

A2+/B1

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Free-time activities · Present simple and present continuous

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









do eat listen to play watch

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

do karate, do sport, ...

- 2 1.01 SPEAK | Listen to Leo and Iris doing a guiz and tick the sentences you hear.
 - a What are you doing? <
 - **b** How often do you play sport?
 - **c** I don't like watching my favourite team.
 - **d** I live in Manchester.
 - e We hardly ever go to the away matches.
 - f I love it!
 - g Do you listen to music?
 - h I'm waiting to get my pocket money this week to buy some tickets.
- Study the grammar tables and complete them with examples a-h from exercise 2.

- 4 Put the words in the correct order to make sentences.
 - a sister / what / doing / is / your /? What is your sister doing?
 - **b** are / my / the radio / listening / to / parents
 - c me / go / wants / to / the cinema / who / with / to /?
 - d chocolate / ever / eat / I / hardly
 - e watch / I / films / rarely / horror
- Read the WATCH OUT box and complete the mini-dialogues. Use the correct forms of the verbs in brackets and some of the sentences from exercise 4.
 - **1 X**: What is your sister doing?
 - Y: I don't know (not know), but she usually has (usually/have) her English lesson at this time.
 - 2 X: I (look for) an interesting horror film to watch on holiday. know) any good horror stories?
 - Y: I'm afraid I don't.
 - 3 X: Oh, hi, Trevor. What (you/buy)?
 - Y: Some sweets. _____, but today (really/want) some.
 - 4 X: What's that noise? Who (speak) so loudly?
 - Y: No one. , that's all.

WATCH OUT

Czasowniki statyczne

Czasowniki statyczne (state verbs), np. believe, hate, know, like, love, mean, need, prefer, understand, want, nie przyjmują końcówki -ing, nawet jeśli opisują coś, co ma miejsce w momencie mówienia:

I don't believe you. I think you're lying.

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

Key Grammar

Present simple

Czasu present simple używamy, by opisać:

- powtarzające się regularnie czynności, np.: ¹b, ², ³
- upodobania, np. 4 , 5 ,
- stałe sytuacje i stany, np. ⁶

Przysłówki częstotliwości: always (zawsze), sometimes (czasami), usually (zwykle), often (często), hardly ever (rzadko

| kiedy), rai | <i>'ely</i> (rzadko), <i>never</i> (nigdy) | |
|-------------|---|--|
| | I/You/We/They | He/She/It |
| 0 | I hardly ever watch films. | Tim often plays football. |
| - | We don't play tennis. | Mia doesn't eat sushi. |
| 8 | Do you listen to pop music? Yes, I do./No, I don't. | Does it sleep a lot? Yes, it does./No, it doesn't. |
| Wh- | What do they do? | Where does he live? |
| Subject | Who lives here? How many people come to their matches? | |

Key Grammar

Present continuous

Czasu present continuous używamy, by opisać:

czynności wykonywane w momencie mówienia, np. ⁷

czynności trwające tylko przez pewien czas, np. 8

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

| | 1 | You/We/They | He/She/It |
|---------|--|--|--|
| 0 | I'm dreaming. | You're eating. | He's writing. |
| • | I'm not sleeping. | We aren't dancing. | She isn't walking. |
| 0 | Am I reading a book? Yes, I am./ No, I'm not. | Are they jumping? Yes, they are./ No, they aren't. | Is it playing with a ball? Yes, it is./ No, it isn't. |
| Wh- | What am I doing? | Why are you crying? | Where is he going? |
| Subject | Who is leaving? How many people are singing? | | |

Clothes · Comparatives and superlatives

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

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

- 1 you wear these on the upper parts of your body: coat, ...
- 2 boys don't usually wear these:
- 3 you don't usually wear these in the summer:
- 4 you always wear two of these:
- 5 these items cover your legs:
- 6 this consists of two or more different items:
- 2 1.02 Example Listen to a dialogue. Are the statements true (T) or false (F)?
 - **1** The jeans which the boy likes are the cheapest. *F*
 - 2 He needs a bigger size.
 - **3** He gets the nicest jeans from the sale section.
 - **4** The smaller jeans are also more expensive.
 - **5** The teenager decides to buy the largest jeans.
 - **6** He wants to find a better offer in another shop.
- Study the grammar table and complete the gaps with the adjectives from exercise 2.

Key Grammar

Stopniowanie przymiotników

Stopniowanie przymiotników (comparison of adjectives) pozwala na porównywanie dwóch lub więcej przedmiotów

Wyrażenia przydatne przy porównaniach to:

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

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

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

| Przymiotniki (Adjectives) | Stopień równy (Positive) | Stopień wyższy (Comparative) | Stopień najwyższy (Superlative) |
|------------------------------|--------------------------------|------------------------------------|---------------------------------------|
| | cheap | cheaper | ¹ the cheapest |
| krótkie | big | 2 | the biggest |
| | nice | nicer | 3//////// |
| zakończone na y | happ y | happ <mark>i</mark> er | the happiest |
| długie | expensive | more expensive | the most expensive |
| nieregularne | good | 4//////// | the best |
| Tileregularite | bad | worse | the worst |

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



- 1 Coat B is warmer than coat A. Coat A is not as warm as coat B.
- Read the WATCH OUT box and complete the sentences with the adjectives and adverbs in brackets in the correct form.
 - 1 You can do the shopping in a supermarket *more* quickly (quickly) than in a mall.
 - 2 It's too hot for this shirt I need something (thin).
 - 3 It's (safe) and (fast) to buy shoes in a shop than online.
 - 4 Helen is (lazy) student in our class, and Drew works (hard) of all.
 - 5 When my mum works from home, she can dress (comfortably) than for the office.

WATCH OUT

Stopniowanie przysłówków

- przysłówki zakończone na -ly, -ily: slowly - more slowly - the most slowly easily - more easily - the most easily
- przysłówki nieregularne: fast - faster - the fastest, early - earlier - the earliest, hard - harder - the hardest, well - better - the best, badly - worse - the worst
- 6 SPEAK Rewrite the statements using the words in bold. Then say if you agree with them.
 - 1 Joggers are less elegant than jeans. MORE Jeans are more elegant than joggers.
 - 2 Designer shoes are not cheap enough. **EXPENSIVE**
 - 3 Women are busier than men. LESS
 - 4 Teenagers work faster than adults. **SLOWLY**
 - 5 People look better in hoodies than in suits. WORSE

My memories

Jobs · Past simple

- Find one job that does not match each category. Then match four of the jobs below to photos A-D.
 - 1 They work in an office: receptionist, architect, chef, secretary, accountant
 - 2 They work outdoors: builder, hairdresser, postman, lifeguard, gardener
 - 3 They work in health care: dentist, nurse, doctor, surgeon, soldier
 - 4 They work with computers: IT specialist, builder, programmer, web designer, games tester
- 1.03 Read Rory's memories. Answer the questions.
 - 1 What job did Rory dream of when he was little?
 - 2 What did his friends want to become?
 - 3 Did his plans change over the years, or did they stay the same?



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

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

Key Grammar

Past simple

Czasu past simple używamy, mówiąc o zdarzeniach, które wydarzyły się w określonym momencie w przeszłości. Formy czasownika to be w czasie past simple to was, wasn't (was not), were i weren't (were not), np.: At 8 pm last night, we were at home. Suddenly, there was a loud noise.

Pytania z was i were tworzymy przez inwersję, np.: Was the film interesting? How many people were there at the cinema? Formy czasu past simple czasowników regularnych tworzymy przez dodanie końcówki -ed lub -d. Form czasowników nieregularnych musisz nauczyć się na pamięć (*) str. 154).

Określenia czasu: yesterday (wczoraj), a week ago (tydzień temu),

| last summ | last summer (ubiegłego lata), in 2018, itp. | | | |
|-----------|--|--|--|--|
| | I/You/He/She/It/We/They | | | |
| 0 | I wanted to be a firefighter. | | | |
| | I didn't get the job. | | | |
| 3 | Did your sister work as a nurse? | | | |
| Wh- | Where did you learn Spanish? | | | |
| Subject | What happened? How many students took part in the competition? | | | |



- Change the sentences into the past simple. Use the time expressions in brackets.
 - 1 My teacher is very nice to us today. (yesterday) My teacher was very nice to us yesterday.
 - 2 The mechanic doesn't know how to repair my dad's car. (last month)
 - 3 Do firefighters have special training? (in the 1960s)
 - 4 I go to see a doctor. (three weeks ago)
 - 5 How many nurses work at your school? (in 2019)
 - 6 I keep a pet snake. (when I was ten)
- Complete the sentences with the past simple form of the verbs in brackets. Then add words or numbers to make the sentences true for you.
 - 1 | came (come) to this school when I was
 - 2 I (not study) English until the age of
 - 3 When I was younger, I (hate)
 - 4 I (not have) a smartphone until
 - 5 I first (meet) my classmates in
- SPEAK Answer Rory's question from exercise 2. What is your dream job now? Why?



The environment · Articles

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



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



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

> beach city countryside island lake mountain ocean river seaside town village

- 2 1.04 Read the texts. Complete the sentences.
 - 1 There are no *inhabitants* on Henderson Island.
 - 2 Jennifer Lavers works as an
 - **3** A megacity is a city with over _____ residents.
 - 4 There are _____ megacities around the world.
 - 5 The Tokyo Skytree is the _____ skyscraper in Tokyo.
- Study the grammar table and complete the gaps with examples a-g from the texts.

Key Grammar

Przedimki

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

- gdy mówimy o danej osobie/rzeczy po raz pierwszy, np. A bird landed on my balcony this morning.
- gdy dana osoba/rzecz jest "jedną z wielu", np. ¹ a UWAGA: a small island, ale an island; a house, ale an hour

Przedimek określony (definite article) the stosujemy:

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

Nie stawiamy przedimków:

- przed rzeczownikami niepoliczalnymi, kiedy mówimy o czymś ogólnie, np.: money, love, time, 52
- przed ogólną nazwą grupy osób lub rzeczy, np.: athletes, men and women, ⁶
- przed nazwami większości państw i miast, np.: Poland, ⁷
- w wyrażeniach takich jak: at home, to school, in bed, by bike

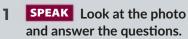
Extra Grammar Practice > 145

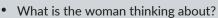
4 1.05 Complete the text with a/an, the or no article (-). Listen and check.

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

- 5 SPEAK Complete the sentences with the or no article (-). Are the sentences true or false for you? Why?
 - 1 I love spending holidays on *the* beach.
 - 2 We often plant trees in my city.
 - 3 I'm truly worried about pollution where I live.
 - 4 My town is best place to live.

FOOD FOR HEALTH





• What would you choose in her situation?

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



Louis97 OMG! I love chocolate!



Auggie17
The apple 100% – tasty & healthy! 6



MeLLy
Only apples – I vegan.



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





Types of food • Preparing food



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

dairy drinks fruit meat and fish sweets

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

Do the food guiz below.

KNOW YOUR INGREDIENTS!

- 1 Which of these can you use 4 Which of these is NOT instead of sugar?
 - a honey
 - b crisps
 - c pancakes
- 2 Which of these can be in a sandwich?
 - a pumpkin
 - b cream cheese
 - С cream
- 3 Which of these contains flour?
 - a yoghurt
 - rolls
 - cereal

- seafood?
 - beef
 - b prawns
 - С salmon
- 5 Which of these vegetables is NOT green?
 - a onion
 - b broccoli
 - c spinach
- 6 What can you do with an apple?
 - squeeze
 - blend
 - peel
- **KEY WORDS** Read the forum posts and match the highlighted words to categories 1-4.
 - 1 spices and seasoning: salt, ...
- 3 dairy products

2 vegetables

4 cooking verbs



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



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

and chilli powder. **Cut** the chicken into small pieces, add two pinches of salt, and then fry the meat in a little olive oil. Add the tomato sauce and some chilli powder. Then put the meat inside the taco shells and add the vegetables and sour cream. Of course, cut the cucumber and the peppers first **9** You may also squeeze some lemon juice on top. You can take the ingredients with you and make the tacos just before serving them. Oh, and if there is a vegetarian among you, you can always replace the chicken with tofu. Good luck!

- 4 SPEAK Think of a healthy picnic snack that uses three ingredients from the quiz and the forum posts. Tell your partner how to make it.
- 1.06 **SPEAK** Complete the sentences with the words from exercises 2 and 3. Listen and check. Then decide which sentences are true for you.
 - 1 I usually have a bowl of cereal with and fruit for breakfast.
 - 2 I don't often eat meat, but when I do, I only have good quality b
 - 3 No one in my family eats p s we all hate seafood.
 - 4 I'm allergic to dairy, so I don't add any s to soup.
 - 5 As a child I didn't like green vegetables, like or s
- **6 KEY WORDS** Translate into English. Use the highlighted words. There is one extra word.

box · carton · jar · packet · pinch · pot

- 1 How many jars of honey (słoików miodu) are there in the cupboard?
- 2 We need two (pudełka czekoladek) - one for Mary and one for Rachel.
- 3 How many (kartonów mleka) are there in the fridge?
- 4 Grandma asked me to get her a (paczkę chipsów).
- 5 The soup has no taste. Add a _____ (szczyptę soli), OK?
- SPEAK Describe the video still and answer the questions.



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





Quantifiers

- SPEAK What are calorie counter apps? Why do you think people count calories?
- 2 1.07 Read the ad and answer the questions.
 - **1** Who is FitUpp for? 2 How does the app work?

HEALTHY EATING MADE EASY!



Are you wondering **how much** weight you can lose by improving your diet? Or maybe you just want a healthier diet and need a little help? Try FitUpp – a new app which counts how many calories you eat every day. Just enter every meal

and each snack that you have had into the app and learn whether you are eating too many calories. You can also find out if you are getting **enough** vitamins and minerals. The app will tell you if you eat too much sugar or fat, too. There aren't many apps like this available, and it doesn't take much time to install FitUpp, so why wait?

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

Rzeczowniki policzalne (Countable nouns) Rzeczowniki niepoliczalne (Uncountable nouns)

calories, meal, ... crisps, pancakes, ... weight, help, ... honey, cream cheese, ...

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

Key Grammar Określniki ilości Określników ilości (quantifiers) używamy, aby podać liczbę lub ilość czegoś lub zapytać o nią. Rzeczowniki Rzeczowniki Określnik niepoliczalne policzalne a few a little kilka, trochę some mało few little dużo a lot of/lots of dużo (w pytaniach much many i przeczeniach) wystarczająco dużo enough za dużo too many too 1 too little za mało too few każdy each/2 żadne (w przeczeniach); any jakieś (w pytaniach) ile? how much? how ³

5 Choose the correct options.

FitUpp - Users' Forum

- I know I should count calories, but it seems like a 1 little / lot of work. 😃 2 Many / Each time I try, I get tired quickly. How ³ much / many times a day do you people use the app?
- I use it after ⁴many / every meal or snack. I started a 5 little / few weeks ago, and the results are amazing.
- ⁶Much / Some people think using the app takes ⁷too much / enough time, but that's not true. Only 8a few / a little minutes a day, and you can lose ⁹any / a lot of weight very quickly.
- **SPEAK** Complete the sentences with one word in each gap. Then decide which sentences are true for you. Compare your answers.
 - 1 I think using a calorie counter takes too *much* time.
 - 2 I don't follow diets at all.
 - 3 I'm not sure I have vitamins in my diet.
 - 4 My parents say I eat too _____ sweets.
 - 5 I have a healthy breakfast at home morning.
 - **6** Unfortunately, I eat very vegetables.
- SPEAK Translate into English. Then answer questions 1-2 and say if you agree with statements 3-4.
 - 1 Czy w Twoim mieście są jakieś restauracje wegetariańskie?
 - Are there any vegetarian restaurants in your town?
 - 2 Ile jedzenia wyrzuca Twoja rodzina każdego tygodnia?
 - 3 Wszystkie dzieci jedzą za dużo słodyczy.
 - 4 Młodzi ludzie powinni jeść dużo owoców i warzyw, trochę mięsa i nabiału oraz bardzo mało cukru.

5 FAST FINISHERS

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

There are a few eggs. There isn't any cola.



Giving instructions (cooking)

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



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



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

Key Phrases

Giving instructions

Ordering

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

Giving instructions

It's important (not) to ... You have to ...

Chop the fruit, and I'll ... Add some (oats) if you're

Be careful not to ... hungry.

Try (not) to ... All you have to do is ...

That's great.

Asking questions

What do we have to do? Is this correct?

What do I do with ...? Is that OK, or should I ...?

How do I ...? Shall I (mix it) now?

What's next? And now?

What now? Like this?

,

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

1 A: Take two eggs out of the fridge.

B: *Shall I* mix them with the flour?

A: Yes, please.

2 A: What do with the onion?

B: _____ have to do is fry it in a pan. to burn it.

3 A: Next, add some tomato sauce to the soup.

B: Done! ?

A: Add a pinch of salt.

4 A: First get the bananas. them into small pieces.

B: (())

A: No, a bit smaller.

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

7 KEY WORDS Complete the sentences with the highlighted verbs.

boil • chop • cool • mix • pour • prepare

1 *Chop* the onions before you add them to the soup.

2 To make pancakes, some flour with a little milk, an egg, and a pinch of salt.

3 First, _____ the sauce: wash the tomatoes, cut them into small pieces and _____ them in a pot with a little water.

4 After a few minutes, _____ the tea into

5 Allow the biscuits to ______ before serving.

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

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

• składniki potrzebne do przygotowania potrawy,

• na co należy uważać w trakcie jej przygotowania,

jak podawać potrawę.

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

FAST FINISHERS

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



An article about the best brain foods

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

MEMORY IMPULSE

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

- 2 SPEAK What do you eat when you are stressed? Do you have a special diet before an exam?
- 3 Read the definition and decide which of the foods from the box are examples of superfoods.

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

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

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

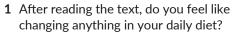
The text gives advice about

- a food to help you feel and think better.
- **b** superfoods that help you perform better at sports.
- c the best kinds of food for young people to eat.
- 5 1.10 Read the text and choose the correct options.
 - 1 When you eat dark chocolate,
 - A it's important to take care with the amount.
 - **B** you immediately feel happier and calmer.
 - **C** it causes problems with your blood sugar.
 - 2 When you don't drink enough water,
 - A your mood will be much worse.
 - B it will not change your memory.
 - **C** you will find it more difficult to concentrate.
 - 3 If you don't get enough B vitamins, you
 - A are often likely to feel hungry between meals.
 - **B** will have low energy, but will be happy.
 - C should eat more foods like beans and fish.
 - 4 According to the text, nuts
 - A deliver energy slowly.
 - B can make you feel more cheerful.
 - **C** are better than proteins or wholegrains.
 - 5 You should eat eggs and bananas
 - A because they contain a lot of serotonin.
 - **B** only four times a week.
 - **C** to help your body produce serotonin.

- **6 KEY WORDS EXECUTE:** Look at the highlighted words and phrases in the text. Use their correct forms to complete the sentences below.
 - **1** A few almonds or a piece of mango every day can help you *reduce* stress and you before exams.
 - 2 Some people eat sugary snacks to them when they feel sad, but I prefer bananas.
 - 3 I never ______, even if I'm very busy. I try to eat regularly.
 - 4 Nuts are an example of a snack that ______slowly.
 - 5 When you don't drink enough water, you may have _____, from happiness to sadness.
- **7** Find nine plural nouns in the definition and the box in exercise 3. How are their endings pronounced? Copy and complete the table below.

| /s/ | /z/ | /ız/ |
|--------------|------------|------|
| antioxidants | superfoods | |
| | | |
| | | |

- 8 1.11 Listen and check your answers to exercise 7. Then listen again and repeat.
- 9 **SPEAK** Answer the questions.



2 Do you agree that what we eat is important to how we feel and how fast we learn new things?

FAST FINISHERS

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

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



Mind what you eat!

veryone knows that a healthy diet is good for both your body and your mind. Eating the right foods, especially superfoods, is important for the way you feel and think. You don't have to ⁵ make many changes to make a difference! Here are some suggestions - look online for other ideas.

Feeling stressed?

Foods that are high in magnesium (Mg) can make you feel calmer. Dark 10 chocolate is good, but don't eat more than fifty grams at a time. When you eat lots, your blood sugar goes 30 did tasks ten percent up quickly and then falls.

- 15 A few almonds (around twelve) will give you about twenty percent of the magnesium your body needs every day. Mangos 20 are a great fruit to help you calm down because they contain a chemical that reduces stress. You
- should also reduce fast ²⁵ food and sugary snacks.

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

Blueberries can help to improve your brain function. One study showed that students faster and better after drinking blueberry juice. Also, remember to drink enough water - around 35 two litres a day. Drinking too little water can cause low energy and mood changes, and then it's harder to study or 40 remember information.



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

No energy?

The body can't get or make energy without B vitamins. You will find them in beans and peas, fish and seafood, 45 wholegrains and green vegetables. Low blood sugar can also make you feel tired, so you must

eat regularly to keep your 50 blood sugar at a good level. Don't skip any meals, 65 and choose foods that give you energy slowly, like nuts - try thirty grams of 55 nuts a day.

You want to improve your mood?

Serotonin is the 'happiness hormone', so eat foods that help the body to make it, such as eggs and bananas. 60 Studies show that just a few bananas a week can cheer you up! Also, make sure you're eating enough protein. The chemicals in protein are necessary for the brain. You will find a lot of protein in foods such as fish and eggs, and vegetables such as 70 peas, beans and lentils.

GLOSSARY

blood sugar - poziom cukru we krwi chemical - substancja chemiczna



Blueberries can help to improve your brain function.



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

Illnesses and treatment

- **SPEAK** Answer the questions.
 - 1 Are you allergic to any foods?
 - 2 Do you often catch colds? What do you do to feel better when you have a cold?
- In each sentence, choose two options that can complete the gap.



- 1 I always catch a cold / the flu / a cough in winter.
- 2 I'm not going I have a bad backache / stomach ache / throat ache.
- 3 I stayed at home because of a high fever / infection / temperature.
- 4 I feel ill / unwell / hurt I need to see a doctor.
- 5 If you want to feel better, you need to take *medicine* / painkillers / treatment.
- 1.12 **KEY WORDS** M Complete the advice with the highlighted phrases. There are two extra phrases. Listen and check.

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

- **a** Have some syrup. Do you have a *sore throat* as well?
- **b** Take some painkillers and _____ with the dentist.
- c Perhaps it's the flu. You should stay in bed and . If it doesn't help, see your GP.
- d A rash? Isn't that a/an _____? Go to the chemist's - they should be able to give you some medicine.
- e It might be _____. Stay in bed, don't try to eat anything, and drink lots of water.
- 4 1.13 Listen to five short recordings. Match the speakers' problems to the advice from exercise 3.
 - 1 9//
- 2 3/1
- 3 9//

- 5 Look at the photo at the bottom of the page. What do you think its purpose is? Read the text and match the photo to one of the rules.
- **KEY WORDS** Complete the sentences with the highlighted words and phrases from the text. There are four extra highlighted words.
 - 1 What are the typical symptoms of food poisoning?
 - 2 In spring, people who have allergies a lot.
 - 3 Use hand sanitiser to keep the off your hands and the flu.
 - 4 To improve your , take a lot of vitamins C and D.
 - 5 Can you get me some nose drops from the chemist's? I've got a
 - 6 Every week, more than twenty students
- **7 SPEAK** Answer the questions. Then share your ideas with the rest of the class.
 - 1 What should you do to prevent infections and stay healthy?
 - 2 Suggest some natural ways of treatment for the following problems:
 - a a sore throat,
 - **b** a headache.

FAST FINISHERS

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

ATTENTION STUDENTS!

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

How do you avoid getting ill?

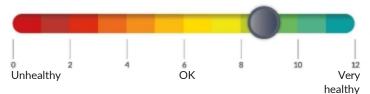
Here are some basic rules to prevent illnesses.

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



A conversation about healthy sleeping habits

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



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

HOW DO YOU STAY HEALTHY?

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

Aarav

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

Josie

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

Darryl

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



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

 She almost
 - 5 What can you do to fall asleep more easily?
 You can make your room
 - **6** What should Kaylee give up before bedtime? She should stop having
- 9 SPEAK Would you like to start and finish school later? Why/Why not?

******* FAST FINISHERS

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

Gerunds and infinitives

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

How healthy are your habits?

- How much sleep do you normally get every day?
 - a 6 hours or less
 - **b** 7–8 hours
 - c 8 hours or more
- How many meals a day do you have?

- How many portions of vegetables do you eat every day?
 - a fewer than 2 b 2-4
- How often do you snack on sweets or crisps?
 - a every day
- **b** sometimes **c** never
- 2 1.16 Listen to Molly and Keith doing the quiz from exercise 1. Then decide which answers they choose in questions 1-4: a, b or c. Check their results on page 155.

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

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

4 Choose the correct options.

- 1 I go to bed at 9 pm to get / getting enough sleep.
- 2 It's important to drink / drinking plenty of water.
- 3 To spend / Spending time outdoors is good for you.
- 4 The doctor suggested to do / doing more exercise outdoors.
- 5 Karen is keen on to cycle / cycling.
- Read the WATCH OUT box. Then complete the Verb patterns table with the verbs from the box. Add as many verbs as you can. Use a dictionary to help you.

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

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

WATCH OUT

begin, like, love, hate, prefer, start

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

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

5 FAST FINISHERS

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

Are you keen on singing?

Key Grammar

Konstrukcje czasownikowe

Formy z końcówka -ing (gerund) używamy:

- po czasownikach takich jak: admit, finish, give up, suggest, np. 1d
- jako podmiotu zdania, np. ²
- po przyimkach, np. ³

Bezokolicznika z to (to-infinitive) używamy:

- po czasownikach takich jak: decide, need, want, would like, np. 42
- w zdaniach celowych, np. ⁵
- po przymiotnikach (np. necessary, easy), np. 6



Grammar and vocabulary practice



- 1 SPEAK Is there any food that you do not like but eat because someone wants you to? How about when you were a child?
- 2 Read the WATCH OUT box. Then rewrite the sentences using the words in capitals.
 - Parents often force their children to eat vegetables. MAKE
 Parents often make their children eat vegetables.
 - 2 Teachers don't let us share food at school. ALLOW
 - 3 At Ben's Pan, they allow customers to bring their own coffee. **LET**
 - 4 Please don't make me go there. FORCE

WATCH OUT

Bezokolicznik

Bezokolicznik z to (to-infinitive):

allow somebody to do something (pozwolić komuś coś zrobić)

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

Bezokolicznik bez to (bare infinitive):

let somebody do something (pozwolić komuś coś zrobić) make somebody do something (zmusić/skłonić kogoś, żeby coś zrobił)

- Complete the second sentence with up to four words so that it means the same as the first one. Use the word in capitals.
 - **1** Mike dislikes cooking for the whole family. **NOT** Mike *does not like* to cook for the whole family.
 - 2 I had some biscuits for breakfast. A I had for breakfast.
 - **3** How did you force Maggie to eat broccoli? **MAKE** How did you broccoli?
 - 4 Mia said we could go for a pizza on Saturday. **SUGGESTED**
 - Mia for a pizza on Saturday.
 - **5** It's very hard to count calories. **IS** very hard.
 - 6 My mum doesn't let me eat fast food for dinner. ALLOW

My mum eat fast food for dinner.

- 4 S Choose the correct options.
 - 1 If you have problems falling asleep, why don't you cut down caffeine drinks in the afternoon?

A out B to C on

- 2 Both spinach and lettuce are high minerals.
- A in B with C for 3 Finally, add a of salt and your soup is ready!

A piece B pinch C packet

4 I'm afraid you cannot really allergies.

A prevent B fight off C boost

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

A out B up C in

6 The hardest part of my new diet is supper.

A skipping B reducing C leav

cipping B reducing C leaving

- 5 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to five words in each gap.
 - 1 There *are too few eggs* (be / few / egg) to make an omelette for everyone.
 - 2 In the interview last month, teenagers
 _____ (admit / stay) up too late on
 weekdays.
 - 3 I (not stand / get up) so early in the morning.
 - 4 Our parents (not allow / we) eat sweets in the evening.
 - 5 I only have a minor infection, but my parents (make / I / stay) at home today.
 - 6 (there / be) toast for me?

#BRAINTEASER

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



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

How do you stay healthy? Talk about:

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

FAST FINISHERS

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

An informal email with an invitation

Subject: Fun Run

To: Lisa, Adam

From: Rosa

Χ

Hi, guys,

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

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

Love,

Rosa

Send



- SPEAK Does your school organise any events to promote sport and other healthy activities?
- 2 Read the email quickly and answer the questions.
 - **1** What is the event?
 - 2 Who can take part?
 - 3 Where and when is it?
 - 4 How could Lisa and Adam help?
 - 5 What does Rosa ask them to do when they know if they're coming?
- 3 Read the email again and number parts a-e in the correct order.
 - a 1 Greeting someone
 - **b** Giving the reason for writing
 - c Asking for help
 - **d** Asking for a reply
 - e Inviting to an event

- Read two jumbled-up emails. Number the parts of each email in the correct order.
 - 1 a I'm writing to tell you that I'm ill and I can't come to your run on Saturday. I've got the flu 😕 Mum says I need to stay in bed for at least a week.
 - **b** 1 Hi, Rosa,
 - c Let me know! I can't wait to hear from you.
 - d Thanks for the email it's great to hear you're doing well.

Adam

- f But maybe we could meet next weekend? Would you like to come to my house? My parents are organising a barbecue. We are going to have a lot of good food.
- 2 a ____ Love,

Lisa

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

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

Key Phrases

An informal email with an invitation

Beginning

Hi, ...,/Hello, ..., How are you? I hope you're well/

everything is fine.

Giving the reason for writing

I'm writing to tell you about .../ask you to ... The reason I'm writing

is that ... I want to let you know

about .../ask you if ...

Inviting

I'd like you to come to ... Would you like to join us I'd love to ..., but ... (for ...)?

I'm writing to invite you to ...

Asking for help

Could you help me with the ..., please?

I'd like you to do something for me.

I'd appreciate your help with ...

Ending an email

I'm looking forward to seeing you.

I can't wait to hear from you. All the best, .../Cheers, ... Talk to you soon!/See you soon!

Accepting or rejecting an invitation

This/The picnic/party/ workshop is a great idea! Thanks for the invitation, but ... I'm sorry, but I can't ...

Express these ideas in English. Use the Key Phrases.

1 Zaproś kolege/koleżanke na obiad do swojego domu.

Would you like to come to dinner at my house?

- 2 Poproś kolegę/koleżankę o przyniesienie sałatki na Twoją imprezę urodzinową.
- 3 Poproś kolegę/koleżankę o pomoc w zrobieniu kanapek na wieczór filmowy, który organizujesz.
- 4 Zaproś kolegę/koleżankę na warsztaty o roli snu dla zdrowia nastolatków.
- 5 Podziękuj koledze/koleżance za zaproszenie na imprezę i poinformuj, że niestety nie możesz przyjść.

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

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

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

Długość tekstu powinna wynosić od 100 do 150 słów.

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

WRITING PLANNER



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

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

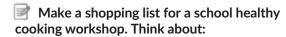
WRITE

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

Sprawdź swój e-mail i odpowiedz sobie na pytania:

- Czy rozwinąłeś/rozwinęłaś wypowiedź we wszystkich czterech podpunktach polecenia?
- Czy długość e-maila wynosi 100-150 słów?
- Czy e-mail zawiera zwroty grzecznościowe charakterystyczne dla listów nieformalnych i jest poprawny językowo?
- Exchange your emails and write a reply accepting or rejecting the invitation.

FAST FINISHERS



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

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



VOCABULARY

Choose the correct options.

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

2 Complete the sentences.

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

GRAMMAR

3 Complete the sentences with one word in each gap.

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

Complete the conversation with six verb forms from the box.

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

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

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

Pete OK, what do I do?

Mike Start with 5 the onions.

Pete Sure thing! Thanks for 6 me.

USE OF ENGLISH 1 2 3 4 5

🗾 📝 Choose the correct translation.

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

READING

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

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

Α

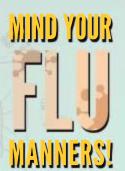
Sharon,

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

В

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

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



And remember!

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

C

THE WORST FLU SEASON IN YEARS

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

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

D

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

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

No, but I'm very tired.

Then stay in bed! It could be the flu.

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

When were you in contact with her?

Last week, before she left.

That's it then!

Do I have to see a doctor?

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

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

Keisha,

Love, Sharon

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

WRITING

7 🤝 📝 Read the instructions and do the task.

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

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

Długość tekstu powinna wynosić od 100 do 150 słów. Hi, Kuba,

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

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





Grammar Reference Unit 1

1.2 Quantifiers

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

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

UWAGA!

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

We need a lot of oranges to make orange juice.

There are lots of germs on smartphones and other electronic devices. Did you skip many meals when you were stressed about the exams? Pete doesn't drink much coffee.

UWAGA!

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

Tommy had a chocolate biscuit in each hand.

Every day is different.

1.7 Gerunds and infinitives

Czasowników z końcówką -ing używamy:

 po niektórych czasownikach, zwłaszcza wyrażających emocje, np.: admit, avoid, can't stand, consider, continue, don't mind, enjoy, finish, give up, keep (on), miss, practise, spend time, stop: Do you enjoy going to the gym?

I don't mind having dinner at home.

jako podmiotu zdania, np.:

Eating five portions of fruit and vegetables is important for teenagers' health.

Cooking is much easier than it seems.

po niektórych przyimkach, np. about, after, before, in, of, on, without:

I always have a glass of milk before going to bed.

My sister isn't keen on hiking.

Think about giving up caffeine and sugary snacks.

Bezokolicznik z to stosujemy:

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

I decided to become a vegetarian.

My sister promised to do the shopping this week.

• aby wskazać na cel jakiejś czynności, np.: Did they stand up to see better? I took part in the course to improve my cooking skills.

• po niektórych przymiotnikach, np.: It's not difficult to make bread. Was the programme interesting to watch?

UWAGA!

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

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

Mum hates spending time indoors.

Bezokolicznik z to stosujemy natomiast w odniesieniu do czynności, które wykonujemy często lub regularnie, np. I like to go to the gym with my best friend.

- KEY WORDS

| | VOCABULARY 1 | O MP3 01 |
|------------------|------------------------|---------------------|
| add | /æd/ | dodać |
| beef | /bi:f/ | wołowina |
| blend | /blend/ | zmiksować |
| bowl | /bəʊl/ | miska |
| box | /boks/ | pudełko, opakowanie |
| broccoli | /ˈbrɒkəli/ | brokuły |
| carton | /ˈkaːtən/ | karton |
| cereal | /ˈsɪəriəl/ | płatki śniadaniowe |
| chilli powder | /ˈtʃili ˌpaʊdə/ | chili w proszku |
| cream | /kri:m/ | śmietana |
| cream cheese | /ˌkriːm ˈtʃiːz/ | serek kanapkowy |
| | /krisps/ | |
| crisps | · · | chipsy |
| cucumber | /ˈkjuːˌkʌmbə/ /kʌt/ | ogórek |
| cut | | pokroić |
| dairy | /ˈdeəri/ | produkty mleczne |
| delicious | /dɪˈlɪʃəs/ | pyszny |
| flour | /flaʊə/ | mąka . , |
| fry | /frai/ | smażyć |
| healthy | /ˈhelθi/ | zdrowy |
| honey | /ˈhʌni/ | miód |
| ingredients | /ınˈgriːdiənts/ | składniki |
| jar | /dʒa:/ | słoik |
| olive oil | /lıc vıla'\ | oliwa z oliwek |
| onion | /ˈʌnjən/ | cebula |
| packet | /ˈpækɪt/ | paczka |
| pancake | /ˈpænˌkeɪk/ | naleśnik |
| peel | /pi:l/ | obrać |
| pepper | /ˈpepə/ | papryka |
| pinch (of sth) | /pintʃ/ | szczypta (czegoś) |
| pot | /pot/ | pojemnik, kubeczek |
| | | (np. jogurtu) |
| prawns | /prɔ:nz/ | krewetki |
| pumpkin | /'pʌmpkɪn/ | dynia |
| recipe | /ˈresəpi/ | przepis |
| roll | /rəʊl/ | bułka |
| salmon | /ˈsæmən/ | łosoś |
| salt | /sɔ:lt/ | sól |
| sauce | /sɔ:cz/ | sos |
| seafood | /ˈsiːˌfuːd/ | ryby i owoce morza |
| serve | /s3:v/ | podawać |
| sour cream | /ˌsaʊə ˈkriːm/ | kwaśna śmietana |
| spices/seasoning | g /ˈspaɪsɪz/ˈsiːzənɪŋ, | przyprawy |
| spinach | /ˈspɪnɪdʒ/ | szpinak |
| squeeze | /skwi:z/ | wycisnąć |
| sweets | /swi:ts/ | słodycze |
| taco shells | /ˈtækəʊ ʃelz/ | muszle do taco |
| taste | /teist/ | smak |
| tasty | /ˈteɪsti/ | smaczny |
| vegan | /ˈviːgən/ | weganin; wegański |
| vegetarian | /ˌvedʒəˈteəriən/ | wegetarianin; |
| J | .10 | wegetariański |
| yoghurt | /ˈjɒgət/ | jogurt |
| - | | |
| | GRAMMAR 1 | MP3 02 |

| | SDEAKING ON | ND3 U3 |
|---------------------|-----------------------|--------------------------|
| vitamins | /ˈvɪtəmɪnz/ | witaminy |
| minerals | /ˈmɪnərəlz/ | minerały |
| lose weight | /ˌluːz ˈweɪt/ | schudnąć |
| follow a diet | /ˌfɒləʊ ə ˈdaɪət/ | przestrzegać diety |
| fat | /fæt/ | tłuszcz |
| count calories | /ˌkaʊnt ˈkæləriz/ | liczyć kalorie |
| calorie counter app | /ˈkæləri ˌkaʊntər æp/ | apka do liczenia kalorii |
| | | |

| Vicariiiis | ,, | vvicarinity |
|--|--|--|
| | SPEAKING | ∩ MP3 03 |
| boil | /lıcd/ | gotować |
| chop | /tʃop/ | posiekać |
| cool | /ku:l/ | schłodzić |
| cup (AmE) | /k^p/ | jednostka objętości równa ok. 240 ml |
| mix | /mıks/ | wymieszać |
| oats | /əʊts/ | płatki owsiane |
| pour | /po:/ | wlać |
| prepare | /prɪˈpeə/ | przygotować |
| smoothie tablespoon (of sth) teaspoon (of sth) | /ˈsmuːði/ /ˈteɪbəlˌspuːn/ /ˈtiːˌspuːn/ | koktajl łyżka (czegoś) łyżeczka (czegoś) |

| blueberries | /ˈbluːbəriz/ | borówka amerykańska |
|-------------------|------------------------------------|-------------------------|
| brain function | /ˈbreɪn ˌfʌŋkʃən/ | praca mózgu |
| calm | /ka:m/ | spokojny |
| calm down | /ˌkaːm ˈdaʊn/ | uspokoić (się) |
| cheer up | /ˌtʃiər ˈʌp/ | podnieść na duchu |
| concentrate | /ˈkɒnsənˌtreɪt/ | skupić się |
| give energy | /ˌgɪv ˈenədʒi/ | uwalniać energię |
| go up | /,gəʊ 'ʌp/ | rosnąć |
| high in (magnesiu | ım) /ˌhaɪ ın (mægˈni:ziəm)/ | bogaty w (magnez) |
| lentils | /ˈlentɪlz/ | soczewica |
| make changes | /ˌmeɪk ˈtʃeɪndʒɪz/ | wprowadzać zmiany |
| mind | /maind/ | umysł |
| mood changes | /ˈmuːd ˌtʃeɪndʒız/ | zmiany nastroju |
| peas | /pi:z/ | groszek |
| reduce stress | /rɪˌdju:s ˈstres/ | zmniejszać stres |
| seeds | /si:dz/ | nasiona, pestki |
| skip meals | /ˌskɪp ˈmiːlz/ | opuszczać posiłki |
| wholegrains | /ˈhəʊlˌgreɪnz/ | produkty pełnoziarniste |
| | | |

VOCABULARY 2 MP3 05

| allergic reaction | /əˌlɜːdʒɪk riˈækʃən/ | reakcja alergiczna |
|--|---|--------------------------------------|
| backache | /ˈbækeɪk/ | ból pleców |
| be allergic (to sth) | /bi əˈlɜːdʒɪk/ | mieć alergię (na coś) |
| boost the immune system | /ˌbuːst ði ıˈmjuːn ˌsɪstəm/ | wzmocnić układ odpornościowy |
| catch a cold chemist's | /ˌkætʃ ə ˈkəʊld/ /ˈkemɪsts/ | przeziębić się apteka |
| come down with the flu | /,knm ,daʊn wið ðə 'flu:/ | zachorować na grypę |
| cough | /kpf/ | kaszel; kasłać |
| dehydration | /ˌdiːhaɪˈdreɪʃən/ | odwodnienie |
| feel ill/unwell | /ˌfi :l 'ıl/ʌnˈwel/ | źle się czuć |
| fight off infections | /ˌfait ˌɒf inˈfekʃənz/ | zwalczać infekcje |
| flu season | /ˈfluː ˌsiːzən/ | sezon grypowy |
| food poisoning | /ˈfuːd ˌpɔɪzənɪŋ/ | zatrucie pokarmowe |
| germs | /dʒ3:mz/ | zarazki |
| GP (general practitioner) | /ˌdʒiː ˈpiː (ˌdʒenərəl prækˈtɪʃənə)/ | internista, lekarz rodzinny |
| hand sanitiser | /'hænd ˌsænıtaızə/ | płyn do dezynfekcji rąk |
| heart attack | /ˈhɑːt əˌtæk/ | zawał serca |
| hurt | /ha:t/ | boleć; obolały |
| make an appointment (with the dentist) | /ˌmeɪk ən əˈpɔɪntmənt (wɪð ðə ˈdentɪst)/ | umówić się na wizytę (u dentysty) |
| prevent illnesses | /pri,vent 'ilnəsiz/ | zapobiegać chorobom |
| red spots/rash | /ˌred 'spots/ræʃ/ | wysypka |
| runny nose | /ˌrʌni ˈnəʊz/ | katar |
| sneeze | /sni:z/ | kichać |
| sore throat | /ˌsɔ: ˈθrəʊt/ | bolące gardło |
| symptom (of sth) | /'simptəm/ | objaw (czegoś) |
| take an aspirin | /ˌteɪk ən ˈæsprɪn/ | wziąć aspirynę |
| take medicine/ painkillers | /ˌteɪk ˈmedəsən/ˈpeɪnˌkɪləz/ | przeciwbólowe |
| treatment | /ˈtriːtmənt/ | leczenie |
| use nose drops | /ˌjuːz ˈnəʊz drɒps/ | zapuszczać krople do nosa |
| warning | /ˈwɔ:nɪŋ/ | ostrzeżenie |

LISTENING OMP3 06

| | LISTEINING IMP | 3 00 |
|----------------------|-----------------------------|--------------------------------------|
| cut down on | /ˌkʌt ˈdaʊn ɒn/ | ograniczyć |
| get active | /ˌget ˈæktɪv/ | zacząć się ruszać |
| get enough sleep | /ˌget ɪˌnʌf ˈsliːp/ | wysypiać się |
| give sth up | /ˌgɪv ˌsʌmθɪŋ ˈʌp/ | zrezygnować z czegoś |
| have a routine | /ˌhæv ə ruːˈtiːn/ | mieć swój rytuał |
| keep fit | /ˌkiːp ˈfɪt/ | dbać o kondycję |
| rest | /rest/ | odpocząć |
| sleep in | /ˌsliːp ˈɪn/ | pospać dłużej |
| spend time outdoor | 's /ˌspend ˌtaɪm ˌaʊtˈdɔ:z/ | spędzać czas na świeżym powietrzu |
| stay up | /ˌsteɪ ˈʌp/ | nie kłaść się spać |
| take care of yoursel | f /ˌteɪk ˈkeər əv jəˌself/ | dbać o siebie |
| | | |

charity event fun run workshop

| WRITING | MP3 07 | |
|-------------|--------|--------------------------|
| /ˈtʃærəti/ | | ganizacja lobroczynna |
| /i'vent/ | im | preza, wydarzenie |
| /ˈfʌn rʌn/ | bie | eg charytatywny |
| /'w3:k,ſap/ | wa | rsztaty |



- Would you like to become an astronaut? Why/Why not?
- 2 SPEAK Read the comments. Choose one and reply to it.



Natalka16p

You need to be really tough to do this! R.E.S.P.E.C.T. 6



YogiBAgree! Truly inspiring!

Comment



Personality adjectives



SPEAK Use the personality adjectives from the box to describe characters from TV shows or films.

brave calm creative friendly generous honest independent kind optimistic patient pleasant

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

- Read the text. Who do you think is the best candidate? Why?
- **KEY WORDS SPEAK M** Complete the definitions with the highlighted personality adjectives from the text. Then think of someone you know for each adjective.
 - 1 A courageous person is brave and isn't frightened of dangerous situations.
 - person is relaxed and does not worry too much.
 - 3 A person is very interested in learning more about something.
 - person is very practical and can make good decisions.
 - **5** A person always puts a lot of effort into their work.
 - **6** You can trust a person to do what they say they will do.

My brother is hard-working and talented.

Write definitions for the remaining seven adjectives.

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

- 1.17 Listen to a news programme to find out who won the show. What does the winner think about the programme?
- 6 SPEAK Read the WATCH OUT box. Ask and answer questions about the people below.
 - someone famous
- · your best friend
- someone from your family
- your favourite teacher

What is Robert Lewandowski like? What does your best friend look like? What does your mum like?

WATCH OUT

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

He's courageous and self-confident.

What does Sam look like? (Jak wygląda Sam?) He's tall with brown hair.

What does Sam like? (Co lubi Sam?) He likes football and films.

COULD YOU BE AN ASTRONAUT?







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

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

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

"

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

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

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

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





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

FAST FINISHERS

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

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

Used to

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

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

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

How much do we change over the years?

14 Apr. 19 Dear readers,





I met one of my childhood friends yesterday. We went to the same primary school, and we got on really well. We used to spend every free moment together. But yesterday we didn't have anything to talk about. She's a completely changed person! Do our characters change? Are we all different from what we were before? How about you? Did you use to be different in the past, or are you still the same?



I don't think character changes that much over the years. In the past, I was very shy, and I didn't like talking to **Clara15** strangers. In primary school, I <u>had</u> trouble finding friends

to play with. Once in the second grade I refused to go to school at all! And I'm still pretty shy today.



I'm not the same person that I was in the past. I used to be quiet, and now I'm sociable and self-confident. I used to stay at home

RobertFX most of the time, and I didn't use to have many friends. But now I go out almost every day! My personality is completely different now.



Look at the video still and study the grammar table.

Find all the examples of used to in exercise 2.

Rewrite the sentences as negatives and questions.

- 1 I went to the water park yesterday. I didn't go to the water park yesterday. Did you go to the water park yesterday?
- 2 My grandad used to run five miles every day.
- 3 They left on time.
- 4 I used to leave for school at 6 am.
- **5** We used to have a pet rabbit.
- Read the WATCH OUT box and look at the underlined past simple verbs in exercise 2. Which ones could you replace with used to + infinitive? Rewrite the sentences where possible.

We used to go to the same primary school.

WATCH OUT

used to a czas past simple

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

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

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

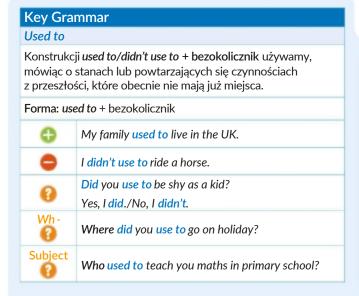
- two sentences with used to (positive and negative),
- at least one sentence in the past simple,
- one sentence with be or can.

FAST FINISHERS

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

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

I used to go to primary school in Sopot.





Asking for and giving opinions



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

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

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



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

amazing boring brilliant disappointing exciting

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

Key Phrases

Asking for and giving opinions

Asking for opinions

What do/did you think (of ...)?

Did you enjoy it?

Don't/Didn't you think that ...?

What's your opinion (of ...)?

What do you reckon?

Giving opinions

I reckon (that) ... To be honest, ...

I think/thought ... Frankly, ...

It was an exciting experience. I believe ...

I (really) feel/felt that ... I hated it.

In my opinion/view ... I (really) loved/enjoyed it. If you ask me, ... I (really) enjoyed myself.

Opinion adjectives

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

- Look at the Key Phrases again and complete the mini-dialogues with one word in each gap.
 - 1 Ann What did you *think* of the party?
 - Matt To be _____, I thought it was boring.
 - Ann Why? I thought it was really cool. I really
 - myself.

If you _____ me, that space 2 Drew

programme on BBC Two was absolutely amazing.

I agree. It was really exciting. Finn

What's your 3 Gran of the new head teacher?

Trish I think he is very enthusiastic.

Did you enjoy the rollercoaster ride? Lou

No, I didn't. In fact, I it. Cal

Lou Yeah, me too.

- 6 1.19 SPEAK Listen and check your answers to exercise 5. Then practise the dialogues in pairs.
- SPEAK Role-play the dialogue using the Key Phrases. Then change roles and do the task again.

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

Uczeń B Jesteś zainteresowany propozycją wspólnego spedzenia czasu z kolega/koleżanka.

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

FAST FINISHERS

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

An article about unique strengths

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



| be | become | do | get | learn | make | start | win | |
|----|--------|----|-----|-------|------|-------|-----|--|
| | | | | | | | | |

- 1 win a race, a prize, a competition
- fit, a good job, good grades
- 3 a language, something new, to surf
- 4 famous, popular, rich
- 5 _____ money, friends, a difference
- 6 _____ part of a team, happy, proud
- **SPEAK** Choose five things from exercise 1 that you would like to achieve in the next ten years. Say how you want to achieve them.
- Look at the photos on page 29 and answer the questions.
 - 1 Describe the girl. What is she doing? What personal qualities do you think she has?
 - **2** What are the people doing in the other picture?
 - 3 Read the title of the article. What do you think it means?
- Read the WATCH OUT | SKILLS box. Then read the article quickly and choose the best summary.
 - 1 It is an article about how technology can improve people's lives and help them in their careers.
 - 2 It is an article describing how people have recovered from accidents and adapted to change.
 - 3 It is an article that gives information about the powers and abilities people wish they could have.

WATCH OUT | SKILLS Określanie głównej myśli tekstu

- W określeniu głównej myśli tekstu pomoże Ci szczególnie uważne przeczytanie jego tytułu, wstępu oraz nagłówków poszczególnych części.
- Jeśli nadal nie masz pewności, jakie jest przesłanie tekstu, przeczytaj ponownie pierwszy i ostatni akapit.
- Nie musisz rozumieć wszystkich słów z tekstu, aby zrozumieć jego główną myśl.
- 1.20 Read the article carefully and complete the sentences with up to three words in each gap.
 - 1 Chiara started modelling when she was fifteen.
 - 2 She learnt to walk again _____ months after her accident.
 - 3 Chiara's is an important part of her
 - 4 Orlando can remember exceptionally
 - 5 After Orlando's accident, his _____ hurt for
 - 6 Orlando was surprised when journalists said he was

- 6 Answer the questions about the article.
 - 1 What happened when Chiara was thirteen? She had a terrible accident.
 - 2 Why did an Italian designer write to Chiara?
 - 3 Why is Chiara studying?
 - 4 What happened to Orlando during a baseball game?
 - What connection can Orlando make between dates and days of the week?
 - 6 What is Orlando's opinion of himself?
- **KEY WORDS** Match the highlighted phrases from the article to definitions 1-7.
 - **1** When you *grow*, you improve and become stronger.
 - 2 An is something that you are able to do.
 - 3 When you _____, you do well in something.
 - 4 If you are _____ to do something, you won't let anyone or anything stop you from doing it.
 - 5 When something is a great , it means someone has achieved something important.
 - **6** When something is _____, it is very, very good or one of a kind.
 - 7 When you ___ ____, you stop trying to do something because it's too difficult.
- **SPEAK** Answer the questions.



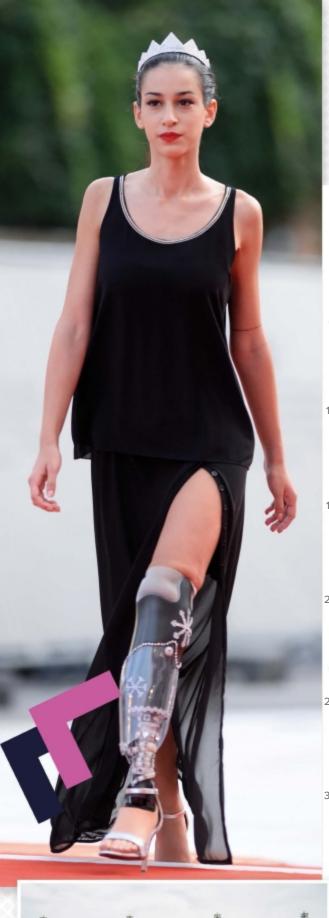
- 1 Why do you think online trolls wrote cruel comments about Chiara?
- 2 What exceptional ability would you like to have? Why?
- Give an example of a campaign similar to the one Chiara took part in. What was it about? Was it successful?

5 FAST FINISHERS

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

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





strengths

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

5 Never give up

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

An accident that made a genius

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

35 See? We can all be inspiring humans. We can have a talent or skill, and work hard to succeed. We humans are awesome!

GLOSSARY

beauty contest - konkurs piękności **decorative** - ozdobny

equality - równość photo shoot - sesja zdjęciowa prosthetic leg - proteza nogi

Injuries · Disability

- **SPEAK** What do you think it takes to be a doctor? Would you like to become one?
- 2 SPEAK Choose the odd word out. Explain your choice.



- **1** ankle, finger, toe, leg (part of a hand, not a leg)
- 2 arm, shoulder, neck, foot
- 3 stomach, ear, cheek, forehead
- 4 knee, elbow, back, wrist
- 5 chest, toe, back, stomach
- Complete the sentences with the odd words out from exercise 2. Use plural forms if necessary.



- 1 In the gym you shouldn't wear any rings on your
- You might feel sick.
- 3 To relax, lie on your and take deep breaths.
- 4 Children's grow really fast they need new shoes every three months!
- 5 I don't want to dance with him he keeps stepping
- 1.21 Existen and match recordings 1-6 to pictures a-f.



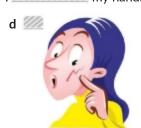
I bruised my knee.



I my hand.



my arm.



A cat my cheek.



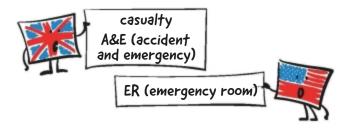
my thumb.



I my ankle.

- **KEY WORDS Complete the captions** in exercise 4 with the correct forms of the highlighted verbs.
 - break * bruise * cut * dislocate * scratch * sprain

- 6 1.22 **KEY WORDS** Choose the correct options to complete the texts. Listen and check.
- Last summer, I had a bike accident. I cut my forehead and my cheek. There was quite a lot of 1blood / muscle. They took me to the ER, and the surgeon cleaned and dressed the ² injections / wounds. They ³healed / bled quickly, but I still have 4 scars / injuries here.
- A friend of mine barely survived /injured a car accident. He broke both his legs and injured his ⁶spine / bones pretty badly - the doctors said he might never walk again! He spent a few months with both legs in a bandage plaster cast. But he's OK now. Luckily, he doesn't even need a 8 wheelchair / vaccine.



- **7 KEY WORDS** Match the sentence halves.
- 1 People who are blind
- 2 Deaf people communicate
- 3 Disabled people in
- 4 A carer is someone
- a a wheelchair sometimes need an assistance dog.
- **b** who helps people with disabilities.
- c in sign language.
- d learn how to read Braille.
- **SPEAK** Describe the photo using the words from exercise 7. Then answer the questions.



