BBC

PODRĘCZNIK DLA LICEÓW I TECHNIKÓW

FOCUS 3

SECOND EDITION

B1/B1+

STUDENT'S BOOK

Pearson

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DO PODSTAWY PROGRAMOWEJ Z DNIA 27 SIERPNIA 2012 R.

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 hab. Krystyny Droździał-Szelest, dr Haliny Majer oraz mgr Agnieszki Pukowskiej.

Etap edukacyjny: IV – Liceum ogólnokształcące, liceum profilowane, technikum

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FOCUS 3

SECOND EDITION

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STUDENT'S BOOK

To jest podręcznik wieloletni. Pamiętaj, że nie należy w nim wpisywać odpowiedzi.

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1 A new look

You never get a second chance to make a first impression.

Andrew Grant

1.1 VOCABULARY

Clothes and accessories • fashion and style • personality

I can describe people's personality, abilities and clothes.

SHOW WHAT YOU KNOW

1 **Copy the table. Write the words in the box under an appropriate heading.**

~~bald~~ cheerful cotton determined hoodie leather sensible sensitive slim suit tall wavy hair

Personality	Appearance	Clothes/Materials
?	*bald*	?

2 SPEAKING **Add more words under each heading. Use the words to describe somebody you know well.**

Magda is slim with wavy hair. She's very determined. She usually wears …

3 **Look at the picture in the quiz. Which 'look' do you like most? Why?**

4 SPEAKING **Do the quiz and compare your answers. Do you agree with the descriptions below? Why?/Why not?**

STYLE TRIAL QUIZ

Read the statements below and write in your notebook […]
A = I agree **B** = it depends **C** = I disagree



1 People say I'm trendy.
2 I always use hair products (gel, hairspray, etc.) in the morning.
3 I get bored with my clothes quickly.
4 I love dressing up for parties.
5 I don't mind where my clothes come from – I just want to look good.
6 I'd never shave my head for charity.
7 I believe that wearing make-up is not only for women.
8 I'm interested in **what's in fashion** and **what's out of fashion**.

MOSTLY As

You're a fashionista! You're a party animal and you like to **be the centre of attention**. **You're trendy** and you **care about your appearance** but be careful you don't **come across as** shallow or vain.

MOSTLY Bs

You might have some trendy items in your wardrobe, but in general you **go for a casual look** rather than a formal one. You're down-to-earth and have a carefree attitude to clothes. That's why you like practical clothes like sportswear. You **feel comfortable in your own skin**, and people like you because you're easy-going and **you go with the flow**.

MOSTLY Cs

You're not interested in following trends and you tend to be a little rebellious. You're against 'fast-fashion'* and you believe in buying good-quality clothes that last a long time. You like to know where your clothes are made, and you don't mind paying a bit more for ethical brands.

*fast fashion – inexpensive fashionable clothes that are sold for a short time and then replaced by newer collections.

FOCUS ON WORDS | Clothes and accessories

5 1.2 **Which items in the lists below can you see in the picture? Write them in your notebook. Then listen and repeat.**

Clothes	Shoes and accessories
1 a blouse	9 ankle boots
2 a dark suit	10 bangles
3 a denim jacket	11 a beanie
4 faded jeans	12 high heels
5 a fleece	13 a leather belt
6 leggings	14 a necklace
7 a sweatshirt	15 a silk tie
8 a waistcoat	16 vintage sunglasses

6 SPEAKING **Describe in detail the type of clothes you would wear in the following situations. In your notebook, add any useful new vocabulary to the lists in Exercise 5.**

at school at home on a night out for a picnic
for an interview for a date



FOCUS ON WORDS | Fashion and style

7 1.3 **Look at the expressions in red from the quiz. In your notebook, complete these expressions in questions 1–8. Then listen, check and repeat.**

Who …
1 knows what's in fashion or *out* of fashion?
2 likes to be the [?] of attention?
3 goes [?] a casual look?
4 comes [?] as kind and friendly?
5 cares a lot [?] their appearance?
6 feels comfortable in their own [?] ?
7 likes to go [?] the flow?
8 is [?] ?

8 SPEAKING **Answer the questions in Exercise 7 with the names of people you know. Then choose the person most different from you and describe them in detail to a partner.**

My friend Sasha cares a lot about his appearance. He spends a lot of money on clothes and rarely wears the same thing twice …

FOCUS ON WORDS | Personality

9 1.4 **In your notebook, match the underlined words and expressions in the quiz with their synonyms. Then listen, check and repeat.**

1 happy and without worries = [?]
2 sensible and practical = [?]
3 difficult or disobedient = [?]
4 not interested in serious things = [?]
5 not easily upset or annoyed = [?]
6 too proud of the way you look = [?]

10 **In your notebook, complete the sentences with the most appropriate adjectives in Exercise 9.**

1 Tom never loses his temper or gets irritated. He's very [?] .
2 Ana is so [?] . She's only interested in how people look.
3 Will is [?] . He always knows how to solve practical problems.
4 Phil is extremely proud of his good looks. He's quite [?] .
5 Tammy never worries about anything. She's so [?] .

11 SPEAKING **Choose three people you have a photo of on your phone. Describe their personalities to a partner.**

This is Maria. She's my cousin. She's a really easy-going person with a carefree attitude to life. She …

12 PROJECT **Work in groups. Choose a style icon, e.g. James Dean or Marlon Brando. Do some research online and prepare a digital presentation about them. Then present it to your class.**

1.2 GRAMMAR

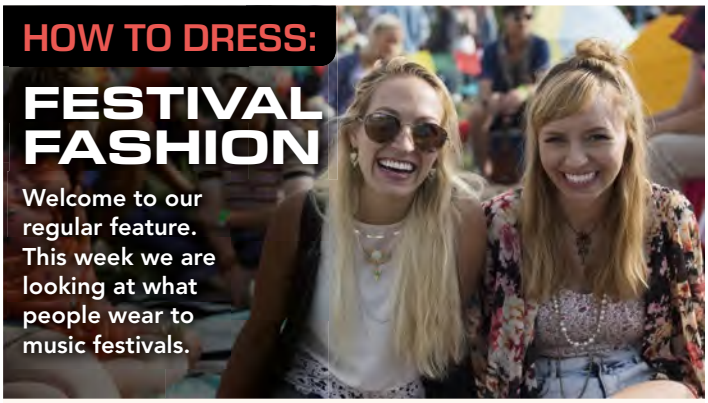
Dynamic and state verbs

I can use dynamic and state verbs correctly.

1 SPEAKING **Imagine you are going to a weekend music festival in the summer. Discuss what you would wear.**

2 1.5 **Read and listen to Jo Mack and answer the questions.**

1 Who does she work for?
2 Where is she now?
3 What is she doing there?



Jo: Hi! I'm Jo Mack and I work as a fashion editor for *Hip* magazine. I think I must have the best job in the world because today I'm working at the Coachella music festival in California. The question I'm asking is 'What is the "Festival Look" this year?'. Ten thousand people are listening to music here and I believe the temperature is 32°. I know Radiohead are on later and I really want to watch them, but right now I'm speaking to people about what they're wearing and why.

3 **Read the GRAMMAR FOCUS and look at the verbs in blue in Exercise 2. Which verbs describe an action and which describe a state?**

GRAMMAR FOCUS

Dynamic and state verbs

- Most verbs have dynamic meanings. They describe actions: something 'happens'. You can use them with simple or continuous forms.
  I work as a fashion editor for Hip *magazine.*
  Today I'm working at the Coachella music festival.
- Some verbs have stative meanings. They describe states: nothing 'happens'. You cannot use them with continuous forms.
  I believe the temperature is 32°. (NOT ~~*I'm believing*~~)

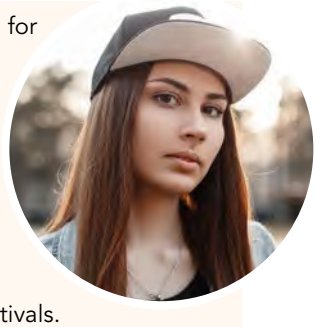
Note:

A few verbs (e.g. *think, have, look*) have both dynamic and stative meanings. The meanings are different:

I think I must have the best job in the world.
(*think = believe* → stative)

I'm thinking about going to see them.
(*think = consider* → dynamic)

4 1.6 **Read and listen to Jo's interview with Anna. Decide which of the underlined verb phrases are state verbs and which are dynamic verbs.**



Jo: Hi! I'm reporting on festival fashion for *Hip* magazine. I like your hat.
Anna: Thanks. I don't usually wear hats. But it's really hot, so I'm wearing this baseball cap. It belongs to my boyfriend. He doesn't need it because he isn't here today. He's revising for his exams!
Jo: Oh, that's a shame.
Anna: No, it's OK. My boyfriend hates festivals. He prefers listening to music at home. I really want to see Kings of Leon – I listen to their music all the time!

5 1.7 **In your notebook, complete Jo's interview with Tom with the correct Present Simple or Present Continuous form of the verbs in brackets. Then listen and check.**



Jo: Hi! I'm reporting on festival fashion for *Hip* magazine. [1] *Are you enjoying* (you/enjoy) the festival?
Tom: Yes, I [2] _____ (have) a really good time.
Jo: I [3] _____ (love) your T-shirt.
Tom: Oh, thanks! It's my festival T-shirt!
Jo: Oh, it [4] _____ (look) great. But why [5] _____ (you/wear) jeans? It's so hot!
Tom: My legs are very skinny and so I [6] _____ (never/wear) shorts, even in summer. In fact, I [7] _____ (not have) any shorts!
Jo: So which bands [8] _____ (you/want) to see today?
Tom: I [9] _____ (like) Foo Fighters, but I [10] _____ (not know) when they're on. I [11] _____ (look) for a festival programme.
Jo: I have one here – oh, they [12] _____ (play) now.
Tom: Oh right – thanks! See you.

6 **Look at Jo's interview with Tom again. Find two verbs with both dynamic and stative meanings and explain the differences in meaning.**

7 **In your notebook, write true sentences about yourself with the affirmative or negative form of an appropriate present tense.**

1 I _____ (need) a new pair of trainers.
2 I _____ (wear) my favourite T-shirt today.
3 I _____ (buy) all my clothes online.
4 I _____ (like) shopping.
5 I _____ (think) most clothes are too expensive.
6 I _____ (think) of going shopping later.

8 SPEAKING **Ask each other questions based on the sentences in Exercise 7.**

Do you need a new pair of trainers?

Grammar page 116

1.3 LISTENING

Gap fill

I can understand the key points of a radio programme on a familiar topic.



A 'A friend is someone who knows everything about you and still likes you.'

B 'The best mirror you can have is an old friend.'

C 'There is nothing better than a friend, apart from a friend with chocolate.'

1 SPEAKING **Read sayings A–C about friendship and discuss the questions.**

1 Which saying do you like best? Why?
2 What qualities should a close friend have?
3 How would you complete the sentence: 'A true friend …'?

2 1.8 **Listen to a radio programme about friendship. What do the numbers in the box refer to?**

2 16 17 5 or 6 313 3 or 4

3 SPEAKING **Discuss how many friends you have. Talk about online friends, close friends and friends of the opposite sex.**

LISTENING FOCUS Gap fill

4 1.8 **Listen to the radio programme again and complete the summary in your notebook. Write 2–5 words in each gap.**

On *That's Life* this week we talk to Jenny and Fraser about friendships. Jenny has five or six [1] ? friends and lots of online friends. She admits that she [2] ? some of her online friends, but she finds it difficult to de-friend them. With real friends she says there are lots of reasons why you might lose touch. It just [3] ? . Fraser's closest friends are the ones he hangs out with. They have a lot in common and they get along well together. Fraser says it doesn't matter whether you are [4] ? , the important things about friendship are the same. A good friend is always there for you.

FOCUS ON WORDS | Relationship phrases

5 1.9 **Match the definitions in the box with phrases 1–6 from the recording. Then listen, check and repeat.**

have a good relationship with
slowly find out about
stop seeing each other
have an argument
socialise with
be always reliable

1 hang out (with) = ?
2 lose touch (with) = ?
3 get to know = ?
4 be always there for = ?
5 fall out (with) = ?
6 get along (with) = ?

6 1.10 **Listen to dialogues 1–4. In your notebook, match them with descriptions a–e. There is one extra description.**

Dialogue 1	a They get along really well together.
Dialogue 2	b They've lost touch.
Dialogue 3	c They're always there for each other.
Dialogue 4	d They've fallen out.
	e They're getting to know each other.

7 **Copy the questions and complete them with an appropriate verb.**

1 How easy was it to get to ? your best friend?
2 Why do you ? along so well together?
3 Have you ever ? out?
4 What sort of places do you usually ? out in?
5 Will you always ? there for your best friend?
6 Do you think you'll ever ? touch with each other?

8 SPEAKING **Think about your best friend. Ask and answer the questions in Exercise 7 with a partner.**

PRONUNCIATION FOCUS

9 1.11 **In your notebook, write the numbers in full. Then listen, check and repeat.**

1 515 – five hundred *and* fifteen
2 214 – two hundred ? fourteen
3 3,330 – three thousand, ? hundred ? thirty
4 901 – nine ? ? ?
5 7,880 – ? thousand, ? ? ? eighty
6 4,416 – four ? , ? ? ? ? ?

10 **In your notebook, write down three long numbers. Dictate the numbers to your partner. Check that your partner has written the same number as you.**

1.4 READING

Multiple choice

I can identify key information in an extended article.

1 **Choose a word from each box to describe the clothes you can see in the photos.**

blue white black	+ short-sleeved leather denim	+ jacket jeans T-shirt

2 SPEAKING **Do you wear any of the clothes in the photos? Why?/Why not?**

3 **Guess the answers to questions 1–5 below. Then read the article and check your ideas.**

1 Why is a T-shirt called a T-shirt?
2 Which was the first profession to wear leather jackets?
3 How are the words 'denim' and 'blue jeans' connected to France?
4 When did young people start wearing jeans as fashion items?
5 Why are these clothes still popular with young people?

READING FOCUS Multiple Choice

4 **Read the article again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.**

1 Jeans, the white T-shirt and leather jacket
A are recent inventions.
B were created in the 1970s.
C have been around for about 100 years.
D were military uniforms 100 years ago.

2 The T-shirt and leather jacket became popular in the 1950s because
A they were associated with motorcycle sports.
B teenagers were rebelling.
C film stars and rock stars wore them.
D they were available in colour.

3 In the 1970s, T-shirts
A were worn as underwear.
B became multi-coloured.
C were popular with politicians.
D were only worn by men.

4 Denim jeans
A are named after two European cities.
B were invented in Germany.
C were first worn by rich businessmen.
D were worn as school uniform.

5 The writer's main intention is to suggest that people who wear these iconic clothes today
A are cooler than they think they are.
B like wearing old-fashioned garments.
C want to imitate famous people.
D are not aware of the history behind them.

5 **Look at the strategies which can help you guess the meaning of unknown words. Then discuss the meaning of the words in blue in the text.**

1 It looks like a word in my language.
2 It looks like a member of a word family I know.
3 It is made up of words I understand.
4 The context can give me clues.

FOCUS ON WORDS | Clothing

6 1.13 **In your notebook, match the words in blue in the text with the definitions. Then listen, check and repeat.**

1 a style worn by both men and women = ?
2 items of clothing = ?
3 recognised by everyone = ?
4 a person who makes clothes = ?
5 clothing you wear next to your skin = ?
6 material that clothes are made of = ?

7 SPEAKING **What's the oldest item of clothing in your wardrobe? Tell your partner its 'history'.**

FOCUS ON WORDS | Compound adjectives

8 1.14 **In your notebook, complete the list of compound adjectives for describing clothes. Refer to the underlined words in the article. Then listen, check and repeat.**

1 fast- ?
2 short- ?
3 hard- ?
4 brightly- ?
5 cutting- ?
6 multi- ?

9 **In your notebook, complete the message with the compound adjectives in Exercise 8.**

Hi Karen,

I'm going on a cycling weekend. As an experienced cyclist, what do you think I should wear?

Hi Sam,

Lucky you! Take at least two [1] ? shirts or T-shirts and suntan lotion for your arms. You need a pair of [2] ? shorts – cycling damages shorts quickly, so invest in good ones. Lots of people wear black ones but I prefer [3] ? shorts and T-shirts so that car drivers can see you! A warm jacket – something that will keep you warm in the evening. A rain jacket that's made from [4] ? fabric. There's some amazing [5] ? technology out there in new fabrics for sports clothes. Oh, and don't forget your sunglasses! Have fun.

10 **How do you say these compound adjectives in your language? How many of them can you use to describe clothes in your wardrobe?**

ICONS *of fashion*

1.12

We think we look so cool, so modern and just a little rebellious in our jeans, white T-shirt and black leather jacket. But we're not as original as we think we are – this look goes back to the 1970s, right? Well, no, not exactly – as a matter of fact, you can trace most of it back to 100 years ago.



Take the white T-shirt and leather jacket. Both started life in the military. The T-shirt (so-called because of its shape like a T) was in fact **underwear**. In the American Navy, it was worn under a uniform. Until the early 20th century, underwear was woollen, but a revolution in textile production produced cotton jersey, a fast-drying **fabric** which fit tightly to the body and kept sailors warm. The short-sleeved T-shirt was born. Leather jackets were worn by fighter pilots in the First World War – they were hard-wearing, warm and fur-lined for maximum protection from the elements. Then, in 1928, an American raincoat company, Schott, designed the first leather motorcycle jacket with a zip.

By the 1950s both **garments** had reached **iconic** status when famous actors like Marlon Brando and James Dean wore them in films. Later, in the 1960s and 1970s bands from the Beatles to the Ramones adopted the leather jacket, and it moved from motorcycle sports to teenage rebellion. In the 1970s T-shirts got a colourful update: brightly-coloured T-shirts were particularly popular as well as T-shirts with band logos and political slogans. Having started out as an undergarment for men, T-shirts became **unisex** in the 1970s and have been part of everyone's wardrobe since then.

You may think your fashionably distressed jeans are cutting-edge fashion items, but they can be traced even further back in history. In the 1800s denim, the material jeans are made of, was a kind of cotton made in Nîmes, France ('de Nîmes'). The first blue denim trousers were worn by sailors in Genoa – 'Gênes' in French. 'Bleu de Gênes' became 'blue jeans'.



Marlon Brando



The Ramones

Blue jeans as we know them originated during the 1849 Californian Gold Rush. They were developed by German storekeeper Levi Strauss and Latvian **tailor** Jacob Davis. Levi Strauss never wore a pair of jeans himself – he was a wealthy businessman, and jeans were only worn by manual workers and cowboys. But then their popularity spread after the Second World War. Young people started wearing jeans to imitate young Hollywood stars. However, they were associated with rebellious behaviour and were banned in schools.

So each time you wear your jeans, white T-shirt and black leather jacket, you're actually wearing 100 years of style history! The secret to their long life? They're comfortable, multi-purpose clothes made of natural materials that are easy to wear, keep you warm and give you a little attitude. What's not to love?

GLOSSARY

fur-lined – podszyty futrem
the elements – żywioły
a zip – zamek błyskawiczny
distressed – wytarty
originate – pojawić się
banned – zakazany

1.5 GRAMMAR

Present Perfect Continuous

I can use the Present Perfect Continuous and Present Perfect Simple.

1 SPEAKING **Look at the different versions of the Mona Lisa and discuss the questions.**

1 Which version do you like best? Why?
2 What do you know about the original painting?





2 **Read about the real Mona Lisa. Why does the curator think the Mona Lisa is smiling?**

STOP ASKING SILLY QUESTIONS



My name is Henri Dubois. I've been working at the Louvre Museum in Paris for twenty-one years and I've been looking after the Mona Lisa for nearly ten. So, for the past ten years I've been watching people's faces when they first see the Mona Lisa. There's something very special about that painting. I've also been answering the same questions over and over again. They ask me, 'How long has she been hanging in the Louvre?' I always say the Mona Lisa has been in the Louvre since 1804. But it isn't quite true. The Mona Lisa hasn't been hanging in the Louvre since then because someone stole it in 1911. Fortunately the painting was returned two years later. The other questions are impossible to answer. They ask me: 'Who was she? Why is she smiling?' Why? Because she's been listening to people's silly questions for over two hundred years! Stop asking questions and look at the painting – it's beautiful!

3 **Read the GRAMMAR FOCUS. Then find six more examples of the Present Perfect Continuous in the text in Exercise 2.**

GRAMMAR FOCUS

Present Perfect Continuous

You use the **Present Perfect Continuous** to talk about unfinished actions that started in the past and continue in time 'up-to-now'. Use ***for*** or ***since*** to say how long.

I've been working here for twenty-one years.

Present Perfect Continuous: *has/have + been + -ing* form

+	*I've been working.*
–	*He hasn't been working.*
?	*Have you been working?* *Yes, I have./No, I haven't.*

Note: State verbs (*be*, *have*, *know*, etc.) do not take the continuous form.

The Mona Lisa has been in the Louvre since 1804.
(NOT ~~*has been being*~~ …)

4 **In your notebook, complete the dialogue between the Manager (M), a guest (G) and the guest's son Jack (J). Use the Present Perfect Continuous.**

M: I'm sorry, the museum is really busy today. How long [1] ? (wait)?
G: It's OK. We [2] ? (not wait) long. We [3] ? (stand) in this queue for about twenty minutes.
M: Right. Well, I'll introduce you to Henri, our curator. He [4] ? (work) here for over twenty years.
G: Thanks. My son, Jack, is very excited. He [5] ? (learn) about Leonardo da Vinci at school.
M: Well, I'm sure Henri can answer any questions. He [6] ? (look after) the Mona Lisa for ten years.
J: Er … How long [7] ? (the Mona Lisa/hang) in the Louvre?

5 **In your notebook, write the sentences using the Present Perfect Simple or Continuous form of the verbs in brackets. Then add a time expression to make them true for you.**

1 I've had (have) the same computer for three years.
2 I ? (study) English since ? .
3 I ? (listen) to the same music since ? .
4 I ? (go) to the same hairdresser's for ? .
5 I ? (know) my oldest friend since ? .
6 I ? (sit) in this chair since ? .

6 SPEAKING **In your notebook, write questions for the sentences in Exercise 5 beginning with *How long have you…?* Then ask your partner.**

How long have you had the same computer?

REMEMBER THIS

You use the **Present Perfect Simple** to talk about finished actions in time 'up-to-now'. You can say 'how many' but not 'when'.

Piotr has visited the Louvre seven times. He has visited twenty-seven other museums.

7 **Which Present Perfect form is the most appropriate? Which sentences are true for you?**

1 *I've seen / I've been seeing* the Mona Lisa twice.
2 My mum *has bought / has been buying* a new car.
3 *It's snowed / It's been snowing* since yesterday.
4 *I've learnt / I've been learning* the piano for years.
5 We *have never been going / have never been* abroad.
6 I *haven't eaten / haven't been eating* lunch yet.

8 SPEAKING **In your notebook, write questions in the Present Perfect Simple or Continuous. Begin the questions with *How long …?* or *How many …?* Then ask your partner.**

1 messages / receive / today?
2 wear / the same watch?
3 have / the same bag?
4 foreign countries / visit?
5 books / read / in the past three months?

FOCUS VLOG About clothes

1.15 **Listen to the Focus Vlog. Is there anything the speakers have been planning to buy recently? Write the answers in your notebook.**

Grammar page 117

1.6 USE OF ENGLISH

Word formation – common suffixes

I can form a range of nouns, verbs and adjectives using common suffixes.

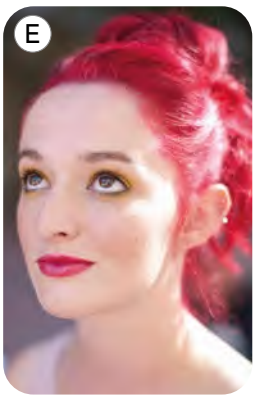
1 SPEAKING **Look at the photos and discuss which hairstyles you think are acceptable for school.**













2 1.16 **Listen to a phone-in about Martha's situation at school and answer the questions.**



1 What's Martha's problem at school?
2 Why did she change her hairstyle?
3 How many callers thought the school was right?
4 How many callers thought the school was wrong?

3 SPEAKING **Discuss whether you think the school was right or wrong. How do you think your school would react?**

4 1.16 **Listen again and write the correct option in your notebook.**

1 The *priority* / *obligation* of the school is to *educate* / *be respectful*.
2 The reason it's so *successful* / *helpful* is that it has rules and *regulations* / *punishment*.
3 Your rules are *pathetic* / *creative*.
4 The school should focus on her *academic achievements* / *leadership*.
5 Schoolchildren must *clarify* / *realise* that their school has rules.
6 I *honestly* / *absolutely* think it's *ridiculous* / *unacceptable* to make such a fuss about a shaved head.

5 **Look at the words in all the options in Exercise 4 again and write them in your notebook under the correct heading.**

NOUN	VERB	ADJECTIVE	ADVERB
?	?	?	?

6 **Read the LANGUAGE FOCUS. Which words in the box complete the information correctly?**

adjectives x3 adverbs nouns verbs

LANGUAGE FOCUS

Word formation – common suffixes

- Many different words are formed by adding suffixes to nouns, verbs and adjectives.
  Forming [1] ? : *-ance/-ence, -ion, -ity, -ment, -ship*
  Forming [2] ? : *-ate, -en, -ify, -ise*
  Forming [3] ? : *-able, -al, -ed, -ful, -ic, -ing, -ive, -less, -ous*
- You can add prefixes ***un-***, ***in-***, ***im-***, ***il-***, ***ir-***, ***dis-*** to some [4] ? to get the opposite meaning.
  *acceptable – **un**acceptable, respectful – **dis**respectful*

Note: You form most [5] ? by adding ***-ly***, ***-y***, ***-ily*** to [6] ? .

*honest – honest**ly**, absolute – absolute**ly**, angry – angr**ily***

7 **Copy the table and complete it with appropriate forms.**

NOUN	VERB	ADJECTIVE	ADVERB
1 creation	?	?	?
2 ?	?	educational	?
3 ?	?	hopeless/ hopeful	?
4 achievement	?	?	?
5 ?	succeed	?	?
6 ?	accept	?	?

8 USE OF ENGLISH **In your notebook, complete the sentences with an appropriate form of the word in brackets.**

1 The main duty of a school is to ? its students. (education)
2 It's ? for schools to ban tattoos or piercings. (ridicule)
3 You can't ? a student for shaving his or her head. (punishment)
4 Female students worry more about their ? than male students. (appear)
5 The fewer ? about what students can and can't wear, the better. (regulate)
6 It's ? for students to deliberately ignore sensible school rules. (accept)
7 ? performance is not linked to how the students look. (academy)

9 SPEAKING **Discuss whether you agree or disagree with the statements in Exercise 8. Give reasons for your answers.**

Use of English page 118

1.7 WRITING

Describing a person

I can write a personal email to describe a person.

1 SPEAKING **Look at your partner for ten seconds. Then close your eyes and describe their appearance and clothing in as much detail as you can.**

2 **Below, Maggie describes her friend Claire. Before you read, write a list of things you think she might include in your notebook.**

age, hair (length and colour), interests …

3 **Now read Maggie's message and see which things on your list in Exercise 2 she mentioned.**

Hi Dominic,

Zara told me you are looking for a new singer for your band. Is that right? If so, I think my friend might be perfect.

Her name's Claire. The first thing you notice about her is that she looks a little older than she is. She's **our** age, but she looks like she's already in her **early** twenties. She's very easy-going and I think she has a great sense of humour – we get on really well. She's also a very creative person and a fantastic singer. She plays the piano and writes her own songs and has even made a video to go with one of them. She's **into** all sorts of music, from classical to rap and I think she's the kind of person **who** is open to new ideas. I think she'd **make** a great singer for the band.

She's also very pretty ;-). She's about **medium height** and **slim**, and she's got long, **straight**, **dark** hair. She **dresses** fashionably, though usually in black. I think she looks kind of punky but in a good way.

On the negative side, she isn't exactly punctual and she can be a little moody at times. She tends to get upset if you criticise her. But hey, she's a creative!

Watch her video (attached) and let me know what you think.

Love Maggie x



Dominic is not online at the moment.
We'll deliver your message next time Dominic logs in.

4 SPEAKING **Discuss whether you think you would get on well with Claire. Give reasons for your answers.**

5 **Read the WRITING FOCUS. Which words in purple from the message in Exercise 3 complete the examples correctly?**

WRITING FOCUS

Describing a person

- Give first impressions
  The first thing you notice about her is that she looks older than she is.
- Mention age
  He's (about) my/your/[1] *our age.*
  He's in his teens/[2] *[?] /mid-/late twenties.*
- Describe personality and interests
  He's a very easy-going/interesting, etc. person.
  She has a great sense of humour.
  She's the sort/type/kind of person [3] *[?] always remembers your birthday/loves kids.*
  She'd [4] *[?] a great teacher/doctor/friend.*
  He's [5] *[?] music/fashion/skateboarding.*
- Describe hair, eyes, skin and face
  He's got cool, short, [6] *[?] hair.*
  She's got beautiful, long, [7] *[?] , blond hair.*
  She's got a kind/friendly/unusual smile/face.
- Mention height/build
  She's short/[8] *[?] /tall.*
  He's fairly well-built/[9] *[?] .*
- Mention clothes
  She [10] *[?] casually/smartly/well/in black.*
  He always wears casual/smart/scruffy/fashionable/stylish clothes.

6 **Which words in the WRITING FOCUS complete the description correctly? Do you know anybody like Martin? Tell your partner.**

My friend Martin is the [1] [?] of person who can argue about anything. He always [2] [?] smartly and he's a very interesting [3] [?] . But he's not always serious. He's [4] [?] music and dancing, and he has a great [5] [?] of humour. He's [6] [?] age, but he looks older. He's got short [7] [?] and a friendly [8] [?] . I think he'd [9] [?] a good politician.

7 **Decide which underlined examples in the message in Exercise 3 complete the LANGUAGE FOCUS correctly.**

LANGUAGE FOCUS

Tentative language: making language less negative or extreme

- ***kind of/sort of***
  She looks kind of cool/unusual/mysterious/nervous/ [1] ? .
- ***tend to be/get + adjective***
  ~~*She gets upset*~~ = *She tends* [2] ? .
- ***can be/could be + a little/a bit + adjective***
  ~~*His hair's too long*~~ = *His hair could be a bit shorter.*
  ~~*She's moody.*~~ = *She can be* [3] ? .
- Negative adjective to positive adjective with ***always, exactly, particularly***
  ~~*He's lazy.*~~ = *He isn't always hard-working.*
  ~~*He's mean.*~~ = *He's not particularly generous.*
  ~~*She's always late.*~~ = *She isn't* [4] ? .
- **Quantifiers/softeners**
  ~~*She's skinny.*~~ = *She's a bit too slim.*
  ~~*He's tiny.*~~ = *He's a little short.*
  ~~*She's old.*~~ = *She looks* [5] ? .

8 **Rewrite the sentences in your notebook to make them less negative or extreme. Use the word in brackets.**

1 Amanda's rude. Amanda ? . (polite)
2 Bryan's mean. Bryan ? . (exactly)
3 Caroline's lazy. Caroline ? . (always)
4 David's loud. David ? . (could)
5 Elena's insensitive. Elena ? . (can)
6 Freddie's untidy. Freddie ? . (tends)



9 **Choose one of the photos. Imagine he or she is your friend. In your notebook, write a description including physical appearance, style and personality. The description should be exactly 50 words long. Compare with your partner.**





SHOW WHAT YOU'VE LEARNT

10 **Do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Jeden z twoich kolegów wybiera się do miasta, w którym mieszka twoja kuzynka. Kuzynka zgodziła się oprowadzić go po swoim mieście. Tyle że oni się nie znają i nigdy się nie widzieli. Napisz e-mail do swojej kuzynki.

W swoim e-mailu:

- opisz wygląd kolegi,
- przedstaw kilka cech jego charakteru,
- napisz, jakie są jego zainteresowania,
- podziękuj kuzynce za to, że zgodziła się pokazać twojemu koledze swoje miasto.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

1.8 SPEAKING

Describing a photo

I can describe a photo and speculate about the people in it.

1 **Look at the adjective order key. In your notebook, put clothes descriptions 1–5 in the correct order. Is anybody in the class wearing one of these items?**

Adjective order

Opinion	Size/ Age	Colour/ Pattern	Material	Make/ Type	Noun
a lovely	big old	brown	leather	flying	jacket

1 trainers / Nike / New
2 A / cotton / shirt / patterned
3 jeans / blue / Fashionable / skinny
4 leather / high-heeled / Black / boots
5 A / striped / jumper / big / woollen

2 SPEAKING **Take it in turns to describe clothes in the class. Use at least two adjectives to describe each item. Guess who your partner is describing.**

3 **Look at photo A. Can you use any of the adjectives in Exercise 1 to describe the clothes?**

4 1.17 **How would you describe the situation in photo A? Think of two adjectives to describe how the woman is feeling. Then listen and check your ideas.**

SPEAKING FOCUS

Beginning a description
The photo shows …
In this photo, I can see …/there is …/there are …

Saying where (in the photo)
in the background/in the middle/in the foreground
on the left/on the right
in front of/behind/next to

Showing uncertainty
It's hard to say/make out …, but …
I'm not sure …, but …

Speculating
He/She/It looks …
He/She/It looks as if/as though/like …
It seems to be …/Perhaps it's …/Maybe it's …
I imagine they're …/They're probably …

Giving your opinion
I (don't) think …/I prefer …/Personally, .../In my opinion ...





5 1.17 **Read the SPEAKING FOCUS. In your notebook, complete the description of photo A with one word in each gap. Then listen again and check.**

The photo [1] *shows* a man and a woman shopping together. It's [2] ? to say exactly how old they are, but I [3] ? they're in their twenties, and they're [4] ? a couple. The man's wearing a red top and grey jeans. The woman is sitting on a white chair and she [5] ? bored. On the floor, [6] ? to her chair, there are several shopping bags. I'm not [7] ? what's in them, but I think they're probably clothes, and I [8] ? they've been shopping for a few hours already.
It's hard to [9] ? out exactly what kind of shop they are in, but it [10] ? to be a men's clothes shop. It looks as [11] ? they're near the changing rooms because there's a white curtain in the [12] ? .
The man is holding up a shirt or a pair of trousers. He looks [13] ? if he's thinking about trying it on. I [14] ? think the woman looks very interested. [15] ? , I think she wants to go to a women's clothes shop.

6 SPEAKING **Look at photo B. Then follow the instructions below to talk about it. Use the phrases in the SPEAKING FOCUS to help you.**

- Say what the photo shows.
- Speculate about the people and the situation.
- Take it in turns to describe the photo to your partner.

7 SPEAKING **Ask and answer three more questions based on photos A and B.**

1 How often do you go shopping?
2 Who do you usually go with? Why?
3 What are your favourite or least favourite shops? Why?

1.1 Vocabulary 5.1

ankle boots /'æŋkəl bu:ts/ buty za kostkę, botki
attitude /'ætətju:d/ nastawienie
bald /bɔ:ld/ łysy
bangles /'bæŋgəlz/ bransoletki
be the centre of attention /ˌbi ðə ˌsentər əv ə'tenʃən/ być w centrum uwagi
beanie /'bi:ni/ czapka beanie
blouse /blaʊz/ bluzka
care a lot about /ˌkeər ə 'lɒt əˌbaʊt/ przejmować się
carefree /'keəfri:/ beztroski
come across as /ˌkʌm ə'krɒs əz/ sprawiać wrażenie
cotton /'kɒtn/ bawełniany
dark suit /ˌdɑ:k 'su:t/ ciemny garnitur
denim jacket /ˌdenɪm 'dʒækət/ kurtka dżinsowa
disobedient /ˌdɪsə'bi:diənt/ nieposłuszny
down-to-earth /ˌdaʊn tu 'ɜ:θ/ twardo stąpający po ziemi
easy-going /ˌi:zi 'gəʊɪŋ/ spokojny, wyluzowany
ethical brand /ˌeθɪkəl 'brænd/ etyczna marka
faded jeans /ˌfeɪdɪd 'dʒi:nz/ wyblakłe dżinsy
fashionable /'faʃənəbəl/ modny
fast fashion /ˌfɑ:st 'fæʃən/ szybka moda
feel comfortable in your own skin /ˌfi:l 'kʌmftəbəl ɪn jɔ:r əʊn 'skɪn/ czuć się dobrze we własnej skórze
fleece /fli:s/ bluza polarowa
follow trends /ˌfɒləʊ 'trendz/ podążać za trendami
friendly /'frendli/ życzliwy, przyjazny
go for /'gəʊ fɔ:/ decydować się na
go with the flow /ˌgəʊ wɪð ðə 'fləʊ/ płynąć z prądem; robić to, co inni
high heels /ˌhaɪ 'hi:əlz/ buty na wysokim obcasie
in/out of fashion /ˌɪn/ˌaʊt əv 'fæʃən/ modne/niemodne
kind /kaɪnd/ miły, życzliwy
leather belt /ˌleðə 'belt/ skórzany pasek
leggings /'legɪŋz/ legginsy
look /lʊk/ styl, stylizacja; wyglądać
middle-aged /ˌmɪdəl 'eɪdʒd/ w średnim wieku
necklace /'neklɪs/ naszyjnik
practical clothes /ˌpræktɪkəl 'kləʊz/ praktyczne ubrania
rebellious /rɪ'beljəs/ buntowniczy
shallow /'ʃæləʊ/ płytki, powierzchowny
silk tie /ˌsɪlk 'taɪ/ jedwabny krawat
slim /slɪm/ szczupły
sweatshirt /'swetʃɜ:t/ bluza dresowa
trendy /'trendi/ modny
vain /veɪn/ próżny
vintage sunglasses /ˌvɪntɪdʒ 'sʌnˌglɑ:səz/ klasyczne okulary przeciwsłoneczne
waistcoat /'weɪskəʊt/ kamizelka
wear /weə/ nosić
wear make-up /ˌweə 'meɪkʌp/ mieć makijaż

1.2 Grammar 5.2

band /bænd/ zespół muzyczny
baseball cap /'beɪsbɔ:l kæp/ czapka z daszkiem
report on /rɪ'pɔ:t ɒn/ relacjonować
revise /rɪ'vaɪz/ powtarzać materiał
shorts /ʃɔ:ts/ szorty
skinny /'skɪni/ chudy
trainers /'treɪnəz/ buty sportowe

1.3 Listening 5.3

be always there for /ˌbi ˌɔ:lweɪz 'ðeə fə/ być zawsze wsparciem dla
close friend /ˌkləʊs 'frend/ bliski przyjaciel
fall out with /ˌfɔ:l 'aʊt wɪð/ pokłócić się z
find out about /ˌfaɪnd 'aʊt əˌbaʊt/ dowiedzieć się o
get along (well) with /ˌget ə'lɒŋ (wel) wɪð/ być w dobrych stosunkach z
get to know /ˌget tə 'nəʊ/ poznać
hang out with /ˌhæŋ 'aʊt wɪð/ spędzać czas z
have a good relationship with /ˌhæv ə ˌgʊd rɪ'leɪʃənʃɪp wɪð/ mieć dobre relacje z
have a lot in common with /ˌhæv ə ˌlɒt ɪn 'kɒmən wɪð/ mieć dużo wspólnego z
have an argument /ˌhæv ən 'ɑ:gjəmənt/ pokłócić się
have similar interests /ˌhæv ˌsɪmələr 'ɪntrəsts/ mieć podobne zainteresowania
lose touch with /ˌlu:z 'tʌtʃ wɪð/ stracić kontakt z
online friend /ˌɒnlaɪn 'frend/ internetowy znajomy
opposite sex /ˌɒpəzət 'seks/ płeć przeciwna
reliable /rɪ'laɪəbəl/ niezawodny
socialise with /'səʊʃəlaɪz wɪð/ utrzymywać kontakty towarzyskie z
stop seeing each other /ˌstɒp 'si:ɪŋ i:tʃ ˌʌðə/ przestać się spotykać
suit /su:t/ pasować (do kogoś, czyjejś urody, sylwetki)

1.4 Reading 5.4

banned /bænd/ zakazany
brightly-coloured /ˌbraɪtli 'kʌləd/ w jasnych/żywych kolorach
cool /ku:l/ świetny, odlotowy
cutting-edge /'kʌtɪŋ edʒ/ nowatorski
distressed jeans /dɪˌstrest 'dʒi:nz/ wytarte dżinsy
fabric /'fæbrɪk/ materiał, tkanina
fast-drying /ˌfɑ:st 'draɪɪŋ/ szybkoschnący
fur-lined /'fɜ: laɪnd/ podszyty futrem
garment /'gɑ:mənt/ odzież, ubiór
hard-wearing /ˌhɑ:d 'weərɪŋ/ nie do zdarcia
iconic /aɪ'kɒnɪk/ kultowy
imitate /'ɪmɪteɪt/ naśladować
look like /'lʊk laɪk/ być podobnym do
multi-purpose /ˌmʌlti 'pɜ:pəs/ wielozadaniowy
originate /ə'rɪdʒɪneɪt/ pojawić się
popular /'pɒpjələ/ lubiany
raincoat /'reɪnkəʊt/ płaszcz przeciwdeszczowy
rain jacket /'reɪn ˌdʒækɪt/ kurtka przeciwdeszczowa
rebellion /rɪ'beljən/ bunt
short-sleeved /ˌʃɔ:t 'sli:vd/ z krótkim rękawem
suntan lotion /'sʌntæn ˌləʊʃən/ mleczko do opalania
tailor /'teɪlə/ krawiec
the elements /ðɪ 'eləmənts/ żywioły
trousers /'traʊzəz/ spodnie
underwear /'ʌndəweə/ bielizna
unisex /'ju:nɪseks/ uniseks, dla obu płci
wardrobe /'wɔ:drəʊb/ szafa, garderoba
woollen /'wʊlən/ wełniany
zip /zɪp/ zamek błyskawiczny

1.5 Grammar 5.5

curator /kjʊ'reɪtə/ kustosz
look after /ˌlʊk 'ɑ:ftə/ opiekować się
over and over again /'əʊvər ənd 'əʊvər ə'gen/ ciągle, w kółko
queue /kju:/ kolejka

1.6 Use of English 5.6

accept /ək'sept/ akceptować
acceptable /ək'septəbəl/ akceptowalny
acceptably /ək'septəbli/ zadowalająco
acceptance /ək'septəns/ akceptacja, zgoda
achievable /ə'tʃi:vəbəl/ osiągalny
achieve /ə'tʃi:v/ osiągnąć
achievement /ə'tʃi:vmənt/ osiągnięcie
educate /'edjʊkeɪt/ kształcić
education /ˌedjʊ'keɪʃən/ edukacja
educational /ˌedjʊ'keɪʃənəl/ edukacyjny
educationally /ˌedjʊ'keɪʃənəli/ edukacyjnie
hope /həʊp/ nadzieja; mieć nadzieję
hopeful /'həʊpfəl/ pełen nadziei
hopefully /'həʊpfəli/ ufnie, z nadzieją
hopeless /'həʊpləs/ beznadziejny
hopelessly /'həʊpləsli/ beznadziejnie
succeed /sək'si:d/ odnieść sukces
success /sək'ses/ sukces
successful /sək'sesfəl/ skuteczny, odnoszący sukcesy
successfully /sək'sesfəli/ skutecznie

1.7 Writing 5.7

blond /blɒnd/ blond
casual /ˌkæʒuəl/ swobodny (o stylu ubierania się)
get on well with /ˌget ɒn 'wel wɪð/ być w dobrych stosunkach z
hard-working /ˌhɑ:d 'wɜ:kɪŋ/ pracowity
in his early/mid/late twenties /ɪn hɪz ˌɜ:li/ˌmɪd/ˌleɪt 'twentiz/ w wieku dwudziestu kilku / około dwudziestu pięciu / prawie trzydziestu lat
in his teens /ɪn hɪz 'ti:nz/ w wieku nastoletnim
medium height /ˌmi:diəm 'haɪt/ średniego wzrostu
mysterious /mɪ'stɪəriəs/ tajemniczy
nervous /'nɜ:vəs/ nerwowy
open to /'əʊpən tə/ otwarty na
rude /ru:d/ nieuprzejmy
scruffy /'skrʌfi/ niechlujny
sense of humour /ˌsens əv 'hju:mə/ poczucie humoru
she'd make a great ... /ˌʃid ˌmeɪk ə 'greɪt.../ byłaby świetną...
short /ʃɔ:t/ niski
smart /smɑ:t/ elegancki
straight/dark/short/long hair /ˌstreɪt/ˌdɑ:k/ˌʃɔ:t/ˌlɒŋ 'heə/ proste/ciemne/krótkie/długie włosy
stylish /'staɪlɪʃ/ stylowy
well-built /ˌwel 'bɪlt/ dobrze zbudowany

1.8 Speaking 5.8

jumper /'dʒʌmpə/ sweter
look as if/as though /'lʊk əz ɪf/əz ðəʊ/ wyglądać jakby, zanosić się na
patterned /'pætənd/ wzorzysty
shirt /ʃɜ:t/ koszula
striped /straɪpt/ w pasy
top /tɒp/ top, bluzka, koszulka
try on /ˌtraɪ 'ɒn/ przymierzyć

FOCUS REVIEW 1

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Które z podanych słów poprawnie uzupełniają zdania? Dwa słowa nie pasują do żadnego z nich.

carefree denim faded rebellious
skin vain vintage

1 I like to wear a ? jacket with jeans because they are both blue.
2 Kelly found some amazing ? sunglasses at a charity shop – I think they were made in the 1960s.
3 Bob tends to be a little ? – he can't stand current fashions and wears anything just to be different.
4 I feel comfortable in my own ? and don't worry too much about my appearance.
5 Jill comes across as relaxed and ? , but I know that she worries about things all the time.

2 Zastąp wyrażenia w nawiasach odpowiednimi słowami. Pierwsze litery brakujących słów zostały podane.

1 I didn't mean to **f**? (*have an argument with*) out with Kelly, but now she won't speak to me.
2 This **g**? (*item of clothing*) is so practical that you can wear it as a top, a dress or a skirt.
3 Some of the most **c**? (*latest and most advanced*) fashions come out of Japan, where they are not afraid to experiment with forms and materials.
4 When it comes to clothes, teenagers usually go with the **f**? (*follow what other people do*).
5 Jane twisted her ankle because she is not used to running in high **h**? (*women's shoes which are higher in the back than the front*).

3 Przetłumacz wyrażenia podane w nawiasach na język angielski. Użyj czasu Present Simple lub Present Continuous.

1 Why ? (*patrzysz*) at me like that? Is there something wrong with my hair?
2 Pam always ? (*słucha*) carefully to her friends' advice, but she never does what they suggest.
3 I ? (*myślę*) about having a talk with Jack about his rude behaviour.
4 Stuart ? (*wygląda*) very smart in his new woollen suit and black leather shoes.
5 Jane, ? (*czy uważasz*) that people should always be kind to each other?

4 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach. Użyj czasu Present Perfect Simple lub Continuous.

1 Our uncle is on holiday and we ? (look) after his dog since Monday.
2 Tim ? (have) the same school uniform for two years and it's a bit small now.
3 My sister ? (make) her own clothes since she was a teenager.
4 Gillian ? (work) as a model once or twice, but she doesn't want to do it as a career.
5 Helen is very busy at university but she ? (not lose) touch with her friends.

ŚRODKI JĘZYKOWE

Wybór wielokrotny

5 Przeczytaj poniższe minidialogi. Która z podanych odpowiedzi (A–C) poprawnie uzupełnia wypowiedź?

WSKAZÓWKA
Sprawdź, czy odpowiedź wybrana przez ciebie pasuje do luki pod względem poprawności językowej i czy najlepiej uzupełnia zdanie pod względem znaczenia.

1 X: ? a new T-shirt in this photo?
Y: It's not new. It's my dad's old T-shirt from the 80s.
A Do you wear B Are you wearing C Have you worn
2 X: Did you make the jacket you're wearing?
Y: I did! I'm usually ? at making clothes but this project was pretty successful.
A hope B hopeless C success
3 X: What have you been doing?
Y: Nothing special. I ? an email to Lucy to ask her about our project. I hope she replies soon.
A 'm writing B 've written C 've been writing
4 X: Sarah looks ridiculous in those tight jeans!
Y: You know, I don't think it's ? to make rude comments about people's appearance.
A achievable B accept C acceptable
5 X: Can you have a look at this picture? ?
Y: Well, I'm not sure either.
A I can't make out what it shows.
B I don't think it is very interesting.
C It looks as though you could help me.

6 Przeczytaj tekst. Które z podanych odpowiedzi (A–C) poprawnie go uzupełniają?

Fashion and the Human Form

In every period throughout history there have been specific ideas of what the perfect human body should look like. Different body types have gone [1] ? and out of fashion just like clothes and hairstyles, and these ideals led to the [2] ? of fashions. The ancient Greeks, who admired slim, athletic bodies, went for a casual look, with soft [3] ? and comfortable shapes. In Britain, the Elizabethans preferred women's clothes which forced their bodies into totally unnatural shapes, causing a lot of discomfort. During the early 19th century, Europeans believed that the Greek look was the best, and women's clothes became much more comfortable, but this did not last. The Victorians thought that a very small waist made women attractive, and women wore such tight garments they sometimes caused actual injuries. Nowadays, some of the most [4] ? designers make clothes that fit all shapes and sizes. But judging by all the diet plans, exercise programmes and plastic surgery procedures that are available, it seems that things [5] ? much.

1 A on B in C at
2 A created B creative C creation
3 A fabrics B skins C suits
4 A success B succeeded C successful
5 A haven't changed B didn't change C haven't been changing

CZYTANIE

Wybór wielokrotny

7 Przeczytaj tekst. Które z podanych odpowiedzi (A–D) są poprawne?

Stella McCartney

When designer Stella McCartney arrived on the fashion scene, many people claimed her success was due to her famous name. Her father is, after all, Beatles legend Paul McCartney. This, however, is not true. For Stella, her achievements took hard work, determination and, of course, talent.

In 1995, after graduating from Central St Martins College of Art and Design in London, she enjoyed almost immediate success. Two short years later, at the age of twenty-six, she became the head designer at Chloé – a famous Parisian fashion house. After four highly successful years at Chloé, Stella launched her own fashion label and showed her first collection of cutting-edge designs in 2001.

Since then her company has been growing steadily. In that time, it has gained acceptance as a fashion company with a difference. When Stella was growing up on a farm, her parents taught her to respect animals, to be aware of nature, and to understand that human beings must get along well with other creatures. This down-to-earth approach has had a huge impact on her and, as a result, she believes in ethical fashion now. Ethical fashion covers issues such as working conditions, child labour, fair trade and responsible production that does not harm the environment.

As a lifelong vegetarian, Stella does not use any natural leather or fur in her designs. The fabric she prefers is organic cotton and she has been experimenting with eco-friendly materials and production processes. She always tries to find the most responsible production methods. Recently, Stella decided not to work with a fabrics factory because the process it used to colour the fabrics was very harmful to the environment. An entire river near the factory became red, making the water unsuitable for drinking or for use in agriculture.

Stella's ethical fashion also aims to help poor workers. For this reason, she has created a range of cloth bags together with the United Nations' International Trade Centre. The programme provides work for poor communities in Kenya, where the bags are created by hand. So far, 160 people in disadvantaged areas have been involved in the production. They are earning money, which has improved their lives.

Stella McCartney has an interesting philosophy. She believes designers should ask themselves how they make their clothes and accessories, where they make them, and what materials they use. Thinking about these questions makes designing more challenging and more interesting, but still allows designers to create luxurious, beautiful items that people want to buy. Stella McCartney is proof of that.

1 According to the first two paragraphs, Stella McCartney
- A succeeded with the help of her father.
- B had a high position at a relatively young age.
- C experienced difficulty finding the right job.
- D created her own company straight after college.

2 As a child, Stella McCartney
- A found out about ethical fashion.
- B learnt to value animals and nature.
- C sometimes visited a farm with her parents.
- D understood the differences between human beings and other creatures.

3 Why did Stella refuse to work with the factory?
- A The production method was not ethical.
- B The water used for the colours was polluted.
- C The factory could not supply the fabric she wanted.
- D The wrong colour was used for the fabrics.

4 In Stella's opinion, what should designers do?
- A Create better designs every year.
- B Question the methods of their production.
- C Develop their own fashion philosophy.
- D Make their clothes more luxurious.

5 The aim of the text is to
- A show why some production methods are better than others.
- B suggest how fashion designers can help the community.
- C explain the philosophy behind Stella's collections.
- D describe how Stella became a fashion designer.

MÓWIENIE

8 Popatrz na zdjęcie. W każdej z poniższych kategorii zapisz w zeszycie po trzy słowa lub wyrażenia, które przydadzą się do opisu zdjęcia. Następnie je opisz.

• People • Clothes • Feelings



9 Odpowiedz na pytania dotyczące zdjęcia z ćwiczenia 8.

1 What do you think the woman is telling the girl?
2 Do your parents ever comment on your clothes? Why?/Why not?
3 Describe a situation when you or someone you know had to wear formal clothes.

PISANIE

E-mail/List prywatny

10 Wykonaj zadanie.

Twoja koleżanka z Wielkiej Brytanii odbywa staż w czasopiśmie młodzieżowym.

Jej zadaniem jest przeprowadzić wywiady z osobami interesującymi się modą i pochodzącymi z różnych krajów. Zaproponuj jej kogoś spośród swoich znajomych. Napisz e-mail, w którym:

- przedstawisz zainteresowania wybranej osoby związane z modą,
- napiszesz, jak zwykle się ona ubiera,
- opiszesz jej osobowość,
- zapewnisz, że polecana osoba zgodzi się na udział w wywiadzie.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.
Długość e-maila powinna wynosić od 80 do 130 słów.

2

It's just a game

You can't score if you don't shoot.

A proverb

2.1 VOCABULARY

Sport • phrasal verbs • collocations • people in sport

I can talk about sports.

SHOW WHAT YOU KNOW

1 Which verb: *do*, *go* or *play*, goes with each list of sports/forms of exercise?

1 ? badminton, basketball, ice hockey, table tennis, volleyball
2 ? kayaking, cycling, rowing, sailing, skating, skiing
3 ? aerobics, athletics, boxing, judo, karate, yoga

2 SPEAKING Think of any other sports you know and could add to the lists. Then discuss the questions.

1 What other sports do you do, go, play (or watch)?
2 Which sports do you do on a court, a course, a pitch, a rink, a track or in a ring?
3 Which are individual sports and which are team sports?
4 What do you call the people who do these sports?

basketball – basketball player cycling – cyclist athletics – athlete

3 Read the blog post and comments. Then write your own comment in your notebook and compare it with a partner.

SPORTING QUESTIONS

Following news this week that the total number of teenagers taking up team sports has fallen, we're asking why so many people prefer individual sports. Sure, there are advantages: if you work out at the gym, you **burn off** calories and keep in shape and do it at a time that is convenient for you. But what about the friendship and the feeling of togetherness you get when you play for a team?

Are you a team player or do you prefer to do it alone? Here's what our readers said.



Jordan, 16

Not everyone has the confidence or the ability to participate in team sports. I'm 16 and I like **taking on** new challenges, but I'm not good enough to **get into** my school football team.



Jack, 17

When I play tennis, it's just me against my opponent – it's quite lonely without teammates. When I'm preparing for a competition I just see my coach. When I compete in a tournament and I beat an opponent, there's just my family **to cheer me on**. I love tennis, I love winning matches, but I miss the sense of belonging you get in a team.



Sherri, 16

I prefer team sports, but sometimes it's difficult when you **let your team down**. Last year, I had such a lot of school work that I had to **drop out of** my basketball team halfway through the season. I felt terrible.



Megan, 17

I do an individual sport, karate, but I feel part of a team and I'm motivated to score points for my club. I **go in for** competitions, and when I came first recently, I felt it was for the club, not for myself. With the trainers, other club members and supporters, it's like a big family.

4 SPEAKING **Discuss these choices with a partner. Which do you prefer and why?**

1 individual sports or team sports?
2 indoor sports or outdoor sports?
3 winter sports or summer sports?
4 doing sport or watching sport?
5 sport or no sport?

FOCUS ON WORDS | Phrasal verbs

5 1.18 **In your notebook, match the base forms of the phrasal verbs in red in the blog with their definitions. Then listen, check and repeat.**

1 shout loudly to encourage sb = *cheer sb on*
2 get rid of (fat or calories) = ?
3 quit being part of sth = ?
4 be chosen for (a team) = ?
5 take part in sth = ?
6 make sb disappointed = ?
7 accept sth (a challenge) = ?

6 SPEAKING **In your notebook, complete the questions with the verbs in Exercise 5. Discuss them with a partner.**

1 Are you somebody who likes to *take* on a challenge?
2 What do you shout when you ? a competitor or a team on?
3 Do you think a national team ? the country down when it loses?
4 Have you ever had to ? out of a team for any reason?
5 Which school team is it easiest to ? into?
6 Does your school ? in for many inter-school competitions?
7 What is the best type of exercise to ? off calories?



FOCUS ON WORDS | Collocations

7 1.19 **In your notebook, complete the collocations with the underlined words in the blog. Then listen, check and repeat.**

1 **beat** or **defeat** ?/the champion
2 **break** a world record
3 **come** ?/second/last
4 **keep** fit/?
5 **lose** a match/a game/a point
6 **miss** a goal
7 **score** a goal/?
8 **win** a prize/?/a game/a point

8 1.20 **In your notebook, put the lines of one person's views about sport in the correct order. Then listen and check.**

1 I'm not into competitive sport. I'll never **break**
2 **a goal**! I like being healthy and **keeping**
3 **first**. I've seen men cry when the opposing team **scores**
4 **a prize** for sport. In fact, I usually **come**
5 **a world record**, and I'm sure I'll never **win**
6 **last** in races and if I'm in a team we always **lose**
7 **in shape**. But I don't need to **beat**
8 the match. I don't understand people who need to **come**
9 **my opponent** – I'm happy just to take part.

9 SPEAKING **Discuss which is more important: to win or to take part?**

FOCUS ON WORDS | People in sport

10 1.21 **In your notebook, complete the definitions with the words in the box. Then listen, check and repeat.**

coach or trainer fan or supporter opponent
referee spectator teammate

1 I follow my team everywhere. I'm their biggest ? .
2 I have a whistle, a red and a yellow card. I'm a ? .
3 I buy a ticket and watch the game. I'm a ? .
4 We play for the same team. He's my ? .
5 I play against you. I want to beat you. You're my ? .
6 I organise training and help you improve. I'm your ? .

11 SPEAKING **Work in pairs. Student A: think of a sport. Student B: use the vocabulary from the lesson and ask twenty *yes/no* questions to find out the sport your partner is thinking of.**

B: Is it a team sport? A: Yes.
B: Do you have more than ten teammates? A: Yes.

12 PROJECT **Work in groups. Choose a sportsperson who had to overcome serious difficulties to succeed, e.g. Serena Williams or Robert Kubica. Do some research online and prepare a digital presentation about them. Then present it to your class.**

2.2 GRAMMAR

Narrative tenses

I can describe a past event using the Past Simple, Perfect and Continuous.

1 **Read *Running Wild*. Answer the questions.**

1 Had Chris Stewart run in Africa before?
2 Why wasn't he running very fast?
3 Why did a local runner overtake him at high speed?



RUNNING WILD

Chris Stewart and two other British athletes were competing in a 20-kilometre race in Kenya. They hadn't competed in Africa before, but Chris believed that it was important to save energy on a long-distance race so he wasn't running very fast. After three kilometres, he was leading when suddenly, a local runner overtook him at high speed. He knew his rival would get tired later in the race so he didn't speed up – but then he looked round and saw that a large rhinoceros had crashed through the trees next to the road and it was chasing after them …

2 **Look at the verb phrases in blue in the text. In your notebook, put them in the correct category below.**

- **Past Simple:** *Chris believed*
- **Past Continuous:** *athletes were competing*
- **Past Perfect:** *They hadn't competed*

3 **Read the GRAMMAR FOCUS. Which tense names complete the rules correctly?**

GRAMMAR FOCUS

Narrative tenses

- You use the [1] *Past Continuous* to set the scene.
  *… athletes **were competing** in a 20-kilometre race in Kenya.*
- You use the [2] ? to describe the main events of a story.
  *He **didn't speed up** – but then he **looked round** and **saw** …*
- You often use the **Past Continuous** with the **Past Simple** – usually when a short action (Past Simple) interrupted a longer unfinished action (Past Continuous).
  *He **was leading** when suddenly, a local runner **overtook** him.*
- You use the [3] ? to make it clear that one past action happened before another past action.
  *He saw that a large rhinoceros **had crashed through** the trees.*

4 SPEAKING **Discuss which is the best ending for each sentence.**

1 Tom couldn't play because
  a he had forgotten his trainers.
  b he forgot his trainers.
2 Jeff broke his leg when
  a he skied. b he was skiing.
3 The referee blew his whistle and
  a the game started. b the game was starting.
4 Sue and Jenny were excited because
  a they hadn't been to a football match before.
  b they didn't go to a football match before.
5 It was snowing when
  a the marathon had begun. b the marathon began.
6 Paula was leading the cycle race when
  a she fell off her bike. b she had fallen off her bike.

5 1.22 **Read *Lucky Break*. Decide which verb forms complete the text correctly. Then listen and check.**



In 1956, goalkeeper Bert Trautmann [1]*was playing / had played* for Manchester City in his first FA Cup final when he [2]*dived / was diving* for the ball in the 75th minute. He [3]*was knowing / knew* that he [4]*hurt / had hurt* himself but he [5]*was carrying on / carried on* playing. He [6]*helped / had helped* his team to beat Birmingham City 3–1. He then [7]*had gone / went* to hospital where the doctors couldn't believe he [8]*had been / was* still alive. He [9]*was breaking / had broken* his neck!

6 **In your notebook, write questions about *Lucky Break* using the correct tense.**

1 Who / win / the 1956 FA Cup final and what / be / the score?
  Who won the 1956 FA Cup final and what was the score?
2 Trautmann / ever play / in an FA Cup final before?
3 What position / Trautmann / play / when he got injured?
4 How / Trautmann / hurt himself?
5 Trautmann / stay / on the pitch for the whole game?
6 Why / doctors / think / Trautmann was lucky?

7 **Answer the questions in Exercise 6.**

8 SPEAKING **You are going to tell your partner a story. Choose option A or option B. Think about what to say and how to say it. Then tell the story.**

Option A: Think of an exciting sports event you've seen or an exciting game you've played in.
Option B: Choose one of the true stories in this lesson. Close your book.

I'll never forget the time I scored the winning goal for our school team. We were playing in the final of …

Grammar page 119

2.3 LISTENING

Matching

I can understand the key points of a radio interview on a familiar topic.

1 SPEAKING **Discuss what you know about the sports people in photos A–C.**

2 1.23 **Listen to speakers 1–3 and decide which sports star A–C is their favourite. What human quality do all three sports stars have in common? Write in your notebook.**

3 1.23 **Decide which three adjectives describe each sports star according to the speakers' opinions. Make notes in your notebook. Then listen again and check.**

caring courageous determined generous passionate positive powerful strong supportive

4 SPEAKING **Discuss which sports star you would choose as a good role model. Give reasons for your choice.**

5 1.24 **Listen to an interview with Jackie Smith, a windsurfing champion. Answer the questions.**

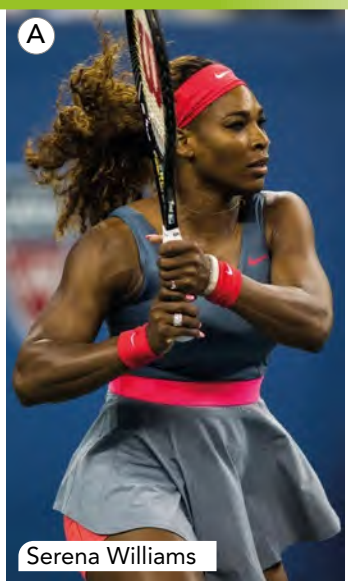


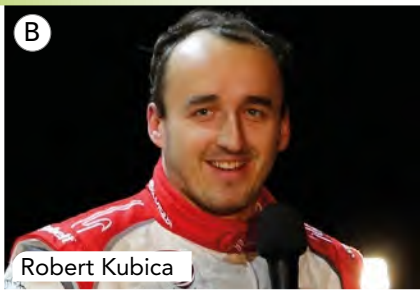
1 Who were her role models when she started windsurfing?
2 What other water sports has she tried?
3 Who are her role models now?

LISTENING FOCUS Matching

6 1.24 **Listen to the interview again. Who is 'She' in statements 1–7, Jackie or Rachel? Write the answers in your notebook.**

1 She learned how to windsurf as soon as she could swim.
2 She has always admired and respected her cousin.
3 She persuaded her cousin to join the sailing club.
4 She decided they should do rowing for the first time.
5 She found rowing boring and it discouraged her.
6 She never stops trying when she has decided to do something.
7 She is like her mother.







FOCUS ON WORDS | Phrasal verbs

7 1.25 **In your notebook, rewrite the statements in Exercise 6 by replacing the underlined words and phrases with the phrasal verbs in the box. Change the grammar and word order as necessary. Then listen, check and repeat.**

give up look up to ~~pick sth up~~ put sb off take after talk sb into try sth out

1 *She picked up how to windsurf as soon as she could swim.*

8 SPEAKING **In your notebook, complete the questions with the correct particle and then discuss them with a partner.**

1 In terms of sporting ability, do you take ? your mother or your father?
2 Has anybody ever talked you ? taking up a sport or joining a team?
3 What new sport or leisure activity would you like to try ? ?
4 Which sports person do you look ? to?
5 Do you find it easy to pick ? the rules to a new game or sport?
6 Have you ever given ? in a race and just stopped?
7 Think of a sport you don't like. What puts you ? it?

PRONUNCIATION FOCUS

9 1.26 **Listen and repeat the words in the table.**

Sound	Examples		
1 /iː/	team	?	?
2 /ɜː/	serve	?	?
3 /ɔː/	sport	?	?
4 /uː/	shoe	?	?
5 /aː/	start	*arm*	?

10 1.27 **In your notebook, copy the table in Exercise 9 and add the words in the box to the table. Then listen, check and repeat.**

~~arm~~ court draw first grew heart loose ski speed world

2.4 READING

Gapped text

I can identify key information in an extended article.

1 SPEAKING **In your notebook, complete UK TODAY with the words in the box. Then discuss the questions.**

champions grass district matches tournament white

1 What other tennis tournaments do you know?
2 How many tennis players can you name in 60 seconds?
3 What are the rules of tennis – how do you score?

2 **Guess which ritual a–e is performed by which sports person 1–5 and match them up in your notebook.**

1 Serena Williams (USA, tennis)
2 Stephanie Rice (Australia, swimming)
3 Cristiano Ronaldo (Portugal, football)
4 Laura Kenny (UK, cycling)
5 Rafael Nadal (Spain, tennis)

a never stands up from his/her chair before his/her opponent.
b steps on a wet towel while wearing clean socks before a race.
c swings his/her arms eight times, splashes his/her body with water four times and then presses his/her goggles into his/her face four times.
d steps onto the pitch with his/her right foot first.
e bounces the ball five times before the first serve and twice before the second.

3 **Read the note about Rafael Nadal and then read an extract from his autobiography. Answer the questions.**

1 What are the five steps in Nadal's final preparations for the match?
2 Which Wimbledon rule upsets Nadal's rituals?
3 How often does Nadal drink from his water bottle?
4 How important are his family to Nadal at a tournament like Wimbledon?
5 Why doesn't Nadal smile during the match?

READING FOCUS Gapped text

4 **Read the text again. Which sentences A–E complete gaps 1–3 correctly? There are two extra sentences.**

A We shook hands, exchanged the faintest of smiles, and then each pretended the other wasn't there.
B Some call it superstition, but it's not. If it were superstition, why would I keep doing the same thing over whether I win or lose?
C It's another manoeuvre that requires no thought, but I do it slowly, carefully, tying it tightly and very deliberately behind the back of my head.
D At one o'clock, with an hour to go before the start of play, we went back down to the locker room.
E It's part of Wimbledon protocol on Final Day. It doesn't happen anywhere else.

UK TODAY

- Wimbledon is the world's oldest tennis [1] ? , established in 1877.
- Wimbledon is a [2] ? in southwest London.
- It is the only Grand Slam played on [3] ? .
- Players must wear mostly [4] ? clothes.
- There are 674 [5] ? over the two weeks.
- [6] ? receive a ¾ size replica trophy.

FOCUS ON WORDS | Rituals and routines

5 1.29 **In your notebook, match the expressions from the extract in the box with the definitions. Then listen and repeat.**

the point of no return repeat a sequence
the first/last step a decisive moment
do the same thing over give sb peace of mind
~~a break from your routine~~ the first/last phase

1 sth different from what you normally do = *a break from your routine*
2 an important point in time = ?
3 the first/last stage in a process = ?
4 the first/last action in a series of actions = ?
5 make sb feel calm = ?
6 the moment when you can no longer change anything = ?
7 repeat one action = ?
8 do a series of actions again = ?

6 SPEAKING **Choose three expressions in Exercise 5 and write your own sentences in your notebook. Discuss how important rituals and routines are in your life.**

FOCUS ON WORDS | Word families

7 1.30 **Copy the table and complete it with words in the text. Mark the stress. Then listen, check and repeat.**

NOUN	VERB	ADJECTIVE
1 action	*activate*	active
2 decision	decide	?
3 ?	XXX	powerful
4 repetition	?	repetitive
5 ?	XXX	resilient
6 ?	XXX	superstitious

8 **In your notebook, complete the sentences with the correct form of the word in brackets. Which sentences are true for you? Compare with a partner.**

1 I'm not a ? person. (superstition)
2 I find it difficult to show ? when people criticise me. (resilient)
3 I know swimming is good for me, but I find it boring and ? . (repeat)
4 I'm sure that leaving school will be a ? moment in my life. (decide)
5 I don't lead a very ? life. I'm quite lazy and don't like sports. (action)



From RAFA MY STORY

Rafael Nadal was born in Spain in 1986. He began playing tennis at the age of three and turned professional at fifteen. Nadal has won seventeen Grand Slam titles including eleven French Opens and two Olympic gold medals. He beat Roger Federer in the longest final in Wimbledon history in 2008. He won Wimbledon again in 2010, and in 2011 he was named Laureus World Sportsman of the Year.

