposites below. There is one extra word. Which words describe your bedroom?

uncomfortable *4* **cosy** **light** *2* **spacious** *1*
messy / untidy *5* **old-fashioned** *3*

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

Extra word: cosy

6 CD 1.30 Listen to a student describing the picture below in an oral exam. Find three incorrect elements in his answer.



1 The room is not tidy. It's messy.
2 He's not sitting in the armchair. He's lying on the floor.
3 He's not using a calculator. He's using a pen.

7 Now describe the photo and correct the false details.

Students' own answers

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

1 *In the photo* I can see a teenage boy in a bedroom.
2 The room *seems* dark, but very tidy.
3 It *looks like* he's using a calculator.
4 I *think* he's doing his homework because …
5 *Maybe* he just likes doing his homework on the floor.

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

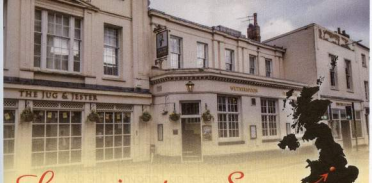
Students' own answers



Why do you think the room is so messy?



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



Leamington Spa

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

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

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

It's pretty, lively.
It has fashionable shops and cafés.
It's situated in a beautiful region.
It's a safe place and the people are very friendly.

2 Work in pairs. Think about your home town and answer the questions from the text in exercise 1. Is your town a happy town? *Students' own answers*

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

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

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

Paragraph 1 Introduction
Paragraph 2 ///
Paragraph 3 ///
Paragraph 4 ///
Paragraph 5 ///

Possible answers:
2 Where is the place and how big is it?
3 Why do I like it?
4 What's the most popular attraction?
5 Invitation to Leamington Spa

Sue's world

Tuesday, 5th Feb, 14:52

Hi everyone! I've just heard that my home town, Leamington Spa, was voted the happiest place to live in the UK.
Leamington Spa is a medium-sized town situated in central England, and it is such an incredible place to live in!
For most people Leamington Spa is famous for its little streets, cafés and tea rooms, and very friendly people. For me, there is more to Leamington than that. I really love the fact that it's a lively place where young people can find things to do. There are cinemas, theatres, night clubs and cultural events organised every week.
One of the most popular attractions is the Aviary, a beautiful Victorian-style café in the heart of Jephson Gardens. It is the place to try a real English cup of tea and wonderful pastries.
If you haven't been to Leamington Spa yet, you must come. It's so amazing that you won't want to go back home!
That's all for now.

WRITING
a blog entry

3

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

It is a medium-sized town.
It is situated in the north of ...
It is famous for ...
I really love the fact that ...
If you haven't been to Leamington Spa yet, you must come.

Phrase Bank: describing a place

► Describing size and location
It is a small / medium-sized / large town with a population of ...
It is situated in the south / north of Poland.
► Describing attractions
It is famous for ... *The first stop for visitors is ...*
► Giving an opinion
I think it is the most amazing / exciting place in England.
I really love the fact that ...
► Inviting to visit
If you haven't been to Leamington Spa yet, you must come.
Why don't you come to Leamington Spa and see it for yourself!

Watch out!

Wyraz ***so*** stosujemy przed przymiotnikami.
Such stosujemy przed przymiotnikiem i następującym po nim rzeczownikiem.
Po ***so*** i ***such*** często używamy zdania zaczynającego się od ***that***:
*The exercise was **so** difficult **that** nobody could do it.*
*It was **such** a lovely day **that** we went to the beach.*

6 Complete the sentences with *so* or *such* in your notebook.

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

7 Write sentences in your notebook to develop each point. Use the prompts in brackets to help you. *Students' own answers*

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

8 Read the instructions and do the writing task. *Students' own answers*

Zredaguj wpis na blogu (100–150 słów) na temat ciekawej miejscowości, którą niedawno odwiedziłeś/odwiedziłaś, i:
- opisz położenie i wielkość tej miejscowości,
- napisz, co Ci się najbardziej tam podobało,
- opisz, jakie wydarzenia kulturalne bądź sportowe miały tam miejsce,
- napisz, jak spędziłeś/spędziłaś tam czas,
- zachęć czytelników bloga do odwiedzenia tego miejsca.

3 ENGLISH IN USE

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

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

1 similar (redecorate = do up)
2 similar (has lived for a year = moved one year ago)
3 different (a – the carpet is clean now, b – the carpet is still dirty)
4 similar (rather quiet = not too noisy)
5 different (a – seems cheap, b – costs too much)

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

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

3〉 Read the text and choose the correct answer a, b or c. Write the answers in your notebook.



I'm an architect and I love travelling because it gives me the chance to see a lot of buildings and get inspired. I have [1] /// come back from the south of France. I like the architecture there, but I really loved the Bubble Palace and its history.
This amazing villa is 1200 m^2 big, so it is very [2] ///. It has ten rooms, three swimming pools and … an amphitheatre! Its creator, Antti Lovag, wanted to [3] /// a completely round house that would have beautiful views of the seaside.
In 1991, a famous fashion designer [4] /// it in order to show his collections of art and clothes there.

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

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

4〉 In your notebook, translate the Polish parts of the sentences into English. Use no more than five words.

1 When *did you arrive* (*przyjechałeś*) in Paris?
2 John *went to London* (*wyjechał do Londynu*) the day before yesterday.
3 *Did you live* (*Czy mieszkaliście*) in Warsaw ten years ago?
4 Sally *has had this car for* (*ma ten samochód od*) many years and she really likes it.
5 My younger sister loves *going to the playground* (*chodzić na plac zabaw*).
6 Carrie *is so untidy* (*jest taka nieporządna*) that nobody wants to share a room with her.
7 *Have you cleaned* (*Czy posprzątałeś*) the living room yet? The guests are coming any time now!
8 I *finished painting* (*skończyłam malować*) my room last week.

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

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



Tip

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

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

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

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

b – main idea (correct heading)
a, c – details

Tip

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

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

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

A possible answer:
It's important to tell people that you're having a party because it's part of being a good neighbour.

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

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

Tip

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

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

a Geographical stereotypes
b Legal problems
c Reasons for stress

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

a3 (geographical → north, south)
b2 (legal → police, break the law)
c1 (stress → cause worry, feel upset)

5› TEST TIP Przeczytaj poniższy tekst i do każdego akapitu (1–4) dobierz właściwe pytanie (A–F). Dwa z nich zostały podane dodatkowo i nie pasują do żadnej części tekstu. Zapisz numery akapitów w zeszycie i obok nich wpisz litery A–F.

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

VISITOR INFORMATION



1 *B*

Książ Castle, which is located in Wałbrzych, is the 3rd biggest castle in Poland. It was built in the 13th century by Duke Bolko I. Back then, it was a stone fortress, sometimes called *the key to Silesia*. Over the centuries, the castle belonged to Polish, Czech, Hungarian and German aristocratic families. World War 2 left it in ruin, but fortunately, in recent years, many of its rooms have been renovated and the castle now attracts thousands of tourists every year.

2 *F*

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

3 *D*

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

4 *C*

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

3 REVIEW 3

Complete all the exercises on this page in your notebook.

1 Copy and complete the table with the words below.

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

Inside the house	Outside the house	Types of buildings
mirror, curtains, oven, wardrobe, fridge, dishwasher, wallpaper, washbasin	*roof, chimney, path, drive, lawn, fence, gate, balcony*	*bungalow, semi-detached, terraced, block of flats*

__/ 20

2 Match 1–6 with a–f to make phrases.

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

__/ 6

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

1 We live in the city centre and it's a bit *dangerous* (*danger*) here.
2 This town is quite *crowded* (*crowd*) and *polluted* (*pollute*). I dream of living somewhere else.
3 My room is quite *spacious* (*space*) but often very *messy* (*mess*).
4 My parents bought a new leather sofa. It is very *comfortable* (*comfort*). The old one was broken and rather *uncomfortable* (*comfort*).

__/ 7

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

1 We *'ve/have lived* (*live*) here *for* a long time.
2 I *'ve/have had* (*have*) this flat *since* 2012.
3 Mark *hasn't/has not done* (*not do*) any cleaning *for* two weeks.
4 I *'ve not/have not slept* (*not sleep*) well *for* a couple of days.
5 *Has Martha lived* (*Martha / live*) here *since* she was born?
6 *Have you moved* (*you / move*) house *since* your childhood?

__/ 12

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

1 I / not do my homework. (*yet*) *I haven't done my homework yet.*
2 Nigel / tidy his room. (*already*) *Nigel has already tidied his room.*
3 We're really happy! We / move into our new house. (*just*) *We're really happy! We've just moved into our new house.*
4 Dominica / do any cleaning. (*yesterday*) *Dominica didn't do any cleaning yesterday.*
5 Jack and Jill / make something to eat for the guests. (*already*) *Jack and Jill have already made something to eat for the guests.*
6 They / not clean the house. (*yet*) *They haven't cleaned the \house yet.*
7 My parents / buy a new flat. (*last week*) *May parents bought a new flat last week.*

__/ 7

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

1 Poznań is so nice. Poznań is *such a nice place*.
2 Their flat is such a cosy place. Their flat *is so cosy*.
3 Our neighbours are so friendly. Our neighbours *are such friendly people*.
4 Zakopane is so busy in the season. Zakopane *is such a busy town in the season*.

__/ 4

7 Complete the description of the picture with appropriate words.

This picture [1] *shows* two young people in the [2] *middle* of a room. They [3] *are lying / kneeling* on the floor talking to each other. I [4] *think / believe* that they are looking at the plan of their flat or house. [5] *In* the picture I can also see some boxes and a ladder. The people [6] *look / seem* happy because they are smiling.



__/ 6

8 Complete the text with appropriate words.

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

__/ 5



9 Work in pairs and test each other. *Students' own answers*

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

WORDLIST 3

Types of houses and flats / Typy domów i mieszkań

apartment/flat /əˈpɑːt(ə)mənt, flæt/ **mieszkanie**
block of flats /ˌblɒk əv ˈflæts/ **blok**
bungalow /ˈbʌŋgəˌləʊ/ **dom parterowy**
detached house /dɪˌtætʃt ˈhaʊs/ **dom wolnostojący**
farmhouse /ˈfɑː(r)mˌhaʊs/ **dom na wsi, na farmie**
semi-detached house /ˌsemiˌdɪˈtætʃt ˌhaʊs/ **bliźniak**
terraced house /ˈterəst ˌhaʊs/ **dom szeregowy**

Parts of houses / Części domu

balcony /ˈbælkəni/ **balkon**
brick/thick wall /ˌbrɪk, ˌθɪk ˈwɔːl/ **mur z cegieł/ gruby mur**
chimney /ˈtʃɪmni/ **komin**
drive /draɪv/ **podjazd**
fence /fens/ **płot, ogrodzenie**
fireplace /ˈfaɪə(r)ˌpleɪs/ **kominek**
front door /ˌfrʌnt ˈdɔː(r)/ **drzwi wejściowe**
garage /ˈgærɑːʒ/ **garaż**
garden /ˈgɑː(r)d(ə)n/ **ogród**
gate /geɪt/ **brama, furtka**
lawn /lɔːn/ **trawnik**
on the first/top floor /ɒn ðə ˌfɜː(r)st, ˌtɒp ˈflɔː(r)/ **na pierwszym/najwyższym piętrze**
path /pɑːθ/ **ścieżka**
roof /ruːf/ **dach**
stairs /steə(r)z/ **schody**
stone step /ˌstəʊn ˈstep/ **kamienny stopień, schodek**
wooden /ˈwʊd(ə)n/ **drewniany**

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

cheap /tʃiːp/ **tani**
close to /kləʊz tə/ **blisko (czegoś)**
crowded /ˈkraʊdɪd/ **zatłoczony**
dangerous /ˈdeɪndʒərəs/ **niebezpieczny**
expensive /ɪkˈspensɪv/ **drogi, kosztowny**
far from /ˈfɑː(r) frəm/ **daleko od (czegoś)**
modern /ˈmɒd(ə)n/ **nowoczesny**
noisy /ˈnɔɪzi/ **głośny, hałaśliwy**
old-fashioned /ˌəʊld ˈfæʃ(ə)nd/ **staromodny**
polluted /pəˈluːtɪd/ **zanieczyszczony**
quiet /ˈkwaɪət/ **cichy**
safe /seɪf/ **bezpieczny**
traditional /trəˈdɪʃ(ə)nəl/ **tradycyjny**

Rooms / Pomieszczenia

bathroom /ˈbɑːθˌruːm/ **łazienka**
bedroom /ˈbedruːm/ **sypialnia**
dining room /ˈdaɪnɪŋ ˌruːm/ **jadalnia**
kitchen /ˈkɪtʃən/ **kuchnia**
living room /ˈlɪvɪŋ ˌruːm/ **salon**
study /ˈstʌdi/ **gabinet**

Furniture / Meble

armchair /ˈɑː(r)mˌtʃeə(r)/ **fotel**
bath /bɑːθ/ **wanna**
bed /bed/ **łóżko**
bedside table /ˌbedsaɪd ˈteɪb(ə)l/ **stolik nocny, szafka nocna**
bookshelf /ˈbʊkˌʃelf/ **regał na książki**
bright red /ˌbraɪt ˈred/ **jaskrawoczerwony**
carpet /ˈkɑː(r)pɪt/ **dywan/wykładzina**
chair /tʃeə(r)/ **krzesło**
cupboard /ˈkʌbə(r)d/ **szafka kuchenna**
curtains /ˈkɜː(r)t(ə)nz/ **zasłony**
dark blue /ˌdɑːˈ(r)k ˈbluː/ **ciemnoniebieski**
dishwasher /ˈdɪʃˌwɒʃə(r)/ **zmywarka**
fireplace /ˈfaɪə(r)ˌpleɪs/ **kominek**
fridge /frɪdʒ/ **lodówka**
lamp /læmp/ **lampka**
microwave /ˈmaɪkrəˌweɪv/ **kuchenka mikrofalowa**
mirror /ˈmɪrə(r)/ **lustro**
oven /ˈʌv(ə)n/ **piekarnik**
picture /ˈpɪktʃə(r)/ **obraz, obrazek**
poster /ˈpəʊstə(r)/ **plakat**
radiator /ˈreɪdɪˌeɪtə(r)/ **grzejnik, kaloryfer**
shower /ˈʃaʊə(r)/ **prysznic**
sofa /ˈsəʊfə/ **kanapa**
table /ˈteɪb(ə)l/ **stół**
toilet /ˈtɔɪlət/ **toaleta**
wallpaper /ˈwɔːlˌpeɪpə(r)/ **tapeta**
wardrobe /ˈwɔː(r)drəʊb/ **szafa**
washing machine /ˈwɒʃɪŋ məˌʃiːn/ **pralka**

Expressions with *room/flat* / Zwroty z wyrazami „pokój/mieszkanie"

decorate/do up a room /ˈdekəreɪt, ˌduː ˈʌp ə ˌruːm/ **odnawiać, remontować pokój**
design a room /dɪˈzaɪn ə ˌruːm/ **projektować pokój**
furnish/paint a room /ˈfɜː(r)nɪʃ, ˈpeɪnt ə ˌruːm/ **meblować/malować pokój**
redecorate /ˈriːˈdekəreɪt/ **zmienić wystrój wnętrza, przemeblować**
share a room with sb /ʃeə(r) ə ˌruːm wɪθ ˌsʌmbədɪ/ **dzielić z kimś pokój**
wallpaper a room /ˈwɔːlˌpeɪpə(r) ə ˌruːm/ **tapetować pokój**

Jobs in the house / Prace domowe

clean the bathroom /ˌkliːn ðə ˈbɑːθˌruːm/ **sprzątać łazienkę**
do the dishes/wash up /ˌduː ðə ˈdɪʃɪz, wɒʃ ˈʌp/ **zmywać naczynia**
do the shopping /ˌduː ðə ˈʃɒpɪŋ/ **robić zakupy**
dust /dʌst/ **ścierać kurze**
iron the clothes /ˌaɪə(r)n ðə ˈkləʊðz/ **prasować ubrania**
make meals /ˌmeɪk ˈmiːlz/ **przygotowywać posiłki**
make the bed /ˌmeɪk ðə ˈbed/ **ścielić łóżko**
sweep the floor /ˌswiːp ðə ˈflɔː(r)/ **zamiatać podłogę**
take the rubbish out /ˌteɪk ðə ˌrʌbɪʃ ˈaʊt/ **wynosić śmieci**
tidy the desk /ˌtaɪdi ðə ˈdesk/ **porządkować biurko**
vacuum/hoover /ˈvækjʊəm, ˈhuːvə(r)/ **odkurzać**

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

clean /kliːn/ **czysty**
comfortable/uncomfortable /ˈkʌmftəb(ə)l, ʌnˈkʌmftəb(ə)l/ **wygodny/niewygodny**
cosy /ˈkəʊzi/ **przytulny**
dark /dɑːˈ(r)k/ **ciemny**
light /laɪt/ **jasny**
messy /ˈmesi/ **niechlujny, nieuporządkowany**
small /smɔːl/ **mały**
spacious /ˈspeɪʃəs/ **przestronny**
tidy/untidy /ˈtaɪdi, ʌnˈtaɪdi/ **czysty, schludny/ niechlujny, brudny**

Describing a place / Opis miejsca

beautiful view /ˌbjuːtəf(ə)l ˈvjuː/ **piękny widok**
by a river/lake /baɪ ə ˈrɪvə(r), ˈleɪk/ **nad rzeką/ jeziorem**
cycle path /ˈsaɪk(ə)l ˌpɑːθ/ **ścieżka rowerowa**
famous for sth /ˈfeɪməs fə(r) ˌsʌmθɪŋ/ **znany, słynny z czegoś**
green areas /ˌgriːn ˈeərɪəz/ **tereny zielone**
historical monument /hɪˌstɒrɪk(ə)l ˈmɒnjəmənt/ **zabytek, pomnik**
home town /ˈhəʊm ˌtaʊn/ **miasto rodzinne**
medium-sized/large town /ˌmiːdiəm ˈsaɪzd, ˈlɑːr(ɪ)dʒ ˌtaʊn/ **średnie/duże miasto**
next to the seaside/mountains /ˌnekst tə ðə ˈsiː,saɪd, ˈmaʊntɪnz/ **nad morzem/w górach**
peace and quiet /ˈpiːs ənd ˈkwaɪət/ **cisza i spokój**
population /ˌpɒpjʊˈleɪʃ(ə)n/ **populacja**
sports facilities /ˈspɔː(r)ts fəˌsɪlətɪz/ **obiekty sportowe**

Other words / Inne wyrazy

apron /ˈeɪprən/ **fartuch**
be for/against sth /ˌbi ˈfɔː(r), əˈgenst ˌsʌmθɪŋ/ **być za czymś/przeciwko czemuś**
build/construct /ˈbɪld, kənˈstrʌkt/ **budować/ stawiać budynek**
building development /ˈbɪldɪŋ dɪˈveləpmənt/ **nowa zabudowa**
cleaning liquid /ˈkliːnɪŋ ˌlɪkwɪd/ **środek czyszczący**
feel at home /ˌfiːl ət ˈhəʊm/ **czuć się jak u siebie w domu**
fortnight /ˈfɔːtnaɪt/ **dwa tygodnie**
furniture /ˈfɜː(r)nɪtʃə(r)/ **meble**
housing /ˈhaʊzɪŋ/ **mieszkania, domy mieszkalne**
interior design /ɪnˌtɪərɪə(r) dɪˈzaɪn/ **architektura wnętrz, wystrój wnętrz**
ladder /ˈlædə(r)/ **drabina**
move into /ˈmuːv ˌɪntuː/ **wprowadzać się do…**
pack/unpack /ˈpæk, ʌnˈpæk/ **pakować się/ rozpakowywać się**
public transport /ˌpʌblɪk ˈtrænspɔː(r)t/ **transport publiczny**
rubber gloves /ˌrʌbə(r) ˈglʌvz/ **gumowe rękawice**
welcome home /ˈwelkəm həʊm/ **witaj w domu, witamy w domu**

Challenge!

carpet /ˈkɑː(r)pɪt/ **dywan**
cook /kʊk/ **kucharz**
cooker /ˈkʊkə(r)/ **kuchenka**
cushion /ˈkʊʃ(ə)n/ **poduszka (na kanapę, krzesło)**
do the housework /ˌduː ðə ˈhaʊsˌwɜː(r)k/ **wykonywać prace domowe**
do your homework /ˌduː jə(r) ˈhəʊmˌwɜː(r)k/ **odrabiać pracę domową**
go home /ˌgəʊ ˈhəʊm/ **iść do domu**
in the city centre/in the suburbs /ɪn ðə ˌsɪti ˌsentə(r), ɪn ðə ˈsʌbɜː(r)bz/ **w centrum miasta/ na przedmieściach**
live just outside a city /ˌlɪv dʒʌst ˌaʊt ˈsaɪd ə ˌsɪti/ **mieszkać tuż za miastem**
live next door to your best friend /ˌlɪv ˌnekst ˈdɔː(r) tə jə(r) ˌbest ˈfrend/ **mieszkać obok swojego przyjaciela/swojej przyjaciółki**
live on an estate /ˌlɪv ɒn ən ɪˈsteɪt/ **mieszkać na osiedlu**
live on the main road/on the beach /ˌlɪv ɒn ðə ˌmeɪn ˈrəʊd, ɒn ðə ˈbiːtʃ/ **mieszkać przy głównej drodze/przy plaży**
move house /ˈmuːv ˌhaʊs/ **przeprowadzać się**
pillow /ˈpɪləʊ/ **poduszka (do spania)**
rug /rʌg/ **dywanik**
sink /sɪŋk/ **zlewozmywak**
washbasin /ˈwɒʃˌbeɪs(ə)n/ **umywalka**

4 Study time

VOCABULARY school and schoolwork

1 What is your favourite school day? Why? *Students' own answers*

2 Write in your notebook some more subjects to add to the word wall.

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

Possible answers: biology, geography, English

3 Work in pairs. Ask and answer the questions. Give reasons for your opinions. *Students' own answers*

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

4 CD 1.31 Listen to five students talking about different school subjects. Write down the name of the subject in your notebook. Which words helped you to decide?

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

1 biology (plants and animals)
2 history (kings, queens, dates)
3 physical education (keeping fit and healthy)
4 IT (writing code)
5 art (pictures)

5 Read the students' comments in the transcript on page 133. Which comments do you agree with? Why? *Students' own answers*

6 Complete the blog in your notebook with the correct form of the verbs below.

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

7 CD 1.32 Listen and repeat the phrases from exercise 6.

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

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



» Vocabulary challenge! Unit 4, page 110, exercise 1

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

What do you think makes a good school? Why?

- experienced teachers • interesting lessons
- small classes • computers in classrooms
- have a lot of fun • learn more

my blog | home | contact



The Ups and Downs of my school week!

The Ups

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

The Downs

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



LISTENING AND VOCABULARY 4

listening for detail • the education system

1〉 Work in pairs and answer the questions. *Students' own answers*

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

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

What is the purpose of the text?

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



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

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

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

Hi Will,

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

Karolina

She doesn't know if it's a good thing.

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

1 Do Will and Karolina sound like good friends? What gives you this impression? *They sound like good friends because they discuss personal issues like career choices and relationships with parents. Will knows a lot about Karolina's interests and passions.*
2 Why does Karolina feel uncertain about going to the Film School? *Karolina feels uncertain about film school because she worries about: the long distance to school from her home and whether she is talented enough to study there.*
3 Why does Karolina's mum advise her against going to the Film School? *Karolina's mother worries that being an actress is a tough job.*
4 What advantages does Will mention of going to the Film School? *Will believes that at film school, Karolina will be able to develop her talent and that she will meet people who will be able to help her with her career.*
5 Does Karolina sound more certain of her choice at the end of the conversation? *Yes. When she responds to Will's arguments, she uses expressions like: "That's true." and "I guess so."*

6〉 In your notebook, complete Will's email to a friend with the words below.

academic 7 famous 8 advantages 2 career 9
talented 3 free 6 state 5 opportunity 1 specialise 4

Hi Jack,

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

Will

7〉 CD 1.35 **Listen to Karolina's voicemail message. Choose the correct answer and write it in your notebook.**

Why has Karolina decided to accept the offer?

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

8〉 Do you think Karolina has made the right decision? Why? / Why not? *Students' own answers*

9〉 WHAT DO YOU THINK? Work in pairs. Discuss the question, using the prompts below. *Students' own answers*

In many countries secondary school students do not study any artistic subjects such as music, art, drama, etc. Do you think it's a good idea? Why? / Why not?
YES: time for other subjects / not everybody is talented / not many students may be interested
NO: art subjects develop students' personalities / teach about culture / improve creativity

4 GRAMMAR

Past simple and past perfect

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

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

1 Why couldn't Abbey answer the phone? *She had just started her piano lesson when Pete phoned.*
2 What is Pete's problem? *He failed another maths test.*
3 Why is Pete angry with Abbey at the end of the conversation? *He feels she doesn't understand him.*

Abbey Hi Pete! You rang and left a message. I had just started my piano class when you called so I couldn't get it. What's wrong?
Pete I failed another test in maths yesterday, and I think I may have to repeat the year …
Abbey Why do you think you failed it? Had you studied hard for it? I had done lots of practice before mine.
Pete Well, I had revised a lot before we had the test. I had spent the whole weekend doing it, in fact. I'm just stupid.
Abbey You just need to put your mind to it and concentrate on it. You see I hadn't understood maths until I decided to work on it very hard.
Pete Easier said than done. What about the other subjects I have to study too? Yesterday at school I almost fell asleep because I had had to prepare for a biology test. It never ends!
Abbey I can hear your tablet going bling bling. You turn off your notifications when you study, don't you?
Pete Never! I need to be in touch with my friends, so why would I?
Abbey To concentrate! Oh Pete!
Pete Oh Abbey, you sound like my mum! Speak to you later.

3〉 ANALYSE Look at the underlined past perfect forms in the dialogue in exercise 2. In your notebook, copy and complete the table with the correct words.

Past perfect	
Affirmative	I [1] *had* practised a lot before the test last week.
Negative	I [2] *hadn't* practised a lot before the test last week.
Yes/No question	Had you [3] *practised* a lot before the test last week?
Wh-question	Why [4] *had* you [5] *practised* a lot before the test last week?

4〉 Choose the correct option to complete the rule.

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

5〉 PRACTISE Decide which action happened first in each sentence.

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

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

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

Hi Tim,

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

Mike

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

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

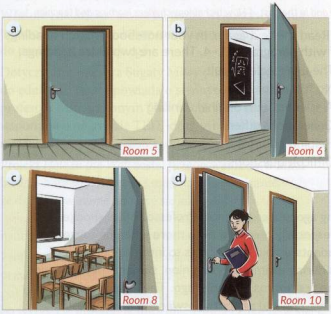
8〉 NOW YOU DO IT Complete the sentences about yourself in your notebook. Then compare your answers with a partner. *Students' own answers*

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

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

1 Which after-school club would you like to join? Why?
Students' own answers

2 CD 1.36 **LANGUAGE IN CONTEXT** Read the dialogue and, in your notebook, label the rooms in the pictures a–d with the correct numbers. Then answer questions 1–4.



Tessa Hi Olly! Are you looking for the new Mandarin club too?
Olly Yeah. I thought it was in Room 5. But it can't be in there because the door's locked.
Tessa I know. And it can't be in Room 6 because they're doing extra Maths in there – Dan said.
Olly It could be in Room 8. That's empty.
Tessa Mmm. It might be – but I think they have a meeting about the skiing trip in there at 5 o'clock.
Olly This is silly. It could be anywhere! I'll phone Maddy. She's going too and she must know where it is. She's so organised.
Tessa Good idea. Ah – look. Miss White said we're going to have a talk by a Chinese lady at this first meeting. And there's a Chinese lady, she may be our teacher and she's going into …
Olly So it must be in Room 10. Yes!

1 What are Tessa and Olly looking for? *The room for Mandarin club.*
2 How do they know the meeting isn't in Room 5 or 6? *Room 5 is locked; students are already doing extra maths in Room 6.*
3 Why does Olly think Maddy will know the room? *Maddy is also going to Mandarin club and she is very organised.*
4 How do Tessa and Olly find the room? *They follow a Chinese lady who is going to give a talk.*

3 **ANALYSE** Look at the highlighted phrases in the dialogue and answer the question below. Write the answers in your notebook.
Which of the highlighted forms means …?
a I'm sure it is. *it must be*
b I'm sure it isn't. *it can't be*
c It's possible it is (three forms). *it could be, it (she) may be, it might be*

4 Read the sentences. Which sentence suggests that something is most and least certain?
1 That might be Fran's brother. *least certain*
2 That may be Fran's brother.
3 That must be Fran's brother. *most certain*

5 **PRACTISE** Match the beginnings of sentences 1–3 with endings a–c. Write the answers in your notebook.
A 1 They must be tired because *c*
2 They can't be tired because *a*
3 They might be tired because *b*
a they've only just started jogging.
b they've just arrived from the USA.
c they've just finished a 10 km run.
B 1 You must know Rosa because *b*
2 You might know Rosa because *c*
3 You can't know Rosa because *a*
a she only started in our class today.
b you were in the same primary school.
c she's a friend of your sister's.

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

7 Complete the sentences with your own ideas in your notebook. *Students' own answers*
1 You can't be hungry ___.
2 Patrick might be upset today ___.
3 Polish must be difficult for people to learn ___.
4 That boy must be new to the school ___.
5 He could come from a rich family ___.
6 That can't be Gary's brother ___.

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

difficult easy interesting boring useful expensive

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

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

4 READING AND VOCABULARY

reading for gist and detail • teaching and learning • technology in education

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

Students' own answers

We …

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

2 Work in pairs. In what other ways can you use technology at school? Make a list. *Students' own answers*

3 Read the text in exercise 4. What is each paragraph about?

Possible answers: 1 Professor Mitra 2 'Hole in the Wall' project 3 Learning now and in the past 4 How technology changes learning and teaching

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

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

1

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

2

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

3

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

4

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



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

Cześć,

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

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

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

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

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

Daj znać, co o tym sądzisz.

Paweł

6 Work in pairs and discuss the questions. *Students' own answers*

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

Vocabulary development

7 In your notebook, complete the sentences with the correct prepositions below. Which statements do you agree or disagree with? Why?

of by to (x2) on

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

8 In your notebook, match the highlighted words and expressions in the text in exercise 4 with the definitions below.

1 You may make them when you write an essay. *spelling mistakes*
2 You learn them when you begin to study maths. *times tables*
3 You need to answer them in an exam. *exam questions*
4 This is the way you write using a pen or a pencil. *handwriting*
5 These are strategies which teachers use to teach or students use to learn. *teaching and learning methods*
6 It's the study or use of computers and electronic systems. *information technology*
7 You do it when you have to memorise something. *learn by heart*

» **Vocabulary challenge!** Unit 4, page 110, exercises 2 and 3

9 In your notebook, write a short letter to your English teacher, using the model below. *Students' own answers*

Dear Mr / Ms Dilks,

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

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

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

I hope my ideas will be useful to you.

Kind regards,

XYZ



4 SPEAKING

expressing and justifying an opinion

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

Students' own answers

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

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

1 What do Harry and Ann think about a good school? What arguments do they give?

Ann: A good school is where I feel comfortable and where I like the other students and teachers. A good school should prepare you for life with other people, not just your future career. What's more, a friendly school helps you learn. There's less competition between students, less stress.
Harry: A friendly atmosphere isn't enough. A good school is about top exams results because schools must prepare you for university and your future career; students must study hard and do well in their exams if they want to achieve something in their life.

2 Which person do you agree with more? Why?

Students' own answers



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

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

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

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

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

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

3 Read the dialogue again and complete the Phrase Bank in your notebook.

Phrase Bank

▸ Introducing an opinion
For [1]*me a good school is …* | *In my* [2]*opinion/view …*
Personally, I [3]*think/believe that …*

▸ Asking for an opinion
Don't you [4]*agree? What do you think?*

▸ Agreeing and disagreeing
Yes, [5]*absolutely.* | *I don't* [6]*think so, do you?*
I am not [7]*sure I agree.*
You may be [8]*right, but I still think that …*
It's [9]*true but …*

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

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

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

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

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

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

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

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

6 CD 1.38 Listen to two dialogues and answer the questions in your notebook.

1 What is the topic of each dialogue? *Dialogue 1: Mark and Julia discuss their opinions about school uniforms. Dialogue 2: Chris and Jenny talk about extra classes for students.*

2 What do the speakers disagree about in dialogue 1? *Julia hates uniforms; she thinks they are boring; they make everybody look the same. Mark thinks uniforms are a good idea, because everybody looks equal; students with less money do not need to buy expensive clothes.*

3 Which speaker feels unsure about their opinion in dialogue 2? What makes you think so? *Jenny is not sure about her opinion. She has never thought about this problem.*

7 CD 1.39 Listen to the sentences from the dialogues. Complete them with the correct words and phrases in your notebook.

1 *Personally,* I really hate them.
2 *To be honest,* I think that's good.
3 *To tell you the truth,* I've never thought about it.
4 *If you ask me,* I prefer the American system.

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

Is it a good idea to study two foreign languages at the same time? *Possible answers:*

Student A Is it a good idea to study two foreign languages at the same time?
Student B yes, absolutely / useful / know / many languages *Yes, absolutely. It's useful to know many languages.*
Student A not think so / my opinion / take too much time / difficult / learn different grammar and vocabulary at the same time *I don't think so. In my opinion it takes too much time. It's difficult to learn different grammar and vocabulary at the same time.*
Student B yes / personally think / easier to learn when / we / be younger *Yes, but personally, I think that it's easier to learn them when we are younger.*
Student A you be right / but / learning a language / be quite expensive / you need / buy / books / or go to a course *You may be right, but learning a language is quite expensive. You need to buy books or go to a course.*
Student B disagree / can learn a language online / be cheaper *I disagree. You can learn a language online. It is cheaper.*

WRITING 4

a letter of enquiry

1 Work in pairs and answer the questions. *Students' own answers*

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

2 In your notebook, match beginnings of the questions 1–4 with endings a–d. Then read the advertisement below and answer them.

b 1 Do you
a 2 How big
d 3 How many hours of English a week
c 4 When do

a are the groups?
b offer trips to visit places in London?
c the lessons start?
d are there?

1 Yes 2 4–8 students 3 20–30 hours of English 4 in June

SUMMER COURSES
IN THE HEART OF LONDON

The English Language Centre offers:

- **2, 3 or 4 week English courses from June to September**
- **20–30 hours of English a week with native speakers**
- **all levels (A1–C2)**
- **lots of extra conversation classes, sightseeing trips and evening entertainment on offer**
- **small groups (4–8 students)**

3 Read the letter. Does it sound formal or informal? Why? *The letter sounds rather formal. It begins and ends in a formal way. It includes indirect questions.*

Dear Sir/Madam,

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

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

I need to take a speaking exam at the end of my school, so I would like to improve my speaking skills in English. Do you offer conversation classes as well?

I would also like to ask how much the course costs and when exactly the courses begin and end. Please let me know how many hours of English a week there are.

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

I look forward to hearing from you soon.

Yours faithfully,

Adam Pytalski

4 Which questions from exercise 2 has Adam asked? What differences can you see? *Questions:*
1 Do you offer trips to visit places in London? (I would like to know if you offer trips to visit some places in London.)
3 How many hours of English are there? (Please let me know how many hours of English a week there are.)
4 When do the lessons start? (I would also like to ask ... when exactly the courses begin ...)

Watch out!

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

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

5 In your notebook, rewrite the questions as indirect questions, using the phrases below. *Possible answers*

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

1 Does the school have a computer lab?
I would like to know if the school has a computer lab.
2 What coursebooks do you use?
Could you tell me what coursebooks you use?
3 Have you ever had any students from Poland?
I would like to ask if you have ever had any students from Poland.
4 What language exams can I take at your school?
Could you give me some information about the language exams I can take at your school?
5 Do students do any projects online?
Could you tell me if students do any projects online?
6 Where can I find more information about the teachers? *I wish to know where I can find out more information about the teachers.*

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

1 I want to know about ... *I am writing to ask about ...*
2 I want to speak better in English.
I would like to improve my speaking skills in English.
3 I want more information about ...
Could you give me more information about ...
4 The ad says ... *Your advertisement mentions ...*
5 How much is the course?
I would also like to ask how much the course costs.
6 Please send me an answer quickly.
I look forward to hearing from you soon.
7 Love, *Yours faithfully,*

7 Express the ideas below in English, using formal phrases. Write the answers in your notebook. *Possible answers:*

1 Napisz, że chciałbyś/chciałabyś się więcej dowiedzieć o dodatkowych szkolnych zajęciach komputerowych. *Could you give me more information about extra computer classes in your school?*
2 Poproś o informacje na temat egzaminów z języków, jakie oferuje szkoła. *I would like to ask about the language exams you offer.*
3 Zapytaj, czy musisz podejść do końcowego testu. *I wish to know if I need to take the final test/exam.*
4 Poproś o podanie ceny kursu. *I would like to know how much the course is.*
5 Zapytaj, czy podczas kursu szkoła oferuje nocleg i wyżywienie (*food and accommodation*). *Could you tell me if you offer food and accommodation during the course?*

8 Read the instructions and do the writing task. *Students' own answers*

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

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

4 ENGLISH IN USE

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

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

Possible answers:
1 I pass the train station on my way to school.
2 Did you pass the maths test?
3 Could you pass me the salt, please?
4 We passed the day relaxing and lying in the sun.

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

course **note** (*noun*) **board** **class**

Possible answers:
course: kurs, danie
1 a series of lessons or lectures in a subject
2 part of a meal
note: wiadomość, notatka
1 a short message to someone
2 a short piece of writing that helps you to remember something
board: deska, tablica
1 a long piece of wood
2 a flat surface for showing information (blackboard)
class: klasa, zajęcia, lekcja
1 a group of students
2 teaching period

3〉 Choose the correct word to complete each pair of sentences. Write the answers in your notebook.

1 I ___ the last bus home yesterday, so I had to walk back. When I was sick I did not go to school, so I ___ a lot of lessons.
a caught b lost (c) missed

2 If you need more information, ___ it up online. The new student did not ___ very confident when he walked into the classroom.
(a) look b check c see

3 In my ___, teachers should use modern technology in their classes. We stayed in a hotel which had a lovely ___.
a opinion (b) view c room

4 A two-___ meal in this restaurant costs less than £5. During my English ___ I learned a lot of grammar.
a lesson (b) course c dinner

5 How often do you ___ online projects at school? Does he ___ well in physics?
a make (b) do c go

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

1 The exam which we ___ (*zdawaliśmy*) yesterday was very difficult. I'm a bit worried about my results.
(a) took b passed c failed

2 I ___ (*nie poznałam żadnych nowych kolegów z klasy*) until you introduced me to them.
a wasn't meeting any new classmates
(b) hadn't met any new classmates
c have never met any new classmates

3 I don't know the lady over there, but I think it ___ (*może być*) our new headteacher.
a should be b must be (c) could be

4 ___ (*Czy kiedykolwiek byłeś*) abroad before you went to London last week?
a Did you ever go (b) Had you ever been
c Were you ever

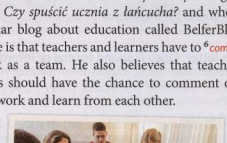
5 Some students in my class never ___ (*zwracają uwagę na*) to the teacher's explanations and then they have problems with their homework.
a take notes b concentrate (c) pay attention

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

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

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

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



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

1 Schools don't prepare students for real life.
learn a lot of/little theory • have a lot of/few practical classes • learn/not learn useful things

2 Lessons should be 60 minutes long so that students can learn things better.
a good/bad idea • feel tired • can/cannot concentrate • learn more • have time to revise

3 Only excellent students should go to university.
fair/unfair • everybody should have the chance • weak students can/cannot achieve success

1 Read the writing task below and answer the questions.

1 What's the topic of the email? Who are you writing to?
changing schools; to a friend in Ireland
2 How many points do you need to cover in the task? *four*
3 How many words can you include? *100–150 words*

Niedawno rozpoczęłaś/rozpoczęłaś naukę w nowej szkole. Napisz e-mail do koleżanki z Irlandii (100–150 wyrazów) i:
- wyjaśnij, dlaczego zmieniłeś/zmieniłaś szkołę i jak czujesz się w nowym miejscu,
- opisz szkołę oraz nowych kolegów / nowe koleżanki,
- opisz jakieś wydarzenie, które miało miejsce podczas pierwszego dnia w szkole,
- zaproś koleżankę do siebie i zaproponuj jakieś atrakcje podczas wizyty.

2 Read the task in exercise 1 again and the example letter below. Find the parts where the student covers the points from the task. Which point has the writer NOT mentioned? *The student has not covered the second part of the fourth point – zaproponuj jakieś atrakcje.*

Hi Tony,
I'm writing to tell you about my new school.
My dad got a new job and we had to move to a different town. I'm not very happy because I had lots of friends at my old school and I liked all the teachers.
The new school is much bigger than my old one and it's got a big swimming pool and a fantastic canteen! I like my new classmates too. I've already made some good friends. One of them lives near me and we get the bus to school together.
On my first day I got lost at school, but I met a boy called Jack who showed me where to go and took me round the school. We're good friends now.
Why don't you come and stay with us next month? That's it for now. I hope to hear from you soon.
XYZ

3 What can you write to include the missing point?
Possible answer:
I think you'd like it. I could show you Cracow and we could go to the mountains together.
You could meet my new friends and try some delicious Polish dishes.

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

Kilka dni temu wziąłeś/wzięłaś udział w jakimś konkursie w szkole. Napisz e-mail do kolegi z Anglii (100–150 wyrazów), i:
a wyjaśnij, dlaczego wziąłeś/wzięłaś udział w konkursie,
b opisz jakieś wydarzenie, które miało miejsce podczas tego konkursu,
c powiedz, które miejsce zająłeś/zajęłaś i jak się w związku z tym czułeś/czułaś,
d wspomnij, czy zamierzasz wystartować w kolejnym konkursie i wyjaśnij, dlaczego.

c 1 I didn't win a prize, but it was a lot of fun. (How did you feel?) *I felt great because I met some new friends and we laughed a lot.*
d 2 I'd like to try again next year. (Why would you like to take part next year?) *I think I might get better and then I might win.*
b 3 Guess what! A famous pop star came to the competition. (What happened?) *He gave out the prizes and everyone took photos of him.*
a 4 I entered the singing competition for school students because … (Why did you enter?) *I like singing and people tell me that I can sing well.*

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

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

a błędne użycie przyimka (1) *in ~~last~~ week*
b nieprawidłowa forma czasownika (1) *enjoy ~~to swim~~ swimming*
c niewłaściwy czas (2) *I ~~was falling~~ fell*
d błąd ortograficzny (3) *~~wel~~ well*
e błędna forma czasu przeszłego (3) *~~wined~~ won*
f niewłaściwa forma czasownika (4) *want ~~enter~~ to enter*

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

6 Read the instructions and do the writing task.
Students' own answers

TEST IT! Za kilka dni czekają Cię ważne egzaminy w szkole. W liście do przyjaciela z USA (100–150 wyrazów):
- napisz, jakie to egzaminy, i czy są dla Ciebie trudne,
- opisz, w jaki sposób przygotowujesz się do egzaminu,
- napisz, jak poszły ci egzaminy w zeszłym roku,
- zapytaj kolegę, w jaki sposób on uczy się do egzaminów oraz poproś go o wskazówki.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

4 REVIEW 4

Complete all the exercises on this page in your notebook.

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

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

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

__/6

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

take revise make pass learn look do

1 a I *do* my homework in the evenings.
  b We *do* a lot of online projects.
2 a It's easy to *make* spelling mistakes when you don't concentrate properly.
  b I couldn't *make* sense of what the teacher was saying so I asked her to explain it again.
3 a I can't *take* this test today because I'm not prepared.
  b Please, listen carefully and *take* notes.
4 a We have to *learn* a lot of things by heart.
  b I like it when we *learn* in groups during our lessons.

__/4

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

Hi Justin,

I have really great news. I [1]*passed* (***pass***) my English exam. I [2]*couldn't* (***cannot***) believe my eyes when I [3]*saw* (***see***) the results last night. I [4]*got* (***get***) an A! I [5]*hadn't had* (***not have***) such a good mark in English before then. It's true. I [6]*studied* (***study***) very hard for it the whole week before, which I [7]*had never done* (***never / do***) before. Anyway, I [8]*have never been* (***never / be***) so proud of myself. I may go to England in the summer, so I will improve my English even more. Maybe I can find a job there. [9]*Have your ever thought* (***you / think***) of working in the summer? Perhaps you could join me in London?

Let me know

Natalie

__/9



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

1 I'm sure this man isn't our teacher. He's too young.
  This man can't be our teacher.
2 I'm not sure who she is. Maybe a new student?
  She may/could/might be a new student.
3 I'm sure our teacher knows the answer. She's so clever! *Our teacher must know the answer.*
4 I'm not sure this is the best way to study English.
  This may not be the best way to study English.
5 I'm sure this book isn't mine. Mine is at home.
  This book can't be mine.

__/5

5 Rewrite the questions as indirect questions.

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

__/5

6 Match 1–5 with a–e.

c 1 I believe that you can't teach without modern technology.
a 2 Don't you agree that school uniforms are terrible?
b 3 I don't think they are good students.
d 4 In my view, teaching is a demanding job. Do you agree?
e 5 What do you think of e-books?

a Absolutely! They make us all look the same.
b You may be right. They seem a bit lazy.
c I disagree. I think it's possible.
d Yes. What's more, it's a very stressful one!
e In my opinion, they are great and light to carry!

__/5

7 Work in pairs and test each other.

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

Student A
1 How long have you learned English?
2 Did you like your last school? Why? / Why not?
3 When did you last fail a test really badly?
4 Have you ever used any apps to study English? If not, would you like to try?

Student B
1 Have you ever revised for a test in a group? Do you think it's a good idea?
2 Did you have good teachers at your primary school? Tell me about them.
3 When did you start to study English?
4 Have you ever been to Great Britain? What was it like? Would you like to go? Why?

» **SPEAKING TEST 2**, page 114

WORDLIST 4

School subjects / Przedmioty szkolne

art /ɑ:(r)t/ **zajęcia plastyczne**
biology /baɪˈɒlədʒɪ/ **biologia**
chemistry /ˈkemɪstrɪ/ **chemia**
foreign languages /ˌfɒrɪn ˈlæŋgwɪdʒɪz/ **języki obce**
geography /dʒɪˈɒgrəfɪ/ **geografia**
history /ˈhɪst(ə)rɪ/ **historia**
IT /ˌaɪ ˈtiː/ **informatyka**
maths /mæθs/ **matematyka**
music and drama /ˈmjuːzɪk ənd ˈdrɑːmə/ **zajęcia muzyczno-teatralne**
physical education /ˌfɪzɪk(ə)l ˌedjʊˈkeɪʃ(ə)n/ **wychowanie fizyczne**
physics /ˈfɪzɪks/ **fizyka**
Polish /ˈpəʊlɪʃ/ **język polski**
religious education /rəˌlɪdʒəs ˌedjʊˈkeɪʃ(ə)n/ **religia**

Schoolwork / Nauka w szkole

copy homework /ˈkɒpɪ ˈhəʊmˌwɜː(r)k/ **przepisywać pracę domową**
fail an exam /ˌfeɪl ən ɪgˈzæm/ **nie zdać egzaminu**
get a low/top mark /ˌget ə ˈləʊ, ˌtɒp mɑː(r)k/ **dostać niską/najwyższą ocenę**
give a presentation /ˌgɪv ə ˌprezˈteɪʃ(ə)n/ **przedstawić prezentację**
have an exam /ˌhæv ən ɪgˈzæm/ **mieć egzamin, podchodzić do egzaminu**
miss (a lesson) /ˌmɪs əˈles(ə)n/ **opuścić (lekcję)**
pass an exam /ˌpɑːs ən ɪgˈzæm/ **zdać egzamin**
revise for a test /rɪˌvaɪz fə(r) ə ˈtest/ **powtarzać do sprawdzianu**
take an exam /ˌteɪk ən ɪgˈzæm/ **podchodzić do egzaminu**
take notes /ˈteɪk nəʊts/ **robić notatki**

Education system / System edukacji

academic/arts subject /ˌækəˈdemɪk, ˌɑː(r)ts ˈsʌbdʒɪkt/ **przedmiot akademicki/artystyczny**
advantage /ədˈvɑːntɪdʒ/ **zaleta, korzyść**
career /kəˈrɪə(r)/ **kariera**
famous /ˈfeɪməs/ **sławny, znany**
free /friː/ **bezpłatny**
opportunity /ˌɒpəˈ(r)tjuːnətɪ/ **możliwość, okazja, szansa**
primary/secondary school /ˈpraɪmərɪ, ˈsekəndərɪ ˌskuːl/ **szkoła podstawowa/średnia**
specialise in sth /ˈspeʃəlaɪz ɪn ˌsʌmθɪŋ/ **specjalizować się w czymś**
state/private school /ˈsteɪt, ˈpraɪvət ˌskuːl/ **szkoła państwowa/prywatna**
talented /ˈtæləntɪd/ **utalentowany**

Teaching and learning / Nauczanie i uczenie się

concentrate on sth /ˈkɒns(ə)nˌtreɪt ɒn ˌsʌmθɪŋ/ **koncentrować się na czymś**
digital textbook /ˌdɪdʒɪt(ə)l ˈteks(t)ˌbʊk/ **podręcznik elektroniczny**
do projects online /ˌduː ˈprɒdʒekts ˈɒnlaɪn/ **wykonywać projekty przez internet**
exam questions /ɪgˈzæm ˌkwest(ʃ)ənz/ **pytania egzaminacyjne**
have access to sth /hæv ˈækses tʊ ˌsʌmθɪŋ/ **mieć dostęp do czegoś**
improve your IT skills /ɪmˌpruːv jəˈ(r) ˌaɪ ˈtiː ˌskɪlz/ **doskonalić swoje umiejętności informatyczne**
information technology /ˌɪnfə(r)ˈmeɪʃ(ə)n tekˈnɒlədʒɪ/ **technologie informacyjne**
learn by heart /ˌlɜː(r)n baɪ ˈhɑː(r)t/ **uczyć się na pamięć**
learning methods /ˈlɜː(r)nɪŋ ˌmeθədz/ **metody uczenia się**
look for information on the Net /ˈlʊk fə(r) ˌɪnfə(r)ˈmeɪʃ(ə)nən ɒn ˌnet/ **szukać informacji w internecie**
make sense of sth /ˌmeɪk ˈsens əv ˌsʌmθɪŋ/ **zrozumieć coś, odgadnąć znaczenie czegoś**
pay attention to sth /ˌpeɪ əˈten(ʃ)ən tə ˌsʌmθɪŋ/ **zwracać na coś uwagę, przywiązywać wagę do czegoś**
spelling mistakes /ˈspelɪŋ mɪˌsteɪks/ **błędy ortograficzne**
teaching methods /ˈtiːtʃɪŋ ˌmeθədz/ **metody nauczania**
times table /ˈtaɪmz ˌteɪb(ə)l/ **tabliczka mnożenia**
use interactive whiteboards/apps /ˌjuːz ˌɪntərˌæktɪv ˈwaɪt,bɔː(r)dz, ˈæps/ **korzystać z tablic interaktywnych/aplikacji**

Other words / Inne wyrazy

accommodation /əˌkɒməˈdeɪʃ(ə)n/ **zakwaterowanie**
achieve success /əˈtʃiːv səkˈses/ **osiągać sukces**
advice /ədˈvaɪs/ **rada, porada**
approach /əˈprəʊtʃ/ **podejście**
be off sick /ˌbi ˌɒf ˈsɪk/ **być nieobecnym z powodu choroby**
board /bɔː(r)d/ **deska; tablica**
canteen /kænˈtiːn/ **stołówka**
challenge /ˈtʃælənʤ/ **wyzwanie**
class /klɑːs/ **klasa; zajęcia, lekcja**
classroom /ˈklɑːsˌruːm/ **klasa, sala lekcyjna**
clever /ˈklevə(r)/ **zdolny, mądry**
competition /ˌkɒmpəˈtɪʃ(ə)n/ **konkurencja**
computer lab /kəmˈpjuːtə(r) ˌlæb/ **sala komputerowa**
cookery /ˈkʊk(ə)rɪ/ **kuchnia, gotowanie**
course /kɔː(r)s/ **kurs; danie**
designer clothes /dɪˈzaɪnə(r) ˌkləʊðz/ **modne ubrania od znanych projektantów**
device /dɪˈvaɪs/ **urządzenie, przyrząd**
difficult /ˈdɪfɪk(ə)lt/ **trudny**
do well in sth /ˌduː ˈwel ɪn ˌsʌmθɪŋ/ **uzyskać dobry wynik z czegoś (np. z testu)**
drama /ˈdrɑːmə/ **teatr, aktorstwo**
e-books /ˈiːˌbɒks/ **książki elektroniczne**
encourage /ɪnˈkʌrɪʤ/ **zachęcać**
English course /ˈɪŋglɪʃ ˌkɔː(r)s/ **kurs angielskiego**
enter a sports competition /ˌentə(r) ə ˈspɔː(r)ts ˌkɒmpəˈtɪʃ(ə)n/ **brać udział w zawodach sportowych**
entertainment /ˌentə(r)ˈteɪnmənt/ **rozrywka**
equal /ˈiːkwəl/ **równy, jednakowy**
exam results /ɪgˈzæm rɪˌzʌlts/ **wyniki egzaminu**
extraordinary /ɪkˈstrɔːdɪn(ə)rɪ/ **nadzwyczajny**
friendly atmosphere /ˌfrendɪ(d)lɪ ˈætməsˌfɪə(r)/ **przyjazna atmosfera**
grammar /ˈgræmə(r)/ **gramatyka**
guidance /ˈgaɪdəns/ **wskazówki, porady**
headteacher /ˌhedˈtiːtʃə(r)/ **dyrektor/dyrektorka szkoły**
hole /həʊl/ **dziura**
join after-school club /ˌʤɔɪn ˌɑːftə(r)ˌskuːl ˈklʌb/ **wziąć udział w zajęciach pozalekcyjnych**
keep fit and healthy /ˌkiːp ˈfɪt ənd ˈhelθɪ/ **dbać o zdrowie i dobrą formę**
library /ˈlaɪbrərɪ/ **biblioteka**
locked /lɒkt/ **zamknięty na klucz**
look sth up /ˌlʊk ˌsʌmθɪŋ ˈʌp/ **sprawdzać coś (w słowniku, Internecie)**
make friends /ˌmeɪk ˈfrendz/ **zaprzyjaźniać się**
pass /pɑːs/ **wymiąć coś; zdać (egzamin); podawać, przekazywać; spędzać czas**
poor /pɔː(r)/ **biedny**
pros and cons /ˌprəʊz ən ˈkɒnz/ **za i przeciw, zalety i wady**
put into practice /ˌpʊt ˌɪntuː ˈpræktɪs/ **wdrożyć, zastosować w praktyce**
receive /rɪˈsiːv/ **otrzymywać**
remember dates /rɪˌmembə(r) deɪts/ **zapamiętywać daty**
school competition /ˌskuːl kɒmpəˈtɪʃ(ə)n/ **zawody szkolne**
sing in public /ˌsɪŋ ɪn ˈpʌblɪk/ **śpiewać publicznie**
skills /skɪlz/ **umiejętności**
stressful /ˈstresf(ə)l/ **stresujący**
strict /strɪkt/ **surowy, wymagający**
study time /ˈstʌdɪ ˌtaɪm/ **czas na naukę**
theory /ˈθɪərɪ/ **teoria**
uniform /ˈjuːnɪfɔː(r)m/ **mundurek szkolny**
useful /ˈjuːsf(ə)l/ **użyteczny, przydatny**
vocabulary /vəʊˈkæbjʊlərɪ/ **słownictwo**
well-known for sth /ˌwel ˈnəʊn fə(r) ˌsʌmθɪŋ/ **dobrze znany z czegoś**
well-equipped classroom /ˌwelˌkwɪpt ˈklɑːsˌruːm/ **dobrze wyposażona sala lekcyjna**
wonder /ˈwʌndə(r)/ **zastanawiać się**
win a prize for /ˌwɪn əˈpraɪz fə(r)/ **zdobyć nagrodę za coś**
write code /raɪt ˈkəʊd/ **programować, pisać programy komputerowe**

Challenge!

attention /əˈtenʃ(ə)n/ **uwaga, zainteresowanie**
break /breɪk/ **przerwa szkolna**
classmate /ˈklɑːsˌmeɪt/ **kolega/koleżanka z klasy**
concentration /ˌkɒns(ə)nˈtreɪʃ(ə)n/ **koncentracja**
examination /ɪgˌzæmɪˈneɪʃ(ə)n/ **egzamin**
information /ˌɪnfə(r)ˈmeɪʃ(ə)n/ **informacja**
knowledge /ˈnɒlɪʤ/ **wiedza**
lunchtime /ˈlʌntʃˌtaɪm/ **pora obiadowa, przerwa obiadowa**
notebook /ˈnəʊtˌbʊk/ **zeszyt**
parents' evening /ˌpeərənts ˈiːvnɪŋ/ **wywiadówka**
playground /ˈpleɪˌgraʊnd/ **dziedziniec szkolny**
presentation /ˌprezəˈteɪʃ(ə)n/ **prezentacja**
pupil /ˈpjuːp(ə)l/ **uczeń/uczennica**
revision /rɪˈvɪʒ(ə)n/ **powtórzenie**
school certificate /ˌskuːl səˈ(r)tɪfɪkət/ **świadectwo ukończenia szkoły**
school report /ˌskuːl rɪˈpɔː(r)t/ **okresowa ocena pracy ucznia**
sports field /ˈspɔː(r)ts ˌfiːld/ **boisko**
staff meeting /ˈstɑːf ˌmiːtɪŋ/ **rada pedagogiczna**
textbook /ˈteks(t)ˌbʊk/ **podręcznik**

1–4 TEST PRACTICE

Rozumienie ze słuchu Uzupełnianie luk

1 CD 1.40 **Usłyszysz dwukrotnie rozmowę Annie i Marka na temat nauczycieli z poprzedniej szkoły. Na podstawie usłyszanych informacji uzupełnij luki w zdaniach 1–6. Luki należy uzupełnić w języku angielskim.**

1 Mark couldn't go to the shopping centre because he had to *finish off / do homework*.
2 Annie went to the bookshop to buy *a book*.
3 Annie spotted her ex-teacher while he was looking at some *history books*.
4 Mark still has a book he *borrowed* from the teacher.
5 Both Annie and Mark thought Mr Binns was a *brilliant* teacher.
6 Mark wants to become a *teacher* because of Mr Binns.