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

FAST FINISHERS

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

A radio programme about an amazing person

- 1 SPEAK Answer the questions.
 - 1 Do you, or does someone you know, help people with disabilities? How?
 - 2 How can we make life easier for people who cannot see or hear?
- 2 SPEAK Look at the text about a radio series. The radio station wants listeners to suggest amazing people. Who would you suggest?

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

Email or call us with your suggestions!

inspiringpeople@radio3

📞 0207 365 6987

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



- 3 SPEAK KEY WORDS Complete the statements with the correct forms of the highlighted words from the text in exercise 2. Do you agree with the statements? Why/Why not?
 - 1 Starting an online petition is a waste of time.
 - 2 Every year, you should _____ a personal goal.
 - 3 It's a great feeling to ______ a difference to someone else's life.
 - 4 Every day, modern technology ______society for the better.
 - 5 _____ money for a good cause can sometimes be frustrating because you don't get to see the result.
 - **6** Sometimes it's easy to ______ a campaign, but it's hard to finish it.
- 4 1.23 1 Identify the silent letters in the words from the box. Then listen, check and repeat.

campaign climb designer difference exciting favourite hour knowledge listener walk write

- 5 Read the WATCH OUT | SKILLS box and look at the texts in exercise 2. Then read exercises 6 and 7 and try to guess the answers to questions 1–3 below.
 - 1 Who is the interview about?
 - 2 What language do the sisters use to communicate?
 - **3** Why did Jade win an award?

WATCH OUT | SKILLS | Przewidywanie treści nagrania

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

- 6 1.24 Listen to the radio programme and check your answers in exercise 5. Then number the events in the order they happened.
 - **a** Jade won an award.
 - **b** Students and teachers at Jade's school did a sign language course.
 - c Jade wanted to help her sister. 1
 - d Jade started a campaign and called it 'Let Sign Shine'.
 - **e** Jade appeared on TV and in a national newspaper.
 - f Thousands of people signed Jade's online petition.
- 7 1.24 Sisten again and complete the table.

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

- 8 **SPEAK** Answer the questions.
 - 1 Do you know someone at your school (a teacher or a student) who is trying to make a difference? How?
 - 2 Would you like to raise money for a good cause? Why/Why not?

FAST FINISHERS

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

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

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

Past continuous

- **SPEAK** What is your favourite kind of music? Do you ever listen to blues, jazz or soul?
- 2 1.25 SPEAK Read the dialogue. Would you like to see Ray?

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

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

Ben Who?

Gran You don't know him? Ray Charles is a legend!

> ^a He started a new type of music - soul. He was blind from the age of seven, and

^bwhile he was attending a school for deaf and blind children, he learnt to compose music. He won thirteen Grammy Awards and sold millions of albums. And he achieved all that despite his disability. Life was hard on him, but he never gave up.

So, how about the film? Ben

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

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

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

Key Grammar

Past continuous

Czasu past continuous używamy do opisywania:

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

Forma: was/were + czasownik z końcówka -ing

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

| I/He/She/It | | You/We/They | |
|-------------|--|---|--|
| 0 | I was resting. | You were riding a bike. | |
| | He wasn't sleeping. | They weren't working. | |
| 0 | Was it running? Yes, it was./No, it wasn't. | Were you reading? Yes, we were./No, we weren't. | |
| Wh- | What was I saying? | Why were you crying? | |

- Find more examples of the past continuous in the dialogue in exercise 2.
- 5 SPEAK Choose the correct options. Are the sentences true or false for you?
 - 1 When I walked / was walking to school this morning, I saw / was seeing a police car.
 - 2 At 5 am, I slept / was sleeping.
 - **3** I went / was going to the cinema last week.
 - 4 Last Sunday, the sun shone / was shining all afternoon, so I went / was going to the park.
 - This time yesterday, I didn't do / wasn't doing anything. I just relaxed / was just relaxing.
 - 6 I arrived / was arriving at school late this morning. My classmates already worked / were already working.
- Read the WATCH OUT box. Then translate the fragments in brackets into English. Use while where possible.
 - 1 I was helping mum in the kitchen while Mike was lying (podczas gdy Mike leżał) on the couch.
 - (Gdy trenowaliśmy), an accident happened.
 - 3 (Kiedy rozpoczęli kampanię), thousands of people began sending emails.
 - 4 The whole team celebrated (kiedy osiągnęliśmy cel).
 - (Kiedy jechałem na rowerze), I lost my balance and crashed into a tree.
 - **6** What were you talking about (kiedy zaczął się film)?

WATCH OUT

when i while

Dwie części zdania łączymy za pomocą spójników: when (kiedy) lub *while* (podczas gdy). Spójnika *while* możemy użyć wyłącznie przed zdaniem w czasie past continuous. While he was playing football, the ball hit his head. The ball hit his head while he was playing football. When she was riding her bike home, she had an accident. She was riding her bike home when she had an accident.

FAST FINISHERS

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



Grammar and vocabulary practice

- **SPEAK** Describe a situation in which you were:
 - positive • sensible creative Last week, while I was doing my art homework, I was really creative.
- 1.26 Number the sentences in the correct order to make a dialogue. Listen and check.
 - a lagree! Perhaps you'd like to join the course, too? What do you think?
 - **b** How is your sign language course going, Warren? 1
 - c Really? That's surprising! So you are enjoying
 - **d** If you ask me, it's brilliant what you're doing. You never know when these skills will become
 - e I am! I really feel that I'm learning something useful! It was a good idea to do the course.
 - f It's going very well, thank you! Sign language is not that difficult to learn.
- 1.27 SPEAK Complete the gaps to make logical mini-dialogues. Listen and check. Then practise the dialogues in pairs.
 - 1 X: Did you have a good weekend?
 - Y: Yes, I did, thanks. We had a party on Saturday and a picnic on Sunday.
 - **2** X: How _____?
 - Y: It's going quite well, thank you. Italian is not that difficult to learn.
 - 3 X: What do you think of this new show?
 - quite boring.
 - X: Really? I think it's amazing!
 - **4** X: I went on the rollercoaster yesterday.
 - **Y**: Did ??
 - X: No, not at all! It was awful.
- Read the WATCH OUT box. Then translate the sentences into English.
 - 1 Byli przyzwyczajeni do dostawania nagród. They were used to getting awards.
 - 2 Kiedyś dostawaliśmy więcej pracy domowej.
 - 3 Niektórzy pacjenci nigdy nie przyzwyczajają się do bycia na wózku.
 - 4 Tom kiedyś był pracowity.
 - 5 Czy jesteś przyzwyczajony do spotykania sławnych ludzi?

WATCH OUT

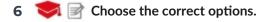
used to, be used to, get used to

I used to live alone. (Kiedyś mieszkałam sama.) I was used to living alone. (Byłam przyzwyczajona do samotnego mieszkania.)

I got used to living alone. (Przyzwyczaiłam się do samotnego mieszkania.)

5 Choose the correct options.

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



An amazing fighter

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



Monika Kuszyńska during the **Eurovision Song Contest 2015**

What makes Monika amazing?

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

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

6 A was getting **B** used to get C got

#BRAINTEASER

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



FAST FINISHERS

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

A blog post about a person

Start

Articles

About

Contact





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

Soap for health

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





- **SPEAK** Imagine you are a rich businessperson who wants to make a difference. What would you like to do? Choose from the prompts below or use your own ideas.
 - build hospitals
- transport drinking water
- donate big sums of money
- give jobs to local people

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

I think it's important to ...

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



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

Key Phrases

A blog post about a person

Introduction

Today I want to tell you about ...

Recently I read about ...

He/She is (an American teacher/actor) who ... He/She lives (in the south/north of England).

Main achievements

He/She is famous for ...

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

He/She hasn't stopped there.

In addition, he/she ...

Conclusion

He/She shows that ...

He/She really made a difference.

I admire him/her because ...

He/She can be an inspiration because ...

- 5 Translate into English. Use the Key Phrases.
 - **1** Among her many achievements, she *was famous for* (*stynęta z*) her charity work.
 - 2 This is an example of a politician who really (coś zmienia).
 - 3 Larry achieved his aim, but he (nie zaprzestał swojej działalności).
 - 4 ______ (*Podziwiam*) Naomi Campbell because she is strong and determined to help the people of sub-Saharan Africa.
 - 5 This teacher _____ (jest dla mnie inspiracją).
- 6 Look at the WATCH OUT box and the underlined conjunctions in the blog post. Complete the text below with because, so or although.

WATCH OUT

Spójniki (conjunctions): because, so, although

Za pomocą spójników łączymy ze sobą dwie części zdania:

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

Although (Mimo że) life was difficult, Chiara didn't give up. Jade wanted to help her sister, so (więc) she started a campaign.

- While the American academic Rebecca
 Constantino was researching language literacy, she discovered that school libraries in poor areas were not very good. Young people didn't have access to interesting books, ¹so they were doing worse at school.²

 the schools had some books, they were old and in bad condition.
- Rebecca set up the non-profit organisation Access Books ³ she wanted to improve school libraries in poor areas.
- Many of the libraries were in bad condition,
 the group decorated them.
- The group also offered author visits
 they wanted to

interest young people in books and writing.

The group wants local people to get involved,
 they ask students, parents and staff to help decorate the libraries.



- 7 Join the sentences with *because*, so or although. Make any necessary changes, and take care with punctuation.
 - 1 Rebecca's organisation has provided over 1.5 million books. She wants to do more.

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

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

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

Długość tekstu powinna wynosić od 100 do 150 słów.

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

WRITING PLANNER



THINK

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

PREPARE

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

WRITE

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

CHECK

Sprawdź swój tekst i odpowiedz sobie na pytania:

- Czy rozwinąłeś/rozwinęłaś wypowiedź we wszystkich czterech podpunktach polecenia?
- Czy długość tekstu wynosi 100-150 słów?
- Czy tekst jest poprawny językowo?

FAST FINISHERS

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

VOCABULARY

- In each sentence, choose two adjectives that can complete the gap. In one sentence, all three adjectives are correct.
 - 1 She's such a reliable / kind / pleasant girl she always smiles at people.
 - 2 If you want to succeed as a singer, you need to be talented / determined / hard-working.
 - 3 Mae used to be an extremely curious / smart / courageous kid. She asked lots of questions and wanted to know about everything.
 - 4 People who are sociable / positive / courageous usually have more friends.
 - 5 If you ask me, firefighters should be not only determined, but also creative / confident / careful when they rescue people.
 - 6 I think you need to be more friendly / sensible / enthusiastic about choosing your future goals.
- Complete the sentences with the correct words.
 - 1 When I cut my thumb, it was bleeding heavily, so I had to go to casualty.
 - 2 Do you have a special a i t, such as playing an instrument or memorising quickly?
 - 3 The new ecology project can definitely make a d f r n mee in developing countries.
 - 4 After the accident, Linda couldn't walk for a few months and had to be in a half large a r.
 - 5 How are you going to a i v all your goals?
 - 6 Deaf people use s n I to communicate.
 - What can we do to help people with physical \mathbb{Z} s \mathbb{Z} b \mathbb{Z} I \mathbb{Z} i \mathbb{Z} s with everyday activities?

GRAMMAR

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

> decide encourage have not chat not come not stay play spend

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

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

USE OF ENGLISH 1 2 3

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



Complete the text with one word in each gap.

The celebrity I admire the ¹ most is Zoe Saldana. She's a famous actress and she earns ² of money, but she is very modest. Her success didn't come overnight - she is successful 3 she has worked very hard all her life. Zoe 4 to be a talented and hard-



working child. 5 she was young, Zoe studied ballet. Then she decided to become an actress. She is now famous • playing in sci-fi films, but she also appeared in the TV series Law and Order. The was working on the show, she received her first film role.

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

LISTENING

1.28 Choose the correct options.

Text 1

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

Text 2

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

Text 3

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

SPEAKING

Describe the photo and answer the questions.

Student A



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

Student B



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

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

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

Paul Brodie (Canadian saxophonist, 1934–2007)

Brodie (Canadian saxophonist, 1931)

a. achieve self-confident accident positive positive reliable give 5. inspiring society change determined give make a difference accomplishment

Grammar Reference Unit 2

2.2 Used to

Konstrukcji used to + bezokolicznik używamy, aby opisać:

 czynności i sytuacje, które powtarzały się w przeszłości, ale teraz już nie mają miejsca, np.

As a child, Susan used to ride a horse every day. (W dzieciństwie Susan codziennie jeździła konno.)

stany z przeszłości, które już nie trwają,

I used to be more confident when I was younger. (Kiedy byłem młodszy, byłem bardziej pewny siebie.)

Tworzenie zdań z used to: used to + bezokolicznik

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

UWAGA!

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

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

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

Do opisania czynności jednorazowych, które miały miejsce w przeszłości, używamy wyłącznie czasu past simple, np. I entered the classroom and took my seat.

2.7 Past continuous and past simple

Czasu past continuous używamy, aby opisać:

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

Odmiana czasowników w czasie past continuous

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

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

UWAGA!

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

Clare sprained her ankle while/when she was skiing.

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

Ben was playing handball when he broke his left

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

Zwróć uwagę na miejsce przecinków w zdaniu!

UWAGA!

Czasu past simple używamy, aby opisać:

- czynności, które wydarzyły się w określonym momencie w przeszłości, np. Samuel had an accident three years ago. (Trzy lata temu Samuel miał wypadek.)
- czynności, które następowały kolejno po sobie, np.

I took my phone and dialled 999. (Wziąłem telefon i wybrałem numer 999.)

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

KEY WORDS

OCABULARY 1 **№** MP3 08

odważny

spokojny

wesoly, pogodny

uczestnik konkursu

wymyślić coś

opanowany

odważny

ciekawy

kreatywny

polegać na

radzić sobie z

sympatyczny

szczodry,

pracowity

potrzebne

niesamowity

niezależny

uprzejmy

panikować

sympatyczny

zrelaksowany

godny zaufania

pewien siebie

rozsadny

towarzyski

utalentowany

głupi

ufać

madry

pozytywny

cierpliwy

optymistyczny

uczciwy, szczery

mieć dobre wyniki

pełen entuzjazmu

stawić czoła (lekom)

przestraszony (czymś)

wspaniałomyślny

mieć w sobie to, co

być z czymś na bieżąco

brave /breiv/ calm /ka·m/ /ˈtʃɪəfəl/ cheerful /ˌkʌm ˈʌp wið ˌsʌmθin/ come up with sth /kənˈtestənt/ contestant /ku·l/ cool courageous /kəˈreɪdʒəs/ creative /kri'eitiv/ curious /ˈkjʊəriəs/ deal with /ˈdiːl wɪð/ depend on /di'pend pn/ do well /,du: 'wel/ /ınˌθju:ziˈæstık/ enthusiastic face (vour fears) /feis (jə ˈfiəz)/ /ˈfraitənd/ frightened (of sth) /'frendli/ friendly generous /'dzenərəs/ hard-working / ha:d 'ws:kin/ have what it takes

honest

kind

panic

patient

pleasant

positive

relaxed

reliable

sensible

sociable

talented

silly

smart

trust

worry

self-confident

incredible

optimistic

independent

keep up with sth

/ hæv wat it 'teiks/ /'nnist/ /ınˈkredəbəl/ / indi'pendant/ /,ki:p 'np wið .snm0in/ /kaınd/ / ppti'mistik/ /ˈpænɪk/ /ˈpeɪʃənt/ /'plezənt/ /'ppzətiv/ /rıˈlækst/ /riˈlaɪəbəl/

/,self 'konfidant/

/'sensəbəl/

/ˈsəʊʃəbəl/

/'tæləntid/

/ˈsɪli/

/sma:t/

/trnst/

martwić się /ˈwʌri/ SPEAKING MP3 09

amazing/awesome /əˈmeɪzɪŋ/ˈɔ:səm/ niesamowity /ˈɔːfəl/ awful okropny boring nudny /ˈbɔ:rɪŋ/ brilliant /'briliant/ znakomity cool /ku:I/ super disappointing /ˌdɪsəˈpɔɪntɪŋ/ rozczarowujący exciting /ıkˈsaıtıŋ/ ekscytujący for ages /ˌfər ˈeɪdʒɪz/ strasznie długo ride /raid/ przejażdżka, zjazd slide /slaid/ zjeżdżalnia

READING MP3 10

| ability | /əˈbɪləti/ | umiejętność |
|----------------------|-------------------------------|---------------------|
| accomplishment | /əˈkʌmplɪʃmənt/ | osiągnięcie |
| adapt to | /əˈdæpt tə/ | przystosować się do |
| become famous | /bi _, kʌm 'feiməs/ | stać się sławnym |
| career | /kəˈrɪə/ | kariera |
| covered in sth | /ˈkʌvəd ın ˌsʌmθıŋ/ | pokryty czymś |
| cruel | /ˈkruːəl/ | okrutny |
| determined to do sth | | zdeterminowany, by |
| | _, s∧mθιŋ/ | coś zrobić |
| exceptional | /ık'sepʃənəl/ | wyjątkowy |
| focus on | /ˈfəʊkəs ɒn/ | skupić się na |
| give up | /,giv 'np/ | poddać się |
| grow | /grəʊ/ | rozwijać się |
| hide | /haid/ | ukrywać |
| image | /'ımıdʒ/ | wizerunek |
| inspiring | /ınˈspaɪərɪŋ/ | inspirujący |
| ordinary | /ˈɔːdənəri/ | zwyczajny |
| recover from | /rıˈkʌvə frəm | dojść do siebie po |
| (an accident) | (ən ˈæksɪdənt)/ | (wypadku) |
| succeed | /səkˈsi:d/ | osiagnać sukces |

/ˌeɪ ənd ˈiː/ˈkæʒuəlti/ A&E/casualty (BrE)/ szpitalny oddział ER (AmE) i: 'a:(r)/ ratunkowy assistance dog /əˈsistəns dog/ pies asystujący bandage /'bændıdz/ bandaż blind niewidomy /blaind/ bleed /bli:d/ krwawić blood /bl/d/ krew bone /bəʊn/ kość break your arm/leg /,breik jər 'a:m/'leg/ złamać rękę/nogę nabić sobie siniaka bruise your knee /ˌbru:z jə 'ni:/ na kolanie carer /'keərə/ opiekun cut your hand /ˌkʌt jə 'hænd/ skaleczyć się w rękę deaf /def/ niesłyszący / disəˈbiləti/ disability niepełnosprawność disabled /dis[']eibəld/ niepełnosprawny /disləkeit jə '0nm/ dislocate your thumb zwichnąć kciuk heal /hi:I/ wygoić się injection /ın'dzekʃən/ zastrzvk injure /'ındʒə/ zranić się iniury uraz, rana /'ındzəri/ muscle mięsień /'mʌsəl/ plaster cast /ˈplaːstə kaːst/ gips read Braille /ˌri:d 'breıl/ czytać w alfabecie Braille'a blizna /ska:/ /ˌskrætʃ jə ˈtʃiːk/ scratch your cheek zadrapać się w policzek sign language język migowy /'sain længwidz/ spine /spain/ kręgosłup /ˌspreın jər ˈæŋkəl/ skręcić kostkę sprain your ankle /ˈsɜːdʒən/ surgeon chirurg survive an accident /sə,vaiv ən 'æksidənt/ ocaleć z wypadku treatment /'tri:tmənt/ leczenie wheelchair wózek inwalidzki /'wi:l tfeə/ wound /wu:nd/ rana

achieve your goals /əˌtʃi:v jə ˈgəʊlz/ osiągnąć cele change society zmieniać społeczeństwo /ˌtʃeɪndʒ səˈsaɪəti (for the better) (fə ðə 'betə)/ (na lepsze) frustrating / frn'streitin/ frustrujący inspiracja inspiration / ınspəˈreɪʃən/ make a difference / meik ə 'difrəns/ zmienić coś na lepsze raise money zbierać pieniądze / reiz 'mʌni/ /ˌstaːt ən ˌɒnlaın uruchomić petycję start an online petition/a campaign pəˈtɪʃən/ə kæmˈpeɪn/ internetową/kampanię

USE OF ENGLISH MP3 13

overcome / arsva'kvm/ przezwyciężyć ucierpieć suffer /'sʌfə/ suffer bad injuries /ˌsʌfə ˌbæd 'ındʒəriz/ odnieść poważne obrażenia

WRITING 🕠 MP3 14

achievement osiągnięcie /əˈtʃi:vmənt/ developing countries /dıˌveləpiŋ ˈkʌntriz/ kraje rozwijające się wpłacić datek donate /dats'neit/ get involved /get in'valvd/ zaangażować się umiejętność czytania literacy /ˈlɪtərəsi/ i pisania save lives / seiv 'laivz/ ratować życie / set 'An/ utworzyć, założyć set un volunteer /eit'nelav./ wolontariusz

Personalizacja

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



Schoolwork • Distance learning

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



• School objects: whiteboard, desk, ...

School subjects: Science, PE, ...

• Places at school: canteen, library, ...



SPEAK What do you think a good teacher should be like? Discuss using the personality adjectives on

SPEAK Answer the questions.

- 1 Would you like to study without a teacher? Why/Why not?
- 2 What is distance learning?
- 3 Have you ever done an online course? Do you think they are a good way to learn?
- 1.29 Read and listen to three people. Decide which question from exercise 3 each of them is answering.

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



В

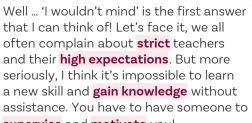
I was thinking about doing a German course to improve my grades and practise before my final exams. But I did some research, and there was no language school nearby that I could attend, so I decided to learn online. I must say online education really works for me! It's much easier to concentrate in my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



speaker and other students. I have no problems expressing myself anymore, and my accent is getting better, too.



that I can think of! Let's face it, we all often complain about strict teachers and their high expectations. But more seriously, I think it's impossible to learn a new skill and gain knowledge without assistance. You have to have someone to supervise and motivate you!



- Match speakers A-C from exercise 4 to statements 1-4 below. There is one extra statement.
 - 1 I tried to improve my grades by taking an online course, but it didn't work.
 - 2 I had to try a new form of learning due to a difficult situation.
 - 3 You can't really learn without a teacher present.
 - 4 I made a decision to try distance learning, and it turned out to be great for me.



B 2//



- **6 KEY WORDS Complete** the questions with the correct forms of the highlighted words and phrases from exercise 4.
 - 1 Which school does your best friend attend?
 - 2 Which one of your teachers has the highest
 - 3 Are you currently f b with any subject?
 - 4 Which grades are you planning to i_____ soon?
 - 5 How do your parents m you to study
 - 6 Which school tasks are the most difficult for you to c on?
- **SPEAK** Answer the questions from exercise 6.
- SPEAK Describe the video still and answer the questions.



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



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



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

- SPEAK Think about your education and answer the questions.
 - 1 Who was your strictest teacher?
 - 2 What is your most useful skill?
- 1.30 Listen to a dialogue and number sentences a-g in the order you hear them.
 - a Have you ever had a great teacher like him?
 - **b** The Varkey Foundation has just nominated him for the Global Teacher Prize. 1
 - **c** He hasn't published anything yet.
 - **d** More than forty of his students have won the Philosophy Olympiad in Poland.
 - e Has the guy won any other prizes yet?
 - **f** I've never studied anything with Lego.
 - g When did he get it?
- Look at the video still and study the grammar table. Complete the table with examples a-g from the dialogue in exercise 2.

Key Grammar

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

Czasu present perfect używamy, aby:

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

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

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

| | I/You/We/They | He/She/It |
|-----|--|--|
| 0 | I have already eaten. | She has just arrived. |
| | They haven't finished yet. | He has never studied. |
| 0 | Have we ever met? Yes, we have./No, we haven't. | Has it started yet? Yes, it has./No, it hasn't. |
| Wh- | What have you done? | Where has he been? |



Grammar Reference >> 54

Irregular verbs >> 154

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

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

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

| /d/ | /t/ | /ıd/ |
|-----------|--------|----------|
| achieved, | asked, | decided, |

- 1.32 U Listen and check your answers to exercise 5.
- Complete the sentences with the correct forms of the verbs in brackets.
 - 1 I haven't met (not meet) our new teacher yet.
 - 2 (you / visit) Jim yesterday?
 - 3 I (come) to this town when I was twelve.
 - 4 We (have) five tests last week.
 - 5 (not see) Zoella's new video yet.
 - 6 (you / take) the English test yet?
- Read the WATCH OUT box and rewrite the sentences using the adverbs in brackets.
 - 1 We've watched the grammar video. (already) We've already watched the grammar video.
 - 2 We've finished doing exercise 7. (just)
 - 3 We've learnt the present perfect. (already)
 - 4 We haven't solved the Brain Teaser. (yet)
 - 5 We've worked on a project together. (never)
 - **6** Have you motivated anyone to study? (ever)
 - 7 Has the bell rung? (yet)

WATCH OUT

Przysłówki

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

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

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

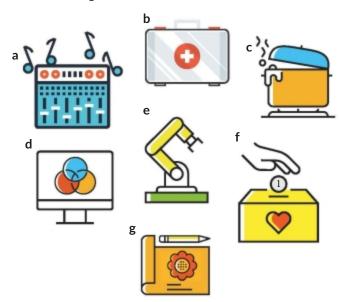
FAST FINISHERS

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

1 We haven't watched the grammar video yet.

Asking for and giving information (after-school activities)

- SPEAK Match after-school activities 1-7 to pictures a-g. Then decide which of the activities you would like to do.
 - 1 graphic design classes
 - 2 cookery course
 - 3 robotics course
 - 4 drawing classes
- 5 charity work
- 6 music production course
- 7 first-aid course



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



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

| 1 | Joe | I'm <i>looking for</i> information about one of the after-school activities. |
|---|-----------|--|
| | Secretary | Yes, of course. Which activity? |
| | Joe | The rock choir. |
| 2 | Joe | I've heard it's very popular now? |
| | Secretary | Yes, that would be best. It last |
| | | year. |
| 3 | Joe | Ah, I've got What time |
| | Cocreteri | 1t's from 1.1E to E.1E |
| | secretary | It's from 4:15 to 5:45. |

Key Phrases

Asking for and giving information (after-school activities)

Asking for information

I'm looking for information about ...

I'd like to sign up for (the Japanese course).

What time does the course start?

What time is it on?

Could you give me the dates and times of the classes?

Has the course started yet?

Do I need to register/sign up now?

How often does the course run?

I've got one more question.

Thanks for your help.

Giving information

The course is on (Mondays) from (5) to (6) pm.

This activity is for everyone.

It's the perfect time to register.

Which activity are you interested in?

Have you (sung in a choir) before?

This class filled up quickly last year.

Everyone can take part/sign up.

Just ask if you need any more information.

- 4 1.34 SPEAK Omplete the minidialogues with two words in each gap. Listen and check. Then practise the dialogues in pairs.
 - 1 A I'd like to learn how to cook.
 - **B** Sure! Have *you done* a cookery course before?
 - 2 A Hello! I'm looking charity work in your school.
 - **B** What would you like to know?
 - **3** A Here is the registration form I'd like you to fill in. Just _____ you have any questions.
 - B OK, thanks help.
 - 4 A Is it still possible to _____ the robotics course?
 - **B** Yes, it is, but it's filling up quickly.
- SPEAK Choose one of the activities from exercise 1 and role-play the dialogue below. Use the Key Phrases. Then change roles and do the task again.

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

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

FAST FINISHERS

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

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

Reviews of student activity weeks

- 1 **SPEAK** Answer the questions.
 - 1 What are the qualities of a good student?
 - **2** Does school teach you any useful practical skills? What are they?
- Choose two words that make a collocation with each word in bold.
 - 1 do a course / a task / a driving licence
 - 2 secondary / primary / upper school
 - 3 take up classes / school / a course
 - **4 get** good grades / a test / a certificate
 - **5** cookery / elementary / strict **course**
 - 6 learn a skill / to drive / an activity
- 3 Read the reviews on page 45 quickly. Which of the activities would you like to do?
- 4 1.35 Read the WATCH OUT | SKILLS box.
 Then read the reviews again and complete the table.

| Name | Alice | | |
|---------------------------|---|----------|----------|
| Age | 16 | | |
| Number of days | 6 | | |
| New skills they learnt | how to drive | • how to | • how to |

WATCH OUT | SKILLS

Wyszukiwanie szczegółowych informacji

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

- 5 Read the reviews again and complete the sentences with up to four words in each gap.
 - **1** Alice hasn't passed her test yet because *she's too young*.
 - 2 Apart from driving, Alice tried other activities, such as and ...
 - 3 Ben couldn't go online because

 - 5 The robotics course participants organised to check how their robots worked.
 - 6 Cora would also like to do courses in _____ and ___.

- 6 **KEY WORDS** Complete the sentences with the correct forms of the highlighted words from the text.
 - **1** During the course, we *experimented with* different computer programs.
 - 2 By the end of the school year, I'm hoping to the skill of giving presentations so that nobody can beat me.
 - 3 I was afraid that we'd have to read a lot of theory during the course, but it turned out to be very .
 - 4 Each in the fun run received a T-shirt with a logo on it.
 - 5 Attending the cookery course was a perfect to meet famous chefs.
 - 6 How many after-school activities are you going to ______ for this year?
 - 7 How old do you need to be to the gym?
- 7 SPEAK Ask each other about different activities and skills from this lesson using Have you ever ...? Use the collocations from exercise 2 to help you.

Have you ever learnt to cook?

Yes, I have! My parents taught me.

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

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



FAST FINISHERS

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

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

LEARN NEW SKILLS!





Reviews: Amazing activity weeks

+ Add your review

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

PGL Learner Driver Course, Boreatton Park, Shropshire

Have you always wanted to learn to drive, but you haven't turned seventeen yet? Don't worry — this six-day activity course is for thirteen- to

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

Alice (16)









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

Whether you've been a mini-chef for years or you've just started cooking, I'd definitely recommend that you join Root Camp. I've learnt

- to bake bread, catch fish and survive for a week without wi-fi! Honestly, it was great fun meeting everyone else and camping on the Isle of Bute in Scotland. I've enjoyed cooking since I was a kid, but I never realised it could be so creative! This course has definitely inspired me. Since coming home, I've experimented with some new dishes.
- 20 I've uploaded photos of them on Instagram have a look here! (By the way, this six-day course is for fifteen- to twenty-one-year-olds.) 26 Q 18 Ben (15)



Fire Tech Robotics Course, Lancing College, Brighton

I've just finished a Robotics course at Fire Tech. What an amazing week! If you've ever wanted to **master** robotics, this is the course for you. I've learnt to design my own robot, build it using a VEX IQ

- 25 kit, and program it in ROBOTC language. It was very practical, and we tested our robots in real competitions. We worked in teams, and it was really exciting to see whose robots would win. I also learnt to write computer code. This one-week course is for under-seventeens, and other Fire Tech courses that you can sign up for include app
- 30 design, video game design and digital music production. I've already put them on my wish list!

Cora (16)









University · Exams · School life

SPEAK Answer the questions.



- 1 Which subjects are you good at? Which ones aren't you so good at? Why?
- 2 Have your grades improved since last year?
- 3 Have you decided yet what you'd like to do after you finish school? Would you like to continue your education or find a job?
- **SPEAK KEY WORDS** Decide which secondary school subjects you need to be good at to study these subjects at university. Say why.

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

3 1.36 Look at the photos and think about which university subjects from exercise 2 the people study. Then listen and match speakers 1-3 to photos A-C.







1.37 **KEY WORDS** Complete the text with the highlighted phrases. Then listen and check.

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

Hi. I'm Jayden, and I'm studying law at a ¹public university in California, which is cheaper than a private one. It wasn't easy to get in, that's for sure. If you want to in law, you have to in high school first. Well ... that was not my case. I went to a , I was a bit spoilt and lazy, and my ⁵ poor. So I had to retake my final exams. Luckily, everything ended well. I managed to successfully 6 school, and now I can study what I've always wanted to. I've been a 722 since I came here!



econdary school state school public/private school resit an exam revise for a test

high school public school private school retake an exam review for a test

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

Have you ever ...

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

Have you ever forgotten to do your homework?

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

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

5 FAST FINISHERS

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

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

A podcast about learning a language

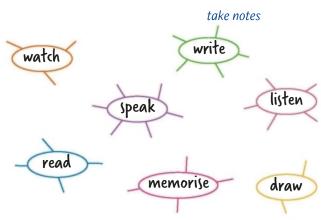
SPEAK Look at the highlighted learning techniques. Which of them have you used in your English class, and which in self-study?

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

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

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

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



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



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

WATCH OUT | SKILLS

Notatki

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

- Complete the sentences. Use your notes from exercise 4.
 - 1 Jacob practises every morning while walking to school.
 - 2 Ania and her friends have memorised
 - 3 Ania's advice for the listeners is to
 - 4 Cathy loves watching
 - 5 Rashid started learning a new language
 - 6 Nuala met Almudena when
- 1.38 Listen again and match speakers 1-5 to sentences A-F. There is one extra sentence.

This speaker

- A appreciates flexible study hours.
- **B** is about to start a course for beginners.
- **C** uses special software to speak like a native speaker.
- **D** regularly practises online with native speakers.
- E learns a foreign language through lyrics.
- F is struggling to learn the new alphabet.
- 1 Jacob from Cardiff
- 2 Ania from Poland
- 3 Cathy from Glasgow
- 4 Rashid from London
- 5 Nuala from Dublin
- **SPEAK** Answer the questions.
 - 1 Which of the techniques mentioned in exercise 1 and the podcast did you not know before?
 - 2 Which of the techniques would you like to try?
 - 3 What tip(s) would you add to the podcast?

50 FAST FINISHERS

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

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

SPEAK Answer the questions.



Have you ...

- 1 ever helped a classmate to improve his/her grades?
- 2 thought about going to university yet?
- 3 started revising for your next test yet?
- 1.39 Listen to a dialogue. Answer the questions.
 - 1 When did Dan begin the speed-reading course?
 - 2 How long does the course last?
 - 3 How many more levels of the course does Dan's friend still need to complete?
- 3 Look at the video still and study the grammar table. Complete the table with examples 1-4 from the dialogue in exercise 2.
 - 1 How long have you been on it?
 - 2 I haven't learnt a new skill for a while now.
 - 3 You've wanted to do that for months!
 - 4 I've definitely improved since the beginning of the course.

Key Grammar

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

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

W zdaniach w czasie present perfect często stosujemy:

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



Grammar Reference >> 54

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

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

| for | since |
|--------------|-------|
| a long time, | |

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

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

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

WATCH OUT

Trwające czynności

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

- **SPEAK** Complete the sentences with information that is true for you. Use the present perfect and for or since. Then ask and answer questions with How long.
 - 1 I've been (be) in this room for forty minutes.
 - 2 I (have) this English coursebook
 - 3 Our English teacher (know) us

How long have you been in this room?

I've been in this room for forty minutes.

FAST FINISHERS

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

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

Grammar and vocabulary practice

- **SPEAK** Answer the questions.
 - 1 Are you falling behind with any subject at the moment?
 - 2 What helps you concentrate when you're studying?
 - **3** What motivates you to study hard?
- Read the sentences and suggest what questions or sentences could come before them.
 - 1 Which classes are you interested in? I'm looking for information about one of your courses.
 - 2 I've heard it's very interesting.
 - 3 Have you done a cookery course before?
 - 4 Just ask if you need anything.
- 1.41 SPEAK Choose the correct options to make logical mini-dialogues. Listen and check. Then practise the dialogues in pairs.
 - 1 X: I'm looking for some information about your summer courses.
 - Y: 2
 - A Have you done it before?
 - **B** What would you like to know?
 - C I've heard they are very good.
 - 2 X: I've got one more question.
 - Y: 999
 - A That would be best.
 - **B** Just ask if you need more information.
 - C What is it?
 - 3 X: Do I need to sign up now?
 - Y: 🧺
 - A No, thanks for your help.
 - **B** Yes, this is a good time to register.
 - C Yes, you can sign up during the first class.
 - 4 X: ____
 - Y: Yes, I have, but not a vegetarian cooking course.
 - A Have you done a cookery course before?
 - **B** Do you have any more questions?
 - C Which course are you interested in?
- Complete the second sentence with up to six words so that it means the same as the first
 - 1 Michael last swam in the ocean in 2010. Michael hasn't swum in the ocean since 2010.
 - 2 The last time I failed an exam was three years ago. three years.
 - 3 How long has Beth studied abroad? When
 - studying abroad?
 - 4 I did my assignment last night. I have already
 - 5 I regret to say that you have failed the exam. I regret to say that you have not



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

#BRAINTEASER

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

- 1 Who started running first?
- 2 Who has run the furthest?
- **SPEAK** Imagine that you are telling a new student about your school. Student A, talk about points 1-2. Student B, talk about points 3-4.
 - 1 places in your school
- 3 teachers' expectations
- 2 after-school activities
- 4 languages you can learn

5 FAST FINISHERS

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

A formal email of enquiry

SPEAK Answer the questions.

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

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

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



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



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

five different water sports arts and crafts activities

robotics and programming survival courses and lots of games! So, what do you feel like doing? Water-skiing? **Cooking? Creating digital music?** Or maybe mastering robotics? We have it all!

Read the email and answer the questions.

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

Χ

Dear Sir or Madam,

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

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

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

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

Yours faithfully,

Zofia Marcińska

Send

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

Key Phrases

A formal email of enquiry

Beginning a formal email

Dear Sir or Madam,

Dear Mr/Mrs XYZ,

Giving the reason for writing

I am ..., and I would like to ...

The reason I am writing is that ...

I want to enquire about ...

I am writing to obtain information/ask you/enquire about ...

I would like to find out about ...

Asking for information

I would like to ask (you) about ...

Is it possible to ...?

Could you provide me with (more details about/of) ...?

I need to know ...

Do I need to ...?

Could you email me ...?

Linking words and phrases

To begin with, ...

Firstly, .../First (of all), ...

Secondly, .../Second, ...

What is more, .../Moreover, ...

Finally, ...

Ending a formal email

I look forward to your reply/to hearing from you.

Yours faithfully,

Yours sincerely,

Complete the email using the Key Phrases.

Dear Mr Thompson,

I have just registered for the Elementary Manga online course that you are going to teach. 1 am writing to learn more about our online meetings.

, could you send me some information about the online tools that are necessary? download any specific apps?

Secondly, I ⁴ about certificates.

Do I get one at the end of the course? can you 6

details about homework? Is it necessary to do extra things individually?

I look forward to hearing from you.

Yours 7

Ben Smith

Send

WATCH OUT

Zakończenie listu formalnego

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

6 Translate into English.

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



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

We have different levels

for different students.

SMART academy Join us for our super cool weekend course!

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

» use lots of practical study methods,

- » solve problems,
- » perform tasks creatively,
- » revise for tests and exams effectively,
- » take notes like a pro.

Come to the introductory meeting on Saturday

and learn more!

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

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

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

Długość tekstu powinna wynosić od 100 do 150

Dear Sir or Madam, ...

WRITING PLANNER



THINK

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

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

WRITE

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

Sprawdź swój tekst i odpowiedz sobie na pytania:

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

SECTION SHERS

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

VOCABULARY

- 1 Complete the sentences.
 - 1 My parents have really high $e \times p e \times t a \times i \circ n s$ of my academic career.
 - 2 What can I do to m r v my grades?
 - 3 I hate learning vocabulary lists by t.
 - 4 My parents were rich, so they could afford to send me to the most expensive bl school in England.
 - 5 At the beginning of the school year, many teachers
 p r m t with new teaching methods,
 but not all of them work.
- 2 Match the words from box A to the words from box B to make phrases. Use the phrases to complete sentences 1–6.

A distance graduate join keep motivate revise

B a summer camp for from learning practising students

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

GRAMMAR

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

buy fall behind learn not study sing want

- 1 How long has Rita wanted to learn to drive?
- 2 Last year, I with my schoolwork.
- 3 We at all last weekend.
- 4 Look, Eve a new car!
- 5 you to cook yet?
- 6 I never in a choir.
- 4 Write sentences about yourself or someone you know using time expressions 1-6. Use the verbs from the box.

attend graduate have improve learn meet read study

- 1 three years ago
- 4 yet
- 2 since the summer holidays
- 5 never

3 in 2015

- 6 last month
- **1** My brother graduated from college three years ago.

USE OF ENGLISH 1 2 3 4 5 6 7 8

- 5 S Choose the correct options.
 - 1 <u>w</u> tried learning a language while you are sleeping?
 - A Do you ever
 - B Have you ever
 - C Did you ever
 - 2 Yesterday, I this book for two hours.
 - A was reading
 - **B** read
 - C have been reading
 - **3** During the course, the participants can experiment light and water.
 - A on
 - B at
 - C with
 - 4 homework is cheating, and teachers usually punish it.
 - A Copying
 - **B** Doing
 - C Making
 - 5 Magda has been very ill ____ the weekend.
 - A for
 - **B** since
 - C at
 - **6** Last night I watched a film at my place with friend.
 - Α -
 - **B** the
 - **C** a
 - 7 Your essays are really good, but you still need to practise letters.
 - A write
 - B to write
 - C writing
- 6 💙 📝 Translate into English.
 - 1 When did you get (Kiedy otrzymałeś) your university degree?
 - 2 (jestem zainteresowany założeniem) a study group. Are you in?
 - **3** Have (już do niej dzwoniłeś)?
 - 4 I learnt to make coq-au-vin (podczas gdy uczęszczałem do) Super Chef School.
 - 5 I (kiedyś słuchałem) podcasts quite often.
 - **6** Sherry (nauczyła się mówić) Portuguese fluently when she lived in Brazil.
 - 7 I (znam Annę od) many years.

READING

- Read the interview and match questions A-F to paragraphs 1-4. There are two extra questions.
 - A How did you get inspired?
 - **B** What are you working on at the moment?
 - **C** How long have you been interested in this activity?
 - **D** How did you learn to make personalised accessories?
 - **E** How would you encourage people to learn this skill?
 - **F** What has been your proudest moment so far?

Give it a GO!

BLOG

Login / Register

Learn how to make your own accessories



What's your skill?

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

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



2 1//

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

3 %

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

1111 4

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

SPEAKING

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

Uczeń A

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

czas trwania kursu

wymagania od uczestników

termin zapisów

organizację zajęć

Uczeń B

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

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

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

experiment with

online course after-school university activities attend **Improve**

concentrate distance assignment

og coursebook learn by heart

study group



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

Czasu present perfect używamy do opisu:

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

Odmiana czasowników w czasie present perfect

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

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

Określenia czasu typowe dla present perfect

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

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

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

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

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

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

3.7 Present perfect with for, since and how long

Czasu present perfect używamy również do opisu czynności, które rozpoczęły się w określonym momencie w przeszłości i wciąż trwają, np. Emma has been in our class for two years. (Emma jest w naszej klasie od dwóch lat.)

Określenia czasu typowe dla present perfect

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

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

UWAGA!

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

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

UWAGA!

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

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

UWAGA!

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

A Have you ever been to the UK?

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

- KEY WORDS

| VO | CADLILADVA O A | 4D2 4E |
|------------------------|---------------------------|---------------------------------------|
| VOC | CABULARY 1 🧥 M | 1P3 15 |
| accent | /ˈæksˌnt/ | akcent |
| assignment | /əˈsaɪnmənt/ | zadanie, zadana praca |
| assistance | /əˈsɪstəns/ | pomoc, wsparcie |
| attend (school) | /əˈtend (skuːl)/ | chodzić do (szkoły) |
| concentrate | /ˈkɒnsənˌtreɪt/ | skupić się |
| distance learning | /ˈdɪstəns ˌlɜːnɪŋ/ | nauczanie zdalne |
| do a project | /ˌduː ə ˈprɒdʒekt/ | wykonać projekt |
| do research | /ˌdu: rɪˈsɜ:tʃ/ | wyszukać informacje |
| express yourself | /ık'spres jəˌself/ | wysłowić się |
| fall behind with | /ˌfɔ:l bɪˈhaınd wıθ | mieć zaległości w nauce |
| schoolwork | 'sku:l¸w3:k/ | |
| gain knowledge | /,gein 'nplidz/ | zdobywać wiedzę |
| get better | /ˌget ˈbetə/ | poprawiać się |
| have a conversation | /ˌhæv ə ˌkɒnvəˈseɪʃən/ | prowadzić rozmowę |
| high expectations | /ˌhaɪ ˌekspekˈteɪʃənz/ | wysokie oczekiwania |
| improve your grades | /ımˌpruːv jə ˈgreɪdz/ | poprawić oceny |
| learn a new skill | /ˌlɜːn ə njuː ˈskɪl/ | nabyć nową |
| | (9. 1) | umiejętność |
| leave school | /ˌliːv ˈskuːl/ | skończyć szkołę |
| motivate | /'məʊtɪveɪt/ | motywować |
| native speaker | /ˌneɪtɪv ˈspiːkə/ | rodzimy użytkownik języka |
| practise | /'præktis/ | ćwiczyć |
| school certificate | /ˌskuːl səˈtɪfɪkət/ | świadectwo szkolne |
| strict | /strıkt/ | surowy |
| supervise | /ˈsuːpvaɪz/ | nadzorować |
| video conferencing app | /ˌvɪdiəʊ ˈkɒnfərənsıŋ æp/ | oprogramowanie do wideokonferencji |

SPEAKING MP3 16

zajęcia pozaszkolne

after-school activities /ˌɑ:ftə ˌsku:l æk'tıvətiz/

| charity work | /ˈtʃærəti wɜːk/ | wolontariat |
|------------------------|----------------------------|-------------------------|
| cookery course | /ˈkʊkəri kɔːs/ | kurs gotowania |
| drawing classes | /ˈdrɔ:ɪŋ ˌkla:sɪz/ | lekcje rysunku |
| fill up | / _. fɪl '^p/ | zapełniać się |
| first-aid course | /ˌfɜːst ˈeɪd kɔːs/ | kurs pierwszej pomocy |
| graphic design classes | / græfik di'zain kla:siz/ | zajęcia z projektowania |
| | | graficznego |
| music production | /ˈmjuːzık prəˌdʌkʃən kɔːs/ | kurs na producenta |
| course | | muzycznego |
| register | /ˈredʒɪstə/ | zarejestrować się |
| registration form | /ˌredʒɪˈstreɪʃən fɔ:m/ | formularz rejestracji |
| robotics course | /rəʊˈbɒtɪks kɔ:s/ | kurs robotyki |
| sing in a choir | /ˌsɪŋ ɪn ə ˈkwaɪə/ | śpiewać w chórze |

| | READING MP | 3 17 |
|--|---|---|
| activity course | /ækˈtɪvəti kɔ:s/ | kurs/zajęcia w jakiejś dziedzinie aktywności |
| beat | /bi:t/ | pokonać |
| disappointed | /ˌdɪsəˈpɔɪntɪd/ | rozczarowany |
| do a task | /ˌduː ə ˈtɑːsk/ | wykonać zadanie |
| experiment with | /ık'sperı _, ment wıð/ | eksperymentować z |
| give a presentation | /ˌgɪv ə ˌprezənˈteɪʃən/ | przedstawić prezentację |
| join a camp | /ˌdʒɔɪn ə ˈkæmp/ | pojechać na obóz |
| learn to drive | /ˌlɜːn tə ˈdraɪv/ | nauczyć się prowadzić |
| master | /ˈmaːstə/ | opanować |
| opportunity | /ˌɒpəˈtjuːnəti/ | okazja |
| participant | /pa:'tisipənt/ | uczestnik |
| pass your theory test/driving test | /pɑːs jə ˈθɪəri test/ 'draıvıŋ test/ | zdać egzamin teoretyczny/egzamin na prawo jazdy |
| practical | /ˈpræktɪkəl/ | praktyczny |
| primary/secondary school | /ˈpraɪməri/ˈsekəndəri sku:l/ | szkoła podstawowa/ średnia |
| sign up for a course | /ˌsaɪn ˌʌp fər ə ˈkɔːs/ | zapisać się na kurs |
| survive take up classes/ a course turn (17) | /sə'vaıv/ /,teık ʌp ˌklɑ:sız/ ə 'kɔ:s/ /,tɜ:n (,sevən'ti:n)/ | przetrwać zapisać się na zajęcia/ kurs ukończyć (17) lat |

VOCABULARY 2 \(\cappa\) MP3 18

| academic r | esults |
|------------|----------|
| continue e | ducation |
| copy home | work |

/ˌækəˌdemɪk rɪˈzʌlts/ /kənˌtɪnju: ˌedjʊˈkeɪʃən/ /ˌkɒpi ˈhəʊmˌwɜːk/

wyniki w nauce kontynuować naukę spisać od kogoś pracę domową

| do a degree | /ˌduː ə dıˈgriː/ | zdobyć stopień naukowy |
|--|-----------------------------------|------------------------------------|
| do well | /ˌduː ˈwel/ | mieć dobre wyniki |
| do your homework | /ˌduː jə ˈhəʊmˌwɜːk/ | odrobić pracę domową |
| economics | /ˌekəˈnɒmɪks/ | ekonomia |
| engineering | /ˌendʒɪˈnɪərɪŋ/ | inżynieria |
| fail an exam | /ˌfeɪl ən ɪgˈzæm/ | oblać egzamin |
| graduate from school (AmE) | /ˌgrædʒueɪt frəm 'sku:l/ | ukończyć szkołę |
| law | /lo:/ | prawo |
| literature | /ˈlɪtrətʃə/ | literatura |
| media and communication | /ˌmiːdiə ənd kəˌmjuːnıˈkeɪʃən/ | media i komunikacja |
| mock exam | /'mpk ıg,zæm/ | egzamin próbny |
| pass an exam | /ˌpa:s ən ɪgˈzæm/ | zdać egzamin |
| poor results | /ˌpɔ:r rɪˈzʌlts/ | słabe wyniki |
| public school (BrE)/ private school (AmE) | /ˌpʌblik ˈskuːl/ | szkoła prywatna |
| public university | /phblik_ju:ni'v3:səti/ | uniwersytet publiczny |
| resit an exam (BrE)/ retake an exam (AmE | /riːˌsɪt ən ɪgˈzæm/ | ponownie przystąpić do egzaminu |
| revise for a test (BrE)/ review for a test (AmE | | powtarzać materiał do testu |
| secondary school (BrE)/ high school (AmE) | /'sekəndəri sku:l/'haı sku:l/ | szkoła średnia |
| state school (BrE)/ public school (AmE) | /'steit sku:l/ˌpʌblik 'sku:l/ | szkoła publiczna |
| take a test | /ˌteɪk ə 'test/ | przystąpić do testu |
| top student | /ˌtɒp ˈstjuːdənt/ | prymus |
| veterinary science | /ˌvetənri ˈsaɪəns/ | weterynaria |
| | ISTENING O MD3 | 10 |

| | LISTEINING IMP | 3 17 |
|-------------------------------|---------------------------------------|--|
| do a conversation exchange | /ˌdu: ə ˌkɒnvəˈseɪʃən ıksˌtʃeɪndʒ/ | rozmawiać z kimś na zmianę w swoim i jego ojczystym języku |
| draw mind maps | /ˌdrɔ: ˈmaɪnd mæps/ | rysować mapy myśli |
| flexible study hours | /ˌfleksəbəl ˈstʌdi ˌaʊəz/ | elastyczne godziny nauki |
| follow instructions | /ˌfɒləʊ ɪnˈstrʌkʃənz/ | wykonywać polecenia |
| earn sth by heart | /ˌlɜːn ˌsʌmθıŋ baı ˈhɑːt/ | nauczyć się czegoś na pamięć |
| listen to podcasts | /ˌlɪsən tə ˈpɒdˌkaːsts/ | słuchać podcastów |
| yrics | /ˈlɪrɪks/ | słowa piosenki |
| memorise | /'meməraiz/ | uczyć się na pamięć |
| record yourself | /rıˈkɔːd jəˌself/ | nagrywać swój głos |
| set up a study group | /set ˌʌp ə ˈstʌdi gruːp/ | stworzyć grupę osób uczących się wspólnie |
| struggle | /ˈstrʌgəl/ | borykać się |
| take/make notes | /ˌteɪk/ˌmeɪk ˈnəʊts/ | robić notatki |
| use educational app | s /,ju:z ˌedjʊˌkeɪʃənəl æps/ | używać aplikacji edukacyjnych |
| use sticky notes | / ju:z ˈstɪki nəʊts/ | używać karteczek samoprzylepnych |
| watch video tutorials | s /wotj vidiəv tju:,to:riəlz/ | oglądać filmiki instruktażowe |
| | | |

| Iast | /Id:St/ | trwac |
|----------------------|-----------------------|-------------------------|
| level | /'levəl/ | poziom |
| speed-reading course | /ˈspiːd ˌriːdɪŋ kɔːs/ | kurs szybkiego czytania |

| race | /reis/ | wyścig |
|-----------------|-------------------|-------------------|
| regret | /rı'gret/ | żałować |
| run a marathon/ | /ˌrʌn ə ˈmærəθən/ | przebiec maraton/ |
| half-marathon | ha:f 'mærəθən/ | półmaraton |
| triplets | /ˈtrɪpləts/ | trojaczki |
| | | |

WRITING A MP3 22

| | WKITING IMPS | 22 |
|-------------------|----------------------------|-------------------|
| enquire about sth | /ınˈkwaıər əˌbaʊt ˌsʌmθıŋ/ | zapytać o coś |
| make a payment | /ˌmeɪk ə ˈpeɪmənt/ | dokonać wpłaty |
| obtain | /əbˈteɪn/ | uzyskać |
| perform a task | /pəˌfɔ:m ə ˈtɑ:sk/ | wykonać zadanie |
| solve a problem | /ˌsslv ə ˈprsləm/ | rozwiązać problem |
| survival course | /səˈvaɪvəl kɔːs/ | kurs przetrwania |



Comment

Science and scientists

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



- Fields of science: astronomy, ...
- Jobs connected with science: engineer, ...
- Electronic devices: printer, ...
- 2 Look at photos A-D in exercise 3. What do you think these things are? Use your imagination!
- 3 2.01 **KEY WORDS** Read texts 1–4. Then match the texts to photos A–D.

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

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

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

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



- **4 KEY WORDS** Read the texts again. Match the verbs from box A to the nouns from box B to make collocations. Some nouns can go with more than one verb. Check your answers in the texts.
- A create come up with design develop discover do invent make research
- B a device a discovery an experiment an idea an invention research a solution something

create an invention, ...

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

How much do you know about science?

- 1 Who discovered / invented penicillin?
- 2 Who discovered / invented the radio?
- 3 Who discovered / developed radium and polonium?



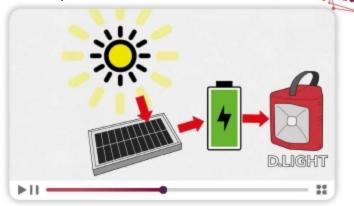
- 4 Who made / came up with the idea of the Internet?
- 5 Who did / discovered that the sun was at the centre of the universe?
- **6** Who developed / researched electricity?
- **7** Who **researched** / **created** the first LED (light-emitting diode)?

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

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

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

- 1 discover a new planet
- 2 d_____n a device to save lives
- 3 c with a solution for people who have no electricity
- 4 r alternatives to plastic
- 5 i a new machine to create electricity
- 6 d p a system to reduce pollution
- 7 SPEAK Describe the video still and answer the questions.



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

******* FAST FINISHERS

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

Past perfect

- **SPEAK** Have you heard of any teenage scientists, inventors or businesspeople? If so, tell your partner who they are/were.
- Read the text and answer the questions.
 - 1 Why did Shubham start working on a new Braille printer?
 - **2** What did he use to build his printer?

Teenagers are sometimes great inventors.