1.28

Chapter 1

The Silence of the Centre Court

Forty-five minutes before the game was scheduled to start I took a cold shower. Freezing cold water. I do this before every match. It's the point before the point of no return; the first step in the last phase of what I call my pre-game ritual. Under the cold shower, I enter a new space in which I feel my power and resilience grow. I'm a different man when I emerge. I'm activated.

After Titin, my physical therapist, had bandaged my knee, I stood up, got dressed, went to a basin, and ran water through my hair. Then I put on my bandanna. [1] ? There's a practical point to it: keeping my hair from falling over my eyes. But it's also another moment in the ritual, another decisive moment, like the cold shower, when I am aware that very soon I'll be entering battle.

An official in a blazer walked in and told us it was time. Now I was supposed to hand over my bag to a court attendant for him to carry it to my chair. [2] ? I don't like it. It's a break from my routine. I handed over my bag but took out one racket. I led the way out of the locker room, along corridors with photographs of past champions and trophies behind glass frames, down some stairs and left and out into the cool English July air and the magical green of the Centre Court.

I sat down, took off my white tracksuit top, and took a sip from a bottle of water. Then from a second bottle. I repeat the sequence, every time, before a match begins, and at every break between games, until a match is over. A sip from one bottle, and then from another. And then I put the two bottles down at my feet, in front of my chair to my left, one neatly behind the other, diagonally aimed at the court. [3] ? It's a way of placing myself in a match, ordering my surroundings to match the order I seek in my head.

The last part of the ritual, as important as all the preparations that went before, was to look up and search for my family members among the blur of the Centre Court crowd. I don't let them intrude on my thoughts during a match – I don't ever let myself smile during a match – but knowing they are there, as they always have been, gives me the peace of mind on which my success as a player rests. I build a wall around myself when I play, but my family is the cement that holds the wall together.

GLOSSARY

emerge – wyłonić się
physical therapist – fizjoterapeuta
to bandage a knee – zabandażować kolano
intrude on – wdzierać się

2.5 GRAMMAR

Verb patterns

I can use a range of verb patterns.

1 **What does a sports psychologist do? Read the text and find out.**

THINK LIKE A WINNER



I'm a sports psychologist. I work with top athletes and I **help them to prepare** for important competitions. Of course, they **need to prepare** physically: they **should get** plenty of sleep, remember to drink lots of fluids and avoid drinking alcohol. That's the easy part! But after they've **spent time preparing** their body, I **make them relax** and prepare the mind. I focus on three areas: visualisation, positive thinking and relaxation.

2 **Read the GRAMMAR FOCUS. Which phrases in blue in the text in Exercise 1 complete the verb patterns correctly?**

GRAMMAR FOCUS

Verb patterns

- **verb + *to* infinitive**
  Of course, they need [1] *to prepare physically.*
  Examples: *aim, arrange, attempt, can't afford, decide, expect, hope, intend, manage, offer, plan, refuse, remember, seem, tend, try, want*
- **verb + object + *to* infinitive**
  I help them [2] ? *for important competitions.*
  Examples: *advise, allow, encourage, force, remind, teach, urge, warn (not)*
- **verb + *-ing***
  But after they've spent time [3] ? *their body, I …*
  Examples: *avoid, can't help, can't stand, don't mind, enjoy, fancy, finish, imagine, keep, miss, stop, waste time*
- **modal verb + infinitive without *to***
  … they should [4] ? *plenty of sleep …*
  Examples: *can, could, might, should, would*
- **verb + object + infinitive without *to***
  I make them [5] ? *and prepare the mind.*
  Examples: *make, let*

3 1.31 **In your notebook, complete the text with the correct verb pattern using the words in brackets. Then listen and check.**

Visualisation

Before an important event, I **advise** [1] *athletes to visit* (athletes/visit) the stadium. This **allows** [2] ? (them/visualise) the day of the competition. They **can** [3] ? (imagine) the smells and the sounds in the stadium, and they **imagine** [4] ? (win) the competition. Then, when the day of the competition arrives, they **try** [5] ? (recreate) the success they imagined.

Positive thinking

I **encourage** [6] ? (athletes/talk) to themselves before a big race. I **force** [7] ? (them/concentrate) on the times when they won. They **need** [8] ? (stay) in the present and tell the negative voice in their head to **stop** [9] ? (talk). Good athletes **want** [10] ? (win), but top athletes **expect** [11] ? (win). That's positive thinking!

Relaxation

Even top athletes **can't help** [12] ? (feel) nervous, especially when they find themselves standing next to last year's champion! I **let** [13] ? (them/talk) to me about their worries, but on the day of the competition, negative thoughts are not allowed! It's a simple fact that if they **manage** [14] ? (control) their nerves, they **tend** [15] ? (do) better. Winning – it's all in the mind!

4 **In your notebook, list some sports that you like watching or doing. In your opinion, which sports need more mental and which ones more physical preparation?**

5 **In your notebook, write a second sentence so that it has a similar meaning to the first. Use the words in brackets. Which sentences are true for you?**

1 I'm happy to lend money to my friends. (don't mind)
I don't mind lending money to my friends.
2 I don't have enough money to buy new trainers. (can't afford)
3 I would like to learn how to skate one day. (hope)
4 My uncle showed me how to swim. (teach)
5 I don't want to take up jogging. (not intend)
6 My parents won't allow me to stay out all night with my friends. (let)

6 **In your notebook, complete the sentences to make them true for you. Write four true sentences and one false.**

1 I can't stand ? .
I can't stand watching sport on TV.
2 I enjoyed ? .
3 I wasted a lot of time ? .
4 I spend a lot of time ? .
5 I've refused ? .

7 SPEAKING **Read your sentences. Guess which of your partner's sentences is false.**

Grammar page 120

2.6 USE OF ENGLISH

so, too, neither/nor, not either

I can respond to news and opinion using so, too, not … either and neither … nor.











1 1.32 **Listen to dialogues 1–5 about sports. In your notebook, match them with photos A–E. Then answer the questions.**

1 What was the final score in the match?
2 What are the players doing after the game?
3 What do the man and woman find surprising about this sport?
4 In which sports do women still get paid less than men?
5 What do the two friends both decide to join?

2 1.32 **In your notebook, complete the exchanges with the correct auxiliary. Then listen again and check.**

1 We had so many chances. → So ? they!
2 I don't aim at your head. → Neither ? I!
3 I find this really boring. → Really? I ? .
4 I can't think of any women drivers. → I ? either.
5 I've never thought about it. → Nor ? I.
6 He's one of the best players in the country. → So ? Steph Houghton.
7 I couldn't do it. → No, neither ? I.
8 I'd love to be able to run properly. → I ? too.

3 **Read the LANGUAGE FOCUS. In your notebook, match statements 1–6 with replies a–f.**

LANGUAGE FOCUS

so, too, neither/nor, not either

- To say that something is the same or agree with a positive statement, use the following:
  so + auxiliary/modal verb + subject or
  subject + auxiliary/modal verb + too.
  He is one of the best players in the country. → ***So*** *is Steph Houghton./Steph Houghton is* ***too****.*
  You serve so fast! → ***So*** *do you./You do* ***too****.*
- To say something is the same or agree with a negative statement, use the following:
  ***neither/nor* + auxiliary/modal verb + subject** or
  subject + auxiliary/modal verb + *either*.
  I can't think of any women drivers. → ***Neither*** *can I./I can't* ***either****.*
  We didn't score a single goal. → ***Nor*** *did they./They didn't* ***either****.*
- To say something is different, or disagree with a statement, use the following:
  I find this really boring. → ***Really? I don't.***
  I never had the chance to do go-karting. → ***Oh. I did.***

1 Our neighbours do a lot of sport.
2 My mum can't stand watching football on TV.
3 I'd love to have a go in a Formula One car.
4 I've played for the school team several times.
5 My brother couldn't ride a bike until he was eight.
6 My best friend is going to take up running.

a So am I.
b I couldn't either.
c So have I.
d Ours do too.
e Really? I wouldn't.
f Nor can mine.

4 SPEAKING **Take it in turns to read statements 1–6. Give your own replies.**

5 USE OF ENGLISH **In your notebook, write the correct response, A, B or C.**

1 X: I must do more exercise. Y: ?
A Yes, I must too. B So do I. C Really? I don't.
2 X: I've never been to a football match. Y: ?
A Nor do I. B Neither have I. C I didn't either.
3 X: My parents are very sporty. Y: ?
A Really? Mine aren't. B Mine aren't either. C Nor are mine.
4 X: My local sports centre hasn't got a sauna. Y: ?
A Mine hasn't either. B Oh, mine hasn't. C Mine too.
5 X: We went swimming yesterday. Y: ?
A Oh, we did. B So we did. C So did we.

6 **In your notebook, complete the sentences to make them true for you.**

1 I'd like to …
2 I'm interested in …
3 I can't …
4 I used to …
5 I don't mind …
6 I should …

7 SPEAKING **Take it in turns to listen to your partner's sentences and respond. How similar are you?**

FOCUS VLOG About sport

1.33 **Listen to the Focus Vlog. Do the speakers prefer watching or doing sports? Write the answers in your notebook.**

Use of English page 121

2.7 WRITING

A narrative

I can write a description of a past personal experience.

1 SPEAKING **Look at photos A–F and decide which extreme sports in the box they present? Then discuss the questions.**

rock climbing rafting surfing water skiing
mountain biking snowboarding

1 What extreme sports have you tried?
2 What extreme sports would you like to try?
3 What extreme sports would you never like to try? Why?

2 **Read Rob's blog entry. Did he enjoy the experience he describes?**

22 December | by Rob

Last month, **my girlfriend and I** went to Austria and tried snowboarding. We'd both skied before, but snowboarding was a completely new sport for us.

We'd booked some lessons **before** we arrived, and on the first morning we hired our helmets, boots and boards. We were both feeling quite nervous, but very excited as we took the lift up the mountain. The first lesson was really challenging and we fell over A LOT! **By the end of** the first day, we were exhausted.

The **following** morning, our legs were aching and tired, but we didn't give up. After three days of lessons, we felt more confident and we were really starting to enjoy ourselves. On the fourth day, we tried a more difficult slope and I'm proud to say I got all the way to the bottom without falling over.

By the end of the week, we'd both fallen in love with snowboarding and we didn't want to go home. Snowboarding requires determination, but I'd definitely recommend it. We can't wait for our next winter holiday and the chance to do it all again.



Comments (8)





3 **Read the blog again. In your notebook, put events a–g in chronological order (1–7).**

a They didn't want to go home.
b They took the lift up the mountain.
c They booked snowboarding lessons.
d Rob got to the bottom without falling over.
e They went skiing.
f They had their first lesson.
g They hired helmets, boots and boards.

4 SPEAKING **Discuss your own experiences of trying a new sport for the first time.**

5 **Read the WRITING FOCUS. Which phrases or sentences in the blog illustrate the advice in points 1, 2 and 4?**

WRITING FOCUS

A narrative

1 In the first paragraph, set the scene and say where and when the events took place and who was involved.
2 In the main body paragraphs, use narrative tenses to describe what happened and how you felt. (see lesson 2.2)
3 In the final paragraph say what happened in the end and how the people involved felt.
4 Finish with a general point, a comment which gives the reader something to think about.



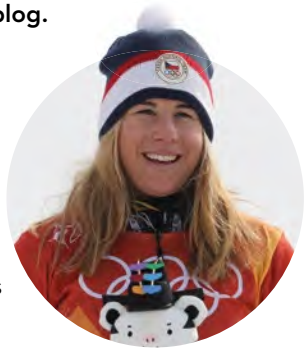






6 **In your notebook, list and identify the examples of all the narrative tenses used in Rob's blog.**

Past Simple: *went, ...*
Past Perfect: *'d both skied, ...*
Past Continuous: *were both feeling, ...*



7 **In your notebook, complete the newspaper report with the correct narrative form of the verbs in brackets.**

Czech snowboarder Ester Ledecká [1] *made* (make) history in the 2018 Winter Olympics when she [2] ? (win) gold medals in both snowboarding and skiing. Nobody [3] ? (ever win) gold in both sports before. When Ledecká [4] ? (enter) the press conference after her win, she [5] ? (still wear) her goggles. When somebody [6] ? (ask) why, she said that she [7] ? (have) time to put on her make-up.

8 **Which examples in purple in the blog complete the LANGUAGE FOCUS correctly?**

LANGUAGE FOCUS

Linkers to describe events in a sequence

- Beginning
  [1] ? *we arrived/left/got there, (at) first, on the first morning/day*
- Middle
  then, later, the [2] ? *morning, after that, on the third day*
- End
  eventually (= after a long time), finally, in the end
- Other
  [3] ? *the first day/lesson/journey*

9 **Which linkers complete the story correctly?**

Last weekend, [1]*after / then* three months of training, my friends and I completed our first 100-kilometre walking race. [2]*Finally, / On the first morning,* 76 competitors met at the start and at 8 a.m. the race began. [3]*After six hours, / At first,* our group reached the very first rest stop. [4]*Finally, / By the end of the first day,* we'd walked 43 kilometres. [5]*The following morning, / The day before*, we started walking again at 5 a.m. [6]*Eventually, / Before*, we reached the finish after 32 hours of walking. We were extremely tired but very proud of ourselves.

SHOW WHAT YOU'VE LEARNT

10 **Do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Przypomnij sobie moment, kiedy w twoim życiu wydarzyło się coś zupełnie nowego. Zamieść na blogu swój wpis na ten temat.

W swoim wpisie:

- napisz, gdzie i kiedy to nowe doświadczenie miało miejsce,
- opisz, co się wydarzyło,
- opisz swoje odczucia w czasie tego wydarzenia oraz jak czuły się wtedy pozostałe osoby,
- opowiedz, jak to wszystko się zakończyło.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość wpisu powinna wynosić od 80 do 130 słów.

2.8 SPEAKING

Asking for and giving an opinion
• agreeing and disagreeing

I can ask for, give, agree with and disagree with an opinion.

1 **Look at the jobs in the box. Number them in your notebook from most (5) to least (1) important for society.**

an actor a farmer a football player a nurse a pilot
a police officer a scientist a surgeon

2 1.34 **Read and listen to a conversation between a brother and sister and answer the questions.**



1 What do they disagree about?
2 Who does their father agree with?
3 Who do you agree with?

3 1.34 **Which phrases from the SPEAKING FOCUS complete the conversation correctly? Write the answers in your notebook. Then listen again and check.**

Tom: Goal! Messi's just scored a fantastic goal! He's definitely the best footballer in the world!
Jan: Hm, I'm not [1] *so sure* about that.
Tom: What do you know about football?
Jan: I know that some football players get millions of euros a month! If [2] ? , they earn too much.
Tom: That's [3] ? . Only a few players earn that much and they deserve it.
Jan: No way! Football players don't save lives! Football's just a game!
Tom: Are [4] ? ? It's the most popular game in the world.
Jan: That's true but they don't do anything important. They just kick a ball!
Tom: The [5] ? , football players can only play when they're young so they have to earn a lot in a short time.
Jan: I'm [6] ? . I just don't think footballers are good role models.
Tom: I'm sorry, [7] ? – they're great role models. They train really hard …
Dad: Hey, what's going on in here? Calm down you two.
Jan: He thinks it's OK to pay Messi two million euros a month! What [8] ? that?
Dad: That's ridiculous.
Jan: You see!
Dad: To [9] ? , I think he should get at least ten million!

SPEAKING FOCUS

Asking for someone's opinion
What do you think about …?

Giving an opinion
I think …/I (just) don't think …/If you ask me …/The thing is …/To be honest …

Agreeing with an opinion
I agree./That's true./Absolutely!

Half agreeing with an opinion
I'm not so sure about that./I'm not convinced.

Disagreeing
That's not true./I'm sorry, I don't agree with you.

Disagreeing strongly
No way! (informal)/Are you kidding? (informal)
I'm afraid I completely disagree.

Note:
If you have no strong opinions, you can say:
Personally, I don't feel strongly one way or the other.

4 1.35 **Read the opinions below. Write in your notebook the appropriate responses in (a) and (b). Then listen and check.**

1 I think female athletes should earn the same salary as male athletes.
  a *I agree. / No way!* All athletes should be paid equally.
  b *Absolutely. / I'm not convinced.* Male athletes attract more spectators.
2 If you ask me, running is the best sport in the world.
  a *I'm afraid I completely disagree. / That's true.* You can do it anywhere and any time.
  b *Absolutely. / That's not true.* Playing team sports is much better.
3 In my opinion, golf is for old people.
  a *I agree. / I'm not convinced.* It's too slow for young people.
  b *Are you kidding? / I agree.* My brother is twenty and he loves playing golf.
4 I think boxing should be banned. It's too dangerous.
  a *Absolutely. / No way!* I think it's great.
  b *I'm sorry, I don't agree with you. / That's true.* It's too violent.

5 SPEAKING **Practise the dialogues in Exercise 4. Choose answer (a) or (b) according to your own opinion.**

6 SPEAKING **Discuss the topics below. Use the SPEAKING FOCUS to help you.**

- We should do more sport at school.
- Animals should not be used in sport.

2.1 Vocabulary 5.9

athlete /'æθliːt/ lekkoatleta
athletics /æθ'letɪks/ lekkoatletyka
athletics track /ˌæθ'letɪks træk/ bieżnia
badminton/squash/tennis court /'bædmɪntən/'skwɒʃ/'tenəs kɔːt/ kort do badmintona/squasha/tenisa
basketball/handball/netball/volleyball court /'bɑːskətbɔːl/'hændbɔːl/'netbɔːl/'vɒlibɔːl kɔːt/ boisko do koszykówki / piłki ręcznej / netballu / siatkówki
beat/defeat an opponent/the champion /ˌbiːt/dɪˌfiːt ən ə'pəunənt/ðə 'tʃæmpiən/ pokonać przeciwnika/mistrza
boxing /'bɒksɪŋ/ boks
boxing/sumo/wrestling ring /'bɒksɪŋ/ 'suːməʊ/'reslɪŋ rɪŋ/ ring bokserski / do sumo / do wrestlingu
break a world record /ˌbreɪk ə ˌwɜːld 'rekɔːd/ pobić rekord świata
burn sth off /'bɜːn ˌsʌmθɪŋ 'ɒf/ spalić coś (np. kalorie)
challenge /'tʃælənʤ/ wyzwanie
cheer sb on /ˌtʃɪə ˌsʌmbədi 'ɒn/ dopingować kogoś
coach /kəʊtʃ/ trener
come first/second/last /ˌkʌm 'fɜːst/'sekənd/ 'lɑːst/ być pierwszym/drugim/ostatnim na mecie
compete /kəm'piːt/ współzawodniczyć
competitive sport /kəmˌpetətɪv 'spɔːt/ sport wyczynowy
competitor /kəm'petɪtə/ współzawodnik
cricket/football/hockey/rugby pitch /'krɪkət/'fʊtbɔːl/'hɒki/'rʌgbi pɪtʃ/ boisko do krykieta / piłki nożnej / hokeja / rugby
drop out of /ˌdrɒp 'aʊt əv/ porzucić
fan/supporter /fæn/sə'pɔːtə/ kibic
get into /ˌget 'ɪntuː/ dostać się do
go in for /ˌgəʊ 'ɪn fə/ wziąć udział w
golf course /'gɒlf kɔːs/ pole golfowe
hockey /'hɒki/ hokej (na lodzie lub na trawie)
individual/team sport /ˌɪndəvɪdʒuəl/ˌtiːm 'spɔːt/ sport indywidualny/zespołowy
indoor/outdoor sport /'ɪndɔː/ˌaʊt'dɔː spɔːt/ sport halowy / sport uprawiany na świeżym powietrzu
judo /'dʒuːdəʊ/ judo
keep fit/in shape /ˌkiːp 'fɪt/ɪn 'ʃeɪp/ utrzymywać dobrą formę
let sb down /ˌlet ˌsʌmbɒdi 'daʊn/ zawieść kogoś
lose a match/a game /ˌluːz ə 'mætʃ/ə 'geɪm/ przegrać mecz
lose a point /ˌluːz ə 'pɔɪnt/ stracić punkt
match /mætʃ/ mecz
miss a goal /ˌmɪs ə 'gəʊl/ spudłować, nie trafić do bramki
motor racing track /'məʊtə ˌreɪsɪŋ træk/ tor wyścigowy
opponent /ə'pəunənt/ przeciwnik
opposing team /əˌpəʊzɪŋ 'tiːm/ przeciwna drużyna
player /'pleɪə/ gracz
red/yellow card /ˌred/ˌjeləʊ 'kɑːd/ czerwona/ żółta kartka
referee /ˌrefə'riː/ sędzia
rink /rɪŋk/ lodowisko
sailing /'seɪlɪŋ/ żeglarstwo
score a goal/points /ˌskɔːr ə 'gəʊl/'pɔɪnts/ zdobyć gola/punkty
skating /'skeɪtɪŋ/ łyżwiarstwo
spectator /spek'teɪtə/ widz
squash /skwɒʃ/ squash
(table) tennis /('teɪbəl) ˌtenəs/ tenis (stołowy)
take on (a challenge) /ˌteɪk 'ɒn ə ('tʃælənʤ)/ przyjąć (wyzwanie)
teammate /'tiːmmeɪt/ kolega z drużyny
tournament /'tʊənəmənt/ turniej
trainer /'treɪnə/ trener
training /'treɪnɪŋ/ trening
volleyball /'vɒlibɔːl/ siatkówka
win a point /ˌwɪn ə 'pɔɪnt/ zdobyć punkt
win a game/match/prize /ˌwɪn ə 'geɪm/ 'mætʃ/'praɪz/ wygrać mecz/nagrodę
work out /ˌwɜːk 'aʊt/ trenować, ćwiczyć
wrestling /'reslɪŋ/ zapasy, wrestling

2.2 Grammar 5.10

blow a whistle /ˌbləʊ ə 'wɪsəl/ zagwizdać
break your neck /ˌbreɪk jə 'nek/ skręcić kark
chase after /'tʃeɪs ˌɑːftə/ gonić za
crash through /'kræʃ ˌθruː/ przedzierać się przez
cycle race /'saɪkəl reɪs/ wyścig kolarski
dive for the ball /ˌdaɪv fə ðə 'bɔːl/ rzucić się po piłkę
FA cup /ˌef eɪ 'kʌp/ puchar Anglii w piłce nożnej
final /'faɪnəl/ finał
get injured /ˌget 'ɪnʤəd/ doznać urazu
goalkeeper /'gəʊlˌkiːpə/ bramkarz
hurt yourself /'hɜːt jɔːˌself/ zrobić sobie krzywdę
lead /liːd/ prowadzić
(long-distance) race /(ˌlɒŋ 'dɪstənts) reɪs/ bieg (długodystansowy)
marathon /'mærəθən/ maraton
overtake /ˌəʊvə'teɪk/ wyprzedzić
position /pə'zɪʃən/ pozycja
rival /'raɪvəl/ rywal
runner /'rʌnə/ biegacz
speed /spiːd/ prędkość
speed up /ˌspiːd 'ʌp/ przyspieszać
sports event /'spɔːts ɪˌvent/ wydarzenie sportowe

2.3 Listening 5.11

be passionate about /ˌbi 'pæʃənət əˌbaʊt/ pasjonować się czymś
caring /'keərɪŋ/ troskliwy
courageous /kə'reɪdʒəs/ odważny
determined /dɪ'tɜːmənd/ zdeterminowany
enter a competition /ˌentər ə ˌkɒmpə'tɪʃən/ przystąpić do zawodów
generous /'ʤenərəs/ hojny
give (sth) up /ˌgɪv (ˌsʌmθɪŋ) 'ʌp/ poddać się / rzucić coś
inspiration /ˌɪnspə'reɪʃən/ inspiracja
inspiring /ɪn'spaɪərɪŋ/ inspirujący
join a club /ˌʤɔɪn ə 'klʌb/ wstąpić do klubu
look up to /ˌlʊk 'ʌp tə/ podziwiać
modest /'mɒdəst/ skromny
pick up /ˌpɪk 'ʌp/ nauczyć się
positive /'pɒzətɪv/ optymistyczny, z pozytywnym nastawieniem
put sb off /ˌpʊt ˌsʌmbɒdi 'ɒf/ zniechęcić kogoś do
role model /'rəʊl ˌmɒdl/ wzór do naśladowania
row /rəʊ/ wiosłować
sailing club /'seɪlɪŋ klʌb/ klub żeglarski
take after / ˌteɪk 'ɑːftə/ być podobnym do, wdać się w
talk sb into /ˌtɔːk ˌsʌmbɒdi 'ɪntə/ namówić kogoś na
try out /ˌtraɪ 'aʊt/ wypróbować

2.4 Reading 5.12

action /'ækʃən/ akcja, działanie
activate /'æktɪveɪt/ aktywować
active /'æktɪv/ aktywny
bandage a knee /'bændɪdʒ ə niː/ zabandażować kolano
bandanna /bæn'dænə/ chusta na szyję lub głowę
bounce the ball /ˌbaʊns ðə 'bɔːl/ odbijać piłkę
break from your routine /ˌbreɪk frəm jə ˌruː'tiːn/ odejście od schematu
decide /dɪ'saɪd/ decydować
decision /dɪ'sɪʒən/ decyzja
decisive /dɪ'saɪsɪv/ zdecydowany; decydujący
decisive moment /dɪˌsaɪsɪv 'məʊmənt/ decydujący moment
do the same thing over /ˌduː ðə ˌseɪm ˌθɪŋ 'əʊvə/ robić w kółko to samo
emerge /ɪ'mɜːʤ/ wyłonić się
fall over sth /ˌfɔːl 'əʊvə ˌsʌmθɪŋ/ opadać na coś
give sb peace of mind /ˌgɪv ˌsʌmbɒdi ˌpiːs əv 'maɪnd/ zagwarantować komuś spokój umysłu
goggles /'gɒgəlz/ gogle
gold medal /ˌgəʊld 'medl/ złoty medal
hand over /ˌhand 'əʊvə/ przekazać
intrude on /ɪn'truːd ɒn/ wdzierać się
locker room /'lɒkə ruːm/ szatnia
physical therapist /ˌfɪzɪkəl 'θerəpəst/ fizjoterapeuta
power /'paʊə/ moc
powerful /'paʊəfəl/ potężny, silny, mocny
racket /'rækət/ rakieta
repeat a sequence /rɪˌpiːt ə 'siːkwəns/ powtarzać sekwencję
repetition /repɪ'tɪʃən/ powtórzenie
repetitive /rɪ'petɪtɪv/ powtarzający się
resilience /rɪ'zɪliəns/ wytrzymałość, elastyczność
resilient /rɪ'zɪliənt/ wytrzymały, elastyczny
splash your body with water /ˌsplæʃ jə ˌbɒdi wɪð 'wɔːtə/ ochlapać ciało wodą
superstition /ˌsuːpə'stɪʃən/ przesąd
superstitious /ˌsuːpə'stɪʃəs/ przesądny
swimming /'swɪmɪŋ/ pływanie
swing your arms /ˌswɪŋ jər 'ɑːmz/ machać ramionami
take a sip /ˌteɪk ə 'sɪp/ wziąć łyk
the first/last phase /ðə ˌfɜːst/ˌlɑːst 'feɪz/ pierwszy/ostatni etap
the first/last step /ðə ˌfɜːst/ˌlɑːst 'step/ pierwszy/ostatni krok
the point of no return /ðə ˌpɔɪnt əv ˌnəʊ rɪ'tɜːn/ punkt, z którego nie ma odwrotu
trophy /'trəʊfi/ trofeum, puchar
turn professional /ˌtɜːn prə'feʃənəl/ przejść na zawodowstwo

2.5 Grammar 5.13

jogging /'ʤɒgɪŋ/ jogging
refuse /rɪ'fjuːz/ odmawiać
stadium /'steɪdiəm/ stadion
urge /ɜːʤ/ naglić, popędzać

2.6 Use of English 5.14

(hockey) stick /('hɒki) stɪk/ kij (do hokeja)
motor racing /'məʊtə ˌreɪsɪŋ/ wyścigi samochodowe
sauna /'sɔːnə/ sauna

2.7 Writing 5.15

boots /buːts/ buty (np. narciarskie lub snowboardowe)
determination /dɪˌtɜːmə'neɪʃən/ determinacja
extreme sport /ɪkˌstriːm 'spɔːt/ sport ekstremalny
fall over /ˌfɔːl 'əʊvə/ upaść
helmet /'helmət/ kask
press conference /'pres ˌkɒnfərəns/ konferencja prasowa
(ski) slope /('skiː) sləʊp/ stok (narciarski)
(snow)board /('snəʊ)bɔːd/ deska (snowboardowa)
snowboarding /'snəʊbɔːdɪŋ/ snowboard
take the lift up the mountain /ˌteɪk ðə ˌlɪft ʌp ðə 'maʊntən/ wjechać na górę wyciągiem
walking race /'wɔːkɪŋ reɪs/ zawody w chodzie sportowym

2.8 Speaking 5.16

deserve sth /dɪ'zɜːv sʌmθɪŋ/ zasługiwać na coś
do sport /ˌduː 'spɔːt/ uprawiać sport
kick a ball /ˌkɪk ə 'bɔːl/ kopnąć piłkę
ridiculous /rɪ'dɪkjələs/ bezsensowny, absurdalny
violent /'vaɪələnt/ brutalny

FOCUS REVIEW 2

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Wybierz poprawny wyraz.

1 The *opponent* / *referee* showed two red cards during the first half of the match.
2 I'm confident England can *win* / *beat* almost any team they play against this season.
3 Steven was sorry for *letting* / *dropping* the other players down when he missed the goal.
4 Julie was so fast that she *hit* / *broke* the world record by five seconds.
5 Giles is a popular *trainer* / *spectator* because he shows players how they can improve.
6 I've decided not to *come* / *go* in for the basketball team this year, but I'll still play for fun.

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 In figure skating, constant [?] is the best way to learn difficult tricks. **REPEAT**
2 You can [?] your device by touching the screen and entering the password. **ACTIVE**
3 That runner has such a [?] start that he seems to take off like a racing car. **POWER**
4 You have to be [?] in a game like basketball because there is no time to stop and think. **DECIDE**
5 Athletes need to show [?] when they are recovering from injuries and defeat. **RESILIENT**
6 That player is so [?] that he won't go on the field without wearing his 'lucky' ring. **SUPERSTITION**

3 Napisz pełne zdania, używając podanych wyrazów i czasów: Past Simple, Past Continuous lub Past Perfect.

1 The match / not / start / at 7 o'clock / because / it / snow.
2 Ann / get / lots of / money / when / she / win / the tennis competition?
3 John / buy / squash racket / even though / he / not / play / squash / before.
4 you / play / golf / when / you / hurt / yourself?
5 I / swim / calmly / when / suddenly / someone / jump / into the pool.
6 When / Juliet / get home / Henry / already / go to / the match.

4 Wybierz poprawne odpowiedzi.

1 I don't think my parents will let me *go* / *to go* to the rugby match on my own.
2 The doctor has advised me *give up* / *to give up* professional sport if I don't want to get injured seriously.
3 Tim tends *getting tired* / *to get tired* easily, so he has to be very active to keep in shape.
4 You really should stop *wasting* / *to waste* your time at table tennis practice.
5 Everyone at the stadium expected their team *winning* / *to win* the match.
6 I can't help *laughing* / *to laugh* when I see that video of me trying to learn to ski.

ŚRODKI JĘZYKOWE

Pary zdań; parafraza zdań

5 Która z podanych odpowiedzi (A–C) poprawnie uzupełnia luki w obydwu zdaniach każdej pary?

1 Sarah and Lena [?] after their mother – they look the same and have similar personalities too.
James is always ready to [?] on a challenge. Now he is training to climb Mt Everest.
A go B take C come
2 Marcus was thrilled to get [?] the school swimming team after doing the trials three times.
We tried to talk my dad [?] coaching the rugby team, but he just didn't have time.
A about B out of C into
3 If you're tired of karate, maybe you should try [?] kickboxing. It's a lot of fun!
After hurting his knee, Brad dropped [?] of the long jump competition.
A out B off C on
4 I look [?] to famous athletes who help young people.
Darren picked [?] basketball while playing with his older brothers.
A around B out C up
5 Maria was excited to score the final [?] of the match.
It looked like a perfect shot, but he missed the [?] by centimetres.
A goal B mark C point
6 Learning about the risk of head injuries put Todd [?] American football completely.
Going to the gym is good, but you can burn [?] even more calories in a dance class.
A out B off C up

6 Wykorzystując wyrazy podane wielkimi literami, uzupełnij każde zdanie tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj formy podanych wyrazów.

WSKAZÓWKA
W parafrazach znaczenie wpisanego fragmentu powinno być jak najbliższe znaczeniu fragmentu wyjściowego, tak aby całe zdanie zachowało ten sam sens.

1 In the end, Joanna didn't join the team, and Kim didn't either. **NOR**
In the end, [?] joined the team.
2 I think golf is very boring. **ASK**
If [?], golf is very boring.
3 The athletes completed the 20-kilometre run and they were getting ready for the swimming race. **COMPLETED**
After [?] the 20-kilometre run, they were getting ready for the swimming race.
4 I enjoy playing baseball and my sister enjoys it as well. **SO**
I enjoy playing baseball and [?].
5 The local football team coach avoids talking to the press after his team loses a match. **TRIES**
The local football team coach [?] to the press after his team loses a match.

SŁUCHANIE

Dobieranie

7 1.36 **Usłyszysz dwukrotnie cztery wypowiedzi na temat uprawiania sportu. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker …
A has already won a competition.
B is disappointed with his/her coach.
C has recently improved his/her results.
D thinks participation is as important as winning.
E believes that talent is necessary for success in sport.

Speaker 1	Speaker 2	Speaker 3	Speaker 4
?	?	?	?

CZYTANIE

Uzupełnianie luk

8 Przeczytaj tekst. Które z podanych zdań A–E poprawnie go uzupełniają? Dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

Olympic Opening Ceremonies

The Olympic Opening Ceremony is always a highlight of the games. Read on to find out how different countries have used the ceremony to promote their cultures.

The opening ceremony of the Sydney games in 2000 explored Australia's history from the earliest days of Aboriginal culture. [1] ? The show celebrated the great Australian landscape, the cities and the diversity of the people.

In 2004 the Olympics returned to their birthplace, and Greece presented a stunning picture of its history and achievements. [2] ? This vision symbolised Greece as a tiny country with far-reaching ideas that changed the world.

China's ceremony in 2008 definitely scored a goal. An awe-inspiring display by 15,000 performers was almost military in its exactness. [3] ? For sheer size and precision, the Beijing ceremony seems impossible to beat.

Not surprisingly, the 2012 London ceremony was a total contrast. It replaced Chinese precision with British eccentricity and humour. Perhaps Queen Elizabeth II parachuting from a plane in the arms of James Bond seemed unrelated to the Olympic spirit, but it certainly made a statement about Britain!

A While there were several mistakes during the show, on the whole it was an amazing display.
B It is hard to imagine the training that had gone into keeping so many people in order.
C It painted a picture of the energetic, multicultural country Australia has become.
D Some Greek people thought hosting the Olympics was too expensive, but others saw big advantages.
E As the centrepiece of the ceremony, the stadium floor filled with water and a young boy in a small boat sailed across it.

MÓWIENIE

9 Pracując w parach, wykonaj zadanie.

UCZEŃ A
Twoja szkoła chce zorganizować Rodzinny Dzień Sportu. Twoja klasa jest odpowiedzialna za przygotowanie zawodów w dowolnie wybranej dyscyplinie sportu. Wraz z uczniem B opracowujecie plan tych przygotowań. Poniżej podane są cztery kwestie, które musicie omówić. Rozmowę rozpoczynasz ty.

a Nagrody
c Sędziowie
b Grupy wiekowe
d Dyscyplina sportu

UCZEŃ B
Twoja szkoła chce zorganizować Rodzinny Dzień Sportu, a twoja klasa jest odpowiedzialna za przygotowanie zawodów w dowolnie wybranej dyscyplinie sportu. Razem z uczniem A zastanawiacie się, jak to zrobić. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczyna uczeń A.

- *So, tell me, what kind of sports competition should we organise?*
- *I'm not sure it's a good idea.*
- *I think we need to organise the competition for different age groups.*
- *What exactly do you mean by (a small prize)?*

PISANIE

Wpis na blogu

10 Przeczytaj zadanie. Spośród podanych opcji a–c wybierz tę, która najlepiej pasuje do zadania.

W twojej szkole organizowano niedawno Dzień Sportu. Podziel się wrażeniami na swoim anglojęzycznym blogu.

- Wyraź i uzasadnij swoją opinię na temat takich wydarzeń.
- Opisz przebieg zawodów sportowych z twoim udziałem.
- Wyjaśnij, jak długo uprawiasz ten sport.
- ? .

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość tekstu powinna wynosić od 80 do 130 słów.

a Przedstaw wady uprawiania sportu przez młodzież.
b Przedstaw swoje plany dotyczące uprawiania sportu w przyszłości.
c Przedstaw sylwetkę swojego ulubionego sportowca.

11 Wykonaj zadanie w ramce z ćwiczenia 10.

3

On the go

The world is a book and those who do not travel read only one page.

St Augustine

BBC

3.1 VOCABULARY

Means of transport • noun phrases • collocations • synonyms for *trip*

I can talk about travelling and means of transport.

SHOW WHAT YOU KNOW

1 **Copy the table in your notebooks. Then list as many different means of transport as you can think of.**

on land	on water	in the air
train	?	?

2 SPEAKING **Talk about the last time you travelled by these means of transport.**

A: When was the last time you travelled by train?
B: About three months ago. I went to …

3 **Read the introduction to *Extreme journeys to school*. Which students' comments 1–6 match with photos A–F?**

1 'I cross a fast-flowing river on a wire …'
2 'I take a short cut by cycling across a valley …'
3 'I cross a valley on a homemade cable car …'
4 'I walk or run barefoot to school along a dirt track …'
5 'I ride a donkey along narrow winding paths …'
6 'I barely have time to fasten my seatbelt …'

TRAVEL PODCAST

EXTREME JOURNEYS TO SCHOOL

For some students, the journey to school is just a stroll around the corner or a short drive and the biggest problems they face are getting stuck in **traffic jams** during **rush hour** or **public transport** delays. For others, getting to school involves crossing deserts, rivers or dangerous urban neighbourhoods. They have to travel long distances on foot, or by boat, bicycle, rickshaw or sledge.

Next time you miss the school bus and feel like complaining about your journey to school, think about these schoolchildren who don't have access to buses or even roads.

Click here to listen to this report by our travel journalist Brian Walker.









4 2.1 **Listen to the report. Then complete in your notebook comments 1–6 in Exercise 3 with reasons why a–f.**

a '… because my school is so remote.'
b '… because the suspension bridge collapsed.'
c '… because it's such a short flight.'
d '… because I don't want to cycle uphill.'
e '… because I can't catch a bus as there aren't any.'
f '… because it's so deep.'

5 SPEAKING **Compare your own journey to school with the ones in the report. How do you get to school and what route do you usually take?**

FOCUS ON WORDS | Noun phrases

6 2.2 **In your notebook, complete the noun phrases with the words in red in the text and Exercises 3 and 4. Then listen, check and repeat.**

1 cable ?
2 dirt ?
3 public ?
4 rush ?
5 short ?
6 suspension ?
7 traffic ?
8 winding ?

7 **In your notebook, complete the sentences to make them true for your city or country.**

1 Morning ? hour in my city is from … to …
2 There is a ? bridge in my country in …
3 The cheapest form of ? transport is …
4 The worst road or street for ? jams is …
5 A ? cut from my house to the school is …
6 The nearest ? car to here is …

FOCUS ON WORDS | Collocations

8 2.3 **In your notebook, complete the collocations with the underlined words in the text and Exercises 3 and 4. Then listen, check and repeat.**

1 **catch** ?/a train
2 **cross** a continent/ ? / ?
3 **cycle** ?/downhill
4 **walk** ?
5 **get** a lift/ ? (in traffic)
6 **fasten** ?
7 **miss** ?/a train







9 **In your notebook, write true sentences with *I've/ I've never* + an appropriate verb.**

1 ? a river in a small boat.
2 ? stuck in a traffic jam.
3 ? the wrong train.
4 ? the bus.
5 ? barefoot in a park.
6 ? downhill at over 50 km/h.

10 SPEAKING **Choose one of the experiences you have had and tell your partner about it.**

I've missed the school bus. It was a couple of months ago. I was …

FOCUS ON WORDS | Synonyms for *trip*

11 2.4 **In your notebook, match the words in the box with the definitions. Then listen, check and repeat.**

a crossing a cruise a drive a flight ~~a journey~~
a ride a tour a voyage

1 a long trip overland = *a journey*
2 a trip in a car = ?
3 a trip by boat from one piece of land to another = ?
4 a short trip on a bus, a bike, a motorbike, a horse, etc. = ?
5 a long trip by sea (or in space) = ?
6 a trip on a plane = ?
7 a trip to see specific things of interest = ?
8 a trip by ship to visit various places for pleasure = ?

12 **In your notebook, complete the blog entry with the words in Exercise 11.**

Travels in America blog

We arrived in Seattle on an overnight [1]f*light* from London and picked up a car at the airport. The car hire was just a short bus [2]r? from the terminal, and we were on the road just one hour after landing. We were excited about the [3]d? along the West Coast to San Francisco. The [4]j? took around 12 hours. Once we got to San Francisco, we went on a [5]t? of the city by cable car. That was my favourite thing about this trip, although the [6]c? around San Francisco Bay was amazing too – we sailed around the Bay for three hours and visited Fisherman's Wharf and its sea lion colony. On another day we went to Alcatraz island. It's just a short [7]c? by boat from the mainland.

13 SPEAKING **Choose five words from Exercise 11. In your notebook, write a question with each word. Then ask a partner.**

What's the longest flight you've ever taken?
When did you last go on a bike ride?

14 PROJECT **Work in groups. Imagine you live in a US city, e.g. Seattle or San Francisco, and are to show some friends around it. Do some research online and prepare a digital presentation about the city. Then present it to your class.**

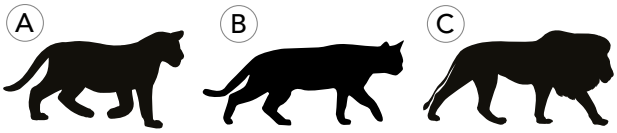
3.2 GRAMMAR

Present and past speculation

I can use modal verbs to speculate about the present and the past.

1 Look at the pictures and complete the sentences in your notebook.

1 Picture ? must be a lion because of the long hair around the head and neck.
2 Picture ? might be a puma or it could be a cheetah.
3 Picture ? can't be a tiger because the head is too small.



2 Look at the sentences you have completed in Exercise 1. Which sentence means:

a I'm sure it is …
b I'm sure it isn't …
c I think it's possible that it is …

3 Read a short newspaper article. Are statements 1–3 true or false?

1 The man is sure he saw a lion.
2 The woman is sure she heard a lion.
3 The police are sure a lion escaped from a zoo.



On Sunday evening at 8.00 p.m. a holidaymaker was walking to his caravan with his 11-year-old son when he believed he saw a lion. He told reporters, 'It was dark, but I could see a large animal. It can't have been a domestic animal – it was too big. I thought it might have been a lion. So we ran, very quickly!' The seaside resort was full of holidaymakers and at least ten people saw the animal. One woman said 'I heard a loud roar at 10.00 p.m. It must have been a lion. No other animal can roar like that.' Police have told everybody to stay inside as they believe a lion may have escaped from a nearby zoo.

4 Read the GRAMMAR FOCUS. Which verb forms in blue in the article in Exercise 3 complete the sentences correctly?

GRAMMAR FOCUS

Present and past speculation

You can use modal verb structures to speculate about things.

- You use ***must*** when you are sure something is or was true.
  Present: *It must be a lion.* Past: *It* [1] ? *a lion.*
- You use ***might***, ***may*** or ***could*** when you think it's possible something is or was true.
  Present: *It might be a lion.* Past: *It* [2] ? *a lion.*
- You use ***can't*** (or ***couldn't***) when you are sure something isn't or wasn't true.
  Present: *It can't be a domestic animal.*
  Past: *It* [3] ? *a domestic animal.*

Modal verb forms for speculation
Present: ***must/might/may/could/can't* + infinitive**
Past: ***must/might/may/could/can't* + *have* + past participle**

5 2.5 In your notebook, rewrite the sentences using the words in brackets. Then listen to the interviews about the incident and check your sentences.

1 I'm sure it's a lion. (must)
It must be a lion.
2 It's possible it escaped from the zoo. (might)
3 Perhaps it is very hungry by now. (could)
4 It's possible it was somebody's pet. (could)
5 Perhaps it grew too big. (may)
6 I'm sure it isn't a lion. (can't)

6 2.6 What do you think really happened? Listen to the news report and check your ideas. What did the police conclude?

7 In your notebook, complete the sentences with an appropriate modal structure and the verb in brackets.

1 Dave *can't have left yet*, his coat is still here. (not yet leave)
2 The traffic's really bad, I'm worried we ? our train. (miss)
3 They're not at home. They ? away for the weekend. (go)
4 I can't find Jo. She ? home. (go)
5 The plane landed over an hour ago. Bill ? in baggage reclaim. (still be)
6 Buy a laptop? With my pocket money?! You ? serious. (not be)

8 Choose a sentence below. In your notebook, write a dialogue including the sentence. Then act out your dialogue to the class.

1 I must have left it in the shop.
2 You might have hurt yourself!
3 You must be joking!
4 I can't have left it/them at home.
5 There must be some mistake.

A: Oh no!
B: What's wrong?
A: I can't find my wallet. I must have left it in the shop.
B: Oh dear. Never mind. Let's go back and look for it.

Grammar page 122

3.3 LISTENING

Multiple choice

I can identify key details in an informal conversation on a familiar topic.



1 SPEAKING **Look at the photos and discuss which type of holiday you would like best or least. Give reasons for your answers.**

2 2.7 **Listen to six recordings about holidays. Which photo in Exercise 1 does each recording refer to? Which recording does not have a photo? Write in your notebook.**

LISTENING FOCUS Multiple choice

3 2.7 **Listen to the recordings again. For questions 1–6, choose the correct answer, A, B or C. Write the answers in your notebook.**

1 The speaker thinks her sister is
A selfish. B stupid. C boring.
2 The man wants to spend the night
A in a youth hostel. B in a three-star hotel. C in a tent.
3 Mr Baker has to pay
A £8 for one breakfast.
B £16 for one breakfast.
C £16 for two breakfasts.
4 Today, skiers in Megeve should
A stay indoors because it's raining.
B go out for a coffee or a meal.
C put their skis on and get out there.
5 The advert is for
A a beach holiday. B a travel company.
C a job of tour leader.
6 The mother wants to
A stop her daughter from going away.
B persuade her daughter to change her plans.
C force her daughter to visit her aunty.

FOCUS ON WORDS | Compound nouns

4 2.8 **In your notebook, complete the list of compound nouns with the nouns in the box. Then listen, check and repeat.**

budget ~~bus~~ business company double leader package ski

1 a *bus*/return journey
2 a [?]/round-the-world trip
3 a travel [?]/agent
4 a tour [?]/guide
5 a [?]/skiing holiday
6 a single/[?]/twin room
7 a [?]/seaside resort
8 a [?]/three-star hotel

5 **In your notebook, complete the questions with appropriate compound nouns in Exercise 4. Sometimes more than one answer is possible.**

Have you ever …
1 been snowboarding at a well-known [?]?
2 stayed in a [?] in a foreign country?
3 been on a [?] with your friends?
4 booked a [?] in a hotel?
5 dreamt of going on a [?]?
6 thought about working for a [?]?

6 SPEAKING **Ask and answer the questions in Exercise 5. Give as much detail as possible.**

A: Have you ever been snowboarding at a well-known ski resort?
B: Yes, I have. My parents and I went to the French Alps.
A: When was that?
B: About …

PRONUNCIATION FOCUS

7 2.9 **Listen and repeat the names of places in the box. Write these names in your notebook and mark the stress.**

~~the Andes~~ the Canaries ~~Cyprus~~ the Danube Hawaii the Himalayas Naples the Nile the Pyrenees ~~the Thames~~ Vienna ~~Warsaw~~

8 2.10 **Copy the table and list the places in the correct column according to size. Then listen, check and repeat.**

Size	Cities	Islands	Rivers	Mountain ranges
• • •	*Warsaw*	[?]	[?]	[?]
• •	[?]	*Cyprus*	[?]	*the Andes*
•	[?]	[?]	*the Thames*	[?]

9 SPEAKING **Where in the world are the places in Exercise 8? Discuss your answers with a partner.**

3.4 READING

Multiple choice

I can identify the key information in an extended article.

1 SPEAKING **Imagine you are going on a journey alone to a distant location. Discuss whether the following are advantages or disadvantages of travelling with a smartphone.**

- You don't need to carry flight/train/bus tickets.
- You can text your parents as soon as you land at your destination.
- You'll never get lost – you've got Google Maps and GPS.
- You can post selfies on social media and make everyone jealous.
- You can show photos of your family and home to new friends.
- You can stay in touch with new friends on social media.
- You can keep up-to-date with everything that's going on at home.

2 **Below are some reasons for travelling. Can you think of any more? Write them in your notebook.**

- For a holiday
- To do voluntary work
- For a life-changing experience

3 **Read the article. Which of the reasons for travelling in Exercise 2 are mentioned? Are any other reasons given?**

READING FOCUS Multiple choice

4 **Read the article again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.**

1 William Sutcliffe believes that
- A backpackers had worse travel experiences twenty years ago.
- B young people are concerned about whether their hostel is comfortable.
- C young people find it hard to leave their daily lives behind.
- D travel was much easier in a pre-digital world.

2 Charlotte Johnstone
- A went on the same journey as William Sutcliffe.
- B found it hard to live in a foreign culture.
- C learnt new things about the world thanks to her smartphone.
- D experienced a different culture in spite of her smartphone.

3 Charlotte Johnstone believes that
- A William Sutcliffe is wrong about the benefits of travel.
- B the way we travel has changed the world.
- C smartphones are an advantage in travel situations.
- D teenagers in remote places don't use social media.

4 Charlotte Johnstone thinks that Millennials
- A are less independent than their parents' generation.
- B can be in touch with home and still enjoy experiences.
- C want to have different experiences from those of their parents.
- D have a hard time saving up for and planning a gap year trip.

5 In the article
- A both writers disagree about the importance of travel.
- B William Sutcliffe is critical of Millennials.
- C Charlotte Johnson argues that smartphones haven't changed the way we travel.
- D both writers think that if you have Wi-Fi, you can't have a life-changing experience.

5 SPEAKING **Think about the holidays and trips you go on. Discuss how they would be different without Wi-Fi. Would that be a problem for you?**

FOCUS ON WORDS | Negative adjectives

6 2.12 **In your notebook, complete the gaps with negative prefixes *dis-* or *un-*. Use the words in blue in the article. Then listen, check and repeat.**

1 ? avoidable
2 ? connected
3 unfamiliar
4 ? informed
5 ? pleasant
6 unrewarding
7 ? thinkable

7 **Choose the correct option and write the announcements in your notebook. Where would you expect to hear or see them?**

1 Passengers should make themselves *familiar* / *unfamiliar* with emergency procedures.
2 Due to poor weather conditions, delays may be *avoidable* / *unavoidable*.
3 The hotel would like to wish guests a *pleasant* / *unpleasant* stay.
4 Guests' digital devices should be *connected* / *disconnected* during a thunderstorm.
5 When driving abroad, you need to be *informed* / *uninformed* about the country's road laws.

FOCUS ON WORDS | Verb phrases

8 2.13 **In your notebook, complete the verb phrases with the words in the box. Use the underlined phrases in the article. Then listen, check and repeat.**

challenge cut yourself off from
immerse yourself in
withdraw money from take

1 ? a foreign culture
2 ? your beliefs
3 ? your family/home
4 ? a gap year
5 ? a cash point

9 SPEAKING **In your notebook, replace the underlined phrases with words or phrases with a similar meaning in Exercise 8. Which do you agree with? Discuss with a partner.**

1 If you never go abroad, you never think critically about our own opinions.
2 It's impossible to stop communicating completely with home when you have unlimited access to the Internet.
3 I don't like being a tourist. It's better if you live with local people and experience their lifestyle.
4 Nobody gets money from a machine outside a bank or a shop these days. You just use your phone to pay for things.
5 Travelling abroad for a year before going to university is a waste of time and money.

Can travel still broaden the minds of the **smartphone generation?**

2.11

No

Travel writer William Sutcliffe believes that smartphones have changed backpacking in a bad way.

I believe that travel ought to be a profound experience. By cutting us off from everything that has previously been **familiar** to us, travel challenges our beliefs and makes us see the world in new ways. But when so many relationships and social support networks are carried out digitally, and with every backpacker hostel from Machu Picchu to Dharamsala offering Wi-Fi, it's actually impossible for Millennials* to cut themselves off from home. What has this done to the nature of travel?

A modern traveller will probably be more concerned about whether their room has Wi-Fi than whether it has a bathroom. To be **disconnected** is **unthinkable**. But this means that they have one foot firmly planted at home at all times. I don't think you can consider this way of travelling as a journey of self-discovery.



Yes

Charlotte Johnstone, a Millennial, argues that her smartphone did not get in the way of life-altering travel experiences.

I took my gap year a couple of years ago, and I'm really glad I did, because it changed my life. The time I spent in India and Zambia were the hardest and most **rewarding** of my life. Despite the fact that I had my smartphone in my pocket, I really felt that I had immersed myself in a foreign culture, and I learned a lot about myself and the world around me.

So I think Mr Sutcliffe is **uninformed** when he belittles the experience of today's travellers. Of course, the way we travel has changed; the world around us has changed. It's **unavoidable**. There are lots of pluses: you can call home when something happens, book plane tickets on your phone, withdraw money from a cash point, even find hidden temples on Google Maps. And don't think that teenagers in remote Sub-Saharan African villages don't have Facebook accounts – they do, and you can stay in touch long after you have left.

Staying connected doesn't detract from travelling – independence doesn't necessarily have to be solitary and young people don't need to be cut off from home to explore the wider world and appreciate their place in it. Just as much as our parents' generation did, we Millennials want to watch the sun rise, make friends with like-minded strangers as we dip our feet into the waters of a deserted beach after an **unpleasant** overnight journey on two different buses. The values and aspirations are the same.

We also have to address the same challenges. Saving up for, planning and executing a gap year trip is hard work. During the trip – even if you are only a text away from your friends at home – you still have to learn how to budget, problem-solve and develop people skills in order to survive.

I've made a promise to myself: if I have children, I shall never tell them 'it's not like it was in my day'.

*Millennial – someone born between 1980 and 2000

GLOSSARY

profound – głęboki
have one foot firmly planted at home – być mocno związanym z domem rodzinnym
belittle – umniejszać
detract from – szkodzić czemuś
solitary – samotny
dip – maczać, zanurzać
execute – przeprowadzić, zrobić (zgodnie z planem)

3.5 GRAMMAR

Used to and *would*

I can talk about past states and repeated actions using used to *and* would.



1 SPEAKING **Discuss whether you think the statements about road travel in the 1960s are true or false.**

1 Roads used to be quieter.
2 People used to talk about traffic pollution.
3 Cars didn't use to have seat belts.
4 Children would play video games on long journeys.
5 GPS didn't exist so people would follow maps.

2 2.14 **Listen to Zoe's grandfather talking about road travel when he was young. Check your ideas in Exercise 1.**

3 **Read the GRAMMAR FOCUS and answer the questions.**

1 Which sentences in Exercise 1 describe past actions?
2 Which sentences in Exercise 1 describe past states?

GRAMMAR FOCUS

Used to and *would*

- You can use ***used to* + verb** or ***would* + verb** to talk about regular past actions that don't happen any more.
  Harry used to go to school by bus. He'd leave the house at 8 a.m.
- You can use ***used to* + verb** (NOT ~~*would* + verb~~) to talk about past states that are no longer true. (Usually with stative verbs: *be*, *have*, *love*, etc.)
  Harry used to be a good student.

Note:

Don't use ***used to*** or ***would*** for single past actions.
In 1963 my granddad bought his first car. (NOT ~~*used to buy* …~~ or ~~*would buy* …~~)

4 **In your notebook, rewrite the statements using *would*. If *would* is not possible, use *used to*.**

1 Air travel was cheaper than now.
Air travel used to be cheaper than now.
2 Air travel was more comfortable.
3 The flight from London to New York took longer.
4 People smoked on the plane.
5 People wore their best clothes to travel by air.
6 Airports didn't have so many security checks.

5 2.15 SPEAKING **Which of the sentences in Exercise 4 do you think are true? Discuss with a partner. Then listen and check.**

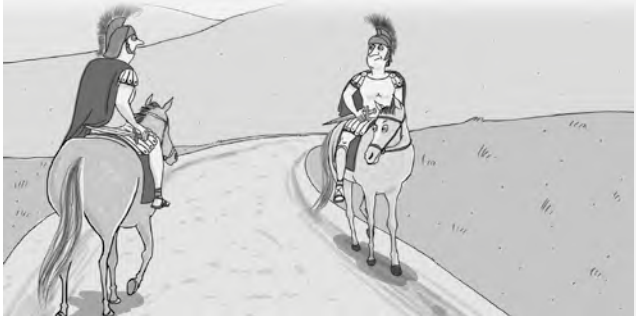
6 2.16 **In your notebook, complete the text with the verbs in brackets.**

- Use *would* + verb (where possible)
- Use *used to* + verb (where *would* is not possible)
- Use the Past Simple (where *would* or *used to* are not possible)

Then listen and check. Is the UK the only country where people drive on the left?

Left or right?

Today, 75% of cars drive on the right, but it [1] *didn't always use to be* (not always be) like that. In fact, everybody used to travel on the left! In Roman times, roads [2] ? (be) dangerous and travellers [3] ? (carry) swords in their right hands. Travellers on horses [4] ? (ride) on the left side of the road so that the right hand was free to use the sword. Then Napoleon [5] ? (change) the rule. Why? Because he was a revolutionary! Before the French Revolution, the aristocracy [6] ? (travel) on the left and poor people [7] ? (stay) on the right. After the Revolution, the aristocracy joined the poor people on the right and driving on the right [8] ? (become) the new law. What about the rest of the world? China, Portugal, Sweden and parts of Canada used to drive on the left and only changed the law during the mid-twentieth century. More than fifty countries including the UK, Australia, Japan and India still drive on the left today.



7 **In your notebook, write six sentences about your life when you were ten. Use *used to* or *would*. Use the suggestions in the box or your own ideas.**

clothes you wore	food you liked/didn't like
your bedroom	sports you did
music you listened to	things you read

I didn't use to like mushrooms or green beans.

8 SPEAKING **Compare your sentences in Exercise 7. Did you use to be similar or different?**

FOCUS VLOG About holidays

2.17 **Listen to the Focus Vlog. What sort of things did the speakers use to do on holiday? Write the answers in your notebook.**

Grammar page 123

3.6 USE OF ENGLISH

Phrasal verbs

I can understand and use separable and inseparable phrasal verbs.

1 2.18 **Look at a photo of the Zapp family and listen to Jenny James talking about them. What do the numbers in the box refer to?**

2000 100 17 3 → 6 80 65

2 2.18 SPEAKING **Discuss the questions. Then listen again and check your ideas.**

1 What did the couple **walk away from** to go travelling?
2 Where did they **set off** from?
3 Why did they decide to **carry on** travelling?
4 What do they do when they **run out of** money?
5 Who sometimes **put** them **up**?
6 Why did they **put** a tent **up** on the car roof?
7 What did the car seats **turn into**?
8 What happened when the car **broke down**?

3 SPEAKING **Can you imagine your own family travelling around the world for seventeen years? Would it be a good experience for you and your siblings? Why?/Why not?**

4 **Read the LANGUAGE FOCUS. In your notebook, complete the examples using the phrasal verbs in bold in Exercise 2.**

LANGUAGE FOCUS

Phrasal verbs – verb + particle(s)

When you are learning phrasal verbs you need to understand both the meaning and the grammar.

- Meaning
  Sometimes the meaning is literal –
  they [1] ? *a tent up* (= construct or erect)
  Sometimes the meaning is idiomatic –
  local people [2] ? *them up* (= let sb stay)
- Grammar
  Some phrasal verbs are separable –
  they bring children up (= raise)
  Some phrasal verbs are inseparable – *the car seats* [3] ? *into a bed* (= change)
- Separable phrasal verbs
  If the object is a noun, it can come before or after the particle:
  bring *children* ***up*** or ***bring up*** *children*
  If the object is a pronoun it can only come before the particle:
  bring *them* ***up*** but NOT ~~***bring up*** *them***~~



5 **In your notebook, match the phrasal verb dictionary entries in the box with definitions 1–7. How do dictionaries show whether phrasal verbs are separable or inseparable or don't take an object?**

drop sb off hold sb up keep up with sb
head for sth pick sb up ~~pull over~~ turn up

1 *pull over* = stop in a car by the side of the road
2 ? = take somebody in a car and leave them somewhere
3 ? = go in the direction of somewhere
4 ? = delay somebody
5 ? = arrive at a place
6 ? = collect somebody, usually in a car
7 ? = go at the same speed as somebody

6 USE OF ENGLISH **Which word A, B or C completes both sentences correctly?**

1 I'll drop you ? at the next bus stop.
Tell the driver where you want to get ? .
A over B off C in
2 This car has never broken ? before.
She walked ? the steps into the sunshine.
A up B along C down
3 When do you think they'll turn ? ?
Mum's picking me ? at midday.
A up B into C off
4 Can I try ? your new motorbike?
Oh, no! We've run ? of petrol.
A for B on C out
5 It's kind of them to put us ? .
I don't want to hold you ? – I know you're in a hurry.
A away B up C over

7 **Write one false and two true sentences about yourself. Use a different phrasal verb in each sentence. Then read out your three sentences. Your partner guesses which one is false.**

Use of English page 124

3.7 WRITING

Giving advice

I can write a personal email giving advice.

1 What advice a–c would you give in response to problems 1–3?

1 Should I go to university in my hometown, or in another city?
2 I want to ask Katie on a date, but I'm too shy.
3 Mum's worried about me camping overnight at the music festival.

a If I were you I wouldn't ask her. She might say no.
b Tell her there are six of us. We'll look after each other.
c You should study at your local university and live with your parents.

2 SPEAKING Discuss how good the advice in Exercise 1 is. Think of an alternative solution for each problem.

3 Read Tim's message to his older brother Ben and answer the questions.

1 Which problem from Exercise 1 does Tim describe?
2 What advice would you give him?

To: Ben
Subject: How are you?

Hi Ben,

How's life back at uni? Having fun? Working hard? ;-)

I'm writing because I need your advice. I've been offered two places to study IT next year. One is here at the local university, and the other is all the way up in Edinburgh!

4 Read Ben's reply. Did he mention any of the advice you thought of?

To: Tim
Subject: Re: How are you?

Hey little brother,

Having a great time back at uni. You should come and visit soon.

Congratulations on the offers – I'm really proud of you. [1]**I understand what a difficult decision it is**, but it's better than having no options! Can't believe you're going to uni already! Seems like five minutes ago we were playing Lego together!

[2]**Have you thought about making** a list of the pluses and minuses? E.g. if you study at home and live with Mum and Dad (plus or minus? ;-)), you won't have to do your own washing, cooking, etc. On the other hand, if you go to Edinburgh, you'll have to look after yourself, but you'll have your freedom. [3]**If I were you, I'd** find out more about the courses as well.

[4]**By the way**, thanks for the mix – I played it at Scotty's party on Friday and everyone loved it. Great to have a DJ for a little brother :-)

I'm sure [5]**everything will be OK**.

Hope to see you soon,

B.



5 **Which phrases in purple in the email (1–5) have a similar meaning to the phrases (a–e)?**

a Incidentally,
b I can see why you are confused
c things will work out fine
d Why don't you make …
e It's a good idea to …

6 **Read the WRITING FOCUS and check your answers in Exercise 5.**

WRITING FOCUS

Giving advice

- Start with general news and/or a reference to what your friend wrote in their last email.
- Express sympathy for your friend's situation
  I understand what a difficult decision it is.
  I can see why you're worried/unhappy.
- Offer advice by asking a question
  Have you thought about … (making a list)?
  Why don't you … (talk to your friend)?
- Offer advice by making a statement
  If I were you, I'd … (find out more).
  It's a good idea to … (read about it online/ask a teacher you get on well with).
  (See also *Giving advice* SPEAKING FOCUS p. 42)
- Change the subject and say something positive or give more news
  By the way, thanks for …
  Incidentally, did you hear that …?
- Reassure your friend at the end of the email
  I'm sure everything will be OK.
  I'm sure things will work out fine.

7 **Look at the underlined phrases in the email. What do you notice about them? In your notebook, complete the LANGUAGE FOCUS with *It*, *It's*, *I* (x2) or *I'm*.**

LANGUAGE FOCUS

Ellipsis

- In informal English, you can leave words out. This is called ellipsis. You usually leave out subject pronouns and auxiliary verbs at the beginning of a clause when the meaning is obvious:
  Having a great time … = [1] ? having a great time …
  Can't believe you're going to uni … = [2] ? can't believe you're going to uni …
  Seems like five minutes ago … = [3] ? seems like five minutes ago …
  Great to have a DJ for a little brother. = [4] ? great to have a DJ for a little brother.
  Hope to see you soon. = [5] ? hope to see you soon.
- You can also leave out repeated words:
  Feeling a bit tired but I always am. = I'm feeling a bit tired but I'm always tired.

8 **Make this email more informal by removing seven words or phrases.**

To: Carla
Subject: How are you?

Hi Carla,

Thanks for your email! I felt really sick last week but I'm getting better now thanks. Mum was worried, but she always is worried. I finally finished my essay, so that's good. My tutor was pleased! I can't believe it's nearly summer. I'm looking forward to being on holiday.

I'll see you next weekend,

L xx

9 **Read the message from a friend. Decide which advice is a bad idea, which idea might work, and which is a good idea. Compare your ideas with a partner.**



How r u? I'm :-(((Mum doesn't want me to go to the festival next weekend. Says she's worried about us camping overnight there. She said she could come with us to make sure we are safe!!!! LOL! What can I say or do to stop her worrying?

1 Forget about the festival. Your mum is right.
2 Just go for the day and come home in the evening.
3 Promise her you'll call before you go to bed and first thing in the morning.
4 Remind her that my big brother is coming. He'll look after us.
5 Ask your mum to come with us. It'll be fun.
6 Tell her you're staying at my house.

SHOW WHAT YOU'VE LEARNT

10 **Do the writing task in your notebook. Use the ideas in Exercise 9, the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

W odpowiedzi na wiadomość w ćwiczeniu 9 napisz e-mail.

W swoim e-mailu:

- wyraź swoje współczucie z powodu sytuacji, w jakiej znalazł się twój kolega,
- udziel mu kilku rad,
- zmień temat i przekaż mu jakieś dobre wiadomości,
- spróbuj pocieszyć kolegę.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

3.8 SPEAKING

Asking for and giving advice

I can ask for, give and accept advice.

1 **Imagine you are going to England to do an English course and you are going to stay with an English family for a month. In your notebook, write a list of things you need to take with you. Compare your list with a partner.**



2 2.19 **Listen to Markus asking Sophie for advice about what to take to England and answer the questions.**

1 Which of the things on your list do they mention?
2 Why does Sophie want Markus to remember his phone charger?

3 2.19 **Listen again. Which expressions in the SPEAKING FOCUS can you hear? Which three expressions on the list are not used in the dialogue?**

SPEAKING FOCUS

Asking for advice

Can you do me a (big) favour?
Can you give me some advice?
Do you think I need …?
What do you think I should ...?

Giving advice

The first thing you should do is …
If I were you, I'd/I wouldn't …
I think/don't think you should …
You need/don't need to …
You (really) ought to …
You must/mustn't …
The best thing would be to …
It's a good idea to …
Why don't you …?

Accepting advice

Good idea!
Good thinking!
That's really helpful.
Oh, I didn't think of that!

4 **Imagine a friend from England wants to visit your country during the winter. In your notebook, complete the advice with one or two words from the SPEAKING FOCUS.**

1 The *first thing* you should do is book your flights.
2 If I [?], I'd pack lots of warm clothes.
3 You [?] to bring a lot of formal clothes.
4 I [?] you should bring lots of cash.
5 You [?] remember to get some travel insurance.
6 You [?] to make sure you have a warm winter coat.

5 SPEAKING **Look at the photo and discuss the questions.**

1 Which form of transport do you prefer for long journeys?
2 What's the longest journey you've ever made by car, train or bus?
3 When did you last travel by bus?



6 SPEAKING **Discuss which ideas below are good and which are bad for a very long bus journey. Then copy the table and complete it.**

a big coat earphones for smartphone or iPod
fizzy drinks a good book light, comfortable clothes
a pillow snacks snow boots sunglasses tissues
chocolate very warm clothes water

	Good idea	Bad idea
Things to wear	[?]	[?]
Things to take	[?]	[?]

7 SPEAKING **Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you. Then act it out to the class.**

Student A: You're from England. You're going to travel to Student B's country by bus. You've never been on a long bus journey before. Ask Student B for advice about what to wear, what to take for the journey and what kind of presents to take for the family.

Student B: Student A is visiting you from England. He/She is going to travel to your country by bus. Give him/her some advice about what to wear, what to take for the journey and what kind of presents to bring for your family.

A: Hi Marcel. Can you do me a big favour? I need your help.
B: Yes, sure. What's the problem?
A: Well, you know I'm travelling to your country by bus. I've never been on a long bus journey before and I'm not sure what to take. Can you ...

