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	KLASA 4	KLASA 5	KLASA 6	KLASA 7	KLASA 8
Ścieżka 1	English Class A1 GSE: 10-29	English Class A1+ GSE: 28-35	English Class A2 GSE: 34-41	English Class A2+ GSE: 32-42	English Class B1 GSE: 40-50
Ścieżka 2	English Class A1 GSE: 10-29	English Class A1+ GSE: 28-35	English Class A2 GSE: 34-41	English Class B1 GSE: 40-50	English Class B1+ GSE: 45-55

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English Class B1+ Students' Book

Gaynor, Barraclough, Alevizos, Tkacz

Suzanne Gaynor, Carolyn Barraclough, Kathryn Alevizos, Arek Tkacz

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Podręcznik dopuszczony do użytku szkolnego przez ministra właściwego do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: dr Małgorzaty Szulc-Kurpaskiej, dr Aleksandry Więckowskiej oraz mgr. Rafała Janusa.

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English Class



B1+

Students' Book

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0 A new start at Belmont Academy

HI, I'M SKYE!

Relationships; School; Present Simple; *Wh*- questions; Adverbs of frequency; Comparatives and superlatives

1 **1.02** **Read the text. What changes does Skye mention?**

her daily routine her friends her hobbies her home her school



SKYE'S LIFE *My personal blog*

HOME NEWS ABOUT ME





My name is Skye Winter-Fox and I'm sixteen. After a year in Woodley Bridge with my gran, I now live in the city again with my parents. My parents usually travel abroad a lot for their jobs, but now they work in London. I'm really happy to be home with my mum and dad again. I sometimes stay with my gran at weekends. Her home is really nice but quite small. At my parents' house, I have a big bedroom and so there's more space to hang out with my friends. I love taking photos of my classmates. When I'm on my own, I also like writing songs. I start my new school, Belmont Academy, on Monday. My neighbour, Jay, goes to the same school. We get on really well. My friend Dan also starts there on Monday. Dan's going to Belmont Academy because his mum wants him to go to an international school. Dan's not worried at all, but I am. I hope my first day goes OK!

« previous next »

2 **Read the text again. Are the sentences true or false? Write the answers in your notebook.**

1 Skye's grandmother lives in a large city.
2 Skye's parents no longer work abroad.
3 Skye's grandmother always comes to visit at weekends.
4 Skye likes writing songs with her friends.
5 Jay lives near Skye.

3 **Study the Vocabulary A box. Which of these people does Skye mention?**

Vocabulary A Relationships

best friend classmate gran (grandmother) great-grandfather
half-brother neighbour parents relative stepfather uncle

4 **I KNOW THAT!** **Work in pairs. How many relationship words can you add to the Vocabulary A box? Write your ideas in your notebook. Compare your answers with another pair.**

5 Study the Grammar A box. Find more examples of the Present Simple in the text.

Grammar A Present Simple and *wh*- questions

Present Simple

I live in the countryside.
I don't like doing sports.
Do you live in London?
Does she go to your school?
She works abroad.
She doesn't take photos.
Yes, I do./No, I don't.
Yes, she does./No, she doesn't.

Adverbs of frequency

always, never, often, rarely, sometimes

***Wh*- questions**

Where do you live?
When do you have breakfast?
Who do you hang out with?
Which school do you go to?
Why do you like your house?
What sports do you play?
How often do you visit your gran?

6 In your notebook, complete the questions with the Present Simple form of the verbs in brackets. Write answers that are true for you.

1 Where *do you relax* (you/relax) in the evenings?
2 What ? (you/usually/eat) for breakfast?
3 Who ? (you/often/see) at the weekend?
4 ? (you/have) many cousins?
5 ? (you/often/visit) your neighbours?
6 ? (you/live) in a city or a small town?

7 1.03 Read and listen. What are the differences between Belmont Academy and Skye's old school?

Jay: Skye, you don't need a prospectus for Belmont Academy. Just ask me!
Skye: OK. Do you like it there, Jay?
Jay: It's great. I'm sure you'll love it too.
Skye: But I don't know what it's like at an international school. And it's bigger than my old school in Woodley Bridge.
Jay: Well, you hear lots of different languages every day because there are students from about forty countries. I think it's the friendliest school round here.
Skye: That's cool. And they don't have a uniform!
Jay: No, you can wear what you like. It's more relaxed than other schools.
Skye: That will be a nice change. The curriculum looks good too. I might try some different after-school classes.
Jay: You should come to the Astronomy class with me. It's more interesting than chess or football.
Skye: I might try that. And maybe Mandarin Chinese!

8 Look at the highlighted words. Check your understanding. Use a dictionary if necessary.

9 I KNOW THAT! Study the Vocabulary B box. How many words can you add? Write your ideas in your notebook. Compare your answers with another pair.

Vocabulary B School

School subjects
Citizenship, Philosophy, Physics
Places at school
canteen, computer lab
Types of assessment
practical exam, project
Verbs
learn, revise, take exams

10 Study the Grammar B box. Find examples of comparative and superlative forms in the dialogue.

Grammar B Comparatives and superlatives

The classrooms are bigger.
It's more exciting than a normal school.
Sports lessons are better / worse than in my old school.
The classrooms have the latest technology.
The first day is the most difficult.
It's the best/worst school in the area.

11 Complete the sentences with the comparative or superlative form of the adjectives in brackets. Write the answers in your notebook.

1 Jay thinks Belmont Academy is *the friendliest* (friendly) school in the area.
2 Skye is ? (nervous) than Jay.
3 Belmont is ? (big) school in the area.
4 The curriculum is ? (interesting) than at Skye's old school.
5 Languages are ? (important) subjects at Belmont.
6 Skye is ? (happy) than she was before.
7 Jay thinks Astronomy is ? (good) than chess or football.

0.2 HI, I'M JAY!

Present Continuous; Everyday technology

1 1.04 **Read Jay's blog entry. In your notebook, complete the personal profile below.**

Hi! My name's Jay and I'm from London. My family are originally from Jamaica. I live with my parents and my brother and sister. My brother's still at school, but my sister's training to be a web designer. I go to Belmont Academy and my favourite subjects are Physics, Chemistry and ICT. My neighbour, Skye, is joining the school this term. I'm really looking forward to hanging out with her more. When I'm not at school, I love spending time on my computer. Right now I'm writing my weekly blog. It's about science and I write about things I hear in the news and upload interesting pictures. I also love anything about Physics. At the moment I'm reading an e-book about Helen Sharman, the first British person in space. I'd love to go to another planet one day!

Name:	*Jay*
Lives with:	?
Name of school:	?
Favourite subjects:	?
Interests:	?
Dream:	?

2 **In pairs, cover the text and see how many other facts you can remember about Jay.**

3 **Study the Grammar box. Find more examples of the Present Continuous in Jay's blog.**

Grammar Present Continuous

She's studying Art this year.
I'm not looking forward to my exams.
Are you reading a good book at the moment?
Yes, I am./No, I'm not.

Time words and phrases
at the moment, now, right now, this month, this year, today

4 **Complete the short dialogues with the Present Continuous form of the verbs in brackets. Write the answers in your notebook.**

1 A: What *are* you *doing* (do) on the laptop?
B: I ? (look for) information about the Amazon for my Geography homework.

2 A: Is that a German book you ? (read)?
B: Yes, I ? (study) German literature at school this year.

3 A: ? you ? (enjoy) the party?
B: Yes, it's great! Everyone ? (dance)! Come on, let's dance!

5 **Find phrases from the Word Friends box in Jay's blog.**

Word Friends Everyday technology

chat with friends
upload pictures
download songs
text friends/parents
go online
watch music videos
make a film/video
write a blog
read an e-book

6 1.05 **Complete the text with verbs from the Word Friends box. Write the answers in your notebook. Listen and check.**

My favourite subject is French. During the school year I use a course book to learn French and I do lots of grammar exercises. When I'm on holiday, I often [1]*go* online to watch short films in French. I also [2] ? with friends in French. I have two French friends and we often Skype. I sometimes [3] ? a film to send them – usually it's a film of me playing my guitar. I love music and my French friends always send me French songs to [4] ? or they recommend good music videos to [5] ?.

7 **In pairs, talk about your favourite subject at school. Say what you are learning about at the moment and why you like the subject.**

My favourite subject is Chemistry. At the moment we're learning about chemical reactions. I like Chemistry because …

Holidays and travel; Past Simple (regular and irregular verbs); Means of transport

1 1.06 **Study the Vocabulary box. In your notebook, write the words in the correct categories. Listen and check.**

B&B campsite city break coach
cruise ferry hiking sightseeing

Vocabulary Holidays and travel

Means of transport
canoe, plane, train ? ?
Types of holiday
activity camp, beach holiday ? ?
Accommodation
hostel, hotel ? ?
Activities
horse-riding, sunbathing ? ?

2 **I KNOW THAT!** **How many more words related to holidays and travel can you think of? Write your ideas in your notebook.**

3 1.07 **Read the text about Dan. Who are the people in the picture with him? Name three facts about them.**



My name's Dan Garcia and I'm half American and half Mexican. I came to England over a year ago with my mum. My brother stayed at home in the USA to study at university there. This is a picture of me, Alisha and Tommo. Alisha moved to Scotland because of her dad's job. I sometimes see Tommo, but we don't go to the same school anymore. My mum wanted me to speak more Spanish and there are lots of Spanish-speaking students at my new school, Belmont Academy. I didn't want to leave my old school at first, but now I'm quite excited. I'm not ready for school yet though! I only flew back from the USA yesterday. I spent the summer with my brother, Ed. We took the train down to Florida and we had a great time. Although he's annoying, I really miss him!

4 **Study the Grammar box. Find more examples of the Past Simple in the text. Which verbs are regular and which are irregular?**

Grammar Past Simple

Regular verbs
She started a new school. They didn't play any sports.
Did you enjoy your trip? Yes, I did./No, I didn't.

Irregular verbs
I met my friend. He didn't go on holiday.
Did we forget anything? Yes, we did./No, we didn't.

Time expressions
earlier this morning, in 2001, last week, over a year ago, the day before yesterday, yesterday

5 **Complete the sentences about Dan and his family with the Past Simple form of the verbs in brackets. Write the answers in your notebook.**

1 Dan's brother *didn't come* (not come) to England because he's at an American university.
2 Dan ? (leave) his old school because his mum wants him to speak more Spanish.
3 Dan ? (not want) to change schools at first.
4 Dan ? (not spend) the summer in England.
5 Dan and his brother ? (go) to Florida.
6 They ? (travel) by train.
7 They ? (enjoy) their holiday together.

6 1.08 **Study the Word Friends box. Choose the correct option in the questions below. Write the answers in your notebook. Listen and check.**

Word Friends Travelling

catch a train / a ferry / a bus **drive** a car **fly** a helicopter
ride a horse / a bicycle **sail** a yacht / a boat
take a bus / a train **travel** by bus / abroad

1 When was the last time you *took* / *rode* a train?
2 Do you know anyone who can *fly* / *drive* a helicopter?
3 When did you learn to *ride* / *drive* a bike?
4 Do you have to *travel* / *catch* a bus to get to school?
5 Would you like to learn to *drive* / *sail* a boat?

7 **In pairs, ask and answer the questions in Exercise 6.**

8 **In pairs, talk about an enjoyable trip or holiday you went on. Talk about where you went, how you travelled and what you did.**

0.4 HI, I'M NINA!

Opinion adjectives; Present Perfect Simple; *for* and *since*

1 1.09 **Read the text and find:**

1 two countries
2 two cities
3 two languages
4 eight adjectives

Hi! I'm Nina and I'm from Colombia. We moved to the UK this summer and I've been here for about a month. London is all right, but it still feels strange. It's very different from Medellin, where I grew up. For a start, there are no mountains or cable cars. In Medellin we have some awesome views. They're both big, noisy cities, though.

I'll start a new school on Monday. I visited it last week, but there weren't any pupils there as it's the summer holidays now. I speak Spanish at home, but I learned English at school in Medellin. I'm worried about the language in the UK as American English is a bit different to British English. I've had an English tutor for two weeks and I've also tried to watch loads of English TV since I arrived. It's quite funny and it has helped a lot. My accent isn't perfect yet, but I think I'll be able to make friends easily.

2 I KNOW THAT! **Work in pairs. How many more adjectives can you add to the Vocabulary box? Write your ideas in your notebook.**

Vocabulary Opinion adjectives

all right amazing awesome awful exciting funny lovely noisy perfect strange terrible unusual useful

3 **Find the opposites of these words in the Vocabulary box. Write the answers in your notebook.**

1 amazing *awful*
2 terrible a?
3 serious f?
4 quiet n?
5 common u?
6 horrible l?
7 boring e?
8 normal s?

4 **Study the Grammar box. Find more examples of the Present Perfect Simple in the text.**

Grammar Present Perfect Simple

Affirmative
I have lived abroad.
I have never lived abroad.
My parents have just/already arrived.

Negative
I haven't lived in Europe. They haven't arrived yet.

Questions
Have you ever lived abroad? Yes, I have./No, I haven't.
Has she arrived yet? Yes, she has./No, she hasn't.

for* and *since
She's been in London for a month. (a period of time)
They've lived here since August. (a point in time)

5 **Complete the sentences with the Present Perfect Simple form of the verbs in brackets. Write the answers in your notebook.**

1 We *haven't lived* (not live) here very long.
2 The film ? (not start/yet).
3 Mum and Dad ? (never/meet) my school friends.
4 ? you ever ? (have) a pet dog?
5 Oscar ? (not eat) lunch today.
6 Ella ? (always/like) foreign languages.
7 I ? (not see) my grandparents since September.
8 Amanda ? (be) my best friend for years.

6 **In your notebook, write questions about Nina using the Present Perfect.**

1 how long / Nina / live / in the UK / ?
How long has Nina lived in the UK ?
2 Nina / see / her new school / yet / ?
3 what lessons / she / have / with a tutor / ?
4 what / she / try / to do / ?
5 TV programmes / help / Nina's English / ?

7 **In pairs, ask and answer the questions in Exercise 6.**

8 **In your notebook, complete the sentences so they are true for you.**

1 My family has lived here since …
2 I've been at this school for …
3 My best friend has never …
4 Our English teacher has just …
5 I've liked [band/singer] for …

9 **In pairs, ask and answer questions about your sentences in Exercise 8.**



1 1.10 **Look at the photo. Describe what is happening. Who says what? Listen and check.**

> Have you learned how to juggle yet?

> Yeah, I've just got the hang of it.

2 1.10 **Listen again. Answer the questions.**

1 Has Jay met Tommo and Dan before?
2 Who has the longest journey to school?
3 When do the friends plan to meet up with Tommo?
4 Who has learned to juggle?
5 Has Jay tried juggling before?
6 Is Skye good at juggling?

3 **Look at the quiz. Choose the correct option. Write the answers in your notebook.**

The big character quiz

1 Has the school term in Belmont Academy started *just* / *yet* ?
2 Has Skye *ever* / *never* lived in London before?
3 Are Skye's parents *travel* / *travelling* abroad at the moment?
4 What kind of things does Jay *post* / *posts* on his blog?
5 Where *has* / *have* their friend Alisha moved to?
6 Where did Dan and his brother *go* / *gone* this summer?
7 Have Nina and her family moved to the UK *yet* / *just*?
8 Why is Nina *watch* / *watching* lots of TV programmes?
9 Whose sister has *never* / *already* left school?
10 Who has *never* / *ever* met the other characters?
11 Who has *just* / *ever* decided to try some new after-school classes?
12 Who *was* / *were* at Belmont Academy last year?

1 yet

4 **In groups, do the quiz in Exercise 3. Use the texts in Lessons 1–4 to help you. How much can you remember?**

5 **Work in pairs. In your notebook, write two similar questions about your partner. Hand the questions to your teacher and have a class quiz with two teams.**

When did Kuba move to Zamość?
What instrument does Aga play?

1 Out of your comfort zone

VOCABULARY New experiences

I can talk about challenging new experiences and emotions.



A week of challenges

Love the Cinnamon Challenge? What about a week of challenges? Try it, take photos and win a prize.

1 CLASS VOTE **Read about the Ice Bucket Challenge. Would you do it? Why? / Why not?**

The Ice Bucket Challenge is an activity involving dumping a bucket of ice water on your head. It's done to encourage people to donate money for research on a serious disease called ALS.

2 **Your friend has invited you to do the Ice Bucket Challenge. How do you feel?**

I feel excited because I love all challenges.
I'm scared. I'd never do anything like this; it might be dangerous.
I'm worried I might look silly, but it's worth trying – it's for charity.

3 1.11 **Study the Vocabulary A box. In your notebook, put the adjectives in the correct group in the table. Listen and check.**

Vocabulary A Adjectives of emotion

afraid annoyed anxious confused determined disappointed
joyful miserable relaxed satisfied stressed surprised uneasy

Positive	? ? ? ? ?
Negative	*afraid* ? ? ? ? ? ? ?

4 **Which adjectives could go in both columns?**

'Surprised' could be positive or negative, depending on the situation.

5 **Look at Claudia's notes and pictures on page 11. Choose the correct option. Write the answers in your notebook.**

1 Claudia was *determined* / *miserable* to try all the challenges.
2 Claudia was *disappointed* / *relaxed* with the Yoga Challenge because it didn't go well.
3 She felt really *confused* / *anxious* about the Ice Bucket Challenge.
4 She was *satisfied* / *miserable* with the Chubby Bunny Challenge.
5 When Claudia was doing the Behaviour Challenge, she tried not to get *annoyed* / *uneasy* with her little brother.

1 determined

VOCABULARY
Adjectives of emotion | Phrases with *yourself* | New experiences | Personality adjectives

GRAMMAR
Present tenses | Past tenses



SPEAKING
Asking for and offering help



READING
Moving to the USA

LISTENING
Projection mapping

WRITING
A description of a personal challenge

BBC Culture and Skills
Would you cross a desert?

Claudia's week of challenges

Monday	Do the One Leg Yoga Challenge. Stand on one leg for as long as you can!
Tuesday	Try the Be Really Nice Challenge on your brother or sister. Be extra nice until they ask you why you're being so nice!
Wednesday	Take the Chubby Bunny Challenge: say 'chubby bunny' with marshmallows in your mouth!
Thursday	This is the big one – video your Ice Bucket Challenge!



6 **I KNOW THAT!** **How many other adjectives of emotion can you think of? Write your ideas in your notebook.**

7 **Work in pairs. Choose an adjective from the Vocabulary A box. Your partner says when he or she last felt like that.**

A: Satisfied.
B: I felt satisfied when I won the Maths competition.

8 **1.12** **Study the Vocabulary B box. Listen to five people. Which phrases can you hear? Write the answers in your notebook.**

Vocabulary B	Phrases with *yourself*
express yourself	congratulate yourself
surprise yourself	make yourself (do sth)
tell yourself	be yourself
know yourself	
challenge yourself	

9 **1.12** **Listen again and complete the sentences. Write the answers in your notebook.**

1 It's important to ? yourself when you meet new people.
2 You should ? yourself for the challenges you try, even if you aren't successful.
3 It's a good thing to ? yourself and give your opinion.
4 You should ? yourself do certain things, even if they aren't easy.
5 You need to ? yourself that you aren't the only person with problems.

10 **Do you agree with the sentences in Exercise 9? Why? / Why not?**

11 **1.13** **Complete the verbs in the phrases. Write the answers in your notebook. Listen and check.**

Word Friends	New experiences
g*ive* an opinion	**b** ? your confidence
g ? sth a go	**h** ? an adventure
ch ? your routine	**g** ? a buzz (out of sth)
m ? plans	**t** ? sth on board

12 **1.14** **Read the blog post. Choose the correct option. Write the answers in your notebook. Listen and check.**

1 change



How to ... get out of your comfort zone!

It's the start of a new school year. Everyone's getting back into their 'normal' routine, so it seems like a good time to challenge yourself.

Here's a simple idea. Why not surprise yourself and [1]*change / make* your daily routine? You could travel a different way to school. You never know – you might [2]*have / make* an adventure! Why not eat your meals in a different place or get up early and do some yoga? Our brains [3]*have / get* a buzz out of change, so it helps you to enjoy your day and focus on what you're doing.

I love making videos, but I was always too shy to share them. Then last month I made myself post my work online. Now people like to comment, [4]*give / get* their opinions and criticise, but I don't mind. Good comments [5]*make / boost* my confidence, but I try to [6]*take / get* on board negative comments too. **Marco**

I tried this idea on my birthday: allow a friend to [7]*boost / make* plans for you! Your friend chooses a place to go. You have to see a film you wouldn't normally choose or try a new activity. I was really excited about my day – and a bit anxious too. But I decided to [8]*have / give* it a go and now I have a new hobby: juggling! **Carly**

1.2 GRAMMAR Present tenses

I can use different tenses to talk about the present.



NEW BEGINNINGS

Nina: Excuse me. I'm waiting for the number 7 bus. What time does it arrive?

Woman: Sorry. The number 7 doesn't stop here. It goes from the other bus stop, around the corner.

Nina: Thank you! Oh no, the bus is leaving. I don't believe it! Wait!

Skye: Hi. Are you going to Belmont Academy? A lot of students get this bus. I'm Skye. This is Jay.

Nina: I'm Nina.

Jay: Oh, here comes another bus.

Nina: Thank goodness for that!

Skye: Hey, Dan. This is Nina. She's starting at Belmont too.

Dan: It's nice to meet you, Nina. Where are you from?

Nina: I'm from Colombia, but I'm living in London now. Is it always this cold here?

Dan: Erm, yes, quite often. What's it like in Colombia? I'd really like to go there. I love travelling. Oh, by the way …

How do you say these expressions in Polish?

Thank goodness for that!
By the way, …

OUT of class

1 CLASS VOTE **How do you normally travel to school? Tell the class.**

I usually go by car. My dad takes me.

2 1.15 **Listen. What problems has Nina got?**

3 Study the Grammar box. Find more examples of these tenses in the dialogue.

Grammar Revision of present tenses

Present Simple
Buses usually come past every ten minutes. (routine)
She lives in London. (permanent situation)

Present Continuous
I'm looking for the bus stop. (present action)
She's living in Brighton now. (temporary situation)

State verbs
state verbs: *belong*, *know*, *prefer*, etc.
state or dynamic verbs:
I think she's shy. (state verb: opinion)
What are you thinking about? (dynamic verb: mental process)

GRAMMAR TIME > PAGE 126

4 Complete the sentences with the Present Simple or Present Continuous form of the verbs in brackets. Write the answers in your notebook.

1 I live near the school, so I *don't usually get* (usually/not get) the bus.
2 Mum ? (not pick) us up today, so we ? (walk) home from school.
3 ? you ? (usually/give) new after-school clubs a go?
4 Why ? you ? (do) your homework now?
5 My brother ? (not go) to this school.

5 1.16 **Choose the correct option. Write the answers in your notebook. Listen and check.**

Hi Gran,

How are you? I [1]*have / am having* lunch in the school canteen, so this is just a quick message. First of all, the school and the teachers are great – I [2]*prefer / am preferring* them to the old ones. We usually [3]*discuss / are discussing* things in groups. Everybody can say what they [4]*think / are thinking* about something and teachers often [5]*encourage / are encouraging* students to share their experiences.

This is an international school, so I [6]*hear / am hearing* lots of different languages every day. I [7]*know / am knowing* my Spanish will improve quickly! I've got to go! We can talk on Skype soon.

Besos (that's 'kisses' in Spanish),

Skye

I can identify specific detail in an article about immigrants and talk about the problems they face.

1 **CLASS VOTE** **Could you cope with moving to another country? Vote *yes* or *no*. What problems do you think you might face? Think about the things below.**

friends family home language school

2 **1.17** **Read the text and complete the table. Write the answers in your notebook.**

	Name	Country of origin	Languages spoken	How long in the USA
Student 1	?	?	?	?
Student 2	?	?	?	?
Student 3	?	?	?	?

3 **Read the text again. Are the sentences true or false? Write the answers in your notebook.**

1 Mateo says some Americans think of Mexicans in a fixed way.
2 Mateo feels people should have some knowledge of the countries around them.
3 Ji-Min agrees with Obama's views on immigration.
4 Americans are usually familiar with Ji-Min's home country.
5 Vanessa guessed correctly about the problems she would have in the USA.
6 Adele helps immigrants with more than just learning the language.

4 **Look at the highlighted words in the text. Check your understanding. Use a dictionary if necessary.**

5 **In pairs, discuss the questions.**

1 Which migrant do you think has the most problems at the moment?
2 What did you learn about the USA?
3 What did you learn about immigrants?
4 What would you find difficult if you moved to the USA?



Fitting in

Have you ever felt that it's hard to fit in with the people around you? Wanting to belong is part of growing up, but it's definitely more difficult when you move to a new country. This group of young migrants talk about the challenges they face in the USA.

Mateo Martinez is fifteen but his family moved to the USA from Mexico when he was a few years old. Although he loves his life in the USA, Mateo still faces stereotypes. 'Some Americans expect me to be lazy,' he explains. 'That's what they think of Mexicans. I don't take it personally, but I don't like that kind of label.' Another thing which annoys Mateo is when other students ask if he speaks Mexican at home. 'Some people don't know that we speak Spanish,' he says. 'Our countries are neighbours, so people should be aware of our language and culture.'

Ji-Min Choy arrived a few months ago. When I meet her, she's searching for a video on YouTube. In the video, Barack Obama is speaking about immigrants as a big part of American history: 'We don't simply welcome new arrivals – we are born of immigrants.' 'I love this speech,' says Ji-Min. 'It makes me feel welcome. Do you know that almost one quarter of the US population are first or second generation migrants?' That definitely makes life in this big country easier, but there are still awkward moments for Ji-Min. 'Many Americans don't really know where South Korea is!' she says.

Vanessa Defay, from Haiti, was anxious before she arrived last year. She thought that finding new friends would be her biggest problem, but she was wrong. 'Making friends is simple because some other students speak Creole, which is my language, and Spanish, which I learned at school. But I often don't understand the teachers when they speak fast.' Adele Parker, an English teacher, is helping Vanessa. Adele knows that many children move here due to various problems in their home countries. 'Learning a new language is a huge challenge for immigrants. I teach students about the culture too, and help them integrate through extra social activities.'

6 **VOX POPS** **Talk to your partner. What problems do immigrants face in your country? How can we make a difference in these areas?**

culture jobs language
stereotypes tolerance

And YOU

I can use different tenses to talk about past events and experiences.

1 CLASS VOTE **Have you or has anybody in your school done something exciting? What was it?**

2 **Read the article quickly. What was Malavath's challenge?**

3 **Read the text again. In pairs, ask and answer the questions.**

1 What did Malavath do in 2014?
2 Why did Malavath want to do the challenge?
3 How did she get to the training centre?
4 Why did they have to walk slowly?
5 Why has Malavath gone back to school?
6 What famous person did Malavath meet after the climb?
7 How has this experience changed Malavath?

4 **Study the Grammar box. Find more examples of past tenses in the article.**

Grammar Past tenses

Past Simple
She became a good climber. (finished action)
They trained in the countryside. (repeated action)

Past Continuous
At nine o'clock she was studying for her exam. (action in progress)
It was raining. (background description)

Past Simple and Past Continuous
They were sleeping when we arrived.

Present Perfect
She has gone home. (result in the present)
I have never been to Paris. (experience)

She's gone home. She went home an hour ago. (recent event + completed action)
I've been to Paris. I went there three years ago. (experience + completed action)

GRAMMAR TIME > PAGE 126

5 **In your notebook, write questions using the correct tense. Write answers that are true for you.**

1 you / climb / a mountain / recently / ?
Have you climbed a mountain recently?
No, I haven't.
2 what / you / do / at 5 p.m. / yesterday / ?
3 you / ever / eat / packaged food / ?
4 you / start / English classes / five years ago / ?
5 it / rain / when / you / get up / this morning / ?
6 you / ever / be / abroad / ?



She did it!

In 2014 thirteen-year-old Malavath Poorna became the youngest girl to climb Mount Everest. She was living in a village in the countryside with her parents when a government organisation chose her and a friend for the mountain challenge. At the time, Malavath was looking for a chance to do something different and she was happy to go. She flew for the first time in her life to a special mountain centre where she trained for eight months. The training was hard and sometimes the temperature dropped as low as -35°C. Malavath also hated the packaged food that she had to eat. It didn't smell nice and she missed her mum's cooking! The climb lasted fifty-two days. At times it was dangerous and they had to walk very slowly, but Malavath didn't give up. When she finally raised India's flag on the highest peak in the world, she said she felt great and very proud of herself. Since the climb, Malavath has gone back to school because she couldn't study while she was training. She's also met the Prime Minister, who encouraged her to complete her studies. Has the climb changed her? Definitely! Now she wants to climb more mountains around the world.

6 VOX POPS **Talk to your partner. Describe a past experience when you were away from home. Did you enjoy it? Was it difficult?**

And YOU

- Where did you go and why?
- Who were you staying with?
- What did you like/not like about it?

I've been away from home a few times. Once I stayed with a family in France. They were very friendly, but I didn't like the food much.

I can identify specific detail in a conversation and talk about personality.

1 CLASS VOTE **Do you like trying new things? Why? / Why not?**

2 1.18 **Complete the sentences with words from the Vocabulary box. Write the answers in your notebook. Listen and check.**

Vocabulary Personality adjectives

calm confident creative curious fussy generous gentle organised punctual reliable sensible

1 Someone who always has new ideas is ? .
2 Someone you can trust is ? .
3 Someone who worries about things that aren't important is ? .
4 Someone who is sure about himself or herself is ? .
5 Someone who wants to learn new things is ? .
6 Someone who always arrives on time is ? .

3 **In your notebook, write definitions for the other five words in the Vocabulary box.**

4 I KNOW THAT! **In pairs, add more adjectives to the list in Exercise 2. Write your ideas in your notebook. Use two words to describe a person you know.**

My best friend is always kind and calm.

5 **This photo is an example of 'projection mapping'. Have you ever seen this on TV or where you live? How do you think it works?**



6 1.19 **Listen to Ivan telling Marisa about a workshop. Which sentence is true?**

1 Marisa has seen the information and has decided she isn't interested.
2 Marisa has bought tickets for her and Ivan to go to the workshop.

7 1.19 **Listen again. Complete the information with a word or phrase. Write the answers in your notebook.**

Projection mapping workshop
new, easy and great fun!

Location: [1] ?
Address: [2] ? Road
Title: 'Bringing the [3] ? '
For: fourteen- to [4] ? -year-olds
Time: [5] ? to 4 p.m.
Please bring: [6] ? and a drink.
Cost per person for this special event: [7] £ ?

1 Science Museum

8 1.19 **Listen again. In pairs, answer the questions.**

1 What did Marisa think the workshop was about?
2 Where do you create the videos in a projection mapping workshop?
3 Where did Marisa see an example of projection mapping?
4 Is Ivan creative or curious?
5 Why can't Marisa go on her own to the workshop?
6 Why does Marisa have to go to Ivan's house on Saturday?

9 **In pairs, talk about these classes and workshops. What type of person are they right for? Are they right for you? Why? / Why not?**

chess cooking creative writing gardening photography sewing singing

You have to be organised if you do the cooking class because you plan recipes and shopping lists.

I joined a singing class after school. I'm not very confident but the teacher was very gentle and kind.

1.6 SPEAKING Asking for and offering help

I can ask for and offer help, and respond to offers of help.



FIRST DAY NERVES

Dan: OK, here we are. Do you need anything else?
Nina: No, I'm fine. Thanks for your help!
Skye: Good luck with the Head. I hope you're in our class.
Dan: Catch you later.
Student: Do you need any help?
Nina: Oh hi. You made me jump! I'm meeting the Head at 8.30 but she isn't here.
Student: No surprise there! Just take a seat. She won't be long.
Nina: Excuse me. Can you help me?
Woman: Of course. I'll be with you in a minute. Now, what can I do for you?
Nina: I'm looking for the Head.
Woman: Oh, Nina! I'm so sorry. I'm Ms Holiday, the Head. Wecome to Belmont Academy. It's always crazy on the first day. Let's find your class. Can I give you a hand with that?
Nina: No, I'm fine, but thanks anyway.
Woman: Don't worry. I've asked Dan to look after you.
Nina: Dan? I've just met him by the bus!

How do you say these expressions in Polish?

Catch you later!
You made me jump!

OUT of class

1 **CLASS VOTE** **Can you remember the first day at your school? What was it like?**

Everything seemed so big. I didn't know where to go.

2 **Look at the photo. How do you think Nina is feeling?**

3 **1.20** **Listen and answer the questions.**

1 Who is Nina waiting for?
2 What's the surprise for Nina at the end?

4 **Study the Speaking box. Find more examples in the dialogue.**

Speaking Asking for and offering help

Asking for help
Can/Could you help me?
Excuse me. Would you mind helping me?
Can/Could you give me a hand (with sth)?

Replying
Of course./Sure!
I'll be with you in a minute.

Offering help
Do you need any help?
Do you need anything else?
Can I give you a hand with ...?
Can I get you anything?
May I help you?
What can I do for you?

Replying
That would be great, thanks.
Thanks for helping/your help.
That's really nice of you, thanks.
No, I'm fine, but thanks anyway.

Would you mind helping me? No, of course not.

Watch OUT!

5 **1.21** **Complete the dialogue with phrases from the Speaking box. Write the answers in your notebook. Listen and check. Then practise the dialogue.**

A: Excuse me. Would [1]*you mind helping me*? I don't know where the school office is.
B: No, of [2] ? . It's over there. I'll show you.
A: Thanks for your [3] ? .
B: Do you [4] ? else?
A: No, [5] ? , but thanks anyway.

6 **In pairs, read the situations and take it in turns to ask for and/or offer help.**

Student A
- Ask your teacher to help you with you homework.
- Offer to help your friend to carry a big bag and a guitar.

Student B
- Ask your friend to help you buy food and drink for your party.
- A classmate isn't feeling well. Offer to help.

I can write a description of a personal challenge.

1 **CLASS VOTE**
Are you afraid of heights? Where are the worst places to be if you are?

2 **Look at the photo. Where is the girl and how do you think she's feeling?**



3 **Study the Vocabulary box. In pairs, take it in turns to use the words in a sentence.**

I gasped at the end of the film because it was a surprise.

Vocabulary Verbs that express emotion

gasp scream shake shiver sweat yawn

4 **Read Jo's description of a personal challenge. Which paragraph describes:**

a a challenge that helped Jo?
b how the experience changed Jo?
c a bad experience in the past?

1 c

My personal challenge by Jo

I've always loved trying new things, so when Dan invited me to go climbing, I was confused. The problem is I'm scared of heights. I first realised this when I was crossing Tower Bridge in London on a school trip. Suddenly, somebody screamed and I saw that part of the floor was glass. I started shaking and my hands were sweating. I was disappointed with myself and sad.

Soon after that, I heard about the climbing class and I decided to give it a go. When I arrived and saw the climbing wall, I gasped. It was quite high, but the instructor helped me and showed me how to climb slowly and safely. At the beginning it was quite difficult, but gradually I felt less anxious although I had to concentrate very hard.

The experience has made me more confident. That day, I got a buzz out of climbing and I couldn't stop smiling. Now I climb regularly and I'm never scared.

5 **Find more examples of the verbs from the Vocabulary box in Jo's description. In pairs, discuss how Jo felt before, during and after the challenge.**

6 **Study the Writing box. Find examples of these phrases in Jo's description.**

Writing A description of a personal challenge

Reason for the challenge
I've always loved/wanted/dreamed about ...
The problem is/was, I ...
I first realised this when ...

Description of the challenge
Soon after that, I heard about/saw ...
I decided to give it a go.
When I arrived at/started/saw ... , I gasped/screamed.
At the beginning it was difficult/impossible to do, but gradually I felt ...
In the end, I ...

After the challenge
The experience has made me ...
That day, I ...
Now I'm not afraid of ...
Now I ... regularly.
I'm thinking of becoming a ...

7 **In pairs, choose one of these challenges and answer the questions below.**

- joining a new sports team
- performing in front of your school mates
- staying with a family in another country
- taking an important exam

1 Why is the challenge difficult?
2 How would you feel before, during and after the challenge?

8 **WRITING TIME** **In your notebook, write a description of a personal challenge. Write about:**

- why you wanted to do the challenge.
- what the challenge was like.
- how you felt after the experience.

Use the verbs in the Vocabulary box to make your writing more interesting.

Revision

VOCABULARY

1 **In your notebook, write the correct word for each definition.**

1 If you can make yourself climb to the top of a mountain, you are **d** ? .
2 People who worry about unimportant things are **f** ? .
3 The total number of people in a country is the **p** ? .
4 You work with others to learn something new at a **w** ? .
5 When you have a fixed opinion about something or somebody, this is a **s** ? .

2 **Complete the personality quiz with the verbs below. Write the answers in your notebook.**

be challenge make surprised

1 Name one situation when you ? yourself.
2 Name one situation when you could ? yourself do something difficult.
3 Name one time when you ? yourself by doing something unexpected.
4 Name one situation when you can just ? yourself and relax.

3 **In pairs, discuss the situations in Exercise 2. Then tell the class about your partner.**

GRAMMAR

4 **Complete the letter with the Present Simple or Present Continuous form of the verbs in brackets. Write the answers in your notebook.**

Dear Student,

[1] ? you ? (start) a new term at Belmont Academy this year? Then this advice might help.

On the first day, all students [2] ? (go) to their classrooms at 8.30 for registration, so everyone [3] ? (meet) their new tutor before lessons.

Your tutor has your timetable. Like most secondary schools, Belmont [4] ? (have) six fifty-minute periods a day.

We hope you [5] ? (not feel) anxious! But if you are worried, please contact me. At Belmont Academy, we [6] ? (believe) that it's good to ask questions!

Best wishes,

Ms Holiday, Head Teacher

5 **Complete the sentences with the Past Simple, Past Continuous or Present Perfect form of the verbs in brackets. Write the answers in your notebook.**

1 **A:** ? you ? (ever/take) part in a dance workshop?
B: Yes, I ? . I ? (take) part in a salsa workshop in May.
2 I've got so much homework to do! I can't believe that a week ago we ? (sit) on a beach and I ? (not think) about school at all!
3 The Prime Minister ? (give) a speech when, suddenly, the microphone ? (break).
4 Maria is really generous. She ? (already/give) a lot of money to an organisation which helps immigrants.
5 **A:** So, what ? you ? (do) on Bornholm?
B: Lots of things. We ? (ride) bicycles and we ? (take) lots of photos!

SPEAKING

6 **Choose the best response for each question. Write the answers in your notebook. Then use one of the questions to start your own dialogue and role play it in pairs.**

1 Excuse me, would you mind helping me? I can't open this door.
a That would be great, thanks.
b Could you give me a hand?
c Of course not!
2 Those bags look heavy. Do you need any help?
a I'll be with you in a minute.
b No, I'm fine, thanks. **c** Sure, no problem.
3 OK, the party food is ready. Now, do you need anything else?
a That's really nice of you, but thanks.
b May I help you? **c** No, of course not.

DICTATION

7 **1.22** **Listen to the recording. Write the sentences in your notebook.**

Check yourself!

- ✓ I can talk about challenging new experiences and emotions.
- ✓ I can use different tenses to talk about the present and about past events and experiences.
- ✓ I can identify specific detail in an article and in a conversation.
- ✓ I can talk about personality and about immigrants and the problems they face.
- ✓ I can ask for and offer help, and respond to offers of help.
- ✓ I can write a description of a personal challenge.

WORDLIST 1 Emotions | Phrases with *yourself* | Personality adjectives

LESSON 1.1

Adjectives of emotion
Przymiotniki opisujące emocje

afraid /əˈfreɪd/ przestraszony
annoyed /əˈnɔɪd/ zdenerwowany, poirytowany
anxious /ˈæŋkʃəs/ zaniepokojony
confused /kənˈfjuːzd/ zdezorientowany
determined /dɪˈtɜː(r)mɪnd/ zdeterminowany
disappointed /ˌdɪsəˈpɔɪntɪd/ rozczarowany
joyful /ˈdʒɔɪf(ə)l/ radosny
miserable /ˈmɪz(ə)rəb(ə)l/ nieszczęśliwy, ponury
relaxed /rɪˈlækst/ wypoczęty, zrelaksowany
satisfied /ˈsætɪsfaɪd/ zadowolony
stressed /strest/ zestresowany
surprised /sə(r)ˈpraɪzd/ zaskoczony
uneasy /ʌnˈiːzi/ skrępowany, niespokojny

Phrases with *yourself*
Wyrażenia z *yourself*

be yourself /bi jə(r)ˈself/ być sobą
challenge yourself /ˈtʃæləndʒ jə(r)ˈself/ stawiać sobie wyzwania
congratulate yourself /kənˈgrætʃʊleɪt jə(r)ˈself/ pogratulować sobie
express yourself /ɪkˈspres jə(r)ˈself/ wyrażać siebie
know yourself /nəʊ jə(r)ˈself/ znać siebie
make yourself (do sth) /meɪk jə(r)ˈself duː ˈsʌmθɪŋ/ zmusić się (do zrobienia czegoś)
surprise yourself /sə(r)ˈpraɪz jə(r)ˈself/ zaskoczyć samego siebie
tell yourself /tel jə(r)ˈself/ powiedzieć coś sobie

New experiences
Nowe doświadczenia

boost your confidence /buːst jə ˈkɒnfədəns/ wzmocnić pewność siebie
change your routine /ˌtʃeɪndʒ jə ruːˈtiːn/ zmienić swoje zwyczaje
get a buzz (out of sth) /get ə ˈbʌz aʊt əv ˌsʌmθɪŋ/ emocjonować się czymś
give an opinion /ˌgɪv ən əˈpɪnɪən/ wyrazić opinię
give sth a go /gɪv ˌsʌmθɪŋ ə ˈgəʊ/ spróbować coś zrobić, wypróbować coś
have an adventure /hæv ən ədˈventʃə/ przeżyć przygodę
make plans /meɪk ˈplænz/ planować
take something on board /teɪk ˌsʌmθɪŋ ən ˈbɔːd/ zaakceptować coś, przyjąć do wiadomości

---

chubby /ˈtʃʌbi/ pyzaty, pucołowaty
criticise /ˈkrɪtɪsaɪz/ krytykować
dump /dʌmp/ wyrzucić, opróżnić
encourage /ɪnˈkʌrɪdʒ/ zachęcać
focus /ˈfəʊkəs/ skupić się
marshmallow /ˌmɑːʃˈmæləʊ/ pianka cukrowa

LESSON 1.2

Out of class

Thank goodness for that! /θæŋk ˈgʊdnes fə ðæt/ Dzięki Bogu!
by the way /baɪ ðə ˈweɪ/ przy okazji

---

international /ˌɪntəˈnæʃnəl/ międzynarodowy

LESSON 1.3

arrival /əˈraɪvl/ przyjazd
be aware (of sth) /bi əˈweə(r) əv ˈsʌmθɪŋ/ być świadomym (czegoś)
belong /bɪˈlɒŋ/ należeć
challenge /ˈtʃæləndʒ/ wyzwanie
due to /ˈdjuː tə/ z powodu, z uwagi na
face /feɪs/ stawiać czoło
fit in /fɪt ˈɪn/ dopasować się
fixed /fɪkst/ stały, głęboko zakorzeniony
grow up /grəʊ ˈʌp/ dorastać
immigrant /ˈɪmɪgrənt/ imigrant
integrate /ˈɪntɪˌgreɪt/ integrować się
label /ˈleɪb(ə)l/ etykieta
migrant /ˈmaɪgrənt/ migrant
population /ˌpɒpjʊˈleɪʃ(ə)n/ populacja
search /sɜː(r)tʃ/ szukać
social /ˈsəʊʃ(ə)l/ społeczny, towarzyski
speech /spiːtʃ/ mowa
stereotype /ˈsteriəˌtaɪp/ stereotyp
take it personally /ˌteɪk ɪt ˈpɜː(r)s(ə)nəli/ odebrać coś osobiście
tolerance /ˈtɒlərəns/ tolerancja

LESSON 1.4

government organisation /gʌvə(r)nmənt ˌɔː(r)gənaɪˈzeɪʃ(ə)n/ organizacja rządowa
peak /piːk/ szczyt
Prime Minister /praɪm ˈmɪnɪstə(r)/ premier
raise (a flag) /reɪz ə flæg/ wznieść (flagę)

LESSON 1.5

Personality adjectives
Przymiotniki opisujące osobowość

calm /kɑːm/ spokojny
confident /ˈkɒnfɪd(ə)nt/ pewny siebie
creative /kriˈeɪtɪv/ kreatywny, pomysłowy
curious /ˈkjʊəriəs/ ciekawy
fussy /ˈfʌsi/ drobiazgowy, czepialski
generous /ˈdʒenərəs/ hojny
gentle /ˈdʒent(ə)l/ łagodny
organised /ˈɔː(r)gənaɪzd/ zorganizowany
punctual /ˈpʌŋktʃuəl/ punktualny
reliable /rɪˈlaɪəb(ə)l/ wiarygodny, solidny
sensible /ˈsensəb(ə)l/ rozsądny, sensowny

---

projection mapping /prəˈdʒekʃən mæpɪŋ/ odwzorowanie obrazu w 3D
workshop /ˈwɜː(r)kˌʃɒp/ warsztat

LESSON 1.6

Catch you later! /kætʃ jə ˈleɪtə/ Do zobaczenia później!
You made me jump! /jə meɪd mi ˈdʒʌmp/ Przestraszyłeś mnie!

LESSON 1.7

Verbs that express emotion
Czasowniki wyrażające emocje

gasp /gɑːsp/ z trudem łapać oddech, zachłysnąć się
scream /skriːm/ krzyczeć
shake /ʃeɪk/ potrząsać
shiver /ˈʃɪvə(r)/ drżeć
sweat /swet/ pocić się
yawn /jɔːn/ ziewać

---

concentrate /ˈkɒns(ə)nˌtreɪt/ skupiać się
gradually /ˈgrædʒuəli/ stopniowo

BBC

CULTURE & SKILLS

Would you cross a desert?



Endurance tests: the most challenging races in the world

You're stressed and anxious, you have problems sleeping. What you need is a challenge. There has never been a better time, but which one to go for? Traditional marathons and triathlons are still popular but newer events have now appeared. They are held on difficult terrain and represent a greater challenge to participants. They are popular in the USA and are very competitive.

The first long-distance triathlon was the Ironman. It started in Hawaii, on Waikiki beach, in the 1970s and there are now forty countries across the world which hold Ironman events. An Ironman is the hardest one-day endurance test in the world. Participants must complete a 3.86-km swim, a 180-km bike ride and run a whole marathon – and no stopping is allowed! The World Championships are held in Hawaii every year. The run in Hawaii is particularly difficult because you have to cross a desert!

Other tough races include the Trans-Rockies. These are six separate contests which take place in different locations in the Rocky Mountains. You can do a twenty-four-hour bike race along Canada's highest peaks – but don't try it if you suffer from vertigo! Alternatively, head for New Mexico in the south of the USA, where there is a ride that lasts three days through the desert – just try cycling through sand dunes!

As for the traditional marathon, you can still take part in the world's biggest, in New York. However, if you really want to push yourself, try the World Marathon Challenge. This is seven marathons, in seven days, on seven different continents! It's called The World Marathon Challenge for a reason! For many people, this is the challenge of a lifetime. Participants have to run 295 km, spend fifty-nine hours in the air and fly approximately 38,000 km from the Antarctic Circle to Sydney, Australia. All at your own risk!

GLOSSARY
terrain (n) a particular type of land
competitive (adj) determined to be more successful than other people
endurance (n) when you can continue to do sth difficult for a long time
tough (adj) difficult
peak (n) the top of a mountain
vertigo (n) a feeling of spinning around and not being able to keep balance

READING

1 **In pairs, discuss the questions.**

1. Would you like to take part in a marathon? Why / Why not?
2. Why do you think people run marathons, take part in extreme triathlons, cross deserts or climb the highest mountains?

2 **Read the article and answer the questions.**

1. What is the difference between the new events and the traditional ones?
2. Why is the Ironman Triathlon famous?
3. What makes the Ironman World Championship particularly difficult?
4. In which two countries do the Trans-Rockies events take place?
5. Why is the New York Marathon special?
6. What is the ultimate challenge race? Why?

3 **In pairs, discuss the questions.**

1. Which of these challenges would you like to take? Why?
2. How do you think people prepare for these types of events?

LISTENING

4 **BBC 1** **Listen to Part 1 of a documentary about two men on an adventure. Answer the questions.**

1. Where are they?
2. What are they doing?
3. What problems will they have?

5 **BBC 1** **Listen again. Choose the correct option. Write the answers in your notebook.**

1. The desert of the Empty Quarter is special because it's the *most hostile* / *most remote* desert on earth.
2. Ben and James will *have arguments* / *go on another expedition soon*.
3. They have been on many trips but this is the *best* / *most difficult* one.

6 **BBC 2** **Listen to Part 2 of the documentary and answer the questions.**

1. What other places have Ben and James travelled to?
2. Which country do they travel through on this trip?
3. What is their destination? What will they find there?

7 **BBC 2** **Listen again. Match the numbers below with what they refer to (1–6). Write the answers in your notebook.**

> 1940s eight 250 forty-seven
> ten eleven

1. original journey time in days
2. maximum temperature in the desert in Celsius
3. litres of water drunk per day
4. journey across desert in kilometres
5. actual journey time in days
6. decade of Thesiger's expedition

8 **Choose the best summary of the programme.**

1. Ben and James recover their friendship by taking on an almost impossible journey.
2. Ben and James are the first people to discover the most remote place on earth.
3. Ben and James' final journey is the hardest they have ever done together.

9 **What's your opinion of Ben and James' journey? Do you think an extreme experience like this can help save a friendship? Why? / Why not? Discuss in pairs or small groups.**

PROJECT

10 **In groups, prepare a digital presentation about a famous expedition from your country.**

1. Use the internet to research the expedition.
2. Write a short script to describe the journey. Choose images or videos that you would like to use.
3. Share your presentation with the class.

2

What a waste!

VOCABULARY Protecting the environment

I can talk about pollution and the environment.