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

- Look at the video still and study the grammar table. Then read sentences 1-4 and decide which of them are true according to the text.
 - 1 After Shubham designed his device, he found out the price of a Braille printer.
 - 2 A Braille printer had been available in shops before the teenager came up with his idea.
 - 3 Shubham owned a Lego kit before creating his printer.
 - 4 He became a businessman after he graduated from high school.

Key Grammar

Past perfect

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

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

Forma: had ('d) + past participle

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

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

I had known about it.

They hadn't done any research.

Had she told you about it? Yes, she had./No, she hadn't.

Where had he lived before?

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

Who invented crisps?

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

- **SPEAK** Make questions using the past simple or past perfect. Then answer the questions.
 - 1 who / complain / about the chips? Who complained about the chips?
 - 2 the customer / complain again?
 - 3 why / Crum / have enough?
 - 4 how / Crum / cook the really thin potatoes?
 - 5 what / he / invent?
- **SPEAK** Tell your partner about something that happened to you or someone else in the past. Use the past perfect.

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

FAST FINISHERS

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

When I got up, Mum had already made breakfast.



Checking information – question tags

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



2 104 Listen to Joe and Kate talking about going to a light show. What do they agree about the following?

1 the time to go

2 what to eat



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

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

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

Key Phrases

Checking information - question tags

Checking about the present

The show starts at 8 pm, doesn't it? We need to buy tickets, don't we?

It's on for four nights, isn't it?

We've got the tickets, haven't we?

Checking about the past

They checked the prices, didn't they?

We didn't see it last time, did we?

There wasn't much to do, was there?

There were crowds of people, weren't there?

WATCH OUT

Question tags

Pytanie typu question tag zamieszczone na końcu zdania oznacza zwykle, że oczekujemy od rozmówcy potwierdzenia informacji (= prawda? nieprawdaż? co

Do zdań twierdzących dodajemy question tags w formie przeczącej:

You are ready, aren't you?

Do zdań przeczących dodajemy question tags w formie twierdzącej:

Dad didn't go to the office yesterday, did he? Question tags mają zazwyczaj intonację wznoszącą: You finish school at 3 pm, don't you?

- Then listen and repeat with rising intonation.
 - 1 We didn't see the show last year, did we?
 - 2 You've got the passports and tickets,
 - 3 Paul hates light shows, ?
 - 4 Dad isn't going on the slide with us,
 - 5 There is a restaurant nearby, _____?
 - 6 You enjoyed the Science Museum the most,
- **SPEAK** Complete the mini-dialogues. Use some of the sentences from exercise 4. Then practise the dialogues in pairs.
 - **1 A:** Dad isn't going on the slide with us, is he?
 - B: No, I don't think he is. He hates crowded places.
 - - B: I don't know, I've never been here before.
 - 3 A: I really enjoyed our weekend trip to London.
 - A: Yes, I did! It was really fascinating.
 - 4 A: OK, the taxi is here.
 - A: Yes, I have them in my pocket.
- 6 SPEAK Role-play the dialogue. Then change roles and do the task again.

Uczeń A Proponujesz koledze/koleżance wspólne wyjście na wystawę w muzeum nauki. W trakcie rozmowy porusz następujące kwestie:

- jaki jest temat wystawy,
- gdzie się ona odbywa,
- jak tam dotrzecie,
- gdzie i kiedy kupicie bilety.

Uczeń B Kolega/Koleżanka proponuje Ci wyjście na wystawę w muzeum nauki. W trakcie rozmowy dopytaj go/ją o trzy różne informacje, używając question tags.

FAST FINISHERS

What would you rather do next weekend see a light show or go to a science exhibition? Explain your choice.

An article about two young scientists



SPEAK Which discoveries and inventions do you think have changed the world the most? Choose from the box or use your own ideas.

electricity painkillers paper penicillin the car the Internet the radio the telephone the wheel vaccines

- 2 \(\bigcap_{\text{2.06}} \) Look at the photos and the title of the text on page 61. Which words from exercise 1 do you think will appear in the text? Read the text and check your answers.
- Read the WATCH OUT | SKILLS box. Then read the text again and answer the questions.
 - 1 The text is probably from
 - a a popular science website.
 - **b** an online science textbook.
 - 2 The text is probably for
 - a researchers at university.
 - **b** people who are interested in science.
 - 3 What does the writer want to do?
 - a Instruct people how to make an invention.
 - **b** Inform scientists about new research and inventions.
 - c Encourage young people to invent things.
 - **d** Advise people how to be successful inventors.

WATCH OUT | SKILLS

Określanie kontekstu tekstu

Aby określić kontekst tekstu, zastanów się, skąd może on pochodzić, oraz dla kogo i w jakim celu został napisany.

- Read the text again and complete the sentences.
 - 1 It takes 20–30 seconds to charge your mobile with Eesha's device.
 - 2 You can use the supercapacitor to charge
 - 3 Eesha designed when she was a student.
 - 4 Vaccines are important because
 - 5 As a baby, Anurudh didn't get his vaccines because
 - 6 The title of the article 'Science making a difference' means that science helped
- **KEY WORDS** Complete the definitions with the correct forms of the highlighted words and phrases from the text.
 - 1 If something *runs out*, there isn't any more of it left.
 - 2 When a machine ______, it produces electricity.
 - 3 When someone _____ a solution to a problem, he or she solves it.
 - 4 You _____ a phone when you plug it in and put electricity into it.
 - 5 When someone or something changes position, it's called
 - 6 When wheels _____, they go round in a circle.

- **6 KEY WORDS M** Complete the sentences with the correct forms of the words and phrases from exercise 5.
 - 1 I think the best way to generate power is solar energy.
 - 2 Scientists how to create a vaccine for COVID-19 very quickly.
 - 3 You can't use this camera the battery _____. You should plug it in to
 - 4 The _____ of water can produce electricity.
 - 5 When you press this button, the wheels start to
- **SPEAK** Imagine you are judges in a competition for young scientists. Who do you think should win - Eesha or Anurudh? Give reasons. Think about how helpful each invention is for your community and for the whole world.

FAST FINISHERS

Create a science and technology word snake. The last letter of one word is the first of the next one. Write as many words as you can.

SCIENC**E**NGINEE**R**

Choose one of the everyday objects below. Find out who invented it and what the reason behind the invention was. Would you like someone to improve this invention? How? Tell the class.

- ballpoint pen
- microwave oven
- correction fluid (e.g. Tipp-Ex)
 safety pin

• velcro

bubble wrap



SCIENCE MAKING A DIFFERENCE

Could you invent something that makes the world a better place? These two young people did that, and you could too! Find out what inspired them and 5 how they did it.

Has your phone battery ever **run out** just when you needed to use it? Well, that could soon be a thing of the past! Eesha Khare, a young American engineer, has invented a device that could **charge** a phone in just 20–30 seconds! Not only that, but you'd have battery power for far longer. It's called a 'supercapacitor', and it could be used for any electronic device, even cars. For her device,

Eesha used materials that she had designed at the University of California. Eesha has always loved chemistry, so it's no surprise she wanted to improve technology using it. Eesha's device isn't just good news for tech-loving teenagers.

It could help millions of people in countries where not everyone has electricity at home – not just to charge phones, but perhaps fridges, cookers and lights too. Eesha won a \$50,000 science prize for her invention.





Anurudh Ganesan created a simple, safe way to transport vaccines to remote health clinics. Vaccines protect people from diseases and save millions of lives every year. In some countries, health workers have to take

vaccines long distances by bike or even on foot in containers with ice. If the vaccines get too warm, they don't work.

Anurudh lives in the USA, but he was born in India. When he was a baby, his grandparents

took him to a health clinic. When they arrived, however, they found the vaccines there had all been damaged by the heat. The ice that kept the vaccinations cool had melted before the health worker reached the clinic. It was

⁴⁰ a common problem.

When Anurudh was fifteen, he wanted to **work out** a solution. He designed a trailer with a fridge on it – the Vaxxwagon. It uses **movement** instead of electricity to keep the

fridge cool. When someone pulls the trailer, the wheels **turn** and **generate power**.

His invention has already won an international science prize, and now Anurudh's dream is to create better health care all over the world.

50 So, what are you waiting for? Your invention could be the next big thing!

GLOSSARY

container - pojemnik
supercapacitor - superkondensator
trailer - przyczepa

Using electronic equipment

SPEAK Answer the questions.



- 1 How often do you upload photos and videos to social media?
- 2 Do you own a digital camera or video camera, or do you use your smartphone to take photos and record videos?
- **3** What do you do with your smartphones, tablets, chargers, etc. when they get old or broken?
- **2** Look at the pictures, read the brochure and choose the best title.
 - a How to delete files from your device
 - **b** Ways of recycling e-waste
 - c A guide to recycling small electronics

Every device with a battery and a **power switch**, such as mobile phones, tablets, MP3 players or digital cameras, is an example of small electronics. When you no longer need your device, you should donate it to someone who can still use it or take it to a recycling point.

What is e-waste?

E-waste refers to all electronic equipment and gadgets that are at the end of their useful life. You can recycle almost 100% of e-waste.

What to do before recycling or donating

- Back up your data. Transfer your files to a hard drive or the cloud. Save them there for later, to put on your new device.
- Remove all **storage devices**. Make sure that no memory cards, SIM cards or USB flash drives are attached.
- Go to 'Settings' on your device to disconnect your social media and email accounts.
- Before getting rid of your equipment, delete all data and reset the system.





3 A 2.07 **KEY WORDS** Choose the correct options. Listen and check.

Mia That's a great new laptop you have, Dean! You aren't planning to throw away the old one, are you?

Dean Yes, in fact I am. Why?

Well, we should 'recycle / disconnect all old electronics. Mia Take it to a recycling point, or an electronics shop.

Dean No way! I've got too much personal 2data / equipment on there - I don't want anyone to access it.

Of course not! You have to ³ delete / back up all the files and photos first. You can do it by 4 transferring / resetting the whole system. Make sure you ⁵ back up / recycle your data first to 6 the cloud / a SIM card or a 7 power switch / USB flash drive.

Dean You know a lot about all that, don't you, Mia?

Mia That's because I did all these things with my mobile last month. But I made a mistake and I forgot to 8 delete / disconnect my Facebook account and then I had some problems later on.

4 Translate into English.

Hi, Olga,

Peter

Mia

You've recently told me you read a brochure 'about recycling' e-waste (o recyklingu elektrośmieci). I've got an old tablet which I no longer use, and I'd like to donate it to my local library. I've already 2 🙎 (przeniosłem swoje pliki) _____(zapisałem wszystkie dane and 3 w chmurze). 4 (Skasowałem też) all my passwords and ⁵ (odłączyłem wszystkie nośniki danych). Is there anything else I need to do, or can 1 ⁶ (zresetować system) now? Let me know,

Send

SPEAK Look at pictures 1 and 2 in exercise 2 and do the task below. Then change roles and do the task again.

Your class is organising a campaign in your school. The goal is to inform students about recycling e-waste. You are now choosing a photo to use in your campaign. In your opinion, which of the photos is better? Why?

SECTION SHERS

Make a list of all the small electronics that you own. Note down how old they are, what condition they are in and when they will need replacement.

Find information about recycling points available in your neighbourhood. Find out when they are open and what devices you can bring. Tell the class.

A talk about an innovative product

- SPEAK Have you ever spent a lot of money on an expensive gadget that later you did not use? If so, what was it? If not, what advice could you give your friends to avoid such a situation?
- Look at the photo below. What do you think this gadget is? Read the review and check.

Play your music with this innovative high-quality wireless speaker. It's attractive because it's also a lamp that changes colour when you touch it, with six different colours to choose from. It's a useful, well-made and easy-touse gadget, and at around \$20 it's not expensive. It's practical and reliable.



TechRachel (****)

To Favourites



SPEAK Check you understand the highlighted adjectives from the review. Then use them to describe gadgets that you own or would like to own.

My new school backpack is very well-made.

The new iPhone is very innovative.

KEY WORDS A Look at the highlighted negative adjectives below and find their opposites in the review. Which negative adjectives use negative prefixes or suffixes? How do you form the other ones?

> badly-made • hard-to-use • impractical inexpensive * low-quality * unattractive unreliable • useless

practical - impractical (negative prefix)

- 2.08 Look at the photo in exercise 6 and answer the questions. Then listen to a talk about the product and check.
 - 1 What do you think the product is?
 - 2 What do you think the packaging is made from?
 - 3 Do you think it harms the environment?
 - 4 Which words could you use to describe this product?

6 Read the WATCH OUT | SKILLS box. Then look at the poster and decide what information you need in each gap.

DID YOU KNOW?

- We recycle less than ¹(number) percent of plastic bottles.
- Between five and ² tonnes of plastic bottles end up in the sea every year.



THE SOLUTION: OOHO!

What is it?

A small round 3 with a 'skin' that you can eat.

Are Oohos environmentally friendly?

Yes! That's because they don't 4

Is the product available in shops yet?

>> No. The inventors have tested it, but you can't anywhere yet.

If you'd like to see how Oohos work, you can uploaded by the inventors.

WATCH OUT | SKILLS

Znajdowanie w nagraniu brakujących informacji

Przed wysłuchaniem nagrania przeczytaj treść zadania, aby zorientować się, jakich informacji brakuje w lukach, np. liczb, dat, rzeczowników, przymiotników itd. Gdy słuchasz nagrania, skoncentruj się na brakujących elementach.

- 7 A 2.08 S E Listen to the talk again and complete the poster in exercise 6 with up to three words in each gap.
- 8 SPEAK Answer the questions.
 - 1 Would you buy an Ooho? Why/Why not?
 - **2** What other ways of avoiding the use of plastic bottles do you know?



FAST FINISHERS

Imagine your school is organising a charity event to celebrate Earth Day. Make a list of five things from your bedroom that you would like to donate to an online second-hand sale. Add short descriptions to advertise your items.

Defining relative clauses

- **SPEAK** Answer the questions.
 - 1 What does it take to become a scientist or an inventor?
 - 2 Do you know anyone who is interested in chemistry or physics and would like to become a scientist in the future? What is this person doing to achieve his/her goal?
- 2 Do you remember the talk about Oohos? Complete the sentences with information from the talk in the previous lesson.
 - a Skipping Rocks Lab is a company whose aim is to produce an alternative to plastic bottles.
 - b is the city where Skipping Rocks Lab is based.
 - c Ooho is a product which/that doesn't create
 - d People who/that have tried Ooho say
 - e The speaker hopes that there will be a day
- Look at the video still and study the grammar table. Complete the table with examples a-e from exercise 2.

Key Grammar

Zdania przydawkowe definiujące

Zdań przydawkowych definiujących (defining relative clauses) używamy, aby podać niezbędną informację dotyczącą osoby, rzeczy lub miejsca, o którym mówimy. Używamy w nich następujących zaimków względnych (relative pronouns):

- which lub that w odniesieniu do rzeczy, np. 1 c
- who lub that w odniesieniu do ludzi, np. ²
- where w odniesieniu do miejsc, np. ³
- whose w odniesieniu do posiadania, np. 4
- when w odniesieniu do czasu, np. ⁵

Zdanie przydawkowe definiujące zwykle następuje bezpośrednio po rzeczowniku, do którego się odnosi. Nie stawiamy przed nim przecinka.



Grammar Reference >> 70

- 4 Join the sentences using defining relative clauses. Make any necessary changes.
 - 1 Alexander Graham Bell is the man. He invented the telephone. Alexander Graham Bell is the man who invented the telephone.
 - 2 Tutelo Heights was a town in Canada. Bell started his experiments there.
 - 3 He used a magnet. It turned sound into electricity.
 - 4 The 10th March 1876 was the day. On that day, Bell made the first successful telephone call to his assistant, Thomas Watson.
 - 5 Watson heard the words. Bell spoke the words into the telephone.
 - 6 Bell is the man. His invention changed the way we communicate.
- Read the WATCH OUT box. Then cross out the relative pronoun in sentences 1-6 where possible.
 - 1 How much are the speakers which you told me about?
 - 2 I'd like to watch the video which has almost one million views.
 - 3 Can you remind me of the name of the man who invented
 - 4 Is this the girl that we met at the exhibition last week?
 - 5 I'd like you to meet the neighbour who I've told you about.
 - 6 This is the recycling point that recycles old car batteries.

WATCH OUT

Pominięcie zaimka względnego

Zaimki względne: who, which i that można pominać, gdy bezpośrednio po nich następuje rzeczownik lub zaimek osobowy, np.:

I have downloaded the files which/that you sent. = I have downloaded the files you sent.

I met the man who/that invented the device. nie można pominąć zaimka

- 6 Complete the sentences so that three are true and one is false for you.
 - 1 I'd like to work in a place where ...
 - 2 I'm looking forward to the day when ...
 - 3 I love reading books about teenagers who ...
 - 4 I've got a friend whose ...
- **SPEAK** Read your partner's sentences from exercise 6. Try to guess which of them is false.

FAST FINISHERS

Write sentences about your favourite things, e.g. a place where you relax, a film that you have watched many times, a dish which you enjoy eating, a friend who you like a lot etc. Use defining relative clauses.

#BRAINTEASER

A woman had two sons who were born on the same hour of the same day of the same year. But they were not twins. How could this be so?



Grammar and vocabulary practice



SPEAK Answer the questions.

- 1 How often do you back up your data (e.g. projects, photos) to the cloud, a hard drive or a USB flash drive?
- 2 Have you ever lost data that you had on your computer or phone? What happened?
- 2 .09 Complete the mini-dialogues using the words in brackets in the correct form and question tags. Listen and check. Then practise in pairs.
 - 1 A: You backed up the data, didn't you? (back up / data)B: Yes, I did. I uploaded all the data to the cloud.
 - 2 A: The teacher , (give / you / homework)
 - **B:** Well, unfortunately yes, he did. We need to do a group project.
 - 3 A: The speakers ______, ____? (not work)
 - **B:** No, they aren't. You need to turn them on.
 - 4 A: in the Old Town last night, (be / light show)
 - **B**: Yes, there was, and it was amazing! I just love light shows.

3 Choose the correct options.

- 1 I have no idea when Christopher Columbus *invented* / *discovered* America.
- 2 In order to turn off the device, just press the *battery / power* switch.
- **3** Oh no! I've just *removed / reset* the system in my laptop, and all my work is gone!
- **4** This is the hospital where doctors *discover / develop* new medications.
- 5 Make sure you *save / delete* the document before closing it.
- 4 Join the sentences using relative pronouns. If necessary, change the order of the sentences. Omit the relative pronoun if possible.
 - **1** The boy won the science competition last year. Ask him. *Ask the boy who won the science competition last year.*
 - 2 The teacher told us to do this project. Let's send an email to him.
 - 3 I watched the documentary. You had recommended it.
 - 4 I downloaded the film yesterday. We can watch it.
 - **5** This is my old camera. It takes the best photos.
 - 6 This tablet hasn't got the apps. I need these apps.

- 5 Translate into English. Write up to six words in each gap.
 - 1 When we arrived at the museum, the show had already finished (już się skończył).
 - 2 I talked to a man (który wynalazł) several electronic devices.
 - 3 My happiest moment was (kiedy wygrałem konkurs naukowy).
 - 4 | (już przeczytałem tę książkę) before the teacher told us to do so.
 - 5 We went to the restaurant (gdzie jedliśmy) a few times before.
 - **6** We were all amazed because we (nigdy nie widzieliśmy) such a great show before.
- 6 Complete the second sentence with up to six words so that it means the same as the first one. Use the word in capitals.
 - 1 It was our first visit to a science festival. **NFVFR**

We had never been to a science festival before.

- 2 First John did some research, and then he wrote the article. DONE Before John wrote the article,
- 3 Let's go to the lab in which we usually have chemistry. WHERE

 Let's go _____ we usually have chemistry.
- 4 All of the guests went home, and then Mark arrived. HAD When Mark arrived, all of the guests
- 5 We didn't prepare a presentation, so we couldn't take part in the science competition. BECAUSE

We couldn't take part in the science competition a presentation.

6 I read an article online. This man is the author of the article. **WHICH**

This is the author online.

7 SPEAK Answer the questions.

- 1 What do you usually do on your smartphone?
- 2 How does technology help you with schoolwork?

FAST FINISHERS

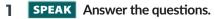
Write a list of ten interview questions for your favourite celebrity. Each question should end with an appropriate question tag.

You were born in Barbados, weren't you?

You love horses, don't you?

A blog post about a gadget





- 1 Have you got any family photo albums at home? If so, do you like looking at them?
- 2 Do you or your parents make photo prints from your holiday photos, or do you just save the digital copies?
- 2 Read the blog post ignoring the gaps. What kind of gadget does the author write about?
 - a a smartphone-sized photo printer
 - **b** an instant camera
 - ${f c}~$ a multi-device pocket charger
- Complete the sentences with the correct relative pronouns.
 Then put sentences a-d into gaps 1-3 in the text. There is one extra sentence.
 - **a** The device is a gift for people *who* like keeping memories.
 - b I can take it to placesit's difficult to usea big camera.





al

80% 13:15

MAYA'S LIFESTYLE BLOG

Hi, everyone!

Remember when I wrote about my super cool birthday gift? Well, I've had it for two weeks now, and I can give you a proper review.

As you know, I got a Quickpix 750 Mini. 1 It's very small and light. 2 For example, I sometimes take it to school or to parties. Thanks to the LED flash, I can take photos at night. The best bit is that the camera has got a built-in printer, so I can get prints of my photos right away! The only minus is that there is no charger – the device runs on four AA batteries. When you take a lot of pictures, the batteries run out pretty quickly.

Anyway, the camera is attractive and well-made. It comes in different colours, so you can get it in blue, pink or yellow! ³ If you're one of them – try it out!

Comment



 \circ











4 Study the Key Phrases box. Then read the blog post again. Which Key Phrases did the author use in her post?

Key Phrases

A blog post about a gadget

Starting a blog post

Hi, everyone!

Did you read my previous post? Remember when I wrote about ...?

Describing a device

Origin

I got/bought this gadget (last week).

I've had it for ...

It's the ... I've dreamt of.

I got something that I'd wanted for a long time.

Description and parts

Thanks to ..., I/you can ... T It's got a built-in ... T

The best bit is that ...
The only minus is that ...

Qualities

The ... is practical and well-made.

It comes in different colours.

It's light/rather heavy/quite big.

Making a recommendation

This gadget is great for teenagers/children. I can recommend it to anyone who ...

You should get it if you need ...

Try it out!

5 Read the task and Bart's blog post below. Which points in the instructions did he skip?

Niedawno dostałeś/dostałaś w prezencie urządzenie, o którym od dawna marzyłeś/ marzyłaś. Podziel się swoimi wrażeniami na blogu.

- Napisz, z jakiej okazji dostałeś/dostałaś prezent.
- Opisz krótko, jak działa urządzenie.
- Wymień co najmniej jedną wadę urządzenia.
- Napisz, komu polecasz ten gadżet.

n

Q

i! Bart the Gadgeteer again! Upon It is a previous post about the Sharkey waterproof speaker? I'd wanted my parents to buy me one for months. And here's what I think about it.

It's a Bluetooth speaker which you can connect to your smartphone. That means it's a device which you can carry with you everywhere. When you charge the battery to the full, it runs for three days. It's also very important for me that the speaker is waterproof, so I can use it by the pool.

Do I recommend it? Sure!

Talk to you soon!



6 Translate into English. Then decide where in Bart's blog post the sentences should go.

- 1 Urządzenie jest dobre dla wszystkich, którzy słuchają muzyki na dworze.
- 2 Dostałem go jako prezent na zakończenie szkoły.
- 3 Chociaż głośnik jest mały i lekki, dźwięk jest wysokiej jakości.
- 4 Niestety, głośnik jest dość drogi.

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

Właśnie kupiłeś sobie wymarzony gadżet elektroniczny. Podziel się swoimi wrażeniami na **blogu**.

- Poinformuj, co to jest za urządzenie.
- Napisz, dlaczego tak bardzo chciałeś/chciałaś je mieć.
- Opisz, jak działa i jakie są jego cechy.
- Poleć gadżet swoim czytelnikom.

Długość tekstu powinna wynosić od 100 do 150 słów. Hi, everyone! Guess what I've just bought!

WRITING PLANNER



THINK

- Zdecyduj, o jakim prawdziwym lub fikcyjnym urządzeniu napiszesz (np.: uciekający budzik, ładowarka bezprzewodowa, latająca deskorolka).
- Zastanów się, co potrafi i jakie cechy ma Twoje urządzenie (np.: czy jest poręczne, przydatne, nowoczesne, jaką ma cenę). Pomyśl, jakie może mieć wady (np.: ciężkie, głośne, dostępne tylko w dwóch kolorach).
- Zdecyduj, komu możesz polecić ten gadżet (np.: uczniom istudentom, miłośnikom nowoczesnych urządzeń).

PRFPARE

- Przy każdym podpunkcie z ćwiczenia 7. wynotuj zwroty z ramki Key Phrases i inne wyrażenia, których użyjesz, by go rozwinać.
- Zaplanuj układ swojego tekstu. Wykorzystaj jako wzór wpis z ćwiczenia 2.

WRITE

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

CHECK

Sprawdź swój tekst i odpowiedz sobie na pytania:

- Czy rozwinąłeś/rozwinęłaś wypowiedź we wszystkich czterech podpunktach polecenia?
- Czy długość tekstu wynosi 100-150 słów?
- Czy tekst jest poprawny językowo?

Imagine you could get any gadget you want for your next birthday. What would it be? Why? Choose from the gadgets below or use your own ideas.

- a self-cleaning water bottle
- a self-balancing one-wheel electric scooter
- a drone quadcopter with return-to-home function







VOCABULARY

- 1 Match the verbs from box A to the nouns from box B to make phrases. Use the correct forms of the phrases to complete the sentences.
- A back up charge do invent make work out

B a device a discovery a solution research the battery your data

- **1** Doctors should *do research* into the causes of cancer, not just into the ways of treatment.
- 2 A professor from my university which could change the world of medicine.
- 3 People expect world leaders to to the global health crisis.
- 4 How come nobody has yet which could do homework for students?
- 5 It's safe to ______ to the cloud every couple of days.
- 6 How long does it take you to in your smartphone?
- 2 Move around the adjectives in bold to make the sentences correct.
 - 1 These are digital wireless headphones all you need is a Bluetooth connection.
 - **2** People no longer need **practical** cameras, because they can take high-quality photos with their smartphones.
 - **3** This computer is reliable! It's old, and I can't do anything with it!
 - 4 This car is not very useless for a family of four it's too small.
 - 5 This new gadget looks very wireless.
 - **6** You need attractive equipment to make good measurements.

GRAMMAR

- Complete the sentences with the correct past simple or past perfect forms of the verbs in brackets.
 - 1 | *took* (take) the chemistry test again because | *had failed* (fail) the previous attempt.
 - 2 Oh no! I (close) the document, but I (not save) it first.
 - 3 Benjamin (be) sad because he (not make) any friends at school vet.
 - 4 (you / be) surprised that our physics teacher (design) such a machine?
 - 5 By the time I (wake up), everyone (leave) the house.
 - 6 When the screen _____ (go) black, I _____ (realise) that I ____ (press) the wrong button.
 - 7 They (cut off) electricity because we (not pay) the bill.

- 4 Join the sentences using relative pronouns. Then tick the sentences in which the relative pronoun can be omitted.
 - 1 I'm going to ask my sister's friend. Her dad is a biologist.I'm going to ask my sister's friend whose dad is
 - I'm going to ask my sister's friend whose dad is a biologist.
 - 2 I've read about an interesting invention. It could make the environment cleaner.
 - 3 I have an old mobile phone. My mum used to use it.
 - 4 Iga Świątek is a sportsperson. I really admire her.
 - **5** Do you remember the name of the actor? He played Einstein.
 - **6** Let's go to the library in the city centre. I found this book there.
- USE OF ENGLISH 1 2 3 4 5 6 7 8
- 5 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to five words in each gap.
 - 1 While we were doing an experiment (do / experiment) in the chemistry lab, suddenly there was a loud explosion.
 - 2 Today in our IT class we (learn / back up) our data to the cloud.
 - 3 _____ (you / have / lunch) at school yesterday?
 - 4 There _____ (be / few / prize) to offer one to each participant.
 - 5 By the time I told her not to do anything, she (reset / all / settings).
 - 6 _____ (you / finish / do) your homework yet?
- 6 Translate into English. Write up to five words in each gap.
 - **1** Have you ever heard (Czy kiedykolwiek słyszałeś) of Oohos?
 - 2 (Po zaprojektowaniu urządzenia), the engineers tested it in the UK.
 - 3 The new version of the app (jest bardziej praktyczna od) the old one.
 - 4 I (wolę kupować wysokiej jakości) electronics, even though they are expensive.
 - 5 After the computer ______ (przestał działać), I took it to a recycling point.
 - 6 (Czy naukowcy kiedyś pomyśleli) how to improve the gadget?



LISTENING

1 2.10 Size Listen to a dialogue and complete the form.



SPEAK Read the quote and explain what it means. Do you agree or disagree with it? Use the words in the word cloud.

To invent, you need a good imagination and a pile of junk.

Thomas A. Edison (American inventor, 1847–1931)

experiment

develop continuous digital develop continuous digital de covery discovery discovery discovery discovery discovery discovery discovery develop continuous digital develop continuous dev well-made

SPEAKING

Look at the photos and do the task.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3. Wybierasz się na warsztaty w ramach festiwalu nauki organizowanego w Twoim mieście. Zdecyduj, na które warsztaty przedstawione na zdjęciach chcesz się zapisać.

- Powiedz, które warsztaty interesują Cię najbardziej i uzasadnij dlaczego.
- Wyjaśnij, dlaczego odrzucasz dwie pozostałe propozycje.







4.2 Past perfect

Czas past perfect opisuje wydarzenia, które miały miejsce przed innymi wydarzeniami z przeszłości. Użycie czasu past perfect pozwala ustalić, która spośród kilku czynności została wykonana jako pierwsza, np.

I couldn't phone you because the battery on my phone had run out. (Nie mogłem do Ciebie zadzwonić, bo wyczerpała mi się bateria

To dlatego czas past perfect występuje zawsze w towarzystwie czasu past simple.

Odmiana czasowników w czasie past perfect

Zdania w czasie past perfect tworzymy wg następującego wzoru: had (= 'd) + past participle (imiesłów bierny). Imiesłów bierny czasowników regularnych tworzymy tak samo jak formę past simple - poprzez dodanie do bezokolicznika końcówki -ed. Formy past participle czasowników nieregularnych znajdują się w trzeciej kolumnie tabeli na stronie 154. Książki ucznia.

| | • |
|--|---|
| Zdania twierdzące (affirmative) | Zdania przeczące (negative) |
| I/You/He/She/It/We/They had designed a few gadgets. | I/You/He/She/It/We/They hadn't used the new software. |
| Pytania ogólne (Yes/No questions) | Krótkie odpowiedzi (short answers) |
| Had I/you/he/she/it/we/ they studied that chemical reaction? | Yes, I/you/he/she/it/we/they had. No, I/you/he/she/it/we/they hadn't. |
| Pytania szczegółowe (Wh- questions) | Pytania o podmiot (subject questions) |
| Where had I/you/he/she/it/we/ they presented the discovery? | Who had done the research? |

Określenia czasu typowe dla past perfect

- before (zanim), np.
- My little sister shut down the laptop before I had saved my work. (Moja młodsza siostra wyłączyła laptopa zanim zapisałam swoją pracę.)
- after (po tym, jak; kiedy już), np.
 - After he'd invented the Braille printer, Shubham Banerjee started his own company. (Po tym, jak wynalazł swoją drukarkę braillowską, Shubham Banerjee założył własną firmę.)
- when (kiedy), np.
- I had just finished reading the article when Mum called me for dinner. (Właśnie skończyłem czytać artykuł, kiedy mama zawołała mnie na obiad.)
- by the time (zanim; do czasu, kiedy) + past simple, np. We had done three different experiments by the time the bell rang. (Wykonaliśmy trzy różne doświadczenia, zanim zadzwonił dzwonek.)
- until (aż do) + past simple, np. She hadn't had anything to eat until I made her a sandwich. (Nic nie jadła, dopóki nie zrobiłem jej kanapki.)

UWAGA!

Zastosowanie czasu past perfect może niekiedy całkowicie zmienić znaczenie wypowiedzi, np.:

She took her seat when the teacher entered the classroom. (= Zajęła swoje miejsce wtedy, kiedy do klasy wszedł nauczyciel.)

She had taken her seat when the teacher entered the classroom. (= Zdążyła zająć swoje miejsce, zanim nauczyciel wszedł do klasy.)

4.7 Defining relative clauses

Defining relative clauses (zdania przydawkowe definiujące) zawierają informacje pomagające dokładniej określić, o kim lub o czym jest mowa w zdaniu głównym. Bez tych informacji zdanie nie miałoby sensu, np. This is the girl who created the app.

W języku polskim w zdaniach przydawkowych używamy zaimków: który, która i które. W zależności od tego, do czego odnosi się zdanie przydawkowe, w języku angielskim stosujemy następujące zaimki:

- who/that > w odniesieniu do osób, np.
 - Do you know anyone who/that could help me choose a reliable PC? (Czy znasz kogoś, kto mógłby mi pomóc wybrać niezawodny komputer stacjonarny?)
- which/that wo odniesieniu do zwierzat, roślin, przedmiotów i pojęć abstrakcyjnych, np.
 - Don't forget to print the document which/that is attached to the message. (Nie zapomnij wydrukować dokumentu, który jest dołączony do wiadomości.)
- whose pdy określamy przynależność, np.
 - My mum has a friend whose son is a computer programmer. (Moja mama ma koleżankę, której syn jest programistą komputerowym.)
- where pdy określamy miejsce, np.
 - The recycling point is the place where the residents leave their e-waste. (Punkt recyklingu to miejsce, w którym mieszkańcy zostawiają swoje elektrośmieci.)
- when p gdy określamy czas, np.

Do you remember the day when we bought our first gaming laptop? (Czy pamiętasz dzień, w którym kupiliśmy nasz pierwszy laptop gamingowy?)

UWAGA!

Zdania przydawkowego definiującego nie oddzielamy przecinkiem od zdania głównego, np.

This isn't the SIM card, which/that I use every day.

UWAGA!

Jeżeli bezpośrednio po zaimku względnym who/that lub which/that występuje rzeczownik (np. the woman) lub zaimek osobowy (np. she), to zaimek względny możemy całkowicie pominąć, np.:

The computer technician (who/that) my mum called was on holiday. (mum = rzeczownik)

The wireless speaker (which/that) they recommended is very easy to use. (they = zaimek osobowy)

I don't know anyone who/that uses this service. (uses = czasownik)

Do you have a cable which/that will work with my phone? (will work = czasownik)

Pozostałych zaimków względnych (whose, where oraz when) nie można pominać w żadnych okolicznościach.

- KEY WORDS

| VOCABULARY 1 | |
|--------------|--|
|--------------|--|

alternative (to sth) alternatywa (dla czegoś) /ɔ:l'tɜ:nətɪv/ come up with /_kλm 'λp wiθ/ wymyślić, opracować create /kri'eıt/ stworzyć design zaprojektować /di'zain/ develop /di'veləp/ opracować urządzenie device /di'vais/ discover /dıˈskʌvə/ odkryć discovery /di'skyvari/ odkrycie do experiments /,du: ık'sperimənts/ robić eksperymenty robić badania do research /,du: ri's3:tſ/ electricity /ıˌlekˈtrɪsəti/ elektryczność invent /in'vent/ wynaleźć invention /ın'venʃən/ wynalazek LED (light-emitting / el i: 'di: (laıt ı mıtın dioda emituiaca 'daiəʊd)/ diode) światło make a discovery /,meik ə di'skvvəri/ dokonać odkrycia make an invention / meik ən in'venfən/ dokonać wynalazku penicillin penicylina / penəˈsılın/ pollution /pəˈlu:fən/ zatrucie środowiska react to /riˈækt tə/ reagować na record /rıˈkɔ:d/ rejestrować reduce /rı'diu:s/ zredukować research /rɪˈsɜ:tʃ/ badać wymazać rub out /ˌrʌb ˈaʊt/ scientist /ˈsaɪəntɪst/ naukowiec wszechświat universe /'iurni vars/

MP3 24 GRAMMAR 1

inventor /ın'ventə/ wvnalazca kit /kit/ zestaw tool /turl/ narzędzie

SPEAKING

crowded /ˈkraʊdɪd/ zatłoczony light show pokaz świateł /ˈlaɪt ʃəʊ/ science exhibition /ˈsaiəns ˌeksiˌbiʃən/ wystawa naukowa

READING MP3 26

ballpoint pen długopis kulkowy / bo:lpoint 'pen/ bubble wrap folia bąbelkowa /ˈbʌbəl ræp/ /tʃa:dʒ/ ładować charge cooker /ˈkʊkə/ kuchenka correction fluid /kəˈrekʃən ˌflu:ıd/ korektor w płynie damage /ˈdæmɪdʒ/ uszkodzić choroba disease /dr'zi.z/ wytwarzać energię generate power /dzenəreit 'paʊə/ heat /hi·t/ upał, gorąco melt /melt/ roztopić się microwave oven / maikrə weiv 'ʌvən/ kuchenka mikrofalowa movement /'mu:vmənt/ podłączyć do prądu plug in / pl/a 'in/ Post-it notes karteczki samoprzylepne /'paʊstɪt naʊts/ press a button / pres a 'hytan/ wcisnąć guzik produce /prəˈdju:s/ wytwarzać ciągnąć llug /pʊl/ reach /ri:tʃ/ dotrzeć do remote /rı'məʊt/ odlegly researcher badacz /rɪˈsɜ:tʃə/ run out /ˌrʌn ˈaʊt/ wyczerpać się safety pin /'seifti pin/ agrafka solar energy energia słoneczna / səʊlər 'enədzi/ solve /snlv/ rozwiazać transport /træns'po:t/ transportować /t3:n/ obracać sie turn vaccine/vaccination /'væksi:n/ˌvæksı'neıʃən/ szczepionka velcro /'velkram/ rzep wheel koło /wi:I/ whistle gwizdek /ˈwɪsəl/

VOCABULARY 2 \(\cdot \) MP3 27

opracować

/,w3:k 'aʊt/

work out

mieć dostęp (do czegoś) access (sth) /'ækses/ attach /əˈtætſ/ przymocować back up zrobić kopię zapasową /,bæk 'np/ data

delete usunać /ˌdɪskəˈnekt/ disconnect odłączyć /ˌelekˈtrɒnɪks/ electronics sprzęt elektroniczny /ı'kwıpmənt/ equipment sprzęt e-waste /ˈiːˌweɪst/ elektrośmieci plik file /fail/ gadget /ˈgædʒɪt/ gadżet get rid of / aet 'rıd əv/ pozbyć się hard drive /'ha:d draiv/ dysk twardy memory card karta pamięci /'meməri ka:d/ password /ˈpaːsˌwɜːd/ hasło power switch /ˈpaʊə switʃ/ recycle /ri:ˈsaɪkəl/ recycling point /ri:ˈsaɪklɪŋ pɔɪnt/ /ˌri:ˈset/ reset save /seiv/ zapisać settings /'setinz/ ustawienia SIM card /ˈsɪm ˌka:d/ karta SIM storage device /'sto:ridz di,vais/

the cloud /ðə ˈklaʊd/ transfer /træns'f3:/ upload photos /np ləʊd 'fəʊtəʊz/ USB flash drive /,ju: es ˌbi: ˈflæʃ draɪv/ przycisk zasilania poddać recyklingowi punkt zbiórki odpadów do recyklingu zresetować nośnik danych chmura, dysk w chmurze przenieść wstawiać zdiecia pamięć USB, pendrive

LISTENING MP3 28

attractive /əˈtræktɪv/ atrakcyjny badly-made /ˌbædli 'meɪd/ słabo wykonany easy-to-use prosty w obsłudze /ˌi:zi tə 'ju:z/ skończyć (np. gdzieś) end up / end 'Ap/ environmentally-/ın vaırən mentəli 'frendli/ przyjazny dla środowiska friendly hard-to-use /ˌhaːd tə ˈjuːz/ trudny w obsłudze /ha:m/ szkodzić wysokiej jakości /ˌhaɪ ˈkwɒləti/ niepraktyczny /ım'præktıkəl/ / inik'spensiv/

harm high-quality impractical inexpensive niedrogi innovative /'inaveitiv/ innowacviny low-quality niskiej jakości /itelawal vel / packaging /'nækıdzın/ onakowanie practical /'præktikəl/ praktyczny reliable /rıˈlaɪəbəl/ niezawodny, solidny speaker /'spi:kə/ głośnik unattractive /ˌʌnəˈtræktɪv/ nieatrakcyjny unreliable / nri'laiəbəl/ zawodny useful /ˈjuːsfəl/ przydatny, użyteczny /'iu:sləs/ useless nieprzydatny, bezużyteczny well-made / wel 'meid/ dobrze wykonany wireless /'waiələs/ bezprzewodowy

WRITING

built-in /ˌbɪlt ˈɪn/ wbudowany podłączyć connect /kəˈnekt/ flash /flæʃ/ flesz instant camera aparat drukujący / instant 'kæmara/ zdiecia /ˌrait əˈwei/ natychmiast right away /rʌn/ działać run self-balancing /ˌself 'bælənsıŋ/ samorównoważący się self-cleaning /,self 'kli:nın/ samoczyszczący try out / trai 'aʊt/ wypróbować waterproof /ˈwɔ:tə pru:f/ wodoodporny

Synonimy i antonimy

Synonimy to wyrazy o takim samym lub bardzo zbliżonym znaczeniu, a antonimy - wyrazy o przeciwnym znaczeniu. Ucząc się nowego słowa, spróbuj przypomnieć sobie lub znaleźć w słowniku jego synonim i/lub antonim, np.: useful = helpful ≠ useless.





SPEAK Look at the photo and answer the questions.



- What are the people waiting for?
- How do you think the people are feeling?
- How can you spend the time if you're waiting in a traffic jam?
- 2 SPEAK Read the comments. Which one would you give a 'like' to? Why?



OMG! Why are all these people there? 😮



Brunox

People used to queue like this at borders. Can you imagine?



Diana_Dee Really? In Europe?



LittlePrincess

I'd rather stay at home than travel like this – honestly!



Krzysiek_Kowal

Couldn't they just take a plane? ていん

Comment



Transport

SPEAK Complete the table with the means of transport from the box. How do people get around where you live?

boat bus canoe coach plane scooter train tram underground

| Travel by land (road/rail) | Travel by air | Travel by water |
|-------------------------------|---------------|-----------------|
| bus, | | |

KEY WORDS Read the titles of the texts and look at the photos. Add the means of transport in the titles to the table in exercise 1.

HOT-AIR BALLOONS

Travel is all about getting out of your comfort zone, so how about taking a trip in a hot-air balloon? You can fly over these beautiful rocks in the region of ¹ Cappadocia, Turkey. The views are incredible!



RAZZLE DAZZLE FERRY

Sail to your destination across the River Mersey on this pop-art ferry. If you buy a return ticket and set off in the morning, you'll have time to explore the Wirral Transport Museum on the other side before you come back to 2 in the afternoon.



The return fare is £3.70.

RICKSHAW

While you're in 3 hire a rickshaw to get around, and take a tour of the top tourist sites. There are no traffic jams on Sunday mornings, when the centre is closed to motor vehicles.



CABLE CAR

If you aren't afraid of heights, you can travel all over the city of by cable car. Mi Teleférico is the largest cable car system in the world, with twenty stations and six lines, like a 'metro' in the sky! It's also very cheap -



a single ticket costs just 3 bolivianos (33 pence) per ride. Cars depart every twelve seconds.

2.11 Read the texts in exercise 2 and complete gaps 1-4 with the place names from the box. Then listen and check. Can you answer the bonus question?

> Cappadocia, Turkey La Paz, Bolivia Liverpool, England Mexico City, Mexico

- Complete the sentences with some of the highlighted words from the text.
 - 1 You can buy a return ticket if you like, but the fare will be the same as two single tickets.
 - 2 Due to road works, the city centre is closed to all motor
 - 3 In order to avoid the morning traffic, we decided to ______ around noon.
 - 4 If you want to get to the other side of the river, the best way is to on a ferry.
 - 5 _____ my city is easy thanks to its huge metro system.
 - 6 Let's _____ a car at the airport it may be expensive, but we'll be independent and can go wherever we want.
- SPEAK Describe the video still and answer the questions.



- 1 What means of transport can you see in the photo?
- 2 How would you feel in this place?
- **3** What is your favourite means of transport?

FAST FINISHERS

Recall your last family holiday or school trip and complete the table.

| Destination | |
|-----------------------|--|
| Fellow travellers | |
| Length of holiday | |
| Means of transport | |
| Distance | |
| Tourist sites visited | |
| Local food tried | |

Future forms

- SPEAK When do you usually pack for a holiday far in advance or last minute? Have you ever forgotten to pack anything important?
- 2 \bigcirc 2.12 Look at the postcards and read the dialogue. Where do you think Pola and Suzie are going? Listen and check.



- Just imagine a week-long May weekend by the pool! Have you packed yet?
- Suzie No, not yet. 11'm going to pack tomorrow afternoon. And you?
- Pola Almost. We don't need many things, mind you just a few T-shirts, some shorts, flip-flops and a swimsuit. I've checked the forecast. 2 It's going to be very hot at the south coast the entire week.
- Suzie Perfect! 3 What time are we leaving on Saturday?
- ⁴The plane takes off at eleven, so we need to leave Pola home at 8:30.
- Suzie ⁵ How are we going to get to the airport?
- Pola 61'll call Bartek and ask him to give us a lift.
- Suzie Good idea. ⁷Oh, we'll definitely have a great time!
- Look at the video still and study the grammar table. Complete the table with the missing examples 1-7 from the dialogue in exercise 2.

Key Grammar

Formy czasu przyszłego

Do opisywania przyszłości służa czasy: present continuous i present simple oraz konstrukcje: will + bezokolicznik i going to + bezokolicznik.

Plany i intencje

- a will + bezokolicznik: spontaniczne decyzje podejmowane w momencie mówienia, np. 6
- b going to + bezokolicznik: zamierzenia i plany na przyszłość,
- c czas present continuous: czynności szczegółowo zaplanowane na niedaleką przyszłość, np. Z
- **d** czas *present simple*: harmonogramy lub rozkłady, np.

Przewidywania

- e will + bezokolicznik: przewidywania i prywatne opinie lub nadzieje dotyczące przyszłości, np.
- f going to + bezokolicznik: przewidywania dotyczące niedalekiej przyszłości, na które wskazują obecne okoliczności lub wyraźne oznaki, np. *Z*

- Complete the mini-dialogues with the correct future forms of the verbs in brackets.
 - 1 A: What do you think the future holds for you?
 - B: I'm not sure. I'll probably go (probably / go) to university. What about you?
 - 2 A: We (go) to the cinema tonight. The film (start) at seven. Do you want to come with us?
 - B: I don't know yet. I (let) you know within an hour.
 - **3** A: Do you have a lot of homework for tonight?
 - B: I'm afraid so. I (stay up) late to finish everything.
 - 4 A: Oh my gosh ... Look at the sky! (rain) any minute.
 - B: You're right! I (go) upstairs and close the window.
- Complete the sentences with the correct forms of the words in brackets. Use future forms.
 - 1 Oh, no! A traffic jam! We're going to be late (be / late)!
 - 2 Remember that we (go) to Ben's birthday party tonight.
 - 3 Hurry up! The lecture
- (begin / 30 minutes).
- 4 The cable car is free of charge today, so it (be / busy) than usual.
- 5 You haven't studied enough, so you probably (not pass / exam).
- 6 What time (train to Munich / depart)?
- **SPEAK** Talk about your plans for: 1) tonight, 2) this weekend, 3) this summer, 4) next year. Use correct future forms.

FAST FINISHERS

Look at the conversation in exercise 2 again. Make a similar dialogue between two people who are going on a skiing trip to Zakopane by train. Use several different future forms.



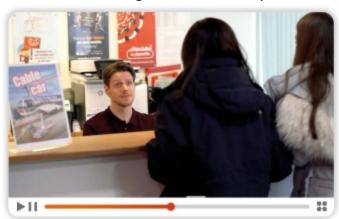
Buying tickets

SPEAK Read the caption under the photo. Have you ever travelled by cable car? If so, was it in the city or in the mountains? If not, would you like to?



The Emirates Air Line - a cable car link across the River Thames in London.

2.13 SPEAK Describe the video still. Then listen to the dialogue and answer the questions.



- 1 Why doesn't Kate buy return tickets?
- 2 Why do you think the ticket agent asks the girls about their age?
- 3 In your opinion, what are the advantages of making this journey by cable car?
- 2.13 Study the Key Phrases box. Then complete the dialogue with the missing questions. Listen again and check.

Ticket agent ¹Can I help you?

Kate Yes, I'd like tickets for the cable car, please.

Ticket agent Are you travelling now?

Yes. 2 Kate

Ticket agent About ten minutes.

Two singles, please - we'll be coming back Kate

on the Tube.

Ticket agent OK. Are you over fifteen? Yes - we're both sixteen. Kate

Ticket agent It's £4.50 single, so that'll be £9.00.

£9.00? Kate

Ticket agent Yes. 5

Kate I'll pay cash, please.

Key Phrases

Buying tickets

Ticket agent

Can I help you?

Are you travelling now?

Single or return?

Are you over (fifteen)?

It's valid for twenty-four hours.

The tickets are cheaper when you buy them online/

book them in advance.

Cars run/depart every (thirty seconds).

Are you paying (in) cash or (by) card?

I'm sorry, we only accept (cash).

There is a cash machine (over there).

Customer

I'd like tickets for the (cable car), please.

Can I have a one-day pass/a single ticket to ...?

How much does a travel card/return ticket/tram pass cost?

How much is it?

Is there a discount for students?

How long does it take?

How long is the ride?

How often do the (cable cars) depart/run?

I'll pay (in) cash/by card.

Can I pay by card, please?

- Look at the Key Phrases again and complete the mini-dialogues with the missing questions.
 - 1 A: Can I pay by card, please?
 - B: I'm sorry, we only accept cash.
 - 2 A: I'd like a single ticket, please.
 - B: It's £5.50.
 - **3** A: Yes, I'd like two single tickets for the ferry, please.

 - A: No, we're setting off in the afternoon.
 - - B: Well, not yet. In fact, my fifteenth birthday is tomorrow.
 - 5 A:
 - **B**: Trains depart every thirty minutes.
- 5 2.14 SPEAK Listen and check your answers to exercise 4. Then choose one dialogue and continue it in pairs.
- 6 SPEAK Read the instructions and do the speaking task. Student A, look at page 155. Student B, look at page 156.

FAST FINISHERS

Write a short message to your Australian friend explaining what type of ticket he/she should buy to travel around your area cheaply, and where he/she can buy it.

5.4 Reading

An interview with a world-schooled teen



1 travel by train / by bus / by ferry

- 2 t_____ a tour / a trip / a flight
- 3 g on a train / off a train / lost
- 4 g on foot / sightseeing / anywhere I want
- 5 t the underground / a bus / a taxi
- 6 s at a hotel / with a friend / at home

2 SPEAK Do the task below. Use the collocations from exercise 1.

Imagine you are allowed not to go to school for a year and to travel wherever you want instead. Make a list of places you would like to visit and means of transport you want to use. Compare your lists in groups of four.

3 Read the summary below. Then read the interview on page 77 quickly and correct the mistakes in the summary. What do you think of such an idea?

The interview is with a boy called Miro who stopped going to school last year and instead started homeschooling. It's a project in which teenagers don't go to school, but they are educated at home. Together with his friends, Miro has stayed at home and has been responsible for what he is studying.

4 1 2.15 Read the interview again and find:

- 1 two countries Miro has already visited *Guatemala*, ...
- 2 four countries he'd like to visit
- 3 four of Miro's hobbies and interests
- 4 Miro's favourite subjects
- 5 Read the interview and the comments again and answer the questions.
 - **1** Where did Miro use to live? *In Los Angeles*.
 - 2 How many countries has Miro visited so far?
 - 3 What is the biggest disadvantage of world-schooling?
 - 4 How does Miro define 'unschooling'?
 - **5** According to Miro, what are the keys to successful travelling?
 - **6** Whose comments under the interview are generally positive?

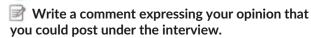
- 6 SPEAK KEY WORDS Complete the questions with the highlighted words and phrases from the interview. Use the definitions in brackets to help you find the correct words. Then answer the questions in pairs.
 - **1** Which region in your country has got a *vibrant culture*? (a culture that is lively and exciting)
 - 2 Which tourist sites in Poland have you visited? (extremely good)
 - **3** What are two ______ places for visitors in your area? (so good or important that everyone should see them)
 - 4 Where in your area can you meet _______ people? (having similar interests and opinions)
 - 5 Which two things do you enjoy doing in your ? (time when you can do what you want)
 - **6** Which activities that you engage in regularly give you a sense of _____? (feeling that you're a part of a group)
 - 7 When you travel, do you try to _____ or do you pack for every possibility? (take little luggage so that your bags are not too heavy)

7 SPEAK Answer the questions.



- 1 Which comment in the interview do you agree with the most? Why?
- 2 Why do people decide to take up world-schooling?
- **3** From your perspective, what are the advantages and disadvantages of world-schooling? Name at least two of each.

FAST FINISHERS



Search for stories of Polish children and teenagers who sailed around the world with their families instead of attending school. Tell the class about your findings. Share your opinion on the families' lifestyle.

Miro Siegel's Real World-Schooling Adventure

A few years ago, Miro Siegel and his mother set off from their home in Los Angeles and began traveling. Since then, Miro hasn't been to school – he is being educated through 'world-schooling'. Homeschooling Teen magazine asked Miro about his experiences.



⁵ How many countries have you visited? Which one(s) did you like best?

I've been to fourteen countries, and Guatemala and Peru are at the top. Guatemala for its colorful and vibrant culture, and Peru for its outstanding

10 archaeological sites.

What other countries are on your list of must-see places you want to visit?

Greece, Turkey, Japan and India.

What do you like best about traveling?

15 Definitely the freedom that comes with it. The world is full of places to explore, and I think it's foolish to stay in one place for the majority of your life.

Is there a negative side to being a world traveler?

The largest problem I can see is that there's

²⁰ a severe lack of **community** whilst traveling. I've yet to meet any other like-minded people my age during my five years on the road.

What do you like doing in your spare time?

I read, write, or play video games. We're currently

²⁵ living in a mountain town, and I enjoy hiking up the mountains.

How would you describe the concept of 'unschooling' and what it means to you?

Unschooling simply means I have the freedom to

30 do what I want. I'm in charge of my own education, so I can study what I want, when I want and how I want.

Do you have any favorite subjects?

Literature is certainly at the top, and I like mythology.

35 What have you learned from your adventures? I've learned that the world is a safe place, and that everything will work out in one way or another.

Where do you see yourself five years from now?

I honestly don't know. I haven't planned that far

ahead yet. Eventually, I want to become a writer, but I don't know how that's going to happen.

What would you recommend to other teens who might like to travel?

Don't be afraid, and pack light. Those are the two $^{45}\,$ keys to travel. Be open to new experiences, and step outside of your comfort zone.



3 comments



BlueSkyAnnie | 15 mins ago

Sounds fantastic! Life's a journey – if you don't travel, you won't know what you're missing! Where are you going next on your travels?



JoGo | 45 mins ago

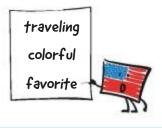
My parents have decided to take me and my sister on a trip to Asia. 😃 We're going to Thailand and Vietnam, and we aren't coming back until August. Our plane leaves on Monday – I can't wait!



GreG | 3 hrs ago

The idea of world-schooling sounds OK, but I wouldn't like to change places with Miro. To me, it looks like he's got no real friends. He mostly spends time with his mum ... It's nice when you don't need to go to school and you can travel the world instead, but I couldn't do it. My mates are more important to me, you know.