3.1 Vocabulary 5.17

airport /'eəpɔːt/ lotnisko
arrive /ə'raɪv/ przybyć
bay /beɪ/ zatoka
boat /bəʊt/ łódź
cable car /'keɪbəl kɑː/ kolejka linowa
car hire /'kɑː haɪə/ wypożyczalnia samochodów
catch a bus/a train /ˌkatʃ ə 'bʌs/ə 'treɪn/ złapać autobus/pociąg
collapse /kə'læps/ zawalić się, runąć
cross a continent /ˌkrɒs ə 'kɒntɪnənt/ przemierzyć kontynent
cross a river/valley /ˌkrɒs ə 'rɪvə/'væli/ przekroczyć rzekę/dolinę
crossing /'krɒsɪŋ/ przeprawa
cruise /kruːz/ rejs wycieczkowy
cycle downhill/uphill /ˌsaɪkəl ˌdaʊn'hɪl/ˌʌp'hɪl/ jechać na rowerze z górki / pod górkę
dirt track /'dɜːt træk/ droga gruntowa
donkey /'dɒŋki/ osioł
drive /draɪv/ jechać samochodem; przejażdżka samochodem
fasten a seatbelt /ˌfɑːsən ə 'siːtbelt/ zapiąć pas bezpieczeństwa
ferry /'feri/ prom
flight /flaɪt/ lot
for pleasure /ˌfə 'pleʒə/ dla przyjemności
get a lift /ˌget ə 'lɪft/ zostać podwiezionym
get stuck in traffic /ˌget ˌstʌk ɪn 'træfɪk/ utknąć w korkach
have access to /ˌhæv 'ækses tə/ mieć dostęp do
helicopter /'heləkɒptə/ helikopter
journey /'dʒɜːni/ podróż
land /lænd/ wylądować
miss a bus/a train /ˌmɪs ə 'bʌs/ə 'treɪn/ spóźnić się na autobus/pociąg
neighbourhood /'neɪbəhʊd/ sąsiedztwo
on foot /ˌɒn 'fʊt/ pieszo
plane /pleɪn/ samolot
public transport /ˌpʌblɪk 'trænspɔːt/ transport publiczny
remote /rɪ'məʊt/ odległy
rickshaw /'rɪkʃɔː/ riksza
ride /raɪd/ jechać (konno, rowerem, motorem), przejażdżka (konna, rowerowa, motorowa)
route /ruːt/ trasa
rush hour /'rʌʃ aʊə/ godzina szczytu
sea lion /'siː ˌlaɪən/ lew morski, uchatka
sail /seɪl/ płynąć statkiem
school bus /'skuːl bʌs/ autobus szkolny
short cut /'ʃɔːt kʌt/ skrót (krótsza droga)
sledge /sledʒ/ sanie
stroll /strəʊl/ spacer, przechadzka
suspension bridge /sə'spenʃən brɪdʒ/ most wiszący
terminal /'tɜːmənəl/ terminal
tour /tʊə/ wycieczka
traffic jam /'træfɪk dʒæm/ korek uliczny
train /treɪn/ pociąg
travel by train /ˌtrævəl baɪ 'train/ podróżować pociągiem
travel journalist /'trævəl 'dʒɜːnəlɪst/ dziennikarz piszący o podróżach
urban /'ɜːbən/ miejski
valley /'væli/ dolina
voyage /'vɔɪɪdʒ/ rejs, lot
walk barefoot /ˌwɔːk 'beəfʊt/ iść boso
winding path /ˌwaɪndɪŋ 'pɑːθ/ kręta ścieżka

3.2 Grammar 5.18

baggage reclaim /'bægɪdʒ ˌrɪkleɪm/ miejsce odbioru bagażu
cheetah /'tʃiːtə/ gepard
domestic animal /dəˌmestɪk 'ænəməl/ zwierzę domowe
holidaymaker /'hɒlədeɪˌmeɪkə/ wczasowicz
lion /'laɪən/ lew
on the loose /ˌɒn ðə 'luːs/ na wolności
pet /pet/ zwierzątko domowe
puma /'pjuːmə/ puma
roar /rɔː/ ryczeć, ryk
tiger /'taɪgə/ tygrys
zoo /zuː/ zoo

3.3 Listening 5.19

adventure /əd'ventʃə/ przygoda
beach holiday /'biːtʃ ˌhɒlədi/ wakacje nad morzem
budget/three-star hotel /ˌbʌdʒɪt/ˌθriː stɑː həʊ'tel/ tani/trzygwiazdkowy hotel
bus journey /'bʌs ˌdʒɜːni/ podróż autobusem
business trip /'bɪznəs trɪp/ podróż służbowa
campsite /'kæmpsaɪt/ kemping
get off /ˌget 'ɒf/ wysiąść
go away /ˌgəʊ ə'weɪ/ wyjechać
mountain /'maʊntən/ góra
overland tour /ˌəʊvələnd 'tʊə/ długa podróż drogą lądową w odległe rejony
package holiday /'pækɪdʒ ˌhɒlɪdeɪ/ wakacje zorganizowane
put up a tent /ˌpʊt ˌʌp ə 'tent/ rozbić namiot
return journey /rɪ'tɜːn ˌdʒɜːni/ podróż powrotna
round-the-world trip /ˌraʊnd ðə ˌwɜːld 'trɪp/ podróż dookoła świata
seaside resort /ˌsiːsaɪd 'rɪˌzɔːt/ kurort nadmorski
single/double/twin room /ˌsɪŋgəl/ˌdʌbəl/ ˌtwɪn 'ruːm/ pokój jednoosobowy / dwuosobowy / z dwoma pojedynczymi łóżkami
ski resort /'skiː rɪˌzɔːt/ ośrodek narciarski
skiing holiday /'skiːɪŋ ˌhɒlədi/ wyjazd na narty
tour guide /'tʊə gaɪd/ przewodnik
tour leader /'tʊə ˌliːdə/ pilot wycieczek
travel agent /'trævəl ˌeɪdʒənt/ biuro podróży, pracownik biura podróży
travel company /'trævəl ˌkʌmpəni/ przedsiębiorstwo turystyczne
trekking /'trekɪŋ/ wędrówka
youth hostel /'juːθ ˌhɒstl/ schronisko młodzieżowe

3.4 Reading 5.20

appreciate /ə'priːʃieɪt/ doceniać
avoidable /ə'vɔɪdəbl/ do uniknięcia
backpacker /'bæk'pækə/ turysta z plecakiem
belittle /bɪ'lɪtl/ umniejszać
book plane tickets /ˌbʊk 'pleɪn ˌtɪkɪts/ rezerwować bilety na samolot
budget /'bʌdʒɪt/ budżetować, planować finansowo
challenge beliefs /ˌtʃælənʤ bə'liːfs/ kwestionować przekonania
connected /kə'nektɪd/ połączony
cut yourself off from your family/home /ˌkʌt jɔːˌself ɒf frəm jə 'fæməli/'həʊm/ odciąć się od rodziny/domu
destination /ˌdestə'neɪʃən/ cel podróży
detract from /dɪ'trækt frəm/ szkodzić czemuś
dip /dɪp/ maczać, zanurzać
disconnected /ˌdɪskə'nektɪd/ odłączony
execute /'eksɪkjuːt/ przeprowadzić, zrobić (zgodnie z planem)
familiar /fə'mɪliə/ znajomy, znany
go backpacking /ˌgəʊ 'bækˌpækɪŋ/ wędrować z plecakiem
GPS /ˌdʒiː ˌpiː 'es/ system nawigacji satelitarnej
have one foot firmly planted at home /ˌhæv wʌn fʊt ˌfɜːmli ˌplɑːntɪd ət 'həʊm/ być mocno związanym z domem rodzinnym
keep up-to-date with /ˌkiːp ˌʌptə'deɪt wɪð/ być na bieżąco z
immerse yourself in a foreign culture /ɪˌmɜːs jɔːˌself ɪn ə ˌfɒrən 'kʌltʃə/ zanurzyć się w obcej kulturze
informed /ɪn'fɔːmd/ poinformowany
Millennial /mɪ'leniəl/ millennials (osoba, która urodziła się między 1980 r. a 2000 r.)
overnight journey /ˌəʊvənaɪt 'dʒɜːni/ całonocna podróż
passenger /'pæsɪndʒə/ pasażer
pleasant /'plezənt/ przyjemny, miły
problem-solve /'prɒbləm sɒlv/ rozwiązywać problemy
profound /prə'faʊnd/ głęboki
rewarding /rɪ'wɔːdɪŋ/ satysfakcjonujący
save up for /ˌseɪv 'ʌp fə/ oszczędzać na
solitary /'sɒlɪtəri/ samotny
survive /sə'vaɪv/ przeżyć
take a gap year /ˌteɪk ə'gæp jɪə/ zrobić sobie rok przerwy w nauce
temple /'tempəl/ świątynia
thinkable /'θɪŋkəbəl/ wykonalny
ticket /'tɪkət/ bilet
travel abroad /ˌtrævəl ə'brɔːd/ wyjeżdżać za granicę
traveller /'trævələ/ podróżny
unavoidable /ˌʌnə'vɔɪdəbəl/ nieunikniony
unfamiliar /ˌʌnfə'mɪliə/ obcy, nieznany
uninformed /ˌʌnɪn'fɔːmd/ niepoinformowany
unpleasant /ʌn'plezənt/ nieprzyjemny
unrewarding /ˌʌnrɪ'wɔːdɪŋ/ niedający satysfakcji
unthinkable /ʌn'θɪŋkəbəl/ nie do pomyślenia
withdraw money from a cash point /wɪðˌdrɔː 'mʌni frəm ə 'kæʃ pɔɪnt/ wypłacić gotówkę z bankomatu

3.5 Grammar 5.21

go through security /ˌgəʊ θruː sɪ'kjʊərəti/ przejść kontrolę bezpieczeństwa
security check /sɪ'kjʊərəti tʃek/ kontrola bezpieczeństwa
sword /sɔːd/ miecz
traffic pollution /'træfɪk pəˌluːʃən/ zanieczyszczenie powietrza spowodowane przez samochody
travel on the left/right /ˌtrævəl ɒn ðə 'left/ 'raɪt/ jeździć po lewej/prawej stronie

3.6 Use of English 5.22

break down /ˌbreɪk 'daʊn/ zepsuć się
head for /'hed fə/ kierować się do
hold sb up /ˌhəʊld ˌsʌmbɒdi 'ʌp/ opóźniać kogoś
keep on /kiːp ɒn/ kontynuować
keep up with /ˌkiːp 'ʌp wɪð/ dotrzymywać komuś kroku
pick sb up /ˌpɪk sʌmbɒdi 'ʌp/ odbierać kogoś (samochodem)
pull over /ˌpʊl 'əʊvə/ zjechać na bok/pobocze
put sb up /ˌpʊt ˌsʌmbɒdi 'ʌp/ przenocować kogoś
run out of /ˌrʌn 'aʊt əv/ wyczerpać się, nie mieć już
set off (on a journey) /ˌset 'ɒf (ɒn ə 'dʒɜːni)/ wyruszyć (w podróż)
turn into /ˌtɜːn 'ɪntə/ zmienić się w
walk away from /ˌwɔːk ə'weɪ frəm/ zrezygnować z, porzucić

3.7 Writing 5.23

express sympathy /ɪkˌspres 'sɪmpəθi/ wyrazić współczucie
hometown /ˌhəʊm 'taʊn/ miasto rodzinne
incidentally /ˌɪnsɪ'dentəli/ nawiasem mówiąc
reassure your friend /ˌriːəˌʃʊə jə 'frend/ uspokoić/pokrzepić przyjaciela
uni /'juːni/ uniwersytet

3.8 Speaking 5.24

pillow /'pɪləʊ/ poduszka
snow boots /'snəʊ buːts/ śniegowce
tissue /'tɪʃuː/ chusteczka higieniczna
travel by bus /ˌtrævəl baɪ 'bʌs/ podróżować autobusem
travel insurance /'trævəl ɪnˌʃʊərəns/ ubezpieczenie podróżne

FOCUS REVIEW 3

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Które z podanych czasowników poprawnie uzupełniają zdania? Dwa czasowniki nie pasują do żadnego z nich.

board catch cross cycle fasten get miss

1 We need to leave right away or we're going to ? our train!
2 We had to ? the river by boat because the bridge was damaged.
3 The first thing to do after you take your seat on a plane is ? your seatbelt.
4 I can ? the bus just outside my house, which is really convenient.
5 I hope we don't ? stuck in traffic because we are already late.

2 Jakie wyrazy poprawnie uzupełniają zdania? Pierwsze litery brakujących wyrazów zostały podane.

1 Our **t** ? **g** ? told us some fascinating stories as he showed us around Oxford.
2 There were no **s** ? rooms available, so they put me in a room with two large beds.
3 In Mexico, we stayed in a seaside **r** ? which had three pools, a club and several restaurants.
4 It's cheaper to pay for a **r** ? journey instead of buying two single tickets.

3 Wykorzystaj podane wyrazy i przekształć zdania tak, aby zachować ich sens. Możesz wstawić maksymalnie pięć wyrazów w każdej luce.

1 I'm sure that snake isn't dangerous. There aren't any poisonous snakes in this area. **CAN'T**
That snake ? dangerous. There aren't any poisonous snakes in this area.
2 I don't know how they got to London, but it's possible that they travelled by train. **MAY**
They ? to London by train.
3 I'm certain that animal is a jaguar – look how fast it can run! **MUST**
That animal ? – look how fast it can run!
4 Let's print out our itinerary. It's possible that we'll need it. **MIGHT**
Let's print out our itinerary. We ? .
5 I'm sure Jack lived in China as a child. **MUST**
Jack ? as a child.

4 Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach oraz *used to* lub *would*. W niektórych zdaniach możliwe są dwie odpowiedzi.

1 We ? (take) at least two guidebooks on holiday, but these days I only need my smartphone.
2 I ? (not like) travelling by train as a child – I was afraid of the noise they made.
3 Public transport ? (be) really slow when I was younger, but it's improved a lot since then.
4 ? (you/cycle) to work or take the train before you bought your car?

ŚRODKI JĘZYKOWE

Tłumaczenie; wybór wielokrotny

5 Przetłumacz fragmenty podane w nawiasach, tak aby poprawnie uzupełnić zdania. W swoim tłumaczeniu użyj w niezmienionej formie wyrazu angielskiego podanego wielkimi literami.

WSKAZÓWKA
Fragmenty podane po polsku często dobrane są tak, że ich angielski odpowiednik nie jest dosłownym tłumaczeniem.

1 It was hard for me to ? (*dotrzymać kroku*) the others on the cycling tour. **UP**
2 Allan's grandparents worked as travel agents, so his family ? (*dostawała*) an extra discount for their holiday. **GET**
3 **X:** Why don't you go by train?
Y: You're right. ? (*Nie przyszło mi to do głowy.*) I'll avoid the overcrowded bus again. **THINK**
4 You can just ? (*wysadzić mnie*) at the airport. Don't wait around for my flight to leave. **OFF**
5 ? (*Na Twoim miejscu zostałbym*) in France for a few months. You won't learn much in a week. **WERE**

6 Przeczytaj tekst. Które z podanych odpowiedzi (A–C) poprawnie go uzupełniają?

A Holiday to Help Others

Last summer, my friend Kara and I had a unique opportunity. Instead of going on a package holiday as we [1] ? normally do, we decided to volunteer in Puerto Rico.

Our friends and parents said it could be dangerous as we had to [2] ? the continent and we knew little about the place. However, we were determined to go. We went to a travel [3] ? who arranges holidays for volunteers and she organised everything.

We ended up in a mountain village in Puerto Rico which had been seriously damaged in a terrible storm. We stayed in a small hotel in the valley, so we had to cycle [4] ? to the village every morning. The ride was hard and the work was even harder, but it was very satisfying.

A couple of evenings a week we [5] ? a lift into the nearest town where we could have a delicious meal or go dancing with other volunteers. I have to say that Puerto Rican food might be the best I have ever tasted! We weren't ready to leave after two weeks, and our [6] ? home was a sad one. After this experience, I will never go on a usual holiday again.

1	A must	B would	C had
2	A cross	B miss	C fly
3	A guide	B leader	C agent
4	A forward	B uphill	C back
5	A used to get	B were getting	C might have got
6	A tour	B travel	C journey

SŁUCHANIE

Wybór wielokrotny

7 2.20 **Usłyszysz dwukrotnie sześć wypowiedzi. Która z podanych odpowiedzi (A–C) jest zgodna z treścią nagrania?**

1 What is the woman telling the man about?
A The lack of public transport in a small village.
B Her visit to Great Ditley, where her friend lives.
C The problems she's had during her journey.

2 How did the man not travel on his holiday?
A By ship. B By plane. C By car.

3 What is the woman's problem?
A She has been in a car accident.
B She is stuck in a traffic jam.
C She has missed her flight.

4 Which sentence is true about Bangkok?
A It's more popular than any other city in the world.
B It had 16 million visitors more than London.
C It's not as popular as other Asian cities.

5 The woman is complaining because the man …
A hasn't bought the tickets yet.
B has taken a lot of equipment.
C has spent too much time videoing.

6 What couldn't the man do in the past?
A Find a good hotel with professional staff.
B Get the opinion of other travellers.
C Ask someone about ideas for his trip.

PISANIE

E-mail/List prywatny

8 **Przeczytaj zadanie. Do poszczególnych jego części (1–4) dobierz pasujące zdania (a–e). Jedno zdanie podano dodatkowo i nie pasuje do żadnej części zadania.**

a If I were you, I'd find out if there are any organised trips for students.
b India must be a great place to visit in the summer.
c Congratulations on getting into university.
d Last summer, I convinced my parents to let me go to a concert in Paris alone.
e I can see why your parents don't want you to go to India on your own.

Twoja koleżanka z Australii poinformowała cię, że dostała się na wymarzone studia. Przed rozpoczęciem nauki planuje odbyć samodzielną miesięczną wyprawę po egzotycznym kraju, na co nie chcą się zgodzić jej rodzice. Napisz do koleżanki e-mail, w którym:

1 pogratulujesz jej dostania się na studia i wyrazisz nadzieję, że będzie jej się tam podobało,
2 napiszesz, czy według ciebie obawy rodziców są uzasadnione,
3 doradzisz jej, jak rozwiązać konflikt z rodzicami,
4 opiszesz swój konflikt z rodzicami, który ostatnio miał miejsce, i jego rozwiązanie.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

9 **Wykonaj zadanie w ramce z ćwiczenia 8.**

MÓWIENIE

10 **Uzupełnij pytania. Następnie, pracując w parach, odpowiedzcie na nie.**

1 What **m** ? of transport do you use most often?
2 **H** ? **m** ? time do you need to pack before you go on holiday?
3 **T** ? me about your dream holiday.

11 **Wyobraź sobie, że wkrótce wyjeżdżasz na spływ kajakowy. Następnie, pracując w parach, odpowiedzcie na pytania.**

1 Where does the trip start?
2 How can you get there?
3 How long is it?
4 What is the weather going to be like?
5 What do you need to take with you?
6 Where are you going to sleep?
7 Will the trip be safe?

12 **Zapoznaj się z kartą ucznia A zamieszczoną poniżej. Zrób notatki do każdego punktu. Wykorzystaj pomysły z ćwiczenia 11.**

UCZEŃ A

Co roku w czasie wakacji bierzesz udział w spływie kajakowym na Mazurach. Rozmawiasz z uczniem B z Wielkiej Brytanii i chcesz zaprosić go do udziału w tegorocznym spływie. Poniżej podane są cztery kwestie, które musicie omówić. Rozmowę rozpoczynasz ty.

- Dojazd na miejsce spływu
- Dodatkowe atrakcje
- Przygotowanie fizyczne
- Zakwaterowanie

13 **Pracując w parach, wykonajcie zadanie. Zadanie ucznia A: użyj karty z ćwiczenia 12. Zadanie ucznia B: użyj poniższej karty.**

UCZEŃ B

Uczeń A co roku w czasie wakacji bierze udział w spływie kajakowym. W tym roku zaprosił do udziału również ciebie. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczyna uczeń A.

- *Which part of Poland will it be in? How can I get there from (Warsaw)?*
- *What interesting places are we going to visit?*
- *Do you have to be fit to take part?*
- *But I've never slept in a tent! Will you help me put it up?*

4

Eat, drink and be healthy

One man's meat is another man's poison.

A proverb

BBC

4.1 VOCABULARY

Fruit and vegetables • describing food • collocations

I can talk about food that I like and don't like.

SHOW WHAT YOU KNOW

1 **Which word is the odd one out in each group? Add other items to each list in your notebook.**

1 You can boil … potatoes, eggs, cheese, pasta.
2 You can chop … onions, carrots, fruit, salt.
3 You can fry … an omelette, soup, salmon, bacon.
4 You can mix … sauce, ingredients, spices, meat.
5 You can slice … honey, bread, ham, cake.

2 SPEAKING **Discuss the questions.**

1 Who is the best cook in your family?
2 What dishes can you cook?

3 **Read the blog post and discuss which celebrity diet you think is:**

• the most appealing • the easiest to do • the least appealing

FOCUS ON WORDS | Fruit and vegetables

4 2.21 **Imagine you are doing the colour diet. Name the correct colour heading to each list of foods. Check meanings in your dictionary if necessary. Then listen, check and repeat.**

1 *red*	2 ?	3 ?
cherries	apricots	cabbage
chilli peppers	pumpkin	avocados
radishes	carrots	spinach
4 ?	5 ?	6 ?
grapefruit	cauliflower	aubergines
pineapple	coconut	beetroot
sweetcorn	garlic	figs

5 **In your notebook, mark the items in Exercise 4 as follows: ✓ = 'I like this', ✗ = 'I don't like this' and ? = 'I've never tried this'. Compare with your partner. What other items can you add to each list?**

FOCUS ON WORDS | Describing food

6 2.22 **In your notebook, match the adjectives in red in the blog post to their antonyms in the list below. Then listen, check and repeat.**

1 bitter or ? ≠ sweet
2 cooked ≠ ?
3 fresh ≠ ? , rotten or sour
4 hot or spicy ≠ mild or ?
5 unripe ≠ ?
6 ? ≠ fatty

REMEMBER THIS

When they are not fresh, bread, biscuits and cakes are **stale** but vegetables and meat are **rotten** and milk is **sour**.

7 **In your notebook, complete the sentences with an appropriate adjective. Which sentences are true for you?**

1 Thai and Indian curries are too spicy for me. I know it's boring but I prefer [?] food.
2 My friend likes anything [?] : she particularly loves ice cream and chocolate.
3 The taste of dark chocolate or strong coffee is too [?] for me.
4 If we have any old, [?] bread, we feed the birds.
5 I've never tried sushi. I don't like the idea of eating [?] fish.
6 I can't eat salad if the dressing has a lot of vinegar. It's too [?] for me.
7 I don't like bananas that are too [?] . I prefer them to be white and firm.
8 I only like [?] meat so I cut off the fat and leave it on the side of my plate.

FOCUS ON WORDS | Collocations

8 2.23 **In your notebook, complete the list of common adjective-noun collocations with the underlined examples in the blog post. Then listen, check and repeat.**

1 crunchy/stale/[?] [?]
2 wholemeal/sliced/[?] [?]
3 black/ground/[?] [?]
4 brown/long-grain/[?] [?]
5 mixed/side/[?] [?]
6 home-made/tinned/[?] [?]
7 sugar/chocolate/[?] [?]
8 sparkling/still/[?] [?]

9 SPEAKING **You are going to write a menu for either the most delicious or the most disgusting meal you can imagine.**

- Think about some delicious or disgusting food.
- Use words from the lesson and your own ideas.
- Write a menu with a starter, a main course and a dessert.
- Who has the best or worst menu in the class?

10 PROJECT **Work in groups. Do some research online into the history of eating habits in Poland since the 1950s. Then prepare a digital presentation and present it to your class.**

STRANGE CELEBRITY DIETS



When I read about the weird and wacky diets of famous celebrities, I think that being in the public eye can make people a bit crazy. And it's nothing new – more than two centuries ago, the romantic poet Lord Byron wanted to be pale and thin, so he only ate **stale**, dry biscuits, soda water and potatoes covered in vinegar – yuck! So **sour**! No wonder he died at the age of thirty-six!

Here's my list of today's top five strangest celebrity diets.

#5 Once, when **Beyoncé** was preparing for a video shoot, she went on a detox. This involved living on lemon juice, sweetened with maple syrup and made a little less **bland** with cayenne pepper. Give that woman some chocolate cake!

#4 Gwyneth Paltrow, Jennifer Aniston and Reese Witherspoon choose the baby food diet which involves eating fourteen jars of baby food a day, and one low-calorie meal of **lean** meat or fish and green salad.

#3 American singer Jennifer Hudson thinks the Cookie Diet™ is more fun – instead of breakfast, lunch and snacks, you have six biscuits. But these are not delicious, crunchy biscuits with milk chocolate on top. Dr Siegal, the inventor of the Cookie Diet, was careful to make his cookies taste good, but not too good.

#2 Katy Perry keeps in shape with the mushroom diet, but instead of enjoying a bowl of delicious mushroom soup, she swaps one meal a day with **raw** mushrooms for fourteen days at a time.

#1 – MY FAVOURITE! Christina Aguilera does the seven-day colour diet, eating food of a different colour every day for a week. Day one is white, but that means white fruit and vegetables, not white bread or white rice! This is followed by red, green, orange, purple, yellow and on the seventh day, all of the colours. This diet might encourage you to try new things, like deep-red cherries, **ripe** avocados or fresh figs, and you'd get plenty of vitamins. I think this is the only one I would actually try.

4.2 GRAMMAR

Future forms

I can talk about the future using a range of future forms.

1 SPEAKING **Read about the best restaurant experiences in London. Which one would you most like to visit and why?**

BEST RESTAURANT EXPERIENCES IN LONDON

Circus restaurant
As you dine, performers entertain you.

Inamo
You place your order via a 3D menu and you choose a virtual tablecloth. You can even order a taxi home from your table.

Pitch black
You eat in the dark and the waiters are blind. They don't tell you what you're eating.

Oblix in The Shard
You get the best view in London from the 32nd floor of The Shard.



2 2.24 **Listen to Charlie and Lianne. Which restaurant is Charlie going to, and which one is Lianne going to?**

3 2.24 **Listen again. Which future form is correct in each sentence?**

1 Are you doing anything special? *Will / Shall* I organise something?
2 *I'll go / I'm going* there with my mum and dad next week.
3 *I'm eating / I'm going to eat* as much as possible because my parents are paying.
4 Soon you *can't / won't be able to* go to a restaurant without having an experience!
5 It *opens / will open* at 6.30.
6 It's a Saturday night so *it is / it's going to be* crowded.
7 *I'll message / I'm messaging* you as soon as *I leave / I'll leave* the theatre.

4 **Read the GRAMMAR FOCUS. Which examples in Exercise 3 match the rules below?**

GRAMMAR FOCUS

Future forms

- You use the **Present Simple** to talk about a fixed future event on a timetable, a schedule or a programme. [1] 5
- You use the **Present Continuous** to talk about a future arrangement. You often mention a time, a date or a place. [2] ?
- You use ***be going to*** to talk about a future intention – something you have already decided to do [3] ?
  or a future prediction based on what you can see or what you know. [4] ?
- You use ***will/won't*** to talk about a spontaneous decision when you react to circumstances [5] ?
  or a future prediction based on your opinion. [6] ?
- You use **shall** (NOT ~~will~~) for offers and suggestions. [7] ?

Note: When you talk about the future, you use the present tense after the conjunctions *if*, *when*, *as soon as*, *unless*, *before* and *after*. [8] ?

5 **In your notebooks, complete the messages with appropriate future forms of the verbs in brackets.**

Hi. I'm out of the theatre.
How was it?
Brilliant. You must see it and it's selling out fast.
I know. I've already decided [1] ? (I/get) tickets tomorrow.
You can go with Max and Jenny – they [2] ? (go) next Thursday.
Oh right. I [3] ? (call) Max. Anyway, let's do something now. [4] ? (I/come) and meet you?
Yes, okay. I [5] ? (go) and wait for you in the café next to the theatre. Hurry up – I think it [6] ? (close) at 11 o'clock.
Right. I [7] ? (be) there in 20 minutes.

6 **In your notebook, complete the sentences with appropriate future forms of the verbs in brackets. Then rewrite them to make them true for you.**

1 My local shop ? (open) at 6.00 tomorrow.
2 I've decided that I ? (stop) eating meat.
3 I'm really hungry so when I ? (get) home from school, I ? (have) a snack.
4 It's my birthday on Saturday and I ? (meet up) with my friends for a pizza.
5 I think supermarkets ? (disappear) as more people shop online.
6 I don't feel very well. I think I ? (be) sick!

7 SPEAKING **Talk about the things below.**

1 Your plans or intentions for this evening.
2 An arrangement you've made for the weekend.
3 Ideas or plans you have for your next holiday.

FOCUS VLOG About food

2.25 **Listen to the Focus Vlog. Where're the speakers going to eat this evening? Write the answers in your notebook.**

Grammar page 125

4.3 LISTENING

Matching

I can understand the main points of a narrative about a familiar topic.

1 SPEAKING **Look at the photos in the leaflet and decide whether they show healthy or unhealthy diets.**

2 **Take *The Healthy Diet Test*. In your notebook, tick the points that are true for you. Then compare your answers with a partner.**

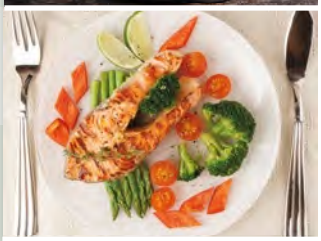
The Healthy Diet Test

Remember, the more ticks you get, the healthier you are.

1. I don't eat too much salt (e.g. in crisps and fast food).
2. I don't eat too much sugar (e.g. in sweets and fizzy drinks).
3. I am not difficult or fussy – I like most things.
4. I have a balanced diet – I eat a variety of different kinds of fresh food.
5. I eat fish at least once a week.
6. I don't eat red meat more than three times a week.
7. I feel well – I have plenty of energy.
8. I look well – my skin and my hair look healthy.









3 2.26 **Listen to a nutritionist giving advice. Which statement in the *Healthy Diet Test* does she not mention at all?**

LISTENING FOCUS Matching

4 2.27 **Listen to four people talking about their diets. Which statements A–E match speakers 1–4? There is one extra statement.**

	The speaker's diet …
Speaker 1	A doesn't cause unnecessary pollution.
Speaker 2	B often results in him/her eating alone.
Speaker 3	C used to include lots of sweet things.
Speaker 4	D is based on Mediterranean produce.
	E has made him/her into a better cook.

5 2.27 **Answer the questions. Is it speaker 1, 2 , 3 or 4? Write it in your notebook. Listen again and check.**

1 Who couldn't give up meat?
2 Who never has hot food?
3 Who supports animal rights?
4 Who eats eggs instead of fish?
5 Who survives on light meals and snacks?
6 Who doesn't eat his/her favourite food on weekdays?

6 SPEAKING **In pairs, discuss the questions in Exercise 5 about your family and friends.**

FOCUS ON WORDS | Collocations

7 2.28 **In your notebook, complete the lists of possible collocations with *diet*, *food*, *meal* and *snack*. Then listen, check and repeat.**

1 fast/fattening/healthy/organic ?
2 balanced/fattening/healthy/vegetarian ?
3 cold/healthy/light/quick ?
4 healthy/heavy/hot/three-course ?

8 **You are going to find out how well you know your partner's attitude to food.**

In your notebook, write three true sentences and one false to describe your attitude to food. […]

- Write three true sentences and one false one to describe your attitude to food.
- Begin your sentences with *I …* or *My …* and include the collocations in Exercise 7.
- Swap your sentences with a partner.
- Guess which sentence is false.

I hate fast food.

PRONUNCIATION FOCUS

9 2.29 **Listen and repeat the words. Notice that the green vowels have the same sound in each group.**

1 coffee orange cauliflower
2 beef beans ?
3 grapes cakes ?
4 banana avocado ?
5 cabbage spinach ?

10 2.30 **In your notebook, add the words in the box to the correct group in Exercise 9. Then listen, check and repeat.**

~~cauliflower~~ lettuce potato sardines tomato

4.4 READING

Matching

I can identify the key information in an extended article.

1 SPEAKING **Read UK TODAY and discuss the questions.**

1 Which facts do you find most shocking?
2 Do you think the situation is similar or different in your country?

UK TODAY

- £13bn of food is thrown away each year.
- 71% of food waste comes from households.
- More than 50% of household food waste could have been eaten.
- Average UK household loses £470 per year due to avoidable food waste.
- 32% of children regularly skip breakfast before school.

2 SPEAKING **Read the title of the article, look at the photo and discuss what you think it's about. Then read the article and check your ideas.**

READING FOCUS Matching

3 **Read the article again. Which headings A–F match paragraphs 1–4 correctly? There are two extra headings.**

A Everyone is welcome in The Real Junk Food cafés.
B Food past its sell-by date is consumed by animals.
C When people understand food, they are less likely to waste it.
D One man's mission is to end food waste by feeding people, not bins.
E Food served in The Real Junk Food cafés is checked by officials.
F A healthy Australian diet and lifestyle is the best solution.

4 SPEAKING **Discuss the questions.**

1 How did Adam Smith get the idea to set up The Real Junk Food Project?
2 What is the point of selling meals on a pay-as-you-feel basis?
3 What kind of work can volunteers do for The Real Junk Food Project?
4 How can customers be sure that it's safe to eat at The Real Junk Food cafés?
5 What does the Fuel for School initiative teach children about food?

5 SPEAKING **Discuss whether you would consider eating or working in one of The Real Junk Food cafés. Give reasons for your answer.**

FOCUS ON WORDS | Collocations

6 2.32 **In your notebook, complete the list of common adjective-noun collocations with the examples in blue in the article. Then listen, check and repeat.**

1 industrial/household/ ? **waste**
2 financial/voluntary/ ? **sector**
3 tourist/manufacturing/ ? **industry**
4 energy/meat/ ? **consumption**
5 expiry/due/ ? **date**
6 safety/international/ ? **standard(s)**
7 minimum/record/ ? **level**
8 alarming/official/ ? **statistics**

7 SPEAKING **In your notebook, complete the questions with an appropriate noun. Then discuss them with a partner.**

1 Have you ever thought about working in the voluntary ? ?
2 Would you eat anything that was past its sell-by ? ?
3 Do you do anything at home to recycle household ? ?
4 Would you like a job in the catering ? ?
5 Could you do anything at school to reduce energy ? ?
6 Are you worried that food waste has reached record ? ?

8 2.33 **The article talks about reducing leftovers. Listen to three people talking about their favourite leftovers recipes. Answer the questions:**

1 What is the main ingredient in all three?
2 Have you ever made any of these dishes?
3 Which recipe do you like best?

9 2.33 **In your notebook, complete the instructions for the first recipe in Exercise 8 with the words in the box. Then put the instructions in the correct order. Listen again and check.**

~~boil~~ chop mix pour put slice

Bread and butter pudding

a Heat some milk in a small pan. Don't *boil* it.
b ? the slices of bread and butter in a dish with some dried fruit.
c ? up some ripe bananas and put them in the dish.
d ? the stale bread and put butter on it.
e ? three eggs and three large spoons of sugar with the warm milk.
f ? the mixture over the bread and fruit and cook in the oven for forty-five minutes.

10 SPEAKING **Discuss the questions.**

1 What happens to leftovers in your home?
2 What could your family, your school or your country do to cut down on food waste?

The Real Junk Food Project



2.31

1

Adam Smith is the founder of **THE REAL JUNK FOOD PROJECT**. He is passionate about collecting food that has been discarded by supermarkets, and transforming this wasted food into healthy nutritious meals.

Smith worked as a head chef for ten years and thought of the idea for The Real Junk Food Project when he was travelling in Australia and witnessed the scale of **food waste** in the **agricultural sector** and **catering industry**. The **global statistics** are shocking: roughly one third of food produced in the world for human consumption every year gets lost or wasted. Over 800 million people in the world (that's one in every nine people on Earth) do not have enough food to lead a healthy, active life. Smith founded The Real Junk Food Project to fill the gap between hunger and excess food, and to raise awareness about how much food goes to waste.

> " Over 800 million people in the world (that's one in every nine people on Earth) do not have enough food ... "

2

Smith started the project and opened the first Real Junk Food café in his hometown Leeds in 2013. Since then, the concept has been exported as far away as Los Angeles and Brazil, Warsaw and Zurich. The idea is simple: volunteers go out and collect food from various sources: farms, restaurants, factories and supermarkets. Meals are produced and sold in cafés on a 'pay-as-you-feel' (PAYF) basis so that nobody is excluded. The cafés are for the community in general, not only for the poor. Those who can afford it pay what they think the meal is worth, while those who can't afford to buy meals from the café can earn their meals by volunteering – for instance, they can help with the washing up.

3

There is some controversy around the fact that some of the food served in The Real Junk Food cafés is past its **sell-by date**. Smith explains that chefs inspect the food and use their judgement to decide whether it is safe to eat. The food is cooked in accordance with official **government standards**, and cafés are inspected regularly by the environmental health department. They've fed over 10,000 people and nobody's been ill yet! Anything that isn't fit for **human consumption** goes to feed animals or as compost on vegetable gardens.

4

Smith believes that change needs to happen immediately and on a **local level**. Too many people are completely uneducated about food, and this was the incentive for setting up an educational branch of The Real Junk Food Project called Fuel for School. The initiative has two aims – to get breakfast to every hungry schoolchild in the country and secondly, to teach children the value of food so that they can reduce the amount of leftovers in their own homes. The idea is that if children know what they're eating, where it's come from and how it's prepared, they develop an engagement with food and life skills for the future.

GLOSSARY

discard – wyrzucać **assist** – pomagać **incentive** – zachęta

4.5 GRAMMAR

Future Continuous and Future Perfect

I can use the Future Perfect and Continuous to talk about future actions.

1 SPEAKING **Look at the photo and read the advert. Then discuss the questions.**

1 Would you like to go to Cook Camp? Why?/Why not?
2 How many things listed in the advert can you make?
3 Which dishes would you like to learn how to make?

teenage cook camp



In a few years, you will have graduated from school and will be living in a student house with other people your age.

WILL YOU KNOW HOW TO FEED YOURSELF?

At Cook Camp we believe that basic cooking skills are an important life skill but many young people will be leaving school and home without them.

JOIN OUR WEEKEND COOK CAMP NOW

By the end of the weekend, you'll have learnt how to make:

a pasta sauce vegetable soup pizza cakes and biscuits three chicken dishes an apple pie and much, much more!

2 **Read the GRAMMAR FOCUS and find examples of the Future Continuous and the Future Perfect in the advert in Exercise 1.**

GRAMMAR FOCUS

Future Continuous and Future Perfect

- You use the **Future Continuous** to talk about longer unfinished actions in progress at a time in the future.
  In a few years, you will be living in a student house.
  Future Continuous: *will* + *be* + *-ing*

+	*I'll be working.*
–	*She won't be working.*
?	*Will they be working?* *Yes, they will./No, they won't.*

- You use the **Future Perfect** to talk about an action that will be completed before a certain time in the future.
  By 9 a.m. they'll have had their breakfast.
  Future Perfect: *will* + *have* + past participle

+	*You'll have finished.*
–	*He won't have finished.*
?	*Will they have finished?* *Yes, they will./No, they won't.*

3 **Look at tomorrow's schedule at Cook Camp. Which option is correct?**

1 At 6 a.m. they'll *be getting up / have got up.*
2 By 9 a.m. they'll *be having / have had* their breakfast.
3 In the morning they won't *be working / have worked* in the kitchen.
4 By 3 p.m. they'll *be finishing / have finished* lunch.
5 In the afternoon they'll *be cooking / have cooked* in the kitchen.
6 By 11 p.m. they'll be ready for bed. They will *be having / have had* a busy day!

Cook Camp *day 1*

6 a.m.	get up, breakfast
9 a.m.	field work: planting, gardening
12 p.m.	lunch
3 p.m.	kitchen basics: chopping, peeling, cleaning; talk by a guest speaker
6 p.m.	dinner
9 p.m.	film or games
11 p.m.	bed

4 **In your notebook, write your schedule for tomorrow. Use the Future Continuous.**

At 7 a.m. I'll be having breakfast.

5 SPEAKING **Ask each other about your schedules for tomorrow. How similar or different are they?**

A: Will you be having breakfast at 7 a.m.?
B: No, I won't. I'll be …

6 **In your notebook, write about things you *will* or *won't have done* by the end of today. Use the prompts.**

By the end of today …
1 eat/pieces of fruit
By the end of today, I'll have eaten three or four pieces of fruit.
2 drink/water
3 cook/meals
4 receive/text messages
5 speak to/people
6 go into/shops
7 spend/money
8 do/homework

7 **In your notebook, write the questions with *you*. Use the prompts in Exercise 6.**

1 How many pieces of fruit will you have eaten by the end of the day?

8 SPEAKING **With a partner, ask and answer the questions in Exercise 7.**

Grammar page 126

4.6 USE OF ENGLISH

Question tags

I can use a range of question tags.



1 SPEAKING **Imagine you and your friends want to order a pizza delivery. Discuss the questions.**

1 How do you order?
2 Who do you order from?
3 What type of pizzas do you order?

2 2.34 **Listen to a conversation between three friends in *Pizza Delivery* Part 1. How do they answer the questions in Exercise 1?**

3 2.34 **In your notebook, complete the example sentences in LANGUAGE FOCUS I with the correct auxiliary verb. Then listen again and check.**

LANGUAGE FOCUS I

Question tags

- You use question tags to change affirmative or negative statements into questions.
- You form question tags with an **auxiliary/modal verb** + **pronoun**.

Positive statement + negative tag

You've got *the Food Delivery App,*[1] *haven't* ***you****?*

We can *use Regal Pizzas,* [2] ? ***we****?*

Negative statement + positive tag

I'm not *the only one,* [3] ? ***I****?*

We haven't had *pizza for ages,* [4] ? ***we****?*

Special cases

That's *unusual,* [5] ? ***it****?*

Let's *order some pizzas,* [6] ? ***we****?*

4 2.35 **Listen to *Pizza Delivery* Part 2. What is the problem?**

5 2.35 **Read LANGUAGE FOCUS II. In your notebook, complete the exchanges from *Pizza Delivery* Part 2. Does the intonation rise or fall? Listen again and check.**

LANGUAGE FOCUS II

Intonation and meaning in question tags

- Tags which have rising intonation ↑ mean 'Please answer my question – I don't know if my statement is true'.
- Tags which have falling intonation ↓ mean 'Please agree with my statement – I think my statement is true'.

1 Hi, you ordered food, ? ?
2 That's everything, ? ?
3 You are Mr and Mrs Whitecross, ? ?
4 We don't look like Mr and Mrs anybody, ? ?
5 And this isn't 102 Corn Street, ? ?

6 **Work with a partner.**

- Add an appropriate tag to statements 1–5.
- Think about your partner and decide whether you think the statement is true or you have no idea.
- Use appropriate intonation to practise the questions tags.

1 You don't have any special dietary needs, ? ?
2 There's a restaurant near your house, ? ?
3 You didn't go out for a meal last Saturday, ? ?
4 Your mum can cook really well, ? ?
5 You'd like to have a snack right now, ? ?

7 USE OF ENGLISH **Which question tag, A, B or C completes the questions from *Pizza Delivery* Part 3 correctly?**

Jess: Listen, I'm so hungry. We could just take the curries, [1] ?
Delivery 1: Mr and Mrs Whitecross wouldn't be too happy, [2] ?
Olly: They won't know, [3] ?
Maggie: No, that's just wrong. We can wait a bit longer, [4] ? Listen, number 102 is across the road. You won't get lost again now, [5] ?
Delivery 1: I'll try not to. Thanks!

Delivery 2: Hello. This is 120 Corn street, [6] ?
All: Yes, it is.
Olly: Have you got our pizzas?

1	A shall we?	B could we?	C couldn't we?
2	A are they?	B would they?	C would he?
3	A will they?	B would they?	C won't they?
4	A shall we?	B can we?	C can't we?
5	A do you?	B won't you?	C will you?
6	A isn't it?	B is this?	C is it?

8 2.36 **Listen and check your answers in Exercise 7.**

9 **Work in groups of three. In your notebook, write a conversation between three friends deciding on a food delivery order. Your conversation must include the question tags in the box.**

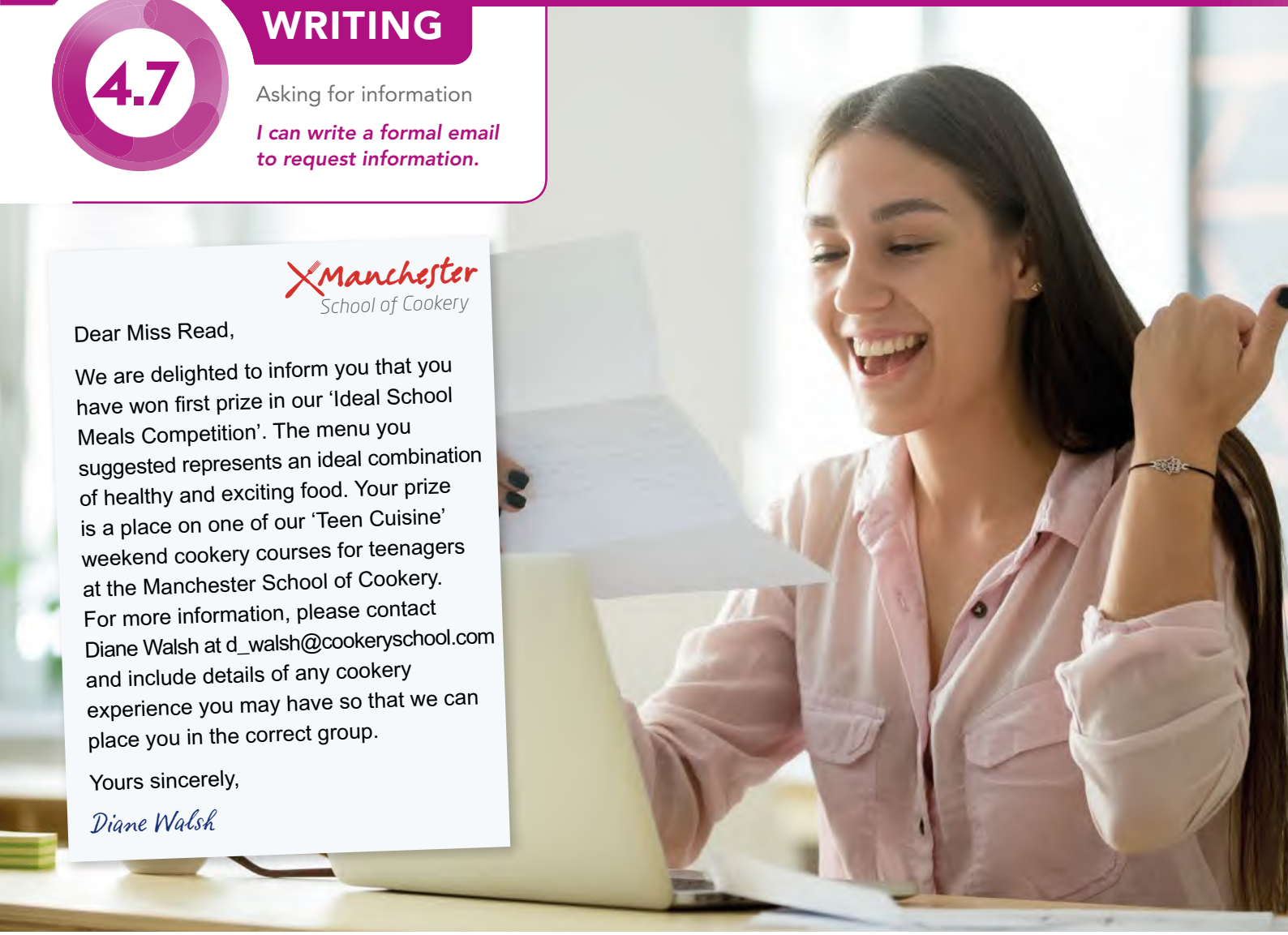
did she? hasn't he? isn't it? shall we? will you?

Use of English page 127

4.7 WRITING

Asking for information

I can write a formal email to request information.



1 **Read this extract from a letter. Is it formal or informal? In your notebook, write three questions you would ask about the prize mentioned in the letter.**

2 **Read Mia's reply. Does she ask any of your questions in Exercise 1?**

[1]**Hi Diane**,

Thanks for your letter telling me that I have won the competition. [2]**I'm** very happy and I [3]**can't wait for** the 'Teen Cuisine' experience. I am [4]**getting in touch** to ask for more information about the course. I have lots of questions that I want to ask.

First, what are the dates and times of the next course? Also, do I need to bring anything with me? I do not have my own special clothing or kitchen stuff.

You asked about cookery experience and in fact, I have never done a cookery course before. However, we did have some cookery lessons at school and I do quite a lot of cooking at home. You mentioned placing me in the correct group, but [5]**you didn't say which levels are available**.

Thank you once again for choosing my menu as the winner. [6]**Write back and answer my questions soon**.

Yours sincerely,

Mia Read

3 **Parts of Mia's email are too informal. Which of the underlined vocabulary in the email could be replaced with the more suitable formal alternatives below?**

1 equipment – *stuff*
2 informing – ?
3 would like – ?
4 a number of – ?
5 Thank you – ?
6 pleased – ?

4 **Which phrases in bold in the email can be replaced with the more formal alternatives below?**

a I hope to hear from you …
b I am …
c could you clarify …?
d Dear Ms Walsh,
e contacting you …
f I am looking forward to

5 **Read the WRITING FOCUS. Which phrases in Exercise 4 complete the examples correctly?**

WRITING FOCUS

Asking for information

- Start the formal email politely.
  Dear Sir or *Dear Madam*
  Dear Sir/Madam (if gender is unknown)
  Dear Mr, *Dear Mrs* or *Dear Miss* (to a young woman) + surname
  Dear Ms + surname (to an unmarried woman, or if you are not sure) [1] *Dear Ms Walsh*
- Don't use:
  - **abbreviations**: ~~*Thanks*~~ = *Thank you*,
  - **informal phrases**: ~~*lots of*~~ = *several, a number of*
    ~~*I can't wait for*~~ = [2] ?
  - **contractions**: ~~*I'm*~~ = [3] ?
- In the first paragraph, refer to the letter/email/advert you are responding to and say why you are writing.
  Thank you for your letter/email informing me that …/ regarding …
  I am [4] ? *to enquire about/ask for …*
- If something is unclear, ask for clarification.
  [5] ? *which levels are available?*
  Could you confirm/explain when/where/what/how/whether/ if …?
- In the final paragraph, mention that you would like a reply.
  I look forward to receiving your reply soon.
  [6] ? *soon.*
- Close the formal email politely.
  Yours sincerely (if you know the name of the person you are writing to)
  Yours faithfully (if you started the letter with *Dear Sir/Madam* or *Dear Sir or Madam*)

6 **Which alternative is more formal?**

1 **a** Hello there, **b** Dear Mr Stein,
2 **a** Thank you for contacting me …
b Thanks for your email …
3 **a** I want to know about …
b I would like to enquire about …
4 **a** I look forward to hearing from you soon.
b Please write back soon.
5 **a** All the best, **b** Yours sincerely,

7 **Look at Mia's email and find the direct questions which complete the LANGUAGE FOCUS correctly.**

LANGUAGE FOCUS

Indirect questions

You can use indirect questions to be more polite:

Direct: [1] ?

Indirect: *Could you tell me what the dates and the times of the next course are?*

Direct: [2] ?

Indirect: *I would also like to know whether I need to bring anything else.*

Note: The word order in indirect questions is the same as in affirmative statements.

You use ***if/whether*** for *yes/no* questions. You don't use *do*, *does* or *did*.

8 **In your notebook, write indirect questions using the question beginnings in brackets.**

1 What time do I have to arrive?
(Could you tell me …)
2 Is the school near the station?
(Can you tell me …)
3 How many students are there on the course?
(I would like to know …)
4 Do you offer accommodation on campus?
(Could you tell me …)
5 Do students get a certificate at the end?
(I would like to know …)

9 **In your notebook, rewrite Mia's email request for further information using indirect questions where possible.**

Dear Ms Walsh,

Thank you for your email and for sending details of the different kinds of accommodation on offer. I have thought about all the possibilities, and I have decided that I would like to stay with a host family, please. I have got a few questions about meals. Will I have breakfast and dinner with the host family or only breakfast? I am vegetarian so can the host family provide vegetarian meals?

As for the payment to the host family, do I have to pay in advance? And if so, can I do a bank transfer, or would they prefer cash?

I would like to cycle to school from the host family, but that depends on the distance. How far is the host family from the school? Alternatively, is there a bus?

I hope to hear from you soon.

Yours sincerely,

Mia Read

SHOW WHAT YOU'VE LEARNT

10 **Do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Znana firma produkująca czekoladę przyznała ci pierwsze miejsce w konkursie internetowym na pomysł nowego smaku czekolady. Nagrodą jest wycieczka dla dwóch osób (ciebie i osoby towarzyszącej) do należącej do tej firmy fabryki czekolady w Szwajcarii. Napisz e-mail do organizatora konkursu.

W swoim e-mailu:

- podziękuj firmie za przyznanie twojemu pomysłowi pierwszego miejsca,
- napisz, jak się czujesz jako laureat konkursu,
- zapytaj o termin twojej wizyty w fabryce czekolady oraz o organizację podróży i zakwaterowania,
- poproś o potwierdzenie, że w ramach nagrody przelot i pobyt osoby towarzyszącej również zostaną opłacone przez organizatora.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

4.8 SPEAKING

In a restaurant

I can use indirect questions in a simple conversation on a familiar topic.



1 SPEAKING **Imagine you are in Mario's restaurant. Look at the lunch menu. What would you choose? What questions would you ask?**

Mario's lunch menu

2 courses €10

Main course

Pizza Margherita
Cheeseburger and chips
Mario Special Salad
Mario Special Pasta
Soup of the day

Dessert

Chocolate mousse
Fruit salad and ice cream
Cheese and biscuits

2 2.37 **Listen to a conversation between Alex and a waiter. What are the problems? What solution do they find?**

3 2.37 **In your notebook, complete the conversation with phrases in the SPEAKING FOCUS. Listen again and check.**

Alex: Excuse me – [1] *can I order please*?
Waiter: Certainly. What can I get you?
Alex: [2] ?
Waiter: Sure. It's a salad with lettuce, red peppers and chicken.
Alex: Oh. [3] ?
Waiter: Vegetarian? What about pasta?
Alex: [4] ?
Waiter: Yes, it's a delicious salmon sauce.
Alex: Oh, I don't eat fish.
Waiter: You don't eat fish? Can I suggest a very good vegetarian restaurant, just five minutes from here?
Alex: No, it's OK. [5] ?
Waiter: Ah, it's vegetable soup today! Would you like the soup?
Alex: Er maybe. But first [6] ?
Waiter: Yes, it's a vegetable soup. There are onions in it. Is that a problem?
Alex: Yes, I'm sorry, but I'm allergic to onions.
Waiter: Right. How about the salad without chicken?
Alex: Yes, salad sounds good. [7] ?
Waiter: Yes, of course. Is that everything?
Alex: Yes, thanks.
...
Waiter: Would you like to see the dessert menu?
Alex: No thanks. [8] ?

SPEAKING FOCUS

Ordering food

a Can I order please?
b Do you have any vegetarian dishes?
c Can I have chips with that?
d Could I have the bill please?

Asking for information with indirect questions

e Can you tell me what the soup is?
f Can you tell me what the Mario Special Salad is?
g Do you know what the pasta sauce is?
h I'd like to know if there are onions in it.

4 2.38 **Listen to the end of the conversation. Why does the waiter change his attitude to Alex?**

5 SPEAKING **In your notebook, write indirect questions using the question beginnings in brackets. Then ask and answer the questions.**

1 What's your favourite fruit? (Can you tell me …)
Can you tell me what your favourite fruit is?
2 Where's an Italian restaurant near your house? (Do you know …)
3 Is there anything you don't eat? (I'd like to know …)
4 Are you a good cook? (I'd like to know …)
5 Where can I get the best ice cream? (Can you tell me …)
6 Who's the fussiest eater you know? (Could you tell me …)

6 **Follow the instructions below to prepare a restaurant dialogue. Use the SPEAKING FOCUS and phrases in the dialogue in Exercise 3 to help you.**

Student A: You are a customer in a restaurant. You're a vegetarian and you're allergic to eggs and mushrooms. You don't like peppers very much. Ask the waiter for information about: pizza, pasta, soup and salad. Explain why you can't eat some dishes.

Student B: You are a waiter. Take Student A's order. Answer Student A's questions about the dishes and make suggestions.

- pizza: ham, eggs, tomatoes, cheese
- pasta: prawn sauce
- soup: mushroom
- salad: chicken, green beans, lettuce, peppers

7 SPEAKING **Practise the dialogue and act it out. Take it in turns to be A and B.**

4.1 Vocabulary 5.25

apricot /'eɪprɪkɒt/ morela
aubergine /'əʊbəʒiːn/ bakłażan
avocado /ˌævə'kɑːdəʊ/ awokado
bacon /'beɪkən/ boczek
beetroot /'biːtruːt/ burak
bitter /'bɪtə/ gorzki
black/cayenne/ground pepper /ˌblæk/ˌkeɪen/ ˌgraʊnd 'pepə/ pieprz czarny/cayenne/mielony
bland /blænd/ mdły
boil /bɔɪl/ (za)gotować
brown/long-grain/white rice /ˌbraʊn/ˌlɒŋ greɪn/ ˌwaɪt 'raɪs/ ryż brązowy/długoziarnisty/biały
cabbage /'kæbɪdʒ/ kapusta
cake /keɪk/ ciasto, ciastko
carrot /'kærət/ marchewka
cauliflower /'kɒlɪˌflaʊə/ kalafior
cherry /'tʃeri/ czereśnia, wiśnia
chilli pepper /ˌtʃɪli 'pepə/ papryka chili
chocolate/maple/sugar syrup /ˌtʃɒklət/ ˌmeɪpəl/ˌʃʊgə 'sɪrəp/ syrop czekoladowy/klonowy/cukrowy
chop (up) /ˌtʃɒp ('ʌp)/ posiekać
coconut /'kəʊkənʌt/ kokos
coffee /'kɒfi/ kawa
cook /kʊk/ kucharz; gotować
cooked /kʊkt/ ugotowany
crunchy/dry/stale biscuits /ˌkrʌntʃi/ˌdraɪ/ˌsteɪl 'bɪskəts/ chrupiące/suche/czerstwe herbatniki
cut off /ˌkʌt 'ɒf/ odcinać
(dark/milk) chocolate /(ˌdɑːk/ˌmɪlk) 'tʃɒklət/ czekolada (gorzka/mleczna)
delicious /dɪ'lɪʃəs/ pyszny
disgusting /dɪs'gʌstɪŋ/ obrzydliwy
fatty /'fæti/ tłusty
feed /fiːd/ karmić
fig /fɪg/ figa
firm /fɜːm/ jędrny
fresh /freʃ/ świeży
fry /fraɪ/ smażyć
garlic /'gɑːlɪk/ czosnek
grapefruit /'greɪpfruːt/ grejpfrut
green salad /ˌgriːn 'sæləd/ zielona sałatka
home-made pizza /'piːtsə/ domowa pizza
home-made/tinned soup /ˌhəʊmmeɪd/ˌtɪnd 'suːp/ domowa zupa / zupa z puszki
hot /hɒt/ ostry, pikantny
ice cream /ˌaɪs 'kriːm/ lody
ingredient /ɪn'griːdiənt/ składnik
jar /dʒɑː/ słoik
juice /dʒuːs/ sok
lean /liːn/ chudy
low-calorie meal /ˌləʊ ˌkæləri 'miːl/ posiłek niskokaloryczny
main course /ˌmeɪn 'kɔːs/ danie główne
menu /'menjuː/ menu, jadłospis
mild /maɪld/ łagodny
milk /mɪlk/ mleko
mix /mɪks/ wymieszać
mixed salad /ˌmɪkst 'sæləd/ mieszanka sałat
mushroom /'mʌʃruːm/ grzyb; pieczarka
mushroom soup /'mʌʃruːm suːp/ zupa grzybowa, zupa pieczarkowa
omelette /'ɒmlət/ omlet
onion /'ʌnjən/ cebula
orange /'ɒrəndʒ/ pomarańcza
pineapple /'paɪnæpəl/ ananas
plate /pleɪt/ talerz
potato /pə'teɪtəʊ/ ziemniak
pumpkin /'pʌmpkɪn/ dynia
radish /'rædɪʃ/ rzodkiewka
raw /rɔː/ surowy
ripe /raɪp/ dojrzały
roast /rəʊst/ piec (mięso lub warzywa)
rotten /'rɒtn/ zgniły, zepsuty
salmon /'sæmən/ łosoś
salt /sɔːlt/ sól
side salad /'saɪd ˌsæləd/ sałatka
slice /slaɪs/ plaster, kromka; pokroić w plastry, w kromki
sliced/white/wholemeal bread /ˌslaɪst/ˌwaɪt/ ˌhəʊlmiːl 'bred/ chleb krojony/biały/pełnoziarnisty
soda/sparkling/still water /'səʊdə/'spɑːklɪŋ/ 'stɪl ˌwɔːtə/ woda sodowa/gazowana/niegazowana
sour /saʊə/ kwaśny
sour milk /ˌsaʊə 'mɪlk/ skwaśniałe mleko
spicy /'spaɪsi/ ostry, pikantny
spinach /'spɪnɪdʒ/ szpinak
starter /'stɑːtə/ przystawka
strong /strɒŋ/ mocny
sushi /'suːʃi/ sushi
sweet /swiːt/ słodki
sweetcorn /'swiːtkɔːn/ kukurydza
unripe /ˌʌn'raɪp/ niedojrzały
vitamin /'vɪtəmən/ witamina

4.2 Grammar 5.26

animal products /'ænəməl ˌprɒdʌkts/ produkty pochodzenia zwierzęcego
olive /'ɒlɪv/ oliwka
olive oil /'ɒlɪv ɔɪl/ oliwa
order /'ɔːdə/ zamówić; zamówienie
protein /'prəʊtiːn/ białko

4.3 Listening 5.27

add /æd/ dodać
balanced/fattening/healthy diet /ˌbælənst/ ˌfætn-ɪŋ/ˌhelθi 'daɪət/ zrównoważona/tucząca/zdrowa dieta
beef /biːf/ wołowina
butter /'bʌtə/ masło
cold/healthy/light/quick snack /ˌkəʊld/ˌhelθi/ ˌlaɪt/ˌkwɪk 'snæk/ zimna/zdrowa/lekka/szybka przekąska
crisps /krɪsps/ czipsy
crispy /'krɪspi/ chrupiący
dried /draɪd/ suszony
fast food /ˌfɑːst 'fuːd/ fast food
fattening/healthy food /ˌfætn-ɪŋ/ˌhelθi 'fuːd/ tuczące/zdrowe jedzenie
fizzy drink /ˌfɪzi 'drɪŋk/ napój gazowany
fussy /'fʌsi/ grymaśny
grape /greɪp/ winogrono
healthy meal /ˌhelθi 'miːl/ zdrowy posiłek
heat /hiːt/ podgrzać
heavy meal /ˌhevi 'miːl/ ciężkostrawny posiłek
hot meal /ˌhɒt 'miːl/ ciepły posiłek
lettuce /'letəs/ sałata
local produce /ˌləʊkəl 'prɒdjuːs/ lokalne produkty
nutritionist /njuː'trɪʃənəst/ dietetyk
organic food /ɔːˌgænɪk 'fuːd/ żywność ekologiczna
pour /pɔː/ wlać
pudding /'pʊdɪŋ/ pudding
red meat /ˌred 'miːt/ czerwone mięso
sardines /ˌsɑː'diːnz/ sardynki
three-course meal /ˌθriː kɔːs 'miːl/ trzydaniowy posiłek
vegan /'viːgən/ weganin
vegetarian diet /ˌvedʒə'teəriən 'daɪət/ dieta wegetariańska
warm /wɔːm/ ciepły

4.4 Reading 5.28

agricultural sector /ˌægrɪkʌltʃərəl 'sektə/ sektor rolny
alarming/official statistics /əˌlɑːmɪŋ/əˌfɪʃəl stə'tɪstɪks/ alarmujące/oficjalne dane statystyczne
assist /ə'sɪst/ pomagać
catering/tourist industry /'keɪtərɪŋ/'tʊərəst ˌɪndəstri/ branża cateringowa/turystyczna
chef /ʃef/ wykwalifikowany kucharz
curry /'kʌri/ curry
discarded /dɪs'kɑːdɪd/ wyrzucone
due date /ˌdjuː 'deɪt/ termin wykonania, termin płatności
energy consumption /'enədʒi kənˌsʌmpʃən/ zużycie energii
expiry date /ɪk'spaɪəri deɪt/ termin ważności
financial/voluntary sector /faɪ'nænʃəl/ 'vɒləntəri ˌsektə/ sektor finansowy/wolontariatu
food/household waste /'fuːd/'haʊshəʊld weɪst/ odpady żywnościowe / z gospodarstw domowych
frying pan /'fraɪɪŋ pæn/ patelnia
global statistics /ˌgləʊbəl stə'tɪstɪks/ światowe statystyki
government/international standards /ˌgʌvənmən/ˌɪntənæʃənəl 'stændədz/ normy państwowe/międzynarodowe
healthy lifestyle /ˌhelθi 'laɪfstaɪl/ zdrowy tryb życia
human consumption /ˌhjuːmən kən'sʌmpʃən/ spożycie przez ludzi
incentive /ɪn'sentɪv/ zachęta
industrial waste /ɪnˌdʌstriəl 'weɪst/ odpady przemysłowe
leftovers /'leftˌəʊvəz/ resztki
local level /'ləʊkəl ˌlevəl/ poziom lokalny
manufacturing industry /mænjʊ'fæktʃərɪŋ ˌɪndəstri/ przemysł wytwórczy
meat consumption /'miːt kənˌsʌmpʃən/ spożycie mięsa
minimum/record level /'mɪnɪməm/'rekɔːd ˌlevəl/ minimalny/rekordowy poziom
mixture /'mɪkstʃə/ mieszanka
nutritious /njuː'trɪʃəs/ pożywny, odżywczy
oven /'ʌvən/ piekarnik
pan /pæn/ garnek
recipe /'resəpi/ przepis
safety standards /'seɪfti ˌstændədz/ normy bezpieczeństwa
sell-by date /'sel baɪ deɪt/ zalecana data sprzedaży
serve /sɜːv/ podać
spoon /spuːn/ łyżka
throw away /ˌθrəʊ ə'weɪ/ wyrzucić
waste /weɪst/ odpady; marnować

4.5 Grammar 5.29

apple pie /'æpəl paɪ/ szarlotka
chicken /'tʃɪkən/ kurczak
pasta sauce /'pæstə sɔːs/ sos do makaronu
peel /piːl/ obrać
vegetable soup /'vedʒtəbəl suːp/ zupa jarzynowa

4.6 Use of English 5.30

dietary needs /'daɪətəri niːdz/ potrzeby żywieniowe

4.7 Writing 5.31

cookery course/lessons /'kʊkəri kɔːs/ˌlesənz/ kurs/lekcje gotowania
cuisine /kwɪ'ziːn/ kuchnia, sposób gotowania

4.8 Speaking 5.32

be allergic to /bi ə'lɜːdʒɪk tə/ mieć alergię na
bill /bɪl/ rachunek
cheeseburger /'tʃiːzbɜːgə/ cheeseburger
chips /tʃɪps/ frytki
chocolate mousse /ˌtʃɒklət 'muːs/ mus czekoladowy
fruit salad /'fruːt ˌsæləd/ sałatka owocowa
green beans /ˌgriːn 'biːnz/ zielona fasolka szparagowa
prawn sauce /ˌprɔːn 'sɔːs/ sos krewetkowy
red pepper /ˌred 'pepə/ czerwona papryka

FOCUS REVIEW 4

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Jakie przymiotniki opisujące jedzenie poprawnie uzupełniają zdania? Pierwsze litery brakujących wyrazów zostały podane.

1 Eating **r** ? meat is not safe. Always make sure that it is cooked all the way through.
2 I find **s** ? water more refreshing than normal water in hot weather.
3 We always use **w** ? bread for sandwiches because it is tastier than white bread.
4 I hate the **b** ? taste of coffee. I always drink it with milk.
5 You don't have to use fresh tomatoes to prepare this dish. It's OK to use **t** ? ones.
6 The apples on our tree are still **u** ? so we have to wait a couple of weeks before we can eat them.

2 Przetłumacz wyrażenia podane w nawiasach na język angielski.

1 I believe that if food is not safe for ? (*spożycie przez ludzi*), animals shouldn't eat it either.
2 Because the ? (*branża turystyczna*) is growing in our town, many new restaurants are opening.
3 I really enjoy ? (*tuczące jedzenie*) like chips and cakes, but I'm trying to make healthier choices.
4 Following a ? (*dietę wegetariańską*) can have a positive impact on your health.
5 Freshly ? (*zmielony pieprz*) has a lot of flavour and I love it in soups.

3 Jakie formy czasowników podanych w nawiasach poprawnie uzupełniają zdania? Użyj *will/won't, going to*, czasów Present Continuous lub Present Simple.

1 I don't think I ? (bake) a cake for Kate's birthday after all – it's better to buy one.
2 The local shops ? (close) at five, so if you need anything you should go now.
3 We ? (eat) dinner at that new restaurant tomorrow evening. I've just made the reservation.
4 It's too heavy for you! I ? (help) you carry it!
5 We ? (have) some friends over for dinner next weekend. Would you like to come?
6 I am glad we are going to the cooking class together next week. ? (I/pick you up) at ten?

4 Jakie formy czasowników podanych w nawiasach poprawnie uzupełniają zdania? Użyj czasu Future Continuous lub Future Perfect.

1 Let's make a simple chocolate cake. I promise we ? (finish) baking by 12 o'clock.
2 ? (you/use) this knife? If not, please wash it and put it in the drawer.
3 Tomorrow at 8 o'clock we ? (watch) a cooking competition. It's the final episode.
4 ? (John/open) his own nutrition clinic by the end of the year?
5 The cakes in this bakery are very popular. I'm sure they ? (sell out) by lunchtime.