1 **CLASS VOTE** **What do you do with the items below when you don't need them anymore?**

empty pizza boxes old clothes old mobile phones
plastic water bottles school textbooks

I throw them away. *I recycle them.*

2 **Study the Vocabulary A box. Find two things that are not in the poster.**

Vocabulary A **Pollution**

bin endangered animal factory litter oil petrol plants
rubbish smoke traffic

3 **In pairs, look at the poster again. What causes the types of pollution below?**

air pollution land pollution water pollution

Factories cause air pollution.

4 **I KNOW THAT!** **Work in pairs. How many more words can you find which are related to pollution and the natural world? You get one point for every word! Write your ideas in your notebook, and compare your results with another pair.**

5 **1.23** **Listen to part of a radio programme about the rubbish route. Answer the questions.**

1 Where does the rubbish route start?
2 What containers are the food and the drink in?
3 How do the goods get to the shops?
4 What do people in the city want to escape from?
5 Why can't people use the bins in parks?

VOCABULARY
Pollution | Environment phrases | Compound nouns: the environment | Elections and campaigns

GRAMMAR
Past Perfect | *used to*



SPEAKING
Agreeing and disagreeing



READING
Find out about a teen activist

LISTENING
Protecting the environment

ENGLISH IN USE
Question tags

SKILLS REVISION
Units 1–2

6 1.24 Complete the expressions with the words below. Write the answers in your notebook. Listen and check.

aluminium cans energy parks plants

Word Friends	Environment phrases
recycle/throw away:	plastic bags, rubbish, [1] ?
protect/damage:	the planet, the environment, [2] ?
save/waste:	water, electricity, money, [3] ?
pollute/clean up:	the air, the ocean, rivers, beaches, [4] ?

7 In Exercise 5, you listened to the first part of the rubbish route. In pairs, finish the description. Write your ideas in your notebook. Use the poster and the Word Friends box to help you.

8 1.25 Read the quiz. Choose the correct option. Write the answers in your notebook. Listen and check.

1 recycle

True or false?


"Does the Tooth Fairy *recycle* the teeth?"

- Some countries [1]*recycle / protect* strange rubbish, including false teeth!
- Recycling one aluminium can can [2]*save / pollute* enough energy to run a TV for three days.
- We [3]*clean up / throw away* enough cans to reach the moon and back twenty times!
- Acid rain [4]*recycles / damages* trees and plants, but not buildings.
- Sweden is working hard to [5]*protect / pollute* the environment and now recycles sixty-nine percent of its rubbish.
- Running the water when you're brushing your teeth can [6]*save / waste* around 5,000 litres of water a year.
- Plastic from ships [7]*pollutes / cleans up* the ocean. In 2010 a ship lost 28,000 rubber ducks. People are still finding the ducks today!

9 1.26 In pairs, do the quiz in Exercise 8. Write the answers in your notebook. Listen and check.

10 1.27 Study the Vocabulary B box. Match words 1–7 with words a–g to make compound nouns. Write the answers in your notebook. Listen and check.

Vocabulary B	Compound nouns
1 traffic	**a** bank
2 bottle	**b** energy
3 petrol	**c** centre
4 public	**d** transport
5 renewable	**e** change
6 recycling	**f** station
7 climate	**g** jam

11 1.28 Complete the blog post with the correct form of compound nouns from the Vocabulary B box. Write the answers in your notebook. Listen and check.

Is it cool to be GREEN?

Definitely! We need to protect our planet for our future. That's why I always travel on [1] ?. Too many people drive, so there are always [2] ? in the city centre.

At my school we recycle as much as we can. We don't use [3] ? such as sun or wind power, but our head teacher has plans for solar panels on the roof. Some people joke that they like warmer weather, but I tell them that [4] ? is really not good. Rising ocean levels cause floods that can destroy houses and farms. The oceans are also getting polluted with plastic, so I never use plastic bags. In fact, I make my own bags! Next to my school there's a [5] ? where we put soft drink bottles, but you can also use the bins for recycling cans, paper and clothes. There's a larger [6] ? outside the city, where we can take our old TVs, furniture, books and even bicycles. You can find loads of cool things there.

1 public transport

12 VOX POPS Talk to your partner. How green are you? Are your town and school green? In groups, take it in turns to talk about your ideas.

And YOU

I always try to save water. For example, I take a quick shower and I rarely take a bath.

My town's got a huge recycling centre and they collect rubbish from your house.

At my school we recycle our pens!

I can talk about past events using the Past Perfect.

1 CLASS VOTE **Which of the things below do *not* produce energy?**

jellyfish milk natural gas sugar sun wind

2 **Read the blog post quickly. Answer the questions.**

1 How much do elephants eat?
2 How can animal waste help the zoo?

New power for the zoo | Elephant energy



Did you know that you can heat a building with animal waste? At school, I heard about a local zoo that had tried it, so I went to see for myself. When I got there, the zoo-keeper had just given the elephants some food. He told us that they've got huge appetites and can eat 100 kilos of fruit and vegetables every day! Over the previous week, he had collected a container of waste from all the plant-eating animals in the zoo. I hadn't realised what a mountain of animal waste looked like!

The mixture of animal waste and water produces a biogas. This goes into an engine that works on gas and produces electricity. So, had this idea really helped the zoo? Absolutely! Before they started using the waste, the zoo had found it difficult to control how much they spent on electricity. Now they can keep the animals warm and save money too!

3 **Study the Grammar box. Find more examples of the Past Perfect in the blog post.**

Grammar Past Perfect

Past Perfect
Max had collected the litter.
I hadn't realised how big it was.
Had they helped? Yes, they had./No, they hadn't.

Past Perfect and Past Simple
When we saw them, the animals had already eaten.
She'd given the lion some food before the visitors arrived.
They left the zoo after they'd had lunch.

Time expressions
when, before, after, just, already, by the time

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4 **Complete the sentences with the Past Perfect form of the verbs in brackets. Write the answers in your notebook.**

1 The visitors *had given* (give) the animals the wrong food and the next day they were sick.
2 For her project, Maria used photos of the animals that she ? (take) at the zoo.
3 We ? (not realise) how useful animal waste was until we started saving money.
4 They ? (not feed) the animals when I got there.
5 ? you ? (hear) about this type of energy before you visited the zoo?

5 **Read the sentences. Find the action that happened first. Write the answers in your notebook.**

1 The lions were thirsty because nobody had given them any water.
nobody had given them any water
2 The workers had left the factory before the fire started.
3 After the party had finished, we cleaned up the park.
4 Al realised that the bottle bank had moved to another place.
5 I couldn't recycle my old mobile because I'd given it to a friend.
6 The zoo-keeper had just fed the elephants when we arrived.
7 I wanted to recycle the empty cans, but Sarah had thrown them away.

6 **In pairs, think about your country or the area where you live.**

- What types of energy do people use?
- Do people use any alternative sources of energy? Use the words below to help you.

electricity gas solar energy
solar panels wind farms

It's very sunny in Spain and we use solar energy a lot. People often have solar panels on the roof …

I can understand the main points and identify specific detail in an article.

1 CLASS VOTE **Have you ever been to an event to help raise awareness of environmental problems?**

2 1.29 **Read the article quickly. Match headings a–c with paragraphs 1–3. Write the answers in your notebook.**

a At one with nature
b The power of music
c A different type of summer

3 **Read the article again. Choose the correct answers. Write them in your notebook.**

1 What surprised the people in the United Nations most about Xiuhtezcatl?
a He was very young.
b His hairstyle and clothes were unusual.
c He wasn't like a normal teenager.
d He could speak several languages.

2 Xiuhtezcatl's experience in the forest
a taught him about the Mashika.
b made him want to work outdoors.
c showed him a connection to the world.
d helped him learn Nahuatl.

3 How did the documentary change Xiuhtezcatl?
a He wants to act to protect the environment.
b He'll learn more about Earth Guardians.
c He felt he was different from other young people.
d He'll join his mum's organisation.

4 How does Xiuhtezcatl feel about his life at the moment?
a He's not sure he wants to have these amazing adventures.
b He accepts he's busy, but hopes he can make a difference.
c He'd like to have more time to perform at events and festivals.
d He thinks working for the environment takes up too much time.

4 **Look at the highlighted words in the text. Check your understanding. Use a dictionary if necessary. In your notebook, write a sentence for each word.**



1

School's nearly out and for most teens it's a chance to hang out with friends and enjoy the summer vacation. But if you're a sixteen-year-old eco hip-hop artist, it's a busy time of international travel and public speaking. Xiuhtezcatl (roughly pronounced *shoo-tez-cat*) Martinez became known around the world in 2015, when he gave a talk about climate change to the United Nations General Assembly in New York. It wasn't his long hair and formal suit that got him noticed, but the fact that he started his talk in three different languages: English, Spanish and Nahuatl, the language of the Mexican Mashika or Aztec community.

2

His passion for the environment comes from the time that Xiuhtezcatl spent in the forest with his dad, where he felt he was 'a big part of this world'. He's had his name since he was six. He got it from older members of the Mashika community and it means 'turquoise mirror' in the Nahuatl language. The community has a strong belief that we are all connected to the world we live in and must protect it and the animals that live in it. He shares this passion with his mom, who set up Earth Guardians, an organisation that educates young people and encourages them to protect the environment. However, it was after he'd watched a nature documentary that Xiuhtezcatl decided he could make a difference now.

3

So where does hip-hop come into all of this? After a rap performance at school with his younger brother, Xiuhtezcatl realised that their lyrics could make people wake up to the problems of pollution and waste. They both now perform at events and festivals around the world. His mom is happy her son is having 'these amazing adventures' but worries all this is taking up a lot of his time. Xiuhtezcatl admits it's intense but is convinced he's doing the right thing.

2.4 GRAMMAR *used to*

I can talk about repeated past actions that no longer happen.



WATCH WHERE YOU'RE RUNNING!

Skye: Ouch!

Park keeper: Are you OK, love?

Skye: Yeah, I'm fine. I tripped over that can.

Park keeper: Come and sit down for a minute. Oh, there's so much litter here these days. It used to be such a lovely park and look at it now – rubbish everywhere. Do you run here often?

Skye: No, this is my first time. I only moved back to this area last month. I used to live here though.

Park keeper: So did you use to come here when you were little?

Skye: Yes, I did – all the time. My mum and gran used to bring me here. I remember I had my fifth birthday party in this park – just by those trees. You're right. It didn't use to be this dirty.

Park keeper: Well, we used to have a team of people who cleaned up the park. Now it's only me – and it's too much for one person. It's a shame, really. Anyway, I should get back to work. Now, are you sure you're OK?

Skye: Yes, fine, thank you.

How do you say these expressions in Polish?

Ouch! *It's a shame, really.*

OUT of class

1 CLASS VOTE **Do you think it's important for a town or city to have a park? Why? / Why not?**

Yes, I think it's very important because …

2 1.30 **Listen. Why does Skye trip up when she's jogging in the park?**

3 Study the Grammar box. Find more examples of *used to* in the dialogue.

Grammar *used to*

The river used to be clean.
We didn't use to find rubbish on the beach.
Did you use to play here? Yes, I did./No, I didn't.
Where did you use to live?

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4 Complete the sentences with the correct form of *used to* and the verbs in brackets. Write the answers in your notebook.

1 I *used to love* (love) cycling, but I don't have a bike now.
2 We ? (not recycle) our rubbish.
3 My dad ? (drive) me to school.
4 He ? (drop) litter on the floor, but now he always puts it in the bin.
5 When my mum was little, she ? (not watch) much television.

5 Complete the questions with the correct form of *used to* and the verbs in brackets. Write the questions in your notebook. In pairs, ask and answer the questions.

1 *Did* Skye *use to live* (live) near the park?
2 ? she ? (visit) the park often?
3 ? the park ? (be) dirty?
4 ? a team of people ? (clean) the park in the past?

6 1.31 **Complete the dialogue with the correct form of *used to* and the verbs in brackets. Write the answers in your notebook. Listen and check.**

Jo: Gran, you used to live in London when you were little. Was it very different?

Gran: Well, there [1] *didn't use to be* (not be) so many cars, that's for sure!

Jo: [2] ? you ? (walk) everywhere?

Gran: No, there [3] ? (be) more buses and the underground [4] ? (not be) so expensive! And back then, London [5] ? (not have) so many swimming pools and shopping centres. I think you have a lot more fun now!

7 In pairs, complete the sentences about your town.

My town used to be …
It didn't use to have …
There used to be …
We didn't use to …

I can identify specific detail in short conversations and talk about elections and campaigns.

1 CLASS VOTE **Do you think student councils are a good idea? What subjects do you think are important for students to discuss?**

2 1.32 **Listen to the dialogue. Answer the questions.**

1 Where are the people?
2 What are they doing?
3 What is the new school councillor going to do?

3 Complete the sentences with the correct form of the phrases from the Vocabulary box. Write the answers in your notebook.

Vocabulary Elections and campaigns

become a member (of)
hold an election
join a campaign
organise an event
sign up (to do sth)
vote for (sth/sb)

1 I [?] yesterday; the aim is to get more people to recycle their rubbish.
2 David has just [?] a group that protects local wildlife.
3 Please [?] to help clean up the beach. There's a pen and a list on the table over there.
4 Yesterday we [?] at our school for a new head boy and head girl.
5 I [?] my friend Jane because I think she'll be a great head girl.
6 Last month my brother [?] at school, called Trash to Treasure. The idea was that everyone made something from a piece of rubbish.

1 joined a campaign

4 1.33 **Listen to four dialogues. Choose the correct answers. Write them in your notebook.**

1 What is the date of the student election?



2 What is the boy going to do?



3 What did Mark's dad use to recycle when he was a boy?



4 What kind of campaign has Sarah joined?



5 Imagine there will be student elections in your school. Work in pairs. In your notebook, write an election leaflet explaining what you would do if you became student councillors. Present your election leaflet to the class. Vote and choose the best candidates for student councillor.

As student councillors, we would plant more trees and flowers around the school. We would also ask for more after-school sports clubs. In addition, we would …

2.6 SPEAKING Agreeing and disagreeing

I can agree and disagree with other people's point of view.



TRASH TO TREASURE

Nina: What are you doing in your garage?

Skye: Actually, you guys can help me. I'm taking part in a Trash to Treasure competition. The idea is to make something new out of rubbish.

Nina: I think that's a great idea!

Dan: Really? I don't agree. Isn't rubbish just rubbish?

Nina: That's not always true.

Skye: Anyway, I want to make a chair out of these bottles. So, we need to cut the tops off the bottles and fit them inside each other. Like this. Then I think we should tie them together with some string.

Jay: I'm not sure about that. I think the string will come loose.

Skye: Mmm … Maybe you're right. I've got some strong sticky tape. OK, let's get started!

Some time later:

Skye: So what do you think? It looks like a chair to me!

Nina: Absolutely! Go on, Dan. Try it out!

Dan: Who, me?

Nina: Oh no! The chair's collapsed!

Jay: I think our design needs a bit more work!

Dan: Yeah, you can say that again!

How do you say these expressions in Polish?

Let's get started!
Try it out!
You can say that again!

OUT of class

1 CLASS VOTE **Do you always share the same opinions with your friends and family? What kind of things do you disagree about?**

I don't always agree with my friends. Sometimes …

2 1.34 **Listen and answer the questions.**

1 Why is Skye making a chair? What material is she using?
2 Which friend thinks it isn't a good idea? Why?
3 What else could you make from plastic bottles?

3 Study the Speaking box. Find more examples of agreeing and disagreeing phrases in the dialogue.

Speaking Agreeing and disagreeing

Agreeing	Disagreeing
I think that's a good/great idea.	I don't agree.
Maybe you're right.	True, but …
I think so too.	That's not always true.
I totally agree.	I don't think so.
Absolutely!	I don't think we should …
You can say that again!	I'm not sure about that.
I suppose/guess so.	I totally disagree.

4 Complete the dialogues with phrases from the Speaking box. Write the answers in your notebook.

1

A: I think if you care about the environment, you shouldn't use plastic bags at all.
B: Maybe you're [1] *right*, but sometimes you need them. For example, we use them in our kitchen bin.
A: I think that's [2] ?, but then you should reuse them each time.
B: I'm not [3] ? about that. They'd stink!

2

A: My mum has to fly a lot because of her job.
B: I [4] ? think people should travel by plane. It causes too much pollution.
A: I guess [5] ?, but some people need to travel to other countries for work.
B: That's not always [6] ?. You can have Skype meetings instead.

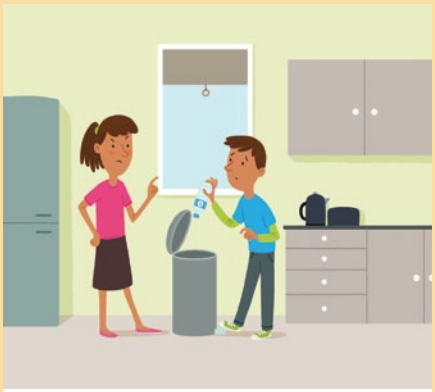
5 1.35 **Listen to five people talking about recycling and reusing things. Respond to each statement with a phrase from the Speaking box. Give reasons.**

6 VOX POPS **Talk to your partner. Discuss one of these statements.**

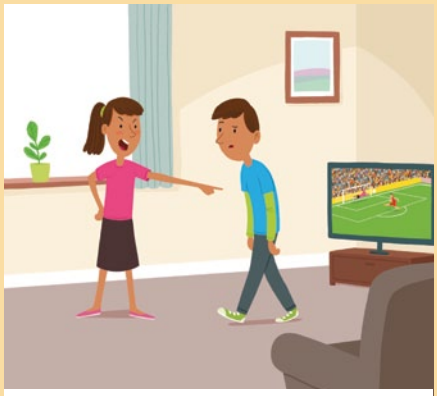
- People spend too much money on protecting animals. They should spend it on helping people instead.
- Everyone should use public transport.
- It's very easy to save energy, but not water.

And YOU

I can use question tags to check information.



Girl: You're not throwing that bottle away, are you, Jake? You can recycle it.
Boy: Oh yeah, I forgot.



Girl: You didn't leave the TV on, did you? It's a waste of electricity.
Boy: Oh yeah, sorry. I forgot.



Girl: You know the party starts in half an hour, don't you? And you really need a shower! Did you forget?
Boy: No. I'm saving water!

1 **Read the cartoon. Why is Jake's sister annoyed with him?**

2 **Study the Language box. Find more examples of question tags in the cartoon.**

Language Question tags

We form question tags with the auxiliary/modal verb and the pronoun. If the statement is positive, we use a negative question tag. If it's negative, we use a positive question tag.

Positive statement + negative question tag
You're William, aren't you?
We can recycle this box, can't we?

Negative statement + positive question tag
The school hasn't got a bottle bank, has it?
They won't help us pick up the litter, will they?

With the Present Simple and Past Simple of most verbs, we use *do/don't*, *does/doesn't* and *did/didn't*.

Her dad works at the petrol station, doesn't he?
You didn't remember to switch off the lights, did you?

3 **Complete the questions with question tags. Write the answers in your notebook.**

1 Jessica doesn't recycle her clothes, *does she*?
2 We're all wasting too much energy, ? ?
3 You can't recycle all kinds of plastic, ? ?
4 Most cars use unleaded petrol, ? ?
5 This town hasn't got very a good public transport system, ? ?
6 Tim wrote an essay about recycling, ? ?
7 You didn't throw away those bottles, ? ?
8 Anna will help clean up the beach, ? ?

4 **Complete the text with question tags. Write the answers in your notebook.**

Most homes have got bins for recycling glass, paper and plastic, [1] ? ? But what about e-waste? I'm sure your house is full of electronic gadgets, [2] ? ? What happens to these products when we no longer want them? You probably didn't recycle your last mobile phone, [3] ? ? According to a survey, only ten percent of people recycle their mobile phones. You can imagine how much e-waste that creates, [4] ? ? In fact, for the first time ever, there are more mobile internet gadgets in the world than people! That isn't good news for the environment, [5] ? ? Fortunately, there are many companies that recycle e-waste. So next time you get a new smartphone or video game, you'll know what to do with your e-waste, [6] ? ? Recycle it, don't bin it!

1 haven't they

5 **What do you do with your e-waste? How do you think we could get more people to recycle their e-waste?**

Revision

VOCABULARY

1 **In your notebook, write the correct word for each definition.**

1 To keep someone or something safe. **p** ?
2 It's black or grey and is produced when something burns. **s** ?
3 A building where things are produced in large quantities. **f** ?
4 To make air, water, etc. dirty. **p** ?
5 A long line of vehicles on the road that can't move. **t** ? **j** ?
6 To use more of something than you need or than is useful. **w** ?

2 **Complete the sentences with the words and phrases below. Write the answers in your notebook.**

endangered animal public transport
recycling centre rubbish throw away

1 Do you usually ? your old clothes?
2 Do you know where the nearest ? is?
3 Do you think people should use ? instead of their own cars?
4 If you see ? in the street, do you pick it up?
5 Which ? would you help protect?

3 **In pairs, ask and answer the questions in Exercise 2.**

GRAMMAR

4 **Complete the diary entry with the Past Perfect form of the verbs below. Write the answers in your notebook.**

cause choose forget not arrive not have plan

Thursday was our school trip. I was excited because our teacher [1] ? a day at a wind farm. She [2] ? the biggest wind farm in Scotland with more than 200 wind turbines. But when we got to school in the morning, the bus [3] ? and we had to wait for ages. We heard that an accident in the town centre [4] ? a huge traffic jam. When it finally came, I was starving because I [5] ? my packed lunch. It was a really long journey and when we got to the farm, the wind turbines weren't moving. The farm [6] ? any wind that week!

5 **Complete the sentences with the correct form of *used to* below. Write the answers in your notebook.**

1 The factories ? pollute the air, but they're cleaner now.
2 Oliver ? have any hobbies, but now he recycles furniture.
3 ? your friend ? be a member of the Teen Action group?
4 The school ? throw away a lot of paper, but now it recycles it.
5 ? you ? collect things on the beach when you were little?
6 The lake in the park ? have so much litter in it, did it?

6 **Match sentences 1–6 with question tags a–f. Write the answers in your notebook.**

1	You recycle everything,	**a**	do you?
2	The smoke smells bad,	**b**	won't it?
3	It's a long traffic jam,	**c**	don't you?
4	The campaign will help,	**d**	didn't it?
5	You don't want to waste it,	**e**	isn't it?
6	The oil polluted the river,	**f**	doesn't it?

SPEAKING

7 **In pairs, role-play the situations.**

1 **A:** Tell your friend about an idea to recycle some old jeans. Say why you think it's a good idea.
B: Say if you agree or disagree with your friend's idea.
2 **B:** Tell your friend about an event you are organising to make people more aware of the litter in your local park. Say why you think it's a good idea.
A: Say if you agree or disagree with your friend's idea.

DICTATION

8 **1.36** **Listen to the recording. Write the sentences in your notebook.**

Check yourself!

- ✓ I can talk about pollution, the environment, elections and campaigns.
- ✓ I can talk about past events using the Past Perfect.
- ✓ I can talk about repeated past actions that no longer happen.
- ✓ I can understand the main points and identify specific detail in an article and in a conversation.
- ✓ I can agree and disagree with other people's point of view.
- ✓ I can use question tags to check information.

WORDLIST 2 Pollution | Environment phrases | Compound nouns | Elections and campaigns

LESSON 2.1

Pollution Zanieczyszczenie środowiska naturalnego

bin /bɪn/ kosz
endangered /ɪnˈdeɪndʒərd/ zagrożony
environment /ɪnˈvaɪrənmənt/ środowisko naturalne
factory /ˈfæktəri/ fabryka
litter /ˈlɪtər/ śmieci
oil /ɔɪl/ ropa naftowa
petrol /ˈpetrəl/ benzyna
plant /plɑːnt/ roślina
pollution /pəˈluːʃən/ zanieczyszczenie
rubbish /ˈrʌbɪʃ/ śmieci
smoke /sməʊk/ dym
traffic /ˈtræfɪk/ ruch uliczny

Environment phrases
Wyrażenia związane z ochroną środowiska naturalnego

clean up the beach / the park /ˌkliːn ˈʌp ðə biːtʃ, ðə pɑːk/ posprzątać plażę/park
damage the environment /ˈdæmɪdʒ ðə ɪnˈvaɪrənmənt/ szkodzić środowisku
pollute the air / the ocean /pəˈluːt ði ˈeə, ði ˈəʊʃən/ zanieczyszczać powietrze/ocean
protect the planet /prəˌtekt ðə ˈplænɪt/ chronić planetę
recycle plastic bags / aluminium cans /riːˈsaɪkl ˌplæstɪk bægz, æləˈmɪnɪəm kænz/ powtórnie przetwarzać plastikowe torebki / aluminiowe puszki
save electricity / energy /seɪv ɪlekˈtrɪsəti, ˈenədʒi/ oszczędzać prąd/energię
throw away rubbish /ˌθrəʊ əˈweɪ ˈrʌbɪʃ/ wyrzucać śmieci
waste water / money /weɪst ˈwɔːtə, ˈmʌni/ marnować wodę/pieniądze

Compound nouns
Rzeczowniki złożone

bottle bank /ˈbɒtl bæŋk/ punkt skupu butelek
climate change /ˈklaɪmət tʃeɪndʒ/ zmiany klimatyczne
petrol station /ˈpetrəl ˈsteɪʃən/ stacja benzynowa
public transport /ˈpʌblɪk ˈtrænspɔːt/ transport publiczny
recycling centre /riːˈsaɪklɪŋ ˈsentə/ centrum recyklingowe
renewable energy /rɪˈnjuːəbəl ˈenədʒi/ energia odnawialna
traffic jam /ˈtræfɪk dʒæm/ korek uliczny

---

acid rain /ˈæsɪd reɪn/ kwaśny deszcz
air pollution /eə pəˈluːʃən/ zanieczyszczenie powietrza
aluminium /ˌæləˈmɪniəm/ aluminium
escape /ɪˈskeɪp/ uciekać
false teeth /fɔːls ˈtiːθ/ sztuczne zęby
flood /flʌd/ powódź
green /griːn/ ekologiczny
land pollution /lænd pəˈluːʃən/ zanieczyszczenie gleby
solar panel /ˈsəʊlə ˈpænəl/ panel słoneczny
water pollution /ˈwɔːtə pəˈluːʃən/ zanieczyszczenie wody

LESSON 2.2

animal waste /ˈænɪməl weɪst/ odchody zwierzęce
appetite /ˈæpətaɪt/ apetyt
biogas /ˈbaɪəʊˌgæs/ biogaz
can /kæn/ puszka
container /kənˈteɪnə/ pojemnik
electricity /ɪˌlekˈtrɪsəti/ prąd, elektryczność
engine /ˈendʒɪn/ silnik
heat /hiːt/ upał, żar
jellyfish /ˈdʒelifɪʃ/ meduza
natural gas /ˈnætʃərəl gæs/ gaz ziemny
solar energy /ˈsəʊlə ˈenədʒi/ energia słoneczna

LESSON 2.3

awareness /əˈweənəs/ świadomość
community /kəˈmjuːnɪti/ społeczność
connection /kəˈnekʃn/ połączenie
Earth /ɜːθ/ Ziemia
encourage /ɪnˈkʌrɪdʒ/ zachęcać
environmental /ɪnˌvaɪrənˈmentl/ związany ze środowiskiem naturalnym
formal /ˈfɔːməl/ formalny, oficjalny
guardian /ˈgɑːdiən/ strażnik
intense /ɪnˈtens/ intensywny
lyrics /ˈlɪrɪks/ słowa piosenki
organisation /ˌɔːgənaɪˈzeɪʃən/ organizacja
outdoors /ˌaʊtˈdɔːz/ na świeżym powietrzu
set up /set ˈʌp/ założyć, ustawić
turquoise /ˈtɜːkwɔɪz/ turkusowy
United Nations /juːˈnaɪtɪd neɪʃnz/ Organizacja Narodów Zjednoczonych

LESSON 2.4

Out of class
It's a shame, really. /ˌɪts ə ˈʃeɪm ˌrɪəli/ Jaka szkoda!
Ouch! /aʊtʃ/ Au!

---

trip over /trɪp ˈəʊvə/ potknąć się o
wind farm /ˈwɪnd fɑːm/ farma wiatrowa

LESSON 2.5

Elections and campaigns
Wybory i kampanie wyborcze

become a member /bɪˌkʌm ə ˈmembə/ zostać członkiem
hold an election /ˌhəʊld ən əˈlekʃən/ zorganizować wybory
join a campaign /ˌdʒɔɪn ə kæmˈpeɪn/ wziąć udział w kampanii
organise an event /ˌɔːgənaɪz ən ɪˈvent/ organizować wydarzenie
sign up /ˌsaɪn ˈʌp/ zapisać się, zarejestrować się
vote for /ˈvəʊt fə/ głosować na

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candidate /ˈkændədət/ kandydat
councillor /ˈkaʊnsələ/ radny
head boy /hed ˈbɔɪ/ reprezentant szkoły
head girl /hed ˈgɜːl/ reprezentantka szkoły
leaflet /ˈliːflət/ ulotka
sticky tape /ˈstɪki teɪp/ taśma klejąca
stink /stɪŋk/ śmierdzieć
string /strɪŋ/ sznurek
student council /ˈstjuːdənt ˈkaʊnsəl/ rada uczniowska
wildlife /ˈwaɪldlaɪf/ dzika przyroda

LESSON 2.6

Out of class
Let's get started! /ləts get ˈstɑːtɪd/ Zaczynajmy!
Try it out! /traɪ ɪt ˈaʊt/ Wypróbuj to!
You can say that again! /jə kən seɪ ˈðæt əˈgen/ Całkowicie się z tobą zgadzam!

---

collapse /kəˈlæps/ zawalić się
design /dɪˈzaɪn/ projekt, wzór
fit /fɪt/ pasować, zmieścić (się)
loose /luːs/ swobodny, luźny
reuse /ˌriːˈjuːz/ powtórnie wykorzystać
tie (sth) together /ˈtaɪ sʌmθɪŋ təˈgeðə/ związać coś
trash /træʃ/ śmieci
treasure /ˈtreʒə/ skarb

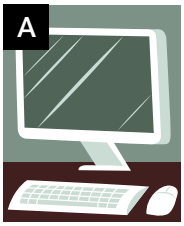
Lesson 2.7
e-waste /ˈiː weɪst/ odpady elektroniczne
gadget /ˈgædʒɪt/ gadżet
unleaded petrol /ʌnˈledəd ˈpetrəl/ benzyna bezołowiowa

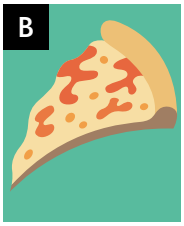
Skills Revision

SŁUCHANIE

1 **1.37** **Usłyszysz dwukrotnie pięć tekstów. W zadaniach 1–5, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Odpowiedzi zapisz w zeszycie.**

1 What did the boy enjoy on his first day at school?



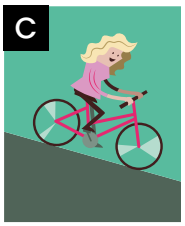




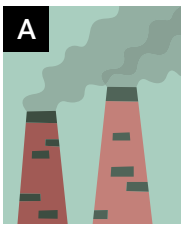
2 Which experience did the girl find most difficult?







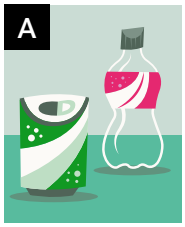
3 What is the boy concerned about in his city?







4 What can you recycle at school?







5 What are the people going to do?

A Have a picnic on the beach.
B Go for a walk in the main square.
C Clean up the park.

FUNKCJE JĘZYKOWE

2 **Dla każdej z opisanych sytuacji (1–5) wybierz właściwą reakcję. Odpowiedzi zapisz w zeszycie.**

1 Chciałbyś/Chciałabyś poprosić koleżankę o pomoc. Co powiesz?

A Could you give me a hand?
B May I help you?
C Can I get you anything?

2 Współpasażer proponuje pomoc w umieszczeniu twojego bagażu na półce. Co odpowiesz?

A No, I'm fine, but thanks anyway.
B I think so too.
C Let's get started!

3 Kolega narzeka, że praca domowa jest bardzo trudna. Jak się z nim zgodzisz?

A I totally disagree.
B You can say that again.
C That's not always true.

4 Jesteś na spotkaniu, ale musisz już iść. Jak pożegnasz się z kolegami i koleżankami?

A Catch you later!
B I'll be with you in a minute.
C It's a shame, really.

5 Dyskutujesz z kolegą na temat ochrony środowiska. Miałeś/Miałaś odmienne zdanie, ale jego argumenty brzmią przekonująco. Co powiesz?

A I totally agree.
B No, of course not.
C Maybe you're right.

CZYTANIE

3 **Przeczytaj teksty. W zadaniach 1–5 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Odpowiedzi zapisz w zeszycie.**

1

Hi Mike,

The after-school Art club is really cool. I'm rather shy so I didn't really want to join it at first because I didn't know anyone. But I made myself do it and actually made some new friends. It wasn't easy, but it really boosted my confidence!

Jim

Anna,

We've just played the first show with my new band! I used to just play the guitar, but we couldn't find a singer so I decided to give it a go. It was really hard at first – I was really anxious that everyone's attention was on me. But it went quite well – I'm really glad I did it.

Steph

Both texts are about

A going out of your comfort zone.
B trying to fit in in a new place.
C feeling nervous before an important event.

2

This bin is for glass, plastic and paper only. Please do not put non-recyclable litter into it.

A This bin is for recycling only.
B This bin is for recycling and general litter.
C Do not put glass, plastic or paper in this bin.

3

James, I've just been to the new climbing wall in town. It was great! Do you want to give it a go with me next weekend? Text me later today so I can book it. Matt

What should James do?
A tell Matt about the new climbing wall
B book the climbing wall for next weekend
C send Matt a message today

4

Students wanted, to help with the park cleaning project on 7 October. We need at least twenty helpers, so bring a friend or family member if you can. If you're interested, sign your name below. It'll be messy work, so we suggest you wear some old clothes!

What do students who want to take part in the project have to do?
A sign the notice
B wear some old clothes
C bring other people

5

WANTED
Adventurous people who are not afraid of heights!

Would you like to challenge yourself with a bungee jump?

Sign up at letsbungee.com!

Hurry up – the first 100 people get a free place for themselves and a friend!

Give it a go,
you'll definitely get a buzz out of it!

What do you need to do to get a free bungee jump?
A not be afraid of heights
B register on the website
C bring a friend

ŚRODKI JĘZYKOWE

4 **Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Odpowiedzi zapisz w zeszycie.**

confused congratulated part excited expressed place

My audition for the College of Music took [1] ? yesterday. I was nervous at first. There were lots of candidates there and I thought they were all better than me. But after I entered the audition room I wasn't afraid any more. In fact, I was quite [2] ? about performing in front of the professors! I played three pieces on my cello and I could see the examiners liked them. Then they asked me questions about my interests and achievements. When I left the room I felt quite good and I even [3] ? myself, but I still have to wait a month for the results.

5 **Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Odpowiedzi zapisz w zeszycie.**

1 When she came to the club, her friends (*już poszli*) ? home.
2 I (*nie miałem zwyczaju*) ? to think about the environment when I was younger.
3 She (*nie uczyła się*) ? for the exam when I called her yesterday.
4 Mike (*choruje*) ? since Monday.
5 Most students hate homework, (*prawda*) ?

PISANIE

6 **Wykonaj poniższe zadanie. Napisz list w zeszycie.**

Napisz do koleżanki z Kanady list, w którym:
- informujesz ją o konkursie fotograficznym, do którego się niedawno zgłosiłeś/zgłosiłaś,
- opisujesz, w jakich okolicznościach zrobiłeś/zrobiłaś zdjęcie, które wysłałeś/wysłałaś na ten konkurs,
- zachęcasz ją do odwiedzenia internetowej strony konkursu.

Długość tekstu powinna wynosić od 50 do 120 słów.

3

Style challenge!

VOCABULARY Clothes and appearance

I can describe clothes, accessories and appearance.

BASICS | ACTIVE | PARTY | ACCESSORIES | SALE





1 **CLASS VOTE** Where do you usually buy clothes? Why?

at a market | in a second-hand shop | in a shopping mall | online

2 2.01 Study the Vocabulary A box. Find the items in the website photos A–G above. Listen and check.

Vocabulary A Clothes and accessories

bracelet | boots | earrings | gloves | hoodie | leggings | necklace | pullover | raincoat | sandals | scarf | suit | tights | tracksuit | wellies

3 2.02 Listen to four people talking about clothes and accessories from the website. Match speakers 1–4 with items of clothing from the Vocabulary A box. Write the answers in your notebook.

1 ? 2 ? 3 ? 4 ?

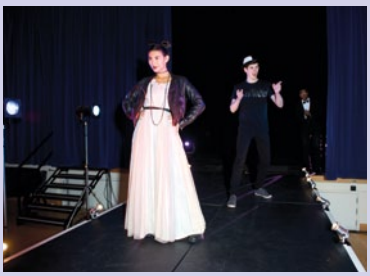
4 **I KNOW THAT!** What clothes or accessories from the Vocabulary A box would you expect to find in these sections of the website? Can you add any more? Write your ideas in your notebook.

Street I.D. Fashion

BASICS | ACTIVE | PARTY | ACCESSORIES

VOCABULARY
Clothes and accessories | Adjectives to describe clothes and accessories | Appearance | Parts of clothes and shoes | Descriptive adjectives

GRAMMAR
Present Perfect Continuous | Present Perfect Simple and Continuous



SPEAKING
Giving compliments



READING
A bad hair day

LISTENING
The National Museum of Fashion

WRITING
An email describing appearance

BBC Culture and Skills
Who is the queen of fashion?

5 2.03 Study the Vocabulary B box. In your notebook, write the adjectives in the correct columns in the table below. Listen and check.

Vocabulary B Adjectives to describe clothes and accessories

awesome baggy black-and-white checked cotton denim fashionable flowery leather old-fashioned plain polka-dot scruffy skinny smart striped tight woollen worn-out

General appearance	Opinion	Size/Fit
?	*awesome*	?
Colour	**Pattern**	**Material**
?	?	?

Watch OUT!

Use adjectives in this order:
opinion/general – size/fit – colour – pattern – material
She loves her worn-out, plain, leather jacket.
He's wearing an awesome, red, checked, cotton shirt.

6 Choose three items from the website on page 34. Describe them using as many adjectives as possible. Remember to use the correct order.

There's a smart, blue-and-red, striped tie.

7 2.04 Complete the phrases with *be*, *have* or *wear*. Write the answers in your notebook. Listen and check.

Word Friends Appearance

? a pale complexion, a piercing, dyed hair, freckles, painted nails, pierced ears
? good-looking, in his/her thirties, slim, tanned
? a wig, glasses, jewellery

8 2.05 Complete the sentences with words and phrases from the Word Friends box. Write the answers in your notebook. Listen and check.

1 Sarah *is tanned* after her holiday in Italy.
2 The boy's brother ? two ?.
3 The actor ? really ?.
4 My friend ? ? all over her nose.
5 Her older sister always ? ?.

9 **I KNOW THAT!** Can you think of any other uses of *have*, *be* or *wear* to describe appearance?

have brown hair, be tall, wear a hat, …

10 In pairs, describe people you know.

My brother is slim, has short, brown hair and a pale complexion.

11 2.06 Read the article. Choose the correct option. Write the answers in your notebook. Listen and check.

1 jeans

Dress to impress! (for guys)

Do you always wear the same old baggy [1]*sunglasses / jeans*, smelly trainers and a [2]*smart / worn-out* T-shirt? Then you need to read these top tips!

- **Choose a style:** What style do you like? Skater: trainers, jeans, hats and accessories. Hipster: checked [3]*freckles / shirts*, skinny jeans, big glasses and scarves. Classy: suits, shirts and [4]*smart / scruffy* shoes.
- **Do your research:** Check which shops sell the style of clothes you want to buy.
- **Take your friends shopping:** A second opinion is always a good idea and friends can encourage you to try new styles.
- **Learn what colours suit you:** If you [5]*have / are* a pale complexion, you need to wear strong colours. If you [6]*wear / are* tanned, however, you can usually wear pale colours.
- **Buy clothes that fit:** Size is so important! You don't want clothes that are too tight or too [7]*skinny / baggy*. Remember sizes are not always the same in different shops. Always try on clothes before you buy them.
- **Accessorise:** Accessories aren't just for girls! A cool pair of sunglasses, a good belt or some [8]*baggy / leather* bracelets can make an outfit, and the right [9]*denim / hat* could save you when your hair's a mess! Lots of guys [10]*wear / have* piercings now too!

12 In pairs, ask and answer the questions.

1 Which advice in the text do you agree/disagree with? Why?
2 Do you think the same advice is true for girls too? Why? / Why not?
3 How important are clothes and appearance for you?

I can talk about things that started in the past and have continued until now.



STAGE SUCCESS!

Jay: Hi, everybody. As you all know, we've been working for a long time to raise money for the school trip. And here it is, the Belmont Academy Fashion Show.

Skye: That was brilliant, Dan! You've been practising! Now, quick. Go and put this on.

Dan: What about the other hat?

Skye: I can't find it.

Dan: Hurry up, Skye! I'm back on in a minute.

Skye (on the phone): Tommo? Where are you? Have you got the kayak for the final scene? Great! Now, just get here as soon as you can!

Jay: And now it's time for Nina!

Skye: Tommo? At last! We've been waiting for you for ages. Dan's been doing really well.

Tommo: Listen, I've been thinking. You can use my kayak, but … do I have to go on stage?

Skye: But we've been waiting for you, Tommo. Come on!

Tommo: I just feel really nervous.

Dan: You'll be great. Just put on these sports clothes and imagine you're going out in your kayak. Forget about everybody else.

Jay: And now the moment you've all been waiting for. Please give a big cheer for Tommo!

How do you say these expressions in Polish?

Hurry up! *I've been thinking.*
At last! *You'll be great.*

OUT of class

1 CLASS VOTE **Would you like to be in a fashion show at your school? Why? / Why not?**

I would love to be in a fashion show because …

2 2.07 **Listen. Why are they organising a fashion show?**

3 Study the Grammar box. Find more examples of the Present Perfect Continuous in the dialogue.

Grammar **Present Perfect Continuous**

I've been working hard.
She hasn't been practising much.
How long have you been waiting?

Time expressions
all day/night
We've been working all day.

since last Friday/October/Saturday/I woke up
They've been waiting here since one o'clock.

for two hours/three years/a long time/ages
She's been doing her homework for three hours.

GRAMMAR TIME > PAGE 128

4 Complete the advert with the Present Perfect Continuous form of the verbs in brackets. Write the answers in your notebook.

[1]*Have* you *been looking* (look) for something new to wear? [2] ? you ? (think) of buying a fashionable polka dot dress but couldn't find one? At Awesome we [3] ? (make) clothes the way you want them since we started. Our designers [4] ? (listen) to your ideas and our expert shoppers [5] ? (collect) the best fashions. So, if you [6] ? (save) for something super cool, check out our new collection.

5 Complete the sentences with *for* or *since*. Write the answers in your notebook.

1 I've been saving up *for* ages to buy this fantastic jacket!
2 Has Liam been making his own clothes ? a long time?
3 Emma has been practising for the show ? October.
4 Jake hasn't been taking any selfies ? his mum cut his hair!

6 In pairs, tell each other four things using the Present Perfect Continuous and these verbs.

help look for practise save up think about

I've been saving up for some new trainers.

I can identify specific detail in a text and talk about the main ideas.

1 CLASS VOTE **Do you like going to the hairdresser's? Why? / Why not?**

2 **Read the comments people made after a visit to the hairdresser's. In pairs, discuss how they're feeling.**

1 It cost a lot of money and it doesn't look any different.

2 The colour is really awesome. I can't wait to show my friends.

3 It's incredibly short. I don't know if I like it.

4 It's awful – my ears look too big.

3 **Look at the title of the article and the photo. What do you think it will be about?**

4 **Read the first paragraph. In pairs, answer the questions.**

1 What problems do James and Georgia have?

2 Do you agree that boys and girls have similar hair problems?

5 2.08 **Now read the whole article. Are the sentences true or false?**

1 The teenagers in the survey were between twelve and sixteen years old.

2 Most teens are generally happy with how their hair looks.

3 Wigs in ancient Egypt were attractive and practical.

4 Egyptians copied Cleopatra's hairstyles to be fashionable.

5 Copying a hairstyle from the internet might not always be successful.

6 The author thinks your hairstyle should express your personality.

6 **Look at the highlighted words in the text. Check your understanding. Use a dictionary if necessary.**

7 **Work in pairs. What is the main idea in each paragraph? In your notebook, write one sentence that summarises the whole text.**

Are you having a bad hair day?



Do you usually wake up, take one look at your hair and run for the shower? In a recent survey by Teensnet of 2,000 teenagers aged around sixteen years old, eight out of ten said they weren't happy with their appearance and it's their hairstyle that's been causing most of their problems. 'Since the age of twelve, I haven't left the house without checking my hair a million times in the mirror,' says James. His friend Georgia has been going to the same hairdresser since she was little, but says that she never has her hair cut if she's got school the next day. 'I worry that it won't look right,' she says. These are problems that many teens have – and yes, it's boys and girls.

Hair worries are not a modern thing. Men and women have been trying different styles for thousands of years. You can cut it, straighten it, gel it and colour it. The ancient Egyptians thought that hair was very important and created beautiful hairstyles with hair extensions and beads. Men and women cut off their hair then dyed it and made fashionable wigs that looked good and also protected their heads from the sun. Historians say that Queen Cleopatra used different styles to show her power and fame. Paintings from that time show that Egyptians copied her styles – perhaps because they wanted to appear powerful too.

Today we still try to copy others. Celebrities, especially football players and pop stars, have been influencing our appearance for a long time. A photo of a famous person with the 'perfect' hairstyle can go viral and suddenly lots of people try to copy it. However, if the style doesn't suit the shape of your face or your complexion, it can be a disaster. How many times have you looked at a photo of yourself and thought 'Oh no, why did I think rainbow-coloured hair was a good idea?' So, yes, hair is important because it makes us feel good about ourselves. But maybe it's time to forget what other people look like and choose a style that reflects our true selves.

8 **Cover the text and take it in turns to tell each other what it's about.**

Lots of teenagers aren't happy with their appearance …

9 **In pairs, ask and answer the questions.**

1 Who influences your hairstyle? Your parents? Your friends? Your favourite pop stars or sports heroes? Your hairdresser?

2 Have you ever tried to copy a hairstyle or do you know somebody who's copied a hairstyle? What was it like?

I can understand the difference between the Present Perfect Simple and Continuous.

1 CLASS VOTE **Have you ever made your own clothes or accessories? What are the advantages and disadvantages of making your own things?**

2 **Read the blog post and the comments. What does the girl make that everyone wants? Why do her friends want them?**

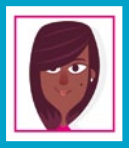


Kelly's blog

Everyone wants one!

Last month it was my best friend Rachel's birthday and I made her a case for her tablet. Since Rachel's birthday, lots of people have been asking me to make more and so I've been very busy. I've been creating lots of new designs and have made tablet cases for eight people in my class at school. I think people like them because they're different. They like the fact that you can't buy them in the shops. I've been taking photos of all the cases I've made. I've uploaded some photos here so you can tell me what you think!





Cara: I've been looking for a cool case for my tablet for ages and I haven't seen anything I like. These are awesome! I'm going to try making one. Thanks, Kelly!



Nathan: I've been reading your blog for ages and I've found it really useful. Your ideas are great and my friends love them.

3 **Study the Grammar box. Find more examples of the Present Perfect Simple and Continuous in the blog post and comments.**

Grammar Present Perfect Simple and Continuous

Present Perfect Simple
They've made a lot of jewellery. (focus on result)
She hasn't bought a new skirt. (focus on result)

Present Perfect Continuous
She's been looking for a new skirt for ages. (focus on activity)
They've been taking photos of the jewellery. (focus on unfinished action)

Time expressions
for
I've been waiting for her email for a week.
since
I've known Jessica since October.

Be careful!
With state verbs (*know, understand,* etc.) you can only use the Present Perfect Simple.

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4 2.09 **Choose the correct option. Write the answers in your notebook. Listen and check.**

1 Here you are. *I've made / I've been making* you a necklace. Do you like it?
2 *I've been being / I've been* interested in fashion since I was about twelve.
3 I'm really tired. *I've shopped / I've been shopping* all morning.
4 I don't know what to wear for the party. *I've tried / I've been trying* on five different dresses and I don't like any of them!
5 *I've been wearing / I've worn* these shoes all evening and my feet really hurt!

1 I've made

5 **In your notebook, write questions using the Present Perfect Simple or Continuous. In pairs, ask and answer the questions.**

1 how long / you / have / your mobile phone / ?
2 how long / you / learn / English / ?
3 how long / you / know / your best friend / ?
4 how long / your favourite clothes shop / be / open / ?

A: How long have you had your mobile phone?
B: I've had it for two years.

6 VOX POPS **Talk to your partner. Do you know anybody who's good at making things? What do they make, how long have they been doing it and what have they made?**

And YOU

I can identify specific detail in a conversation and talk about unusual clothes.

1 CLASS VOTE **Do you think we can learn about life in the past by looking at old clothes and accessories? Why? / Why not?**

2 2.10 **Label the photos with words from the Vocabulary box. Write the answers in your notebook. Listen and check.**

Vocabulary Parts of clothes and shoes

button collar heel hood laces
pocket sleeve sole zip



3 2.11 **Choose the correct option. Write the answers in your notebook. Listen and check.**

1 I left my money in my coat *pocket* / *collar*.
2 There's a hole in the *sole* / *button* of my shoe. When it rains, my toes get wet!
3 This *zip* / *collar* is really uncomfortable. It's too tight around my neck.
4 I can't walk in these shoes – the *heel* / *hood* is broken.
5 I can't take my jeans off! The *zip* / *sole* is stuck!
6 It takes a long time to put my new boots on. They have long *laces* / *sleeves*.
7 I always leave the top *heel* / *button* open on my shirt.
8 My arms get hot in the summer, so I like to wear *short sleeves* / *a short pocket*.

1 pocket

4 Look at the photos. What do you think these objects are?

The National Museum of Fashion

Take a fascinating journey through the different ages of fashion!