ŧ

Types of holiday • Holiday equipment

SPEAK Answer the questions.



1 What are your favourite holiday destinations? Use the words from the box or your own ideas.

countryside forest hills lakes mountains seaside theme park tropical beach

- 2 When you are packing, do you make a list of things to take or use a packing app? Why/Why not?
- 2 16 KEY WORDS Put the highlighted words into the correct categories. Listen and check.

all-inclusive holiday * backpacking holiday B&B • beach holiday • campsite • chalet city break * cruise * guest house * guidebook hiking * hostel * package holiday * sightseeing sleeping bag * sunbathing * sunscreen * tent torch * tour * trekking

Types of holidays: all-inclusive holiday, ...

Accommodation: Holiday activities: Holiday equipment:

- 3 \bigcirc 2.17 \bigcirc Which of the words from exercise 2 are compound nouns? Listen and repeat. Did you notice the stress pattern?
- **SPEAK** Answer the questions using the highlighted words from exercise 2.
 - 1 Which types of holidays are good for sunbathing? cruise, ...
 - 2 What do you need at a campsite?
 - 3 How do people spend their time during a backpacking
 - 4 What is usually the main activity during a city break?
- 2.18 Listen to a phone-in radio programme and match speakers a-c to statements 1-4. One of the speakers matches two statements.
 - a LeAnn
- **b** Stella
- c Greg
- 1 This person's accommodation is going to be elegant and comfortable.
- **2** This person isn't going to travel by air.
- **3** This person is going to need a sleeping bag.
- 4 This person is leaving the UK first.
- 6 1 2.18 Listen again and complete the summary with one word in each gap. Use the highlighted words and phrases from exercise 2.

The first listener is going on a 1 backpacking holiday, during which she is going to go 2

The second listener is going on a ³ around the Caribbean Islands in one week. She is going with her husband, and they are going to spend time on the ship.

The third listener is going to spend the next month at a 5 , sometimes in a ⁶ and sometimes in a 7

- 7 Pranslate into English.
 - 1 I don't like camping because I hate sleeping in a tent (spania w namiocie).
 - 2 8 (Wędrówki) i chodzenie po górach) aren't really my thing that's why I don't go on backpacking holidays.
 - 3 I don't feel like planning anything this year, na zorganizowane wczasy).
 - 4 Why don't you take the guidebook, and 🛮 (spakuję krem z filtrem).
 - 5 ////// (Zatrzymamy się w ślicznym pensjonacie) next to the beach.
 - 🏿 (Latarka i śpiwór to) must-haves if you're going camping.
- 8 SPEAK Student A, describe photo 1. Student B, describe photo 2. Then answer the questions. Use the adjectives from the box.

amazing boring expensive fascinating relaxing terrible tiring

- 1 What are the advantages and disadvantages of the types of holidays in the photos?
- 2 Which of these trips would you prefer? Why?





FAST FINISHERS

You have just found an offer of a perfect holiday, but you do not want to go alone. Write a note to your friend inviting him/her to join you. Use at least five words from this lesson.

Just a quick one to let you know that I've found a perfect holiday for us.

A conversation about an extreme cyclist

- 1 SPEAK Imagine you are going to take a trip around the world. Name at least one advantage and one disadvantage of choosing the following means of transport:
 - a bike a boat a car a plane
- 2.19 KEY WORDS Match the highlighted extreme adjectives to the regular adjectives with a similar meaning (a-j). You can use a dictionary to help you. Listen and check.

amazing ancient awful delicious delighted exhausted freezing huge tiny unforgettable

amazing - nice

I've just heard about a young woman called Vedangi Kulkarni who's going to cycle round the world. It's a ¹ big huge challenge. She'll be ² tired when she finishes, but I'm sure she'll have a/an ³nice time. It'll be a/an ⁴memorable trip – she's going to travel through fifteen countries across four continents. I bet she'll be ⁵happy if she succeeds!

- 4 Read the WATCH OUT box and answer the questions using extreme adverbs of degree and extreme adjectives. Do you know where these places are?
 - **1** Are the paellas in Valencia tasty? *Yes, they are. They're absolutely delicious!*
 - 2 Are the Giza pyramids old?
 - 3 Is Istanbul a big city?
 - 4 Is it cold in winter in Siberia?
 - **5** Is Monaco a small country?
 - 6 Is the Yucatán Peninsula a nice place to visit?

WATCH OUT Przysłówki stopnia (adverbs of degree)

Z przymiotnikami neutralnymi używamy przysłówków stopnia: *really, quite* i *very*, np.: *very* nice, *quite* happy. Z przymiotnikami mocnymi używamy takich przysłówków stopnia jak: *absolutely*, *completely*, *really* i *totally*, np.: *absolutely* unforgettable, *totally* delicious.

6 2.21 Listen again and choose the correct options in the Fact File.

FACT FILE



Vedangi Kulkarni

Occupation: Studies ¹ Sports Management / Economics at Bournemouth University.

Age: 2 17 / 19 years old

Country of origin: 3 the UK / India

Current objective: To cycle around the world in ⁴80 / 100 days and ⁵ film / write about her journey. **Previous trips include:** Cycling ⁶ from London to

Brighton / across the Himalayas.

- 7 2.21 Listen again and answer the questions.
 - 1 Why does Vedangi want to complete her trip in 100 days?

To beat the world record.

- 2 What is the current world record?
- 3 How many kilometres will Vedangi have to cycle every day?
- 4 How far is the trip in total?
- 5 Where will Vedangi's journey begin and end?
- **6** What does Derek mean by saying that cycling around the world is 'out of his comfort zone'?
- 8 SPEAK Say what you think of Vedangi's plans. Use extreme adjectives and appropriate adverbs of degree.

******* FAST FINISHERS

Give an example of: 1) a situation in which you felt absolutely awful, 2) a time when you were really exhausted, 3) an experience that was totally unforgettable.

Search the web for advice for long-distance bikers, including preparing your bike, proper clothes, equipment and tips for the journey. Share your findings with the class.

Modal verbs: present and past

SPEAK Answer the questions.

- 1 Do you ever cycle to school? Why/Why not?
- 2 Are there enough cycle paths where you live? If so, do you use them a lot? If not, would you like this to change?
- 2 2.22 Listen to Derek talking to his mum about Vedangi Kulkarni. Decide who says the following things, Derek or Mum. There is one extra sentence.

Vedangi Kulkarni:

- 1 can ride a bike very well. Mum
- 2 had to see a doctor and do some check-ups before the tour.
- 3 was able to complete the tour due to special assistance.
- 4 didn't have to compete with anyone.
- 5 mustn't ride without a helmet.
- 6 has to take some time off.
- 7 should write a book about her tour.
- 3 Look at the video still and study the grammar table.
 Then translate sentences 1–7 from exercise 2 into Polish.

Key Grammar

Czasowniki modalne w czasie teraźniejszym i przeszłym

Czasowniki modalne (modal verbs) pozwalają nam wyrazić prośbę, nakaz, zakaz i przyzwolenie.

Pytania i krótkie odpowiedzi z can, could, may, must i should: 'Can I open the window?' 'No, you can't.'

Pytania i krótkie odpowiedzi z be able to:

'Was Tommy able to swim at the age of five?' 'Yes, he was.'

Pytania i krótkie odpowiedzi z have to:

'Do I have to buy a ticket?' 'Yes, you do.'

'Did you have to wait?' 'Yes, I did.'

Czas teraźniejszy

- can (mogę, potrafię)
- can't (nie moge, nie potrafię)
- could (mógłbym)
- couldn't (nie mógłbym)
- should (powinienem)
- *shouldn't* (nie powinienem)
- must (muszę, odczuwam konieczność)
- mustn't (nie moge, nie wolno mi)
- may (mogę)
- may not (nie mogę, nie wolno mi)
- have to (muszę, ze względu na okoliczności zewnętrzne)
- don't have to (nie muszę)
- 'm able to (jestem w stanie)
- 'm not able to (nie jestem w stanie)

Czas przeszły

- could (mogłem, potrafiłem)
- couldn't (nie mogłem, nie potrafiłem)
- had to (musiałem)
- didn't have to (nie musiałem)
- was able to (mogłem, byłem w stanie)
- wasn't able to (nie mogłem, nie byłem w stanie)



4 Choose the correct options.

- 1 May / Must I borrow your helmet for a few hours?
- **2** Daily practice *could / was able to* help you become a better cyclist.
- **3** You *mustn't / don't have to* get on the bus without a ticket! You'll get a fine if you're caught.
- 4 | *should / had to* pay a fortune for the travel card
- 5 We have to / can book a room now if we want to go to Zakopane for the long weekend.
- **6** You *mustn't / don't have to* hire a car if you don't want to.
- **5** Choose the correct options.

Change the bus for a bike

Cycling to school or work ¹ have many benefits. For instance, you ² pay for a monthly pass. Also, cycling for thirty minutes after a hard day ³ reduce stress. In a recent experiment, researchers found that riding a bike to school in the morning ⁴ increase pupils' concentration levels. On one day of the experiment, the participants ⁵ study effectively for three hours without a break! Clearly, the advantages of cycling are great. Yet riding a bike in the streets can be dangerous. Remember you ⁶ use your phone while cycling!

| 1 a can | b was able to | c may not |
|----------------|-----------------------|-------------------------|
| 2 a don't | b mustn't | c couldn't |
| have to | | |
| 3 a has to | b can't | c may |
| 4 a had to | b could | c must |
| 5 a had to | b were able to | c didn't have to |
| 6 a mustn't | b couldn't | c don't have to |

6 SPEAK Complete the questions with modal verbs. Then answer the questions.

1 Were you *able to* do your last English homework?

2 you ride a bike ten years ago?

3 Did you get up early today?4 to read and write

when you were six?

5 _____you_____

do any household chores when you were ten?

FAST FINISHERS

Plan a day cycling or walking around your neighbourhood. Draw your route and note down where you could eat, rest, swim, etc.

Grammar and vocabulary practice

SPEAK Answer the questions.

- 1 Could you live abroad for the rest of your life? Why/Why not?
- 2 Have you ever been on an all-inclusive holiday? If so, did you enjoy it? If not, would you like to go?
- 3 What is the best holiday souvenir you have ever bought for someone and/or got from someone?

Add one missing word to each sentence.

- 1 I paid card for two single tickets.
- 2 The ticket is valid two hours.
- 3 How long the ride take?
- 4 There is discount for students.
- 5 How is a return ticket?

2.23 Complete the dialogues with 3-4 words in each gap. Use the word in brackets, but do not change its form. Listen and check.

- X: Can I help you?
- Y: Good morning. ¹Can I have (have) two tickets to Brighton, please?
- X: Certainly. 2 (or)?
- Y: Returns, please. How much is that?
- X: It's £4.50 each, so that'll be £9.00.
- Y: Can ³ (by), please?
- X: I'm sorry, we only accept cash. But there's a cash machine just round the corner.
- Y: OK, thank you. One more question.
- X: About 25 minutes.
- X: Hello, I'd like to buy a one-day travel card.
- **Y**: It's £12.
- X: Is there a discount for students?
- Y: Yes, twenty percent if you have a student card. ⁶_____(you) cash or card?
- X: Card, please. How long is it valid for?
- Y: 7 (valid) for twenty-four hours after you use it for the first time.

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

- 1 Drew and Sharon *could read well* (can / read / good) when they were four.
- 2 Don't be late! (coach / leave) 11:46.
- (you / have / use) public transport to get to the airport last Sunday?
- 4 I wanted to tell you something important last night, but I _____ (not / able / contact) you.
- 5 I really need a rest, so I (sleep / lot) this weekend.
- 6 Do you think be / married) in 2030?

Complete each pair of sentences with the same word.

- 1 A We're running a bit late, so let's
 - B We are planning to _____ a trip to the seaside tomorrow.
- 2 A around the city centre by car is absolutely exhausting!
 - B How about _____ off at the next stop and taking a walk?
- 3 A We'd like to take a tour of the top
 - B The season starts next month.
- 4 A Out of all _____ activities, sightseeing is by far my least favourite.
 - B You might pay a lot for a package _____ but you definitely spend less on the spot.
- 5 A I can meet you in the canteen during the lunch
 - **B** I intend to go on a short city once the exam session is over.

6 Complete the text with one word in each gap.

Hi, Martin, **Greetings from** beautiful Poland! We are taking a 1tour of southern Poland. Last week, we spent a few days in Cracow a vibrant city which used to be the



capital of Poland. We visited Wieliczka, an old salt mine, but unfortunately, we weren't 2 get inside because of some repair works.

For the last two days we have been in the Tatra mountains. We are staying at a lovely 3 house in Zakopane, and we go hiking every day. Tomorrow, we're 4 to climb Giewont. I hope I 5 manage to get to the top – I'm not very fit after eating the absolutely delicious Polish

See you back at home! Love, Gemma

Send

#BRAINTEASER

The day before yesterday I was twenty-one, and next year I will be twenty-four. When is my birthday?



FAST FINISHERS

food 😃

Imagine you're on a tour of northern Poland. Write a post for your social media account.

A letter of complaint

- 1 SPEAK Describe the photo and answer the questions.
 - 1 Why do you think the girl is sleeping?
 - 2 Have you ever been in a similar situation?
- 2 SPEAK Number the problems that might occur during a holiday from the least to the most serious.

broken air conditioning dirty hotel room food poisoning getting sunburnt lost luggage poor service

3 2.24 Listen to Amanda leaving a message on her friend's voicemail to tell her about a nightmare holiday. Then read Amanda's letter of complaint to the travel agency and correct four mistakes in it.

Dear Sir or Madam,

I am writing to complain about the package holiday I went on with your travel agency at the beginning of July.

The holiday I booked was a seven-night stay in Zakynthos. The flight was to take off at 9:05 on 3 July. I had received instructions to come to the airport and check in two hours before departure. To my surprise, when I got to the airport, it turned out that our flight was cancelled! No one had informed the passengers about this, and we were asked to wait at the airport for five hours for the next flight, which then was delayed for two hours. After we landed, we had to wait another hour for the coach to transfer us to the hotel. So, instead of the early afternoon, I reached my hotel room at midnight.

There were similar problems at the end of my stay. The **return flight** was scheduled for 10 pm on 10 July, but just one day before your employee informed us that the flight was at 12 am! As a result of the changes you made, I lost almost two days of my holiday. This is completely unacceptable, and I expect a refund for the two days I had paid for, but could not spend at the resort.

I look forward to hearing from you.

Yours faithfully,

Amanda Paulsen

4 KEY WORDS Match the highlighted words from the letter to their Polish equivalents.

1 lot powrotny – return flight

2 odlot -

3 wystartować –

4 odprawić się –

5 odwołany –

6 przenieść, przewieźć –

7 wylądować – _____

5 Read the task and Adam's letter below. Which bullet point from the task did Adam skip?

Właśnie wróciłeś/wróciłaś z wycieczki do Paryża, która nie spełniła Twoich oczekiwań. W **liście** do biura podróży:

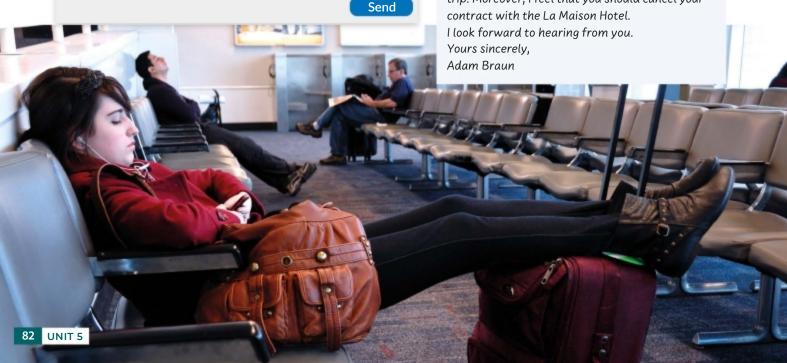
- opisz warunki, w jakich spędziłeś/spędziłaś wakacje,
- napisz, co było nie do zaakceptowania,
- opisz, jakie kroki podjąłeś/podjęłaś na miejscu, aby poprawić sytuację,
- poinformuj, czego oczekujesz od organizatora wyjazdu.

Dear Mr Bennett,

I am writing to express my disappointment with the trip organised by your agency.

Two weeks ago, between 10 and 18 August, I was on holiday in Paris. I am afraid I have some complaints about that stay. First of all, the journey was not organised as you had promised. According to the brochure, a coach was supposed to pick us up from the airport, but in fact we had to travel to the hotel by underground. Also, the service at the La Maison Hotel did not meet my expectations. I complained to the manager a few times, but she refused to help me.

I expect compensation for the problems
I experienced – a refund or a discount on the next
trip. Moreover, I feel that you should cancel your
contract with the La Maison Hotel



- Read options A and B covering the missing bullet point in exercise 5. Which one is better? Why?
- While the room was clean and fairly comfortable, the staff were rude and unhelpful. When a guest asked for help, the employees replied in French and ignored the request. I find the situation outrageous.
- The room was OK, but the hotel workers were rude. They just shouted something in French and didn't do anything. It was awful!
- Study the Key Phrases box. Then match informal sentences 1-5 to their formal equivalents a-e.
 - 1 I'm sorry, but it was awful. c
 - 2 I want to tell you about the hotel room.
 - 3 I want my money back.
 - 4 He didn't want to talk to us.
 - 5 I'm writing about the letter you've sent me.
 - a He refused to listen to our complaints.
 - **b** I am writing in connection with the letter I have received from you.
 - c I regret to inform you that it didn't meet my expectations.
 - d I would like to inform you about the accommodation.
 - e I expect a full refund.

Key Phrases

Letter of complaint

Formal beginning

Dear Sir or Madam,/Dear Mr/Mrs Wilson,

Reason for writing

I am writing to make a complaint about .../express my disappointment with .../complain about ...

I have some complaints about ...

I regret to/would like to inform you that (my stay) did not meet my expectations.

Describing the details

The conditions in the coach/hotel room were below standard/a lot worse than you had promised.

The manager ignored me/refused to listen to my complaint/request.

To my surprise, ...

To make matters worse, ...

... was unacceptable/outrageous.

Your expectations

I expect compensation/a full refund/a discount/ an apology.

I feel that you should make sure .../improve .../ employ more people/hold a training session for your staff.

Formal ending

Yours faithfully,/Yours sincerely,

8 Express these ideas in English. Use the Key Phrases.

- 1 Napisz, że pracownik biura podróży ignorował Twoje zażalenia dotyczące zepsutej klimatyzacji.
- 2 Poinformuj, że chcesz złożyć skargę na obsługę hotelu.
- 3 Zapytaj, czy możesz otrzymać zwrot kosztów podróży.
- 4 Wyraź swoją opinię na temat niezadowalających warunków w restauracji hotelowej.
- 5 Chcesz poinformować, że koszt wyjazdu był wyższy niż oczekiwałeś.

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

Właśnie wróciłeś/wróciłaś z młodzieżowej imprezy turystycznej, której organizacja odbiegała znacznie od tego, co obiecywało biuro podróży. W liście do organizatora:

- wyjaśnij, w jakiej sprawie piszesz,
- opisz, gdzie byłeś i jakie komplikacje napotkałeś/ napotkałaś podczas podróży,
- napisz, co rozczarowało Cię najbardziej podczas pobytu,
- poinformuj, jakiej rekompensaty oczekujesz.

Długość tekstu powinna wynosić od 100 do 150 słów.

Dear Sir or Madam,

I am writing to make a complaint about ...

WRITING PLANNER



THINK

- Pomyśl, o jakiej imprezie turystycznej napiszesz (np.: obóz żeglarski na Mazurach, kurs językowy w Londynie).
- Zastanów się, jakie komplikacje mogłeś/mogłaś napotkać podczas podróży (np.: opóźniony autokar/ samolot, długie oczekiwanie na wyjazd) oraz pobytu (brudne pokoje, brak obiecanych udogodnień).
- Zdecyduj, jakiej rekompensaty oczekujesz (np.: zwrotu części pieniędzy, zniżki na kolejny wyjazd).

PREPARE

- Przy każdym podpunkcie z ćwiczenia 9. wynotuj zwroty z ramki Key Phrases i inne wyrażenia, których użyjesz, by go rozwinąć.
- Zaplanuj układ swojego listu. Wykorzystaj jako wzór list z ćwiczenia 3.

Napisz list, wykorzystując notatki i zwroty z ramki Key Phrases. Pamiętaj o budowie listu oraz oficjalnym powitaniu i zwrotach kończących list.

Sprawdź swój list i odpowiedz sobie na pytania:

- Czy Twój list zawiera wszystkie informacje zawarte w czterech podpunktach polecenia?
- Czy długość listu wynosi 100-150 słów?
- Czy list zawiera zwroty charakterystyczne dla listów formalnych?

FAST FINISHERS

Choose three holiday problems from exercise 2 and decide what you can do to avoid them. Note down two suggestions for each problem.

VOCABULARY

Match the words and phrases from the box to their definitions. There are two extra words or phrases.

> campsite chalet cruise ferry flight sightseeing single ticket travel card

- 1 travel card a special ticket that allows you to travel several times without paying for each ride
- ______ a tiny house at a campsite
- 3 _____ a journey in the air
- 4 _____ a place where people on holiday can stay in tents
- 5 —————— an activity of walking around a place to see interesting things
- a boat which travels between two seaside towns or cities
- Replace the underlined adjectives with the extreme adjectives from the box. There are three extra extreme adjectives.

amazing ancient awful delicious delighted exhausted freezing huge tiny

Greetings from Paris! The holiday is ¹nice amazing and the food is ² tasty. We are staying at a hostel in the centre – our room is ³ small, but at least it was cheap. We do so much sightseeing every day that I'm 4 really tired, and I'm actually ⁵ happy that we are leaving in two days. It's also ⁶ very cold - it was not such a good idea to come here in January!

GRAMMAR

- 3 Translate into English.
 - 1 Autokar odjeżdża o 11. The coach leaves at eleven.
 - 2 Czuję, że to będzie niezapomniana wycieczka.
 - 3 O nie! Spóźnimy się na samolot!
 - 4 W czasie wakacji mam zamiar przeczytać trzy książki.
 - 5 Zadzwonię do Ciebie wieczorem.
 - 6 Moi rodzice wychodzą dzisiaj do kina.
- 4 Mark Complete the sentences using the correct modal verb and a verb from the box. There may be more than one correct answer.

report study copy give swim

- 1 It's not going to rain, so you don't have to take an umbrella.
- 2 Dad was at work yesterday, so he
- 🌌 me a lift. 3 Fortunately, I for any tests last weekend, so I had a lot of free time.
- 4 You homework it's cheating!
- 5 If you see someone by the pool at night, you it to the hotel manager.
- 6 That summer my friends didn't take me on the boat with them because I

USE OF ENGLISH 1 2 3 4 5 6

- Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.
 - 1 I don't mind flying. USED I am used to flying.
 - 2 Travelling by car was once my favourite means of transport. TO

3 It wasn't necessary for us to book the room in advance. **DID**

We the room in advance.

4 It's forbidden to leave luggage on the platform. **NOT**

You Z luggage on the platform.

5 We've arranged to meet outside the hostel at two. ARE

We the hostel at two.

6 I checked in to this hotel three days ago. **BEEN**

I for three days.

READING

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

- 1 From this text you learn about an accident.
- **2** This text presents two different offers.
- 3 In this text the author makes a promise to the reader.

THE BEST CANOEING PACKAGE

Join us this summer and experience a canoeing adventure!

For teenagers on their summer holiday or families looking for an adventure, our trip is a perfect way to explore the Danube delta. Price for two quests: from 100 euros (accommodation & canoeing)

Choose between:

Α

» 3 nights in a 4-star chalet (campsite recommended

by Tripadvisor) » 2-day canoeing trip with a night in a tent

The package includes:

- » daily breakfast buffet
- » equipment
- » accident and health insurance

For better prices, book online!

В

Adina

Hi, Daniel! Are you free this weekend?

Hi, Adina. Why? Do you have any plans?

I do! I'm going to go on a canoeing trip and I thought you could join me. I can email you the offer.

How long is the trip?

The option I chose is for two days, with a night at a campsite. We should be back by 8 on Sunday evening.

> Sorry, but I have to be at home on Sunday afternoon. It's my sister's birthday and I promised to help her organise the party.

That's a pity!

Daniel

I know **!!** Ask Ania – maybe she could go? Anyway, have a good time!



C

Hi, Ania,

Are you in Bucharest for the weekend? If so, how about a short canoeing trip? I found a great offer for a canoeing trip on the Danube, and I'd like to go next weekend. But I need someone to share the canoe with **Would** you be interested? You'll love it, take my word for it! And I can assure you that I'll take care of everything - you just need to be ready on Saturday morning and I can pick you

The offer is attached. Let me know what you think! Adina

Send

D

Danube Delta collision – 5 injured

4 June

SHARE

COMMENT

Five tourists were injured after two boats collided in Romania's Danube Delta last weekend. As the local police reported, Tulcea Emergency Situations Inspectorate workers were called on Saturday evening after a collision in the area where the Mustaca and Solomon channels join. Two boats with a total of 13 tourists on board crashed into each other. Five of the passengers needed medical help after the collision. One of the injured tourists is English, and two have Romanian-English nationality, according to the local police.

6b Read texts A-D again and complete Ania's email below with up to two words in each gap.

Cześć, Mamo!

Szkoda, że nie możecie do mnie przyjechać w ten weekend. Ale skoro już wiem, że Was nie będzie, to pomyślałam, że może ja gdzieś wyjadę. Koleżanka z grupy, Adina, zaproponowała mi wspólny ¹weekendowy rejs kanadyjką po rzece. Taka dwudniowa wycieczka obejmuje nocleg na 2 i nawet częściowe wyżywienie, więc wyjazd nie jest drogi - wychodzi tylko 🌌 na osobę. Adina napisała, że zajmie się transportem i przyjedzie po mnie w 4/2 Mam tylko jeden problem. W zeszły weekend na rzece, po której mamy płynąć, miał miejsce 52 w którym 6 pięciu turystów. Czy myślisz, że to bezpieczne? Powinnam z nią jechać? Daj znać! Pozdrawiam! Ania

WRITING

Read the instructions and do the task.

Kupiłeś/Kupiłaś bilety na podróż pociągiem z kilkutygodniowym wyprzedzeniem, aby zapłacić mniej. Kiedy pociąg ruszył, okazało się, że nie ma w nim miejsc, których numery widnieją na Twoim bilecie. Napisz **list** do zarządu kolei, w którym poinformujesz:

- co dokładnie się wydarzyło,
- co zrobiłeś/zrobiłaś w tej sytuacji i jak przebiegła podróż,
- jakiej formy zadośćuczynienia oczekujesz,
- jakie dalsze kroki podejmiesz, jeżeli Twoje oczekiwania nie zostaną spełnione.

Długość tekstu powinna wynosić od 100 do 150 słów.

Dear Sir or Madam.

I am writing to complain about a situation that I experienced on ...

SPEAK Read the quote and explain what it means. Do you agree or disagree with it? What else (apart from courage) does it take to travel?

Travel is never a matter of money, but of courage.

Paulo Coelho (Brazilian writer, 1947-)

community freezing accommodation trekking travel unforgettable of card complications card complications campsite dangerous amazing

Grammar Reference Unit 5

5.2 Future forms

Czasu present simple używamy, by opisać:

• wydarzenia zaplanowane w harmonogramach i rozkładach

The guided tour ends just before noon. (Wycieczka z przewodnikiem kończy się tuż przed południem.)

Czas present continuous stosujemy, by opisać:

 wydarzenia zaplanowane na najbliższą przyszłość, których szczegóły zostały już ustalone, np.

My parents are taking a trip to Porto next week. (Moi rodzice w przyszłym tygodniu jadą na wycieczkę do Porto.)

Formy be going to + bezokolicznik używamy, by opisać:

- ogólne plany na przyszłość, które moga ulec zmianie, np. After our final exams, we are going to travel all around the world. (Po egzaminach końcowych zamierzamy wyjechać w podróż dookoła świata.)
- przewidywania dotyczące przyszłości oparte na obserwacji tego, co dzieje się w chwili obecnej, np.
 - Your bedroom is a mess. Mum is going to be angry. (W Twoim pokoju panuje straszny bałagan. Mama będzie zła.)

Konstrukcję will + bezokolicznik stosujemy, by wyrazić:

- przewidywania i nadzieje na przyszłość, np.: Let's get a return ticket – it will probably be cheaper than two singles. (Kupmy bilet powrotny - pewnie będzie tańszy niż dwa bilety w jedną stronę.) I hope we won't visit any art galleries. (Mam nadzieję, że nie odwiedzimy żadnych galerii sztuki.)
- spontaniczne decyzje podjęte w czasie mówienia, np. You look very cold. I'll make you a cup of tea. (Wyglądasz na zmarzniętego. Zrobię Ci filiżankę herbaty.)

UWAGA!

W zdaniach z will często używamy przysłówków: probably (prawdopodobnie) i definitely (zdecydowanie). Ich miejsce w zdaniu jest po will, ale przed won't, np. He probably won't be back until late in the evening, but he'll definitely give you a lift to the train station tomorrow.

5.7 Modal verbs: present and past

Modal verbs (czasowniki modalne) oraz inne czasowniki spełniające funkcję modalną nadają naszej wypowiedzi konkretne znaczenie, np. zakazu, nakazu czy rady. W zdaniu zawsze występują w towarzystwie innego czasownika w bezokoliczniku.

Czasowniki: can, could, should, must oraz may mają kilka cech wspólnych:

- przyjmują jednakową formę niezależnie od podmiotu;
- w zdaniach przeczących łączą się ze słowem not;
- w pytaniach stawiamy je przed podmiotem (inwersja). Czasowniki: have to i need to zachowują się nieco inaczej:
- ich forme w czasie teraźniejszym należy dostosować do podmiotu (have to/has to, need to/needs to);
- w zdaniach przeczących występują w formie: don't have to/ doesn't have to, don't need to/doesn't need to;
- pytania z czasownikami have to i need to w czasie teraźniejszym tworzymy podobnie jak w czasie present simple, a w czasie przeszłym - jak w czasie past simple.

Czasowniki modalne w czasie teraźniejszym

- can (moge, potrafie) oraz can't (nie moge, nie potrafie) opisują czynności (nie)możliwe do wykonania lub (nie)dozwolone, a także (brak) umiejętności, np. We can climb this mountain - we're fit enough! I can't go backpacking with you because I'm grounded. This seven-year-old can play the guitar like a pro!
- could (mógłbym) wyraża możliwość wykonania danej czynności lub grzeczną prośbę (w pytaniach), np. I could help you with the project on Saturday - what do you

Could we borrow your tent for the weekend?

• should (powinienem) oraz shouldn't (nie powinienem) opisują sposób postępowania uznawany za (nie)właściwy, a także służą do udzielania rad i pytania o radę, np. They should buy some sunscreen before their holiday in Crete. You shouldn't book an all-inclusive holiday – you're too adventurous for that!

What should I do? Should I choose the B&B or the hostel?

- must (muszę) wyraża wewnętrzny przymus zrobienia czegoś, a także opisuje obowiązujące zasady, np. I must go to the shop now because it closes at six. Hikers must stay on the trail at all times.
- mustn't (nie wolno mi) oznacza zakaz, np. Passengers mustn't leave their luggage unattended.
- have to (musze) wyraża zewnętrzny nakaz, np. She has to finish writing the essay this evening because it's due tomorrow.

Do we have to wear our uniforms to the ceremony?

- don't have to (nie muszę) oznacza brak konieczności, np. Dad doesn't have to make dinner tonight as we're all going out to eat.
- may (mogę) oraz may not (nie mogę) wyrażają zezwolenie lub jego brak, np. May I use your mobile phone?

Czasowniki modalne w czasie przeszłym

• could (mogłem, potrafiłem) i couldn't (nie mogłem, nie potrafiłem) – opisują (brak) możliwości lub (brak) umiejętności z przeszłości, np. Last summer visitors couldn't enter this part of the museum. Could you swim at the age of six?

UWAGA!

Aby opisać coś, co było (nie)możliwe w konkretnej sytuacji w przeszłości, używamy was/were (not) able to lub couldn't,

I was running late, but I was able to catch the bus to the airport.

They couldn't / weren't able to understand what the tour guide was saying.

Czasownik could używany jest tylko do opisu ogólnych możliwości i umiejętności z przeszłości.

• had to (musiałem) – wyraża konieczność wykonania danej czynności z przeszłości, ze względu na wewnętrzny przymus lub zewnętrzny nakaz, np.

We had to rebook our holiday because our flight had been cancelled.

- KEY WORDS

be afraid of heights /ˌbiː əˌfreɪd əv ˈhaɪts/ mieć lęk wysokości cable car /ˈkeɪbəl ka:/ kolejka linowa canoe /kəˈnu:/ kanadyjka (łódź) comfort zone strefa komfortu /'kamfat zarsn/ depart odjeżdżać /dıˈpaːt/ destination cel podróży /ˌdestɪˈneɪʃən/ explore /ık'splo:/ zwiedzać, eksplorować fare /fea/ opłata za przejazd ferry /ˈferi/ prom get around poruszać się (po mieście) / get əˈraʊnd/ hire /'haiə/ wynająć hot-air balloon balon na ogrzane / hpt 'eə bə lu:n/ powietrze aueue /kju:/ stać w kolejce return ticket /rıˈtɜːn ˌtıkıt/ bilet powrotny rickshaw riksza /'rık fɔ:/ ride /raid/ przejazd rock /rɒk/ skała sail /seil/ płynąć (statkiem, łodzią) scooter /ˈskuːtə/ hulajnoga set off /.set 'pf/ wyruszyć single ticket /ˌsɪŋgəl ˈtɪkɪt/ bilet w jedną stronę state border /'steit_bo:də/ granica państwa take a tour (of sth) /ˌteɪk ə 'tʊə/ objechać, zwiedzić (coś) take a trip /ˌteɪk ə 'trɪp/ wybrać się na wycieczkę tourist site atrakcja turystyczna /'toarist sait/ traffic jam /'træfik dzæm/ korek uliczny vehicle /ˈviːɪkəl/ poiazd

GRAMMAR 1 ⚠ MP3 31

coast /karst/ wybrzeże forecast /ˈfɔ:ka:st/ prognoza give sb a lift /ˌgɪv ˌsʌmbədi ə ˈlɪft/ podwieźć kogoś

SPEAKING **№** MP3 32

book rezerwować /bʊk/ cash machine bankomat /ˈkæʃ məˌʃiːn/ discount /ˈdɪsˌkaʊnt/ zniżka in advance z wyprzedzeniem /in ad'varns/ one-day pass /www.dei 'pa:s/ bilet dzienny płacić gotówką/kartą pay in cash/by card /ˌpeɪ ın ˈkæʃ/baɪ ˈkɑːd/ the Tube /ðə ˈtjuːb/ metro w Londynie travel card /ˈtrævəl ka:d/ bilet okresowy valid /'vælid/ ważny

READING MP3 33

be in charge (of sth) /ˌbi ın 'tʃa:dʒ/ zarządzać (czymś) community /kəˈmju:nəti/ wspólnota foolish /ˈfuːlɪſ/ niemadry get lost /ˌget 'lɒst/ zgubić się homeschooling /ˈhəʊmˌsku:lɪŋ/ edukacja domowa like-minded people /ˌlaɪk,maındıd 'pi:pəl/ ludzie, którzy myślą podobnie miejsca, które trzeba must-see places /mnst si: 'pleisiz/ zobaczyć outstanding /aʊtˈstændɪŋ/ wyróżniający się pack light spakować mało rzeczy / pæk 'lait/ plan ahead /ˌplæn əˈhed/ planować z wyprzedzeniem spare time /ˌspeə ˈtaɪm/ wolny czas polecieć samolotem take a flight /ˌteɪk ə ˈflaɪt/ /,vaibrənt ˈkʌltʃə/ vibrant culture bogata kultura

VOCABULARY 2 \(\Omega\) MP3 34

| accommodation | /əˌkɒməˈdeɪʃən/ | zakwaterowanie |
|-----------------------|----------------------------|---------------------------------------|
| all-inclusive holiday | /ˌɔ:l ınˌklu:sıv ˈhɒlɪdeɪ/ | wczasy all inclusive |
| B&B | /ˌbi: ən ˈbi:/ | pensjonat |
| backpacking holiday | /ˈbækˌpækıŋ ˌhɒlıdeı/ | wakacje z plecakiem |
| beach holiday | /ˈbiːtʃ ˌhɒlɪdeɪ/ | wakacje na plaży |
| campsite | /ˈkæmpˌsait/ | kemping |
| chalet | /ˈʃæleɪ/ | domek letniskowy |
| city break | /'sıti breık/ | kilkudniowy wypad do dużego miasta |
| cruise | /kru:z/ | rejs |
| guest house | /'gest haʊs/ | dom gościnny |
| | | |

guidebook /'gaid,bok/ przewodnik /'haikiŋ/ hiking wędrówka po górach hill /hil/ wzgórze /ˈhɒstəl/ hostel hostel package holiday /ˌpækɪdʒ ˈhɒlɪdeɪ/ wczasy zorganizowane sightseeing /ˈsaɪtˌsiːɪŋ/ zwiedzanie sleeping bag /ˈsliːpɪŋ bæg/ śpiwór sunbathing /ˈsʌnˌbeɪðɪŋ/ opalanie sunscreen /'sʌnˌskri:n/ krem z filtrem namiot tent /tent/ theme park /ˈθi:m pa:k/ park rozrywki torch /to:tʃ/ latarka tour /tʊə/ podróż travel by air /ˌtrævəl baı ˈeə/ podróżować samolotem piesze wedrówki. trekking /'trekin/ trekking

LISTENING MP3 35

/əˈmeɪzɪŋ/ amazing niezwykły ancient /ˈeɪnʃənt/ bardzo stary awful /ˈɔːfəl/ okropny beat the world record /bi:t ðə ws:ld 'reks:d/ pobić rekord świata cycle jechać na rowerze /'saikal/ delicious /dıˈlıʃəs/ pyszny delighted /di'laitid/ zachwycony exhausted /ıgˈzɔ:stɪd/ wykończony freezing /ˈfri:zɪŋ/ Iodowaty huge /hju:dʒ/ ogromny memorable /'memərəbəl/ pamietny tinv /ˈtaɪni/ malutki unforgettable /ˌʌnfəˈgetəbəl/ niezapomniany

/ˈtʃek∧p/ check-up badania kontrolne /kəm'pi:t/ współzawodniczyć compete /fain/ fine mandat /'helmit/ kask helmet

WRITING MP3 37

air conditioning klimatyzacja /'eə kən dıfənın/ apology /əˈpɒlədʒi/ przeprosiny cancelled /ˈkænsəld/ odwołany check in /ˌtʃek ˈın/ odprawić sie coach /kəʊtʃ/ autokar compensation rekompensata / knmnan'seifan/ complain (about sth) złożyć skargę (na coś) /kəm'plein/ complaint /kəmˈpleɪnt/ zażalenie conditions /kənˈdıʃənz/ delayed /di'leid/ departure /dıˈpaːtʃə/ disappointment /ˌdɪsəˈpɔɪntmənt/ food poisoning /ˈfuːd ˌpɔɪzənɪŋ/ get sunburnt /,get 'sʌn,bɜ:nt/

land /lænd/ lost luggage /ˌlɒst ˈlʌgɪdʒ/ /ˌmiːt ˌekspekˈteɪʃənz/ meet expectations /aʊtˈreɪdʒəs/ outrageous pick up /,pik '^p/ poor service /,po: 'sa:vis/ refund /ˈri:fʌnd/ request /rıˈkwest/ resort /ri'zɔ:t/ return flight /rɪˌtɜːn ˈflaɪt/ scheduled /ˈſediu:ld/ staff /sta:f/ take off /,teik 'pf/ transfer /træns'f3:/ travel agency /ˈtrævəl ˌeɪdʒənsi/

unacceptable

warunki opóźniony odlot rozczarowanie zatrucie pokarmowe doznać poparzenia słonecznego wylądować zgubiony bagaż spełnić oczekiwania oburzający odebrać słaba obsługa zwrot pieniędzy prośba ośrodek wczasowy lot powrotny zaplanowany personel wystartować przenieść biuro podróży nie do zaakceptowania

REVISION MP3 38

channel /ˈtʃænəl/ kanał collision /kəˈlɪʒən/ kolizja courage /'knridz/ odwaga insurance /ınˈʃʊərəns/ ubezpieczenie

/ˌʌnəkˈseptəbəl/



Describing works of art · Selfies

- **SPEAK** Look at painting A on page 88 and paintings B-D on this page. Answer the questions.
 - 1 Which two come from the same artist?
 - 2 Which of these two is not a self-portrait?
 - 3 Which work of art is the oldest, and which one is the most modern?



Look at the adjectives in the box. Which ones can you use to describe paintings A-D?



boring bright brilliant colourful funny interesting modern old-fashioned original outstanding realistic scary shocking strange traditional ugly

SPEAK KEY WORDS Decide which of the highlighted adjectives below are positive, negative and neutral. Then choose one painting (A-D) and describe it using two adjectives. Can your partner guess which painting you are describing?

abstract • bold • complex • confusing • depressing dreadful * emotional * gorgeous * imaginative impressive * moving * mysterious * powerful * unique

- 4 1 2.25 Listen to Dan and Emma discussing a work of art. Answer the questions.
 - 1 Which of the paintings A-D are they talking about?
 - 2 Who likes the work of art and why?
 - 3 Who doesn't like it and why?
 - 4 What does Dan describe as funny and mysterious?
 - 5 What does the guide compare self-portraits to? Do you agree with this comparison?
- 2.26 Read the information about selfies on the right and complete the gaps with the highlighted words and phrases below. There are four extra phrases. Which statement do you think is not true? Listen and check.

add filters • edit • go viral • image • in focus out of focus • selfie • selfie stick • share

- **SPEAK** Imagine you are teaching someone how to take the perfect selfie. Write a list of instructions. Then swap your instructions with another pair. Have they included all the necessary steps?
 - 1 Bring a selfie stick.

SPEAK Describe the video still and answer the questions.



- 1 Would you like someone to paint your portrait in a similar style?
- 2 Imagine you are a street artist. What would you like to change in this mural?

FAST FINISHERS

Draw a self-portrait. Then describe it using six adjectives from this lesson.

Selfies: amazing but true!

- The first 1 selfie ever was taken in the mirror by thirteen-year-old Anastasia Nikolaevna, the youngest daughter of Russia's last tsar.
- The astronaut Buzz Aldrin took the first space selfie in 1966.
- The average age of selfie-takers is 23.6, and is getting younger.
- 36 percent of young people admit that they or 3 to their selfies before they 4 them online.
- Men take more selfies than women.
- You aren't allowed to use a 5 at Disney parks or the Colosseum in Rome.



The passive: present and past

- SPEAK Would you rather go to an exhibition of old photography or modern painting? Why?
- 2 1 Listen to an interview. Then choose the correct options in the leaflet below.

Marcus is a young photographer whose first exhibition, Faces of the City, has just been opened in our town. It was organised by 1 the city hall / his school. Marcus was invited to 2 present / sell his works after his ³ family / art teacher had recommended him. All of the works that are displayed at the exhibition are 4 city views / portraits.

What were Marcus's photographs inspired by?

One of his photographs was inspired by his favourite 5 painting /

Where are Marcus's photographs displayed?

They are displayed in the city hall.

Have Marcus's photographs been shown in other places yet? No, they haven't.

Look at the video still and study the grammar table. Find more examples of the passive in the text in exercise 2 and decide which tense they are in.

Key Grammar

Strona bierna: teraźniejszość i przeszłość

Strony biernej (the passive) używamy, kiedy obiekt czynności pełni w zdaniu ważniejszą rolę niż jej wykonawca. Jeśli chcemy dodać informację o wykonawcy czynności, używamy przyimka by. Jeśli chcemy zapytać o wykonawcę, by stawiamy na końcu pytania.

Forma: to be (w odpowiednim czasie) + past participle



Visitors are required to buy tickets. (present simple passive)



Children weren't allowed to see the performance. (past simple passive)



Have you been invited to the exhibition? (present perfect passive)

Yes, I have./No, I haven't.



Who was this picture painted by?



Grammar Reference >> 102

Irregular verbs >> 154

- 4 Complete the sentences with the correct passive forms of the verbs in brackets. Do you remember the answer to question 5?
 - 1 Currently my photographs aren't shown (not show) in any galleries.
 - the winners of the photography competition (announce) yet?
 - 3 I'm pretty sure these works (paint) more than a decade ago.
 - 4 Paintings from our gallery (sell) to art lovers all over the world.
 - 5 Who _____ the telephone (invent) by?
- Read the WATCH OUT box and rewrite the sentences using the passive voice. Omit by + ... where it is not necessary.
 - 1 Nobody has turned off the flash. The flash hasn't been turned off.
 - 2 Young artists share powerful images on social media. Powerful images ...
 - **3** Have they invited you to take part in the exhibition?
 - 4 A top London gallery displayed my art. My art ...
 - 5 Modern photography doesn't fascinate me. I ...

WATCH OUT

Przyimek by

Jeżeli wykonawca czynności nie jest w danej chwili istotny, w stronie bierniej możemy go pominąć, np. The house was built ten years ago.

Czasami jednak zdanie bez podania wykonawcy nie ma sensu, np. I've been bitten by a dog.

- 6 Write passive questions using the prompts.
 - 1 Who / Frankenstein / write? Who was Frankenstein written by?
 - 2 Who / Batman: The Dark Knight / direct?
 - 3 When / America / discover / Christopher Columbus?
 - 4 In which century / printing / invent?
 - 5 Where / the most expensive cars / make?
 - 6 How often / the Paralympics / organise?
 - 7 Where / US dollars / print?
- 7 1 2.28 SPEAK Take turns to answer the quiz questions from exercise 6. Choose the correct answers from the box. Listen and check.

Christopher Nolan every four years fifteenth in France in Washington, D.C. Mary Shelley on 12/10/1492

1 Frankenstein was written by Mary Shelley.

FAST FINISHERS

Use your general knowledge to prepare a similar passive voice quiz for your classmates. Write the prompts and an answer key. Use exercises 6 and 7 as a model.

Who / 'Thank U, Next' / perform?

Talking about photos

- SPEAK Look at photos A and B. Which one do you prefer? Would you like to meet the family which the photos show?
- 2 129 Listen to a conversation. Which photo does Maggie choose for a photo competition: A or B?





- 2.30 Choose the correct options. Then listen again and check.
 - 1 The photo shows / presents you and your siblings.
 - 2 All three of you wear / are wearing sunglasses.
 - 3 There is a beautiful landscape in the foreground / background.
 - 4 It looks as / like a great holiday place.
 - 5 You are seeming / seem very happy.
- Study the Key Phrases and WATCH OUT box. Decide which phrases are used for describing a photograph (D), and which for giving your opinion on what it shows (O).

Key Phrases

Talking about photos

The photograph shows (three people). D

In the picture there is/are (three people). It seems to me that ...

It seems they are ...

I guess the people in the photograph are (friends).

In the background/foreground, there is ...

On the left/On the right/In the middle, I can see ...

There are four people who are (taking a photo).

The people are wearing ..., so they're probably ...

I think the photo was taken (in the morning/on a beach).

The people in the photo seem (joyful/worried).

Maybe it's ...

The photo is (quite unusual/very good/colourful).

WATCH OUT

look (like/as if)

He looks (+ adjective) happy. He looks like (+ noun) a famous actor. He looks as if (+ phrase) he's in pain.

2.31 Complete the photo description with one word in each gap. Use the Key Phrases, Listen and check.



The 'photo shows two women who are taking a selfie. They are holding paintbrushes. ²

I can see some

paintings. I guess the photo ³

in an art studio. It ⁴ the women are taking part in some kind of an art

course. It 5

they have just finished painting a picture because they ⁶ happy and satisfied with their work. It's a very nice, cheerful photo.

SPEAK Describe the photos and answer the questions. Student A, look at page 155. Student B, look at page 156.

FAST FINISHERS

Find a photo you like in this book and describe it using at least five Key Phrases. Use the adjectives from page 89 to explain why you like it.

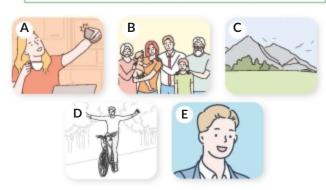
Search the Internet for an exceptional photo, e.g. one that has won a prize in a World Press Photo Contest. Tell the class what it shows and give your opinion about it.

An article about a wildlife photographer

- **SPEAK** In some parts of the world, there are selfie-free zones, where it is illegal to take selfies. Why do you think this is? Is it a good idea?
- Match the types of photos from the box to pictures A-E.



black-and-white photo family photo landscape portrait selfie



- **3** Look at the photos on this page and page 93 and read the captions. Guess the correct options in the sentences below.
 - 1 Naruto is a monkey / a wildlife charity.
 - 2 David Slater works for an animal charity / is a wildlife photographer.
 - 3 A macaque is a type of monkey / Indonesian village.
- 4 1 2.32 Read the article and check your answers to exercise 3. Which sentences in the text confirm the answers?
- Complete the email in Polish with the information from the text.

Cześć, Basiu!

Pamiętasz, jak niedawno dyskutowaliśmy o prawach autorskich do zdjęć, które pojawiają się w Internecie? Właśnie przeczytałem ciekawy artykuł o fotografie Davidzie Slaterze, który nie mógł ¹zarabiać na swoim najbardziej znanym zdjęciu makaka. Slater został 💹 przez organizację PETA w imieniu makaka ze zdjęcia. PETA była zdania, że to makak powinien mieć prawa autorskie, ponieważ Z drugiej strony, całą pracę w przygotowanie ujęcia włożył Slater - to on przez wiele dni 4 Sprawa sądowa trwała aż , ale na szczęście zakończyła się obu stron. Slater zobowiązał się organizacjom charytatywnym chroniącym dziką przyrodę.

Jestem ciekawa, co o tym sądzisz. Kto powinien mieć prawa autorskie do tego zdjęcia - fotograf czy makak? Pozdrawiam!

Kamil

Send

Smile, please!

It's monkey business for wildlife photographer



Macagues are fascinated by their own image. In Indonesian towns and villages, they are often seen sitting on scooters, looking at themselves in the mirror.

'Every photographer dreams of a photograph like this,' says British wildlife photographer

- 5 David Slater, speaking to The Guardian newspaper. You have to admit it's an amazing picture - a close-up of a macague with his fabulous smile. The picture soon went viral on social media, but Slater couldn't make
- 10 money from it because people argued that he didn't own the copyright. Can you guess why? Who was the photo taken by? Well, it was a macaque called Naruto who took it! It was the first ever monkey selfie.
- 15 But can a monkey own copyright? This was the subject of a two-year court battle. After the photos were published in a book called Wildlife Personalities, Slater was taken to court by Naruto. The monkey was
- 20 represented by PETA (People for the Ethical Treatment of Animals), who argued that Naruto owned the copyright because he had taken the photo. Slater argued that he was



the owner of this image and all the other 25 photos that he took while he was working with the macagues on the Indonesian island of Sulawesi.

It's true that one of the monkeys managed to press the shutter for this photo, but that

- 30 was only after Slater had already spent days making friends with them while he was setting up the photo shoot in the tropical forest. The tripod wasn't set up by Naruto, he argued. The lighting and the 35 composition and the background weren't
 - designed by the monkey.
- Eventually, an agreement was reached, and Slater agreed to donate 25 percent of the money he earned from the photo to 40 wildlife charities that protect the macagues. Although he hopes never to fight another court battle with a macaque, Slater is glad that his photos have made a difference. 'Hopefully the picture contributed to saving
- 45 the species,' he said to The Guardian. 'That was the original intention all along.'

Did you know?

**Copyright is the right to have control over your creative work. If you own the copyright to something, other people must pay you if they want to use it.

- **6 KEY WORDS Complete the sentences with** the highlighted words and phrases from the text. Then translate the sentences into Polish.
 - **1** Before you *press the shutter*, check the settings on your camera.
 - **2** When taking a , focus on the model's eyes.
 - 3 An important part of is having an idea for your photo.
 - 4 If you don't know how to set up the for your photo, just watch a tutorial on YouTube.
 - 5 It takes longer for the photographer to design the and than to take the actual photo.
 - 6 The person who created the work owns the _____ to it.
- **SPEAK** In your opinion, why does David Slater claim that 'Every photographer dreams of a photograph like this? Talk about these issues:



- fame
- personal satisfaction
- money
- professional success

FAST FINISHERS

Make a list of the last five photos that you took with your smartphone. Say who or what is in each photo and what type of photo it is: a selfie, a close-up, a landscape, an animal photo etc.

Choose three photos which have been shared online lately, and find out who owns the copyright to them. Tell the class.



Photographer David Slater was taken to court by a macaque from Indonesia.

Vocabulary 2

Performing arts

- **SPEAK** Finish the sentences to make them true for you.
 - 1 The last time I went to a concert was ...
 - 2 The most annoying Youtuber now is ...
 - 3 A festival I'd like to take part in is ...
- 2 Add at least three words or phrases to each word map.







- Read the ad on the right and answer the questions.
 - 1 What event is advertised?
 - 2 What kinds of artists are invited to take part?
 - 3 What is happening on Wednesday 22 April?
- 2.33 KEY WORDS Check you understand the highlighted words. Then use them to complete the voice messages. Listen and check.

audition * gig * perform * reviews * rock band

Hi Zac! It's Kieran. Remember when I told you I was invited to an ¹ audition for the lead singer in the school ² ? Well, they took me on, and we did our first ³ on Friday. It was at the school Performing Arts Festival, and I have to say that we rocked!!! We got some really good ⁴ _____, and now we might get an invitation to 5 _____outside school. Keep your fingers crossed!!!



acting * costumes * interval * main part orchestra • play • theatre group

Hi Drew, Phoebe here. Remember when the ⁶ theatre group in my school was putting on a 7 for the Performing Arts Festival and I got the 8 _____? Well. our performance was today! We had beautiful ⁹_____, and we were accompanied by a real ¹⁰ _____. The director came up to me during the 11 and said there were some people in the audience from the local drama school who really loved my actually become an actress one day!





- **KEY WORDS** Translate into English. Use the words and phrases from exercises 3 and 4.
 - 1 During the audition, the director (Podczas przesłuchania reżyser) chose a few actors for his next play.
 - (szkolny zespół rockowy dał koncert) last Saturday, and the 🌌 (recenzje) were great.
 - **3** The school theatre group (wystawia musical), and my younger sister (gra główną rolę).
 - 4 (Podczas przerwy) the actors changed their costumes.
 - 5 Our theatre group was asked to 🙎 (dać przedstawienie) in another school in our town.
 - 6 It's my dream to (wystąpić) in front of a live audience.
- 6 **SPEAK** Answer the questions.
 - 1 Do you play a musical instrument? If so, do you know what it is called in English?
 - 2 Have you ever acted in a play? If so, what part did you play? If not, would you like to?
 - 3 Do you like dancing? How often do you go dancing?

5 FAST FINISHERS

Imagine your school is organising an Annual Performing Arts Festival and you have been asked to perform. What would you like to do? Describe the details of your show/performance.

An audio guide to a virtual art tour

SPEAK Give examples of two cultural activities which you consider fascinating and two which you consider boring.

I think opera is fascinating.

I consider going to exhibitions totally boring.

SPEAK KEY WORDS Look at the highlighted types of visual art. Ask and answer questions about them using different tenses of these verbs: admire, enjoy, see, try, understand.

> architecture * drawing * fashion design graffiti art • graphic design • installation art

Have you ever seen any graffiti art?

Yes, I've seen graffiti art at the skate park near my house. Do you enjoy installation art?