ŚRODKI JĘZYKOWE

Wybór wielokrotny; parafraza zdań

5 Przeczytaj poniższe minidialogi. Która z podanych odpowiedzi (A–C) najlepiej uzupełnia wypowiedź?

1 X: Tom is going to come to our dinner party, ? ?
Y: He's hoping to, but it's possible he'll have to work instead.
A won't he B isn't he C will he
2 X: Have you got any vegetarian dishes?
Y: ?
A Is that everything, Madam?
B Could you tell me what vegetarian is?
C How about pasta with vegetable sauce?
3 X: Ugh! These biscuits are not soft and they taste old!
Y: There's nothing worse than ? biscuits, is there?
A stale B crunchy C sliced
4 X: What time is it?
Y: 7 o'clock. Tomorrow at 7 o'clock we ? sushi in a Japanese restaurant. I can't wait.
A will have B will be having C will have had
5 X: You haven't told Sam about the party, ? ? I want it to be a surprise.
Y: I promise to keep quiet about it.
A will you B do you C have you
6 X: ?
Y: Sure. What can I get for you?
A Can I order please?
B Can I have fries with that?
C Could I have the bill please?

6 Wykorzystując wyrazy podane wielkimi literami, uzupełnij każde zdanie tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj formy podanych wyrazów.

1 I have made a promise to myself not to eat any sweets. **GOING**
I have promised myself that I ? any sweets.
2 This yoghurt has been in the fridge for days, so could you check if we can still eat it? **DATE**
This yoghurt has been in the fridge for days, so could you check ??
3 To have a healthy diet with all the nutritious elements, you must include all of the food groups. **PROVIDES**
A healthy ? nutrients from all of the food groups.
4 Excuse me. I'd like to know what today's special is, please. **TELL**
Excuse me. ? today's special is, please?
5 Next month will mark five years that Pam has worked at our restaurant. **HAVE**
Next month Pam ? at our restaurant for five years.

CZYTANIE

Dobieranie

7 Przeczytaj tekst związany z tematyką kulinarną. Które z podanych nagłówków (A–F) poprawnie uzupełniają akapity (1–4)? Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

WSKAZÓWKA:
Pamiętaj – do każdego fragmentu tekstu należy dopasować zdanie, które go podsumowuje, a nie tylko odnosi się do informacji szczegółowej w nim zawartej.

NO MORE SHOPPING?

1 ?
One of the hottest trends in the food industry is delivering boxes of fresh food to people's homes. The problem right now is the large number of new companies offering this type of service. In fact, there are so many new delivery services that it is increasingly hard to know which to choose.

2 ?
One growing trend is delivering all the fresh ingredients you need to make a three-course meal. You'll receive the correct amount of ingredients and step-by-step instructions. For those who have little time for shopping but like to cook, this can be an ideal solution.

3 ?
Another option is to get a week's supply of local, organic vegetables, eggs and even meat delivered to your door. This is great for the environment, since no chemicals are used, little transport is needed and the food is good for you. The downside is that what they deliver sometimes depends on what is available, so you don't always get what you want. Even the freshest Brussels sprouts are no use if your family refuse to eat them.

4 ?
One other approach, which has been around longer, is having specific goods such as frozen food, dairy products or meat brought to your home. A company which delivers frozen vegetables and meat has been operating in the US for decades, and many households rely on the service. It is certainly convenient, and deliveries do not happen so often which is also a bonus.

A A positive move in several ways but with a risk.
B A good choice even if you love shopping.
C How to decide which service is best for you?
D A less frequent and longer-lasting option.
E Best for the enthusiastic cook who can't get to the shops.
F It may not be as fresh as you think.

MÓWIENIE

8 Z rozsypanych słów ułóż pytania z rozmowy wstępnej. Następnie, pracując w parach, odpowiedzcie na nie.

1 kinds / you / eat / food / would / What / never / of / ?
2 food / do / you / How / feel / away / about / throwing / ?
3 why / is / your / What / cuisine / and / favourite / ?

9 Opisz zdjęcie i odpowiedz na pytania do niego.



1 Why do you think the woman is buying food in the street instead of going to a restaurant?
2 Would you like to work as a cook or a waiter? Why/Why not?
3 Tell me about a situation when you or someone you know cooked an unusual meal.

PISANIE

E-mail/List formalny

10 Przeczytaj zadanie. Jakich wyrażeń użyjesz na początku, a jakich – na końcu e-maila?

Jesteś autorem bloga dotyczącego żywności, który jest dość popularny. Dzięki temu redakcja miesięcznika dla młodzieży złożyła ci propozycję prowadzenia sekcji kulinarnej. Napisz e-mail do wydawcy czasopisma.

- Podziękuj za ofertę i potwierdź chęć prowadzenia sekcji kulinarnej.
- Wspomnij o twoim ostatnim wpisie na blogu, w którym poruszasz temat zdrowych przekąsek do szkoły.
- Zaproponuj temat artykułu do najbliższego wydania i upewnij się, do kogo i kiedy musisz wysyłać materiał.
- Zapytaj, jak ma wyglądać współpraca z miesięcznikiem (terminy, wynagrodzenie, itp.).

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

11 Wykonaj zadanie w ramce z ćwiczenia 10.

5 Planet Earth

Let nature be your teacher.
William Wordsworth (1770–1850)

BBC

5.1 VOCABULARY

Phrasal verbs • collocations • word families

I can talk about geographical features and oceans.

SHOW WHAT YOU KNOW

1 **Which is the odd one out in each group? Why?**

1 Cyprus Munich Naples
2 the Himalayas the Nile the Pyrenees
3 Africa China Europe
4 the Atlantic the Pacific the Sahara
5 the Mediterranean Niagara the Baltic

1 Cyprus is the odd one out because it is an island. Munich and Naples are cities.

2 **In your notebook, list the ten geographical categories you used in Exercise 1. Choose five of the categories and add one more example to each one.**

islands, cities …

3 3.1 **Do the quiz with a partner. Write the answers (True or False) in your notebook. Then listen and check your answers.**

4 **Compare how many answers you guessed correctly. Which fact were you most surprised by?**

MYSTERIES OF THE OCEAN QUIZ

Around 70 percent of the earth's surface is covered by oceans. But how much do you know about the mysteries hidden under the surface?

TRUE or FALSE?

1 The sea is blue because it reflects the colour of the sky.
2 Winding rivers with strong currents exist deep under the ocean.
3 The blue whale is the largest animal known to have ever existed.
4 Most volcanic eruptions are underwater.
5 The Pacific Ocean was named after the person who discovered it.
6 Humpback whales live all year round in the calm seas around Hawaii.
7 It's impossible to surf huge waves of over twenty metres high.
8 The longest mountain range in the world is found underwater.
9 The Great Barrier Reef is composed of 900 tropical islands and can be seen from the moon.
10 The difference in the depth of water between low tide and high tide can be up to sixteen metres.



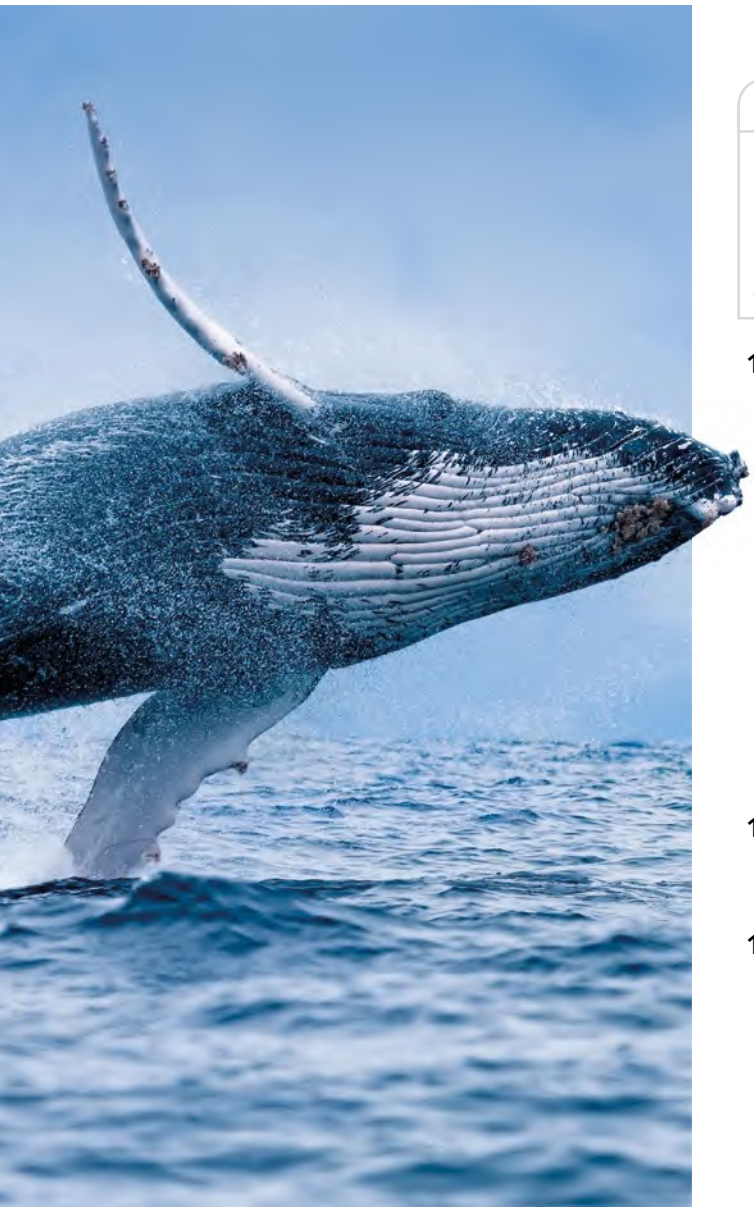
FOCUS ON WORDS | Phrasal verbs

5 3.2 **In your notebook, replace the underlined words and phrases in questions 1–6 with the correct form of an appropriate phrasal verb in the box. Then listen, check and repeat.**

come in come across die out go out
heat sth up be made up of ~~stir sth up~~

1 When the seabed is <u>disturbed</u> by stormy weather, what happens to the colour of the sea?
When the seabed is stirred up by stormy weather, what happens to the colour of the sea?
2 What caused the blue whale to almost <u>become extinct</u>?
3 What sometimes <u>increases the temperature of</u> seawater to 400 degrees Celsius?
4 What did Ferdinand Magellan <u>find by chance</u> and then name in 1520?
5 How many individual reefs and how many islands is the Great Barrier Reef <u>formed from</u>?
6 Where does the water depth only change by 10 centimetres when the tide <u>rises</u> and <u>falls</u>?

6 3.1 **Answer the questions in Exercise 5 in your notebook. Then listen again and check.**



FOCUS ON WORDS | Collocations

7 3.3 **In your notebook, complete the collocations with the nouns in red in the quiz. Then listen, check and repeat.**

1 a(an) dangerous/ocean/strong *current*
2 a desert/remote/tropical [?]
3 a [?] peak/range/ridge
4 a fast-flowing/slow-moving/winding [?]
5 a calm/heavy/rough [?]
6 a high/low/rising [?]
7 a giant/huge/tidal [?]

8 **Choose a collocation for each noun and write an example sentence in your notebook that is either a well-known fact or true for you.**

There is a strong current in our local river as it flows under the main bridge. or *When I swim in the sea I worry about the dangerous currents.*

FOCUS ON WORDS | Word families

9 3.4 **Copy the table and complete it with some of the words used in the quiz. Use your dictionary if necessary. Then listen, check and repeat.**

NOUN	VERB	ADJECTIVE
1 breadth	broaden	*broad*
2 depth	deepen	[?]
3 height	heighten	[?]
4 length	lengthen	[?]
5 strength	strengthen	[?]
6 width	widen	[?]

REMEMBER THIS

Wide is used to measure the space between two points – it's more concrete than *broad*, e.g. *How wide is it? a wide road, wide open …*

Broad is used more to describe the thing that fills the space – it's more abstract, e.g. *broad-minded, broad shoulders …* NOT ~~*How broad is it?*~~

10 **In your notebook, complete the sentences with an appropriate form of the words in brackets.**

1 I can't swim very well so I stay out of the *deep* (depth) end of the swimming pool.
2 I could never do kite surfing. I don't have enough [?] (strong) in my arms.
3 I'm shorter than my dad but about the same [?] (high) as my mum.
4 I completely agree with the saying: 'Travel [?] (breadth) the mind'.
5 I think the [?] (long) of your education is less important than the [?] (broad).
6 I believe the gap between generations has [?] (width) recently.

11 SPEAKING **Ask questions and find out whether these sentences are true or false for your partner. How similar or different are you?**

12 PROJECT **Work in groups. Look the word 'endemic' up in a dictionary. Then choose an endemic plant or animal species and do some research online into it. Prepare a digital presentation about the species and present it to your class.**

5.2 GRAMMAR

Articles: no article, *a/an* or *the*

I can use the definite, indefinite and zero article.

1 SPEAKING **Discuss questions 1–3. Then read the text and check your ideas.**

1 What was the world population in 1900? What is it now? What will it be in 2050?
2 What is the biggest change in *where* people live?
3 What are 'megacities'?

The world's growing problem

A famous scientist said recently that there's a growing problem in the world, and the problem is people – there are just too many of us! Because of economic growth, food has improved, healthcare has improved and people are living longer. During the twentieth century, the population of the world grew from 1.65 billion to 6 billion. Today it is 7.6 billion and by 2050 it is predicted to reach 9.7 billion. For the first time in history, more people live in cities than in the countryside. Across the globe there are 31 megacities – cities with more than 10 million inhabitants – and by 2030 the United Nations predicts the total will be 41. Megacities are more common in Asia, particularly in India and China. The biggest megacity is still Tokyo with a population of 38,140,000.



2 **Read the GRAMMAR FOCUS. Which words in blue from the text complete the examples correctly?**

GRAMMAR FOCUS

Articles

No article

- You don't use articles to talk about things in general.
  Ø healthcare has improved and [1] *Ø people are living longer.*
- You don't use articles with continents, countries or cities.
  Ø Asia, Ø India, [2] ____
  Exceptions: *The United States, The United Kingdom, The Netherlands*

Indefinite article *a/an*

- You use ***a/an*** to talk about something for the first time when it means 'one of many'.
  There is [3] ____ … (there are many problems)
- You use ***a/an*** with jobs. [4] ____ *said recently …*

Definite article *the*

- You use ***the*** when the thing you are talking about has already been mentioned.
  There's a growing problem in the world, and [5] ____ *is people …*
- You use ***the*** when the thing you are talking about is known or is 'the only one'.
  the population *of* [6] ____ *…* ***in the countryside***
- You use ***the*** with historical periods, superlative adjectives and ordinal numbers.
  During ***the twentieth century*** *…* [7] ____ *megacity is still Tokyo …*

3 3.5 **Read the text and in your notebook write *a*, *the* or Ø (no article) for each gap. Then listen and check. What has Jack Ng invented and why?**

Vertical farms in Singapore

[1] *The* biggest problem that megacities have is how to provide [2] ____ food and [3] ____ water for their inhabitants, but one small country may have found [4] ____ solution. Singapore is [5] ____ tiny country which is famous for [6] ____ innovation but has very little space to grow [7] ____ food. Fortunately, [8] ____ vertical farm invented by Jack Ng, [9] ____ farmer, does not need much space at all. At the moment, [10] ____ farm only produces a few different kinds of vegetable but there are [11] ____ plans to expand production to include more. Perhaps in the future Jack Ng's invention will help feed [12] ____ world!



4 **Decide which *the* is incorrect in these general statements about a country.**

1 ~~The~~ poverty doesn't exist.
2 The cheapest form of public transport is by bus.
3 The food is mainly sold in big supermarkets.
4 The education and the healthcare are free.
5 The capital city is located in the centre of the country.

5 SPEAKING **Discuss whether the statements in Exercise 4 are true for your country. Rewrite them in your notebook to make them all true.**

6 SPEAKING **In your notebook, complete the questions with *a*, *an* or *the*. Then ask each other the questions.**

1 Do you live in *the* countryside?
2 Have you ever been to ____ UK?
3 Did you have ____ snack this morning?
4 Would you like to be ____ farmer?
5 Are you ____ oldest student in ____ class?

7 **In your notebook, complete the sentences to make them true.**

1 My father is ____ (a job).
2 I've never been to ____ (a continent).
3 I'd like to visit ____ (a country).
4 ____ (a city) is ____ (a superlative adjective) city in the world.
5 ____ (a problem) is/are a big problem in my country.

FOCUS VLOG About the environment

3.6 **Listen to the Focus Vlog. Where do the speakers think is the least polluted place in the UK? Write the answers in your notebook.**

Grammar page 128

5.3 LISTENING

Multiple choice

I can understand the key points of a radio interview on a familiar topic.

1 SPEAKING **Read UK TODAY and discuss the questions.**

1 What are your top three environmental worries?
2 What do you recycle, turn off and do less to protect the environment?

UK TODAY

Did you know that two-thirds of British teenagers admit they can do more to protect the environment?



What are British teenagers' top three environmental worries?

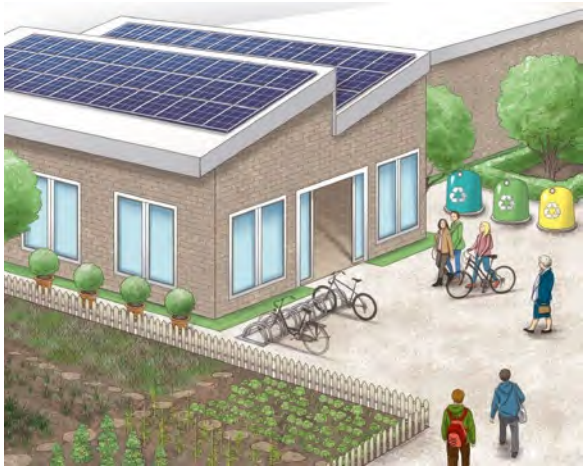
- poor air quality
- global warming
- not enough recycling

What do British teenagers say they can do?

- recycle more
- turn off unnecessary lights
- spend less time in the shower

2 SPEAKING **Look at the features in the box. Which would you expect an eco-school to have? Write them in your notebook. Use your dictionary if necessary.**

solar panels no textbooks, only tablets
Technology lessons on renewable energy
low-energy light bulbs bicycle rack
Science lessons on global warming
a large car park recycling bins
an organic vegetable garden



3 3.7 **Listen to the programme and check your ideas in Exercise 2.**

LISTENING FOCUS Multiple choice

4 3.7 **Listen to the interview again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.**

1 Friends of the Planet is an after-school club with members from
A one school. C seven schools.
B twelve schools. D six schools.
2 The interview with Michael is taking place
A in the school garden. C with a group of architects.
B in a radio studio. D on the roof of the school.
3 School dinners will include vegetables from
A the kitchen. C the local supermarket.
B a local farm. D the school garden.
4 Science and Technology lessons will
A be the same as in other secondary schools.
B not focus on climate change.
C sometimes take place in the school grounds.
D concentrate more on environmental issues.
5 The interviewer comes to the conclusion that
A Michael is probably not a typical teenager.
B Michael is like every other person of his age.
C Michael likes games and gadgets.
D Michael cares about the environment as much as his friends.

FOCUS ON WORDS | Compound nouns

5 3.8 **In your notebook, complete the compound nouns 1–7. Then listen, check and repeat.**

1 ? bins
2 ? bulbs
3 ? change
4 ? energy
5 ? issues
6 *solar* panels
7 ? warming

6 **Complete the compound nouns in sentences 1–6. Use the words in Exercise 5.**

1 Solar *panels* make buildings look ugly.
2 Everybody should use low-energy light ? .
3 Climate ? doesn't affect my country.
4 More renewable ? is the only way to stop global ? .
5 People in my country are not interested in environmental ? .
6 There aren't enough recycling ? in my area.

7 SPEAKING **Discuss the statements in Exercise 6. Decide whether you agree or disagree. Explain your opinion.**

PRONUNCIATION FOCUS

8 3.9 **Listen. In your notebook, put the words in groups A, B or C, depending on the stress.**

~~environment~~ interesting located organic recycling
renewable responsible secondary vegetable

A ■■■	B ■■■	C ■■■■
?	?	*environment*
?	?	?
?	?	?

9 3.10 **Listen, check and repeat the words.**

5.4 READING

Multiple choice

I can understand an extract from a travel book and some survival advice.

1 SPEAKING **Imagine you are camping in a mountainous or forested region in your country.**

1 Which of the following might be a problem?

ants bears bees bulls mosquitoes snakes wolves

2 Which of the following might be useful?

a backpack a flashlight insect repellent a sharp knife nail clippers pepper spray a sleeping bag sunscreen

3 What other potential problems or useful items can you think of?

2 **Read both texts. According to Text 2, what did the campers in Text 1 do wrong?**

READING FOCUS Multiple choice

3 **Read Texts 1 and 2 again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.**

Text 1

1 Bill and Stephen went into their tents because
A they'd finished all their food.
B tiny insects were annoying them.
C the weather made them sleepy.
D they wanted to get in their sleeping bags.

2 Bill woke up because
A his friend was snoring loudly.
B he found a nest of ants in his tent.
C he heard something moving in the bushes.
D he'd left his backpack outside the tent.

3 Bill and Stephen
A were equally alarmed about the noise.
B had heard a skunk in their camp.
C both saw the animal's eyes in the dark.
D were armed against animal attacks.

Text 2

4 If you meet a bear in the wild
A turn around and walk away.
B shout and scream loudly.
C aim a gun at the bear's head.
D be ready to use pepper spray.

5 The text focuses on
A useful ways of avoiding bears in the wild.
B the different weapons you can use against bears.
C avoiding and defending yourself against bears.
D territories where bear encounters are frequent.

4 3.12 **Listen to the last part of the book extract (Text 1). What animal caused the disturbance?**

5 SPEAKING **Describe a time when you had an unexpected encounter with an animal. What happened?**

FOCUS ON WORDS | In the woods

6 3.13 **In your notebook, complete the lists using the words in blue in the texts. Then listen, check and repeat.**

Places:	Trees:	Animals:	Hunting:
1 a clearing	1 br ?	1 a b ?	1 a predator
2 a path	2 leaves	2 a fox	2 pr ?
3 a pond	3 roots	3 a hedgehog	
4 a sp ?	4 a trunk	4 a sk ?	
5 a tr ?		5 a squirrel	

7 **In your notebook, complete the email with words in Exercise 6.**

We had a great weekend. We went camping in the forest. During the day we hiked a [1] *trail* through the forest. We found a lovely [2] ? in the trees for a picnic. We were close to a [3] ? so we refilled our water bottles. It was very peaceful but suddenly there was a loud noise of breaking [4] ? . I imagined a big hungry bear hunting its [5] ? , but then I remembered we weren't in bear territory! Maybe it was another hiker.

8 SPEAKING **Describe one of the following activities to your partner. Use words from Exercise 6.**

The last time I went …
• camping … • for a picnic … • for a walk in the woods …

FOCUS ON WORDS | Verb phrases

9 3.14 **In your notebook, complete the gaps with appropriate verbs. Use the underlined phrases in the text. Then listen, check and repeat.**

1 *come* face to face with = meet
2 ? from = lose your life because of sth
3 ? off = become rotten
4 ? for = try to pick up
5 ? through = look for
6 ? around = relax and do nothing
7 ? through = not wake up

10 **In your notebook, replace the underlined words and phrases with an appropriate verb phrase in Exercise 9.**

1 I continue sleeping in spite of my alarm going off in the morning.
2 The first thing I pick up when I wake up is my phone.
3 I don't like strong cheese that smells as if it's too old to eat.
4 In our city we have urban foxes that look for food in bins at night.
5 I once encountered a cow when I was walking in the countryside.
6 I'm frightened of thunderstorms. I'm afraid of being killed by a lightning strike.
7 I like nothing better than relaxing and doing nothing with friends on a campsite.

11 SPEAKING **Find out whether the sentences in Exercise 10 are true or false for your partner.**

Text 1 3.11

A Walk in the Woods

by Bill Bryson

We hiked till five and camped beside a spring in a small, grassy clearing in the trees just off the trail. Because it was our first day back on the trail, we had plenty of food, including cheese and bread that had to be eaten before they went off or were shaken to bits in our backpacks, so we rather gorged ourselves, then sat around chatting lazily until numerous little flying insects drove us into our tents. It was perfect sleeping weather, cool enough to need a sleeping bag but warm enough that you could sleep in your underwear, and I was looking forward to a long night's sleep – indeed was enjoying a long night's sleep – when, at some dark hour, there was a sound nearby that woke me up suddenly. Normally, I slept through everything – through thunderstorms, through Katz's snoring – so something big enough to wake me was unusual. There was a sound of breaking branches, something heavy pushing through the trees, and then a kind of loud breathing noise.

I sat straight up. Every neuron in my brain was awake. I reached for my knife, then realized I had left it in my backpack, just outside the tent. After many quiet nights, I was no longer worried about having to defend myself in the night. There was another noise, quite near.

'Stephen, you awake?' I whispered.

'Yup,' he replied in a tired but normal voice.

'What was that?'

'How should I know.'

'It sounded big.'

'Everything sounds big in the woods.'

This was true. Once a skunk had come through our camp and it had sounded like a stegosaurus. There was another noise and then the sound of drinking at the spring. It was having a drink, whatever it was.

I moved on my knees to the foot of the tent, carefully opened the entrance and looked out, but it was pitch black. As quietly as I could, I brought in my backpack and with the light of a small flashlight searched through it for my knife. When I found it and opened it I was shocked at how small it looked. It was perfectly suitable for, say, putting butter on pancakes, but useless for defending oneself against 400 pounds of hungry bear.

Carefully, very carefully, I climbed from the tent and put on the flashlight, which shone a disappointingly feeble light. Something about fifteen or twenty feet away looked up at me. I couldn't see anything at all of its shape or size – only two shining eyes. It went silent, whatever it was, and stared back at me.

'Stephen,' I whispered at his tent, 'did you pack a knife?'

'No.'

'Have you got anything sharp at all?'

He thought for a moment. 'Nail clippers.'

Adapted extract from
A Walk in the Woods *by Bill Bryson*

GLOSSARY

gorge yourself – objadać się
pancake – naleśnik
pitch black – zupełnie ciemno

Text 2

HOW TO SURVIVE A BEAR ATTACK

You're more likely to die from a bee sting than you are to be killed by a bear, but in the unlikely event of meeting a bear in the wild, here are a few tips.

The best way to survive a bear encounter is to never have one. This is not too difficult because most bears just want to be left alone.

Bears often want your food, so if you're camping in bear territory, make sure you store your food carefully, at least 100 metres from your tent.

To avoid surprising a bear in the wild, make a noise as you walk, sing loudly, clap your hands.

Never get between a female bear and her cubs.

If you do come face to face with a bear, don't turn your back and run – you're acting like prey. Stay calm and walk backwards and slowly take out your pepper spray – it's better than a gun. If the bear runs towards you, aim the spray just above the bear's head. It almost always works!

If the bear keeps coming towards you, lie down on your front with your hands over the back of your neck to protect it, and pretend to be dead. Don't move for at least twenty minutes.



GLOSSARY

cub – młode (np. niedźwiedzia)

5.5 GRAMMAR

Non-defining relative clauses

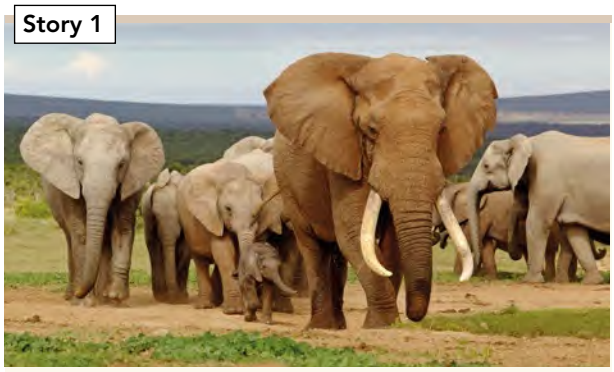
I can use non-defining relative clauses to add information.

1 SPEAKING **Discuss the questions.**

1 What are your favourite/least favourite animals? Why?
2 What good or bad experiences have you had with animals?

2 **Read Story 1. How did the elephant save the rancher's life?**

Story 1



The elephant and the rancher

A rancher, who was working in the bush, came across a small herd of about twenty elephants. The leader of the herd, which is usually the largest, oldest and most aggressive female elephant, attacked him and he fell off his horse. Later, rescuers found the rancher, whose leg was broken. The same elephant was standing over him. The rancher told his rescuers that the elephant had lifted him with her trunk and placed him under a tree, where he was protected from the sun. For the rest of the day she watched over him, brushing him gently with her trunk every so often.

3 **Read the GRAMMAR FOCUS. Look at the four non-defining relative clauses in blue in the text in Exercise 2. Does the story make sense without them?**

GRAMMAR FOCUS

Non-defining relative clauses

You use non-defining relative clauses to give extra information about the person or thing you are talking about. The sentence makes sense without it.

A rancher, who was working in the bush, came across a small herd …

Note: Start and end a non-defining relative clause with a comma. Use relative pronouns *who*, *which*, *where* and *whose* but don't use *that*.

4 3.15 **Decide which relative clauses a–f complete Story 2 correctly. Then listen and check. How did the gorilla save the boy's life?**

a whose baby was still in her arms
b which was called Binti Jua
c who is now twenty-one years old
d where he made a complete recovery
e who was unconscious
f where a female gorilla was feeding her baby

Story 2

The gorilla and the toddler



An American boy, [1] ? , owes his life to a gorilla at Brookfield Zoo. When he was three years old his family took him to the zoo. He wanted a better view of the gorillas so he climbed a wall and fell six metres into the gorilla cage, [2] ? . The gorilla, [3] ? , went over to the boy, [4] ? . Then, the gorilla, [5] ? , lifted the boy up gently and carried him to the door. The boy spent four days in hospital, [6] ? . Binti Jua is still at Brookfield Zoo near Chicago.

5 **Read the extra information 1–6 from Story 3. What do you think happened? Read the story and check your ideas.**

1 Todd Endris lived next to the beach.
2 The shark was five metres long.
3 Todd's friend was surfing close by.
4 Todd's right leg was now in the shark's mouth.
5 Dolphins had been playing in the waves nearby.
6 Surgeons from the hospital managed to save his leg.

Story 3

The surfer, the shark and the dolphins



It was a perfect day for surfing off the coast of California. Todd Endris, *who lived next to the beach,* was out on his surfboard. Without warning, something hit him from under the water. Todd knew immediately that it was a shark. He got back on his board but the shark bit him on the back. Todd's friend saw the huge shark and at first thought it was a whale. Todd was kicking the shark with his free leg, and didn't see the dolphins. Suddenly, the shark let go of his leg. The dolphins had surrounded the injured surfer and were protecting him from the shark. Three friends helped Todd get back on his board and reach the beach. A helicopter transported him to hospital. Six weeks later Todd was back in the water.

6 3.16 **In pairs, rewrite the story in your notebooks including the extra information in Exercise 5.**

- Find appropriate places in the text to add extra information 1–6.
- Rewrite the extra information as a suitable relative clause.
- Listen to the completed story and check your answers.

7 SPEAKING **Discuss the questions.**

1 Which of the stories do you like best?
2 Which wild animals are you most afraid of?

Grammar page 129

5.6 USE OF ENGLISH

Prepositions at the end of clauses

I can use prepositions at the end of clauses.


A


B


C

1 SPEAKING **Look at the photos and discuss the questions.**

- What natural disasters do the photos illustrate?
- What other natural disasters can you name?
- Which natural disasters are common in your country?
- Have you ever experienced a natural disaster? What happened?

2 3.17 **Listen to a radio programme called *Violent Earth*. Where are the two reporters and what natural disasters are they reporting on?**

3 3.17 **In your notebook, put the words in the sentences and questions from the programme in the correct order. Then listen again and check. What type of word comes at the end of each sentence or question?**

1 the crops / A tropical storm / which / on / flattened / rely / people
2 are / being criticised / What / for / the public services / ?
3 with / These situations / very difficult / to deal / are
4 The firefighters / which / don't know / on / ones / to focus
5 for / Which island / heading / it / is / ?
6 people / anybody / with / don't / Some / can / stay / they / have
7 those people / getting / Who / from / are / help / ?

4 **Read the LANGUAGE FOCUS and decide which two further examples from Exercise 3 complete the LANGUAGE FOCUS correctly.**

LANGUAGE FOCUS

Prepositions at the end of clauses

- In relative clauses
  Not everybody has somebody (who) they can stay ***with****.*
  [1] [?] .
- In *wh-* questions
  Who are those people getting help ***from****?* [2] [?] *?*
- In infinitive structures
  These situations are very difficult to deal ***with****.*

5 **In your notebook, complete the sentences with your own ideas and the phrases in the box to make them true for you. Then compare with a partner.**

agree with	believe in	~~care about~~	focus on
happen to	wait for		

1 *Animal welfare* is something which I really *care about* .
2 … is somebody who I nearly always [?] .
3 … is something which I've never [?] .
4 … is somebody who I always have to [?] .
5 … is something which I find difficult to [?] .
6 … is somebody who strange things always [?] !

6 SPEAKING **In your notebook, write questions for these answers using the verb in brackets and an appropriate preposition. Then ask each other the questions and give your own answers.**

1 **A:** [?] (worry)? **B:** Global warming.
What sort of things do you worry about?
2 **A:** [?] (listen)? **B:** Heavy metal.
3 **A:** [?] (spend money)? **B:** Clothes.
4 **A:** [?] (want to work)? **B:** A technology company.
5 **A:** [?] (borrow money)? **B:** My sister.
6 **A:** [?] (have lunch)? **B:** My classmates.

7 USE OF ENGLISH **In your notebook, complete the sentences by translating the part in Polish.**

1 Being a firefighter is something [?] (*z czego można być dumnym*).
2 Forest fires are [?] (*niezwykle trudne do opanowania*; use: *deal*).
3 Volcanoes are something [?] (*co mnie bardzo interesuje*).
4 In an earthquake zone, tsunamis are something [?] (*do czego trzeba się przyzwyczaić*).
5 Some tropical diseases [?] (*bardzo trudno do wyleczyć*, use: *recover*).
6 Natural disasters are not something [?] (*czym się przejmuję*).

Use of English page 130

5.7 WRITING

A 'for and against' essay

I can present and support arguments in a simple discursive essay.

1 SPEAKING **Discuss which of these things it would be most difficult to live without.**

electricity medicine school shops running water

2 **Read the essay on contacting rainforest tribes and answer the questions.**

1 How many arguments for and against the topic does the writer give?
2 What is your personal opinion on the topic in the essay?

1 Nowadays, many of us live in a world of high technology and instant communication. For most people, it is hard to believe that, in places like the Amazonian rainforest, there are still tribes who have never had contact with the outside world. Some people think that we should make contact with such groups, but others believe they should be left alone.

2 On the one hand, there are several arguments for making contact. First of all, the people in these tribes could enjoy a better standard of living. For example, they could get access to electricity and running water. Furthermore, their young people could go to school and benefit from a modern education. They would probably be amazed to learn about modern technology and life in other parts of the world.

3 On the other hand, there are also many arguments against making contact. Firstly, after contact, many tribal people suffer and die from diseases that do not exist in the forests where they live. Next, history shows that they often join larger society at the lowest level. For instance, many become beggars or tourist 'attractions'.

4 To sum up, there are clearly strong arguments for and against making contact with rainforest tribes. Personally, I think they should be left alone to continue their traditional way of life until they choose to make contact with the outside world.

3 **Look at the essay again. In which paragraphs does the writer:**

a give a personal opinion?
b present arguments against the topic?
c introduce both sides of the issue?
d present arguments for the topic?
e make some general, historical or factual comments about the topic?
f make a statement summarising the main arguments?
g support arguments with examples?

Write the answers in your notebook.

4 **Read the WRITING FOCUS and check your answers in Exercise 3.**

WRITING FOCUS

A 'for and against' essay

- Paragraph 1 – Introduction
  Begin with general comments or facts about the topic.
  End with a statement that mentions both sides of the issue.
- Paragraph 2 – Arguments for
  Present two or three arguments for the topic.
  Include some examples to support arguments.
- Paragraph 3 – Arguments against
  Write a similar paragraph presenting and supporting arguments against the topic.
- Paragraph 4 – Conclusion
  Make a summarising statement.
  Add your personal opinion.

5 **Read the LANGUAGE FOCUS. In your notebook, complete the examples with the linkers in purple in the essay.**

LANGUAGE FOCUS

Linkers

- List arguments: [1] *First of all*, *Firstly*, *Secondly*, [2] ? , *In addition*, *Finally*
- Give examples: *For example*, [3] ?
- Show contrast: *However*, [4] ? , *On the other hand*
- Give a personal opinion: *In my opinion*, [5] ?
- Introduce a conclusion: *In conclusion*, [6] ?



6 **Read this short essay discussing tourism. Which linkers are correct?**

Tourist trap

As travel to remote and exotic locations becomes more affordable, there is a growing demand for trips to developing countries that haven't been considered as holiday destinations until now. This can have both positive and negative effects on the countries.

[1]*For example* / *First of all*, let's look at some positive effects. Tourism can bring wealth to developing countries. [2]*In my opinion* / *For instance*, jobs are created and tourists use local shops and businesses. [3]*However* / *Secondly*, tourism encourages traditional customs, festivals and local handicrafts. [4]*On the other hand* / *Furthermore*, communication between local people and tourists promotes better cultural understanding.

[5]*In conclusion* / *On the other hand*, the jobs created by tourism are often seasonal and badly paid. [6]*For instance* / *Furthermore*, tourism drives up the cost of basic products and local people cannot afford to do their shopping in supermarkets and local shops. [7]*In addition* / *To sum up*, it can damage the natural environment and increase pollution.

[8]*In conclusion* / *For instance*, tourism must be managed carefully in developing countries. [9]*Personally, I think* / *Furthermore*, tourists need to be more respectful of the local culture and environment.



7 **Which linkers complete the social media post below appropriately? Write them in your notebook.**



My parents booked a holiday to a Caribbean island which has been badly damaged by a tropical storm. [1] ? , they should have cancelled their holiday. [2] ? , I think it's wrong to relax on a beach while local people are rebuilding their homes. [3] ? , there may be a shortage of water and food, and tourists will make matters worse.

Some people disagree. [4] ? , they say that those destinations may rely on tourism income. [5] ? hotels, restaurants and taxi drivers will struggle to survive. [6] ? , people want to go back to normal as soon as possible.

Some tourists may want to help. [7] ? , it's important that they do it through an organisation. [8] ? , my parents should do some research before they go and find out what the local people think.

COMMENTS



I agree with you! Your parents should cancel their holiday and send the money to the people who have lost everything.

8 **You are going to write an essay on the topic of keeping animals in zoos. Which arguments below are for and which are against?**

1 There are opportunities for research.
2 The animals suffer from stress and depression.
3 It is very difficult to recreate the animals' natural environments.
4 Endangered species can be protected.

9 **In your notebook, match the arguments in Exercise 8 with supporting examples below.**

a For instance, birds kept in zoos can never fly freely like wild birds.
b For example, we have learned more about genetics from studying zoo animals.
c For instance, some species which used to be wild are now only found in zoos.
d For example, some animals become stressed because of contact with zoo visitors.

10 **In your notebook, write two more arguments for or against keeping animals in zoos. Write supporting examples.**

SHOW WHAT YOU'VE LEARNT

11 **Do the writing task in your notebook. Use the ideas in Exercises 8, 9 and 10, the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Napisz wypracowanie, w którym przedstawisz argumenty za trzymaniem zwierząt w ogrodach zoologicznych i przeciw takiej praktyce.

Długość twojego wypracowania powinna wynosić co najmniej 200 słów.

5.8 SPEAKING

Expressing and justifying an opinion

I can describe a picture and express and justify my opinion about it.

1 SPEAKING **Look at the logos and discuss which one you would choose and why.**

I think logo 1 is the best logo because it's clever and effective.

1



2



3



2 3.18 **Listen to the headteacher and two students discussing the three logos. Which logo do they choose and why?**

3 3.18 **Read the SPEAKING FOCUS. In your notebook, complete the dialogue with one word in each gap. Then listen again and check.**

HT: So, what do you think of these three designs?

S1: Personally, I think they're all great. The three logos focus [1] ? the environment. Logos 2 and 3 are attractive and amusing. But I think the best option would be logo number 1 [2] ? it has a serious message about learning.

S2: I agree, but the [3] ? with logo number 1 is that it doesn't mention 'Eco School'. Logo number 2 looks attractive, but it doesn't [4] ? school or learning. So [5] ? choose number 3 because it's clever and simple.

S1: Personally, I wouldn't [6] ? for number 3. I'd definitely [7] ? logo number 1 because it's [8] ? effective [9] ? the other two, and the message is clear. The words suggest that we are responsible for the future of the planet.

HT: [10] ? of these three logos, I'd choose logo number 3. I [11] ? choose the logo showing vegetables because it doesn't look serious. I like logo number 3 for two reasons. [12] ? , because the glasses suggest learning and [13] ? , because I think we need the words 'Eco School' in the logo. So let's go for number 3. I'll call the designer …

SPEAKING FOCUS

Describing, comparing and contrasting pictures

The three pictures show/focus on/illustrate …
Picture X is/looks interesting/attractive, but …
Picture X is more … than the other pictures.
Picture X isn't as … as the other pictures.

Choosing one of the options and justifying the choice

I think the best option would be X because …
I prefer/I'd go for/I'd (definitely) choose picture X because …
I like the (first/second) picture best for two reasons. Firstly, because … and secondly, because …
Out of these three pictures, I'd choose picture X because …

Explaining reasons for rejecting other options

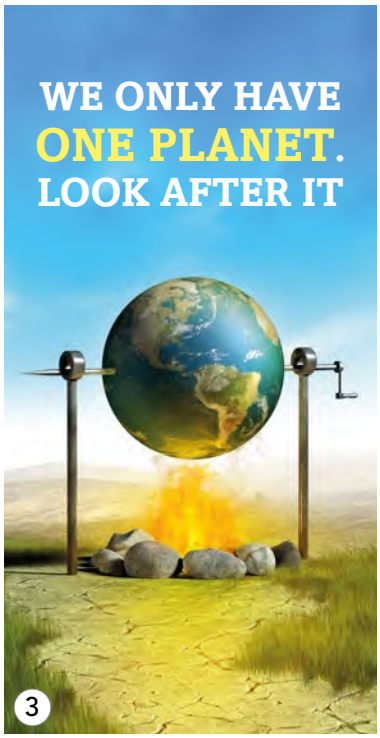
The problem with picture X is that …
Personally, I wouldn't go for X because …
I wouldn't choose the picture showing … because …
The reason I don't like X is because …

4 **In your notebook, rewrite the sentences about the posters below using the words in brackets. Which sentences do you agree with?**

1 Posters 1, 2 and 3 illustrate the effects of global warming. (show)
The three posters show the effects of global warming.
2 Poster 2 is more shocking than Posters 1 and 3. (not as … as)
3 Poster 2 is effective but I like Poster 1 better. (prefer)
4 The meaning of Poster 2 is not clear. (problem)
5 I don't like Poster 2 because it's frightening. (reason)







5 SPEAKING **You are organising a Stop global warming! campaign at school and need to choose a poster to advertise it. Use the SPEAKING FOCUS to help you.**

- Choose the poster in Exercise 4 which, in your opinion, is most appropriate and support your choice with some reasons.
- Explain why you have rejected the other options.

5.1 Vocabulary 5.33

be made up of /bi ˌmeɪd 'ʌp əv/ składać się z
breadth /bredθ/ szerokość
broad /brɔːd/ szeroki
broaden /'brɔːdn/ poszerzać
calm sea /ˌkɑːm 'siː/ spokojne morze
come across /ˌkʌm ə'krɒs/ natknąć się na
come in /ˌkʌm 'ɪn/ docierać, pojawić się (o przypływie)
dangerous current /ˌdeɪndʒərəs 'kʌrənt/ niebezpieczny prąd (morski)
deep /diːp/ głęboki
deepen /'diːpən/ pogłębiać
depth /depθ/ głębokość
desert/remote island /ˌdezət'/rɪˌməʊt 'aɪlənd/ bezludna/odległa wyspa
die out /ˌdaɪ 'aʊt/ wyginąć
fast-flowing/slow-moving river /ˌfɑːst ˌfləʊɪŋ/ˌsləʊ ˌmuːvɪŋ 'rɪvə/ wartko/wolno płynąca rzeka
flow /fləʊ/ płynąć
giant/huge wave /ˌdʒaɪənt/ˌhjuːdʒ 'weɪv/ gigantyczna/olbrzymia fala
go out /ˌgəʊ 'aʊt/ ustępować (o przypływie)
heat up /ˌhiːt 'ʌp/ podgrzać
heavy/rough sea /ˌhevi/ˌrʌf 'siː/ wzburzone morze
height /haɪt/ wysokość
heighten /'haɪtn/ podwyższać
high/rising tide /ˌhaɪ/ˌraɪzɪŋ 'taɪd/ przypływ
length /leŋθ/ długość
lengthen /'leŋθən/ wydłużać
long /lɒŋ/ długi
low tide /ˌləʊ 'taɪd/ odpływ
mountain peak /'maʊntən piːk/ wierzchołek góry
mountain range /'maʊntən reɪndʒ/ pasmo górskie
mountain ridge /'maʊntən rɪdʒ/ grzbiet górski
ocean current /'əʊʃən ˌkʌrənt/ prąd morski
river bank /'rɪvə bæŋk/ brzeg rzeki
seabed /'siːbed/ dno morskie
stir up /ˌstɜːr 'ʌp/ wzburzyć, poruszyć
strength /strenθ/ siła
strengthen /'strenθən/ wzmacniać
strong /strɒŋ/ silny
strong current /ˌstrɒŋ 'kʌrənt/ silny prąd (morski)
tidal wave /'taɪdl weɪv/ fala przypływu
tropical island /ˌtrɒpɪkəl 'aɪlənd/ wyspa tropikalna
volcanic eruption /vɒlˌkænɪk ɪ'rʌpʃən/ wybuch wulkanu
whale /weɪl/ wieloryb
wide /waɪd/ szeroki
widen /'waɪdn/ poszerzać
width /wɪdθ/ szerokość
winding river /ˌwɪndɪŋ 'rɪvə/ kręta rzeka

5.2 Grammar 5.34

capital city /ˌkæpətl 'sɪti/ stolica
continent /'kɒntənənt/ kontynent
country /'kʌntri/ kraj
economic growth /ˌekənɒmɪk 'grəʊθ/ wzrost gospodarczy
expand /ɪk'spænd/ powiększyć, rozbudować
inhabitant /ɪn'hæbətənt/ mieszkaniec
innovation /ˌɪnə'veɪʃən/ innowacja
locate /ləʊ'keɪt/ usytuować
megacity /'megəsɪti/ megamiasto
population /ˌpɒpjə'leɪʃən/ liczba ludności
poverty /'pɒvəti/ ubóstwo
predict /prɪ'dɪkt/ przepowiadać, przewidywać
production /prə'dʌkʃən/ produkcja
provide /prə'vaɪd/ dostarczać
vertical /'vɜːtɪkəl/ pionowy

5.3 Listening 5.35

affect /ə'fekt/ dotyczyć, dotykać
air quality /'eə ˌkwɒlətɪ/ jakość powietrza
bicycle rack /'baɪsɪkəl ræk/ stojak na rowery
climate /'klaɪmət/ klimat
climate change /'klaɪmət tʃeɪndʒ/ zmiana klimatu
electricity /eˌlek'trɪsətɪ/ elektryczność
environment /ɪn'vaɪrənmənt/ środowisko naturalne
environmental issues /ɪnˌvaɪrən'mentl 'ɪʃuːz/ zagadnienia związane ze środowiskiem
gadget /'gædʒət/ gadżet
global warming /ˌgləʊbəl 'wɔːmɪŋ/ globalne ocieplenie
in the school grounds /ɪn ðə 'skuːl ˌgraʊndz/ na terenie szkoły
low-energy light bulb /ˌləʊ ˌenədʒi 'laɪt bʌlb/ żarówka energooszczędna
organic /ɔː'gænɪk/ ekologiczny
recycle /ˌriː'saɪkəl/ przetwarzać, ponownie wykorzystywać
recycling bin /riː'saɪklɪŋ bɪn/ pojemnik do segregacji odpadów
renewable energy /rɪˌnjuːəbəl 'enədʒi/ energia odnawialna
save electricity /ˌseɪv eˌlek'trɪsətɪ/ oszczędzać energię elektryczną
solar panels /ˌsəʊlə 'pænlz/ panele słoneczne

5.4 Reading 5.36

backpack /'bækpæk/ plecak
bear /beə/ niedźwiedź
bear encounter /'beər ɪnˌkaʊntə/ spotkanie z niedźwiedziem
bee /biː/ pszczoła
branch /'brɑːntʃ/ gałąź
clearing /'klɪərɪŋ/ polana
come face to face with /ˌkʌm ˌfeɪs tə 'feɪs wɪð/ stanąć twarzą w twarz z
cub /kʌb/ młode (np. niedźwiedzia)
defend /dɪ'fend/ bronić się
die from /'daɪ frəm/ umrzeć z powodu
flashlight /'flæʃlaɪt/ latarka
fox /fɒks/ lis
go off /ˌgəʊ 'ɒf/ zepsuć się (o jedzeniu)
gorge yourself /'gɔːdʒ jɔːˌself/ objadać się
hedgehog /'hedʒhɒg/ jeż
in the bushes /ɪn ðə 'bʊʃɪz/ w krzakach
insect repellent /'ɪnsekt rɪˌpelənt/ środek przeciw owadom
leaf/leaves /liːf/liːvz/ liść/liście
nail clippers /'neɪl ˌklɪpəz/ obcinacz do paznokci
pancake /'pænkeɪk/ naleśnik
path /pɑːθ/ ścieżka
pepper spray /'pepə spreɪ/ gaz pieprzowy
pitch black /ˌpɪtʃ 'blæk/ zupełnie ciemno
pond /pɒnd/ staw
predator /'predətə/ drapieżnik
prey /preɪ/ ofiara
reach for /'riːtʃ fə/ sięgać po
root /ruːt/ korzeń
search through /ˌsɜːtʃ 'θruː/ przetrząsać
sharp knife /ˌʃɑːp 'naɪf/ ostry nóż
sit around /ˌsɪt ə'raʊnd/ siedzieć bezczynnie
skunk /skʌŋk/ skunks
sleep through /ˌsliːp 'θruː/ przespać coś
sleeping bag /'sliːpɪŋ bæg/ śpiwór
snore /snɔː/ chrapać
spring /sprɪŋ/ źródło
squirrel /'skwɪrəl/ wiewiórka
store food /ˌstɔː 'fuːd/ przechowywać jedzenie
sunscreen /'sʌnskriːn/ filtr przeciwsłoneczny
trail /treɪl/ szlak
trunk /trʌŋk/ pień

5.5 Grammar 5.37

bite /baɪt/ ugryźć
cage /keɪdʒ/ klatka
coast /kəʊst/ wybrzeże
dolphin /'dɒlfən/ delfin
female elephant/gorilla/bear /ˌfiːmeɪl 'eləfənt/gə'rɪlə/'beə/ słonica/gorylica/niedźwiedzica
herd /hɜːd/ stado
leader /'liːdə/ przywódca
make a complete recovery /ˌmeɪk ə kəmˌpliːt rɪ'kʌvəri/ całkowicie wyzdrowieć
owe /əʊ/ zawdzięczać
rescuer /'reskjuːə/ ratownik
shark /ʃɑːk/ rekin
surgeon /'sɜːdʒən/ chirurg
surround /sə'raʊnd/ otaczać
unconscious /ʌn'kɒnʃəs/ nieprzytomny

5.6 Use of English 5.38

agree with /ə'griː wɪð/ zgadzać się z
believe in /bə'liːv ɪn/ wierzyć w
care about /'keər əˌbaʊt/ przejmować się czymś, zależeć na
criticised for /'krɪtɪsaɪzd fə/ krytykowany za
crops /'krɒps/ plony
deal with /'diːl wɪð/ radzić sobie z
earthquake /'ɜːθkweɪk/ trzęsienie ziemi
erupt /ɪ'rʌpt/ wybuchnąć (o wulkanie)
evacuate /ɪ'vækjueɪt/ ewakuować
evacuation /ɪˌvækju'eɪʃən/ ewakuacja
focus on /'fəʊkəs ɒn/ skupić się na
get help from /ˌget 'help frəm/ otrzymać pomoc od
happen to /'hæpən tə/ przydarzyć się
hurricane /'hʌrəkeɪn/ huragan
rely on /rɪ'laɪ ɒn/ polegać na
tsunami /tsʊ'nɑːmi/ tsunami
volcano /vɒl'keɪnəʊ/ wulkan
wait for /'weɪt fə/ czekać na
wind /'wɪnd/ wiatr

5.7 Writing 5.39

affordable /ə'fɔːdəbəl/ w przystępnej cenie
beggar /'begə/ żebrak
benefit from /'benəfɪt frəm/ czerpać korzyści z
developing countries /dɪˌveləpɪŋ 'kʌntriz/ kraje rozwijające się
endangered species /ɪnˌdeɪndʒəd 'spiːʃiːz/ zagrożony gatunek / zagrożone gatunki
get access to /ˌget 'ækses tə/ uzyskać dostęp do
instant communication /ˌɪnstənt kəˌmjuːnə'keɪʃən/ komunikacja natychmiastowa
local handicrafts /ˌləʊkəl 'hændikrɑːfts/ lokalne rzemiosło artystyczne
location /ləʊ'keɪʃən/ położenie
make contact with /ˌmeɪk 'kɒntækt wɪð/ nawiązać kontakt z
outside world /ˌaʊtsaɪd 'wɜːld/ świat zewnętrzny
pollution /'pəˌluːʃən/ zanieczyszczenie
rainforest /'reɪnfɒrɪst/ las deszczowy
recreate /ˌriːkri'eɪt/ odtworzyć
running water /ˌrʌnɪŋ 'wɔːtə/ bieżąca woda
shortage of water and food /'ʃɔːtɪdʒ əv ˌwɔːtə ənd 'fuːd/ brak wody i jedzenia
tourism income /'tʊərɪzəm ˌɪŋkʌm/ przychód z turystyki
tribal people /ˌtraɪbəl 'piːpəl/ członkowie plemienia
tribe /traɪb/ plemię
way of life /ˌweɪ əv 'laɪf/ obyczaje, zwyczaje

5.8 Speaking 5.40

desert /'dezət/ pustynia
effective /ɪ'fektɪv/ efektywny
frightening /'fraɪtnɪŋ/ przerażający
reject /rɪ'dʒekt/ odrzucać
shocking /'ʃɒkɪŋ/ szokujący

FOCUS REVIEW 5

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Które z podanych wyrazów poprawnie uzupełniają zdania? Dwa wyrazy nie pasują do żadnego z nich.

calm fast heavy long low remote strong

1 It is dangerous to swim here because of the ? current which could pull you out to sea.
2 Going kayaking on such a ? -flowing river is exciting but it needs a lot of skill.
3 North Keeling is such a ? island that few people have ever been there.
4 The beach is so much bigger at ? tide that it takes ages to walk down to the water.
5 It was such a ? sea that our boat hardly moved up and down at all.

2 Wybierz poprawny wyraz.

1 I can't believe you slept *away* / *through* / *along* the storm. The wind was really loud!
2 It is important to develop *returnable* / *renewable* / *reusable* energy instead of depending on oil, gas and coal.
3 It is obvious that climate *turn* / *exchange* / *change* is happening, but not everyone agrees on the cause.
4 We were really scared when we *went* / *came* / *turned* face to face with a bear in the forest.
5 Because of global *heating* / *changing* / *warming*, storms are becoming more frequent and dangerous.

3 Uzupełnij luki przedimkami: *a*, *an* lub *the*. Jeśli przedimek nie jest potrzebny, wpisz –.

1 We were about to start our hike when we saw that ? tree had fallen across ? trail.
2 In ? 20th century, almost fifty percent of the global population lived in ? cities.
3 In fact, ? scientists expect ? major earthquake to hit ? Los Angeles soon.
4 There was no ? running water in ? village where my granddad lived as ? child.
5 ? Europe isn't ? largest continent in ? world.

4 Do podanych zdań dodaj informacje w nawiasach. Użyj zdań przydawkowych niedefiniujących (*non-defining relative clauses*).

1 Tokyo is the capital of Japan. (It is a megacity.)
2 My friend Jenny knows a lot about environmental issues. (Her mother is a scientist.)
3 The company builds houses all over the country. (It has been accused of cutting down too many trees.)
4 The tribal leader wants to teach his people about the outside world. (He studied in Paris.)
5 People in Liverpool are working to improve the environment. (Janet opened her shop there.)

ŚRODKI JĘZYKOWE

Uzupełnianie zdań; słowotwórstwo

5 Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów i dodaj wszystkie niezbędne elementy, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie sześć słów.

WSKAZÓWKA
Zanim zaczniesz uzupełniać zdania, zastanów się, jakie struktury są w nich testowane. Sprawdź, czy fragmenty zdań w języku angielskim zawierają jakieś „podpowiedzi", np. odniesienia do przeszłości lub przyszłości.

1 Some people claim that water shortage is ? (we/should/worry), and I think they are right.
2 The bald eagle, ? (be/national/bird) the United States of America, is no longer on the list of endangered species.
3 That environmental protester, ? (now/sit) in the biggest tree in the park, says he will come down when they promise not to cut it down.
4 Instead of just complaining about damage to the environment, the issues ? (we/need/focus) are preserving nature and using renewable energy.
5 Several members of this group, ? (purpose/be) to stop cutting down trees in the area, have been arrested by the police.

6 Przeczytaj tekst. Przekształć podane wyrazy tak, aby uzupełniały poprawnie tekst.

WSKAZÓWKA
Po przeczytaniu całego tekstu przyjrzyj się słowom podanym w nawiasach i zastanów się, jakimi są częściami mowy. Następnie zdecyduj, jaką część mowy należy utworzyć od każdego z tych słów, tak by poprawnie uzupełnić daną lukę. Pamiętaj, że czasami musisz utworzyć słowo o przeciwnym znaczeniu do podanego, np. *ripe* → *unripe*.

ECOLOGICAL TOUR

It may be true that travel can [1] ? (BROAD) the mind, but going on an ecological tour can [2] ? (DEEP) your knowledge in ways that simple tourism can't do.
For example, I went on a tour of the Amazon River which taught me a lot about the damage we are doing to the planet. I also realised why some people have such [3] ? (STRENGTH) arguments for environmental protection.
It was an amazing holiday and although we didn't travel the entire [4] ? (LONG) of the Amazon, we saw trees of an amazing [5] ? (HIGH) that may one day disappear from our planet. Because of the [6] ? (WIDE) of the river it is sometimes called a sea and it is home to hundreds of plants, animals and fish. I can't imagine one day waking up and finding that all of this life is gone.

SŁUCHANIE

Wybór wielokrotny

7 3.19 **Usłyszysz dwukrotnie wywiad radiowy na temat motyla monarchy. Która z podanych odpowiedzi (A–D) jest zgodna z treścią nagrania?**

WSKAZÓWKA

W tym zadaniu wysłuchasz jednego, dłuższego dialogu. Pytania ułożono zgodnie z kolejnością prezentowania informacji w tekście. Ostatnie pytanie dotyczy zwykle całego tekstu, np. głównej jego myśli lub intencji autora.

1 What is true about monarch butterflies?
- A Most of them live in the United States.
- B Many of them stay in Mexico after the winter.
- C The species no longer exists in North America.
- D They migrate from the US to Mexico in winter.

2 How are the monarch butterfly and the milkweed plant connected?
- A The monarch causes damage to the milkweed.
- B The milkweed needs the monarch to survive.
- C The milkweed is necessary for young monarch butterflies.
- D The monarch eats milkweed when there is nothing else.

3 Dr Clarke says that people in Mexico
- A can't help the monarch in any way.
- B should stop destroying the forests.
- C shouldn't use chemicals in agriculture.
- D must plant milkweed in their gardens.

4 Dr Clarke mainly talks about
- A why monarch butterflies migrate over long distances.
- B the effects of farming on the life of monarch butterflies.
- C why monarch butterflies fly to warmer climates.
- D the problems monarch butterflies are facing.

PISANIE

Rozprawka

8 **Pracując w parach, odpowiedzcie na pytania.**

1 What are the advantages of having a pet?
2 What are the disadvantages of having a pet?

9 **Przeczytaj zadanie. Zaplanuj swoją wypowiedź i omów swój pomysł z kolegą lub koleżanką.**

Coraz częściej wymaga się, aby osoby, które chcą adoptować zwierzę ze schroniska, udowodniły, że mają odpowiednie warunki i czas, by się nim zająć. Napisz rozprawkę na ten temat, w której przedstawisz zalety i wady takiego podejścia.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymagania dotyczące formy wskazanej w poleceniu.

10 **Wykonaj zadanie w ramce z ćwiczenia 9.**

MÓWIENIE

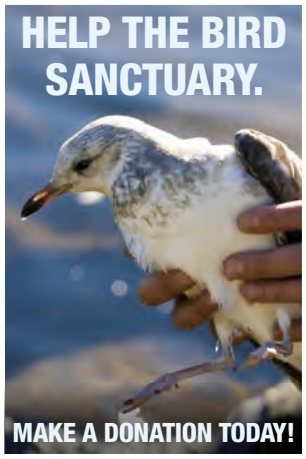
11 **Popatrz na plakaty z ćwiczenia 12 i opisz, co przedstawiają.**

12 **Pracując w parach, wykonajcie zadanie.**

Popatrz na plakaty 1, 2 i 3.

Twoja szkoła chce poprzeć jedną z trzech kampanii dotyczących zwierząt. Bierzesz udział w ankiecie, a twoim zadaniem jest ocena trzech propozycji plakatu.

- Wybierz plakat, który twoim zdaniem jest najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







13 **Pracując w parach, odpowiedzcie na pytania.**

1 What can people do to protect animal rights better in Poland?
2 Some people say that animals should have the same rights as humans because they have emotions. Do you agree? Why?/Why not?
3 What animals are the most popular pets and why?
4 Why do you think some people keep exotic, and often dangerous, animals as pets?

6

Good health

The only way to keep your health is to eat what you don't want, drink what you don't like, and do what you'd rather not.

Mark Twain

BBC

6.1 VOCABULARY

Parts of the body • injuries • body idioms

I can talk about parts of the body and injuries.

SHOW WHAT YOU KNOW

1 **In your notebook, draw a man or a woman's body and label it with the words in the box. Compare your drawing with a partner.**

bottom chest eyebrow fingernail forehead hip knee lips neck shoulder big toe tongue

2 **Label as many other parts of the body on your drawing as you can in sixty seconds. Compare again. How many words do you know?**

3 SPEAKING **Look at the cartoon and read the excuses for missing school. Discuss the questions.**

1 Which excuses does the picture illustrate?
2 Which excuse is the most believable?
3 Which excuse is the least believable?



These are all genuine excuses that students have given for missing school.

Dear Sir ...

1 I slipped on a coin and **sprained my ankle**.
2 My parrot has flu and I need to take care of it.
3 I fell out of bed and **dislocated my shoulder**.
4 My toe got stuck in the bath tap and it's broken (the toe, not the tap).
5 My nose is blocked and I can't breathe.
6 I **burnt my hand** on the toaster.
7 I poked myself in the eye while combing my hair and I've got bruises and a black eye.
8 I **broke my arm** trying to catch a falling sandwich.
9 I got dizzy from reading too much.
10 I've got **a sore finger**.
11 I've been **bitten by an insect**.
12 I was there all the time – you just didn't notice me.



FOCUS ON WORDS | Parts of the body

4 3.20 **Add the parts of the body in the box to your drawing in Exercise 1. Use a dictionary if necessary. Then listen, check and repeat.**

1 ankle	3 chin	5 rib	7 thigh	9 waist
2 cheek	4 elbow	6 spine	8 thumb	10 wrist

5 SPEAKING **Test your partner's physical abilities! Use the words in Exercises 1 and 4 and find out what your partner can do.**

Can you touch your left ankle with your chin?
Can you touch your right cheek with your left shoulder?

FOCUS ON WORDS | Injuries

6 3.21 **Read the list of different injuries. In each line one alternative is impossible or very unlikely. Find a word in red in Exercise 3 to replace it. Then listen, check and repeat.**

Have you ever …
1 **been bitten by** a dog/a rat/~~a snail~~ *an insect*/a snake?
2 **broken your** leg/thumb/toe/tongue?
3 **burnt your** fingers/hair/spine/tongue?
4 **dislocated your** bottom/hip/knee/thumb?
5 **had** a black eye/a bruise/a cut/a sore eyebrow?
6 **sprained your** foot/forehead/knee/wrist?

7 SPEAKING **Ask each other at least six questions about different injuries in Exercise 6. Who has had the most injuries?**

Have you ever been bitten by a dog? Yes, I have.
What happened? I was …

FOCUS ON WORDS | Body idioms

8 3.22 **Listen to six dialogues. In your notebook, complete the typical English idioms with the correct body part.**

1 I'm pulling your *leg*.
2 She broke his [?] .
3 I laughed my [?] off.
4 Can you give me a [?] ?
5 I couldn't believe my [?] .
6 It's on the tip of my [?] .

9 3.23 **Which idioms in Exercise 8 match definitions 1–6. Write in your notebook. Then listen, check and repeat.**

1 I laughed very loudly. = [?]
2 I know it but can't remember it now. = [?]
3 Can you help me? = [?]
4 I'm joking. = [?]
5 She really upset him. = [?]
6 I was extremely surprised. = [?]

10 SPEAKING **Work in pairs. In your notebook, write a short dialogue including an idiom. Act out your dialogue to the class and decide which one is the best.**

11 PROJECT **Work in groups. Choose a Polish charity collecting donations for the sick or running campaigns to promote a healthy lifestyle. Do some research online and prepare a digital presentation about it. Then present it to your class.**

6.2 GRAMMAR

Second Conditional • *wish/if only*

I can talk about imaginary situations using the Second Conditional and I wish/If only.

1 SPEAKING **What do you know about first aid? Do the quiz. Write the answers in your notebook. Then compare your answers with a partner.**



DR MAXWELL'S FIRST AID QUIZ

1 If I had a nosebleed, I'd ...
a hold my nose and look up. b hold my nose and look down.

2 If I burnt my hand, I'd ...
a hold it under the cold water tap. b put oil on it.

3 If I twisted my ankle, I'd ...
a put it in a bowl of hot water. b put ice on it.

4 If I got a black eye, I'd ...
a put ice on it. b put some eye drops in.

5 If a bee stung me, I'd ...
a take some antihistamine tablets. b put a plaster on the sting.

6 If I cut my finger and it was bleeding, I'd ...
a wash and dry it and then put a plaster on.
b tie something around my wrist to stop the blood flowing.

2 3.24 **Listen to Dr Maxwell's podcast and check your answers in Exercise 1.**

3 Read GRAMMAR FOCUS I and answer the questions.

1 Are the example sentences about real or imaginary situations?
2 Are they about the present/future or the past?
3 Do you have to begin a conditional sentence with 'if'?

GRAMMAR FOCUS I

Second Conditional

You use the **Second Conditional** to talk about the present or future result of an imaginary situation.

imaginary situation → result
***if* + Past Simple, *would('d)/wouldn't* + verb**

If I burnt my hand, I'd hold it under the cold water tap.
I'd put ice on the sting if I didn't have any tablets.

4 In your notebook, write the Second Conditional sentences and complete them with the correct form of the verbs in brackets. Which sentences are true for you?

1 If I *didn't feel* (not feel) well at school, I [?] (go) home.
2 If I [?] (have) hay fever, I [?] (get) some antihistamine tablets.
3 I [?] (take) a cold shower if I [?] (have) sunburn.
4 If I [?] (have) flu, I [?] (not come) to school.
5 I [?] (have) a cat if I [?] (not be) allergic to them.
6 If I [?] (hear) a mosquito in my room, I [?] (not be able) to sleep.

5 3.25 **Listen to Ron talking to a friend. What problems does he have with the following?**

the cat the window the neighbours
his foot the doctor's phone number

6 3.25 **In your notebook, write what Ron says about his problems. Make sentences by matching the sentence halves. Then listen again and check.**

1 I wish the cat wouldn't
2 If only it wasn't
3 I wish they wouldn't
4 I wish I wasn't
5 If only I had

a so hot.
b so clumsy.
c the doctor's phone number.
d come into the house.
e play loud music at night.



7 Read GRAMMAR FOCUS II and find another example of each use of *wish/if only* in Exercise 6.

GRAMMAR FOCUS II

wish/if only

- You can use ***wish/If only* + Past Simple** to say that you really want a present situation to be different.
  I wish I wasn't so clumsy.
- You use ***wish/if only* + *would* + verb** to say that you want somebody's present behaviour to change.
  If only the neighbours would be quiet.

Note:
If only is stronger than ***wish***.

8 In your notebook, write a second sentence to show that you would like the situation or behaviour to be different. Which wishes are true for you?

1 I'm allergic to nuts.
I wish I wasn't allergic to nuts.
2 I don't live near the beach.
3 Our teacher gives us a test every week.
4 I don't have a motorbike.
5 I can't play the guitar.
6 My friend won't let me copy his homework.

9 In your notebook, complete the sentences. Then write a Second Conditional sentence to explain your wishes.

1 I wish my parents/sister/brother would/wouldn't [?].
I wish my sister would get her own laptop. If she had her own laptop, she wouldn't use mine.
2 I wish I had/didn't have [?].
3 If only I was/wasn't [?].
4 I wish I knew [?].
5 If only I could [?].

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6.3 LISTENING

Gap fill

I can understand a news report and an informal conversation on a common topic.

1 Read UK TODAY and answer the questions.

1 How much do UK charities raise every year?
2 How many people donate money?
3 What do people do to raise money?

2 SPEAKING Discuss which of the charities listed you would give money to.

UK TODAY

Did you know that people donate almost £10 billion to UK charities every year?

Who donates money?

- Over half the adult population.
- The average amount is £18.
- Over 25% of people donate online.

What sort of events raise the most money?



London Marathon

- 40,000 participants run a marathon around London.
- Over £890 million has been raised for various charities.