A B C

5 2.12 **Listen to a conversation between a radio presenter, Ryan, and a reporter, Sylvia, about the National Museum of Fashion. Put photos A–C in the order you hear about them. Write the answers in your notebook.**

6 2.12 **Listen again. Choose the correct answers. Write them in your notebook.**

1 Sylvia says the museum
   a is mostly about modern fashion.
   b shows only clothes from the past.
   c has both old and modern clothes.
2 'Chopines' were
   a fifteen centimetres high.
   b only popular in Venice.
   c in fashion between the fifteenth and seventeenth centuries.
3 Who wore very tall chopines?
   a both men and women
   b women who loved fashion
   c women who wanted to show their social status
4 A 'ruff' is a type of collar that was popular
   a before the fourteenth century.
   b in the sixteenth and seventeenth centuries.
   c after the seventeenth century.
5 A story says that Napoleon put buttons on his soldiers' sleeves
   a to help keep the uniforms cleaner.
   b in order for the soldiers to look smarter.
   c to make the uniforms more comfortable.

7 VOX POPS **In pairs, describe the most unusual item of clothing you've ever seen. Take it in turns to ask and answer these questions.**

- What was it?
- Where did you see it?
- What did it look like?
- Did you like it? Why? / Why not?

And YOU

I can give and respond to compliments.



WHERE ARE MY TROUSERS?

Jay: Phew! I'm so glad that's over. I've been worrying about it all week. I hate being on stage.

Tommo: But you look great in that suit. I was a disaster!

Jay: No, you weren't, Tommo. Your kayak idea was awesome!

Tommo: Oh, thanks. You've made my day. Now, where are my trousers?

Skye: Tommo, those shorts are so cool. You did really well.

Tommo: Really? But Dan and Nina were brilliant. I love their style.

Skye: Dan's being really moody.

...

Nina: Dan, stop being stupid. You were brilliant! Let's get a drink.

Dan: No, I'm going now.

Tommo: Dan, what's up? Don't go.

Skye: They're always together now.

Tommo: Are you jealous, Skye?

Skye: No! It's just that you're always so nice, Tommo, but Dan's a bit of a big head.

Tommo: Skye! That's not like you. What's the matter?

Skye: I miss my old school.

Tommo: You'll be fine. Hang on! Where are my trousers? Dan!

How do you say these expressions in Polish?

Dan's a bit of big head.
That's not like you.

OUT of class

1 CLASS VOTE **Do you usually comment when a friend is wearing new clothes or has a different hairstyle? Why? / Why not?**

If a friend of mine has a new hairstyle, …

2 2.13 **Listen and answer the questions.**

1 How does Jay feel after the show?
2 Why do you think Dan is angry?

3 Study the Speaking box. Find more examples of giving and responding to compliments in the dialogue.

Speaking Giving compliments

Complimenting appearance
You look good/great in that suit/in pink/in that colour.
What a nice T-shirt!
Your clothes are awesome.
That jacket is cool.
You've got amazing hair/a nice smile.
I like your style.
You've got great taste in clothes.
It really suits you.

Complimenting actions
You are/were brilliant/fantastic!
You did really well.
You're always so kind/helpful.

Responding to compliments
Thanks. You've made my day.
That's really nice of you.
You've made me feel really good.
Really?/Are you sure?/Do you really think so?

4 2.14 **Order the dialogues. Write the answers in your notebook. Listen and check.**

1
Yes, it suits you.
You look good in blue.
Yes, I got it yesterday, but I'm not sure about the colour.
That jacket is awesome! Is it new?
Are you sure?

2
Really? I was very nervous.
Thanks. You've made my day.
That was a great show. You were brilliant.
Honestly – you did really well.

5 In pairs, read the compliments. Are they about appearance or actions? Take it in turns to choose one and say it to your partner. Your partner responds. How long can you keep the conversation going?

I love your hair.
You've got a nice smile.
You were brilliant in class today.
You look good in that hat.
Your clothes are really cool.
You're always nice to people.

I can write an email describing people's clothes and appearance.

1 CLASS VOTE **Look at these ideas for fancy-dress party themes. Which one is your favourite? What other themes can you think of?**

- James Bond
- Star Wars
- Wild West
- celebrities
- animals
- beach party

2 **Read Skye's email about her fancy-dress birthday party. What is the theme?**

Hi Alisha,

I haven't heard from you for ages. What have you been doing? I've been planning a fancy-dress party for my birthday next month and I'd love you to come.

The theme of my party is the 1980s, so you'll have to dress up! At that time girls used to wear short leggings under a mini skirt or polka-dot dresses with coloured necklaces and plastic bracelets, and the guys wore baggy trousers and jackets in bright colours. I've found an amazing outfit! I'm going to wear a checked dress with pink and red striped tights, a bright green wig and huge earrings!

By the way, I've made friends with an interesting girl from Colombia called Nina. She's pretty and really trendy and was in the school fashion show we had recently. She's also friendly and fun to be with and she's really into hip-hop music. We enjoy talking about the latest songs. Sometimes she has cool hair extensions or she wears crazy hats.
I hope you can come to the party so that you can meet her. Anyway, let me know if you can make it.

Bye for now,
Skye

3 **Complete the Vocabulary box with adjectives highlighted in Skye's email. Write the answers in your notebook. Can you add any other words?**

Vocabulary Descriptive adjectives

Clothes
short, mini, ?, ?, ?, ?, ?, ?, ?

Accessories
coloured, plastic, ?, ?, ?, ?

Appearance
pretty, ?

Personality
interesting, ?, ?

4 **Skye wants two friends who don't know each other to meet at her party. In pairs, discuss if this is a good idea. Give reasons.**

5 **Look at the words in bold and match sentences 1–2 with descriptions a–b. Write the answers in your notebook. Find more examples in Skye's email.**

1 We're having the party in the summer **so that** everybody can come.

2 We came late to the party, **so** we didn't eat the cake.

a shows the purpose of an action

b shows the result of an action

6 **Study the Writing box. Which phrases can you find in Skye's email?**

Writing An email describing appearance

Starting your email
I haven't heard from you for ages.
What have you been doing/up to?
Sorry I didn't write sooner, but I've been busy.
I've got some great news!

Describing clothes and appearance
I'm going to wear short leggings/baggy trousers.
I'm going to have a ponytail/a crazy hairstyle.
She's/He's stunning/cool/handsome/pretty.

Giving more information
By the way, ...
I also wanted to tell you about ...

Ending your email
Anyway, let me know if you can come/make it.
Write back soon.
Cheers./Bye for now./Speak soon.

7 WRITING TIME **In your notebook, write an email to a friend about a fancy-dress party. Follow the instructions below.**

- Say what the theme is.
- Describe what you're going to wear.
- Your cousin is going to the party. Describe him/her and say why you would like your friend to meet him/her.

Use descriptive adjectives to make your writing more lively and interesting.

Revision

VOCABULARY

1 **In your notebook, write the correct word for each definition.**

1 A piece of jewellery you wear around your wrist. **b** ?
2 The bottom part of a shoe that touches the ground. **s** ?
3 These keep your hands warm. **g** ?
4 A top and trousers that you usually wear for doing exercise. **t** ?
5 Untidy and not smart. **s** ?
6 Very light in colour. **p** ?

2 **Complete the sentences with the words below. Write the answers in your notebook.**

> appearance dyed earrings glasses heels second-hand

1 I think some people spend too much time and money on their ?.
2 Jewellery such as ? always looks better on women than on men.
3 I love buying cheap ? clothes. I think new clothes are a waste of money.
4 I don't know why women wear high ?. They look so uncomfortable!
5 I think people who wear ? look more intelligent.
6 I believe people who have ? hair are often more creative.

3 **Work in pairs. Do you agree with the sentences in Exercise 2? Why? / Why not?**

GRAMMAR

4 **Complete the sentences with *for* or *since*. Write the answers in your notebook.**

1 She's been wearing that jacket ? years – it looks really scruffy now!
2 I've had pierced ears ? I was ten.
3 He's tried on five different pairs of trainers ? we came into this shop!
4 Laura has had dyed red hair ? about a year.
5 They've been looking round the fashion exhibition ? hours.
6 I've had this bracelet ? my birthday. It was a present from my mum.
7 My brother hasn't had a party ? he finished school five years ago.
8 I've been wearing these boots ? twelve hours. My feet hurt!

5 **Complete the article with the Present Perfect Simple or Continuous form of the verbs in brackets. Write the answers in your notebook.**

Fashion weekly – fashion you can eat?

For the last few days, designers [1] ? (prepare) for today's fashion show. So what's different about this show? Well, the designers [2] ? (make) all the outfits out of chocolate. Yes, that's right – chocolate! It's the first chocolate fashion show in this city and people [3] ? (queue) all morning to buy tickets. One fashion fan told me, 'I [4] ? (be) to lots of fashion shows, but I [5] ? (never/see) clothes made out of chocolate! I can't wait!' Of course, chocolate melts when it gets warm and the organisers [6] ? (put) the air conditioning on cold, so if you're planning to come to the show, wear a hat and scarf!

6 **In pairs, ask and answer questions about your day. Use the Present Perfect Simple and Continuous.**

What have you been doing this morning?

SPEAKING

7 **In pairs, role-play the situations.**

1 **A:** Tell your friend that you are not sure about your new haircut.
B: You like your friend's new haircut. Give him/her a compliment about their appearance.
2 **B:** You have entered a design competition. Tell your friend you are worried that your fashion designs aren't good enough.
A: You think your friend is good at designing clothes. Give him/her a compliment about the designs.

DICTATION

8 **2.15** **Listen to the recording. Write the sentences in your notebook.**

Check yourself!

- ✓ I can describe clothes, accessories and appearance.
- ✓ I can talk about things that started in the past and have continued until now.
- ✓ I can understand the difference between the Present Perfect Simple and Continuous.
- ✓ I can identify specific detail in a text and talk about the main ideas.
- ✓ I can identify specific detail in a conversation and talk about unusual clothes.
- ✓ I can give and respond to compliments.
- ✓ I can write an email describing people's clothes and appearance.

WORDLIST 3 Clothes and accessories | Adjectives to describe clothes and accessories | Parts of clothes and shoes | Descriptive adjectives

LESSON 3.1

Clothes and accessories
Ubrania i dodatki

accessories /əkˈsesəris/ akcesoria, dodatki
bracelet /ˈbreɪslət/ bransoletka
boots /buːts/ kozaki, ciężkie buty
earring /ˈɪərɪŋ/ kolczyk
gloves /glʌvz/ rękawiczki
hoodie /ˈhʊdi/ bluza z kapturem
leggings /ˈlegɪŋz/ leggingsy
necklace /ˈneklәs/ naszyjnik
pullover /ˈpʊlˌəʊvə/ sweter, pulower
raincoat /ˈreɪnkəʊt/ płaszcz przeciwdeszczowy
sandals /ˈsændəlz/ sandały
scarf /skɑːf/ szalik
suit /suːt/ garnitur
tights /taɪts/ rajstopy
tracksuit /ˈtræksuːt/ dres
wellies /ˈweliz/ kalosze

Adjectives to describe clothes and accessories
Przymiotniki opisujące ubrania i dodatki

awesome /ˈɔːsəm/ fantastyczny
baggy /ˈbægi/ luźny, workowaty
black-and-white /ˌblæk ənˈwaɪt/ czarno-biały
checked /tʃekt/ w kratkę
cotton /ˈkɒtn/ bawełniany
denim /ˈdenɪm/ dżinsowy
fashionable /ˈfæʃənəbəl/ modny
flowery /ˈflaʊəri/ w kwiaty, kwiecisty
leather /ˈleðə/ skórzany
old-fashioned /ˌəʊldˈfæʃənd/ staromodny
plain /pleɪn/ gładki, bez wzoru
polka-dot /ˈpɒlkə dɒt/ w kropki
scruffy /ˈskrʌfi/ niechlujny, zaniedbany
skinny /ˈskɪni/ obcisły
smart /smɑːt/ elegancki
striped /straɪpt/ w paski
tight /taɪt/ obcisły
woollen /ˈwʊlən/ wełniany
worn-out /ˌwɔːn ˈaʊt/ znoszony

Appearance
Wygląd

be in your thirties /bi ɪn jə ˈθɜːtiz/ mieć trzydzieści parę lat
dyed hair /daɪd ˈheə/ farbowane włosy
freckles /ˈfrekəlz/ piegi
good-looking /gʊdˈlʊkɪŋ/ przystojny, atrakcyjny
have painted nails /həv peɪntəd ˈneɪlz/ mieć pomalowane paznokcie
have a pale complexion /həv ə peɪl kəmˈplekʃən/ mieć bladą cerę
have pierced ears /həv pɪəst ˈɪəz/ mieć przekłute uszy
piercing /ˈpɪəsɪŋ/ kolczyk (w ciele)
slim /slɪm/ szczupły
tanned /tænd/ opalony
wear a wig /weə ə ˈwɪg/ nosić perukę
wear glasses /weə ˈglɑːsəz/ nosić okulary
wear jewellery /weə ˈdʒuːəlri/ nosić biżuterię

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basics /ˈbeɪsɪks/ podstawowe przedmioty
belt /belt/ pasek
classy /ˈklɑːsi/ z klasą
clothing /ˈkləʊðɪŋ/ odzież
dress /dres/ ubierać się
fit /fɪt/ pasować (rozmiarem)
impress /ɪmˈpres/ robić wrażenie
market /ˈmɑːkət/ targ
material /məˈtɪəriəl/ materiał
pair /peə/ para
pattern /ˈpætən/ wzór
sale /seɪl/ wyprzedaż
second-hand /ˌsekəndˈhænd/ używany, z drugiej ręki
shopping mall /ˈʃɒpɪŋ mɔːl/ centrum handlowe
smelly /ˈsmeli/ śmierdzący
suit /suːt/ pasować (kolorem, fasonem)
tip /tɪp/ rada
try on /traɪ ɒn/ przymierzać

LESSON 3.2

Out of class

At last! /ət ˈlɑːst/ Nareszcie!
Hurry up! /ˌhʌri ˈʌp/ Pospiesz się!
I've been thinking. /ˌaɪv biːn ˈθɪŋkɪŋ/ Zastanawiałem się nad tym.
You'll be great! /jəl biː ˈgreɪt/ Na pewno świetnie ci pójdzie!

---

collection /kəˈlekʃən/ kolekcja
designer /dɪˈzaɪnə/ projektant
fashion show /ˈfæʃən ʃəʊ/ pokaz mody
scene /siːn/ scena

LESSON 3.3

bead /biːd/ koralik
cause /kɔːz/ powodować
extensions /ɪkˈstenʃənz/ przedłużone włosy
gel /dʒel/ nażelować
go viral /gəʊ ˈvaɪərəl/ szybko zyskiwać popularność w internecie
hairdresser /ˈheəˌdresə/ fryzjer
influence /ˈɪnfluəns/ wpływać na coś
protect /prəˈtekt/ chronić
reflect /rɪˈflekt/ odzwierciedlać
straighten /ˈstreɪtn/ prostować
survey /ˈsɜːveɪ/ ankieta

LESSON 3.4

case /keɪs/ futerał
design /dɪˈzaɪn/ wzór, krój

LESSON 3.5

Parts of clothes and shoes
Elementy ubrań i butów

button /ˈbʌtn/ guzik
collar /ˈkɒlə/ kołnierzyk
heel /hiːl/ obcas
hood /hʊd/ kaptur
laces /ˈleɪsɪz/ sznurówki
pocket /ˈpɒkət/ kieszeń
sleeve /sliːv/ rękaw
sole /səʊl/ podeszwa
zip /zɪp/ suwak

---

social status /ˌsəʊʃl ˈsteɪtəs/ pozycja społeczna
uncomfortable /ʌnˈkʌmftəbəl/ niewygodny
uniform /ˈjuːnɪfɔːm/ mundur

LESSON 3.6

Out of class

He's a bit of a big head. /hɪz ə bɪt əf ə ˈbɪg hed/ On jest trochę zarozumiały.
That's not like you. /ðæts nət laɪk ˈjuː/ To zupełnie do ciebie niepodobne!

---

compliment /ˈkɒmplɪmənt/ komplement
jealous /ˈdʒeləs/ zazdrosny
shorts /ʃɔːts/ szorty
stage /steɪdʒ/ scena
style /staɪl/ styl, krój
taste /teɪst/ gust
trousers /ˈtraʊzəz/ spodnie

LESSON 3.7

Descriptive adjectives
Przymiotniki jakościowe

huge /hjuːdʒ/ wielki
friendly /ˈfrendli/ przyjazny
mini /ˈmɪni/ mini, o długości mini
plastic /ˈplæstɪk/ plastikowy
trendy /ˈtrendi/ modny

---

dress up /dres ˈʌp/ wystroić się, przebrać się
fancy-dress /ˌfænsi ˈdres/ kostium na bal przebierańców
hairstyle /ˈheəstaɪl/ fryzura
handsome /ˈhænsm/ przystojny
pretty /ˈprɪti/ piękny
ponytail /ˈpəʊniˌteɪl/ kucyk
stunning /ˈstʌnɪŋ/ oszałamiający, wspaniały
theme /θiːm/ motyw
outfit /ˈaʊtfɪt/ strój

Poland What are we like?

1 **CLASS VOTE** **Raise your hand if you think that**

- there's some truth in national stereotypes.
- national stereotypes are often unfair.
- people use national stereotypes to understand the world.

2 **Read the following stereotypes about other nations. Which nations are they about? How do you know?**

1 They're fashionable but they eat frogs!

2 They drive big cars and they're overweight.

3 They're really stingy. Their men wear skirts!

4 They wave their hands around a lot and they're very loud.

5 They drink tea at five. They like queuing.

3 **2.16** **Match the adjectives from the box to the definitions. Write the answers in your notebook. Listen and check. Which of these qualities are popular stereotypes about Polish people?**

conservative diligent hospitable
religious well-mannered xenophobic

1 generous and friendly to guests
2 going to church regularly
3 polite, with good manners
4 intolerant of people from other countries
5 hard-working and persistent
6 traditional, not fond of new ideas

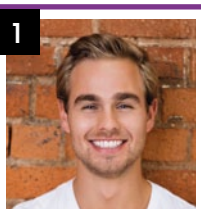
4 **Read what four foreigners think about Polish people. Which of the qualities from Exercise 3 do they mention?**

5 **Read the texts in exercise 4 again and answer the questions.**

1 Who expresses very positive opinions?
2 Who has mixed feelings about Polish people?
3 Who sounds most objective?

WHAT ARE POLISH PEOPLE LIKE?

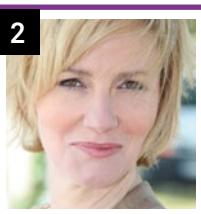
1



In my opinion, Polish people are very generous to visitors. I've been invited to Polish homes a few times. Each visit was amazing! My hosts did their best to make me feel at home. I was always treated to home-made food – to a lot of food, to be precise.

Bjorn, Sweden

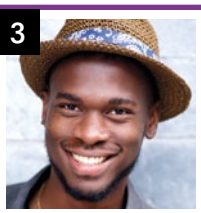
2



The first thing that comes to mind about Polish people is that they are hard-working. At least that's what British people think of Poles living in the UK. The Polish people I've worked with always took their jobs very seriously. I also think that Polish men are very polite towards women in this kind of old-fashioned way.

Susan, UK

3



There's very little ethnic diversity in Poland, which really struck me when I first arrived here. As a black American, I clearly stand out. I often feel like I'm getting some odd looks. I don't want to say that Polish people are prejudiced against other races or nations, but I think they're not exactly very open-minded about foreigners. Much as I like Poland, I don't always feel welcome in every place.

Chris, USA

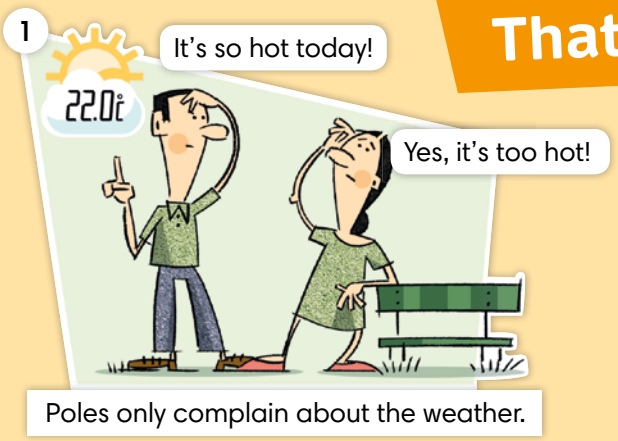
4



It's hard for me to say what Polish people are really like. I can see a lot of differences between the young and old generations. What's more, a lot seems to depend on where someone comes from or where someone lives. Popular national stereotypes are often outdated because all societies are changing fast. Still, I'd say that the Poles have rather traditional views on life and family. A lot of them go to church and follow their cultural traditions.

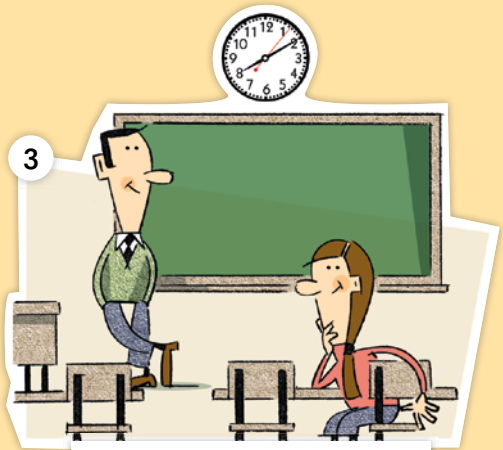
Alice, France

That's so Polish!



Poles only complain about the weather.

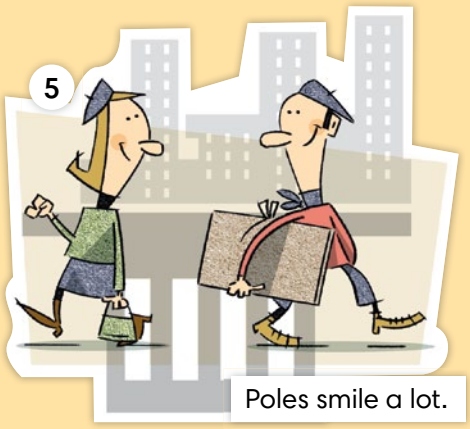




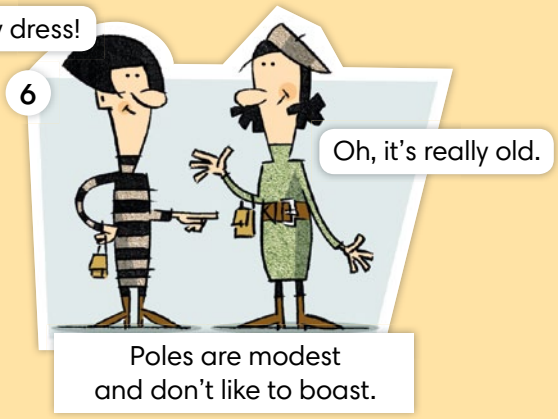
Poles are often unpunctual.



Poles enjoy being at home.



Poles smile a lot.



Poles are modest and don't like to boast.

6 **Work in pairs and discuss the questions.**

1 Do you find any of these opinions surprising or unfair?
2 Whose views do you share?
3 Do you know any foreigners living in Poland? What is their opinion about Polish people?

7 **Read the comic strip. In pairs, discuss how accurate these opinions about Polish people are.**

8 **2.17** **Listen to three foreigners living in Poland. Which of the opinions in Exercise 7 do they talk about? Do they agree with them?**

PROJECT

9 **Work individually. Prepare a presentation entitled *How Polish of me*!**

1 Make a list of 4–5 popular national stereotypes about Poles. Which of them do you fit and which of them don't you fit?
2 Illustrate each point with a picture or a drawing.
3 Show your presentation to the class and explain your points.
4 Vote for the best presentation.

BBC

CULTURE & SKILLS

Who is the queen of fashion?



The Queen of fashion

It's hard to imagine that the royal look could be a fashion icon in the UK but that's exactly what it has become in recent years.

The Queen's headscarf, Burberry check or tartan skirt might seem old-fashioned, but when they are reinvented by famous designers such as Dolce & Gabbana, these country clothes take on a very trendy look. Changing the position of a sleeve or a pocket can give them a modern touch. The royal tartan check was even used in punk fashion as a statement of rebellion. Yes, rock stars wore kilts!

But the Queen's Barbour jacket is perhaps the most distinctive of all her garments. Dating from the 1890s, Barbours were originally made for country people and sailors who needed hard-wearing, waterproof clothes. But now they are equally popular with farmers, 'fashionistas' and film stars – both male and female. One of the latest stars to wear one was actor Daniel Craig in the James Bond films. Helen Mirren also wore one in her role as – yes, you guessed it – the Queen!

However, the real queen of royal fashion these days is Kate Middleton, or Catherine, the Duchess of Cambridge, Prince William's wife. Unlike Princess Diana, who wore royal tiaras and her hair short, Kate prefers the more informal trend for long hair. She also dresses in a more extravagant but affordable way. In fact, her look is a careful combination of designer fashion with everyday clothes that can be bought anywhere in the UK.

Her influence is so great that it's become known as 'the Kate effect'. As soon as she wears a particular dress that is available on the high street, the same garment sells out in no time. In this way, she has made some British clothes brands more popular. Now, thanks to Kate, everyone can feel like a queen for the day!

GLOSSARY
distinctive (adj) easy to recognise because of being different or special
kilt (n) a type of skirt made of tartan, often worn by Scottish men
garment (n) a piece of clothing
waterproof (adj) not allowing water to go through
affordable (adj) not expensive

READING

1 **In pairs, discuss the questions.**

1. Who can you see in the photo?
2. Would you say the look is modern or old-fashioned? Why?
3. Do you follow fashion? Why? / Why not?

2 **Read the text and choose the correct option. Write the answers in your notebook.**

1. The writer believes it's *strange* / *normal* that the Queen is a fashion icon.
2. In the past the Barbour jacket was only used as a *working garment* / *fashion item*.
3. Barbour jackets are worn by *men only* / *both sexes*.
4. Kate Middleton *rejects high street fashion labels* / *wears clothes anyone can afford*.
5. 'The Kate effect' describes the fact that people *buy* / *copy* the same clothes Kate Middleton has worn.

3 **In pairs, discuss the questions.**

1. Are celebrities like Kate Middleton considered fashionable where you live? Why? / Why not?
2. Are you influenced by how famous people dress? If so, who?

LISTENING

4 **BBC 3 Listen to Part 1 of a documentary about British fashion. Is the speaker in favour of the British style? Why? / Why not?**

5 **BBC 3 Listen again. Are the sentences true or false? In your notebook, correct the false sentences.**

1. Designers think British style is weird and wonderful.
2. The Queen is a typical fashion icon.
3. British style is great because it is practical.
4. British clothes are not well-known.
5. British clothing is designed to protect us.

6 **Match words 1-7 to a-g to make expressions from the documentary. Check your understanding. Use a dictionary if necessary.**

1	constant	a	classes
2	fashion	b	inspiration
3	outdoor	c	symbol
4	perfectly	d	designer
5	status	e	practical
6	upper	f	famous
7	world	g	clothes

7 **BBC 4 Listen to Part 2. What fashion item is it about?**

8 **BBC 4 Listen to Part 2 again and answer the questions.**

1. What is James Percy's job at Barbour?
2. How long have Barbour been making their wax jackets?
3. What happened to sales of Barbour jackets in the USA after the premiere of the film *The Queen*?
4. How do Europeans like their Barbour jackets?
5. How do British people prefer them?

9 **What clothes are popular where you live? Do they normally look old or new? Discuss in pairs or small groups.**

PROJECT

10 **In small groups, prepare a presentation about clothes and fashion in your town.**

1. Discuss popular fashion styles where you live and why they are in fashion at the moment.
2. Write a short script to describe your ideas. Choose images or videos that you would like to use.
3. Share your presentation with the class.

4 Team work

VOCABULARY Work and jobs

I can talk about jobs and work experience.

My world



A

Lisa: It's great to have hands-on experience. I didn't …

CLICK FOR MORE



B

Alex: I've really enjoyed it and it looks good on my CV! It was …

CLICK FOR MORE



C

Jack: It's helped me decide what I want to do in the future and it's given …

CLICK FOR MORE



D

Ella: It was more interesting than I expected. I learned so much …

CLICK FOR MORE

1 **CLASS VOTE** **What are the most important factors in a job? Order the factors below. Can you think of any other things which are important?**

holidays hours money people place of work

2 **2.18** **Study the Vocabulary A box. Find some of the jobs in the photos. Listen and check.**

Vocabulary A Jobs

cleaner cook engineer interpreter librarian lifeguard manager painter plumber psychologist scientist writer

Compound nouns

app designer computer programmer dentist's assistant fashion designer film director flight attendant lorry driver music critic travel agent veterinary assistant

3 **2.19** **Listen to six students talking about doing work experience. What jobs do they refer to? Write the answers in your notebook.**

1 ? 2 ? 3 ? 4 ? 5 ? 6 ?

4 **I KNOW THAT!** **Work in pairs. How many more jobs can you add to the Vocabulary A box? Write your ideas in your notebook.**

VOCABULARY
Jobs | Finding and losing a job | Working conditions | Success at work

GRAMMAR
Talking about the future | Future Continuous



SPEAKING
Instructions and reminders



READING
Summer jobs

LISTENING
Success at work

ENGLISH IN USE
Verbs with prepositions

SKILLS REVISION
Units 3–4

5 **In pairs, take it in turns to describe a job for your partner to guess.**

I help people understand each other when they don't speak the same language.

6 **2.20** **Complete the Word Friends box with the verbs below. Write the answers in your notebook. Listen and check.**

apply earn get (x2) meet quit sign ~~write~~

Word Friends Finding and losing a job

look for a job
write a CV
? **for** a job
have an interview
have training
? a contract
? your colleagues
be part of a team
? a salary/a wage

gain work experience
? a promotion
get fired
give up/ ? work
be unemployed
get unemployment benefits
be retired
? a pension

7 **Complete the sentences with verbs from the Word Friends box. Write the answers in your notebook. In pairs, discuss the questions.**

1 Do you think it's important to be 100 percent honest when you *write* your CV?
2 How do most people feel when they ? an interview? Why?
3 Do you like to ? part of a team or do you prefer to work alone? Why?
4 Do you think it's important to ? some work experience before you leave school?
5 Can you think of some reasons why people ? fired from their job?
6 At what age do people ? a pension in your country? Do you think this is the right age?

8 **2.21** **Study the Vocabulary B box. Complete the article with the words and phrases below. Write the answers in your notebook. Listen and check.**

company flexible overtime
hourly rate ~~part-time~~ paid holiday

Vocabulary B Working conditions

It's a full-time/part-time/temporary/permanent/summer job.
I work in a big company/in a small firm.
It's well-paid/badly-paid.
The hourly rate is ...
We work shifts/flexible hours/nine to five.
We often work overtime.
You can get a bonus/a pay rise.
You have paid holidays.



Could you be a teen trep?

Lots of young people I know are starting to get [1]*part-time* and full-time jobs. They work a lot of [2] ?, so they are too tired to go out. The [3] ? for their jobs is low – for example, my friend, who is a waiter, earns £4.50 an hour. When they complain, I want to say, 'Why don't you start your own [4] ? then?' I'm a teen 'trep' – that's short for 'entrepreneur'. I create online games. OK, so I don't get any [5] ? and I usually save money during the year so I can take a break in the summer. On the other hand, the hours are [6] ? and there's lots of freedom. So what makes a successful trep? First of all, you need to think outside the box. You'll also need people skills and good problem solving skills. If this sounds like you, why not be the next teen trep?

9 **Answer the questions.**

1 What's a teen trep? What are the advantages and disadvantages of starting your own company?
2 What skills do you need to be a young trep?
3 What do you think the phrase *think outside the box* means?

10 **VOX POPS** **In pairs, discuss the questions.**

1 In your opinion, which jobs should be better paid? Why?
2 What job would you like to do? What job wouldn't you want to do? Why?

And YOU

4.2 GRAMMAR Talking about the future

I can use different forms to talk about future events.

1 CLASS VOTE **What are the advantages and disadvantages of an open air cinema? Do you think it would be fun to work in one?**

2 **Read the email. What are Dimitris' plans?**



Hi Matt,

What are you going to do in the summer? I'm going to Greece. My uncle is starting an open air cinema this summer and I'm going to help sell tickets. My uncle lives next to the sea, so I'll be able to swim every day. I'll probably spend my mornings on the beach with my cousins and then I'll work with my uncle in the evenings.

My flight is on the day after we finish school and I fly back to the UK on 30 August. I'm going to miss hanging out with my friends, but I won't miss the British weather! I'll send you a postcard from Greece! ☺

Bye for now,
Dimitris

3 **Study the Grammar box. Find more examples of these forms in the email.**

Grammar Talking about the future

will
I'll get you some water – you look thirsty. (spontaneous decision)
They won't find this kind of work difficult. (prediction)

be going to
I'm not going to work full-time. (plan)
The job's going to be interesting. (prediction based on facts)

Present Continuous
Sam and Chloe are arriving at two o'clock. (arrangement)

Present Simple
The train leaves in twenty minutes. (timetable)

Look at the future forms of *can* and *must*.
I can save some money. → I'll be able to save some money.
I must be back at two. → I'll have to be back at two.

GRAMMAR TIME > PAGE 129

4 **Complete the second sentence so that it means the same as the first one. Use no more than three words. Write the answers in your notebook.**

1 Julia and Zara have arranged to visit their friend at the weekend.
Julia and Zara *are visiting* their friend at the weekend.

2 They're expecting to be well-paid.
They think ? well-paid.

3 The boat is timetabled to leave at 4 p.m. tomorrow.
The boat ? at 4 p.m. tomorrow.

4 I'm planning to quit my job.
I ? to leave my job.

5 2.22 **Choose the correct option. Write the answers in your notebook. Listen and check.**

Mark: Hi, Lara. Are you OK? You look worried!
Lara: I am! My interview at the bakery [1]*will be / is* in half an hour!
Mark: I didn't know you were looking for a job.
Lara: Yes. I [2]*'m going / 'll go* on holiday next month; it's all booked now, so I need to save some money!
Mark: Oh, I see. And where [3]*do you go / are you going?*
Lara: Ireland – I can't wait. My friend's grandparents have invited us, so we [4]*'re staying / 'll stay* at their house in Dublin.
Mark: Cool! [5]*Will you be able to / Are you able to* travel around Ireland a bit?
Lara: Yes, definitely. We plan to go to Cork, Galway and Limerick.
Mark: I hope you have a great time – and good luck with the interview!
Lara: Thanks!

1 is

6 **In your notebook, write two true sentences and one false one about your plans for the holidays. Use *be going to* for plans and the Present Continuous for arrangements. In pairs, ask and answer questions to find out the information that is not true.**

I can find specific detail in short texts.

1 CLASS VOTE Do you think summer jobs are a good idea? Why? / Why not?

2 2.23 Read the ads quickly. What jobs are advertised?

A

Train on the job

Are you a strong swimmer, a good communicator and would like a challenge? We are looking for lifeguards for our busy summer season. No experience is necessary as you will get two weeks of training before you start the job. As well as being physically fit, you need to be available for work Mon–Fr, 7 a.m.–11 a.m.
For more information, please contact Kim Rogers on 07865542342.

B

Summer staff needed at City Souvenirs

We are looking for shop assistants for our busy gift shop. Applicants need to be reliable, friendly and enjoy speaking to customers. A second language is preferred as many of our customers are tourists from other countries. The positions are part-time and the hours will be mostly at weekends. Visit our website for more information.

C

Keystones: new vacancy

Keystones Italian restaurant has a part-time position available for a lunchtime kitchen assistant. The role includes preparing food and cleaning the kitchen. This is a great opportunity to gain experience and work with some great chefs. The hours are between 10 a.m. and 6 p.m., Thurs–Sun. Call Marco for more information on 07796472837.

D

Star summer job!

Little Stars Summer Camp is looking for activity leaders to organise activities for children aged 5–8. You will work as part of a team, and activities will include arts and crafts and sports. Working hours are between 1 p.m. and 5 p.m., Monday to Friday. So if you love working with children and have lots of energy, please write to: littlestars@pmail.co.uk.

3 Look at the highlighted words in the ads. Check your understanding. Use a dictionary if necessary.

4 2.24 Three young people are looking for summer jobs. Match the people with ads A–D. Write the answers in your notebook.

Joe
Joe likes being outdoors and is very sociable. He loves water sports and often takes his young cousins surfing. He enjoys learning new things. This summer he's having guitar lessons every morning.



Lola
Lola usually does babysitting for some neighbours, but now she's looking for a completely different experience. She likes talking to people and is a fast learner. At the moment Lola is learning Chinese on Tuesday and Thursday afternoons and is quite fluent in it. She isn't very sporty, but she loves drawing.



Otto
Otto is half German and half Scottish. He loves sport and he's part of a swimming club that meets every morning at 8 a.m. – also in the summer. He's quite shy and finds it difficult to talk to people he doesn't know. He likes working with his hands and is very neat and tidy.



5 Do you think you would be good at any of the summer jobs in the ads? Why? / Why not?

I think I would be a good lifeguard because I'm a strong swimmer and I'm quite brave!
I don't think I'd be a good activity leader because I'm not very patient with children.

4.4 GRAMMAR Future Continuous

I can talk about actions in progress in the future.



EXCITING NEWS

Dan: Look – you've got a letter.

Skye: At last! I've been waiting for ages for this. It's from the vet. He says I can help in the surgery this summer.

Dan: Cool. What will you be doing?

Skye: Let me see. I'll be working in the office and I'll be doing simple day-to-day jobs with the vet.

Dan: Mmm … simple day-to-day jobs …

Skye: Yes, it'll be fun. I'll be working with different animals. I'll be looking after sick pets. And I'll be helping people who are worried about their pets.

Dan: But you haven't got any experience. You haven't even got a real pet. Well, except for Basil.

Skye: Do you mind! Basil *is* a real pet. And anyway, that's why I'm doing it, Dan. I need the experience. Just wait and see. In ten years I'll be working as a vet and I'll be enjoying it.

Dan: Yes, but until then you won't be helping them. You'll be cleaning up after them!

How do you say these expressions in Polish?

I've been waiting for ages!
Do you mind!
Just wait and see.

OUT of class

1 CLASS VOTE **What do you think is a good age to do work experience?**

2 2.25 **Listen and answer the questions.**

1 What news does Skye receive?
2 What does Dan think about the news?

3 Study the Grammar box. Find more examples of the Future Continuous in the dialogue.

Grammar Future Continuous

She'll be helping in the office.
We won't be working outside.
Will you be working with animals? Yes, I will./No, I won't.
When will you be working there?

Time expressions

in five/ten/twenty years
I'll probably be working in a hospital in five years.

at 9 p.m./half past eight tonight
I'll be doing my homework at 7 p.m. tonight.

next summer/next year/in the future
I'll be working with animals next summer.

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4 Complete the sentences about Dan and Skye with the Future Continuous form of the verbs in brackets. Write the answers in your notebook.

1 Skye *will be doing* (do) a lot at the surgery.
2 ? Dan ? (work) with Skye in the summer?
3 The vet ? (show) Skye how to look after sick animals.
4 Skye probably ? (not earn) much money.
5 Skye ? (visit) farms to learn about other animals.
6 Dan ? (not see) much of Skye because she'll be busy.

5 In your notebook, write questions in the Future Continuous. In pairs, ask and answer the questions.

1 you / work / in your own country / in the future / ?
2 what subjects / you / study / next year / ?
3 you / do / work experience / next summer / ?
4 your friends / go to university / after school / ?
5 you / celebrate / your birthday / soon / ?

A: Will you be working in your own country in the future?
B: No, I won't. I'll probably be working abroad.

6 VOX POPS **Work in pairs. In your notebook, complete the sentences to make them true for you. Use the Future Continuous.**

And YOU

Next summer …
In five years …
In fifty years …
After dinner this evening …
At 11 p.m. tonight …
This weekend …

In five years I will be studying Art …

I can understand specific detail in a conversation and talk about success at work.

1 CLASS VOTE **Have you ever won a prize? What was it? What was it for?**

2 2.26 **Study the Vocabulary box. Match the words from the box to the definitions below. Write the answers in your notebook. Listen and check.**

Vocabulary Success at work

award candidate career diploma employer speech

1 a prize that you get for doing something well
2 a job that you have trained for and have done for a long time
3 a formal talk to a group of people
4 a document that shows you have completed a course
5 someone who wants to be chosen for a job or a prize
6 a person or company that pays you to work

1 award

3 2.27 **Listen to the first part of a recording. Answer the questions.**

1 What type of event is taking place?
2 What's going to happen later in the evening?

4 **Look at the photos of Max and Hannah. What do you think their jobs are?**

5 2.28 **Listen to the second part of the recording. Were you right about Max's and Hannah's jobs?**


Max

6 2.28 **Listen again. Are the sentences true or false?**

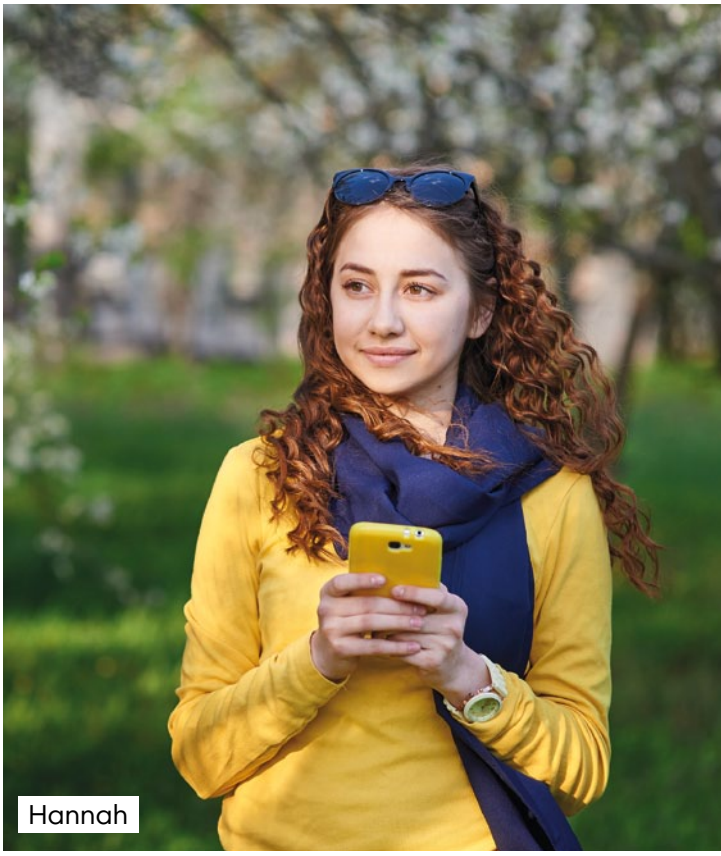
1 Max felt calm on the TV show.
2 Max got his diploma when he was seventeen.
3 Max and Hannah are both interested in sport.
4 Hannah designed the app after a family holiday.
5 Hannah's mum owns a sports shop.
6 Max thinks of his dad as a colleague.
7 Both Hannah and Max won an award.

7 **In pairs, compare and contrast Hannah's and Max's stories.**

Hannah is only fifteen and she's an app designer. Max is older and he's a personal trainer.

8 **In pairs, think of a simple idea for a new business. Explain your idea to the rest of the class. Use these questions to help you.**

- What is the business?
- Why is the business a good idea?
- How many people are in the business?
- What's the future for your business?


Hannah

I can give instructions, remind somebody what to do and respond.



A TOUGH DAY!

Annie: Thanks for coming, Tommo. My brother, Sam, usually works today, but he's off sick.

Tommo: No worries, Annie. I'm looking forward to it, but you'll have to talk me through it.

Annie: Oh, it's all very simple. First, show the customers to a table. Make sure the table is clean. Then give them a menu.

Tommo: That seems easy.

Annie: Yes, but be sure to give them time to read the menu.

Tommo: Of course. Then what?

Annie: After a few minutes go back to the table and take their order. Don't forget to write it down and always write the table number on the order.

Tommo: I hope I remember it all!

Annie: You need to be organised, Tommo. I'll be in the kitchen, so try to bring me the orders as soon as possible.

Tommo: No problem. Anything else?

Annie: Yes. Remember to be polite with all the customers.

Tommo: Sure.

Annie: Now, the last thing you need to do is put this apron on and enjoy it. Don't look so worried!

How do you say these expressions in Polish?

He's off sick. *It's all very simple.*

OUT of class

1 CLASS VOTE **Do you find it easy to remember instructions or do you often forget things?**

2 **Look at the photo. What is Tommo doing?**

3 2.29 **Listen and answer the questions.**

1 Why does Annie want Tommo to help in the café?
2 How does Tommo feel about working there?
3 What does Tommo need to wear in the café?

4 **Study the Speaking box. Find more examples of instructions and reminders in the dialogue.**

Speaking Instructions and reminders

Giving instructions
First,/Firstly,/Second,/Secondly, wash the glasses.
Then put ice in the glasses.
Make sure they have a menu.
Be sure to smile.
After a few minutes,/After that,/Next, ...
The last thing you need to do is .../Finally, ...
Always/Never put your notebook down.
Try to/not to ...
You need to .../It's important to ...

Reminding
Don't forget to give them some water.
Remember to write it down.

Responding to instructions
That seems easy.
Of course./OK./Sure./No worries./No problem.
Then what?/Then what do I do?
I hope I remember it all!

5 2.30 **Complete the dialogue with words from the Speaking box. Write the answers in your notebook. Listen and check.**

Jay: I've got an interview for a summer job at the museum, but I'm not sure how to prepare.

Nina: Well, [1]*first*, look at the website to find out a bit about the museum.

Jay: Of course. Then [2] ? ?

Nina: After [3] ?, you need to decide what you're going to wear.

Jay: That [4] ? easy.

Nina: Hmm. It's [5] ? to wear something smart. That shirt's too scruffy!

Jay: No [6] ?. Anything else?

Nina: [7] ? forget to check the time of the interview.

Jay: You're making me really nervous! I [8] ? I remember it all.

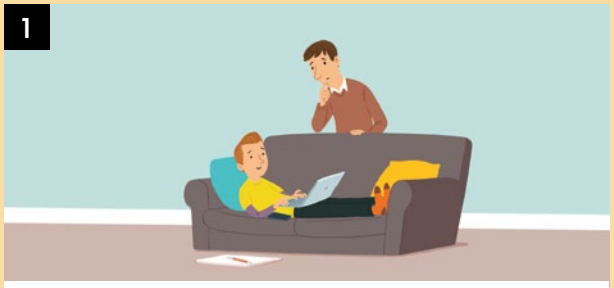
6 **In pairs, choose a summer job. Take it in turns to tell each other how to prepare for an interview.**

help in a children's activity camp help in a gift shop

A: Guess what! I've got an interview for …
How should I prepare?
B: Well, first …

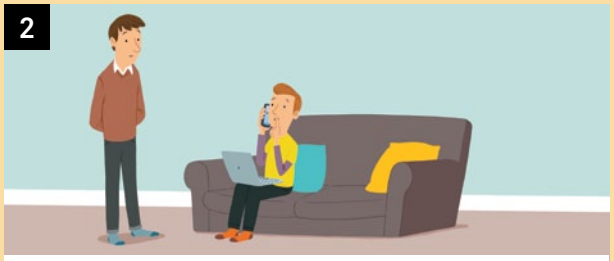
I can use a wide range of verbs that are followed by a preposition.

1



Dad: Listen, son. I don't want to argue about this, but if you want to succeed in life, you've got to be more active.
Son: Yes, Dad.

2



Dad: You can't always depend on others. To be honest, I worry about you.
Son: Shh, Dad! Can you just wait a minute?

3



Son: Dad! I've updated my CV. I've just applied for three summer jobs online and now I'm preparing for an interview. Now, what were you saying?

1 **Read the cartoon. Why is the father angry with his son?**

2 **Study the Language box. Which verbs are used in the cartoon?**

Language Verbs with prepositions

complain / worry about
Stop worrying about your interview – you'll be fine.
apply / apologise / prepare for
I've applied for a job at the café.
believe / specialise / succeed in
Amy specialises in art classes for teens.
consist / smell of
The team consists of nurses and doctors.
concentrate / depend on
You must concentrate on your work.
compare / cope / deal with
I often deal with difficult customers.

Some verbs can be followed by either of two prepositions, with no change in meaning.
I always dream about / of food when I go to bed hungry.

Some verbs can be followed by either of two prepositions, but with a different meaning.
She always argues with her younger brother. (person)
We mustn't argue about the money. (subject)

3 **Choose the correct option. Write the answers in your notebook.**

1 I can never concentrate *on / in* my homework when I listen to music.
2 Jessica should apologise *about / for* her behaviour.
3 Do you usually compare this year's results *from / with* last year's?
4 It smells *of / from* chocolate in here. Is somebody baking?
5 Our school specialises *with / in* the Science subjects.
6 I don't like to complain *about / for* things, but this food is terrible!

1 on

4 2.31 **Complete the text with the verbs below. Write the answers in your notebook. There are two extra verbs. Listen and check.**

agree apply ~~depend~~ dreamed specialised succeed was concentrating worry

Are you ready for your dream job?

Using social media is a popular hobby. We all [1]*depend* on social networking to connect with other people, but did you know that digital skills can also help you when you [2] ? for a job? That's what happened to me! I was eighteen and I [3] ? on my studies when a friend asked me to help her with a social media campaign for a school election. I did it for fun, but a company which [4] ? in computers followed my campaign and offered me a job! Now I help the company to [5] ? in creating a positive online image! Once I [6] ? about the perfect job and now I've got it!

5 **In pairs, answer the questions.**

1 What subjects would you like to specialise in at school?
2 What do you worry about?
3 When did you last complain about something?

Revision

VOCABULARY

1 **In your notebook, write the correct word for each definition.**

Someone who:

1 helps swimmers in danger at the beach is a **l** ?.
2 repairs water pipes, toilets, showers, etc. is a **p** ?.
3 translates spoken words into another language is an **i** ?.
4 works in a library is a **l** ?.
5 looks after passengers on a plane is a **f** ? **a** ?.
6 studies how people's minds work is a **p** ?.