Not really, I don't usually understand it.

2.34 **KEY WORDS** Complete the table. Use a dictionary if necessary. Listen and check.

| Verb | Noun (artist) | Noun (type of art) |
|------------|---|-----------------------|
| paint | painter | ¹ painting |
| 2 | sculptor | sculpture |
| 3 | designer | design |
| photograph | 4"///////////////////////////////////// | photography |

- highlighted nouns from exercise 3? Draw a mark /'/ before each stressed syllable. Listen and check.
- 2.35 Match descriptions 1-5 in the Art Quiz to artists A-E. Listen and check.

6 2.36 Listen to the audio guide to a virtual art tour. Which artists from exercise 5 were the artworks made by?

2.36 Listen again and complete the table.

| What is it? | When was it made? | Where is it exhibited? | Why was it made? |
|---|---|--------------------------------------|--|
| The Two Fridas: a large painting with two ¹ self- portraits | 1939 | Modern Art Museum, Mexico City | The artist started painting self-portraits after a serious 2 |
| Campbell's Soup Cans: 32 prints showing different | 4////////////////////////////////////// | 5///////// | The artist made art from everyday images. |
| Love is Calling: an art installation which visitors can ⁶ | 7////////////////////////////////////// | private collection | - |

8 SPEAK Look at the types of visual art in exercises 2 and 3. Which type is your most/least favourite? Why?

FAST FINISHERS

Plan your own virtual art tour. It can feature performing arts (e.g. music and film), or visual arts (e.g. photography and painting). Write five sentences for your virtual tour audio guide.



- 1 This renaissance artist was born in Italy in 1452. His most famous painting, Mona Lisa, is exhibited in the Louvre in Paris.
- 2 This artist painted a lot of colourful self-portraits. She was born in Mexico in 1907.
- 3 This surrealist artist was born in Spain in 1904. He made paintings, sculptures, films and drawings.
- 4 This artist is famous for her installations and fashion designs. She was born in Japan in 1929.
- 5 This pop art artist was a printmaker, photographer and film-maker. He lived in New York.









Andy Warhol



Yayoi Kusama

The passive: modal verbs and future tenses

- 1 SPEAK What rules of behaviour at a museum or theatre do you know? Do you always follow them?
- 2 Read the rules from an art museum. Match signs a-e to rules 1-5.













Welcome to our museum! Please observe the following rules:

- Exhibits must not be touched. The surface of a painting or sculpture might be damaged by even the slightest contact.
- 2 A safe distance must be kept between you and each work of art. In this way accidental touching or bumping can be avoided.
- O No food or drink can be brought into the galleries by visitors. Plenty of food for thought will be provided by the art in the museum.
- 4 Coats can be worn, but they should not be carried for the safety of the art. They may also be left in the cloakroom.
- Works of art can be photographed for personal use. However, the flash has to be turned off. Visitors who do not follow the rules will be asked to leave the museum.
- 3 Look at the video still and study the grammar table. Then look back at exercise 2 and find examples of passive structures.

Key Grammar Strona bierna: czasowniki modalne i czasy przyszłe Stronę bierną z czasownikami modalnymi i wyrażeniem have to oraz z will i going to tworzymy w następujący sposób: must/mustn't should can/could may/might + be + past participle have to/need to am/is/are going to will Tickets can be booked online. Travel bags may not be left in the cloakroom. Do coats have to be left in the cloakroom? Yes, they do./No, they don't. When will the gallery be opened?

- 4 Complete the sentences with the correct passive forms of the verbs in brackets.
 - 1 Settings in this camera *don't have to be changed* for a close-up photo. (not have to / change)
 - 2 Gemma a prize for her artwork. (could / give)
 - 3 The picture by the artist tomorrow. (will / finish)
 - 4 The tripod ______ before the camera is attached. (should / set up)
 - 5 ______ a selfie stick ______ in Disneyland Paris? (can / use)
 - 6 The price of this camera _____. (not going to / reduce)
- 5 Complete the text with the correct passive forms of the verbs in brackets and the verbs from the box.

ask leave practise switch off take take off

Five rules of theatre etiquette

Remember! Theatre etiquette ¹can be practised before you arrive. (can)

- Come on time. Viewers who arrive late
 to wait in the foyer until the interval. (will)
- All mobile phones ³ (have to)
- All hats and coats ⁴ and left in the cloakroom. (must)
- Photos ⁵ because it distracts the actors. (may not)
- Rubbish, including your theatre programme,
 on or under your seat after the performance. (should not)
- 6 SPEAK Talk about rules and regulations at your school. Use the passive voice.

Mobile phones can only be used at lunch time.

FAST FINISHERS

Look around your classroom and note down four things that have to/should/could be done.



Grammar and vocabulary practice

SPEAK Answer the questions.

- 1 Why do people become professional artists?
- 2 Which famous artist would you like to meet?

2 Choose the correct options.

- 1 Press the shutter halfway down to make sure you keep the object *in / at* focus.
- 2 A teenager from Ohio became famous when some of her social media posts went / turned viral.
- 3 I'm going to an *audition / audience*, but I don't expect to get the part, to be honest.
- 4 Nobody is going to buy this sculpture because it's really *dreadful / gorgeous*.
- 5 Pawlikowski is my favourite film *director / composer*.
- **6** To celebrate the school anniversary, we are planning to put on *a musical / an orchestra*.

Rewrite the sentences using the passive voice.

- **1** They display the paintings in the local museum. The paintings *are displayed in the local museum*.
- 2 Nobody should use those laptops. Those ...
- **3** Someone has used a pencil to write this note. This ...
- 4 Where do people speak Spanish? Where ...
- **5** Adrian D. Smith designed the tallest building in the world. The ...
- **6** Can the band record the songs in your studio? Can ...

4 Choose the correct translation.

- **1** The equipment (został rozstawiony) after the photographer had given clear instructions.
 - A was set up
 - B was setting up
 - C set up
- 2 (Czy dodaje się filtry) to her photos?
 - A If filters are added
 - **B** Are filters added
 - C Do you add filters
- **3** Who (stworzył to dzieło sztuki)?
 - A was this work of art created
 - **B** is the creator of this work of art
 - C created this work of art
- 4 All of the artist's paintings (będą wystawione) in the gallery.
 - A will be performed
 - B will be acted
 - **C** will be displayed
- 5 (Kiedy skończyła się przerwa), the actors were called on stage.
 - A After the break finished
 - B When the interval ended
 - C When the interval was ended

5 Read the WATCH OUT box and complete the gaps using by or with.

- 1 Whose laptop was the presentation made with?
- 2 The performer was hit a stone one of the protesters.
- 3 Grandma cut the cake into ten slices a large knife.
- 4 She doesn't use a brush all of her works are painted her fingers.
- 5 I was given this portrait _____ my grandparents.

WATCH OUT

by and with

This wooden sculpture was created **by** a famous artist. This wooden sculpture was created **with** a special tool.

6 1 2.37 Complete the text with one word in each gap. Listen and check.



This picture is about sharing food photos online, and it ¹ was taken in a restaurant. ² the photo, I can see someone photographing their lunch ³ a mobile phone. There are two girls sitting at the table, their lunch ⁴ served some time ago ⁵ a waiter. In the ⁶ , there is a girl who is eating her food, but she is ⁷ of focus. The salad on the plate ⁸ like a healthy meal, and it ⁹ this is what the girl wants to show – that her diet is well-balanced. In my opinion, showing what you eat on social media is silly, and the photos that ¹⁰ shared should be more meaningful.

7 SPEAK Read the last sentence of the photo description in exercise 6 again. What is your opinion on sharing photos of what you eat on social media?

#BRAINTEASER

What was the highest mountain before Mount Everest was discovered?



10 FAST FINISHERS

Imagine you are allowed to buy any work of art that you want, whatever the price. Which/Whose work of art would you like to buy? Write three sentences explaining why.

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@cr4zy_science

posted on Apr 17, 21

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Hi, everyone!

Today I'd like to review an exceptional exhibition that I've visited. It's at an amazing place in Warsaw called the Cosmos Museum. which is a museum of illusion, light and digital art, so it's really modern. I was intrigued by the photos from the museum posted on social media and I wanted to see it for myself. I decided to go there on Saturday, and well ... so did a hundred other people! Luckily, I wasn't put off by the crowd outside waiting to buy the tickets as it was a magical experience.

It's difficult to describe the exhibits, but they are really stunning. The lights make an impression on everyone. However, all the visitors taking selfies are annoying they should focus on the art instead! Anyway, I can recommend the museum to everyone who enjoys contemporary art. But remember to buy the tickets online it's faster to get in!





SPEAK What is the most modern exhibition you have visited? When did you visit it? Did you like it? Why/Why not?

- 2 Read the blog post and answer the questions.
 - 1 What did the author of the post see in the museum?
 - 2 Why did she decide to go there?
 - **3** Which two things didn't she like there?
 - 4 In what order does she present the information?
 - a likes and dislikes



b recommendation



c reason for writing the review



3 KEY WORDS Match the highlighted adjectives

- 1-6 to nouns a-f they describe in the text.
- 1 exceptional
- a art
- 2 amazing
- **b** exhibits
- 3 magical
- **c** experience
- 4 stunning
- d visitors
- 5 annoying
- e exhibition
- 6 contemporary
- f place

4 Study the Key Phrases box. Then read the blog post again. Which Key Phrases did the author use in her post?

Key Phrases

A blog post about a cultural event

Reasons for writing the post

I'd like to review ... The premiere was ...

This post is a review of ... The title of the (play) was ...

I went to see it because ... It was/is based on ...

(A friend of mine) recommended it to me.

I was encouraged/intrigued/not put off by ...

Likes and dislikes

The tickets were expensive, but it was worth it.

It wasn't worth it.

This is an amazing/magical (place).

... made an impression on me.

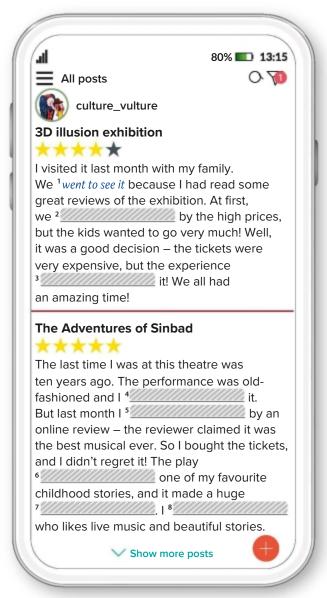
I simply didn't like it.

Recommendation

I can recommend it to everyone who ...

It's a must-see!

5 Read the comments on an event website and complete the gaps using the Key Phrases.



6 **SPEAK** Answer the questions.

- 1 Do you know what the username in exercise 5 means?
- 2 Would you describe yourself as a culture vulture? Why/Why not?
- **3** Do you have any culture vultures among your friends or family members?

7 Translate into English. Use the Key Phrases and the highlighted adjectives from exercise 3.

- Chciałbym zrecenzować wystawę, na której niedawno byłem.
 - I'd like to review an exhibition I've recently been to.
- 2 Ktoś polecił mi to wyjątkowe muzeum.
- 3 Mogłabym zobaczyć to niezwykłe miejsce jeszcze raz.
- 4 Zniechęcili mnie denerwujący zwiedzający.
- 5 Po prostu nie lubię sztuki współczesnej.
- **6** Bilety na sztukę są drogie, ale to magiczne doświadczenie jest tego warte.

8 SPEAK Role-play the dialogue using the Key Phrases.

Student A

You went to see a play at the theatre last weekend. Tell student B about the details and express your opinion about it. Talk about the ticket prices and the costumes. **Student B**

Ask student A about the play he/she saw at the theatre a few days ago. Ask about the actors and the seats.

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

Grupa teatralna działająca w Twojej szkole wystawia właśnie musical, który miałeś okazję zobaczyć jako dziennikarz/dziennikarka gazetki szkolnej. Podziel się swoimi wrażeniami na **blogu**.

- Opisz okoliczności, w jakich widziałeś/widziałaś przedstawienie.
- Napisz, co podobało Ci się najbardziej.
- Wskaż jedną wadę przedstawienia.
- Poleć spektakl wybranej grupie uczniów.

Długość tekstu powinna wynosić od 100 do 150 słów. Hi, quys! This post is a review of ...

WRITING PLANNER



THINK

- Nadaj fikcyjnemu szkolnemu musicalowi tytuł
 i zdecyduj, o czym będzie opowiadał (np.: High
 School Story historia z życia liceum, Au Revoir
 Paris dzieje nieszczęśliwej miłości, Secret Santa
 świąteczna komedia omyłek).
- Zastanów się, co w musicalu mogło Ci się spodobać, a co nie (np.: dobra/zła gra aktorów, wykonania piosenek, oświetlenie, kostiumy).

PREPARE

- Przy każdym podpunkcie z ćwiczenia 9. wynotuj zwroty z ramki Key Phrases oraz przymiotniki z ćwiczenia 3., których użyjesz, by go rozwinąć.
- Zaplanuj układ swojego wpisu na blogu. Wykorzystaj jako wzór tekst z ćwiczenia 2.

WRITE

Zredaguj wpis na blogu, wykorzystując swoje notatki i zwroty z ramki Key Phrases. Pamiętaj o nieformalnym stylu wpisu.

CHECK

Sprawdź swój tekst i odpowiedz sobie na pytania:

- Czy rozwinąłeś/rozwinęłaś wypowiedź we wszystkich czterech podpunktach polecenia?
- Czy długość tekstu wynosi 100–150 słów?
- Czy tekst jest poprawny językowo?

10 FAST FINISHERS

Give examples of: an annoying song you often hear, an exceptional place you have visited, an amazing experience you have had.

VOCABULARY

Complete the sentences with the words from the box. There is one extra word.

audience close-up composition director performance play review

- 1 As the *director*, he gets to decide who plays the main part, doesn't he?
- 2 The photo which won the award is a _____ of the model's face.
- 3 After reading the _____ of the musical, I thought I had to see it.
- 4 It took the photographer a few hours to design the for the portrait.
- 5 With the guitar solo at the end, it was the finest the band had ever given.
- **6** Most of the actors have never performed in front of a live .
- 2 | Translate into English.
 - **1** A wildlife photographer sometimes waits for hours before pressing the shutter (przed naciśnięciem migawki).
 - 2 My hobbies are (fotografia i malarstwo).
 - 3 Van Gogh (namalował ponad 30 autoportretów) between the years 1886 and 1889.
 - 4 How long _______ (trwa zazwyczaj przerwa) in a theatre?
 - 5 These photos ______(sq nieostre).

GRAMMAR

- Complete the sentences with the correct passive forms of the verbs in brackets.
 - 1 Most of my paintings are sold (sell) by online shops.
 - 2 Last week, a lost painting by Jackson Pollock (find) in a private collection.
 - 3 The photo shoot _____ (set up), so we can now start the session.
 - 4 How many artworks can _____ (exhibit) in the National Gallery at the same time?
 - 5 This song _____ (not play) at the band's last gig.
 - 6 _____ the photos _____ (edir before they are published?
- 4 Write passive sentences using the prompts.
 - 1 who / this poem / write / ? Who was this poem written by?
 - 2 not much work / do / students / before the holidays
 - 3 all windows / should / close / for the night
 - 4 invitations / exhibition / send out / yesterday
 - ${\bf 5}~$ we / asked / to do / a lot / homework / for tomorrow
 - 6 classical music / play / every day / three and five o'clock

USE OF ENGLISH 1 2 3 4 5 6 7 8

- 5 Complete the second sentence with up to six words so that it means the same as the first one. Use the word in capitals.
 - In the audition they asked us to sing a piece of opera. WERE
 In the audition we were asked to sing a piece of opera.
 - 2 The museum shares online tours with visitors. **SHARED**

Online the museum.

3 I fell off the bike, so my trousers are dirty. **BECAUSE**

My trousers the bike.

4 The last time we sang this piece was a few months ago. NOT

We ______a few months.

- 5 I'm afraid we don't have enough money for the dessert. TOOI'm afraid we for the dessert.
- 6 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.
 - 1 Those cameras *should not be touched* (should / not / touch).
 - 2 It's _____ (good / use) a selfie stick than a tripod when you take a selfie.
 - 3 'These paintings are gorgeous. Mary,

 (you / ever / see)
 anything so beautiful?'
 - 4 The album (probably / record) next week.
 - 5 In which countries (Portuguese / speak)?
 - 6 When the director arrived at the theatre, all the actors _____ (already / leave).

LISTENING

This person

- A describes his/her favourite work of art.
- **B** encourages someone to visit an exhibition.
- C is reviewing an artistic event.
- **D** is planning to make a purchase online.
- **E** gives information about buying tickets.
- **F** suggests that the listener may not like a show.
- 1
- 2 %
- **//**
- 3 ///
- 4 2//



READING

- Read the blog post and match sentences A-E to gaps 1-4 in the text. There is one extra sentence.
 - A You can't see their faces they're just walking along a path.
 - **B** But then I realised the two works were completely different.
 - C While Munch's painting is more colourful, Mensa's picture is funnier.
 - **D** There are three toilet rolls for the eyes and mouth.
 - **E** But when I showed it to my older brother, he explained the idea to me.

THE SCREAM: ORIGINAL AND MODERN

When I saw The Scream: Bathroom Edition by the Czech artist Kristián Mensa on Instagram, I didn't know what to think about it at first. 1 It was Mensa's version of a famous work of art by the Norwegian painter Edvard Munch.



Munch's original *The Scream* was painted in 1893. It's very moving. In the foreground, there's a figure with a terrified expression - it looks like he's screaming. In the background, there's a red-orange sky and some dark blue water. There are also two figures in the background. 2



The composition of Mensa's Scream is similar to Munch's painting, but it's a close-up of the face - the whole landscape isn't included. ³ The rest of the face, the hands and the clothes are painted.

These two works of art were made

in different centuries, but they have some things in common. Both Munch's figure and Mensa's figure have got a strange, shocking expression. I like both of them, but for different reasons. 4 Some people might think it's silly to make art with toilet rolls, but I think it's unique!

SPEAKING

Describe the photo and answer the guestions. Student A



- 1 What do the girls think about the work of art they are looking at?
- 2 When you think about a great work of art, what comes to your mind?
- 3 Tell us about your last visit to an art museum.

Student B



- 1 What are the actors arguing about?
- 2 Why do people become theatre actors?
- 3 Tell us about your last visit to the theatre or opera.

SPEAK Look at the photo on page 88. Guess what the people in the crowd are saying. Have you visited or would you like to visit this museum? Use the words in the word cloud.



6.2 The passive: present and past

The passive (strona bierna) w języku angielskim stosowana jest w następujących sytuacjach:

• kiedy wykonawca czynności jest nieistotny, nieznany lub oczywisty, np.:

This photo of my grandmother was taken in 1943. (wykonawca czynności jest nieistotny lub nieznany);

Overdue books must be returned by 3 January. (wykonawca czynności jest oczywisty);

- kiedy chcemy położyć szczególny nacisk na samą czynność, a nie jej wykonawcę, np. Five hundred trees have been planted since last
- kiedy zależy nam na zachowaniu neutralnego tonu wypowiedzi i nie chcemy nikogo obarczać winą, np.

Some mistakes have been made.

UWAGA!

Jeżeli chcemy wspomnieć o wykonawcy czynności wyrażonej w stronie biernej, możemy go wprowadzić za pomocą słówka by, np.

The first two Harry Potter films were directed by Chris Columbus.

W pytaniach by stawiamy na końcu, np. Who was this letter written by?

UWAGA!

W wielu przypadkach zdania w stronie czynnej możemy przekształcić w zdania w stronie biernej (i odwrotnie). Zmieni się wówczas forma gramatyczna czasownika, a podmiot i dopełnienie zamienią się miejscami np.:

Leonardo da Vinci painted the Mona Lisa. = The Mona Lisa was painted by Leonardo da Vinci.

Tworzenie strony biernej

Stronę bierną tworzymy, odmieniając czasownik be we właściwym czasie, a następnie dodając do niego formę past participle czasownika głównego.

| Present simple passive | | |
|--|----------------------------------|----------------|
| Zdania twierdzące (affirmative) | Zdania przeczące | (negative) |
| His sculptures are displayed here. | I am not invited to | the reception. |
| Pytania ogólne (Yes/No questions) | Krótkie odpowied (short answers) | dzi |
| Is her style described as unique? | Yes, it is. | No, it isn't. |
| Pytania szczegółowe (Wh- questions) | | |
| When are employees offered a pay rise? | | |

| Past simple passive | | |
|---|---|---------------|
| Zdania twierdzące (affirmative) | Zdania przeczące | (negative) |
| These frescoes were created by Michelangelo. | The lecture wasn't first-year students. | |
| Pytania ogólne (Yes/No questions) | Krótkie odpowied (short answers) | lzi |
| Was I awarded a prize? | Yes, I was. | No, I wasn't. |
| Pytania szczegółowe (Wh- questions) | | |
| Where were these impressive paintings discovered? | | |

| Present perfect passive | | |
|--|----------------------------------|-------------------|
| Zdania twierdzące (affirmative) | Zdania przeczące | (negative) |
| I have been asked to speak at a conference. | The curator hasn't yet. | been interviewed |
| Pytania ogólne (Yes/No questions) | Krótkie odpowiec (short answers) | lzi |
| Have they ever been seated in the front row? | Yes, they have. | No, they haven't. |
| Pytania szczegółowe (Wh- questions) | | |
| Why has he been rejected? | | |

6.7 The passive: modal verbs and future tenses

Zdania w stronie biernej z czasownikami modalnymi tworzymy wg następującego wzoru: czasownik modalny + be + past participle, np.

Tickets must be validated before entering the exhibition.

W dokładnie taki sam sposób w stronie biernej zachowuje się czasownik will, np.

The concert hall will be refurbished before the show.

| The passive with modal verbs and will | | |
|---|---------------------------------|-------------------------|
| Zdania twierdzące (affirmative) | Zdania przecz (negative) | ące |
| The event could be organised at the youth centre. | Participants we by their teache | on't be assisted rs. |
| Pytania ogólne (Yes/No questions) | Krótkie odpov (short answers | |
| Can it be painted today? | Yes, it can. | No, it can't. |
| Pytania szczegółowe (Wh- questions) | | |
| Where should the document be signed? | | |

W podobny sposób tworzymy stronę bierną z: have to, need to oraz be going to, np.:

The files have to be uploaded by midnight.

Is the event going to be cancelled?

| The passive with have to/need to/be going to | | |
|---|---|-----------------|
| Zdania twierdzące (affirmative) | Zdania przeczące (negative) | |
| Dinner is going to be served at 7 pm. | The teachers don't need to be informed yet. | |
| Pytania ogólne (Yes/No questions) | Krótkie odpowiedzi (short answers) | |
| Do they have to be taken to hospital? | Yes, they do. | No, they don't. |
| Pytania szczegółowe (Wh- questions) | | |
| Why does the flash have to be turned off? How do the articles need to be submitted? When is the opera house going to be closed to the public? | | |

- KEY WORDS

| | VOCABULARY 1 | ∩ MP3 39 |
|---------------|-------------------|--------------------------|
| abstract | /ˈæbstrækt/ | abstrakcyjny |
| add filters | /ˌæd ˈfɪltəz/ | dodawać filtry |
| bold | /bəʊld/ | odważny, krzykliwy |
| complex | /ˈkɒmpleks/ | złożony |
| confusing | /kənˈfjuːzɪŋ/ | niejasny |
| depressing | /di'presiŋ/ | przygnębiający |
| dreadful | /'dredfəl/ | okropny, straszny |
| edit | /'edit/ | edytować, przerabiać |
| emotional | /ı'məʊʃənəl/ | pełen emocji |
| go viral | /ˌgəʊ ˈvaɪrəl/ | stać się hitem Internetu |
| gorgeous | /ˈgɔːdʒəs/ | wspaniały |
| image | /ˈımɪdʒ/ | wizerunek |
| imaginative | /ıˈmædʒınətıv/ | pomysłowy |
| impressive | /ım'presıv/ | robiący wrażenie |
| in focus | /ın ˈfəʊkəs/ | ostry |
| masterpiece | /ˈmaːstəˌpiːs/ | arcydzieło |
| modern | /'mpdən/ | nowoczesny |
| moving | /ˈmuːvɪŋ/ | wzruszający |
| mysterious | /mɪˈstɪəriəs/ | tajemniczy |
| out of focus | /ˌaʊt əv ˈfəʊkəs/ | nieostry |
| outstanding | /aʊtˈstændıŋ/ | wybitny |
| powerful | /ˈpaʊəfəl/ | mocny |
| scary | /ˈskeəri/ | przerażający |
| selfie | /'selfi/ | selfie |
| selfie stick | /ˈselfi stɪk/ | kijek do selfie |
| self-portrait | /ˌself ˈpɔ:trɪt/ | autoportret |
| share | /ʃeə/ | udostępniać |
| unique | /juːˈniːk/ | wyjątkowy |
| work of art | /ˌwɜːk əv ˈaːt/ | dzieło sztuki |

GRAMMAR 1 MP3 40 ogłosić announce city hall / siti 'ho:l/ ratusz display /dı'spleı/ wystawić przeszkadzać disturb /di'sta.b/ exhibition /ˌeksiˈbiʃən/ wystawa telephoto lens /ˌtelifəʊtəʊˈlenz/ teleobiektyw wildlife /ˈwaɪldˌlaɪf/ dzika przyroda

PEAKING MP3 41 pracownia artystyczna art studio /ˈaːt ˌstjuːdiəʊ/ joyful /ˈdʒɔɪfəl/ krajobraz landscape /'lænd skeip/ paintbrush pędzel /'peint brxf/

READING background /'bæk,graond/ tło schwytać capture /ˈkæptʃə/ /ˈkləʊsʌp/ close-up zbliżenie composition /ˌkɒmpəˈzɪʃən/ kompozycja copyright /ˈkɒpiˌraɪt/ prawo autorskie court battle batalia sądowa /ˈkɔ:t bætəl/ fame /feim/ sława focus (on sth) skupić się (na czymś) /ˈfəʊkəs/ oświetlenie lighting /'laitin/ press the shutter /ˌpres ðə ˈʃʌtə/ nacisnąć spust migawki /ˌriːtʃ ən əˈgriːmənt/ osiągnąć porozumienie reach an agreement set up a photo shoot /set ˌʌp ə ˈfəʊtəʊ ʃuːt/ zaaranżować sesję zdjęciową /ˈspiːʃiːz/ species gatunek treatment traktowanie /'tri:tmənt/ tripod /'traippd/ statvw fotograf dzikiej wildlife photographer /'waild,laif fə,tbgrəfə/ przyrody

OCABULARY 2 act /ækt/ grać acting aktorstwo /ˈæktɪŋ/ audience /ˈɔːdiəns/ widownia audition przesłuchanie /ɔ:ˈdɪfən/ composer /kəm'pəʊzə/ kompozytor kostium costume /'kpstiu:m/ director /dəˈrektə/ reżyser drama school /'dra:mə sku:l/ szkoła aktorska gig koncert /gig/ interval /'intəvəl/ przerwa

live audience /ˌlaɪv ˈɔːdiəns/ publiczność na żvwo main part /,mein 'pa:t/ główna rola orchestra /ˈɔːkɪstrə/ orkiestra /na'fa:m/ perform występować play /plei/ sztuka play an instrument grać na instrumencie /plei ən 'instromant/ put on a play/ wystawić sztukę/ /pot on a 'plei/pa'fo:mans/ przedstawienie performance review /rı'vju:/ recenzia rock /rɒk/ być super, wymiatać rock band /ˈrɒk bænd/ zespół rockowy school hall /ˌsku:l ˈhɔ:l/ szkolna aula sing in a band /ˌsɪŋ ın ə 'bænd/ śpiewać w zespole songwriter /'spŋˌraitə/ autor piosenek /ðə pəˌfɔ:mɪŋ ˈa:ts/ the performing arts sztuka widowiskowa /ˈθɪətə gruːp/ zespół teatralny theatre group

| | LISTENING N | 4D2 44 |
|------------------|---------------------|----------------------------|
| | | 1P3 44 |
| architecture | /ˈaːkɪˌtektʃə/ | architektura |
| design | /dıˈzaın/ | projektować, projekt |
| designer | /dıˈzaınə/ | projektant |
| drawing | /ˈdrɔ:ɪŋ/ | rysunek |
| fashion design | /ˈfæʃən dıˌzaın/ | projektowanie mody |
| film-maker | /ˈfɪlmˌmeɪkə/ | filmowiec |
| graffiti art | /grəˈfiːti aːt/ | graffiti |
| graphic design | /ˌgræfɪk dɪˈzaɪn/ | projektowanie graficzne |
| installation art | /ˌinstəˈleɪʃən aːt/ | instalacja |
| paint | /peint/ | malować |
| painter | /ˈpeɪntə/ | malarz |
| painting | /'peintiŋ/ | malarstwo |
| photograph | /ˈfəʊtəˌgra:f/ | fotografować |
| photographer | /fəˈtɒgrəfə/ | fotograf |
| photography | /fəˈtɒgrəfi/ | fotografia |
| printmaker | /ˈprɪntˌmeɪkə/ | sztycharz |
| sculpt | /skʌlpt/ | rzeźbić |
| sculptor | /ˈskʌlptə/ | rzeźbiarz |
| sculpture | /ˈskʌlptʃə/ | rzeźba |
| visual arts | /ˌvɪʒʊəl ˈaːts/ | sztuki wizualne |

GRAMMAR 2

/bʌmp/

/ æksi'dentəl/

/ˈkləʊk.ru:m/

/di'strækt/

/ıaˈzıbıt/

accidental

cloakroom

observe/follow

distract

exhibit

bump

the rules WRITING **№** MP3 46 amazing /əˈmeɪzɪŋ/ niesamowity annoving /əˈnɔiin/ irytujący contemporary współczesny /kən'tempərəri/ miłośnik sztuki culture vulture /'kʌltʃə vʌltʃə/ encouraged /ınˈkʌrɪdʒd/ zachęcony exceptional /ık'sep[ənəl/ wyjątkowy intrigued /ın'tri:gd/ zaintrygowany magical /'mædzıkəl/ magiczny

/əbˌzɜ:v/ˌfɒləʊ ðə ˈru:lz/

przypadkowy

potrącić

rozpraszać

przestrzegać zasad

eksponat

szatnia

zrobić wrażenie make an impression / meik ən im prefən/ old-fashioned /ˌəʊld ˈfæʃənd/ staromodny put sb off odstraszać kogoś /,pot ,snmbadi 'pf/ /rıˈvjuː/ review zrecenzować stunning /ˈstʌnɪŋ/ zachwycaiacy

Rodziny wyrazów

Rodzina wyrazów to grupa słów wywodzących się od jednego wyrazu podstawowego, np. paint painter - painting - paintbrush - paintball. Ucząc się słownictwa z danego zakresu tematycznego, staraj się zapamiętać jak najwięcej wyrazów z każdej rodziny.



The media



🔼 3.01 🚳 Put the types of media from the box into the correct categories. Listen and check. Which types of media are more 'traditional'?

blog magazine national TV newspaper podcast radio satellite/cable TV social media website

- Broadcast media: national TV, ...
- Print media:
- Digital media:
- **2 SPEAK** Discuss the questions from the survey. Then answer the bonus question. Compare your answers with another pair.

SURVEY: TEENS AND THE NEWS

- 1) How important is it to you to follow current
- 2) Where do you get the news from?
 - social media and YouTube
 - news websites
 - the press (daily newspapers and magazines)
 - online influencers and celebrities
 - people in your life (teachers, relatives, friends)
- 3) Which sources of information
 - help you understand current events?
 - only make you more confused?
- 4) Can you tell fact from fiction?
- 5) In your opinion, does the news shared on social media
 - get the facts straight?
 - provide accurate updates?

BONUS QUESTION

Which of these are true about you?

- I have no interest in breaking news whatsoever.
- I only look at the headlines and the front pages.
- I don't find tabloid newspapers reliable.
- I sometimes read articles and interviews online.
- Visual info, such as pictures or videos, helps me understand the news.

- **4 KEY WORDS** Complete the sentences with the highlighted words from the survey.
 - 1 None of my friends follow current events, so they don't know what's going on in politics.
 - 2 Newspapers used to be a reliable o c of information. Now many tabloids are unreliable.
 - 3 The shocking news about the Polish president became a e d n in all European countries.
 - 4 The queen's accident was the **range** no news during the weekend.
 - 5 The journalist was taking notes during the <u>nt22222</u>w.
 - **6** This website used to be really good, but they no longer provide regular p t s.
- **SPEAK** Look at the video still and answer the questions.



News

Global Video Competition Finds Finalist in Former NIS Student

3rd June 2019

News & Events ► News



22

BA STUDENT, ERIKA FELTON'S 'THIS IS NANJING' NOMINATED FOR 'FOREIGNERS ON CHINA' COMPETITION 19 Jun, 2019

►II •

- 1 Which of these headlines tells you more about the story? Which article would you prefer to read? Why?
- 2 Imagine you are going to enter a competition for which you need to make a documentary about the place where you live (village, town, city or country). Where do you think you could start?

FAST FINISHERS

Imagine you are a journalist working for a tabloid. Your boss has asked you to come up with some headlines to attract more readers. What could they be? Think of recent events in your country or region and write down at least three suggestions.

3.02 Listen to a radio programme presenting the results of the survey among American teens. Complete the notes with the numbers from the box.

> 1/3 13 17 31% 36%

- The majority of American teens between 113 and ²: following the news is important, we do it on a regular basis
- The main source of information for ³ of teens: friends, family or teachers
- Only ⁴ of teenagers learn about current events from the radio, TV news or newspapers
- This means many teens do not get information from journalists or reporters (!!)
- 5 of teenagers say news organisations get the info right (only 38% say the same about celebrities/influencers)
- Only 6 prefer reading or hearing about the events, 64% prefer visual info

Reported speech

- **SPEAK** What are the news headlines today?
- Read the text and answer the questions.
 - 1 Why was the painting so expensive?
 - 2 Did the guests enjoy the auction? Why/Why not?

HIGHEST PRICE EVER PAID FOR A PAINTING AT AUCTION



n 15 November 2017, the masterpiece Salvator Mundi by Leonardo da Vinci was sold at Christie's auction house in London for a record \$450,312,500, becoming the most expensive work of art ever. An auction expert explained that the buyer had paid this astronomical price because of the rarity of da Vinci's works. Fewer than twenty pieces exist altogether. Even the president of Christie's

was surprised by the amount and said he himself couldn't believe it! Those who were at Christie's that night told reporters they had never seen a more exciting auction and that it was great to be part of that experience. The auction was hosted in a very entertaining way. One of the guests told a reporter she would definitely take part in future auctions, and she was looking forward to visiting Christie's again.

Study the grammar table. What did you notice about the changes in tenses in reported speech?

Key Grammar

Mowa zależna

Gdy przytaczamy zdanie oznajmujące w mowie zależnej za pomocą czasownika w czasie past simple, np. said lub answered, wprowadzamy następujące zmiany w czasach:

| | _ | |
|--|----------|--|
| Mowa niezależna (direct speech) | + | Mowa zależna (reported speech) |
| Present simple 'It is great to be part of this experience.' | + | Past simple A guest said that it was great to be part of that experience. |
| Present continuous 'I'm looking forward to visiting Christie's again.' | + | Past continuous She told a reporter that she was looking forward to visiting Christie's again. |
| Past simple 'The buyer paid an astronomical price.' | + | Past perfect An expert said that the buyer had paid an astronomical price. |
| Present perfect 'We have never seen a more exciting auction.' | → | Past perfect They said that they had never seen a more exciting auction. |
| will 'I will definitely take part in future auctions.' | → | would She told a reporter that she would definitely take part in future auctions. |
| can 'I can't believe it!' | + | could The president of Christie's said that he couldn't believe it. |

- 4 Rewrite the sentences in reported speech.
 - 1 'We're going to study reported speech,' said our teacher.

Our teacher said that we were going to study reported speech.

- 2 'We love studying grammar,' we answered.
- 3 'I haven't studied reported speech before,' I said.
- 4 'It isn't easy,' said Kamil.
- 5 'Kamil can't do this exercise,' said Pola.
- 6 'The test will be on Monday,' said our teacher.
- 5 Read the WATCH OUT box and rewrite the sentences in reported speech.
 - 1 'I'm doing a survey about the news for the school magazine now,' said Pola.
 - Pola said that she was doing a survey about the news for the school magazine at that time.
 - 2 'I watch the news on TV,' Kamil answered.
 - 3 'People can't trust these tabloid journalists,' said Ala.
 - 4 'I've read a lot of stories online that I don't believe,' said the teacher.
 - 5 'I'll tell you a story which I read online last week,' Kamil said to his friends.

WATCH OUT

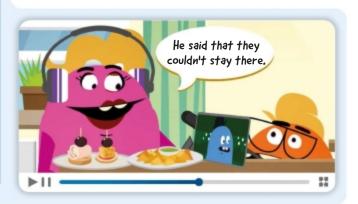
Inne zmiany w mowie zależnej

- określenia czasu i miejsca, np.: now then/at that time, today that day, yesterday the day before, tomorrow the next/following day, three hours ago * three hours earlier/ before, here → there
- przymiotniki dzierżawcze i zaimki: my his/her, our their, this/these that/those, I → he/she, we → they, me → him/her, us → them
- **6 SPEAK** Read the instructions and do the task. Student A, look at page 155. Student B, look at page 156.

******* FAST FINISHERS

Write four sentences reporting some gossip that people told you.

Someone said our school would cancel all class trips.



A stimulus-based discussion

- **SPEAK** Imagine you are the school newspaper editor. Which headline would you choose for the front page? Why?
 - J.K. ROWLING RELEASES HER NEW BOOK ONLINE FOR FREE
 - B Final exams new dates announced -
- **SPEAK** Look at the photos and decide which one is the best to illustrate headline B. Say why.



- 3.03 Listen to a voice message and find out which photo Ayden chose for the school newspaper. What were the reasons for his choice?
- Study the Key Phrases and find synonyms for these words.
 - 1 interests me appeals to me
 - 2 right -
 - 3 choice -
 - 4 enthusiastic about -
 - 5 demonstrates -
 - 6 shows -

Key Phrases

A stimulus-based discussion

Comparing photos

I can see/There are ... in all of the photos.

All three photos refer to/show ..., but only the first one ... Photo 1 isn't as suitable/good as photo 2.

Picture 1 is more suitable/better for ... than the other pictures because ...

Expressing preference

I like the first one the most because ...

I'm going to choose ...

Of the three photos, the second one is the best. In my opinion, the third option is the most suitable. Photo number ... appeals to me the most/makes me think of/seems much more ...

Giving reasons

I'm not keen on the first/second photo because ...

I don't think it illustrates ...

I don't think it will attract readers/appeal to students/ illustrate the problem well.

I wouldn't choose photo 1 because ...

Another reason is that ...

This one is much less interesting because ...

- 5 Translate into English. Use the Key Phrases.
 - 1 I don't think this photo (Nie sądzę, że to zdjęcie) is good for the front page.
 - 2 l'm 🙎 (nie podoba mi się zdjęcie) on the left.
 - 3 (Z tych dwóch opcji) I like the first one more.
 - 4 Looking at the colours, I (wybrałbym) the photo with the children.
 - 5 In my opinion, the book cover on the right (wydaje się o wiele ciekawsza).
 - **6** This headline mi się najbardziej).
- SPEAK Do the speaking task using the Key Phrases.

Popatrz na zdjęcia A i B. Wspólnie z grupą kolegów z klasy przygotowujesz prezentację dotyczącą pracy fotografa w mediach. Wyraź swoje zdanie na temat dwóch propozycji zdjęć otwierających prezentację.

- Wybierz zdjęcie, które będzie, Twoim zdaniem, bardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.





FAST FINISHERS

Imagine you are the editor of a travel magazine and you are preparing a special edition about Turkey. Look at the two postcards on page 74. Which one would you choose for the cover of the magazine? Note down three arguments explaining your choice. Use the Key Phrases.

An article about advertising to teenagers

- **SPEAK** When was the last time you bought something because you saw it on TV or on social media? What was it?
- SPEAK Choose the correct options. Then decide which statements are true for you.
 - 1 I'm more likely to buy a product if an influencer recommends / follows it on social media.
 - 2 I always change the channel during product / commercial breaks.
 - 3 I don't think celebrities should encourage / advertise sweets, crisps and other unhealthy snacks.
 - 4 I believe advertisements should tell you the price / prize of the product.
 - 5 In my opinion, cupboards / billboards should not be installed close to motorways because they can distract drivers.
 - 6 As a child, I used to like watching ads / slogans on TV.
- 3 3.04 Existen to three ads and match them to sentences a-d. There is one extra sentence.
 - a This teenager talks about a cute commercial.
 - **b** This is an advertisement for a women's product.
 - **c** This influencer is recommending an app.
 - **d** You can now buy this product at a lower price.
- 2 3/1/2
- Look at the title, the photos and the introduction to the article and answer the questions.
 - 1 Which products or services do you think the people in photos A-E are advertising?
 - 2 What slogans could you add to the photos?
 - 3 Which techniques could you suggest to answer the question in line 9?
- 5 3.05 Read the article and match headings A-F to paragraphs 1-5. There is one extra heading.
 - A The coolness factor
 - **B** Teen-focused products and services
 - C A sense of belonging
 - **D** The same as the others
 - **E** Appearance matters
 - **F** The hidden power of celebrities
- **KEY WORDS** Match the highlighted words from the text to their definitions. Then write your own definitions for the two remaining words.
 - 1 advertising agency a company which creates, plans and organises promotional campaigns
 - 2 ______ selling products at lower prices
 - 3 _____ a series of ads promoting a product
 - a group of products with its own name, produced by one company
 - people who buy products or services for personal use

7 3.06 1 Eisten and complete the table with the noun forms of the verbs. Draw a stress mark /'/ before the stressed syllable in each verb and noun.

| Verb | Noun |
|------------|---|
| 'advertise | ¹ ad'vertisement |
| appear | 2 |
| celebrate | 3////////////////////////////////////// |
| photograph | 4////////////////////////////////////// |
| recommend | |

- 8 3.06 Listen and repeat the verbs and nouns from exercise 7. Pay attention to the correct word stress.
- **SPEAK** Answer the questions.
 - 1 What is the most shocking advertisement you have seen?

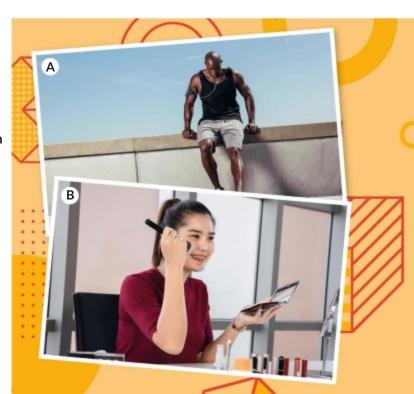


3 Are brands important to you? Why/Why not?

FAST FINISHERS

Design your own brand and a product (clothes, cosmetics, digital devices etc.) Draw a prototype, describe it briefly and come up with a short plan for advertising it.

Browse the Internet and/or your social media news feed and find three advertisements. What are they for? Which advertising techniques from the text do they rely on?





ou may think that adolescents are too short of cash to be the goal of advertising. Well, you are wrong. Teens may have less money than adults, but there are several products and **special offers** on which they are willing to spend their pocket money. Knowing that, **brands** for teenagers use a few advertising techniques to become more attractive to them. What exactly are the advertising techniques that work for

1////

teenagers?

Although it might sound old-fashioned, teenagers respond to images of families enjoying spending time together. Because of high divorce rates, teens are easily influenced by the idea of a happy family. Therefore, **advertising agencies** often try to convince teenage **consumers** to buy things by presenting a perfect family image.

2 ////

Who wouldn't like to have the same mobile, sunglasses or lipstick as a social media star? Companies are well aware of that, and they pay influencers a lot of money to recommend their products. As teenagers tend to follow

25 the style and choices of their idols, it is much easier to sell products that appeal to large groups of followers.

3

Teens are particularly likely to do the same things as their peers. Few advertisements come out and explicitly say 'Everybody is doing it,' but this type of message is sent in many types of advertising campaigns. For example, a mobile phone commercial might show a group of teens in which everyone has their own mobile. The message is that all teens have a mobile and so should you.

GLOSSARY

adolescents – dorastający chłopcy i dziewczęta, nastolatki **acne** – trądzik

spots - pryszcze

Advertising

for @dolescents



4///

This advertising technique is based on the idea that you can only be trendy if you have a specific product or use a specific **service**.

40 A perfect example of this technique is the 'I'm a Mac' campaign, which shows a Mac as a hip, cool young person, and a PC as an old-fashioned, uptight and uncool man.

5 ///

Apart from being cool, the person who is
supposed to make teenagers buy a product
has to be good-looking. Girls will buy
a shampoo recommended by a girl with long,
beautiful, shiny hair, and boys will reach for
sneakers worn by a fit sportsman. Even if

50 it's acne cream, it needs to be presented by a teenager without spots!



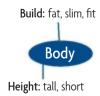
Appearance

1 SPEAK What do you do regularly to take care of your appearance? What do you never do? Choose from the box or use your own ideas.

apply face cream/lip gloss brush your hair cut your fingernails/toenails put on make-up paint your fingernails/toenails shave use deodorant wear jewellery

2 SPEAK Add three words to each word map.
Then describe Lucas and Olivia using the words from the word maps.

Colour: black, brown, dark, red, grey, blond





Parts of the face: blue/brown/green eyes, wide/small mouth, smile, beard



KEY WORDS Add the highlighted words to the word maps in exercise 2.

bald * cheeks * chin * curly * eyebrows * eyelashes forehead * overweight * plump * skinny * spiky

4 Read the ad and look at the photos of the candidates, Lucas and Olivia. Who do you think will be chosen for the campaign? Why?

Prêt-à-model is looking for people in their twenties for a new sports campaign.

Physical appearance: the candidates need to be of at least medium height, sporty and muscular. Female candidates are expected to have natural blond or ginger hair (not dyed). Men, preferably tanned, should not have any facial hair (neither beard nor moustache). Special features, such as freckles or braces, are more than welcome.

For casting details, email us at candidates@pret-a-model.co or visit pret-a-model.co.





5 3.07 Listen to a conversation between two people from *Prêt-à-model* advertising agency and choose the correct options.



Lucas



- 1 Lucas does not match the description because
 - a his skin is pale, and he's got a beard and a moustache.
 - **b** he's too tanned.
 - **c** he has no facial hair.
- The man thinks Olivia looks natural because
 - a she isn't wearing heavy make-up.
 - b of her thin lips and fair skin.
 - c she is blue-eyed.
- The agency needs another photo of Olivia
 - a without a wide smile.
 - with make-up on.
 - **c** in sports clothes.
- **6 KEY WORDS** Translate into English using the words from exercises 3–5.

Hi, Delia. Have you heard of Bitmoji? It's an app which you use to create your own emoji. You make a cartoonlike character whose ¹ physical appearance (wygląd zewnętrzny) resembles your own. Later you can use this emoji for your social media. And guess what - I've just created mine! It's a cool-looking little ² (niebieskooki) guy with ³ (jasną skórą i krótkimi rudymi włosami). It even has 🏿 (piegi i aparat ortodontyczny)! My emoji 52 (nie ma zarostu na twarzy), but it has got (szeroki uśmiech). You can see it every time we talk online. Do you want the link to the app? Cheers, Lee

Send

7 SPEAK Student A, describe one of your classmates without saying his/her name. Student B, guess who A is describing. Then change roles and do the task again.



SECTION FAST FINISHERS



Draw and describe your own emoji.

A radio news bulletin

SPEAK Do you ever listen to the radio? If so, which stations?



- 2 3.08 Read the text and choose the best headline.
 - a Muscular woman hits bodybuilder
 - **b** Poor man beaten by 82-year-old
 - c Elderly woman protects her home

by Delia Dobbins

An eighty-two-year-old ex-bodybuilder, Willie Murphy, managed to protect herself and her house from a violent intruder. I talked to this extremely brave homeowner yesterday.



Mrs Murphy **informed** me that she had been home alone on Thursday night. She said that a man had started banging on her front door. The man **complained** that he was sick. She answered that she could call an ambulance for him, but told him that he should not try and enter the house. Mrs Murphy explained to me she had dialled the emergency number to get help for the man. She claimed that the man had then broken into her house.

Mrs Murphy **commented**, however, that the intruder had picked the wrong house to break into! She admitted she had hit him with a table pretty hard. Then she added that she had also poured some shampoo on him. Finally, the police arrived and arrested the intruder. What a strong lady!

KEY WORDS Read the WATCH OUT box and complete the table with the highlighted reporting verbs from exercise 2. Then add the verbs below to the table. Use a dictionary to help you.

agree * confirm * remind

| Czasowniki wprowadzające mowę zależną (reporting verbs) | | | | | |
|--|--|--|--|--|--|
| Czasownik + dopełnienie + czasownik + that | | | | | |
| say, tell, claim, | | | | | |

WATCH OUT

Czasowniki wprowadzające mowę zależną

- czasownik + (to sb) + that, np. say: I said (to her) that we were at home.
- czasownik + dopełnienie + that, np. tell: I told her that we were at home.
- czasownik + that, np. add: I added that we were at home.
- 3.09 Listen to a radio news bulletin. Which four types of news stories do you hear?

entertainment international local national sports

3.09 Read the WATCH OUT | SKILLS box. Listen again. Guess the meaning of the words in the box by listening to the context.

> annual citizen dehydration heatwave hosts self-defence

WATCH OUT | SKILLS

Odgadywanie znaczenia słów z kontekstu

Aby poprawnie rozwiązać zadania, nie musisz rozumieć wszystkich słów w nagraniu. Jeżeli jednak nie rozumiesz ważnego słowa, spróbuj domyślić się jego znaczenia z kontekstu.

- 6 3.09 Listen again and answer the questions. Use full sentences.
 - 1 According to the 2020 World Happiness Report, what are the three happiest countries in the world? The three happiest countries in the world are: Finland, Denmark and Switzerland.
 - 2 What three pieces of advice are given to help people stay safe during the hot weather?
 - 3 Why is the heatwave good for supermarkets?
 - 4 Which Olympic Games activities will take place near the Eiffel Tower? Name two.
 - 5 What should Mrs Murphy do according to the presenter?
- 7 Rewrite your answers from exercise 6 in reported speech. Use a different reporting verb from the table in exercise 3 in each sentence.
 - **1** The presenter informed the listeners that the three happiest countries in the world were Finland, Denmark and Switzerland.
- 8 SPEAK Have you read or watched an interesting or amusing news story lately? What was it?

FAST FINISHERS

Note down five things that someone said to you today. Use reported speech and five different reporting verbs.

In the morning, my mum said that she had made me some sandwiches for school.

Zero and first conditionals

- **SPEAK** Answer the questions.
 - 1 Where do you check the weather forecast?
 - 2 Describe a situation in which extreme weather changed your plans.
- 2 3.10 Listen to a dialogue. Decide if statements a-d are true or false.
 - a If Lisa doesn't study more, she will fail her exams.
 - **b** When it is hot, people eat little ice cream.
 - c If you stay outside between 12 and 3, it can be dangerous.
 - **d** If it is very hot at the weekend, Mark will have a barbecue.
- Look at the video still and study the grammar table. Complete the table with examples a-d from exercise 2.

Key Grammar

Zerowy okres warunkowy

Zerowy okres warunkowy (zero conditional) stosujemy, aby mówić o sytuacjach lub pytać o sytuacje, w których przyczyna zawsze wywołuje ten sam skutek, np.: If the temperatures are very high during the day, there are often

storms in the evening.

What do you do when your computer crashes?

| , | |
|---------------------------|--------------------------|
| Warunek | Rezultat |
| If/When + present simple, | present simple |
| When I get bored, | I watch TV. |
| Rezultat | Warunek |
| present simple | if/when + present simple |
| I watch TV | when I <i>get</i> bored. |

Pierwszy okres warunkowy

Pierwszy okres warunkowy (first conditional) stosujemy, aby mówić o czynnościach lub wydarzeniach, które prawdopodobnie będą miały miejsce w przyszłości, jeśli zostanie spełniony określony warunek, lub pytać o nie, np.:

If you post something online, it will stay there forever. What will you do if your phone breaks again?

2 , , , , , ,

| Warunek | Rezultat |
|----------------------------|----------------------------|
| If/When + present simple, | will/won't + bezokolicznik |
| If it's sunny tomorrow, | we'll go sailing. |
| Rezultat | Warunek |
| will/won't + bezokolicznik | if/when + present simple |
| We'll go sailing | if it's sunny tomorrow. |



- Complete sentences 1-2 with zero conditionals, and sentences 3-4 with first conditionals.
 - 1 You *learn* (learn) more if you (use) books rather than the Internet.
 - 2 When you (not check) the weather forecast, you (not know) what to wear.
 - 3 If it (be) windy this weekend, we _____ (not go) to the seaside.
 - 4 If you _____ (move) to a different city, who _____ (you / miss) the
- 5 Read the WATCH OUT box and rewrite the sentences using unless.
 - 1 I will go to the swimming pool if it doesn't rain. I will go to the swimming pool unless it rains.
 - 2 If the book isn't too expensive, I will buy it.
 - 3 I never get up early if I don't have to.
 - 4 I won't go to her party if she doesn't invite me.
 - 5 If you don't tell me the truth, I will be angry.

WATCH OUT unless

unless (jeśli nie, chyba że) = if not If you don't come now, I'll leave without you. = Unless you come now, I'll leave without you.

- 6 Translate into English. Write two different options for sentences 3 and 4.
 - 1 I'm a lot more energetic during the day when I go for a walk (kiedy pójdę na spacer) in the morning.
 - 2 We will call off the garden party unless
 - 🌌 (pogoda się poprawi). _____ (Jeżeli nie wyjdziemy teraz), we'll be late for school.
 - (Jeżeli nie zareklamujemy) this product on social media, it definitely won't sell.
 - 5 I usually walk to school (kiedy pogoda jest słoneczna).
- SPEAK Do the speaking task. Student A, look at page 155. Student B, look at page 156.

#BRAINTEASER

What five-letter word becomes shorter when you add two letters to it?

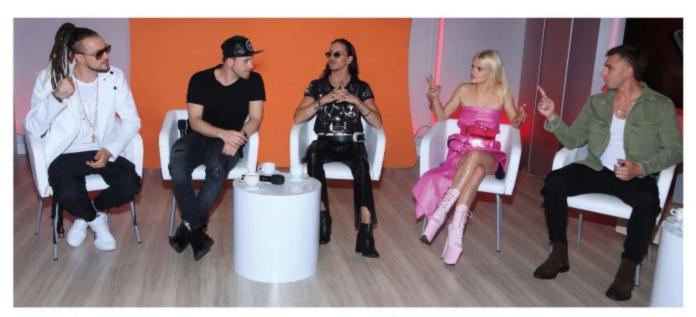


5 FAST FINISHERS

Imagine you are a candidate in school elections. Write four sentences for your leaflet beginning with If you choose me,

If you choose me, I'll introduce a recycling programme in our school.

Grammar and vocabulary practice



- **SPEAK** Think of a celebrity (e.g. a music show host, a news presenter, a children's programme host) and describe his/her appearance. Can your partner guess the name of the person?
- Complete the text with the correct words formed from the words in brackets.

One of the 1 influencers (influence) that I follow on Instagram has recently posted a photo of herself taken ten years ago. I was surprised to see that she used to be ² (weigh). It seems that my favourite (celebrate) has lost at least ten pounds! She now promotes a healthy lifestyle and she has even appeared in a(n) 4 (advertise) for fitness equipment. I think it's great that famous people influence their 5 (follow) in such a positive way. Consumers really pay attention to their ⁶ (recommend).