Rozumienie ze słuchu Dobieranie

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

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

Rozumienie pisanych tekstów Wybór wielokrotny

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

Text 1

The new house is fantastic and I especially love my room. You'll see it when you come to stay. I've persuaded Mum and Dad to have a party to celebrate moving in. They've said I can plan it all! So I wondered if you could maybe give me a hand? You've had a lot of parties and I'd love it if you could give me some help with getting the house ready – moving furniture and putting up lights and so on. Please say yes. It'll be great fun!

1 The writer of the text wants to
A suggest a friend helps decorate her bedroom.
B advise a friend about buying new furniture.
C ask for help with organising a party.

Text 2

As we cycled along the path, Dave pointed out an old house that you could just see through the trees.
'It's been empty for years,' he said. 'Let's go in and have a look.' I wasn't really very keen on the idea because it looked very old and dirty. The windows were broken and it was dark inside. I had a bad feeling about it. But, as usual I agreed with Dave's suggestion and we went up to the front door. It was a heavy, brown, wooden door and it was closed.
'Strange,' said Dave. 'It was open before.' He pushed and the door opened. We walked over broken glass and bits of wood and stone on the floor. 'This is new too,' Dave pointed at an old piece of carpet and a cup with some water in it. Suddenly, I felt that we weren't alone.

2 Dave is surprised because
A the writer doesn't want to go into the house.
B he notices some changes since he last came.
C the house is in a worse condition than before.

Text 3

Looking for a new house? You've come to the right place. Just enter your name and address and the type of house you're looking for and you'll see a range of properties that might suit you. Click on a picture and you can have a virtual tour of the house! It's quick and very easy. If you see a house you like, contact us directly on the phone number below and we can give you more information. We have been in the estate agency business for twenty years. Our experience combined with this new technology will guarantee you satisfaction!

3 The text gives
A advice about what to consider when buying a house.
B instructions about using a website to buy a house.
C a recommendation about which agent to use to buy a house.

Znajomość środków językowych Dobieranie

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

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

Znajomość środków językowych Uzupełnianie zdań

5 **Przeczytaj poniższe zdania. Wybierz wyraz A, B lub C tak, aby pasował do obu zdań w każdym zestawie (1–5). Zapisz numery pytań w zeszycie i obok nich dopisz właściwe litery.**

1 I must /// attention so that I don't make a mistake.
I had to /// £20 for the new DVD.
A spend (B) pay C give

2 My exam results arrived this morning but I haven't looked /// them yet!
You shouldn't look /// the answers before you've tried the exercise.
A up B for (C) at

3 We had a great view when we lived on the tenth ///.
I dropped a glass on the kitchen /// and it broke.
(A) floor B level C ground

4 We /// a test yesterday and it was really hard.
After doing an hour of homework I /// a break.
A passed (B) took C made

5 Joe /// some new friends when he was abroad.
I /// lots of mistakes in my test. That's why I failed it.
A met (B) made C found

6 **Work in pairs and do the speaking task. Then swap roles and do the task again.** *Students' own answers*

Mówienie Rozmowa z odgrywaniem roli

Uczeń A
Twoja koleżanka z Anglii odwiedziła Cię podczas wakacji. Chcielibyście wybrać się na mecz siatkówki rozgrywany w innym mieście w ramach Mistrzostw Europy. W rozmowie z uczniem B omów poniższe cztery kwestie.

- koszty biletów i forma płatności
- koszty dojazdu na mecz
- ewentualny nocleg po meczu
- zwiedzanie miasta, w którym odbywa się turniej

(Rozmowę rozpoczyna uczeń B.)

Uczeń B
Jesteś kolegą/koleżanką ucznia A. Przebywasz u niej/niego podczas wakacji. Ustalacie szczegóły wspólnego wyjazdu na mecz siatkówki rozgrywany w innym mieście w ramach Mistrzostw Europy. Rozpoczynasz rozmowę. W zależności od tego, jak rozmowa się potoczy, porusz **wszystkie/wybrane** kwestie.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Wolałbyś wrócić do domu po meczu niż nocować poza domem.
- Nie masz zbyt wiele pieniędzy na drogie bilety w lepszym sektorze.



7 **Read the instructions and do the writing task in your notebook.** *Students' own answers*

Wypowiedź pisemna Wpis na blogu

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

- opisz swoje nowe hobby,
- wyjaśnij, dlaczego Ci się to hobby podoba,
- opisz ostatnie zajęcia związane z Twoim hobby, w których uczestniczyłeś/uczestniczyłaś,
- poleć to hobby czytelnikom bloga i zapytaj o ich ulubioną formę spędzania czasu wolnego.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Hi everyone! Guess what! I've just taken up a new hobby!

* * *

That's all for now.
XYZ

5 A work of art

VOCABULARY participating in culture











1 Which of the activities below do you most enjoy doing? When did you last do them? *Students' own answers*

listening to music · reading books · watching TV · going to the theatre · going to the cinema · going to a museum or art gallery

2 In your notebook, match items a–f with pictures 1–6 posted on a social network homepage. Which would you 👍?

6 a open-air music festival
2 b art exhibition
1 c TV series
5 d crime thriller
3 e award-winning film
4 f classic play

3 In your notebook, complete the comments with the words below. Then match the comments with the pictures 1–6.

fantasy · director · album · effects · band · live · series · episode · soundtrack

6 1 The concert was amazing. My favourite *band* played *live*. I already have their latest *album*. I'm a big fan of folk music.

1 2 I love this. It's an excellent TV *series* and I can't wait for the next *episode*. I get really angry if I miss one.

3 3 It's really entertaining! I'm not that keen on *fantasy* films, but movies like *King Arthur* are cool! Guy Ritchie is a brilliant *director* and the special *effects* are great. I've downloaded the *soundtrack* too.

novels · paintings · actors · play · performance · abstract · plot · costumes

2 4 I think most modern art is just rubbish. It's too *abstract* for me, but *paintings* similar to Kandinsky's really make me think.

5 5 I hear it's good but I don't really like crime *novels*. I read one last month and I just couldn't understand the *plot* – I found it very disappointing.

4 6 I saw the *play Hamlet* last week. It was really moving! The *actors* all gave an excellent *performance*. I loved the *costumes* that they wore too – they were well designed.

4 CD 2.01 Listen and repeat the words and phrases from exercise 3.

5 Look at the highlighted words and phrases for giving an opinion in exercise 3. Divide them into positive and negative. Write the answers in your notebook.
positive: amazing; I'm a big fan of; excellent; brilliant; really make me think; really moving
negative: I'm not that keen on; just rubbish; I found it very disappointing

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

Text 1: A Where is the speaker? *at an art gallery*
B What is he looking at? *paintings / sculptures*
C Does he like it? Why? / Why not? *No, because he can't understand it very well.*

Text 2: A Where could you hear this? *on the radio / on TV / online*
B What does the speaker want the listeners to do? *watch a film*

Text 3: A Where are the speakers? *at a concert*
B How are their opinions different? *The boy hates the music (he can't understand it) but the girl likes it.*

7 Are the sentences true or false? Correct the false ones. Write the answers in your notebook.

1 You hear a soundtrack at a concert. *F (You hear a soundtrack at the cinema or on TV, when you watch a film.)*
2 An episode is part of a TV series. *T*
3 Abstract paintings are sometimes difficult to understand. *T*
4 Actors wear costumes in a play or film. *T*
5 An entertaining film is disappointing. *F (An entertaining film is enjoyable.)*
6 If something is rubbish, you like it. *F (If something is rubbish, you don't like it.)*

» **Vocabulary challenge!** Unit 5, page 110, exercise 1

8 Work in pairs. Tell your partner about the things below. Use the questions in brackets to give more information. *Students' own answers*

1 a TV channel you never watch (Why don't you like it?)
I never watch Channel 7. There are a lot of commercials and I've seen all the programmes before.
2 a book you've read recently (What was it about?)
3 your favourite radio station (Why do you like it?)
4 a film you found disappointing (What did you expect?)
5 a reality TV show you watch (What's it about?)

LISTENING AND VOCABULARY

listening for gist and detail • art • phrasal verbs

5

1〉 Work in pairs and answer the questions.

Students' own answers

1 Do you like visiting museums and art galleries? Why?/Why not?

2 What's the most interesting exhibition you've seen?

2〉 CD 2.03 Listen to a girl talking about culture. Choose the correct answer and write it in your notebook. Do you agree with her opinion?

What is the girl's opinion about culture at school?

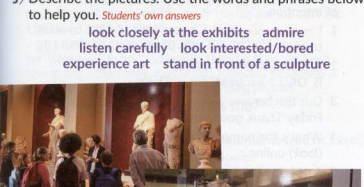
a Schools go on too many trips to art galleries and museums and it's a waste of time.

b We need to study modern cultural forms as well as classical ones.

c Modern music and writing is better than classical.

3〉 Describe the pictures. Use the words and phrases below to help you. *Students' own answers*

look closely at the exhibits admire
listen carefully look interested/bored
experience art stand in front of a sculpture



4〉 CD 2.04 Listen to the conversation between Olivia and Luke. What is the conversation about? Do the speakers always agree with each other?

Olivia and Luke talk about ways of experiencing art. Luke is enthusiastic about a Google and British Museum collaboration which lets people see the museum exhibits online. Olivia prefers to experience art in museums and galleries, but sees some advantages of experiencing art online.

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

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

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

d 1 We **went round** the exhibition with a guide. It was very interesting.

e 2 I think the concert will **sell out** soon, so you'd better get your ticket now.

a 3 Go on the website and click on any picture. You can **find out** all about it.

b 4 You must watch the new series on TV. **It is on** at 7.30 p.m. on Thursdays.

c 5 The painter didn't think many people would like the exhibition but **it turned out** to be very successful.

a learn

b you can see it

c in the end it was

d looked at different things at

e have no more tickets

7〉 In your notebook, complete the sentences with the correct phrasal verbs from exercise 6.

1 What *is on* in your area at the moment that you'd like to see?

2 Do you prefer to *go round* a gallery with a friend or alone? Why?

3 What film you've recently seen *turned out* to be very good?

4 Which bands' concerts usually *sell out* very fast? Why?

5 What is an interesting piece of information about culture you *have found out* recently?

8〉 CD 2.05 Listen to Carrie giving a short class presentation. Choose the correct answer and write it in your notebook.

What is Carrie's presentation about?

a Countries and cities which have the best piano players.

b A famous artist who painted pictures of pianos in the street.

c An idea to encourage people to play and discuss music.

d The best way to learn how to play the piano.

9〉 CD 2.05 Listen again and answer the questions, using the beginnings given. *Possible answers:*

1 What is the *Play me, I'm yours* project about?
In the project, people *play music / listen to music / play pianos in the streets*.

2 Why did Luke Jerram want to put pianos in the streets?
His dream was to *bring people together / unite people*.

3 How did the people respond to the *Play me, I'm yours* project?
The idea turned *out to be very popular (with people)*.

10〉 Work in pairs. Do you think the *British Museum with Google* and *Play Me, I'm Yours* projects are good? Why? / Why not? How successful could they be to interest young people in art and music? *Students' own answers*

5 GRAMMAR

Will and *going to*

1 Which band or singer would you like to hear play live?
Students' own answers

2 CD 2.06 **LANGUAGE IN CONTEXT** Read and listen to the dialogue. Why is Eric not sure about going to the concert? What decision does he take in the end?
1 He thinks it will finish late and he is going to get up early the next morning.
2 He agrees to go to the concert in the end.

Tim Hi! I'm going to get tickets for the concert on Friday in town. Do you want me to get you one too? The Vamps are playing. I think it will be fantastic!
Eric I love their music! Are you going to get cheap or expensive tickets?
Tim I'm not going to pay more than £20 a ticket, maybe £30.
Eric I don't know. I don't think the concert will finish before 11.30 and I'm going to help my brother redecorate on Saturday. We're going to start early – about 7.30.
Tim No, it won't be that late. You'll have a great time. And, you'll be in bed before midnight. Say yes!
Eric OK. You've persuaded me. I've got to run now. Look at the time! I'm going to be late for class. And you're going to miss the bus to town!
Tim Fine! I'll get you a ticket too. I'll give you a ring when I've got them.

3 **ANALYSE** Look at the underlined sentences with *will* in the dialogue. Copy and complete the patterns below.

Will	
Affirmative	subject + *will* + *verb*
Negative	subject + *won't / will not* + verb (without *to*)
Question	*will* + subject + verb (without *to*)?
Short forms	*I'll, you'll, he'll, she'll*

4 Complete the sentences with the correct form of *will* in your notebook.
1 I think *I'll win* (*I / win*) the competition.
2 Helen *won't be* (*not be*) late. She's very punctual.
3 Alex *will/'ll drive* (*drive*) us to the concert.
4 How long *will the concert last* (*the concert / last*)?
5 A *Will the band play* (*the band / play*) all their top songs?
B Yeah. I think they *will*.

5 Look at the highlighted sentences with *going to* in the dialogue in exercise 2. Study the pattern below and write positive and negative sentences and questions in your notebook.

subject + *be going to* + verb

1 (+) *I am going to get the tickets for the concert.*
2 (+) She*'s / is going to get tickets for the concert.*
3 (–) They *aren't / are not going to get tickets for the concert.*
4 (?) *Are* you *going to get tickets for the concert*?
5 (?) When *is* he *going to get tickets for the concert*?

6 Decide if the sentences below describe future predictions or future intentions.
1 It will be fantastic! *prediction*
2 I'll get you some tickets too. *intention*
3 I'm not going to pay more than £20 a ticket. *intention*
4 I'm going to be late for class. *prediction*

7 Complete the rules with *will* or *going to* in your notebook. Then match the rules with the sentences from exercise 6.

Intentions
a We use *will* to decide at the moment of speaking. *sentence 2*
b We use *going to* when we have already made the decision. *sentence 3*
Predictions
c To make predictions based on what we see, we use *going to*. *sentence 4*
d To say what we believe or think about the future we use *will*. *sentence 1*

8 **PRACTISE** Complete the sentences with *will* or *going to* in your notebook to show the correct type of intention.
1 I *'m going to buy* (*buy*) a guitar soon. I'd like to learn to play.
2 A I need to phone Marie.
B OK. I *'ll wait* (*wait*) for you here.
3 Our teacher *is not going to give* (*not / give*) us a test on Friday. Thank goodness!
4 What's the name of the artist? Let me see. I *'ll look* (*look*) online.
5 A What would you like to drink?
B I *'ll have* (*have*) a coffee.

9 Choose the correct option to complete the sentences giving predictions. Write the answers in your notebook.
1 *I'm going to* / *I'll* fall. Quick – catch me!
2 Terry *isn't going to* / *won't* be late. I know it. He's always at least half an hour early!
3 That girl's just won the competition. She looks very emotional. She*'s going to* / *'ll* cry!
4 I think *he's going to* / *he'll* win the race tomorrow. He's practised a lot.
5 In 20 years' time people *aren't going to* / *won't* read paper books anymore. Everyone *is going to* / *will* have electronic ones.

10 **NOW YOU DO IT** Write sentences about the future. Write about: *Students' own answers*
1 some things you're going to do tonight/next weekend/in your next holiday,
2 things that will change in your school in 20 years' time,
3 things you probably won't do in the summer holidays,
4 the kind of music which will be popular next year.

11 Work in pairs. Tell your partner about your plans and predictions. Ask and answer questions to give more information. *Students' own answers*
A *I'm going to watch some TV tonight.*
B *Really? What are you going to watch?*

Must, have to, need to, can

1› Can you sing? Would you like to sing well? What do you think professional singers have to do to sing well?
Students' own answers

2› LANGUAGE IN CONTEXT Read the notice. Do you think a lot of students will audition to enter the competition? Why? / Why not?
Possible answers:
The choir is looking for people who can sing but do not have a special talent, so a lot of people may be interested to join it.

TV SONG COMPETITION

The school is entering a TV song competition and we have to have at least fifteen singers. We can't miss this chance. So, would you like to join us?

• DO I NEED TO BE TALENTED?
No, you don't have to be very talented but you must love singing. You must also be enthusiastic. That's enough. We can teach you the rest.

• DO WE HAVE TO PRACTISE A LOT?
Yes. The competition starts in six weeks, so we have to meet and practise three times a week. You mustn't be late and you can't skip a practice. There's a lot to do.

• DO I HAVE TO AUDITION TO JOIN THE GROUP?
Yes. We're going to hold auditions on Thursday afternoon. You'll have to sing a short song. You can sing somebody else's song or your own if you prefer, but you can't sing using playback.

CAN WE COUNT ON YOU?

3› Read the notice again. Are the statements true or false? Write the answers in your notebook.
1 You do not need to have a very good voice to join the competition. *T*
2 At the audition students must sing a song that is chosen by the teacher. *F*
3 You can't sing your own song. *F*

4› ANALYSE Find sentences with *have to*, *must* and *can* in the text in exercise 2. Then, in your notebook, copy and complete the tables with the correct words.

Have to

Affirmative	You [1]*have to* / He [2]*has to* practise a lot.
Negative	You [3]*don't have to* / He [4]*doesn't have to* practise a lot.
Yes/No question	[5]*Do* we *have to* practise a lot?
Wh- question	When [6]*do* they *have to* practise?

Must

Affirmative	You/He [1]*must* arrive on time.
Negative	You/He [2]*mustn't* arrive late.
Yes/No question	[3]*Must* we arrive early?
Wh- question	When [4]*must* we arrive?

Can

Affirmative	You/He [1]*can* sing one song.
Negative	You/He [2]*can't* sing one song.
Yes/No question	[3]*Can* we sing one song?
Wh- question	When [4]*can* we sing one song?

5› In your notebook, match the sentences a–d from the text in exercise 2 with the explanations 1–4 below.

2 a You don't have to be very talented.
1 b You must love singing.
3 c You mustn't be late.
4 d You can sing somebody else's song.

1 It's necessary.
2 It isn't necessary.
3 It isn't allowed.
4 It's allowed.

? WHAT'S RIGHT?
① You mustn't hand in your homework late.
2 You don't have to hand in your homework late.

6› PRACTISE Translate the fragments in brackets into English. Use *must*, *have to* and *can*.
1 *We mustn't/can't* (*Nie wolno nam*) skip a single practice.
2 Mark *can't* (*nie może*) talk to us now.
3 *Do you have to* (*Czy musisz*) show your ID at the museum?
4 *Can we* (*Czy możemy*) take part in the competition?
5 *I must/have to* (*Muszę*) prepare a song for the competition.

Watch out!
We often use *need to* instead of *have to*.
Both structures are very similar in meaning.

7› PRACTISE Choose the correct option to complete the rules at a museum. Write the answers in your notebook. If both options are possible, write B.
1 You ***must*** / *mustn't* leave bags at the entrance. *B*
2 You ***mustn't*** / *don't have to* touch the statues.
3 You *mustn't* / ***don't have to*** pay to visit it on Fridays.
4 You *need to* / *have to* have a valid ticket. *B*
5 You *have to* / *need to* leave by six o'clock. *B*
6 You ***don't need to*** / *mustn't* buy a museum map.

8› In your notebook, complete the dialogue with the correct forms of the words in brackets.

Lisa If you want to be in the school play you [1]*need to sign* (*need* / *sign*) a list on the noticeboard.
Jim [2]*Do I have to say* (*I* / *have* / *say*) which part I want?
Lisa No, you [3]*don't need to choose* (*not* / *need* / *choose*) a part yet.
Jim My brother wants to help with the lighting. [4]*Does he have to sign* (*he* / *have* / *sign*) the list too?
Lisa No, [5]*he doesn't need to* (*he* / *need* / *not*). He [6]*has to tell* (*have* / *tell*) Miss Masters after class.

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

9› In your notebook, rewrite the sentences using the words given.
1 Eating high-calorie food is not allowed when you are a ballet dancer. MUSTN'T
You mustn't eat high-calorie food when you are a ballet dancer.
2 Is it necessary for me to play a musical instrument? NEED *Do I need to* play a musical instrument?
3 It isn't necessary for Jessica to come to the audition. HAVE Jessica *doesn't have to come* to the audition.
4 Looking after your voice is necessary when you are a singer. MUST *You must look after* your voice when you are a singer.

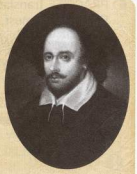
10› NOW YOU DO IT Work in pairs. What rules do you have at home? Use the prompts below to ask and answer questions. Add your own ideas.
Students' own answers
tidy my room • stay out late • cook
A *Do you have to tidy your bedroom?*
B *Yes, I have to tidy my bedroom regularly.*

5 READING AND VOCABULARY

reading for gist and detail • literature and reading

1› Work in pairs and do the quiz. Check your answers on page 119.

QUIZ

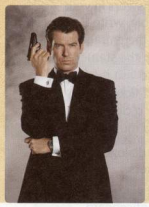


1 James Bond is the main character of a spy story. (T) / F

2 William Shakespeare wrote dramas and poetry. (T) / F

3 A novel is the same as a short story. T / (F)

4 Cinderella comes from a fairy tale. (T) / F



5 Henryk Sienkiewicz was a famous playwright. T / (F)

6 Science fiction novels are similar to fantasy novels. T / (F)

7 Thorgal is the main hero of an American graphic novel series. T / (F)

2› Work in pairs. Tell your partner about ...

Students' own answers

1 a book that was a bit too serious for you.
2 a story that is funny and easy to read.
3 a scary story.
4 a book that was so exciting that you couldn't put it down.
5 a book that you found a bit depressing.



3› Look at the cover of the book and its title. What kind of a story is it? What could the story be about?

Students' own answers

4› Read the text on the back cover. Would you like to read the whole book and find out what happens? Why? / Why not? *Students' own answers*

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

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

It mentions three characters: The Invisible Man, Dr Kemp, the landlord

In the story ...

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

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

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

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

'But this worried me,' he continued. 'I knew that I didn't have very much time. I couldn't move to another room because I didn't have enough money. There was only one way to escape – invisibility. It was the answer to all my problems. But first I needed to find some place for my diaries. There's a shop in Great Portland Street where you can send letters and they look after them for you. It's not cheap, but it seemed the best answer. I found a box, put my diaries in it, took it to the Post Office and posted them. I was ready.'

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

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

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

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

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

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

1 On the day the man became invisible
(a) he ate a meal.
b he had no financial problems.
c he did not do any physical activity.
d it was warm.

2 When the landlord came to visit the Invisible Man for the first time, he
a asked why he was so quiet.
b was looking for something.
(c) did not want to leave the room.
d seemed relaxed.

3 The man wanted to become invisible because he
a did not want anyone to know the truth.
(b) could not afford to move house.
c wanted to run away.
d was in a hurry to send his letters.

4 Why did the man remember the day he became invisible?
a The weather was unusual.
(b) It was an incredible event in his life.
c He had set the date long before.
d The landlord asked him to leave on that day.

5 In what order do the events of the story happen?
a The hero takes the invisibility drugs, has lunch and argues with the landlord.
b The hero argues with the landlord, takes the invisibility drugs and has lunch.
(c) The hero has lunch, argues with the landlord and takes the invisibility drugs.
d The hero takes the invisibility drugs, argues with the landlord and has lunch.

6 What is the extract of the story about?
a a medical experiment
b a friendship between two men
(c) a reason why someone had to disappear
d an argument about money

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

1 The Invisible Man was in a hurry to disappear.
Directly (I knew that I didn't have very much time. I couldn't move to another room because I didn't have enough money. There was only one way to escape – invisibility.)
2 The landlord was furious with the Invisible Man.
Directly (In the end I pushed him out of the door and locked it. He shouted at me outside the door, but I didn't listen.)
3 The Invisible Man's diaries were precious to him.
Indirectly – although he doesn't say that the diaries are important, he takes a lot of effort to find a suitable place for them.
4 The Invisible Man looked very pale when he looked at himself in the mirror.
Directly (I shut the door, and locked it, and looked in the mirror. My face was completely white, like a white stone.)

9 Work in pairs and discuss the questions. *Students' own answers*

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

Vocabulary development

10 Read the sentences. Which of the adjectives in bold describes a feeling and which an opinion?

1 He looked very **frightened** and ran off back down the stairs. *feeling*
2 I think the film was quite **frightening**. *opinion*

11 In your notebook, complete each pair of sentences with the correct *-ed* and *-ing* adjectives formed from the verbs below.

bore surprise depress interest excite

1 a I found the book very *interesting*. I couldn't put it down.
b I was *interested* in this book. It had a great plot.
2 a The story made me really *depressed* because it was so sad.
b This is the most *depressing* story I've ever read. I cried all the time.
3 a I was really *surprised* by how the book ended.
b The ending of the book was very *surprising*. I didn't expect anything like that.
4 a A new book by this author will be out soon. I can't wait. I'm so *excited*.
b The adventures of the main heroes were really *exciting*.
5 a The short story we read in class was so *boring*, I almost fell asleep.
b I was so *bored* with the book that I decided not to read it any more.

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

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

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

5 SPEAKING

arranging to go out

1 CD 2.07 Read and listen to the dialogues. How are the teenagers going to spend their weekend?

Chris and Tom are going to a photo festival.
Bob and Emma are going for a pizza.

1

Chris Hi Tom. Are you free on Sunday afternoon?
Tom Why? What's on?
Chris I'd like to go to a photo festival at the Film Centre. I've heard it's brilliant. Would you like to come with me?
Tom Sounds great! I'd love to come. What time does it start?
Chris At 7, so why don't we meet in front of the Centre at 6:45?
Tom Fine by me.
Chris Cool! See you there.
Tom See you.





2

Bob Emma, what are you doing at the weekend? On Saturday, there's a live rap gig on at the Rock&Dance Club. Shall we go?
Emma I'm afraid I can't. It's my sister's birthday and we're going to have a party.
Bob Oh. I see. How about meeting on Sunday then? We could go for a pizza.
Emma Good idea! What time shall we meet?
Bob Let's meet at about 4 o'clock.
Emma I'm sorry but that's a bit too early for me. How about 5 o'clock?
Bob Sounds perfect! Let's meet at the bus stop.
Emma OK. See you.

2 Read the dialogues again and complete the Phrase Bank in your notebook.

Phrase Bank

▸ **Asking about plans**
Are you [1] *free on Friday?* | *What are you doing* [2] *on Sunday afternoon / at the weekend?*

▸ **Inviting**
Would you like to [3] *come with me to the photo festival?*
How about [4] *meeting on Sunday?*
Let's [5] *meet at about 4 o'clock.*
Why [6] *don't we meet tomorrow?*

▸ **Accepting invitations**
Sounds great! I'd [7] *love to come.*
Good [8] *idea! / Fine by me.*

▸ **Refusing invitations**
I'm [9] *afraid I can't.*
I'm sorry but that's a bit too early for me.

3 Choose the correct preposition to complete the sentences. Write the answers in your notebook.

1 Let's meet *on* / *at* Friday afternoon *at* / *in* front of the cinema.
2 Can we meet *at* / *on* the bus stop *at* / *on* 6 o'clock?
3 Are you busy *in* / *at* the weekend? There's a great concert *on* / *in* the new Metal Club.
4 It's Jane's birthday tomorrow. I'm going *on* / *to* her birthday party. It starts at *about* / *on* 7 p.m.
5 Let's go to the cinema *on* / – next Monday.

4 Work in pairs. Practise reading the dialogues from exercise 1, changing the words in red.

Students' own answers

5 CD 2.08 Listen to a telephone conversation between two friends. Which of these details do the speakers mention?

1 the name of the show
2 the type of show
3 the time and place of the show
4 the price of the tickets
5 the meeting time
6 transport to the show

The speakers mention:
2 the type of show
3 the time and place of the show
4 the price of the tickets
6 transport to the show

6 CD 2.08 Listen again. Complete the sentences with the correct words in your notebook. How do you say them in your own language?

1 Sure, what's *up*?
2 When is it *on*?
3 Let me *check*.
4 *Hang* on a minute.
5 I'll *get* in touch next week.
6 *Speak* to you soon.

7 What would you say in the following situations? Write the answers in your notebook. *Possible answers:*

1 Zapytaj Ann o jej plany na jutrzejszy wieczór.
What are you doing tomorrow evening, Ann?
2 Powiedz Tomowi, że z chęcią przyjdziesz na jego przyjęcie urodzinowe. *Tom, I'd love to come to your birthday party!*
3 Wyraź smutek, że nie możesz przyjść na grill do Marka, podając przyczynę. *I'm afraid I can't come to the barbecue because I'm going away for the weekend.*
4 Zaproponuj Natashy wyjście do kina.
How about going to the cinema?
5 Przyjmij zaproszenie od kolegi/koleżanki na kawę, proponując jednak inny termin spotkania.
Sounds great, but that's a bit early for me. Why don't we meet at 6 p.m.?

8 Work in pairs. Role-play the dialogue, using the expressions from the Phrase Bank. Then swap roles and do the task again. *Students' own answers*

Uczeń A
Zaproponuj koledze/koleżance wspólne spędzenie wieczoru, np. spacer w ciekawym miejscu, wyjście na koncert lub do kina. Uzgodnij miejsce i dokładny czas spotkania.

Uczeń B
Jesteś zainteresowany propozycją wspólnego spędzenia czasu z kolegą/koleżanką. Zaproponuj:
• inny sposób spędzenia wieczoru,
• inny czas spotkania.





WRITING 5

a competition entry

1 Look at the pictures and answer the questions.

Students' own answers

1 Who are these people? What are they famous for?

2 Why do you think people take part in talent shows?

2 Read the competition entry. Why does the author want to take part in the talent show *Dance is Me*?

She's a member of a dance group. They'd like to take part in the show because they think they are good at entertaining people. They also think they are ready to perform live on TV. Finally, they think it will simply be an exciting experience.

Dear Sir/Madam,

I am writing on behalf of my group to apply for the international talent show *Dance is Me* which will take place in June this year.

We are high school students and we form a dance group. We dance different styles such as hip hop and modern dance. We can also sing well. We have already performed on stage, so we have some experience of dancing in public. What is more, we design our own stage costumes.

We believe we are gifted dancers. We would like to appear on your show for a number of reasons. Firstly, we are good at entertaining people. Secondly, we think we are ready to perform live on TV, and finally, we think it will simply be an exciting experience.

We would be grateful if you could send us an application form and information about the dates of the audition.

We look forward to your reply.

Karen Dobson

3 Complete the Phrase Bank with the correct words and phrases below in your notebook.

act won awards acting
musicians compose our own music
getting 2nd place in a photography competition

Phrase Bank

► Talking about your talents and achievements

We have already performed on stage / [1] won awards.
We are gifted dancers / talented [2] musicians.
We are good at entertaining people / dancing / [3] acting.
Our achievements include winning an award in a hip hop dance show / [4] getting 2nd place in a photography competition.

► Adding information

What is more, we design our own stage costumes / [5] compose our own music.
We can also sing / dance / [6] act well.

► Ordering your points

Firstly, … | Secondly, … | Finally, …

Watch out!

W pracy, oprócz zdań pojedynczych, stosuj zdania złożone. Używaj następujących spójników: *because* – aby wyrazić przyczynę, *so* – aby wyrazić rezultat, *but* – aby wyrazić kontrast oraz *and* – aby podać dodatkowe informacje.

4 Join the sentences, using *and*, *but*, *because* and *so*. Write the answers in your notebook.

1 I am good at singing. I think I'll do well in this competition.
I am good at singing, so I think I'll do well in this competition.

2 We would love to take part in the show. We are a bit stressed out.
We would love to take part in the show, but we are a bit stressed out.

3 He wants to win the first prize. He would like to give the prize money to charity.
He wants to win the first prize and / because he would like to give the prize money to charity.

4 I can draw well. I am brilliant at taking photographs.
I can draw well and I am brilliant at taking photographs.

5 I've won the art competition. My painting was the most original.
I've won the art competition because my painting was the most original.

6 We have performed on stage before. We have some experience of acting.
We have performed on stage before, so we have some experience of acting.

5 Put the sentences below under headings 1–3. Then join the sentences, using linking words and the expressions from the Phrase Bank. Write the answers in your notebook. *Possible answers:*

1 General introduction: *I am seventeen years old **and** I am a secondary school student. I **also** attend a theatre group.*

2 Talents and achievements: *I am good at acting. I think I have a comic talent **because** I can make people laugh. **What is more**, I have won a few art competitions.*

3 Reasons for taking part in the show: ***Firstly**, the show will make me famous. **Secondly**, I will get some stage experience. **Finally**, I will donate the award money to my favourite charity.*

6 Read the instructions and do the writing task in your notebook. *Students' own answers*

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

- opisz swoje umiejętności,
- wymień dotychczasowe osiągnięcia w tej dziedzinie,
- wyjaśnij, dlaczego chcesz wziąć udział w tym konkursie,
- poproś o przesłanie regulaminu konkursu (*the rules of the competition*).

5 ENGLISH IN USE

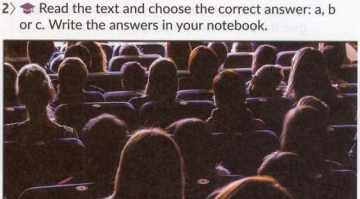
1〉 Read the sentences. Choose the two correct answers and write them in your notebook. Explain why the other options are incorrect.

1 We have a great plan for the weekend. We ___ stay at home, order a pizza and watch three movies.
a must c want to
(b) are going to d have to

2 Teenagers like films which are ___.
a interested c surprising
(b) scary d excited

3 A good movie should have a great ___.
(a) soundtrack c chapter
(b) plot d blockbuster

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



Going to the cinema is probably one of the most popular pastimes, and cinema owners do their best to attract customers using the most advanced technologies. However, [1] ___ about going to a cinema where technology isn't the main attraction? [2] ___ are plenty of unusual cinemas which offer their customers memorable experiences. If you are looking for something [3] ___, why not consider the following places. One example is The Sci-fi Dine-in Theatre Restaurant in Orlando Florida, where cinemagoers sit under the stars in cabriolet cars, eat and watch sci-fi movies. [4] ___ idea to attract movie lovers are the so-called hot tub cinemas which are popping up across the world. People who choose to go to such places will have an opportunity to watch a film sipping a cold drink and relaxing in a hot-water bath. The places are full of people, so it seems that you [5] ___ invest in modern technology to make money!

1 (a) how b why c if
2 a They (b) There c These
3 a excited b excite (c) exciting
4 (a) Another b More c An
5 a mustn't b cannot (c) don't have to

3〉 Choose the answer which means the same as the underlined phrase. Write the answers in your notebook.

1 It is necessary to book tickets for this show early.
a You should book tickets
(b) You have to book tickets
c You could book tickets

2 It's our plan to meet tomorrow at the theatre.
(a) We're going to meet
b We will meet
c We would like to meet

3 The book was so amazing that I couldn't put it down.
a finish it
b even start it
(c) stop reading it

4 She is a gifted musician, so she'll take part in this music festival.
a is interested in music
(b) has a talent for music
c knows a lot about music

5 I'll check what's on. Maybe we could go and see a movie.
(a) what film they are showing at the cinema
b what time they will show the film.
c what the film is about.

4〉 Find and correct a mistake in each sentence. Write the answers in your notebook.

1 Are you used to ~~get~~ *getting* up early?
2 ~~Have you~~ *Do you have* to practise the piano every day?
3 Young musicians mustn't ~~to~~ stop dreaming of making a career in the music industry.
4 Are you ~~allow~~ *allowed* to take part in this TV talent show?
5 Does she ~~needs~~ *need* to go to this audition?
6 Let's go to the cinema ~~in the~~ next weekend.
7 How about ~~go~~ *going* to the art gallery?

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

1 Mark *was not allowed to go* (*not / be allowed / go*) to the concert because it was too late.
2 Our plans have changed and we *aren't going to watch* (*not / go / watch*) the match at home.
3 How about *meeting at 5 o'clock* (*meet / 5 o'clock*) in front of the theatre?
4 I have no idea what time the festival starts. Why *don't you find out* (*you / not / find*) and let me know?
5 Sheila *is not used to speaking* (*not be used / speak*) in public.
6 My sister is so gifted that she *has taken part in several acting competitions* (*take part / several acting competitions*) since last year.

6〉 WHAT DO YOU THINK? Work in pairs and answer the questions. *Students' own answers*

1 What do you think of the unusual cinemas from the text in exercise 2?
2 What types of films do you usually watch in cinemas?
3 What are your favourite films? Who are your favourite actors?

Tip

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

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

Speaker 1:

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

1 The speaker

a explains what was wrong with the show.

b invites people to come on the show.

(c) describes reactions to the programme.

a – specific information (There were the normal complaints about how bad the dancers and the judges were ...)

b – specific information (Let us know your opinions ...)

Speaker 2:

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

2 The speaker

a mentions her dislike of young judges.

(b) compares two shows.

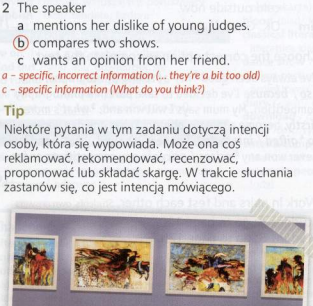
c wants an opinion from her friend.

a – specific, incorrect information (... they're a bit too old)

c – specific information (What do you think?)

Tip

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



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

Which speaker is

e 1 complaining about something?

f 2 advertising a programme?

b 3 recommending a film?

a 4 inviting someone to a show?

d 5 reviewing a film?

c 6 apologising for not buying something?

a I've got some extra tickets. Would you like to come?

b I saw it last night and it's definitely worth seeing. Don't miss it!

c I'm so sorry I didn't get that book for you when I was in town. I completely forgot!

d The actors were quite good, but the story wasn't very interesting. This film probably won't be very popular.

e We paid a lot of money for seats near the front but we had a very poor view of the stage. We could see very little of the action.

f The new show starts on Wednesday. Scott Davis and Mandy Bailey present an evening of wonderful entertainment. Channel 4, 7.30 – a programme for the whole family.

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

What is the intention of each speaker?

Speaker 1:

a The speaker invites people to watch a show.

(b) The speaker encourages the listeners to take part in a show.

Speaker 2:

(a) The speaker reviews a new talent show.

b The speaker recommends a new talent show.

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

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

5 REVIEW 5

Complete all the exercises on this page in your notebook.

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

b 1	open-air	a	tale
c 2	art	b	festival
g 3	TV	c	exhibition
d 4	abstract	d	painting
f 5	graphic	e	film
a 6	fairy	f	novel
e 7	award-winning	g	series

__/ 7

2 Answer the questions.

1 What does a playwright write? *dramas, plays*
2 What does a TV series consist of? *episodes*
3 What do poets write? *poems / poetry*
4 What do we call the story in a book or a film? *plot*
5 What do we call the music in a film? *soundtrack*

__/ 5

3 Choose the correct option to complete the text.



I really love going to concerts, so when I heard my favourite [1]***band*** / ***gig*** was coming to play in my town I was [2]***excited*** / ***exciting***. I went to get the tickets, but the lady in the ticket office told me they had already sold [3]***out*** / ***off***. I was really [4]***disappointing*** / ***disappointed***. But then something [5]***amazing*** / ***amazed*** happened. It turned [6]***out*** / ***up*** that a friend of mine had tickets but couldn't go. That was bad luck for him, but [7]***excellent*** / ***moving*** news for me. I was so happy to see my favourite musicians playing [8]***live*** / ***alive*** a week later.

__/ 8

4 Complete the text with appropriate prepositions.

I was so tired that I went [1]*to* sleep. When I woke up [2]*after* an hour, I felt much better. I didn't know what to do [3]*for* a minute but then I decided to go [4]*for* a walk. Unfortunately, it started raining, so [5]*in* the end I had to go back [6]*to* my hotel. It wasn't a good day. ☹

__/ 6

5 Complete the sentences with the correct form of the words in brackets. Use *will* or *going to*.

1 Next weekend *we're going to take part* (*we* / *take part*) in the talent show.
2 A lot of people believe that *cinemas will disappear* (*cinemas* / *disappear*) in the future.
3 What *are you going to do* (*you* / *do*) after your classes today?
4 I'm sure *I won't become* (*I* / *not* / *become*) a famous singer in the future. I'm just not good enough.
5 I *'m not going to go out* (*not* / *go out*) at the weekend. I have too much homework to do.
6 *Will people read* (*people* / *read*) books in twenty years' time?
I don't think I can answer this question.

__/ 6

6 Translate the Polish parts of the sentences into English. Use the correct forms of *must* or *have to*.

1 *You mustn't talk* (*Nie wolno rozmawiać*) at the cinema.
2 *Do you have to have* (*Czy musisz mieć*) tickets for this photo exhibition or is it free?
3 *Mary has to go to bed* (*Mary musi iść spać*) early – she's got an exam tomorrow morning.
4 *I don't have to do* (*Nie muszę robić*) any homework for tomorrow, so I can watch a film tonight.
5 *Do you have to read* (*Czy musicie czytać*) many set books at school?
6 *You mustn't download music* (*Nie wolno pobierać muzyki*) without paying for it.
7 *Can you help me with* (*Czy możesz mi pomóc przy*) this art project?
8 *I won't be able to take part in* (*Nie dam rady przystąpić do*) this competition because I'm too young.

__/ 8

7 Complete the dialogue with appropriate words.

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

__/ 11

8 Choose the correct option to complete the text.

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

__/ 6

9 Work in pairs and test each other. *Students' own answers*

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

WORDLIST 5

Participating in culture / Udział w wydarzeniach kulturalnych

abstract /ˈæbstrækt/ abstrakcyjny
actor /ˈæktə(r)/ aktor
album /ˈælbəm/ album, płyta
art exhibition /ˈɑːt(r)ɪˌksɪˈbɪʃ(ə)n/ wystawa sztuki
award-winning film /əˈwɔː(r)dˌwɪnɪŋ ˈfɪlm/ nagrodzony film
band /bænd/ zespół muzyczny
classic play /ˌklæsɪk ˈpleɪ/ sztuka klasyczna
costumes /ˈkɒstjuːmz/ kostiumy
crime thriller /ˈkraɪm ˈθrɪlə(r)/ kryminał
episode /ˈepɪsəʊd/ odcinek (serialu)
film director /ˈfɪlm daɪˈrektə(r)/ reżyser filmowy/ reżyserka filmowa
go to a museum/gallery /ˌgəʊ tʊ ə mjuːˈziːəm, ˈgæləri/ chodzić do muzeum/galerii
go to the cinema/the theatre /ˌgəʊ tʊ ðə ˈsɪnəmə, ðə ˈθɪətə(r)/ chodzić do kina/teatru
open-air music festival /ˌəʊpən,eə(r) ˌmjuːzɪk ˈfestɪv(ə)l/ plenerowy festiwal muzyczny
painting /ˈpeɪntɪŋ/ obraz
performance /pə(r)ˈfɔː(r)məns/ występ, przedstawienie
play live /ˌpleɪ ˈlaɪv/ występować na żywo
plot /plɒt/ fabuła
soundtrack /ˈsaʊn(d),træk/ ścieżka dźwiękowa
special effects /ˌspeʃ(ə)l ɪˈfekts/ efekty specjalne
TV series /ˌtiː ˈviː ˈsɪəriːz/ serial telewizyjny

Adjectives and phrases / Przymiotniki i zwroty

amazing /əˈmeɪzɪŋ/ niezwykły
brilliant /ˈbrɪljənt/ znakomity, fantastyczny
entertaining /ˌentə(r)ˈteɪnɪŋ/ rozrywkowy, zajmujący
excellent /ˈeksələnt/ doskonały
find sth disappointing /ˌfaɪnd ˌsʌmθɪŋ ˌdɪsəˈpɔɪntɪŋ/ rozczarować się czymś
It really makes you think. /ɪt ˌrɪəli ˌmeɪks jʊ ˈθɪŋk/ To zmusza/daje do myślenia.
moving /ˈmuːvɪŋ/ wzruszający, poruszający
rubbish /ˈrʌbɪʃ/ tandeta; bzdura

Phrasal verbs / Czasowniki złożone

be on /bi ˈɒn/ mieć miejsce, odbywać się
find out /ˈfaɪnd ˈaʊt/ dowiedzieć się
go round /gəʊ ˈraʊnd/ zwiedzać
sell out /sel ˈaʊt/ wyprzedać
turn out /ˈtɜː(r)n ˈaʊt/ okazać się (czymś)

Literature and reading / Literatura i czytelnictwo

can't put sth down /ˈkɑːnt ˌpʊt ˌsʌmθɪŋ ˈdaʊn/ nie móc czegoś odłożyć, nie móc się od czegoś oderwać
drama /ˈdrɑːmə/ dramat
fairy tale /ˈfeərɪ ˌteɪl/ bajka
funny /ˈfʌnɪ/ zabawny
graphic novel /ˌgræfɪk ˈnɒv(ə)l/ komiks
hero /ˈhɪərəʊ/ bohater
main character /ˌmeɪn ˈkærɪktə(r)/ główna postać
novel /ˈnɒv(ə)l/ powieść
playwright /ˈpleɪˌraɪt/ dramatopisarz/ dramatopisarka
poem /ˈpəʊɪm/ wiersz
poetry /ˈpəʊɪtrɪ/ poezja
scary /ˈskeərɪ/ przerażający
serious /ˈsɪərɪəs/ poważny
short story /ˈʃɔː(r)t ˌstɔːrɪ / opowiadanie
spy story /ˈspaɪ ˌstɔːrɪ / historia szpiegowska

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

bored/boring /bɔː(r)d, ˈbɔːrɪŋ/ nudny/znudzony
depressed/depressing /dɪˈpresd, dɪˈpresɪŋ/ przygnębiony/przygnębiający
excited/exciting /ɪkˈsaɪtɪd, ɪkˈsaɪtɪŋ/ podekscytowany/ekscytujący
interested/interesting /ˈɪntrəstɪd, ˈɪntrəstɪŋ/ zainteresowany/interesujący
surprised/surprising /səˈ(r)praɪzd, səˈ(r)praɪzɪŋ/ zdziwiony/zadziwiający

Other words / Inne wyrazy

a work of art /ə ˈwɜː(r)k ɒv ˌɑː(r)t/ dzieło sztuki
act /ækt/ grać, występować w filmie/sztuce
admire /ədˈmaɪə(r)/ podziwiać
announcement /əˈnaʊnsmənt/ ogłoszenie, komunikat
artist /ˈɑːt(ɪ)st/ artysta/artystka
arts festival /ˌɑː(r)ts ˈfestɪv(ə)l/ festiwal sztuki
arts project /ˌɑː(r)ts ˈprɒdʒekt/ projekt artystyczny
attend a theatre group /əˌtend ə ˈθɪətə(r) ˌgruːp/ być członkiem grupy teatralnej
audition /ɔːˈdɪʃ(ə)n/ przesłuchanie (aktora, piosenkarza)
blood /blʌd/ krew
classical literature /ˌklæsɪk(ə)l ˈlɪtrətʃə(r)/ literatura klasyczna
dance show /ˈdɑːns ʃəʊ/ występ taneczny
design costumes /dɪˌzaɪn ˈkɒstjuːmz/ projektować kostiumy
diary /ˈdaɪərɪ/ dziennik, pamiętnik
download /ˌdaʊnˈləʊd/ pobierać z internetu
draw /drɔː/ rysować
enter a competition /ˌentə(r) ə ˌkɒmpəˈtɪʃ(ə)n/ brać udział w konkursie
entertain people /ˌentə(r)ˈteɪn ˌpiːp(ə)l/ zabawiać ludzi
entertainment /ˌentə(r)ˈteɪnmənt/ rozrywka
enthusiastic /ɪnˌθjuːzɪˈæstɪk/ entuzjastyczny
escape /ɪˈskeɪp/ uciekać
event /ɪˈvent/ wydarzenie, impreza
exhibit /ɪgˈzɪbɪt/ eksponat
experience /ɪkˈspɪərɪəns/ doświadczać czegoś
experiment /ɪkˈsperɪmənt/ eksperyment
fake /feɪk/ fałszywy
financial problems /fəɪˌnænʃ(ə)l ˈprɒbləmz/ kłopoty finansowe
gifted /ˈgɪftɪd/ utalentowany
gig /gɪg/ występ, koncert
go for a walk in the park /ˌgəʊ fə(r) ə ˌwɔːk ɪn ðə pɑː(r)k/ iść na spacer do parku
guide /gaɪd/ przewodnik
have a comic talent /ˌhəv ə ˌkɒmɪk ˈtælənt/ mieć talent komediowy
invisible /ɪnˈvɪzəb(ə)l/ niewidzialny
invite /ɪnˈvaɪt/ zapraszać
judge /dʒʌdʒ/ juror/jurorka
landlord /ˈlæn(d),lɔː(r)d/ właściciel/właścicielka mieszkania
look closely /ˌlʊk ˈkləʊslɪ/ przyglądać się z bliska
lyrics /ˈlɪrɪks/ tekst piosenki
make sb famous /ˌmeɪk ˌsʌmbədɪ ˈfeɪməs/ rozsławić kogoś
musician /mjʊˈzɪʃ(ə)n/ muzyk
perform on stage /pə(r)ˈfɔː(r)m ɒn ˌsteɪdʒ/ występować na scenie
persuade /pə(r)ˈsweɪd/ przekonywać kogoś, namawiać
play the piano /ˌpleɪ ðə pɪˈænəʊ/ grać na pianinie
pop culture /ˈpɒp ˌkʌltʃə(r)/ popkultura
popular /ˈpɒpjʊlə(r)/ popularny
practice /ˈpræktɪs/ trening, próba
prize /praɪz/ nagroda
recommend /ˌrekəˈmend/ polecać, rekomendować
refuse /rɪˈfjuːz/ odmawiać
review /rɪˈvjuː/ recenzować
sculpture /ˈskʌlptʃə(r)/ rzeźba
seat /siːt/ miejsce (w kinie, teatrze)
talent show /ˈtælənt ʃəʊ/ konkurs talentów
talented /ˈtæləntɪd/ utalentowany
topic /ˈtɒpɪk/ temat
win awards /wɪn əˈwɔː(r)dz/ zdobywać nagrody

Challenge!

after an hour /ˌɑːftə(r) ənˈaʊə(r)/ po godzinie
antique /ænˈtiːk/ antyk
audience /ˈɔːdɪəns/ publiczność
big screen /ˌbɪg ˈskriːn/ duży ekran
blockbuster /ˈblɒkˌbʌstə(r)/ hit kinowy
channel /ˈtʃæn(ə)l/ kanał telewizyjny
chapter /ˈtʃæptə(r)/ rozdział (książki)
documentary /ˌdɒkjʊˈment(ə)rɪ/ film dokumentalny
exhibits /ɪgˈzɪbɪts/ eksponaty
for a minute /fə(r) ə ˈmɪnɪt/ przez minutę
front cover /ˌfrʌnt ˈkʌvə(r)/ okładka
go for a walk /ˌgəʊ fə(r) ə ˈwɔːk/ iść na spacer
go to sleep /ˌgəʊ tʊ ˈsliːp/ iść spać
in the end /ɪn ðɪ ˈend/ w końcu
look after sth /ˌlʊk ˈɑːftə(r) ˌsʌmθɪŋ/ opiekować się, zajmować się czymś
look at sth /ˈlʊk ət ˌsʌmθɪŋ/ patrzeć na coś
look in the mirror /ˌlʊk ɪn ðə ˈmɪrə(r)/ patrzeć w lustro
opera /ˈɒp(ə)rə/ opera
phone-in programme /ˈfəʊnɪn ˈprəʊgræm/ program z telefonicznym udziałem słuchaczy, widzów
reality show /rɪˈæləti ʃəʊ/ reality show
romcom /ˈrɒmˌkɒm/ komedia romantyczna
shout at sb /ˈʃaʊt ət ˌsʌmbədɪ/ krzyczeć na kogoś
stage /steɪdʒ/ scena, estrada
station /ˈsteɪʃ(ə)n/ stacja (telewizyjna, radiowa)
statue /ˈstætʃuː/ posąg

6 To spend or not to spend?

VOCABULARY shops and services • products • buying and selling

1 Work in pairs and discuss the questions. *Students' own answers*

1 How often do you go shopping in shopping centres?
2 What do you usually buy online?
3 Do you prefer to go shopping with a friend or by yourself? Why?

2 Look at the pictures. Which shops below do they show?

newsagent's sports shop jeweller's butcher's baker's chemist's shoe shop clothes shop toy shop flower shop bookshop DIY shop


a chemist's


b clothes shop


c bookshop


d baker's

3 CD 2.11 Listen and repeat the names of the shops in exercise 2.

4 Read the shopping list. Which shops does Keira need to go to?

SHOPPING LIST...

1 chocolate cake *baker's*
2 roses (for Mum's birthday) *flower shop*
3 football shirt *sports shop*
4 a chicken (for Sunday dinner) *butcher's*
5 shampoo *chemist's*
6 silver earrings (for my best friend's birthday) *jeweller's*
7 novel *bookshop*
8 T-shirt (for me!) *clothes shop*
9 pair of summer shoes (for me) *shoe shop*
10 doll (for Katy's baby sister) *toy shop*
11 magazine *newsagent's*
12 white paint (for Dad) *DIY shop*

5 Cover the shops in exercise 2. Choose a product from the shopping list. Ask your partner to name the shop where you can buy it. *Students' own answers*

6 Read the email. Then complete sentences 1–6 below with the highlighted words and phrases in your notebook.

Hi Denny,

I had a great day at the sales! Pam and I got some real bargains. Nearly everything in the sports shop was half price, so if you want anything, go soon – I think they'll sell out before the weekend. I spent all my cash in fifteen minutes so then I had to use my credit card. It's easier to spend a lot of money when you're paying by card! But I can't afford to spend any more money for a month!

See you soon

Mia

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

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

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

Dialogue 1
1 jeweller's 2 necklace 3 by credit card
Dialogue 2
1 bookshop 2 book of poems 3 cash
Dialogue 3
1 shoe shop 2 black boots 3 by card

» **Vocabulary challenge!** Unit 6, page 111, exercise 1

8 Work in pairs. Ask and answer the questions. *Students' own answers*

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

LISTENING AND VOCABULARY

listening for gist, detail, intention and context • shopping online • verbs and prepositions

6

1 What are the advantages and disadvantages of buying things online? In your notebook, copy and complete the table with your own ideas. *Students' own answers*

Advantages	Disadvantages
It's easy.	*You can't try things.*
///	///



2 Would you buy the things below online? Why? / Why not? *Students' own answers*

shoes a coat a car a bicycle a book music a magazine a plane ticket a dog a tennis racket a language course food

3 Choose the correct option to complete the comment. Write the answers in your notebook.

I have an online [1]*account* / *bank* with a big bookshop. I [2]*paid* / *ordered* an expensive book last week and they [3]*delivered* / *sent* it on Thursday. However, it was the wrong book so I [4]*resent* / *returned* it immediately and they [5]*refunded* / *transferred* my money.

Like • Share 1 2

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

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

Speaker 1: ///
Speaker 2: ///
Speaker 3: ///
Speaker 4: ///

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

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

6 In your notebook, complete the sentences with the prepositions below.

for (x2) by (x2) on to about

1 The store sent me the wrong books and I had to complain *about* it.
2 Is it safe to pay *for* things online *by* credit card?
3 My brother spends loads of money *on* bicycle equipment. Big boxes arrive *by* post every week!
4 The shirt had a hole in it and I returned it *to* the shop the next day.
5 I'm saving *for* a new coat so I must stop buying things online!

7 Work in pairs and discuss the questions. *Students' own answers*

1 Do you prefer to complain about something by email, on the phone or in person? Why?
2 Are you saving for anything at the moment? If yes, what is it?
3 If you are not saving for anything at the moment, what would you like to save for?
4 Have you ever returned something to a shop? Why? What was it? How did you feel?

8 CD 2.14 Listen to a conversation between two friends. Do they agree [A] or disagree [D] with each other on the opinions below? Write the answers in your notebook.

a Looking for special offers in physical shops is enjoyable. *D*
b People will prefer to shop online in the future. *D*
c Physical shops will probably no longer exist in the future. *D*
d Doing shopping online saves you time. *A*

9 CD 2.14 Listen again and order the statements in exercise 8 as they appear in the recording.
1 d 2 a 3 c 4 b

10 WHAT DO YOU THINK? Work in pairs. Discuss the question, using the prompts below. *Students' own answers*

Do you agree that in the future we'll do all our shopping online and there will be no shops?
Yes: no time to go shopping • be quick and easy
No: want to look at things in shops • go with friends

6 GRAMMAR

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

1〉 Work in pairs and answer the questions. *Students' own answers*

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

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

In the article
1 which is the most expensive thing? *a boat*
2 which is the biggest thing? *a town in the USA*
3 which is the most unusual thing? *someone's life / a whale*

I DON'T BELIEVE IT!

Can you believe some of the things people buy and sell online! Prices online are cheaper than in the shops (although the quality is sometimes worse) but some things are just really crazy! One of the strangest things recently for sale was – no, I'm not joking – a whale! But luckily the animal swam off before anyone was silly enough to buy it! Something that was bigger than the whale and even more expensive was a whole town in the USA! Someone actually bought Bridgeville in California in 2002 for $1.7 million. Another auction sale was a person's life! Ian Usher's wife left him and he wanted a better life so he sold everything he owned! He got £192,000 and is now living a happier life on a tropical island. The most expensive thing someone has ever sold online is a very big boat – it cost $140 million in 2005. I'm sure something stranger, bigger and more unusual will be on an auction site soon!

3〉 ANALYSE Copy and complete the table with the highlighted adjectives from the article. How do we form comparative and superlative forms when an adjective ends in *-y*? When do we double the consonant?

	Comparative adjective	Superlative adjective
Short adjectives: + *-er, -est*		
cheap	1 *cheaper*	the cheapest
big	2 *bigger*	the biggest
strange	stranger	3 *the strangest*
happy	4 *happier*	the happiest
Long adjectives: *more, most*		
expensive	5 *more expensive*	6 *the most expensive*
unusual	7 *more unusual*	the most unusual
Irregular adjectives		
good	8 *better*	the best
bad	9 *worse*	the worst

Adjectives ending in -y: Change the -y to i and add -er / -est
We double the final consonant with one-syllable adjectives ending in consonant-vowel-consonant.