2 **Complete the email with the words below. Write the answers in your notebook.**

badly-paid get meet
overtime part-time quit

Guess what! Mum's got a new job. She [1] ? her old job because it was [2] ? and she had to work [3] ? – sometimes she stayed in the office till 8 p.m. In her new job, she can work [4] ?, which is good because she wants to have more time at home. There's also a good possibility that she will [5] ? a promotion if she works hard. Tomorrow she's going to [6] ? her new colleagues. I'm a bit worried because ... they're my teachers. Yes! Mum's going to work at my school!

GRAMMAR

3 **Choose the correct option. Write the answers in your notebook.**

1 Don't worry. I *will help* / *help* you with your homework later.
2 Jack's decided that he *isn't going to work* / *isn't working* in his dad's company.
3 When I start my new job next week, I will *be able to* / *can* practise my English.
4 This evening Alice *helps* / *is helping* in her local theatre.
5 Let's wait here. The train *is going to leave* / *leaves* in ten minutes.
6 I've failed an exam, so I will *have to* / *must* take it again in the summer.

4 **Complete the dialogues with the Future Continuous form of the verbs in brackets. Write the answers in your notebook.**

1 **A:** I've got an interview tomorrow.
B: Good luck! I ? (think) of you!
2 **A:** What time will you be home tonight?
B: I'm not sure, but I ? (not work) late again.
3 **A:** This time tomorrow you ? (relax) after your first day at work.
B: No, I won't. I ? (study). I've got my driving test on Friday!

5 **Complete the sentences with prepositions. Write the answers in your notebook.**

1 Jack is always complaining ? his job.
2 I have to cope ? some really difficult customers.
3 You'll feel better if you apologise ? your mistake.
4 Our workforce consists ? Asian workers.
5 I don't want to argue ? my boss.

SPEAKING

6 **2.32** **Put the conversation in the correct order. Write the answers in your notebook. Listen and check. Then act out the dialogue in pairs.**

Sam: Thanks for having me. What should I do first?
Teacher: After a few minutes, read the children a story.
Sam: I hope I remember it all.
Teacher: Then ask the children about the story. Be sure to listen to them.
Sam: That seems easy. They love stories. Then what do I do?
Teacher: First, say hello to the pupils and write your name on the board.
Sam: Of course. Then what?
Teacher: You'll be fine, Sam. The children will love you.

DICTATION

7 **2.33** **Listen to the recording. Write the sentences in your notebook.**

Check yourself!

✓ I can talk about jobs, work experience and about success at work.
✓ I can use different forms to talk about future events and about actions in progress in the future.
✓ I can find specific detail in short texts and understand specific detail in a conversation.
✓ I can give instructions, remind somebody what to do and respond.
✓ I can use a wide range of verbs that are followed by a preposition.

WORDLIST 4 Jobs | Working conditions | Success at work

LESSON 4.1

Jobs Zawody

app designer /æp dɪˈzaɪnə/ projektant/projektantka aplikacji mobilnych
cleaner /ˈkliːnə/ sprzątacz/sprzątaczka
computer programmer /kəmˈpjuːtə ˈprəʊgræmə/ programista/programistka
cook /kʊk/ kucharz/kucharka
dentist's assistant /dentɪsts əˈsɪstənt/ asystent/asystentka stomatologa
engineer /ˌendʒɪˈnɪə/ inżynier
fashion designer /ˈfæʃən dɪˈzaɪnə/ projektant/projektantka mody
film director /fɪlm dəˈrektə/ reżyser/reżyserka
flight attendant /flaɪt əˈtendənt/ steward/stewardesa
interpreter /ɪnˈtɜːprətə/ tłumacz/tłumaczka
librarian /laɪˈbreəriən/ bibliotekarz/bibliotekarka
lifeguard /ˈlaɪfgɑːd/ ratownik/ratowniczka
lorry driver /ˈlɒri ˈdraɪvə/ kierowca ciężarówki
manager /ˈmænɪdʒə/ menedżer/menedżerka
music critic /ˈmjuːzɪk ˈkrɪtɪk/ krytyk muzyczny
painter /ˈpeɪntə/ malarz/malarka
plumber /ˈplʌmə/ hydraulik
psychologist /saɪˈkɒlədʒɪst/ psycholog/psycholożka
scientist /ˈsaɪəntɪst/ naukowiec
writer /ˈraɪtə/ pisarz/pisarka
travel agent /ˈtrævəl ˈeɪdʒənt/ pracownik/pracownica biura podróży
veterinary assistant /ˈvetərənəri əˈsɪstənt/ asystent/asystentka weterynarza

Finding and losing a job Szukanie i utrata pracy

apply for a job /əˌplaɪ fə ə ˈdʒɒb/ ubiegać się o pracę
be part of a team /bi pɑːt əv ə ˈtiːm/ być częścią zespołu
be retired /bi rɪˈtaɪəd/ być na emeryturze
be unemployed /bi ʌnɪmˈplɔɪd/ być bezrobotnym
earn a salary / wage /ɜːn ə ˈsæləri, ˈweɪdʒ/ dostawać pensję/tygodniówkę
gain work experience /geɪn wɜːk ɪkˈspɪəriəns/ zdobywać doświadczenie zawodowe
get a pension /get ə ˈpenʃən/ dostać emeryturę
get a promotion /get ə prəˈməʊʃən/ dostać awans
get fired /get ˈfaɪəd/ zostać zwolnionym
get unemployment benefit /get ˌʌnɪmˈplɔɪmənt ˌbenefɪt/ dostać zasiłek dla bezrobotnych
give up/quit work /gɪv ʌp, kwɪt wɜːk/ zwolnić się z pracy
have an interview /həv ən ˈɪntəvjuː/ mieć rozmowę kwalifikacyjną
have training /həv ˈtreɪnɪŋ/ mieć szkolenie
look for a job /lʊk fɔː ə ˈdʒɒb/ szukać pracy
meet your colleagues /miːt jə ˈkɒliːgz/ poznać współpracowników
sign a contract /saɪn ə ˈkɒntrækt/ podpisać kontrakt/umowę o pracę
write a CV /ˈraɪt ə ˌsiː ˈviː/ napisać CV

Working conditions Warunki pracy

badly-paid job /ˈbædli peɪd ˌdʒɒb/ słabo płatna praca
bonus /ˈbəʊnəs/ dodatek
flexible hours /fleksəbəl ˈaʊəz/ elastyczne godziny pracy
full-time job /ˌfʊl ˈtaɪm dʒɒb/ praca na pełny etat
hourly rate /ˈaʊəli reɪt/ stawka godzinowa
overtime /ˈəʊvətaɪm/ nadgodziny
paid holidays /peɪd ˈhɒlədeɪz/ płatne wakacje
part-time job /ˌpɑːt ˈtaɪm dʒɒb/ praca na pół etatu
pay rise /peɪ raɪz/ podwyżka
permanent job /ˈpɜːmənənt dʒɒb/ stała praca
small firm /smɔːl ˈfɜːm/ mała firma
summer job /ˈsʌmə dʒɒb/ praca wakacyjna
temporary job /ˈtempərəri dʒɒb/ praca tymczasowa
well-paid job /ˌwelˈpeɪd dʒɒb/ dobrze płatna praca
work nine to five /wɜːk ˈnaɪn tə ˌfaɪv/ mieć stałe godziny pracy, pracować od dziewiątej do piątej
work shifts /wɜːk ˈʃɪfts/ pracować w systemie zmianowym

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company /ˈkʌmpəni/ firma
entrepreneur /ˌɒntrəprəˈnɜː/ przedsiębiorca
hands-on experience /hændz ɒn ɪkˈspɪəriəns/ doświadczenie praktyczne

LESSON 4.3

physically fit /ˈfɪzɪkli fɪt/ sprawny fizycznie
position /pəˈzɪʃən/ stanowisko
staff /stɑːf/ pracownicy, kadra
vacancy /ˈveɪkənsi/ wakat
working hours /ˈwɜːkɪŋ ˈaʊəz/ godziny pracy

LESSON 4.4

Out of class

Do you mind! /ˌduː jə ˈmaɪnd/ Przepraszam bardzo!
I've been waiting for ages! /aɪv biːn ˌweɪtɪŋ fɔː ˈeɪdʒɪz/ Czekam całe wieki!
Just wait and see. /dʒʌst ˈweɪt ənd ˈsiː/ Poczekaj, to zobaczysz.

LESSON 4.5

Success at work Sukces w pracy

award /əˈwɔːd/ nagroda
candidate /ˈkændɪdət/ kandydat
career /kəˈrɪə/ kariera
diploma /dɪˈpləʊmə/ dyplom
employer /ɪmˈplɔɪə/ pracodawca
speech /spiːtʃ/ przemowa

---

colleague /ˈkɒliːg/ kolega z pracy

LESSON 4.6

Out of class

He's off sick. /hɪz ɒf ˈsɪk/ Jest na zwolnieniu chorobowym.
It's all very simple. /ɪts ɔːl veri ˈsɪmpəl/ To bardzo proste.

LESSON 4.7

apologise for /əˈpɒlədʒaɪz fər/ przeprosić za coś
apply for /əˌplaɪ fər/ ubiegać się o
argue about /ˈɑːgjuː əˌbaʊt/ pokłócić się o
argue with /ˈɑːgjuː wɪð/ pokłócić się z
believe in /bɪˈliːv ɪn/ wierzyć w
compare with /kəmˈpeə wɪð/ porównywać z
complain about /kəmˈpleɪn əˌbaʊt/ narzekać na
concentrate on /ˈkɒnsəntreɪt ɒn/ skupić się na
consist of /kənˈsɪst əv/ składać się z
cope with /ˈkəʊp wɪð/ radzić sobie z
deal with /ˈdiːl wɪð/ mieć do czynienia z
depend on /dɪˈpend ən/ zależeć od
dream about/of /driːm əˌbaʊt, əv/ marzyć o
prepare for /prɪˈpeə fə/ przygotować się do
smell of /ˈsmel əv/ pachnieć
specialise in /ˈspeʃəlaɪz ɪn/ specjalizować się w
succeed in /səkˌsiːd ɪn/ odnieść sukces w
worry about /ˈwʌri əˌbaʊt/ martwić się o

Skills Revision

SŁUCHANIE

1 **2.34** **Usłyszysz rozmowę z młodym projektantem mody. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3. Na pytania należy odpowiedzieć w języku angielskim. Odpowiedzi zapisz w zeszycie.**

1 What is Jake getting ready for?
2 What was wrong with the clothes Jake found in the shops?
3 What is the most important quality if you want to be successful?

FUNKCJE JĘZYKOWE

2 **Uzupełnij dialogi. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.**

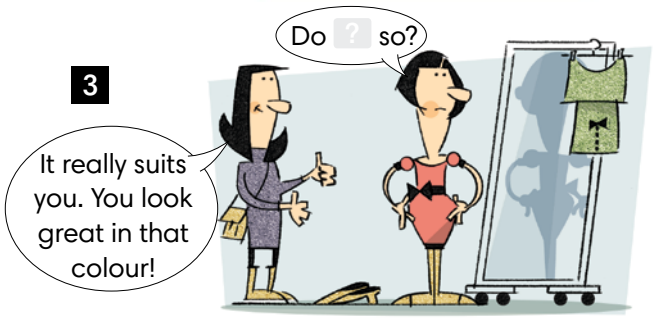
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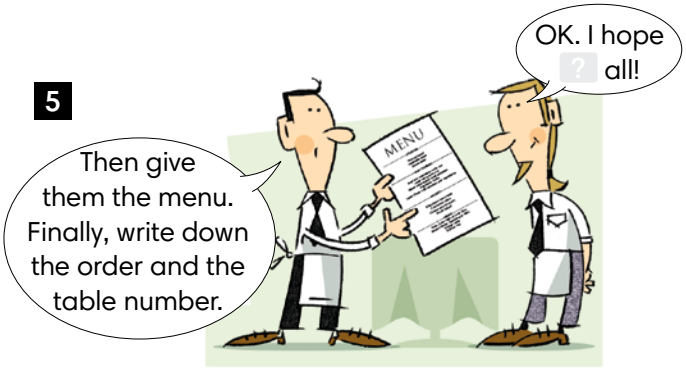
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4



5



CZYTANIE

3 **Przeczytaj tekst. Uzupełnij w e-mailu luki 1–4 zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim. Odpowiedzi zapisz w zeszycie.**

Emplotech

the best online recruitment services

Spring is Coming... and so is the Emplotech Online Part-time Jobs Fair!

Our third annual online part-time jobs fair takes place on 15th March! Don't miss out!

Finding a part-time job is a lot easier with Emplotech. Just follow these simple steps:

- Update your CV with any work experience you have.
- Upload your CV to our website at www.emplotech.com/yourCV.
- Browse the thousands of part-time jobs that are currently available.
- Choose the job you are interested in by clicking on the 'I Want This Job' button.
- Emplotech will send a copy of your CV and contact details to the employer.
- If they like what they read about you, they will contact you directly and arrange an online video interview.
- Remember that there are thousands of summer jobs waiting for you! If you have no luck at the beginning, keep searching our website.
- Please register and submit your CV by 28th February.

Registration is £10 (£5 for students).



From: Janek
To: Marek
Subject: Oferta

Marku,

wiem, że szukasz jakiejś ciekawej pracy na pół etatu. Właśnie znalazłem ogłoszenie o [1] ? organizowanych przez firmę Emplotech – wydaje mi się, że warto wziąć w nich udział. Najpierw powinieneś [2] ? i załadować je na stronę firmy rekrutacyjnej. Następnie musisz znaleźć interesującą ofertę (ponoć są ich tysiące!) i przesłać swoje zgłoszenie. Twoje CV zostanie automatycznie wysłane do potencjalnego pracodawcy. Jeśli się spodobasz, skontaktują się z tobą w celu zorganizowania [3] ? . Targi są 15 marca, ale pamiętaj, aby zarejestrować się [4] ? ! Opłata dla studentów to tylko pięć funtów.

Daj znać, co o tym myślisz,

Janek

ŚRODKI JĘZYKOWE

4 **Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów. Odpowiedzi zapisz w zeszycie.**

This photograph was taken at home. There is a man working on a [1] ? in the foreground. He is wearing glasses and casual [2] ? . There are some documents in [3] ? of him which include graphs and statistical data. He may be a journalist specialising [4] ? economics. In the [5] ? there is a small boy playing with toys. He is wearing a purple sweater and a checked shirt.



5 **Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyrazy już podane. Odpowiedzi zapisz w zeszycie.**

1 Finally, you're here! I (*be / wait*) ? for you since 2 o'clock!
2 I don't think (*it / be*) ? hard for him to find a new job.
3 I've been interested in fashion design (*I / be*) ? in high school.
4 I (*work*) ? as a fashion designer in ten years.
5 How long (*they / know*) ? each other now?

PISANIE

6 **Wykonaj poniższe zadanie. Napisz e-mail w zeszycie.**

Niedawno rozpoczęłeś/rozpoczęłaś nową pracę wakacyjną. W e-mailu do kolegi z Anglii:
- napisz, jaką pracę wykonujesz,
- opisz swój pierwszy dzień w pracy,
- wyjaśnij, na co zamierzasz przeznaczyć zarobione pieniądze.

Długość tekstu powinna wynosić od 50 do 120 słów.

5 Light years away

VOCABULARY Space

I can talk about space and use large numbers.



1 **CLASS VOTE** **Have you ever:**

- learned the names of stars?
- used a telescope?
- watched a programme about space?

2 **Check your understanding of the words in the Vocabulary A box. Which words can you find in the pictures?**

Vocabulary A Space

astronaut astronomer comet Earth galaxy moon orbit planet planetarium satellite solar system space station spacecraft star telescope

3 **2.35** **Listen to a presentation at a planetarium and answer the questions.**

1 What kind of information can satellites send?
2 What is a galaxy?
3 What is the name of the galaxy we live in?
4 Is the light that stars send always the same colour?
5 What colour is the Earth from space?
6 Can we see the International Space Station from the Earth?

4 **Complete the quiz questions with words from the Vocabulary A box. Write the answers in your notebook.**

What do you know about space? Try our quiz and find out!

1 **The Earth travels around the sun in a(n)** *orbit*, **which is**
a a perfect circle.
b an ellipse (similar to an oval).
c a star shape.

2 **The sun is a giant star. Which is the third** ? **from the sun?**
a Mars b Venus c Earth

3 **A(n)** ? **is an icy rock travelling through space. We can see its 'tail' of gas when**
a it's near the sun.
b it's travelling fast.
c it's getting smaller.

4 **The** ? **travels round the Earth. Its light**
a comes from hot gas inside it.
b is reflected from the sun.
c is very bright.

5 **If you want to see galaxies, you need a(n)** ? **. They work best**
a in dark countryside skies.
b in a bright city.
c on a cloudy night.

VOCABULARY
Space | Dimensions and distance | Large numbers | Space science

GRAMMAR
Zero, First and Second Conditionals | Third Conditional



SPEAKING
Warnings and prohibition



READING
A big adventure

LISTENING
Fearless Felix

WRITING
An essay

BBC Culture and Skills
Can you run a marathon in space?

5 2.36 In pairs, do the quiz in Exercise 4. Write the answers in your notebook. Listen and check.

6 2.37 Study the Word Friends and Watch out! boxes. Complete the sentences below with words from the Word Friends box. Write the answers in your notebook. Listen and check.

Word Friends Dimensions and distance

The box is forty centimetres **long** / **wide** / **high**.
The **length** / **width** / **height** of the box is forty centimetres.
London is ten kilometres **away**. (= We're ten kilometres **from** London.)
The **speed limit** is eighty kilometres / fifty miles **per** / **an hour**.
It **takes two hours** to get to London.

Watch OUT!

In the USA they use different length units:
1 mile = about 1.6 kilometres
1 foot = about 30 centimetres
1 inch = 2.54 centimetres
In the UK they use miles too, but they don't use feet or inches anymore.

1 A speed of twenty miles *per* hour is the same as thirty-two kilometres ? hour.
2 My notebook is twenty centimetres ? and fifteen centimetres ?.
3 I think that wall is about six metres ?.
4 My home town is about ten kilometres ? Mexico City.
5 What is the ? of that route?
6 The school is not far from here. It's only 400 metres ?.

7 2.38 Study the Vocabulary B box. Listen to the numbers.

Vocabulary B Large numbers

100 = a hundred 1,000 = a thousand
1,000,000 = a million 1,000,000,000 = a billion

Watch OUT!

- We do not normally use plurals with large numbers:
  4,700 = four **thousand** seven **hundred**
- In British English, we put *and* between *hundred* and a different number: 1,403 = one thousand four hundred **and** three
- We use a hyphen when we write numbers 21–99: twenty-one, ninety-nine
- In writing, we separate each thousand with a comma: 3,000,000
- We can make very big numbers simpler by using *point*: 1,700,000 (one million seven hundred thousand) = 1.7 million (one point seven million)

8 2.39 In your notebook, write the numbers as words. Listen and check.

1 935
2 7,268
3 2,400,000
4 8.1 billion
5 54,322,641
6 6,000,000,000

9 Work in pairs. Take it in turns to write a number on a piece of paper. Your partner has to read it aloud.

10 2.40 Read the article. Choose the correct option. Write the answers in your notebook. Listen and check.

Did you know?

Mars is millions of kilometres [1] *away / far* but actually, the distance between Mars and the Earth changes all the time – from over 50 to 401 [2] *million / millions* kilometres. For that reason, it's difficult to calculate the [3] *long / length* of time it takes to get there.

The fastest [4] *satellite / spacecraft* can travel at 58,000 kilometres [5] *per / the* hour, so theoretically, we should get to Mars in thirty-nine days. However, this is not possible because the distance is never short for a long time. Also, you can't travel in a straight line. So it [6] *takes / gets* much longer! In 1969 Mariner 6 took 155 days to get to Mars, but Viking 2 took twice that time – 333 days!

1 away

11 Answer the questions.

1 What is the distance between Mars and Earth? Why do you think it changes?
2 Why does getting to Mars take such a long time?
3 When would the journey probably take the shortest time possible?

12 In pairs, choose any three space objects or phenomena from this lesson or from other information sources. Write a short description in your notebook, including their size, distance, speed or another large number.

Light travels at a speed of 299,792 kilometres per second.

5.2 GRAMMAR Zero, First and Second Conditionals

I can talk about things that are always true, possible situations and imaginary situations.



NIGHT SKY

Nina: You've got some weird things, Skye.
Skye: I know. That's a bit of a meteorite. My dad found it. And that's my telescope. Astronomers use them if they want to look at planets. Oh, I think Jay's here.
Jay: Hi! You guys ready to go outside?
Nina: Why? It's cold out there. I don't want to stand around in the dark!
Skye: You'll be fine if you borrow my scarf and gloves. Come on.
Nina: Why have you brought the tripod, Jay? Are you going to take a photo of my new hairstyle in the dark?
Jay: Ha ha! No, we want a photo of the comet for our space project.
Nina: Are you sure we'll be able to see it?
Jay: Good question! The comet is millions of miles away. If we didn't have a good camera and the tripod, it would be really tricky.
Skye: Don't worry, guys. I'm on it!
Nina: Oh my days! I can see for miles. Hey, a moving light!
Jay: Wow! Quick! Take a photo, Skye. And silence now. It'll take twenty seconds.
Nina: Er, guys, I think those are fireworks.
Skye: You're kidding!
Nina: If I were you, I'd give up now.

How do you say these expressions in Polish?

I'm on it! *Oh my days!* *You're kidding!*

OUT of class

1 CLASS VOTE **Do you think astronomy is interesting? Why? / Why not?**

2 2.41 **Listen. What does Nina see?**

3 Study the Grammar box. Find more examples of conditionals in the dialogue.

Grammar Zero, First and Second Conditionals

Zero Conditional: for things that are always true
if + Present Simple, Present Simple
Astronomers watch the sky if the sky is clear.

First Conditional: for possible situations in the future:
if/*unless* + Present Simple, *will* + infinitive/imperative
If you don't go outside, you won't see the comet.
I will buy a telescope unless it costs too much.
If you want to see a comet, check online.

Second Conditional: for imaginary situations:
if + Past Simple, *would* + infinitive (without *to*)
If I won the lottery, I'd buy a ticket to Mars.
I wouldn't wait any longer if I were you.

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4 2.42 **Match the two halves of each sentence. Write the answers in your notebook. Listen and check. Are they Zero or First Conditionals?**

1 Ice melts *Zero Conditional*
2 If you don't put your coat on,
3 We won't go home early
4 If you look at the sun,

a unless it starts raining.
b you need special glasses.
c if you heat it.
d you'll feel cold.

5 Complete the Second Conditional sentences using the correct form of the verbs in brackets. Write the answers in your notebook.

1 If Sara *had* (have) enough time, she *would show* (show) me how to use the telescope.
2 If we ? (not have) a Science test tomorrow, we ? (not feel) stressed.
3 What ? you ? (do) if you ? (win) a trip into space?
4 If I ? (be) you, I ? (use) the binoculars to look for the comet.
5 If we ? (have) a good camera, we ? (take) a photo of that comet.

6 In your workbook, complete the sentences to make them true for you.

1 I'll do my homework this evening unless …
2 I get really cross if …
3 If the weather is good tomorrow, …
4 I would feel very excited if …

I can understand specific detail in an article and talk about space travel.

1 CLASS VOTE **Do you think it's a good idea to send people into space? Why? / Why not?**

2 **Look at the title of the article and the photo. What do you think the girl's dream is?**

The future is far away!

Alyssa Carson is a teenager and she already has big ambitions for her future. If her dreams come true, she'll fly into space. But she doesn't want to orbit the Earth on the space station or go to the moon. Alyssa wants to travel to Mars, the red planet.



So, is this just a dream? No. Alyssa made the decision when she was three years old because the idea was exciting and 'no one's been there!' After that she read lots of books on Mars and attended her first space camp when she was seven. Since then she's learned a lot about travel to other planets. It's an expensive trip, which requires many years of training. This is a problem for Alyssa's family, but they try to support her. As her father explains, 'If you see the passion she has, you have to be there for her.' Alyssa believes we are 'the Mars generation' and that the mission to Mars will help us get to know the planet better.

More than 100,000 people have already applied for a journey to Mars. If they pass the tests, like Alyssa, they will start a training programme. It's also important to speak several languages if you want to be an astronaut. Alyssa speaks Spanish, French, Chinese and some Turkish, so this should be enough! She also has a certificate in scuba diving and is already working on her pilot's licence. Both these things, as well as a certificate in skydiving, are important for an astronaut's training.

Only a few people can go on the first Mars mission. The flight to Mars won't be easy. They will spend hundreds of days together in a very tight space! So, if you were an astronaut on Mars, what would life be like? You would live in an extremely small space called a 'pod' and you would wear a space suit all the time. If you made a phone call home, it would take half an hour for the sound to reach Earth! Also, if you got ill, there wouldn't be any hospitals. Life wouldn't be as easy, that's for sure! But it would be really exciting.

3 **Read the first paragraph of the article. Check your ideas from Exercise 2.**

4 2.43 **Read the whole article. Choose the correct answers. Write them in your notebook.**

1 Alyssa decided to go to Mars because she
   - a read about it in a book.
   - b liked the idea of doing something different.
   - c went to space camp.
   - d enjoyed travelling and exploring.

2 What is Alyssa's parents' opinion of her ambition?
   - a They think it's too expensive and try to discourage her.
   - b They want to help her fulfill her dream because they are also 'Mars generation'.
   - c They don't mind because they have a lot of money to spend.
   - d They find it difficult because of the expense, but they try to help her.

3 Which of these things is *not* important for an astronaut's training?
   - a learning to fly a plane
   - b learning to dive
   - c attending a space camp
   - d speaking foreign languages

4 If you lived on Mars, what would life be like?
   - a It would be possible to phone your friends and family.
   - b There would be plenty of people to talk to.
   - c You would wear your own clothes at the station.
   - d Homes would be similar to large houses on Earth.

5 **Look at the highlighted words in the article. Check your understanding. Use a dictionary if necessary.**

6 **In pairs, discuss the questions about the article.**

1 Is the author mainly giving advice, giving information or describing a place?
2 What idea do you have of Alyssa's character?
3 How would you summarise the text in one sentence?

7 VOX POPS **Talk to your partner. Would you like to go to Mars? Why? / Why not?**

Yes, I would. It would be really exciting.
No, I'd miss my family and friends.

And YOU

5.4 GRAMMAR Third conditional

I can talk about unreal situations in the past.

1 **CLASS VOTE** **Should we spend millions of pounds on space experiments? Why? / Why not?**

2 **Read the interview quickly. How long did the flight take?**



This week in ***Space*** magazine, astronomer **Guy Greenwood** talks about a historic mission to catch a comet.

Space:	The Rosetta mission cost 1.7 billion dollars. That's a lot of money! What was your aim?
Guy:	Our aim was to discover more about comets. The Rosetta spacecraft flew 6.4 billion kilometres to comet 67P, which is about four kilometres wide. The flight took ten years!
Space:	What would have happened if your calculations had been wrong?
Guy:	Well, lots of scientists worked on this project, so we were confident that we'd got it right. We would have been very disappointed if the mission had failed. If the mission hadn't been successful, we wouldn't have had these incredible close-up photos or this analysis of the comet's surface.
Space:	They are amazing photos. So, tell us more about the lander, the little spacecraft which landed on the comet.
Guy:	Yes. The lander sent us the first pictures of the icy surface of a comet. There were lots of scientific experiments on the lander. If the lander's solar panels had been in sunlight, it would have been OK. But it landed in a large shadow which was quite dark. So it didn't have much power and it went to sleep. Luckily, even though it worked for two hours only, it managed to get enough information about the comet's surface.

3 **Read the interview again. Answer the questions.**

1 Were the scientists' calculations right?
2 Was the mission successful?
3 What was a result of the mission?
4 Were the lander's solar panels in sunlight?

4 **Study the Grammar box. Find more examples of the Third Conditional in the interview.**

Grammar **Third Conditional**

We use it for unreal situations in the past:
if + Past Perfect, *would have* + past participle
The experiment would have ended if the lander had broken. (It didn't break.)

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5 **Match 1–3 with a–c to make sentences. Write the answers in your notebook.**

1 If the lander had had more solar power,
2 The Rosetta mission would have been quicker
3 If the European Space Agency hadn't spent millions of euros,

a if the comet had been nearer to Earth during the mission.
b the scientists would have gathered more data.
c the Rosetta Mission wouldn't have happened.

6 **2.44** **Complete the Third Conditional sentences in the article using the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check.**

Moon landings: *fact or fiction?*

Did you know some people believe that astronauts have never landed on the moon? They believe NASA faked the landing. Here are some of their reasons.

They say that the flag [1]*wouldn't have waved* (not wave) if the astronauts [2] ? (film) it on the moon because there is no air on the moon. They also think some stars [3] ? (be) visible if the astronauts [4] ? (take) the photos on the moon. Another mystery is that although we can see the astronauts' footprints on the surface, we can't see any traces of the landing module. If the module [5] ? (land) on the surface of the moon, it [6] ? (leave) some traces!

7 **2.45** **Listen to the second part of the article. What are the arguments against the ideas in Exercise 6? What's your view?**

8 **VOX POPS** **Talk to your partner. Finish the sentences to make them true for you.**

And YOU

1 If I hadn't come to this school, …
2 If I hadn't met my best friend, …
3 If I had learned how to …
4 If I had been born in a different country, …

I can understand the main points of a report and talk about space science.

1 CLASS VOTE **Would you jump out of a plane or a hot air balloon? Why? / Why not?**

2 2.46 **Study the Vocabulary box. Choose the correct option. Write the answers in your notebook. Listen and check.**

Vocabulary Space science

atmosphere balloon capsule engine force gravity helium oxygen parachute sound barrier

1 Humans need *oxygen* / *helium* to breathe.
2 The Concorde was a jet plane which broke the *engine* / *sound barrier*.
3 The force which attracts objects towards the Earth is *parachute* / *gravity*.
4 Helium is a very light gas which is used in *balloons* / *parachutes*.
5 A jet *engine* / *atmosphere* is very powerful.
6 Greenhouse gases damage the Earth's *sound barrier* / *atmosphere*.

1 oxygen

3 **Find words from the Vocabulary box in the picture.**

4 **Look at the picture and read the information. What do you think happened? Explain your ideas.**



5 2.47 **Listen to the first part of a report about Felix Baumgartner. Were your ideas correct? Use the prompts to summarise what happened. Write the answers in your notebook.**

1 First, Felix put on …
2 Then he got into …
3 The balloon took him …
4 When he reached the right height, …
5 Finally, he opened …

6 2.48 **Listen to the second part of the report. Complete the notes with a word or phrase. Write the answers in your notebook.**

Name:	Felix Baumgartner
Date of jump:	[1] ? 2012
Location:	[2] ? , USA
Nationality:	[3] ?
Age:	42
Height of jump:	about [4] ? kilometres
Speed:	[5] ? kilometres per hour
Time in free fall:	[6] ? minutes and ? seconds
Cost:	[7] ? of US dollars

1 14 October

7 **What is your opinion of Baumgartner's achievement?**

8 **In pairs, decide what you would do and how you would feel in each situation.**

What would you do if:

1 you had to climb ten metres up a climbing wall to win a big prize?
If I had to climb ten metres up a climbing wall, …
2 you won a bungee jump as a prize in a school lottery?
3 your friend invited you to fly in a hot air balloon?

5.6 SPEAKING Warnings and prohibition

I can give a warning and tell somebody not to do something.



DON'T CRASH!

Jay: Skye, I've got a great idea for our Science project. We didn't get a photo of the comet, but we can make a great film with this!

Skye: What is that?

Jay: It's my birthday present. It's a drone with a small camera on it – here. You can get them for a good price now.

Skye: That's so neat! How fast does it fly?

Jay: I don't know. Let's try it. Right, the camera's on. We're off! Mind out!

Skye: Awesome! Be careful – don't fly too high. You mustn't get in the way of planes.

Jay: I don't think it's that high. I'm sure we're getting some good pictures.

Skye: Can I have a go?

Jay: Sure. Here's the control.

Later:

Jay: Watch out! You can't do that! If you're not careful, you'll … crash!

Skye: Well, if you hadn't pressed the wrong button, it wouldn't have crashed!

Jay: It's OK. There's no damage. Phew! Let's check the recording.

Skye: That's amazing! This will be perfect for our project.

How do you say these expressions in Polish?

That's so neat! *We're off!*
Can I have a go?

OUT of class

1 CLASS VOTE **Do you think people should be allowed to use drones? Why? / Why not?**

Drones are not a good idea because they can be a danger to planes.

2 Look at the photo. What are Skye and Jay doing? What problems might they have?

3 2.49 **Listen and answer the questions.**

1 What are they using the drone for?
2 Was Jay's drone expensive?
3 What does Skye think of the drone?
4 Was the crash Skye's fault?

4 Study the Speaking box. Find examples of warnings and prohibition in the dialogue.

Speaking Warnings and prohibition

Warnings
Mind out!
Mind the steps / ladder / wet floor.
Look out!
Watch out!/Be careful!
Watch out for the people/bicycles/dogs!
If you're not careful, you'll ...

Prohibition
You can't/mustn't do that!
You aren't allowed to ... it when ...
Don't fly too high/go too fast.
Keep off the flower beds/grass/carpet.
Make sure you don't ...

5 In pairs, take it in turns to explain what each sign means. Tell the class.

Skateboards and bikes are not allowed in the park.

Smoking prohibited

No camping permitted. No fires or barbecues.

It is forbidden to take photos in this exhibition.

6 What would you say in each situation? Use phrases from the Speaking box.

- You see a cyclist riding towards your friend quite fast.
- Your little brother is playing online games all evening.
- There is ice on the path where you and your friends are walking.
- Your dad is driving the wrong way up a one-way street.

I can write an essay discussing advantages and disadvantages.

1 **CLASS VOTE** **If you won a trip into space, would you rather go to the moon, to Mars or visit the International Space Station?**



2 **In pairs, make a list of the advantages and disadvantages of space travel. Write your ideas in your notebook. Compare your ideas with the class.**

3 **Read Nina's essay. Order the sections as they appear in the essay. Write the answers in your notebook.**

? conclusion
1 introduction
? advantages
? disadvantages

In your opinion, is space travel useful?

Since the first space flight in 1961, many people have dreamed of travelling into space. But is space travel really useful?

On the one hand, I believe space travel might be useful for humans in the future. For example, the main advantage is that we can look for another planet to live on, like Mars. This would be useful if we had climate problems here on Earth. Another reason for space travel is that we can test new technology.

On the other hand, I think space travel is too expensive as things like hospitals and education are more important. Another disadvantage is that it's very dangerous because of the speed and the distance. Also, if you had to travel to Mars, you might not come back!

To sum up, if I had to choose, I would forget about space travel and try to look after planet Earth better.

4 **Work in pairs. In your notebook, list the advantages and disadvantages Nina gives for space travel. Are they the same as your ideas in Exercise 2?**

5 **Do you agree with Nina's opinions? Explain your reasons to the class.**

6 **Study the Writing box. Find examples of these phrases in Nina's essay.**

Writing An essay

Introduction
Nowadays many / more and more people ...
Many people believe / have wanted ...
But is ... really useful / good ...?
Is ... worth ...?

Arguments for and against
On the one hand, ... On the other hand, ...
Firstly, ... / Secondly, ... / Moreover, ...
One / Another / The main advantage / disadvantage is (that) ...
One / Another reason for ... is ...
Finally, ...

Giving and justifying opinions
I believe ...
In my opinion, ...
It seems ...
For example, ...
This is because ...

Ending
To sum up, ...
In conclusion, ...

7 **WRITING TIME** **In your notebook, write an essay discussing this question: *Would you ever travel to space as a tourist?* In your essay you should:**

- write a short introduction and conclusion.
- list your reasons for and against, and your final decision.
- give reasons for your opinions.
- use linking words (e.g. *also*, *in addition*, *however*, *but*, *because*).

Make sure your essay is clearly related to the title. Organise your arguments for and against in two main paragraphs.

Revision

VOCABULARY

1 **In your notebok, write the correct word for each definition.**

1 an item of clothing that astronauts wear
s ? **s** ?

2 a place where you can learn about planets
p ?

3 the measurement of how fast something travels **s** ?

4 a small, light flying machine with a camera
d ?

5 how long an object is from one end to the other
l ?

6 a moving space object with a long bright 'tail'
c ?

2 **2.50** **Complete the quiz with the nouns below. Write the answers in your notebook. There is one extra noun. Listen and check.**

Earth light year million solar system
thousand Venus



GRAMMAR

3 **Complete the Zero and First Conditional questions using the correct form of the verbs in brackets. Write the answers in your notebook.**

1 What ? you ? (do) tomorrow if the weather is good?

2 What do you eat if you ? (be) really hungry?

3 If your friend ? (text) you in a lesson, do you reply?

4 ? you ? (help) me if the teacher gives us lots of homework today?

5 If your home phone rings, ? you ? (answer) it?

4 **2.51** **Complete the text with the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check.**

Life as an astronaut is very strange. First of all, it's very quiet. Radio waves can travel in space, but sound waves can't. So astronauts wouldn't hear the other astronauts if they [1] ? (not wear) radio headphones! Then, of course, there's no gravity. What [2] ? (happen) if an astronaut cried in space? Or if he [3] ? (drop) his sandwich? Well, the tears and the sandwich [4] ? (stay) in the air! And at bedtime, they [5] ? (not fall) asleep unless they fixed themselves to the 'bed'. However, one good thing happens as a result of zero gravity: your back stretches about five or six centimeters. So if you [6] ? (want) to grow taller, you should travel into space!

5 **Complete the Third Conditional sentences with the correct form of the verbs in brackets. Write the answers in your notebook.**

1 She ? (not become) an astronaut if she ? (not be) to space camp.

2 If somebody ? (tell) me about the space documentary, I ? (watch) it.

3 If he ? (not read) that book about space, he ? (not study) Physics.

SPEAKING

6 **Read the situations below. What could you say in each of them?**

1 You see a young child running to pick up a ball from the road.

2 Your teacher is carrying a lot of books and can't see that the floor is wet.

3 Your sister is going to fly a drone in a busy children's play park.

DICTATION

7 **2.52** **Listen to the recording. Write the sentences in your notebook.**

Check yourself!

- ✓ I can talk about space, space travel and science, and use large numbers.
- ✓ I can talk about possible situations, imaginary situations and unreal situations in the past.
- ✓ I can understand specific detail in an article and the main points of a report.
- ✓ I can give a warning and tell somebody not to do something.
- ✓ I can write an essay discussing advantages and disadvantages.

WORDLIST 5 Space | Dimensions and distance | Large numbers | Space science

LESSON 5.1

Space Przestrzeń kosmiczna

astronaut /ˈæstrənɔːt/ astronauta/ astronautka
astronomer /əˈstrɒnəmə/ astronom/ astronomka
comet /ˈkɒmət/ kometa
Earth /ɜːθ/ Ziemia
galaxy /ˈgæləksi/ galaktyka
moon /muːn/ księżyc
orbit /ˈɔːbɪt/ orbita
planet /ˈplænət/ planeta
planetarium /ˌplænəˈteəriəm/ planetarium
satellite /ˈsætəlaɪt/ satelita
solar system /ˈsəʊlə ˌsɪstəm/ Układ Słoneczny
space station /ˈspeɪs ˌsteɪʃən/ stacja kosmiczna
spacecraft /ˈspeɪskrɑːft/ statek kosmiczny
star /stɑː/ gwiazda
telescope /ˈteləskəʊp/ teleskop

Dimensions and distance Rozmiary i odległość

It takes two hours to get to London. /ɪt teɪks tuː ˈaʊəz tə get tə ˌlʌndən/ Podróż do Londynu trwa dwie godziny.
London is ten kilometres away. /ˌlʌndən ɪs ten kɪləˌmiːtəz əˈweɪ/ Londyn jest dziesięć kilometrów stąd.
The box is forty centimetres long / wide / high. /ðə bɒks ɪs ˌfɔːti ˌsentəmiːtəz ˈlɒŋ, ˈwaɪd, ˈhaɪ/ Pudełko ma czterdzieści centymetrów długości / szerokości / wysokości.
The length / width / height of the box is forty centimetres. /ðə ˈleŋkθ, ˈwɪdθ, ˈhaɪt əv ðə bɒks ɪs ˌfɔːti ˌsentəmiːtəz/ Długość / Szerokość / Wysokość pudełka wynosi czterdzieści centymetrów.
The speed limit is eighty kilometres / fifty miles per / an hour. /ðə ˈspiːd ˌlɪmɪt ɪs eɪti kɪləˌmiːtəz, fɪfti maɪlz pə, ən ˈaʊə/ Ograniczenie prędkości wynosi osiemdziesiąt kilometrów / pięćdziesiąt mil / na godzinę.

Large numbers Duże liczby

billion /ˈbɪljən/ miliard
hundred /ˈhʌndrəd/ sto
million /ˈmɪljən/ milion
thousand /ˈθaʊzənd/ tysiąc

---

ellipse /ɪˈlɪps/ elipsa
distance /ˈdɪstəns/ dystans
light year /ˈlaɪt jɪə/ rok świetlny
Mars /mɑːz/ Mars
reflect /rɪˈflekt/ odbijać światło
speed /spiːd/ prędkość
unit /ˈjuːnɪt/ jednostka
Venus /ˈviːnəs/ Wenus

LESSON 5.2

Out of class

I'm on it! /aɪm ˈɒn ɪt/ Pracuję nad tym.
Oh my days! /əʊ maɪ ˈdeɪz/ O jejku!
You're kidding! /ˌjɔː ˈkɪdɪŋ/ Żartujesz!

---

binoculars /bɪˈnɒkjələz/ lornetka
meteorite /ˈmiːtiəraɪt/ meteoryt

LESSON 5.3

ambition /æmˈbɪʃən/ ambicja
attend /əˈtend/ wziąć udział
certificate /səˈtɪfɪkət/ certyfikat
mission /ˈmɪʃən/ misja
reach /riːtʃ/ sięgnąć
pilot's licence /ˈpaɪlətz laɪsns/ licencja pilota
require /rɪˈkwaɪə/ wymagać
space camp /ˈspeɪs kæmp/ obóz kosmiczny
space suit /ˈspeɪs suːt/ skafander kosmiczny
support /səˈpɔːt/ wsparcie
training programme /ˈtreɪnɪŋ ˌprəʊgræm/ program treningowy

LESSON 5.4

calculate /ˈkælkjəleɪt/ obliczać
calculation /ˌkælkjuˈleɪʃən/ obliczenia
data /ˈdeɪtə/ dane
experiment /ɪkˈsperəmənt/ eksperyment
footprint /ˈfʊtˌprɪnt/ odcisk buta
land /lænd/ lądować
lander /ˈlændə/ lądownik
landing /ˈlændɪŋ/ lądowanie
scientific /ˌsaɪənˈtɪfɪk/ naukowy
surface /ˈsɜːfəs/ powierzchnia
visible /ˈvɪzəbl/ widoczny
wave /weɪv/ machać ręką

LESSON 5.5

Space science Badania kosmiczne

atmosphere /ˈætməsfɪə/ atmosfera
balloon /bəˈluːn/ balon
capsule /ˈkæpsjuːl/ kapsuła
descent /dɪˈsent/ opadanie
engine /ˈendʒɪn/ silnik
force /fɔːs/ siła
free fall /ˌfriː ˈfɔːl/ swobodne spadanie
gravity /ˈgrævɪti/ grawitacja
helium /ˈhiːliəm/ hel
oxygen /ˈɒksɪdʒən/ tlen
parachute /ˈpærəʃuːt/ spadochron
record-breaking /ˈrekɔːd ˌbreɪkɪŋ/ rekordowy
sound barrier /ˈsaʊnd ˌbæriə/ bariera dźwięku

LESSON 5.6

Out of class

Can I have a go? /kæn ˈaɪ həv ə ˌgəʊ/ Czy mógłbym spróbować?
That's so neat! /ðæts ˌsəʊ ˈniːt/ Znakomicie!
We're off! /wɜː ˈɒf/ Ruszamy!

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crash /kræʃ/ rozbić się
damage /ˈdæmɪdʒ/ uszkodzenia
drone /drəʊn/ dron
press /pres/ nacisnąć

BBC

CULTURE & SKILLS

Can you run a marathon in space?



Sports in space!

Tim Peake is no ordinary astronaut. Apart from his duties on the International Space Station (ISS), he also likes to do sport. Amazingly, he took part in the London Marathon – from space! He did it to raise money for charity. How? Easy – with a harness to keep him tied to the running belt.

The ISS is a zero-gravity lab where a crew of six people live and work. They travel in the space station, which orbits the Earth every ninety minutes, at a speed of 28,800 km per hour. So, Tim Peake not only ran the usual 42 km but also travelled more than 100,000 km during his marathon run! But what other sports are possible in space?

American astronauts often play weightless baseball or basketball, and sometimes even golf. You can even throw a boomerang and it returns to you in orbit just like on earth! But of course, for most sports, the rules change dramatically in the absence of gravity. The astronauts have to adapt to their surroundings.

For the rest of us on 'terra firma', the closest we get to an astronaut's experience is probably skydiving. But jumping out of a plane is not for everyone. It seems too risky. So, what other safer sports can we do that challenge gravity?

Zorbing comes from New Zealand. You roll down a hill in a giant ball, or 'orb', made from transparent plastic – but you need a lot of space! If you're in the city, you could try parkour, which is like an urban obstacle course. If you come across an obstacle, you have to get round it by jumping off walls or onto other buildings. Parkour fans also go to skate parks alongside skateboarders, BMX riders and other urban sports lovers.

But a skate park in space? Now that is hard to imagine!

GLOSSARY
harness (n) a piece of equipment that holds sb or sth in place
crew (n) a group of people working together on a ship, aircraft, etc.
weightless (adj) having no weight, especially because you are in space
surroundings (n) the place where you are and the things that are in it
obstacle course (n) a race in which you have to get over a series of objects

READING

1 **Look at the photo and the title of the article. In pairs, discuss the questions.**

1 Who do you think the man is?
2 What is he doing?

2 **Read the article and answer the questions.**

1 Why did Tim Peake run the London Marathon in space?
2 What are the American astronauts' favourite sports?
3 What is necessary in order to do sport in space?
4 Why isn't skydiving very popular with many people?
5 What do you need for zorbing?
6 Where do fans of parkour like to go in the city?

3 **In pairs, discuss which of the sports mentioned in the article you would like to do and why.**

LISTENING

4 BBC 5 **Listen to Part 1 of a programme about people doing extreme sports. Answer the questions.**

1 What was George's job?
2 How old is he?
3 Did he enjoy the parachute jump?
4 Why do you think George decided to do it?

5 BBC 5 **Listen to Part 1 again. Are the sentences true or false?**

1 George has done skydiving before.
2 His family are frightened about him doing it.
3 George is also very nervous about the jump.
4 The trainer thinks George is a little crazy.
5 If he could, George would like to try skydiving again.

6 BBC 6 **Listen to Part 2 and complete the text with the words below. There are two extra words. Write the answers in your notebook.**

beaches brother competes extreme fun skate parks perform tricks wheelchairs

Aaron Fotheringham is an [1] ? wheelchair athlete from Las Vegas. He usually practises his sport in [2] ? . His [3] ? loved skating and he encouraged Aaron to do the sport for the first time. Now Aaron [4] ? internationally – he travels to many different countries to [5] ? his skills. He helps other people in [6] ? to do the same. He is very experienced but he still gets nervous before big [7] ? and stunts.

7 BBC 6 **Listen again and answer the questions.**

1 What is the name of the special event?
2 What does Aaron want to teach the other riders?

8 **What's your opinion of George's and Aaron's feats? Whose achievement is more amazing? Why? What crazy activities can the elderly and disabled do in your country? Discuss in pairs.**

PROJECT

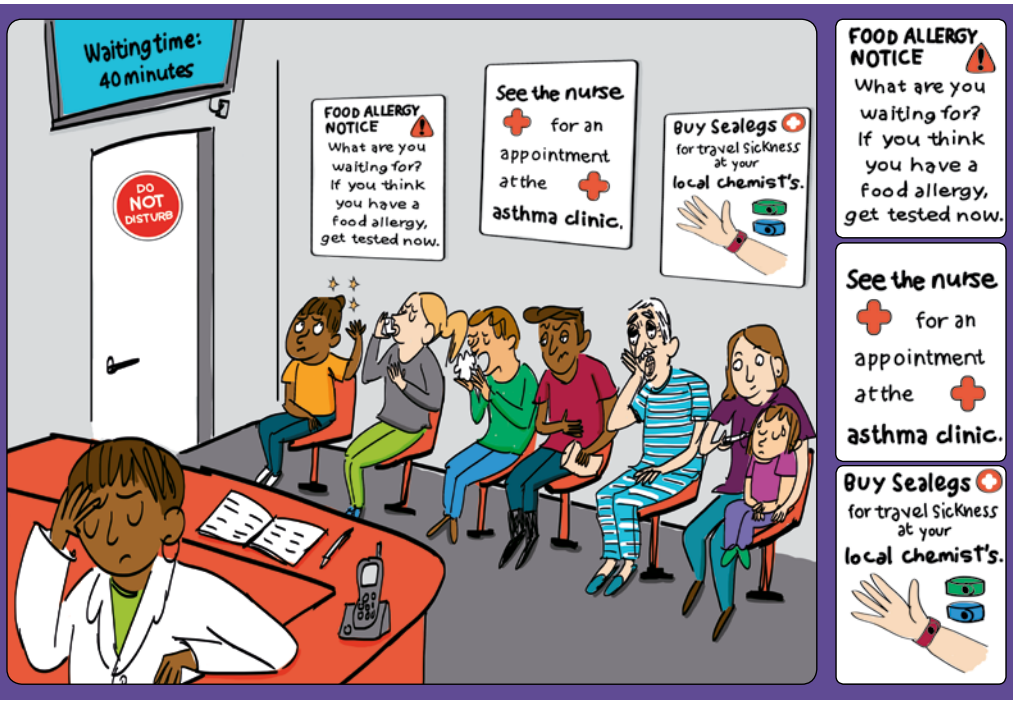
9 **In groups, prepare a digital presentation about an elderly or disabled person in your country who has done something extraordinary.**

1 Use the internet to research the person.
2 Write a short script to describe your ideas. Write about their personality and what they achieved. Choose images or videos that you would like to use.
3 Share your presentation with the class. What information in the other presentations surprised you? What do you think of the people's achievements?