- Choose the correct translation.
 - **1** She said (że nigdy nie czytała) a newspaper.
 - A she had never read
- C that she has never
- B she has never read
- read
- 2 They said (że wybiorą) three brands for the campaign.
 - A they would choose
- C that they are
- B they will choose
- choosing
- 3 The guy finally said (że widział) a tall, pale teenager in the park the day before.
 - A he has seen
- **C** that he had seen
- **B** that he has seen
- 4 If the advertising agency makes a better commercial this time, more teenagers (kupi) our shoes.
 - A buy

- C would buy
- **B** will buy
- **5** You know more about the world (kiedy czytasz)
 - news websites. A unless you read
- C unless you don't
- B when you read
- read

- Complete the second sentence with up to five words so that it means the same as the first one. Use the words in capitals.
 - 1 'I won't reveal my source,' the reporter said to us.

The reporter told us that he wouldn't reveal his source.

- 2 'Helen has given me more details,' Mike confirmed. HIM
 - Mike confirmed that more details.
- 3 You won't remember anything if you don't read the articles carefully. UNLESS
 - You won't remember anything
 - the articles carefully.
- 4 'I'm staying with my grandparents this week,' Susan said. HER
 - Susan said grandparents that week.
- 5 Be quiet, or I will call the police. IF
 - _____I will call the police.
- 6 'Shhh, the baby is sleeping now,' Gina said. WAS Gina explained that
- **SPEAK** Role-play the dialogue. Then change roles and do the task again.

Student A

You have recently heard some interesting news (you read an online article or watched a current affairs programme). Tell your partner about it and answer his/her questions.

Student B

Ask for some details concerning the news which student A is telling you about. Add any information about the topic that is relevant.

FAST FINISHERS

Choose three cosmetic products you use every day and then decide which three celebrities might advertise them. What could they say in the ad?

A blog post with a report



Hi, guys!

I want to tell you about something that happened yesterday. I went to a meeting with one of my favourite celebrities – Piotr Kędzierski. He is a radio presenter, but with his outstanding street style and tattoos he doesn't look like a typical journalist. Anyway, a friend of mine told me he had heard about this guest lecture at his university and said that we could go to it together.



We got to the lecture room twenty minutes early, and the venue was already full. So, personally, I think the room wasn't big enough. When Kedzior came into the room, he thanked everyone for coming, made a few jokes, and then went on to tell the audience about his career. He seemed open and friendly, and he struck me as very professional.

Generally, I had a great time. I will definitely go to such meetings more often if there are any in my area. And in the meantime, I'm going to turn on Newonce radio and listen to some of Kędzior's programmes – and I suggest you do the same!

More from Ernesto soon!



120 likes



) 41 comments

- **SPEAK** Look at the photo at the top of the page. What do you think is happening? Why?
- **2** Read the blog post and choose the correct option.

The author:

- a invited his friend to a guest lecture.
- **b** went to see a person that he likes.
- c thought the venue was very nice.
- **d** is planning to go to a similar meeting soon.
- 3 Read the exam task below. Then analyse Ernesto's blog post and add the missing bullet point to the exam task.

Niedawno uczestniczyłeś/uczestniczyłaś w spotkaniu z osobą znaną z mediów. Podziel się swoimi wrażeniami na blogu.

- Napisz, skąd dowiedziałeś/dowiedziałaś się o spotkaniu i z kim tam poszedłeś/poszłaś.
- Zrelacjonuj przebieg spotkania.
- Zachęć swoich czytelników do zapoznania się z pracą/ twórczością tej osoby.

- Study the Key Phrases and match the sentence halves.
 - 1 The event was elegant
 - 2 Personally, I think the venue
 - 3 First, the presenter thanked the audience for coming,
 - 4 The interviewer struck me
 - 5 The host of the ceremony became more relaxed towards
 - 6 The traveller's adventures made
 - a him an extremely interesting person.
 - **b** and then told some jokes.
 - c the end of the gala.
 - d and well-organised.
 - e as pushy and rude.
 - f was too small for such an event.

Key Phrases

A blog post with a report

Reporting an event

First, ... Then, ...

He/She thanked the audience for ...

He/She started with a few jokes/telling us

At the beginning, it was awkward/strange/ difficult, but after a while ...

After that, I asked about ...

Towards the end of the meeting, we ...

Describing a person

He/She had (short black hair).

He/She seemed ...

It seemed to me that he/she was ...

He/She struck me as (self-confident/mature/

I admire him/her for his/her (career/ achievements).

His/Her appearance and personality make him/her (exceptional/ordinary/weird).

He/She made a good/bad impression on me because ...

Giving an opinion about the event

Personally, I think ...

The venue was very nice/rather disappointing/ not big enough/just fine.

It was (not) well-organised/prepared in detail. There were about ... people in the audience.

5 SPEAK KEY WORDS Look at the highlighted personality adjectives and say if they are positive, negative or neutral. Use a dictionary to help you. Then use them to describe three famous people or characters from TV shows or films.

bright * emotional * exceptional * mature modest * open * ordinary * polite * professional proud * pushy * rude * selfish * vain * weird

Harry Potter is modest and really exceptional.

6 SPEAK Look at photos A-D at the bottom of the page and describe each person's appearance. Then say what impression they make on you.

The woman in photo A has ... She strikes me as ... She seems ...

- **7** Write 2–3 sentences about each of the points below. Use the Key Phrases.
 - 1 Oglądałeś/Oglądałaś w telewizji wywiad ze znanym politykiem na temat, który bardzo Cię interesuje. Opisz krótko przebieg wywiadu.
 - **2** Uczestniczyłeś/Uczestniczyłaś w gali rozdania nagród filmowych. Napisz, co sądzisz o prowadzącym tę uroczystość.
 - **3** Znany aktor podczas wywiadu obraził dziennikarza. Napisz, co sądzisz o zachowaniu aktora.

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

Uczestniczyłeś/Uczestniczyłaś w spotkaniu ze znanym aktorem / znaną aktorką. Podziel się wrażeniami z tego spotkania na swoim **blogu**.

- Napisz, w jaki sposób zdobyłeś/zdobyłaś zaproszenia na to spotkanie i z kim tam poszedłeś/poszłaś.
- Przedstaw przebieg spotkania.
- Napisz, jakie wrażenie zrobił na Tobie aktor.
- Zachęć czytelników do obejrzenia jednego filmu z tym aktorem i uzasadnij, dlaczego warto ten film obejrzeć.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, everyone! Guess where I went last weekend!

WRITING PLANNER



THINK

- Zdecyduj, o jakiej prawdziwej lub fikcyjnej postaci napiszesz.
- Zastanów się, jak zdobyłeś/zdobyłaś zaproszenia na spotkanie (np.: od członka rodziny pracującego w mediach, z samorządu szkolnego, z internetowego fanpage'a).
- Zastanów się, jak mogło przebiegać takie spotkanie (np. czy padły pytania o najnowszy film, karierę czy życie prywatne).
- Przygotuj opis wyglądu zewnętrznego i cech osobowości bohatera/bohaterki spotkania.
 Pomyśl, jakie wrażenie mógł/mogła na Tobie zrobić
- Przypomnij sobie lub wymyśl tytuł filmu, który polecisz czytelnikom.

DRFDAR

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

WRITE

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

CHECK

Sprawdź swój tekst i odpowiedz sobie na pytania:

- Czy rozwinąłeś/rozwinęłaś wypowiedź we wszystkich czterech podpunktach polecenia?
- Czy długość tekstu wynosi 100-150 słów?
- Czy użyłeś/użyłaś wyrażeń opisujących czyjś wygląd i osobowość?

FAST FINISHERS

Imagine your school wants to invite a celebrity to give a guest lecture and has asked students for their opinion. Who would you like to invite? Make a list of your top three choices and justify them.



VOCABULARY

Choose the correct options.

- 1 There are a few news websites that I usually check for journalists / updates.
- 2 I get very emotional when I see campaigns / commercials with animals.
- 3 The cream he advertises helps you get rid of spots /
- 4 Online advertisement / advertising is very important these days.
- 5 I'm sure their new campaign will sell / appeal to teenagers.
- 6 Some girls put on heavy braces / make-up before going to a party.

Move the words in bold around to make the sentences 2 correct.

- 1 The influencers' job is to inform their followers when there is a special campaign offer on the products they
- 2 Joanna's fair smile makes her look very attractive.
- 3 People with ginger hair usually have wide skin.
- 4 The changes in the national exam are the current news today.
- The advertising offer will be supported by a few celebrities.
- 6 How do you usually learn about breaking events?

GRAMMAR

Complete the text in reported speech using the correct forms of the verbs in brackets.

Sock horror - there's a lizard under the bed!

A terrified family called the RSPCA animal charity because they thought there 1 was (be) a dangerous lizard in their house. They explained that the pink and brown creature 2 (hide) under their teenage daughter's bed. RSPCA officer Vic Hurr told the family she 3 (visit) their home in Coventry in the UK soon to remove the creature. When she arrived on the spot, the officer realised that the lizard was just a dirty sock!



The family's teenage daughter admitted that (not clean) her room for a while, and promised that she (look after) her socks better. Ms Hurr advised her to tidy her room more often, and told her to look for another

'creature,' as they usually come in pairs!

Make conditional sentences using the prompts from columns A and B.

I / have time tonight my baby sister / be / hungry I / not know the answers I / be / late for dinner Mary / check her letterbox

parents / always / worried about me find my letter watch the news at seven cry very loudly you / help me with the activity?

If I have time tonight, I'll watch the news at seven.

USE OF ENGLISH 1 2 3 4 5 6 7

Complete the text with the correct words formed from the words in brackets.

Pete.

I'm choosing photos for my next blog post, and I need your help. I want to write a post on how to read the news critically. I find it truly ¹ shocking (shock) that many people form and express opinions based on ² (rely) sources. They don't bother to check who has written an article, or to find another piece of news written from a different point of view. And, what's even 3 (bad), they trust everything they come across. So, my post is going to encourage readers to always dig deeper. I was thinking of showing two photos of the same actress one in which she's 4 (beautiful) dressed and posing for a glamorous photo, and another one in which she has been caught by paparazzi without any make-up on, looking tired and 52 (attract).

What do you think? Do you have any other (suggest)?

READING

Read the fragment of a novel on page 117 and choose the correct options.

- 1 Who wanted to go to the pond?
 - A Tom and Mary Ann
 - **B** Agnes
 - C Both the children and the teacher
 - **D** Mr Bloomfield
- 2 While the children were playing in the garden,
 - A they followed the rules set by the teacher.
 - **B** their father rode by.
 - C their teacher got covered in dirt.
 - **D** Agnes had a polite talk with their father.
- 3 After the conversation with Agnes, Mr Bloomfield
 - A went home alone.
 - **B** took his children home.
 - C suddenly became impolite.
 - D asked Agnes to wash children's clothes.
- 4 On her first day at Wellwood House, Agnes
 - A never felt uncomfortable.
 - B felt at home.
 - C didn't realise things would get worse.
 - **D** knew she had to follow Mr and Mrs Bloomfield.
- 4 Which of the following is stated in the text as a fact, not an opinion?
 - A Mrs Bloomfield wasn't able to organise a meal.
 - B The Bloomfields' servants weren't hardworking.
 - C Mr Bloomfield was impolite.
 - **D** Mr Bloomfield wasn't satisfied with the food.
- **6** What would be the best title for the story?
 - A A day that ended well
 - **B** The first hard lesson
 - C Meeting Mr and Mrs Bloomfield
 - D An adventure at the pond



In Chapter 2, Agnes Grey travelled to Wellwood House to meet the Bloomfield family and to be Tom and Mary Ann's governess. On the first morning, Agnes tried to give Tom and Mary Ann a lesson in the school room, but she made little progress. Then, Tom stood up and said that he was going to show Agnes their garden ...

Chapter 3

They took me to a pond - a small area of water - in the corner of the garden. Mary Ann started to throw stones into the water. The children's clothes became wet and dirty and I told them to come away from the pond. But I had no control over them – they did exactly what they wanted to and ignored what I said to them.

After a few minutes of trying to persuade them to leave the pond, I suddenly saw a man riding a horse towards us. He shouted loudly to the children, 'Get out of that water!' then he came towards me. 'I suppose you are Miss Grey,' he said coldly. 'I am surprised that you are allowing them to get their clothes dirty like this. Can't you see that Miss Bloomfield has dirt on her dress? And that Master Bloomfield's socks are wet? I request that in future, you at least keep their clothes clean!' Then he turned and continued his ride up to the house. This must be Mr Bloomfield! I was surprised that he had called his young children 'Miss' and 'Master' and I was shocked that he had not spoken to me in a more polite way.

When the children and I were called into the dining room for lunch, I saw him again. He was quite a short man and was rather thin. He was between thirty and forty years of age: he had a large mouth, pale skin, dull blue eyes, and the sort of hair which is neither fair nor brown. During lunch, he complained about the food, said the kitchen servants were lazy and told his wife that she was not even capable of organising a meal. Nothing more was said and I was very glad to leave the room with the children. I was not used to hearing people talk to each other in this way. I had never felt so embarrassed and uncomfortable in my life. I did not know it at the time, but this had been a good day compared to many of the days that would follow.

SPEAKING

Look at the photos and do the task.

Popatrz na Zdjęcie 1. i Zdjęcie 2. Przygotowujesz reklamę, która ma zachęcić uczniów klas ósmych do zapisów do Twojej szkoły. Zdecyduj, które z poniższych zdjęć dołączysz do reklamy jako ilustrację.

Powiedz, które zdjęcie wybierasz.

Wyjaśnij, dlaczego odrzucasz drugą propozycję.





SPEAK Read the quote and explain what it means. Do you agree or disagree with it? Use the words in the word cloud.

The people will believe what the media tells them they believe.

George Orwell (English writer, 1903-1950)



7.2 Reported speech

Wypowiedzi nasze lub innych osób możemy przytoczyć dosłownie (mowa niezależna) lub pośrednio (mowa zależna). 'The article is very long,' Kelly said. → Kelly said that the article was very long.

Zarówno w języku angielskim, jak i w języku polskim, wprowadzając mowę zależną, często zmieniamy perspektywę. Dlatego należy pamiętać o zmianie zaimków osobowych i przymiotników dzierżawczych, by zdanie w mowie zależnej miało sens.

'I can lend you my pen,' said Mike. → Mike said that he could lend me his pen.

Czasowniki wprowadzające mowę zależną

Aby przytoczyć czyjeś słowa w mowie zależnej, używamy tzw. *reporting verbs*, np.: *say*, *tell* czy *claim*. Różne czasowniki występują w różnych konstrukcjach składniowych:

- czasownik + (to somebody) + that, np.: complain, explain, say
 He explained that he needed a more
- He explained that he needed a more reliable news website.

 czasownik + somebody + that, np.:
- inform, promise, tell
 They informed us that the exam had been cancelled.
- czasownik + that, np.: add, admit, agree, answer, claim, comment, confirm, promise
 The reporter confirmed that the missing girl had been found.

Zmiany w czasach gramatycznych

Jeżeli czasownik wprowadzający zdanie w mowie zależnej występuje w czasie przeszłym, wówczas należy zmienić czas gramatyczny w przytaczanej wypowiedzi.

| Direct speech (mowa niezależna) | | Reported speech (mowa zależna) |
|---|----------|--|
| Present simple 'Their articles always have intriguing headlines.' | → | Past simple I said that their articles always had intriguing headlines. |
| Present continuous 'Henry is watching a show.' | + | Past continuous She told us that Henry was watching a show. |
| Past simple 'Three students agreed to appear in the programme.' | → | Past perfect They confirmed that three students had agreed to appear in the programme. |
| Present perfect 'I have never heard of this influencer.' | → | Past perfect Mr Parks explained that he had never heard of that influencer. |
| will 'We'll help you with the project.' | → | would They promised (us) that they would help us with the project. |
| can 'I can lend you the magazine.' | → | could Susan said that she could lend me the magazine. |

Inne zmiany w mowie zależnej

Jeżeli czasownik wprowadzający zdanie w mowie zależnej występuje w czasie przeszłym, poza czasami gramatycznymi należy także zmienić niektóre wyrażenia:

- określniki czasu i miejsca:
- now then / at that time, last (month) the (month) before, today that day, tomorrow the next/following day, tonight that night, next (week) the following (week), yesterday the day before, (one hour) ago (one hour) before/earlier
- zaimki wskazujące:

this - that, these - those

7.7 Zero and first conditionals

Zdania warunkowe pozwalają opisać to, co się stanie, jeżeli spełniony zostanie określony warunek – stąd ich nazwa. Składają się z dwóch części: jedna z nich opisuje warunek, a druga rezultat. Nie ma znaczenia, która część wystąpi jako pierwsza, ale w zdaniach rozpoczynających się od rezultatu nie stawiamy przecinka, np.:

If you come to the party, Susan will be very happy. Susan will be very happy if you come to the party.

Zero conditional

Zdania w zerowym okresie warunkowym nie opisują konkretnych sytuacji, a ogólne prawdy o nas samych lub świecie. Stosujemy je w odniesieniu do zdarzeń i czynności, które za każdym razem przynoszą ten sam skutek, np. If I don't understand something, I ask the teacher to explain it again. (Kiedy czegoś nie rozumiem, proszę nauczyciela, by ponownie to wytłumaczył.)

Tworzenie zdań w zerowym okresie warunkowym

| Warunek | Rezultat |
|--------------------------------|--------------------------|
| If/When + present simple, | present simple |
| When you mix red and yellow, | you get orange. |
| Rezultat | Warunek |
| present simple | if/when + present simple |
| I have breakfast in the garden | when it is warm outside. |

First conditional

Zdania w pierwszym okresie warunkowym odnoszą się do konkretnych sytuacji w teraźniejszości lub przyszłości i ich możliwych przyszłych następstw, np.

If they cancel the show, Mum will be very disappointed. (Jeżeli odwołają spektakl, mama będzie bardzo zawiedziona.)

Tworzenie zdań w pierwszym okresie warunkowym

| Warunek | Rezultat |
|----------------------------|----------------------------------|
| If + present simple, | will + infinitive |
| If I don't order today, | they won't give me a discount. |
| | |
| Rezultat | Warunek |
| Rezultat will + infinitive | Warunek if/when + present simple |

UWAGA!

Jeżeli warunek wyrażony jest zdaniem przeczącym, zamiast if ... not możemy użyć unless (jeśli nie; , chyba że), np.:

You'll fail the final test **if** you don't pay attention in class. You'll fail the final test **unless** you pay attention in class. Po unless nigdy nie stosujemy przeczenia.

- KEY WORDS

| - KEY WORD |)S | |
|-----------------------------|--|---|
| VOC | CABULARY 1 🎧 | MP3 47 |
| accurate | /ˈækjʊrət/ | dokładny |
| article | /ˈaːtɪkəl/ | artykuł |
| breaking news | /ˌbreɪkɪŋ ˈnju:z/ | wiadomości z ostatniej chwili |
| broadcast media confused | /ˌbrɔːdˌkaːst ˈmiːdiə/ /kənˈfjuːzd/ | media audiowizualne zdezorientowany |
| daily newspaper | /,deili 'nju:z,peipə/ | dziennik |
| digital media | /ˌdɪdʒɪtəl ˈmiːdiə/ | media elektroniczne |
| follow current events | /ˌfɒləʊ ˌkʌrənt ı'vents/ | śledzić bieżące wydarzenia |
| front page | /ˌfrʌnt ˈpeɪdʒ/ | strona tytułowa |
| get the facts straight | /ˌget ðə ˈfækts streit/ | ustalać i weryfikować fakty |
| get the news from | /ˌget ðə ˈnjuːz frəm/ | czerpać wiadomości z/od |
| neadline | /'hed,laın/ | nagłówek |
| nterview | /ˈɪntəˌvjuː/ | wywiad |
| magazine | /ˌmægəˈzi:n/ | czasopismo |
| majority | /məˈdʒɒrəti/ | większość |
| news organisation | /'nju:z ˌɔ:gənaıˌzeıʃən/ | serwis informacyjny, agencja informacyjn |
| news website | /'nju:z ˌwebsait/ | strona z wiadomościai |
| on a regular basis | /pn ə ˌregjʊlə 'beısıs/ | regularnie |
| online influencer | /ˌɒnlaın 'ınfluənsə/ | influencer |
| orint media | /ˌprɪnt ˈmiːdiə/ | prasa drukowana |
| orovide updates | /prəˌvaɪd ˈʌpdeɪts/ | aktualizować informacje |
| source of information | /ˌsɔ:s əv ˌinfəˈmeiʃən/ | źródło informacji |
| tabloid | /ˈtæblɔɪd/ | brukowiec, tabloid |
| tell fact from fiction | /ˌtel ˌfækt frəm ˈfɪkʃən/ | odróżniać fakty od fikcji |
| the press | /ðə 'pres/ | prasa |
| (un)reliable | /(ˌʌn)rıˈlaɪəbəl/ | (nie)godny zaufania |
| visual info | /ˌvɪʒʊəl ˈɪnfəʊ/ | informacja wizualna |
| GR | RAMMAR 1 A M | P3 48 |
| host | /həʊst/ | prowadzić |
| rarity | /ˈreərəti/ | rzadkość |
| trust | /trʌst/ | ufać |
| 9 | PEAKING OMP | 3 49 |
| _ | | |
| appeal to sb | /əˈpiːl tə ˌsʌmbədi/ /əˈtrækt/ | podobać się komuś |
| attract | | przyciągać |
| release suitable | /n'li:s/ | wydać, wypuścić odpowiedni |
| buildDIC | /ˈsuːtəbəl/ | oupowiedili |
| R | EADING AMP | 3 50 |
| advertise | /ˈædvətaɪz/ | reklamować |
| advertisement/ ad/advert | /əd'v3:tismənt/æd/ 'ædv3:t/ | reklama |
| advertising agency | /ˈædvəˌtaɪzɪŋ ˌeɪdʒənsi/ | agencja reklamowa |
| advertising campaign | /ˈædvəˌtaɪzɪŋ kæmˌpeɪn/ | kampania reklamowa |
| advertising technique | /ˈædvəˌtaɪzɪŋ tekˌniːk/ | technika reklamowa |
| brand | /brænd/ | marka |
| commercial break | /kəˌmɜ:ʃəl ˈbreɪk/ | przerwa na reklamy |
| consumer | /kənˈsjuːmə/ | konsument |
| divorce rates | /di'vors reits/ | statystyki rozwodów |

| source of information | /ˌsɔːs əv ˌinfəˈmeiʃən/ | źródło informacji |
|------------------------|---------------------------|------------------------------|
| tabloid | /ˈtæblɔɪd/ | brukowiec, tabloid |
| tell fact from fiction | /ˌtel ˌfækt frəm ˈfıkʃən/ | odróżniać fakty od fikcji |
| the press | /ðə 'pres/ | prasa |
| (un)reliable | /(,∧n)rı'laıəbəl/ | (nie)godny zaufania |
| visual info | /ˌvɪʒʊəl ˈınfəʊ/ | informacja wizualna |
| _ | . • | |
| GF GF | RAMMAR 1 🛮 🧥 MF | P3 48 |
| host | /həʊst/ | prowadzić |
| rarity | /ˈreərəti/ | rzadkość |
| trust | /trʌst/ | ufać |
| uust | / ti /\St/ | uiac |
| s | PEAKING | 49 |
| appeal to sb | /əˈpiːl tə ˌsʌmbədi/ | podobać się komuś |
| attract | /əˈtrækt/ | przyciągać |
| release | /rɪˈliːs/ | wydać, wypuścić |
| | | |
| suitable | /ˈsuːtəbəl/ | odpowiedni |
| | | |
| K | EADING A MP3 | 50 |
| advertise | /ˈædvətaɪz/ | reklamować |
| advertisement/ | /əd'v3:tismənt/æd/ | reklama |
| ad/advert | 'ædvs:t/ | |
| advertising agency | /ˈædvəˌtaɪzɪŋ ˌeɪdʒənsi/ | agencja reklamowa |
| | /ˈædvəˌtaɪzɪŋ kæmˌpeɪn/ | kampania reklamowa |
| advertising technique | | technika reklamowa |
| brand | /brænd/ | marka |
| commercial break | | przerwa na reklamy |
| | /kəˌmɜːʃəl ˈbreɪk/ | konsument |
| consumer | /kənˈsjuːmə/ | |
| divorce rates | /dı'vɔ:s reits/ | statystyki rozwodów |
| follower | /ˈfɒləʊə/ | obserwujący |
| matter | /'mætə/ | mieć znaczenie |
| peers | /piəz/ | rówieśnicy |
| promote a product | /prəˌməʊt ə ˈprɒdʌkt/ | promować produkt |
| promotional campaigr | n/prəˌməʊʃənəl kæmˈpeɪn/ | kampania promocyjna |
| prototype | /ˈprəʊtətaɪp/ | prototyp |
| sense of belonging | / sens əv biˈlɒŋɪŋ/ | poczucie |
| | | przynależności |
| service | /'s3:vis/ | usługa |
| special offer | /,spe[əl 'pfə/ | oferta specjalna |
| uptight | /ʌpˈtaɪt/ | sztywny, spięty |
| | • | |
| VOC | CABULARY 2 🗥 M | 1P3 51 |
| apply face cream/ | /əˌplaɪ ˈfeɪs kriːm/ | nakładać krem |
| lip gloss | 'lıp glas/ | do twarzy/błyszczyk |
| bald | /bɔ:ld/ | łysy |
| beard | /biəd/ | broda |
| laling and | /bled/ | : 1 : 1 : 1 : |

niebieskooki

blue-eyed

/ˈbluː aɪd/

| braces | /'breisiz/ | aparat ortodontyczny |
|-----------------------|------------------------|------------------------|
| brush your hair | /ˌbrʌʃ jə ˈheə/ | czesać włosy |
| build (n) | /bild/ | budowa ciała |
| cheek | /tʃi:k/ | policzek |
| chin | /tʃin/ | broda |
| curly | /'k3:li/ | kręcone (włosy) |
| cut your fingernails/ | /ˌkʌt jə ˈfɪŋgəˌneɪlz/ | obcinać paznokcie |
| toenails | 'təʊˌneɪlz/ | u rąk/u nóg |
| dyed hair | /ˌdaɪd 'heə/ | farbowane włosy |
| eyebrows | /ˈaɪˌbraʊz/ | brwi |
| eyelashes | /ˈaɪˌlæʃız/ | rzęsy |
| facial hair | /ˌfeɪʃəl ˈheə/ | zarost |
| fair skin | /ˌfeə ˈskɪn/ | jasna cera |
| fat | /fæt/ | gruby |
| forehead | /'forid/ | czoło |
| freckles | /ˈfrekəlz/ | piegi |
| ginger hair | /,dzındzə 'heə/ | rude włosy |
| heavy make-up | /ˌhevi 'meıkʌp/ | mocny makijaż |
| moustache | /məˈsta:ʃ/ | wąsy |
| muscular | /ˈmʌskjʊlə/ | muskularny |
| of medium height | /əv ˌmi:diəm ˈhaɪt/ | średniego wzrostu |
| overweight | /ˌəʊvəˈweɪt/ | z nadwagą |
| pale | /peil/ | blady |
| physical appearance | /ˌfɪzɪkəl əˈpɪərəns/ | wygląd zewnętrzny |
| plump | /plnmp/ | pulchny |
| put on/wear make-up | /ˌpʊt ɒn/ˌweə 'meɪkʌp/ | nakładać/nosić makijaż |
| resemble | /rıˈzembəl/ | przypominać |
| round | /raʊnd/ | okrągły |
| shave | /ʃeɪv/ | golić (się) |
| skinny | /ˈskɪni/ | chudy |
| slim | /slim/ | szczupły |
| spiky | /ˈspaɪki/ | sterczący |
| sporty | /ˈspɔ:ti/ | wysportowany |
| square | /skweə/ | kwadratowy |
| straight | /streit/ | prosty |
| tanned | /tænd/ | opalony |
| thin lips | /ˌθɪn ˈlɪps/ | cienkie usta |
| use deodorant | / ju:z di'əʊdərənt/ | używać dezodorantu |
| wear jewellery | /ˌweə ˈdʒu:əlri/ | nosić biżuterię |
| wide smile | /,waid 'smail/ | szeroki uśmiech |
| | LISTENING A M | P3 52 |
| 14 | LISTEINING IVI | F3 32 |

| | LISTEINING | MP3 52 |
|-----------------------|-------------------|--------------------------|
| add (that) | /æd/ | dodać (że) |
| admit (that) | /ədˈmɪt/ | przyznać (że) |
| agree (that) | /əˈgriː/ | zgodzić się (że) |
| answer (that) | /ˈaːnsə/ | odpowiedzieć (że) |
| claim (that) | /kleim/ | twierdzić (że) |
| comment (that) | /'kpment/ | skomentować (że) |
| complain (to sb that) | /kəmˈpleɪn/ | skarżyć się (komuś, że) |
| confirm (that) | /kənˈfɜːm/ | potwierdzić (że) |
| dial a number | /,daıəl ə 'nxmbə/ | wybrać numer |
| explain (to sb that) | /ık'spleın/ | wytłumaczyć (komuś, że) |
| inform sb (that) | /ınˈfɔ:m/ | poinformować (kogoś, że) |
| remind sb (that) | /rıˈmaınd/ | przypomnieć komuś (że) |
| say (to sb that) | /sei/ | powiedzieć (komuś, że) |
| tell sb (that) | /tel/ | powiedzieć (komuś, że) |
| violent | /'vaiələnt/ | agresywny |

| violent | /'vaiələnt/ | agresywny | |
|---------------|------------------|----------------------------------|--|
| | WRITING | ∩ MP3 53 | |
| awkward | /ˈɔːkwəd/ | niezręczny, dziwny | |
| bright | /brait/ | bystry | |
| disappointing | /ˌdɪsəˈpɔɪntɪŋ/ | rozczarowujący | |
| emotional | /ı'məʊʃənəl/ | emocjonalny | |
| exceptional | /ıkˈsepʃənəl/ | wyjątkowy | |
| mature | /məˈtʃʊə/ | dojrzały | |
| modest | /'mpdist/ | skromny | |
| open | /ˈəʊpən/ | otwarty | |
| ordinary | /ˈɔːdənəri/ | zwyczajny | |
| polite | /pəˈlaɪt/ | uprzejmy | |
| professional | /prəˈfeʃənəl/ | profesjonalny | |
| proud | /praʊd/ | dumny | |
| pushy | /'pʊʃi/ | nachalny | |
| rude | /ru:d/ | niegrzeczny | |
| selfish | /ˈselfɪʃ/ | samolubny | |
| strike sb as | /ˈstraɪk ˌsʌmbəd | i æz/ wydawać się komuś (jakimś) | |
| vain | /vein/ | próżny | |
| venue | /ˈvenjuː/ | miejsce imprezy | |
| weird | /wied/ | dziwny | |



Social media

Match pictures a-g to the items from the box.



profile video game comment instant messaging password social networking sites























△ 3.11 **△ SPEAK | Z** Listen to five descriptions and match them to five of the items from exercise 1. Then describe the remaining two items.

- 2 %
- 3 %

SPEAK Do the quiz. Compare your answers in pairs. Then check your results on page 156.

What's your tech style?

- 1 How many apps have you downloaded onto your phone?
 - **a** Fewer than 50. **b** 50–80.
- **c** More than 80.
- 2 How often do you check your phone for updates and notifications?
 - a 10-20 times a day.
- **b** At least 50 times **c** As often as a day.
- I can!
- **3** How many instant messages or texts do you send every day?
 - **a** Only a few.
- **b** At least 10.
- c Too many to count!
- 4 How often do you update your profile on social media?
 - **a** Never, I'm too busy.
- **b** Not often.
- **c** All the time.
- 5 Do you tag your friends in your photos?
 - a Tagging? What's that?
- **b** Sometimes.
- **c** Of course!
- 6 Have you ever posted a comment or uploaded a photo or video and regretted it later?
 - a Yes. In fact, I delete my posts quite often.
 - **b** Occasionally.
 - c No, I always think before I post an update.
- 7 Do you ever **share** your **personal information** on social media?
 - **a** Never ever!
- **b** Sometimes.
- c Very often.
- 8 Do you know how to set a strong password?
 - a I don't use passwords on my devices so boring.
 - **b** Yes, I use the same strong password on all my devices.
 - c Yes! Mine's more than 10 characters long.
- Do you know how to change your privacy settings or report a problem to the help desk?
 - a No idea what that means!
 - **b** No, I ask someone else to do it for me.
 - **c** Of course!
- 10 Have you installed antivirus software?
 - a No, what's that?
 - **b** Not yet, but I'm going to do it soon.
 - c Yes, and I check it regularly.

Did you know?

- \ref{The} The average person has 70-100 apps on their phone.
- The average millennial checks their phone 80–150 times a day.
- Worldwide, people send 23 million text messages a day.
- People upload 657 billion photos a year to social media sites.

- **KEY WORDS** Complete the sentences with the highlighted phrases from the quiz.
 - 1 I deleted my last Facebook post.
 - 2 I've never a problem to the help desk of a website.
 - 3 I haven't a strong password to my social media accounts because they're too difficult to remember.
 - 4 I often videos to my social media page for my friends to watch.
 - 5 A friend _____ me in a photo once although I'd asked him/her not to.
 - I my privacy settings after someone _____ a mean comment on my profile.
 - 7 I have a family member who ______ too much personal information on his/her social media.
- **SPEAK** Decide which of the sentences in exercise 4 are true for you. Ask about the details.

I deleted my last Facebook post.

Why did you do that?

6 SPEAK Describe the video still and answer the questions.



- **1** What can you say about this girl?
- 2 How long do you think you could live without using social media?

FAST FINISHERS

Imagine you can only have four apps on your phone. Which would you choose and why? Write one sentence about each app and say why you chose it.

Second conditional

- **SPEAK** What problems do you usually have with your smartphone or computer?
- 2 3.12 Listen and match conversations 1-4 to sentences a-e. There is one extra sentence.
 - a I'd report a problem if I couldn't log into my account.
 - **b** If smartphones were forbidden, I wouldn't know what to do with myself.
 - c I wouldn't upload a photo unless I liked it.
 - d If I wasn't allowed to post on social media, I would be OK.
 - e If my parents read my posts, I would change my privacy settings.
- 2 2
- 3 ///
- Look at the video still and study the grammar table and the WATCH OUT box. Then add two examples about yourself to the table.

Key Grammar Drugi okres warunkowy Drugi okres warunkowy (second conditional) stosujemy, aby mówić o mało realnych sytuacjach w teraźniejszości lub przyszłości albo pytać o nie, np.: If I were taller, I would play basketball. Warunek Rezultat would + bezokolicznik If + past simple, If I lost my smartphone, I would get very upset. Rezultat Warunek would + bezokolicznik if + past simple if I lost my smartphone. I would get very upset



Grammar Reference >> 134

Irregular verbs >> 154

WATCH OUT

If I were ...

W zdaniu podrzędnym często używa się *If I were* zamiast *If I was*:

If I were you, I wouldn't post that photo.

- 4 1 3.13 SPEAK Choose the correct options. Listen and check.
 - 1 I'd text my friend if I have / had my phone with me.
 - 2 If they weren't ill, they were / would be at school.
 - 3 I wouldn't play video games unless I was / would be
 - 4 Would you be happy if your parents write / wrote comments on your social network page?
 - 5 What phone would / did you buy if you had lots of money?
 - 6 If you can / could choose your birthday present, would you prefer an electric scooter or a quad bike?
- Complete the sentences with the correct forms of the verbs from the box. Use the first or second conditional.

be have let not be not let not need

- 1 I wouldn't ask you for a favour unless it was really necessary.
- 2 If I didn't have a social media account, I more time.
- 3 Clay won't visit you if you him know you're back in town.
- 4 I wouldn't have to charge my phone now if the battery low.
- 5 I wouldn't buy a new phone if I one.
- **6** Unless you _____ me use your laptop, I won't be able to email Maya.
- 6 **SPEAK** Complete the questions with the correct forms of the verbs in brackets.
 - 1 What would you do if you read (read) horrible comments about a classmate online?
 - 2 What would you do if you online bullying?
 - 3 Who would you call if you (be) in trouble?
 - 4 Which device would you keep if you (have to) throw all the others away?
- **SPEAK** Ask and answer the questions from exercise 6. Write down each other's answers and then report them to the class.

If Bartek read horrible comments about a classmate online, he would ...

SECOND SECOND S

Answer questions 4, 5 and 6 from exercise 4. Write full sentences.

Asking for and giving advice

- **SPEAK** Do you often ask your friends for advice? What kind?
- 3.14 Look at the photo. What kind of advice do you think Katya is giving to Emily? Listen to the dialogue and check.



3.14 M Listen to the dialogue again and complete the gaps.

Katya Hey. You look **upset**. What's up?

Can I ¹ask your advice? My friend Alex is mad at me, and I 2

Katya What happened?

Well, I made a video of us skateboarding, and I put it online. When he found out, he was really angry.

Katya Maybe you should have asked him first! How would you feel if someone did that to you?

Emily A bit **annoyed** maybe, but I wouldn't really mind. I don't understand why he's so upset.

Katya Maybe he doesn't want videos of himself online.

Emily You're right, I just forgot to ask. I thought he'd be happy! What 3

Well, 4 apologise. Katya

Emily But he isn't answering my calls! What

Katya If 6 , I'd go to his apartment. I 7 speak to him in person.

Emily You're 8 really **nervous**.

You ⁹ write down what you want to say first and practise it. That 10

Emily that. Thanks!

SPEAK Study the Key Phrases box. Then practise the dialogue 2 in pairs, replacing phrases 1-11 with different Key Phrases.

> Could you give me some advice? My friend Alex is mad at me. What do you think I should do?

> > Well, why don't you apologise?

Key Phrases

Asking for and giving advice

Asking for and accepting advice

Can I ask your advice? Could you give me some advice?

I don't know what to do. What would you do (if ...)?

What should I do?

What do you think I should

Do you think I should ...? Maybe you're right. You're absolutely right.

Good idea, I'll do that.

Giving advice

If I were you, I'd ... You could/should/ shouldn't ...

Why don't you ...? That might help.

I (don't) think it's a good idea to ...

I (don't) think you should ...

SPEAK Ask for and give some advice about these situations. Use the Key Phrases.

- 1 I'm playing video games instead of doing homework.
- 2 I've forgotten the PIN for my mobile.
- 3 I quarrelled with my parents because they limited my screen time.
- 4 One of my classmates blocked me on social media.
- 5 My brother keeps posting silly photos on my Facebook wall.

6 KEY WORDS Complete the sentences with the highlighted adjectives from the dialogue.

1 I'm more than angry - I'm tagging me in the party photos!

2 I'm often with my best friend for not answering my texts.

3 Do you usually get ______ before an important exam? I do.

4 I was so that you'd unfriended me on Facebook that I started to cry.

SPEAK Role-play the dialogue. Then change roles and do the task again.

Uczeń A

Kilka dni temu dwie osoby z klasy usunęły Cię z listy znajomych na Facebooku. W rozmowie ze starszym kuzynem/starszą kuzynką:

- opisz sytuację,
- podziel się swoimi przypuszczeniami, dlaczego tak się stało,
- poproś o radę, jak rozwiązać problem.

Uczeń B

Twój młodszy kuzyn/Twoja młodsza kuzynka ma problem. Udziel mu/jej kilku porad, jak go rozwiązać.

50 FAST FINISHERS

What were the three worst pieces of advice you have received? Note down what the problem was, whether you followed the advice, and what happened in the end.

Reading

An article about online safety

- **SPEAK** What were the two biggest mistakes you have ever made while using your computer or smartphone?
- SPEAK Name two things you can do with these things.

Speakers: *listen to music, connect to a computer, ...* Tablet:

- Smartphone: Digital camera: Email account:
- **3.15** Complete the statements with the numbers from the box. Then read the article and check your guesses. Did anything surprise you?

23 45 75

- 1 75% of young people tag their location in photos
- 2 % of teenagers don't know how to change their privacy settings.
- 3 % of teenagers have seen online bullying.
- 4 % of teenagers have removed their names from photos they were tagged in.
- Read the article again and choose the correct options.
 - 1 After you have posted a video,
 - A you can delete all copies of it.
 - **B** you can make sure only friends can see it.
 - C other people can delete it later.
 - **D** it is impossible to delete it everywhere.
 - 2 What does the writer say about geotagging?
 - A It means your family always know where you are.
 - **B** You should know how to switch it off.
 - **C** Your friends will be happy if you tag them.
 - **D** Only your friends will see the places you go to.
 - 3 The writer advises people
 - A to only talk to friends face-to-face.
 - **B** not to be rude when writing comments.
 - **C** to only share personal information with friends.
 - **D** not to write any online comments.
 - 4 Which is not true about passwords?
 - A You shouldn't share them with friends.
 - B You should have a different one for each account.
 - **C** An example of a secure password would be 'Mp55*H&m3'.
 - **D** Not many people used the passwords 'superman' or 'football'.
 - 5 Online bullying
 - A is something you should definitely report.
 - **B** is less common than it used to be.
 - C doesn't happen as often as people think it does.
 - **D** is more likely to be done by girls.

- Read the WATCH OUT | SKILLS box and match the underlined reference words in the article to the people or things they refer to (1-6).
 - 1 online bullying it
 - 2 teens
 - 3 SamKing's friend
 - 4 Cybergirl53
 - 5 comments or videos
 - 6 passwords

WATCH OUT | SKILLS

Odnośniki

Odnośniki (reference words) to słowa takie jak it, his, she, these, this, that, them, herself, one, itd. Jeżeli będziesz w stanie wskazać, do których słów w tekście się odnoszą, będzie Ci łatwej zrozumieć jego treść.

- **KEY WORDS** Match the highlighted words from the article to their definitions. Write an example sentence for each word.
 - 1 capital letter the large form of a letter Some Internet users don't use capital letters.
 - 2 the smaller form of a letter
 - 3 able to be used
 - 4 _____ safe
 - ______ an organised series of similar
 - protection on a digital device which doesn't allow it to be used without a password
- **SPEAK** Answer the questions.
 - 1 What are your thoughts after reading the statistics?
 - 2 Which of the problems mentioned in the article is most common among your friends?
 - 3 Which of the problems do you consider potentially the most serious?

FAST FINISHERS

Write a list of three DOs and DON'Ts for one of the people below.

- an elderly person learning to use the Internet
- a thirteen-year-old setting up a social media account
- your friend doing online shopping

Search the web for information about the most frequent types of Internet scams, such as the 419 scam, the software update scam, the lottery scam, phishing, or spoofing. Find out how they work and how we can protect ourselves against them. Share your findings with the class.

Digital Dos and Digital Don'ts

23% OF TEENS

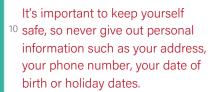
THEIR PRIVACY SETTINGS

POSTING AND PRIVACY



If you post something online, it will be available forever. Once you've written comments or uploaded videos, people can download them. You can delete something later, but you can't delete other people's downloads! It's not just what you post that matters - who sees it is just as important.

DON'T GET PERSONAL





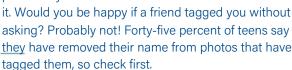


If your password is 123456 or 15 password, you're using one of the top two worst passwords ever! Other popular 'bad' passwords include superman and football. If you don't use a secure 20 password, your won't be safe. Think of secure passwords for each account. These use a mix of lower case and capital

letters, numbers and symbols. Also, use a pattern or 25 PIN screen lock on all your devices. Having secure passwords or screen locks is no good if you share them - don't be tempted!

% OF TEENS OF

Tagging your location (also called 'geotagging') in photos or posts seems 30 like a fun way to tell your friends and family where you are - but potentially anyone could see your exact location or the places you often go. Find out how to switch geotagging off on your phone so you can control when to use





THINK FIRST

⁴⁰ Be polite when you write comments. It's easy to be rude online, but comments can really upset people. Only say things you would say to someone face-to-face.

84% OF TEENS

OTHERS TELL

ONLINE BULLIES TO STOP



Bullying on social media is more common than you might think, and girls are twice as likely to be the victims of online bullying. An astonishing ninety percent of teens have seen bullying on social media. If you see it, or someone bullies you, report it.

1,875 comments



Cybergirl53 I've seen online bullying a few times, but I didn't do anything. I regret that. If someone bullied me, I'd tell my parents.



SamKing Once, I tagged a friend in a photo, and he was really embarrassed because everyone laughed at it. I always check now.

Did you know?



There are eleven new Internet users every second. This year, people will spend over a billion years online. (This is everyone in the world added up).

Technology-related problems











SPEAK Which of the following do you spend the most and the least time on every day?

- sending messages
- checking social media
- surfing the Internet
- posting comments
- playing video games
- Read texts A-C and match them to photos 1-4. There is one extra photo.

A Cyberbullying

Online abuse is more common than you may think. If someone sends you a hurtful message or a threat, you should stand up to the abuser, not hesitate to report him or her, and seek help immediately. You should also remember never to insult anyone on social media yourself because you never know what the other person is going through. Don't be a bully yourself!

B Video game addiction

This disorder is often a way to escape stressful situations at school or conflicts at home. Those who are affected experience anxiety and anger when the game is taken away. To overcome the addiction, they may need therapy.

C FOMO

If you can't stop checking your social media for notifications because you're afraid of missing something, you may suffer from FOMO - fear of missing out. People with this condition, which is also called 'fear of regret,' are afraid of missing out on an important social opportunity, and therefore may be unable to build relationships in real life.

- **1.** 3.16 **1.** Listen to three teenagers and match speakers 1-3 to texts A-C from exercise 2.
 - 1 3/1/2
- 2 9//
- 3 7/1
- **KEY WORDS SPEAK** Divide the highlighted words and phrases from the texts into two categories: problems and solutions. Then use the words to describe what the people in the photos are experiencing.

Problems: *online abuse, hurtful message, ...*

Solutions: *stand up to sb,* ...

- **KEY WORDS** Complete the sentences with one word in each gap. Use the highlighted words from the texts in exercise 2.
 - 1 Has anyone you know been a victim of online abuse?
 - 2 If you experienced online abuse, would you keep quiet or help?
 - 3 Do you check your phone all the time just to avoid out on an important social event?
 - 4 Which are more important for you to build at the moment - with your family or with your friends?
 - 5 Do you experience and when someone tries to stop you from playing your favourite video game?
 - **6** Is anyone you know in need of because of the way they use their social media or video
- **KEY WORDS** We use a dictionary to complete the table. Then complete the sentences.

| Verb | Noun (problem) | Noun (person) | Adjective |
|---|---|---|------------------------|
| 1////////////////////////////////////// | abuse | abuser | 2///////// |
| get addicted | 3////////////////////////////////////// | 4////////////////////////////////////// | addicted/ addictive |

- 1 When I realised my classmate was abusing other students, I immediately reported it to the teacher.
- 2 Nicotine can be very powerful.
- 3 Is being a Netflix good or bad?
- 4 Today at school we had a debate on how we can
- 5 You should try and stand up to the ______ perhaps it'll make him or her stop.
- **6** People who use language on social media must be reported to the authorities.
- **SPEAK** Answer the questions from exercise 5.

FAST FINISHERS

Choose two problems from exercise 2 and write one good and one bad piece of advice for a person experiencing them.

The extra photo in exercise 2 shows a condition called Computer Vision Syndrome. Find some information online about what causes it and how you can prevent it. Tell the class.

A radio phone-in about surviving without your mobile

- **SPEAK** How old were you when you got your first mobile phone? Do you think it was too early, too late or just right?
- 3.17 KEY WORDS Read the WATCH OUT box and complete the texts with the highlighted phrasal verbs. Listen and check.

chill out • hang out with • log off • meet up with sign out * switch off * take up * work out

WHAT DO YOU DO TO DISCONNECT?



Lucy

If I want to ¹ chill out, staring at a screen doesn't help. I go outside to relax. I try to get plenty of exercise. It's a good idea to ² a sport like volleyball or an activity like dance. When you 3 you improve your energy levels. It's fun, too.

Chatting online is fun, but it's good to 4 after a while. It's important to 5 friends in real life too! When you 6 friends, don't spend all the time checking your social media. It's best to 7 of all your social networking sites, or ideally, 8 your phone altogether!



Mason

WATCH OUT

Czasowniki frazowe

Rodzaje czasowników frazowych (phrasal verbs):

- bez dopełnienia: I get up early.
- z dopełnieniem, nierozdzielne: I looked at my phone. I didn't want to miss out on anything.
- z dopełnieniem, rozdzielne: He turned off the TV. = He turned the TV off.

Ale <u>uwaga</u>:

✓ He turned it off. X He turned off it.

- **SPEAK** Whose advice from exercise 2 is more suitable for you? Why?
- 4 3.18 Look at the photo and listen to a radio phone-in. Which of the statements is true?



- 1 All the callers have given up using their phones for a period of time.
- 2 All the callers are against teenagers using smartphones
- 3 All the callers are talking about whether they could stop using their phones.

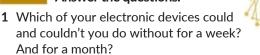
- 5 3.18 disten again. Are the statements true (T) or false (F)?
 - **1** Elif couldn't do without a TV. *F*
 - 2 Pablo always switches off his phone at night.
 - 3 Basilio thinks a digital detox would be hard if his friends weren't doing it too.
 - 4 Sara uses her phone to listen to music.
 - **5** Marek phones his friends a lot.
- 6 A 3.18 Listen again and match callers 1-5 to descriptions A-F. There is one extra description.
 - A This person tried to survive without his/her phone, but something unpleasant happened.
 - **B** This person sometimes uses his/her phone during the night.
 - C This person would rather give up his/her phone than video games.
 - D This person usually uses his/her phone to listen to music or play games.
 - E This person would never consider doing a digital detox.
 - F This person once spent a month without using his/her phone.
 - 1 Elif 🌌 4 Sara 5 Marek
 - 2 Pablo 3 Basilio
- 3.19 Pread the WATCH OUT box. Then listen to an extract from the phone-in and pay attention to the stressed words. Listen again and repeat.

WATCH OUT

Akcent zdaniowy

W zdaniu akcentowane są ważne wyrazy - te, które mówca chce podkreślić.

8 SPEAK Answer the questions.



2 Do you think it's a good idea to have technology-free time on a regular basis? Why/Why not?

SECTION FAST FINISHERS

Make a list of alternative activities you could do during a full digital detox.

Go online to check how to plan a digital detox and make it work, and what positive effects it can have. Share your findings with the class.

Indefinite pronouns

- 1 SPEAK What is the first thing you do when you come home from school?
- 2 3.20 Listen to a report and choose the best title.
 - a Screen and leisure habits in 16- to 18-year-olds
 - **b** Social media use by 16- to 18-year-olds
 - c Gaming habits in 16- to 18-year-olds
- 3 .20 Listen to the report again. Are the statements below true or false?
 - **1** Almost everybody uses a smartphone. τ
 - 2 Most teens go somewhere after school.
 - 3 Almost nobody uses their phone for social media.
 - 4 Teenagers use their phones everywhere.
 - 5 Nowhere is technology-free.
- 4 Look at the video still and read the sentences in exercise 3 again. Complete the missing indefinite pronouns in the grammar table. Then use them to correct the false statements from exercise 3.

Key Grammar

Zaimki nieokreślone

- Zaimków nieokreślonych (indefinite pronouns) używamy z czasownikiem w trzeciej osobie liczby pojedynczej, np. Everybody is in the kitchen.
- Inaczej niż w jęz. polskim, zaimków nothing, no one/nobody i nowhere używamy z czasownikami w formie twierdzącej, np. Nobody came to my birthday party.
- Zaimki anything, anyone/anybody i anywhere oznaczają coś, ktoś, gdzieś w pytaniach, a nic, nikt, nigdzie w zdaniach przeczących, np. Have you told her anything? No, I haven't told her anything.

| Zdanie | Rzeczy | Osoby | Miejsca |
|--------|--------------------------|----------------------------------|--------------------------|
| 0 | something (coś) | someone/somebody (ktoś) | 1(gdzieś) |
| 0 | everything (wszystko) | everyone/ ² (wszyscy) | everywhere (wszędzie) |
| • | nothing (nic) | no one/nobody (nikt) | nowhere (nigdzie) |
| •0 | anything (nic, coś) | anyone/anybody (nikt, ktoś) | 3 (nigdzie, gdzieś) |



- **5** Choose the correct options.
 - 1 Nobody / Anybody wants to live without technology anyone / everyone wants it!
 - **2** I don't know *nobody / anyone* who hasn't got a smartphone.
 - **3** I need to buy *something / nothing* for my brother. He loves gadgets!
 - 4 Anybody / Nobody is allowed to use their phone in class.
 - 5 Do you use your phone somewhere / everywhere you go?
 - **6** Someone / Everyone was looking at their screens. Nobody / Anybody saw me.
- **6** Correct the sentences.
 - 1 She wants to work everywhere near the city centre. somewhere
 - 2 Does no one have a phone charger?
 - 3 'What's wrong?' 'Anything, I'm fine.'
 - 4 They didn't bring nothing to the party.
 - **5** We didn't go somewhere this weekend. We stayed at home.
 - 6 Someone lives in the flat. It's empty.
- 7 Translate into English. Use indefinite pronouns.
 - **1** Nikt nie lubi poniedziałków. *Nobody likes Mondays*.
 - 2 Powinieneś zapytać kogoś starszego.
 - 3 Zrobiłeś ostatnio coś trudnego?
 - 4 Nie mogę nigdzie znaleźć ładowarki.
 - 5 Byłam na zakupach, ale nic nie kupiłam.
 - 6 Chcę Ci coś powiedzieć, ale nie mów nikomu.
- 8 SPEAK Complete the questions with the correct indefinite pronouns. Then answer the questions.

What would you do if:

- 1 someone asked you to do _____ illegal?
- 2 wanted to delete all their social media accounts?
- 3 you posted you regretted?
- 4 _____ came to your birthday party?

#BRAINTEASER

Nothing is in it, but something is in it too. Nobody is in it, but somebody is in it too. Even, you and I are in it. What is it?



FAST FINISHERS

Make a wish list for your next birthday. Write about something you would like to get, somewhere you would like to go and someone famous you would like to meet.

Grammar and vocabulary practice

SPEAK Describe the photo. Have you ever lost your smartphone? Did you get it back?



Study the WATCH OUT box and translate the sentences into Polish.

- 1 If she was taller, she could play basketball. Gdyby była wyższa, mogłaby grać w koszykówkę.
- 2 If she is at home, I'll visit her.
- 3 If I were rich, I'd buy a big house.
- 4 If I don't know an answer to a question, I ask my classmates.
- **5** If my brother was older, we would hang out together.

WATCH OUT

Spójnik if

W zerowym okresie warunkowym warunek jest regularnie spełniany - if znaczy "kiedy":

If I have problems, my friend helps me.

Kiedy mam kłopoty, pomaga mi mój przyjaciel.

W pierwszym okresie warunkowym warunek jest możliwy do spełnienia - if znaczy "jeżeli":

If I have problems, my friend will help me.

Jeśli będę miał kłopoty, pomoże mi mój przyjaciel.

W drugim okresie warunkowym warunek jest trudny do spełnienia - if znaczy "gdyby":

If I had problems, my friend would help me.

Gdybym miał kłopoty, pomógłby mi mój przyjaciel.

Choose the correct translation.

- 1 I'd be grateful (gdybyś mógł zadzwonić) me later.
 - A if you can call
- B if you will call
- C if you could call
- 2 (Nikt nie chce) take part in the no-phone challenge.
 - A Nobody want to **B** Nobody wants to
 - C Nobody doesn't want to
- 3 I'll definitely let you know (jeżeli będę miał) more information.
 - A if I have
- B if I will have
- C unless I have
- 4 (Czy wszyscy są) present? I've got some important news.
 - A Is anyone
- **B** Are everyone
- **C** Is everybody
- 5 (Gdyby nie podobało mi się) a photo, I wouldn't post it.
 - A Unless I like
- **B** Unless I liked
- C If I like

Decide if the meaning of the sentences is 4 the same (\checkmark) or different (x).