4〉 Find examples of comparative and superlative adjectives in the article in exercise 2. Choose the correct option to complete the rules. Write the answers in your notebook.

1 We use ***than*** / ***then*** when we compare two things.
2 We usually use ***a*** / ***the*** with a superlative adjective.
3 We usually use a ***comparative*** / ***superlative*** adjective to compare two things or people.
4 We use a ***superlative*** / ***comparative*** adjective to compare more than two things or people.

5〉 PRACTISE Write the comparative and superlative forms of the adjectives below in your notebook.

fat scary comfortable angry intelligent nice interesting healthy

fat – fatter – the fattest
scary – scarier – the scariest
comfortable – more comfortable – the most comfortable
angry – angrier – the angriest
intelligent – more intelligent – the most intelligent
nice – nicer – the nicest
interesting – more interesting – the most interesting
healthy – healthier – the healthiest

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

talented good cheap long difficult tasty

1 I bought the *cheapest* perfume in the shop. It only cost £25!
2 The meal today was a lot *tastier* than the one we had yesterday!
3 Janine got an A – the *best* grade in the class.
4 I think the *most difficult* question in the test was number 14.
5 The second film was *longer* than the first. It was four hours!
6 I'm sure Tim will win the competition. He's *more talented* than all the other people.

Tip

- To say that two things are equal, we use: ***as*** + adjective + ***as***, e.g.:
  This pink T-shirt is as pretty as the blue one.
- To say that two things are different, we use: ***not as*** + adjective + ***as***, e.g.:
  Their second album is not as good as the first one.
- To say that there is more of something than we need, we use:
  too + adjective, e.g.:
  The price of poster was too high for me.
- To say that there is less of something than we need, we use ***not*** + adjective + ***enough***, e.g.:
  The offer was not interesting enough for me to accept.

〉〉 Grammar challenge! Unit 6, page 111, exercise 1

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

1 Both Paris and London are interesting. **AS**
Paris *is as interesting as London.*
2 The first shop was smaller than the second one. **NOT AS**
The second shop *was not as small as the first one.*
3 The book was very long and I couldn't read it. **TOO**
The book was *too long for me to read.*
4 Learning English is easier than learning French. **DIFFICULT**
Learning English *is not as difficult as learning French.*
5 John has got more books than me. **MANY**
I *haven't got as many books as John.*
6 My mum and dad both have exciting jobs. **AS**
My mum's job *is as exciting as my dad's job.*

8 In your notebook, complete the second sentence so that it means the same as the first. Use *enough* or *too*.

1 I'm too short to reach that shelf. I'm not *tall enough to reach that shelf*.
2 It's too expensive for me to buy. It isn't *cheap enough for me to buy*.
3 It's warm enough to go out without a coat. It isn't *too cold to go outside without a coat*.
4 It's near enough to walk there. It isn't *too far to walk there*.
5 I'm too impatient to wait in this queue. I'm not *patient enough to wait in this queue*.

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

big expensive popular good difficult easy old tall short unusual near

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

Relative clauses

1 Work in pairs and answer the questions.

Students' own answers

1 What is an influencer? What do they do? Why are companies interested in hiring them?
2 Do you know any influencers? Why have they become so popular?

2 CD 2.15 **LANGUAGE IN CONTEXT** Read and listen to the dialogue. What does Joe want to do? How does Alice feel about Joe's idea?

Joe wants to become an influencer. Alice isn't sure about this idea but she believes that if Joe wants to become one, he should try.

Joe: I finally know what I want to do in life! At last!
Alice: Wow! What is it?
Joe: I want to become an influencer.
Alice: A what?
Joe: An influencer is a person who is, for example, a very popular blogger and whose opinions people value. As a result, when the influencer says that something is worth having, people get it. Sounds brilliant, doesn't it?
Alice: But you don't even blog! How do you want to become one?
Joe: I've got in touch with a company which wants to employ young people to look after their online presence and keep a blog for them. They produce trendy clothes that sell worldwide. I could start like that, and then become a real star, you know!
Alice: But you aren't into fashion?!
Joe: Well, I can always try, can't I? Although the blog I would really like to write would be about cars ...
Alice: So why don't you contact a company that sells cars?
Joe: That's a thought! Anyway, do you think it's a good idea? I mean, to become an influencer?
Alice: If it's a place where you will be happy, I guess you could try ...

3 **ANALYSE** Read the underlined sentences with relative pronouns. Complete the rules with *which*, *who*, *where*, *whose*, and *that*. Write the answers in your notebook.

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

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

Watch out!

You can omit the relative pronoun if it comes **before** another noun or a pronoun, e.g.:
The company (which/that) I contacted a month ago, offered me a job.

4 In your notebook, complete the sentences with the correct relative pronoun where necessary.

1 The commercial *(that / which)* we made won the 2nd place in the competition.
2 I'd like to work at a place *where* I could do creative things.
3 The students *whose* ideas will win will get a special prize.
4 A copywriter is a person *who / that* creates adverts.
5 What's the name of the girl *whose* book you borrowed?

5 Connect the two sentences using relative pronouns.

1 A young man won the competition. He got a prize.
A young man who / that won the competition got a prize.
2 Extra Ten is an advertising company. A lot of creative people work there.
Extra Ten is an advertising company where a lot of creative people work.
3 There is a competition. Its rules are on the school website. *There is a competition whose rules are on the school website.*
4 Jack found the keys. He had lost the keys.
Jack found the keys which / that he had lost.
5 You are looking at the billboard. My father created the billboard.
You are looking at the billboard which / that my father created.
6 We bought the shoes. The shoes were half-price.
We bought the shoes which / that were half-price.

6 Correct one mistake in each of the sentences below. Make any necessary changes.

1 The man *who* lives next door is a copywriter.
2 We are looking for people ~~which~~ *who* are creative.
3 I like working with people ~~who~~ *whose* ideas inspire me.
4 The dress ~~what~~ *(which / that)* I bought was good value for money.

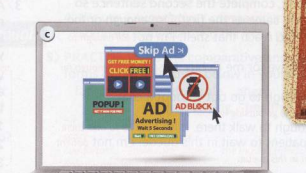
7 **NOW YOU DO IT** Complete the statements with ideas which are true for you. Work in pairs and exchange your ideas. Justify your opinions. *Students' own answers*

1 The person (who) I admire is ...
2 I often buy clothes which ...
3 The place where I like going shopping is ...
4 The person whose achievements I am proud of is ...

6 READING AND VOCABULARY

reading for gist and detail • advertising









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

1 What do the logos and slogans tell the customers about the product/service?

2 Which one appeals to you the most? Why?

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

b 1 I love watching **commercials** on TV. Some are really funny.

d 2 Giving out **flyers** in the street does not make much sense. Nobody reads them!

e 3 Selling products with **a free gift** is a good idea. I always buy magazines with free DVDs in them.

c 4 **Pop-up adverts** on the Internet are really annoying. I can't stand them!

a 5 I don't think people pay much attention to **billboards** in the street. I don't, anyway.

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

What would be a good title for the text?

a The most successful advertising campaign ever

(b) The success of amateur advertising

c The most creative man on Earth

d Favourite teenage brands

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

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

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

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

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

1 Where do you think this text would appear?
a in a speech
b in a teenage magazine
c in an encyclopedia
d on a company website

2 Organising competitions for fan-made commercials is a method companies use to
a attract young people's attention.
b teach young people how to use social media.
c spend a lot of money.
d please young people.

3 Which piece of information was stated last?
a The video was chosen by the general public.
b A lot of people watched the winning video.
c The video cost the company nothing.
d The video made the viewers laugh.

4 Which conclusion could you draw from the text?
a The winning video was interesting from beginning to end.
b The young person who made the winning clip is one of the most successful bloggers ever.
c Companies do their best to make young people advertise their products for free.
d Young people love watching commercials.

5 In your notebook, complete the summary of the text.

Hello everyone,

I've just read an article about a [1] *company which* organised a competition for the best fan-made commercial. The firm is called Tesla, and as you may know it's run by Elon Musk. His company encouraged young people to [2] *make a commercial* for its latest car model. The idea proved [3] *successful / popular / very good* as many people entered the contest. The [4] *winner*, a famous tech blogger, was announced on Twitter. The prize was [5] *an invitation* to the car's launch party. This homemade commercial was so popular it went viral, and [6] *advertised* the car better than any professionally-made commercial would do.

It made me think about our school. Could we make a funny commercial that would advertise our school? Something original, surprising and humorous?

I'm attaching the link to the article. Read it and let me know what you think of it.

Yours,

Eve

6 Work in pairs and answer the questions.

Students' own answers

1 Do you like watching adverts online? Why? / Why not?
2 Would you like to create a commercial for a well-known company? Which company? Why? / Why not?

Vocabulary development

7 Match the highlighted words and expressions from the text with the definitions below. Write the answers in your notebook.

1 someone who buys and uses a product *consumer*
2 methods used to promote and sell a product *marketing tricks*
3 a type of product made by a particular company *brand*
4 easy to remember when you hear it *catchy*
5 actions taken by a company to advertise a product *advertising campaign*
6 be attractive or interesting to someone *appeal to*
7 become popular very quickly on the Internet *go viral*

8 In your notebook, complete the sentences with the correct words and expressions from exercise 7.

1 Teenage *consumers* like shopping, so they are important to advertisers.
2 Most young people have their favourite *brand* of clothes.
3 I can hear people singing *catchy* music they've heard on the radio all the time.
4 Some *advertising campaigns* are just brilliant but they take a lot of time to prepare and cost the companies a lot of money.
5 A good advertisement should *appeal to* many people.
6 Companies use a lot of *marketing tricks* to make people buy their products.
7 Really funny memes *go viral* the moment they appear on the net.

» **Vocabulary challenge!** Unit 6, page 111, exercises 2 and 3

9 Work in pairs. Think of a TV commercial that you both know. How effective is it? Present your ideas to the class. Use the questions below to help you.

Students' own answers

1 What does it advertise?
2 Who is it for? Who does it appeal to?
3 What does it show? Is it interesting to watch?
4 Is the slogan catchy? What does it communicate to the customer?
5 Does it make you want to buy the product?

6 SPEAKING

in a clothes shop

1 CD 2.16 **Read and listen to the conversation in a shop and answer the questions.**

1 What does the girl buy? What size and colour?
She buys a dress. Size 38, blue.
2 Why is this item perfect for her?
It's perfect because it goes with her shoes.
3 How much does she pay? Is it a good price?
It's £17.99. The dress is on sale. It's a good price.

Shop assistant Good afternoon. How can I help you?
Customer Good afternoon. I'm looking for a summer dress to wear to a party.
Shop assistant Are you looking for any particular colour or style?
Customer I'm not sure. Something that would suit me. I like most colours.
Shop assistant OK. What size are you?
Customer I'm a 38.
Shop assistant How about this one? Flowery dresses are in at the moment, and we have some on sale.
Customer Oh, I'm sorry but I don't really like flowery clothes. Is there anything else?
Shop assistant Maybe this blue one. I'm sure it'll suit you.
Customer It's lovely. Could I try it on, please?
Shop assistant Yes, of course. The fitting room is over there.

* * *

Shop assistant And is it OK? Does it fit you?
Customer Yes, it's perfect. It'll go with my shoes. How much is it, please?
Shop assistant Actually, it's on sale. It's £17.99.
Customer Oh, great. It's a real bargain! Can I pay by credit card?
Shop assistant Of course.

2 **Match the parts of the sentences from the box in your notebook.**

Phrase Bank

▸ Buying clothes

Shop assistant:

e 1	*How can I*	a	*any particular colour or style?*
b 2	*We have some*	b	*on sale.*
f 3	*It'll*	c	*fit you?*
a 4	*Are you looking for*	d	*are you?*
c 5	*Does it*	e	*help you?*
d 6	*What size*	f	*suit you.*

Customer:

f 1	*I'm*	a	*for a summer dress.*
d 2	*How much*	b	*with my shoes.*
e 3	*Can I pay*	c	*try it on, please?*
a 4	*I am looking*	d	*is it, please?*
b 5	*It's perfect. It'll go*	e	*by credit card?*
c 6	*Could I*	f	*a 38.*

3 **Work in pairs. Practise reading the dialogue, changing the words in red.** *Students' own answers*

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

Dialogue 1
1 The person wants to buy *a new phone* / *a new phone accessory*.
2 The person *doesn't like* / *likes* the items shown by the shop assistant.
3 The customer *buys* / *doesn't buy* the item he wants in the shop.

Dialogue 2
1 The conversation takes place in *a shoe shop* / *a sports shop*.
2 The customer *is* / *isn't* interested in buying a particular product.
3 The shop assistant is trying to encourage the customer to buy *two* / *three* products.

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

1 Hello, would you like any h*elp*?
2 Have you got a*nything* with football on it?
3 I'm afraid we've r*un* out of those.
4 You could o*rder* them from our online shop.
5 You're w*elcome*.
6 I'm just l*ooking*.
7 They're on special o*ffer*.
8 They're h*alf price* now.

6 **Work in pairs. Role-play the dialogues, using the prompts below.** *Possible answers:*

1 A Zapytaj sprzedawcę o koszt jakiegoś produktu.
How much is the bag?
B Podaj cenę i powiedz, że to prawdziwa okazja.
It's £15. It's a real bargain.
2 A Zapytaj, czy możesz przymierzyć spodnie.
Can I try these trousers on?
B Potwierdź i powiedz, gdzie jest przymierzalnia.
Yes, of course. The fitting room is over there.
3 A Zapytaj o model MP4 w innych kolorach.
Have you got this model in a different colour?
B Powiedz, że modele w tym kolorze zostały sprzedane i zaproponuj zakup w sklepie internetowym.
I'm afraid we've run out of other models, but you could order them from our online shop?
4 A Zapytaj klienta, jaki rozmiar ubrań nosi. *What size are you?*
B Podaj rozmiar i zapytaj, czy ten sweter jest w wyprzedaży. *I'm a 40. Is this jumper / sweater on sale now?*
5 A Zapytaj, w czym możesz pomóc. *How can I help you?*
B Powiedz, że tylko się rozglądasz. *Thanks, I'm just looking.*

7 **Work in pairs. Read the instructions and prepare a dialogue. Use the expressions from the Phrase Bank.** *Students' own answers*

Uczeń A
Pracujesz w drogim sklepie odzieżowym w Londynie. Obsłuż klienta/klientkę w uprzejmy sposób. Postaraj się, aby wydał/wydała jak najwięcej pieniędzy.
- Poinformuj, że ubrania w rozmiarze/kolorze/fasonie, o które pyta klient/klientka, nie są dostępne.
- Zachęć klienta/klientkę do obejrzenia innych produktów znajdujących się w ofercie sklepu.

Uczeń B
Jesteś w dość drogim sklepie odzieżowym w Londynie. Szukasz ubrań na przyjęcie urodzinowe, ale nie chcesz wydać zbyt dużo pieniędzy.
- Powiedz sprzedawcy, jakich ubrań szukasz.
- Zapytaj o inny kolor/fason/rozmiar.
- Zapytaj, gdzie jest przymierzalnia.

WRITING 6

a product review

1〉 **Work in pairs. Which of these things are the most important to you when you choose a new phone or a computer? Why?** *Students' own answers*

1 It's cheaper than other products.
2 It's the trendiest model on the market.
3 It's good quality.
4 It's the best I can afford.
5 It has fantastic reviews on the Net.
6 It's a model which all my friends have got.

2〉 **Read the forum entry and answer the questions.**

1 Why has Frank bought the phone? *He bought the phone because he likes new gadgets and wants to stay up-to-date.*
2 What does he like and dislike about it?

Advantages: It's faster and easier to use than his previous phone. There are lots of useful apps and games on it and they are great. Disadvantages: The biggest disadvantage is the battery. He has to charge the phone twice a day or it goes dead. It's not very cheap.

You've asked for opinions about the newest Peach X phones, so here is mine.

I love technology, and I buy new gadgets all the time. I just want to stay up-to-date and have the best quality stuff. So, I decided to buy the Peach X.
Well, it isn't the cheapest phone and it only comes in black, but it's faster and easier to use than my previous phone. What I like about this model is that there are lots of useful apps and games on it and they are great. The screen is not as big as it should be in a modern phone but it's not such a problem. The biggest disadvantage is the battery. I have to charge my phone twice a day or it goes dead. It's very disappointing.
It may be suitable for people who don't play games on their phones, but for me it's not good enough. Sorry ⊗

★★☆☆☆

3〉 **Which of the phrases below are used in the text? Translate them into your own language.**

Phrase Bank

▸ Reviewing a product
What I like about this model … W tym modelu podoba mi się to ...
Another good thing is that …
The biggest advantage/disadvantage is that …
Największym minusem jest ...
It may be suitable for people who …
Może odpowiadać osobom, które ...
For me it's not good enough.
Dla mnie nie jest to wystarczająco dobre.
It's not as good as I hoped.
I'm really pleased/happy with it.
I recommend this product to everyone.

4〉 **Write your sentences to review the products below. Use the prompts and the expressions from the Phrase Bank.**
Possible answers:

1 **laptop:** light to carry • keeps breaking down all the time
What I like about this model of laptop is that it's light to carry. A big disadvantage is that it keeps breaking down all the time.
2 **rollerblades:** good quality • fast • strange colour
What I like about the rollerblades is that they're good quality and you can go really fast on them. The biggest disadvantage is that they're such a strange colour.
3 **school bag:** trendy • lots of pockets • for people who do not want to spend too much money
I recommend this school bag to everyone because it's trendy and it's got lots of pockets. It may also be suitable for people who do not want to spend too much money.
4 **top:** nice and soft • great colours and patterns • only small sizes
What I like about the top is that it's nice and soft. Another good things are the great colours and patterns. The biggest disadvantage is that there are only small sizes.
5 **tablet:** not easy to use • not many apps • comes in different colours
This tablet is not as good as I hoped. The biggest disadvantages are that it isn't easy to use and there aren't many apps. What I like about it is that it comes in different colours.

5〉 **Translate the product reviews below, using the words and phrases from exercises 2, 3 and 4.**

1 Kupiłam ten tablet miesiąc temu i jestem z niego bardzo zadowolona. Jest szybki i łatwy w użyciu. Był tańszy niż inne, ale jest dobrej jakości. Wygląda fajnie i działa dobrze.
2 Mam tę deskorolkę (*skateboard*) od trzech miesięcy, ale nie jest taka dobra, jak myślałem. Największą wadą jest to, że ma za małe koła (*wheels*). Nie jest wystarczająco dobra.
3 Kupiłem ten czytnik książek elektronicznych (*e-reader*), ponieważ lubię nowe gadżety. Jego największą zaletą jest duży ekran. Nie polecam tego produktu, bo często się zawiesza (*go dead*).

Possible answers:
1 I bought this tablet a month ago and I am very pleased with it. It's fast and easy to use. It was cheaper than other models, but it's good quality. It looks great and works fine as well.
2 I've had this skateboard for three months, but it's not as good as I hoped. The biggest disadvantage is that the wheels are too small. It is not good enough.
3 I bought this e-reader because I like new gadgets. The biggest advantage is the big screen, but I don't recommend this product. It often goes dead.

6〉 **Read the writing task in exercise 7. Choose a product and make a list of words and phrases in your notebook for each point of the task. Use the plan below to help you.** *Students' own answers*

- Product
- Reasons for buying
- Advantages
- The best feature
- Other people's opinions

7〉 **Read the instructions and do the writing task.**
Students' own answers

Na forum internetowym chciałbyś/chciałabyś podzielić się opinią na temat jakiegoś produktu, który niedawno kupiłeś/kupiłaś. Zredaguj wpis (100–150 słów) i:
- wyjaśnij, dlaczego kupiłeś/kupiłaś ten produkt i jak długo go masz,
- wymień zalety produktu,
- opisz te cechy produktu, z których nie jesteś zadowolony/zadowolona,
- napisz, co o tym produkcie sądzą inni jego użytkownicy.

6 ENGLISH IN USE

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

1 *Kupiłam tę torebkę na wyprzedaży.*
I bought this bag ***at the sales*** / ***at a discount***.

2 *Te spodnie nie są na mnie dobre.*
These trousers don't ***fit*** / ***suit*** me.

3 *Wyprzedaliśmy już ten model laptopa.*
This model of laptop has ***run out*** / ***sold out***.

4 *Te trampki nie są zbyt wygodne.*
These trainers ***aren't too comfortable*** / ***aren't uncomfortable***.

5 *Gdzie mogę to przymierzyć?*
Where can I ***try it on*** / ***put it on?***

2〉 In your notebook, match sentences 1–3 with explanations a–c.

c 1 These trousers fit me perfectly.
a 2 This red top suits me.
b 3 This bag matches my shoes.

a I look good in it.
b The two things go together.
c The size is just right.

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

1 The person /// (*której pomysły*) are the best will represent the school in the art competition.
(a) whose ideas
b which ideas
c who has ideas

2 I /// (*nie jestem wystarczająco bogata*) to shop in this department store. Everything here is so expensive.
a am not too rich
b am not very rich
(c) am not rich enough

3 I bought these shoes half price. /// (*Ale okazja!*)
a What an occasion!
(b) What a bargain!
c What a chance!

4 /// (*Jaki jest Pani rozmiar?*) We have these tops in small and medium only.
(a) What size are you?
b What size would you like?
c What size are they?

5 Do you think this dress /// (*pasuje*) me? I don't think I look good in red.
(a) suits
b fits
c matches

4〉 Complete the mini-dialogues in your notebook.
Possible answers:

1 X Can I help you?
Y *No, thank you*. I'm just looking.

2 X Why don't you get this bag?
Y *I don't have enough money*.
X I could lend you some if you want.

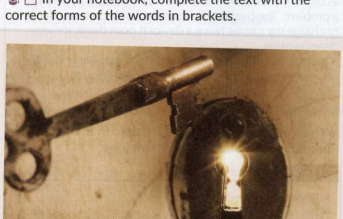
3 X *How about this one*?
Y Absolutely not! I prefer comfortable, casual clothes like jeans and T-shirts.

4 X Can I try this skirt on?
Y Yes. *What size are you*?
X I'm a 38.

5〉 In your notebook, copy and complete the table with the correct form of the adjectives. Write the adjectives with the opposite meaning where possible.

Noun	Adjective	Opposite
fashion	*fashionable*	*unfashionable*
pleasure	*pleasant*	*unpleasant*
expense	*expensive*	*inexpensive*
comfort	*comfortable*	*uncomfortable*

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



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

1 Work in pairs and answer the questions.

Students' own answers

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

Tip

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

2 Read the texts below. In which text (A or B) do you find the information below? *Possible answers:*

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

A

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

B

Do you know anyone addicted to shopping? Do you know how to spot a shopaholic? Use the advice below.
People with CBD:
- often go shopping on their own,
- are excited before going to the shops and very low when they come back home,
- are mainly female,
- have messy rooms full of stuff they don't use,
- often borrow money to finance their shopping.

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

1 Adults should not blame teenagers for *their shopping addiction / their addiction to shopping*.
2 Teenagers often buy a lot of things because they watch *adverts / ads / advertisements* shown on TV.
3 People addicted to shopping often *shop / go to the shops* alone.
4 Shopaholics don't keep *their rooms* tidy.

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

A

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

B

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

C

Dear Students

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

Alex, SUPER SCHOOL SUPPORT

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

Hi Tom. Thanks for getting back so soon. It began [1] *6 months ago*.

I think you should [2] *tell your parents*, don't you?

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

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

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

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

Why not? Anything to help my sister. Thanks.

6 REVIEW 6

Complete all the exercises on this page in your notebook.

1 Where could you buy the items below?

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

a pair of swimming goggles – sports shop
some meat – butcher's
some roses – flower shop
white paint – DIY shop
a silver ring – jeweller's
some bread – baker's
a magazine – newsagent's
Lego blocks – toy shop

__/ 8

2 Choose the correct answer.

1 I couldn't afford this camera because ___.
(a) I could only order it online
b it was too expensive

2 The shoes were a real bargain because ___.
(a) they were half price
b the shop refunded the money

3 This advert is catchy because ___.
(a) it's easy to remember
b it advertises a famous brand

4 This product appeals to young people, so ___.
a don't buy it (b) they buy it

5 I don't like myself in red because it ___.
a simply doesn't fit me (b) doesn't suit me at all

6 I don't like buying things online because there are too many ___.
(a) pop-up adverts b free gifts

__/ 6

3 Complete the sentences with the correct prepositions.

1 The customer complained *about* the quality of the phone and returned it *to* the shop.
2 My brother never spends his pocket money *on* anything. He's just saving it *for* a new bike.
3 The shop had run *out* of the books I wanted, but the shop assistant said I could order them online and they would arrive *by* post.
4 Giving *out* flyers in the streets doesn't make people buy the products.

__/ 4

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

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

__/ 6

5 Translate the sentences into English.

1 Karen jest osobą, która dużo wie o marketingu.
Karen is a person who knows a lot about marketing.
2 Uczniowie, których projekty będą ciekawe, otrzymają najwyższe oceny.
Students whose projects are interesting will get top / the highest marks.
3 Chciałabym pracować w miejscu, w którym jest dużo młodych ludzi. *I'd like to work in a place where there are a lot of young people.*
4 Nie lubię reklam, które są nudne i nieoryginalne.
I don't like advertisements which are boring and unoriginal.
5 Reklama, o której Ci mówiłem, jest właśnie w telewizji.
The advertisement (which) I told you about is on TV now.

__/ 5

6 Translate the Polish parts of the sentences into English.

1 This model of car *is the cheapest/least expensive* (*jest najtańszy*).
2 This sofa *looks less comfortable* (*wygląda na mniej wygodną*) than that one.
3 Spending money *is less difficult/easier than* (*jest łatwiejsze niż*) saving it.
4 Purple *is the least fashionable* (*jest najmniej modnym*) colour at the moment.

__/ 4

7 Complete the text with the missing words.

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

__/ 5

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

Shop assistant Hello, how ¹*can I help* you?
Customer I'm ²*looking for* a nice top to match this skirt.
Shop assistant OK. What size ³*are you*?
Customer Medium.
Shop assistant ⁴*How about* this one?
Customer It looks perfect. Can I ⁵*try it on*?
Shop assistant Of course. The ⁶*fitting* room is over there.

__/ 6

9 Work in pairs and test each other. *Students' own answers*

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

» **SPEAKING TEST 3**, page 115

WORDLIST 6

Shops and services / Sklepy i usługi

baker's /ˈbeɪkə(r)z/ piekarnia
bank /bæŋk/ bank
bookshop /ˈbʊkˌʃɒp/ księgarnia
butcher's /ˈbʊtʃə(r)z/ sklep mięsny
chemist's /ˈkemɪsts/ apteka
clothes shop /ˈkləʊðz ˌʃɒp/ sklep odzieżowy
DIY shop /ˌdiː aɪ ˈwaɪ ˌʃɒp/ sklep dla majsterkowiczów
flower shop /ˈflaʊə(r) ˌʃɒp/ kwiaciarnia
hairdresser's /ˈheə(r)ˌdresə(r)z/ fryzjer
jeweller's /ˈdʒuːələ(r)z/ jubiler
newsagent's /ˈnjuːzˌeɪdʒ(ə)nts/ kiosk
optician's /ɒpˈtɪʃ(ə)nz/ optyk
plumber /ˈplʌmə(r)/ hydraulik
post office /ˈpəʊst ɒfɪs/ poczta
shoe shop /ˈʃuː ˌʃɒp/ sklep obuwniczy
shopping centre /ˈʃɒpɪŋ ˌsentə(r)/ centrum handlowe
sports shop /ˈspɔːts ˌʃɒp/ sklep sportowy
toy shop /ˈtɔɪ ˌʃɒp/ sklep z zabawkami
travel agent's /ˈtrævl(ə)l ˌeɪdʒ(ə)nts/ biuro podróży

Goods / Towary

boots /buːts/ buty, kozaki
chocolate cake /ˈtʃɒklət ˌkeɪk/ ciasto czekoladowe
coat /kəʊt/ płaszcz, kurtka
doll /dɒl/ lalka
football shirt /ˈfʊtˌbɔːl ʃɜː(r)t/ koszulka piłkarska
jacket /ˈdʒækɪt/ kurtka, marynarka, żakiet
Lego blocks /ˈlegəʊ ˌblɒks/ klocki Lego
magazine /ˌmægəˈziːn/ czasopismo
necklace /ˈneklɪs/ naszyjnik
(a) pair of summer shoes /ə ˈpeə(r) əv ˌsʌmə(r) ˈʃuːz/ para letnich butów
phone cover /ˈfəʊn ˌkʌvə(r)/ etui na telefon
ring /rɪŋ/ pierścionek
rose /rəʊz/ róża
shampoo /ʃæmˈpuː/ szampon
silver earrings /ˌsɪlvə(r) ˈɪərɪŋz/ srebrne kolczyki
trainers /ˈtreɪnə(r)z/ buty sportowe
white paint /ˌwaɪt ˈpeɪnt/ biała farba

Buying and selling / Kupowanie i sprzedawanie

at the sales /ət ðə ˈseɪlz/ na wyprzedaży
can't afford /kɑːnt əˈfɔː(r)d/ nie móc sobie na coś pozwolić
cash /kæʃ/ gotówka
cheap /tʃiːp/ tani
expensive /ɪkˈspensɪv/ drogi
half price /hɑːf ˈpraɪs/ za połowę ceny
pay by credit card/in cash /ˌpeɪ baɪ ˈkredɪt ˌkɑː(r)d, ɪn ˈkæʃ/ płacić kartą kredytową/ gotówką
real bargain /ˌrɪəl ˈbɑː(r)gɪn/ prawdziwa okazja
shopping list /ˈʃɒpɪŋ ˌlɪst/ lista zakupów

Shopping online / Zakupy przez internet

browse websites /ˌbraʊz ˈwebˌsaɪts/ przeglądać strony internetowe
click on sth /ˈklɪk ɒn ˌsʌmθɪŋ/ klikać na coś
deliver /dɪˈlɪvə(r)/ dostarczać
have an online account /ˌhəv ən ˌɒnlaɪn əˈkaʊnt/ mieć konto internetowe
order /ˈɔː(r)də(r)/ zamawiać
refund your money /ˌrɪˈfʌnd jə(r) ˈmʌnɪ/ zwracać pieniądze
shop online /ˌʃɒp ˈɒnlaɪn/ robić zakupy przez internet
shopping website /ˈʃɒpɪŋ ˌwebˌsaɪt/ sklep internetowy

Verbs and prepositions / Czasowniki i przyimki

arrive by post /əˌraɪv baɪ ˈpəʊst/ przyjść pocztą
complain about sth /kəmˈpleɪn əˌbaʊt ˌsʌmθɪŋ/ składać na coś reklamację
pay by card /ˌpeɪ baɪ ˈkɑː(r)d/ płacić kartą
pay for sth /ˈpeɪ fə(r) ˌsʌmθɪŋ/ płacić za coś
return sth to a shop /rɪˈtɜː(r)n ˌsʌmθɪŋ tə ə ˈʃɒp/ zwracać coś do sklepu
save for sth /ˈseɪv fə(r) ˌsʌmθɪŋ/ oszczędzać na coś
spend money on sth /ˌspend ˈmʌnɪ ɒn ˌsʌmθɪŋ/ wydawać na coś pieniądze

Advertising / Reklama

advert/advertisement /ˈædvɜː(r)t, ədˈvɜː(r)tɪzɪŋ/ reklama
advertise /ˈædvə(r)taɪz/ reklamować
advertising campaign /ˈædvə(r)taɪzɪŋ kæmˈpeɪn/ kampania reklamowa
advertising slogan /ˈædvə(r)taɪzɪŋ ˈsləʊgən/ hasło reklamowe
appeal to sb /əˈpiːl tə ˌsʌmbədɪ/ podobać się komuś (przemawiać do kogoś)
billboard /ˈbɪlˌbɔː(r)d/ billboard
brand /brænd/ marka
catchy /ˈkætʃɪ/ chwytliwy, wpadający w ucho
commercial /kəˈmɜː(r)ʃ(ə)l/ reklama, spot reklamowy
consumer /kənˈsjuːmə(r)/ konsument/ konsumentka
free gift /ˌfriː ˈgɪft/ bezpłatny dodatek, upominek reklamowy
give out flyers /ˌgɪv ˌaʊt ˈflaɪə(r)z/ rozdawać ulotki
go viral /ˌgəʊ ˈvaɪə.rə)l/ stać się bardzo popularnym
marketing tricks /ˈmɑː(r)kɪtɪŋ ˌtrɪks/ chwyty marketingowe
pop-up adverts /ˈpɒp ʌp ˈædvɜː(r)ts/ reklamy w formie wyskakujących okienek w sieci

Shopping for clothes / Kupowanie ubrań

fit /fɪt/ pasować
fitting room /ˈfɪtɪŋ ˌruːm / przymierzalnia
go with sth /ˈgəʊ wɪθ ˌsʌmθɪŋ/ pasować do czegoś
match /mætʃ/ pasować (o doborze ubrań); łączyć
on sale /ɒn ˈseɪl/ w przecenie; w sprzedaży
on special offer /ɒn ˌspeʃ(ə)l ˈɒfə(r)/ w promocji
run out of sth /ˌrʌn ˈaʊt əv ˌsʌmθɪŋ/ wyprzedać coś, skończyć się
shop assistant /ˈʃɒp əˌsɪst(ə)nt/ ekspedient/ ekspedientka
size /saɪz/ rozmiar
suit /suːt/ pasować komuś
try something on /ˌtraɪ ˌsʌmθɪŋ ˈɒn/ przymierzać coś

Other words / Inne wyrazy

addiction /əˈdɪkʃən/ uzależnienie
announce the results /əˌnaʊns ðə rɪˈzʌlts/ ogłosić wyniki
attract attention /əˌtrækt əˈtenʃən/ przykuwać uwagę
battery /ˈbæt(ə)rɪ/ bateria
carry shopping bags /ˌkærɪ ˈʃɒpɪŋ ˌbægz/ nosić torby z zakupami
charge your phone /ˌtʃɑː(r)dʒ jə(r) ˈfəʊn/ ładować telefon
charity auction /ˈtʃærətɪ ˌɔːkʃ(ə)n/ aukcja charytatywna
comfortable /ˈkʌmftəb(ə)l/ wygodny
compulsive /kəmˈpʌlsɪv/ nałogowy
crazy /ˈkreɪzɪ/ szalony
feature /ˈfiːtʃə(r)/ funkcja; cecha
go dead /ˌgəʊ ˈded/ przestać działać
go to the checkout /ˌgəʊ tə ðə ˈtʃekəʊt/ iść do kasy
home-made /ˌhəʊmˈmeɪd/ przygotowany w domu, zrobiony samodzielnie
hold attention /ˌhəʊld əˈtenʃ(ə)n/ przykuwać uwagę
launch party /ˈlɔːntʃ ˌpɑːtɪ/ przyjęcie z okazji wypuszczenia produktu na rynek
model /ˈmɒd(ə)l/ model
own /əʊn/ posiadać
please /pliːz/ dogadzać komuś, zadowalać kogoś
pleased /pliːzd/ zadowolony
pocket money /ˈpɒkɪt ˌmʌnɪ/ kieszonkowe
product review /ˌprɒdʌkt rɪˈvjuː/ ocena produktu
quality /ˈkwɒlətɪ/ jakość
seller /ˈselə(r)/ sprzedawca
set up your computer /ˌset ˈʌp jə(r) kəmˈpjuːtə(r)/ konfigurować komputer
share sth with sb /ˈʃeə(r) ˌsʌmθɪŋ wɪθ ˌsʌmbədɪ/ dzielić coś z kimś
shopaholic /ˌʃɒpəˈhɒlɪk/ osoba uzależniona od zakupów
store /stɔː(r)/ sklep
successful /səkˈsesf(ə)l/ udany, odnoszący sukcesy
to spend or not to spend? /tə ˈspend ɔː(r) ˈnɒt tə ˌspend/ wydawać czy nie wydawać?
support group /səˈpɔːt ˌgruːp/ grupa wsparcia
trendy /ˈtrendɪ/ modny, na czasie
tropical island /ˌtrɒpɪk(ə)l ˈaɪlənd/ wyspa tropikalna
undergo therapy /ˌʌndəˈgəʊ ˈθerəpɪ/ poddawać się terapii
unwanted /ʌnˈwɒntɪd/ niechciany
wardrobe /ˈwɔː(r)drəʊb/ szafa
whale /weɪl/ wieloryb

Challenge!

book a holiday /ˌbʊk ə ˈhɒlɪdeɪ/ rezerwować wakacje
change your glasses /ˌtʃeɪndʒ jə(r) ˈglɑːsɪz/ zmieniać okulary
clip /klɪp/ teledysk; spinka (do włosów)
company /ˈkʌmp(ə)nɪ/ firma; towarzystwo
fix your pipes /ˌfɪks jə(r) ˈpaɪps/ naprawiać rury
get a haircut /ˌget ə ˈheə(r)ˌkʌt/ obcinać włosy
gift /gɪft/ upominek; talent
open an account /ˌəʊpən ən əˈkaʊnt/ otwierać rachunek
market /ˈmɑː(r)kɪt/ targ; rynek
post a parcel /ˌpəʊst ə ˈpɑː(r)s(ə)l/ nadawać paczkę

7 Back to nature

VOCABULARY landscape and geographical features

1 Work in pairs and answer the questions. *Students' own answers*

1 What's your favourite place to spend a holiday – in the city or in the country? Why?

2 Do you read website reviews when you plan a holiday? Why? / Why not?

2 Read the website reviews at the bottom of the page. In your notebook, match the words in bold with items in the pictures. Which place would you prefer to visit? Why?

1 sea *2 beach* *3 waves* *4 island* *5 coast* *6 forest* *7 river* *8 field* *9 hills* *10 valley* *11 lake* *12 path* *13 mountains* *14 stream* *15 waterfall*

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

4 In your notebook, complete the blog extracts with the correct words from exercise 2.

1 We live on the *coast* in Cornwall. There's a lovely *island* nearby where rare birds live. It's a short journey by boat. I don't get seasick because the *waves* aren't usually high.

2 Today we walked along an old *path* through the *forest*. We saw some unusual trees and animals. Then we went up a small *hill* and the view across the *valley* between the hills was great.

3 My friend has a cottage near the *mountains* and her dad often goes climbing – right up to the snow on the top! She showed me a photo of him by an amazing *waterfall*. He looked very wet!

5 Give non-Polish examples of these geographical features. *Possible answers:*

1 a tropical island
2 a high waterfall
3 a large forest
4 a wide lake
5 a long river
6 a mountain range

1 Bora Bora
2 Niagara Falls, Angel Falls
3 The Amazon Jungle
4 Lake Victoria
5 The Nile
6 The Himalayas

6 CD 2.19 Close your eyes and listen to someone describing a path. Try to imagine the things you pass on the way. After the recording, say what you saw and where you went. What could you see at the end?

cottage, back door, stony path across a field, red wild flowers, forest, blue lake, small hill, sea, coast, bridge across a shallow stream, beach, island

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

7 WHAT DO YOU THINK? Work in pairs. Ask and answer the questions. Use the ideas below to help you.

Students' own answers

1 Which parts of the Polish countryside would you recommend to tourists? Why?
People should go to … because … • I love it because …

2 Which natural attraction in another country would you like to visit? Why?
I'd like to go to … in … . • The reason is … / I saw it in a film / I read about it in a book / a friend went there.

3 Describe a trip to the countryside you went on recently. Where did you go and what was it like?
I went to … with … . • During the trip we … • I enjoyed / didn't enjoy it because … weather / noise …

HOLIDAY REVIEWS



Mike It takes half an hour to get to the **coast** from the airport but along the route the scenery is beautiful. The hotel is excellent and it's right on the **beach.** From our room we had an amazing view of the blue, blue **sea** and we could also see across to a small **island**. One day it was very windy and there were lots of **waves** so we couldn't go swimming. Good hotel, lovely area. Highly recommended.

Click to rate ▲ ▼



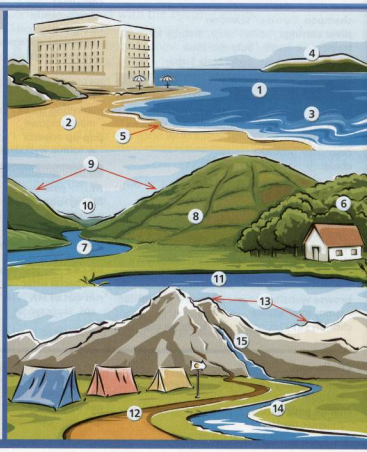
Amy The holiday cottage is very close to the New Forest National Park. It's a great place to go for country walks. We went across the **fields** to the **forest** and we also followed a small **river** which runs along the bottom of a **valley** between two **hills**. We stopped at a **lake** to have a picnic. A really relaxing holiday.

Click to rate ▲ ▼



Sean We stayed in a tent on the Mountain View campsite and it was fantastic. We had a great view of the **mountains** and there were lots of walks you could go on. We went along an easy **path** up the mountain, which followed a pretty **stream**. When we got quite high up there was an amazing **waterfall**. The water was coming down fast from the top of the mountain and it was freezing! A wonderful place to stay.

Click to rate ▲ ▼





1 What's your favourite and least favourite type of weather? *Students' own answers*

2 In your notebook, write the adjectives which describe the weather. Then match the words with weather symbols a–h.

c 1 rain / rainy
a 2 sun / *sunny*
e 3 cloud / *cloudy*
b 4 fog / *foggy*
g 5 wind / *windy*
f 6 snow / *snowy*
h 7 storm / *stormy*
d 8 frost / *frosty / freezing / icy*

3 CD 2.20 Listen to Julia talking about weather. What does she say about the weather in the places below?

a on a tropical island *hot and sunny*
b in Switzerland *cold, close to freezing, sunny*
c in some countries near the North Pole *cloudy, the sun didn't shine for ages*

4 CD 2.20 Listen again and, in your notebook, match sentences a–e with parts 1–4 of the monologue. There is one extra sentence.

a Sunshine is more important than the temperature. *Part 3*
b The time of year can change people's moods. *Part 4*
c People don't always show the way they feel. -
d People don't usually understand the importance of the weather. *Part 1*
e The weather can give people a more positive attitude to life. *Part 2*

5 Choose the word which matches each definition and write the answers in your notebook. Then check the meaning of the other word in a dictionary.

1 the usual weather conditions in a country or region
a weather (b) climate
2 how hot or cold it is
a heat (b) temperature
3 the bright flashes of light that appear in the sky during a storm
(a) lightning b thunder
4 information about what the weather will be like
a prediction (b) forecast
5 very cold
a frozen (b) freezing

6 In your notebook, complete the sentences with the correct words from exercise 5.

1 Nearly every country will suffer from *climate* changes in the future.
2 Skating on a *frozen* lake might be dangerous.
3 My mood changes every day depending on the *weather*.
4 When the *temperature* is over 30 degrees, I get uncomfortable.
5 It's important to know the *forecast* at the start of your day.
6 My dog gets scared at the sound of the *thunder* during a storm.
7 I don't enjoy going for walks in winter when it's *freezing*.

7 Do you agree with the statements in exercise 6? Are they true for you? *Students' own answers*

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

1 We drove along *the motorway* to get to the airport.
2 We were delayed by *an accident*.
3 We had to spend *seven hours* at the airport.
4 We couldn't eat or drink anything because there were *so / too many people* at the airport.
5 We were going on a *skiing* holiday to Switzerland.

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

1 The speaker does not mention
a the time she and her family started their journey.
(b) the reason for the accident on the way to the airport.
c the time she and her family arrived at the airport.
d the reason why it was very cold in the departure hall.
2 Which information in the recording has been stated indirectly?
a There was a lot of snow.
b The accident involved two cars.
c The planes did not take off on time.
(d) The passengers were tired and hungry.
3 How does the speaker feel about the snow in Switzerland?
(a) happy c surprised
b disappointed d angry

10 Work in pairs. Discuss the questions, using the prompts below. *Students' own answers*

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

7 GRAMMAR

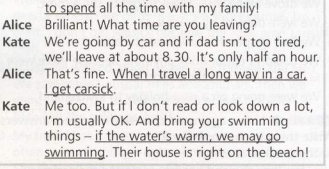
Zero and first conditional

1 What are your plans for next weekend? Do they depend on the weather? How? *Students' own answers*

2 CD 2.22 **LANGUAGE IN CONTEXT** Read and listen to the dialogue and answer the questions.

1 Is Kate definitely going to the countryside at the weekend? Why?/Why not?
No, she isn't. It depends on the weather.
2 Why will Kate be happy if Alice goes with her?
She can spend time away from the family.
3 Will they definitely leave at 8.30? Why?/Why not?
No, they won't. They'll leave at 8.30 if Kate's dad isn't too tired.
4 What problem do Kate and Alice have in cars?
They get carsick.

Alice What are you doing at the weekend, Kate?
Kate If the weather's fine, we'll go to the countryside and visit my aunt and uncle. How about you?
Alice A boring weekend as usual.
Kate Come with us! If you come too, I won't have to spend all the time with my family!
Alice Brilliant! What time are you leaving?
Kate We're going by car and if dad isn't too tired, we'll leave at about 8.30. It's only half an hour.
Alice That's fine. When I travel a long way in a car, I get carsick.
Kate Me too. But if I don't read or look down a lot, I'm usually OK. And bring your swimming things – if the water's warm, we may go swimming. Their house is right on the beach!



3 **ANALYSE** In your notebook, copy and complete the table with the correct verb forms from the dialogue in exercise 2.

Conditional clause	Result clause
Zero conditional	
If / When + present simple When I [1] *travel* a long way in a car,	Present simple I [2] *get* carsick.
If I [3] *don't* read or look down a lot,	I [4] *am / 'm* usually OK.
First conditional	
If + present simple If you [5] *come* too,	*Will / won't / may* I [6] *won't have to* spend all the time with my family.
If the weather [7] *is* warm,	we [8] *may go* swimming.

4 Complete the rules with *zero conditional* or *first conditional* in your notebook.

1 We use the *zero conditional* to talk about things that are generally true.
2 We use the *first conditional* to talk about something that will happen if something happens first and is a real possibility.

5 **PRACTISE** In your notebook, complete the sentences with the correct form of the verbs in brackets. Use the zero or first conditional.

1 If it *rains* (*rain*) tomorrow, we *won't go* (*not go*) swimming, we *'ll stay* (*stay*) at home. *(first conditional)*
2 I usually *go* (*go*) to bed early when I *am* (*be*) tired. *(zero conditional)*
3 If people *park* (*park*) in the wrong place, they *have* (*have*) to pay a fine. *(zero conditional)*
4 If I *don't feel* (*not feel*) well tomorrow, I *won't go* (*not go*) to school. *(first conditional)*
5 My brother *gets* (*get*) stressed if he *doesn't have* (*not have*) time to do his work. *(zero conditional)*
6 If you *add* (*add*) cheese to white sauce, it *tastes* (*taste*) delicious. *(zero conditional)*

6 In your notebook, complete the second sentence so that it means the same as the first.

1 I must finish my homework tonight or my teacher will be angry.
My teacher will be angry if I *don't finish my homework tonight*.
2 You should wear a thick coat outside or you'll be cold.
You'll be cold if you *don't wear a thick coat outside*.
3 I need eight hours of sleep every night or I don't concentrate well.
I don't concentrate well if I *don't have eight hours of sleep every night*.
4 Hurry up or we'll be late.
We'll be late if you *don't hurry up*.
5 I can't eat strawberries because I get ill.
I get ill if I *eat strawberries*.
6 Don't try to jump over the stream. I don't want you to fall in!
If you try to jump over the stream, you *will* fall in.

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

7 Complete the sentences in your notebook so that they are true for you. Compare your answers in pairs. *Students' own answers*

1 My mum gets angry if I ///.
2 I get stressed when ///.
3 I phone my friend if I ///.
4 Our teacher gives us homework if ///.
5 I turn my phone off if ///.

8 **NOW YOU DO IT** Work in pairs. Tell your partner about your plans for the next weekend and how different things may change your plans. Think about: *Students' own answers*

- the weather, e.g. *If it snows, I'll build a snowman.*
- how you feel, e.g. *If I'm tired, I'll stay in bed.*
- other people's decisions, e.g. *If my mum wants to go shopping, I'll go too.*



Second conditional

1 What are the advantages and disadvantages of having a pet? What sort of pet would you get? Why?

Students' own answers

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

1 Has Bethan got a dog? *No.*

2 What do Bethan's parents think about having a dog? *They think dogs make a lot of mess. / They think they would have a lot of work.*

3 Has Chris got a dog? *No.*

Hi Chris,

I'm trying to persuade mum and dad to get a dog. I would LOVE a dog, but they say that if we had a dog it would make a lot of mess and they would have a lot of work. That isn't true! If we had a dog, I'd look after it myself. I'd take it for walks every day in the forest. It would be great exercise! If it made a lot of mess, I could clean it up. And if we trained it well, it wouldn't bark or annoy people. I'm not sure if a big or a small dog would be better. If I were older, I'd have two or three! What sort of dog would you get if you could have one?

Speak soon,

Bethan

3 ANALYSE In your notebook, copy and complete the table with the correct verb forms from the text in exercise 2.

Conditional clause	Result clause
Second conditional	
If + past simple	*would/could* + verb
If we [1] *had* a dog,	it [2] *would make* a lot of mess.
If it [3] *made* a lot of mess,	I [4] *could* clean it up.
If I [5] *were* older,	I'd have two or three!

4 Look at the examples of conditional forms in the email in exercise 2 and choose the correct answers. Write the answers in your notebook.

1 We use the second conditional to talk about
a a real past situation or event.
b an imagined present or future situation or event.
c a probable future situation or event.

2 In second conditional sentences, we can use the past simple form *was* / *were* with: *I* / *he* / *she* instead of *was* / *were*.

? WHAT'S RIGHT?

1 If I won the lottery, I would travel around the world.
2 I would travel around the world if I would win the lottery.
3 If I won the lottery, I could travel around the world.

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

1 If I ***would have*** / ***had*** a lot of money, I'd buy a new tablet.
2 If we ***will live*** / ***lived*** near the beach, I'd go swimming every day.
3 I ***didn't work*** / ***wouldn't work*** hard in my maths class if I didn't enjoy the subject.
4 If they taught Spanish at your school, ***will*** / ***would*** you study it?
5 Where would you go on holiday if you ***can*** / ***could*** choose anywhere in the world?
6 My dad ***taught*** / ***would teach*** me to drive if I wanted to, but I don't!

6 In your notebook, complete the second sentence based on the first one.

1 I don't play tennis because we don't live near a tennis club.
If we *lived near a tennis club, I would play tennis.*
2 The water is cold so we can't go swimming.
If the water *were/was warm / wasn't/weren't cold, we could go swimming.*
3 My sister has problems at school because she doesn't do her homework.
If my sister *did her homework, she wouldn't have problems at school.*
4 I haven't got the money so I can't buy a new coat.
If I *had the money, I would buy a new coat.*
5 I might win the competition and then go on a trip round the world!
If I *won the competition, I would / could go on a trip round the world!*
6 I'm not very tall so I can't reach the top shelf.
If I *was/were taller, I could reach the top shelf.*

7 Complete the sentences with your own ideas in your notebook. Compare your answers in pairs. *Students' own answers*

1 If I were the prime minister, I ___.
2 If I were my teacher, I ___.
3 If I were famous, I ___.
4 If I were older, I ___.

8 Write questions from the prompts in your notebook.

1 what / you / do / if / find / a hundred euros in the street?
What would you do if you found a hundred euros in the street?
2 who / you / talk to / if / you / have / a problem at school?
Who would you talk to if you had a problem at school?
3 where / you / go on holiday / if / you / can choose any destination?
Where would you go on holiday if you could choose any destination?
4 you / tell / your friend / if / you / see her boyfriend with someone else? Why?
Would you tell your friend if you saw her boyfriend with someone else? Why?
5 what / question / you / ask / if / you / meet / your favourite singer?
What question would you ask if you met your favourite singer?
6 what / you / change about yourself / if / you / have / the opportunity?
What would you change about yourself if you had the opportunity?

9 NOW YOU DO IT Work in pairs. Ask and answer the questions in exercise 8. *Students' own answers*

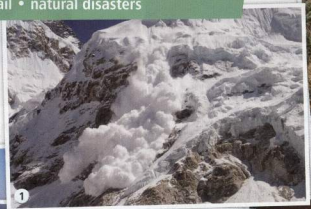
A *What would you do if you found a hundred euros in the street?*
B *I'd take it to a police station.*
A *Would you? I'd keep it and buy some clothes.*

7 READING AND VOCABULARY

reading for gist and detail • natural disasters

1 In your notebook, match the pictures with six of the words below.

hurricane earthquake 2 drought 4
flood 3 volcano eruption wildfire 6
avalanche 1 tsunami 5











2 Work in pairs and do the quiz. Check your answers on page 119.

DID YOU KNOW?

1 Most earthquakes last around *one* / *five* minute(s).

2 *9%* / *90%* of avalanche accidents are caused by the victims themselves.

3 Cyclones, hurricanes and typhoons *are* / *are not* the same thing.
(these are different names used in different parts of the world)

4 Tsunamis are caused by *earthquakes* / *avalanches*.

5 There are about *500* / *350* active volcanoes in the world.

6 The most terrible flood in Polish history took place in *1997* / *2001*.

3 Read the texts A–C below and answer the questions.

1 What are all the texts about, in general? *natural disasters*
2 Where do you think text C could appear? *popular science magazine, web page or book*
3 How does Jack from text B feel about the weather where he lives? *irritated, annoyed, frustrated*

A

Do you want to survive extreme weather conditions? Here are some things you should NEVER do when a thunderstorm strikes:

! take a bath or a shower (you might get an electric shock)
! keep your laptop or phone plugged in
! hide under a tree

Sounds obvious? You won't believe how many people still ignore this advice every single day. Don't be like them!

BE SMART AND STAY SAFE!

B

Hi Mateusz,

I won't be able to join you for the long weekend in Poland. We have been struck by another hurricane and all flights have been cancelled. Alberto (that's the name of the hurricane – silly, isn't it?) has affected lots of people in my part of Florida – almost 200 houses have been destroyed, and many others have no electricity. There were reports yesterday that some kids went missing, but fortunately the emergency services managed to find and rescue them. You know, normally I love living here, but the hurricane season is really getting on my nerves. I'm not surprised that so many of our neighbours are thinking of moving away!!!

Anyway, I'll get in touch when I know about the flights, OK?

Take care,

Jack

C

FACTFILE

- The word "volcano" comes from the name of the Roman god of fire.
- If you count its underwater part, Mauna Loa volcano in Hawaii is higher than Mount Everest.
- Lava can reach a temperature of over 1200°C.
- The "Ring of Fire" area of the Pacific is home to 75% of the world's volcanoes.
- Most volcanic eruptions are caused by movement of tectonic plates.



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

Cześć Łukasz. Nadal przygotowujesz tę prezentację o katastrofach naturalnych?

Tak, muszę ją skończyć do piątku. Dlaczego pytasz?

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

Naprawdę?!

Co więcej, nie tylko nie wolno chować się pod drzewami, ale też [2] *kąpać się / brać prysznica*.

Niesamowite. Masz coś jeszcze?

Tak. Podobno tylko [3] *25%* wulkanów na Ziemi nie znajduje się w rejonie Pacyfiku zwanym „Pierścień Ognia", a temperatura lawy może [4] *przekraczać* 1200 stopni Celsjusza.

Fascynujące! A masz może coś o huraganach?

Nie, nie znalazłem żadnych informacji, ale mam kolegę w [5] *Stanach / USA / Ameryce* i wyobraź sobie, że z powodu huraganu [6] *Alberto* nie może przyjechać do nas do Polski na długi weekend. Ten huragan zniszczył w jego okolicy aż [7] *200 domów*.

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

5〉 Read the texts in exercise 3 again and answer the questions. In which text do you find out

B 1 about the author's attitude to how something is called?
C 2 why some natural disasters take place?
A 3 that some people do not listen to advice?
B 4 that the author believes something is annoying?
A 5 about something simple that may save lives?

6〉 Work in pairs and answer the questions.

Students' own answers

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

Vocabulary development

7〉 In your notebook, match the highlighted words and expressions from the texts with their synonyms below.

1 save
2 disappeared
3 happen because of something
4 had a strong effect on
5 stay alive in a difficult or dangerous situation
6 happen suddenly

1 rescue
2 went missing
3 are caused by
4 affected
5 survive
6 strike

8〉 In your notebook, complete the sentences with either *disaster* or *people*. What other words could you use in these sentences?

1 The *disaster* ***struck*** when everybody was asleep.
2 The *people* ***survived*** the flood.
3 The *disaster* ***affected*** thousands of people across Florida.
4 The *people* ***went missing*** after the earthquake.
5 The *disaster* ***was caused by*** terribly strong winds.

9〉 Work in pairs and translate the sentences in exercise 8 into your own language. *Suggested answers:*

1 Katastrofa wydarzyła się, gdy wszyscy spali.
2 Ludzie przetrwali powódź.
3 Katastrofa dotknęła tysiące ludzi na Florydzie.
4 Ludzie zaginęli po trzęsieniu ziemi.
5 Katastrofa była spowodowana bardzo silnym wiatrem.

10〉 In your notebook, complete the news report with the correct form of the highlighted verbs from exercise 3.

A powerful earthquake [1] *struck* Italy in 2016. It [2] *affected* the region of Lazio the worst with hundreds of dead and injured. The firefighters and paramedics rushed to the neighbourhood to [3] *rescue* those under the ruins of the buildings, hoping to find those who had [4] *survived* the tragedy. Parents were trying to find their children who had [5] *gone* missing. It was really heartbreaking. Rescue teams from all over the world flew to Italy to help those in need.

» **Vocabulary challenge!** Unit 7, page 111, exercises 2 and 3

11〉 Work in pairs. Imagine you have survived an earthquake while on holiday abroad and behaved like a hero. You are answering a journalist's questions about your survival. Take turns to ask and answer the questions below. *Students' own answers*

1 Where and when did the earthquake strike?
2 What happened during the disaster?
earth shake • buildings / fall down • people scream for help • no electricity • no phone signal
3 How many people did you rescue? Who did you have to search for? How did you find them?
4 How did you feel during the disaster?
5 Do you expect an award for your actions? Why? / Why not?