6 Take a deep breath

VOCABULARY Sickness and health

I can talk about health problems.



1 **CLASS VOTE** **How are you today? Choose from the phrases below. Compare how you feel with the class.**

> I've never felt better. ☺☺ I'm fine. ☺ I don't feel too good. 😐
> I'm coming down with something. ☹ I feel awful. ☹☹

2 **Study the Vocabulary box. In pairs, use the words and phrases to describe the people in the picture.**

I think the girl has got asthma. *Perhaps the boy has got a virus.*

Vocabulary Health problems

allergy asthma bug food poisoning hay fever infection
injury insomnia migraine travel sickness virus

3 **I KNOW THAT!** **What other words and phrases related to health problems can you use to describe the people in the picture? Write your ideas in your notebook.**

The woman has got a headache. *The boy is sneezing.*

4 **Look at the posters from the doctor's waiting room. Choose the correct explanation for each poster. Write the answers in your notebook.**

1 **a** Wait here if you think you have a food allergy.
b You don't have to wait for a food allergy test.
c Everybody should get a food allergy test now.

2 **a** If you want to go to the asthma clinic, arrange a time with the nurse.
b You can check the hours of the asthma clinic with the nurse.
c The nurse will be at the asthma clinic.

3 **a** Sealegs wristbands are for sale at the chemist's.
b You can get free Sealegs wristbands at the chemist's.
c You can buy Sealegs wristbands from the doctor.

VOCABULARY
Health problems | Sickness and health | At the doctor's | Adjectives and nouns for illness | Extreme sports

GRAMMAR
Reported statements and questions | Reported commands and requests



SPEAKING
Asking for and giving advice



READING
What to do if you've got a cold

LISTENING
Extreme sports

ENGLISH IN USE
Quantifiers

SKILLS REVISION
Units 5–6

5 3.01 **Complete the Word Friends box with the words below. Write the answers in your notebook. Listen and check.**

a check-up ~~a rash~~ a temperature some tablets your blood pressure your voice

Word Friends Sickness and health

Feeling ill
come down with the flu / something
have [1] *a rash* / a runny nose / [2] ? /
a nose bleed / a cough / an infection
lose your appetite / [3] ?

Seeing the doctor
get a prescription
have [4] ?
listen to your chest
take your temperature / [5] ?

Getting better
get lots of rest
stay in bed
take medicine / [6] ?

6 3.02 **Listen to a conversation between a doctor and a patient. Which phrases from the Word Friends box can you hear?**

7 3.02 **Listen again. Answer the questions.**

1 What is the boy's problem?
2 What does the doctor do?
3 What is the doctor's advice?
4 Is the boy happy with the doctor's advice? Why? / Why not?

8 **Study the Speaking box. Who says what? In your notebook, write *D* for doctor or *P* for patient.**

Speaking At the doctor's

Now, take a deep breath. *Doctor*
Where does it hurt?
It's painful when I swallow.
Is it serious?
It's nothing to worry about.
What seems to be the matter?
Here's something for the pain.
Is there anything I can take for it?

9 **In pairs, take it in turns to be the doctor or the patient. Choose a health problem from the Vocabulary box and have a short conversation.**

Doctor: Now, what seems to be the matter?
Patient: I think I've got food poisoning.

10 3.03 **WORD BUILDING** **Study the table. Complete the words in the factfile below. Write the answers in your notebook. Listen and check.**

Adjectives from nouns	**Adjectives from verbs**
-ic	***-ed***
allergy – allergic	depress – depressed
asthma – asthmatic	infect – infected
dyslexia – dyslexic	injure – injured
-ful	stress – stressed
pain – painful	
Nouns from verbs	**Nouns from adjectives**
-ion	***-ness***
depress – depression	blind – blindness
infect – infection	deaf – deafness
operate – operation	dizzy – dizziness
prescribe – prescription	ill – illness
	sick – sickness

Did You Know?

Your whole body can feel [1] p*ain* except for the brain. That's why doctors can do an [2] o ? on somebody's brain while they're awake!

Humans are sometimes [3] a ? to their pets, but cats and dogs can also have [4] a ? to humans!

Chewing gum helps you to calm down when you're [5] s ? , but it isn't a new idea. The ancient Greeks chewed gum from the mastic tree thousands of years ago.

Have you cut your finger? Sugar can stop an [6] i ? from developing, but if it gets worse, always see your doctor.

It's not unusual to suffer from [7] sea- ? during a cruise, but some people also feel [8] d ? when they arrive home – even sailors – and it can last for months or years!

Ten percent of the population are [9] d ? and can find reading difficult. However, people with [10] d ? are often brilliant at doing puzzles.

11 **In pairs, ask and answer the questions.**

1 Do you or does anyone in your family have an allergy?
2 What do you do when you feel stressed?
3 When did you last have a virus? How did you feel and what did you do?

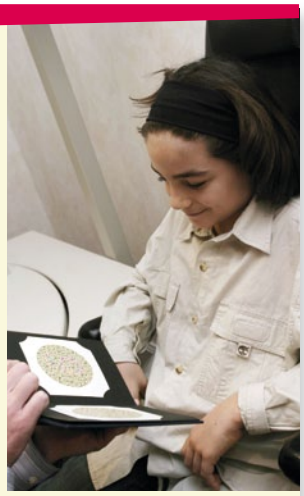
6.2 GRAMMAR Reported statements and questions

I can report what somebody else has said.

1 CLASS VOTE **If a person can't see different colours, why is it difficult to do the things below?**

cook choose clothes drive a car read a Geography book

2 **Look at the photo in the text. What sort of test do you think this is?**



When twelve-year-old George said that he was getting headaches at school, his dad made an appointment for an eye test. The optician showed him some coloured images and asked him what numbers he could see, but George found the task difficult. The optician then asked him what his plans were for the future. George said that he hoped to be a pilot. 'That might be difficult,' said the doctor, 'because you're colour-blind'. She told George that he probably wouldn't be able to fly planes in the future. He was very disappointed.

Later at home, his mum told him that colour-blindness ran in the family and said his grandad had the same problem, but that he had learned to live well with it. She said that he couldn't tell the difference between some colours. George asked if that was why his grandad didn't drive a car. 'No,' said his mum. 'You can drive when you're colour blind. He just never enjoyed driving.'

3 **Read the text quickly. Why did George go to the doctor?**

4 **Study the Grammar box. Find more examples of reported speech in the text.**

Grammar Reported statements and questions

Present Simple → Past Simple
'I have a headache.' He said (that) he had a headache.

Present Continuous → Past Continuous
'I'm getting better.' She said (that) she was getting better.

Past Simple → Past Perfect
'I wanted to be a doctor.' He said (that) he had wanted to be a doctor.

will* → *would
'My mum will do it'. He said (that) his mum would do it.

can* → *could
'I can't see anything'. She said (that) she couldn't see anything.

Questions
'**Do** you **work** in a hospital?' She asked me if I worked in a hospital.
'**What time is it?**' He asked what time it was.

Other changes
We often change pronouns, time phrases and place adverbials.
now → then here → there this month → that month
yesterday → the previous day/the day before
tomorrow → the following day
'**My** brother was **here yesterday**.' The girl said her brother had been there the day before.

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5 **Complete the sentences in your notebook.**

1 'The doctor was very kind.'
I told him that the doctor *had been* very kind.
2 'The medicine tastes horrible, but it will help.'
He said that the medicine ? horrible, but that it ?.
3 'I tried to sleep but I wasn't tired.'
She said that she ? to sleep, but that she ? tired.
4 'Anne's visiting her aunt in hospital, so she can't come.'
I told her that Anne ? her aunt in hospital, so she ?.

6 **In your notebook, rewrite the questions in reported speech.**

1 'What time does the doctor finish?' I asked.
I asked what time the doctor finished.
2 'When are they leaving?' Rachel asked.
3 'Does it hurt?' the nurse asked.
4 'When did you take the medicine?' he asked me.
5 'Did Emma see the doctor?' I asked.
6 'Can I make an appointment?' Liam asked.
7 'What time did you call Dr Bower?' I asked her.
8 'Are you feeling better?' Lindsay asked me.

7 **Work in pairs. Think of the last time somebody told you some important news. What did they say? How did you feel?**

My friend told me she was going to live in a different town. I was really sad.

I can understand specific detail in different types of text.

1 **CLASS VOTE** How often do you get a cold? Do you try to avoid a person who's got a cold? Why? / Why not?

2 Look at the poster. Where do you think you might see this information?



Achoo! Have you got a cold? Read on for some great tips!

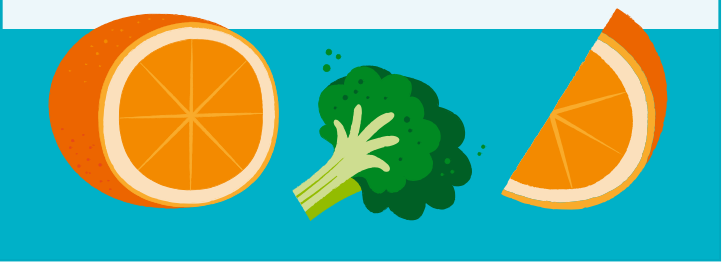
Always feed a cold. Perhaps you don't feel like eating, but your body needs vitamins, so eat small amounts regularly.

Try hot chicken soup. Your body needs food and water. Hot soup clears your nose and the water in it hydrates you.

Fresh air won't make your cold worse and might make you feel better. But if you go outside, remember to wear warm clothes.

Don't get too hot. Some people think it's good to sweat if you've got a cold, but you will feel worse.

Get lots of vitamin C. You don't have to drink loads of orange juice. Some green vegetables have more vitamin C in them. So try some broccoli.



3 3.04 Read the poster. Are the sentences true or false?

1 You should try to stop eating when you've got a cold.
2 Soup can help a cold, but you must drink water with it.
3 Going outside can help when you've got a cold.
4 Sweating won't make you feel better.
5 Orange juice is the best source of vitamin C.

4 3.05 Read the blog post quickly. Have you heard of any of these remedies before?

I've always blogged about keeping healthy, but guess what! Today I'm sweating, my throat hurts, my nose is running and my head feels like it's going to explode. Yes, I've caught a cold and I've got a party on Saturday! I hope it's just a twenty-four-hour virus. I don't want to take any more tablets, so I think it's time to find some cool ideas to help me get better fast.

Eating well is super important. Fruit and vegetables are a must, but I've read that onions can fight a virus if you eat them raw – just like eating an apple! Yuk! I might try it, but I don't think anyone will want to talk to me at the party! Another remedy is chocolate. Apparently, dark chocolate can stop a cough, so I'm definitely going to try that. Hot chocolate with chilli works best because the spice fights the cold. Yum!

Some ideas are simply crazy. Another blogger told me that wet socks could help. First you put on cold, wet, cotton socks on warm feet (e.g. after a bath), then a pair of dry woollen socks and then you go straight to bed. He said that the cold socks helped the circulation in the feet and that cleared the head. I have no idea where the idea comes from, but he said he'd tried it and it had worked. So, that's it for today. I've got a virus but I'm going to put on two pairs of socks, grab some chocolate and go to bed. Wishing you all a happy and healthy weekend!

5 Read the blog post again. Answer the questions in your notebook. Do not use more than three words.

1 What does the blogger normally write about?
2 How long does the blogger hope the virus will last?
3 What effect do raw onions have on a virus?
4 What is dark chocolate good for?
5 Who has tried the sock remedy?

6 Look at the highlighted words in the two texts. Check your understanding. Use a dictionary if necessary.

7 **VOX POPS** In pairs, take it in turns to answer the questions. Use information from the two texts and your own experience.

1 What do you think are the best remedies for a cold?

I always drink hot lemon and honey.

2 How do you feel when you've got a cold? Do you try to carry on with your life or do you usually stay in bed and rest?

6.4 GRAMMAR Reported commands and requests

I can use reported speech to talk about commands and requests.



FIRST AID

Nina: You go first, Dan. Lie down, please. What are you doing?

Dan: You asked me to lie down!

Nina: Yes, but not with your legs up on that chair! Come on, Dan. Please be serious! I really want to learn this. I'd love to be a first aider at festivals one day.

Dan: OK, I was just messing about.

Nina: Now, the instructor told us to start by bending this arm – like this. And then I pull your other hand and put it on your cheek. I asked you to be serious!

Dan: Sorry!

Nina: Then he told us to bend the knee and then I need to pull the leg over.

Dan: Gently!

Nina: Oh yes! Sorry, Dan. Now I need to move your head a bit so you can breathe OK. Anything else?

Dan: Yes. Call an ambulance!

Nina: Very funny!

How do you say these expressions in Polish?

Please be serious!
I was just messing about.
Very funny!

OUT of class

1 CLASS VOTE **Have you ever done a first aid course? Do you think schools should teach first aid?**

2 **Look at the photo. What are Dan and Nina doing? Why is it important to put someone who is hurt in the recovery position?**

3 3.06 **Listen. Why does Nina lift Dan's head?**

4 **What do the verbs below mean? Which ones can you find in the dialogue?**

bend lie down lift pull push

5 **Study the Grammar box. Find more examples of reported commands and requests in the dialogue.**

Grammar Reported commands and requests

Commands
'Move the left leg first.' I told you to move the left leg first.
'Don't rush.' She told us not to rush.

Requests
'Can you help me, please?' He asked them to help him.
'Please don't touch the medical equipment.'
She asked us not to touch the medical equipment.

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6 **In your notebook, rewrite the commands and requests in reported speech.**

1 'Put a bandage on my arm.'
She told me *to put a bandage on her arm*.
2 'Please don't use mobile phones in the hospital.'
The nurse asked us ? .
3 'Don't do any sports for the next six weeks.'
The doctor told him ? .
4 'Please help me with my Biology homework.'
Sarah asked her mum ? .

7 3.07 **Complete the text with the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check.**

Young first AIDERS *Matt's story*

Matt Hanford is a first aid specialist at festivals and events – and he's just sixteen years old. It all began when Matt's teacher [1] *asked* (ask) his class *to take* (take) part in a first aid course. Matt really enjoyed it and his local first aid organisation [2] ? (ask) him ? (become) a first aider. The first event Matt helped at was a rock music festival. He was a bit nervous at first, but his colleagues [3] ? (tell) him ? (not worry) and he loved the experience. Last week his first aid team leader [4] ? (ask) him ? (help) at a rugby match. When we [5] ? (ask) Matt ? (explain) why he likes being a first aider, he told us it's because he loves helping people – and going to lots of great events!

8 **Think of a time when you hurt yourself or felt unwell. What did people ask you or tell you to do?**

Once I fell off my bike and cut my knee.
My mum told me to wash it and put a plaster on it.

I can listen for specific detail and talk about extreme sports.



1 CLASS VOTE **Which sports can you see in the photos? Which do you think look the most exciting? Why?**

2 3.08 **Study the Vocabulary box. In your notebook, write the words in the correct category. Use a dictionary if necessary. Listen and check.**

Vocabulary Extreme sports

abseiling BMXing bodyboarding bungee jumping free running hang-gliding (ice) climbing kite-surfing parachuting paragliding sandboarding sky-diving snowboarding white-water rafting

- **on land:** ? ? ? ? ? ?
- **in the air:** ? ? ? ? ?
- **on/in the water:** ? ? ?

3 3.09 **Complete the sentences with words from the Vocabulary box. Write the answers in your notebook. Listen and check.**

1 I love *BMXing* and I just got a new bike for my birthday.
2 On our holiday in Tunisia, we went ? in the desert.
3 We're going ? on the Salmon River – I hope I don't fall in!
4 My dad went ? once, but he was too scared to jump out of the plane!
5 We do ? around our town. It's a mix of athletics and acrobatics.
6 I tried ? for the first time today. We wore ropes and went down a ten-metre rock.

4 3.10 **Listen to a boy talking about extreme sports. Put the parts of the body in the order you hear about them. Write the answers in your notebook.**

heart blood lungs brain muscles

1 muscles

5 3.10 **Listen again. Answer the questions.**

1 Why does the boy think extreme sports are good?
2 Who should be careful about doing extreme sports?

6 3.11 **Listen to a girl leaving a message about her birthday party. Which of the sports in the Vocabulary box is she going to do at her party?**

7 3.11 **Listen again. Complete the notes in your notebook.**

Harriet's extreme party!

- *Where:* [1] ? *(opposite* [2] ? *and next to the leisure centre)*
- *When: Saturday @* [3] ? *a.m.*
- *Tell Harriet's mum about any* [4] ?
- *Must wear:* [5] ? *and trousers*
- *Phone Katy's mum about lift (mobile no:* [6] ? *)*

8 VOX POPS **Have you ever tried an extreme sport? Discuss in pairs.**

And YOU

- If so, which one? How did you feel?
- If not, which extreme sport would you like to try? Why?

I've never tried an extreme sport, but I'd like to try hang-gliding because I think it's the nearest thing to flying! It would be amazing to see everything from high up.

I can ask for and give advice.



I HATE HICCUPS!

Nina: You've got to help me. I can't get rid of these hiccups. It's driving me mad! Any ideas what to do?
Skye: Have you tried holding your breath?
Nina: Yes. It didn't work!
Tommo: I know it sounds weird, but if I were you, I'd try drinking some water upside down. Drink from the opposite side of the glass.
Nina: OK. I'll give it a go. Oh no, the water has gone everywhere!
Skye: I know! I saw this on TV. Try blocking your ears and nose and drinking the water. It's supposed to work every time!
Nina: OK, I'll block my ears, but …
Skye: I'll hold your nose.
Jay: And I'll take the glass of water. Take a sip.
Nina: What are you doing, Dan?
Dan: You looked so funny, Nina. I had to take a photo!
Nina: Please don't! What do you suggest, Jay?
Jay: I wish I could help, but I've got to go. Boo!
Nina: Aargh! What did you do that for? Wait a minute. My hiccups have gone! Thanks, Jay!

How do you say these expressions in Polish?

It's driving me mad!
I know it sounds weird, but …
I'll give it a go.

OUT of class

1 CLASS VOTE **Do you know a cure for hiccups? What is it and does it work?**

I've heard that eating a slice of lemon can stop hiccups, but I haven't tried it because I don't like lemons!

2 **Look at the photo. What do you think is happening?**

3 3.12 **Listen. Do the friends stop Nina's hiccups? How?**

4 **Study the Speaking box. Find more examples in the dialogue.**

Speaking Asking for and giving advice

Asking for advice
What do you suggest?
If you were me, what would you do?
What's your advice?
Any ideas what to do?

Giving advice
If I were you, I'd drink some honey and lemon.
You'd better see a doctor.
You should / ought to go home.
It might be a good idea to …
Have you thought about making an appointment to see the doctor?
Have you tried putting some cream on it?
Try holding your nose.
I'd recommend / advise / suggest taking an aspirin.

Being unable to give advice
I don't know what to advise / suggest, I'm afraid.
I wish I could help / suggest something, but I …
I'm afraid I can't really help you.

5 3.13 **Complete the dialogues with words from the Speaking box. Write the answers in your notebook. Listen and check.**

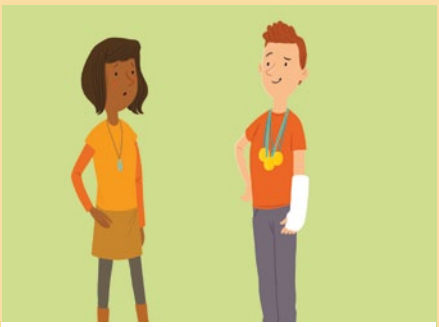
1 A: I've got a rash on my stomach. What's your *advice* ?
B: It might be a good ? to see a doctor. It could be something serious.
2 A: I've had a runny nose for a few days. What do you ? ?
B: I don't know ? to advise, I'm afraid. I think you'll just have to wait for it to go.
3 A: I feel a bit dizzy. ? ideas what to do?
B: If I ? you, I'd have something to eat and sit down for a while.

6 3.14 **Listen to four dialogues. Respond with advice in each situation. Write your ideas in your notebook. Listen, check and compare your advice with what you heard.**

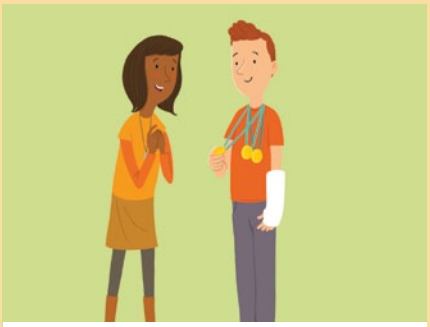
7 **In pairs, choose one of the problems below each. Take it in turns to ask for and give advice.**

- a bad headache
- a sore throat
- itchy eyes and sneezing

I can use quantifiers to talk about activities and sports.



Girl: What happened to your arm?
Boy: I was at the snowboarding competition yesterday. I won both a silver and a gold medal!



Girl: Impressive! What about Al and Carl? Did either of them win a medal?
Boy: No, neither Al nor Carl won anything.



Girl: So, was it a dangerous jump? Were you going too fast? Did you fall over?
Boy: Umm … actually, it was none of those things. I fell out of bed!

1 **Look at the cartoon. How did the boy hurt his arm? Do you think he wanted to tell the girl how he hurt it?**

2 **Study the Language box. Find more examples of quantifiers in the cartoon.**

Language Quantifiers

Two people/things
Both sports are good for you.
Did you try either of the two sports?
I didn't try either of the two sports.
I tried neither of the two sports.

More than two people/things
All the sports listed are easy.
Did you try any of the sports listed?
I didn't try any of the sports listed.
I tried none of the sports listed.

both … and
Both Mark and Liam love BMXing.
Mark and Liam both love BMXing.
Mark loves both BMXing and bodyboarding.

either … or
You can go either climbing or skateboarding.
You either love extreme sports or you don't.

neither … nor
Nicola's neither adventurous nor sporty.
Neither Joe nor Ann like running.

3 **Complete the dialogues with quantifiers. Write the answers in your notebook.**

1 **A:** Where are Simon and Rebecca?
B: They're *both* ill. ? of them can come.
2 **A:** Are there any films on TV tonight?
B: Yes, we can ? watch an action film ? a thriller.
3 **A:** So have you asked all your friends about going snowboarding?
B: Yes, but ? of them wants to join me.
4 **A:** Can Tom and Harry go to the beach with us?
B: No. ? Tom ? Harry can go.

4 3.15 **Choose the correct option. Write the answers in your notebook. Listen and check.**

[1] ? Lily nor I have ever done any extreme sports before. Snowboarding is going to be a new experience for [2] ? of us. Lily and I have been friends for years and we both have asthma. In the past, neither Lily [3] ? I imagined we could ever try snowboarding. When I found out I had asthma, I was worried I'd [4] ? have to stop sport altogether or only do very gentle, boring sports! [5] ? of my friends or family have asthma, so I didn't know what to expect. I soon realised that with medicine I could control my asthma. So next week it's Lily's birthday, and we're going to go snowboarding – I can't wait!

1	**a** Either	**b** Both	**c** Neither	**d** None
2	**a** both	**b** neither	**c** all	**d** either
3	**a** and	**b** nor	**c** or	**d** none
4	**a** neither	**b** none	**c** both	**d** either
5	**a** None	**b** Neither	**c** All	**d** Both

1 *c*

5 **In your notebook, complete the sentences to make them true for you.**

None of my friends have ever …
Neither myself nor my best friend like …
I enjoy playing both … and …
This weekend I'm going to either … or …

Revision

VOCABULARY

1 **In your notebook, write the correct health problem for each situation.**

1 It's like a terrible headache and I need to stay in the dark. **m** ?

2 I ate some fresh fish, but I was sick as soon as I got home. **f** ? **p** ?

3 I go to bed tired, but I lie awake for hours. **i** ?

4 Sometimes I find it difficult to breathe. **a** ?

5 I cut my finger and didn't clean it properly. It's very red and painful. **i** ?

6 I fell and hurt my back doing sport, but it's getting better. **i** ?

2 **Have you ever suffered from any of the problems in Exercise 1? Discuss in pairs.**

3 **Complete the text with the words below. Write the answers in your notebook.**

dizzy dizziness ill painful prescribe tiredness travel sickness

Motion sickness

It's that horrible feeling that starts in your stomach. You feel [1] ?, you feel sick and for some people it ends with a [2] ? headache. Although it's often called [3] ?, it's really motion sickness. Some people get it on exciting rides at the fair or even watching 3D movies where they complain of [4] ? and nausea. In very serious cases, the doctor might [5] ? tablets, but there are other remedies such as ginger or wristbands that don't cause [6] ?. Other remedies include sitting on brown paper! Maybe it's worth trying as nobody wants to be [7] ? on holiday.

GRAMMAR

4 **Read the dialogue. Complete the text below with one or two words in each gap. Write the answers in your notebook.**

Alice: I feel awful. I can't get rid of my headache.
Mark: I had a bad one last week and my teacher sent me home. Have you talked to your teacher?
Alice: Yes, she just gave me a glass of water! Do you have an aspirin?
Mark: No, I don't. Sorry. Go and see the school nurse.

Alice told Max she [1] ? awful. She said she [2] ? get rid of her headache. Mark said that he had had a bad one the week [3] ? and that his teacher [4] ? sent him home. He asked Alice [5] ? she had talked to her teacher. She said the teacher had just [6] ? her water. Then Alice asked Mark if he [7] ? an aspirin. Mark said he [8] ? and told Alice [9] ? go and see the school nurse.

5 **Complete the sentences with the words below. Write the answers in your notebook.**

all both either none nor

1 ? Emma and Diane love their BMX bikes.
2 They all went hang-gliding, but ? of them enjoyed it.
3 Neither Carl ? Jane enjoyed paragliding.
4 Never again. I tried three sports and ? of them made me sick!
5 She looks hot. ? it's the weather or she's got a temperature.

SPEAKING

6 **Work in pairs. Role play the situation below.**

Student A: Your partner is ill. Find out what's wrong and give him/her some advice.
Student B: Imagine you have a health problem. Tell your partner about it.

DICTATION

7 **3.16 Listen to the recording. Write the sentences in your notebook.**

Check yourself!

- ✓ I can talk about health problems and extreme sports.
- ✓ I can report what somebody else has said and use reported speech to talk about commands and requests.
- ✓ I can listen for specific detail and can understand specific detail in different types of text.
- ✓ I can ask for and give advice.
- ✓ I can use quantifiers to talk about activities and sports.

WORDLIST 6 Health problems | Adjectives and nouns for illness | Extreme sports

LESSON 6.1

Health problems
Problemy zdrowotne

allergy /ˈælədʒi/ alergia
asthma /ˈæsmə/ astma
bug /bʌg/ wirus
food poisoning /ˈfuːd ˌpɔɪzənɪŋ/ zatrucie pokarmowe
hay fever /heɪ ˈfiːvə/ katar sienny
infection /ɪnˈfekʃən/ infekcja
injury /ˈɪndʒəri/ uraz, kontuzja
insomnia /ɪnˈsɒmniə/ bezsenność
migraine /ˈmiːgreɪn/ migrena
travel sickness /ˈtrævəl ˌsɪknəs/ choroba lokomocyjna
virus /ˈvaɪərəs/ wirus

Sickness and health
Zdrowie i choroby

come down with the flu /kʌm ˈdaʊn wɪð ðə ˌfluː/ zachorować na grypę
get a prescription /get ə prɪˈskrɪpʃən/ dostać receptę
get lots of rest /get lɒts əv ˈrest/ dużo odpoczywać
have a check-up /həv ə ˈtʃekʌp/ mieć badania kontrolne
have a cough /həv ə ˈkɒf/ kasłać
have a nose bleed /həv ə ˈnəʊz bliːd/ krwawić z nosa
have a rash /həv ə ˈræʃ/ mieć wysypkę
have a runny nose /həv ə ˌrʌni ˈnəʊz/ mieć katar
have a temperature /həv ə ˈtemprətʃə/ mieć wysoką temperaturę
have an infection /həv ən ɪnˈfekʃən/ mieć infekcję
listen to your chest /ˌlɪsən tə jə ˈtʃest/ osłuchiwać płuca
lose your appetite /luːz jə ˈæpɪtaɪt/ stracić apetyt
lose your voice /luːz jə ˈvɔɪs/ stracić głos
stay in bed /steɪ ɪn ˈbed/ leżeć w łóżku
take medicine /teɪk ˈmedsən/ brać leki
take some tablets /teɪk səm ˈtæblɪts/ brać tabletki
take your blood pressure /teɪk jə ˈblʌd ˌpreʃə/ zmierzyć ciśnienie krwi
take your temperature /teɪk jə ˈtemprətʃə/ zmierzyć temperaturę

At the doctor's
U lekarza

breath /breθ/ oddech
hurt /hɜːt/ boleć
pain /peɪn/ ból
painful /ˈpeɪnfəl/ bolesny
serious /ˈsɪəriəs/ poważny
swallow /ˈswɒləʊ/ połykać

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be allergic /bi əˈlɜːdʒɪk/ mieć alergię na coś
be asthmatic /bi æsˈmætɪk/ mieć astmę
be depressed /bi dɪˈprest/ mieć depresję
be dizzy /bi ˈdɪzi/ mieć zawroty głowy
be dyslexic /bi dɪsˈleksɪk/ mieć dysleksję
blind /blaɪnd/ ślepy
blindness /ˈblaɪndnəs/ ślepota
chemist's /ˈkemɪsts/ apteka
clinic /ˈklɪnɪk/ klinika
deaf /def/ głuchy
deafness /ˈdefnəs/ głuchota
depress /dɪˈpres/ przygnębiać
depression /dɪˈpreʃən/ depresja
dizziness /ˈdɪzinəs/ zawroty głowy
dyslexia /dɪsˈleksiə/ dysleksja
eye test /ˈaɪ test/ badanie wzroku
ill /ɪl/ chory
illness /ˈɪlnəs/ choroba
infect /ɪnˈfekt/ zainfekować
infected /ɪnˈfektɪd/ zainfekowany
injure /ˈɪndʒə/ zranić się
injured /ˈɪndʒəd/ ranny, kontuzjowany
operate /ˈɒpəreɪt/ operować
operation /ˌɒpəˈreɪʃən/ operacja
prescribe /prɪˈskraɪb/ przepisać receptę
prescription /prɪˈskrɪpʃən/ recepta
sick /sɪk/ chory
sickness /ˈsɪknəs/ choroba
stress /stres/ stres
stressed /strest/ zestresowany
suffer from /ˈsʌfə frəm/ cierpieć z powodu czegoś
tablet /ˈtæblət/ tabletka
tiredness /ˈtaɪəd̬nəs/ zmęczenie

LESSON 6.2

colour-blind /ˈkʌlə blaɪnd/ daltonista (osoba nierozróżniająca kolorów)
colour-blindness /ˈkʌlə blaɪndnəs/ ślepota barw, daltonizm
optician /ɒpˈtɪʃn/ optyk
run in the family /rʌn ɪn ðə ˈfæmli/ być cechą dziedziczną

LESSON 6.3

amount /əˈmaʊnt/ ilość/liczba
circulation /ˌsɜːkjəˈleɪʃən/ krążenie
cold /kəʊld/ przeziębienie
explode /ɪkˈspləʊd/ wybuchać
feed /fiːd/ karmić
hydrate /ˈhaɪdreɪt/ nawadniać
raw /rɔː/ surowy
remedy /ˈremədi/ lekarstwo
source /sɔːs/ źródło
sweat /swet/ pocić się

LESSON 6.4

Out of class

I was just messing about. /aɪ wəs dʒʌst ˈmesɪŋ əˌbaʊt/ Tylko się wygłupiałem.
Please be serious! /pliːz bi ˈsɪəriəs/ Bądź poważny.
Very funny! /veri ˈfʌni/ Bardzo śmieszne.

---

bandage /ˈbændɪdʒ/ bandaż
breathe /briːð/ oddychać
cheek /tʃiːk/ policzek
first aid /fɜːst ˈeɪd/ pierwsza pomoc
knee /niː/ kolano
lie down /laɪ ˈdaʊn/ położyć się
lift /lɪft/ podnieść
recovery position /rɪˈkʌvəri pəˌzɪʃən/ pozycja bezpieczna

LESSON 6.5

Extreme sports
Sporty ekstremalne

abseiling /ˈæbseɪlɪŋ/ zjeżdżanie na linie
BMXing /ˌbiː em ˈeksɪŋ/ jazda na rowerze typu BMX
bodyboarding /ˈbɒdi ˌbɔːdɪŋ/ bodyboarding
bungee jumping /ˈbʌndʒi ˌdʒʌmpɪŋ/ skoki na bungee
extreme sports /ɪkˈstriːm spɔːts/ sporty ekstremalne
free running /friː ˈrʌnɪŋ/ free running
hang-gliding /ˈhæŋ ˌglaɪdɪŋ/ latanie lotnią
ice climbing /ˈaɪs ˌklaɪmɪŋ/ wspinaczka lodowcowa
kite-surfing /ˈkaɪt sɜːfɪŋ/ kitesurfing
parachuting /ˈpærəˌʃuːtɪŋ/ skoki spadochronowe
paragliding /ˈpærəˌglaɪdɪŋ/ latanie paralotnią
sandboarding /ˈsændbɔːdɪŋ/ sandboarding
sky-diving /ˈskaɪ ˌdaɪvɪŋ/ skoki ze spadochronem
snowboarding /ˈsnəʊbɔːdɪŋ/ jazda na snowboardzie
white-water rafting /waɪt ˈwɔːtə ˈrɑːftɪŋ/ spływ pontonem górską rzeką

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blood /blʌd/ krew
brain /breɪn/ mózg

LESSON 6.6

Out of class

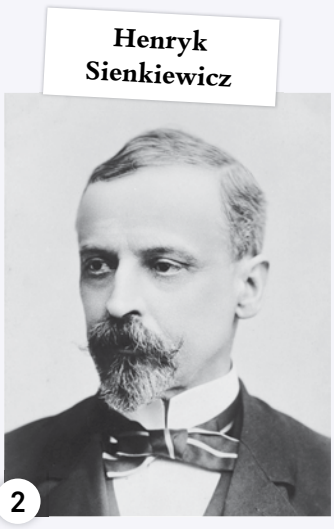
I know it sounds weird, but … /aɪ ˈnəʊ ɪt ˌsaʊndz ˈwɪəd bʌt/ Wiem, że to brzmi dziwnie, ale…
I'll give it a go. /aɪl ˌgɪv ɪt ə ˈgəʊ/ Spróbuję tak zrobić.
It's driving me mad! /ɪts ˌdraɪvɪŋ mi ˈmæd/ Doprowadza mnie to do szału!

---

headache /ˈhedeɪk/ ból głowy
hiccups /ˈhɪkʌps/ czkawka
itchy /ˈɪtʃi/ swędzący

Poland Winners





1 Look at the photos. What do these people have in common?

2 Read the encyclopedic entry about the Polish Nobel Prize winners. Complete sentences 1–3 with the words in bold from the entry. There are two extra words. Write the answers in your notebook.

Nobel Prizes in **Chemistry**, **Literature**, **Peace**, **Physics** and **Medicine** were established in 1895 by Alfred Nobel himself in his will. The first prizes were awarded in 1901. Starting from 1969 the Swedish National Bank has also awarded a memorial Nobel Prize in **Economics**. A Nobel Prize can only be awarded to living people.

1 Four Poles were awarded a Nobel Prize in ? .
2 Marie Skłodowska-Curie won two Nobel Prizes: the first in ? (together with Pierre Curie and Henri Becquerel) and the other in ? .
3 Lech Wałęsa is the winner of the Nobel ? Prize.

3 3.17 Listen to the task. The winner is the first person to complete the task without any mistakes.



4 Read the texts. Which Polish Nobel Prize winners are they about?

Different ... just as two drops of water are.

A

They had a few things in common. Their poetry won them Nobel Prizes in Literature, they both loved Cracow and had long fascinating lives. He emigrated to the USA, where he worked as a professor of Slavic literature for twenty years. She lived and worked all her life in Cracow. They first met in person in 1989, but had admired each other's poetry for years. After he returned to Cracow in retirement, he was a regular guest at her famous dinner parties. When she won the Nobel Prize, he congratulated her and joked that he felt sorry for her because he knew from experience all the disadvantages of sudden fame. Indeed, she didn't like all the attention she got after 'the Stockholm tragedy' as her friends called the prize. But deep down, they were both proud that Polish poetry had again won praise and respect.

B

They both received a Nobel Prize in Literature for their great talent as epic writers. The older one became a real national celebrity. His books helped the Poles keep up their spirit in partitioned Poland*. He was so loved by Polish people that they bought him a house in Oblęgorek near Kielce. The younger one had several occupations – he worked as an actor and a railway worker, among others, before he started to make a living from writing. His most important piece of work *The Peasants* – an epic novel about country life in Poland – brought him fame and the Nobel Prize. They both cared about social issues and promoted the independence of Poland, but only the author of *The Peasants* lived to see Poland become free again.

* partitioned Poland – Polska pod zaborami

5 Read the texts again and answer the questions. Write the answers in your notebook.

Which Polish Nobel Prize winner(s) in Literature

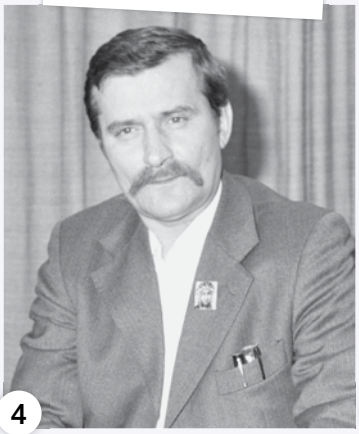
1 were friends? ? ?
2 died before Poland regained independence in 1918? ?
3 spent most of their life abroad? ?
4 got the Nobel prize for one book? ?
5 didn't enjoy celebrity status? ? ?

Czesław Miłosz



3

Lech Wałęsa



4

Władysław Reymont



5

Wisława Szymborska



6

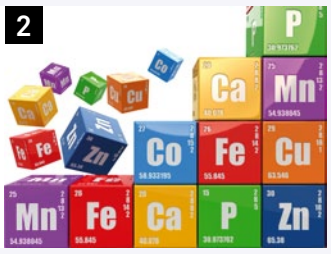
6 3.18 **Match the words to the pictures. Write the answers in your notebook. Listen and check. Which of them are connected with Marie Skłodowska-Curie and which with Lech Wałęsa?**

election elements radiation
shipyard trade union X-ray

1



2



3



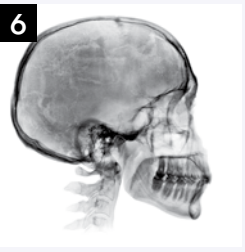
4



5



6



7 3.19 **Work in pairs. Read the texts about Marie Skłodowska-Curie and Lech Wałęsa, and find four factual mistakes. Listen and check.**

Marie Skłodowska-Curie discovered three radioactive elements: polonium, radium and uranium. She was the first woman to become a professor at the University of Paris. She helped build up X-ray ambulances for field hospitals in World War II. She died of a type of anaemia, which had developed from radiation exposure.

Lech Wałęsa co-founded the Solidarity trade union. He was one of the organisers of the 1980 strike in Gdynia Shipyard. He couldn't accept the Nobel Peace Prize himself because he was under arrest. He won the first presidential election in Poland after the fall of communism.

8 Answer the questions in pairs.

1 In your opinion, which Polish Nobel Prize winner deserved the prize the most? Why?
2 Can you think of a Pole who deserved a Nobel Prize but didn't receive it?
3 Have you read any books by Polish Nobel Prize winners?

PROJECT

9 Work in pairs. Make a presentation about your candidate for the Nobel Prize.

1 Choose one Polish candidate for the Nobel Prize. You can nominate an individual for the Nobel Prize in Chemistry, Physics, Medicine or Literature. For the Nobel Peace Prize, you can choose an individual or an organisation.
2 Prepare a digital presentation about your candidate. Explain why they deserve the prize.
3 Give your presentation in class.
4 As a class, vote for the best candidate. You can't vote for the person you nominated.

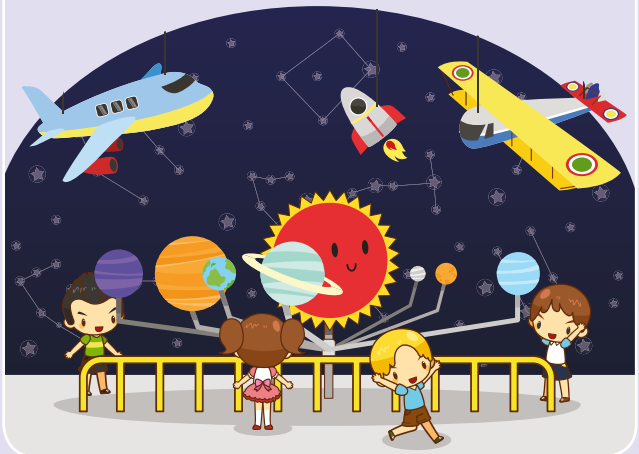
Skills Revision

SŁUCHANIE

1 **3.20** **Usłyszysz dwukrotnie nagranie na temat muzeum. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w poniższej notatce. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.**

Museum of Space

- Date of opening: [1] ?
- Number of exhibition rooms: [2] ?
- Ticket price for under-sixteens: [3] ?
- Price includes entry to the [4] ?
- Life-size model of part of the [5] ?



FUNKCJE JĘZYKOWE

2 **3.21** **Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.**

A OK, I'll give it a go.
B I'd suggest taking a day off.
C Sorry, I was just messing about.
D I would have gone to the doctor right away.
E Sure. Just be careful and watch out for bicycles.

CZYTANIE

3 **Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę 1–4 literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać logiczny i spójny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Odpowiedzi zapisz w zeszycie.**



My year in Sierra Leone

by Ann Chalmers

Two years ago I was working as a doctor at a hospital in London when a colleague asked me, 'If you had the chance to change something in the world, what would you do?' [1] ? But later that night I saw an advertisement for Médecins Sans Frontières, a charity which sends medical staff to countries where there are emergency situations. I decided to apply for a job with them.

It took me six months to do all the tests and paperwork. [2] ? The population there was badly affected by the Ebola outbreak in 2014, but one of the biggest problems now is malaria. I worked in a small team of three and it was very hard work. [3] ? Although we had one day off per week, we often had to help out then too.

[4] ? The number of small children with malaria during this time almost doubled, but we didn't have any extra staff or facilities. If a child under five gets malaria, they need to see a doctor quickly or they might die. Although it was a difficult experience, I'm pleased I did it and I would do it again if I had the chance.



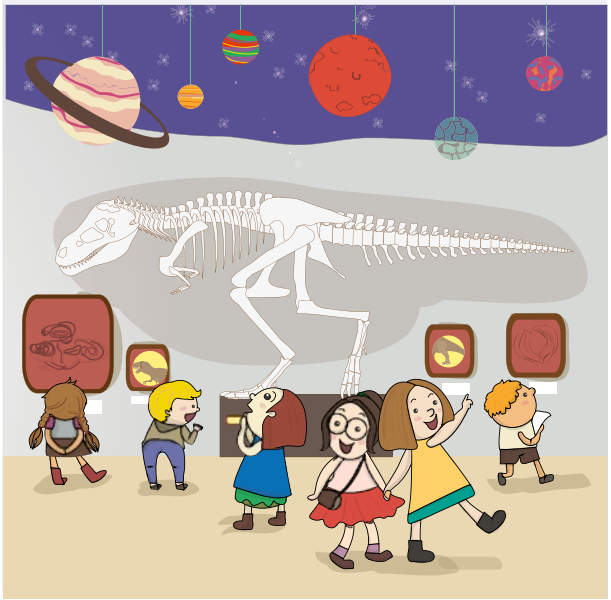
A The rainy season was the hardest.
B Finally, they told me I could go and they sent me to Sierra Leone.
C At that time I told him that I hadn't thought about it before, so I didn't really know.
D We worked very long hours, often into the night.
E They didn't know it was going to be so hard, but they managed to finish the operation.

ŚRODKI JĘZYKOWE

4 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4. Odpowiedzi zapisz w zeszycie.

THE MUSEUM OF DISCOVERY AND SCIENCE

The Museum of Discovery and Science in Florida seems more like a theme park than a museum. In addition to two floors of interactive exhibits, it [1] ? offers rides and 3D films for all the family. You can learn about the wildlife of Florida or experience [2] ? it is like to be in the middle of a hurricane. You can see a replica of a mammoth and dig for fossils alongside a giant shark. You can also get an interactive aviation experience and [3] ? on a ride to the stars to find out what astronauts feel. The moving seats and multi-sensory effects [4] ? a fun educational experience that you won't forget. There is also a store with games, toys, books and other gifts.



1	**A** either	**B** also	**C** firstly
2	**A** when	**B** how	**C** what
3	**A** take	**B** go	**C** make
4	**A** create	**B** to create	**C** creating

5 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany. Odpowiedzi zapisz w zeszycie.

1 NASA wanted to launch the spacecraft last week, but the weather was bad.
WOULD
If the weather hadn't been bad, NASA ? the spacecraft last week.

2 NASA said, 'We finished preparing the spacecraft yesterday.'
FINISHED
NASA said they ? the spacecraft the day before.

3 NASA said to the astronauts, 'You will start at 5 a.m.'
START
NASA told the astronauts that ? at 5 a.m.

4 They hope the weather is good so they can send the spacecraft into space.
THEY
If the weather is good, ? the spacecraft into space.

5 If the crew was ready, they could start today.
CREW
The ? ready so they can't start today.

PISANIE

6 Wykonaj poniższe zadanie. Napisz e-mail w zeszycie.

Właśnie wróciłeś/wróciłaś z wakacji, w czasie których miałeś/miałaś problemy zdrowotne. Napisz do kuzyna z RPA e-mail, w którym:
- opisujesz swoje wrażenia z wyjazdu,
- informujesz, jaki miałeś/miałaś problem,
- pytasz kuzyna, jak on spędził wakacje.

Długość tekstu powinna wynosić od 50 do 120 słów.

7 A clear message

VOCABULARY Non-verbal communication

I can talk about different forms of communication.

face2face: Did you know that 80–90 percent of communication is non-verbal? Top seven ways we communicate without words!



1 *Posture*: The position of your body can say a lot of things to other people – for example that you're bored, or tired.



2 ? : Looking into someone's eyes can show you are engaged in the conversation. Looking away shows just the opposite!



3 ? : Muscle movements in our face can instantly show a range of feelings, from happiness to sadness.



4 ? : This is a clear way to communicate 'Yes' or 'No' – agreement or disagreement.



5 ? : How we move our hands and arms not only shows our emotions, but also our personality.



6 ? : Putting your arm around someone can communicate feelings of love and friendship. But be careful: not everyone feels comfortable sharing their personal space!



7 ? : How loudly or quietly we speak can communicate how we're feeling.

1 **CLASS VOTE** How do you prefer to communicate with your friends? Why?

by email | by phone | by text | face-to-face | using instant messaging

2 **I KNOW THAT!** How many other forms of communication can you think of? Write your ideas in your notebook.

3 3.22 Use the expressions in the Vocabulary box to complete the headings in the poster. Write the answers in your notebook. Listen and check.

Vocabulary Non-verbal communication

body contact | eye contact | facial expressions | gestures | head movements | posture | voice

4 Which of the ways of communicating in the Vocabulary box do you think is the most important when you meet someone for the first time? Which is the least important?

5 3.23 Match each phrase in the Word Friends box with one of the forms of communication in the poster. Write the answers in your notebook. Listen and check.

Word Friends Communication phrases

bow/shrug your shoulders | give sb a hug | look sb in the eye | make eye contact | nod/shake your head | raise/lower your voice | raise your eyebrows | point a finger

VOCABULARY
Non-verbal communication | Communication phrases | Word building: verbs and nouns for communication | Advertising

GRAMMAR
The Passive: Present Simple, Past Simple, Present Perfect, *can* and *must* | The Passive with *will*



SPEAKING
Indicating objects and clarifying



READING
Communicating with family members

LISTENING
Advertising

WRITING
A review

BBC Culture and Skills
Why do languages change?

6 3.24 **Listen to a psychologist talking about non-verbal communication. Are the sentences true or false? In your notebook, correct the false sentences.**

1 Children learn a lot of non-verbal communication from their parents.
2 Children learn to read sad facial expressions first.
3 Facial expressions usually mean the same thing in different cultures.
4 Nodding your head always means 'yes'.
5 People of the same nationality sometimes use different forms of non-verbal communication.

7 **In your notebook, complete the questions with words from the Word Friends box. In pairs, ask and answer the questions.**

1 Do you think you're good at reading people's facial *expressions*?
2 Do you ? your friends a hug when you meet up with them?
3 In what situations do you ? your eyebrows?
4 Do you ever raise or ? your voice when you talk to your friends? If yes, when?
5 Is it important to ? eye contact when you're speaking to someone?

8 3.25 **WORD BUILDING** **Complete the table in your notebook. Use a dictionary if necessary. Listen and check.**

Verb	Noun
communicate	*communication*
interrupt	?
explain	?
describe	?
define	?
suggest	?
pronounce	?
repeat	?
discuss	?
inform	?

9 3.26 **Complete the sentences with the correct form of words from Exercise 8. Write the answers in your notebook. Listen and check.**

1 Every time I try to say something, my brother i*nterrupts* me; he never lets me finish a sentence!
2 It took me a long time to remember the correct p? of *Edinburgh*.
3 I went to bed really late last night because I had a long d? with my parents about school.
4 Anna tried to e? to Matt why she was late, but he didn't listen.
5 I often have to r? myself when I talk to my grandma because she can't hear very well.

10 3.27 **Complete the blog with the words below. Write the answers in your notebook. Listen and check.**

communication describe explanation
facial expressions hand gestures

My blog

Do we still prefer face time to screen time?

It's no secret that most teens love online [1] ?. However, research reports that nearly fifty percent of teens still prefer talking to a friend face-to-face rather than using technology. So what's the [2] ? for this?

One reason is that although texting and messaging is great, it's not always easy to [3] ? our feelings clearly. Without [4] ?, such as a smile or frown, it's easy to misunderstand what the other person is saying. It's also more fun talking to friends in person. For example, you definitely add more laughs to a story when you use [5] ? and your voice!