London to Brighton Cycle

- 25,000 participants ride about 87 kilometres.
- The event has raised over £65 million for the British Heart Foundation.



Red Nose Day

- 7.5 million viewers watch a TV 'telethon' organised by British comedians.
- Over £1 billion has been raised so far.
- Money goes to help vulnerable people in the UK and Africa.

3 3.26 Listen to two dialogues and a news report. Answer the questions.

1 Which event is Rob taking part in?
2 What did Rob's grandfather die of?
3 How is Rob training for the cycle?
4 What does Rob's mother want to buy him?
5 How old is the London to Brighton cycle?
6 How old do you have to be to do the London to Brighton Cycle?

LISTENING FOCUS Gap fill

4 3.26 Listen to the three recordings again and complete the summary in your notebook. Write 1–3 words in each gap.

Rob is preparing for the London to Brighton cycle ride. Last year his friend Anna raised [1] ? pounds for Cancer Research. Rob wants to raise money for the British Heart Foundation. Anna suggests setting up [2] ?. She says it's a good idea to ask adults for sponsorship because they have [3] ? than people Rob and Anna's age. Rob's mother doesn't think his old [4] ? enough. She wants to buy him a new one. The cycle ride starts just after [5] ? in the morning. It will take approximately [6] ? for most people to reach the coast.

5 3.27 In your notebook, put the text lines in an appropriate order to describe how Rob is going to raise money for charity. Then listen and check.

1 Rob is taking part
2 and asks his friends to sponsor
3 the page with people who will donate money
4 money for charity. He sets up a webpage
5 online. The money goes straight to the charity.
6 in a cycle race and he wants to raise
7 memory of his grandfather who died from a heart
8 attack. He's going to share
9 him. He explains that he's doing it in

FOCUS ON WORDS | Charity fund-raising

6 3.28 In your notebook, complete the verb phrases with the prepositions or particles in the box. Then listen, check and repeat.

(for for in ~~to~~ up)

1 donate money ?
2 raise money ?
3 set ? or share a webpage
4 sponsor
5 take part ?
6 train ?

7 SPEAKING In your notebook, complete the questions with an appropriate verb phrase in Exercise 6. Then ask and answer the questions.

Have you ever …

1 ? in a fund-raising event?
2 ? for your school?
3 ? a friend or a family member?
4 ? a webpage to support a charity?
5 ? to a local charity?
6 ? for a charity sporting event?

8 SPEAKING Think of charity events that take place in your country or local area. How do they raise money and what do they use it for?

PRONUNCIATION FOCUS

9 Say the words. Which word is pronounced with a different vowel sound?

1 hear heel knee heart
2 waist hay calf sprain
3 ice rib wrist sting
4 burn thumb work hurt
5 view blood bruise flu

10 3.29 Listen, check and repeat.

6.4 READING

Matching

I can scan several short, simple texts on the same topic to find specific information.

1 SPEAKING **Discuss the questions.**

1 How many different jobs in the medical profession can you think of?
2 What kind of daily tasks do you think each job involves?
3 Do you know someone who works in medicine? Tell your partner about them.

2 **Read about three medical practitioners. What examples do they give of things that give them job satisfaction?**

READING FOCUS Matching

3 **Read the texts again. Which sentences 1–4 match texts A–C correctly? Write in your notebook. One text has two matching sentences.**

This medical practitioner …

1 was anxious that he/she would be unable to save his/her patient's life.
2 would like to have more say in choosing who he/she treats.
3 feels that it is his/her duty to deal with all sorts of different situations.
4 knows that if he/she overreacts, it doesn't help anybody.

Life in Medicine – Three Snapshots

3.30

If you like surprises, and can face dealing with accidents, injuries, births and deaths, medicine is for you. For those of you considering a career in medicine, three people give a snapshot of their medical life.

A

Dr Richard Young told us about the more unusual and unexpected locations where he's used his medical skills.

'I'm a doctor, and I work in a doctor's surgery where I treat patients, write prescriptions, and generally help people recover from illnesses and injuries. But that's only part of the story!

I've given people first aid in public places several times – once I helped a man who collapsed in a park. Another time, a teenager was suffering from a nut allergy.



On flights, nervous passengers often have panic attacks and doctors are asked to calm them down. When I hear "Is there a doctor on board?" I always offer my help. Once, on a flight from London to Los Angeles I helped a woman who was seriously ill. I spent the twelve-hour flight caring for her. I stayed with her after we landed until the ambulance arrived, which meant that I missed my connecting flight, but I was happy to help. In my job, saving lives must come first, even when I'm off duty.'

B

Some nurses choose to work in extreme conditions, like war zones. Senior nurse Sonia Costa spent two months in Yemen as part of a Doctors without Borders* emergency team.

'I decided to work in Yemen because, as a result of war, there was a cholera epidemic and over 620,000 people were suffering from the disease. In places where there's no clean food or water, people catch diseases easily. I worked on the children's ward and one of my patients was a six-month-old baby boy who was so ill that he looked like a two-week-old. Each morning, I arrived at the hospital, afraid that I may not see the child in his bed. But finally, he started gaining weight and when he was well enough to go home, I was the happiest nurse in the hospital.'



**Doctors without Borders, also known as Médecins Sans Frontières, is an international organisation helping people in war zones and developing countries.*

FOCUS ON WORDS | Health issues 1

4 3.31 **In your notebook, complete the collocations with a noun or adjective from the words in blue in the text.**

1 a food/a *nut* **allergy**
2 a stable/a ? **condition**
3 a deep/a ? **cut**
4 a flu/a ? **epidemic**
5 a muscle/a ? **pain**
6 a local/a ? **surgery**
7 a rescue/an ? **team**
8 a maternity/a ? **ward**

C **Unpredictability is a daily reality for paramedics. Sally James says there is no such thing as a typical day.**

'I work a twelve-hour shift. I never know when I might have to try and save someone's life, but I stay calm, because if I panic, everybody else gets anxious too.



Some days, nothing dramatic happens. The most common call is **stomach pain**, and we get a lot of non-emergency calls like toothaches or **shaving cuts** or people who say they've burned themselves on their hair straighteners, which is annoying, but we have to take them seriously. While we're dealing with these time wasters, we may get a call from someone who really needs us, but there's nothing we can do about it.

We're not doctors, but we're highly trained to deal with **serious conditions** like heart attacks. But my favourite thing is delivering a baby. If I can start my day by getting someone's heart beating again, and end it with childbirth, I'm happy.'

GLOSSARY
choke on sth – dławić się czymś

5 **Use appropriate collocations in Exercise 4 to answer the comprehension questions. Then check your answers in the text.**

1 Where does Dr Young usually treat patients?
2 What did he once treat a teenager in a restaurant for?
3 Why did Sonia Costa decide to work in Yemen?
4 Which ward did she work on in the hospital?
5 What kind of calls does Sally James get annoyed with?
6 What sort of situations is she trained to deal with?

6 SPEAKING **Think of three questions to ask your partner using different collocations in Exercise 4. Ask and answer the questions.**

Have you got any food allergies?
Have you ever visited a maternity ward?

7 SPEAKING **Discuss the pros and cons of working as one of the medical professionals described in the text. What would be the best or worst thing? Think about the following:**

- qualifications
- training
- hours
- salary
- job satisfaction

8 SPEAKING **Would you consider a career in medicine? Why/Why not?**

FOCUS ON WORDS | Health issues 2

9 3.32 **In your notebook, complete the gaps using the underlined phrases in the text. Then listen, check and repeat.**

1 *treat* _____ patients
2 ? a prescription
3 ? first aid
4 ? a panic attack
5 ? lives
6 ? a disease
7 ? weight
8 ? a baby

10 3.33 **In your notebook, put the text lines in an appropriate order to describe two funny experiences that Doctor Roberts has had. Then listen and check.**

1 I'm Doctor Roberts and I'm proud to say I've saved
2 attack. She recovered quickly when I gave her
3 had some funny experiences. Once, I was on
4 first aid. Then she told me I looked like her third husband.
5 'Two' she replied! Last week, I was treating
6 lives and helped many people. I've even delivered
7 better, but the medicine tasted awful. I'd written
8 a baby on a flight to New York. But I've also
9 a bus when an elderly lady had a panic
10 I asked her how many husbands she'd had.
11 a patient for earache. Today she told me she felt much
12 a prescription for eardrops!

11 SPEAKING **Discuss what personality and what qualities a doctor needs. Do you think a sense of humour is one of them?**

6.5 GRAMMAR

Third Conditional

I can talk about hypothetical past results of a past action using the Third Conditional.



1 3.34 **Read and listen to an incredible survival story. What two decisions did Simon Yates have to make? Do you think he made the right decisions?**

DECISION TIME

In 1985, two young climbers, Joe Simpson and Simon Yates, were the first climbers to climb the west face of the Siula Grande mountain in the Andes. But as they were coming down the mountain, Simpson fell and broke his leg badly. Yates had to make a terrible decision – should he leave his friend or should he try to get him down the mountain. He chose the second option. If he had left his friend, Simpson would have died. Yates tied himself to Simpson with a rope and they slowly came down the mountain together. Then disaster struck again. Simpson fell and was hanging over a cliff. Yates couldn't hold him. He found his penknife and decided to cut the rope. Simpson fell twenty-five metres. Yates returned to base camp alone. He was sure Simpson was dead. But he also knew that if he hadn't cut the rope, he would have fallen and died too. Miraculously, Simpson didn't die. He pulled himself slowly along the ground with a broken leg for three days and nights. He arrived back at base camp just in time. Yates would have already left if Simpson had arrived a few hours later.

2 **Answer the questions about the story.**

1 Why didn't Yates leave Simpson when he broke his leg?
2 Why did Yates cut the rope?
3 Why did Simpson arrive at base camp 'just in time'?

3 **Read the GRAMMAR FOCUS. Find the three Third Conditional sentences in the story. Do you always begin a Third Conditional sentence with *If* ?**

GRAMMAR FOCUS

Third Conditional

You use the **Third Conditional** to talk about the imaginary past result of an imaginary past event.

imaginary past event	→	imaginary past result
***if* + Past Perfect,**		***would/wouldn't have* + Past Participle**

*… if he **hadn't cut** the rope, he **would have fallen and died.***

(real past event:	→	real past result:
he cut the rope		*he didn't fall and die*)

4 **In your notebook, complete more Third Conditional sentences about the story.**

1 If Simpson *hadn't fallen* (not fall), he [?] (not break) his leg.
2 If Simpson [?] (not break) his leg, the climbers [?] (come down) the mountain without a problem.
3 If Yates [?] (be able) to hold Simpson, he [?] (not have to) cut the rope.
4 Yates [?] (not be able) to cut the rope if he [?] (not find) a penknife.
5 Yates [?] (not leave) Simpson on the mountain if he [?] (know) he was still alive.

5 **Read about three more incredible survival stories. Use your imagination and in your notebook write Third Conditional sentences to describe alternative outcomes for each story.**

A In 2003, Aron Ralston went hiking alone in a canyon in Utah. He trapped his arm under a rock and couldn't move. He had a penknife. He cut off his own arm. Ralston survived.

B In 1996, Pete Goss was leading a round the world yacht race. During a terrible storm, he got an emergency call. Another competitor – Raphaël Dinelli – was in trouble and Goss's boat was the only one in the area. Goss turned back. He saved Dinelli's life but lost the race.

C In 1972, the pilot of a plane carrying a Uruguayan rugby team miscalculated his position and crashed 3,600 metres up in the Andes. The plane was white and the rescue teams couldn't see it. There was no food and the survivors had to eat their dead teammates. Only sixteen people survived.

A If Ralston had been hiking with a friend, his friend would have helped him.

6 SPEAKING **Compare your sentences in Exercise 5 with a partner. Which story do you like best?**

7 **Use your imagination and in your notebooks write three Third Conditional sentences using three of the endings provided.**

1 [?] I would've been much happier.
2 [?] I would've had a great weekend.
3 [?] I wouldn't have felt so tired this morning.
4 [?] I wouldn't have enjoyed it.
5 [?] I wouldn't have bought one.

If I had got a bike for my last birthday, I would've been much happier.

Grammar page 132

6.6 USE OF ENGLISH

Clauses of purpose

I can use a range of clauses of purpose.



1 SPEAKING **Discuss the questions.**

1 What's your ideal time for going to bed?
2 How quickly do you fall asleep?
3 What things prevent you from falling asleep?
4 What do you do if you can't sleep?

2 3.35 **Listen to a lecture on sleep. Which of the professor's tips do you think are the most useful?**

3 3.35 **In your notebook, match the sentence halves from the lecture. Then listen again and check.**

1 Professor Turner carries out research
2 You need to be relaxed in body and mind
3 What can you do
4 Your body temperature needs to drop by one degree Centigrade
5 Make sure you have good curtains or blinds
6 You can use an app
7 You should go to bed at the same time every night

a to track the number of hours and quality of sleep.
b in order to understand insomnia.
c in order not to wake up when the sun rises.
d so as not to upset your body clock.
e in order to fall asleep.
f so that your metabolism can start slowing down.
g to fall asleep within ten minutes?

4 **Read the LANGUAGE FOCUS. In your notebook, complete the example sentences. How do you say the sentences in your language?**

LANGUAGE FOCUS

Clauses of purpose

- You can use a ***to* infinitive** to say why somebody does something. You can also use ***in order (not) to*** or ***so as (not) to*** in a more formal style.
  You can use an app ***to track*** [1] ? .
  Professor Turner carries out research ***in order to understand*** [2] ? .
  You should go to bed at the same time every night ***so as not to upset*** [3] ? .
- You can also use ***so that* + subject + verb**.
  Your body temperature needs to drop by one degree Centigrade ***so that*** [4] ? .

5 USE OF ENGLISH **In your notebook, write the clauses of purpose that complete the extract from an article by Professor Turner correctly.**

We need to sleep eight hours every night in [1] ? to feel alert and well during the day, right? Well no, not necessarily. Different people need different amounts of sleep so [2] ? to be at their best during the day. Everyone is different. Some people can drink coffee before going to bed and sleep like a baby, while others avoid drinking coffee in the afternoon so [3] ? the caffeine won't keep them awake. But there are certain facts about sleep that are true for everyone: in order [4] ? get to sleep you need a relaxed body and a quiet mind. The way you get there depends on what works for you. Some people listen to music [5] ? mask other noises such as traffic and other city sounds, others read until they fall asleep, and you can always count sheep so [6] ? not to allow your brain to worry about the stresses of the day.

6 **In your notebook, complete the sentences about yourself and the things you do. Then compare with a partner.**

1 I *set the alarm on my phone* in order not to oversleep.
2 I ? to keep warm.
3 I ? so as not to be late.
4 I ? in order to make friends.
5 I ? so that I can get fit.

7 SPEAKING **Discuss why people do these things. Complete the sentences in your notebook. Use all the words in the box at least once.**

as in not order so that to

1 People go on diets ? .
2 Governments collect taxes ? .
3 People climb mountains ? .
4 People get tattoos ? .
5 Teenagers use social media ? .
6 People learn languages ? .

FOCUS VLOG About health and sleep

3.36 **Listen to the Focus Vlog. What do the speakers do in order to stay fit and healthy? Write the answers in your notebook.**

Use of English page 133

6.7 WRITING

Expressing an opinion

I can write a formal letter of opinion giving supporting details.

1 Read the announcement below and discuss the questions.

1 Would you use the centre if it was in your town or city?
2 What other services, facilities or courses could the centre offer?

LOCAL NEWS

HOME | NEWS | WORLD | FINANCE | CULTURE

The city council is planning to build a youth centre to encourage young people to keep fit, learn new skills and socialise in a safe environment. The plans include a café, a games room and a gym, and the centre will offer evening and weekend courses in subjects such as first aid, cookery, yoga and dance. If you are aged between fourteen and eighteen and have any comments or suggestions, please send them to us at **b_y_c_@citycouncil.con**



2 Read Harry's email. Which of your suggestions in Exercise 1 does he mention?

Dear Sir/Madam,

I am writing to express my **support** for the plans to build a youth centre in our town. Surprisingly, there are no such facilities for young people in our town at the moment, and so I **believe** it would be popular with young people like me and my friends. Interestingly, the Council brought out a similar plan two years ago, but unfortunately it did not go ahead. Naturally, we are hoping that this time, it will really happen.

Firstly, I strongly agree that we need encouragement to keep fit. Clearly, lack of exercise can lead to weight problems and even illness amongst young people. As well as the gym and the planned classes, perhaps the centre could also offer classes in aerobics and martial arts. Fortunately, these activities do not require expensive equipment and should be easy to set up.

Young people are very busy at school. As a **result**, we don't have time to learn practical skills such as first aid and cookery. Sadly, these are not subjects that we can study at school, so I am totally in **favour** of having them at the youth centre, and I would like to **suggest** offering classes in other useful skills such as bike mechanics and road safety. Hopefully, the Council will keep fees low so that young people can afford these courses.

Finally, I support the plans to include a café and a games room because this would mean that, instead of hanging around on the streets, we would have a safe place to relax and socialise. Our parents are very keen on the idea too.

To sum up, I think the youth centre is an excellent idea. I hope the council will go ahead with its plans and will **consider** my additional suggestions.

Yours faithfully,

Harry Turner



3 **In your notebook, complete the WRITING FOCUS with the words in purple in Harry's email.**

WRITING FOCUS

Expressing an opinion

- Give your reason for writing and your opinion on the topic:
  I have just read/watched your article/film about …
  I am writing to express my [1] *support for/disapproval of …*
- Give and support further opinions:
  I (do not) support … (because …)
  I (do not) feel/think/ [2] *(that) …*
  I (strongly) agree/disagree that/with … (because …)
  I am (totally) in [3] *of/opposed to … (because …)*
- Discuss consequences:
  Therefore/As a [4] *…*
  This will/would mean (that) …
- Make suggestions:
  Perhaps your newspaper/website/the council could/should …
  I would like to [5] *(doing something)*
- Say what you would like to happen:
  I hope something will be done about this soon/urgently/eventually.
  I hope you/the council will [6] *my comments/suggestions.*

4 **Which phrases from the WRITING FOCUS are the opposite alternatives of the crossed out phrases?**

1 I am writing to express my ~~support for~~ the plan to close the sports centre.
2 I strongly ~~agree~~ with the opinion that young people get enough sport at school.
3 I ~~support~~ the council's suggestion that jogging in the park is the best way for young people to stay fit and healthy.
4 I am totally ~~in favour of~~ building another car park on the site of the sports centre because …
5 I ~~believe~~ that fewer cars will park on the streets as a result.

5 **Read the LANGUAGE FOCUS. In your notebook, complete it with the example adverbs underlined in the letter.**

LANGUAGE FOCUS

Comment and opinion adverbs

- You can use adverbs to show your opinion of the subject you are writing about. You usually start the sentence with the opinion adverb followed by a comma.
  certainly, [1] *clearly,* [2] *f , [3] h , [4] i , [5] n , obviously, probably,* [6] *s , [7] s , understandably, unfortunately*

6 **Read the letter opposing the plans for the new youth centre. Which adverbs are the most appropriate?**

Dear Sir/Madam,

I am writing on behalf of the Green Park Housing Estate to express my disapproval of plans for a new youth centre. [1] *Surprisingly / Fortunately,* the council have not consulted the people who live in the area. We feel that there are several reasons why this project should not go ahead.

[2] *Probably / Naturally,* we are not opposed to plans for building a youth centre in our town. [3] *Unfortunately / Understandably,* the council need to provide a safe place for young people to meet. However, they have chosen a location that is in the middle of a housing estate where local residents will be disturbed by the noise.

Secondly, we feel that a youth centre should have some green spaces around it. [4] *Interestingly / Clearly,* the suggested location doesn't have any green space for young people to relax or play sports.

To sum up, we agree with the council's plans to build a youth centre, but we disagree with the location. We were against similar plans two years ago, but you are still suggesting the same site. [5] *Understandably / Hopefully* you will agree to consider other locations this time.

Yours faithfully,

Mavis Davies

7 **In your notebook, rewrite the underlined parts of the sentences with appropriate adverbs.**

1 We're very lucky that we have a great city to live in.
2 It's a shame that most restaurants are expensive.
3 Of course there are cheaper ones but they're not very good.
4 We're hoping that some cheaper healthy restaurants will open.
5 We're surprised that there are only two cinemas.
6 It's likely that young people prefer to watch films at home.

8 SPEAKING **Discuss what you think your city needs more or less of.**

SHOW WHAT YOU'VE LEARNT

9 **Do the writing task in your notebook. Use the ideas in Exercise 4, the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Jedna z lokalnych gazet ujawniła, że władze samorządowe zamierzają zamknąć ośrodek sportowy w twoim mieście i wybudować na jego miejscu duży parking. Napisz list do redaktora naczelnego gazety.

W swoim liście:

- wyjaśnij, dlaczego nie podoba ci się plan lokalnych władz,
- zaproponuj pozostawienie ośrodka sportowego i budowę parkingu w innym miejscu.

Rozwiń swoją wypowiedź w każdym z podpunktów.
Długość twojego listu powinna wynosić co najmniej 200 słów.

6.8 SPEAKING

At the doctor's surgery

I can describe basic symptoms to a doctor and talk about treatment.

1 SPEAKING **Look at the pictures and discuss the ways in which you might get these injuries.**

- a burn on your hand
- a cut on your chin
- a pain in your forehead
- a sprained ankle

2 3.37 **Listen to four patients in a doctor's surgery describing how they got the injuries in Exercise 1. What happened? Did they mention any of your ideas?**

3 3.37 **Which option completes the extract from the dialogues correctly? Write in your notebook. Then listen again and check.**

Dialogue 1
A: Do you [1]*have / feel* a temperature?
B: Yes, it's thirty-nine degrees.
A: Well, I'm afraid your hand is infected. I'm going to give you a prescription. You need to take [2]*stitches / antibiotics*. You also need to put a fresh [3]*ice / bandage* on it every day.

Dialogue 2
A: Okay, let me see. Hm it's a nasty cut. I think you need a few [4]*bruises / stitches*.
B: Stitches?! Oh no, I think I'm going to [5]*faint / bleed*.
A: Okay, calm down. Take some deep breaths. It's not going to [6]*hurt / twist*.

Dialogue 3
A: Okay, I need to check your pulse and your [7]*blood pressure / injection*. Can you roll up your sleeve please?
B: Do you think I'm going to be okay? Do I need an [8]*infection / X-ray*?
A: No, your blood pressure is fine and your [9]*pulse / pain* is normal.

Dialogue 4
A: Now, are you allergic to anything?
B: Yes, I'm allergic to needles. Please get that needle away from me!
A: I'm not going to give you an [10]*injection / operation*. But we do need to bring the [11]*bleeding / swelling* down. You need to take [12]*painkillers / antibiotics* to ease the pain and then you'll need to put some [13]*ice / plaster* on your ankle when you get home.



4 **Which verbs in the box complete the SPEAKING FOCUS correctly?**

bring check give put put take ~~take~~

SPEAKING FOCUS

Treatment

You need to [1]*take* antibiotics.
You need to [2] ? a fresh bandage/a plaster on it.
You need a few stitches.
I need to [3] ? your blood pressure/pulse, etc.
I don't think you need an X-ray/operation, etc.
I'm not going to [4] ? you an injection.
We need to [5] ? the swelling down.
You need to [6] ? painkillers to ease the pain.
You need to [7] ? ice/ointment, etc. on your ankle.

5 **Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.**

Student A: You're a student. You're doing a language course in the UK. You had a minor accident and hurt yourself, and have to go and see a doctor. Tell the doctor what happened, what your symptoms are and answer any questions.
Student B: You're a doctor. Your patient is a foreign student. Find out about their injury and ask questions. Give advice.

6 SPEAKING **Practise the dialogue and act it out. Take it in turns to be A and B.**

6.1 Vocabulary 5.41

ankle /'æŋkəl/ kostka
arm /ɑːm/ ramię, ręka
bitten by a dog/rat /ˌbɪtn baɪ ə 'dɒg/'ræt/ pogryziony przez psa/szczura
bitten by an insect/a snake /ˌbɪtn baɪ ən 'ɪnsekt/ə 'sneɪk/ ukąszony przez owada/węża
blocked nose /ˌblɒkt 'nəʊz/ zatkany nos
bottom /'bɒtəm/ pupa, siedzenie
break /breɪk/ złamanie
break sb's heart /ˌbreɪk ˌsʌmbɒdiz 'hɑːt/ złamać komuś serce
break your arm/leg/thumb/toe /ˌbreɪk jə 'ɑːm/'leg/'θʌm/'təʊ/ złamać rękę / nogę / kciuk / palec u nogi
burn /bɜːn/ oparzenie
burn your fingers/hand/tongue /ˌbɜːn jə 'fɪŋgəz/'hænd/'tʌŋ/ oparzyć sobie palce/dłoń/język
burn your hair /ˌbɜːn jə 'heə/ przypalić sobie włosy
cheek /tʃiːk/ policzek
chest /tʃest/ klatka piersiowa
chin /tʃɪn/ broda
comb your hair /ˌkəʊm jə 'heə/ czesać włosy
cut your finger /ˌkʌt jə 'fɪŋgə/ skaleczyć się w palec
dislocate your hip/knee/shoulder/thumb /ˌdɪsləkeɪt jə 'hɪp/'niː/'ʃəʊldə/'θʌm/ zwichnąć biodro/kolano/bark/kciuk
elbow /'elbəʊ/ łokieć
eyebrow /'aɪbraʊ/ brew
finger /'fɪŋgə/ palec (u ręki)
fingernail /'fɪŋgəneɪl/ paznokieć (u ręki)
foot/feet /fʊt/fiːt/ stopa/stopy
forehead /'fɒrəd/ czoło
get dizzy /ˌget 'dɪzi/ mieć zawroty głowy
give sb a hand /ˌgɪv ˌsʌmbɒdi ə 'hænd/ pomóc komuś
have a black eye /ˌhæv ə ˌblæk 'aɪ/ mieć podbite oko
have a bruise /ˌhæv ə 'bruːz/ mieć stłuczenie
have a cut /ˌhæv ə 'kʌt/ mieć skaleczenie
have a sore finger /ˌhæv ə ˌsɔː 'fɪŋgə/ *sb has a sore finger* – kogoś boli palec
I couldn't believe my eyes /aɪ ˌkʊdənt bəˌliːv maɪ 'aɪz/ nie mogłem uwierzyć własnym oczom
knee /niː/ kolano
laugh your head off /ˌlɑːf jə 'hed ɒf/ zrywać boki ze śmiechu
lips /lɪps/ usta
neck /nek/ szyja
on the tip of your tongue /ɒn ðə ˌtɪp əv jə 'tʌŋ/ na końcu języka
poke /pəʊk/ szturchnąć, trącić
pull sb's leg /ˌpʊl ˌsʌmbɒdiz 'leg/ nabierać kogoś
rib /rɪb/ żebro
shoulder /'ʃəʊldə/ bark
spine /spaɪn/ kręgosłup
sprain your ankle/foot/knee/wrist /ˌspreɪn jə 'æŋkəl/'fʊt/'niː/'rɪst/ skręcić kostkę/stopę/kolano/nadgarstek
thigh /θaɪ/ udo
thumb /θʌm/ kciuk
toe /təʊ/ palec (u nogi)
waist /weɪst/ talia
wrist /rɪst/ nadgarstek

6.2 Grammar 5.42

bleed /bliːd/ krwawić
eye drops /'aɪ drɒps/ krople do oczu
feel well /ˌfiːl 'wel/ czuć się dobrze
fever /'fiːvə/ gorączka
flu /fluː/ grypa
get /get/ kupić
hay fever /'heɪ ˌfiːvə/ katar sienny
look up/down /lʊk ʌp/daʊn/ odchylić/pochylić głowę
nosebleed /'nəʊzbliːd/ krwotok z nosa
put a plaster on /ˌpʊt ə 'plɑːstər ɒn/ przykleić plaster na
put ice on /pʊt 'aɪs ɒn/ przyłożyć lód do
sting /stɪŋ/ użądlenie
stop the blood flowing /ˌstɒp ðə 'blʌd ˌfləʊɪŋ/ zatrzymać krwawienie
sunburn /'sʌnbɜːn/ oparzenie słoneczne
take (antihistamine) tablets /ˌteɪk (ˌæntɪ'hɪstəmiːn),tæbləts/ brać tabletki (przeciwhistaminowe)

6.3 Listening 5.43

cycle /'saɪkəl/ jechać na rowerze; rajd rowerowy
die /daɪ/ umrzeć
die of (a disease) /ˌdaɪ əv (ə dɪ'ziːz)/ umrzeć na (chorobę)
donate money to /dəʊ'neɪt ˌmʌni tə/ dać datek, podarować
foundation /faʊn'deɪʃən/ fundacja
get on (your bike) /ˌget 'ɒn (jə 'baɪk)/ wsiąść na (rower)
heel /hiːl/ pięta
in memory of /ɪn 'meməri əv/ ku pamięci
participant /pɑː'tɪsəpənt/ uczestnik
raise money for /ˌreɪz 'mʌni fə/ zbierać pieniądze na
safety /'seɪfti/ bezpieczeństwo
set up a webpage /ˌset ʌp ə 'webpeɪdʒ/ założyć stronę internetową
share a webpage /ˌʃeər ə 'webpeɪdʒ/ udostępnić stronę internetową
sponsor /'spɒnsə/ sponsorować
take part in /ˌteɪk 'pɑːt ɪn/ brać udział w
train for /'treɪn fə/ trenować do
vulnerable people /ˌvʌlnərəbəl 'piːpəl/ osoby wymagające szczególnej troski

6.4 Reading 5.44

catch (a disease) /ˌkætʃ (ə dɪ'ziːz)/ zarazić się (chorobą)
consider /kən'sɪdə/ rozważać
deep cut /ˌdiːp 'kʌt/ głęboka rana
deliver a baby /dɪˌlɪvə ə'beɪbi/ przyjąć poród
doctor's surgery /ˌdɒktəz 'sɜːdʒəri/ gabinet medyczny
emergency team /ɪ'mɜːdʒənsi tiːm/ zespół medyczny, zespół ratunkowy
flu/cholera epidemic /'fluː/'kɒlərə epɪˌdemɪk/ epidemia grypy/cholery
food/nut allergy /'fuːd/'nʌt ˌælədʒi/ alergia pokarmowa / na orzechy
gain weight /ˌgeɪn 'weɪt/ przybierać na wadze
give a snapshot of /ˌgɪv ə'snæpʃɒt əv/ dać obraz (czegoś)
give sb first aid /gɪv ˌsʌmbədi ˌfɜːst 'eɪd/ udzielać komuś pierwszej pomocy
hair straightener /'heə ˌstreɪtnə/ prostownica do włosów
have a panic attack /ˌhæv ə 'pænɪk ə'tæk/ mieć atak paniki
heart attack /'hɑːt əˌtæk/ zawał serca
hospital /'hɒspɪtl/ szpital
illness /'ɪlnɪs/ choroba
injury /'ɪndʒəri/ uraz
local surgery /ˌləʊkəl 'sɜːdʒəri/ pobliski gabinet
maternity/children's ward /ˌmə'tɜːnəti/ 'tʃɪldr ənz wɔːd/ oddział położniczy/dziecięcy
medicine /'medsən/ lekarstwo; medycyna
muscle/stomach pain /'mʌsəl/'stʌmək peɪn/ ból mięśni/brzucha
off-duty /ˌɒf 'djuːti/ po służbie
paramedic /ˌpærə'medɪk/ ratownik medyczny
patient /'peɪʃənt/ pacjent
recover from /rɪ'kʌvə frəm/ wyzdrowieć, wyjść (z choroby)
rescue team /'reskjuː tiːm/ ekipa ratunkowa
save lives /ˌseɪv 'laɪvz/ ratować życie
seriously ill /ˌsɪəriəsli 'ɪl/ poważnie chory
shaving cut /'ʃeɪvɪŋ kʌt/ zacięcie przy goleniu
stable/serious condition /ˌsteɪbəl/ˌsɪəriəs kən'dɪʃən/ stabilny/poważny stan
stomach /'stʌmək/ żołądek
tooth/teeth /tuːθ/tiːθ/ ząb/zęby
treat patients /ˌtriːt 'peɪʃənts/ leczyć pacjentów
write a prescription /ˌraɪt ə prɪ'skrɪpʃən/ wypisać receptę

6.5 Grammar 5.45

get out of /ˌget 'aʊt əv/ wyjść z
miscalculate /mɪs'kælkjəleɪt/ źle obliczyć
penknife /'pen-naɪf/ scyzoryk
rope /rəʊp/ lina
survivor /sə'vaɪvə/ osoba ocalała z katastrofy
trap /træp/ uwięzić

6.6 Use of English 5.46

feel alert /ˌfiːl ə'lɜːt/ czuć się rześko
blinds /blaɪndz/ żaluzje
body clock /'bɒdi klɒk/ zegar biologiczny
caffeine /'kæfiːn/ kofeina
collect taxes /kəˌlekt 'tæksɪz/ pobierać podatki
count sheep /ˌkaʊnt 'ʃiːp/ liczyć owce
curtains /'kɜːtənz/ zasłony
fall asleep /ˌfɔːl ə'sliːp/ zasnąć
insomnia /ɪn'sɒmniə/ bezsenność
prevent sb from /prɪ'vent ˌsʌmbədi frəm/ uniemożliwić coś komuś
set the alarm on your phone /ˌset ðə əˌlɑːm ɒn jə 'fəʊn/ ustawić budzik w telefonie

6.7 Writing 5.47

city council /ˌsɪti 'kaʊnsəl/ rada miasta
clearly /'klɪəli/ wyraźnie, to oczywiste
disapprove of /ˌdɪsə'pruːv əv/ nie pochwalać
express your support for/disapproval of /ɪkˌspres jə sə'pɔːt fə/ˌdɪsə'pruːvəl əv/ wyrażać poparcie / brak poparcia dla
facilities /fə'sɪlətiz/ udogodnienia, obiekty
fortunately /'fɔːtʃənətli/ szczęśliwie
hopefully /'həʊpfəli/ miejmy nadzieję
in favour of /ɪn 'feɪvər əv/ za
interestingly /'ɪntrəstɪŋli/ co ciekawe
lack of /'læk əv/ brak
naturally /'nætʃərəli/ oczywiście, z pewnością
opposed to /ə'pəʊzd tə/ przeciwko
surprisingly /sə'praɪzɪŋli/ zaskakująco, o dziwo
sadly /'sædli/ niestety
weight problems /'weɪt ˌprɒbləmz/ problemy z nadwagą

6.8 Speaking 5.48

bandage /'bændɪdʒ/ bandaż
feel dizzy/sick /ˌfiːl 'dɪzi/'sɪk/ mieć zawroty głowy/nudności
give an injection /ˌgɪv ən ɪn'dʒekʃən/ zrobić zastrzyk
have a pain in your forehead /hæv ə ˌpeɪn ɪn jə 'fɒrəd/ skarżyć się na ból głowy
have a temperature /ˌhæv ə 'temprətʃə/ mieć podwyższoną temperaturę
hurt /hɜːt/ boleć
infection /ɪn'fekʃən/ infekcja
operation /ˌɒpə'reɪʃən/ operacja
see a doctor /ˌsiː ə 'dɒktə/ pójść do lekarza
stitch /stɪtʃ/ szew
symptoms /'sɪmptəmz/ objawy
swollen /'swəʊlən/ opuchnięty

FOCUS REVIEW 6

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Wybierz poprawny wyraz.

1 It is quite common for a sportsperson to *dislocate* / *burn* their shoulder during a game, but it's quite easy to put it back into place.
2 It was so funny that we laughed our *hearts* / *heads* off.
3 After the accident, Kelly had a *broken* / *black* eye from hitting her face on the steering wheel.
4 Luckily, Henry only *sprained* / *broke* his ankle, so none of the bones were damaged.
5 When Jim told me who was going to visit us, I knew he was pulling my *hand* / *leg*. It couldn't be true.

2 Jakie wyrazy poprawnie uzupełniają zdania? Pierwsze litery brakujących wyrazów zostały podane.

1 The first time Julie went on the underground she had a **p** ? **a** ? because she is so afraid of closed spaces.
2 The **r** ? team arrived three minutes after the accident.
3 Susan has an annoying food **a** ? . She can't eat cucumbers or melons, among other things.
4 I've been feeling really tired, so I've made an appointment for a check-up at the local **s** ? .
5 Would you like to take **p** ? in our effort to save the **l** ? of giant pandas?

3 Jakie formy podanych w ramce czasowników poprawnie uzupełniają zdania?

(can have not call sponsor not let)

1 If I tried to text during the lesson, I'm sure my teacher ? me keep my phone with me.
2 My mum always wants to know what I'm doing. If only she ? me so often.
3 I want to go to New York to run the marathon. I wish someone ? me.
4 My school is very small and old. I wish it ? a sports centre with a swimming pool.
5 I hate cycling to school. If only I ? get a driving licence at the age of sixteen.

4 Połącz fragmenty zdań warunkowych trzeciego stopnia i uzupełnij je odpowiednimi formami podanych czasowników.

1 We ? (not help) so many families
2 If you ? (not go) on such a strict diet,
3 You ? (help) the person with a cut
4 If Andy ? (put) some ice on his head,
5 Sally ? (win) the singing competition

a if you ? (do) a first aid course.
b he ? (stop) the bleeding.
c if she ? (not lose) her voice last week.
d if we ? (not raise) so much money for the charity.
e you ? (not feel) dizzy yesterday.

ŚRODKI JĘZYKOWE

Parafraza zdań; wybór wielokrotny

5 Przekształć zdania tak, aby zachować ich sens. Nie zmieniaj podanych fragmentów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

WSKAZÓWKA
Przeczytaj pary zdań. Zastanów się, które fragmenty pierwszego zdania należy sparafrazować w drugim zdaniu oraz jakiej struktury lub wyrażenia możesz użyć, by zachować to samo znaczenie.

1 It's a pity you can't take part in the first aid training.
If only ? part in the first aid training.
2 Mark reached the hospital on time only because he had left home very early.
If Mark hadn't left home very early, he ? the hospital on time.
3 You should shorten your run so that you don't get so tired.
You should shorten your run so as ? tired.
4 My brother never tells me when he's angry with me.
I wish ? when he's angry with me.

6 Przeczytaj tekst. Które z podanych odpowiedzi (A–D) poprawnie go uzupełniają?

VEGETABLES AND VITAMINS

I don't think I was a particularly fussy eater as a child. Like many children, I simply didn't like vegetables. After eating my meat and potatoes quickly, I would stare bitterly at the vegetables left on my plate. If they had simply disappeared, I [1] ? very happy. Instead, I had to sit at the table until my plate was clean.
At that time I didn't know that my mum wanted me to eat vegetables to make sure that I was getting all the vitamins I needed. She was so afraid that I would develop a serious [2] ? that, every now and then, she made an appointment at the doctor's and asked him to do a blood test on me.
Blood tests were even worse than broccoli, as I've been afraid of needles all my life. Even today I wish my mum [3] ? so concerned about me. After all, I'm a perfectly healthy adult.
A few days ago, I found a book about the history of science. I couldn't [4] ? when I found a chapter explaining that some 100 years ago people didn't know anything about vitamins! It was a Polish-born scientist, Kazimerz Funk, who formulated the concept of vitamins in 1912. It was a great discovery, but I keep thinking that if Funk [5] ? vitamins, my mum wouldn't have made me eat all those vegetables.

1 A will be B would be C had been D would have been
2 A condition B situation C injury D epidemic
3 A couldn't be B hasn't been C hadn't been D wouldn't be
4 A pull my leg B believe my eyes C give me a hand D laugh my head off
5 A didn't discover B would discover C hadn't discovered D haven't discovered

CZYTANIE

Uzupełnianie luk

7 **Przeczytaj tekst dotyczący operacji plastycznej. Następnie na jego podstawie uzupełnij e-mail od Amy do Emmy. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

WSKAZÓWKA

Podczas wykonywania tego typu zadania pamiętaj, że w tekście, który masz uzupełnić, często będą użyte synonimy wyrazów lub wyrażeń występujących w głównym dłuższym tekście.

ALL ABOARD THE SMILE TRAIN!

Smile Train is a charity that is dedicated to helping the millions of children around the world, including in India, who suffer from facial defects. The defects occur when a baby's top lip or mouth doesn't form properly before birth. Eating and drinking are very difficult for these babies, and their families are often unable to cope with the problem. The charity provides free surgery, which gives these children a new smile and, with it, new hope and a new beginning. Children with the defects certainly need all the help they can get. Although many sufferers are accepted by their families, sadly, others are not. In India children with the defects are often abandoned at birth because their parents feel ashamed of them or cannot afford the surgery that will improve their lives. The good news is that the surgery which can change a child's life forever is not complicated, takes only 45 minutes and costs the family nothing, thanks to Smile Train. The charity raises money to buy medical supplies and finds the right medical volunteers to perform the surgery. A Smile Train doctor from the UK said, 'Each child who has surgery is given a second chance at life. After years of living their lives in isolation, the children can finally go to school and be happy. Every year I go to India, where I have performed hundreds of operations free of cost through Smile Train. I cannot describe the satisfaction and joy I feel when I help a child. I know that I am making a real difference in the world and that is more important than making money all the time.' The doctor continued, 'There are many benefits, and not just for the child. The family no longer feels shame and it's good for the medical community too. Experienced doctors like me share our skills with local doctors. In this way, we make sure that this surgery will always be available'.

From: Amy

To: Emma

Hi Emma,
Hope you're fine and not studying too much!
I've found a really interesting article that might be useful for your paper. It's about Smile Train, a charity which helps children with facial defects. These defects (affecting the top lip or mouth) develop even before babies [1] ? .
As a result, such children have problems with [2] ? .
Not only that, in some places, their parents are very poor or feel ashamed, and often decide [3] ? at birth.
And that's where the Smile Train charity comes in. It finds and brings in medical volunteers to perform operations which parents [4] ? for. The surgery is quite short and simple but it gives the child a new smile and completely changes their life. One British doctor who works with Smile Train believes that apart from the child, the surgery has advantages for both [5] ? .
I found this article really interesting – if you want, I can send you a link.
Love,
Amy

MÓWIENIE

8 **Pracując w parach, odpowiedzcie na pytania.**

1 What do you do to get better when you have a cold?
2 What do you do to relax after a stressful day?
3 Do you ever worry about your health? Why?/Why not?

PISANIE

E-mail/List formalny

9 **Odpowiedz na pytania.**

1 Why is it important to know something about first aid?
2 What do you remember from the first aid quiz in lesson 6.2?

10 **Wykonaj zadanie.**

W twoim mieście odbyły się warsztaty dotyczące udzielania pierwszej pomocy. Napisz list do gazetki szkolnej, w którym opiszesz, co dało ci uczestnictwo w tych warsztatach oraz zachęcisz innych uczniów do udziału w takich zajęciach.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

7

Entertain me

Most people buy the highest quality television sets, only to watch the lowest quality TV shows.

Jarod Kintz

BBC

7.1 VOCABULARY

Entertainment • people in entertainment • phrasal verbs

I can talk about people in music and television.

SHOW WHAT YOU KNOW

1 **In your notebook, put the words in the box under an appropriate heading. Then add at least one more word to each category and compare with a partner.**

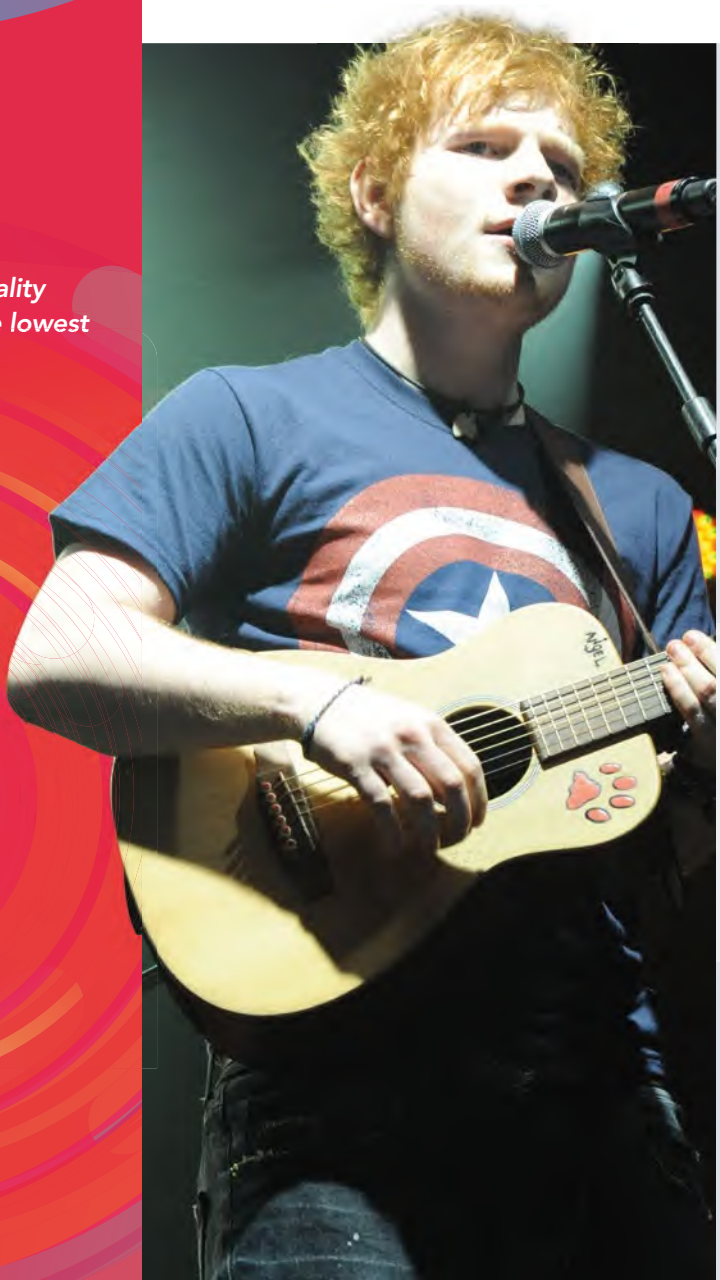
box office costume episode gig ~~landscape~~ news bulletin orchestra plot portrait post sculpture soap opera social media video games vocalist

art	film/theatre	music	digital	TV
landscape	?	?	?	?

2 SPEAKING **How much time do you devote to each area of entertainment? Discuss with a partner.**

3 **Guess which numbers in the box complete the facts about the stars.**

1 2 4 11 12 16 8 million half a billion



DID YOU KNOW?

1 Ed Sheeran's hit single *Thinking Out Loud* was streamed ? times on Spotify.
2 Ed started doing live gigs when he was ? .
3 Ed had a hit single which reached number ? before he even signed a recording contract.
4 Millie Bobby Brown plays the part of ? in *Stranger Things*.
5 *Stranger Things* had over ? viewers ? weeks after it came out.
6 The cast of *School of Rock* are only ? years old.
7 They put on a show ? times a week.

4 4.1 **Listen to an interview with Laura Martinez and check your answers.**

5 4.1 **Answer the questions. Then listen again and check.**

1 Who has already appeared in a TV series?
2 Who has had great reviews for an album he/she released last month?
3 Whose albums are always in the charts?
4 Who started out by playing small venues in London?
5 Who has a kind of talent some actors only dream of?
6 Who wants the lead guitarist and lead singer of *School of Rock* to play on his/her next album?

6 **Read *Top Tips for Young Performers*. What do you think are the best three pieces of advice?**

Top Tips for Young Performers

- If you can, take up a musical instrument when you're really young and sign up for lessons.
- Practise every day, and when you think you're ready, go for it.
- If you mess up on stage, don't worry. Just carry on.
- When you make a mistake, don't beat yourself up – we learn from our mistakes.
- When you feel you are stuck, keep practising and eventually the feeling will wear off.
- Be nice, be reliable, don't be moody and always turn up on time!

FOCUS ON WORDS | Entertainment

7 4.2 **In your notebook, complete the list of phrases with the base forms of the verbs in red in Exercises 3 and 5. Then listen, check and repeat.**

1 a ? in a TV series
2 b ? in the charts
3 d ? a live gig
4 h ? a hit single
5 h ? great reviews
6 p ? the part of …
7 p ? a venue
8 b ? streamed
9 r ? an album
10 s ? a recording contract

8 SPEAKING **In your notebook, complete the questions with an appropriate word in Exercise 7. Then ask and answer the questions with a partner.**

1 What is the worst single in the *charts* at the moment?
2 When did your favourite band last release an ? ?
3 Does your favourite band do many ? gigs?
4 Does your favourite band usually play large or small ? ?
5 If you could play the ? of any fictional character, who would it be?
6 What is your favourite ? single of all time?
7 Think of the music you listen to from the Internet. Is it downloaded or ? ?

FOCUS ON WORDS | People in entertainment

9 4.3 **In your notebook, match the words in the box with the definitions. Then listen, check and repeat.**

the audience the cast a drummer a lead guitarist
a musician a singer-songwriter a viewer a vocalist

1 a person who plays drums in a band = ?
2 a person who plays the main guitar part = ?
3 a person who is the main singer = ?
4 the people who watch or listen to people performing in public = ?
5 all the performers in a play, film, musical, etc. = ?
6 a person who watches TV = ?
7 a person who writes songs and sings them = ?
8 a person who plays a musical instrument, usually for a living = ?

10 SPEAKING **In your notebook, complete the sentences to make them true for you. Then compare with a partner.**

1 If I were in a band, I'd be a ? .
2 The biggest audience I've ever been part of was ? .
3 My favourite singer-songwriter is ? .
4 I think the cast in ? are very good.
5 A musician I admire is ? .

FOCUS ON WORDS | Phrasal verbs

11 4.4 **In your notebook, match the base forms of the underlined phrasal verbs in Exercises 3 and 5 and in *Top Tips for Young Performers* with their synonyms. Then listen, check and repeat.**

1 blame yourself = *beat yourself up*
2 continue = ?
3 be released or published = ?
4 do sth badly = ?
5 organise a show = ?
6 begin organised lessons or join a course = ?
7 begin your career = ?
8 start learning or doing sth new = ?
9 arrive = ?
10 gradually disappear = ?

12 SPEAKING **In your notebook, complete the sentences with the correct form of the verbs in Exercise 11. Then discuss whether the sentences are true or false for you.**

1 Our school always *puts* on a show at the end of term.
2 I usually ? up late when I meet my friends.
3 A new episode of my favourite TV series ? out this week.
4 My parents want me to ? up for singing lessons.
5 I ? up piano when I was younger but I didn't ? on.
6 I never want to act. I'm afraid of ? up in front of an audience.

13 PROJECT **Work in groups. Choose an arts or culture mobile app and do some research online into it. Then prepare a digital presentation about the app and present it to your class.**

GRAMMAR 7.2

Reported Speech – statements

I can talk about what other people have said using Reported Speech.



1 SPEAKING **Discuss whether you like the painting. Is it possible for a three-year-old child to paint something like this? Read the text and find out.**

They said she was a genius

When Marla Olmstead was three years old, a woman saw one of her paintings in a coffee shop and asked how much it cost. Marla's mother wanted to keep the painting so she told her that it cost $250. The woman bought it!
After that a gallery owner started showing Marla's paintings. He told her parents that their daughter was a genius. Her paintings began to sell for thousands of dollars. But not all of the attention was positive. Art critics pointed out that a child could not produce those paintings. One critic suggested that her father had painted them.
A TV channel contacted Marla's parents and told them that they wanted to film their daughter the following week. They explained that they wanted to prove that Marla was not a fake. Marla's parents said that their daughter would be uncomfortable in front of the cameras, but the TV director told them not to worry. He added that he was going to use a hidden camera.
Over the next few days, Marla did a painting, but it was not as good as her other paintings. Her critics claimed that this proved someone else finished her paintings. The customers replied that they didn't care who had done them – they liked them anyway.

2 Who in the story said sentences 1–7?

some art critics | the TV director | one critic
Marla's parents | the customers | a TV channel
~~a gallery owner~~

1 'Your daughter is a genius,' said *a gallery owner*.
2 'A child can't produce these paintings,' said ? .
3 'Her father painted them,' said ? .
4 'We want to film your daughter next week,' said ? .
5 'Our daughter will be uncomfortable,' said ? .
6 'I'm going to use a hidden camera,' said ? .
7 'We don't care who has done them,' said ? .

3 Find the Reported Speech in the text that matches the Direct Speech in Exercise 2. Then complete the rules in the GRAMMAR FOCUS in your notebook.

GRAMMAR FOCUS

Reported Speech – statements

In reported statements, verb forms change depending on the context.

Direct Speech		Reported Speech
Present Simple	→	Past Simple
Present Continuous	→	Past Continuous
Present Perfect	→	1 ?
Past Simple	→	2 ?
Past Perfect	→	Past Perfect
can/can't	→	3 ?
will/won't	→	4 ?
am/is/are going to	→	5 ?

Note:
***tell* sb sth** – *She told me (that) I was wrong.*
***say* sth** – *She said (that) I was wrong.* (NOT ~~*She said me I was wrong.*~~)
Other reporting verbs like *say*:
add, claim, explain, point out, reply, suggest

4 Look at the reporting verbs in blue in the text and read the note in the GRAMMAR FOCUS. Then decide which verbs in the sentences below are correct.

1 'I've bought a painting,' Jim *told / explained* me.
2 'It's worth hundreds of dollars,' he *claimed / told*.
3 'A three-year-old girl painted it,' he *told / added*.
4 'A child can't paint like that!' I *pointed out / told* him.
5 'It's probably a fake,' I *told / suggested*.
6 'I don't care, I'm keeping it!' he *replied / told* me.
7 'It'll look great in my office,' he *added / told*.

5 In your notebook, rewrite the sentences in Exercise 4 as Reported Speech.

1 *Jim told me that he had bought a painting.*

6 Read REMEMBER THIS. Then, in your notebook, complete the Reported Speech sentences. Use time expressions from the box and make other changes as necessary.

REMEMBER THIS

In reported statements there may be other changes depending on the context. For example:
time: **yesterday → the day before**
place: **here → there**
pronouns: **I/me → he** or **she/him** or **her**
possessive adjectives: **my → his** or **her**

the month before | the day before | that day
then | the following day | the following week

1 'I met her here last month.'
He claimed *he had met her there the month before*.
2 'She gave us this painting yesterday.' They replied ? .
3 'We can't speak to you now.' They told us ? .
4 'I'm meeting my friends later today.' She explained ? .
5 'I'll see you here tomorrow.' He told her ? .
6 'We're going to fly to Paris next week.' They pointed out ? .

7 SPEAKING **Discuss your own attitudes towards art. What do you like/dislike? What pictures do you have in your bedroom/home?**

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7.3 LISTENING

Matching

I can follow an informal interview on a common topic.

1 SPEAKING **Read UK TODAY. Discuss how similar or different you think the situation is in your country.**

UK TODAY



In the UK
- over 77% of the population shop online.
- clothes or sports goods are the most popular online purchase.
- over 40% of all advertising is online.

Most UK homes have
- super-fast broadband connections.
- at least 3 different devices connected to the Internet (TV, laptop, tablet, smartphone, etc.).
- at least 6 different types of screen.

1 in 3 UK teenagers
- spends at least 6 hours a day online.
- has experienced cyberbullying.
- uses their smartphone everywhere (including in the toilet!).

2 4.5 SPEAKING **Discuss the questions. Then listen and check your ideas.**

1 What is a 'viral video'?
2 Where can you watch it?
3 What kind of videos 'go viral'?

LISTENING FOCUS Matching

3 4.6 **Listen to four people. Which statements A–E match speakers 1–4? There is one extra statement.**

Speaker 1
Speaker 2
Speaker 3
Speaker 4

The speaker …
A talks about a video that helped somebody's career.
B produces viral videos for a living.
C suggests that long videos don't go viral
D thinks the career advice he got from his family is no longer useful.
E prefers videos where something unpredictable happens.

4 SPEAKING **Discuss the questions and compare your ideas with a partner.**

1 What are the three ingredients of a successful viral video?
2 What do you see in the video of the teenage schoolboy?
3 What happens in the three videos that Speaker 3 talks about?
4 Why do people laugh at videos where people have silly accidents?
5 Why does Nigel Brown spend so much time watching videos?

5 4.6 **Listen to the four speakers again and check your answers.**

FOCUS ON WORDS | Collocations

6 4.7 **In your notebook, complete the collocations with the words in the box. Then listen, check and repeat.**

attention ~~element~~ emotions laugh surprise video video viral

1 contain an *element* of surprise
2 go ?
3 have a short ? span
4 make sb ?
5 stir up ?
6 take sb by ?
7 upload a ?
8 view a ?

7 4.8 **In your notebook, write the forms of the verbs in Exercise 6 that complete the text correctly. Then listen and check.**

An early viral video

Nobody knows exactly why online videos [1] *go* viral, and which ones will be [2] ? to social networking sites and shared millions of times. Often, not much happens in these clips, but they're short enough to appeal to the digital generation who [3] ? short attention spans, and they [4] ? our emotions. One of the first and most famous viral videos was the sneezing panda. It shows a mother panda eating bamboo with her baby asleep at her feet. Suddenly, the baby sneezes and [5] ? the mother by surprise. It's the mother's reaction which [6] ? you laugh. The video has been [7] ? over 221 million times. Why is it so popular? Probably because the baby panda is cute and the simple story [8] ? an element of surprise.

8 SPEAKING **Think about an online video you have uploaded, shared or viewed recently. Discuss the questions.**

1 When, where and how did you see it?
2 What was it about? What happened?
3 How would you describe it? (funny? amazing? inspiring? …)

PRONUNCIATION FOCUS

9 **In your notebook, complete the groups with nouns formed from the verbs. Then practise saying the words and mark the stress.**

1 adapt/*adaptation* connect/? compete/?
2 explain/? inform/? produce/?
3 suggest/? inspire/? present/?

10 4.9 **Which noun in each group has fewer syllables? Listen, repeat and check your answers.**

7.4 READING

Gapped text

I can identify key information in an extended newspaper article.

1 SPEAKING **Discuss the questions with a partner.**

1 How much time do you spend reading for pleasure?
2 What kind of books do you prefer when reading for pleasure and which when studying: comic books, print books, e-books or audio books?
3 Do you prefer listening to music while reading or reading in silence?

2 **Read the online article and the comments. Decide what *you* think about the new app and write your own comment. Compare with a partner.**

READING FOCUS Gapped text

3 **Read the text again. Which fragments A–E complete gaps 1–4 correctly? There is one extra fragment.**

A There's no information about their backgrounds, ages, reading experience, etc., but it seems reasonable to assume that they were people who don't spend a great deal of time in libraries.
B But reading is a different way of consuming content. I'm not sure a soundtrack can do anything but distract from the reading experience.
C In comparison with this traditional way of reading, one that engages all the senses, the digitally downloaded text can seem dull.
D In other words, can an audio soundtrack help people to understand a book and memorise it? The results were interesting.
E Some people were critical: they felt distracted by things that they would prefer to leave to the imagination.

FOCUS ON WORDS | Phrases related to reading

4 4.11 **In your notebook, complete the phrases with an appropriate two-letter word. How do you say the phrases in your language? Then listen, check and repeat.**

1 be based *on*
2 be critical ?
3 be deeply engaging
4 enhance the reading experience
5 feel distracted ?
6 find sth easy ? follow
7 improve literacy rates
8 leave sth ? your imagination
9 read ? the old-fashioned way
10 review something positively

5 **Use appropriate phrases in Exercise 4 to answer the comprehension questions.**

1 What is the aim of the new app?
2 What does the writer describe as 'sensuous'?
3 What is the connection between the American launch of the app and Sherlock Holmes?
4 Why were some people critical of the app?
5 How did the press react to the new app?
6 How does the writer describe the technology behind the app?
7 How are books with a soundtrack better than silent books, according to research?
8 How might the new technology help in schools?

FOCUS ON WORDS | Word building

6 4.12 **Many nouns are formed by adding the suffixes *-ment* or *-ion* to verbs. In your notebook, complete the table with nouns made from the verbs in the article. Use a dictionary if necessary. Then listen, check and repeat.**

VERB	NOUN
1 accompany	*accompaniment*
2 create	?
3 distract	?
4 encourage	?
5 engage	?
6 enhance	?
7 entertain	?
8 improve	?
9 memorise	?

7 **Think of other parts of speech and write in your notebook any other words that belong to these word families. You have sixty seconds.**

creator, creative, creatively, …

8 **In your notebook, complete these further comments about the Booktrack app with the correct form of the word in brackets. Which ones do you agree with?**

1 'Music and sound effects would be a *distraction*. I don't like the idea.' (distract)
2 'Adding sound effects is a great ? on the traditional way of reading a printed book.' (improve)
3 'Today's ? doesn't make you use your imagination.' (entertain)
4 'Anything is good if it motivates schoolchildren to read – they need a lot of ?.' (encourage)
5 'I can't see how an audio soundtrack can help you in the ? of things.' (memorise)

9 SPEAKING **Most studies suggest that teenagers are reading less fiction than they used to. Discuss the questions and give reasons for your answers.**

1 Is this a problem and, if so, what can be done about it?
2 Are there any advantages of reading more fiction?
3 Do you read more or less fiction than your partner?



Can a new app enhance the reading experience?

4.10

Reading a book in the old-fashioned way (holding an object made of paper) is a sensuous experience. Books speak. Pages rustle. They smell – sometimes delicious, sometimes of previous owners. Spines creak. And so on. [1] ? . It's convenient but does not engage all the senses.

Not until now. In America last year, a group of investors launched an app called Booktrack, a 'revolutionary new technology' that dramatically improves the e-reading experience. How? By creating a soundtrack for e-books including music and sound effects. A character knocks on the door: bang, bang, bang. Another puts a slice of bacon in the frying pan: sssssss. Someone kisses someone: well, no, perhaps not. And in between all these bursts of activity: sympathetic music, or weather noises, or (if it's a scene outdoors) a bird singing at the end of the garden.

The American launch was based on *Sherlock Holmes: The Adventure of the Speckled Band*. [2] ? . But it had a lot of fans too. In its first ten weeks on sale, *The Speckled Band* was downloaded more than 100,000 times. Since then, it has been downloaded in ninety-nine different countries and has been reviewed positively in the press: 'Phenomenal', 'Revolutionary', 'books without soundtracks could some day seem as old-fashioned as silent movies'.

The technology is entertaining and very impressive. How on earth does the page know which line of text our eyes are reading, and therefore when to do the knocking on the door, etc.? Reading in this way is a deeply engaging experience. And I believe that for every reader who prefers to use their imagination, there will be a reader who is grateful for the extra fun.

But it's not just about having fun. Booktrack hired the services of Liel Leibovitz, a professor of communications at New York University, to look into 'the cognitive advantages, if any, to reading accompanied by audio elements'. [3] ? . The research found that when readers read books with a soundtrack, they not only found them easier to follow than 'silent' books, but also found them easier to remember.

People who took part in the research all came from New York and represented various levels of income and education. [4] ? . This could suggest that the greatest benefit of the new technology will be to help improve literacy rates and encourage schoolchildren to read.

Our culture is becoming increasingly visual, but the success so far of Booktrack also shows that we're keen to live in an acoustic world. While it is common to complain that computers cut us off from reality, you could also argue that in some ways computers remind us how much we rely on our senses.

COMMENTS

- Personally, I prefer reading in silence or with some background music.
- I don't mind trying this. Why not?
- I like listening to books on the radio and when I'm driving, so I think I'll enjoy this new experience.
- I don't think sound effects can add anything to a book … I'd hate it.

GLOSSARY

rustle – szeleścić
spine – tu: grzbiet książki
creak – skrzypieć
cognitive – poznawczy
sensuous – przyjemny dla zmysłów
sympathetic – tu: klimatyczny

7.5 GRAMMAR

Reported Speech – questions and imperatives

I can talk about someone's orders and questions using Reported Speech.

1 SPEAKING **Name some popular magazines in your country. Discuss which magazines you read and what topics you like reading about.**

2 **Darina Parfitt did an interview for a lifestyle magazine. Read the interview questions and guess what she does for a living.**

a a fashion designer
b a film director
c a model
d a singer

Questions
- *What are you going to wear to the Oscars?*
- *Who are you dating?*
- *Why did you split up with your fiancé?*
- *Have you put on weight?*
- *Are you on a diet?*

Photo instructions
- *Don't look too serious.*
- *Blow a kiss at the camera.*

3 4.13 **Listen to Darina talking to a friend about her interview. Check your answer in Exercise 2. Why is she so upset?**

4 **Read the GRAMMAR FOCUS. Then, in your notebook, write Darina's reported questions and reported imperatives from the conversation.**

They asked me …
1 what / wear / going to / to the Oscars / was / I
what I was going to wear to the Oscars.
2 I / dating / who / was
3 had / why / split up with / I / my fiancé
4 if / put on / I / weight / had
5 was / I / whether / on a diet
6 serious / to look / too / not
7 a kiss / at / to blow / the camera

GRAMMAR FOCUS

Reported questions and imperatives

- When you report questions, the subject comes before the verb. You use ***ask*** as the reporting verb. You don't use *do/does/did*. You use ***if*** or ***whether*** for *yes/no* questions.
- When you report imperatives, you use ***ask*** or ***tell sb (not) to do sth***.

Direct Speech	→	Reported Speech
yes/no questions		
'Do you live near here?'	→	*He asked me **if I lived** near there.*
'Are you happy?'	→	*He asked me **whether I was** happy.*
wh- questions		
'What is your name?'	→	*I asked him **what his name was**.*
'Who wrote these questions?'	→	*I asked him **who had written** those* questions.
Imperatives		
'Say "cheese".'	→	*They **asked me to say** 'cheese'.*
'Please don't move.'	→	*She **told me not to move**.*

5 4.13 **Listen to the conversation again and check your sentences in Exercise 4.**

6 **In your notebook, write more questions and imperatives from Darina's interview. Begin with *They asked her … .***

1 'Did your fiancé end your relationship?'
They asked her if her fiancé had ended their relationship.
2 'Have you seen your ex recently?'
3 'Where did you buy your dress?'
4 'Help yourself to tea or coffee.'
5 'Who is going with you to the Oscars next week?'
6 'Why are you leaving so early?'
7 'Can we interview you again next month?'
8 'Don't leave before we've taken a photo.'

7 **Read the report of another interview Darina gave. Which question did she refuse to answer?**



We had the pleasure of meeting Darina Parfitt today and talked to her about her work. We asked her if she was excited about being nominated for an Oscar, and whether she thought she could win. She told us that she was proud of her film and thought she had a good chance of winning. But she added that she hadn't seen the other films yet. We asked her when she had started making films and she told us it had only been the year before but that she had been in the movie business for ten years. We asked her what her next project was going to be and she told us she was writing a screenplay but she hoped she would get the chance to direct another film. We asked her who she was dating, but she asked us not to ask her about her private life.

8 **In your notebook, rewrite the report in Exercise 7 as a dialogue.**

Interviewer: *Thanks for agreeing to do the interview.*
Darina: *You're welcome.*
Interviewer: *So, are you excited about being nominated for an Oscar?*
Darina: *Yes, it's wonderful …*

9 SPEAKING **Act out your dialogue. Vote for the best dialogue in the class.**

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7.6 USE OF ENGLISH

Nouns

I can use various types of nouns with the correct articles.



1 SPEAKING **Rate the TV series genres in the box from 1 = 'I can't stand them' to 5 = 'I love them'. What other series genres can you think of? Discuss the series you like most.**

fantasy science fiction silly humour cool vampires cookery programmes

2 4.14 **Listen to a conversation between a media industry expert and a TV journalist. Why are more and more young people watching cookery programmes?**

3 4.14 **Which options complete the sentences correctly? Which one of the sentences is false? Listen again and check.**

1 The latest **news** *is / are* that **food** *has / have* become the most popular subject for reality TV programmes.
2 **Research** *tells / tell* us that we spend more time watching food on TV than cooking it.
3 **Series** such as *The Great British Bake-Off* and *Masterchef* *is / are* very popular with young people.
4 Survey **information** *suggest / suggests* that people bake cakes to share on social media, not to eat.
5 The **interests** of young people *isn't / aren't* very difficult to predict.
6 **Life** *is / are* too short to stuff a mushroom!

4 **Read the LANGUAGE FOCUS. What type of noun are the nouns in bold in Exercise 3?**

LANGUAGE FOCUS

Nouns

- **Countable nouns** have a singular and a plural form and you choose an appropriate verb form. Add **-s** (or sometimes **-es**, **-ies** or **-ves**) to form plurals: *programme – programmes*.

  Exceptions:
  Nouns with the same singular and plural forms: e.g. *fish*, *series*, *sheep*, *species*
  Nouns with irregular plural forms: e.g. *child/children*, *foot/feet*, *woman/women*, *person/people*

- **Uncountable nouns** only have a singular form. You can't put *a/an* or a number in front of them and you only use a singular verb form.

  Progress is slow. (NOT ~~*Progress are slow.*~~)
  I need (some) advice. (NOT ~~*I need an advice.*~~)
  I bought (two pieces of) furniture. (NOT ~~*I bought two furnitures.*~~)

  Common uncountable nouns: *advice*, *furniture*, *hair*, *information*, *knowledge*, *luggage*, *news*, *politics*, *research*, *traffic*, *weather*

- **Plural nouns** only have a plural form. You can't put *a/an* or a number in front of them and you only use a plural verb form.

  These jeans are nice. (NOT ~~*This jean is nice.*~~)
  I have two pairs of black trousers. (NOT ~~*I have two black trousers.*~~)

  Common plural nouns: *clothes*, *glasses*, *headquarters*, *interests*, *jeans*, *manners*, *scissors*, *trousers*

5 **In your notebook, complete the sentences with the phrases in the box to reflect your opinions. Then compare with a partner.**

is too much are too many isn't enough aren't enough

1 There ? news on TV.
2 There ? politics in the news.
3 There ? TV series about crime.
4 There ? women directors.
5 There ? advice for young people about Internet safety.
6 There ? furniture in my bedroom.