7 SPEAKING

stimulus-based discussion

1〉 Work in pairs and answer the questions about the activities below. *Students' own answers*

trip to botanic gardens **bird-watching**
trip to a safari zoo **going horse-riding**
trip to an aquarium **diving in a coral reef** **fishing**
watching a dolphin show **visit to a palm house**

1 Which activities can you do in Poland?
2 Which activities would you find most interesting? Why? Which wouldn't you like to try? Why?
3 What could you learn if you did these activities?

2〉 CD 2.23 **Read the speaking task below and listen to Amy doing the task. Which place does she like best? Why? Do you agree with her choice? Why? / Why not?**

You are going on holiday with your family this summer. What type of trip will you choose? Why are you rejecting the other options?
Amy wants to go on a safari trip. She likes animals and could learn about their life and behaviour. She's also interested in Africa.
Students' own answers



Amy Well, if I could go on one of these holidays during the summer, I'd choose a trip to a safari zoo because I like observing animals and I could learn a lot about their life and behaviour. I'm also interested in Africa, so this option seems the most interesting to me. I wouldn't go for horse-riding because I can't ride a horse. Another reason is that I'd prefer to go to an exotic country. I'm not so keen on looking at plants either, so a trip to a palm house wouldn't really interest me too much. What's more, palm houses don't have any animals!

3〉 Read Amy's answer again and complete the Phrase Bank in your notebook.

Phrase Bank

▸ Expressing preference
If I [1] *could go on one of these holidays, I'd choose a trip to a safari zoo.*
I'd go for picture number 3 because I'd love to go horse-riding.
This [2] *option / idea / activity seems the most interesting to me.*
I'm not [3] *keen on looking at plants, so a trip to a palm house wouldn't* [4] *interest me too much.*

▸ Giving arguments and reasons
Firstly, because … | *Another* [5] *reason is that …*
[6] *What's more, palm houses don't have any animals.*

4〉 Cover the text in exercise 2 and practise doing the task in exercise 2 in pairs. Use the phrases from the Phrase Bank.

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

1 a Oh, you're welcome!
(b) Well, I'm not that keen on going to the mountains.
c What a dull thing to do! You must be joking!
2 (a) A trip to a big city is something I'd love to do.
b If I were you, I'd just lie on the beach the whole time.
c It would be no fun to go to the lakes.
3 (a) I'd love to go cycling!
b I don't care what he does.
c I'm interested in art.
4 a Wow! That sounds really exciting!
b I'm not sure I can agree.
(c) A beach holiday is always the best choice for me!

6〉 **Work in pairs. Take turns to do the speaking task.** *Students' own answers*

Popatrz na zdjęcia (1–3). Twój nauczyciel geografii planuje trzydniową wycieczkę krajoznawczo-turystyczną do jednego z regionów Polski. Wyraź swoje zdanie na temat trzech poniższych propozycji wycieczek.
- Wybierz tę propozycję, która będzie, Twoim zdaniem, najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe oferty.



WRITING
a paragraph of an essay

7

1› Read the headlines. Do you agree or disagree with these statements? Give reasons. *Students' own answers*

1 **YOUNG PEOPLE DO NOT CARE ABOUT GREEN ISSUES!**

2 **Teenagers are not interested in charity work. They only care about their future jobs and money.**

3 **Individual people can't help the environment, so why bother?**



2› Read one paragraph from a student's essay about the first statement in exercise 1. Does the student agree with the statement? What arguments does he/she give?

The student disagrees with the statement. He / She says that most young people show a lot of interest in environmental problems; they have a good understanding of environmental issues. They learn about them at school and on the Internet.

I must say I totally disagree with the opinion that teenagers do not care about green issues. As far as I am concerned, young people show a lot of interest in environmental problems and do their best to protect nature. First of all, most of the teens I know have a greater understanding of problems such as climate change, recycling or animal protection than their parents. They study this at school and learn about various green issues on the Internet. I would also add that our generation is the first one which knows so much about recycling. For example, many of my friends sort rubbish and support all kinds of school campaigns to help the environment.

3› Read the paragraph in exercise 2 again and find the three elements mentioned in the tip below.

topic sentence: I must say I totally disagree with the opinion that teenagers do not care about green issues.
supporting sentences: As far as I am concerned, young people show a lot of interest in environmental problems and do their best to protect nature. First of all, most of the teens I know have a greater understanding of problems such as climate change, recycling or animal protection than their parents. They study this at school and learn about various green issues on the Internet. I would also add that our generation is the first one which knows so much about recycling.
examples: For example, many of my friends sort rubbish and support all kinds of school campaigns to help the environment.

Watch out!

Każdy akapit rozprawki ma określoną budowę i zwykle zawiera następujące elementy:

- zdanie wprowadzające (*topic sentence*), w którym możesz przedstawić swoją opinię lub określić, o czym jest akapit
- uzasadnienie Twojej opinii wyrażone w 2–3 zdaniach (*supporting sentences*)
- przykłady na poparcie Twojego stanowiska (*examples*).

4› In your notebook, match the highlighted expressions from the paragraph with the categories below.

a presenting opinions *I must say I totally disagree with ...; As far as I am concerned ...;*
b giving examples *For example, ...*
c listing ideas *First of all ...; I would also add ...*

5› Work in pairs. Tell your partner why you agreed or disagreed with the opinions in exercise 1. Give reasons and use the phrases from exercise 4. *Students' own answers*

6› Read the topic sentences of two paragraphs below. Which of the sentences a–d could you include in each paragraph? Which are not suitable? Give reasons for your answers.

1 A lot of adults claim that young people are lazy. I would like to share my point of view on this and say that I completely disagree with this comment.

a First of all, I believe that young people are busy doing lots of different things, both at school and after school.
b Firstly, teenagers just think about money and want to have all the new gadgets.
c Young people attend many extra classes, they do sports and learn foreign languages.
d In my opinion, young people are not hard-working at all. They spend most of their time watching TV or playing computer games.

2 Some people say that teenagers dislike reading books and I must agree with this statement.

a In my view, books are boring for many young people because they take too long to read.
b Young people should read at least twenty books every year at school.
c Instead of reading books, young people prefer to go out and enjoy themselves.
d Reading is not interactive, so it does not appeal to teenagers.

7› Work in pairs. Choose one of the topic sentences in exercise 6. *Students' own answers*

- Discuss the topic and brainstorm extra ideas.
- Make a list of useful words and phrases.
- Then write a full paragraph, using your ideas and the correct sentences from exercise 6.

8› Which of the things below do you or your family do? Do you think they help the environment? Why? / Why not? *Students' own answers*

avoid using plastic bags • sort rubbish
ride a bike to work or school • recycle paper
take part in environmental campaigns
never waste food • save water • turn off dripping taps
use energy-saving light bulbs

9› Read the instructions and do the writing task. *Students' own answers*

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

7 ENGLISH IN USE

1〉 Work in pairs. Read the sentences, then explain why the answers given below are wrong and suggest the correct answer.

1 There are a lot of great walking ___ in the countryside.
a streets b *paths* c roads

2 If people ___ more about dangerous plants, they would avoid them.
a *knew* b know c would know

3 There have been a lot of victims of the recent ___ in the mountains in Nepal. There are still people under the snow.
a flood b volcanic eruption c *avalanche*

4 Everyone who ___ rubbish helps the environment.
a *recycles* b separates c divides

5 Snow always disappears when it ___.
a will rain b would rain c *rains*

2〉 Read the text. Choose the correct answer a, b or c and write it in your notebook.

There are a lot of plants which look innocent but which may, in fact, be quite dangerous. One of them is the buttercup, a yellow flower which is a typical part of the countryside [1] ___. The buttercup is [2] ___ toxic plant found in most fields. If you [3] ___ it, it may cause painful red marks on your skin. If you ate it by any chance, you [4] ___ as the toxins can damage your organs and nervous system really badly. Buttercups are also dangerous to animals like cows. There have been stories of farmers who say that their cows did not [5] ___ after they had eaten this pretty-looking flower. So next time you go walking in the countryside, stay away from this beautiful but poisonous plant!



1 a view (b) scenery c climate
2 (a) a b the c any
3 a would touch b touched (c) touch
4 a died (b) could die c will die
5 (a) survive b rescue c escape

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

1 The boy went missing after the earthquake. He wasn't reunited with his family until a month later.
a lost his way (b) disappeared c returned

2 The region is flat and it's good for trekking.
a looks beautiful
(b) has no hills
c is full of mountains

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

4 The disaster affected thousands of people in this region of the world, leaving many of them homeless.
(a) had a strong effect on
b shocked
c saved

5 I don't have much money, so I can't help this charity.
a If I have money, I won't help this charity.
b If I have money, I always help this charity.
(c) If I had more money, I'd help this charity.

4〉 Choose the correct preposition and write it in your notebook.

1 *on* / *at* an island
2 *in* / *on* the beach
3 *by* / *after* the sea
4 *at* / *in* the mountains
5 *on* / *in* the country

5〉 Translate the Polish parts of the sentences in brackets into English. Use no more than five words. Write the answers in your notebook.

1 We had to stop climbing. It got *so foggy (that)* (*tak mgliście, że*) we decided not to risk our lives.
2 We'll go for a walk *if it doesn't rain* (*jeśli nie będzie padało*). Otherwise, we'll stay at home.
3 The travellers wouldn't keep getting lost *if they had* (*gdyby mieli*) a good map.
4 *This flood has been* (*Ta powódź była*) the worst in the last 50 years.
5 Jenny *had lived by the sea* (*mieszkała nad morzem*) for 10 years before she moved to Glasgow.
6 When the summer is hot, *we spend (our) holidays in* (*spędzamy wakacje na*) the countryside.
7 If the *weather forecast is* (*prognoza pogody będzie*) good, we'll go to the beach.
8 *If I were you* (*Na Twoim miejscu*), I'd go to the lakes.

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

	Country	Animal	Natural disaster	Geographical feature
H	*Honduras*	*hippo*	*hurricane*	*hills*
F	*Finland*	*fox*	*flood*	*field*
C	*Croatia*	*cheetah*	*cyclone*	*coast*
D	*Denmark*	*deer*	*drought*	*desert*

Tip

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

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

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

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

the of who a on which

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

being could may into really would gives

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

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

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

Tip

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

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

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

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

1 If I was braver, ___ (*podróżowałbym*) round the world in my van. ~~I will travel~~
'I will travel' is part of a 1st conditional sentence; the correct answer should be 'I would travel'
2 My girlfriend ___ (*była już w Paryżu*) twice. ~~went~~
'went' is a past simple verb form; present perfect is the correct tense for this sentence; the correct answer should be 'has been'
3 If you ___ (*zmienisz zdanie*), let me know. ~~will change your mind~~
It's incorrect to use 'will' after 'If' in a first conditional sentence; the correct answer should be 'change your mind'
4 ___ (*Jest mi zimno*). Could you close the window please? ~~It's cold to me~~
'It's cold to me' is a direct translation of a Polish phrase; the correct answer should be 'I'm cold'

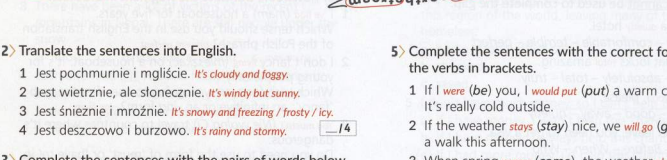
6 **TEST IT!** W zdaniach (1–5), spośród podanych odpowiedzi (A–C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie poprawnie uzupełniającym lukę. Zapisz odpowiedzi w zeszycie.

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

7 REVIEW 7

Complete all the exercises on this page in your notebook.

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



features connected with water: island, sea, river, lake, stream

__/10

2 Translate the sentences into English.

1 Jest pochmurnie i mgliście. *It's cloudy and foggy.*
2 Jest wietrznie, ale słonecznie. *It's windy but sunny.*
3 Jest śnieżnie i mroźnie. *It's snowy and freezing / frosty / icy.*
4 Jest deszczowo i burzowo. *It's rainy and stormy.*

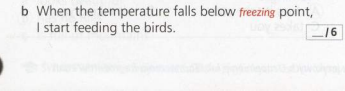
__/4

3 Complete the sentences with the pairs of words below.

rescued, earthquake avalanche, caused flood, affected survive, drought went missing, struck

1 A lot of people *went missing* after the tsunami *struck* in Thailand.
2 The *avalanche* was *caused* by some skiers.
3 Many children didn't *survive* another terrible *drought* in this part of Africa. The lack of water killed at least 260,000 people in Somalia.
4 I'm only alive because my father *rescued* me from the ruins of our house after the *earthquake* in our village.
5 The recent *flood* in Great Britain *affected* the whole country really badly. A lot of houses and shops were completely under water.

__/5



4 Complete each pair of sentences with one word.

1 a I never listen to *weather* forecasts.
  b People's moods often depend on the *weather*.
2 a I wouldn't want to live in a hot *climate*.
  b *Climate* change is a really important problem.
3 a I don't like going out when it is *freezing* outside in winter.
  b When the temperature falls below *freezing* point, I start feeding the birds.

__/6

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

1 If I *were* (*be*) you, I *would put* (*put*) a warm coat on. It's really cold outside.
2 If the weather *stays* (*stay*) nice, we *will go* (*go*) for a walk this afternoon.
3 When spring *comes* (*come*), the weather *changes* (*change*) for the better.
4 *Would you go* (*you / go*) to live in a tropical country if you *had* (*have*) lots of money to buy a house there?
5 *Will you go* (*you / go*) with me to the seaside if it *is* (*be*) sunny tomorrow?
6 If you *heat* (*heat*) up ice, it *turns* (*turn*) into water.

__/12

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

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

__/6

7 Work in pairs and test each other. *Students' own answers*

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

Landscape and geographical features / Krajobraz i cechy geograficzne

beach /biːtʃ/ plaża
coast /kəʊst/ wybrzeże
field /fiːld/ pole
forest /ˈfɒrɪst/ las
hill /hɪl/ wzgórze
island /ˈaɪlənd/ wyspa
lake /leɪk/ jezioro
mountain /ˈmaʊntɪn/ góra
mountain range /ˈmaʊntɪn ˌreɪndʒ/ łańcuch górski
path /pɑːθ/ ścieżka
river /ˈrɪvə(r)/ rzeka
sea /siː/ morze
stream /strɪːm/ strumień
valley /ˈvælɪ/ dolina
waterfall /ˈwɔːtə(r)ˌfɔːl/ wodospad
wave /weɪv/ fala

Weather and climate / Pogoda i klimat

cloud /klaʊd/ chmura
cloudy /ˈklaʊdɪ/ pochmurny
fog /fɒg/ mgła
foggy /ˈfɒgɪ/ mglisty
frost /frɒst/ mróz
frosty /ˈfrɒstɪ/ mroźno
ice /aɪs/ lód
icy /ˈaɪsɪ/ lodowaty, oblodzony
rain /reɪn/ deszcz
rainy /ˈreɪnɪ/ deszczowy
snow /snəʊ/ śnieg
snowy /ˈsnəʊɪ/ śnieżny, ośnieżony
storm /stɔːm/ burza
stormy /ˈstɔːrmɪ/ burzowy
sun /sʌn/ słońce
sunny /ˈsʌnɪ/ słoneczny
wind /wɪnd/ wiatr
windy /ˈwɪndɪ/ wietrzny

Natural disasters / Klęski żywiołowe

affect /əˈfekt/ mieć wpływ (na coś)
avalanche /ˈævəˌlɑːntʃ/ lawina
be caused by /ˌbiː ˈkɔːzd baɪ/ być wywołanym, spowodowanym przez coś
drought /draʊt/ susza
earthquake /ˈɜːθˌkweɪk/ trzęsienie ziemi
flood /flʌd/ powódź
go missing /ˌgəʊ ˈmɪsɪŋ/ zaginąć
hurricane /ˈhʌrɪkeɪn/ huragan
rescue /ˈreskjuː/ ratować
strike /straɪk/ uderzać
survive /səˈvaɪv/ przetrwać, przeżyć
tsunami /tsuːˈnɑːmɪ/ tsunami
volcano eruption /vɒlˈkeɪnəʊ ɪˈrʌpʃ(ə)n/ wybuch wulkanu
wildfire /ˈwaɪldˌfaɪə(r)/ niekontrolowany ogień

Holiday activities / Zajęcia wakacyjne

bird-watching /ˈbɜːdˌwɒtʃɪŋ/ obserwowanie ptaków
botanic garden /bəˌtænɪk ˈgɑː(r)d(ə)n/ ogród botaniczny
dive in the coral reef /ˌdaɪv ɪn ðə ˈkɒrəl ˌriːf/ nurkować na rafie koralowej
do/go sightseeing /ˌduː, gəʊ ˈsaɪtˌsiːɪŋ/ zwiedzać
dolphin show /ˈdɒlfɪn ˌʃəʊ/ pokaz delfinów
fishing /ˈfɪʃɪŋ/ wędkowanie
go horse-riding /ˌgəʊ ˈhɔːsˌraɪdɪŋ/ jeździć konno
palm house /ˈpɑːm haʊs/ palmiarnia, oranżeria
safari zoo /səˈfɑːrɪ ˌzuː/ zoo safari
trip to an aquarium /ˈtrɪp tə ən əˈkweərɪəm/ wycieczka do akwarium

Green issues / Kwestie ekologiczne

environmental problems /ɪnˌvaɪərənˈment(ə)l ˈprɒbləmz/ problemy ekologiczne
animal protection /ˈænɪm(ə)l prəˌtekʃ(ə)n/ ochrona zwierząt
plastic bags /ˈplæstɪk bægz/ plastikowe torby
protect the environment /prəˈtekt ðɪ ɪnˈvaɪərənmənt/ chronić środowisko
recycle paper /riːˈsaɪk(ə)l ˌpeɪpə(r)/ utylizować papier
sort rubbish /sɔː(r)t ˈrʌbɪʃ/ segregować śmieci
take part in environmental campaign /teɪk ˌpɑː(r)t ɪn ɪnˌvaɪərənˈment(ə)l kæmˈpeɪn/ brać udział w kampanii ekologicznej
turn off water taps /tɜː(r)n ˌɒf ˌwɔːtə(r) ˈtæps/ zakręcać krany
use energy-saving bulbs /ˌjuːz ˌenə(r)dʒɪ ˌseɪvɪŋ ˈbʌlbz/ używać żarówek energooszczędnych
waste food /weɪst ˈfuːd/ marnować żywność

Other words / Inne wyrazy

active volcano /ˌæktɪv vɒlˈkeɪnəʊ/ czynny wulkan
amazing view /əˌmeɪzɪŋ ˈvjuː/ niezwykły widok
attitude /ˈætɪˌtjuːd/ nastawienie, postawa
back to nature /ˌbæk tə ˈneɪtʃə(r)/ powrót do natury
bridge /brɪdʒ/ most
build a snowman /ˌbɪld ə ˈsnəʊmæn/ lepić bałwana
buttercup /ˈbʌtə(r)ˌkʌp/ jaskier
cancel /ˈkæns(ə)l/ odwołać, anulować
catastrophe /kəˈtæstrəfɪ/ katastrofa
climate change /ˌklaɪmət ˈtʃeɪndʒ/ zmiana klimatu
delay /dɪˈleɪ/ opóźnienie
depart /dɪˈpɑː(r)t/ odjeżdżać
dull /dʌl/ nudny
electric shock /ɪˌlektrɪk ˈʃɒk/ porażenie prądem
electricity /ˌelɪkˈtrɪsətɪ/ elektryczność
flight /flaɪt/ lot
generation /ˌdʒenəˈreɪʃ(ə)n/ pokolenie
get an impression /ˌget ən ɪmˈpreʃ(ə)n/ odnosić wrażenie
get carsick /ˌget ˈkɑː(r)ˌsɪk/ dostać choroby lokomocyjnej
get seasick /ˌget ˈsiːˌsɪk dostać choroby morskiej
heartbreaking /ˈhɑː(r)tˌbreɪkɪŋ/ smutny, rozdzierający serce
influence /ˈɪnfluəns/ wpływać, oddziaływać
make a mess /ˌmeɪk ə ˈmes/ nabrudzić, nabałaganić
mood /muːd/ nastrój
motorway /ˈməʊtəˌweɪ/ autostrada
move away /muːv əˈweɪ/ wyprowadzać się
national park /ˌnæʃ(ə)nəl ˈpɑː(r)k/ park narodowy
natural attraction /ˌnætʃ(ə)rəl əˈtrækʃ(ə)n/ atrakcja przyrodnicza
plant /plɑːnt/ roślina
plugged in /plʌgd ˈɪn/ podłączony/podłączona/podłączone do prądu
poisonous /ˈpɔɪz(ə)nəs/ trujący
rare bird /reə(r) ˈbɜː(r)d/ rzadki ptak
salty /ˈsɔːltɪ/ słony
scenery /ˈsiːnərɪ/ sceneria, krajobraz
scream /skriːm/ krzyczeć, wołać
search for /ˈsɜː(r)tʃ fə(r)/ szukać kogoś/czegoś
season /ˈsiːz(ə)n/ pora roku
set off /set ˈɒf/ wyruszać
shake /ʃeɪk/ drżeć
shine /ʃaɪn/ świecić (o słońcu)
silly /ˈsɪlɪ/ głupi, głupio
support a campaign /səˌpɔː(r)t ə kæmˈpeɪn/ wspierać kampanię
tectonic plates /tekˌtɒnɪk ˈpleɪts/ płyty tektoniczne
tragedy /ˈtrædʒədɪ/ tragedia
tropical /ˈtrɒpɪk(ə)l/ tropikalny
wildlife /ˈwaɪldˌlaɪf/ dzika przyroda

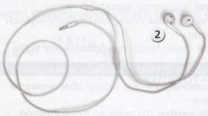
Challenge!

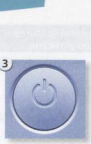
beg /beg/ błagać; żebrać
breathtaking /ˈbreθˌteɪkɪŋ/ zapierający dech
calm /kɑːm/ spokojny (o morzu)
climate /ˈklaɪmət/ klimat
deep /diːp/ głęboki
disaster /dɪˈzɑːstə(r)/ katastrofa; fiasko, klęska
flat /flæt/ płaski
forecast /ˈfɔː(r)kɑːst/ prognoza
freezing /ˈfriːzɪŋ/ lodowato, przeraźliwie zimno
frozen /ˈfrəʊz(ə)n/ zamarznięty
heat /hiːt/ upał, gorąco
high /haɪ/ wysoki
hilly /ˈhɪlɪ/ pagórkowaty
lightning /ˈlaɪtnɪŋ/ błyskawica
miss sb/miss sth /ˈmɪs ˌsʌmbədɪ, ˌsʌmθɪŋ/ tęsknić za kimś/spóźnić się na coś
prediction /prɪˈdɪkʃ(ə)n/ przewidywanie, przepowiednia
rough /rʌf/ wzburzony (o morzu)
sandy /ˈsændɪ/ piaszczysty
save /seɪv/ oszczędzać; ratować, ocalić
shallow /ˈʃæləʊ/ płytki
steep /stiːp/ stromy
stony /ˈstəʊnɪ/ kamienisty
temperature /ˈtemprɪtʃə(r)/ temperatura
thunder /ˈθʌndə(r)/ grzmot
touch /tʌtʃ/ dotykać; dotyczyć
wave /weɪv/ fala; pomachać ręką
weather /ˈweðə(r)/ pogoda

8 It works!

VOCABULARY using technical equipment







1 How much time do you usually spend on your phone or computer every day? Do you ever switch your phone off? Why?/ Why not? *Students' own answers*

2 Match the words below with the items in pictures 1–11 in your notebook.

touch screen 4 monitor 11 icon 5 webcam 7 desktop 6 charger 1 USB port 10 mouse 9 keyboard 8 on/off button 3 headphones 2

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

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

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

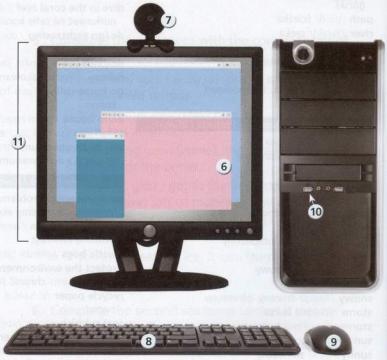
5 In your notebook, complete the survey questions with the verbs below.

send post take make check go on leave visit

Our phones and computers are really important to us, but we wondered just HOW important. Answer our survey questions to find out the answer.

How often do you do these things?
a lot • not very often • hardly ever

1 *make* calls on your phone?
2 *check* your email?
3 *post* a comment online?
4 *take* photos or videos on your phone?
5 *visit* websites?
6 *send* text messages?
7 *go on* a social networking site?
8 *leave* a voice message?



6 Work in pairs. Do the survey in exercise 5. Then present the answers to the class. *Students' own answers*

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

Which of the activities in exercise 5 does he NOT do very often? *He doesn't text very often.*

» **Vocabulary challenge!** Unit 8, page 112, exercise 1

8 Work in pairs. Tell your partner about the things below. *Students' own answers*

1 a good website you've browsed recently
2 a great series you watch online
3 a new electronic item you've bought recently
4 what you like or dislike about your phone, tablet or laptop

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

Do you agree that young people spend too much time on their phones and computers. Why?/ Why not?

Yes: should read more books • do sports • meet people more

No: can communicate with more people • develop important skills • learn things • have fun

LISTENING AND VOCABULARY 8

listening for detail and context • distinguishing fact and opinion • technical failures





1〉 Discuss the questions. *Students' own answers*

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

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

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

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

Comment 1 7

1 Where I live there's often no *phone signal*! I have to stand in the garden to phone my friends.
2 We've got a very slow *internet connection* in our area. It takes forever to get on some websites. Sometimes we lose it completely!
3 My PC *crashed* last week. The screen went blue and *nothing worked*. I lost all my files.
4 I was on holiday last month and my phone battery *ran out*. I'd forgotten to take my charger! Terrible!
5 We were driving along the motorway and my dad's car *broke down*. It was an electrical problem and we had to get someone to fix it.
6 The cashpoint near my home is *out of order* again! That's the third time this month.
7 My hairdryer is making *a funny noise*. I think it's going to stop working soon.

3〉 Work in pairs. Have you had any technical problems recently? What happened? *Students' own answers*

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

Text 1: at home / at school / in a shop
Text 2: in an IT lesson / at a technology exhibition / in a computer factory
Text 3: on a train / at a garage / on the road
Text 4: at a police station / on the radio / at school

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

Text 1: What does Charlie want to do?
a buy some new games
b ask someone to repair his laptop
c get a new computer

Text 2: What is the group going to do last?
a have lunch
b meet at 3 p.m.
c go to a lesson about computers

Text 3: What was the problem with the car?
a The woman ran out of petrol.
b The car stopped for no clear reason.
c There was a funny noise in the engine.

Text 4: Which is the correct order of events in Jack's story?
a Jack completed his project, clicked on the link and contacted the police.
b Jack clicked on the link, contacted the police and completed his project.
c Jack clicked on the link, completed his project and contacted the police.

6〉 Have you had a computer virus recently? What happened? *Students' own answers*

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

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

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

9〉 Work in pairs. Discuss the questions, using the prompts below. *Students' own answers*

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

If my hairdryer isn't working, … • If I lose my internet connection, … • If the tyre of my bike is flat, … • If water comes out of the dishwasher, …

8 GRAMMAR

The passive: present simple, past simple

1 Have you ever lost your smartphone? What did you do? / What would you do if you lost it? *Students' own answers*

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

1 What things were left in a classroom? *a laptop and a smartphone*
2 Who found them? *a cleaner*
3 Where are they now? *in the headteacher's office*

LOST AND FOUND

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

Remember to keep laptops and phones in your bags. Every year many electronic items are lost or sometimes stolen from classrooms because they aren't kept in bags.

BE CAREFUL!

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

Present simple passive: *am / is / are* + past participle	
Affirmative	Lost property [1] *is* kept in the office.
Negative	Lost property [2] *isn't* kept in the classroom.
Yes/No question	[3] *Is* lost property [4] *kept* in the office?
Wh-question	Where [5] *is* lost property [6] *kept*?

Past simple passive: *was / were* + past participle	
Affirmative	The laptop [7] *was* left on a desk.
Negative	The laptop [8] *wasn't* left on a cupboard shelf.
Yes/No question	[9] *Was* the laptop [10] *left* in a classroom?
Wh-question	Where [11] *was* the laptop [12] *left*?

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

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

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

We use the passive
1 when we don't know the person who does the action. *T*
2 when the person who does the action isn't important. *T*
3 when we are interested in who or what does something. *F (we are NOT interested in who or what does something)*

(?) WHAT'S RIGHT?
1 The computer is stolen yesterday.
2 The computer was steal yesterday.
③ The computer was stolen yesterday.

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

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

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

Active: *They sell computer games here.*
Passive: *Computer games are sold here.*

A
1 They make these cars in Japan.
These cars are made in Japan.
2 Someone delivers our letters every day.
Our letters are delivered every day.
3 They don't film this TV series in England.
This TV series isn't filmed in England.
4 Bell's Electronics sell this printer online.
This printer is sold by Bell's Electronics online.
5 Lots of people love this book.
This book is loved by lots of people.
6 Where do they store the new laptops?
Where are the new laptops stored?

B
1 Someone wrote this book five hundred years ago.
This book was written five hundred years ago.
2 Thousands of people downloaded this song.
This song was downloaded by thousands of people.
3 Ms Jakes marked this homework on Monday.
This homework was marked by Ms Jakes on Monday.
4 They didn't build this house three hundred years ago.
This house wasn't built three hundred years ago.
5 When did someone invent the first computer?
When was the first computer invented?
6 They didn't find the burglar until six months later.
The burglar wasn't found until six months later.

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

1 What language is spoken in Brazil?
2 When was the Eiffel Tower built?
3 In which country are Ferrari cars produced?
4 In which country is/was Game of Thrones filmed?
5 Which flavour is not used in Neapolitan ice cream?

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

1b 2b 3a 4b 5b



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

1 What jobs do you think are now done by robots? What jobs do you think will be done by robots in the future?
Students' own answers

2 CD 2.29 **LANGUAGE IN CONTEXT** Read and listen to an interview from a robot exhibition. Do the people mention the same jobs as you did in exercise 1?
Students' own answers

Interviewer Professor Green, the robots at this exhibition are new and have been designed recently. But how long ago was the first robot invented?

Prof Green Well, the first real robot was made in 1954. Now, robots are used in many workplaces. For example cars are now built by robots. Soon they will be used in people's homes everywhere. Our houses will be cleaned by robots and our meals will be cooked by robots!

Interviewer And what about your job? Will students be taught by robots in the future?

Prof Green No, I'm safe. Robots haven't been designed yet to think like people think. Students have always been taught by teachers and that will continue!

3 **ANALYSE** Look at the underlined verb forms in the dialogue. Then, in your notebook, copy and complete the table with the correct words.

Present perfect passive: *has / have* + been + past participle	
Active	People have designed these robots recently.
Passive	These robots [1] *have been designed* recently.

Will passive: *will* + *be* + past participle	
Active	Robots will clean our houses in the future.
Passive	Our houses [2] *will be cleaned* by robots in the future.

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

1 These robots have been designed recently.
negative: These robots haven't been designed recently.
question: Have these robots been designed recently?

2 Our houses will be cleaned by robots in the future.
negative: Our houses won't be cleaned by robots in the future.
question: Will our houses be cleaned by robots in the future?

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

1 Dad's new PC *hasn't been delivered* (*not / deliver*) yet.
2 I *haven't been invited* (*not / invite*) to Pete's party.
3 *Has* the band's new song *been released* (*release*) yet?
4 The problem with my sister's car *has just been fixed* (*just / fix*).
5 *Have* the posters for the campaign *been printed* (*print*)?
6 Our exam results *have been sent* (*send*) out! They'll arrive tomorrow!

6 **Find and correct the mistakes in the predictions about future homes. Write the answers in your notebook. Do you think the predictions are true?**
What won't people do in the future?

1 Windows won't be ~~clean~~ *cleaned* because they'll clean themselves.
2 We won't make our beds – they will ~~make~~ *be made* by robots.
3 Plugs and sockets won't be ~~using~~ *used* because everything will be wi-fi.
4 We won't charge our phones – everything ~~is~~ *will be* charged by solar power.
5 We won't write by hand any more – everything will ~~type~~ *be typed*.

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

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

1 They won't produce these laptops after the end of this year.
These laptops *won't be produced after the end of the year*.
2 They've sold millions of these phones all around the world.
Millions *of these phones have been sold all around the world*.
3 Someone phoned me last night but I don't know who the caller was.
I *was phoned last night but I don't know who the caller was*.
4 They didn't include the instructions with the new TV and dad's having trouble setting it up.
The instructions *weren't included with the new TV and Dad's having trouble setting it up*.
5 They store a lot of paintings at the back of the gallery and people don't ever see them.
A lot of paintings *are stored at the back of the gallery and people don't ever see them*.
6 Where did they make this delicious cheese?
Where *was this delicious cheese made*?
7 They'll broadcast the new TV series next month.
The new TV series *will be broadcast next month*.
8 People haven't seen wild wolves in England for a very long time.
Wild wolves *haven't been seen in England for a very long time*.

8 **NOW YOU DO IT** **Work in pairs. Tell your partner about the things below.** *Students' own answers*

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

8 READING AND VOCABULARY

reading for detail • ICT technology • predictions

1 Read the definition of Augmented Reality. How does it work? Have you had the chance to use it?
Students' own answers

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

2 Describe the pictures below. What do you think the AR technology makes possible, in each case? *Students' own answers*

3 Read the text and answer the questions.

1 What aspects of life are changing because of AR? *AR is changing people's private and professional lives. It makes it easier to choose the right products, and to find information. It can be used to make people's work unique and it can also create more effective charity campaigns.*

2 Why might AR technology appeal to people? *AR technology is new and fun. You only need a smart device to use it. It provides a lot of useful information about the world. It helps people in their everyday lives.*

A GUIDE TO AR

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

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

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

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

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

1)


2)


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

Which person (A–D)

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

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

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



6 Work in pairs and answer the questions.

Students' own answers

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

Vocabulary development

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

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

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

8 Work in pairs. Imagine you are working on an innovative app which will make young people's lives easier. Describe your app to the class. Use the phrases below to help you. *Students' own answers*

Our app will let you …
It will also make it possible to …
It will be really innovative because…
It will be especially useful to …
It will cost … / It will be free.



8 SPEAKING

making complaints

1〉 Work in pairs. Answer the questions. *Students' own answers*

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

2〉 CD 2.30 Read and listen to the dialogue. What is the problem with the tablet?
It's just stuck. The screen doesn't respond.

Shop assistant Good morning. Can I help you?
Customer Yes. I bought this tablet last week and I'm afraid it isn't working properly.
Shop assistant Oh, I see. What exactly is the problem with it?
Customer I think it's just stuck. The screen doesn't respond at all.
Shop assistant Have you tried switching it off and on again?
Customer Yes, I have but it didn't help.
Shop assistant Oh, well. Would you like to exchange it or get your money back?
Customer Actually, I'd like to get a full refund, please.
Shop assistant Have you got the receipt, please?
Customer I'm afraid, I haven't. I think I've lost it.
Shop assistant Well, I'm terribly sorry but we can't give you a refund without the receipt.
Customer Oh, this isn't fair. I bought it here. Perhaps I could speak to the manager?
Shop assistant Well, it might be difficult as he's in a meeting. I'm sorry I can't be of more help.

3〉 Who do you think usually says the sentences below: the shop assistant (SA) or the customer (C)? Write the answers in your notebook.

Phrase Bank

C 1 *I'm afraid it's broken down.*
SA 2 *Have you got the receipt, please?*
C 3 *I'd like to get a full refund, please.*
SA 4 *Would you like to exchange it for a new one?*
SA 5 *Would you like us to repair it for you?*
C 6 *Well, actually I'd like my money back.*
SA 7 *What exactly is the problem with it?*
C 8 *I think there's something missing.*

4〉 Work in pairs. Practise reading the dialogue in exercise 2, changing the words in red. Use the prompts below and your own ideas. *Students' own answers*

Product	Problem	Solution
MP4 player	it doesn't play any music	try charging it
camera	it doesn't turn on	try using new batteries
computer game	crashes	try reinstalling it

5〉 CD 2.31 Listen to someone calling a help desk. Complete the sentences with the correct words in your notebook.

1 The customer is calling *the Customer Helpline* about his problem with *the internet modem*. He can't get *connected* to the Net.
2 The help desk technician asks about the *SIM card* in the modem.
3 She suggests *taking* the card *out* and putting it back in again.
4 In the end, the customer wipes the card with a *dry cloth* and the modem starts working.

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

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

7〉 In your notebook, complete the dialogue using the correct form of the words in brackets. Use no more than three words.

X: Good morning, can I help you?
Y: Hello, I'm afraid my cell phone [1] *has/is broken* (***break***).
X: Ok. What exactly is the problem?
Y: Well, I simply can't [2] *make it* (***made***) work.
X: All right. Would you like [3] *to exchange it* (***change***) for a new one?
Y: Actually, I'd like a full refund please.

8〉 Work in pairs and role-play the dialogues. *Students' own answers*

1 A Zapytaj klienta, w czym tkwi problem.
B Opisz problem techniczny w Twoim komputerze.
2 A Poproś o zwrot pieniędzy za wadliwy towar.
B Poproś o paragon.
3 A Poproś klienta, aby wyłączył i włączył telefon.
B Powiedz, że już to zrobiłeś/zrobiłaś, ale nie przyniosło to żadnego rezultatu.
4 A Opisz jakiś problem techniczny i zapytaj, co masz zrobić w tej sytuacji.
B Zasugeruj jakieś rozwiązanie.

9〉 Work in pairs. Role-play the dialogue, using the language from this lesson. Then swap roles and do the task again. *Students' own answers*

Uczeń A: Chcesz zwrócić do sklepu uszkodzony odtwarzacz DVD (*DVD player*). Rozmawiasz ze sprzedawcą.
- Powiedz, kiedy kupiłeś/kupiłaś produkt, i opisz jego wady.
- Powiedz, czego oczekujesz od sklepu.

Uczeń B: Jesteś sprzedawcą w sklepie RTV AGD. Rozmawiasz z klientem, który chce zareklamować kupiony produkt. Twój szef polecił Ci, aby proponować klientom naprawę lub wymianę towaru i nie dokonywać zwrotu kosztów bez jego zgody.

PEOPLE WHO OVERUSE TECHNOLOGY OFTEN:

- ✓ feel depressed and stressed,
- ✓ do not have close relationships with others,
- ✓ have problems with concentration,
- ✓ have health problems such as neck and back pain,
- ✓ waste a lot of electricity and cause pollution,
- ✓ put on weight quickly,
- ✓ sleep badly.



1〉 Work in pairs. Read the list of the possible negative effects of overusing technology. Which two of these problems are the most serious? Why do you think so?

Students' own answers

2〉 Read the letter to the editor of a magazine about the problem of overusing technology. Which of the points from the list in exercise 1 are mentioned?

People who overuse technology feel depressed and stressed; they do not have close relationships with other people; they have problems with concentration.

Dear Editor,

I am writing in connection with the article you published last Friday in your online edition of 'Hot Issues'. The author of the article thinks that young people spend too much time online and have all kinds of problems because of it. I must say I agree with this view.

People who spend a lot of time on social media rarely meet their friends face-to-face. As a result, they cannot read the body language of other people very well and understand how others feel. They also communicate using few words or just emoticons. That's why I am not surprised when I hear that many young people have few close friends and often feel depressed or lonely.

What's more, when people are connected to the Net non-stop, their bodies and minds feel that they should always be ready to react to new messages. Consequently, they feel tense and they are stressed. Also, the stress has a negative effect on their memory and they often cannot concentrate for longer periods of time. What's worse, people who spend on average five hours a day online often cannot remember simple things very well.

I know that life without technology is impossible, but isn't it time to stop and think about it all? If we do not want to get addicted to smartphones, we should spend less time with our smart devices and more time with real people. I look forward to reading other people's comments on the article.

Yours faithfully,
XYZ

3〉 Read the letter in exercise 2 again. Which of the tasks (1–2) does it match? Give reasons for your choice. *Task 2*

Task 1
Przeczytałeś/Przeczytałaś w czasopiśmie internetowym artykuł na temat skutków nadużywania nowoczesnych technologii internetowych. Napisz list do redakcji czasopisma, w którym zgodzisz się z opinią autora, podasz przykłady takich nadużyć i zaproponujesz rozwiązania tych problemów.

WRITING 8

a paragraph of a letter to the editor

Task 2
Przeczytałeś/Przeczytałaś w czasopiśmie internetowym artykuł na temat niewłaściwego wykorzystania nowych technologii przez młodych ludzi. Napisz list do redakcji czasopisma, w którym zgodzisz się z opinią autora, podasz przykłady takich nadużyć i przedstawisz ich skutki.

4〉 Which of the expressions can you find in the letter in exercise 2? In your notebook, copy and complete the table with the correct phrases. Then translate them into your own language.

As a result, ... What's more, ... What's worse, ... Unfortunately, ... So, ... In addition, Sadly, ... Another thing is that ... Consequently, ... That's why ... Also, ... I'm not surprised when I hear that ...

Expressions used in the letter: As a result; That's why; What's more; Consequently; Also; What's worse; I'm not surprised when I hear that

Expressing a result	*As a result; So; Consequently, ...; That's why ...*
Saying how you feel about a problem	*What's worse, ...; Sadly, ...; Unfortunately, ...; I'm not surprised when I hear that ...*
Adding information	*What's more, ...; In addition, ...; Another thing is that ...; Also, ...*

5〉 Connect the sentences using the words and phrases from exercise 4. Write the answers in your notebook.

Possible answers:

1. People overuse smartphones. They have poor eyesight. *Unfortunately, people overuse smartphones. As a result, they have poor eyesight.*
2. Cars are very convenient. People use them more than they should. *Cars are very convenient. That's why people use them more than they should.*
3. Children play too many computer games. Their concentration at school is poor. *Sadly, children play too many computer games. As a result, their concentration at school is poor.*
4. Teenagers spend hours in front of the computer screen. They have no time for their homework. *Teenagers spend hours in front of the computer screen. So, they have no time for their homework.*
5. People produce too much rubbish. They waste a lot of energy. *People produce too much rubbish. In addition, they waste a lot of energy.*
6. Children eat too much junk food and do little exercise. They become overweight and unfit. *I'm not surprised when I hear that children eat too much junk food and do little exercise. Consequently, they become overweight and unfit.*
7. Adults spend too much time in front of their computers. Their children do the same. *Adults spend too much time in front of their computers. What's worse, their children do the same.*
8. There are too many subjects to study at school. Students do not do well in all of them. *There are too many subjects to study at school. That's why students do not do well in all of them.*

6〉 Work in pairs. Read the writing task in exercise 7. Discuss the questions and make notes. *Students' own answers*

1. How popular are computer games among children?
2. How much time do you think children spend on their computers or phones playing computer games?
3. What problems may this cause? Think about their schoolwork, friendships, fitness.
4. Can playing computer games make children aggressive? In what way?

7〉 Read the instructions and do the writing the task.

Students' own answers

W internetowym wydaniu czasopisma młodzieżowego przeczytałeś/przeczytałaś artykuł na temat negatywnego wpływu gier komputerowych na dzieci. Napisz akapit listu (100–150 wyrazów) do redakcji czasopisma, w którym zgodzisz się z opinią autora i przedstawisz negatywne skutki grania w gry komputerowe zbyt długo i często.

8 ENGLISH IN USE

1〉 Which of the words in 1–5 can you NOT use with the words in bold? Write the answers in your notebook.

1 certain / digital / virtual **world**
2 get / give / complain **a refund**
3 make / do / take **decisions**
4 smart / innovative / fresh **device**
5 use / discover / invent **a new machine**

Watch out!
invent = wynaleźć coś zupełnie nowego
discover = odkryć, odnaleźć coś, co już istniało, często przez przypadek

2〉 Complete the gaps with *invent* or *discover* in your notebook.

1 *discover* a new land
2 *invent* a smartphone
3 *discover* the truth
4 *invent* a story
5 *discover* a secret
6 *invent* an app

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

1 When I have some free time, I just ___ the Net.
Most customers come to our shop just to ___ before they buy things online.
a check b surf (c) browse

2 If you want to make it work, just press this ___.
I've lost a ___ on my trousers.
a switch (b) button c belt

3 Will you ___ this letter for me, if you're going out now?
Why don't you ___ a comment and tell us what you think?
(a) post b get c make

4 My battery ___, so I couldn't contact anyone.
We ___ of milk, so I had to go to the shop to get some.
a gave up (b) ran out c cut down

5 You must do it. That's an ___.
I'm afraid this lift is out of ___.
a access b application (c) order

6 When my mum was cleaning the attic, she ___ some old letters.
Alexander Fleming ___ penicillin by chance.
a invented b found (c) discovered

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

1 X What seems to be the problem with your phone?
Y ___
X Have you charged it properly?
(a) I just can't switch it back on.
b I'd like a full refund, please.
c I don't think it's my fault.

2 X I can't get connected.
Y ___
X I have no idea.
(a) What shall we do?
b What will be done?
c What do we do?

3 X ___
Y Do you know how to fix it?
X No, but my dad does.
a We have a brand new TV set.
b I have to return the blender to the shop.
(c) My hairdryer is making a funny noise.

4 X We've lost the connection completely.
Y ___
(a) What's worse, the battery is very low too.
b As a result, we will be able to contact them in a minute.
c In addition, we need to send an email.

5 X I'm afraid I've broken your remote control.
Y ___
a Take care. b Watch out! (c) Never mind.

5〉 In your notebook, complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.

1 People will invent a lot of new gadgets in the future. **BE**
A lot of *new gadgets will be invented* in the future.

2 It's probable that one day we will have only virtual friends. **LIKELY**
We *are likely to have* only virtual friends one day.

3 I may meet a famous scientist at the conference, if I'm lucky. **CHANCE**
There *is a chance I may / might* meet a famous scientist at the conference if I'm lucky.

4 They did not make all the necessary changes on time, so the project failed. **MADE**
All the necessary changes *were not made* on time, so the project failed.

5 It may be a good idea to turn the device off and on again. **TRY**
Why don't *you try turning the device* off and on again?

6 The gun is the worst thing that has ever been invented. **WORSE**
People *have never invented anything worse* than the gun.

6〉 Work in pairs. Take turns to give definitions of these words below. Ask your partner to guess the word. Use the phrases to help you. *Students' own answers*

charger webcam headphones broadband keyboard screen saver mouse app software upload exchange break down cyberbullying click on

It's something used for … • We use it / need it to … • You can see it … • It's made of … • It's what you do when you … • It means …

Tip

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

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

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

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

Student B answers the question and doesn't simply describe what's happening.

Student A does not explain why he / she has chosen one picture.





A I would choose the first picture for the presentation. It shows some young people. They are outside and they're sitting on some stairs, I think. They're wearing summer clothes so I think it's quite warm. One boy is using a tablet and I think the others are using mobile phones. They look happy.

B I would choose the first picture. It shows young people using technology to communicate and for me it shows clearly that technology is important to everyone today. They are probably sending texts or emails to their family or friends. It's also a good picture because it shows people using technology outside. Today we can keep in touch wherever we are.

Tip

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

2 Read another student's answer. What reasons does the student give for choosing one picture and rejecting the other one? *(Reasons for choosing in **bold**, for not choosing in* italics*)*

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

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

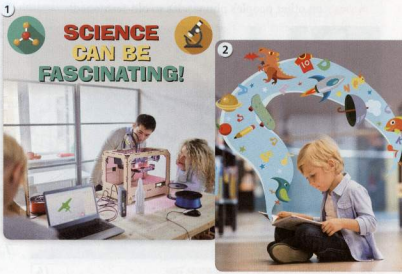
The people look happy. • It shows clearly ... The reason I chose this is because ... • I would choose picture 1/2. • The photo shows ... • However, the other picture isn't so good. • In my opinion, the best picture is ... • That's because ... • I wouldn't choose the other picture. • The people are probably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

Choosing a picture	Giving reasons	Referring to the pictures	Rejecting a picture
I would choose picture ½.; In my opinion, the best picture is...	*The reason I chose this is because...; That's because...*	*The people look happy.; It shows clearly...; The photo shows...; The people are probably...*	*However, the other picture isn't so good.; I wouldn't choose the other picture*

4 Work in pairs. Take turns to do the speaking task and answer the two questions. *Students' own answers*

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

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



1 At what age do you think children should learn to use computers? Why?

2 How can modern technology be used in medicine?

8 REVIEW 8

Complete all the exercises on this page in your notebook.

1 Complete the sentences with the correct words below.

battery connection apps keyboard webcam screen signal charger device headphones

1 When the phone *battery* runs out, we need a *charger*.
2 We use a *webcam* to make videos on our computers and a pair of *headphones* to listen to the sound.
3 A *keyboard* is used to type words on the *screen*.
4 It is possible to download thousands of *apps* on one smart *device*.
5 We lost the internet *connection* and then the phone *signal* crashed too. __/5

2 Choose the correct verb. Sometimes both verbs are correct.

1 *make* / *post* comments online
2 *browse* / *visit* websites
3 *make* / *take* photos with your smartphone
4 *do* / *make* phone calls
5 *make* / *send* text messages
6 *post* / *send* an email
7 *display* / *show* information on the screen __/7

3 Complete the text with the phrases below. There is one extra expression.

social networking sites virtual reality digital books innovative technologies voice messages

Digital natives are people who grow up with technology. They spend most of their time in a [1] *virtual reality* or never very far away from it. They can't imagine their lives without logging in to [2] *social networking sites* which they use to communicate with their friends. They also change their profile pictures every five minutes and are in love with all kinds of [3] *innovative technologies* which they learn to use within five minutes or so. One thing they never do is leave [4] *voice messages* on other people's phones. It's so old-fashioned!



__/4

4 Rewrite the active sentences in the passive. Start each sentence with the words in bold.

1 This company produces **good laptops**.
Good laptops are produced by this company.
2 Someone stole **my tablet** yesterday.
My tablet was stolen yesterday.
3 They will invent **new computer games**.
New computer games will be invented.
4 This shop has sold out of **all the latest game consoles**.
All the latest game consoles have been sold out.
5 Columbus discovered **America** in 1492.
America was discovered by Columbus in 1492.
6 Robots will tidy up **our houses** in the future.
Our houses will be tidied up by robots in the future.
7 The police have just found **the stolen painting**.
The stolen painting has just been found.
8 People buy **millions of new phones** every year.
The stolen painting has just been found. __/8

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

e 1 What seems to be the problem with your phone?
d 2 What exactly should I do?
c 3 Would you like us to repair it?
a 4 Have you got the receipt?
b 5 Could you switch it off and on, please?

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

6 Complete the sentences with your own ideas.
Possible answers:

1 Young people spend too much time in front of their computers. As a result, *they are not very fit.*
2 My PC crashed and that's why *I can't finish my presentation.*
3 More and more young people are unfit. Consequently, *they are not interested in doing sport regularly.*
4 Our teachers don't allow us to use mobile phones during the lesson. What's worse, *we cannot bring them to school.*
5 I'd like to read more books, but unfortunately *I'm too busy for it.*
6 Children shouldn't use sites such as Facebook. What's more, *parents should control what websites they visit.* __/6

7 Work in pairs and test each other. *Students' own answers*

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

» SPEAKING TEST 4, page 116

WORDLIST 8

Using technical equipment / Korzystanie ze sprzętu technicznego

battery /'bæt(ə)rɪ/ bateria
charger /'tʃɑ:(r)dʒə(r)/ ładowarka
check your emails /ˌtʃek jə(r) 'i:meɪlz/ sprawdzać e-maile
desktop /'desk,tɒp/ **pulpit (w komputerze)**
go on a social networking site /gəʊ ɒn ə ˌsəʊʃ(ə)l 'net,wɜ:(r)kɪŋ ˌsaɪt/ **wchodzić na portal społecznościowy**
headphones /'hed,fəʊnz/ słuchawki
icon /'aɪkɒn/ ikona
keyboard /'ki:,bɔ:(r)d/ klawiatura
laptop /'læp,tɒp/ laptop
leave a voice message /li:v ə 'vɔɪs ˌmesɪdʒ/ zostawiać wiadomość głosową
make a call /ˌmeɪk ə 'kɔ:l/ dzwonić
monitor /'mɒnɪtə(r)/ monitor
mouse /maʊs/ myszka
MP4 player /ˌem pi: 'fɔ:(r) ˌpleɪə(r)/ odtwarzacz MP4
on/off button /'ɒn, 'ɒf ˌbʌt(ə)n/ włącznik/wyłącznik
PC (personal computer) /ˌpi: 'si:, ˌpɜ:(r)s(ə)nəl kəm'pju:tə(r)/ pecet, komputer osobisty
post a comment /ˌpəʊst ə 'kɒment/ zamieszczać komentarz
screen /skri:n/ ekran
send a text message/text /ˌsend ə 'tekst ˌmesɪdʒ, 'tekst/ wysyłać SMS
smartphone /'smɑ:(r)t,fəʊn/ smartfon
take photos/videos /ˌteɪk 'fəʊtəʊz, 'vɪdɪəʊz/ robić zdjęcia/nagrywać filmy
touch screen /'tʌtʃ skri:n/ ekran dotykowy
USB port /ˌju: es 'bi: ˌpɔ:(r)t/ port USB
visit/browse a website /'vɪzɪt, ˌbraʊz ə 'web,saɪt/ odwiedzać/przeglądać stronę internetową
webcam /'web,kæm/ kamera internetowa

Technical failures / Awarie techniczne

be out of order /bi ˌaʊt əv 'ɔ:(r)də(r)/ być uszkodzonym, niesprawnym
break down /breɪk 'daʊn/ popsuć się
computer virus /kəm,pju:tə(r) 'vaɪrəs/ wirus komputerowy
crash /kræʃ/ popsuć się, zawiesić (o komputerze)
fix sth /'fɪks ˌsʌmθɪŋ/ naprawiać coś
lose files /ˌlu:z 'faɪlz/ tracić pliki
make a funny noise /ˌmeɪk ə ˌfʌnɪ 'nɔɪz/ wydawać dziwne odgłosy
no phone signal /ˌnəʊ ˌfəʊn 'sɪgn(ə)l/ brak sygnału telefonicznego
not work /ˌnɒt 'wɜ:(r)k/ nie działać
run out /ˌrʌn 'aʊt/ skończyć się, wyczerpać
slow internet connection /'sləʊ ˌɪntə(r),net kə'nekʃ(ə)n/ wolne połączenie internetowe

ICT technology / Technologia informatyczna

app /æp/ aplikacja
connect automatically to the Internet /kə,nekt ˌɔ:tə'mætɪkli tʊ ðə 'ɪntə(r),net/ łączyć się automatycznie z internetem
digital /'dɪdʒɪt(ə)l/ cyfrowy
display /dɪ'spleɪ/ wyświetlać, pokazywać (na ekranie)
innovative technology /ˌɪnəvətɪv tek'nɒlədʒɪ/ innowacyjne technologie
smart device /ˌsmɑ:(r)t dɪ'vaɪs/ inteligentne urządzenie
virtual reality /ˌvɜ:(r)tʃʊəl rɪ'ælətɪ/ wirtualna rzeczywistość

Complaining / Składanie reklamacji

be broken down /bi ˌbrəʊkən 'daʊn/ być popsutym
be/get stuck /bi, get 'stʌk/ zawiesić się, zaciąć
common problem /ˌkɒmən 'prɒbləm/ powszechny problem
complain about sth /kəm'pleɪn əˌbaʊt ˌsʌmθɪŋ/ składać reklamację na coś
crash /kræʃ/ zawiesić się, paść (np. o komputerze)
exchange /ɪks'tʃeɪndʒ/ wymieniać
faulty /'fɔ:lti/ wadliwy
get a full refund /get ə ˌfʊl 'ri:fʌnd/ dostać zwrot całej sumy
help desk technician /ˌhelp desk tek'nɪʃ(ə)n/ technik komputerowy
insert a card /ɪn,sɜ:(r)t ə 'kɑ:(r)d/ wkładać kartę
not work properly /ˌnɒt ˌwɜ:(r)k 'prɒpə(r)lɪ/ nie działać prawidłowo
receipt /rɪ'si:t/ paragon
reinstall /ˌri:ɪn'stɔ:l/ przeinstalować
switch sth on/off /ˌswɪtʃ ˌsʌmθɪŋ 'ɒn, 'ɒf/ włączać/wyłączać
take sth back to a shop /ˌteɪk ˌsʌmθɪŋ 'bæk tʊ ə ˌʃɒp/ zwracać coś do sklepu
wipe /waɪp/ wycierać

Other words / Inne wyrazy

advanced /əd'vɑ:nst/ zaawansowany
artificial /ˌɑ:(r)tɪ'fɪʃ(ə)l/ sztuczny
augmented reality /ɔ:gˌmentɪd rɪ'ælətɪ/ rzeczywistość rozszerzona (połączenie świata prawdziwego i komputerowego)
available /ə'veɪləb(ə)l/ dostępny
battery life /'bæt(ə)rɪ ˌlaɪf/ czas pracy baterii
belong to sb /bɪ'lɒŋ tʊ ˌsʌmbədɪ/ należeć do kogoś
blood donation /'blʌd dəʊˌneɪʃən/ oddanie krwi
broadcast /'brɔ:d,kɑ:st/ transmitować, nadawać
cause pollution /ˌkɔ:z pə'lu:ʃ(ə)n/ powodować zanieczyszczenie
charity campaign /'tʃærətɪ kæm,peɪn/ akcja charytatywna
cleaner /'kli:nə(r)/ sprzątacz/sprzątaczka
convenient /kən'vi:nɪənt/ wygodny, praktyczny
design /dɪ'zaɪn/ projektować
digital native /ˌdɪdʒɪt(ə)l 'neɪtɪv/ „cyfrowy tubylec", osoba swobodnie posługująca się cyfrowymi technologiami
discover a new land/a secret/the truth /dɪ,skʌvə(r) ə ˌnju: 'lænd, ə ˌsi:krət, ðə 'tru:θ/ odkrywać nowy ląd/sekret/prawdę
disturb /dɪ'stɜ:(r)b/ przeszkadzać
donate /dəʊ'neɪt/ ofiarować
donor /'dəʊnə(r)/ dawca
emoticon /ɪ'məʊtɪkɒn/ emotikon
engine /'endʒɪn/ silnik
exhibition /ˌeksɪ'bɪʃ(ə)n/ wystawa
flavour /'fleɪvə(r)/ smak
gadget /'gædʒɪt/ gadżet
get addicted to sth /get ə'dɪktɪd tʊ ˌsʌmθɪŋ/ uzależniać się od czegoś
get online /get 'ɒnlaɪn/ łączyć się z internetem
glued to the screen /ˌglu:d tə ðə 'skri:n/ przyklejony/przyklejona do ekranu
have a negative effect on sb /həv ə ˌnegətɪv ɪ'fekt ɒn ˌsʌmθɪŋ/ mieć na kogoś negatywny wpływ
image /'ɪmɪdʒ/ wizerunek
influence sth (verb) /'ɪnflʊəns ˌsʌmθɪŋ/ wpływać na coś
instructions /ɪn'strʌkʃ(ə)nz/ instrukcja
It works! /ɪt 'wɜ:(r)ks/ To działa!
keep in touch /ˌki:p ɪn 'tʌtʃ/ utrzymywać z kimś kontakt
lonely /'ləʊnlɪ/ samotny
lose the connection /ˌlu:z ðə kə'nekʃ(ə)n/ tracić połączenie
lost property /ˌlɒst 'prɒpə(r)tɪ/ rzeczy znalezione
make/take a decision /ˌmeɪk, ˌteɪk ə dɪ'sɪʒ(ə)n/ podejmować decyzję
old-fashioned /ˌəʊld 'fæʃ(ə)nd/ staromodny
on average /ɒn 'æv(ə)rɪdʒ/ średnio, przeciętnie
pass /pɑ:s/ przesuwać
petrol /'petrəl/ benzyna
plug /plʌg/ wtyczka
relationship /rɪ'leɪʃ(ə)nʃɪp/ związek, relacja
scientific /ˌsaɪən'tɪfɪk/ naukowy
scientist /'saɪəntɪst/ naukowiec
service a car /ˌsɜ:(r)vɪs ə 'kɑ:(r)/ serwisować samochód
socket /'sɒkɪt/ gniazdko elektryczne
solar panels /ˌsəʊlə(r) 'pæn(ə)lz/ panele słoneczne
sticker /'stɪkə(r)/ naklejka
survey /'sɜ:(r)veɪ/ ankieta
tense /tens/ spięty, zdenerwowany
unfit /ʌn'fɪt/ w złej kondycji fizycznej
useful /'ju:sf(ə)l/ przydatny, użyteczny
waste electricity /ˌweɪst ɪˌlek'trɪsətɪ/ marnować elektryczność
zoom in /zu:m 'ɪn/ przybliżać, powiększać

Challenge!

broadband /'brɔ:d,bænd/ stałe łącze internetowe, internet szerokopasmowy
click on sth /'klɪk ɒn ˌsʌmθɪŋ/ klikać na coś
database /'deɪtəˌbeɪs/ baza danych
definitely /'def(ə)nətlɪ/ zdecydowanie, z pewnością
download /ˌdaʊn'ləʊd/ pobierać pliki z internetu
electronic/electric device /ɪˌlekˈtrɒnɪk, ɪˈlektrɪk dɪˈvaɪs/ urządzenie elektroniczne/elektryczne
hardware /'hɑ:(d)ˌweə(r)/ sprzęt komputerowy
internet access /'ɪntə(r),net 'ækses/ dostęp do internetu
it is certain that /ɪt ɪz 'sɜ:tn ðæt/ jest pewne, że…
it is likely that /ɪt ɪz 'laɪklɪ ðæt/ jest prawdopodobne, że…
perhaps /pə(r)'hæps/ być może
remote control /rɪ,məʊt kən'trəʊl/ pilot (do telewizora)
software /'sɒft(ˌ)weə(r)/ oprogramowanie
text editor /'tekst ˌedɪtə(r)/ edytor tekstu
there is a chance that /ðeə(r) ɪz ə 'tʃɑ:ns ðæt/ jest szansa, że…; jest prawdopodobne, że…
upload /ˌʌp'ləʊd/ załadować (pliki na serwer)

5–8 TEST PRACTICE

Rozumienie ze słuchu Wybór wielokrotny

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

Tekst 1.