1 communication

11 **In pairs, discuss the questions. Compare your answers with the class.**

1 Why do many teens still prefer face-to-face communication?
2 Do you think adults or elderly people prefer face-to-face communication? Why?
3 Can you think of situations in which online communication is better?

12 **VOX POPS** **Talk to your partner. In what situations do you find communicating difficult?**

When I'm in a group of people I don't know very well, I often feel shy and I find it hard to think of things to say.

And YOU

I can use verbs in the Passive.



COMMUNICATION BREAKDOWN

Jay: You're in a rush!

Skye: We're going to a workshop. The last one was organised by the Drama teacher.

Jay: What workshop?

Nina: We were sent an email last week. Look at the poster: 'Improve your communication skills and have fun. All equipment is provided.'

Skye: Come on. It'll be a laugh.

Teacher: Hi, guys. OK, today's game has been designed to help you communicate better with each other. In this game obstacles are placed around the room. The obstacles are chairs, a table, cushions and some water. One person is blindfolded and has to get to the other side of the room.

Jay: Cushions … cool. Can I be blindfolded?

Teacher: Sure. Now, when the instructions are given, listen carefully. OK. Dan, Nina and Skye, decide where you want the obstacles.

I think we're ready. Remember: *clear* instructions must be given.

Dan: Jay! I said turn right.

Jay: Clear instructions weren't given.

Nina: They were! You weren't listening!

Teacher: Guys, this should be fun!

How do you say these expressions in Polish?

You're in a rush!
It'll be a laugh.

OUT of class

1 CLASS VOTE **Look at the photo. Do you think this type of actitivity helps your communication skills? Why? / Why not?**

2 3.28 **Listen and answer the questions.**

1 How did Nina, Dan and Skye hear about the workshop?
2 What obstacles does the teacher mention?

3 **Study the Grammar box. Find more examples of the Passive in the dialogue.**

Grammar The Passive

Present Simple and Past Simple
Special equipment is used.
The message wasn't sent.

Present Perfect
The poster has been printed.
The obstacles haven't been moved.

can* and *must
The game can't be played in groups.
More information must be given.

by
The workshop was organised by the students.

GRAMMAR TIME > PAGE 132

4 3.29 **Write questions and short answers for these sentences from the Grammar box. Write the answers in your notebook. Listen and check.**

1 Is special equipment *used*? (✓) *Yes, it is.*
2 Was the message ? (✗)
3 Has the poster ? (✓)
4 Have the obstacles ? (✗)
5 Can the game ? (✗)

5 **In your notebook, write the past participle form of the verbs below.**

find keep lose make say see show speak teach write

6 **In your notebook, rewrite the sentences in the Passive.**

1 A schoolboy has found a message in a bottle.
A message in a bottle *has been found by* a schoolboy.
2 Most people don't write letters now.
Letters most people now.
3 We can make some food for the workshop.
Some food for the workshop.
4 They didn't keep their letters for the grandchildren.
Their letters for the grandchildren.
5 This teaches students to work in a team.
Students to work in a team.
6 The students must speak English in this class.
English the students in this class.

I can understand a text about communication between family members.

1 CLASS VOTE **Do you communicate with different people in different ways? Think about your parents, brother or sister, grandparents, neighbours.**

2 3.30 **Read the texts quickly. Which forms of communication do Sam and Amelia mention?**

Sam



I don't talk much at home. It's not that I don't enjoy talking, it's just that sometimes I don't want to. This often happens when I get home from school and my mum fires questions at me. 'How was the Maths test? Was your homework given back to you? How did you do?' If I don't answer, she raises her voice and repeats them. It drives me mad – especially when I'm chatting online with my friends. Sometimes we're interrupted by my mum telling me to tidy my room or walk the dog. Don't get me wrong – my mum is great, but I find that really annoying! She likes texting me to find out where I am. I remember once, I came home, said hi to my dad and went straight to my bedroom. A few minutes later, my mum came in from the garden and texted me. 'Sam, where are you? Your dinner's ready!' 'Mum, I'm in my room!' I replied. That made us both laugh!

Amelia



I've always been chatty like my grandma and we talk about everything. I love her stories of when she was young and a bit of a rebel. We often talk about what it was like without a mobile phone or a computer. She didn't like talking to her friends on the phone at home because everyone could hear her. When she had a boyfriend, she had to go to a phone box near the house. It was used by lots of people, so she often had to wait in the cold. Gran was a good dancer and wanted to study Dance at college. Her parents wouldn't even have a discussion about it. 'That's how it was,' she says. The best thing about Gran is she can read my facial expressions. If something's worrying me, she knows and we talk about it. She never thinks I'm being silly. Gran texts me sometimes, but she's hilarious. She writes, 'Hello, America'. That's because in predictive text my name appears as 'America'!

3 **Read the texts again. Are the sentences true or false?**

1 Sam always likes talking to his mum when he gets home.
2 Sam's mum often has to ask the same questions more than once.
3 Sam doesn't generally get on well with his mum.
4 Sam's dad sent him a text about dinner.
5 Amelia and her grandma both talk a lot.
6 Amelia's grandma preferred using a public phone when she was young.
7 Amelia's grandma's parents wanted her to study Dance.
8 Her grandma often gets Amelia's name wrong in her texts.

4 **Answer the questions.**

Which person in the texts:

1 is good at reading body language?
2 is annoyed by interruptions?
3 sometimes talks in a loud voice?
4 sometimes gets texts from a person who's worried?
5 is sometimes very funny?
6 likes hearing about life in the past?

5 **Look at the highlighted words in the texts. Check your understanding. Use a dictionary if necessary.**

6 **In pairs, discuss the questions.**

1 What type of person do you think Sam is? What about Amelia?
2 What differences are there in the way Sam communicates with his mum and Amelia communicates with her grandma?

7 **In groups, imagine you are writing a leaflet called *A parent's guide to talking to teenagers*. What suggestions would you include?**

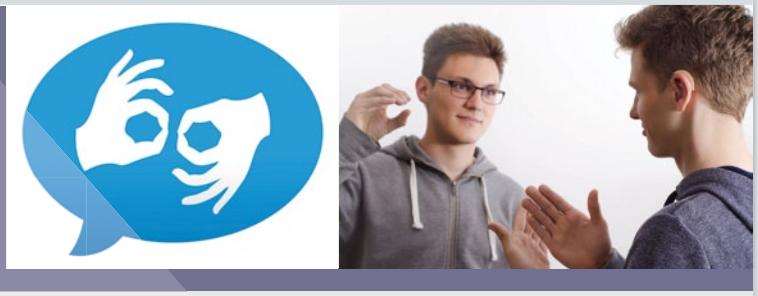
Parents shouldn't ask questions about homework at meal times.

7.4 GRAMMAR The Passive with *will*

I can change active sentences into passive sentences.

1 CLASS VOTE **Does your school offer sign language classes? If not, do you think it would be good idea to add them? Why? / Why not?**

2 **Read the news story. Who has hearing difficulties?**



I can't wait until we can chat just like other mates.

When Luke Hamilton discovered that his new neighbour, Dominic, had hearing difficulties, he decided to look for a sign language course. He soon found one. From September, sign language classes will be taught at Luke's school. They'll be offered to students and parents, and Luke's very excited about it. 'The course will be taught by a qualified teacher after school. Homework won't be given, although students can do online exercises,' he says. The head teacher is sure the classes are a good idea. 'Sign language courses aren't offered in many schools in this area, so we thought it would be popular. If this goes well, more courses will be planned for the future,' he explained. During the course, students will learn basic signs for everyday use. Luke doesn't know how quickly he'll learn, but he's sure of one thing: 'My sign language will be used with Dominic,' he says. 'I can't wait until we can chat just like other mates.'

3 **Read the news story again. Answer the questions.**

1 Why did Luke decide to learn sign language?
2 How does Luke feel about starting the course?
3 Why does the head teacher think the course will be popular?

4 **Study the Grammar box. Find more examples of the Passive with *will* in the news story.**

Grammar The Passive with *will*

A science fair will be organised at the school.
These classes won't be taught during school hours.

Sometimes you can form two passive sentences from one active sentence:
Active: The school will offer free classes to parents.
Passive: Free classes will be offered to parents.
Parents will be offered free classes.

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5 **Complete the sentences using the Passive with *will*. Write the answers in your notebook.**

1 Next year, the course *will be offered* (offer) to all students.
2 A lot of new classes ? (organise) for next year.
3 The suggestion ? (not discuss) until tomorrow.
4 The information ? (write) on the board for you.
5 Books ? (not use) in class today because we're playing a game.

6 3.31 **Read the text. Complete the sentences below using the Passive with *will*. Write the answers in your notebook. Listen and check.**

From next week, students from Hong Kong University will teach Chinese at Harwood School. Teachers believe more schools will offer Chinese lessons to students in the future. The university students will teach writing and speaking skills. They won't test the pupils, but they will organise a weekly quiz. At the end of the course they will prepare a Chinese meal to celebrate.

1 From next week, Chinese *will be taught at Harwood School by students from Hong Kong University*.
2 Teachers believe students ? by more schools in the future.
3 Writing and speaking skills ? .
4 The pupils ? , but a weekly quiz ? .
5 At the end of the course, a Chinese meal ? to celebrate.

7 **In your notebook, make passive sentences that are true for you.**

1 a school trip / organise / for my class soon
A school trip will be organised for my class soon.
2 extra homework / give / today
3 the answers to this exercise / discuss / in class
4 a big party / plan / for the end of school

I can understand key information in short conversations and describe a TV commercial.

1 **CLASS VOTE** **Adverts must communicate their message clearly. What do you think makes a good TV commercial?**

a famous person colour humour music other?

2 **3.32** **Study the Vocabulary box. Complete the sentences in your notebook. Listen and check.**

Vocabulary Advertising

billboard brand commercials flyers logo poster slogan target audience

1 There's a huge ? at the side of the road. It's advertising the new cinema.
2 The ? for this sports company is 'Everyone's a winner'.
3 The ? for Lacoste clothing is a green crocodile.
4 A man is handing out ? for the music festival next weekend.
5 There are too many ? on TV. It's really annoying when you're watching a film.
6 The ? for this advert is children – that's why they put it on after school.
7 Can I put this ? up on your notice board, please?
8 I always buy the same ? of shampoo.

3 **3.33** **Listen to five extracts from TV commercials. Match the commercials (1–5) with the products (a–h). There are three extra products. Write the answers in your notebook.**

a chocolate
b trainers
c perfume
d toothpaste
e washing-up liquid
f nail varnish
g a hamburger
h a mountain bike

4 **3.33** **Listen again. Answer the questions.**

1 Who is the target audience for each commercial?
2 Which commercial mentions a new product of a well-known brand?
3 Which commercial do you think is the most successful?
4 Which one did you like best? Why?

5 **3.34** **Listen to four short dialogues. Choose the correct answers.**

1 What is the logo of the jeans that Anna wants to buy?

A 
B 
C 

2 What is offered for free with a flyer from the pizza restaurant?

A 
B 
C 

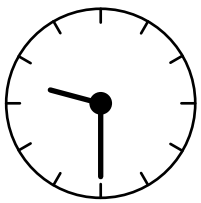
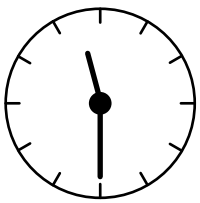
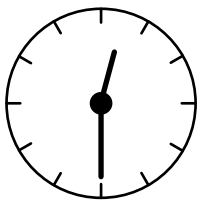
3 Where will Sam's poster be put?

A 

B 

C 

4 What time does Joe want to go football training?

A 
B 
C 

6 **VOX POPS** **In pairs, tell each other about your favourite TV commercial. Describe the advert and say why you like it.**

And YOU

I can indicate different objects, ask for and give clarification.



BROWN BANANAS

Nina: Just a minute, Dan. I need a drink. Any idea where my bag is?
Dan: Do you mean this one, under your jacket?
Nina: That's it. I've got a great drink. It's that new one that's been on TV. Oh no! I've left it at home.
Dan: Don't worry. Let's make a drink instead. Come on.
Nina: Cool. What do you want me to do?
Dan: First, wash the fruit and cut them into small pieces.
Nina: OK. When you said wash the fruit, did you mean the bananas and pineapple?
Dan: Sorry, I meant to say wash those strawberries next to the sink.
Nina: Yuk! Look at these bananas. This one's black.
Dan: OK, but that one there is fine. Just cut that up.
Nina: You've got a pineapple. That's a bit tricky. Have you got a tin instead?
Dan: What do you mean, 'a tin'?
Nina: A tin of pineapple. It's much easier.
Dan: Brilliant! OK, let's put it all in the blender with some milk.
Nina: And now let's turn it on.
Dan: No, no, no!

How do you say these expressions in Polish?

Any idea where … is?
That's a bit tricky.

OUT of class

1 CLASS VOTE **Do you sometimes buy a drink or snack because you've seen it on TV? Think of an example.**

2 3.35 **Listen. What fruits are mentioned?**

3 Study the Speaking box. Find more examples of indicating and clarifying in the dialogue.

Speaking Indicating objects and clarifying

Indicating objects
That's it / them!
This one / These ones here.
That one / Those ones over there.
Look at this / that / these / those …
It's that new / old one that …
These / Those are the ones which …

Asking for clarification
Do / Did you mean …?
What / Which one do you mean?
When you said … what did you mean?
When you said …, did you mean …
Could you say that again?

Giving clarification
Sorry, I meant to say …
What I was trying to say was …
When I said …, I meant …

4 3.36 **Jay and Skye are looking at phones. Complete the dialogue with words and phrases from the Speaking box. Write the answers in your notebook. Listen and check.**

Jay: [1]*Look at that* phone! I might get it with my birthday money.
Skye: Which [2] ? ?
Jay: That one [3] ? . It's got an awesome camera.
Skye: I thought your old phone was fine.
Jay: It was until it stopped working.
Skye: [4] ? , 'it stopped working'?
Jay: Sorry, [5] ? until I dropped it in the swimming pool. Then it stopped working!

5 Work in pairs. Choose one of the items below that you would like to buy and have a short conversation. Then swap roles.

headphones jeans a rucksack a smarthpone a sports shirt

A: I want those cool headphones.
B: Which ones?
A: Those ones.
B: What's wrong with the ones you've got?
A: They aren't very good.
B: What do you mean …?

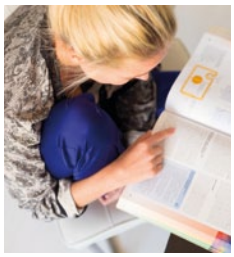
I can write a review and offer opinions and points of view.

1 CLASS VOTE **Which of the language learning aids below can you see in the photos? Which of these do you consider most effective and which most enjoyable?**

books/films in original language
coursebook dictionary flashcards
language learning website mobile phone app







2 **Read Jo's review and answer the questions.**

1 What website is she reviewing and what is her opinion of it?
2 Who is the review written for?

Is Wordfit the right website for you?

So many websites have been created for language learners that it can be hard to know which is the best to use. Wordfit is one of the most popular websites, but is it as good as they say?

I was impressed by the design of the website. It looks really attractive and is easy to use. There is a wide variety of online activities and lots of fun things to do, like quizzes and games. I particularly like the fact that you can chat with other language learners on the site. The only disappointing thing about the website is that very little listening practice is provided and there's no opportunity to practise pronunciation.

All in all, I think Wordfit is a useful website and I would definitely recommend it to other learners. However, if you only want to practise listening and speaking skills, it's probably not the website for you.

3 **Order the information as it appears in the review. Write the answers in your notebook.**

a Jo gives her overall opinion and recommendation.
b Jo says what she is reviewing and why she chose to review it.
c Jo explains what she thinks the advantages and disadvantages of the website are.

4 **Find the adjectives in Jo's review.**

5 **In your notebook, write the adjectives below in the correct column. Add the adjectives you found in Exercise 5.**

amazing awful boring brilliant
confusing fantastic poor weak

Positive	Negative
amazing	?

6 **Study the Writing box. Find examples of these phrases in Jo's review.**

Writing A review

What you are reviewing and why
Lots of people have asked me about …
… is one of the most popular …
… but is it as good as they say?

Advantages and disadvantages
I was impressed by …
It looks attractive / confusing.
I particularly like …
The only disappointing thing about … is …
Unfortunately, …

Personal opinion and recommendation
All in all, I think …
I would / wouldn't recommend it to …
This is one of the best … I have ever used / read / watched.

7 WRITING TIME **In your notebook, write a review of a method of language learning that you have used (e.g. an app, a book, a website, a language course). In your review, you should:**

- say what you are reviewing and give a brief description.
- explain what you think the advantages and disadvantages are.
- give your personal opinion and say whether you would recommend it to others.

Organise your review into clear paragraphs and remember to use a range of adjectives.

Revision

VOCABULARY

1 **In your notebook, write the correct word for each definition.**

1 a type of product sold by a particular company **b**
2 talking about something to exchange opinions **d**
3 movement of the hands or arms to express an idea **g**
4 a symbol used by a company to advertise its product **l**
5 the way in which someone holds their body **p**
6 a short phrase used to advertise a product or company **s**

2 **3.37** **Complete the quiz questions with the noun form of the verbs in brackets. Write the answers in your notebook. Listen and check.**

ARE YOU GOOD WITH WORDS? TAKE OUR QUIZ AND FIND OUT!

1 Give your partner a ? (describe) of a place in your town. Can he/she guess what it is?
2 What is a good phrase to use when making a ? (suggest) in English?
3 What is the correct ? (pronounce) of the famous river that runs through London?
4 What is the ? (define) of the adjective *chatty*?
5 Can you name three types of non-verbal ? (communicate)?
6 What is the most common ? (explain) students give when they're late for class?

3 **In pairs, do the quiz in Exercise 2.**

GRAMMAR

4 **Complete the text with the correct passive form of the verbs in brackets. Write the answers in your notebook.**

At school yesterday we [1] ? (teach) how to improve our communication skills. The lesson [2] ? (not hold) in the classroom, but out on the school field. We [3] ? (organise) into teams and the plan was to make a bridge. I love this type of activity because it [4] ? (do) in groups. You always have lots of problems, but they [5] ? (can/solve) when everybody works together. [6] ? my team's bridge ? (build) perfectly? No, and it definitely [7] ? (can/not/use), but we had fun!

5 **Write sentences in your notebook. Use the Passive with *will*.**

1 the ideas / discuss / in tomorrow's lesson
The ideas will be discussed in tomorrow's lesson.
2 the information / not send / to you / by email
3 team members / select / next week / ?
4 the festival / advertise / in the local paper
5 we / put / into new groups / at school / ?
6 the winner / not announce / until the end of the day

SPEAKING

6 **Complete the dialogue with the words and phrases below. Write the answers in your notebook. Then act out the dialogue in pairs.**

I thought you said that one this one
those which one do you mean

Julia: Look at [1] ? dogs in the magazine advert. I'd love [2] ?.
Tom: [3] ? ? The little brown one?
Julia: No. [4] ? – the black and white one.
Tom: [5] ? your mum was allergic to pets.
Julia: She is, but I can always dream!

7 **In pairs, talk about which of the clubs below you would like to join and why.**

basketball club dance club
gardening club painting club
photography club

DICTATION

8 **3.38** **Listen to the recording. Write the sentences in your notebook.**

Check yourself!

- ✓ I can talk about different forms of communication.
- ✓ I can use verbs in the Passive and change active sentences into passive.
- ✓ I can understand a text about communication between family members.
- ✓ I can understand key information in short conversations and describe a TV commercial.
- ✓ I can indicate different objects, ask for and give clarification.
- ✓ I can write a review and offer opinions and points of view.

LESSON 7.1

Non-verbal communication
Komunikacja niewerbalna

body contact /ˌbɒdi ˈkɒntækt/ kontakt fizyczny
bow /baʊ/ ukłonić się
frown /fraʊn/ zmarszczyć brwi
gesture /ˈdʒestʃə/ gest
give sb a hug /gɪv sʌmbɒdi ə ˈhʌg/ uścisnąć kogoś
head movement /hed ˈmuːvmənt/ ruch głowy
look sb in the eye /lʊk sʌmbɒdi ɪn ðiˈaɪ/ patrzeć komuś w oczy
make eye contact /meɪk aɪ ˈkɒntækt/ utrzymywać kontakt wzrokowy
nod / shake your head /nɑd, ʃeɪk jə ˈhed/ kiwnąć / potrząsnąć głową
non-verbal /nɒn ˈvɜːbəl/ niewerbalny
point a finger /pɔɪnt ə ˈfɪŋgə/ wskazać palcem
posture /ˈpɒstʃə/ postawa
raise / lower your voice /ˌreɪz, ˌləʊə jə ˈvɔɪs/ podnieść / obniżyć ton głosu
raise your eyebrows /ˌreɪz jə ˈaɪbraʊz/ unieść brwi
read facial expressions / riːd ˌfeɪʃəl ɪkˈspreʃən/ czytać mimikę twarzy
shrug your shoulders /ʃrʌg jə ˈʃəʊldəz/ wzruszyć ramionami
use hand gestures /ˌjuːz hænd ˈdʒestʃəs/ gestykulować

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communicate /kəˈmjuːnɪkeɪt/ komunikować się
communication /kəˌmjuːnɪˈkeɪʃən/ komunikacja
define /dɪˈfaɪn/ definiować
definition /ˌdefɪˈnɪʃən/ definicja
describe /dɪˈskraɪb/ opisywać
description /dɪˈskrɪpʃən/ opis
discuss /dɪˈskʌs/ omawiać, dyskutować
discussion /dɪˈskʌʃən/ dyskusja
emotion /ɪˈməʊʃ(ə)n/ emocja
engaged in sth /ɪnˈgeɪdʒd ɪn/ zaangażowany w coś
explain /ɪkˈspleɪn/ wyjaśniać
explanation /ˌekspləˈneɪʃən/ wyjaśnienie
face-to-face /ˌfeɪs tə ˈfeɪs/ twarzą w twarz, osobiście
inform /ɪnˈfɔːm/ informować
information /ɪnfəˈmeɪʃən/ informacja
instant messaging /ˈɪnstənt ˈmesɪdʒɪŋ/ rozmowa na komunikatorze internetowym
interrupt /ˌɪntəˈrʌpt/ przeszkadzać, przerywać
interruption /ˌɪntəˈrʌpʃən/ przerwa, zakłócenie
message /ˈmesɪdʒ/ wiadomość
misunderstand /ˌmɪsʌndəˈstænd/ źle zrozumieć
muscle /ˈmʌsəl/ mięsień
personal space /ˈpɜːsənəl speɪs/ przestrzeń osobista
pronounce /prəˈnaʊns/ wymawiać
pronunciation /prəˌnʌnsiˈeɪʃən/ wymowa
repeat /rɪˈpiːt/ powtarzać
repetition /ˌrepəˈtɪʃən/ powtarzanie
research /rɪˈsɜːtʃ, ˈriːsɜːtʃ/ badania
suggest /səˈdʒest/ proponować
suggestion /səˈdʒestʃən/ sugestia, propozycja
text /tekst/ SMS, wiadomość tekstowa

LESSON 7.2

Out of class
It'll be a laugh. /ɪtl bi ə ˈlɑːf/ Pośmiejemy się!
You're in a rush! /ˌjɔː ɪn ə ˈrʌʃ/ Ale pędzisz!

---

blindfold /ˈblaɪn(d)ˌfəʊld/ opaska na oczy
communication skill /kəˌmjuːnɪˈkeɪʃən skɪl/ umiejętność komunikacji
equipment /ɪˈkwɪpmənt/ sprzęt
obstacle /ˈɒbstəkəl/ przeszkoda
workshop /ˈwɜː(r)kˌʃɒp/ warsztat

LESSON 7.3

chatty /ˈtʃæti/ gadatliwy
don't get me wrong /dəʊnt get mi ˈrɒŋ/ nie zrozum mnie źle
drive mad /draɪv ˈmæd/ doprowadzać kogoś do szaleństwa
fire questions (at sb) /ˌfaɪər ˈkwestʃnz/ zasypywać kogoś pytaniami
hilarious /hɪˈleəriəs/ komiczny, zabawny
predictive text /prɪˈdɪktɪv tekst/ autokorekta w telefonie komórkowym
rebel /ˈrebəl/ buntownik

LESSON 7.4

sign language /ˈsaɪn ˌlæŋgwɪdʒ/ język migowy

LESSON 7.5

Advertising
Reklama

advert /ˈædvɜːt/ reklama
billboard /ˈbɪlbɔːd/ billboard
brand /brænd/ marka
commercial /kəˈmɜːʃəl/ reklama (radiowa lub telewizyjna)
flyer /ˈflaɪə/ ulotka
logo /ˈləʊgəʊ/ logo
poster /ˈpəʊstə/ plakat
slogan /ˈsləʊgən/ slogan, hasło
target audience /ˌtɑːgət ˈɔːdiəns/ grupa docelowa

---

nail varnish /ˈneɪl ˌvɑːnɪʃ/ lakier do paznokci
perfume /ˈpɜːfjuːm/ perfumy
toothpaste /ˈtuːθpeɪst/ pasta do zębów
washing-up liquid /ˌwɒʃɪŋ ˈʌp ˈlɪkwəd/ płyn do zmywania naczyń

LESSON 7.6

Out of class
Any idea where … is? /əni aɪˈdɪə weə ɪz/ Nie wiesz przypadkiem, gdzie jest…?
That's a bit tricky. /ðæts ə bɪt ˈtrɪki/ To dość skomplikowane.

LESSON 7.7

amazing /əˈmeɪzɪŋ/ wspaniały
app /æp/ aplikacja
attractive /əˈtræktɪv/ atrakcyjny
awful /ˈɔːfəl/ wstrętny
boring /ˈbɔːrɪŋ/ nudny
brilliant /ˈbrɪljənt/ wspaniały
confusing /kənˈfjuːzɪŋ/ zagmatwany
disappointing /ˌdɪsəˈpɔɪntɪŋ/ rozczarowujący
fantastic /fænˈtæstɪk/ fantastyczny
flashcards /ˈflæʃˌkɑːdz/ karty z obrazkami
impressed /ɪmˈprest/ być pod wrażeniem
impressive /ɪmˈpresɪv/ robiący wrażenie
poor /pɔː/ kiepski
recommend /ˌrekəˈmend/ polecać
weak /wiːk/ słaby

BBC

CULTURE & SKILLS

Why do languages change?



How languages evolve

All languages are in flux. In other words, they are constantly changing. This is especially true of English, which is a real global language. There are now nearly three times more non-native speakers of English than native speakers. 950 million people speak it as a foreign language, while only 340 million speak it as a mother tongue. So why is English changing and is this a good thing?

One reason is globalisation. These days business meetings can be held with people from all over the world – like Brazil, Nigeria and Japan. The only language spoken will be English. This has led to the creation of a new language variety, called International English. It's a kind of simplified English which can be understood by everyone. Some linguists don't like this because for them it is a corruption of the language. But it could be the future of communication in today's globalised world.

In some countries, English has a different role. In Singapore, Hong Kong and the Philippines, English is spoken as a second language. Around 600 million people speak English in this way, meaning that they are bilingual. In the Philippines, Tagalog – the country's main language – and English merge to create a variety called Taglish. It can be difficult to understand if you're not a local.

Languages also evolve because new words and phrases are coined all the time. Nouns such as *emoticon*, *spam* or *blog* and verbs like *google*, *Photoshop* or *Skype* have all been introduced thanks to digital technology. There is much discussion about whether these words should be in the dictionary or not – and some new words never make it!

The use of slang also changes a language. For example, colloquial terms such as *innit?* (*isn't it?*) and *like*, are used so much in contemporary English that they are now a kind of punctuation. But if people use these terms to communicate, why shouldn't they count as 'real words'?

GLOSSARY
mother tongue (n) the main language you learn as a child
linguist (n) sb who scientifically studies languages and how they work
corruption (n) a change from its original form
merge (v) combine; join together
coin (v) invent (a new word or expression)

READING

1 **In pairs, discuss the questions.**

1 Does your language have different varieties or dialects?
2 Do you use English words in your language? Which ones?

2 **Read the text and answer the questions.**

1 Why is English considered to be a 'global language'?
2 What is International English?
3 How many people speak English as a second language?
4 How has digital technology changed language?
5 Why are some words not considered to be 'real' words?

3 **Read the article again. In pairs, discuss the questions.**

1 What information in the text surprised you?
2 Do you think your language is changing as much as English? If so, in what way?
3 Do you agree that terms like *to google* are real words? Why? / Why not?

LISTENING

4 **BBC 7 Listen to Part 1 of a programme about the English language. Choose the correct option. Write the answers in your notebook.**

1 People study English in the Philippines because *the teaching is better* / *it is cheaper*.
2 *One hundred* / *Ten* million people live in the Philippines.
3 Taglish is *hard* / *easy* for foreigners to understand.
4 The number of foreign students in the Philippines is *stabilising* / *increasing*.
5 Elizaveta also considered studying in *Australia and New Zealand* / *Russia*.

5 **BBC 8 Listen to Part 2. Which words can you hear? Write the answers in your notebook.**

1 *chav* / *chap*
2 *ain't* / *innit*
3 *LOL* / *IMO*

6 **Match words 1–6 to their definitions a–f. Write the answers in your notebook.**

1 LOL
2 IMO
3 ain't
4 innit
5 chav
6 chap

a isn't it
b in my opinion
c an offensive word to describe a young person who is agressive and often wears sportswear
d am not / aren't / isn't
e a man, especially one you like
f laugh out loud

7 **BBC 8 Listen again and answer the questions.**

1 What are the arguments for having slang words or textspeak in a dictionary?
2 How many words are there in the *Oxford English Dictionary*?
3 When does a word officially become a word?

8 **What did you learn about English from the programme? Would you go and study English in the Philippines? Why? / Why not? Discuss in pairs or small groups.**

PROJECT

9 **In groups, prepare a digital presentation about different words in your language.**

1 Discuss these questions:
- What new words are currently used?
- What kind of people use them?
- Which words come from other languages?
- How many English words are used?
- What do you think of these words?

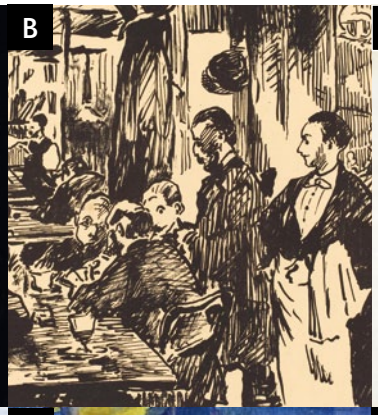
2 Write a short script based on your discussion.
3 Share your presentation with the class.

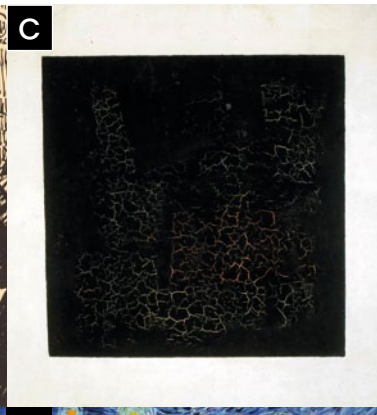
8 Creative energy!

VOCABULARY Art and literature

I can describe works of art and talk about books.













1 CLASS VOTE **Do you think you learn enough about art and literature at school? Why? / Why not?**

2 4.01 **Write the words below in the correct category in the Vocabulary A box. Write the answers in your notebook. Listen and check.**

contemporary art landscape oil painting sculpture sketch

Vocabulary A Art

Types of art
abstract art graffiti graphic art pop art ? ?

Types of paintings
illustration portrait still life watercolour ? ? ?

3 **Match the works of art (A–F) with their titles (1–6). Write the answers in your notebook.**

1 *Starry Night*, Vincent Van Gogh
2 *Girl with a Pearl Earring*, Johannes Vermeer
3 *Black Square*, Kazimir Malevich
4 *Café Guerbois*, Édouard Manet
5 *Splash*, Tomas Misura
6 *Still Life with Basket*, Paul Cézanne

4 4.02 **Listen to two descriptions. Which of the works of art above are the speakers describing?**

VOCABULARY
Art | Literature and books | Being an artist | The press

GRAMMAR
Ability | Obligation and prohibition



SPEAKING
Comparing ideas and expressing opinions



READING
Art for teens

LISTENING
In a newspaper office

ENGLISH IN USE
Phrases with prepositions

SKILLS REVISION
Units 7–8

5 Study the Speaking box. In pairs, take it in turns to ask and answer about the other paintings.

Speaking Talking about art

What type of art is it?
It's modern / abstract / impressionist.

What type of painting is it?
It's an oil painting / a still life.

Can you describe the painting / drawing?
It's a portrait of a young woman.
There are some mountains in the background / in the middle.
There are some lines / shapes / images.
I like the colours / atmosphere.
I can't make out what it is. Maybe it's a ...
It's unusual / simple / complicated / colourful.
It reminds me of ...

6 4.03 Study the Vocabulary B box. Choose the correct option. Write the answers in your notebook. Listen and check.

Vocabulary B Literature and books

author autobiography biography chapter character cover fiction non-fiction novel novelist play playwright poem poet poetry plot scene

1 Interesting *authors* / *characters* are more important in a book than a good plot.
2 I usually read one or two *chapters* / *poems* of a book before I go to sleep.
3 I prefer reading *fiction* / *non-fiction* such as science books and biographies.
4 I find long *novels* / *novelists* boring.
5 I believe there aren't enough *playwrights* / *plays* about teenagers.

1 characters

7 Are the sentences in Exercise 6 true for you?

8 I KNOW THAT! Work in pairs. How many different types of books can you name? Write your ideas in your notebook.

9 Look at the book titles. What type of book do you think each one is?

1 *Goldfinger*, Ian Fleming
2 *The Three Musketeers*, Alexandre Dumas
3 *The Shadow of the Wind*, Carlos Ruiz Zafón
4 *David Beckham*, David Beckham
5 *City of the Beasts*, Isabel Allende
6 *The Hound of the Baskervilles*, Arthur Conan Doyle

Goldfinger, by Ian Fleming, is a spy story.

10 Study the Speaking box. In pairs, talk about a book you enjoyed or didn't enjoy.

I loved Lord of the Rings. It's fiction and it's set in a place called Middle Earth. It's about …

Speaking Talking about books

It's called ...
It was written by ...
It's about ... / It tells the story of ...
It's set in ...
It's a true story / fiction / non-fiction.
In the first / last chapter ...
It starts / ends with ...
It's fantastic / amazing / weak / boring.

11 4.04 Complete the blog entry with the correct form of verbs from the Word Friends box. Write the answers in your notebook. Listen and check.

Word Friends Being an artist

appear in the news
do a painting
get good / bad reviews
give a (poetry) reading / a speech
hold an exhibition
promote your work / ideas
win an award
write a bestseller / a play / a novel

Jesslovesart.blog

Do you [1] ? plays or [2] ? paintings that you want to show others? Then why not try an art festival? It's the perfect place to [3] ? your work.

I've just been to a brilliant festival with lots of artists and writers. I met a novelist who had [4] ? his first award when he was twelve. He [5] ? a funny speech about how he wrote stories during Science lessons at school! He said the best thing about his job is [6] ? good reviews.

My favourite activity was a Japanese haiku poetry workshop. A haiku poem has three lines. The first and the last line have five syllables and the middle line has seven. We wrote a poem and then we [7] ? our own poetry reading. At the end we had a party and some journalists came. The next day we all [8] ? in the news!

1 write

12 VOX POPS In pairs, talk about a famous novelist or artist from anywhere in the world.

And YOU

8.2 GRAMMAR Modal verbs for ability: *can, could, be able to, manage to*

I can talk about ability in the present, past and future.

1 CLASS VOTE **What comics did you read when you were younger? Did your friends read the same ones? Do you like reading comics or graphic novels?**

2 **In pairs, discuss the questions.**

1 Do you enjoy reading novels?
2 What do you prefer: watch a film based on a book or read the book? Why?

3 **Read the text. According to the writer, why are graphic novels a good idea?**

I can read books and enjoy pictures!

I can't remember how many different comics I read when I was little, but I know I loved them. I managed to collect a big pile of them. Then I started collecting superhero comics like *Spiderman* because they were exciting. I loved manga comics and tried to copy the drawings, but I couldn't do them very well. When I started to read novels, I couldn't always follow the story and missed the pictures. Then I discovered graphic novels! They're great if you aren't able to read very quickly because the pictures help you to stay interested. I've read fiction and non-fiction ones. There's even a graphic book about the life of Gandhi called *My Life is my Message*. When we started reading Shakespeare's play *Hamlet* at school, I couldn't follow the plot. My dad managed to find a graphic novel of it in the library, so I'll be able to understand the story and the characters. This doesn't mean I won't be able to read longer novels in the future. It just means that I'll be able to enjoy types of books that I wouldn't normally read.

4 **Study the Grammar box. Find more examples in the text.**

Grammar Ability

Present
She can / can't paint.
They're able to / aren't able to speak French.

Past
They could / couldn't understand the story.
Jack was / wasn't able to come.
He managed to / didn't manage to read the book in a day.

Future
I'll be / won't be able to finish this today.

Questions
Can / Could he paint? No, he can't / couldn't.
Is / Was she able to speak French? Yes, she is / was.
Will you be able to read more books? No, I won't.
Did he manage to read the book in day? Yes, he did.

Be able to is more formal than can.
Could is used to describe general ability in the past.
Managed to describes specific achievements in the past.

GRAMMAR TIME > PAGE 133

5 4.05 **Complete the dialogues with the correct form of *can, could, be able to* or *manage to*. Write the answers in your notebook. Listen and check.**

Mum: What's the matter, love?
Oscar: I [1] *couldn't* sleep last night and now I [2] ? concentrate.
Mum: Why don't you read a nice book before you go to sleep? It [3] ? help you to relax.

The next day:

Oscar: Hi, mum. I [4] ? get a great book from the library.
Mum: Oh, that's good. Tonight you'll [5] ? read it in bed and you'll soon fall asleep.
Oscar: It's a horror story!
Mum: That's no good, Oscar! You [6] ? to sleep after that!

6 **Complete the questions with the correct form of the words in brackets. Write the answers in your notebook. Give answers that are true for you.**

1 *Did you manage to* (you/manage to) fall asleep quickly last night?
No, I didn't. I couldn't sleep for ages.
2 ? (you/can) swim when you were four?
3 ? (your best friend/can) tell funny jokes?
4 ? (you/able to) do homework and listen to music at the same time?
5 ? (you/be able to) finish this exercise before the end of the lesson?

I can identify detail in a text about an artist and talk about different types of exhibitions.

1 CLASS VOTE **Do you enjoy visiting art exhibitions? Why? / Why not?**

2 **Look at the photos in the article. Which type of art do you prefer? Why?**

3 4.06 **Read the article. How many types of art or paintings does it mention?**

4 **Read the article again. Choose the correct answers. Write them in your notebook.**

1 What does Charlotte try to do in this text?
- **a** give a review of an art gallery
- **b** apologise for being noisy in art galleries
- **c** explain how to enjoy art galleries more
- **d** describe different types of art

2 What was the school trip to the art gallery like?
- **a** It was successful although the students behaved badly.
- **b** It was stressful for the teacher and not much fun for the students.
- **c** It was better than the students thought it would be.
- **d** It was interesting because they had studied the artist at school.

3 What does Charlotte think about art galleries now?
- **a** They should have more events for young people.
- **b** You don't need to visit them to enjoy them.
- **c** There are more exhibitions for teens now than before.
- **d** You can enjoy them if you find events especially for teens.

4 Charlotte finds Kristián Mensa's work interesting because
- **a** he uses extraordinary, unique objects in his pictures.
- **b** he puts a lot of effort into each work of art.
- **c** he's got original ideas and is very creative.
- **d** he uses different techniques at the same time.

5 **Look at the highlighted words in the text. Check your understanding. Use a dictionary if necessary.**

Art has something for everyone, but you have to look for it!





By Charlotte, 17

At school, Art is fun because we experiment with different techniques. We do portraits, make sculptures and generally get creative! However, a school trip to an art gallery is often disappointing if you're a teen. For example, last year my Art teacher organised a trip to an exhibition of abstract art by Mark Rothko. The gallery was full of older people, who obviously didn't want to be with noisy school kids. We all got bored and we couldn't stop giggling. Our teacher was getting stressed and kept telling us to be quiet.

The next day we talked to our teacher about the lack of activities for visitors our age at art galleries. She agreed that a visit should be both educational and fun. That's when I decided to go online and look for art galleries that have special events for teens. I managed to find a huge range of activities and proposed some of them to the teacher. Next month we're going to see an exhibition of pop art and meet an artist who specialises in it. So, if you say art galleries are boring, I can show you where to look for inspiring ideas!

It's also a good idea to use the internet to learn about artists. Recently I managed to find a contemporary artist from Czechia, called Kristián Mensa. I've already seen artists who combine different techniques, but this is totally different. He does unique illustrations with ordinary household objects such as mobile phones, headphones and even biscuits. His art is very simple, but it makes you see things differently. For example, he notices that a flower is similar to a mop – and puts this idea into life by drawing a little man and giving him a real flower mop. It's hilarious! I hope I'll be able to go to an exhibition of his work in the future.

6 **In pairs, read the adverts for different art exhibitions. Which one would you like to go to? Why?**

Giant tree sculptures in the park

Wild animals in watercolour

Contemporary art from China

Impressionist gardens by Monet

8.4 GRAMMAR Modal verbs for obligation and prohibition: *must* and *have to*

I can talk about obligation and prohibition in the past, present and future.



CRAZY PAINTING

Skye: OK. First, we have to spread this plastic on the ground. And then we add the paint.
Nina: This is a great idea for painting T-shirts.
Skye: I know. We should ask school if we can do it on the last day.
Nina: No, we won't be allowed to do it. It's too messy.
Skye: Dan, hi. Listen, you'll have to hurry up. We're nearly ready.
Nina: What's up?
Skye: Dan's left the T-shirts at home. He had to go back for them, but he won't be long.
Nina: It's OK. Mum won't be home until later. She says we're allowed to do this, but we have to clean up before she gets back.
Dan: Sorry I'm late. You didn't have to wait for me.
Skye: You've got the T-shirts, Dan!
Nina: OK. Let's put on the T-shirts, then get some water on the plastic and we're ready.
Skye: Are there any rules?
Nina: No, just run and slide, but we mustn't push each other. Off we go!
Skye: Oh no! Your mum's home. We have to clean up.
Nina's mum: Hi! That looks fun. Can I try it?
Skye: Sure, you'll have to change first though!

How do you say these expressions in Polish?

What's up? *Sorry I'm late.* *Off we go!*

OUT of class

1 CLASS VOTE **Look at the photo. Would you like to try this? Why? / Why not?**

2 4.07 **Listen. Why can't they start the activity?**

3 Study the Grammar box. Find more examples in the dialogue.

Grammar Obligation and prohibition

Obligation
You must / have to leave.
They had to leave.
I will have to leave.
Do / Did / Will you have to leave? Yes, I do / did / will.

Lack of obligation
You don't have to come.
She didn't have to come.
He won't have to come.

Prohibition
You mustn't / aren't allowed to go.
I wasn't allowed to go.
He won't be allowed to go.
Are / Were you allowed to stay late?
Will you be allowed to stay late?

Must and *mustn't* don't have past or future forms. We use different verbs instead.
In question forms we usually use *have to*.

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4 In your notebook, write questions and short answers about the dialogue.

1 they / be allowed / paint T-shirts / in Nina's garden / ?
Are they allowed to paint T-shirts in Nina's garden?
Yes, they are.
2 they / be allowed / paint T-shirts / on the last day of school / ?
3 why / Nina and Skye / have to / wait for Dan / ?
4 what / they / have to / do / before Nina's mum arrives / ?
5 Nina's mum / have to / change her clothes / ?

5 Complete the second sentence so that it means the same as the first one. Use the word in brackets. Write the answers in your notebook.

1 You mustn't paint on the walls. (allowed)
You *aren't allowed to* paint on the walls.
2 It was necessary to tidy the room. (have to)
They ? tidy the room.
3 It will be necessary to stay after class. (have to)
They ? stay after class.
4 Writing in your book is not allowed. (must)
You ? in your book.
5 It won't be necessary for Jack to come. (have to)
Jack ? come.

I can understand a conversation between friends and talk about the press.

1 CLASS VOTE **Who in your family listens to or reads the news?**

2 4.08 **Match the groups of words in the Vocabulary box with the headings below. Write the answers in your notebook. Listen and check.**

in the news people types of press

Vocabulary The press

? : broadsheet magazine online news site tabloid
? : designer editor journalist paparazzi reporter
? : adverts celebrity gossip commercials headlines horoscope local/national news weather forecast

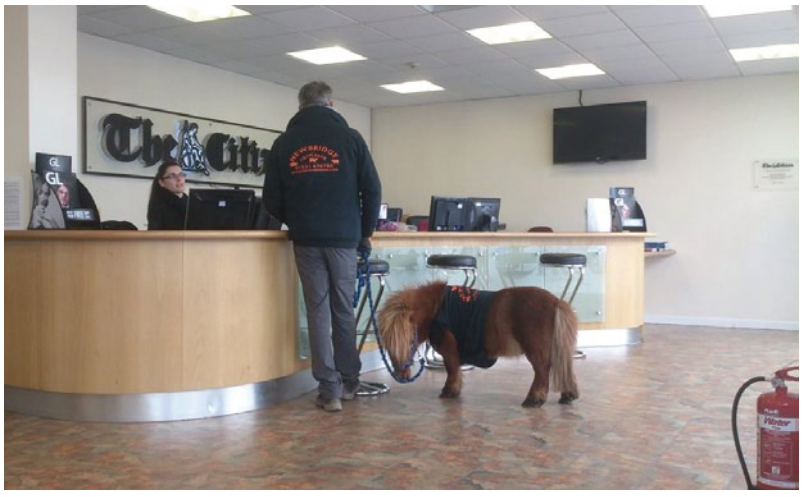
3 **In your notebook, complete the sentences with words from the Vocabulary box.**

1 My sister works as an ? in a fashion magazine.
2 I don't buy newspapers. I read the news on an online ? .
3 This magazine is all about ? : who is dating who, where an actor went on holiday or what they were wearing at a party.
4 The ? says it's going to rain at the weekend.
5 A ? is a type of newspaper that has a lot of photos and not much serious news.

4 **In pairs, answer the questions. Compare your answers with the rest of the class.**

1 What do the paparazzi do?
2 What's the difference between a reporter and an editor?
3 Why is a good headline important?
4 What's the difference between a tabloid and a broadsheet?

5 **Look at the picture. Why do you think there's a pony in a newspaper office?**



6 4.09 **Listen to Freddie and Ava talking about Freddie's day in a newspaper office. Did Freddie win a prize for his short story or his photos?**

7 4.09 **Listen again. Are the sentences true or false?**

1 Freddie went to the office with another winner.
2 When Freddie arrived, he met the editor.
3 The office was busy when Freddie was there.
4 The football player signed a shirt for Freddie.
5 The owner of the pony got angry in the reception.

8 4.09 **Listen again. In your notebook, match 1–6 with a–f to make sentences.**

1 The editor
2 The reporters
3 Ava
4 Freddie
5 The football player
6 The pony

a wasn't pleased about the photo.
b wrote a funny headline.
c wasn't happy about the visit to the office.
d introduced Freddie to the reporters.
e thought the bird story was funny.
f were looking for news stories.

9 **In pairs, tell each other what you remember about Freddie's day at the newspaper office.**

First, he met …

10 **In pairs, take it in turns to ask and answer the questions.**

1 Do you prefer national or local news?
2 Is there too much celebrity gossip in newspapers?
3 Do you ever read your horoscope?
4 What kinds of magazines do you like reading?

8.6 SPEAKING Comparing ideas and expressing opinions

I can compare and contrast ideas and express opinions.



BASIL'S SONG

Tommo: I could be wrong, but I bet she's got her headphones on.
Nina: Let's throw a stone at her window.
Skye: Hi, guys. Sorry, I didn't hear you. I really need your help. I'm trying to write a song for the school show, but it's exactly the same as my last one.
Nina: Is it a sad song again?
Skye: Sort of. One friend moves away and the other friend is lonely.
Nina: It seems to me that you need some fresh ideas, Skye. What do you think, Tommo?
Tommo: I think Nina's right. Why not write about Basil?
Skye: Basil! Are you mad? People don't write about their pet snakes!
Tommo: Personally, I think Basil is more interesting than two sad friends.
Nina: In my opinion, Tommo's right, Skye. It's got to be fun. OK, we'll write one line each about Basil and see how it goes.

Later:

Nina: And now let's do a rap. My fun won't end with you as my friend.
Tommo: I'm not gonna lie. I'll never say bye!
Skye: I've had a few pets, but you're the best.
Nina: He might be a snake, but Basil's my mate!
Skye: Nina, you're brilliant! If you ask me, we've got a hit song! Now let's write some more lines.

How do you say these expressions in Polish?

I bet … *Sort of.*
We'll see how it goes.

OUT of class

1 **CLASS VOTE** **What do you think is more important in a song: the lyrics or the music?**

2 **Work with a partner. What are songs often about?**

3 **4.10** **Listen. Why doesn't Skye open the door to Nina and Tommo?**

4 **Study the Speaking box. Find more examples in the dialogue.**

Speaking Comparing ideas and expressing opinions

Comparing ideas

On the one hand, … but on the other hand, …
Personally, I think … is better / more interesting than …
… is the best idea because …
It's exactly / almost the same as …
… is totally different from …

Expressing opinions

In my opinion, … is brilliant / amazing / awful.
As I see it, …
I think you're right.
As far as I can see, …
As far as I'm concerned, …
It seems to me that …
If you ask me, …
I'm not sure …
I could be wrong, but …

5 **4.11** **Complete the dialogue with words from the Speaking box. Write the answers in your notebook. Listen and check.**

A: In my [1] *opinion*, the best song ever written is *Starman* by David Bowie.
B: What makes it special for you?
A: Well, as I [2] ? it, it's a message about hope.
B: [3] ?, I think *Space Oddity* is better.
A: You might be right. I'm not [4] ?, but I think he wrote it after watching the film *2001: A Space Odyssey*.
B: If you [5] ? me, all of his songs are brilliant.