- 1 a If you lived nearby, we could hang out more
 - **b** We don't hang out a lot because you live far from here. <
- 2 a Nobody did anything to help us.
 - **b** Everyone did something to help us.
- 3 a We had some plans, but in the end we went nowhere.
 - **b** At first, we planned to go somewhere, but we didn't.
- 4 a It would be a good idea to talk to your parents first.
 - **b** I'd talk to your parents if I were you.



Choose the correct paraphrase.

- 1 If you didn't look at the screen so much, your eyes wouldn't hurt.
 - A Unless you look at the screen a lot, your eyes will hurt.
 - **B** If you stop looking at the screen, your eyes won't hurt.
 - C You will look at the screen more unless your eyes hurt.
- 2 It doesn't cost anything to open an email account.
 - A You don't have to pay a lot to open an email account.
 - **B** You need to pay very little to open an email account.
 - **C** It costs nothing to open an email account.
- 3 If Linda wanted to speak to Ted, he wouldn't be so upset.
 - A Ted is upset because Linda doesn't want to speak to him.
 - B Ted was upset because Linda didn't want to speak to him.
 - C Ted will be upset if Linda wants to speak to him
- 4 I don't think you should tell anyone about it.
 - A If I were you, I would tell someone about it.
 - **B** I think you shouldn't tell anyone about it.
 - C Why don't you tell someone about it?

6 **SPEAK** Describe a situation when:

- you found something that belonged to someone
- someone was using his/her phone when it wasn't allowed.

FAST FINISHERS

Draw a picture of your favourite social media page from memory. Mark its most important features. Then write short instructions for a new user.

A forum post about an event





Hi, everyone! Let me tell you what I saw today. While I was on the bus (going home from school), I saw the bus driver talking on his phone! Can you imagine! For me it was outrageous! What do you think?

GingerFoxxx / 2 hours ago / 1 comment



I can't believe it! How come a professional driver does something so reckless? From my point of view, it was extremely dangerous and someone should report it. Why? 1 It's his job to take the passengers to their destination safely. 2 It means that drivers who are making phone calls or are sending messages aren't paying attention to the road ahead of them! As a result, they are more likely to cause accidents. In fact, even changing a song on your mobile can cost people's lives. So, if you ask me, someone should call the public transport office. 3 I'm pretty sure that he won't break the

So, if you ask me, someone should call the public transport office. ³
I'm pretty sure that he won't break the law in the future if he gets punished.
And it doesn't matter whether he was using a hands-free device or not. ⁴
So, next time you see a similar situation – react! You've got my full support.

amelie19 / 1 hour ago

- 1 SPEAK Is it legal or illegal to use a phone while driving in Poland? Have you ever seen a driver do it?
- 2 Read the statements about using mobile phones while driving. Which of them give opinions (O), and which talk about the law (L)?
 - **1** You are allowed to use your mobile phone if it is fully hands-free. *L*
 - 2 Mobile phones should be completely switched off while driving to avoid any distractions.
 - **3** Using a hand-held mobile phone while driving is illegal.
 - 4 Any hands-free devices need to be fully set up before you drive so you can take calls without touching the phone.
 - **5** It's a good idea to report drivers who take calls behind the wheel.
 - **6** If I was the one to decide, I'd make hands-free sets illegal too.

- Match the opinions from exercise 2 to reasons a-d. There is one extra reason.
 - a A lot of evidence shows that using hands-free sets carries the same risk of accidents as hand-held phones.
 - **b** The thing is, using mobile phones makes you less focused.
 - **c** The main reason I feel this way is that a bus driver takes on a huge responsibility.
 - **d** The reason I feel this way is to stop the driver from doing it again.
- 4 Read the forum post and complete the gaps with the sentences from exercise 3.

5 Study the Key Phrases box. Then read the forum post and comment again. Which Key Phrases did the authors use?

Key Phrases

A forum post about an event

Reporting an event

Let me tell you what happened/what I saw/what I witnessed.

I saw someone doing/using/calling ...

While I was driving/walking/waiting, something scary/outrageous/strange happened.

Giving your opinion

If you ask me, .../As far as I'm concerned, ...

To be honest, ...

I'm pretty sure that ...

Personally, I believe that ...

From my point of view, .../For me, ...

If I could/was the one to decide, I'd ...

Justifying your opinion

A lot of evidence shows that ...

If you think about it, ...

The facts suggest that ...

The reason I believe this is ... The main reason I feel this

Everybody knows that ...

way is ...
The reason why ... is ...

I mean, ... The thing is ...

CoolBeans

I had a huge argument with my parents last night. They made me close all my social media accounts today! Can you imagine? They say I can't focus on anything else! What should I do? Do your parents control your lives like this?

Complete the forum posts. Use the Key Phrases.

Blinkie17

0

ŧ

No way! This sounds like a terrible punishment. If ¹ you ask me, your parents are exaggerating.

social media is how we spend our free time. 3 about it, this is our main source of information and contact with friends.

I 4 , this is how we function in this world, right? Talk to your parents – I'll keep my fingers crossed.

Barbara_Thompson



To ⁵ , I understand why your parents did that. When I was in a restaurant the other day, I saw a group of teens sitting at a table looking at their mobiles. They weren't talking at all! From

this is not normal. The main

⁷_____ that we are all social animals and we need contact with other people. A lot

that teenagers don't know how to talk to one another anymore. So perhaps your parents did you a favour.

- 7 Express your opinion on the following situations and justify it. Use the Key Phrases.
 - 1 People speaking very loudly on the phone in public places (bus, shop, etc.)
 - 2 People using their phones while eating.
 - 3 Students secretly using their mobiles during a lesson.
- 8 Do the writing task. Follow the steps in the Writing Planner.

Jadąc pociągiem na wakacje, widziałeś/widziałaś małe dzieci, które przez całą drogę grały w głośne gry na telefonach rodziców, co wywołało oburzenie pasażerów. Napisz post na forum, w którym:

- opiszesz sytuację, której byłeś/byłaś świadkiem,
- przedstawisz swoją opinię na temat używania telefonów komórkowych przez dzieci,
- podasz argumenty, którymi uzasadnisz swoją opinię,
- napiszesz, jak zachowałbyś/zachowałabyś się na miejscu rodziców tych dzieci.

Długość tekstu powinna wynosić od 100 do 150 słów.

Let me tell you what I witnessed yesterday ...

WRITING PLANNER



THINK

- Pomyśl o okolicznościach zdarzenia (w jakim wieku były dzieci, w jakiego rodzaju grę grały, kto i dlaczego się oburzył, itd.)
- Zastanów się, jaka jest Twoja opinia na temat używania telefonów przez małe dzieci, i czy raczej zgadzasz się z oburzeniem współpasażerów, czy z postawą rodziców.

PREPARE

- Przy każdym podpunkcie z ćwiczenia 8. wynotuj zwroty z ramki Key Phrases, których użyjesz, by go rozwinąć.
- Zaplanuj układ swojego wpisu. Wykorzystaj wpis z ćwiczenia 4. jako wzór.

WRITE

Napisz wpis, wykorzystując notatki i zwroty z ramki Key Phrases. Pamiętaj o nieformalnych zwrotach do opisu wydarzeń i uzasadniania opinii.

CHECK

Sprawdź swój wpis i odpowiedz sobie na pytania:

- Czy Twój wpis zawiera wszystkie informacje zawarte w czterech podpunktach polecenia?
- Czy długość wpisu wynosi 100-150 słów?
- Czy wpis zawiera zwroty charakterystyczne dla tekstów nieformalnych?

O FAST FINISHERS

Imagine you are either: a) the mother/father of the children from exercise 8, or b) one of the angry passengers on the train. Write this person's reply to your forum post defending his/her point of view.

VOCABULARY

1 Choose the correct options.

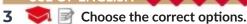
- **1** To keep your account safe, you should **set** / **share** a strong password.
- 2 Calling Mike a nerd was very addictive / hurtful.
- **3** Teenagers easily become *victims / abusers* of online hate.
- 4 Would you report it if someone posted some rude *notifications / comments* on your social media profile?
- 5 I often check the reports on weekly screen *lock / time* on my mobile just to make sure I'm in control.
- **6** We do many things to make sure our online profiles are secure / available, but are they really?

GRAMMAR

2 Translate into English.

- 1 Nobody came (Nikt nie przyszedł) to school today.
- 2 (Na twoim miejscu), I'd forgive him and move on.
- 3 I don't like this place (chodźmy gdzieś) else.
- 4 (Wszyscy lubią) George's jokes.
- 5 I'd buy a different mobile (gdybym miał wybór).
- **6** I (nie znam nikogo) who's experienced cyberbullying.

USE OF ENGLISH 1 2 3 4 5 6 7 8



- 1 You're going to have problems with the Polish exam you read all the books on the reading list.
 - A if
 - **B** perhaps
 - C unless
- 2 Let's order a pizza today I on Fridays.
 - A used to cook
 - B 'm not used to cooking
 - C didn't use to cook
- 3 Can I help you? Is there I should call?
 - A somewhere
 - **B** anyone
 - C anything
- 4 Later that day, I that my account from the platform.
 - A informed, deleted
 - B have been informed, deleted
 - C was informed, had been deleted
- 5 I had invitations to three different parties last weekend, but in the end I didn't go...
 - A anywhere
 - **B** nowhere
 - **C** somewhere

4 Complete each pair of sentences with the same word.

- **1** A We usually chill *out* in the park after school.
 - **B** Which classmates do you usually hang *out* with?
- 2 A Have you any courses in digital programming?
 - B Tobu has recently up karate to get fit.
- **3** A Rebecca Constantino up a non-profit organisation called Access Books.
 - **B** We off early in the morning because we wanted to reach Venice on the same day.
- 4 A Who is going to play the main in the school play?
 - **B** If you could take in a special event, what would you choose?
- 5 A Who are your favourite in this book?
 - B How many should a strong password have?
- **6** A This package is too _____ for me to carry upstairs.
 - **B** If you ask me, girls shouldn't wear make-up to school.

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

- 1 It's never a good idea to open suspicious email attachments. SHOULD
 - You *should never open* suspicious email attachments.
- 2 I will use your laptop only if you let me. UNLESS

I won't use your laptop

- 3 We have installed antivirus software on your PC. HAS
 - Antivirus software on your PC.
- 4 I opened this account two years ago. HAD two years.
- 5 Why don't you ignore these comments? WERE ______, I'd ignore these comments.
- 6 It wasn't a good idea to post this comment. **REGRET**
 - I this comment.
- 7 I know nobody who would tag a friend on Facebook without asking permission first.

ANYBODY

I who would tag a friend on Facebook without asking permission first.

LISTENING

3.21 Listen to three recordings and choose the correct options.

Text 1

- 1 Poppy is going to use an app to
 - A check the bus timetable.
 - **B** buy public transport tickets.
 - C rent a bike.

Text 2

- 2 Which is not true about the speaker?
 - A His classmate received some hurtful messages.
 - **B** He advised his classmate to report online bullying.
 - C He's never seen online bullying happen to anyone before.
- **3** We can expect the speaker to
 - A talk to the student bullying his classmate.
 - **B** help his classmate report the incident.
 - **C** call off the appointment with Ava tomorrow.

Text 3

- 4 Theo's daily screen time is
 - A shorter than Grace's.
 - **B** longer than it used to be.
 - **C** five hours on average.
- 5 According to Theo, which of the following does not help to reduce screen time?
 - A Unfollowing people you don't know.
 - **B** Hiding your phone.
 - C Turning off all notifications.
- 6 From the conversation we learn
 - A how much time a week the girl spends online.
 - **B** how the boy managed to solve a problem.
 - C how many followers the boy has.



SPEAKING

Read the instructions and do the task.

Uczeń A

Uważasz, że Twój przyjaciel/Twoja przyjaciółka spędza za dużo czasu, grając w gry wideo i przegladając media społecznościowe i chcesz z nim/ nią o tym porozmawiać. W czasie rozmowy porusz następujące kwestie:

- problemy przyjaciela/przyjaciółki,
- możliwe drogi wyjścia z sytuacji,
- deklaracja pomocy w problemie przyjaciela/ przyjaciółki,
- propozycja wspólnego aktywnego spędzenia wolnego czasu.

Uczeń B

Uczeń A uważa, że spędzasz za dużo czasu, grając w gry wideo i przeglądając media społecznościowe. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej następujące punkty:

- poproś ucznia A o uzasadnienie opinii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty,
- dowiedz się, jakie rady na wyjście z sytuacji ma uczeń A,
- dopytaj o szczegóły pomysłu ucznia A na wspólne spędzenie wolnego czasu.

SPEAK Look at the photo on page 120. What is the purpose of the photo? How might different people interpret it? Use the words in the word cloud.



8.2 Second conditional

Zdania w drugim okresie warunkowym odnoszą się do hipotetycznych sytuacji w teraźniejszości lub przyszłości i ich możliwych następstw. W odróżnieniu od pierwszego okresu warunkowego, drugi okres warunkowy opisuje zdarzenia i stany, które są mało prawdopodobne. Używamy go, kiedy "gdybamy" na temat teraźniejszości lub przyszłości, np.: I would be very surprised if you deleted your account. (Byłbym bardzo zdziwiony, gdybyś usunął swoje konto.) If they shared the post, more people would see it. (Gdyby udostępnili ten post, zobaczyłoby go więcej osób.)

Tworzenie zdań w drugim okresie warunkowym

| Warunek | Rezultat |
|---------------------------------|----------------------------------|
| If + past simple, | would + infinitive |
| If we earned more money, | we would live in a bigger house. |
| If you paid attention in class, | you wouldn't need my help. |
| | |
| Rezultat | Warunek |
| Rezultat would + infinitive | Warunek if + past simple |
| | |

UWAGA!

W zdaniach w drugim okresie warunkowym też możemy użyć unless (jeśli nie; chyba, że) zamiast if ... not, np.: He wouldn't text you every day if he didn't like you. He wouldn't text you every day unless he liked you.

UWAGA!

W pierwszej i trzeciej osobie liczby pojedynczej zamiast if ... was możemy użyć if ... were, np.

If he were a politician, he would make the world a better place. Forma ta częściej pojawia się w wypowiedziach oficjalnych.

UWAGA!

Kiedy chcemy udzielić komuś rady, mówiąc, co zrobilibyśmy na jego miejscu, możemy zastosować zdanie w drugim okresie warunkowym rozpoczynające się od If I were you, np. If I were you, I wouldn't download any apps from this website. (Na Twoim miejscu nie pobierałbym żadnych aplikacji z tej strony.)

8.7 Indefinite pronouns

Indefinite pronouns (zaimki nieokreślone) służą do opisu bliżej nieokreślonych rzeczy, osób oraz miejsc. Kiedy występują w charakterze podmiotu, łączą się z czasownikiem w trzeciej osobie liczby pojedynczej, np.

Does anyone know how to solve this problem? (Czy ktoś wie, jak rozwiązać ten problem?)

Zaimki nieokreślone opisujące rzeczy:

- something (coś) w zdaniach twierdzących i pytaniach o charakterze prośby lub propozycji, np.: Brittany always has something interesting to say. (Brittany zawsze ma coś ciekawego do powiedzenia.) Would you like something to drink? (Chciałbyś coś do picia?)
- everything (wszystko) w zdaniach twierdzących, przeczących i pytaniach, np. Professor James knows everything about cyberbullying. (Profesor James wie wszystko na temat prześladowania
- *nothing* (nic) w zdaniach przeczących, np. There's nothing left in the fridge. (W lodówce nic nie zostało.)
- anything (nic) w zdaniach przeczących, np. I haven't posted anything since Monday. (Nie opublikowałem niczego od poniedziałku.)
- anything (coś) w pytaniach, np. Would you like to change anything? (Czy chciałbyś coś zmienić?)

Zaimki nieokreślone opisujące osoby:

- someone/somebody (ktoś) w zdaniach twierdzących, np. I know someone who could help you. (Znam kogoś, kto mógłby Ci pomóc.)
- everyone/everybody (wszyscy) w zdaniach twierdzących, przeczących i pytaniach, np.
- Is everybody ready to go? (Czy wszyscy są gotowi do wyjścia?)
- no one/nobody (nikt) w zdaniach przeczących, np. No one answered the question correctly. (Nikt nie odpowiedział poprawnie na to pytanie.)

- anyone/anybody (nikt) w zdaniach przeczących, np. I haven't tagged anyone in this photo yet. (Jeszcze nikogo nie oznaczyłem na tym zdjęciu.)
- anyone/anybody (ktoś) w pytaniach, np. Does anybody know your password? (Czy ktoś zna Twoje hasło?)

Zaimki nieokreślone opisujące miejsca:

- somewhere (gdzieś) w zdaniach twierdzących, np. They left the keys somewhere in this room. (Zostawili klucze gdzieś w tym pokoju.)
- everywhere (wszędzie) w zdaniach twierdzących, przeczących i pytaniach, np. This service isn't available everywhere in the world. (Ta usługa nie jest dostępna we wszystkich miejscach na świecie.)
- nowhere (nigdzie) w zdaniach przeczących, np. We arrived late and there was nowhere to sit. (Przyjechaliśmy późno i nie mieliśmy gdzie usiąść.)
- anywhere (nigdzie) w zdaniach przeczących, np. You can't connect to wifi anywhere in this building. (Nigdzie w tym budynku nie można się połączyć z wi-fi.)
- anywhere (gdzieś) w pytaniach, np. Did you go anywhere on Sunday? (Czy byliście gdzieś w niedzielę?)

UWAGA!

W języku angielskim występuje zasada pojedynczego przeczenia. Oznacza to, że jeśli jakiś wyraz w zdaniu zawiera już w sobie znaczenie przeczenia, czasownik musi wystąpić w formie twierdzącej. Dzieje się tak m.in. w przypadku zaimków nieokreślonych nothing, no one/ nobody oraz nowhere, np.:

No one plays the violin as beautifully as Ann. No one doesn't play the violin as beautifully as Ann. W języku polskim w takiej sytuacji występuje podwójne przeczenie: Nikt nie gra na skrzypcach tak pięknie, jak Ann.

- KEY WORDS

abuse (v)

abuser

abusive

addict

addicted

addiction

/əˈbju:z/

/əˈbjuːzə/

/əˈbju:sɪv/

/ˈædɪkt/

/əˈdɪktɪd/

/əˈdɪkʃən/

| ABULARY 1 🕠 M | P3 54 |
|--|--|
| /ˈævərɪdʒ/ | przeciętny |
| /ˈtʃæləndʒ/ | wyzwanie |
| /ˌtʃeɪndʒ jə ˈprɪvəsi ˌsetɪŋz/ | zmienić ustawienia |
| | prywatności |
| /ˈkærɪktə/ | znak (na komputerze) |
| /ˌtʃek jə ˈfəʊn fə ˌsʌmθɪŋ/ | sprawdzać coś |
| | w telefonie |
| /dıˌliːt ə ˈpəʊst/ | usunąć post |
| /ˌdaʊnˌləʊd ˈæps/ | pobierać aplikacje |
| /'help desk/ | dział wsparcia |
| | technicznego |
| | zainstalować |
| 'sptt,weə/ | oprogramowanie |
| | antywirusowe |
| /ˌinstənt ˈmesidʒiŋ/ | komunikator |
| | internetowy, czat |
| | podły |
| | powiadomienie |
| | dodać komentarz |
| | nieostrożny |
| | zgłosić problem |
| | wysyłać wiadomości |
| | na czacie/SMS-y |
| | ustawić mocne hasło |
| / Jeə ,ps:sənəl ,infə meijən/ | udostępniać informacjo |
| / (11 : 1: 1 / | osobiste |
| /ˌsəʊjəi miːdiə əˌkaʊnts/ | konta na portalach społecznościowych |
| / correct to observe and / | portal społecznościow |
| | oznaczać znajomych |
| | aktualizacja |
| | aktualizacja aktualizować profil |
| | |
| | na całym świecie |
| | · |
| AMMAR 1 A MP | 3 55 |
| /fəˈbɪdən/ | zakazany |
| /ˌlɒg 'ın/ | zalogować się |
| /ˌləʊ ˈbætəri/ | słaba bateria |
| PEAKING MP3 | 56 |
| /ˈængri/ | zły |
| /bicn'e/ | poirytowany, |
| | rozdrażniony |
| /mæd/ | wściekły (na) |
| | zdenerwowany |
| | usunąć ze znajomych |
| /np'set/ | smutny |
| • | _ ' |
| | |
| | zdumiewający |
| | dostępny |
| /ˈbʊli/ | prześladowca; |
| AL P. A | prześladować |
| | prześladowanie |
| | wielka litera |
| · · | twarzą w twarz |
| /ˈdʒiːəʊtægɪŋ/ | geoznakowanie |
| | przekręt internetowy |
| /'intəˌnet skæm/ | |
| /ˌləʊə ˌkeɪs ˈletə/ | mała litera |
| /ˌləʊə ˌkeɪs ˈletə/ /ˈpætən/ | mała litera wzór |
| /ˌləʊə ˌkeɪs ˈletə/ /ˈpætən/ /ˈskriːn lɒk/ | mała litera wzór blokada ekranu |
| /ˌləʊə ˌkeɪs 'letə/ /'pætən/ /'skri:n lɒk/ /sɪ'kjʊə/ | mała litera wzór blokada ekranu bezpieczny |
| /,lava ,keis 'leta/ /'pætan/ /'skri:n lok/ /si'kjva/ /tempt/ | mała litera wzór blokada ekranu bezpieczny kusić |
| /ˌləʊə ˌkeɪs 'letə/ /'pætən/ /'skri:n lɒk/ /sɪ'kjʊə/ | mała litera wzór blokada ekranu bezpieczny |
| /,lava ,keis 'leta/ /'pætan/ /'skri:n lok/ /si kjva/ /tempt/ /^p'set/ | mała litera wzór blokada ekranu bezpieczny kusić zdenerwować |
| /,lava ,keis 'leta/ /'pætan/ /'skri:n lok/ /si'kjva/ /tempt/ | mała litera wzór blokada ekranu bezpieczny kusić zdenerwować |
| | /ˈævəridʒ/ /ˈtʃæləndʒ/ /ˈtʃæləndʒ/ /ˈtʃekiəndʒ/ /ˈtʃekiəndʒ/ /ˈtʃekiəndʒ/ /ˈtʃekiəjə ˈprivəsi ˌsetiŋz/ /ˈdi,li:tə ˈpəʊst/ /ˌdaon,ləʊd ˈæps/ /ˈhelp desk/ //in,stɔ:l ˌænti,vairəs ˈsoft,weə/ /ˌinstənt ˈmesidʒiŋ/ /mi:n/ /ˌnəʊtifiˈkeiʃən/ /ˌpəʊstə ˈkoment/ /ˈrekləs/ /ri,pɔ:tə ˈprobləm/ /ˌsend ˌinstənt ˈmesidʒiz/ ˈteksts/ /ˌsetə ˌstroŋ ˈpɑ:s,wɜ:d/ /ʃeə ˌpɜ:sənəl ˌinfəˈmeiʃən/ /ˌsəʊʃəl ˈmi:diə əˌkaonts/ /ˌsəʊʃəl ˈmi:diə əˌkaonts/ //səʊʃəl ˈmet,wɜ:kiŋ sait/ /ˌtæg jə ˈfrendz/ //ʌpdeit/ /ʌpˌdeit jə ˈprəʊfail/ /ʌpˌləʊd ə ˈfəʊtəʊ/ˈvidiəʊ/ /ˌwɜ:ldˈwaid/ AMMAR 1 MP /fəˈbidən/ /ˌlog ˈin/ /ˌləʊ ˈbætəri/ PEAKING MP3 /ˈœŋgri/ /əˈnɔid/ //mæd/ //s'stonʃiŋ/ /əˈstonʃiŋ/ //əˈveiləbəl/ /ˈbʊlii/ /ˈbʊliin/ /ˌkæpitəl ˈletə/ /ˌfeɪs tə ˈfeɪs/ |

znęcać się

uzależniony

uzależnienie

sprawca przemocy obelżywy,

osoba uzależniona

znieważający kogoś

| addictive | /əˈdɪktɪv/ | uzależniający |
|--|--|--|
| anger | /ˈæŋgə/ | złość |
| anxiety | /æŋˈzaɪəti/ | niepokój, lęk |
| condition | /kənˈdɪʃən/ | dolegliwość |
| cyberbullying | /ˈsaɪbəˌbʊliɪŋ/ | cyberprzemoc |
| disorder | /dıs'ɔ:də/ | zaburzenie |
| FOMO | /ˈfəʊˌməʊ/ | FOMO, strach przed wykluczeniem |
| get addicted | /ˌget əˈdɪktɪd/ | uzależnić się |
| hurtful message | /ˌhɜ:tfəl ˈmesɪdʒ/ | obraźliwa wiadomość |
| insult | /ın'sʌlt/ | obrazić |
| miss out on sth | /ˌmɪs ˈaʊt ɒn ˌsʌmθɪŋ/ | przegapić coś |
| online abuse | /ˌɒnlaın əˈbjuːs/ | znęcanie się w Internecie |
| overcome | /ˌəʊvəˈkʌm/ | przezwyciężyć |
| seek help | /ˌsi:k ˈhelp/ | szukać pomocy |
| stand up to sb | /ˌstænd 'ʌp tə ˌsʌmbədi/ | przeciwstawić się komuś |
| stressful situation | /ˌstresfəl ˌsɪtʃuˈeɪʃən/ | stresująca sytuacja |
| therapy | /ˈθerəpi/ | terapia |
| threat | /θret/ | groźba |
| unable to build relationships | /ʌnˌeɪbəl tə ˌbɪld rɪˈleɪʃənʃɪps/ | niezdolny do budowania relacji |
| victim | /ˈvɪktɪm/ | ofiara |
| | | 0.50 |
| | LISTENING MP | 7 5 9 |
| chill out | LISTENING MP | |
| chill out | LISTENING MP | 3 59 zrelaksować się, wyluzować |
| chill out | | zrelaksować się, |
| | /ˌtʃil ˈaʊt/ | zrelaksować się, wyluzować |
| hang out with | /ˌtʃil ˈaʊt/ /ˌhæŋ ˈaʊt wiθ/ | zrelaksować się, wyluzować wychodzić z |
| hang out with log off | /ˌtʃil ˈaʊt/ /ˌhæŋ ˈaʊt wiθ/ /ˌlog ˈɒf/ | zrelaksować się, wyluzować wychodzić z wylogować się |
| hang out with log off meet up with | /,tʃil 'aʊt/ /,hæŋ 'aʊt wiθ/ /,lɒg 'ɒf/ /,mi:t 'ʌp wiθ/ | zrelaksować się, wyluzować wychodzić z wylogować się spotkać się z |
| hang out with log off meet up with sign out | /,tʃil 'aʊt/ /,hæŋ 'aʊt wiθ/ /,log 'ɒf/ /,mi:t 'ʌp wiθ/ /,saın 'aʊt/ | zrelaksować się, wyluzować wychodzić z wylogować się spotkać się z wylogować się |
| hang out with log off meet up with sign out stare (at sth) | /,tʃil 'aʊt/ /,hæŋ 'aʊt wiθ/ /,log 'ɒf/ /,mi:t 'ʌp wiθ/ /,sain 'aʊt/ /steə/ | zrelaksować się, wyluzować wychodzić z wylogować się spotkać się z wylogować się gapić się (na coś) |
| hang out with log off meet up with sign out stare (at sth) switch off | /,tʃil 'aʊt/ /,hæŋ 'aʊt wiθ/ /,log 'ɒf/ /,mi:t 'ʌp wiθ/ /,saın 'aʊt/ /steə/ /,switʃ 'ɒf/ | zrelaksować się, wyluzować wychodzić z wylogować się spotkać się z wylogować się gapić się (na coś) wyłączyć (się) podjąć, zacząć |
| hang out with log off meet up with sign out stare (at sth) switch off take up | /,tʃil 'aʊt/ /,hæŋ 'aʊt wiθ/ /,log 'ɒf/ /,mi:t 'ʌp wiθ/ /,sain 'aʊt/ /steə/ /,switʃ 'ɒf/ /,teik 'ʌp/ | zrelaksować się, wyluzować wychodzić z wylogować się spotkać się z wylogować się gapić się (na coś) wyłączyć (się) podjąć, zacząć (uprawiać sport) |
| hang out with log off meet up with sign out stare (at sth) switch off take up unpleasant | /,tʃil 'aʊt/ /,hæŋ 'aʊt wiθ/ /,log 'ɒf/ /,mi:t 'ʌp wiθ/ /,sain 'aʊt/ /steə/ /,switj 'ɒf/ /,teik 'ʌp/ /ʌn'plezənt/ /,wɜ:k 'aʊt/ | zrelaksować się, wyluzować wychodzić z wylogować się spotkać się z wylogować się gapić się (na coś) wyłączyć (się) podjąć, zacząć (uprawiać sport) nieprzyjemny robić trening, trenować |
| hang out with log off meet up with sign out stare (at sth) switch off take up unpleasant work out | /,tʃil 'aʊt/ /,hæŋ 'aʊt wiθ/ /,log 'of/ /,mi:t 'ʌp wiθ/ /,sain 'aʊt/ /steə/ /,switʃ 'of/ /,teik 'ʌp/ /ʌn'plezənt/ /,wɜ:k 'aʊt/ WRITING MP3 | zrelaksować się, wyluzować wychodzić z wylogować się spotkać się z wylogować się gapić się (na coś) wyłączyć (się) podjąć, zacząć (uprawiać sport) nieprzyjemny robić trening, trenować |
| hang out with log off meet up with sign out stare (at sth) switch off take up unpleasant work out | /,tʃil 'aʊt/ /,hæŋ 'aʊt wiθ/ /,log 'of/ /,mi:t 'ʌp wiθ/ /,sain 'aʊt/ /steə/ /,switʃ 'of/ /,teik 'ʌp/ /ʌn'plezənt/ /,wɜ:k 'aʊt/ WRITING MP3 /,breik ða 'lɔ:/ | zrelaksować się, wyluzować wychodzić z wylogować się spotkać się z wylogować się gapić się (na coś) wyłączyć (się) podjąć, zacząć (uprawiać sport) nieprzyjemny robić trening, trenować |
| hang out with log off meet up with sign out stare (at sth) switch off take up unpleasant work out | /,tʃil 'aʊt/ /,hæŋ 'aʊt wiθ/ /,log 'of/ /,mi:t 'ʌp wiθ/ /,sain 'aʊt/ /steə/ /,switʃ 'of/ /,teik 'ʌp/ /ʌn'plezənt/ /,wɜ:k 'aʊt/ WRITING MP3 /,breik ða 'lɔ:/ /,kæri ə 'risk/ | zrelaksować się, wyluzować wychodzić z wylogować się spotkać się z wylogować się gapić się (na coś) wyłączyć (się) podjąć, zacząć (uprawiać sport) nieprzyjemny robić trening, trenować |
| hang out with log off meet up with sign out stare (at sth) switch off take up unpleasant work out break the law carry a risk distraction | /,tʃil 'aʊt/ /,hæŋ 'aʊt wiθ/ /,log 'ɒf/ /,mi:t 'ʌp wiθ/ /,sain 'aʊt/ /steə/ /,switʃ 'ɒf/ /,teik 'ʌp/ /ʌn'plezənt/ /,wɜ:k 'aʊt/ WRITING MP3 /,breik ða 'lɔ:/ /,kæri ə 'risk/ /di'strækʃən/ | zrelaksować się, wyluzować wychodzić z wylogować się spotkać się z wylogować się gapić się (na coś) wyłączyć (się) podjąć, zacząć (uprawiać sport) nieprzyjemny robić trening, trenować 60 łamać prawo wiązać się z ryzykiem rozproszenie uwagi |
| hang out with log off meet up with sign out stare (at sth) switch off take up unpleasant work out break the law carry a risk distraction do sb a favour | /,tʃil 'aot/ /,hæŋ 'aot wiθ/ /,log 'pf/ /,mi:t 'ʌp wiθ/ /,sain 'aot/ /steə/ /,swit 'of/ /,teik 'ʌp/ /ʌn'plezənt/ /,wɜ:k 'aot/ WRITING MP3 /,breik ða 'lɔ:/ /,kæri ə 'risk/ /di'strækʃən/ /,du: ,sʌmbədi ə 'feivə/ | zrelaksować się, wyluzować wychodzić z wylogować się spotkać się z wylogować się gapić się (na coś) wyłączyć (się) podjąć, zacząć (uprawiać sport) nieprzyjemny robić trening, trenować 60 łamać prawo wiązać się z ryzykiem rozproszenie uwagi zrobić komuś przysługę |
| hang out with log off meet up with sign out stare (at sth) switch off take up unpleasant work out break the law carry a risk distraction do sb a favour exaggerate | /,tʃil 'aot/ /,hæŋ 'aot wiθ/ /,log 'pf/ /,mi:t 'ʌp wiθ/ /,sain 'aot/ /steə/ /,switj 'pf/ /,teik 'ʌp/ /ʌn'plezənt/ /,wɜːk 'aot/ WRITING MP3 /,breik ðə 'lɔː/ /,kæri ə 'risk/ /di'strækʃən/ /,du: ,sʌmbədi ə 'feivə/ /ig'zædʒəreit/ | zrelaksować się, wyluzować wychodzić z wylogować się spotkać się z wylogować się gapić się (na coś) wyłączyć (się) podjąć, zacząć (uprawiać sport) nieprzyjemny robić trening, trenować 60 łamać prawo wiązać się z ryzykiem rozproszenie uwagi zrobić komuś przysługę przesadzać |
| hang out with log off meet up with sign out stare (at sth) switch off take up unpleasant work out break the law carry a risk distraction do sb a favour exaggerate hand-held | /,tʃil 'aot/ /,hæŋ 'aot wiθ/ /,log 'pf/ /,mi:t 'ʌp wiθ/ /,sain 'aot/ /steə/ /,switj 'pf/ /,teik 'ʌp/ /ʌn'plezənt/ /,wɜ:k 'aot/ WRITING MP3 /,breik ðə 'lɔ:/ /,kæri ə 'risk/ /di'strækʃən/ /,du: ,sʌmbədi ə 'feivə/ /ig'zædʒəreit/ /,hænd 'held/ | zrelaksować się, wyluzować wychodzić z wylogować się spotkać się z wylogować się gapić się (na coś) wyłączyć (się) podjąć, zacząć (uprawiać sport) nieprzyjemny robić trening, trenować 60 łamać prawo wiązać się z ryzykiem rozproszenie uwagi zrobić komuś przysługę przesadzać ręczny |
| hang out with log off meet up with sign out stare (at sth) switch off take up unpleasant work out break the law carry a risk distraction do sb a favour exaggerate hand-held hands-free set | /,tʃil 'aot/ /,hæŋ 'aot wiθ/ /,log 'pf/ /,mi:t 'ʌp wiθ/ /,sain 'aot/ /steə/ /,switj 'pf/ /,teik 'ʌp/ /ʌn'plezənt/ /,wɜ:k 'aot/ WRITING MP3 /,breik ðə 'lɔ:/ /,kæri ə 'risk/ /di'strækʃən/ /,du: ,sʌmbədi ə 'feivə/ /ig'zædʒəreit/ /,hænd 'held/ /,hændz ,fri: 'set/ | zrelaksować się, wyluzować wychodzić z wylogować się spotkać się z wylogować się gapić się (na coś) wyłączyć (się) podjąć, zacząć (uprawiać sport) nieprzyjemny robić trening, trenować 60 łamać prawo wiązać się z ryzykiem rozproszenie uwagi zrobić komuś przysługę przesadzać ręczny zestaw głośnomówiący |
| hang out with log off meet up with sign out stare (at sth) switch off take up unpleasant work out break the law carry a risk distraction do sb a favour exaggerate hand-held | /,tʃil 'aot/ /,hæŋ 'aot wiθ/ /,log 'pf/ /,mi:t 'ʌp wiθ/ /,sain 'aot/ /steə/ /,switj 'pf/ /,teik 'ʌp/ /ʌn'plezənt/ /,wɜ:k 'aot/ WRITING MP3 /,breik ðə 'lɔ:/ /,kæri ə 'risk/ /di'strækʃən/ /,du: ,sʌmbədi ə 'feivə/ /ig'zædʒəreit/ /,hænd 'held/ | zrelaksować się, wyluzować wychodzić z wylogować się spotkać się z wylogować się gapić się (na coś) wyłączyć (się) podjąć, zacząć (uprawiać sport) nieprzyjemny robić trening, trenować 60 łamać prawo wiązać się z ryzykiem rozproszenie uwagi zrobić komuś przysługę przesadzać ręczny |

Akronimy

take a call

witness (sth)



odebrać telefon

odpowiedzialność

być świadkiem (czegoś)

Zdaniem psychologów łatwiej przyswajamy informacje przedstawione w formie wizualnej. Dlatego jeśli chcesz nauczyć się wielu słówek z tej samej dziedziny, możesz wypróbować metodę akronimów. Zapisz jeden z wyrazów w pionie jako "hasło", a w poziomie dopisz inne słowa rozpoczynające się od kolejnych liter "hasła". Tak przedstawione słownictwo będzie łatwiejsze do zapamiętania.

/ teik ə 'kɔ:l/

/'witnəs/

take on a responsibility /teɪk ˌɒn ə rɪˌspɒnsəˈbɪləti/ wziąć na siebie

U PDATE **P**ATTERN LOGIN ONLINE **A**PPLICATION **D**OWNLOAD

Love British food

Let's face it. British food has a rather poor reputation, especially when compared to its continental neighbours. Italian pasta, Spanish paella or French ratatouille are definitely much more elegant and popular. But do they actually taste better? Take a quick look at the guide below and you'll find out that British specialities can be just as delicious and that the saying 'British food is awful' is a mere stereotype.

1 Fish and chips



⁵ Ask anyone about typical British food and this is what they talk about. Fish in batter with long thick pieces of potato can be both street food (usually wrapped in newspaper) or a premium restaurant meal served with peas. One thing that may surprise

a tourist is the fact that the chips often have vinegar on them. This gives the meal a truly British flavour.

2 Sunday roast



¹⁵ Along with fish and chips, the roast dinner is a top British culinary experience. The central part of the meal is the meat, served with roast potatoes and cooked vegetables of your choice - broccoli, carrots, green peas -

all with lots of gravy. Perhaps the most unusual part of this meal is the Yorkshire pudding. While for both Brits and non-Brits pudding means dessert, in England, Yorkshire pudding is a kind ²⁵ of **puffy**, unsweetened cake that accompanies the main course!

3 Chip butty



OK, it may not be the most sophisticated (or healthy) food, but who wouldn't like to try a sandwich with chips? It has different names in different regions (chip roll, chip bap, chip cob), but they are all equally

fabulous! One major advantage of this snack is that it's really easy to make. Take a slice of any bread, put some butter on it, add 35 a good handful of chips, put on your favourite sauce and cover it all with another slice of bread. Trust me, you are going to love it!

4 Full English



And here's another typical British meal which is far from healthy and elegant, but very tasty and able to keep your hunger away for many hours. A full English breakfast may have slightly different ingredients (depending

on your preferences), but is always a combination of sausages, ⁴⁵ bacon, eggs, fried tomatoes, baked beans, fried mushrooms and toast. Clearly, it's a good way to start the day only if you don't count calories ... or decide to eat very little until the evening!

SPEAK Where do these dishes come from? Which of them have you tried? Which ones would you like to try?

> burger and fries chicken tikka paella pizza ratatouille sushi tea with milk

Which of the foods from the box are in the photos? Use a dictionary to help you.

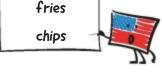
> batter beans chips gravy pudding vinegar

- 3 Read the introduction to the article and choose the best title.
 - a Classics that every European has to try
 - **b** A short guide to British snacks
 - c Yummier than you think!
- SPEAK Read the article quickly and rank the dishes from 1 (you would like to try the most) to 4 (you would like to try the least).
- questions.

Which of the dishes:

- a have a very simple recipe?
- **b** may consist of different ingredients? ____, ___
- c contains something unexpected? ____, ___
- **d** are unhealthy? ____, ___
- e can be either fast food or an elegant culinary experience?





- **6 KEY WORDS Complete the sentences with** the highlighted adjectives from the text.
 - 1 Giulio's is a sophisticated restaurant with an excellent menu and rather high prices.
 - 2 Cut the bread into ______ slices, then put some butter on them.
 - **3** Your pancakes are always so ____ What's your secret ingredient to make them so nice and soft?
 - 4 Thanks for having us round, Mary. It was dinner!
 - 5 Can you give me the recipe for your beef? It always comes out delicious.

COMPARE CULTURES

- 7 SPEAK Answer the guestions.
 - 1 What do Polish and British food have in common?
 - 2 Which Polish dish would you cook for a Brit visiting your country? Why?
 - 3 In your opinion, what do other Europeans think of Polish food? Are there any stereotypes about it?

Time out

SPEAK Imagine you could take a break in your education for the next twelve months. What would you like to do? Use the prompts from the box or your own ideas.

> do a course abroad go backpacking help animals in a shelter learn a new language play video games read books work in a café

- 2 1 3.23 Read the article. Which of the following suggestions does the author make? Choose three answers.
 - a Gap years are becoming more popular.
 - **b** Most teenagers do nothing during their gap year.
 - c Taking a gap year is a good idea.
 - **d** The definition of a gap year has changed.
 - e The numbers prove that a gap year is a waste of time.
 - You can do a lot of different things during your gap year, including fun activities.

MIND THE GAP YEAR

Every year, between 200,000 and 250,000 students in the UK decide to take time out from their studies. Such a break is called a 'gap year' and originally used to be a year off between secondary school and university. But

- ⁵ nowadays, many people in their twenties either suspend their university education or decide to take a gap year after they graduate, before starting their career. And what can they do? There are plenty of opportunities! Students decide on various projects, including travelling, doing
- ¹⁰ voluntary work, or learning new skills.

There are people who think that the gap year is nothing more than a waste of time. But is it? Check out the statistics below and see for yourself. Perhaps the numbers can help you make up your mind ...

¹⁵ 61% of gappers **took a year off** to earn money. 84% acquired new skills they believed to be useful. 66% of students took their studies more seriously after having a gap year.

80% of students felt that their gap year helped them get ²⁰ a good job.

60% of gappers said the gap year helped them decide what to study.

So, are you ready to develop your life and work experience? One thing is certain: a good combination ²⁵ of travel, work and leisure can make your gap year both unforgettable and valuable.

- Read the text again and complete the sentences.
 - 1 Every year, at least 200,000 young Brits take a gap year.
 - 2 In the past, 'gap year' used to mean
 - 3 When it comes to work, most young people claim after their gap year.
 - Academically, a gap year can help students choose
 - 5 If you want your gap year to help you in your future life, you should

- 4 KEY WORDS Complete the sentences using the highlighted phrases from the text.
 - 1 When you study before exams, remember to take time out to relax from time to time.
 - 2 I decided to during the holiday rather than working for money.
 - 3 My mum her studies to travel around Australia with my dad for a few months.
 - 4 Sometimes students have to for financial reasons.
 - There are lots of free online courses to help you gain knowledge and
- Look at the website. What information do you think you can find under each tab?

Plan your gap year!



- 6 3.24 Listen to a dialogue and answer the questions.
 - 1 Which tabs do Julian and Elena open?
 - 2 What can you find in 'Essentials'?
- 3.24 Listen to the dialogue again and decide who says the things below - Julian or Elena.
 - 1 It's difficult to plan a gap year because there are so many opportunities. Julian
 - 2 It's a good idea to fund your own travels.
 - 3 Internship can help develop talents.
 - 4 It's pointless to browse the essentials before making some important decisions.
- **SPEAK** Which tabs on the website would you like to open and read? Why?
- **SPEAK** What could a British teenager do while spending a gap year in Poland? Make a list of recommendations.

Note down three arguments for and three arguments against taking a gap year. Then research the topic online and add two more arguments to your list. Share your list with the class. State your own opinion.

Against a brick wall

- SPEAK Do you consider graffiti a form of art or an act of vandalism? Why?
- 2 3.25 Read the biography of a worldfamous street artist. Then listen to an extract of a radio programme and correct the mistakes in the biography.

Who is he?

The identity of Banksy remains unknown. He was probably born in Bristol, England, around 1964. He became famous for his controversial and political street art created in the late 1980s. Since then, there

- ⁵ has been a lot of speculation about Banksy's identity, but he has managed to keep it a secret - often in a very polite way. When in 2010 The Independent put him on the list of 100 most influential people in the world, Banksy sent them his photo ... with a band over
- his eyes.

Artwork

Banksy began his career as a graffiti artist in the early 1990s in London's graffiti gang DryBreadZ Crew. His early works were largely freehand, but later he started using stencils, which is how his most famous pieces were made. His signature style is characterised by powerful images, often eco-friendly and combined with slogans. His work often criticises war, capitalism, hypocrisy and greed, which makes Banksy not only an artist, but also a politician.

- 3.26 Read the article below and choose the best summary.
 - a While there are many contemporary street artists, just Banksy deserves attention and admiration.
 - **b** Banksy may be very popular, but there are other just as talented graffiti artists in the world.
 - c The artists who followed Banksy's style have become just as popular, and their work is even better.



- 1 studied art? _____, ____
- 2 became popular after painting someone famous?
- 3 isn't going to create anything else?
- 4 were directly compared to Banksy? _____, ____
- 5 had proper exhibitions? _____, ___
- **KEY WORDS** Match the highlighted adjectives from the article to definitions 1-6.
 - 1 underground secret and sometimes illegal
 - 🌌 dead
 - 3 _____ including a wide range of different things
 - continuing for many years
 - _____ modern, relating to the present
 - 6 _____ in opposition to government
- SPEAK Do you have any interesting graffiti or murals in your area? If so, what do you think of them? If not, would you like to? Why/Why not?

Search online for the works of the artists from the article. Whose style do you like the most? Which particular pieces do you consider the best? Why?

A NEW GENERATION

Everyone knows Banksy. And everyone loves him. He's one of the most rebellious and most creative contemporary street artists and his (or maybe her?) secret identity, dark humour, and social activism are widely appreciated. But

⁵ hey! The world of street art and graffiti has much more than just Banksy to offer - it is deep, rich and varied.

A Shepard Fairey is an American graphic artist with a professional education - he graduated from the Rhode Island School of Design in 1992 with a BA in Illustration.

 10 The work of art he is particularly famous for is a 2008 portrait of the presidential candidate Barack Obama, with the word 'Hope' on it. Fairey's fame in pop culture was also brought on by his clothing brand - OBEY. But he is much more than a designer from LA - his pieces can be found in 15 top museums in both the USA and the UK.

B Bambi, a London-based street artist, received an undergraduate degree from the City and Guilds of London Art School and her MA degree at the University of Arts. She first gained popularity in 2010, when her ²⁰ portrait of the late singer Amy Winehouse appeared in Camden Town (a district of London). Bambi is often called 'the female Banksy', but since she doesn't like this nickname, she tends to call Banksy 'the male Bambi.' One way or another, it's impossible not to notice the similarities

 25 between the two artists – they both criticise political events and social inequalities.

C King Robbo was an English underground graffiti artist, famous not only for his works, but also for his long-lasting 'battle' with Banksy. The way they fought was a truly artistic one - when one of them created something, the other painted something else over it! Their street war continued for years, and it actually put a spotlight on Robbo, whose artworks made their way to one of the London galleries. Sadly, Robbo died in 2014 at the age of forty-four.

Work or leisure?

- 1 SPEAK Make a list of five high-tech companies. What are they known for?
- 2 Look at the words in the box. All of them appear in the article. Can you guess what the article is about just by looking at the words?

employee nap room perks productive staff workplace

- - a Creating good habits
 - **b** Free of charge restaurants
 - c A funfair without tickets
 - d Sport-oriented campus
 - e Chill-out interiors
- **4 KEY WORDS** Complete the sentences with the highlighted words from the article.
 - **1** Marcus, go home, take a nap and come back tomorrow, *well-rested* and ready for school.
 - 2 The new phone _____ the previous version, but it's slightly bigger.
 - 3 With all of these perks, you can this company is so highly appreciated among workers.
 - **4** The apartment is small, but the rent is OK, and it's right away.
 - 5 Is tobacco advertising everywhere in the world now?
- **5 SPEAK** Answer the questions.
 - 1 Why do you think Google offers so many things for free?
 - **2** Which of the perks would you use the most often if you worked for Google?
 - **3** What do you think of workers taking a break for a nap or a swim during office hours?
 - 4 Could such a company exist in Poland?

Find out in which other cities in the world Google has its offices. What do you like the most about each of them? Tell the class.

Did you know?



Silicon Valley is a region in Northern California, the USA, where many IT companies are located. It is considered a global centre of high tech and innovation.

Just Google it!

When you look for information online, you most probably use Google. But Google is not only the most popular search engine in the world. It is also an American tech giant, often considered the 5 best company to work for!

1 ///

Google Mountain View Campus is situated in Silicon Valley, California. The moment you see

¹⁰ it, you can immediately **tell why** people consider it the best workplace

ever, because it actually **resembles** a theme park more than the headquarters of the most successful

- technology company. Multi-coloured sunbeds and colourful bikes (called gBikes) to travel around the campus for free not only look great, but they keep Google employees happy. There are many more perks which Google offers fitness and wellness
- ²⁰ centres, group cooking classes, free meals, a bowling alley, beach volleyball and coffee tasting.

As a tourist, you can take a tour of the Google campus, but entry to

²⁵ the offices is **prohibited**. Those who have been inside say that, just as on the outside, all of the offices are colourful and



- 30 employee-friendly. For instance, the conference rooms are named after films. Apart from that, there is plenty of relaxation space. Whenever the staff feel like it, they can make use of nap rooms, massage chairs, swimming pools and much more.
- 35 Clearly, Google believes that a well-rested worker is more productive.

3 2/

Google takes good care of its employees not only by providing lots

40 of things for free and by helping them chill out, but also by teaching them to become healthier and more eco-friendly.



- ⁴⁵ It does this by, for example, making healthy snacks more available than sweet ones and by planting organic gardens in which fresh vegetables for campus restaurants are grown. In 2009, it was reported that Google had rented some goats to
- ⁵⁰ mow their overgrown lawns instead of using lawn mowers! Can you believe it?

Speaking tests

Units 1-2

🕖 2 minuty

Rozmowa wstępna



SPEAK Answer the questions.

- 1 What is the recipe for something you really like
- 2 Who is the bravest person that you know?
- 3 Who do you admire the most? Why?
- 4 How do you deal with stress?

🕗 4 minuty 🏿 Zadanie 1.

Rozmowa z odgrywaniem roli

SPEAK Do the task. Then change roles and do the task again.

Uczeń A

Wraz z kolegą/koleżanką ze Stanów Zjednoczonych zamierzacie przygotować Wasz wspólny urodzinowy obiad dla rodziny i przyjaciół. W rozmowie z uczniem B omów poniższe cztery kwestie:

- termin i miejsce,
- menu,
- podział obowiązków,
- lista gości.

(Rozmowę rozpoczyna uczeń A)

Uczeń B

Jesteś kolegą/koleżanką ucznia A ze Stanów Zjednoczonych. Obchodzicie urodziny w tym samym dniu. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- zapytaj ucznia A o opinię w jednej kwestii,
- nie zgódź się z uczniem A, tak aby musiał zaproponować inne rozwiązanie,
- nie odpowiada Ci termin, który proponuje uczeń A,
- nie chcesz wydać zbyt dużo pieniedzy na produkty spożywcze.

🕗 3 minuty 🏻 Zadanie 2.

Rozmowa na podstawie ilustracji

SPEAK Describe the photo and answer the questions. Then change roles and do the task again.



- 1 Is it OK to keep your phone next to your bed? Why/Why not?
- 2 What do you do when you can't fall asleep?
- Tell us about the last time you did something to improve your health.

5 minut Zadanie 3.

Rozmowa na podstawie materiału stymulującego

SPEAK Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1. i Zdjęcie 2.

Twoja klasa organizuje serię spotkań z lokalnymi bohaterami, czyli osobami, które w jakiś sposób pomagają innym i poświęcają swój czas dla lokalnej społeczności. Wyraź swoje zdanie na temat poniższych zdjęć, które będą mogły być wykorzystane do promocji wydarzenia.

- Wybierz to zdjęcie, które będzie, Twoim zdaniem, bardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.





- 1 What do you usually use the computer for?
- 2 Many people believe that doctors do not get enough money for their work. Do you agree? Why/Why not?

2 minuty

Rozmowa wstępna



SPEAK Answer the questions.

- 1 What was the best and the worst thing about your primary school?
- 2 What is the most useful device that you have?
- **3** Would you like to become a scientist in the future? Why/Why not?
- 4 What are the qualities of a good student?

🕖 4 minuty 🏿 Zadanie 1.

Rozmowa z odgrywaniem roli

SPEAK Do the task. Then change roles and do the task again.

Uczeń A

Chcesz zapisać się na wolontariat, aby pomagać osobom niepełnosprawnym. W rozmowie z pracownikiem/ pracownicą fundacji (uczniem B) porusz poniższe cztery kwestie:

- wymagania dla wolontariuszy,
- obowiązki,
- metody kontaktu z biurem,
- terminy spotkań.

(Rozmowę rozpoczyna uczeń B)

Uczeń B

Jesteś pracownikiem/pracownicą fundacji, która opiekuje się osobami niepełnosprawnymi i organizuje im czas wolny. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jednej kwestii,
- nie zgódź się z uczniem A, tak aby musiał zaproponować inne rozwiązanie,
- nie odpowiada Ci forma kontaktu, którą proponuje uczeń A,
- nie znasz jeszcze wszystkich szczegółów.

2) 3 minuty Zadanie 2.

Rozmowa na podstawie ilustracji

SPEAK Describe the photo and answer the questions. Then change roles and do the task again.



- 1 Which is more effective, in your opinion: learning from books or from the Internet?
- 2 What could the school do to encourage students to read more books?
- 3 Describe a situation when you tried learning a new skill.

5 minut Zadanie 3.

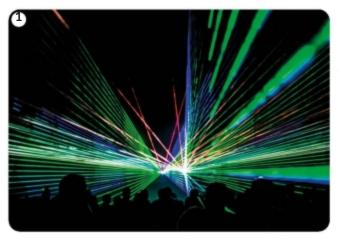
Rozmowa na podstawie materiału stymulującego

SPEAK Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Twoja klasa wygrała szkolny konkurs i w ramach nagrody może wybrać się na jednodniową wycieczkę, za którą zapłaci szkoła. Masz do wyboru trzy atrakcje.

- Wybierz tę atrakcję, która będzie, Twoim zdaniem, najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe opcje.







- 1 Do most students like school trips, in your opinion? Why/Why not?
- 2 Some people say professional gaming is not a real job. Do you agree?

Speaking tests

Units 5-6

2 minuty

Rozmowa wstępna



SPEAK Answer the questions.

- 1 Which foreign countries would you like to visit the
- 2 How do you like spending your summer holidays?
- **3** What do you like photographing? Why?
- 4 Why do people become professional artists?

💋 4 minuty 🏻 Zadanie 1.

Rozmowa z odgrywaniem roli

SPEAK Do the task. Then change roles and do the task again.

Uczeń A

Twój kolega/Twoja koleżanka z Anglii (uczeń B) chce w najbliższy weekend zwiedzić Warszawę. Planujecie wspólną wycieczkę do tego miasta. W rozmowie z uczniem B porusz poniższe cztery kwestie:

- środki transportu,
- zakwaterowanie,
- atrakcje,
- koszty.