6 USE OF ENGLISH **In your notebook, complete the sentences by translating the part in Polish.**

1 My favourite TV presenter's ? (*włosy są siwe*).
2 There ? (*jest mnóstwo informacji*) about Masterchef on the website.
3 There ? (*jest tylko jeden amerykański serial*) I like watching.
4 Can I give you ? ? (*radę*)
5 I can't read this. Where ? ? (*są moje okulary*)
6 Today is a bad day. There ? (*nie ma ani jednej dobrej wiadomości*).
7 Apparently, ? (*istnieje ponad dwa i pół miliona gatunków*) of insects in the Amazon jungle.
8 ? (*Jeansy to*) my favourite clothes.

7 SPEAKING **In your notebook, complete these common sayings with the correct verb form. Then discuss whether you agree with the sayings and whether you have similar ones in your language.**

1 Laughter *is* (be) the best medicine.
2 Beauty ? (be) only skin deep.
3 Money ? (not grow) on trees.
4 Truth ? (be) stranger than fiction.
5 There ? (be) plenty of fish in the sea.
6 Knowledge ? (be) power.
7 Manners ? (make) the man.
8 No news ? (be) good news.

FOCUS VLOG About television

4.15 **Listen to the Focus Vlog. What are the speakers' favourite TV series? Write the answers in your notebook.**

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7.7 WRITING

An article reviewing an event

I can write an appealing description of a past event.

1 Read the announcement below and answer the questions.

1 What are you invited to do?
2 What could you win?

HOME | FESTIVAL | FAQ'S | CONTACT

Have you been to a fabulous festival this summer? *festivalwatch.orq* would love to hear all about it! Send us an article reviewing a festival that you attended this season and suggesting improvements for next year. The best article will be published on our website and the winner will receive two free tickets to next year's Glastonbury Festival.

2 Read the winning article and decide which is the most interesting and appropriate title.

1 Brilliant bands + fabulous food = unforgettable experience
2 Queuing, not singing, in the rain!
3 Smells, Smiles, and Sounds at Sunny Silverfest
4 What I did and didn't enjoy about Silverfest
5 What a load of rubbish!

Winner of this year's festival review competition

My friends and I, and the other lucky festivalgoers at this year's Silverfest festival, drank 25,000 bottles of water, created nearly two tonnes of rubbish and raised £20,000 for charity. We did this while listening to some of the most talented bands around and enjoying delicious food from all over the world. What an amazing experience!

We arrived early, but as we queued to get in, we could already hear the music and smell the food. The sun was shining on the colourful tents and a DJ had already begun to entertain the crowd. This year, the music was excellent; from the beats of The Chemical Brothers to the punk rock of Vampire Weekend. I'll never forget the sight and sound of 10,000 happy people with their arms in the air.

As all festivalgoers know, dancing makes you extremely hungry, especially when the air is filled with the fabulous smells of Thai, Indian, Mexican and many other world cuisines. To be honest, I was expecting terrible festival food, but I was wrong – it was absolutely delicious.

The only thing I'd suggest changing next year is the number of rubbish bins. There should be twice as many – by the end of the day there was litter everywhere.

If you are looking for a really friendly festival with fantastic bands and tasty food (and if you don't mind a bit of rubbish!), then try Silverfest next year. You won't be disappointed.



3 **Look at the article in Exercise 2 again. Which items 1–6 have been included?**

1 an introduction which holds the reader's attention
2 a reason for writing
3 language which describes what the writer saw, heard, smelled and tasted
4 a variety of adjectives and modifiers
5 personal opinions
6 suggestions and recommendations

4 **Read the WRITING FOCUS and check your answers in Exercise 3.**

WRITING FOCUS

An article reviewing an event

- Begin with an interesting, funny or unusual title to attract the reader's attention.
- Hold the reader's attention with an introduction which asks a question or gives interesting facts.
- Describe the event using a variety of adjectives and modifiers.
- Make your descriptions interesting by describing what you saw, heard, smelled and tasted.
- Include personal opinions and suggestions.
- Finish with a recommendation for the reader.

5 **Find all the adjectives in the article and decide whether they can complete sentence A or B.**

A It was/They were very … *lucky*
B It was/They were absolutely … *delicious*

6 **Copy the table in the LANGUAGE FOCUS and complete it with some of the adjectives you found in the article.**

LANGUAGE FOCUS

Modifiers with base and extreme adjectives

- You use different adverbs to modify base or extreme adjectives. Base adjectives are gradable e.g. *very bad* is worse than *quite bad*. Extreme adjectives are non-gradable e.g. *impossible* means *impossible* – you can't be 'more' *impossible* or 'less' *impossible*.

BASE ADJECTIVES	EXTREME ADJECTIVES
1 *bad*	*terrible*
2 *difficult*	*impossible*
3 ?	*devastated*
4 *funny*	*hilarious*
5 *good*	? , ? , ? , ?
6 ?	*ecstatic*
7 ?	*starving*
8 *interesting*	*fascinating*
9 ?	*brilliant*
10 ?	*delicious*
Modifiers: *very, rather, really, quite, extremely*	**Modifiers:** *absolutely* **Note:** *really* can also be used

7 **Which phrases in the LANGUAGE FOCUS would you replace with the underlined phrases to make the descriptions more interesting?**

1 This year's Charity Fun Day was very good/*absolutely fantastic* and we raised lots of money.
2 The birds were singing and the weather was really good/ ? .
3 There were some extremely bad/ ? singers in the competition – that was the best bit!
4 The exhibition of old photographs was rather interesting/ ? .
5 I'd recommend the rather tasty/ ? homemade ice cream.
6 If you're looking for a very good/ ? day out, come to next year's Charity Fun Day.

8 SPEAKING **Think about a time when you had either an absolutely fantastic or an absolutely terrible 'day out'. Use at least six extreme adjectives. Consider the questions below and then tell your partner.**

- What kind of day out was it? (i.e. a music festival? a sports day? a school trip? a charity event? a family picnic? a day at the beach?, etc.)
- When did you have this day out?
- Who did you go with?
- What happened during the day?
- What sort of things did you do?
- What were the high/low points?
- What is your best/worst memory?

SHOW WHAT YOU'VE LEARNT

9 **Do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Twoja szkoła zorganizowała niedawno dzień pod hasłem „Bawiąc się razem, pomagamy innym". Zaproszono wszystkich okolicznych mieszkańców. W ramach tej imprezy odbył się konkurs talentów oraz grało kilka zespołów studenckich. Można było również skosztować różnych potraw. Napisz artykuł, w którym ocenisz organizację tego dnia.

W swoim artykule:

- opisz i oceń różne wydarzenia, które odbyły się tego dnia,
- podaj kilka propozycji dotyczących organizacji i programu podobnej inicjatywy w przyszłym roku.

Rozwiń swoją wypowiedź w każdym z podpunktów.

Długość twojego artykułu powinna wynosić co najmniej 200 słów.

7.8 SPEAKING

Asking for permission
• polite requests

I can give and refuse permission and make polite requests.

1 SPEAKING **Look at the list of things you may want to do at school. Which things would you need permission for? Who would you ask?**

not do PE
go home early
open a window
use your phone
eat or drink in the classroom
change your seat during a lesson
use a dictionary in an English test
leave the classroom during a lesson

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

1 What has Patty got permission to use?
2 What is she going to use it for?
3 What does she have to do next?

To: Patty Class 9
Subject: class Facebook page

Dear Patty,
You can use the school video camera on Thursday 4th April to film your class for the school Facebook page. You must ask your teachers POLITELY for permission to film their classes during the day. All students must sign a copy of the document attached.

3 4.16 **Listen to three conversations. Which teacher doesn't give Patty permission to film the class and why?**



4 4.16 **In your notebook, complete the conversations with words and phrases in the SPEAKING FOCUS. Then listen again and check.**

1
Patty: Excuse me Miss Roberts. Is [1] *it OK* if we film your class today? It's for the school Facebook page.
Miss R: Er, well, I'm [2] ? I'm going to give you a test today, and that won't be very interesting on film. How about tomorrow?
Patty: We only have the camera today. [3] ? we do the test tomorrow?
Miss R: Well OK, I [4] ? .
Patty: Thanks Miss Roberts – that's great.

2
Patty: Mrs Baker, Mrs Baker!
Mrs B: Yes, hello, Patty. What can I do for you?
Patty: Do [5] ? we film our Art class today please?
Mrs B: No, [6] ? all, go ahead. Is this for a project?
Patty: No, it's for the school Facebook page.
Mrs B: Oh right, I'll go and tidy up the classroom then.

3
Mr O: Come in.
Patty: Excuse me, Mr Osborne.
Mr O: Yes, what is it?
Patty: Um, we [7] ? we could film your class today. We're making a film for the school Facebook page.
Mr O: Oh I see. Well, I'd like [8] ? , but I'm afraid I've got meetings all day and Ms Marks is taking my classes.
Patty: Oh OK, sorry to bother you sir.

SPEAKING FOCUS

Asking for permission	Giving permission	Refusing permission
Can or Could I/we …? Is it OK if I/we …?	Well OK, I suppose so. Yes, that's fine. No problem.	I'm sorry but … I'd like to help but I'm afraid …
We were wondering if I/we could …?	Sure, I don't see why not.	I'm afraid …
Do you mind if I/we …?	No, not at all, go ahead.	Yes, I do actually.

5 **In your notebook, rewrite the following exchanges using the language in the SPEAKING FOCUS. Begin with the words in italics.**

1 **A:** Lend me your calculator. **B:** Right.
A: *Could* ? ? **B:** *Well* ? .
2 **A:** Let me use your phone. **B:** No, the battery is flat.
A: *Is* ? ? **B:** *I'm* ? .
3 **A:** I want to open the window. **B:** OK.
A: *Do* ? ? **B:** *No* ? .
4 **A:** We want to leave early. **B:** Fine.
A: *We* ? . **B:** *Sure,* ? .

6 4.17 **Listen and check your ideas in Exercise 5. Practise the exchanges with your partner.**

7 SPEAKING **In your notebook, write a dialogue asking permission for something. Use the SPEAKING FOCUS to help you.**

- Decide on the situation, why you need permission and who from.
- Use the information in the box in Exercise 1 or your own ideas.
- Practise your dialogue. Then act out your dialogue to the class.

7.1 Vocabulary 5.49

admire /əd'maɪə/ podziwiać
appear in a TV series /ə'pɪər ɪn ə,tiː'viː ˌsɪəriːz/ wystąpić w serialu telewizyjnym
audience /'ɔːdiəns/ publiczność
be in the charts /bi ˌɪn ðə 'tʃɑːrts/ na listach przebojów
beat yourself up /ˌbiːt jɔːˌself 'ʌp/ obwiniać się, bić się w pierś
blame yourself /'bleɪm jɔːˌself/ obwiniać się
box office /'bɒks ˌɒfəs/ kasa biletowa
carry on /ˌkæri 'ɒn/ kontynuować
cast /kɑːst/ obsada
come out /ˌkʌm 'aʊt/ wychodzić, być wydanym
do a live gig /ˌduː ə ˌlaɪv 'gɪg/ grać koncert na żywo
drummer /'drʌmə/ perkusista
fictional character /ˌfɪkʃənəl 'kærəktə/ postać fikcyjna
gradually disappear /ˌgrædʒuəli ˌdɪsə'pɪə/ stopniowo znikać
have a hit single /ˌhæv ə ˌhɪt 'sɪŋgəl/ mieć singiel, który jest hitem
have great reviews /ˌhæv ˌgreɪt rɪ'vjuːz/ mieć znakomite recenzje
lead guitarist /ˌliːd gɪ'tɑːrəst/ gitarzysta prowadzący
learn from mistakes /ˌlɜːn frəm mə'steɪks/ uczyć się na błędach
mess up /ˌmes 'ʌp/ zrobić coś źle, niefachowo
musician /mjuː'zɪʃən/ muzyk
perform /pə'fɔːm/ występować
performer /pə'fɔːmə/ wykonawca
play a venue /ˌpleɪ ə 'venjuː/ grać koncert
play the part of /ˌpleɪ ðə 'pɑːt əv/ grać rolę
put on /ˌpʊt 'ɒn/ wystawić (sztukę)
release an album /rɪˌliːs ən 'ælbəm/ wydać album
sign a recording contract /ˌsaɪn ə rɪ'kɔːdɪŋ ˌkɒntrækt/ podpisać kontrakt nagraniowy
sign up for /ˌsaɪn 'ʌp fə/ zapisać się na
singer-songwriter /ˌsɪŋə 'sɒŋˌraɪtə/ osoba pisząca teksty i muzykę oraz śpiewająca
start out /ˌstɑːt 'aʊt/ zacząć istnieć, zadebiutować
streamed /striːmd/ odsłuchany
take up /ˌteɪk 'ʌp/ zacząć (np. uczyć się gry na instrumencie lub uprawiać sport)
turn up /ˌtɜːn 'ʌp/ pojawić się
viewer /'vjuːə/ widz
vocalist /'vəʊkəlɪst/ wokalista
wear off /ˌweə 'ɒf/ ustępować

7.2 Grammar 5.50

art critic /'ɑːt ˌkrɪtɪk/ krytyk sztuki
claim /kleɪm/ twierdzić
fake /feɪk/ oszust
film /fɪlm/ filmować
gallery owner /'gæləri ˌəʊnə/ właściciel galerii
genius /'dʒiːniəs/ geniusz
hidden camera /ˌhɪdn 'kæmərə/ ukryta kamera
point out /ˌpɔɪnt 'aʊt/ zauważyć, zwrócić uwagę
reply /rɪ'plaɪ/ odpowiedzieć
suggest /sə'dʒest/ sugerować
TV channel /ˌtiː 'viː ˌtʃænl/ kanał telewizyjny
TV director /ˌtiː 'viː dəˌrektə/ reżyser telewizyjny

7.3 Listening 5.51

adapt /ə'dæpt/ adaptować
adaptation /ˌædæp'teɪʃən/ adaptacja
advertising /'ædvətaɪzɪŋ/ reklama
broadband connection /ˌbrɔːdbænd kə'nekʃən/ łącze szerokopasmowe
compete /kəm'piːt/ współzawodniczyć
connect /kə'nekt/ łączyć
connected to /kə'nektəd tə/ podłączony do
connection /kə'nekʃən/ połączenie
contain an element of surprise /kənˌteɪn ən ˌeləmənt əv sə'praɪz/ zawierać element zaskoczenia
cyberbullying /'saɪbəˌbʊliɪŋ/ wirtualne nękanie/zastraszanie
engage emotions /ɪnˌgeɪdʒ ɪ'məʊʃənz/ rozbudzać emocje
explanation /ˌekspləˈneɪʃən/ wyjaśnienie
go viral /ˌgəʊ 'vaɪərəl/ stać się wiralem, zacząć krążyć w Internecie
have a short attention span /ˌhæv ə ˌʃɔːt ə'tenʃən spæn/ mieć krótki czas skupienia uwagi
hit /hɪt/ przebój, hit
inform /ɪn'fɔːm/ informować
information /ˌɪnfə'meɪʃən/ informacja
inspiration /ˌɪnspɪ'reɪʃən/ inspiracja
inspire /ɪn'spaɪə/ inspirować
link /lɪŋk/ łącze, link
make sb laugh /ˌmeɪk ˌsʌmbədi 'lɑːf/ rozśmieszyć kogoś
online purchase /ˌɒnlaɪn 'pɜːtʃɪs/ zakup online
post /pəʊst/ wysyłać, zamieszczać (w Internecie)
present /prɪ'zent/ przedstawiać
presentation /ˌprezən'teɪʃən/ przedstawienie, prezentacja
produce /prə'djuːs/ produkować
production /prə'dʌkʃən/ produkcja
sneeze /sniːz/ kichać
social networking site /ˌsəʊʃəl 'netwɜːkɪŋ saɪt/ portal społecznościowy
stir up emotions /ˌstɜːr ˌʌp ɪ'məʊʃənz/ wzbudzać emocje
suggestion /sə'dʒestʃən/ sugestia
take by surprise /ˌteɪk baɪ sə'praɪz/ wziąć z zaskoczenia
tell a story /ˌtel ə 'stɔːri/ opowiadać historię
upload a video /ʌpˌləʊd ə 'vɪdiəʊ/ wgrać, wrzucić (do Internetu)
view /vjuː/ odsłona, odtworzenie
view a video /ˌvjuː ə 'vɪdiəʊ/ obejrzeć filmik
viral /'vaɪərəl/ wiralowy
viral video /ˌvaɪərəl 'vɪdiəʊ/ wiral, filmik wideo oglądany przez dużą liczbę internautów

7.4 Reading 5.52

accompaniment /ə'kʌmpənimənt/ akompaniament
accompany /ə'kʌmpəni/ towarzyszyć, akompaniować
based on /'beɪsd ɒn/ oparty na
cognitive /'kɒgnɪtɪv/ poznawczy
creak /kriːk/ skrzypieć
create /kri'eɪt/ tworzyć
creation /kri'eɪʃən/ dzieło
critical of /'krɪtɪkəl əv/ krytyczny wobec
cut sb off from reality /ˌkʌt ˌsʌmbədi ˌɒf frəm ri'ælәti/ odciąć kogoś od rzeczywistości
deeply engaging /'diːpli ɪnˌgeɪdʒɪŋ/ głęboko angażujący
distract /dɪ'strækt/ rozpraszać
distraction /dɪ'strækʃən/ coś, co rozprasza
encourage /ɪn'kʌrɪdʒ/ zachęcać
encouragement /ɪn'kʌrɪdʒmənt/ zachęta, wsparcie
engage /ɪn'geɪdʒ/ zainteresować, zaangażować
engagement /ɪn'geɪdʒmənt/ zaangażowanie
enhance /ɪn'hɑːns/ poprawić
enhance the reading experience /ɪnˌhɑːns ðə 'riːdɪŋ ɪkˌspɪəriəns/ uprzyjemnić czytanie
enhancement /ɪn'hɑːnsmənt/ poprawa
entertain /ˌentə'teɪn/ zabawiać, zapewniać rozrywkę
entertainment /ˌentə'teɪnmənt/ rozrywka
feel distracted by /ˌfiːl dɪ'stræktəd baɪ/ czuć się rozproszonym przez
find sth easy to follow /ˌfaɪnd ˌsʌmθɪŋ ˌiːzi tə 'fɒləʊ/ uznać coś za łatwe do zrozumienia
improve literacy rates /ɪm'pruːv 'lɪtərəsi reɪts/ podnieść wskaźnik umiejętności czytania i pisania
improvement /ɪmˌpruːvmənt/ poprawa
in silence /ɪn 'saɪləns/ w ciszy
leave sth to your imagination /ˌliːv ˌsʌmθɪŋ tə jər ɪˌmædʒə'neɪʃən/ pozostawić coś wyobraźni
memorisation /ˌmeməraɪzeɪʃən/ zapamiętywanie
memorise /'meməraɪz/ uczyć się na pamięć
read in the old-fashioned way /ˌriːd ɪn ðiˌəʊld 'fæʃənd weɪ/ czytać w tradycyjny sposób
review positively /rɪˌvjuː 'pɒzətɪvli/ pozytywnie ocenić
rustle /'rʌsəl/ szeleścić
scene /siːn/ scena (fragment programu)
sense /sens/ zmysł
sensuous /'senʃuəs/ przyjemny dla zmysłów
spine /spaɪn/ grzbiet (książki)
sympathetic /ˌsɪmpə'θetɪk/ klimatyczny

7.5 Grammar 5.53

agree to do sth /əˌgriː tə 'duː ˌsʌmθɪŋ/ zgodzić się coś zrobić
be nominated for an Oscar /bi ˌnɒmɪneɪtɪd fər ən 'ɒskə/ być nominowanym do Oscara
blow a kiss /ˌbləʊ ə 'kɪs/ przesłać buziaka
date /'deɪt/ spotykać/umawiać się z
direct /də'rekt/ reżyserować
end a relationship /ˌend ə rɪ'leɪʃənʃɪp/ zakończyć związek
ex /eks/ były partner/mąż, była partnerka/żona
fashion designer /'fæʃən dɪˌzaɪnə/ projektant mody
fiancé /fi'ɒnseɪ/ narzeczony
have a good chance of winning /ˌhæv ə ˌgʊd ˌtʃɑːns əv 'wɪnɪŋ/ mieć duże szanse na zwycięstwo
interview /'ɪntəvjuː/ wywiad; przeprowadzić z kimś wywiad
model /'mɒdl/ model/modelka
movie business /'muːvi ˌbɪznəs/ przemysł filmowy
on a diet /ˌɒn ə 'daɪət/ na diecie
put on weight /ˌpʊt ɒn 'weɪt/ przybrać na wadze
screenplay /'skriːnpleɪ/ scenariusz (filmu)
split up with /ˌsplɪt 'ʌp wɪð/ rozstać się / zerwać z

7.6 Use of English 5.54

headquarters /'hedˌkwɔːtəz/ główna siedziba
manners /'mænəz/ maniery
popular with /'pɒpjələ wɪð/ popularny wśród
presenter /prɪ'zentə/ prezenter
reality TV /riˌæləti ˌtiː 'viː/ reality show

7.7 Writing 5.55

attend /ə'tend/ uczestniczyć w
brilliant /'brɪljənt/ znakomity
devastated /'devəsteɪtɪd/ załamany
ecstatic /ɪk'stætɪk/ zachwycony
fabulous /'fæbjʊləs/ bajeczny
fascinating /'fæsəneɪtɪŋ/ fascynujący
festivalgoer /'festəvəlˌgəʊə/ bywalec festiwali
hilarious /hɪ'leəriəs/ wesoły, komiczny
impossible /ɪm'pɒsəbəl/ niemożliwy
publish /'pʌblɪʃ/ opublikować
starving /'stɑːvɪŋ/ umierający z głodu
suggest improvements /sə'dʒest ɪm 'pruːvmənts/ sugerować usprawnienia
talent competition /'tælənt ˌkɒmpəˌtɪʃən/ konkurs talentów
winner /'wɪnə/ zwycięzca

7.8 Speaking 5.56

ask for permission /ˌɑːsk fə pə'mɪʃən/ poprosić o pozwolenie
video camera /'vɪdiəʊ ˌkæmərə/ kamera wideo

FOCUS REVIEW 7

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Które z podanych wyrazów i wyrażeń poprawnie uzupełniają zdania? Dwa wyrazy/wyrażenia nie pasują do żadnego z nich.

carry on cast charts put on release venues viewers

1 Our acting group only plays small ? as we can't afford to rent a large theatre.
2 My favourite singer is about to ? a new album so I'm very excited!
3 That new TV show doesn't have many ? , but the critics love it.
4 The ? of the latest superhero film includes two of my favourite actors.
5 Our drama class is going to ? a play which was written by our teacher.

2 Wybierz poprawny wyraz.

1 I am volunteering with a group that helps to improve *engagement* / *literacy* / *attention* rates among children who have trouble reading.
2 Listening to audiobooks can *enhance* / *review* / *encourage* the reading experience.
3 That video of a dog watching TV went *distracted* / *critical* / *viral* very fast – almost a million people viewed it in a couple of days.
4 Don't *beat* / *mess* / *turn* yourself up about forgetting your lines on stage. Everyone makes mistakes!
5 Her music video really *found* / *took* / *made* me by surprise – it was so much better than I'd expected.

3 Przekształć zdania tak, aby zachować ich sens. Użyj form mowy zależnej oraz odpowiedniego czasownika wprowadzającego mowę zależną.

1 'Hank can win an Oscar next year,' said Kim.
? (*zasugerować*)
2 'Someone uploaded the video yesterday,' Joe said.
? (*wskazać*)
3 'I'm interviewing Mark O'Hara today,' said Eve.
? (*wyjaśnić*)
4 'Parkside is the best band I've ever heard,' said Andy.
? (*twierdzić*)
5 'We're going to practise in here,' said Joan.
? (*odpowiedzieć*)

4 Przekształć zdania tak, aby zachować ich sens. Użyj form mowy zależnej, by przytoczyć pytania i polecenia.

1 'Please bring me the DVDs which I left on the desk,' Frank said to his secretary.
Frank asked ? .
2 'Do you want to become a professional actress?' the journalist asked Helen.
The journalist asked ? .
3 'Where are we going to have lunch today?' Jo asked.
Jo asked ? .
4 'Don't move!' the photographer told everyone.
The photographer asked ? .

ŚRODKI JĘZYKOWE

Uzupełnianie zdań; test luk

5 Jakie formy wyrazów podanych w nawiasach poprawnie uzupełniają zdania? Nie zmieniaj kolejności podanych elementów. W każdą lukę możesz wpisać maksymalnie sześć wyrazów.

WSKAZÓWKA
Zanim zaczniesz uzupełniać zdania, zastanów się, jakie struktury są w nich testowane. Sprawdź, czy fragmenty zdań w języku angielskim zawierają jakieś „podpowiedzi", np. odniesienia do przeszłości lub przyszłości.

1 When I asked Angie yesterday she ? (explain/she/install) a camera in her garden to observe the wildlife at night.
2 I'm afraid ? (there/not be/progress) on deciding which play to perform. It's seems no one can agree on anything!
3 Carla asked me ? (I/can/perform) with her dance company.
4 The most important tool for a costume maker ? (be/good/pair/scissors).
5 Jean told me that she ? (accept/the part) if the director calls her back.
6 Your room is small. There ? (too/furniture) so we should sell the big sofa!

6 Jakie formy wyrazów podanych w ramce poprawnie uzupełniają tekst? Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

WSKAZÓWKA
Przeczytaj szybko cały tekst, aby zrozumieć jego ogólny sens. Zastanów się, jakiej części mowy brakuje w każdej luce. Przyjrzyj się wyrazom w ramce i zdecyduj, czy musisz utworzyć wyraz będący inną częścią mowy (np. rzeczownik od czasownika), czy użyć podanego słowa w zmienionej formie (np. czasownika w odpowiednim czasie).

improve critic encourage engage imagine entertain

Reality TV: A New Phenomenon?

For many people, reality television seems to be a fairly modern form of [1] ? . For many years they have been the most [2] ? programmes with millions of people watching regularly, glued to their screens. In fact, the very first programmes showing ordinary people in unscripted situations appeared in the 1940s and they've been with us ever since.

One of the most influential programmes of this type was An American Family, a documentary-style programme showing the life of an ordinary family in the early 1970s. It managed to stir up the emotions of many people when the parents on the show decided to split up. Thousands of Americans were fascinated by the show and expressed their [3] ? for the family to be together again by sending letters during and after the breakup.

More than forty years ago, it was a groundbreaking programme, and it set such a high standard for reality TV that few others have managed to meet such a high mark. That's probably why many viewers nowadays are highly [4] ? of reality TV shows of different kinds.

SŁUCHANIE

Dobieranie

7 4.18 **Usłyszysz dwukrotnie cztery wypowiedzi na temat karnawału Notting Hill w Londynie. Dopasuj zdania (A–E) do wypowiedzi (1–4). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

Speaker 1
Speaker 2
Speaker 3
Speaker 4

The speaker …

A has participated in the carnival as a performer.
B says people need to protect themselves from injuries.
C believes the carnival adds something to the city.
D would like to avoid the crowds and noise of the carnival.
E explains why some people don't enjoy it as much as others.

PISANIE

Artykuł

8 Pracując w parach, odpowiedzcie na pytania.

1 Do you ever read blogs? Why?/Why not?
2 Is it a good idea for a teenager to write a blog? Why?/Why not?
3 Would you like to write one yourself? Why?/Why not?

9 Wykonaj zadanie.

Uczestniczysz w zlocie blogerów zorganizowanym w twoim mieście. Napisz artykuł do gazetki szkolnej, w którym opiszesz bloga najciekawszej postaci poznanej na zlocie oraz przedstawisz zalety prowadzenia bloga przez młode osoby.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

MÓWIENIE

10 Połącz fragmenty pytań. Jedno zakończenie nie pasuje do żadnego fragmentu.

1 What programmes did you use to
2 If you could have any piece of art,
3 Tell me about the TV programmes
4 Do you ever share

a that a member of your family likes.
b watch when you were a child? Why?
c are very popular with teenagers now.
d videos with your friends? Why?/Why not?
e what would you choose to decorate your room?

11 Pracując w parach, odpowiedzcie na pytania z ćwiczenia 10.

12 Pracując w parach, wykonajcie zadanie.

Popatrz na plakaty 1, 2 i 3.

Bierzesz udział w ankiecie na temat nowego programu telewizyjnego dla młodzieży. Twoim zadaniem jest wskazanie programu, który okaże się najbardziej interesujący dla młodzieży.

- Wybierz program, który twoim zdaniem jest najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



2



3



13 Pracując w parach, odpowiedzcie na pytania.

1 Some people say that reality TV is just a passing fashion. Do you agree? Why?/Why not?
2 In what ways can we encourage people to watch less television?
3 If you moved abroad and couldn't watch national television, which programme would you miss most? Why?
4 Watching television is often considered a waste of time. Do you agree? Why?/Why not?

8 Modern society

The greatest kindness will not bind the ungrateful.

Aesop

BBC

8.1 VOCABULARY

Crime and criminals • people involved in a crime case • the justice system

I can talk about crime and punishment.

SHOW WHAT YOU KNOW

1 **In your notebook, complete the UK TODAY fact file with the words in the box.**

capital crime elections population Minister monarchy Head ~~United~~

UK TODAY

- The [1] *United* Kingdom: England, Wales, Scotland and Northern Ireland.
- The [2] ? : 65 million.
- The [3] ? city: London.
- Political system: Constitutional [4] ? .
- [5] ? of state: The Queen (of course!).
- Head of government: The Prime [6] ? .
- General [7] ? : Every five years.
- Interesting fact: Nobody is further than 120 km from the sea.
- Surprising fact: It rains more in Milan than in London.
- Young people's worries: youth unemployment, the environment, [8] ? .

2 **Work together to prepare a similar 'fact file' for your own country.**

3 **Read the text and answer the questions.**

1 Which crimes are growing, falling or staying the same in number?
2 Which crimes are a problem in your country?

UK CRIME TRENDS



In the past, burglars used to break into houses to steal TVs and DVD players. But electronic goods are so cheap now that burglary has become less common.

Thieves are more interested in stealing small personal items like mobile phones that people carry with them. So there has been a long term fall in the number of house burglaries and robberies but the number of muggings and mobile phone thefts has grown. Shoplifting and drug dealing crimes have grown, just like Internet crimes such as hacking and online piracy.

Murder rates haven't changed much and although the number of car crimes fell, they are now rising again: one in seven reported crimes is a car theft. In the UK, a car is stolen every six minutes! Other crimes such as vandalism and arson have fallen.

FOCUS ON WORDS | Crime and criminals

4 4.19 **In your notebook, complete the table with the base form of the words in red in the text. Then listen, check and repeat.**

CRIME	CRIMINAL	VERB
1 *arson*	arsonist	set fire to sth
2 ?	burglar	burgle a house
3 ?	drug dealer	deal drugs
4 ?	mugger	mug sb
5 ?	murderer	murder sb
6 ?	pirate	pirate software
7 ?	robber	rob sb/a place
8 ?	shoplifter	shoplift
9 ?	thief	steal sth
10 ?	vandal	vandalise

5 4.20 **Listen to six dialogues and name the crimes. Write them in your notebook.**

REMEMBER THIS

***rob* + a person or a place:** *He robbed me. They robbed a bank.*
***steal* + a thing:** *He stole my phone. They stole £1 million.*

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

6 Imagine you are reporting a crime. Decide which verb completes the sentences correctly.

Hello, Police? I'd like to report a crime.
1 Somebody has *robbed* / *stolen* my phone.
2 My apartment has been *stolen* / *burgled*.
3 Some youths have *set fire to* / *mugged* a shop.
4 My sister has been *vandalised* / *mugged*.
5 There's a man in my store. I think he's *shoplifting* / *burgling*.
6 This website is *pirating* / *dealing* films, TV programmes and music.

7 SPEAKING **Discuss which three crimes in Exercise 4 are the most serious. Why?**

8 Read two crime stories. Why are the crimes described as crazy?

CRIMINALS COMMIT CRAZY CRIMES

A suspect was arrested for robbing a jewellery store on Saturday afternoon.

He told police that he was innocent. He said that he couldn't be guilty of robbing the jewellery store because on Saturday afternoon he was breaking into a school and he had a **witness** to prove it. The police immediately charged him with robbing the school. The case goes to court next month.

An eighteen-year-old man was arrested for vandalising a campsite.

During the trial, the **judge** heard how the police caught the **accused**. It was the easiest case we have ever solved, the **detective** said. There was no **victim**. We didn't have to interview any witnesses or collect any evidence. The **criminal** wrote his name on a wall! He was sentenced to three months in prison.

FOCUS ON WORDS | People involved in a crime case

9 4.21 **In your notebook, complete the definitions with the words in red in the crime stories. Then listen, check and repeat.**

1 a *criminal* = sb who commits crimes
2 a ? = sb who decides on sentences in court
3 a ? = sb who investigates a crime
4 a ? = sb who the police think may be guilty
5 the ? = the person who is on trial in court
6 a ? = sb who has suffered from a crime
7 a ? = sb who has seen a crime

10 Test each other. Read the seven definitions in Exercise 9 to your partner in a different order. Your partner writes down the word in the notebook. Check how many correct answers your partner has.

FOCUS ON WORDS | The justice system

11 In your notebook, complete the phrases describing the stages in the justice system with the correct form of the underlined words in the stories.

1 a suspect is *arrested* and ? with a crime
2 the case goes to ?
3 a crime is ?
4 the ? ends
5 ? is collected
6 the accused is found ? or not guilty (?)
7 victims/witnesses are interviewed
8 the accused is ? (e.g. to three months in prison) or released

12 4.22 **In your notebook, put the stages in Exercise 11 in a suitable order. Then listen, check and repeat.**

13 SPEAKING **Imagine the sentences in Exercise 6 are the first lines in some crime stories. You are going to tell one of the stories.**

- Choose an opening line 1–6.
- Imagine what happened during the case.
- Make notes based on your ideas.
- Include at least twelve words or phrases from the lesson.
- Tell your story to the class.

14 PROJECT **Work in groups. Do some research online to create a fact file about Australia, Canada, Ireland or New Zealand like the one on page 102. Then prepare a digital presentation about the country and present it to your class.**

8.2 GRAMMAR

The Passive

I can use the Passive in a variety of tenses.

1 **Read a text about Robben Island. How many different things has the island been used for?**



Robben Island is situated nine kilometres from Cape Town. From the seventeenth to the twentieth century the island was used as a prison. During World War II prisoners were sent to Robben Island, but at that time it was also being used as a hospital. Later, Nelson Mandela was imprisoned there for eighteen years. After a total of twenty-seven years in prison, Mandela was elected as the first black president of South Africa.

Robben Island isn't used as a prison any more. It has been made into a museum and at the moment is being promoted as a popular tourist attraction. There is a large African penguin colony there now, but Robben Island will always be remembered as the place where Mandela was imprisoned.



Nelson Mandela

2 **Read the GRAMMAR FOCUS. In your notebook, complete the table with the passive forms in blue in the text in Exercise 1.**

GRAMMAR FOCUS

The Passive

- You use Passive forms when it isn't important or you don't know who performed the action.
- You use ***by* + person** (or thing) if you want to mention who (or what) performed the action.

Tense	→	Example
Present Simple	→	Robben Island [1] *is situated*
Present Continuous	→	[2] ?
Past Simple	→	[3] ?
Past Continuous	→	[4] ?
Present Perfect	→	[5] ?
future with *will*	→	[6] ?

3 4.23 **Read about another famous 'island prison'. In your notebook, write the passive forms of the verbs in brackets. Then listen and check.**



Alcatraz [1] *is located* (locate – Present Simple) in San Francisco Bay. It was a prison from 1933 to 1963 and during that time there were just fourteen escape attempts. The attempted escape in 1962 [2] ? (probably remember – *will*) as the most famous one. Frank Morris and the Anglin brothers dug a tunnel out of their cells and then disappeared. The three men may have drowned but their bodies [3] ? (never discover – Present Perfect). Over the years, several postcards in the men's handwriting [4] ? (send – Present Perfect) to their families. After the escape, a stolen car [5] ? (find – Past Simple) and police believe it could have been used by the three men to escape. The case [6] ? (keep – *will*) open until the 100th birthday of the three men. Today, Alcatraz island [7] ? (use – Present Continuous) as a recreation park.

4 **In your notebook, write the appropriate passive forms of the verbs in brackets.**

1 The prisoners *are locked* (lock) in their cells at 9 p.m. every night.
2 John looked back. He thought he ? (follow).
3 Last time Tina went clubbing, her phone ? (steal).
4 Police are investigating the robbery but nobody ? (arrest) yet.
5 As I'm writing this, three suspects ? (question).
6 A press conference ? (hold) tomorrow.

5 **Read these facts about crime. In which sentences is *by* + person or thing not necessary?**

UK and USA *CRIME FACTS*

1 500,000 crimes in the UK are committed by ex-prisoners.
2 Each year in the USA, around 100 prisoners are sentenced to death by judges.
3 In the UK, the death penalty was abolished by the government in 1998.
4 Around 10% of murders in the USA are committed by women.
5 On average, murderers are released from UK prisons by the authorities after 16 years.

6 **In your notebook, rewrite the sentences below in the passive. Start each sentence with *I* and use *by* + agent if necessary.**

1 The head teacher has never told me off.
I've never been told off by the head teacher.
2 People often invite me to parties.
3 An old childhood friend has contacted me on Facebook today.
4 People gave me money for my last birthday.
5 My father taught me how to ride a bicycle.
6 My mother is picking me up from school today.

7 SPEAKING **Which sentences in Exercise 6 are true for you? Compare with a partner.**

Grammar page 137

8.3 LISTENING

Multiple choice

I can follow an informal interview on a common topic.

1 SPEAKING **Read UK TODAY and discuss which facts you find most surprising. Do you think the situation is similar or different in your country?**

UK TODAY



- A 'young offender' can be anybody from 10 to 17 (12 to 17 in Scotland) who commits a crime.
- Each year, almost 1,600 young offenders are sent to young offenders' prisons.
- The most common crimes are theft, violence and criminal damage.
- The average sentence is 16 months.
- It costs over £140,000 a year to keep a young offender in prison.
- 54% of young offenders are aged 17.
- 97% of young offenders are boys.
- 88% of young offenders have been excluded from school.
- 68.1% of young offenders commit another crime within 12 months of leaving prison.

2 4.24 **Listen to an interview with Daniel, an ex-offender, and answer the questions.**

1 Why is the government worried about young offenders' prisons?
2 What happens to young offenders at night?
3 How do young offenders earn money to buy sweets and phone calls?
4 Why do some offenders want to stay in prison?
5 Who thinks young offenders should be punished more?

LISTENING FOCUS Multiple choice

3 4.24 **Listen to the interview again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.**

1 The government are planning to
A write a special report about prisons for young offenders.
B make an example of teenagers who break the law.
C educate young offenders more effectively.
D make young offenders' prisons harder.

2 When they behave badly, young offenders
A are not allowed to watch television.
B are locked in their cells all evening.
C have to attend lessons.
D cannot make phone calls.

3 Daniel thinks that prisoners
A get little choice in what they can study.
B shouldn't get money for going to lessons.
C weren't all as keen as him to attend lessons.
D will do anything to improve their situation.

4 One of Daniel's friends damaged a few cars
A a few days after he was released.
B because he wanted to steal them.
C in a supermarket car park.
D in order to go back to prison.

5 Daniel believes that the best way to make young offenders into better citizens is to
A lock them in cells and punish them.
B give them hope for the future.
C show them that life is simple.
D make prison like a holiday camp.

FOCUS ON WORDS | Prison

4 4.25 **In your notebook, translate the phrases in the box. Then listen and repeat.**

1 have a criminal record	4 lock sb up in a cell
2 break the law	5 serve a sentence
3 punish sb severely	6 release sb from prison

5 **In your notebook, complete the questions with the correct form of a word in Exercise 4.**

Should young offenders
1 always go to prison if they [?] the law?
2 serve their whole [?] in prison?
3 be [?] in their cells at night?
4 be [?] from prison if they don't have a home to go back to?

6 SPEAKING **Discuss the questions in Exercise 5.**

PRONUNCIATION FOCUS

7 4.26 **Listen and put the words into groups A, B or C depending on the stress in your notebook.**

~~appreciation~~ determined investigation offender sympathetic unexpected

A ■■■	B ■■■■	C ■■■■■
[?] [?]	[?] [?]	appreciation [?]

8 4.27 **Listen, check and repeat the words.**

8.4 READING

Multiple choice

I can distinguish supporting details from the main points in a text.

1 SPEAKING **Look at some acts of kindness. Discuss whether you have done them, might do them or would never do them. Give reasons for your answers.**

- Pay for someone's cup of coffee.
- Give someone an umbrella on a rainy day.
- Buy a homeless person a hot drink or lunch.
- Stop and talk to a homeless person.
- Offer to help someone carry their bags.
- Give someone your seat on the train or bus.
- Give someone a compliment.

2 SPEAKING **Text 1 is entitled 'Paying it forward'. Discuss the questions. Then read Text 1 and check your ideas.**

1 What does 'paying it forward' actually mean?
2 What are some of the benefits of 'paying it forward'?
3 What is the main difficulty of 'paying it forward'?

3 **Read Text 2. How did the restaurant owner 'pay it forward'?**

READING FOCUS Multiple choice

4 **Read Text 1 and Text 2 again. For questions 1–5, choose the correct answers, A, B, C or D. Write the answers in your notebook.**

Text 1

1 A woman who lost her phone on the train
A accepted money the boy offered her.
B asked the boy to do an act of kindness.
C wanted to send the boy some money.
D gave back the phone to the twelve-year-old boy.

2 Michael Norton believes that
A people spend more on others than themselves.
B a large proportion of people are happy.
C long-term happiness depends on your income.
D kindness is a natural human characteristic.

3 The journalist was surprised
A when people refused her offer of a free coffee.
B that people were delighted with her offer.
C that someone finally accepted the free coffee.
D by the generosity of strangers.

Text 2

4 The restaurant owner invited the homeless person into the restaurant because
A she wanted to give the person some leftover sandwiches.
B she wanted to give the person some human dignity.
C she was upset that the person had knocked over her bins.
D she wanted to ask the person some questions.

Texts 1 and 2

5 The texts include examples of acts of kindness committed by people who
A expect something in return.
B wish to remain anonymous.
C want to help homeless people.
D want to make other people feel better.

Text 1

PAYING IT FORWARD

4.28

This week's lead article comes from journalist Amy Randall who tells us why she would like to live in a kinder society and explains the benefits of 'paying it forward'.

In today's cynical world, it's often difficult to give and accept kindness. The smallest acts of kindness are often **met with suspicion**, and yet there is plenty of evidence to suggest that being kind can make you healthier and happier.

So what sort of acts of kindness am I talking about? They can be big gestures, or just small everyday things that will make people smile. At one end of the scale, an anonymous person might pay for someone's expensive operation without expecting a thank-you. At the other, there are the small gestures which might seem trivial, but are often extremely welcome.

One example of this is the story of a twelve-year-old boy who found a stranger's phone on a train. When he contacted the owner, she was so impressed by his honesty, that she **offered a small reward**. He didn't accept the money, but he wrote a note and sent it with the returned phone. In the note he said that he didn't want the money, he just wanted the woman to do something nice for someone else.

This kind of gesture is known as 'paying it forward'. The idea is that if you **do a good deed** for someone but **ask for nothing in return**, they will then do a good deed for someone else, and kindness will multiply and create a huge wave of good feeling across the globe.

There are many benefits to being kind. Giving to others can make you feel more connected to other people and increase your **sense of purpose** in life. You feel you've

Text 2

No questions asked





made a difference and there's a reason to get out of bed in the morning. **Taking time to help others** may even protect you from disease. A thirty-year study has shown that women who volunteered for a charity were sixteen percent less likely to suffer a major illness during that period – perhaps because it lowers stress levels.

I believe that people are naturally kind. This was also the conclusion of a study by Michael Norton at Harvard Business School: he did research in more than 130 countries and found that people who spend a bigger proportion of their income on others were more fulfilled than those who spend it on themselves. He thinks the desire to give and share could be a basic human trait.

That's the theory anyway. But when I've tried out acts of kindness on strangers, they often seem unsure how to react to me. In my local coffee shop, I tried to give away a cup of coffee. I thought people would be delighted, but instead I was met with suspicious stares. Then I realised why this was happening: we don't expect kindness from strangers – on the contrary, we expect them to trick us or **take advantage of us**.

But don't let that put you off. I did find someone to take my coffee and when I saw how pleased she was, it **made my day**. We need to fight against the 'me-first' society we live in and start a kindness movement. It sounds cheesy, but I think we need it.

GLOSSARY

cheesy (adj) – banalny, tandetny
trait (noun) – cecha

A woman who runs a sandwich bar selling peanut butter and jam sandwiches noticed that somebody had removed some food from her rubbish bins. When she realised that a homeless person was taking leftover food from her bins, she was upset. She was sad to think that someone was so poor that they had to eat other people's leftovers. She typed a note and pinned it to her restaurant window.

The note was addressed to the person going through the rubbish for their next meal. She told this person that they were a human being and worth more than a meal from a dustbin. She offered them a free peanut butter and jam sandwich, fresh vegetables and a cup of water and promised not to ask any questions.

The restaurant owner said she understands that everyone needs help at one time or another, and in this case, she was happy to **offer the homeless person a helping hand**.

5 SPEAKING **Discuss how much you agree or disagree with the three highlighted statements in Text 1. Change the statements so that they represent your own views.**

FOCUS ON WORDS | Verb phrases

6 4.29 **In your notebook, complete the verb phrases with an appropriate noun. Then check your answers against the examples in blue in Texts 1 and 2. Listen and repeat.**

1 ask (for) nothing in *return*
2 be met with ?
3 offer a ?
4 do a good ?
5 give sb a sense of ?
6 make a ?
7 take ? to do sth
8 take ? of sb
9 make sb's ?
10 offer (sb) a helping ?

7 **In your notebook, translate the phrases in Exercise 6. Which ones are positive and which are negative?**

8 SPEAKING **In your notebook, complete the questions with the correct verb in Exercise 6. Then ask and answer the questions.**

1 What could you buy that would ? a real difference to your life?
2 How often do you ? your mum a helping hand?
3 What good deed could you ? on the way home today?
4 In what circumstances might you ? somebody a reward?
5 Is it always wrong to ? advantage of people?
6 Can you think of one thing that would ? your day today?

FOCUS ON WORDS | Synonyms

9 4.30 **In your notebook, match the underlined adjectives in Text 1 with their synonyms. Then listen, check and repeat.**

1 unknown = *anonymous*
2 sceptical = ?
3 important = ?
4 distrustful = ?
5 unimportant = ?
6 appreciated = ?

10 **In your notebook, complete the common collocations with adjectives in Exercise 9 to describe these comments.**

1 'Thank you so much for helping me with my shopping.' = A *welcome* gesture.
2 'Nobody does anything unless they want something in return.' = A ? remark.
3 'Why are these people looking at me like this?' = ? stares.
4 'I hope you're coming to my graduation ceremony.' = A ? event.
5 'Hey, this is my seat!' = A ? matter.
6 'I'd rather not give my name.' = An ? donation.

11 SPEAKING **Talk about the last time you helped somebody or somebody helped you.**

Last weekend, my friend helped me to tidy my room. It made my day!

8.5 GRAMMAR

Have something done

I can use have to refer to having things done by other people.

1 **Read *Burglary: The Facts* and guess the correct answers.**

BURGLARY: THE FACTS

According to statistics, the highest number of burglaries happen to [1]*terraced / detached / semi-detached* houses, [2]*halfway down a street / at the end of a street / in the countryside* with a [3]*purple / brown / green* door and the number [4]*88 / 66 / 13*.

2 4.31 **Listen to Judy and Mike's story and check your answers in Exercise 1. Are Judy and Mike going to move house?**

3 4.31 **Listen again and, in your notebook, number the changes made to Judy and Mike's house in the correct order.**



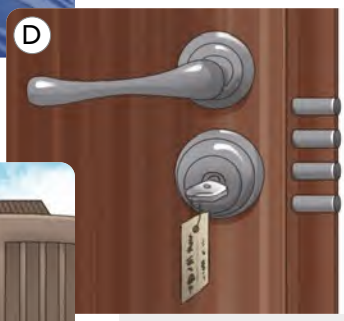
Judy and Mike had a wall built.



They've had the door painted green.



They're going to have the house number changed.



They had the locks changed.



They had a sign about their dog put on the gate.

4 **Read the GRAMMAR FOCUS. Did Judy and Mike make the changes to their house or did they arrange for somebody else to do it?**

GRAMMAR FOCUS

Have something done

You use the structure ***have something done*** when you arrange for somebody to do something for you. (You don't do it yourself.)

Compare:

*They **had** the locks **changed**.* (somebody did it for them)

They changed the locks. (they did it themselves)

***have* + object + past participle**

+	*They'**ve had** the door **painted** green.*
–	*They **didn't have** a garage **built**.*
?	*__Are__ they __going to have__ the house number __changed__?* *Yes, they __are__./No, they __aren't__.*

Note: You can usually use ***get*** instead of *have* with no change in meaning.

*He'**s getting** the door **painted**. = He'**s having** the door **painted**.*

5 **Judy is explaining some of the changes to a new neighbour. In your notebook, rewrite the sentences using *we* and the structure *have something done*. Use the same tenses.**

1 A carpenter changed all the locks.
We had all the locks changed.
2 A carpenter fitted a new door.
3 A builder has been building a bigger wall.
4 A decorator has just painted the front door.
5 An electrician is putting in new security lights.
6 A security firm is going to install a new burglar alarm.

6 **In your notebook, write sentences from the prompts using the structure *have something done*. Which sentences are true for you?**

1 We / redecorate / house / last year
We had our house redecorated last year.
2 I / never / pierce / ears
3 My mother / service / her car / every year
4 I'd like / colour / my hair
5 I / take out / a tooth / the next time I go to the dentist

7 **Have it done or do it yourself? In your notebook, write true sentences about yourself from the prompts.**

1 tidy / bedroom
I tidy my bedroom.
2 repair / laptop or phone
3 charge / phone
4 test / eyes
5 check / teeth
6 cut / hair
7 take / passport photo
8 update / Facebook profile

8 SPEAKING **In your notebook, write questions based on the prompts in Exercise 7. Begin the questions with *How often do you …?* Then ask your partner the questions.**

A: How often do you tidy your bedroom?
B: Not very often … about once a week …

Grammar page 138

8.6 USE OF ENGLISH

Reflexive pronouns

I can correctly use each other and reflexive pronouns.

1 4.32 SPEAKING **The words and phrases in the box are from a podcast. Discuss what you think the podcast is about. Then listen and check your ideas.**

anti-virus software digital footprint
identity thieves passwords a weak password
a password manager videos and photos viruses

2 4.32 **In your notebook, replace the underlined pronouns with appropriate words and phrases in Exercise 1. Then listen again and check.**

1 If you use one of these, you can only blame yourself if a hacker gets into your account.
If you use a weak password, you can only …
2 You can use one of these to save yourself some trouble.
3 Keep them to yourself. Even with your friends, don't tell one another.
4 Use this to protect yourself from viruses.
5 They update themselves all the time, so you need to update your software too.
6 If you send each other these, they're likely to stay online for a long time.

3 SPEAKING **Discuss how safe you think you are online. What could you do to protect yourself more?**

4 **Read the LANGUAGE FOCUS and find all the examples of reflexive pronouns and *each other/one another* in Exercise 2.**

LANGUAGE FOCUS

Reflexive pronouns, *each other* and *one another*

- You use reflexive pronouns ***myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*** when the subject and the direct or indirect object of a sentence are the same person or thing.
  *You can only blame **yourself**.*
  *Viruses update **themselves** all the time.*
  Verbs commonly used with reflexive pronouns:
  behave, blame, cut, enjoy, express, hurt, injure, introduce, prepare, protect, teach
  Note: ***By yourself/myself***, etc. means *alone/on your own/without help.*
- ***Each other*** and ***one another*** have the same meaning. You use them when the subject and object are different.
  Compare the following sentences:
  *Tim and Tina are looking at **each other/one another**. = Tim is looking at Tina and Tina is looking at Tim.*
  *Tim and Tina are looking at **themselves**. = Tim is looking at himself and Tina is looking at herself.*



5 **In your notebook, complete the sentences with a reflexive pronoun. Which sentences are true for you?**

1 My phone switches *itself* off if I don't use it for a while.
2 My father bought ? a new laptop recently.
3 When I go out with my friends, we always enjoy ? .
4 I hate it when people don't introduce ? .
5 My mum is teaching ? how to play the guitar.
6 I prefer revising for exams by ? .

6 SPEAKING **In your notebook, complete the questions with *each other/one another* or *themselves*. Then ask and answer the questions with a partner.**

1 How often do you and your friends message *each other*?
2 How well can your parents express ? in English?
3 What do you and your friends normally talk to ? about?
4 How do your friends protect ? from spam?
5 How long have you and your best friend known ? ?
6 What do your classmates do to prepare ? for exams?

7 USE OF ENGLISH **In your notebook, complete the second sentence so that it has a similar meaning to the first. Use reflexive pronouns.**

1 I'm afraid Matt is injured and won't be playing today.
I'm afraid Matt has ? .
2 Did you have fun at the party last night, Tom?
Did you ? ?
3 I spent the weekend completely alone.
I spent the weekend all ? .
4 Mary took the blame for the mistake.
Mary blamed ? .
5 Tom learnt how to program computers on his own.
Tom taught ? .
6 I got a cut while I was chopping onions.
I cut ? .

FOCUS VLOG About social media

4.33 **Listen to the Focus Vlog. How do the speakers stay in touch with their friends online? Write the answers in your notebook.**

Use of English page 139

8.7 WRITING

An opinion essay

I can write an essay to express my opinion and support it with relevant examples.

1 SPEAKING **Read the news report and discuss the questions.**

1 What is your opinion of the politician's comments?
2 How frequently do you usually check your phone?
3 What do you think it means to be addicted to your phone?



Are young people enjoying life?

A politician has upset young people with the comments he made during a television interview this week. He said, 'Today's teenagers have forgotten the simple pleasures of life such as conversation with friends and family, and time spent outdoors in our beautiful country. If something isn't available in a three-minute YouTube video, or can't be 'liked' on Facebook, then it is of no interest to anyone under the age of eighteen. We live in a nation of lazy, phone-addicted young people who have no idea how to really enjoy life.'

2 **After a class discussion on this news item, Oliver wrote an opinion essay. What do you think about the points he makes?**

Oliver Gleeson, class 6C

It is not unusual for older generations to criticise younger people's lifestyles. For instance, a politician said recently that the young people in this country were lazy and did not know how to enjoy life. In my view, these comments are incorrect and unfair.

To begin with, I would like to point out that not all young people are addicted to their phones. Many communicate and share interests online, but most of us do not spend all our free time there. For example, my friends and I regularly meet and spend time doing and talking about the things we enjoy. In other words, we have real lives.

Next, as far as I am concerned, most young people are not lazy. For instance, like many of my friends, I am studying for my final exams and learning to drive at the moment. In addition, I play the guitar and go mountain biking most weekends. Put another way, we are too busy to be lazy.

Lastly, it seems to me that the majority of young people do enjoy life. Many of us have social lives which include a range of sports, hobbies and interests. Moreover, plenty of these activities involve spending time with friends and making the most of our beautiful country.

In summary, I do not think the politician who made these comments understands today's young people. I think he should visit some local schools, talk to some teenagers and find out what their lives are really like.



3 SPEAKING **Discuss the questions.**

- How similar or different are you to Oliver and his friends?
- How would you respond if somebody called you 'lazy' or 'phone addicted'?
- What are the main differences between the way your generation, your parents' generation and your grandparents' generation 'enjoy life'?

4 **Read the WRITING FOCUS. Decide which words in the box and linkers in purple in the essay complete the WRITING FOCUS correctly.**

linkers ~~point of view~~ reader summary support

WRITING FOCUS

An opinion essay

- Introduction
  Introduce the topic and give a clear statement of your main [1] *point of view*.
- Main paragraphs
  Include two or three paragraphs with more detailed personal opinions and [2] ? these with reasons and examples.
  Remember to use [3] ? to help the reader follow your essay.
  Firstly = [4] ? */Secondly* = [5] ? /
  Finally = [6] ? */In conclusion* = [7] ?
- Conclusion
  Include a [8] ? of your main point of view. Use different words to the statement in the introduction.
  Include a final comment which leaves the [9] ? with something to think about.

5 SPEAKING **Discuss what you think about three more comments made by older people criticising teenage lifestyles. How many arguments can you think of in response?**

1 Teenagers do not understand the value of things. They want all the latest fashions, the most expensive phones and laptops, and they want them all now. They don't seem to realise that these things cost money!
2 Teenagers do not respect the opinions of adults. They think they know best and don't value our experience. They seem to forget that we were once teenagers too.
3 Teenagers don't read anymore. They don't value the importance of books. As a result, their language skills suffer and they can't express themselves very well.

6 **Choose one of the comments in Exercise 5 and prepare three detailed arguments in response.**

- Decide on a logical order for your three arguments.
- Write the arguments up as three paragraphs.
- Use linkers to structure your work.

7 **Read the LANGUAGE FOCUS. In your notebook, complete each phrase with one word. Check the underlined phrases in the essay if necessary.**

LANGUAGE FOCUS

Giving your opinion and emphasising a point

- Giving your opinion:
  I think … (I do not think …)/It seems to me that …/
  In [1] ? *view …/In my opinion …/*
  As far [2] ? *I am concerned …*
- Emphasising a point by giving an example or making an additional point:
  [3] ? *instance …/For example …/*
  [4] ? *addition …/Moreover …/What is more …*
- Emphasising a point by repeating in another way
  In [5] ? *words …/Put* [6] ? *way …/*
  What I mean is that …

8 **In your notebook, complete the second sentence so that it means the same as the first, beginning with the word given.**

1 I think the celebrity's comments were extremely negative and unhelpful.
  It ? .
2 My parents taught me to be well-mannered. In addition, we are expected to be polite at school.
  My parents taught me to be well-mannered.
  What ? .
3 In my opinion, there are many selfish people in the world and not all of them are young.
  As ? .
4 For example, lots of young people do voluntary work or raise money for charity.
  For ? .
5 In other words, most young people are aware of the importance of being a good citizen.
  What ? .

SHOW WHAT YOU'VE LEARNT

9 **Do the writing task in your notebook. Use the ideas in Exercise 8, the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

W wywiadzie radiowym bardzo znana osoba wyraziła ostatnio swoją opinię o młodzieży, mówiąc: „W dzisiejszych czasach młodzi ludzie są nieuprzejmi, samolubni i nie znają zasad dobrego wychowania. Wygląda na to, że ani rodzice, ani szkoła nie wychowali ich na dobrych obywateli". Napisz rozprawkę, w której wyrazisz swoją opinię na ten temat, odnosząc się do problemu wychowania w domu i w szkole.

Rozwiń swoją wypowiedź w każdym z podpunktów. Długość twojego wypracowania powinna wynosić co najmniej 200 słów.

8.8 SPEAKING

Opinions: talking about advantages and disadvantages

I can discuss an idea and talk about its advantages and disadvantages.

1 SPEAKING **In your notebook, complete the following sentence in as many ways as you can think of. Discuss your ideas.**

A good person is someone who …
A good person is someone who is honest and kind.

2 4.34 **Read the school webpage and listen to a conversation. Which activities do Robert and Sonia decide to do?**

PRINCE JAMES SCHOOL

home | teachers | students | parents

THREE EASY WAYS TO BE A GOOD CITIZEN!



Help younger pupils with school subjects
Are you good at a particular subject? Are you patient? Younger pupils need your help.



Help the elderly in your community
Elderly people are often lonely. Promise to call on an elderly person two or three times a week.



Raise money for charity
Organise a sale: second-hand clothes, cakes or books.

3 4.34 **In your notebook, complete section A of the SPEAKING FOCUS with the words in the box. Then listen again and check.**

good | into | not | rather | ~~thing~~

SPEAKING FOCUS

A Talking about your skills and interests

(Teaching) isn't my [1] *thing* at all.
You're really [2] ? at (Maths/swimming).
I'm [3] ? (patient) enough.
I'd [4] ? (visit an elderly person).
I'm really [5] ? (vintage clothes).

B Giving and explaining an opinion

In my opinion …/What I mean is …/In fact …
To be honest, I think/don't think …

C Talking about advantages and disadvantages

There are a lot of advantages/disadvantages …
One/Another benefit is that …
The main advantage of voluntary work is that …
There are drawbacks too.
One of the main disadvantages of voluntary work is that …
Another disadvantage of voluntary work is that …

4 SPEAKING **Discuss which voluntary work in Exercise 2 you would choose to do and why. Explain why you are rejecting the other activities.**

5 SPEAKING **Look at the motion for a school debate. Think of three reasons for and three reasons against doing voluntary work.**

home | teachers | students | parents

SCHOOL DEBATE

Motion:
Everybody should do voluntary work.

6 4.35 **Listen to two people talking about reasons for and against doing voluntary work. Do they mention any of the points you thought of in Exercise 5?**

7 4.35 **Read sections B and C in the SPEAKING FOCUS. Complete the texts FOR and AGAINST in your notebook. Listen again and check your answers.**

FOR
In my opinion, there are a lot of [1] *advantages* of doing voluntary work. [2] ? benefit is that it makes people think about other people who are less fortunate than they are. What I [3] ? is that if you do voluntary work, you will understand the problems that exist in society. Another [4] ? of doing voluntary work is that you become a better person – less selfish and more generous.

AGAINST
First of all, I agree that there are a lot of advantages to doing voluntary work, but I think there are [5] ? too. One of the [6] ? disadvantages of voluntary work is that it can take up a lot of time. What I mean is, voluntary work could stop you helping your own family or friends, or take time away from your studies. [7] ? disadvantage of voluntary work is that you don't earn money, so you are still dependent on your parents for everything. To be [8] ? , I think we should learn to be independent from our parents as soon as possible.

8 SPEAKING **Choose a topic. Student A: make notes on the advantages. Student B: make notes about the disadvantages. Discuss your ideas. Use the SPEAKING FOCUS to help you.**

- being an only child
- single-sex schools
- taking part in sports competitions
- wearing a school uniform
- being a man/woman
- owning a pet

8.1 Vocabulary 5.57

arson /'ɑːsən/ podpalenie
arsonist /'ɑːsənɪst/ podpalacz
be arrested /bi ə'restɪd/ zostać aresztowanym
be charged with a crime /bi ˌtʃɑːdʒd wɪð ə 'kraɪm/ zostać oskarżonym o popełnienie przestępstwa
be found guilty /bi ˌfaʊnd 'gɪlti/ zostać uznanym za winnego
be found not guilty /bi ˌfaʊnd ˌnɒt 'gɪlti/ zostać uznanym za niewinnego
be released /bi rɪ'liːst/ zostać wypuszczonym na wolność
be sentenced /bi 'sentənst/ zostać skazanym
burglar /'bɜːglə/ włamywacz
burglary /'bɜːgləri/ kradzież z włamaniem
burgle a house /ˌbɜːgəl ə 'haʊs/ włamać się do domu i okraść go
case /keɪs/ sprawa, dochodzenie w sprawie
charge /tʃɑːdʒ/ oskarżyć
collect evidence /kəˌlekt 'evədəns/ zbierać dowody
commit a crime /kəˌmɪt ə 'kraɪm/ popełnić przestępstwo
criminal /'krɪmɪnəl/ przestępca
deal drugs /ˌdiːl 'drʌgz/ handlować narkotykami
detective /dɪ'tektɪv/ detektyw
drug dealer /'drʌg ˌdiːlə/ handlarz narkotyków
drug dealing /'drʌg ˌdiːlɪŋ/ handel narkotykami
elections /i'lekʃənz/ wybory
evidence /'evɪdəns/ dowód
go to court /ˌgəʊ tə 'kɔːt/ trafić do sądu
government /'gʌvəmənt/ rząd
head of government /ˌhed əv 'gʌvəmənt/ szef rządu
innocent /'ɪnəsənt/ niewinny
interview victims/witnesses /ˌɪntəvjuː 'vɪktɪmz/'wɪtnɪsɪz/ przesłuchać ofiary/świadków
investigate /ɪn'vestəgeɪt/ prowadzić śledztwo w sprawie
judge /dʒʌdʒ/ sędzia
kill /kɪl/ zabić
mug /mʌg/ napaść na kogoś
mugger /'mʌgə/ rabuś
mugging /'mʌgɪŋ/ rozbój, napad
murder /'mɜːdə/ morderstwo; zamordować
murderer /'mɜːdərə/ morderca
piracy /'paɪərəsi/ piractwo
pirate /'paɪərət/ pirat
pirate software /ˌpaɪərət 'sɒftweə/ piracki oprogramowanie
report a crime /rɪˌpɔːt ə 'kraɪm/ zgłosić przestępstwo
rob sb/a place /'rɒb ˌsʌmbədi/ə pleɪs/ okraść kogoś/miejsce
robber /'rɒbə/ złodziej, rabuś
robbery /'rɒbəri/ rabunek
set fire to /ˌset 'faɪə tə/ podpalić
shoplift /'ʃɒpˌlɪft/ kraść w sklepie
shoplifter /'ʃɒpˌlɪftə/ złodziej sklepowy
shoplifting /'ʃɒpˌlɪftɪŋ/ kradzież w sklepie
steal /stiːl/ ukraść
suspect /'sʌspekt/ podejrzany (o popełnienie przestępstwa)
the accused /ðiː ə'kjuːzd/ oskarżony
trial /'traɪəl/ proces
theft /θeft/ kradzież
thief /θiːf/ złodziej
unemployment /ˌʌnɪm'plɔɪmənt/ bezrobocie
vandal /'vændl/ wandal
vandalise /'vændəlaɪz/ demolować
vandalism /'vændəlɪzəm/ wandalizm, chuligaństwo
victim /'vɪktɪm/ ofiara
witness /'wɪtnɪs/ świadek

8.2 Grammar 5.58

abolish /ə'bɒlɪʃ/ zakazać, znieść
authorities /ɔː'θɒrətiz/ władze
cell /sel/ cela
death penalty /'deθ ˌpenlti/ kara śmierci
dig a tunnel /ˌdɪg ə 'tʌnl/ wykopać tunel
drown /draʊn/ utonąć
elect /ɪ'lekt/ wybrać (w wyniku wyborów)
escape /ɪ'skeɪp/ uciec
escape attempt/attempted escape /ɪ'skeɪp əˌtempt/əˌtemptɪd ɪ'skeɪp/ próba ucieczki
imprison /ɪm'prɪzən/ uwięzić
on average /ɒn 'ævərɪdʒ/ średnio
prisoner /'prɪzənə/ więzień
promote /prə'məʊt/ promować, reklamować
question /'kwestʃən/ przesłuchiwać
tell sb off /ˌtel ˌsʌmbɒdi 'ɒf/ upominać, besztać kogoś

8.3 Listening 5.59

average /'ævərɪdʒ/ średni, przeciętny
behave badly /bɪˌheɪv 'bædli/ źle się zachowywać
break the law /ˌbreɪk ðə 'lɔː/ złamać prawo
citizen /'sɪtəzən/ obywatel
criminal damage /ˌkrɪmənəl 'dæmɪdʒ/ uszkodzenie mienia
exclude from school /ɪkˌskluːd frəm 'skuːl/ wyrzucić ze szkoły
have a criminal record /ˌhæv ə ˌkrɪmənəl 'rekɔːd/ być notowanym
lock sb (up) /ˌlɒk ˌsʌmbɒdi ('ʌp)/ zamknąć kogoś na klucz
make an example of sb /ˌmeɪk ən ɪg'zɑːmpəl əv ˌsʌmbɒdi/ ukarać kogoś dla przykładu
make (prisons) harder /ˌmeɪk ˌprɪzənz 'hɑːdə/ zaostrzyć rygor (w więzieniach)
prison guard /'prɪzən gɑːd/ strażnik więzienny
punish sb severely /ˌpʌnɪʃ ˌsʌmbɒdi sə'vɪəli/ surowo kogoś ukarać
release from prison /rɪˌliːs frəm 'prɪzən/ zwolnić z więzienia
sentence /'sentəns/ wyrok
serve a sentence /ˌsɜːv ə 'sentəns/ odsiadywać wyrok
violence /'vaɪələns/ przemoc
young offender /ˌjʌŋ ə'fendə/ młodociany przestępca

8.4 Reading 5.60

anonymous /ə'nɒnɪməs/ anonimowy
appreciated /ə'priːʃieɪtɪd/ doceniany
ask for nothing in return /ˌɑːsk fə 'nʌθɪŋ ɪn rɪ'tɜːn/ nie chcieć nic w zamian
be met with suspicion /ˌbi ˌmet wɪð sə'spɪʃən/ budzić nieufność/podejrzenie
benefit /'benəfɪt/ korzyść
cheesy /'tʃiːzi/ banalny, tandetny
cynical /'sɪnɪkəl/ cyniczny
distrustful /dɪs'trʌstfəl/ nieufny
do a good deed /ˌduː ə ˌgʊd 'diːd/ zrobić dobry uczynek
donation /dəʊ'neɪʃən/ datek, darowizna
dustbin /'dʌstbɪn/ kosz na śmieci
fulfilled /fʊl'fɪld/ spełniony, zadowolony
generosity /ˌdʒenə'rɒsəti/ hojność, wielkoduszność
give a sense of purpose /ˌgɪv ə ˌsens əv 'pɜːpəs/ dawać poczucie celu
homeless /'həʊmləs/ bezdomny
honesty /'ɒnəsti/ uczciwość
human trait /ˌhjuːmən 'treɪt/ cecha ludzka
impressed by /ɪm'prest baɪ/ pod wrażeniem
kindness /'kaɪndnəs/ życzliwość, dobroć
knock over /ˌnɒk 'əʊvə/ przewrócić coś
major /'meɪdʒə/ ważny, znaczny
make a difference /ˌmeɪk ə 'dɪfərəns/ wpłynąć pozytywnie
make sb's day /ˌmeɪk ˌsʌmbɒdiz 'deɪ/ uszczęśliwić kogoś
offer a helping hand /'ɒfər ə ˌhelpɪŋ 'hænd/ podać pomocną dłoń
offer a reward/job /ˌɒfə ə rɪ'wɔːd/'dʒɒb/ zaproponować nagrodę/pracę
peanut butter /ˌpiːnʌt 'bʌtə/ masło orzechowe
pin /pɪn/ przypiąć (np. szpilką)
put off /ˌpʊt 'ɒf/ zniechęcać
sceptical /'skeptɪkəl/ sceptyczny
small gestures /ˌsmɔːl 'dʒestʃəz/ drobne gesty
stare /steə/ spojrzenie
suspicious /sə'spɪʃəs/ podejrzliwy
take advantage of /ˌteɪk əd'vɑːntɪdʒ əv/ wykorzystywać
take time to /ˌteɪk 'taɪm tə/ poświęcić czas na
trick /trɪk/ oszukać
trivial /'trɪviəl/ błahy
type a note /ˌtaɪp ə 'nəʊt/ sporządzić notatkę
want something in return /ˌwɒnt ˌsʌmθɪŋ ɪn rɪ'tɜːn/ chcieć coś w zamian
welcome /'welkəm/ mile widziany

8.5 Grammar 5.61

burglar alarm /'bɜːglər əˌlɑːm/ alarm antywłamaniowy
carpenter /'kɑːpɪntə/ stolarz
lock /lɒk/ zamek
security firm /sɪ'kjʊərəti fɜːm/ firma ochroniarska
security lights /sɪ'kjʊərəti laɪts/ zewnętrzne oświetlenie posesji
statistics /stə'tɪstɪks/ statystyka

8.6 Use of English 5.62

anti-virus software /ˌænti 'vaɪərəs ˌsɒftweə/ oprogramowanie antywirusowe
blame yourself /'bleɪm jɔːˌself/ obwiniać się
digital footprint /ˌdɪdʒətl 'fʊtˌprɪnt/ ślad cyfrowy
enjoy yourself /ɪn'dʒɔɪ jɔː'self/ dobrze się bawić
express yourself /ɪk'spres jɔːˌself/ wypowiedzieć się (np. w obcym języku)
identity theft /aɪ'dentəti θeft/ kradzież tożsamości
introduce yourself /ˌɪntrə'djuːs jɔːˌself/ przedstawić się
password /'pɑːswɜːd/ hasło
prepare yourself /prɪ'peə jɔːˌself/ przygotować się
protect yourself /prə'tekt jɔːˌself/ chronić się, bronić się

8.7 Writing 5.63

majority /mə'dʒɒrəti/ większość
phone-addicted people /ˌfəʊn əˌdɪktəd 'piːpəl/ ludzie uzależnieni od telefonów
pleasures of life /ˌpleʒər əv 'laɪf/ przyjemności z życia
point of view /ˌpɔɪnt əv 'vjuː/ punkt widzenia
polite /pə'laɪt/ uprzejmy
politician /ˌpɒlə'tɪʃən/ polityk
selfish /'selfɪʃ/ samolubny
voluntary work /'vɒləntəri wɜːk/ wolontariat
well-mannered /ˌwel 'mænəd/ dobrze wychowany

8.8 Speaking 5.64

be fortunate/less fortunate /ˌbi 'fɔːtʃənət/ˌles 'fɔːtʃənət/ mieć szczęście / mniej szczęścia
call on /'kɔːl ɒn/ odwiedzić
elderly people /'eldəli ˌpiːpəl/ starsi ludzie
honest /'ɒnəst/ uczciwy
lonely /'ləʊnli/ samotny
organise a sale /ˌɔːgənaɪz ə 'seɪl/ zorganizować wyprzedaż
patient /'peɪʃənt/ cierpliwy
second-hand clothes /ˌsekəndˌhænd 'kləʊðz/ ubrania używane
uniform /'juːnəfɔːm/ mundurek

FOCUS REVIEW 8

Wszystkie ćwiczenia wykonaj w zeszycie.