6 **4.12** **Listen to two short dialogues. What is each dialogue about?**

7 **4.12** **Listen again. Which phrases from the Speaking box can you hear?**

8 **VOX POPS** **In pairs, talk about:**

- the most boring book you've ever read.
- your favourite song.
- a disappointing film.

And YOU

I can understand and use phrases with prepositions.

Modern Art Exhibition – opens today!



Hamish: Is everything on display, Olivia?

Olivia: Nearly, Hamish. We're waiting for the final painting. It's on loan from another gallery.

One hour later



Olivia: It's been sent to another gallery by mistake!

Hamish: But the exhibition opens in ten minutes! We're in trouble, Olivia.



Olivia: Well done, Hamish. Thanks to you, the exhibition started on time.

Visitor: At last, *real* art!

1 **Look at the cartoon. What's the problem at the art exhibition?**

2 **Study the Language box. Find more examples of phrases with prepositions in the cartoon.**

Language **Phrases with prepositions**

at all / first / last / least
by coincidence / hand / mistake
in a hurry / a mess / advance / danger / fashion / ink / pencil / trouble
on display / fire / foot / loan / purpose / sale / time

3 **Choose the correct option. Write the answers in your notebook.**

1 At *first* / *last*, Ellie was a nervous Art student but now she paints with confidence.
2 I'll draw a picture of you in *pencil* / *fashion* first. Then I'll add colour.
3 We can't leave this room in a *mess* / *trouble*. Let's clean up.
4 I'm sorry. I didn't break it on *display* / *purpose*. It was an accident.
5 Someone left the door open by *hand* / *mistake* and a thief stole the painting.
6 We'd like at *least* / *all* 100 people to come to the poetry reading.

1 first

4 4.13 **Complete the blog post with prepositions. Write the answers in your notebook. Listen and check.**

Can you judge a book by its cover?

Choosing the right book is difficult, but [1]*at* last there's an exciting new way to do it. I've discovered a company called Blind Date With a Book. The books are wrapped [2] ? hand in brown paper and a few words are written on the cover. Nothing else! They're [3] ? sale in shops and online. When I get my mystery parcel, I'm always [4] ? a hurry to open it. The last book was *Pride and Prejudice*, by Jane Austen. [5] ? coincidence, I had just seen the film! In the past, I've bought boring books [6] ? mistake just because I liked the cover. Now I find out [7] ? advance what the book is about and so far, I haven't been disappointed!

5 **In groups, play a game of *Blind Date With a Book*.**

- Choose a book you've read and write four clues about it. Don't write the title or the author's name.
- Read your clues to the rest of the group.
- Vote for the best book. Say why you would like to read it.
- Can you guess the titles of all the books?

Revision

VOCABULARY

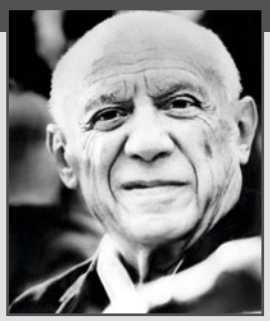
1 **In your notebook, write the correct word for each definition.**

1 photographers who follow famous people and take photos **p** ?
2 a painting of objects, often flowers or fruit **s** ? **l** ?
3 the person who decides what goes in a book or newspaper **e** ?
4 a newspaper that is small, with lots of pictures and no serious news **t** ?
5 one part of a book **c** ?
6 a work of art made from wood, stone, etc. **s** ?

2 **Complete the text with the words below. Write the answers in your notebook. There are two extra words.**

appear illustrations plays poems poet poetry reviews

Picasso



Did you know that Pablo Picasso spent a short time as a [1] ? At the age of fifty-three, he stopped painting and drawing, and started writing. He moved to France and soon managed to [2] in the French press although he didn't always get good [3] . He wrote two [4] for the stage and produced [5] for more than fifty books. However, he soon returned to his life as a painter.

3 **Complete the sentences with prepositions. Write the answers in your notebook.**

1 Although the bus was late, we got to the exhibition ? time.
2 Her paintings are ? sale at a gallery in town.
3 ? coincidence, I met the editor of a newspaper and he offered me a job.
4 There's paint everywhere – we can't leave this room ? a mess like this.
5 I've finished this chapter, ? last! It took ages!
6 Have you seen the headlines? The art gallery is ? fire!

GRAMMAR

4 **4.14** **Complete the text with the words below. Write the answers in your notebook. Listen and check.**

able are can can't couldn't managed will

Robots [1] ? beat humans at chess, but [2] ? they able to be creative? In a recent poetry competition, a poem written by a computer [3] ? to win second prize. While some people [4] ? believe the result, others weren't surprised. Experiments have shown that robots are [5] ? to produce beautiful portraits and landscapes, although they [6] ? work alone – a human needs to draw the shape first. Some scientists believe that in the future, robots [7] ? be able to paint and write as well as humans.

5 **Complete the sentences with the correct form of the verbs in brackets. Write the answers in your notebook.**

1 I ? (have to) go out now. You ? (have to) tell me the rest of the story tomorrow.
2 The students ? (not be allowed to) leave until they had finished their poems.
3 We ? (not have to) pay for the books because somebody gave them to us.
4 The book's a surprise. You ? say anything. (must not)

SPEAKING

6 **Complete the dialogue with the words below. Write the answers in your notebook. Then act it out in pairs.**

ask me opinion sure wrong

A: Do you like the play we're reading at school?
B: Well, if you [1] ? me, it's more interesting than a long novel.
A: I'm not [2] ? . It seems to [3] ? that it would be better to watch it at the theatre.
B: I know what you mean. I could be [4] ? , but I think the teacher is organising a trip.
A: That's brilliant. In my [5] ? , we should watch plays first and then study them.

DICTATION

7 **4.15** **Listen to the recording. Write the sentences in your notebook.**

Check yourself!

- ✓ I can describe works of art and talk about books.
- ✓ I can talk about ability in the present, past and future.
- ✓ I can talk about obligation and prohibition in the past, present and future.
- ✓ I can identify detail in a text about an artist and talk about exhibitions.
- ✓ I can understand a conversation between friends and talk about the press.
- ✓ I can compare and contrast ideas and express opinions.
- ✓ I can understand and use phrases with prepositions.

LESSON 8.1

Art Sztuka

abstract art /ˈæbstrækt ɑːt/ sztuka abstrakcyjna
contemporary art /kənˈtempərəri ɑːt/ sztuka współczesna
graffiti /grəˈfiːti/ graffiti
graphic art /ˈgræfɪk ɑːt/ grafika
illustration /ˌɪləˈstreɪʃən/ ilustracja
landscape /ˈlændskeɪp/ pejzaż
oil painting /ˈɔɪl ˌpeɪntɪŋ/ obraz olejny
pop art /ˈpɒp ɑːt/ pop-art
portrait /ˈpɔːtrət/ portret
sculpture /ˈskʌlptʃə/ rzeźba
sketch /sketʃ/ szkic
still life /ˌstɪl ˈlaɪf/ martwa natura
watercolour /ˈwɔːtəˌkʌlə/ akwarela

Literature and books Literatura i książki

author /ˈɔːθə/ autor
autobiography /ˌɔːtəbaɪˈɒgrəfi/ autobiografia
biography /baɪˈɒgrəfi/ biografia
chapter /ˈtʃæptə/ rozdział
character /ˈkærəktə/ postać
cover /ˈkʌvə/ okładka
fiction /ˈfɪkʃn/ literatura piękna
non-fiction /nɒn ˈfɪkʃn/ literatura faktu
novel /ˈnɒvəl/ powieść
novelist /ˈnɒvələst, ˈnɒvəlɪst/ pisarz
play /pleɪ/ sztuka teatralna
playwright /ˈpleɪraɪt/ dramaturg
plot /plɒt/ fabuła
poem /ˈpəʊəm/ wiersz
poet /ˈpəʊət/ poeta
poetry /ˈpəʊətri/ poezja
scene /siːn/ scena

Being an artist Bycie artystą

appear in the news /əˈpɪə ɪn ðə ˈnjuːz/ pojawić się w wiadomościach
do a painting /duː ə ˈpeɪntɪŋ/ namalować obraz
get good / bad reviews /get gʊd, bæd rɪˈvjuːz/ dostać dobre / złe recenzje
give a poetry reading /gɪv ə ˈpəʊətri riːdɪŋ/ wziąć udział w wieczorze poetyckim (jako autor)
give a speech /gɪv ə ˈspiːtʃ/ wygłosić przemówienie
hold an exhibition /həʊld ən ˌeksəˈbɪʃən/ zorganizować wystawę
promote your work / ideas /prəˈməʊt jə ˈwɜːk, ˌaɪˈdɪəz/ promować swoje prace / idee
win an award /wɪn ən əˈwɔːd/ zdobyć nagrodę
write a bestseller / a play / a novel /ˈraɪt ə ˌbest ˈselə, ə pleɪ, ə ˌnɒvəl/ napisać bestseller / sztukę / powieść

---

artist /ˈɑːtɪst/ artysta
be set in /bi ˈset ɪn/ rozgrywać się w
colourful /ˈkʌləfəl/ kolorowy
complicated /ˈkɒmplɪkeɪtəd/ skomplikowany
draw /drɔː/ rysować
image /ˈɪmɪdʒ/ obrazek
impressionist /ɪmˈpreʃnɪst/ impresjonistyczny
in the background /ɪn ðə ˈbækˌgraʊnd/ w tle
shape /ʃeɪp/ kształt
simple /ˈsɪmpəl/ prosty, zwykły
syllable /ˈsɪləbəl/ sylaba
unusual /ʌnˈjuːʒuəl/ niezwyczajny
weak /wiːk/ słaby

LESSON 8.2

comic /ˈkɒmɪk/ komiks
graphic novel /ˈgræfɪk ˈnɒvəl/ powieść graficzna

LESSON 8.3

art gallery /ɑːt ˈgæləri/ galeria sztuki
combine /kəmˈbaɪn/ łączyć
disappointing /ˌdɪsəˈpɔɪntɪŋ/ rozczarowujący
experiment /ɪkˈsperɪmənt/ eksperymentować
extraordinary /ɪkˈstrɔːdnri/ nadzwyczajny, wyjątkowy
giggle /ˈgɪgl/ chichotać
household object /ˈhaʊshəʊld ˈɒbdʒekt/ przedmiot codziennego użytku
inspiring /ɪnˈspaɪərɪŋ/ inspirujący
lack /læk/ brak
technique /tekˈniːk/ technika
unique /juːˈniːk/ unikatowy

LESSON 8.4

Out of class

Off we go! /ˈɒf wi ˈgəʊ/ Ruszamy!
Sorry I'm late. /ˈsɒri əm ˈleɪt/ Przepraszam za spóźnienie.
What's up? /wɑts ˈʌp/ Co słychać?

LESSON 8.5

The press Prasa

advert /ˈædvɜːt/ reklama
broadsheet /ˈbrɔːdʃiːt/ gazeta o dużym formacie, zawierająca poważne treści
celebrity gossip /səˈlebrəti ˈgɒsəp/ plotki o celebrytach
commercial /kəˈmɜːʃəl/ reklama (w radiu lub telewizji)
designer /dɪˈzaɪnə/ projektant
editor /ˈedətə, ˈedɪtə/ redaktor
headline /ˈhedˌlaɪn/ nagłówek
horoscope /ˈhɒrəskəʊp/ horoskop
journalist /ˈdʒɜːnəlɪst/ dziennikarz
local news /ˌləʊkl ˈnjuːz/ wiadomości lokalne
magazine /ˌmægəˈziːn/ magazyn, czasopismo
national news /ˈnæʃnəl njuːz/ wiadomości z kraju
online news site /ˌɒnlaɪn ˈnjuːz saɪt/ portal internetowy z wiadomościami
paparazzi /ˌpæpəˈrætsi/ paparazzi
reporter /rɪˈpɔːtə/ reporter
tabloid /ˈtæblɔɪd/ tabloid
the press /ðə ˈpres/ prasa
weather forecast /ˈweðə ˈfɔːkɑːst/ prognoza pogody

LESSON 8.6

Out of class

I bet … /aɪ bet/ Założę się, że…
Sort of. /sɔːt ɒf/ Tak jakby.
We'll see how it goes. /wɪl siː həʊ ɪt ˈgəʊz/ Zobaczymy, jak to wyjdzie.

LESSON 8.7

Phrases with prepositions Wyrażenia z przyimkami

at all /ət ˈɔːl/ w ogóle
at first /ət ˈfɜːst/ na początku
at last /ət ˈlɑːst/ w końcu
at least /ət ˈliːst/ przynajmniej
be in trouble /bi ɪn ˈtrʌbəl/ mieć kłopoty
be on fire /bi ɒn ˈfaɪə/ palić się, płonąć
by coincidence /baɪ kəʊˈɪnsədəns/ przez przypadek
by hand /baɪ ˈhænd/ odręcznie
by mistake /baɪ məˈsteɪk/ przez pomyłkę
in a hurry /ɪn ə ˈhʌri/ w pośpiechu
in a mess /ɪn ə ˈmes/ w nieładzie
in advance /ɪn ədˈvɑːns/ z wyprzedzeniem
in danger /ɪn ˈdeɪndʒə/ w niebezpieczeństwie
in fashion /ɪn ˈfæʃən/ modny
in ink /ɪn ˈɪŋk/ napisane atramentem
in pencil /ɪn ˈpensəl/ napisane ołówkiem
on display /ɒn dɪˈspleɪ/ na wystawie
on foot /ɒn ˈfʊt/ pieszo
on loan /ɒn ˈləʊn/ wypożyczony
on purpose /ɒn ˈpɜːpəs/ celowo
on sale /ɒn ˈseɪl/ na sprzedaż; przeceniony
on time /ɒn ˈtaɪm/ na czas

Skills Revision

SŁUCHANIE

1 **4.16** **Usłyszysz dwukrotnie rozmowę dwojga osób. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Odpowiedzi zapisz w zeszycie.**

1 The woman tells the man
- **A** to explain the painting to her.
- **B** to look at the painting from another side.
- **C** to decide for himself what the painting means.

2 Which of these sentences is true?
- **A** The man likes the gallery better than the Louvre.
- **B** There is a good choice of places to eat inside the Louvre.
- **C** The man only liked one painting in the Louvre.

3 The man and woman are
- **A** on holiday in Budapest.
- **B** in an art gallery in their home town.
- **C** in a café inside an art gallery.

FUNKCJE JĘZYKOWE

2 **Uzupełnij dialogi 1–5. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.**

1 **X:** Hi Mike! Any idea where my hoodie is?
Y: ? mean?
X: The black one. I can't find it anywhere.

2 **X:** First you need to switch it on and then reset it with the red button.
Y: ? again? I didn't hear you.

3 **X:** What do you prefer, reading books or watching films?
Y: I'm not sure. ?, films are exciting to watch. On the other hand, I find reading relaxing.

4 **X:** Mike! You're finally here! I've been waiting for you for an hour!
Y: Sorry ?. I got stuck in a traffic jam on my way here.

5 **X:** Do you like this song? I find it rather depressing.
Y: If ? me, it is sad but also hopeful.

CZYTANIE

3 **Przeczytaj teksty 1 i 2. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Następnie uzupełnij w e-mailu luki 1–4 zgodnie z treścią tekstów. Luki należy uzupełnić w języku polskim. Odpowiedzi zapisz w zeszycie.**

Tekst 1

Spotlight on

George Orwell

Tuesday, January 16th

A rare chance to talk to the renowned translator Jan Kruczek, author of the new translation of George Orwell's *Coming Up For Air*!

At the meeting, you can get your copy of the book signed by Mr Kruczek. *Coming Up For Air* is available in our webstore as well as in our bookshop.

Two of the most famous books by George Orwell – *Animal Farm* and *1984* – will also be on sale.

The meeting is free, but registration is necessary. Send us an email by Sunday, January 14th: bookclub@library.dot



1 The aim of Text 1 is to:
- **A** inform people about a book sale.
- **B** introduce a new writer.
- **C** invite people to an event.

2 What happened during George's journey?
- **A** He won some extra money.
- **B** He thought about the past.
- **C** He met some old friends.

3 What is true about *Coming Up For Air*?
- **A** It is not as famous as other works by Orwell.
- **B** It is very critical of 20th century Britain.
- **C** It was written to show how a writer's mind works.

Tekst 2

Coming Up For Air *by George Orwell*

Description | Reviews

Coming Up For Air is set in Britain during the 1930s, just before the start of World War II. The novel begins when the main character, also called George, wins some money on a horse race and chooses not to tell his wife about it. He decides to use the money to take a trip down memory lane and visit his birthplace. He hadn't been there for 25 years! When he is driving there in his car he becomes more and more excited and begins to remember some of the events of his childhood that he thought he had forgotten. As a result, the reader is given a wonderfully personal view of life in Britain in the early 20th century. However, when he arrives, he is surprised and shocked by the changes that he sees in people and places. George realises how happy he was in the past and how scared he is about the present. As he is driving home he wonders what he will say about his day to his wife.

'A less known, but equally interesting, book by the master author of *1984* and *Animal Farm*, offering a rare insight into the great writer's creative process.' *Literary Times*

Buy now

From: Ania
To: Marta

Marto,

przesyłam Ci informacje o spotkaniu [1] ? jednej z mniej znanych książek George'a Orwella. Wiem, że bardzo lubisz tego pisarza, i pomyślałem, że spotkanie cię zainteresuje, tym bardziej, że akcja powieści rozgrywa się [2] ? w Wielkiej Brytanii, a ty interesujesz się historią tego kraju!

Na miejscu będzie można kupić tę książkę w nowym tłumaczeniu. Dostępne będą także inne powieści Orwella. Będziesz mogła także zadać pytania autorowi tłumaczenia oraz [3] ?. Spotkanie jest darmowe, ale pamiętaj o [4] ? przed 14 stycznia, aby się zarejestrować.

Pozdrawiam,

Ania

ŚRODKI JĘZYKOWE

4 **Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Odpowiedzi zapisz w zeszycie.**

was were had must could able

I would love to be a novelist one day, so when I saw an advert for an online writing course, I decided to apply for it. I [1] ? to write an essay and do a short phone interview before I [2] ? accepted. Now, though, I can tell you that it was a good investment. I learned about writing short stories for magazines and I have already started writing my first novel. I hope I will be [3] ? to finish it this year! I'm really excited about it!

5 **Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyrazy już podane. Odpowiedzi zapisz w zeszycie.**

1 I am sorry, but all your emails have (*just / delete*) ? from the server.
2 Students (*give*) ? extra homework later on.
3 This program (*can / not / use*) ? for individual work.
4 I didn't (*manage / read*) ? that book in time for our Polish lesson.
5 (*you / allow*) ? to stay out late when you were younger?

PISANIE

6 **Wykonaj poniższe zadanie. Napisz e-mail w zeszycie.**

Twoja koleżanka z Australii prosi cię o polecenie jej ciekawego polskiego filmu lub programu telewizyjnego. W e-mailu do niej:
- zaproponuj film lub program,
- wyjaśnij, dlaczego twoim zdaniem warto go zobaczyć,
- poproś koleżankę o polecenie interesującego australijskiego programu lub filmu.

Długość tekstu powinna wynosić od 50 do 120 słów.

9 Let's get together

VOCABULARY Celebrations

I can talk about special occasions.



1 4.17 **Study the Vocabulary A box. What is being celebrated in each photo? Listen and check.**

Vocabulary A Celebrations

dinner party · cultural festival · family get-together · house-warming party · leaving party · Mother's Day · name day · New Year's Eve party · religious ceremony · school prom · wedding reception

2 4.18 **Listen. Which phrases from the Word Friends box can you hear?**

Word Friends Celebrating

blow out candles
bring good/bad luck
celebrate a birthday
follow the tradition of
hire a limo
let off fireworks
make a toast
put up decorations
throw a (street) party
turn eighteen/a year older
(un)wrap presents

3 4.19 **Complete the dialogues with the correct form of verbs from the Word Friends box. Write the answers in your notebook. Listen and check.**

1 A: In the UK, seeing a black cat is supposed to *bring* good luck.
B: Really? In my country it's bad luck!
2 A: Aren't you going to ? your presents?
B: No, not before my friends arrive.
3 A: Can I ? the candles on my cake now?
B: Just wait a minute. I want to take a photo first!
4 A: What are you doing, Tom?
B: I'm ? decorations for my little sister's party.
5 A: Do you remember when our football team won the championship?
B: Of course! And the neighbours ? a street party. Brilliant!

VOCABULARY
Celebrations | Phrases for special occasions | National celebrations | Sounds

GRAMMAR
Defining and non-defining relative clauses | Indirect questions



SPEAKING
Talking about future plans



READING
Fun attractions

LISTENING
Do you enjoy firework displays?

WRITING
An informal invitation

BBC Culture and Skills
What is a virtual festival?

SKILLS REVISION
Unit 9

4 4.20 **Study the Speaking box. Choose the most suitable phrase for each situation. Write your ideas in your notebook. Listen and check.**

Speaking Phrases for special occasions

Congratulations!
Cheers!
Happy Birthday / Anniversary / Mother's Day!
Happy Christmas / New Year!
Have fun!

1 I'm going to a party tonight.
2 I've just won a gold medal for swimming!
3 Has everyone got a drink? Here's a toast to the best mum!
4 It was thirty years ago today that your grandad and I got married.
5 Look! It's nearly midnight! Five, four, three, two, one …

5 CLASS VOTE **How do you usually celebrate your birthday?**

- with friends?
- at a party?
- in a restaurant?
- with parents?

6 Complete the quiz with verbs from the Word Friends box. Write the answers in your notebook.

1 celebrate

Birthday traditions around the world

True or false?

1 In Vietnam, you don't [?] your birthday on the day you were born. You turn a year older on 'Tet' (New Year's Day), no matter when you were born during the year.
2 In Brazil, when it's a child's birthday, the parents often [?] decorations which are brightly-coloured paper flowers.
3 In the UK, children usually [?] fireworks on their birthday.
4 In parts of Canada, the birthday boy or girl's nose is greased with butter. This is supposed to [?] good luck.
5 In Hungary and Argentina, the birthday boy or girl's ears are pulled as they [?] their presents.
6 In Ireland, when a boy or girl turns sixteen, the parents [?] a street party.
7 Many Jamaicans [?] the tradition of 'flouring', or covering the birthday boy or girl in baking flour.
8 In Venezuela, some people follow the custom of pushing the person's face into the birthday cake when they [?] their candles!



7 4.21 **In pairs, discuss which of the traditions in the quiz you think are true and which are false. Listen and check.**

8 4.22 **Study the Vocabulary B box. Read the text and choose the correct option. Write the answers in your notebook. Listen and check.**

Vocabulary B National celebrations

custom display flag national symbol parade public holiday spectators traditional costume



Maisy's blog: I ♥ Ireland

Yesterday was 17 March and it was St Patrick's Day. It's a public [1] *holiday / display* in Ireland and that means that everyone was out celebrating. It was amazing! There was a huge [2]*custom / parade* in the centre of Dublin, Ireland's capital city. There were lots of people, all dressed in [3]*national symbol / traditional costume* or fancy dress.

Crowds of people came to watch and most of the [4]*spectators / displays* were dressed up in green. This [5]*flag / custom* comes from the shamrock, which is a kind of green leaf and the [6]*national symbol / traditional costume* of Ireland. As you'll see in my blog photos, I joined in the fun, wore a really funny tall green hat and bought an Irish [7]*custom / flag*. The festival also included a street party, an awesome fireworks [8]*parade / display* and loads of street performances. It was definitely the best day of my trip to Ireland so far.

1 holiday

9 Read the blog post again. Answer the questions.

1 When and where is the celebration held?
2 What happens?
3 What can you see?
4 How are the people dressed?

10 VOX POPS **In pairs, ask and answer about a celebration you have enjoyed. Use the questions in Exercise 9 to help you.**

And YOU?

9.2 GRAMMAR Defining and non-defining relative clauses

I can be specific about people, things and places.



TRAVELLING IN STYLE!

Skye: Just a minute. I've forgotten something.
Jay: Skye, you're always the one who's late!
Skye: Sorry, everyone! I'm ready now!
Nina: OK. Before we leave, let's make a toast.
Dan: Is that champagne?
Nina: No, it's the bottle of sparkling grape juice that my mum gave me. Anyway, here's to great friends and a great night!
All: Cheers!
Tommo: So, shall we go now?
Skye: But where's the car?
Dan: There is no car.
Nina/Skye: What?
Skye: You were the one who was supposed to organise the transport.
Dan: Don't worry, I have. Give us two minutes.
Nina: Space hoppers! You must be joking!
Skye: We can't go on those. Look at the dresses we're wearing!
Jay: They're great fun! My uncle, who owns a toy shop, got them for us.
Tommo: Come on. It'll be a laugh!
Skye: Oh all right. Actually, it's quite fun.
Dan: Well, they say your school prom is a night that you never forget!

How do you say these expressions in Polish?

Let's make a toast.
Cheers!

OUT of class

1 CLASS VOTE **How would you like to travel to your school prom? Why?**

limo rickshaw skateboard space hopper

2 Look at the photo. How do you think the friends have prepared for their evening?

3 4.23 **Listen and answer the questions.**

1 Why do Skye and Nina get annoyed with Dan?
2 How do they feel about the transport in the end?

4 Study the Grammar box. Find more examples of relative clauses in the dialogue.

Grammar Relative clauses

Defining relative clauses
That's the car which/that we hired for the prom.
Students who/that go to the prom usually have fun.
That's the place where we're meeting Jack.
Sara's the girl whose mum teaches at my school.

Non-defining relative clauses
Our school prom, which was last month, was great.
Tom Evans, who is a musician, played the piano.
The hall, where the dance was held, was huge!
Our Maths teacher, whose daughter also graduates this year, will lead the ceremony.

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5 In your notebook, complete the sentences with *who*, *which*, *whose* or *where*. Decide if the relative clauses are defining or non-defining.

1 Look at the tuxedo *which* I bought in the sales last week. *D*
2 This is the Olive Tree restaurant, ? we celebrated my parents' wedding anniversary.
3 Is that Ann Miller, ? was at your birthday party?
4 Is this the cake ? you made?
5 This is the street ? the parade will start.
6 That's Jessica Brown, ? brother is getting married next month.

6 4.24 **Listen to a teenager talking about school proms in Britain and answer the questions.**

1 How old are British students when they go to their first prom?
2 When do some students go to a second prom?
3 What do students usually wear to a prom?

7 In pairs, plan an end-of-year celebration for your school.

We should hold the celebration in a place where …

I can understand the main points of an article and talk about tourist attractions.

1 CLASS VOTE **What's the best place for a visitor to your town or city to go to? Why?**

2 4.25 **Read the texts. What four attractions are described? Which one would you like to visit?**

Fun attractions in Tokyo!



A Experience Japanese culture

Spend an unforgettable day at the Shiokawa Recreation Centre learning about Japanese culture by taking part in a tea ceremony and dressing up in a *kimono*. A *kimono* is the traditional costume of Japan, which is still often worn for festivals and celebrations.

Opening times: Saturdays, 10.30–3.30; **Price:** adults 5,500 yen, children (twelve and under) 3,500 yen.

B Cats … everywhere!

Why not take a break from shopping and visit the Kyoshi café, which is one of Tokyo's many pet cafés? Pet cafés are a place where people can stroke and sit with animals.

Opening times: 10.00 a.m.–10.00 p.m.; **Charge for one hour:** 1,000 yen (weekdays) 1,200 yen (weekends); Children must be twelve years old or over to enter.

C A visit to the future

If you love futuristic things, you'll love the Naomichi Museum, a small private museum of science and technology. The main attraction is Jin, a walking robot that also plays football. So, play a game with Jin or observe the solar system. And shop for books on science, experiment kits and souvenirs in the museum shop.

Open daily, from 10.00 to 5.00; **adults:** 620 yen, **children:** 210 yen; free admission for young people aged eighteen and under on Saturdays

D Bean-throwing festival

Enjoy the Japanese ceremony of bean-throwing, which is part of the Setsubun celebration. Setsubun celebrates the start of spring and the custom of throwing soya beans is believed to bring good luck. Sushi lovers will be happy to taste makisushi and it's also a custom to eat roasted soya beans. You can also admire beautiful costumes and masks. The Zojoji Temple will hold a bean-throwing ceremony between 12.00 and 1.00 p.m. on Wednesday 3 February. Entry is free.

3 4.26 **Three young people are looking for things to do in Tokyo. Match the people with attractions A–D. Write the answers in your notebook.**

Sophie



Sophie's been in Tokyo for a week. She's visited lots of historical sites with her parents and has already learned a lot about Japanese culture. On her last day, which is Saturday, she would like to do something different, which is free of charge. She loves animals and technology.

Max



Max and his brother Sam are visiting his uncle in Tokyo. He's pleased that they'll be able to meet the rest of the family: his uncle's having a family get-together on Wednesday at 1.30. Max and Sam want to do something before the rest of the family arrive. They're both keen on Japanese culture. They also love robots and enjoy shopping, but have already spent all their money!

Emma



Emma arrives in Tokyo on the evening of 3 February and is staying until Sunday 7 February. She prefers learning about old things rather than modern science and technology. She loves Japanese culture and is especially interested in art and fashion. She enjoys Japanese food, but she has to be careful as she's allergic to some kinds of food, as well as animal hair.

4 **Look at the highlighted words in the texts. Check your understanding. Use a dictionary if necessary.**

5 4.27 **In pairs, ask and answer the questions. Listen and check.**

1 What kind of tea is served at a tea ceremony?
2 What do you think the Japanese word *kimono* means?
3 Why do you think pet cafés or cat cafés are popular in Tokyo?
4 How many roasted soya beans do you think people eat at Setsubun?

6 VOX POPS **Think of the last attraction you visited. What did you do there? Would you recommend it to others?**

And YOU

9.4 GRAMMAR Indirect questions

I can ask questions politely.

1 CLASS VOTE Do you prefer to have friends over to your house or to go and visit your friends in their own homes? Why?

2 4.28 Do the quiz and compare your results with the class. Listen and check.

Are you an ideal guest or host? Take the test and find out!

1 **You have invited guests to your house, but it's very late and you are tired. What do you say?**

a I wouldn't say anything. If you have invited some guests, you have to stay up until they want to leave.
b 'I was wondering when you're going home. I feel sleepy.'
c 'How long are you going to stay? I feel a bit sleepy. Maybe we can meet tomorrow.'
d 'Do you mind if I go to bed? You can stay here as long as you want. Just close the door when you leave!'

2 **Your girlfriend's/boyfriend's parents have invited you to dinner. They are well-known actors and you'd like to know how much they earn. What do you say?**

a 'How much do you earn?'
b 'I'd like to know how much you earn.'
c I would never ask such a question. You shouldn't ask people about money.
d 'Wow, you're so famous! Are you very rich?'

3 **You need the bathroom at a party. You have to ask your friend's parents. What do you say?**

a 'Where's the bathroom?'
b 'Could you tell me where the bathroom is?'
c 'Do you have any idea where the bathroom is?'
d I wouldn't ask. I'd look for the bathroom myself.



3 Do you agree with the 'correct' answers given in the quiz? Discuss in pairs.

4 Study the Grammar box. Find more examples of indirect questions in the quiz.

Grammar Direct and indirect questions

***Wh-* questions**
Direct: Where's the party?
Indirect: Could you tell me where the party is?
Direct: When will you be back?
Indirect: I'd like to know when you will be back.

Wh-* questions with *does* or *did
Direct: What time does the party start?
Indirect: Do you have any idea what time the party starts?
Direct: Where did you go after the party?
Indirect: I was wondering where you went after the party.

***Yes/No* questions**
Direct: Is Tom having a birthday party?
Indirect: Do you know if Tom is having a birthday party?
Direct: Can I use your phone?
Indirect: Do you mind if I use your phone?

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5 **In your notebook, order the words to make indirect questions.**

1 you / tell me / how much / cost / the tickets / could / ?
Could you tell me how much the tickets cost?
2 when / the next bus / know / arrives / you / do / ?
3 if / have / you / I'd / to know / a boyfriend / like
4 any idea / who / you / she / have / do / is / ?
5 is / how / was / I / wondering / expensive / it

6 **Change the indirect questions in Exercise 5 into direct questions. Write them in your notebook.**

7 **Write indirect questions in your notebook. Use phrases from the Grammar box.**

1 How old are you?
Could you tell me how old you are?
2 Where are you from?
3 Do you like this music?
4 Have you been to the UK?
5 When did you go there?
6 Did you have a good time?

8 **In pairs, ask and answer about each situation. Use indirect questions.**

- You've forgotten someone's name.
- You're not sure what's on the menu.
- You need to know the way to the bus station.

I can identify specific detail in a radio interview and talk about sounds.



1 CLASS VOTE **Do you enjoy firework displays? Why? / Why not?**

2 4.29 **Study the Vocabulary box and listen to the sounds.**

Vocabulary Sounds

bang buzz cheer clap
crackle fizz
These words are both verbs and nouns.

3 4.30 **Match the definitions with the words in the Vocabulary box. Write the answers in your notebook. Listen and check.**

1 A happy crowd makes this noise when they shout.
2 You hear this noise when you open a can of soft drink.
3 The flames of a fire make this noise.
4 A happy crowd makes this noise with their hands.
5 The sound of a door slamming shut.
6 Bees and flies make this noise.

4 4.31 **Listen to a radio programme about fireworks. When is the interview taking place?**

a Thanksgiving Day
b New Year's Eve
c Independence Day

5 4.31 **Listen again. Choose the correct answers. Write them in your notebook.**

1 According to the presenter, China
a has the most firework displays in the world.
b makes the most fireworks in the world.
c makes the largest fireworks in the world.

2 According to An Li, the first fireworks came from
a China. b India. c Syria.

3 When the fireworks were made by putting powder inside a bamboo, they were
a hotter. b brighter. c louder.

4 Assistants at firework displays in England wore hats of leaves because
a it made people laugh.
b it protected their heads.
c it was an English tradition.

5 Italians changed fireworks by
a making them colourful.
b making them bigger.
c making displays safer.

6 The first firework display in the United States was in
a 1608 b 1776 c 1777

6 **In pairs, discuss your answers in Exercise 5. Give reasons for your choices and explain why you think the other two options are not correct. Listen again if necessary.**

7 **Think of the last time you saw a firework display. In pairs, take it in turns to describe the event.**

9.6 SPEAKING Talking about future plans

I can use verb phrases with *to*-infinitives and *-ing* forms to talk about future plans.



TIME TO CELEBRATE

Skye: It's so hot on the dance floor. I'm dying for a drink!
Nina: Me too! What I really want is some nice cold water. I hope Jay and Tommo hurry up with our drinks.
Dan: Have you two got any plans for the summer?
Skye: Well, Mum and Dad are going to Iceland. I'd love to see some volcanoes. What have you got planned, Nina?
Nina: I'm going back to Colombia for a holiday. I can't wait to see the sun again!
Dan: I wish I could come with you!
Nina: In your dreams!
Tommo: We're back! Drinks for everyone!
Skye: Thanks, guys.
Jay: No worries. Here's to a great summer. I hope we all have fun.
All: Yes. Cheers, everyone!
Nina: Right. Who feels like a dance? I love this music.
Jay: Hang on a minute. What's that noise?
Tommo: It's the firework display. It's just starting.
Nina: I hope it's not cold outside!
Skye: Come on, Nina. It's fine! Anyway, we could all do with some fresh air.
Dan: The fireworks are amazing. Look!

How do you say these expressions in Polish?

I'm dying for …
In your dreams!
No worries.

OUT of class

1 CLASS VOTE **How do you feel about coming to the end of the school year? Why?**

disappointed excited happy sad worried

2 Look at the photo. How do you think the friends are feeling?

3 4.32 **Listen and answer the questions.**

1 What are Tommo and Jay doing while the others are waiting for them? Why?
2 Who would like to travel with a friend?
3 Why do they go outside?
4 Why is Nina worried about going outside?

4 Study the Speaking box. Find more examples in the dialogue.

Speaking Talking about future plans

Asking about future plans
What are your plans for the summer / the future?
What have you got planned?
Have you got any plans for the weekend?
What would you like to do?
What do you fancy doing?

verb + *to*-infinitive
I'd love / like to go to India.
I need to visit my grandparents.
I'm planning to learn to surf this summer.
I can't wait to have a rest!
I'm dying to try my new skateboard.

verb + noun / *-ing*
I fancy a concert / going to a concert.

Other structures
I wish I could go to the beach.
I hope we have a good time.
I'm looking forward to the trip / going on a trip.
I feel like a swim / going for a swim.

5 4.33 **Choose the correct option. Write the answers in your notebook. Listen and check.**

1 I'd like *to get* / *getting* a ticket for the prom.
2 They fancy *to watch* / *watching* the fireworks.
3 I can't wait *to go* / *going* on holiday.
4 What have you got *planned* / *planning* for tomorrow?
5 I wish we *have* / *could have* a party.
6 Are you looking forward to *go* / *going* away for the weekend?

1 to get

6 In pairs, talk about what you would like to do in the school holidays. Use phrases from the Speaking box. Then tell the class about your partner.

Lisa is planning to go to Greece.

I can write an email inviting a friend to a celebration.

1 CLASS VOTE **Which of the information below would you give a friend or relative who was coming to stay with you during the holidays? What other information might you include?**

> a description of your house advice on what to bring
> places to go plans for things to do

2 **Read Dan's email to Mike. Whose birthday is it?**

Hi Mike,
How are your summer holidays going? What have you been up to? We're throwing my brother Ed a surprise twenty-first birthday party. Would you like to come? He came back from the USA yesterday and he's staying for a couple of weeks. The party's on Saturday 19 August at our house. Mum and dad said you could stay at our house for the weekend. Do you think you'll be free?

On the Sunday after the party we're planning to go to the Atlantis Water Park. It's absolutely amazing there! So, you could do with some swimming trunks. We could hang out with my cousins. Do you remember them? They'll be at the party too.

By the way, you don't need to wear anything smart to the party – you can wear whatever you want. I hope you can come. Let me know as soon as possible!

Speak soon,
Dan

3 **Read the email again. Are the sentences true or false?**

1 Ed doesn't know about the party.
2 Ed's in the USA at the moment.
3 Mike has met Dan's cousins before.
4 Mike needs to bring smart clothes for the party.



4 **Why do you think people often like to celebrate their twenty-first birthday? Are there any other special birthdays that are important in your country?**

5 **Study the Writing box. Complete gaps 1–5 with phrases from Dan's email. Write the answers in your notebook.**

Writing An informal invitation

Starting your email
How are things?
How are your summer holidays going?
1 ?

Offering an invitation
Do you fancy coming to ...?
Do you want to meet up ...?
2 ?

Explaining your plans
I'd like to show/take you ...
I hope we can ...
3 ?

Before you finish
I hope you can come.
I'm really looking forward to seeing you (again).
4 ?

Ending your email
Hope to see you soon.
5 ?

6 WRITING TIME **In your notebook, write an email inviting a friend to a celebration. In your email, you should:**

- ask your friend how they are.
- offer an invitation.
- give details of where and when the celebration is taking place.
- add some details to the invitation which will help persuade your friend.

In an informal email, your language can be quite chatty. For example, it's natural to ask questions. You can use exclamation marks too, but be careful: don't use too many.

Revision

VOCABULARY

1 Complete the words in the sentences. Write the answers in your notebook.

1 My parents love cooking and they often invite friends over for a **d** ? **p** ?.
2 We've just moved into a new house and we're having a **h** ? **-w** ? **p** ?.
3 She got a new job, so we threw her a **l** ? **p** ? on her last day.
4 Every **M** ? **D** ? we give our mum breakfast in bed!
5 My **n** ? **d** ? is 25 November. Everyone called Katerina celebrates on this day.
6 When my cousin got married, they had their **w** ? **r** ? in a big hotel.

2 Complete the text with the words below. Write the answers in your notebook.

costumes custom festival follow parade get-together good luck New Year's Eve



I love Chinese New Year! The Chinese New Year [1] ? lasts for fifteen days. On [2] ?, we usually have a family [3] ? and have a large meal. At midnight, it's the [4] ? to open the doors and windows of your house to let the old year leave. On the last day of the festival, there is a [5] ?. There are lots of brightly coloured animal [6] ?. I like the lion dance, which is supposed to bring [7] ?. Many people also [8] ? the tradition of giving children money in red envelopes!

GRAMMAR

3 Join the sentences using relative pronouns. Add commas where necessary. Write the answers in your notebook.

1 This is the Rex Hotel. We had our prom here.
2 I like these shoes. My mum bought them for me.
3 Mia is a friend. I met her at a New Year's Eve party.
4 We met Dina. Her albums have sold millions of copies.
5 We're going to stay on the island. My parents got married there.

4 Choose the correct option. Write the answers in your notebook.

1 Can you tell me what time *the lesson starts / does the lesson start?*
2 Do you have any idea where *is Anna / Anna is*?
3 I was wondering who *you saw / did you see* after the cinema.
4 Could you tell me why *are you / you are* late?
5 Do you know if *they live / do they live* here?
6 I was wondering where *did you buy / you bought* that shirt?

SPEAKING

5 4.34 Complete the dialogues with the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check. Then act out the dialogues in pairs.

A: What are your plans for the weekend?
B: I'm planning [1] ? (visit) my cousin in London. I can't wait [2] ? (see) him. What about you?
A: I need [3] ? (finish) my French essay.
C: What have you got planned for the holidays?
D: Nothing much. I could do with [4] ? (have) some rest after the exams. I just need [5] ? (relax). What about you?
C: I'm planning [6] ? (go) surfing in Greece. I dream of [7] ? (try out) my new surfboard.

DICTATION

6 4.35 Listen to the recording. Write the sentences in your notebook.

Check yourself!

- ✓ I can talk about special occasions and ask questions politely.
- ✓ I can be specific about people, things and places.
- ✓ I can understand the main points of an article and talk about tourist attractions.
- ✓ I can identify specific detail in a radio interview and talk about sounds.
- ✓ I can use verb phrases with *to*-infinitives and *-ing* forms to talk about future plans.
- ✓ I can write an email inviting a friend to a celebration.

LESSON 9.1

Celebrations Uroczystości

blow out candles /bləʊ aʊt ˈkændlz/ zdmuchnąć świeczki
bring good / bad luck /brɪŋ ˌgʊd, ˈbæd ˈlʌk/ przynosić szczęście / pecha
celebrate a birthday /ˈseləbreɪt ə ˈbɜːθdeɪ/ obchodzić urodziny
celebration /ˌselə'breɪʃən/ uroczystość
cultural festival /ˈkʌltʃərəl ˈfestəvəl/ festiwal kulturalny
dinner party /ˈdɪnə ˈpɑːti/ przyjęcie
family get-together /ˈfæməli ˈget təˌgeðə/ spotkanie rodzinne
follow the tradition of /ˈfɒləʊ ðə trə'dɪʃən əv/ przestrzegać tradycji
hire a limo /haɪə ə ˈlɪməʊ/ wynająć limuzynę
house-warming party /haʊs ˈwɔːmɪŋ ˌpɑːti/ parapetówka
leaving party /ˈliːvɪŋ ˌpɑːti/ impreza pożegnalna
let off fireworks /let ɒf ˈfaɪəˌwɜːkz/ puszczać fajerwerki
make a toast /meɪk ə ˈtəʊst/ wznieść toast
Mother's Day /ˈmʌðəs deɪ/ Dzień Matki
name day /ˈneɪm deɪ/ imieniny
New Year's Eve party /njuː jɪəz ˈiːv ˌpɑːti/ impreza sylwestrowa
put up decorations / pʊt ˌʌp ˌdekə'reɪʃnz/ przygotować dekoracje
religious ceremony /rɪ'lɪdʒəs ˈserəməni/ ceremonia religijna
school prom /skuːl ˈprɒm/ bal absolwentów
throw a (street) party /θrəʊ ə ˈstriːt ˌpɑːti/ zorganizować imprezę (uliczną)
turn eighteen /ˌtɜːn eɪ'tiːn/ skończyć 18 lat
unwrap presents /ʌnˌræp ˈprezənts/ odpakować prezenty
wedding reception /ˈwedɪŋ rɪ'sepʃən/ wesele

National celebrations Święta narodowe

custom /ˈkʌstəm/ zwyczaj
display /dɪ'spleɪ/ pokaz
flag /flæg/ flaga
national symbol /ˈnæʃənəl ˈsɪmbəl/ symbol narodowy
parade /pə'reɪd/ parada
public holiday /ˈpʌblɪk ˈhɒlədi/ święto państwowe
spectators /spek'teɪtəz/ widzowie
traditional costume /trə'dɪʃənəl ˈkɒstjʊm/ tradycyjny strój

Cheers! /tʃɪəz/ Zdrowie!
Congratulations! /kənˌgrætʃʊ'leɪʃnz/ Gratulacje!
Happy anniversary! /hæpi ˌænə'vɜːsəri/ Wszystkiego najlepszego z okazji rocznicy!
Happy birthday! /hæpi ˈbɜːθdeɪ/ Wszystkiego najlepszego z okazji urodzin!
Happy Christmas! /hæpi ˈkrɪsməs/ Wszystkiego najlepszego z okazji świąt Bożego Narodzenia!
Happy Mother's Day! /hæpi ˈmʌðəz deɪ/ Wszystkiego najlepszego z okazji Dnia Matki!
Happy New Year! /hæpi njuː ˈjɪə/ Wszystkiego najlepszego z okazji Nowego Roku!
Have fun! /hæv ˈfʌn/ Baw się dobrze!
shamrock /ˈʃæmˌrɒk/ koniczyna

LESSON 9.2

Out of class

Cheers! /tʃɪəz/ Zdrowie!
Let's make a toast. /lets meɪk ə ˈtəʊst/ Chciałbym wznieść toast.

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champagne /ʃæmˈpeɪn/ szampan
rickshaw /ˈrɪkʃɔː/ riksza
skateboard /ˈskeɪtˌbɔː(r)d/ deskorolka
tuxedo /tʌkˈsiːdəʊ/ smoking

LESSON 9.3

be keen on /bi ˈkiːn ɒn/ bardzo coś lubić
especially /ɪˈspeʃəli/ zwłaszcza
experiment kit /ɪkˈsperəmənt kɪt/ zestaw do przeprowadzania eksperymentów
free of charge /friː əv ˈtʃɑːdʒ/ darmowy
futuristic /ˌfjuːtʃəˈrɪstɪk/ futurystyczny
hold a ceremony /həʊld ə ˈserəməni/ organizować ceremonię
soya bean /ˈsɔɪə biːn/ nasiono soi
stroke /strəʊk/ głaskać
tea ceremony /tiː ˈserəməni/ ceremonia parzenia herbaty
unforgettable /ˌʌnfə'getəbəl/ niezapomniany

LESSON 9.5

Sounds Dźwięki

bang /bæŋ/ huk; huknąć
buzz /bʌz/ brzęczenie; brzęczeć
cheer /tʃɪə/ wiwat; wiwatować
clap /klæp/ brawa, oklaski; klaskać
crackle /ˈkrækəl/ trzask; trzeszczeć
fizz /fɪz/ syczenie; syczeć

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fireworks /ˈfaɪəˌwɜːks/ fajerwerki
Independence Day /ˌɪndə'pendəns deɪ/ Dzień Niepodległości
Thanksgiving Day /θæŋks'gɪvɪŋ deɪ/ Święto Dziękczynienia

LESSON 9.6

Out of class

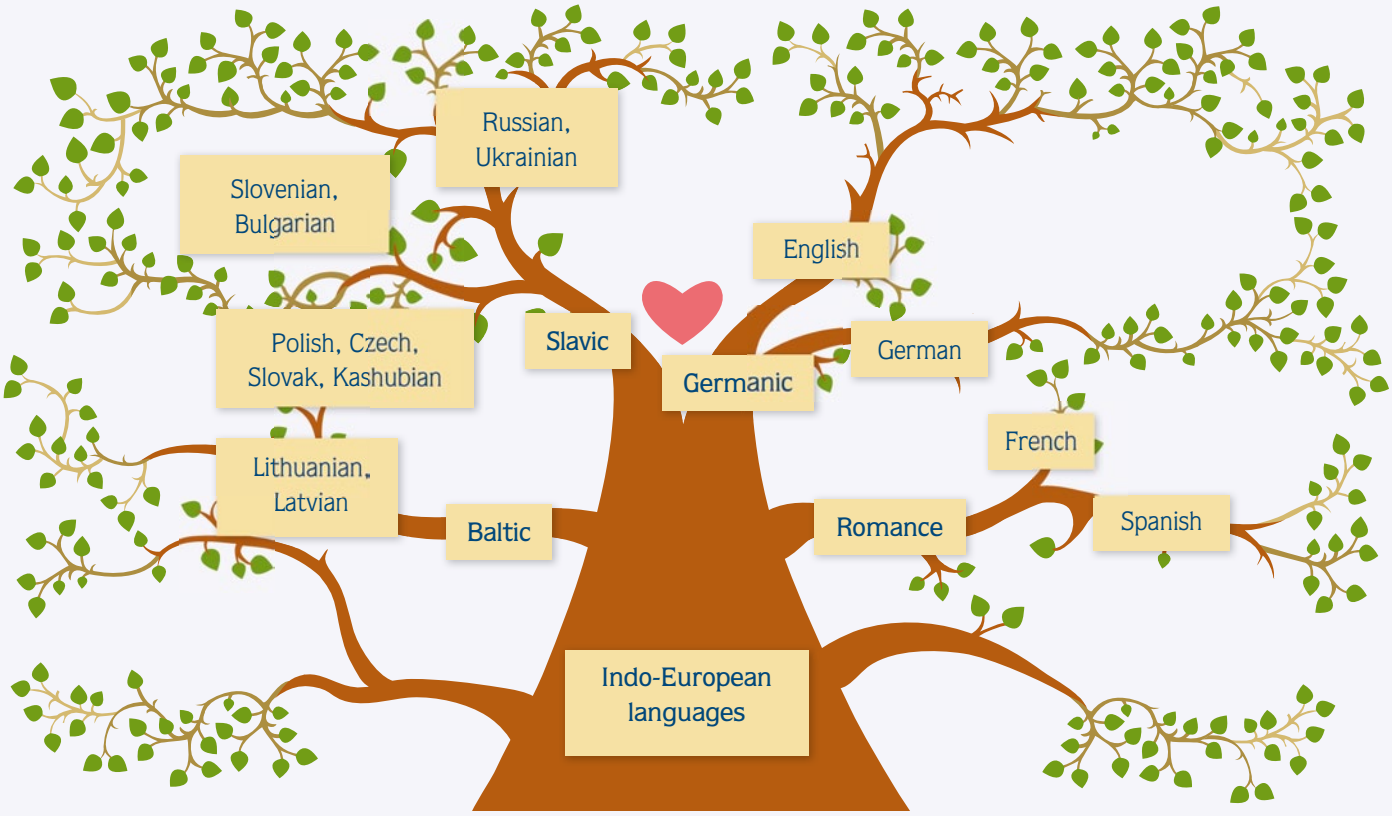
I'm dying for … /aɪm ˈdaɪɪŋ fə/ Mam ochotę na…
In your dreams! /ɪn jə ˈdriːmz/ W twoich marzeniach!
No worries. /nəʊ ˈwʌrɪz/ Nie martw się!