1 The girl didn't enjoy the football match
- A because her team was beaten.
- B because it wasn't an interesting game.
- C because the players didn't show their talent.

Tekst 2.

2 How does the teacher feel about the students' test?
- A She's confident that they'll do well.
- B She's worried that they don't know enough vocabulary.
- C She's proud that she has taught them well.

Tekst 3.

3 The conversation takes place
- A in an art store.
- B in the girl's house.
- C at school.

Tekst 4.

4 What do some people think about the climbers?
- A They were wrong to go up the mountain.
- B They should pay the cost of the rescue.
- C They should get more experience in climbing.

Tekst 5.

5 What conclusions can you draw from this advertisement?
- A The programme is about the most popular electronic products.
- B The programme is about electronic products that may not be authentic.
- C The programme is about finding the best value electronic products.

Tekst 6.

6 Which of the following is going to happen first?
- A a meeting at a coffee shop
- B a birthday party
- C a car journey together



Rozumienie pisanych tekstów Uzupełnianie streszczenia

2 **Przeczytaj poniższy tekst. Uzupełnij w emailu luki 1–6 zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim. Zapisz odpowiedzi w zeszycie.**

If you live in the Lynton area, then your shopping experience is going to get a lot better very soon! Superstore chain Morrisco's is opening a new branch next autumn. Many high street shops have closed in the last few years and people have had to travel to Moorstown to get a lot of the products they want. Moorstown is over ten kilometres away, which means that a weekly shopping trip can take quite a long time.

Morrisco's is not a new chain. It has been open for over fifteen years and has more than 100 stores across England. It sells a wide range of products from food to clothes and is well known for being neither very expensive nor very cheap. People who shop at Morrisco's know that they are going to get a good product for a good price. The staff are well trained, and always helpful and cheerful.

The new store will be the biggest store in Lynton and plans to be open sixteen hours a day. An enormous car park will be free to customers and the store will be easy to get to from the motorway. Customers will be pleased not to have to fight their way through Lynton town traffic jams. A regular bus service will also run to the store from Lynton town centre. So, although its position on the outskirts of Lynton may seem a strange decision to some people, in fact this will benefit nearly everyone.

Morrisco's will also help those who have problems travelling, or with little time for shopping. It will be possible to order most of its products from its website and these can be delivered to your home for a small charge. Alternatively your order can be left for you to collect at various points around Lynton – for example at petrol stations and post offices. This service will be free. The question most people are asking is why Morrisco's hasn't opened a store here before!

Cześć, Aniu!

Czy wiesz, że w naszym mieście wreszcie powstanie porządny supermarket? Sieć handlowa Morrisco's postanowiła jesienią otworzyć [1] *filię / nowy sklep* w Lynton. Powinno Cię to ucieszyć, bo ta sieć jest znana z szerokiej gamy produktów, rozsądnych cen oraz [2] *dobrej jakości / dobrej obsługi*. Sklep powstanie na [3] *obrzeżach* miasta, ale będzie dobrze skomunikowany dzięki specjalnemu autobusowi, który będzie kursował pomiędzy sklepem a centrum miasta. W ofercie sklepu jest też możliwość dostawy produktów do wcześniej ustalonych miejsc takich jak [4] *stacje benzynowe* i [5] *poczty / urzędy pocztowe*. Co ważne, te dodatkowe usługi mają być [6] *tanie / niedrogie / przystępne cenowo* lub zupełnie darmowe.

Mam nadzieję, że ucieszy Cię ta wiadomość. Wreszcie nie trzeba będzie robić zakupów w Moorstown! :)

Asia

Znajomość środków językowych Minidialogi

3 Uzupełnij dialogi 1–5. Wpisz w każdą lukę brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszycie.

1 X Can I borrow your new book?
Y *Sorry, I'm still reading it. / Sorry, I haven't finished it.*
X That's OK. Maybe later.

2 X Hello. *How can I help you?*
Y Oh, hello. I'm looking for a short black jacket. Do you have any?
X What about that one over there?

3 X Would you like to meet for coffee later?
Y *I'm afraid I can't today. / Sorry, I'm busy today.*
X No problem. How about tomorrow?

4 X Hello. I'm Susie's brother, Mick.
Y *Nice to meet you.*
X The same!

5 X Great party, isn't it?
Y *I love it. / I'm having so much fun.*
X Me too. Fantastic food and music!

Znajomość środków językowych Transformacje zdań

4 Przeczytaj zdania 1–5 i wybierz odpowiedź A, B lub C, tak, aby drugie zdanie miało to samo znaczenie, co zdanie wyjściowe. Zapisz odpowiedzi w zeszycie.

1 I have never eaten such a delicious meal.
This is /// I have ever eaten.
A a more delicious meal than
B the most delicious meal that
C so delicious a meal that

2 I'm sure James is here because his bicycle is outside.
James /// because his bicycle is outside.
A must be here
B can be here
C have to be here

3 My test results this week are better than they were last week.
My test results last week /// they are this week.
A were as good as
B weren't better as
C were worse than

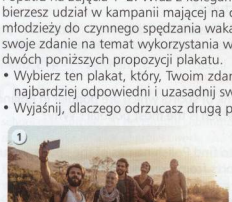
4 I last saw Rita five weeks ago.
I /// Rita for five weeks.
A didn't see
B hadn't seen
C haven't seen

5 Someone saw a strange animal in the town centre yesterday.
Yesterday a strange animal /// in the town centre.
A is seen
B was seen
C has been seen

5 Work in pairs. Take turns to do the exam task and answer the two questions. *Students' own answers*

Mówienie Rozmowa na podstawie materiału stymulującego

Popatrz na zdjęcia 1–2. Wraz z kolegami i koleżankami bierzesz udział w kampanii mającej na celu zachęcenie młodzieży do czynnego spędzania wakacji. Wyraź swoje zdanie na temat wykorzystania w kampanii dwóch poniższych propozycji plakatu.
- Wybierz ten plakat, który, Twoim zdaniem, będzie najbardziej odpowiedni i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.





1 Is it important to spend your holidays in an active way? Why? / Why not?
2 Is it a good idea to spend your holidays always in the same place? Why? / Why not?

6 Read the instructions and do the writing task in your notebook. *Students' own answers*

Wypowiedź pisemna Wpis na forum

Na międzynarodowym forum internetowym chciałbyś/chciałabyś podzielić się opinią na temat problemu liczby młodych ludzi uzależnionych od oglądania seriali telewizyjnych (*binge watching*) w Twojej grupie wiekowej. Zredaguj wpis (100–150 wyrazów).
- Opisz to zjawisko.
- Podaj prawdopodobne przyczyny nasilenia się tego zjawiska.
- Zaproponuj, w jaki sposób można poprawić sytuację.
- Zapytaj, co na temat zaproponowanych rozwiązań myślą inni użytkownicy forum i dowiedz się, jakie inne rozwiązania proponują.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

More and more teenagers are addicted to television
I am writing about the problem of young people and TV series.

* * *

Please join the discussion!

1 CULTURE

Popular sports







1 Work in pairs. In your notebook, match the names of the sports below with their country of origin. Which sports can you see in the pictures?

cricket *1* rugby *1* baseball *3* lacrosse *3* football *1* polo *2* snooker *2* tennis *1* darts *1* golf *4* American football *3*

1 England 2 India 3 the USA 4 Scotland

lacrosse (photo B), cricket (photo C)

2 Work in pairs. Think of sports which are popular in Poland. What are they? Which is the most popular? Why?

Students' own answers

3 Use a dictionary to find Polish names of the sports venues below. Which sports from exercises 1 and 2 are played there?

ice-rink court field running track stadium course pitch swimming pool ski slope gym

ice-rink: lodowisko
court: kort
field: boisko
running track: tor (w lekkiej atletyce)
stadium: stadion
course: tor (np. w jeździectwie), pole (golf)
pitch: boisko (w piłce nożnej)
swimming pool: basen
ski slope: stok narciarski
gym: siłownia

Sports from exercise 1
pitch: cricket, baseball, football, polo, American football
court: tennis
course: golf
field: rugby, lacrosse

4 Work in pairs and answer the questions about the sports in exercises 1 and 2. *Students' own answers*

1 Which sports from exercise 1 do you know?
2 Which of the sports from exercise 1 and 2 do you play or watch on TV?
3 Are any new sports / forms of physical activity becoming popular in Poland?
4 What sports are encouraged during your PE lessons? What other sports would you like the school to offer? Why?

5 Read the three texts. Which of the sports would you like to try? Why?

Students' own answers

Text 1

CRICKET

is a very popular game in England, Australia, India, Pakistan, and the Carribean. Its history goes back to the 13th century but the official rules date back to 1788. There are two teams in cricket – each team has eleven players. The players use bats and a cricket ball. Each team takes its turn (called an innings) to bat. The bowler (the player who throws the ball) delivers the ball to the batsman (the player who bats) who tries to hit the ball with his bat away from the other team so he can run to the other end of the pitch and score a run. The main cricket ground in England is called *Lord's* and it is in London. Cricket matches may sometimes last for up to five days.

Text 2

Hi Tomek,

How are you? Do you remember when I told you I had an invitation to see a speedway match and that I didn't fancy going? Well, I went and I'm glad I did. The sport is totally new to me but I must say I really got into it. I went to see the races (called heats) with my host family. There is a cool new speedway stadium in Łódź where I'm staying. I didn't leave as I said I would if it was boring! The two teams did their best to win, and I actually supported the Polish riders. I was impressed by their skills on the track! The motorcycles have no brakes, and they go as fast as 110 km/h. The riders race anticlockwise, which I found interesting too. Anyway, have you ever been to a speedway match? I'm considering having a go at the sport. I'll get in touch on FB tonight. Take care, Matt

Text 3

Are you into sports? Would you like to keep fit? Are you looking for a new sports activity which you can easily afford? Why don't you join our lacrosse club?

Although it's America's first sport and a Native American invention, it's becoming more and more popular in our country. Lacrosse is a combination of basketball, football and hockey. It is a very fast-paced sport. The players, ten in each team, use sticks called crosses. The crosse has a net and the aim of the game is to score as many goals as possible using the crosse with the ball inside it.

Lacrosse is a perfect sport for everybody. Men will love it because men's lacrosse is a very physical game. Women will enjoy it because women's lacrosse is a non-contact game. Children will also be excited playing the children's version called POP lacrosse.

Come to our club to watch a game for free. You'll get addicted straightaway!

1 Where do you think this text would appear?
a in a speech
b in an encyclopaedia
c in a daily newspaper

2 Which sentence is true about Matt?
a He is thinking of taking up speedway.
b He wanted to go the speedway match.
c He only watched part of the match.

3 What does the leaflet say about lacrosse?
a It is an inexpensive sport.
b It is the most popular sport in the USA.
c It is a sport mainly for adults.

6 Read the texts again. Choose the correct answers and write them in your notebook.

7 In your notebook, complete the sentences with the words below.

non-contact fast-paced into last rules

1 Cricket matches often *last* forever.
2 Mark has really got *into* lacrosse – he finds the game very exciting.
3 Basketball is a really *fast-paced* game. There's always a lot of action on the court.
4 I only go to watch *non-contact* games because I don't like fighting in sport.
5 I really don't understand the *rules* of cricket. They are too complicated for me.

8 CD 2.33 Work in groups of three. Look through the information about sports in the texts in exercise 5 again. Then close your books and listen to the quiz questions. Write the answers in your notebooks.

1 eleven
2 It's the main cricket ground in England.
3 They score a run.
4 heat
5 110 km/h
6 anticlockwise
7 It's a Native American sport.
8 POP lacrosse.

CULTURE

Schools in Australia

2

1 Read the questions. Check the meaning of the words in blue in a dictionary. Then answer the questions in pairs. *Students' own answers*

1 Does your school have well-equipped classrooms / a multimedia library / a big gym / a sports field / a canteen / a computer lab?

2 Which of these school things do you carry in your school bag regularly: a pencil case, a ruler, a rubber, compasses, a set square, crayons, felt-tip pens, a highlighter, glue?

3 How important are good grades to you? Can you re-take tests when you fail them? Are there many students at your school who finish the school year with a distinction? What forms of assessment are used in your school: tests, quizzes, presentations, group projects, others?

2 Work in pairs. Imagine that you have to describe your typical school and school year to a foreign student. Consider the following points: *Students' own answers*

- number of terms, lessons per week and per day
- class sizes
- uniforms
- types of tests / students' assessment
- sports teams

3 CD 2.34 Listen to James talking about a typical school day and a school year in Australia. What differences and similarities to the Polish school day and school year are there?

Different: 4 terms instead of 2; summer holidays start in December; school starts later than in Poland; lesson length; uniforms in schools
Same/similar: class sizes, school buses, school year divided into terms

4 CD 2.34 Listen again and complete the fact file below.

- The Australian school year consists of four [1] *terms*.
- Students start their [2] *summer holiday / summer break* in December.
- Lessons at school usually start at [3] *9 a.m.*.
- All the schools have [4] *sports teams* that take part in competitions.
- [5] *Uniforms* must be worn in all Australian schools.
- The initiative where parents collect other children on the way to school is called [6] *'walking bus'*.

5 Work in pairs. Which educational system appeals to you more, Australian or Polish? Why? *Students' own answers*

6 Read the following opinions about schools in Poland. Do you agree with them? Why? *Students' own answers*

1 Polish schools prepare students for the future.

2 Teamwork is strongly encouraged in Polish schools.

3 There is enough time in Polish schools for creativity or independent thinking.

4 There are too many tests and exams in the Polish educational system.

7 Read the posts. In Polish, summarise orally what they say about the Australian educational system. *Students' own answers*

What do you like most about Australian schools? Send us your opinions!

1 I'm British, and I'm here in Australia with my parents. I'm attending a high school in Canberra, and it's great. My school concentrates on developing communication skills and teamwork. We do a lot of project work, and we are really pushed to collaborate with each other. The Australian society, like the British one, is multicultural, so I get to work with people from various backgrounds. Another good thing is LOTE (Languages Other Than English), which means that I study French and Spanish for four hours every week. In the UK foreign languages are not a priority, so I can catch up here. ☺

2 I'm Polish, and I'm currently at a high school in Perth. For me, the school here is quite different from the one in Poland. They pay more attention to interpersonal skills, self-expression and presentation skills. We have to record podcasts and vodcasts and learn a lot on e-learning platforms. My teachers also use formative assessment, which means I get a lot of feedback about my work. Their comments are very useful, and it's easier to make progress.

3 I'm Indonesian by birth. My parents moved to Sydney three years ago. I attend a high school there. What I like the most is that my teachers use alternative assessment methods on top of the traditional ones. So, we have tests and quizzes, but I can also get marks by completing other assignments such as presentations, groupwork or student research. There's also a big emphasis on physical education, which suits me as I'm into PE!

Comment 8 3

8 Work in pairs. Choose aspects of the Australian educational system which seem the most interesting to you. Share your ideas with the class. *Students' own answers*

9 Match the highlighted words from the text in exercise 7 with their synonyms (1–6). Spend two minutes learning the words. Then test your partner. Give the synonym and ask for the word from the text.

1 improve – *make progress*
2 cooperate – *collaborate*
3 evaluation – *assessment*
4 tasks – *assignments*
5 something very important – *priority*
6 advice / useful comments – *feedback*

10 Work in pairs. Find out about a school in Poland which uses alternative methods of teaching and assessing the students. Prepare a short PowerPoint presentation about it and show it to the rest of the class. Consider the following points: *Students' own answers*

- teaching methods,
- testing methods,
- after school activities,
- the role of the teacher.

3 CULTURE

Festivals and celebrations





1 Work in pairs. Describe pictures A and B, and answer the questions. *Students' own answers*

1 Which New Year's celebrations are the most similar to Polish ones? In what way?
2 What other New Year's festivals or celebrations have you heard about?
3 Would you like to spend New Year in a foreign country? Why? / Why not?

2 In your notebook, match the English words with their Polish equivalents.

e 1 prayer	a fajerwerki
d 2 greet	b świece
a 3 fireworks	c prezent
b 4 candles	d przywitać
c 5 gift	e modlitwa

3 Read the text below, and answer the questions in your notebook.

1 What do people who live in Canada do to celebrate New Year? *They have a polar bear swim or go ice fishing. They exchange gifts, light fireworks and follow the 'first footing' tradition.*
2 Why do people in India pray on New Year's Day? *They pray to the goddess of wealth to have a prosperous New Year.*
3 Why do people in some parts of Poland leave the floors dirty on New Year's day? *They do not want to 'sweep out' good luck.*
4 Which of these traditions are the same or similar to each other? *throwing parties, meeting family, lighting fireworks and exchanging gifts*

AT THE NEW YEAR ...

In Canada people living in big cities usually go out to clubs and bars. Those who live in the countryside often have a polar bear swim. They take off their clothes and jump into cold rivers. Some others, especially in the province of Quebec, go ice fishing with groups of their friends. On this day Canadians exchange gifts and light fireworks. They also follow the tradition of first footing. This means a young man is expected to enter the house at midnight on New Year's Eve to bring good luck. A traditional food on this day is black-eyed pea soup.

People in Poland celebrate their New Year like most people in the world. They usually throw a party or take part in street festivals. However, there are some less known traditions people keep or superstitions they believe in associated with this day. For example, in some parts of Poland people don't clean their floors on this day in order not to 'sweep out' good luck for the coming year. Some people write down things that worry them on a red piece of paper and burn it to greet the new year without problems. These traditions are only regional. However, there is one national obsession connected with New Year: all your debts must be paid, all books returned and apologies made before midnight comes to make sure you'll have a prosperous year!

In India people celebrate an ancient Hindu festival called Deepawali or Diwali, the festival of lights, in autumn every year. It lasts for five days. Before the Diwali night, people clean their houses and decorate them with fresh flowers. On the actual night, they dress up in new clothes, light special candles and pray to Lakshmi, the goddess of wealth. The prayers are followed by a firework display, a big family meal and an exchange of gifts.

4 In your notebook, match words 1–7 with a–g to make phrases. Then check your answers in the text.

d 1 exchange	a fireworks/candles
f 2 throw	b a festival
g 3 follow/keep	c houses
b 4 celebrate	d gifts
c 5 decorate	e superstitions
a 6 light	f a party
e 7 believe in	g a tradition

5 Work in pairs. Which of the New Year's celebrations do you find the most interesting? Why?

6 CD 2.35 Listen to a conversation between Helen and Janek. Complete the missing information in your notebook.

HOGMANAY

- **Place:** Scotland
- **Customs:** First Footing – people visit each other after midnight. These objects bring good luck: a piece of coal or a [1] *special biscuit*.
  People believe that if a tall [2] *dark* stranger comes to your house, it will bring you good luck.
- **Traditional food:** haggis, pork with [3] *pepper*, [4] *chicken* in apple

MARDI GRAS

- **Place:** Different countries and New Orleans, USA
- **Traditional Mardi Gras colours:** [5] *purple, green, gold*
- **Customs:** People organise great [6] *carnival parties*; people throw beads and make floats.
- **Traditional food:** traditional cinnamon King Cake and [7] *pancakes*

7 Work in pairs. In your opinion, which is the best way to spend New Year? Give reasons for your opinion and explain why you wouldn't choose other options. *Students' own answers*

- organise a small party for friends at home
- go to the cinema or theatre
- take part in a street party
- go to a big fancy dress party
- watch a live broadcast of a music concert at home
- go away to the mountains
- travel to an exotic country
- do nothing special

CULTURE

National identity

4

1 Read the description of the woman's identity. Use it as a model to describe yourself. Then answer the questions.

Students' own answers



Hi, who am I?

I'm a proud woman, a hard-working scientist, a devoted mother, married, a trustworthy friend, half-Polish, half-English of Latin origin, a friendly neighbour, a helpful colleague, a tolerant citizen, a member of a sports club, a charity worker, a Protestant.

1 Which part of your identity are you most proud of?
2 What problems may people who come from a mixed background face?
3 How easy/difficult would it be for you to live abroad for a long period of time? Why?

2 Read the extract from a blog written by a British student whose great grandfather was Polish. Are Jan's comments true about Poland in your opinion? Why? / Why not?

Students' own answers



Hi everyone,

1 ___

I'm British, but my grandparents on my mother's side are Polish. My mum always insisted that I should visit the land of my ancestors. My grandparents and my mum speak Polish quite well, follow the news from Poland and stick to some Polish traditions. I also went to Poland a few times as a child, so I remembered some things. Yet, when my parents suggested I do a course at a Polish university I wasn't sure. I felt more British than Polish, and I didn't want to live abroad. Anyway, I decided to give it a go. Just for a year!

2 ___

I'd expected to feel the so-called culture shock, but it wasn't so bad. Polish people are very hospitable. They say 'Guest in the home, God in the home' and they really mean it! My grandmother prepared me for the amount of food at dinner time. There is always too much of it, and as soon as you empty your plate, you'll be given more to eat! So, I follow my grandmother's advice, and I always leave something on my plate so that no-one offers me more food!

3 ___

As for the people themselves, they are generally very friendly, but they complain a bit too much for me. Another thing is that Polish people are too direct sometimes. They speak their mind. They would say 'I don't like red', while I might say 'Red isn't exactly my favourite colour' when I talk to someone I don't know very well. I was brought up in the English culture where directness is usually avoided.

4 ___

However, what I admire in Polish people are family values. They have always been important in my family back in Britain, but somehow less important among my friends. For me family often comes first, that's how I was brought up, but people in Britain tend to keep themselves to themselves, and meet their parents or relatives less often than here. I think I prefer the Polish way.

5 ___

On the whole, being in Poland has been a great experience for me. I get to know my roots. It helps me understand why my grandparents and my mother think the way they do. I feel more British than Polish, but I'm beginning to notice that certain things are not so 'foreign' to me because they have always been part of my life. I'm glad I have had the chance to understand this part of my cultural identity.

That's all for now.

Jan

3 In your notebook, match the highlighted words in the text with their Polish equivalents.

1 gościnny – *hospitable*
2 przodkowie – *ancestors*
3 tożsamość kulturowa – *cultural identity*
4 korzenie – *roots*
5 wartości rodzinne – *family values*
6 bezpośredni – *direct*

4 Read the text again. In your notebook, match headings a–f with paragraphs 1–5. There is one extra heading.

3 a Different character
2 b Good to be warned
5 c More aware of myself
1 d Why Poland?
– e Strange customs
4 f Keeping in touch

5 CD 2.36 Listen to a Polish student, Szymon, talking about his life in Britain. What does he like about living in the UK?

He has lots of friends from other cultures. He finds London very colourful and interesting to live in. He finds the people tolerant, open-minded and kind. He likes the fact that there are a lot of Polish shops. London is his second home now.

6 CD 2.36 Listen again. Choose the correct answers and write them in your notebook.

1 Szymon *has just arrived in London* / *has been in London for some time*.
2 There are *fewer* / *more* Asians than Poles in West London.
3 Szymon says that the multicultural character of Britain *appeals to him* / *doesn't appeal to him*.
4 British people *are not keen on Polish food* / *like Polish food* now.
5 Generally, Polish people *have little difficulty* / *have difficulty* getting used to life in Britain.

7 In your notebook, complete the sentences with the words below. Then listen and check.

community culture customs delicacy home

1 When you live abroad, you have to respect the local *customs*.
2 More and more Poles live in Britain, so most big towns have a big Polish *community*.
3 I don't know many people who come from a different *culture*.
4 For many people London has become a second *home*.
5 Beetroot has become a *delicacy* in Britain. The British never ate so much of it as they do now and never loved it as much either!

8 Work in pairs and discuss the questions.

Students' own answers

1 Are Polish people tolerant of other cultures? Why? / Why not?
2 Would you like to live in Britain? Why? / Why not?
3 What may be difficult about living in a multicultural society?

9 PROJECT TASK Turn to page 125 and do the project task. *Students' own answers*

CHALLENGE

UNIT 1 Vocabulary challenge

1› Match the personality adjectives below with speakers 1–5 in your notebook.

jealous rebellious moody broad-minded sympathetic

1 It doesn't matter what you tell me. I won't be shocked. *broad-minded*
2 I don't want to talk to anybody. Leave me alone. *moody*
3 Valerie is talking to Mark. That's wrong. She's my girlfriend. *jealous*
4 I'm so sorry to hear about your argument with Pat. Do you want to talk about it? *sympathetic*
5 I don't agree with my parents and I'm not going to do what they say! *rebellious*

2› Match sentences 1–5 with explanations a–e in your notebook.

c 1 You can't trust Jerry.
a 2 Mary would never let you down.
b 3 Jessica can keep secrets.
e 4 Kate loves to be the centre of attention.
d 5 Tom always gets into trouble.

a You can rely on him/her.
b He/She won't tell anybody things you've said.
c You shouldn't believe what he/she says.
d He/She often has problems at school.
e He/She wants people to listen to and look at him/her.

3› Match words a–d with the words below which have a similar meaning. Then complete sentences 1–2 with appropriate words. Write the answers in your notebook.

pastime enthusiast chill out leisure activity adore unwind fan enjoy

a love *adore, enjoy*
b hobby *pastime, leisure activity*
c lover *enthusiast, fan*
d relax *chill out, unwind*

1 My favourite *pastime / leisure activity* is going to the cinema, because I *chill out / unwind* best by watching a good movie. I'm a real sci-fi film *fan / enthusiast*.
2 Snowboarding is a great *leisure activity / pastime* for me, because I *chill out / unwind* when I do winter sports. I also *adore / enjoy* skiing.

4› In your notebook, match 1–4 with a–d to form collocations.

d 1 party
c 2 computer
b 3 sports
a 4 keen

a reader
b fan
c geek
d animal

UNIT 1 Grammar challenge

Some verbs can be followed by both the *-ing* form and the infinitive, but they change their meaning.

STOP
I ***stopped*** going to drama classes. (stop an activity)
I often ***stop*** to chat to friends on my way home from school.
(in order to chat)

TRY
I ***tried*** to text my friend but my phone wasn't working. (I tried but failed)
The soup tasted horrible, so I ***tried*** adding more salt. (I did an experiment)

1› Choose the correct option to complete the sentences. Write the answers in your notebook.

1 I tried ***learning*** / ***to learn*** five English words every day, and I got better.
2 I was late for school because I stopped ***to chat*** / ***chatting*** to an old friend.
3 Helena stopped ***to wear*** / ***wearing*** glasses a long time ago. She has contact lenses now.
4 I tried ***to finish*** / ***finishing*** my homework before bed, but I was too tired.

UNIT 2 Vocabulary challenge

1› What do we call the people who do different sports? Copy the table in your notebook and complete it with the names of sportspeople.

sailing rugby golf cycling athletics gymnastics skiing climbing ski jumping horse racing wrestling

+ *-er*/*-or*	+ player	+ *-ist*	other
footballer, sailor, golfer, skier, climber, ski jumper, wrestler	*tennis player, rugby player*	*canoeist, cyclist*	*athlete, gymnast, jockey*

2› Choose the correct verbs to complete the text. Write the answers in your notebook.

Jamie Barton [1]***took*** / ***did*** up a lot of dangerous sports when he was a teenager because he liked [2]***doing*** / ***taking*** risks. One day, he [3]***went*** / ***did*** climbing, but it was raining and he didn't [4]***look*** / ***check*** his equipment. Jamie fell and [5]***kicked*** / ***broke*** his leg. He also [6]***broke*** / ***banged*** his head and he was unconscious for a few hours. Another climber, Tom Bailey, saw him and helped him. Tom [7]***put*** / ***took*** his own life in danger to save Jamie. Jamie [8]***did*** / ***made*** the decision to climb in bad weather. In my opinion, that was wrong.

3 In your notebook, complete the headlines with the correct form of *beat* or *win*.

You **beat** somebody or something you are playing against.
You **win** a game, a competition, a prize.

1 **GERMANY** *WON/WINS* **THE WORLD CUP FINAL**
2 **RADWAŃSKA DIDN'T** *BEAT* **HER BIGGEST RIVAL**
3 **POLAND** *WON/WINS* **BY TWO POINTS**
4 **CAN ANYONE** *BEAT* **THE 200M WORLD RECORD?**
5 **STOCH** *WON/WINS* **ANOTHER GOLD MEDAL**
6 **It's impossible to** *beat* **the champion. Usain Bolt rules!**
7 **ENGLAND EASILY** *BEAT/BEATS* **AUSTRALIA IN THE CRICKET MATCH**

UNIT 2 Grammar challenge

1 Read sentences a–b and notice the difference between the past simple (completed action) and past continuous (action still in progress). Answer the question below for each sentence.

Did Jane start cooking the dinner before or after Mark came home?

a When Mark came home, Jane was making dinner. *before*
b When Mark came home, Jane made dinner. *after*

2 In each pair, which sentence, a or b, goes before the sentence in bold? Write the answers in your notebook.

1 (a) When I got to class, Maggie was telling a joke.
b When I got to class, Maggie told a joke.
I didn't hear the beginning.
2 (a) When the bell rang, we were doing the last exercise.
b When the bell rang, we did the last exercise.
We were quite late for break.

UNIT 3 Vocabulary challenge

1 In your notebook, complete the sentences with the words below.

outside main suburbs city right on an estate next door

1 We live **on a** *main* **road** and it's a bit noisy.
2 I live *next door* **to** my best friend which is cool.
3 We live **in the** *suburbs* now, but Mum would like to live **in the** *city* **centre.**
4 My uncle lives **just** *outside* London and commutes to work every day.
5 In summer we rent a house that is *right on* **the beach**.
6 I live **on** *an estate* like a lot of my friends – all our houses look the same.

2 Choose the correct words to complete the sentences. Write the answers in your notebook.

1 a Let's go *home* / *house*. It's quite late.
b We're moving *house* / *home* next week.
2 a I bought a new *cooker* / *cook*.
b He's a great *cooker* / *cook*.
3 a When you do *housework* / *your homework*, you work on school stuff.
b When you do *your homework* / *housework*, you clean and tidy your house.
4 a Washbasins are in the *bathroom* / *kitchen*.
b Sinks are in the *kitchen* / *bathroom*.
5 *Rugs* / *carpets* are smaller than *carpets* / *rugs*.
6 a Cushions are on a *sofa* / *bed*.
b Pillows are on a *bed* / *sofa*.

3 In your notebook, complete the text with the correct words from exercise 2 above.

My friend and I have just found a nice new flat to rent, so we're [1] *moving house* soon. We decided to share the [2] *housework*, so I will do things like tidying up and she will make the meals, because she's a good [3] *cook*. The flat is almost ready to move into. We just need a [4] *sink* in our kitchen to wash up in and a [5] *washbasin* in the bathroom to wash our hands in. We already have a big [6] *carpet* in the living room, but we still need a couple of [7] *rugs* to put on the floor in our bedrooms. A few [8] *cushions* to decorate the sofa would also be a good idea! We're going to make it as cosy as possible.

5 hours ago 5 1

UNIT 3 Grammar challenge

1 Match sentences 1–2 with explanations a–b in your notebook.

b 1 Gary has gone to his friend's house.
a 2 Gary has been to his friend's house.
a Gary went to his friend's house and came back.
b Gary went to his friend's house and is still there.

2 Complete the sentences with *been* or *gone* in your notebook.

1 I've *been* to the shops. Here are the biscuits you wanted.
2 Paul has *gone* to the library. You can wait for him if you like.
3 I haven't *been* to school today because I'm feeling a bit ill. Have you got any notes for me?
4 Jack's holiday starts today. He hasn't *gone* to the airport yet because he can't find his passport!

UNIT 4 Vocabulary challenge

1 Answer the questions. What do the other words mean?

What do we call:

1 someone in the same class as you: a ***classmate*** or a ***pupil***? *(pupil = student at school)*

2 the paper you give your parents at the end of every year: a ***school report*** or a *school certificate*? *(certificate = when you leave school)*

3 this book: a ***textbook*** or a *notebook*? *(notebook = book you write notes in)*

4 the time when your parents talk to your teachers: a ***parents' evening*** or a *staff meeting*? *(staff meeting = teachers' meeting)*

5 the place where you play football: a ***playground*** or a ***sports field***? *(playground = place to play games in)*

6 the time for relaxing between lessons: ***lunchtime*** or a ***break***? *(lunchtime = break for lunch)*

2 In your notebook, write nouns formed from the words below, using *-ation*, *-ion*, *-edge*.

1 educate	*education*	5 attend	*attention*
2 know	*knowledge*	6 revise	*revision*
3 inform	*information*	7 examine	*examination*
4 concentrate	*concentration*	8 present	*presentation*

3 In your notebook, complete the sentences with the correct nouns from exercise 2 above.

1 We need to find some *information* about English-speaking countries for this project.
2 Some students don't pay much *attention* in class.
3 Regular *revision* of material is important in *education*.
4 *Concentration* is really important in the exams.
5 You need a good *knowledge* of IT if you want to get this job.

UNIT 4 Grammar challenge

1 Read sentences 1 and 2 and decide which action happened first. Then match sentences a and b below with 1 and 2 in your notebook.

a 1 When Joe arrived, the exam started.
b 2 When Joe arrived, the exam had started.
a The teachers quickly handed out the exam papers.
b The teachers allowed him to join other students.

2 Complete the sentences in two ways to show what happened after or before the event. Write the answers in your notebook. *Students' own answers*

1 When I arrived at school, …
a *I went to my classroom.*
b *the lesson had already begun.*
2 When we got our homework back from the teacher, ///.
3 When I woke up this morning, ///.
4 When Jill checked her emails, ///.
5 When I phoned my friend, ///.

UNIT 5 Vocabulary challenge

1 Match the words and phrases below with the headings below in your notebook. Sometimes more than one answer is possible.

chapter *3* exhibits *6* audience *2, 4* channel *1* romcom *1, 4* front cover *3* documentary *1, 4* statue *6* stage *2* opera *2* blockbuster *4* phone-in programme *5* big screen *4*

1 on TV	4 in a cinema
2 in a theatre	5 on the radio
3 in a book	6 in a museum

2 Complete each pair of sentences with the correct preposition. Write the answers in your notebook.

to in for at after

1 I went *for* a walk in the park.
He did not say anything *for* a minute or two.
2 I went back *to* my room.
I went *to* sleep.
3 The man looked *at* the things in my room.
He shouted *at* me outside the door.
4 I woke up *after* an hour.
You can send them letters and they look *after* them for you.
5 I looked *in* the mirror.
In the end, I pushed him out of the door.

UNIT 5 Grammar challenge

1 Match the sentences with the correct explanations in your notebook.

b 1 I **must** learn my words for the school play.
a 2 I **have to** learn my lines for the school play.
a The teacher's told me to.
b I really want to learn them.

2 Match the sentences with the correct explanations in your notebook.

1 I must go to bed early tonight.
(a) I'm really tired. b My mum said so.
2 I have to finish this homework.
a I want to do it. (b) The teacher wants it tomorrow.
3 I must watch the new TV show.
(a) My friend says it's good.
b The teacher wants us to write about it in class.
4 I must go to the art exhibition.
(a) I love the painter.
b I'm doing a project on the painter.
5 I have to see the headteacher tomorrow.
a I like her a lot. (b) I did something wrong in class.

UNIT 6 Vocabulary challenge

1› Where do you go or who do you call to do the activities below? Match the words below with phrases 1–6 in your notebook.

hairdresser's 3 plumber 1 post office 4 bank 6 travel agent's 2 optician's 5

1 fix your pipes
2 book a holiday
3 get a haircut
4 post a parcel
5 change your glasses
6 open an account

2› Complete the sentences with the correct words below in your notebook. Use each word twice.

market gift company clips

1 This *company* has fantastic advertising campaigns.
2 Some people prefer doing their shopping at the local *market*.
3 I often buy products when there is a free *gift* attached.
4 John is really good *company*. He's got a great sense of humour.
5 Some video *clips* are so funny that everybody wants to share them online.
6 He has a true *gift* for performing.
7 Teenagers are an attractive part of the *market* to advertisers.
8 Girls often wear hair *clips*.

3› Use a dictionary to check the different meanings of the words below. Then write your own sentences with them to illustrate the different meanings.

competition free to change

Possible answers:
competition
a the activities of companies that are trying to be more successful than others: There is strong competition between two large computer companies.
b an organised event in which people try to win prizes: I would like to enter a swimming competition at school.
free
a something that doesn't cost anything: I've bought a magazine with a free gift.
b available to be used: Is this seat free?
to change
a to become different: After a few days the weather changed.
b to take off the clothes you're wearing and put on different ones: Hang on, I'll just go and change.

UNIT 6 Grammar challenge

We use *less* and *the least* to make a negative comparison.

a All the questions in the test are difficult, but question 1 is *less difficult* than question 2.
b Question 3 is the *least difficult* question in the test.

1› In your notebook, write sentences from the prompts, using *less* and *the least*.

1 This TV programme / interesting / the programme last night.
This TV programme is less interesting than the programme last night.
2 This phone / expensive / in the shop. It's only £15. *This phone is the least expensive in the shop.*
3 This film / frightening / the previous one.
This film is less frightening than the previous one.
4 This is / popular song / the band has ever recorded.
This is the least popular song that the band has ever recorded.
5 This cookbook / useful / the one we had before.
This cookbook is less useful than the one we had before.
6 This joke / funny / I've ever heard!
This joke is the least funny I've ever heard!

UNIT 7 Vocabulary challenge

1› In your notebook, complete the sentences with the adjectives below.

deep rough shallow flat steep breathtaking calm stony high hilly

1 The hill was not very *high* (only 400m), but it was very *steep*, so it was hard to climb. My legs hurt when we got to the top!
2 The lake was so *deep* that we couldn't see the bottom. I only swim in *shallow* water because I like to be able to stand up.
3 Our hotel beach was *stony* and not comfortable to walk or lie on! I prefer sandy beaches.
4 We had a *breathtaking* view of the scenery from the cottage window.
5 The boat trip to the island was great because the sea was *calm*. When it's *rough*, I get seasick!
6 We often go cycling in the countryside. It's easier to cycle when it's *flat* but *hilly* areas are much prettier.

2› Work in pairs. Name the parts of speech of the words in bold. Then explain what these words mean in each sentence. Use a dictionary to help you if necessary.

1 a I **missed** my family a lot. *miss (verb)* – tęsknić
b I **missed** the bus. *miss (verb)* – przegapić, spóźnić się na
2 a There were huge **waves** so we didn't go swimming. *waves (noun)* – fale
b My mum always **waves** me goodbye. *wave (verb)* – machać ręką

3› In your notebook, complete each pair of sentences with the correct form of one of the words below. There are two extra words.

touch tragedy beg save disaster earn

1 a I *touched* the material and it felt very soft.
b The tsunami *touched* a lot of people.
2 a The tornado has been the worst natural *disaster* ever to strike this country.
b My school marks are a total *disaster*!
3 a I *begged* her to tell me the truth.
b The boy was homeless and *begged* in the streets.
4 a The boy has *saved* a lot of money.
b The girl *saved* a lot of lives.

UNIT 7 Grammar challenge

We can replace ***if*** + ***not*** with ***unless*** in zero and first conditionals.

I'll meet you at 12.30 ***unless*** *the train's late.* (if the train isn't late)
My mum is bad-tempered in the morning ***unless*** *she has two cups of coffee!* (if she doesn't have)

1› Rewrite the sentences, using *unless* in your notebook.

1 I'll walk home after school if it doesn't rain.
I'll walk home after school unless it rains.
2 Dad usually drives us to the station if he isn't at work.
Dad usually drives us to the station unless he's at work.
3 My sister will go to university if she doesn't fail her exams.
My sister will go to university unless she fails her exams.
4 We'll go to see a film if you haven't got a better idea.
We'll go to see a film unless you've got a better idea.
5 I'll get up early tomorrow if I don't go to bed very late.
I'll get up early tomorrow unless I go to bed very late.
6 The chicken takes twenty minutes to cook if it isn't frozen.
The chicken takes twenty minutes to cook unless it's frozen.

UNIT 8 Vocabulary challenge

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

1 If you want to share your photos with friends, you can *upload* / *download* them online.
2 My gran says she's too old to understand and use *electric* / *electronic* devices! I don't think that's true.
3 I want to change TV channels. Have you seen the TV *pilot* / *remote control*?
4 Our English teacher always asks us to use a *text editor* / *database* to write an essay at home.
5 Our connection is so slow. We definitely need *broadband* / *internet access*.
6 I bought some new *software* / *hardware* to make the computer more secure.
7 You need to *click on* / *touch on* an icon to go to the file.

2 Read the sentences and complete them in your notebook with the words below. Then translate the sentences into your own language. Which of these statements do you agree with?

will is perhaps likely chance

1 AR technology *will* **definitely change** our lives forever.
Technologia AR zdecydowanie zmieni nasze życie na zawsze.
2 Scientists are *likely* **to invent** a time machine one day.
Naukowcy prawdopodobnie pewnego dnia wynajdą maszynę czasu.
3 **There is a** *chance* that we will have more free time in the future.
Jest szansa, że w przyszłości będziemy mieć więcej wolnego czasu.
4 It *is* **certain** that we will live longer.
Pewnym jest, że będziemy żyć dłużej.
5 *Perhaps* we will have robots at home to do things for us in the next century.
Prawdopodobnie w przyszłym stuleciu będziemy mieć w domach roboty, które będą za nas wykonywać obowiązki.

3 In your notebook, complete the sentences with your own ideas. Use the phrases from exercise 2 above and expressions below to help you. *Suggested answers:*

become faster disappear become virtual
discover a new medicine have fewer children
use more technology be replaced by smart devices

1 People *will have fewer children* in the future.
2 Personal computers *will disappear / will be replaced by smart devices* in the next few years.
3 With new technologies doctors *will discover a new medicine* one day.
4 Schools *will become virtual* in 20 years' time.
5 I *will use more technology* in the near future.

UNIT 8 Grammar challenge

We use the passive form when we are focusing more on the action. When we use the active form, we are focusing more on the person who did the action.

1 *This music was composed by Chopin.* (We are focusing on the music.)
2 *Chopin composed this music.* (We are focusing on Chopin.)

1 Write one active and one passive sentence for each prompt in your notebook.

1 Apple / invent / the iPhone
Apple invented the iPhone. The iPhone was invented by Apple.
2 special examiners / mark / our exams / next month
Special examiners will mark our exams next month. Our exams will be marked by special examiners next month.
3 Ben's Garage / service / my dad's car / every year
Ben's Garage services my dad's car every year. My dad's car is serviced by Ben's Garage every year.
4 a bear / bite / a zoo-keeper / last week
A bear bit a zoo-keeper last week. A zoo-keeper was bitten by a bear last week.

2 minuty — Rozmowa wstępna

1〉 Work in pairs and answer the questions.

1 Do you have a lot of interests outside school? What are they?
2 What's your best friend like? Do you share the same interests?
3 Where can you do sport in your area?
4 What's your favourite sport to watch? Why?

4 minuty **Zadanie 1.** — Rozmowa z odgrywaniem roli

2〉 Work in pairs and do the task. Then swap roles and do the task again.

Uczeń A
Ty i Twój kolega/Twoja koleżanka z Anglii, który/która przebywa u Ciebie podczas wakacji, chcecie wspólnie uprawiać jakiś sport. W rozmowie z uczniem B omów poniższe cztery kwestie.

wybór dyscypliny sportowej
częstotliwość zajęć
lokalizacja i transport
koszt zajęć

(Rozmowę rozpoczyna uczeń A.)

Uczeń B
Jesteś kolegą/koleżanką ucznia A z Anglii. Rozmawiacie na temat wspólnego uprawiania sportu w czasie wakacji. Rozmowę rozpoczyna uczeń A. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej **wszystkie/wybrane** punkty:
- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- nie zgódź się z którymś stwierdzeniem ucznia A,
- nie przepadasz za sportem, który chce uprawiać uczeń A,
- nie chcesz trenować wieczorami.

3 minuty **Zadanie 2.** — Rozmowa na podstawie ilustracji



3〉 Take turns to describe the picture and answer the three questions.

1 Do you think the people are enjoying the meal? Why?/Why not?
2 Do you spend a lot of time with your family? Why?/Why not?
3 Tell me about a recent family event.

5 minut **Zadanie 3.** — Rozmowa na podstawie materiału stymulującego

4〉 Work in pairs. Take turns to do the task and answer the two questions.

Popatrz na plakaty 1–2. Bierzesz udział w szkolnej kampanii mającej na celu zachęcenie dzieci do uprawiania sportu. Wyraź swoje zdanie na temat wykorzystania w kampanii zaproponowanych poniżej plakatów.
- Wybierz ten plakat, który, twoim zdaniem, będzie bardziej odpowiedni i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.





1 Do teenagers have enough time to do regular sport? Why?/Why not?
2 Do you think that watching sporting events on TV encourages more people to do sports? Why?/Why not?

2 SPEAKING TEST

Units 3–4

2 minuty — Rozmowa wstępna

1 Work in pairs and answer the questions.

1 Where would you like to live in the future? Why?
2 How do you help your parents with the housework?
3 Are you happy about your school timetable? Why? / Why not?
4 Do you go to any after school classes? Why? / Why not?

4 minuty **Zadanie 1.** — Rozmowa z odgrywaniem roli

2 Work in pairs and do the task. Then swap roles and do the task again.

Uczeń A
Twój kolega/koleżanka ze Szkocji zamierza zatrzymać się na miesiąc w Twoim domu. Rozmawiasz z nim/nią na temat pobytu w Polsce. W rozmowie z uczniem B omów poniższe cztery kwestie.

- Twoje mieszkanie/Twój dom
- posiłki
- formy spędzania wolnego czasu
- ubrania, które mogą się przydać

(Rozmowę rozpoczyna uczeń A.)

Uczeń B
Jesteś kolegą/koleżanką ucznia A ze Szkocji i zamierzasz spędzić miesiąc w jego domu. Rozmawiasz z nim/nią na temat swojego pobytu. Rozmowę rozpoczyna uczeń A. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej **wszystkie/wybrane** punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- nie zgódź się z którymś stwierdzeniem ucznia A,
- jesteś wegetarianinem/wegetarianką.
- nie odpowiada Ci sposób spędzania czasu wolnego, który proponuje uczeń A.

3 minuty **Zadanie 2.** — Rozmowa na podstawie ilustracji

3 Take turns to describe the picture and answer the three questions.



1 Do you think the students are working or chatting? Why?
2 Do you enjoy working in groups? Why? / Why not?
3 Tell me about the most interesting lesson you've had at school recently.

5 minut **Zadanie 3.** — Rozmowa na podstawie materiału stymulującego

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

Popatrz na zdjęcia 1–2. Planujesz zamieszkać w innym kraju. Możesz przeprowadzić się do jednego z dwóch poniższych miast za granicą.

- Wybierz to miasto, które bardziej Ci odpowiada i uzasadnij swój wybór.
- Wyjaśnij, dlaczego nie wybrałeś drugiego z miast.

1



2



1 Do you think it's difficult to move to another country? Why? / Why not?
2 What are the advantages of living in the countryside?

2 minuty — Rozmowa wstępna

1 Work in pairs and answer the questions.

1 What do you enjoy watching on TV in your free time?
2 Have you seen a good film recently? Why did you like it?
3 Do you prefer going shopping with friends or family? Why?
4 What's the best thing you've bought this year? Why?

4 minuty **Zadanie 1.** — Rozmowa z odgrywaniem roli

2 Work in pairs and do the task. Then swap roles and do the task again.

Uczeń A
Wraz z kolegą/koleżanką ze Stanów Zjednoczonych zamierzacie kupić upominek z Polski dla jego/jej rodziców. Rozmawiacie na ten temat. W rozmowie z uczniem B porusz poniższe cztery kwestie.

typowe produkty z Polski
miejsce zakupu
koszt prezentu
wielkość paczki

(Rozmowę rozpoczyna uczeń B.)

Uczeń B
Jesteś kolegą/koleżanką ucznia A ze Stanów Zjednoczonych. Rozmawiacie na temat zakupu upominku z Polski dla Twoich rodziców. Rozpoczynasz rozmowę. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej **wszystkie/wybrane** punkty:
- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- nie zgódź się z którymś stwierdzeniem ucznia A,
- nie chcesz wydawać zbyt dużo pieniędzy na prezent,
- nie masz zbyt wiele miejsca w walizce.

3 minuty **Zadanie 2.** — Rozmowa na podstawie ilustracji

3 Take turns to describe the picture and answer the three questions.



1 Why do you think the man is painting the building?
2 Do you enjoy painting or going to art exhibitions? Why? / Why not?
3 Tell me about a recent class visit to a museum.

5 minut **Zadanie 3.** — Rozmowa na podstawie materiału stymulującego

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

Popatrz na zdjęcia 1–2. Chcesz kupić strój na bal szkolny. W jaki sposób najchętniej dokonasz zakupu?
- Wybierz tę formę zakupu, która najbardziej Ci odpowiada i uzasadnij swój wybór.
- Wyjaśnij, dlaczego nie skorzystasz z drugiej formy zakupu.

1



2



1 What are the disadvantages of buying clothes in second-hand shops?
2 A lot of people don't repair old clothes but throw them away and buy new ones. Is this a good thing? Why? / Why not?

4 SPEAKING TEST

Units 7–8

2 minuty — Rozmowa wstępna

1 Work in pairs and answer the questions.

1 What's the most beautiful place to visit in the area where you live?
2 What season of the year do you like best? Why?
3 What's your favourite gadget?
4 What do you use a computer for?

4 minuty **Zadanie 1.** — Rozmowa z odgrywaniem roli

2 Work in pairs and do the task. Then swap roles and do the task again.

Uczeń A
Zamierzacie z kolegą/koleżanką z Irlandii wspólnie podróżować po Polsce podczas wakacji. W rozmowie z uczniem B omów poniższe cztery kwestie.

miejsca atrakcyjne turystycznie
koszty podróży i formy płatności
środki transportu
zakwaterowanie

(Rozmowę rozpoczyna uczeń B.)

Uczeń B
Jesteś kolegą/koleżanką ucznia A z Anglii i wspólnie zamierzacie podróżować po Polsce w czasie wakacji. Rozpoczynasz rozmowę. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej **wszystkie/wybrane** punkty:
- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- nie zgódź się z którymś stwierdzeniem ucznia A,
- nie odpowiada ci rodzaj zakwaterowania, który zaproponował uczeń A,
- wolisz podróżować transportem publicznym.

3 minuty **Zadanie 2.** — Rozmowa na podstawie ilustracji

3 Take turns to describe the picture and answer the three questions.



1 Why do you think the people are playing the game?
2 How do you like to travel while on holiday?
3 Tell me about a long journey you've been on recently.

5 minut **Zadanie 3.** — Rozmowa na podstawie materiału stymulującego

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

Popatrz na zdjęcia 1–2. Zamierzasz spędzić wakacje nad morzem. Znalazłeś/Znalazłaś w Internecie dwie oferty biur podróży.
- Wybierz tę ofertę, która bardziej Ci odpowiada i uzasadnij swój wybór.
- Uzasadnij, dlaczego odrzucasz drugą propozycję.





1 How do teenagers in Poland like to spend their holidays?
2 What's important for people when choosing a holiday destination?

SPEAKING BANK 1–8

Unit 1

Introducing yourself Przedstawianie się

I'm Tom's cousin. Jestem kuzynem Toma.
Hi, I'm Paula. Cześć, mam na imię Paula.
Nice to meet you. Miło Cię poznać.
Nice to meet you too. Mnie również.
Mark, this is Claire. Claire, this is Mark. Marku, to jest Claire. Claire, poznaj Marka.

At a party Na przyjęciu

So how do you know Charlie? Skąd znasz Charliego?
How come you know him? Jak się poznaliście?
Actually, he's my best friend. Właściwie to on jest moim przyjacielem.
Are you having a good time at the party? Czy dobrze bawisz się na tej imprezie?
I don't know many people here. Nie znam tu zbyt wielu osób.
So, why don't we go and dance? Może zatańczymy?

Talking about interests and opinions Wyrażanie upodobań i opinii

So, what are your into? Czym się interesujesz?
What do you do in your free time? Co robisz w wolnym czasie?
Well, I love/adore dancing and listening to music. Uwielbiam tańczyć i słuchać muzyki.
I'm quite keen on sports. Bardzo lubię uprawiać sport.
Sports aren't really my cup of tea./I don't really like ... Sport to nie moja bajka. / Nie lubię...
What do you think of the music/food here? Co sądzisz o tutejszej muzyce/tutejszym jedzeniu?
It's really great/awesome/OK! Jest naprawdę super/ekstra/OK!

Reacting to what people say Reagowanie na wypowiedzi

Really? Naprawdę?
Wow! Wow!
That's great!/That's cool! To wspaniale!/Super!
What about you?/And you? A co z tobą?/A ty?
Why not? Dlaczego nie?
Me too. Ja również.

Unit 2

Talking about a past event Relacjonowanie przeszłych wydarzeń

How was your long weekend? Jak minął Ci weekend?
What went wrong ? Co poszło nie tak?
The first day went OK. Pierwszy dzień był OK.
But that was just the beginning! Ale to był dopiero początek!
The next day, I ... Następnego dnia ...
In the beginning ... Na początku, ...
One night Pewnej nocy ...
After that ... Potem...
Suddenly, ... Nagle...
Anyway, ... W każdym razie...

Describing feelings and emotions Opisywanie uczuć i emocji

It was the worst/best time of my life! To była najgorsza/najlepsza chwila w moim życiu!
It was a total disaster! To była kompletna porażka!
It was really awful/great. Było beznadziejnie/świetnie.
I was scared like never before Jeszcze nigdy tak się nie bałem/bałam.
I couldn't believe my eyes. Nie mogłem/mogłam uwierzyć własnym oczom.

Reacting to what people say Reagowanie na wypowiedzi

Don't even ask! Nawet nie pytaj!
You must be joking! Chyba żartujesz!
I'm so sorry to hear that. Przykro mi to słyszeć.
That sounds pretty horrible/cool! Brzmi okropnie/super!