SŁOWNICTWO I GRAMATYKA

1 Jakie wyrazy poprawnie uzupełniają zdania? Pierwsze litery brakujących wyrazów zostały podane.

1 The bank robber will have to **s** ? a **s** ? of twelve years.
2 The **w** ? was afraid to show her face in court, so she was allowed to describe what she had seen in a private room.
3 There are some criminals who **t** ? **a** ? of older people, getting their banking information and stealing their money.
4 I don't think this **c** ? will go to **c** ? because both sides seem to be willing to forget about what happened.

2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

1 It's hard to be a victim of a ? because you never really feel safe in the streets after it happens. **MUG**
2 He was accused of the ? of a valuable painting, but he claimed he hadn't taken it. **THIEF**
3 Before criminals ? a house, they make sure no one is at home. **BURGLAR**
4 It was shocking to learn that the ? who set the school on fire was actually a fire fighter. **ARSON**
5 We have reduced ? in our area by having the offenders repair the damage. **VANDAL**

3 Przekształć zdania tak, aby zachować ich sens. Nie zmieniaj podanych fragmentów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Next month the government will release five political prisoners.
Next month five political prisoners ? .
2 A prison guard took John to his new cell.
John ? to his new cell.
3 The lawyer's speech has impressed the jury.
The jury ? by the lawyer's speech.
4 A private detective is investigating the robbery.
The robbery ? by a private detective.
5 A lot of people are installing security systems in this neighbourhood.
A lot of security systems ? in this neighbourhood.

4 Jakie formy wyrazów podanych w nawiasach poprawnie uzupełniają zdania? Użyj konstrukcji *have something done*.

1 I follow my dentist's advice and I ? (check/my teeth) twice a year.
2 We ? (redecorate/house) for several weeks. I hope it's over soon!
3 My sister ? (never/cut/her hair) by a hairdresser. My mum always does it.
4 ? (paint/your flat) or did you do it yourself?
5 My neighbours ? (cut/the grass in their garden) right now – that's why it's so noisy.

ŚRODKI JĘZYKOWE

Uzupełnianie zdań; test luk

5 Jakie formy wyrazów podanych w nawiasach poprawnie uzupełniają zdania? Nie zmieniaj kolejności wyrazów.

1 My uncle's ? (shop/rob) last year so he decided to install a burglar alarm.
2 John is going to ? (car/service) by a mechanic.
3 The ? (men/introduce) as police detectives, but I don't think they really were.
4 Yesterday, the police ? (sketch/make) of the suspect based on witness's descriptions.
5 ? (John/release) from hospital yesterday?
6 Jill was so nervous in court that she found it difficult ? (express/clearly).

6 Przeczytaj tekst. Jakie wyrazy poprawnie go uzupełniają? Wpisz w każdą lukę tylko jeden wyraz.

WSKAZÓWKA

Przeczytaj szybko cały tekst, aby zrozumieć jego ogólny sens. Zastanów się, czy poszczególne luki należy uzupełnić słowami typowo gramatycznymi (np. przedimkiem lub przyimkiem), czy – słowami stanowiącymi część stałych wyrażeń frazeologicznych (np. *make a point*). Pamiętaj, że w każdą lukę możesz wpisać tylko jedno słowo.

CHRISTMAS JUMPER DAY



Christmas is traditionally a time of giving. Apart from looking for perfect gifts for friends and family members, or buying themselves new clothes so they can look good, a lot of people also think about those who are less fortunate and need to [1] ? helped in various ways.

At this time of the year, most charities raise money collected by volunteers so that they can help the homeless or the elderly and can [2] ? a difference to these people's lives.

One of the most interesting campaigns in the UK is Christmas Jumper Day, which [3] ? usually held on the second Friday of December.

The idea is that special Christmas jumpers should be worn on this day and that people should donate at least £1 to Save the Children, the charity which organises the event. Every year the donations [4] ? used to help children in 120 countries by providing them with healthcare and food which they cannot afford to purchase by themselves.

Why do people support this campaign? [5] ? my view, they do so because helping others makes them genuinely happy. And Christmas Jumper Day is a fun and easy way of [6] ? a good deed! Almost everyone in the UK has got a Christmas jumper. Many people don't buy them – they are a popular Christmas present.

CZYTANIE

Wybór wielokrotny

7 Przeczytaj tekst. Która z podanych odpowiedzi (A–D) jest poprawna?

Caring for the community

How can a dog change your life?

Ever since I was quite seriously bitten by a dog when I was a young child, I had been terrified of those animals. When I saw someone walking a dog, I would immediately rush to the other side of the street. When I planned to visit friends, I always made it clear that their dogs had to be put elsewhere during my visit. I had told myself many times that my fear was silly, but I simply couldn't control myself. Every time I got close to a dog I started shaking. I didn't know how to free myself from my fear.

Then one day I read a short article in the local newspaper about a rescue shelter that needed volunteers for dog-walking and other duties, and it was as if a light came on in my mind. I suddenly realised that all I had to do was face my fear. I immediately called the shelter and made an appointment to visit the next day.

When I arrived, I introduced myself to Susan, the person who was going to train me, and then I explained my issues with dogs. She said that I wasn't the first person to come in with that problem, and she felt sure I would feel differently as soon as I had met a few of the animals. Then she led me to a kennel where a large brown dog, Buddy, was sleeping. He immediately stood up and looked at me, then walked over and put his nose close to my hand. At first, we looked at each other with suspicion, and I suddenly felt really scared. But as soon as I saw the look of hope in Buddy's eyes, I was convinced.

Susan explained that Buddy had been brought to the shelter by the police after they had arrested his owner on suspicion of drug dealing, shoplifting and other crimes. Buddy's owner was likely to spend a long time in jail, and Susan was certain that Buddy would need a new home. 'And look,' she said. 'He already likes you! You're actually the first man he's not been afraid of.'

I spent many hours with Buddy, walking and feeding him, and we became close friends. After several weeks, I announced that I was ready to take Buddy home. Some of my more cynical friends claimed that I had been pretending to be afraid of dogs all along, and others have said they were amazed to hear I was adopting a pet of any kind. But all I can say is that Buddy has introduced me to many of the small pleasures of life, and we are so close that now we are helping young offenders come back to life outside of prison by getting them to volunteer at animal shelters.

1 What was the narrator's relationship with dogs before he went to the shelter?
   A He was ashamed of the way he felt about them.
   B He did everything he could to avoid them.
   C He had learned to tolerate his friends' dogs.
   D He had made several attempts to get over his fears.
2 The narrator's first impression of Buddy was that the dog was …
   A dangerous.
   B ill and miserable.
   C hopeful.
   D happy to be in the shelter.
3 What does the narrator's new idea involve?
   A Adopting more pets.
   B Helping young people who have committed crimes.
   C Getting dogs away from criminals.
   D Training dogs to work with young criminals.

MÓWIENIE

8 Pracując w parach, wykonajcie zadanie.

Popatrz na plakaty 1, 2 i 3.

Bierzesz udział w szkoleniu, którego celem jest pokazanie, jak zmniejszyć ryzyko kradzieży. Prowadzący pokazał wam trzy sposoby zabezpieczenia domu przed włamaniem.

- Wybierz sposób, który twoim zdaniem jest najlepszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Let us protect your house from £29 a month



Close all windows and doors before you go out



9 Pracując w parach, odpowiedzcie na pytania.

1 In your opinion, what is the right thing to do when you suspect your house has been burgled? Why?
2 What can people do to make their neighbourhoods safer?
3 Do you think that a city monitoring system would make your town or city a safer place to live? Why?/Why not?
4 Some people say that there were fewer crimes in the past. Do you agree? Why?/Why not?

PISANIE

Rozprawka

10 Wykonaj zadanie.

Według autora artykułu przeczytanego przez ciebie młodzież za bardzo interesuje się życiem sławnych osób i zapomina, że w jej otoczeniu również znajdują się ludzie warci naśladowania. Napisz rozprawkę, w której ustosunkujesz się do tezy przedstawionej przez autora artykułu oraz opiszesz osobę będącą dla ciebie wzorem do naśladowania.
Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymagania typowe dla formy wskazanej w poleceniu.

Dynamic and state verbs

Czasowniki dynamiczne, takie jak *do, work, play*, opisują czynności i mogą występować w czasach prostych (np. **Present Simple**) i ciągłych (np. **Present Continuous**):

*I often **listen** to classical music.* Często słucham muzyki klasycznej.

*I'**m listening** to Mozart now.* Słucham teraz Mozarta.

Czasowniki statyczne wyrażają m.in.:

- uczucia, emocje, preferencje, np.: *hate, like, love, prefer,*
- stany umysłu, np.: *believe, know, need, remember, think, understand, want,*
- doznania, np.: *feel, hear, see.*

Czasowniki statyczne występują przeważnie w czasach prostych, a nie ciągłych, nawet jeśli odnoszą się do zdarzeń lub stanów mających miejsce w chwili, w której o nich mówimy:

***Do** you **understand** me?* Rozumiesz mnie?

***Does** she **want** to go to a music festival?* Czy ona chce pojechać na festiwal muzyczny?

Niektóre czasowniki mogą występować zarówno w znaczeniu statycznym, jak i dynamicznym, w zależności od tego, co chcemy wyrazić, np.:

- ***think***: myśleć, uważać (stan); zastanawiać się, mieć zamiar (czynność),
- ***have***: mieć, posiadać (stan); brać, robić (czynność, np. jeść śniadanie),
- ***look***: wyglądać (stan); patrzeć (czynność):
  ***Do** I **look** good in this dress?* Czy dobrze wyglądam w tej sukience? (stan)
  *What **are** you **looking** at?* Na co patrzysz? (czynność)

1 Choose the correct option.

1 I *think / 'm thinking* about going to a fashion show tomorrow.
2 I *don't think / 'm not thinking* the show was a success.
3 *Do you have / Are you having* a favourite fashion designer?
4 *Does Tim have / Is Tim having* breakfast right now?
5 What *does Sally look / is Sally looking* like? Is she tall?

2 Complete the dialogues with the correct form of the words in brackets. Use the Present Simple or the Present Continuous.

1 **A:** ? (George/talk) to that fashion journalist in French?
B: No way! He ? (not speak) any foreign languages.
2 **A:** ? (you/like) reading fashion magazines?
B: Of course. I ? (buy) a few every month.
3 **A:** Why ? (he/want) to buy that expensive suit?
B: Because he ? (believe) it will make him look smarter.
4 **A:** You ? (look) miserable. What's wrong?
B: I ? (not usually/wear) high heels and the ones I ? (wear) today are very uncomfortable.

3 Complete the sentences with the correct form of the words in brackets. Use the Present Simple or the Present Continuous.

1 My brother ? (love) faded jeans.
2 I ? (see) what you mean.
3 She ? (think) of buying a new denim jacket.
4 Today, I ? (need) to buy a silk tie for my dad.
5 At the moment he ? (have) two cars and a motorbike.
6 ? (Ben/have) a bath now?
7 I ? (not/think) I'll buy those boots.

4 Translate the words in brackets into English.

1 Unfortunately, they ? (*nie pamiętają*) anything now.
2 Pete ? (*gra*) video games again.
3 Why ? (*Meg nienawidzi*) wearing leggings?
4 Now I ? (*nie rozumiem*) anything he's saying.
5 Kate ? (*wącha*) her new perfume, again. She must like it a lot.
6 What ? (*sądzisz*) about this fleece? Is the colour OK?
7 Sue ? (*wygląda*) gorgeous in this new silk blouse. Everybody ? (*patrzy*) at her.

5 Translate the sentences using the prompts in brackets.

1 Świetnie się bawimy tutaj, w Barcelonie. (*have a great time*)
2 Dlaczego w tym budynku jest tak zimno? (*feel*)
3 Nic w tej chwili nie pamiętam. (*remember*)
4 Czy rozpoznajesz to miejsce? (*recognise*)
5 Dzisiaj moja mama nie jeździ samochodem. (*drive*)
6 Czy słyszysz ten dźwięk? (*hear*)
7 Myślimy o kupieniu nowego laptopa. (*think*)

Present Perfect Continuous

Czasu **Present Perfect Continuous** używamy, mówiąc o:

- czynnościach, które się rozpoczęły w przeszłości i jeszcze trwają: *I **have been waiting** for her since 8 o'clock.* Czekam na nią od 8.00.
- zdarzeniach, które trwały przez pewien czas (i być może jeszcze trwają), a ich skutki są widoczne w chwili obecnej: *I'm tired because I **'ve been painting** all day.* Jestem zmęczony, bo malowałem/maluję cały dzień.

W czasie Present Perfect Continuous, podobnie jak w czasie Present Perfect, możemy używać wyrażeń ***for*** oraz ***since***.

Zdania twierdzące (Affirmative)			**Zdania przeczące (Negative)**		
I/You/We/They	've (have)	been crying.	I/ You/We/They	haven't (have not)	been crying.
He/She/It	's (has)		He/She/It	hasn't (has not)	

Pytania ogólne (*Yes/No* questions)			**Krótkie odpowiedzi (Short answers)**
Have	I/you/we/they	been crying?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has	he/she/it		Yes, he/she/it has. No, he/she/it hasn't.

Pytania szczegółowe (*Wh-* questions)				**Pytania o podmiot (Subject questions)**		
How long	have	I/you/we/they	been crying?	Who	has	been crying?
	has	he/she/it				

Present Perfect Continuous a Present Perfect Simple

- Czasu **Present Perfect Continuous** używamy, gdy chcemy się skupić na czynności lub procesie (trwającym lub zakończonym). Często zadajemy w nim pytania zaczynające się od ***how long***:
  ***How long has** she **been writing** books?* Od jak dawna ona pisze książki?
- Czasu **Present Perfect Simple** używamy, gdy chcemy się skupić na osiągnięciu lub efekcie zakończonej czynności. Często zadajemy w nim pytania zaczynające się od ***how many***:
  ***How many** books **has** he **written**?* Ile książek napisał?
- Zarówno w czasie **Present Perfect Simple**, jak i w **Present Perfect Continuous** nie zadajemy pytań zaczynających się od *when*.
- Czasowniki statyczne zwykle występują jedynie w czasie **Present Perfect Simple**.

1 **Write sentences from the prompts. Use the Present Perfect Continuous. Add *since* or *for* where necessary.**

1 I / study / art / 2009.
2 How long / you / wear / your glasses?
3 you / swim / all afternoon?
4 It / rain / two hours now.
5 We / not / watch / the match.
6 My parents / study English / five years.
7 How long / Joanna / work in that café?

2 **Choose the correct option.**

1 I've *looked / been looking* for you for an hour!
2 How many paintings have you *sold / been selling*?
3 We have *travelled / been travelling* for a couple of weeks now.
4 The professor has *answered / been answering* more than 100 questions about the Louvre.
5 John has *known / been knowing* Cynthia since primary school.
6 I've *seen / been seeing* most of his paintings.
7 How long have you *waited / been waiting*?
8 Have you *written / been writing* your essay all morning?
9 How many art galleries has Dan *been visiting / visited* today?
10 How long have you *had / been having* this painting by van Gogh?

3 **Complete the sentences about you. Use the Present Perfect Simple or Continuous.**

1 ? since last weekend.
2 ? for at least a month.
3 ? since my last birthday party.
4 ? since yesterday.
5 ? for more than a year.
6 ? since I was ten.
7 ? for two days.
8 ? since I was a small child.

4 **Complete the dialogues with the correct form of the verbs in brackets. Use the Present Perfect Simple or Continuous.**

1 A: ? (you/finish) your essay?
B: Well, not really. I ? (write) it all day and hope to finish it tomorrow.
2 A: You look tired. ? (you/run)?
B: Oh, yes. I ? (run) 15 km.
3 A: I ? (try) to call you since morning. What's up?
B: Oh sorry, I ? (lose) my mobile.
4 A: How long ? (he/have) that suit? It doesn't look too good.
B: Not long, I think but he ? (wear) it all week.

Common suffixes

Wiele rzeczowników, czasowników, przymiotników i przysłówków tworzymy za pomocą przyrostków. Słowa o znaczeniu przeciwnym do znaczenia słowa podstawowego – możemy tworzyć za pomocą przedrostków.

Popularne przyrostki tworzące **rzeczowniki**:
-ance/-ence, tworzące rzeczowniki od przymiotników poprzez zastąpienie końcówki **-ant/-ent**: *import**ant*** – *import**ance*** (ważny – ważność), *viol**ent*** – *viol**ence*** (agresywny – agresja)
-ion, zwykle tworzący rzeczowniki od czasowników: *decide* – *decis**ion*** (decydować – decyzja)
-ity: *stupid* – *stupid**ity*** (głupi – głupota)
-ment: *develop* – *develop**ment*** (rozwijać – rozwój)
-ship: *relation* – *relation**ship*** (krewny – związek)

Popularne przyrostki tworzące **czasowniki**:
-ate: *local* – *loc**ate*** (miejscowy – zlokalizować)
-en, dodawany zwykle do przymiotników i rzeczowników oznaczających miarę: *deep* – *deep**en*** (głęboki – pogłębić), *length* – *length**en*** (długość – wydłużyć)
-ify: *simple* – *simpl**ify*** (łatwy – ułatwić)
-ise: *legal* – *legal**ise*** (legalny – zalegalizować)

Popularne przyrostki tworzące **przymiotniki**:
-able: *comfort* – *comfort**able*** (wygoda – wygodny)
-ed, tworzący imiesłów przymiotnikowy bierny (zakończony w j. polskim na *-ony*, *-ona*, *-one*), pełniący w zdaniu funkcję przymiotnika: *amaze* – *amaz**ed*** (zdumieć – zdumiony)
-ing, tworzący imiesłów przymiotnikowy czynny (zakończony w j. polskim na -ący, -ąca, -ące), pełniący w zdaniu funkcję przymiotnika: *amaze* – *amaz**ing*** (zdumieć – zdumiewający)
-ful, który często nadaje znaczenie pozytywne, a także mówi o tym, że dana rzecz jest czegoś pełna: *colour* – *colour**ful*** (kolor – kolorowy, pełen koloru)
-less, który często nadaje znaczenie negatywne, a także mówi o tym, że danej rzeczy brakuje określonej cechy: *colour* – *colour**less*** (kolor – bezbarwny)
-ive: *support* – *support**ive*** (wspierać – pomocny)
-ous: *courage* – *courage**ous*** (odwaga – odważny)
-ic: *energy* – *energet**ic*** (energia – energiczny)
-al: *economy* – *economic**al*** (gospodarka – ekonomiczny)

Popularne przyrostki tworzące **przysłówki**:
-ly: *strange* – *strange**ly*** (dziwny – dziwnie)
-y, jeżeli przymiotnik kończy się na **-le**: *possib**le*** – *possibl**y*** (możliwy – możliwie)
-ily, jeżeli przymiotnik kończy się na **-y**: *heav**y*** – *heav**ily*** (ciężki – ciężko)

Za pomocą przedrostków tworzymy **przymiotniki o znaczeniu przeciwnym lub negatywnym do znaczenia słowa podstawowego**:

-un: *familiar* – ***un**familiar*** (znajomy – obcy)
-im, najczęściej dodawany do przymiotników zaczynających się na litery *b*, *m* i *p*: *balanced* – ***im**balanced*** (zrównoważony – niezrównoważony), *mature* – ***im**mature*** (dojrzały – niedojrzały), *polite* – ***im**polite*** (uprzejmy – nieuprzejmy)
-ir, najczęściej dodawany do przymiotników zaczynających się na literę *r*: *responsible* – ***ir**responsible*** (odpowiedzialny – nieodpowiedzialny)
-il, najczęściej dodawany do przymiotników zaczynających się na literę *l*: *legal* – ***il**legal*** (legalny – nielegalny)
-dis: *respectful* – ***dis**respectful*** (pełen szacunku – lekceważący)
-in: *sensitive* – ***in**sensitive*** (wrażliwy – niewrażliwy)

1 **Choose the correct option, A, B or C.**

1 What is the ? of this fabric?
A long B length C lengthen
2 She puts on some makeup every day to make herself ? .
A beauty B beautify C beautiful
3 What I like best about Mark's clothes is their ? .
A simplify B simplicity C simple
4 Some young people are really ? when it comes to their hairstyles.
A courageous B encouraging C discouraged
5 Although Tina studies fashion, her ? with the history of design is rather limited.
A unfamiliar B familiarise C familiarity
6 What appeals to me about the company is how they ? their offer.
A diversity B diverse C diversify

2 **Complete the sentences with the correct form of the words in the box.**

legal colour respectful sensitive responsible familiar

1 Going to an exam in a beanie will definitely make you look ? .
2 You shouldn't have spent so much on this blouse. It was quite ? of you.
3 Sue doesn't want to be the centre of attention so she wears ? sweatshirts, mainly beige.
4 My sister's style is completely ? to me, but she feels comfortable in her own skin.
5 It was rather ? of Kate to criticise her friend's new fleece.
6 Producing cheap copies of designer clothes is ? .

3 **Complete the sentences with the correct form of the words in brackets. Sometimes more than one answer is possible.**

1 It was rather ? (polite) of Pete to attend his friend's wedding reception in faded jeans.
2 To me, ? (energy) people tend to go for a casual look.
3 Buying vintage clothes is not always ? (economy) as they can be pretty expensive.
4 They ? (behave) strangely today.
5 Don't you think Claire ? (look) amazing in this turquoise dress?
6 Karen ? (always/be) sensitive about her appearance.

Narrative tenses

Czasu **Past Continuous** używamy:

- opisując tło dla innych wydarzeń:
  *On the day of the match, it **was raining** and the fans **were getting** wet.* W dniu meczu padało, a kibice mokli.
- mówiąc o czynnościach trwających w przeszłości, w trakcie których nastąpiły inne zdarzenia (które wyrażamy w czasie Past Simple):
  *I **was riding** my bike when a policeman **stopped** me.* Jechałem na rowerze, gdy zatrzymał mnie policjant.
- mówiąc o czynnościach, które zdarzyły się w tym samym czasie:
  *While Ann **was doing** some experiments, Terry **was taking** some measurements.* Gdy Ann przeprowadzała eksperymenty, Terry dokonywał pomiarów.

Czasu **Past Simple** używamy, mówiąc o wydarzeniach następujących po sobie:

*Julia **got up** and **put on** her trainers.* Julia wstała i założyła tenisówki.

Czasu **Past Perfect** używamy, mówiąc o zdarzeniach lub sytuacjach, które miały miejsce wcześniej niż inne przeszłe wydarzenia (wyrażone w czasie Past Simple):

*In the taxi I realised that I **had left** the ticket at home.*
W taksówce zorientowałem się, że zostawiłem bilet w domu.

1 Complete the sentences with the correct form of the words in brackets. Use the Past Simple or the Past Continuous.

1 John ? (walk) towards the stadium when he ? (hear) a loud explosion.
2 The play ? (end) and everyone ? (leave) the theatre.
3 ? (Sue/work) at the restaurant when she ? (meet) Frank?
4 We ? (cross) High Street when we ? (see) a bank robbery.
5 While I ? (watch) tennis on TV, my sisters ? (play) a video game.

2 Complete the second sentence so that it has the same meaning as the first. Use the words in capitals and the Past Simple or the Past Perfect.

1 I saw Lionel Messi in the street. Nobody believed it.
Nobody believed ? . **THAT**
2 The match started. Then I got back home.
The match ? . **WHEN**
3 Jack's team didn't train enough. They lost the match.
Jack's team ? . **BECAUSE**
4 Ann looked at her watch. She realised she was late for the meeting.
Ann ? . **AND**
5 Andrew didn't lock his car. Somebody stole it. Somebody ? . **BECAUSE**
6 The film finished. Then Mark switched the TV on.
When Mark ? . **ALREADY**

3 Choose the correct option, A, B or C.

1 Sarah ? in the park when she met her neighbour.
A jogged B had jogged C was jogging
2 Tim ? at 7.30, had breakfast and went to the pool.
A got up B had got up C was getting up
3 We were cycling in the forest while Tom ? in the lake.
A swam B was swimming C had swum
4 Adam didn't go horse-riding because he ? his riding boots.
A was forgetting B had forgotten C forgot
5 She didn't believe that I ? volleyball before.
A had never played B was never playing
C never played
6 When we ? at the court, the match had already finished.
A arrived B had arrived C were arriving
7 Kim ? her skating boots and stepped onto the ice rink.
A was putting on B put on C had put on
8 Mark ? injured while he was overtaking his rivals.
A was getting B had got C got

4 Complete the conversations with the correct form of the verbs in brackets. Use the Past Simple, the Past Continuous or the Past Perfect.

1 A: What ? (you/do) when they ? (announce) the results?
B: I ? (just/take) a shower and I ? (relax) in my room.
2 A: When ? (you/realise) you ? (leave) your goggles at home?
B: Well, just as ? (I/stand) at the top of the slope, with my skis on.
3 A: Why ? (Nick/not work out) yesterday?
B: He ? (promise) his daughter to play with her, I think.
4 A: What ? (you/do) at the sports camp?
B: Every day we ? (get up) early, then we ? (go) to the gym and then we ? (play) basketball.

Verb patterns

Czasowniki występujące po innych czasownikach mogą przybierać różne formy.

- Po czasownikach i zwrotach: *aim, arrange, attempt, can't afford, decide, expect, hope, intend, manage, offer, plan, refuse, remember, seem, tend, try, want* występuje forma ***(not) to* + bezokolicznik**:
  *They **decided not to work** with a sports psychologist.* Postanowili nie pracować z psychologiem sportu.
- Po czasownikach: *advise, allow, encourage, force, remind, teach, urge, warn* występuje forma **dopełnienie + *(not) to* + bezokolicznik**:
  *She **taught me to believe** in myself.* Nauczyła mnie wierzyć w siebie.
- Po czasownikach i zwrotach: *avoid, can't help, can't stand, don't mind, enjoy, fancy, finish, imagine, keep, miss, stop, waste time* występuje forma **z końcówką *-ing***:
  *Just **imagine winning** the competition!* Wyobraź sobie wygranie konkursu!
- Po czasownikach modalnych: *can, could, might, should, would* występuje **bezokolicznik**:
  *You **should answer** his question right now.* Powinieneś natychmiast odpowiedzieć na jego pytanie.
- Po czasownikach *make i let* występuje forma **dopełnienie + bezokolicznik**:
  *They **let me visit** the stadium.* Pozwolili mi zwiedzić stadion.

1 Complete the sentences with the correct form of the verbs in brackets. Add *me* or *you* where necessary.

1 I can ? (ski) really well, but I've never tried snowboarding.
2 Did your parents make ? (play) the piano when you were a child?
3 I can't afford ? (buy) a new tennis racket. It's too expensive.
4 This pool is OK, but I miss ? (swim) in the ocean.
5 My PE teacher at school encouraged ? (pursue) my passion for swimming.
6 The footballer refused ? (join) the national team.
7 You shouldn't waste so much time ? (watch) TV.
8 The doctor has warned ? (not go) running for a month.

2 Translate the words in brackets into English.

1 I ? (*nie znoszę czekać*) for exam results.
2 Has he ? (*zdecydował się zakończyć*) his sports career yet?
3 My mother ? (*nie pozwoliła mi uprawiać*) motor-racing.
4 The coach ? (*przypomniał nam, byśmy nie jedli*) anything just before the match.
5 ? (*Spróbuj się nie martwić*) about the future.
6 Our team ? (*powinna dążyć do wygrania*) all the matches this season.

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

do show watch climb take up improve play go

1 They arranged ? for a swim on Saturday.
2 Paul offered ? me how to play tennis.
3 Do you fancy ? badminton this afternoon?
4 I cannot imagine ? in winter. It's too dangerous.
5 Kate has never avoided ? sport. That's why she's so fit.
6 Last year my dad attempted ? his skiing. He's slightly better now.
7 I don't mind ? boxing on TV from time to time.
8 Kim should ? yoga. It will help her relax.

4 Choose the correct option.

1 I can't help *to watch / watching* sport on TV every day.
2 Please remind them *not to leave / to not leave* before 6 p.m.
3 Last week my brother managed *to swim / swimming* the whole distance.
4 Does your coach ever let you *eat / to eat* junk food?
5 Unfortunately, she cannot afford *buying / to buy* a new tennis racket.
6 Mark expects her *to win / winning* a medal during the next competition.
7 My mum intends *taking up / to take up* cycling this summer.
8 We can't *go / going* horse-riding today.

so, too, neither/nor, either

Wyrazy ***so*/too** oraz ***neither/nor/either*** stosujemy w krótkich komentarzach o znaczeniu *i (ja) także* lub *i (ja) też nie*. Konstrukcji tych używamy reagując na czyjąś wypowiedź – dajemy wtedy znać w zwięzły sposób, że ktoś (np. my sami) jest w tej samej sytuacji co autor wypowiedzi.

Konstrukcji z ***so*** i ***too*** używamy w zdaniach twierdzących. Forma czasownika posiłkowego lub modalnego w krótkim komentarzu musi być zgodna z formą czasownika głównego oraz podmiotem w zdaniu, do którego się odnosi.

Struktura krótkiego komentarza wygląda następująco:

- ***so* + czasownik posiłkowy/modalny + podmiot (rzeczownik/zaimek):**
  Our football team has let us down recently. Nasza drużyna piłkarska ostatnio nas zawiodła. ***So** has ours.* Nasza także.
  I should go jogging every day. Powinienem/Powinnam uprawiać jogging każdego dnia. ***So** should I.* Ja także.
- **podmiot (rzeczownik/zaimek) + czasownik posiłkowy/modalny + *too*:**
  Michael broke his personal record yesterday. Michael pobił swój rekord życiowy. *You did **too**.* Ty także.

Konstrukcji z ***neither/nor*** oraz ***either*** używamy w odniesieniu do zdań przeczących.

Struktura krótkiego komentarza wygląda następująco:

- ***neither/nor* + czasownik posiłkowy/modalny w formie twierdzącej + podmiot (rzeczownik/zaimek):**
  My coach isn't going to be pleased with my score. Mój trener nie będzie zadowolony z mojego wyniku. ***Neither/Nor** is mine.* Mój też nie.
  Jerry will never give up running marathons. Jerry nigdy nie zrezyguje z biegania w maratonach. ***Neither/Nor** will I.* Ja też nie.
- **podmiot (rzeczownik/zaimek) + czasownik posiłkowy/czasownik modalny w formie przeczącej + *either*:**
  She didn't play for the school team last year. Ona nie grała w szkolnej drużynie w zeszłym roku. *I didn't **either**.* Ja też nie.

W czasie Present Simple czasownikiem posiłkowym jest *do/does*:
Rob takes part in tennis competitions twice a year. Rob bierze udział w zawodach tenisowych dwa razy w roku. ***So does** Joan.* Joan również.

W czasie Past Simple czasownikiem posiłkowym jest *did*:
Last week we qualified for the finals. W zeszłym tygodniu zakwalifikowaliśmy się do finału. ***So did** we.* My też.

Używając ***Really?*** oraz ***Oh***, reagujemy na czyjąś wypowiedź, by powiedzieć, że w przypadku kogoś innego sytuacja jest zupełnie inna.

Struktura krótkiego komentarza wygląda następująco:
***Really?/Oh* + podmiot (rzeczownik/zaimek) + czasownik posiłkowy/modalny w formie przeciwnej do występującej w komentarzu, do którego się odnosimy:**
I believe that some children should start training at a very early age. Sądzę, że niektóre dzieci powinny zacząć trenować w bardzo młodym wieku. ***Really?** I don't.* Naprawdę? A ja nie.
Most of our fans couldn't get tickets to watch the match. Większości naszych kibiców nie udało się kupić biletów na mecz. ***Oh.** Ours could.* Naprawdę? A naszym się udało.

1 Complete the sentences with *so/too* or *neither/either* and the correct auxiliary.

1 To keep fit, Dan goes for a swim every Friday. ? Pam.
2 Martin has never played squash. ? they.
3 Sam is going to try out the new gym. ? I.
4 They shouldn't give up chess. ? we.
5 As a child, Olga wasn't very competitive. Her sister ? .
6 Hopefully, Pete will talk his parents into doing Nordic walking. Tina ? .

2 Translate the responses in brackets into English.

1 They have never let their coach down. ? . (*My też nie.*)
2 Their teammates are really ambitious. ? . (*Nasi również.*)
3 Unfortunately, Pat lost a match yesterday. ? . (*Ja również.*)
4 We aren't going to go in for that competition. ? . (*Naprawdę? A my tak.*)
5 My sister doesn't watch any sport on TV. ? . (*Moja też nie.*)
6 My dad will never take up yoga. ? . (*Naprawdę? A mój tak.*)

3 Choose the correct sentence, A, B, or C to complete the conversation.

1 **X:** Can you imagine? They have never lost a match.
Y: ?
A Neither have we. B We too.
C So have we.
2 **X:** I think they should be more decisive.
Y: ?
A Really? I shouldn't. B Really? I don't.
C Oh. So should I.
3 **X:** She is going to watch a rugby match tonight.
Y: ?
A Neither am I. B I am too.
C I'm not either.
4 **X:** You look sad. What's the matter?
Y: My friend ?
A can't help helping me. B can't afford to help me.
C doesn't mind helping me.
5 **X:** What did you do when you saw that accident?
Y: ?
A I called an ambulance.
B I was calling an ambulance.
C I had called an ambulance.
6 **X:** Are you going to enter this competition?
Y: Definitely. I love ? new challenges.
A taking on B giving up
C burning off

Present and past speculation

Spekulacje dotyczące teraźniejszości

Wyrażając przypuszczenia dotyczące tego, co ma miejsce lub nie ma miejsca w chwili obecnej, używamy konstrukcji: **czasownik modalny + bezokolicznik bez *to***.

- ***Must*** wyraża silne przekonanie, że coś jest prawdą: *John **must** be very happy working at the zoo.* John musi być bardzo szczęśliwy, że pracuje w zoo.
- ***Might, may*** i ***could*** wyrażają możliwość, że coś jest prawdą: *The lions **might/may/could** be very hungry now.* Możliwe, że lwy są teraz bardzo głodne.
- ***Can't*** wyraża silne przekonanie, że coś nie jest prawdą: *It **can't** be a domestic cat. It's too big.* To na pewno nie jest domowy kot. Jest zbyt duży.

Spekulacje dotyczące przeszłości

Wyrażając przypuszczenia dotyczące tego, co miało miejsce lub nie miało miejsca w przeszłości, używamy konstrukcji: **czasownik modalny + *have* + trzecia forma czasownika (Past Participle)**.

- ***Must*** wyraża silne przekonanie, że coś miało miejsce: *You **must** have lost your mobile at the zoo. Musiałeś zgubić* telefon w zoo.
- ***Might, may*** i ***could*** wyrażają możliwość, że coś miało miejsce: *Lucy **might/may/could** have missed the train.* Możliwe, że Lucy spóźniła się na pociąg.
- ***Can't*** i ***couldn't*** wyrażają silne przekonanie, że coś nie miało miejsca: *Peter **can't/couldn't** have gone home.* Peter na pewno nie poszedł do domu.

1 Choose the correct option.

1 The key *can't / must* be somewhere here but I can't find it right now.
2 You *can't / may* remember me – we met on a trip to China last year.
3 What, you forgot your ticket and passport? You *might / can't* be serious!
4 You failed the exam, so your answers *must / can't* have been wrong.
5 I'm not sure if you are right. You *could / can't* have made a mistake.

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

1 I might ? (leave) my mobile at the hotel but I don't remember.
2 Susan has been travelling for the last two weeks – she must ? (be) very tired by now.
3 Wendy's accent is a bit strange. She could ? (be) Northern Irish, but I'm not sure.
4 You can't ? (see) Joe in town at noon – he was at home with me.
5 Thomas was really upset last week. He must ? (have) problems at home.

3 Choose the correct option, A, B or C.

1 We ? go to Greece this summer, but we haven't decided yet.
A must B might C can't
2 They ? have visited that museum. It's closed.
A might not B couldn't C mustn't
3 They ? know this place. They've been here many times.
A may B can't C must
4 **A:** Pat should be here by now.
B: Well, she ? have missed the bus.
A must B could C can't
5 It ? be Diana's tent. She never goes camping.
A must B may C can't
6 Greg ? have reached his destination yet. It's only 7 p.m.
A could B can't C mustn't
7 Ben knew everything about Gothic painting. Definitely, he ? have studied art history.
A couldn't B might C must
8 It's impossible to keep a puma as a pet. She ? have lied.
A must B can't C might

4 Translate the words in brackets into English. Use modal verbs.

1 A cruise down the Nile ? (na pewno jest) very expensive.
2 Kate ? (na pewno nie jadła) that local speciality. She's allergic to seafood.
3 They ? (na pewno nie są) at the office. Pam called me from the airport an hour ago.
4 We ? (być może spędzimy) a few days near the sea.
5 They ? (na pewno przywieźli) a lot of souvenirs from their trip.
6 Let's ask Ian. He ? (być może był) to Japan.
7 We'd better take a map. It ? (może nie być) the right way.
8 I don't know why Janet is still not here. She ? (możliwe, że utknęła) in traffic.

Used to and would

Wyrażeń ***used to/would* (+ bezokolicznik)** używamy, opisując sytuacje, które powtarzały się w przeszłości, ale nie mają miejsca obecnie, przy czym:

- ***used to*** stosujemy w odniesieniu do stanów (np.: *be, have, believe, like, love, live*) lub czynności:
  *I **didn't use to like** travelling by plane.* Kiedyś nie lubiłem podróżowania samolotem. (Teraz to się zmieniło.)
  *She **used to write** travel guides.* Pisała przewodniki. (Teraz już tego nie robi.)
- ***would*** stosujemy w zdaniach twierdzących wyłącznie w odniesieniu do czynności:
  *When I was a teenager, I **would visit** my grandma every Sunday.* Kiedy byłem nastolatkiem, odwiedzałem babcię w każdą niedzielę.

Zdania twierdzące (Affirmative)	*I used to go backpacking every summer.* *I would go backpacking every summer.*
Zdania przeczące (Negative)	*I didn't use to buy flight tickets online.*
Pytania ogólne (*Yes/No* questions)	*Did he use to go on holiday in August?*
Pytania szczegółowe (*Wh-* questions)	*What did he use to eat?*
Pytania o podmiot (Subject questions)	*Who used to go to the seaside on holiday?*

Kiedy mówimy o czynnościach lub stanach, które zdarzyły się tylko raz lub zdarzały się nieregularnie, bądź jeżeli nie chcemy podkreślać zmiany w stosunku do teraźniejszości, nie używamy *used to/would*, tylko czasu Past Simple.
*Two years ago they **went** on holiday to France.* Dwa lata temu pojechali na wakacje do Francji.
*I often **travelled** to China.* Często podróżowałem do Chin.

1 Write sentences from the prompts. Use *would* if possible. If not, use *used to*.

1 Jill / get home / at 7 p.m. every day
2 We / not have / a lot of money / in those days
3 My family / live / next to a luxury hotel
4 Damien / not drink / coffee / in the past
5 As a child / I / like / reading adventure novels
6 My grandparents / not travel / by car
7 When I was a child / I / be / very shy
8 They / go on / summer camps / at primary school

2 Choose the correct option.

1 Last year we *went / used to go* on a trip with a travel agency.
2 As a student, my mum *would love travelling / used to love travelling*.
3 My grandpa *would read / read* me a story about the Aztecs that day.
4 They *didn't use to be / wouldn't be* keen on flying.
5 Our uncle *had / would have* about 100 guidebooks.
6 As a child, *did you use to sleep / would you sleep* in a tent during summer?
7 My dad *didn't use to like / wouldn't like* going to the seaside.

3 Choose the correct option, A, B or C. Sometimes more than one answer is possible.

1 Just like many boys, I ? to be a pilot when I grew up.
A wanted B used to want C would want
2 I ? smoke when I was at school.
A didn't B didn't use to C wouldn't
3 Last Sunday Jack ? too late to catch the train.
A turned up B used to turn up
C would turn up
4 How ? feel when your parents sent you to summer camps every summer?
A did you B did you use to C would you
5 My parents ? me to the seaside every summer.
A took B used to take C would take
6 Dad, ? a happy child?
A were you B did you use to be C would you be
7 Yesterday we ? our flight back to Australia.
A used to miss B would miss C missed

4 Complete the sentences with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

1 Kim ? (travel) to Asia twice a year but now she cannot afford this.
2 When we lived in London, we ? (go) jogging in Hyde Park every day.
3 ? (Mark/visit) his family in Scotland last year?
4 We ? (not/enjoy) spending time in the countryside. Now we love it!
5 When Ben was a child, he ? (play) in the forest.
6 ? (Luke/like) sightseeing when he was a child?
7 Back in kindergarten, they ? (play) hide and seek every day.

Phrasal verbs

Czasowniki frazowe to grupa wyrażeń składających się z czasownika oraz przyimka lub przysłówka, dzięki któremu czasownik zyskuje nowe znaczenie:
look – wyglądać, patrzeć; *look up* – sprawdzić

Czasowników frazowych używa się w języku potocznym. Większość z nich ma swoje odpowiedniki w języku literackim:
put up a tent = construct/erect a tent

Czasowniki frazowe mają znaczenie:

- dosłowne: *Why don't you **take off** your coat?* Może zdejmiesz płaszcz?
- idiomatyczne: *The plane **takes off** at 10 a.m.* Samolot startuje o 10 rano.

Czasowniki frazowe możemy podzielić na dwie grupy:

1) nierozłączne:

- **czasownik + przyimek/przysłówek + dopełnienie**

  Po czasowniku frazowym zawsze występuje dopełnienie.

  *When I was running, I **bumped into** my form teacher.*
  Kiedy biegałam, wpadłam na mojego wychowawcę.

  *We dropped our bags and **made for** the passport control.*
  Nadaliśmy bagaż i skierowaliśmy się w kierunku kontroli paszportowej.

- **czasownik + przyimek/przysłówek**

  Po czasowniku frazowym nie ma dopełnienia.

  *Fortunately, a lot of people **turned up** to the exhibition.*
  Na szczęście, na wystawie pojawiło się mnóstwo osób.

  *It was a long journey so we **set off** early in the morning.*
  To była długa podróż, zatem wyruszyliśmy wcześnie rano.

- **czasownik + przyimek/przysłówek + przyimek/przysłówek + dopełnienie**

  Po czasowniku frazowym zawsze występuje dopełnienie.

  *I **look forward to** travelling around America.*
  Wyczekuję z niecierpliwością podróży po Ameryce.

  *It was very hot and we **ran out of** water very quickly.*
  Było bardzo gorąco i woda szybko się nam skończyła.

2) rozłączne:

W tej grupie zawsze występuje dopełnienie. Może ono pojawić się na samym końcu zdania (pod warunkiem, że nie jest zaimkiem, tylko rzeczownikiem) lub między czasownikiem a przyimkiem.

- **czasownik + przyimek/przysłówek + dopełnienie**

  *Can you please **pick up** Laura from the airport?*
  Czy możesz odebrać Laurę z lotniska?
  ~~*Can you please **pick up** her from the airport?*~~

  *We can't **put off** booking tickets forever.*
  Nie możemy odkładać rezerwacji biletów w nieskończoność.
  ~~*We can't **put off** it forever.*~~

- **czasownik + dopełnienie + przyimek/przysłówek**

  *Can you please **pick** Laura **up** from the airport?*
  Czy możesz odebrać Laurę z lotniska?

  *Can you please **pick** her **up** from the airport?*
  Czy możesz odebrać ją z lotniska?

  *We can't **put** booking tickets **off** forever.*
  Nie możemy odkładać rezerwacji biletów w nieskończoność.

  *We can't **put** it **off** forever.*
  Nie możemy odkładać tego w nieskończoność.

1 Complete the sentences with the correct form of the phrasal verbs in the box.

look up turn up put off bump into pick up

1 Are you going to ? Pen from the station?
2 We got lost so we ? the address in our mobiles.
3 We have so much work that we have to ? our weekend trip.
4 I ? my old friend while I was boarding the plane.
5 Only a few people ? at the station to say good bye to her yesterday.

2 Complete the second sentence so that it has a similar meaning to the first. Use the prompts.

1 We had no food left, nevertheless we continued to walk. **RUN/CARRY**
We ? nevertheless we ? .
2 Kate has quit her career as a manager and she can't wait to go to India. **WALK/LOOK**
Kate ? her career as a manager and she ? to India.
3 Dan took us to the station in his car. He went to work and we went towards the platform. **DROP/MADE**
Dan ? at the station. He went to work and we ? the platform.
4 Pat stopped by the side of the road and tried to find the hotel's address in her guidebook. **PULL/LOOK**
Pat ? and ? the hotel's address in her guidebook.
5 I met my old friend unexpectedly when we were delayed at the airport. **BUMP/HOLD**
I ? my old friend when we were ? at the airport.

3 Choose one word, A, B or C to complete both sentences.

1 Is Dan going to pick us ? from the station?
Mark is a great cyclist and it's really hard to keep ? with him.
A on B off C up
2 The taxi driver dropped us ? at the wrong terminal.
Pat had a long way to go so she set ? at dawn.
A down B off C out
3 They're going to ? this old building into a hostel.
What time did they finally ? up?
A turn B make C put
4 We were held ? in a traffic jam and we missed the last train home.
The hotel was full but, fortunately, Sue put them ? .
A up B off C down
5 Paul gave ? his job to travel the world.
Have you ever put ? a tent in the rain?
A over B off C up

Future forms

Do wyrażania przyszłości służą czasy **Present Simple, Present Continuous** i **Future Simple** *(will/won't)* oraz konstrukcja ***be going to* + bezokolicznik**.

Czasu **Present Simple** używamy, gdy mówimy o rozkładach jazdy, planach zajęć, grafikach i wydarzeniach, których termin jest oficjalnie ustalony:

*Lunch break **starts** at 12.30 and **finishes** at 13.30.*
Przerwa obiadowa rozpoczyna się o 12.30 i kończy się o 13.30.

Czasu **Present Continuous** używamy w odniesieniu do sprecyzowanych i ustalonych planów, do realizacji których podjęto już przygotowania, a ich szczegóły (czas, miejsce itp.) zostały ustalone. W języku polskim również posługujemy się w takiej sytuacji czasem teraźniejszym:

*They**'re giving** prizes to the winners of the cookery competition tomorrow in the Town Hall.*
Jutro w ratuszu rozdają nagrody zwycięzcom zawodów kulinarnych.

Czasu **Future Simple** używamy:

- do wyrażania spontanicznych decyzji, często podejmowanych w momencie mówienia i będących reakcją na sytuację:
  *Wait for me. **I'll help you** peel the carrots.* Poczekaj na mnie. Pomogę ci obrać marchewki.
- w pytaniach z *I* oraz *we*, gdy oferujemy pomoc lub wyrażamy sugestie i propozycje, używamy ***shall***:
  *These bags look heavy. **Shall I carry** them for you?* Te torby wyglądają na ciężkie. Może ja je poniosę?
  ***Shall we have** a barbecue this evening?* A może byśmy zorganizowali grilla dziś wieczorem?
- do przewidywań dotyczących przyszłości opartych na opiniach, przeczuciach lub doświadczeniach:
  *I can lend you this cookery book but **I'll probably need** it next week.* Mogę ci pożyczyć tę książkę kucharską, ale prawdopodobnie będę jej potrzebował w przyszłym tygodniu.

Konstrukcji ***be going to* + bezokolicznik** używamy do wyrażania:

- zamiarów i planów na przyszłość, które mogą ulec zmianie:
  *What **are you going to prepare** for dinner?* Co zamierzasz przygotować na obiad?
- przewidywań dotyczących przyszłości, sformułowanych w oparciu o to, co wiemy lub co właśnie obserwujemy:
  *This cake looks really sweet. Sue **isn't going to have** any of it.* To ciasto wygląda na bardzo słodkie. Sue nie zje ani kawałka.

Mówiąc o przyszłości, w zdaniach złożonych używamy czasu **Present Simple** po następujących wyrażeniach: *if, when, as soon as, unless, after* oraz *before*:
***If you drink** coffee in the evening, you won't be able to sleep.* Jeżeli wypijesz kawę wieczorem, to nie będziesz w stanie zasnąć.

*Be careful. The biscuits will get dry unless you **put** them in a tin.* Uważaj. Ciastka wyschną, chyba że włożysz je do pojemnika.

1 Choose the correct option, A, B or C. Sometimes more than one answer is possible.

1 This recipe looks complicated. ? help you prepare the ingredients?
A Am I going to B Shall I C Will I
2 I'll let you know when the dinner ? ready.
A is B will be C is going to be
3 Don't worry! I ? the tins for you.
A am opening B will open C open
4 I've checked their offer. The cookery course ? next Monday.
A starts B is going to start C shall start
5 Tomorrow I ? to the fruit market outside the town. I can't wait!
A go B will go C am going
6 We will not manage to prepare the food for the party unless you ?
A won't hurry up B hurry up C don't hurry up

2 Write sentences from the prompts.

1 What time / the party / start?
2 You / feel better / as soon as / you / start drinking / more mineral water.
3 I / hope / the soup / not be / too bland for Pete.
4 Kate / eat / all those cherries? They are still unripe!
5 This dessert isn't sweet enough. I / add / some sugar?
6 Those apricots look fresh. They / be / tasty.

3 Complete the sentences with the correct form of the verbs in brackets. Use future forms.

1 They ? (meet) for lunch on Monday. Mary has told me.
2 Ben will not get fit unless he ? (start) eating healthy food.
3 This bread is stale. I ? (not/buy) it.
4 The cookery show ? (start) at 9 p.m.
5 Probably Meg ? (make) some crunchy biscuits tonight.
6 If I have time in the morning I ? (prepare) some snacks at home.
7 How ? (you/decorate) this birthday cake?

4 Translate the words in brackets into English. Use future forms. Sometimes more than one answer is possible.

1 I won't be able to prepare this dessert ? (*chyba że kupisz*) maple syrup.
2 There's garlic in this dish. Paul ? (nie zje) any of it!
3 ? (*Czy idziesz*) to the supermarket in the afternoon?
4 ? (*A może byśmy upiekli*) carrot cake for Joan?
5 Our local open-air market ? (*otwierają*) at 7 a.m.
6 How much black pepper ? (*zamierzasz dodać*)?
7 Well, I think I ? (zacznę) eating more fish.

Future Continuous and Future Perfect

Future Continuous

Czasu **Future Continuous** używamy, mówiąc o czynnościach, które będą trwały w określonym momencie w przyszłości:

*We **will be making** a cake **at** 5 p.m.* Będziemy piec tort o piątej.

Zdania twierdzące (Affirmative)			**Zdania przeczące (Negative)**		
I/You/ He/ She/It/ We/ They	'll (will)	be working at 10 a.m.	I/You/ He/ She/ It/We/ They	won't (will not)	be working at 10 a.m.
Pytania ogólne (*Yes/No* questions)			**Krótkie odpowiedzi (Short answers)**		
Will	I/you/he/ she/ it/we/they	be working at 10 a.m.?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.		
Pytania szczegółowe (*Wh-* questions)			**Pytania o podmiot (Subject questions)**		
What	will	I/you/ he/ she/ it/we/ they	be doing at 10 a.m.?	Who will	be working at 10 a.m.?

Future Perfect

Czasu **Future Perfect** używamy, mówiąc o czynnościach lub sytuacjach, które zakończą się przed określonym momentem w przyszłości:

*I **will have cooked** all the dishes **by** 3 o'clock.* Ugotuję wszystkie dania do trzeciej.

Zdania twierdzące (Affirmative)			**Zdania przeczące (Negative)**		
I/You/ He/ She/ It/ We/ They	'll (will)	have finished lunch by 2 p.m.	I/You/ He/ She/It/ We/ They	won't (will not)	have finished lunch by 2 p.m.
Pytania ogólne (*Yes/No* questions)			**Krótkie odpowiedzi (Short answers)**		
Will	I/you/ he/ she/ it/we/ they	have finished lunch by 2 p.m.?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.		
Pytania szczegółowe (*Wh-* questions)			**Pytania o podmiot (Subject questions)**		
What	will	I/you/ he/ she/it/ we/ they	have finished lunch by 2 p.m.?	Who will	have finished lunch by 2 p.m.?

1 Choose the correct option.

1 **A:** Can we meet at 1 p.m. on Saturday?
B: Sorry, I *'ll be having / 'll have had* lunch with my family.
2 **A:** Do you need a lot of time to finish this birthday cake?
B: I *'ll be decorating / 'll have decorated* it by 12 o'clock.
3 **A:** What is John so worried about?
B: Getting a new job. If he doesn't find one, he *'ll be spending / 'll have spent* all his money by the end of the year.
4 **A:** Tom, I really need to return that library book tomorrow.
B: No problem. I *'ll be finishing / 'll have finished* it by then.
5 **A:** *Will you be seeing / Will you have seen* your boyfriend tonight?
B: Yes, he's taking me out to a restaurant.
6 **A:** What *will you be doing / will you have done* at 7 p.m. tomorrow?
B: I don't have any plans. Shall we go to the cinema?

2 Complete the sentences with the correct form of the verbs in brackets. Use the Future Continuous or the Future Perfect.

1 Don't phone me before 9 a.m. I ? (sleep)!
2 By the end of the month she ? (finish) her training as a waitress.
3 Peter, ? (you/use) the oven this evening? I'd like to make pizza.
4 I'm going to do a cookery course in September. So now I'm helping at my mum's restaurant. I hope I ? (learn) something useful by the end of the summer.
5 How many exams ? (take) by the end of the academic year?
6 What ? (Sam/do) this time tomorrow?

3 Translate the sentences into English. Use the Future Continuous or the Future Perfect and the phrases in brackets in the correct form.

1 Do końca roku nauczę się gotować dziesięć nowych rzeczy. (*cook ten new things*)
2 W niedzielę o godzinie 20 Sally i Jake będą jedli kolację w domu. (*have dinner*)
3 Czy do roku 2020 skończysz studia? (*finish university*)
4 Kto będzie rozmawiał z właścicielem restauracji jutro o 9 rano? (*talk to the restaurant owner*)
5 Ile posiłków zjesz do godziny 21? (*have meal*)
6 Kto kupi wszystkie składniki do godziny 13? (*buy all the ingredients*)

Question Tags

Pytania rozłączne (*question tags*) to krótkie pytania dodawane na końcu zdania prawie wyłącznie w języku mówionym. Używamy ich, aby uzyskać potwierdzenie od rozmówcy lub zadać mu pytanie. Za ich polskie odpowiedniki można uznać słowa „prawda?", „nieprawdaż?" lub „dobrze?".

Pytania rozłączne stosowane w celu uzyskania potwierdzenia od rozmówcy mają intonację opadającą:
You know how to cook scrambled eggs, ***don't you****?* Wiesz, jak przygotować jajecznicę, prawda? (↓ Jesteśmy prawie pewni, że nasz rozmówca wie, jak to zrobić).

Jeżeli chcemy zadać rozmówcy pytanie za pomocą *question tag*, wypowiadamy je z intonacją wznoszącą:
Your sister is a vegan, ***isn't she****?* Twoja siostra jest weganką, nieprawdaż? (↑ Nie wiemy, czy siostra rozmówcy jest weganką).

Pytania rozłączne tworzymy za pomocą czasowników posiłkowych (*be, have, do, will*) lub modalnych (np. *can, should*) oraz zaimka osobowego (np. *I, you, she*). Po zdaniu twierdzącym mają formę przeczącą, a po zdaniu przeczącym – twierdzącą.

Zdanie twierdzące + pytanie rozłączne w formie przeczącej:
You're going to use stale bread, ***aren't you****?* Zamierzasz wykorzystać czerstwy chleb, prawda?

Zdanie przeczące + pytanie rozłączne w formie twierdzącej:
You haven't eaten unripe bananas, ***have you****?* Nie zjadłeś niedojrzałych bananów, nieprawdaż?

Inne formy pytań rozłącznych:
W zdaniach z *I'm* pytaniem rozłącznym jest ***aren't I?***:
I'm a good cook, ***aren't I?*** Jestem dobrym kucharzem, prawda?

W zdaniach rozkazujących pytaniem rozłącznym jest ***will you?***:
Grate some Parmesan cheese, ***will you?*** Zetrzyj trochę parmezanu, dobrze?
Don't order too much food, ***will you?*** Nie zamawiaj za dużo jedzenia, dobrze?

W zdaniach z *let's* pytaniem rozłącznym jest ***shall we?***:
Let's have a quick snack, ***shall we?*** Zjedzmy jakąś szybką przekąskę, dobrze?

W zdaniach, których podmiotem jest zaimek *that*, w pytaniu rozłącznym używamy zaimka ***it***:
That's pumpkin soup, ***isn't it?*** To zupa dyniowa, prawda?

1 Choose the correct option.

1 You have never liked grapefruit juice, *have you / haven't you*?
2 In kindergarten we had a lot of fresh fruit and vegetables every day, *hadn't we / didn't we*?
3 That's the best dessert she has ever prepared, *isn't that / isn't it*?
4 Let's try out that new restaurant round the corner, *shall we / will we*?
5 Don't add too many chilli peppers, *will you / do you*?

2 Complete the sentences with the correct question tag.

1 You can't be fit without eating healthy food, ? ?
2 This curry isn't very spicy, ? ?
3 Small children shouldn't eat fattening food, ? ?
4 You're not on a diet, ? ?
5 I'm quite good at making Thai dishes, ? ?
6 Buy some fresh fruit on your way back, ? ?

3 Choose the correct option, A, B or C to complete the conversations.

1 **X:** Let's have a burger, ?
Y: Well, I'd rather have pasta if you don't mind.
A will we B shall we C don't we
2 **X:** This soup is absolutely delicious, ?
Y: My mum is a great cook. Would you like the recipe?
A isn't it? B isn't that? C isn't this?
3 **X:** OK, so what shall I get you?
Y: Maybe some apples. But don't buy the green ones, ? They are sour.
A shall you B will you C do you
4 **X:** So guys, what shall we order? Steak for everyone?
Y: No, a salad for me, please. I'm not the only vegan, here, ?
A aren't I B are you C am I
5 **X:** Kate is taking part in this new cooking show, ?
Y: Yeah, she's a fantastic cook.
A isn't she B is she C isn't it
6 **X:** We had a fantastic dinner last night, ?
Y: Yes, it was really great.
A hadn't we B had we C didn't we

5.2 GRAMMAR

Articles: no article, *a/an* or *the*

Przedimka nie używamy:

- w zdaniach o charakterze stwierdzeń ogólnych przed rzeczownikami niepoliczalnymi lub rzeczownikami policzalnymi w liczbie mnogiej:
  Primary education *is compulsory in this country.* Edukacja wczesnoszkolna jest w tym kraju obowiązkowa.
  Farmers *in poor countries earn very little.* Rolnicy w biednych krajach zarabiają bardzo mało.
- przed nazwami kontynentów, większości krajów i miast:
  in Europe, in Poland, in Warsaw – w Europie, w Polsce, w Warszawie
  Wyjątki: *in the United States, in the United Kingdom, in the Netherlands, in the Hague* – w Stanach Zjednoczonych, w Wielkiej Brytanii, w Holandii, w Hadze

Przedimka ***a/an*** używamy:

- przed rzeczownikami policzalnymi w liczbie pojedynczej, gdy wspominamy o kimś lub o czymś po raz pierwszy lub gdy mówimy o jednej z wielu osób lub rzeczy:
  London is ***a*** *big city.* Londyn jest dużym miastem. (jednym z wielu dużych miast na świecie)
- kiedy chcemy powiedzieć, jaki zawód ktoś wykonuje:
  Lucy is ***a*** *doctor.* Lucy jest lekarką.

Przedimka ***the*** używamy:

- przed rzeczownikami w liczbie pojedynczej i mnogiej oraz rzeczownikami niepoliczalnymi, gdy wspominamy o osobie/osobach lub rzeczy/rzeczach po raz kolejny:
  He lived in ***a*** *big city.* ***The*** *city was polluted.* Mieszkał w dużym mieście. (To) miasto było skażone.
- gdy nasz rozmówca orientuje się, o jaką rzecz lub osobę chodzi, i przed nazwami rzeczy lub osób jedynych w swoim rodzaju:
  Who is ***the*** *Prime Minister of Poland?* Kto jest premierem Polski?
- przed nazwami epok historycznych:
  the *Renaissance* – renesans
- przed przymiotnikami w stopniu najwyższym:
  the *worst* – najgorszy
- przed liczebnikami porządkowymi:
  the *third* – trzeci

1 Complete the sentences with *a/an* or *the*.

1 My mum's ? secondary school teacher.
2 I was born on ? 16th of January.
3 What do you want for lunch: ? chicken sandwich or ? pizza?
4 Is Sydney ? biggest city in Australia?
5 It's ? first time I've been to ? USA.
6 Leonardo da Vinci lived during ? Renaissance.

2 Complete the sentences with *a/an*, *the* or Ø (no article).

1 Wendy is ? famous artist. You can see her paintings in ? best museums in ? world.
2 I think that ? private health care is going to become more popular soon.
3 ? capital of ? Netherlands isn't ? Hague. It's ? Amsterdam.
4 ? scientist has said recently that ? cities haven't changed much since ? 19th century.
5 Yesterday my brother asked me ? question about natural disasters. I didn't know ? answer.
6 Do you think ? secondary school students should wear ? uniforms?

3 Complete the texts with *a/an*, *the* or Ø (no article).

DHAKA

40% of people in [1] ? Dhaka, [2] ? capital of Bangladesh, live in [3] ? slums where many people are without [4] ? water and [5] ? electricity. [6] ? government are trying to improve the living standards of slum-dwellers. [7] ? organisations are working with slum-dwellers and offer them [8] ? medicine and [9] ? education.

MUMBAI

In [10] ? Mumbai, [11] ? capital of India, 62% of inhabitants live in [12] ? slums. [13] ? President is trying out [14] ? different solution: she wants to move these people from [15] ? slums into new homes.

MEXICO CITY

In the 1990s [16] ? Mexico city was [17] ? most polluted place in the world. Traffic congestion was [18] ? biggest cause of pollution. [19] ? government has invested in [20] ? new bus network and [21] ? bike-sharing programme. Instead of using [22] ? cars, people are now using [23] ? bus network to get to work. The next step is to replace [24] ? petrol cars with [25] ? electric cars.

Non-defining relative clauses

Zdania przydawkowe niedefiniujące:

- dostarczają dodatkowych informacji na temat rzeczy lub osoby/osób, o której/których mówimy. Zdanie nadrzędne zachowuje swój sens nawet bez tych informacji:
  *Giant pandas, **which** are an endangered species, live in the mountains in central China.* → *Giant pandas live in the mountains in central China.*
  Pandy wielkie, które są gatunkiem zagrożonym wyginięciem, żyją w górach w środkowych Chinach. → Pandy wielkie żyją w górach w środkowych Chinach.
- zawsze są oddzielone przecinkami od zdania nadrzędnego,
- rozpoczynają się od zaimków względnych ***who***, ***which***, ***where*** i ***whose*** (nigdy *that*):
  *Last year we visited our friends on Aran Islands, **where** you can see lots of bird species.*
  W zeszłym roku odwiedziliśmy naszych przyjaciół na wyspach Aran, gdzie można zobaczyć wiele gatunków ptaków.

W zdaniach przydawkowych niedefiniujących nigdy nie opuszczamy zaimków względnych.

1 Complete the sentences with *who, which, where* or *whose*.

1 That young man over there, ? name I can't remember at the moment, is a famous ecologist.
2 We went on an expedition to the Amazon, ? none of us had ever been before.
3 The doctor, ? can't have been older than thirty, examined Lisa's leg carefully.
4 Mrs Janet McGregor's favourite holiday destination is London, ? people don't recognise her.
5 One of my friends, ? wife runs a big business, has made a big donation to an environmental charity.
6 The elephants, ? were drinking water from the river, suddenly became very anxious.

2 Use the information in brackets to add a non-defining relative clause to each sentence.

1 The company plans to build a skyscraper here.
(The company's owner is Tania Hillman.)
2 This T-shirt is a prize in the competition.
(This T-shirt is made of organic cotton.)
3 Sandra saw giant pandas last year in China.
(Sandra studies zoology.)
4 I'm moving to Belfast.
(I'll work at a travel agency there.)
5 Padua attracts many tourists in the summer.
(Padua is very close to Venice.)
6 Frank studies science.
(His brother is a biologist.)

3 Choose the correct option.

1 My friend, *whose / which* project about environmental protection won the competition, goes to an eco-school.
2 Car exhaust fumes, *who / which* cause a lot of pollution, are dangerous to human health.
3 Diving in a turquoise ocean, *where / which* is inhabited by numerous species, is an extraordinary experience.
4 WWF, *which / whose* mission is to conserve nature, is known worldwide.
5 Last week I interviewed Mark, *who / which* is in charge of our school's eco team.
6 The Amazon, *which / where* you can see amazing fauna and flora, has become a popular travel destination.
7 The panda, *which / who* is an endangered species, has been WWF's logo since 1961.
8 The animal rescuers finally caught an injured dolphin *which / who* was seen near the coast.

4 Translate the words in brackets into English. Use the prompts.

1 Egypt, ? (*który jest świetnym miejscem wypoczynku*), attracts loads of divers. **HOLIDAY DESTINATION**
2 Tom, ? (*którego siostra jest weterynarzem*), doesn't care about nature. **VET**
3 My friends, ? (*którzy bardzo interesują się ekologią*), are obsessed with recycling. **INTO**
4 The Sahara desert, ? (*gdzie w ciągu dnia panują naprawdę wysokie temepratury*), can be rather cold at night. **DURING**
5 Last year we spent a few days in a jungle, ? (*której mieszkańcy mogą być dość niebezpieczni*). **INHABITANTS, QUITE**
6 Environmentalists, ? (*którzy starają się pomóc naszej planecie*), have a real mission. **AIM**

Prepositions at the end of clauses

W języku angielskim przyimek na końcu zdania stawiamy:

- w zdaniach względnych:
  This is the scientist I have been waiting ***for***.
  Oto naukowiec, na którego czekałam.

  Tłumacząc takie zdania na język polski, przyimek:
  – pomijamy:
  Camping by a lake is something we're enthusiastic ***about***.
  Biwakowanie nad jeziorem jest czymś, co nas ekscytuje.
  – tłumaczymy na język polski oraz dodajemy zaimek *który, która, które* w odpowiedniej formie:
  There are several environmental issues you have to prepare a presentation ***about.***
  Jest kilka problemów środowiskowych, o których musisz przygotować prezentację.
- w pytaniach rozpoczynających się od ***wh-***:
  Tworząc pytanie szczegółowe z czasownikiem lub przymiotnikiem, któremu towarzyszą przyimek i rzeczownik, np. *listen to music, afraid of spiders* itp., nie przenosimy przyimka na początek pytania (jak robimy w języku polskim), ale zostawiamy go tam, gdzie się znajduje, czyli po czasowniku lub przymiotniku.