(Rozmowę rozpoczyna uczeń A)

Uczeń B

Jesteś kolegą/koleżanką ucznia A z Anglii i chcesz w najbliższy weekend zwiedzić Warszawę. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jednej kwestii,
- nie zgódź się z uczniem A, tak aby musiał zaproponować inne rozwiązanie,
- nie odpowiada Ci zakwaterowanie, które proponuje uczeń A,
- chcesz pójść do muzeum nauki.

2 3 minuty Zadanie 2.

Rozmowa na podstawie ilustracji

SPEAK Describe the photo and answer the questions. Then change roles and do the task again.



- 1 Do you ever use paper maps? Why/Why not?
- 2 How do you and your family usually get around a city you visit on holiday?
- 3 Tell us about a situation in which you or someone you know got lost while travelling.

5 minut Zadanie 3.

Rozmowa na podstawie materiału stymulującego

SPEAK Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Urządzasz swój pokój i chcesz powiesić na ścianie plakat. Masz do wyboru trzy plakaty.

- Wybierz ten plakat, który będzie, Twoim zdaniem, najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







- 1 Should there be more art classes in school?
- 2 Some people say modern art is too difficult to understand. Do you agree?

2 minuty

Rozmowa wstępna



SPEAK Answer the questions.

- 1 What are the good sides of social networking sites?
- 2 Would you prefer to be a news reader or a reporter?
- 3 What are the current events in your country at the moment?
- 4 What kind of information do you think is OK to make public on your profile?

🕖 4 minuty 🏿 Zadanie 1.

Rozmowa z odgrywaniem roli

SPEAK Do the task. Then change roles and do the task again.

Uczeń A

Wraz z kolegą/koleżanką z Anglii (uczeń B), którego/ którą poznałeś na wymianie studenckiej, przygotowujesz reklamę filmową szkoły, która organizuje takie wyjazdy. W rozmowie z uczniem B porusz poniższe cztery kwestie:

- czas trwania,
- odbiorca,
- wygląd osób występujących w reklamie,
- potrzebny sprzęt.

(Rozmowę rozpoczyna uczeń A)

Uczeń B

Jesteś kolegą/koleżanką ucznia A z Anglii. Zostaliście poproszeni/Zostałyście poproszone o przygotowanie reklamy szkoły, która organizuje wymiany studenckie. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jednej kwestii,
- nie zgódź się z uczniem A, tak aby musiał zaproponować inne rozwiązanie,
- nie odpowiadają Ci wymagania dotyczące wyglądu aktorów, które proponuje uczeń A,
- nie chcesz wydawać pieniędzy na wypożyczenie sprzętu.

3 minuty Zadanie 2.

Rozmowa na podstawie ilustracji

SPEAK Describe the photo and answer the questions. Then change roles and do the task again.



- 1 Which celebrity would you like to take a photo of?
- 2 Do you think that no private life is a fair price for being rich and famous?
- 3 Tell us about a situation when someone did not respect your privacy or the privacy of someone you know.



5 minut Zadanie 3.

Rozmowa na podstawie materiału stymulującego

SPEAK Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Twój kolega zakłada profil na portalu społecznościowym i wybiera zdjęcie profilowe. Wyraź swoje zdanie na temat poniższych propozycji.

- Wybierz to zdjęcie, które będzie, Twoim zdaniem, najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







- 1 Why do you think teenagers make friends through social networking sites?
- 2 People think that very long screen time is bad for teenagers. Do you agree?

Extra Grammar Practice

Present simple and present continuous

Choose the correct options.

- 1 Someone knocks / is knocking at the door. Who is it?
- 2 I think / I'm thinking this café is the best in town.
- 3 How often do you play / are you playing team
- 4 We can't go out it rains / is raining really hard.
- 5 I rarely go / I'm rarely going to bed before midnight.
- 6 Come in! I don't study / I'm not studying right now.

Write questions about the underlined parts of the sentences.

- 1 I like John very much. Who do you like very much?
- 2 Beth is studying French.
- 3 Thomas watches TV every day.
- 4 My brothers listen to heavy metal.
- **5** Paul and Steve go to the gym regularly.
- Complete the sentences with the correct present simple or present continuous forms of the verbs from the box.

| not do go have listen (x2) pref | | not do | go | have | listen (x2) | prefer |
|---------------------------------|--|--------|----|------|-------------|--------|
|---------------------------------|--|--------|----|------|-------------|--------|

- **1** I *go* swimming twice a week after school.
- 2 Which sport _____ Lucy , football or tennis?
- 3 I can't talk to you now. We _____ dinner - sushi, my favourite!
- 4 Ali any sports, but he likes watching them.
- 5 My dad hardly ever to pop music, but he to Rihanna right now.
- Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.
 - 1 How often do you go to concerts (you / go / concert)?
 - 2 Who (listen / music) so loud?
 - 3 I'm afraid I (not / play / piano) or any other instrument.
 - 4 Where (Lucy / go)? Isn't it too late to go out?
 - 5 What kind of films dad / like)?



Comparatives and superlatives

Complete the sentences with the correct forms of the adjectives and adverbs in brackets.

- 1 It's minus eight degrees outside, so you need a warmer (warm) jacket.
- 2 Unfortunately, these shoes are (comfortable) than I expected. I want to return them.
- 3 I often wear this top in the summer because of the material – it's _____ (thin) top I have.
- 4 The new model works (badly) and _____ (slowly) than the old model.
- 5 This is _____ (good) clothes shop in town.
- 6 Good quality jeans are usually (expensive) than poor quality jeans.

Correct the mistakes in the sentences. One sentence is correct.

- 1 Buying second-hand clothes is usually more cheap than buying new clothes.
- 2 I believe football isn't as exciting how baseball.
- **3** Some people say that English is the most easy language to learn.
- 4 Personally, I think that the most comfortable way to travel is by car.
- 5 Are these trousers enough big, or do you want to try another pair?
- 6 Megan isn't very good at science. She's more good

Choose the correct translation.

- 1 I'm afraid these activities (sq zbyt łatwe) for your level.
 - A are too easily
 - B are easy enough
 - C are too easy
- 2 This suitcase (jest najlżejsza) of all.
 - A is the lightest
 - B is lighter
 - C is heavier
- **3** Who (jest najmłodszy) in your class?
 - A is the least old
 - **B** is the youngest
 - C are younger
- 4 As always, George is getting ready (najwolniej ze wszystkich).
 - A the slowest of all
 - B slowest than others
 - C the most slowly of all

Past simple

- Use the prompts to make sentences with was and were.
 - 1 Paul / late for school / yesterday Paul was late for school yesterday.
 - 2 we / not / busy / weekend
 - 3 the nurse / nice / to you /?
 - 4 why / you / so tired / last night /?
 - 5 my dad / soldier
- Complete the table.

| Present | Past simple |
|------------------|-------------|
| ¹ buy | bought |
| choose | 2 |
| cut | 3 |
| forget | 4/////// |
| give | 5 |
| 6 | knew |
| 7 | saw |
| 8 | sang |
| write | 9/////// |

- Change the sentences into the past simple. Replace the underlined words with the words in brackets.
 - 1 Do you go out a lot? (last night) Did you go out last night?
 - 2 I eat pizza very often. (yesterday)
 - 3 Who studies French in your class? (last year)
 - 4 Who does Tom invite to his home? (his last birthday party)
 - 5 My sister doesn't have breakfast on school days. (this morning)
- Complete the text with one word in each gap.

I got my first job when I 1 was sixteen. Both of our local postmen² sick, and I took their duties for two months in the summer. Every day,



up at six, and I delivered letters to all my neighbours. To be honest, I 4 not realise that the job was so hard! In the evenings, all of my friends 5 in the park playing and having fun, but l ⁶ too tired to go. Believe it or not, I ⁷ to sleep before eight o'clock every day!

Articles

- Complete the sentences with a/an, the or no article (-).
 - 1 My grandparents live in a small town. a town is beautifully located.
 - 2 We are going on trip to mountains very early tomorrow. I need to be in ____ bed before nine.
 - 3 During my next holiday, I'd like to visit ____ London and Paris. I'd like to go to seaside, too.
 - 4 I rented tiny room for students. There was only table and bed in room.
- Correct the mistakes in the sentences.

1 I spent the month in United States.

- 2 I have the problem. Can you help me?
- 3 I'm afraid there is nobody at the home. Can you
 - come later?
- 4 I enjoy getting up in the morning, watching sun go up.
- 5 To get to a centre faster, we can go by a car.
- **6** My older brother is the police officer.
- \square Complete the text with a/an, the or no article (-).

I live in 1 – Los Angeles – it's 2 _____ city on 3 _____ west coast of⁴_____USA. In the past, it was⁵_____ very small place – only 141 inhabitants! It was in 6 countryside and there were no buildings. Most of the residents were ⁷ farmers. But when people started making 8 films in 9 Hollywood, it became very popular. Today, about 4 million people live in 10 city.

- 4 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.
 - 1 I want to book a house by the (house / by) sea for the summer holidays.
 - 2 Can I borrow this book (for / week)?
 - 3 Mateusz works as (surgeon / in) Netherlands.
 - 4 The weather is beautiful. Let's have (dinner / garden).
 - 5 | (see / accident) yesterday.

Extra Grammar Practice

Ouantifiers

Choose the correct options.

- 1 There's zerice in the bowl you can have some for lunch.
 - **b** a lot of a much c many
- **2** We don't recycle ____ cans in our school.
 - a a few **b** some c any
- **3** There are <u>____</u> bananas in the fridge.
 - **b** a little c too little
- 4 We've got ____ fantastic canteen at school, with great food.
 - **b** an c any
- **5** We don't use salt in our cooking.
 - **a** some **b** many c much
- **6** Grandma eats something sweet after meal.

c some

- **b** every
- 7 I have rather ____ friends in my school. **b** little **a** many **c** few
- 2 Complete the second sentence so that it means the same as the first one. Use too much, too many or (not) enough.

What would you like to change about your diet?

- 1 'I have hamburgers and fries too often. I eat too much fast food.'
- 2 'Three of my daily meals are sandwiches. I eat sandwiches.'
- 3 'I drink too little. There isn't _____ water in my daily menu.'
- 4 'I have too many sweets. There's _____ sugar in my diet.'
- 5 'I need more vegetables in my diet. I don't eat vegetables.'
- 6 'I feel eating two thousand calories a day is not a good idea. There are _____ calories in the food I eat.'
- Complete the blog post with one word in each gap.



It feels like I'm on a diet all the time. I don't eat ¹ much bread, I have a ² of fruit and vegetables every day, I skip supper, and so on. But there are no effects! A 3 days ago, I read an article about dieting. It said that

we can only lose weight if we are healthy, and it's not necessary to count 4 calorie at all. We can even have a 5 chocolate every now and then, as long as our other habits are healthy. For example, now I know that, like most teenagers, I don't get 6 sleep. So, my new life starts ... NOW! Keep your fingers crossed!

Gerunds and infinitives

- Complete the sentences with the correct forms of the verbs in brackets. Use gerunds or infinitives. Give reasons for your answers.
 - 1 I enjoy going (go) for walks in the mountains. gerund after like, love, etc.
 - 2 I'd find it hard (stop) eating chocolate. I love it!
 - 3 My brother hopes (become) a doctor in the future.
 - 4 Abi has gone to the shops (buy) some milk.
 - 5 We're thinking of _____ (have) a party for my birthday.
 - (get up) early for school is always difficult for me!
- Correct the mistakes in the sentences. Two sentences are correct.

staying

- 1 I can't stand to stay indoors all day.
- 2 We agreed meeting outside the cinema at eight o'clock.
- **3** Are you interested to learn another language?
- 4 When I'm on holiday, I miss seeing my friends.
- **5** To listen to music is one of my favourite hobbies.
- 6 I'd like to have a part-time job to earning some extra money.
- 7 I don't like martial arts. I prefer playing in a team.
- Choose the correct options.

My top tips for a healthy life

- It's important 1 at least eight hours a night, but sometimes we just don't have the time. I'm usually tired when I get home from school, but a nap (5–10 minutes) gives me back energy.
- → Did you know that ² is good for your heart? When I finish ³ my homework, I often turn on the TV and watch a comedy! It's impossible 4 bad when you're laughing!
- → If you're stressed, you can relax by 5 quietly in a chair for ten minutes. It helps me when I'm worried about 6 for an exam, for example. (I suggest 7 your phone though!)
- 1 A to sleep **B** sleeping C sleep 2 A to smile **B** smiled C smiling 3 A did **B** doing C to do 4 A feeling **B** feel C to feel **5** A sitting B siting C sit 6 A study **B** studies C studying 7 A to turn off **B** turning off C turn off

Used to

1 Complete Aiden's memories from his childhood holidays with the correct forms of used to and the



- verbs in brackets. 1 We didn't use to visit (not visit) the same place every year. We (go) to different places.
- (stay) in an apartment or in 2 We a hotel.
- 3 1 (swim) in the sea and play in the sand. I (love) building sandcastles!
- 4 We (not play) board games or cards in the evenings. We (walk) by the sea.
- 5 I (eat) ice cream every day!
- 6 And you? How _____ (you / spend) summer holidays in the past?
- 7 (your family / have) any favourite places?
- If possible, complete the sentences with used to and the verbs in brackets. If not, use the past simple.
 - 1 I didn't use to work (not work) hard.
 - I (be) lazy.
 - 2 I (be) more sociable. (go) out a lot.
 - 3 I (rescue) a cat from a tree once.
 - I (be) brave, but now I'm not. 4 My friends (be) more reliable than now. They (help) me when
 - I needed them on a few occasions. 5 My parents (not be) enthusiastic about my career plans. At some point, they (tell) me to look for a different job.
- Complete the text with one word in each gap.

A friend of mine, Ginnie, changed completely a few years ago. She is now very positive and enthusiastic ¹ about everything, but she didn't ² to be so optimistic. When I met her, she 3 in primary school and she seemed very calm and rather unsociable. In those days, she 4 to spend most of her time alone. When we 5 school, she moved to a different city. And then, when

I 6 her again three years later, I hardly recognised her! She was no longer the shy and quiet girl she used sociable and confident, and I got on well with her right away.



Past continuous

- Choose the correct options.
 - 1 What did you do / were you doing last weekend?
 - 2 We had / were having dinner when the doorbell rang / was ringing.
 - 3 I found / was finding some old photos while I tidied / was tidying my room.
 - 4 Where did you go / were you going when you fell / were falling off your bike?
 - 5 When I first saw / was seeing Abby, she wore / was wearing her school uniform.
- Complete the text with the correct past simple or past continuous forms of the verbs from the box.

ask become do go listen not be not have sit write

Ed Sheeran is a celebrity now, but his life wasn't always like this. At school, he 1 didn't have many friends, and he very confident. But he loved music, and while other kids his age ³ sports, he 4 _____ to music and 5 songs. When Ed was older, he 6



to London, and later to the USA to start his music career. One day, he ⁷ in a radio studio when the presenter 8 him to sing something. That was the beginning of his success. That's how a shy boy one of the most successful singers in the world.

- If possible, complete the sentences with while. If while is not possible, use when.
 - 1 I was listening to Ed Sheeran's new album when a friend called.
 - 2 I fell asleep I was watching TV last night.
 - **3** we were waiting for the train, we ate our sandwiches.
 - 4 My mum was driving to work she saw an accident.
 - 5 we arrived at the party, everyone was already dancing.
 - they were 6 My parents met teaching English in Japan.
- 4 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.
 - 1 While I was watching (while / I / watch) TV, I got a lot of messages.
 - 2 I visited the Eiffel Tower (when / I / go) Paris.
 - 3 Colin broke his arm while (he / play tennis).
 - 4 We were walking to school (when / we / see) an accident.
 - (I / run) 5 This time yesterday, in the park.

Extra Grammar Practice

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

1 Complete the email with the correct forms of the words in brackets. Use the present perfect.

| Hi, Gran, | |
|---------------------------------|--|
| We 1've just met (just / mee | t) our host families, but we |
| 2 | (not unpack / our bags / |
| yet). I ³ | (just / send) |
| an email to Mum, too. We 4 | |
| (not have / any Italian class | es / yet), but we |
| 5 | (already / see) |
| the Colosseum. (We saw it | on the bus on the way from |
| the airport.) It's amazing! | |
| I can't wait to try the local f | food. Martin |
| 6 | 🙋 (already / have) ice cream, |
| but I'm waiting until after d | inner. |
| 7 | (never / eat) a real Italian |
| pizza. | |
| Anyway, I should go now. | |
| Please look after my | |
| goldfish for me. | A CONTRACTOR OF THE PARTY OF TH |
| Love, | 10 11 C MICH |
| Lily | TANKS THE PROPERTY OF THE PARTY |
| • | |
| | |

- Complete the sentences with the correct present perfect or past simple forms of the verbs in brackets.
 - 1 My dad has never taken (never / take) French lessons, but he speaks quite good French.
 - 2 We (see) a great film last night.
 - 3 George (stay) at home yesterday because he was sick.
 - 4 | (already / finish) my homework. It didn't take long.
 - 5 I have conversations with a native speaker, but my (not get better / yet).
- Choose the correct paraphrase.
 - 1 Have you done your homework yet?
 - A Did you start doing homework?
 - **B** Have you finished your homework?
 - C Have you ever done this homework before?
 - **2** Fraser has just gone to the shop.
 - A Fraser has been to the shop today.
 - B Fraser hasn't come back yet.
 - **C** Fraser came back from the shop a while ago.
 - 3 Sofia has loved learning English since she was a kid.
 - A Sofia doesn't like learning English anymore.
 - **B** Sofia has never enjoyed learning English.
 - C Sofia likes learning English now and she liked it as a child.
 - 4 Carlos has never been to the USA.
 - A Carlos hasn't come back from the USA yet.
 - **B** Carlos only went to the USA once.
 - C Carlos hasn't visited the USA yet.

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

- 1 Complete the mini-dialogues with the present perfect forms of the verbs in brackets.
 - 1 A: How long have you wanted (you / want) to be a singer?
 - B: Since I was a kid, but I (not sing) in a choir before.
 - 2 A: How long (your dad / have) his own company?
 - B: He (have) it for ten years.
 - 3 A: How long _____ (your sister / be) in Poland?
 - B: She _____ (not be) there long, but she speaks good Polish now.
- 2 Write questions in the present perfect using How long.
 - 1 you / live / England? How long have you lived in England?
 - 2 your teacher / teach / at this school?
 - 3 your parents / know / each other
 - 4 you / have / your mobile phone?
 - 5 your mum / be / French teacher?
 - 6 you / be / awake today?
- Complete the answers with the correct present perfect forms of the verbs in brackets and for or since.
 - 1 I've lived (live) in England for six years.
 - 2 My teacher (work) here about six months.
 - 3 My parents (be) married twenty-five years!
 - 4 I (have) my mobile phone _____I was twelve.
 - 5 My mum (teach) French 2003.
 - (be) awake _____ six o'clock, and I (not have) breakfast yet!
- 4 Choose the correct translation.
 - 1 Tom and I (jesteśmy przyjaciółmi od) a decade.
 - A are friends for
 - B have been friends since
 - C have been friends for
 - 2 My family (spotyka się w) Thursdays.
 - A has met since
 - B meets on
 - C have met on
 - 3 (Jak długo masz) this computer?
 - A How long do you have
 - B How long have you had
 - C When did you get
 - 4 It's been years (odkąd widziałem) Mark.
 - A for I've seen
 - B since I've seen
 - C since I saw

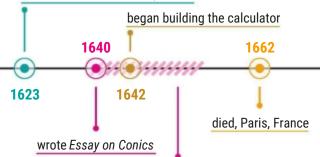
Past perfect

Complete the sentences with the correct past

- perfect forms of the verbs in brackets. 1 We couldn't do the experiment because we hadn't
 - read (not read) the instructions.
 - 2 Mike was excited about his trip to France because (not go) abroad before.
 - 3 Megan couldn't buy the jeans she wanted because (spend) all her money.
 - We couldn't see the concert because we (not buy) tickets.
 - 5 When we got to the party, most people (leave).

Choose the correct options.

born in Clermont-Ferrand, France



1640s developed maths theories

Blaise Pascal was a French mathematician and inventor, famous for inventing the first calculator.

Pascal was born in 1623. As a child, he loved maths and read lots of books about geometry. By the age of seventeen, he 1 wrote / had written his first maths essay.

In 1642, he ² began / had begun to build a calculator. He eventually ³ made / had made a calculator, but only after he 4 tried / had tried fifty different designs!

Pascal 5 continued / had continued to work as a mathematician all his life. By the time he ⁶ died / had died in 1662, he ⁷ developed / had developed many maths theories.

- Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.
 - 1 Luke was really scared on the plane as he had never flown (never / fly) before.
 - 2 When I came into the classroom, the exam (already / begin).
 - **3** We were late, but luckily the show (not / start / yet).
 - 4 Before Kim and Trent had children, they (be / married) five years.
 - 5 Helen looked so tired you could easily see she (not / have) much sleep that night.

Defining relative clauses

Complete the clues with relative pronouns. Then match the questions to the answers from the box.

THE TRIVIA QUIZ

- 1 the brothers who/that built and flew the first aeroplane Wright
- 2 the business Bill Gates started
- 3 the year Mexico became independent
- William Shakespeare 4 the town was born
- 5 the planet ______ is closest to Earth
- 6 the US President face is on the one-dollar bill

George Washington Mars Microsoft Stratford-upon-Avon Wright

2 Join the sentences using relative pronouns.

- 1 Martin Cooper is the man. He invented the mobile phone. Martin Cooper is the man who invented the mobile phone.
- 2 It was a phone. It used cellular technology.
- 3 Sixth Avenue in New York was the street. He made the first phone call there in 1973.
- 4 The 1970s was a time. There were a lot of innovations in technology.
- 5 Motorola was the name of the company. It made the first phones.

3 Translate into English. Write up to five words in each gap.

- 1 That's the chemist whose discoveries helped (którego odkrycia pomogły) to develop a vaccine for the virus.
- 2 It all happened at (czasie kiedy) we were working in the lab.
- **3** This is the research (które robimy) now.
- (która 4 Who is the girl właśnie dzwoniła) you?
- Can you take me to the place _____ (w którym kiedyś mieszkałeś)?



Future forms

Choose the correct options.

- 1 A: What will you / are you going to do next summer? B: I'm not sure. Maybe I 'II / 'm going to visit Grandma.
- 2 A: The guide book? It's \$6.
 - B: OK, I'll / 'm going to take it.
- 3 A: Do you think you 'II / 're going to become famous
 - B: Maybe. I think Joshua will / is going to achieve a lot in the future.
- 4 A: We haven't even looked at the map. We 'II / 're going to get lost.
 - **B**: Don't worry. I'm sure we 'II / 're going to be OK.

2 Mathematical Schools 2 Mathematical Schools 2 Mathematical Schools 2 Mathematical Schools 3 Mathematical Schools 3 Mathematical Schools 3 Mathematical Schools 3 Mathematical Schools 3 Mathematical Schools 3 Mathematical Schools 3 Mathematical Schools 3 Mathematical Schools 3 Mathematical Schools 3 Mathematical Schools 3 Mathematical Schools 3 Mathematical Schools 3 Mathematical Schools 3 M simple or continuous forms of the verbs in brackets.

- A: 1 Are you coming (you / come) to the concert on Saturday night?
- **B**: I hope so. I ² (go) to Canterbury on Saturday morning because my cousin ³ (get) married, but the concert 4 at nine, so I should be back by then.
- A: So, what time is the wedding?
- B: At twelve, but I ⁵ (not stay) for the lunch afterwards. I 6 (take) the bus back.
- A: What time 7 (the bus / leave)? B: I think it 8 (leave)
- Canterbury at 4:30, and 9 (get) into the station here at 6:15. I'll have time to go home and get changed and meet you later.
- A: OK, well I 10 (meet) the others outside the Apollo at 8:30. See you then!

Choose the correct options.

Hi there! We've been in Mexico City for a week now, and tomorrow we ¹ on a tour to some pyramids outside the city. The bus ² at 8 am and it doesn't come back until 6 pm, so it 3



C is landing

rather tiring - especially that the temperatures have just gone up to thirty-six degrees! After that, I 4 visit a place called Guanajuato for a few days, but I haven't booked anything yet. And that's the end of our trip. We 5 home on Saturday. Our plane 6 at 9:30 pm. I hope the flight 7 smooth. Could you come and meet us at the airport? See you soon, Sylwia

| 1 | Α | 'll go | В | go | С | 're going |
|---|---|----------------|---|-------------------|---|-----------|
| 2 | Α | is leaving | В | is going to leave | С | leaves |
| 3 | Α | 's going to be | В | 'll be | С | 's |

B will land

4 A 'm going to B 'll **C** -

B 're travelling 5 A travel C 'll travel

7 A is being B will be C is going to be

Modal verbs: present and past

Choose the correct options.



A GUIDE TO TRAVELLING IN POLAND

- 1 You should / don't have to book everything in advance - there are a lot of guest houses where you can rent a room on the spot.
- 2 You can / mustn't find nice cheap accommodation in the country, often called 'agrotourism'.
- 3 You can't / don't have to pay in euros in Poland.
- 4 You should / don't have to take some cash in the local currency with you.
- 5 Luckily, you can't / don't have to learn the language most people speak at least a little English.
- 6 And, of course, you mustn't / should try the local food – you're going to love pierogi!

2 Somplete the sentences with past modal verbs.

- 1 I can ski really well. I when I was five years old!
- 2 I usually have to go to bed early. Last night, I go to bed at nine o'clock.
- 3 I can't speak French. When I was in France, understand a word!
- 4 We don't have to do homework at weekends. Last weekend, I study at all!
- 5 I can usually remember vocabulary. In the test yesterday, I remember all the new words.

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

- 1 There was no need to call an ambulance. NOT We did not have to call an ambulance.
- 2 Was it necessary for you to show your ticket at the entrance? TO

show your ticket at the entrance? 3 Sitting on the grass if forbidden here. MUST

- the grass here.
- 4 My mum was a very good singer as a teenager. **SING**

My mum _____ as a teenager. 5 I advise you to take a holiday. GO

- holiday. 6 It's the rule to bring a note from your parents if you miss a class. TO
 - a note from your parents if you miss a class.

6 A lands

Extra Grammar Practice

The passive: present and past



The passive: modal verbs and future tenses

- 1 Write sentences in the present simple passive.
 - 1 National Selfie Day / celebrate / on 21 June. National Selfie Day is celebrated on 21 June.
 - 2 Film cameras / not use / much these days.
 - 3 Smartphones / design / to include a camera.
 - 4 About 3 trillion photos / take / every year.
 - 5 How many photos / share / online / every day?
- Write passive sentences in the present perfect or past simple. Use the verbs from the box. Make the sentences positive or negative to make them true.

huild finish hold invent

| | The state of the s |
|---|--|
| 1 | Mona Lisa wasn't painted by Vincent van Gogh. |
| 2 | The Eiffel Tower in 1951. |
| 3 | Paper by the ancient Chinese. |
| 4 | The Olympic Games in Warsaw |
| | yet. |
| 5 | The Hunger Games books by |
| | J.K. Rowling. |
| 6 | The Sagrada Família in Barcelona |
| | yet. |

naint write

upload

on the moon

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

give

5 Twelve cameras

leave

| Di | id you know? |
|----|---|
| 1 | The first photo was taken in 1826 by a French |
| | scientist. |
| 2 | About 300 million photos to |
| | Facebook every day. |
| 3 | Modern colour photography until |
| | the 1930s. |
| 4 | An award for the best photo |
| | in the news every year. |

not invent take

Complete the second sentence with up to four words so that it means the same as the first

when the first astronauts returned to Earth.

- 1 Frank Gehry designed the Guggenheim Museum in Bilbao.
 - The Guggenheim Museum in Bilbao was designed by Frank Gehry.
- 2 Sorry, this company doesn't offer personalised designs.

I'm afraid personalised designs this company.

3 Was Energylandia opened in 2014?

since 2014? 4 One thousand visitors come to this exhibition every week.

This exhibition thousand people a week. Complete the sentences using the correct passive forms of the verbs in brackets.

| | ART CLASSROOM RULES |
|---|---|
| 1 | The teacher's directions must be followed (must / |
| | follow) at all times. |
| 2 | The classroom |
| | (have / clean) after each lesson. |
| 3 | Phones (must / not / |
| | use) during the lesson. |
| 4 | Coloured pencils and paints |
| | (need / keep) in the |
| | cupboard. |
| 5 | Students (going / |
| | evaluate) for the effort they make. |
| 6 | All works made by students |
| | (will / display). Some |
| | of them (can / take) |
| | home with the teacher's permission. |

- 2 Rewrite the sentences using the passive voice.
 - 1 You should close all the windows before you go to

All the windows should be closed before you go to bed.

- 2 Are they going to renovate the walls in the old church?
- 3 You need to keep your electronic equipment in your bag.
- 4 You can collect tickets at the theatre entrance one hour before the performance.
- 5 Visitors mustn't leave valuable things in the cloakroom.
- 6 They might expect you to wear evening dress.
- Translate into English. Write up to five words in each gap.
 - 1 You won't be given (nie zostaną Ci dane) any tickets for free.
 - 2 Some of these paintings (zostaną sprzedane) even before the exhibition begins.
 - 3 The old furniture (musi być odnowione) before the place is opened to public.
 - (Czy powinno się inwestować pieniądze) in art?
 - (Możesz zostać poproszony) to share your opinion about the performance.
 - (Czy flesz musi być) turned off?

Reported speech

Read the words of an actor. Then complete the news story.

'Yes, it's true that I'm making a new film, but I can't tell you much about it - it's a secret. It'll be about life on another planet, but it won't be a typical science-fiction film. I've always wanted to work with this director, but we haven't found time in our busy schedules to make a film together. We're meeting in Los Angeles next week, and we're going to start filming next month ...'

Jamie Ball stars in new sci-fi film

| his press conference last week, Jamie Ball told us that he 'was making a new film. Although | | | | |
|---|---------------------------|--|--|--|
| he said he ² | us much about it | | | |
| because it ³ | a secret, he said that it | | | |
| ⁴ about life | on another planet. | | | |
| He also added that it ⁵ | a typical | | | |
| science-fiction film. The nam | e of the director is | | | |
| a mystery. Jamie told us that he 6 | | | | |
| to work with that director before, but that they | | | | |
| ⁷ time in their busy schedules to make | | | | |
| a film together. He said that they 8 | | | | |
| in Los Angeles the following week, and that they | | | | |
| 9 filming 10 | month. | | | |

Write the stories in direct speech. Which story do you think did not appear in the news?

- 1 The girl told reporters that she had seen the Loch Ness monster and that she'd taken a photo of it. 'I saw the Loch Ness monster and I took a photo of it.'
- 2 The man said that his dog Benny could ice-skate and that he could play ice-hockey. He said there was nothing that Benny couldn't do on ice!
- 3 A politician told us that Justin Bieber would probably be the new Canadian ambassador to the USA.
- 4 The man said that he spent his free time travelling the world, and he knitted a sweater in each place.
- 5 The boy said that he had been into space the previous week and that he had met a lot of aliens.

Translate into English.

- 1 My neighbour said that he hadn't seen any strangers (że nie widział żadnych obcych) outside his house.
- 2 The receptionist told us that Mr Stevens (nie może teraz rozmawiać).
- 3 The magazine announced that it 💹 (ma zamiar zacząć publikować) scientific articles.
- 4 Mary said przygotowuje) for the exam, but it wasn't true.
- The auction house informed us that it (już sprzedał) the painting.

Zero and first conditionals

Choose the correct options.

- 1 If Mary will continue / continues to be so impolite, she doesn't / won't have any friends.
- 2 Often people aren't / won't be able to buy a house unless the bank *lends / doesn't lend* them money.
- 3 Will / Do you let me know if anything will go / goes wrong?
- 4 We will be / are better informed if he explains / will explain everything to us.
- 5 If the weather will get / gets better, we will go / go camping.
- 6 I always watch / will always watch the news if something important will happen / happens.

| 2 | | Comp | lete | the | text. |
|---|---------|--------|------|-----|-------|
| _ | - | COILID | | | COAL |

| 8.4 | | \sim . | | |
|----------|-----------|----------|-----|---|
| IVIDAT T | he new (| -neei | n (| r |
| MICCE | IIC IIC W | UUSSI | PU | |
| | | | | |

| Do you know the series Gossip Girl which was first shown | | | |
|---|--|--|--|
| in 2007? Well, if you do, and if by any chance ¹ you <i>are</i> (be) | | | |
| a fan, ²you (love) to hear the news: | | | |
| Gossip Girl is coming back as a sequel! The series has already | | | |
| received so much publicity and become so famous that if it | | | |
| (appear) on air in 2021, as the producers | | | |
| have promised, it 4 (probably / become) | | | |
| the number one series of the year. One thing is certain - | | | |
| if the young actors 5 (make) a good | | | |
| impression, their careers ⁶ (take off) | | | |
| immediately! | | | |

Write first conditional sentences from the prompts. Add a comma where necessary.

- 1 if / I / get any money for my birthday / I / buy a new phone If I get any money for my birthday, I'll buy a new
- 2 if / Louise / not send me a message / I / call her later
- 3 you / go / to Julia's party / if / she / invite you /?
- 4 I / not go / unless / you / go
- 5 what / you / do / if / not / pass your exams /?

对 📝 Translate into English. Write up to five words in each gap.

- 1 When you get (Kiedy dostajesz) a fine, you have to pay it within thirty days.
- 2 If I tell you a secret, (czy obiecasz) to keep it to yourself?
- 3 When water 🛮 (zamienia się w lód), it expands.
- 4 I'll be really angry if (on nie zadzwoni).
- 5 We won't publish your article (chyba że go poprawisz).
- 🧵 (Co robisz, kiedy) you 6 fall behind with schoolwork?

Second conditional

Indefinite pronouns

Complete the questionnaire using the second conditional. Then answer the questions for yourself. Check your score at the bottom of the page.

Are you safe online?

Answer these questions to find out.

- **1** What would you do if you saw (see) bullying online?
 - a I (not do) anything.
 - b | (report) it to a teacher or parent.
- 2 If someone asked you for your password,
 - (you / give) it to them? a It (depend) on the situation.
 - **b** No, I (share) it with them.
- 3 How would you react if your parents (post) a baby photo of you online?
 - a I (not mind).
 - **b** I (ask) them to remove it.
- (you / accept) an invitation on social media from someone that you don't know?
 - a Yes, I
 - b No, I
- What _____ (you / say) if an online friend (ask) you to meet them?
- a I (arrange) a time and place.
- **b** I (say) no.

Write questions in the first or second conditional.

- 1 What / you / do / tonight if / your teacher / not give / you any / homework?
 - What will you do tonight if your teacher doesn't give you any homework?
- 2 If / you / can / meet any famous person, who / you / meet and why?
- 3 If / you / watch / TV this evening, what / you watch?
- 4 Where / you / go / if / you / can / fly / anywhere in the world?
- 5 If / you / be / the president of your country, what / you change?

Choose the correct translation.

- 1 (Na co wydałbyś pieniądze) if you won a lottery?
 - A What will you buy
 - **B** What will you spend the money on
 - C What would you spend the money on
- 2 I'll start earning money (jak będę miał) ten thousand followers.
 - B when I'd have C when I'll have A when I have
- 3 (Na Twoim miejscu) I'd sit quiet and say nothing.
- A If I were you, B In your shoes C If I'd be you,
- 4 You'd have more time for your family (gdybys wylogowała się) your social media.
 - A if you would log off
 - B if you logged off
 - C if you will log off

Choose the correct options.



- A: Do you know ¹ anything / anyone with experience in running a successful social media account?
- B: What do you mean by 'successful'?
- A: Well, ² someone / anyone with a lot of followers. I'd like to open an account which might become my job in the future.
- B: You're going to become an influencer? That's ³ nothing / something new! I didn't realise you wanted a career like that.
- A: I do. And I'm looking for help. I'd like to know ⁴ anything / everything I need before I make my move. I've already asked 5 everywhere / everyone I know, but it seems they know 6 nothing / anything.
- B: OK, I think a friend of mine might be able to help you. I can call him and arrange a meeting.
- A: Great! We can meet ⁷ someone / somewhere in the centre on Saturday.

2 Translate into English. Write up to five words in each gap.

- 1 Has anyone sent (Czy ktoś wysłał) the file to the teacher?
- 2 3// (Nikt nie ma) access to my login and password.
- 3 I don't need help with my computer I always (robię wszystko) myself.
- (Jeżeli ktoś zapyta), I'll be in my room all afternoon.
- (Czy możemy zaparkować gdzieś) near the stadium?
- (Wszyscy wiedzą) that you should never give out your personal information online.

safety. Well done!

Mostly b: You seem to understand about online Mostly a: Perhaps you need to be more careful online.

⋒ MP3 61

| Infinitive | Past Simple | Past Participle | |
|-----------------------------|---|---|-----------------------|
| b e /biː/ | was/were | been /biːn/ | być |
| | /wpz /wa:/ | | , |
| beat /bi:t/ | beat /bi:t/ | beaten /ˈbiːtən/ | pokonać |
| become | became /biˈkeim/ | become | stać się |
| /bɪˈkʌm/ | | /bɪˈkʌm/ | |
| begin /bɪˈgɪn/ | began /bɪˈgæn/ | begun /bɪˈgʌn/ | zacząć |
| bet /bet/ | bet /bet/ | bet /bet/ | założyć się |
| bite /bait/ | bit /bit/ | bitten /ˈbɪtən/ | ugryźć |
| blow /bləʊ/ | blew /bluː/ | blown /bləʊn/ | wiać |
| break /breik/ | broke /brəʊk/ | broken | złamać, |
| 1 | 1. 1. // . / | /ˈbrəʊkən/ | zepsuć |
| bring /brɪŋ/ | brought /broːt/ | brought /bro:t/ | przynieść |
| broadcast /'brɔːdˌkɑːst/ | broadcast /ˈbrɔːdˌkɑːst/ | broadcast /'brɔːdˌkɑːst/ | nadawać |
| build /bild/ | built /bilt/ | built /bilt/ | budować |
| burn /bɜːn/ | burned /bɜːnd/ / | burned /bɜːnd/ / | spalić |
| built / b5.11/ | burnt /bs:nt/ | burnt /bs:nt/ | Spane |
| buy /bai/ | bought /bo:t/ | bought /bɔːt/ | kupować |
| catch /kætʃ/ | caught /kɔːt/ | caught /kɔːt/ | złapać |
| choose /tʃuːz/ | chose /tʃəʊz/ | chosen | wybrać |
| | | /ˈtʃəʊzən/ | |
| come /knm/ | came /keim/ | come /knm/ | przyjść |
| cost /kpst/ | cost /kpst/ | cost /kpst/ | kosztować |
| cut /knt/ | cut /kʌt/ | cut /kʌt/ | ciąć |
| dig/dig/ | dug /dʌg/ | dug /dng/ | kopać |
| do /du:/ | did /dɪd/ | done /dʌn/ | zrobić |
| draw /dro:/ | drew /druː/ | drawn /drɔːn/ | rysować |
| dream /driːm/ | <pre>dreamed /dremt/ / dreamt /dremt/</pre> | <pre>dreamed /dremt/ / dreamt /dremt/</pre> | marzyć |
| drink /drıŋk/ | drank /dræŋk/ | drunk /drʌŋk/ | pić |
| drive /draiv/ | drove /drəʊv/ | driven /ˈdrɪvən/ | prowadzić samochód |
| eat /iːt/ | ate /et/ | eaten /ˈiːtən/ | jeść |
| fall /fo:l/ | fell /fel/ | fallen /ˈfɔːlən/ | upaść |
| feed /fi:d/ | fed /fed/ | fed /fed/ | karmić |
| feel /fi:l/ | felt /felt/ | felt /felt/ | czuć |
| fight /fait/ | fought /fo:t/ | fought /fo:t/ | walczyć |
| find /faind/ | found /faond/ | found /faond/ | znaleźć |
| fly /flaɪ/ | flew /fluː/ | flown /fləʊn/ | lecieć |
| forbid /fəˈbɪd/ | forbade /fəˈbæd/ | forbidden | zabronić / |
| | | /fəˈbɪdən/ | zakazać |
| forget /fəˈget/ | forgot /fəˈgɒt/ | forgotten /fəˈgɒtən/ | zapomnieć |
| forgive /fəˈgɪv/ | forgave /fəˈgeɪv/ | forgiven /fəˈgɪvən/ | wybaczyć |
| freeze /friːz/ | froze /frəʊz/ | frozen /ˈfrəʊzən/ | zamarzać |
| get /get/ | got /gpt/ | got /gpt/ | dostać |
| give /gɪv/ | gave /geɪv/ | given /ˈgɪvən/ | dać |
| go /gəʊ/ | went /went/ | gone /gpn/ | iść |
| grow /grəʊ/ | grew /gruː/ | grown /grəʊn/ | rosnąć |
| hang/hæŋ/ | hung /hʌŋ/ | hung /hʌŋ/ | wisieć / powiesić |
| have /hæv/ | had /hæd/ | had /hæd/ | mieć |
| hear /hɪə/ | heard /hɜːd/ | heard /hɜːd/ | słyszeć |
| hide /haɪd/ | hid /hıd/ | hidden /ˈhɪdən/ | chować |
| hit /hɪt/ | hit /hɪt/ | hit /hɪt/ | uderzyć |
| hold /həʊld/ | held /held/ | held /held/ | trzymać |
| hurt /hɜːt/ | hurt /hɜːt/ | hurt /hɜːt/ | zranić |
| keep /kiːp/ | kept /kept/ | kept /kept/ | trzymać |
| know /nəʊ/ | knew /njuː/ | known /nəʊn/ | wiedzieć |
| | , | | |

| Infinitive | Past Simple | Past Participle | |
|-----------------------------|------------------------------------|------------------------------------|---------------------|
| lay /leɪ/ | laid /leɪd/ | laid /leɪd/ | położyć |
| lead /li:d/ | led /led/ | led /led/ | prowadzić |
| learn /lɜːn/ | learned /lɜːnd/ / | learned /lɜːnd/ / | uczyć się |
| 1 (1) | learnt /lɜːnt/ | learnt /ls:nt/ | , . , |
| leave /liːv/ | left /left/ | left /left/ | opuścić |
| lend /lend/ | lent /lent/ | lent /lent/ | pożyczyć komuś |
| let /let/ | let /let/ | let /let/ | pozwolić |
| lie /laɪ/ | lay /leɪ/ | lain /leɪn/ | leżeć |
| light /lait/ | lit /lit/ | lit /lit/ | zapalać |
| lose /luːz/ | lost /lost/ | lost /lost/ | zgubić |
| make /meik/ | made /meid/ | made /meid/ | zrobić |
| mean /miːn/ | meant /ment/ | meant /ment/ | znaczyć |
| meet /mi:t/ | met /met/ | met /met/ | spotkać |
| pay /pei/ | paid /peid/ | paid /peid/ | płacić |
| put /pʊt/ | put /pʊt/ | put /pʊt/ | położyć |
| read /riːd/ | read /red/ | read /red/ | czytać |
| ride /raɪd/ | rode /rəʊd/ | ridden /ˈrɪdən/ | jeździć na |
| ring /rɪŋ/ | rang /ræŋ/ | rung /rʌŋ/ | dzwonić |
| rise /raɪz/ | rose /rəʊz/ | risen /ˈrɪzən/ | powstać, rosnąć |
| run /rʌn/ | ran /ræn/ | run /rʌn/ | biegać |
| say /sei/ | said /sed/ | said /sed/ | powiedzieć |
| see /siː/ | saw /soː/ | seen /siːn/ | zobaczyć |
| seek /si:k/ | /tːca/ tdguoa | /t:ce/ tdguoz | szukać |
| sell /sel/ | sold /səʊld/ | sold /səʊld/ | sprzedać |
| send /send/ | sent /sent/ | sent /sent/ | wysłać |
| set /set/ | set /set/ | set /set/ | ustawić |
| shine /ʃaɪn/ | shone /ʃɒn/ | shone /ʃɒn/ | świecić |
| show /ʃəʊ/ | showed /ʃəʊd/ | shown /ʃəʊn/ | pokazać |
| shut /ʃʌt/ | shut /ʃʌt/ | shut /ʃʌt/ | zamknąć |
| sing /sɪŋ/ | sang /sæŋ/ | sung /sʌŋ/ | śpiewać |
| sink /sıŋk/ | sank /sæŋk/ | sunk /sʌŋk/ | tonąć |
| sit /sit/ | sat /sæt/ | sat /sæt/ | siedzieć |
| sleep /sliːp/ | slept /slept/ | slept /slept/ | spać |
| smell /smel/ | smelled /smeld/ / smelt /smelt/ | smelled /smeld/ / smelt /smelt/ | pachnieć, wąchać |
| speak /spiːk/ | spoke /spəʊk/ | spoken /ˈspəʊkən/ | mówić |
| spend /spend/ | spent /spent/ | spent /spent/ | spędzać |
| spill /spil/ | spilled /spild/ / spilt /spilt/ | spilled /spild/ / spilt /spilt/ | rozlać |
| stand /stænd/ | stood /stod/ | stood /stod/ | stać |
| steal /sti:l/ | stole /stəʊl/ | stolen /ˈstəʊlən/ | ukraść |
| sting /stɪŋ/ | stung /stʌŋ/ | stung /stʌŋ/ | ukłuć |
| swear /sweə/ | swore /swa:/ | <pre>/n:cwa/ nrowa</pre> | przyrzekać |
| swim /swim/ | swam /swæm/ | swum /swnm/ | płynąć |
| take /teik/ | took /tʊk/ | taken /ˈteɪkən/ | wziąć |
| teach /ti:tʃ/ | taught /tɔːt/ | taught /tɔːt/ | uczyć |
| tear /teə/ | tore /tɔː/ | torn /tɔːn/ | podrzeć |
| tell /tel/ | told /təʊld/ | told /təʊld/ | powiedzieć |
| think /θιŋk/ | thought /θɔːt/ | thought /θɔːt/ | myśleć |
| throw /θrəʊ/ | threw /θruː/ | thrown /θrəʊn/ | rzucać |
| understand /ˌʌndəˈstænd/ | understood /ˌʌndəˈstʊd/ | understood /ˌʌndəˈstʊd/ | rozumieć |
| wake /weik/ | woke /wəʊk/ | woken /ˈwəʊkən/ | obudzić się |
| wear /weə/ | wore /wɔ:/ | /nːcw/ nrow | nosić |
| win /wɪn/ | won /wʌn/ | won /wʌn/ | wygrać |
| write /rait/ | wrote /rəʊt/ | written /ˈrɪtən/ | pisać |

ALL STUDENTS

1.7 Grammar 2, exercise 1

How healthy are your habits?

Give yourself 3 points for each answer 'c', 2 points for each answer 'b' and 1 point for each answer 'a'.

10–12 points: You have a very healthy lifestyle. Keep it up!

7-9 points: Your lifestyle is not very bad, but you could think of improving some habits.

3-6 points: Your lifestyle is far from healthy. It's time to start taking care of yourself!

STUDENT A

5.3 Speaking, exercise 6

- Jesteś turysta/turystka z USA. Jesteś ze swoim 10-letnim kuzynem w Liverpoolu i kupujesz w kasie bilet na prom po rzece Mersey z Pier Head do Seacombe. W trakcie rozmowy:
 - zapytaj o ceny biletów i zniżki oraz zdecyduj, jakie bilety chcesz kupić,
 - zapytaj o metody płatności i wybierz jedną z nich,
 - zapytaj o rozkład jazdy.
- Pracujesz w okienku biletowym stacji kolejki linowej na Kasprowy Wierch. Sprzedajesz bilety turyście/turystce z Irlandii. Zapoznaj się z poniższymi informacjami i odpowiedz na pytania turysty/turystki.

Kasprowy Wierch Cable Car

SINGLE:

75 zlotys (27-64 years old) / 65 zlotys (5-26 and over 65 years old)

RETURN:

89 zlotys (27-64 years old) / 75 zlotys (5-26 and over 65 years old)

PAYMENT METHOD: cash or card

JOURNEY TIME: 20 minutes

Cable cars every 10 minutes



6.3 Speaking, exercise 6

Describe the photo and answer student B's questions.



- Listen to student B describing his/her photo and ask him/her the questions below.
 - 1 Why are the people taking photos?
 - 2 What kind of photos do you usually take on holiday?
 - 3 Tell us about a situation when you or someone you know had a problem while taking photos.



7.2 Grammar 1, exercise 6

- Ask student B the questions below. Note down his/her answers.
 - 1 Did you watch the news yesterday? Yes / No
 - 2 Have you ever written a blog? Yes / No
 - 3 Do you look at news websites every day? Yes / No
 - 4 Are you thinking of becoming a journalist? Yes / No
- 2 Answer student B's questions.
- Report student B's answers to another pair. Use reported speech.

Franek said he hadn't watched the news the previous day.

7.7 Grammar 2, exercise 7

- You are about to start your own blog and you are very worried. Student B is a successful blogger. Talk to him/her about your worries. Use the first and/or zero conditional and the prompts below.
 - 1 website / not work What will happen if the website doesn't work? What do you do when the website doesn't work?
 - 2 be / too expensive
- 4 be / no readers
- 3 be / hacked
- 5 have / no time to write
- You are an experienced journalist and student B is starting as a reporter. He/She is about to interview a celebrity for a local paper, and is very worried. Listen to student B's questions and answer them as well as you can. Use full sentences in the first and/or zero conditional.

ALL STUDENTS

8.1 Vocabulary 1, exercise 3

What's your tech style?

Mostly A: You don't use technology as much as other people. It would be good to find out more about how it works! You sometimes do things online without thinking

Mostly B: You know about using devices, but could you learn a bit more?

Mostly C: You're pretty tech-savvy. You're careful how you use technology.

STUDENT B

5.3 Speaking, exercise 6

Pracujesz w okienku biletowym w terminalu promowym w Liverpoolu. Sprzedajesz bilet turyście/turystce z USA. Zapoznaj się z poniższymi informacjami i odpowiedz na pytania turysty/ turystki.

Mersey Ferries (from Pier Head to Seacombe)

SINGLE:

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 - zapytaj o metody płatności i wybierz jedną z nich,
 - zapytaj o rozkład jazdy.

6.3 Speaking, exercise 6

- Listen to student A describing his/her photo and ask him/her the questions below.
 - 1 What is the boy thinking about?
 - 2 Do you prefer to take photos of people, animals or places? Why?
 - 3 Tell us about a situation when you or someone you know had a problem while taking photos.



Describe the photo and answer student A's questions.



7.2 Grammar 1, exercise 6

- Answer student A's questions. 1
- 2 Ask student A the questions below. Note down his/her answers.
 - 1 Do you watch the news every day? Yes / No
 - 2 Have you added any news websites to Favourites in your Internet browser? Yes / No
 - 3 Can you understand websites in English? Yes / No
 - 4 Will you work for a TV station in the future? Yes / No
- Report student A's answers to another pair. Use reported speech.

Maja said she didn't watch the news every day.

- 7.7 Grammar 2, exercise 7
- You are a successful blogger and student A is about to start his/her own blog. He/She is very worried. Listen to student A's questions and answer them as well as you can. Use full sentences in the first and/or zero conditional.
- You are starting as a reporter. You are about to 2 interview a celebrity for a local paper, and you are very worried. Student A is an experienced journalist. Talk to him/her about your worries. Use the first and/or zero conditional and the prompts below.
 - 1 forget / questions What will happen if I forget the questions? What do you do when you forget the questions?
 - 2 get / very nervous
- 4 celebrity / be / late
- 3 celebrity / be / rude
- 5 readers / not like

Macmillan Polska Sp. z o.o. Al. Jerozolimskie 146 A, 02-305 Warszawa A division of Macmillan Education Limited

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ISBN 978-83-8152-383-7

Text © Gill Holley, Catherine McBeth, Kate Pickering and Patricia Reilly with Karolina Kotorowicz-Jasińska 2020 Design and illustration © Macmillan Education Limited 2020 and Macmillan Polska 2021

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First published 2022
This edition published 2022
Original edition entitled *Influence* published 2020 by Macmillan Education Limited

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Designed by Haveabook, Studio Muffi and Pracownia DTP Aneta Osipiak-Wypiór Page make-up by Pracownia DTP Aneta Osipiak-Wypiór Illustrated by Dorota Zduniewicz-Dąbrowska (pp17, 30, 33, 46, 49, 64(r), 77(b), 81, 97(br), 111, 112(r), 116, 128(r), 136). Cover design by Studio Muffi Cover illustration/photograph by Adobe

Authors' acknowledgements

Catherine McBeth would like to thank everyone around the world who has helped in the creation of this book, and her family and friends for their support.

Patricia Reilly would like to thank all of the team at Macmillan Education for their hard work and dedication to the project. She would also like to thank her family, especially Alisha, who makes everything worthwhile (and makes a great cup of tea!). Karolina Kotorowicz-Jasińska would like to thank the editing team for their inspiring comments and invaluable support.

The publishers would like to thank Ángeles Jimenez Fernández, I.E.S. El Car, San Cugat del Vallés, Barcelona Andikona Loizate, Col. legi Pompeu Fabra-Guimera, Salt, Girona; Verónica Martín Martínez, Barcelona, Ana Mar Caballero, Col.legi María Auxiliadora, Zaragoza; Beatriz Sayalero Martín, I.E.S. Gran Capitán, Madrid; Begoña García Pérez, I.E.S. Gabriel García Márquez, Leganés, Madrid; María Purificación Pascual Mateos, Colegio Fundación Santamarca, Madrid; Rosa Victor Raurich, Col.legi Les Heures, Lleida; Núria Vallet Muntada, Institut Viladecavalls, Viladecavalls, Barcelona; Esther Valbuena Ibáñez, C.E.I.P. Ntra. Sra. Begoña, Bilbao, Vizcaya; Cristina Cano, I.E.S. Laguna de Joatzel, Getafe, Madrid; Marcia Loma-Osorio, I.E.S. Laguna de Joatzel, Getafe, Madrid; Mª Rosaura Marcos González, I.E.S. Luis García Berlanga, Coslada, Madrid; Sandra Valera, Colegio Santa Rita, Madrid; Maria Luisa Robledo, Colegio Salesianos San Juan Bautista, Madrid; Llorenc Rosselló Verger Col. legi Sant Jossep Obrer, Palma de Mallorca, Baleares; Vicent Pérez Zaragoza, I.E.S. Beatriz Fajardo de Mendoza, Benidorm, Alicante; Osvaldo Arroyo Caballero; México; Karolina Barska-Fomin, Małgorzata Barzenc-Zambrzycka, Agnieszka Bednarczyk, Małgorzata Bielecka, Katarzyna Brześcińska, Anna Chmura, Aleksandra Gieraś-Fatyga, Elżbieta Grodziska,

Marzanna Gruszczyńska, Anna Grzegorczyk, Mikołaj Hęciak, Magdalena Jasiewicz, Aleksandra Kalata, Rafał Kapczyński, Magdalena Kimula, Małgorzata Kowal, Joanna Krzyszczak, Wojciech Kwapisz, Agnieszka Łosek-Klimczyk, Agnieszka Matysiak, Renata Mikołajkiewicz-Gołąb, Svitlana Ołdakowska, Anna Pac, Anna Sarbiewska, Agnieszka Siemińska, Beata Sokołowska, Renata Sosnowska-Mulka, Małgorzata Stańczyk, Katarzyna Staszewska-Gajda, Katarzyna Szymczak-Tryc, Beata Trybus, Justyna Wałachowska, Anna Wendt, Marta Żminkowska, Poland.

The publishers would like to thank Katarzyna Grunt, Małgorzata Paszkiewicz, Agnieszka Radzińska-Lis and Alicja Rumińska for their feedback and comments during the development of the material.

The publishers would like to thank Olga Zegadło for her invaluable help in preparing the *Grammar Reference* pages.

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Printed and bound in Poland 2026 2025 2024 2023 2022 10 9 8 7 6 5 4 3 2 1