---

fancy doing sth /ˈfænsi ˌduːɪŋ sʌmθɪŋ/ mieć ochotę na

Poland Polish up your Polish





1 **CLASS VOTE** Do you know any foreigners who have learnt Polish? Have you ever tried to teach Polish to people from other countries?

2 Read the text. Why did Gordon write the quiz?



I'm Gordon. I'm from the UK but I've lived in Poland for some time. I'm also very proud of being able to speak Polish. Here's a quiz I wrote for my British friends to help them find out something about the languages spoken in Poland.

3 4.36 Do the quiz in pairs. Write the answers in your notebook. Then listen to the recording and check your answers.

4 In addition to *inflections*, what do you think may be difficult for foreigners when they learn Polish? Discuss in pairs.

5 Write the Polish translations of these words in your notebook. Are there any similarities between the Polish and English words?

knee nose milk sister two wolf

Polish language quiz

1 Polish belongs to the big Indo-European family of languages.
A True **B** False

2 Polish is a Slavic language, just like …
A Russian and Czech. **B** Italian and French.

3 Polish is an *inflected* language. It means that …
A words never change their forms.
B a lot of words change their forms, depending on their use.

4 Most people in Poland …
A speak standard Polish.
B speak local dialects.

5 Several bilingual *gminas* in Poland have two official languages: Polish and Belarusian, German, Lithuanian or …
A Kashubian.
B Slovak.





6 **Read the text and check your answers from Exercise 5. Then answer questions 1–2 in pairs.**



What do English and Polish have in common?

English and Polish are distant cousins in the big Indo-European family of languages. Our ancestors spoke the same language, but throughout the centuries the family members grew apart and changed so much that we don't understand each other any more. But if you take a closer look at some basic every day vocabulary, you'll be able to see the evidence of our common past.

Several Polish and English words are quite alike, for example *brother* and *brat* or *nose* and *nos*. On the other hand, some English words have changed their pronunciation so much that you can only notice the similarities when you compare their spellings. Read *two* or *knee* the way they're spelt and you're not far from *dwa* and *kolano*. Lastly, it may be very hard to make a connection between some words because they now mean different things in both languages. Take *red* and *rudy* – aren't they quite similar? They are, and it's not a coincidence.

1 What kind of words show the common past of Polish and English vocabulary?
2 Why is it difficult now to notice similarities between the two languages?

7 **Read the sentences and find words that were borrowed from English. How popular are these borrowings? Which do you use often? Can you replace them with Polish words?**

1 Co powiesz na jakiś fast food w przerwie na lunch?
2 Wystarczy podać swojego maila, aby otrzymać link do audiobooków.
3 Trudno walczyć z hejtem w necie.
4 Zalajkuj naszego posta o modzie na bycie cool.

8 **4.37** **Listen to Marek, an English teacher from Poland. Complete the sentences in your notebook.**

1 Poles use English words in Polish to communicate more easily and ? .
2 Marek thinks we should not borrow English words but ? our own ones.
3 The Polish word for *car* is different from ? .
4 The word won a ? to find new a Polish word for *automobile*.
5 The word started to be used in the ? .

9 **Answer the questions in pairs.**

1 How do you feel about English borrowings in Polish?
2 Do you use English words or expressions when you speak Polish?
3 Should we always create new Polish words for new things? Why (not)?

PROJECT

10 **Work individually. Do research on new English borrowings used in Polish.**

1 Make a record of English borrowings that you come across in the media during one week.
2 Choose between 5 and 10 borrowings that you would like to eliminate from every day Polish.
3 Think of new or existing Polish words to replace these borrowings.
4 Present your ideas to the class.
5 As a class, vote for the best ideas.

BBC

CULTURE & SKILLS

What is a virtual festival?

Video gaming festivals: staying in to have fun

When you think of festivals, do you think street parades, traditional events and colourful costumes? Well, think again! Nowadays, it's fashionable to stay indoors with your screens! Why? It's to celebrate video-gaming, which is one of the most popular hobbies around. There are lots of big gaming festivals in the world and the UK is one of the main centres because most gamers communicate in English.

Insomnia, which is the biggest festival in the UK, is held every year near Birmingham and attracts thousands of young people. It's an amazing get-together where you can meet the world's most renowned players. Some of these celebrities are only eleven or twelve years old! There are tournaments of popular games like Mortal Kombat. Minecraft is also everywhere, which shows that it is a real cultural phenomenon.

Although the festival happens inside and everyone is glued to screens, these events have a lot in common with traditional festivals. There are many fans who form long queues to watch celebrity gamers on big stages. There are incredible light displays and giant screens everywhere. At first sight, it looks more like a rock concert!

We interviewed a teenager at the Insomnia festival in Coventry to see what she thought:

Marcela: 'This is the best party I've ever been to! I've travelled across the world to be here. There's a real sense of community. I've met a lot of people who I only knew from the internet. We share our love for video games and discuss how best to play them. It's great for my English because that's what everyone speaks online and here too!'



GLOSSARY
fashionable (adj) popular at a particular time
renowned (adj) famous
phenomenon (n) sth that happens or exists in society, culture, nature, etc.
be glued to (phr) give sth your full attention
isolated (adj) without much contact with other people

READING

1 **Look at the photo. In pairs, discuss the questions.**

1 Where do you think the people are?
2 What are they doing?
3 What kind of festivals for young people do you know? Would you like to go to any of them? Why / Why not?

2 **Read the text and choose the correct option. Write the answers in your notebook.**

1 The article says that staying in is now *more* / *less* trendy than going out.
2 Gaming events are popular in the UK because *of the great facilities* / *English is the common language*.
3 Some of the most famous players are *pre-teens* / *young adults*.
4 Video game events are more *similar to* / *different from* traditional events than you think.
5 The celebrity video gamers are *in the audience* / *on stage like superstars*.

3 **Choose the correct summary for Marcela.**

a I can share my experience with people about playing video games.
b I have met a lot of people with similar interests who I never knew existed.

4 **In pairs, discuss the questions.**

1 Do you agree with Marcela? Why? / Why not?
2 Are similar events popular where you live?

LISTENING

5 BBC 9 **Listen to a programme about the Insomnia festival and complete the sentences with the words below. There are three extra words. Write the answers in your notebook.**

evolving employees followers inspiring
legend legitimate skills surprising

1 If you know the game, you can appreciate another player's ? and technical ability.
2 One teen thinks that gaming is a(n) ? sport.
3 Some gamers have a lot of fans and ?.
4 Siv has two ?.
5 The reporter concludes that gaming is ? and growing all the time.

6 BBC 9 **Listen again. Answer the questions. Write the answers in your notebook.**

1 What can you appreciate if you see professional gamers?
2 Why is it inspiring to watch other players play computer games?
3 How big was the audience online and at live events?
4 How does Siv earn a living?
5 Is gaming more popular than football?

7 BBC 10 **Listen to a programme about the Festival of Neighbourhood. Are the sentences true or false? In your notebook, correct the false sentences.**

1 BMX and parkour are not part of the Festival of Neighbourhood.
2 Stick says that graffiti dates back to very ancient times.
3 There will be no dance perfomances during the festival.
4 The festival celebrates both art and sport.
5 The Southbank has always been a favourite place for urban artists.

8 **What's your opinion of the two events? Which of these events would you like to go to? Why? Which of them would be more popular where you live? Why? Discuss in pairs.**

PROJECT

9 **In groups, plan your own urban event or festival.**

1 Choose the main focus of the event (e.g. sport, street art/graffiti, dance, music concerts).
2 Write a short script to describe your event or festival.
3 Present your event to the class.

Skills Revision

SŁUCHANIE

1 **4.38** **Usłyszysz dwukrotnie cztery wypowiedzi na temat przyjęć. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.**

A It was different than I had imagined.

B I really liked the place where the party was held.

C The party was spoiled by some of the guests.

D Not everyone who was invited came to the party.

E My friend's parents were pleasantly surprised.

FUNKCJE JĘZYKOWE

2 **Uzupełnij dialog. Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.**

X: I'm going to London next month but this time I [1] ? (feel) something other than shopping.

Y: If you're going next month, why not go to the Notting Hill Carnival?

X: I've never heard of it. Tell me about it.

Y: Notting Hill is a borough in West London and they hold a Caribbean Carnival there. It's quite famous.

X: [2] ? (mean) to say there's a Caribbean festival in London? How come?

Y: Well, in the late 1940s and early 50s many people from Jamaica and other Caribbean islands moved to the UK. They wanted to do something that would remind them of their cultural background.

X: So what is the festival like?

Y: People dance in the streets, eat Caribbean food and make lots of new friends. It's the second biggest carnival in the world after the one in Rio de Janeiro.

X: Seriously? I guess [3] ? (right). I have to go.



Samba in Rio

12 February 2018

I'm a member of a dance group and I won a prize to go to Rio de Janeiro in Brazil for the Rio carnival. My prize included taking part in the parade with the samba school Beija-Flor (Humming Bird), one of the most famous schools in Rio. However, in order to participate in the parade, I needed to learn how to do the dance, including all the correct facial expressions and gestures.

The carnival officially starts on Friday and goes on all the next week, but the atmosphere in the city is very exciting for days before that. On Saturday and Sunday nights, the samba schools parade in the Sambadrome, a special stadium in the centre of the city where a group of judges choose the best parade. The competition is very important and Brazilians take it very seriously. The theme of the parade this year was the history of Brazil and my costume was designed to look like the Sabiá-laranjeira, a bird which is one of the national symbols of Brazil.

CZYTANIE

3 **Przeczytaj tekst. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując swoje odpowiedzi w luki. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.**

1 What did the author have to do to take part in the parade?
The author had to ? .

2 What did the costume look like?
The costume ? .

3 Why did the author feel happy?
The author felt happy because ? .



Finally, on Saturday night it was time for our parade. As we walked out, dancing and singing, I felt happier than ever before in my life. My dream was coming true and I loved the noise and excitement! There were thousands of spectators and you could hear them cheer and clap above the sound of the drums and singing. At the end of our parade there was a fireworks display with the colours of the Brazilian flag. I was tired and my legs hurt, but it was worth it. The next day I slept all day!



ŚRODKI JĘZYKOWE

4 **Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Odpowiedzi zapisz w zeszycie.**

1 I was wondering (*gdzie poszedłeś*) ? after school yesterday.
2 That's the place (*gdzie spotkaliśmy się*) ? for the first time.
3 Mr Robbins, (*który stoi*) ? next to me, is a successful actor.
4 Students (*którzy wzięli udział*) ? in the prom had a great time.
5 Do you know (*czy podobał jej się*) ? the film last night?

5 **Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów. Odpowiedzi zapisz w zeszycie.**



This photograph was taken at a [1] ?. In the middle of the picture there is a married couple with a beautiful wedding cake on a table in [2] ? of them. The guests are watching them as they are cutting the cake for everyone to eat. It is a very [3] ? occasion, so the guests are all wearing smart clothes – the men are wearing [4] ? and ties, and the women are wearing smart dresses.

PISANIE

6 **Wykonaj poniższe zadanie. Napisz e-mail w zeszycie.**

Planujesz sobotnie wyjście z przyjaciółmi. W e-mailu do koleżanki:
- wyjaśnij, gdzie się wybieracie,
- zaproś koleżankę, aby do was dołączyła,
- zaproponuj miejsce spotkania.

Długość tekstu powinna wynosić od 50 do 120 słów.

1.2 Czasy Present Simple, Present Continuous oraz czasowniki opisujące stany

Czasy Present Simple i Present Continuous
She often takes the bus to school. (regularnie wykonywana czynność)
He lives in Madrid. (fakt)
He's talking to his friends now. (czynność mająca miejsce w chwili mówienia)
She's from Brazil, but she's studying in the UK. (sytuacja tymczasowa)

Czasowniki opisujące stany
Niektórych czasowników zazwyczaj nie używamy w czasach typu *continuous*: *like*, *love*, *prefer*, *wish*, *hate*, *want*, *need*, *believe*, *know*, *remember*, *understand*, *be*, *cost*, *belong*, *mean*, *seem*.
Niektóre z tych czasowników mogą także opisywać czynności.
I think he's right. (stan)
What is he thinking about? (czynność)
I see her – she's round the corner. (stan)
I'm seeing Peter a lot these days. (czynność)
I have a dog. (stan)
I'm having lunch. (czynność)
The soup tastes/smells lovely. (stan)
I'm tasting/smelling the soup. (czynność)

Niektóre czasowniki można stosować w czasach *simple* i *continuous* bez zmiany znaczenia.
I feel tired./I'm feeling tired.

1 **Choose the correct option. Write the answers in your notebook. Which verb can be used in the Present Simple or Present Continuous?**

Hi Sara,

How are you? I [1]*'m enjoying* / *enjoy* my new school. There are lots of after-school clubs and I [2]*belong* / *'m belonging* to the Drama Club now. We [3]*'re meeting up* / *meet up* every Friday. At the moment the club [4]*prepares* / *is preparing* for a show and they [5]*'re wanting* / *want* me to be in it. I [6]*think* / *'m thinking* about it and I [7]*like* / *am liking* the idea, but I [8]*feel* / *'m feeling* anxious about it. What [9]*do you think* / *are you thinking* I should do?

Sam

2 **Do you belong to a club or have a hobby? Write a few sentences using the Present Simple and Present Continuous and the phrases below.**

- I belong to …
- My hobby is …
- I usually/often/always …
- At the moment I/we …

1.4 Czasy Past Simple, Past Continuous i Present Perfect

Czas Past Simple
She arrived yesterday. (czynność zakończona)
They studied every day. (powtarzająca się czynność)
Zmiany w pisowni czasowników regularnych:
study – studied drop – dropped

Czas Past Continuous
Last night/At six o'clock she was talking to her friend. (czynność, która trwała w określonym momencie w przeszłości)

Czasy Past Simple i Past Continuous
I was climbing the mountain when I fell.
While I was sleeping, the phone rang.
(czynność, w trakcie trwania której nastąpiło inne wydarzenie)

Czas Present Perfect
She's just left the party. (czynność mająca odzwierciedlenie w teraźniejszości)
They've never been to India. (doświadczenie życiowe)
Z czasem Present Perfect często używamy przysłówków, takich jak never, ever, just, yet, recently i already.

Czasy Present Perfect i Past Simple
I've been to this theatre before. I came here with my parents last year. (doświadczenie życiowe/pojedyncze wydarzenie z przeszłości)

1 **Choose the correct option. Write the answers in your notebook.**

1 It *was raining* / *rained* when I *woke up* / *was waking up*.
2 While I *had* / *was having* my breakfast, my friend *sent* / *was sending* me a text.
3 I *was jogging* / *jogged* in the park when I *met* / *was meeting* my friend.
4 He *was breaking* / *broke* his leg when he *learned* / *was learning* to ski.

1 was raining

2 **Complete the questions with the correct form of the verbs in brackets. Write the answers in your notebook.**

1 *Have* you ever *won* (win) a competition?
2 What ? you ? (do) at 8 a.m. this morning?
3 What ? you ? (have) for dinner yesterday?
4 ? the sun ? (shine) when you ? (get up) this morning?

3 **In pairs, ask and answer the questions in Exercise 2. Tell the class about your partner.**

4 **In your notebook, write an email to a friend you haven't seen for a month. Tell him/her any interesting things that have happened since you last met.**

2.2 Czas Past Perfect

Czas Past Perfect stosujemy, aby opisać czynność, która miała miejsce przed innym wydarzeniem z przeszłości.
We had done our homework.
They hadn't seen our house.
Had he bought the present?
Yes, he had./No, he hadn't.

8 p.m.	9 p.m.	9.30 p.m.	10 p.m.
	Maria left.	I arrived.	

Maria had left the party when I arrived.

Określenia czasu
after, already, before, by the time, just, never, until

We had finished our lunch by the time our other friends arrived.
Before she watched the documentary, Sally hadn't thought much about pollution.
I hadn't heard about Luke's news until Kelly told me.
He started recycling more after he had learned where his rubbish went.
They had never been to the café before.

1 **Complete the text with the Past Perfect or Past Simple form of the verbs in brackets. Write the answers in your notebook.**

Until last year, I [1] *had read* (read) about solar energy only in my school books and I [2] ? (never/see) a solar panel. Then last year my uncle [3] ? (fill) one of the fields on his farm with solar panels. Before that, he [4] ? (grow) potatoes in the field. My uncle [5] ? (not think) of doing it before, but another local farmer gave him the idea.
[6] ? I ever ? (imagine) that one of my uncle's fields [7] ? (can) produce renewable energy? No, never!

2 **In your notebook, write a few sentences about things you had and hadn't done by the time you were five. Use the Past Perfect and the Past Simple, and a suitable time expression.**

By the time I was five, I had learned to walk and talk. I hadn't learned to ride a bike – I learned that when I was about seven. I had never …

3 **In your notebook, write six true sentences about yourself. Use the Past Perfect and the Past Simple with six different time expressions.**

2.4 Wyrażenie *used to*

Wyrażenia *used to* używamy, aby opisać zwyczaje z przeszłości, lub opisać czynności, które wydarzały się regularnie w przeszłości (ale już nie mają miejsca).

We used to stay with my gran every summer holiday.
She used to have long hair.

W formie przeczącej usuwamy końcówkę *-d*:
I didn't use to play basketball when I was younger.
Did he use to have a dog? Yes, he did./No, he didn't.

Wyrażenia *used to* nie używamy do opisywania pojedynczych wydarzeń z przeszłości. W takim przypadku stosujemy czas Past Simple.
~~We used to go on holiday to Brazil last year.~~
We went on holiday to Brazil last year.

Do opisywania zwyczajów z przeszłości można także użyć czasu Past Simple.
We used to go/went on holiday to Brazil every year.

1 **Complete the dialogue with *used to* and the correct form of the verbs in brackets. Write the answers in your notebook.**

Teacher: Did you know that I [1] *used to go* (go) to this school?
Student: No, really? What [2] ? it ? (be) like?
Teacher: It [3] ? (be) much smaller. Not so many people [4] ? (live) in the town. We all [5] ? (walk) to school every day. Families [6] ? (not have) cars, so there was less traffic and less pollution!

2 **In your notebook, write questions with *used to* from the prompts.**

My country twenty years ago

1 many people / recycle / plastic and paper?
2 the countryside / in your country / be / more or less polluted?
3 people / waste / less energy?
4 people / throw away / more or less rubbish?

3 **In pairs, ask and answer the questions in Exercise 2. Tell another pair about your answers.**

A: Did many people use to recycle all their plastic and paper?
B: No, I don't think many people used to recycle twenty years ago.

4 **Choose one of the questions from Exercise 2. In your notebook, write a few sentences about your town.**

3.2 Czas Present Perfect Continuous

Czas Present Perfect Continuous używamy aby opisać:

- czynności, które zaczęły się w przeszłości i trwają do chwili obecnej.
  I've been waiting for two hours. (I'm still waiting.)
- czynności, które zaczęły się w przeszłości i mają wpływ na teraźniejszość.
  She's been playing basketball all morning.
  (She's feeling tired now.)
  Have they been watching the fashion show?
  Yes, they have./No, they haven't.

Określenia czasu

all day/night, recently, How long ...?
since last Friday/October/Saturday/I woke up
for two hours/three years/a long time/ages

1 Complete the sentences with the Present Perfect Continuous form of the verbs below. Write the answers in your notebook.

collect practise save wait ~~write~~

1 Anna *has been writing* her own fashion blog since January.
2 We ? for Jack for half an hour – and he's still not ready!
3 My brother ? baseball caps since he was little. He's got over fifty!
4 They ? their dance for the show all morning.
5 I ? my money to buy a jacket.

2 Complete the questions with the Present Perfect Continuous form of the verbs in brackets. Write the answers in your notebook.

1 There's chocolate all round your mouth! *Have* you *been eating* (eat) chocolate cake?
2 You've got lots of nice clothes. ? you ? (shop) recently?
3 Your jacket's really wet! ? it ? (rain)?
4 Your jeans are really dirty. ? you ? (play) outside?

3 In your notebook, write three sentences about yourself. Use the Present Perfect Continuous and the verbs below.

collect learn practise read save

I've been reading a really good book about the fashion business.

3.4 Czasy Present Perfect Simple i Continuous

Czas Present Perfect Simple

They've sold a lot of jewellery. (podkreślamy rezultat)
She hasn't finished her homework. (podkreślamy rezultat)

Czas Present Perfect Continuous

She's been making her own jewellery for ages. (podkreślamy długość trwania czynności)
We've been trying on lots of clothes today. (podkreślamy, że czynność jeszcze się nie skończyła)

Wyrażenia *since* i *for* stosujemy w obu czasach.
Czasowników wyrażających stany nie używamy w czasie Present Perfect Continuous.
How long has Mark known Tom?
They've been friends for a long time.

1 Complete the sentences with the Present Perfect Simple or Continuous form of the verbs in brackets. Write the answers in your notebook.

1 I *haven't had* (not have) anything to eat since breakfast.
2 I ? (learn) English since I was six.
3 I ? (never/like) going to the hairdresser's.
4 I ? (sit) in the classroom for half an hour.
5 I ? (know) my best friend for five years.

2 In pairs, say if the sentences in Exercise 1 are true for you.

3 Complete the text with the words below. Write the answers in your notebook.

been ~~bought~~ continued for have making since wearing

Have you [1]*bought* any jeans recently? Did you know that jeans are one of the most popular items of clothing? People have been [2] ? them [3] ? more than 140 years. Over the years, jeans have [4] ? both work clothes and fashion clothing. Their style has changed many times [5] ? the start of their history. Young people [6] ? been setting new fashion trends for decades, whether it's baggy jeans or skinny jeans. Surprisingly, the original indigo blue colour has [7] ? to be a favourite over the many years companies have been [8] ? jeans.

4 In your notebook, write a few sentences about your style. What clothes have you been wearing recently? What's your favourite item of clothing and how long have you had it?

I've been wearing skinny jeans and large T-shirts a lot recently. My favourite item of clothing is …

4.2 Wyrażanie przyszłości

Czasownik use *will* stosujemy do

- wyrażania spontanicznych decyzji i zamiarów,
  I won't have any dessert, thanks.
- przewidywania wydarzeń z przyszłości.
  I think people will work less in the future.

Wyrażenia *be going to* używamy do

- wyrażania planów i zamiarów,
  Rachel's going to work in the café.
- przewidywania przyszłych wydarzeń na podstawie widocznych obecnie przesłanek.
  I'm not going to have time to go out with my friends.

Czasu Present Continuous używamy w odniesieniu do przyszłości do wyrażenia planów i ustaleń, często z wyrażeniami typu *this evening, next week, in the summer, at the weekend, on Wednesday.*
Joe isn't helping at the shop this weekend.

Czasu Present Simple używamy w odniesieniu do przyszłości, aby opisać rozkłady i plany zajęć.
The bus arrives at half past two.

1 **Make questions from the prompts. Use the future form in brackets. Write the answers in your notebook.**

1 what time / this lesson / finish? (Present Simple)
What time does this lesson finish?
2 what / you / do / this weekend? (Present Continuous)
3 you / buy / anything this weekend? (be going to)
4 what / the weather / be / like / tomorrow? (will)

2 **In pairs, ask and answer the questions in Exercise 1.**

3 **Choose the correct option. Write the answers in your notebook.**

A: Hi, Adam. What [1]*are you doing / will you do* after school?
B: I [2]*'m helping / help* my uncle. He owns a tennis club and I serve drinks in the café there. Maybe you can meet me afterwards.
A: Sounds good! I [3]*won't do / 'm not doing* anything after school. I [4]*'ll meet / 'm going to meet* you there. What time [5]*will you be / are you being* free?
B: My shift in the café [6]*is finishing / finishes* at six o'clock.

1 are you doing

4 **You plan to watch a film at the cinema tonight and want to invite your friend. In your notebook, write a short email to your friend saying what you are going to see, what time the film starts and why you think your friend will like it.**

4.4 Czas Future Continuous

Czasu Future Continuous używamy do opisania czynności, która będzie trwała w określonym momencie w przyszłości.
In the summer, Harry will be working on his grandfather's farm.
She won't be relaxing on a beach.
Will you be flying over the Atlantic this time tomorrow?
Yes, I will./No, I won't.
What will you be doing?

Określenia czasu

- *in ten minutes/a week/a month/a year/the future*
  In two years, I'll be finishing school.
- *at 6.45 this evening/midnight/10 a.m. tomorrow*
  At eleven o'clock tonight I'll be sleeping.
- *next spring/month/year*
  Next winter, I'll be teaching children how to ski.
- *soon*
  I'll be working on a new project soon!

1 **Complete the dialogues with the Future Continuous form of the verbs in brackets. Write the answers in your notebook.**

1 A: *Will* you *be looking* (look) for a full-time job when you leave school?
B: No, I ? (start) a beauty therapy course at college.
2 A: ? you ? (earn) any money this summer?
B: Yes, I will. I ? (help) my uncle on his farm.
3 A: ? you ? (study) this afternoon?
B: No, I ? (work) in my parents' shop.

2 **Complete the email with the Future Continuous form of the verbs in brackets. Write the answers in your notebook.**

Hi Lily,

I got the summer job at the beach café! So we [1]*'ll be working* (work) together this summer. I can't wait! I'm so pleased I [2] ? (not stay) at home all summer. I hope we [3] ? (do) the same hours. I [4] ? (start) on 28 July. I [5] ? (just/clean) tables in the beginning. I [6] ? (not take) orders for the first week.

Anyway, speak soon!

Katy

5.2 Okresy warunkowe – zerowy, pierwszy i drugi

Zerowy okres warunkowy
If you freeze water, it expands. (fakt naukowy)
Sarah starts to sneeze if she smells flowers. (zawsze tak jest)

Pierwszy okres warunkowy
We'll look at the NASA website later if we have time. (wynik danej czynności)
Unless it's a clear night, we won't see many stars. (taki będzie rezultat, jeśli zaistnieją pewne warunki)

Drugi okres warunkowy
If I was/were older, I'd train to be an astronaut. (niemożliwa sytuacja)
If my little sister offered to help me, I'd be amazed. (nieprawdopodobna sytuacja)

Uwaga!
- Jeśli zdanie z *if* stoi na początku, stawiamy po nim przecinek.
- *Unless* znaczy 'if not'.
- W pierwszej osobie liczby pojedynczej w drugim okresie warunkowym możemy stosować zarówno *was*, jak i *were*. Wyjątkiem jest wyrażenie *If I were you*.

1 In your notebook, write sentences from the prompts. Use the Zero or First Conditional.

1 water / freeze / if / you / cool / it to 0°C
Water freezes if you cool it to 0°C.
2 you / burn / if / you / stay / in the sun any longer
3 Emma / always / call / if / she / be going to / late
4 we / get / better pictures for our school project / if / we / use / a drone

2 Complete the questions with the Second Conditional form of the verbs in brackets. Write the answers in your notebook.

1 What *would* you *do* (do) if you *won* (win) a competition to go into space?
2 If you ? (discover) a new planet, what ? you ? (call) it?
3 If you ? (can) travel anywhere, where ? you ? (go)?
4 ? you ? (do) a bungee jump if your best friend ? (ask) you to?

3 In pairs, ask and answer the questions in Exercise 2.

4 In your notebook, write a few sentences to answer each question. Use the Zero, First and Second Conditionals.

1 What do you usually do if you have free time?
2 What will you do this weekend if you and your friends are free?
3 What would you do if you won the lottery?

5.4 Trzeci okres warunkowy

Trzeciego okresu warunkowego używamy, aby opisać sytuacje które mogły mieć miejsce, ale nie zdarzyły się.
If I had known you were coming, I wouldn't have gone out. (I didn't know you were coming, so I went out.)
You wouldn't have broken the camera if you had been more careful. (You weren't careful, so you broke it.)
Would you have done the parachute jump if it had been less windy? (You didn't do the parachute jump because it was windy.)

1 Complete the sentences with the Third Conditional form of the verbs in brackets. Write the answers in your notebook.

1 If she *hadn't studied* (not study) Science, she wouldn't have become an astronaut.
2 They ? (not do) the mission if they had known about the dangers.
3 If they hadn't filmed the first landing on the moon, no one ? (believe) it!
4 We ? (miss) the comet if we had gone outside later.
5 If you ? (see) the film *Gravity*, you would have really enjoyed it.
6 Peter would have won if he ? (answer) all the questions correctly.

2 In your notebook, write questions from the prompts. Use the Third Conditional.

1 what / you / do / today / if / you / not go / to school?
What would you have done today if you hadn't gone to school?
2 where / you / go / on your last holiday / if / you / win / the lottery?
3 if / you / arrive / late at school this morning / what / happen?
4 what / you / wear / today / if / the weather / be / different?

3 In pairs, ask and answer the questions in Exercise 2.

I would have slept for twelve hours!

4 In your notebook, write a few sentences to answer the question below. Use the Third Conditional.

If you had been born 100 years ago, how would your life have been different?

6.2 Mowa zależna – twierdzenia i pytania

Twierdzenia

Mowy zależnej używamy do przytaczania cudzych wypowiedzi. Najczęściej używamy wtedy czasowników *say* i *tell*, i dokonujemy następujących zmian:

'I feel sick.' → He told them (that) he felt sick.

'She's taking her medicine.' → They said (that) she was taking her medicine.

'Tim broke his arm.' → She said (that) Tim had broken his arm.

'They will be tired after school.' → We said (that) they would be tired after school.

'I can't get to sleep.' → She told him (that) she couldn't get to sleep.

Pytania

Do przytaczania pytań ogólnych używamy *if*.

'Do you need to sit down?' → She asked me if I needed to sit down.

Do przytaczania pytań szczegółowych używamy zaimków pytających oraz czasowników pomocniczych *do/does/did*.

'Where do you live?' → He asked where I lived.

Inne zmiany

Zazwyczaj zmieniamy także zaimki osobowe oraz określenia czasu.

'Annabel is allergic to my cat.' → He told us that Annabel was allergic to his cat.

'I'll come back tomorrow.' → She said she would come back the next day.

'You can wait here.' → The nurse said that the girl could wait there.

1 In your notebook, rewrite the sentences and questions in reported speech.

1 'You're allergic to cats.'
The doctor told me that *I was allergic to cats*.
2 'Where are you going?'
Jack asked me ? .
3 'I've lost my appetite.'
She told me that she ? .
4 'Are you feeling dizzy, Emily?'
Mum asked Emily ? .
5 'I'll get your prescription for you, Tom.'
She told Tom that she ? .

2 In pairs, ask and answer the questions. Tell another pair about your partner.

1 What do you usually take for a sore throat?
2 What can people do to sleep better at night?
3 Do you ever get travel sick?
4 Can you name five examples of healthy food?

6.4 Mowa zależna – polecenia i prośby

Prośby

Do przytoczenia próśb używamy czasownika *ask* (czasownik + dopełnienie + (*not*) + bezokolicznik z *to*).

'Can you read the information, please?'
She asked him to read the information.
'Please don't forget your appointment.'
She asked us not to forget our appointment.

Polecenia

Do przytoczenia poleceń i nakazów używamy czasownika *tell* (czasownik + dopełnienie + (*not*) + bezokolicznik z *to*).

'Take the tablets with water.'
The doctor told her to take the tablets with water.
'Don't worry.'
She told us not to worry.

1 Rewrite the sentences in reported speech. Use the verbs in brackets. Write the answers in your notebook.

1 'Can you lend me your surfboard?' Adam said to Jenny. (ask)
Adam asked Jenny to lend him her surfboard.
2 'Don't use your mobile phone now!' the teacher said to the student. (tell)
3 'Please help me with the shopping,' the man said to his children. (ask)
4 'Stand up,' the teacher said to the pupils. (tell)
5 'Can you follow me?' the nurse said to the visitor. (ask)
6 'Take a deep breath, please,' the doctor said to his patient. (ask)

2 Complete the reported commands and requests in the email. Write the answers in your notebook. Use the Past Simple.

Hi Theo,

Guess what I did with Matt last weekend? Bungee jumping! When Matt [1]*asked me to go* (ask/go) with him, I really wasn't sure. I was a bit nervous because I'd never done it before. Anyway, he [2] ? (tell/not worry). He said I would love it! He was right – it was great fun. I [3] ? (tell/call) me next time he was going. He [4] ? (tell/bring) you too next time, and I said that would be great. So what do you think?

Sophie

7.2 Strona bierna: czasy Present Simple, Past Simple, Present Perfect oraz czasowniki modalne *can* i *must*

Strony biernej używamy, aby skoncentrować się na czynności, która jest wykonywana względem osoby lub rzeczy – gdy czynność jest ważniejsza od osoby, która ją wykonuje, lub gdy nie znamy wykonawcy czynności.

Czasy Present Simple i Past Simple
Facial expressions are used to show emotions.
They weren't told about the party.
Was the message sent?

Czas Present Perfect
The problem hasn't been discussed yet.
Has the activity been explained to you?

Czasowniki modalne *can* i *must*
Drinks cannot be taken into the theatre.
Tickets must be bought in advance.

Aby wskazać wykonawcę czynności, używamy *by*.
The speech was made by the head teacher.
She was contacted by an environmental organisation.

1 **In your notebook, write passive sentences from the prompts. Use the tense given in brackets and add *by* if necessary.**

1 the letter / write / by you? (Past Simple)
Was the letter written by you?
2 we / not show / the film about communication (Present Perfect)
3 some hand gestures / consider / rude (can)
4 an email / send / after every meeting (Present Simple)
5 the school rules / follow / all students (must)

2 **Complete the text with the words below. Write the answers in your notebook.**

annoyed are be been bought is ~~spent~~

Every year more than $500 billion is [1]*spent* on advertising worldwide. Television commercials [2] ? still used by many companies, but the biggest growth has [3] ? seen in online advertising. This is because an online advert can [4] ? seen by a much larger number of people. Also, much less money [5] ? spent on advertising a product online. You might be [6] ? by pop-up adverts on websites, but the products they advertise are [7] ? by many people anyway!

3 **In pairs, ask and answer questions about the text. Use the Passive.**

How much money is spent … ?

7.4 Strona bierna z *will*

Aby utworzyć zdanie w stronie biernej odnoszące się do przyszłości, używamy *will + be + past participle* (trzecia forma czasownika).
The information will be repeated later.
You won't be given any homework today.
Will the show be advertised on TV?

Uwaga!
Czasami jedno zdanie w stronie czynnej może mieć dwa odpowiedniki w stronie biernej.
Active: They will teach French to students.
Passive: French will be taught to students.
Students will be taught French.

1 **In your notebook, rewrite the sentences in the Passive with *will*.**

1 They won't understand his pronunciation.
His pronunciation *won't be understood*.
2 They will advertise their product.
Their new product ? .
3 We won't give out flyers this year.
Flyers ? .
4 We will discuss good posture in the next lesson.
Good posture ? .

2 **In your notebook, write questions from the prompts. Use the Passive with *will*.**

1 when / the workshop / hold?
When will the workshop be held?
2 who / it / teach / by?
3 which / topics / cover?
4 what / each student / give?

3 **Read the flyer. In pairs, ask and answer the questions in Exercise 2.**

Free workshop:
Improve your body language!

Every Tuesday, from 4 to 5 p.m., in the sports hall, with Mr Baker

We will cover topics such as:

- ★ **making eye contact.**
- ★ **improving posture.**
- ★ **how to make the most of your voice.**

We will give each student their own folder with information. A fun and useful workshop for all students!

8.2 Wyrażanie umiejętności

Teraźniejszość
We can/can't draw.
Can he sing? Yes, he can./No, he can't.
He is able to/isn't able to read books in Russian.
Are they able to come? Yes, they are./No, they aren't.

Przeszłość
She could/couldn't hear the story.
Could she paint? Yes, she could./No, she couldn't.
They were/weren't able to finish the book.
Were they able to help? Yes, they were./
No, they weren't.

manage to
Wyrażenia *manage to* używamy, aby opisać konkretne wydarzenie z przeszłości.
We managed to/didn't manage to go to the party.
Did Ann manage to complete her painting?
Yes, she did./No, she didn't.

Przyszłość
They'll be/won't be able to come to the meeting.
Will you be able to join us? Yes, I will./No, I won't.

1 Complete the sentences with the words below. Write the answers in your notebook.

able could ~~couldn't~~ managed to will

1 I *couldn't* write my name until I started school.
2 After watching the play, the students were ? to write about it.
3 Next year we'll be able ? see the film version of this book.
4 We ? to get the book we wanted from the library.
5 The teacher ? be able to help you.
6 He ? paint very well when he was just five years old.

2 In pairs, ask and answer the questions.

1 What couldn't you do last year that you can do now?
Last year I couldn't do handstands. Now I can do handstands and cartwheels.
2 Can you paint or draw?
3 Will you be able to meet up with your friends this weekend?
4 Did you manage to finish all your homework last night?

8.4 Wyrażanie obowiązków i zakazów

Obowiązki
Czasownika *must* używamy do wyrażenia obowiązku w odniesieniu do teraźniejszości, a *have to* w odniesieniu do teraźniejszości i przeszłości.
She had to/will have to help him.
You must be home before 9. / You have to be home before 9.

Brak obowiązku
Do wyrażenia braku obowiązku w odniesieniu do teraźniejszości, przeszłości i przyszłości używamy *not have to*.
We don't/didn't/won't have to read the book.

Zakazy
Do wyrażenia zakazów używamy *must not* oraz *(not) allowed to*.
We mustn't/aren't allowed to touch the sculptures.
I wasn't/won't be allowed to touch the sculptures.
Are they allowed to touch the sculptures?
Yes, they are./No, they aren't.

1 Choose the correct option. Write the answers in your notebook.

1 You *don't have to* / *mustn't* be good at art to enjoy it.
2 We *don't have to* / *aren't allowed to* leave until we have finished.
3 You *don't have to* / *mustn't* be late for class.
4 It was raining, so we *must* / *had to* finish our paintings inside.

1 don't have to

2 Read what Ben says. In pairs, ask and answer questions about him.

1 At school we mustn't use mobile phones.
2 At weekends I'm allowed to stay up late.
3 At home I don't have to wash the dishes.
4 When I was younger, I wasn't allowed to play computer games.
5 Next year I'll be able to learn another foreign language.

A: Is Ben allowed to use a mobile phone at school?
B: No, he isn't.

3 In your notebook, write sentences like Ben's that are true for you.

At school we mustn't take food or drink into the classroom.

9.2 Zdania przydawkowe definiujące i niedefiniujące

Zdania przydawkowe definiujące
W zdaniach przydawkowych definiujących nie stosujemy przecinków.
That's the hotel where our prom will be held.
Tom's the boy whose birthday we're celebrating.

W zdaniach przydawkowych definiujących, zamiast *which* i *who*, możemy także użyć *that*.
I'd like to find some shoes which/that go with this dress.
These are the boys who/that helped me.

Gdy zdanie przydawkowe definiujące występuje w roli dopełnienia, zaimek względny (*that*, *which*, *who* lub *where*) można opuścić.
I'm wearing the prom dress that I bought last month./
I'm wearing the prom dress I bought last month.

Zdania przydawkowe niedefiniujące
Zdania przydawkowe niedefiniujące oddzielamy od zdania głównego za pomocą przecinków.
Lee, *who* is my best friend, is a really good dancer.
Liam, *whose* sister is in my class, is a DJ.

W zdaniach przydawkowych niedefiniujących nie możemy użyć *that* zamiast *which* i *who*.
~~This jacket, that was a present from my mum, is my favourite.~~
This jacket, which was a present from my mum, is my favourite.

1 **Complete the sentences with *who*, *which*, *whose* or *where*. Write the answers in your notebook.**

1 This is the house *where* we were living when I was ten.
2 Look at the ring ? I got for my birthday.
3 My brother, ? wedding was last Saturday, is now in Bali with his wife.
4 These are the earrings ? I bought my mum for Mother's Day.
5 This is the field ? they'll let off the fireworks after the show.
6 Amanda, ? made my costume, is an Art teacher at the local college.

2 **Look at the sentences in Exercise 1 again. Which relative clauses are defining and which are non-defining? In which sentences can you leave out the relative pronoun?**

3 **In your notebook, write down the name of a person, the name of a place and a favourite possession which are special to you. In pairs, take it in turns to tell your partner why they are so important. Use relative clauses.**

She/He is the person who …
This is the place where …
This is the watch/guitar that/which …

9.4 Pytania bezpośrednie i pośrednie

Pytania pośrednie stosujemy, jeśli chcemy zadać pytanie w uprzejmy sposób. W pytaniach pośrednich stosujemy szyk wyrazów zdania twierdzącego i nie używamy czasowników posiłkowych *do*, *does* i *did*. Pytania pośrednie zazwyczaj wprowadzamy wyrażeniami typu *Could you tell me*, *I was wondering* lub *Do you know*.

Pytania szczegółowe
Direct: When does the festival take place?
Indirect: Do you have any idea when the festival takes place?
Direct: Who did you take to the prom?
Indirect: I was wondering who you took to the prom.

Pytania ogólne
Direct: Does the fireworks display start at 9 p.m.?
Indirect: Do you know if the fireworks display starts at 9 p.m.?

1 **Complete the indirect questions. Write them in your notebook.**

1 Where's Sam?
Do you have any idea *where Sam is*?
2 Did you hear that bang?
I was wondering ?.
3 What is the national flag of your country?
Could you tell me ? ?
4 What do I need to wear to the party?
Do you have any idea ? ?
5 Do you believe that black cats bring bad luck?
I'd like to know ?.

2 **In your notebook, write one or two indirect questions for each situation.**

1 I'm hungry – I hope dinner's soon!

I was wondering when dinner will be ready. Could you tell me what time dinner will be ready, please?

2 I've no idea what this food is!

3 I hope the parade finishes soon – I'm tired!

4 Is it the custom to make a toast? I don't know!

Irregular Verbs List

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	
be [bɪː]	**was/were** [wɒz/wɜː]	**been** [bɪːn]	być
become [bɪˈkʌm]	**became** [bɪˈkeɪm]	**become** [bɪˈkʌm]	stawać się
begin [bɪˈgɪn]	**began** [bɪˈgæn]	**begun** [bɪˈgʌn]	zaczynać (się)
break [breɪk]	**broke** [brəʊk]	**broken** [ˈbrəʊkən]	łamać, psuć (się), potłuc
bring [brɪŋ]	**brought** [brɔːt]	**brought** [brɔːt]	przynosić
build [bɪld]	**built** [bɪlt]	**built** [bɪlt]	budować
burn [bɜːn]	**burned** [bɜːnd]/ **burnt** [bɜːnt]	**burned** [bɜːnd]/ **burnt** [bɜːnt]	palić (się), oparzyć (się)
buy [baɪ]	**bought** [bɔːt]	**bought** [bɔːt]	kupować
can [kæn]	**could** [kʊd]	**been able to** [bɪːn ˈeɪbl tə]	móc, potrafić
catch [kætʃ]	**caught** [kɔːt]	**caught** [kɔːt]	łapać
choose [tʃuːz]	**chose** [tʃəʊz]	**chosen** [ˈtʃəʊzn]	wybierać
come [kʌm]	**came** [keɪm]	**come** [kʌm]	przychodzić
cost [kɒst]	**cost** [kɒst]	**cost** [kɒst]	kosztować
cut [kʌt]	**cut** [kʌt]	**cut** [kʌt]	ciąć
do [duː]	**did** [dɪd]	**done** [dʌn]	robić
draw [drɔː]	**drew** [druː]	**drawn** [drɔːn]	rysować
dream [driːm]	**dreamed** [driːmd]/ **dreamt** [dremt]	**dreamed** [driːmd]/ **dreamt** [dremt]	śnić, marzyć
drink [drɪnk]	**drank** [drænk]	**drunk** [drʌnk]	pić
drive [draɪv]	**drove** [drəʊv]	**driven** [ˈdrɪvn]	prowadzić samochód
eat [iːt]	**ate** [et]	**eaten** [ˈiːtn]	jeść
fall [fɔːl]	**fell** [fel]	**fallen** [ˈfɔːln]	upadać
feed [fiːd]	**fed** [fed]	**fed** [fed]	karmić
feel [fiːl]	**felt** [felt]	**felt** [felt]	czuć (się)
fight [faɪt]	**fought** [fɔːt]	**fought** [fɔːt]	walczyć
find [faɪnd]	**found** [faʊnd]	**found** [faʊnd]	znajdować
fly [flaɪ]	**flew** [fluː]	**flown** [fləʊn]	latać
forget [fəˈget]	**forgot** [fəˈgɒt]	**forgotten** [fəˈgɒtn]	zapominać
forgive [fəˈgɪv]	**forgave** [fəˈgeɪv]	**forgiven** [fəˈgɪvn]	wybaczyć
get [get]	**got** [gɒt]	**got** [gɒt]	dostawać
give [gɪv]	**gave** [geɪv]	**given** [ˈgɪvn]	dawać
go [gəʊ]	**went** [went]	**gone** [gɒn]	iść, jechać
grow [grəʊ]	**grew** [gruː]	**grown** [grəʊn]	rosnąć, sadzić
hang [hæŋ]	**hung** [hʌŋ]	**hung** [hʌŋ]	wisieć
have [hæv]	**had** [hæd]	**had** [hæd]	mieć
hear [hɪə]	**heard** [hɜːd]	**heard** [hɜːd]	słyszeć
hide [haɪd]	**hid** [hɪd]	**hidden** [hɪdn]	ukryć, schować (się)
hit [hɪt]	**hit** [hɪt]	**hit** [hɪt]	uderzać
hold [həʊld]	**held** [held]	**held** [held]	trzymać
hurt [hɜːt]	**hurt** [hɜːt]	**hurt** [hɜːt]	ranić
keep [kiːp]	**kept** [kept]	**kept** [kept]	(za)trzymać
know [nəʊ]	**knew** [njuː]	**known** [nəʊn]	wiedzieć, znać
learn [lɜːn]	**learned** [lɜːnd]/ **learnt** [lɜːnt]	**learned** [lɜːnd]/ **learnt** [lɜːnt]	uczyć się
leave [liːv]	**left** [left]	**left** [left]	opuszczać
lend [lend]	**lent** [lent]	**lent** [lent]	pożyczyć (komuś)

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	
let [let]	**let** [let]	**let** [let]	pozwolić
lie [laɪ]	**lay** [leɪ]	**lain** [leɪn]	kłaść (się)
lose [luːz]	**lost** [lɒst]	**lost** [lɒst]	gubić, stracić
make [meɪk]	**made** [meɪd]	**made** [meɪd]	robić
meet [miːt]	**met** [met]	**met** [met]	spotykać
pay [peɪ]	**paid** [peɪd]	**paid** [peɪd]	płacić
put [pʊt]	**put** [pʊt]	**put** [pʊt]	kłaść
read [riːd]	**read** [red]	**read** [red]	czytać
ride [raɪd]	**rode** [rəʊd]	**ridden** [ˈrɪdn]	jeździć (na)
ring [rɪŋ]	**rang** [ræŋ]	**rung** [rʌŋ]	dzwonić
run [rʌn]	**ran** [ræn]	**run** [rʌn]	biegać
say [seɪ]	**said** [sed]	**said** [sed]	mówić
see [siː]	**saw** [sɔː]	**seen** [siːn]	widzieć
sell [sel]	**sold** [səʊld]	**sold** [səʊld]	sprzedawać
send [send]	**sent** [sent]	**sent** [sent]	wysyłać
set [set]	**set** [set]	**set** [set]	ustawić
shine [ʃaɪn]	**shone** [ʃɒn]	**shone** [ʃɒn]	świecić się, błyszczeć
show [ʃəʊ]	**showed** [ʃəʊd]	**shown** [ʃəʊn]	pokazać
sing [sɪŋ]	**sang** [sæŋ]	**sung** [sʌŋ]	śpiewać
sit [sɪt]	**sat** [sæt]	**sat** [sæt]	siedzieć
sleep [sliːp]	**slept** [slept]	**slept** [slept]	spać
speak [spiːk]	**spoke** [spəʊk]	**spoken** [ˈspəʊkən]	mówić
spell [spend]	**spelt** [spelt]/ **spelled** [speld]	**spelt** [spelt]/ **spelled** [speld]	literować
spend [spend]	**spent** [spent]	**spent** [spent]	spędzać, wydawać
stand [stænd]	**stood** [stʊd]	**stood** [stʊd]	stać
steal [stiːl]	**stole** [stəʊl]	**stolen** [ˈstəʊlən]	kraść
sweep [swiːp]	**swept** [swept]	**swept** [swept]	zamiatać
swim [swɪm]	**swam** [swæm]	**swum** [swʌm]	pływać
take [teɪk]	**took** [tʊk]	**taken** [ˈteɪkən]	brać
teach [tiːtʃ]	**taught** [tɔːt]	**taught** [tɔːt]	uczyć (kogoś)
tell [tel]	**told** [təʊld]	**told** [təʊld]	powiedzieć, opowiadać
think [θɪnk]	**thought** [θɔːt]	**thought** [θɔːt]	myśleć
understand [ˌʌndəˈstænd]	**understood** [ˌʌndəˈstʊd]	**understood** [ˌʌndəˈstʊd]	rozumieć
wake [weɪk]	**woke** [wəʊk]	**woken** [ˈwəʊkən]	budzić (się)
wear [weə]	**wore** [wɔː]	**worn** [wɔːn]	nosić, mieć na sobie
win [wɪn]	**won** [wʌn]	**won** [wʌn]	wygrywać
write [raɪt]	**wrote** [rəʊt]	**written** [ˈrɪtn]	pisać

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