Unit 3

Describing a picture Opisywanie ilustracji

This picture shows a woman in her kitchen. To zdjęcie przedstawia kobietę w kuchni.
She is wearing a kitchen apron and rubber gloves. Ma na sobie fartuch i gumowe rękawice.
She has just started to clean the floor. Właśnie zaczęła myć podłogę.
I think she looks quite happy because she's smiling. Wydaje mi się, że jest szczęśliwa, ponieważ się uśmiecha.
In the photo I can see ... Na zdjęciu widzę...
The room seems dark. Pokój wydaje się ciemny.
It looks like ... Wygląda na to, że...
I believe/I think ... Uważam/Myślę, że...

Describing location Opisywanie położenia

On the right/left there is ... Po prawej/lewej stronie znajduje się...
She is lying on the floor in the middle of the room. Ona leży na podłodze na środku pokoju.
Behind/In front of her there is ... Za nią/Przed nią znajduje się...

1–8 SPEAKING BANK

Unit 4

Introducing an opinion Przedstawianie opinii

For me a good school is … Według mnie dobra szkoła to taka…

In my opinion/view, … Moim zdaniem…

Personally, I think/believe that … Osobiście myślę/uważam, że…

To be honest, … Szczerze mówiąc, …

To tell you the truth, Prawdę mówiąc, …

If you ask me, … Jeśli o mnie chodzi, to…

Asking for an opinion Pytanie o opinię

Don't you agree? Zgadzasz się?

What do you think about …? Co myślisz o…?

Do you think it's a good idea to … Czy uważasz, że to dobry pomysł, aby…

Agreeing and disagreeing Zgadzanie się i niezgadzanie z opinią

Yes, absolutely. Tak, oczywiście.

I don't think so, do you? Ja tak nie myślę, a ty?

I am not sure I agree. Nie jestem pewien/pewna, czy zgodziłbym się/zgodziłabym się.

You may be right, but I still think that … Być może masz rację, ale jednak myślę, że …

It's true but … To prawda, ale …

Unit 5

Asking about plans Pytanie o plany

Are you free on Friday? Czy jesteś wolny/wolna w piątek?

What are you doing on Sunday ? Co robisz w sobotę?

Inviting Zapraszanie

Would you like to come with me to the photo festival? Czy chciałbyś/chciałabyś pójść ze mną na festiwal fotografii?

How about meeting on Sunday? A może spotkamy się w niedzielę?

Let's meet at about 4 o'clock. Spotkajmy się o czwartej.

Why don't we meet tomorrow? Co powiesz na spotkanie jutro?

Accepting invitations Przyjmowanie zaproszenia

Sounds great. I'd love to come. To brzmi świetnie. Z chęcią przyjdę.

Good idea! / Fine by me. Świetny pomysł! / Dla mnie OK.

Refusing invitations Odrzucanie zaproszenia

I'm sorry/afraid. I can't. Przykro mi, ale nie mogę.

I'm sorry but that's a bit too early for me. Przepraszam, ale to trochę za wcześnie dla mnie.

Speaking on the phone Rozmowa telefoniczna

Hi Alex, it's Stephanie. Have you got a minute? Cześć Alex, mówi Stephanie. Czy masz chwilę?

What's up? Co słychać?

When is it on? Kiedy to się odbywa?

Let me check. Zaraz sprawdzę.

Hang on a minute. Zaczekaj chwilę.

I'll get in touch next week. Skontaktuję się z Tobą w przyszłym tygodniu.

Speak to you soon. Do usłyszenia.

Unit 6

In a clothes shop Zakupy w sklepie odzieżowym

How can I help you? W czym mogę pomóc?

Would you like any help? Czy mogę w czymś Panu/Pani pomóc?

I am looking for a summer dress. Szukam letniej sukienki.

I'm just looking. Tylko się rozglądam.

Are you looking for any particular colour or style? Czy szuka Pan/Pani konkretnego koloru/fasonu?

We have some on sale. Mamy niektóre na wyprzedaży.

They are on special offer. Są teraz w promocji.

What size are you? Jaki rozmiar Pan/Pani nosi?

I'm a 38. Noszę rozmiar 38.

Could I try it on, please? Czy mogę to przymierzyć?

It'll suit you. To będzie Panu/Pani pasować.

Does it fit you? Czy dobrze leży?

It's perfect. It'll go with my shoes. Jest idealny/idealna. Będzie pasować do moich butów.

How much is it, please? Ile to kosztuje?

Can I pay by credit card? Czy mogę zapłacić kartą kredytową?

I'm afraid we've run out of those. Obawiam się, że nie mamy już tego modelu.

You could order them from our online shop. Może Pan/Pani je zamówić w sklepie internetowym.

Unit 7

Expressing preference Wyrażanie preferencji

If I could visit one of these places, I'd choose a trip to a safari zoo. Gdybym mógł/mogła wybrać jedno z tych miejsc, wybrałbym/wybrałabym wycieczkę na safari.

I'd go for picture number 1 because I'd love to go horse-riding. Wybieram zdjęcie numer 2, ponieważ chciałbym/chciałabym jeździć konno.

This option/idea seems the most interesting to me. Tę opcję/pomysł uważam za najciekawszą/najciekawszy.

I'm not keen on looking at plants, so a trip to a palm house wouldn't interest me too much. Nie przepadam za oglądaniem roślin, więc wycieczka do palmiarni nie zainteresowałaby mnie.

It would be fun to go to the lakes. Fajnie byłoby pojechać nad jezioro.

A trip to the city sounds pretty exciting. Wycieczka do miasta brzmi nieźle.

Walking up and down hills wouldn't interest me too much. Nie interesuje mnie za bardzo chodzenie po górach.

Sunbathing is a rather dull thing to do. Opalanie się jest raczej nudnym zajęciem.

Giving arguments and reasons Wymienianie argumentów

Firstly, because … Po pierwsze, ponieważ …

Another reason is that … Inny powód to…

What's more, palm houses don't have any animals. Co więcej, w palmiarniach nie ma żadnych zwierząt.

Unit 8

Making complaints Składanie reklamacji

I bought this tablet last week and I'm afraid it isn't working properly. Kupiłem/Kupiłam ten tablet w zeszłym tygodniu i obawiam się, że nie działa prawidłowo.

What exactly is the problem with it? Na czym dokładnie polega problem?

I'm afraid it's broken down. Obawiam się, że jest zepsuty.

I think there's something missing. Wydaje mi się, że brakuje jakiejś części.

Have you got the receipt, please? Czy mogę prosić o rachunek?

Would you like us to repair it for you? Czy chciałby Pan/chciałaby Pani, abyśmy to naprawili?

Would you like to exchange it for a new one? Czy chciałby Pan/chciałaby Pani wymienić go na nowy?

I'd like to get a full refund, please. Chciałbym/Chciałabym otrzymać pełny zwrot kosztów.

Well, actually I'd like my money back. Chciałbym/Chciałabym otrzymać zwrot pieniędzy.

Perhaps I could speak to the manager. Jeśli to możliwe, chciałbym/chciałabym rozmawiać z kierownikiem sklepu.

Calling a help desk Pomoc techniczna

Hello, Customer Helpline, what can I do for you? Słucham, pomoc techniczna, w czym mogę pomóc?

It just isn't working at all. To w ogóle nie działa.

I can't make it work. Nie wiem, jak to naprawić.

Try putting the card back into the modem. Proszę spróbować ponownie włożyć kartę do modemu.

What exactly should I do? Co dokładnie mam zrobić?

I'm afraid it's the same problem. Obawiam się, że to ciągle nie działa.

It isn't my fault. To nie moja wina.

It works! Thanks a lot. Teraz działa. Dziękuję bardzo.

You're welcome. It's a common problem. Nie ma za co. To częsty problem.

I'm happy I could help. Cieszę się, że mogłem/mogłam Pani/Panu pomóc.

Quizes – answer key

UNIT 2, page 20, exercise 2
1 F (known in 14th century) 2 T 3 T
4 F (they use bats) 5 F (over 252 km/h)

UNIT 5, page 58, exercise 1
1 T 2 T 3 F 4 T 5 F 6 F 7 T

UNIT 7, page 82, exercise 2
1 one 2 90% 3 are (*these are different names are used in different parts of the world*)
4 earthquakes 5 500 6 1997

UNIT 8, page 92, exercise 9
1 b 2 b 3 a 4 b 5 b

Student A — TEST EACH OTHER

Review 1 page 14, exercise 7

Complete the questions in your notebook with the words from the box. Then use the questions to interview your partner.

doing proud like sociable

1 Are you a *sociable* person? Why do you think so?
2 What's your best friend *like*?
3 Is *doing* crosswords interesting for you? Why?/Why not?
4 What are you *proud* of?

Review 2 page 26, exercise 7

Make sure you understand the words and phrases below.

- Ask student B to write sentences with the words.
- Check the sentences for mistakes (logic, grammar and spelling). Has the student used the words correctly?

wrestling racket compete long jump coach

Review 3 page 38, exercise 9

Read the questions and make sure you can answer them. Then test your partner.

1 What does an *interior designer* do?
2 What is a *semi-detached house* in Polish?
3 What is the opposite of *modern*?
4 Where in the house do you usually keep a *bin*?
5 What do you call a large building where people live, with a lot of different floors?

Review 4 page 50, exercise 7

Write questions from the prompts in the present perfect or past simple. Then interview your partner.

1 How long / you / learn English?
How long have you been learning English?
2 you / like your last school? Why?/Why not?
Did you like your last school?
3 When / you / last fail a test really badly?
When did you last fail a test really badly?
4 you / ever / use any apps to study English? If not, would you like to try?
Have you ever used any apps to study English?

Review 5 page 64, exercise 9

Are the sentences true or false? Check the answers. Then test your partner.

1 A film director makes films. *T*
2 If something is entertaining, people cry. *F*
3 Playwrights write poems. *F*
4 If tickets sell out, it means the performance is popular. *T*
5 Novels are longer than short stories. *T*

Review 6 page 76, exercise 9

Are the sentences true or false? Check the answers. Then test your partner.

1 If something is 50 % off, it's half price. *T*
2 You can buy cakes at the butcher's. *F*
3 You can see a commercial in a magazine. *F*
4 Customers can return products to the shops. *T*
5 If something suits you, you look good in it. *T*

Review 7 page 88, exercise 7

Read the expressions and make sure you understand them. Then ask your partner to draw these items to check if he/she understands the meaning.

1 a steep mountain
2 a rough sea
3 a volcano eruption
4 a thick forest
5 a cloudy sky

Review 8 page 100, exercise 7

Translate the sentences into your own language. Then ask your partner to translate them back into English.

1 Save it to the desktop.
2 How often do you upload your pictures on Facebook?
3 The signal has just been switched on.
4 My PC has just crashed again!
5 Click on this icon.

Writing checklist

Przed napisaniem pracy

- ✔ Przeczytaj uważnie polecenie i podkreśl najważniejsze informacje.
- ✔ Zaplanuj treść wypowiedzi i zapisz swoje pomysły. Obok każdego punktu zadania zanotuj odpowiednie wyrazy i zwroty.

Email

Niedawno brałeś/brałaś udział w uroczystości rodzinnej. Napisz wiadomość e-mail do kolegi z Anglii (100–150 wyrazów) i:

- wyjaśnij, z jakiej okazji zorganizowano tę uroczystość,
- opisz przebieg uroczystości,
- opisz jakiegoś członka rodziny i wyjaśnij, jak układają się relacje między wami,
- poinformuj kolegę o innej zbliżającej się uroczystości i zaproś go na nią.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Hi Alfie,

I'm writing to tell you about a celebration I went to. *It was my granddad's birthday last Saturday and he was seventy years old! My mum arranged a big party for him.*

The party was at a hotel and Mum invited lots of members of our family. We had a lovely meal and then something unusual happened. Mum knows a famous singer and she had asked her to perform for Granddad. He was surprised!

My favourite uncle was there – Uncle Dave. He's a lot older than me but we get on very well. He's very sporty and he likes fishing, like me. He also makes me laugh a lot.

It's Uncle Dave's birthday in the summer while you're here. Would you like to come to the party? I'd love you to meet him and the rest of the family.

I hope to hear from you soon.

XYZ

Przekaż wszystkie zawarte w poleceniu informacje i odpowiednio rozwiń każdą z nich (opisz dodatkowe szczegóły i podaj przykłady).

Upewnij się, że informacje w e-mailu są logicznie powiązane ze sobą. Stosuj odpowiednie zaimki osobowe, aby nawiązać do osób lub rzeczy opisanych wcześniej.

Stosuj zwroty typowe dla sytuacji opisanej w zadaniu, np. aby kogoś gdzieś zaprosić, możesz użyć zwrotu *Would you like ...?*

Podziel swój e-mail na logiczne akapity. Możesz zachować kolejność informacji ustaloną w poleceniu.

WRITING BANK

Blog entry

Niedawno byłeś/byłaś na koncercie. Zredaguj wpis do zamieszczenia na międzynarodowym blogu (100–150 wyrazów) i:

- podaj podstawowe informacje o koncercie i wykonawcy/wykonawcach,
- opisz problem, jaki pojawił się podczas koncertu,
- wyraź swoją opinię na temat koncertu i uzasadnij ją,
- napisz, na jakie koncerty chciałbyś/chciałabyś pójść w najbliższym czasie i wyjaśnij dlaczego.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Stosuj zarówno zdania pojedyncze, jak i złożone. Używaj różnorodnych konstrukcji gramatycznych, np. czasów przeszłych, przyszłych i teraźniejszych.

Hi everyone! I've just got back from a concert!

George Markby, a new singer, was at the Tower Theatre and I went with three of my friends to see him. He sings and plays modern folk music and he's been very popular since he was at the Glastonbury Festival in the summer.

During the concert one of my friends felt ill and he had to leave. He had a bad stomach ache. What a pity! He had really wanted to see George.

The concert was wonderful and George sang really well. His voice sounded amazing in the theatre and at the end the audience shouted for more!

Sam Smith is going to give a concert in the same theatre soon and I'd love to go to that. He's a really exciting new singer with a brilliant voice too.

That's it for now!

W liście do przyjaciół i znajomych posługuj się językiem potocznym, np. stosuj formy skrócone, zdania wykrzyknikowe i wyrażenia kolokwialne, takie jak: *he's, What a pity!, I'd love to, That's it for now!*

Unikaj powtarzania tych samych wyrazów, np. słowa takie jak *good, interesting, nice* zastąp synonimami *exciting, brilliant, amazing*.

Writing checklist

Po napisaniu pracy

Przeczytaj ją ponownie i sprawdź:

- ✔ Czy przekazałeś/przekazałaś wszystkie informacje wymienione w zadaniu?
- ✔ Czy odpowiednio rozwinąłeś/rozwinęłaś wszystkie, podając dodatkowe szczegóły i przykłady?
- ✔ Czy podzieliłeś/podzieliłaś wypowiedź na akapity?
- ✔ Czy wypowiedź jest zrozumiała dla odbiorcy? Czy informacje są logicznie i spójnie powiązane?
- ✔ Czy zastosowałeś/zastosowałaś zdania pojedyncze i złożone oraz różnorodne konstrukcje gramatyczne?
- ✔ Czy użyłeś/użyłaś urozmaiconego słownictwa?
- ✔ Czy w pracy nie ma błędów leksykalnych, gramatycznych lub ortograficznych?
- ✔ Czy liczba wyrazów w pracy nie przekracza limitu 130 słów?
- ✔ Czy pismo jest czytelne?

WRITING BANK

Unit 1 PERSONAL PROFILE Profil w internecie

Giving personal information
Przedstawianie siebie i nawiązywanie kontaktów

I'm 17 years old and I come from the USA. Mam 17 lat i pochodzę z USA.

I dream of becoming a good photographer. Marzę, aby zostać dobrym fotografem.

I'm into sports. Interesuję się sportem.

I'm very easygoing and I can be pretty lazy sometimes. Jestem niekonfliktowy/niekonfliktowa i czasem bywam leniwy/leniwa.

I want to meet people like me. Chciałbym/Chciałabym poznać ludzi podobnych do mnie.

I'm looking for friends who share my passions. Szukam znajomych, którzy mają podobne zainteresowania.

Please write soon and tell us about yourself and your life. Proszę, napisz do nas i opowiedz o sobie i o swoim życiu.

I'd love to meet people who have similar interests. Chętnie poznam osoby o podobnych zainteresowaniach.

Unit 2 EMAIL E-mail

Thanks for your email. Here's my news. Dziękuję za Twój e-mail. Oto, co u mnie nowego.

How are you? Please write and tell me your news. Jak się masz? Napisz, proszę, co u Ciebie słychać?

Last weekend I went to watch the Sunday Super Bowl match in New Jersey. W zeszły weekend poszedłem/poszłam na niedzielny mecz Super Bowl w New Jersey.

The atmosphere was just amazing. Atmosfera była po prostu niesamowita.

Everyone was chanting and cheering for their team. Wszyscy skandowali i wiwatowali na cześć swojej drużyny.

It's the most exciting sporting event here in the USA. To najbardziej ekscytująca impreza sportowa w Stanach Zjednoczonych.

All in all, it was the best Super Bowl ever. Podsumowując, to najlepszy mecz Super Bowl w historii.

The day was just incredible. Ten dzień był po prostu cudowny.

Unit 3 BLOG ENTRY Wpis na blogu

Describing size and location
Opisywanie wielkości i położenia

It is a small/medium-sized/large town with a population of … Jest to małe/średniej wielkości/duże miasto z populacją liczącą…

It is situated in the south/north of Poland. Jest położone na południu/północy Polski.

Describing attractions Opisywanie atrakcji

It is famous for … Jest znane z…

The first stop for visitors is … Pierwszym miejscem wartym odwiedzenia jest…

Giving an opinion Wyrażanie opinii

I think it is the most amazing/exciting place in England. Myślę, że jest to najbardziej niezwykłe/ekscytujące miejsce w Anglii.

I really love the fact that … Uwielbiam to, że…

Inviting to visit Zachęcanie do odwiedzenia

If you haven't been to Harrogate yet, you must come. Jeśli jeszcze nie byłeś/byłaś w Harrogate, musisz odwiedzić to miejsce.

Why don't you come to Harrogate and see it for yourself. Przyjedź do Harrogate, aby zobaczyć to miejsce na własne oczy.

Unit 4 A LETTER OF ENQUIRY List z zapytaniem

I am writing to ask about your English language courses in London advertised online. Piszę z zapytaniem o reklamowane w Internecie kursy języka angielskiego w Londynie.

I would like to know how much the course costs. Chciałbym/Chciałabym się dowiedzieć, jaki jest koszt kursu?

Please let me know how many hours of English a week there are. Proszę o informację na temat liczby godzin języka angielskiego w tygodniu.

Your advertisement mentions extra activities for students. Could you give me some more information about them? W Państwa ogłoszeniu jest mowa o dodatkowych zajęciach dla uczniów. Czy mogę prosić o przesłanie bardziej szczegółowych informacji na ten temat?

I look forward to hearing from you soon. Z niecierpliwością czekam na Państwa odpowiedź.

Yours faithfully Z poważaniem

Unit 5 COMPETITION ENTRY Zgłoszenie do konkursu

Talking about your talents and achievements
Opisywanie zdolności i osiągnięć

We have already performed on stage/won awards. Już występowaliśmy na scenie/zdobywaliśmy nagrody.

We are gifted dancers/talented musicians. Jesteśmy utalentowanymi tancerzami/muzykami.

We are good at entertaining people/dancing/acting. Potrafimy zabawiać publiczność/tańczyć/występować na scenie.

Our achievements include winning an award in a hip hop dance show/getting second place in a photography competition. Do naszych osiągnięć można zaliczyć zdobycie nagrody w konkursie tańca hip hop/zdobycie drugiego miejsca w konkursie fotograficznym.

Adding information
Podawanie dodatkowych informacji

What is more, we design our own stage costumes/compose our own music. Co więcej, projektujemy swoje własne kostiumy/komponujemy muzykę.

We can also sing/dance/act well. Potrafimy również dobrze śpiewać/tańczyć/odgrywać role.

Ordering your points
Wymienianie argumentów w kolejności

Firstly, … Secondly, … Finally, … Po pierwsze…, Po drugie.., W końcu…

WRITING BANK

Unit 6 PRODUCT REVIEW Recenzja produktu

Reviewing a product Recenzowanie produktu

What I like about this model ... W tym modelu podoba mi się to, że...

Another good thing is that ... Kolejną zaletą jest to, że...

The biggest advantage/disadvantage is that ... Największą zaletą/wadą jest to, że...

It may be suitable for people who ... Może być odpowiedni dla osób, które...

For me it's not good enough. Dla mnie to nie jest wystarczająco dobre.

It's not as good as I hoped. Liczyłem/Liczyłam na coś lepszego.

I'm really pleased/happy with it. Jestem z niego naprawdę zadowolony/zadowolona.

I recommend this product to everyone. Polecam ten produkt każdemu.

Unit 7 A PARAGRAPH OF AN ESSAY Akapit rozprawki

Presenting opinions Przedstawianie opinii

I must say I totally disagree with the opinion that ... Przyznam, że zupełnie nie zgadzam się z opinią, że...

As far as I am concerned ... Jeśli o mnie chodzi, ...

It seems to me ... Wydaje mi się, że...

Giving examples Podawanie przykładów

For example, ... Na przykład...

For instance, ... Na przykład...

Listing ideas Wymienianie argumentów

First of all, ... Po pierwsze, ...

I would also add that ... Dodałbym/Dodałabym również, że...

To start with, ... Zacznę od tego, że...

Unit 8 A PARAGRAPH OF A LETTER TO THE EDITOR Akapit listu do redakcji

Expressing a result Opisywanie rezultatu

As a result, ... W rezultacie...

Consequently, ... W konsekwencji...

That's why ... Dlatego...

Saying how you feel about a problem Zaznaczenie swojego stanowiska wobec jakiejś kwestii

What's worse, ... Co gorsza, ...

Sadly, ... To smutne, że...

Unfortunately, ... Niestety, ...

I'm not surprised when I hear that ... Nie jestem zaskoczony/zaskoczona, gdy słyszę, że...

Adding information Podawanie dodatkowych informacji

What's more, ... Co więcej, ...

In addition, ... Ponadto...

Another thing is that ... Kolejną rzeczą jest to, że...

Also, ... Również...

TEST EACH OTHER

Student B

Review 1 page 14, exercise 7

Complete the questions in your notebook with the words from the box. Then use the questions to interview your partner.

nervous board games enjoy spend

1 How do you *spend* time with your friends?
2 Is playing *board games* fun for you? Why?/Why not?
3 What makes you the most *nervous*?
4 What type of parties do you *enjoy* the most? Why?

Review 2 page 26, exercise 7

Make sure you understand the words and phrases below.

- Ask student A to write sentences with the words.
- Check the sentences for mistakes (logic, grammar and spelling). Has the student used the words correctly?

sailing helmet get injured rowing competitor

Review 3 page 38, exercise 9

Read the questions and make sure you can answer them. Then test your partner.

1 What can you *redecorate*?
2 What is a *bungalow* in Polish?
3 What is the opposite of *crowded*?
4 Where in the house do you usually keep *an oven*?
5 What do you call a house on a farm?

Review 4 page 50, exercise 7

Write questions from the prompts in the present perfect or past simple. Then interview your partner.

1 you / ever / revised for a test in a group? Do you think it's a good idea?
Have you ever revised for a test in a group?
2 you / have / good teachers at your primary school? Tell me about them.
Did you have good teachers at your primary school?
3 When / you / start to study English?
When did you start to study English?
4 you / ever / be to Great Britain? What was it like? Would you like to go? Why?/Why not?
Have you ever been to Great Britain?

Review 5 page 64, exercise 9

Are the sentences true or false? Check the answers. Then test your partner.

1 If something is moving, it makes you laugh. *F*
2 Fairy tales are based on facts. *F*
3 Stage experience is very important for actors. *T*
4 If a film is rubbish, it's enjoyable to watch. *F*
5 The main hero is the same as the main character. *T*

Review 6 page 76, exercise 9

Are the sentences true or false? Check the answers. Then test your partner.

1 If you buy things at the sales, you pay a higher price. *F*
2 You buy sports equipment at a DIY shop. *F*
3 You can hear leaflets on the radio. *F*
4 If something fits you, it's the right size. *T*
5 If you pay for something by cash, it means you have money on you. *T*

Review 7 page 88, exercise 7

Read the expressions and make sure you understand them. Then ask your partner to draw these items to check if he/she understands the meaning.

1 hills next to a lake
2 lightning
3 a sunny sky
4 an island next to the coast
5 a rough sea

Review 8 page 100, exercise 8

Translate the sentences into your own language. Then ask your partner to translate them back into English.

1 Where's the on/off button?
2 The information will be displayed on the screen.
3 This TV set is making a funny noise.
4 My tablet gets stuck all the time.
5 My new laptop has a touch screen.

Culture 4 page 107, exercise 9

PROJECT TASK **Prepare a brochure about Poland for a student from Great Britain who is going to come to study at your school. Include information about:**

- the attitude of Polish young people towards foreigners (how friendly, tolerant, hospitable they are)
- your school (the time you start lessons, subjects, extra school activities, grades)
- the most popular ways of spending free time (places to go to, popular sports)
- meals and meal times in Poland (types of meals, typical Polish dishes, delicacies from Poland)

Check your brochure for any language mistakes before you give it to your teacher.

LEXICAL PATTERNS

ADJECTIVES WITH PREPOSITIONS		
addicted to	uzależniony od (czegoś)	*Fiona is **addicted to** chocolate.*
afraid of	przestraszony, bojący się (czegoś)	*I am **afraid of** spiders.*
bored with	znudzony (czymś)	*Joe was **bored with** his job.*
close to	bliski, niedaleko (od jakiegoś miejsca)	*I live **close to** the beach.*
delayed by	opóźniony przez (coś)	*The plane was **delayed by** the fog.*
different from	inny niż ...	*I am quite **different from** my brother.*
disappointed with	zawiedziony (kimś / czymś)	*Jim was **disappointed with** the exam results.*
famous for	znany z ...	*New York is **famous for** yellow taxis.*
far from	daleki, daleko położony od	*Warsaw is **far from** the sea.*
fed up with	zniechęcony, mający (czegoś) dość	*I am **fed up** with jogging every day.*
(be) fond of	lubić kogoś/coś	*Tom is **fond of** football.*
full of	pełen (czegoś)	*The shop was **full of** people.*
good / bad at	dobry/słaby (w czymś)	*Ann is **good / bad at** biology.*
guilty of	winny (czegoś)	*He was found **guilty of** murder.*
happy about /with	zadowolony z (czegoś)	*Tom was **happy about / with** his new car.*
important for	ważny dla (kogoś / czegoś)	*Sport is very **important for** me.*
interested in	zainteresowany (czymś)	*Susan is **interested in** travelling.*
involved in	zaangażowany w (coś)	*Steve is **involved in** politics.*
keen on	zainteresowany (czymś)	*Our kids are **keen on** computers.*
mad about	zwariowany na punkcie (czegoś)	*Bill is **mad about** cars.*
nice to	miły dla (kogoś)	*Be **nice to** people!*
pleased with	zadowolony z (czegoś)	*I was **pleased with** the job interview.*
polite to	uprzejmy dla (kogoś)	*Receptionists must be **polite to** all guests.*
proud of	dumny z (kogoś / czegoś)	*Jack was **proud of** his son.*
ready for	gotowy na (coś)	*Are you **ready for** the test?*
responsible for	odpowiedzialny za (coś)	*Sheila is **responsible for** the whole project.*
similar to	podobny do (kogoś)	*Mike looks **similar to** his dad.*
suitable for	odpowiedni dla (kogoś)	*The film is not **suitable for** children.*
surprised by	zaskoczony (czymś)	*I was **surprised by** the news.*
useful for /to	użyteczny dla (kogoś)	*Your advice is very **useful for / to** us.*
well-known for	znany z (czegoś)	*London is **well-known for** Big Ben.*
worried about	zmartwiony (czymś)	*I am **worried about** my history exam.*
NOUNS WITH PREPOSITIONS		
access to	dostęp do (czegoś)	*Every student should have **access to** the Internet.*
advantage /disadvantage of	zaleta/wada (czegoś)	*The biggest **advantage of** travelling is that you learn about other cultures.* *One of the **disadvantages of** the job is the long hours I work.*
advice about	rada dotycząca (czegoś)	*The teacher gave some **advice about** how to learn Italian quickly.*
apology for	przeprosiny za (coś)	*I must make an **apology for** my behaviour.*
attention to	uwaga, zainteresowanie (czymś)	*Please pay **attention to** details.*
campaign against	kampania przeciwko (czemuś)	*We joined a **campaign against** smoking.*
effect on	wpływ, oddziaływanie na (coś)	*The war had a large **effect on** fuel prices.*
influence on	wpływ na (coś)	*Music has positive **influence on** children.*
information about	informacja o (czymś)	*Could you give us some **information about** the course?*
passion for	zamiłowanie do (czegoś)	*I have a **passion for** music.*
picture of	obraz, zdjęcie (kogoś / czegoś)	*I took a **picture of** a snake.*
prize for	nagroda za (coś)	*Reymont received the Nobel **Prize for** literature.*
punishment for	kara za (coś)	*A fine is a **punishment for** speeding.*
reason for	powód, przyczyna (czegoś)	*What was the **reason for** the accident?*
recipe for	przepis na (coś)	*This is a **recipe for** lasagne.*
story about	historia, opowiadanie (o czymś)	*Have you heard the **story about** the accident?*
talent for	talent do (czegoś)	*Paul has no **talent for** singing.*
victim of	ofiara (czegoś / kogoś)	*I was a **victim of** bullying at school.*
view of	widok (na coś)	*Every room has a **view of** the sea.*
interest in	zainteresowanie (czymś)	*Lee has an **interest in** sport.*
VERBS WITH PREPOSITIONS		
agree /disagree with	zgadzać się/nie zgadzać się (z kimś)	*I don't think I **agree with** you.* *Teenagers often **disagree with** their parents.*
apologise for	przepraszać za (coś)	*I **apologise for** my mistake.*

LEXICAL PATTERNS

appeal to	podobać się komuś, przemawiać do (kogoś)	*Does this film* ***appeal to*** *you?*
apply for	ubiegać się o (coś)	*I would like to* ***apply for*** *the job.*
arrive in	przybyć, przyjechać do (jakiegoś miejsca)	*The train* ***arrives in*** *Rome at 8.30.*
ask for	pytać, prosić o (coś)	*You can always* ***ask*** *someone* ***for*** *help.*
belong to	należeć do (kogoś)	*Does this laptop* ***belong to*** *you?*
care about	troszczyć się o (kogoś)	*Good parents* ***care about*** *their children.*
click on sth	kliknąć (w coś)	***Click on*** *the link to open this website.*
compete for sth / in sth / with sb	konkurować, rywalizować o (coś) / w (czymś) / z (kimś)	*Bob will* ***compete for*** *the gold medal /* ***in*** *the Olympics /* ***with*** *other players.*
complain about	narzekać na (coś / kogoś)	*People often* ***complain about*** *the weather.*
concentrate on	koncentrować się, skupiać na (czymś)	*I find it hard to* ***concentrate on*** *a difficult task.*
connect to	podłączyć się do (czegoś), połączyć się z (czymś)	*Enter the password to* ***connect to*** *the Internet.*
consist of	składać się z (czegoś)	*The course* ***consists of*** *four parts.*
depend on	polegać na (czymś/kimś); zależeć od (czegoś)	*I can always* ***depend on*** *my friends.*
discriminate against	dyskryminować (kogoś)	*It is illegal to* ***discriminate against*** *disabled people.*
dream of	marzyć o (czymś)	*He* ***dreams of*** *going to the Moon.*
exchange sth for sth	wymienić coś na coś	*Can I* ***exchange*** *these shoes* ***for*** *a smaller size?*
fail to do sth	nie zdołać czegoś zrobić	*Lynn* ***failed to*** *come to the lesson on time.*
fight against	walczyć przeciw (czemuś), zwalczać (coś)	*Many governments* ***fight against*** *terrorism.*
hear from sb about / of sth	dostać wiadomość od kogoś/usłyszeć; dowiedzieć się o czymś	*I would like to* ***hear from*** *you again* ***about*** */* ***of*** *the situation.*
invite sb to	zaprosić kogoś na (coś/gdzieś)	*Chris* ***invited*** *his girlfriend* ***to*** *dinner on Friday.*
look at	patrzeć na (coś)	***Look at*** *the picture on page 37.*
look for	szukać (czegoś)	*Can you help me* ***look for*** *my keys? I cannot find them.*
make sense of	zrozumieć (coś)	*Did you* ***make sense of*** *the lecture?*
pay for	płacić za (coś)	*You must* ***pay for*** *the tickets before you enter the gallery.*
prefer sth to sth	woleć coś od czegoś	*Max* ***prefers*** *meat* ***to*** *vegetables.*
recommend sth to sb	polecić coś komuś	*I can* ***recommend*** *the film* ***to*** *comedy lovers.*
return sth to	zwrócić coś (gdzieś, np. do sklepu)	*She* ***returned*** *the dress* ***to*** *the store as it was too large.*
revise for	powtarzać, uczyć się do (czegoś)	*Ian is* ***revising for*** *the exam.*
save for	oszczędzać na (coś)	*We are* ***saving for*** *a trip around the world.*
sentence sb to	skazać kogoś na (coś)	*The judge* ***sentenced*** *him* ***to*** *prison.*
share sth with	dzielić coś, wspólnie korzystać z czegoś z (kimś)	*Rob* ***shares*** *a room* ***with*** *his brother.*
shout at	krzyczeć na (kogoś)	*Don't* ***shout at*** *me! I'm not deaf.*
specialise in	specjalizować się w (czymś)	*Joe* ***specialises in*** *organic chemistry.*
spend money on	wydawać pieniądze na (coś)	*I have* ***spent*** *all my* ***money on*** *a new MP3 player.*
take part in	brać udział w (czymś)	*Will you* ***take part in*** *the school play?*
talk about	mówić, rozmawiać o (kimś/czymś)	*They often* ***talk about*** *basketball.*
teach about	uczyć (czegoś)	*Mr Johnson* ***teaches*** *us* ***about*** *human rights.*
thank for	dziękować za (coś)	***Thank*** *you* ***for*** *your help.*
think about / of	myśleć o (kimś/czymś)	*What do you* ***think about*** */* ***of*** *the book?*
wait for	czekać na (coś/kogoś)	*I'll* ***wait for*** *you at the station.*
work on sth	pracować nad (czymś)	*Scientists are* ***working on*** *a cure for cancer.*
worry about	martwić się o (coś/kogoś)	*Martha often* ***worries about*** *the future.*
write to sb	pisać do (kogoś)	*Ellen is* ***writing*** *an email* ***to*** *her boyfriend.*
PHRASAL VERBS		
be into	interesować się (czymś)	*Bobbie* ***is into*** *IT.*
be on	odbywać się, mieć miejsce	*The concert* ***is on*** *at 7 pm.*
break down	zepsuć się	*The car* ***broke down*** *in the middle of the road.*
break into	włamać się	*Someone* ***broke into*** *our house when we were away.*
can't put sth down	nie móc się oderwać (od czegoś)	*The book was so fascinating that I* ***couldn't put*** *it* ***down****.*
cheer up	rozchmurzyć się, rozweselić się	***Cheer up****! Look at the bright side.*
chill out	zrelaksować się	*We often meet to* ***chill out*** *at weekends.*
cut down on	ograniczyć (coś)	*I've* ***cut down*** *on sweets to lose weight.*
do sth up	odnowić coś (dom, meble itp.)	*We* ***did*** *the house* ***up*** *before moving in.*
eat in / take away	jeść na miejscu / na wynos	*Are these burgers to* ***eat in*** *or* ***take away?***
eat out	jeść poza domem	*I hate cooking, so I* ***eat out*** *very often.*
find out	dowiedzieć się	*Visit our website to* ***find out*** *more about our products.*
give out	rozdać	*Sue* ***gives out*** *fliers to students at school.*

LEXICAL PATTERNS

go round	zwiedzać (coś)	*Jess* ***went round*** *all art galleries in New York.*
go with	pasować do siebie (o ubraniach, kolorach itp.)	*This scarf* ***goes*** *nicely* ***with*** *every outfit.*
grow up	dorosnąć	*I want to be a doctor when I* ***grow up****.*
hang on	zaczekać	***Hang on*** *a minute, please.*
keep to	trzymać się, przestrzegać (czegoś)	*You must* ***keep to*** *a workout schedule to get fitter.*
let somebody down	zawieść, rozczarować (kogoś)	*You can trust me, I won't* ***let*** *you* ***down****.*
look after	zajmować się kimś	*Lea sometimes* ***looks after*** *her baby brother.*
look forward to	nie móc się doczekać (czegoś)	*I* ***look forward to*** *hearing from you.*
look sth up	sprawdzić coś	*Students* ***look*** *new words* ***up*** *in a dictionary.*
mess sth up	zepsuć coś	*Don't try to mend the fridge or you'll* ***mess*** *it* ***up*** *more.*
put on (weight)	przytyć	*You'll* ***put on*** *weight if you eat fast food every day.*
put sth on	założyć coś na siebie	*It was raining so he* ***put on*** *his raincoat.*
run out of	wyczerpać, skończyć się (o czymś)	*Stop the car. We've* ***run out of*** *petrol.*
sell out	wyprzedać	*The tickets for the show are* ***sold out****.*
set off	wyruszyć	*We* ***set off for London*** *early in the morning.*
set sth up	ustawić, skonfigurować coś (np. *computer*)	*Can you help me* ***set up*** *my new computer?*
sort out	rozwiązać, rozwikłać (np. *problem*)	*Have you* ***sorted out*** *the problem yet?*
stay up (late)	późno chodzić spać	*When I* ***stay up late****, I can't get up for school.*
switch on / off	włączyć/wyłączyć	***Switch*** *the light* ***on****. It's getting dark.* *Please* ***switch off your*** *mobile phones before the lesson.*
take sth back	oddać, zwrócić coś do sklepu	*She* ***took*** *the skirt* ***back*** *to the store as it was too large.*
take sth out	wynieść coś (np. śmieci)	***Take*** *the garbage* ***out*** *before you leave.*
take up a hobby	zająć się jakimś hobby	*Sue has* ***taken up*** *karate.*
try out	wypróbować coś	*You must* ***try out*** *the new restaurant. It's fantastic!*
try sth on	przymierzyć coś	*Can I* ***try*** *this shirt* ***on****?*
turn into	zmienić się w ...	*The frog* ***turned into*** *a handsome prince.*
turn off	wyłączyć	***Turn off*** *the air conditioner. It's too cold.*
turn out	okazać się	*It* ***turned out*** *that she was a friend of my sister.*
wash up	umyć, zmyć (naczynia)	*Tim* ***washed up*** *after lunch.*

PREPOSITIONAL PHRASES

at		
at first	na początku, najpierw	*I enjoyed the show* ***at first,*** *but then I changed my mind.*
at home	w domu	*Mike is already* ***at home*** *and his roommate is still out.*
at night	w nocy	*Most people sleep* ***at night****.*
at school	w szkole	*Children are* ***at school*** *from 8 a.m. to 3 p.m.*
at six o'clock	o godzinie szóstej	*Jenny wakes up* ***at six o'clock****.*
at the airport	na lotnisku	*I can pick you up* ***at the airport****.*
at the beginning	na początku	*He went to Brazil* ***at the beginning*** *of the year.*
at the bus stop	na przystanku autobusowym	*I met Pete* ***at the bus stop****.*
at the sales	na wyprzedaży	*George bought both T-shirts* ***at the sales****.*
at the seaside	nad morzem	*We spent our holiday* ***at the seaside****.*
at the weekend	podczas weekendu	*She visited her granny* ***at the weekend****.*
by		
by card	kartą (płacić)	*Could I pay* ***by card****?*
by heart	na pamięć	*We had to learn the poem* ***by heart****.*
by post	drogą pocztową, pocztą	*You will receive the contract* ***by post****.*
by the river / lake	nad rzeką/jeziorem	*Houses* ***by the river*** */* ***lake*** *are quite expensive.*
by the sea	nad morzem	*We took a beautiful route* ***by the sea****.*
for		
for free	za darmo	*The meal is* ***for free****.*
for a walk	na spacer	*Zoe took her dog* ***for a walk****.*
for sale	na sprzedaż	*The house is now* ***for sale****.*
in		
in bed	w łóżku	*It's already noon and he's still* ***in bed****.*
in cash	w gotówce	*You must pay* ***in cash****. We don't accept credit cards.*
in connection with	w związku z ...	*I am writing* ***in connection with*** *your advertisement.*
in front of	przed	*The monument is* ***in front of*** *the town hall.*
in good / bad condition	w dobrym / złym stanie	*The car is* ***in good*** */* ***bad*** *condition.*
in hospital	w szpitalu	*Monika broke her leg and she is* ***in hospital*** *now.*

LEXICAL PATTERNS

in my opinion / view	moim zdaniem	***In my opinion / view,*** *cats are better than dogs.*
in public	w miejscu publicznym	*Do you like speaking* ***in public****?*
in the city centre / suburbs	w centrum miasta/na przedmieściach	*Would you rather live* ***in the city centre*** *or* ***in the suburbs****?*
in the corner	na rogu	*Write your name* ***in the*** *top left* ***corner*** *of the page.*
in the country	na wsi	*My grandparents live* ***in the country****.*
in the end	w końcu, wreszcie	***In the end,*** *I decided not to buy the shoes.*
in the middle	w środku	*The statue is* ***in the middle*** *of the square.*
in the morning	rano	*I have a cup of tea* ***in the morning****.*
in the mountains	w górach	*Eliza spends each winter* ***in the mountains****.*
in the picture	na obrazku/zdjęciu	***In the picture*** *I can see a young woman.*
in touch	w kontakcie	*I got* ***in touch*** *with an old friend.*
in winter	zimą	*It usually snows* ***in winter****.*
on		
on a diet	na diecie	*She doesn't eat chocolate because she is* ***on a diet****.*
on an estate	na terenie osiedla	*You can't play football* ***on an estate****.*
on an island	na wyspie	*I can see palm trees* ***on an island****.*
on average	średnio, przeciętnie	***On average,*** *people read half a book per year.*
on behalf of	w imieniu kogoś	*I'd like to thank Mary* ***on behalf of*** *everyone.*
on Friday	w piątek	*The weekend starts* ***on Friday****.*
on sale	przeceniony (o towarze)	*I bought the red shoes* ***on sale****.*
on special offer	w promocji	*All items on this shelf are* ***on special offer****.*
on stage	na scenie	*The famous actress is back* ***on stage****.*
on the beach	na plaży	*The surfers gathered* ***on the beach****.*
on the floor	na podłodze	*There is no sofa, so we sit* ***on the floor****.*
on the main road	na głównej drodze	*The restaurant is* ***on the main road****.*
on the right / left	na prawo/na lewo	*The reception desk is* ***on the right*** */* ***left*** *from the entrance.*
OTHER PREPOSITIONS		
according to	zgodnie z	***According to*** *research, more and more people study abroad.*
because of	z powodu	*We stayed at home* ***because of*** *bad weather.*
last week	w zeszłym tygodniu	*I was absent from school* ***last week****.*
next Monday	w przyszły poniedziałek	*John is moving house* ***next Monday****.*
out of order	nieczynny	*The lift is* ***out of order****. We have to take the stairs.*
outside a city	poza miastem	*I enjoy living* ***outside a city*** *near the forest.*

Word formation

NEGATIVE PREFIXES

in-	insecure, invisible, incorrect
im- (before *-p*)	impossible, impatient, impolite
il- (before *-l*)	illegal
un-	unhappy, unlucky, unbelievable

NOUN SUFFIXES

-ation	educate, concentrate	education, concentration
-ion	inform, revise	information, revision
-edge	know	knowledge
-y	apologise	apology
-ment	punish	punishment
-tion	investigate	investigation
-our	behave	behaviour
-al	try	trail
-er/-or	ski, conduct	skier, conductor
-ist	cycle	cyclist

ADJECTIVE SUFFIXES

-able	fashion, comfort	fashionable, comfortable
-ing	surprise	surprising
-ive	expense	expensive
-ed	bore	bored

AUDIOSCRIPT

Unit 1

CD 1.01

funny patient confident honest
sociable reliable sensitive bossy
ambitious generous hard-working
dishonest talkative silly quiet helpful
friendly kind rude serious clever
lazy shy nasty modest polite mean

CD 1.02

We asked some students to be honest with us and tell us about their good and bad points. Here is what they said!

1

OK, so I have to say what my good and bad points are. Tricky! Right, well I don't like meeting new people a lot, but it's fine when I have got to know them. Sometimes I just don't know what to say and I go red. I like studying and I usually do all my homework on time. Sometimes I stay up quite late to find out more information or learn more about some of the things we did in class. As for my bad points, well my sisters are younger than me and I'm always telling them to tidy up their rooms and do their homework so I suppose I can be quite bossy. They say that I'm just like mum.

2

First, the bad points – that's easy! I hate getting up in the mornings and I never do my homework on time. There's always something more interesting to do. Also, when I'm tired, I'm not always very polite to people. I know it's bad, but there's nothing I can do about it. My good points, well – I can think quickly – when I'm not too tired, and I usually get top marks in tests, and I can think of good excuses whenever I don't do my homework!

CD 1.03

Hi! My name's Dean and I'm directing the new series. Its action takes place in a secondary school and the stories are about students and teachers. We're looking for three people to play the following characters: Charlie, Ella and Sophie.

First of all, Charlie. Charlie is sixteen and he's a bit of a bad boy and he's always getting into trouble. He thinks it isn't cool to be clever so he doesn't care about doing his schoolwork! The worst thing about Charlie, however, is his dishonesty. You can't trust him. But family is important to Charlie. He's very loyal to his younger sister and brothers. He'll fight anyone who is rude to them.

Next, Ella. Ella is the same age as Charlie but she's very different. All the teachers love Ella! She's good-looking and clever. She always gets top marks in tests and she loves to be the centre of attention. She doesn't like students who waste their time – like Charlie! But Ella has problems too. She wants everyone to think that her family is rich, but it isn't true. Ella doesn't live in the best part of town and her father has been in prison a couple of times.

Finally, Sophie. Sophie is Ella's best friend. Sophie would like to be popular like Ella – but she isn't. Sophie isn't clever and she gets very nervous before tests and exams. She knows Ella very well and she's a loyal friend so she can keep secrets. Sophie would never let Ella down. So, now you know something about the characters, who would like to read the part of Charlie?

CD 1.04

1

Charlie Hi Ella! How's your dad?
Ella He's fine, Charlie. Why are you asking?
Charlie My mate says that the police want to talk to him about some stolen cars?
Ella Well, your mate is wrong.
Charlie Really? I think the class might be interested ... and you might be a bit embarrassed ...
Ella Stop telling lies about my family!
Charlie OK! Don't get upset! I can keep quiet – for £20.
Ella Go away, you loser!
Charlie Fine. Now it's £30.

2

Sophie Hi Ella. Are you OK? You look a bit stressed.
Ella I'm OK, thanks. Are you ready for the test tomorrow?
Sophie I'm worried because I need to get good marks this time. My dad was really cross last month. I know everything but I always forget it when I'm taking a test. I get so nervous. I'd really like to make my mum and dad proud of me.
Ella Look. I'm meeting Sam for a coffee after school. But come round later. I can test you before tomorrow.
Sophie Thanks Ella. Charlie ...
Ella What about Charlie?
Sophie He says he's got a copy of the test paper and he knows the questions. He wants £10.
Ella Don't even think about it. Charlie is a snake!

CD 1.05

Lisa **Hi! What are you doing? Is it your English homework?**
Tomek No! I'm writing an email to my English friend. So, yeah, I'm using English, but not for my homework!
Lisa Do you write to him every week?
Tomek Yes, sometimes twice a week. I'm staying with him this summer so we're arranging lots of things at the moment. He lives in London. Should be fun!
Lisa Brilliant! My friend, Jenni, doesn't write very often. She does a lot of sports and she's always busy. She's competing in a big event on Saturday. She doesn't write about anything else! We don't have similar interests really. She likes sports – I don't. I read a lot – she doesn't.
Tomek That's a shame. Mike and I enjoy a lot of the same things. I think that's important for a good friendship.
Lisa You're right. Can I write to Mike too?

CD 1.06

Matt **Hi. You look like you don't know anyone here.**
Paula You're right. I'm new here. I'm Polish and I've just arrived in Britain.
Matt Wow! Your English is great. I'm Matt and I'm Tom's cousin. And you?
Paula My name's Paula and I'm Tom's new classmate. Nice to meet you, Matt.
Matt Nice to meet you too. So what are you into?
Paula Well, I love dancing and listening to music. What about you?
Matt Me too! I'm also quite keen on sports. I really like football and cricket.
Paula Well, sports aren't really my cup of tea, but I think they must be a great hobby.
Matt Yes, they are! Anyway, what do you think of the music here?
Paula It's really great!

CD 1.07

1

Simon Mark, this is Claire. Claire, this is Mark.
Mark Nice to meet you, Claire.
Claire You too. Are you having a good time at the party?
Mark Oh yes, it's a fantastic party. I love the music and the food is great too. And you?
Claire Yes, but I don't know many people here, so it's a bit strange.
Mark Well, you know me and Simon, so it's not so bad! We are the best dancers here.
Claire Oh, great. I absolutely love dancing!
Simon So why don't we go and dance?

2

Melanie So how do you know Charlie?
Steve Actually, he's my best friend. We aren't in the same class but we live next door to each other. And you? How come you know him? Are you his classmate?
Melanie Yes. His new classmate.
Steve Oh, I see. What do you think of your new class then?
Melanie They're a great bunch of people. Easygoing and extremely helpful. I feel very welcome there.
Steve That's good!

CD 1.08

1 What kind of parties are you keen on?
2 I'm totally into dancing and football.
3 Are you having a good time?
4 Hello, I'm Jane. I'm Mark's friend from school.
5 What's Mary like?

CD 1.09

Interviewer **Good morning, with us in the studio is Nathalie Richardson, a coach who supports young people in their self-development. What exactly does your job involve?**
Nathalie Good morning everyone. I advise teenagers, their parents and teachers, and basically, my role is to help young people find out what they are good at. We work on changing their behaviour and attitude so that they can do better in their personal life.
Interviewer Don't teenagers know what they can and cannot do very well? Don't their parents and teachers tell them that?
Nathalie Teenagers are often unaware of what their good sides are. They mainly

measure their success by how good their test results are. They forget about all the other aspects like their personal qualities, or talents. As for adults, the situation varies from family to family, or school to school, but on the whole neither parents nor teachers are trained to coach students in a professional way.

Interviewer So what strengths do teenagers have?

Nathalie Again, it's different from person to person, but most of them discover that they are more creative than they thought they were, or some learn that they are strong in organisational skills. These are important competencies, aren't they?

Interviewer Absolutely!

Nathalie Knowing that you get something right is a real boost to your confidence.

Interviewer That's right. Ok. What about

CD 1.10

Hi, my name's Anna. I'm a secondary school student, and I want to tell you why I think it's a good idea to talk to a coach regularly. First of all, you get to know yourself much better, you find out why you succeed in some things, and fail in others. It all depends on your personal strengths and weaknesses. All you need to do is to realise what you are good at, and how to improve what you are not so good at. My coach tells me I'm very ambitious, confident and quite serious, which helps me achieve things in life. On the other hand, I'm a little too bossy and demanding, and this means I have fewer friends than I could have. She tells me to stop telling people what to do, and to smile more. And guess what? It's working. I'm making more friends than ever!

CD 1.11

Do you know that most successful people in the world are not individuals with any big natural talents but rather those who have a lot of determination and passion for what they do? You don't have to be a genius to succeed, but you have to work hard on something you are keen on, and never give up! Success is about making a lot of effort, learning from your own mistakes and improving what you do. I think this is good news for all the young people who worry that they don't have any brilliant talents, can't play any musical instruments, are poor at maths or can't run like an Olympic champion. We just need ambition and patience at the same time. Success will come to those who work hard and take time to get to know themselves.

Unit 2

CD 1.12

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

CD 1.13

1

This is becoming a very popular sport. I think it's because you can do it on your own or with your family and friends. You can do it for competitions or just for fun and to keep fit. I like going out in the early morning because the roads aren't busy then. If it's too busy, you can easily have an accident with a car. Drivers don't always see you although there are special paths on city roads.

2

I do this in the summer when the weather's good but a lot of people like going in the winter or spring when it's very windy and there are a lot of waves. They say that's the best time! I think the water's too cold then! I like this sport because I do it on my own and my board goes on top of my dad's car!

3

This is good for school kids because everyone can run, jump or throw, can't they? Even if you're not very good, you can try and it's good exercise. I like the 100 metres and my sister is good at the high jump. It's important in the Olympics as well.

4

Some people don't like this sport because it's two people fighting and hitting each other. They say it's dangerous because you hit the other person's head and face. But I think it's great, and you don't really hurt people because you wear special gloves. You have to practise a lot and it's good when you've got a lot of energy. Now women can do it in the Olympics too. That's brilliant.

CD 1.14

Ron Good evening and welcome to *Sports Talk*. **We asked you to phone in to tell us your favourite films about dangerous sports. First up is Holly.**

Holly Hi Ron! Last year I saw an incredible film about snowboarding. It's called *The Crash Reel* and it's about two top snowboarders, Shaun White and Kevin Pearce. They compete in the same events and they become big rivals. They encourage each other to do more and more dangerous things. Then Kevin has a bad accident and has to give up the sport. The film is about how Kevin learns to accept what happened to him. It's both sad and happy and I loved it.

Ron I like your choice, Holly. And next is Davy.

Davy For me, the best film about a dangerous sport is *127 Hours*. Aron Ralston falls down a deep hole while he's canyoneering. He can't climb up again because there is a big, heavy rock on his arm. He is down there for 127 hours, with no food or water. All the time he's trying to think of ways to get out. It's really thrilling. I'm not going to tell everyone the ending because you must see it yourselves!

Ron It's a true story as well, isn't it. Thanks Davy. Now we have Kyle.

Kyle My suggestion is *Million Dollar Baby*. It's quite an old film but it's brilliant. I like it because it's about a woman boxer, Maggie, the boxer, just loves boxing but she can't find a coach. They don't want to train women. Only Frankie agrees to train her and she wins lots of matches. She has lots of supporters who encourage her. Finally, she fights to win the title but in that fight she gets injured. In the end, she dies.

Ron Thank you, Kyle. And finally today we have Alex.

Alex OK. This is a film about motor racing – it's called *Senna*. It's about the life and the terrible death of Ayrton Senna, the best racing driver ever. I love this film. It's exciting but it's also very sad. After being World Champion three times, Senna crashed and died in a race in 1994. This happened in front of thousands of spectators and millions of TV viewers. But the film is interesting too, and you learn a lot about motor racing and Senna's personal life as well. There are even some very funny moments in it. You should watch it!

CD 1.15

Gail **Lots of people take up dangerous sports today. They're really popular.**

Mark I can't understand it. Why do people want to take risks? They might have an accident.

Gail But it's exciting and you keep fit at the same time! I'd like to try something like free running.

Mark You're crazy! Do you really want to break a leg or bang your head? Or worse!

Gail It's OK if you learn properly and are prepared. Come on! You put your life in danger every time you cross the road!

Mark Now, that's not really true!

Gail Well, you know what I mean.

CD 1.16

Andy **Hi Lola! I called you half an hour ago, at 6.30.**

Lola I'm sorry, Andy. I left my phone in the bedroom. I was watching the women's football final downstairs. England won! Was it important?

Andy No, not really. I'm going swimming later. Do you want to come?

Lola I'd love to, but I can't. I hurt my back while I was playing volleyball yesterday. I've got to rest.

Andy Oh no! How did it happen?

Lola It was so silly, really. The sun was shining and it was a great afternoon for a match. I jumped for a ball but the sun was in my eyes. I didn't see Dani. She was jumping for it too. She crashed into me and I fell on my back.

Andy Oh, poor you!

CD 1.17

Anna **Hi, Tim. How's life? How was your long weekend?**

Tim Don't even ask! It was the worst time of my life!

Anna You must be joking. You went to the seaside on a sports camp, didn't you? What went wrong?

Tim Well, the first day went OK. We went swimming and played different games, but after that it was a total disaster. While I was playing a basketball match, I fell and banged my head really badly. I couldn't do any sports anymore!

Anna Oh, I'm so sorry to hear that.

Tim But that was just the beginning! The next day I ate something bad and felt sick all day long. The day after that I lost my wallet. Can you believe it?

Anna Oh no! You really had bad luck. That sounds horrible!

Tim Yes, it does. It was just awful. Anyway, what did you do?

Anna My weekend was really great. I didn't go away but I had a great time with my friends. We went to the cinema and to the skate park. We met some new friends as well.

Tim That sounds really cool. What a shame I didn't stay here!

CD 1.18

1 How was your activity weekend?
2 Did you know that Jane's dog started a fire in her kitchen yesterday?
3 What were you doing last weekend between 1 and 2 pm?
4 Did you use to play outside a lot when you were young?

CD 1.19

I often go on karate sports camps with my team. My trainer always chooses unusual places for these camps because he believes that learning different skills will help us become better at karate. Last year we stayed in the middle of a forest. In the beginning, everything was fine, but one night our trainer woke us up. He said we were going for a walk in the dark. I was scared like never before. My mates knew I was afraid of insects, especially spiders, so all the time they kept telling me, 'Look out! There's a big spider on your back!' and things like that. They were laughing but it wasn't so funny for me. Anyway, I pretended to be brave and finished the walk. After that, we went back to sleep. Suddenly, I woke up and screamed, 'A spider! There's a big spider in my bed!' All my friends woke up. They turned the lights on and to my surprise there was no spider. It was a peanut, one of the peanuts I was eating earlier on. I couldn't believe my eyes. I got frightened by a peanut!

CD 1.20

1 In the beginning, everything was fine, but one night our trainer woke us up.
2 I was scared like never before.
3 Anyway, I pretended to be brave and finished the walk.
4 After that, we went back to sleep.
5 Suddenly, I woke up and screamed, 'A spider! There's a big spider in my bed!'
6 I couldn't believe my eyes.

CD 1.21

1 Unfortunately, Jim didn't qualify for the tournament.
2 Pete seems so bored.
3 How was Harry's performance in the match?
4 What's Tim like as a personal trainer?