  What *kind of animals are you afraid* ***of****?*
  Jakiego rodzaju zwierząt się boisz?

  What *are you good* ***at****?*
  W czym jesteś dobry?
- w konstrukcjach bezokolicznikowych:
  Cape Horn is probably the most hazardous place ***to sail around***.
  Przylądek Horn to prawdopodobnie najbardziej niebezpieczne miejsce do opłynięcia.

  Here are the safety procedures you need ***to be aware of***.
  Oto procedury bezpieczeństwa, których musisz być świadomy.

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

1 are / people / for / those / waiting / what ?
?
2 rely / energy / are / renewable / on / a / sources / good / to / alternative
?
3 people / jams / about / many / complain / something / traffic / are / that
?
4 solution / on / light bulbs / might / low-energy / be / spend / good / a / to / money
?
5 care / is / you / that / ecology / about / something ?
?
6 issues / you / particularly / about / what / are / ecological / worried ?
?

2 Complete the second sentence so that it has a similar meaning to the first.

1 My dad is really proud of climbing Mont Blanc.
Climbing Mont Blanc ? .
2 It's rather difficult to deal with pollution in big cities.
Pollution in big cities ? .
3 It's really interesting to listen to his lectures on the Amazon rainforests.
His lectures about the Amazon rainforests ? .
4 The government should spend more money on eco-friendly solutions.
Eco-friendly solutions ? .
5 It's dangerous to swim in a fast-flowing mountain river.
A fast-flowing mountain river ? .
6 Schools must focus on educating children about the environment.
Educating children about the environment ? .

3 Translate the words in brackets into English.

1 Which part of the project ? (*jesteś zainteresowany*)?
2 The new ecological policy ? (*jest czymś, o czym wszyscy rozmawiają*) now.
3 Recycling bins might be difficult ? (*żeby się do nich przyzwyczaić*).
4 My older sister is ? (*osobą na której zawsze mogę polegać*).
5 Greenpeace, ? (*którego kampanie*) can be quite controversial, is known worldwide.
6 My uncle, ? (*którego opowieści właśnie wysłuchaliśmy*) is a keen traveller.
7 One of ? (*największych*) problems in developing countries is ? (*bieda*). Poor access to ? (*edukacji i opieki zdrowotnej*) is ? (*rosnący problem*) too.

Second Conditional • *wish/if only*

Zdania warunkowe drugiego stopnia

Zdań warunkowych drugiego stopnia używamy, mówiąc o obecnych sytuacjach lub stanach, których zmiana jest niemożliwa lub mało prawdopodobna, albo o czymś, co teoretycznie mogłoby nastąpić w przyszłości, ale jest mało realne:

If you ***had*** *an accident, who* ***would*** *you* ***call*** *first?* Gdybyś miał wypadek, do kogo byś najpierw zadzwonił?

Podobnie jak w zdaniach warunkowych pierwszego stopnia, zdania składowe mogą wystąpić w dowolnej kolejności. Jeśli zdanie podrzędne (warunek z *if*) występuje jako pierwsze, stawiamy po nim przecinek.

If **+ Past Simple** (warunek),	***would/wouldn't*** **+ bezokolicznik** (konsekwencja)
If he cycled to work every day, Gdyby codziennie jeździł do pracy na rowerze,	*he would feel healthier.* czułby się zdrowszy.
would/wouldn't **+ bezokolicznik** (konsekwencja)	***if*** **+ Past Simple** (warunek)
He would feel healthier Czułby się zdrowszy,	*if he cycled to work every day.* gdyby codziennie jeździł do pracy na rowerze.

wish/if only

Konstrukcji ***wish/if only*** **+ Past Simple** używamy, wyrażając żal, że coś ma miejsce lub nie ma miejsca w chwili obecnej.

I wish/If only *people cared about their own health.* Chciałbym, żeby ludzie dbali o swoje zdrowie. / Żałuję, że ludzie nie dbają o swoje zdrowie.

Konstrukcji ***wish/if only*** **+ *would*** **+ czasownik** używamy w odniesieniu do przyszłości, wyrażając życzenie, by obecna trudna lub uciążliwa sytuacja się zmieniła. Nigdy nie używamy jej w odniesieniu do siebie.

I wish/If only *my sister* ***would hurry up****!* Chciałbym, żeby moja siostra się pospieszyła!

Wyrażenie ***if only*** wyraża żal silniej niż czasownik ***wish***.

1 Complete the sentences. Use the Second Conditional.

1 I ? (not take up) jogging if I ? (have) breathing problems.
2 People in my city ? (do) sport more often if there ? (be) more sports centres.
3 What ? (you/do) if your teacher ? (ask) you to play in the school basketball team?
4 If my grandfather ? (have) a dog, he ? (go) for walks more often.
5 If you ? (see) an accident, ? (you/be) able to give someone first aid?
6 I ? (not apply) for this job as a nurse in France if I ? (not know) the language.

2 Choose the correct option.

1 My neighbours are very annoying. If only they *stop / 'd stop* their dog chasing after my cat!
2 My sister usually makes wrong decisions. If only she *follows / would follow* my advice!
3 I wish this pain *goes / would go* away.
4 I want to go to school today. I wish I *didn't have / wouldn't have* a temperature.
5 If only I *can / could* go to school by motorcycle!
6 I wish my leg *didn't / doesn't* hurt so much.

3 Translate the words in brackets into English.

1 ? (*Gdyby nie był uczulony*) to pollen, he ? (*spędzałby*) more time outdoors.
2 ? (*Chciałbym, żeby mój brat*) get over his laziness.
3 ? (*Żałuję, że nie mam*) more time, I would take up yoga.
4 ? (*Chciałabym, żeby moja babcia nie łapała*) infections so often.
5 They ? (*czuliby się*) better ? (*gdyby ćwiczyli*) a bit more.
6 ? (*Chciałabym, żeby przestał*) complaining about his health.
7 Martha ? (*byłaby*) a professional swimmer ? (*gdyby nie cierpiała*) from asthma.

4 Write a second sentence so that it has a similar meaning to the first. Use the words in capitals.

1 I often feel dizzy and that is why I cannot do much jogging. **IF ONLY**
? .
2 Unfortunately, Kate often has headaches. I feel sorry for her. **WISH**
I ? .
3 I'm not you. But my suggestion is: take up a sport. **IF**
? .
4 Paul doesn't practise enough. That is why he has poor results. **WOULD**
If Paul ? .
5 My brother doesn't want to see a doctor. It makes me sad. **ONLY**
If ? .
6 Unfortunately, I don't have many friends. **WISH**
I ? .
7 Stop complaining and get down to work! **WISH**
I ? .

Third Conditional

Zdań warunkowych trzeciego stopnia używamy, mówiąc o sytuacjach, które mogły mieć miejsce w przeszłości, ale nigdy się nie zdarzyły, lub zastanawiając się nad inną wersją przeszłych wydarzeń.

If I ***had worn*** *a helmet, I* ***wouldn't have got*** *hurt so badly during the fall.* Gdybym miał na sobie kask, nie zostałbym tak poważnie ranny podczas upadku.

Would *you* ***have reached*** *the top earlier if you* ***had chosen*** *a different route?* Czy dotarlibyście na szczyt szybciej, gdybyście wybrali inną trasę?

W zdaniu podrzędnym rozpoczynającym się od *if* (opisującym warunek) używamy czasu **Past Perfect**. W zdaniu nadrzędnym (opisującym konsekwencję) używamy ***would/wouldn't* + have + trzeciej formy czasownika (Past Participle)**.

Podobnie jak w zdaniach warunkowych pierwszego i drugiego stopnia, zdania składowe mogą wystąpić w dowolnej kolejności. Jeśli zdanie podrzędne występuje jako pierwsze, stawiamy po nim przecinek.

***If* + Past Perfect** (warunek),	***would/wouldn't have* + trzecia forma czasownika** (konsekwencja).
If I ***had cycled*** *more carefully,* Gdybym uważniej jechał na rowerze,	*I* ***wouldn't have broken*** *my arm.* nie złamałbym ręki.
***would/wouldn't have* + trzecia forma czasownika** (konsekwencja)	***if* + Past Perfect** (warunek).
I ***wouldn't have broken*** *my arm* Nie złamałbym ręki,	*if I* ***had cycled*** *more carefully.* gdybym uważniej jechał na rowerze.

1 Match the sentence beginnings 1–5 with their endings a–e.

1 We would have lost our way
2 If you had left earlier,
3 They wouldn't have got into difficulties
4 If she had known his real character,
5 If I had prepared for the trip better,

a she wouldn't have married him.
b if the rescue team had arrived earlier.
c you would have caught the train.
d if we hadn't had our GPS with us.
e I would have enjoyed it much more.

2 Complete the sentences. Use the Third Conditional.

1 _____ (the explorers/survive) if they _____ (take) better equipment?
2 If Liu _____ (not warn) me, I _____ (make) a serious mistake.
3 If you _____ (leave) an hour earlier, _____ (you/miss) the plane?
4 If I _____ (not take) a torch with me, I _____ (not find) my way out.
5 What _____ (you/do) if your parents _____ (not let) you take a gap year?

3 For each situation, rewrite the sentence in the Third Conditional.

1 They didn't reach the North Pole because they ran out of food.
2 I was tired yesterday, so I didn't go out with my friends.
3 It took us ages to get to the airport because there was a lot of traffic.
4 Ann didn't phone me, so I didn't know about her problems with the equipment.
5 He had an accident in the mountains and had to go to hospital.
6 Gina didn't use a mosquito net, so a mosquito bit her and she became ill with malaria.
7 Joe didn't wear warm clothes last weekend, so he caught a cold.
8 We didn't reach our destination because the weather conditions were very bad.

4 Translate the words in brackets into English. Use the Third Conditional.

1 If we _____ (gdybyśmy nie zjedli) that food we _____ (nie mielibyśmy) indigestion yesterday.
2 If I _____ (nie czułbym się) ill last week, I _____ (poszedłbym) to school.
3 They _____ (spóźniliby się) if they _____ (nie wzięli) a taxi.
4 If Sue _____ (wiedziała) about the meeting soon enough, _____ (czy zgodziłaby się) to go there?
5 Rob _____ (nie miałby) a temperature yesterday if he _____ (założył) a coat and a cap.
6 _____ (czy powiedzielibyście) them the truth if they _____ (zapytali) you then?
7 If Mia _____ (była) there before, she _____ (nie zgubiłaby się).

Clauses of purpose

Zdań celowych (clauses of purpose) używamy, aby wskazać cel określonej czynności.

Zdania celowe tworzymy za pomocą konstrukcji ***to* + bezokolicznik** („aby", „żeby") oraz ***not to* + bezokolicznik** („aby nie", „żeby nie").
W języku formalnym możemy także użyć wyrażeń: ***in order to/ so as to* + bezokolicznik** („aby", „żeby") oraz ***in order not to/so as not to* + bezokolicznik** („aby nie", „żeby nie").

Mia worked at a local surgery as a receptionist ***to earn*** *some money for her medical studies.*

Mia pracowała w lokalnej przychodni jako recepcjonistka, aby zarobić na studia medyczne.

The doctor told me ***not to chew*** *the tablets.*
Lekarz powiedział mi, żebym nie rozgryzał tabletek.

The paramedic gave Philip an injection ***in order to ease*** *the pain.*
Ratownik medyczny zrobił Philipowi zastrzyk, aby uśmierzyć ból.

We slept under a mosquito net ***in order not to be bitten*** *by insects.*
Spaliśmy pod moskitierą, żeby nie pogryzły nas owady.

The children's ward was painted in bright colours ***so as to cheer up*** *the little patients.*
Oddział dziecięcy został pomalowany na jasne kolory, aby poprawić nastrój małym pacjentom.

You should stop eating sweets ***so as not to gain*** *weight.*
Powinieneś przestać jeść słodycze, aby nie przybrać na wadze.

Zdania celowe tworzymy również za pomocą konstrukcji ***so that* + zdanie z czasownikiem modalnym**:

- ***can*** w czasie teraźniejszym
  I go jogging every day ***so that I can run*** *a marathon one day.*
  Biegam codziennie, abym któregoś dnia mogła przebiec maraton.
- ***could/would*** w czasie przeszłym:
  The hospital was closed for visitors ***so that the patients wouldn't catch*** *the flu.*
  Szpital zamknięto dla odwiedzających, aby pacjenci nie zarazili się grypą.

1 Choose the correct option.

1 My doctor told me *to not / not to* drink coffee.
2 When you go trekking, put on good boots *in order / so that* not to sprain your ankle.
3 Paul took up swimming *so as / so that* to stay in good shape.
4 They're organising a concert so that they *can / could* raise money for charity.
5 Kate attends yoga classes *so as / so that* she can feel better.
6 They trained every day so that they *can / could* belong to an emergency team.

2 Complete the second sentence so that it means the same as the first. Use the words in capitals.

1 If you want to get better, take more vitamins. **ORDER**
Take more vitamins ? better.
2 Dan put on protective gloves because he didn't want to burn his hands. **SO AS**
Dan put on protective gloves ? his hands.
3 They didn't want to get bitten by mosquitoes so they stayed in in the evening. **SO THAT**
They stayed in in the evening ? by mosquitoes.
4 She put on a warm coat because she didn't want to catch a cold. **ORDER**
She put on a warm coat ? a cold.
5 Meg gets up at 6 because she wants to do some stretching. **SO THAT**
Meg gets up at 6 ? some stretching.
6 His finger was bleeding so Mark put a plaster on it. **WOULD**
Mark put a plaster on his finger ? bleeding.

3 Complete each gap with one word.

Our busy lifestyles can put pressure on both adults' and teenagers' well-being. Experts claim that if teenagers [1] ? five portions of fruit and vegetables a day, they wouldn't feel tired so often. They should also choose water as a drink rather than soft drinks so [2] ? to avoid extra sugar. If teenagers [3] ? been shown how to choose healthy foods, they would [4] ? developed good eating habits in childhood.

Another vital thing is getting enough sleep so that their bodies [5] ? rest properly. Young people should do physical activity on a regular basis in [6] ? to keep the right weight.

Reported Speech – statements

Przytaczając słowa innej osoby, możemy zacytować jej wypowiedź (mowa niezależna) lub przekazać treść tej wypowiedzi pośrednio (mowa zależna).

W mowie niezależnej (*Direct Speech*) przytaczana wypowiedź nie ulega zmianie:

'Your son draws well.' → *They said, 'Your son draws well.'*
„Twój syn dobrze rysuje." → Powiedzieli: „Twój syn dobrze rysuje".

W mowie zależnej (*Reported Speech*) często przytaczamy wypowiedzi za pomocą czasowników takich jak np. *add* (dodać), *claim* (twierdzić), *explain* (wyjaśnić), *point out* (zwrócić uwagę / wytknąć), *reply* (odpowiedzieć), *say* (powiedzieć), *suggest* (zasugerować), *tell* (powiedzieć), oraz zaimka *that* (że), który możemy pominąć. Czasownik *tell* wymaga dopełnienia (*me, us* itd.).

*'I **sell** paintings.'* → *She **told me/said (that)** she **sold** paintings.*
„Sprzedaję obrazy." → Powiedziała (mi), że sprzedaje obrazy.

W zdaniach w mowie zależnej zmianie ulegają:

- czasy – według następującego schematu:

Mowa niezależna (Direct Speech)	→	Mowa zależna (Reported Speech)
Present Simple Ann: 'I paint pictures.'	→	**Past Simple** Ann said (that) she painted pictures.
Present Continuous Ann: 'I am painting a picture.'	→	**Past Continuous** Ann said (that) she was painting a picture.
Present Perfect Ann: 'I have painted two pictures.'	→	**Past Perfect** Ann said (that) she had painted two pictures.'
Past Simple Ann: 'I didn't paint it.'	→	**Past Perfect** Ann said (that) she hadn't painted it.
Past Perfect Ann: 'I hadn't painted before.'	→	**Past Perfect** Ann said (that) she hadn't painted before.
can/can't Ann: 'I can paint.'	→	***could/couldn't*** Ann said (that) she could paint.
will/won't Ann: 'I won't paint anymore.'	→	***would/wouldn't*** Ann said (that) she wouldn't paint anymore.
am/is/are going to Ann: 'I'm going to paint.'	→	***was/were going to*** Ann said (that) she was going to paint.

- okoliczniki czasu i miejsca (w zależności od kontekstu):
  now → *at that time/then*
  today → *that day*
  yesterday → *the day before*
  two hours ago → *two hours earlier/before*
  tomorrow → *the following day*
  next → *the following*
  last → *the previous*
  here → *there*

- zaimki wskazujące, osobowe oraz zaimki i przymiotniki dzierżawcze (w zależności od kontekstu):
  this/these → *that/those*
  I/we → *he/she/they*
  me/us → *him/her/them*
  my → *his/her*
  our → *their*

1 Complete the second sentence so that it has the same meaning as the first.

1 'I've never heard of this artist,' said Susan.
Susan said ? .
2 'Dad, I'm meeting Ann tomorrow,' said Helen.
Helen told ? .
3 'Yesterday someone painted some graffiti in my street,' said Olga.
Olga said ? .
4 'I can sell you some of my pictures,' Paul said to me.
Paul told ? .
5 'My wife doesn't collect paintings,' said George.
George said ? .
6 'You cannot take photos here,' the guard told me.
The guard said ? .
7 'I'm not going to point out anybody,' said Alice.
Alice said ? .
8 'My sister signed a recording contract last week,' Rob said to me.
Rob told me ? .

2 Report what John and Amanda said. Choose the correct verb and complete the sentences.

1 **Journalist:** In your opinion, who is the most talented British painter?
John: Of course, I'm the most talented painter in the UK.
John *claimed / added* ? .
2 **Teacher:** Are you interested in arts?
Amanda: I like opera. And I like modern art too.
Amanda said ? and she *added / replied* ? .
3 **Nancy:** You've lived here for about a year now, haven't you?
John: No, we moved here in 2010.
John *suggested / explained* ? .
4 **Wendy:** Will your parents let you go to the club?
Amanda: No, my parents will never let me go to the club.
Amanda *replied / suggested* ? .
5 **John:** Someone has made a mistake.
Tina: Let me check it.
John *pointed out / replied* ? .

Reported Speech – questions and imperatives

Pytania

Przytaczając pytania w mowie zależnej, używamy czasownika *ask* (zapytać) oraz zmieniamy te same elementy co w przypadku zdań oznajmujących (np. czasy, zaimki, okoliczniki czasu i miejsca). Przytaczane pytanie przyjmuje szyk zdania oznajmującego (podmiot przed orzeczeniem).

- Przytaczając pytania ogólne, stosujemy ***if*** lub ***whether*** (czy):
  'Has Darina answered all the questions?' → *Jan asked me **if/whether** Darina had answered all the questions.*
  „Czy Darina odpowiedziała na wszystkie pytania?" → Jan zapytał mnie, czy Darina odpowiedziała na wszystkie pytania.
  'Do you often watch TV?' → *I asked her **if/whether** she often watched TV.*
  „Często oglądasz telewizję?" → Zapytałem ją, czy często ogląda telewizję.
- Przytaczając pytania szczegółowe, zachowujemy użyty w nich zaimek pytający (np.: *what, who, how, where, when):*
  'How old are you?' → *The policeman asked the boy how old he was.*
  „Ile masz lat?" → Policjant spytał chłopca, ile ma lat.
  'When did John and Mary split up?' → *Sam asked us when John and Mary had split up.*
  „Kiedy John i Mary się rozstali?" → Sam zapytał nas, kiedy John i Mary się rozstali.

Polecenia

Przytaczając polecenia w mowie zależnej, używamy czasownika ***ask*** (poprosić) lub ***tell*** (powiedzieć, kazać), **rzeczownika lub zaimka osobowego** oraz **konstrukcji *(not)* + *to* + bezokolicznik**.

'Please stop talking!' → *The director **asked us to stop talking**.*
„Proszę przestać rozmawiać." → Reżyser poprosił nas, żebyśmy przestali rozmawiać.

'Don't take any photos of me!' → *Darina **told the reporter not to take** any photos of her.*
„Proszę nie robić mi żadnych zdjęć." → Darina powiedziała dziennikarce, żeby nie robiła jej żadnych zdjęć.

1 Complete the sentences with the correct pronouns.

1 'Has your cousin directed a film before?' Sue asked Tom.
? asked ? whether ? cousin had directed a film.
2 'Switch on your tablets,' Miss Smith asked her students.
? asked ? to switch on ? tablets.
3 'What are you doing with my DVDs?' Jake asked Mary.
? asked ? what ? was doing with ? DVDs.
4 'Don't use your mobile phones in class!' the teacher told us.
The teacher asked ? not to use ? mobile phones.
5 'Join us!' Jake and Ron told us.
? told ? to join ?

2 Complete the second sentence so that it has the same meaning as the first. Use Reported Speech.

1 'Are you interested in art?' the teacher asked Jack.
The teacher asked ? in art.
2 'How often does your boss update his Facebook profile?' Jen asked me.
Jen asked ? Facebook profile.
3 'Are you going to see this film again?' Jim asked Ann.
Jim asked ? again.
4 'Will you give us an autograph?' the boys asked the actress.
The boys asked ? an autograph.
5 'When did you lose your mobile phone?' Nick asked Eve.
Nick asked ? her mobile phone.
6 'Has Paula painted all these pictures herself?' I asked Olga.
I asked ? herself.

3 Complete the second sentence so that it has the same meaning as the first. Use Reported Speech.

1 'Please, close the window,' the teacher said to Sara.
The teacher asked ? .
2 'Don't interrupt me!' she told John.
She told ? .
3 'Don't be late for lunch again, Helen' said Dad.
Dad asked ? .
4 'Stop watching TV and do you homework!' my mum said to me.
My mum told ? .
5 'Please, come in and wait for me in the living room,' Gary told us.
Gary asked ? .
6 'Don't ask me about my ex-husband again,' the film star told the journalist.
The film star told ? .

Nouns

Rzeczowniki policzalne

Występują one w liczbie pojedynczej i mnogiej:

a review – reviews (recenzja – recenzje)

Liczba mnoga rzeczowników:

- tworzona jest poprzez dodanie do rzeczownika w liczbie pojedynczej następujących końcówek:
  -s
  *a play – play**s*** (przedstawienie – przedstawienia), *a vocalist – vocalist**s*** (wokalista – wokaliści)
  -ies, jeżeli rzeczownik zakończony jest na spółgłoskę + *-y*:
  *a story – stor**ies*** (opowiadanie – opowiadania), *a comedy – comed**ies*** (komedia – komedie)
  -es, jeżeli rzeczownik zakończony jest na takie spółgłoski jak s, ss, x, ch, sh:
  *a watch – watch**es*** (zegarek – zegarki), *a sketch – sketch**es*** (szkic – szkice)
  -ves, jeżeli rzeczownik kończy się na *-fe, f*:
  *a shelf – shel**ves*** (półka – półki), *life – li**ves*** (życie – życia)
- może być taka sama jak liczba pojedyncza:
  species – species (gatunek – gatunki), *a series – series* (seria – serie), *a fish – fish* (ryba – ryby)
- może być całkowicie inna od formy w liczbie pojedynczej:
  a man – men (mężczyzna – mężczyźni), *a tooth – teeth* (ząb – zęby)

Rzeczowniki niepoliczalne

- Występują tylko w liczbie pojedynczej:
  ***Knowledge is** the key to the door of happiness.* Wiedza jest kluczem do szczęścia.
  *Don't you think that your **hair is** a bit too short?* Nie sądzisz, że twoje włosy są trochę za krótkie?
- W zdaniach, występują zawsze z czasownikiem w liczbie pojedynczej:
  *The lead guitarist's **luggage hasn't arrived** yet so we can't start the rehearsals.* Bagaż głównego gitarzysty jeszcze nie dotarł, zatem nie możemy rozpocząć prób.
- Występują z takimi określeniami ilości jak ***some***, ***much***, ***a piece of***:
  *Last night **there was much traffic** in the city centre because of a light show.* Wczoraj wieczorem był duży ruch uliczny w centrum z powodu pokazu świetlnego.
- Kończą się na *-s* i z pozoru wyglądają na rzeczowniki w liczbie mnogiej, choć są niepoliczalne i występują w liczbie pojedynczej: *news* (wiadomość/wiadomości), *physics* (fizyka), *politics* (polityka), *statistics* (statystyka).
  Przed rzeczownikami niepoliczalnymi nie stawiamy *a/an* ani cyfry/liczby:
  Tom gave me two pieces of contradictory information about the concert. (NOT ~~*Tom gave me two contradictory informations.*~~) Tomek przekazał mi dwie sprzeczne informacje o koncercie.

Rzeczowniki występujące tylko w liczbie mnogiej

- Nie stawiamy przed nimi *a/an* ani cyfry/liczby:
  *Where exactly **are the police headquarters**?* Gdzie dokładnie znajduje się komenda główna policji?
- Niektóre z nich składają się z dwóch części (np. części garderoby) i występują z *a pair of*:
  *I bought **a pair of trousers** and a jacket yesterday.* Wczoraj kupiłem parę spodni i marynarkę.

1 Choose the correct option.

1 The police *is / are* looking for the stolen painting.
2 Statistics *is / are* quite a difficult subject.
3 The fish in the Red Sea *is / are* absolutely amazing.
4 My new furniture *hasn't / haven't* been delivered yet.
5 The latest news *was / were* really shocking.
6 My new pair of jeans *is / are* really trendy.

2 Complete the sentences with the correct form of the words in the box.

species information shelf person sheep hand luggage

1 **A:** How much ? are you allowed on a plane?
  B: Just one piece, I think.
2 There were quite a few famous ? at that gig.
3 We need a few more pieces of ? about the venue before we book it.
4 Apparently, more than 5,000 ? are endangered worldwide.
5 There were not many ? grazing on the meadow. Just a few.
6 How many ? do we still need for our books? Will three be enough?

3 Translate the words in brackets into English.

1 I need a ? (*nowe okulary*).
2 My friend gave me ? (*kilka dobrych rad*), which helped me a lot.
3 They told us ? (*żebyśmy nie szli*) to that exhibition.
4 There ? (*jest wiele badań naukowych*) into different aspects of pop culture.
5 The journalist wanted to know ? (*kiedy ona podpisze*) a recording contract.
6 He asked me ? (*czy mam zamiar zapisać się*) up for music classes.

The Passive

Stronę bierną stosujemy, gdy bardziej interesuje nas sama czynność niż to, kto ją wykonuje:

This bank ***has been robbed*** *three times.* Ten bank obrabowano trzy razy.

Jeżeli jednak chcemy wspomnieć o wykonawcy czynności, używamy słówka ***by***:

The bank ***was robbed by*** *three men.* Bank został obrabowany przez trzech mężczyzn.

Tłumacząc zdania w stronie biernej z angielskiego na polski, niekiedy używamy strony biernej, a niekiedy formy bezosobowej (np.: dano, powiedziano, podaje się, mówi się, trzeba, można):

The robbers ***have been arrested****.* Złodziei aresztowano.

Stronę bierną w poszczególnych czasach gramatycznych tworzymy za pomocą odpowiedniej formy czasownika *to be* oraz trzeciej formy czasownika głównego (Past Participle).

Present Simple	*Too many crimes* ***are committed*** *every year.* Zbyt wiele przestępstw jest popełnianych co roku.
Present Continuous	*Tony* ***is being questioned*** *by the police.* Tony jest przesłuchiwany przez policję.
Past Simple	*When* ***was*** *the money* ***stolen****?* Kiedy pieniądze zostały skradzione?
Past Continuous	*The police station* ***was*** *still* ***being built*** *in 2005.* Komisariat policji nadal budowano w 2005 r.
Present Perfect	*A homeless shelter* ***has*** *just* ***been opened*** *in my town.* W moim mieście właśnie otwarto schronisko dla bezdomnych.
Past Perfect	*Someone told me I* ***had been seen*** *at the crime scene.* Ktoś mi powiedział, że byłem widziany na miejscu zbrodni.
will	*He* ***will be sentenced*** *to at least ten years in prison.* Zostanie skazany przynajmniej na dziesięć lat więzienia.

1 Rewrite the sentences from active to passive forms. Use *by* where appropriate.

1 Somebody has stolen my bicycle.
2 Somebody will clean the office later.
3 The police are using a new computer system to investigate crimes.
4 People destroyed twenty books at the city library last month.
5 Journalists were asking a lot of questions.
6 We have sold ten silver rings today.
7 Somebody found a wallet full of money yesterday.
8 Students at our school will remember Miss Jenkins, the head teacher.

2 Complete the sentences with the correct form of the verbs in brackets. Use the active or the passive forms.

1 a We didn't know anything about the results of the new project because we ? (not inform) about it.
b Our boss didn't know anything about the results of the new project because we ? (not inform) him.
2 a I ? (follow) him. I'm right behind him.
b I ? (follow). They're right behind me.
3 a I regularly ? (donate) money to this charity.
b How much money ? (donate) to this charity every year?

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

investigate exclude elect employ offer raise organise find

1 A new president ? at the moment.
2 ? the case still ? by the police officers two days ago?
3 Amy ? just ? as the manager of the local animal shelter.
4 How often ? the charity bake sale ? at your school?
5 Tim told us he ? a job as a prison psychologist two day before.
6 When ? Peter ? from school? Was it last week?
7 I don't think the stolen painting ? very soon.
8 How much money ? for charity since last month?

Have something done

Konstrukcji ***have* + dopełnienie + trzecia forma czasownika (Past Participle)** używamy, mówiąc o czynnościach, które zostały dla kogoś wykonane przez inną osobę (najczęściej specjalistę lub fachowca).

Present Simple	*I have my house cleaned every Friday.* Sprzątam dom co piątek. (zatrudniam fachowca)
Present Continuous	*Are you having the locks changed?* Czy zmieniasz zamki? (przy pomocy specjalisty)
Past Simple	*We had the kitchen painted.* Pomalowaliśmy kuchnię. (zatrudniliśmy fachowca)
Past Continuous	*Last week Jack was having his bathroom remodelled.* W zeszłym tygodniu Jack przeprowadzał remont łazienki. (przy pomocy fachowca)
Present Perfect	*They have just had a pool installed in the garden.* Właśnie zainstalowali basen w ogrodzie. (zatrudnili specjalistę)
will	*When will Helen have the paintings hung in her flat?* Kiedy Helen powiesi obrazy w swoim mieszkaniu? (przy pomocy fachowca)
be going to	*When are you going to have a garage built?* Kiedy zamierzacie zbudować garaż? (zatrudniając fachowców)

Zdanie z konstrukcją ***have something done*** często tłumaczymy na język polski tak samo jak zdanie opisujące samodzielne wykonanie danej czynności.

*We **will redecorate** our flat next year.* Odnowimy mieszkanie w przyszłym roku. (zrobimy to sami)

*We will **have our flat redecorated** next year.* Odnowimy mieszkanie w przyszłym roku. (zatrudnimy specjalistów)

Zwykle zamiast czasownika *have* możemy również użyć czasownika ***get***.

*We **had** new windows fitted. = We **got** new windows fitted.* Zainstalowaliśmy nowe okna.

1 Complete the sentences with the correct form of *have*.

1 Last weekend I ? my bike repaired, so I couldn't go for a bike ride.
2 **A:** ? you ? your wedding organised?
B: Yes, we are. We're too busy to do it on our own.
3 Aunt Sophie is eighty years old and she doesn't cook any more. She ? her meals delivered every day.
4 The windows look really shiny! ? you ? them cleaned recently?
5 **A:** Where did you buy your new wooden furniture?
B: I ? it designed and made by a carpenter.
6 Hi Sandra. Sorry, can I call you back later?
I ? my portrait painted at the moment.

2 Will and Bill are neighbours. Rewrite the sentences for Will using *have something done*.

1 Bill cuts his grass twice a week.
Will ? twice a week.
2 After the storm last week Bill repaired his roof.
After the storm last week Will ? .
3 Bill is going to change his locks because of burglaries in the area.
Will ? because of burglaries in the area.
4 At 10 a.m. Bill was painting his garden wall.
At 10 a.m. Will ? .
5 Bill has just planted some apple trees.
Will ? .
6 Bill is building a tree house for his children.
Will ? for his children.

3 Complete the sentences with the correct form of the words in brackets. Use *have something done* where necessary.

1 **a** Susan is a hairdresser. She ? (cut/people's hair) for money.
b I'm afraid you can't see Joan yet. She's in her room with her hairdresser – she ? (style/her hair).
c When I was a little kid, I once ? (cut/my hair) myself.
2 **a** Excuse me, could you ? (take/a photo) of us, please?
b I need to ? (take/a photo) for my new passport.
c You have to pay ten euros if you want to ? (take/photos) inside the museum.
3 **a** I'm using public transport this week because my car is at the mechanic's. I ? (it/repair).
b Tom's a mechanic. He ? (repair/cars).
c We can ? (repair/your car) at our garage. Here are our prices.

Reflexive pronouns

Zaimki zwrotne ***myself***, ***yourself***, ***herself***, ***himself***, ***itself***, ***ourselves***, ***yourselves***, ***themselves*** stosujemy, gdy podmiot i bezpośrednie lub pośrednie dopełnienie dotyczą tej samej osoby lub rzeczy. W języku polskim zaimkami zwrotnymi są takie określenia jak: „się", „siebie", „sobie", „sobą".

*Angela **injured herself** when she was trying to mug an elderly woman.* Angela zraniła się, gdy próbowała okraść starszą panią.

Zaimki osobowe (Personal pronouns)	Zaimki zwrotne (Reflexive pronouns)
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

Zaimków zwrotnych używamy:

- z niektórymi czasownikami – jako odpowiedników polskiego *się*:
  ***Behave yourself** otherwise I'll call your parent.*
  Zachowuj się, w przeciwnym wypadku wezwę twojego rodzica.
  Najczęstszymi czasownikami występującymi w tej formie są: *behave, blame, cut, enjoy, express, hurt, injure, introduce, prepare, protect, teach.*
- w sytuacji, kiedy czynność dotyczy osoby, która ją wykonuje:
  *Kate **looked at herself** in the mirror to see if she had removed all her make-up.*
  Kate spojrzała na siebie w lustrze, żeby sprawdzić, czy zmyła cały makijaż.
- w wyrażeniach z ***by*** dla podkreślenia, że czynność została wykonana samodzielnie przez daną osobę, bez pomocy ze strony innych, samotnie:
  *The boys repaired the benches which they vandalized **by themselves** – nobody helped them.*
  Chłopcy sami naprawili ławki, które zniszczyli – nikt im nie pomógł.
  Jeżeli opisujemy czynność lub relację wzajemną wykonywaną przez dwie lub więcej osób, używamy wyrażeń ***each other*** lub ***one another***, które tłumaczymy na język polski jako: *wzajemnie, sobie nawzajem, siebie nawzajem*:
  *The neighbours **accused each other/one another** of who had set fire to the garden shed.*
  Sąsiedzi oskarżali siebie nawzajem o to, który z nich podpalił składzik ogrodowy.

1 Choose the correct option.

1 They were friends but they blamed *themselves / each other* for what had happened.
2 Paula, stop talking about *yourself / yourselves*. Let the others say something about *them / themselves*.
3 The policeman collected all the evidence by *him / himself*.
4 They were all involved in that robbery but in court they thought only about *themselves / each other*.
5 The police found a new witness of that crime and interviewed *herself / her*.
6 Fortunately, they didn't punish *us / ourselves*.

2 Complete the sentences with the correct reflexive pronoun or Ø (no pronoun). Add the preposition *by* where necessary.

1 After a hard day, I made ? a cup of tea, just to relax ?
2 The door opened ? , the woman entered and introduced ? .
3 When he was released from prison, Paul decided to learn ? new skills and taught ? some basic English.
4 They had known ? for many years and never offered ? a helping hand.
5 The suspect put the whole blame on ? and said he had committed the crime all ? .
6 We went to see the new James Bond and really enjoy ? .

3 Complete the second sentence so that it means the same as the first.

1 When the burglary took place, she was at home completely alone.
When the burglary took place, she was at home all ? .
2 A good alarm system can give you protection against robbery.
You can protect ? .
3 She entered the courtroom and said what her name was.
She entered the courtroom and ? .
4 Yesterday at 9 a.m. the police were transporting the suspect to the court.
Yesterday at 9 a.m. the suspect ? .
5 Tomorrow, a man is coming to change all the locks in our house.
Tomorrow, we ? .
6 They have just installed an alarm in our flat.
We ? .

PREPOSITIONS IN PHRASES

AT

at a (house) party/wedding (3.7): *I met him at a party a couple of months ago.*
at the beach/a ski resort (3.3): *We stayed at a well-known Swiss ski resort.*
at the start (=on the starting line of a race) (2.7): *The horses were all lined up at the start.*
at work/home/school/university (1.1): *Dad's at work.*

FOR

for charity (1.1): *The children collected over fifty toys for charity.*
for instance (4.4): *We can cut down on food waste, for instance by sharing food with other people.*

IN

in a boat (3.1): *He's crossing the river in a boat.*
in a crisis (1.3): *It's important to have employees you can rely on in a crisis.*
in a queue (1.5): *We stood in a queue for half an hour.*
in addition (5.7): *The school has twelve classrooms. In addition, there is a large office that could be used for meetings.*
in bagagge reclaim (3.2): *The plane landed over an hour ago. Bill must still be in baggage reclaim.*
in common (2.3): *I found I had a lot in common with Jo.*
in conclusion (5.7): *In conclusion, I would like to say how much I have enjoyed myself today.*
in fact (1.2): *I know the mayor really well. In fact, I had dinner with her last week.*
in favour of (6.7): *Senior ministers spoke in favour of the proposal.*
in love with (2.7): *I think I'm falling in love with Tom.*
in other words (7.4): *So he is a fraud, a common thief in other words.*
in prison (8.1): *He was sentenced to five years in prison.*
in shape (2.1): *She's bought an exercise bike to keep in shape.*
in spite of (3.4): *We went out in spite of the rain.*
in the background/middle/foreground (1.8): *In the background you can see my college friends.*
in the centre (5.2): *The capital city is located in the centre of the country.*
in the middle of (6.7): *Alan was standing in the middle of the room.*
in the mind (2.5): *He's one of those doctors who say you're not really sick and it's all in the mind.*
in the photo/picture/poster (1.1): *In the photo you can see a group of teenagers.*
(just) in time (6.5): *They weren't late, they arrived just in time for dinner.*
in your early/mid/late twenties (1.7): *She was in her early twenties when I met her.*
in your teens (1.7): *He was in his teens when he started playing the violin.*

OF

of course (2.5): *Of course, there are exceptions to every rule.*
of all time (7.1): *What's your favourite hit single of all time?*

ON

on a plane (3.1): *You can't talk to him now. He's on a plane over the Atlantic.*
on a campsite (5.4): *We'll stay on a campsite outside the village.*
on a night out (1.1): *I met him on a night out.*
on average (8.2): *On average, men still earn more than women.*
on land (3.1): *The crocodile lays its eggs on land.*
on stage (7.1): *If you mess up on stage, don't worry about it.*
on the loose (3.2): *The police have issued a warning about a dangerous criminal on the loose.*
on the one hand (5.7): *On the one hand, there are several arguments for making contact.*
on the other hand (5.7): *On the other hand, there are also many arguments against making contact.*
on the road (=travelling) (3.1): *We were on the road just one hour after landing.*
on the road/street (6.7): *There were loads of cars parked on the street.*
on the way (to) (8.4): *She should be on the way to Brighton by now.*
on time (7.1): *Always turn up on time. Being late doesn't make a good impression.*
on top (4.1): *The cake was a bit burnt on top.*
on your own (8.6): *I've been living on my own for two years.*

PREPOSITIONS AFTER NOUNS

a couple of (3.1): *There are a couple of girls waiting for you.*
advantages/disadvantages of (3.4): *One of the many advantages of living in New York is that you can eat out at almost any time of day.*
amount of (4.4): *They spend equal amounts of time in California and New York.*
approval/disapproval of (6.7): *The decision cannot be made without the approval of the president.*
combination of (4.7): *The menu you suggested represents an ideal combination of healthy and exciting food.*
contact with (5.7): *Animals become stressed because of contact with zoo visitors.*
flight from (3.1): *There are two non-stop flights from London to Tehran daily.*
break from (2.4): *I wanted a break from university life.*
lack of (6.7): *Lack of exercise can lead to weight problems and even illness.*
leader of (5.5): *He is the leader of the local community.*
means of transport (3.1): *For most people, the car is still their main means of transport.*
member of (1.4): *He is a member of the local tennis club.*
number of (2.1): *The number of people using this technology is increasing daily.*
pain in (6.8): *I had a nasty pain in my leg.*
parts of the body (6.1): *More heat is lost through the head than any other part of the body.*
plenty of (2.5): *No need to hurry – you've got plenty of time.*
prize for (2.1): *The prize for best original screenplay has been won by a young British writer.*
programme about (1.3): *There's a programme about killer whales in ten minutes.*
relationship with (1.3): *I have a good relationship with my parents.*
sense of humour (1.7): *It's vital to have a sense of humour in this job.*
slice of (7.4): *Can you pass me a slice of bread?*
support for (6.7): *There was widespread support for the war.*
variety of (4.3): *The girls come from a variety of different backgrounds.*
way of life (5.7): *The British way of life is not much different from ours.*

PREPOSITIONS AFTER VERBS

be into sth (1.7): *I'm really into folk music.*
be made of/from (1.4): *Paper is made from wood. This shirt is made of silk.*
be there for sb (1.3): *That's what I loved about my father – he was always there for me.*
blame sb for (8.6): *Marie still blames herself for Patrick's accident.*
charge sb with sth (8.1): *Gibbons has been charged with murder.*
come first/last in (2.1): *The choir came first in all sections of the competition.*
compete in (2.1): *He'd like to compete in the 1,000 metres.*
cover sth in (4.1): *I'm making a pizza and I want to cover it in cheese.*
die from (5.4): *The drug will not help patients who are dying from cancer.*
donate money to (6.3): *Last year he donated $1,000 to cancer research.*
escape from (3.2): *He escaped from prison in October.*
feel about (4.7): *How would you feel about working with Nicole for a while?*
get rid of (2.1): *You should get rid of all these old toys.*
learn from (7.1): *We learn from our mistakes.*
lose touch with (1.3): *I'm moving abroad, but I don't want to lose touch with you.*
make contact with (5.7): *We'd like to make contact with other schools in the area.*
nominate sb for sth (7.5): *Ferraro was nominated for the job of vice president.*
pay for (3.3): *Mum paid for my driving lessons.*
play for (2.1): *Moxon played for England in ten matches.*
raise money for (6.3): *We're organising a concert to raise money for charity.*
recover from (6.4): *He's in hospital, recovering from a heart attack.*
release from (8.3): *Mike was released from hospital yesterday.*
report on (1.2): The Times *sent her to Bangladesh to report on the floods.*
sentence to (8.1): *Sanchez was sentenced to three years in prison.*
share with (6.3): *I have an office that I share with some other teachers.*
take part in (2.1): *About 400 students took part in the protest.*
train for (6.3): *Brenda spends two hours a day training for the marathon.*
travel by air/car/train (3.5): *Emma and Jo travelled by train across Eastern Europe.*
vote for (7.5): *I voted for the Labour candidate in the last election.*
work for (1.2): *He works for a law firm.*
worry about (1.6): *I worry about my brother.*

PREPOSITIONS AFTER ADJECTIVES

addicted to (8.7): *Fifty million Americans are addicted to nicotine.*
allergic to (4.8): *I'm allergic to onions.*
aware of (8.7): *Most smokers are aware of the dangers of smoking.*
dependent on (8.8): *You don't earn money, so you are still dependent on your parents for everything.*
famous for (5.2): *Italy is famous for its olive oil.*
good/bad for (2.4): *Watching so much TV isn't good for you.*
guilty of (8.1): *They were found guilty of murder.*
important for (2.8): *It was important for the president to continue his visit.*
independent from (8.8): *I think we should learn to be independent from our parents.*
interested in (1.1): *He's interested in computer games.*
involved in (8.1): *How many politicians are involved in the scandal?*
open to new ideas (1.7): *Here at PLX, we listen to our employees. We're always open to new ideas.*
passionate about (4.4): *I'm passionate about football.*
proud of (1.1): *Her parents are very proud of her.*
responsible for (5.8): *He's the man responsible for the Oklahoma bombing.*
sure about (2.8): *Are you quite sure about this?*
unusual for (8.7): *It's unusual for Dave to be late.*

OTHER

because of (1.4): *He had to retire because of health problems.*
by the end of (2.7): *Costs will double by the end of 2025.*
thanks to (3.4): *She learnt new things about the world thanks to her smartphone.*

base sth on sth (1.2) – opierać na: *He has based his theory on scientific facts and figures.*

beat yourself up (7.1) – obwiniać się, bić się w pierś: *When you make a mistake, don't beat yourself up – we learn from our mistakes.*

break down (3.6) – zepsuć się: *What happened when the car broke down?*

break into (8.1) – włamać się do: *In the past, burglars used to break into houses to steal TVs and DVD players.*

burn off sth (2.1) – spalić coś (np. kalorie): *If you work out at the gym, you burn off calories.*

call on sb (8.8) – odwiedzić kogoś: *Why don't you call on Mary and see how she's feeling?*

carry on (3.6) – kontynuować: *You'll make yourself seriously ill if you carry on working so much.*

cheer sb on (2.1) – dopingować kogoś: *There were thousands of fans in the stadium, all cheering their team on.*

come across as (1.1) – sprawiać wrażenie: *Be careful you don't come across as shallow or vain.*

come across sb/sth (5.1) – napotkać, natknąć się na: *I came across this photograph among some old newspapers.*

come from (1.1) – pochodzić z: *His father came from France.*

come in (of tide) (5.1) – dotrzeć, pojawić się (o przypływie): *The tide comes in.*

come out (7.1) – wychodzić, być wydanym: *When does his new book come out?*

concentrate on sth (2.5) – skoncentrować się na: *I want to concentrate on my career for a while.*

cut sth off (4.1) – odcinać: *I only like lean meat so I cut off the fat and leave it on the side of my plate.*

cut sb off from sth (3.4) – odciąć kogoś od: *It's common to complain that computers cut us off from reality.*

deal with sth (5.6) – radzić sobie z: *These kinds of fires are very difficult to deal with.*

die out (5.1) – wyginąć: *The wild population of koalas is in danger of dying out.*

dress up (1.1) – wystroić się: *It's only a small party. You don't need to dress up.*

drop sb off (3.6) – podrzucić kogoś samochodem, wysadzić kogoś: *I'll drop you off on my way home.*

drop out (of sth) (2.1) – porzucić: *Bill dropped out of college after his first year.*

fall into sth (5.5) – wpadać: *I slipped and fell into the hole.*

fall off sth (2.2) – spaść z: *He fell off his bike* and broke his *wrist.*

fall out (with sb) (1.3) – pokłócić się: *Nina's fallen out with her brother.*

fall over (2.7) – upaść: *Our big apple tree fell over in the storm.*

find sth out (1.3) – dowiadywać się: *We never found out who sent the letter.*

get along/on (well) with sb (1.3) – być w dobrych stosunkach z: *They get along really well together.*

get into sth (2.1) – dostać się do: *You'll have to work harder if you want to get into university.*

get off (3.6) – wysiadać: *Let's get off at the next stop.*

get out of sth (8.4) – wstać, wydostać się: *There's a reason to get out of bed in the morning.*

give sth away (8.4) – dawać za darmo: *In my local coffee shop, I tried to give away a cup of coffee.*

give (sth) up (2.3) – poddać się, rzucić coś: *Mark has given up trying to teach me to ski.*

go ahead – 1. (6.7) odbyć się, dojść do skutku: *The sale went ahead as planned.* 2. (7.8) proszę bardzo! (wyrażenie zgody): *'Do you mind if I open the window?' 'No, go ahead.'*

go away (3.3) – wyjechać: *We're going away for the weekend.*

go in for sth (2.1) – wziąć udział w: *I go in for competitions.*

go off – 1. (5.4) zepsuć się (o jedzeniu): *The cheese and bread had to be eaten before they went off.* 2. (5.4) – zadzwonić (o budziku): *I continue sleeping in spite of my alarm going off in the morning.*

go out – 1. (4.4) wychodzić: *Are we going out tomorrow?* 2. (of tide) (5.1) ustępować (o przypływie): *Where does the water depth only change by ten centimetres when the tide comes in and goes out?*

go over to sb/sth (5.5) – podejść do: *The gorilla went over to the boy.*

go through sth (8.4) – przeszukać: *Dave went through his pockets looking for the keys.*

hand sth over (2.4) – przekazać: *I handed over my bag but took out one racket.*

hang out with sb (1.3) – spędzać czas z: *They hang out with their friends a lot.*

heat sth up (5.1) – podgrzać: *I heated up the remains of last night's supper.*

hold sb up (3.6) – opóźniać/wstrzymywać kogoś: *I don't want to hold you up – I know you're in a hurry.*

hurry up (4.2) – pospieszyć się: *Hurry up! We'll miss the bus.*

keep up with sb (3.6) – dotrzymywać komuś kroku: *Dave isn't keeping up with the rest of the class in reading.*

let sb down (2.1) – zawieść kogoś: *Sometimes it's difficult when you let your team down.*

lock sb (up) (8.3) – zamknąć kogoś na klucz: *The guards locked the prisoner up in the cell.*

look after sb/sth (1.5) – opiekować się: *We look after his children in the evening.*

look at sb/sth (1.1) – patrzeć na: *'It's time to go,' said Patrick, looking at his watch.*

look into sth (7.4) – zbadać: *We're looking into the cause of the fire.*

look up to sb (2.3) – podziwiać kogoś: *He looks up to his older brother.*

make sth into sth (8.2) – przerabiać na: *It has been made into a museum.*

make sth out (1.8) – rozszyfrować: *I can't make the sign out.*

mess up (7.1) – spartaczyć coś: *If you mess up on stage, don't worry about it. Just carry on.*

pick sth up (2.3) – nauczyć się, podłapać: *She picked up how to windsurf as soon as she could swim.*

pick sb up (3.6) – odebrać kogoś (samochodem): *Mum's picking me up at midday.*

point out (7.2) – zauważyć, zwrócić uwagę (na to, że): *Art critics pointed out that a child could not produce those paintings.*

pull over (3.6) – zjechać na bok / na pobocze: *He pulled the car over.*

put sth in (8.5) – zainstalować: *They're having a new bathroom put in.*

put sb off sth (2.3): – zniechęcić kogoś do: *Don't be put off by the title – it's a really good book!*

put sth on (2.4) – zakładać, wkładać: *Put your hat on – it's cold outside.*

put on (7.1) – wystawić (sztukę): *One summer the children put on a play.*

put on (weight) (7.5) – przybrać na wadze: *Mary put on weight when she quit smoking.*

put sb up (3.6) – przenocować kogoś: I was hoping Kenny could put me up for a few days.

put sth up (3.6) – rozkładać, składać: *The kids were putting a tent up in the garden.*

rely on sb/sth (5.6) – polegać na: *We're relying on him to help.*

run out of sth (3.6) – wyczerpać się, nie mieć już: *I've run out of milk.*

sell out (4.2) – wyprzedać: *I'm sorry, but the tickets are all sold out.*

set off (on a journey) (3.6) – wyruszać (w podróż): *We'd better set off now, before it gets dark.*

set sth up (4.4) – założyć, utworzyć: *In 2000, he set up his own company.*

sign up for (7.1) – zapisać się na: *I'm thinking of signing up for a yoga course.*

sit around (5.4) – siedzieć bezczynnie: *We sat around for a bit, chatting.*

sleep through sth (5.4) przespać coś: *How did you manage to sleep through that thunderstorm?*

speed up (2.2) – przyspieszyć: *The truck speeded up going down the hill.*

split up with (7.5) – rozstać się, zerwać z: *Eve's parents split up when she was three.*

start out (7.1) – zadebiutować, zacząć: *When the band first started out, they played at small clubs.*

stay out (2.5) – przebywać poza domem: *She lets her children stay out until midnight.*

stir sth up – 1. (5.1) wzburzyć, poruszyć: *The wind had stirred up a powdery red dust.* 2. (7.3) wzbudzać: *These clips stirred up our emotions.*

switch sth off (8.6) – wyłączyć: *My phone switches itself off if I don't use it for a while.*

take after sb (2.3) – być podobnym do, wdać się w: *Sue takes after her Dad.*

take sth away (8.8) – zabierać: *Voluntary work could take time away from your studies.*

take sth off (2.4) – zdejmować: *He took off his shoes.*

take on (a challenge) (2.1) – przyjąć (wyzwanie): *I like taking on new challenges.*

take sth up (2.5) – zająć się (np. zacząć coś uprawiać): *My best friend is going to take up running.*

take up sth (8.8) – zajmować (czas, miejsce): *Voluntary work can take up a lot of time.*

talk sb into sth (2.3) – namówić kogoś na: *Has anybody ever talked you into taking up a sport or joining a team?*

throw sth away (4.4) – wyrzucić: *Do you need these newspapers, or can I throw them away?*

try sth on (1.8) – przymierzyć: *Would you like to try these jeans on?*

try sth out (2.3) – wypróbować: *Can I try out your new motorbike?*

turn into (3.6) – zmienić się w: *The company has turned into a global corporation.*

turn up (3.6) – pojawiać się: *Danny turned up late as usual.*

wake up (5.4) – obudzić się: *I woke up at 7 a.m. today.*

walk away from sth (3.6) – zrezygnować z, porzucić: *You can't just walk away from fifteen years of marriage!*

wear off (7.1) – ustępować: *When you feel you are stuck, keep practising and eventually the feeling will wear off.*

write back (4.7) – odpisać: *I sent them a card once, but they never wrote back.*

work out – 1. (2.1) trenować, ćwiczyć: *She works out at the gym twice a week.* 2. (3.7) rozwiązać się, wyjść: *Don't worry. I'm sure everything will work out fine.*

PRZEDROSTKI

Często używane przedrostki

Przedrostek	Przykłady
anti- (=against)	antihistamine, anti-virus
co- (=together)	co-pilot, co-driver.
de- (=acting against)	detox
ex- (=former, before)	ex-offender
inter- (=between)	international, inter-school
mis- (=wrongly)	miscalculate
mega- (=huge)	megacity
multi- (=many)	multi-purpose, multi-coloured
over- (=too much)	oversleep, overreact
pre- (=before)	pre-game, pre-digital
re- (=again)	recreate, rewrite
semi- (=half)	semi-detached
sub- (=under)	sub-Saharan
super- (=above, more than)	supermarket

Przedrostki zmieniające znaczenie wyrazów na przeciwne

Przedrostek	Przykłady
dis-	disappear, disrespectful
il-	illegal, illiterate
im-	impatient, impossible
in-	insensitive, independent
ir-	irregular
non-	non-emergency
un-	unacceptable, unripe

PRZYROSTKI

Przyrostki tworzące rzeczowniki

Przyrostek	Przykłady
-ment	engagement, treatment
-ion/-tion/-sion	production, decision
-ation/-ition	definition, determination
-ence/-ance	difference, appearance
-ty/-ity	security, electricity
-ness	kindness, awareness
-ing	shopping, racing
-al	festival
-age	shortage
-y	honesty, recovery
-sis	basis
-ure	pleasure, sculpture
-hood	neighbourhood, childhood
-ship	friendship
-dom	freedom, kingdom
-er/-or	presenter, tutor
-ist	dentist, psychologist
-ant/-ent	attendant, resident
-an/-ian	comedian, vegetarian
-ee	referee

Przyrostki tworzące przymiotniki

Przyrostek	Przykłady
-al	national, social
-ic	ecstatic, fantastic
-ive	attractive, creative
-ful	careful, successful
-less	homeless, useless
-ous	courageous, delicious
-y	lucky, tasty
-ly	friendly, lonely
-able/-ible	reliable, responsible
-ed	determined, talented
-ing	inspiring, fascinating
-ent	dependent

Przyrostki tworzące przysłówki

Przyrostek	Przykłady
-ly	gently, urgently

Przyrostki tworzące czasowniki

Przyrostek	Przykłady
-ise/ize (Am.E.)	realise, organise
-en	lengthen, widen
-ify	identify, justify

ZAIMKI OSOBOWE I DZIERŻAWCZE

Zaimek osobowy w funkcji podmiotu	Zaimek osobowy w funkcji dopełnienia	Przymiotnik dzierżawczy (+ rzeczownik)	Zaimek dzierżawczy (bez rzeczownika)
I'm a student.	Come with **me**.	It's **my** house.	It's **mine**.
Have **you** got a cat?	I like **you**.	It's **your** bike.	It's **yours**.
He works at home.	Can you help **him**?	It's **his** book.	It's **his**.
She's been to Prague.	Listen to **her**.	It's **her** room.	It's **hers**.
Is **it** a famous city?	I can't find **it**.	Oxford (= it) is famous for **its** university.	—
We live in Poland.	Wait for **us**.	It's **our** tablet.	It's **ours**.
You can't sit here.	Can I talk to **you**?	It's **your** car.	It's **yours**.
Are **they** working?	Do you know **them**?	It's **their** money.	It's **theirs**.

ZAIMKI WSKAZUJĄCE, PYTAJĄCE I WZGLĘDNE

Wskazujące		Pytające	Względne
Liczba pojedyncza	Liczba mnoga		
this that	these those	What? Who? Whose? Which? Where? When? Why? How? (How often? How long? How far? How much? How many?)	who which that whose when where

LICZEBNIKI

Liczebniki: 1 – 100

Liczebnik główny	Liczebnik porządkowy	Liczebnik główny	Liczebnik porządkowy
1 – one	first (1st)	20 – twenty	twentieth (20th)
2 – two	second (2nd)	21 – twenty-one	twenty-first (21st)
3 – three	third (3rd)	22 – twenty-two	twenty-second (22nd)
4 – four	fourth (4th)	23 – twenty-three	twenty-third (23rd)
5 – five	fifth (5th)	24 – twenty-four	twenty-fourth (24th)
6 – six	sixth (6th)	25 – twenty-five	twenty-fifth (25th)
7 – seven	seventh (7th)	26 – twenty-six	twenty-sixth (26th)
8 – eight	eighth (8th)	27 – twenty-seven	twenty-seventh (27th)
9 – nine	ninth (9th)	28 – twenty-eight	twenty-eighth (28th)
10 – ten	tenth (10th)	29 – twenty-nine	twenty-ninth (29th)
11 – eleven	eleventh (11th)	30 – thirty	thirtieth (30th)
12 – twelve	twelfth (12th)	40 – forty	fortieth (40th)
13 – thirteen	thirteenth (13th)	50 – fifty	fiftieth (50th)
14 – fourteen	fourteenth (14th)	60 – sixty	sixtieth (60th)
15 – fifteen	fifteenth (15th)	70 – seventy	seventieth (70th)
16 – sixteen	sixteenth (16th)	80 – eighty	eightieth (80th)
17 – seventeen	seventeenth (17th)	90 – ninety	ninetieth (90th)
18 – eighteen	eighteenth (18th)	100 – one/a hundred	hundredth (100th)
19 – nineteen	nineteenth (19th)	101 – one/a hundred and one	hundred and first (101st)

Przykładowe liczebniki główne powyżej 100

1,000 – one/a thousand
3,555 – three thousand, five hundred **and** fifty-five
56,223 – fifty-six thousand, two hundred **and** twenty-three
725,000 – seven hundred **and** twenty-five thousand
1,000,000 – one/a million
1,000,000,000 – one/a billion

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	
be [biː]	**was/were** [wɒz/wɜː]	**been** [biːn]	być
beat [biːt]	**beat** [biːt]	**beaten** ['biːtn]	bić
become [bɪ'kʌm]	**became** [bɪ'keɪm]	**become** [bɪ'kʌm]	stać się
begin [bɪ'gɪn]	**began** [bɪ'gæn]	**begun** [bɪ'gʌn]	zacząć
bite [baɪt]	**bit** [bɪt]	**bitten** ['bɪtn]	ugryźć
bleed [bliːd]	**bled** [bled]	**bled** [bled]	krwawić
blow [bləʊ]	**blew** [bluː]	**blown** [bləʊn]	dmuchać
break [breɪk]	**broke** [brəʊk]	**broken** ['brəʊkən]	złamać
bring [brɪŋ]	**brought** [brɔːt]	**brought** [brɔːt]	przynieść
broadcast ['brɔːdkɑːst]	**broadcast** ['brɔːdkɑːst]	**broadcast** ['brɔːdkɑːst]	nadawać
build [bɪld]	**built** [bɪlt]	**built** [bɪlt]	budować
burn [bɜːn]	**burned** [bɜːnd]/ **burnt** [bɜːnt]	**burned** [bɜːnd]/ **burnt** [bɜːnt]	spalić
burst [bɜːst]	**burst** [bɜːst]	**burst** [bɜːst]	rozerwać
buy [baɪ]	**bought** [bɔːt]	**bought** [bɔːt]	kupować
can [kæn]	**could** [kʊd]	**been able to** [biːn 'eɪbl tə]	móc
catch [kætʃ]	**caught** [kɔːt]	**caught** [kɔːt]	złapać
choose [tʃuːz]	**chose** [tʃəʊz]	**chosen** ['tʃəʊzn]	wybrać
come [kʌm]	**came** [keɪm]	**come** [kʌm]	przyjść
cost [kɒst]	**cost** [kɒst]	**cost** [kɒst]	kosztować
cut [kʌt]	**cut** [kʌt]	**cut** [kʌt]	ciąć
deal [diːl]	**dealt** [delt]	**dealt** [delt]	mieć do czynienia
dig [dɪg]	**dug** [dʌg]	**dug** [dʌg]	kopać
do [duː]	**did** [dɪd]	**done** [dʌn]	zrobić
draw [drɔː]	**drew** [druː]	**drawn** [drɔːn]	rysować
dream [driːm]	**dreamed** [driːmd]/ **dreamt** [dremt]	**dreamed** [driːmd]/ **dreamt** [dremt]	marzyć
drink [drɪnk]	**drank** [drænk]	**drunk** [drʌnk]	pić
drive [draɪv]	**drove** [drəʊv]	**driven** ['drɪvn]	prowadzić samochód
eat [iːt]	**ate** [et]	**eaten** ['iːtn]	jeść
fall [fɔːl]	**fell** [fel]	**fallen** ['fɔːlən]	upaść
feed [fiːd]	**fed** [fed]	**fed** [fed]	karmić
feel [fiːl]	**felt** [felt]	**felt** [felt]	czuć
fight [faɪt]	**fought** [fɔːt]	**fought** [fɔːt]	walczyć
find [faɪnd]	**found** [faʊnd]	**found** [faʊnd]	znaleźć
fit [fɪt]	**fit** [fɪt]	**fit** [fɪt]	pasować
fly [flaɪ]	**flew** [fluː]	**flown** [fləʊn]	lecieć
forget [fə'get]	**forgot** [fə'gɒt]	**forgotten** [fə'gɒtn]	zapomnieć
forgive [fə'gɪv]	**forgave** [fə'geɪv]	**forgiven** [fə'gɪvən]	wybaczyć
freeze [friːz]	**froze** [frəʊz]	**frozen** ['frəʊzən]	zamrozić
get [get]	**got** [gɒt]	**got** [gɒt]	dostać
give [gɪv]	**gave** [geɪv]	**given** ['gɪvən]	dać
go [gəʊ]	**went** [went]	**been/gone** [biːn/gɒn]	iść, jechać
grow [grəʊ]	**grew** [gruː]	**grown** [grəʊn]	rosnąć
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]	chować
hit [hɪt]	**hit** [hɪt]	**hit** [hɪt]	uderzyć
hold [həʊld]	**held** [held]	**held** [held]	trzymać
hurt [hɜːt]	**hurt** [hɜːt]	**hurt** [hɜːt]	zranić
keep [kiːp]	**kept** [kept]	**kept** [kept]	trzymać
know [nəʊ]	**knew** [njuː]	**known** [nəʊn]	wiedzieć
lead [liːd]	**led** [led]	**led** [led]	prowadzić
learn [lɜːn]	**learned** [lɜːnd]/ **learnt** [lɜːnt]	**learned** [lɜːnd]/ **learnt** [lɜːnt]	uczyć się
leave [liːv]	**left** [left]	**left** [left]	opuścić

Infinitive	Past Simple	Past Participle	
lend [lend]	**lent** [lent]	**lent** [lent]	pożyczyć komuś
let [let]	**let** [let]	**let** [let]	pozwolić
lie [laɪ]	**lay** [leɪ]	**lain** [leɪn]	leżeć
light [laɪt]	**lit** [lɪt]	**lit** [lɪt]	zapalać
lose [luːz]	**lost** [lɒst]	**lost** [lɒst]	zgubić
make [meɪk]	**made** [meɪd]	**made** [meɪd]	zrobić
mean [miːn]	**meant** [ment]	**meant** [ment]	znaczyć
meet [miːt]	**met** [met]	**met** [met]	spotkać
overtake [ˌəʊvə'teɪk]	**overtook** [ˌəʊvə'tʊk]	**overtaken** [ˌəʊvə'teɪkən]	wyprzedzać
pay [peɪ]	**paid** [peɪd]	**paid** [peɪd]	płacić
put [pʊt]	**put** [pʊt]	**put** [pʊt]	położyć
read [riːd]	**read** [red]	**read** [red]	czytać
ride [raɪd]	**rode** [rəʊd]	**ridden** ['rɪdn]	jeździć na
ring [rɪŋ]	**rang** [ræŋ]	**rung** [rʌŋ]	dzwonić
rise [raɪz]	**rose** [rəʊz]	**risen** [rɪzən]	wznosić się, wschodzić
run [rʌn]	**ran** [ræn]	**run** [rʌn]	biegać
say [seɪ]	**said** [sed]	**said** [sed]	powiedzieć
see [siː]	**saw** [sɔː]	**seen** [siːn]	zobaczyć
seek [siːk]	**sought** [sɔːt]	**sought** [sɔːt]	poszukiwać
sell [sel]	**sold** [səʊld]	**sold** [səʊld]	sprzedać
send [send]	**sent** [sent]	**sent** [sent]	wysłać
set [set]	**set** [set]	**set** [set]	ustawić
shake [ʃeɪk]	**shook** [ʃʊk]	**shaken** [ʃeɪkən]	potrząsać
shine [ʃaɪn]	**shone** [ʃɒn]	**shone** [ʃɒn]	świecić
show [ʃəʊ]	**showed** [ʃəʊd]	**shown** [ʃəʊn]	pokazać
shut [ʃʌt]	**shut** [ʃʌt]	**shut** [ʃʌt]	zamknąć
sing [sɪŋ]	**sang** [sæŋ]	**sung** [sʌŋ]	śpiewać
sit [sɪt]	**sat** [sæt]	**sat** [sæt]	siedzieć
sleep [sliːp]	**slept** [slept]	**slept** [slept]	spać
slide [slaɪd]	**slid** [slɪd]	**slid** [slɪd]	ślizgać się
smell [smel]	**smelled** [smeld]/ **smelt** [smelt]	**smelled** [smeld]/ **smelt** [smelt]	pachnieć, wąchać
speak [spiːk]	**spoke** [spəʊk]	**spoken** ['spəʊkən]	mówić
spend [spend]	**spent** [spent]	**spent** [spent]	spędzać
spill [spɪl]	**spilled** [spɪld]/ **spilt** [spɪlt]	**spilled** [spɪld]/ **spilt** [spɪlt]	rozlać
split [splɪt]	**split** [splɪt]	**split** [splɪt]	rozdzielić (się)
spread [spred]	**spread** [spred]	**spread** [spred]	rozprzestrzeniać się, rozpowszechniać
stand [stænd]	**stood** [stʊd]	**stood** [stʊd]	stać
steal [stiːl]	**stole** [stəʊl]	**stolen** ['stəʊlən]	ukraść
stick [stɪk]	**stuck** [stʌk]	**stuck** [stʌk]	wychylić
sting [stɪŋ]	**stung** [stʌŋ]	**stung** [stʌŋ]	użądlić
strike [straɪk]	**struck** [strʌk]	**struck** [strʌk]	uderzyć
swell [swel]	**swelled** [sweld]	**swollen** ['swəʊlən]	spuchnąć
swim [swɪm]	**swam** [swæm]	**swum** [swʌm]	płynąć
take [teɪk]	**took** [tʊk]	**taken** ['teɪkən]	wziąć
teach [tiːtʃ]	**taught** [tɔːt]	**taught** [tɔːt]	uczyć
tear [teə]	**tore** [tɔː]	**torn** [tɔːn]	podrzeć
tell [tel]	**told** [təʊld]	**told** [təʊld]	powiedzieć
think [θɪŋk]	**thought** [θɔːt]	**thought** [θɔːt]	myśleć
throw [θrəʊ]	**threw** [θruː]	**thrown** [θrəʊn]	rzucać
understand [ˌʌndə'stænd]	**understood** [ˌʌndə'stʊd]	**understood** [ˌʌndə'stʊd]	rozumieć
upset [ʌp'set]	**upset** [ʌp'set]	**upset** [ʌp'set]	zasmucić
wake [weɪk]	**woke** [wəʊk]	**woken** ['wəʊkən]	obudzić się
wear [weə]	**wore** [wɔː]	**worn** [wɔːn]	nosić
win [wɪn]	**won** [wʌn]	**won** [wʌn]	wygrać
write [raɪt]	**wrote** [rəʊt]	**written** ['rɪtn]	pisać

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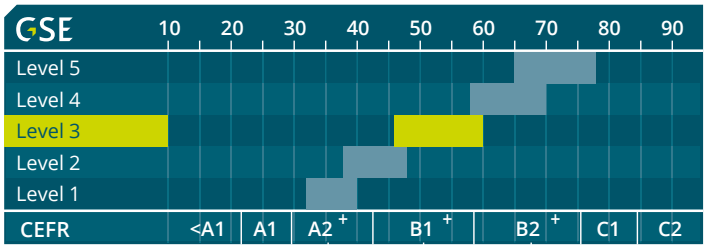
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