CD 1.22

1 Did you use to play football?
2 How did you do in the race?
3 What's your greatest sporting achievement?
4 Were you at the sports camp last summer?

CD 1.23

1 Thanks for letting me borrow your bike Annie!
2 Is this really your favourite football team?! Their style of playing football is terribly boring for me!
3 Mike, would you like to take part in a school tennis competition?
4 Polly says that the new girl in our class is into volleyball.
5 Are you having a good time at the party?

Unit 3

CD 1.24

farmhouse block of flats detached terraced house bungalow semi-detached

CD 1.25

1

The house is very old and there are lots of stone steps inside and outside. It's got a real fire too and a chimney on the roof. There's a pretty garden at the back with lots of flowers and of course, there's a fence around it to stop the cows coming in! The front door is old-fashioned – it's wooden and very heavy! Difficult for thieves to get in!

2

Our new house looks quite small but it's really big inside. It's got three floors and there's a room in the roof – that's mine. There's a small balcony, but I'm not allowed to go on it because it's not very safe! The front garden is small but it's got a nice lawn and our front door's blue so it's easy to see which house is ours. We live very close to our neighbours on both sides, but the walls are thick so you can't hear them!

CD 1.26

1

Are you looking for a new home? We may have something for you! Twenty new flats will soon be for sale in this area. Twelve of them will have two bedrooms and eight will have three bedrooms. This modern new development is very close to public transport and is also close to the town centre. All the flats will have their own parking spaces. It's also in a very safe and quiet neighbourhood. Prices are low, so look at the plans and make a decision soon. Don't wait, phone us for details now!

2

Woman OK Gary. That's really interesting. So what's your message to our listeners?
Man I want to ask one thing. Do you think the new Green Park development is a bad idea? I believe that the development will make the area more crowded and polluted. If you agree, come to a meeting tonight in Green Park at 6.30. A lot of people are worried about losing the park and now is the time to act. If you can't come, go on our website – Keep Green Park and leave a comment. We need to save our green spaces. Join us and fight the development.

3

Woman Hi everyone. So, we need to discuss this new Green Park development. A lot of people are against the plans.
Man Yes, there's a group called Keep Green Park that is fighting for the plans. Do you think they're right?
Woman Maybe they are. There is already a lot of housing in the area.
Man But it isn't cheap. Young people need to be able to buy these houses. It's important for families with children.
Woman But we still need green spaces.
Man We've got a lot of green spaces. And people might come to live here from other places. That's good news for shops in the town centre!
Woman Well, we have to make a decision about the plans soon. Does anybody else want to say something?

4

Eva? It's Tim. Hi! I've just heard about a meeting tonight – to protest about the new Green Park development. I'm thinking about going along, not to join the protest – obviously! I think your dad's plans are really good. I think I'd like to be an architect like him when I leave college! Anyway, perhaps we could go to the meeting together. We could say why we think the development's a good thing. What do you think? Call me soon. I'm taking the dog for a walk but I'll have my phone with me.

CD 1.27

Research shows that young people are staying at home for longer these days. A historical fact is that in the past youngsters left home soon after they started working and moved into a flat. Today, however, young men and women stay with their parents for at least ten years longer! Economists believe that this is because of the cost of housing today. Also, many people don't earn a lot or are even unemployed. Statistics show, however, that most young people would prefer to move out. Personally, I think that living with your parents for a long time is not a good idea. Young people need to be independent.

CD 1.28

Mason **Hi Lucy! Ian's just told me that you're moving soon. Is that right?**
Lucy Yep. At the weekend! I can't believe it. It's all happened so quickly.
Mason Have you packed yet?
Lucy I've put a few things in boxes, but I haven't done everything yet. I've got such a lot of rubbish in my room. It's taking me ages.
Mason Well, don't throw away your old poster of Lady Gaga. I'll take it if you like.
Lucy Sorry, Mason, I've already thrown it away! And all my old CDs and videos of *Friends*. Ah – mum's just sent me a photo of the new house. Here it is. It's lovely, isn't it?
Mason You're so lucky. It's enormous!
Lucy I haven't written down the address yet, but I'll email it to you. You'll need it when you come to our housewarming party!

CD 1.29

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

CD 1.30

Student **In the photo, I can see a teenage boy in a bedroom. The room seems dark but very tidy. The boy hasn't made his bed yet and hasn't put all the clothes away. He's sitting in the armchair and it looks like he's using a calculator. Next to him there are some school books and his school rucksack so I believe he's doing his homework.**
Examiner Why do you think the boy is doing his homework on the floor?
Student I think he's doing his homework on the floor because his desk is a bit messy. Maybe he just likes doing his homework on the floor like many other young people.

Unit 4

CD 1.31

1 I love learning about plants and animals. Everyone needs to know how we can look after the environment

2 It's interesting to learn all about kings and queens but remembering all those dates is a bit boring.

3 I don't think we do enough. We all need to keep fit and healthy, so we should do more.

4 It's my favourite subject and very important today. We learn how to write code. It's easy if you start when you're really young.

5 I was terrible at this when I was younger but now at least people can understand what my pictures are about!

CD 1.32

give a test get top marks take notes
have an exam pass an exam give a presentation miss a lesson revise for a test get low marks copy homework fail an exam take a test

CD 1.33

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

CD 1.34

Will They've accepted you! That's fantastic news! You must be very good at acting. They only choose a few students every year!
Karolina Yeah – it's amazing. I didn't think they would say yes. But I don't know. It's a big change. It's a really long way from my house, you know. It's an hour's journey every morning and then back again.
Will No problem – you can practise your lines on the train! And think of the good points – you'll be with lots of students who love doing the same things as you do. The teachers are great there and they'll make you even better at acting.
Karolina I know. But that's part of the problem. At my school now I'm the best actress. I won several prizes last year. But at the Film Academy everyone else will probably be more talented than me!
Will Rubbish! You'll have to work harder, that's true, but that's a good thing, isn't it?
Karolina My mum's a bit worried too. She thinks that it's a hard job. She says I should choose another subject to study.
Will But she understands your passion for acting, doesn't she? She just worries about your future, but it doesn't mean she has no confidence in you.
Karolina Oh yes. I know that, but perhaps she's right?
Will Follow your passion, I'd say. And there's another advantage about going there. You'll get to know lots of people who can help you become famous and give you a good career!
Karolina That's true.
Will I think it's a great chance for you to make your dreams come true. It's one of the most famous schools in the country and it's free! Don't think about it anymore. Say yes!
Karolina I guess so, but I need to think about it again. Thanks for your advice Will.

CD 1.35

Hi Will. It's Karolina. Just wanted to let you know my final decision! You know, after chatting to you I went away and thought a lot about what you said. And you're absolutely right – this sort of opportunity doesn't come along very often and I think I'd be crazy to say no just because I'm a bit shy about meeting other talented people. It also made me think quite hard about myself. Is it just that I enjoy being the best? Am I too nervous about competing with other talented guys? If so, then I shouldn't be thinking about a career on the stage! So cheers, Will, I'm going to accept – and that's because of your good advice!

CD 1.36

Tessa Hi Olly! Are you looking for the new Mandarin club too?
Olly Yeah. I thought it was in Room 5. But it can't be in there because the door's locked.
Tessa I know. And it can't be in Room 6 because they're doing extra Maths in there – Dan said.
Olly It could be in Room 8. That's empty.
Tessa Mmm. It might be – but I think they have a meeting about the skiing trip in there at 5 o'clock.
Olly This is silly. It could be anywhere! I'll phone Maddy. She's going too and she must know where it is. She's so organised.
Tessa Good idea. Ah – look. Miss White said we're going to have a talk by a Chinese lady at this first meeting. And there's a Chinese lady, she may be our teacher and she's going into ...
Olly So it must be in Room 10. Yes!

CD 1.37

Harry Look! I've just read an interesting article on the Internet about schools. It says that the best school is one where students feel good. I don't think so, do you?
Ann Yes, I do, absolutely! For me, a good school is where I feel comfortable and where I like the other students and teachers. Don't you agree?
Harry In my opinion, a friendly atmosphere isn't enough. Personally, I think that a good school is about getting top marks in exams, because schools must prepare you for university and your future career.
Ann I am not sure I agree. In my view, a good education means more than just excellent exam results. A good school should prepare you for life with other people, not just your future career. What's more, a friendly school helps you learn. There's less competition between students, less stress.
Harry Well, you may be right, but I still think that if you want to achieve something in your life, you must study hard and do well in your exams. What do you think?
Ann True, but a school should do both – offer a good education and a friendly atmosphere!

CD 1.38

1
Mark So, what do you think about school uniforms?
Julia Personally, I really hate them. I think they just look so boring and they make everybody look the same.
Mark To be honest, I think that's good. Students don't have to worry about their clothes every morning. Plus it makes everybody look equal. Students who have less money don't need to buy designer clothes, for example.
Julia I'm sorry but I still think uniforms are awful.

2
Chris Do you think it's a good idea to have lots of extra classes every week? Everybody in Poland seems to have lots of them!
Jenny To tell you the truth, I've never thought about it. I've always had lots of extra classes and I guess I'm used to them. I have private English and Spanish lessons, I go swimming and I have my dance classes twice a week.
Chris Wow! That must make you very tired. In the US, it's all part of your school time. When you go home, you can simply relax. If you ask me, I prefer the American system.
Jenny Well, I'm not sure myself. I've never really thought about it.

CD 1.39

1 Personally, I really hate them.
2 To be honest, I think that's good.
3 To tell you the truth, I've never thought about it.
4 If you ask me, I prefer the American system.

Test Practice 1–4

CD 1.40

Annie It's a shame you couldn't come into town with me yesterday.
Mark I know, I'm sorry. I really needed to finish some homework. Did you get me that book?
Annie Yes, you owe me five pounds. I saw one of our old teachers in the bookshop. We had a long chat!
Mark Was it Ms Sparks from the maths department? I saw her last week in the supermarket. She hasn't changed at all!
Annie I know. I sometimes see her around, although actually I haven't for a long time. No, this was someone we haven't seen for ages. I saw this tall guy browsing through some history books and I thought – I recognise that red hair! It was Mr Binns!
Mark Really? I haven't seen him since he left our school four years ago. He lent me a book and I've still got it.
Annie You know, he used to be my favourite teacher.
Mark He was brilliant. He definitely got me interested in history.

Annie You didn't need much encouragement really. You've always liked history.
Mark Yeah – but he's the reason I've decided to become a teacher when I leave school.

CD 1.41

1
Many people take part in sports today and this is great for their health and fitness. However, some people actually make a career in sport and some of them earn enormous amounts of money. There are many different views about whether top sports players should earn these huge amounts. We'd like to know what you think so please leave a comment on our website. We'll publish the results at the end of the week.

2
Football isn't only a men's game, it's a women's game too! Women's football is becoming more and more popular and there are lots of school teams as well as professional ones. One of the biggest competitions in the sport is the European championship, and this year's final is on Saturday afternoon. You can see all the highlights on our new sports channel at 7.30 p.m. and phone in with your questions for our experts. It's going to be an exciting day!

3
Have you enjoyed a good game of football recently? It's healthy and it's also a good chance to meet friends and get away from school work and computers for a while! However, it's not easy for young people in our area to do outdoor sports like football. Many local schools have sold their playing fields, so apart from the football club and the park, where can kids play? We really need more football pitches and soon!

4
Football is an expensive business – especially for those of us who prefer to support our teams by watching them live rather than on TV. This year, our football club is offering an especially low price for people who want to come to every game. Go on the club website to find out more about how you can save money this year. I promise you, you'll be pleasantly surprised.

CD 1.42

1 Don't you mind getting up so early?
2 How was your summer camp?
3 Personally, I think that reading books is fascinating.
4 Are you into sport?
5 What's your strong point?

Unit 5

CD 2.01

band play live the latest album
TV series miss an episode fantasy films
director special effects soundtrack
abstract painting crime novel plot play
actor performance costumes

CD 2.02

1
I'm not really that keen on paintings like this. I don't know why I came. I mean – is that a head or a foot? And what's that? It's just a completely black box!

2
Would you go out alone at midnight because your friend was in danger? When you know that a killer is waiting somewhere in the darkness? Katie did. Find out what happened to her! Starring Keiran Murphy and Stella Carmichael, at cinemas soon ...

3
Boy Sorry. I've got to go. I can't stand this.
Girl What do you mean? It's brilliant! I love this sound.
Boy It's rubbish! It's just noise – it's not music! You can't even hear the lyrics!
Girl Come on! It's the 21st century ...

CD 2.03

It's very important to learn about culture but there's just one problem. In my opinion it's sometimes really boring. I mean, at school we study history of art and classical books and poetry for exams, and we sometimes go to visit museums and art galleries. They're full of old paintings and things which aren't really interesting. My parents think it's important to study classical literature at school. They think that popular music, books and films aren't real culture. They say a lot of it is rubbish and not something to discuss at school. But it's all culture isn't it? Schools and parents need to make it all more interesting for young people. And that includes looking at pop culture more.

CD 2.04

Olivia **What do you think of the new art project at school? Personally, I'm not sure if I really want to find out about art online I'd prefer to go to a gallery and sort of experience art for myself.**
Luke I love it. I'm glad our art teacher has asked us to explore art in this way. I don't really like going round art galleries and museums, and I'd be quite happy to use the British Museum with Google site to do my project.
Olivia What is it exactly? I don't think I've heard of it before.
Luke Well, it's a website which gives you online access to most of the exhibits of the British Museum. It uses the most advanced technology and allows you to watch various objects from prehistory to the present. You can zoom in on the objects and really see them in great detail. The site has turned out to be very successful among people around the world.
Olivia It sounds interesting, especially if you can see the objects in close-up.
Luke And what's also good is that you can listen to the curators and artists talking about the works of art and learn a lot from them. Plus, you don't have to worry that the tickets may sell out. I think it's brilliant.
Olivia Ok, you have convinced me. Thanks for telling me about it. Anyway, I want to go to art gallery as well. I'm going to see what's on and then go. Fancy coming with me?
Luke Who knows? You may convince me too! So, do you want to join me and Tom for the project?
Olivia Sure! Why not?! But first we must agree on a topic, don't you think so?
Luke Absolutely. Well, I was thinking about

CD 2.05

I did some research on a really interesting arts project. The name of the project is *Play Me, I'm Yours* and it's all about pianos in the street! It was started in 2008 by an artist, Luke Jerram, who had the idea of putting old second-hand pianos in streets. His plan was that anyone who was passing in the street – maybe just on their way to school or work – could sit down and play the piano if they wanted to. Other people could listen. The idea came to him when he was visiting his local laundrette to wash his clothes and observed people there. What he noticed was that the people didn't talk to each other and spent their time in silence. He thought that putting a piano in there would change the situation and encourage people to listen to music and take part in a conversation about it. All Luke wanted people to do was to make music in public and to talk to other people about it. He thought music could bring people together. The idea became very popular and since then more than 1890 pianos have appeared in streets all over the world. There have been pianos in over 60 cities, including London, Sao Paulo, Toronto, Cambridge and Boston ... and more than ten million people have played or listened to them!

CD 2.06

Tim **Hi! I'm going to get tickets for the concert on Friday in town. Do you want me to get you one too? The Vamps are playing. I think it will be fantastic!**
Eric I love their music! Are you going to get cheap or expensive tickets?
Tim I'm not going to pay more than £20 a ticket, maybe £30.
Eric I don't know. I don't think the concert will finish before 11.30 and I'm going to help my brother redecorate on Saturday. We're going to start early – about 7.30.
Tim No, it won't be that late. You'll have a great time. And, you'll be in bed before midnight. Say yes!
Eric OK. You've persuaded me. I've got to run now. Look at the time! I'm going to be late for class. And you're going to miss the bus to town!
Tim Fine! I'll get you a ticket too. I'll give you a ring when I've got them.

CD 2.07

1
Chris Hi Tom. Are you free on Sunday afternoon?
Tom Why? What's on?
Chris I'd like to go to a photo festival at the Film Centre. I've heard it's brilliant. Would you like to come with me?
Tom Sounds great! I'd love to come. What time does it start?
Chris At 7, so why don't we meet in front of the Centre at 6:45?
Tom Fine by me.
Chris Cool! See you there.
Tom See you.

2
Bob Emma, what are you doing at the weekend? On Saturday, there's a live rap gig on at the Rock&Dance Club. Shall we go?
Emma I'm afraid I can't. It's my sister's birthday and we're going to have a party.
Bob Oh. I see. How about meeting on Sunday then? We could go for a pizza.
Emma Good idea! What time shall we meet?
Bob Let's meet at about 4 o'clock.

Emma I'm sorry but that's a bit too early for me. How about 5 o'clock?
Bob Sounds perfect! Let's meet at the bus stop.
Emma OK. See you.

CD 2.08

Stephanie Hi Alex, it's Stephanie. Have you got a minute?
Alex Sure, what's up?
Stephanie I've just read that there's going to be a great dance show at the Arena, with lots of dancers from all over the world. Would you like to go?
Alex Wow! I'd love to go. You know I love dance shows. When is it on?
Stephanie Next Thursday. There's no information about the tickets or the time here, but we can check. Are you online now by any chance?
Alex Yes. Let me check. Hang on a minute. I've got it. It starts at 6 and you can order tickets online. They're £20 each. I can ask my mum to buy them if you want.
Stephanie That would be brilliant. Thanks. I'll get in touch next week to arrange where to meet.
Alex OK. I guess my dad could give us a lift.
Stephanie Great. If not, we can go by bus. Speak to you soon.
Alex Bye.

CD 2.09

1

Fans of the talent show *Watch Me!* will be pleased to know that a second series is planned for next year. The judges will all be the same as in this series and they will choose one lucky singer to become famous! Could that be you? Apply online for an audition and who knows? Maybe you'll be up on that stage in the most successful TV talent show for years.

2

I'm sure that viewers who have seen the first couple of programmes of this year's *New Talent* competition will agree with me. I do not believe it will be as successful as other talent shows we've seen on TV recently. The second programme, on Saturday, showed us more auditions, which as usual had some really terrible singers. The presenter of the programme, Marty Henman, looked beautiful in her Versace dress, but Channel Four needs to think of something new. We're all getting tired of the same old things. Moving on to the new drama on Channel Five though – now that's quite a different story!

CD 2.10

1

Hi everyone! I'm really enjoying this year's Arts Festival. There's so much to see again this year that it's difficult to choose events! But John Moore gives his opinion about lots of different shows at 10.30 every night on Channel Three and that helps a lot. It's good to listen in and use what he says to help plan your day. It's definitely helped me.

2

Welcome to The King's and we hope you will enjoy your afternoon. Today the part of Marcus will be played by Rob Brendan and there will be a question and answer session with some of the actors later in the bar. We hope many of you will join us. I must also warn you that there will be flashing lights during this performance.

3

Thank you for phoning the Film Festival information phone line. We'd like to thank you for your support and hope that you're finding the shows entertaining. It has been brought to our attention that fake, half-price tickets are being sold at the Festival. To avoid disappointment, do not buy these tickets. Phone the ticket office direct and we'll make sure you get a seat for your favourite show at the best price.

4

Welcome to this showing of Paul Laser's latest work. People often ask why nearly all Paul's paintings are of actors and the theatre. It's quite logical. His parents were famous actors and he spent a lot of time in theatres as a child. He was fascinated by them. As soon as he started to draw, he copied what he saw – the costumes, the dressing rooms, the people and so on. These ideas still run through his work.

Unit 6

CD 2.11

newsagent's sports shop jeweller's butcher's baker's chemist's shoe shop clothes shop toy shop flower shop bookshop DIY shop

CD 2.12

1

A It's Chrissy's party on Saturday and I want to buy a new necklace. Do you like that gold one?
B Yeah – it's beautiful. But it's a lot of money. Can you afford it?
A No problem – I've got my credit card on me! I'll get it.

2

A Oh, there's Mark Pearson's new book of poems. I must buy it. I love his poems.
B That's silly! You can get it half price in the supermarket.
A But look, this one is really cheap too. I can even pay for it in cash. Yes, I'll get it.
B OK. I think I might get one too.

3

A I just love these boots. I've been looking for a pair like these for ages. I saw some in the sales last January but I didn't get them.
B Yeah – they're lovely. Are they the right colour?
A I'll ask if they've got them in black. £40 – that's a bargain.
B Oh yes, they have – look! You'll have to pay by card again.
A That's OK. I must have them. I don't often pay in cash these days. Who does?

CD 2.13

1

Gran Hello Bea. Thank you for looking at my computer. Can you explain what I have to do?
Bea That's OK Gran. You can buy things online now! It's really easy. I've set up your computer so you can do it really quickly. Just go onto the store website. Then click on the department you want. Find what you want to buy and click on BUY NOW. That's it! They'll deliver it the next day. Easy! But don't go mad and spend too much money on things ... that's easy too!

2

It's now 8.00 p.m. and the store is closing in fifteen minutes. Please go to the checkout to pay for anything you want to buy in the next five minutes. Remember that you can continue to shop online at our website when the store is closed. We will deliver any items over £20 in less than four days and you can always return unwanted items. You can return them to the store or by post. Thank you for shopping with us today and have a nice evening.

3

My name is Eva Burton and I recently ordered a pair of boots from your website. They were on special offer. My order number is 7639 and I paid for them online and the boots arrived by post four days ago. However, I ordered brown and they were black. I emailed you immediately and left a voicemail message yesterday, but nobody has replied. I'm really unhappy about this. Please contact me as soon as possible.

4

This afternoon we will be talking about online shopping. Have you had good shopping experiences online? What have you complained about recently? Would you like to do all your shopping online? Do the shopping survey on our website. We'll give the results in the programme and find out what you, the listeners, think about online shopping.

CD 2.14

Chrissy I really must stop browsing shopping websites so much – I'm spending a fortune.
Rob I know the problem. It's just so easy to click on Buy Now and you've bought something that you may not really want.
Chrissy Absolutely. The trouble is it's too convenient. You don't have to spend ages going round shops – you can buy a new coat in your break.
Rob Very true. These days I hate travelling into town and carrying heavy shopping bags round the shops.
Chrissy Really? When I've got the time, I enjoy going round the sales with a mate and looking for bargains.
Rob Too many people for me! Just me and my laptop and a shopping website and I'm happy! One day shops will simply disappear. We'll do all our shopping online.
Chrissy Oh, I can't see that happening! Too many people like shopping trips!
Rob Yes, but more and more appreciate doing it online, and I'm sure this number will only increase. I'm telling you more and more people will go for this way of shopping.
Chrissy I'm afraid I disagree. More and more online shops create their physical stores in shopping centres or high streets because people want to go out and enjoy seeing and touching things.
Rob Well, time will tell.

CD 2.15

Joe I finally know what I want to do in life! At last!
Alice Wow! What is it?
Joe I want to become an influencer.

Alice A what?
Joe An influencer is a person who is, for example, a very popular blogger and whose opinions people value. As a result, when the influencer says that something is worth having, people get it. Sounds brilliant, doesn't it?
Alice But you don't even blog! How do you want to become one?
Joe I've got in touch with a company which wants to employ young people to look after their online presence and keep a blog for them. They produce trendy clothes that sell worldwide. I could start like that, and then become a real star, you know!
Alice But you aren't into fashion?!
Joe Well, I can always try, can't I? Although the blog I would really like to write would be about cars ...
Alice So why don't you contact a company that sells cars?
Joe That's a thought! Anyway, do you think it's a good idea? I mean to become an influencer?
Alice If it's a job that you think would make you happy, I guess you could try.

CD 2.16

Shop assistant Good afternoon. How can I help you?
Customer Good afternoon. I'm looking for a summer dress to wear to a party.
Shop assistant Are you looking for any particular colour or style?
Customer I'm not sure. Something that would suit me. I like most colours.
Shop assistant OK. What size are you?
Customer I'm a 38.
Shop assistant How about this one? Flowery dresses are in at the moment, and we have some on sale.
Customer Oh, I'm sorry but I don't really like flowery clothes. Is there anything else?
Shop assistant Maybe this blue one. I'm sure it'll suit you.
Customer It's lovely. Could I try it on, please?
Shop assistant Yes, of course. The fitting room is over there.

***

Shop assistant And is it OK? Does it fit you?
Customer Yes, it's perfect. It'll go with my shoes. How much is it, please?
Shop assistant Actually, it's on sale. It's £17.99.
Customer Oh, great. It's a real bargain! Can I pay by credit card?
Shop assistant Of course.

CD 2.17

1
Shop assistant Hello, would you like any help?
Customer Hi, I'm looking for a present for my friend. Maybe a nice phone cover?
Shop assistant How about these ones?
Customer I'm not sure. Have you got anything with football on it? My friend's very keen on football.
Shop assistant I'm afraid we've run out of those, but you could order them from our online shop.
Customer OK. I'll do that. Thanks.
Shop assistant You're welcome.

2
Shop assistant Hello, can I help you in any way?
Customer No, thanks. I'm just looking.
Shop assistant OK, but perhaps you'd like to have a look at the trainers over there. They're on special offer.
Customer Thank you. I may do.
Shop assistant Or the shorts. They're on sale as well. Or the ice skates. They're half price now.
Customer Ice skates? In the middle of the summer?!!! No, thank you.

Unit 7

CD 2.18

coast beach sea island waves fields forest river valley hills lake mountains path stream waterfall

CD 2.19

Close your eyes and relax. You are inside a cottage and your hand is on the back door. You open the door and there is a stony path that goes across a field. Walk along the path. On your right there are some lovely red wild flowers and beyond them there is the edge of a forest. Keep straight on. On the left there is a path to a blue lake. Don't go there, keep walking and go up a small hill. At the top you can see the sea. You are near the coast. Walk down the hill and you'll see a bridge across a small, shallow stream. Go across the bridge and soon you'll smell the salty sea air. Then you are on the beach. Turn right and walk along the beach. Keep walking and look out to sea. There's an island, but it's too far to swim there.

CD 2.20

1
I think the weather is a really important part of our lives because it influences everything we do! In fact, it influences us more than we think. Most of us just think that bad weather is a pain and good weather is great, but we don't watch the forecasts or think about it a lot. It's often just to know if we can play football outside or whether we'll stay in and watch TV.

2
But I didn't realise that the climate of a country or even part of a country can change the people who live there. Then I went on holiday to a tropical island. Obviously, it was very hot and sunny and I was amazed how happy the people seemed. They were always smiling and they didn't worry a lot. They were optimistic about things and very relaxed. Well, that's the impression I got, anyway!

3
The next year I went to Switzerland in winter. It's a pretty cold country and although it was close to freezing, the sun was shining and the people weren't unhappy. However, my dad told me that he'd stayed in some cold countries near the North Pole where it was often cloudy and sometimes the sun didn't shine for ages. It also got dark really early. He thought the people there were a bit depressed.

4
I can understand that. In our country the doctors have a name for the feeling people get in the winter months when it's cold and cloudy. They call it SAD – Seasonal Affective Disorder. That means that different seasons can make people feel different. If it's dark and cold or even snowy and windy outside, they don't want to go out, or even get up!

CD 2.21

Last week we flew to Switzerland on holiday. We set off at about 5.30 in the morning to catch the plane but the weather was dreadful. It was snowing hard. There was an accident on the motorway between a lorry and a car and we didn't make it to the airport until half ten. It turned out that all the planes had been cancelled because of the weather conditions, and we were forced to stay at the airport for seven hours! The good news was that we didn't miss the flight. The bad news was that the heating in the departure hall broke down so it was freezing. There were so many people that there was no food or drink for all of us either! What a horrible start to the holiday! When we arrived in Switzerland, surprise surprise, it was snowing too, but we were there to go skiing after all!

CD 2.22

Alice What are you doing at the weekend, Kate?
Kate If the weather's fine, we'll go to the countryside and visit my aunt and uncle. How about you?
Alice A boring weekend as usual.
Kate Come with us! If you come too, I won't have to spend all the time with my family!
Alice Brilliant! What time are you leaving?
Kate We're going by car and if dad isn't too tired, we'll leave at about 8.30. It's only half an hour.
Alice That's fine. When I travel a long way in a car, I get carsick.
Kate Me too. But if I don't read or look down a lot, I'm usually OK. And bring your swimming things – if the water's warm, we may go swimming. Their house is right on the beach!

CD 2.23

Well, if I could go on one of these holidays during the summer, I'd choose a trip to a safari zoo because I like observing animals and I could learn a lot about their life and behaviour. I'm also interested in Africa, so this option seems the most interesting to me. I wouldn't go for horse-riding because I can't ride a horse. Another reason is that I'd prefer to go to an exotic country. I'm not so keen on looking at plants either, so a trip to a palm house wouldn't really interest me too much. What's more, palm houses don't have any animals.

CD 2.24

1 Hi Mary, would you like to go walking in the mountains with me?
2 What are your holiday plans, Paweł?
3 Hi guys, any ideas about what we could do this evening?
4 Which type of holiday seems the most attractive to you?

Unit 8

CD 2.25

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

CD 2.26

I spend ages on my phone and laptop! The first thing I do in the morning is listen to my voicemail and read any emails and messages I've received. Then I go on my social networking site and look at my friends' latest news. I videochat my friends all the time instead of texting. In fact, I don't text very often. I've got some friends in England and I often talk to them in the evening. It's great to see their faces on the screen! I've also got loads of pictures on my phone – would you like to see them?

CD 2.27

1

Betsy Hi! Are you buying a new computer game? There are some good ones over here.
Charlie No, I'm looking for a laptop.
Betsy But you got a new one last year, didn't you?
Charlie Yeah, from mum and dad, but it's crashed a few times. My brother managed to fix it before but now I think I need a new one.
Betsy That's a pain! Can't the company replace it?
Charlie They won't because my brother fixed it before – not a proper computer guy.

2

All right everyone, may I have your attention now? Dave, will you stop making these silly noises, thank you! As you can all see, the building is enormous so please remember that we're meeting here, in front of the virtual reality room at exactly 3 pm. Lunch is at 12.30. After that, we're all going to the presentation about the latest trends in computer games. On my left, you can see the robot room. Make sure you don't miss it. It's your chance to see the newest models. But, as you may remember, now we are going to room 12 for a lesson on solving the most typical problems with PCs. Follow me, please ...

3

Ruth Hi, thanks for coming out!
Man That's OK. I'm sorry you had to wait. We've been busy this evening. What's the problem?
Ruth Well, we were driving along and suddenly I lost power. And now it won't start.
Man Have you checked the petrol?
Ruth Yes. We bought some just half an hour ago. Nothing is working – we've got no lights, no radio, nothing.
Man Mmm. Your engine looks OK. Switch it on for me.
Ruth OK – but it just turns – nothing happens.
Man Ah!

4

Interviewer Over to Jack now. What's your story?
Jack Well, last month my computer was attacked by hackers. It was my fault because I had clicked on a link in a strange email. As a result, my computer got a virus and I couldn't open any programmes or files. Just a few hours earlier I had completed a project for school and because of what happened I couldn't send it. The message from hackers said that they would unblock the computer if I paid them money. I wanted to do it at first, but then I called an IT company and they fixed the problem for me. I reported the whole thing to the police afterwards, but unfortunately they weren't able to track the hackers. So, one word of advice to all the listeners out there – don't click on any unknown messages. It's not worth it!

CD 2.28

The results of a survey about how often people have to deal with computer problems are very interesting. They show that over 65% of people had problems in the week before they completed the survey. Many of these problems were related to viruses. The people questioned in the survey believe that viruses aren't as simple as they used to be. I think this is because technology itself is getting more advanced. My computer was attacked by a virus last month and it caused me a lot of problems.

CD 2.29

Interviewer Professor Green, the robots at this exhibition are new and have been designed recently. But how long ago was the first robot invented?
Prof Green Well, the first real robot was made in 1954. Now, robots are used in many workplaces. For example cars are now built by robots. Soon they will be used in people's homes everywhere. Our houses will be cleaned by robots and our meals will be cooked by robots!
Interviewer And what about your job? Will students be taught by robots in the future?
Prof Green No, I'm safe. Robots haven't been designed yet to think like people think. Students have always been taught by teachers and that will continue!

CD 2.30

Shop assistant Good morning. Can I help you?
Customer Yes. I bought this tablet last week and I'm afraid it isn't working properly.
Shop assistant Oh, I see. What exactly is the problem with it?
Customer I think it's just stuck. The screen doesn't respond at all.
Shop assistant Have you tried switching it off and on again?
Customer Yes, I have but it didn't help.
Shop assistant Oh, well. Would you like to exchange it or get your money back?
Customer Actually, I'd like to get a full refund, please.
Shop assistant Have you got the receipt, please?
Customer I'm afraid, I haven't. I think I've lost it.
Shop assistant Well, I'm terribly sorry but we can't give you a refund without the receipt.
Customer Oh, this isn't fair. I bought it here. Perhaps I could speak to the manager?
Shop assistant Well, it might be difficult as he's in a meeting ... I'm sorry I can't be of more help.

CD 2.31

Help desk Hello, Customer Helpline, what can I do for you?
Customer Hello. I'm calling about the internet modem I bought last Friday. I can't make it work.
Help desk What exactly is the problem?
Customer Well ... It's just not working at all. I can't get connected to the Net.
Help desk Did you insert the SIM card into the modem?
Customer Of course I did.
Help desk OK. Try taking it out and putting it back in again, please.
Customer Right. I've just done it. Let me have a look ... I'm afraid it's still the same problem. I think the card is broken or something. It isn't my fault. What should I do now?
Help desk Take the card out again and wipe it, please.
Customer What exactly should I wipe it with?
Help desk A dry cloth will be perfect. Then, put it back in.
Customer OK. Let me see. It works! Thanks a lot.
Help desk You're welcome. It's a common problem. I'm happy I could help.

Test Practice 5–8

CD 2.32

1

Sally That was a terrible match last night!
Brent Why? Because my team won? I thought it was great!
Sally I know we lost but that's not the reason. I just didn't think anyone played very well. It was slow and a bit boring.
Brent Apart from when we scored a wonderful goal!
Sally OK, OK, I agree there was one exciting moment. But I think both teams can play a lot better.

2

For the test on Monday I'd like you all to check through the last two units and make sure you revise all the new vocabulary. I'll let you use dictionaries during the test but remember that you won't have time to look up every word! I know you've all worked really hard this term so I'm expecting good results. Just get a good night's sleep on Sunday night and try speaking English to each other before the test.

3

Annie I'm going to buy a picture for my room this afternoon. Can you come and help me choose?
Alan Yes, I'd like that. I love choosing pictures. What sort of picture do you want?
Annie I need something big and bright – to go on that wall. It looks a bit empty, doesn't it?
Alan Good idea. There are some really nice pictures in the new art store in the shopping mall. They're not too expensive either.
Annie You're right. I'd love something like the picture you've got in your room. I love the colours.
Alan Yeah, it's a print of a Spanish artist. Remember we studied him in art at school last year. I got that from the art store too.

4

There's some news coming in at the moment about a mountain rescue. Two inexperienced climbers got lost on Black Top Mountain yesterday in the snowstorm. It was far too dangerous for the rescue workers to go out then. However, today a rescue helicopter went to look for the men and luckily found them both. The men are cold and tired but they aren't hurt. People have criticised the men for climbing when the weather forecast was so bad. Rescue operations like this are not only dangerous for the rescuers but cost a lot of money too.

5

We all like to get a bargain, but did you know that a lot of cheap electronic devices we buy online and in markets aren't real and can actually be dangerous? The makers copy real products and put famous names on the boxes but often they don't work, or only work for a short time. These devices are illegal and the police are trying to stop them coming into the country. Learn more about what to be careful of when you're buying cheap electronic products in our special programme tonight at 9.30.

6

Hi. It's Helen. I was just calling to say hello! And also – could you possibly give me a lift to the restaurant tomorrow night for Katy's birthday dinner? How do I know you're going by car? Well, Katy told me that you're borrowing your dad's car to get there, so I thought I'd see if you had an extra place for me. What do you say? Maybe we could for a coffee first? At the local café so that you'd have somewhere to park? If that doesn't work, I'll catch the 6.30 bus and see you there. Let me know. Bye!

Culture

CD 2.33

1 How many players are there in a cricket team?
2 What is Lord's?
3 What do players score in cricket?
4 What do you call a speedway race?
5 How fast can speedway motorcycles go?
6 Which direction do the speedway drivers go on the track?
7 Whose idea was lacrosse?
8 What's the name of the children's version of lacrosse?

CD 2.34

Hi, my name's James and I'm a secondary school student in Melbourne, in Australia. My Polish friend Tymek asked me to describe our school, so here I go.

Our school year is made up of four terms, each lasts between 9 and 11 weeks and is followed by a two-week-long holiday. It starts in late January and it carries on until mid-December when we begin the summer break.

As for a typical school day, we kick off at 9 am and stay at school until 3:30 pm, but have a lunch break in the middle of the day. Our lessons last between 40 and 90 minutes depending on the subject. Sports are important as all schools care about physical activity from a very young age. All schools have sports teams that compete against one another. Playing outdoors too forms an important part of our school culture, in fact, and I love it because we aren't stuck inside all day long. It's also compulsory to wear uniforms.

As for class sizes, it depends on the school, but the average number of students is 30. There are school buses that take us to school. One interesting Australian invention is the so-called 'walking bus'. Parents take turns to walk a particular route to school in order to pick up children from various families on their way. Kids are safe and the members of the community learn to trust each other. That's all for now. If you have any questions, post them in the box below. Bye for now!

CD 2.35

Helen Janek, do you know what you are doing for the New Year?
Janek Yes, I'm going to see my friends in Scotland. They live in Edinburgh, so I'll have the chance to experience real Scottish New Year celebrations. I've heard a lot about them.
Helen Hogmanay, you mean?
Janek Exactly! Like in Poland people have parties all night but they also have this tradition called First Footing.
Helen What is it?
Janek Well, after midnight we're going to visit my friends' neighbours and give them a present. We're going to take a piece of coal and a special biscuit because they are believed to bring good luck. People also believe that if a tall dark stranger comes to your house as the first guest of the new year on that night, it'll bring you a lot of good luck.
Helen You could be that stranger. You have black hair and you're tall!
Janek That's what my Scottish friends said as well! The only thing I'm not looking forward to is the food. Their traditional dish is pork with pepper or chicken in apple, steak pie and haggis. None seems tasty to me! Especially haggis which is made from a sheep's heart, liver and lungs. But anyway, how about your plans?
Helen Well, I'm staying here in London but later on in the year I'm going to the States and I'm hoping to go to New Orleans for Mardi Gras.
Janek That's Fat Tuesday, isn't it?
Helen Yes, exactly! They organise great carnival parties so I'm really looking forward to it. I must find a bright costume and a mask in traditional Mardi Gras colours – purple, green and gold. I want to throw beads in the parade and see the beautiful floats which people make. And the food sounds wonderful to me. People eat traditional cinnamon King Cake and pancakes – yummy! Can't wait!
Janek Sounds great! Have a good time.
Helen You too!

CD 2.36

Hi, my name is Szymon and I'm one of almost a million Polish people currently living in Great Britain. I came here with my parents in 2010 and we live in West London, which has one of the largest Asian populations in London but also quite a big Polish community too. At first it was quite a shock to live among so many different people whose culture and language was completely different from mine, but now I'm OK with it. I have a lot of friends from different cultures and actually one of my best friends comes from an Asian family.

In London, there are people from the Caribbean, India, Pakistan, Bangladesh as well as other Eastern European countries, and I must say I like this multicultural atmosphere. It makes London a very colourful and interesting place to live in. In my opinion, the people here are very tolerant, open-minded and kind. No one looks at you in a strange way just because you wear different clothes or you come from a different culture!

There are more and more Poles around us too and lots of Polish shops, but the most surprising thing is the fact that Polish is now the second most often heard language in Britain! Polish food is also becoming more and more popular here, so it's easy for us to buy Polish products. I can proudly say that because of us things like beetroot, kabanos and pierogi have become quite a delicacy!

I read in the newspaper that on the whole Polish people have a reputation for being hard-working and happy to integrate as well as learn the language, so that's good. However, there have been problems with some Polish people who haven't respected the local customs or committed crimes such as illegal fishing. But I love London for all it is and it's become my second home.

IRREGULAR VERBS

Infinitive	Past simple	Past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang out	hung out	hung out
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
leave	left	left
learn	learned / learnt	learned / learnt

Infinitive	Past simple	Past participle
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set up	set up	set up
shine	shone	shone
shoot	shot	shot
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
speed	sped	sped
spell	spelt	spelt
spend	spent	spent
split up	split up	split up
stand up	stood up	stood up
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written

WORKBOOK AUDIOSCRIPT

Unit 1

MP3 01

Hi! My name's Dean and I'm directing the new series. Its action takes place in a secondary school and the stories are about students and teachers. We're looking for three people to play the following characters: Charlie, Ella and Sophie.

First, Charlie. Charlie is sixteen and he's a bit of a bad boy and he always gets into trouble. He thinks it isn't cool to be clever so he doesn't care about doing his schoolwork! The worst thing about Charlie, however, is his dishonesty. You can't trust him. But family is important to Charlie. He's very loyal to his younger sister and brothers. He'll fight anyone who is rude to them.

Next, Ella. Ella is the same age as Charlie but she's very different. All the teachers love Ella! She's good-looking and clever. She always gets top marks in tests and she loves to be the centre of attention. She doesn't like students who waste their time – like Charlie! But Ella has problems too. She wants everyone to think that her family is rich, but it isn't true. Ella doesn't live in the best part of town and her father has been in prison a couple of times.

Finally, Sophie. Sophie is Ella's best friend. Sophie would like to be popular like Ella – but she isn't. Sophie isn't clever and she gets very nervous before tests and exams. She knows Ella very well and she's a loyal friend so she can keep secrets. Sophie would never let Ella down.

So, now you know something about the characters, who would like to read the part of Charlie?

MP3 02

Boy Well, they finally let me have one.
Girl My parents agreed the first time I asked. They said it would be my job to take care of it, though. And dogs need so much attention that I decided I wanted a cat. It needs less looking after than a dog. You simply give it some food in the morning and in the evening and clean up after it once a day.
Boy You are so lazy! Dogs are much better! They are friendly and sociable ...
Girl ... and do whatever you ask them. Cats are just more independent my friend.
Boy Well, call it what you want, but dogs are great companions. I'm fond of early morning jogging and Rex is the only one in the family who wants to go with me. Thanks to him, I don't have to go on my own.
Girl Well, I don't think my kitty would go rollerblading with me. But she always makes me laugh. She's so funny when plays and fights with her favourite toys. Or even better – with my pens and pencils which she digs out of my school bag, so funny!
Boy It sounds like she makes a lot of mess in the house. But then so does my dog.
Girl Wait till you see how she tries to have a fight with the carpet! Of course she gets in trouble for it, because she is slowly destroying it. I know it's not good but for me it's really amusing. My mum and dad get really upset about it though.
Boy Yeah. We have the same problem. No room stays tidy for too long when Rex is having fun and my parents react the same way.

Unit 2

MP3 03

Holly Hi Ron! Last year I saw an incredible film about snowboarding. It's called *The Crash Reel* and it's about two top snowboarders, Shaun White and Kevin Pearce. They compete in the same events and they become big rivals. They encourage each other to do more and more dangerous things. Then Kevin has a bad accident and has to give up the sport. The film is about how Kevin learns to accept what happened to him. It's both sad and happy and I loved it.
Ron I like your choice, Holly. And next is Davy.
Davy For me, the best film about a dangerous sport is *127 Hours*. Aron Ralston falls down a deep hole while he's canyoneering. He can't climb up again because there is a big, heavy rock on his arm. He is down there for 127 hours, with no food or water. All the time he's trying to think of ways to get out. It's really thrilling. I'm not going to tell everyone the ending because you must see it yourselves!
Ron It's a true story as well, isn't it. Thanks, Davy. Now we have Kyle.
Kyle My suggestion is *Million Dollar Baby*. It's quite an old film but it's brilliant. I like it because it's about a woman boxer. Maggie, the boxer, just loves boxing but she can't find a coach. They don't want to train women. Only Frankie agrees to train her and she wins lots of matches. She has lots of supporters who encourage her. Finally, she fights to win the title but in that fight she gets injured. In the end, she dies.
Ron Thank you, Kyle. And finally today we have Alex.
Alex OK. This is a film about motor racing – it's called *Senna*. It's about the life and the terrible death of Ayrton Senna, the best racing driver ever. I love this film. It's exciting but it's also very sad. After being World Champion three times, Senna crashed and died in a race in 1994. This happened in front of thousands of spectators and millions of TV viewers. But the film is interesting too, and you learn a lot about motor racing and Senna's personal life as well. There are even some very funny moments in it. You should watch it!

MP3 04

1 It was the worst holiday of my life.
2 How is your sports camp?
3 What exactly went wrong?
4 My older brother is going to teach me skateboarding tricks.
5 So you broke your skis on the first day?

MP3 05

1 Who used my goggles and didn't clean them afterwards?
2 I'm looking forward to tonight's race.
3 What does he look like?
4 That snowboarding competition was a total disaster!

MP3 06

1 I usually don't mind biking but could we just chill out tonight?
2 What's he like?
3 How was your winter break?
4 Our school basketball team really let us down yesterday.
5 Were there a lot of competitors in that race?

Unit 3

MP3 07

1

Are you looking for a new home? We may have something for you! Twenty new flats will soon be for sale in this area. Twelve of them will have two bedrooms and eight will have three bedrooms. This modern new development is very close to public transport and is also close to the town centre. All the flats will have their own parking spaces. It's also in a very safe and quiet neighbourhood. Prices are low, so look at the plans and make a decision soon. Don't wait, phone us for details now!

2

Man I want to ask one thing. Do you think the new Green Park development is a bad idea? I believe that the development will make the area more crowded and polluted. If you agree, come to a meeting tonight in Green Park at 6.30. A lot of people are worried about losing the park and now is the time to act. If you can't come, go on our website – Keep Green Park and leave a comment. We need to save our green spaces. Join us and fight the development.

3

Man Yes, there's a group called Keep Green Park that is fighting the plans. Do you think they're right?
Woman Maybe they are. There is already a lot of housing in the area.
Man But it isn't cheap. Young people need to be able to buy these houses. It's important for families with children.
Woman But we still need green spaces.
Man We've got a lot of green spaces. And people might come to live here from other places. That's good news for shops in the town centre!
Woman Well, we have to make a decision about the plans soon. Does anybody else want to say something?

4

Eva? It's Tim. Hi! I've just heard about a meeting tonight – to protest about the new Green Park development. I'm thinking about going along, not to join the protest –

obviously! I think your dad's plans are really good. I think I'd like to be an architect like him when I leave college! Anyway, perhaps we could go to the meeting together. We could say why we think the development's a good thing. What do you think? Call me soon. I'm taking the dog for a walk but I'll have my phone with me.

MP3 08

1

I'm so happy you've decided to visit me this weekend. My house is very easy to find. As you enter the town, you'll see a huge red brick wall. Drive along beside it and then turn right where it ends. We're by the lake that you'll see not far away. When you get to it, you'll see two houses. Mine is the one with the white wooden fence. Just open the gate and park in the driveway. If the door is locked, just follow the path around the house to the back and down the stone steps and you'll find me in the garden. Can't wait to see you!

2

Son I already do the dishes and tidy my room every day. Do you know how much time it takes?
Mother Only because you make a new mess each day. And putting the dishes in the dishwasher takes three minutes. I'm sure you can find the time to dust the house and clean the bathroom.
Son Let Mark do the dusting. I know he's only 7, but it's easy. I hate it.
Mother And what are you going to do?
Son The bathroom and ... how about ironing?
Mother That can be tricky.
Son So show me. I'd prefer to learn that than clean. Please?
Mother Fine. I'll show you.

3

Boy Exactly! Children's furniture and race car wallpaper. I'm not 10 anymore. Instead of criticising my idea, help me figure something out.
Girl That's not what I was doing! OK. Let's start with your favourite colours.
Boy Easy. Green and dark blue.
Girl So you repaint the walls like this. Do you want a theme? So that your room looks like a jungle? Or like a scene from your favourite film? Mine looks like a room from Harry Potter. Let me show you some pictures.
Boy That's it! A whole room like that is a bit too much but let's find some things connected with Star Wars, like posters or Jedi swords and it will be so cool!

4

Lee, this is Kate. Just wanted to tell you that someone already rented this place I found for us in London. We need to decide faster, or we'll spend our summer sleeping in the street. I found something else, and it's not even much more expensive, but instead of two bedrooms, it's got one. Hope you don't mind sharing? It's not too far from the centre so we don't have to spend a fortune on transport. I'm sending you a link right now. Please take a look and let me know what you think as soon as possible. Bye.

5

Woman I'd like to see the kitchen. Is there a microwave?
Man Yes. And a dishwasher.
Woman I see. And the bedroom?
Man Right here. Small but cosy.
Woman Well, until you open the window. That's a very noisy street. It can be difficult to sleep at night here.
Man It's not a problem if you close the windows.
Woman Well, for this price I was expecting something modern, quiet and with a beautiful view.
Man Tell you what. If you move in next week and stay for at least a year I can come down 5 percent.
Woman Let me think about it.

6

Our next stop is the historical city of Bath. I'm saving the modern part that we're driving through at the moment for our evening walk. Right now, we have to park just outside the historic city centre and walk to the Roman baths, built almost 2000 years ago. Along the way, we'll see many old-fashioned little shops and cafés and also the restaurant where we'll have dinner. Take note of it, because we'll meet there at 3 pm. Our first stop is the baths. Then the church, which is right next door. Around 2 pm – a little break, to give you a chance to explore the area and maybe visit some of the shops I was talking about.

Unit 4

MP3 09

Girl Yeah – it's amazing. I didn't think they would say yes. But I don't know. It's a big change. It's a really long way from my home, you know. It's an hour's journey every morning and then back again.
Boy No problem – you can practise your lines on the train! And think of the good points – you'll be with lots of students who love doing the same things as you do. The teachers are great there and they'll make you even better at drama.
Girl I know. But that's part of the problem. At my school now I'm the best actress. I won several prizes last year. But at the Film Academy everyone else will probably be more talented than me!
Boy Rubbish! You'll have to work harder, that's true, but that's a good thing, isn't it?
Girl My mum's a bit worried too. She thinks that it's a hard job. She says I should choose another subject to study.
Boy But she understands your passion for acting, doesn't she? She just worries about your future, but it doesn't mean she has no confidence in you.
Girl Oh yes. I know that, but perhaps she's right?
Boy Follow your passion, I'd say. And there's another advantage about going there. You'll get to know lots of people who can help you become famous and give you a good career!
Boy That's true.
Girl I think it's a great chance for you to make your dreams come true. It's one of the most famous schools in the country and it's free! Don't think about it anymore. Say yes!

MP3 10

1 Are you sure you don't want to see the school play with us?
2 Could you help me make sense of the homework from Spanish?
3 Sandra didn't want to go to the exhibition with us because she'd already seen it.
4 You have missed many classes lately and it might be the reason why you have low marks, don't you agree?
5 I must give a presentation about ancient Egypt in my history class but I don't know where to look for the materials.

Unit 5

MP3 11

Boy I love it. I'm glad our art teacher has asked us to explore art in this way. I don't really like going round art galleries and museums, and I'd be quite happy to use the British Museum with Google site to do my project.
Girl What is it exactly? I don't think I've heard of it before.
Boy Well, it's a website which gives you online access to most of the exhibits of the British Museum. It uses the most advanced technology which allows you to watch various objects from prehistory to the present. You can zoom in on the objects and really see them in great detail. It has turned out to be very successful among people around the world.
Girl It sounds interesting, especially if you can see the objects in close-up.
Boy And what's also good is that you can listen to the curators and artists talking about the works of art, and learn a lot. Plus, you don't have to worry that the tickets may sell out. I think it's brilliant.
Girl OK, you have convinced me. Thanks for telling me about it. Anyway, I want to go to the art gallery as well. I'm going to see what's on and then go. Fancy coming with me?
Boy Who knows? You may convince me too! So, do you want to join me and Tom for the project?
Girl Sure! Why not?! But first we must agree on a topic, don't you think so?
Boy Absolutely. Well, I was thinking about ...

MP3 12

1

This film is based on my favourite book, so I was very excited when they asked me to join the project. I think the best thing was that the actors were so helpful. I was there when they were filming the scenes and we talked about what kind of soundtrack would help to create the atmosphere. Then I went home and tried to think of different melodies, which I later played to them. Then I changed them a little, and slowly we wrote the whole soundtrack together.

2

On Wednesday we're going to see *Macbeth* because this is a play that you will read next term. The play starts at 9.30, so you won't have any lessons in the morning – we'll just meet in front of the theatre. The play ends at noon and I'll bring you back for your afternoon classes. Remember they don't let

anyone in after the play begins so you must be there around 9.15 ...

3

Right now I'm reading a novel about one of the queens of England. The story is sad but moving. She was a woman who never gave up, even when times were really hard. The book is written by my favourite author, I like all of her books. It has a lot of interesting information about the history of England and the lives of people in those times. You can see that the author put a lot of work into researching the subject before she sat down to write it.

4

Boys and girls, could I have your attention please? The exhibition on the first floor shows everyday lives in the Renaissance. You mustn't touch anything there. The second floor has three rooms filled with models of Da Vinci's inventions, and it's possible to play with all the exhibits to see how they work. Mr. McKenzie is your guide and he'll be able to answer all of your questions, but you don't have to stay with him. I'll see you back here in two hours.

Unit 6

MP3 13

1

B That's OK, Gran. You can buy things online now! It's really easy. I've set up your computer so you can do it really quickly. Just go onto the store website. Then click on the department you want. Find what you want to buy and click on BUY NOW. That's it! They'll deliver it the next day. Easy! But don't go mad and spend too much money on things ... that's easy too!

2

It's now 8.00 p.m. and the store is closing in fifteen minutes. Please go to the checkout to pay for anything you want to buy in the next five minutes. Remember that you can continue to shop online at our website when the store is closed. We will deliver any items over £20 in less than four days and you can always return unwanted items. You can return them to the store or by post. Thank you for shopping with us today and have a nice evening.

3

My name is Eva Burton and I recently ordered a pair of boots from your website. They were on special offer. My order number is 7650932. I paid for them online and the boots arrived by post four days ago. However, I ordered brown and they were black. I emailed you immediately and left a voicemail message yesterday, but nobody has replied. I'm really unhappy about this. Please contact me as soon as possible.

4

This afternoon we will be talking about online shopping. Have you had good shopping experiences online? What have you complained about recently? Would you like to do ALL your shopping online? Do the shopping survey on our website. We'll give the results in the programme and find out what you, the listeners, think about online shopping.

Unit 7

MP3 14

2 But I didn't realise that the climate of a country or even part of a country can change the people who live there. Then I went on holiday to a tropical island. Obviously, it was very hot and sunny and I was amazed how happy the people seemed. They were always smiling and they didn't worry a lot. They were optimistic about things and very relaxed. Well, that's the impression I got, anyway!

3 The next year I went to Switzerland in winter. It's a pretty cold country and although it was close to freezing, the sun was shining and the people weren't unhappy. However, my dad told me that he'd stayed in some cold countries near the North Pole where it was often cloudy and sometimes the sun didn't shine for ages. It also got dark really early. He thought the people there were a bit depressed.

4 I can understand that. In our country the doctors have a name for the feeling people get in the winter months when it's cold and cloudy. They call it SAD – Seasonal Affective Disorder. That means that different seasons can make people feel different. If it's dark and cold or even snowy and windy outside, they don't want to go out, or even get up!

MP3 15

1 How about going to the zoo?

2 Why don't you like the idea of a walk in the park?

3 So where do you suggest we go?

4 I'm not keen on watching animals in cages at the zoo.

MP3 16

1

Man And instead we get a noisy street full of bars and people! AGAIN!

Woman Exactly. Go get them to give us another room!

Man OK, honey. I'll talk to the receptionist. We'll be staying in four more hotels and if we can't get a good night's sleep, we won't be able to enjoy any of the attractions. But you must admit that the dolphin show today was great.

Woman I loved it. They were so smart! Not scared at all.

Man Maybe the seats closer to the pool would've been better. I couldn't see some of their tricks.

Woman You're right. But then the people sitting in the front row got wet when they dolphins were jumping. You wouldn't be able to take pictures.

Man I would, trust me. Anyway, I'll go downstairs and you call Mark and see how he's doing at his summer camp.

2

Son Amazing! So many activities it's difficult to choose– horse-riding, water sports, football. And that's only before dinner.

Mother That's why I couldn't get in touch with you in the mornings!

Son Exactly. But after dinner, we have time to relax – the best time to call. Later we play outdoor games and after supper every evening there is a campfire with songs and quizzes. It's so cool!

Mother That's great. So everything is OK?

Son It would be nice if the meals were tastier and the portions bigger. Could you send me some money? I'm spending lots of money on snacks at the camp shop.

MP3 17

1

Man And instead we get a noisy street full of bars and people! AGAIN!

Woman Exactly. Go get them to give us another room!

Man OK, honey. I'll talk to the receptionist. We'll be staying in four more hotels and if we can't get a good night's sleep, we won't be able to enjoy any of the attractions. But you must admit that the dolphin show today was great.

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Unit 8

MP3 18

1

Charlie No, I'm looking for a laptop.

Betsy But you got a new one last year, didn't you?

Charlie Yeah, from Mum and Dad, but it's crashed a few times. My brother managed to fix it before but now I think I need a new one.

Betsy That's a pain! Can't the company replace it?

Charlie They won't because my brother fixed it before – not a proper computer guy.

2

All right everyone, may I have your attention now? Dave, will you stop making these silly noises, thank you! As you can all see, the building is enormous so please remember that we're meeting here, in front of the virtual reality room at exactly 3 pm. Lunch is at 12.30. After that, we're all going to the presentation about the latest trends in computer games. On my left, you can see

the robot room. Make sure you don't miss it. It's your chance to see the newest models. But, as you may remember, now we are going to room 12 for a lesson on solving the most typical problems with PCs. Follow me, please ...

3

Man That's OK. I'm sorry you had to wait. We've been busy this evening. What's the problem?

Ruth Well, we were driving along and suddenly I lost power. And now it won't start.

Man Have you checked the petrol?

Ruth Yes. We bought some just half an hour ago. Nothing is working – we've got no lights, no radio, nothing.

Man Mmm. Your engine looks OK. Switch it on for me.

Ruth OK – but it just turns – nothing happens.

Man Ah!

4

Boy Well, last month my computer was attacked by hackers. It was my fault because I had clicked on a link in a strange email. As a result, my computer got a virus and I couldn't open any programmes or files. Just a few hours earlier I had completed a project for school and because of what had happened I couldn't send it. The message from hackers said that they would unblock the computer if I pay them money. I wanted to do it at first, but then I called an IT company and they fixed the problem for me. I reported the whole thing to the police afterwards, but unfortunately they weren't able to track the hackers. So, one word of advice to all the listeners out there – don't click on any unknown messages. It's not worth it!

WORKBOOK ANSWER KEY

Unit 1

VOCABULARY

page 4

1 1 sociable 5 nasty
2 honest 6 polite
3 mean 7 serious
4 generous 8 clever
Hidden word: CHARACTER

2 1 kind / polite
2 hard-working / ambitious
3 honest / reliable
4 shy / modest
5 rude / nasty
6 helpful / friendly

3 1 dishonest 5 nasty
2 talkative 6 patient
3 modest 7 bossy
4 clever 8 confident

4 1 funny 4 ambitious
2 polite 5 sensitive
3 sociable 6 mean

5 1 As far ~~for~~ **as** the bad points, I must admit I'm rather quiet.
2 Remember to always tell **the** truth.
3 I can be quite nasty at ~~the~~ times.
4 You know what they say – you can't ~~tell~~ **judge** a book by its cover!
5 He tends to ~~be~~ lazy.
6 We shouldn't trust firstly impressions, as they're often false.

6 1 moody 4 broad-minded
2 jealous 5 sympathetic
3 rebellious

7 *Students' own answers*

LISTENING AND VOCABULARY

page 5

1 b

2 1 b 2 c 3 a 4 c

3 1 d 2 c 3 b 4 e 5 a

4 1 gets top marks 4 is a waste of time
2 can't keep a secret 5 doesn't care about
3 never lets me down

5 1 proud 4 stressed
2 embarrassed 5 nervous
3 upset

6 1 Kate's usually the ~~middle~~ **centre** of attention wherever she goes.
2 I hope you will never let ~~me up~~ down.
3 Kelly is a very good student and never gets into ~~problems~~ **trouble**.
4 I'm sure we can rely ~~to~~ **on** him in every situation.
5 I don't think Mary can ~~hold~~ **keep** a secret yet I've known her for years.
6 I don't know her very well and I don't trust ~~she~~ **her**.

7 *Students' own answers*

GRAMMAR 1

page 6

1 1 We are having maths/biology instead of biology/maths today.
2 When does he usually get up?
3 I am living with my grandparents at the moment.
4 Does Jane arrive at school on time?
5 We do not like her new boyfriend.
6 I go jogging three times a week.

2 1 She goes to the gym **twice a week**.
2 I don't **often** go to school by car.
3 Tim is **always** ready for tests.
4 I'm **sometimes** late for meeting.
5 My brother chats online **every day**.

3 1 Where ~~you are~~ **are you** going after school?
2 I know she ~~come~~ **comes** here regularly.
3 She ~~doesn't never~~ **never goes** on holiday abroad. / She **doesn't go** on holiday abroad.
4 Jake and Laura ~~usually are~~ **are usually** away at weekends.
5 Mark and his dad ~~is~~ **are** watching TV.
6 Kevin ~~once a month~~ visits his grandparents **once a month**.
7 I **am** meeting Joe tomorrow evening.
8 Look at Mike! He**'s** carrying such a heavy bag.

4 1 Which company does Diego work for?
2 Where does he live?
3 Where does he usually go in the afternoon?
4 What is he working on tonight?
5 Who is he meeting tomorrow?
6 What does he have to prepare?
7 Where is he going on holiday?
8 Why isn't his girlfriend going with him?
9 How does Diego feel about the situation?

Possible answers:
1 a building company
2 large apartment
3 the swimming pool
4 a new project
5 an architect
6 a presentation
7 Barbados
8 she is busy at work
9 uncomfortable

5 1 comes from 5 are going
2 am watching 6 Do you like
3 meet 7 are/is giving
4 does she do 8 doesn't surf

6 1 lives 6 attends
2 is staying 7 is learning
3 is taking part 8 doesn't say
4 takes 9 is coming
5 does 10 am planning

7 *Students' own answers*

GRAMMAR 2

page 8

1 1 to fix 5 watching
2 to learn 6 to see
3 collecting 7 to stay
4 buying 8 being

2 1 b 4 a
2 b 5 c
3 c 6 c

3 1 to teach 5 meeting
2 eating 6 spending
3 to apply 7 to come
4 riding 8 to help

4 1 doing 5 going
2 to finish 6 to take
3 to do 7 trying
4 to go 8 to join

5 1 d 2 c 3 a 4 b

6 1 to tell 3 looking
2 talking 4 to buy

7 1 I don't usually like/enjoy watching
2 Are you having a meeting tomorrow
3 isn't keen on cleaning/tidying
4 is often lazy
5 doesn't mind reading
6 I can't stand listening
7 I am staying with / I am living with
8 Does she always come ...? / Is she always coming
9 On Friday at 9 I'm taking
10 time do you spend playing

READING AND VOCABULARY

pages 9–10

1 1 c 3 g 5 e 7 a
2 f 4 b 6 d

2 1 b 2 e 3 c 4 a

3 1 ambition 6 egotism
2 creativity 7 laziness
3 dishonesty 8 loyalty
4 friendliness 9 modesty
5 intelligence

4 1 intelligent 4 egotism
2 dishonest 5 laziness
3 loyalty

5 1 gardening
2 rollerblading 5 cycling
3 hiking 6 drawing
4 collecting 7 photography

6 1 in 3 on 5 into 7 of
2 about 4 of 6 to

7 1 take 4 find 7 doing
2 go 5 does 8 playing
3 got 6 go

8 1 adores
2 chill
3 enthusiast, pastime
4 keen, unwind
5 animal

SPEAKING

page 11

1 1 b 3 a 5 d 7 c
2 e 4 g 6 f

2 *Possible answers:*
1 Me too
2 Oh yes, it's a fantastic party.
3 It's great!
4 Really? I like horror films too.

3 1 are you from
2 That's
3 is your
4 How/What about
5 What do you do
6 are you into / are you interested in / are you keen on
7 keen
8 my cup of

WRITING

page 11

1 My ~~names~~ **name's** Andy and ~~I've~~ **I'm** 15 years old. I'm ~~in to~~ **into** photography and I think I'm ~~quiet~~ **quite** good at it. ~~I'm taking~~ **I take** pictures every day after school. I have a ~~realy~~ **really** big collection of pictures and I'm ~~extremly~~ **extremely** proud of it. In the future I want **to** become a photographer for some famous magazine. If you want to see my pictures, visit www.andyspictures.eu.

2 1 I am a fan of rock music and I am a rather/rather a good guitar player.
2 I dream of becoming a professional musician.
3 I come from Glasgow and I am into hiking.
4 I am looking for friends who share my passion for sci-fi films.
5 I am terribly talkative and love going to parties.
6 I can be a bit bossy.
7 I tend to tell my friends what to do when we play computer games together.

3 1 b 3 a 5 g 7 f
2 c 4 e 6 d

4 *Students' own answers*

ENGLISH IN USE

page 12

1 1 are going 4 like
2 can't 5 to be
3 looking

2 1 a 2 a 3 c 4 b 5 a

3 1 b 2 a 3 a 4 c 5 b

4 1 is going 4 listening
2 rebellious 5 moody
3 to talk 6 doesn't look

5 1 offers to help me
2 hardly ever write letters
3 Are you going / Are you coming
4 does she like doing
5 Are you interested in
6 tends to be jealous
7 stop to chat with / talk to my neighbour

MATURA PRACTICE

page 13

1 *Possible answers:*
1 They are talking about pets.
2 You feed it and tidy up after it daily, you play with it.
3 Dogs like going running, cats like playing with toys.
4 For example, when they do not listen to their owner or damage the furniture.

2 1 give it food
2 friendly and sociable
3 go jogging / jog
4 pens and pencils
5 a mess
6 get upset

3 *Students' own answers*

4 a enjoying themselves
b together
c casual clothes
d free time
e smiling

5 *Students' own answers*

6 1 have hidden reasons for choosing our hobbies
2 to burn/get rid of negative energy/emotions
3 are not satisfied with their situation/don't like their lives
4 want to rebel against/don't like the idea that a girl should be a pink ballerina
5 our hobbies/hidden reasons behind our choice of hobbies we might discover something about ourselves

Unit 2

VOCABULARY

page 14

1 1 basketball 4 rowing
2 snowboarding 5 football
3 swimming

2 1 cycling (it's not a contact sport)
2 surfing (it's not a winter sport)
3 volleyball (you don't need a racket)
4 weightlifting (it's not a water sport)
5 golf (it's not a team sport) or rugby (the ball isn't round)

3 1 Rowing 5 basketball
2 indoor 6 cycling
3 Team 7 swimming
4 canoeing 8 snowboarding

4 1 throw 4 table
2 keep 5 motor
3 long 6 special

5 1 plays 4 are playing 6 do
2 do 7 going
3 go 5 plays 8 does

6 1 cyclist 3 wrestler 5 Gymnasts
2 player 4 athlete 6 climber

7 *Students' own answers*

LISTENING AND VOCABULARY

page 15

1 1 ☒ 2 ☑ 3 ☑ 4 ☑ 5 ☒ 6 ☒

2 1 give up 4 to train women
2 arm / under a rock 5 gets injured
3 food or water 6 World Champion

3 1 f 2 c 3 e 4 a 5 d 6 b

4 1 injured 3 coach 5 spectators
2 support 4 train 6 champion

5 1 train 3 injured 5 champion
2 coach 4 support 6 spectators

6 1 take 3 make 5 put 7 broke
2 take 4 go 6 check

7 *Students' own answers*

GRAMMAR 1

page 16

1

INFINITIVE	PAST
study	**studied**
go	went
break	broke
log	**logged**
read	read
swim	**swam**
think	thought
want	**wanted**
like	**liked**

2 1 (example) *Did you go on holiday with your family in August?*
2 I was in Rome in 2006 and it was great!
3 I didn't know my parents' phone numbers when I was a child.
4 When I saw Jenny this morning I stopped to say hello to her.
5 Jane and her brother weren't at the party yesterday.
6 They won lots of matches last year when coach Pete Green trained them.

3 1 As a child I studied French. / I studied French as a child.
2 I finished my homework a few minutes ago.
3 When did you last call John?
4 Lucy did not go away last weekend.
5 Miles bought the house in 2010.

4 1 used to play
2 Did you use to learn
3 did not/didn't use to do
4 did you use to read
5 used to be
6 did not/didn't use to spend

5 When you were seven years old,
1 where did you use to live?
2 which toys did you use to play with?
3 which programmes did you use to watch?
4 which subjects did you use to study?
5 where did you use to go on holiday?
6 what did you use to do in your free time?

6 1 a 2 b 3 a 4 c 5 c 6 a

7 1 Did 5 was 9 did
2 used 6 used 10 was
3 use 7 in
4 Did 8 did

GRAMMAR 2

pages 17–18

1 1 was shaving 4 was (she) driving
2 were (you) doing 5 were eating
3 wasn't watching

2 *Students' own answers*

3 1 was sleeping 5 fell
2 went out, were watching 6 left, was still sleeping
3 was shining 7 were playing, ran
4 was doing, stole 8 came, was sitting

4 1 Where were you standing?
2 What did you tell him?
3 What was he cleaning?
4 What did he find?
5 Where did she go?
6 What did she try to do?

Possible answers:
1 the bus stop 4 a chest
2 it's 8:30 p.m. 5 house
3 attic 6 block his way out

5 1 was leaving, arrived, brought
2 knocked, answered
3 was jogging, saw, was running, saw, started
4 was driving, heard, was talking, stopped, paid
5 was enjoying, opened, came, was kissing

6 1 a 2 a 3 a 4 b

7 1 were having, said
2 didn't use to drink
3 broke, was playing
4 did you use to spend / did you spend
5 were reading, were playing
6 came, told, ran
7 did he win

8 was raining
9 Did she use to swim / Did she swim
10 went; swam

READING AND VOCABULARY

pages 19–20

1 1 b 2 c 3 a

2 1 b 2 d 3 f 4 e

3 1 go 4 find
2 turn 5 look
3 made

4 1 made up of 4 go on
2 turned out 5 found out
3 looking forward to

5 1 baseball bat 3 skates 4 wetsuit 5 skis 6 tennis racket 7 goal
2 helmet

Y	S	A	V	E	S	I	R	T	U	U	L
N	U	J	Z	K	C	U	L	G	V	T	J
R	P	A	X	N	O	N	T	L	U	K	Y
E	P	T	S	B	R	K	R	O	I	G	L
F	O	H	J	O	E	J	A	V	F	G	U
E	R	L	O	U	P	W	I	E	E	R	G
R	T	E	F	N	D	G	N	S	C	X	V
E	E	T	V	C	Y	Y	E	O	I	Z	X
E	R	E	U	E	P	H	R	O	H	I	T
K	G	G	F	H	N	O	S	D	S	Q	J
M	Q	C	O	M	P	E	T	I	T	O	R
C	O	M	P	E	T	E	T	I	V	E	Z

7 1 supporters 5 scored
2 referees 6 competitive
3 bounced 7 gloves, skis
4 trainers 8 competitors

8 1 Our school basketball team won the game by one point.
2 Poland didn't win the European Football Cup in 2012.
3 Michał Kwiatkowski beat his rivals and became the world champion.
4 Usain Bolt broke three records at the Olympics in Beijing.
5 Poland won six medals at the Olympics in Sochi.
6 George Groves is planning to beat the boxing champion Carl Froch soon.

SPEAKING

page 21

1 1 b 2 a 3 f 4 d 5 e

2 1 how 4 that 7 suddenly
2 even 5 believe 8 before
3 At 6 sounds 9 next

3 *Student's own answers*

WRITING

page 21

1 a amazing d fascinating
b entertaining e fantastic
c wonderful f exciting
1 entertaining / amazing
2 exciting
3 wonderful / fantastic
4 fantastic / wonderful / amazing

2 a 3 b 2 c 1 d 4
possible answer:
It's a great way to get around town, especially when the weather is warm. You can get somewhere much quicker than on foot.

3 a 2 mentioned c 4 mentioned
b 1 developed d 3 developed

4 *Students' own answers*

ENGLISH IN USE

page 22

1 1 ~~did~~ went
2 ~~at the title~~ for the title
3 ~~got a goal~~ scored a goal
4 ~~played~~ was playing

2 1 c 2 b 3 b 4 c 5 a

3 1 b 2 a 3 c 4 a 5 c

4 1 athletic 5 competitive
2 competition 6 supporters
3 impossible 7 exciting
4 confident

5 1 I didn't use to go / didn't go skiing
2 Was he wearing a helmet
3 When did she win
4 threw the ball
5 she was skating
6 made the decision
7 We were not used to climbing

MATURA PRACTICE

page 23

1 1 B 2 A 3 C 4 B

2 1 d 2 b 3 a 4 e 5 c

3

GOOD SIDES	BAD SIDES
a great adventure	crash
exciting	injure yourself
relaxing	break your arm
awesome	hurt your back
	scary
	dangerous

4 *Student's own answers*

5 1 C 2 A 3 B 4 D 5 D 6 A

6 *Student's own asnwers*

Unit 3

VOCABULARY

page 24

1

F	B	B	U	X	N	B	W	X	F	
A	A	B	U	N	G	A	L	O	W	
W	X	R	G	A	T	E	B	F	C	
R	I	A	M	K	G	A	Z	E	H	
O	D	N	R	H	L	Y	E	N	I	
O	O	G	D	C	O	V	J	C	M	
F	O	R	O	O	I	U	X	E	N	
W	R	N	I	R	W	R	S	M	E	
D	R	T	V	E	C	E	N	E	Y	
K	V	J	P	A	T	H	U	E	C	

2 1 detached 4 fence
2 walls 5 path
3 lawn 6 balcony

3 1 countryside 4 block of flats
2 neighbour 5 terraced
3 semi-detached

4 1 wall 5 neighbourhood
2 public 6 gate
3 lawn 7 roof
4 garage

5 1 detached 4 garden
2 floors 5 path
3 door 6 balcony

6 1 to live next door to
2 a flat in the city centre
3 live on the main street
4 just outside New York
5 we were living in the suburbs of
6 on an estate is not
7 right on the beach

7 *Students' own answers*

LISTENING AND VOCABULARY

page 25

1 3 ✓

2 A – B 3 C 2 D 1 E 4

3 a neighbourhood d housing
b parking space e development
c for sale

4 1 parking space 4 for sale
2 housing 5 development
3 neighbourhood

5 1 crowded 5 noisy
2 safe 6 close (to)
3 old-fashioned 7 expensive
4 polluted

6 1 far 4 clean
2 cheap 5 quiet
3 dangerous

7 *Students' own answers*

GRAMMAR 1

pages 26–27

1 1 cut 5 become 9 swum
2 liked 6 drawn 10 taught
3 wanted 7 given
4 drunk 8 studied

2 1 since 4 since 7 since 10 since
2 for 5 since 8 for
3 for 6 since 9 for

3 1 have invited
2 has Jim known
3 have not / haven't managed
4 Have you heard
5 have not / haven't you finished; Haven't you had
6 have been
7 Have you seen
8 has / have caught
9 has not / hasn't eaten
10 have made

4 1 Thomas has been on holiday for a month.
2 I have not cooked a meal since Christmas.
3 How long have you lived here?
4 I have had this book since February.
5 We have had the car for a long time, it's time to get a new one.
6 What have they done with my desk? Just look at it!

5 1 have not / haven't seen
2 have bought
3 have moved
4 have changed
5 Have (you) finished
6 has gone
7 have happened

6 1 watched TV since
2 had a tablet for
3 has not / hasn't done the housework for

4 have (ever) made dinner
5 been married since

7 1 has gone 4 has gone
2 Have you been 5 have you been
3 has gone 6 haven't been

GRAMMAR 2

pages 27–28

1 1 I saw this film last weekend.
2 Martha has recently bought a new lamp for her room.
3 Mary didn't visit her grandparents last Sunday because of a snowstorm.
4 Last summer I was in Spain two times.
5 How many times has Tom reorganised his room since we moved here?
6 Nobody has ever criticised my choice of colours for the living room before.

2 1 Have you ever painted
2 haven't done
3 did you talk
4 started
5 Have you decided
6 has already left
7 have never had
8 didn't eat, was
9 have complained
10 didn't move

3 1 did you do up
2 have improved
3 came
4 have heard / heard *
5 haven't changed
6 has helped
7 broke
8 have you done / did you do *
* in situations describing news or recent events when no particular time is stated, we typically use present perfect but past simple is also used, especially in spoken language

4 Dear Mum and Dad,
Just a quick note to let you know that my room looks a lot better now. I haven't ~~already~~ bought a sofa and a table **yet**, but I **have already** put a carpet on the floor and some flowers on the windowsill, which makes the room look quite cosy. I've just finish**ed** putting up the wallpaper. Steve has helped me do it. I've asked Tom for help several times but he ~~haven't~~ hasn't come to visit me yet. I hope he'll come by next weekend. Anyway, I've ~~yet~~ just taken some pictures of my room so I'm sending you a few.
Talk to you soon,
Bill

5 1 I slept in a tent
2 you visited
3 saw Derek a few
4 started working on her herb garden
5 have been neighbours for

6 1 has gone 4 has gone
2 Have you been 5 have you been
3 has gone 6 have not / haven't been

7 1 c 3 a 5 b 7 c
2 c 4 a 6 c
8 1a 3b 5b 7a
2c 4b 6c

READING AND VOCABULARY

pages 29–30

1 *Students' answers*

2 1 A 2 C 3 A 4 B 5 C

3 1 castle 5 settlement
2 demolish 6 rebuild
3 landscape 7 residence
4 occupy

4 1 castle 5 demolished
2 occupied 6 rebuilt
3 landscape 7 residence
4 settlement

5 1 d 3 a 5 f 7 c
2 g 4 e 6 b

6 Down:
1 toilet 5 kitchen 8 shower
2 wardrobe 7 carpet 11 oven
Across:
3 mirror 6 curtains 10 radiator
4 fridge 7 cushion

7 1 do up 6 playground
2 furnish 7 area
3 decorated 8 litter
4 wallpaper 9 outdoor
5 designed 10 lanes

SPEAKING

page 31

1 1 ~~to do the bed~~ – to make the bed
2 ~~At~~ the picture – In the picture
3 ~~is making the ironing~~ – is doing the ironing
4 ~~in the right~~ – on the right
5 ~~she's smile~~ – she's smiling
6 ~~She sits~~ –She's sitting
7 ~~taking the rubbish~~ – taking out the rubbish
8 ~~started clean~~ – started to clean / started cleaning

2 1 kitchen 3 right 5 taking
2 there 4 plate 6 helping

3 *Students' own answers*

WRITING

page 31

1 1 c 2 b 3 d 4 a

2 1 The first stop for visitors is the old palace. / The old palace is the first stop for visitors.
2 If you have not been to Kraków yet, you must go.
3 New Zealand is famous for its beautiful views.
4 This is such a small village but it is so beautiful.
5 There are lots of interesting historic monuments here.
6 Cycling is popular in Amsterdam so there are many bike paths there.
7 Why don't you come to Paris and see it for yourself?
8 If you're looking for peace and quiet, then go to Bory Tucholskie.

3 *Students' own answers*

ENGLISH IN USE

page 32

1 1 a 2 b 3 c 4 b 5 b

2 1 a 2 c 3 a 4 b 5 b

3 1 I haven't heard
2 you didn't answer
3 I was painting
4 When did you move
5 I'm starting
6 used to live there

4 1 A How long has she lived
B She moved (in)
2 we were moving into
3 hasn't / has not bought
4 A They have / They've just redecorated
B visited them
5 been to France for

5 1 have you vacuumed your room yet
2 noisy street for five years
3 built many bike lanes
4 haven't seen the new playground next to my house
*5 lives right on the beach
*6 has gone to that new outdoor gym

MATURA PRACTICE

page 33

1 1 E 2 F 3 A 4 C
2 1 c 2 b 3 d 4 e 5 a
3 *Students' own answers*
4 1 B 2 A 3 C 4 B 5 A 6 A
5 *Students' own answers*

Unit 4

VOCABULARY

page 34

1 1 foreign language 4 chemistry
2 geography 5 PE
3 IT

2 1 history 4 religious education
2 art
3 geography 5 chemistry

3 1 IT, foreign languages 4 maths
5 physics
2 drama 6 Polish
3 music

4 1 get 4 revise
2 fail 5 pass
3 take

5 1 a 3 c 5 a 7 c
2 b 4 b 6 b

6 1 classmates 6 certificate
2 break 7 staff
3 report 8 notebooks
4 pupils 9 playground
5 parents'

7 *Students' own answers*

LISTENING AND VOCABULARY

page 35

1 1 h 3 b 5f 7 a
2 e 4 d 6 c 8 g

2 1 is a long way from her home
2 think of the good points
3 won several prizes
4 follow your passion
5 make your dreams come true
6 I practised my lines
7 they have accepted me
8 made her even better at drama

3 1 dwie godziny
2 ćwiczyć role
3 coś innego /inny przedmiot
4 we mnie
5 darmowa
6 nie ma (żadnych)

4 *Students' own answers*

5 1 famous 4 talented
2 advantages 5 opportunity
3 career

6 1 c 2 a 3 d 4 e 5 b

7 *Students' own answers*

GRAMMAR 1

pages 36–37

1
had gone	had they liked it?
didn't drink	broke
hadn't slept	had been
did they stop	had she seen?

2
1 hadn't ridden	4 hadn't been
2 hadn't moved	5 had already left
3 had she rewritten	6 had they read
	7 hadn't met

3
1 was, hadn't been
2 didn't know, hadn't played
3 had sung, became
4 Had Mark finished, rang
5 finished, had fallen
6 went, had never seen
7 wasn't, had already read
8 had, had been

4
1 *When* we had finished writing the exam, the teacher collected our papers.
2 *After* we had bought the house, we renovated it.
3 *Before* Pete rented a small flat, he had lived with his family for a while.
4 *By the time I* finished the course in June, my German had improved greatly.
5 Martha had got her first job *before* she graduated from university.
6 He couldn't focus on the lessons *after* he hadn't slept at all last night.
7 *By the time he* joined our chemistry club, he had won three chemistry competitions.

5
1 called	7 texted
2 had already heard	8 had already prepared
3 talked	
4 got	9 had informed
5 had planned	10 had forgotten
6 hadn't finished	11 hadn't told
	12 took

6
a *When I* entered the classroom, the test had started.
b *When we* made our decision, Lisa informed her parents about it.
c *When my brother* came home, we all had dinner.
d *When we* arrived at the station, the train had left.
e *When he* entered the house, he realised something was wrong.
f *When I* came back to my table, my bag had disappeared.

7 *Students' own answers*

GRAMMAR 2

pages 37–38

1
1 They must be good friends.
2 This can't be the right way.
3 It might be difficult to get.
4 Your answer may be correct.
5 You can't be serious.
6 Anything could happen.

2
1 must	5 may / might
2 must	6 can't
3 could / might	7 might
4 might	8 could / might

3
1 must	4 can't
2 may / might / could	5 may / might / could
3 can't	

4
1 must	4 must
2 may / might / could	5 could / might / may
3 must	

5
1 You may / might / could get
2 He can't be
3 You must be
4 it may / might / could rain
5 They must study
6 it may / might / could take
7 The tasks must be

6
1 can't be
2 John may / might / could come
3 You must be
4 they may / might / could call
5 It may / might / could be
6 You can't know
7 You must be

7
1 Mr Plantz ~~was~~ **had been** the headmaster of this school for 25 years before they replaced him with Ms Keen three years ago
2 Julia ~~was never~~ **has never been** abroad.
3 It ~~must be~~ **can't be** Jenny – her hair isn't brown.
4 We ~~haven't~~ **hadn't** met Mark before your birthday party.
5 Her accent is great, so she ~~can't be~~ **must be** from England.
6 Phil ~~has~~ moved to Warsaw at the age of 18.
7 This ~~must be~~ **may / might / could be** Brook's phone, but I'm not sure.
8 Where **you have** ~~have you~~ been for the past five hours?
9 It ~~could be~~ **must be** the right answer – in fact, I'm certain it is!
10 Who knows – the test ~~must be~~ **may / might / could be** easier than the last one.

READING AND VOCABULARY

pages 39–40

1
1 a	3 d	5 e	7 b
2 c	4 f	6 g	8 h

2 1 d 2 a 3 a 4 b

3
1 aim / goal	4 give up on
2 draw conclusions	5 ineffective
3 follow the rules	6 report experiences

4
1 reported their experiences
2 ineffective
3 gave up on
4 follow / rules
5 aim
6 draw conclusions

5 1 b 2 e 3 d 4 a 5 f 6 c

6
1 learn poems by heart
2 pay attention to
3 We may not have access to the Internet
4 make sense of it
5 work on improving your writing skills

7
1 mistakes	5 methods
2 dictionaries	6 times
3 question	7 technology
4 whiteboards	

8

NOUN Suffixes		
-ation	*-ion*	*-edge*
education information concentration presentation	revision attention	knowledge

9 *A possible answer:*
Przygotowanie do egzaminów jest umiejętnością i nie każdy uczeń to potrafi. Wiele osób uważa, że najprostszym sposobem uczenia się jest zapamiętywanie wszystkiego, ale to nie zawsze prawda. Wiedza to coś więcej niż zapamiętywanie faktów, to również rozumienie informacji, których się nauczyliśmy. Kiedy powtarzasz do egzaminu, postaraj się wszystko zrozumieć. Zwracaj również uwagę na szczegóły. Innym błędem popełnianym przez uczniów jest słuchanie muzyki lub rozmawianie przez Facebook w trakcie uczenia się. To nie służy koncentracji!

SPEAKING

page 41

1
1 Personally	4 true	8 still
2 In	5 believe	9 absolutely
3 agree / think	6 truth	10 think
	7 may	11 honest

2
1 In my opinion the best way to learn a language is to spend some time abroad.
2 In my view Internet courses are more interesting than traditional courses.
3 Don't you think watching English films is a good way to learn the language?
4 For me, reading books is a bad idea because there is nobody to explain difficult words to me.
5 I believe that traditional courses are rather boring.
6 What do you think about courses abroad?

3 *Students' own answers*

WRITING

page 41

1
1 I wish **to** know
2 more ~~informations~~ information
3 ~~will I get~~ I will get
4 ~~do~~ if I need
5 I'**d** / I **would** like

2
1 Dear Mrs Brown
2 advertisement mentions
3 I would like to know how much the course for beginners costs. / I would like to know what the price of the course for beginners is.
4 Could you tell me
5 I look forward to hearing from you soon.
6 Yours faithfully

3 *Students' own answers*

ENGLISH IN USE

page 42

1 1 yes 2 no 3 yes

2
1 c	3 a	5 b	7 c
2 b	4 b	6 a	

3 1 b 2 a 3 c 4 a 5 c

4
1 break	3 have	5 must
2 attention	4 report	6 evening

5
1 I haven't learned German
2 I hadn't been to London
3 you have to / must pass a language exam
4 had already finished
5 has built a new playground
6 lost his notes during lunchtime / the lunch break
7 I had made a mistake

MATURA PRACTICE

page 43

1 1 C 2 B 3 A 4 A 5 C

2 1 might look it up in
2 Did you make sense of
3 hadn't revised for them
4 learned them by heart
5 the next English course begins

3 *Sample answers:*
1 I think he could be a maths teacher. Maybe he's helping students solve a maths problem.
2 I think he's a friendly person because he's smiling.
3 I think students learn how to solve problems in his lessons while they are discussing something in groups.

4 *Students' own answers*

5 *Possible answers:*
1 I had to do a project in English.
2 friendly, helpful and very patient.
3 usually wears a leather jacket and trainers.
4 is only for weaker students / is only for students who want to practice more.

6 *Students' own answers*

Unit 5

VOCABULARY

page 44

1
1 band	5 episode
2 award-winning	6 series
3 soundtrack	7 fantasy
4 director	8 plot

Hidden name: Brad Pitt

2
1 abstract	5 paintings
2 novels	6 effects
3 exhibition	7 actors
4 entertaining	8 classic

3
1 disappointing	5 excellent
2 rubbish	6 album
3 moving	7 keen on
4 live	

4
1 performance / play	5 live
2 classic	6 costumes
3 make	7 effects
4 director	8 theatre

5
1 channel	5 first chapter
2 statues	6 documentary
3 blockbuster	7 opera
4 audience	8 phone-in

6 *Students' own answers*

LISTENING AND VOCABULARY

page 45

1 1 b 2 a 3 a

2 1 art online.
2 zoom in on them / see them in detail
3 (the) curators talking about them
4 visit an art gallery
5 on the topic

3
1 zoom	4 among
2 Agreeing	5 experience
3 detail	6 exploring

4 1 b 2 a 3 c 4 c 5 b

5
1 found out	4 was on
2 sell out	5 go round
3 turned out	

6 *Students' own answers*

GRAMMAR 1

pages 46–47

1 1 I think she will pass the exam.
2 Will he get an Oscar?
3 Put on the kettle. Paul will be here soon.
4 I will arrive on time. I promise.
5 Don't worry! We won't be late.
6 Why will your parents be angry?
7 When will Tess become an actress?
8 You won't believe it.

2
1 will like	5 will help
2 won't know	6 won't leave
3 Will *it* rain	7 Will *she* be
4 will enjoy	8 won't say

3 1 is going to watch TV
2 is going to wash the car
3 are going to write a test
4 are going to eat dinner
5 is going to win
6 is going to buy tickets

4 1 I'm going to buy their new album.
2 Julia isn't going to say sorry.
3 What are they going to do in the summer?
4 Are your parents going to come to see the play?
5 We aren't going to stay all day on the beach.

5 1 will happen
2 aren't going to be
3 'm going to redecorate
4 'll try
5 is going to fall off

6 1 'll see
2 Are you going to watch
3 'll open
4 will build
5 's going to be
6 Are you going to give

7 1 Tomorrow I'm going to study
2 I'll call him
3 isn't going to be
4 Will you help me
5 are going to watch it
6 she is going to sing

GRAMMAR 2

pages 47–48

1 a
1 I must take up some sport.
2 Students mustn't speak during tests.
3 Must you play your guitar at 6 am?
b
4 Can we make our presentations on Tuesday?
5 Anyone over 16 can take part in this TV show.
6 I can't go to school this week.
c
7 Does Tom have to be at home by midnight?
8 She has to study this weekend.
9 They don't have to wear uniforms at school.
d
10 Do I need to book the tickets?
11 We need to inform everyone about the show.
12 She doesn't need to know about my plan.

2
1 must	5 need to
2 mustn't	6 doesn't have to
3 can't	7 can
4 mustn't	8 doesn't have to

3 1 don't have to / don't need to go
2 mustn't eat
3 Does Steve have to / need to
4 can't watch
5 mustn't / can't call
6 has to / needs to start
7 Can I sing

4 *Students' own answers*

5
1 must	4 have to
2 have to	5 have to
3 must	6 must

6 1 You mustn't take photos
2 Can we see a comedy
3 I'll just make sandwiches
4 are you going to be at school
5 We're going to have an accident
6 will ever get married
7 mustn't talk to anybody
8 'll be ready in 5 minutes
9 it's going to snow
10 doesn't have to work

READING AND VOCABULARY

pages 49–50

1 a 1 b 2 c 3

2 *'Hamlet', 'Romeo and Juliet'* – plays in the theatre
Bruno Mars – a singer
Hyde Park – a park in London

3 1 in Shakespeare's times
2 talks before and after
3 teacher
4 were lots of / many
5 (much) better

4 1 c 2 b 3 e 4 f 5 d 6 a

5 1 live / stage
2 attend a performance
3 enthusiastic reviews
4 party vibe
5 perform/ greatest hits
6 Interactive museums

6
1 novel, poetry	5 science fiction
2 drama, playwrights	6 fantasy
3 comic strip	7 spy
4 fairy tale	

7 1 We were surprised, could be so exciting
2 was very depressed
3 an interesting play, bored
4 be interested in
5 the most depressing
6 was too frightened

8
1 for, to	3 for	5 after	7 in, In
2 at, at	4 to	6 after	

SPEAKING

page 51

1 1 are you doing / are you going to do
2 Would you like to go
3 meeting
4 meet
4 don't we meet
5 would love to come

2
1 free	6 at
2 to	7 afraid / sorry
3 idea	8 at
4 shall	9 fine
5 about	10 See

3 1 Would you like to go to the cinema with me? And could you see what's on?
2 Are you free this weekend? / What are you doing this weekend? I'd like to go to the Warsaw Comic Con.

3 I'm afraid I can't. It's my mum's birthday.
4 I'm afraid I don't know what I'm doing this weekend. I'll be in touch later / I'll get back to you soon.

4 *Students' own answers*

WRITING

page 51

1 1 I **am looking forward to** your **reply.**
2 I am a **gifted jazz singer.**
3 I am good at **entertaining people.**
4 **Our achievements include winning** three awards in competitions for high school bands.
5 I am writing **on behalf of** our school theatre group **in order to apply for** the dance competition.
6 Our band **has already performed** on stage many times during various school concerts.

2 *Possible answers:*
I am a high school student from Poland **and I have taken pictures since primary school.** We often go on trips into the city or to local parks to take pictures, **so I have learnt how to photograph plants and animals.** I believe I am a fairly talented photographer. My achievements include **winning a school award for the best picture of the year.** Your competition is especially interesting for me **because I would like to become a professional photographer in the future.**

3 *Students' own answers*

ENGLISH IN USE

page 52

1 1 b 2 a 3 a 4 b 5 a
2 1 b 2 a 3 c 4 a 5 b 6 a
3 1 must / will 4 big
2 so 5 at
3 After / For 6 go
4 1 Let's meet ~~on~~ **at** the bus stop at 6.30.
2 Our dance group will perform on ~~scene~~ **stage** during a competition this weekend.
3 You need to apologise for criticising her poems – she's so upset she's crying.
4 I want **to** go to the movies. Let's see what's ~~in~~ **on** tonight.
5 I'm so ~~exciting~~ **excited!** I'm going to see the Kings of Leon next month!
6 You ~~don't have to~~ **mustn't** watch this film – it's a horror and you're only five.
7 He didn't want to come but ~~at~~ **in** the end we convinced him.
8 She's so upset I think she's going to shout ~~on~~ **at** us.

MATURA PRACTICE

page 53

1 1 A 2 E 3 B 4 C

2 *Possible answers:*
1 I don't quite agree. Some action films have really exciting plots, for example the *James Bond* movies.
2 They offer some good discount for students, so I guess we'll only pay about £20. I can buy the ticket for you – I got some extra pocket money for my 18th birthday.
3 Sounds great. Let's have a pizza after the concert – we won't have to hurry for the film.
4 Oh, how about going to the new Mexican restaurant in the city centre? I've heard they've got delicious tortillas.

3 *Students' own answers*

4 1 How about
2 I'm sorry
3 What are you doing
4 don't have to / don't need to
5 1 B 2 C 3 A
6 1 are going to watch / are watching
2 you have / need to work
3 will come
4 can't decide
5 let's meet

Unit 6

VOCABULARY

page 54

1 1 c 2 b 3 c 4 a 5 b
2 1 bakery 5 flower shop
2 butcher's 6 clothes shop
3 chemist's 7 shoe shops
4 newsagent's 8 sports shop
3 1 F (50%) 4 T
2 T 5 F (credit card)
3 F (cheap) 6 T
4 1 sales 3 bargains 5 credit
2 cash 4 price 6 afford
5 1 at 3 off 5 for
2 in 4 on 6 by
6 1 travel agency 4 plumber
2 haircut 5 optician
3 post / send 6 account
7 *Students' own answers*

LISTENING AND VOCABULARY

page 55

1 1 a 2 b
2 1 c 2 a 3 b 4 c
3 1 store 4 item
2 survey 5 department
3 checkout
4 1 survey 4 department
2 items 5 store
3 checkout
5 1 × 2 ✓ 3 ✓ 4 ×
6 1 order 4 return
2 deliver 5 refund
3 account
7 1 for 3 for 5 by 7 to
2 on 4 by 6 about
8 *Students' own answers*

GRAMMAR 1

pages 56–57

1

Adjective	Comparative	Superlative
loud	louder	the loudest
dry	*drier*	the driest
fast	faster	*the fastest*
small	*smaller*	the smallest
hot	hotter	the hottest
bad	worse	the worst
wise	wiser	*the wisest*
tiring	more tiring	the most tiring
rainy	rainier	the rainiest
polluted	more polluted	*the most polluted*

2 1 slower 5 the happiest
2 more serious 6 the coldest
3 cheaper 7 the oldest
4 later 8 the most dangerous
3 1 cheaper 6 better
2 the biggest 7 the most difficult
3 the oldest 8 the best
4 more expensive 9 higher
5 more modern
4 1 the oldest castle in
2 test was more difficult than
3 the laziest person I've (ever)
4 is the most beautiful girl
5 better than
5 1 the least expensive
2 is less important than
3 know anybody less interested
4 the least interesting book
5 the least exciting day
6 I'm less happy / satisfied
6 1 This hotel isn't as comfortable as the hotel in Greece.
2 Cars aren't as safe as planes.
3 Peter isn't as busy as he was yesterday.
4 Susan was as tired as I was.
5 She isn't as happy as I expected.
7 1 than 4 enough 7 more
2 more 5 as 8 too
3 as 6 than

GRAMMAR 2

pages 57–58

1 1 that 5 where
2 who 6 who / that
3 whose 7 that / who
4 which / that
2 1 The writer that I told you about has sold over 5 million books already.
2 That's the cosmetic brand whose products are all natural.
3 The girl who gave me this bracelet is my best friend.
4 The house which we bought was in a very bad condition.
5 The photos which I saw online were not the same as the product I received.
6 Let's meet in a place where we can talk in private.
7 I'm waiting for the students who promised to help me.
3 1 who 5 who
2 whose 6 where
3 who 7 which
4 which 8 which
4 1 This film is about a mad scientist whose experiments get out of control.
2 The car crashed into a group of people who were walking on the road.
3 Pete has got a job which involves opening bank accounts for people.
4 Monica stayed at a hotel which offered excellent service.
5 This is the lake which I used to swim in / where I used to swim as a child
6 The channel which will show the concert live will earn a lot of money from commercials.
5 1 ~~where~~ **which** 4 ✓
2 ✓ 5 ~~where~~ **which**
3 ~~which~~ **where**
6 Student's own answers

7 1 is not as expensive as
2 painter whose works are
3 is cheaper than the dress/is less expensive than the dress
4 which they sent (to) me contained
5 the most exciting film I've (ever) seen
6 came too early so the shop was
7 of coffee isn't strong enough for my dad
8 which he used to work in / in which he used to work
9 was the least comfortable (of all)
10 is cheaper / less expensive than the necklace and the earrings.

READING AND VOCABULARY

pages 59–60

1 1 b 2 c 3 d 4 e 5 a

2 1 b 2 a 3 b

3 1 fake 4 quality
2 get cheated 5 hidden costs
3 free of charge 6 pay on delivery

4 1 got cheated 4 fake
2 of charge 5 quality
3 delivery

5 Across:
2 appeal 7 pop-ups
4 billboard 9 commercial
6 leaflets 11 marketing tricks
Down:
1 campaign 8 free
2 advertisement 10 brand
3 advertise 12 consumer
5 slogan

6 1 advertising 5 give out
2 billboards 6 commercials
3 catchy 7 pop-up
4 brand 8 appeal

7 1 market 5 gift
2 clip 6 market
3 clip 7 company
4 company; gift

SPEAKING

page 61

1 1 help 5 on
2 how / what 6 size
3 anything / something 7 are
4 about 8 fitting

2 1 B 2 C 3 A 4 C

3 *Students' own answers*

WRITING

page 61

1 1 What 5 suitable
2 Another 6 to
3 not as 7 with
4 is that

2–3
Students' own answers

ENGLISH IN USE

page 62

1 1 He is not rich enough to buy such a car.
2 Online shopping is more popular than it used to be.
3 This computer is not as expensive as that one.
4 This is the biggest shopping centre in our city.

2 1 c 2 b 3 a 4 c 5 b 6 a

3 1 a 2 c 3 b 4 b 5 a

4 1 worst 3 booked 5 markets
2 excited 4 least 6 getting

5 1 is not fast enough
2 who is the new owner
3 will arrive by post
4 you've stayed in
5 you have to open an account
6 I'll post this parcel
7 is less popular than

MATURA PRACTICE

page 63

1 1 the fourth Friday in November
2 No (it's a day off).
3 They go shopping.

2 1 spędzają czas z przyjaciółmi / znajomymi
2 pierwszym dniem / początkiem
3 (ogromnych) wyprzedaży
4 o północy
5 trzech

3 *Students' own answers*

4 1 These headphones block**s** out all sounds from the outside.
2 They also promise you **the** best bass sounds on the market.
3 The colours on the screen do not look as bright ~~like~~ **as** I had hoped.
4 The computer is ~~more~~ slower than I read in the adverts.
5 I've decided **to** keep the headphones because they have the coolest colour and design.
6 The quality of the sound is the ~~more~~ **most** important for me, so I need something that sounds better.
7 I think I'm going **to** return this MP4 player.

5 *Students' own answers*

Unit 7

VOCABULARY

page 64

1

				1 S	T	R	E	A	M
		2 B	E	A	C	H			
		3 W	A	T	E	R	F	A	L L
4 I	S	L	A	N	D				
		5 F	O	R	E	S	T		
				6 R	I	V	E	R	
7 V	A	L	L	E	Y				

2 1 valley 4 lake
2 wave 5 forest
3 waterfall

3 1 coast 5 hills
2 beach 6 field
3 sea 7 stream
4 waves

4 1 wide lake **5** 1 mountain range
2 tropical island 2 high waterfall
3 large forest 3 long river
4 mountain range 4 tropical island
5 high waterfall 5 large forest
6 long river

6 1 hilly area
2 the river was deep
3 The lake is calm and shallow.
4 stony path
5 there is a breathtaking view
6 rough sea
7 too high and too steep
8 flat area / region

7 *Students' own answers*

LISTENING AND VOCABULARY

page 65

1 1 is changing 4 serious
2 rains 5 taking action
3 many

2 1 outside 4 sunny
2 realised/understood 5 gets dark
3 worries 6 cold

3 a season d impression
b influence e shine
c amazed

4 1 impression 4 shining
2 seasons 5 influence
3 amazed

5 1 b 2 a 3 a 4 b 5 b

6 1 snow 4 foggy
2 sunny 5 snowy
3 rain 6 wind

7 1 heat 4 freezing
2 thunder 5 weather
3 climate 6 forecast

8 *Students' own answers*

GRAMMAR 1

pages 66–67

1 1 – 0 3 – 1 5 – 0
2 – 1 4 – 0 6 – 1

2 1 e – have 3 b – stay 5 f – travel
2 d – may 4 a – feels 6 c – 'll miss

3 1 b 2 a 3 b 4 b 5 a 6 a

4 1 If she throws a birthday party, she'll invite all her friends.
2 If she passes her Matura exam, she will go to university.
3 If she doesn't buy a new dress, she will have nothing to wear for the party.
4 If she's late for school, she will have to stay after class.
5 If she goes to England on holiday, she will improve her English.

5 1 doesn't stop 6 don't get
2 won't go 7 am
3 don't clear 8 won't be
4 will take 9 gets
5 have 10 stay

6 Have you thought about your holidays yet? If you enjoy camping in the mountains, you **will** love our offer. We're inviting you to spend three weeks living outside the city. If you ~~be~~ **are** not sure how to survive such a long time without a smartphone and the Internet, don't worry! There are lots of great activities waiting for you, so you won't get at all bored. If you ~~will~~ book the camp by the end of May, you will pay less.
~~When~~ **If** you are the student, you will get a discount -20%!
If you ~~will~~ need more details, visit www.summergo.co.

7 1 Your parents will be angry unless you tell the truth.
2 Unless we offer to pay her, she won't help us.
3 He will be upset unless you call him.
4 They won't sell the house unless it's absolutely necessary.

5 Unless Julia apologises, I won't speak to her.
6 I'll report you to the police unless you give me my money back.

GRAMMAR 2

pages 67–68

1 1 – 2 3 – 2 5 – 2 7 – 1
2 – 1 4 – 1 6 – 2

2
1 had 5 could
2 wrote 6 won
3 was 7 Would Sara be
4 was/were 8 had

3
1 could choose 4 would choose
2 would go 5 would be
3 wasn't 6 had

4
1 I wasn't / weren't ill
2 if he got
3 you I'd stay at home
4 you won the first prize
5 didn't read so much, she wouldn't be
6 say sorry to John if you was / were

5
1 wasn't 5 took
2 could go 6 would end up
3 could go 7 would we do
4 had 8 would be

6 *Possible answers:*
2 *If* my best friend moved to Canada, I would miss her a lot.
3 *If* my parents gave me more pocket money, I would buy a new mobile phone.
4 *If* I didn't have to go to school anymore, I would have more time for my hobbies.
5 *If* I saw a crime take place in the street, I would report it to the police.

7
1 a high waterfall which is
2 If Tom doesn't come
3 would you buy if you could
4 If I was / were you
5 rains / is raining, there is
6 We must find
7 I'd show you my room
8 This is the worst storm
9 unless you cook it
10 unless it's quiet

READING AND VOCABULARY

pages 69–70

1
1 out 5 settled
2 debris 6 premature
3 Ash 7 millennia
4 Altitude

2
1 are fascinated by them
2 Hollywood films
3 temperatures drop a few degrees / become lower / the sun is blocked
4 the air to clear
5 kill all vegetation
6 the human race has survived
7 conditions are necessary for them to happen / is necessary to cause them
8 is not really a threat / nothing to be scared of / something that will not happen in our lifetime

3
1 forecast 5 clears
2 spread 6 collapses
3 block out 7 starve
4 drop

4
1 blocked out, cleared 4 spread
5 starved
2 forecasting 6 dropped
3 collapsed

5
affect volcano
drought eruption
earthquake wildfire
flood cause
rescue avalanche
survive hurricane
strike

The hidden phrase:
natural disasters

6
1 The flood affected
2 survived the avalanche
3 drought; it will probably cause wildfires
4 went missing; earthquake
5 The hurricane struck
6 We've already rescued
7 continues; the volcano will erupt

7
1 touch 5 save 9 touches
2 waves 6 miss 10 waved
3 begged 7 begging
4 miss 8 saved

SPEAKING

page 71

1
1 interested ~~with~~ in
2 interesting ~~for~~ to me
3 ~~I don't keen~~ I'm not keen
4 wouldn't really ~~interested~~ interest me
5 go ~~on~~ for picture

2
1 I would like to learn more about animals and the zoo is a perfect place to do this / for doing this.
2 Another reason is that I would prefer to go somewhere quiet.
3 It would be fun to have a picnic.
4 Fishing is a rather dull thing to do.
5 I'm keen on visitng places where there aren't many people.

3 1 e 2 c 3 d 4 a

4 *Students' own answers*

WRITING

page 71

1
TS: I must say, in my opinion, Scotland is the perfect place for a holiday.
SS: As far as I am concerned, it is a paradise for people who like nature.
E: First of all, the mountains offer breathtaking views and they are ideal for walking holidays.
SS: In my view, it is also a great country for tourists who are interested in history.
E: You can, for example, travel from one old castle to the next or spend a week sightseeing in the capital city, Edinburgh.

2 *Possible answers:*
Topic sentence: In my opinion, Poland is an excellent place for tourists.
Supporting sentence 1: The weather changes throughout the year, but it is never too extreme.
Examples: For example, winter is a great time for skiing while in the summer it is hot enough to sunbathe.
Supporting sentence 2: I would also add that there is a great variety of landscapes in my country so I believe everyone can find a place they can relax in.
Examples: In the south, there are mountains while in the north you can visit the seaside. There are also some amazing lakes and forests in central Poland.

3 *Students' own answers*

ENGLISH IN USE

page 72

1 1 b 2 a 3 a 4 c 5 b 6 b

2
1 is closed
2 on which
3 used to come

3
1 the water / tap is turned off
2 I did not get seasick
3 was so foggy that
4 can't be
5 there had been
6 must not touch
7 aren't high enough
8 Unless the rain comes

4
1 prediction 5 stony
2 freezing 6 homeless
3 hilly 7 breathtaking
4 heat

5
1 If you follow / take this path
2 will be foggy; to the palm house
3 waste a lot of
4 If you knew; would you take
5 flood was caused by the storms
6 sorting out / segregating rubbish would be easier
7 unless we change
8 The weather forecast for today; a storm tonight
9 was so rough
10 I begged them to hurry up; we missed the bus

MATURA PRACTICE

page 73

1 1 T 2 F 3 F 4 T

2
1 hałaśliwą ulicę 5 sportowe
2 męża 6 smaczne
3 delfinów 7 przekąski
4 bliżej basenu

3 *Students' own answers*

4 1 A 2 C 3 B 4 B 5 C 6 C

5
1 keen 4 do
2 struck / happened 5 to
3 freezing

Unit 8

VOCABULARY

page 74

R	H	N	M	J	K	O	W	R	S
D	I	R	O	H	B	A	X	Z	E
R	C	F	U	A	E	Q	X	M	N
A	O	M	S	C	R	E	N	E	O
O	N	G	E	S	K	M	N	I	H
B	T	J	E	R	F	C	Z	A	P
Y	Q	E	S	W	T	Y	O	P	D
E	B	C	H	A	R	G	E	R	A
K	D	S	B	J	I	P	R	G	E
F	E	Q	W	I	M	J	K	D	H

1 mouse 4 keyboard
2 headphones 5 icon
3 charger

2
1 button 4 ports
2 desktop 5 camera
3 monitor 6 touch screen

3
1 visit 4 check
2 leaves 5 make
3 post 6 taken

4 1 Just ~~make~~ **send** me a text message to let me know if you agree.
2 Monica ~~checks~~ **goes** on / checks ~~on~~ social networking sites every evening.
3 I ~~posted~~ **left** her three voice messages, but she didn't call me back.
4 I haven't ~~taken~~ **checked** my emails yet so I don't know if she's sent me one.
5 Suzie has ~~sent~~ **visited** a lot of wedding websites recently. I wonder why.

5 1 c 2 a 3 b 4 c 5 b

6 1 broadband
2 download
3 click
4 remote control
5 electronic
6 software
7 database
8 editor
9 uploaded
10 access

7 *Students' own answers*

LISTENING AND VOCABULARY

page 75

1 1 b 2 b

2

SITUATION 1	B
SITUATION 2	D
SITUATION 3	A
SITUATION 4	E

3 1 replaced
2 proper
3 battery
4 engine
5 within

4 1 work
2 crashed
3 connection
4 signal
5 lost
6 fix

5 1 I wanted to buy the ticket in a ticket machine, but it was **out** of order.
2 Your laptop is breaking **down** all the time – don't you need a new one?
3 I'm sorry I'm late – my battery ran **out** and I couldn't call you.
4 There was a loud clap of thunder and suddenly **nothing** worked.
5 This machine is making **a** funny noise – are you sure it's not broken?

6 *Students' own answers*

GRAMMAR 1

pages 76–77

1 1 P 3 A 5 A 7 A
2 P 4 P 6 P 8 P

2 1 were
2 used
3 discovered
4 were you brought
5 is
6 is chosen
7 was discovered
8 Was the table booked
9 organised
10 was written

3 1 *The shop* isn't closed before 6.00.
2 *The rooms* are cleaned every day.
3 *Spanish* is spoken in Mexico.
4 *Parcels* are delivered by 12.00.
5 *How many* blocks are built every year?
6 *My parents' car* is serviced once a year.
7 *Are* new planets often discovered?
8 *This lift* isn't used very often.

4 1 The telephone was invented in 1876.
2 When was Pearl Harbour attacked?
3 *Great Expectations* was written by Charles Dickens.
4 This opera wasn't composed by Vivaldi.
5 Where was Kennedy killed?
6 The first animal was sent into space by the Russians.
7 The Eiffel Tower was not designed by Gustave Eiffel.
8 The Model A Ford was first produced in 1903.

5 1 is situated
2 was designed
3 was finished
4 are occupied
5 is surrounded
6 is visited

GRAMMAR 2

pages 78–79

1 In 2050 ...
1 robots will be used in every household.
2 students won't be given any homework.
3 houses will be heated with solar power.
4 buildings will be made of plastic.
5 all lessons will be given online.
6 languages will be taught by computers.

2 1 The flights have been booked.
2 Some important emails haven't been sent.
3 The shopping has been done.
4 The passports haven't been packed
5 The tickets haven't been printed.
6 The bills have been paid.
7 A new camera has been bought.

3 1 she be invited to the wedding
2 has Lucy been called to
3 will all the students be given
4 the walls been painted
5 laptops have been bought
6 will the parcel be sent

4 1 hasn't
2 will
3 are
4 has been done
5 were
6 have
7 used
8 was

5 1 is visited; c
2 have cars been; c
3 was the Mona Lisa painted; b
4 is the Football World Cup held; c
5 have been awarded; a
6 was Mount Everest first climbed; c
7 was born; b
8 have been elected; a

6 1 was *your house* built
2 will be given
3 Has *this place* been cleaned
4 wasn't signed / hadn't been signed
5 was repaired
6 will be served
7 are *the bins* emptied

7 1 was sent a strange letter from London last week.
2 will be given special instructions soon.
3 are taught languages from an early age.
4 proposal hasn't been accepted.
5 is visited by lots of tourists every year.

8 1 Hamlet was written by William Shakespeare.
2 The old church was built by Europeans in 1876.
3 The project will be finished in three months.
4 The beds are made by the cleaners every morning.
5 My brother fixed the computer yesterday.
6 The tests haven't been marked by the teacher yet.
7 Mrs Stevens has chosen three students for the competition.

9 1 b 3 c 5 b 7 c
2 a 4 b 6 b

READING AND VOCABULARY

pages 80–81

1 1 b 2 c

2 a 2 b 1 c N d N e 1 f 2

3 1 ostatnich 6 miesięcy
2 zapisałeś
3 znaki
4 instytucje rządowe
5 ryzykowne

4 1 password
2 into
3 data *in* cyberspace
4 system
5 log
6 online
7 security

5 a app
b connect
automatically
c digital
d innovative
technology
e smart device
f virtual reality
g display

6 1 apps
2 display
3 virtual
4 Digital
5 devices
6 automatically
connects
7 innovative

7 1 films will definitely be 3D
2 is certain most of our household devices will be smart
3 is likely that robots will help teachers
4 Perhaps cures for many diseases will be found.
5 is a chance that people will live

SPEAKING

page 82

1 1 receipt
2 missing
3 refund
4 down
5 back
6 problem
7 exchange
8 repair

2 *Suggested answers:*
1 What seems to be the problem? What exactly is the problem (with it)?
2 I would like to exchange it for a new one.
3 I would like a refund, please.
4 Have you got a receipt?

3 *Students' own answers*

WRITING

page 82

1 1 b 2 a 3 b 4 a 5 a

2 1 surprised
2 Unfortunately
3 Firstly
4 *result*
5 more
6 consequently
7 addition
8 so

3 *Students' own answers*

ENGLISH IN USE

page 83

1 1 b 3 a 5 a 7 a
2 a 4 c 6 c

2 1 a 3 c 5 b 7 c
2 b 4 a 6 b

3 1 are uploaded by young musicians
2 click on this icon
3 your files will be lost
4 that we would have
5 (had) downloaded a program from
6 Is it likely

7 Scientists are now testing
8 has not been sent

4 1 connects ~~from~~ **to** the Internet
2 out **of** order
3 ~~failed~~ **faulty** webcam
4 USB ~~exits~~ **ports**
5 has **been** inserted
6 was this video ~~took~~ **taken**
7 is not ~~worked~~ **working**
8 TV ~~pilot~~ **remote control**

MATURA PRACTICE

page 84

1 c

2 1 B 2 A 3 D 4 C 5 C 6 D

3–4
Students' own answers

5 *Possible answers:*
a overhead projector, interactive board
b voice recorder
c electronic class register
d calculator, tablet
e CD player
f overhead projector, interactive board, PC

6 *Students' own answers*

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A2+/B1



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